



Institution Application **Bronze and Silver Award**

Bangor University
Bronze award application
May 2018



ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- = an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- = a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- = the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommended word counts as a guide.

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

Name of institution	Bangor University	
Date of application	May 2018	
Award Level	Bronze	
Date joined Athena SWAN	2011	
Current award	Date: April 2015	Level: Bronze
Contact for application	Alison Wiggett	
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Telephone	01248 388376	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

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

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

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

SWYDDFA'R IS-GANGHELLOR
VICE-CHANCELLOR'S OFFICE

Athena SWAN Manager
Equality Challenge Unit
First Floor
Westminster Tower
3 Albert Embankment
LONDON SE1 7SP

16th May 2018



Dear Dr Gilligan,

It gives me great pleasure to support Bangor University's Institutional Athena SWAN Bronze Award application and to report progress that we have already made in advancing women's careers at Bangor.

Our five-year strategy '*Building on Success*' (2015-2020) notes that we are committed to working with diverse and distinctive communities to deliver "the best we can be". The Strategy specifically outlines that its policies and strategies ensure that the University is a fair and inclusive environment for all.

I am pleased to report that we have made significant progress and introduced a number of innovative initiatives since our last successful Athena SWAN award in 2014. These include:

- An increase in the number of women applying for, and being promoted to, readerships and chairs.
- Improved gender balance on influential institutional committees including the University Executive and Council.
- The appointment of our first woman to the Chair of Council.
- The introduction of the Women in Science Scholarships that support female students to study for an MSc in a Science subject at Bangor. Since its launch in 2015, we have supported 6 outstanding young women to progress their careers in science.
- We were particularly pleased that Bangor University won the 'Employer of the Year' (public sector) category in the inaugural Chwarae Teg 'Womenspire' awards in 2016. This was awarded in recognition of our activity and progress towards supporting the career development of women.

The University is also committed to the objectives outlined in the Welsh Government's Well-being of Future Generations Act and we regard our commitment to equality and inclusion as being key to our long-term sustainability. We also contributed to the Welsh Government's '*Talented Women for a Successful Wales*' Report in 2016 that outlines recommendations to address the under-representation and difficulties of retaining women in STEMM in Wales. We are very proud of our considerable outreach and our

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successful annual 'Bangor Science Festival' that encourages young people to become interested in science. We are already making progress in terms of the recommendations of this report to ensure that we support the pipeline from school education to women's careers.

We have made progress but I recognise that we still have much to do. While we have seen a progressive increase in the overall proportion of women in senior academic positions across the University we still need to increase the proportion of women in leadership roles across the University. I am very aware that we need to accelerate the rate of change in order to achieve gender equality and equal representation at senior levels. It is for this reason that I am committed to ensure that by 2022 all the University's Schools will have applied for Athena SWAN awards and that we continue to learn and implement how best to support women to develop and progress in their careers.

We have an ambitious action plan which reflects not only the changes to the Charter but also our on-going commitment to equal opportunity and inclusiveness at Bangor University.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution and I endorse the enclosed submission in the strongest possible terms.

Yours sincerely,



Professor John G. Hughes PhD FBCS FLSW
President and Vice-Chancellor

(529 words)

Table 1.1 Glossary of Terms

AHSSBL	Arts, Humanities, Social Sciences, Business and Law
ASTG	Athena SWAN Task Group
AS&RCM	Athena SWAN & Research Concordat Manager
BU	Bangor University
BEA	Bangor Employability Award
CAH	College of Arts & Humanities
CELT	Centre for Enhancement of Teaching and Learning
COBLESS	College of Business, Law, Education & Social Sciences
COHABS	College of Health and Behavioural Sciences
COPAS	College of Physical and Applied Sciences
DD(HR)D	Deputy Director (HR) Development
DD(HR)O	Deputy Director (HR) Operations
ECR	Early Career Researcher
EDTG	Equality & Diversity Task Group
HoS	Head of School
HR	Human Resources Department
HSS	Health and Safety Services
HR&EO	HR and Equality Officer
PBF	Professional Behaviours Framework
PDR	Performance Development Review
PGR	Postgraduate Research
PGT	Postgraduate Taught
P&S	Professional and Support (staff)
REF	Research Excellence Framework
REO	Research and Enterprise Office
Tir na n'Og	University's childcare facility
T&R	Teaching and Research
T&S	Teaching and Scholarship
SDT	Staff Development Team
SRF	Senior Research Fellow
SL	Senior Lecturer
STEMM	Science, Technology, Engineering, Mathematics and Medicine
SS	Student Services
SU	Students Union
UCU	University and College Union
UG	Undergraduate
WAM	Workload Allocation Model

2. DESCRIPTION OF THE INSTITUTION

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

Please provide a brief description of the institution, including any relevant contextual information. This should include:

- (i) information on where the institution is in the Athena SWAN process

The University achieved its Athena SWAN Bronze award in 2011, and this was renewed in 2014. We have worked to implement successive action plans and have made good progress on key objectives. The work is ongoing and we are addressing additional areas of action in order to embed post-May 2015 Charter principles.

Currently, 3 STEMM departments hold Bronze awards. Another STEMM departments is submitting an application for Bronze in May 2018. Other STEMM and AHSSBL departments have formed SATs and are working towards submission for awards.

In 2016 the status of the University-level Athena SWAN group was changed from a Steering Group to a full Task Group to ensure it is led and chaired by a member of the University Executive, the University's senior management group. This represents an important step as it ensures an Athena SWAN voice at the top level of University management. The University's commitment to progressing the Athena SWAN agenda was further demonstrated by the appointment of Bangor University's Athena SWAN manager in 2016.

Equality Governance

The Athena SWAN Task group (ASTG) works alongside the Equality & Diversity Task group (EDTG) to advance gender equality at Bangor University (see Figure 2.1). Both task groups are chaired by a member of the University's Executive (see section 5.6 iv for more detail) and as such report directly to the University's senior management team. Key members of staff (the Equality Officer and the Athena SWAN Manager) sit on both task groups ensuring that information and best practice is shared across the institution.

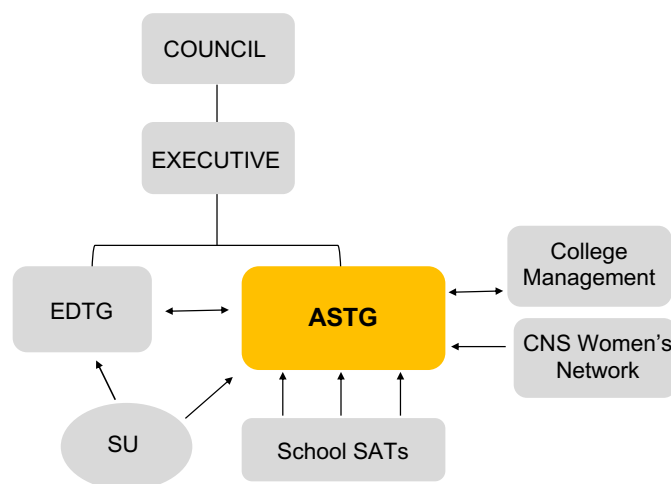


Figure 2.1. The position of the ASTG within BU's governance and management structure

(ii) information on its teaching and its research focus

Founded in 1884, Bangor University has a long tradition of academic excellence and a strong focus on the student experience. Bangor University is ranked in the top 40 in the UK for research, according to REF 2014 which recognised that more than three-quarters of Bangor's research is either world-leading or internationally excellent, ahead of the average for UK universities. Over the last 5 years, the University has had an average annual research income of £20.5 million.

The University has achieved a Gold Award, the highest rating possible, in the national Teaching Excellence Framework (TEF). Bangor University is the only university in Wales to achieve this standard. The most recent National Student Survey (NSS 2017) results place Bangor amongst the UK's top 10 universities for student satisfaction (excluding specialist institutions) which is further reflected in Bangor's recent success in the WhatUni Student Choice Awards 2018.

(iii) the number of staff. Present data for academic and professional and support staff separately

The University currently employs 2307 staff; 881 academic and 1426 P&S staff.

Table 2.1 University Academic and Professional and Support Staff by Gender (January 2018)

Staff Type	Female		Male		Total
	No.	%	No.	%	
Academic	441	50%	440	50%	881
Professional and Support	915	64%	511	36%	1426

(iv) the total number of departments and total number of students

Bangor University currently has 23 Schools (11 STEMM; 12 AHSBLL) across five colleges (3 STEMM, 2 AHSBLL) as shown in Figure 2.2. The University's current student population consists of 8689 UG, 2134 PGT and 537 PGR students. The University is currently going through a major restructure which will be finalised by September 2018. The restructure will see the number of Colleges decrease from 5 to 3, and the number of Schools from 23 to 13.

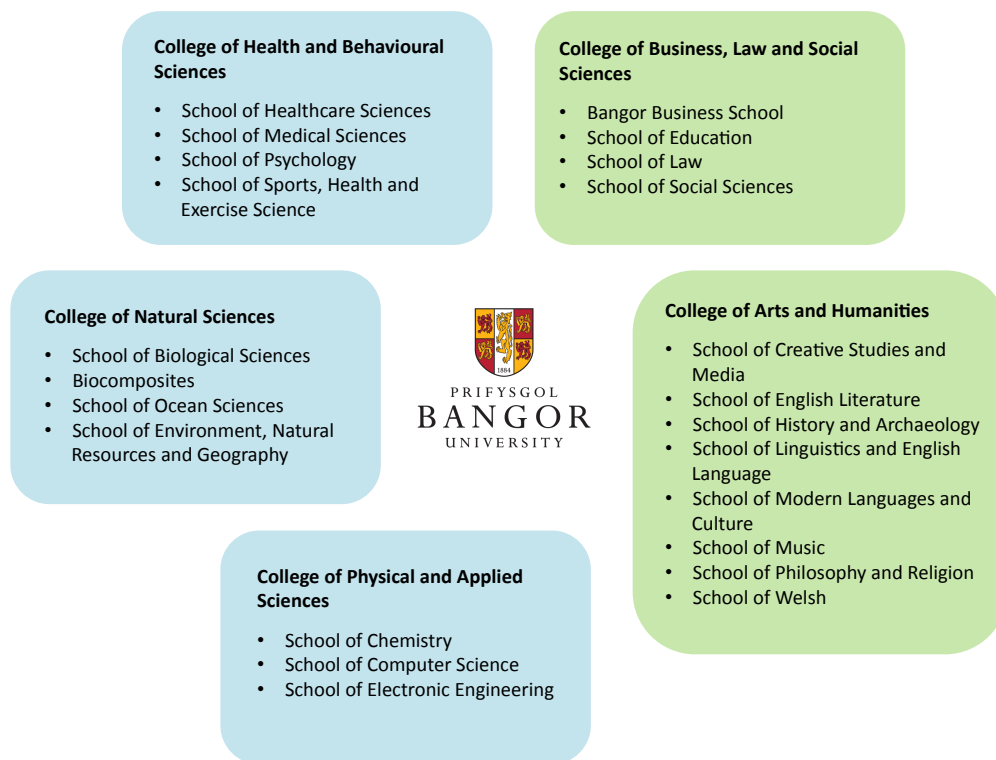


Figure 2.2. Bangor University's Colleges and Schools (blue = STEMM; green = AHSSBL)

- (v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

Table 2.2 Size of STEMM and AHSSBL Colleges/Department

		School	STAFF (Headcount)	
			Academic	P&S
STEMM	CNS	Biological Sciences	47	15
		Biocomposites	13	10
		Ocean Sciences	61	25
		SENRGy	54	16
		CNS (college-level staff)	2	11
	COPAS	Chemistry	25	13
		Computer Science	10	2
		Electronic Engineering	24	2
		CoPAS(college-level staff)	2	3
	COHABS	Healthcare Sciences	111	23
		Medical Sciences	21	2
		Psychology	77	42
		Sports, Health & Exercise Sciences	33	6
		CoHaBS (college-level staff)	2	4
AHSSBL	COBLESS	Business School	52	16
		Education	58	10
		Law	22	1
		Social Sciences	45	7
		CoBLESS (college-level staff)	-	9
	CAH	Creative Studies & Media	29	3
		English Literature	18	1
		History & Archeology	23	-
		Linguistics & English Language	11	-
		Modern Languages & Culture	31	5
		Music	32	-
		Philosophy& Religion	7	-
		Cymraeg/Welsh	9	-
		CAH (college-level staff)	-	10

(483 words)

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

This submission was prepared by the Athena SWAN Task group (ASTG). The ASTG is chaired by Prof Jo Rycroft-Malone (PVC Research & Impact) and is made up of academic staff, P&S staff and students (Table 3.1). Each Athena SWAN active School (i.e. Schools that have achieved AS awards or have started work towards submission) has a female and a male representative on the ASTG. All Schools from CNS and COHABS have School-level representation. The other Colleges (CAH, COBLESS, COPAS) currently have College-level representation; each College has a female and male representative. Several members hold senior positions within academic Schools and Central Services departments.

The aims and roles of the ASTG are:

- To promote and advocate the Athena SWAN charter and the University's commitment to it.
- To drive the implementation of the University's Athena SWAN Action Plan and to inform its development as part of University Athena SWAN applications.
- To engage and inform the University's Executive in activities relevant to the Athena SWAN agenda.
- To review and advise on University Athena SWAN initiatives.
- To prepare Athena SWAN University submissions.
- To peer-review School applications for Athena SWAN awards.
- To provide a forum for the Schools and Colleges to share best practice and ideas.

Table 3.1 Bangor University Athena SWAN SAT members (17 women [56%]; 13 men [44%]).

SAT Member	Job Title	Area of Athena SWAN	Experience of work life balance/Athena SWAN principles
Pippa Beston	PhD student in Psychology	PhD Representative	
Nia Blackwell	Senior HR officer	Equality officer - staff	
Nia Gwynn Meacher	Deputy Director HR (Development)	HR Representative	

Lorrie Murphy	Senior Lecturer in Inorganic Chemistry	UCU Representative	
Ruth Plant	SU President	SU Representative	
Garry Reid	Director of Research & Enterprise Office	Research & Enterprise Office representative	
Jo Rycroft-Malone	Pro Vice Chancellor Research & Impact; Professor of Implementation & Health Services Research	Chair of University SAT	
John Turner	Professor in Marine Biology & Dean of Postgraduate Research	Doctoral School representative	
Alison Wiggett	Athena SWAN & Research Concordat Manager	Management of BU's AS activity	
School Representatives (AS active Schools)			
Andrew Walker	Lecturer in Healthcare Sciences	School of Healthcare Sciences AS lead	
Rhiannon Tudur Edwards	Professor in Health Economics		
Martin Austin	Senior Lecturer in Ocean Sciences	School of Ocean Sciences AS lead	
Katrien van Landeghem	Senior Lecturer in Ocean Sciences		
Alyson Moyes	Lecturer in Medical Sciences	School of Medical Sciences AS lead	

Dylan Jones	Lecturer in Biomedical Sciences		
Sara Parry	Senior Lecturer in Marketing		
Marco Pelliccia	Lecturer in Economics	Bangor Business School AS lead	
Morag McDonald	Professor of Ecology and Catchment Management & HoS		
Neal Hockley	Lecturer in Economics and Policy	SENRGy AS lead	
Alison Cameron	Lecturer in Conservation Biology		
Alexander Georgiev	Lecturer in Biology	School of Biological Sciences AS lead	
Thandiwe Gilder	Lecturer in Psychology	School of Psychology AS lead	

John Parkinson	Professor in Psychology & HoS		
Tim Woodman	Professor in Sports, Health and Exercise Science & HoS	SHES AS lead*	
College Representatives			
Sian Hope	Executive Director of Innovation & Professor of Computer Science	COPAS representative	
Iestyn Pierce	Senior Lecturer in Electronic Engineering & HoS		
Aled Llion Jones	Senior Lecturer in Welsh and Medieval Literature	CAH representative	
Anna Saunders	Senior Lecturer in German & HoS		
Doris Davies-Merkl	Professor in Accounting, Bangor Business School	COBLESS representative	
Dermot Cahill	Professor of Commercial Law & Head of BU Law School		

* SHES currently only has one (male) AS representative

(ii) an account of the self-assessment process

The ASTG (and previously the AS steering group) meets at least 4 times a year. Additional meetings took place in order to support the preparation of the current submission.

Consultation across the institution, as well as external consultation and networking, have informed the development of this Bronze submission:

- **Organisational Culture survey:**
The survey was sent to all academic and P&S staff in January 2018. The response rate was approximately 20% across the institution (n = 460; f academic = 152, m academic = 104; f P&S = 122, m P&S = 47; 31 respondents did not disclose gender identity) – **Actions 1.5.1/1.5.2**
- In August 2017, we surveyed academic staff who had taken **maternity leave** during the previous two years. The survey covered questions relating to maternity cover, arrangement of teaching and admin duties during leave, whether and how KIT days were used, how return to work was managed. 11 members of staff responded to the survey (response rate 50%).
- Data from **CROS 2017** also informed action planning – the CROS survey was sent to all academic staff in May 2017. Response rate was 22%.
- **ECR survey** in September 2017 in order to get views on the University's support for Early Career Researchers in terms of the provision of training and development opportunities. This provided feedback from 40 female and 11 male ECRs.
- A subgroup of the ASTG reviewed the Welsh Government's "**Talented Women for a Successful Wales**" report that outlines recommendations to address the under-representation and difficulties of retaining women in STEMM in Wales. Prof Sian Hope was Bangor's representative on the expert panel. Recommendations were sent to the ASTG to incorporate into our future actions.
- **Employee Support presentations** delivered by HR, HSS and the University's nursery provided information on the University's Employee Support policies and the support available to staff taking maternity/paternity/adoption/parental leave and allowed consultation with staff regarding satisfaction with current provision.
- Consultation with **Dr. Leonie Jones** from the **Department of Chemistry**, York University (the first department to achieve Athena SWAN Gold). Dr. Leonie Jones gave a presentation on "Progression & Culture Change - 10 years of Athena SWAN Gold" as part of our IWD event at Bangor in 2017.
- Events led by the **CNS women's network** – these included a presentation by, and consultation with, by Prof Caitlin Buck from the University of Sheffield who talked about how the **Women@TUoS network** was established.
- Discussion and best practice shared at the **North-West Athena SWAN regional network**.
- Athena SWAN workshop ("**Engaging with post-2015 process**") London, October 2017.
- Discussion and best practice shared at regional events organized by **WEN Wales** (Women's Equality Network Wales).

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

The ASTG will continue to meet 4 times a year to implement the action plan and develop further actions to progress gender equality. The ASTG and the EDTG will work more closely in order to address broader equality issues; specifically, in relation to areas of the action plan on intersectionality and the support of Trans staff and students.

In light of current restructure of the University (to be completed by September 2018), membership of the ASTG is to be reviewed soon. New membership will reflect changes in the structure and number of Colleges and Schools (see section 2.iv) as well changes to the central service departments (**Action 1.1.1**). The review will also include recruitment of a post-doctoral researcher to ensure representation of contract research staff (**Action 1.1.2**). Following this, membership of the ASTG SAT will be reviewed every three years to ensure it remains representative.

Action 1.1.1	Ensure that the Athena SWAN Task Group reflects the new organisational structure in the University.
Action 1.1.2	Invite a Contract Research Staff (CRS) to join the Task Group to represent CRS opinions on the Group.
Action 1.2.1	Produce an annual report of progress for all University staff.
Action 1.5.1	Set up a sub-group of the ASTG to identify the wide range of topics to be addressed by the Staff Survey and contribute to the development of the Staff Survey.
Action 1.5.2	Hold extensive publicity around the survey to ensure a good response rate.

(783 words)

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 words

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Bangor University's academic career profile and how these roles relate to HERA grades and UCEA Job levels is shown in Table 4.1. The data in this application is presented by Bangor role profile as this allows us to better define the academic career pipeline and identify any emerging issues (an academic on Grade 7 could either be a Research

Officer or a Lecturer). However, for the purpose of benchmarking with HESA data 15/16 we also give HERA grades and UCEA job level where appropriate.

Table 4.1. HERA Grades, UCEA Job level and Bangor University Academic Role profiles

HERA Grade	BANGOR UNIVERSITY ROLE PROFILES		UCEA Job level
	Research	Academic	
Grade 6	Research Project Support Officer		L
Grade 7	Research Officer	Lecturer 1	K
Grade 8	Research Fellow	Lecturer 2	J
Grade 9	Senior Research Fellow	Senior Lecturer & Reader	I
PROF		Professorial Bands 1-3	5A

Researcher includes Research Project Support Officers, Research Officers and Research Fellows (Grades 6, 7, 8). The majority of these appointments (approx. 85%) are Grade 6 and Grade 7. Senior Research Fellows are grouped with Senior Lecturers (both Grade 9); the % of SRFs in this category is low (14/15: 10%; 15/16: 10%; 16/17: 8%).

The total number of female and male members of staff across the University at each career level are presented in Figure 4.1 and Table 4.2.

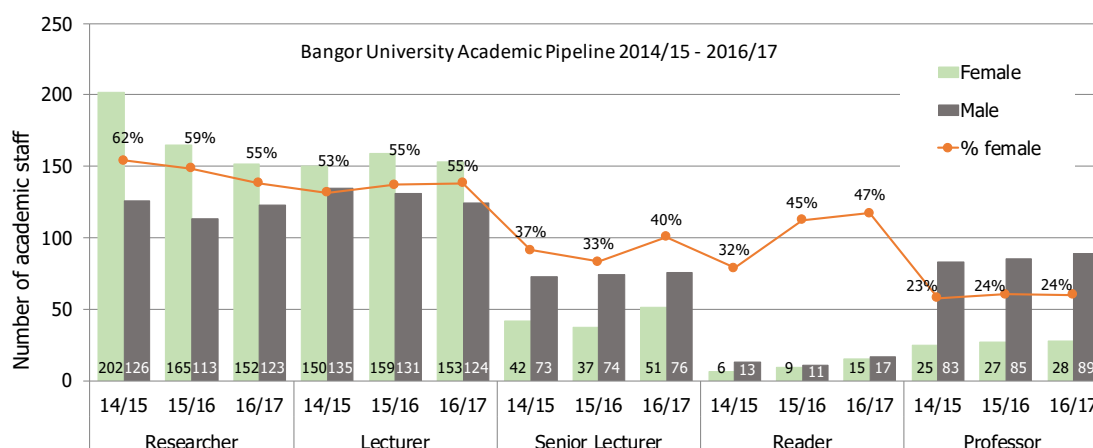


Figure 4.1. University academic pipeline 2014/15 - 2016/17.

Table 4.2. University Academic staff by Role Profile and Gender 2014/15- 2016/17

University Total	2014/15			2015/16			2016/17		
	F	M	% F	F	M	% F	F	M	% F
Researcher	202	126	62%	165	113	59%	152	123	55%
Lecturer	150	135	53%	159	131	55%	153	124	55%
SL/SRF	42	73	37%	37	74	33%	51	76	40%
Reader	6	13	32%	9	11	45%	15	17	47%
Professor	25	83	23%	27	85	24%	28	89	24%
TOTAL	425	430	50%	397	414	49%	399	429	48%

Women are over-represented at Researcher level, though this has decreased from 62% (14/15) to 55% (16/17). At lecturer level male and female staff are represented fairly equally across the University. Women are underrepresented at SL, Reader and Professor level. The gender balance at all three grades has improved during the reporting period:

- **The number of female SLs has increased by 9 - proportion of female SL has increased from 37% to 40%.**
- **The number of female Readers has increased by 9 - proportion of female Readers from 32% to 47%.**
- **The number of female Professors has increased by 3 - proportion of female Professors has increased from 23% to 24%.**

Comparison to national benchmark (HESA 15/16):

- The proportion of female professors at BU in 16/17 (24%) is in line with the national average (23.9%).
- The proportion of female Readers in 16/17 (47%) is higher than the national average for the equivalent grade (HESA: 32.9% Level I/Grade 9).
- The proportion of female SL in 16/17 (40%) is higher than the national average for the equivalent grade (HESA: 32.9% Level I/Grade 9).
- The proportion of female lecturers in 16/17 (55%) is higher than the national average for the equivalent grades (HESA: 48.5% Level J/Grade 8; 50.1% Level K/Grade 7).

The following Figures and Tables present the data separately for AHSSBL (Figure 4.2 and Table 4.3) and STEMM schools (Figure 4.3 and Table 4.4). While women in AHSSBL schools are equally represented at SL and over-represented at Reader level, the underrepresentation of women in STEMM subjects is evident from SL level onwards. The proportion of female Professors is lower in STEMM schools (approx. 20%) compared to AHSSBL schools (approx. 30%).

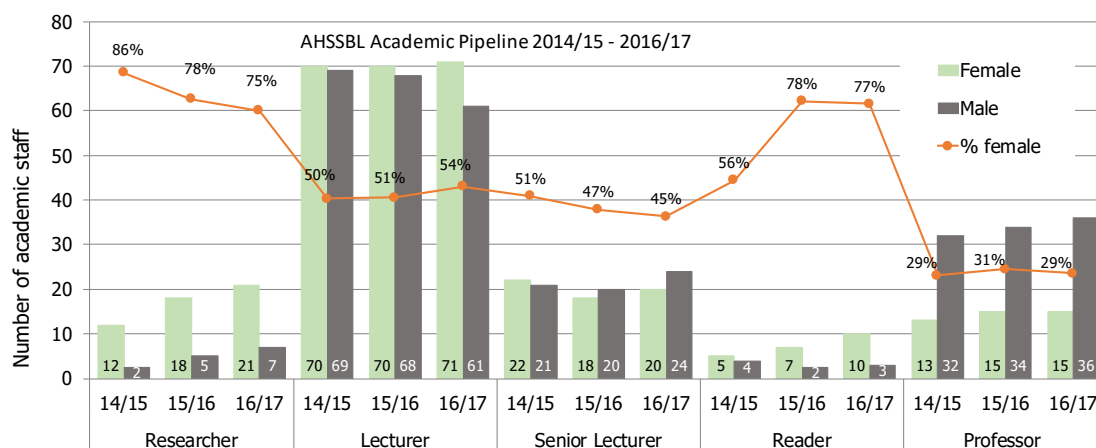


Figure 4.2. AHSSBL academic pipeline 2014/15 – 2016/17.

Table 4.3. AHSSBL Academic staff by Grade and Gender 2014/15- 2016/17

AHSSBL	2014/15			2015/16			2016/17		
	F	M	% F	F	M	% F	F	M	% F
Researcher	12	2	86%	18	5	78%	21	7	75%
Lecturer	70	69	50%	70	68	51%	71	61	54%
SL/SRF	22	21	51%	18	20	47%	20	24	45%
Reader	5	4	56%	7	2	78%	10	3	77%
Professor	13	32	29%	15	34	31%	15	36	29%
TOTAL	122	128	49%	128	129	50%	137	131	51%

The data for AHSSBL schools (Figure 4.2/ Table 4.3) shows that women are over-represented at Researcher level. While this has decreased over the three years of reporting, it is still at 75%. At lecturer and SL level male and female staff are represented equally in ASHSSBL schools (the drop to 45% female SLs in 16/17 is largely due to promotions to Reader). Women are overrepresented at Reader level; the

number of female Readers has increased from 5 to 10 over the three years. At Professorial level the proportion of female Professors has remained at around 30%.

Comparison to national benchmark (HESA 15/16):

- The proportion of female professors in AHSSBL schools is in line with the national average (30%).
- The percentage of female academics across all grades in our AHSSBL schools in 16/17 (51%) is slightly above the national average (49.6%).

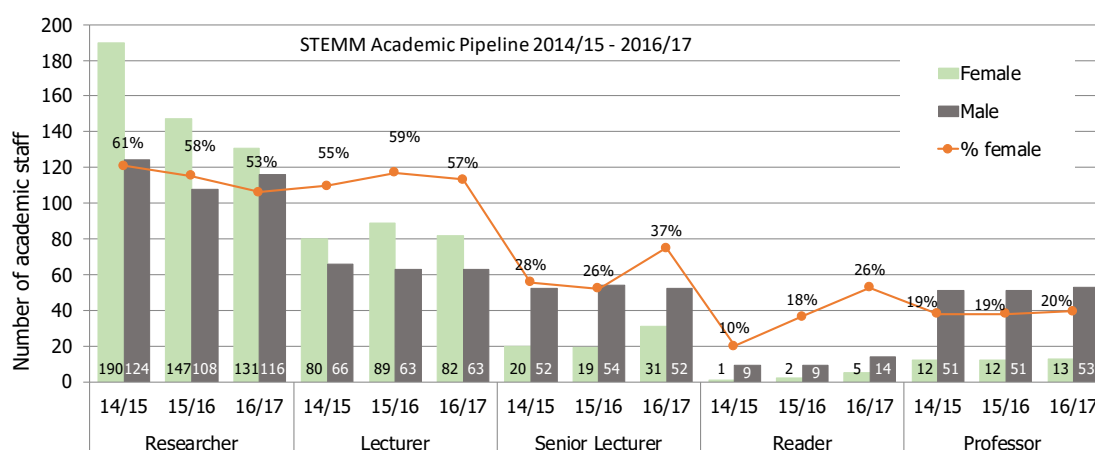


Figure 4.3. STEMM academic pipeline 2014/15 – 2016/17.

Table 4.4. STEMM Academic staff by Grade and Gender 2014/15- 2016/17

STEMM	2014/15			2015/16			2016/17		
	F	M	% F	F	M	% F	F	M	% F
Researcher	190	124	61%	147	108	58%	131	116	53%
Lecturer	80	66	55%	89	63	59%	82	63	57%
SL/SRF	20	52	28%	19	54	26%	31	52	37%
Reader	1	9	10%	2	9	18%	5	14	26%
Professor	12	51	19%	12	51	19%	13	53	20%
TOTAL	303	302	50%	269	285	49%	262	298	47%

The data for STEMM schools (Figure 4.3/ Table 4.4) shows that the overrepresentation of women at Researcher level has decreased and male and female staff are now more equally represented. At lecturer level female staff are slightly overrepresented in STEMM schools. Women are underrepresented at SL, Reader and Professor level.

However, the gender balance at all three grades has overall improved during the reporting period:

- **The proportion of female SL in STEMM has increased from 28% to 37%.**
- **The proportion of female Readers in STEMM schools has increased from 10% to 26%.**
- **The proportion of female Professors in STEMM schools has increased from 19% to 20%.**

Comparison to national benchmark (HESA 15/16):

- The proportion of female professors in STEMM schools is in line with the national average (20%).
- The percentage of female academics across all grades in our STEMM schools in 16/17 (47%) is slightly below the national average (50.4%).

Action 3.1.1 Hold two workshops a year that specifically provide support for women's career development e.g. career planning and managing work/life balance.

Also relevant to these objectives are the following sections of the action plan:

3.2 in REPRESENTATION OF WOMEN AT SENIOR LEVELS

4.1, 4.2 and 4.3 in CAREER DEVELOPMENT

MODE OF EMPLOYMENT

The number (and %) of academic staff working full and part-time for each category of staff, along with the national benchmarks is given in Table 4.5.

Table 4.5. University Academic staff by Role profile, mode of employment (full-time/part-time) and Gender 2014/15- 2016/17

2014/15	FEMALE		MALE	
	Full-time	Part-time	Full-time	Part-time
Researcher	141 (70%)	61 (30%)	97 (77%)	29 (23%)
Lecturer	128 (85%)	22 (15%)	119 (88%)	16 (12%)
SL/SRF	38 (90.5%)	4 (9.5%)	63 (86%)	10 (14%)
Reader	5 (83%)	1 (17%)	12 (92%)	1 (8%)
Professor	21 (84%)	4 (16%)	68 (82%)	15 (18%)
TOTAL	333 (78%)	92 (22%)	359 (83.5%)	71 (16.5%)
2015/16	FEMALE		MALE	
	Full-time	Part-time	Full-time	Part-time
Researcher	99 (60%)	66 (40%)	91 (80.5%)	22 (19.5%)
Lecturer	133 (84%)	26 (16%)	115 (88%)	16 (12%)
SL/SRF	34 (92%)	3 (8%)	61 (82%)	13 (18%)
Reader	7 (78%)	2 (22%)	11 (100%)	0 (0%)
Professor	22 (81.5%)	5 (18.5%)	70 (82%)	15 (18%)
TOTAL	295 (74%)	102 (26%)	348 (84%)	66 (16%)
2016/17	FEMALE		MALE	
	Full-time	Part-time	Full-time	Part-time
Researcher	87 (57%)	65 (43%)	88 (71.5%)	35 (28.5%)
Lecturer	121 (79%)	32 (21%)	106 (85.5%)	18 (14.5%)
SL/SRF	47 (92%)	4 (8%)	66 (87%)	10 (13%)
Reader	13 (87%)	2 (13%)	17 (100%)	0 (0%)
Professor	23 (82%)	5 (18%)	74 (83%)	15 (17%)
TOTAL	291 (73%)	108 (27%)	351 (82%)	78 (18%)
HESA 15/16	54,420 (60%)	36,725 (40%)	80,595 (73%)	29,640 (27%)

Approximately 20% of academic staff work part-time. The percentage of part-time staff has increased slightly over the reporting period (by 5% for female, 2% for male staff).

The percentage of female part-time researchers has risen from 30% (14/15) to 43% (16/17). This is due to a drop in the number of full-time research positions rather than a real increase in the number of part-time researchers. We will continue to monitor this data (**Action 10.1.5**) to examine if this is a trend or due to short-term fluctuations in the number of these types of positions.

The staff survey showed that fewer women (26%) than men (39%) felt that staff who work part-time or flexibly in the University are offered the same career development opportunities as those who work full-time. Actions in this area will include a review of the profile of part-time academic staff (**Action 10.1.1.**) as well consultation with part-time staff to develop better support for this group of staff and increase awareness of the support available (**Actions 10.1.2 - 10.1.4.**).

- | | |
|----------------------|---|
| Action 10.1.1 | Annually review the part-time profile of academic staff in terms of roles, grades and Schools to provide information regarding potential issues. |
| Action 10.1.2 | Undertake a survey to assess the level of satisfaction of part-time staff with their work and support, and particularly examine perception of equality in relation to full time staff. In this study, also review any differences between the experiences of women and men. |
| Action 10.1.3 | Monitor part-time and full-time uptake of training in the annual statistical review of staff training and development. |
| Action 10.1.4 | Develop an- on line induction for part-time staff. |
| Action 10.1.5 | Monitor number of full- and part-time researchers positions to examine the factors for the current reduction of women in full-time research positions. |

INTERSECTIONALITY

The University's population of BME staff (5.5%) is lower than the UK average (12.6% in 15/16). This is in line with the local context: the 2011 census showed that only 4.5% of residents in Gwynedd council area were from BME backgrounds. The proportion of BME academic staff at Bangor is just over 9%; also lower than the national average of 14.5% (15/16). Figure 4.4 and Table 4.7 show the number of white and BME academic female and male staff across the University.

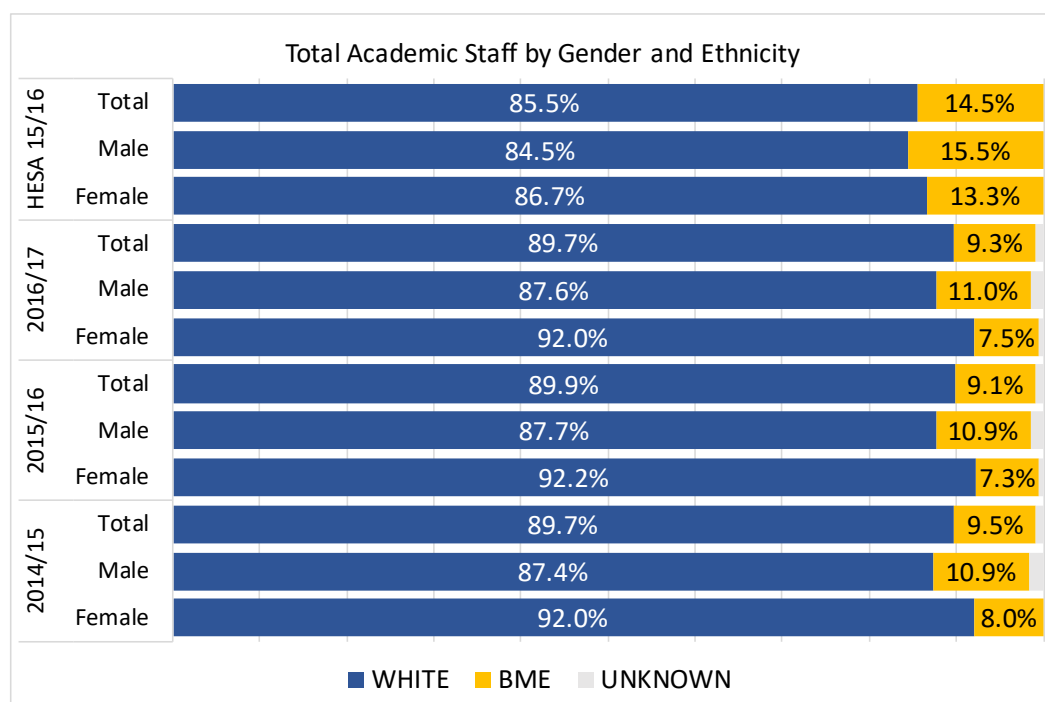


Figure 4.4. Total Academic staff by gender and ethnicity with national comparator (HESA 15/16)

The proportion of female BME academics was lower than the proportion of male BME academics across all three years. The number of unknown/withheld was very low (approx. 1%) which is positive in terms of our ability to monitor trends in this area.

Table 4.7 Total Academic staff by gender and ethnicity and national benchmark (HESA 15/16)

		WHITE		BME		UNKNOWN	
2014/15	Female	391	92%	34	8%	0	-
	Male	376	87.4%	47	10.9%	7	1.6%
	Total	767	89.7%	81	9.5%	7	0.8%
2015/16	Female	366	92.2%	29	7.3%	2	0.5%
	Male	363	87.7%	45	10.9%	6	1.4%
	Total	729	89.9%	74	9.1%	8	1%
2016/17	Female	367	92%	30	7.5%	2	0.5%
	Male	376	87.6%	47	11%	6	1.4%
	Total	743	89.7%	77	9.3%	8	1%
HESA 15/16	Female	73075	86.7%	11215	13.3%	-	-
	Male	84780	84.4%	15580	15.5%	-	-
	Total	157855	85.5%	26795	14.5%	-	-

Table 4.8 shows the intersectionality data further broken down to by academic role. This data shows that the representation of researchers from a BME background is higher for male researchers (average approx. 20%) compared to female researchers (average 10%) across all three years. The proportion of male and female academics from BME backgrounds is comparable at other levels. Actions include working more closely with the EDTG (**Action 11.1.1**), and considering intersectionality in our analysis of recruitment activity (**Actions 6.2.1/6.3.1**) and staff surveys (**Action 11.2.1**).

- | | |
|----------------------|--|
| Action 6.2.1 | Include a positive statement on recruitment adverts and documentation to encourage applicants from under-represented groups. |
| Action 6.3.1 | Analyse recruitment statistics by gender and ethnicity and produce a report for the EDTG to provide a base-line to consider any potential future actions and identify future trends. |
| Action 11.1.1 | Work with the Equality and Diversity Task Group on the development of the next Strategic Equality Plan to review the feasibility of undertaking the Race Charter Mark. |
| Action 11.2.1 | Disaggregate staff survey results by gender and ethnicity. |

Table 4.8 University Academic staff by Role profile (grade), ethnicity and gender 2014/15-2016/17

	2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male
RESEARCHER	183	(90.6%)	99	(78.6%)	136	(89.5%)
	19	(9.4%)	24	(19%)	16	(10.5%)
	0	(0%)	3	(2.4%)	0	(0%)
	202	(100%)	126	(100%)	152	(100%)
LECTURER	138	(92%)	124	(91.9%)	145	(94.8%)
	12	(8%)	9	(6.7%)	6	(3.9%)
	0	(0%)	2	(1.5%)	2	(1.3%)
	150	(100%)	135	(100%)	153	(100%)
SENIOR LECTURER	40	(95.2%)	63	(86.3%)	45	(88%)
	2	(4.8%)	8	(11%)	6	(12%)
	0	(0%)	2	(2.7%)	0	0%
	42	(100%)	73	(100%)	51	(100%)
READER/PROFESSOR	30	(96.8%)	90	(93.8%)	41	(95%)
	1	(3.2%)	6	(6.3%)	2	(5%)
	0	(0%)	0	(0%)	0	(0%)
	31	(100%)	96	(100%)	43	(100%)

(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

The University is committed to ensuring continuity of employment. Staff on fixed-term contracts have the opportunity to go on the re-deployment register 4 months before the end of the contract date (if they have been employed for at least 12 months) meaning they are prior considered before posts are advertised. The use of contracts where the number of hours worked is not specified is continually reviewed and scrutinised to ensure that such contracts are retained only where they are appropriate in the circumstances.

The overall proportion of academic staff on permanent and fixed-term contracts is show in Table 4.9. The proportion of fixed term-contracts has gradually decreased over the reporting period, **from 46% of all academic contracts to 40% of academic contracts.**

Table 4.9 All academic staff by contract status, with national benchmark (HESA 15/16)

	Fixed-term Contracts		Permanent Contracts		Total
	n	%	n	%	
2014/15	393	46%	461	54%	854
2015/16	341	42%	470	58%	811
2016/17	333	40%	495	60%	828
HESA 15/16	69,305	34%	132,070	66%	201,380

The tables below show the percentage of fixed-term and permanent contracts held by women and men in AHSSBLS schools (Table 4.10) and STEMM schools (Table 4.11).

Table 4.10 AHSSBL Academic staff by contract status and Gender, with national benchmark (HESA 15/16)

AHSBBL	Fixed-term Contracts					Permanent Contract				
	Female		Male		Total	Female		Male		Total
2014/15	30	54.5%	25	45.5%	55	92	47%	103	53%	195
2015/16	33	58%	24	42%	57	95	47.5%	105	52.5%	200
2016/17	35	62.5%	21	37.5%	56	102	48%	110	52%	212
HESA 15/16	14,600	54%	12,300	46%	26,900	30,615	48%	32,810	52%	63,425

Table 4.11 STEMM Academic staff by contract status and Gender with national benchmark (HESA 15/16)

STEMM	Fixed-term Contracts					Permanent Contract				
	Female		Male		Total	Female		Male		Total
2014/15	201	59.5%	137	40.5%	338	102	38%	165	62%	267
2015/16	162	57%	122	44%	284	107	40%	163	60%	270
2016/17	152	55%	125	45%	277	110	39%	173	61%	283
HESA 15/16	(18,805)	44%	(23,605)	56%	42,405	(27,135)	39%	(41,515)	61%	63,425

A higher proportion of fixed-term contracts are held by women, particularly in AHSSBL schools where the percentage has increased over the reporting period to 62.5%. A higher proportion of permanent contracts are held by men; the difference being significant in STEMM schools where approx. 60% of permanent contracts are held by male academic staff.

The University is already aware of issues around fixed-term contracts and the over-representation of women on these contracts and an ongoing HR project is looking at this. The University has set a specific target to reduce staff on fixed-term contracts by 5% by 2020. The ASTG will be involved in this process in order to ensure that gender equality is considered in this process.

- Action 10.2.1** Review the policy and process to define which staff should be transferred to permanent contracts. Develop a process to initiate any transfer of contracts and monitor impact.
- Action 10.3.1** Annually monitor gender balance of staff on fixed-term and permanent contracts

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and by job grade.

Teaching & Scholarship (T&S) are teaching-only contracts. Staff on Teaching & Research (T&R) contracts are expected to be research active and contribute to teaching. BU's role profiles do not distinguish between a Reader/Professor promoted via either route. All staff grouped in the Researcher category in section 4.1 (i) are research only; as are Senior Research Fellows.

Figure 4.5 shows the data for AHSSBL schools for each type of contract function averaged across grades within that function. Women are over-represented on research-only contracts which is in line with (though well above) the national trend. The proportion of research-only contracts held by women has decreased from 87% (14/15) to 75% (16/17) though overall numbers of AHSSBL research-only staff are low.

The gender distribution of T&R contracts in AHSSBL schools is broadly even and slightly more balanced than the 15/16 national average (which shows that women are slightly under-represented on T&R contracts).

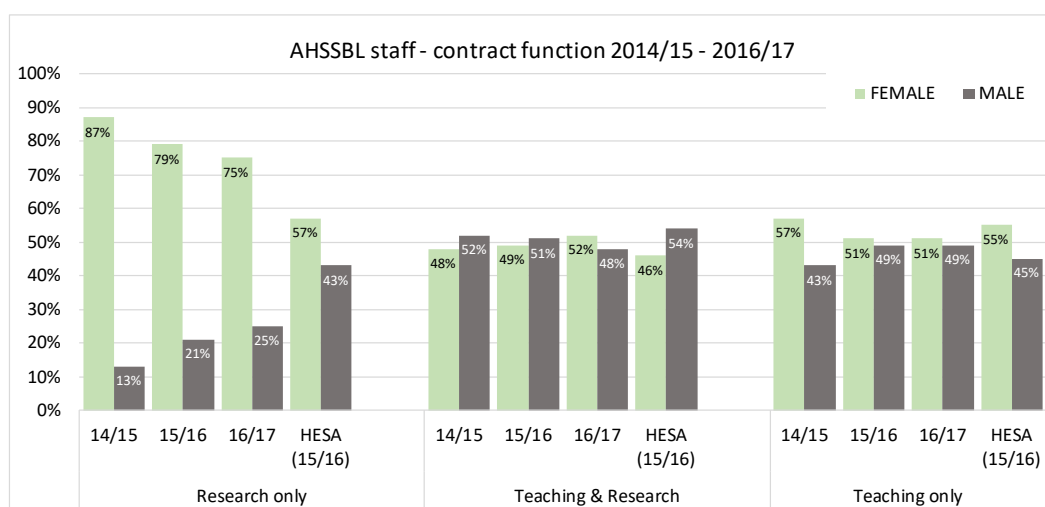


Figure 4.5 AHSSBL staff by contract function and gender with national comparator (HESA 15/16)

The proportion of teaching-only contracts has become more gender balanced over the reporting period and, as with T&R contracts, slightly more balanced than the 15/16 national average (which shows a slight over-representation of women on teaching-only contracts).

Table 4.12 shows the contract-function data for AHSSBL schools further broken down by grade. This data shows:

- **T&R:** gender balance at lecturer and SL level.
- **Teaching-only:**
 - Lecturer: percentage held by women (approx. 55%) comparable to the national benchmark (HESA 15/16).
 - SL: women under-represented (30% in 16/17) on SL T&S contracts.

The under-representation of women in more senior teaching-only positions is a concern and will be addressed in **Actions 3.2.2/3.2.3**.

Table 4.12 AHSSBL staff by contract function and gender

AHSSBL	RESEARCH ONLY									
	Researcher					Senior Research Fellow				
	Female		Male		Total	Female		Male		Total
2014/15	12	86%	2	14%	14	1	100%	0	0%	1
2015/16	18	78%	5	22%	23	1	100%	0	0%	1
2016/17	21	75%	7	25%	28	0	-	0	-	0
	TEACHING & RESEARCH									
	Lecturer T&R					Senior Lecturer T&R				
	Female		Male		Total	Female		Male		Total
2014/15	43	47%	49	53%	92	18	50%	18	50%	36
2015/16	45	49.5%	46	50.5%	91	15	48%	16	52%	31
2016/17	41	53%	36	47%	77	17	50%	17	50%	34
	TEACHING ONLY									
	Lecturer T&S					Senior Lecturer T&S				
	Female		Male		Total	Female		Male		Total
2014/15	27	57%	20	43%	47	3	50%	3	50%	6
2015/16	25	53%	22	47%	47	2	33%	4	67%	6
2016/17	30	54.5%	25	45.5%	55	3	30%	7	70%	10

Figure 4.6 shows the data for STEMM schools for each type of contract function averaged across grades within that function. Women are slightly over-represented on research-only contracts in these Schools and above the national average (45% female).

There is a marked difference between Teaching & Research and Teaching-only in STEMM schools: women are underrepresented on T&R contracts (34% of contracts held by women in 16/17) and overrepresented on teaching-only contracts (66% of contracts held by women in 16/17). The underrepresentation of women on T&R contracts is in line with the national average. The over-representation on Teaching-only contracts is not in line with the national picture which shows an even gender distribution.

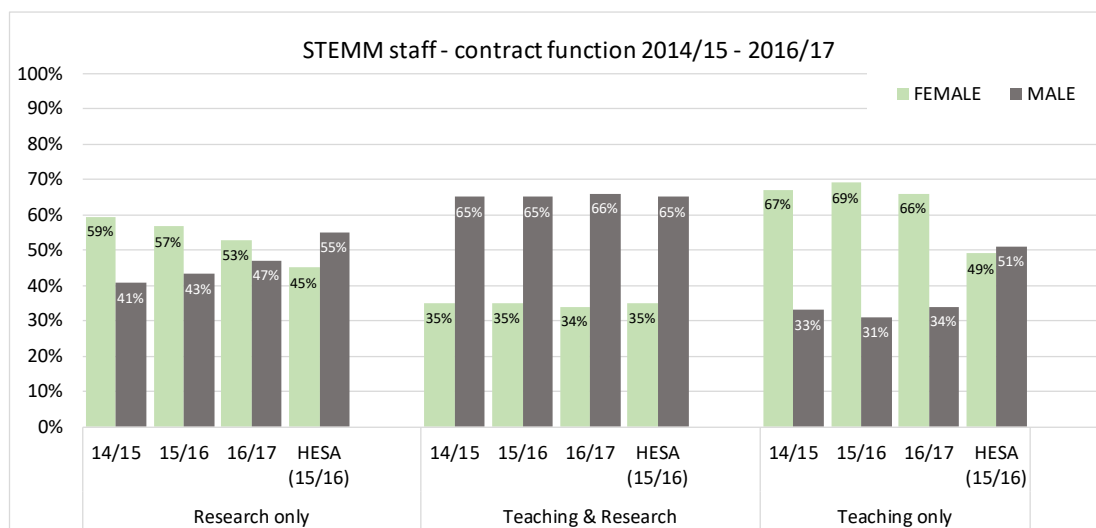


Figure 4.6 STEMM staff by contract function and gender with national comparator (HESA 15/16)

Table 4.13 shows the contract-function data for STEMM schools further broken down by grade. This data shows:

- **Research-only:** improved gender balance of SRFs from 27% women (14/15) to 50% (16/17).
- **T&R:** widening of gap from lecturer level (approx. 40% women) to SL level (approx. 30% women).
- **Teaching-only:**
 - women are overrepresented at lecturer level.
 - improved gender balance at SL from 34% women (14/15) to 52% (16/17).

Actions will address the underrepresentation of women at Senior lecturer level Teaching-only contracts (particularly in AHSSBL) (**Actions 3.2.2/3.2.3**) as well as investigating the reasons for women choosing this career path and men being under-represented (**Action 3.2.1, Action 3.3.1**).

Table 4.13 STEM staff by contract function and gender with national benchmark (HESA 15/16)

STEMM	RESEARCH ONLY									
	HESA 15/16: Female 45% (19,285)					Male 55% (23,330)				
	Researcher					Senior Research Fellow				
	Female		Male		Total	Female		Male		Total
2014/15	190	60.5%	124	39.5%	314	3	27%	8	73%	11
2015/16	147	58%	108	42%	255	4	36%	7	64%	11
2016/17	131	53%	116	47%	247	5	50%	5	50%	10
	TEACHING & RESEARCH									
	HESA 15/16: Female 35% (16,980)					Male 65% (48,510)				
	Lecturer T&R					Senior Lecturer T&R				
	Female		Male		Total	Female		Male		Total
2014/15	32	40.5%	47	59.5%	79	13	26%	37	74%	50
2015/16	32	44%	40	56%	72	10	20%	39	80%	49
2016/17	22	38%	36	62%	58	15	29%	37	71%	52
	TEACHING ONLY									
	HESA 15/16: Female 49% (9,415)					Male 51% (9,925)				
	Lecturer T&S					Senior Lecturer T&S				
	Female		Male		Total	Female		Male		Total
2014/15	48	72%	19	28%	67	4	36%	7	64%	11
2015/16	54	75%	18	25%	72	5	38.5%	8	61.5%	13
2016/17	60	69%	27	31%	87	11	52%	10	48%	21

- Action 3.2.1** Annually monitor the proportion of men and women on T&S, T&R and Research only contracts.
- Action 3.2.2** Encourage women on T&S contracts to apply for promotion through mentoring and PDR process.
- Action 3.2.3** Creation of Teaching and Scholarship Champions of women who have been promoted to senior lecturer level and above to hold development sessions to mentor and encourage women to apply for promotion.
- Action 3.3.1** Analyse the potential factors for the difference in men and women following this route and identify any interventions that need to be undertaken to address any issues identified.

(iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Tables 4.14 and 4.15 show the number of leavers across different grades for AHSSBL/STEMM departments. The total number of leavers are given, as well as the number of voluntary leavers. The majority of leavers left the institution due to fixed-term contracts coming to end. This was particularly the case at researcher and lecturer levels.

Table 4.14 Leavers by Role profile and gender – AHSSBL Schools 14/15 - 16/17.

AHSSBL		2014/15		2015/16		2016/17	
		F	M	F	M	F	M
RESEARCHER	Leavers - all	6		1		7	2
	Voluntary	1		0		1	0
LECTURER	Leavers - all	8	6	2	5	3	5
	Voluntary	4	4	1	0	2	1
SL	Leavers - all	3	3	1	1		3
	Voluntary	3	3	1	1		3
READER	Leavers - all					2	
	Voluntary					2	
PROF	Leavers - all	2		1	1		3
	Voluntary	2		1	0		3
TOTAL	Leavers - all	19	9	5	7	12	13
	Voluntary	10	7	3	1	5	7

Table 4.15. Leavers by Role profile and gender – STEMM Schools 14/15 - 16/17.

STEMM		2014/15		2015/16		2016/17	
		F	M	F	M	F	M
RESEARCHER	Leavers - all	68	52	39	28	31	27
	Voluntary	17	16	4	4	9	7
LECTURER	Leavers - all	5	5	2	1	9	5
	Voluntary	4	4	1	0	7	3
SL	Leavers - all		2	2	5	1	5
	Voluntary		2	2	4	1	5
READER	Leavers - all						1
	Voluntary						1
PROF	Leavers - all	1	3		3		6
	Voluntary	1	2		3		5
ACLIN	Leavers - all		1		2		1
	Voluntary		1		2		1
TOTAL	Leavers - all	74	63	43	39	41	45
	Voluntary	22	25	7	13	17	22

In terms of voluntary leavers, numbers are low in AHSSBL and STEMM areas and across all grades. A relatively large number of researches left STEMM departments in 14/15 and 16/17: between 25%-30% of male and female leavers left before the end of contract. We do not know the reasons for this. The response rate to exit surveys is very low with (20 responses from academic staff over the reporting period) and does not provide the necessary information.

Overall, there does not appear to be a clear trend, numbers of female and male voluntary leavers are comparable in all categories across the reporting period. Actions include improving the data collected via exit surveys of both voluntary leavers (**Action 10.4.1**) and those leaving due to end of contract (**Action 10.4.2**).

Action 10.4.1 Increase response rate to exit surveys to examine if there are any gender differences in experience of the University reported when staff leave.

Action 10.4.2 Develop an exit survey for those who leave the University due to end of contract in order to be able to examine staff's experiences of the University as well as track their destination.

(v) [Equal pay audits/reviews](#)

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

The University introduced a Professorial Framework within the extended pay scale in 2015 to address pay gaps at professorial level. The Framework sets out clear criteria for promotion for each professorial band: Band 1 (for first entry to the professorial route), Band 2 (for individuals with a well-established reputation) and Band 3 (for major academic figureheads).

Bangor University publishes an Annual Equality Report, in line with Wales' Public Sector Equality duty. The most recent Equal Pay Audit (01/09/15 – 31/08/16) showed there are no pay gaps within grades covered by the single spine. A 11% pay gap in favour of men exists in Band 3 of the professorial pay band.

Following the UK government's recent Gender pay gap reporting (Welsh HEIs were not required to report due to the existing Public Sector Equality duty), we have also undertaken a mock gender pay gap analysis which revealed a 17% gap. This is below the sector average (ECU 2017: Wales 18.9%, UK 17.8%) and largely due occupational segregation.

However, only 31% of female and 40% of male respondents to the staff survey thought that “all staff are paid an equal amount for doing the same work or work of equal value”. Actions include the introduction of annual gender pay gap reporting and improved communication to staff on the results and progress made in this area.

Our priorities in this area are:

1. Increase the number of women on Professorial grades.
2. Decrease occupational segregation across the University.

These two objectives are address in sections 3.1, 3.2 (**REPRESENTATION OF WOMEN AT SENIOR LEVELS**) and 4.1, 4.2, 4.3 and 4.6 (**CAREER DEVELOPMENT**) of the action plan.

3. Improve reporting and communication regarding gender pay and address staff’s perception of issues in this area.

Action 8.1.1 Introduce gender pay gap reporting.

Action 8.1.2 Annually communicate the results of the Equal Pay Audit to staff

Action 8.1.3 Discussion regarding gender pay gap with the Executive, relevant Task Groups and with UCU.

(2283 words)

5. SUPPORTING AND ADVANCING WOMEN’S CAREERS

Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

The University’s Recruitment and Selection Policy aims to recruit staff based on objective criteria that is fair and equitable and free from bias. The University’s webpage that lists all vacancies includes a statement on the University’s Athena SWAN membership and commitment to AS Charter principles.

The Chair of all of selection and interview panels must have attended the Recruitment and Selection training which includes unconscious bias training (to date 104F/95M have attended) and must ensure a diversity of representation on panels, i.e. at least one member of any interview Panel must be a man / woman if there is a majority of one gender. All interview panel members have undertaken the University's on-line equality training.

The recruitment data for posts in AHSSBL schools are presented in Tables 5.1-5.3, the data for STEMM schools are presented in Tables 5.4 -5.5. We do not long-list; shortlist refers to those invited for interview. Almost all offers resulted in appointments (offers declined: 14/15 1f,2m; 15/16 5m; 16/17 1f,2m, all STEMM posts).

Table 5.1. Applications, short-list and offers to AHSSBL Researcher posts 2014/15-2016/17

AHSSBL	RESEARCHER POSITIONS								
	2014/15			2015/16			2016/17		
	F	M	^	F	M	^	F	M	^
APPLICATIONS	32	23		14	2		12	4	
%	58%	42%		87%	13%		75%	25%	
SHORTLIST	12	7		8	0		4	3	
%	63%	37%		100%	0%		57%	43%	
OFFERS	3	2		4	0		2	0	
%	60%	40%		100%	0%		100%	0%	
Shortlist SR*	38%	30%		57%	0%		33%	75%	
Offer SR*	25%	29%		50%	-		50%	0%	

Table 5.2. Applications, short-list and offers to AHSSBL lecturer posts 2014/15 - 2016/17

AHSSBL	LECTURER POSITIONS								
	2014/15			2015/16			2016/17		
	F	M	^	F	M	^	F	M	^
APPLICATIONS	137	232	12	95	130		48	103	
%	37%	63%		42%	58%		32%	68%	
SHORTLIST	21	27	3	14	11		11	10	
%	44%	56%		56%	44%		52%	48%	
OFFERS	7	11		5	4		5	5	
%	39%	61%		56%	44%		50%	50%	
Shortlist SR*	15%	12%		15%	8%		23%	10%	
Offer SR*	33%	41%		36%	36%		45%	50%	

Table 5.3. Applications, short-list and offers to AHSSBL SL posts 2014/15 - 2016/17

AHSSBL	SENIOR LECTURER POSITIONS								
	2014/15			2015/16			2016/17		
	F	M	^	F	M	^	F	M	^
APPLICATIONS	74	79	4	21	37		-	-	
%	48%	52%		36%	64%				
SHORTLIST	7	3	2	2	3		-	-	
%	70%	30%		40%	60%				
OFFERS	5 ¹	0	1	2	1		-	-	
%	100	0%		67%	33%				
Shortlist SR*	9%	4%		10%	8%				
Appointment SR*	71%	0%		100%	33%				

*SR = success rate; ^ Gender information withheld by applicant; ¹ 4 of these positions were hired at lecturer not SL level

The recruitment data for AHSSBL shows:

- **Researchers:** more applications from females; female applicants are more successful than male applicants at both the shortlist and offer stage
- **Lecturers:** more applications from male applicants; higher shortlisting success rate for female applicants. No difference in offer success rate between male and female applicants.
- **Senior Lecturers:** less female applicants but female applicants more successful than male applicants in securing offers. However, while these posts were advertised at SL level, 4 of these 5 appointments were hired at lecturer level

Table 5.4. Applications, short-list and offers to STEMM Researcher posts 2014/15-2016/17

STEMM	RESEARCHER POSITIONS								
	2014/15			2015/16			2016/17		
	F	M	^	F	M	^	F	M	^
APPLICATIONS	255	299	7	228	361	7	186	305	11
%	46%	54%		39%	61%		38%	62%	
SHORTLIST	69	58	2	55	66	4	58	55	2
%	54%	46%		45%	55%		51%	49%	
OFFERS	31	20	1	23	17	4	24	20	2
%	61%	39%		57%	43%		55%	45%	
Shortlist SR*	27%	19%		24%	18%		31%	18%	
Offer SR*	45%	34%		42%	26%		41%	36%	

Table 5.5. Applications, short-list and offers to STEMM Lecturer posts 2014/15-2016/17

STEMM	LECTURER POSITIONS								
	2014/15			2015/16			2016/17		
	F	M	^	F	M	^	F	M	^
APPLICATIONS	65	67	3	109	266	5	101	197	8
%	49%	51%		29%	71%		34%	66%	
SHORTLIST	25	11	1	14	26		19	31	3
%	69%	31%		35%	65%		38%	62%	
OFFERS	11	5		8	9		7	11	1
%	69%	31%		47%	53%		39%	61%	
Shortlist SR*	38%	16%		13%	10%		19%	16%	
Offer SR*	44%	45%		57%	35%		37%	35%	

*SR = success rate; ^ Gender information withheld by applicant

In addition to the positions listed in Tables 5.4 and 5.5, two Senior research fellows were hired in 14/15: 3 applications (2f,1m), 2 female applicants shortlisted, 2 females appointed.

The recruitment data for positions in STEMM Schools shows:

- **Researchers:** approximately 40% of applicants were women. Female applicants more successful than male applicants at both the shortlist and offer stage.
- **Lecturers:** more applications were received from male applicants. Female applicants had a higher shortlisting success rate. Offer success rates were on average slightly higher for female applicants.

Overall, the recruitment process has been favourable to female applicants over the reporting period. However, in analysing this data some inconsistencies have come to light in terms of how this data is captured and collated (e.g. which applicants were short-listed was not always updated by the Schools resulting in some information not being available, or only being partially available). Actions in this area will include improving the system and procedures for capturing this data.

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| Action 6.1.1 | Work with Schools and Colleges to improve the procedure for capturing recruitment data so that the data is annually monitored and Schools are aware of the necessity to update and capture information effectively. |
| Action 6.2.1 | Include a positive statement on recruitment adverts and documentation to encourage applicants from underrepresented groups. |
| Action 6.3.1 | Analyse recruitment statistics by gender and ethnicity and produce a report for the EDTG to provide a base-line to consider any potential future actions and identify future trends. |

(ii) Induction

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

Bangor University holds mandatory inductions for all new staff to provide an introduction to, and overview of, the University, including its strategic objectives. The topics covered include employment matters, equality and diversity (including Athena SWAN) health and safety, pensions, Employee Support policies etc. Attendees complete feedback forms to facilitate the review of the course effectiveness. Analysis of induction feedback 17/18 shows that 90% of attendees found it useful or very useful.

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

Promotions are to the lowest point on the new scale (with the exception that if the member of staff is already on a discretionary point on the lower grade, the promotion would be the next point up). The data on staff applying for promotion across the University are presented in Figures 5.1-5.3, Tables 5.6-5.12 present the data separately for AHSSBL and STEMM schools and by full- and part-time status.

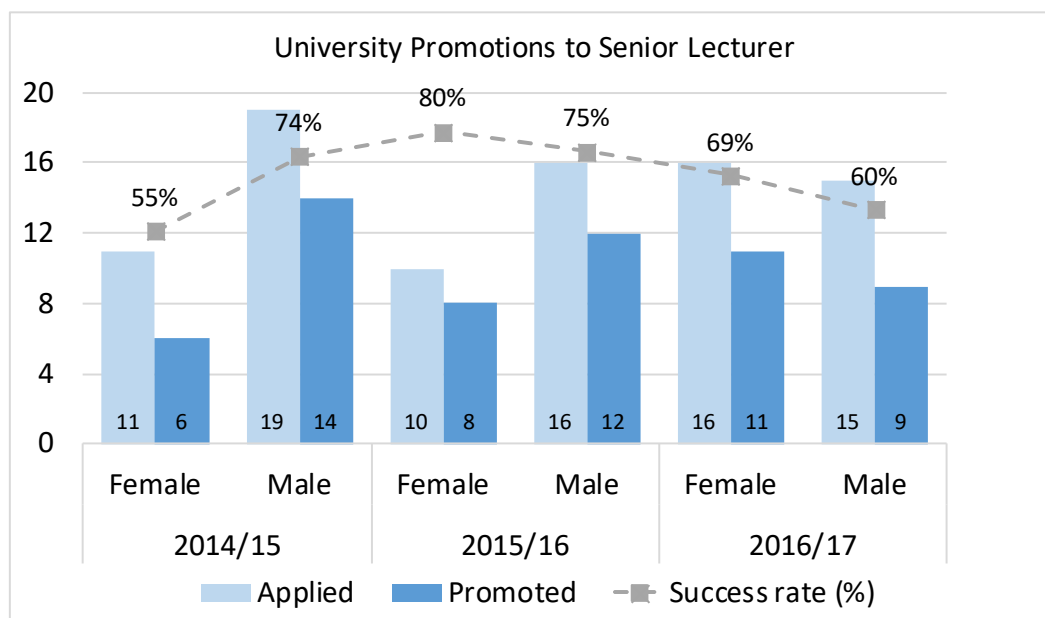


Figure 5.1. University applications to SL promotion, promotions and success rate by gender 2014/15 – 2016/17

The data in Figure 5.1 on SL promotions shows:

- The number of applications to SL from women has increased over the reporting period from 11 in 14/15 to 16 in 16/17.
- The success rate for female applicants was lower than that for male applicants in 14/15 but higher in 15/16 and 16/17.

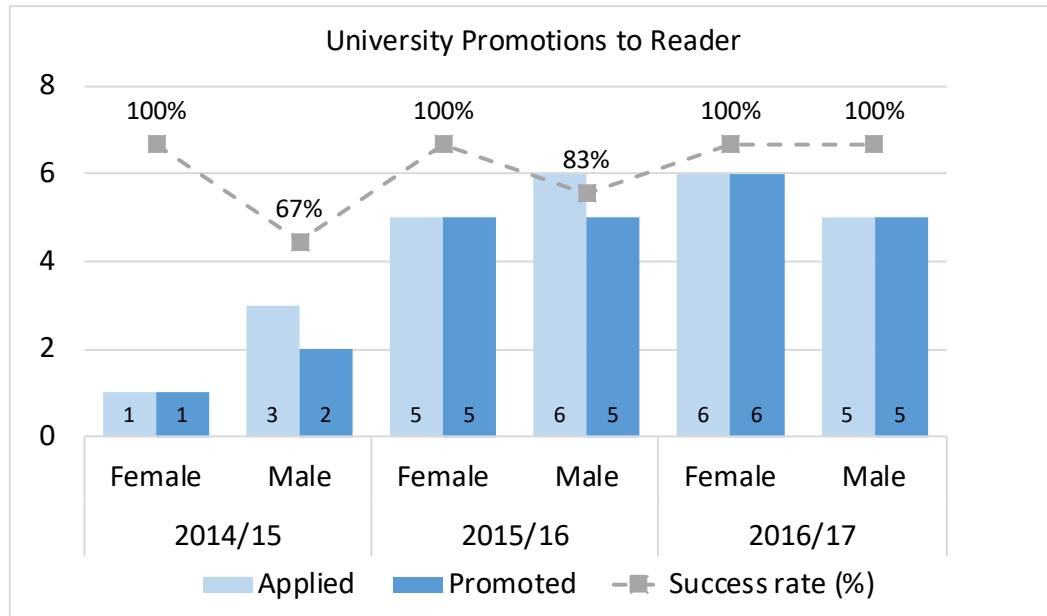


Figure 5.2. University applications to Reader promotion, promotions and success rate by gender 2014/15 – 2016/17

The data in Figure 5.1 on Reader promotions shows:

- The number of applications to Reader from women has increased over the reporting period from 1 in 14/15 to 6 in 16/17.
- The success rate for female applicants was the same or higher than that for male applicants across all three years.

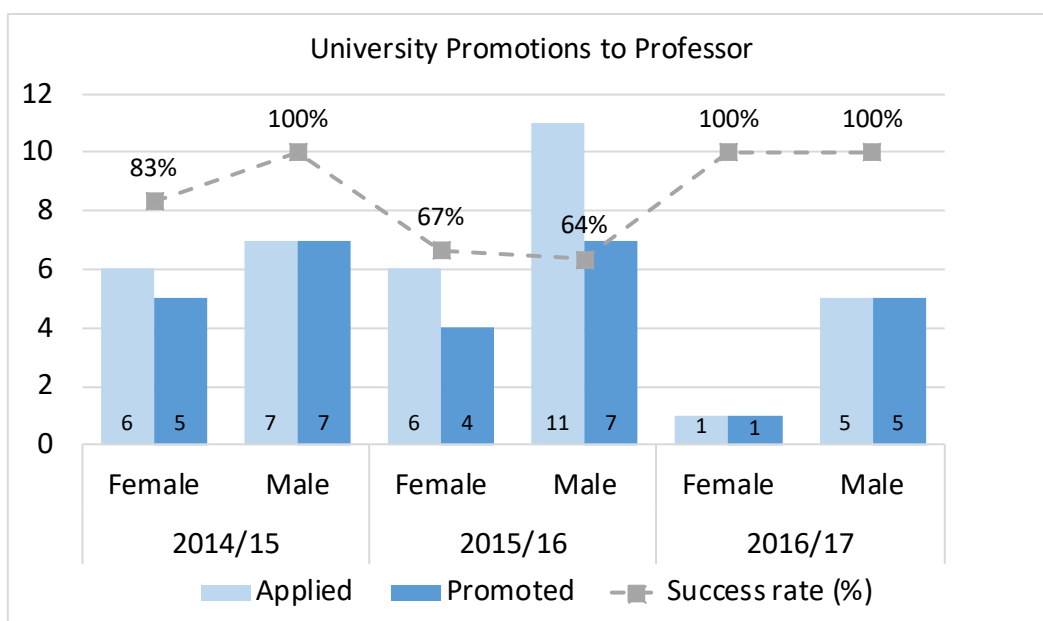


Figure 5.3. University applications to Professor promotion, promotions and success rate by gender 2014/15 – 2016/17

The data in Figure 5.1 on Professor promotions shows:

- There were 6 applications to Professor from women in 14/15 and 15/16 and 1 in 16/17.
- The success rate for female applicants was lower than that for male applicants in 14/15 but higher or the same in 15/16 and 16/17.

Table 5.6. Applications and Promotions to Senior Lecturer by AHSSBL, Gender and Full/Part-time status

AHSSBL Senior Lecturer (Grade 9)		2014/15		2015/16		2016/17	
		Female	Male	Female	Male	Female	Male
Full-time	Applications	3	6	4	6	5	8
	Promotions	2	4	3	5	3	3
	Success	66%	66%	75%	83%	60%	100%
Part-time	Applications	1	1	0	0	0	0
	Promotions	1	1	0	0	0	0
	Success	100%	100%	-	-	-	-
Total	Applications	4	7	4	6	5	8
	Promotions	3	5	3	5	3	3
	Success	75%	71%	75%	83%	60%	38%
	Eligible	40	45	45	44	48	41
	Apps as %	10%	16%	9%	14%	10%	19.5%

Table 5.7 Applications and Promotions to Senior Lecturer by STEMM, Gender and Full/Part-time status

STEMM Senior Lecturer (Grade 9)		2014/15		2015/16		2016/17	
		Femal	Male	Femal	Male	Femal	Male
Full-time	Applications	6	12	6	10	10	7
	Promotions	2	9	5	7	7	6
	Success Rate	33%	75%	83%	70%	70%	86%
Part-time	Applications	1	0	0	0	1	0
	Promotions	1	0	0	0	1	0
	Success Rate	100%	-	-	-	100%	-
Total	Applications	7	12	6	10	11	7
	Promotions	3	9	5	7	8	6
	Success Rate	43%	75%	83%	70%	73%	86%
	Eligible	59	46	65	46	61	47
	Apps as %	12%	26%	9%	22%	18%	15%

Table 5.8. Applications and Promotions to Reader by AHSSBL, Gender and Full/Part-time status

AHSSBL Reader (Grade 9)		2014/15		2015/16		2016/17	
		Female	Male	Female	Male	Female	Male
Full-time	Applications	1	0	3	4	3	0
	Promotions	1	0	3	3	3	0
	Success	100%	-	100%	75%	100%	-
Part-time	Applications	0	0	0	0	0	0
	Promotions	0	0	0	0	0	0
	Success	-	-	-	-	-	-
Total	Applications	1	0	3	4	3	0
	Promotions	1	0	3	3	3	0
	Success	100%	-	100%	75%	100%	-
	Eligible	21	21	17	20	20	24
	Apps as %	5%	-	18%	20%	15%	-

Table 5.9 Applications and Promotions to Reader by STEMM, Gender and Full/Part-time status

STEMM Reader (Grade 9)		2014/15		2015/16		2016/17	
		Female	Male	Female	Male	Female	Male
Full-time	Applications	0	2	2	2	3	5
	Promotions	0	2	2	2	3	5
	Success	-	100%	100%	100%	100%	100%
Part-time	Applications	0	1	0	0	0	0
	Promotions	0	0	0	0	0	0
	Success	-	0%	-	-	-	-
Total	Applications	0	3	2	2	3	5
	Promotions	0	2	2	2	3	5
	Success	-	66%	100%	100%	100%	100%
	Eligible	17	44	15	47	26	47
	Apps as %	-	7%	13%	4%	12%	11%

Table 5.10. Applications and Promotions to Professor by AHSSBL, Gender and Full/Part-time status

AHSSBL Professor		2014/15		2015/16		2016/17	
		Female	Male	Female	Male	Female	Male
Full-time	Applications	4	4	5	7	1	2
	Promotions	3	4	3	4	1	2
	Success Rate	75%	100%	60%	57%	100%	100%
Part-time	Applications	0	0	0	0	0	0
	Promotions	0	0	0	0	0	0
	Success Rate	-	-	-	-	-	-
Total	Applications	4	4	5	7	1	2
	Promotions	3	4	3	4	1	2
	Success Rate	75%	100%	60%	57%	100%	100%
	Eligible	26	25	24	22	30	27
	Apps as %	15%	16%	21%	32%	3%	7%

Table 5.11. Applications and Promotions to Professor by STEMM, Gender and Full/Part-time status

STEMM Professor		2014/15		2015/16		2016/17	
		Female	Male	Female	Male	Female	Male
Full-time	Applications	1	3	1	4	0	3
	Promotions	1	3	1	3	0	3
	Success Rate	100%	100%	100%	75%	-	100%
Part-time	Applications	1	0	0	0	0	0
	Promotions	1	0	0	0	0	0
	Success Rate	100%	-	-	-	-	-
Total	Applications	2	3	1	4	0	3
	Promotions	2	3	1	3	0	3
	Success Rate	100%	100%	100%	75%	-	100%
	Eligible	18	53	17	56	31	61
	Apps as % Eligible	11%	6%	6%	7%	-	5%

Overall, the promotion data from AHSSBL and STEMM schools shows that success rates comparable for female and male academic staff at all levels of promotion. However, the analysis of application as % eligible shows that a smaller percentage of women are applying for promotions to SL in both AHSSBL and STEMM schools, and for promotions to Professor in AHSSBL schools.

The academic promotions policy has been updated since our previous award and now more clearly states the expectations and benchmarks at each level of promotion in regard to (1) Teaching and Learning, (2) Research, and (3) Impact & Wider Contribution. Widening of the career progression criteria at University level has ensured that academic staff are offered alternative routes to progression, which match their skill sets and interest.

To ensure clarity of the promotion process a presentation is given every year, led by the PVC Teaching and Learning, the PVC Research & Impact and the Director of HR to explain the promotion process and criteria. The staff survey suggests that the majority of respondents understand the promotion criteria (F: 67%, M; 75%). However, only half of respondents felt that “staff have an equal opportunity for promotion” (F: 43%, M; 58%).

Actions will include a review of the current promotion process (**Action 3.4.1**), sessions providing advice and support from those who have previously been successful (**Action 3.5.1**) and support for career development (**Actions 3.1.1**).

- Action 3.1.1** Hold two workshops a year that specifically provide support for women's career development e.g. career planning and managing work/life balance.
- Action 3.4.1** To review the current promotions process to examine if the process can be further improved.
- Action 3.5.1** Hold sessions featuring female Professors and Readers as role models to those applying for promotion

Also relevant to these objectives are the following sections of the action plan:

3.2 in REPRESENTATION OF WOMEN AT SENIOR LEVELS

4.1, 4.2, 4.3 in CAREER DEVELOPMENT

(iv) Staff submitted to the Research Excellence Framework (REF) by gender

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

Table 5.13. Submission to REF 2014 and RAE 2008.

REF 2014	Eligible staff*				Submitted staff^			
	Female		Male		Female		Male	
AHSSBL	77	(43%)	101	(57%)	48	(62%)	63	(62%)
STEMM	58	(27%)	153	(73%)	34	(59%)	102	(67%)
University	135	(35%)	254	(65%)	82	(61%)	165	(65%)
RAE 2008	Eligible staff*				Submitted staff^			
	Female		Male		Female		Male	
AHSSBL	46	(33%)	92	(67%)	36	(78%)	75	(81%)
STEMM	53	(25%)	156	(75%)	44	(83%)	141	(90%)
University	99	(29%)	248	(71%)	80	(81%)	216	(87%)

* % in brackets denotes gender split of eligible staff

^ % in brackets denotes submissions per gender group

Submission rates of female staff were slightly lower than those of male staff in REF 2014 and RAE 2008: Bangor submitted 61% of eligible female staff and 65% of eligible male staff to REF, and 81% of eligible female and 87% of eligible male staff to RAE 2008. The

overall reduced submission rates for REF 2014 (compared to RAE 2008) were due to higher quality thresholds being placed for inclusion and this had comparable effects on submission rates for men and women.

Bangor University is preparing for REF 2021 using a “Rolling REF” exercise. This is an administrative exercise that involves annually reviewing the systems, data, activities and outputs in the research domain. A key outcome of Rolling REF is to provide individuals with an annual update on their progress to submission. EIAs will be carried out from January 2019 to ensure a fair approach to the selection of outputs.

Action 7.1.1 In preparation for REF 2021 ensure that there is an Equality Advisory Panel in place to undertake Equality Impact Assessments

5.3 Career development: academic staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Bangor University provides a wide range of learning and development opportunities for staff at all levels of their career. Staff receive monthly updates regarding upcoming sessions. In 16/17:

- 725 staff attended training provided by the Staff Development Team.
- 421 staff attended CELT sessions.
- 65% of attendees across all workshops were women.

Results of the 2017 CROS survey showed:

- 71% encouraged to engage in personal and career development (F: 78%)
- 88% took ownership of their development (F: 95%)
- 64% had a clear development plan (F: 69%)
- 70% kept a formal record of their continuing development (F: 73%)

The Researcher Development Programme offers workshops and training on a range of topics relevant to academic staff (Pathways to Impact, PURE, grant writing). Workshops on research supervision is also offered (43 staff undertook research supervision training in 16/17). Also, a mindfulness programme to support staff through change has seen 154 staff (77% female) attend.

Leadership and management development:

- ‘Introduction and Update’ workshop for Managers to ensure that managers are aware of relevant policies and procedures
- Supervisory programme for staff new to the management role.
- Maps and Compasses Programme: annual programme providing updates regarding strategic areas for all staff but particularly managers.
- Research leadership programme is being launched in September 2018 (**Action 4.1.3**).

Action 4.1.3 Introduce an in-house Leadership development programme that is relevant to all academic staff to provide an extensive base on which to develop the skills and confidence to be an effective leader and ensure that 50% of delegates on each programme are women.

Also relevant to these objectives are sections 4.1-4.5 (CAREER DEVELOPMENT) of the action plan.

(ii) Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

University policy aims to ensure all staff to have an annual review. The academic PDR process was updated in 2015 to ensure discussion and recognition of a broader range of contributions (leadership and administration, engagement and wider contributions). The reviewer is also expected to discuss the impact of any career breaks to ensure that full support is provided if necessary. Completion of training seminars (i.e., equality training) is also discussed. All reviewers must attend a ‘Developing Performance Management Skills’ course (62 male, 38 female academics have attended this training since 2014).

The last major review of the PDR process in 2016 noted that 79% of staff had received a PDR and in terms of academic staff, 68% of women and 76% of men found useful. In the 2017 CROS 88% of respondents noted that they had received a PDR. However, in 2017 the reported PDR completion rate for the University was 49%. This is disappointing but can be attributed to the considerable uncertainties around structures of schools and jobs resulting from the University restructure.

A very positive move forward is the development of an electronic PDR process which will be piloted from June this year. This will allow PDR records to be managed effectively and will allow us to monitor various KPIs such as PDR completions, how many staff are active mentors and have mentors. There is also a specific section to address return to work planning and support.

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| Action 5.1.1 | Refresh managers' PDR skills to ensure a high standard of PDR for all staff. |
| Action 5.1.2 | Ensure that career development is discussed in PDRs to ensure women are focused on developing their academic profiles. |

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

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

Bangor University offers a range of initiatives to support early career academics in their career development:

- **Early Career Researcher Network:** quarterly meetings and presentations on research-related topics (e.g. publishing, grant writing, mentoring). In 2016/17, 89 ECRs attended these sessions (F 57; M 32).
- An **ECR survey in 2017** showed that the development of the Network has been very well received with 74% indicating they would attend ECR network events in the future. 73% of respondents were female. The number of ECRs that have attended researcher development events has increased by 30% in the last two years.
- **ECR Travel Grants and Research Support Award:** award scheme for ECRs has recently been launched in order to develop ECRs research capacity and capability. A range of awards are offered from Conference and Travel Grants to Interdisciplinary Research Seed-Corn Award. 71% of all applicants in 2018 were women.
- A recent ASTG initiative has seen the launch of **"Careers & Ideas"**: "in conversation with"-style sessions featuring senior female Bangor academics who reflect on their personal career paths, share their experiences and offer practical advice to those at earlier stages of their academic careers (14f/1m attended first session) (**Action 3.5.1**).
- **Welsh Crucible Programme:** an innovative programme funded by a consortium of Welsh institutions and HEFCW that provides personal, professional and leadership development for future research leaders of Wales. Our female staff have been particularly (Table 5.14).

Table.5.14 Participants in the Welsh Crucible 2015-2017 programme by gender

Welsh Crucible – Bangor Participants			
	F	M	% female
2015	3	2	60%
2016	4	1	80%
2017	4	-	100%

- Action 4.4.1** Arrange annual mini conference to give ECRs the opportunity to present their research to a University-wide audience.
- Action 4.4.2** Continue to expand the ECR network and work with ASTG CRS member.
- Action 4.5.1** Monitor applications and success rates by gender to the ECR grant and Fellowship Scheme.
- Action 3.5.1** Hold sessions featuring female Professors and Readers as role models to those applying for promotion.

Development opportunities for academics at all stages include:

- **CNS Women’s Network:** established in 2015 in order to address key issues relevant to supporting women at all levels of their academic career. Regular networking and support event.
- **University-wide coaching scheme** was introduced in 2017. Bangor has 6 qualified coaches and a qualified supervisor. Coaching address specific topics such as career development and improving confidence. Since 2016 41 staff have undertaken coaching (28f).
- **Research Mentoring** to be introduced when the new Colleges are in place (September 2018). Mentoring will be available to all staff and mandatory for early career staff.
- **Senior Shadowing** and **Senior Mentoring schemes** (to be introduced in 2018) have been developed in recognition that the University wishes to see more academic staff (particularly women) applying for senior positions and for more women to progress through the professorial bands.
- **WUMS** (the Women’s Universities Mentoring Scheme): an inter-university mentoring partnership in Wales where mentees receive encouragement and support from more experienced colleagues. The scheme has been led by Bangor and our female staff have accounted for about 25% of the intake each year (Table 5.15).

Table.5.15 Bangor Participants in WUMS 2014-2017

Bangor WUMS Participants		
	Mentors	Mentees
2014	12	10
2015	7	12
2016	13	15
2017	15	11

- **Springboard Programme** (run by Academi Wales) enables women to identify steps to develop their personal and professional skills. We encourage Bangor staff to attend; 11 have attended in the last two years.

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| Action 4.2.1 | Develop an effective evaluation methodology to review the effectiveness and impact of the research mentoring scheme, the senior mentoring scheme and the senior shadowing scheme. |
| Action 4.3.1 | Widely publicise the University's coaching scheme through MyBangor and emails to encourage staff participation. |
| Action 4.3.2 | Encourage managers to attend the 'Coaching for Managers' course to help managers understand how to use coaching effectively |
| Action 4.6.1 | Encourage female staff to participate in Springboard Programme through emails and presentations to staff. |
| Action 4.6.2 | Set up a Bangor Springboard Network for current and past participants. |

5.5 Flexible working and managing career breaks

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

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the institution offers to staff before they go on maternity and adoption leave.

Support is jointly provided by HR (who provide general advice and guidance on Employee Support policies) and Health and Safety Services (HSS) who provide welfare support to expectant and new mothers. HR officers work closely with Schools/Departments to ensure managers are aware of policies and procedures and are able to support their staff before, during and on return from maternity leave. Six Employee Support presentations were given across the campus in 16/17 and were well received. These will be repeated in 2019 and 2021 to provide staff with relevant information regarding the support available (**Actions 12.1.1/12.6.2**).

In 2017, the ASTG surveyed all academic staff who had taken maternity leave in the previous two years. 11 members of staff (50%) responded to the survey. Key findings are summarised in the sections below.

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

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

Recent changes to the University's maternity pay mean that new staff are now entitled to University maternity pay from the first day of employment rather than having to have been employed for a minimum of six months before being eligible for this level of maternity pay. This is a significant and positive step towards supporting women, in particular those on short-term contracts.

The University offers paid "keeping in touch" days. These are a statutory requirement; however, the University tops up the payments so that any KIT day taken is paid at full salary rate, irrespective of when the KIT days are taken.

Cover for P&S staff on maternity leave is typically requested and granted. For academic staff, the reallocation of administrative and teaching duties is decided on a local (School) level and, due to the nature of academic work, there is variability in how cover is managed.

Key findings of maternity survey include:

- Approx. 50% reported maternity cover being hired to cover some of their duties.
- Others' teaching and administrative roles were undertaken by other members staff.
- Respondents highlighted negative effects of increase colleagues' workloads.
- Just over half used KIT days for marking, preparing materials for new modules, keeping involved in research projects etc.
- Most staff who didn't claim KIT days would have been eligible but felt they couldn't or didn't understand how they worked.

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

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

An example of good practice in the University is the The Sêr Cymru NRN-LCEE (National Research Network for Low Carbon, Energy and the Environment) Returning Fellowship scheme, established and led by the HoS in BU's School of Ocean Sciences. This fellowship supports researchers returning to work after maternity, paternity, adoption leave, other caring responsibilities or an illness by covering the costs of replacements for administrative or teaching duties, as well as travel and subsistence to establish new collaborations for research and travel to conferences.

Key findings maternity survey:

- The majority of respondents returned to full-time work and full teaching and administrative loads.
- Many of the respondents noted that it was their choice to return full-time and did not request a significant or permanent change to working patterns.
- Flexibility was agreed locally, e.g. working from home two days a week, using accrued annual leave to return gradually, or returning 50% and gradually increasing to full-time over a few months.
- Approx. half of respondents commented that their return to work could have been managed better, particularly in regard to returning to full teaching and administrative loads and the negative effects this has had on their research careers.

- Action 12.3.1** Introduce a section on the 'Introduction and Update for Managers' workshop on maternity leave.
- Action 12.4.1** Continue with HR Maternity Project looking at maternity costs and practice on return to work across the University.
- Action 12.5.1** Following staff feedback in the Maternity Survey in 2017 create case studies regarding the experiences of women to provide with the support package for staff that is already provided.

(iv) **Maternity return rate**

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

The return rate has been approx. 90% across the three years for academic (Table 5.15) and P&S (Table 5.16) staff (return rates for P&S staff in 16/17 are predicted as 9 members of staff are still on leave). Four members of academic staff didn't return due to fixed-term research contracts coming to an end. The data we hold on the two P&S staff does not give us the information as to what kind of short-time contract these members of staff were on and why they were not renewed.

Table 5.15 Maternity leave taken and Maternity return rate academic staff 14/15-16/17

Academic	Maternity starts	Returned	Contract end	Resigned	Return Rate
2014/15	16	13	3	0	81%
2015/16	11	10	1	0	91%
2016/17	10	10	0	0	100%

Table 5.16 Maternity leave taken and Maternity return rate P&S staff from 14/15-16/17

Professional & Support	Maternity starts	Returned	Contract end	Resigned	Return Rate
2014/15	16	15	0	1	94%
2015/16	36	31	1	4	86%
2016/17	33	28*	1	4^	85%

* 9 members of staff still currently on leave and indicated will return in 2018.

^ 2 members of staff took voluntary redundancy.

(v) **Paternity, shared parental, adoption, and parental leave uptake**

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

We offer two weeks paternity leave on full salary. Paternity leave data is presented in Tables 5.17 (academic) and 5.18 (P&S).

Table 5.17 Paternity leave taken by academic staff for 2014/15 – 2016/17

ACADEMIC	2014/15	2015/16	2016/17
Researcher	1	4	1
Lecturer	8	9	3
Senior Lecturer	2	5	0
Professor	1	1	0
Academic-Clinical	1	0	0
TOTAL	13	19	4

Table 5.18. Paternity leave taken by P&S staff by grade for 2014/15 – 2016/17

P&S	2014/15	2015/16	2016/17
Grade 1	1	0	0
Grade 2	0	1	1
Grade 3	0	1	1
Grade 4	0	1	0
Grade 5	1	2	1
Grade 6	2	2	2
Grade 7	1	3	1
Grade 8	2	2	0
Grade 9	0	0	0
TOTAL	7	12	6

Paternity leave was taken by academic and P&S staff across a range of grades; uptake was similar across the groups of staff. We are aware that this data does not capture all members of academic staff who have become fathers in this period. Some academics are either not taking their paternity leave entitlement, or taking it informally which is not recorded by HR. There is no disadvantage to staff (e.g. reduced pay) to taking paternity leave on a formal basis.

The University has recently updated its policy and guidance on Shared Parental Leave. Parents can take 50 weeks of leave (of which 37 weeks are paid) separately, at the same time, or overlapping. During the reporting period, shared parental leave was taken by 1 male P&S staff in 16/17. Actions 12.2.1/12.2. will address these issues.

Adoption leave was taken by 1 female member of academic staff in 16/17.

Uptake of parental leave was extremely low during the reporting period: there was no uptake by academic staff and very low uptake from P&S staff. More women than men took parental leave (Table 5.19).

Table 5.19. Parental leave taken by P&S staff by grade and gender 2014/15 – 2016/17.

Professional &	2014/15		2015/16		2016/17	
	F	M	F	M	F	M
Grade 1			1		1	
Grade 2						
Grade 3				1		
Grade 4					1	
Grade 5						
Grade 6	1				1	
Grade 7	1		2		1	
Grade 8						
Grade 9						
TOTAL	2	0	3	1	4	0

- Action 12.2.1** Annually examine paternity and shared parental leave uptake to review trends in this area and take action if there are any work-related factors preventing men from taking up this leave.
- Action 12.2.2** Once a year send all-staff email regarding paternity leave and shared parental leave.

(vi) **Flexible working**

Provide information on the flexible working arrangements available.

All staff have the right to request a change to their working pattern (e.g. reduced hours, compressed hours, job sharing, working from home). The flexible working policy allows requests for temporary or permanent changes. HR maintains a record of all flexible working requests and outcomes.

There is very low uptake of “formal flexible working” from academic staff; there were only 6 in total during 2014/15 – 2016/17. All six requests were approved:

- 2014/15: 1 lecturer, 1 SL – both female.
- 2015/16: 2 lecturers – both female.
- 2016/17: 3 lecturers – one female, one male.

The low number of formal requests for flexible working likely reflects the flexible nature of academic work and the existence of informal arrangements for flexible working within individual Schools. Flexible working was requested by P&S staff across a range of grades (mostly Grade 7 and 8); the majority of requests (86%) were from women. 94% of requests were approved.

Table 5.20. Flexible work requests of P&S staff by grade and gender 14/15 16/17

		2014/15		2015/16		2016/17	
		F	M	F	M	F	M
GR 3	Requests	1	0	0	0	0	0
	Approved	1	-	-	-	-	-
	Approval Rate	100%	-	-	-	-	-
GR 4	Requests	3	0	1	0	3	0
	Approved	3	-	1	-	2	-
	Approval Rate	100%	-	100%	-	66%	-
GR 5	Requests	0	0	0	0	2	1
	Approved	-	-	-	-	2	1
	Approval Rate	-	-	-	-	100%	100%
GR 6	Requests	0	0	1	1	1	0
	Approved	-	-	1	1	1	-
	Approval Rate	-	-	100%	100%	100%	-
GR 7	Requests	4	0	3	0	5	0
	Approved	4	-	3	-	4	-
	Approval Rate	100%	-	100%	-	80%	-
GR 8	Requests	4	1	2	1	1	0
	Approved	4	1	2	1	1	-
	Approval Rate	100%	100%	100%	100%	100%	-
GR 9	Requests	0	0	0	0	0	1
	Approved	-	-	-	-	-	1
	Approval Rate	-	-	-	-	-	100%
TOTAL	Requests	12	1	7	2	12	2
	Approved	12	1	7	2	10	2
	Approval Rate	100%	100%	100%	100%	83%	100%

(vii) **Transition from part-time back to full-time work after career breaks**

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Bangor University's flexible working policy (see 5.5 vi) allows for applications for temporary changes in working patterns, e.g. a temporary reduction in hours on return from a career break, which would then revert back to full-time at the end of the agreed period.

(viii) **Childcare**

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

The University has an on-site nursery that offers 50 childcare places for under 5s and is open weekdays from 8am-6pm. The Nursery is open to university students and staff and members of the public. University employees are able to benefit from more affordable childcare at the nursery via the University's salary-sacrifice scheme. This is currently used by 39 members of staff. The University also offers child-care vouchers which can also be used with other child-care providers in the area. 132 members of staff are currently on this scheme.

A number of Athena SWAN initiatives have led to recent positive developments in regard to the University's child care facility:

- Job candidates who are visiting for an interview can use the nursery whilst they are being interviewed (should they have young children).
- The nursery is able to stay open until 6:15pm should a member of staff (or student) have to deliver (or attend) a lecture that runs until 6pm (see section 5.6 ix).

(ix) **Caring responsibilities**

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

The University's Employee Support Policies and Procedures provide support and time off for staff with family dependents (children or adults). Employee support

presentations will highlight that provision and support is available and applicable to all types of caring responsibilities (**Actions 12.1.1 and 12.6.1**).

Action 12.1.1 Hold regular Employee support presentations, highlighting particularly shared parental leave and caring responsibilities.

Action 12.6.1 Review our current approach to staff with caring responsibilities in relation to our current policies.

5.6 Organisation and culture

(i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

Since joining the Athena SWAN charter and achieving two Bronze awards, Bangor University has made progress in many areas of previous Athena SWAN action plans. Key developments in terms of embedding of Athena SWAN principles in the culture of the University include:

- Upgrading the University Athena SWAN group to a full task group which is chaired by a member of the University Executive.
- The appointment of a central Athena SWAN Manager.
- The establishment of a CNS Women's Network.
- Changes in the University's maternity leave policies – staff are now eligible for full University maternity pay from the 1st day of employment.
- Awareness and understanding of Athena SWAN across the University has increased significantly (CROS 2017: **86%**; CROS 2015:67%).
- The University recently established Equality Champions within academic colleges and central service departments.
- The recent restructuring process has provided the opportunity to embed responsibility and support for Athena SWAN in the job descriptions of all senior managers (see section 5.6 xii).

In recognition of our progress BU won 'Employer of the Year' (public sector) in the Chwarae Teg (Wales' leading gender equality charity) 'Womenspire' awards in 2016.

While good progress has been made in key areas, the results of the recent staff survey show that progress has been slower in other areas. The majority of staff surveyed (F: 77%; M: 81%) agreed that the University is committed to equality and diversity and equally respects people of different genders (F: 71%; M: 83%), the agreement to these statements were generally lower from female members of staff, particularly female academic staff. This is a concern, particularly given the high number of female staff (34%; academic 37%, P&S 29%) who also reported having experienced a situation at the University where they have felt uncomfortable about their gender (compared to 6% of men). This has been discussed with members of ASTG and it is felt that this reflects a growing awareness of negative effects of certain behaviours (e.g. patronising language) on women within the Institution as well as the impact of the University's restructure and resulting uncertainties. We will be introducing a Professional Behaviours Framework (PBF) (**Action 13.2.1**) and mandatory unconscious bias training for all staff (**Actions 13.1.1-13.1.4**) to address these issues.

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| Action 13.1.1 | Develop an unconscious bias training package and training for all staff. |
| Action 13.1.2 | Integrate unconscious bias into the induction programme. |
| Action 13.1.3 | Introduce unconscious bias training to all leadership programmes. |
| Action 13.1.4 | Include unconscious bias training on electronic PDR form to ensure staff are aware that it is a mandatory unconscious bias module. |
| Action 13.2.1 | Hold sessions in all Colleges and Departments to introduce the PBF at the same time as the unconscious bias training. |

Also relevant to these objectives are sections 1.2-1.4 of the action plan (INSTITUTIONAL GOVERNANCE, SUPPORT AND ENGAGEMENT WITH ATHENA SWAN)

(ii) HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

Bangor University has a range of HR policies covering equality, dignity at work, bullying and harassment, grievance and disciplinary. Each College has a designated HR Officer who is in frequent contact with Schools and Colleges via School/College Managers and HoSs. HR Officers are present at any formal meeting with staff in relation to the policies listed above.

If any differences between policy and practice are identified, one-to-one advice is given involving HR, HoS, line managers and PIs to ensure consistency. If an issue remains, guidance from the HR Staff Development Team is sought which might result in a group session, training course or workshop.

Frequent training courses (delivered by HR Senior Officers) are provided to line-managers on a variety of topics relating to HR policies. HR have also developed a 'Performance Management Toolkit' and associated workshops to support managers to deal with all aspects of managing performance and to ensure staff with management responsibilities are kept up to date. Equality is an underpinning theme of the Toolkit.

Bangor University's HR Equality Officer gathers equality data relating to staff involved in formal grievance, capability and disciplinary cases which is reported in the Equality Annual Report.

(iii) Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

Women are underrepresented at HoS level (Table 5.21). In 15/16, an increased imbalance occurred partly due to one female HoS (STEMM) taking on the role of Pro Vice-Chancellor for Research and Innovation in 2016. In AHSSBL schools, one female HoS retired at the end of 14/15, another female AHSSBL HoS came to the end of her term.

Table 5.21 Heads of School by Gender for AHSBBL and STEMM Schools

	AHSSBL				STEMM				Total University			
	Female		Male		Female		Male		Female		Male	
2014/15	4	33%	8	67%	2.5*	23%	8.5*	77%	6.5	28%	16.5	72%
2015/16	2	17%	10	83%	1	9%	10	91%	3	13%	20	87%
2016/17	2	17%	10	83%	1	9%	10	91%	3	13%	20	87%

* HoS position shared by two members of staff in Biocomposites in 14/15

In terms of the wider management of Schools, **48%** of roles in Schools are currently undertaken by women. These include roles such as Deputy HoS (Research), Deputy HoS (Teaching), Directors of Welsh Medium provision etc. At College level (Directors of Research, Directors of Impact etc) **43%** are held by women. This suggests that women are well represented at School/College-management level despite being under-represented at HoS level.

The number of female/male HoSs remained unchanged in 17/18. The University restructure will see the numbers of Schools reduced to 13 (from September 2018). 15% of HoSs will be women (n =2).

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| Action 4.1.1 | Undertake a study into the applications by gender for leadership roles and the success rates of women applying for leadership roles in the University. |
| Action 4.1.2 | Survey relevant staff and examine any gender differences in staff considering and applying for leadership positions. |
| Action 4.1.3 | Introduce an in-house Leadership development programme that is relevant to all academic staff to provide an extensive base on which to develop the skills and confidence to be an effective leader and ensure that 50% of delegates on each programme are women. |

(iv) Representation of men and women on senior management committees)

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

The Council is the governing body of the University and has around 30 members, the majority of which are lay members. Council membership carries no remuneration. The membership of the Council is presented in Table 5.22. During 2014/15 – 2016/17 the Council was chaired by a man. In 2018 Bangor University announced the appointment of the first ever woman to be Chair of Council. 45% of current Council members are female.

Table 5.22. Membership of the University's Council by gender 2014/15 -2017/18.

COUNCIL	2014/15	2015/16	2016/17	2017/18
Women	11	10	10	13
Men	15	14	18	16
Total	26	24	28	29
% Women	42%	42%	36%	45%

The Executive is the University's senior management group and is responsible for the overall management and administration of the University. The Executive is chaired by the VC (m) and membership comprises the Pro Vice-Chancellors, the Deans of College and some of the Directors of Central Services Departments. Membership of the Executive remained unchanged between 2014/15 and 2016/17. The recent restructure of the University has seen the number of Colleges and Central Service Department reduced which has resulted in a reduction of the numbers of staff on the executive. This has had a positive effect on the representation of women on the Executive; the percentage of women has increased from 30% to 38% (Table 5.23). Table 5.24 shows current membership further broken down by staff type and grade.

Table 5.23. Membership of the University's Executive by gender 2014/15 – 2016/17.

EXECUTIVE	2014/15	2015/16	2016/17	Post-restructure
Women	6	6	6	5
Men	14	14	14	8
Total	20	20	20	13
% Women	30%	30%	30%	38%

Table 5.24. Current membership of the University's Executive by gender and staff type/role

EXECUTIVE 2018	
Role	
VC (Chair)	m
PVC Research & Impact	f
PVC Students	f
PVC Teaching & Learning	m
PVC Welsh Medium & Civic Engagement	m
Dean of College Arts & Humanities	m
Dean of College Health & Behavioural Sciences	f
Dean of College Physical & Applied Sciences	m
Director of Finance	m
Executive Director of Marketing & Communications	m
Director of Human Resources	f
Director of Planning & Governance	m
Executive Director of Development	f

Table 5.24 shows that 50% of Bangor's Pro Vice-Chancellors are female, 33% of the Deans of Colleges and 40% of Directors. All PVCs and Deans are on professorial grades, two (1m,1f) out of the five Directors of Service Departments are Executive Directors.

The Senate is the "academic authority" of the University, responsible for all academic issues affecting the University. Senate membership is presented in Table 5.25. Membership has stayed relatively stable over the three years with approximately one third of members being women.

Table 5.25. Membership of the University's Senate by gender 2014/15 – 2017/18.

SENATE	2014/15	2015/16	2016/17	2017/18
Women	22	24	22	22
Men	48	47	49	46
Total	70	71	71	68
% Women	31%	34%	31%	32%

(v) Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

A total of 26 Task Groups cover all areas of University management. Each Task Group is chaired by a member of the University's Executive ensuring direct reporting to, and representation on, the University's Senior Management Group. As shown in Table 5.26, women and men are represented almost equally across all Task Groups across all three years (average F 48%, average M 52%). The proportion of Task Groups chaired by women has increased by 5% over the three years reported. We do not have the information on membership by staff type and grade as this information was not collated (**Action 2.3.2**).

The ASTG was significantly expanded in 17/18 and the gender imbalance was addressed. 56% of current ASTG members are women (see section 3i).

Table 5.26. Membership of the University's Task Groups by gender 2014/15 – 2016/17.

Task Group	2014/15				2015/16				2016/17			
	Chair	F	M	% F	Chair	F	M	%F	Chair	F	M	%F
Accommodation	f	8	6	57%	f	11	5	69%	f	10	5	67%
Athena SWAN									f	9	4	69%
Business & Enterprise	m	3	11	21%	m	4	10	29%	m	3	12	20%
Compliance	m	5	7	42%	m	4	7	36%	m	4	7	36%
Cultural Affairs	f	14	10	58%	f	11	7	61%	f	11	7	61%
Employability	f	13	9	59%	f	13	10	57%	f	8	12	40%
Equality & Diversity	m	15	2	88%	m	13	3	81%	m	13	4	76%
Health & Safety	m	2	5	29%	m	2	5	29%	m	2	5	29%
Human Resources	m	4	4	50%	m	4	4	50%	m	4	5	44%
Information Technology	m	4	15	21%	m	5	14	26%	m	4	16	20%
Institutional Review	m	5	5	50%	m	6	5	55%	m	7	7	50%
Internationalisation	f	8	5	62%	m	8	5	62%	m	10	6	63%
Library & Archives	m	10	12	45%	f	11	10	52%	f	12	8	60%
Major Projects	m	4	8	33%	m	4	11	27%	m	4	11	27%
Property & Campus Services	f	3	8	27%	f	5	6	45%	f	4	9	31%
Quality Assurance & Validation	m	6	10	38%	m	7	9	44%	m	7	8	47%
Recruitment & Admissions	m	6	12	33%	m	7	12	37%	m	8	9	47%
Research Strategy	m	3	7	30%	f	3	5	38%	f	4	4	50%
Risk Management	m	4	6	40%	m	4	6	40%	m	4	6	40%
Sports Strategy	f	3	6	33%	f	3	7	30%	f	2	8	20%
Student Services	f	13	7	65%	f	15	6	71%	f	13	6	68%
Students' Union	f	6	7	46%	f	9	7	56%	f	8	10	44%
Sustainability					m	6	8	43%	m	6	8	43%
Teaching & Learning	m	12	14	46%	m	12	15	44%	m	12	13	48%
Welsh Language Strategy	m	14	12	54%	m	11	14	44%	m	9	8	53%
Widening Access	m	7	7	50%	m	6	7	54%	m	7	6	54%
TOTAL		172	195	47%		184	199	48%		185	204	48%
% FEMALE CHAIRS	33%				36%				38%			

Action 2.3.1	The ASTG to contribute to a future University-wide review of Task Groups to ensure greater diversity of membership (including monitoring of staff type and grade) and increased participation by women.
Action 2.3.2	Annually report to the ASTG, EDTG and the University Executive the number of women participating in the Senate and the Task Groups.

(vi) **Committee workload**

Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of men or women and how role rotation is considered.

The composition of University committees is ex officio or elected, the latter usually serving a term of three years, this includes the Council. Staff can discuss workload (including committee membership) in their PDRs and this will be addressed with the development of the new workload allocation model.

(vii) **Institutional policies, practices and procedures**

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

Gender equality is considered within the University’s Equality Impact Assessment (EIA) process. EIAs are undertaken for all new policies to review the impact of policies on gender, the Welsh language and other protected characteristics under the Equality Act 2010. Where the potential for adverse impact is detected, the policy under development will be amended or reconsidered.

The annual Equality Report is produced for Council and is available on our website. All new and reviewed policies are subject to Union consultation and must be approved by the relevant Task Group.

(viii) **Workload model**

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment

on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The University now has an agreed Academic Workload Allocation Policy and Guidelines and has started developing a workload allocation model (WAM). In September 2017, a consultation session was held with Heads of Schools, UCU representatives and Deans of Colleges regarding the development of the WAM. Since then a Workload Allocation Project Group has been formed (which has representation from across the University, including UCU representatives) to inform the development of the model.

One key consideration for the University Executive and the Workload Allocation Project Group is to ensure that the model is consistent and equitable across the University. Workload allocations for staff who have taken career breaks will be considered in the model's development. Also, consideration will be given to ensure that early career staff have reduced teaching and admin allocation.

Action 13.3.1 Develop a workload allocation model with UCU and the Workload Allocation Group in the University to support the current policy.

Action 13.3.2 Include contribution to Athena SWAN SATs and activities in the WAM.

(ix) Timing of institution meetings and social gatherings

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

University-level meetings are generally held in core hours (10-4pm) in order to allow staff with caring responsibilities to attend. The results of the Staff Survey show that the majority of staff feel that this policy is adhered to: 77% (F: 75%; M: 84%) of academic staff and 67% (F: 69%; M: 66%) of P&S staff agreed that meetings were generally held in these hours.

However, academic staff who teach can be allocated lectures between 9-6pm. Factors such as the number of courses, optional modules, staff availability, room availability etc. mean that it is currently not possible to avoid lectures outside core hours. However, staff are able to indicate which times they are not able to teach (for example due to child care commitments) by submitting the Lecturer Unavailability Form.

(x) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution's website and images used.

The ASTG has initiated a number of events aimed at increasing the visibility of female role models. To mark International Women's Day 2017 an event on "Paths to Progress" was held which featured a number of external and University speakers (Figure 5.4). The event received excellent feedback but the feedback noted the lack of men in the audience (particularly in senior roles). Actions include holding annual IWD events (**Action 1.3.1/1.3.2**) and increasing the participation rate of male staff in these events (**Action 1.3.4**).



Figure 5.4. Bangor University's International Women's Day event 2017. (l-r: Dr Leonie Jones, Prof Jo Rycroft-Malone, Prof Laura McAllister, Prof Emily Cross, Prof Morag McDonald)

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| Action 1.3.1 | Create a group that includes staff and student representatives to develop and co-ordinate International Women's Day events in the University and to ensure that University and School/College-based events are complimentary. |
| Action 1.3.2 | Annually hold an International Women's Day Conference. |
| Action 1.3.3 | Provide on-line presence on the International Women's Day theme. |
| Action 1.3.4 | Increase male participation (particularly from senior levels) at relevant events. |

To mark and celebrate IWD 2018 we hosted a talk by Patsy Sanchez, Director of Diversity and Inclusion, University of South Florida who gave an insight into equality initiatives in the US. Also, the Chair of the ASTG lead a twitter campaign highlighting the contribution of women across Bangor university (Figure 5.5).

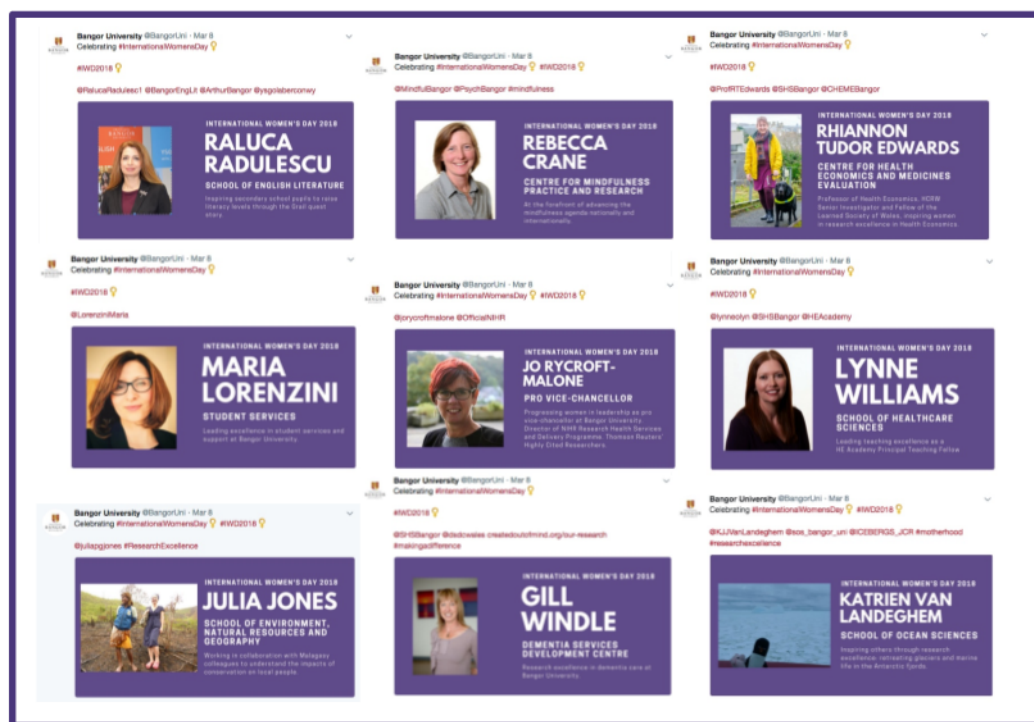


Figure 5.5. Bangor University's twitter campaign highlighting the contribution of female staff on International Women's Day 2018.

One of the lectures in the University's Public Lecture Series 16/17 was given by Dr Wendi Momen (London School of Economics; awarded an MBE in 2014 for services to the UN Entity for Gender Equality and the empowerment of women) and directly addressed the issue of visibility and advancement of women in public life. The number of female and male speakers in this series is given in Table 5.27. Actions will include working with the Corporate Planning Department to ensure equal gender representation in this lecture series (**Action 2.2.1**).

Table 5.27 The number and % of female and male speakers in BU's Public lecture series.

Bangor University Public Lecture Series				
	Female speakers		Male speakers	
2014/15	1	13%	7	87%
2015/16	0	-	4	100%
2016/17	6	75%	2	25%

In order to increase the visibility of female role models we will run a regular profile feature on MyBangor (**Action 2.1.1**). This will allow us to highlight members of staff such as Emily Roberts (Project Administrator in University-owned Menai Science Park) who won the Women in Rural Economy award in the 2017 Chwarae Teg Womenspire Awards (Figure 5.6). Two members of staff (Delyth Prys and Dr Yueng-Djern Lenn) have been shortlisted for this year's awards in the 'Building Wales' category.



Figure 5.6. Emily Roberts receiving her Chwarae Teg Womenspire 2017 award. Chwarae Teg is Wales' leading gender equality charity; the awards celebrate the achievements of women across Wales.

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| Action 2.1 | Identify a minimum of one profile per semester to be highlighted on the University's web site through nominations from the ASTG and the School SATs. The profiles will be on the front page of the MyBangor Staff website. |
| Action 2.2 | The ASTG to recommend to the Corporate Planning Department that the University's Public lecture programme is gender balanced. |

Responsibility for the University's website and publicity materials sits in the Corporate Communications and Marketing department. They ensure that all marketing and publicity material reflects our diverse staff and student population in terms of gender, ethnicity, Welsh language and that positive role models are captured in the imagery commissioned and case studies used. Two recent examples are:

- a recent photoshoot of female students in a final year Medical Science practical class. The marketing team has already made extensive use of these new photos both on-line and in the University prospectus.

- a photoshoot in academic settings such as Chemistry, the Business School and the School of Law; again ensuring gender equality by featuring female and male role models in the photos.

(xi) Outreach activities

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

All BU outreach activities are captured and returned in the Higher Education Business and Community Interaction Survey. However, the HEBCIS does not require a breakdown of attendees and staff involvement by gender and this data is therefore unfortunately not routinely captured centrally (though it is sometimes captured locally e.g. Revision sessions reported below). **Action 9.3.1** will address this gap. Contribution of academics to outreach is recognised in the “Leadership and the widening contribution” sections of the PDR and promotion processes. The new electronic PDR process particularly highlights this aspect (e.g. specific contribution to open days).

Bangor Science Festival

Bangor Science Festival (in its 8th year) includes events for school groups, adults, families and science professionals. It is organised and co-ordinated by an academic member of staff in the Schools of Biological Sciences and the Marketing manager in COPAS (both female). The event includes science activities, tours of the aquarium and natural history museum, and a live flash bang chemistry show. This year’s event attracted 1,325 visitors; 26 male and 27 female students were involved.

Some examples of feedback to this year’s event included:

“What a fantastic day today, both our girls loved the experience (age 9 and 12). One of them wants to go into marine science so she especially enjoyed speaking with the students in those fields.[..] The kids loved the bang and flash show as well. A wonderful amazing experience that really inspired us all”

“Absolutely brilliant day out for the kids. Full of different things to do. Both my girls talked about wanting to be scientists “doing experiments” all the way home. Well done to everyone involved”



Figure 5.7. Local children enjoying the Bangor Science Festival

University-level outreach activities with local Schools are organized and coordinated by the Recruitment & Marketing team, the University's Widening Access Centre (both lead by female P&S staff) and outreach coordinators in Schools and Colleges.

The University works directly with school pupils and their parents through a number of regional initiatives:

- Bangor's **Talent Opportunities Programme (TOP)** works with local state secondary schools to raise educational aspirations and awareness of higher education amongst under-represented groups.
- **GCSE and AS Science revision courses** – Pupils from local Schools spend the day at the University working with experienced Science teachers. Participants in the GCSE courses have been predominantly female (Table 5.28). However, the majority of pupils attending the AS revision course for Physics (Table 5.29) were male.

Table 5.28 GCSE Revision course attendance by gender 2014-2017. Chemistry sessions were added in 2016.

GCSE Revision courses					
	Participants	Biology	Physics	Chemistry	TOTAL
2014	F	98	117	-	215
	M	64	57	-	121
	% female	61%	67%	-	63%
2015	F	116	120	-	236
	M	41	45	-	86
	% female	74%	73%	-	73%
2016	F	128	118	119	365
	M	48	66	64	178
	% female	73%	64%	65%	67%
2017	F	114	105	105	324
	M	42	57	56	155
	% female	73%	65%	65%	68%

Table 5.29 AS Revision course attendance by gender 2016-2017. Chemistry sessions were added in 2017.

AS Revision courses				
	Participants	Physics	Chemistry	TOTAL
2016	F	18	-	18
	M	40	-	49
	% female	31%	-	31%
2017	F	13	36	49
	M	27	32	59
	% female	33%	53%	45%

- The University organises a range of **higher education taster activities**, including a three-day **residential Summer School** aimed at year twelve pupils who have no family tradition of going on to higher education, and **student shadowing days**. The most recent Student Shadowing Days focused on Psychology, Law, Sport Sciences and Healthcare Sciences.
- **Discover Science Workshops for Girls** is a project which encourages 14-year old female pupils to find out more about science, engineering and technology in an informative and fun environment.

- | | |
|---------------------|---|
| Action 9.3.1 | Improve the collection of data in relation to outreach activity in terms of gender to ensure awareness of considerable work undertaken in this area so that initiatives can be communicated and marketed effectively. |
| Action 9.3.2 | Hold Athena SWAN outreach activity as part of the Bangor Annual Science Festival. |

(xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

The restructuring process is providing the opportunity to review committee structures throughout the University and will see the implementation of Equality & Diversity Committees in the Colleges and Schools in order to embed equality throughout the University.

Furthermore, the new job descriptions for Deans of Colleges, Heads of Schools and senior academic roles within the restructured Schools and Colleges include a requirement to lead and contribute to the Athena SWAN agenda. All Schools will be expected to apply for Athena SWAN awards by 2022 (**Action 1.4.1**).

(5710 words)

6 SUPPORTING TRANS PEOPLE

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

(i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

The University's Equality and Diversity Policy outlines the University's aim to ensure that all staff can work in an environment that respects and values all its members. The University's Dignity at Work and Study Policy also outlines our expectations regarding the treatment of all staff.

Supporting Trans staff to date has been through our current Equality Policy and HR processes and any staff who identify as Trans and those who are transitioning, will receive support from HR, Occupational Health and their line manager.

The Students Union is leading on a number of initiatives including:

- **The gender neutral campaign for toilets** - these are now provided in a number of University buildings and SU are working to get a written agreement from the University that all new buildings will contain gender neutral toilets.
- **Out in Sport campaign** to eliminate homophobia in sport – inclusivity awareness training by SU and the LGBTQ+ society.
- **LGBTQ+ awareness training**

The University has created an action plan to tackle all forms of harassment on campus in response to the UUK Taskforce Report published in 2016 examining violence against women, harassment and hate crime.

(ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

BU has an overarching Dignity at Work and Study Policy which supports us in dealing with inappropriate and/or negative attitudes. This policy is monitored by HR who, if any negative findings are identified raise issues and provide support in the relevant area.

No issues in relation to our support of Trans staff were raised in the 2018 organisational survey or the University-wide Equality Survey in 2015. In the development of the next Strategic Equality Plan in 2018/19 we will again monitor to examine positive and/or negative impact of policies and environment on trans staff and students.

The Head of Governance and Compliance acts as a central reporting figure for all reports of harassment made by students. An online harassment reporting framework gives victims of harassment the opportunity to report issues which includes the option to report anonymously.

(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

We will now be formalising our current approach with the development of policy and guidance to support Trans staff and students which will ensure ECU recommendations on creating an inclusive community for all Trans people are adopted. This includes the development of BU's Gender Identity Policy for Students which will outline policies and procedures to ensure a student's preferred name is used in communication from the University and for the University's internal administrative purposes. Consultation with Trans staff and students will be key components of this development.

Action 11.2.1 Develop Trans guide for staff and students.

Action 11.2.2 As part of the development of the Strategic equality plan in 18/19 particularly address the needs of Trans staff through consultation

(410 words)

7 FURTHER INFORMATION

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

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

Considerable progress has been made in developing student-facing Athena SWAN and Equality & Diversity initiatives: These include:

- Appointment of **Equality & Diversity officer** for students who works closely with the Athena SWAN manager and the HR Equality Officer.
- **Diversifying the Curriculum:** The SU has been working with academic Schools to develop areas of inclusive practices, both in terms of content, course structure and assessment.
- The introduction of the **Women in Science Scholarships** to support female MSc students in a Science subject at Bangor. We have supported 6 outstanding young women since its launch in 2015. We will continue to develop this scheme (**Action 9.1.1**) and extend our support to AHSSBL schools and male students (**Action 9.1.2**).
- **Bangor Employability Award (BEA) internship:** a final-year UG student is currently working on a project surveying students' perceptions of gender equality and awareness of AS at Bangor University. An Athena SWAN internship will be offered annually (**Action 9.4.1**)
- **Student Gender Equality survey.** Table 7.1 shows that students feel they are treated fairly irrespective of gender and that female and male role models are visible across academic Schools. However, awareness of Athena SWAN is low. The outcome of the student survey will be shared and discussed with the Student Union, Student Services and the EDTG (**Action 9.2.1**)

Table 7.1. Responses to Student survey 2018

Student Survey April 2018		
N = 576 - 66% female, 30% male, 4% non-binary/other/info not given		
	F	M
All genders are equally represented across the University	76%	73%
Students are treated fairly irrespective of their gender	90%	90%
Staff of all genders are visible role models in academic Schools	90%	93%
Aware of Athena SWAN charter	12%	16%
Know if their Schools holds an AS award	2%	3%

- Awareness of Athena SWAN amongst student population will be raised by introducing an **Athena SWAN and Equality & Diversity training** in BEA core development programme (**Action 9.4.2**); and by working with Schools to engage and include students in the AS teams and activities.

Action 9.1.1	Continue to develop the 'Women in Science' Scholarship Scheme by holding annual Women in Science Scholarship events aimed at potential applicants and featuring current recipients.
Action 9.1.2	Increase the number of Scholarships and expand the support to AHSSBL students and male students in areas where men are under-represented
Action 9.2.1	Investigate the outcomes of the student survey with the Student Union, Student Services and the EDTG
Action 9.4.1	Recruit an annual Athena SWAN intern through Bangor Employability Award to continue to help develop the student aspects of Athena SWAN.
Action 9.4.2	AS and Equality & Diversity training in BEA core development programme.

(255 words)

(TOTAL WORD COUNT: 10453)

8 ACTION PLAN

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

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.



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BANGOR UNIVERSITY ACTION PLAN 2018 – 2022

Key Priorities:

Representation of women at senior levels

Gender pay gap

Unconscious bias training

All Schools to apply for Athena SWAN awards

Objective	Resp.	Action	Timescale	Success Measures and Progress
INSTITUTIONAL GOVERNANCE, SUPPORT AND ENGAGEMENT WITH ATHENA SWAN				
1.1 Expand and diversify representation on the ASTG	ASTG	<p>1.1.1 Ensure that the Athena SWAN Task Group reflects the new organisational structure in the University.</p> <p>1.1.2 Invite a Contract Research Staff (CRS) to join the Task Group to represent CRS opinions on the Group.</p>	December 2018	The ASTG reflects the new organisational structure and better reflects the views of contract research staff.
1.2 Effectively communicate the actions and progress of the Athena SWAN Task Group to staff	AS&RCM	1.2.1 Produce an annual report of progress for all University staff.	March 2019 and annually	Annual report sent to staff, the University Executive and the Council.
1.3 Use International Women's Day to promote female role models to staff and students.	AS&RCM Chair of ASTG	<p>1.3.1 Create a group that includes staff and student representatives to develop and co-ordinate International Women's Day events in the University and to ensure that University and School/College-based events are complimentary.</p> <p>1.3.2 Annually hold an International Women's Day Conference.</p>	March 2019 and annually	<ul style="list-style-type: none"> Positive response by staff and students to the event evidenced by evaluation of the events.

			<p>1.3.3 Provide on-line presence on the International Women's Day theme.</p> <p>1.3.4 Increase male participation (particularly from senior levels) at relevant events.</p>	<ul style="list-style-type: none"> 12% of attendees to 2017 IWD event were men. Increase attendance by men to 30% in next year's event. Chair of ASTG to invite Head of School, Deans of Colleges and Directors of Departments. 	
1.4	To increase the number of Schools holding Athena SWAN awards	Executive	1.4.1 All Schools to apply for Bronze awards during the next four years.	100% of Schools to have applied for an award by 2022.	By May 2022
1.5	Improve response rates to relevant Athena SWAN staff surveys to ensure effective and representative consultation with staff and to be able to measure impact of actions.	ASTG	<p>1.5.1 Set up a sub-group of the ASTG to identify the wide range of topics to be addressed by the Staff Survey and contribute to the development of the Staff Survey.</p> <p>1.5.2 Hold extensive publicity around the survey to ensure a good response rate.</p>	<ul style="list-style-type: none"> Achieve a response rate of over 35% to the next survey. Development of an action plan to address the issues identified in the survey particularly in relation to differing perceptions of female and male staff in relation to equality issues. 	April 2020
INCREASING THE PROFILE OF WOMEN IN THE UNIVERSITY AND THE VISIBILITY OF FEMALE ROLE MODELS					
2.1	To profile the successes of female staff and students in the University.	Marketing	2.1.1. Identify a minimum of one profile per semester to be highlighted on the University's web site through nominations by the ASTG and the School SATs. The profiles will be on the front page of the MyBangor Staff website.	Two profiles produced each academic year.	October 2018/ April 2019 and annually
2.2	Improve the gender balance in the University Public Lecture Programme.	Corporate Planning & ASTG	2.2.1 The ASTG to recommend to the Corporate Planning Department that the University's Public lecture programme is gender balanced.	50% of lectures in the University's Public Lecture Programme are given by women.	On going

2.3	Increase the number of women on University decision making groups i.e. Senate and the Task Groups.	Executive	<p>2.3.1 The ASTG to contribute to the University-wide review of Task Groups to ensure greater diversity of membership (including monitoring of staff type and grade) and participation by women.</p> <p>2.3.2 Annually report to the ASTG, EDTG and the University Executive the number of women participating in the Senate and the Task Groups.</p>	March 2019 Annually	<ul style="list-style-type: none"> Completed the review to examine potential changes to recruitment processes to University decision making groups. Ensure 50% of Task Group members are women by 2022. Ensure 50% of Senate members are women by 2022.
CAREER DEVELOPMENT AND PROGRESSION					
REPRESENTATION OF WOMEN AT SENIOR LEVELS					
3.1	Ensure a gender balance in senior academic grades.	ASTG	<p>3.1.1. Hold two workshops a year that specifically provide support for women's career development e.g. career planning and managing work/life balance.</p> <p>Additional action points to support this objective include: 4.1, 4.2 and 4.3.</p>	Annually from September 2018 Survey in 2020 and 2022	<ul style="list-style-type: none"> To match or exceed sector benchmarks in relation to the percentage of women on senior academic grades for STEMM and AHSSBL. Two workshops held and evaluation undertaken to ensure satisfaction with provision.
3.2	Increase the percentage of women at senior lecturer grade (particularly those on teaching and scholarship contracts).	ASTG/CELT	<p>3.2.1 Annually monitor the proportion of men and women on T&S, T&R and Research Only contracts.</p> <p>3.2.2 Encourage women on T&S contracts to apply for promotion through mentoring and the PDR process</p> <p>3.2.3 Creation of Teaching and Scholarship Champions of women who have been promoted to senior lecturer level and above to hold development sessions to mentor and encourage women to apply</p>	January 2019 then annually April 2019	<ul style="list-style-type: none"> Increase in the proportion of eligible female lecturers applying for promotion to SL to match proportion of male lecturers applying. Increase in the proportion of women on SL T&S contracts particularly in AHSSBL schools to 50%. Hold two development sessions a year led by the Teaching and Learning Champions and evaluation undertaken to ensure satisfaction with provision.

			4.1.3 Introduce an in-house Leadership programme relevant to all academic staff to provide an extensive base on which to develop the skills and confidence to be an effective leader and ensure that 50% of delegates on each programme are women.	December 2018	<ul style="list-style-type: none"> 50% participation rate of women on leadership programmes in the University.
4.2	Ensure the research mentoring scheme and the senior mentoring scheme are effective in increasing the confidence of women to apply for promotion and effectively manage their careers.	SDT	4.2.1 Develop an effective evaluation methodology to review the effectiveness and impact of the; research mentoring scheme, the senior mentoring scheme and the senior shadowing scheme.	March 2022	<ul style="list-style-type: none"> Positive response and tangible impact (e.g. staff encouraged to apply for senior positions) to the senior shadowing scheme and the senior mentoring scheme. 50% of participants of all three schemes are women.
4.3	Ensure that the University's coaching programme support women's career development effectively	SDT	4.3.1 Widely publicise the University's coaching scheme through MyBangor and emails to encourage staff participation. 4.3.2 Encourage managers to attend the 'Coaching for Managers' course to help managers to understand how to use coaching effectively	Ongoing	50% of participants in the coaching scheme are women. The related evaluation demonstrates that the coaching is seen as positive and has a practical outcome in terms of their work and planning their careers more effectively
4.4	Provide targeted professional development events (particularly for early career staff) to encourage staff to engage with career development opportunities.	AS&RCM RDCG	4.4.1 Arrange annual mini conference to give ECRs the opportunity to present their research to a University-wide audience 4.4.2 Continue to expand the ECR network and work with ASTG CRS member.	January 2019 and annually September 2018	One mini conference held annually. Aim for 70% participation rate in ECR events by 2022.
4.5	Ensure female ECRs are represented and supported through the ECR grant and	REO	4.5.1 Monitor applications and success rates by gender to the Scheme.	April 2018 and annually	Ensure 50:50 participation and representation.

	fellowship scheme					
4.6	Encourage women to consider their long-term career objectives and their personal and career development through the Springboard Programme.	SDT	4.6.1 Encourage female staff to participate in Springboard Programme through emails and presentations to staff 4.6.2 Set up a Bangor Springboard Network for current and past participants.	May 2018 and annually September 2018	See increase of 30% in the number of women who participate in the Programme.	
SUPPORTING ENABLERS						
PERFORMANCE DEVELOPMENT REVIEW						
5.1	Ensure that staff receive an effective PDR that encourages them to consider their future career development.	SDT	When the new electronic PDR process is introduced arrange training for all managers on the new system and take the opportunity to: 5.1.1 Refresh managers' PDR skills to ensure a high standard of PDR for all staff. 5.1.2 Ensure that career development is discussed in PDRs to ensure women are focused on developing their academic profiles.	December 2021	<ul style="list-style-type: none"> Ensure that 90% of staff receive an annual PDR by 2022. Review the new PDR process twelve months after its introduction and aim to achieve 70% of staff reporting that the PDR is useful and supports their career development. 	
RECRUITMENT AND SELECTION						
6.1	Improve the accuracy of the data in relation to recruitment.	DDHR(O)	6.1.1 Work with Schools and Colleges to Improve the procedure for capturing recruitment data so that the data is annually monitored and Schools are aware of the necessity to update and capture information effectively.	December 2018 and annually	Improvement in recruitment statistics reporting to inform future action plans effectively.	

6.2	Encourage applicants from diverse background to apply for positions in the University.	HR&EO	6.2.1 Include a positive statement on recruitment adverts and documentation to encourage applicants from under-represented groups.	March 2019	The statistics collected annually for the Strategic Equality Report and for consideration by the EDTG and ASTG and take any actions if any issues are identified.
6.3	Improve knowledge regarding recruitment trends in relation to intersectionality.	HR&EO	6.3.1 Analyse recruitment statistics by gender and ethnicity and produce a report for the EDTG to provide a base-line to consider any potential future actions and identify future trends.	March 2019	Annually monitor for trends in the collation of statistics undertaken annually for the Strategic Equality Report.
REF					
7.1	Ensure that the REF selection policies and processes reflect best practice.	REO	7.1.1 In preparation for the next REF ensure that there is an Equality Advisory Panel in place as with the previous REF to undertake Equality Impact Assessments.	From January 2019 to 2020	The Equality Impact Assessments demonstrate that the REF process in undertaken fairly.
GENDER PAY GAP					
8.1	Improve reporting and communication regarding gender pay and address staff's perception regarding pay gaps where no issues are identified in the analysis.	HR	8.1.1 Introduce gender pay gap reporting. 8.1.2 Annually communicate the results of the Equal Pay Audit to staff. 8.1.3 Discussion regarding gender pay gap with the Executive, relevant Task Groups and with UCU.	April 2019 and Report annually	<ul style="list-style-type: none"> Equal Pay Audit and Gender Pay Report communicated to staff each year. Discussions held and resultant action points identified and actioned. Staff survey in 2020 and 2022 shows improvement in perception of equal gender pay.
PROVIDE A BASE FOR THE PIPELINE (STUDENTS & OUTREACH)					
9.1	Encourage women to undertake post-graduate study to support the pipeline of women working in STEM	AS&RCM	9.1.1 Continue to develop the 'Women in Science' Scholarship Scheme by holding annual Women in Science Scholarship events aimed at potential applicants and featuring current recipients.	June 2018	Continue to award 3 'Women in Science' Scholarships per year.

			9.1.2 Increase the number of Scholarships and expand the support to AHSSBL students, and male students in areas where men are under-represented.	June 2019	Identify new scholarships to encourage students from diverse backgrounds to continue their studies in STEM and AHSSBL subjects – 2 additional scholarships per year awarded from 19/20.
9.2	Review student perceptions in terms of gender equality in the University.	AS&RCMI SS & SU	9.2.1 Investigate the outcomes of the student survey with the Student Union, Student Services and the EDTG.	June 2018	Identify and undertake any actions identified from the report.
9.3	Following the findings of the 'Talented Women for a Successful Wales' report which noted the challenges of encouraging girls to consider careers in STEM, collate the outreach undertaken by the University and examine ways to develop further activities to encourage females to consider STEM careers.	ASTG	9.3.1 Improve the collection of data in relation to outreach activity in terms of gender to ensure awareness of the considerable work undertaken in this area so that initiatives can be communicated and marketed effectively 9.3.2 Hold Athena SWAN outreach activity as part of the Bangor Annual Science Festival.	September 2018 and annually March 2019 and annually	Improved knowledge of outreach activity across the University (gender breakdown of participants and staff involved in outreach) and improved marketing of initiatives across the University.
9.4	Further develop student-facing Athena SWAN activity by building specifically on links to Bangor Employability Award (BEA).	AS&RCMI	9.4.1 Recruit an annual Athena SWAN intern through Bangor Employability Award to continue to help develop the student aspects of Athena SWAN. 9.4.2 AS and Equality & Diversity training in BEA core development programme	Annually September 2019	Increase awareness of our Athena SWAN commitment and activity amongst students as measured by responses to next student survey (2020) Increase number of students on School Athena SWAN SATs.

VALUING THE CONTRIBUTIONS OF ALL STAFF AND ENSURING EQUAL SUPPORT					
10.1	Ensure that part-time staff have the same access to development and support as full time staff.	DD(HR)O	10.1.1 Annually review the part-time profile of academic staff in terms of roles, grades and Schools to provide information regarding potential issues.	February 2019	<ul style="list-style-type: none"> Following the review produce a report for the ASTG, HRTG and EDTG to identify action points to be undertaken by the University.
			10.1.2 Undertake a survey to assess the level of satisfaction of part-time staff with their work and support and particularly examine perception of equality in relation to full time staff. In this study, also review any differences between the experiences of women and men.	January 2020 January 2022	<ul style="list-style-type: none"> Part-time staff will be sent the same survey in 2020 and 2022 to identify improvement against key areas or identify areas for further improvement.
			10.1.3 Monitor part-time and full-time uptake of training in the annual statistical review of staff training and development.	October 2019	<ul style="list-style-type: none"> The form developed to evaluate the on-line induction for part-time staff reports that 70% part-time staff find the package very useful/useful and the form also provides a useful source of feedback and ideas for the SDT to further improve provision for part-time staff.
			10.1.4 Develop an on-line induction for part-time staff.	February 2019	
			10.1.5 Monitor number of full and part-time researchers positions to examine the factors for the current reduction of women in full time research positions.	December 2020	<ul style="list-style-type: none"> Analysis of data shows if current decrease in number of full-time female researchers is ongoing trend.
10.2	Increase the number of staff moving from fixed term contracts to permanent contracts.	DDHR(O)	10.2.1 Review the policy and process to define which staff should be transferred to permanent contracts. Develop a process to initiate any transfer of contracts and monitor impact.	May 2020 and review further reduction target in 2020.	Increase the number of staff transferring to permanent contracts by 5% by 2020 and then further review the current target.

10.3	Ensure that staff on fixed term contracts have equal access to training and support to staff on permanent contracts.	HRHR(O) RDCG	10.3.1 Annually monitor gender balance of staff on fixed term and permanent contracts. 10.3.2 The RDCG to examine key priorities in the support of CRS and report to the ASTG.	July 2019 and annually	Experience of contract research staff shows improvement in their perception of fairness and equal access in the University as evidenced through staff surveys, CROS and focus groups.
10.4	Review and take action if there are gender differences between men and women in terms of their experience as related at the end of their employment with the University.	HR	10.4.1 Increase response rate to exit surveys to examine if there are any gender differences in experience of the University reported when staff leave. 10.4.2 Develop an exit survey for those who leave the University due to end of contract in order to be able to examine staff's experiences of the University as well as track their destination.	December 2019	<ul style="list-style-type: none"> Annual report produced for the ASTG to identify potential areas for action. Examine any issues in HR leaver reviews and take any action if necessary.
CREATE A MORE INCLUSIVE CULTURE					
11.1	Work with the EDTG to ensure that gender is considered in relation to other protected characteristics (particularly ethnicity) and identify actions to address any issues.	HR&EO	11.1.1 Work with the Equality Diversity Task Group on the development of the next Strategic Equality Plan to review the feasibility of undertaking the Race Charter Mark.	December 2018	Considered and reported within the Strategic Equality Plan in 2018/19.
11.2	Improve our intersectional understanding of gender equality at the University	AS&RCM	11.2.1 Disaggregate staff survey results by gender and ethnicity	January 2020 January 2022	Intersectional analysis of staff survey results reported to EDTG.

11.3	Develop formal support policies and process for Trans staff and students and ensure that Bangor is a safe environment for Trans staff	HR&EO	<p>11.3.1 Develop Trans guide for staff and students.</p> <p>11.3.2 As part the development of the Strategic Equality Plan in 18/19 particularly address the needs of Trans staff through consultation.</p>	September 2018	<ul style="list-style-type: none"> Tans guidance for staff and students in place. Staff surveys do not highlight any issues from Trans staff in relation to their experience in the University.
SUPPORT FOR MANAGING CAREER BREAKS AND FLEXIBLE WORKING					
12.1	Increase awareness of the University's Employee Support processes and the Tir Na n'Og nursery facilities.	HR/HSS/Tir Na n'Og	12.1.1 Hold regular Employee Support presentations, highlighting particularly shared parental leave and caring responsibilities.	January-March 2019 and 2021	Hold six sessions as part of a programme across the University every two years.
12.2	Ensure that the University publicises and encourages the take up of paternity leave and shared parental leave.	HR	<p>12.2.1 Annual examine paternity and shared parental leave uptake to review trends in this area and take action if there are any work-related factors preventing men from taking up this leave.</p> <p>12.2.2 Once a year send all-staff email regarding paternity leave and shared parental leave.</p>	June 2018 – annually	To achieve a year on year increase in the take up of paternity leave and shared parental leave across the University.
12.3	Ensure that managers are aware of maternity policy and procedures and best practice in managing staff before, during and on return from maternity leave.	HR	12.3.1 Introduce a section on the 'Introduction and Update for Managers' workshop on maternity leave.	April 2019	Improvement of response to maternity survey that will be run in 2022 to examine impact of actions in this area against the last survey.
12.4	Continue to review how staff can be better supported on return to work in terms of managing workloads and	HR	12.4.1 Continue with HR Maternity Project looking at maternity costs and practice on return to work across the University.	June 2020	Develop tangible action points to support staff who return to work after a period of absence to their research and teaching roles.

	getting their research career back on track.					
12.5	Share good practice in relation to KIT days	HR	12.5.1	Following staff feedback in the Maternity Survey in 2017 create case studies regarding the experiences of women to provide with the support package for staff that is already provided.	June 2019	Positive response to the case studies by staff evidenced in staff surveys.
12.6	Improve current provision for staff with caring responsibilities.	HR	12.6.1	Review our current approach to staff with caring responsibilities in relation to our current policies.	June 2020	Formalise our commitment to support staff with caring responsibilities through updating relevant policies and communicating the policy update to staff.
DRIVING ORGANISATIONAL CULTURE CHANGE						
13.1	Ensure all staff aware of unconscious bias in behaviours and communication.	SDT	13.1.1	Develop an unconscious bias training package and training for all staff.	To be introduced during 18/19	80% of staff are trained in unconscious bias.
			13.1.2	Integrate unconscious bias into the induction programme.		The next organizational survey reflects equal response to questions in relation to behaviours.
			13.1.3	Introduce unconscious bias training to all leadership programmes.		
			13.1.4	Include unconscious bias training on electronic PDR form to ensure staff are aware that it is a mandatory unconscious bias module.		
13.2	Launch a professional behaviours framework to outline the behaviours that staff expect from each other	SDT	13.2.1	Hold sessions in all Colleges and Departments to introduce the PBF at the same time as the unconscious bias training.	To be introduced during 18/19	Professional Behaviors Framework introduced across the University and reinforced in Staff Development Programme.

	and their managers			Review in 2020 in light of staff survey	The next organizational survey reflects equal response to questions in relation to behaviours.
13.3	Ensure staff have manageable workloads	Executive and HR	13.1.1 Develop a workload allocation model with UCU and the Workload Allocation Group in the University to support the current Policy. 13.1.2 Include contribution to Athena SWAN SATs and activities in the WAM.	July 2021	Agreed workload allocation model in the University.