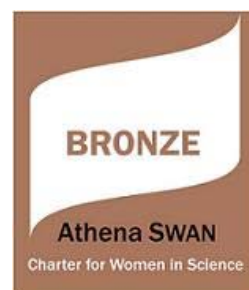


Athena SWAN Bronze Award renewal submission

Queen Mary University of London

2010



Contact for application:

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Date of previous award: 2007



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10th May 2010

From the Principal
Professor Simon J Gaskell
BSc PhD FRSC
email: principal@qmul.ac.uk

Miss Sarah Hawkes
Athena SWAN Charter Coordinator
Athena SWAN Charter
Equality Challenge Unit
Queen's House
55-56 Lincoln's Inn Fields
London WC2A 3LJ

Dear Miss Hawkes,

I am pleased to present Queen Mary's submission for renewal of the Athena SWAN bronze award and to reconfirm the College's full support and endorsement of our participation in the scheme. This month the College's recognition of the role of women in academia was demonstrated by the appointment of three female academic Vice Principals to the Queen Mary Senior Executive (QMSE) and we continue to celebrate our long-standing contribution and achievement of women in SET and in the College as a whole.

Since our last submission, Queen Mary has made further progress in the advancement of women in Science and Engineering. This includes a number of internal and external events to promote women in SET, such as open days and conferences where women in SET were represented. Some Schools have developed specific initiatives and are taking part in other programmes to promote gender equality such as project JUNO in Physics.

We are especially proud of the achievement of Women in Science and Engineering (WISE@QMUL) which is an informal group promoting discussion and networking for Queen Mary students interested in their scientific careers. The group has organised a variety of highly successful conferences and seminars. For instance, in March 2010, WISE took part in the School of Electronic Engineering and Computer Science Research Open Day and sponsored an additional prize — the People's Choice Award — to encourage more interaction and networking with the visitors and between the presenters. The [WISE webpage](#) is very active and gives useful information about the project, news and press releases concerning women in SET.

Patron: Her Majesty The Queen

Incorporated by Royal Charter as
Queen Mary & Westfield College,
University of London

The Queen Mary Self Assessment Team has undertaken a systematic review of our work in the field and Departmental Champions have been appointed in each discipline. More departments are now taking part in our submission, including the physical geography part of the School of Geography and the School of Medicine and Dentistry. In the future, the School of Medicine and Dentistry also hopes to work towards a Silver Award submission. This initiative will be fully supported by the continuing work of the Self Assessment Team which will be incorporated into the College management structure as an ad-hoc working group, reporting to the QMSE member who leads on equality and diversity.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Simon Gaskell', written in a cursive style.

Professor Simon Gaskell
Principal

1. Description of the institution

Queen Mary (QMUL) is a leading college of the University of London. There are 16,000 undergraduate and postgraduate students, and a staff of 3,587. QMUL is organized into: Science and Engineering; School of Medicine and Dentistry; Arts and Humanities, Social Sciences and Law; and Non-Academic departments. *The Guardian* ranked QMUL 11th in the UK in the 2008 Research Assessment Exercise (RAE). *Times Higher Education*, described QMUL as “the biggest star among the research-intensive institutions”, going from 48th in 2001 to 13th in the Higher Education table. The College has a strong international reputation, drawing 20% of students from many countries.

QMUL’s roots lie in the four historic colleges: Queen Mary, Westfield (founded as a college for women’s higher education), St Bartholomew’s Hospital and The London Hospital. Its campus is based at Mile End, with additional sites at Whitechapel and Charterhouse Square. QMUL grew from initiatives to bring health care, culture and education to the City and East End of London and is still active in these areas. Since 2004, there has been a partnership with Beijing University of Post and Telecommunications (BUPT), where students work for a QMUL degree.

Science and Engineering (S&E) has 600 staff, 6,500 students, and an annual budget of over £60 million. It consists of:

School of Biological and Chemical Sciences (SBCS)
School of Electronic Engineering and Computer Sciences (SEECs)
School of Engineering and Materials Science (SEMS)
School of Mathematical Sciences (SMS)
Department of Physics

The School of Medicine and Dentistry (SMD) has 1,285 staff, 3,000 students and an annual budget of over £106 million. It consists of:

Institute of Cancer
Blizard Institute of Cell and Molecular Medicine
Institute of Dentistry
Institute of Health Sciences Education
William Harvey Research Institute
Wolfson Institute of Preventive Medicine

In this submission SET describes S&E plus SMD and Physical Geography.

300 words

2. Baseline Gender Data

Commentary on Charts

The following tables and charts provide an analysis of QM staff over a 3 year period (2006/07 to 2008/09). Overall, the picture is one of relative stability, with little change being shown between genders. Although these data are compiled in the same way, the inclusion of Physical Geography and the School of Medicine and Dentistry for the first time in the 2010 submission may lead to limitations in the comparability of data.

Chart i shows relatively little change over the monitoring period.

Numbers shown on **chart ii** are too small to have a statistical significance.

Chart iii: Despite a lower level of women than men applying for roles in both SET departments and in the College as a whole, women are over-represented amongst those appointed i.e. they are proportionally more successful. We have increased the size of the sample of data on which recruitment data is compiled by six-fold between 2007-08 and 2008-09.

Chart iv and sub-charts: We note that the numbers of female academics promoted has fallen over the period reviewed. However, it is important to compare these figures to the number of staff who were eligible to apply. This data shows that women's success rate in promotion was 92% in 2007/08 and 43% in 2008/09. These fluctuations are believed to reflect the small numbers of applications received. Studies of previous years indicate that female staff do not put themselves forward for promotion until they feel confident that their application will be successful.

Chart v: The reported data indicates a stable pattern. Looking forward to next year, there has been an encouraging development in terms of gender balance in the Senior Management Team. Three members of staff have been appointed, all female. This means that for the academic year 2010/11, the Senior Management Team will have 4 men and 3 women.

Chart vi: Although only a modest increase, Chart vi shows that female representation on influential College Committees continues to grow.

Chart vii: Queen Mary has undertaken detailed equality impact assessment of the outcomes of Fixed Term Contract employment. We are satisfied that female research assistant staff are at least as likely to have a contract renewed as their male counterparts.

Chart viii shows that Queen Mary retention rates are consistently higher for women than for men in both the whole College and SET departments.

Chart ix: This chart has not been included because QM is still in the process of analysing the implications of the data on equality pay audits/reviews. The data has been delayed as explained in the report on our previous action plan. The data will be available by the end of 2010.

Chart x: The data reflects the position of the College on 31st July 2007.

Data Sources:

The data for charts i-viii was derived from QMUL's HR system (Resourcelink)

The data for chart x was derived from the submissions made to HEFCE in October 2007 as part of QMUL's RAE2008 return

Chart i

Female:Male ratio of Academic staff at each grade - QM and SET

	2006/07	2007/08	2008/09
Professor QM	0.29	0.28	0.27
Reader QM	0.56	0.51	0.48
Senior Lecturer QM	0.48	0.51	0.48
Lecturer QM	0.62	0.57	0.61
Research QM	1.02	0.98	1.04
Professor SET	0.22	0.40	0.19
Reader SET	0.3	0.26	0.26
Senior Lecturer SET	0.44	0.47	0.45
Lecturer SET	0.56	0.51	0.56
Research SET	1.03	0.97	1

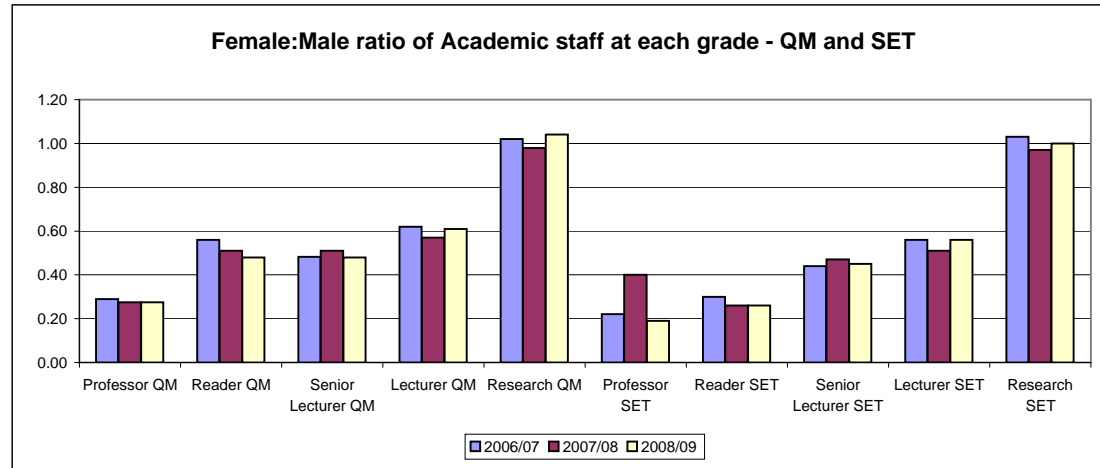
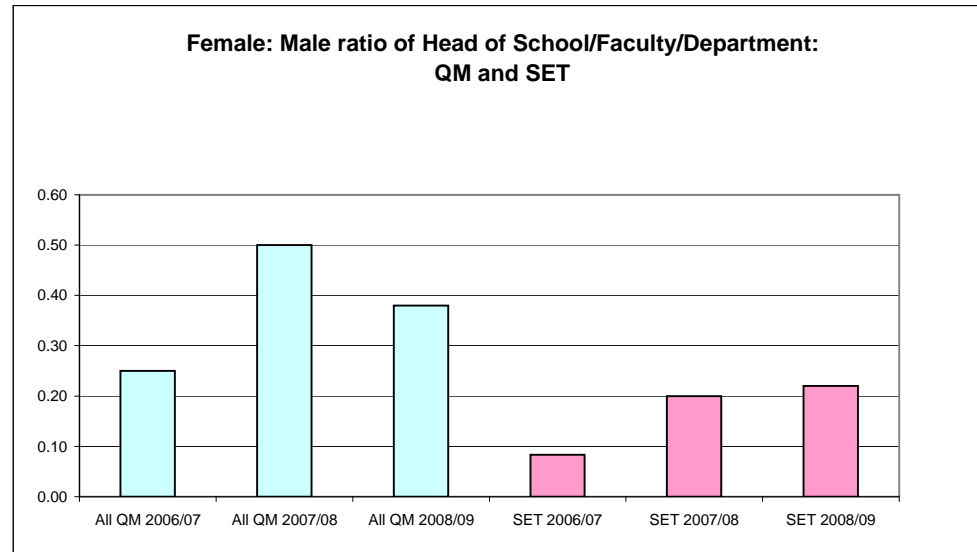


Chart ii

Female: Male ratio of Head of School/Faculty/Department: QM and SET

Descriptor	Male	Female	Total	Ratio Female/Male
All QM 2006/07	16	4	20	0.25
All QM 2007/08	14	7	21	0.50
All QM 2008/09	16	6	22	0.38
SET 2006/07	12	1	13	0.08
SET 2007/08	10	2	12	0.20
SET 2008/09	9	2	11	0.22



Charts iii

Female:Male ratio Academic staff job applications

Descriptor	Male	Female	Unknown	Total	Female/Male Ratio
All QM 2006/07	1223	1000	200	2423	0.82
SET	810	644	155	1609	0.80
All QM 2007/08	935	708	108	1751	0.76
SET	810	578	90	1478	0.71
All QM 2008/09	1199	1001	175	2375	0.83
SET	663	470	93	1226	0.71

Female:Male ratio Academic staff job application success

Descriptor	Male	Female	Unknown	Total	Female/Male Ratio
All QM 2006/07	36	29	4	69	0.81
SET	25	20	3	48	0.80
All QM 2007/08	16	26	3	45	1.63
SET	14	18	3	35	1.29
All QM 2008/09	54	54	11	119	1.00
SET	30	33	8	71	1.10

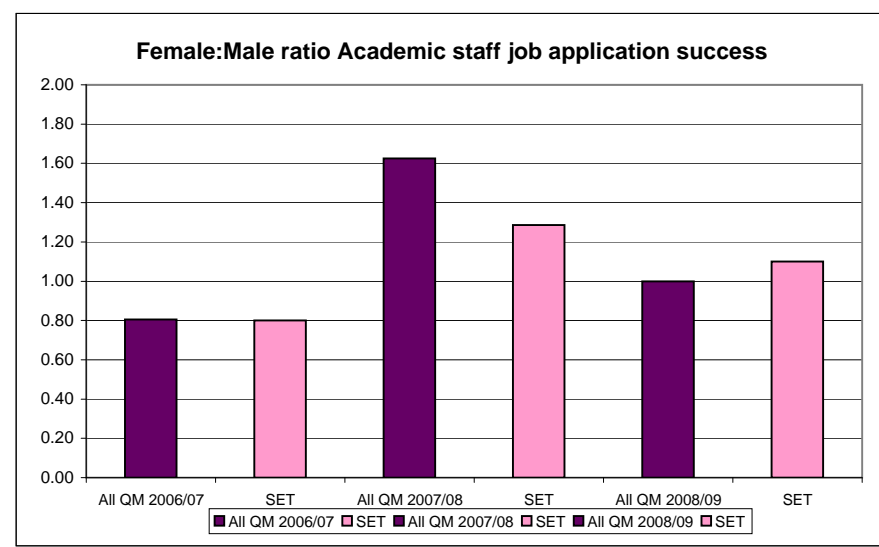
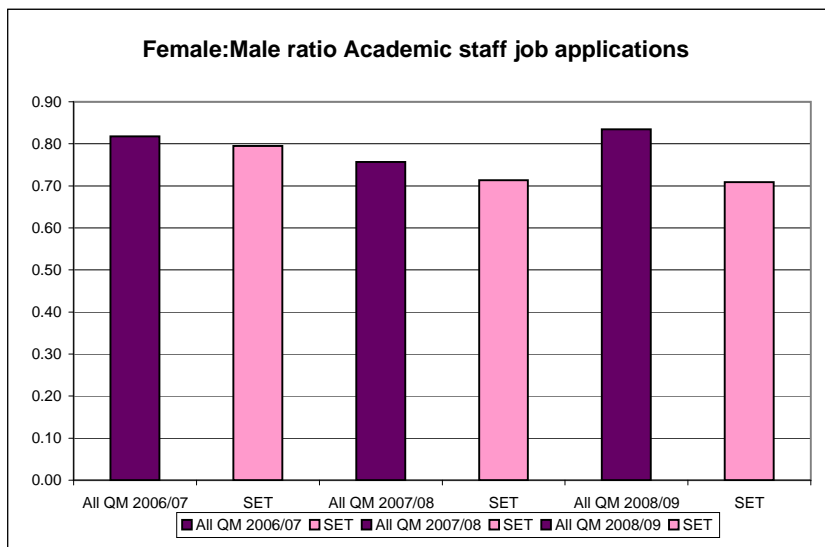
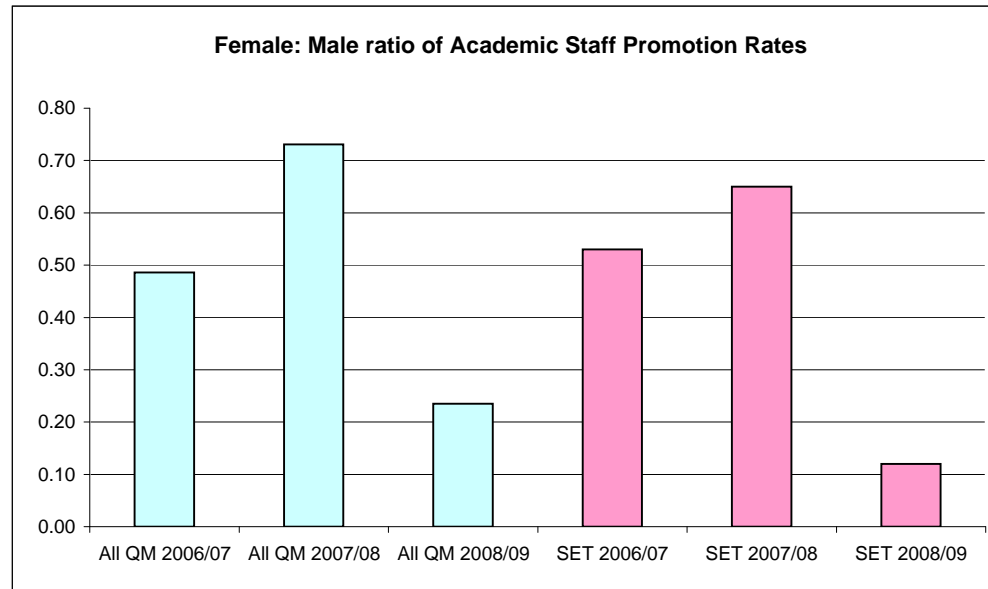


Chart iv

Female: Male ratio of Academic Staff Promotion Rates

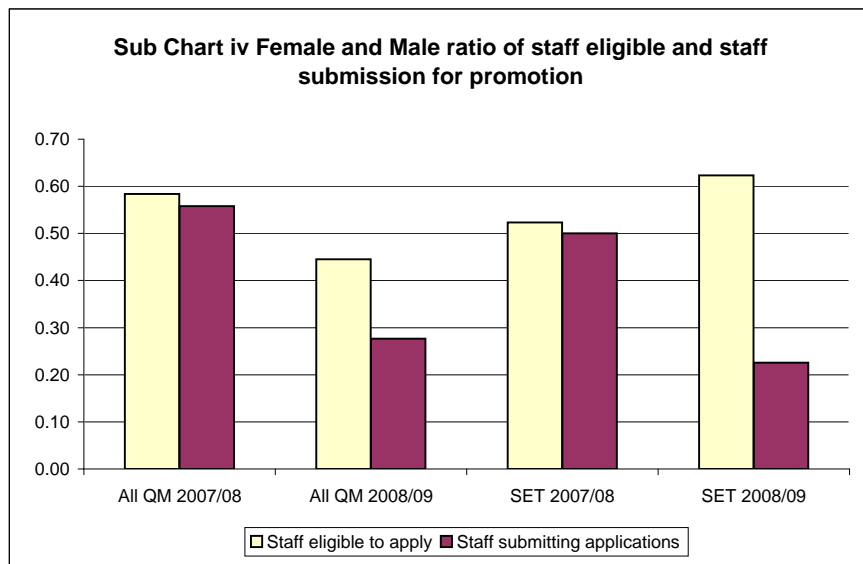
Descriptor	Male	Female	Ratio Female/Male
All QM 2006/07	35	17	0.49
All QM 2007/08	26	19	0.73
All QM 2008/09	34	8	0.24
SET 2006/07	15	8	0.53
SET 2007/08	17	11	0.65
SET 2008/09	25	3	0.12



Sub Chart iv Female and Male ratio of staff eligible and staff submission for promotion

Descriptor	Staff eligible to apply			Staff submitting applications		
	Male	Female	Ratio Female/Male	Male	Female	Ratio Female/Male
All QM 2007/08	473	276	0.58	43	24	0.56
All QM 2008/09	676	301	0.45	47	13	0.28
SET 2007/08	361	189	0.52	24	12	0.50
SET 2008/09	284	177	0.62	31	7	0.23

N.B Data was not available for 2006/07. These tables do not included physical geographers.



Sub Chart iv Female and Male success rates in promotion (%)

Descriptor	% Male success rate	% Female success rate
All QM 2007/08	60	79
All QM 2008/09	72	62
SET 2007/08	71	92
SET 2008/09	81	43

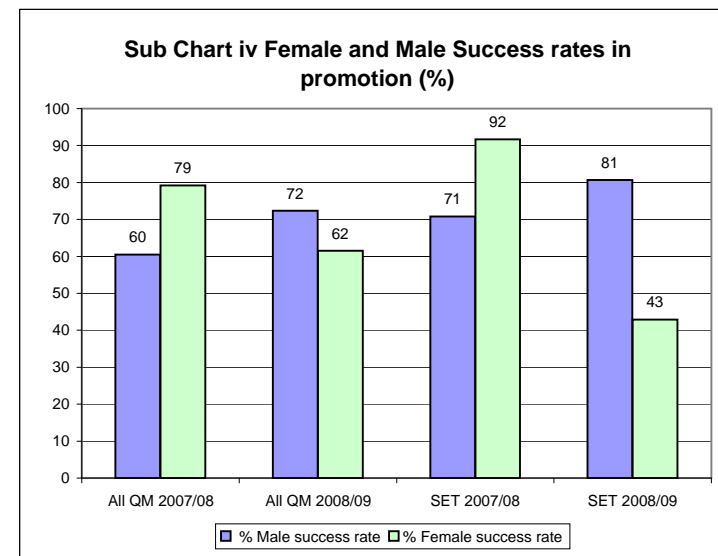


Chart v Gender Balance on Senior Management Team

	2006/07	2007/08	2008/09
Male	7	7	6
Female	3	3	3

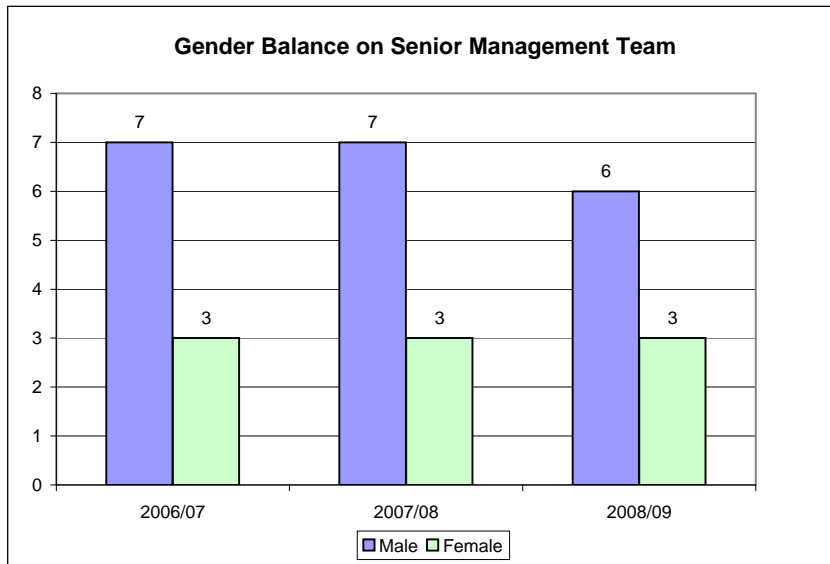


Chart vi Gender Balance on Influential Committees

	2006/07	2007/08	2008/09
Male	115	117	113
Female	40	43	45

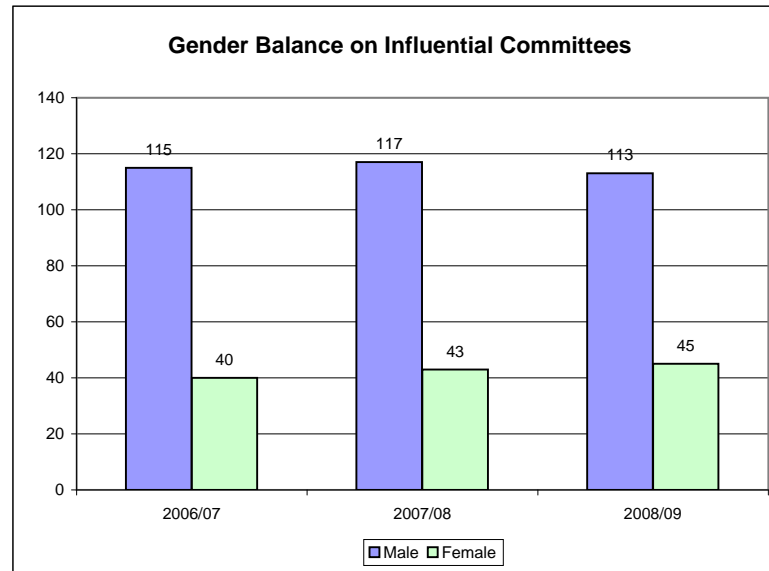
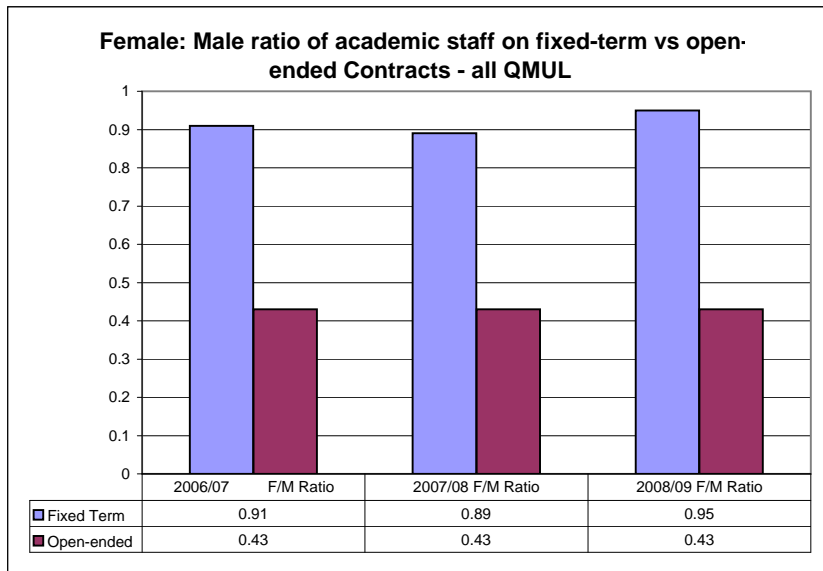


Chart vii

Female: Male ratio of academic staff on fixed-term vs open-ended Contracts - all QMUL

	2006/07 F/M Ratio	2007/08 F/M Ratio	2008/09 F/M Ratio
Fixed Term	0.91	0.89	0.95
Open-ended	0.43	0.43	0.43



Female: Male ratio of academic staff on fixed-term vs open-ended Contracts - SET

	2006/07 F/M Ratio	2007/08 F/M Ratio	2008/09 F/M Ratio
Fixed Term	0.96	0.87	0.9
Open-ended	0.35	0.35	0.36

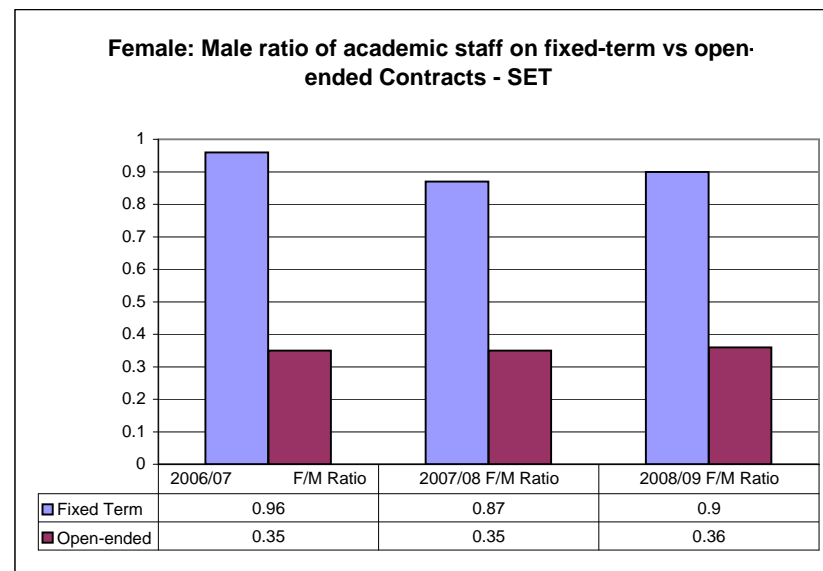


Chart viii
Gender Retention Rates (Stability Index)

Descriptor	Male	Female	All Academics
All QM 2006/07	76%	83%	80%
SET	76%	84%	81%
All QM 2007/08	81%	84%	83%
SET	81%	84%	83%
All QM 2008/09	76%	83%	80%
SET	79%	87%	84%

N.B the stability index measures the percentage of staff who have been in post one year or more.

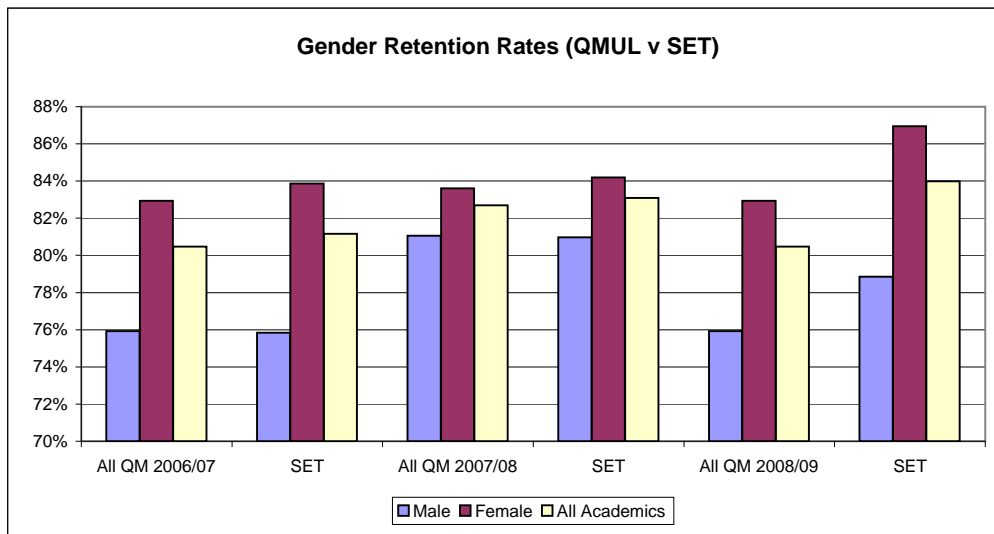
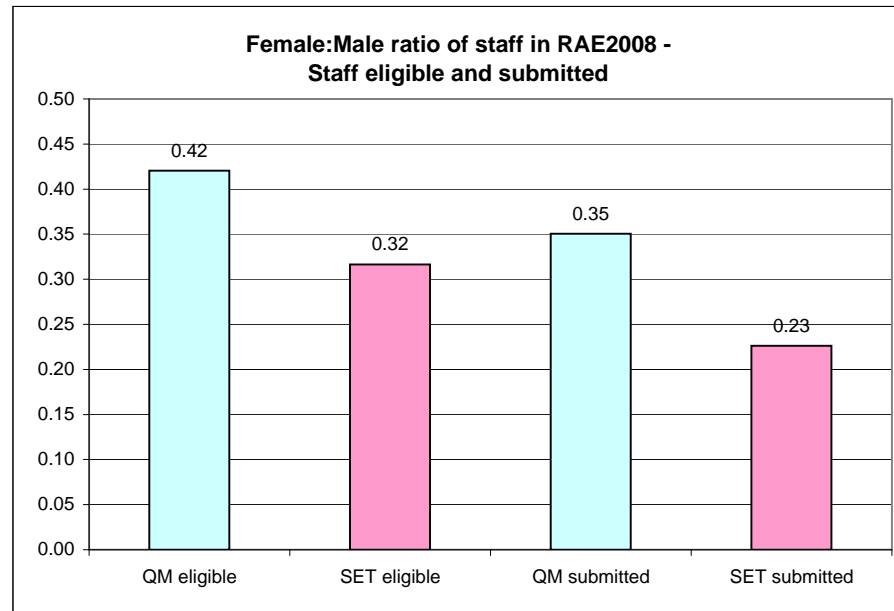


Chart x

Female:Male ratio of staff in RAE2008 - Staff eligible and submitted

	Male	Female	Total	Female/ Male Ratio
QM eligible	635	267	902	0.42
SET eligible	452	143	595	0.32
QM submitted	528	185	713	0.35
SET submitted	367	83	450	0.23

N.B staff submitted are (only staff identified as "Category A" under RAE 2008 definition)



3. Report back on previous action

Since 2007 Queen Mary has addressed the core objectives set out in the 2007 plan. Progress is summarised below. Queen Mary is developing a Single Equality Scheme (SES) to be in place by December 2010 in preparation for the new Equality Act and the extension of the public sector duty.

1. SET Baseline and academic profile

A. Workforce profile

HESA data has been commissioned to benchmark Queen Mary against the Russell and 94 groups at both corporate and departmental levels enabling departments to benchmark their own practice and take action. The rigour of our internal monitoring and data capture has improved over the past two years.

The introduction of an online recruitment system in 2010- 2011 will allow the capture of a complete set of recruitment equality data at lower cost and improved accuracy.

B. Salary analysis

The identification of anomalies within a new job evaluation scheme has now been completed, leaving the College with an integrated system facilitating the prevention of future gender-based inequality in reward.

The harmonisation of leave entitlement and sickness pay has been of particular benefit to women, given the over-representation of women in junior grades.

These processes have taken much longer than expected, mainly due to the need for harmonisation between different parts of the College. It has been agreed that the Equal Pay review should only be carried out when a comprehensive analysis of the College grades becomes possible. This explains the delay in the completion of the Equal Pay review, which will now be available by the end of 2010.

C. Staff opinions

Two staff surveys are being prepared for completion by late 2010. A general staff survey will cover all aspects of College life, including equalities. Additionally, extensive consultation with staff and students will be undertaken during the development of our Single Equality Scheme, including questions on gender equality and flexible working and maternity provision. Dedicated focus groups will follow.

D. Equality Impact Assessment (EIA)

All the tools with which to conduct EIA have been reviewed and updated and are now more user-friendly, replacing previously over-complex forms and facilitating the embedding of EIA within the College's practice. New forms and guidance were disseminated widely in Spring 2010 with the support of the Equal Opportunities Committee. Reports submitted to Council and the Senior Executive Team retain EIA.

During the summer of 2009, the College carried out extensive EIA on the dismissals and renewals from fixed term contracts from July 2008 to July 2009. An analysis by Sectors showed that, in Science and Engineering, more men than women on fixed term contracts were dismissed.

In the School of Medicine and Dentistry, an equal proportion of men and women were dismissed in line with figures for the whole College.

2. **Key career transition points**

A. Supporting working parents: maternity leave and childcare provision

The number of places at the College's workplace nursery has been expanded from 62 to 65. The extension of nursery opening hours was evaluated in 2008 and assessed as prohibitively expensive for parents.

Queen Mary maternity leave entitlement remains more generous than statutory provision. Moreover, all Queen Mary staff now have 30 days holiday entitlement plus 4 days college closure supporting working parents covering school holidays.

B. Supporting working parents: flexible working

Queen Mary has established a policy on the Right to Request Flexible Working with no restriction on the reasons given for a request to work flexibly. Queen Mary's provision remains more generous than that required by law.

C. Career development

The full range of professional development programmes provided by the College was externally evaluated in 2009. The provision for research career development and academic and research leadership and management development was noted positively. The College is fully committed to the Roberts agenda. The take up by female research staff across the range of provision is slightly higher pro rata and their demand for and use of mentoring, career counselling and coaching has increased.

D. Women's networks

An informal Women in Leadership group was established in 2008. This group meets termly, providing support and networking opportunities for senior women across the College.

[The Women in Science and Engineering Society](#) (WISE) was set up in 2008 as an informal group of discussion/networking for Queen Mary students interested in female careers in science. The main objectives of the group involve the establishment of informal round-tables with female scientists acting as role models, discussion of alternative career paths and encouragement for female students currently undertaking their studies at Queen Mary. A dedicated website advertises its events which have included:

- Social events such as "speed research" and a pub quiz
- A conference with high profile female academic speakers from Science and Engineering
- WISE sponsorship of awards for students
- A fellowship for Women in Science and Engineering to encourage women to pursue academic careers in science and engineering, organised as part of the Research Fellowship Day.

3. Culture change and gender balance in decision making

A. Senior Management

The College has recently appointed three Vice Principals for Humanities and Social Sciences, Research and International Affairs and Teaching and Learning all of whom are female, so that the gender composition of the leadership group is now balanced.

B. Championing gender equality in departments

As part of the renewal of the Athena SWAN bronze award, departmental champions have been established in all SET departments who take part in the scheme, including: Physical Geography, the School of Medicine and Dentistry (4 champions) and the Graduate School. Champions act as a conduit of information between their department and the Athena SWAN management group. In the longer term, the role of champions may be extended to help shape future initiatives, especially for submission for silver or gold awards and other gender based equality work.

C. Diversity training

The Human Resources department continues to advertise its online Equality and Diversity course. Updated in 2010 to reflect changes in College policies, the course has now been taken by 268 staff members.

D. Staff training in interview skills and fair selection

Since 2009 all staff sitting on interview panels have been trained in fair selection and recruitment, either by undertaking a day course, a refresher course or an online test to demonstrate acquired prior knowledge, which was developed in 2009.

E. Women@QM project

[The Women at QM Project](#) ran during the 2007/08 academic year raised awareness of women's achievements, past and present, within the College. Its aims were to raise consciousness among students, staff and the wider community of the history of the Colleges that were to become Queen Mary It also contributed to Queen Mary's aim of widening access to higher education by encouraging applications from different communities both locally and nationally. The Project included a range of events, including a major launch, an online exhibition and a commemorative book based on the exhibition, containing profiles of some 50 "Featured Women" and a wide range of images including photographs, manuscripts and student magazines.

F. Action in SET

During the past 3 years, actions and initiatives have been undertaken in SET to promote gender equality and Athena Swan objectives. Departments have been promoting gender equality at events including undergraduates open days, external events in schools to promote SET, and publicity materials including brochures and prospectuses. Female academics or researchers are often selected to take the lead in this activity. Departments have also used their websites to promote the diversity of their workforce by selecting images of female staff.

The cross-departmental WISE project, described above, is one of our most successful initiatives and has attracted high calibre speakers to its events and conferences.

The Department of Computer Science organised the successful [London Hopper event](#) in the past 3 years, showcasing the exciting work of women in computing research and providing a forum for Ph.D. students, post-docs and junior academic staff. The department also produced a specific issue of their [magazine CS4FN](#) (Computer Science for Fun) on women in computer science.

The department of Physics has become a supporter of the JUNO project and is now working towards practitioner status.

The School of Biological and Chemical Sciences promoted positive role models by inviting eminent female scientists to events, such as Professor Donna Blackmond in 2009 to give the Dewar lecture in Chemistry.

The School of Mathematical Sciences took part in widening participation projects such as the More Maths Grads project to increase the number of application from non-traditional backgrounds, especially through successful career conferences.

4. Conclusion

The College has continued to promote and enhance the role of women in SET throughout the period of review. We now plan to embed these activities further in individual Departments and institutionally, as explained elsewhere in this submission.

1442 words

4. Athena SWAN Action Plan 2010-2013

Progress/Comments:

Green: On course
 Amber: Concern about progress and/or timescale
 Red: Lack of progress

Workforce Profile

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
1.1	Gender is monitored and analysed in the annual equality and diversity reports	Completion of an annual review of the workforce profile to analyse the participation of women and men in the QM workforce	Bertille Calinaud - Diversity Specialist HR	Annually in spring	Green
1.2	Production of more detailed workforce gender breakdown by grade and SET department	Data produced and shared with faculty, school and institute bodies to inform decision making	Jamie Marshall - HR Analyst Bertille Calinaud - Diversity Specialist HR	Annually	Amber
1.3	Athena SWAN Self Assessment Team to identify and implement initiatives to enhance the recruitment and promotion of female staff in SET	Initiatives identified and implemented	Athena SWAN Self Assessment Team	Annually	Green

Key Performance Indicators

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
1.4	The College Key Performance Indicators (KPIs) for Gender Equality are in place	KPIs are in place and monitored. Actions are taken when necessary	Bertille Calinaud - Diversity Specialist HR	Annually	Green
1.5	Roll out of College KPIs on female academic and research staff	% Female Academic Staff on Academic Staff Career Family Grade 7 and above (SL) or more senior is not less than comparators in Russell and 94 Group	Bertille Calinaud - Diversity Specialist HR	Review Annually	Green
1.6	College KPIs on gender submission in the framework for assessment of research	If assessment occurs within lifetime of the Athena Swan plan; the differential between female and males academic and research staff submission rates is reduced	Bertille Calinaud - Diversity Specialist HR	May 2013	Green

Equal Pay Review

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
1.7	In depth pay review. An integrated approach to reward all staff within Queen Mary has been developed Areas where there is concern regarding an unjustifiable equal pay gap, will be addressed	Equal pay review – Any disparities in earnings related to or arising from gender should be justified or eliminated Action plan developed Creation of pay data set relating to women in SET	Marie Tewkesbury - HR Strategy and Change Manager	Autumn 2010	Amber

Employee Attitudes

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
2.1	A generic staff survey takes into consideration Gender Equality issues	A survey is conducted and analysed and actions are taken	Sara Corcoran - HR Head of Strategy and Change	Autumn 2010	Green
2.2	The Single Equality Scheme annual review gathers staff opinion on Gender Equality issues	Surveys are conducted and analysed and actions are taken from them	Bertille Calinaud - Diversity Specialist HR	Autumn 2010 and annually thereafter	Green

Equality Impact Assessment

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
3.1	Complete outstanding Equality Impact Assessments on matters relating to student service provision and identify action where necessary	Equality Impact Assessment completed for relevant policies and procedures and their outcomes	Wendy Appleby - Secretary to Council & Academic Secretary	Autumn 2011	Amber
3.2	Papers submitted to Secretariat are Equality Impact Assessed	Equality Impact Assessment completed for all policies and procedures and their outcomes	Wendy Appleby - Secretary to Council & Academic Secretary	Autumn 2011	Amber
3.3	Where relevant, Departments, Schools and Institutes to identify the formal and informal policies, practices and services that need to be Equality Impact Assessed	Any actual or potential adverse impact is identified and addressed. Positive action taken where appropriate	Bertille Calinaud – Diversity Specialist HR Staff identified within SMD for particular strands of Equality Impact Assessment on an Institute basis	Ongoing	Green

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
3.4	All Equality Impact Assessments to be published on the Queen Mary website	The legal requirement to publish the results of all equality impact assessments is fulfilled. Staff and public have access to completed assessments	Council Secretariat Bertille Calinaud - Diversity Specialist HR	Ongoing	Amber
3.5	Publicised new Equality Impact Assessment form and guidance	Equality Impact Assessment forms are disseminated and in use within the College	Bertille Calinaud - Diversity Specialist HR	Ongoing	Green

Supporting Working Parents

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
4.1	HR Code of practice on the right to request flexible working to be promoted	More employees to become aware of the Code	Bob Kerner – Employee Relations Manager HR	Ongoing	Green
4.2	Queen Mary maternity leave provision to be promoted as a staff benefit	More employees to become aware of the provisions	Strategy and Change Manager	Ongoing	Green
4.3	Queen Mary maternity leave provision to remain generous compared to other Higher educational institutions	Benchmarking identifies that provision remains more generous than sector	Strategy and Change Manager	Ongoing	Green
4.4	QM currently provides a high quality on-site nursery Cost is subsidised for use by students and staff	High quality provision for staff and students Places taken by College staff and students rather than local community	Max Moorcock – Early Years Manager, Nursery	Ongoing	Green

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
4.5	Promote the QM Childcare voucher scheme especially to those due to take maternity and paternity leave	Increased awareness of childcare voucher scheme. Increased take up of the scheme	Strategy and Change Manager Accor Services	Ongoing	Amber
4.6	HR and Athena SWAN Self Assessment Team to look into possible initiatives to support women returning from maternity leave	Women returning from maternity leave feel that support is available. Post maternity retention rates improve	Bertille Calinaud - Diversity Specialist HR Athena SWAN Self Assessment Team	Annually in Spring	Green

Career Development, Training and Network

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
5.1	All members of interview panels to undertake recruitment and selection training	% of panel members having been trained or refreshed trained or accredited as competent via on-line testing increases year on year.	Bertille Calinaud - Diversity Specialist HR Heads of Departments Head of HR Services	Ongoing	Green
5.2	The Equality and Diversity online course is advertised for all staff within the College with regular short campaigns	Staff are aware of the availability of the course Target to increase by 100% the number of staff who undertook the course in 3 years	Bertille Calinaud - Diversity Specialist HR	Ongoing	Green
5.3	The HR Equality pages advertise for Fair selection and Recruitment, as well as Equality and Diversity training	Staff are aware of training available to them and the different possibilities to prove acquired prior learning	Bertille Calinaud - Diversity Specialist HR	Autumn 2010	Green

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
5.4	WISE continues to provide networking opportunities for postgraduate students and young researchers during its events	Events continue to take place	WISE network	Ongoing	Green
5.5	Next generation leaders programme in Science, Engineering and Technology disciplines is developed further	<p>Research strategy and focused career development is increased</p> <p>Increased female representation in previous years should be encouraged and continued. Female input informs the development of the research strategy and priorities</p>	<p>VP - (Science and Engineering)</p> <p>Fiona Stephen - Head of Management and Leadership Development</p>	Annually	Green
5.6	Survey academic and research staff in SET on the range of provision available, their career and CPD needs, and consult with departmental champions to inform effective planning of provision	Women's academic career needs are identified and put in place	Fiona Stephen - Head of Management and Leadership Development	December 2011	Green
5.7	To roll-out mentoring and coaching support across the SET sector to improve provision of consistent professional development support	Mentoring and coaching is available and adequate	Fiona Stephen - Head of Management and Leadership Development	September 2011	Green

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
5.8	Provide Leadership Development Groups (Action Learning Sets) for SET staff at Senior Lecturer/ Reader and Professorial levels who are past participants of the Leadership Management and Development programmes	Leadership Development Groups are in place and address women's needs	Fiona Stephen - Head of Management and Leadership Development	Spring 2011	Green

Enhancing Gender Equality

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
6.1	Build on success of Women into Engineering Summer School in fostering interest in science and engineering in school-age girls	Develop careers and subject focussed sessions for girls, eventually covering all subjects in science and engineering	Anne Parry - Executive Officer (Science & Engineering) Principal's office	Ongoing	Green
6.2	The "Cutting Edge Career: an introduction to surgery" for pupils in year 12 (jointly coordinated with Aim Higher and the Royal College of Surgeons) encourages a higher participation rate from women in surgery	Enhance number of learners from non-traditional backgrounds aspiring to progress to medical school	Susan Mueller - Queen Mary London East Thames Gateway Aim Higher Partnership Manager	Ongoing	Green
6.3	Informal women's leadership group continues to provide support and networking opportunities to senior women across the College	The group meets termly with a high participation rate	Joy Hinson - Dean for Postgraduate and Postdoctoral Studies	Ongoing	Green

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
6.4	Benchmark data on Gender Equality for both staff and students at departmental level is provided to departments	Data is available for departments Actions are taken where necessary	Bertille Calinaud - Diversity Specialist HR	Supply annually in Spring	Green

Promotion of Athena SWAN

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
7.1	Athena SWAN Bronze award renewed in July 2010. All SET departments will be encouraged to work towards Silver award	Bronze Award obtained 2 Silver applications made	Athena SWAN Self Assessment Team	July 2010 July 2013	Green Dependant on progress above
7.2	Departmental Champions to promote Athena SWAN within their department	Staff, Students and external visitors are aware of the Athena SWAN College status	Departmental Champions	Ongoing	Green
7.3	Corporate promotion of Athena Swan	Coverage on SET sector website. Coverage in College internal staff bulletin. Coverage on HR site equality pages. Display of Award in Principal's suite	Bertille Calinaud - Diversity Specialist HR	Completed	Green

Actions in SET Department

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
8.1	Female research students in the Department of Physics are being encouraged to present their research to undergraduates to achieve gender balance Departmental colloquium and seminar speakers to be more gender balanced	Students see positive role models from both sexes	Bill Spence - Head of Department of Physics	Ongoing	Green
8.2	The Department of Physics is working toward JUNO Practitioner Status	The Department of Physics achieved JUNO practitioner status and is working towards Champion status	Sanjaye Ramgoolam - Reader In Theoretical Physics Bill Spence - Head of Department of Physics	May 2012	Green
8.3	The Department of Physics continues to promote the participation of female and male students in undergraduate interview days and in other outreach activities, research talks, colloquia, etc	Gender Equality and balance is promoted in internal and external events	Bill Spence - Head of Department of Physics	Ongoing	Green
8.4	The Department of Physics will promote profile of new recruits on the website	Diversity of physics staff is promoted internally and externally	Sanjaye Ramgoolam - Reader In Theoretical Physics	Ongoing	Green

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
8.5	The School of Engineering and Materials Science (SEMS) promotional CD has a specific section on 'Women in Engineering' where female undergraduates speak about their experiences of engineering and how women have a role to play	The promotion of women's contribution to the School encourages more women to apply for undergraduate courses, which subsequently creates a larger pool of potential women postgraduates and staff	Elena Di Mascio-Schools Outreach Officer SEMS Martin Knight-Senior Admissions Tutor SEMS	Ongoing	Green
8.6	Continue Summer School for 6th form girls studying maths and physics so they gain exposure to engineering	The promotion of women's contribution to the School encourages women to apply for undergraduate courses, which subsequently creates a larger pool of potential women postgraduates and staff	Elena Di Mascio-Schools Outreach Officer SEMS Martin Knight-Senior Admissions Tutor SEMS	Ongoing	Green
8.7	SEMS is aiming to increase the use of female role models, especially recruited in from the undergraduate body, during open days and recruitment events	The promotion of women's contribution to the School encourages more women to apply for undergraduate courses, which subsequently creates a larger pool of potential women postgraduates and staff	Elena Di Mascio-Schools Outreach Officer SEMS Martin Knight-Senior Admissions Tutor SEMS	May 2013	Green
8.8	SEMS will ensure that female members of academic staff are visible at all levels of Engineering and Materials courses	Enhance Gender Equality within SEMS	Elena Di Mascio-Schools Outreach Officer SEMS Martin Knight-Senior Admissions Tutor SEMS	May 2013	Green

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
8.9	SEMS will continue to visit girls' schools. Female staff and students will be encourage to participate in these visits	The promotion of women's contribution to the school encourages more women to apply for undergraduate courses, which subsequently creates a larger pool of potential women postgraduates and staff	Elena Di Mascio- Schools Outreach Officer SEMS Martin Knight- Senior Admissions Tutor SEMS	May 2013	Green
8.10	The School of Electronic Engineering and Computer Science (SEECs) provides speakers to Equalitec events	Participation and speakers come from a diverse range of backgrounds	Edmund Robinson - Head of SEECs	To be reviewed in 2010/11	Green
8.11	SEECs Postgraduate prospectus and Output magazine currently includes positive images and news stories of women	Material are included in publications and disseminated	Editorial team within the SEECs	Ongoing	Green
8.12	SEECs continues to organise outreach activities including visits and talks to all girls schools	Attraction of female undergraduate students	Edmund Robinson - Head of SEECs	Ongoing	Green
8.13	Department of Geography will monitor the impact of flexible working on career development	Flexible working provision is available and fit for purpose	Kate Heppell - Lecturer Geography Adrian Smith - Head of Geography	May 2013	Green
8.14	Department of Geography will monitor the retention and progression of women at postgraduate, postdoctoral and staff levels	Actions are taken arising from findings	Kate Heppell - Lecturer Geography Adrian Smith - Head of Geography	May 2013	Green

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
8.15	Department of Geography will encourage all staff within appraisals to consider whether they are able to apply for promotion	Encouragement of a positive culture about promotion	Kate Heppell - Lecturer Geography Adrian Smith - Head of Geography	Ongoing	Green
8.16	Department of Geography will encourage junior staff to raise their profile externally to enhance their career development	Career progression of junior staff is enhanced	Kate Heppell - Lecturer Geography Adrian Smith - Head of Geography	Ongoing	Green
8.17	Department of Geography will continue to put the Athena SWAN logo on advertisement to encourage female applicants	Logo on the website. Visibility of participation in Athena SWAN increased	Kate Heppell - Lecturer Geography Adrian Smith - Head of Geography	Ongoing	Green
8.18	The School of Biological and Chemical Sciences (SBCS) will continue to promote more female role models by involving a higher number of female staff at open days and school visits	Active participation of women in events	Peter Heathcote - Head of SBCS	Ongoing	Green
8.19	SBCS will continue to work with the WISE network	SBCS continues to work with the WISE network and actively promote it	SBCS Athena Swan Champion	May 2012	Green
8.20	SBCS will ensure that mentoring is available for female researchers	Mentoring is available for female researchers	Peter Heathcote - Head of SBCS	May 2012	Amber
8.21	SBCS will explore initiatives to ensure a higher proportion of female staff hold senior academic role within the school	The representation of women in senior roles in the School increases	Peter Heathcote - Head of SBCS	May 2013	Green

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
8.22	SBCS will work with other departments within the College to establish a network for mid-career female staff to provide a wider forum for discussion	A mid-career female staff networks exists	Peter Heathcote - Head of SBCS	May 2011	Green
8.23	SBCS will ensure that junior female members of staff can secure a mentor of the gender of their choice if they wish so	Appropriate mentors are available	Peter Heathcote - Head of SBCS	May 2011	Green
8.24	The School of Mathematical Sciences will continue to promote female role models to potential undergraduate students	Attraction of female undergraduate students	Vivien Easson Executive officer - School of Mathematical Sciences	Ongoing	Green
8.25	The School of Mathematical Sciences will offer to support those involved in the WISE network	Female postgraduates students have continued networking opportunities	Vivien Easson Executive officer - School of Mathematical Sciences	Ongoing	Green
8.26	The School of Mathematical Sciences will continue to encourage all postgraduate students to be involved in the community and to present research at the annual Postgraduate Research Day	Women are given opportunities to enhance their presentation skills	Vivien Easson Executive officer - School of Mathematical Sciences	Ongoing	Green

No.	Action Development	Success Criteria	Lead/Responsibility	Time Frame	Progress/Comments (Red/Amber/Green)
8.27	The School of Mathematical Sciences will make efforts to ensure that women are well represented at the following two events: "Communication and Employability Skills for Undergraduates in Mathematical Sciences" and the "Curriculum Impact" and in publicity materials	Gender Equality is promoted at external events and materials	Vivien Easson Executive officer - School of Mathematical Sciences	Ongoing	Green
8.28	The School of Medicine and Dentistry (SMD) monitors the success rates of fellowship applicants by gender	Success rate is monitored, actions taken where necessary	Coleen Colechin – Clinical Operations Manager, Joint Research and Development Office	Ongoing - review annually	Green
8.29	SMD will continue to ensure that undergraduates with responsibilities as carers are given the opportunity to undertake their clinical placements in the most geographically favourable of our partner hospitals	Most carers are women so this will ensure that women are enabled to fully access learning opportunities	Joy Hinson - Dean for Postgraduate and Postdoctoral Studies	Ongoing – review annually	Green
8.30	SMD monitors applications to its PhD programmes	Applications are monitored, actions are taken where necessary	Rukshana Begum - Admissions Officer	Ongoing - review annually	Green
8.31	SMD monitors completion rates of research degree students in relation to gender	Success rate is monitored, actions taken where necessary	Joy Hinson - Dean for Postgraduate and Postdoctoral Studies	Ongoing - review annually	Green
8.32	SMD will investigate whether taking maternity leave affects the likelihood of gaining a degree	Study completed and actions taken where necessary	Joy Hinson - Dean for Postgraduate and Postdoctoral Studies	Ongoing - review annually	Green

5. Promoting the Athena SWAN Charter

Queen Mary, University of London, celebrated the Athena Swan Bronze award with a networking lunch hosted by Professor McCallum at which the then Vice Principal for Science and Engineering, Professor Ursula Martin, reflected on the changes she had observed during her career as a woman in the academic world of science in a variety of institutions. A press release announcing the award featured prominently on our website, while articles in the alumni magazine and the College bulletin also drew attention to the award. The Award Certificate itself is prominently displayed by the entrance to the Principal's Office. The Queen Mary magazine in the autumn 2007 contained a dedicated feature exploring how women in science, engineering, technology and medicine move from the minority to the mainstream.

The timing of the award in 2007 was fortuitous in that 2007-08 had already been designated as an academic year to celebrate women in higher education in the four colleges which have amalgamated to create the twenty-first century Queen Mary, University of London. The [Women@QM](#) project aimed to “explore the challenges, dilemmas and opportunities for women from different generations and different communities entering higher education for the first time and to draw parallels between different groups of women for whom the entry into education was unexpected and, in some sense, disruptive of wider assumptions about the social and cultural role of women.”

The project included a major exhibition celebrating 100 years of female achievement in the College, a website dedicated to the subject and a book, *Women at Queen Mary*, ed. G. Potts (2007). The home page of the website can be seen at <http://www.women.qmul.ac.uk> The website contains profiles of women of achievement with interviews with female scientists, including Professor Ursula Martin, talking about supporting women engaged in computing research; Professor Parveen Kumar on the challenges of training as a doctor in the 1960s when “... the Professor would never talk to the girls...” and Professor Frances Balkwill about communicating science to children. Professor Balkwill is author of thirteen books for children on cell and molecular biology for which she was awarded the Royal Society Michael Faraday prize for her outstanding work in communicating the concepts, facts and fascination of science. Details of the growing participation of women in Science and Engineering at Queen Mary today including details of the Athena Swan bronze award are featured within the website at <http://www.women.qmul.ac.uk/virtual/themes/1960-present/page2.htm>

Queen Mary therefore celebrated and has promoted the Bronze award widely at an institutional level, including sectoral websites, the corporate equality site and some departments. In future more extensive use will be made of Athena SWAN references on individual school websites and in recruitment literature both for postgraduate students and for academic staff.

449 words

6. Further SET - specific initiatives

Flexible working case studies:

1. Carol, Research fellow in the Institute of Health Sciences Education, has worked flexibly for 5 years to care for her 4 young children. She leaves the College at 3pm and works from home 2 days a week:

“The main benefit for me has been that I was always able to be 'there' for my children when they needed me, even though I held down a full-time job from which I have always gained tremendous satisfaction. It has also enabled me to work more productively than if I had not been given flexible working rights [...] There is no doubt that being a woman who has chosen to prioritise having children has affected my career overall but QM has helped me to resuscitate and develop my career when I am still fairly young (middle-aged) [...] Flexible working does have disadvantages as well of course. The main one for me has been that I have had to be very disciplined in stopping work by a certain time”.

2. Ellena, Health Equity Research fellow, has returned from maternity leave and now works 4 days a week, flexibly between 8am-10am and 4pm-6pm, and also has permission to work from home.

“It fits in round my daughter and partner’s needs, which ultimately reduces the stresses I have [...] confidence to plan things knowing I do not have to be in the office from 9-5. It’s also a back-up. If my partner or daughter are unwell, I can work at home.”

250 words

7.1 Membership of Self Assessment Team

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7.2 Self Assessment Team pen portraits

Lourdes Agapito is a Senior Lecturer in the School of Electronic Engineering and Computer Science. Originally from Spain, she worked at Oxford University as a postdoctoral researcher before joining Queen Mary. She now holds an ERC Starting Independent Researcher Grant for 5 years and leads a research team with 6 members, entirely funded by this grant. Her research interest is in Computer Vision and in particular the inference of 3D information from image sequences taken with video cameras. She has three young children aged 6, 4 and 2 and her husband is also an academic. She has taken three periods of maternity leave between 2004 and 2008. Since 2007 she has secured a part time contract (80%) in order to spend one day a week with her children.

Bertille Calinaud is the Diversity Specialist at Queen Mary. Her role includes responsibility for equality and diversity, preparing and monitoring equality schemes for both staff and students, monitoring equality impact assessment, and promoting equality and diversity within the College. She joined Queen Mary in October 2009, just after having graduated from a double masters degree in politics and human resources in Lyon, France.

Brian Colvin chairs the Group. He is Honorary Professor at Queen Mary and was Dean for Student Affairs at Barts and the London School of Medicine and Dentistry from 1998–2008. He has been Director of Medical and Scientific Affairs for Haemophilia at Pfizer Europe since 2008. From 1977-2007 he was Haemophilia Centre Director at The Royal London Hospital and was Founder Chairman of the Ethics Committee at the Royal College of Pathologists. Brian's wife, Kathryn, was a career diplomat and is a former British Ambassador to the Holy See. From 2002 to 2005 Brian commuted weekly from London to Rome in order to fulfil his clinical and academic duties and his role as a diplomatic spouse. In the past Brian and Kathryn have also shared the care of their elderly mothers, while continuing in their full time careers.

Virginia Davis is a medieval historian, although she also has an MBA in Higher Education Management (London, Institute of Education, 2005). She is currently head of the Department of History and Chair of Queen Mary's Equal Opportunities Committee. She has just been appointed as the inaugural Dean for Research in the Faculty of Humanities and Social Sciences at Queen Mary, a post she will take up from 1 September 2010. Her academic interests focus on the late medieval English church (mostly dealing with male clerics) while her teaching commitments include several courses about women's experiences in the middle ages. She has two children (aged 15 and 18) and her partner is a fundraising consultant for the university sector.

Anne Donaldson is the Planning Officer (Research) at Queen Mary and provides dedicated support to both senior management and Academic Schools/Departments in achieving the College's research objectives. She co-ordinated the College's RAE 2001 and RAE 2008 submissions and was a member of the previous QM Athena SWAN Bronze Award submission team. Having moved through the hierarchy of secretarial/PA and administrative roles, she moved to her present role in 2005. As a mature student, she has successfully completed 2 degrees through the Open University.

Jonit Fischmann is a PhD student in the School of Mathematical Sciences. Originally from Germany, she did her undergraduate and Masters in Mathematics at the Leibniz University Hannover. As part of her studies she spent one year at Brunel University where she obtained an MSc in Computational Mathematics and Modelling. Her main research interests are Random Matrix Theory and Financial Mathematics. Currently she is a member of the WISE society. Her partner is finishing his PhD in Mechanical Engineering.

Guy Halliwell is Head of Employee Relations at Queen Mary. His role includes responsibility for the diversity agenda as it relates to employment and the adaptation of the corporate framework to developments in employment law. He designed and conducted UK's first evaluated application of mentoring for diversity purposes (Women into Management). He has two secondary school age children. His partner is a management consultant working for health and social services clients. With two busy careers and a young family to accommodate, Guy uses the College's flexible working arrangements to fulfil his parental responsibilities.

Joy Hinson is a Professor in the School of Medicine and Dentistry. An endocrine scientist by training, she has served on the Council of the Society for Endocrinology since 2001, with a particular interest in education and career development. Presently Dean for Postgraduate and Postdoctoral studies and Director of the Graduate School in the School of Medicine and Dentistry, she has previously served six years as Deputy Dean for Students. Her academic interests are in endocrinology and education. Joy is married to an academic psychiatrist and has two children, both at university. She has experience as a carer, both for an older relative and, more recently, for her disabled partner. Joy takes advantage of flexible working arrangements by working from home one day a week.

Al James is a Lecturer in Economic Geography, and came to Queen Mary from the University of Cambridge. Al's research interests are in gender, work and employment in the New Economy. His recently completed ESRC-funded research project explored the business benefits of work-life balance and flexible working for learning and innovation in the IT sector (Ireland and the UK). His partner is an HR professional who recently moved to the UK from Sweden.

Fiona Stephen is Head of Management and Leadership Development in the College Educational and Staff Development Directorate and a member of the College Equal Opportunities Committee. Her former roles include five years as CEO of a non-departmental public body in Northern Ireland, Director of a charitable endowment fund, teaching in a special school for physically disabled children. As Equality and Diversity Officer at the University of Wales Aberystwyth she drafted the College's first Race Action Plan and acted as representative of the Federal University of Wales at the National Assembly of Wales Equality and Diversity Forum. She is a mother of four, two boys and two girls.

7.3 Athena SWAN objectives

Although the College may have set initial objectives for its involvement in the Swan Athena project, they have been reviewed on re-application. These objectives were adopted at a meeting of the Athena SWAN Self Assessment Team (SAT) at their meeting on 18th January 2010.

1. To ensure that the College maintains its Bronze Award at Corporate level.
2. To promote equitable working cultures within Queen Mary in which all staff can achieve their maximum potential.
3. To challenge under-representation of women in academic roles at all levels at Queen Mary within SET.
4. To promote the interest of women in SET subjects in order to serve the objective as set out in 3) above
5. To achieve a position where women are at least as well represented, or better, in senior academic roles in SET subjects as in peer organisations.
6. To promote engagement in SET Departments in equalities work and initiatives, which in turn will promote the status of Queen Mary in the SET Community as an “employer of choice” to female staff.
7. To enhance the College’s external status through the recognition that derives from participation in a national scheme and through the public relations and marketing opportunities provided by gaining an award.
8. To create a sufficient corporate platform to support the application of individual departments for Swan Athena Silver Awards.
9. To note that the discipline of application for the awards and analysis:
 - underpins the College’s fulfilment of its Gender Equality Duty;
 - helps the College identify and clarify key equalities issues;
 - identifies individual initiatives that already exist but have been unknown outside their own departments;
 - allows receipt of individual, expert feedback on the College’s gender equality efforts.

7.4 Athena SWAN Departmental Champions

Geography:

Dr Kate Heppell - Lecturer in Geography

Graduate School:

Professor Maurice Elphick - Professor of Animal Physiology & Neuroscience (and Careers and Educational Staff Development)

Mathematical Sciences:

Dr Vivien Easson - Executive Officer (Teaching & Research)

Physics:

Dr Sanjaye Ramgoolam – Reader in Theoretical Physics

Postgraduate student:

Ms Jonit Fischmann - PhD Student (and SAT)

School of Biological and Chemical Sciences:

Dr Marina Resmini - Senior Lecturer in Organic Chemistry

School of Electronic Engineering and Computer Science:

Dr Lourdes Agapito - Senior Lecturer in Computer Sciences (and SAT)

School of Engineering and Materials Science:

Dr Steffi Krause - Reader in Electroanalytical Systems

School of Medicine and Dentistry:

Professor Joy Hinson - Dean for Postgraduate and Postdoctoral Studies, Institute of Health Sciences Education (and SAT)

Mrs Debra Cossey-Mowle Head of Join Workforce Office and SMD Assistant Chief Operating Officer, Warden's Office

Dr Wendy Turner Clinical Lecturer/ Hon. Consultant, Institute of Dentistry

Ms Janet Payne -Dental Student Services Manager, Institute of Dentistry

7. Self Assessment Process

The Self Assessment Team (SAT) was recruited from Science and Engineering (S&E), from the School of Medicine and Dentistry (SMD) and from administrative departments.

Professor Malcolm MacCallum chaired the College bid for the Athena SWAN Bronze Award in 2007 and supervised the subsequent follow-up reports but he retired in 2009. On his appointment in October 2009 the new Principal, Professor Simon Gaskell and the Senior Vice Principal, Professor Philip Ogden asked Professor Brian Colvin to act as Project Leader in the process for the College's bid for renewal of its Bronze Award, (due in May 2010), and to consider the possibility that future applications for Silver Awards might be made from within the College.

A new Self Assessment Team was formed in the New Year¹. The Team was selected by using available members of the previous SAT and recruiting other suitable members from those known to be interested in the Athena SWAN project. In particular a representative was chosen from the SMD and from the postgraduate students. The membership has been chosen to reflect a range of interests and stages of career development and the pen pictures include an account of the experience of the SAT members in managing work life balance with their families². Objectives have been set³ and seven meetings have been held. The Planning Office has collected the necessary data, much of which had already been collected in annual monitoring for gender equality and for the Athena SWAN project. The Diversity Officer has coordinated the information available from the Gender Equality Report. Professor Colvin has visited each of the Heads of Department in Science and Engineering, the Warden of SMD, Sir Nicholas Wright and the Dean of Dentistry, Professor Farida Fortune.

“Champions” have been nominated across the disciplines⁴ to report on previous Action Plans, to record activities relevant to Athena SWAN and to prepare new Action Plans for the 2010 bid. The College believes that these Champions are the enthusiasts who will ensure that the Athena SWAN mission is carried on into the next generation of academics. Some of the Champions are also members of the SAT in order to provide continuity and ensure effective communication but it was also decided to keep the core SAT group as small as possible to provide efficient development of the bid.

- It was decided to include Physical Geography in the analysis because this aspect of the discipline could be separated out from the Department as a whole.
- The Graduate School has been included, together with Careers and Educational Staff Development.
- The Postgraduate group is represented both on the Self Assessment Group and in the Departmental Champions because it has been very active in the College and is the source from which the future leaders of the College, or other Colleges, will be drawn.
- The SMD made an early decision that, despite its size, it would contribute to Athena SWAN as a single body. It was decided to nominate four SMD Champions, an academic and administrative representative for each of Medicine and Dentistry. In this way the whole School could be represented and an Action Plan developed by a representative group, one of whom would be a member of the SAT.

It is the College’s intention to secure renewal for the Bronze Award. As soon as this has been achieved the SMD, now fully integrated into the College structure and function, will begin to work towards the submission of a bid for a Silver Athena SWAN Award. The Department of Physics is also working towards recognition in Project Juno.

Professor Colvin has recently met with the new Chairman of Council, Sir Nicholas Montagu, who has strongly supported the College's desire to make progress within the Athena SWAN scheme. It is the College's intention to place Athena SWAN into its formal management structure as an ad-hoc working group, reporting to the Senior Executive member who leads on equality and diversity. There will now be a continuing momentum to recognize record and improve the position of women in Science, Engineering, Medicine and Dentistry at Queen Mary.

Overall, members of the current SAT who also participated in the successful 2007 Bronze award submission are pleased to note that the 2010 self-assessment process has consolidated and extended the strengths of the earlier self-assessment process. This is evidenced by a larger core SAT, the inclusion of an expanded cohort of departmental champions, a higher level of college resource allocated to the submission process and an enhanced level of central coordination and integration of the SAT throughout.

References

1. SAT membership
2. SAT pen portraits
3. Athena SWAN objectives
4. Departmental Champions

Word Count 750 words