

Athena Swan renewal application form for departments

Applicant information

Name of institution	Queen Mary University of London
Name of department	School of Geography
Date of current application	July 2023
Level of previous award	Bronze
Date of previous award	2017
Contact name	----
Contact email	----
Contact telephone	----

Section	Words used
An overview of the department and its approach to gender equality	2484
An evaluation of the department's progress and issues	3492
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5976

*These sections and appendices should not contain any commentary contributing to the overall word limit

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28th July 2023

Dear colleague,

As the Head of School and co-Chair of the School of Geography's Equality, Diversity and Inclusion Committee, I am delighted to submit our application for renewal of the Athena Swan Bronze Award.

The School of Geography is committed to EDI which is central to our mission to deliver outstanding research, education and career opportunities for all our staff and students. As highlighted in our School Strategy, we aspire to provide equality of opportunity for all students and staff and to sustain a diverse, collegial and mutually supportive work and study environment which enables individual success.

These ambitions, which cohere closely with those of the Athena Swan Charter, have enabled us to build upon, and further, our achievements since our 2017 award. Our successes, which are all the more notable given the disruptions caused by the COVID-19 pandemic, include:

- Student recruitment policies which have been positively influenced by our decade long commitment to widening participation resulting in broad gender parity at both undergraduate and postgraduate levels as well as the recruitment of students from racialised and minoritized backgrounds.
- Gender inclusive role models at all levels of leadership including Head of School (first female Head (2014-2018), first female BAME Head (2022-), senior academic positions (64% of current professoriate are female), chairing and membership of key School Committees.
- Robust and reflexive educational processes, pedagogies and structures that are responsive to institutional equity and EDI structures with particular success with regards to our field trip diversity policy, and our critical geographical foci ranging from feminist theory to decoloniality, disability studies and queer theory.

Drawing upon robust institutional data which we are supplementing with School specific information, we are well positioned to consolidate on our progress and work on areas which need further attention. As detailed in our Future Action Plan, we recognize the need to:

- Reduce the gender attainment gap paying specific attention to how we can better support male students to achieve both first class and good honours degrees.
- Invest further in staff mentoring and appraisal to enhance support for career progression.
- Further develop our workload allocation model, and take up of flexible working options, to address staff workload issues.

- Integrate our EDI governance and processes more fully through the appointment of new Committee co-Chairs as well as EDI Champions to sit on all School committees.

I pledge, with the full support of my colleagues, that we will challenge ourselves to reach the ambitious targets set out in our action plan aiming to grow from Bronze to Silver in the next five years.

2. Description of the department and its context

The School of Geography (SoG), established in 1893, is strongly committed to equality, diversity and inclusion (EDI). Awarded a Bronze Athena Swan in 2017, EDI are core values underpinning our School Strategy, teaching and learning curricula, research, staffing, student recruitment, support and engagement and wider processes and pedagogies.

We have a dynamic student and staff community (Table 1 and Appendix 2, Tables 1.1-1.3, 3.1-3.9, 5.1-5.7). Located in Queen Mary's Mile End campus, the majority of our students are enrolled on undergraduate (UG) degrees with a smaller postgraduate (PG) community of taught (Masters) and research (PhD) students. Home students make up the bulk of the UG population but are a minority in postgraduate taught (PGT) programmes. Approximately 50% are commuter students. Widening Participation (WP) is a key priority for the school, and we have made substantial progress over the last decade running a bespoke initiative, *Stepping Stones*, with local Schools.

Table 1: Students and staff composition by gender, 2022/23 (headcount)



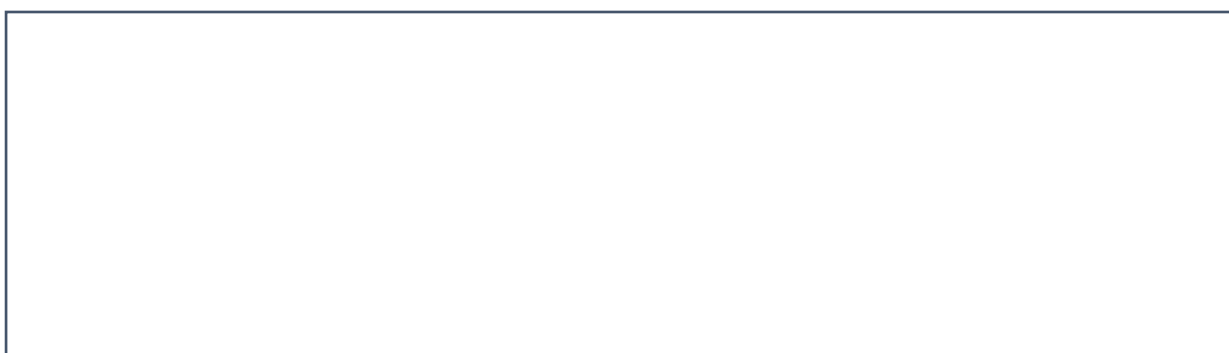
Our UG community is distributed across core (BA/BSc Geography), specialist (BA Human Geography, BA Global Development, BSc Environmental Science) or joint degree (BSc Geography with Business Management, BSc Environmental Science with Business Management) programmes. In 2022/23, the School's UG population was 61% female (268/438), 58% BAME (254/438) and 16% (70/438) students with a declared disability. While the overall gender balance has been consistently in favour of female students over the reported period – over 60% (Appendix 2, Table 1.1) - this varies across programmes reflecting some success in achieving gender parity. For example, recruitment of male students on the BSc Environmental Science with Business Management and BSc Geography with Business Management programmes has improved to constitute 46% (19/41) and 57% (39/68) respectively in 2022/23.

Female students predominate among the school's PG community, again with some variation over the reported period, and across the taught and research student body (Table 1, and Appendix 2, Tables 1.2-1.3). Our PGT students are enrolled on Human or Physical Geography and Environmental Science programmes, with a gender balance in favour of female students over the reported period (60% female (35/58) in 2022/23). Similarly, female students comprise 69% (29/42) of the postgraduate research (PGR) community, with important gains towards achieving gender parity in

the Physical Geography and Environmental Science where the proportion of female students has increased from 25% (2/8) in 2018/19 to 40% (4/6) in 2022/23.

Academic staff comprise human and physical geographers, and environmental scientists, with the majority employed on teaching and research contracts (T&R) and the remaining on research-only or teaching and scholarship (T&S) contracts. The first female (2014-18), and first female BAME¹ (2022-) Heads of School (HoS) have been appointed in the last decade.² In 2022/23, 64% (9/14) of the professoriate were female (Appendix 2, Table 3.5). While the overall number of research-only staff remains modest, the gender balance is evenly split between female and male staff (Table 1, and Appendix 2, Table 3.6). In turn, 64% (9/14) of teaching staff are female. Academic staff are managed by the HoS.

Figure 1: Academic staff away day, May 2023



The School has a Professional Services (PS) team comprising 14 staff (12.8 Full Time Equivalent (FTE), 8 female, 6 male). The team supports academic programmes (6FTE, ██████████), operational support (2FTE, ██████████), marketing and recruitment (2FTE, ██████████), research (1FTE, female) In addition we have a Technical support team in our laboratories (3FTE, ██████████). Except for the 2.0FTE staff in marketing, all are on indefinite contracts. The PS team is managed by a School Manager (SM) (1FTE, ██████████).

A formal workload allocation model (WAM) for academic staff was developed in 2022/23. Entailing consultation with colleagues, it is attentive to several intersecting EDI concerns including FTE sensitive loading (which has particularly benefited female staff), credit allowance for developing new teaching material (especially beneficial for early-career hires (ECRs)) and even distribution of female and male staff to deliver fieldtrip teaching. Our future plans include reduced loads for colleagues returning from parental and caring leave.

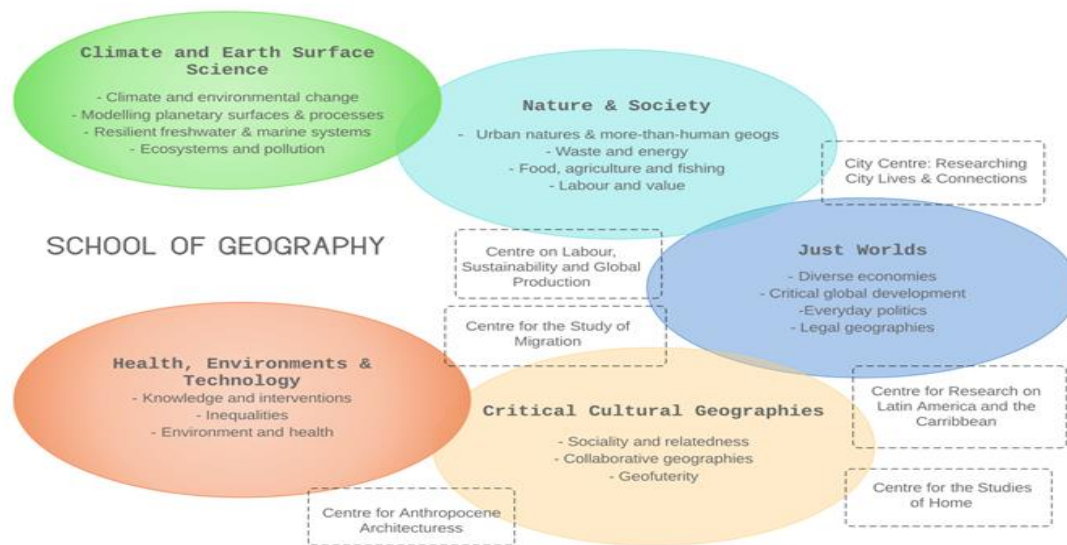
We are strongly committed to questions of justice, spanning gender, race, class, climate and ecology. This is reflected in the school's recently reconstituted research

¹ We currently use the term 'BAME' at Queen Mary as this reflects the way we collect and store staff and student data. This aligns with our reporting obligations and usage within the majority of other Higher Education institutions. However, as we are aware that this term is considered by some to be problematic, we will continue to review our use of language around race and ethnicity, through our Race Equality Action Group.

² The established practice in the SoG for the appointment of Head of School is consultation with all staff led by an external Faculty member; encouraging those who are nominated to apply for the position; and a standardised application, interview and selection process.

themes: *Climate and Earth Surface Science*; *Just Worlds*; *Health, Environment and Technology*; *Nature and Society*, and *Critical Cultural Geographies* (Figure 2). This re-envisioning has been an inclusive process involving research-active staff across all career stages. Four of the five themes are currently led by female colleagues, one of whom is an ECR. The School hosts four interdisciplinary Faculty Research Centres for the Study of Migration (female BAME Director); Studies of Home (female co-director); City Centre (incoming female director) and Latin American and Caribbean Studies (male director).

Figure 2: School of Geography Research Themes and Centres

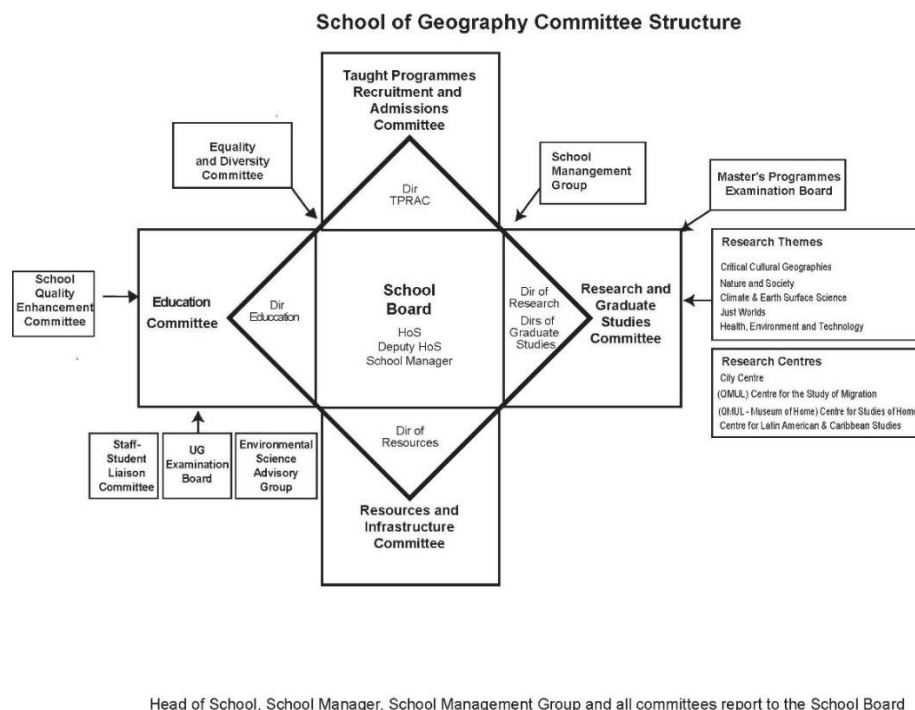


We are attentive to EDI issues across all our research activities. Critical gender, race and justice issues are the substantive focus of research seminars and workshops with discussions ranging from decolonisation, collaborative writing and authorship to ethical relationships. Research events are scheduled in core working hours. We are attentive to gender balance in delivery; in 2022/23, 57% of seminars were delivered by female speakers (with 7 out of 8 speakers ECRs) and 43% by male speakers.

Delivering an inclusive curriculum is at the heart of our pedagogical ambition. Embedded in our teaching and learning methods, this commitment is apparent in critical geographical foci including feminist theory, decoloniality, disability studies and queer theory. Staff and students routinely engage in reflection to ensure that our processes, pedagogies and structures are responsive to equity and EDI challenges. As an example, given the significance of fieldwork as fundamental to understanding essential aspects of Geography (Subject Benchmark, 2022), we have developed principles for undertaking inclusive fieldwork in the context of intersectional gender diversity. We endeavour to enable students who are gender transitioning, or with disabilities, to participate in fieldwork through reasonable accommodation, or, where participation is not possible, by providing alternatives. Detailed planning addresses wider EDI considerations such as access to toilets, need for 'down time,' and accommodation of religious needs.

The SoG has a dedicated EDI Committee which developed out of the original Athena Swan Self-Assessment Team (SAT) committee. It is supported by the EDI officer paired with the Queen Mary Humanities and Social Sciences (HSS) Faculty and the wider institutional team. In turn, EDI is a standing item on all School committee agendas, including School Boards and the Student-Staff Liaison Committee (SSLC). We undertook a review of the school's broader governance structure in 2021/22 (Figure 3) which was underpinned by ambitions to bring mid-career female and male colleagues into senior leadership roles in recognition of the greater emphasis on citizenship and inclusion criteria in promotion processes, while also protecting the time and workload of ECR staff. Our established practice of ensuring gender-balanced committee membership and leadership is illustrated by the current split of 16 senior roles held by female colleagues and 15 by male staff. The scheduling of School Board, School Management Group (SMG) and committee meetings is on core working days and times, and hybrid where necessary.

Figure 3: School Governance structure



Positive and proactive student support, engagement and experience is a core concern. In recognition of the significant uptick in student need over, and after, the pandemic period, the Senior Tutor role was split, in 2022/23, into the Director of Student Support and Engagement (DoSS&E) (male) and Director of Student Engagement (female) positions. This has enabled dedicated support for students while addressing workload issues for academic and PS staff. The design and practice of our learning environments take care to anticipate challenging areas, providing vital scaffolding and space for independence and initiative. We continue to

work hard at ensuring that students who have been historically excluded, for example because of neurodiversity and mental and/or physical ill health, are supported through a close partnership between the School's DoSS&E, Student Support Officer and Queen Mary's Disability and Dyslexia Service. We are committed to ensuring that all students feel safe, secure and valued in expressing their gendered identities.

3. Athena Swan self-assessment process

The School's EDI committee membership is representative of the academic, PS and student body, comprising all career stages and UG, PGT and PGR representatives, and attentive to gender and racial diversity, and caring responsibilities (Table 2). Co-chaired by the HoS and SM, its composition is reviewed annually, and embedded within Faculty and University EDI structures.

Table 2: Composition of SoG EDI Committee, 2022/23

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Preparation for this application progressed as follows: (i) consultation with the Faculty EDI team who outlined the renewal process and shared best practice; (ii) assembled SAT committee comprising of invited EDI committee members (Table 2) plus three staff (the Director of Education (DoE), Programme Lead (Human Geography) and Deputy Director of PGT Admissions). Due care was taken to ensure gender balanced composition mindful of career stage, disciplinary expertise and leadership roles. Allocation of evaluation, review, writing, data responsibilities was attentive to workload; (iii) Data lead and SM cross-checked EDI data provided by Human Resources (HR); (iii) SAT members evaluated progress against the previous action plan, feedback on 2017 application, and identified key priorities for the Future Action Plan; (iv) co-lead writers and Data Lead drafted and finalised the application following feedback from Faculty EDI and SAT members; (v) application approved by the School's Senior Management Group (SMG) prior to submission.

The application is informed by several data and evidence sources: institution-wide Staff Survey (Appendix 1a, 2023 Staff Survey, 60% (42) response rate), School Climate Survey (Appendix 1b, launched in 2023, 49% (34) response rate), Power BI and HR data (Appendix 2), focus group discussions with staff, third year UG and PGT students.

Building on our achievements over the assessment period, the strengthening of the School's EDI governance and processes will underpin future gender equality work. The responsibility for the implementation of this plan is distributed across relevant committees with oversight and monitoring of progress devolved to the EDI committee (Future Action Plan, and 'responsibility' column).

Section 2: An evaluation of the department's progress and issues

1. Evaluating progress against the previous action plan.

SAT critically evaluated the 2016-2020 Action Plan (AP) to produce the RAG assessment below. Comprising of 45 objectives, this assessment is categorised, for the purposes of reporting and continuity, into the following sections. (Our AP appears at the end of this sub-section and is not included in the word count).

(I) Maintenance and future proofing of EDI Committee and Processes

Actions: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6

1.1: The remit of the EDI committee has expanded beyond gender to include other protected characteristics including race.

1.2: Athena Swan principles are communicated regularly at student recruitment, and student and staff induction events. EDI matters have also been the focus of specific events including a postgraduate convened discussion on Black Lives Matter following George Floyd's murder in 2020, and weekly all-staff online meetings held during the 2020/21 pandemic lockdowns.

Annual reporting on Charter Activities was interrupted by the COVID-19 pandemic and will be continued from 2023. An EDI Newsletter was produced between 2016-18

and will be incorporated into a general school-wide newsletter to be launched in September 2023 (Future AP, Priority 1).

1.3: Since the previous application, we have access to data on gender and ethnicity accessed via Power BI and Human Resources. There is a clear EDI governance structure connecting the school committee to Faculty and University forums.

1.4: The Geography EDI co-chairs attend HSS Faculty EDI meetings which enables sharing of best practice. Discipline specific learning is afforded by quarterly Royal Geographical Society with Institute of British Geographers (RGS-IBG) HoS meetings which focus on EDI matters pertaining to Geography departments, staff and students.

The School's EDI committee reports to School Board meetings, EDI is a standing item on all committee agendas. Future reporting actions include identifying EDI Champions on all committees to ensure EDI matters are discussed, and cross-communicated, with the EDI Committee (Future AP, Priority 1).

1.5: The Queen Mary Staff Survey is a key source of information on EDI issues. Disrupted by the pandemic, it was reinstated in 2021/22 with a commitment for an annual survey which has been upheld (Appendix 1a). A staff focus group was conducted to discuss the findings of the 2022 survey resulting in an action plan which will be reviewed considering the 2023 survey. As prompted by the Staff Action Plan, we conducted a School Climate Survey in April 2023 (Appendix 1b), with key findings informing a session at the School's Away Day in May 2023 on 'working well together'. Previous Away Days have included discussions on understanding communication styles (2017/18), staff support (2018/19), inclusive curricula (2019/20) and school culture and community building (2021/22).

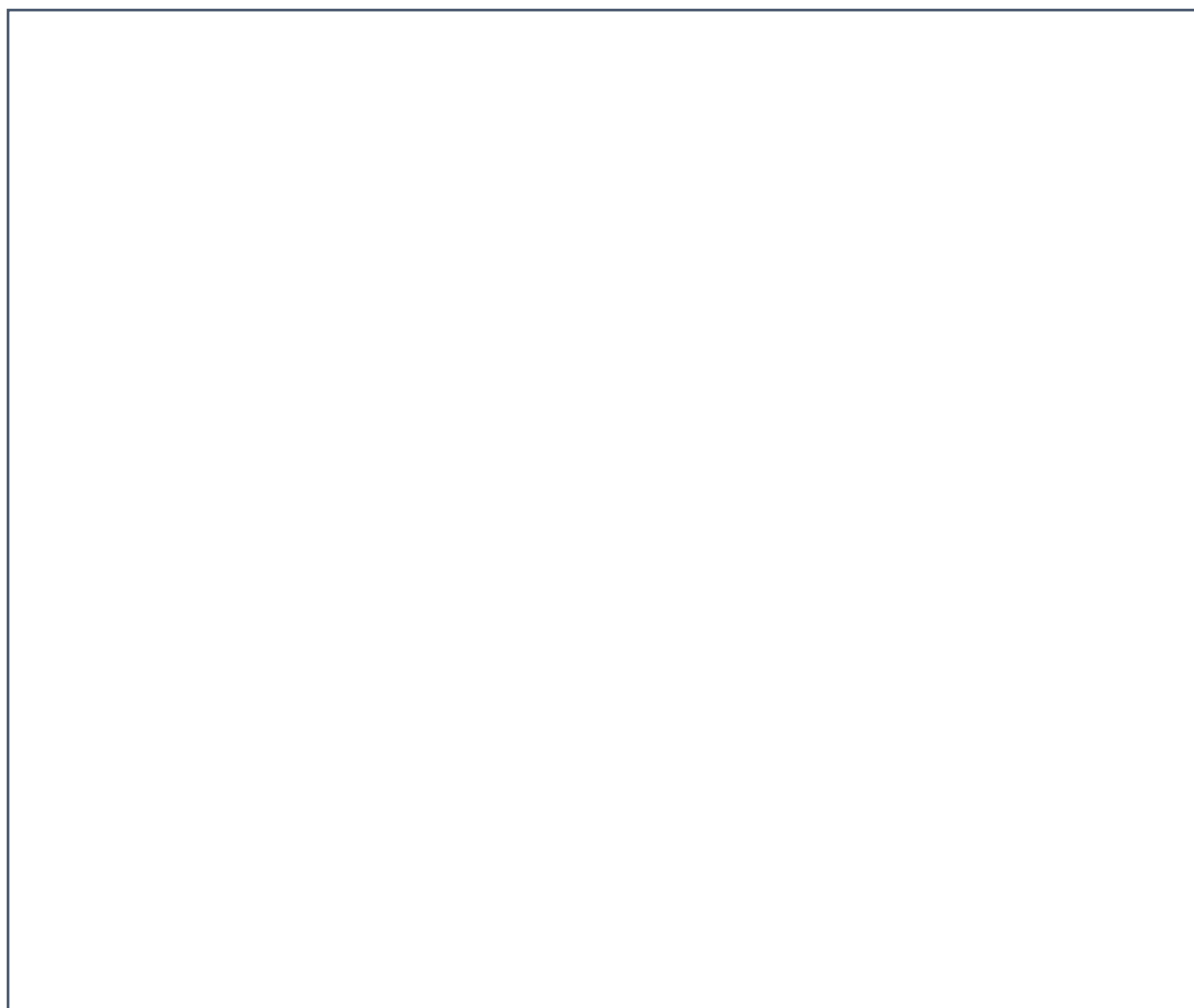
1.6: We commit to continue to hold regular staff focus groups and Away Day sessions on EDI related matters, and to identify actions underpinned by institutional and school surveys.

(II) Student recruitment, progression, support and culture

Actions: 1.8, 1.12, 1.13, 1.28, 1.40

1.8: Gender composition and balance of speakers at offer-holder, open days, school talks and taster sessions are embedded in planning for all recruitment activities. All academic staff are expected to contribute to recruitment activities and can select activities to accommodate their caring responsibilities. Our promotional material is representative of our student community with diverse gender, ethnic and age role models (Figure 4). These actions were deemed more appropriate than the commitment to commission a video of 'diversity in Geography' in the previous AP (1.28). Our School Ambassadors are predominantly female (75% in 2021/22). We will promote these opportunities to male students more proactively through Advisor Sessions from 2023/24.

Figure 4: SoG Student recruitment promotional videos, 2022/23.



1.12: Gender-sensitive recruitment panels are established practice. As an example, the panel shortlisting PGR candidates for studentships produces a statement about the panel composition as part of the nomination process. All staff are required to undertake mandatory Recruitment and Interview Selection training to be eligible to participate in recruitment activities and ‘Introducing Inclusion’ training at induction, and every two years, thereafter.

PGR supervision is evenly distributed across female and male colleagues. The co-supervisory model, where supervision is evenly shared between colleagues, is widely used enabling training and capacity building of ECRs. Supervisors are required to undertake training, run by the University’s Doctoral College. New supervisors complete the course at the outset of their supervision and established supervisors complete refresher training every two years.

1.13: The ambition to recruit more male PGT students has been partially met with numbers increasing from 33% in 2018/19 to 40% in 2022/23 (Appendix 2, Table 1.2). Overall student numbers are also increasing albeit at a modest rate.

1.40: PGT bursaries were successfully disbursed across the reported period.

Progression and career objectives: 1.7, 1.10, 1.34

1.7: Queen Mary is ranked as the top university in England for social mobility by the Sutton Trust and third by Higher Education Policy Institute (highest in the Russell Group). Furthermore, the Sutton Trust, ranks Geography at Queen Mary highest for social mobility by a significant margin (a score of 4.7%). This represents a significant achievement as Geography is generally a subject with very low mobility (average score 1.7%). This is especially commendable given the composition of our student body (reported in Section 1 above) in comparison to other Russell Group and Higher Education Institutions.

Student progression and closing the attainment gap are ongoing priorities. Building on the work undertaken by the previous DoE (since published in an RGS-IBG journal), there are positive developments but also areas for concern. Starting from an even distribution of first-class awards to female and male students until 2017/18, the gender attainment gap is now strongly in favour of women particularly at first class but also good honours degree (Appendix 2, Tables 2.1, 2.2). Thus, male student attainment is a concern, and identified as a priority in our Future AP (priority 4). In relation to race, in three out of the last four years the good honours' performance of 'BAME' students has equalled or slightly exceeded that of 'white' students. We continue to monitor the persistent (albeit closing) gap at First Class.

1.10: Careers support is integrated into all our degree programmes. The School works closely with Queen Mary's Careers & Enterprise Centre and dedicated School Careers Consultant. We offer a rich programme of careers events and work experience opportunities, as well as one-to-one careers guidance tailored to meet individual needs (Figure 5).

Figure 5: Career events for undergraduate students, Semester A, 2022/23

Book all events on QM Jobs Hub https://qmul.targetconnect.net/	CAREER SUPPORT
THURS 13th OCTOBER 10:00 – 11:00 Rm FB113a (Frances Bancroft Building)	FINAL YEAR STUDENTS: This career development session will look at how to complete application forms and CVs in order to market yourself to employers. THIS SESSION IS A MUST IF YOU ARE UNSURE OF YOUR NEXT STEPS AND HAVE NOT YET GOT ORGANISED WITH CAREER PLANNING.
THURS 20th OCTOBER 13:00 – 14:00 David Sizer Lecture Theatre	2nd YEAR STUDENTS: This session is designed to maximise your career success. By understanding where SOG graduates go, you can target companies and opportunities that interest you as well as finding out more about internships.
THURS 3rd November 13:00 – 14:00 David Sizer Lecture Theatre	1st Year Students: Get on the front foot with your career planning and find out what you can do with a Geography degree. Begin to explore companies and opportunities linked to your degree to ensure you get a head start in targeted next steps.
SOG ALUMNI NETWORKING EVENT Monday 14 th November – 5pm – 6.30pm Drapers Lecture Theatre	ALL STUDENTS The best way to find out about geography careers and network with people who can help you with your dissertations or ideas about companies to approach will be here. This is an event not to be missed.
CAREERS DEVELOPMENT SESSION Mon 21 st November 16:00 – 17:00 Online via Zoom	ALL STUDENTS 'Geography Careers: People, Places, Possibilities'. Chris Speight will shed light on how to 'get in and get on' in careers that need geographers. https://www.rgs.org/geography/choose-geography/i-am-a-geographer/chris-speight/

1.34: 'Career conversations' are regularly organised where current students hear from recent graduates about the range of jobs they do, how they got there and advice for those wanting to move into that sector. A recent event on careers in sustainability (November 2022) had a gender-diverse panel of graduates speaking to 40-plus UG students about careers in consultancy, local councils and start-up firms. There is a dedicated careers workshop for PGT students. Information on our alumni (captured on our school website) is gender representative.

Student support and culture objectives: 1.9, 1.11.

1.9: Following the COVID-19 pandemic, GeogSoc (the student-led association for those studying in the school) has not been very active. This is identified as a follow up action in our Future AP (Priority 2).

1.11: The needs of pregnant students, who are a small minority, are addressed through our advisor, tutor and the DoSS&E support system. We are attentive to wider needs of our students. Several staff are mental and physical health first aiders, and care is taken to ensure students are supported through advice and feedback hours and individual advising sessions.

In response to the cost-of-living crisis and impact of COVID-19 on social and study lives, in 2022/23 we established popular free 'breakfast clubs' and work/collaboration spaces three mornings per week.

(III) Staff recruitment, career progression, support and culture

Actions: 1.14, 1.16-1.18, 1.20-1.24, 1.26, 1.30-1.32, 1.36, 1.38, 1.41, 1.43, 1.45

Staff recruitment objectives: 1.20

It is established practice in the School to be mindful of gender inclusivity in the composition of recruitment panels. All panellists are required to undertake Recruitment and Interview Selection and Inclusion training. We ensure that advertising is gender inclusive, utilising equal merit processes in shaping recruitment. Data for recruitment (Appendix 2, Tables 7.1-7.5 for academic and Tables 8.1-8.5 for PS staff) reflect consistent success in attracting, and appointing, female candidates. Staff involved in appraisal and probation undertake Inclusion Training.

Career progression and training: 1.14, 1.16-1.18, 1.21, 1.22, 1.24, 1.26, 1.32, 1.41, 1.43

1.24: Staff appraisal is firmly embedded within annual systems. Academic staff are appraised by the HoS with some delegation to Professors, and PS staff by the SM. Senior female colleagues regularly act as appraisers. Completion of appraisals is very high especially among academic staff. Further training for appraisers is identified as key action in our Future AP (Priority 3).

1.26: New colleagues are allocated a mentor drawn from related research and teaching specialisms. This responsibility is distributed among female and male colleagues. In 2022/23, two female colleagues (1 T&R, 1PS) were supported to join Queen Mary's Springboard Women's Development Programme; one female member

of our technician team has been supported to join the Herschel Programme for women in technical leadership.

1.32: Pay audits are conducted at all levels including annual bonus and increments, professorial review and when new colleagues are appointed. The gender and ethnicity pay gap at professoriate level is declining due to recent changes in composition as well as positive interventions in addressing inequities.

1.41: There is sound awareness of flexible working in the school with several female and male academic and PS colleagues either reducing FTE or working 5 days in 4. The school has responded positively to new ways of working affording all staff the opportunity to combine working in the office with working from home.

1.43: Opportunities for senior leadership roles are circulated. Several colleagues have held Faculty and University positions (2 female Deputy Vice Principals, female Deputy Dean for Research, male Dean for Research and Deputy Vice Principal Research) and externally (female Research Lead, RGS-IBG; male President of the Geographical Association).

Staff support: 1.23, 1.30, 1.36, 1.45

1.23: The SoG supports caring responsibilities as permitted by Queen Mary. Flexible working to suit family and caring responsibilities have been enabled over the assessment period. Parental responsibilities will be factored into future iterations of the WAM.

1.30: Staff are aware of Shared Parental Leave with several male colleagues availing this facility over the assessment period.

1.36: ECR Networks have been facilitated by the Institute of Humanities and Social Sciences (IHSS) which has expanded the Faculty's ECR population via Strategic Fellowships, and thematic clusters which draw junior colleagues into interdisciplinary teams. The SoG has had considerable success in attracting British Academy and Leverhulme Fellows, with mentorship allocated evenly across mid-career and senior female and male colleagues. ECRs are afforded opportunities and resource to organise research activities (Section 1.2).

1.45: Our underlying principles of working together are reviewed regularly and have resulted, in the assessment period, in the development of a Research Manifesto, a formalised WAM and a commitment to decolonise our curriculum.

Culture and community: 1.6, 1.17, 1.31, 1.38

1.6: Staff Focus Groups were conducted in 2022/23 to discuss the staff survey and fed into a Staff Survey Action Plan and a School Climate Survey (Appendix 1b). These will be conducted annually.

1.17: The School has led, and contributed to, institutional initiatives to enhance racial diversity. Achievements with regards to PGR community are the LAHP Doctoral College, then led by a senior Geography college, to offer studentships to BAME

students. At the UG level, we introduced a new award for best essay on race and social justice in 2022/23.

1.31: The WAM was formalised in 2022/23 following consultation with colleagues on underlying principles.

1.38: Family friendly events are established in the school calendar including an annual BBQ. We have also diversified our celebrations, hosting our first Eid celebration in 2023.

(IV) **Education**

Actions: 1.25, 1.33, 1.39.

1.25: Throughout the assessment period, we have sought to ensure that our processes, pedagogies and structures are responsive to equity and EDI challenges. Following discussions during 2019/20, processes were set up to recognise the racialised and colonial legacies of geography. Convenors assessed their modules against a checklist to ensure a diverse range of epistemological and ontological perspectives, gender attentive reading lists and academics cited in coursework materials. Student support was re-evaluated based on principles of being fully inclusive of BAME students, emphasising the value of a plurality of knowledges and experiences while also being attuned to potential areas of distress or trauma. This work continues through in-progress reviews of our pedagogies and fieldwork at a programme level and advising (Future AP, Priority 2).

1.33: All teaching staff continue to have CAPD training as part of their probation with new staff expected to complete Queen Mary's Postgraduate Certificate in Academic Practice (PGCAP) if required. This training enables staff to reflect on the diversity of students and ensure that they meet established guidelines for accessibility and inclusivity. Staff on fixed-term contracts - not ordinarily able to complete the full course - are allowed to audit specific modules as part of their professional development.

1.39: The School undertook a major review of its fieldtrip policies over the reported period, introducing a fieldwork diversity policy in 2017 which aimed to ensure that fieldwork "is open to all students regardless of age, marital/civil partnership status, sex, disability, race, colour, ethnic or national origin, sexual orientation, family circumstances, religious or political beliefs and transgender status, as part of the university's responsibilities under the Equality Act (2010)." In practice, the school has supported a student who identified as trans, and students with declared mental health conditions, with private accommodation, as opposed to shared rooms/dormitories, at no extra cost to them. Academic leadership of fieldtrips is gender balanced. A further review of our policy is on-going reflecting on our commitment to consider inclusivity as it pertains to social and cultural aspects of fieldtrip destinations (local attitudes towards LGBTQ+, for example), cost, and timing (coincidence of fieldtrips with major religious observances such as Ramadan).

(V) Research

Actions: 1.27, 1.42

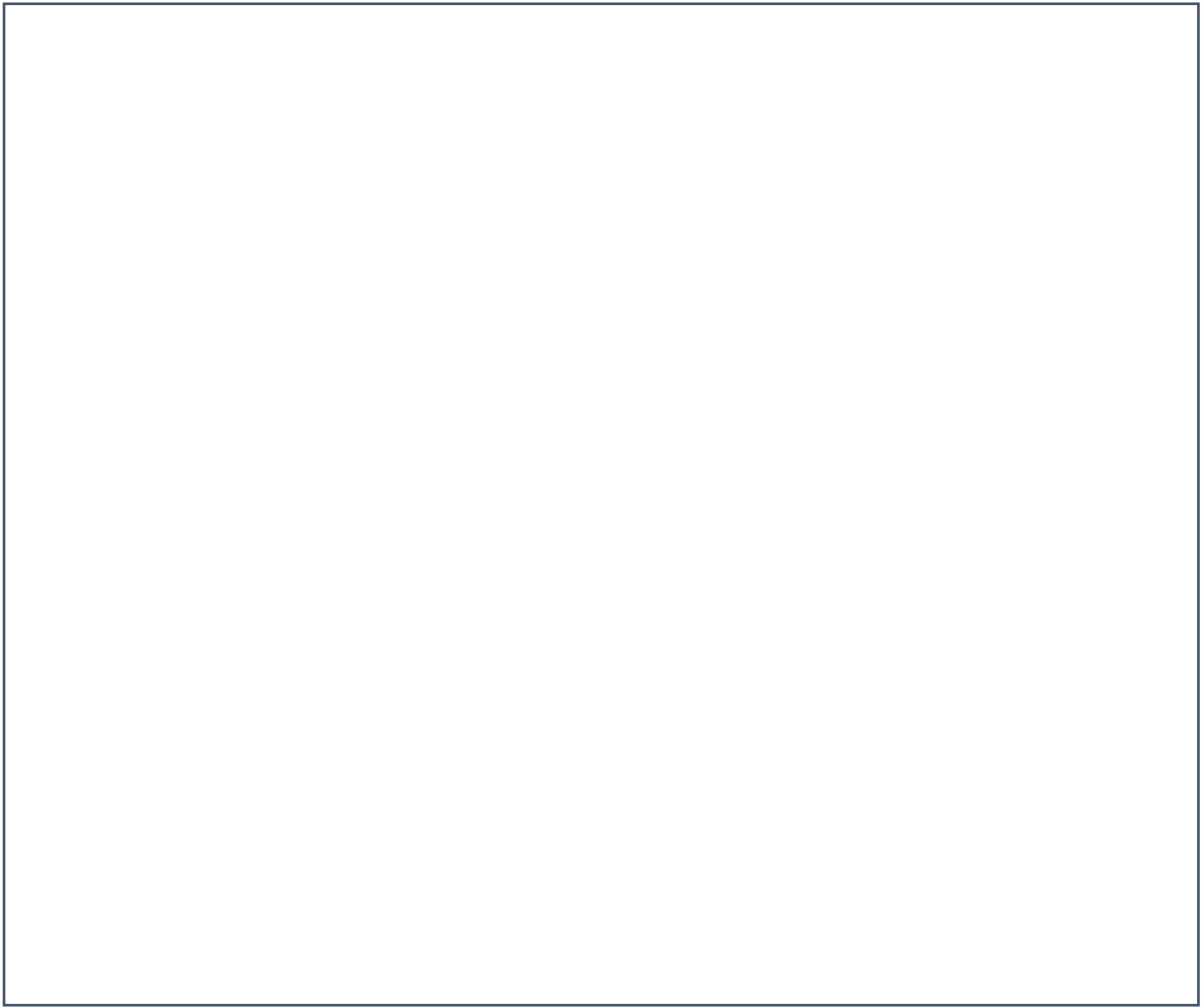
1.27: The gender disaggregation of research funding is an on-going priority of the SoG and included in our Future AP (Priority 5).

1.42: Research support continues to be embedded within the school. A new structure, led by the central Research Support Services directorate, was introduced in 2020/21 to enhance support interdisciplinary bid development. T&R academic staff at all career stages are supported to develop funding bids with internal peer review for bids over £10,000 and Faculty review for those over £200,000. Weekly research afternoons and monthly writing retreats are timetabled to enable research activities (seminars, workshops, reading groups). These sessions are inclusive of all research-active staff and students and scheduled to accommodate those with childcare responsibilities.

Following the pandemic, a research recovery fund was made available which, after consultation, the school decided to allocate this funding equally to all eligible staff member while allowing those whose research was disproportionately affected (i.e., because of childcare, illness, or other caring responsibilities) to seek additional funds.

An annual Research Exchange event is held in September where colleagues share their research activities over the summer aimed at integrating new staff and PGRs into the school research culture. In 2022, of the 20 presentations, 13 were delivered by female staff. A 'draft writing group' was started by two female PGRs in 2023 designed to provide generative feedback on writing projects. A series of 'research in practice' events have also run in the past two academic years focusing on decolonisation, collaborative research with UG students, ethical relationships in research and impact, collaborative writing and ethical authorship.

EDI issues were core consideration in the School's 2021 REF submission. We were mindful of gender balance of internal review panels, and the School's Impact submission – and success – was led by female colleagues (Figure 6).





Queen Mary University of London; School of Geography Athena SWAN Action Plan 2016 – 2020


This Action Plan has been created to following analysis of our pipeline considering consultation with staff and students via surveys, focus groups and a research project. Future actions have been prioritised as high (H), medium (M) or low (L).



The action plan is updated prior to each Geography SAT meeting and forms part of the School's business planning processes. It is reported to the School and College Executive annually, as well as the overarching University Athena SWAN SAT. Those actions marked ** are a direct result of SAT's consultation staff and students.

Image Legend


 = Progress based on actions taken since last Athena Swan application
Progress



 = Impact based on actions taken since last Athena Swan application (November 2016)
Impact



 = Action to be taken as part of Gender Impact Plan 2022-2027



Objective Specific and Achievable	RAG Rating	Actions Realistic	Responsibility Specific: ownership	Date (to be) implemented Time bound	Recurrent / review date (if required) Time bound	Priorit y	Success Measure (monitoring mechanisms and indicators of success)
1.1. Establish a Geography self- assessment team	 Progress	Actions Taken					
		Geography SAT established and embedded within School's committee structure	HoS	09/15	Annual review of membersh ip		Active and engaged SAT SAT recognised by QMUL and included in QMUL level Charter work
		Time allocated and recognised in the workload model for Charter duties.	SMG	09/15	Annually		Charter work recognised
		Future Actions					
		Expand the remit of the Geography SAT beyond gender to other protected characteristics	HoS	10/16	Review 04/17	H	Insights into intersectionality of other protected characteristics
1.2. Communica te Athena SWAN Charter principles	 Progress	Actions Taken					
		Talks built into student inductions and UG tutorials**	HoS	09/15	Annual, each September At each meeting		91% positive response to survey question on School's gender equality activities

within the School	Standing agenda item at each School Board meeting and all School committees	SMG	09/15			Informal positive feedback from visitors and RGS-IBG on the “Did You Know” posters.
	Athena SWAN information included in the School Staff Handbook	HoA	09/15	Issued annually each September		
	School web homepage and QMPlus webpages updated to include Equality and Diversity information	HoA, Research Manager	02/15	Review 09/17		
	“Did You Know” poster campaign, communicating our data analysis using infographics**	Research Manager	02/16	Review 02/17		
	Future Actions					
Publish an annual report for staff and students on Charter Activities	The School’s SAT Chair	06/16	Annually each June	M		Maintain or increase staff survey results on knowledge of gender equality activities.



1.3. Analysis of data to reflect on the impact of interventions, identify possible problems and assess the impact of strategies put in place	 Progress	Actions Taken						
		Initial data gathering, then additional data set received (02/16)	QMUL E&D Manager, HoA	12/15	Data updated twice per year 2016-2019		Report to SMG and QMUL SAT on findings and disseminate to staff/students	
		Added analysis of the Destination of Leavers in Higher Education (DLHE) data and supervision of PhD students by gender	The School's SAT Chair	03/16	Each March		SAT work forms part of the School's business plan and Strategic Plan	
							Annual checks that the actions are having the positive impact we expected and, if not, assessing alternative actions	
		Future Actions						
Work with QMUL to identify areas where more gender data is needed and ensure that this is available in the future e.g., training data	The School's SAT representative on QMUL SAT	09/16	09/17	H	Full and clear data on all elements of the pipeline and links between gender and ethnicity			
Explore sources of data regarding ethnicity to reflect on intersectionality	Chair of the School's SAT and E&D Manager	09/16	09/17	M				
		Actions Taken						





1.4. Identify best practice to inform our actions	 Progress	Geography SAT actively engaged with E&D team and QMUL SAT to seek out internal/external sources.	The School's SAT	05/15	Each term 2015-2020		Learn from others, share experiences gained through application, to encourage/support applications from other Geography Departments
		Cambridge visit to QMUL to speak about their Athena SWAN activities	School SAT member	01/16	n/a		
		RGS-IBG visit to School to discuss gender equality	School SAT member	03/16	2017		
		Attendance at RGS-IBG/ECU workshops	School SAT member	03/16	09/16		
		Future Actions					
		Sharing our experience of applying for an award with other AHSSBL departments within QMUL	HoA	10/16	10/17	M	Additional AHSSBL departments engaging in Charter activities
1.5. Athena SWAN staff survey	 Progress	Actions Taken					
		First survey completed		02/16	03/16		High completion rate of survey by 92.5% of staff Survey results informed action plan



		Future Actions					
		Repeat survey	The School's SAT members	02/17	03/17	M	This quantitative data will be highly influential for further action plans and the priorities of the SAT and can be compared year on year
1.6. Staff and Student Focus Groups	 Progress	Actions Taken					
		Two staff focus groups; one female group; one male group	The School's SAT Chair	11/14	11/16		Feedback incorporated into action plan
		Future Actions					
		PGT student focus group	The School's SAT student member	10/16	10/17	H	Ambition to increase male PGT numbers by 15% by 2018/19
1.7. Research into UG student progression	 Progress	Actions Taken					
		Data (quantitative and qualitative) analysis of student progression including review of progress by gender and ethnicity		12/14	02/16		Research used to inform our action plan and Periodic Subject Review
		Future Actions					
		Research being expanded beyond Geography to other Schools		02/16	02/18	L	Influencing University Strategy on WP and student support



		Update and review student progression by gender and ethnicity			Reviewed annually each March	H		
1.8. Promotion of positive role models to prospective students	 Progress	Actions Taken						
		Reviewed the prospectuses to check for equality in marketing and images.	The School's Marketing & Comms Officer	12/15	Reviewed annually each March		Both male and female students featured in the prospectus and including positive images of both genders and a diversity of BME Staff and student ambassadors are gender balanced	
		Gender inclusive role models (staff and students) at Open days and Festival of Geography	The School's Marketing & Comms Officer	02/15	Annually checked for inclusion		Continued School investment in gender and BME inclusive photographs/videos etc.	
		Future Actions						
		Increase number of male PGT case studies	The School's Marketing & Comms Officer	01/17	Review 01/18	H	Increase in male PGT role models to ensure gender balance and increase male PGT applications	
1.9. Geography Society (Student		Actions Taken						
		Student President of Geography Society is a	Geography Society President	09/14	Reviewed annually		Gender and BME inclusive committee, representative on SAT and engagement with SAT	


Union) support gender inclusion		member of the Geography SAT and Staff Student Liaison Committee					
		Society has engaged with the Geography SAT to build gender equality (and other protected characteristics) into the Society's structure**	Geography Society President	09/15	Reviewed annually		
	Future Actions						
		E&D Society events being planned by Geography Society**	Geography Society President	03/16	03/17	H	Increased level of student engagement and understanding in E&D matters
	Geography Society looking at the intersectionality of protected characteristics**	Geography Society President	10/16	10/17	M		
Actions Taken							


1.10. Information on academic careers	 Progress	Clarity on postgraduate study options, processes and deadlines documented with personal tutors leading student discussions**	The School's Postgraduate Studies Manager	01/16	09/16		First tutorial taken place in 01/16 Ambition to increase male PGT numbers by 15% by 2018/19
		Third year UG academic careers tutorials and PGT "taster sessions"***	Master's Director/personal tutors	01/16	03/16 recurring annually		
1.11. Improvement of the processes to support students with families or students who are pregnant during their studies	 Progress	Actions Taken					
		Review of Erasmus Mundus SMART taken place and consistent clear support confirmed	HoA	12/15	12/15		Review of Erasmus Mundus programme completed, support in place and evidence of its successful use
		Future Actions					
		Review effectiveness of support for all other student categories	Directors of Taught Programmes and Graduate Studies	09/16	07/17	M	Clear and used framework of support across all study provision
1.12. Identify and resolve any unintention		Actions Taken					
		PhD processes assessed and clarified**	Directors of Graduate	11/15	12/15		All staff selecting PhD candidates trained in Recruitment and Selection; selection conducted by more than one


al bias in PhD recruitment processes	 Progress		Studies and HoA				person and panels are gender inclusive	
		Future Actions						
		Exploring options for extending unconscious bias training**	The School's SAT rep on QMUL SAT	09/16	09/17	H	100% of staff involved in selection to have completed unconscious bias training	
1.13 Review the format and advertising of PhD opportunities to ensure inclusive approach	 Progress	Actions Taken						
		Review completed	HoA, QMUL HR Business Partner	11/15	12/15		Inclusive language used and advert encourages applications from underrepresented groups	
		Future Actions						
		Seek advice from Marketing on using social media to expand advertising options	HoS, HoA, the School's Marketing & Comms Officer	10/16	07/17	L	To encourage diverse applications from currently underrepresented groups	
1.14. Breakdown of PhD supervisors (primary/secondary and joint supervisors) by gender	 Progress	Actions Taken						
		Data for 2013-2015 reviewed	The School's Postgraduate Studies Manager	01/16	01/17		Gender balance in PhD supervision with a range of role models	
1.15 Carrying an Equality Impact Assessment on the Action Plan	 Progress	Actions Taken						
		EIA completed	HoA, QMUL E&D Manager	04/16	04/17		Assessment of the likely (or actual) effects of the plan on people in respect of disability, gender, including gender identity and racial equality	


1.16 E&D Training for staff and students		Actions Taken					
		Information on staff completion rates obtained	HoS	01/16	01/16		48% of staff completed training as of April 2016
		Future Actions					
		Work with the University to increase provision of E&D and unconscious bias training	HoS, HoA	06/16	12/16	H	Our ambition is to have 100% staff completion rate by 07/17
		Assess which student programmes (UG/PGT/PGR) have E&D as part of learning outcomes and identify provision for gaps	Directors of Taught Programmes and Graduate Studies with Teaching and Learning Committee	09/16	07/18	L	All student programmes to include E&D by 18/19
1.17. BME role models within the school particularly within the postgraduat		Actions Taken					
		Contribute to and be members of RGS-IBS Race, Culture and Equality Working Group (RACE)**	The School's SAT member	11/15	Embedded		Diversity of outreach activities across the country, including speaking at schools and museums specifically to encourage BME students to study Geography
		Future Actions					





e and staff population		Identify via RACE appropriate options for promoting BME role models	The School's SAT Chair and members of SAT	10/16	07/18	M	Celebrate and have visible BME role models at each stage of the study and career pipeline
		Work with RGS-IBG to gain data insights in the UK profile of Geography departments and the intersectionality of their staff by gender and BME**	HoS, RGS-IBG's Project coordinator: Learning teaching and accreditation	04/16	04/17	M	
1.18. Exit questionnaires and interviews	 Progress	Actions Taken					
		Exit meetings offered to all leavers	Line Managers	09/15	Embedded		Low turnover of staff means trends cannot be seen to date
		Future Actions					
		Improve record keeping for exit discussions	HoA	08/16	Review 08/17	H	Analyse data to identify any trends
1.19. Assess gender and BME balance of honorary fellows and		Future Actions					
		Gather data on current profile of honorary fellows	HoA, QMUL HR Business Partner	12/16	07/17	M	Assess current profile to check for inclusivity
		Consult with the Faculty on	HoS	11/16	03/17	M	Consider the Charter principles when considering honorary degree




honorary degrees		honorary degree nominations					<p>nominations to ensure that there is inclusive representation</p> <p>Increase inclusivity for underrepresented groups</p>
1.20. Staff Selection and Recruitment	 Progress	Actions Taken					
		Interview panels are gender inclusive	Chair of interview panel, HoA	05/13	Embedded		100% of panels are gender inclusive
		Advertisements use gender inclusive language, have links to family friendly policies and include QMUL's commitments to E&D	HoA, QMUL HR	2010	Embedded		Encourage underrepresented groups to apply
		Criteria for selection applicants is consistent, fair and adheres to QMUL selection and equality processes	QMUL HR, HoS	2010	Reviewed 2016		<p>100% of panel members are compliant with procedures</p> <p>Flexibility to attend interviews remotely for applicants with caring responsibilities</p>
		All panel members have completed QMUL selection and	QMUL HR	2010	Embedded		



		recruitment training					
		Interviews can take place by Skype	Chair of interview panels	05/13	Embedded		
		Future Actions					
		Obtain recruitment data with added information of BME	The School's SAT representative on QMUL SAT	12/16	12/17	M	Identify any trends
1.21. Promotion Support	 Progress	Actions Taken					
		Promotion and training discussions at appraisal	HoS, Appraisers	05/15	Annually each May		HoS briefing appraisers to ensure promotion and training discussions take place
		HoS and SMG sub-group identify staff and encourage promotion applications	SMG sub group led by HoS	07/14	Annually each September		Support staff in applying for promotion in a timely manner
		HoS individual staff meetings including discussions on	HoS	09/15	Annually each May-July		Provide strategic input and advice for individual staff on their career progression
				07/16			





		career progression					
		Promote the Pathways to Promotion Workshops	Line Managers		Annually when the programme runs		
1.22. Provide a range of staff training to suit the needs of the staff and encourage uptake	 Progress	Actions Taken					
		Training options (QMUL and School based) promoted to staff via email and training brochures	Centre for Academic and Professional Development, HoS	09/14	Annually each September		68% of respondents to our staff survey indicated they were actively encouraged to take up career development opportunities. Ambition to increase this to 90% by 2018
		School based training options built in School Strategy	SMG	07/14	Plans span 2015-2019		One (academic) and one (PS) staff currently on the programme. Aim as a School to participate each time the programme is available
		Training opportunities to be discussed during the year (academic, research and PS staff) at one-to-one meetings	Line managers	09/16	Review 09/17		
		Promote the Pathways to Promotion Workshops	Centre for Academic and Professional Development	09/15	Annual programme		




		Participation in QMUL High Potential Leaders Programme	HoS	02/16	11/16, and when the programme is available		
		Future Action					
		Identify opportunities for staff to be involved in the Teaching Recognition project to gain a teaching qualification and enhance their professional development	Centre for Academic and Professional Development	03/16	07/19	M	100% of staff who have teaching duties to be working towards (or have) a teaching qualification
1.23. Develop support package for family leave (maternity/ adoption /paternity/ shared parental/ carer)		Actions Taken					
		Development of a managers' and staff checklist to ensure consistency and range of support	HoS, HoA, QMUL HR Business Partner	04/16	04/17		Checklist is being complied with direct experiences of staff within the School; these will be measured by assessing the experiences of staff taking leave in the future
1.24. Staff appraisal		Actions Taken					
		Online appraisal system introduced	QMUL HR	04/15	Embedded		100% of staff have completed appraisal
		Future Actions					




	 Progress	Greater access to data held on online system	QMUL HR, HoS, HoA	04/16	Review 04/17	H	Access to defined parts of the system so that training and promotion discussions can be assessed, whilst maintaining staff confidentially
1.25. Review of the curriculum content to ensure the academic experience in our School is equitable and reflective of diversity	 Progress	Future Actions					
		Ensuring course materials are equitable and reflective of diversity	SMG and Teaching and Learning Committee	09/16	07/20	M	Discussions taking place at the School Away Day (05/16) to identify a method of review and build this action into the new Principles for the School for any new course content
1.26. Include a range of School and QMUL Mentoring Schemes available for staff and students	 Progress	Actions Taken					
		Probation and Women's Mentoring Network in place	QMUL HR	09/14	Embedded		Gender balance of mentors achieved and evidence of uptake of mentoring in place
		School Research Mentoring Programme commenced	HoS, Research Manager	05/15	Review 05/17		
1.27. Analysis of funding data by funding		Actions Taken					
		Raised by HoS at QMUL Annual Research Review	VP Research	09/16	09/17		Analysis and dissemination of information with regards to funding and gender at QMUL level


provider by gender e.g. <ul style="list-style-type: none"> Funding for Fellowships Funding applications and awards 		(with Vice-Principals for Research and HSS)					
1.28. Commission a “diversity in QMUL” School of Geography video		Future Actions					
		Funding identified to commission a student led video	HoS, Staff Student Liaison Committee	10/16	10/17	M	Analyse statistics and feedback from video “hits”
1.29. Maintain transparency of appointments to School management roles		Actions Taken					
		Roles discussed and agreed before circulating information to the School, maintaining balanced workload and transparency	HoS	09/2006	Embedded		Increase in the diversity of appointment holders as seen in our committee data
1.30. Effectively promote the new provision of Shared		Actions Taken					
		HR policy completed and distributed to staff	QMUL HR	04/15	Embedded		Clear and concise guidance to staff on their entitlements
		Future Actions					


Parental Leave		Publish Case Studies featuring staff members who have taken shared leave	HoS, HoA	04/16	01/18	L	As staff take up this new provision, gather case studies to publish to encourage others
1.31. Maintain transparency of workload model	 Progress	Actions Taken					
		Consultative work load model in place, which is discussed openly and freely with all staff members	HoS, School Board	09/14	Embedded		89% of staff indicated in the survey that work load was allocated fairly
		Academic staff encouraged to balance work across the week and at different points of the year, protecting research time	Appraisers	05/16	Annually		
		Future Actions					
		Increase capabilities of extracting and recording work load data	HoS, HoA	09/16	09/17	M	Analyse workload data to ensure no gender bias in work load distribution
1.32. Equal Pay Audits	 Progress	Actions Taken					
		QMUL has conducted an equal pay review and found there are no significant differences	QMUL HR	09/12	09/16		New Equality Pay and Audit legislation will be published by the government in 2016. QMUL are working with the HR information systems team to monitor the outcome of the latest consultation to establish the final


		between genders or ethnicities in average basic pay for staff in grades 1-7					calculations set up the metrics and review the results
1.33. Promote the CAPD teaching qualification	 Progress	Actions Taken					
		Requested data on current uptake by grade and gender	The School's SAT Chair and Centre for Academic and Professional Development	01/16	01/17		SAT has requested additional data to analyse any trends by gender
1.34. Survey current PGTs on career aspirations		Actions Taken					
		Identify any additional support needed and assess existing support	Master's Director	09/16	09/17		Identify any support needed to stem the pipeline "leakage" at PGT
1.35. Staff Induction	 Progress	Actions Taken					
		All staff invited to attend QMUL and School induction	QMUL HR Business Partner, HoS, HoA	09/14	As new starters arrive		100% completion rate by 07/17
		All new academic staff attend meeting at start of term	HoS, Director of Taught Programmes	09/14	Start of each academic year		
1.36. Establish a pilot ECR Network – given small number of Researchers	 Progress	Future Actions					
		Director of Research discussing the option of a network with the Faculty	Director of Research	11/16	Review 11/17	M	Additional peer support for research staff where numbers are low within a School

in department – and bring in support from across the faculty for peer networking		Executive/HSS Research Advisory Group					
1.37. E&D and Wellbeing webpage		Future Actions					
		Creation of a web page to gather events, actions, profiles and associated links (e.g., family friendly policies) in one place	The School's Web Manager	08/16	08/17	M	Staff and students are more aware of the support mechanisms which are in place as measured by survey
1.38. Family friendly events		Actions Taken					
		Inclusive events in place e.g., summer BBQ, inaugural lectures	SMG	09/12	Embedded		89% of survey respondents agreed (with 49% strongly agreeing) that the School work related social activities e.g., staff parties, team building or networking events, are welcoming to all genders
1.39. Diversity in Fieldwork Policy		Actions Taken					
		Policy consulted and agreed; it covers all elements of inclusion relating to fieldwork	SMG	11/14	11/16		Ensure that support is in place for accessibility to fieldtrips and if this is not possible, alternative assessments are put in place
1.40.		Future Actions					

PGT Bursary	 Progress	Identified funding to offer eight PGT bursaries per annum for the next five years and to promote funding widely to all prospective students	SMG	04/16	11/16	H	Increased PGT student numbers and increased gender balance
1.41. Flexible working	 Progress	Actions Taken					
		Communication of flexible working options to all staff (academic, research and PS)	HoS, HoA	09/14	Embedded		Information contained in School Staff Handbook, on webpages and at induction. Staff survey indicated that 83% of respondents agreed that line managers are supportive of flexible working
1.42. Research Support	 Progress	Actions Taken					
		Individual support meetings for academic and research staff who are new to the School	Research Manager, Resources Manager	01/14	Embedded		Discuss individual needs and provide information and guidance on School procedures Transparent and inclusive REF submission process
		Implement the E&D REF Code of Practice	SMG	05/13	Embedded		Gender balance of speakers, well attended events Clear support for early career and experienced academics and researchers

		Weekly Research Seminars	Director of Research, Research Manager	09/14	Embedded		Programme meets the requirements of the Concordat and Vitae. Increase participation of researchers by 20% by 2017
		Peer review and PS support for grant applications and post award	Director of Research, Research Manager	09/14	Reviewed 2015 and 2016		
		Promote the QMUL Development Programme (Researcher Development Programme)	Centre for Academic and Professional Development	02/12	Annually, when the programme runs		
Future Actions							
		Expand the time for Weekly Research Seminars and have dedicated slots for PGR presentations	Director of Research, Research Manager	09/16	Review 09/17	H	Support for PGRs to gain first academic role
Actions Taken							
1.43. Leadership roles within and beyond QMUL	 Progress	Opportunities are circulated to staff; staff discuss prospective applications with HoS/HoA. If these	SMG	09/13	Reviewed 02/16		Staff Survey results showed that 45% of staff agreed they were encouraged/given these opportunities Nominations to High Potential Leaders Programme

		roles include staff buy-outs this is included in workload allocation. Staff achievements are celebrated.					
		Future Actions					
		Explore findings of staff survey via focus groups to identify further ways of supporting staff to take leadership roles	SMG	04/16	07/18	M	Increase staff survey results to 90% by 2018
1.44. Outreach	 Progress	Actions Taken					
		Outreach recognised and valued in work load allocation, promotion and appraisal	SMG	03/14	Embedded		Comprehensive programme measured by the QMUL/HSS benchmarks annually
		Outreach programme including mentoring, Stepping Stone project and BME engagement activities in place	HoS, the School's Widening Participation Officer				
		Future Actions					

		Increase availability of Outreach activity data to analyse trends	The School's Widening Participation Officer	12/16	12/17	H	Deeper evaluation of participants by gender and BME
1.45. Consult and agree on Key Principles	 Progress	Actions Taken					
		Principles drafted and consultation taken place with School Committees and SMG	HoS	02/16	04/16		Defined principles on ways of working within the School
		Future Actions					
		Principles discussed at School Away Day and a revised version approved at School Board incorporating staff input	HoS	05/16	05/16	H H	Questions to measure the impact of having Principles will be included within our next School Staff Survey
		Principles communicated to all staff in the Staff Handbook	HoS, HoA	09/16	Annually each September		

2. Key priorities for future action

Key priorities for future action are informed by critical evaluation, undertaken by SAT, of progress against our previous AP, and analysis of data reported on in Appendices 1 and 2. Appraisal of our ambitious previous AP resulted in a consensus for a focused Future AP aligned to five priority areas for the School: (i) governance and process; (ii) student support, engagement, experience, recruitment; (iii) staff recruitment, career progression, support and culture; (iv) education and (v) research. Key priorities for action under each of these categories are detailed in our Future AP in Section 3, here we focus on key cross-cutting priorities.

Priority 1: Integrating EDI governance and processes

Given our success in achieving gender, and broader EDI, governance and process related targets identified in our previous AP (1.1-1.6) pertaining to committee structure, principles and data, we are well positioned to maintain a positive trajectory. Our over-arching ambition going forward is to ensure that gender equality, and intersectional gendered perspectives, are foregrounded and mainstreamed (Future AP, Priority 1). Focusing on strengthening the EDI Committee *and* its connections with other with other School committees, we are proposing a series of actions over the next five years to: (i) further strengthen the EDI Committee through the appointment of new co-Chairs with appropriate recognition and reward of equality and diversity work; a ring-fenced budget to pursue intersectional gender priorities and responsibility to devise and conduct annual School Action Plans underpinned by gender disaggregated School Climate and Staff Survey findings; (ii) improve communication across, and between, School Committees and community via EDI Champions in each committee and incorporating gender, diversity and inclusion related news in School Newsletter and School Website.

Priority 2: Narrow the gender attainment gap among undergraduate and postgraduate students

Our investment in student progression has yielded positive results (Previous AP, 1.7). However, having achieved gender parity, female UG students consistently outperform male students. This peaked in 2020/21 when 43% of our female student intake achieved a First-Class degree as compared to 17% of male students, with female students also performing well in the good honours category (Appendix 2, Table 2.1). While the gender gap in attainment had improved by 2021/22 when 28.3% and 55.4% of female students achieved a first class or good honours degree compared to 10.9% and 52.2% of male students, this gap is persistent. At PGT level, a gender attainment gap which favoured male students has now reversed. Accordingly, while 45% of female students achieved a Distinction in 2020/21, no male student was successful at this award level (Appendix 2, Table 2.2). By 2021/22, 38% of female students and 12% of male students achieved a Distinction.

Informed by this evidence, narrowing the gender attainment gap is a key priority for us. A series of actions are proposed to better understand the factors underpinning

this attainment gap: analysis of our pipeline to ascertain whether female students enter with higher qualifications, gendered disaggregation of student engagement data to see if male and female participation varies across range of educational activities. This will shape the design and delivery of gender specific mentoring schemes and inform decisions on inclusive assessment (Future AP, Priorities 2 and 4).

Priority 3: Further address staff workload and well-being concerns

Comparison of the 2023 and 2022 Staff Survey results indicate that overall staff satisfaction has improved from 48% to 61%. While this is a positive trend particularly among PS staff, there is room for improvement with regards to workload being commensurate with roles, awareness of flexible working arrangements and mental health and well-being support (Appendix 1a). The School Climate Survey (Appendix 1b) reflected that just over a quarter of participants had experienced microaggressions.

Informed by this, strengthening gender equality considerations in our workload allocation model is a key priority (Future AP, Priority 3), and will potentially address concerns of academic staff. Further awareness raising of flexible working options in probation and appraisal meetings with all staff is proposed. Mental health and well-being concerns will be addressed by further signposting of resources, promoting and rewarding collegiality and creating opportunities for academic and PS staff to come together (Future AP, Priority 1).

Priority 4: Improve staff mentoring, appraisal and career development

Mandatory and culture data indicate gendered differences in mentoring and appraisal, and career development, experiences. 48% of female and 21% of male staff were neutral or negative in their assessment that their manager actively supported their career development (Appendix 1a), with some concerns about performance reviews and awareness of terms of promotion (Appendix 1b). This is supported, to an extent, by data on academic promotion success (Appendix 2, Table 9.1-9.4, and Tables 10.1, 10.2).

Our Future AP (Priority 3) identifies actions to improve and strengthen School, institutional and disciplinary mechanisms including awareness of gender specific training opportunities, advertising school leadership roles, and EDI/gender attentive training of appraisers. More timely information from Faculty leaders on annual academic promotion processes will be requested. In recognition of the fact that Career progression for PS staff on substantive contracts is different to the framework for academic staff,³ the school will proactively contribute to Faculty and Institutional plans for PS career development and promotion pathways. Proposed actions include relevant training, utilising opportunities for shadowing or secondments, membership of cross-Faculty or central committees and process review working groups.

³ Whilst academics can seek promotion within their role, this is not the case for PS staff, who normally apply for a new role to secure promotion or progression. This emanates from many professional services roles being specialised and within small teams.

Section 3: Future action plan

Future Action Plan: 2023-2028

Ref	Proposed Action	Rationale	Details of proposed action	Start Date	End Date	Responsibility	Success Measure
PRIORITY 1: EDI GOVERNANCE AND PROCESSES							
1.1	Review school governance, with particular attention to the EDI committee, to ensure gender equality, and broader diversity and inclusion issues, are foregrounded and become mainstreamed.	<p>24% of respondents of the 2023 Staff Survey did not agree that Queen Mary was making progress towards a more inclusive approach, and 19% were neutral.</p> <p>12% did not think the School leadership supported gender equality, 5% were neutral.</p>	<p>Identify new academic and PS co-chairs and leads for the EDI committee (currently HoS and School Manager)</p> <p>EDI Champion on each committee to ensure focus on, and communication across, School committees about gender, and broader diversity and inclusion, issues and initiatives</p> <p>Enhance gender, equality and diversity related communication as an integral part of the overhaul of the School's website</p>	<p>2023/24</p> <p>2023/24</p> <p>2024/25</p>	<p>Action completed in 2023/24 and reviewed every 3 years thereafter.</p> <p>Action completed in 2023/24 and reviewed thereafter every three years.</p> <p>2027/28 (updated when critical milestones are achieved).</p>	<p>HoS</p> <p>EDI co-Chairs in collaboration with Directors of key school committees</p> <p>Marketing Manager, EDI co-Chairs and EDI Champions</p>	<p>These appointments for a three-year term (the duration of leadership roles in the SoG) independent of school leadership will allow for scrutiny and challenge of leadership's approach to gender.</p> <p>Improved communication of gender, and broader equality and diversity communication, across and between committees.</p> <p>Regularly updated website to demonstrate and promote the school's commitment to gender equality</p>

			<p>Resource the EDI committee to pursue key priorities as identified in School Climate Survey and staff and student workshops</p> <p>Run the School Climate Survey, launched in 2022/3 annually, disaggregated by gender, to complement institutional Staff Survey and inform School EDI Action Plan</p>	<p>2024/25</p> <p>2022/23</p>	<p>Reassessed at annual School Planning & Budget Review</p> <p>Annual survey</p>	<p>HoS, School Manager</p> <p>EDI co-Chairs, EDI Committee for Action Plan, EDI Champions</p>	<p>Dedicated funding to enhance gender and EDI activities and training (see 1.2 below).</p> <p>Increase response rate to School climate survey from 50% in 2022/23 to 100% within two years; use data to inform this action plan and other EDI interventions (for example, allocation of resources and opportunities; identify themes for focus groups)</p>
1.2	Enhance inclusive environment for all staff which is attentive to caring responsibilities and cultural differences	The 2023 School Climate Survey highlighted the significance of inclusive social and academic events in promoting and strengthening	Ensure academic and social events (e.g., BBQ, Eid, Diwali, Christmas party) are held in core hours and/or well-advertised in advance to enable all to attend	2022/3	2027/28	School Manager	Key scheduled activities fall within core hours; advertised policy that meetings conclude by 4pm.

		collegiality in the School. This included greater consideration of work/life balance, leave and caring responsibilities and giving sufficient advance warning when scheduling outside of core hours was unavoidable.	Run regular seminars or training activity (1 per semester) for academic and PS staff on gender, equality and diversity issues	2023/24	2027/28 (annual events throughout AP period including Staff Away Days, Working Well Together Workshops)	EDI co-Chairs, Director of Research, Director of Education, School Manager	Sustained delivery of, and high participation, in seminars.
1.3	Promote intersectional perspectives to redress gender binary divisions	This aligns with the 2023 School Climate Survey where participants advocated for collective practice around issues of gender equality, diversity and anti-racism.	Revisit and co-create intersectional gender attentive School values in consultation with staff (via 'working well together' workshops) and students (via SSLC, tutorial programmes, advising sessions) Renew school strategy that	2024/25 2024/25	2024/25 2024/25	EDI Leads, HoS, Director of Education, School Manager Head of School, School Manager,	Halve negative (12% to 6%) and neutral responses (5% to 2%) to gender equality and diversity questions in annual Staff Survey Value informed School Strategy articulating a progressive commitment

			foregrounds intersectional gender values			EDI co-Chairs, EDI committee, Senior Management Group	to gender equality situated within intersectional considerations.
Ref	Proposed action	Rationale	Details of proposed action	Start date	End Date	Responsibility	Success measure
PRIORITY 2: STUDENT SUPPORTM ENGAGEMENT, EXPERIENCE AND RECRUITMENT							
2.1	Ensure new advisor system being rolled out in 2023/24 is sensitive to gender concerns	Concerns about the gender attainment gap inform this action.	Even gender mix in advising groups	2024/25	On-going, reviewed at the start of each academic year	HoS, Director of Student Support and Engagement	Mixed advisory groups to enable peer learning of best academic practices; reduction in attainment gap.
		At UG, in 2021/22, 28.3% of our female student intake achieved a First-Class degree as compared to 10.9% of our male students. Female students also perform better in the good	Identify need for gender-specific support outside of proposed 1-2-1 advising meetings	2024/25	As above.	Director of Student Support and Engagement	Regular monitoring by DoSE and clear signposting to students
			As identified in the 2023 School Climate survey, ensure all advisors have regular and updated mental health training attentive to gender issues.	2023/24	Staff training reviewed at start of each academic year.	Director of Student Support and Engagement, HoS, School Manager	100% of advisors to have completed Advisor Training course (includes mental health training)

		<p>honours category although this gap decreased in 2021/22.</p> <p>AT PGT, female students outperform at Distinction (38.1% F versus 11.8% M) with the gap at Merit closing. (See Appendix 2, Table 2.1 and 2.2).</p>	<p>Maintain gender balance re. Director of Student Support and Engagement and Director of Student Engagement roles</p>	2023/24	2025/26 when current Directors come to the end of their three-year term.	HoS	<p>Gender-balanced student support team; ensure continuity from one HoS to another.</p> <p>As a result of all these measures, increase percentage of male students achieving 1st class (20%+) and good honours (75%+) at UG and Distinction (20%+) at PGT.</p>
2.2	Student engagement	<p>This action is linked to 2.1, also having a potential bearing upon student attainment</p>	<p>Conduct intersectional and gendered analysis of Learner Analytics engagement data across year groups to identify key barriers.</p> <p>Address gendered and cultural barriers to engagement.</p>	2023/24	2023/24	<p>Director of Student Support and Engagement, Student Support Officer, Director of Education.</p>	<p>Robust evidence base to indicate areas that need attention which will inform actions and policy changes</p>
				2024/25	2024/25 and reviewed periodically in	<p>Director of Student Support and Engagement,</p>	<p>Gender-specific measures implemented to enhance engagement (e.g. targeted peer</p>

					line with review of evidence	Director of Education, EDI co-Chairs and EDI Champions.	mentors matched more closely to individual needs)
2.3	Recognise and meet infrastructural needs of diverse student body	<p>The need for gender neutral toilets was raised in the 2023 School Climate Survey.</p> <p>The Director of Student Support and Engagement has identified the the need for quiet spaces for vulnerable female and male students in recognition of the absence of such provision at an institutional level.</p>	<p>Identify gender-neutral toilets near the School</p> <p>Identify office space which can be modified for use by neurodiverse student body</p>	2023/24	2023/24	School Manager, EDI co-Chairs	Signposting of gender-neutral toilets on campus in student and staff facing communication.
				2024/25	2025/26	Director of Resources & Infrastructure, Director of Student Support and Engagement, School Manager	Dependent upon success of resource request made to faculty in the 2024/25 Planning Round.

2.4	Student recruitment	The SoG has a robust record of attracting a diverse student body both in terms of gender and other protected characteristics. Nonetheless, there is scope to focus upon increasing recruitment of male students as well as enhancing our racial diversity (current composition is 42% White; 39% Asia; 8% Black and 2% other).	Better understand the limits of our diversity (gender, race, class) by analysing recruitment data Based on this analysis, focus recruitment drives to capture these populations (for example, schools liaison activities, review of promotional materials, talks to boys-only schools).	Ongoing 2024/25	2024/25 2025/26 and annual review thereafter.	Director of Student Recruitment; Student Recruitment & Schools Liaison Officer Director of Student Recruitment, Student Recruitment and Schools Liaison Director of Student Recruitment, Student Recruitment and Schools Liaison	Achieve gender balanced and racially diverse student body by increasing male student population from 38% to 50% over the next three years and increasing proportion of Black students from current 8% to 15% of total over the next five years. These aspirations are informed by London's demographic composition.
Ref	Proposed action	Rationale	Details of proposed action	Start date	End Date	Responsibility	Success measure

PRIORITY 3: STAFF RECRUITMENT, CAREER PROGRESSION, SUPPORT AND CULTURE

3.1	Strengthen gender considerations in Workload Allocation Model (WAM) introduced in 2022/23	Despite a positive trend in staff reporting positively to the Staff Survey question 'I believe my workload is reasonable for my role' (48% in 2023 up from 30% in 2022), there is room for improvement with 48% of female and 58% of men neutral or negative in their response.	Review WAM principles to be attentive to workload of colleagues returning from parental leave, and those with additional caring responsibilities	2023/24	2024/25 (and reviewed thereafter when teaching and leadership allocation is done, and in response to change in circumstances.	HoS, Deputy Head of School, School Manager	Reduce negative and neutral responses from half to a third of all respondents in each category
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3.2	Mentoring, appraisal, promotion and induction processes with specific attention to minoritized groups.	This came up as a significant issue in 2023/24 Away Day discussions and School Climate Survey.	Promote current mentor and appraiser training opportunities to support with career progression (Aurora, Springboard, B-Mentor, Herschel)	Ongoing	2023/24.	EDI Co-leads, School Manager	100% of staff are aware of these opportunities, and this is captured through School Climate Survey
			Identify opportunities for discipline/School specific training opportunities (e.g., workshop on unconscious bias in academic and other references)	2024/25	2024/25 (with regular updates thereafter).	EDI Co-Leads	Annual programme of events, participation captured in training logs
			Transparent allocation of leadership roles and opportunities within School	2023/24	2027/28 (start of each academic year and when vacancies arise.	HoS	Advertising of roles with clear role and workload specifications to ensure continued gender equality in key leadership positions within the School.
			In response to School Climate survey, request promotion guidance and workshops from Faculty be delivered in a timely fashion.	2023/24	2023/24	Faculty	Earlier delivery (autumn)

			Contribute to Faculty and Institutional plans for PS career development and promotion pathways.	On-going	2026/27	School Manager, EDI Leads	Significant contribution to development frameworks facilitated by the School Manager participation in working groups
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3.3	Building on its success in having a gender diverse staff body, increase ethnic and racial composition	The School Climate Survey identified a commitment to enhancing staff diversity. Current composition is 69% white, 19% Asian, 10% other and 2% Black.	Better understanding and application of equal merit provision	Ongoing	At staff recruitment	HoS, Shortlisting and Interview Panels, EDI Co-Leads	Successful implementation of positive action recruitment toolkit to go from 31% BAME colleagues to 50% BAME colleagues within five years
3.4	Address bullying and harassment concerns	In the 2023 Staff Survey, 43% of female and 42% of male staff were either neutral or unfavourable in their response to the question of being confident that appropriate action would be taken on bullying and/or harassment	Documentation about Dignity at Work and Study disseminated to staff and students and discussed at School meetings, inductions Understand how bullying and harassment manifests in the School through annual Climate Survey and identifying recommendations accordingly	Ongoing 2024/25	2025/26 2026/27	EDI Leads, HoS, School Manager EDI Committee	Lower responses of 43% of female and 42% of male by half over two years. Enact policy to redress bullying and harassment concerns; reduction in negative responses to questions around confidence that appropriate action would be taken, from 43%F and 42%M to 20%.

Ref	Proposed action	Rationale	Details of proposed action	Start date	End Date	Responsibility	Success measure
			Promotion of Institution's Report & Support system	2023/24	2023/24 (and at regular intervals thereafter)		Inclusion of signposting in wide range of resources (e.g., student/staff inductions, online resources)
3.5	Make staff feel valued at work	<p>2023 Staff Survey, 61% of female and 42% of male staff recorded a neutral or unfavourable response to receiving appropriate recognition for good work at Queen Mary.</p> <p>23.5% of respondents to the 2023 School Climate survey felt valued 'sometimes' and 20.6% 'rarely'.</p>	<p>Regular emails from HoS and Marketing and Comms colleagues celebrating diverse successes beyond grants</p> <p>Raise awareness of award opportunities available, including those specifically aimed at women and BAME staff</p>	Ongoing	2028	Head of School; Director of Education; Director of Research; PS Marketing staff.	<p>Encourage staff and students to self-nominate or nominate colleagues for internal and external awards (QM RIB, Teaching Excellence, RGS-IBG awards) ensuring at least two applications per internal and external awards per year.</p> <p>Increase positive response rate to over half of all colleagues</p> <p>Regular communication on a diverse range of successes (e.g., School newsletter, all staff emails)</p>
				Ongoing	2028	Head of School; Director of Education; Director of Research; PS Communications staff	

PRIORITY 4: EDUCATION

4.1	Review gender gap in attainment of 1 st class and good honours degrees for male and female students.	2021/22 data highlight the continuation of a trend of female students outperforming male students at UG and PGT (see 2.1 above).	Review results to look for signals of gender bias in attainment, engagement, entry grades	2023/24	Annual review	UG and PGT Exams Chair, Teaching and Learning Managers	Reduce the attainment gap in 1 st Class and good Honours for UG M and F and Distinction for PGT M and F students. As a result of all these measures, increase percentage of male students achieving 1 st class (20%+) and good honours (75%+) at UG and Distinction (20%+) at PGT.
			Devise gender specific mentoring opportunities in response to evidence	2024/25	2025/26		
			Feed into new advising system introduced in 2023/24	2024/25	2024/25		
4.2	Incorporate inclusive assessment in modules	Related to 4.1 above, further understand if gendered achievement is shaped by type of assessment.	Review changes made in response to COVID-19 pandemic in relation to EDI concerns	Ongoing	2024/25	Director of Education, Programme Leads	Greater diversity of assessment types Regular communication and engagement with QM Academy (e.g. via fellowships) around developments in inclusive assessment; introduction of clear guidance to teaching staff
			Connect with QM Academy work on inclusive assessment	Ongoing	Annual review	Director of Education, Programme Leads	
			Identify and respond to any gender issues related to the use of AI	2023/24	Annual review	Director of Education, Programme Leads, EDI Committee	

4.3	Explore options for funding for elective undergraduate fieldtrips	Shaped by our commitment to inclusive fieldwork opportunities (see Section 1.2).	Cap on student contribution to fieldwork costs Explore option for bursaries for students on EDI grounds (rationale, criteria, selection)	2024/25 2024/25	Cap reviewed annually and adjusted in line with inflation 2024/25	School Manager, EDI Co-chairs EDI co-Chairs, School Manger	Revised Fieldtrip policy Advertised process
4.4	Progress work on decolonising our curriculum with particular attention to advancing decolonial and non-binary perspectives on gender	Shaped by our commitment to an inclusive curriculum (see Section 1.2).	Building on success of Level 4 and PGT reviews, embed within Level 5 and 6 provision Connect with QM Academy work on inclusive curricula	Ongoing Ongoing	Annual review Annual review	Programme Leads, Module Convenors Programme leads	Diverse reading lists which include female and non-binary writing, critical module content, gender diverse case studies, increased diversity of staff delivering modules. Introduce specific question in early-module evaluations which are run by the School.
Ref	Proposed action		Details of proposed action	Start date	End Date	Responsibility	Success measure
PRIORITY FIVE: RESEARCH							
5.1	Explore options for protected research time for T&R staff returning from	58% of male and 48% of female staff recorded neutral or unfavourable responses to	Review School WAM to identify opportunities to enable this	2024/25	2024/25	HoS, Deputy HoS, Director of Research	Protected research time

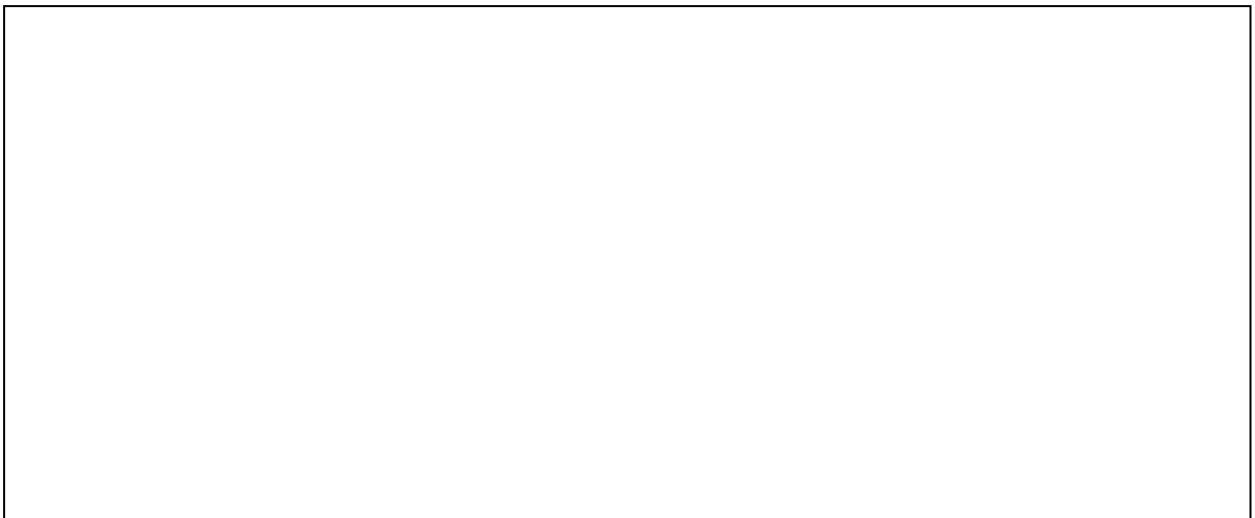
	parental and carer leave	their workload was reasonable.					
5.2	Influence Faculty for a more systematic approach to supporting research (e.g., allocation of PhD studentships, overhead distribution)	The school's experience has been ad hoc recognition of research success which may potentially reinforce gender biases due to wider structural constraints.	Regular communication with Faculty reps	2024/25	2024/25	Faculty EDI Leads, VP	Transparent guidelines and processes put in place by Faculty to reward research successes
5.3	Analysis of grant application data (to internal and external bodies) to enhance support attentive to career stages	Insufficient understanding of gender biases in applying for research grant income which has bearing on promotion outcomes.	Analysis of gender and career stage research applications data to better understand barriers and opportunities.	2024/25	2024/25	School Research Manager, Director of Research	Understanding if there is a gender bias in research applications Providing gender targeted support if that is the case (e.g. enhanced mentoring, peer to peer review, bespoke workshops)

Appendix 1a: Culture survey data

The data below has been taken from Queen Mary's Staff Survey, which was conducted in April 2023. 42 out of 70 colleagues responded, comprising of all staff members including academic, professional services, research, fixed-term and permanent. The survey was managed by Queen Mary's Human Resources department.

The data shows the responses to each question, followed by a further breakdown of favourable responses by gender (i.e., the % of respondents to each question who responded favourably). Comparison with the previous year's survey is to the right of the main bar chart.

1. I receive appropriate recognition for good work at Queen Mary:



2. My manager actively supports my career development:

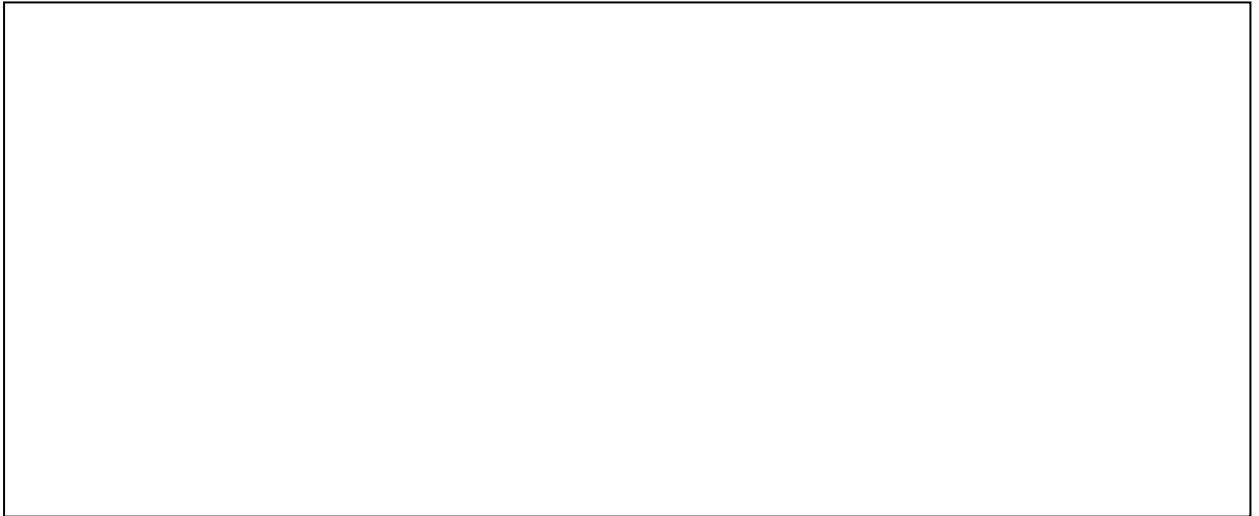


3. Generally, I believe my workload is reasonable:

4. In our department, we are genuinely supported if we choose to make use of flexible working arrangements

5. My mental health and well-being are supported in my department:

6. Department leadership actively supports gender equality:



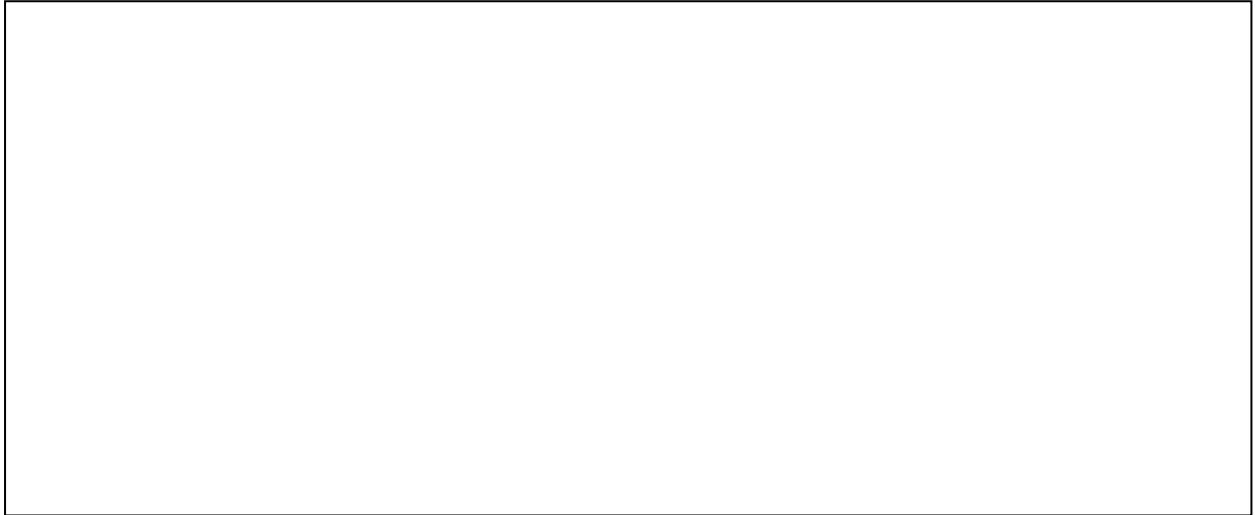
7. I am confident that appropriate action would be taken in my department based on a report of bullying and/or harassment:



Appendix 1b: School of Geography Climate Survey: April 2023

This survey was conducted in April 2023 as an additional way of gathering insights in to attitudes and opinions within the school. The scope of those surveyed included all staff, regardless of contract type or length, and PGR students (many of whom are also employed a part-time teaching assistants).

1. Summary of responses:



2. The school as a place of work and study (please identify level of agreement with following statements):



3. Performance, promotion and value (please identify level of agreement with following statements):

4. Compared to others whom I consider my peers in the school, I have:

5. The overall climate in the School is:

6. Thinking about interactions with colleagues and others in the School, how often...

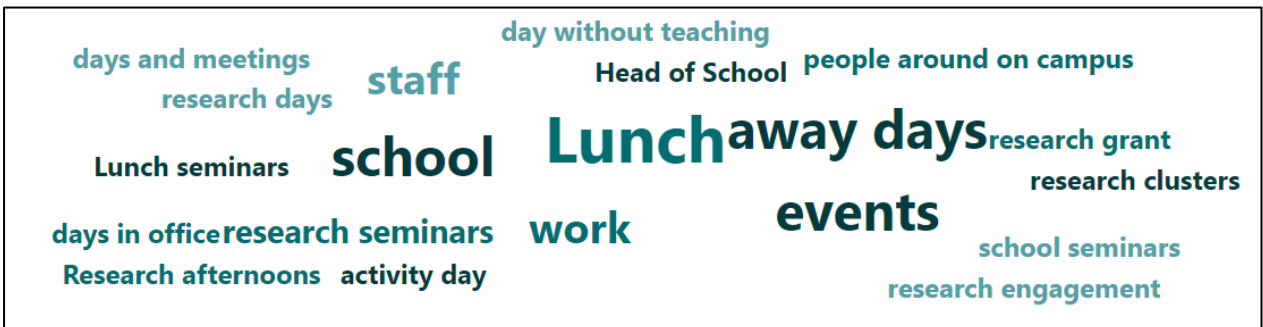
7. Microaggressions are the “[e]veryday, verbal, nonverbal and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages toward people based solely upon their marginalised group membership” or assumed identity (Sue et al 2019). How often do you experience microaggressions in the school?

8. Rate the extent to which the following factors are an obstacle to your professional/academic progress:

9. How difficult do you find it to achieve a work-life balance:

10. From your perspective, how important is it to cultivate collegiality and a sense of community in the school?

11. What specific measures, policies and/or events have enhanced your experience in the school and/or contributed to a positive climate in the school?



12. What specific changes in the school would you like to see to improve issues of equity and diversity in the school?

opportunities for people pay and maternity
equity and diversity research roles diversity of staff better supported
academic staff **school staff** **Geography** eg avoiding
education for staff PhD students work need staff headcount
diverse staff diversity and equity funding for staff discussions of diversity

Appendix 2: Data tables

1: Students at foundation, UG, PGT and PGR Level

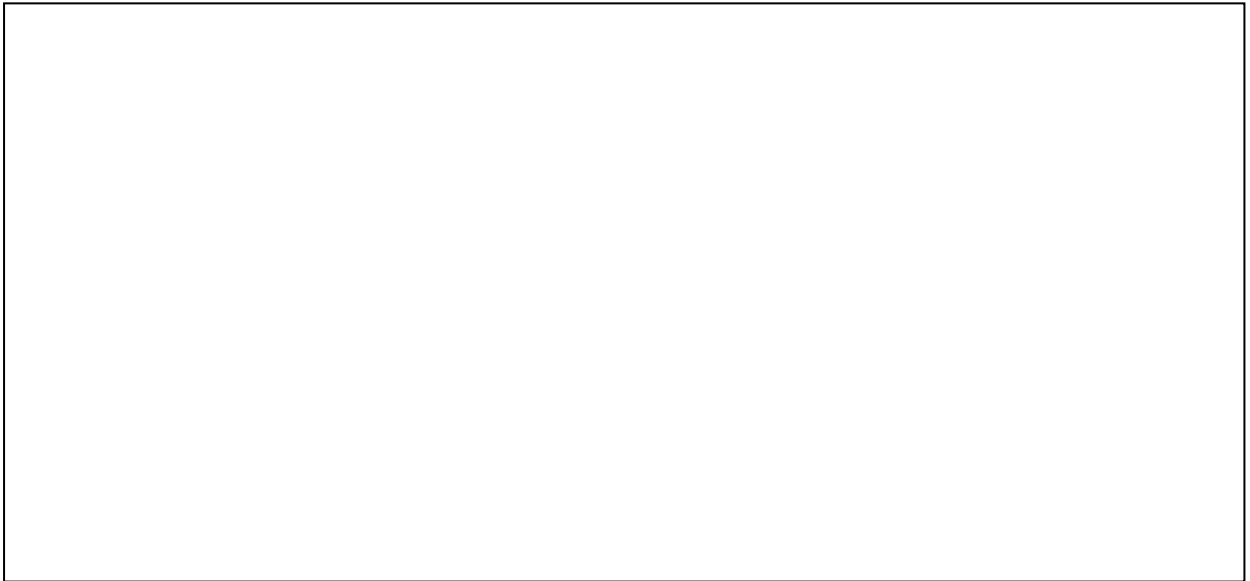
1.1: Undergraduate students, 2018/19-2022/23

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1.2: Postgraduate Taught Students, 2018/19-2022/23

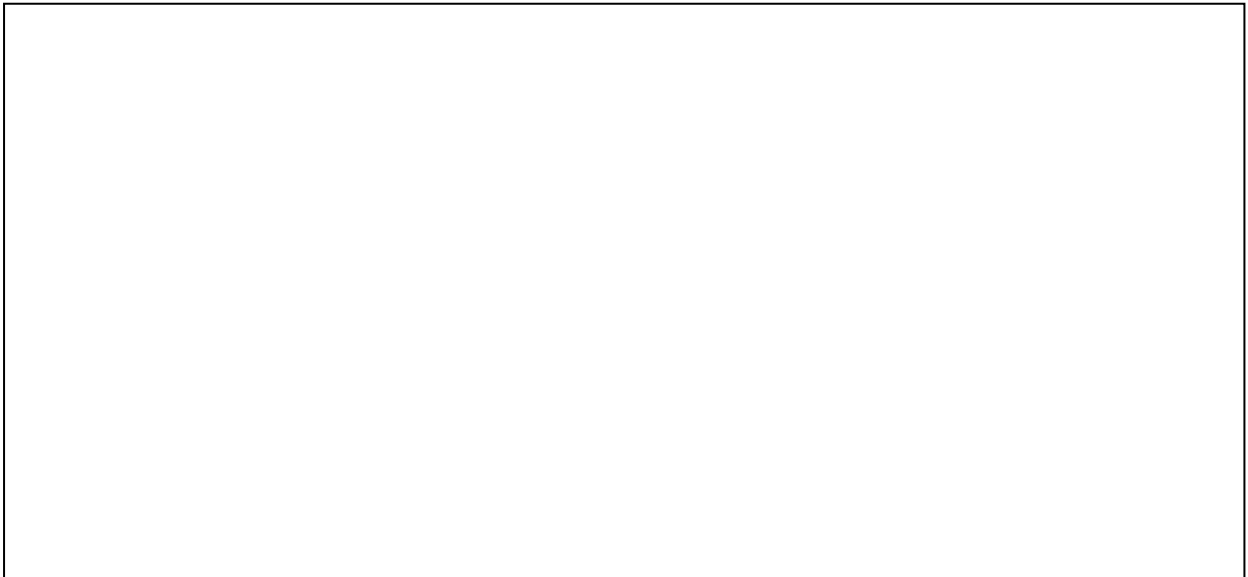
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1.3: Postgraduate Research Students, 2018/19-2022/23

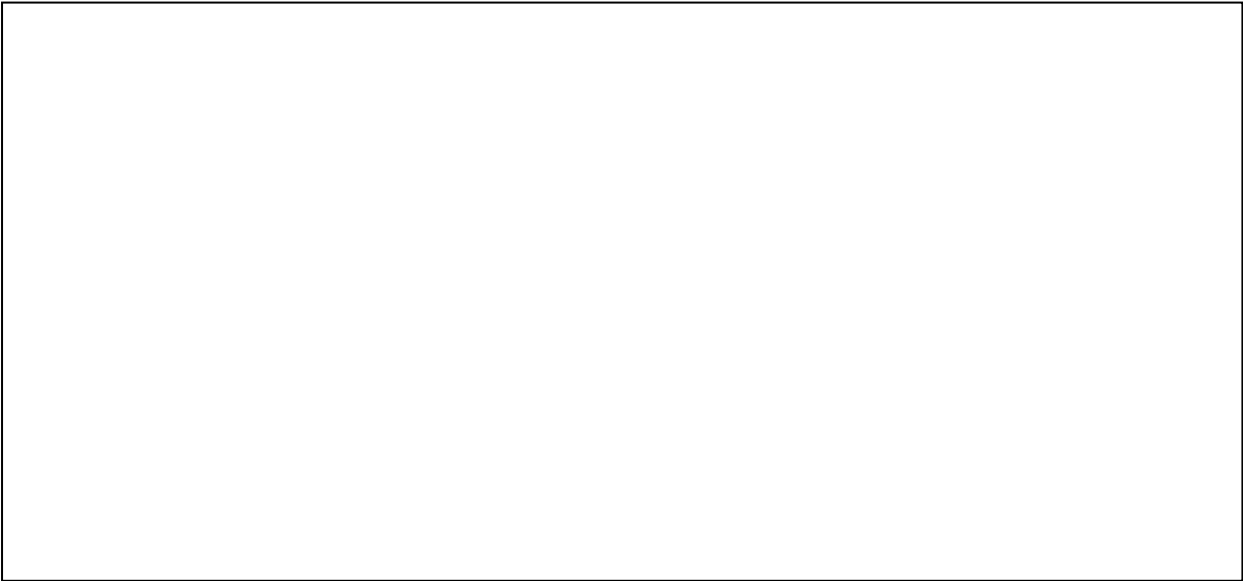


2: Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level

2.1: Undergraduate Degree Attainment by Gender



2.2 Postgraduate Taught Degree Attainment by Gender



2.3 Research Degree Completion Within 5 Years by Gender



3: Academic staff by grade and contract function

3.1 Academic Staff on Teaching and Research and Teaching-only contracts, Grades 5-8

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3.1.1 Academic Staff on Teaching-only contracts, grades 5-8

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3.1.2 Academic Staff on T&R contracts, grades 5-8

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3.2 Academic Staff on Teaching and Research contracts, Grade 5

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3.3 Academic Staff – Teaching & Research and Teaching-only, Grade 6

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3.3.1 Academic Staff – Teaching-only, Grade 6

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3.3.2 Academic Staff – Teaching & Research, Grade 6

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3.4 Academic Staff – Teaching & Research, Grade 7

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3.5 Academic Staff – Teaching & Research, Grade 8

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3.6 Academic Staff – Research, Grades 4-8


3.7 Academic Staff – Research – Grade 4

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3.8 Academic Staff – Research, Grade 5

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3.9 Academic Staff – Research, Grade 8



4: Academic staff by grade and contract type

4.1 Academic staff by grade and contract type, open-ended, Grade 5-8



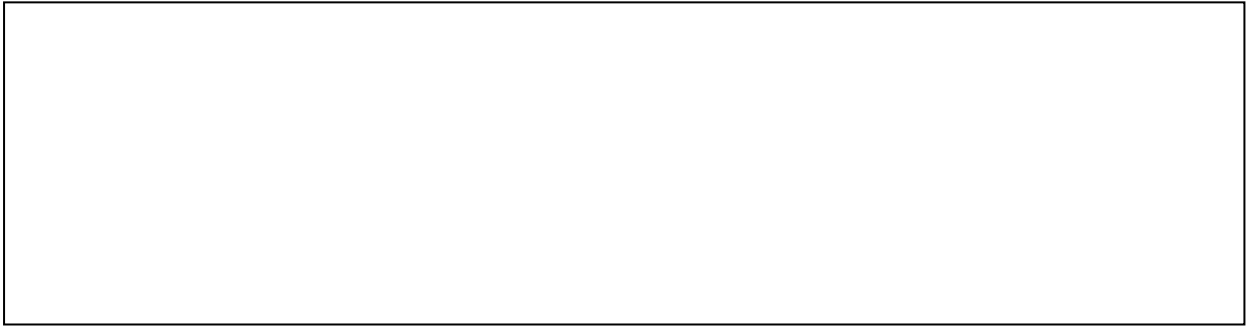
4.2 Academic staff by grade and contract type, open-ended, Grade 5



4.3 Academic staff by grade and contract type, open-ended, Grade 6



4.4 Academic staff by grade and contract type, open-ended, Grade 7



4.5 Academic staff by grade and contract type, open-ended, Grade 8



4.6 Academic staff by grade and contract type, fixed-term, Grade 5-6



4.7 Academic staff by grade and contract type, fixed-term, Grade 5



4.8 Academic staff by grade and contract type, fixed-term, Grade 6

5: Professional, technical and operational (PTO) staff by job family

5.1 PTO Staff – Grades 3-7

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5.2 PTO Staff – Administrative, Grade 3

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5.3 PTO Staff - Grade 4

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5.4 PTO Staff – Grade 5

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5.5 PTO Staff – Grade 6

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5.6 PTO Staff – Grade 7

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6: PTO staff by contract type

6.1 PTO Staff by Contract Type – Open-Ended

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6.2 PTO Staff by Contract Type – Fixed-Term

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7: Applications, shortlist and appointments made in recruitment to academic posts

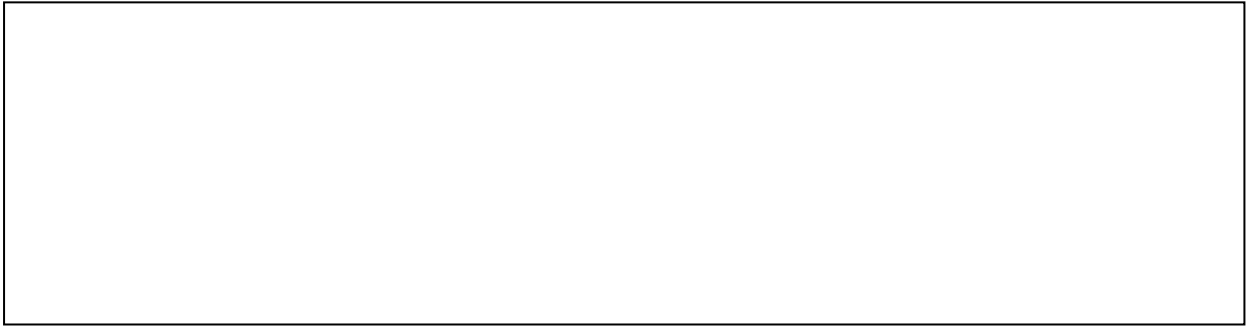
7.1 Academic Recruitment (2017-18)

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7.2 Academic Recruitment (2018-19)

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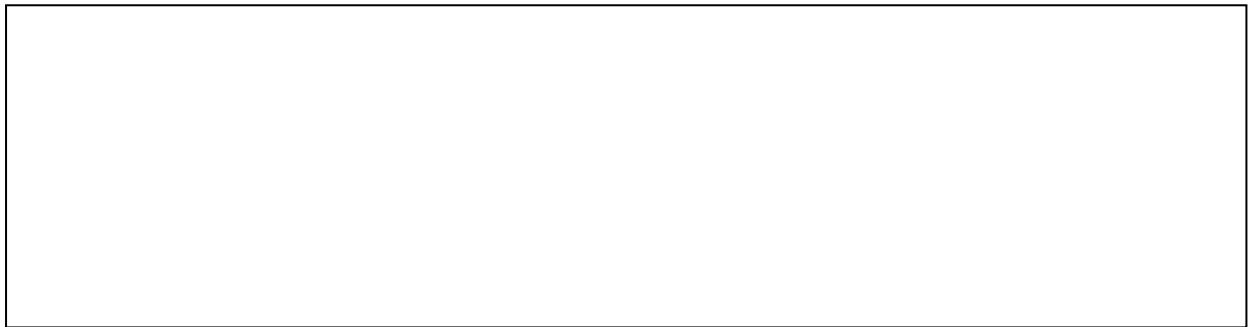
7.3 Academic Recruitment (2019-20)



7.4 Academic Recruitment (2020-21)



7.5 Academic Recruitment (2021-22)



8: Applications, shortlist and appointments made in recruitment to PTO posts

8.1 Professional Services Recruitment (2017-18)

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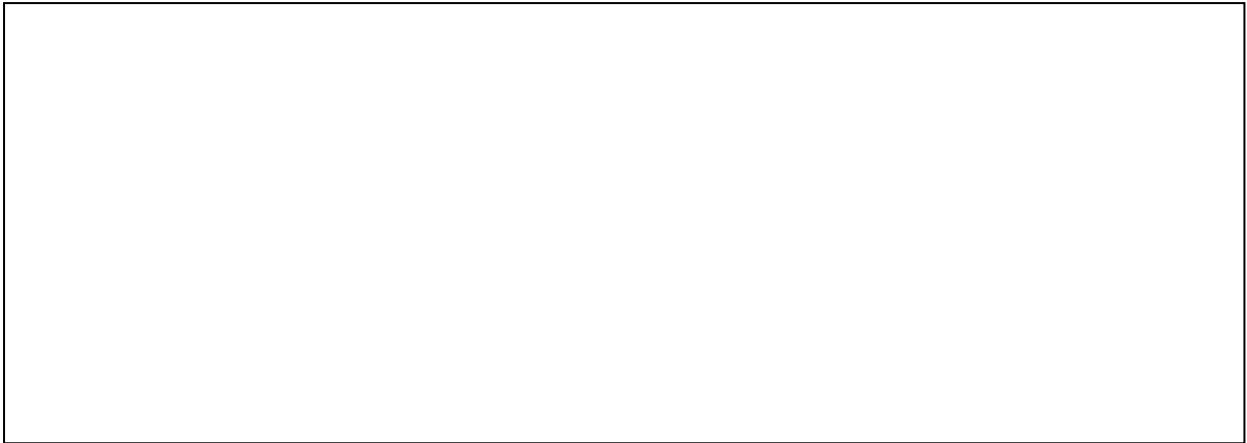
8.2 Professional Services Recruitment (2018-19)

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8.3 Professional Services Recruitment (2019-20)

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8.4 Professional Services Recruitment (2020-21)

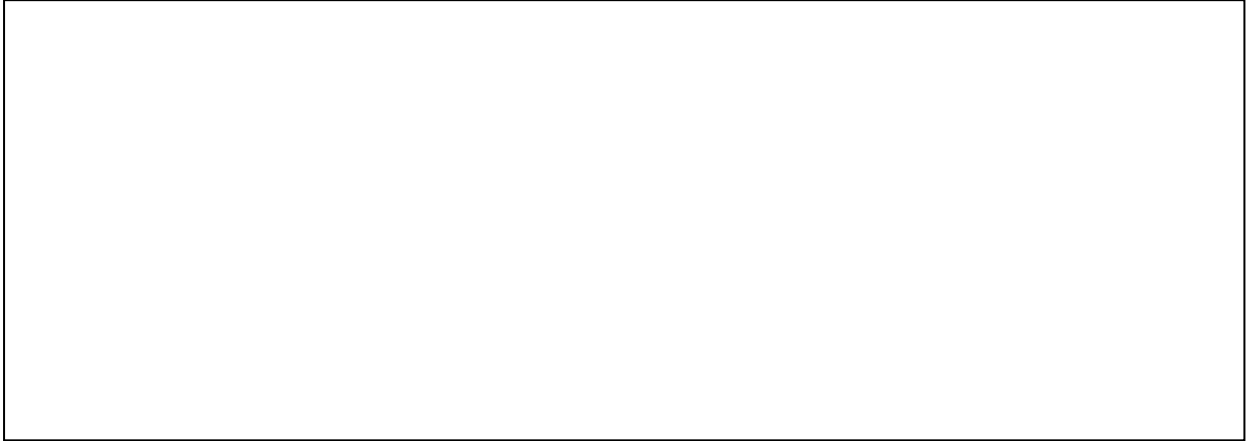


8.5 Professional Services Recruitment (2021-22)

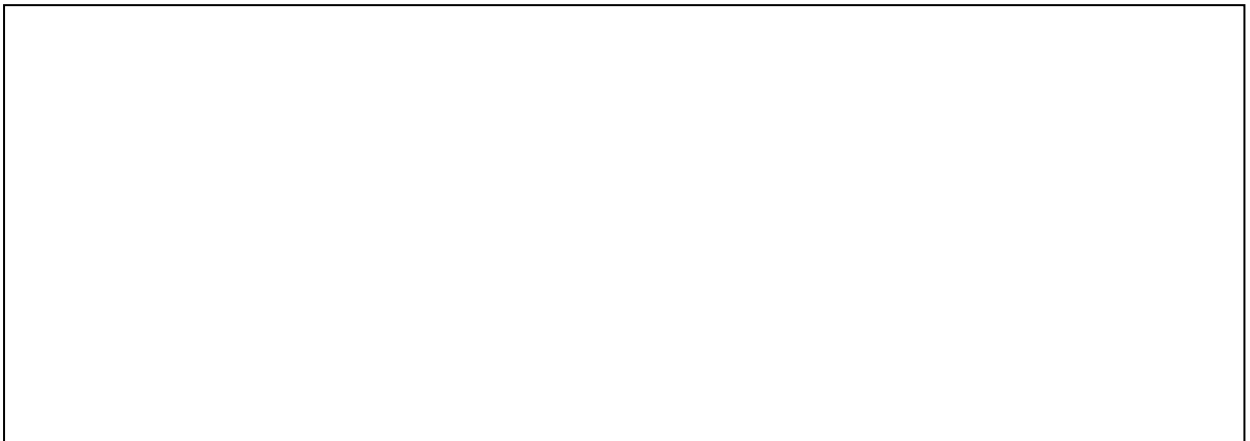


9: Applications and success rates for academic promotion

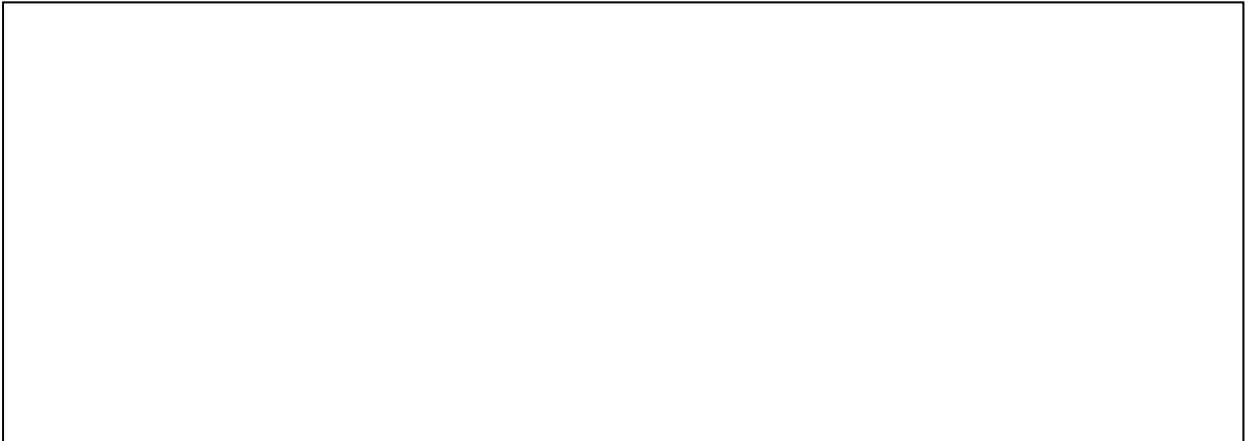
9.1 Academic Promotion Success

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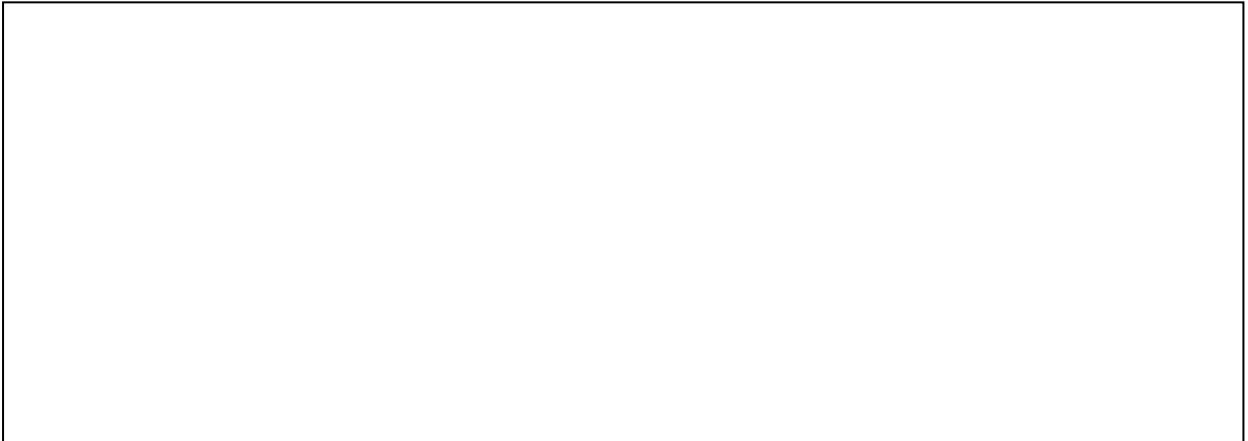
9.2 Promotion to Senior Lecturer

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9.3 Promotion to Reader

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9.4 Promotion to Professor

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10: Applications and success rates for PTO progression

10.1 Queen Mary does not have a formal progression pathway for PTO staff. However, a number of posts have been regraded within the PTO team within Geography during the assessment period.

10.2 Two members of staff progressed by successfully applying for internal vacancies through open competitions

Appendix 3: Glossary

AP: Action Plan

AS: Athena SWAN

BAME: Black Asian and Minority Ethnic

DoE: Director of Education

DoSE: Director of Student Experience

DoSS&E: Director of Student Support and Engagement

DoR: Director of Research

ECRs: Early Career Researcher

EDI: Equality Diversity and Inclusion

FTE: Full Time Equivalent

HoS: Head of School

HR: Human Resources

HSS: Humanities and Social Sciences

IHSS: Institute of Humanities and Social Sciences.

PDRA: Postdoctoral Research Associate

PG: Postgraduate

PGCAP: Post Graduate Certificate in Academic Practice

PGR: Postgraduate Research

PGT: Postgraduate Taught

PS: Professional Service

RGS-IBG: Royal Geographical Society with the Institute of British Geographers

SAT: Self-Assessment Team

SoG: School of Geography

SM: School Manager

SMG: Senior Management Group

SSLC: Student-Staff Liaison Committee

T&R: Teaching and Research

T&S: Teaching and Scholarship

UG: Undergraduate

WAM: Workload Allocation Model

WP: Widening Participation