Athena SWAN Bronze institute award application

Name of institute: British Antarctic Survey

Name of Research Council that governs institute: Natural Environmental Research Council

Date of application: 30 April 2015

Date of Institute membership to Athena SWAN: June 2014

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Athena SWAN **Bronze Institute awards** recognise that in addition to its own formal policies the institute is working to promote gender equality and to address challenges particular to the discipline.

Not all organisations use the term 'institute' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of an 'institute' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the institute.

Sections to be included

At the end of each section state the number of words used. Click here for additional guidance on completing the template.

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1: Letter of endorsement from the institute Director (max 500 words)

British Antarctic Survey
NATURAL ENVIRONMENT RESEARCH COUNCIL

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1st January 2015

Dear Athena SWAN Panel,

I am writing in support of the British Antarctic Survey's Athena SWAN Bronze submission. The British Antarctic Survey (BAS) is a Research Centre of the Natural Environment Research Council (NERC). Over the past decades BAS has delivered a world class scientific research programme in the Polar Regions. This achievement has only been possible thanks to the drive and commitment of all our staff, 28% of whom are female. Therefore, developing and supporting female scientists to their full potential is an important focus for us.

As a woman and a scientist myself I have experienced at first-hand the challenges that women in science face during their career. I know how difficult it is to challenge preconceptions and unconscious bias. However, I am an example to others that, with strong determination and the right guidance and mentoring, it is possible to overcome the obstacles and have a successful career in science.

Before joining BAS I chaired the self-assessment team in the Athena Swan accreditation process for the University of Leeds. That experience reinforced my support for the Athena Swan ideals. I saw the assessment process as a positive challenge; it was an opportunity to take a step back and review what we were doing and how well we were doing it. The staff found the process highly motivational and engaging, resulting in good practices being embedded at operational level but, above all, in a cultural shift and more openness towards gender equality. The same determination and commitment will drive the assessment process at BAS.

Since I joined BAS in 2013 several initiatives, both at strategic and operational level, have been developed in recognition of the underrepresentation of women at senior levels. The issue of gender equality and our commitment to promoting women in science is now fully embedded in our Human Resources Strategy and has become an integral part of the Executive Team's

agenda. A Women in Science group has been set up to provide a forum for staff, primarily but not exclusively women, to share first-hand views and insights into the issues that traditionally affect women in science, and to drive policy and practice changes to redress them. Equality Champions have been established to demonstrate senior leadership and support for Equality and Diversity matters and initiatives. A mentoring scheme has been developed for all staff. The scheme works across all the NERC centres and other independent bodies such as the Cambridge Conservation Forum's Women in Conservation Leadership Network, of which BAS is a member. As part of the wider work on Equality and Diversity a Women and Leadership Scheme has been developed in collaboration with NERC, with the aim to support the development of personal leadership skills among senior women across NERC and foster networking opportunities within the STEM peer community.

There is clearly much more to do but Athena Swan activities in BAS are already prompting culture changes and we are committed to embedding best practice into our activities throughout the organisation in future. This application has my strongest personal endorsement and that of the BAS Executive Team.

With best wishes,

Word Count: 515

2. The self-assessment process (max 1000 words)

2.1 The self-assessment team

The self-assessment team (SAT) was established in June 2014 when the decision to join the Athena SWAN Charter and apply for a Bronze Award was taken by the British Antarctic Survey (BAS) Executive Team (BET). This is chaired by the Director, Professor Jane Francis, who also chairs the SAT. A staff briefing explained the Charter principles and the BAS commitment to supporting the career progression and development of female scientists formally pledged. A call for volunteers to join the SAT resulted in an overwhelmingly positive response.

The composition of the 16-member SAT, (62% female, 38% male), reflects the diversity of roles and expertise across BAS and includes a wide range of experience and knowledge of career development, recruitment practices and promotion processes. The team includes a PhD student, early career and more senior research staff, a Human Resources Business Partner, an Equality and Diversity (E&D) Champion, a Welfare Officer and a Union Representative. SAT members have experience of combining scientific careers with other commitments including managing dual academic-career partnerships, career breaks, maternity leave, part-time working, childcare and other caring responsibilities, single parenthood and community volunteering.

2.1 Composition of Self Assessment Team

Name	Role at BAS	PT/FT	Experience of work life balance
Vanessa Bowman (F)	Post-doctoral Researcher	PT	Balancing being a sole parent (by choice) with a scientific career (80% FT). Contributed to section on Career transition points and flexibility and career breaks.
Rachel Cavanagh (F)	Data Analyst	PT	Maternity breaks and flexible working arrangements on return to work i.e. compressed hours. Contributed to section on flexibility and career breaks.
Adrian Fox (M)	Head of Mapping and Geographic Information	FT	Flexible working arrangements to help with childcare commitments. Two-career household with two school-age children where partner's career involves a lot of travel. Experience of work/life balance and caring responsibilities. Contributed to section on organisation and culture and flexibility.
Jane Francis (F)	BAS Director, E&D champion	FT	Good experience of personal development support such as leadership development though NERC and another scheme for women in science. Contributed to section on career development, organisation and culture.
Mariella Giancola (F)	HR Business Partner	FT	Two school-age children, a husband frequently away from home for work and external commitment: work-life balance achieved with informal home working and flexible hours. Contributed to the section on flexibility, recruitment and organisation and culture.

Mai Mai Lam (F)	Post-doctoral Researcher	FT	With time off and flexible working arrangements managed long-term chronic illness and a successful scientific career. Contributed to section on key career transition points and flexibility.
Helen Peat (F)	Data Manager	PT	Works annualised hours to manage childcare commitments and community voluntary work. Two-career household (partner also at BAS with periods spent both in Arctic and Antarctic) with two school age children. Contributed to the section on flexibility, recruitment and organisation and culture.
Robert Shore (M)	Geomagnetic Field Researcher	FT	Flexible working arrangements including flexi-time scheme to combine work and social commitments. Contributed to student and staff data analysis.
Louise Sime (F)	Palaeoclimate modeller and Union E&D representative	FT	Career breaks and flexible working arrangements to help with two-career academic household with two children under 3yrs; partner works away from home for three days each week. Contributed to section on key career transition points and flexibility.
Alex Tate (M)	Head of Information Services	FT	Flexible working arrangements to combine family life with work-related travel to national and international meetings in addition to longer periods on research vessels in the Antarctic. Partner is also an academic working at BAS. Contributed to section on remote field work and recruitment.
Claire Tancell (F)	PhD Student	FT	Shared feedback on development opportunities as both a PhD student (current role) and as EUR-OCEANS Southern Ocean System coordinator/Data Scientist (previous role). Contributed to section on student and staff data analysis.
Claire Waluda (F)	Data Analyst	PT	Experience with flexible working arrangements on return to work after a career break and special leave – to support family during a period of illness. Contributed to section on flexibility and key transition career points.
Chris Hindley (M)	Ship Operations Manager	PT	Good experience of large recruitment campaign and remote field working. Currently back at work on partial retirement.
Tony Phillips (M)	Data Manager	PT	Flexible working arrangements (part time hours and informal working from home arrangements) to help with childcare commitments. Contributed to section on organisation and culture and data analysis.
Joanne Johnson (F)	Geochemist – geochronologist	PT	Multiple career breaks and flexible working arrangements to combine family life with travel for Antarctic fieldwork and overseas conferences. Husband is also an academic. Contributed to section on flexibility and managing career break.
Kevin Hughes (M)	Environmental; Research and Monitoring Officer and Welfare Officer	FT	Flexible working arrangements and childcare support. Two career household with two school-age children where partner's career involves a lot of travel, sometimes for several weeks at a time. Contributed to organisation and culture.

2.2 The self-assessment process

The role of the SAT is to guide data collection and analysis for the submission, identify good practice and define areas for improvement to ensure that the career development of women in science at BAS is supported fully.

Since its establishment the SAT has worked with the Staff Forum and the Women in Science group (WiS) to raise staff awareness about the Athena SWAN Charter and its principles. The Staff Forum was established about 12 years ago to provide a platform for all employees to contribute to the development of a stronger E&D culture, where staff feel valued and respected, knowledge is shared and learning is promoted and supported.

The SAT is chaired by the Director or deputy, and reports formally to the BET.

The drive and participation of the Executive and Senior Management Teams have been instrumental in actively promoting the Athena SWAN values and supporting more gender equality at BAS. Two members of the BET, the Institute Director and the Director of Innovation and Impact, have been nominated Equality Champions and all the Executive members have undertaken training in unconscious gender bias.

Consultation with staff - An early decision of the SAT was to conduct an anonymous survey for all BAS staff. The survey covered a variety of work-related issues, many of which were directly relevant to Athena SWAN principles. The survey results were shared with the SAT and the BET in November 2014 and published on new Athena SWAN intranet pages at BAS in January 2015.

Concurrently, targeted discussions with a representation of female scientists gained their insight into Athena SWAN issues. The SAT also gathered and analysed staff and student data, to identify trends and areas for future action. Furthermore, Athena SWAN coordinator, Mariella Giancola, has attended training sessions arranged by the Equality Change Unit and has been volunteering time as a panellist for Athena SWAN awards assessments and as a member on the Research Institutes Advisory Group for the Athena SWAN Charter.

Feedback from staff has played a key role in the development of this application. It has instigated discussions and further analysis. Critical actions are referenced throughout and findings are summarised in the final section of the application.

All staff have been kept engaged in and informed about the submission process through:

- The Director's quarterly staff briefings - these are recorded and shared with the staff working on the ships and the polar research stations;
- BET communications cascaded via regular team meetings;
- Informal discussions led by SAT team members

Following the submission, these processes will continue to be the main channels for information sharing and Athena SWAN activities updates, which will be supported by the dedicated internal web page in addition to new flyers, posters, events and articles in the staff newsletter as identified in the Action Plan **(A1)**.

Externally to BAS, the Wellcome Trust Sanger Institute, the British Geological Survey (BGS) and the John Innes Centre (JIC) have given advice, guidance and constructive feedback on our application and Action Plan. We decided to approach the Sanger Institute and BGS because both research institutes were familiar with our funding structure, our workload model and our scientific career development "pathway" . JIC is a silver award holder, and we were interested in their feedback on best practices and policy development.

2.3 Plans for the future of the self-assessment team

The SAT will continue to promote the career development of women scientists at BAS by working closely with the Staff Forum, the WiS Group and the BAS Executive Team. Specifically, the SAT will continue to monitor and progress the actions identified in our Athena SWAN Action Plan.

Data collection has been one of the biggest challenges of the application process. In 2010, the Research Councils implemented a Shared Services Centre (now UK Shared Business Services Ltd) with responsibility for transactional elements of Human Resources, finance and procurement. As a result of this transition, data reporting was at times inaccurate and a gap in certain statistical information has been identified (specifically staff data about exit interviews and career breaks). We are resolving this situation to ensure that going forward a better-structured data collection system is developed and implemented **(B3)**.

The Athena SWAN Action Plan, already a standing item on the monthly Executive Team meeting agenda, will continue to receive the support of the Executive and Senior Management Team **(A2)**. Its impact on the culture of BAS will be assessed through the feedback from the Staff Survey undertaken every two years **(A3)** and regular discussions with the Staff Forum and WiS group. Furthermore, up-to-date E&D data will be presented to the Executive Team in an annual report **(A4)**.

Membership of the SAT will be refreshed periodically to welcome new members, gain new ideas and promote knowledge sharing **(A5)**. Looking ahead, if successful in this submission, an objective of the group will be renewal of the Bronze award in 2018 with the intention of aiming for a Silver award in future.

Word Count: 1007

3. A picture of the institute (max 1000 words)

An overview of the British Antarctic Survey

BAS is a world-leading environmental research centre, responsible for delivering and supporting UK scientific research and infrastructure on behalf of the UK Government and the Natural Environment Research Council (NERC). BAS manages Antarctic and sub-Antarctic infrastructure to enable UK and international polar scientists to work safely, effectively and in accordance with the Antarctic Treaty System, at research stations, in the field, on ships and on aircraft.

BAS has an annual budget of c. £45m, comprising c.£30m from the government to support the presence of UK scientists in Antarctica, and c.£15m for polar research from a combination of NERC core funding, research grants, and funding for outreach, advisory and policy work.

BAS scientists undertake multidisciplinary research in both polar regions and wherever polar expertise can be applied in order to understand the critical role that the polar regions play in the Earth system and how it might change in future. Research themes include: the role of polar oceans; ice sheet history and future change; polar ecosystems; geological evolution; atmospheric chemistry, and past climate from ice cores. Each science theme requires work in the field and in laboratories in Cambridge.

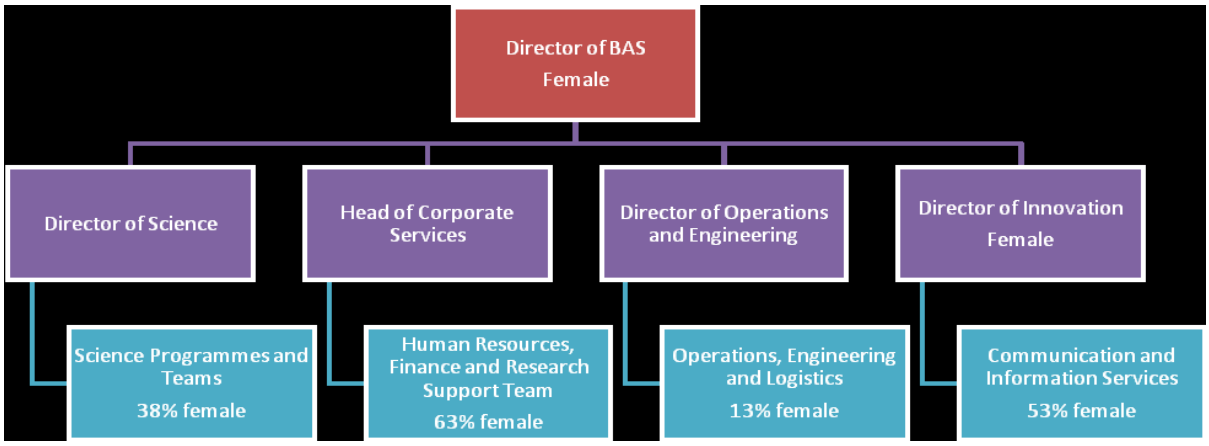
We also manage large polar infrastructures including two polar ships, five aircraft, five Antarctic research stations and one in the Arctic, used to support polar fieldwork for the whole UK community. In addition, we provide advice to policy-makers and government bodies on topics such as fisheries and Marine Protected Areas, climate change through membership of the Intergovernmental Panel for Climate Change, and conservation of the Antarctic environment as part of our responsibility to the Antarctic Treaty.

BAS is currently undergoing a period of change with the arrival of four new Directors (Figure 3.1) in 2013/4 (two female). New strategies are being developed for Science, Innovation and Operations, along with re-organisation of the major sectors. This has already enabled more females to take leadership roles in science programmes and has opened up career development opportunities for all staff.

BAS operates a matrix structure in which Science Strategy is delivered through Science Areas, while people and resources are managed through Directorates led by a Director/Service Head. BAS operational strategy is shaped by NERC and UK Government frameworks and policies and reviewed annually. Infrastructure support is provided by operational teams within BAS, with transactional elements outsourced to RCUK Shared Business Services Ltd.

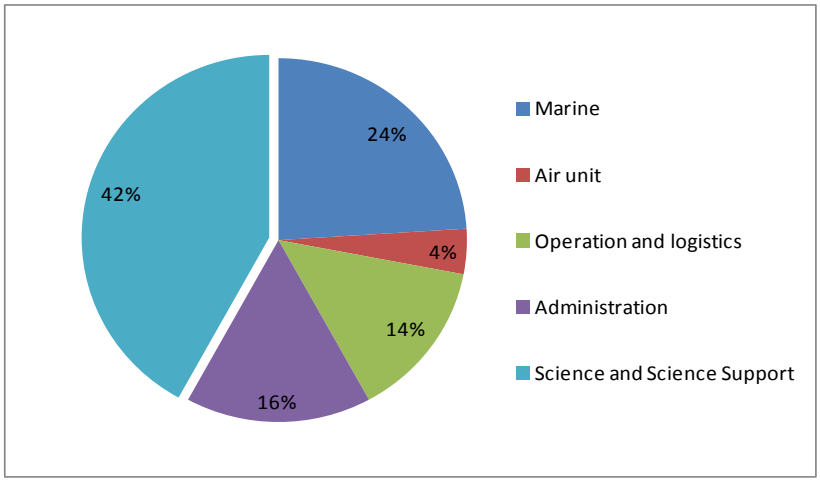
Responsibility for the leadership and management of BAS, including the direction, balance and detail of its science programme, and the allocation of resources and logistics support, lies with the Director, advised by the BAS Executive Team (23% female) and the Science Strategy Team (23% female). Membership, gender and overall functional responsibilities of these teams are covered in more detail in the section **Internal Committees**.

Figure 3.1. BAS Organisation structure



BAS supports approximately 60 postgraduate students and hosts numerous visiting scientists. Although not a degree-awarding institute, we work closely with universities to provide excellent postgraduate research training. Links with UK Higher Education Institutions (HEI) are forged through research collaborations and PhD Doctoral Training Partnerships. In return, we have introduced many early-career postdoctoral scientists to the excitement of Antarctic science and fieldwork.

Figure 3.2. BAS Staff profile by functions



BAS employs approximately 420 staff (28%F, 72%M). Scientists and Science-support staff comprise 42% (109M, 68F) of the total workforce. The remaining 58% (59F, 184M) includes mariners, pilots and staff in administration, operations and logistics

Every year BAS employs 80 (70%M, 30%F) seasonal workers through the Antarctic Employment Pool (AEP). They provide support to science and operations on the polar research stations. The focus of data analysis for this application has been on Science and Science-Support staff. AEP staff have been excluded because of the casual nature of their appointments.

Brief history of the role of women scientists at BAS - 38% (68) of our Science and Science Support staff are female. The role of women scientists at BAS has changed significantly over recent decades. Until 25 years ago British research stations in the Antarctic were male-only bastions and women were not allowed to work there or on the ships. The 'no women' rule stems from WWII when the British first established the stations as a military-naval operation on Navy principles. By 1983 the first female scientist was able to work on a research ship. In 1986, for the first time, a team of female scientists worked on British bases during the summer and in 1993 women were able to overwinter in Antarctica. Since then, there have been major changes and there are now female pilots, station leaders, and marine officers working for BAS in Antarctica. The Director and the Director of Innovation, two of the most senior positions, are both held by women who have successfully forged academic careers in Earth Sciences and Plant Sciences respectively. Our commitment to the Equality Charter shows our continuing determination to fight preconception and cultural barriers and develop a discrimination-free working environment.

Remote fieldwork is a regular feature of approximately 50% of BAS scientists' work. This involves spending weeks, even months, away from Cambridge during the Antarctic summer and/or winter seasons to carry out research on stations, vessels or in field camps.

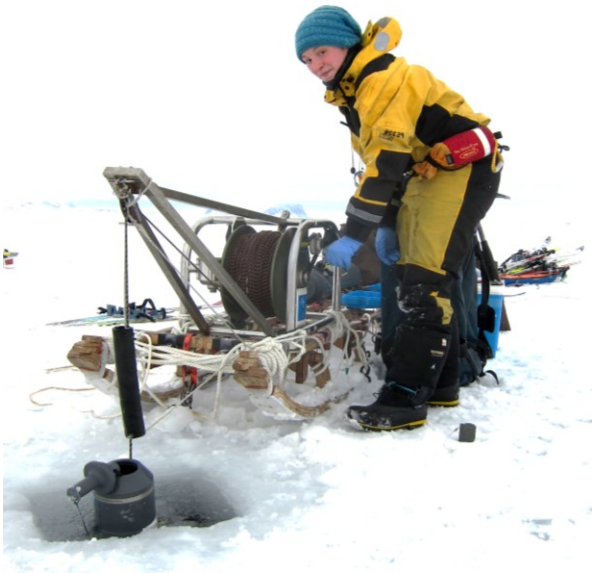
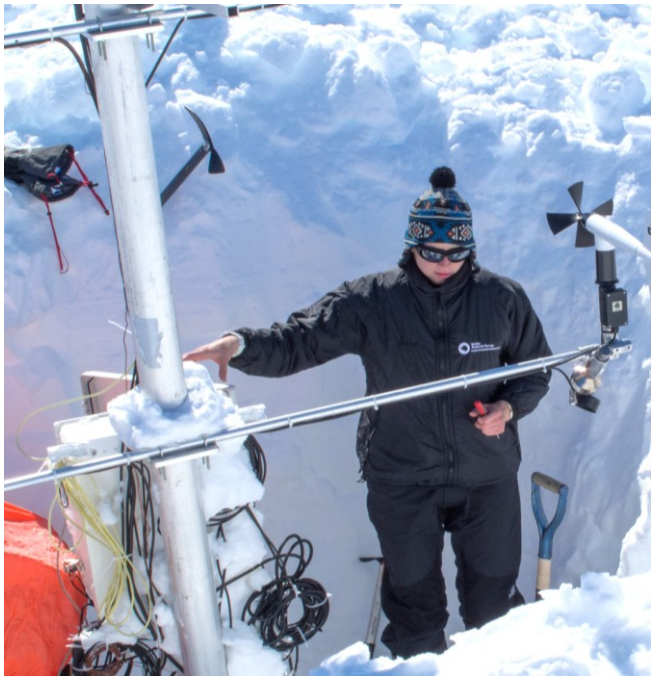


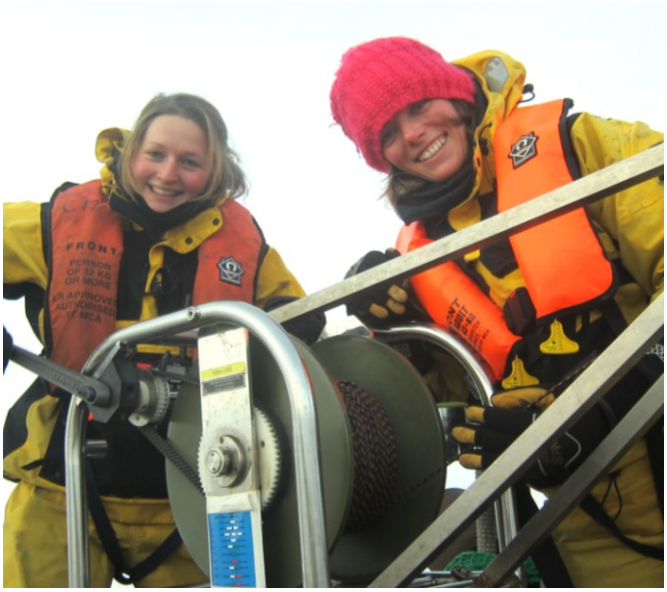
Figure 3.3: A selection of the research activities our female researchers routinely carry out on BAS field projects. From top right to bottom left – Rhiannon in a glaciology field camp, Petra servicing automatic weather stations on an ice shelf; Sabrina performing Conductivity Temperature Depth (CTD) sampling through sea ice, Mairi and Belinda winching water samples.

Remote fieldwork has personal, professional and operational challenges for both individuals and the Survey. At a personal level, the main challenges are combining remote work with parenthood, and the psychological pressures of living in extreme conditions.

One of the biggest challenges for the Operations and Logistics team and the Learning and Development one is to ensure that staff who work on stations or ships for long periods are in regular contact with their home teams, managers and mentors, feel supported in their day-to-day operational tasks and do not miss out on their professional development.



This is possible through effective telecommunication systems between the stations and Headquarters, the development of on-line learning resources (e.g. Equality and Diversity and Health and Safety modules) and a flexible Learning and Development Programme tailored to individual needs.



Ongoing development support to staff working away from the HQ is provided **(A6)**. For example, a member of the HR team, with responsibility for Learning and Development, joined a BAS ship for 6 weeks to run awareness sessions on Equality and Diversity and Bullying and Harassment.

Word count: 1023

4. Data analysis (max 2000 words)

4.1 Student data

The BAS Graduate Student Programme hosts a vibrant community of approximately 60 Post Graduate Research (PGR) students, of which 45% (27) are females. The students join the Programme through NERC, other Research Council funding, EU and other schemes.

The NERC Doctoral Training Scheme, the route by which most current BAS students have been awarded funding, has been replaced by the NERC Doctoral Training Partnership scheme (DTP). Its remit is to ensure students are provided with excellent training opportunities for personal and professional development, an outstanding research working environment and peer-to-peer support. BAS is a partner in several DTPs:

1. Great Western Four Plus (GW4+) led by Bristol University
2. Cambridge University Earth System Science (ESS)
3. Environment East (EnvEast) led by UEA
4. Southampton Partnership for Future Investigators Researching the Environment (SPITFIRE)

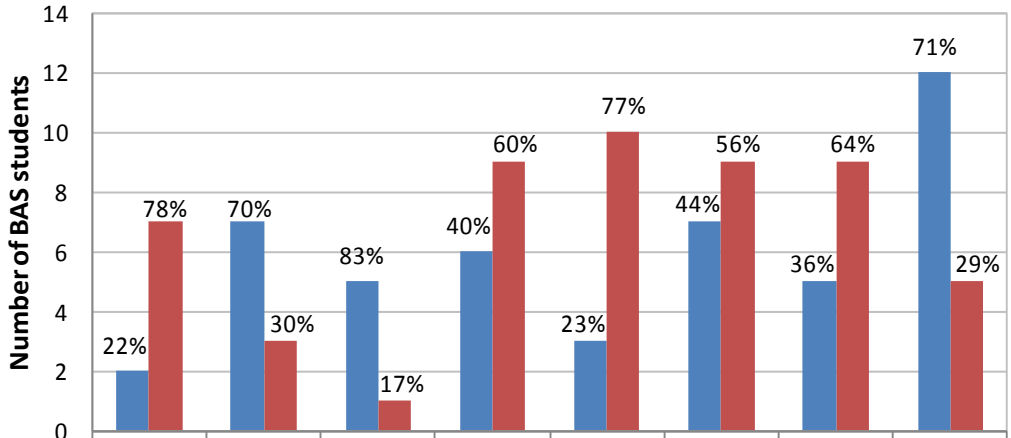
Number of applications received and offers made by gender

Prior to 2013, when BAS was awarded student funding directly from NERC, student recruitment was carried out by supervisors, in line with BAS recruitment procedures. A trained interview panel reviewed interview board reports to ensure fair selection. For students working with a BAS supervisor, but not based at BAS, the hosting university organised recruitment. Student recruitment is now managed by the lead university of each DTP and all partners adhere to rigorous procedures.

Although available historical recruitment data are limited, because data collection was not a requirement, analysis of interview board reports for 2006 – 2013 shows a progressive increase in the overall number of applications shortlisted and a particular rise in the number shortlisted for female applicants. Despite the marked increase of accepted offers from female students (22% in 2006/2007 and 71% in 2013/2014) the data in Figure 4.1.1 shows that 53% of places were taken by male students. Although these figures reflect the national trends[1], further data analysis is required to understand how to translate more applications from female students into confirmed postgraduate research studentships (PGRs) studentships **(B1)**.

[1] BIS Research Paper no 154 - Exploring Student Demand for Postgraduate Student (2013)

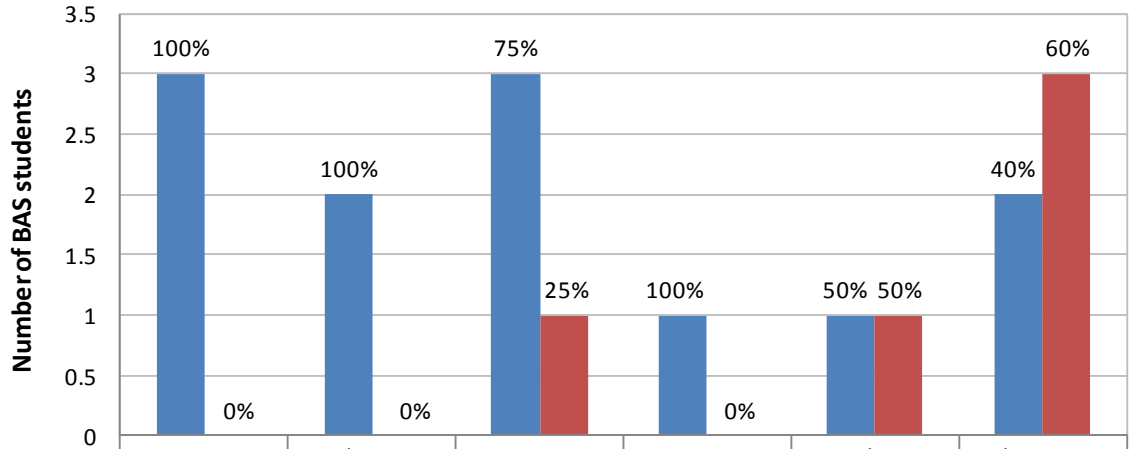
Figure 4.1.1 Yearly intake of BAS PGRs by gender 2006-2013 (percentages refer to gender ratios in each year)



	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Female	2	7	5	6	3	7	5	12
Male	7	3	1	9	10	9	9	5

Research at BAS spans several disciplines from marine biology to geophysics, from paleo-environments to climate and polar oceans, with an overall focus on both biological and physical sciences. Although there is a broad spread of students, the data in figure 4.1.2 reveal a bias towards more female students in biology (Eco) and chemistry (CPC). Numbers are low, making it difficult at this point to draw a clear conclusion on general trends. In future, access to more accurate and reliable recruitment data will allow us to identify any factors influencing current gender distribution across the science programmes **(B2)**.

Figure 4.1.2 2013/14 BAS PGRs distribution by Science Programmes (percentages refer to student gender ratios in each field)



	CPC	Climate	Eco	ECE	Icesheets	Polar Oceans
Female	3	2	3	1	1	2
Male	0	0	1	0	1	3

Research degree submission rates by gender and time taken to complete research degree by gender

During 2006-2013 the PGR gender split at BAS fluctuated, with the percentage of female students reaching its highest level of 71% in academic year 2013/2014, with 17 PGRs joining, 12 of whom were females, and its lowest level in 2006/2007 with only two female students joining (Figure 4.1.1). The completion rate (submission in four years or fewer) since 2006 for all BAS students is 93%. During this time there has been one case of a two-year suspension for family reasons, and one period of maternity leave. Return-to-work support plans have been developed and both students have returned to complete their studies within the four-year-equivalent period for submission.

Visiting students more than 6 months: male and female numbers

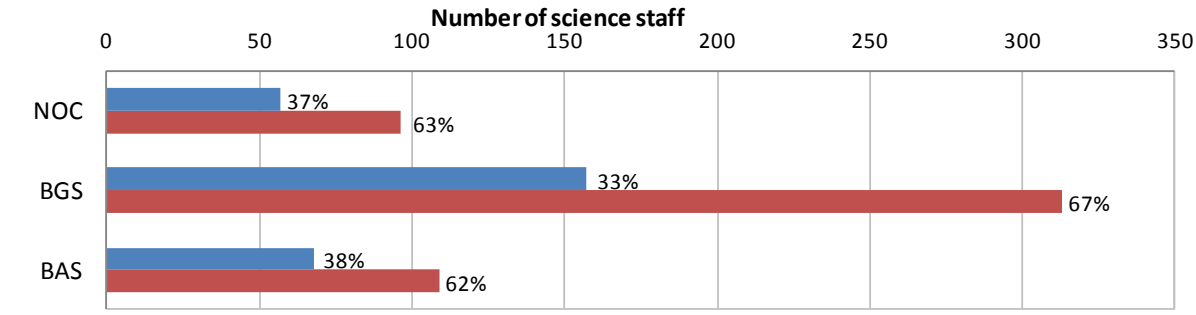
BAS has a small number of visiting students joining to undertake a Research Experience Placement (REP) as part of their Undergraduate or Masters degree. Over the past three years BAS has hosted 16 REP students. 61 students were shortlisted, of which 19 (36%) were female. 63% of those were successful in their applications and 10 of the 16 placements were offered to female students. This is positive, especially so when over 60% of the placements were in the Physical Sciences disciplines.

4.2 Staff data

4.2.1 Female: male ratio of all research staff

Scientists comprise 42% (177) of the total BAS workforce and 38% (68) are female. This figure is significantly higher than the UK average of 25% females in the primary science workforce[2] (i.e. purely science based occupations). The BAS gender ratio also compares positively with that of two other NERC centres (BGS and the National Oceanography Centre (NOC)), chosen as benchmarking organisations because their research in geology, physical oceanography, climate and marine biology is similar in scope to that of BAS (Figure 4.2.1).

Figure 4.2.1 NERC science staff by gender at NOC, BGS and BAS in 2013



	BAS	BGS	NOC
Female	68	157	57
Male	109	313	96

[2] The Diversity Report - A picture of the scientific workforce in the UK', The Royal Society, March 2014.

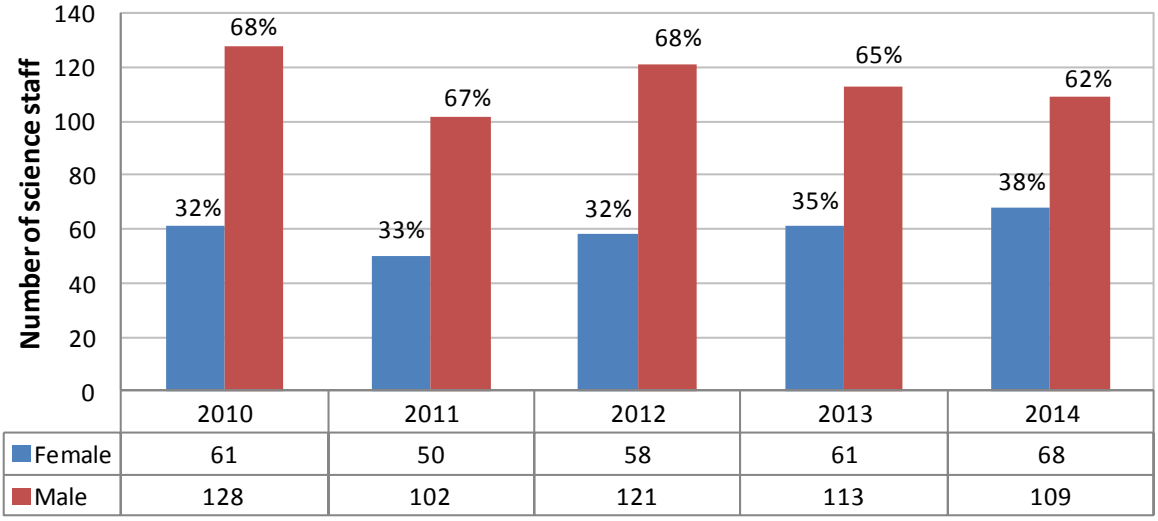
Figure 4.2.1 shows that the percentage of female scientists as a proportion of all staff is slightly larger (38%) at BAS compared to BGS (33%) and NOC(37%). BAS will now seek to identify similar external, national and international, organisations for comparison with our data **(B4)**.

BAS hosts scientists at all levels of experience, from PhD students to Individual Merit Promotion (IMP) positions. All staff are employed by NERC and appointed at a specific band. The table below shows how the NERC/BAS bands map onto HEI grades:

HEI Grade	University Staff Category	BAS Band	BAS Category	Athena SWAN Classification
Prof	Professor	Band 1	Institute's Director	Research Leaders
Prof	Professor	Band 2	Executive Director	Research Leaders
Prof	Professor	Band 3	IMP Scientists	Research Leaders
Grade 9	Senior Research Fellow / Senior Lecturer	Band 4	Senior Scientist/Group Leader	Research Leaders/ Research and Support Staff
Grade 8	Research Fellow/Lecturer B	Band 5	Senior Scientists/Research staff	Research Leaders/Postdoctoral Scientists/Research and Support Staff
Grade 7	Senior RA/lecturer A	Band 6	Post Doctoral Scientists/Research staff	Postdoctoral Scientists/Research and support staff
Grade 6	Research Assistant	Band 7	Research Assistant/Research Data Analyst	Research and Support Staff
PhD	PhD student	PhD	PhD student	PhD student

During 2010-2013 BAS was restructured to meet its future strategic objectives. This led to a reduction in personnel in all areas and grades. Figure 4.2.2 shows science staff numbers and percentage by gender over a 5-year period, and highlights the decrease in the number of male scientists and the relative increase in the number and proportion of females. A more detailed analysis of the leavers' figures is presented under the section **Turnover by grade and gender.**

Figure 4.2.2 BAS science staff by gender for 2010-2014 (percentages refer to gender ratios in each year)



Staff profile - Of the science staff at BAS, 9% (13 female (F), 1 male (M)) work part-time, and 21% of all BAS science appointments (21 F, 18 M) are grant-funded , fixed-term contracts. The length of the fixed-term appointments, tied to the grant duration, is typically up to 3 years.

Research at BAS is multi-disciplinary. Figure 4.2.3, showing the gender split across the science programmes, suggests the following trends:

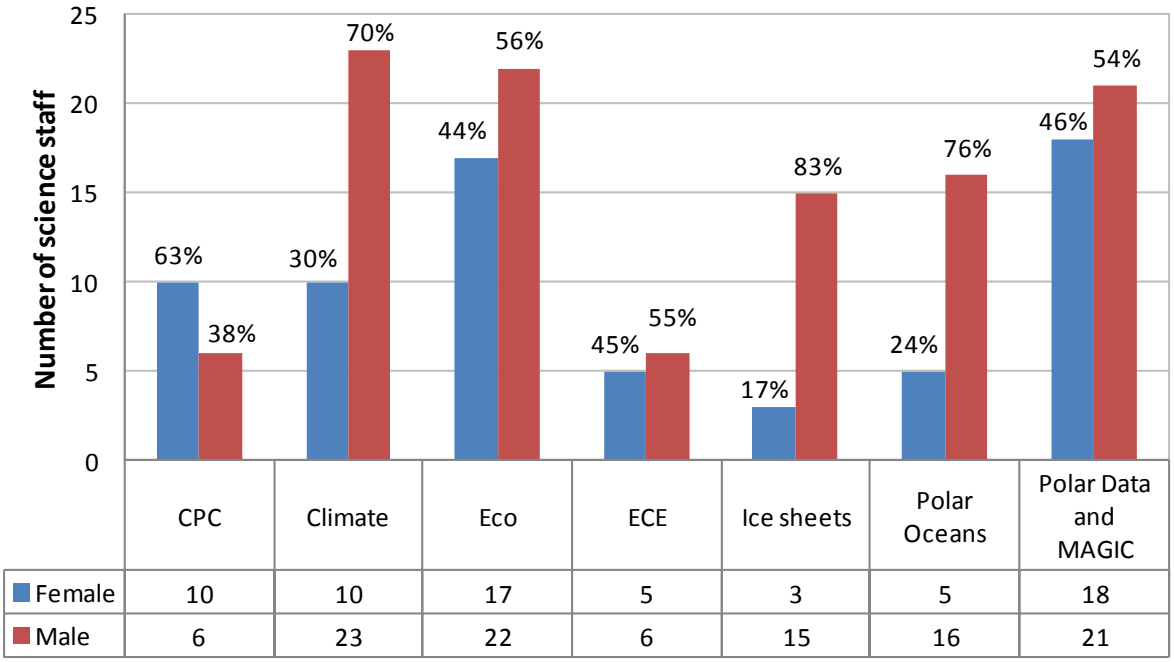
- Programmes with an emphasis on physical sciences such as Climate, Ice sheets, Ecosystems and Polar Oceans, (41% of staff), have a higher number of male staff (54M, 18F);
- Programmes such as Environmental Change and Evolution (ECE), Ecosystems and CPC, with a more biological focus, (37% of staff), have a more balanced gender ratio (32F, 34M).

Student data in Figure 4.1.2 show similar trends for PGR distribution across the science programmes, apart from Climate where there is an equal split.

The staff in the Polar Data and Mapping and Geographic Information Centres provide scientific support to the science programmes. These staff account for 22% of the total science staff and have a balanced gender ratio (18F, 21M).

Although these trends reflect the national statistics (HESA 2013) more analysis is required to understand the drivers behind the current gender distribution across the science programmes and improve gender balance **(B5)**.

Figure 4.2.3 Staff gender split across BAS Science Programmes (percentages refer to gender ratios in each programme)

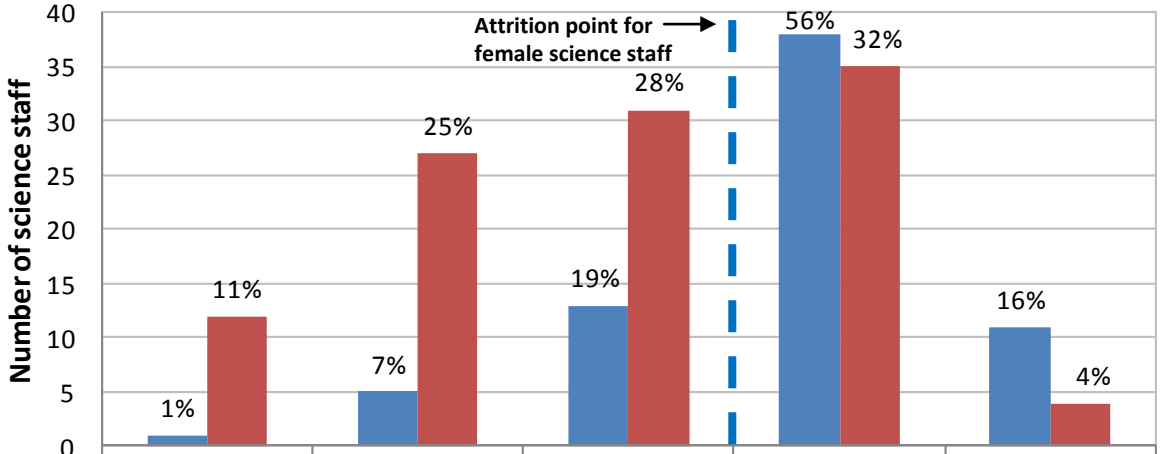


The data on current gender split by pay bands (Figure 4.2.4) indicates that

- whilst male staff are distributed relatively evenly across the middle pay bands (4—6), female staff are disproportionately clustered in the lower pay band in this range (55% in band 6 alone);
- a marked divergence occurs at and above band 6 (postdoctoral level) with a larger proportion of men than women progressing to senior roles (band 5 onwards);
- a poor female – male ratio at executive level (bands 2-3);

This fall-off (both relative and absolute) of female staff numbers with respect to male staff numbers at higher pay bands (band 5 onwards) has been identified as a key attrition point in BAS' staff development structure. Despite relatively even numbers of female (38) and male (35) postdoctoral science staff in band 6 (Figure 4.2.4), the progression through higher bands is uneven between the genders. The major cause of the attrition at this stage is that fewer female scientists take part in the process and progress to senior roles, as we identify in detail in the section on **Key career transition points**.

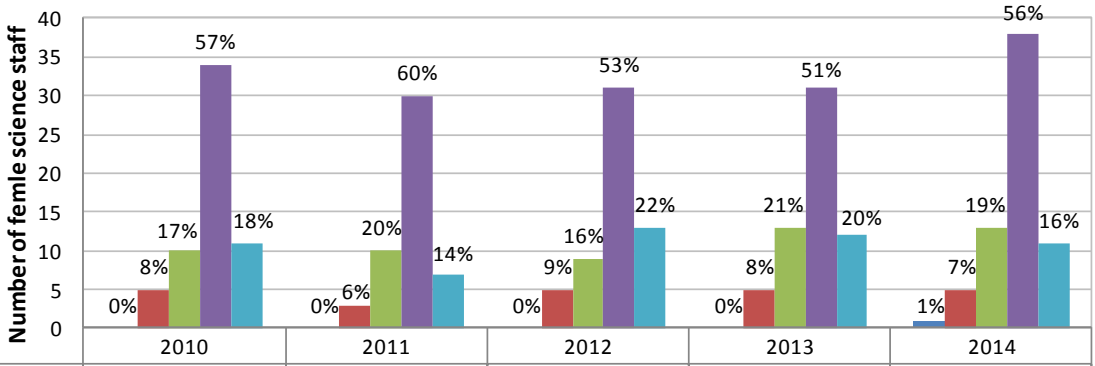
Figure 4.2.4 Gender split of science staff by pay bands – 2014 (percentages highlight proportion of staff in each pay band, calculated per gender)



	Bands 1-3	Band 4	Band 5	Band 6	Bands 7-8
Female	1	5	13	38	11
Male	12	27	31	35	4

Historical data in Figure 4.2.5 suggest that female under representation at senior bands dates back at least 5 years. Despite a small increase in female numbers in the period 2010-2014, no significant progress can be seen in addressing the poor female-male ratio at Band 4 and 5 within that time period. No female scientist has been promoted to band 4 or above during the past 5 years. The slight decrease in bands 7-8 since 2012 was partly as a result of promotions, alongside a reduction in recruitment at Band 7, which has influenced the increase in the female-male ratio at Band 6.

Figure 4.2.5 Female science staff by pay bands 2010 – 2014 (percentages refer to staff pay band ratios within each year)

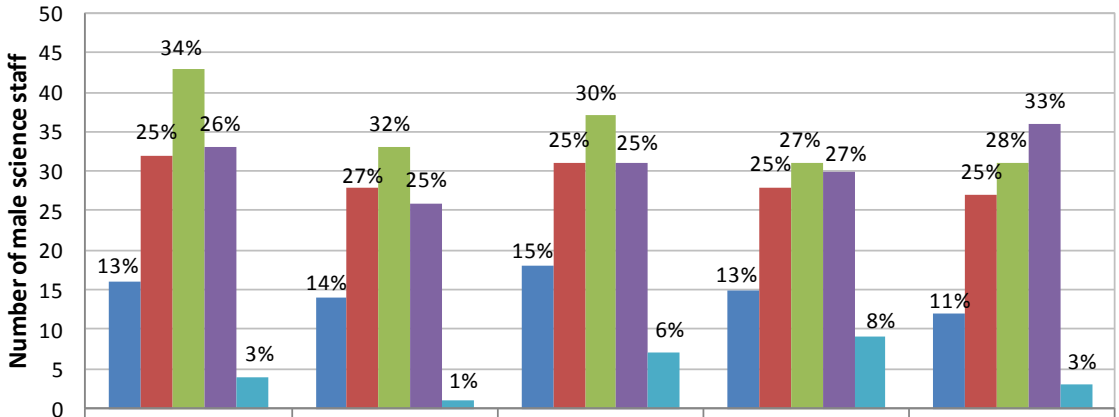


	2010	2011	2012	2013	2014
Bands 1-3	0	0	0	0	1
Band 4	5	3	5	5	5
Band 5	10	10	9	13	13
Band 6	34	30	31	31	38
Bands 7-8	11	7	13	12	11

Figure 4.2.6 shows the historical trends for male science staff distribution across pay bands. Despite natural turnover and reorganizations in 2011 and 2013 (involving redundancies), no

significant changes can be seen to the distribution throughout the years. Hence, the gender imbalance identified in Figure 4.2.4 has persisted since at least 2010.

Figure 4.2.6 Male science staff by pay bands 2010 – 2014 (percentages refer to staff pay band ratios within each year)



	2010	2011	2012	2013	2014
Bands 1-3	16	14	18	15	12
Band 4	32	28	31	28	27
Band 5	43	33	37	31	31
Band 6	33	26	31	30	36
Bands 7-8	4	1	7	9	3

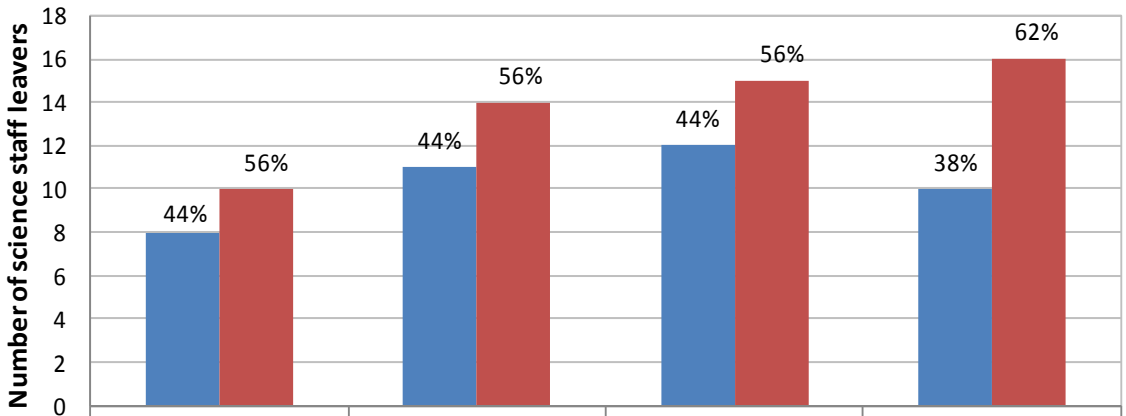
The issue of under-representation of female scientists at senior bands was raised in the 2014 Staff Survey. To the question: *'Women are under-represented in the senior grades at BAS. What do you believe are reasons for this?'* Over 45% of the female respondents mentioned historical/cultural reasons followed by unconscious gender bias within the organisation and lack of encouragement and support at managerial level. The need for a cultural shift towards a gender-balanced workforce and gender-blind access to personal development and career progression has been identified by the BET, and a number of different initiatives, detailed in section 5, are being considered to support women at all stages of their scientific career.

Turnover by grade and gender

Science staff turnover through the years has been relatively low, approximately 6%. This figure is lower than the national turnover rate for academic staff in HEIs of 7.3% as reported in the Higher Education Workforce Survey (2013) - Higher Education Funding Council for England.

Between the end of 2010 and mid-2013, approximately 30 science staff (80%M, 20%F) left as a result of restructuring, largely as part of a voluntary early exit scheme. Most of the departures took place in early-mid 2013 when the turnover rate reached 7%. This is an exceptional event in comparison to the long-term pattern and therefore has not been included in the turnover figures shown below. A total of 96 science staff, 41 women and 55 men, left BAS since 2011. The data in Figure 4.2.7 shows departures associated with end of fixed term appointment, retirement and resignation.

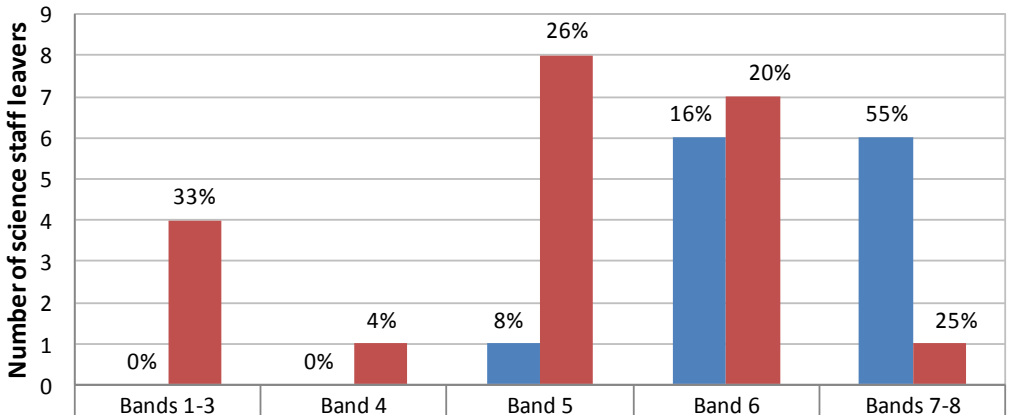
Figure 4.2.7 BAS leavers in science by gender 2011-2014 (percentages refer to gender ratio in each year)



	2011	2012	2013	2014
Female	8	11	12	10
Male	10	14	15	16

With the exclusion of staff leaving because their appointment was coming to an end, where the split was almost gender neutral (29 F and 30 M), a total of 34 staff (21 men and 13 women) resigned (Figure 4.2.8). Some staff resigned as a consequence of the uncertainty and instability that they experienced during the restructuring programme, others for reasons that could not be identified during the analysis because of lack of relevant data. The need for regular exit interviews and a more robust mechanism to collect leavers' data has been identified and will be addressed in the action plan **(B3)**.

Figure 4.2.8 Breakdown of staff who resigned by gender and pay bands (percentages denote leaving staff as proportion of all staff of the same gender within the same pay band).

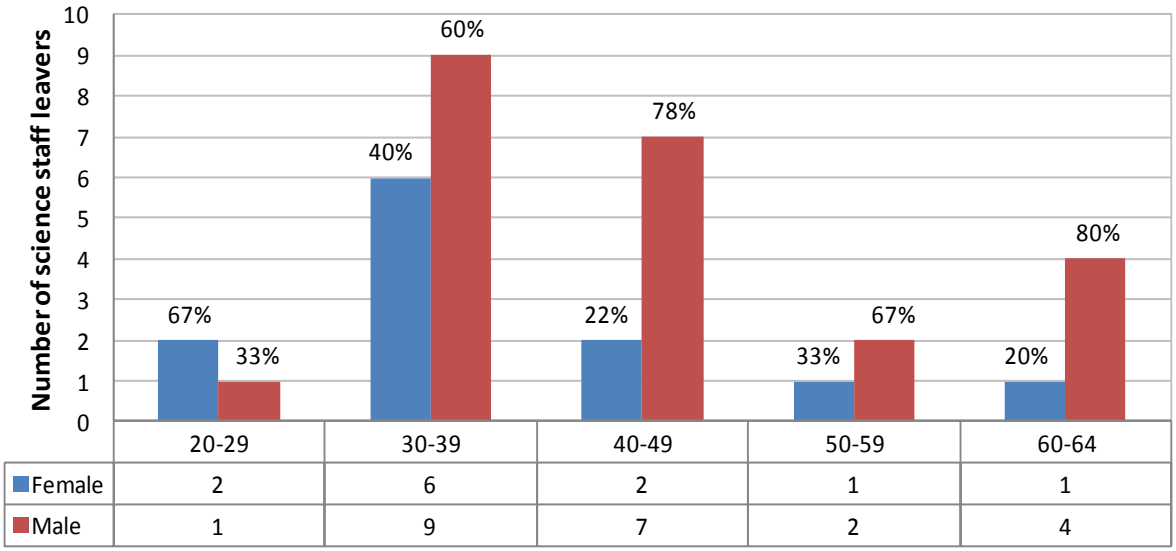


	Bands 1-3	Band 4	Band 5	Band 6	Bands 7-8
Female	0	0	1	6	6
Male	4	1	8	7	1

With the exception of four male scientists in pay bands 1-3 and one in band 4, the majority of the resignations affected staff in bands 5, 6 and 7. This is not surprising. Most science staff join BAS at band 6/7 with the aim to develop new skills, enhance their technical knowledge and expertise and progress though the pay scale. The transition point between bands 6 and 5 is regarded as a critical stage for a researcher's career progression, a turning point towards taking ownership of their scientific excellence and professional development. When progression opportunities are limited, staff often leave.

Almost 50% of the leavers were in their mid/late thirties, regardless of their gender, and a significant number of male staff were in their mid/late forties (Figure 4.2.9). We will continue to monitor leavers' data to identify any future trends **(B3).**

Figure 4.2.9 Age distribution of science staff leavers since 2011 (percentages refer to totals in each age band).



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5. Supporting and advancing women's careers (max 5000 words)

5.1 Key career transition points

(i) **Job application and success rates by gender and grade**

The number of job applications received over the past 4 years for science posts has fluctuated from 759 in 2011 to 329 in 2014 with a peak of 1044 in 2012 (Table 5.1). The gender split in applications has been relatively stable over the past years with an average of 38% of applications from women and 62% from men. Overall, positions in Ecology and Evolutionary Biology, at pay bands 6 and 7, attract a higher number of female applicants than males, while vacancies in Climate and Chemistry attract more male applicants. Although this is a reflection of the national trend among PhD researchers positive actions should be taken to attract a higher number of female applicants for positions across Earth Sciences (Atmospheric Science, Geology, Geophysics, Glaciology and Oceanography) to address the gender balance across the science programmes **(B5)**. As shown in Table 5.1, despite the smaller number of applications submitted by women, the percentage of female applicants shortlisted is, on average, higher than men (15% vs 11%), as well as the percentage of women successfully offered the post (3.5% vs 2.5%).

Table 5.1 Job applications (number) received for science posts between 2011-2014

By Year	Received Applications		Shortlisted		Accepted Offers	
	Female	Male	Female	Male	Female	Male
2011	289	470	46	53	10	10
2012	385	659	52	54	10	15
2013	351	610	63	66	15	15
2014	108	221	13	31	3	6

The number of vacancies for senior positions (PB5 onwards) is very small. Over the past 4 years, out of over 70 recruitment campaigns for science roles, only 10 were for senior roles (1 PB4, 2 PB 4/5 and 7 PB 5). This is a limiting factor for progression for both genders. However, in practice the impact is greater for women since – as discussed in section **Application for promotion and success rate by gender and grade** – women submit fewer job applications than men, and this disparity is relatively greater for the higher pay bands.

Table 5.2 Job applications (number) received for science posts between 2011-2014 by pay bands

By Pay Band	Received Applications		Shortlisted		Accepted Offers	
	Female	Male	Female	Male	Female	Male
PB4	0	2	0	1	0	0
PB5	26	109	8	22	1	7
PB6	345	727	100	117	22	22
PB7	409	604	40	38	12	7
PB8	303	439	23	17	3	6

(ii) **Applications for promotion and success rates by gender and grade**

Within BAS, science staff can obtain promotion in three different ways (Table 5.2):

Table 5.2 Promotion processes available to BAS staff

Internal vacancy at higher pay band	Limited number of senior vacancies – only 5 staff (1F) appointed through internal vacancies since 2010. To continue to monitor the promotion process and provide additional support to help women build their confidence **(C1)**
RCUK Individual Merit Promotion (IMP) – only for bands 4 to 3	9 successful applications over the past 10 years (9M, 0F). Identify ways to support female scientists through the IMP route **(C2)**
NERC Merit Promotion	• Panel membership - 40 (14F, 26M) NERC members on science panels. 8 BAS staff (5M, 3F). Increase BAS female membership **(C3)**. • Low success rate for female scientists especially in PB 6 – attrition rate. Provide more guidance and support to strengthen women's confidence and increase their success rate **(C4)**

In the 2014 survey, staff were asked whether the NERC merit promotion scheme presented an equal opportunity to all staff. The overall response between males and females was that the process is fair (no statistically significant difference). This is also reflected in the averaged NERC-wide success rates (2007-2011) with women having a 1% higher success rate than men (M 61%, F 62%). Table 5.3 shows the overall number of promotion applications submitted and approved for BAS staff in Science and Science-support roles and the success rate by gender and pay bands.

Table 5.3 Promotion applications (number) submitted and approved for science and science support staff collated over the period 2010-2014 [[make clear whether these are promotions to or from the band??]]

BAS Merit Promotion - Science and Science Support Staff	PB5	PB6	PB7	Totals
Female submitted applications	1	11	1	13
Male submitted applications	5	9	0	14
Female successful applications	0	6	1	7
Male successful applications	2	8	0	10
% success rate for female staff	**0%**	**55%**	**100%**	**54%**
% success rate for male staff	**40%**	**89%**	**0%**	**71%**

The data show

- No systematic differences in promotion data between separate years (reflecting the data in Figure 4.2.5 and 4.2.6).
- Slightly more promotion applications submitted by males than females (52% to 48% respectively), with a substantial difference in success rates (71% male, 54% female).
- That this discrepancy heightens for pay band 5, providing sound proof of the attrition point identified in Figure 4.2.4.

We will continue to analyse promotion data to identify barriers and trends. Additionally, we will encourage wider participation of female staff in the Merit Promotion process, ensuring that effective support is available to all staff **(C4)**.

Findings from the survey and the targeted discussions identified several issues as potential barriers to career progression.We outline below how we intend to address these issues:

Lack of clarity about development opportunities and processes: We have introduced a number of information sessions for staff during 2014/15. Merit promotion panel members and staff from BAS who have been successful in achieving a promotion shared their experience, knowledge and practical tips with staff considering submitting an application. The response from staff has been positive with an average of 30 staff attending and a higher representation of females than males (25 F, 5 M). The content of these sessions will be reviewed at the end of the year following staff feedback **(C5)**.

Lack of encouragement and support from line managers: We have developed an induction programme to help line managers and supervisors improve their people management skills. It includes access to an electronic "Management Toolkit", a support tool that provides advice on policies, processes, systems and developing their skills, making it easier for managers to access a wide range of information and advice to facilitate effective and consistent management **(C6)**.

Lack of clarity in the organization of funding/resources and science strategy : The gradual move towards more grant-funded projects and less NERC-funded core support has raised concerns about stability and long-term commitment of funding. This is a challenge that affects not only NERC but all other research councils. Grant writing sessions are run by BAS twice a year to provide guidance and support to staff new to the process. A total of 31 staff attended the sessions in 2013 (12 female) **(C7)**. Practical advice and support is also at hand from the Research Development Support Team (ReDS). Following the appointment in 2014 of a new Director of Science a new science strategy is being developed and new science leaders appointed. This will provide much clearer goals for scientists and a much longer-term environment for support, as well as new career-development opportunities in leadership posts (two females have taken on new deputy team leader roles).

(iii) **Recruitment of staff**

BAS follows NERC recruitment and selection policies and procedures. All applications are assessed against the criteria set out in the person specification and a short listing matrix is completed. All recruiting managers attend mandatory training in 'Recruitment and Selection'. A review of the current training course will take place to ensure that it is still fit for purpose **(C8)**.

The following are a number of actions, which have either been taken or are being considered, to promote BAS vacancies to a more diverse range of applicants:

- Advertising: Vacancies are currently advertised on social media, websites across all other NERC centres, universities and agencies as appropriate, in the magazines of

the Diversity Group[3], Smaart Publishing[4] and Living with Disability. We will advertise all STEMS vacancies on the WISE website **(C9)**.

- Recruitment panels: 80% of the panels arranged since 2011 had female representation: 62% (1 female member), 33% (two female) and 5% female only members. In future, we aim to have a female representative on all panels where practical (**C10)**.
- All adverts to include a positive recruitment statement, Athena Swan charter member logo and link to family-friendly policies and flexible working arrangements **(C11).**
- To increase E&D awareness among staff, we will run regular drop in sessions along with mandatory training in 'Equality and Diversity' and 'Unconscious Bias' **(C12).**

(iv) **Support for staff at key career transition points**

As highlighted in Section 4, the main challenge for BAS is to encourage and support women's progression from postdoctoral positions (Band 6) towards more senior roles and address gender balance at executive level (Bands 3-4). The following resources and mechanisms have been developed to support women at BAS at different stages of their career.

Career development discussions – These are offered to all staff every 3-5 years to discuss medium to long-term career aspirations. The feedback from the staff survey was mixed in terms of the impact and value of these discussions. The effectiveness of this support will be evaluated to ensure that broader access to career advice and support at all levels is offered **(C13)**.

Mentoring - In October 2014 we launched the mentoring scheme. 11 requests (7F, 4M) were received and matched. Female staff have the opportunity to be supported by female mentors either at BAS or in another centres within NERC. One of the concerns raised in the 2014 Staff Survey was the lack of a diversity of role models at BAS, and we are therefore aiming to expand the mentoring scheme by providing external mentors to ensure that there is a wider range available to female scientists **(C14)**. The effectiveness of the scheme will be evaluated in 2016 **(C15)** to ensure that it is an effective support and development tool for staff.

Coaching – BAS uses coaching as part of the Leadership programme for senior staff. To assist staff at career transition points, and those who are new to management, additional coaching support is available. To date, there have been 4 staff using a coach, and 2 have been female scientists. It is planned to review this process and seek to make it more transparent and available through annual appraisal meetings **(C16)**.

[3] The Diversity Group is a one stop shop that delivers a wide range of multimedia services to reassure and encourage people from the most deprived areas to further their careers.

[4] Smaart Publishing are niche publishers in the educational market

Fellowships – We actively encourage applications to a range of Fellowship schemes where staff can focus on their own research agendas, developing them as independent scientists. The award rate for NERC Fellowships is 33% for BAS female staff.

Leadership and Management Development

- Women and Leadership Scheme – A NERC-developed scheme to support the development of personal leadership skills among senior women and foster networking opportunities within the STEM peer community. Suitable applicants are identified through Appraisal and Career Development discussions. A total of 3 staff (Band 5 and 4) have attended to date **(C17)**.

- Growing Future Leaders – a High Potential Development (HPD) Scheme for Bands 6/5 staff who demonstrate potential to progress their careers rapidly to leadership positions. Applications are assessed by the BAS Senior Management Team against the NERC Competency Framework. To date 4 staff (2F) have joined.

IiP and Training – In May 2014 BAS achieved Investor in People (IiP) Silver standard. The feedback from staff demonstrates the improvements in support over the past year – they commented that learning was very much a constant activity within BAS and that learning and development was actively encouraged and supported. Despite recent financial constraints, BAS has continued to encourage and support the career development of its people. A comprehensive programme, consisting of *core activities* and *targeted learning* has been developed. The funding allocation is gender blind. A total of 180 requests were processed for science staff in 2013/2014 and 70 (39%) of the attendees were women. We will continue to monitor the uptake of learning and development activities by gender and function **(C18)**.

5.2 Career Development

(i) **Promotion and career development**

Appraisal Process – Each employee is appraised annually and the process is mandatory. Following a review in 2014, a more engaging and positive approach was developed. The process now triggers open discussions about achievements, contribution, future aspirations, potential for promotion as well as involvement in non-science activities and additional engagements such as welfare support, committee contributions, health and safety and outreach. The feedback from staff has been positive with an overall return rate of over 80% for 2014 as opposed to 75% for 2013. We will continue to monitor the uptake of the appraisal process and develop an improved, web-based system **(D1)**.

Merit promotion - The merit promotion criteria require staff to demonstrate a balance between science delivery and other activities. Science staff are encouraged to undertake mentoring, coaching, knowledge-transfer and outreach, in addition to their science role. Some staff (5F, 6M) have a split role which covers duties such as Welfare Support, Diversity Champion or Trade Union representative, in addition to their science role. The 2014 survey indicated that

- the knowledge gained and the skills developed as a result of those additional activities should be considered during the merit promotion process **(D2)**;
- a career framework with development paths for staff should be developed **(D3)**.

Career development discussions – Female scientists at BAS can access guidance and support about career development from the following groups:

- The BAS WIS Group
- The Women in Conservation Leadership Network
- Women in STEM Network – WISE

BAS joined WISE in 2014 and female staff have access to events and support initiatives.

Vitae's Researcher Development Support – All researchers have access to Vitae's professional development services, resources designed to help researchers plan and implement personal and professional career development.

(ii) **Induction and training**

There is a full induction programme for new starters that introduces them to the Institute itself, administrative procedures and key personnel. This includes:

- A brief orientation session guided by the Human Resources Team on their first day
- A local induction guided by the line manager during their first month
- A Day Event, arranged quarterly by the Human Resources Department in collaboration with the Director's office, to find out about BAS, its science, operations, services and visit some of the facilities.

To enable staff to settle in as smoothly as possible, all new starters are offered a 'buddy', a volunteer with experience of 'how things work at BAS'. All staff who will work in Antarctica attend a week's specialised training course in Cambridge that highlights topics such as teamwork, safety in the field, first aid, survival in remote conditions etc. BAS E&D principles and expectations are shared with staff during the sessions.

In October 2014 an induction programme tailored to line managers was launched to help new and existing staff with people management responsibilities to strengthen their people management skills and develop a better understanding of policies and procedures. We are currently working with NERC to pilot training on Unconscious Bias, which was identified by staff in the 2014 Staff Survey as an area to explore. The Executive Team have already undertaken on-line assessment for unconscious bias.

(iii) **Support for female PhD students**

PGRs at BAS are supported by their supervisor/s and the student coordination team. Each student is embedded in a science team and therefore exposed to discussions about scientific strategy and government policy decisions, something that is perhaps less common

at their host Higher Education Institution (HEI). Students have access to a variety of learning and development initiatives and opportunities, as shown in the following table:

Table 5.5 – A selection of activities to support BAS PGRs

Fieldwork	Induction and training courses to cover teamwork, safety in the field, first aid, survival in remote conditions. Equality and Diversity principles and initiatives are shared during the induction.
Teaching	All students have the opportunity for teaching at their registered university and occasionally at Cambridge University.
Science meetings	Monthly meetings held to provide an opportunity for students to share their research with their peers and receive input on their work .
Student science symposium	Annual event for students to showcase their work and get to meet other young polar science researchers.
Seminar series and social activities	BAS PhD students are encouraged to organise their own seminar series and social activities and join relevant senior management teams and forums (e.g. Science Strategy Team, Lab Forum, Staff Forum, WiS).
Mentoring scheme	All students have access to mentoring though the BAS mentoring scheme and their research group. Female students with a male supervising team have access to a female mentor. All students have access to NERC and BAS Welfare Services.
Discussion groups	A great way of consolidating ideas and thinking critically about new publications.

All students have access to BAS Learning and Development resources and Vitae's Researcher Development Framework. Additionally, female students can access guidance and support about career development from the following groups:

- The BAS WIS Group
- The Women in Conservation Leadership Network
- Women in STEM Network – WISE

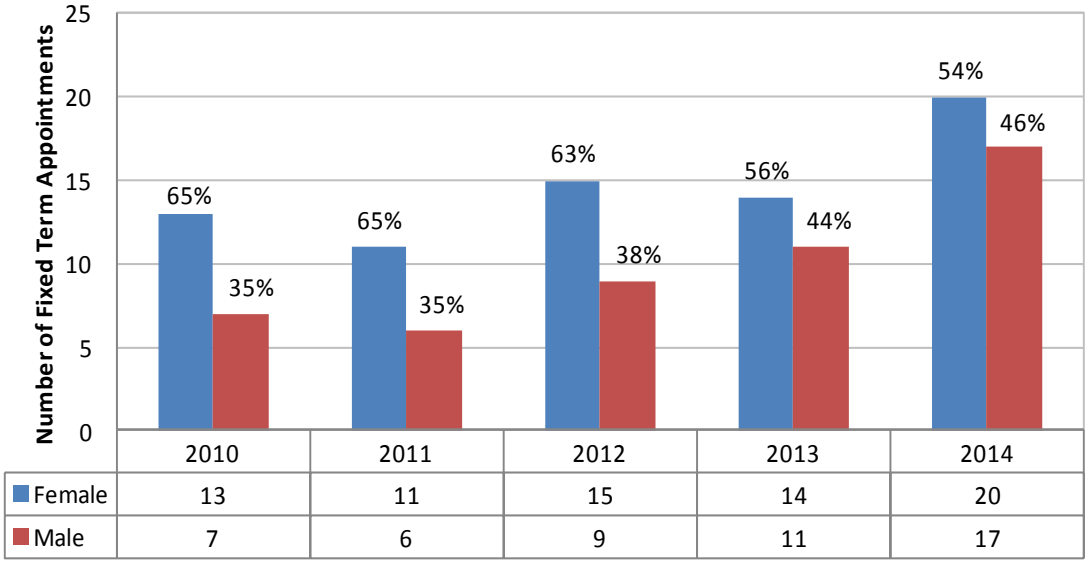
We will continue to ensure that PGRs have full access to learning and development initiatives and opportunities **(D4)**.

5.3 Organisation and culture

(i) Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts

21% (37) of our science staff are on a fixed term appointment (FTA) as postdoctoral researchers funded by grants; 54% (20) of them are women and 46% (17) are men. Approximately 80% of staff on FTA are on Band 6 and the remainder on Band 7. The duration of FTA varies between 12-36 months. The number of grant-funded appointments at BAS has almost doubled since 2010, in line with BAS's strategic objective to diversify its science. The current gender split causes no concerns, but will be closely monitored **(E1)**.

Figure 5.2 Fixed term appointments (number) by gender



(ii) **Male and female representation on decision-making committees**

BAS science staff are encouraged to participate in internal and external committees and promotion panels will expect to see evidence of such activities. The gender profile of internal committees has changed since 2013 when two female Directors were appointed via an open recruitment process.

Committee membership is reviewed annually as part of the operating plan. Membership is by virtue of role, level or area of functional expertise.

Table 5.3.1: A selection of BAS main internal committees, their function and gender representation

Internal Committee	Role	Total No and % Females
BAS Management Team	Responsible for all aspects of management of BAS activities in Cambridge and in the polar regions.	12 (27% F)
BAS Executive Team	Develop BAS' strategy and ensure sustainable activities in science, operations and support, underpinned with robust financial planning.	12 (25% F)
Staff Forum	A consultative group responsible for reviewing and recommending changes/improvements to people policies and practices.	17 (61% F)
H&S Management Team	Responsible for developing and maintaining a pragmatic, positive and open culture; complying with, and where possible exceeding, all our legal obligations for health and safety, both in the UK and overseas.	12 (36% F)
Women in Science Group	A consultative group providing a forum for staff, primarily but not exclusively women, to share first-hand views and insights into the	44 (81% F)

	issues that traditionally affect women in science and to drive policy and practice changes to redress them	
Science Strategy Team	Develop a science strategy that puts BAS at the forefront of polar science; reflects NERC's science strategy; advises the Executive on science strategy, investments and setting of priorities.	8 (25% F)
Field Operation Committee	The Field Operations Working Committee (FOWC) is the Survey's prime mechanism for integrating the overall logistics & operations planning for Polar science support.	8 (12.5% F)
Ship Operation Working Group	Discuss impact of new regulations on personnel and ship management. It also covers H&S audits and major infrastructures /capital projects	15 (25%F)
Aircraft Operation Working Group	Review operational work for the previous season and plan for the following season	8 (12.5%F)
Research stations Planning Group	Provide the planning and approvals mechanisms for the safe and efficient conduct of the overall programme and the efficient maintenance of the stations structures and services.	15 (25% F)

Science staff are normally approached to participate on external committees by virtue of their expertise and reputation. There is a central budget for staff to apply for financial support and the expectation that staff would undertake a number of these roles.

BAS staff operate in an advisory capacity to Government and other Institutions such as the Foreign and Commonwealth Office, the Royal Society, NERC and other Research Councils, HEIs, several Editorial Boards and more. Representation covers over 150 different working groups and scientific boards. BAS recognises the pressures that can be placed on female staff as they find themselves increasingly invited to sit on internal and external committees to support gender balance as well as for their expertise. Although we are not aware of committee overload for staff, the current data is out of date and inaccurate. We will develop a mechanism to gather and maintain accurate data, investigate the impact of these activities on workload and gender breakdown and produce guidance for managers and staff **(E2)**.

(iii) **Workload Model**

BAS does not have a formal workload model. We use the following tools to record tasks that staff undertake and their opportunities for development:

- **Resource Management System (RMS)** - A formal project management system that records the allocations of staff to research projects. Time spent per task is planned and tracked via the RMS to ensure it does not exceed a manageable level. Time is allocated and managed by Line Managers to ensure that their staff have a balanced work portfolio.
- **Appraisal Performance Review Plan** - The appraisal review discussion is an opportunity for discussing, agreeing and recording work allocation as well as attendance at conferences and on committees, availability for outreach activities and remote fieldwork.

The findings of the 2014 staff survey and the targeted discussions with the WiS focus group indicated that workload and work allocation is an issue for staff that do not work full-time. We note that 30% of survey respondents (32% of women) agreed with the statement "It is harder for people with childcare or other caring responsibilities to succeed in this organisation than it is for people without these responsibilities". Work allocation for part-timers and staff with caring responsibilities will be investigated further, monitored and appropriate actions will be taken to provide support **(E3)**.

(iv) **Timing of institute meetings and social gatherings**

Core hours within BAS are 10.00 – 12.00 and 14.00 – 15.00. Whenever possible

- Meetings, seminars and talks are arranged at times when staff with caring responsibilities can attend;
- Training sessions are delivered as short sessions to accommodate part-timers;
- Science seminars are held at lunch-time or in the early hours of the afternoon to maximise availability and attendance
- Staff briefings by the Director take place late morning /early afternoon if possible but are recorded and placed on the web for access by all, even those in Antarctica, at any later time.

We use Microsoft Outlook calendars throughout BAS, and these allow staff to arrange meetings around their availability. We require all staff to keep these up-to-date and enter any logistical constraints.

In 2015 the building work for an Innovation Centre will commence. The centre, to be completed by the end of 2015, will include state-of-the-art networking facilities and more video-conferencing equipment to facilitate staff interactions with collaborators and other NERC sites, reducing the need for travel.

There is a formally recorded flexi-time system that allows staff to accrue time, which can be taken as leave when required. Where individuals attend meetings or training that does not coincide with their normal working pattern, the flexi-time system can alleviate pressure on overall working hours. Where this is not the case, the overtime policy allows individuals to claim for additional hours worked. On a case-by-case basis, we support additional flexibility where there are special circumstances, including periods of working at home, both short and long-term.

Active sports and social clubs exist on site and events are generally well attended. Social activities (e.g. BBQs, quiz nights, sport events) occur outside working hours to enable staff to plan/manage around their personal commitments. Although we feel the current arrangements are supportive of staff on flexible working arrangements, we will conduct a review of the timing of events to ensure that certain groups of staff are not excluded from attending **(E4)**.

(v) **Culture**

BAS hosts a vibrant and diverse community of students and staff and this diversity is one of its greatest strengths. Over 15% of staff (50M, 25F) are not UK nationals. Over the past years the institute has worked with staff to develop a welcoming workplace culture that supports equality, fosters diversity and promotes a culture of tolerance and respect. Findings from the 2014 Staff Survey showed that 28% (18) of all respondents valued BAS's friendly and open-minded culture, 12% (8) appreciated access to a wide range of family-friendly policies and flexible working arrangements, approximately 20% (13) liked BAS's inclusive culture, its passionate and enthusiastic people and the collaborative approach to work.

More specifically, of the 30 female respondents for science staff:

- 30% (7) appreciated the friendly culture and 22% (5) valued the flexible working arrangements;
- 84% (25) felt that work schedules take account of the needs of those with part-time/ flexible working arrangements;
- 80% (24) agreed they had a good work-life balance;
- 87% (26) felt that if they asked to work flexibly, for childcare or other caring responsibilities, their request would be considered seriously and 33% (10) were confident that it would not be seen as career limiting.

The following extracts from the 2014 IiP assessment report summarise the staff's sense of respect and commitment towards BAS and appreciation for flexible working opportunities.

"Without exception people interviewed are committed to the success of the organisation, are proud to work for BAS and often feel privileged to do so".

"The work-life balance strategy is highly valued and for many is one of the key reasons for staying at BAS. Most of us could get much higher paid jobs elsewhere but we would not get the flexibility which we have here."

BAS has been monitoring equality employment data since 2013. The data are analysed by a senior member of the HR Advisory Team and presented to the Executive Team annually for comment and to identify and agree any subsequent action. The main differences identified are:

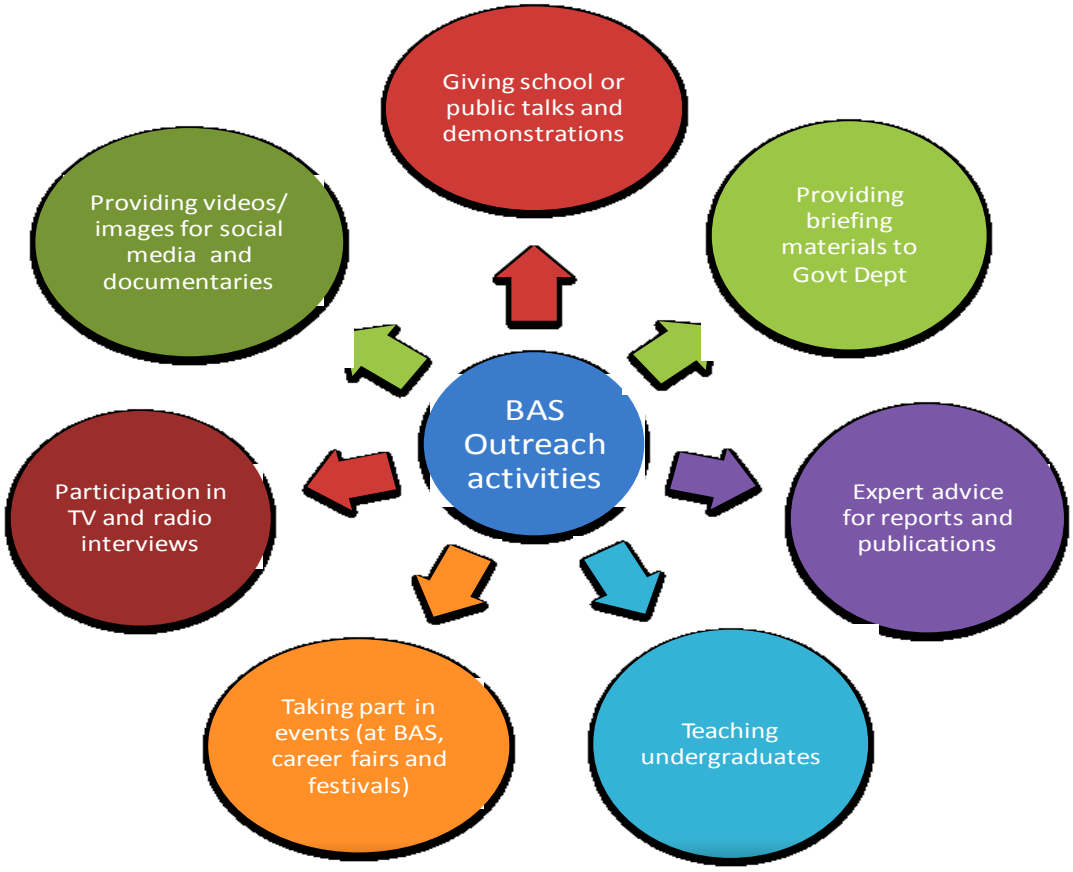
- An increase in the percentage of non-UK nationals employed by BAS (from 16.7% in 2013 to 19% in 2014);
- An increase in the overall numbers of female staff employed (from 27.6% in 2013 to 28% in 2014);
- An increase in the number of staff working part time hours (from 6.21 in 2013 % to 7% in 2014)

We will continue to monitor equality data to provide a more comprehensive view of trends and report annually to the BET **(A4)**.

(i) Outreach activities

Engaging the next generation in Science, Technology, Engineering and Maths is an important objective for Government and BAS. A high percentage of BAS staff (of whom many are women), from the science programmes and science support teams are involved in diverse outreach activities to promote the organisation to a wide range of audiences. A selection of activities is provided in Figure 5.4.

Figure 5.4 – Summary of BAS outreach activities



Participation in outreach is recorded and acknowledged in appraisals and referenced in Merit Promotion cases. Recently, events for 'Women in Science' have been organised to attract a female audience and inspire young women to pursue a career in polar science. BAS has 26 staff volunteering as STEM ambassadors; 22 of them work in Science and Science support and 12 are female. School outreach opportunities are a great way to gain personal experience in presentation skills, build confidence in speaking to non-science audiences and be part of a national campaign to enthuse and inspire young people in science. As part of this STEM scheme, and in line with the government agenda, we will organise a series of talks targetting secondary-school age girls. These interactive sessions will be an opportunity for our female scientists to talk about their work experience in the Arctic and Antarctica and for students to appreciate the many openings that a degree in science can offer **(E5)**.

BAS has a long-standing presence at the **Cambridge Science Festival** and a strong collaborative relationship with the University of Cambridge and other research institutes in

taking part and presenting activities during the festival. For 2015 we have organised a series of panel discussions led by BAS female scientists about the challenges and joys of working and living in the polar regions.

Despite a good female participation in schools talks, filming, publications and public talks, the majority of mentions in media outputs are of male colleagues, due to the smaller number of female scientists as authors. We will continue to monitor the uptake of outreach activities among staff and encourage wider mention of women in press releases **(E6)**.

5.4 Flexibility and managing career breaks

(i) Maternity return rate

Over the last 3 years all BAS women who took maternity leave have returned to work on either a full-time or part-time basis. The data show:

- 17 staff took maternity leave (10 in 2011, 3 in 2012 and 4 in 2013);
- 8 of the 17 staff (47%) were already on part-time contracts;
- 10 of the 17 staff (59%) were away for 12 months, 3 (17%) for 9 months and 4 (24%) for 6 months;
- One individual had two separate maternity breaks during that period and on both occasions was away for 12 months;
- Staff taking maternity leave were on Bands 4, 5, 6 and 7.

In 2013 Return-to-Work Interviews were held with staff returning from maternity leave. Feedback from eight staff regarding the usefulness of the interviews identified the need for:

- a more organised and coherent approach to the way information on maternity, paternity and adoption leave and pay was communicated to staff;
- an improved, more structured approach to facilitate regular communication between line manager and staff member during the leave and ease their return to work **(F1)**.

In response to this feedback, a new webpage provides guidance on policies and processes for maternity, paternity and adoption leave. Additionally, an informative booklet for new and existing parents working at BAS has been produced, in collaboration with staff, to ensure that useful contacts and critical information are shared more effectively. We will periodically remind staff about the resources/support available via the staff newsletter and intranet postings **(F2)**. We will also continue to monitor the maternity return rate to identify trends **(F3)**.

(ii) Paternity, adoption and parental leave uptake

Over the last 3 years a total of 12 people have taken parental (3F, 5M) and paternity leave (4M). The data shows a gradual increase in the number of requests for parental

leave from one in 2011 (F P/T Band 5), to 3 in 2012 (M F/T Bands 5 and 6) to 4 in 2013 (2 M and one F F/T and one F P/T, all Band 6).

The number of requests for paternity leave has been relatively constant with one Band 4 in 2011, 2 x Band 6 in 2012 and one Band 8 in 2013. All staff were full-timers and took 2 weeks' paternity leave on full salary. No cases of adoption leave have been recorded during this period. We will continue to monitor the paternity, adoption and parental leave uptake to identify trends **(F3)**.

(iii) **Numbers of applications and success rates for flexible working by gender and grade**

From January 2011 to December 2013, 22 requests for flexible working arrangements were submitted (19F, 3M). The requests spanned different bands with 12 applications from staff at B5 (11F, 1M); 5 at B6 (5F); 2 at B4 (2F) and 2 at B3 (2M). Ten of the 22 applications were submitted immediately after the end of a period of maternity leave to request a reduction in contractual hours. The remaining 10 included requests for both increase and reduction of work hours to achieve work-life balance.

Whenever the need for flexible working arises, a discussion is arranged with the line manager and the request is considered with the employee's needs balanced with BAS operational requirements. All possible options are considered and a solution that accommodates both parties is usually found. At that point an application is submitted and processed.

BAS's budget is controlled by NERC with very little flexibility to cope with unbudgeted additional costs. One of the issues raised by staff in the Survey, and supported by the WiS group, is a request for BAS to retain financial flexibility to ensure that, whenever possible, flexible-working requests, especially requests to increase working hours after a period of reduced hours (e.g. as children grow beyond school age) can be accommodated. Each request will be considered on its merit and whenever possible additional funding will be sought to accommodate it within the constraints imposed by NERC/government.

(iv) **Flexible working**

All employees at BAS have the right to request an alternative working pattern to suit their personal and family needs, including, for example, voluntary work, caring responsibilities and childcare issues. BAS's flexible working policy goes beyond the statutory framework by allowing all employees to request flexible working regardless of their length of service. There are a number of formal and informal mechanisms in place to accommodate flexible working arrangements. The feedback received from the 2014 Staff Survey is that a large number of BAS staff take advantage of informal flexible working arrangements, agreed and managed locally by line managers (no data is available at an organisational level). We will develop a process to more effectively record data on flexible working requests **(F4)**.

Information about flexible working and how to apply is shared with new employees at induction and a web-page providing information on family-friendly policies and flexible working options has been developed for easy reference. The BAS external website is being redesigned and will include information on flexible working policies and procedures, plus equality data, and will be available to potential external applicants as well as existing staff **(F5)**.

Table 5.5: Data on formal flexible working arrangements for the past 3 years

Part-time hours	• 7%[5] of the overall workforce, 28 people (24F, 4M), work reduced hours. Two staff job-share to care for an elderly relative and a grandchild. • Just over 50% of the part-timers are science staff (3M in Bands 4, 6 and 7, 12F in Bands 5 and 6). These figures have been relatively constant over the past few years with 17 staff in 2012 (13F, 4M) and 17 staff in 2013 (14F, 3M) going up to 28 staff in 2014.
Home-working	• 3 formal cases for science staff: 1M Band 5 F/T, 1F Band 6 P/T. These arrangements offered the flexibility to work for BAS remotely. The remaining case, 1M Band 4 P/T, a combination of office and home working arrangements to provide support for childcare.
Career break	• 5 staff took a career break over the past 3 years; one of them was a female member of the science support team. She took over a year off to look after a young baby and her elderly parents and then came back on reduced hours.
Flexi-Time scheme	• 92 science and science support staff (43F, 49M) are members of the scheme -a formally recorded flexi-time system which allows staff to accrue time, which can be taken as and when required.
Special leave	• Time off to 2 female science support staff during their training as members of the Reserve Forces.

(i) Cover for maternity and adoption leave and support on return

A dedicated member of the Human Resources Advisory Team provides advice to employees once formally notified of the pregnancy or intended adoption, and supports the individual through their maternity/adoption leave and return to work. Line managers liaise with the employee and the Human Resources Business Partner to agree how the period of leave will be covered. Work is either reassigned or a replacement recruited to cover the absence, with an overlap for smooth handover.

Return-to-work interviews are arranged to ensure that a work plan, that allows time to settle back in the routine, is agreed and any relevant training is discussed.

Training for the line managers will be offered to help them develop an understanding of the main challenges staff coming back from maternity leave experience, professionally and personally, and provide the necessary support.

[5] Figures are small because a generous annual leave entitlement (30 plus 10.5 additional days), the ability to carry forward up to 10 days leave from the previous year and access to flexi-time scheme already allow great flexibility, whilst still working full time hours.

Above and beyond statutory requirements, BAS offers:

- Enhanced maternity entitlement – 6 months on full pay
- Flexible working arrangements – career break up to four years and special leave for volunteering.
- Access to welfare/counselling services and occupational health

Word count: 4910

Any other comments: maximum 500 words

Staff Survey 2014 – A total of 156 staff took part, 58 were science staff (55%F, 45%M). It comprised 28 questions covering a range of equality and diversity topics including a section on Gender Equality designed to assist with the BAS Athena SWAN application and action plan.

Overview of results

- 67% (28) of science staff agreed with the statement '*The culture within BAS is one in which people with diverse personal skills, experience and background can contribute and thrive'*
- 51% (21) believe that BAS supports staff in enhancing their education
- 49% (20) claimed that better guidance and advice on development opportunities and career progression are required

Responses about the reasons for womens' under-representation in the senior grades included:

- 59% (21) - unconscious gender bias
- 31% (11) - lack of encouragement or support for female staff
- 47% (17) - smaller number of women applicants

When asked about what would make a difference to career progression for women at BAS staff responded as follows:

- 36% (14) - Greater flexibility of working options
- 44% (17) - Increased visibility of role models
- 62% (24) - More career development support for women

Targeted discussions were arranged with members of the Women in Science Group (WiS) to explore:

a) Whether they felt they had been able to reach their potential/achieved their career aspirations to-date
b) The biggest enablers and barriers to their career progression in BAS
c) What kept them working for BAS

11 staff were interviewed, 80% have children, 75% are taking advantage of formal flexible working arrangements (e.g. part-time hours and flexi-time scheme) and 65% of informal ones (e.g. working from home as and when required).

- 18% were satisfied with the way their career had developed and their potential had been used
- 64% felt more could be done to help them use their full potential and achieve career aspirations

- 18% said they had taken the decision to focus on their personal life and therefore their professional development had taken a step back, but overall were satisfied with their role

The following factors were identified as career enablers and barriers:

- Personal dedication and drive
- Support from line manager and team
- Willingness to invest in personal and professional development
- Networking, collaborations and the opportunity to visit and work within other institutions
- Freedom and flexibility in work patterns that allow maintenance of productivity and professional visibility

- Workload – too much work to spend time on development/training
- Lack of mentoring and guidance from line managers and science leader
- Merit promotions scheme does not favour staff who are less good at self-publicity
- Lack of any support from my line manager and science leader

The following statement summarises the responses about what keeps people working for BAS:

"*Excellent maternity support, flexibility in working patterns, good colleagues, Cambridge is a great city to live, and a great place to bring up children, and lastly, and perhaps most importantly, I enjoy my work".*

Word count: 500