

Staff Inclusion Audit – Management Response Recommendations and next steps

In 2019, an external consultancy, Inclusion Works, carried out an Inclusion Review with a view to gaining insights which could be used to improve organisational culture at Queen Mary. The review aimed to build an understanding of the challenges and opportunities faced by Queen Mary and identified a series of recommendations to enable us to embed a culture of inclusion.

This review, commissioned by the Principal, demonstrates a clear commitment from Queen Mary to scrutinise its internal culture and EDI-related practices.

The resulting report outlines high-level findings of a three-stage review process with associated recommendations. The following key themes were considered:

- Recruitment;
- Informal working practices;
- EDI infrastructure;
- Development; and
- Leadership and accountability.

Focus groups explored lived experiences of the following minority groups:

- Black, Asian and Minority Ethnic (BAME) staff;
- Disabled staff;
- Female staff; and
- Lesbian, Gay, Bisexual and Transgender (LGBT+) staff.

In order to ensure the alignment of the recommendations and any forthcoming actions with the overall strategic direction of equality, diversity and inclusion at Queen Mary, we have grouped the recommendations under three overarching equality, diversity and inclusion objectives.

The Audit is underpinned by a detailed implementation plan. Progress against the plan will be overseen by the Equality, Diversity and Inclusion Steering Group.

It should be noted that the recommendations in the Audit report do not represent the full extent of the work that the University is progressing in order to deliver on these three objectives. For example, there is significant work already in progress to embed our values framework across the employment lifecycle, which will contribute to institutional citizenship. The recommendation from the Inclusion Audit that we have labelled as referring to citizenship (2b) is just one example of what needs to be done.

Furthermore, some work has also been generated by other strategic priorities, for example, establishing processes and frameworks to clearly measure and demonstrate the impact of all our interventions.

All our objectives will be reflected in the forthcoming People, Culture and Inclusion Enabling Plan. This plan will include both the objectives identified by this Audit, as well as the broader objectives generated by other strategic priorities. It should also be noted that this Audit was focused on staff not students and that the People, Culture and Inclusion Enabling Plan will cover our whole community of staff and students.

1. **To increase the diversity of our staff body and support the career progression of people from different backgrounds** through:
 - a. Recruitment practices: A fair and inclusive approach to recruitment that enables Queen Mary to diversify its staff.
 - b. Training and development: Bold and engaging training and development enables staff to engage, contribute to our ambitions and push the boundaries of possibility.
 - c. Career pathways: The development of a strong pipeline of diverse talent throughout our University.

2. **To create an inclusive culture across the University and become an exemplar institution by 2030** through:
 - a. Communication: Equality, diversity and inclusion are a visible, celebrated and integral part of life at Queen Mary.
 - b. Institutional citizenship: Positive collegial behaviour across Queen Mary is inextricably linked to career development, promotion and rewards, recognising the importance of how staff work, not just what they deliver.
 - c. Leadership and accountability: Promoting inclusive leadership at all levels and leaders who can lead with confidence in times of change; facilitate fair and equitable criterion-based succession planning; and improve diversity across our different levels of leadership.
 - d. Engagement: Staff and students actively contribute to our EDI agenda and inform our progress (e.g. through networks, staff surveys)
 - e. Dignity and Respect: All staff perceive and experience a culture of dignity, respect and inclusion. Staff are comfortable to speak out, challenge unacceptable behaviour and have confidence that such behaviour will be addressed by the University.

3. **To improve and publish our equality, diversity and inclusion data, monitor progress and evaluate the impact of our actions** through:
 - a. Internal metrics and KPIs: Evidencing year on year progress to address inequalities identified through our data and through our engagement with our staff and students.
 - b. External accreditations: Achieving or retaining external accreditations to recognise our work in relation to protected characteristics
 - c. Demonstrating impact: Establishing processes and frameworks to clearly measure and demonstrate the impact of all our interventions

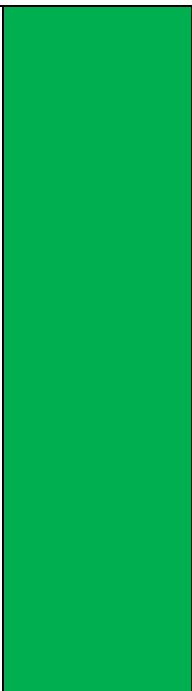
Key

Priority, can be progressed now
Medium term objective
Priority, but affected by Covid-19 and cannot be progressed now
Not a current priority
Needs further consideration or exploration

1. **To increase the diversity of our staff body and support the career progression of people from different backgrounds** through:
 - a. Recruitment practices: A fair and inclusive approach to recruitment that enables Queen Mary to diversify its staff.
 - b. Training and development: Bold and engaging training and development enables staff to engage, contribute to our ambitions and push the boundaries of possibility
 - c. Career pathways: The development of a strong pipeline of diverse talent throughout our University.
- a. Recruitment practices: A fair and inclusive approach to recruitment that enables Queen Mary to diversify its staff.**

Recommendation (taken directly from the Inclusion Audit)	Actions already in progress at Queen Mary	Priority level	Timescale
1. Hiring managers should be held to account for any breaches in approach and deviation from the recruitment policy and guidelines.	<p>The newly introduced 2020 recruitment policy places responsibility on Heads/Directors of Departments/Schools/institutes for the proper conduct of the recruitment and selection process, with an expectation that they will exercise oversight of activity and respond accordingly to any concerns raised.</p> <p>Briefing sessions were delivered to managers across Queen Mary when the policy was launched.</p> <p>Recruitment and Selection training is also mandatory for managers involved in the recruitment or selection process. Online training is now being rolled out.</p>	Medium	On-going
2. Given the range of hiring needs across the institution, multiple recruitment channels are likely to be required to maximise impact. Hiring managers should consider using diverse recruitment websites/networks and advertising roles across a broad range of platforms, websites or forums visited by underrepresented groups or dedicated to minorities. Advertising across multiple platforms will help Queen Mary reach the widest pool of candidates.	A diverse range of channels has been identified and work is currently in progress to understand the impact of the different platforms to identify those which are most likely to increase the pool of diverse applicants.	Medium	Autumn 2020

<p>3. A blind recruitment pilot should be conducted in a specific school, taking steps to harness learnings and disseminate across the institution. Signposting this inclusive approach at the point of vacancy advertising may help attract diverse applicants.</p>	<p>It is suggested that blind recruitment is not practical for academic roles as the whole process is about the individual's personal track record as an academic, for example, with reference to their record on publications, research projects, books, the PhD students they have supervised.</p> <p>The University will consider piloting a blind programme within professional services following consultation with the Professional Services Leadership Team.</p>	<p>Low – there may be variable positive outcomes from such an exercise.</p>	<p>January 2020</p>
<p>4. Ensure gender neutral language and composition of job descriptions. Hiring managers may wish to test the linguistic gender-coding of job specifications using the gender decoder tool: http://gender-decoder.katmatfield.com/ for example. This can help to ensure that descriptions are gender neutral or that they actively encourage underrepresented genders as appropriate for specific roles.</p>	<p>This tool is already incorporated in recruitment training.</p> <p>The tool will not be capable of actively encouraging underrepresented genders. However, our job advert templates reference encouraging applications from underrepresented groups.</p>	<p>Medium to low</p>	<p>Update recruitment policy: Summer 2020</p> <p>We will trial the decoder on certain posts and compare with applications for previous similar posts: Autumn 2020</p>
<p>5. Develop a candidate feedback mechanism (such as a candidate survey) to assess applicant experiences. Cross-referencing candidate experiences with diversity data can provide insights into bias or potential discriminatory practices that may be present within the recruitment journey.</p>	<p>NEW</p> <p>This may not be the best time to send out a survey when some candidates may be anxious job-wise and/or seeking employment. Could be exacerbated if add protected characteristics questions to survey.</p>	<p>Medium</p>	<p>Review once we have lifted the recruitment freeze: Autumn 2020</p>
<p>6. Shape a clearly defined process through which staff can signpost or raise a flag about recruitment practices that are deemed to be unfair, inequitable or biased. This should be outlined as part of the recruitment training and be clearly signposted on recruitment policies and associated webpages.</p>	<p>A separate dedicated process for recruitment complaints will be developed to take account of anonymity and ensuring that there is appropriate support for those raising issues. Report and Support could be a suitable option and will be explored as to its suitability.</p>	<p>Medium</p>	<p>Autumn 2020</p>
<p>7. Implement the following to mitigate bias in candidate selection:</p>	<p>The University has recently introduced a new on-line e-learning programme on 'Introducing inclusion'. This will</p>	<p>High</p>	<p>Launched June 2020</p>

<p>a. Ahead of sitting on panels, staff should indicate that they have completed required training or refresher courses. Robust checkpoints should be put in place to ensure this happens consistently. This may require the support of a quality Learning Management System for an organisation of Queen Mary's size and complexity;</p>	<p>be rolled out as the University's core mandatory EDI programme.</p> <p>This will be complimented with recruitment refresher training for staff involved in a recruitment process who have not undertaken training two years or more (mandatory).</p> <p>Work is currently in progress to ensure all mandatory training is communicated at the beginning of employment and the training required for participating in a recruitment process is flagged prominently in the policy.</p> <p>We have completed the procurement process for a new Learning Management System (LMS). This will enable the HR Recruitment team to verify that recruiters have completed the required training. However at the current time, this project has been put on hold due to the Covid-19 pandemic and will be reviewed at the end of the calendar year 2020.</p>		<p>Refresher training to be updated: Autumn 2020</p> <p>Planned implementation of LMS to be reviewed at the end of calendar year 2020.</p>
<p>c. Create a checklist of inclusive recruitment reminders and 'bias checks' to be disseminated ahead of panels. Ideally, the chair would run through this checklist with panellists ahead of any interview, to ensure full engagement and alignment; or</p>	<p>NEW</p> <p>A new checklist will be developed and disseminated for consultation and implementation in the new academic term.</p>	<p>High</p>	<p>Autumn 2020</p>
<p>d. Ensure that awareness of the impact of unconscious bias during interviews is promoted throughout the process. Panellists should be encouraged to challenge and call out bias.</p>	<p>This will be picked up through the checklist proposed in c) above.</p>	<p>Medium</p>	<p>Autumn 2020</p>

b. Training and development: Bold and engaging training and development enables staff to engage, contribute to our ambitions and push the boundaries of possibility

Recommendation (taken directly from the Inclusion Audit)	Actions already in progress at Queen Mary	Priority level	Timescale
<p>7. Implement the following to mitigate bias in candidate selection:</p> <p>b. Ensure there is a common understanding of selection criteria and what to look for in candidates for specific roles. This should include clear instructions on how to submit candidate feedback and avoid bias in language of evaluation.</p>	<p>There is a specific section in the online training about writing the person specification and defining the criteria. There is also a guidance document on writing on a job profile that will be revised and updated http://hr.qmul.ac.uk/workqm/paygradingrewards/grading/</p>	High	<p>Online training and refresher training to be updated: Autumn 2020</p> <p>Guidance document on writing a job profile to be revised and updated: Autumn 2020</p>

c. Career pathways: The development of a strong pipeline of diverse talent throughout our University.

Recommendation (taken directly from the Inclusion Audit)	Actions already in progress at Queen Mary	Priority level	Timescale
<p>Existing development and mentoring programmes, such as B-Mentor, should be expanded to maximise capacity and reach. Opportunities for both academic and PS staff should be clearly signposted. Steps should be taken to carefully monitor and evaluate the success of existing leadership and development programmes.</p>	<p>The University will review the range and impact of our mentoring programmes and introduce improvements or further provision as part of our work on Athena SWAN and the Race Equality Charter (REC).</p> <p>See below for work on academic and PS career development and leadership and development programmes.</p>	High	Academic year 20/21
<p>8. Consider how to shape clear pathways for PS promotions and career development. This might entail opening up PS development/leadership programmes; proactively promoting opportunities for lateral development (such as secondments or cross-departmental projects); showcasing PS role models who can discuss career progression;</p>	<p>Work is currently in progress to design new competency-based career development frameworks to enhance career development and planning for Professional Services and Technical Staff. These will facilitate secondments and other career development opportunities as part of formal career development</p>	High	In progress for implementation in Autumn 2020.

<p>convening workshops designed to promote interview skills and/or enhance CVs; or setting up networking opportunities or events to enable PS staff to connect with each other, provide informal mentoring and share approaches to career development. Collaborating with existing and future employee networks (such as QMOut or institutional networks for women, BAME and disabled staff) will help ensure strong engagement from diverse staff in PS.</p>	<p>agreed as part of appraisal.</p> <p>The introduction of a new leadership development framework will facilitate succession planning to improve diversity at all levels of leadership. These initiatives will benefit all under-represented groups.</p> <p>Work will progress in collaboration with the Professional Services EDISG and relevant employee networks.</p>		
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2. To create an inclusive culture across the University and become an exemplar institution by 2030 through:

- a. Communication: Equality, diversity and inclusion are a visible, celebrated and integral part of life at Queen Mary.
- b. Institutional citizenship: Positive collegial behaviour across Queen Mary is inextricably linked to career development, promotion and rewards, recognising the importance of how staff work, not just what they deliver.
- c. Leadership and accountability: Promoting inclusive leadership at all levels and leaders who can lead with confidence in times of change; facilitate fair and equitable criterion-based succession planning; and improve diversity across our different levels of leadership.
- d. Engagement: Staff and students actively contribute to our EDI agenda and inform our progress (e.g. networks, staff surveys)
- e. Dignity and Respect: All staff perceive and experience a culture of dignity, respect and inclusion. Staff are comfortable to speak out, challenge poor behaviour and have confidence that such behaviour will be addressed by the University.

a. Communication: Equality, diversity and inclusion are a visible, celebrated and integral part of life at Queen Mary

Recommendation (taken directly from the Inclusion Audit)	Actions already in progress	Priority level	Timescale
<p>Enhance Queen Mary's external EDI webpages. A range of EDI-related activities, events, role models and articles/blogs should be showcased. As part of this effort, consider creating a short video dedicated to EDI outlining the institution's vision, commitment and EDI activities.</p>	<p>The University is developing its first comprehensive EDI engagement and communications strategy. Proposals will be taken to EDISG and then SET for consideration and approval</p>	<p>High</p>	<p>August 2020</p>

b. Institutional citizenship: Positive collegial behaviour across Queen Mary is inextricably linked to career development, promotion and rewards, recognising the importance of how staff work, not just what they deliver.

Recommendation (taken directly from the Inclusion Audit)	Actions already in progress	Priority level	Timescale
Any new or existing staff network appointments (chairs, coordinators and committee members) should be given appropriate time allocations and recognition for additional work undertaken. Appropriate space and budget should also be provided.	The University will incorporate these principles into our promotion and reward processes to incentivise the behaviours that we seek to embed and to reward staff for exemplifying those behaviours.	High	Autumn 2020

c. Leadership and accountability: Promoting inclusive leadership at all levels and leaders who can lead with confidence in times of change; facilitate fair and equitable criterion-based succession planning; and improve diversity across our different levels of leadership.

Recommendation (taken directly from the Inclusion Audit)	Actions already in progress	Priority level	Timescale
1. Additional work is needed to embed diversity within Queen Mary's talent management strategy. In particular, line managers should be encouraged to identify diverse staff with managerial and leadership potential, and directly engage in proactive conversations with those staff during performance appraisals. Queen Mary should consider and analyse progression data for diverse staff, and BAME staff in particular.	<p>As set out above, the introduction of a new leadership development framework will facilitate the early identification of management talent through proper succession planning to improve diversity at all levels of leadership.</p> <p>Further diversity data will be shared with Schools and PS Divisions to inform appraisal, promotion and reward processes.</p> <p>This will be supported by a programme of 'stories' to showcase staff development.</p>	High	In progress for implementation in Autumn 2020.

<p>2. Give careful consideration to the way line managers are selected, developed and managed on an ongoing basis to ensure they are able to perform their role effectively. Specific and additional training in line management, communications and inclusive leadership may be required to ensure people managers are effective and can get the most out of diverse teams.</p>	<p>The Organisational and Professional Development team will be launching a Leadership and Management Development Programme in the new academic year informed by the Leadership Development Framework, so that our values are embedded in our training. This programme will include inclusive leadership.</p>	<p>High</p>	<p>Academic year 20/21</p>
<p>3. Build on existing short-term strategy to shape a clear, centralised EDI strategic action plan with clear objectives and actions designed to support gender, race, disability and LGBTQ+ equality. Action plans should be designed to embed EDI across the institution and account for intersectional themes. Action plans should be widely disseminated and progress reported on in a timely fashion. Transparency around this work (and delivery of a race equality action plan in particular), will help demonstrate Queen Mary's commitment to EDI and address charges of institutional racism.</p>	<p>Supporting the institutional level EDI KPIs, which have been approved by SET, Schools and Professional Services are responsible for progressing local action plans to identify how they will contribute to the corporate KPI and also address local issues identified through the staff survey.</p> <p>The University has developed a suite of key activities and initiatives from which Schools and Divisions can choose to inform the development and implementation of actions that will meet their EDI objectives in relation to LGBTQ+, gender, race and disability equality.</p>	<p>High</p>	<p>In progress</p>
<p>4. The strategic action plan should be accompanied with the provision of resource and strategic direction at the highest level of the organisation together with credible investment. The appointment of the Vice-Principal of People, Culture and Inclusion is an important step and provides a powerful opportunity to set out the institution's longer-term strategy, EDI priorities, budget and action plans.</p>	<p>The Vice-Principal of People, Culture and Inclusion (PCI) is developing a PCI Enabling Plan to support the objectives of Strategy 2030. This will be underpinned by a related resourcing plan, which will take account of the institutional financial position in the light of Covid-19.</p>	<p>High</p>	<p>Autumn 2020</p>
<p>5. Transparency, open dialogue and engagement around EDI is much needed at the current time to galvanise trust across the staff (and student) population. In addition to sharing a comprehensive and integrated EDI strategic action plan, it is recommended that leaders undertake a series of open discussions, town halls or forums, engaging all staff and students proactively on the topic of EDI,</p>	<p>This dialogue occurs at various forums including EDISG, PSEDISG and Schools' EDI Committees.</p> <p>The EDI Forum will be reinstated following the departure of the EDI Academic Lead as this can usefully act as a space where these issues can be raised by staff.</p> <p>As stated above, the University is developing its first</p>	<p>High</p>	<p>On-going</p> <p>August 2020</p>

providing channels for feedback and dialogue, and promoting a collaborative approach to embedding inclusion.	comprehensive EDI engagement and communications strategy to build confidence and trust, through empathy, transparency and accountability with a focus on engagement and dialogue with the Queen Mary community. These proposals will be taken to EDISG and then SET for consideration and approval.		
6. Leaders should be encouraged to demonstrate their commitment by attending and speaking at EDI-related events and activities, actively engaging with and celebrating EDI awareness days and festivals, supporting staff networks and, where possible, spending time talking to people and listening to staff and student opinions and experiences. Leaders can also demonstrate awareness and support for inclusion issues through blogging or having an active voice on social media channels.	Some of our leaders have demonstrated their commitment through their contribution to events such as: Trans Day of Remembrance <ul style="list-style-type: none"> Jewish Holocaust Memorial Day Flag-raising event for LGBT+ History Month Leaders have used all-staff emails and School-based emails to communicate their personal commitment to EDI and EDI-related events, including Black Lives Matter. Looking forward, these communications could also include lived experiences.	High	Ongoing. On-going
7. Appoint senior sponsors to champion diversity strands. Sponsors should be visible and vocal advocates who use their platform to champion inclusion at every opportunity. Sponsors must be passionate and authentic advocates for inclusion and work in close collaboration with the staff groups/networks they represent. Expand Athena SWAN champion role at SET level to focus on gender equality in the broadest sense.	The University is currently considering the introduction of Senior level sponsorship for SET members and proposals are to be shared with SET for the new academic year. This will take account of the recommendation to extend the role of the Athena SWAN champion to focus on gender equality in the broadest sense.	High	Autumn 2020
8. Convene EDI leadership roundtables with executives from other institutions. Roundtables would bring together leaders (principals, VPs, deans and other executives) to promote thought leadership, share best practice, investigate innovative approaches to inclusion in academia, explore collaborations and set new benchmarks and standards of practice for the sector. These sessions	NEW This requires further exploration with key stakeholders to design a coherent programme of events.	Not a current priority	Longer term objective. Revisit in 2021.

would begin to position Queen Mary as a sector leader and would also provide invaluable opportunities for sharing, learning and innovating approaches to inclusion.			
9. Leaders on SET, Senate, Council and those in leadership roles at school and department-level are encouraged to become more vocal and visible, and actively engage in role model campaigns. This will help to address the perceived absence of diverse role models at senior levels. Additionally, Queen Mary should continue to work to ensure that diverse appointments are reflected at the highest level across the institution, both for academic and PS roles. To achieve this, inclusive recruitment practices should be implemented for all senior-level appointments	<p>This recommendation will be taken into account in developing a model for senior level EDI sponsorship.</p> <p>The University is actively exploring the use of positive action initiatives such as the equal merit provisions of the Equality Act 2010 to increase diversity in senior level appointments.</p>	High	In progress
10. Develop and embed a strong culture of performance management. This will help to drive accountability and high performance, enabling the institution to achieve the best outcomes and workforce. People managers must be set up for success with the capability to manage diverse teams, uphold and role model organisational values, implement relevant policies and support learning and development activities.	<p>A Values Framework is currently in development which sets clear expectations about what being a good Queen Mary citizen means in terms of values and behaviours. This will be embedded across the employee lifecycle with specific work to enhance our appraisal, promotion and reward processes already in train.</p> <p>Appraisal is a key enabler for staff engagement and will be important in engaging staff with QM2030 and establishing the golden thread between the strategy and individual job roles.</p>	High	Summer/Autumn 2020
11. Existing governance groups (steering groups, committees, forums, etc) should clearly contribute to the organisational EDI strategy in a joined-up and cohesive way, with well-defined objectives, lines of accountability and timelines for delivery. A more cohesive approach at school and faculty level with consistent frameworks would promote efficiency and the sharing of best practice. It will be important for governance groups to focus on action and delivery	<p>An Away day will be organised for the existing governance groups on how to progress the PCI Enabling Plan, to ensure coherence across all levels of the institution and provide a forum for sharing good practice.</p> <p>This will involve agreeing objectives, priorities, timelines and project leads. EDISG will monitor progress against the agreed plan.</p>	Medium	Autumn Term

moving forward.			
12. Steering groups should be set up for protected groups, such as race equality, disability equality and LGBTQ+ equality to support the development, monitoring and reviewing of Queen Mary's strategic action plans. Ideally, these groups should have representation on the EDISG.	NEW The University is in the process of establishing a new Race Equality Action Group to support developing and implementing the Race Equality Charter. Membership of EDISG is being expanded to ensure improved representation of under-represented groups, and this recommendation will be taken forward as part of this process.	High	Review Autumn 2020 once financial position is clearer.
13. Improve transparency around EDI-related activity by widely disseminating action plans and reporting on progress. Minutes from all committees and steering groups should be made available and consistently published on websites and staff intranets. More transparency around EDI work, progress on goals achieved as well as failures or lessons learned will help demonstrate action and accountability, building trust across the workforce.	EDISG Minutes are published on our webpages. Greater transparency of EDI-related activity is being developed in collaboration with the Communications and Marketing team.	High	Ensure PSEDISG minutes are on webpages: Summer 2020

d. Engagement: Staff and students actively contribute to our EDI agenda and inform our progress (e.g. networks, staff surveys)

Recommendation (taken directly from the Inclusion Audit)	Actions already in progress	Priority level	Timescale
5. Ensure there are formal and regular touchpoints for protected groups to engage with Queen Mary, informing race, disability, gender and LGBTQ+ best practice. Forums should facilitate staff consultation to develop and test policies and practices to ensure they are inclusive and appropriately serving all minority groups. If launched, BAME, women's and disability networks could provide effective channels	QM has an established LGBTQ+ Staff Network. A Parents and Carers network has recently been established and a Disability network is being developed. A Race Equality group is also in the early stages of development. Further work needs to be undertaken to establish the	High	Autumn 2020

for this sort of engagement.	appropriate governance structures to that the needs/feelings of these groups are communicated and listened to/acted on.		
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e. Dignity and Respect: All staff perceive and experience a culture of dignity, respect and inclusion. Staff are comfortable to speak out, challenge poor behaviour and have confidence that such behaviour will be addressed by the University.

Recommendation (taken directly from the Inclusion Audit)	Actions already in progress	Priority level	Timescale
1. Undertake a school-level EDI focus group or workshop to inform local action plans. As well as identifying key areas for improvement and hotspots for bullying, this approach would also serve to highlight areas of EDI best practice that could be disseminated across the organisation.	<p>School level action plans already address issues of harassment and bullying identified through the Staff Survey.</p> <p>The University will organise a special meeting of EDISG to share good practice and lessons learned. This will be an interactive event to generate live discussion and active engagement from all those involved.</p>	High	<p>In place and on-going</p> <p>Academic year 2020/21</p>
2. To counter bullying in the long-term, ensure robust, effective and monitored policies are in place, that are centrally implemented. Whilst policies exist, they must include better mechanisms for detecting, recording, reporting and dealing with policy breaches, and that the institution as a whole take proactive action in holding people to account.	<p>A new cohort of Dignity Disclosure Officers have been trained. The Dignity at Work Policy has been revised and updated and will be considered by EDISG in September 2020. The new policy also incorporates flow charts to ease understanding of the options open to staff.</p> <p>The University's grievance process is being reviewed and developed and will be relaunched as a Grievance Resolution Policy.</p> <p>Online active bystander training is being rolled out from Autumn 2020.</p>	High	<p>September 2020.</p> <p>August 2020</p> <p>Autumn 2020</p>
3. Develop team-based programmes on 'successful ways of working together' to encourage collaborative working between academic and PS staff at a local level. This has been successfully piloted by a department at	<p>NEW</p> <p>Share findings and learning from 'Successful ways of working together' through Faculty and PS EDI colleagues.</p>	Medium	Winter 2020

<p>Queen Mary. The piloted programme informed participants about the benefits of mutual respect and took place at an off-site setting to encourage teambuilding, camaraderie and strengthen interpersonal relationships. Departments with perceived incidents of bullying/harassment (evidenced through the staff survey or complaints to HR), are encouraged to adopt a similar approach.</p>	<p>Scope an approach to 'environmental investigations' to conduct exploratory work and recommend interventions where departments receive multiple complaints through Report and Support, the staff survey or complaints to HR.</p> <p>Using 'cluster' approach to Schools and Departments where there are incidents of bullying and harassment, via Report & Support</p>		
<p>4. Launch an institution-wide microaggression campaign to challenge stereotypical ways of thinking and mitigate everyday instances of biased language, behaviours and thought processes. Digital media or poster campaigns can be effective, resource-efficient ways to raise awareness of staff (and students). Leveraging multiple, simultaneous channels will help to maximise reach and impact.</p>	<p>NEW</p> <p>This recommendation will be taken forward as part of the new EDI Engagement and Communication Strategy so that this is firmly linked to our values.</p>	High	Autumn 2020
<p>5. Make complaints processes more transparent by publishing anonymous data, annually, on the number of cases filed, the proportion that were upheld, the proportion that were rejected and the resultant outcomes or actions taken. Reporting in this way would drive transparency, demonstrating that a clear system is in place and that action is taken when needed, building staff confidence and encouraging staff to engage with the system should they need to.</p>	<p>The first report from Report and Support went to EDISG in February 2020. It is proposed that this data is included in future EDI Annual Reports.</p>	High	Review content of future EDI Annual report: Summer 2020

3. **To improve and publish our equality, diversity and inclusion data, monitor progress and evaluate the impact of our actions** through:
- a. **Internal metrics and KPIs: Evidencing year on year progress to address inequalities identified through our data and through our engagement with our staff and students.**

Recommendation (taken directly from the Inclusion Audit)	Actions already in progress	Priority level	Timescale
<p>1. A more rigorous approach to monitoring recruitment data, capturing and analysing the diversity of applicants at all stages of the process should be introduced. Data analysis is currently undertaken, but investment is needed to update systems and improve the quality of insights.</p>	<p>The constraints of the existing system limits the type of data collection to which we are able to achieve. However, pending the procurement of a new system, we continue to work with the Planning Division to review and enhance the data reporting that we do carry out to better inform both local and University level decision-making.</p> <p>An EDI Data Analyst has been appointed to provide dedicated resource to review and monitor recruitment data. This will enable more detailed oversight and targeted action.</p>	High	<p>Ongoing</p> <p>A decision on a new HR system IT projects will be reviewed at the end of the calendar year 2020.</p>
<p>2. Continue to innovate and integrate Queen Mary's data management systems. The institution should have a clear view of the proportion of grievances filed that relate to diversity matters and protected characteristics. Diversity data related to training, promotion and re-grading should also be regularly assessed and reported on.</p>	<p>The introduction of Power BI has improved the quality and scale of data reporting that is now possible with present data management systems.</p> <p>The University will draw on data from Report and Support to include in future annual reports.</p> <p>Diversity data on promotion is included in the EDI Annual Report. This data is also considered in detail during academic promotion panels as part of the decision-making process. This can be expanded to include data on re-gradings.</p> <p>At present, it is not possible to adequately and accurately report on training data through our current data management systems. However, the University will explore how we can analyse and review data more effectively ahead of being able to implement a new LMS.</p>	Medium	<p>EDI 2020 Annual Report</p> <p>In place</p> <p>EDI 2020 Annual Report</p> <p>Winter 2020</p>

b. External accreditations: Achieving or retaining external accreditations to recognise our work in relation to protected characteristics

Recommendation (taken directly from the Inclusion Audit)	Actions already in progress	Priority level	Timescale
3. Launch an internal role modelling campaign, showcasing diverse and intersectional talent at all levels of the organisation. Ensure this campaign is visible on the external website (on EDI pages and linked to recruitment/careers pages).	<p>There has been a series of role models in the LGBTQ+ space that the EDI Team has organised and promoted across the University.</p> <p>Further work will be undertaken to broaden to wider intersectional groups as part of the new EDI Engagement and Communications Strategy</p>	Medium	<p>In place</p> <p>Academic year 2020/21</p>
<p>4. Build on emerging EDI programme with the following:</p> <p>a. Lead EDI best practice workshops, inviting external stakeholders to share best practice approaches and insights;</p>	<p>NEW</p> <p>Prior to the pandemic, a Dignity and Respect conference was being planned, led by an external consultant. This conference was intended to focus of an area of concern and interest for many organisations - how to effectively address workplace bullying and harassment. Many staff surveys and other research projects identify promoting dignity at work as one of the issues creating significant challenges for organisations. This conference is one of a number of ways in which Queen Mary can promote its commitment to addressing these issues.</p>	Priority, but affected by Covid-19 and cannot be progressed now	<p>Revisit feasibility of delivering Dignity and Respect conference: Academic year 20/21</p>
b. Launch EDI awards or celebrations to recognise EDI best practice, achievements or innovative projects across the institution; and	<p>NEW</p> <p>SMD are exploring the introduction of a local scheme. Learnings from their pilot can be shared through EDISG to inform wider institutional adoption.</p>	Not a current priority	
6. Shape and signpost policies and practices to support Queen Mary's disabled staff population. The institution should consider the following:	<p>NEW</p> <p>Explore possibilities for collaboration with student Disability</p>	High	Autumn 2020

<p>a. Open up the Disability and Dyslexia Service (DDS) to staff. There is already some excellent work happening to support students, much of which could be used to support staff directly as well as inform line managers.</p>	<p>and Dyslexia Service (DDS) senior leadership.</p>	<p></p>	<p></p>
<p>b. Appoint and signpost a dedicated point of contact to lead on engagement with disabled staff. This would be the 'go to' person who can advise on policies, reasonable adjustments, community engagement and any other provisions in place to support disabled staff or staff with disabled dependants. This role might naturally sit within the DDS. If this were to be the case, it would need to be resourced accordingly.</p>	<p>In the absence of dedicated resource, the University will explore a hybrid model, involving HR Partners, EDI and Occupational Health.</p> <p>The University is also looking to join the Business Disability Forum. The benefits of membership covers access to extensive experience across all forms of disability; provides tailored advice on case work; delivers highly quality excellent training that is very good VFM and access to a wealth of specialised resources tailored for employers across different sectors.</p>	<p>Medium</p>	<p>Winter 2020</p>
<p>c. Create a webpage listing all relevant support and services for disabled staff, clearly defining how to access support and necessary next steps. This should be signposted to disabled people as well as line managers to drive awareness and encourage disabled staff to access existing support mechanisms.</p>	<p>A webpage has been drafted and is in the process of being finalised prior to launch.</p>	<p>Medium</p>	<p>Summer 2020</p>
<p>d. Implement a policy to enable disabled academics returning from long-term sick leave to take teaching sabbaticals, relieving them of teaching duties to enable them to focus on research. This has been proven to be an effective approach for returning academics who have taken extended periods of maternity leave or other career breaks.</p>	<p>NEW</p> <p>The University will develop a new policy based on good practice to apply to all staff, which will address how to best support disabled staff returning to work.</p>	<p>Medium</p>	<p>Academic year 2020/21</p>
<p>e. Continue to improve facility access across</p>	<p>In progress.</p>	<p>High</p>	<p>Ongoing</p>

<p>campuses. Improved signage, better reliable lift access and consistent lighting have been cited as key areas for attention.</p>	<p>Activity is being led through the Accessibility Working Group which is part of the Capital Projects Programme.</p>		
<p>7. It is important for any accreditation work to be superseded by strong EDI foundations and a comprehensive institutional EDI strategy. Much of this work is already underway, and continued attention and investment should be given to EDI data management, training, policy development and Queen Mary's emerging EDI programme of events and activities to provide a solid bedrock for accreditation work.</p>	<p>A People, Culture and Inclusion Enabling plan is in development.</p> <p>A dedicated EDI Data Analyst joined the HR team in 2020.</p> <p>Training has been scoped but currently on hold due to cost constraints caused by Covid-19.</p>	<p>High</p>	<p>Review training provision Autumn 2020 once financial position is clearer.</p>
<p>8. In addition to existing resources for Athena SWAN, appropriate resource should be put in place to support the submission processes for Stonewall's Workplace Equality Index and/or the Race Equality Charter if undertaken.</p>	<p>A new EDI Manager (Gender) joined the University in May 2020. This role will lead the operational delivery of the institutional Athena SWAN submission.</p> <p>We were unable to recruit to the EDI Manager (Race) and this post is now on hold due to the Covid-19 pandemic. Work to deliver the Race Equality Charter is currently being scoped by an external consultant.</p> <p>Further consideration needs to be given to resourcing Stonewall's Workplace Equality Index (and Disability Confident).</p>	<p>High</p>	<p>Review Autumn 2020 once financial position is clearer.</p> <p>Disability Confident proposal being taken to EDISG in Sept. 2020.</p>
<p>9. Further engage and develop disabled staff through a mentoring scheme or a leadership programme for disabled staff. Ensuring visibility around these initiatives could enhance Queen Mary's internal and external reputation when it comes to disability awareness, encouraging existing disabled staff to disclose disabilities whilst helping to attract new disabled talent into the organisation.</p>	<p>NEW</p> <p>A new disability network is to be launched this summer, which will provide an important channel through which these issues can be developed into a cohesive plan.</p>	<p>Medium.</p>	<p>Autumn 2020</p>