



## **Department Application Bronze and Silver Award**

School of Psychology  
Bangor University



## ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

## ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

## COMPLETING THE FORM

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

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

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

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

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

## WORD COUNT

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

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

We have provided the following recommendations as a guide.

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

<b>Name of institution</b>	Bangor University	
<b>Department</b>	School of Psychology	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of application</b>	April 2019	
<b>Award Level</b>	<b>Silver</b>	
<b>Institution Athena SWAN award</b>	<b>Date: April 2018</b>	<b>Level: Bronze</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Thandi Gilder	
<b>Email</b>	<a href="mailto:Thandi.gilder@bangor.ac.uk">Thandi.gilder@bangor.ac.uk</a>	
<b>Telephone</b>	01248388052	
<b>Departmental website</b>	<a href="https://www.bangor.ac.uk/psychology/">https://www.bangor.ac.uk/psychology/</a>	

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

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

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

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

James Greenwood-Lush  
Head of Athena SWAN  
Athena SWAN Charter  
Advance HE  
First Floor, Westminster Tower  
3 Albert Embankment  
London  
SE1 7SP

Dear Athena SWAN panel members,

I write to confirm that I fully endorse this application for a Silver award for the School of Psychology, Bangor University. As I hope will come across clearly from this application, we have a strong sense of community in the School and work collectively to support excellence in everything we do. Indeed, believe that we have significantly progressed our gender equality agenda since our Bronze application four years ago.

We are able to evidence significant impact of our Athena SWAN-driven work:

- **Teaching & Scholarship career path:** developed and pioneered in Psychology over the last 8 years. First T&S-focused promotions to Reader and Professor via this trajectory, both female, both Psychology.
- **Under-representation of women on senior academic grades:** the proportion of female Readers has increased from 25% in 13/14 (the end of the reporting period of our Bronze application) to 43% in 17/18, the proportion of female Professors 29% to 43%.
- **Fixed-term contracts:** 49% of our entry-level lecturers in 2015 were on fixed-term contracts. By 2018, we had reduced the proportion of lecturers on fixed-term contracts to 9%.
- **Fair and transparent policies and procedures:** all vacant committee roles (e.g. Deputy Heads of School, Research lead etc) are advertised to all staff ensuring that appointment to these roles is fair and transparent. This has led to an increase in the number of women in these positions.
- **Athena SWAN lead/SAT members acknowledged in work load:** The Athena SWAN Chair role is acknowledged as a separate and important role in the workload, and membership of the SAT is considered favourably for promotion.

Notwithstanding the above, I acknowledge that there is still work to do. As a Psychology School we welcomed the changes made to the post-May 2015 charter as it allows and requires us to reflect on gender equality more broadly than in our previous application. This means for example, looking at areas where women are over-represented and men under-represented. In our School, this is the case at UG and PG student level, as well as at researcher level. Understanding and addressing these imbalances is a key priority of our action plan. Our priorities going forward include addressing the challenge of getting students involved in this work as it has implications

for their current and future experience. We also note that women tend to be over-represented on Teaching & Scholarship contracts and are looking at ways to address that.

Achieving an Athena SWAN Silver award would represent a significant milestone for the School as well as for me personally. I take a 'values-driven' approach to leadership and believe that our actions should be driven by an underlying motivation to support and empower members of staff so that they can be their 'best selves' and develop both personally and professionally. I am personally fully committed to continuing to lead the School with a strong equality and diversity agenda and to continue to strive towards fully embedding the Athena SWAN principles in to the School of Psychology culture.

I confirm that the information presented in the application (including quantitative and qualitative data) is an honest, accurate and true representation of the School.

Yours faithfully,



Professor John Parkinson

[521 words]

## 2. DESCRIPTION OF THE DEPARTMENT

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

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

The School of Psychology is one of five Schools that sits within the College of Human Sciences at Bangor University (this is a relatively new College structure due to a recent University re-structure). By student number it is one of the top 5 largest Psychology Schools in the UK, and has an indicative student tuition fee income of around £9m per annum.

As of April 2019, the School of Psychology employs 82 staff (46 women); 25 of whom are researchers (14 women; 11 men); 23 lecturers (13 women, 10 men), 13 senior lecturers (10 women, 3 men), 7 readers (3 women, 4 men) and 14 professors (6 women, 8 men). Thirty members of staff work on a part-time basis (60% women). We have 77 PGR students currently enrolled (60 women). Our academic staff come from more than 14 different countries and around 30 of our academics are Category A REF. Due to a recent University restructure, we no longer have any professional support staff working at a School level but are supported by staff who work for the College (15 women, 8 men).

The School's portfolio of courses offers a student experience of exceptional quality (evidenced by NSS and other league tables) with an offering of 9 undergraduate degrees (7 BSc, 2 MSci), 14 taught Postgraduate degrees and two Postgraduate research degrees (MRes & PhD). The total number of students enrolled on undergraduate degrees is 882 students (73% women, 27% men) and 498 postgraduate students (75% women, 25% men). These student numbers actually represent a reduction in student numbers from previous years. Additionally, in a discipline that tends to have a large representation of women, we have higher percentages of men overall than the HESA average (21% across UG, PGT & PGR).

The research record of the School has been one of remarkable growth and achievement, reaching both top teaching standards and extremely high marks in the 2001, 2008 RAE results and most recently in REF 2014 where 89% of the research outputs were ranked 'world leading' or 'internationally excellent'. Researchers have freedom to explore the topics of importance to them, but broadly speaking, we have four main research groups, as shown below. Two examples from each topic are given in the figure below.

Perception, Action & Memory	Social Neuroscience and Cognition	Language, Bilingualism, and Cognitive Development	Clinical, Health, and Behavioural Psychology
How patients relearn to grasp after hand transplant	How the brain activates to social interactions	How bilingualism and culture affect language understanding	Teacher interventions to prevent violence in schools
Predicting a person's actions from their EEG activity, using machine learning	Deficits in face perception after stroke	Computational models relating visual stimuli to word meaning	Making sure patients stay on long-term medications

The organisational structure of the School is led by the School's executive (50% women) which constitutes the Deputy Heads of School (DHoS) for Research, Impact and Teaching and Learning respectively as well as the Head of School. Each DHoS has delegated authority for their portfolios. Each individual committee reports back to the delegated authority who in turn feed into the School Executive (See Figure 2.1). All staff attend a Staff Meeting once a month in which updates are fed back from the committees to staff and feedback from staff discussion is presented to the Executive.

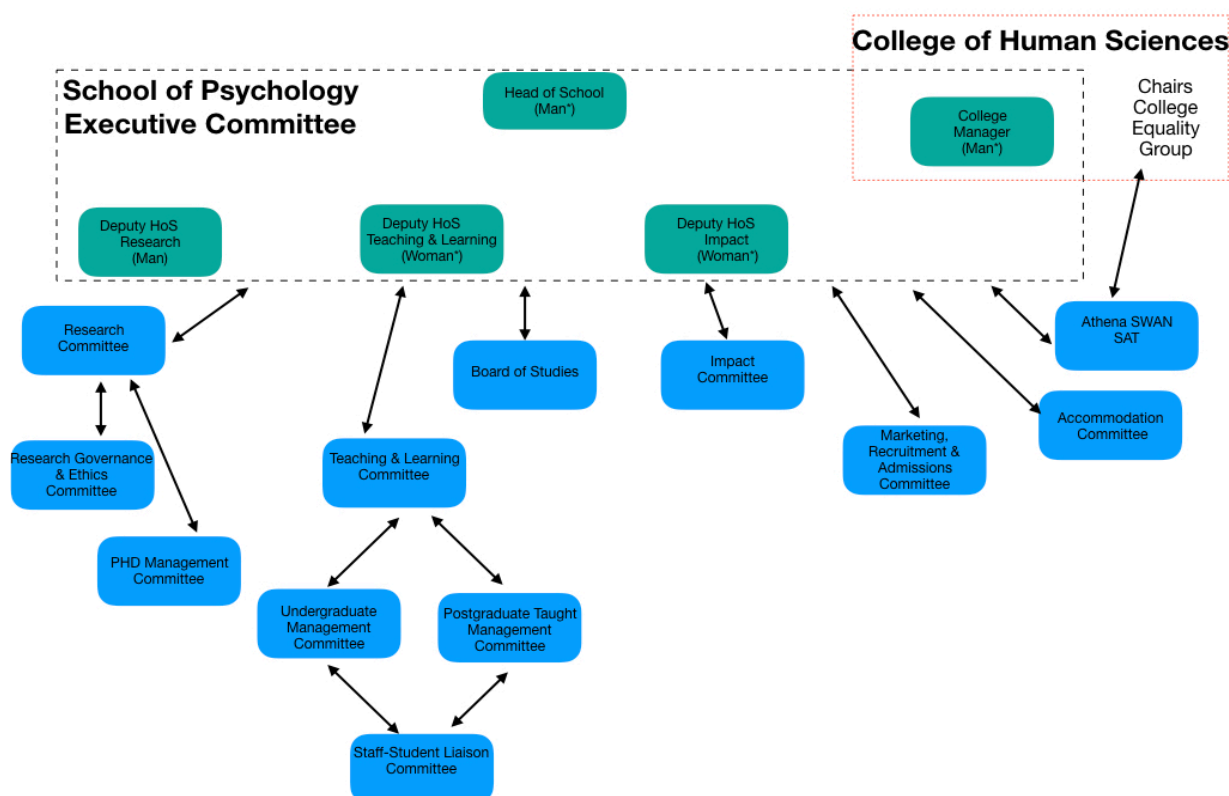


Figure 2.1. Reporting structure of the School of Psychology.

In 2015, we were very pleased to receive a Bronze Athena SWAN award under the previous Athena SWAN charter. While we are not including the entire action plan from



our previous award, we will be highlighting specific parts of the action plan throughout the application to highlight areas where we have achieved impact. Where we do this, we compare the most recent data included in this application (2017/18) to the last year included in our previous Bronze application (2013/14).

[557 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

The SAT comprises 11 members – 8 staff members ranging from new lecturing staff to Professorial level, with members representing T&R and T&S contracts. The SAT also includes three students representing UG, PGT and PGR. There are 5 men and 6 women on the SAT with a mix of members with caring/parenting responsibilities and those without.

#### Meet the team:

	<div>██████████</div>	<div>██████████ ██████████ ██████████</div>	<div>██████████ ██████████ ██████████</div>
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	Paul [REDACTED]	[REDACTED] [REDACTED] [REDACTED] [REDACTED]	[REDACTED] [REDACTED]
	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]
	[REDACTED]	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]

Internal consultants:

Dr Alison Wiggett, Athena SWAN & Research Concordat Manager, HR

Nia Gwyn Meacher, Deputy Director (Development), HR

(ii) an account of the self-assessment process

The School of Psychology submitted a successful Bronze Application in November 2015. Shortly after that award, the Chair of the SAT stepped down and an open call for the Chair position was sent out by the HoS. The current chair was appointed at this time and then sent out a call for expressions of interest in becoming part of the SAT. A few of the members of the previous SAT chose to stay on and new members joined the team. Initially, the SAT was a bit woman-heavy and therefore, in the interests of creating a more balanced team, men were approached and invited to join the team. Expressions of interest in joining the SAT were also sent out to PGR students and UG students. Our PGT representative approached the team after learning about Athena Swan at an interview for a Women in Science Scholarship, advertised by the University, and asked to be involved so became our PGT representative.

Initially, the SAT met once a month but, in the year approaching the deadline for submission, this moved to meetings every three weeks and then fortnightly meetings. In between meetings, all SAT members were added to a Microsoft Team through which

SAT members could communicate with each other, edit documents including the application and action plan and record and monitor progress on tasks.

Questionnaire data was collected from Staff in November 2017 with a further questionnaire in March 2019 and findings from staff and student data were presented at relevant committees (e.g., undergraduate student data at Undergraduate Management Committee, all data at an Internal Staff Colloquium). Response rates to these questionnaires were not very high (54% in 2019 – 59% of whom were women; and 38% in November 2017 – 74% of whom were women) but do show a marked increase from 2017 to 2019. Staff engagement with Athena SWAN will continue to be a priority going forward (**Actions 4.1 and 7.1**).

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

The team will meet once every 6 weeks and will maintain the Microsoft Team to communicate with each other, to link to relevant reading material etc. The Chair of the SAT sits on the University wide Athena SWAN SAT and in that role supports other departments with their applications and contributes to implementing the University-level action plan. In terms of succession planning, roles may rotate, the School will continue to employ an open call for expressions of interest in joining the committee with some strategic elements where necessary, i.e., to ensure diversity on the committee.

The Athena SWAN agenda and principles have become embedded into the School management and decision-making structures: at least one member of the SAT sits on each of the main management committees within the School. For example: Executive Committee, Teaching and Learning Committee, Research Committee, Impact Committee, Undergraduate Management Committee, Masters Management Committee, PHD Committee.

Keeping our students up to date with the progress of our Athena SWAN action plan will also be a priority and students will be updated in biannual Welcome talks for each year group at UG and PGT level and through the PhD committee.

#### IMPACT

2015 Action: Embed Athena SWAN agenda and principles into the School's policies, procedures and culture.

IMPACT: There is at least one member of the Athena SWAN SAT on every School Committee and these members are able to ensure that all decisions and actions are aligned with our commitment to equality and diversity.

[880 words]

## 4. A PICTURE OF THE DEPARTMENT

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

### 4.1. Student data

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

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

N/A

(ii) Numbers of undergraduate students by gender

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

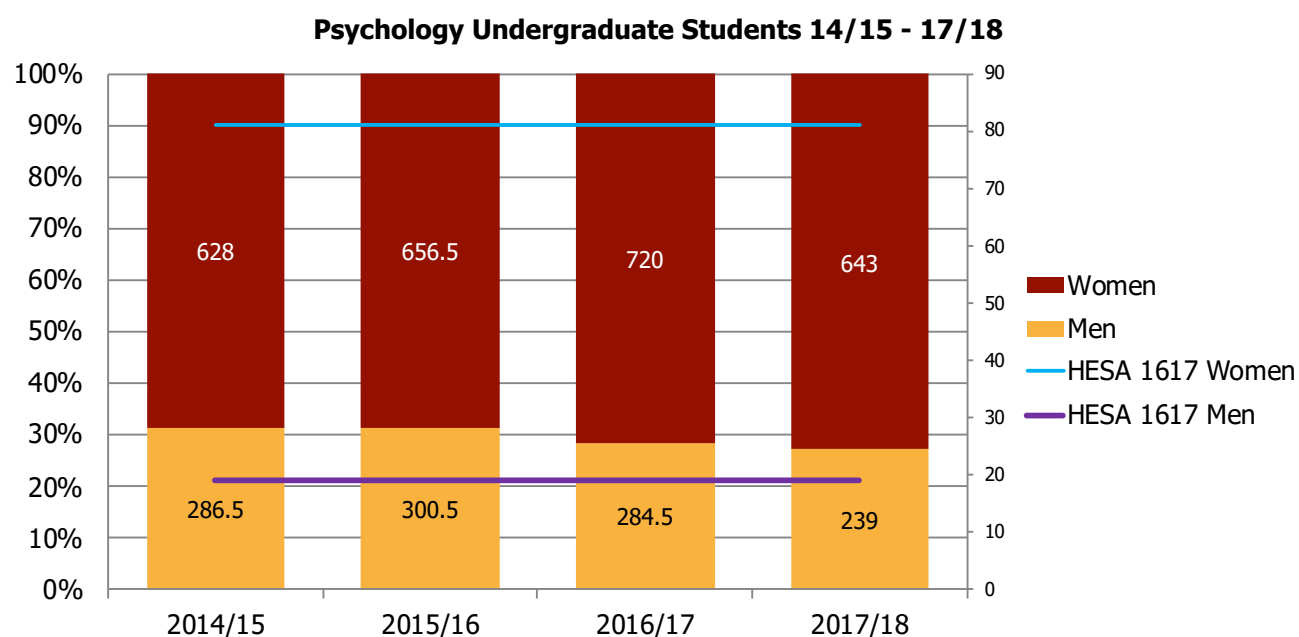


Figure 4.1.1 - Psychology Undergraduate numbers and gender split

Psychology at Bangor has traditionally recruited more women than men, as is the norm for psychology departments in the UK (see Figure 4.1.1.). However, in the past 4 years, we are slightly lower in the ratio of women to men recruited, when compared to the 2017 HESA national averages. While Bangor Psychology is pleased to recruit a higher percentage of men than the national average, steps will now be taken to examine how to maintain the higher numbers of men who chose to study Psychology at Bangor despite the national trend in the other direction.

The recruitment data (see Figure 4.1.2) suggest that the number of applications from men and women closely match the numbers of students actually enrolled on the degree programmes showing that the tendency for greater numbers of women overall reflects application data. In addition, the relative percentage of offers, and acceptances, for men and women mirrors the number of applicants overall, demonstrating a lack of any systematic bias on entry criteria and recruitment.

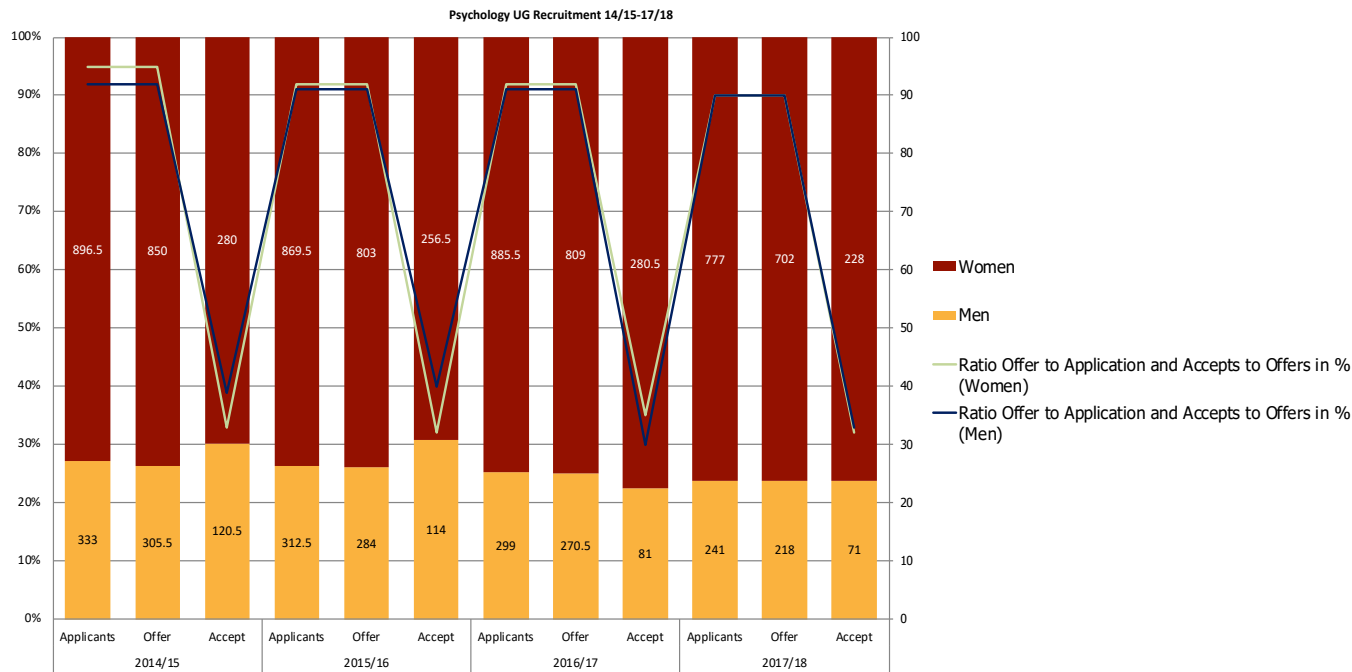


Figure 4.1.2 shows the numbers of applications, offers and accepts from women and men at UG level for the last 4 years. The lines show the ratio of offers to applications and accepts to offers in % form for men and women.

Traditionally, the number of part time undergraduate students has been low at Bangor and though there have been a few more students taking part-time studying opportunities, our numbers are still well below the HESA 2017 benchmark data. Though there tend to be fewer men than women taking up part-time study opportunities, more needs to be done to ensure that all students are aware of part time study options and feel able to take up these opportunities should they need to. **Action 1.2 addresses this issue by improving the visibility to students of all opportunities for study at Bangor.**

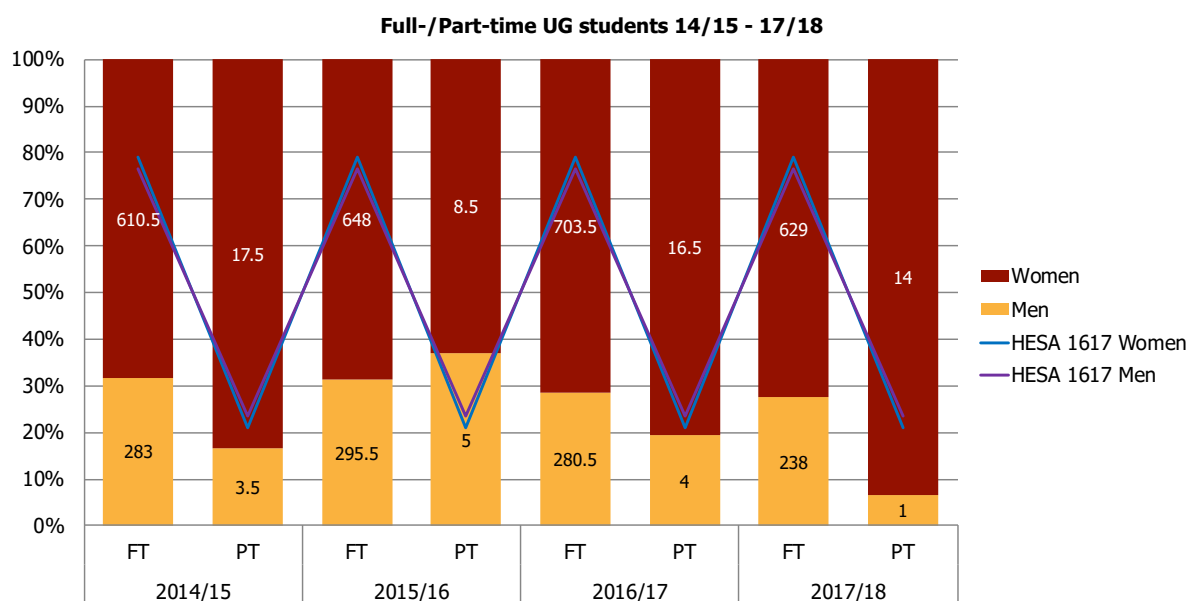


Figure 4.1.3 Numbers of full time and part time students for the past 4 academic years.

In terms of degree attainment, our data suggest that, proportionally, men tend to underperform in the overall degree classifications as compared to women. Although these data are concerning, the majority of assessments throughout the undergraduate degree are graded anonymously and therefore, it is unlikely that this difference is down to a systematic bias.

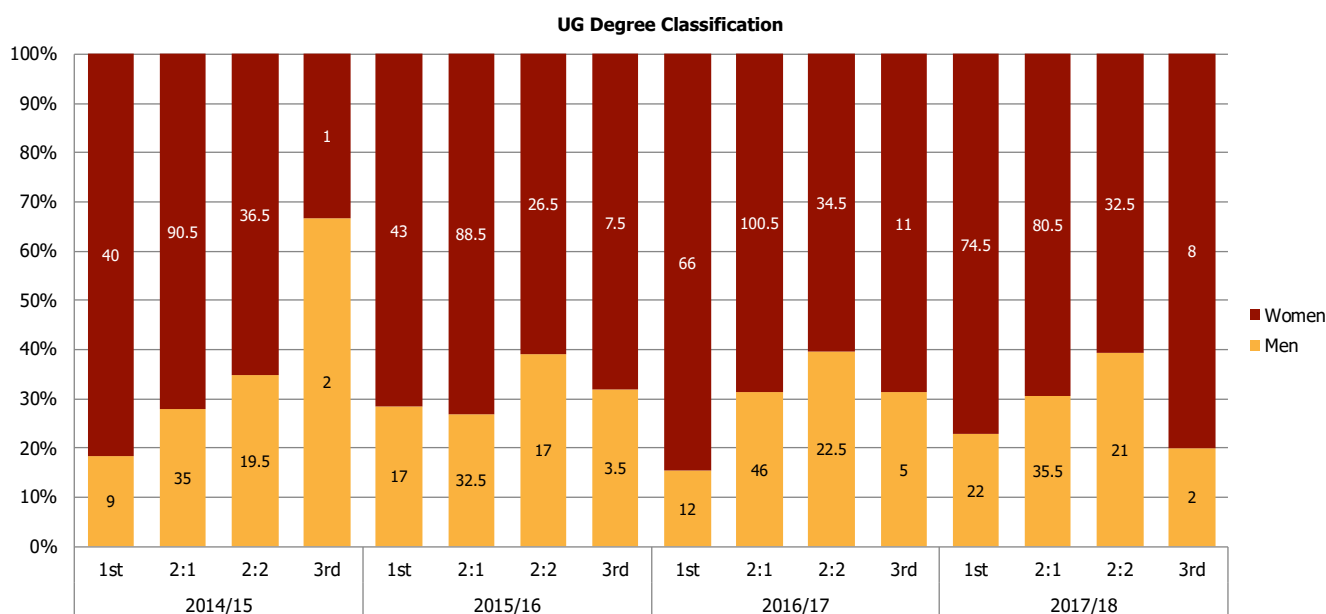
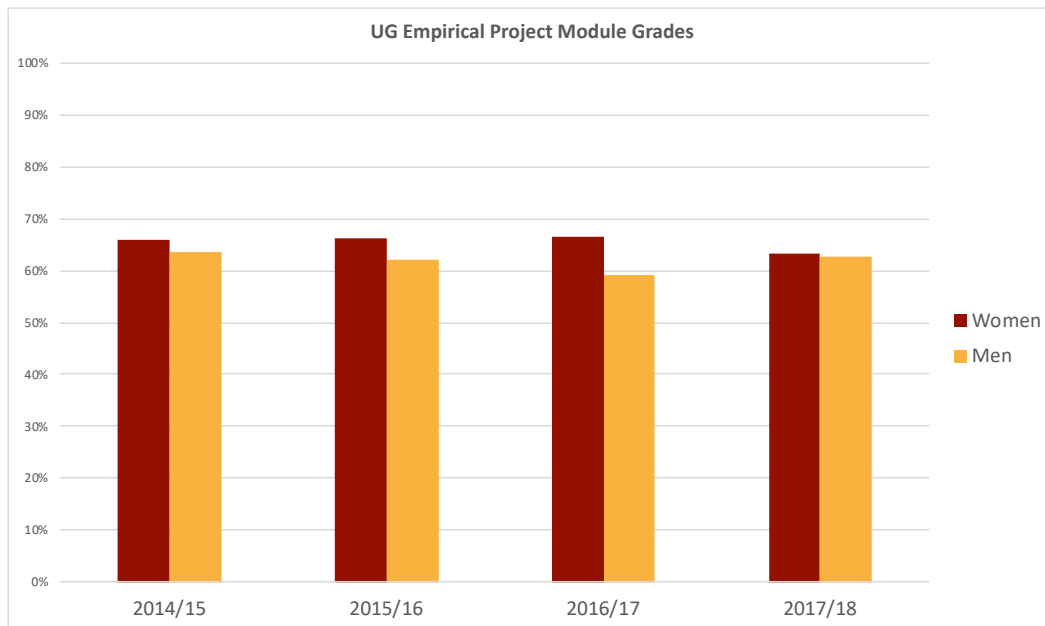


Figure 4.1.4 Academic outcomes for students in the School of Psychology at Bangor University split by gender for the past 4 academic years

However, in order to examine this further, we looked at the grades for the final year empirical project students as these are a relatively heavily weighted assessment that comprise a dissertation and a presentation, neither of which are graded anonymously. As seen in Figure 4.1.5 below, these data still show a small difference in performance between women and men from 2014/15 to 2016/17. **Though these differences are negligible but warrant further monitoring (ACTION 1.2).** In addition, the School is pushing for a way to ensure that during Exam boards, where final degree classifications

are decided, students are presented anonymously – currently the central university exam books provided present students by name (Action 1.1). Together, these actions should assist in eliminating any potential systematic or unconscious bias in assessing student work at the undergraduate level.



*Figure 4.1.5. Average grades for Undergraduate Dissertation in the School of Psychology at Bangor University split by gender.*

*Table 4.1.1 Graduating degree classification for undergraduate students in the School of Psychology.*

Graduating Degree Classification (5-year average, total population)	
First	27%
Second Class (Upper Division)	49%
Second Class (Lower Division)	20%
Third Class	4%

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

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



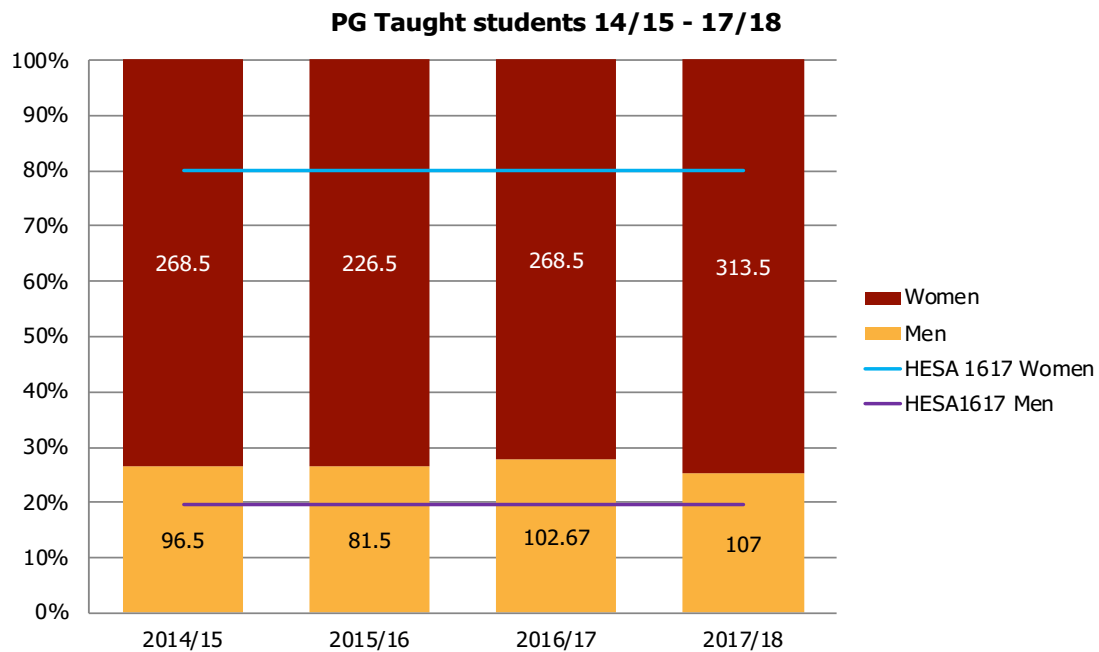


Figure 4.1.7 Student numbers for all taught postgraduate programs in the School of Psychology at Bangor University.

Similar to UG numbers, PGT programmes have a higher proportion of women students (See Fig 4.1.7). PGT courses also have a higher number of part-time students (See Fig 4.1.8) than UG courses. The School offers several postgraduate courses and diplomas that are specifically aimed at attracting part-time students (e.g., MSc in Applied Behaviour Analysis, MA/MSc/PGDip in Mindfulness).

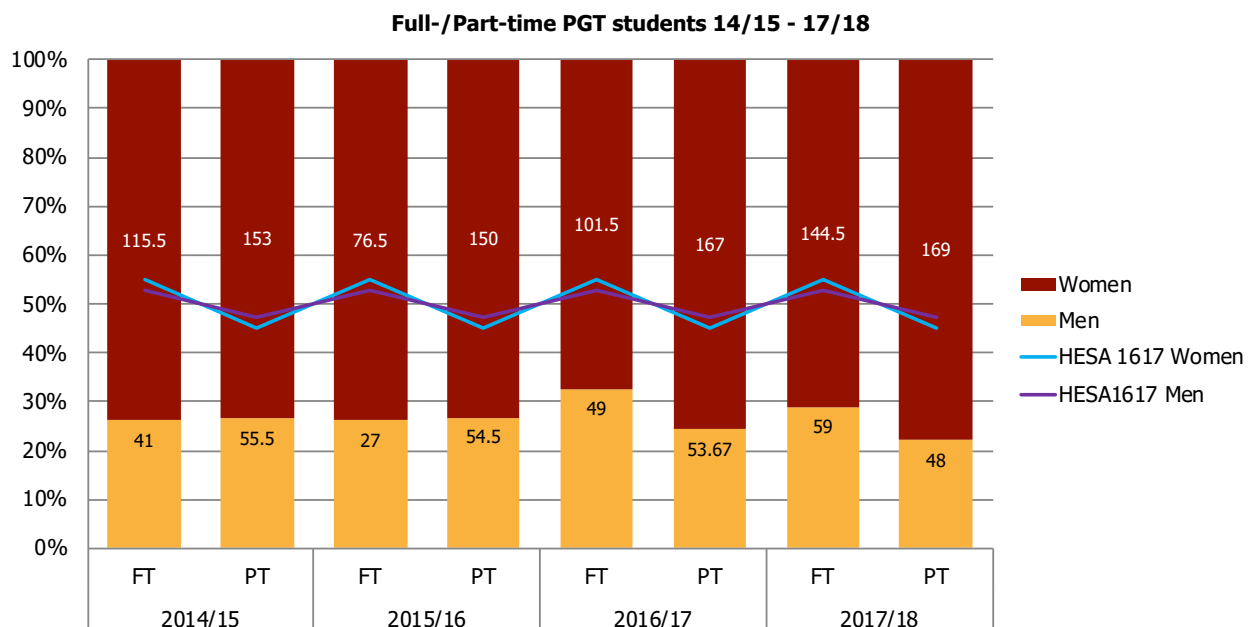


Figure 4.1.8 Full-time/Part time student numbers across all Taught Postgraduate modules.

In terms of recruitment, over the past four years, the ratio of applications to offers has been similar for men and women although the data suggest some discrepancies in the acceptance to offer ratio in the past with men fractionally less likely to take up offers. This difference seems to have shrunk in 2017/18 and is certainly worth monitoring – it

may be that these differences are driven by differences in the varied Masters programmes on offer. For example, women tend to be over-represented on the Masters in Mindfulness-Based Approaches, and men tend to be over-represented on the Masters in Neuroimaging.

A new University's Athena SWAN initiative is awarding Gender Equality Scholarships for home/EU UG students for the first time in the upcoming academic year. Priority will be given to subject areas where there is an underrepresentation of women or men. **We will promote these scholarship and encourage especially men to apply (Action 1.2)**

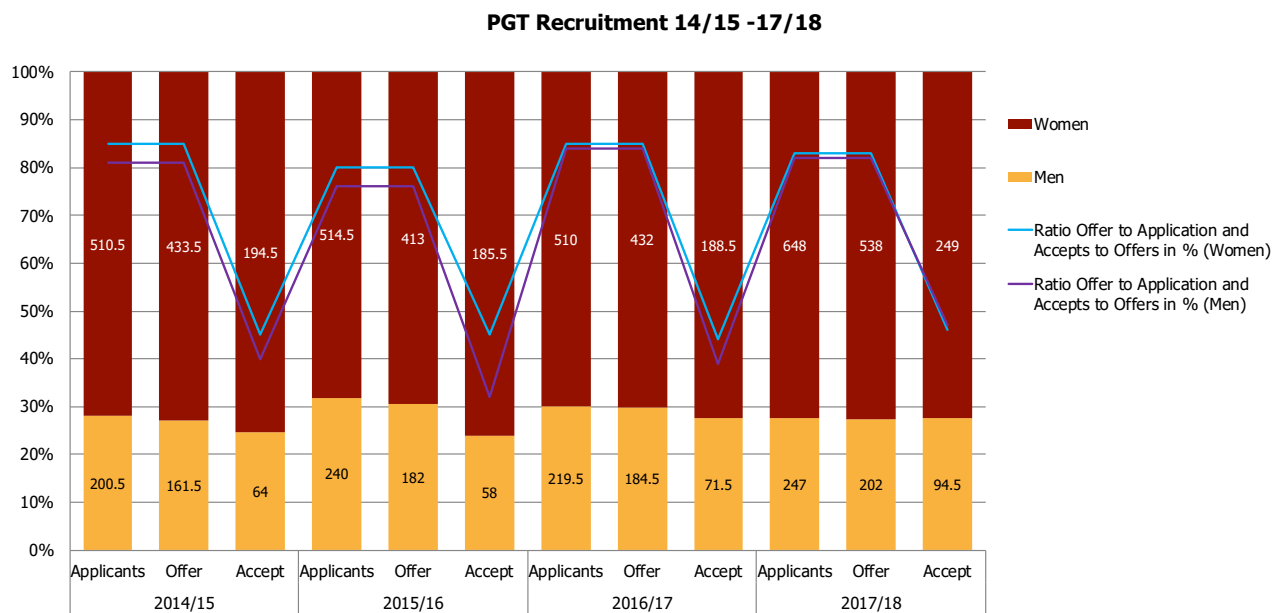


Figure 4.1.9 shows the numbers of applications, offers and accepts from women and men at UG level for the last 4 years. The lines show the ratio of offers to applications and accepts to offers in % form for men and women.

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

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

The numbers of men and women who go on to do a PGR degree is similar to the HESA benchmarks for 16/17 although we tend to have a slightly higher proportion of women than men (see Figure 4.1.10). In the most part, these data can be better understood alongside the recruitment data (see figure 4.1.11 below). The data showing a lower offer to application ratio for men in 2017/18 will be monitored. **Action 2.4 will ensure an implementation of a scoring matrix for all PhD interviews in order to be able to identify potential biases in our recruitment process.**

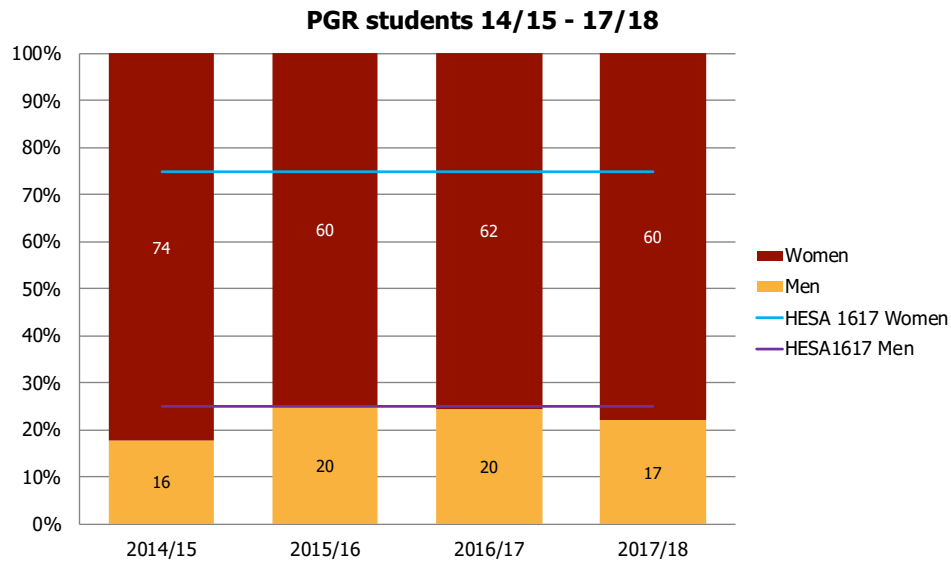


Figure 4.1.10 Student numbers enrolled in a Postgraduate Research degree program in the School of Psychology at Bangor University

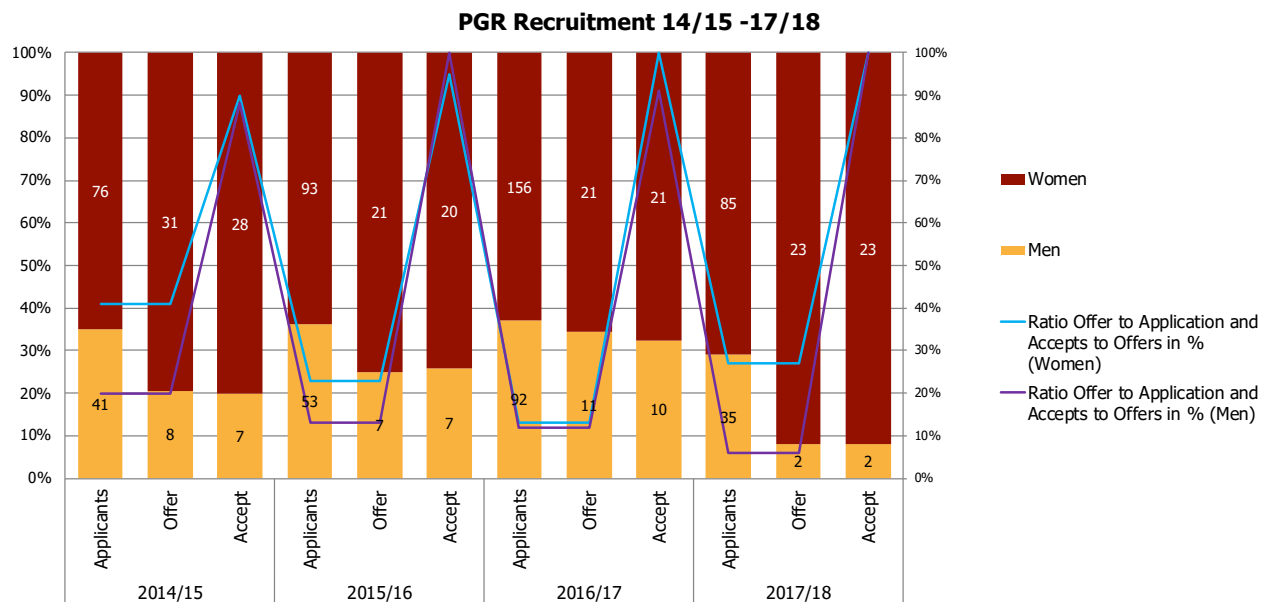


Figure 4.1.11 Recruitment data for Postgraduate Research programs showing a larger number of women both applying and being successful for PhD and Postgraduate Research positions in the School of Psychology at Bangor University. The lines represent the ratio of offers to applications and accepts to offers.

As with our UG and PGT programmes the uptake of studying a part-time PhD is relatively low (average of all students 12% with no differences in uptake by women (13%) and men (11%). However, given the low numbers of part-time PhD students, drawing any conclusions from these numbers would be difficult. Nevertheless, as with our UG and PGT programmes, it is important that we make prospective students aware of the option of studying part time (**Action 1.3**)

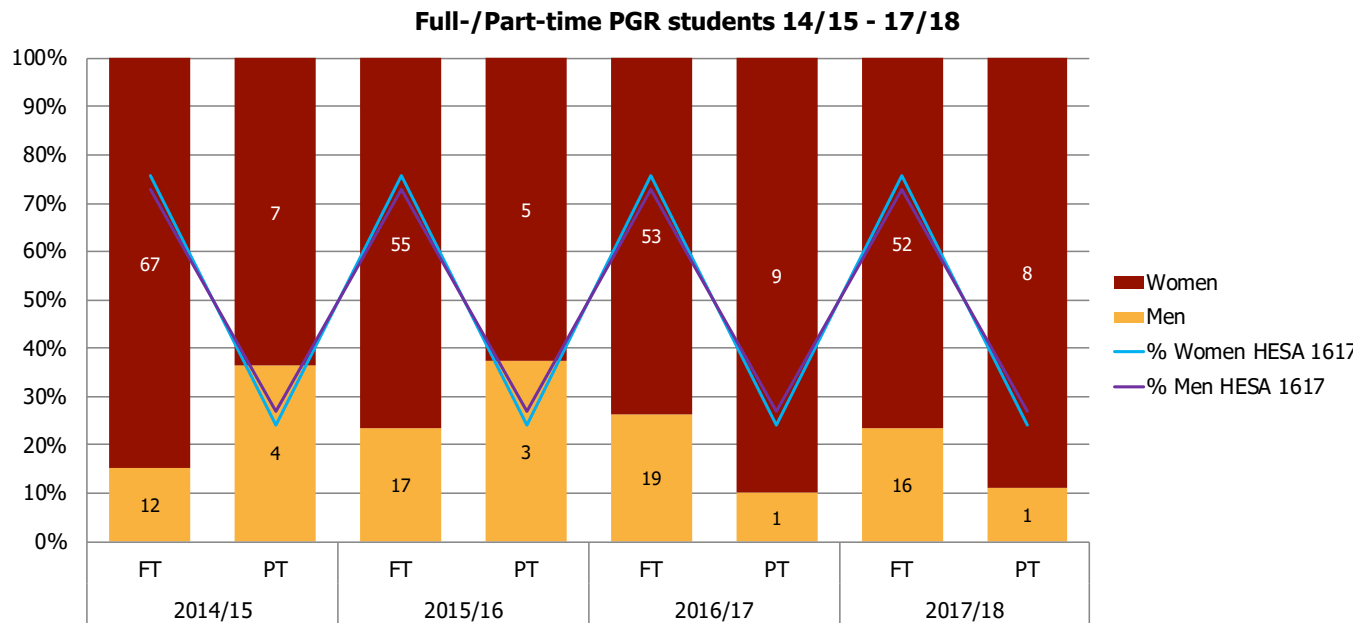


Figure 4.1.12 Student numbers for full time versus part time Postgraduate Researcher positions.

#### (v) Progression pipeline between undergraduate and postgraduate student levels

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

The overall percentage of women from undergraduate to postgraduate research degrees remains relatively stable across the years with an increase in the number of women taking up postgraduate research opportunities, which has led to a shift in relative numbers of women to men. While this shift in percentages is small, it is good to see our women graduates do not feel any impediment to further study at Bangor, which speaks to the support for diversity that the school embeds at every level.

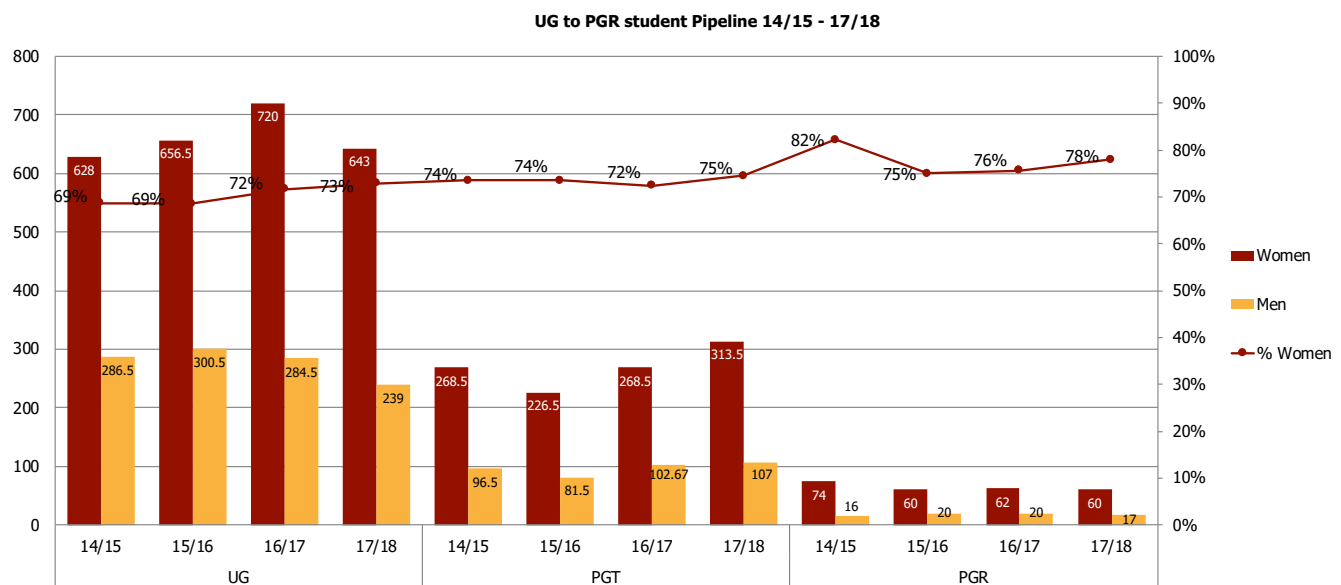


Figure 4.1.13 Undergraduate to Postgraduate pipeline in the School of Psychology at Bangor University.

#### 4.2. Academic and research staff data

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

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

Bangor University's academic career profile and how these roles relate to HERA grades and UCEA Job levels is shown in Table 4.2.1. 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; Grade 9 could be a Senior Lecturer or a Reader).

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

Table 4.2.1. HERA Grades, UCEA Job level and Bangor University Academic Role profiles.

The breakdown of men and women working in Psychology by grade/role profiles is given in Table 4.2.2 and Figure 4.2.1. The data is benchmarked against UK-wide HESA data for "Psychology & Behavioural Sciences" for 2016/17 taken from the most recent ECU equality in HE report (2018). In the following data, we have grouped Research Project Support Officer, Researcher Officers and Research Fellows into "Researchers". "Other academic" includes teaching associates and tutors. The clinical academic member of staff who contributes to teaching in the School of Psychology as well as the School of Medical Sciences. The visiting fellows were both from Italy and on Marie Curie Fellowships.

The proportions and numbers at each grade and contract function for the last four years are best seen in Table 4.2.2 and Figures 4.2.1 and 4.2.2.

Psychology Academic Staff	2014/15			2015/16			2016/17			2017/18		
	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women	Women	Men	% Women
Other academic	3		100%									
Researcher	34	14	71%	25	8	76%	19	9	68%	14	11	56%
Lecturer	17	10	63%	22	10	69%	18	10	64%	13	10	57%
Senior Lecturer	10	7	59%	9	6	60%	9	6	60%	10	3	77%
Reader		2	0%	1	2	33%	4	3	57%	3	4	43%
Professor	5	11	31%	5	11	31%	5	10	33%	6	8	43%
AcadClinical		1	0%		1	0%		1	0%			
Visiting Fellows		2	0%		2	0%		1	0%			
TOTAL	69	47	59%	62	40	61%	55	40	58%	46	36	56%

Table 4.2.2. Breakdown of academic staff by role profile.

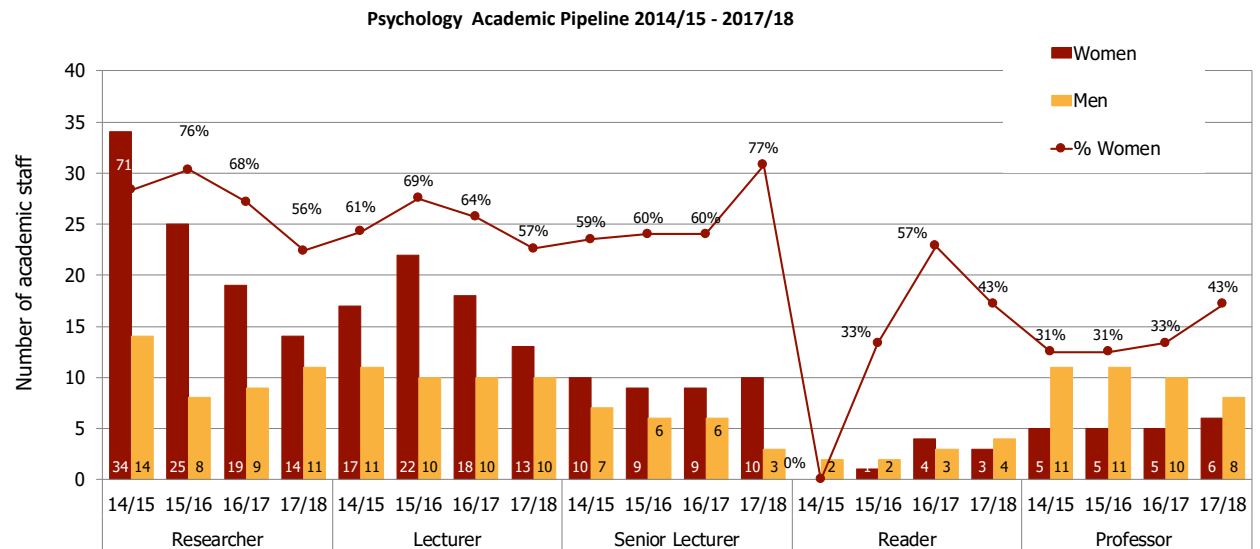


Figure 4.2.2 Proportion of Women and Men at differing levels of the academic pipeline within the School of Psychology at Bangor University over the last 4 years. Visiting Fellows, Clinical academics and "other academics" are not included

The overall proportion of female staff in Psychology has decreased slightly from 59% in 2014/2015 to 56% in 2017/2018 (see Table 4.2.2) which is below the national benchmark for 15/17 (61%). Researcher, Lecturers and Senior Lecturers have been predominantly female across the four years, though while the proportion of female Researchers (14/15: 71%; 17/18: 56%) and Lecturers has decreased (14/15: 61%; 17/18: 57%), the proportion of female lecturers has significantly increased (14/15: 59%; 17/18: 77%) (though this predominantly due to a reduction in the number of male SL from 6 in 16/17 to 3 in 17/18).

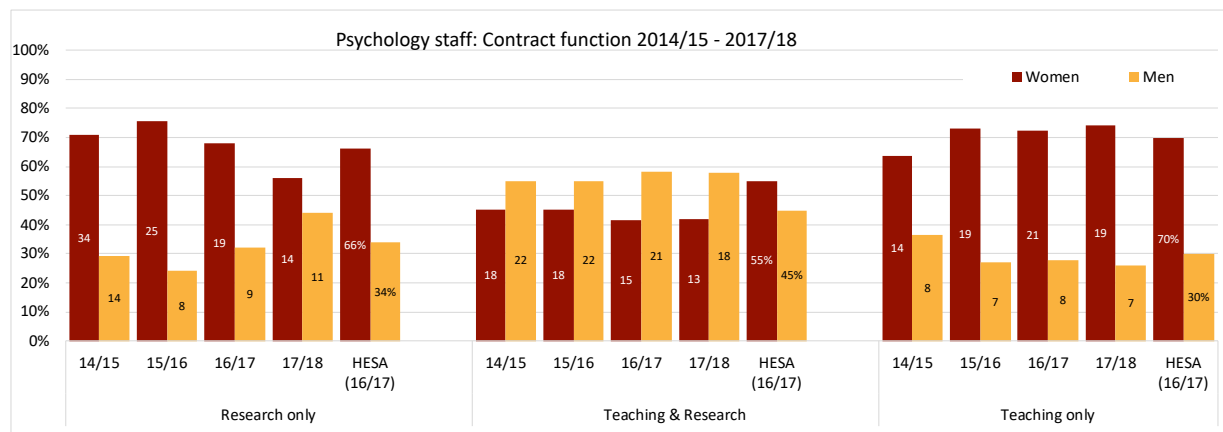
Notably, the proportion of women on senior academic grades has increased as outlined in the "impact" box below.

#### IMPACT

**2015 Action:** Improved gender balance at senior academic levels – positive change in success rate for women applying for & gaining promotion.

**IMPACT:** The percentage of women on senior academic grades has increased from 2013/14 to 2017/18: the proportion of female Readers has increased from 25% to 43%; the proportion of female Professors from 29% to 43%.

At Professorial level, the proportion of Professors who are women surpassed the national benchmark of 33% for Psychology & Behavioural Sciences. However, Readers and Professors roles remain under-represented by women and **our aim (Action 5.3) is to for at least 50% of all Readers and Professors in the School to be women.**



*Figure 4.2.1. Staff breakdown by contract function represented by headcount and percentage. HESA 16/17 data presented in percentage only.*

Given that 56% of the department are women, Figure 4.2.1 shows that women are over-represented on T&S contracts and relatively under-represented on T&R contracts. This pattern was also identified during the self-assessment towards our Bronze application in 2015. As a School we have developed and pioneered a Teaching & Scholarship career path: our teaching team has grown from just two staff in 2006 to over 10 FTE. The “Teaching team” and associated T&S career path is now a flagship model across the University for high-quality teaching and learning professionals and has been emulated in a number of schools.

#### IMPACT

2015 Action: Development of **Teaching & Scholarship career path** ensuring that academic staff are offered alternative routes to progression, which match their skill sets and interest.

IMPACT: First promotions via the T&S route to Reader and Professor in 2018 – both female academics from the School of Psychology.

In addition, we will be taking further actions (see **Action 4.1, 4.2., and 4.3**) to ensure that there is equality of opportunity and support for both genders across our two primary contract types (T&R and T&S).

#### SILVER APPLICATIONS ONLY

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

We do not have staff in the type of technical roles where a transition to academic roles is possible, so this is not relevant here.

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

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

The majority of all Professors, Readers, Senior Lecturers and Lecturers in Psychology between 14/15 and 17/18 were on permanent contracts whereas all Researchers (except one man across the reporting period and one woman in 14/15) were on fixed-term contracts.

In 17/18, 55% of all permanent position were held by women and 45% by men which is close to the HESA benchmarks which captures staff across all grades (57% of permanent contracts held by women). When looking at fixed-term contracts, 61% were held by women and 39% by men. This is lower than the national benchmark of 69% of fixed-term contracts in Psychology & Behavioural Sciences held by women. However, the comparison of these numbers suggests that women in our School are slightly over-represented on fixed-term contracts. The break-down by grade in Figure 4.2.3 shows that this is due to the greater number of researchers who are women.





Figure 4.2.3: Ratio of academic staff on fixed-term and permanent contract (top) by gender and level (Researcher, Lecturer, Senior Lecturer, Reader/Professor).

### IMPACT

2015 Action: Reduction in the proportion of lecturers on fixed term contracts.

IMPACT: The number of men and women on fixed-term lecturing contracts in 2017/18 has decreased to 9% (this represents 2 members of staff) from 49% in 2013/14.

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

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

Over the past 4 years, there do not seem to be any major differences in between men and women leaving. Predictably, the highest turnaround of staff is at Researcher level as fixed-term contracts come to an end. It is also worth noting, as mentioned previously in the application, that the University underwent a restructuring process in 2016/17-2017/18 in which some members of staff took voluntary redundancy. There is a high turnaround of staff overall in 2014/15 which seems higher for women. It is not clear what the reasons for the high number of leavers was during this time, however, in the years following, the numbers of women and men leaving are smaller and similar suggesting that there is not systematic bias leading to staff leaving.

Table 4.2.3. Total numbers of leavers by role type, gender, and end of fixed-term contract (FTC).

Psychology leavers		2014/15		2015/16		2016/17		2017/18	
		Women	Men	Women	Men	Women	Men	Women	Men
RESEARCHER	All	16	8	6	2	7	2	3	4
	End of FTC	9	6	6	2	7	1	1	1
LECTURER	All	1	2	1		2	1	2	
	End of FTC	1	1	1		1	1	1	
SENIOR LECTURER	All		1	1			1		1
	End of FTC								
PROFESSOR	All	1	1		1		2	1	1
	End of FTC						1		
Other ACADEMIC	All	3			1		1		
	End of FTC	3			1		1		
TOTAL	All	21	12	8	4	9	7	6	6
	End of FTC	13	7	7	3	8	4	2	1

Table 4.2.4. Total numbers of leavers by role type, gender, and full or part-time status.

Psychology Leavers Full-Time/Part-Time		2014/15		2015/16		2016/17		2017/18	
		Women	Men	Women	Men	Women	Men	Women	Men
RESEARCHER	full-time	8	4	2	1	2	1		2
	part-time	8	4	4	1	5	1	3	2
LECTURER	full-time		1				1	1	
	part-time	1	1	1		2		1	
SENIOR LECTURER	full-time		1	1					
	part-time						1		1
PROFESSOR	full-time	1			1		1	1	1
	part-time		1				1		
Other ACADEMIC	full-time	1			1		1		
	part-time	2							
TOTAL	full-time	10	6	3	3	2	4	2	3
	part-time	11	6	5	1	7	3	4	3

Based on these numbers, and the lack of additional data available to explore reasons why staff may be leaving, Action 5.4 seeks to address this data by supporting university wide strategy to increase uptake of exit questionnaires but also to hold an informal exit interview within the School.

[2325 words]

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

## 5.1. Key career transition points: academic staff

### (i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

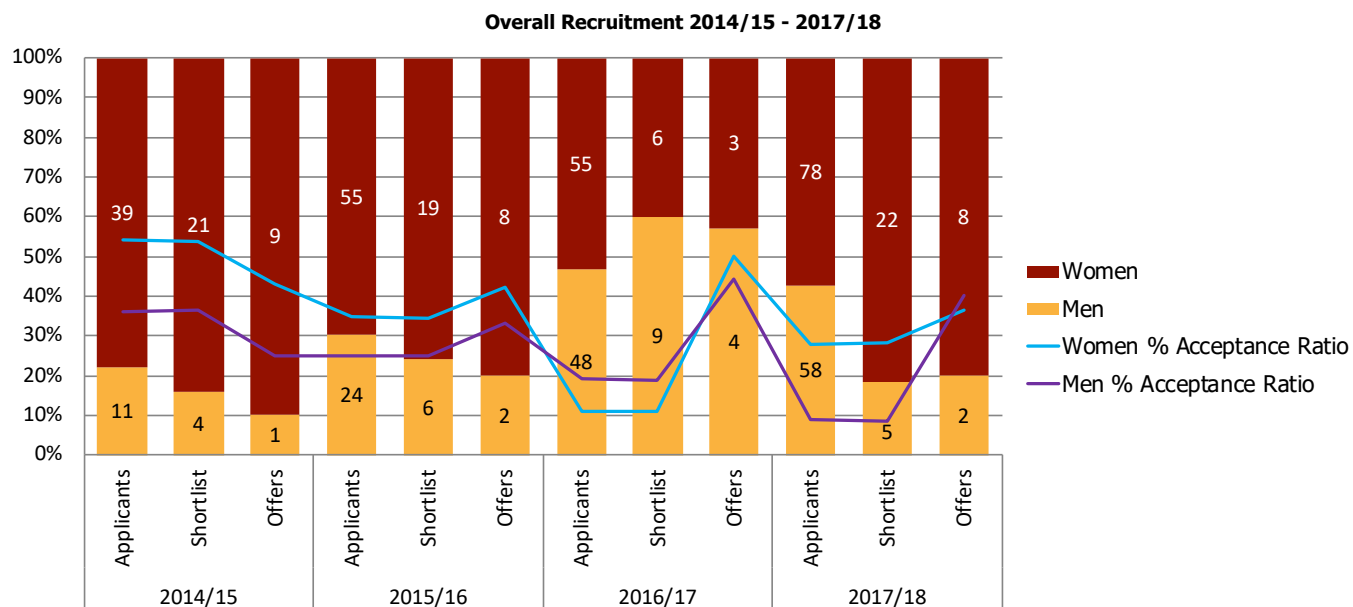


Figure 5.1.1 shows the numbers of men and women who apply for, are shortlisted for and then offered roles within the department. The % acceptance rate is ratio of those shortlisted to applicants and offers made to shortlists.

Figure 5.1.1 shows that more women than men apply for jobs within psychology and more women than men are given offers. Given the large number of women within the school of Psychology it is essential that our working practices, development plans, and pathways to promotion do not disadvantage women – not only from a gender equality standpoint, but also from a basic equity position. Likewise, it is important that men are not being disadvantaged either. From 2014/15 to 2016/17, the ratio of shortlisting to applicants and offers made to shortlist is similar between men and women. There seems to be a discrepancy in 2017/18 in that the acceptance ratio for women is higher than for men. As this large discrepancy is from one year only, it does not represent a pattern, however, it is something that needs to be monitored to ensure that recruitment processes are not biased against men. Currently, all members of recruitment panels have to attend selection training and a member of HR sits on interview panels therefore, this data may be an anomaly, however, still warrants monitoring.

### (ii) Induction

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

The university holds a mandatory half-day Welcome Programme for all new staff (permanent and fixed term). This workshop provides a general introduction to the university as well as essential information regarding employment matters such as equality, health and safety and conditions of service. For new academic and research

staff, the university provides additional information regarding the various policies, processes and support available to staff that undertake teaching and research. The University also provides much of this information via the HR website. Further, as part of the induction process, the University is committed and indeed has a legal obligation to ensure that every member of staff undertakes equality and diversity training that is appropriate to their role within the University.

In addition to the University induction, all new academic staff (at all levels) are mandated to meet individually with the college manager for a one-hour School-specific induction. This is to ensure that each new member of staff is provided with essential information about school-specific policies, the day-to-day running of the School, key contacts and a list of tasks to consolidate access to services and to fully orient the individual to their working environment. This induction includes a discussion of family and personal issues that can be accommodated under the School's flexible working policy (e.g., parental leave, flexibility for school runs) and the School's commitment to allowing and enabling its staff to achieve a positive work-life balance. The School is committed to increasing the scope of this initial meeting/induction to be more comprehensive and address further issues such as personal and career development, and to promote awareness of the school's policy regarding diversity and equality in the workplace.

Therefore, the college manager (who is currently a SAT member), will review the content of the School Induction on an annual basis, interviewing new staff on their experiences of the induction process, and subsequently revising material and procedures to improve the experience. The outcomes will be compiled into reports that will be passed onto subsequent SATS for further review (**Action 6.1**).

### (iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

*Table 5.1 shows the absolute number of applications and promotions by gender at each level between 2014/15 and 2017/18.*

	Women				Men			
	Senior Lecturer	Reader	Professor	Women Total	Senior Lecturer	Reader	Professor	Men Total
Total Applications	7	5	4	16	1	3	2	6
Promotion	6	5	4	15	1	2	2	5
Success Rate	86%	100%	100%	94%	100%	67%	100%	83%

There have been 20 applications for promotion over the past 4 years, 18 of which have been successful. There have been significantly more promotion applications from women than men in a ratio of 3:1. Whilst the number of applications from men has remained reasonably steady (28 approx. 1 per year across all promotion levels) it is encouraging to see the number of women both applying for, and being successful in, promotion rise. All of the applicants were full-time employees within the school, with the exception of the unsuccessful Male applicant in 2014-15 who worked part-time.

### IMPACT

2015 Action: Increase number of women applying for and succeeding at promotion by: providing detailed information about promotion in PDR; keeping staff informed about promotion procedures in University; encourage women to apply for promotion.

IMPACT: The number women successfully applying for promotion between 2014/15 and 2017/18 was 33% of total number of women in department compared to 12% in the four years previous.

When these data are further split by contract function (see Table 5.2), not only have the number of applications for promotion from women on T&S contracts risen over the years presented, but the number of women being promoted to Senior Academic positions on these contracts has also risen. This is particularly encouraging as our T&S contracts tend to have an over-representation of women as compared to the HESA benchmark yet there is clear career progression on this route. The promotional data for men, by contrast, has remained reasonably stable over the years with only one or two applications per year and only to Senior Academic positions. This analysis highlights the successful work of the Athena Swan agenda so far and continued work in this regard (see Actions XYZ) will maintain this impetus in order to see a more representative balance of women and men at senior levels.

*Table 5.3. Numbers of applications and promotions for women and men on T&S and T&R contracts.*

	Women			Men		
	T&S	T&R	Women Total	T&S	T&R	Men Total
Total Applications	9	7	16	2	4	6
Promotion	9	6	15	2	3	5
Success Rate	100%	86%	94%	100%	75%	83%

What is also noteworthy is that out of the successful T&S promotions, two were at Reader level (both women) and 2 at professorial level (1 man & 1 woman) again highlighting the School's work at valuing both Teaching and Research contracts and Action XXX will ensure that as a School we continue to monitor this data and ensure that staff on both contracts receive equitable opportunities and are equally supported to apply for promotion.

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

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

For REF 2014, 23 out of 41 eligible staff were returned (56%). A higher proportion of eligible female staff (n = 11, 61%) were returned compared to male staff (n = 12, 52%). This was a positive development compared to RAE 2008, where both the number of

eligible staff and the proportion returned was lower for women than men: 82% of female staff (n = 9) were returned, compared to 97% of male staff (n=30). In total, 93% of eligible staff (n =39) were returned to RAE 2008 (See Table 5.4).

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. Equality Impact Assessments are currently being carried out to ensure a fair approach to the selection of outputs and support is being provided on a case-by-case basis to ensure all eligible staff can make the best possible submission to our Unit of assessment.

Table 5.4. Eligible staff Research Assessment Submission Rates

Psychology	REF2014			RAE2008		
	REF14 School	REF14 Men	REF14 Women	RAE08 School	RAE08 Men	RAE08 Women
% submitted	56%	52%	61%	93%	97%	82%
headcount in	23	12	11	39	30	9
Total eligible	41	23	18	42	31	11

## SILVER APPLICATIONS ONLY

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

#### i. Induction

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

#### ii. Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

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

The University has undertaken a number of re-structuring exercises over the last few years which have affected the way in which Professional and Support staff are categorised and managed within the academic schools. Historically staff members undertaking functions such as student administration, Finance and Research support were located within their respective Colleges and Schools. Initiatives have been undertaken to centralise some of those functions and activities. Using Finance for example, as a School we used to employ a Finance Manager, and Finance Officers, and this was separate to the central Finance Department within the University. The university undertook a Support Services Review in 2014/15 and all these PSS positions are now either College or University-level roles. Similarly, Student Administration hubs

were established across the campus where staff have been pooled to provide a professional student service, allowing for flexibility and the transfer of knowledge between academic schools.

Furthermore, the University recently went through a major restructure (31in September 2018) which saw the number of Colleges decrease from 5 to 3, and the number of academic Schools from 23 to 14 (see Table 5.5). As part of this restructure, the number of positions across academic schools was reduced; this was achieved by staff taking voluntary redundancy. As part of this restructure, our School Manager left. The college manager and college deputy manager now cover this role.

*Table 5.5 The numbers of PSS assigned to and managed by Psychology.*

Psychology PSS	2014/15	2015/16	2016/17	2017/18
<b>Women</b>	33	21	21	15
<b>Men</b>	6	7	8	8
<b>TOTAL</b>	<b>39</b>	<b>28</b>	<b>29</b>	<b>23</b>

Since the completion of the restructure in September 2018, all Professional & Support staff are on college or University-level contracts. Seven (5F, 2M) out of the 23 PSS in 2017/18 have left the University.

It is therefore difficult for us to complete sections 5.2 and 5.4 as part of this Department-level application. The induction, promotion, training, career development of these member of staff no longer lie with the School. We therefore provide information where possible but moving forward these relate to college-level rather than school-level issues. We are therefore proposing a number of joint actions to ensure that the School is aware of College and university-level support of associated PSS staff work and to ensure that these PSS are engaged with Athena SWAN (**Actions 5.5-5.7**) with the Athena SWAN SATs in the other Schools in the College of Human Sciences (School of Education and Human Development, School of Health Sciences, School of Medical Sciences and School of Sport, Health and Exercise Sciences). The School of Sport, Health and Exercise Sciences is currently the only other School in the College to hold an Athens SWAN award, the other schools have started assembling SATs and are working towards submission.

#### (i) Induction

All new PSS are required to attend Bangor University's mandatory induction for all new staff. This provides 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 across the University shows that 90% of attendees found it useful or very useful.

However, due to the restructures described above the School has not recruited into PSS roles in the period covered in this application (with the exception of one male trainee

technician in 15/16) and we are therefore not able to provide School-level data on the uptake and evaluation of induction.

The School Manager was responsible for School-level induction; it is now the responsibility of the College Manager and Deputy College Manager. **Action 5.6** ensures that Athena SWAN becomes part of the standard induction procedure for each member of staff. The College Manager sits on the SAT for the School and so will be able to liaise directly with new staff or invite them to meet with AS lead(s) in relevant school(s).

#### (ii) Promotion

While there is no promotion pathway for Professional and support staff at BU that mirrors the academic pathway and career development or advancement is typically achieved by moving to other roles in other parts of the University rather than progression within Departments.

However, Professional & Support staff are able to apply for promotion via re-grading if a member of staff feels that elements of the job description and/or role requirements have changed since the job was last graded, e.g. dimensions, planning and organising, working relationships, skills, experience, qualifications, etc. and the applicant is able to support this by examples. This has to be accompanied by a report by the Dean of College/Head of School on the work of the applicant in each area relevant to the promotion/regrading, including a statement of the opportunity for involvement of the candidate in each area of work. The following applications were made:

#### 2014/15

- 3 applications for re-grading from female PSS
- 1 successful (Clerical Grade 3 to Grade 4)
- 2 unsuccessful (Clerical Grade 5 to Grade 6)

#### 2015/16

- 3 applications for re-grading from PSS (2F,1)
- Female:
  - 1 successful (Clerical Grade 4 to Grade 5).
  - 1 unsuccessful (Clerical/Administrative Grade 6 to Grade 7)
- Male
  - 1 unsuccessful (Technician Grade 6 to Grade 7)

There were no applications for re-grading from Psychology Professional & Support staff in 16/17 and 17/18.

### 5.3. Career development: academic staff

#### (i) Training

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

The University's Staff Development Team provides a wide range of learning and development opportunities to ensure that staff have the skills and knowledge necessary



at all stages of their career, role, and professional development. This includes schemes, events and online resources targeting both personal and professional development.

In addition to University wide training programs, the School has recently initiated “The Lunchtime Sessions”, a 1-hour, self-directed, weekly continuing professional development session. Faculty, staff and students are encouraged to use these internal and informal gatherings to lead discussions about: Practices/technology/software; Data or grant/impact ideas; Teaching and Scholarship; and Professional development and funding opportunities.

The University conforms to a Performance Development Review (PDR) policy that actively monitors staff development. The Vitae Research Development Framework (RDF) is promoted as a means for research staff to identify strengths and priorities for professional and career development. The RDF highlights the development of skills at different levels ranging from new researchers to established researchers and also those of managers and supervisors of researchers. All staff are mandated to undertake Equality Training, and management-level staff are required to undertake additional modules of Equality and Diversity Training.

The University monitors the numbers and the gender of staff who attend all centrally-held training, particularly in the area of equality and diversity training. To date, approximately 60% of staff have undertaken the on-line equality training and all managers are required to attend the Equality for Managers workshop. Evaluation is undertaken for each session provided centrally and in the last 12 months, 91% of staff noted that the training they received was very useful/useful.

The University also monitors access to training in the CROS (Careers in Research On-line Survey) and in the last CROS 85.7% of staff feel that they have equal access to training and development opportunities (UK was 82.8%) and 69.5% maintain a formal record of their continuing development (UK was 60.3%)

The school actively supports staff members’ through induction and training procedures, and promotes additional opportunities specific to female staff. Each staff member is assigned a mentor which provides an informal source of advice, over and above the formal PDR route. The school also maintains a budget for external professional development opportunities and for conference attendance.

To further support career development, **Action 4.1** designates a member of the SAT to collate and distribute information regarding staff development opportunities and highlight those that might be particularly relevant to female staff and individuals in a gender minority. Announcements will constitute an agenda item at bi-weekly staff meetings. **Action 4.2** includes the monitoring of the numbers of applications and acceptances to schemes such as Welsh Crucible. Finally, through **Action 6.1** we will work to develop a more comprehensive School induction procedure, with greater emphasis on AS policies and procedures.

#### (ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender.

Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

15/16	Total percentage that received PDRs: 57%
16/17	Total percentage that received PDRs: 49%
17/18	Total percentage that received PDRs: 65%

The annual PDR process is mandatory for all staff and all are encouraged to attend the 'Getting the most from your PDR' training course (offered by the University's Researcher Development Programme to ensure the most positive and beneficial process for the individual and institution. As the data in Table XXX indicates, not all staff have been getting a PDR and though these figures are concerning, as indicated in Section 5.2 above, the University has been in a phase of restructure and while there has been uncertainty, some PDRs had been put on hold. Going forward, mandatory PDRs will be just that and 100% of staff receive their PDR. In the 2019 survey, 75% of staff agreed that the School provides a helpful PDR. 90% of men agreed with this statement compared to 70% of women. This suggests that there is some work to be done in this area although again it is worth noting that 9% of women reported they did not know as compared to 0 men.

By assessing an individual's need for training and development, each PDR provides an opportunity for self-development and career progression. The documentation is used as part of the career development and promotion process.

The PDR process asks staff to annually record their activities and any difficulties in a simple form. Staff are then encouraged to meet individually with their mentor to discuss performance over the past year in preparation for the formal PDR meeting. Following this, each staff member individually meets with his or her PDR reviewer – a member of the School's Executive Team – for an assessment of and feedback on his/her performance over the last year. The reviewer also offers constructive advice on career development and opportunities for promotion at the time, and the member of staff and the reviewer generate written comments. Because all PDRs are now overseen by one of the four members of the Executive Team (a change implemented in 2014), they offer more consistent evaluation, career development advice, and feedback on readiness for promotions.

In 2017-18 the University underwent a substantial restructuring process in which Professional and support staff were either moved into College level roles, or centralised within other departments of the University and so removed from the direct control of the School. While in principle this means that training, development and review processes related to career progression are now handled at College, or University level, where-ever applicable input from the School of Psychology is utilised in these processes to ensure that efforts "on the ground" are not overlooked.

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

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

Support given to academic and research staff comes from the school through several programs: The annual PDR process; the academic mentoring scheme; early career researcher training program run at the University level; internal peer review for grant applications; and support for conference attendance and external training events.

The University's Performance Development Review (PDR) system requires academic staff to annually record their activities, their goals and aspirations, and any challenges encountered in a simple form. Then they meet individually with a reviewer – a member of the School's Executive Team – who provides oral feedback and written comments, which must be agreed by the staff member. The reviewer also offers constructive advice on career development and opportunities for promotion at that time. Because PDRs are now overseen by just the four academic staff on the Executive Team (a change implemented in 2014), they offer more consistent evaluation, career development advice, and feedback on readiness for promotions.

The PDR process has also recently been updated to recognise a broader range of contributions, highlighting the impact of any career breaks, and takes into account whether individuals have completed mandatory training seminars (i.e., equality training). In terms of training, all staff who perform PDRs are required to attend the Developing Performance Management Skills course, while staff are encouraged to attend the 'Getting the most from your PDR' course.

Promotions are ultimately based on decisions at the University level, though one element of the PDR process is to consider whether an individual should consider submitting an application. As such, part of the goal-setting and review process encompassed by PDR is to align goals and activities with longer term career aspirations including promotion.

To support staff in their career, all faculty members are assigned a mentor from a more senior member of staff, but who is not in a direct line manager or executive role, on arrival into the department. The mentor program is in place for both teaching and scholarship and teaching and research roles. Mentors provide informal support regarding how to best juggle the competing demands of teaching, research and administrative duties, as well as advice and guidance on grant applications, applications for study leave and promotions.

At present, postdoctoral and fixed term staff do not have a mentor outside their direct reporting structure – however with the planned development of a school based professional development program for research staff (**Action 4.3 and 5.4**) and junior research fellows to augment the current University offerings, the school aims to change this situation in the very near future. This will see the assignment of a secondary career mentor outside of the immediate supervisory team for all research-based staff. This may not be a senior academic, as for some staff, advice from someone in a permanent research support-based role may be more appropriate. In addition, the University offers regular early career researcher training events, workshops on grant writing, teaching and curriculum development, and networking opportunities.

Promotions are ultimately decided at the University level. In 2015 the University updated its' academic promotions policy to make the process more transparent and robust. The promotions policy clearly states the expectations and benchmarks set for each level of promotion in regard to three categories: (1) Teaching and Learning; (2) Research; and (3) Impact & Wider Contribution. Current University policy is that it is up to the individual to apply for promotion when they think they are ready. We recognize this system could contribute to promotions based on assertiveness or risk-taking (which may be correlated with gender) instead of merit, so the PDR process was revised and developed to advise staff on readiness to apply for promotion, and to help in setting objective goals and milestones to bolster the case. In addition, the PDR forms mirror the application for promotion forms in many sections, enabling the PDR process to truly inform an applicant's submission for promotion.

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

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

Career guidance for undergraduate and postgraduate students is a priority for Bangor University and the School of Psychology. Students are supported in making decisions about their careers through career guidance services and opportunities to gain insight into particular careers. Guidance services are offered by the Careers and Employability Service and include appointments with career advisers, online resources and a range of workshops and events throughout the academic year. Students are also encouraged and supported to find relevant work experience, such as placements, internships, work shadowing and volunteering in local and national companies. The School of Psychology has an appointed employability tutor who ensures that information about career prospects and employability is made available to students via emails, employability boards placed throughout the school, as well as social media.

Throughout the course, students interact with lecturers who have expertise in diverse fields of psychology, and are thus encouraged to consider a wide range of possible career paths. Recently introduced, the BPS Careers Talks series provides information about ways of pursuing various psychological career paths. Each year, the School of Psychology also organizes a careers fair, which has recently become a collaboration between all the schools within the College of Human Sciences, therefore providing a chance to explore other psychology-related career paths and find employment opportunities.

Undergraduate and postgraduate students have extensive support, in terms of pastoral care as well as professional development. Each student is allocated a personal tutor with whom they meet each semester. Additionally, the emergency tutor system ensures that there is a member of staff available at all times. A number of additional support services are available, for example module drop-ins, research and writing skills drop-ins (bilingual for both Welsh and English students), and University-wide Skills Centre. The School organizes its own paid summer internship scheme, which can provide outstanding students with practical experience in research laboratories, and clinical workshops.

Following a previous study by the University Athena SWAN steering group and School of psychology SAT, one area identified as critical for retaining top female science talent is the transition between undergraduate and postgraduate study. In recognition of this, in 2015 the first University-wide Women in Science MSc scholarship was introduced, and awarded to a Psychology undergraduate student to study a MSc in Neuroimaging. This award continues annually to enable top female students to continue their studies.

At PhD level, the School offers considerable research support, skills development, and pastoral care. Before commencing, students attend an induction day, where they are provided with information and points of contact for advice, mentoring and pastoral care. All students have a three-person committee, comprising of the chair, supervisor, and second supervisor, ensuring a range of expertise to advise on research. The student meets with the PhD committee at 4 months, 9 months, and in years 2 and 3, for reviews. The Professional Development Seminar series runs bi-annually, organised to provide PhD students with in depth information relevant for career development, specifically within academia. Led by a number of successful academic staff, the sessions covered topics such as: high impact publishing, resilience and responding to feedback, and a session specifically relevant for female future academics. In addition, the University's Doctoral School holds several no-cost talks and courses.

PhD students also have several opportunities to develop their presenting and public speaking skills. For example, the PhD colloquium runs weekly, and gives students the opportunity to present their work to their peers and receive/give feedback. The School also holds a summer and winter conference, where students can present their work to academic staff from diverse fields within Psychology, and has a budget for supporting postgraduate students to attend conferences and workshops.

All PhD students undertake the Teaching in Higher Education modules, alongside their teaching duties. This enables students to apply to become an Associate Fellow with the Teaching in Higher Education Academy. The modules follow UK professional standards framework for teaching and learning in higher education, which means all PhD students are supported to design and carry out learning activities and engage in at least 14 hours of continuing professional development (CPD). Prior to commencing teaching, students are allocated a teaching mentor, who observes teaching and provides feedback.

A professional development feedback survey was sent to all PhD students. Considered together, all professional development opportunities were well-received and considered useful. Some highlighted points for improvement included an additional component aimed at non-academic careers (See **action point 2.2**), and barriers to attendance due to academic and personal commitments (See **action point 2.3**).

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

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

The number of grant applications from Psychology, the amount requested and the success rates are shown in Table 5.6 and Figure 5.1.2 During the reporting period more grant applications were submitted by female members of staff (total 82) compared to male members of staff (total 58). The average amount applied for was slightly higher for female and male applicants: £206, 520 for grants applied for by women versus £184, 839 for those applied for by men. The average amount awarded was considerably

higher for women than men: £122,940 compared to £45,980. The success rates are comparable for female and male applicants from Psychology, female applicants had a higher success rate in 14/15 and 15/16 and male applicants have been relatively more successful in 16/17 and 17/18 (note however approx. a third of grant applications for 17/18 are still pending). Note also that this data is for Principle Investigator names only and some of our grants are collaborations.

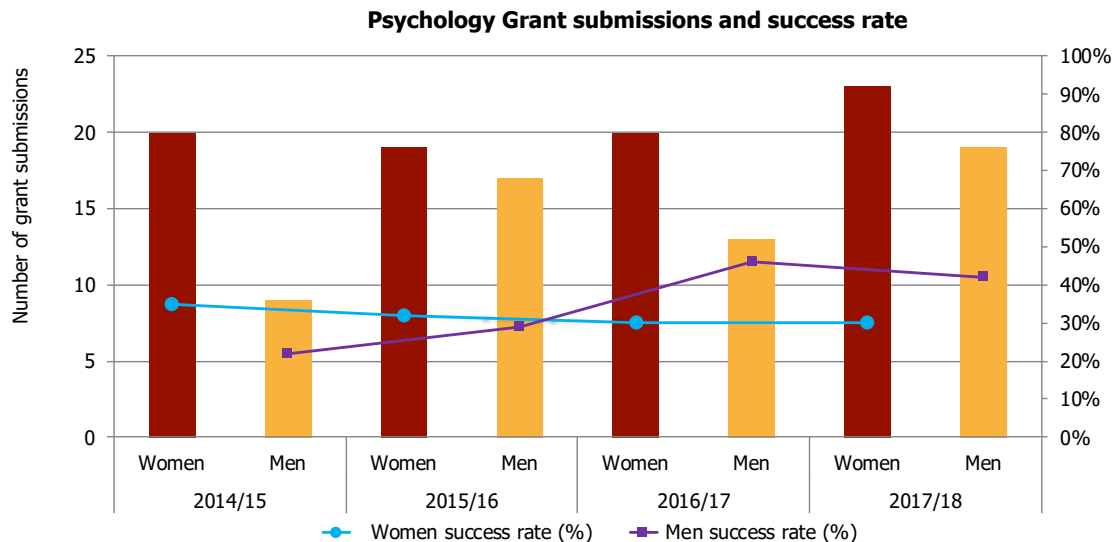


Figure 5.1.2 Number of grants submitted from 14/15 to 17/18 and success rates by gender.

Table 5.6 Number and values of grants applied for and awarded in the School of Psychology by gender.

	2014/15		2015/16		2016/17		2017/18	
	Women	Men	Women	Men	Women	Men	Women	Men
Number of submission	20	9	19	17	20	13	23	19
Value of submission	£4,270,092	£2,037,672	£4,421,912	£3,002,587	£4,911,356	£4,051,526	£3,331,316	£1,628,911
Grants awarded	7	2	6	5	6	6	7	8
Amount awarded	£1,328,053	£20,305	£1,347,054	£198,004	£146,678	£375,248	£374,656	£372,028
Success rate	35%	22%	32%	29%	30%	46%	30%*	42%*

\*Note that some data from 2017/18 was unavailable at time of application.

All permanent staff on T&R contracts are expected to be preparing and submitting grants. Support for grant submissions is therefore provided through a variety of methods, recognising that the variation in research activities throughout the school means a “one size fits all” approach might not be appropriate.

The School has four research groups. Research group meetings are often the first place for support, acting as a sounding board for grant ideas, and providing feedback on grant applications. The School also runs a formal “Peer review scheme” for grant applications wherein peers both within and outside of a researcher’s research grouping, give feedback on the grant application. A repository of past successful grants is kept by the research committee and is made available to applicants as guides and examples.

In terms of central University support, RIIO provides a range of pre-and post-award support for staff who apply for funding by identifying funding opportunities, costing and pricing of projects and the financial administration of grants. Each College has a College Research Support Officer, a member of the RIIO pre-award team, who is the first call of

contact for academics applying for funding. Relevant workshops and training delivered by RIIO are available to all staff, e.g. “Costing your research proposal”, “Pathways to Impact”.

#### SILVER APPLICATIONS ONLY

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

###### (5) Training

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

###### (5) Appraisal/development review

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

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

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

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

###### (i) Training

Bangor University provides a wide range of learning and development opportunities for Professional & support staff at all levels of their career. Staff receive monthly updates regarding upcoming sessions. The Staff Development Programme offers sessions ranging from “Coaching Skills for Managers” to “Managing Stress Positively”, “Understanding yourself and others” and a supervisory programme for PSS supervisors and managers.

In terms of leadership and management development of Professional & Support staff the following training and workshops are offered:

- Staff who manage others are strongly encouraged to attend the Equality & Diversity for Managers training. Five members (2F, 3M) of Professional staff listed in Table 5.5 have completed this training.
- ‘Introduction and Update’ workshop for Managers to ensure that managers are aware of relevant policies and procedures (attended by 1F, 1M)
- Recruitment and Selection training is mandatory for those chairing interview panels. Four Professional staff (2F, 2M) have attended this training.
- Maps and Compasses Programme: annual programme providing updates regarding strategic areas for all staff but particularly relevant for managers.



All staff are required to undertake online training covering equality legislation, BU policy and best practice. Twenty (14F, 6M) of the Professional & Support staff listed in Table 5.5 have undertaken this training. BU is also introducing a mandatory Unconscious Bias online training for all staff in 2019/2020.

**Action 5.5** will involve working with College Manager, AS leads in other Schools and across the University to increase the awareness and relevance of Athena SWAN among PSS. There will be a particular emphasis on PSS completing Equality and Diversity training (**see Action 5.7**).

#### (ii) Appraisal/development review.

University policy aims to ensure all staff to have an annual review. The Performance Development Review (PDR) aims to give staff the opportunity to identify their strengths and contributions and to agree on objectives for the next 12 months. The PDR should also identify and support the continuing professional development needs of staff. PDRs for Professional & support staff in Psychology were done by the School manager. However, as mentioned above we no longer have school-level PSS and therefore the PDRs for these staff will now be done at College level.

#### (iii) support given to professional and support staff for career progression

Due to nature of professional and support roles as well as the changes in the management structure of this group of staff, the support for the career development comes largely from central University. The University staff development team offers a “**Coaching Scheme**” that is available to all staff, and aims to help staff address specific work-related challenges and/or consider career development opportunities.

A number of technical staff were supported in completing external training (during the time that these member of staff were school- rather than college-level):

- Senior Technician (m) completed an OU degree course in Computing, IT and Design in 2017.
- Junior Technician (m) enrolled on Higher National Certificate Electronics course in 2017 and is due to gain the qualification this Summer.
- Senior Technician (m) completed Higher National Certificate in IT in 2015.

All female staff are encouraged to attend the **Springboard Programme** (run by Academi Wales) which enables women to identify steps to develop their personal and professional skills. 11 members of University staff have attended in the last two years.

**Action 5.7** will look at encouraging female College PSS to attend.

### 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

What support does the department offer to staff before they go on maternity and adoption leave?



The start point of maternity leave is flexible in order to support female staff, who may commence maternity leave anytime between 11 weeks before the expected week of confinement and the date of birth.

Currently, an expectant mother would inform her line manager or Head of School, of any periods of upcoming maternity leave. However, we recognise that this may not be the most appropriate system. We propose to make the College Manager Huw Ellis (a permanent member of the SAT) the first port of call for pregnant members of staff **(Action point 7.1)**.

The University offers shared parental leave to allow new parents to equally share the care of their child in the first year of birth or adoption. This offers additional flexibility for mothers. In a recent survey, 72.1% of staff either agreed or strongly agreed that they were clear about policies on gender equality (including parental leave). For the remaining staff who disagreed or who were not sure, the additional support for new parents, and parents-to-be in the School, Huw Ellis will be a contact person for enquiries during the transition period on return to work. We will also set up a Parent-to-Parent Scheme so that new parents can meet recent parents to help address any issues with the transitions back to work. **(Action point 7.2)**.

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

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

All attempts are made by the School to accommodate the impact of maternity/adoption leave with all concerned. Teaching and administrative duties are usually covered by a colleague. There is usually no funding available to appoint for maternity or adoption cover at present. Our action plan outlines how expectation will be managed for those returning from leave for the first 12 months **(Action point 7.3)**.

In order to allow parents to stay in touch and connected with the University during their period of maternity or adoption leave and also to ease return, it is encouraged that the staff member keeps in touch with her line manager – this is to be agreed between the staff member and their line manager prior to maternity leave. In addition, the University offers up to 10 paid 'Keeping In Touch' days (KIT), of those on maternity and paternity leave, of the five academics who took leave, two took KIT days, one took 10 KIT days, and the other took three. None of the support staff on maternity or paternity leave took KIT days.

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

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

Staff have the right to request flexible working in order to assist them returning to work. It is acknowledged that staff may need some flexibility with regard to child illness, doctor appointments or childcare. At present there is no formal system to help staff deal with demands of home and work following a period of adoption or maternity leave unless they request flexible working. Additionally there is no formal source of funding to support those returning to work after maternity or adoption leave.

However, the School is committed to drawing up guidelines to ensure a proactive approach in dealing with this important issue. Our action plan outlines the steps taken to ensure a positive work-life balance (**Action point 7.4**).

(iv) **Maternity return rate**

Provide data and comment on the maternity return rate in the department.

Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

MATERNITY LEAVE	2014/15	2015/16	2016/17	2017/18
Academic Staff	1	1	1	0
Support Staff	1	0	1	0

Three women on academic contracts (Two Senior lecturers posts, one lecturer) went on maternity leave between 2014-2018, and two on Professional and Support staff contracts (one on Grade 4, the other on Grade 5). All those on maternity leave returned to the department with no change to their contract upon their return. There was a 100% return rate to work.

Of the five members of staff who took maternity leave during this period, the three academics were all in post, 6,12, and 18 months after returning to work. The two support staff who took maternity leave are both still in post to date (note that as part of the University- wide Financial Sustainability Board changes, the majority of support staff were moved from school level posts to collage level posts, including these two support staff). One was in post 6,12, and 18 months after returning to work. The member of staff who took maternity leave in 16/17 returned to post in May 2018, so is currently approaching 12 months in post.

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

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Below is the data on paternity leave in the School of Psychology:

PATERNITY LEAVE	2014/15	2015/16	2016/17	2017/18
Academic Staff	1	1	0	1
Support Staff	0	1	0	0

Three academic staff took paternity leave between 2014 and 2018, all were on permanent contracts and of these, all were lecturers. Just one support staff took paternity leave during that time (Grade 7). All eligible fathers took official paternity leave.

No-one took adoption leave or shared parental leave. All staff have easy access to detailed documents pertaining to paternity and shared parental leave. Although the department does not currently actively promote paternity or shared parental leave, this is an action point (**Action 7.6**).

#### (vi) Flexible working

Provide information on the flexible working arrangements available.

Across BU there is limited uptake of “formal flexible working” from academic staff. This likely reflects the flexible nature of academic work and therefore the existence of informal arrangements for flexible working within individual Schools. The School of Psychology has not received a formal request for flexible working between 2014-18. This may be due to a culture of flexible working hours in the school in which academic staff are able to manage their workload independently.

In a recent Athena Swan survey (April 2019) 73% of staff agreed or strongly agreed that their manager is supportive of requests for flexible working, with 25% saying they did not know (possibly because they have never asked for flexible working). The proportion of responses were similar for both men and women This is demonstrative of the supportive culture of working within the School.

One example of the culture of informal flexible working is that there is a guideline to arrange meetings and seminars during core hours of 10am until 4pm. 78.6% of staff agreed or strongly agreed that meetings are held within these core hours (72% of women, 93% of men), of note is that no men disagreed with this statement, although 12% ( $n=3$ ) of women did. This culture within the school of psychology, designed to support parents, may negate the need for staff to formally request flexible working arrangements as they are able to maintain a good work-life balance and fulfil core parenting duties without a need to formally request flexible working.

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

The university supports the principle of a career break and the transition from part time back to full time work, and considers all requests for changing work patterns.

## 5.6. Organisation and culture

### (i) Culture

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

Gender equality and inclusivity are embedded in the School's culture. Examples of how and where this has been achieved since our 2015 Bronze award include:

- Every key committee in the School has at least one member who also sits on the SAT.
- Athena SWAN is a standing item on the biannual Board of Studies agenda.
- All Undergraduate students receive a 'Welcome talk' from the Director of Undergraduate Studies which includes an introduction to and information on the Athena SWAN charter and relevant actions that may affect students directly.
- Athena SWAN is part of the induction and welcome programme for all PGT & PGR students.
- Athena SWAN principles have been incorporated into the Undergraduate curriculum e.g., Conceptual and Historical Issues in Psychology (a compulsory module) includes a lecture on gender in psychology and an essay title in which students are presented with the academic pipeline and encouraged to argue whether or not gender equality issues are still relevant to the discipline of psychology.
- A School Equality and Diversity Tutor has been appointed who is available for meetings and has a weekly open office hour for all students who want to report or discuss anything to do with Equality and Diversity.
- Two "Lunchtime Sessions" for staff have been used to consult with all staff on the Athena SWAN agenda and progress on the application e.g., presenting the data to all staff for feedback.
- Research conducted by students and staff within the School is of central relevance to the Athena Swan agenda. For example, Dr Nia Griffith this year conducted a qualitative study 'Exploring the impact of maternal employment on parents and families.'
- Athena SWAN SAT roles are acknowledged in the School's workload allocation.
- The Chair of the School SAT sits on the University-level SAT.
- In 2015, the University's first Women in Science Scholarship was awarded (this is a University-level Athena SWAN initiative) to a student in our School who completed the MSc in Neuroimaging.

- Although not directly gender-related, we also have an inclusivity policy in that we offer 200 credits at UG level through the medium of Welsh to ensure that bilingual or first-language Welsh students are not disadvantaged throughout their degree.

The School also has a strong commitment to the well-being of all its staff and students as evidenced by:

- Weekly drop in mindfulness sessions are held each Wednesday lunchtime and run by staff from the Centre for Mindfulness Research and Practice (located in the School), and trained mindfulness teachers within BU. They last for around 45 minutes. These are held in the School of Psychology building and are open to staff across the whole university. The lunchtime mindfulness sessions have been held since 2013, and are a feature of a culture of supporting staff mental health and wellness. The picture below shows the room set up for the staff mindfulness sessions. Alongside this, staff offer a yearly 8-week mindfulness course that is available for all staff across the university to attend free of charge.



- In October 2018, the School hosted a Mindful Leadership course taught by an external teacher and attended by various staff in leadership roles across the University (4 women, 6 men).
- Innovative teaching practice within the School means that we are able to offer modules such as “Born to Run” – a module in which students are taught fundamentals of motivation, goal setting behaviour etc alongside training to run a marathon.
- In September 2019 we will be offering a PGT module in which Masters students will be developing and running a well-being intervention for undergraduate students.
- We run a Level 6 Mindfulness module in which students are participants on an 8-week mindfulness course alongside learning theory and research in the area.

- Friday is Good News day and the HoS sends out a weekly email celebrating all staff (and student) successes including grant submissions and successes, paper publications, teaching awards, media appearances etc.

An issue was identified in the Survey in 2016 in which 42% of women indicated that they had been in a situation at work in which they had felt uncomfortable because of their gender. Action 8.1 hopes to deal with this, including gathering further information. In the 2019 survey, 20% of women agreed with this statement (as compared to 0 men). Although it is pleasing that this has reduced, there needs to be actions to ensure that reporting mechanisms are well known and neutral. The University-wide introduction of Equality Champions will hopefully support those who have had these experiences.

Importantly, staff also have positive experiences. In the qualitative responses from the 2019 survey, one woman said “The School has a very welcoming and friendly atmosphere. It feels like a very supportive work environment”.

## (ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

Each College has a designated Senior HR Officer who has a close working relationship and is in frequent contact with Psychology via the Head of School. The Senior HR Officer is present at any formal meeting with staff in relation to policy. Within Psychology if any differences between policy and practice are identified, one to-one advice would be given involving HR, Head of School, line managers and PIs; if an issue remained, guidance from the HR Staff Development Team would be sought which might result in a group session, training course or workshop.

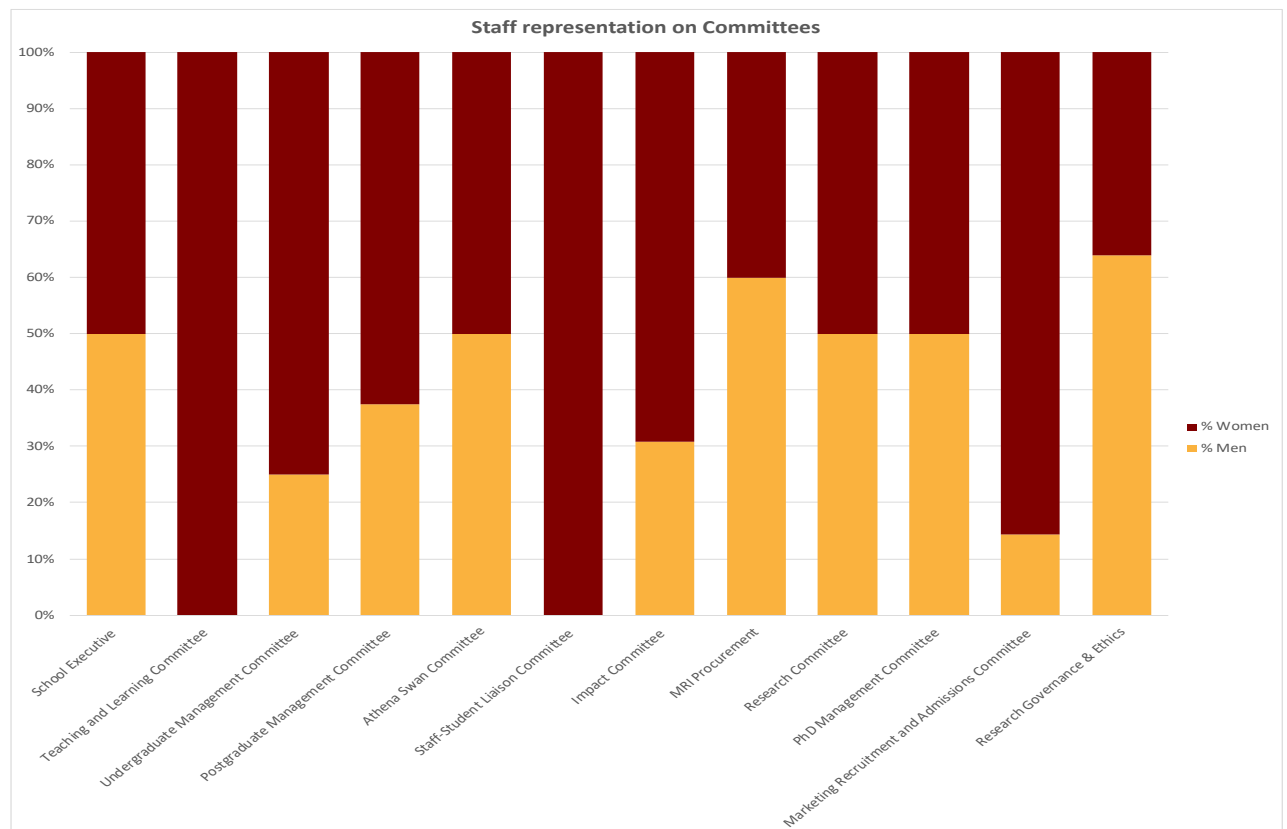
Frequent training courses are provided to line managers on a variety of topics relating to HR policies; these are delivered by the HR Senior Officers. These form part of the Staff Development Programme and are also provided on request to a College or Department to ensure staff with management responsibilities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

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

## (iii) Representation of men and women on committees

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

In general, men are under-represented on School committees with only one committee (MRI steering group) having more men than women. It is within Teaching and Learning, Staff-Student Liaison and Marketing and Recruitment committees that women occupy the majority of positions. There are three significant committees (Executive, PhD Committee and Research committee) where the gender split is 50:50. Notably, as mentioned previously, at least one member of the SAT sits on every other School committee. Membership on committees in the School is most often determined by an administrative role that puts individuals onto that specific committee, for example, the Director of Student Engagement sits on the Staff-Student Liaison Committees and the UG & PGT Management Committees as part of their role. For committee roles that are voluntary, e.g., Athena SWAN SAT, an open call is sent out and individuals respond with consent/discussion with their line-manager or mentor. Therefore, committee membership is largely determined by administrative role meaning that we tend to see the pattern e.g., in T&S vs T&R contracts of Teaching and Learning/student-facing committees having an under-representation of men. Action 8.3 in which we attempt to increase the numbers of men with student-facing roles will hopefully lead to increased numbers of men choosing to study psychology and stay in Bangor for further study.



*Figure 5.6.1: Proportion of men and women represented on committees within the School. Note that these numbers only represent the Staff on these committees. Some committees, e.g., Athena SWAN SAT & Staff Student Liaison Committees include students as well but these are not included in the figure because they are subject to change relatively regularly.*

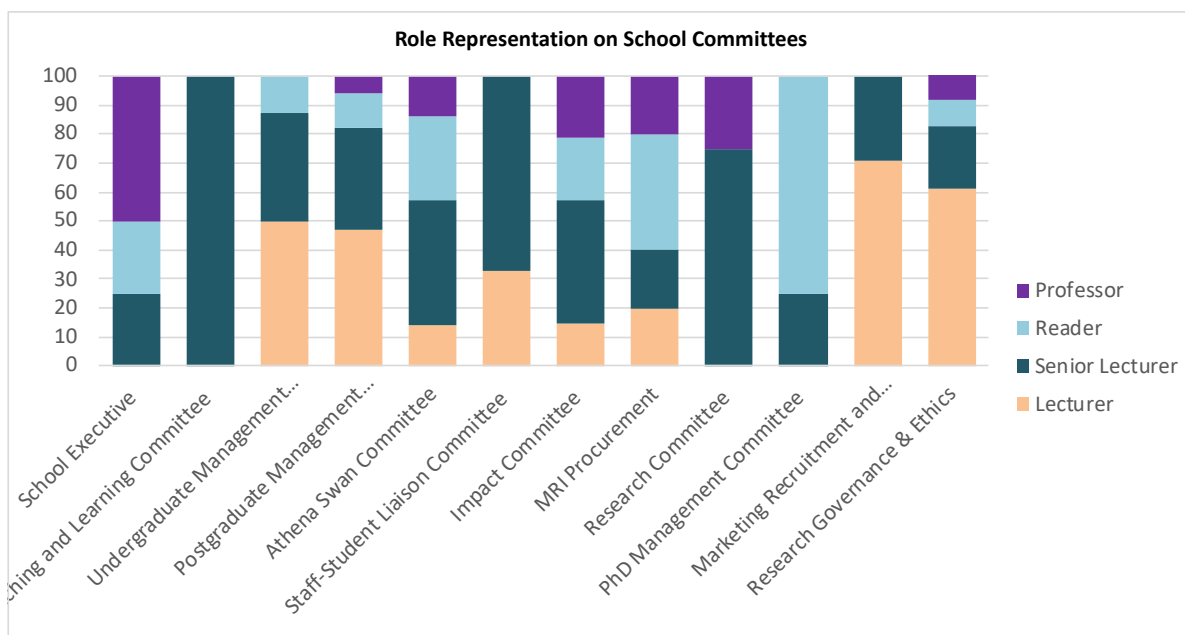


Figure 5.6.2 shows the breakdown of roles across the main committees within the School.

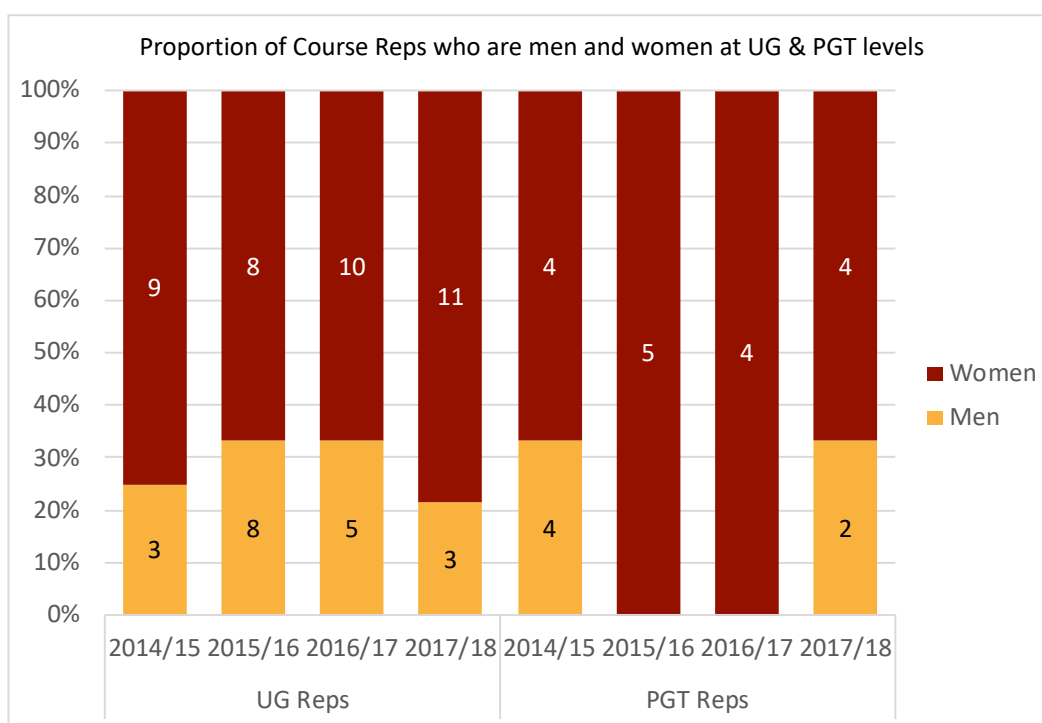


Figure 5.6.3 shows the breakdown of Course Representatives by gender for the years 2014/15 through to 2017/18. The Course Reps sit on the Student/Staff Liaison Committee (data for staff on these committees is given above).

The data above show the gender split of men/women who take up the voluntary roles of Course Reps for the School. In general, the proportion of women taking up these roles matches the proportion of women in the School and more should be done to ensure that there are no barriers that prevent men from volunteering for these opportunities.



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

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

Staff are encouraged to participate in external committees and these are recognised in the workload model. These opportunities are discussed during PDR on an individual basis. Examples of committees that School of Psychology have taken part in include; British Psychological Society Welsh Branch (4 women, 1 man), Prof Val Morrison (woman) is a Fellow of Royal College of Physicians (Edin), Chair of Coleg Cymraeg Cenedlaethol Welsh Psychology Panel (woman). In the 2019 survey 66% of staff felt that the School provides them with useful networking opportunities (women agreed at 69%).

#### (v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Over the last year the University has been developing an institution-wide workload allocation model (WAM) including widespread staff consultation. The baseline activities and tariffs were based on a model that was originally developed by the current Head of School and Executive in Psychology. Consultation has also involved representation from Unions and, in the coming year, the proposed WAM will be piloted in a number of Schools, which will then be followed by a review.

The aim of developing a transparent academic workload allocation model in the University is to ensure equitable and planned workloads reflective of individual job descriptions in the University and will reflect the values of Athena SWAN. It will acknowledge discipline specific differences, full and part time staff working patterns, planned absences, staff wellbeing and the changes in work and demands over the short and long term.

Any proposals developed by the Academic Workload Task and End Group (AW Group) will be in partnership with academic staff and will be subject to final negotiation with Bangor University College Union, and will be subject to regular review and, as appropriate, agreed refinements. The Head of School for Psychology is a core member of the AW Group and the School will be one that is involved in the upcoming pilot.

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

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

Over the last few years the School has reviewed the timing of departmental meetings (including Board of Studies, Staff Meetings, School Colloquia) and now all meetings are held within core hours by default.

Table 5.X presents the School's regular meetings with timing and frequency.

Committee	Timing	Frequency
Psychology Executive	13:30-14:30	Weekly
Athena Swan	14:00-15:00	Fortnightly
Teaching and Learning	13:00-14:30	Monthly
Masters Management Committee	10:00-11:00	Monthly
Undergraduate Management Committee	14:00-16:00	Monthly
Impact Committee	11:00-13:00	Quarterly
Bangor Imaging Group	12:00-13:00	Weekly
Seminar Series	14:00-15:00	Weekly
Staff Meetings	13:00-14:00	Monthly

To assess the impact of this change, we conducted Staff culture Surveys in November 2017 and then again in April 2019. In response to the question 'Meetings in my School are held during core hours (10am-4pm) to enable those with caring responsibilities to attend': in 2017, 65% of staff agreed with the statement (63% of women and 81% of men) as compared to 2019 where 75% of staff agreed with that statement (69% of women and 89% of men). Based on the actual timing of departmental meetings, we would have hoped to see higher proportions of staff agreeing that meetings are held in core hours. It is worth noting, however, that 12% of respondents did not know. Nevertheless, the discrepancy in perception between men and women is concerning. This leads into our **Action (8.2)** to ensure that staff are aware of changes and policy based on Athena Swan. Between these two surveys, the Staff Seminar Series, in which external speakers come to give research talks, were moved from 4-5pm to 2-3pm. Attendance data collected from these seminars show that for the academic year 2017/18, on average 66% of attendees at the research colloquia were women.

#### (vii) Visibility of role models

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

Images that are displayed on the website of both staff and students portray both men and women as well as BAME so that prospective and current students are exposed to a wide variety of role models. In the 2019 staff survey, 80% of staff (69% of women and 100% of men) agreed that in terms of visibility of role models, men and women are presented equally. Although overall agreement is high, the discrepancy between men and women is something to monitor. Indeed, having analysed the number of guest speakers who have come to Bangor to deliver a research colloquium, over the past 4 years, 60% of presenters have been men. Likewise, only 23% of PhD external examiners over the past 4 years have been women. **Action 8.4** seeks to address this imbalance.

(viii) Outreach activities

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

Early career researchers are encouraged to apply for the *Welsh Crucible*, an award-winning programme of personal, professional and leadership development aimed at supporting research-inspired innovation and cross-disciplinary collaboration in Wales. The School has had great success with four members of staff being selected for the Welsh Crucible programme over the last five years. Three out of the four successful applicants were female members of staff. Further, the school supports participation of both staff and students in Soapbox Science, a public outreach platform for promoting women scientists and the science they do.



*Professor Emily Cross and the former Vice Chancellor at Professor Cross' inaugural lecture on 10<sup>th</sup> November 2016.*







*Paths to Progress*  
*- Celebrating International Women's Day*  
*8<sup>th</sup> March 2017, 1-4pm,*  
*Pontio PL5*

**Speakers:**  
**Prof Laura McAllister**, Professor of Public Policy and the Governance of Wales at the Wales Governance Centre, Cardiff University.  
**Prof Jo Rycroft-Malone**, Professor of Implementation and Health Services Research and Pro-Vice Chancellor for Research and Impact at Bangor University  
**Dr Leonie Jones**, Department of Chemistry, University of York  
**Prof Morag McDonald**, Professor of Ecology & Catchment Management SENRGy, Bangor University  
**Prof Emily Cross**, School of Psychology, Bangor University




*Psychology staff (Professor Cross) contributed to the University's International Women's Day event in 2017.*



Staff members presented at the Bangor Science Festival.

Ten members of staff including 7 PhD students have presented at Soapbox Science events across the country.

Staff also travel to local schools as one of the only departments offering so much of the undergraduate degree through the medium of Welsh. The School hosts work experience week for school children in the local area and several members of staff are regularly on TV and radio discussing their research. Collation of this data can be time consuming and therefore, we are aiming to develop easier ways for individuals to keep this data in a format that can be easily accessed and which will support monitoring of any potential gender differences in participation in Outreach activities but will also support staff who may use this data in applications for promotion, awards, etc.

## **SILVER APPLICATIONS ONLY**

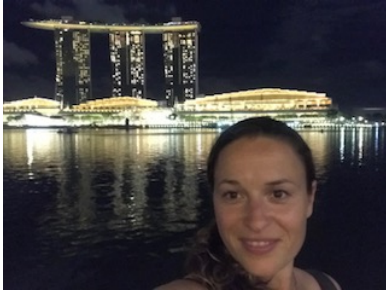
### **6. CASE STUDIES: IMPACT ON INDIVIDUALS**

**Recommended word count: Silver 1000 words**

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

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

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



### Case Study 1

*Dr Fran Garrad-Cole joined the Department in 2004 and held a number of fixed-term contracts before being appointed as a permanent T&S lecturer in 2010. She was promoted to Reader in 2018 and is currently the Deputy Head of School for Research & Impact. She also works one day a week in the University's Centre for Enhanced Teaching and Learning (CELT) as a Teaching and Learning Developer. She has been a member of the Psychology SAT since 2014 and is married with three children of her own and a step-child.*

Over the last 15 years, I have gone from part-time Teaching Associate to a mother of three, a full-time Teaching & Scholarship Reader and the Deputy Head of School for Research Impact. During this time I have seen significant changes in the culture of the School in terms of its support of women, many of these as a result of Athena Swan initiatives.

Having initially been employed on a series of fixed-term contracts, I was made a permanent staff member in 2010. This was, in part, as a result of the School's actions to reduce the number of fixed-term contracts. This initiative has been of particular importance to members of the Teaching Team, which is predominantly female. As the new 'Teaching and Scholarship' Lecturer contracts became more commonplace, it was clear that there was no clear route for promotion. As part of my CELT role I have worked with HR to develop a toolkit for promoting teaching routes to career development and much of this has fed into the new policy for promotion on T&S contracts. In 2012 I was one of the first lecturers to be promoted to Senior Lecturer via the T&S route, and in 2018 I was the first to be promoted to Reader T&S.

After an open call for applications as a result of the Bronze Athena Swan action plan, I was appointed as the Deputy Head of School for Research Impact in 2016. As such, I now sit on the Schools' Executive Committee which has a 50:50 gender split. The development of the T&S career trajectory has helped address the under-representation of women on management and decision-making committees in the School and therefore contributed to making the Exec and other committees more gender balanced.

I have hugely benefitted from the School's supportive and flexible nature, especially with regard to support during (and on return from) maternity leave, and in juggling the commitments of work and a large family. As my children have grown older, I have been able to take up opportunities to work and network beyond Bangor, further supporting my promotion to Reader. I am currently the moderator for the Business degree programmes being delivered for Bangor University at MDIS in Singapore. I also represent the University on the Higher Education Academy Wales Institutional Group. A number of these positions and opportunities have been made possible because I was given roles of responsibility early in my career. This gave me the platform to design and implement a number of teaching and learning innovations and build a reputation for a solution-based approach to management and delivery issues which has led to current opportunities and promotion.

[530 words]



## Case Study 2

*Chris Saville joined the School in 2002 as an undergraduate, before doing an MSc and PhD in the school. After his PhD, Chris worked as a post-doctoral researcher between Bangor and Freiburg in Germany, before being appointed as a lecturer in 2015.*

I was initially attracted to Bangor for its strength in research, but the inclusive ethos and quality of life is the reason I decided to stay and make my life here. I have been fortunate to have great mentors in the School. These people have given me the time and space to invest in my skills and interests, rather than focusing on short-term goals. This is perhaps best evidenced by my being supported in making a transition from the cognitive neuroscience research of my PhD and post-doc to my current permanent lectureship/research focus on mental health epidemiology.



I became a father in 2016 and again in 2018 and on both occasions combined statutory paternity leave and annual leave to take a month off work. Although I did not take a longer period of formal leave, my managers have explicitly told me that I can work flexibly. This has been a big help practically and I really appreciate the faith and trust that they show in me this way.

However, becoming a parent has opened my eyes to the structural obstacles in the way of parents and caregivers, and how this falls more heavily on women and I am mindful of my responsibility to support others. Specifically, I try to be a voice for parents of young children when my colleagues and I determine student policy.

The School's Athena SWAN Bronze Award and associated action plan has led to a number of very positive changes in the School. For example, the weekly research colloquium is now scheduled at 2pm (from 4-5pm), so parents who need to collect children from school are able to attend. Also, the fact that committee roles are now advertised has had a very positive effect as staff feel decisions are fair and transparent.

It is still the case, however, that women are hugely over-represented at student-level in our School, yet we seem to increasingly favour men as one moves up employment grades. The School's commitment to Athena SWAN, and the progress made in this area during our Bronze award, give me confidence that the School takes this seriously. As a further note of optimism, I sit on the School's Impact Committee and am struck by how nearly all of the School's impactful research is conducted by women. As impact of research is increasingly used as a yardstick to measure academic institutions, I hope and expect this to have a gender-balancing effect via promotion and hiring priorities.

I feel a great sense of gratitude and belonging to the School. It is an extremely collegiate place to work – people treat one another as colleagues, regardless of position and everyone's achievements are celebrated. I am confident that the School will continue to take responsibility for promoting equality, and will reap the rewards of doing so.

[510 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.

## 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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## LANDSCAPE PAGE



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Reference	Rationale	Planned Action/Objective	Key outputs and milestones	Time frame (start/end date)		Person Responsible (include Job title)	Success Criteria and Outcome
1. Students							
1.1	Men on undergraduate programmes are underperforming compared to women, with a lower percentage achieving first class degrees.	<ul style="list-style-type: none"><li>Investigate any potential biases in marking/exam books</li><li>Monitor engagement of students – particularly men in their studies</li><li>Ensure appropriate and diverse assessments</li><li>T&amp;L Committee to develop an action plan to address male underperformance based on the above actions. This will be evaluated annually and reported to the Executive.</li></ul>	<ul style="list-style-type: none"><li>Ensure best practice with regards to anonymous marking are being employed</li><li>Student engagement is monitored at the University level through attendance monitoring. Psychology has instigated a system of phone calls to students who are missing lectures or otherwise dropping engagement.</li><li>Psychology already has a large range of diverse assessments across most modules. Several members of the SAT sit on teaching and learning committees already and will work with the teaching team and exams officer to continue to</li></ul>	June 2019	June 2022	CB – Dir T&L  PMB – Dir PGT Studies  TG – Dir UG Studies  TL – Dir Student Engagement	<ul style="list-style-type: none"><li>Continued monitoring of performance ensures that men and women perform in line with expectations</li><li>Positive feedback from students in module evaluations and general feedback regarding diversity of assessments on offer</li></ul>

Reference	Rationale	Planned Action/Objective	Key outputs and milestones	Time frame (start/end date)		Person Responsible (include Job title)	Success Criteria and Outcome
			offer this diverse assessment range.				
1.2	Maintain and/or increase numbers of men studying Psychology in the Department.	<ul style="list-style-type: none"> <li>Look at representation of genders in marketing material and engagement with men on open days.</li> <li>Hold focus groups with current male students to see what more can be done to encourage men to apply to do psychology.</li> <li>Promote the University's Gender Equality Scholarships for students considering staying on for further study.</li> </ul>	<ul style="list-style-type: none"> <li>Members of the SAT on recruitment committees to ensure that marketing material shows a roughly 3:1 ratio of females to males to match the actual gender split in psychology. Highlight Female staff as well.</li> </ul>	July 2019	September 2019	SB – Academic lead Marketing & Recruitment	Continue to attract men and women to study at Bangor at UG, PGT and PGR levels to maintain a ratio of about 30% men to 70% women.
1.3	Fewer students taking up opportunity to study part-time as compared with Benchmarks	<ul style="list-style-type: none"> <li>Ensure both Full-time and Part-time study options are given equal representation in marketing material</li> <li>Review the barriers to students studying part-time to see if some of the barriers can be addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Members of the SAT on recruitment committees to check that Part-time and Full-time study options are clearly described. Student profiles should include part-time as well as full-time students.</li> </ul>	July 2019	September 2019	SB – Academic lead Marketing & Recruitment	Increase in number of men and women (5%) taking the opportunity to study part-time if appropriate.
<b>2. PhD Career Development</b>							
2.1	Lack of information available about maternity leave.	More information for students re maternity leave, pregnancy during PhD induction	Survey of PhD students reveal that they are aware of maternity leave / support.	September 2019	November 2020	RB: Head of PhD Committee	PhD students report understanding policies re parental

Reference	Rationale	Planned Action/Objective	Key outputs and milestones	Time frame (start/end date)		Person Responsible (include Job title)	Success Criteria and Outcome
	(Direct feedback from students)						leave and know who to talk to.
2.2	Feedback highlighted need for professional development session on non-academic careers	An additional session on careers outside of academia will be added to the next Professional Development Seminar series. One session a year will be held in this area.		September 2019	Ongoing	KK: PhD Development	PhD students report receiving wide range of sessions for professional development in PhD Survey.
2.3	One of the barriers to attending sessions for many PhD students highlighted in feedback survey was conflicts with PhD related activities, and family/personal commitments	Survey about days/times for Professional Development Seminar sessions will be released to PhD students before this programme is organised  All sessions will be held between 9.30am and 3pm.	Positive response by PhD student in the survey	September 2019	September 2019	RB: Head of PhD Committee	PhD students able to attend colloquia and seminar series – increase in number of students attending.
2.4	Offer to applicant ratio of PhD places to men is lower than women in the last application round.	Monitor application, offer and acceptance rates for PhD and postgraduate research positions and develop an action plan to address this if a specific issue is identified.	<ul style="list-style-type: none"> <li>Implement a scoring matrix for all PhD Application interviews</li> <li>Ascertain if there is a continued discrepancy in proportions of offers across the genders, and compare interview scoring matrices to see if any observable biases emerge.</li> </ul>	July 2019	July 2022	RB – Director of PGR Studies in conjunction with EM in Doctoral School student admin	Offer to application rates are in line with respective proportions of men and women applying for PhDs.

Reference	Rationale	Planned Action/Objective	Key outputs and milestones	Time frame (start/end date)		Person Responsible (include Job title)	Success Criteria and Outcome
Staff							
3.1	Fewer women in T&R posts than in T&S but also lower than HESA Benchmark for T&R	Look at job descriptions/wording of T&R and T&S adverts and contracts	<ul style="list-style-type: none"><li>Ensure that job adverts for T&amp;S and T&amp;R posts are comparable and unbiased.</li><li>Include Athena SWAN credentials on all job advertisements.</li></ul>	July 2019	April 2022	HoD, HR, Exec	Balance of men and women on T&R and T&S contracts is in line with UK benchmarks.
3.2	More women in fixed-term contracts	Explore pathways from fixed-term to permanent contracts (including on different tracks i.e., T&S and T&R)	<ul style="list-style-type: none"><li>Investigate the T&amp;S and T&amp;R pathways more fully, and provide clarity for staff on these contracts.</li></ul>	June 2019	June 2020	Paul Mullins, Reader	Fewer staff overall on fixed term contracts and no gender difference in those who do have these contracts.
3.3	As there are more women in T&S roles, we want to ensure there is an equality of opportunity to progress to leadership positions across academic contracts	Look at transparency, visibility and equality of leadership opportunities within the school, and across the College.	<ul style="list-style-type: none"><li>Work with executive and Human resources to ensure leadership opportunities are advertised to all Academic staff.</li></ul>	November 2019	November 2020	HoD, HR, Exec	Women on T&S contracts take up more leadership opportunities within the School, College, University
4. Supporting and Advancing Women’s careers							

Reference	Rationale	Planned Action/Objective	Key outputs and milestones	Time frame (start/end date)		Person Responsible (include Job title)	Success Criteria and Outcome
4.1	Women are not taking advantage of the existing development opportunities	Hold an event in Psychology to advertise programmes for women held by the University and external agencies e.g., Springboard	<ul style="list-style-type: none"> <li>Host an event inviting women to attend and outline opportunities on offer as well as experiences of those who have attended.</li> <li>Ensure regular communication about opportunities e.g. University ECR Network.</li> </ul>	March 2010	April 2020	Members of SAT in conjunction with colleagues in HR and University SAT.	Increased numbers of women in psychology partaking in Springboard and other schemes by 20%.
4.2	Women are not taking advantage of the existing leadership development opportunities	Support early career research staff, particularly women, in putting themselves forward to undertake the annual "Research Leadership" programmes and to take part in the recently launched University Academic Mentoring Scheme.	<ul style="list-style-type: none"> <li>Incorporate discussion into PDRs</li> <li>Encourage women to engage with Mentoring</li> </ul>	November 2019	November 2020	HoS, Members of Exec responsible for PDRs,  HR Mentoring scheme (School will support this initiative)	Increased number of women attending leadership event by 20%.
4.3	Improve career prospects for Postdoctoral researchers	Provide CPD training for research-based staff, i.e., post-docs so that they can secure permanent positions	<ul style="list-style-type: none"> <li>Develop a monthly professional development series aimed at enhancing and expanding the skills sets of junior researchers.</li> <li>Monitor attendance at weekly lunch meetings to develop a Bangor CPD certificate</li> </ul>	June 2019	June 2020	BU development of early career initiatives.  RB: Lecturer,  KK: Lecturer  PM: Reader	Post-docs report more satisfaction with development opportunities.

Reference	Rationale	Planned Action/Objective	Key outputs and milestones	Time frame (start/end date)		Person Responsible (include Job title)	Success Criteria and Outcome
Key Transition Points: Academic and Professional and Support Staff							
5.1	Encourage more women to apply for promotion	Mentoring during PDR process specifically aimed at promotion Encourage women to apply for the recently launched University Senior Academic Mentoring Scheme which aims to support staff working towards promotion.	<ul style="list-style-type: none"> <li>Develop formal mentoring system in the School – current system is informal</li> </ul>	June 2020	June 2021	HoS School Exec	More women apply for, and are successful at, promotion, 20 % more women promoted overall with 50% of readers and professors being women.
5.2	Impact committee are mostly women and all Impact Cases currently in line for REF submission are led by women.	Improve perception and value of impact work in terms of promotion and citizenship for School through presentations and newsletters.	<ul style="list-style-type: none"> <li>Ensure impact activity is given equal weighting to publication output and grant capture when promotions are considered.</li> </ul>	May 2019	May 2020	School Exec, HR	<ul style="list-style-type: none"> <li>Increase in number of women promoted due to impact work by 5%.</li> <li>Increase in number of men as PIs on Impact case-studies by 10%.</li> </ul>
5.3	To address academic pipeline and imbalance of staff at senior levels.	Promotion processes – during PDR highlight staff ready for promotion	<ul style="list-style-type: none"> <li>Try and address issues of confidence by implanting a top-down approach in PDRs of encouragement in applying for promotion.</li> </ul>	June 2020	June 2021	School Exec	More women apply for and are successful at gaining promotion. The

Reference	Rationale	Planned Action/Objective	Key outputs and milestones	Time frame (start/end date)		Person Responsible (include Job title)	Success Criteria and Outcome
		Encourage staff to engage with University mentoring schemes as well as local scheme.	<ul style="list-style-type: none"> <li>This needs to be considered in both routes: T&amp;S vs T&amp;R</li> </ul>				numbers of promotions increase by 20%. We would like to see an increase in promotions overall of 20% and importantly that 50% of our Readers and Professors are women.
5.4	To address lack of information on reasons for leaving employment	<ul style="list-style-type: none"> <li>Work with University Athena SWAN SAT to support uptake in exit questionnaires for leavers.</li> <li>Arrange informal exit interview with College Manager.</li> </ul>	<ul style="list-style-type: none"> <li>School and University will have more data on why staff are leaving as well as feedback on what experiences have been working in the Department</li> </ul>	September 2019	September 2021	HE, College Manager	More data ensures that we have a better understanding of reasons for leaving and can address any potential influences of gender.
5.5	Professional and support staff miss the benefits of AS initiatives because they sit within College not school structure	<ul style="list-style-type: none"> <li>Work with AS leads in other Schools within College to ensure that PSS are made aware of AS initiatives and invited to take part in activities that School organises.</li> </ul>	<ul style="list-style-type: none"> <li>College Equality Group, comprised of Heads of SATS and College Manager, HR Equality &amp; Diversity Representative, will keep Athena SWAN development for PSS on agenda.</li> </ul>	May 2019	Ongoing	College Manager, College Equality Champion	PSS report being informed about AS actions and 20% more staff attending relevant development training.

Reference	Rationale	Planned Action/Objective	Key outputs and milestones	Time frame (start/end date)		Person Responsible (include Job title)	Success Criteria and Outcome
5.6	New PSS may not know about AS.	- Ensure that Athena Swan is raised in induction for all new PSS including those who may move into college on secondment.	<ul style="list-style-type: none"> <li>New staff will meet with Athena Swan lead(s) in relevant schools.</li> </ul>	June 2019	Ongoing	College Manager, Athena SWAN Leads	New PSS are aware of AS agenda and, if appropriate, join SAT or take up opportunities for training, attend information events etc.
5.7	Fewer women on professional and support contracts attend development/leadership training	- Ensure that all PSS staff are kept aware of training opportunities within the department.	<ul style="list-style-type: none"> <li>Encourage women on PSS contracts to attend leadership training (e.g. Springboard)</li> </ul>	July 2019	Ongoing	College Manager, Athena SWAN Leads	<p>30% of women on PSS contracts have undertaken leadership or career development training.</p> <p>100% of PSS staff undertake Equality and Diversity training.</p>
6. Career Development: Academic Staff							
6.1	New staff find some areas of School processes and policies still unclear following their induction period	Develop a clearer and better managed induction processes	<ul style="list-style-type: none"> <li>Introduce an induction checklist for new members of staff to ensure that they receive sufficient information on central and school policies and information that they need for doing their jobs.</li> </ul>	April 2019	April 2021	RB – Lecturer HE – College Manager	In a survey, new members of staff feel confident in new roles and where to ask for help if necessary.



Reference	Rationale	Planned Action/Objective	Key outputs and milestones	Time frame (start/end date)		Person Responsible (include Job title)	Success Criteria and Outcome
			<ul style="list-style-type: none"> <li>Review the content of the School Induction on an annual basis, interviewing new staff on their experiences of the induction process, and subsequently revising material and procedures to improve the experience. The outcomes will be compiled into reports that will be passed onto subsequent SATS for further review</li> </ul>				
6.2	Provide bridging funds or grant autopsy to discuss failed grants and support staff in new applications.	Support for people who do not receive grants	<ul style="list-style-type: none"> <li>Match researchers with senior members of staff to look over unsuccessful grant submissions and review any feedback from funders</li> </ul>	September 2019	September 2022	RW – DHOS – Research  JP: HOS. There is a BU Mentoring initiative, but School keen to provide additional support here.	10% increase in grants being awarded.
7. Flexible working and managing career breaks							
7.1	Female staff are sometimes unsure who to first contact in the School when	Ensure staff feel confident with where to go if pregnant	The college manager will be the first contact for pregnant members of staff. Staff will have this information	June 2019	Ongoing	Huw Ellis – College manager	Reported clarity in procedures from pregnant female staff. Increased awareness of

Reference	Rationale	Planned Action/Objective	Key outputs and milestones	Time frame (start/end date)		Person Responsible (include Job title)	Success Criteria and Outcome
	pregnant (Direct feedback from staff)		communicated via email and in School Handbook.  The college manager will provide the member of staff with information regarding flexible working during pregnancy and after returning to work				university policies and procedures.
7.2	Staff returning from maternity/paternity/parental leave need support in transition back to work (direct feedback from staff)	New parents and parents-to be in the School would benefit from additional support by the school	Establish a School level Parent-to-Parent Scheme to support members of staff returning to work.	June 2019	Ongoing	Huw Ellis – College manager  GG – Senior Lecturer	Reported clarity in procedures and support from parents-to-be and new parents.
7.3	Staff report feeling a little unclear about how their workload would be managed/distributed while they were away and transition back to work.	Manage expectation of staff during maternity leave and on return to work	<ul style="list-style-type: none"> <li>Ensure clarity around which aspects of the staff members work will be covered during maternity leave. Including which elements are being temporarily re-assigned and which are being permanently re-allocated as part of broader workload management.</li> <li>Ensure staff are aware of the Universities paid</li> </ul>	June 2019	Ongoing	JP – HOS	<p>Reported clarity in procedures and support from during maternity leave and return to work.</p> <p>Increased use of KIT days if needed</p>

Reference	Rationale	Planned Action/Objective	Key outputs and milestones	Time frame (start/end date)		Person Responsible (include Job title)	Success Criteria and Outcome
			"keeping in touch (KIT)" days during maternity leave – staff can have up to 10 KIT days through Employee Support presentations to staff and Staff Handbook?				by the staff member.
7.4	Balancing demands of family and work can be difficult at first.	Achieving positive work-life balance after returning to work after maternity leave	Return to work will be phased in, with the school actively promoting flexible. Reduced working arrangements. This flexibility may be semi-permanent, or ad hoc hours to promote inclusivity. The Parent-to-Parent Scheme should also offer support to those undergoing the transition back to work.	June 2019	Ongoing	JP, HOS and HE, College Manager	Parents returning to work make use of flexible working on formal or on formal basis.
7.5	The paternity leave form currently asks for a specific start date. As this is unpredictable, staff are left unsure about paternity leave.	Flexibility on paternity leave dates	Amend form to state due date of child	June 2019	June 2020	HR	The central form for paternity leave has been updated to "due date of child" so offering flexibility around paternity leave dates.
7.6	Although policies are easily accessible to all staff, they may not be known about.	Promotion of paternity and shared parental leave policy in Employee Support Policies presentations to staff	To seek opportunities in staff meetings and in emails to staff to remind staff of policies and to promote these options.	June 2019	June 2020	HoS, College Manager	Recorded communication to staff about paternity and

Reference	Rationale	Planned Action/Objective	Key outputs and milestones	Time frame (start/end date)		Person Responsible (include Job title)	Success Criteria and Outcome
							shared parental leave policy.
7.7	All working arrangements are currently flexible and this works well for the school but found that some staff were not aware that they could work flexibly.	Staff not necessarily aware of flexible working	Ensure that staff are aware of flexible working through induction, staff meetings, and staff handbook.	April 2019	Ongoing	HE – College Manager  School Exec/PDRs, induction	Positive response in staff surveys to the perception of Schools' support of flexible working.
8. Organisation and Culture							
8.1	In staff survey in 2016, 42% of women and 0 men reported having experienced an uncomfortable situation in regard to their gender.	Gather more information regarding situations in which staff have felt uncomfortable because of their gender.  Develop neutral reporting pathway.  Take action to address issues that have been identified.	<ul style="list-style-type: none"> <li>Monitor progress through staff surveys.</li> <li>All staff to undertake unconscious bias training.</li> </ul>	May 2019	Ongoing	HoS, College Equality Champion, HR	Future surveys report decline in these instances. University will be reviewing Dignity at Work policy and the outcome will be to support staff in these situations. Psychology will work with HR and the University Equality Champions to address this issue. All staff will undertake unconscious bias training

Reference	Rationale	Planned Action/Objective	Key outputs and milestones	Time frame (start/end date)		Person Responsible (include Job title)	Success Criteria and Outcome
8.2	Only 50% of women respondents and 58% of men respondents felt that the school was clear about policies related to gender equality.	Transparency/information about policies in relation to gender quality	<ul style="list-style-type: none"> <li>- Add information about Athena Swan updates and initiatives to regular school newsletter and/or webpage for internal staff</li> <li>- Keep Athena SWAN as standing agenda item for monthly staff meetings</li> </ul>	April 2019	Ongoing	SAT, HoD,	Recurring survey data show that all staff have a clearer understanding of gender equality policies and initiatives undertaken by SAT and School Exec.
8.3	There is an under-representation of men in student facing roles/committees.	Ensure students have exposure to women and men as role models.	<ul style="list-style-type: none"> <li>- More men are represented on student-facing committees increasing visibility of these role-models to students.</li> </ul>	September 2019	Ongoing	HoS, DhoS T&L	There is at least one man on Staff-Student Liaison Committee interacting with students.
8.4	External speakers and PhD examiners coming to the School are over-represented by men.	Ensure that both men and women are presented as role modules to staff and students.	<ul style="list-style-type: none"> <li>- Increase number of women speakers and PhD examiners who come to the School.</li> </ul>	May 2019	Ongoing	RB – Head of PhD Committee, PB – Lead of Seminar Series.	At least 50% of invited speakers and examiners who come to the School are women.