



Bronze and Silver Award



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	Bangor University
	School of Ocean Sciences
	April 2018
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Dear Athena SWAN panel members,

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

During a long sabbatical in Finland and Denmark (July 2010 to November 2013) I was able to experience two similar systems that are quite unlike that of the UK in terms of gender-equality in the work place and work-life balance in general. Although I realise it would be naïve to expect to be able to implement such maj1.3iworkh4.3B1(s)6)1in

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

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

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

SOS offers 15 undergraduate programmes (11 BSc; 4 MSci) and 5 taught postgraduate programmes (all MSc). Combined, these consist of 458 undergraduate and 67 postgraduate students in 2017/18. Our undergraduate and taught postgraduate intake ove

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

[465 words]





Describe the self-assessment process. This should include:

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

Dr Katrien Van
Landeghem
(KVL; Senior
Lecturer SOS)

SAT co-Chair & College and University Athena Swan liaison. I have two children under 3. I previously led the CNS Athena SWAN Steering Group, which contributed to the successful Bronze Award for another department in CNS. I am the CNS representative reporting Athena SWAN actions at CNS and BU level.

Dr Sophie Ward
(SW; post-doctoral
researcher)

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

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Consultations were also held at University level through sharing ideas and best practice with other Schools who have achieved or have applied for Athena SWAN a

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







four modules (ONS-1001; OSX-1002; OSX-3003; OSX-4020) were identified with three out of four years (2012/13 – 2015/16) of a consistent gender effect, two in favour of females, two in favour of males. Further analyses and reflection indicates:

- OSX-4020 has class numbers <10 and statistical analysis of gender effect is deemed insignificant. If the trend of gender effect

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

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(iii)



48%; Figure 10), which has continued into 2015/2016. A similar trend was observed for offers. However, the acceptance rate was almost equitable at 48% for females. There have been no signific

- (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.

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

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

At the higher academic grades, females are poorly represented. There was one female Senior Lecturer in the survey period (2013/14), who took early retirement during 2013/2014 (Table 1). The Senior Lect008871 0 51 0 51 g(g)1154(h)-4(e)8e w









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

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

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see Section 5.3

(i)).

(ii) Induction

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

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

(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.







(iii) Support given to academic staff for career progression

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

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

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

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

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

date, one scholarship has been awarded to an SOS student (Lily Stokes).
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(v) Support offered to those applying for research grant applications

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

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

Between 2012 and 2016 there was a steady increase in grant applications submitted by females, gradually matching those by men, which have been declining (Figure 23

(i) Training

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

(vi) Appraisal/development review

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





highlighted to members of staff going on or returning from leave meaning that

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

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(iii) Representation of men and women on committees

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

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

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

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

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

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

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

(iv) Participation on influential external committees

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

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

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

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assess progress, and also put in place pathways to promotion to ensure



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

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).















3.10	Encourage quality of grant submissions	Ensure that all staff are making appropriate use of the CNS research proposal mentoring system to gain feedback on grant proposals	Jul 2018	SAT GW	Research Committee	Increased ranking of grants from all panels, but particularly RCUK – including a higher submission rate by women
		Formalise the SOS internal review of unsuccessful grant submissions to move research ideas forwards	Jul 2018	SAT GW	Research Committee	20% enhanced submission of research grants by 2019



5.1	Greater female participation in informal networking events	Promote social activities such as coffee club, sports events within core hours	Summer 2018	SAT Chair	Social organisers; HoS	Increased female participation in social activities
5.2	Greater visibility of female role models	Females at a range of academic levels to feature prominently in seminar series.	Oct 2018	SAT GW	Series organisers	At least 50% of talks by females
		Collate and analyse historical data on gender profiles of seminar speakers, and continue to monitor for bias.	Oct 2018	SAT GW	Series organisers	
5.3	Greater female representation in departmental decision-making process	Proactive consideration of gender in the assignment of administrative roles, which feeds back to committee membership	Begin review Mar 2018	SAT HoS	HoS	Increased female academic membership of all decision-making committees
		Monitor the potential committee-overload due to small numbers of female staff in some positions	Mar 2018 (Annually)	SAT HoS	HoS	No recorded committee-overload

[Total word count = 10,048] Allowance = 10,500