

Equality and Diversity Annual Report 2018







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Message from the Principal

Queen Mary University of London is a Russell Group University with a difference. Our vision is to be recognised across the world as the most inclusive research-intensive University. We will strive to achieve that goal. The strategy and action plan laid out in this report are live documents; we welcome external and internal challenge and constructive criticism as this will make our work better. To me, and to all the communities at Queen Mary, inclusivity is key to who we are and to achieving all our ambitions.

We are a multi-faculty institution teaching undergraduates and postgraduates across all the major disciplines. We offer more than 280 undergraduate courses. We have world-leading research across disciplines and were ranked 5th in the UK in the last Research Excellence Framework (REF) for the quality of our research outputs, and continually challenge ourselves to ensure we have an environment where everyone feels included and can flourish.

We are very proud of our teaching and learning and were awarded a 'silver' in the Teaching Excellence Framework (TEF) (2016-17). We are also deeply embedded in the local community and were the first UK University to be awarded an Engage Watermark Gold award for public engagement by the National Coordinating Centre for Public Engagement.

Unlike many other Russell Group universities, we attract a very diverse student population. Of our 25,000+ students, over 30 per cent are from

non-EU overseas countries, and 9 per cent are from the EU. Our international students are drawn from over 160 countries. 90 per cent of our home students are from state schools, 59 per cent are Black Asian Minority Ethnic (BAME), 42 per cent are the first in their families to go into higher education and over 30 per cent are from households where the household income, as assessed by Student Finance England, is less than £15,000.

We attract a lot of local students, owing to our strong relationships with schools in the surrounding boroughs, coupled with a strong reputation for inclusivity. 37 per cent of our students commute to our campuses daily. Our staff body is also diverse and is drawn from over 162 countries.

Inclusivity is one of our fundamental core values at Queen Mary: it is intrinsic to who we are. Our diversity of cultures and backgrounds is key to the vibrancy of our community and to the knowledge and ideas we are able to generate and pass on; without that diversity, we would



not be who we are. We are extremely proud that we attract such a diverse staff and student body, and are fully committed to providing an environment where everyone is supported to flourish and fulfil their potential, irrespective of their background.

To be truly inclusive requires sustained, proactive, hard work, and we know there are areas where we have work to do. Our core objectives are focused on reducing the BAME attainment gap and increasing the proportion of female and BAME staff at the higher grades, both for academics and for Professional Services. 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. Being inclusive makes us better at everything we do, it improves our daily lives and the delivery and impact of our work.

Professor Colin Bailey
President and Principal

1. Introduction

Queen Mary is a globally-leading Russell Group University with a unique student, research and public engagement profile, pushing the boundaries of research and innovation, providing opportunities to individuals with talent and potential and fully embedded in our local community.

Our history dates back to 1785 with the creation of the Medical College at The London Hospital, England's first purpose-built medical school. In 1887 the People's Palace in Mile End was established, designed to bring educational and cultural opportunities to the East End. We have close to 4,500 members of staff and more than 25,000 students. Our annual income is £430m (2016/17), of which £144m is research income. We have five campuses in London, a campus in Malta and a significant presence at other sites across Europe and Asia, with 4,000 students studying for a Queen Mary degree in China. Our largest campus is in Mile End, in Tower Hamlets. Tower Hamlets has some

socio-economic challenges: the life expectancy of residents is the second lowest in London and the borough has one of the highest child poverty rates in the country: more than 39 per cent of children live in income-deprived households. Equality of opportunity is therefore high on the local agenda, and we are committed to working with partners in the local area to address these challenges.

Inclusivity is one of our University's defining values; feedback from our recent strategy development exercise demonstrated that diversity and inclusion are integral to how staff view Queen Mary. We are committed to equality, diversity and inclusion (EDI) and our goal is to be an institution that aims to recruit students and staff of the highest intrinsic talent and potential irrespective of their background, and to nurture their careers.

This report follows on from the Equality, Diversity and Inclusion EDI Strategy launched at Queen Mary in 2016 and intended to cover the period up to 2020. However, the Strategy remains a live document, subject to ongoing amendment, as we continue to monitor closely our progress against our EDI objectives. This report summarises the University's staff and student demographics across a range of protected characteristics. The data and analysis presented here are being used to inform the University's EDI plans, particularly in the light of a review and an implementation of a new governance structure implemented in summer 2018.



2. Legislative context

Our aim is not only to achieve compliance but also demonstrate best practice and, ultimately, to be an exemplar of equality, diversity and inclusion in the Higher Education (HE) sector and more widely. The activity committed to over the period of our Strategy will further our obligations outlined in the Equality Act 2010. We have developed three overarching objectives aligned to the Public Sector Equality Duty:

- **EDI Strategic Objective 1**
Eliminate unlawful discrimination, harassment and victimisation - by embedding Equality and Diversity into all that we do.
- **EDI Strategic Objective 2**
Advance equality of opportunity between those who share a protected characteristic and those who do not.
- **EDI Strategic Objective 3**
Foster good relations between people who share a relevant protected characteristic and those who do not share it.

The Equality Duty covers the following protected characteristics that are recognised within the Equality Act: Age; Disability; Gender reassignment (trans); Pregnancy and maternity; Race (this includes ethnic or national origin, colour or nationality); Religion or belief (this includes lack of belief); Sex and Sexual orientation.

It also applies to marriage and civil partnership, but only in respect of the requirement to have due regard of the need to eliminate unlawful discrimination in employment. The Equality and Human Rights Commission (EHRC) is responsible for assessing compliance with and enforcing the Equality Duty.

Higher Education Institutions (HEIs) with 250 or more employees are required to publish information on the pay of all employees on the 'snapshot' date of 31 March annually. Information from 31 March 2017 must be published by 30 March 2018 and each subsequent year. Our report and findings can be found at <http://hr.qmul.ac.uk/equality/gender/gender-pay-reporting/>

Our EDI objectives and subsequent actions will drive improvement in the University's professional and educational performance and help to accelerate the rate of progress towards equality of opportunity, greater diversity within the institution and effective and inclusive working practices. The following report will highlight current activity related to the Public Sector Equality Duty and, where gaps exist, how we are addressing them.

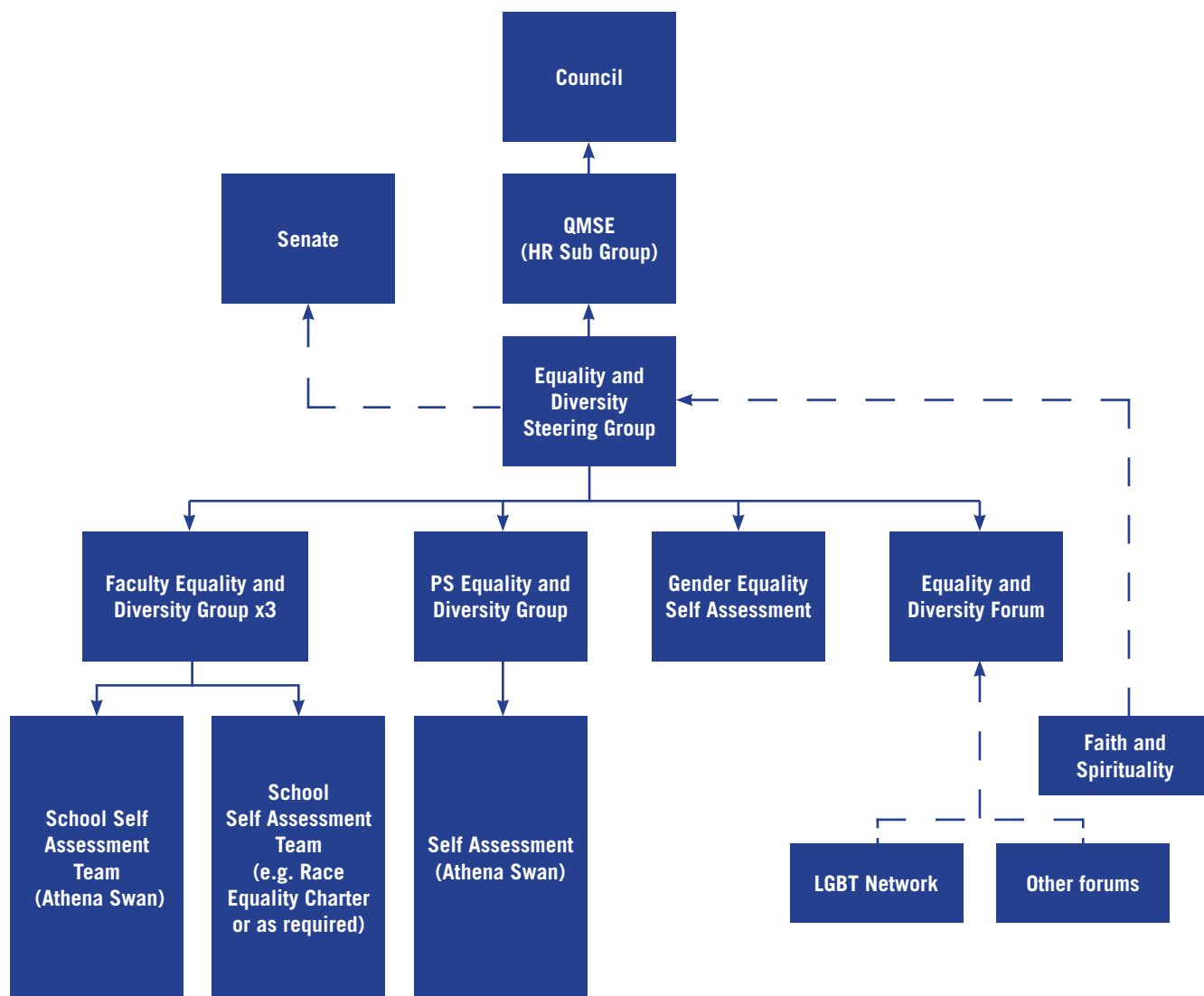




3. Governance and strategic resources

In accordance with our strategy to become an institution that aims to recruit students and staff of the highest intrinsic talent and potential, and to nurture their careers, in 2018 we restructured the governance of EDI in the University. This is to embed EDI throughout all structural levels of the University and to strengthen accountability of action plans and delivery against these plans. We are also committed to increasing the required resources behind these structures to ensure we deliver on our objectives.

The new agreed structure is as follows:



The **Equality and Diversity Steering Group (EDSG)** is the University-level EDI committee that has strategic overview on equality and diversity and inclusion matters. The EDSG aims to ensure that Queen Mary implements its equality objectives, advances equality of opportunity and meets its legal requirements under the Equality Act 2010. In order to show our commitment to tackling EDI issues across the institution it is co-chaired by two members of the Queen Mary Senior Executive (QMSE): a Faculty Vice-Principal (VP) and the Chief Operating Officer. The membership consists of: Academic Faculty and Professional Services (PS) Equality and Diversity leads; key PS staff including the EDI Manager and Athena Swan Champion; student representation through Queen Mary Students' Union (QMSU) President; and trade union representation. Most importantly, it also has the Senior Academic Lead as a member. The Group reports directly to QMSE.

The **Senior Academic Lead** represents both academic and professional service staff and will work closely with the QMSU. It is a 0.5FTE post that comes with a responsibility allowance in line with other senior management positions (e.g., Deputy VP). The Lead reports directly to QMSE via the co-chairs of the EDSG. The Lead has a dotted line to the PS Equality and Diversity Inclusion Team and they co-ordinate the activities and work of the Faculty EDI leads.

The EDSG is complemented by the **Equality and Diversity Forum**, chaired by the Senior Academic Lead, which has membership from all Schools and Professional Service departments. This brings together all stakeholders across the institution with an interest



in EDI issues and is a key forum for the airing of matters arising from any section of the institution. There are additional groups focusing on specific areas includes: LGBT staff network, Wellbeing Group, Mentoring Scheme for Academic Women, "Changing the Culture" Group.

Faculty level and Professional Service Equality and Diversity Groups will provide support and leadership for EDI challenges across Queen Mary in line with policy and objectives as agreed by the Queen Mary Equality and Diversity Steering Group. They will make recommendations to EDSG on how University strategy, policy, process and practice should promote equality and diversity, and they will oversee the development and implementation of policy and process at a local level (in line with equality and diversity legislation).

The overall governance structure is supported by the central Equality Diversity and Inclusion team, comprising of a Diversity and Inclusion Manager, a Diversity and Inclusion Coordinator, and a Diversity and Inclusion Officer, as well as specific Faculty EDI Officers providing tailored Faculty support.

Over the course of 2018-2019 one of the key priorities of the EDSG will be to develop clearer targets for the Equality and Diversity objectives set out below and to ensure that the development of any further KPIs are in line with the new University strategy, which will be launched in May 2019.

4. Progress against existing objectives

Valuing equality, diversity and inclusivity is integral to Queen Mary. The introduction of our Equality Objectives in 2016 laid the foundation to address the areas of work that staff and students felt were important to create an inclusive community.

Gender equality is one of our key priorities, demonstrated through our commitment to the Athena SWAN charter. In 2016 we saw a cross-University commitment to gender equality as we successfully worked to secure an Institutional Athena SWAN Silver award. We are delighted with our successes in awards to the School of Geography (Bronze), School of Medicine (Silver), School of Mathematical Sciences (Bronze) and School of Electronic Engineering and Computer Science (Bronze).

We have focused our efforts on improving some of our processes which impact on the careers of women and BAME staff. This has included investment in unconscious bias training: a rolling programme commenced in November 2016 for academic staff at lecturer level and above, admissions tutors and student-facing staff in schools going for Athena SWAN awards in the 2016/17 rounds. Alongside this training we have introduced guidance regarding gender diversity on recruitment, selection and promotion panels.

To reinforce our commitment to the EDI agenda, during this period we have revisited the current resourcing and governance arrangements as outlined above, along with:

- The appointment of additional EDI staff at Faculty/School levels. In addition more involvement is being sought from people across Queen Mary through structured discussions regarding embedding EDI principles as part of our day-to-day work.
- A Dignity Disclosure Officers network is being set up which will provide an additional route for people to raise matters informally if required.
- The academic promotions review group is reviewing the academic promotions process. To make the review more inclusive we sent out a call for expressions of interest for academics at different levels to be involved in the group.
- An EDI specialist trainer has been commissioned to run sessions for BAME academics to help optimise their prospects in the promotions process.
- A specialist EDI interim appointment with a wealth of relevant experience has been engaged to complement the work of the EDI team to expedite projects and provide strategic steer as necessary.
- Enhancements to the University's HR system will make adjustments to accommodate gender variation and non-binary categories.

Progress against some of our objectives to date has been challenging, in particular the provision of data. We are conscious that we have not responded in a timely fashion to requests to provide our workforce data and steps have been taken to rectify this.

We have also taken proactive steps to improve the provision and quality of our data. More data is now available on diversity matters (although more is required) and we have a specialist interim HR data lead supporting EDI initiatives, pending a substantive appointment. We will monitor this closely going forward (through the EDSG) and continue to address any obstacles in obtaining quality transparent data.

A joint working group with members from HR and IT, has also been set up to look at the areas of data integrity and data availability. Progress reports are provided to the HR Sub Group of QMSE by the HR Director and also to the EDSG.

Improving the experiences of students is key to our commitment to EDI. Following consideration of the recommendations from the Inclusive Curricula Project, Senate has agreed the setting up of a working group to action the following recommendations:

- A suggested change to the existing policy which allows disabled students to record their lectures.
- A recommendation that Schools' Student Experience Action Plans (SEAPs) include reminders about the uses of Q-review and the expertise of the E-Learning Unit in utilising this resource; a commitment to regular and systematic reviews of module reading lists; wider use of the Reading List Online resource and a commitment to differentiate between recommended and essential reading.
- The provision of a definition of "lecture notes" (at the request of Senate).
- An end to the practice of embargoing the recordings of lectures until the end of semester/ academic year.

Additional objectives that have been progressed include:

- The establishment of the Faith and Spirituality Forum by Queen Mary/QMSU to engage staff and students to discuss topics of concern and bring recommendations to EDSG. The Forum is chaired by the Director of Student and Academic Services.
- Highlighting accessible spaces for disabled staff and students. Led by the Disability and Dyslexia Service, the University worked in partnership with *DisabledGo* by conducting an audit of the Mile End campus and producing accessible staff and student guides. Further information can be found at <https://www.disabledgo.com/access-guide/queen-mary-university-of-london/disability-and-dyslexia-service/>.
- Ongoing training for all Student Support Officers/Managers in Schools regarding supporting disabled students begun in January and May 2017. As a result of the training, there is now a module available on Queen Mary's online learning platform entitled "Implementing Reasonable Adjustments for Students".
- The provision of a new space for the Disability and Dyslexia Service opening in 2018.

Going forward we will aspire to deliver a strategy, actions and policies that reflect the needs of the different stakeholders we work with and the members of the Queen Mary community. After a period of annual reflection on EDI issues, and monitoring progress, it has been agreed that the following areas will be immediate priorities:

Student experience

- Reducing the attainment gap between white and BAME students.
- Improving inclusivity in teaching, learning, curriculum and assessment.
- Improving support for students to cover all aspects of their university experience, both inside and outside the classroom.

Staff experience

- Increasing the proportion of female academic staff at senior levels.
- Increasing the proportion of BAME staff at senior levels (both academic and Professional Services).
- Supporting staff at all levels, and across academic and professional services, to ensure more effective processes and actions for career development.



5. Student diversity and inclusion

Retention, engagement, attainment and success rates remain areas of concern across the whole Queen Mary student body. Analysis has been undertaken on age, disability, ethnicity and gender profile data for both staff and students at Queen Mary. To address these concerns, and regularly monitor progress through a series of KPIs further to baseline data, a major project is now underway.

Co-led by the Interim VP (Education) and the SU President, and co-created by staff and students working in various workstrands, the project aims to both celebrate Queen Mary's diversity and deliver an "outstanding, all-inclusive education" for each and every student. The four pillars of this project are:

- 1. Excellence in education:** to include all teaching staff and student leaders to be 'qualified to teach' in higher education; upskilling of staff in Academic Advising.
- 2. Excellence in student engagement:** for example, the introduction of a new approach to peer-led teaching to support and reinforce learning; a whole year long curriculum review to be undertaken by the SU Interim Sabbatical Officer (Education), aided by the interim VP (Education), to support the delivery of world-class graduate attributes and address 'value add', with particular focus on differential student attainment.
- 3. Excellence in employability:** to include greater use of trained student interns working on a range of research projects which will include recommendations for the University, rolling out the use of the Higher Education Achievement Record (HEAR).

4. Excellence in the learning environment: which includes addressing key factors to promote a 'sticky campus'* with particular concern for local and commuter students, and issues like learning spaces.

The sixteen workstrands, all underway, are co-designed with and for the benefit of the student population. This project's progress in addressing the issues of retention, engagement, attainment and success will be reported on quarterly to QMSE, and regularly to Council.

Student data

All data in this section is drawn from HESA student return, with sector trends including all UK HEI providers and Russell Group comparisons. The following highlights key areas for action.

Age

In the reporting period, a majority of undergraduate students were aged 20 and under. In 2016/17, 69 per cent of our undergraduate students were 20 and under, a larger proportion compared to both Russell Group universities (66 per cent) and the sector as a whole (60 per cent) (Figure 5.1 below). This trend was also observed in the postgraduate student population: 74 per cent of students were aged 29 and under, in comparison to the Russell Group (59 per cent) and the whole sector (60 per cent) (Figure 5.2 below).

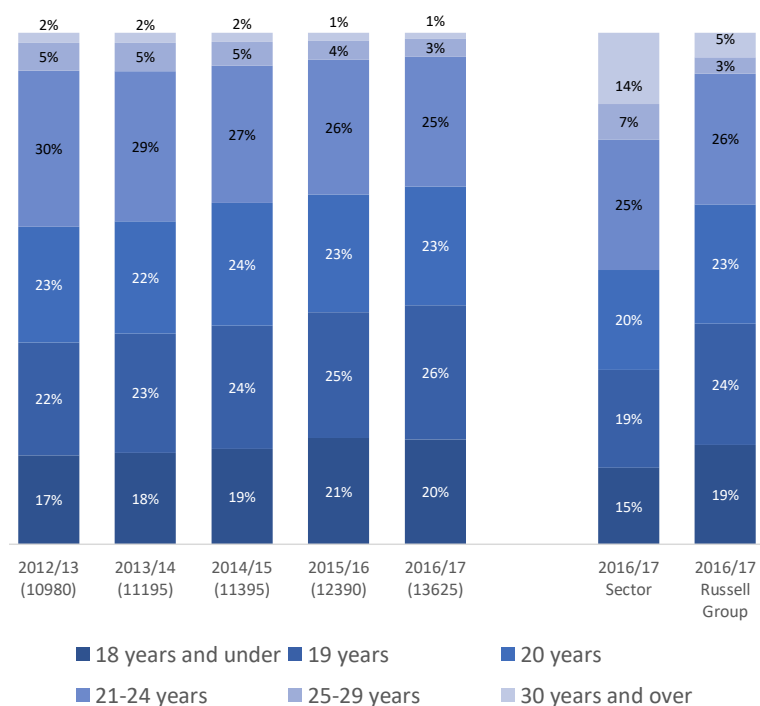
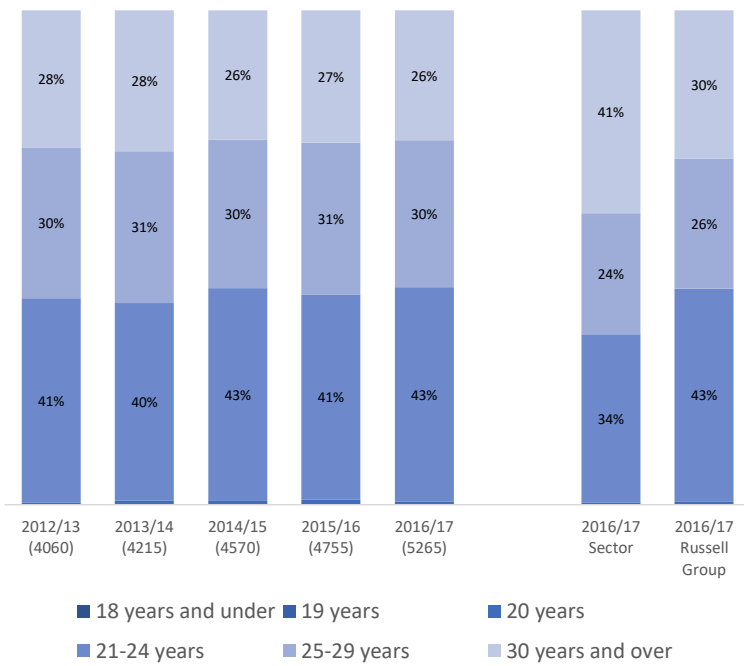


Figure 5.1: Age profile of Queen Mary undergraduate students

*The 'sticky campus' concept is designed to provide students with the right kind of environment and learning opportunities to encourage them to remain on campus. Research suggests that students who have a strong sense of belonging and connectedness with their peers and staff, and feel supported and part of their university's learning communities, are more likely to complete their studies, reach their potential and be successful in their chosen career.



In terms of degree attainment, data (Figure 5.3 below) shows that performance decreases amongst mature students, with students over 30 more likely to receive a third class degree, compared with younger students. Queen Mary outperforms the sector for those achieving good honours when compared at each age group level (18-20, 21-24, 25-29, >30), and is generally in line with the Russell Group levels. However, younger age groups are far more likely to achieve good grades than those who are over 30 (only 66 per cent of over 30s achieved a First/2:1 in 2016/17, compared with 85 per cent of 18-20 year olds).

Figure 5.2 Age profile of Queen Mary postgraduate students

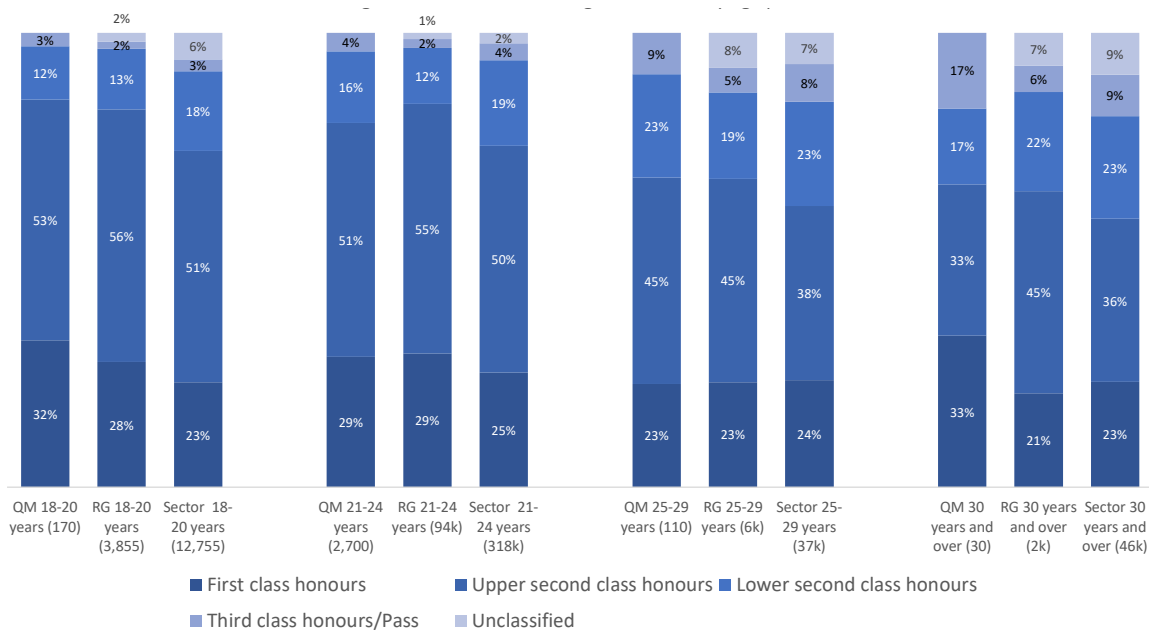


Figure 5.3 Degree attainment by age for Queen Mary, Russell Group and sector, 2016-17

Ethnicity

Queen Mary has a very diverse student body. In 2016/17, the proportion of home undergraduate students who are BAME at Queen Mary was 54 per cent. This was significantly higher than for the sector as a whole (21 per cent) and for the Russell Group (18 per cent). The proportion of home postgraduate students who are BAME at Queen Mary is 31 per cent. This was significantly higher than for the sector as a whole (17 per cent) and for the Russell Group (15 per cent).

As the level of study increased, the proportion of UK BAME students reduced. In 2016/17, 47 per cent of UK PGT student were BAME whilst only 22 per cent of UK postgraduate recruitment were BAME (see Table 1, Appendix 1). This trend was also observed in both the Russell Group and the sector (19 per cent UK PGT BAME, 14 per cent UK PGR BAME – see Appendix 1, Table 1).

Despite the ethnic diversity of our student body, there is a BAME student attainment gap. Figure 5.6 below shows that in 2016/17 while 87 per cent of white students achieved a 1st or 2:1 the equivalent figure for BAME students was 80 per cent. The proportion of BAME students at Queen Mary obtaining ‘good honours awards’ is broadly in line with the Russell Group and is significantly higher than across the whole sector. Nevertheless, we remain committed to understanding why there is an attainment gap within Queen Mary, and analysis undertaken recently has identified that while the gap for BAME students in Science and Engineering is small, it is much wider in the Humanities and Social Sciences. Further data analysis is being conducted within the Faculty to understand why this is the case and to inform the development of interventions to address the gap from the disciplinary level upwards. Progress will be monitored by the EDSG.

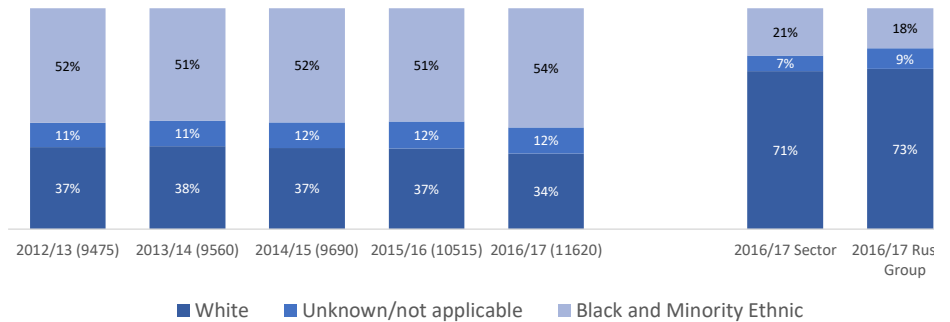


Figure 5.4: Queen Mary undergraduate students by ethnicity

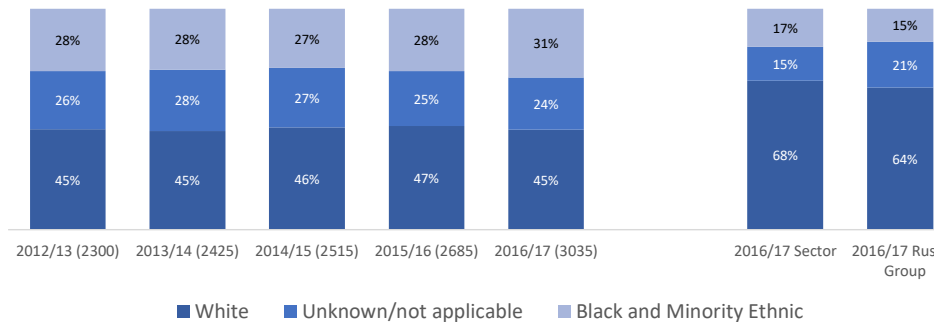


Figure 5.5: Queen Mary postgraduate students by ethnicity



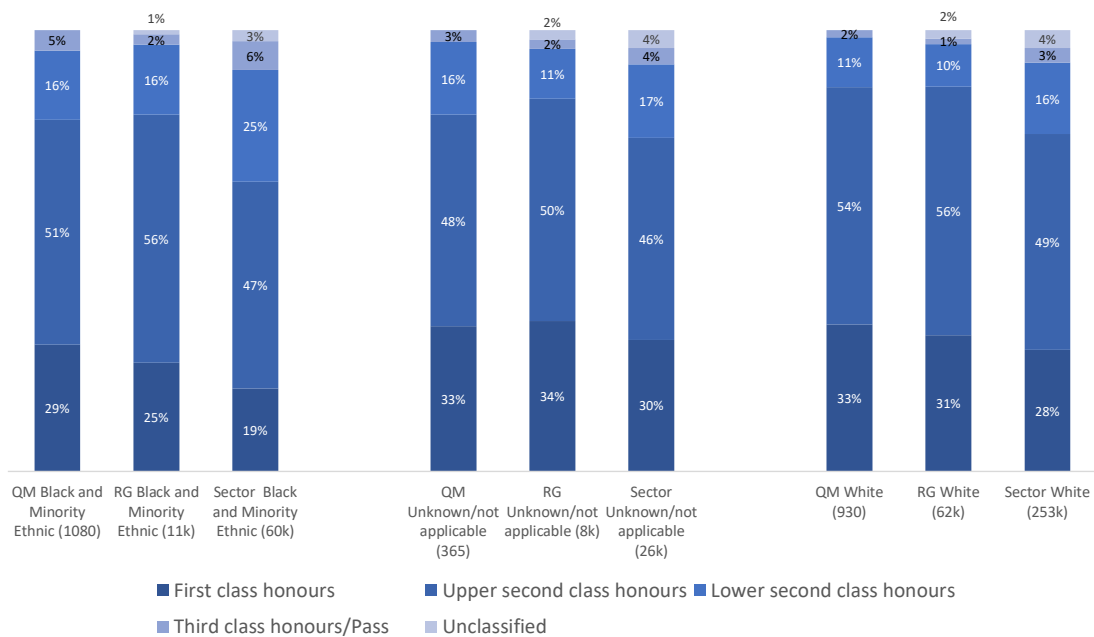


Figure 5.6: Degree attainment by ethnicity for Queen Mary, Russell Group and sector, 2016-17



In addition to considering the attainment gap, we are using internal and publicly available datasets and benchmarking to examine how BAME students are doing in terms of first year continuation, graduate employability and student satisfaction (see Appendix 2 which presents a summary of the TEF2 results).

Disability

We have undertaken similar analyses by disability. We will continue to monitor this, but at present the data does not show significant differences on attainment.

Gender

Over the reporting period (2012-2017), the number of undergraduates (UG) at the University increased by 24 per cent. In 2012/13, the proportion of male and female students was approximately equal (51 per cent F: 49 per cent M). By 2016/17, the proportion of male UG students had decreased to 46 per cent, although this was in line with other Russell Group universities (46 per cent) and higher than the sector (44 per cent) for that period.

Our proportion of female and male postgraduate (PG) students remained steady during the reporting period. In 2016/17, 46 per cent of our PG students were male. We have a greater proportion of male PG students compared to the Russell Group (44 per cent) and the sector (42 per cent). However, when analysed by level of study (Appendix 1, Table 2), male students were more likely to be studying for a postgraduate research degree compared to female students (2016/17: 48 per cent F, 52 per cent M). This was in line with other Russell Group universities and the sector.

Figure 5.9 below shows that compared to the sector, both men and women perform better than the sector in achieving good honours (84 per cent F: 74 per cent M for Queen Mary; 74 per cent F: 69 per cent M for the sector), and underperform slightly in terms of both men and women compared to the Russell Group. However women still outperform men within Queen Mary (84 per cent F: 74 per cent M) so there remains a male attainment gap at UG level. Further data analysis is being done on attainment by Faculty, which will be overseen by the EDSG. All Schools in Science and Engineering as well as several schools in Humanities and Social Sciences are in the process of working on Athena SWAN awards, which will assess gender attainment gaps in more detail by subject.

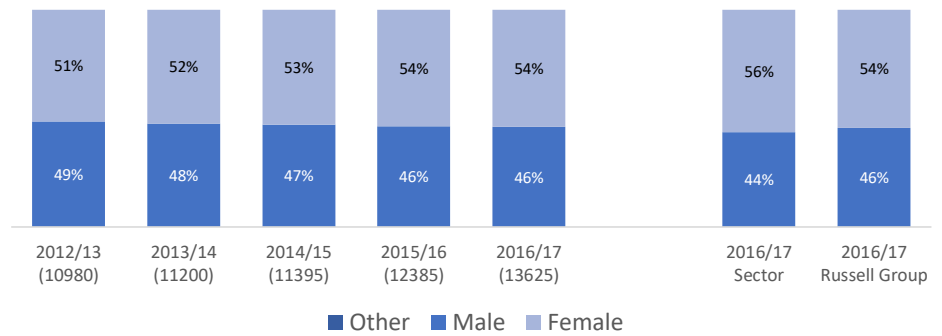


Figure 5.7 Queen Mary undergraduate students by gender

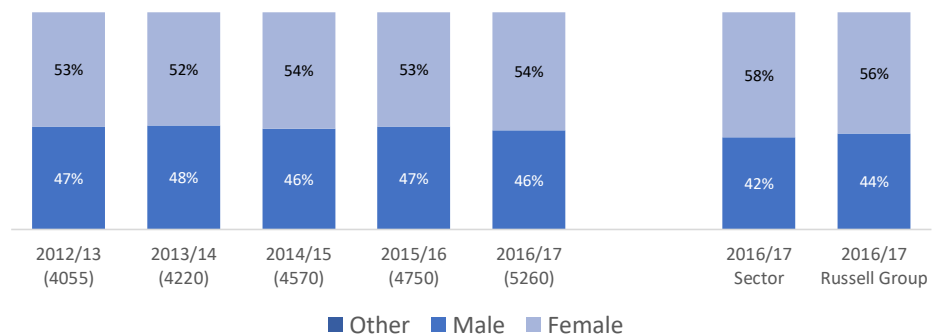


Figure 5.8 Queen Mary postgraduate students by gender

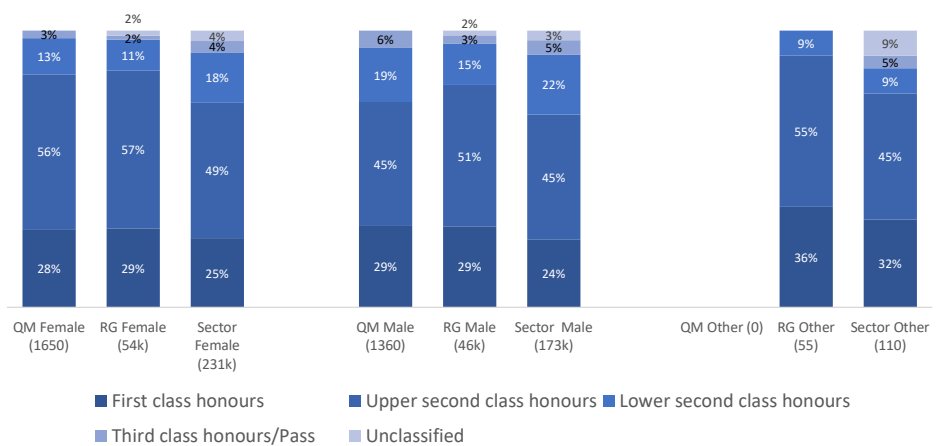


Figure 5.9 Degree attainment for students by gender

Actions for student attainment, support and experience

General

- Work on enhancing the student voice, including faculty level training for developing student course reps into partners to be implemented October 2018. Schools are also creating opportunities for accessing the student voice through student partnerships.
- Incorporate the student voice into the Engagement, Retention and Success (ERS) review to enable development, implementation and planning for enhancement of the student voice across all demographics.
- Improve the student experience through a focus on inclusion in the curriculum and teaching as per recommendations from the “Inclusive Curricula Report” <https://adept.qmul.ac.uk/resource/inclusive-curricula-teaching-learning-qmul-report/>
- In addition to the Athena SWAN dashboard that has been developed, new business intelligence dashboards are being developed to access student engagement data.
- Work with the QMSU to make Welcome Week more inclusive.
- Increase the diversity of the Faith and Spirituality Forum by appointing Islamic faith advisers.

- Engagement with the University of London Rabbi to be part of the Faith and Spirituality Forum.
- Implement annual datasets that include details on attainment by protected characteristic and ensure actions are implemented where they are shown to have a positive effective in reducing the attainment gap.

Gender

- Athena SWAN work in Schools is assessing gender underrepresentation, attainment and pipelines by gender.
- Develop and implement a policy for supporting transgender students.
- Develop and implement a Student Wellbeing policy.

Ethnicity

- Focused initiatives to encourage students from different backgrounds to take up internships and study abroad opportunities.
- Explore and understand the BAME student attainment gap at Queen Mary, with a view to reducing it where it exists, through engagement with the Race Equality Charter.

Disability

- There is a new space for the Disability and Dyslexia Service opening in 2018, which will help improve support offered to students.

- Undertake a complete mapping of the student journey using the Universities UK (UUK) #stepchange Mental Health Framework that will include equality impact assessments for all demographics. Assess our processes and how they affect the wellbeing of all students, or unduly impact on any protected characteristic group. The EDSG will monitor progress against the actions listed above, working closely with the policy and faculty Vice-Principals.

6. Staff diversity and inclusion

Data on staff at Queen Mary shows we have a more diverse workforce than many others in the Russell Group. However, our analysis shows there are clear issues to be addressed, particularly in terms of the proportion of BAME staff at senior levels in both Professional Services and the academic workforce and female staff at senior levels in the academic workforce. We currently have more female staff at higher levels (Grade 7 and 8) in Professional Services.

Staff data

The data presented in this section is taken from a January 2018 census of staff (excluding teaching assistants) whilst the trend and sector information is taken from the Staff HESA return for 2016/17 (the latest year for which sector data is available).

Age

Although our proportion of academic staff who are under the age of 35 has decreased slightly over the last 5 years, (from 35 per cent to 31 per cent, Figure 6.1) we still have a higher proportion than the sector (26 per cent).

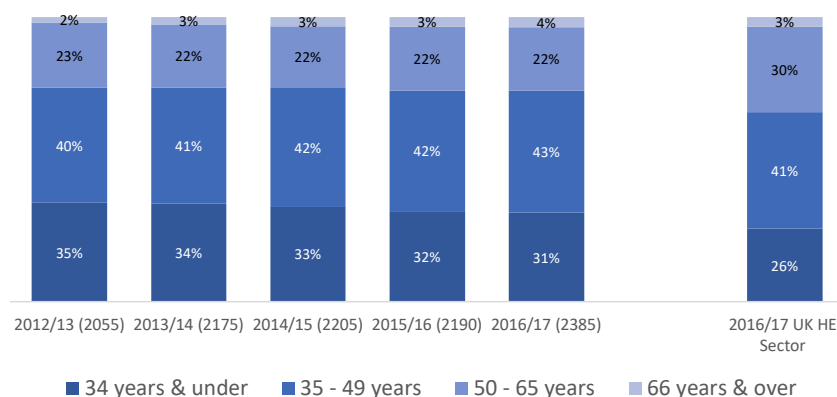


Figure 6.1 Age profile of Queen Mary academic staff

Professional Services staff

The age profile of Professional Services at Queen Mary has remained broadly the same over the last five years (figure 6.2). In comparison to the sector, Queen Mary had a younger staff profile: 35 per cent of staff are aged under 35, compared to 30 per cent nationally.

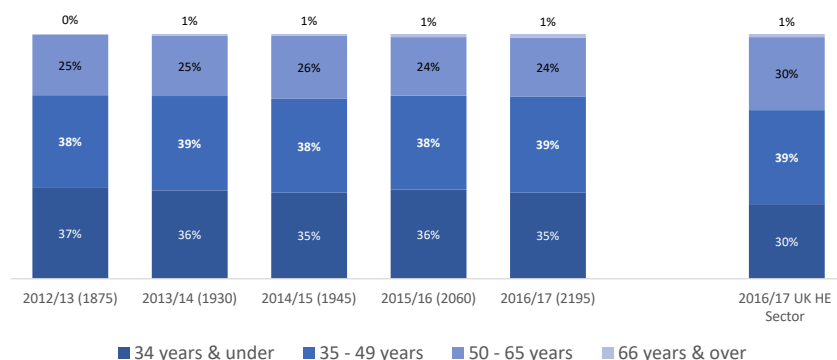


Figure 6.2 Age profile of Queen Mary Professional Services staff

Disability

The proportion of academic and Professional Services staff at Queen Mary who have a declared disability is slightly below the sector average (figure 6.3 and 6.4).

Ethnicity

In the 2016/17 academic year, BAME staff made up 21 per cent of Queen Mary academics, which was much higher than the 14 per cent sector average. A similar trend was observed within Professional Services where 32 per cent of Queen Mary staff identify as BAME, compared to 11 per cent nationally. This is likely due to the location of Queen Mary's campuses in east London, an ethnically diverse district of the capital, as well as a reputation for being diverse and inclusive. The proportion of staff that identify as BAME was higher amongst non-UK Staff (32.2 per cent) compared to UK staff (28.7 per cent) (Appendix 1, Table 3). The ethnicity of Queen Mary's academic and professional services staff profiles over five years to 2016/17 are detailed below in Figure 6.5 and 6.6. By January 2018, the proportion of BAME staff at Queen Mary had increased to 30 per cent.

Across the sector, institutions had no record of the ethnicity of 8 per cent of academic staff and 5 per cent of PS staff. At Queen Mary we are committed to understanding the profile of our workforce. The corresponding figures at Queen Mary are 4 per cent and 3 per cent respectively.

As captured in 2018, the majority of academic and Professional Services staff at Queen Mary were white, 76% and 65% respectively.

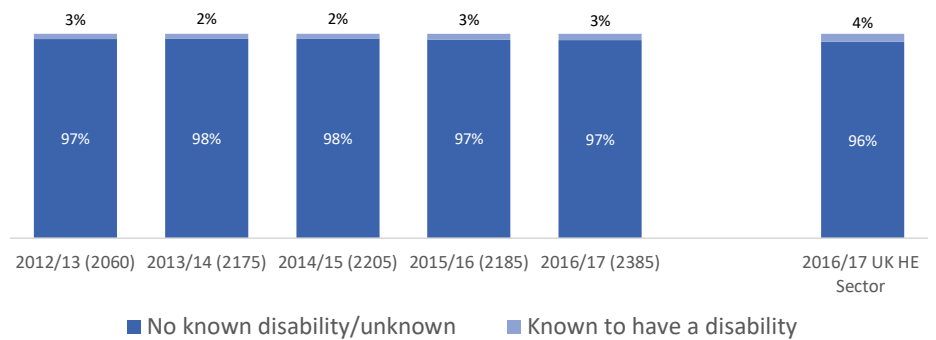


Figure 6.3 Disability profile of Queen Mary academic staff

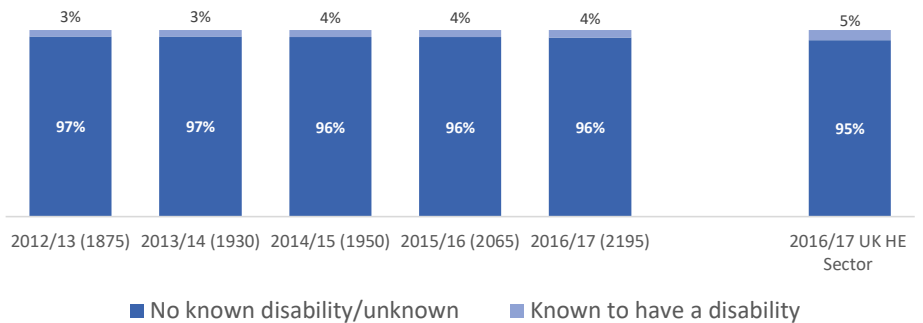


Figure 6.4 Disability profile of Queen Mary Professional Services staff

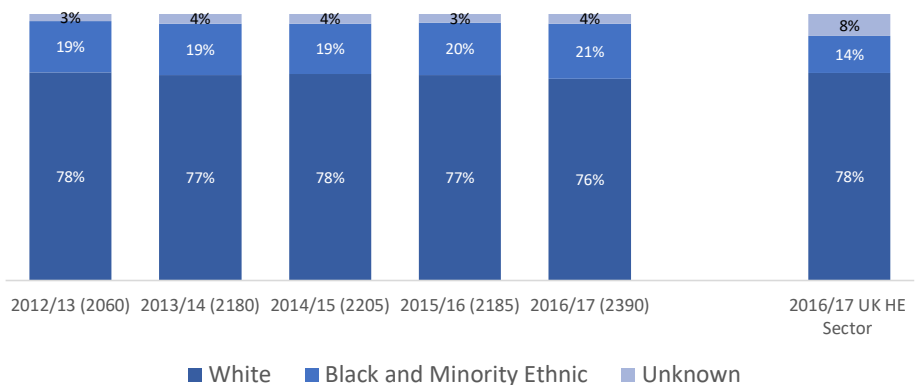


Figure 6.5 Academic staff at Queen Mary by ethnicity

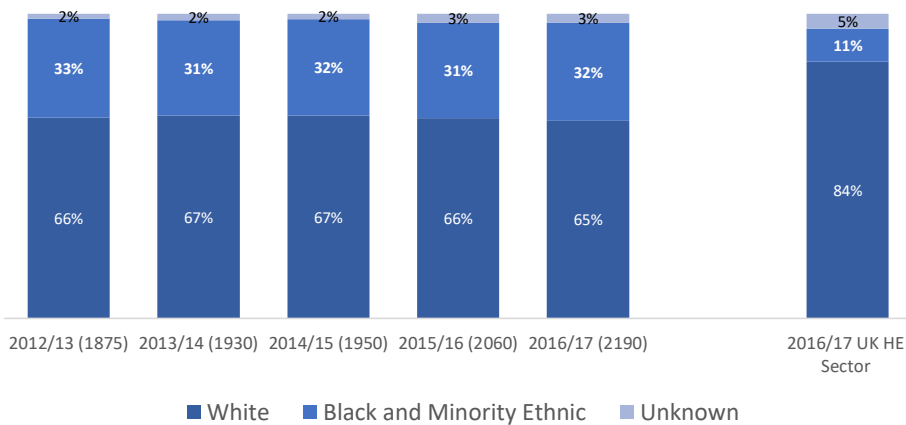


Figure 6.6 Professional Services staff at Queen Mary by ethnicity

Figure 6.6 shows that Queen Mary's professional services workforce has a much higher proportion of BAME staff than the sector average (32 per cent compared to 11 per cent). However, Figure 6.8 provides the breakdown across PS grades 1-8 as at January 2018 and this shows that BAME staff were overrepresented at Grade 1, the lowest grade of professional and support staff and underrepresented from Grades 4-8, particularly in more senior grades (14 per cent in Grades 7 and 8).

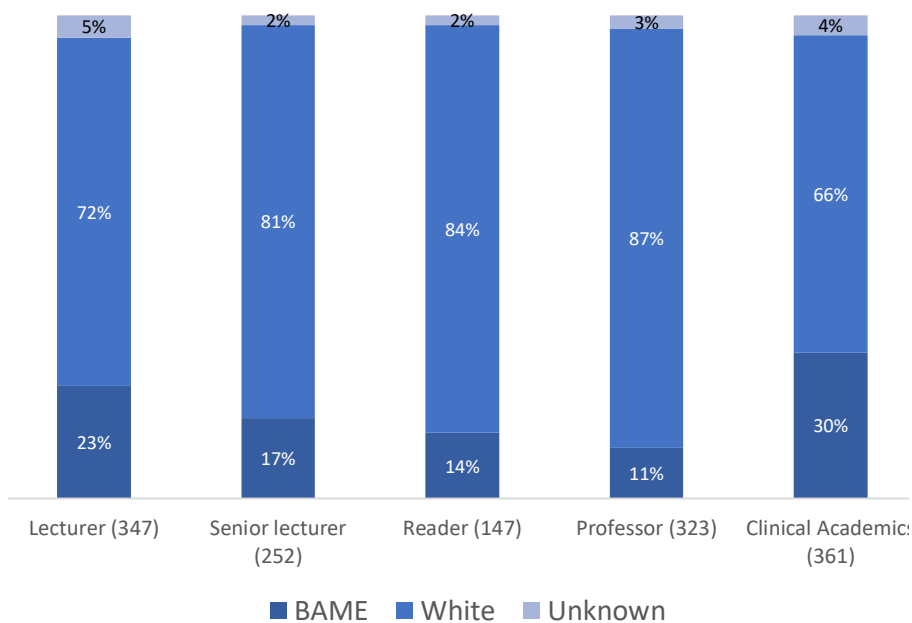


Figure 6.7 Queen Mary academic staff by ethnicity and roles in January 2018



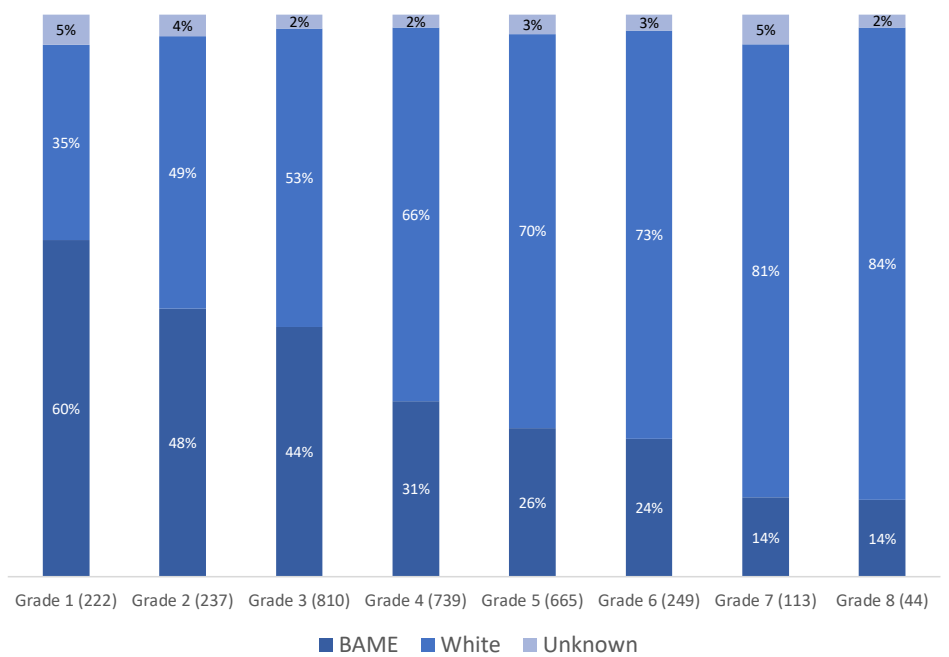


Figure 6.8
Queen Mary Professional Services staff by ethnicity and grade in January 2018

Based on snapshot data in 2018, the underrepresentation of BAME staff is starkest at the senior levels of Reader and Professor (13 per cent and 10 per cent respectively), compared with the BAME staff academic average at Queen Mary of 21 per cent. Nationally, only 8 per cent of Professors identify as BAME.

Gender

Over the reporting period, the proportion of the academic workforce who are female increased from 42 per cent to 45 per cent. In 2016/17, the proportion of female academics at Queen Mary was in line with the sector (46 per cent) (Figure 6.9.)

Apart from slight fluctuations, the proportion of female Professional Services staff remained at 60 per cent in the five years analysed. In 2016/17, we had a slightly higher proportion of male professional services staff (40 per cent) compared to the sector (37 per cent).

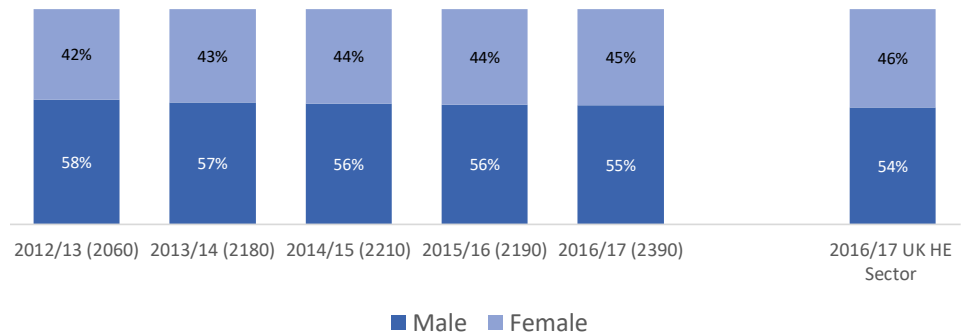


Figure 6.9 Queen Mary academic staff at by gender

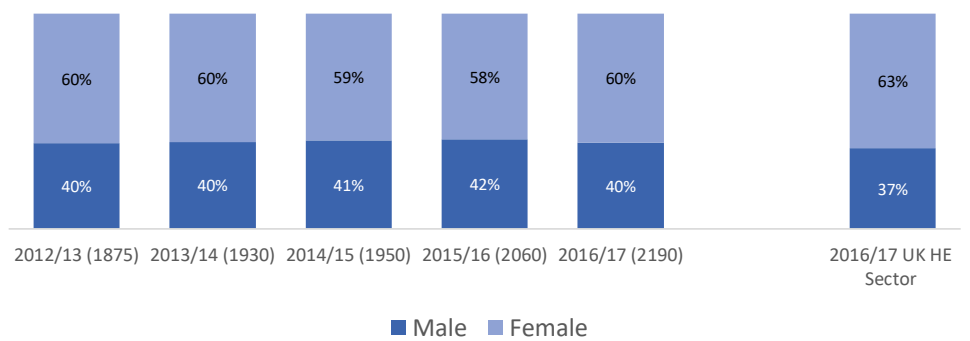


Figure 6.10 Queen Mary Professional Services staff by gender



Academic staff

In January 2018, females were under-represented in more senior academic roles; 28 per cent of professors are female compared to 47 per cent of lecturers (Figure 6.11).

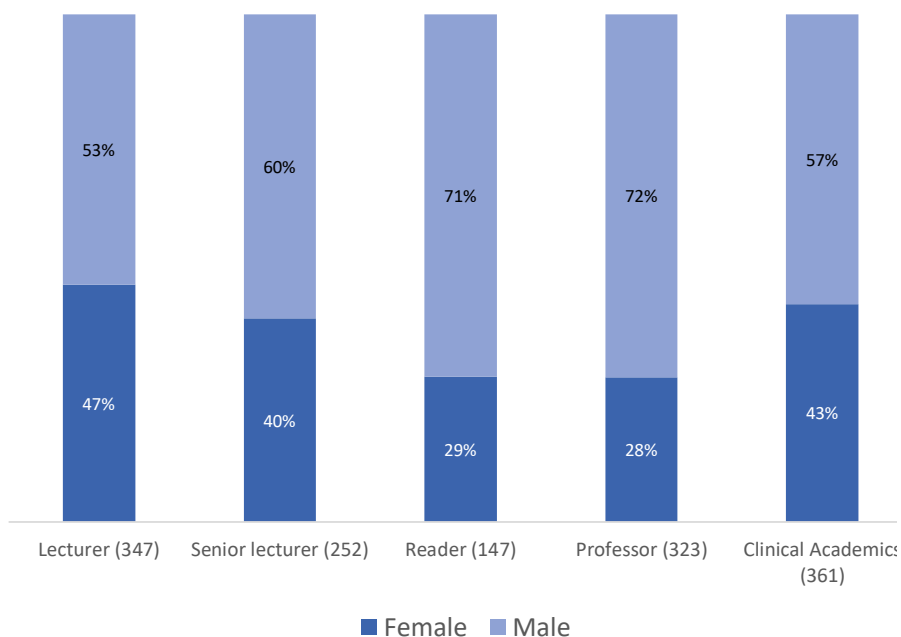


Figure 6.11 Gender profile of Queen Mary academic staff by role in January 2018

Professional Services staff

Females were over-represented in the Grade 1 cohort. The gender balance across other grades was broadly representative of the gender split at Queen Mary.

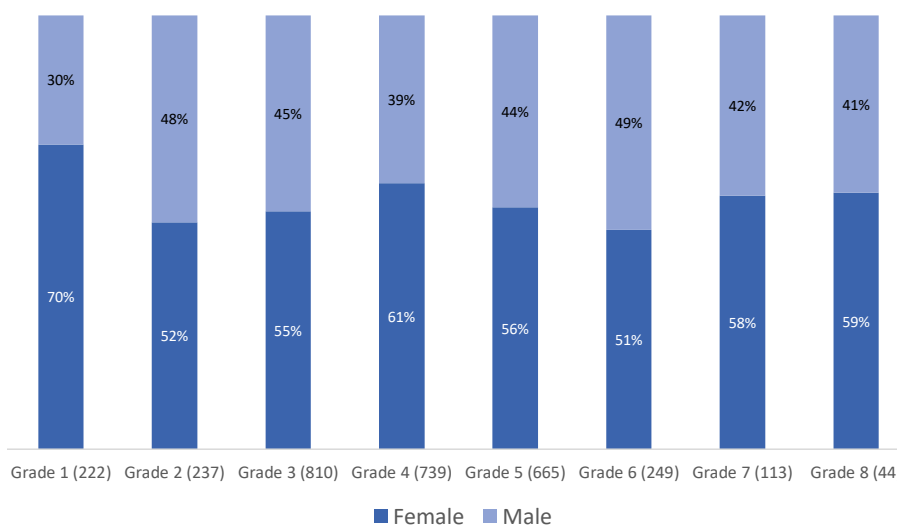


Figure 6.12 Gender profile of Queen Mary Professional Services staff by grade in January 2018

Actions to address workforce inequality

General

- Review our academic promotions process to ensure there is better representation of diverse staff groups at all levels across Queen Mary.
- Continue investment in unconscious bias by using a (Train-the-Trainer network of Faculty-based trainers to assist in rolling out the programme to the whole University.
- Develop and implement a Staff wellbeing strategy.
- Improve decision-making through improved management reporting, awareness of performance gaps and the experience of protected characteristic groups. Enabling resource to be moved from 'research for understanding' to implementing solutions.
- Develop mechanisms to assess and monitor the impact of our diversity and inclusion initiatives and interventions on actual workplace practice, behaviour and outcomes across the University.
- Establish and roll-out the Dignity Disclosure Officer Network with defined processes and role descriptors.

- Develop a data system to support School and Faculty teams with their Athena SWAN applications and impact monitoring.
- Explore development opportunities for supporting staff at all levels within Queen Mary.
- Seek opportunities to engage and work with the diverse local community of Tower Hamlets.

Disability

- Address staff disability declaration rates, disability awareness for line managers and closer working with disabled staff members.

Ethnicity

- Use "positive action" initiatives to address the underrepresentation of women and Black Asian and Minority Ethnic (BAME) staff at senior levels.
- Undertake a BAME Pay Gap review and publically publish the results.
- Achieve the Race Equality Charter Mark Bronze award by 2020.

Gender

- Implement actions from the University Athena SWAN Silver action plan in time for renewal of the award in 2020.
- Deliver on the timetable for further School applications to Athena SWAN.

- Promote and implement guidance regarding gender diversity on recruitment and selection panels.
- Review and update equality policies with particular reference to the provision and support for transgender staff and students.
- Continued support for the Academic Women's mentoring scheme.
- Implement actions from the Gender Pay Gap Report. (<http://hr.qmul.ac.uk/equality/gender/gender-pay-reporting/>).
- Increase participation in the women's leadership programme.
- Pilot and evaluate the Spring Board Development programme for women in Professional Services.
- Implement the Recruitment and Selection Policy supported by relevant briefing sessions for managers and staff engaged in the processes. These actions will be overseen and progress monitored by the EDSG.

7. Conclusion and recommendations

We acknowledge that in order to realise our vision to be recognised across the world as the most inclusive research-intensive University and improve the outcomes for staff and students alike we must continue to review and monitor our workforce and student body, as well as review our policies and practices to reduce any disadvantage where that may exist.

The introduction of our Equality Objectives in 2016 and this annual report have served as building blocks and stepping stones as we strive to realise our vision.

The changes to the Queen Mary governance structure, the reinvigoration of the Equality and Diversity Steering Group and the appointment of a fully-resourced Senior Academic Lead are positive steps to ensure that we can take a strategic and planned approach to the EDI agenda. Our involvement in initiatives such as Athena SWAN, Stonewall and the Race Equality Charter Mark will provide the framework against which we can truly self-assess ourselves and address the challenges we have identified in the annual report.

There is a lot to do starting with our immediate priorities:

Student experience

- Reducing the attainment gap between white and BAME students.
- Improving inclusivity in teaching, learning, curriculum and assessment.
- Improving support for students to cover all aspects of their University experience, both inside and outside the classroom.

Staff experience

- Improving the provision and quality of our workforce data.
- Increasing the proportion of female academic staff at senior levels.
- Increasing the proportion of BAME staff at senior levels (both academic and Professional Services).
- Supporting staff at all levels, and across academic and Professional Services, to ensure more effective processes and actions for career development.

The EDSG will ensure action plans are in place to drive forward these immediate priorities, with clear targets, and will monitor progress. The Senior Academic Lead will provide the strategic direction and leadership to further develop and refine our agenda. The EDSG will also continue to monitor previous EDI initiatives, to ensure effective use of our resources.





Appendix 1: Tables

Table 1: Queen Mary UK domiciled postgraduate taught student by ethnicity and level of study

	Provider	2012/13			2013/14			2014/15			2015/16			2016/17		
		BAME	White	Unknown	BAME	White	Unknown	BAME	White	Unknown	BAME	White	Unknown	BAME	White	Unknown
Postgraduate taught	Queen Mary	46%	51%	3%	44%	52%	4%	44%	53%	4%	43%	52%	5%	47%	48%	5%
	Russell Group	16%	78%	6%	17%	78%	5%	17%	78%	5%	19%	76%	5%	19%	75%	6%
	Sector	15%	80%	5%	16%	79%	5%	16%	79%	5%	17%	78%	5%	19%	77%	4%
Postgraduate research	Queen Mary	22%	73%	5%	23%	73%	4%	22%	74%	4%	22%	75%	3%	22%	73%	4%
	Russell Group	12%	81%	6%	13%	82%	5%	13%	82%	5%	14%	81%	5%	14%	81%	5%
	Sector	12%	82%	6%	12%	82%	6%	13%	82%	5%	13%	82%	5%	14%	82%	5%

Table 2: Queen Mary postgraduate student population by gender by level of study

	Provider	2012/13		2013/14		2014/15		2015/16		2016/17	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Postgraduate taught	Queen Mary	55%	45%	54%	46%	56%	44%	54%	46%	57%	43%
	Russell Group	57%	43%	57%	43%	58%	42%	60%	40%	60%	40%
	Sector	58%	42%	58%	42%	59%	41%	60%	40%	60%	40%
Postgraduate research	Queen Mary	45%	55%	46%	54%	48%	52%	48%	52%	47%	53%
	Russell Group	46%	54%	46%	54%	46%	54%	47%	53%	47%	53%
	Sector	47%	53%	47%	53%	47%	53%	48%	52%	48%	52%

Table 3: Queen Mary staff breakdown by faculty, nationality (UK/ Non-UK) and ethnicity (BAME/White) in January 2018

Faculty	UK			Non UK		
	BAME	White	Not known	BAME	White	Not known
Humanities and social sciences	17.1%	80.5%	2.4%	19.4%	77.4%	3.2%
Medicine and dentistry	31.0%	66.3%	2.8%	23.9%	72.8%	3.3%
Science and engineering	25.7%	72.1%	2.2%	42.3%	52.9%	4.8%
Professional services	35.8%	60.7%	3.5%	51.1%	43.5%	5.5%
Queen Mary University of London	28.7%	68.5%	2.8%	32.2%	63.8%	4.0%



Appendix 2: TEF 2 results

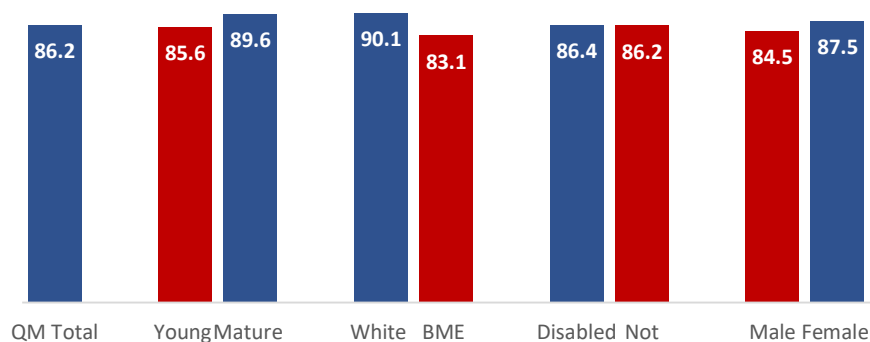
The data in the charts below show the TEF2 splits for the six TEF metrics:

- Teaching on my course (from the National Student Survey (NSS)).
- Assessment and feedback (from the NSS).
- Academic Support (from the NSS).
- Non-continuation (from the Higher Education Statistics Agency non-continuation performance indicator which looks at whether students are still in higher education the year after they commenced their studies).
- Employment or further study (from the destination of leavers of higher education survey (DLHE)).

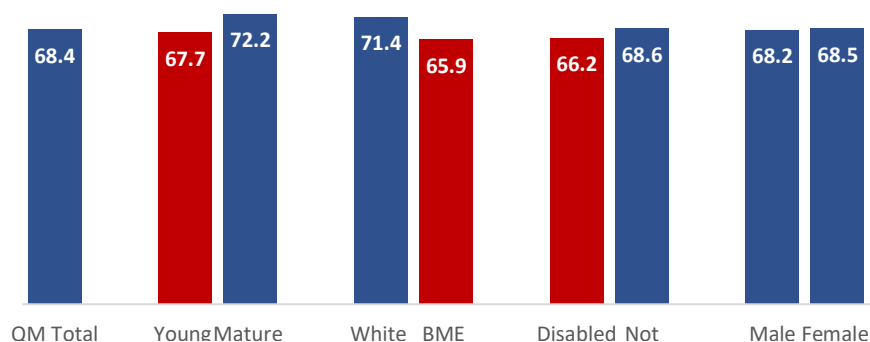
- Highly skilled employment or further study (also taken from the DLHE survey).

The red columns are used to highlight the cohort for which the outcomes are lower. For example, BAME students are less likely to be satisfied in the three NSS metrics than white students, they are more likely to continue in their studies at the end of their first year and while they are less likely to be in employment or further study overall a higher proportion are in highly skilled jobs six months after graduation.

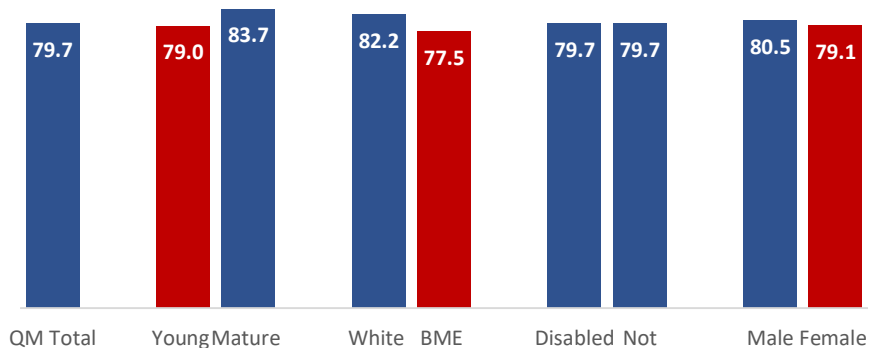
NSS The teaching on my course



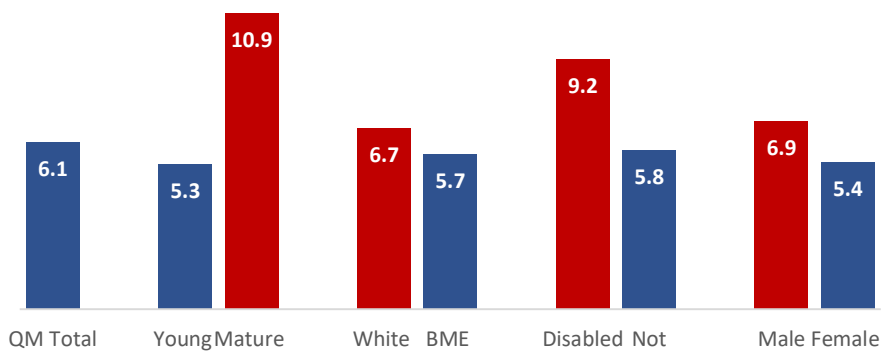
NSS Assessment and Feedback



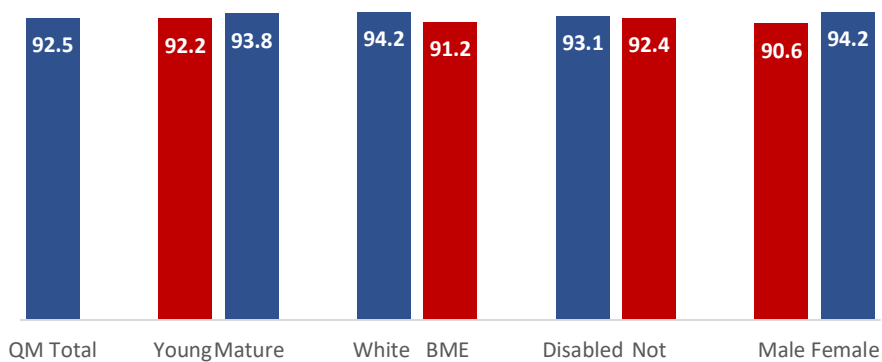
NSS Academic Support



Non-continuation



Employment or Further study



The latest version of the TEF metrics are being considered in the action planning within our TEF programme. We are also in the process of enhancing our internally available datasets to enable us to monitor the outcomes and satisfaction levels of different cohorts of students.



Appendix 3: Accreditation

Accreditation body	Accreditation	Protected characteristic	Submitting unit	Scope	Status
Accreditation achieved					
Advance HE (Equality Challenge Unit)	Athena SWAN	Gender	University	Academics, students and professional and support staff	Silver
			School of Biological and Chemical Sciences		Silver
			School of Electronic Engineering and Computer Science		Bronze
			School of Engineering and Materials Science		Bronze
			School of Mathematical Sciences		Bronze
			School of Physics and Astronomy		Silver
			Institute of Dentistry		Bronze
			Medical School		Silver
			School of Politics and International Relations		Bronze
			School of Geography		Bronze
Time for Change	Time for Change Pledge	Disability – particularly mental health	University	Academics, students and professional and support staff	Pledge holder
Accreditation aspirations					
Stonewall	Ranking in annual Workplace Equality Index	Sexual orientation, gender reassignment	University	All staff	Diversity Champions members
Advance HE (Equality Challenge Unit)	Race Equality Charter Mark	Race	University	All Staff	Bronze





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