



Athena SWAN: Research Institution Bronze & Silver Application



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Athena SWAN Bronze Research Institute awards

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

This includes:

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

Athena SWAN Silver Research Institute awards

Recognise a significant record of activity and achievement by the institute in promoting gender equality. In addition to the future planning required for bronze recognition, silver research institute awards recognise that the institute has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Completing the form

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

This form should be used for applications for bronze and silver research institute awards.

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

Additional areas for Silver applications are highlighted throughout the form: 5.3 (iv); 7.

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

Word count

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

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

We have provided the following recommendations as a guide.

| Research institute application | Bronze | Silver |
|-------------------------------------|---------------|---------------|
| Word limit | 12,500 | 15,000 |
| <i>Recommended word count</i> | | |
| 1. Letter of endorsement | 500 | 500 |
| 2. Description of the institute | 1,000 | 1,000 |
| 3. Self-assessment process | 1,000 | 1,000 |
| 4. Picture of the institute | 2,500 | 3,500 |
| 5. Supporting and advancing careers | 6,500 | 7,000 |
| 6. Supporting trans people | 500 | 500 |
| 7. Case studies | n/a | 1,000 |
| 8. Further information | 500 | 500 |

| Research institute application | Words used | Notes |
|-------------------------------------|------------|-------|
| Word limit | | |
| <i>Recommended word count</i> | | |
| 1. Letter of endorsement | 511/500 | |
| 2. Description of the institute | 1019/1000 | |
| 3. Self-assessment process | 997/1000 | |
| 4. Picture of the institute | 3445/3500 | |
| 5. Supporting and advancing careers | 6543/7000 | |
| 6. Supporting trans people | 368/500 | |
| 7. Case studies | 936/1000 | |
| 8. Further information | | |

| | | |
|-----------------------------------|------------------------------|--------------------------|
| Name of research institute | | British Antarctic Survey |
| Date of application | | November 2022 |
| Award Level | | Silver |
| Date joined Athena SWAN | | 2015 |
| Current award | Date: 2018 | Level: Bronze |
| Contact for application | Mrs Mariella Giancola | |
| Email | Maranc@bas.ac.uk | |
| Telephone | 07590807303 | |

Actions - Progress and potential successes as well as new actions are referenced throughout the application with the below dyslexia- and colour-blindness-friendly colour-coding.

| | |
|---------------------------|------------------------|
| 2018 ACTIONS | 2022 ACTIONS |
| COMPLETED | IDENTIFIED NEW ACTIONS |
| STARTED BUT NOT COMPLETED | |
| NOT STARTED | |

Table of Abbreviations

| | |
|--------------------------|--|
| UKRI | UK Research and Innovation |
| NERC | Natural Environmental Research Council |
| DiPSI | Diversity in Polar Science Initiatives |
| BAS Science Teams | <ul style="list-style-type: none"> • Atmosphere, Ice and Climate Team - AIC • Biodiversity, Evolution and Adaptation Team - BEA • Ecosystems Team - ECO • Ice Dynamics and Palaeoclimate Team - IDP • Palaeo Environments, Ice Sheets and Climate Change Team - PICC • Polar Oceans Team - PO • Space, Weather and Atmosphere Team - SWA • Artificial Intelligence Team – AI |
| ReDS | Research, Development and Support Team |
| CS | Corporate Services |
| AIMP | Antarctic Infrastructure Modernisation Programme |
| OEA | Open ended appointment |
| FTA | Fixed term appointment |
| IPA | Pilot Association and Union |
| IET | Institute of Engineering and Technology |
| APM | Association for Project Management |

| | |
|-----------------|--|
| MCA | Maritime Coastguard Agency – the national government body overseeing seafarers’ terms of employment and professional development |
| ITE | Institute of Transportation Engineers |
| CAMAWISE | Cambridge Association for Women in Science and Engineering |
| BBSTEM | Black British Professionals in STEM |
| SDA | Royal Research Ship Sir David Attenborough |
| DTPs | Doctoral Training Partnerships |
| CDTs | Centres for Doctoral Training |
| (HEIs) | Higher Education Institutions |
| EAP | Employee Assistance Programme |
| MSCA | MSCAs Marie Skłodowska Curie Actions |
| NERC IRF | NERC Independent Research Fellowship |
| NERC FLF | NERC Future Leaders Fellowship |
| MSCA | Marie Skłodowska-Curie Actions |
| WISE | Women into Science and Engineering |

1. Letter of endorsement from the head of institute

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

An accompanying letter of endorsement from the head should be included.

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



Professor Dame Jane Francis
Director,
British Antarctic Survey
High Cross,
Madingley Road,
Cambridge
CB3 0ET
Phone: +44(0)1223 221449
Email: j.francis@bas.ac.uk

Dear Athena Swan Panel

I am pleased to endorse our submission for an Athena SWAN Silver Award and to confirm the full support of the Executive team for our participation in the scheme.

As a female geologist and the first female Director of the British Antarctic Survey, I have long supported efforts to ensure equity across scientific research and operational activities. I have led the Athena Swan working group since our first application and over the years have witnessed a dramatic cultural shift in the way the issue of diversity is discussed and approached in our institution. Positive actions around diversity are now more natural and welcomed, and preconceptions are openly challenged.

In 2019, I enabled the foundation and implementation of the [Diversity in UK Polar Science initiative](#), DiPSi, which has given under-represented groups, the opportunity to engage with environmental scientists and engineers in action. That increased visibility across the Centre has started new discussions and staff questioning their own biases, leading to the development of the UK Polar Horizon Programme. This programme has given

underrepresented early career practitioners and students in STEM, an opportunity to experience research in polar science with the added benefit of being mentored by an active scientist.

I recently joined the NERC EDI Strategic Committee and obtained funding to: i) run an EDI Internship Scheme opened to undergraduates from protected characteristics, ii) offer three internships under the [10k Black internships scheme](#), and iii) appoint a social scientist to investigate real and perceived barriers to female marine scientists.

Looking back at where we started, I can confidently say that the work we have undertaken has positively impacted BAS and that the EDI principles are now embedded in our scientific and operational strategies. This is evidenced in the responses to the 2020 Staff Survey with 70% of staff strongly aware of EDI initiatives and the work of the EDI champions, and 73% agreeing that BAS has a safe and inclusive culture.

Fostering a values-based culture which empowers people and encourages openness and inclusion was one of the key themes of our 2018 plan. The feedback from staff is that we are making good progress with 54% (45% in 2018) feeling they can disclose a protected characteristic without fear of a negative perception.

Making sustainable structural and cultural changes to advance gender equality was another 2018 key theme. Although we were successful in attracting and supporting more females to senior roles in BAS (79/192 in 2021 compared to 46/161 in 2018), the leaky pipeline of female environmental scientists from PhD study to academic career is still a big concern for us, as well as the lack of diversity across the UK polar sciences in general. We will build on the work and success of DiPSi to strengthen the connections and collaborations between the UK Polar Science community and those from currently under-represented groups to make greater strides towards equality of opportunities.

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

With best wishes

A handwritten signature in blue ink that reads "Jane Francis". The signature is written in a cursive style and is underlined with a single horizontal stroke.

Word count **511**

2. Description of the Research Institute

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

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

BAS, an institute of the Natural Environment Research Council (NERC), within UK Research and Innovation, delivers and enables world-leading interdisciplinary research in the Polar Regions.

2.1 Scientific Research

Our scientific research programme, [Polar Science for Planet Earth](#), aims to understand the critical role that the Polar Regions play in the Earth system and how it might change in the future. The programme, spanning across difference research themes, is led by the Director of Science (F) and delivered by 8 Science Leaders and their teams.

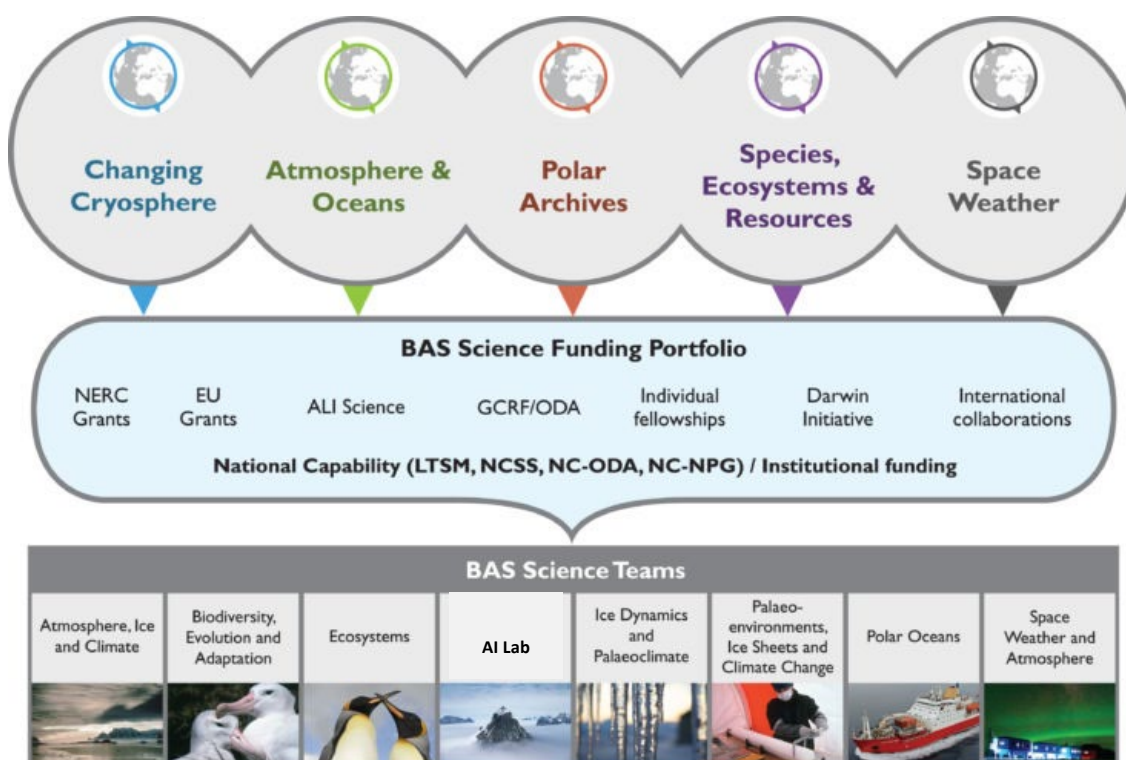


Figure 2.1 Research themes, funding portfolio and science teams

The membership of the leadership team has changed over the years and the gender balance has improved significantly.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|---|---|
| Continue to support the progression of more female scientists in leadership roles | <p>Between 2018 – 2021 science leadership membership increased from 10% (1/10) to 24% (4/17)</p> <p>% senior F scientists increased progressively from 40% (23/58) to 43% (34/79).</p> <p>% F @Band F increased from 19% (7/36) to 34% (14/41)</p> <p>% F @ Band G-H increased from 13% (2) to 25% (5)</p> <p>Progress/success due to combined strategic efforts through: Positive action in recruitment, targeted outreach activities, coaching and mentoring for ECRs and leadership programme for women.</p> | Continue to encourage and support female scientists with coaching and mentoring to build their confidence and ensure that when opportunities arise, they are ready for them (A2.1) |

2.2 Logistic Hub

We provide and operate world-leading research infrastructure that enables scientists from the UK and other nations, to work safely and effectively in the polar regions. Our polar infrastructures include:

- The ice-strengthened [Royal Research Ship Sir David Attenborough](#) (SDA).
- Six well-equipped research stations in the Antarctic and in the Arctic
- A fleet of five aircraft, specially adapted for flying in the extreme climate.



Top-down: Figure 2.2 The Dash-7 landing at Rothera station; **Figure 2.3** Halley VI Research Station; **Figure 2.4** Unloading science kit from a BAS Twin-Otter aircraft at a field site



Top-down: Figure 2.4 Ny-Ålesund research station in the Arctic; **Figure 2.5** The SDA in London during the PreCOP26 Ice Worlds Festival, October 2021.

2.3 Advisory Role

We engage with policymakers within government departments through membership of the Intergovernmental Panel for Climate Change, and conservation of the Antarctic environment as part of our responsibility to the [Antarctic Treaty](#).

2.4 Funding and Governance

BAS has an annual budget of c.£118 million. Most of this funding comes from the government via NERC. Additionally, we receive funding from the European Union for several pan-European collaborations, and from the Foreign, Commonwealth and Development Office for outreach, advisory and policy work.

We operate a matrix structure in which Science Strategy is delivered through Science Areas, while people and resources are managed through Directorates (Fig. 2.7).

Responsibility for the leadership and management of BAS, including the direction, budget, and detail of its science programme, as well as the allocation of resources and logistics support, lies with the Director. They are advised by

- the **BAS Executive Team** (7F, 4M) - female membership has increased from 40% to 66% since 2017,
- the newly formed **Science Management Team** (7F, 8M) and,
- the **Science Strategy Executive Group**, (7F, 10M) - female membership has increased from 28% to 41% since 2017.

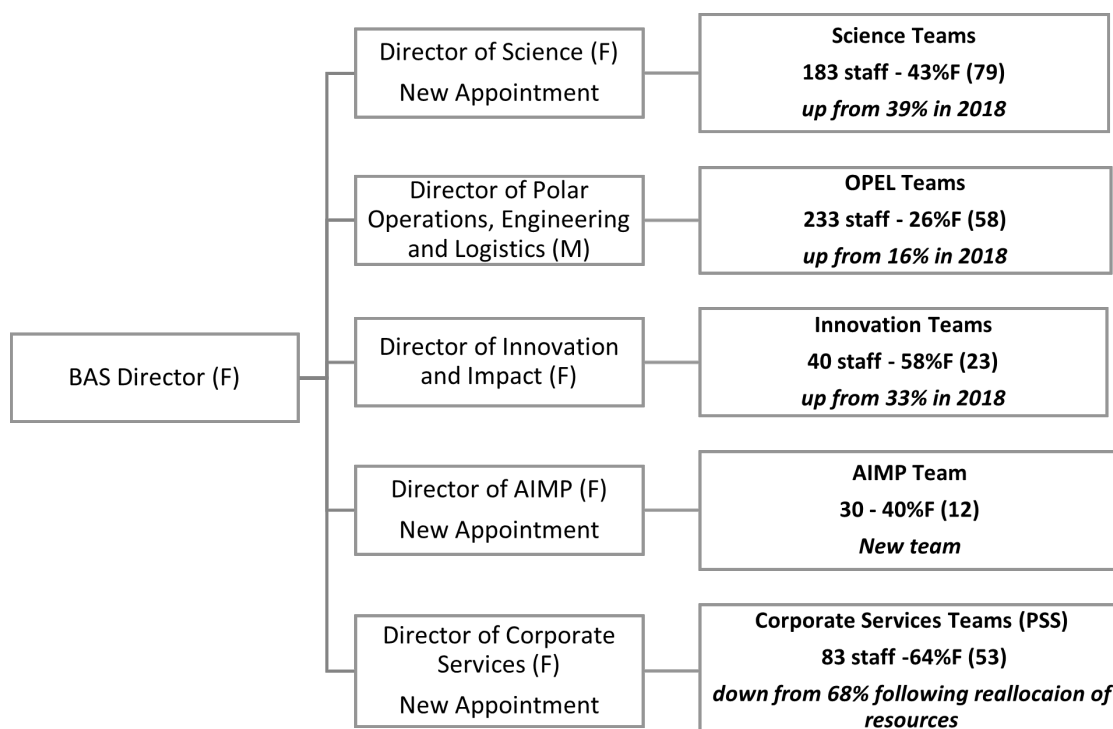


Figure 2.7 BAS Organisational Structure indicating gender (M/F) of directors and the composition of each team and, where possible, how this compares to 2018.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|--|---|
| Increase female representation in senior roles across all areas | <p>2018 – 9% of the total workforce and 29% of the female workforce in senior roles.</p> <p>2021 - 17% of the total workforce and 45% of the female workforce in senior roles due to a cultural shift and targeted measures undertaken to attract and encourage more women to join BAS and progress their career within BAS i.e. positive actions at recruitment stage, leadership coaching support, appraisal conversations.</p> | Continue to undertake targeted measures to attract more women in senior roles and encourage existing female staff to progress their career within BAS (A2.2) . |

2.5 Students

BAS hosts an average of 40 PhD students each year depending on projects and collaborations. We are not a degree-awarding institute but work closely with HEIs, DTPs and CDTs to provide excellent postgraduate research training.

2.6 Staff

BAS employs approximately 500 staff, 38% (199) of which are females. This has increased since 2018 when 32% (148/465) of staff were females. For this application, we have mapped our staff groups onto three broad job areas, as per the table below.

| Organisation area | Staff groups included |
|--|--|
| Science | All active researchers, plus STEM staff working in the Polar Data Centre, the Artificial Intelligence Lab and the Mapping and Geographic Services. |
| Operation, Engineering, Logistics – OPEL | All staff working in polar operations, engineering technology, estates and facilities services, pilots and mariners. |
| Professional Support Services – PSS | This group includes HR, Finance, Procurement, H&S, Communication, IT, Environmental Management professionals. |

Figure 2.8 How BAS staff/students were mapped for the analysis and composition for each group

- Science – Approximately 36% of our staff (183, 79F) are researchers, at varying career stages working across the science teams as well as Polar Data Centre, the Artificial Intelligence Lab and the Mapping and Geographic Services.
- Operations, Engineering and Logistics - OPEL - Almost 50% of staff (233, 58F) work as engineering and technical experts supporting Logistics, Estates and Facilities services. 69 (9F) of them are mariners and 11 (2F) are pilots.

The biggest challenge we face in this group is gender balance with most roles in historically male dominated professions and limited females in the pipeline. Although our gender representation among mariners¹ (13% against national average 3%) and pilots² (18% against national average 7.61%) is above the national average, more work is needed to address gender underrepresentation in OPEL (see section 4.2 OPEL).

- Professional Support Services - PSS – This group, 83 staff (53F), includes HR, Finance, Procurement, H&S, Communication, IT, Environmental Management professionals

Roughly 75% (380) of our staff are based in Cambridge (but visit polar regions regularly) and the remainder work on BAS vessels, aircraft, and research stations. Every year we also employ 80 (approx. 65%M, 35%F) seasonal workers through the Antarctic Employment Pool (AEP). They provide support to science and operations on the polar research stations.

2.7 Antarctic Employment Pool - AEP

The Antarctic Employment Pool provides key support staff for Antarctica services. Although the AEP have been excluded by the analysis of this application, because of the casual nature of their appointments, much work has been done over the years to improve their contractual terms and access to professional development. They now have access to a

¹ [Seafarer statistics: data tables \(SFR\)](#)

² [Women Pilot Statistics: Female Representation in Aviation - Pilot Institute](#)

generous pension scheme and rewards including a performance/end of tour bonus. One of the biggest challenges affecting this group is attraction and retention of female staff, especially in technical roles. Not enough is known about whether this is due to a 'dry' pipeline or the challenges of working and living in extreme conditions.

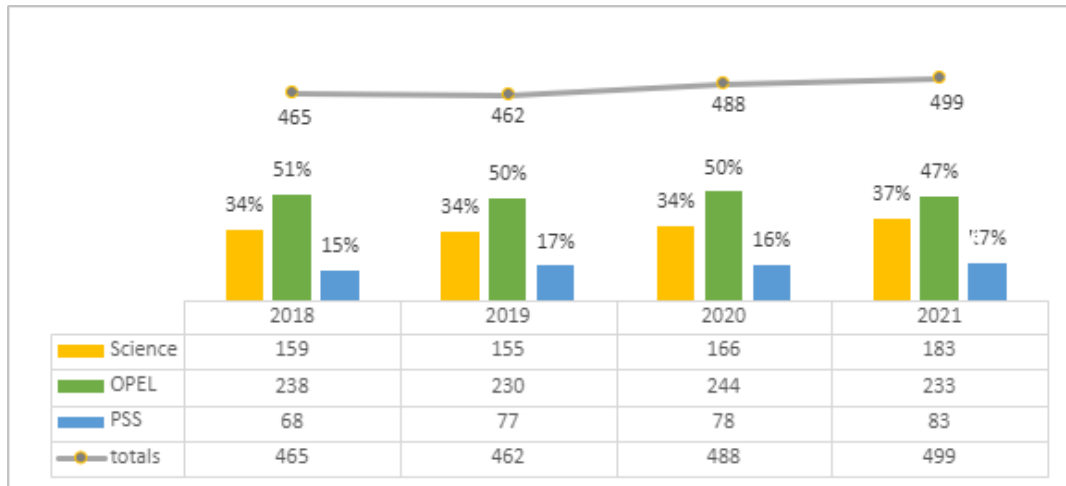


Figure 2.9 breakdown of headcount by function 2018-2021

2022 ACTION A2.3 – Work with the deployment manager to survey current and past members of the AEP and identify factors affecting attraction and retention.

2.8 Headcount development 2018-2021

Overall, as shown in Fig. 2.9, the total number of staff across the 3 key groups has increased progressively since 2018 except for OPEL. Between 2018 and 2021, BAS undertook a large restructuring programme to support the transition to a single polar vessel. Over 60 seafarers (3F) left on redundancy grounds.

Concurrently, over 50 technical and professional staff were recruited to support the [Antarctic Infrastructure Modernisation Programme](#). Therefore, although there was significant increase in both PSS and OPEL, due to the large exit scheme little change can be seen in the OPEL profile.

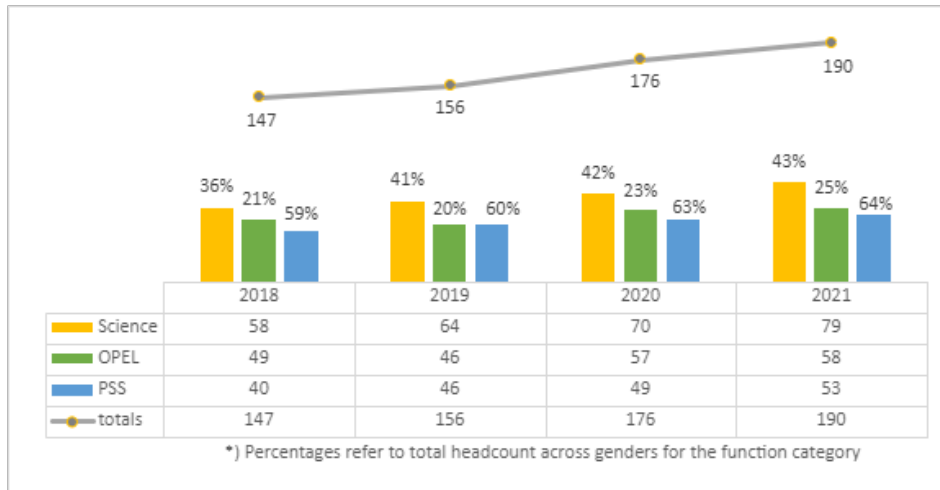


Figure 2.10 Breakdown of females by function 2018-2021

The number of female staff (Fig. 2.10) has steadily grown from 147 (32%) in 2018 to 190 (38%) in 2021. This is the result of targeted measures to address the underrepresentation.



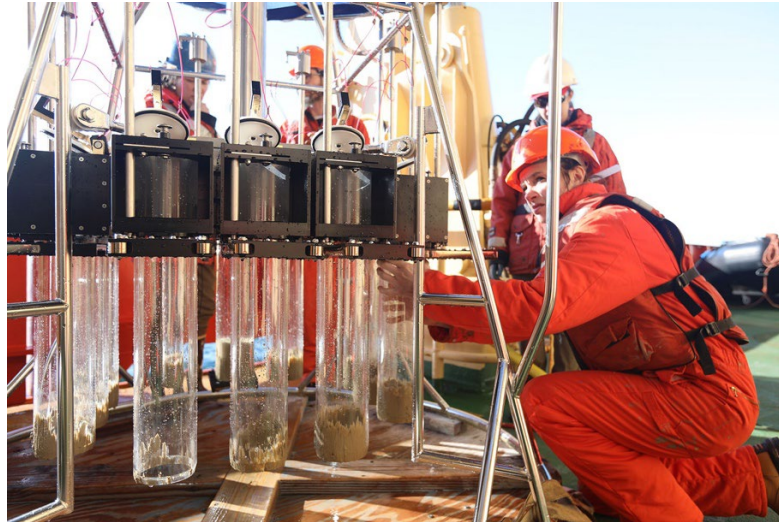


Figure 2.11 Female scientists working at Rothera Research Station in Antarctica (top), at Ny Alesund, Svalbard in the Arctic (middle) and onboard Royal Research Ship *Sir David Attenborough* (bottom).

Historically, developing a career in STEM for many women at BAS – either as a scientist or as a marine officer, pilot, or engineer – was challenging primarily because British research stations in the Antarctic were male-only bastions. Over the past 10 years there have been major changes and there are now female pilots, station leaders, marine officers and engineers working for BAS.

The contribution of female polar scientists, lab managers, chefs and field guides is now nationally recognised and 13 BAS females have been awarded a polar medal³ in the last 20 years.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|---|--|
| Increase number of females in male dominated areas (OPEL) | <p>The number of female staff (Fig. 2.8) has steadily grown from 147 (32%) in 2018 to 190 (38%) in 2021. This is the result of targeted measures to redress the underrepresentation.</p> <p>However, more work is required to redress the balance across OPEL. We hope that the shift towards a more inclusive culture and the proactive approach to recruitment will help.</p> | <p>Continue to work closely with the IET Women’s Network and the Equal Engineers Jobs platform to increase the diversity across OPEL and continue to support the development of existing female staff in the engineering team (A2.4).</p> <p>Proactively engage marine academies to recruit female deck and engineering cadets and make better use of existing apprenticeship and internship schemes (A2.5).</p> |

Total word count - **1019**

³ [Polar Medal - Wikipedia](#)

3 The self-assessment process

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

Describe the self-assessment process. This should include:

- a description of the self-assessment team
- an account of the self-assessment process
- plans for the future of the self-assessment team

The Athena SWAN self-assessment team (SAT), established in 2014, led a successful Bronze AS application in 2015, with renewal in 2018. In 2021 the team became part of the BAS EDI Network to reflect its inclusivity and the broadening of its strategic work on EDI.

The Core SAT leads on the preparation and submission of the AS application. The AS Lead and SAT Chair position is shared between two women, the Director of the Institute and the Director of Innovation and Impact.

Members of the SAT (9F, 1Non-Binary, 7M) share diverse experiences of taking shared parental leave, paternity and maternity leave, caring for children, elders and disabled dependents. SAT includes PT/FT roles, Fixed/Open-ended contracts, current students, early career researchers, staff alternating between the UK and the Antarctic regions, single and dual careers, people with disabilities, members of BAME and LGBTQIA+ communities, UK and international staff (Table 3.1.).

| Name, job title and role on | Gender they identify with | Contract status | Expertise and contribution to SAT |
|---|---------------------------|-----------------|---|
| Professor Dame Jane Francis – FRS - BAS Director, EDI champion (Chair of SAT). | F | OEA/FT | Extensive experience of personal development support such as leadership development with NERC and other schemes for women in science. Contributed to section on career development, organisation and culture. |
| Dr Jennifer Freer - Ecologist Modeller – Early Career Researcher | F | FTA/FT | Early Career researcher working full time with a combination of office and home working. Contributed to section on Career development, organisation and culture. |
| Vicki Auld – Pilot | F | OEA/FT | Working remotely and away from home for 6 months a year. Contributed to section on Career development organisation and culture. |
| Dr Helen Peat- Head of Polar Data Centre | F | OEA/FT | Works annualised hours to manage community voluntary work. Two- |

| | | | |
|---|---|--------|---|
| | | | career household (partner also at BAS with periods spent both in Arctic and Antarctic). Contributed to the section on flexibility, recruitment and organisation and culture. |
| Andreas Cziferszky - Geospatial Systems Architect | M | OEA/PT | Working remotely (formal home working agreement) with two school-age children; partner full time university employee; shared childcare responsibilities. Personal arrangement allows for high quality work-life balance. Contributed to the sections on Flexible working and managing career breaks and Organisation and culture – EDI. |
| Mariella Giancola - Head of Human Resources | F | OEA/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. Led on data gathering and analysis. Contributed to the section on flexibility, recruitment and organisation and culture. |
| Adam Larke- Recruitment Administrator | M | OEA/FT | Part of a two-career household with busy working and social lives. The increased flexibility allowed by the hybrid working model has led to better planning and a more effective use of time spent in the office and at home. Worked on the collection and analysis of recruitment and equality data. |
| Mike Rose - Head of Science Engineering and EDI Champion | M | OEA/PT | A life spent combining working away on stations and ships to support science engineering with a family and social interests including fitness and running. Now partially retired. Contributed to section on flexible working and managing career. |
| Thomas Barningham - Halley Automation Project Manager | M | FTA/FT | Work away from home in Antarctica for 4 months per year. A flexible hybrid working approach allows them a better work-life balance and improve their output. Contributed to the sections on career development and organisation and culture. |
| Amanda Little – Marine Officer | F | OEA/FT | Working away at sea 6 months a year. Contributed to section on ‘Supporting and Advancing careers’ by sharing her |

| | | | |
|---|---|--------|---|
| | | | experience of a female in a male dominated career. |
| Dr Hannah Cubaynes - Wildlife from Space Research Associate | F | OEA/FT | Busy work life travelling to conferences and collaboration meetings. Contributed to data analysis and professional development for ECRs. |
| Dr Hua Lua – Atmospheric scientist | F | OEA/FT | Leading a busy life developing their own research, attending conferences and supporting students. Contributor and supporter of the 2021- 22 EDI internship programme. The participation, support, and engagement foster a true sense of inclusion, commitment, and ability to contribute. Shared her experience to inform the section on Organisation and culture – EDI |
| Dr Beatrix Schlarb-Ridley - Director of Innovations and Impact | F | OEA/PT | Flexible part-time working arrangements to combine work and childcare responsibilities in a neurodiverse family. Contributed to section on career development, organisation, and culture. |
| Nicholas Cox – Project Leader – Arctic Station | M | OEA/PT | A life spent combining working away in the Arctic for 6 months a year with a family and social interest. Now partially retired. Contributed to section on flexible working and managing career breaks. |
| Dr Alistair Crame - Science Leader and Head of Student Office | M | OEA/FT | Good experience of the challenges of science leadership and developing a fit for the future strategy as a member of the science leadership team. Frequent traveller to attend conferences and international meetings. Their knowledge of the organisation and experience in leading a busy student office informed the sections on organisational structure and professional development. |
| Prof. David Vaughan - Glaciologist- (former Director of Science now Emeritus Fellow) | M | FTA/PT | Experience of the challenges of science leadership and strategic vision gained as a senior researchers and Director of Science at BAS. Worked on data for Section 2 on organisational structure. |

| | | | |
|---|------------|--------|---|
| Pilvi Muschitiello – Impact Facilitator, BAS Innovation team | Non-Binary | OEA/FT | Experience working with innovative approaches to inclusion initiatives for the Polar Research community and delivering training. Contributed to sections on internship activities, training, and induction. |
|---|------------|--------|---|

Table 3.1 BAS Athena Swan Self-Assessment Team

All EDI issues are discussed and agreed at the BAS Management Team meetings. The Director of Innovation and Impacts leads on EDI Strategy and represents the network on the Management Team.

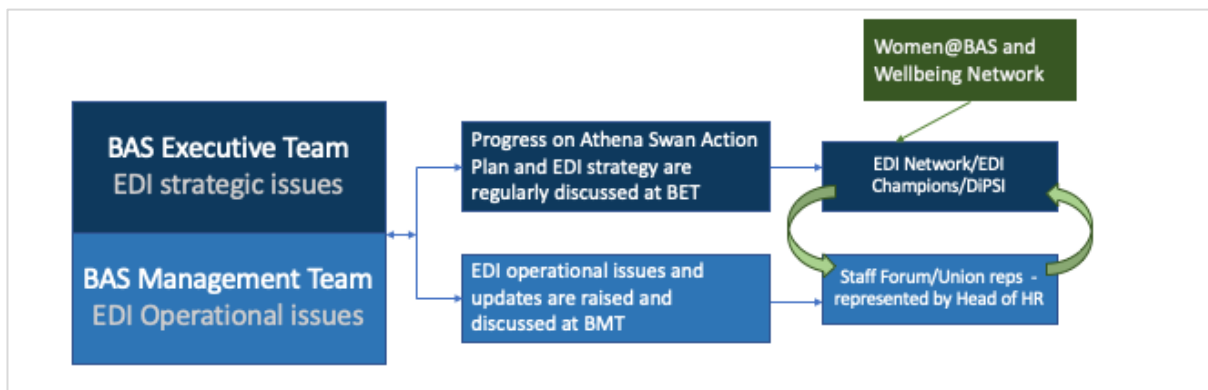


Figure 3.1 EDI governance structure and how the EDI Network interacts with decision-making boards

The EDI Network meet quarterly, and Core SAT meetings have been held monthly via zoom and regular email exchanges over 2021 and 2022. Over the years, staff and student engagement have been key to our understanding of the complex gender issues within BAS and across polar sciences more generally. Feedback has been captured through many channels:

The SAT engaged openly with students and staff via its webpage where a variety of resources, details of related events, and engagement with AS and the progress of the SAT, are publicly available. Additional channels for feedback were:

- a) Discussions at Management and Executive Team meetings, where EDI is a standing agenda item.
- b) Discussions at the Science Strategy Team/Executive Group meetings, to hear researchers' views on recruitment and retention strategy.
- c) Discussions at EDI Network meetings focused on identifying and managing inappropriate behaviour and the development of an inclusive culture.
- d) Discussions at the Staff Forum focused on work satisfaction and wellbeing strategy.
- e) Discussions during the Antarctic Deployment Training Programme with staff working in the Polar Regions.
- f) Discussions at the Diversity in Polar Science Committee (DiPSi) meetings focused on the

attraction and retention of diverse talent as well as wellbeing and professional development of existing one.

- g) Team discussions during the roll out of the EDI101 Training Programme – Bespoke training developed to support staff working and living in the Polar Regions.
- h) Announcements of, and requests for participation in, all EDI initiatives included in the bimonthly staff and student newsletter, and our intranet.
- i) The draft AS submission circulated to all EDI members for feedback.

2021 BAS Survey - An anonymous survey was carried out in Jan 2021 across BAS. 258 responses were received, an increase from 188 responses in 2018. The survey captured data relating to work culture and satisfaction, professional support, gender issues, leadership, equality, and inclusion. Participation was classified as staff (83%) and 44 students (60%) of total staff/student.

Highlights included:

- Career Development, Appraisal, Welfare, Workload, Communication - Overall, very positive improvements in all areas since 2018
- Positive perception for support from line managers for Career Development Science, 70% satisfied
- Line management communication rated highly
- Positive perception of line management support, with an overall 20% increase on the 2018 data.
- Staff motivation was generally high - 61% of staff are motivated most of the time.
- 63% staff agreed that BAS has a safe working culture where bullying, harassment, and discrimination are challenged and condemned. 14% of staff disagreed, more scientists disagreed than other staff areas.
- 80% staff praised good teamwork and culture, friendly staff, interesting and varied work.

Concurrently, several pulse surveys, group discussions and focus groups were carried out across specific staff groups i.e. Early Career Researchers, Marine Staff and Students, to capture their views on work life balance, career progression and leadership.

"Pleasantly surprised at how easy it has been. Congratulations to IT team who have made it possible".

"The level of communication has been excellent throughout. Thank you for keeping us so well informed, to allow us to best continue to do our jobs, and to feel supported in doing so. Well done"

"I am very thankful for the support of the leadership team in that we've been told to do "what we can" rather than them promote a business-as-usual approach. Balancing 2 full time jobs with home schooling is a challenge".

Fig 3.2 Excerpt from feedback captured in pulse surveys throughout the lockdown

The SAT also gathered and analysed staff and student data, to identify trends and areas for future action. These areas are captured and referenced throughout the application.

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 above and throughout the application.

The EDI Network will continue to be responsible for monitoring and evaluating the impact of the silver action plan and the SAT will remain as an operational arm implementing the plan with continuous opportunities to review and suggest policies/process improvements. Membership will be evaluated annually to ensure it continues to be representative and inclusive.

Post-submission, the SAT will continue to report to the EDI Network and engage key colleagues in the areas of HR, Public Engagement (PE), Learning and Development (L&D) and Communications, and representatives from different staff groups to deliver the AS Action Plan alongside our EDI strategy commitments. Individuals will be rotated onto the group as their expertise fits the current areas of focus, and workload will be balanced with other core duties.

BAS Athena Swan accreditation

"As a female geologist and the first female Director of the British Antarctic Survey (BAS), I have long supported efforts to ensure equity across our scientific research and operational activities. Over the years, I have witnessed a dramatic cultural shift in the way the issue of diversity is discussed and approached in our institution.

Positive actions around diversity are now more natural, and preconceptions are openly challenged. We will continue to make sustainable structural and cultural changes to advance gender equality and address the lack of diversity across the UK polar sciences in general."

Professor Dame Jane Francis, Director BAS

We currently hold the Athena SWAN Bronze award. We were one of the first research institutes to join the Charter and achieve the Bronze award in 2015.

About Athena SWAN
Athena SWAN is a Charter to advance women's careers in STEM subjects (science, technology, engineering, maths and medicine).

Its Bronze, Silver and Gold awards celebrate good practice in recruiting, retaining and promoting women in those subject areas within higher education and research.

In 2015, the charter was expanded to include:

- arts, humanities, social sciences
- business and law
- professional and support roles
- trainee staff and students

The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women. Find out more about the transformed [Athena Swan charter](#).

Since our journey towards gender equality started

We introduced...

- Innovative online Athena SWAN Bronze Award
- A support framework for staff going for Vice-Provost
- A Athena SWAN Inclusion Programme to support senior leaders and managers
- An Introduction to Management Programme to support staff
- HR Mentoring Scheme
- Openworkshops for research teams with flexibility to meet in FTI after hours
- Continued on of part-time and job-sharing for all research

and more

- Unconscious bias awareness training for all recruiting managers

Updates

January 2022 Work has started on the AS application. Our intention is to apply for a silver accreditation which recognises the impact of the positive measures introduced over the years to address inequalities.

March 2022 Section 2 of the application is now being reviewed. The section captures a description of BAS - how we operate, our multiple roles, our staff and students.

May 2022 Section 3 is about the Self Assessment Team (SAT). Many staff have dedicated time to engage with colleagues capturing how the organisation support them. Following the submission, the SAT will implement the action plan with continuous opportunities to review and suggest policies/process improvements. Membership will be evaluated annually to ensure it continues to be representative and inclusive.

June - September 2022 Section 4 focuses on student and staff data and how demographics have changed over the past 4 years. This section shows the impact of any measure introduced to address critical issues such as under representation, retention, attraction, professional development and WorkLife balance etc.

People profiles

Marika Glavinic - BAS

Search for your account

Quick links

- Home page
- Diversity, equity and inclusion (DEI) toolkit

BAS Athena Swan applications

The Athena SWAN self-assessment team (SAT), established in 2014, led a successful Bronze AS application in 2015, with renewal in 2018.

In 2021 the team became part of the BAS EDI Network to reflect its inclusivity and the broadening of its strategic work on EDI.

Members of the SAT share diverse experiences of taking shared parental leave, paternity and maternity leave, caring for children, elders and disabled dependents, PT/FT roles, Fixed/Open ended contracts, current student, early career researchers, staff alternating between the UK and the Antarctic regions, single dual career, people with disabilities, members of BAME and LGBT communities, UK and international staff.

[2015 Athena Swan application - panel feedback](#)

[2015 Athena Swan application](#)

[2015 Athena Swan Action Plan](#)

[2018 Athena Swan application and action plan](#)

Figure 3.2 Webpage for information on BAS Athena Swan activities and progress

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|---|--|
| Promote Athena SWAN activities, reviewing | 2020 Staff Survey findings - marked increase in the | AS to continue to feature as a standing item on the management and |

| | | |
|--|---|---|
| <p>progress and achieving good practice.</p> <p>Ensure ongoing engagement and support of BAS Executive Team (BET) and Senior Management Team (BMT) for Athena</p> | <p>awareness of AS activities - EDI (68% aware), wellbeing and mental health (70% aware).</p> <p>Over 70% respondents felt that leadership teams promote and support EDI initiatives well. This is approx. 15% more than 2018.</p> | <p>executive team agenda and EDI Forum meetings (A3.1). Staff and students to continue to be informed of progress through the publication of regular updates and annual report on the AS webpage (Fig 3.2) (A3.2).</p> <p>Diversity champions, directors and senior leaders to continue to promote inclusion and fair practices (A3.3).</p> |
| <p>2018 ACTION</p> | <p>PROGRESS & SUCCESS</p> | <p>2022 ACTION</p> |
| <p>Continue to assess the impact of the AS initiatives on culture and awareness through focus groups, 1-1 meetings, staff surveys on a 2-yearly cycle to ensure greater analysis on the intersectionality of gender and other protected characteristics, such as ethnicity or disability</p> | <p>Although the impact of AS initiatives has been regularly assessed the quality of the data gathered is still limited and do not allow greater analysis on the intersectionality of gender and other protected characteristics, such as ethnicity or disability.</p> | <p>Use the increased awareness in EDI matters and the cultural shift to encourage staff to encourage staff to share data about protected characteristics for more informative reports (A3.4).</p> |

Total word count **997**

4 A picture of the institute

Recommended word count: Bronze: 2500 words | Silver: 3500 words

4.1 Student data

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

I. Numbers of men and women on postgraduate research degrees.

Full and part-time. Provide data, by gender, on course applications, offers and degree completion rates/time to completion.

The BAS Postgraduate Student Programme has a vibrant community of approximately 95 research students, 56% of whom are female (Fig 4.1). Most students (83%) join the Science Teams through DTPs and CDTs, with a small minority recruited through EU and other schemes.

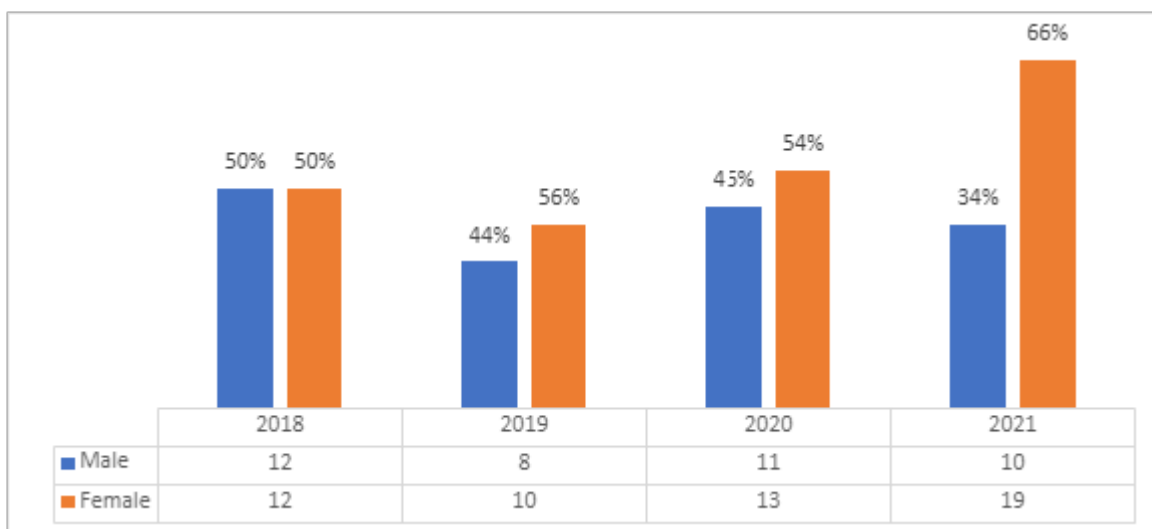


Figure 4.1 Yearly intake of BAS PGRs by gender 2018 – 2021

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|--|---|--|
| Increase the number of female postgraduate students. | <p>2015-2017 – av. 53% (12) females PGRs</p> <p>2021 - 66% (19) female PGRs due to increased participation on shortlisting and interview panels and positively supported underrepresented groups. This approach combined with an active outreach programme encouraging females to take postgraduate training in polar</p> | Work with NERC to ensure that the revised partnership arrangements with DTPs and CDTs meet our diversity needs (A4.1) and to ensure that gender balance and recruitment of under-represented groups remains a high priority (A4.2) . |

| | | |
|--|--|--|
| | sciences has led to a slow but steady increase in female students. | |
|--|--|--|

Research at BAS spans several STEM disciplines. Table 4.1 shows that for 2018-2021, the PhD gender split is almost balanced with a small bias of female students in biology and chemistry (i.e., Teams [IDP](#) and [ECO](#)). This is consistent with the [2019/20 student HESA data](#) on natural sciences and broadly reflects the gender split for postdoctoral fellows in the same science teams.

| | AIC | BEA | ECO | IDP | PICC | PO | SWA | OTHER |
|------------------|-----|-----|-----|-----|------|----|-----|-------|
| Male No | 4 | 9 | 7 | 6 | 4 | 8 | 2 | 1 |
| Female No | 10 | 7 | 13 | 11 | 5 | 7 | | 1 |

Table 4.1 PGRs distribution across science teams 2018-2021

All BAS PGR students are full time and registered for a PhD.

Of the 95 students who were recruited 2018-2021, 5 students (3 male, 2 female) withdrew and 1F moved with her supervisor; 9 others (5 male, 4 female) either intermitted on medical grounds, undertook temporary work placements, or received Covid extensions. All students who have submitted their theses during this period did so within the statutory four-year period.

II. Numbers of visiting students by gender

Full and part-time. Provide data, by gender, on applications, offers and acceptances.

BAS has a small number of visiting students to undertake a Research Experience Placement (REP) as part of their Undergraduate or master's degree. Between 2018 - 2021, BAS hosted 31 REP students: 14 males, 17 females (Table 4.2).

| | 2018 | 2019 | 2020 | 2021 |
|------------------|------|------|------|------|
| Male No | 5 | 3 | 4 | 2 |
| Female No | 1 | 7 | 4 | 5 |

Table 4.2 Breakdown of visiting students by gender

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|--|---|
| Maintain a good gender balance among visiting | 2021 - Increase from 27% (5/18) female visiting students to 55% (17/31) . Due to | Continue to monitor the selection process to ensure |

| | | |
|-----------|--|------------------|
| students. | a concerted effort to readdress the balance by actively encouraging applications from female students. | balanced (A4.3). |
|-----------|--|------------------|

In 2021 BAS launched an **EDI Internship Scheme** to attract students from underrepresented groups and took part in the 10K Black Internship Scheme. 114 candidates submitted applications; 31% (35) were from ethnic minorities, 47% (54) from the LGBTQ+ community and 31% (35) had a disability (this included crossover between characteristics).

We made 16 offers which were accepted, including one job-share. Table 4.3 below shows the gender split of the applicants and appointees.

| | Male | Female | Non-binary | Not known |
|-------------------|------|--------|------------|-----------|
| Applicants | 45% | 44% | 5% | 5% |
| Offers | 25% | 44% | 25% | 6% |

Table 4.3 Gender breakdown of interns at application and offer stages.

Some feedback and more stats are captured below:

"Before doing the internship the toxic work attitudes I had experienced at other institutions had convinced me that academia was not for me. This internship has transformed that view. Staff at BAS are treated so well, have healthier work-life balances, and are overall far more inclusive than I have experienced before. I feel far more confident."

"I think the most enjoyable part was being part of this incredible research organisation that I've always been inspired by, and the feeling of being part of a "cohort" with my fellow interns."

Figure 4.2 Excerpt from feedback questionnaire conducted after cohort of EDI internships.

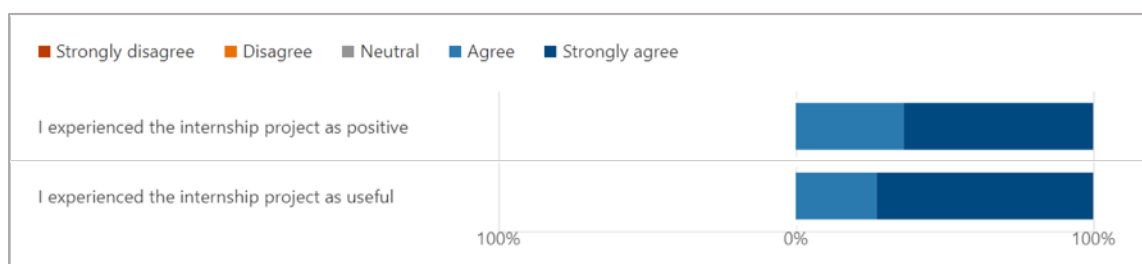


Figure 4.3 Excerpt from feedback questionnaire conducted after cohort of EDI internships.

36.4% of intern respondents agreed that their internship was a positive experience with 63.6% strongly agreeing, additionally 27.3% agreed that the internship was useful, with the remaining 72.7% strongly agreeing to this statement. 100% confirmed in free text that the internship was worthwhile and equipped them with great skills for their careers.

2022 ACTION A4.4 – to work with the UKRI Team and continue to support both EDI schemes.

4.2 Staff data

Present professional staff, technical support staff and research staff data separately. Include postdoctoral researchers in the most appropriate staff category.

Note: Institutes can use whichever staff categories are most appropriate to their staff profiles, as long a definition is provided.

- I. **Staff by grade and gender. Look at the career pipeline and comment on, and explain, any differences in the pipelines for different genders.**

UKRI operates a grading system underpinned by a job evaluation system:

- Bands A, B, C - administrative level
- Bands D, E, F – junior, middle and senior management
- Bands G, H, X – executive roles

Benchmarking

- [British Geological Survey \(BGS\)](#) - of similar size to BAS and doing environmental field work. Our science gender ratio of 43% compares positively with theirs of 39% (158).
- [The Antarctica New Zealand \(ANZ\)](#) – they have just commissioned a new station and are experiencing similar operational challenges and pressures. Similar gender ratio for PSS female staff (64% for BAS vs 67%). However, their female OPEL representation is much more balanced with almost half of their staff being females (see **A 2.4 - 2.6**).

Science Staff

BAS employs researchers at different stages of their scientific career, from PhD students to Individual Merit Promotion⁴ (IMP) positions. Table 4.4 below shows how the UKRI/BAS bands map onto HEI grades:

⁴ The Individual Merit Promotion (IMP) scheme is the main route for **senior scientific researchers**, who have made, and who will continue to make, an outstanding personal contribution in their field, to gain promotion. The scheme is not managed by BAS.

| HEI Grade | University Staff Category | UKRI Band | UKRI Category | Athena SWAN Classification |
|-----------|--|-----------|--|---|
| Prof | Professor | Band X | Institute's Director | Research Leaders |
| Prof | Professor | Band H | IMP Scientists/Associate Director | Research Leaders |
| Prof | Professor | Band G | IMP Scientists | Research Leaders |
| Grade 9 | Senior Research Fellow / Senior Lecturer | Band F | Senior Scientist/Group Leader | Research Leaders/ Research and Support Staff |
| Grade 8 | Research Fellow/Lecturer B | Band E | Senior Scientists/Research staff | Research Leaders/Postdoctoral Scientists/Research and Support Staff |
| Grade 7 | Senior RA/lecturer A | Band D | Post-Doctoral Scientists/Research staff | Postdoctoral Scientists/Research and support staff |
| Grade 6 | Research Assistant | Band C | Research Assistant/Research Data Analyst | Research and Support Staff |
| PhD | PhD student | PhD | PhD student | PhD student |

Table 4.4 Comparison table UKRI/HEI bands

Science staff are approximately 36% (183) of the total workforce and females account for 43% (79) of them. This figure is slightly higher than the findings of the 2011 TBR report on the composition of the science workforce stating that overall, the primary science workforce has a gender balance of 60M/40F.

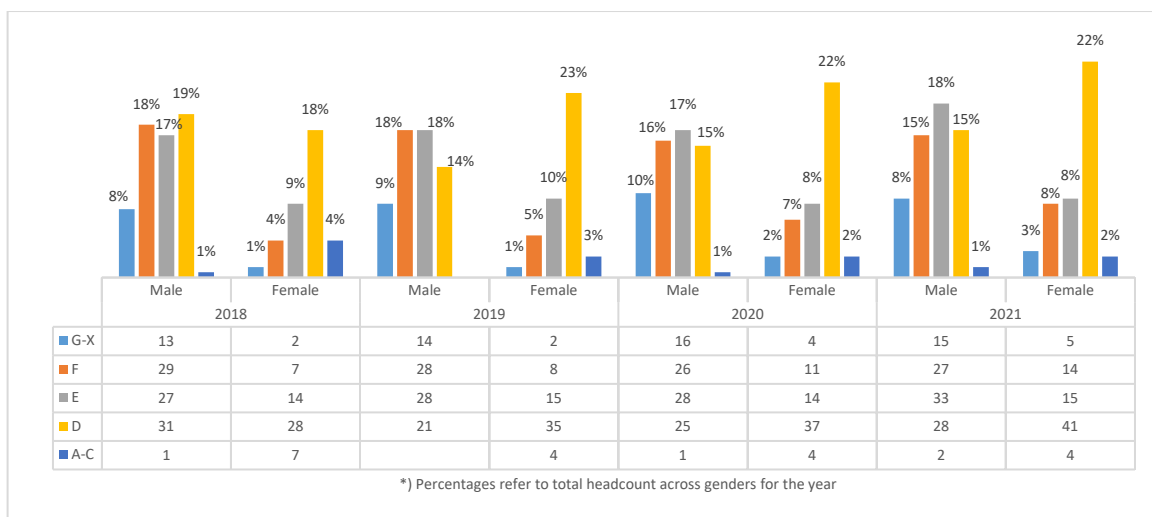


Figure 4.4 Gender distribution of staff in science by bands for 2018-2021

Additional data analysis shows that women are consistently overrepresented in the part-time numbers, year-on-year making up more than ¾ of part-timers. Between 2018-2021 29 female staff requested to go part time (60% of them in Band D and more than 50% in Science).

II. Staff, by gender and grade, on fixed-term, open-ended/permanent and zero-hour contracts

An analysis of the data for OEAs and FTAs by gender and bands (Figs 4.5 and 4.6) shows that over 67% of science staff are on an OEA and 64% of them are males.

- Number of males in senior roles on OEAs has remained constant through the years, apart from of a small increase at bands E and above (from 81% in 2018 to 87% in 2021).
- Number of females in senior roles on OEAs has gone up from 54% in 2018 (22/41) to 62% in 2021 (28/45). This is a combination of new appointments and internal promotions.
- Number of males on OEA has decreased slightly from 67% to 64% (84 to 78), and number of females on OEA has increased from 33% to 37% (41 to 45). However, men still amount to almost the double number of females.

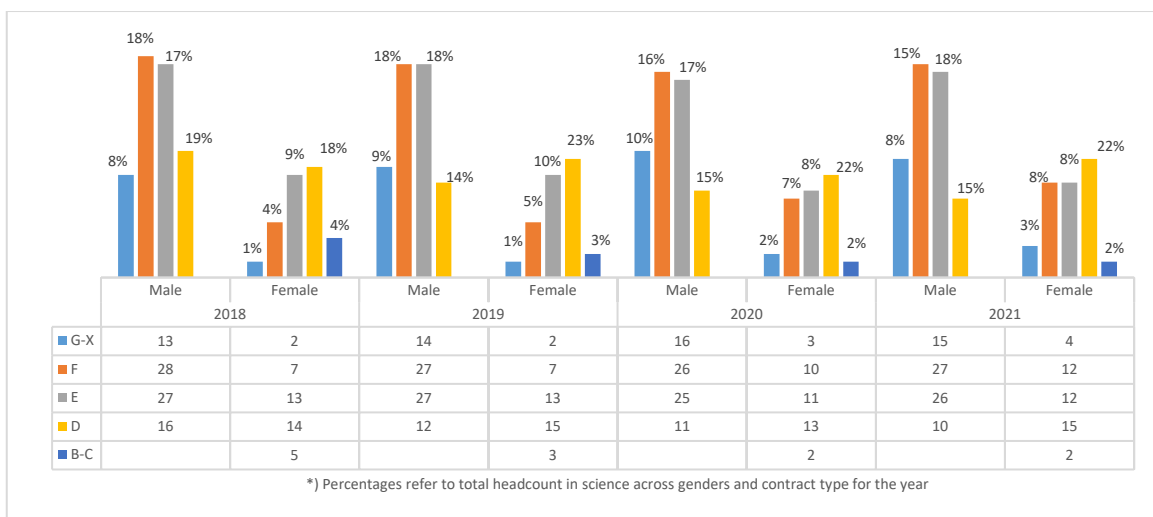


Figure 4.5 Breakdown of science staff on OEAs by band and gender

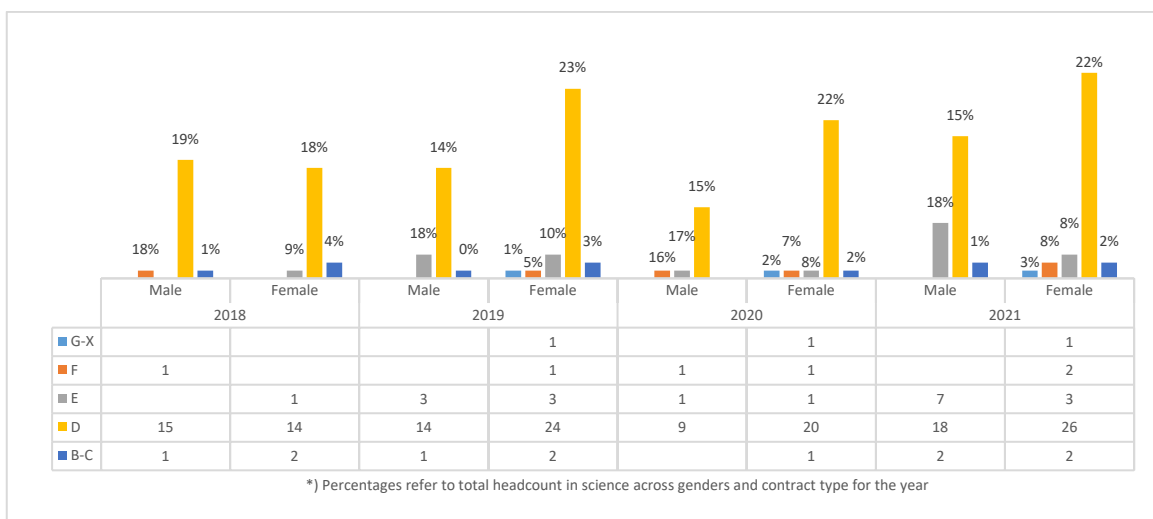


Figure 4.6 Breakdown of science staff on FTAs by band and gender

- The rise in the number of grant funded projects awarded has led to an unprecedented increase in the number of ECRs recruited on FTAs, most of which were females. The proportion of female ECRs (Band D) on FTA has increased from 24% (14/58 female science staff) in 2018 to 33% (26/79) in 2021.
- Although the number of male ECRs on FTAs has increased from 15 to 18, the overall proportion of males on FTAs has remained unchanged 17% (17/101 male science staff in 2018 and 18/105 in 2021).
- In 2018 ECR appointments were equally distributed between genders, however from 2019 onwards the ratio changed and in 2020 the number of female ECRs was over double that of males.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|---|--|
| Review contractual arrangements for staff on consecutive fixed term | 20 FTAs contracts converted to OE. 11/20 for scientists, 64% were females. 4/20 in PSS and 5/20 in OPEL – all F. 2018-21 | Continue to review arrangements for FTAs with the aim to |

| | | |
|--|--|--|
| appointments and convert to OE as appropriate. | - supported 14 (8F) fellowships. All fellows have/ will be offered an OEA at the end of their fellowship. | increase the number of conversions to OEAs (A4.5) |
|--|--|--|

Professional Support Services (PSS)

Staff in Professional Services amount to 16% (83) of the total workforce and females account for 64% (53) of them (Fig 4.7).

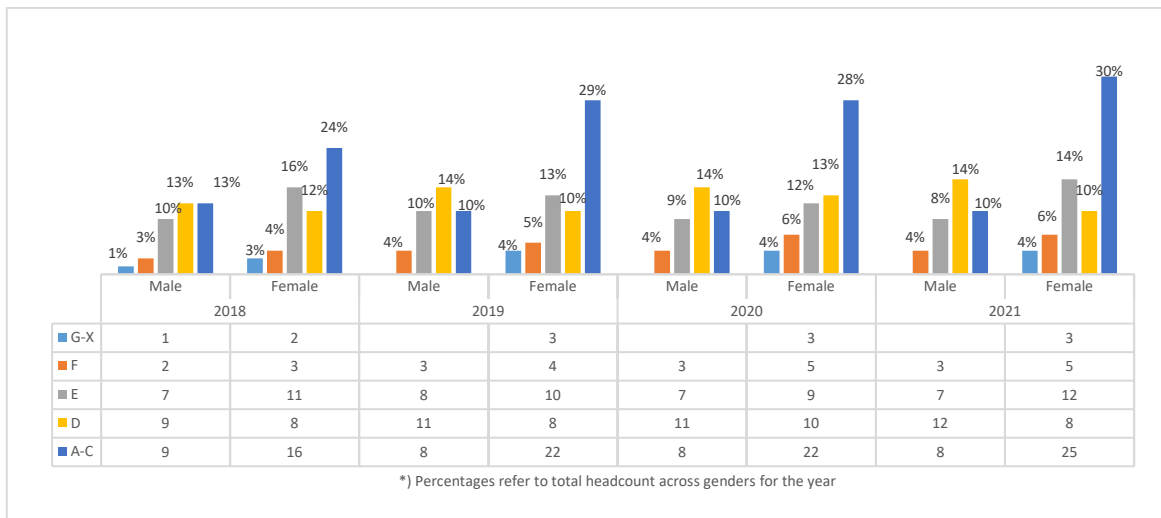


Figure 4.7 Gender distribution of staff in PSS by gender and bands

An analysis of the data in Fig 4.7 shows that

- Between 2018 and 2021, the number of males increased, however, their proportion decreased from 41% to 36%.
- Over the same period, the number and proportion of females has risen from 59% to 64% (40 to 53).
- Number of males in senior roles remained stable, whilst number of females increased from 16 in 2018 to 20 in 2021.
- Females are still disproportionately clustered in the lower pay bands A-C, 47% (25/53 female PSS staff) vs 27% (8/30 male PSS staff) of men in 2021.
- Male and female staff are distributed relatively evenly across the middle band D.

The female – male ratio at executive level (bands G-X) has increased steadily and remains constant with the appointment of the Director of Corporate Services, the promotion of the Head of Communication and Engagements and the appointment of the Director of Innovation and Impact – all females. Overall, the slight percentage change in relative terms is due to a saturation of female workers in the PSS workforce in the first place; this leaves little room for drastic change **(ACTION 2022 A2.4)**.

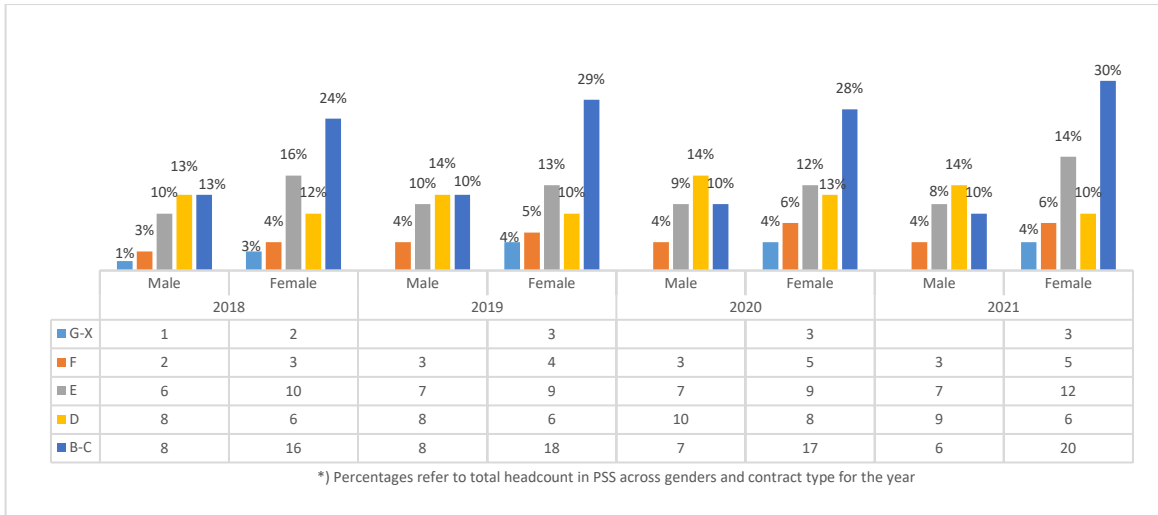


Figure 4.8 Breakdown of staff in PSS on OEAs by band and gender

A breakdown of the OEAs and FTAs by band and gender, (figs 4.8 and 4.9) shows that

- Over 85% of staff in PSS are on OEAs. This proportion has remained relatively constant over the years.
- Number of males on OEA has remained relatively stable, however, number of females has increased from 37 in 2018 to 46 in 2021.
- Number of males in senior roles has remained unchanged, whilst the number of females has increased sharply from 15 (63%) in 2018 to 20 (67%) in 2021.
- Although numbers are low, the data show a gender balanced distribution across Bands D and E for OEA. However, the number of females on lower bands is more than double that of males.

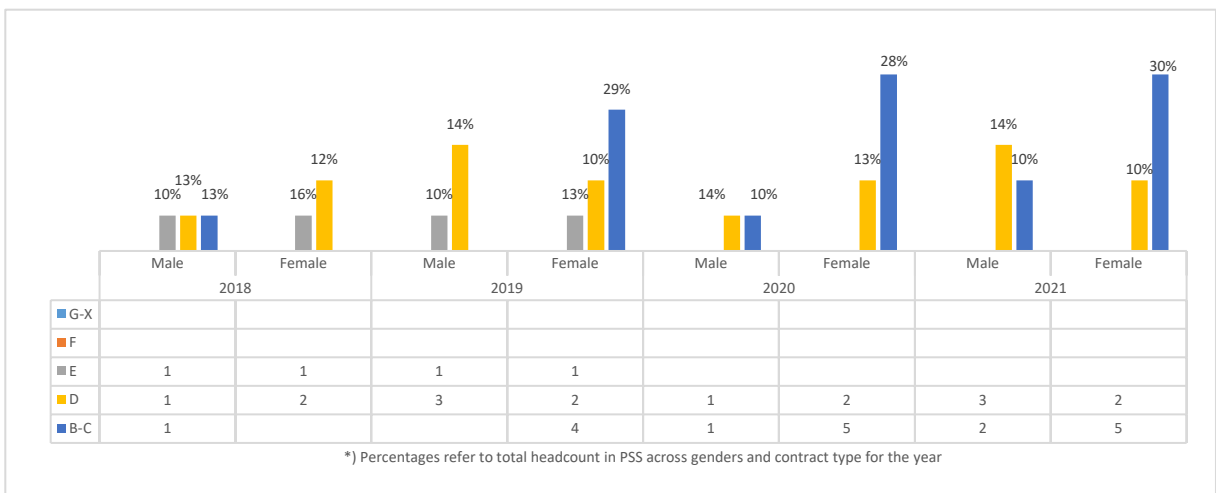


Figure 4.9 Breakdown of staff in PSS on FTAs by band and gender

The total number of FTAs has increased from 8% to 14% (6 to 12). FTAs (Bands A-C) are primarily used to provide administrative support at peak times. In 2020/21 additional resources were recruited to support new infrastructural projects.

Operations, Engineering and Logistics (OPEL)

OPEL staff amount to almost 50% of the workforce and 25% of them are females (Fig 4.10). This group has experienced the most striking changes over the 4-year period because of a large restructuring exercise, which halved the number of seafarers, and the launch of the Antarctic Infrastructure Modernisation Programme (AIMP) which doubled the number of buildings, planning and logistic professionals.

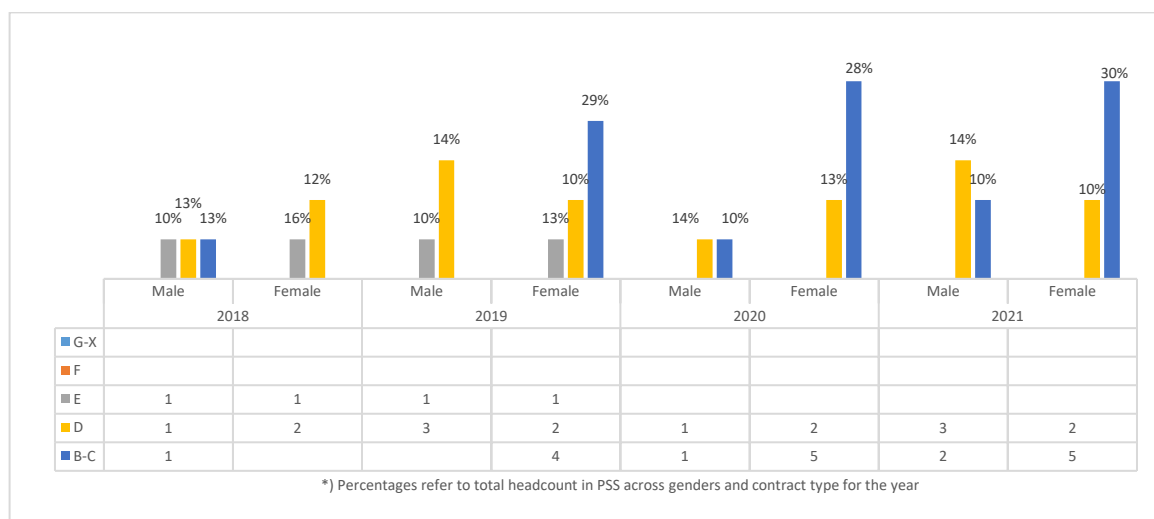


Figure 4.10 Breakdown of OPEL staff (including mariners and pilots) by gender and bands for 2018-2021

The critical points to note are

- Number of females has increased from 21% to 25% (49/238 to 58/233).
- Number of females in senior roles has more than doubled, from 10% to 24% (4/41 to 14/59).
- Number of males in senior roles has decreased, going from 90% to 76% (37/41 to 45/59).

Additional analysis evidenced that

- The increase of contracts at Band D (from 49 to 62) is the result of additional resources employed to support AIMP. Although at first glance there seems to be little change to no of females recruited, deeper data analysis showed that total numbers were affected by no female leavers (4F Band D).
- Despite the increase in females at senior roles, female staff are still disproportionately clustered in the lower bands (30% females vs 9% males).
- Despite the decrease in number of seafarers the % of female officers, 15% (9/60) in

2021, has remained above the national average of 3%⁵ based on data published in 2022 by the Maritime and Coastguard Agency and the UK Chamber of Shipping.

A breakdown of the OEAs and FTAs by band and gender (figs 4.11 and 4.12) shows that

- Over 75% of staff are on OEAs and 80% (141) of them are males.
- The proportion of staff on OEA has decreased by 4% since 2018. This is directly related to the exit of approximately 60 seafarers and the high number of resignations this period of uncertainty caused.

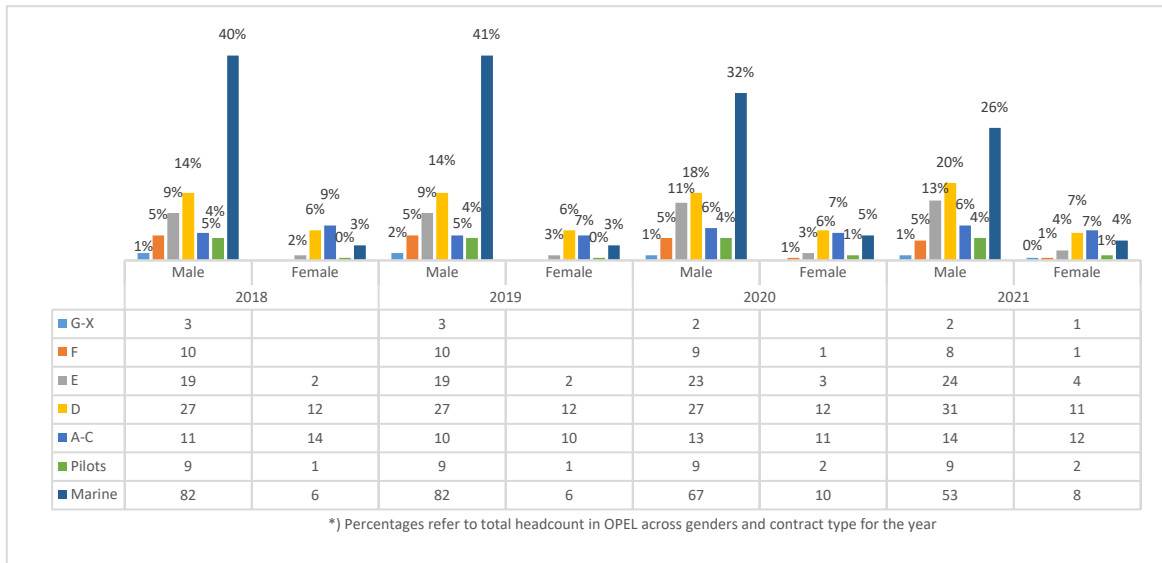


Figure 4.11 Breakdown of OEAs for OPEL staff (including mariners and pilots) by gender and bands for 2018-2021

- Approximately 23% (53) of staff are on FTAs and 36% (19) of them are women.
- The number of FTAs has increased from 42 (18%) in 2018 to 53 (23%) in 2021.
- Most of the male staff, on both OE and FT contracts are clustered around bands E and D, with the lowest bands being the only bands consistently with more females than males.

⁵ [Seafarer statistics: data tables \(SFR\)](#)

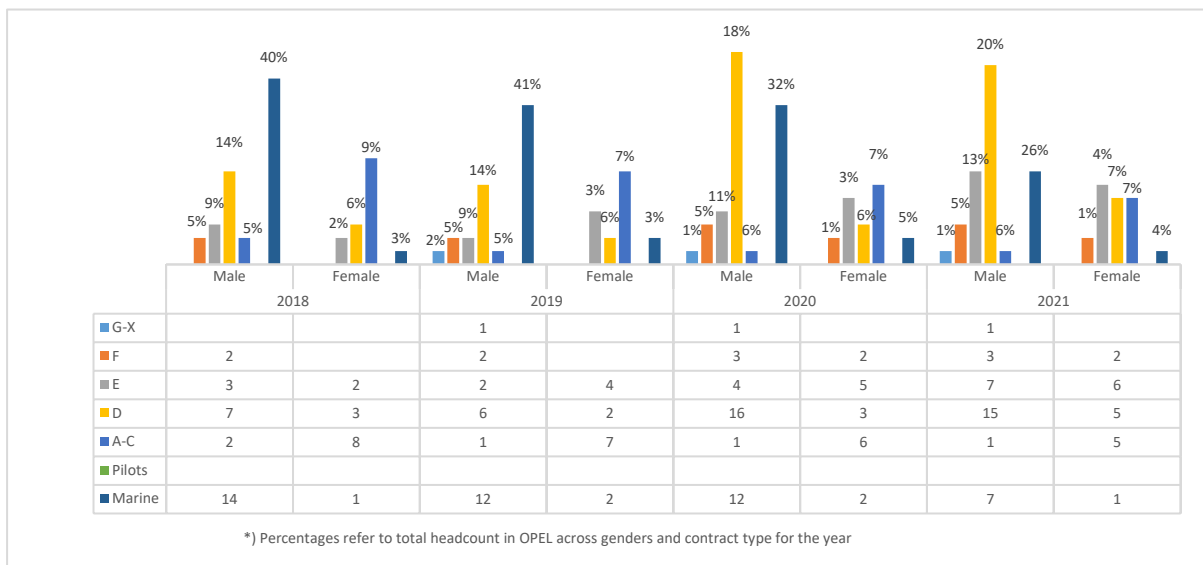


Figure 4.12 Breakdown of FTAs for OPEL staff (including mariners and pilots) by gender and bands for 2018-2021

I. Transition between technical support and research roles

Where relevant, comment on the transition of technical staff to research roles, and vice versa.

BAS is a knowledge sharing organisation and there are many examples of interdisciplinary collaborations. Professional development is encouraged and supported. Over the years we have supported transitions from active research roles to technical roles and vice versa. Numbers are small and show no gender bias.

- **2018** - supported a stewardess to become a fully qualified sailor. We offered paid study leave and on the job training. She is now one of the female sailors on the SDA.
- **2019** - we supported one of our cooks to become a fully qualified marine engineer. We funded study leave, exams and arranged for them to work for 6 months in a motorman capacity under supervision.
- **2020** – we supported a member of the Research Support Team to do an apprenticeship in project management.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|---|--|
| Development of career maps to provide clear progression pathways at BAS | Unfortunately, due to resource constraints the project has been delayed. However, despite the lack of a formalised career framework, development and transition to different roles is actively supported. | Set up working group with wide representation to identify how staff in different roles can develop and progress side way and upwards across the various disciplines and functions (A4.6) |

II. Leavers by grade and gender and full/part-time status

Comment on the reasons staff leave the institute and any differences by gender.

Turnover by grade and gender and full/part-time status

Between 2018 and 2021 BAS undertook a large restructuring programme to support the transition to a single polar vessel. Over 60 seafarers (3F) left on redundancy grounds. Most of the departures took place between August 2019 and October 2021 when the turnover rate reached 13%. 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 175 staff, (80F, 95M), left BAS since 2018. This figure reflects the national turnover rate (8%) for academic staff in HEIs⁶. However, the report does not account for the impact of COVID and the increase in resignations registered across all sectors because of the pandemic.

A breakdown of leavers by functions and gender (Fig 4.13) shows that:

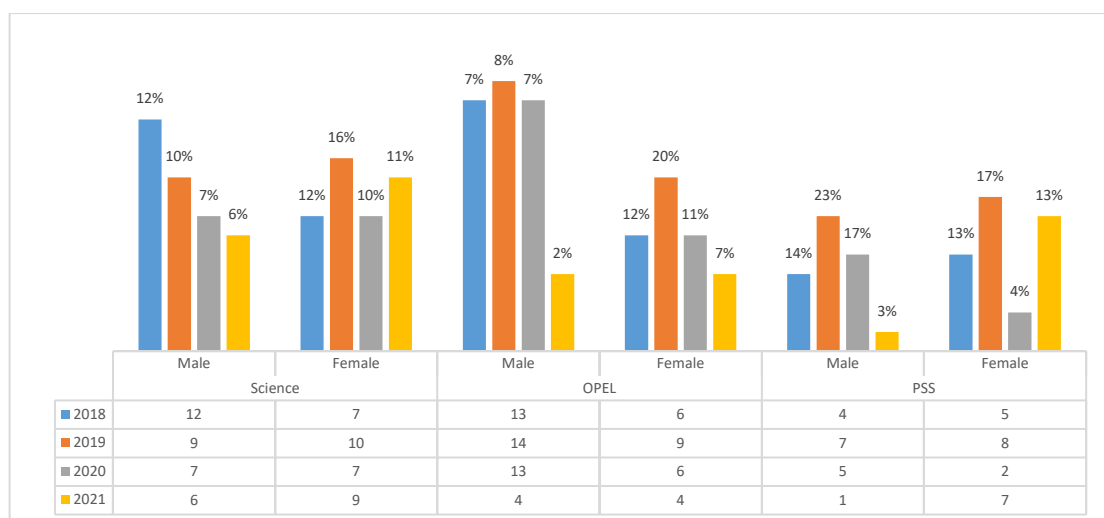


Figure 4.13 Breakdown of total number of leavers by gender and staff groups

- 22% (39, 22F) of the leavers worked in PSS, 39% (69, 25F) in OPEL and 39% (67, 33F) in Science.
- More men than women left each year – 62% (29) in 2018, 53% (30) in 2019, 63% (25) in 2020 – apart from 2021.
- In 2021 65% (20) of the leavers were females; 45% (9) were in Science, 20% (4) in OPEL and 35% (7) in PSS.

Using the total number of males or females employed as baseline, more females than males have left over the years. Specifically, 12%F vs 9%M in 2018, 17%F vs 11%M in 2019, 15%F vs 8%M in 2020 and 11%F vs 4%M in 2021.

Further analysis shows that

⁶ [Higher Education Workforce Survey \(2019\)](#).

- 87% (153) of leavers were full-timers - 43% (66) of them were females
- 13% (22) of leavers were part-timers - 8% (14) of them were females.

Given on average 7% (5%F) of BAS employees were part-time, this indicates a disproportionately high departure by part-timers (with slightly higher percentage of males amongst part-time leavers).

| | No. part timers | Of which Females | No. total leavers | No. part timer leavers | Of which Females |
|------|-----------------|------------------|-------------------|------------------------|------------------|
| 2018 | 17 | 7 | 47 | 5 | 4 |
| 2019 | 44 | 34 | 57 | 6 | 5 |
| 2020 | 45 | 36 | 40 | 8 | 3 |
| 2021 | 33 | 23 | 31 | 3 | 2 |

Table 4.5 breakdown of female part timers employed vs female part timers leavers

Three leaving categories were identified (Fig. 4.14): End of FTA, resignation and other. Resignations, across all 4 years, were consistently higher than the other reasons.

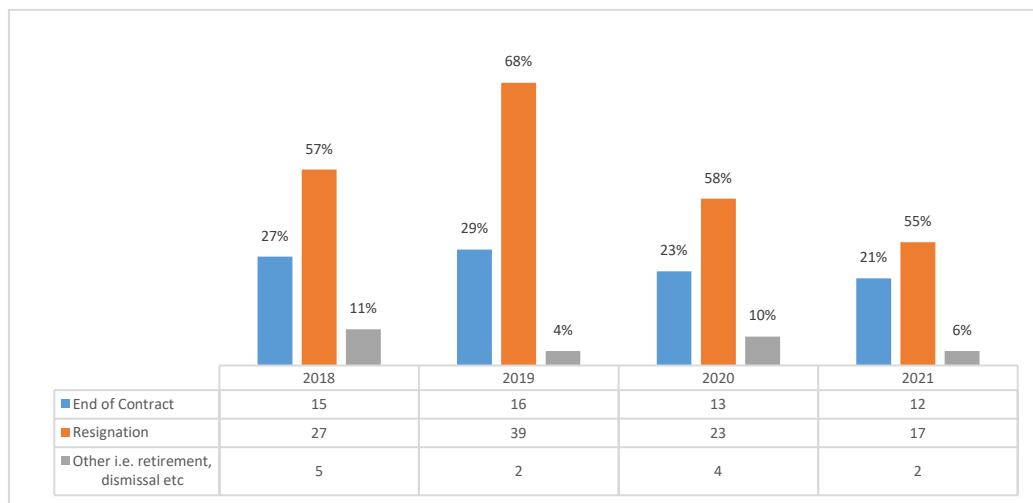


Figure 4.14 Breakdown of leavers by reason

- Of the 175 leavers, 61% (106, 48F) resigned. Of those 47% (50) were in OPEL, 28% (30) in PSS and 25% (26) in Science.
- The % of staff leaving at the end of their FTA has reduced progressively from 27% to 21% (15 to 12)
- The number of leavers for other reasons - including death, retirement, dismissal etc – is too small for any meaningful analysis.

The overall gender split shows that, on average, more men than women left. However, the ratio of men and women recruited and leaving over time (Table 4.6) shows i) a clear

reduction over time of the ratio of men to women and that ii) those leaving don't reflect the same ratio – in each year proportionally more women than men leave.

| Year | M:W recruited | M:W leaving |
|------|---------------|-------------|
| 2018 | 2.2:1 | 1.5:1 |
| 2019 | 2.0:1 | 1.1:1 |
| 2020 | 1.8:1 | 1.7:1 |
| 2021 | 1.6:1 | 1.6:1 |

Table 4.6 Ratio of men and women recruited and leaving between 2018-2021

The data for job acceptances (Table 4.7) show the opposite pattern, which explains why the ratio is reducing, but does mean that if actions could be taken to reduce the proportion of women leaving, we would make more progress towards an equal gender split.

| Year | Job acceptance M:W |
|------|--------------------|
| 2018 | 0.9:1 |
| 2019 | 1.2:1 |
| 2020 | 0.3:1 |
| 2021 | 1.8:1 |

Table 4.7 Ratio of job acceptance for men and women between 2018-2021

The exit data for 2019 shows that promotion/progression was the main reason for leaving for both genders for approximately 65% of the leavers interviewed (25 staff; 15F).

Further analysis of the exit data shows marked differences about the pre and post lockdown drivers for the departures.

In 2018 and 2019 most of the departures were driven by progression/promotion.

In 2020 and 2021 the main drivers were related to what is now socially referred to as the [Great Resignation](#) such as relocation to somewhere with a lower cost of living and moving to a more flexible job.

Our Antarctic operations have not stopped during the pandemic and workload has increased through ensuring that Antarctica remained Covid free. The findings of the many pulse surveys carried out between 2020 and 2021 showed that over 50% of staff felt supported and cared for during the pandemic and acknowledged BAS's strong commitment to the wellbeing of its staff. However, some staff found the experience

too challenging. This combined with the pay pause, increased inflation and wages stagnation contributed to their decision to leave.

Almost 1/5 of the leavers were in leadership roles. Historically, the number of leavers in senior roles has been less than 2% a year. However, the data captured in Figs 4.15 – 4.19 show that, in 2018-21, 18% (32, 11F) of the total leavers, vacated senior scientific and operational roles (50% in OPEL, 25% in Science and 25% in PSS).

a. Science leavers

Science staff turnover through the years has been relatively low, 3.5%, 17 people on average a year. Since 2018, 67 scientists (34M, 33F) left BAS. Twenty-six of them, 12F, resigned and 41, 21F, left at the end of their FTA or for other reasons which include dismissal or retirement.

Exit data shows that >50% of the female leavers moved to a senior (better paid) role either in HEIs or industry. For many years now BAS has struggled to retain staff because of uncompetitive salaries. The past 4 years have been even more challenging due to the government pay pause and the sharp increase in cost of living. These factors have pushed some BAS staff, not only scientists, to seek and take higher paid jobs elsewhere.

Overall, although the data shows that our strategy to support more females into senior roles was successful, the influence of external market pressures and the unique circumstances we have experienced during the pandemic affected the impact of its outcome.

Figs 4.15-16 show that 86% (58, 31F) of the departures affected staff in middle (Band D) and lower bands. This is not surprising. Most scientists join BAS at band D, either as Postdoctoral Fellows or data scientists, and either stay and progress to a team leader position (Band E and F) or move somewhere else. The transition point between bands D and E 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.

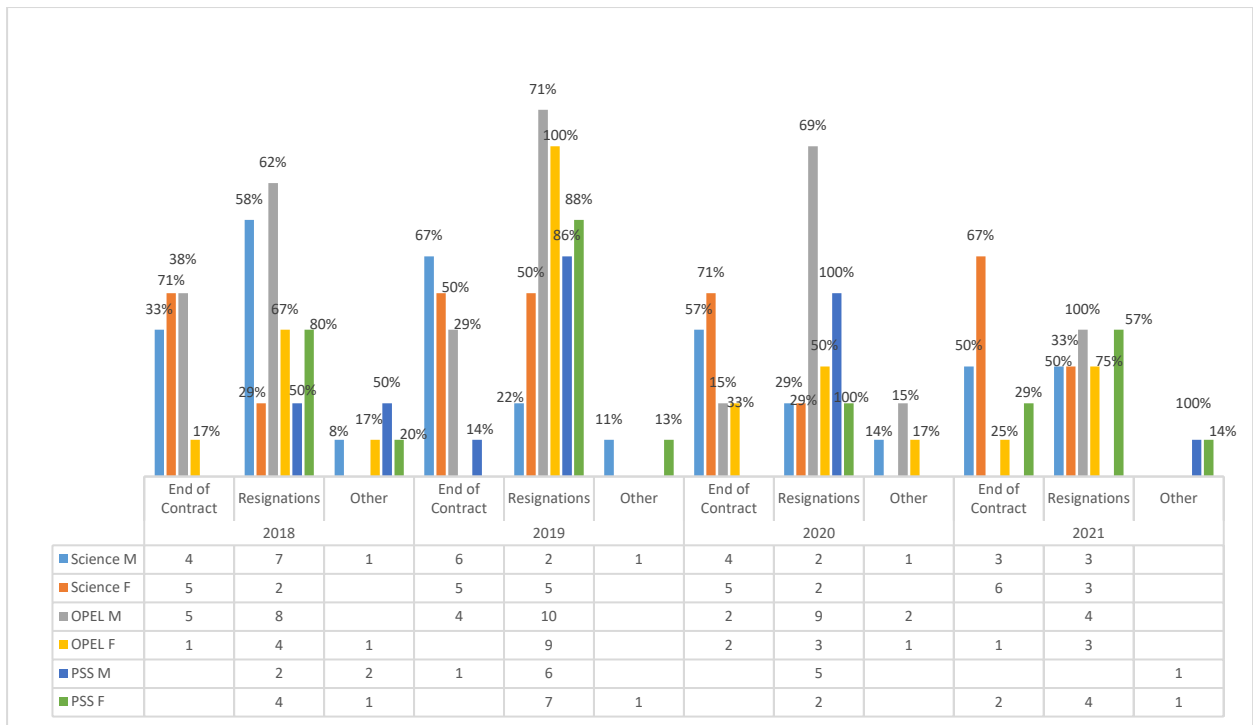


Figure 4.15 2018-2021 Science leavers for end of FTA or for other reasons

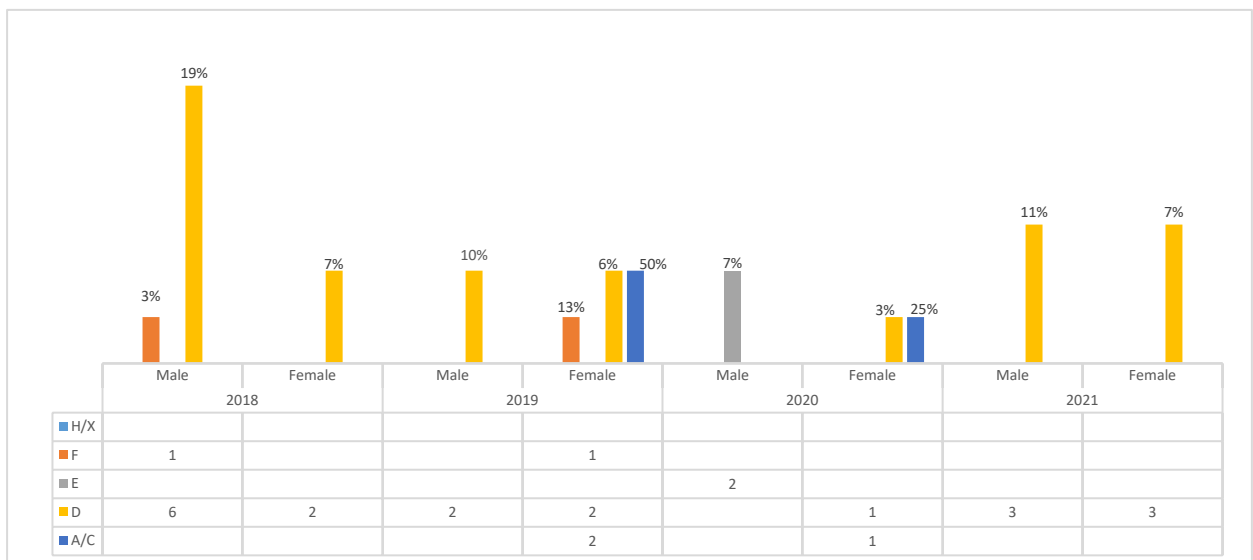


Figure 4.16 2018-2021 Science leavers for resignations

b. PSS leavers

Since 2018, 37 PSS staff (20M, 17F) left BAS. Over 70% (28, 12F) of them resigned and the remaining 9 (5F) either retired or took voluntary exit. 56% of the leavers were females (64% of PSS staff are F).

The number of leavers for end of contracts and other reasons - including death, retirement, dismissal etc – is too small for any meaningful analysis.

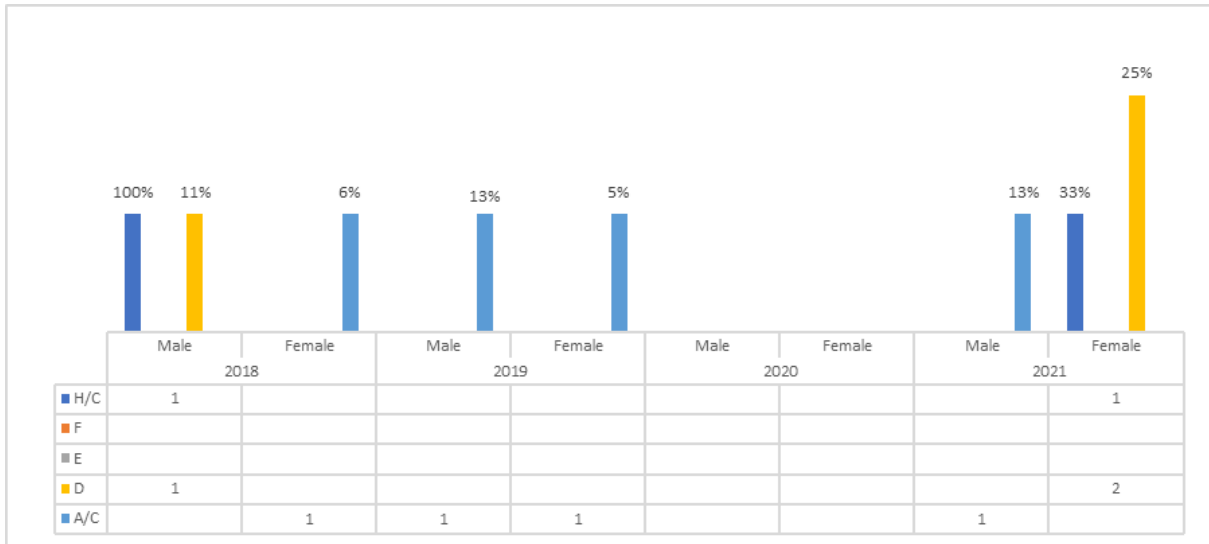


Figure 4.17 2018-2021 Breakdown by band of leavers in PSS who resigned

The data for resignations (Fig 4.17) shows:

- The loss of professional staff in bands D – most newly qualified HR, Finance and H&S staff join at this level
- The loss of staff in lower bands which are the backbone of our administrative support functions and scientific and operational delivery

Feedback from the exit interviews clearly identifies lack of career advancement and more competitive salaries as the main reasons for over 80% of them leaving, with no significant differences among the genders. The remaining 20% left for personal circumstances i.e., relocation away from Cambridge or career change.

Cambridge is a hub for scientific and technological research and there is a high demand for HR, Finance and IT roles (systems support, scientific database managers, software developers and cyber security experts). Despite the attraction of visiting Antarctica, a generous pension scheme and leave entitlement our salary package is not as enticing as that of many of our competitors and attracting and retaining talent presents continuous challenges.

c. OPEL Leavers

Since 2018, 69 OPEL staff (45M, 24F) left BAS. Fifty of them (19F) resigned and 19 (6F) left at the end of their FTA or for other reasons which include dismissal or retirement. The feedback from exit interviews shows that over 80% of the leavers, regardless of their gender, moved to a better paid role.

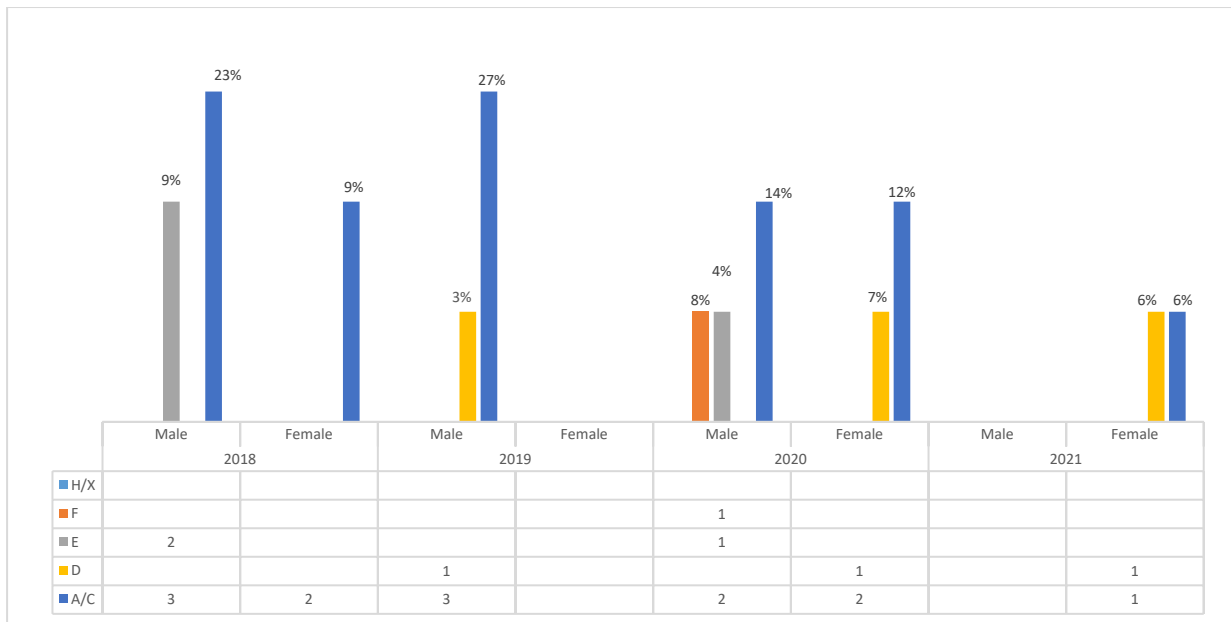


Figure 4.18 2018-2021 Breakdown by band of leavers in OPEL who left at the end of their fixed term contract or for other reasons – excluding resignations

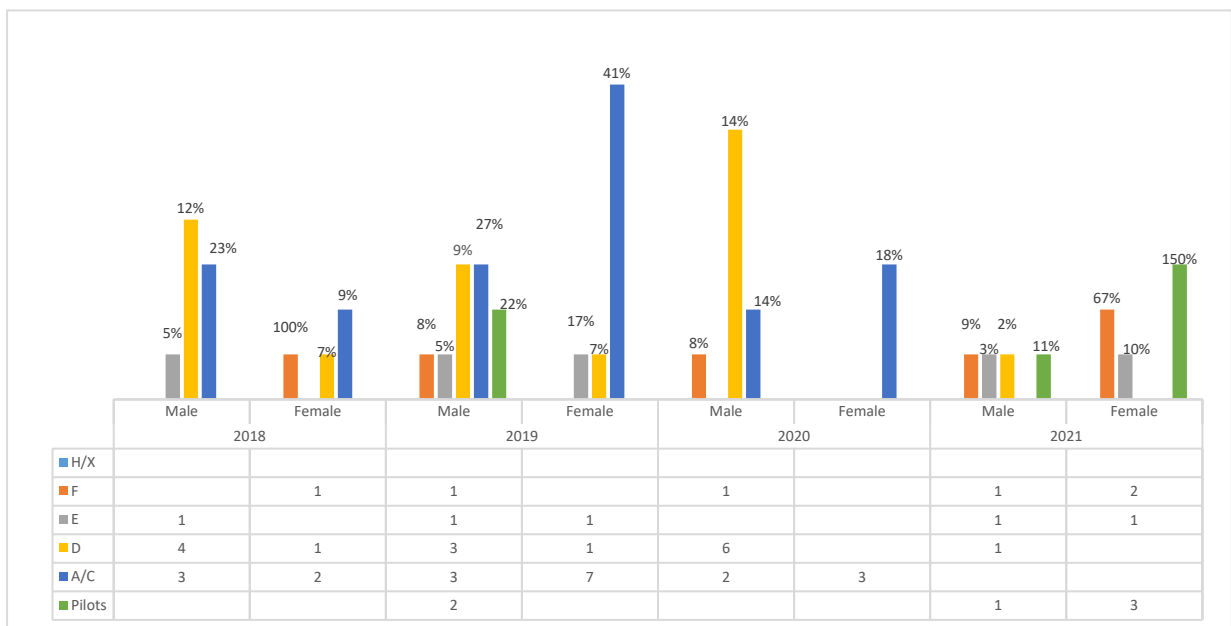


Figure 4.19 2018-2021 Breakdown by band of leavers in OPEL who resigned

The data in both figures above (Figs 4.18-4.19) show that over 77% (53, 22F) of leavers resigned. Approximately 70% (37, 15F) of them were in Bands A-D and the remainder were in senior roles or roles with highly specialist knowledge i.e., pilots.

BAS has a contingent of pilots who have been with the organisation for many years. Pilots spend more than 9 months a year away from home working in the Antarctic or the Arctic or training in Canada. These working arrangements are demanding and can affect people's lives especially family's relationships. Between 2019 and 2021, 3 pilots left. Two of them took a job which allowed them to spend more time with their families and the other went back to an office-based role.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|--|---|
| Accurate recording and collection of staff data, recruitment, training, performance reviews and leavers' data, with a focus on females. | <p>The development of a stronger exit process has enabled us to capture more accurate leavers' information and informed a strategic approach to retention and succession planning to introduce resilience in business-critical areas.</p> <p>The launch of an online recruitment platform will provide the basis for robust recruitment data</p> | <p>Continue to monitor exit data and use it to</p> <ul style="list-style-type: none"> Investigate why more females than males are leaving (A4.7) Develop a robust approach to succession planning, specifically across polar operations to build resilience and retain critical expertise (A4.8). |

III. Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit.

Equal Pay Audit – UKRI carried out an equal pay audit in 2021. The findings showed that UKRI's distribution of men and women is largely responsible for the UKRI Gender Pay Gap, which in 2021 showed a mean value of 10.2% and a median value of 12.3%.

The workforce profile by legal sex and band shows that the percentage of men increases with increasing band and the female proportion reduces with increasing band i.e., 56% females in Bands A-C, 52% in Band D, 43% in Band E and 28% in Band F.

The audit also identified that pay difference for each band by legal sex (including Recruitment and Retention and Specialist allowances was less than 3%⁷.

The audit identified no significant differences in the distribution of performance related pay between men and women. However, the data showed that part-time employees are less likely to receive a performance related pay award than full time employees and as 77% of part-time employees are women, this has a disproportionate impact on women.

Following the UKRI audit in 2021, BAS carried out its own pay review. The initial findings showed similarities with the UKRI ones i.e. that the proportion of men increases with increasing band and the female proportion reduces as the band increases i.e. 32% females in Bands A-C, 25% in Band D, 24% in Band E and 14% in Band F.

The audit identified no significant differences in the distribution of performance related pay between genders or part-timers and full-timers. This exercise is only an initial review, and further work is required.

⁷ The Equality and Human Right Commission states that a pay difference of more than 5% should be considered as significant, and a recurring difference of more than 3% merits further investigation.

2022 ACTION A4.9 – Work closely with the UKRI Reward Team to collect and analyse the breakdown data for BAS gender gap. Total word count - **3445**

5 Supporting and advancing careers

Recommended word count: Bronze: 6500 words | Silver: 7000 words

5.1 Key career transition points

Present professional staff, technical support staff and research staff data separately.

I. Recruitment

Data to be provided by gender and grade. Include: applications, shortlisted candidates, offer and acceptance rates.

During the transition of our data repository to a new online recruitment platform approximately 30% of recruitment data collected between 2018 and 2020 was lost. We are however confident that the data shown in this section provides an accurate representation of recent trends.

2018-21 - 354 campaigns advertised; 1900 applications received (1000 more than 2015-2017). We handle on average 350 applications a year. However, in 2019 the number peaked to >1000 due to AIMP phase 2 (which increased OPEL and PSS headcount by >30%) and the increase in grant funded positions in Science.

A breakdown of the number of applications by gender, band and functional areas in Fig 5.1:

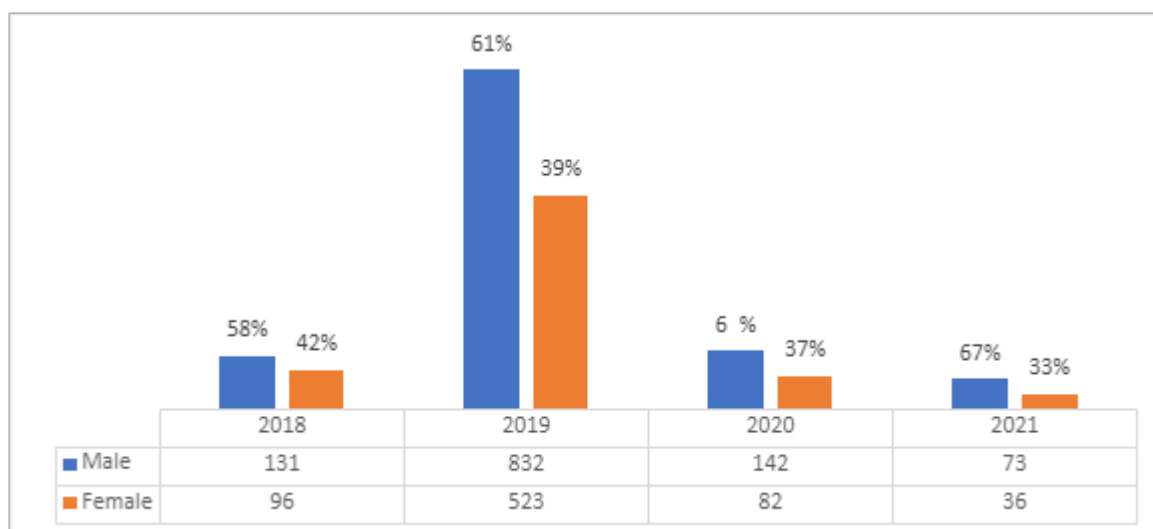


Figure 5.1 Number of applications by years and gender

Overall, the gender split in applications has been relatively stable over the years, an average of 40%F vs 60%M. We can see a small trend in %F decreasing and will monitor it. If it continues, we will identify appropriate measures to attract more female applicants **2022 ACTION (A5.1)**.

We do not see the same trends at shortlisting where an increased number of females have been selected, with a peak of almost 70% in 2020 (Fig. 5.2). These were primarily for science roles, on time limited positions (Fig.4.6) although a small increase is also visible in PSS (Fig.4.9).

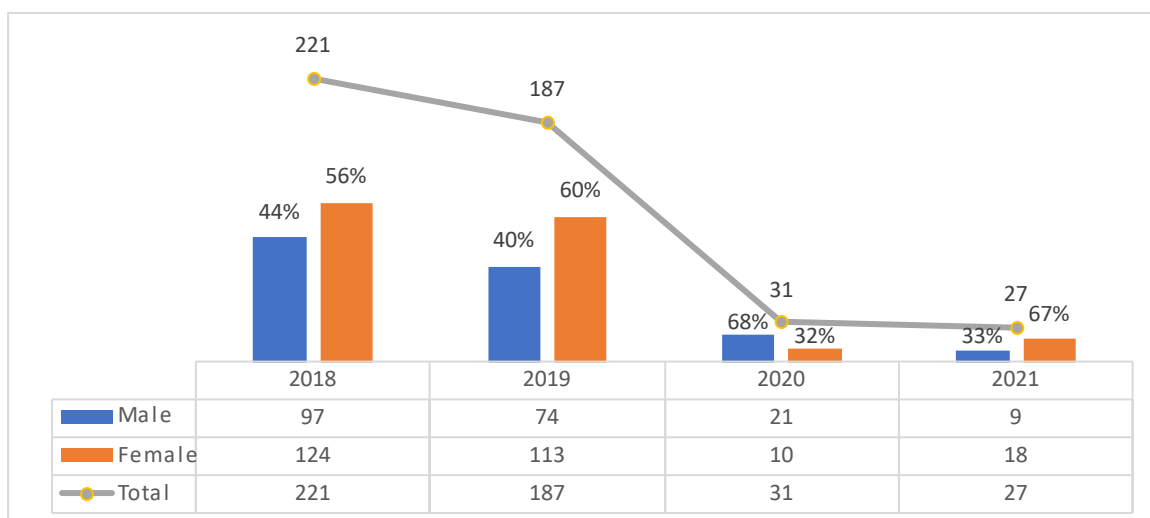


Figure 5.2 Number of shortlisted applicants by year and gender

The data for offers and acceptances, Table 5.1, shows no significant gender differences in 2018 and 2019 and a greater gender split in 2020 and 2021. In 2020, >70% females were appointed and >60% males in 2021 - for reasons mentioned above. The %F in 2021 dropped due to a recruitment freeze for core funded science roles as part of a cost saving strategy.

| | 2018 | | 2019 | | 2020 | | 2021 | |
|----------|--------|--------|--------|--------|-------|--------|--------|--------|
| | Offers | Accept | Offers | Accept | Offer | Accept | Offers | Accept |
| Females | 34 | 31 | 28 | 27 | 11 | 9 | 3 | 4 |
| Males | 34 | 27 | 34 | 33 | 4 | 3 | 7 | 7 |
| Total | 68 | 58 | 62 | 60 | 15 | 12 | 10 | 11 |
| % Female | 50% | 53% | 45% | 45% | 73% | 75% | 30% | 36% |
| % Male | 50% | 47% | 55% | 55% | 27% | 25% | 70% | 64% |

Table 5.1 - Number of offers and acceptances by year and gender

Overall, 155 offers were made between 2018 and 2021, 76 (49%) to women, 71 (46%) accepted. This a significant increase compared to 2015-2017 where acceptance rate for females was 38% (53) and shows that our efforts to engage wider communities through outreach and targeted mentoring and coaching through the [Women in STEM networks](#) (including [Cambridge Association for Women in Science and Engineering](#) and [IET Women's Network, MentorSET and ScienceGrrl](#)) are working and we are attracting high quality applicants.

Almost 40% of applications were for roles at Band D, 20% for roles at Bands B and C, and 19% were for senior roles (Band E and above).

Whilst at the lower bands applications were predominantly from females, for all other bands, including pilots and mariners, they were mainly from men with a 30/70 split for senior roles (Band E and F). This trend is reflected at shortlisting stage (Table 5.2), however, at offer (Table 5.3) and acceptance (Table 5.4) stages the gender gap at E and F reduces.

| | B | C | D | E | F | G | H | Marine | Pilots |
|----------|-----|-----|-----|-----|-----|-----|-----|--------|--------|
| Females | 52 | 36 | 86 | 15 | 9 | 2 | 1 | 0 | 0 |
| Males | 33 | 31 | 116 | 31 | 21 | 4 | 5 | 8 | 18 |
| Total | 85 | 67 | 202 | 46 | 30 | 6 | 6 | 8 | 18 |
| % Female | 61% | 54% | 43% | 33% | 30% | 33% | 17% | 0% | 0% |
| % Male | 39% | 46% | 57% | 67% | 70% | 67% | 83% | 100% | 100% |

Table 5.2 - Breakdown of shortlisting by bands for 2018-2021

| | B | C | D | E | F | G | H | Marine | Pilots |
|----------|-----|-----|-----|-----|-----|------|------|--------|--------|
| Females | 22 | 12 | 28 | 10 | 3 | 1 | 0 | 0 | 0 |
| Males | 9 | 10 | 40 | 9 | 5 | 0 | 1 | 2 | 3 |
| Total | 31 | 22 | 68 | 19 | 8 | 1 | 1 | 2 | 3 |
| % Female | 71% | 55% | 41% | 53% | 38% | 100% | 0% | 0% | 0% |
| % Male | 29% | 45% | 59% | 47% | 63% | 0% | 100% | 100% | 100% |

Table 5.3 - Breakdown of offers by bands for 2018-2021

| | B | C | D | E | F | G | H | Marine | Pilots |
|----------|-----|-----|-----|-----|-----|------|------|--------|--------|
| Females | 20 | 12 | 27 | 8 | 3 | 1 | 0 | 0 | 0 |
| Males | 9 | 9 | 33 | 9 | 5 | 0 | 1 | 2 | 2 |
| Total | 29 | 21 | 60 | 17 | 8 | 1 | 1 | 2 | 2 |
| % Female | 69% | 57% | 45% | 47% | 38% | 100% | 0% | 0% | 0% |
| % Male | 31% | 43% | 55% | 53% | 63% | 0% | 100% | 100% | 100% |

Table 5.4 - Breakdown of acceptances by bands for 2018-2021

Over 40% of the recruitment campaigns were for OPEL, 33% for Science and 27% for PSS (Fig. 5.3).

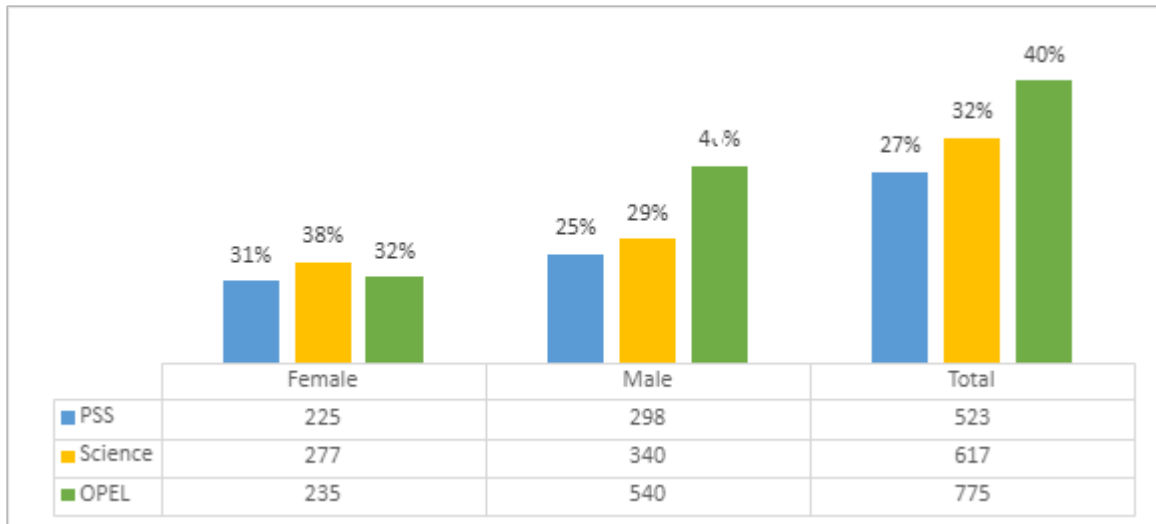


Figure 5.3 - Breakdown of applications by functions/business areas across 2018-2021

Further analysis identified an overall increase in number of applications submitted by females: Of the 617 applications submitted for science roles ~45% were from females compared to 38% in 2017. The percentage of female applications in OPEL has increased from 20% to 26% and that for PSS from 35% to 43%.

Out of >340 recruitment campaigns, only 19% (77) were for senior roles. This is a limiting factor for progression for both genders. However, the recruitment data shows an improving trend - in 2021 43% of the internal senior appointments went to F and 57% to M compared to 25%F and 75%M in 2018.

BAS follows UKRI recruitment selection policies and procedures. All applications are assessed against criteria set out in the person specification and a shortlisting matrix is completed. As a Disability Confident Employer we guarantee to interview anyone with a disability whose application meets a minimum set of criteria for the post.

All recruiting managers attend mandatory training in ‘Recruitment and Selection’. Between 2018 – 2021, 51 managers (28F) attended this training.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|--|--|--|
| Develop a more inclusive and agile recruitment process using an online platform. | <p>2020 - CIPHR, an i-recruit platform, was purchased</p> <p>2021 – Following an audit of our recruitment processes and systems (by a team of occupational psychologists at GeniusWithin) we introduced:</p> <ul style="list-style-type: none"> • Adoption of a software-tool to ensure the use of neutral language for job descriptions and adverts • Consideration of alternative assessment methods to the standard interview process for neurodivergent applicants i.e. <ul style="list-style-type: none"> ○ Submit a video showing evidence they can do what the job requires | <p>Develop an inclusive attraction strategy to increase the number of applications from underrepresented and improve gender balance and diversity (A5.1).</p> <p>Use CIPHR to Improve the quality and accuracy of data for recruitment, training, performance</p> |

| | |
|---|--|
| <ul style="list-style-type: none"> ○ Compile a portfolio- show the work you have already done in photos, samples, or references and case studies. ○ Work Trial ○ Work Experience <p>Although CIPHR's users' feedback (Fig 5.4) looks promising, it is still too early to assess its impact on inclusivity. The EDI Network and the AS working group will work on this over the next years.</p> | <p>reviews, inductions etc to capture more protected characteristics and support intersectionality analysis (A5.2).</p> |
|---|--|

In May 2022 CIPHR was launched. Since May we have advertised 28 roles on the system and received 293 applications. The feedback from a small sample of recruiting managers and applicants has been very positive:

"All the information about the role and the organisation was clear and easy to access"
"It was easy to apply for the position"
"The shortlisting process was easy and simple"
"It is great to have the option to choose your interview slot"

Fig 5.4 - Excerpt from feedback from recruiting managers and applicants on the pilot

Additional actions undertaken to widen our applicant pool:

- Vacancies are currently advertised on social media, websites across all UKRI centres, universities, and agencies as appropriate.
- We use
 - The online portal of [disability jobs group](#) and post in the Disability Review Magazine.
 - [CAMAWISE, IET](#) and [BBSTEM](#) networks and online portals for STEM roles.
 - [Nautilus International - Telegraph](#) for marine vacancies
 - People Management, Accountancy Age Jobs, Totaljobs for administration

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|--|--|--|
| Ensure that recruitment and selection panels are diverse | Over 85% of the panels arranged since 2018 had female representation. Since 2018, 74 managers, over 50% females, have attended the training sessions for chairs and panel interview members. | All recruitment and selection panels to be mixed gender (A5.3) . To work closely with line managers to identify new measures to widen and diversify our applicants pool (A5.4) . |

II. Induction

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

The mandatory induction programme has 3 stages:

- 1) A brief orientation session guided by the Human Resources Team on their first day
- 2) A local induction guided by the line manager during their first 2 weeks.
- 3) A quarterly day event to learn about BAS's history, achievements, and its mission

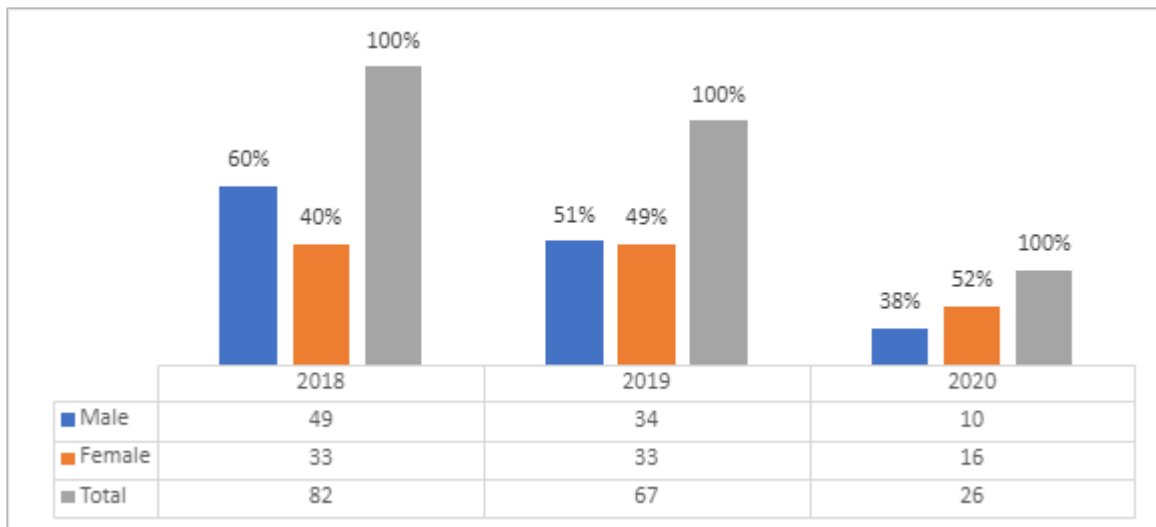


Figure 5.5 Breakdown of quarterly induction day attendance by gender

An average of 70 staff (no significant gender differences identified) attended the quarterly sessions in 2018 and 2019. No quarterly events were run in 2020 in response to staff's concerns about zoom overload. 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.

Bespoke induction programmes are run for PhD students and remote workers as follows:

PhD students - All our PhD students attend a formal BAS induction session plus a compulsory Team Building Day. The BAS Student Symposium is held in October each year and this includes a special slot for all new students to introduce themselves. During the covid restrictions all student inductions were carried out by Zoom.

Staff working in the Antarctic and the Arctic - All staff scheduled to work in Antarctica attend a one-week training programme in Cambridge including sessions on teamwork, team resilience, respectful relationships, EDI and psychological safety.

New starters have an opportunity to talk to 'returners' and regular visitors to the stations and find out from them about the challenges of living and working in an extreme environment. BAS values and expectations are shared and celebrated with staff throughout the sessions.

In response to staff feedback during the induction programme and station visits the [Code of Conduct for staff and visitors living and working in the polar regions](#) was reviewed and a [Community guide on inclusive behaviours](#) was developed. Additionally,

- EDI, Mental Health Awareness sessions and a Resilience workshop for staff leading cruises and field expeditions were developed and Mental Health First Respondent Training for all staff was rolled out.

- Talks/discussions about the challenges of being a female polar researcher from suitable polar gear to access to suitable toilet facilities and managing menstruation during remote Antarctic fieldwork.
- An anonymous reporting tool accessible to staff, students and visitors to report safely any act of misconduct experienced or witnessed - [Workplace Misconduct Reporting App | Vault Platform](#)
- Bespoke inclusive leadership training for Antarctic station leaders is provided

Marine staff - BAS Marine staff are away from the UK for >6 months per year. Induction sessions tailored to the role and responsibilities are delivered on-board by the senior ship management team. Regular visits are organised by the HR team to ensure that new starters are settled in and that individual queries are addressed expeditiously.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|--|--|---|
| Develop a wellbeing/welfare support programme for staff working remotely in extreme conditions | <p>An Employee Assistance Programme (EAP) was introduced for all staff. Uptake has been good - ~60% of staff. Access is confidential so it is not possible to have a breakdown by staff groups. Over 30% of our seafarers and pilots live abroad. EAP does not cover international support; we have funded individual counselling sessions (23).</p> <p>Feedback - 80% of the crew are satisfied with the welfare support. Support offered has had a positive impact on their motivation and engagement. Turnover for mariners has been low and retention of critical staff has been higher.</p> <ul style="list-style-type: none"> • MH Awareness Programme – 100% attendance • seafarers trained as MH first respondents (3M, 1F) • Safeguarding framework for marine staff developed and implemented | <p>Continue to review the EAP support cover and explore the possibility to include international access (A5.5).</p> <p>Develop a welfare and wellbeing network for seafarers under the guidance of the Purser and the wellbeing officer to provide support on physical and mental health and review its effectiveness (A5.6).</p> |

Pilots – BAS pilots spend six months in Antarctica and the rest of the year training in Canada or flying in the Arctic. An induction week is arranged at Cambridge HQ every year in June. New and existing members of the team have an opportunity to meet representatives from science, operations and professional services and visit some of the facilities.

Pilots, mariners and AEPs have access to the EAP and a coordinator based in Cambridge who is their first point of contact for any queries.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|------------------|-----------------------------------|----------------------------|
| Develop a better | Although attendance has been good | Review existing onboarding |

| | | |
|--|--|---|
| onboarding experience for new starters | and the feedback has led to an improved programme, with the move to hybrid working arrangements a more agile and interactive approach is needed. | arrangements and develop a programme which is fit for an agile workforce (2002 A5.7) |
|--|--|---|

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.

Within BAS, staff can obtain promotion in different ways:

Apply for a vacant post - this is the most common way of obtaining promotion for some staff, primarily in operations and administration, who have developed the skills for a higher band.

2018-21 - 45 staff (21F, 24M) were promoted following a competitive recruitment exercise. 64% in OPEL, 21% in PSS and 15% in Science.

Apply for a promotion – a call goes out every year to all staff. Applications are assessed by a panel with those applicants that appear to meet the promotion indicators on paper invited to interview. The decision on whether or not to award the promotion is made after the interview. Applications are assessed by a board of internal and external experts.

A support framework - including a review of the application by senior managers, discussions with former reviewer/assessor and a mock interview - has been developed.

2018-21 - 70 applications (30F, 40M) were submitted – 30 more than 2015-17 and a 10% increase in applications submitted by females. Forty-six (22F, 24M) were successful, 3 from part timers. Twenty-eight were from Science, 8 PSS and 10 from OPEL.

Individual Merit Promotion (IMP) - Senior researchers aspiring to be promoted above Band F can apply for the Individual Merit Promotion (IMP) scheme, which focuses on research (equivalent to university professor).

2018-21 - 14 applications were submitted (2F, 12M) - all succeeded; a 50% (2) increase in female submission from 2017. As the number of senior female scientists increases, we are confident that more will progress through the IMP route.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|--|---|
| Identify ways to support female scientists through the IMP route. | 50% increase to female promotion success. Feedback - The targeted support they received in the form of leadership training, coaching, mentoring, application reviews and mock | Identifying females who are at the appropriate career stage to consider IMP promotion and mentoring and |

| | |
|--|---|
| interviews played a key role in building their confidence and empowered them to apply. | supporting them to apply. (A5.8). |
|--|---|

The data in Table 5.5 shows:

- BAS promotion success rate is on average 68% compared to 55% for 2015-17.
- Although men submitted more applications, the success rate for women was on average higher (76%F, 59%M) and much higher than in the previous Athena Swan application round (60%F, 50% M).
- For promotion to Bands E and F - 37 applications were submitted by scientists (12F); the success rate was 75%F vs 60%M. Historically, proportionally more male ECRs than females have progressed to a senior role. Although the data for 2018-2021 shows a similar trend, the success rate for females is much higher.
- Further analysis shows that female applicants had been in post longer than males, 8-10 years vs an average of 4 years for men. With guidance and coaching support, they would have developed the confidence to apply for promotion earlier.
- There are no significant gender differences for promotion to Bands C and G
- Promotion to Band D – more females than males applied because females are overrepresented across BAS at Band C (59%F vs 29%M).

| BAS Merit Promotion to | Band G | Band F | Band E | Band D | Band C | Totals |
|-----------------------------------|--------|--------|--------|--------|--------|--------|
| F submitted applications | 1 | 10 | 11 | 6 | 1 | 29 |
| M sub. applications ⁱ⁸ | 3 | 20 | 16 | 1 | 1 | 41 |
| F successful applications | 1 | 7 | 7 | 6 | 1 | 22 |
| M successful applications | 1 | 12 | 9 | 1 | 1 | 24 |
| F success rate (%) | 100 | 70 | 64 | 100 | 100 | 76 |
| M success rate (%) | 33 | 60 | 56 | 100 | 100 | 59 |

Table 5.5 - Promotion applications (number) submitted and approved collated over the period 2018-2021

Feedback from applicants included:

“I certainly found the leadership training very valuable. I was aware of some of the other support, but I would say you could make it much more obvious that it exists. I had people review my application and practised my talk with a senior scientist. Informal mentoring has definitely been very beneficial for me getting to Band F. I would not have had the confidence to step up to this level without having someone there as a sounding board”.

“I think having support from my line manager (Female) and key scientists I was working with (both Male) was the biggest support. I have done a few of the leadership training courses and although they were useful, for me I don't think they particularly helped my application. Also, I wasn't aware that there was an opportunity for mock interviews as part of the process, perhaps that can be advertised more widely”.

Fig 5.6 Excerpt from feedback from applicants of 2018-2021 promotion rounds

⁸ 2 applications did not go through because the IMP route was deemed to be the most appropriate one.

Ongoing support is offered to unsuccessful applicants by line managers and MP panel members. Over the past 4 years, 7 unsuccessful staff (2F, 5M) have been successful on their second attempt.

On completion of the 2021 round the feedback highlighted conflicting feelings.

- >80% of staff in Science were satisfied with the process and the support received.
- >50% of the staff in OPEL and PSS felt that the scheme was not flexible enough to meet their needs.
- Most science roles are fluid - there will always be a business case for them to operate at a higher level and application for promotion is supported.
- Most roles in PSS and OPEL operate within an agreed framework – for some of them there is no business case or flexibility to work at a higher level.

Although the number of applications in PSS and OPEL have more than doubled since 2017, the scheme is still limiting for them. These staff play a critical role in supporting BAS science mission and operational strategy and they should have access to equivalent development opportunities. A working group was set up in 2022 to review the current scheme and develop a system that more closely met the needs of all BAS staff. The following changes were introduced:

- The concept of a business case for OPEL and PSS staff was redeveloped to enable greater flexibility
- The timeline was moved to a less busy time of the year for staff in PSS and OPEL
- Volunteers across OPEL and PSS were recruited to sit on paperboard and interview panels on a three-year rotation to provide consistency and support
- Assessment indicators and outputs were revised to ensure that the wide range of activities and responsibilities of all operational and professional support roles were captured and considered when assessing applications

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|--|--|---|
| <p>Improve the Merit Promotion experience for staff in OPEL and PSS.</p> | <p>Both quantitative and qualitative data show that the targeted support framework - including leadership training, coaching, mentoring, application reviews and mock interviews – developed to support staff and specifically female scientists, had a positive impact and empowered them to apply.</p> | <p>Continue to analyse promotion data to identify barriers and trends and encourage wider participation of PSS and OPEL staff (A5.9). Provide coaching and guidance to female staff to ensure they are equipped to apply for promotion at the appropriate time (A5.10).</p> <p>Ensure that all staff are aware of the support framework available to them, and line managers understand the play the role in developing it (A5.11)</p> |

5.2 Career development

Present professional staff, technical support staff and research staff data separately.

I. Training

Describe the training available to staff at all levels in the institute. Provide details of uptake by gender.

BAS is a learning hub, a place where innovative ideas are shared and developed into multidisciplinary projects. Accelerated by the pandemic, we have embraced digital collaboration. The use of video conferencing tools have strengthened our resilience and enabled us to rapidly adapt and ensure business continuity in case of the next crisis or unexpected event.

An online comprehensive development programme consisting of core activities and targeted learning has been developed. The funding allocation is gender blind. Our training portfolio includes a combination of soft skills and role specific training open to all staff and students.

| | | | | | | | |
|-------------------------------------|---------------------------------|---|--------------------------------|----------------------------------|------------------------|--|--|
| Assertiveness | Communication Skills | Facilitation Skills | Influencing Skills | Negotiation Skills | Think on Your Feet | Bargaining Power - strengthening your negotiation skills | |
| Creative Thinking | Dealing with Difficult Sessions | How to Send & not offend | Shaping Your Impact | Speaking Effectively | Turbulent Times | What I am trying to say is... | |
| Where did the time go? | Working under Pressure | Getting your message across with impact | Lets keep it positive.. | Minute Taking | Stress Taster Workshop | Business Report Writing | |
| Communicating Science to the Public | Developing Presentation Skills | Effective Writing Skills | Minute Writing | Presentation Skills | Proof Reading | Speed Reading | |
| Why didn't I say that? | Bitmap MS Access | MS Excel | MS Outlook | MS Powerpoint | MS Project | MS Publisher | |
| | MS Visio | MS Word | Finance for non finance people | Employment Law for line managers | Pre retirement seminar | | |

Figure 5.5 Screen shot of the online training portfolio

2018-21- 966 (535F) requests were processed, over 50% came from PSS staff. Over 40% from staff on Band D, 27% on Band E, 17% on Band F and above. All other requests were from staff in lower bands.

To support the move to hybrid working arrangements, digital guidance documents and training sessions for line managers have been developed. Attendance to the training is mandatory, 87% of line managers have attended to date.

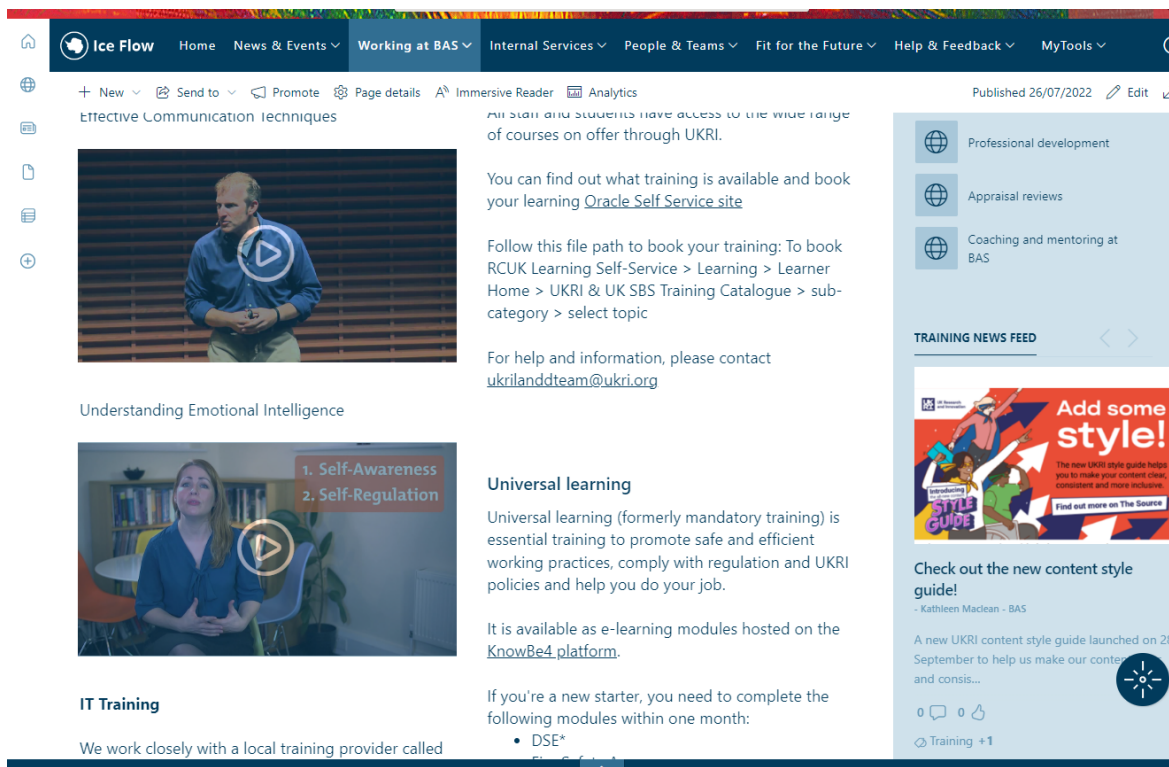


Figure 5.6 Screenshot of the training pages on IceFlow

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|--|--|
| <p>Support more female staff through leadership and management development.</p> | <p>Over 25% (232, 130F) of the requests received in 2018 -2021 were for the management and leadership programme. These included 20 (8F) for the 'Challenges in Science Leadership' Programme.</p> <p>This is a 50% increase compared to the 2018 figures. Further analysis shows that 39% (11) of the females successful in getting a promotion attended a leadership programme.</p> | <p>Continue to support leadership development of our female staff (A5.12).</p> <p>Work with UKRI to develop a corporate wide Leadership Programme to encourage networking across all institutes (A5.13).</p> |

II. Wellbeing support

Over 80 virtual coffee chats, Lunch 'n Learn sessions and webinars were organised by the **BAS Wellbeing Network** to offer staff the opportunity to come together to talk about themselves, listen to their colleagues and friends and share experiences and advice.

The sessions, facilitated by wellbeing experts and qualified welfare advisors, ran at the peak of the pandemic and attracted an average of 60 people, with more women than men attending. They covered a wide range of topics including:

- Be Active Be Healthy sessions: Healthy eating, stress awareness, sleep hygiene, meditation, menopause talks.

- Exploring neurodiversity in the workplace – Asperger/autism
- Raising awareness about cancer - training session run by Cancer Research UK
- The impact of menopause in the workplace

Support for seafarers

The past 4 years were incredibly challenging for our marine contingent because of COVID, the large redundancy programme and the SDA building project. The SDA maiden trip was testing. The crew sailed on an unfamiliar ship, in extremely challenging mental, physical and weather conditions and spent 9 months reviewing critical engineering and safety systems.

We teamed up with an accredited body to deliver Mental Health Awareness, Self-Harm and Suicide Prevention Training to all working and living on the ship.

Training was mandatory and 100% attendance was achieved (60M, 9F). The feedback triggered further discussions about welfare support and safeguarding measures for seafarers **2022(A5.7)**.

III. Appraisal/development review

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

Development review meetings are arranged regularly throughout the year with a formal session taking place between April and June each year.

Key achievements are discussed, progress against objectives is reviewed and new plans are agreed. These meetings also offer the opportunity to discuss career development i.e. training opportunities and promotion prospects.

Following the feedback shared by staff in the 2019 survey, additional responsibilities supporting BAS's values and people strategic aims are discussed and considered in the planning of the workload.

All staff are offered appraisal training – an average of 80 staff, 35%F, attended in 2018-21.

| Staff groups | Completion rate | Notes |
|-----------------------|--|--------------------------------|
| Cambridge based staff | 70% | 60% of respondents are females |
| Mariners | 100% | |
| Pilots | 100% | |
| Additional notes | <p>The analysis showed that</p> <ul style="list-style-type: none"> • Numbers have decreased over the years and return rate for OPEL (Cambridge) is lower than the other areas. Most OPEL staff work between the UK and Antarctica and formal review meetings are often delayed. | |

| | |
|--|--|
| | <ul style="list-style-type: none"> Review discussions have taken place; however, the relevant paperwork has not been finalised. |
|--|--|

Table 5.6 Completion rates averaged out the 4-year period

2022 ACTION A5.14 – investigate the factors affecting OPEL (Cambridge) completion rate and further increase the numbers of people completing the whole process.

IV. Support given to staff for career progression

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

As a signatory member of the Concordat for the professional development of researchers, in 2020 we developed a training programme for researchers, a combination of learning and development opportunities to support the careers of researchers (ECRs, Fellows, established scientists etc.) who work at BAS.

The programme includes access to the postdoctoral training programme arranged by the University of Cambridge, a subscription to all available online training courses on the Nature Masterclasses platform, and mentoring.



Figure 5.8 Five online Nature masterclasses available to ECRs

Development Programme for ECRs

[Post-doc Events Calendar](#) and [Online Researcher Development](#) - make contact with Hannah promptly to ensure your place

| Communication | Career progression | Coaching and Mentoring | Leadership |
|--|--|--|--|
| <ul style="list-style-type: none"> • Managing Up • How to Approach Difficult Conversations • Being Assertive: Making Yourself Heard • How to Achieve Productive Collaborations • Intercultural Communication • Communication and Personal Impact One-to-One • Effective Research Presentations Group Workshop | <ul style="list-style-type: none"> • Map your Postdoc Journey Now! • Strategies for Being Resilient • Solving Research Problems Creatively • Introduction to Research Integrity • How to Peer-Review Research Papers AHSS • How to Peer-Review Research Papers STEM • Writing a Grant Application with Impact | <ul style="list-style-type: none"> • Introduction to Mentoring for Researchers Webinar • Introduction to Coaching and Mentoring • Self-Coaching for Professional Development • Setting Up Group Coaching | <ul style="list-style-type: none"> • An Initial Guide to Leadership • Self-Leadership • Leading Others • Facilitation Skills |

Figure 5.9 Online development programme available to ECRs

| Training event name | Date / Period | Total participants | Males | Females | Non-binary | |
|--|---------------|--------------------|-----------|-----------|------------|---|
| Grant Writing | 16-Mar-21 | 10 | 10 | 3 | 7 | 0 |
| Grant Writing | 23-Mar-21 | 11 | 6 | 5 | 0 | |
| Nature Master Classes | 2021 | 9 | 4 | 5 | 0 | |
| BAS Seminar: UKRI_NERC_strategic funding | 28-Apr-20 | 12 | not known | not known | not known | |
| Grant Writing | Mar-22 | 16 | 9 | 7 | 0 | |
| BAS Seminar: Fellowship Funding | May-21 | 33 | 15 | 18 | 0 | |
| BAS Seminar: Fellowship Funding | May-22 | 19 | 9 | 10 | 0 | |
| BAS Seminar: EU Funding | 29-Jul-20 | 8 | 3 | 5 | 0 | |
| Grant Writing | 14-Sep-20 | 12 | 3 | 9 | 0 | |
| BAS Seminar: Horizon Europe | 18-Mar-21 | 0 | not known | not known | not known | |
| BAS Seminar: ERC HE Proposals | 22-Jul-21 | 5 | 4 | 1 | 0 | |
| Mentoring for Fellowship Scheme | 2020 to 2022 | 23 | 11 | 11 | 1 | |

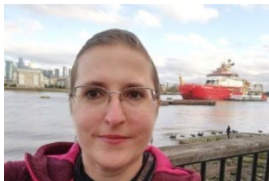
Table 5.7 – Breakdown of attendance to Training Programme for Researchers

A pool of champions - at different stages of their career and across different fields - has been created to provide mentoring and coaching support. The following table captures two members:



I have worked at BAS since finishing my PhD in 2009. I started out as a Climate Modeller but over the years transitioned to the area of Environmental Data Science. In 2018 I helped to setup the BAS Artificial Intelligence (AI) Lab, and in early 2020 became a Senior Research Fellow at The Alan Turing Institute, the UK national institute for data science and AI. I am also a Co-Director for the University of Cambridge Centre for Doctoral Training (CDT) in the Application of AI to the study of Environmental Risks (AI4ER), a UKRI funded programme to train the next generation of future global leaders in environmental science. I am passionate about the development of early career researchers and ensuring they are given the bandwidth and support to reach their full potential. Science and engineering discovery is all about exploration and taking the time to 'think'. In a rapidly changing research landscape - in terms of global priorities, funding streams, engagement with stakeholders and applying new technologies – our future leaders will increasingly be required to be ambitious and innovative.

I am a marine geophysicist and have worked in a range of science management roles at BAS for more than 30 years. I feel I was a slow starter in my early career as a researcher partly because I did not receive good guidance about what things I needed to focus on in order to progress. This has made me determined to make sure students and early career people working with me do not similarly miss out on appropriate guidance. I find observing the progress of past and present students and staff very rewarding. My extended academic 'family' now includes several who have received awards (e.g. Laws Prize) and a few who hold chairs or are heads of department, as well as some that have established careers in industry. In my experience people are more motivated when they feel supported by their managers, believe they have opportunities to progress and can clearly see what they need to do advance their career.



I am an atmospheric physicist and have been at BAS for ~15 years. I feel that supporting the development of all researchers, including early career researchers, is important. I have benefitted from supportive colleagues who have encouraged me to attend courses I would have otherwise avoided. As a result of these training courses, I feel more confident in my role as a senior leader. The depth and breadth of training and development courses that are now available, compared to when I was starting out, is huge. Encouraging and supporting our researchers, offering them guidance on what training might benefit them, will enable them to develop the essential communication and leadership skills to help their careers shine.

In addition to the above resources, early career researchers have access to:

- **Vitae’s Researcher Development Support** – Services and resources designed to help researchers plan and implement personal and professional career development.
- **Guidance on 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/UKRI Fellowships to females and non-binary staff is 40%, compared to 35% in 2018.
- **One to one reviews** – The Director of Science and the Director of BAS arrange personal discussions with all scientists to review their short and medium term plans, their publication record and provide guidance and direction on next steps. This includes early career scientists.

Additionally, all staff have access to the UKRI Early Career Network (ECN), an internal staff-led network of colleagues in their early career. The network is inclusive; connecting colleagues early in their career across UKRI from different sites, job types, and councils, to share experience and knowledge, aid career development and influence wider strategy.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|--|---|---|
| Develop a programme to support the professional development of all researchers, especially those in the early years of their career. | Since its launch, we have supported approximately 60 researchers, no significant gender differences identified (see Table 5.7 for further information). Over 60% of staff who attended the different seminars and classes found them “interesting and useful for | Continue to promote the training programme and any initiative supporting career progressions for early career researchers (A5.15) . Monitor and review attendance and its effectiveness, and the effectiveness of all other |

| | | |
|--|---|--|
| | <p>their professional development". There has also been a marked increase in the number of grants and fellowships won, linked to intensified mentoring and confidence-building, and in the number of successful promotions.</p> | <p>available resources, yearly (A5.16).</p> |
|--|---|--|

The Technician Commitment

In 2019, UKRI became a signatory member of the Technicians Commitment initiative which aims to ensure visibility, recognition, career development and sustainability for technical staff across all disciplines. Over 50% of our staff are technical experts supporting operations in extreme conditions. We work closely with the professional bodies they are members of (i.e., [ITE](#), [APM](#), [MCA](#), [IPA](#) etc) to support their professional development in different ways from attendance of training courses to participation in conferences or outreach activities etc.

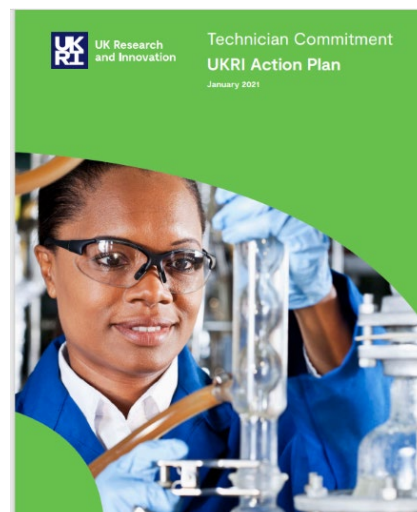


Figure 5.10 the UKRI Technician Commitment

Since joining the scheme, we have worked closely with other research centres across UKRI to develop an action plan which captures our commitment to

- i. Ensure that the values of the Technician Commitment are embedded in policy and practice and that we build on leading approaches to recognise and celebrate the contributions of the technicians.
- ii. Build an inclusive technical identity, aiming to empower skilled professionals and build their own communities for greater visibility and career development.
- iii. Promote a framework for technical careers; articulating career stages, transition points, available support and the skills needed to progress.

Since the scheme was launched, we have arranged 2 awareness workshops. An average of 25 staff (20%F) attended and the feedback was that they welcome the support BAS will offer to develop networking opportunities and build awareness about the diverse range of job titles and descriptions technical roles come as. However, the biggest concern was that the umbrella term ‘technician’ has often a limitative and reductive connotation and this affects people’s perception.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|--|---|
| <p>Develop a programme to support the professional development of our technical and professional staff.</p> | <p>Since 2018 continued to support the professional development through coaching and mentoring programmes developed in collaboration with relevant bodies such as MCA, IET, APM etc.</p> | <p>Work with BAS technical staff to develop a programme which celebrates their vital contribution to research</p> |

| | |
|---|--|
| <p>Overall, the number of professional memberships has increased by 34% (4%F).</p> <p>Promotions:</p> <ul style="list-style-type: none"> • 17 staff (9F) successful through Merit Promotion scheme • 25 staff (36%, 8F, 25% of F OPEL) successful through competitive recruitment exercises. <p>This is an overall 6% increase to the 2018 data.</p> | <p>and innovation, build a support community to increase their visibility and continue to support their professional growth (A5.17).</p> <p>Continue to review the effectiveness of career development panels (A5.18).</p> |
|---|--|

Staff are also provided with the opportunity to discuss medium to long-term career aspirations (career panel discussions). Two panel discussions were arranged (1M, 1F). The feedback was very positive.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|--|---|---|
| <p>Address perceived lack of potential for career progression and promotion across BAS</p> | <p>56% of respondents agree/strongly agree (30% neutral) with the statement “Learning and development opportunities at BAS are accessible”.</p> <p>This is a 15% increase to the previous period.</p> <p>40% of respondents agree/strongly agree (30% neutral) with the statement that “BAS support the development and career progression of its staff”.</p> <p>This is a 10% increase to the previous period.</p> | <p>Develop a cohesive and transparent communication plan, which includes drop-in sessions, info on the media screens and posts in the newsletter, to ensure that all staff are aware of the opportunities available to them (A5.19).</p> |

Coaching and Mentoring Scheme

The scheme is led by a cohort of 9 staff, who completed a BAS funded coaching and mentoring ILM accredited scheme. 10% of their work time is allocated to coaching and mentoring activities. The scheme was relaunched after the lockdown and in a year supported more than 10 cases. A webpage with resources available to staff has been developed to provide guidance. The group works closely with the UKRI Mentoring Team.

Coaching and mentoring at BAS

Our group of qualified coaches and mentors offer one-to-one discussions designed to enhance your skills, knowledge or work performance.

[HR home](#)

What is coaching?

Coaching aims to help the coachee with their job through confidential, action-oriented conversations. Rather than provide the answers, the coach will help identify actions and monitor progress. A coach and coachee do not have to have any professional connection for the partnership to be effective.

What is mentoring?

Mentoring focuses on developing professional capability. A mentor listens, gives advice and where appropriate uses their own experience and expertise to guide the mentee. A mentor is likely to be someone who has a significant professional background that the mentee would like to learn from.

Guidance resources

- [Learn about differences and similarities of coaching and mentoring](#)
- [BAS Coach and Mentoring Scheme](#)
- [BAS Mentoring Scheme Application](#)
- [Find out more about the UKRI mentoring scheme](#)
- Read more from CIPD, the professional body for HR and people development, [about coaching and mentoring](#)

7 TOP TIPS FOR COACHES

1. **ESTABLISH AND RESPECT BOUNDARIES**
Questions such as, "Is there anything you're uncomfortable talking about?" and "Is it OK if I ask you about...?" will build trust and create a safe space for the coachee.
2. **EXPLORING 'REALITY' IS KEY TO EFFECTIVE COACHING**
It's the part that's usually missing from every day conversations, so we often bring strength for 'realities'.
3. **UNCOVER AUTHENTICITY**
Your role is to get to the bottom of what your coachee really wants, outside of what they think they should want.
4. **IT ISN'T ALWAYS NECESSARY TO SET ACTIONS**
Your coachee may need to spend more time processing their own insights and reflecting.
5. **AVOID 'WHY' QUESTIONS**
'Why' can provoke a defensive response, making the coachee think that they need to justify themselves to you.
6. **RESIST ADVISING**
Focus on guiding - aim to make suggestions no more than 10% of the time.
7. **SEEK FEEDBACK**
It's good practice to check-in with your coachee every few sessions to ask how you're doing as their coach, which can be done through a feedback form.

CONTACT

"Coaching allows an issue to be explored in a different manner and is more likely to expose the 'root cause' of issues rather than just dealing with the symptoms. It has been very useful to me both as an individual receiving coaching and as a manager needing to support staff in times of change and significantly increased workloads."

Rod Arnold Head of Air Unit

"Mentoring has really helped me question some pre-conceptions I had about what is required to be successful in academia" ... "I left each session motivated and less worried about my future" BAS Early Career Researcher

"Being a mentor has helped me to understand better where we are at as an organisation, what works well, and where decisions have unintended consequences"

Beatrix Schlarb-Ridley - BAS Director of Innovation & Impact

<https://mercacuk.sharepoint.com/sites/BASDigitalw/people-teams/corporate-services/HRAudio/Geraint%20Tarling%20-%20Coaching%20quote.mp3>

Geraint Tarling - coaching quote
mercacuk.sharepoint.com

Top tips for Mentoring

- Before you start:**
 - Agree, where and how you will meet:
 - Face-to-face
 - Phone
 - Skype/Zoom and how often
 - Have a conversation to agree what you would both like to gain from the mentoring relationship.
- A Mentor should be:**
 - Compassionate
 - Inquisitive
 - Positive
 - Authentic
 - Approachable
 - Encourages
 - Kind
- Did you know?:**
 - Mentoring is a supportive form of guidance that helps an individual manage their career/move their skills.
 - Mentoring is about sharing skills. A mentor can be more senior than the person they are mentoring, or more junior (reverse mentoring).
- HORIZONS:**
 - Able to listen, well, ask open questions, offer non-judgmental constructive feedback.
 - Willing to share knowledge, expertise, experience, resources.
 - Knowledge of the mentee's objectives.

Figure 5.11 Screenshot of the Coaching and Mentoring webpage

We are also working with the Racial Inclusion & Striving for Equity (RISE) Staff Network on a new diversity and inclusion initiative called reverse mentoring. The scheme is being facilitated by a professional company, two lunch and learn sessions were arranged in 2022 for those who wanted more information, and 12 BAS staff, all F, attended them.

2022 ACTION A5.20 – Monitor and review the uptake and effectiveness of the coaching and mentoring support to staff.

Networking

There is a range of networking opportunities for staff across BAS to access guidance from experienced mentors across other UKRI centres, as well as the Women in Conservation Leadership Network, the STEM Network, [WISE](#), [CAMAWISE](#), [IET](#) and the British Forces Resettlement Services.

The Rising Network uses the power of community to help professional women realise their true potential. Every year BAS staff attend workshops and talks to discuss and raise awareness about issues affecting women. We also sponsor The Rising Festival. A delegation of 8 BAS women across Science, PSS and OPEL attended the festival in 2021, with our Director among the speakers.



Figure 5.12 Advertisement of the Rising Festival 2021

BAS staff have also got access to many staff networks within BAS and more widely UKRI.

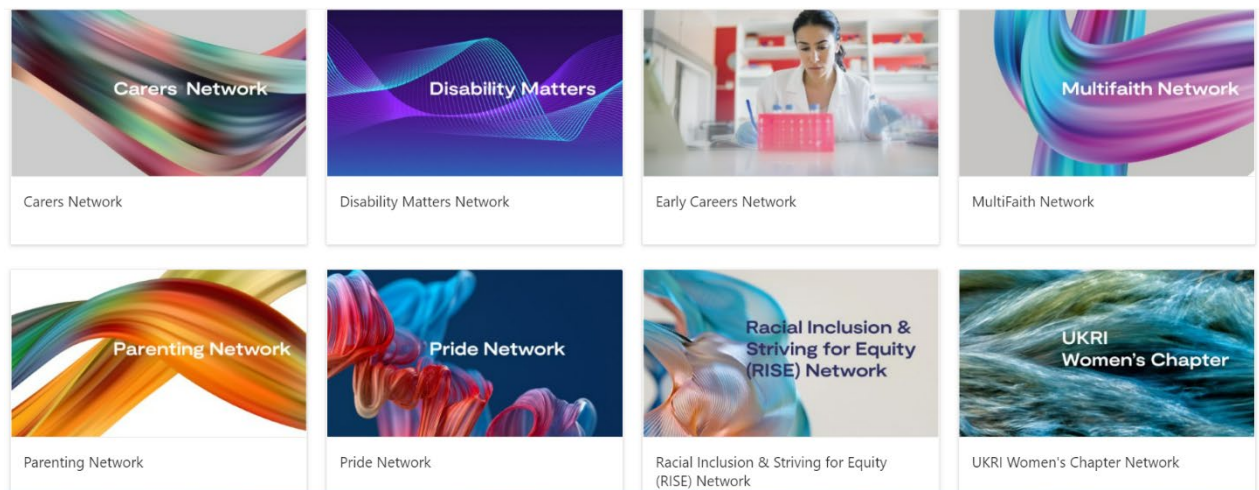


Figure 5.13 Screenshot of UKRI-wide networks

The Staff Forum provides all staff an opportunity to share their views and ideas about our operational and strategic work and to contribute to it. Representatives from each business area meet monthly to discuss and propose improvements to policies and processes affecting staff.

Women@BAS drives policy changes and initiatives to support women across BAS. With the creation of the UKRI Women’s Chapter Network we are exploring the possibility for members of both groups to come together to share their experiences about issues surrounding women in the workplace and provide a ‘listening ear’ for our colleagues.

The Wellbeing Network delivers health and wellbeing initiatives.

The EDI Network provides an open-access channel for any member of BAS (staff or student, regardless of location) to discuss ideas, issues, good practice initiatives or concerns in relation to equity, diversity and inclusivity.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|--|--|
| Evaluate effectiveness of the Women@BAS group | Due to resource constraints and resignations frequency of meetings and programme activities have taken a step back and the focus has been on collaboration with the EDI group and fewer events with greater impact eg providing speakers for the Rising festival and Inclusion discussion at Training Programme for staff going to Antarctica. | Reinvigorate the group and ensure its members play a key role in driving cultural change towards a more inclusive and safer BAS (see section 5.4) (A5.21) . |

V. Support given to students for research career progression

Comment and reflect on support given to students to enable them to make informed decisions about their career.

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).

All students have access to BAS Learning and Development resources (Fig. 5.14) and Vitae’s Researcher Development Framework. Additionally, female students can access guidance and support about career development from the Women@BAS group, the Women in Conservation Leadership and Women in STEM Network – WISE.

| | | |
|--|--|---|
| <p>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.</p> | <p>Teaching - All students have the opportunity for teaching at their registered university and occasionally at Cambridge University.</p> | <p>Science Meetings - Monthly meetings held to provide an opportunity for students to share their research with their peers and receive input on their work.</p> |
| <p>Student Symposium - Annual event for students to showcase their work and get to meet other young polar science researchers.</p> | <p>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, Women@BAS).</p> | <p>Mentoring - All students have access to mentoring through 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.</p> |
| <p>Group discussions - A great way of consolidating ideas and thinking critically about new publications.</p> | | |

Figure 5.14 - A selection of activities to support BAS PGRs

VI. Support offered to those applying for research funding

Comment and reflect on support provided to staff applying for funding or fellowships and support offered to those who are unsuccessful.

All fellowship applicants are supported under the BAS Mentoring for a Fellowship scheme.

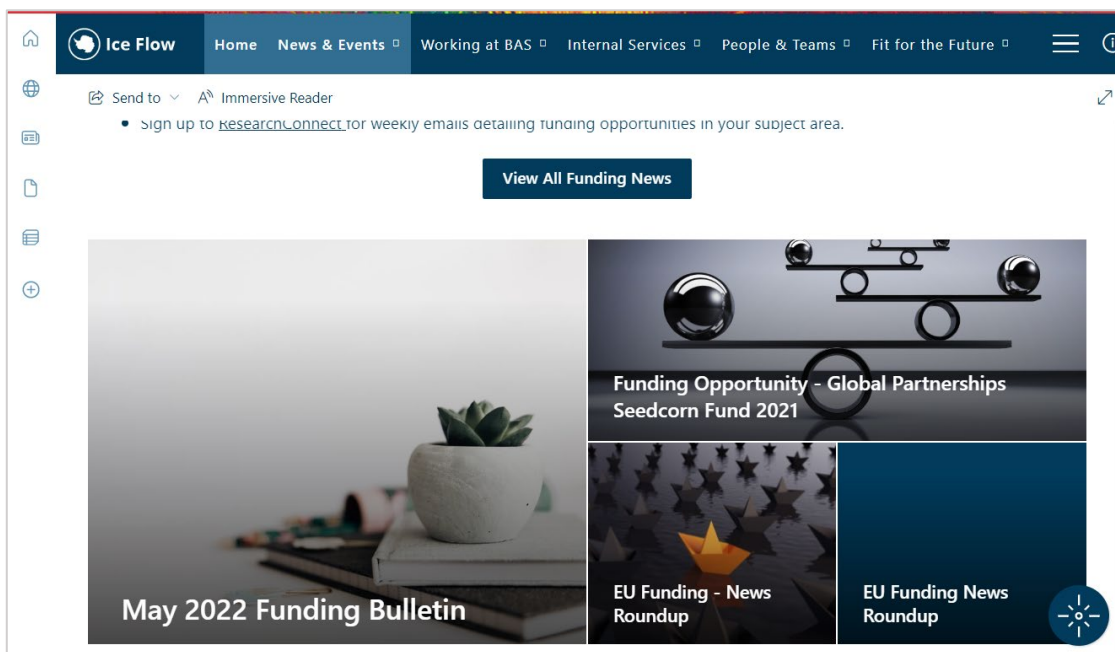


Figure 5.15 - Screenshot of the funding resource page in Ice Flow

The scheme provides tailored support for scientists, to select and apply for the most appropriate fellowship scheme and prepare for a successful bid. Activities include career guidance, CV and science case plan review, expert advice from Senior scientists and successful fellows, guidance on mentoring, and much more, matching candidates' requirements.

Since 2020 the scheme has supported over 20 researchers, through applications for [MSCAs](#), [Royal Society](#), [NERC IRF](#), and [UKRI FLF](#). No significant gender differences were identified amongst applicants.

BAS monthly bulletin, direct email notifications, fortnightly Funding News email.

ResearchConnect database

UKRI funding finder and email alerts

INNOVATEUK/KTN bulletins

Discussion at Science Management Team Meetings for cascading of information

A self-help library of resources available on IceFlow

Figure 5.16 - Tools and resources available to staff applying for funding and fellowships

5.3 Flexible working and managing career breaks

Present professional staff, technical support staff and research staff data separately.

I. Cover and support for maternity and adoption leave: before leave

An HR Business Partner provides advice to employees once formally notified of the pregnancy, intended adoption or decision to take shared parental leave and supports the individual through their leave and return to work.

Initial discussions are arranged between line managers and employees to agree how the period of leave would be covered and the best communication channels for team updates and events. In response to staff feedback additional support resources (Fig. 5.17) have been developed:

- A Pregnancy checklist to help guide them through the weeks before and after the birth of their child
- A 'Booklet for parents and parents-to-be on Maternity, Adoptive, Paternity and Shared Parental Leave' to provide an overview of the key entitlements
- A resource webpage with family friendly and work life balance policies and initiatives
- Manager's guide to provide practical advice and essential information to support staff before, during or back from maternity leave
- Quarterly email reminding staff of BAS commitment to support work-life balance

II. Cover and support for maternity and adoption leave: during leave

Cover is normally arranged either by allowing other staff to take on additional responsibilities for their own development i.e. temporary promotion, and/or the recruitment of short-term staff.

Staff away on maternity, adoption leave or on a career break receive regular updates about current vacancies, training opportunities as well as the BAS newsletter.

A web page with the wide range of existing support resources available to staff has been developed (Fig.5.17).

Parental leave costs are in a central budget, so there is no perceived disadvantage to project budgets managed by group leaders. Whenever possible we provide salary extensions to ECRs to extend FTC to consider maternity or SPL. We also bridge gaps between contracts.

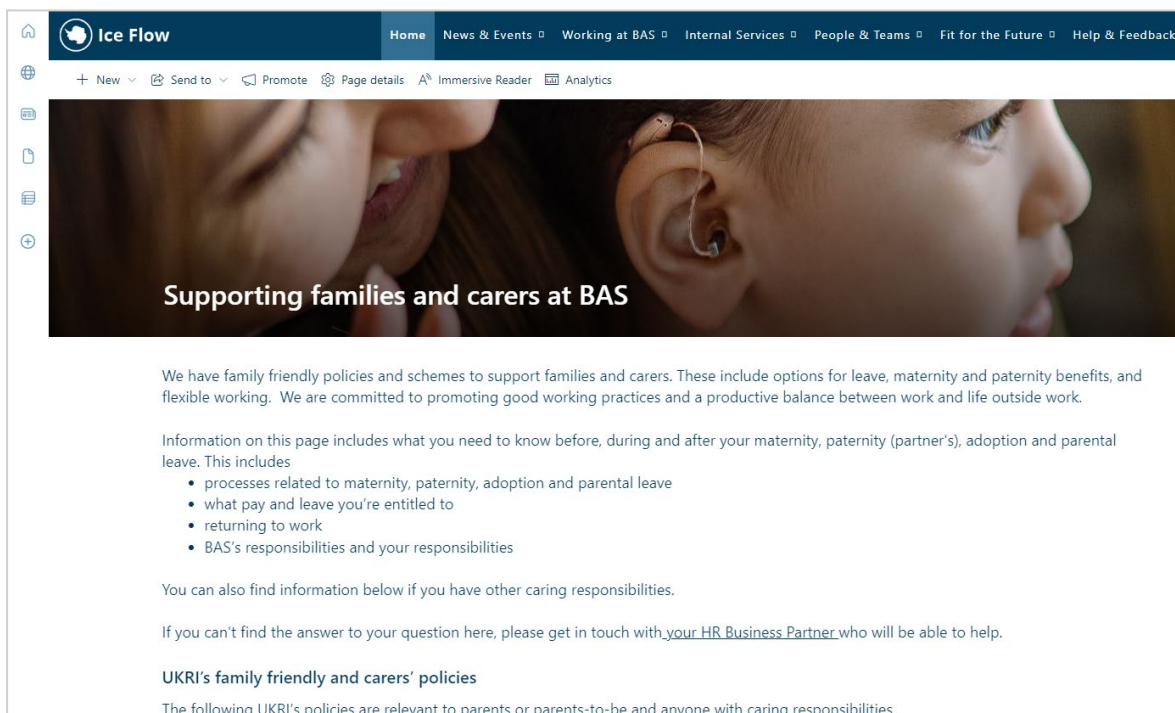


Fig. 5.17 – Screenshot of the resource page for staff with parental and caring responsibilities

III. Cover and support for maternity and adoption leave: returning to work

Cover support is normally extended until 2-3 months after the return from leave to ensure proper handover.

Return-to-work discussions are organised a few months before the end of the leave to ensure that a work plan, which allows time to settle back into work, is agreed and any relevant training is discussed. At this point any request for changes to existing working arrangements is discussed.

Support is always bespoke and on a case-by-case basis and can include phased return to work schedules, flexible working options and reduced administrative duties.

Above and beyond statutory requirements, BAS offers:

- Enhanced maternity entitlement – 6 months on full pay for all staff, with no qualifying period required
- Flexible working arrangements – career break and sabbatical up to four years and generous special leave – paid and unpaid
- Access to welfare/counselling services and occupational health support for them and their family
- No qualifying period for Occupational Maternity, Adoption and Shared Parental Pay
- Full leave and pay entitlement for Surrogacy

Fig. 5.18 – Benefits available to staff going on family leave beyond statutory

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|--|---|
| <p>Periodically remind staff about BAS family friendly policies and flexible working options –</p> <p>target of 60% of all respondents happy with the information available on family friendly policies and flexible working arrangements.</p> | <p>Over 70% of respondents confirmed that they were aware of current family friendly policies. This is a marked improved compared to 50% in 2018 and above our target.</p> | <p>Ensure that information about policy framework and resources available to staff with parental and other caring responsibilities is widely advertised and that webpages are kept up to date (A5.22).</p> <p>Use feedback from returners to review framework and feedback from staff not returning to improve support (A5.23).</p> <p>Continue to review and monitor flexible working arrangement and formal requests under hybrid working model (A5.24).</p> |

IV. Maternity and adoption return rate

Provide data and comment on the maternity return rate.

SILVER APPLICATIONS ONLY

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

| | 2018-19 | 2019-20 | 2020-21 | Totals |
|---|---------------|----------------------|---------------|--------------|
| Leave takers | 6 | 4 | 11 | 21 |
| Returners on same terms | 5 | 3 | 6 | 14 |
| Returners – changed hours | 1 reduced hrs | 0 | 2 reduced hrs | 3 |
| Leavers | 0 | 0 | 3 | 3 |
| % in post 6 months after return | 100% remain | 100% remain | 100% remain | 100% average |
| % in post 12 months after return | 100% remain | 100% remain | 100% remain | 100% average |
| % in post 18 months after return | 100% | 1 left 75% remain | 100% remain | 92% average |

Table 5.8 – Maternity return data

There were no applications for adoption leave.

There are no differences in provision for staff on FTAs and all contracts were renewed or extended during maternity leave, as appropriate. Over 66% of staff who returned from maternity leave 2018-2021 came back on their original terms.

Ad-hoc awareness sessions were arranged during the pandemic to provide guidance to line managers on conversation about caring responsibilities and coming back on part time hours, to ensure that staff felt supported returning to work at such a delicate time. Overall, 85% of the returners felt supported throughout their leave by their line manager and the HR team.

'I had a really good experience with BAS while on maternity leave. My primary communication was with my line manager who was very supportive. He did not rush me into doing any work but would occasionally check in over email to make sure things were going well. Once I was ready, we did one zoom call where he caught me up on

the progress of various projects, and later I did two in person KIT days to meet with him and others. It was necessary to bring my husband and son along with me for KIT days, so that I could breastfeed my son and my husband could look after him in between feeds. Both HR and reception were very helpful in organising for them to be admitted to the building despite the covid visitor restrictions which were in place at the time' -ECR.

'I felt very supported by HR during maternity leave, with face-to-face meetings (on Zoom) and emails were answered promptly. Negotiating the paperwork and sorting out the leave were complicated and lengthy and I couldn't have done it without your help, so I really appreciated the time you and Katy took to help me with it. Thank you for all your help, taking away the worry of dealing with all that admin really helped make my maternity leave as relaxing as is possible with a baby!' - Fellow

Fig. 5.19 Excerpt from interviews/conversations with returners from mat leave

V. Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade.

2018-21 – 36 staff took leave. A breakdown of the numbers by types and disciplines is shown in the following table:

| Types of leave | 2018-19 | 2019-20 | 2020 - 21 | Total |
|-----------------------|---------|---------|-----------|-------|
| Parental | 1 | 3 | 5 | 13 |
| | 1 | 0 | 0 | |
| | 2 | 1 | 0 | |
| Paternity | 0 | 3 | 5 | 17 |
| | 1 | 2 | 6 | |
| | 0 | 0 | 0 | |
| Shared parental leave | 1 | 1 | 2 | 6 |
| | 0 | 1 | 1 | |
| | 0 | 0 | 0 | |

Table 5.9 - Paternity, shared parental, adoption, and parental leave uptake

- 13% of the requests came from part-time staff
- 30% of the requests came from staff in Band E, 49% in Band D, 13% in Band C and 1 in Band F
- 34% of staff were in OPEL, 58% in Science and 8% in PSS
- 61% (22) of requests came from male staff

2022 ACTION A5.25 - We will continue to monitor the different types of leave uptake to identify trends.

VI. Flexible working

Provide information on the flexible working arrangements available.

2018- 21 - 6 requests (4F, 2M) for flexible working arrangements were submitted (4 in Science, 1 in PSS and 1 in OPEL). The requests spanned across different bands with 3 applications from staff at Band D, 2 at Band E and 1 at Band C. Three requests for a reduction in contractual hours were submitted immediately after the end of a period of maternity leave. The remainder were for an increase to full time hours. All requests were approved.

Last 4 years' data on official requests is not a true reflection of the trend in flexible working we have seen at BAS since 2015.

BAS HR have previously received ~8-10 applications per year. The increased flexibility resulting from the forced home working arrangements has affected the number of formal requests submitted. We anticipate that the introduction of a hybrid working model - 60% office/ 40% home – will lead to fewer formal requests under the Flexible Working policy and more informal arrangements.

VII. Flexibility in contracted hours after career breaks

Outline the policies and practices that support and enable staff who work flexibly following a career break to transition back to full-time working.

All employees at BAS have the right to request an alternative working pattern to suit their personal and family needs, 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.

Several formal and informal mechanisms are in place to accommodate flexible working arrangements. Information about flexible working and how to apply is accessible online and is shared with new employees at induction.

BAS's budget is agreed and controlled by NERC on a yearly basis. This allows limited flexibility to cope with unbudgeted additional costs. However, careful consideration is given to requests to increase working hours after a period of reduced hours following a break (e.g. as children grow beyond school age). Since 2018, 3 requests were submitted (2 Science and 1 in PSS) and approved.

| | |
|------------------------|--|
| Part time hours | 11% of the overall workforce, 53 people (38F, 15M), work reduced hours. Two staff job-share to care for an elderly relative and a grandchild. The percentage has remained constant over the years, however numbers have increased. 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 trust-time scheme already allow great flexibility, whilst still working full time hours. |
|------------------------|--|

| | |
|------------------------------------|--|
| | Over 50% of part-time staff work in Science, primarily across Bands E and F with a small number at Band D, 25% across OPEL, spanning from Band B to F, and 18% across PSS in the lower bands. |
| Home working | Five cases were approved during 2018-2021. Four of them were in Science: 1M, 3F. One case (M) was in PSS. These arrangements offered the flexibility to work for BAS remotely, care for elderly relatives, young children and reduce travel time. |
| Career break | Four staff (2F, 3M) took a career break between 2018 and 2021. The female staff worked across PSS and OPEL. The males were member of OPEL. Staff took time off to travel abroad, look after a young family or an elderly relative. |
| Flexi time scheme | Up to 2020 BAS ran a formally recorded flexi-time system that allowed staff to accrue time, which could be taken as and when required. Up to 250 staff used the scheme. 40% were in Science, 22% in PSS and 38% in OPEL. The gender split of the membership is approximately 60% F, 40% M. In 2021 the scheme was replaced by a Trust-time approach where accrual is still available, but no formal recording mechanism is required. |
| Special leave – paid | The following requests were approved: <ul style="list-style-type: none"> • 3 requests (2F,1M) for Jury Service (2 Science and 1 PSS - Bands F, E and D). • 1 request for training as a TU member (1 PSS Band B) Additionally, over 220 days were paid for over 50 requests (65% F, 17% part time staff) for domestic emergencies. |
| Compressed/annualised hours | In 2020, after more than 10 years, the only staff (F scientist) working annualised hours moved to standard full-time hours because of changes to their personal circumstances. |

Table 5.10 Data on formal flexible working arrangements 2018-2021

VIII. Childcare

Describe the institute's childcare provision.

BAS is too small to have its own childcare provision. However, our staff have access to the West Campus childcare provision managed by the University of Cambridge (UoC) and the following support:

- Employees can receive up to £500 every 3 months (£2,000 a year) for each child to help with the costs of childcare (Tax-Free Childcare government scheme)

- Conference and Training Care Fund - employees can claim back reasonable ‘additional’ costs incurred for the care of dependents when they attend work related training, including conferences, development events and training courses.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|---|---|
| To explore the feasibility of an ad-hoc fund to cover extra childcare costs incurred to attend conferences or seminars. | <p>The aim of the fund is to further enhance equality of access to these types of development activities for employees where additional costs due to caring responsibilities would be incurred to enable attendance.</p> <p>Two requests (2 female scientists) were submitted and funded since its launch</p> | Continue to provide support and monitor interest (A5.27) |

- Family friendly room - the purpose of the room is two-fold: it offers a quiet and safe place for staff and provides a family-friendly space for nursing or changing the baby. The room was one of the initiatives driven by the Women@BAS network.

Over the last 4 years the room has been used multiple times by over 30 staff. In 2021 plans were approved to build additional wellbeing areas across the site and use this room specifically for parents and their children.

- Family friendly accommodation options - we have worked with our Travel provider to ensure that family friendly accommodation options are available to book for parents travelling to conferences and training with young children.

Staff were very positive about the friendly people at BAS and their keenness to help (47); describing BAS as an interesting place to work (15); that is open minded (5); and like family (4) Staff feel BAS cares for and supports staff’s wellbeing (17); and that staff have a good work/life balance (2) Staff said BAS is a positive place to work (5); which is also inclusive (7); and diverse (6).

Fig 5.20 Excerpt from 2020 Staff Survey report submit to Executive team by Staff Forum

IX. Caring responsibilities

Describe the policies and practices in place to support staff with caring responsibilities.

BAS appreciates that caring places demands on employees and at times it may be difficult for them to combine caring with work. Therefore, we treat requests for support from those who have caring responsibilities, based on a shared understanding of the situation and its impact at work, with sympathetic consideration and ensure that no one is treated unfairly because of their caring responsibilities.

A range of policies can be used to help support employees who need time off to care for relatives or dependents either on a short- or longer-term basis (Fig.5.21).

Flexible Working - for example annualised hours could be adopted to allow a Carer to fulfil an agreed number of hours at work over a period of time, but allowing periods of time to be taken off to fulfil caring responsibilities.

Parental Leave - a parent may take up to four weeks unpaid leave a year to care for a child (up to 18 weeks in total).

Time off for dependents can be given to help a carer cope with the immediate impact of emergency situations such as a child falling ill at school or a parent needing medical attention. We provide up to 5 days' paid leave per calendar year (pro rata for part timers) to help employees cope with unforeseen problems affecting people in their care.

Special and Other Leave - in certain circumstances employees may apply for special leave to cope with difficult or unusual situations not covered by other policies. This might include compassionate leave or bereavement leave.

Figure 5.21 Resources available to staff with caring responsibilities

The following services and groups can be contacted for emotional support or informal advice:

- Employee Assistance Programme - This is a free confidential service for staff providing an opportunity to discuss problems or situations that are causing concern or distress.
- UKRI Staff Networking Groups
- Wellbeing and EDI Manager
- Welfare Services

2018-21- 5 formal requests, primarily from female carers, were submitted and approved. Additionally, 26 request for paid special leave were submitted to support staff caring for relatives with Covid.

2022 ACTION A5.28 – Continue to monitor the effectiveness of policies and practices to support staff with caring responsibilities.

5.4 Organisation and culture

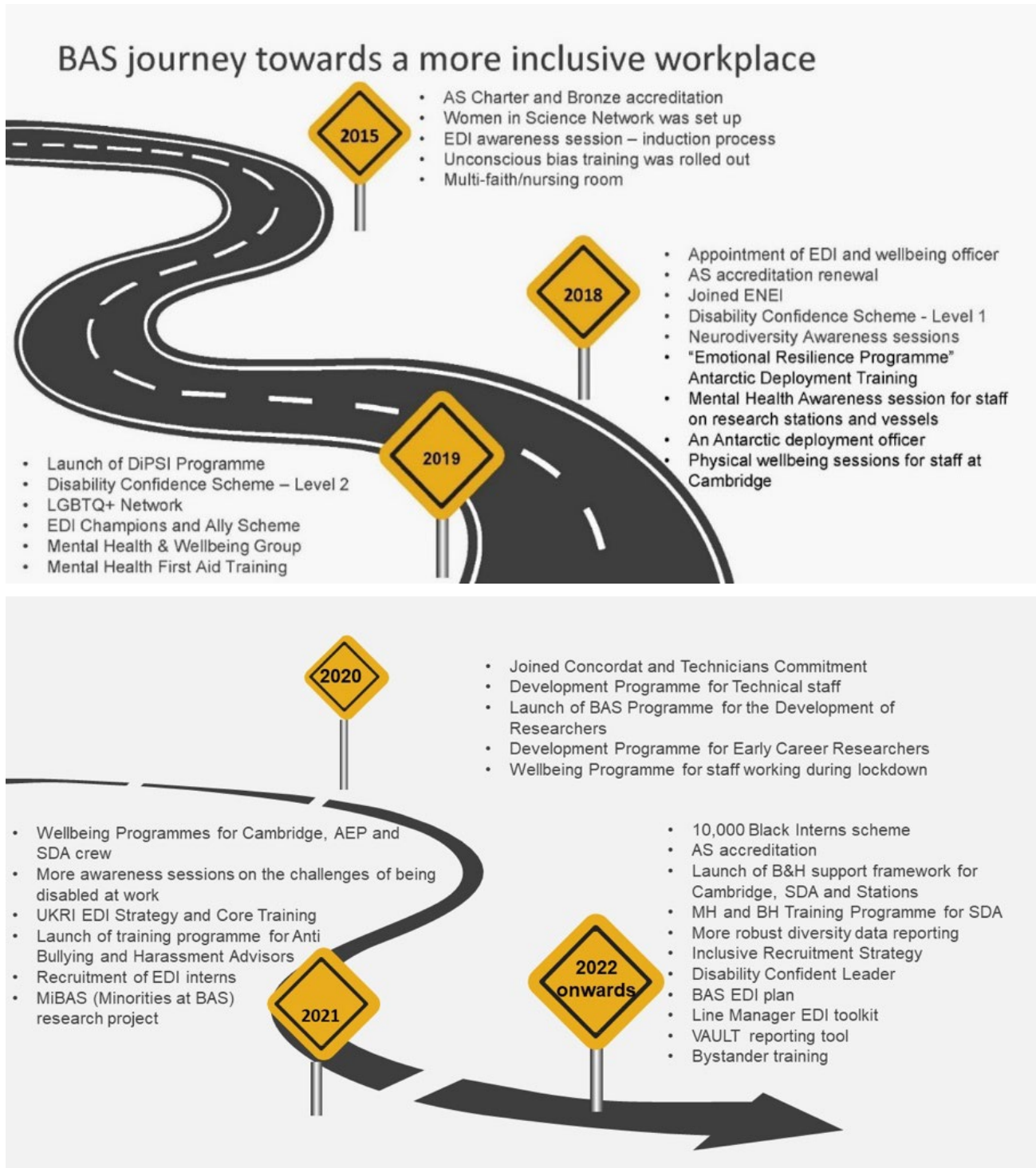
I. Culture

Demonstrate the institute's active consideration of gender equality and inclusivity.

BAS has its roots in [Operation Tabarin](#), a secret World War Two mission with a dual scientific role. For many years, its historical heritage has defined and influenced our culture and people's experiences. Over the years we have developed measures to strengthen a culture of respect, in our Cambridge headquarters and across our research facilities, and to enable surfacing of issues

where they arise. We keep these measures under review and enhance them both pre-emptively, and in response to evidence for increased need.

Our journey towards a safer and more inclusive workplace started in 2015 (Figs 5.22 and 5.23).



Figures 5.22 and 5.23 Key milestones in BAS journey towards and safer and more inclusive culture

BAS operates in some of the world's most remote and challenging environments. We recognise that when communities live together in remote locations where separation between work and private life is difficult, tensions arise more easily, and can have particularly detrimental effects.

A review undertaken in 2020-2021, following an increase in reporting of B&H cases on BAS research stations, identified that although staff were generally having a positive experience of living and working in Antarctica, they had mixed views about station culture. We are committed to learning from our internal reviews and from the outcomes of the reviews undertaken by other Antarctic operators ⁹.

Key cultural themes emerging included:

- fixed mindsets from some of the 'old guard' of long-serving employees
- unclear and inconsistent standards of behaviour across the teams as well as leadership deficits and inconsistent role modelling.
- inappropriate behaviour (e.g., sexist jokes) which was not promptly addressed
- an accompanying sense of entitlement by male colleagues who are in a position of power

The findings highlighted the crucial role of leadership at all levels in building and maintaining a safer and more inclusive BAS. They also identified several areas in which the organisational culture requires improvement and leaders are lacking key people leadership skills. Past and future actions are captured in Fig 5.24.

⁹ Other Antarctic Research Organisations (USAP and AAD) have undertaken a review of their culture on station following concerns from staff [Sexual harassment plagues Antarctic research | Science | AAAS](https://www.dcceew.gov.au/sites/default/files/documents/summary-nash-review.pdf)
<https://www.dcceew.gov.au/sites/default/files/documents/summary-nash-review.pdf>

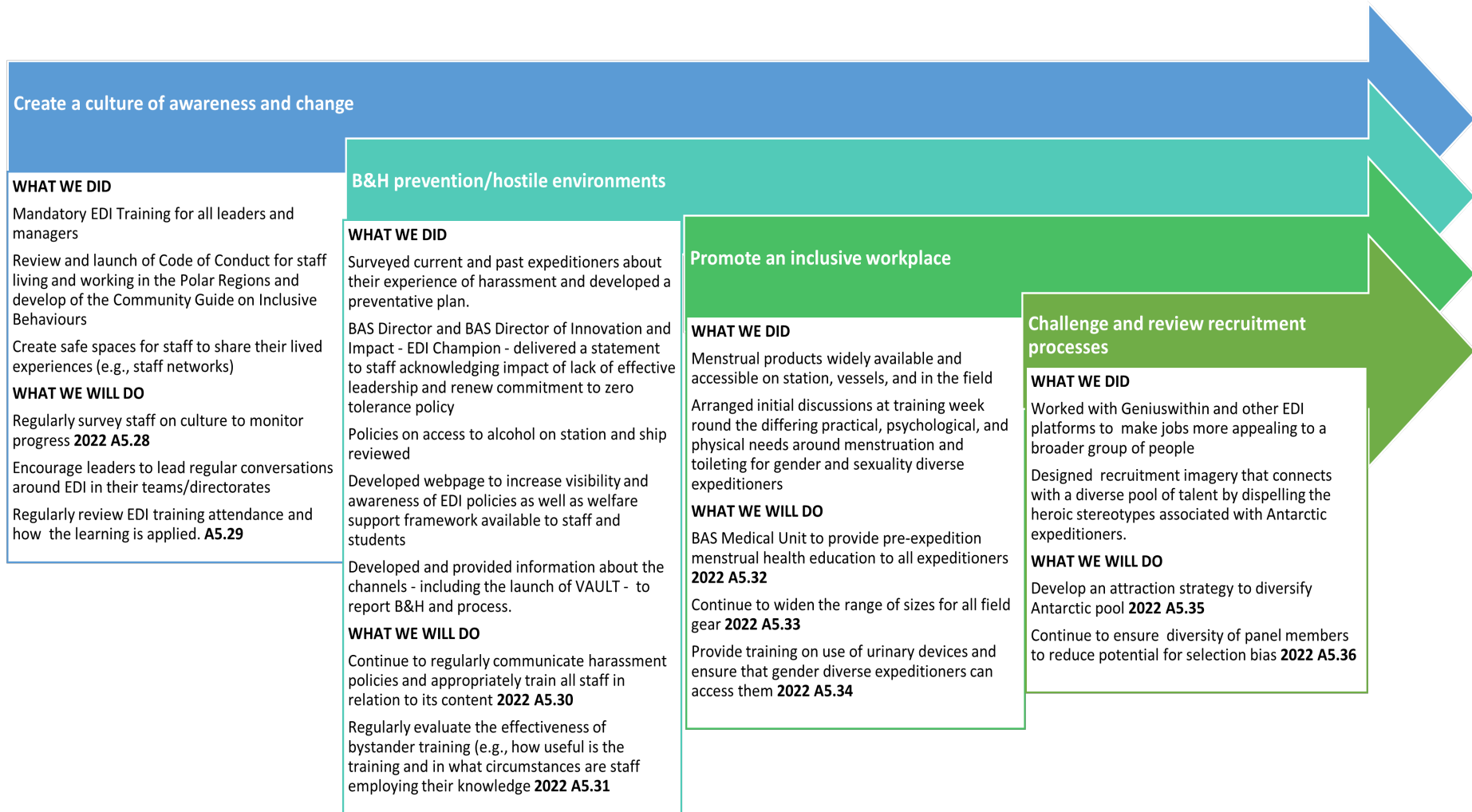


Figure 5.24 Action identified following cultural review to develop a safer and more inclusive BAS

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|--|--|
| Develop a robust framework to challenge bullying and harassment across BAS and empower staff to speak up. | <p>Over 70% respondents agreed that BAS has a safe working culture where bullying, harassment, and discrimination are challenged and condemned and that support to staff is available.</p> <p>This is the result of the introduction of a framework including an anonymous reporting tool, bystander training and clear expectations set in the Code of Conduct (Figure 5.26).</p> | Continue to support our journey toward a more inclusive and safer workplace A5.29-A5.36 |

II. Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review.

As a publicly funded body, we have a legal responsibility, to ensure we meet the Government EDI agenda. Our policies, protocols and practices are regularly reviewed and harmonised to ensure that i) they are fit for purpose and ii) comply with our EDI legal obligations. Monitoring and review processes have been developed and are regularly audited.

In 2020 Equality Impact Assessments (EIAs) were introduced as standard practice across all UKRI centres. The use of EIAs is mandated for all UKRI/BAS policies, activities and decisions where there is potential for i) inequality for the beneficiaries of the policy, activity and decision and ii) barriers to participation in activities from internal staff and the external community.

Looking across EIAs that we have completed to date, there are numerous examples of mitigations and good practice emerging.

BAS HR work in collaboration with the EDI Network and the Staff Forum to ensure that the impact on females or other underrepresented groups is considered and assessed when developing new protocols, arranging training activities or conferences and workshops.

A recent example is the review of the Merit Promotion Scheme. It identified that the current system was limiting the opportunities for progression of staff working across different disciplines e.g. marine engineers or administrative staff with a scientific remit. Promotion indicators were re-written by a working group consisting of management representatives and staff across the different functions to ensure a fairer assessment.

2022 ACTION A5.37 – Continue to use EIAs when developing new policies/activities or reviewing existing ones.

III. HR policies

Describe how the institute monitors consistency in the application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes.

Consistency in the application of our HR policies is assessed at two levels:

NERC/UKRI level - Every year we are audited by the ARAC (Audit and Risk Assurance Committee) for evidence to gauge the level of compliance to UKRI policies and whether a review is required.

BAS level – Local policies and processes are reviewed yearly. However, reviews are also triggered by large scale events i.e. the restructuring exercise which affected marine staff in 2017-2020 triggered the review of the BAS Redeployment policy or the review of the Vaccination Policy for staff travelling to Antarctica during the pandemic.

Feedback and changes are captured in six monthly reports submitted by HR to BET. Feedback from the Unions, Welfare Team and Staff Forum informs the reports.

IV. Heads of units

Comment on the main concerns and achievements across the whole institute.

| Role | 2018 | 2019 | 2020 | 2021 |
|--|------|------|------|----------|
| BAS Director | F | F | F | F |
| Director of Science | M | M | F | F |
| Director of Operations Engineering & Logistics | M | M | M | M |
| Director of Innovation and Impact | F | F | F | F |
| Director of AIMP | M | M | M | F |
| Head of Corporate Services | M | M | F | F |
| Head of Polar Operations | M | M | M | M |
| Head of Transformation | n/a | n/a | F | F |
| Head of Finance | F | F | F | F |
| Head of Engineering Technology | M | M | M | M |
| Head of IT | M | M | M | M |
| Head of HR | F | F | F | F |
| Head of Polar Data Centre | F | F | F | F |
| Head of Mapping and GIS | M | M | M | M |
| Head of Communications | F | F | F | F |

Table 5.11 Breakdown of Heads of units by function and gender 2018-2021

Over 65% (10/15) of the Heads are females. This is an increase to the 54% (6/11) reported in the previous application.

All vacant positions are open to competition either across BAS, or externally, i.e. public or across UKRI. The appropriate option will vary on a case-by-case basis and will reflect a variety of considerations. There can be no precise rule; in many instances the desirability of providing career development opportunities for existing staff will be a strong pointer towards internal competition; in others there will be recognised value in bringing in someone from a different background or with a skill set we do not have internally.

Director level roles are appointed via open competition (Band G and above) and Science Leaders

and Deputies are recruited internally for 3 years.

All heads attend mandatory inclusive leadership, budgetary, communication and EDI training.

V. Representation of men and women on committees

Provide data by committee, gender, staff type and grade. Identify the most influential committees.

BAS staff are encouraged to participate in internal and external committees and promotion panels will expect to see evidence of such activities. Committee membership is reviewed annually as part of the operating plan. Membership is by virtue of role, level or area of functional expertise.

| Internal Committee | Role | Total No and % Females |
|--------------------------------------|---|---|
| BAS Executive Team | Develop BAS' strategy and ensure sustainable activities in science, operations and support, underpinned with robust financial planning. | 9 (66%F): increased from 25% in 2018 |
| BAS Management Team | Responsible for all aspects of management of BAS activities in Cambridge and in the polar regions. | 11 (64%F): increased from 27% in 2018 |
| Staff Forum | A consultative group responsible for reviewing and recommending changes/improvements to people policies and practices. | membership changes frequently, however over 50% F |
| H&S Management Committee | 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 (33% F) small increase due to the appointment of an H&S officer (F) |
| Women@BAS | A consultative group providing a forum for staff, primarily but not exclusively women, to share first-hand views and insights into the issues that traditionally affect women in all functions at BAS to drive policy and practice changes to redress them. | 66 (89%F): increased from 81% in 2018 |
| 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. | 24 (41%F): increased from 28% in 2018 |
| Transformation Board | Programme which will make BAS Fit for the Future by creating an effective organisational structure that enables a skilled and expert workforce to flourish. | 21 (57%F) board formed in 2019 |
| Operations Coordination Group | | 50 (15%F): increased from 8%F in 2018 |

Table 5.12: A selection of BAS main internal committees, their function and gender representation

Overall (Table 5.12) the gender profile of internal committees has changed since 2018 and female representation has increased across all of them. No data is available about other characteristics.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|--|---|---|
| Develop a mechanism to ensure fair and balanced representation across internal and external committees | <p>Over 50% of respondents to the Staff Survey believe that representation across different committees is balanced. More work is needed to capture the intersectionality of gender with other protected characteristics and increase all staff awareness.</p> <p>Regarding participation on external committees, some progress has been made. We now have a single point of contact across BAS whom staff have been encouraged to share the information with, and some data for science. We hope we will soon be able to have a complete data-set to work on.</p> | <p>Review membership on internal committees to ensure it is balanced (A5.38).</p> <p>Develop a mechanism to gather and maintain accurate data on committee membership, investigate the impact of these activities on workload and gender breakdown and produce guidance for managers and staff (A5.39).</p> |

VI. Participation on influential external committees

Describe procedures in place to encourage women (or men where underrepresented) to participate in influential external committees.

BAS 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, Commonwealth and Development Office, the Royal Society, NERC and other Councils, HEIs, many 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.

An initial review shows a total of 40 staff (21F, 1 non-binary), primarily from science. Little data is available about other areas.

2022 ACTION A5.39 develop a mechanism to capture up-to-date data across all BAS.

VII. Workloads

Comment on ways in which workloads and tasks are monitored for gender bias.

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 RMS to ensure it remains within manageable levels. Time is allocated and managed by Line Managers to ensure that their staff have a balanced work portfolio.
- **Appraisal Performance Review Plan** - Appraisal review discussions are 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.

Over a quarter of staff surveyed in 2020 did not feel their workload was balanced and manageable, and that limited their development and progression opportunities. Although this percentage has significantly reduced since 2018, manageable workload remains a cause for concern.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|-----------------------------|--|--|
| Improve workload management | <p>2018 32% of respondent felt their workload was unmanageable.</p> <p>2021 27% of the respondents have concerns about their workload.</p> <p>Despite the small reduction in staff concerned about considering workload management, the issue of a balanced workload allocation is still affecting staff's motivation and wellbeing. The executive team has identified this as a priority and has taken some actions such as i) increased resources in specific areas ii) agreed with NERC a reduction in core project work iii) encouraged managers to negotiate longer delivery times for existing work.</p> | Transformation Team tasked to set up working group to look at how resources are allocated and used across all areas and identify more efficient ways to resource work (A5.40) . |

VIII. Timing of meetings and social gatherings

Describe the consideration given to those with caring responsibilities, and those working flexibly, when institute meetings and social gatherings are scheduled.

- Core hours within BAS are 10.00 – 12.00 and 14.00 – 15.00. and most meetings, seminars and talks are arranged in core hours when staff with caring responsibilities can attend.
- Since the introduction of the hybrid working model, all events, including training, have the option of joining via zoom to give attendees increased flexibility. Our approach is virtual first but not exclusively.
- Science seminars and quick-fire talks, where updates on major projects are shared, are held close to lunch-time or in the early hours of the afternoon to maximise availability and attendance.
- Staff briefings by the Directors 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.

Active sports and social clubs have restarted since the return to the office and events are generally well attended. Most social activities (e.g. BBQs, quiz nights, sport events) occur outside working hours to enable staff to plan/manage around their personal commitments. Pre-pandemic arrangements were reviewed, and changes were introduced.

2022 ACTION A5.41 - We will continue to review timings of meetings and social gatherings yearly to ensure they still suit most staff.

IX. Visibility of role models

Describe how the institute embeds consideration of gender equality into the organisation of all events.

BAS runs approximately 15 events each month that involve role models in science and other disciplines. These vary from talks to drop-in sessions, awareness days, workshops, study days and conferences. Internal and external speakers are invited and a conscious effort is made to increase the number of female speakers and ensure gender balance.

The visibility of female role models has increased dramatically following the appointments of the Director of Corporate Services, Director of AIMP, Director of Science (3F). The gender profile of many events, including quick-fire talks and EDI workshops, has changed and become more balanced.

The Director of BAS and the Director of Innovation and Impact (2F) have continued to play a critical role in enabling this change.

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|--|--|--|
| Improve visibility of female role models among staff | <p>2020 - 80% of the female respondents agreeing/strongly agreeing with the statement “<i>There are people within BAS with whom I can identify as role models</i>” and 16% being neutral.</p> <p>Although positive feedback has been captured across many areas, lack of female role models across OPEL is cause for concern.</p> | Continue to work with the leadership team to ensure increased visibility of female role models, especially in OPEL and other male dominated areas (A5.42) . |

X. Outreach activities

Provide data on the staff and students from the institute involved in outreach and engagement activities by gender and grade. Comment on the participants in these activities.

Participation in outreach activities is recorded and acknowledged in appraisals and referenced in Merit Promotion cases.

BAS have 33 (19F, 14M) registered BAS Ambassadors. Over 58% are staff in Science and Science Support, 21% in PSS and 10% in OPEL, build confidence in speaking to non-science audiences and be part of a national campaign to enthuse and inspire young people in science. Additionally, STEM ambassadors participate in career days, workshops, radio interviews and talks.

Between 2018-2021 many staff and students were involved in outreach activities including school and community talks, events and festivals. The participation is lower than the previous years for the following reasons:

- A higher number of school talks and events were arranged during lockdown and many BAS STEM ambassadors participated in zoom events.
- 2019-2021 – RRS Sir David Attenborough - BAS was a campaign partner in this government initiative and throughout the years staff were involved in activities to showcase to schools, families, government and industry the amazing science and engineering the polar vessel will support.

| | Total | Male | Female |
|---------------------------------------|-------|------|--------|
| 2018 | 84 | 39 | 45 |
| 2019 | 86 | 44 | 42 |
| 2020 | 65 | 35 | 30 |
| 2021 | 33 | 14 | 19 |
| 2021- Ice World, Greenwich volunteers | 54 | 32 | 22 |

Table 5.13 – list of STEM ambassadors doing outreach work – 2018-2021

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. Over the years 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.

2022 ACTION A5.43 - We will continue to monitor the uptake of outreach activities among staff.

6 Supporting trans people

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

I. Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans.

II. Monitoring

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

III. Further work

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

In 2018 BAS contributed to the development of the Guidance on Supporting Transgender Employees in the Workplace. The guidance, aligned with the BAS-wide Equality and Diversity strategy, shows our commitment to providing an inclusive and welcoming community. This includes providing support and understanding to those individuals who wish to take, or have taken, steps to present themselves in a gender different to their sex assigned at birth. Since then, we have worked closely with [Global Butterflies](#) - a company that works across the globe to help organisations become more inclusive to transgender and non-binary colleagues - to increase staff awareness of sexual and gender diversity.



#IAmEnough

This year, we are excited to bring you a number of ways that you can get involved in TDoV with us, whether you are trans, non-binary, questioning, gender non-conforming, or an ally!

We feel that trans and non-binary people are often under pressure to be 'more' than they are. We want to be proud of who the trans community are, just as they are!

**LEAVE SITE
QUICKLY** ➔

What is Trans Day of Visibility?

TDOV takes place on **March 31st** each year to celebrate trans and non-binary people and raise awareness of

Fig.5.26 Screenshot from an event arranged in March 2019 to celebrate the achievements of the trans and non-binary community, the positive aspects of what being trans means and the steps we are taking to create a more inclusive and open society for the trans community.

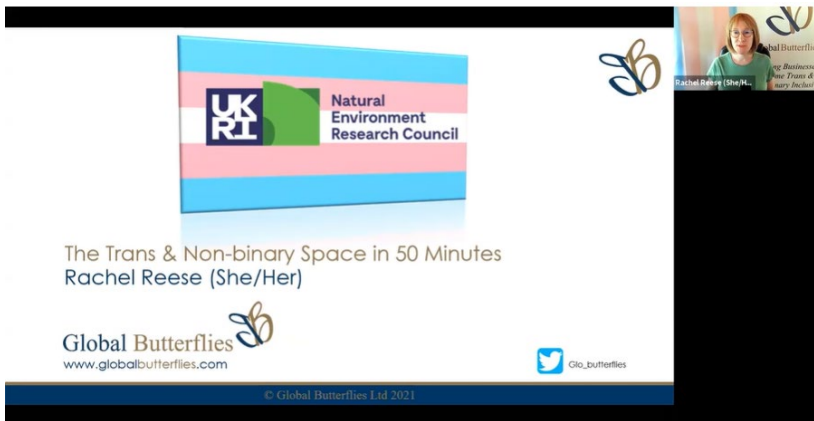
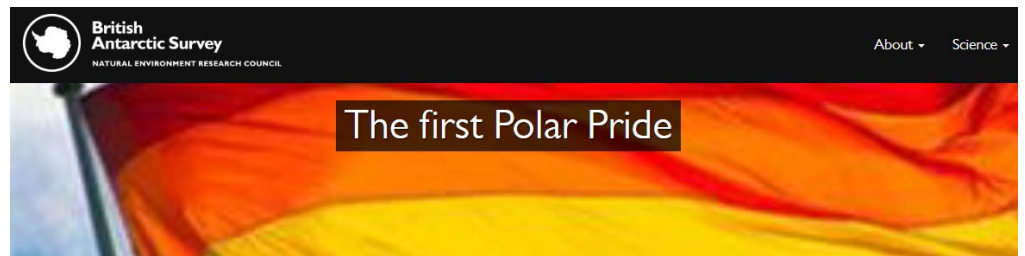


Fig 5.27 - Screenshot - An overview of trans and non-binary issues - 11 May 2021 - Rachel Reese from GlobalButterflies addressed 165 participants from across UKRI on how to become better allies and be more inclusive to transgender and non-binary colleagues.

Fig. 5.28 Compiled screenshots of news stories about the first Polar Pride in the British Antarctic Territories, at King Edward Point and BAS Cambridge



18 November, 2020 News stories

Today (18 November) marks the first Polar Pride – a celebration of the contribution of LGBTQ+ people in the overseas territories including British Antarctic Territory and South Georgia & the South Sandwich Islands (SGSSI). The declaration demonstrates a commitment to support and enhance Diversity in Polar Science.



The King Edward Point team fly the Progress Pride Flag for Polar Pride 2020 in South Georgia.

In 2022 BAS celebrated the first same sex marriage in Antarctica – onboard the SDA.

Fig. 5.29 Screenshot of the first same-sex wedding which has taken place on British Antarctic Territory.

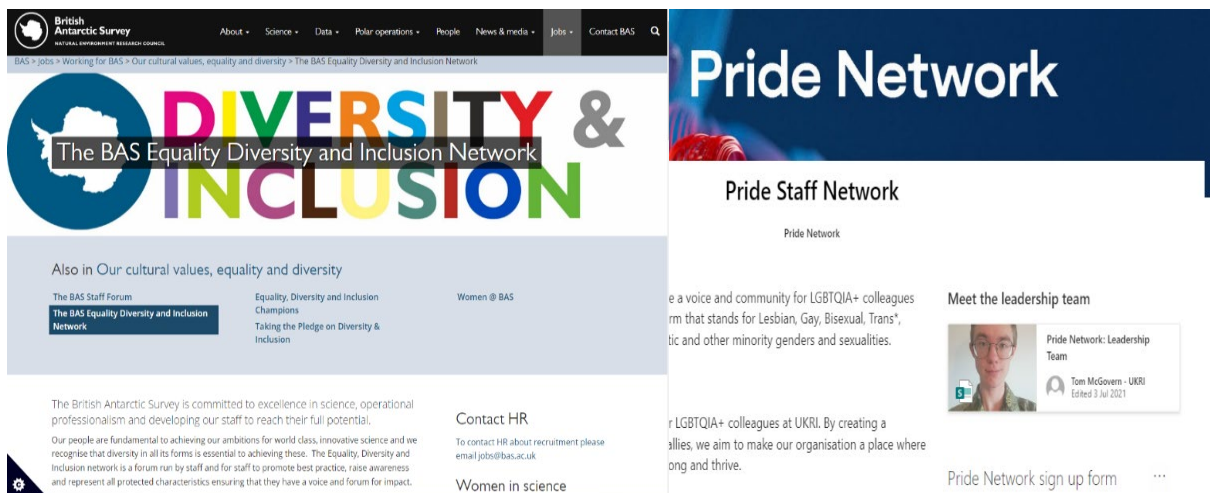


We use EIAs to assess the impact of the EDI Policy and any EDI activities carried out. However, the most impactful tool remains the feedback of staff via the Staff Forum and the EDI Network and Staff Survey.

One of our strategic people aims is embracing diversity and fostering an inclusive and integrated culture which gives staff the choice to be open about their disability, sexual orientation, racial and gender identity. We will achieve this through an ambitious and engaging EDI agenda which includes different learning and informative tools for staff and line managers.

A screenshot of a webpage titled "Line Manager Toolkit for Equality, Diversity and Inclusion (ED&I)". The header features a row of various tools like a wrench, hammer, and screwdriver. Below the title, it says "UKRI L&D Team". The main content area lists four key points: 1. What ED&I is and why it's important to have a fully inclusive and engaged workforce? 2. RI Policy and Procedures for ED&I 3. How to ensure you consider the importance of ED&I in every aspect of managing your people and how to spot and challenge inappropriate behaviour 4. Promoting a culture of inclusiveness and enhanced wellbeing. At the bottom, it states: "You can access bitesize learning which will include reading documents and slides, watching videos, listening to podcasts, and carrying out suggested activities. You can dip in and out as needed."

Fig. 5.30 Screenshot of the webpages for LM EDI Toolkit



Figs. 5.31 Compiled screenshots of the webpages for BAS EDI Network and UKRI Pride Network

Our memberships to leading organisations in the EDI space provide us and colleagues across UKRI with access to a range of knowledge and resources:

- [Employers Network for Equality and Inclusion](#)
- [Inclusive Employers](#)
- [Business Disability Forum \(sharepoint.com\)](#)
- [PurpleSpace - networking hub for disabled employees, employee network leaders and their allies](#)
- [Working Families | Flexible recruitment - Working Families](#)
- [EFC \(employersforcarers.org\)](#)

| 2018 ACTION | PROGRESS & SUCCESS | 2022 ACTION |
|---|--|--|
| Continue to raise awareness about the challenges LGBTQIA+ staff face in the workplace | Many of the initiatives introduced over the years i.e. Ally scheme, Polar Pride Day, Trans Awareness Day have removed some of the cultural barriers around the LGBTQIA+ community and paved the way for more open conversations. | To build on the work done to make BAS a more inclusive and friendly places for LGBTQIA+ staff (A5.42) . |

SILVER APPLICATIONS ONLY

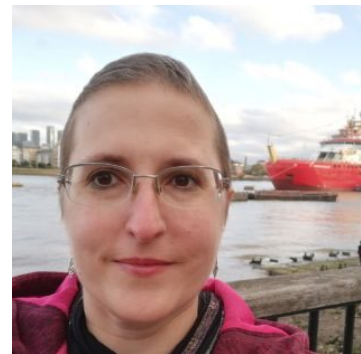
Case Studies: Impact on Individuals

Recommended word count: Silver 1000 words

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

CASE STUDY 1: Dr Tracy Moffat-Griffin, Science Leader, British Antarctic Survey

- 2022 – current: Science Leader AIC
- 2020-2021: Interim Science Leader AIC
- 2018 – 2020: Deputy Science Leader of AIC
- 2014 – current: Senior scientist (gravity wave physicist)
- 2006-2014: Higher scientist (gravity wave physicist)
- 2001-2005: PhD at University College London
- 1997-2001: MPhys Physics degree at Warwick University



I am Science Leader of the [Atmosphere, Ice and Climate](#) team and an atmospheric physicist. I work within the Climate Processes group (part of AIC). I have worked at BAS since 2006 and my main area of research is the study of atmospheric gravity waves and tides as a dynamical vertical coupling mechanism in the polar regions. I am also interested in climate change in the polar regions and space weather effects on middle atmosphere circulation.

When I joined BAS I had a highly supportive line manager who informally mentored me and supported my career development. I have been able to take full advantage of the 1-year maternity leave for both my children, primarily because of the 6 months full pay that is offered. As the main earner in my household this has enabled my return from maternity leave to be when I wanted it to be rather than because of financial pressures. Pre-pandemic I was supported by my line manager and science leader when I requested flexible working and to work one day from home. As the mother of a child with disabilities this has enabled me to continue my research and develop my career while still maintaining a work-family life balance. Over the years I have taken advantage of the leadership training and the mentorship scheme that BAS offers. These were very useful in providing me with guidance of how to develop my skills into new areas. My mentor, a senior female leader with family, shared her experience of being a mother whilst pursuing her research. Those discussions were invaluable in terms of showing what I could achieve and building my confidence.

Over the years I have benefitted greatly from formal and informal mentoring at BAS from senior scientists, both male and female. I would not have had the confidence, nor gained the skills needed, to apply for a leadership position without this.

During the pandemic, while interim science leader, I had to undergo treatment for cancer. A challenging time was made easier by the support that I got from my team and the leadership

team within BAS. HR advised about the policy framework and the generous sickness entitlement. The current reporting system is very flexible and allowed anyone going through a phased treatment to alternate working days with sick days. At the time we were moving to a hybrid way of working and I cannot stress enough how much this benefited me and my mental health. On my good days I was able to join in all relevant meetings and catch up with my students and team virtually, without this way of working I would have not been able to do my work and my return to full time working would have been protracted.

CASE STUDY 2: Dr Dan(i) Jones, UKRI Future Leaders Fellow

I am a physical oceanographer and a first-time Principal Investigator now leading my own proposal, and I can confidently say that BAS activities, policies, and initiatives have positively impacted my career development and the quality of my family life. Specifically, I have benefitted greatly from the dedicated efforts of my managers, the Pre-Award Team, and Human Resources, and I have also benefitted from the inclusive and flexible attitudes and policies at BAS.



In 2013, I relocated from the USA to join BAS for a short-term project, during which I used computer models to study the ocean's role in Earth's climate system. Building on advances made during this project, with the support and encouragement of my managers I became involved with longer-term funding efforts and laid the foundation for a career as a principal investigator and project leader in oceanography. When I decided to write an application for a fellowship, I was enthusiastically supported by the talented and professional Pre-Award Team and several senior scientists, who helped me craft a focused, effective proposal and a strong presentation. I could not have created such a well-honed proposal without their efforts and insights. I was moved onto an open-ended contract shortly after winning the fellowship, highlighting in my case BAS' commitment to long-term career development.

I received the news of my successful UKRI Future Leaders Fellowship application in March 2020, just before the entire world changed in what felt like the blink of an eye. Since that time, both my professional life and my personal life have changed considerably, as has been the case for many people. Like most parents with young children during the pandemic, I struggled with attempting to balance childcare, home schooling, my career, my partner's career, and our entire family's safety and wellbeing. Overall, it was of course extremely challenging and effectively impossible to optimise all of these activities; we had to prioritise our safety and wellbeing first. During this time, BAS' flexible working policies were crucial. I benefitted greatly from being able to work at home with flexible hours and from the organisation's relaxed, sensible attitudes about the importance of safety and well-being.

Currently, I am effectively a single parent with no family in the UK, as my partner had to move back to the US for work. Thanks to continued support for home working, flexible hours, and the support from management, I have been able to continue working on my career as an emerging Principal Investigator whilst juggling childcare and self-care.

Thanks to BAS' inclusive culture and EDI initiatives, I feel comfortable and well-supported as a transitioning non-binary person at work; my BAS colleagues across have been unflinchingly affirming and understanding. With this support, I feel like I can confidently aim to use my privilege to advocate for others, ideally making more space for those from historically excluded groups, including women and others in underrepresented categories.

Word count **936**

Further information

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

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