Athena SWAN Silver Department award application

Name of institution: Queen Mary University of London

Date of application: April 2013

Department: School of Biological and Chemical Sciences

Contact for application: Professor Richard Pickersgill

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Telephone: 020 7882 8444

Departmental website address: http://www.spcs.qmul.ac.uk/

Date of university Bronze Athena SWAN award: 2010

Level of award applied for: Silver
Acronyms

SAT = Athena Swan Self-Assessment Team
VP = Vice Principal leading College Athena Swan Initiative
HoS = Head of School
HoD = Head of Division (there are 4 divisions in the School)
RSG = Research Strategy Group
T&R = Teaching & Research
SL = Senior Lecturer
R = Reader
SWARM = web-based workload model
cv = curriculum vitae
S&E = Science and Engineering
SBCS = School of Biological and Chemical Sciences
DTP = Director of Taught Programmes
SMD = School of Medicine and Dentistry
WiSE = Women in Science and Engineering
HPLP = High Potential Leadership programme

Key

☑ Best practices implemented within the School
→ Future action planned
Dear Miss Sarah Dickinson,

I have been Head of the School of Biological and Chemical Sciences (SBCS) since August 2011. Even before I formally joined the school I was aware of the small number of women on the academic staff – nine. Unfortunately the restructuring exercise we undertook in 2011/12 reduced the number of women still further, which to me was evidence that SBCS had struggled to provide the environment in which female academics could flourish. Creating such an environment has been the main task to be achieved during this phase of the school’s development.

My partner is an academic and I have two teenage children, and I have seen first-hand the problems that are faced by parents in general and women in particular in developing careers in academia. My feeling is that we should encourage all staff to flourish and that success should be blind to gender. With this in mind I have personally engaged in the Athena SWAN process and have been a member of the SBCS SAT since its inception. Even before the formal initiation of our SAT I decided that we must change our recruitment practices and ensure that there was always a woman on all appointment and promotion panels, even when we had to draw one from outside the school to do so. I also agreed to find the funds necessary to pay for post-doctoral support for women who had taken maternity leave to support their return to work. These were just two of the most obvious steps that we could take quickly to allow female academics to succeed in the school.

It will take many years to achieve gender parity at all levels of the school but I am personally committed to the path that will take us to this point. Not to do so simply loses talent. Like many similar departments we have a female-biased undergraduate population and on average women out-perform men at undergraduate level. We should see increasing numbers of women coming into PhD and postdoctoral levels as well as a higher proportion of women at all levels in the school staff. My own PhD students and post-doctoral assistants have had a substantially female-biased gender balance. I am pleased to observe that the latest round of staff recruitment has seen a good number of women being recruited by SBCS following the changes we have implemented.
The College has very laudable strategies and policies on gender equality and I support them. However, it is the implementation of these policies at the school level that is important, along with the identification and steady removal of the obstacles that impede the progress of women and unintentionally create an environment that is less than conducive to the success of everyone irrespective of their gender. It is to this that I am personally committed in my capacity of head of school.

Yours truly,

Matthew Evans
Professor of Ecology and Head of School

484 words
2. The self-assessment process – maximum 1000 words

Please note additional personal information has been removed for publication.

a) A description of the self-assessment team (SAT)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role SAT</th>
<th>University role</th>
<th>Additional information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bertille Calinaud</td>
<td>Advising SAT</td>
<td>QM Diversity Manager</td>
<td>Extensive knowledge of gender equality issues and initiatives.</td>
</tr>
<tr>
<td>Sam Court</td>
<td>Technical staff representative</td>
<td>Technician</td>
<td>Manages two undergraduate teaching laboratories.</td>
</tr>
<tr>
<td>Dr. Anna Dulic-Sills</td>
<td>Professional representative support</td>
<td>SBCS Research Manager</td>
<td>Manages research application process, advising all academic and PDRA staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Former Biomed PDRA</td>
</tr>
<tr>
<td>Professor Matthew Evans</td>
<td>HoS</td>
<td>Head of SBCS</td>
<td>Leads and manages the School</td>
</tr>
<tr>
<td>Dr. Alan McElligott</td>
<td>Biological and Experimental Psychology Division representative</td>
<td>Lecturer</td>
<td>Supervised female research UG, PG and Postdoc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mentor for SBCS early career stage scientists.</td>
</tr>
<tr>
<td>Professor Richard William Pickersgill</td>
<td>Chair Athena Swan Self-Assessment Team</td>
<td>Head of Chemistry and Biochemistry Division Professor of Structural Biology</td>
<td>Manages Division of Chemistry &amp;Biochemistry.</td>
</tr>
<tr>
<td>Kelly Peaston</td>
<td>Member of and Secretary to the SAT</td>
<td>PA to HoS</td>
<td>Coordinates mentoring, promotion and appraisal processes for academic staff.</td>
</tr>
<tr>
<td>Dr Marina Resmini</td>
<td>Division of Chemistry and Biochemistry representative</td>
<td>Reader</td>
<td>Has progressed within the School from Postdoc to Reader and currently up for promotion.</td>
</tr>
</tbody>
</table>
Dr Ruth Rose  | Core facilities representative | Technician | Over 12 years of research experience
---|---|---|---
Joanna Sacharz | PhD student representative | PhD student | 
Dr Angelika Stollewerk  | Division of Organismal Biology representative | Reader | Has progressed within SBCS from Senior Lecturer to Reader
Dr Jim Sullivan  | Division of Cell and Molecular Biology representative | Lecturer | Supervised female scientists UG, PG and Postdoc.
Mentor for SBCS early career stage scientists.
Barbara Tennis | Administrative Staff representative | School Manager | Line manager for 40 support staff in SBCS.
Responsible for coordination of flexible working arrangements for members of staff with family responsibilities.
Dr Georgia Tsagkogeorga | PDRA representative | PDRA | Immigrant since 2005.
Experience of working in a male-dominated field.
Keen interest in equality.

b) An account of the self-assessment process:

The SBCS SAT looks at current practices within the School and considers ways of improving these to ensure fairness for all staff and students. The HoS, a core member of the SAT, and the involvement of the University Athena SWAN Champion (Jeremy Kilburn, VP for Science and Engineering; previously Evelyn Welch VP Research) gives gravitas to the SBCS SAT and ensures that the generated ideas are put into action. The involvement of the Diversity Manager ensures SBCS SAT is aware of best practice across a wide range of Institutions. Representation on the SAT is across the four divisions of SBCS with PhD students, post-docs and staff represented (AP 1.1).

An ambitious SAT group was formed to assess the current position of women in SBCS and agreed as its primary goal to begin to address culture change as a necessary prerequisite for meaningful and long-lasting change. The SBCSSAT reports to the Academic Meeting of the School which is a standing
agenda item. These reports plus the wide membership ensure dissemination of the plans and ensure that all members of the School are apprised of and engaged in Athena SWAN best practice adopted by the School. Members of the School are invited to attend the SAT meetings should they wish to contribute. An all staff survey was carried out to find out more about gender equality within SBCS, (see section 8). The group met six times in 2012 and so far has met three times in 2013; the minutes of these meetings are published on our Athena SWAN webpages (http://www.sbsc.qmul.ac.uk/79202.html) along with our agreed Action Plan and the membership of the SAT (AP 1.2). These webpages are available for anyone, but are particularly aimed at our staff and students, and applicants. The data on gender balance have been discussed at several of our meetings and in smaller working groups with the results feeding back into subsequent full meetings of the SAT; the same procedure also facilitated development of the Action Plan (AP 1.3).

It was recognised that in addition to addressing culture change, the School needed to immediately address recruitment arrangements within a broad scope of institutional changes. Before the current recruitment rounds in the School, the College recruitment specialist provided advice and guidance on equality in recruitment which has been put into action at several levels. We have had the benefit this year of a talk by Paul Walton (former Head of York Chemistry and first school to win the gold Athena SWAN award) and members of the SAT have attended several Athena SWAN events (AP 1.4).

**c) Plans for the future of the self-assessment team**

We shall continue to meet on a regular basis and at least four times a year to review progress against the Action Plan and report back to the Academic Committee and Senior Executive. At the end of each meeting we shall produce an Athena SWAN Newsletter (all SAT members will contribute) to be circulated to all members of the School. This will ensure widespread promotion of our initiatives. We shall collect feedback from the recipients of this Newsletter (AP 1.1 & 2.4). This will ensure that best practice is and remains embedded in the School’s activities. Data have been requested from HR and other sources to continue to monitor statistics and its analysis underpins the Action Plan (AP 1.3) and the development of new initiatives.

| ✔ SAT reports to SBCS executive & academic meetings |
| ✔ SBCS SAT webpages |
| ✔ Survey carried out with all staff |
| ✔ Review of recruitment practices |
| → Athena SWAN newsletter and feedback |

[985 words]
3. A picture of the department – maximum 2000 words

a) Provide a pen-picture of the department

The School is part of the Faculty of Science and Engineering (S&E) and was formed in 2005 when Biology and Chemistry were merged. Psychology was added in 2007, and its undergraduate programme accredited two years later. Four reviews of the School were undertaken in 2010/11 and in 2011/12; a restructuring of the School resulted in a reorganisation into four divisions:
- Cell and Molecular Biology,
- Chemistry and Biochemistry,
- Organismal Biology, and
- Psychology

Each division is planned to increase to approximately 20 staff by 2014, to a total of approximately 80 over three years which is an opportunity for implementation of principles adopted as a result of the Athena SWAN SAT analysis.

The School currently has 70 academic staff, 40 postdocs, ca 130 postgraduate students and 1300 undergraduates. The restructuring was designed to achieve greater research excellence commensurate with the University and Faculty strategic plans; feedback on the REF2014 submission suggests a step-change in the Schools research culture. There has also been a transformation in equality culture due to executing the Athena SWAN Action Plan: measures we have put into action have resulted in more female recruits, more female promotions, gender balance in seminar series and named lectures, improved mentoring schemes, and female representation on all committees.

In March this year we hosted an event entitled “A Celebration of Women in Chemistry” to which all academic, research and PGR students were invited, where Dr Marina Resmini spoke. She has a key role in the College promoting and supporting females in STEM subjects and facilitated the setting up of Women in Sciences and Engineering (WISE) at QMUL in 2007/08. WISE provides PhD and PDRA support and is an informal group of discussion/networking for QM Students interested in the role of female participation in science.

Dr Marina Resmini and Igor Larossa won QM Research Achievement awards in 2012 (picture on the left), which was celebrated in the School.

Strong commitment to high quality teaching is evidenced with staff in the School regularly being nominated for the College Drapers’ Award for Excellence in Teaching. SBCS staff were successful in 2008-9 (Dr Caroline Brennan), 2010-11 (Dr Michael Proulx), 2011-12 (Dr Brendan Curran). In addition, Dr Nathalie Lebrasseur won a QM Excellence in Teaching award. Small grants have been won for teaching developments to
improve the student experience in 2012 (Dr Nathalie Lebrasseur) and 2010
(Dr Brendan Curran). We have an excellent peer assisted study support
(PASS) scheme, which is a buddy scheme that is run by students for students
and was championed in its early stages by Dr Caroline Brennan and Barbara
Tennis, the School Manager. Students receive specialised training to act as
mentors to their peers in problem solving, pro-active learning, etc. There is an
annual teaching and learning conference organised by Professor Susan Dilly
VP for Teaching and Learning with an opening address by the Principal.

- Events and celebrations of Women achievement in SBCS.
- Promotion of positive role models.

b) Provide data for the past three years

Student data

(i) Numbers of males and females on access or foundation courses

The data on foundation students are not available separately because of a
software limitation (foundation courses are cross-School which adds
complexity), but the numbers are included in the UG population below.

(ii) Undergraduate male and female numbers

UG male and female numbers and ratios are shown for Biology, Chemistry
and Psychology in the three panels of Figure below (Fig. 1).
Figure 1: UGT numbers in SBCS. In panel (a) Biology, (b) Chemistry, and (c) Psychology. In all three category SBCS exceeds the National Upper Quartile

The ratio of female to male UG students in the School exceeds the national upper quartile for Biology and Chemistry and is close to the national upper quartile in Psychology (Figure 1). We shall monitor the ratio carefully and continue to ensure our offering is attractive to both female and male students (AP2.1). The HoS attends all Open Days for the School and in addition to giving an introductory talk, he meets potential students and parents and this provides an opportunity to talk about the School and its ambitions. The high ratio of female to male students in the School’s UG population may be due to the College’s location in an area of London which draws on the local Asian community where women are encouraged to live at home whilst at university. The School has successfully recruited high quality local female students interested in laboratory-related professions and the employment statistics for the graduating UG students is consistently high, in the 93rd percentile. We are
aware that joining the Russell Group of Universities may have an effect on student recruitment October 2013. We do not offer part time courses.

- Ratio UG above/close to national upper quartile
- Monitor closely, ensure course remains attractive and take action if necessary

(iii) Postgraduate male and female numbers completing taught courses (PGT)

There is currently a small cohort of PGT Biologists in the School, there is no PGT offering in Psychology, and Chemistry has recently only had between 2 and 4 PGT students per year; the numbers above are therefore presented for Biology only. We are recruiting a good ratio of female/male PGT students (in the upper quartile; Figure 2). We plan to put on a number of new PGT courses in the School in 2014 and will seek to maintain offerings that are attractive and helpful for female students (AP 2.1). The School is in the process of creating a new Public Relations (PR) and marketing team and has initiated plans to work more closely with College-level advisors in marketing more effectively at this level (AP 2.1).

Figure 2: PGT student numbers and ratios. SBCS exceed the National Upper Quartile for female/male ratio. Our courses are attractive to women.

- PGT well above National upper quartile for Biology
- New PR and Marketing to ensure offer remains attractive to female students
(iv) **Postgraduate male and female numbers on research degrees (PGR)**

We have approximately equal numbers of female and male PGR students in the School (**Figure 3**); this places us in the National Lower Quartile for Biology (24 students), but the upper Quartile for Chemistry (14 students).

**Figure 3:** PGR Student numbers and ratios. There is gender balance, but the number of females is low compared to the National Median for Biology. This is addressed in the text below.

The PGR cohort in SBCS is distinct from the UG cohort. The SAT discussed why do more of our female UG population not become PGR. The reasons proffered by female students when asked are:

1) occupations requiring extensive study periods have a less obvious career structure compared to medicine, law, etc.

2) lack of role models within the School.

The fair appointment of female staff in the School, and the equitable promotion of existing female staff will demonstrate both career structure and provide role models. We have an aspiration for a female member of staff on all PhD appointment panels (AP2.2). We have taken steps to ensure the fair recruitment and promotion of females in the School to provide more role models (AP2.3) and to ensure the School’s promotional material is monitored for gender balance (AP 2.4). In order to give PhD students access to senior female role models, the Athena SWAN SAT decided to invite PhD students to meet prominent seminar speakers. This practice was established first for the 2012/2013 School seminar series where female PhD students were invited to an informal lunch with female Professors from Oxford, Manchester, and Birkbeck. This was a success and is practice for future seminars.
✓ PGR ratio female and male at 1
✓ Prominent female speakers invited
✓ Meeting organised with speakers after seminars for PhD students to promote positive role models, which has received positive feedback
→ Female staff on PhD appointment panels
→ Continue to promote positive role models within the School
→ Review of promotional material

(v) Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees

![Graph showing ratio of course applications to offers and acceptances by gender for UG, PGT and PGR for females and males.](image)

**Figure 4:** Applications, offers, and acceptances for UG, PGT and PGR for females and males. (Numbers and percentages)

We can detect no imbalance in the female/male ratio of applications to offers or in the applications to acceptances (**Figure 4**). The greater number of women in the School is because more women apply.
(vi) **Degree classification by gender**

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**Graph A. Degree Classification - Females**

- First class honours
- Upper second class honours
- Lower second class honours
- Third class honours/Pass

**Graph B. Degree Classification - Males**

- First class honours
- Upper second class honours
- Lower second class honours
- Third class honours/Pass

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**Figure 5:** Degree classifications for females and males presented in panels A and B, respectively.

On average, female students are outperforming their male counterparts, more are obtaining first and upper-second and fewer are gaining third class degrees at undergraduate level (**Figure 5**). Support for students is explained under section 5. iii. At UG level in 2012 there were 30 prizes awarded for excellence in examinations: 67% to female students and 23% to males. In 2011 of 34 prizes awarded 79% were to females and 21% to males (**Figure 6**).
Figure 6: Prizes for UG Students (some recipients of awards for excellence are shown at the prize giving in the photograph below).
Staff data

(vii) Female: male ratio of academic staff and research staff

Table 1: Female/male academic and research staff ratio by grade and year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
<th>Female:Male Ratio</th>
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<td>8</td>
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<td>19</td>
<td>0.1:1</td>
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<tr>
<td>Total</td>
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<td>116</td>
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<td>2010/11</td>
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We acknowledge that the low number of female staff across the School, and particularly at the higher grades, is the greatest gender equality challenge facing the School (Figure 7 and accompanying Table 1). This is where we have placed the major effort in the last year and we have taken decisive steps to correct this.

Towards the end of 2012 we planned a large-scale recruitment strategy which was filtered for the first time through the Athena SWAN SAT and integrated with the steps developed in the Athena SWAN Action Plan. The practices adopted were informed by a recruitment specialist who advised on the wording of adverts and interview procedures. Importantly, we ensured there is at least one female academic on every interview panel (AP3.8), that panel members were appropriately trained (AP3.9) and that the ethos of the culture change was incorporated into the process. We judge this to have been an effective procedure as we recruited equal numbers of men and women to research posts in the School (5 women / 5 men). These staff will formally join in October 2013, though most are already interviewing PhD students and engaged in planning and setting up their laboratories.

The actions of the Athena SWAN SAT have ensured that existing female academic staff have excellent appraisal and mentoring within the School (AP3.1 & 3.2). Furthermore, two College initiatives support mid-career female academics “Women into Leadership” and “Pathways to Promotion” (AP3.11 and 3.12) which our two female Readers have attended. More female staff have applied for promotion this year as a result of our efforts.

The ‘Pathways to Promotion’ workshop was advertised by email to all academic staff in SBCS. It is a session where the promotions process, its criteria and how to prepare for promotion, are all clearly explained. The session is Chaired by the VP for S&E and the VP for Humanities and Social
Sciences, staff can ask any questions about the promotion process. Last year, to encourage female eligible staff to attend, they were send an email about the workshop specifically on top of the general communication.

Importantly, the High Potential Leaders Programme (HPLP) is also a key centrally organised programme that is targeting mid-career staff, in particular at the Reader and recently promoted Chair level. The programme runs over a period of 9 months and comprises a 2 day residential course, followed by 6 master classes. It is complemented by a final project where teams of three work on a topic, mentored by a member of the College Senior Executive. The head of School each year nominates one member of academic staff to participate in the program. One female reader from SBCS participated in 2012 and one newly promoted professor.

We now have a female academic represented on every committee in the School (AP 3.3).

| ✓ Review recruitment practices to address gender imbalance |
| ✓ Recruitment guidance on gender equality published and disseminated to recruiting managers |
| ✓ Female staff on interview panels (internal and external) and on every committee |
| ✓ All panel members trained in recruitment and fair selection, with a refresher every 3 years |
| ✓ Last recruitment round balanced |
| ✓ Female staff represented on every school committee |
| ✓ QM gender equality initiatives promote to staff and female staff attendees, encouraged promotion applications |
| ✓ Female staff member put forward for Leadership programmes |
| ➔ Improve appraisal scheme and mentoring scheme |

(viii) Turnover by grade and gender

There were no staff departures in 2008/9, 5 male staff in 2009/10 and 1 in 2010/11. One female and one male left in 2011/12 due to the restructuring. Two males obtained more senior posts in 2011/12 at other London Universities.

[2008 words]
4. Key career transition points

a) Provide data for the past three years

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

Table 2: Female/male success rates for job applications as a function of grade and year.

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<thead>
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<th>Number of applications</th>
<th>Number of Successful applications</th>
<th>Success Rate</th>
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<td>95</td>
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</tr>
</tbody>
</table>

Success rates are similar for males and females (Table 2), but the number of applications from females lags behind the male application rate. We have taken measures to make adverts attractive to female applicants (AP 3.8 & 2.4)
stressing the collaborative strengths and mentoring schemes of the School, for instance. We have noticed positive outcomes in the last recruitment round following these changes, as described below (section b (i))

Data are not yet available from HR for 2011/12 nor are they available for the current year in which we have implemented broad changes in recruitment strategy resulting in significant increase in number of females recruited who start 1 October 2013.

✓ Recruitment advert reviewed to ensure attractive to female applicants
✓ Collect and analyse recruitment data to ensure initiatives are effective

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

There is no difference in the promotion success rate by gender – approximately two-thirds of applicants were successful over the past three years. However, the number of females applying is small because the female cohort is small. Over the past three years three women have applied for promotion and two were successful. This year we have actively identified female staff that deserve promotion and these staff have applied, the outcomes are not yet known, but the application rate has doubled.

The process for applying for promotion begins when the College launches its annual academic review. At this point the HoS invites academic staff who wish to be promoted to discuss their cases. Individuals are often identified for promotion during appraisal or probation where their achievements are monitored. QMUL has three routes for promotion which can be based on research, teaching or ‘enabling activities’ (administrative, outreach and pastoral duties) or a combination. Applications are assessed by an internal promotions panel which includes members of the Senior Executive and includes a senior female academic. Advice is often sought from external sources as well. The recommendation of the promotions panel is recorded and the applications then go forward to be assessed by the Faculty level promotions panel. The applicants are sent a copy of the recommendation and can also obtain feedback from the College on the final decision, if unsuccessful. The School is keen to raise awareness of opportunities for promotion and is publicising College schemes such as Pathways to Promotion (AP 3.5). The Head of School also nominates staff members to attend the High Potential Leaders Programme. This programme is for senior staff and a selection is made from candidates that have been recently promoted. The female member of staff promoted in 2010 attended this course.

In addition, QMUL operates a Staff Bonus Scheme where staff can be nominated by their line manager, or nominate themselves, for a financial supplement (one-off payment or incremental rise). These awards are for achievements above and beyond the expected level of performance and all staff including support staff are eligible to apply. In the past the School has supported achievements for research, outreach and administrative duties.
Female staff identified for promotion and encouraged, including at appraisal
Outreach, administrative and pastoral task included in promotion criteria
Senior female staff on promotion panel
Pathway to promotion seminar promoted to staff, female attendees
Female application to promotion doubled

b) Key issues, steps taken and impact

(i) Recruitment of staff

We are recruiting more female academics into the School as a result of
gender awareness promoted via the Athena SWAN SAT and application of
the action plan. The School adheres strictly to University recruitment rules; all
our adverts carry equal opportunity statements and refer to our support of the
Athena SWAN programme. The most important change we have put into
action is that there is now at least one female academic on all short-listing and
recruitment panels (AP3.8). Expert advice taken on wording adverts to be
attractive to female applicants has been adopted and conduct of the visit and
interview process (AP3.8). All panel members take a fair selection training
course and a refresher every 3 years (AP3.9). HR are invited to observe
Professorial interviews. This has had a positive outcome on our last
recruitment round

(ii) Support for staff at key career transition points

Support for academic staff

One of the reasons for action is that in the past, not enough of our female
academics were being promoted. We are now actively encouraging our
female staff to excel, to seek promotion, and thrive in the new
School. We have encouraged our more senior female academics to
engage in the “Women into Leadership”, “High Potential Leaders
Programme” and “Pathways to Promotion” programmes and the
feedback has been excellent (AP 3.11). These schemes are promoted
at School meetings and were
attended by several of our female
staff.

Recruitment practices reviewed to address gender imbalance
Female staff on interview panels (internal and external)
All panel members trained
Athena SWAN commitment mentioned on job advert
Last recruitment round gender balanced
We have far more female role models in our research seminar series. Our named Lectures this year were delivered by successful female academics (AP 3.7). We are in the process of establishing an external advisory panel (governing body), one role of which will be to promote the achievements of female staff in SBCS (AP 3.6). We have improved our mentoring programme (AP 3.1) by ensuring all junior academics have mentors who are not their line managers. If a female mentor is requested we will find one from within the School or, if there is not a suitable female academic in SBCS, from within the College or beyond. We have a case of a female staff member being mentored by a colleague from another university who we have set up as an official visiting professor to facilitate access to the School.

We have recently put in place a new academic workload model which will when developed reflect all activities undertaken, including research, teaching, mentoring, and administrative/outreach duties. The goal is to monitor and reward all of the work undertaken and to ensure an equitable distribution of duties.

We have put in place a new initiative which allocates PDRA support for female staff on maternity leave. The support will be for 12 months during maternity leave giving the opportunity of 6 months support while the female academic is away from College and 6 months support on their return to College (AP 3.4). This support is also available for staff coming back from long-term sick leave. The scheme is being extended to a new recruit who will be starting with us on the 1st October 2013 after a 6 month period of maternity leave from her previous employer (Oxford University). In this case we have identified 6 months skilled PDRA support for their research starting from their official start date.

**Support for PDRAs**

The School provides support for PDRAs should they wish to apply for fellowships. This includes a meeting with the HoS who will give advice and provide any letters of support required.

All PDRAs are included in the annual appraisal process. We have a 100% completion rate for the past several years. The appraiser must have completed the requisite College training course before being allocated. Appraisees have the options to change their appraiser if they choose. All appraisal forms are collected centrally and details of training and development requirements are noted and followed up.

PDRAs also have a mentor allocated who is separate from their formal line manager or appraiser, and informal meetings are encouraged. This is a voluntary scheme and staff may choose not to have a mentor if they wish (we have one member of staff opted-out). We periodically organise career training and CV-development training for PDRAs along with professional coaching on career development. WISE events are promoted to students, PDRAs and staff (AP 2.5) – see section 5.a.(iii) on WISE.
5. Career development

a) Key issues, steps taken and impact

(i) Promotion and career development

Promotion can be on the basis of performance in Research, Teaching, Administration (including outreach and pastoral activities) or a combination of these. The individual member of staff, aided by their mentor, HoD and/or HoS is encouraged to make the best case. Division heads are asked to actively liaise with staff to identify candidates for promotion and be aware of the support available, especially to female staff.

Through the annual appraisal process, all staff including PDRAs can discuss career development with more experienced staff and may request support and resources to achieve goals. All appraisers are required to have appropriate training. Appraisal has resulted in requests for resources to support increased research, stronger encouragement of staff to apply for promotion, etc. In addition, several female academics have received support from the annual pump priming fund available to all research-focused staff via the research strategy group.

The current appraisal scheme is being reviewed at College level and will address specifically questions around “career planning and progression” to ensure promotion is discussed at appraisal.

(ii) Induction and training

Academics

The College induction, which take place three times a year, include a session on equality and diversity which provides information on gender equality. During induction, staff are informed about flexible working, child-care vouchers and the centrally organised staff development programmes that they can attend at the Learning Institute. Human Resources also have a stall at the
induction, to answer any questions and also give information about their services.

In addition to the College induction, new members of staff participate in induction meetings in SBCS with members of the School Management team, usually the School Manager, research manager, the Health and Safety Officer, and the School HR representative. New members of academic staff undergo a probation period and the first part of this process is for them to meet with the HoS, Head of Division and a mentor. This meeting is an opportunity to discuss the support that is available for research and teaching activities at the School.

The School has a dedicated administration team supporting all teaching requirements as well as e-learning facilities that allow for flexible working hours and working from home. The College has a flexible working policy and staff are able to approach their line managers if they wish to make an application. Flexible working arrangements have been agreed for both academic and support staff members who may need to work from home or adjust hours for childcare and other purposes. For academic staff this is normally evidenced through requests to timetable lectures at particular times (e.g. not before 10am) and such requests are accommodated wherever possible. Furthermore, the School employs a research manager who identifies suitable funding bodies, facilitates the application procedure and liaises with the College’s research grant administration. In the induction meeting new staff are also made aware of the QMUL Learning Institute which offers a range of opportunities for all College staff to become more effective in their current roles and to prepare themselves for new projects and career progression. The course on fair interview skills is compulsory for all staff involved in recruitment and includes gender equality training (AP 3.9).

Networking opportunities for female research staff (and students) are available through WISE events, which are advertised to all Science and Engineering staff. Among others, WISE organises symposia which have opportunities for networking included in the schedule, e.g. over lunch or receptions. Topics covered include Entrepreneurships, Parenting and academia, etc. As WISE started initially in SBCS, PhD and PDRA from the School are regularly present at the seminars, the current chair is from SBCS. Staff from SBCS spoke at some events (see flyer – Dr Marina Resmini from the SAT spoke at the parenting event).
Further, in March 2013 a symposium was organised that celebrated women in chemistry and was a great success according to the participants. The recently launched ‘Women into Leadership’ programme has strengthened ties between female Readers and Professors at QMUL. Participants attended a two-day workshop and as a result a network has been established that facilitates exchange of information and will include regular meetings. Feedback was overwhelmingly positive. We have an aspiration to include equality and diversity training in the training received by all academic staff (PGCAP\(^1\), AP 3.2)

- Flexible working and equality covered at College induction
- Available support presented at School induction
- Remote desktop provided to support flexible working
- WISE events promoted, SBCS attendees, SBCS staff speakers

→ Include equality training in academic staff training - PGCAP

**PDRAs**

Upon arrival PDRAs are invited to attend a College Induction Day, an event held three times per year by the College as part of the integration into work plan for new members of staff at all levels. This event aims to inform about the College’s organization and management, as well as policies and future directions. It also provides new members the opportunity of meeting and networking with senior members of staff throughout of the College.

Similarly, induction meetings and welcome events for incoming staff are organized within the department itself on a regular basis. Furthermore, SBCS has also set up a mentoring guidance for PDRAs as a training plan. Mentoring guidance has the role to support, encourage and promote one’s skills and knowledge, the ultimate aim being to maximize the PDRA’s potential, enhance personal and professional development and thereby facilitate integration into academia in the long run (AP2.5).

Finally, mentoring is also expected to work as a gender equality action in the long run, by directly supporting women in their early scientific career, empowering their skills and directly encourage them to apply for promotion to permanent academic positions.

As described, the Science and Engineering Faculty also has a Postdoc forum to support career advancement for women (WISE; AP 3.10). Further, the School runs several informal seminar programmes at which the female postdocs frequently talk and are encouraged to do so.

- Specific induction for PDRA at College and School level
- PDRA mentoring
- PDRA forum in the faculty – WISE

→ Continue to encourage female PDRA to talk at seminars

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\(^1\) PGCAP: Postgraduate Certificate in Academic Practice – compulsory for new member of academic staff who have less than 3 years full-time experience as a lecturer.
(iii) Support for female students

Because of the low number of female academic staff as role models, we have implemented several strategies. In addition to revamping our recruitment and promotion-supporting activities to increase the number of female staff, we have invited high-profile female speakers to deliver seminars and have organised social events connected to the seminars to which students and PDRAs have been invited in order to foster communication and networking.

The School has a tiered layer of pastoral support in place for students with student support personnel at the administrative level, individual academic advisors as well as senior and more experienced academic advisors to which students can direct queries and/or sensitive problems if they choose. The PASS mentoring scheme was put in place several years ago to promote more effective peer mentoring for undergraduates; PASS is a buddy scheme between students, where year 2 and 3 UG mentor year 1 UG students. A female member of academic staff was voted the most supportive member of staff by students across the college, in part for her work in the PASS programme.

For undergraduate students, there is a College wide week-zero induction process for incoming students. The School arranges induction meetings along with social events during registration week, separate from College events, where students can meet academic staff. There is also a graduation event for finalists held in the School to which all academic staff and external examiners are invited; this has included female external examiner to promote positive role models. The School is in the process of setting up four student societies to promote a sense of community early on during the period of study in the School.

Incoming PhD students have a formal College induction and School induction, where the Chair of WISE introduces this group that engages the students with equality issues.

All pastoral, advising, mentoring and appraisal work in the School is entered into the Workload model to provide appropriate recognition.

- High profile female speakers invited to promote positive role model
- WISE chair from SBCS and presenting at PhD students induction
- Buddy scheme for UG students
- Continue to promote positive role models
6. Organisation and culture

a) Provide data for the past three years

(i) Male and female representation on committees

We now have a female academic on every decision making committee in the School (AP3.3) [Table 3]. This has not been easy given the relatively small number of female staff, but it has been achieved. We are also conscious of not overloading female academics, the situation will ease slightly with the influx of new female academics, but we must not be complacent and need to monitor this situation carefully and take action to increase the representation of female staff on committee. Awareness of gender issues, promoted by the Athena SWAN SAT, has resulted in female representation across committees. The School Manager (female), HoS, and Chair of Athena SWAN SAT provide a vital link between the SAT and the senior executive. The rewriting of the HoD role descriptors to include diversity and equality awareness and support for staff is an example of this active link and demonstrates the influence of the SAT at the highest level in the School.

Table 3: Female and male representation on SBCS committees.

<table>
<thead>
<tr>
<th>Academic Committee (this includes all academic staff)</th>
<th>Male</th>
<th>Female</th>
<th>% female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>61</td>
<td>9</td>
<td>13%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>62</td>
<td>11</td>
<td>15%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>61</td>
<td>10</td>
<td>14%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>54</td>
<td>16</td>
<td>23%</td>
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<table>
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<th>Teaching and Learning Committee</th>
<th>Male</th>
<th>Female</th>
<th>% female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>13</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>11</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>10</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>6</td>
<td>1</td>
<td>14%</td>
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<tr>
<th>Research Strategy Group</th>
<th>Male</th>
<th>Female</th>
<th>% female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>13</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>12</td>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>11</td>
<td>1</td>
<td>9%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>11</td>
<td>1</td>
<td>9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SBCS Executive (Senior Management Group)</th>
<th>Male</th>
<th>Female</th>
<th>% female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>6</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>9</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>7</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>7</td>
<td>1</td>
<td>12%</td>
</tr>
</tbody>
</table>

- Female academic staff on every committee
- Equality and Diversity responsibilities in HoD job description
- Monitor closely number of female staff on committee and take action to increase representation, including inviting junior or external staff to take part
Female:male ratio of academic and research staff on fixed-term contracts and open-ended(permanent) contracts

Figure 8: Percentage of female staff on FTC and permanent contracts over a four year period. The numbers above each bar are the number of female staff/number of male staff and the ratio expressed as a percentage.

Recruitment to fixed term teaching and scholarship contracts covering such things as maternity leave, teaching buyouts and the like tend to be taken by female staff, while permanent contracts tend to be male dominated. We have outlined above the measures we are taking to address gender balance in permanent staff which will increase opportunities for staff on FTC. We have required redeployment policies to ensure FTC staff can have access for opportunities in the College when their contract ends. We also provide support for applications to fellowships as described above.

b) Key issues, steps taken and impact

(i) Representation on decision-making committees

This has been identified as a key area for action by the SAT group and in discussion within the various School committees. Women have therefore been invited to sit on key decision-making committees such as the Research Strategy Group and the Executive.

In addition to School committees, SBCS has participation on high-level College committees and groups such as Council (one male) and Senate (five males). We need to do better in this area and can do so once we have increased the number of female academic staff within the School. We have identified this as an action in our on-going action plan (AP 3.3). One female academic staff is a member of the S&E Faculty Research Advisory group, who advises the Faculty Dean for research. In addition a female academic
from the school was part of the recruitment panel for the new Head of School that was appointed in 2011.

We are acutely aware of committee overload and panel overload. In the recent recruitment rounds we have benefited from female staff from the Medical School and elsewhere in the S&E Faculty sitting on our appointments panels, thereby relieving the strain on our female cohort. With the current influx of female staff the situation will improve, but we must not be complacent on this issue and seek more senior female academic staff.

- Female academic staff on every committee
  ➔ Monitor closely number of female staff on committee and take action to increase representation, including inviting junior or external staff to take part

(ii) Workload model

SBCS is one of the pilot schools using a new workload model that is being rolled out first across the S&E Faculty. The system has been designed to include responsibilities around teaching; pastoral, advisor and mentoring roles; research, and administrative duties. The allocation records the weighting of activities to reflect and effect a realistic and transparent distribution of workload throughout the School. This is used in the appraisal process and will be made available to all academic staff to promote fairness and equity.

Roles held by senior members of School such as Director of Research and Head of Division are for a fixed period of three years. Nominations are sought from within the School for the senior posts thereby increasing the pool from which the HoS can select candidates. We note that from September we shall have two senior female staff on the senior executive, one of which is the Industrial Coordinator across the School. We acknowledge the importance of industrial funding for future REF returns and for the diversification of income streams.

- Workload model includes pastoral, administrative and outreach duties
  ➔ Finalise implementation of new workload model

(iii) Timing of departmental meetings and social gatherings

Almost all meetings occur within the core hours set by College from 10am in the morning until 4 pm in the afternoon (AP 4.2). Social gatherings tend to start at 4.30pm but we do give notice so that staff can make arrangements to attend. The main school seminar series is held at 12:00 noon on Wednesday.

Opportunities for small social gatherings are organised around research seminars - which take place within core hours - and discussion groups. There is also a designated area for socialising in the tea hub and this is used regularly as a meeting point for informal discussion for staff and PDRAs.

- Meetings held in core hours
(iv) Culture

The School has a reputation for being both friendly and sociable we have at least one annual party with plenty of notice given. There are a number of research-based seminar series and other informal social activities to which all are welcome. The culture reflects the environment in which the School is embedded, the vibrant and culturally diverse East End of London. The introduction of divisions has helped information to be filtered ‘upwards and downwards’ and the Head of School is always willing to see staff at short notice. The School has a dedicated space (the Hub) for staff to socialise. There is an away day once a year that is generally held off campus, but in London, to ensure all staff can attend. This year there are divisional away days too.

(v) Outreach activities

All staff participate in outreach activities and these activities are factored into individual workload models. Outreach events are aimed primarily at 2nd level school students, and involve Open Days, “getting into university” talks on campus, and also visits to schools. SBCS Outreach is coordinated at subject level; Biology, Chemistry and Psychology outreach are led by two male academic staff and one female academic, respectively. Pupils get a chance to engage in novel research in the Authentic Biology Project and we are active participants in the Salters Institute for the promotion of Chemistry.

One of the senior female academics is a fully trained STEM ambassador and she undertakes a number of outreach activities, targeting in particular female students at secondary schools, but also organising Science days in primary schools and hosting primary schools visits in SBCS. Two female postdocs and two PhD students are also trained STEM ambassadors and actively engage in outreach activities with schools. We have strong links to Drapers Academy and St. Pauls Way Trust School where members of staff are Chairs of the Board of Governors.

Very recently, SBCS put forward a chemistry female PhD student attended the SET for Britain event, held at the House of Commons, only one of 20 chemistry PhDs selected out of over 300 applications.

A member of staff will showcase her zebrafish neurobiology research at the Royal Society Summer Science Exhibition.

- Outreach sessions targeted at female students in schools.
- Produce further promotional material featuring women in sciences.
7. Flexibility and managing career breaks

a) Provide data for the past three years

(i) Maternity return rate

The School has made arrangements for all staff who have requested maternity leave. Over the past three years 6 staff have requested maternity leave and all have returned to work after the period of leave. The offer of 12 months PDRA support while the female academic is on maternity leave can only help to maintain the return rate, but the major effect of this change is likely to be on career progression and promotion.

In the past two years, technical research support staff have requested maternity leave and the School has provided cover in their absence. Flexible working has been agreed upon their return where requested.

There is also support for PDRAs with regard to maternity leave and research support although the arrangements vary depending on funding source. PDRAs have access to QM on-site nursery to help them manage their work-life balance.

✔ PDRA support for academic staff on maternity and on their return. Also available for staff on long-term sick leave
✔ All staff return after maternity leave (academics & PDRAs)

(ii) Paternity, adoption and parental leave uptake

The data show that there has been uptake of paternity leave 4 in 2009/10, none in 2010/11 and 3 in 2011/12. Paternity leave is encouraged and the take up is reasonable reflecting the birth rate in the School. It is recorded through the HR online system. We will add information on our Athena SWAN webpage to ensure it is easy to access for staff.

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

Flexible working for academic staff is agreed for all who request, likewise for support staff irrespective of grade or level. The Head of School approves request and it is recorded by the PA to Head of School, which a member of SAT and will be able to feedback on the need for future initiatives.

b) Key issues, steps taken and impact

(i) Flexible working

Flexible working is enjoyed by the academic staff and is reflected in one of the case studies. Arrangements for reduced teaching may be discussed and agreed with the Head of School and in several cases have been put in place.
to accommodate return from maternity leave or in cases where family members are ill and require care.

In addition to the academic staff there are several members of support staff who have requested flexible working and this has been implemented successfully.

✔ Record centrally all request for flexible working and report to SAT to develop future initiatives
→ Continue to promote flexible working options. Increase awareness via Athena SWAN activities including the newly agreed Newsletter and the Athena SWAN SBCS webpage

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

Following on from action within the Athena Swan SAT group, the School has recently adopted a policy in which PDRA support will be available for 12 months to assist academic staff during maternity leave or long term sick leave (AP 3.4). This goal is to ensure that an active research profile is supported during leave and upon return.

Flexible working is available upon return to work and is agreed with the line manager and with support by the School (AP 4.1).

Arrangements are in place to facilitate the return to work of support staff after maternity leave of long term sickness.

✔ PDRA support during maternity and on return
✔ Promotion of flexible working

[4850 words]

8. Any other comments – maximum 500 words

An independent and confidential survey of staff was undertaken in 2011. The problem with the survey is that the female cohort in SBCS is small and so the survey quickly gets down to the individual staff member when detailed questions are asked, so here only the broad conclusions of the survey will be discussed. Overall 67% of female and 57% of male academics in SBCS were satisfied with their current role and level of responsibility. Female academics were more than twice as likely to discuss work/life balance and to seek feedback from their line managers and were far more satisfied with the level of support that they received. These results suggested that improving mentoring schemes at all levels was likely to have a big impact on the female cohort who would engage and respond positively. This realisation helped fuel the SBCS Athena SWAN initiatives which we have discussed above and in the Action Plan.

While the School has had aspects of support in place for some time, such as flexible working which has benefitted staff (see the case studies below), the
SAT has taken a pro-active stance to promote culture change more broadly within the School so that women in SBCS will see their career opportunities realised. Several of the initiatives put in place have already been acted upon with positive outcomes. These include:

1. Improved recruitment procedures across the appointment process that has resulted in 50% of academic staff appointments in the last recruitment round being women (five out of 10 appointments made). There are female appointments across Biology, Chemistry and Psychology. [AP 2.3, 2.4, 3.8, 3.9]

2. Improved mentoring resulting is a doubling in application rate for promotion this year. [AP 3.1, 3.2, 3.5, 3.6, 3.11]

3. Uptake of our new support scheme for academic staff on and returning from maternity leave which promises improved career success for our female staff. [AP 3.4]

4. Female representation on all decision making committees within the School for the first time this year. [AP 3.3]

5. Gender balance in our speaker series and three out of four of our distinguished named lectures in 2012/13 were delivered by outstanding female scientists. [AP 3.7]

6. Promote development of female postdocs; all who chose to take part now have a mentor for the first time this year. [AP 2.5, 3.7, 3.10]

Circulating the newsletter to staff about Athena SWAN related matters is a commitment to continue building on the work we have already done and will continue to maintain awareness of Athena SWAN values at all levels of the School and among all staff. [AP 2.4]

[432 words]

9. Action plan

See appended document which is cross referenced to the above text.
10. Case study: impacting on individuals – maximum 1000 words

Please note case studies have been removed for publication to protect personal information.
Key to Action Plan:

1. SAT = Athena Swan Self-Assessment Team
2. VP = Vice Principal leading College Athena Swan Initiative
3. HoS = Head of School
4. HoD = Head of Division (there are 4 divisions in the School)
5. RSG = Research Strategy Group
6. T&R = Teaching & Research
7. SL = Senior Lecturer
8. R = Reader
9. SWARM = web-based workload model
10. CV = curriculum vitae
11. S&E = Science and Engineering
12. SBCS = School of Biological and Chemical Sciences
13. DTP = Director of Taught Programmes
14. SMD = School of Medicine and Dentistry
15. WiSE = Women in Science and Engineering
16. HPLP = High Potential Leadership programme
<table>
<thead>
<tr>
<th>Action</th>
<th>Description of action</th>
<th>Action taken already and outcome at April 2013</th>
<th>Further action planned at April 2013</th>
<th>Progress Log</th>
<th>Responsibility</th>
<th>Timescale</th>
<th>Start date</th>
<th>Success Measure</th>
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</thead>
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<td>1</td>
<td>Establishing the Athena SWAN Initiative</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>Promote Athena Swan ethos within the School with the primary aim of culture change and gender balance within the School.</td>
<td>A series of well-coordinated initiatives across School as detailed below.</td>
<td>Continue to actively promote Athena Swan agenda within the School and through the School Athena SWAN Newsletter and website</td>
<td>Excellent as detailed below</td>
<td>HoS, SAT, School Manager, Division Heads, all staff</td>
<td>On-going</td>
<td>01/01/12</td>
<td>Well-coordinated initiatives across School.</td>
</tr>
<tr>
<td>1.2</td>
<td>Setup proactive SBCS Athena Swan SAT to examine data and determine and implement the Action Plan. Committee report a standing item on SBCS Academic Committee.</td>
<td>Athena Swan committee established with representation from all levels of the School. Draft Action Plan published on public website along with the notes from the Athena SWAN meetings.</td>
<td>Continue to monitor data and identify areas for improvement. Develop new policies/initiatives to address shortcomings in recruitment, retention and promotion of women in science.</td>
<td>Established Spring 2012</td>
<td>SAT Chair, HoS Committee will meet regularly in perpetuity</td>
<td>01/01/12</td>
<td></td>
<td>Proactive committee that connects across all areas of the School's activities and results in measurable promotion of women in science.</td>
</tr>
<tr>
<td>1.3</td>
<td>Review data with a view to setting an Action Plan.</td>
<td>Data from planning unit and HR used as evidence for areas to improve and Action Plan developed to address shortcomings.</td>
<td>Annual review of data.</td>
<td>Areas to improve identified and written into Action Plan.</td>
<td>SAT</td>
<td>Every year in Spring</td>
<td>Spring 2012</td>
<td>SAT to review data, understand trends, and define plan to address equality issues.</td>
</tr>
<tr>
<td>1.4</td>
<td>Establish best practice by attending Athena SWAN College meetings, talking to colleagues, and seeking expert advice.</td>
<td>Invite external representatives onto SBCS SAT. Paul Walton (York) gave talk on promoting women in science. QM WISE events.</td>
<td>Link to national subject networks promoting women in science. York and Edinburgh used as examples of excellent practice.</td>
<td>SAT, Diversity Manager</td>
<td>On-going</td>
<td>Spring 2012</td>
<td>Best practice to be implemented in the School</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Develop communication of Athena SWAN in SBCS and SAT achievement</td>
<td>Webpage created and report at School meetings</td>
<td>Develop webpage with link to HR policies and benefits. Create SAT newsletter.</td>
<td>Webpage created, minutes published, needs to be enhanced</td>
<td>SAT</td>
<td>On-going</td>
<td>Summer 2012</td>
<td>Members of the School and potential applicants have access to all the Athena SWAN initiatives and easy access to HR policies and benefits.</td>
</tr>
</tbody>
</table>

2 Promoting positive role models and attracting and supporting female students

<table>
<thead>
<tr>
<th>Action</th>
<th>Description of action</th>
<th>Action taken already and outcome at April 2013</th>
<th>Further action planned at April 2013</th>
<th>Progress Log</th>
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<th>Timescale</th>
<th>Start date</th>
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<tbody>
<tr>
<td>2.1</td>
<td>School to monitor and report on UG and PGT numbers and ensure offering attractive to females.</td>
<td>Data analysed and reported on at SAT</td>
<td>New courses are being generated to increase the number of MSc students while ensuring gender balance. New PR and marketing team to be put in place.</td>
<td>UG numbers strong &amp; female 70% of cohort. PGT similar.</td>
<td>Planning unit, SAT</td>
<td>2015</td>
<td>Spring 2012</td>
<td>Robust numbers of females at all levels of UG and PGT.</td>
</tr>
<tr>
<td>2.2</td>
<td>School to monitor PGR numbers and encourage female PGR.</td>
<td>Increased PGR cohort while maintaining gender balance.</td>
<td>Increase number of PhD students while ensuring gender balance. Aspiration is to have a female on PhD appointment panels.</td>
<td>Currently 50% PGR are female.</td>
<td>Planning unit, SAT, HoS</td>
<td>2015</td>
<td>Spring 2012</td>
<td>Robust numbers of females in PGR (around the National average or better).</td>
</tr>
<tr>
<td>2.3</td>
<td>Ensure there are female role models at all levels.</td>
<td>Recruitment procedures and mentoring improved. Female staff on all committees. Gender balance achieved in seminar series.</td>
<td>Roll-out improved mentoring scheme for female staff (current pilot in SMD).</td>
<td>50% of new T&amp;R recruits are female. More women seeking promotion.</td>
<td>HoS, HoDs, School manager</td>
<td>Spring 2014</td>
<td>Spring 2012</td>
<td>Female staff taking part in all committees, panels, Open Days, public engagement &amp; appraisals.</td>
</tr>
<tr>
<td>2.4</td>
<td>Produce promotional and marketing material featuring women in science.</td>
<td>All material reviewed for gender balance.</td>
<td>New website being developed, handbooks of outputs planned. Athena SWAN newsletter after each SAT meeting.</td>
<td>New website has gender balance in photographic material.</td>
<td>HoS, HoDs, SAT, School manager</td>
<td>By end of 2013</td>
<td>Spring 2012</td>
<td>Gender balance in promotional material. Greater awareness of Athena SWAN issues.</td>
</tr>
<tr>
<td>2.5</td>
<td>Promote opportunities for early career researchers e.g. support in preparing Fellowship applications.</td>
<td>Mentors appointed for all PDRAs to support their career aspirations.</td>
<td>Seek further training of mentors.</td>
<td>All PDRAs have had meetings with their mentors.</td>
<td>RSG</td>
<td>By end of 2013</td>
<td>Spring 2012</td>
<td>Female PDRAs have good mentorship &amp; career advice.</td>
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<td>3.1</td>
<td>Mentoring and appraisal of staff.</td>
<td>Improve mentoring for female staff. Ensure new staff appraisal scheme is fair for women.</td>
<td>Link with College mentoring scheme in 2014 (currently being piloted in SMD). Implementation of New College appraisal scheme.</td>
<td>At least one notable success as a result of mentoring.</td>
<td>HoS, HoDs, DTP, School manager</td>
<td>Summer 2014</td>
<td>Spring 2012</td>
<td>Effective mentoring facilitating the promotion of female staff.</td>
</tr>
<tr>
<td>3.2</td>
<td>Arrange diversity and gender awareness training for appraisers</td>
<td>Appraisers also have to attend training on appraisal.</td>
<td>Encourage development of awareness module in PGCAP. Consider bespoke training within SBCS.</td>
<td>Appraisers received training.</td>
<td>VP, Diversity Manager, SAT</td>
<td>Summer 2014</td>
<td>Spring 2012</td>
<td>All appraisers have a clear and demonstrable awareness of gender and diversity issues.</td>
</tr>
<tr>
<td>3.3</td>
<td>Improve gender balance in decision making committees and positions of responsibility.</td>
<td>Ensure that all committees have a women representative.</td>
<td>Increased female representation on committees as more women are recruited. Invite junior/external members of staff on Committee to address unbalance</td>
<td>Arguably this policy has helped recruitment of female staff.</td>
<td>HoS, HoDs, DTP, School manager, VP</td>
<td>Autumn 2013</td>
<td>Spring 2012</td>
<td>Women on all committees including senior executive.</td>
</tr>
<tr>
<td>3.4</td>
<td>PDRA support for 12 months to assist academic staff during maternity leave or long term sick leave.</td>
<td>This support has been advertised to SBCS staff.</td>
<td>To ensure smooth running of this scheme when there is take up.</td>
<td>Partial provision to be made for an incoming member of staff.</td>
<td>HoS, HoDs, SAT</td>
<td>Autumn 2013</td>
<td>Summer 2012</td>
<td>Support provided leads to maintained research outputs.</td>
</tr>
<tr>
<td>3.5</td>
<td>Identify women suitable for promotion and provide support.</td>
<td>HoDs made aware of their responsibility to support and promote women. HoD role descriptor amended to reflect the support and development of staff.</td>
<td>Review of current initiative.</td>
<td>More women putting themselves for promotion. 2 in 2013 compared to 1 in 2012 and 1 in 2011.</td>
<td>HoDs, HoS</td>
<td>On-going at each promotion round</td>
<td>Autumn 2012</td>
<td>More women at senior levels in the School.</td>
</tr>
<tr>
<td>3.6</td>
<td>Establish advisory panel for SBCS; one role is to promote women in science.</td>
<td>Agreed by senior executive.</td>
<td>Approach potential members of advisory board.</td>
<td>This is a work in progress.</td>
<td>HoDs, HoS</td>
<td>Spring 2014</td>
<td>Summer 2012</td>
<td>Advisory panel inaugurated.</td>
</tr>
<tr>
<td>3.7</td>
<td>Establish post-seminar meeting/lunch after seminars to promote and inspire our women scientists.</td>
<td>Two sponsored lunches per term promoted as part of Athena Swan Initiative. These were well attended.</td>
<td>Continue culture of inviting women speakers and sponsored lunches.</td>
<td>Gender balance achieved in seminar speakers 2012/13.</td>
<td>SAT</td>
<td>On-going</td>
<td>Spring 2012</td>
<td>Good attendance at events. Positive feedback. Gender Balance in speakers.</td>
</tr>
<tr>
<td>3.8</td>
<td>Recruitment: Encourage female applicants and ensure at least one woman on recruitment panel.</td>
<td>Consulted with employment specialist, HR, and diversity manager. At least one woman on each recruitment panel.</td>
<td>Work towards gender balance on recruitment panels as female staff numbers increase.</td>
<td>50% of new T&amp;R recruits are female.</td>
<td>VP, HoS, HoDs</td>
<td>2015</td>
<td>Summer 2012</td>
<td>More women employed in SBCS.</td>
</tr>
<tr>
<td>3.9</td>
<td>All panel members to complete recruitment and selection training (and refresher).</td>
<td>Compulsory.</td>
<td>Carry out refresher courses for panel members.</td>
<td>Good proportion of female academics recruited last round.</td>
<td>All panel members</td>
<td>On-going</td>
<td>Predates SAT</td>
<td>Staff are trained. Recruitment procedures judged to be fair by applicants.</td>
</tr>
<tr>
<td>3.10</td>
<td>S&amp;E faculty postdoc forum to support career advancement for women.</td>
<td>Forum established.</td>
<td>Planning exit interviews to track career trajectory of PDRAs.</td>
<td>Forum up and running.</td>
<td>SAT</td>
<td>2014</td>
<td>Autumn 2012</td>
<td>Improved outcomes for postdocs over coming years.</td>
</tr>
</tbody>
</table>
### 3.1
**Improve promotion chances for advanced-career female staff.**
- High Potential Leadership programme launched. College initiative on women into leadership launched. Faculty level workshop ‘Pathways to promotion’ launched.
- Subject to review of current initiative. Promote & encourage next QM initiative. Organised CV workshop on the model of SMD.
- Senior SBCS women scientists enrolled on course. New initiative, feedback from participants is positive.
- VP, SAT, HoS, HoDs
- 2013
- Predates SAT
- More female staff at Higher Levels (SL, R, Professor).

### 4
**Promote good work/life balance**

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<tr>
<td>4.1</td>
<td>Flexible working arrangements.</td>
<td>Procedures in place.</td>
<td>Promote flexible working to all staff via website, to new starters and at staff meetings. Record request and outcomes and feedback to SAT</td>
<td>Procedures in place, discussions at SAT reveal we need to continue to promote these opportunities.</td>
<td>HoS, SAT, School manager, PA to HoS</td>
<td>On-going, every year</td>
<td>Predates SAT</td>
<td>Staff taking advantage of flexible working.</td>
</tr>
<tr>
<td>4.2</td>
<td>School meetings at family friendly times.</td>
<td>Meetings to be held between 10 am and 4 pm.</td>
<td>Gather feedback from staff about meeting times and act appropriately. Organise at least one School social event during core-hours per year.</td>
<td>Many meetings now held in core hours.</td>
<td>HoS, SAT, School manager</td>
<td>2014</td>
<td>Winter 2012</td>
<td>Meetings held within core hours.</td>
</tr>
</tbody>
</table>