# Queen Mary Equality, Diversity and Inclusion Annual Report 2022/23

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| **Outcome requested:** | Council is asked to **consider** Queen Mary's Equality, Diversity & Inclusion Annual Report 2022/23. |
| **Executive Summary:** | Queen Mary's EDI Annual Reports highlights the key areas of the work we have undertaken at University and Faculty levels throughout each given year and helps the University to continually measure and share our progress. Although this is not a legislative requirement, we publish our EDI Annual Reports on our the university's website so they are available to a wide audience including both current and prospective staff and students.<br><br>The EDI Annual Report focuses on the reporting period August 2022 - July 2023. Council are asked to review the report and activity that has taken place to progress EDI within the reporting period. Key highlights within the report include the following:<br>- Our workforce being more diverse and representative of the communities we serve in 2022/23 compared to any previous year,<br>- The creation of Queen Mary University's first Disability Inclusion Action Group to lead our strategic disability inclusion work,<br>- Progressing our first Race Equality Charter application, including the launch of Queen Mary's first Race Equality Charter Student Survey and Race Equality Charter Pulse Staff Survey,<br>- Two of our Professional Services Directorates commenced their gender equality self-assessment journey through the Athena Swan Charter framework,<br>- Introducing a comprehensive suite of training to tackle and prevent bullying, harassment and misconduct,<br>- Introducing 'Enhancing Inclusion', a skills and evidence-based EDI development programme for our staff,<br>- Launching the University's first ever Race Equality and Gender Equality Staff Networks,<br>- Revising and enhancing our approach to equality analysis, moving our focus away from compliance and towards a framework that supports colleagues to make decisions in line with our aims and values. |
| **QMUL Strategy: strategic aim reference and sub-strategies [e.g., SA1.1]** | The University has established clear, evidence-led targets and KPIs for our staff diversity with regards to gender and race equality. Queen Mary's People, Culture and Inclusion Enabling Plan priorities include reaching gender balance and better representation of London's ethnic diversity across middle and senior roles by 2030. Our EDI Annual Report outlines key, strategic work that has been implemented to achieve our KPIs. |

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| **Internal/External regulatory/statutory reference points:** | Publishing our EDI Annual Report is not a legislative requirement. However, the report provides a narrative of how Queen Mary is going beyond the statutory requirements of the Equality Act 2010 in order to meet our mission to be the most inclusive university of our kind, anywhere. |
| **Strategic Risks:** | We are aware that there is keen interest in our EDI related work amongst our staff, students and the wider public. Whilst we celebrate the progress against our EDI priorities within the report, it is also important to communicate that we recognise that there is still much work to do to become the most inclusive university of our kind, anywhere. When developing the report, the EDI Team worked to ensure that the report provides an accurate reflection of our progress made within the reporting period. |
| **Equality Impact Assessment:** | The EDI Annual Report includes sections that directly focus on different areas of EDI and protected characteristics including; <br> - Disability Inclusion <br> - Gender Equality <br> - LGBTQIA+ Inclusion <br> - Race Equality <br> - Mental Health and Wellbeing <br> Within these sections and across the wider report, we highlight a range of positive action interventions and actions that have been undertaken to mitigate underrepresentation for different protected characteristics. |
| **Subject to prior and onward consideration by:** | In line with Queen Mary's EDI governance structure and process, the EDI Annual Report was presented to members of the Equality, Diversity & Inclusion Steering Group for review. Members of the EDISG are directly involved in the strategic work referred to within the report and are therefore well placed to provide assurance that the content and analysis within the report is accurate. Members of the EDISG endorsed the report. <br><br> The EDI Annual Report was also presented to members of Senate and SET. Members of both committees welcomed and endorsed the report. Feedback received focused on how to ensure the report is effectively promoted and made visible to the Queen Mary community. Work will take place following publication to ensure colleagues and students are aware of the report and that the key highlights within the report are effectively communicated through our comms channels. |
| **Confidential paper under FOIA/DPA** | No |
| **Timing:** | The EDI Annual Report will be published in May 2024. |
| **Author:** | Michael Jannetta, People, Culture & Inclusion Engagement Manager |
| **Date:** | 09 May 2024 |
| **Senior Management/External Sponsor** | Louise Lester, HR Director <br> Philippa Lloyd, Vice-Principal, Policy and Strategic Partnerships |

# Queen Mary
## University of London

# Equality, Diversity and Inclusion

## Annual report 2022/2023

# Contents

# Introduction from President and Principal

I am pleased to present Queen Mary University of London's Equality, Diversity and Inclusion (EDI) Annual Report for 2022/23. Our Annual Reports reflect on the work we have undertaken at University and Faculty levels throughout each given year and helps us to continually measure and share our progress.

**Professor Colin Bailey**
President and Principal

It is also an opportunity to celebrate key areas of activity within the year, of which we are particularly proud. For 2022/23, this includes:

- Our workforce being more diverse and representative of the communities we serve in 2022/23 compared to any previous year.
- The creation of Queen Mary University's first Disability Inclusion Action Group to lead our strategic disability inclusion work.
- Progressing our first Race Equality Charter application, including the launch of Queen Mary University's first Race Equality Charter Student Survey and Race Equality Charter Pulse Staff Survey.
- Holding our largest and most collaborative LGBTQIA+ History Month programme to date.
- Two of our Professional Services Directorates commenced their gender equality self-assessment journey through the Athena Swan Charter framework.
- Leading international partnerships with institutions based in India to increase gender equality through the Gender Advancement for Transforming Institutions project.
- Introducing a comprehensive suite of training to tackle and prevent bullying, harassment and misconduct.
- Introducing 'Enhancing Inclusion', a skills and evidence-based EDI development programme for our staff.
- Launching the University's first ever Race Equality and Gender Equality Staff Networks.
- Revising and enhancing our approach to equality analysis, moving our focus away from compliance and towards a framework that supports colleagues to make decision in line with our aims and values.

I am extremely proud of our colleagues across Queen Mary and would like to thank them for their work in progressing EDI at our University. I would like to thank especially members of our EDI Action Groups and Staff Networks for their commitment and dedication.

Whilst it is important that we celebrate our successes and progress, it is equally important that we acknowledge that we are still on a journey. There is a lot more work to be done in order for us to maintain our mission of being the most inclusive University of our kind, anywhere.

Thank you for taking the time to read Queen Mary University's Equality, Diversity and Inclusion Annual Report for 2022/23.

# Queen Mary's mission, vision and values

Our **vision** is to open the doors of opportunity. Our **mission** is to create a truly inclusive environment, building on our cherished cultural diversity, where students and staff flourish, reach their full potential and are proud to be part of the University. Dedicated to the public good, we will generate new knowledge, challenge existing knowledge, and engage locally, nationally and internationally to create a better world. Our **values** are **inclusive**, **proud**, **ambitious**, **collegial** and **ethical**; these values directly support our mission.

## Our values

**Inclusive**
We will be inclusive and maintain our proud tradition of nurturing and supporting talented students and staff regardless of their background and circumstances, and continually enhance our strong engagement with our local and global communities.

**Proud**
We are proud of the difference we can all make when we work collectively.

**Ambitious**
We are ambitious and we will foster innovation and creativity, disrupt conventional thought and respond with imagination to new opportunities to further our vision, mission and academic ambitions.

**Collegial**
We will be collegial and promote a strong collegial community through openness, listening, understanding, co-operation and co-creation, ensuring focused delivery of our collective vision and strategy.

**Ethical**
We will act with the highest ethical standards, and with integrity in all that we do.

This Annual Report sets out the actions and initiatives that we, at Queen Mary, have been taking forwards to achieve our mission, and supporting PCI Enabling Plan, over the 2021/2022 academic year.



The illustrations seen throughout the report were custom-designed as part of the EDI team's brand refresh process, and have been widely used to raise awareness of the team's activities within the University.

**Note from Content and Brand to the EDI team:** we added this box to contextualise the shift to an illustrative style. We are, however, happy to remove or reword it if you think this info is irrelavant.

# Increasing the diversity of our staff body

The University recognises the importance of a diverse, representative staff body (and student population) in the delivery of our academic mission and Strategy 2030. In 2020, the University established clear, evidence-led targets and KPIs for our staff diversity with regards to gender and race equality. Queen Mary's People, Culture and Inclusion Enabling Plan priorities include reaching gender balance and better representing London's ethnic diversity across middle and senior roles by 2030.

| Our Key Performance Indicators | | | | |
|---|---|---|---|---|
| 50:50:50 women in junior, middle and senior levels by 2030 (+/-5%) | | | | |
| **2018/2019** | **2019/20** | **2020/2021** | **2021/2022** | **2022/2023** |
| 58:53:38 | 59:52:38 | 60:52:38 | 57:54:39 | 57:54:40 |
| 40:40:40 Black, Asian and Minority Ethnic people in junior, middle and senior levels by 2030 (+/-5%) | | | | |
| **2018/19** | **2019/2020** | **2020/2021** | **2021/2022** | **2022/2023** |
| 46:27:19 | 48:28:19 | 48:30:20 | 49:31:20 | 54:33:22 |

Table 1: KPI3 Staff Equality and Inclusion

There has been a 2 percentage point increase in the proportion of BAME staff in senior positions in the past year, from 20% to 22%. The proportion of BAME staff in middle-grade positions also increased by 2 percentage points from 31% to 33%. The proportion of female staff in senior positions rose by 1 percentage point, from 39% to 40%.

Female staff in middle-grade positions remained at 54%.

The proportion of junior staff who are BAME has passed 50% for this first time this year. There has been a slight increase in the proportion of BAME staff in middle-grade and senior positions.

The proportion of female staff in junior and middle-grade positions are ahead of the 50% targets, and there has been a 1 percentage point increase each year in senior positions, which is now 10% below the 2030 target of 50%.

## BAME Profile of Queen Mary Staff over the past three years
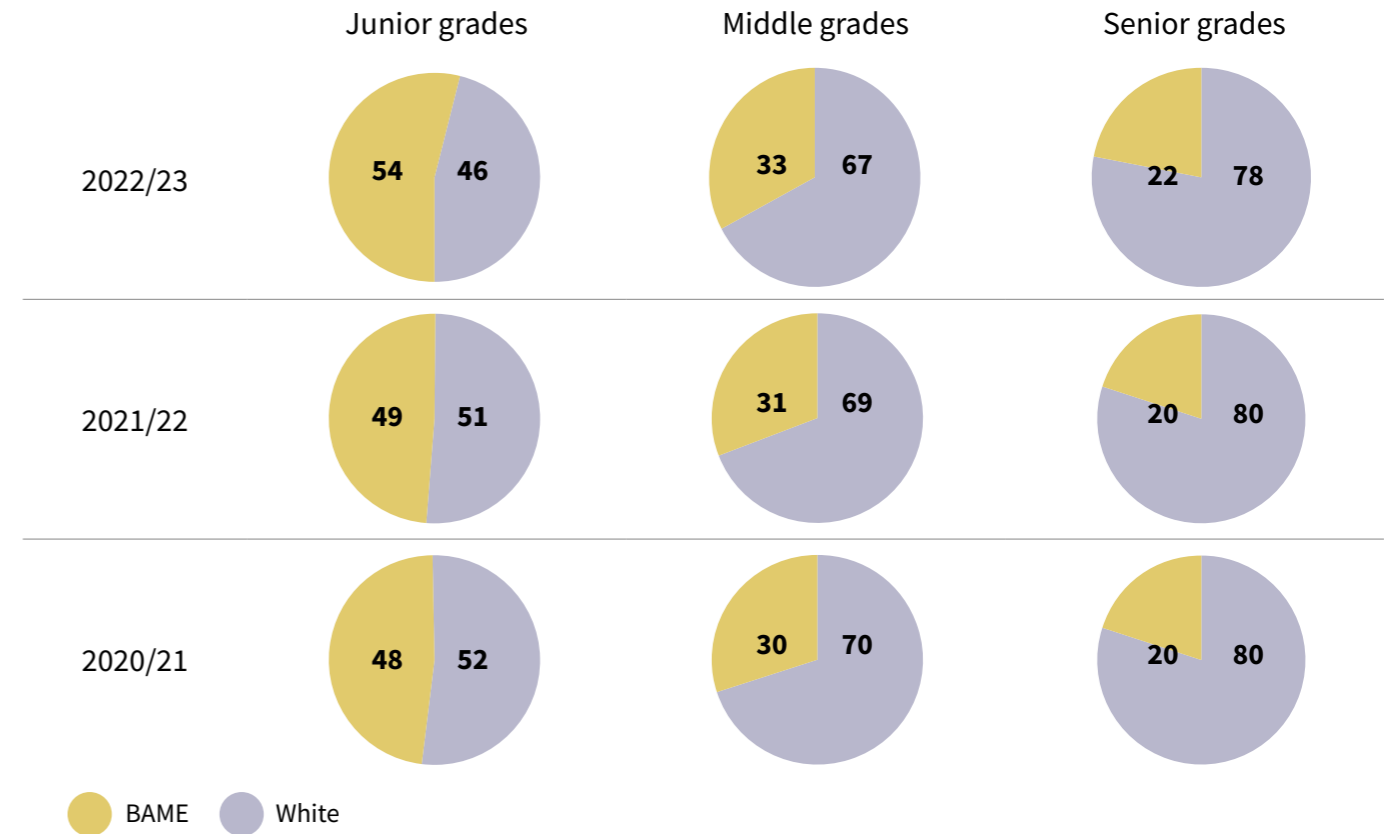


## Gender Profile of Queen Mary Staff over the past three years
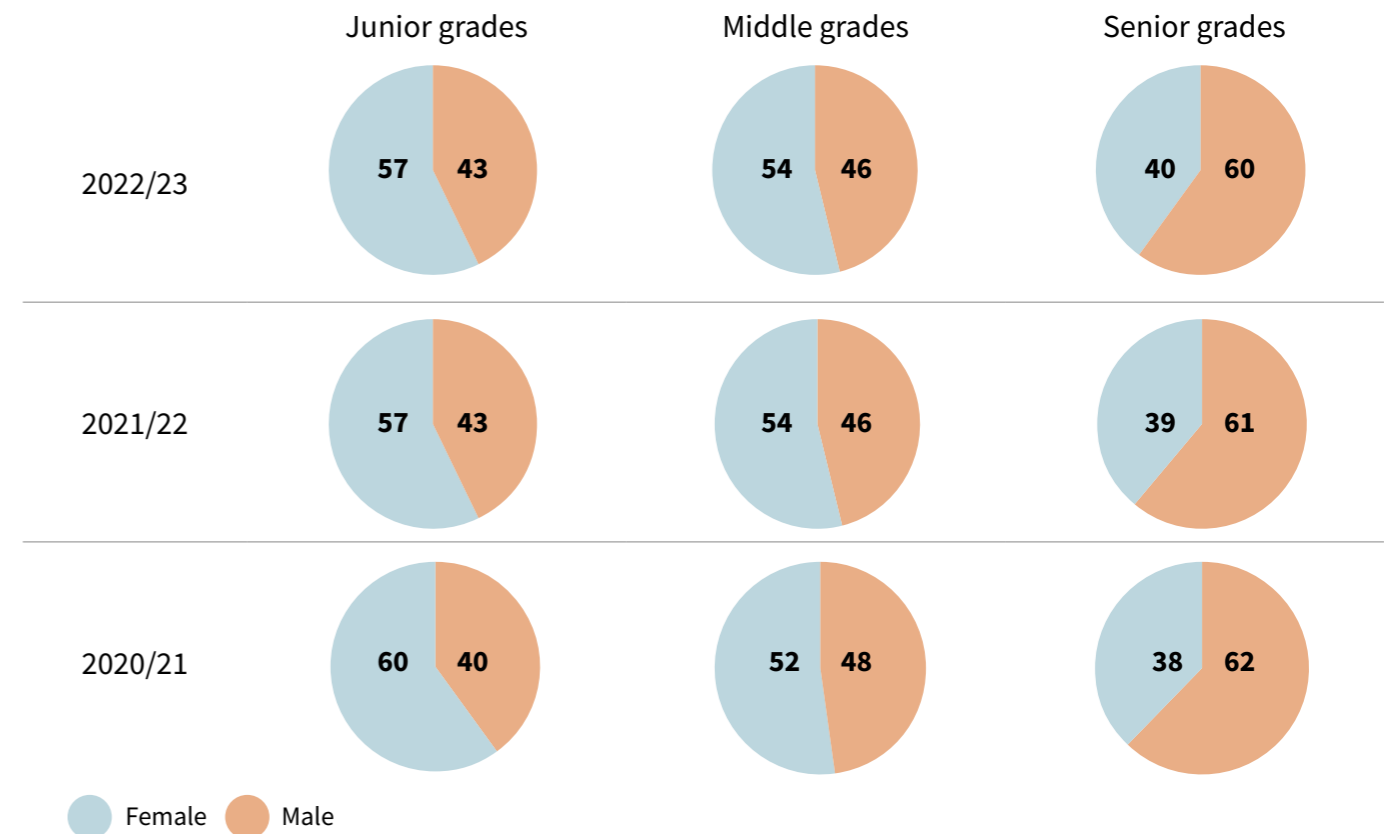
# Action through our EDI Working Groups

## Equality, Diversity and Inclusion Steering Group

The Equality, Diversity and Inclusion Steering Group (EDISG) is the University-level EDI group that has strategic oversight on EDI matters and plays a pivotal role in the realisation of our EDI ambitions. EDISG reports to the University's Senior Executive Team (SET). Information provided during EDISG meetings is disseminated to Faculties and Directorates by steering group members.

A number of sub-committees report into EDISG, as outlined in the table below. EDISG is responsible for overseeing, steering and monitoring the progress of sub-committees and holding them accountable for delivery. EDISG also ensures that actions are achieved in a timely way, achievements are effectively publicised to the Queen Mary community and learning and innovations are shared and implemented.

EDISG and the sub-committees provide Queen Mary with a strategic approach to EDI and supported the university to support and deepen engagement with the broad range of EDI related activity that takes place across the University. This section will provide further detail on the progress made by the sub-committees of EDISG.

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                    │   Council   │
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              │ Senior Executive │
              │ Team (SET)       │
              └────────┬─────────┘
          ┌────────────┴──────────┐
          │ Equality, Diversity and│
          │ Inclusion Steering Group│
          │        (EDISG)         │
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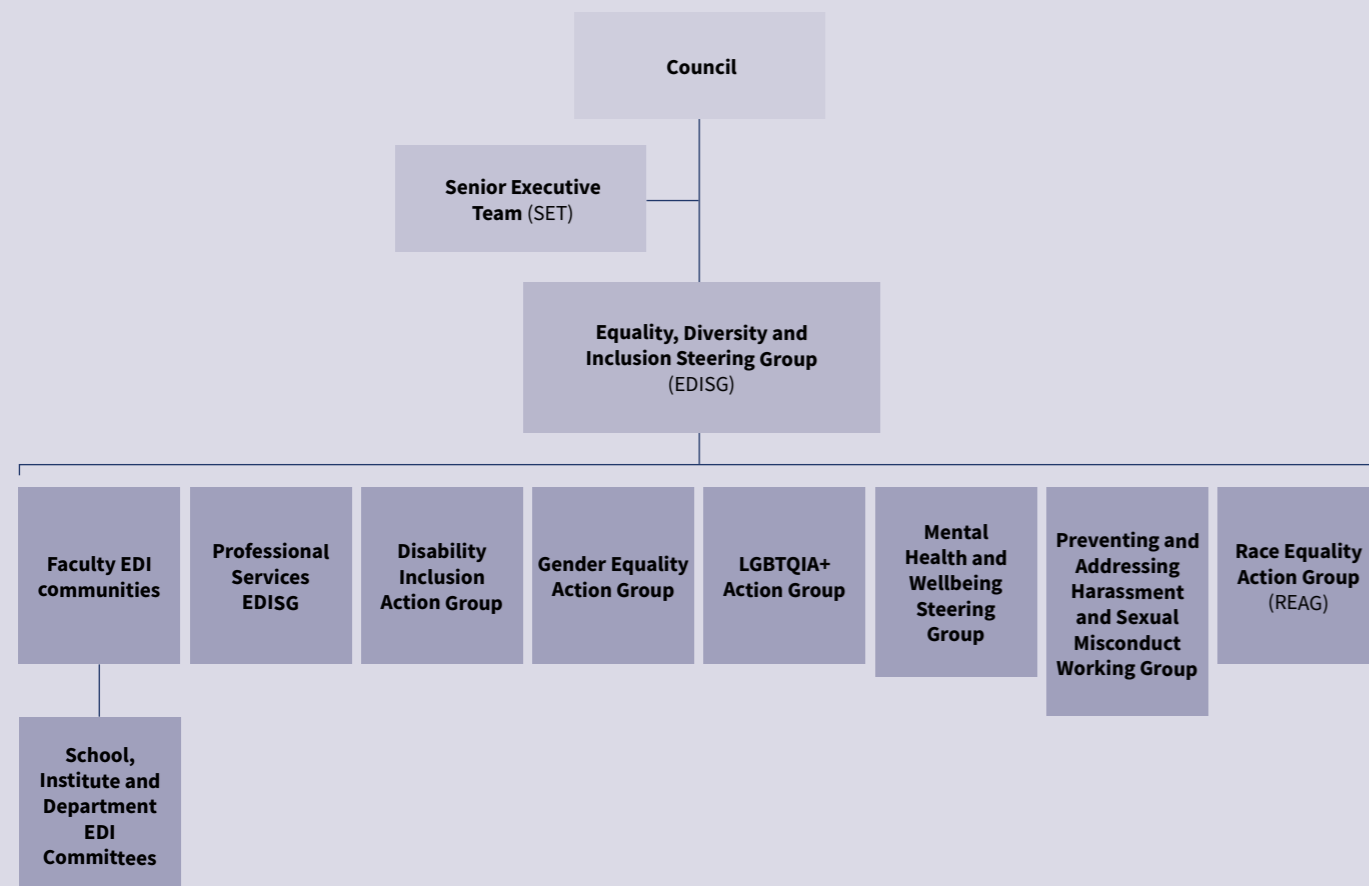
| Faculty EDI communities | Professional Services EDISG | Disability Inclusion Action Group | Gender Equality Action Group | LGBTQIA+ Action Group | Mental Health and Wellbeing Steering Group | Preventing and Addressing Harassment and Sexual Misconduct Working Group | Race Equality Action Group (REAG) |

**School, Institute and Department EDI Committees**

## Disability Inclusion Action Group

In September 2022, a one-year interim Disability Inclusion Strategy was approved by the Equality, Diversity and Inclusion Steering Group, with key areas of focus including formalising governance structure, overseeing disability inclusion and increasing engagement through visibility and awareness raising.

Disability Inclusion Action Group (DIAG) was created in early 2023. DIAG is the University-level group that has strategic oversight of disability inclusion and seeks to bring together staff, students and other key stakeholders to enable a whole University approach. DIAG will oversee the development and delivery of Queen Mary's Disability Inclusion strategy. It is also responsible for engaging with the Queen Mary community to represent the views of disabled staff and students and raise awareness of disability issues at Queen Mary including environmental, digital, behavioural and institutional barriers experienced by disabled people. This collegial approach allows the planning and implementation of culture change across university life and provides direction across all matters of disability inclusion.

Chaired by the Chief Governance Officer, the group held four meetings in 2023, focusing on understanding disability inclusion for students, staff, and carers and facilitated a workshop session on developing a Strategy Statement. Looking forward, a priority of the group for 2023-24 is the development of an ambitious Disability Strategy Statement and Impact Plan. The group also commenced focus on working towards achieving Disability Confident accreditation, with plans to submit in 2023/24.

As part of our approach to increasing visibility and awareness raising, Queen Mary formally marked a number of disability related EDI Calendar dates across 2022/23. A programme to mark Neurodiversity Celebration Week (March 2023) included a collaborative Lunch and Learn on the Experiences of neurodivergent women and girls, led by the EDI team and Psychology PhD student Elizabeth Quinn.

# Gender Equality Action Group

Queen Mary's Institutional Gender Impact Plan (2022-2027) (GIP) provides a roadmap for progressing gender equality at Queen Mary. The Gender Equality Action Group (GEAG) is responsible for delivering and monitoring the successful implementation of the Plan, providing scrutiny, input and accountability.

The GIP covers nine priority areas of focus which have a cross-institutional scope:

- Investing in Gender Transformation and Catalysing Impact

- Improving career progression for academic staff
- Readdressing gender imbalance with professional services staff and improving career progression and development
- Improving intersectional interventions
- Student representation and experience
- Supporting Parents and Carers
- Addressing Bullying, Harassment and Gender Based Violence
- Delivering Broader Gender Equality
- Data collection, monitoring and analysis

GEAG has continued to work collaboratively with colleagues to enable the successful progression of this work. Particular areas of focus during this academic year have been exploring enhancements in support for parents and carers, improving data monitoring and reporting including publishing our intersectional gender and ethnicity pay gaps, increasing engagement with the Athena Swan Charter, and embedding our Values into our strategic decision-making processes.

## Delivery and progress of Gender Impact Plan

In March 2023 we provided our first Gender Impact Plan Progress Update Report. One year into the plan's lifecycle, we are proud to report a significant number of actions (59%) have been achieved or are set to be achieved in line with original agreed timescales. This demonstrates the significant and continued commitment given to progressing gender equality across Queen Mary.

As part of introducing an annual reporting cycle, we have also introduced a process through which action owners can bring change requests through GEAG for review, providing flexibility in how actions are implemented whilst also ensuring GEAG members have assurance and opportunity to examine and input into revisions. This process proved successful and enables us to ensure the Gender Impact Plan is kept up to date, accurate and ambitious throughout its lifecycle.

## Departmental Athena Swan submissions

We have continued to increase engagement across academic schools and institutes with the Athena Swan framework as a vehicle through which to drive change and progress gender equality. During academic year 2022-23, two academic Schools achieved successful Charter Mark accreditations; this includes a new award for the School of Economics and Finance who successfully achieved their first Bronze Award in May 2023. The School of Business and Management successfully renewed their Bronze Award in June 2023. A number of other academic schools are currently working on applications which will be submitted next academic year.

This academic year we have also begun the groundwork for two of our Professional Services Directorates to undertake Athena Swan submissions. Our IT Services Directorate and Estates and Facilities Directorate are expected to submit to the charter in the next academic year.
We have also launched an internal Athena Swan toolkit to support academic schools and professional services directorates in achieving high quality submissions.

## International Women's Day 2023

Queen Mary undertook a range of activities to mark and celebrate International Women's Day in 2023. Activities included:

- A series of Lunch and Learn sessions covering topics such as:
  - Experiences of Neurodivergent Women and Girls
  - Recovering Women's Work in the History of International Thought
  - Transatlantic Journeys and a Career in Dentistry,
  - Career journeys and work-life balance.

- Gender Equality Staff Network Inaugural Meeting and Networking Lunch
- Women's Reproductive Health Talk and Panel Discussion
- Launching free period products from a number of locations on our campuses.

## Gender Advancement for Transforming Institutions

Queen Mary undertook a programme of activities with five Indian universities and research institutes, as part of the Gender Advancement for Transforming Institutions (GATI) pilot project. The project was coordinated by the Indian Government's Department for Science and Technology and the British Council in association with Advance HE. Queen Mary University was one of the six UK universities that participated. The primary objective of the GATI project was to pilot a gender equality framework for women in STEMM academic and research context, aligned to the UK's Athena Swan framework.

In 2022/23 Queen Mary:

- hosted a one-to-one support session with one of the visiting partners (Sept 2022)
- coordinated and ran a workshop with other UK institutions and their programme partners.
- ran a workshop for partners focusing on Athena Swan in a medical context. Colleagues leading on Athena Swan in the Faculty of Medicine and Dentistry providing valuable content to support the session

## International Menopause Day

In October 2022 we first marked International Menopause Day which takes place on the 18th of October every year. To raise awareness of the menopause we hosted a series of virtual menopause awareness briefing sessions. These sessions aimed to enable conversations within our community, to foster a menopause friendly culture and to provide information about the support options that are currently available at Queen Mary. Engagement with these webinars was positive however we received very low engagement from managers and from men. This will be an area of focus moving forwards.

We also created a suite of dedicated menopause webpages which include information, resources and support for staff as well as specific guidance for managers.

## Preventing and Addressing Harassment and Sexual Misconduct Working Group

The Preventing and Addressing Harassment and Sexual Misconduct Working Group (PHASE) was formed to develop a strategic and sustainable approach towards preventing and responding to harassment and sexual misconduct at Queen Mary to meet the needs of staff, students, local community and visitors.

PHASE membership have continued to deliver and evaluate a wide-ranging programme of interventions to prevent and address bullying, harassment and misconduct to meet the needs of our staff, students, local community and visitors.

The main area of focus of PHASE during 2021/2022 was establishing a strategic approach to preventing and responding effectively to bullying, harassment and sexual harassment. In 2022/2023 the group have focused on further delivering this change and transformation; PHASE's success for the year has included:

- Establishing a Theory of Change for the University's goal of tackling bullying and harassment;
- Identifying the lexicon we wish to better define and more consistently use across policies and resources;
- Leading the University in signing the #Can'tBuyMySilence Pledge – providing clarity that the University does not use non-disclosure agreements in instances of bullying, harassment and sexual misconduct;
- Endorsing the University's first publication of aggregated, anonymised outcomes data from student complaints;
- Supporting more students than ever before to complete our 'Consent Matters' course and launching a new micro-learning on harassment and sexual misconduct;
- Leading the University to respond to Office for Students' policy consultation on regulating the prevention of harassment in the sector;

- Piloting the University's new 'Sensitively Responding to Disclosures' Training for staff.
- Adding new Hate Crime categories to Report + Support to better understand the types of issues experienced by staff and students and inform our prevention work.
- Piloting in-person workshops on Consent and Bystander Intervention for students.

At the start of the 2023/24 academic year the resource level for the Report and Support triage team expanded by 0.5 (to 3 FTE) as the Policy and Campaigns Manager role within Student Life became full-time. PHASE now have oversight of the delivery and evaluation of three training and development products for staff and students to promote an inclusive culture.

## LGBTQIA+ Inclusion

An interim LGBTQIA+ Inclusion strategy was supported by the Equality, Diversity and Inclusion Steering Group for 2022/23. Key areas of focus included increasing visibility and awareness raising and increasing support for our LGBTQIA+ Staff Network (QMOut).

Throughout the year Queen Mary formally marked LGBTQIA+ EDI calendar dates such as LGBTQIA+ History Month, Trans Day of Visibility, The International Day Against Homophobia, Biphobia and Transphobia (IDAHoBiT), Pride Month, Pride in London, Black Pride, Bi Visibility Day, and Trans Awareness Week and Transgender Day of Remembrance.

In March 2023 Queen Mary held its largest and most collaborative LGBTQIA+ History Month to date and in June 2023 Queen Mary staff joined the University of London colleagues at Pride in London.

> " EDI Team attendance at QMOut's LGBTQA+ HM meeting was great to promote activities and empower the network to feel able to promote them to their colleagues.

> " In general the content seemed to be good. The event I attended was really interesting, especially the queer history of QM.

## Consent Matters

Designed for students, the course focusses on understanding consent and the commonly held misconceptions around it. It also explores using better communication skills in relationships and how to look out for others. The course can be accessed on QMplus.

## Sensitively Responding to Disclosures

The aim of this short course is to help participants feel more confident, planned, and prepared if a colleague or student discloses or reports experiences of racism, bullying, sexual violence, so that they can access the appropriate support and access to other services. The course focusses on helping participants to develop and practice some of the skills that they will need to call on.

## Harassment and Sexual Misconduct on campus

Launched in September 2023, this micro-learning for students covers various key learning outcomes and behaviours regarding harassment & sexual misconduct and easy-to-remember advice about these topics, the relevant reporting processes and the support available at Queen Mary.

You can read more about the course by scanning the QR code or going to **reportandsupport. qmul.ac.uk/campaigns/ harassment-and-sexual- misconduct-on-campus**

"

I am proud of the work PHASE has achieved this year, introducing new training for staff on responding to disclosures and a new course for students on harassment and sexual misconduct. We have made changes to Report + Support to capture better insight into hate crime and have identified ways to improve our processes for reporting parties. At a time when the world is an unpredictable and frequently frightening place, it is important that we have the agility to refine both our reporting tools and their accompanying processes to support the university's ability to support the entire Queen Mary community. PHASE provides an invaluable space to bring together colleagues from across the University to address harassment and sexual misconduct.

**Christina Govier**
Member of PHASE

# Race Equality Action Group

Our Race Equality Action Group (REAG) have been at the forefront of progressing race equality at Queen Mary since 2020. The group provide oversight and coordinate activities on Race Equality across the University.

This committee brings together brought together student representatives, ethnically diverse colleagues, and leaders from across the institution.

In November 2022, we reinvigorated our membership to act as a Self-Assessment Team. REAG will lead Queen Mary's first institutional application for the AdvanceHE Race Equality Charter.

The Race Equality Charter provides a framework and evidence-based methodology to support institutions with addressing barriers to improve representation, progression and success for Black, Asian and Minority Ethnic staff, and students.

As part of our self-assessment, REAG have conducted a period of data analysis which encompasses staff and student data. In addition to this, we have surveyed our student communities on Race Equality and surveyed our staff with a REC Pulse Survey. These surveys will support us in developing our understanding of the staff and student experience at Queen Mary.

We remain dedicated to progressing race equality as an institutional priority and it is our ambition to be recognised with a Race Equality Charter Bronze Award in 2024. The forthcoming five-year action plan which will be developed as part of Queen Mary's Race Equality Charter application will support a strategic approach that acknowledges our key areas for development.

## Black History Month

Queen Mary recognises the significance of honouring cultural diversity, and we are proud to annually celebrate the contributions, success, and achievements of the Black community.

October 2022 hosted the celebration of Black History Month at Queen Mary. Following the national theme of 'Time for Change: Action Not Words', we celebrated with a programme of virtual events, initiatives, and communications.

Highlights of our programme include:
- The inaugural Race Equality Network meeting
- A Lunch and Learn Series that celebrated our research contributions that focus on race, ethnicity, and culture.
- QM Food showcasing a range of menus inspired by countries from across the globe!

Simultaneously to Black History Month, we also observed 'Wear Red Day' as part of Show Racism the Red Card and National Hate Crime Awareness Week.
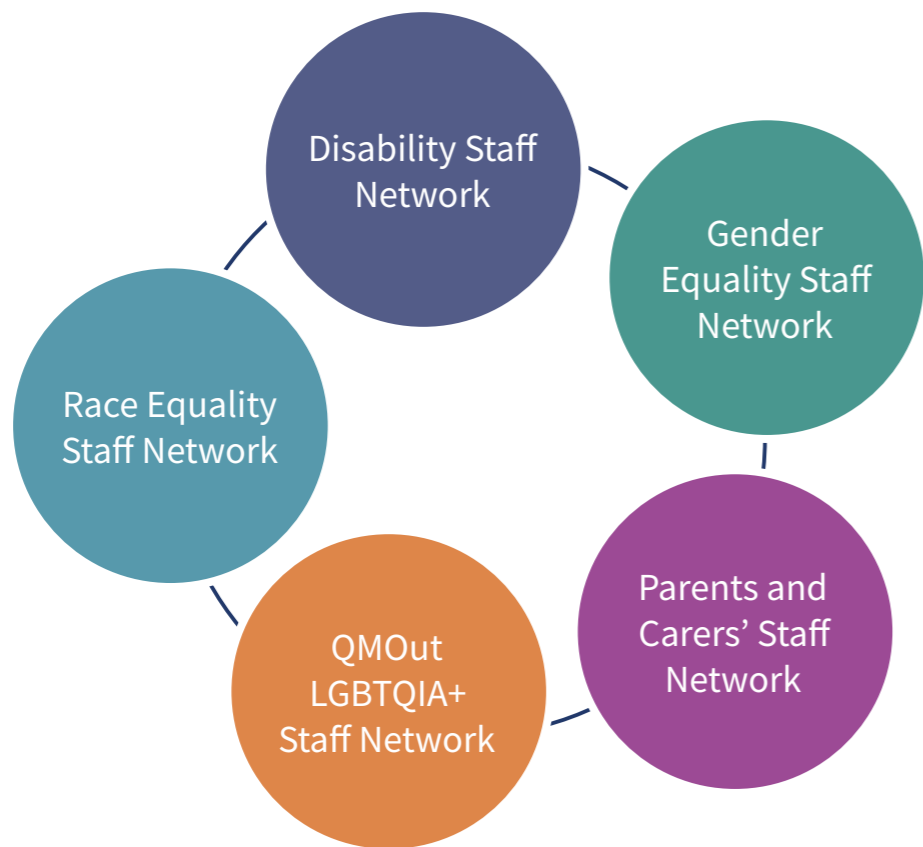
# Staff Networks

Staff Networks are places where people with shared identities and backgrounds can connect with colleagues and make positive change across the University. Queen Mary recognises that Staff Affinity Networks are central to creating a positive working environment that respects the diversity of staff and enables colleagues from all backgrounds to thrive.

We are committed to developing and strengthening our staff network infrastructure. We have developed an action plan outlining how we will provide a platform to ensure our staff networks are effective and successful.

Disability Staff Network

Gender Equality Staff Network

Race Equality Staff Network

QMOut LGBTQIA+ Staff Network

Parents and Carers' Staff Network

# Co-Chairs & Recognising Citizenship

During the 2022/23 academic year, it was agreed by the University Senior Executive Team that Co-Chairs of Staff Networks would be provided with 'Citizenship Time' of up to 2 working hours per week to undertake network activity. By providing Citizenship Time, Queen Mary formally recognises the important role staff network Co-Chairs play in achieving our mission to be the most inclusive university of its kind and the time required to effectively carry out the role. This dedicated time will strengthen Queen Mary's staff network infrastructure and increase the effectiveness of the networks.

Job Descriptions were created outlining the main role and responsibilities of staff network co-chairs at Queen Mary, however the Co-Chairs would have creative licence and freedom to bring their own style of leadership to the role when they are in post. These positions are voluntary and is open to all staff

members regardless of whether they from an academic or professional services background and their level/grade.

The EDI Team coordinated elections for the roles of Co-Chair for the Gender Equality and Race Equality Staff Networks. A 'recommend a friend' approach was pioneered, resulting in a diverse field of candidates and competitive elections for both networks. Network members were invited to vote for the two colleagues they wanted to see elected as Co-Chairs.

Following the election process, Christina Govier and Ana Flores Reis were elected as the new Co-Chairs of the Gender Equality Network. Bhagirathi Shah and Tracy Connelly were elected as Co-Chairs of the Race Equality Network.

> "
> Having a university-wide network means that there will be so much expertise and insight from members to tackle issues and I was excited to be able to represent these views on behalf of the network
>
> **Gender Equality Network Co-Chair**

# Co-Creation of Networks with our Staff

A key theme of the action plan is 'Co-creation of networks with our staff'. The EDI Team commenced work to develop a new Gender Equality Staff Network and Race Equality Staff Network, the first step of which was holding a number of focus group sessions and accompanying surveys to co-create these networks with colleagues. The aim of the sessions was to provide colleagues with the opportunity to put forward ideas and feedback on what they would like to see from these networks and what they felt a successful staff network would look like. The opportunity to attend these sessions was promoted across the University.

As part of plans to reinvigorate the Parents and Carers Staff Network, similar sessions were held with colleagues to better understand how we could create a network that would be engaging and supportive for parents and carers across Queen Mary.

Over 110 colleagues engaged and the outputs from the sessions were used to create Terms of Reference documents for the new Gender Equality Staff Network and Race Equality Staff Network. A refreshed Terms of Reference was also created for the reinvigorated Parents & Carers Staff Network.

> "
> The small group work facilitated sharing experiences and ideas and bonding among members. The questions asked were very good in providing a structure to organise our thoughts and think practically about what we want to see happening at Queen Mary.
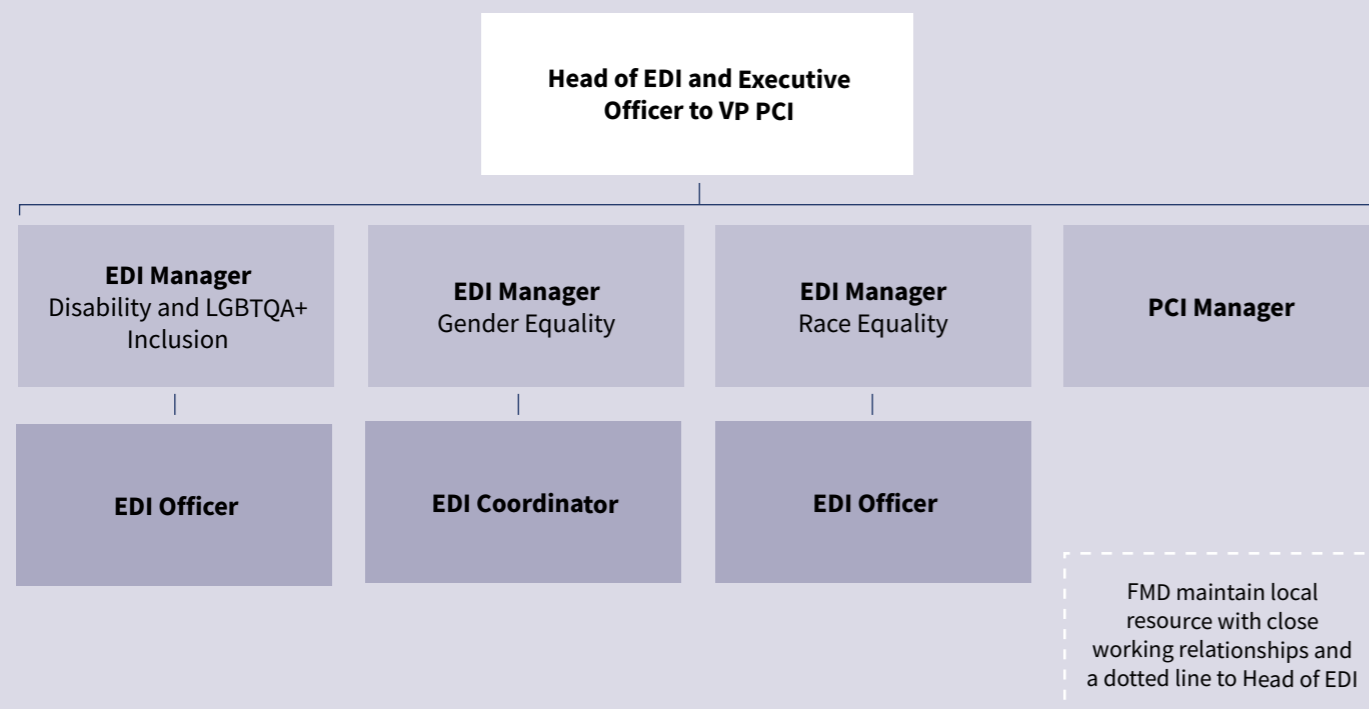>
> **Race Equality Network member**

# EDI Team: Purpose and External Contributions

Queen Mary's central EDI Team, based within the Human Resources Directorate is responsible for supporting Queen Mary's ambition to be the most inclusive university of our kind, anywhere; providing specialist project management, advice and services to, and in the interests of, our entire university community.

In addition to the support provided across Queen Mary, members of the EDI Team have taken an active role in the advancement of EDI through a range of external contributions including:

- Acting as Chair and as panel members to review Advance HE Race Equality Charter applications
- Being a member of the Athena Swan Professional and Technical Operations (PTO) pilot

- Welcoming cohorts of colleagues for University of Melbourne, Erasmus University Rotterdam and the University of Bristol to share Queen Mary's EDI work
- Being appointed onto UK Research and Innovation Medical Research Council 'Black in Biomedical Research Advisory Group'
- Attending Race Equality Leaders Forum hosted by Tower Hamlets Council

- Contributing to Tower Hamlets Black, Asian and Minority Ethnic Communities Commission Report
- Being a member of the Office for Students Teaching Education Framework Advisory Board
- Founding and co-chairing the Russell Group Athena Swan Practitioners Network
- Being part of the B-MEntor Partner Institution Group

## EDI Team structure

Head of EDI and Executive Officer to VP PCI

| EDI Manager Disability and LGBTQA+ Inclusion | EDI Manager Gender Equality | EDI Manager Race Equality | PCI Manager |
|---|---|---|---|
| EDI Officer | EDI Coordinator | EDI Officer | |

FMD maintain local resource with close working relationships and a dotted line to Head of EDI

# Equality Analysis Framework

We have revised and enhanced our approach to equality analysis, moving our focus away from compliance and towards a framework that supports colleagues to make the best decisions, in line with our aims and Values.

The newly created Equality Analysis Guidance was developed to support leaders and managers to embed equality analysis within their own governance processes and empower them to undertake their own equality analysis exercises. The guidance will support colleagues to determine what level of action is needed and how they might use the framework, whilst ensuring that equality analysis is embedded into the decision-making route or process they are following.

A new Equality Analysis e-module is being developed to guide and support staff as they undertake Equality Analysis. The e-module will be scenario based recognising the range of decision-making requiring consideration of equality analysis.

**Phase One**

1. Consider and Identify
2. Information Gathering and Engagement
3. Review, Assess Impact and Identify Actions
4. Outcome, Monitor and Review

**Phase Two**
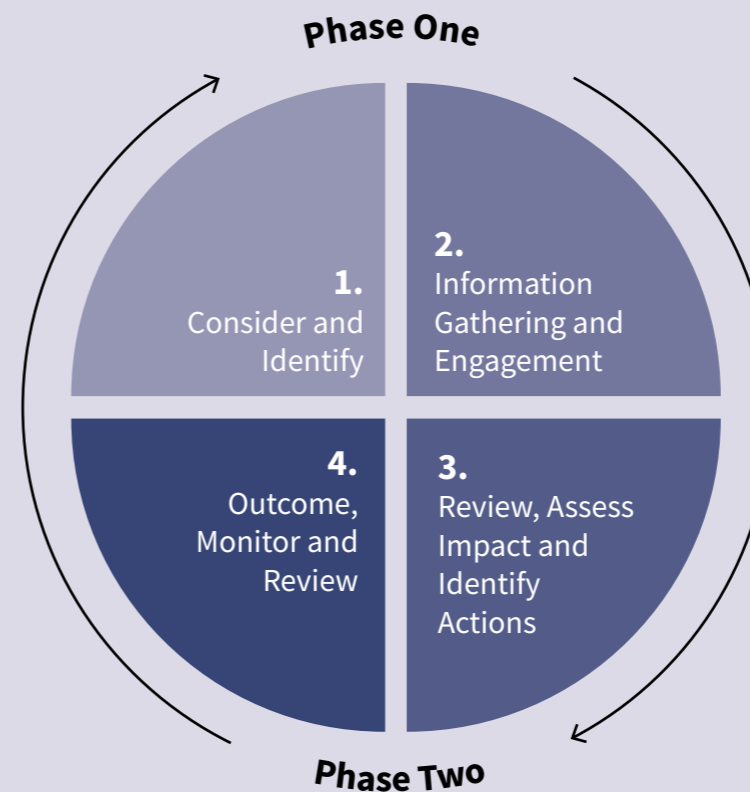
**1. Consider and Identify**
- Consider approach to policy development and decision making
- Identify governance and process for considering equality and analysis
- Identify key stakeholders
- Consider Queen Mary's Values

**2. Information Gathering and Engagement**
- Gather necessary evidence and information to inform equality analysis
- Undertake engagement to further understand potential impacts

**3. Review, Assess Impact and Identify Actions**
- Review findings and analyse potential impacts
- Action plan to eliminate or reduce adverse impacts
- Identify opportunities to progress positive impact

**4. Outcome, Monitor and Review**
- Equality Analysis informs policy decisions and outcome
- Identify timescales for policy review
- Establish process for continued monitoring

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# Supporting Grassroots EDI Activity: Requests for Funding

To encourage staff to take forward activities and initiatives that will help us progress our mission to create a truly inclusive environment, the EDI Team established a funding allocation process. Bids for funding are open to any individual member of staff, staff network or working group looking to undertake targeted activity that will advance EDI at Queen Mary.

## During 2022/23 bids for funding that were accepted included:

**Supporting the IT Services in Technology Network launch event**
The IT Services WIT Network was developed as an intervention to address current gaps in women progressing into technical roles across IT Services. The network aims to support the progression of female staff through training, providing shadowing and mentoring opportunities and by providing networking opportunities.

**Ensuring an inclusive and accessible approach to Mad Hearts Conference**
Providing live captions at the Mad Hearts: The Arts and Mental Health Conference. The two-day event was co-hosted by Queen Mary's MSc in Creative Arts and Mental Health bringing together clinical, artistic and research perspectives that offer a re-interpretation of contemporary mental health science and practice.

**Funding Unconventional Career Pathways for Black-heritage students panel event**
The event was organised by the Careers EDI Committee, aiming to show that there are not actually 'unconventional' careers for Black students. The event included four Black-heritage female external panellists.

# Positive Action Development Programmes

Queen Mary currently engages in a number of positive action development programmes that are designed to help nurture diverse talent and support delegates development and career progression. There is a high level of interest in taking part in these programmes and we receive positive feedback from attendees.

# Aurora

In 2022/23 Queen Mary sponsored 13 women colleagues to participate in Aurora, an AdvanceHE leadership development initiative, designed to address the underrepresentation of women in leadership positions within higher education institutions.

# B-MEntor

B-MEntor is a cross-institutional London-wide mentoring scheme for Academic and Professional Services staff from Black, Asian and Minority Ethnic (BAME) backgrounds.

The programme is run in partnership with University College London, Queen Mary University of London, King's College London, University of the Arts London, St George's, University of London, London School of Hygiene and Tropical Medicine and School of Oriental and African Studies (SOAS). In 2022/23 Queen Mary sponsored 17 participants to take part in this mentoring scheme for Black, Asian and Minority Ethnic staff.

> " My mentor has been exceptional, I look forward to every meeting with her and see her as a great role model. She is positive and recognises my strengths as well as being understanding and helpful with the areas that need improvement. She listens to me and is very supportive of my thoughts and ambitions.
>
> **B-MEntor Participant**

# South East Action Learning Sets

Queen Mary participated in the 2023 round of South-East Action Learning Sets (SEALS), a development programme for women in higher education. 51 women joined from 9 institutions, including 4 from Queen Mary. Queen Mary also provides a facilitator to support the programme.

# Springboard

Queen Mary continued to provide places for women across Queen Mary to participate in the Springboard Women's Development Programme. A cohort of 20 women completed the award-winning programme, offering them the opportunity to undertake a substantial review of their work and personal life and to shape the change they want, in practical and realistic ways.

> " I am already applying what I have learnt to my current role. I am more assertive and my confidence has helped my efficiency
>
> **Springboard Participant**

# Staff Survey

Staff Surveys provide us with an invaluable opportunity to learn from colleagues and understand their personal experience at Queen Mary. In April 2022, the University launched its first Staff Survey since 2019. Queen Mary is committed to establishing a regular rhythm of annual staff surveys and launched Staff Survey 2023 in May. This work is coordinated by the Organisational and Professional Development Team however we encourage all colleagues to Take action together to improve our working lives at Queen Mary. Queen Mary's Staff Survey questions are crafted to be aligned with Strategy 2030 and the People, Culture & Inclusion Enabling Plan. Staff Survey 2023 received a response rate of 66%, marking an increase from 63% in 2022. The University Staff Survey Steering Group was formed to provide strategic oversight of the outcomes and actions related to the Staff Survey results. The Steering Group reflected on the lower scoring areas of the survey, what improvements they wanted to see in survey results and ideas for how we can work towards achieving that. Responding to the key themes from the April 2022 survey, the Staff Survey Steering Group developed an Institutional Staff Survey Action Plan and published this online in October 2022. The action plan was informed by the overall results of the survey along with the local action plans that were created at School/Institute/Directorate level. The action plan focused on 7 key areas where we can make a difference and further improve colleagues personal experience of working at Queen Mary. Across 2022/23, the Staff Survey Steering Group focused on delivering actions within the Institutional Staff Survey Action Plan were delivered including:

- Delivering a programme of all-staff Strategy 2030 Townhall events with members of the Executive Team. Over 400 colleagues attended the inaugural session
- Continued the on-going programme of visits from SET members to Schools, Institutes and Directorates
- Undertook a programme of work to gain a stronger understanding of how managers/leaders could be better supported to enable performance including addressing poor performance
- Consulted with staff to explore how they would like to see their contribution rewarded and recognised.

In 2023/24, our primary focus will be analysing the University-level Staff Survey 2023 results and emerging themes. The Staff Survey Steering Group will explore potential interventions and actions that we can take to address staff feedback and incorporate these into our existing Institutional Staff Survey Action Plan. We aim to develop and publish a refreshed Institutional Staff Survey Action Plan at the beginning of the 2023/24 academic year.

# Mental Health and Wellbeing Support

During the 2022/23 academic year, the Organisational and Professional Development (OPD) Team co-ordinated a refresh of the Staff wellbeing webpages to ensure information is easier to access and to include financial wellbeing . OPD have also provided a number of wellbeing courses as part of their offer for all-staff, outlined below. OPD organised information sessions on the Employee Assistance Programme and continue to highlight the wide range of wellbeing resources on LinkedIn Learning.

## Wellbeing Courses

**Stress, Resilience & Strengths**
Participants: 15

Participants are given options to help manage stress better, replenish resilience, and cultivate agency, whilst acknowledging and working with the real limitations they might be experiencing.

**Mental Health Awareness**
Participants: 33

This session is designed to give participants the best chance of being able to spot a colleague in crisis, to know when and how it's appropriate to intervene and understand how you can support people in the workplace.

**Mental Health Awareness for Managers**
Participants: 14

This  workshop provides managers with an introduction to dealing with mental health more effectively at work and an understanding of how they can support people on their wellness journey.

**Financial Wellbeing & Your Money**
Participants: 100

- This one hour webinar provided by the Money and Pensions Service is for all staff.
- The webinar covers financial wellbeing, cost of living pressures, tips on managing money and free tools and resources.

Queen Mary's Wellbeing and Mental Health Steering Group, established in 2020/21, continues to have strategic oversight of wellbeing and mental health matters and focuses on working towards the University Mental Health Charter. In 2023/24, recruitment will commence for the newly established People, Culture & Inclusion Manager (Mental Health and Wellbeing) role which will be based in the EDI Team. The role holder will be responsible for drawing together and managing the institutions work to increase student and staff wellbeing.

# Enhancing Inclusion Development Programme

Following the introduction of Introducing Inclusion, Queen Mary's first EDI inclusion e-learning module, work has progressed to build a modular, modern skills and evidence-based EDI development programme for our staff 'Enhancing Inclusion: A development programme for Queen Mary colleagues.'

As part of the programme, staff and their managers, will be able to chart their development journey based on their roles, development needs, existing skills and interests. As part of this ongoing work, new 'modules' will be developed in a phased manner.

To date, the modules *Sensitively Responding to Disclosures* and *Queen Mary Bystander* have been launched. Modules *Implementing Reasonable Adjustments* and *Leading Equality Analysis* are currently under construction.

| Theme One: Skills for Inclusion | Theme Two: Subject Matter Expertise | Theme Three: Leadership Practice |
|---|---|---|
| 104: Responding to Disclosures | 204: Trans Inclusion | 304: Putting the action in Positive Action |
| 103: Queen Mary Bystander | 203: Union Black | 303: Inclusive Service Design |
| 102: Focus on Microaggressions | 202: Implementing Reasonable Adjustments | 302: Leading Equality Analysis |
| 101: Introducing Inclusion | | |

## Queen Mary Bystander

The Queen Mary Bystander training focuses on supporting colleagues to speak out when they witness unacceptable behaviours. The e-learning introduces colleagues to the principles of bystander intervention, and explores different scenarios based on real-life experience of university colleagues. From there, colleagues can attend a Queen Mary Bystander workshop to explore some more complex scenarios, in discussion with colleagues from across the University.

# CPD Training

During 2022/2023 a needs gathering exercise was carried out to identify what was required for a learning management system which led to the build of a functionality to reflect Queen Mary's activity and reporting needs. Functionality of the new CPD Training platform allows Queen Mary to highlight EDI focused training items, both mandatory and recommended, with the ability to automatically assign specific courses to an individual (newly appointed or well established in post), monitor their progress, send reminders for encouragement and report on individual progress and completion locally and at an organisational level.

Line-managers and strategic-level leaders can easily interrogate progress and completion records within the local areas and design learning pathways of different learning and development items that can support in EDI awareness and understanding. The integration of the platform with Queen Mary's HR records system also allows the seamless drawing of anonymised progress and completion reporting, applying groupings based on national protected characteristics.

## Pathways to Leadership

Queen Mary's Pathways to Leadership is a suite of programmes designed to support colleagues at each stage of their career and leadership journey. Inclusion is embedded within the programmes to support delegates learning to be inclusive leaders. Pathways to Leadership comprises four separate programmes, at each level the format and content aligns with Strategy 2030 and our Values.

**Aspiring Managers and Team Leaders**
Participants: 49

This supports those who are aiming to step into a first management role, helping them to frame their expectations of the new responsibilities.

**Management Essentials**
Participants: 38

This is aimed at those who have recently taken on the responsibility of management, or who have not received management development previously. This programme aims to prepare colleagues to take ownership of their management role, and to build their knowledge and confidence.

**Established managers, Emerging Leaders**
Participants: 27

For colleagues who are established, or have considerable previous experience, in managing a team, and are now embedding those skills and exploring the demands of leadership in a wider arena.

**Transition To Organisational Leadership**
Participants: 12

For colleagues who are established in more senior roles, and for whom leadership at a School, Institute or Department level would be a natural next step. This programme aims to help colleagues consider whether this level of leadership is for them.

The application process for each of these programmes has, so far, been predominantly through self-nomination; OPD aim to create a balanced cohort for each programme by considering each application in terms of gender, discipline and faculty. Representation on these programmes (particularly Level 4 – Transition to Organisational Leadership) will be more closely monitored going forward with a view to potentially moving to a nominations process that stimulates participation from a more diverse group of participants. The aim is to broaden participation, generate opportunity for the less-represented groups and ultimately to encourage the development of a more diverse pool of candidates for leadership roles.

In addition to the Pathways to Leadership programmes, Queen Mary are developing a workshop available to all Queen Mary Manager that will:
- Describe clear expectations of managers at Queen Mary including how they can put Our Values into action
- Focus on the people processes, resources and support at Queen Mary designed to enable colleagues to flourish
- Encourage managers to reflect on and plan for their future development.

# Careers

The Organisational and Professional Team have created a number of tools that will support transparency on what skills are required to progress to the next grade. One of the aims of these resources is to support colleagues from under-represented groups to develop and progress into more senior positions.

## Career tools

**Interactive Career Progression Tool**
Designed to let colleagues explore what skills, knowledge and experience is required at different grades in Professional Services. The tool helps to strengthen colleagues understanding of what is needed at different roles so they can plan their future development.

**Flourishing at Queen Mary Toolkit**
This toolkit aims to clarify what is expected from Queen Mary colleagues in terms of their accountabilities and behaviours and supporting them in thinking ahead to their next role.

In addition to the above, workshops and guides have been developed for both staff and managers, career case studies have been launched to communicate the different ways to develop your career and work shadowing and mentoring schemes re launched.

# Faculties and Professional Services Highlights

Queen Mary's three academic Faculties and Professional Services Directorates are making important progress around EDI locally and in support of our PCI Enabling Plan. Our Faculty level and Professional Service Equality and Diversity Groups ensure that inclusion is embedded throughout Queen Mary at Faculty and departmental level. They make recommendations to the EDISG and oversee the development and implementation of inclusive policy and practice at local level.

In the following section we celebrate some highlights from across our Faculties, Institutes, Schools and Directorates in their journey to advance equality, diversity and inclusion.

## Faculty of Humanities and Social Sciences (HSS)

**The School of English and Drama** ran anti-racism and trans-inclusive training for all academic and professional services staff. The School's new Student Initiative Fund supported the work of students organising activities that promote EDI within the School.

**The Centre for Commercial Law** progressed its Athena Swan action plan with a new workload allocation model that increased transparency and fairness.

**The School of Law** (the Department of Law and CCLS) disseminated its new anti-Bullying, Harassment and Anti-Discrimination tool to staff and students via a wide range of platforms. It integrates definitions, examples and routes of response into a single place and embodies and restates the School of Law's anti-BHD commitment.

**The School of History** established a new 'pipeline project' to provide advice and support to students from under-represented groups about postgraduate study and academic careers. The project, which will run for the first time in 2023-24, aims to address the 'leaky pipe' of progression from undergraduate to postgraduate study that affects the discipline nationally.

**The School of Economics and Finance** supported those taking parental leave by collating all relevant university policies for dissemination to staff, and by developing a new local policy to provide tailored support to those returning from parental leave.

## Faculty of Science and Engineering

Following the reorganisation of two Schools within the Faculty last year, the **School of Biological and Behavioural Sciences** (SBBS) and **School of Physical and Chemical Sciences** (SPCS) successfully transferred their existing Athena Swan Silver Awards in November 2022 and are beginning to prepare for their next applications, due in 2025.

**The School of Physical and Chemical Sciences** continued to engage with external organisations, such as the Institute of Physics and the South East Physics Network (SEPnet), to influence policy and improve knowledge and understanding of EDI issues. Professor Resmini continued her role as Chair of the Diversity Committee of the Royal Society of Chemistry.

**The School of Biological and Behavioural Sciences** actively contributed to The Centre for Academic Inclusion in Science and Engineering (CAISE), organising an inclusivity workshop to share their method for welcoming students with additional needs. A Disability Support Officer role has improved provision of timely support for undergraduates, particularly in laboratory teaching spaces. Neurodiversity awareness training has also been favourably received.

**The School of Mathematical Sciences** successfully retained its Athena Swan Bronze Award in recognition of its commitment to advancing gender equality. A research project titled "Diversifying the Maths Curriculum" was conducted, with a small group of PhD students and postdoctoral researchers; their findings were compiled into a resource for educators. The 'Levelling Up: Maths for Black Heritage Students' scheme was launched for A-Level Maths students in year 12 or equivalent who identify as Black heritage and intend to study a course at university which lists A-Level Mathematics as a required subject. To better implement EDI within the school, subgroups focused on gender balance, LGTBQ+, ethnic minorities, disability, first generation scholars and early career researchers. Every group is co-lead by an academic/PhD student and a member of Professional Services.

**The School of Electronic Engineering and Computer Science** (EECS) delivered a number of initiatives aimed at increasing diversity, including a Women in Engineering Career Development Day for students in electronic and communication engineering. EECS marked Awareness & Inclusion calendar dates including Holocaust Memorial Day and LGBTQA+ History Month, with talks and blogposts. For International Women's Day, a Wikipedia editing event was held, to create or enhance articles about inspiring women, particularly those in the STEM fields.

An 'Empowering the engineers of tomorrow' event was held by the **School of Engineering and Materials Science** to raise the diversity profile of Queen Mary's engineers, funded by the Royal Academy of Engineering Ingenious Award in partnership with the Ideas Foundation. The school secured a BAME undergraduate research studentship for an 8-week summer internship research project. On International Women in Engineering Day SEMS held an event 'Celebrating the Inspiring Women Engineers at QMUL', inviting women engineers at different stages of their careers to share what it is like to be an engineer at Queen Mary University of London.

# Faculty of Medicine and Dentistry

The FMD held an inaugural Faculty Staff Awards ceremony in November 2022. Staff were asked to submit nominations for colleagues or themselves in three broad categories, Research, Education, and Citizenship. The contributions of both academic and PS staff were acknowledged within each award category. In total 146 nominations were received. Staff attending were offered reimbursement for any child or adult caring costs they had incurred as a result of attending the out of hours event.

The Faculty submitted an application for a Gold Athena Swan award in July 2023, which was successfully awarded at the end of 2023. The previous award for Silver was received in November 2017. The application focussed on progress that had been made to staff diversity, culture and environment, governance and EDI leadership, and sharing best practice and supporting others to change.

The Faculty worked with the Daphne Jackson Fund to support two part-time researchers back into work following extended breaks for caring or health reasons. The fellowships are fully funded by the Faculty for three years.

The Faculty hosted an Intenational panel of researchers exploring the theme of Women in Science and the Impact of Covid-19 in September 2022.

The Faculty held annual targeted peer-to-peer academic promotion workshops - with a record number of attendees from across the Faculty (24 Teaching and Research, 21 Teaching and Scholarship). The numbers of female and BAME staff applications for academic promotion rose by 10% each from 2022 to 2023 (from 21% to 31% for female staff, and 18% to 28% 3 for BAME staff).

# Professional Services

In November 2022, the Chair of the PSEDISG commissioned a review of the terms of reference and membership of the group. Having originally been established as a professional services group in February 2019, the group has evolved and grown. Following presentation and approval by the PSEDISG in November 2022 to initiate this work, a Task and Finish Group (TFG) was established drawing from the group's membership. The group met for the first time in December 2022, setting out an approach and series of four focus areas for their work and recommendations:
• Governance Best Practice / Design Principals
• Terms of Reference - key role, function and use of language
• Terms of Reference – memberships
• The EDI Team – roles and priorities.

The following EDI work has progressed across our Professional Service Directorates;
• Counsellor roles have been reconceptualised to onboard talent at a more junior level to bring more diverse talent into Advice and Counselling.
• The restructuring of IT Services has given an opportunity to increase representation by giving recruitment agencies a brief to increase female and BAME representation at senior level.
• HR have advanced gender equality by increasing women in leadership posts from 4 to 10; in addition, by creating more grade 5 posts this will fill the gap between grades 4 to 6 which previously has acted as a barrier to progress into more senior roles.
• QM Hospitality targeted recruitment strategies that are helping to address the representation imbalance at junior grades.
• Following the pandemic and increase of remote working, Queen Mary Academy have run team half-days to help re-establish a sense of local community.
• External Relations have focused on analysing their EDI data and engaged colleagues within the Directorate to show that senior managers are taking it seriously and want to affect change in the right places through action.
Careers and Enterprise created a local EDI action plan tracker to set targets related to both students and staff. In addition, they established an EDI committee for Careers and Enterprise supported by local EDI champions who are available to colleagues to talk about EDI related issues in a safe space.

# Concluding Remarks

It's our pleasure to offer some concluding remarks for this year's EDI Annual Report; we hope that the data, narrative and reflection offered provides members of our Queen Mary community, and beyond, with assurance and confidence in our approach and success.

This year we've measured and seen the impact we anticipated our EDI interventions and activity would have – across both gender and race equality, with increases in the proportion of our senior colleagues who identify with both groups.

We've also delivered exciting investment, resource and time for our Staff Affinity Networks, the impact of which will be seen for years to come. Our People, Culture and Inclusion Enabling Plan seeks to 'put our community at the heart of everything we do' and our Networks are the epitome of this.

Whilst we continue to make concerted efforts and progress, Queen Mary still has further to go to realise our commitment of 'most inclusive'; we hope that, together, we can increase the rate of progress we are making, particularly around race equality and accessibility.

Finally, we would like to thank all across the Queen Mary community who contributed to the activities and success reflected in this report, from EDI Leads to Staff Network Co-Chairs, and the EDI Team we are proud to lead: the University couldn't do it without you.

Looking to the future and year ahead, our activity will focus on fostering a greater sense of belonging for all staff and students, consolidating our rapidly developing staff networks to provide influential and insightful staff voice, and establishing our Equality, Diversity & Inclusion Forum to draw together these voices to shape our work. We will report on our progress in a year's time.

**Dr Philippa Lloyd**
Vice Principal Policy &
Strategic Partnerships

**Alex Prestage**
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