



Queen Mary
University of London

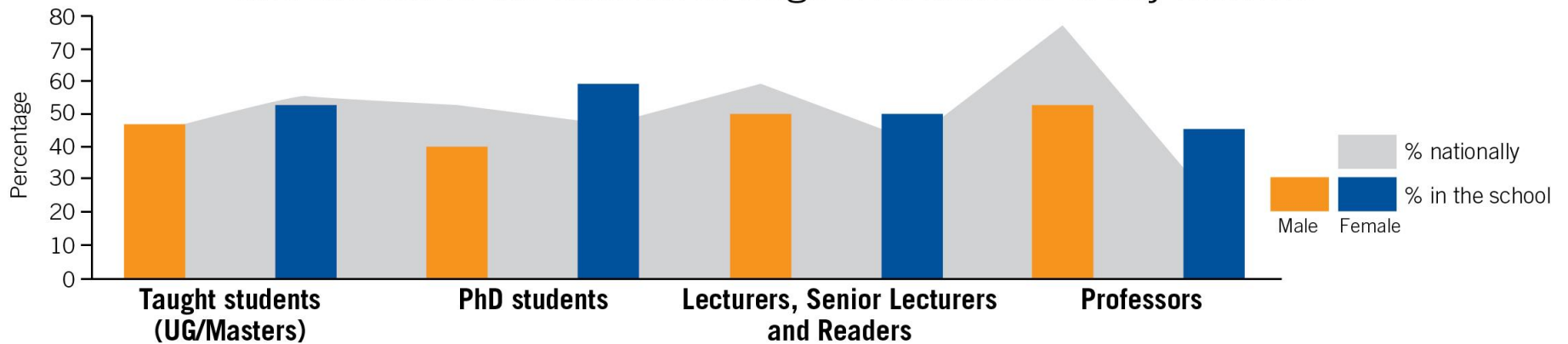
School of Geography's Athena SWAN Journey

Start of our journey

- Summer 2013 – initial idea and set up of SAT
- Co-chairs: myself and Dr Anna Dulic-Sills (Head of Administration); academic and PS staff, UG, PGT and PGR reps on SAT
- Recruitment of an external consultant (September 2015): Ailsa McGregor
- Support from RGS-IBG
- Successful application for Bronze in April 2016
- Working on our Silver application for April 2017

Our journey - progress

We aim for equality at all levels across the School, from undergraduates to Professors, and are above the national average on a number of key markers



Bronze submission

- Staff survey (93% response rate) and focus groups; poster campaign; student involvement; feedback from a critical friend; SMART action plan
- *Existing work*: support for part-time and flexible work; fieldwork diversity policy; research on student attainment and success; equality and diversity audit of School strategy, key principles and handbooks

Bronze submission

- *New initiatives*: E&D as standing item on School Board and SSLC agendas; review of PhD adverts; E&D in all student inductions; unconscious bias training for all staff
- *Pipeline*: move from UG to PGT – more women than men
- *Challenges*: availability of data; benchmarking; good practices already in place; near gender equality; workload; PGT recruitment

You can explore a range of environmental factors and processes including:

- concentrations of pollutants (for example heavy metals in landfill sites)
- nutrients (for example in river systems)
- carbon and nitrogen, and greenhouse gases
- environmental change through the analysis of sediments and fossils
- glacial systems
- river form and behaviour



“I have used the labs to analyse soil samples taken from my own back garden to look at the different metal concentrations in them. We then compared them with other people’s to get a bigger picture of soil contamination in London. This was very interesting as it showed the health risks associated with the different metals and it was intriguing to see all the very different results”

Scott Hawkins, BSc Geography, Class of 2015.

www.geog.qmul.ac.uk 25

You can explore a range of environmental factors and processes including:

- concentrations of pollutants (for example heavy metals in landfill sites)
- nutrients (for example in river systems)
- carbon and nitrogen, and greenhouse gases
- environmental change through the analysis of sediments and fossils
- glacial systems
- river form and behaviour



“I have used the labs to analyse soil samples taken from my own back garden to look at the different metal concentrations in them. We then compared them with other people’s to get a bigger picture of soil contamination in London. This was very interesting as it showed the health risks associated with the different metals and it was intriguing to see all the very different results”

Scott Hawkins, BSc Geography, Class of 2015.

www.geog.qmul.ac.uk 25





Feedback on Bronze award

- For further consideration:
 - More information on SAT members' experiences of work-life balance;
 - More on support to staff with unsuccessful grant applications;
 - Student survey;
 - Consideration of what else could be done to broaden pool of female applicants to OE posts;
 - Presentation of data (tables / graphs)

Application for Silver Award

- SAT has become Equality and Diversity Committee
- Staff survey (led by MA student), staff focus groups (to be led by SAT chair from Maths), PGT focus group (led by MA student)
- E&D feedback box, E&D newsletter, student video, unconscious bias training for all staff, BSL classes
- Equal number of male and female professors for the first time
- Improved data availability; benchmarking

Impact

- Presentations and participation: at QMUL, regional Athena SWAN meetings, RGS-IBG, with other universities in UK and overseas
- Egs: QMUL uptake of engagement and attainment research; Faculty provision of E&D support; childcare provision at QMUL for Saturday open days;
- Sharing our application and good practice; learning from each other
- Challenges of demonstrating impact from a position of near gender equality