Athena SWAN Bronze and Silver Department award application

Name of institution: Queen Mary, University of London

Date of application: April 2013

Department: School of Mathematical Sciences

Contact for application: Robert Johnson

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Date of university Bronze and/or Silver SWAN award: 2010

Level of award applied for: Bronze

2. The self-assessment process – maximum 1000 words

Please note personal information has been removed for publication.

a) A description of the self-assessment team:

The self-assessment team (SAT) comprises 9 members of the School covering a range of seniority, experiences, and interests. Meetings were chaired by Robert Johnson the School Athena SWAN Champion.

SAT Membership

Prof David Arrowsmith is currently Chair of the Heads of Departments of Mathematical Sciences UK (HODOMS) and a member of the EPSRC Strategic Advisory Team for Mathematical Sciences. As Chair of HoDoMS, he has been proactive over the last 2 years in helping to develop a Good Practice Scheme for encouraging Mathematics Departments to actively pursue the Athena SWAN agenda. The scheme was adopted by the London Mathematical Society in 2012.

Dr Alison Hartshorn is the Recruitment and Outreach Manager for the School of Mathematical Sciences and the School of Physics and Astronomy. In her experience as a Careers Consultant for the University of London she delivered training for Women in STEM careers and work on issues facing early career researchers. Queen Mary (QM) physics department has recently gained Juno Practitioner status from the Institute of Physics, in recognition of their progress towards an inclusive working environment. Alison is well placed to share learning from this process.

Mariana Iossifova-Kelly has worked in the School since 2001. In her current role as Executive Officer with responsibility for HR, Mariana advises and supports staff in all aspects of HR policy and good practice.

Dr Robert Johnson is a Lecturer in Pure Mathematics who has worked in the School since 2004.

Prof Boris Khoruzhenko is a Professor of Mathematics, and currently Head of the School of Mathematical Sciences. He joined the School in 1996 before which he held a number of academic positions in Ukraine, France and Germany. He is a member of the University Senate and also of the Faculty of Science and Engineering Strategy and Planning Group, contributing to university and faculty policy formation and developing and implementing strategies. He sits regularly on the School appointment panels.

Dr Eoin Long has been a postdoctoral researcher with the School since September 2012. He helps represent the needs of early-career researchers within the School.

Prof Malwina Luczak is an EPSRC Leadership Fellow. She joined the School in 2012. From 2005-2010, she was a member of the LMS "Women in Mathematics" Committee; as part of her role, in 2006, she organised the annual "Women in Mathematics Day".

Dr Kitty Meeks joined the School as a postdoctoral researcher in October 2012. Within the SAT, she helps to represent the needs of early-career researchers.

Julia Slipantschuk is a third year Phd student within the School, having previously graduated from the ETH Zurich. She enjoys the research environment within the School and her field of research, and regarding future challenges of finding a good work-life balance she strongly supports the efforts for good employment practice for women working in science.

In addition Rosemary Bailey (Professor of Statistics, now retired), Olof Sisask (postdoctoral researcher, now moved on), and Laura Thomas (previous Recruitment and Outreach Manager) have been members of the team and were involved in the early stages of the self-assessment process.

b) an account of the self assessment process

Four meetings of the SAT were held between June 2012 and April 2013. Before each of these a list of topics for discussion was circulated. After each meeting a summary of the discussion was circulated and this resulted in further discussion by email.

Peter Clarkson (Head of Mathematics, University of Kent), who has been extensively promoting gender equality activities both in his department and through the London Mathematical Society, attended a meeting on 23 January 2013 via Skype. This was useful to provide an outside perspective, suggest ideas, and comment on how various suggestions had worked elsewhere.

Robert Johnson attended the London Mathematical Society Good practice Scheme for Women in Science workshop in November 2012 and reported back to the SAT. Part of this comprised presentations by those who have been involved in Athena SWAN applications.

In October 2012 Mariana Iossifova-Kelly attended a seminar by Professor Paul Walton, former Head of the Department of Chemistry at York University, who spoke about their journey to achieve the first Gold Athena SWAN award.

The Diversity Manager at QM attended two meetings and provided feedback on our plans and this application.

Staff were consulted on and informed about relevant issues by a staff survey (section 8) and an Athena SWAN champion's report to School meetings.

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

After submission the SAT will continue to meet at least once per term. We are open to the membership evolving if others are interested in getting involved but will aim to preserve the balance of seniority and interests as well as keeping the key roles involved.

The practice of School meetings including a written report from the Athena SWAN champion and questions on this will continue. The Athena SWAN Champion has recently become an ex officio member of the Head of School's Advisory Group as a way of ensuring that ideas arising in the team are communicated upwards within the School management structure.

We will continue to engage with the London Mathematical Society Good Practice Scheme and will actively seek comments and advice on the implementation of our action plan. (Action 3.7)

[986 words]

3. A picture of the department – maximum 2000 words

a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The School of Mathematical Sciences is one of the largest UK mathematical departments and is one of five Schools in the Faculty of Science and Engineering at Queen Mary University of London.

The School has 45 permanent members of academic staff, 2 research fellows, 9 post-doctoral research assistants, and 11 professional support staff.

Research is organised in three groups covering Applied Mathematics, Pure Mathematics, and Statistics, although there is collaboration between members of all groups.

The School currently has around 740 undergraduate students. We offer a range of undergraduate degree programmes and have many students on joint honours programmes; in particular we run several courses in partnership with the School of Business and Management. There is considerable ethnic and cultural diversity among our students.

The School is in the process of expanding its postgraduate taught programmes and currently has 30 Master's students. We are also expanding our postgraduate research programmes and currently have 53 PhD students.

Until recently the School included a small astronomy unit. This moved to the School of Physics in 2011 but until then was a well-integrated part of the School.

b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

Student data

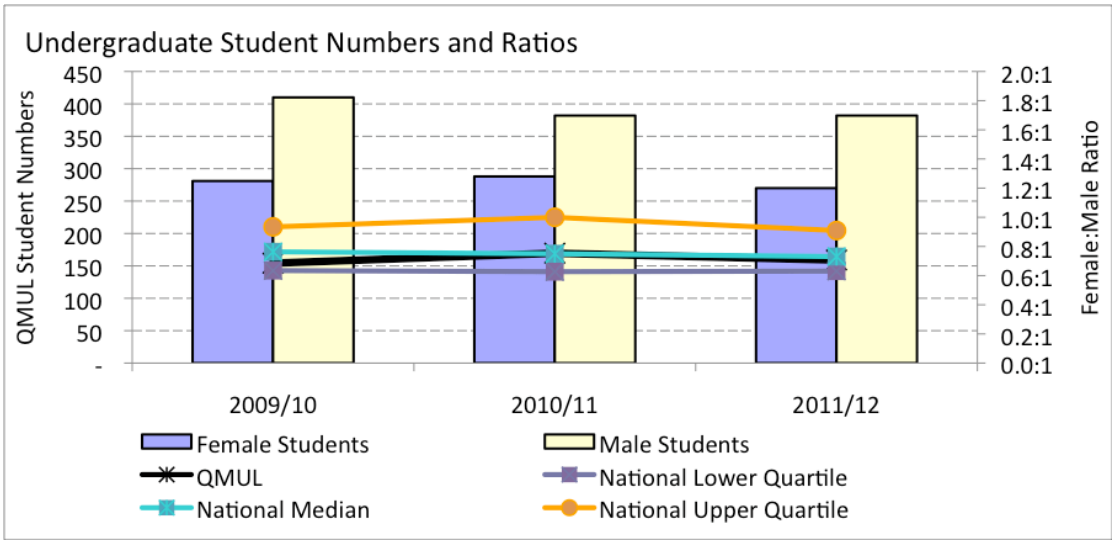
Note, when available data for 2011-12 has been provided. As Astronomy was only part of the School in 2010-11, it is excluded in the 2011-12 data.

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

The School does not run any access or foundation courses. However we are involved in the Science and Engineering Foundation Programme and regard this as an important and growing part of our encouragement to students of all backgrounds to study mathematics.

(ii) Undergraduate male and female numbers

	QMUL		Female:Male Ratio			
Year	Female Students	Male Students	QMUL	National Lower Quartile	National Median	National Upper Quartile
2009/10	281	410	0.7:1	0.6:1	0.8:1	0.9:1
2010/11	288	382	0.8:1	0.6:1	0.8:1	1.0:1
2011/12	270	382	0.7:1	0.6:1	0.7:1	0.9:1



The proportion of female undergraduates was 41% in 2011/12, having remained relatively constant from the previous two years. This is in line with the national average.

An extensive outreach programme is delivered through collaboration with the internal Widening Participation and the Education Liaison teams. These units work in strategic partnership with schools, locally and nationally, to meet the College's recruitment and widening participation objectives. Maths outreach activities are delivered by the Outreach team, academics, PhD students, postdocs and student ambassadors from the School. In addition, the School collaborates with external organisations such as the Royal Institution and the Further Maths Support Network, as well as taking part in national events such as the Big Bang Fair; and ad hoc visits to schools on request. In 2010/2011 audience numbers reached 3,500. Female staff and students feature prominently in outreach and recruitment activities and the undergraduate brochure contains images of both male and female students. Several girls schools have been involved in outreach events although this has not been specifically targeted. In the future we plan to maintain this level of outreach activity. We also plan to monitor our audience for outreach activities better and if appropriate to target under-represented areas more directly (Action 1.2).

The School was one of three main participants in the More maths grads scheme, a three-year project (2007 – 2010) funded by the Higher Education Funding Council for England to develop, trial and evaluate means of increasing the number of students studying mathematics and encouraging participation from groups of learners who have not traditionally been well represented in higher education. The scheme is regarded as having been a success and to have had a positive impact on the number of students studying mathematics at A-level and University.

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

Maths:

	QMUL		Female:Male Ratio			
Year	Female Students	Male Students	QMUL	National Lower Quartile	National Median	National Upper Quartile
2009/10	6	7	0.9:1	0.5:1	0.9:1	1.0:1
2010/11	5	7	0.7:1	0.5:1	0.8:1	1.0:1
2011/12	3	8	0.4:1	0.4:1	0.7:1	1.0:1

The numbers of taught postgraduate students is so small that not much of statistical significance can be said. Females outnumbered males in 2008/09. We have noticed a decline in the number of female applicants to PGT. This will be monitored and action will be taken if this decline continues (Action 1.1)

Astronomy:

In the Astronomy Unit (part of the School until 2011) the proportion of females was above the national average although again the numbers were small.

	QMUL		Female:Male Ratio			
Year	Female Students	Male Students	QMUL	National Lower Quartile	National Median	National Upper Quartile
2008/09	6	9	0.7:1	0.3:1	0.5:1	0.5:1
2009/10	9	5	1.8:1	0.3:1	0.5:1	1.3:1
2010/11	5	16	0.3:1	0.1:1	0.3:1	0.3:1

The School plans to increase the number of postgraduate taught students over the next few years. We introduced a new MSc programme in Mathematical Finance in 2012/13 and further new MSc programmes are planned. Because of this changing profile it will be important to keep monitoring the data and address any imbalance as appropriate (Action 1.1).

(iv) Postgraduate male and female numbers on research degrees

Maths:

	QMUL		Female:Male Ratio			
Year	Female Students	Male Students	QMUL	National Lower Quartile	National Median	National Upper Quartile
2009/10	9	19	0.5:1	0.4:1	0.50:1	0.7:1
2010/11	7	21	0.3:1	0.3:1	0.50:1	0.7:1
2011/12	7	24	0.3:1	0.2:1	0.38:1	0.5:1

Astronomy:

	QMUL		Female:Male Ratio			
Year	Female Students	Male Students	QMUL	National Lower Quartile	National Median	National Upper Quartile
2008/09	4	10	0.4:1	0.4:1	0.5:1	0.5:1
2009/10	4	11	0.4:1	0.3:1	0.5:1	0.5:1
2010/11	4	10	0.4:1	0.4:1	0.5:1	0.6:1

Over the 3 years of the data the proportion of female students is reasonably in line with the national average although disappointingly it has fallen in that time.

Within the past few years the selection procedure has changed several times and it is now generally more organised and more transparent. For instance, advertising of studentships is more uniform and interview practice is more consistent. The panel of three selectors who oversee the admissions process currently includes one female academic.

(v) Ratio of course applications to offers and acceptances by gender for UG, PGT and PGR degrees

	Numbers						Ratio of Applications to:					
	Applications		Offers		Acceptances		Offers		Acceptances		*Ratio of Offers to Acceptances*	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
UG												
2009/10	573	844	488	710	195	307	1.2:1	1.2:1	2.9:1	2.7:1	*2.5:1*	*2.3:1*
2010/11	542	768	446	592	170	256	1.2:1	1.3:1	3.2:1	3.0:1	*2.6:1*	*2.3:1*
2011/12	534	764	438	593	190	248	1.2:1	1.3:1	2.8:1	3.1:1	*2.3:1*	*2.4:1*
PGT												
2009/10	28	47	14	12	8	8	2.0:1	3.9:1	3.5:1	5.9:1	*1.8:1*	*1.5:1*
2010/11	30	58	9	18	6	7	3.3:1	3.2:1	5.0:1	8.3:1	*1.5:1*	*2.6:1*
2011/12	44	54	30	23	13	7	1.5:1	2.3:1	3.4:1	7.7:1	*2.3:1*	*3.3:1*
PGR												
2009/10	13	36	6	8	5	6	2.2:1	4.5:1	2.6:1	6.0:1	*1.2:1*	*1.3:1*
2010/11	9	43	3	15	2	12	3.0:1	2.9:1	4.5:1	3.6:1	*1.5:1*	*1.3:1*
2011/12	15	50	3	16	2	10	5.0:1	3.1:1	7.5:1	5.0:1	*1.5:1*	*1.6:1*

In undergraduate applications over the three years females have been slightly more successful at obtaining offers but slightly less likely to accept these offers. However, both of these are relatively small effects. Overall the proportion of females among applicants closely reflects the proportion of females among the student population. This suggests that raising the proportion of female students will happen though attracting more applicants rather than looking at our selection procedures. (Action 1.2)

In postgraduate taught applications there has been a rise in the number of female applicants.

In postgraduate research applications there has been more of a rise in male applicants. At the same time female applicants have become less successful at obtaining offers. Attracting more and stronger female applicants for postgraduate research programmes is something we will aim to address. Starting with looking at the advertising and recruitment process. (Action 1.5)

(vi) Degree classification by gender

Degree Classifications		2009/10		2010/11		2011/12	
First class honours	Female	17	(24%)	14	(15%)	23	(32%)
	Male	24	(29%)	16	(16%)	22	(26%)
	Total	**41**	**(27%)**	**30**	**(15%)**	**45**	**(29%)**
Upper second class honours	Female	21	(30%)	32	(33%)	23	(32%)
	Male	19	(23%)	37	(38%)	22	(26%)
	Total	**40**	**(26%)**	**69**	**(36%)**	**45**	**(29%)**
Lower second class honours	Female	21	(30%)	33	(34%)	18	(24%)
	Male	25	(30%)	30	(31%)	27	(32%)
	Total	**46**	**(30%)**	**63**	**(32%)**	**44**	**(28%)**
Third class honours/Pass	Female	11	(16%)	18	(18%)	9	(12%)
	Male	15	(18%)	14	(15%)	14	(16%)
	Total	**26**	**(17%)**	**32**	**(16%)**	**22**	**(14%)**

Each of the three years of the data shows a different pattern. In 2011/12, the proportion of women achieving a first class degree was higher than the proportion of men. Also the proportion of women achieving a first or upper second class degree (frequently recognised as a `good degree') was higher than the proportion of men. In 2010/11 both these comparisons were reversed. In 2009/10 women were less successful at obtaining firsts but achieved proportionally more firsts and upper seconds combined. Overall there seems to be no evidence that women are underachieving. Exam marking is done blind so there is no direct gender discrimination here.

We do not specifically target support at female students. However we do make an effort to provide support which takes account of individual needs. This should help address imbalance of attainment and as well as catching students who would otherwise slip through the net for whatever reason. Two initiatives (one new and one established) are described below.

A new first year module introduced in 2012 runs small weekly tutorial classes of 6 students. This has the effect of identifying struggling students quickly. It also means that particularly strong students can receive a bit of an extra push to achieve their full potential. These tutorials are run by the students' academic adviser which encourages students to get to know their adviser better and see them as a friendly presence who could be contacted in the event of difficulties. Tutorial groups contain a good mix of male and female students, and male and female academic staff are involved as tutors.

The Peer Assisted Study Support (PASS) scheme consists of study support sessions run by students (mainly second and third years) for first year students. The organisation of this is done by student organisers (a role that has been held by both male and female students) under the light oversight of an academic and the sessions are run by student mentors (again both male and female students have been well represented among mentors). PASS is now run in several departments at Queen Mary but it is particularly well established in Maths as we were one of its early adopters.

Staff data

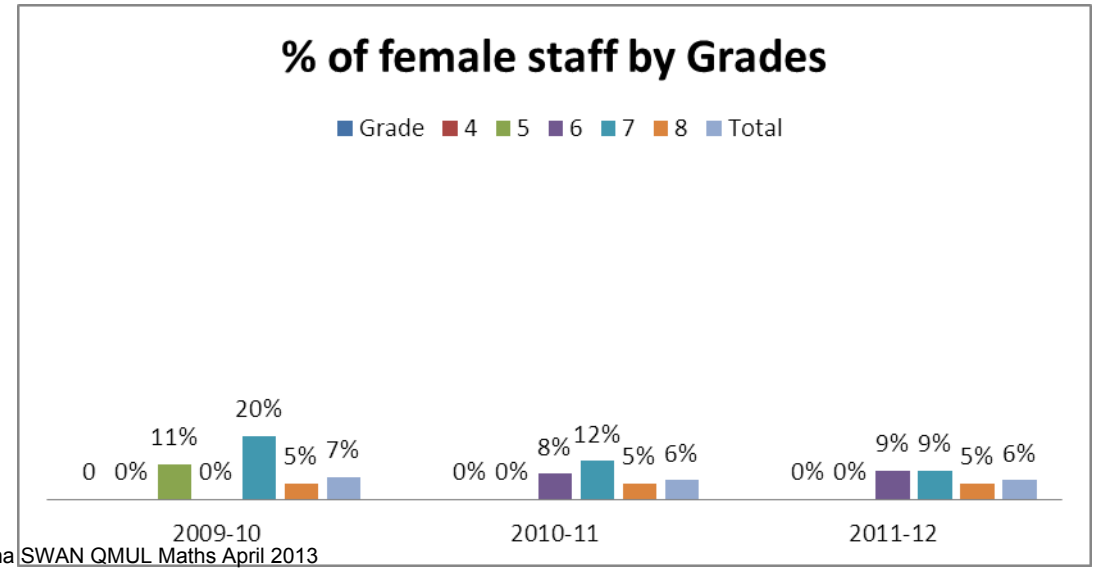
Note, when available data for 2011-12 has been provided. As Astronomy was only part of the School in 2010-11, it is excluded in the 2011-12 data.

Information about grades:

Grades	Job levels within grades
Grade 4	Post Doctoral Research Assistant, Research Assistant, Scientific Programmer
Grade 5	Lecturer, Post Doctoral Research Assistant, Research Assistant, Scientific Programmer
Grade 6	Lecturer, Academic Fellow, Post Doctoral Research Assistant, Scientific Programmer
Grade 7	Senior Lecturer, Reader, Senior Research Fellow
Grade 8	Professor

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

2009/10				
Grade	**Female**	**Male**	**Total**	**% of Female**
4		9	9	0%
5	1	8	9	11%
6		9	9	0%
7	2	8	10	20%
8	1	19	20	5%
Total	**4**	**53**	**57**	**7%**
2010/11				
Grade	**Female**	**Male**	**Total**	**% of Female**
4		10	10	0%
5		2	2	0%
6	1	11	12	8%
7	1	7	8	12%
8	1	18	19	5%
Total	**3**	**48**	**51**	**6%**
2011/12				
Grade	**Female**	**Male**	**Total**	**% of Female**
4		5	5	0%
5		6	6	0%
6	1	10	11	9%
7	1	10	11	9%
8	1	20	21	5%
Total	**3**	**51**	**54**	**6%**



In addition to the given data, since 2011-12 one female Professor has retired and two female academics (a Professor and a Lecturer) have joined the School. We currently have 4 females out of 45 permanent members of academic staff (9% compared with 18% nationally).

To benchmark our position compared to other institutions, QM requested data from HESA on female academic number (professor and non-professor) compared to other Russell Group institutions. The tables are presented below:

Maths Staff and Professors 2009-2010 HESA

All staff (Full-time Equivalent)

	Institution	Female	Male	Female (%)	Male (%)	Total
1	London School of Economics and Political Science	14.5	44.5	24.6%	75.4%	58.9
2	The University of Southampton	22.7	71.8	24.0%	76.0%	94.4
3	University College London	17.0	54.1	23.9%	76.1%	71.1
4	The University of Glasgow	13.7	52.4	20.7%	79.3%	66.1
5	The University of Oxford	31.5	145.2	17.8%	82.2%	176.7
6	The University of Sheffield	10.0	46.9	17.6%	82.4%	56.9
7	University of Durham	11.2	55.2	16.9%	83.1%	66.4
8	The University of Liverpool	7.6	40.3	15.8%	84.2%	47.9
9	The University of Newcastle-upon-Tyne	6.8	36.0	15.8%	84.2%	42.8
10	The University of Warwick	22.7	122.2	15.7%	84.3%	144.9
11	The University of Bristol	19.0	107.3	15.1%	84.9%	126.3
12	The University of Manchester	13.4	75.5	15.0%	85.0%	88.9
13	The University of Nottingham	12.7	75.7	14.4%	85.6%	88.4
14	Cardiff University	4.2	31.3	11.9%	88.1%	35.5
15	King's College London	5.0	36.9	11.9%	88.1%	41.9
16	The University of Birmingham	5.9	44.5	11.7%	88.3%	50.4
17	The University of York	4.3	35.6	10.7%	89.3%	39.9
18	The University of Edinburgh	5.8	52.1	10.0%	90.0%	57.8
19	The University of Cambridge	16.4	149.6	9.9%	90.1%	166.0
20	Imperial College London	9.0	106.2	7.8%	92.2%	115.2
21	The University of Leeds	5.3	68.6	7.2%	92.8%	73.9
22	Queen Mary, University of London	3.2	45.1	6.6%	93.4%	48.3
23	The University of Exeter	1.0	27.5	3.6%	96.4%	28.6
24	The Queen's University of Belfast	0.0	9.0	0.0%	100.0%	9.0
	Total	262.7	1533.5	14.6%	85.4%	1796

Professors

	Institution	Female	Male	Female (%)	Male (%)	Total
1	University College London	5.0	19.0	20.8%	79.2%	24.0
2	The University of Sheffield	3.0	14.7	16.9%	83.1%	17.7
3	The University of Glasgow	2.0	10.3	16.3%	83.7%	12.3
4	The University of Southampton	3.0	17.0	14.9%	85.1%	20.0
5	The University of Liverpool	2.0	15.2	11.7%	88.3%	17.2
6	University of Durham	2.0	15.5	11.4%	88.6%	17.5
7	The University of Newcastle-upon-Tyne	1.0	9.0	10.0%	90.0%	10.0
8	The University of York	1.0	9.2	9.8%	90.2%	10.2
9	King's College London	1.0	12.5	7.4%	92.6%	13.5
10	Queen Mary, University of London	1.0	16.8	5.6%	94.4%	17.8
11	The University of Edinburgh	1.0	18.2	5.2%	94.8%	19.2
12	The University of Nottingham	0.9	17.0	5.0%	95.0%	17.9
13	The University of Warwick	1.3	34.9	3.5%	96.5%	36.1
14	The University of Leeds	1.0	31.6	3.1%	96.9%	32.6
15	The University of Oxford	0.4	17.2	2.1%	97.9%	17.6
16	The University of Cambridge	1.0	48.9	2.0%	98.0%	49.9
=17	The Queen's University of Belfast	0.0	1.0	0.0%	100.0%	1.0
=17	The University of Birmingham	0.0	10.0	0.0%	100.0%	10.0
=17	The University of Bristol	0.0	21.4	0.0%	100.0%	21.4
=17	Cardiff University	0.0	9.9	0.0%	100.0%	9.9
=17	The University of Exeter	0.0	9.0	0.0%	100.0%	9.0
=17	Imperial College London	0.0	37.0	0.0%	100.0%	37.0
=17	London School of Economics and Political Science	0.0	13.4	0.0%	100.0%	13.4
=17	The University of Manchester	0.0	30.3	0.0%	100.0%	30.3
	Total	26.5	439.0	5.7%	94.3%	466

While the first table shows that QM School of Mathematics does not have a strong female presence, compared to other Russell Group institution, the second table shows that QM has a better representation when it comes to Professors.

Further, female staff within the School are well distributed across the levels of seniority (for instance the School has had a female Professor for many years). The key issues then are to attract more female applicants and to ensure that the appointments are unbiased. This is discussed under the 4 ai) and 4 bi) sections.

(viii) Turnover by grade and gender

Over the three years 17 maths staff (2 female and 15 male) and 9 astronomy staff (1 female and 8 male) have left. These were either retirements; or PDRAs whose fixed term contract ended or who resigned to take up new jobs. There is a QM wide procedure for staff exit interviews. This is run by HR and the School participates in it. We do not currently interview leaving PDRAs but this would be a useful procedure to introduce to find out more about the

support we could provide to them in order to increase the retention of female PDRAs, particularly given our increasing population of PDRAs. (Action 2.5)

[1751 words]

Supporting and advancing women's careers – maximum 5000 words

4. Key career transition points

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

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

There has been a problem with the data collection so this is impossible to answer quantitatively. Anecdotal evidence suggests that we do get small but still significant numbers of women applying for academic posts and that this has been gradually increasing over the past few years. However this is not reflected in shortlists which for many recent jobs have been exclusively male. In the last 18 months there have been 10 recruitment rounds for academic staff. Three of these resulted in a shortlist containing at least one woman and on two of those occasions a woman was appointed.

To attract more female applicants we intend to promote our commitment to gender equality more actively. We will advertise our London Mathematical Society Good Practice Scheme supporter status and our family friendly work policies as they are developed. A phrase that specifically encourages female applicants to apply was introduced into our most recent job adverts. We will monitor what effect this has and review the wording of it as appropriate for future job adverts (Action 3.5).The other issue to address is that a disproportionate number of the female applicants we do get are not shortlisted. To address this we are looking at the training received by appointment committees with unconscious bias training being planned (Action 3.1). We will also look at the composition of appointment panels. This is decided by the Head of School and the Vice Principal and they have stated the intention to have female representation on all future appointment panels within the School.

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

In the three years 2008-2011 there were 9 applications for promotion, all of these were from men, and 5 were successful. The fact that no women applied for promotion is not surprising given the small number who were eligible. Nevertheless, it may be helpful for the School to be more proactive in encouraging staff to apply for promotion when appropriate. This will be considered by the proposed career development committee. (Action 2.3)

In 2011-12 the College reviewed its promotions process to make it more transparent, and to include further elements for promotion such as outreach activities. In the academic promotion round that was launched in February 2013 outreach activities and administrative responsibilities are clearly acknowledged and rewarded.

The faculty runs a ‘Pathways to Promotion’ workshop and this is advertised by email to all academic staff in the School. This includes sessions where the promotions process, its criteria and how to prepare for promotion, are all clearly explained. The session is chaired by the Vice-Principal (VP) for Sciences and Engineering and the VP for Humanities, staff can ask any questions about the promotion process. Last year, to encourage female staff to attend, QM specifically emailed all female eligible staff about the event to encourage them to take part.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Recruitment of staff**

This was also discussed in 4a)(i) in relation to job adverts and the composition of appointment panels.

All staff who sit on interview panel have to undertake a recruitment and interview skills training that covers equality and diversity (legislation and best practice) extensively and have to attend a refresher course every 3 years.

The shortlisting and selection procedure has varied considerably for previous appointments but has usually involved an element of consultation within the School. This has had the benefit of allowing a variety of voices to be heard and a more diverse range of people to comment on applications although it does also introduce confidentiality issues. The model which has been adopted for future appointments is for shortlisting to be done by the interview panel only. However, shortlisted candidates will be invited to make a presentation on the interview day for the entire School so that all staff can contribute to the selection process by comments on these presentations. The details of this have been worked out in consultation with HR. (Action 3.2)

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

The London Mathematical Society report on Advancing Women in Mathematics observes that nationally the key point of attrition is the transition from lecturer/senior lecturer to professor. For us however the postdoctoral researcher to lecturer transition seems more important.

This can be addressed by both looking at our appointments procedures and by supporting our postdoctoral researchers better.

Another reason for considering this transition is that the School has a much bigger body of postdoctoral researchers now than it has had in recent years. Since this is new ground for us the most important thing is to make sure that the individuals involved have the opportunity to make their needs known (it is good that there are two postdoctoral researchers on the self-assessment

team). Improving our support for postdoctoral researchers career development is something which we are keen to do although it will take more reflection and consultation to decide on the exact actions and those mentioned below are indicative rather than exhaustive. (Action 2.2)

Postdoctoral researchers are encouraged to teach undergraduate students in tutorials. We have introduced a guideline that all postdoctoral researchers here for at least 2 years be offered the chance to do some lecturing as a way of getting more experience of leading teaching. Previously this was something that tended to be given to the most confident ones who chose to raise it themselves. (Action 2.4)

The question of how postdoctoral researchers (who are by nature often here for only a few years) can be better integrated with the School has been discussed. We have recently started encouraging postdocs to maintain a personal webpage to raise their profile. Another suggestion is to encourage postdocs to speak at internal seminars shortly after their arrival. (Action 2.1)

There are various resources for postdoctoral researchers available at both college level (researchers section of careers service, Learning Institute) and nationally (the webpage Vitae). We will look at ways in which information about these resources can be communicated to our postdocs. (Action 2.2)

5. Career development

a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Promotion and career development

The School operates a compulsory annual appraisal policy and in the last 5 years we have achieved close to 100% completion rate. During the appraisal meetings specific objectives, personal and professional career aspirations and the training and development needs and the support and resources needed to achieve them are discussed.
The areas of teaching, research and administration (including pastoral work and outreach) are all covered. The annual appraisal is one of a series of other discussions. This encourages frequent meetings to review progress and discuss issues.
A new appraisal scheme is being launched at QM in summer 2013; this will now incorporate a section on promotion. This will ensure that promotion is discussed at the appraisal stage and any eligible women will be encouraged to apply.

(ii) Induction and training

We follow strictly the QM guide on induction, where specific areas are covered by a trained member of staff (e.g. Health and Safety, Facilities, IT,

HR). Induction covers working hours and flexi-time arrangements, Maternity/ Paternity/ Parental leave, Equal opportunities, Harassment, Grievance etc.

As part of the College-wide induction programme, all new members of staff are invited to an induction event upon joining QMUL; these are run three times a year. The day includes presentations from senior members of the College, including the Principal, and an information fair with central service departments and union representatives. College inductions also contain a session on equality and diversity which provides information on gender equality.

As part of the employee induction programme within the School, the Head of School/Executive Officer will liaise with the relevant manager to ensure that the probationer is assigned an induction buddy, mentor and probation advisor.

A buddy is a friendly face in the department who helps the probationer settle into the School and University the first few weeks after their arrival.

A School appointed Mentor is a professional colleague who is available informally outside the formal probation process as a guide who can help the mentee to find the right direction. Mentors rely upon having had similar experiences to gain an empathy with the mentee and an understanding of their issues. Mentoring provides the mentee with an opportunity to think about career options and progress.

A Probation Advisor/Supervisor is the QM appointed formal probation advisor/supervisor (referred to as “mentor” on the QMUL probation forms). For the length of the probation they are expected to support the probationary member of staff with advice about the execution of their specific duties during the period of probation and they will attend the formal probation meeting if requested.

We are in the process of setting up a School Athena SWAN webpage to promote opportunities for flexible working, parental leave, and benefits for parents etc. to new and existing staff. This will comprise links to official college policy and guidelines on how these may be implemented by the School, and external links (Athena SWAN, London Mathematical Society Good Practice Scheme etc.). This will hopefully serve to keep staff better informed about possibilities and will also signal our commitment to the issues. (Action 3.6)

The School is committed to supporting and developing its postgraduate research students, research staff, independently funded research fellows and academic staff. Training is provided by the Learning Institute at QM. The Academic Development Programme is designed to support and develop staff who teach and support student learning from the earliest stages of their careers through to more experienced colleagues. The Research Development Programme offers a number of programmes to all research staff and the School encourages our staff to take part in appropriate training, which is identified in appraisal meetings and through supervisory meetings.

The Learning Institute offers a number of courses on topics such as: project planning, managing multiple priorities, stress management, career planning, planning for retirement etc.

The School operates a very successful Peer Review Programme under which lecturers are observed by a colleague with a follow up discussion.

The College also has several Reward and Recognition Schemes which are promoted by the School.

(iii) **Support for female students**

All students have a range of options for advice and support. Within the department each undergraduate student has a personal academic adviser and there is a dedicated Student Support Officer. The Senior Tutor oversees the advising arrangements and would be the point of contact if any student were unhappy with their adviser. Requests by students to change adviser would normally go through the Senior Tutor. In the past few years there have been only a handful of such requests, none directly relating to gender, all of which were accommodated. The Senior Tutor has stated that he would be sympathetic towards a request to change adviser for reasons of gender.

PhD student support

New PhD students attend a thorough School induction meeting. Procedures and sources of support for PhD students are described clearly and concisely in the School `Guide for postgraduate research students and their supervisors'.

The postgraduate students run a weekly seminar which provides the opportunity for students to experience giving seminar talks in a friendly environment. This is well attended and all students are encouraged to speak at it even in their first year.

In May a postgraduate research day is held in which third year students give talks on their research and second year students produce posters. The Ann Cook prize is awarded for the best poster. This event is well attended by both academic staff and postgraduate students and is a prominent way of celebrating the work of our research students.

We also have the Eileen Colya prize which provides funds for a student to travel to visit an academic at another institution. This is a valuable networking experience for those looking to develop a career in academia and has been won by both men and women.
Postgraduate students have a dedicated contact in the college careers service.

The school is engaged in the faculty based WISE (Women in Science and Engineering) initiative. WISE@QMUL (http://wiseqmul.wordpress.com) started up in 2008 as an informal group for discussion & networking for QMUL

students interested in the role of female participation in science and engineering. WISE@QMUL aims to provide a networking platform for female undergraduates, postgraduates and academic staff in Science and Engineering seeking encouragement and advice on managing their careers within and beyond academia and tackling life important questions such as work-home balance. WISE brings together women at early stages in their career for discussion groups, seminars with prominent and interesting women (and men) in the field, workshops and social events. Recent activities include a symposium on 'Women in Entrepreneurship' and a seminar on 'The benefits of becoming a member of a professional organisation'.

6. Organisation and culture

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) Male and female representation on committees

The main committees with the School are:

Head of School's Advisory Group (to discuss and advise on strategic issues and policy making)

School Executive Group (to manage the budget and operational issues within the School)

Research Committee (to facilitate research activity within the School)

Teaching and Learning Committee (to advise on all matters concerning undergraduate teaching and learning and taught postgraduate programmes)

The bulk of most committees is made up of holders of particular roles within the School (the subject directors, director of research, senior tutor, etc.). Most of these major roles are currently taken by men. Consequently the academic membership of these main committees is exclusively male. However, all of these with the exception of the research committee have female representation through the School Professional Support Team (e.g., School Manager, Executive Officer, Research and Enterprise Manager).

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

	Fixed Term Contracts			Permanent Contracts		
	Female	**Male**	**Female:male Ratio**	**Female**	**Male**	**Female:male Ratio**
2008/09	1	10	0.1:1	4	38	0.1:1
2009/10		15	0.0:1	4	38	0.1:1
2010/11		13	0.0:1	3	35	0.1:1
2011/12		11	0.0:1	3	40	0.1:1

There is no significant difference in the proportions of female staff among those on fixed-term contracts and among those on open-ended contracts.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Representation on decision-making committees**

As noted earlier, the bulk of most committees is made up of holders of particular roles within the School. Although many of these major roles are currently taken by men, in the recent past there have been female subject directors and senior tutors for instance.

With our small number of female academic staff committee overload would be a problem if we insisted on female academic representation on all committees. We have tried to identify which committees it is most important to have a diverse membership and will aim to get a balanced membership of these. Appointment panels and promotion panels are a particular priority and the Head of School has stated the intention of having female academic representation on these from now on. For some committees (for instance the research committee) it may be appropriate to include a postdoctoral researcher and this will increase diversity in the pool of options.

(ii) **Workload model**

A formal workload allocation model was introduced in the School in 2012 and takes into account teaching, research, and administrative related work (including the role of Athena SWAN champion). Extensive consultation and discussion went into this with the aim of producing a model which is tailored to our needs. A consequence is that the allocation procedure and outcome is more transparent. The Head of School has an open-door policy and members of staff can and do use this to raise concerns about their workload.

Allocation of jobs is generally done in as consultative way as possible and individuals do feel involved in the process. There is an awareness that some

jobs are good to keep for some time while some are good to rotate among staff frequently and this is kept in mind when allocations are made.

The model is new and can probably be improved; reviewing its effectiveness for both the Head of School and staff over the coming year is important. (Action 3.8)

(iii) Timing of departmental meetings and social gatherings

Termly School meetings are almost always timetabled for 1pm -2pm, normally on a Monday. We will address meeting times in the proposed policy on family friendly timetabling. This will include reviewing whether this the current time is convenient for all and whether alternative arrangements such as recording meetings would be beneficial for part-time staff and others. (Action 3.4)

Research seminars have in the past often finished at 5:30 or later. A recent guideline has been introduced that seminars finish by 5pm (Action 3.4).

(iv) Culture

The School is female-friendly in the sense that active discrimination towards or belittling of women is not seen and would not be tolerated. Having said that, there is a general view that everything should be completely gender neutral which can lead to some distrust and even hostility towards positive actions taken to encourage and support women. We are aware that this makes communicating the work of the Athena SWAN group, and more generally engaging the whole School without causing alienation, an important and slightly delicate task.

Overall the School has a friendly atmosphere and, in contrast to some maths departments, there are few divisions between different research groupings. There is a strong culture of supporting colleagues. For instance if occasional cover for a class or lecture is needed then an email to the School mailing list will quickly get several willing volunteers. This could be for either personal reasons such as a childcare crisis or work related ones such as a conference.

(v) Outreach activities

The Outreach team consists of two members of staff (one female and one male) dedicated to outreach at a 0.7 FTE rate. In addition, two members of academic staff are responsible for coordinating staff involvement in outreach activities, and this is formally recognised in the workload allocation model. Currently these are both men but the role has been done by women in recent years. Staff involvement in outreach has included a wide range of both male and female staff. We also use a team of 26 maths ambassadors who are undergraduates trained and paid to assist in the delivery of outreach. The vast majority of our ambassadors are female. Our principle audience is Y8-Y12 school pupils that are strategically targeted to meet the College's recruitment and widening participation objectives.

7. Flexibility and managing career breaks

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Maternity return rate**.

No member of academic staff in the School has taken maternity leave in the past 4 years.

(ii) **Paternity, adoption and parental leave uptake**.

There has been a small number of staff taking paternity leave in the past few years at different level of seniority. No members of the School have taken adoption leave or parental leave

Awareness of college policy and School practice on paternity and parental leave could be improved. This will be helped by the School Athena SWAN webpage. (Action 3.6)

Anecdotal evidence is that those taking paternity leave have found the School cooperative for instance in arranging the smooth transfer of teaching duties.

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

Currently two members of the academic staff in the School work part time. These are both male. There have been no unsuccessful applications for flexible working in the past 3 years.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Flexible working**

Many staff take advantage of informal flexible working arrangements such as working from home for a couple of days each week. This is expected and causes no problems. The School provides staff with remote desktop to do so.

Awareness of more formal arrangements for flexible working could perhaps be higher. This is an issue that the School Athena SWAN webpage will address in order to highlight the School as an employer of choice for women with other commitments. (Action 3.6)

Requests to fit lecturing duties around family commitments can be made and are dealt with in an ad hoc way. For instance, a lecturer requested their teaching load to be in the first semester of the year rather than the second to

fit with 2 months as the sole carer of a child while the other parent was undertaking Antarctic fieldwork. This request was met and throughout the process the School was very cooperative.

The development of written guidelines on the question of family friendly timetabling of lecturing (either requesting a particular semester or particular times of day) and other activities is planned with a small working group set up to consider this. (Action 3.4)

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

Since no academic staff have taken maternity leave this has not been an issue for us. Nevertheless we have become convinced of the importance of having a policy on this, both so it is there when needed, and as a way of communicating our commitment to supporting women (for instance to female job applicants). This will be on top of what QM already provides for maternity and other parental leave. A small working group has been set up to draft such a policy/procedure. Options discussed have included returning mothers having a lighter lecturing load, highest priority in making timetabling requests, and extra funds to invite research visitors to re-establish a research presence. Some of these may apply to staff returning from long periods of parental or adoption leave and the policy will also cover this. We will however recognise that maternity leave presents unique challenges to the mother. We will review this policy in comparison to other departments within Queen Mary and to other mathematics departments with the aim of making it a relatively generous one. (Action 3.3)

QM has piloted a support event for parents at the medical school and this received very good feedback. The lunch time event was family friendly with children invited and provided an opportunity for the parents to meet with their peers and colleagues from HR to discuss directly any concerns they had about their impending maternity/parental leave or the support needed upon return. QM is now looking to roll this out throughout the university in an endeavour to take direct action to support women.

[3889 words]

8. Any other comments – maximum 500 words

The staff culture survey was a modified version of one developed by the UKRC-WISE.
It comprised the following questions with responses ranging from strongly agree to strongly disagree and several boxes for free text response.

1. In my department, staff are treated on their merits irrespective of their gender (e.g. both men and women are actively encouraged to apply for promotion and take up training opportunities).
2. In my department, work is allocated on a clear and fair basis irrespective of gender.
3. My department values the full range of an individual's skills and experience (e.g. research, pastoral work, outreach work, teaching, administration and technical support):
4. I understand the promotion process and criteria in my department.
5. I am actively encouraged to take up career development opportunities.
6. Staff who work part-time or flexibly in my department are offered the same career development opportunities as those who work full-time.
7. Meetings in my department are completed in core hours to enable those with caring responsibilities to attend.
8. My department makes it clear that unsupportive language and behaviour are not acceptable (e.g. condescending or intimidating language, ridicule, overly familiar behaviour, jokes/banter that stereotype women or men or focus on their appearance).
9. I have undertaken training in:
   Equality and Diversity
   Understanding unconscious bias
10. My department has made it clear to me what it's policies are in relation to gender equality (e.g. on discrimination, parental leave, carer's leave, flexible working).
11. I understand my Department's reasons for taking action on gender equality.
12. My line manager/supervisor is supportive of requests for flexible working (e.g. requests for part time working, job share, compressed hours).
13. I am confident that my line manager/supervisor would deal effectively with any complaints about harassment, bullying or offensive behaviour.
14. I feel that my department is a great place to work (Please answer both parts of this question)
    For women
    For men
15. My department uses both women and men as visible role models (e.g. in staff inductions, as speakers at conferences, at recruitment events).

The response rate was a bit low so it is not clear how representative this is. However some qualitative observations are given and were used in the self assessment.

The general feeling seemed to be that for the most part staff are treated on their merits.
Some concerns over fair allocation of work were raised but often it was stated in comments that this was not gender related.
Few responses disagreed that unsupportive behaviour and language were not acceptable.
A good number of those responding had undertaken training in equality and diversity but there was a clear lack of training in understanding unconscious bias.
Most responses agreed that the department is a great place to work for both men and women although a small number agreed with this statement for men only.
Promotion procedures and policies relating to gender equality were moderately well understood although there is room for communicating these better.
Encouragingly most understood the department's reasons for taking action on gender equality.

[504 words]

Athena SWAN – Action Plan 2013-2016

Key:

Champion: Athena SWAN Champion for Maths
DM: Diversity Manager
HoS: Head of School
EO HR: Executive Officer responsible for HR
SAT: Self Assessment Team
HR: Human Resources

Ref.	AREA FOR ACTION	ACTION ALREADY TAKEN	FURTHER ACTION PLANNED At August 2013	ACTION OWNER	TIMESCALE	SUCCESS MEASURE
1.	**Undergraduate (UG) and Postgraduate (PG) Students**					
1.1	Monitor UG and PG student data by gender with particular attention to new and expanding programmes. Take appropriate action if imbalance is found.	Data for 2008-2012 has been analysed and discussed by the SAT.	The SAT will request and review student data on applications, offers and acceptances on a yearly basis. This information will be analysed and issues will be addressed by the admissions and recruitment team for the relevant programme if there is cause for concern.	Champion	Data reviewed every year in Spring and issues sent to Admissions Tutors and the Recruitment and Outreach Manager on an ongoing basis.	The data will have been analysed and any significant changes in balance discussed and acted on.
1.2	Develop an outreach strategy with objectives for widening participation that reflect our targets for diversity in the undergraduate population.	An extensive outreach program already exists (this is discussed in the application in further detail)	Evaluation of current outreach programme to determine the relative impact of the range of interventions on target groups.	Recruitment and Outreach Manager	Report to SAT every 2 years	The School and Mathematics are promoted to under-represented groups in an accessible and appropriate way.

Ref.	AREA FOR ACTION	ACTION ALREADY TAKEN	FURTHER ACTION PLANNED At August 2013	ACTION OWNER	TIMESCALE	SUCCESS MEASURE
1.3	Survey UG students on their attitudes to gender equality matters and experiences within the School.	The survey has been discussed in the SAT and with the Senior Tutor and Student Support Officer.	Conduct the survey and analyse the results. Formulate an action plan to address any inequalities in student support and experience, and other issues arising.	Senior Tutor	Conduct survey by December 2013. Produce Action Plan by April 2014.	Feedback has been collected from UG students and an action plan is in place to address concerns.
1.4	Introduce an informal exit interview with follow-up for graduating PhD students.	Content and timing of the interview has been discussed in the SAT and with the Director of Postgraduate Research.	Develop details of the content and method of delivery of the interview. Embed exit interview in our procedures. Report on any findings to the SAT and PG research committee.	Director of Postgraduate Research Studies	By April 2014	A significant proportion of graduating PhD students are interviewed and relevant findings are reported and acted on.
1.5	Review the advertisement of PhD studentships, looking at both the wording and where adverts are placed, with the view to making them more attractive to a wider range of potential applicants.		Data on applications will be collected, analysed and compared with benchmarks. The wording of advertisements will be reviewed and a statement encouraging female applicants will be included. Recruitment procedure will be developed in the light of this with a view to attracting more diverse applicants and making offers fairly. PhD selectors will attend the planned college fair selection training for PhD recruiters.	Director of Postgraduate Research Studies	Review procedures by September 2014. Improved gender balance by 2016.	Fair and robust recruitment and selection procedures will exist. Improved gender balance among applicants and PhD students.

Ref.	AREA FOR ACTION	ACTION ALREADY TAKEN	FURTHER ACTION PLANNED At August 2013	ACTION OWNER	TIMESCALE	SUCCESS MEASURE
2.	**Career Development**					
2.1	Consider how postdoctoral researchers can be better and more quickly integrated into the School.	Postdoc involvement on SAT. Postdocs have been encouraged to develop personal webpages and some have followed this up.	Nominate a postdoc representative to act as a channel of communication between postdocs and the rest of the School. Liaise with seminar organisers and subject directors to ensure that new postdocs have the opportunity to speak at seminars and be introduced to related research groups soon after their arrival. Directly encourage postdocs to develop their personal profile for instance by producing a personal webpage and linking to them from School pages. Appoint a postdoctoral researcher to the research committee and career development committee. Look into possibilities for involvement of postdocs in other School committees where appropriate.	Directors of Research	Postdoc representative appointed by end September 2013 Postdoc involvement in committees by September 2014. Other actions as new postdocs arrive from September 2013.	Better integration of postdocs within the School.

Ref.	AREA FOR ACTION	ACTION ALREADY TAKEN	FURTHER ACTION PLANNED At August 2013	ACTION OWNER	TIMESCALE	SUCCESS MEASURE
2.2	Develop opportunities for supporting postdoctoral researchers by collecting and acting on qualitative feedback.	Postdoc involvement on SAT.	Communicate resources and training opportunities for postdocs better. Consult with postdocs regularly via the new postdoc representative to assess their needs and organise events or training as appropriate.	School Research and Enterprise Manager.	By end 2014	More postdocs progressing to become independent researchers.
2.3	Support the career development of all staff.	Appraisal and mentoring schemes exist already although in the 2011 Staff Satisfaction Survey only 48% of staff responding found their appraisal useful.	Implement new College appraisal scheme that is currently being developed. Set up career development committee Develop procedures to address needs identified through appraisals and otherwise.	EO HR	New appraisal scheme was introduced in July 2013 Career development committee by September 2014.	Qualitative feedback in staff surveys indicates that all staff had an appraisal (or the equivalent for staff on probation) and at least 60% found it useful. All staff are provided with career development opportunities. A career development committee with a clearly defined remit exists and is meeting regularly and actively.

Ref.	AREA FOR ACTION	ACTION ALREADY TAKEN	FURTHER ACTION PLANNED At August 2013	ACTION OWNER	TIMESCALE	SUCCESS MEASURE
2.4	Implement procedure that postdocs are given opportunity for gaining teaching experience.	Procedure has been discussed and agreed.	Implement the procedure. Director of Taught Programmes to make contact with all new postdocs to discuss the ways in which they can be involved in teaching. Review the effectiveness of the procedure after 1 year of implementation.	Director of Taught Programmes	To begin September 2013 Review in September 2014	All postdocs consider seriously the level of teaching that they want to undertake and discuss this with the Director of Taught Programmes. Some undertake lecturing of modules to develop their skills.
2.5	Conduct exit interviews for postdoctoral researchers.		Develop details of the content and method of delivery of the interview. Embed exit interview in the School procedures. Present findings to SAT on a yearly basis.	Director of Research	By April 2015	A significant proportion of leavers are interviewed and relevant findings are acted on.
3.	**Organisation and Culture**					
3.1	Organise unconscious bias training for appointment committees (and anyone else relevant).	The college diversity manager has obtained some quotes from external providers for this training.	Review these quotes and organise the training. Collect feedback on the training.	EO HR	Initial training by end 2013.	Potential members of appointment committees will have participated in unconscious bias training.

Ref.	AREA FOR ACTION	ACTION ALREADY TAKEN	FURTHER ACTION PLANNED At August 2013	ACTION OWNER	TIMESCALE	SUCCESS MEASURE
3.2	Formalise procedures for appointment panels including consultation with the rest of the School.	A model for appointment panel procedure has been adopted in the School. This includes a requirement for female representation on appointment panels, and for a more structured procedure for consultation with the whole School.	Assess how this operates and develop it as appropriate.	HoS	Review every year with a report to SAT.	The School has a procedure that runs smoothly and assesses applicants as fairly as possible
3.3	Develop a School policy for return from maternity leave and other extended periods of leave.	A small working group has been set up and has met once.	Consult and develop the policy considering examples of good practice and existing policies in other college departments and more widely. Implement the policy and review its effectiveness.	EO HR	Have a policy by end 2013	A policy will exist and be communicated to members of the School. Staff returning from maternity leave and other extended period of leave have appropriate support.

Ref.	AREA FOR ACTION	ACTION ALREADY TAKEN	FURTHER ACTION PLANNED At August 2013	ACTION OWNER	TIMESCALE	SUCCESS MEASURE
3.4	Develop a School policy on family friendly/flexible timetabling of teaching, meetings and other activities.	A small working group has been set up.	Consult and develop the policy considering examples of good practice in other college departments and more widely. Implement the policy. Publicise to all staff.	EO HR	Have a policy by end 2013 Review effectiveness after 1 year	Timetabling is done in a way that supports staff work-life balance and caring responsibilities.
3.5	Introduce to job adverts a statement encouraging female applicants and promoting our commitment to gender equality and flexible working.	Such a statement has been introduced into the most recent job adverts.	Review gender balance in applications and shortlists and take action in response to any changes in balance.	HoS	Every year in March.	Improved gender balance among applicants and in the School.
3.6	Develop a diversity/equality/Athena Swan webpage to communicate policies and practice and to signal our commitment.	A basic webpage has been set up	Discuss content (at self-assessment team meetings and more widely) and add this content to the page. Regularly update pages with new information, best practices, and announcements of relevant events.	EO HR	By end 2013 and ongoing thereafter	A useful webpage will exist. Members of the School will be aware of it and use it. Positive impact on female staff and students recruitment.
3.7	Continue to support and engage with the London Mathematical Society (LMS) Good Practice Scheme.	Successful application for supporter status. Attendance of Athena SWAN champion at	Continue to support workshops. Seek comments and advice on the implementation of our action plan from the responsible committee of	Champion	On-going	Regular contact with the LMS and involvement in activities will occur. Promotion of best practice

Ref.	AREA FOR ACTION	ACTION ALREADY TAKEN	FURTHER ACTION PLANNED At August 2013	ACTION OWNER	TIMESCALE	SUCCESS MEASURE
		scheme workshop.	the Society.			within SAT and the wider school.
3.8	Review operation of workload allocation model (WAM).	A WAM tailored to the School has been developed and begun to be implemented.	Review operation and modify model as appropriate.	HoS	next 2 years	A WAM which is fair, transparent and efficient exists. Imbalance in workload is highlighted effectively.
3.9	Embedding Athena SWAN in school management and administrative structure.	A short Athena SWAN report has been made at the last two school meetings. The Athena SWAN Champion has joined the Head of School's advisory group.	Continue with Athena SWAN reports to School meetings. Ensure that any relevant SAT discussions are communicated to the appropriate committee or individual (for instance: admissions teams, Career Development committee, Teaching & Learning committee).	HoS	Ongoing	All committees and individuals understand why the School is involved in the Athena SWAN scheme and how this involvement and the action plan affects their work. Outcomes of SAT meetings are efficiently communicated to the whole School and specifically to the areas they directly affect.

Ref.	AREA FOR ACTION	ACTION ALREADY TAKEN	FURTHER ACTION PLANNED At August 2013	ACTION OWNER	TIMESCALE	SUCCESS MEASURE
3.10	Raising awareness of Athena SWAN to School as a whole.	Staff have been kept informed about the application by email and reports in meetings,	Organise a Q&A session for the School with the QM diversity manager. Make notes of SAT meetings available on intranet. Include information on how and why the School is involved with the scheme on the Athena SWAN section of the School webpage and publicise it.	Champion	Q&A session arranged by end 2013. Other actions ongoing	Staff surveys show an increased awareness and understanding of positive action measures.
3.11	Address imbalance in committee membership.	Appointment panels, the research and teaching and learning committees have female representation. In addition, there is female representation on the Head of School Advisory Group and School's Executive Group via School Manager.	Ensure that in addition there is female representation on the promotion committee and the career development committee. Committee membership will be decided in a consultative way as possible, with available opportunities being publicised to all staff. Committee involvement will be discussed at appraisal so staff can	HoS	By end 2015 By end 2014 and ongoing thereafter By September 2014 and ongoing	Female representation on an increasing number of School committees included those listed. Staff have the opportunity to take part in committees and acquire new skills.

Ref.	AREA FOR ACTION	ACTION ALREADY TAKEN	FURTHER ACTION PLANNED At August 2013	ACTION OWNER	TIMESCALE	SUCCESS MEASURE
			express an interest in taking part.		thereafter	
4. Future of the Self- Assessment Team						
4.1	The SAT is established, meets regularly and has a diverse membership	The SAT has been set up and has a diverse membership. The group met 4 times between June 2012 and April 2013.	The SAT will continue to meet once per term, membership will be advertised to all staff and roles rotated to ensure that staff can gain new skills.	HoS	Ongoing	The SAT is in place, membership is diverse and rotated.