



**Senate**

<b>Paper Title</b>	Equality and Diversity report
<b>Outcome requested</b>	Senate is asked to <b>consider</b> the annual Equality and Diversity report for 2018.
<b>Points for Senate members to note and further information</b>	This paper outlines the key findings and responses to the issues identified in the annual Equality and Diversity report for 2018. The full report has been circulated previous to all members of staff.
<b>Questions for Senate to consider</b>	n/a
<b>Regulatory/statutory reference points</b>	The Employment Tribunal Service Equality and Human Rights Commission Equality, Diversity and Inclusion (EDI) Strategy & Objectives for 2016 -2020 Equal Opportunities Policy statement
<b>Strategy and risk</b>	1. Student recruitment 2. Student experience 3. High quality staff
<b>Reporting/ consideration route for the paper</b>	QMSE, Senate and Council.
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## **Equality and Diversity Annual Report 2018 – Summary for Senate**

### **Introduction**

Inclusivity is one of our fundamental core values at Queen Mary: it is intrinsic to who we are. To be truly inclusive requires sustained, proactive, hard work, and we know there are areas where we have significant work to do. We are looking to see how we can ‘hard-wire’ inclusivity throughout all our policies and practices; we do not see this work as belonging to one team or unit, but rather as being embedded in all that we do.

Understanding the diversity of our staff and students underpins our efforts to embed inclusivity across everything we do. Production of the Annual Equality and Diversity Report provides an opportunity to take stock on progress. It is clear from the efforts in creating this year’s report that we need to refocus our attention on our goals. In particular, we need to:

- Strengthen our data collection and analysis; we need to develop tools to allow us to track progress over time and drill down into cross sectional groupings.
- Increase our understanding of impact of the various interventions and projects. We need to build assessment and continual monitoring into all our activities.

We have reviewed the membership and terms of reference of the Steering Group that oversees our equality and diversity work, to ensure its membership is commensurate with both the importance of the work and its wide scope. The Group will report regularly to QMSE, Senate and Council. The first task of the newly formed Group will be to review the plans laid out in the Equality, Diversity and Inclusion Strategy (2016-2020) to ensure we have the right focus and the right plans in place. We would expect to provide a first report to Council in spring 2019.

### **Annual Report Key Findings**

#### **Staff**

Although there is variability across Schools, Institutes and Directorates, female and BAME staff are significantly underrepresented at senior levels of academic staff and for BAME staff the same applies amongst professional services staff.

- 25% of professors at Queen Mary are female compared to 45% of all academic staff – this figure has not changed in the last 5 years. Women are much more strongly represented at senior levels across professional services.
- 10% of professors at Queen Mary identify as BAME compared to 21% of all academic staff. BAME staff are similarly underrepresented at senior levels across professional services.

#### **Response**

- A review of our Selection and Recruitment Policy is already underway for completion autumn 2018 including a training and dissemination programme.
- We have set up a Panel to review the academic promotions process to ensure a fair and transparent system for progressing academic promotion in time to implement recommendations before the next promotion round starting December 2018.
- We have commissioned an external specialist consultant to run a series of sessions starting this month aimed at exploring blocks to success and ways of increasing success rates of BAME staff in the promotions processes.

- We have started work to acquire the Race Equality Charter mark accreditation in 2020 and will be submitting an application for the Stonewall Workplace Index in 2019.
- We will continue implementation of the Athena Swan Action plan ready for the next institutional level submission late in 2020.
- We have in place a series of initiatives to support staff including QM Women into Leadership, Aurora and B-mentor scheme for BAME academics colleagues.

## **Students**

Student performance is variable across Faculties and Schools, for example, the attainment gap for BAME students in Science & Engineers is small but much wider in Humanities & Social Sciences. Attainment, retention and success is an area of concern across our whole student body, others areas of particular concern include:

- Male students underperform in “good” honours compared with females.
- Performance decreases amongst mature students –students over 30 are more likely to receive a third class degree compared with 21-24 year olds.

## **Response**

Many of the areas of concern are the subject of other initiatives – for example the TEF programme “Going for Gold” which will be focusing on the student retention and performance at a School level and the work planned in response the UUK #stepchange framework focusing on wellbeing across all our students. Other specific interventions include:

- A new space for Disability and Dyslexia Services to improve the support they offer opening in September.
- Specific initiatives to encourage students from different backgrounds to take up internships or study abroad opportunities already in place.
- Work on enhancing the “student voice”.
- Business Intelligence dashboards to provide access to data and trends.

## **Summary**

In summary creation of the Annual Report has served as a prompter to refocus our efforts. Although we are able to provide a long list of activities, it is not clear what impact we have made on addressing the barriers to inclusivity across the university, due to poor monitoring and assessment of these activities/initiatives. For example many hours of effort has gone into achieving Athena SWAN awards at both School and university level. This work has led to many positive interventions but we still have a long way to go before women are represented equally at the senior levels of academic staff and leadership. Our aim over the next year is to review our efforts to date and with access to better management information, together a clear assessment of interventions/initiatives, work to obtain the levels of inclusivity to which we aspire.