Athena Swan

Silver institution application

Contents

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities;

- a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these;

- the development of an organisational structure, including a self-assessment team, to carry proposed actions forward.

Athena SWAN Silver institution awards

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

Completing the form

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form.

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

Word Count

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Silver	ACTUAL
Word limit	10,500	12,500	**13,465** *(additional 1000 words granted total 13,500***)**
1.Letter of endorsement			**551**
2.Description of the institution			**1028**
3. Self-assessment process			**716**
4. Picture of the institution			**4455** (additional Covid-19 words used)
5. Supporting and advancing women's careers			**6218** (additional Covid-19 and extension words used)
6. Supporting trans people			**495**
7. Further information			

Name of institution	**Queen Mary University of London**	
Date of application	**November 2021**	
Award Level	**Bronze: 2008, 2010, 2013**	**Silver: 2016**
Date joined Athena SWAN	**2005**	
Current award	**Date: November 2016**	**Level: Silver**
Contact for application	■■■■■	■■■■■
Email	■■■■■	■■■■■
Telephone	**N/A**	**N/A**

Word extension

Additional 1000 words granted

Letter requesting word extension.

Data Note

- All staff profile data (Sections 2, 4.1 and 4.2) are taken from the snapshot data of the 31st October within each academic year.

- Numbers included are headcount.

- Academic staff includes all staff returned to HESA as an academic category (Research-only, Teaching-only and Research and Teaching).

- Please note in places the gender totals may slightly differ from disaggregated numbers when there is the possibility for members of staff to be on more than one contract. This has been done to avoid double counting in overall totals. Please see example below:

- In yellow is the overall number of women on PS contracts. In red is the breakdown of women on open-end and fixed term contracts. As some staff may be on multiple contracts the number of women on fixed-term open-ended contracts are higher (+6) than the overall total of women.

Row Labels	17/18 N	%	18/19 N	%	19/20 N	%	20/21 N	%
Female	1403	100.0%	1743	100.0%	1983	100.0%	1826	100.0%
Fixed-term	415	29.6%	752	43.1%	1006	50.7%	834	45.7%
Open-ended	994	70.8%	998	57.3%	984	49.6%	998	54.7%
Male	931	100.0%	1086	100.0%	1296	100.0%	1200	100.0%
Fixed-term	228	24.5%	376	34.6%	574	44.3%	493	41.1%
Open-ended	705	75.7%	714	65.7%	724	55.9%	708	59.0%

- 'Unknowns' has been removed from the ethnicity data which account for any slight differences in the overall figures. For academic staff ethnicity not known accounts for 2.6% of all academic staff with men being less likely provide this information – in 20/21 unknowns were 1.9% for women and 3.2% for men.

- There are some anomalies of one or two individuals whose data we believe has been returned incorrectly in our systems; these are any academic staff in Grades1-3 as there are no academic roles in these grades. This has been resolved in current and future data collection.

Glossary

AHSSBL	Arts, Humanities, Social Science, Business and Law
AllUK	All UK Universities (for benchmarking only)
AS	Athena Swan
ASS21	Athena Swan Survey 2021
B-MEntor	Cross-institutional London-wide mentoring scheme for Academic and Professional Services staff from Black, Asian, and Minority Ethnic (BAME) backgrounds
BME	Black and Minority Ethnic
CCLS	Centre for Commercial Law Studies
CEDARS	Culture, Employment & Development for Academic Researchers Survey
DRC	Dignity and Respect Champions
EA	Equality Analysis
EAF	Estates and Facilities
ECR	Early Career Researchers
EDI	Equality, Diversity, and Inclusion
EDISG	Equality, Diversity and Inclusion Steering Group
EIA	Equality Impact Assessment
EoC	End of Contract
F	Female
FSHRP	Faculty Strategic Human Resources Partners
FTC	Fixed Term Contract
GATI	Gender Advancement for Transforming Institutions
GBV	Gender Based Violence
GEAG	Gender Equality Action Group
GIP	Gender Impact Plan
HE	Higher Education

HEaTED	Higher Education and Technicians Education Development
HEI	Higher Education Institution
HoD	Head of Department
HoI	Head of Institute
HoS	Head of School
HR	Human Resources
HSS	Faculty of Humanities and Social Sciences
IoD	Institute of Dentistry
ITS	IT Services
KPIs	Key Performance Indicators
LGBTQA+	Lesbian, Gay, Bisexual, Trans, Non-binary, Queer, Asexual (Ace), plus other relevant groups
LMS	Learning Management System
LonRG	London Russell Group (for benchmarking only)
M	Male
MHFA	Mental Health First Aid
NWOWSG	New Ways of Working Steering Group
OEC	Open Ended Contract
OPD	Organisational and Professional Development Team
P&C	Parents and Carers
P&CN	Parents and Carers Network
P&CS21	Parents and Carers Survey 2021
PAHSM	Preventing and Addressing Harassment and Sexual Misconduct (working group)
PCI	People, Culture, and Inclusion
PCIEP	People, Culture, and Inclusion Enabling Plan
PG	Postgraduate
PGR	Postgraduate Research

PGT	Postgraduate Taught
PS	Professional Services
PTO	Professional, Technical and Operational (Advance HE terminology)
QM	Queen Mary
QMA	Queen Mary Academy
QMSU	Queen Mary Students' Union
QMUL	Queen Mary University of London
R&S	Recruitment and Selection
RA	Research Assistant
RDCIG	Researcher Development Concordat Implementation Group
RDT	Researcher Development Team
R	Research
REAG	Race Equality Action Group
REF	Research Excellence Framework
R-only	Research only (academics)
S&E	Faculty of Science and Engineering
SBM	School of Business and Management
SET	Senior Executive Team
SMD	School of Medicine and Dentistry (equivalent level to HSS and S&E)
SoM	School of Medicine
SMP	Statuary Maternity Pay
SPL	Shared Parental Leave
SU VP(s)	Students' Union Vice President(s)
SS19	Staff Survey 2019
STEM	Science, Technology, Engineering and Maths
STEMM	Science, Technology, Engineering, Maths and Medicine

T	Teaching
T&R	Teaching and Research (academics)
TA	Teaching Assistant
TA/TF	Teaching Assistants and Teaching Fellows (combined group)
TCSG	Technicians Commitment Steering Group
TF	Teaching Fellow
T-only	Teaching only (academics)
ToR	Terms of Reference
TUPE	Transfer of Undertakings (Protection of Employment)
UG	Undergraduate
UoL	University of London
WLM	Workload Model
VP	Vice Principal
VPPCI	Vice Principal People, Culture, and Inclusion

Image Legend

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

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

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

Tables

Figures

Image Legend

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

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

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

6. Letter of endorsement from the head of institution

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the vice-chancellor or principal should be included. If the vice-chancellor is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming vice-chancellor

Athena Swan Team
Advance HE
First Floor, Napier House
24 High Holborn
Holborn
London WC1V 6AZ

30th November 2021

Dear Athena Swan Team,

Queen Mary's commitment to gender equality is enshrined in our distinctive history: Westfield College, one of our constituent institutions, was the first University of London institution to admit and award degrees to women. We have remained true to our founding purpose, as exemplified in our academic vision, mission and values. Our People, Culture and Inclusion Enabling Plan (PCIEP) translates these ambitions into a set of innovative initiatives, articulating our gender equality objectives throughout.

As President and Principal, I have actively promoted gender equality as an integral feature of our EDI goals by:
- Promulgating Strategy 2030, placing inclusion and social mobility at its heart,
- Appointing a Vice Principal for People, Culture and Inclusion to provide focused executive level leadership in delivering our strategic EDI agenda,
- Establishing gender and ethnic specific institutional KPIs (as two of our 13 University KPIs) to achieve 50% (+/- 5%) women; and 40% (+/- 5%) BME staff in leadership roles by 2030.

Since joining the charter in 2005, we have enjoyed a record of success, including our institutional Silver award in November 2016. Our actions to embed transformative culture change across Queen Mary is testimony to our continued commitment to gender equality. We are very proud that Queen Mary has been recognised as the most inclusive Russell Group university in The Times and Sunday Times Good University Guide 2021.

Since 2016, our actions and impact to advance gender equality are evidenced by:
- Enhancing our EDI Governance, improving oversight and accountability by formalising the link between University and local level EDI governance,
- Expanding the representation of women and BME staff and students across EDI governance committees to augment the employee and student voice,
- Increasing representation of women on the University's Senior Executive Team (20.0%F 2016/17; 41.7%F in 2020/21),

7. Description of the institution

Recommended word count: Bronze: Silver: 500 words

Please provide a brief description of the institution, including any relevant contextual information.

Queen Mary (QM) University of London (UoL) is a global research-intensive university. Our Strategy 2030 espouses our academic vision, mission, and values, placing diversity and inclusion at its heart.

Queen Mary University of London (QMUL) is a global leading research-intensive university with a difference, one that opens the doors of opportunity to anyone with the potential to succeed. Throughout our history, we have fostered social justice and improved lives through academic excellence. And we continue to live and breathe this spirit today. Our goal is to be the most inclusive university of its kind anywhere, and we are proud to welcome anyone who has the ability to succeed with us, wherever they come from.

QM has the best record of all Russell Group universities in England for recruiting undergraduates from a wide variety of socio-economic backgrounds: 90% of our undergraduates are from state schools, 75% are Black and Minority Ethnic (BME), 51% are first in family into Higher Education (HE) and 23% are from households where the annual taxable income is less than £10,000. And in relation to graduate outcomes, a November 2021 report from the Institute for Fiscal Studies, Sutton Trust and Department for Education, identified QM as the best university in the country for impact on social mobility. As The Times Good University Guide wrote of us in 2021, "Queen Mary continues to prove that social inclusion and academic success are not mutually exclusive."

At the heart of our University and our 2030 Strategy is our community of students, staff and alumni. We have over 28,000 students and almost 4,500 staff representing over 160 nationalities. Our newly launched People, Culture, and Inclusion Enabling Plan (PCIEP), translates our Strategy 2030 vision, mission, values and goals into a set of bold and ambitious Equality, Diversity and Inclusion (EDI) initiatives, which includes promoting gender equality and 2030 Key Performance Indicators (KPIs) of 50:50:50 (+/- 5%) at junior:middle:senior grades for gender.

Actions: 1.1 & 1.2.

Figure 1 QM webpage for 2030 Strategy

Figure 2 2030 Strategy launch
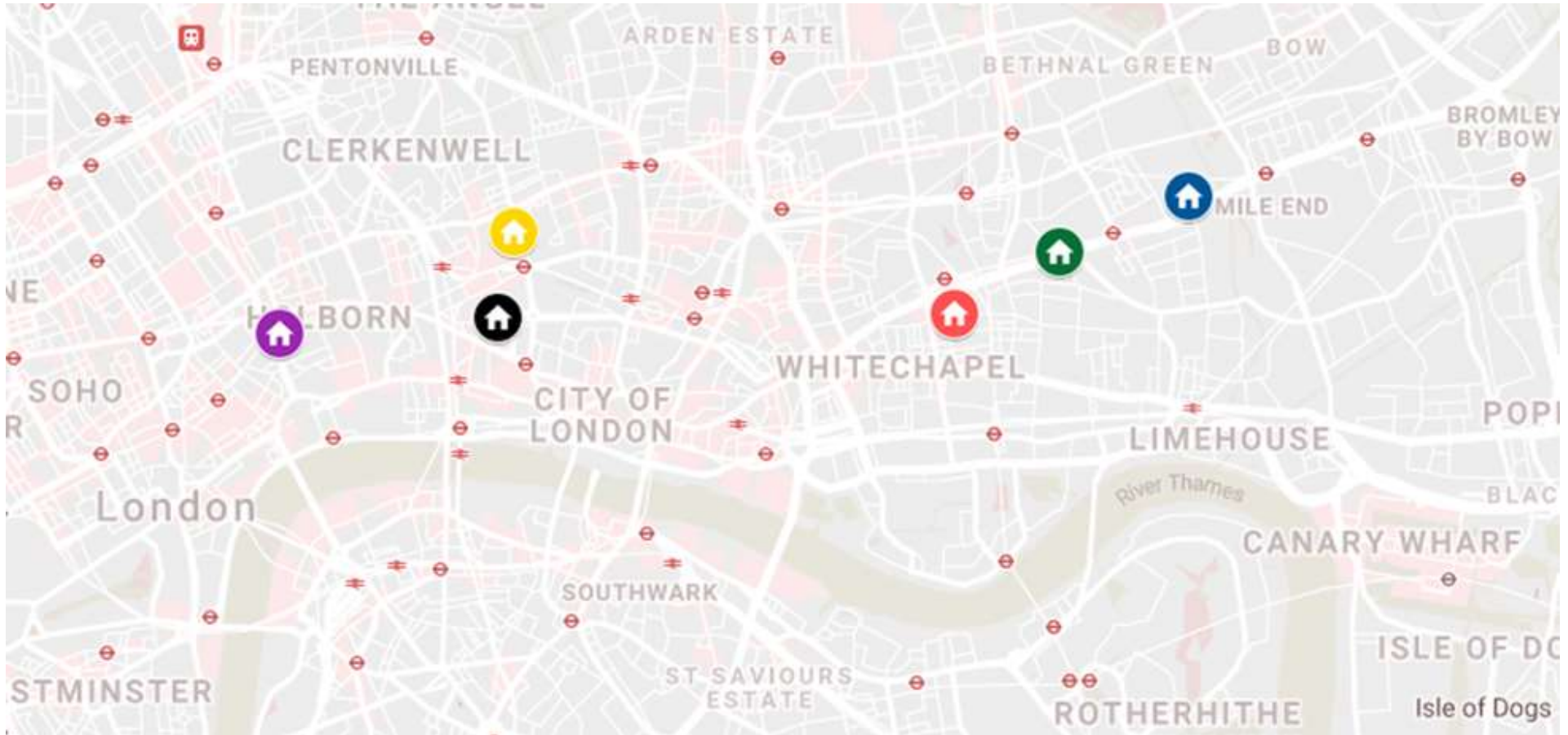
Figure 3 Queen Mary Campuses: blue = Mile End, green = Dept. W, red = Whitechapel, yellow = Charterhouse Square, black = West Smithfield Square and purple = Lincoln's Inn Fields

Table 1 QMUL campuses details

Map location	Campus	Details
Blue	Mile End Campus	Largest campus - home to most academic schools. Based here: Humanities and Social Sciences (HSS) & Science and Engineering (S&E) students. Also: • Halls of residence. • Queen Mary Students' Union (QMSU). • Mile End library. • Central Professional Services. • Breastfeeding room. ▪ Inclusive toilet facilities.
Green	Dept. W	Based here: central Professional Services (PS) hub. Newly refurbished (open September 2021) with an open plan layout over three floors with an emphasis on collaboration and community. Also: • Breastfeeding room. • Inclusive toilet facilities.
Red	Whitechapel Campus	Based here: Medicine and Dentistry students. Also: • Main home for our faculty of Medicine and Dentistry. • Includes Blizard Institute, Barts Cancer Institute, William Harvey Research Institute, The Wolfson Institute of Population Health • Halls of residence. • Barts and the London Students' Union. • The Royal London Hospital. • The Whitechapel Medical Library. • Breastfeed room. • Inclusive toilet facilities.
Yellow	Charterhouse Square	Based here: postgraduate medical research students. Also: • Barts Cancer Institute, William Harvey Research Institute, The Wolfson Institute of Population Health • Medical students' hall of residence. • Breastfeeding room. • Inclusive toilet facilities.
Black	West Smithfield Square	Based here: Postgraduate (PG) medical research students. Also: • St Bartholomew's Hospital. • West Smithfield Medical Library. • Pathology Museum at QMUL.
Purple	Lincoln's Inn Fields	Based here: postgraduate law students. Also: • Centre for Commercial Law Studies (CCLS).

Scenes of QM Campuses

Council

Senate

Queen Mary Senior Executive Team (SET)

SET is our academic senior management team and comprises the Principal, Vice-Principals and leadership of professional services. SET advises the Principal on the management of day-to-day university business as well as its long-term future, and is responsible for the development and implementation of Queen Mary's Strategy.

President & Principal

Thematic Vice-Principals

- **Education**
- **Research and Innovation**
- **Policy and Strategic Partnerships**
- **People Culture and Inclusion**
- **International**

Faculty Vice-Principals

- **Humanities and Social Sciences**
- **Science and Engineering**
- **Health (Medicine and Dentistry)**

Professional Services

- **Chief Financial Officer**
- **Chief Governance Officer and University Secretary**
- **Chief Operating Officer**

Academic Faculty structure

Humanities and Social Sciences

- School of Business and Management
- School of Economics and Finance
- School of English and Drama
- School of Languages, Linguistics and Film
- School of Geography
- School of History
- School of Law (covers CCLS)
- School of Politics and International Relations

Science and Engineering

- School of Biological and Chemical Sciences
- School of Electronic Engineering and Computer Science
- School of Engineering and Materials Science
- School of Mathematical Sciences
- School of Physics and Astronomy

Medicine and Dentistry

- Barts Cancer Institute
- The Blizard Institute
- Institute of Dentistry
- Institute of Health Sciences Education
- William Harvey Research Institute
- Wolfson Institute of Preventive Medicine

Professional Services structure

- Academic Registry and Council Secretariat
- Business Development Services
- Development and Alumni
- Doctoral College
- Estates and Facilities
- Finance, Planning and Strategy Delivery Office
- Human Resources
- IT Services
- Joint Research Management Office
- Marketing and Communications
- Office of the Principal
- Queen Mary Academy
- Student and Academic Services

Note: The Faculty data provided through the application is for 2017/18-2020/21. In 2021/22 due to restructures. School name changes are:
- *School of Biological and Chemical Sciences is now School of Biological and Behavioural Sciences*
- *School of Physics and Astronomy is now School of Physical and Chemical Sciences*
- *Wolfson Institute of Preventative Medicine and Institute of Health and Population Sciences is now The Wolfson Institute of Population Health*

All Science, Technology, Engineering, Maths and Medicine (STEMM) schools are based in School of Medicine and Dentistry (SMD) and S&E while Arts, Humanities, Social Science, Business and Law (AHSSBL) schools are in HSS (Figure 4).

Figure 5 Institutional AS

Since 2016 we increased investment in supporting AS and have seen successes across all faculties:

- Three first-time bronze awards.
- Three bronze renewals awards.
- First silver award.
- Three silver renewal awards.

Currently 80% of our schools hold awards with two actively working towards submissions in 2022/23. (See section 5.5xii for more on support for schools).

Faculty	School	Level of Athena Swan award held	Date of first AS award	Date of most recent AS award
Faculty of Humanities and Social Sciences	School of Business and Management	Bronze	2018	2018
	School of Economics and Finance	*No award*		
	School of English and Drama	*No award*		
	School of Geography	Bronze	2017	2017
	School of History	Bronze	2020	2020
	School of Languages, Linguistics and Film	*No award*		
	School of Law *(covering Department of Law and Centre for Commercial Law Studies)*	Bronze	2020	2020
	School of Politics and International Relations	Bronze	2014	2019
Faculty of Science and Engineering	School of Biological and Chemical Sciences	Silver	2013	2019
	School of Electronic Engineering and Computer Science	Bronze	2009	2020
	School of Engineering and Materials Science	Bronze	2010	2018
	School of Mathematical Sciences	Bronze	2013	2016
	School of Physics and Astronomy	Silver	2010	2019
School of Medicine and Dentistry	Institute of Dentistry	Silver	2013	2018
	School of Medicine *(covering Barts Cancer Institute; Blizard Institute; Institute of Health Sciences Education; William Harvey Research Institute; Wolfson Institute of Preventive Medicine)*	Silver	2013	2017

Table 2 Schools' AS award status

Following the AS transformation, we will build on the success of schools and PS directorates engaged in AS by providing on-going support, via dedicated professional support from the EDI Manager (Gender), and faculty EDI officers). (See page152 for more).

In 2021, QM became one of six UK institutions under the British Council Gender Advancement for Transforming Institutions (GATI) programme partnering with Indian Institutions to introduce a Gender Equality Framework for women in STEMM. The opportunity to work in a global partnership to share good practice from across QM, aligns fully with our values and academic ambitions in Strategy 2030 to unleash people's talent to create a better world.

Actions: 1.3, 1.4, 1.5

(ii) information on its teaching and its research focus;

Our 2030 Strategy is based on two core areas of activity: education and the student experience, and research and innovation. Global and public engagement, shaping policy, economic and societal impact, entrepreneurship and developing partnerships are embedded in all our activities.

We provide an outstanding, inclusive, world-class education and student experience, co-created with our diverse student body, enhanced by our world-leading research and latest technological developments.

We have research strengths across wide-ranging disciplines and interdisciplinary areas spanning our three faculties: H&S, SMD, and S&E. We were ranked fifth in the UK for the quality of research outputs (Research Excellence Framework (REF) 2014).

(iii) the number of staff. Present data for academic and professional and support staff separately;

For academic staff:
- o F represent 44% of academic staff (slightly below sector benchmark 46.3%)
- o Close to parity with Research only (R-only) 53.2%F (above sector benchmark 47%); and Teaching only (T-only) 48.6%F (slightly below the benchmark 52.4%).
- o Greatest gender imbalance amongst Teaching and Research (T&R) 34.2%F (below sector benchmark 41.7%).

Through our Gender Impact Plan (GIP), we will continue to enhance our career pathways, academic recruitment and promotions processes, mentoring, flexible working, and careers support for staff returning from maternity leave.
Actions 2.1, 4.1, 4.2, 8.2

For PS staff:

- o Women represent 61% of PS staff and 59.4% technical staff (close to overall sector benchmark).

Through our GIP, we will continue to aim for parity across all employee groups and grades and promote PS and technical careers to attract more men through recruitment and positive action initiatives, career pathways, and enhanced career and professional development opportunities, presenting HE as an attractive career choice.

Action 4.1, 4.2, 3.1, 3.2, 3.3, 3.4

See section 9.1 and 4.2 for full analysis and actions.

Table 3 Staff by type and gender

	Role type	Gender	N	%	HESA Benchmarking (2018/19)
			2020/21		
Academic staff	R-only	Female	431	53.2%	47.0%
		Male	379	46.8%	53.0%
		Total	*810*		
	T-only	Female	364	48.6%	52.4%
		Male	385	51.4%	47.6%
		Total	*749*		
	T&R	Female	373	34.2%	41.7%
		Male	719	65.8%	58.3%
		Total	*1092*		
	All Academic Staff	Female	1166	44.0%	46.3%
		Male	1482	56.0%	53.7%
		Grand Total	*2648*		
Professional Services and Technical Staff	Professional Services	Female	1370	61.0%	62.8%
		Male	877	39.0%	37.2%
		Total	*2247*		
	Technical (separated out)	Female	155	59.4%	N/A
		Male	106	40.6%	
		Total	*261*		
ALL STAFF TOTAL		*Female*	*2534*	*51.8%*	*54.5%*
		Male	*2355*	*48.2%*	*45.5%*

Note: Difference of six between all academic staff total and R-only, T-only and T&R totals is accounted for by three staff returned to HESA having neither Teaching (T) nor Research (R) contacts and staff having multiple contracts. Similarly, the difference between the academic and PS f/male (m) totals is accounted for by staff on multiple contracts. See data note for more details.

Intersectional analysis

It is also valuable to apply an intersectional lens, particularly as 26.4% (12.9%F and 13.4%M) of academic staff and 37.6% (23.7%F and 13.9%M) of PS identify as BME. Intersectional analysis provides a more nuanced understanding of issues and allows us to take a more targeted approach, better suited to affecting change: for example actions **4.1 and 4.2.**

Please see section 9.1 and 4.2 for full analysis and actions.

Table 4 Staff by type, gender and ethnicity, snapshot 2020/21

	Role type	Gender	Ethnicity	N	% of gender	% of all staff
Academic staff	R-only	Female	BME	123	29.1%	15.6%
			White	299	70.9%	37.8%
			Total	422		
		Male	BME	124	32.1%	15.7%
			White	244	63.2%	30.9%
			Total	368		
	T-only	Female	BME	129	36.1%	17.8%
			White	228	63.9%	31.5%
			Total	357		
		Male	BME	95	26.0%	13.1%
			White	271	74.0%	37.5%
			Total	366		
	T&R	Female	BME	81	22.1%	7.6%
			White	286	77.9%	26.9%
			Total	367		
		Male	BME	127	18.2%	11.9%
			White	570	81.8%	53.6%
			Total	697		
	All Academic Staff	Female	BME	334	29.1%	12.9%
			White	812	70.9%	31.5%
			Total	1146		
		Male	BME	346	24.1%	13.4%
			White	1088	75.9%	42.2%
			Total	1434		
		Grand total		2580		
Professional Services and Technical Staff	Professional Services	Female	BME	523	38.6%	23.7%
			White	831	61.4%	37.7%
			Total	1354		
		Male	BME	306	35.9%	13.9%
			White	546	64.1%	24.8%
			Total	852		
	Technical (separated out)	Female	BME	60	39.0%	23.1%
			White	94	61.0%	36.2%
			Total	154		
		Male	BME	34	32.1%	13.1%
			White	72	67.9%	27.7%
			Total	106		

We have just over 28,000 students (UG 50.4%F, PGT 54.7%F, PGR 49.8%F) (Table 5). At UG and PGT BME students are in majority (Table 6), representation of BME men and women declines from UG through to PGR level. By PGR BME men and women are in the minority, with the largest cohort being white men who increase from 10.7% of UG students to 27.1% at PGR. **Actions 5.1, 5.2, 5.4 and 5.5.**

Table 5 Students by level of study, faculty, school, and gender

Table 6 2020-21 Students by gender, ethnicity, and level of study

	Numbers			Percentages		
	UG	PGT	PGR	UG	PGT	PGR
Female	*9813*	*3081*	*928*	*50.4%*	*54.7%*	*49.8%*
BME	6975	1972	437	35.8%	35.0%	23.5%
White	2838	1109	491	14.6%	19.7%	26.4%
Male	*9674*	*2555*	*934*	*49.6%*	*45.3%*	*50.2%*
BME	7597	1693	429	39.0%	30.0%	23.0%
White	2077	862	505	10.7%	15.3%	27.1%
Grand total	*19487*	*5636*	*1862*			

NSS 2021 showed that women had an overall positive satisfaction of 78.0% compared to 71.4% for men. **Action 5.3**

Faculty Breakdown (Table 5)

Each faculty differs:

- HSS and SMD are majority female at all levels.
- S&E has an underrepresentation of women at all levels.

Over the period, S&E has seen a decrease in the percentage of women at UG (down 3.1%) and PGT (down 5.2%), attributable to the faculty's growth, recruiting more male students across the schools. **Action 5.1**

Our success in increasing gender parity at PGR (to 49.6%F) can be attributed to significant increases in two of three faculties through their AS work. Within HSS and SMD, at all levels, the Progress majority of students are women.
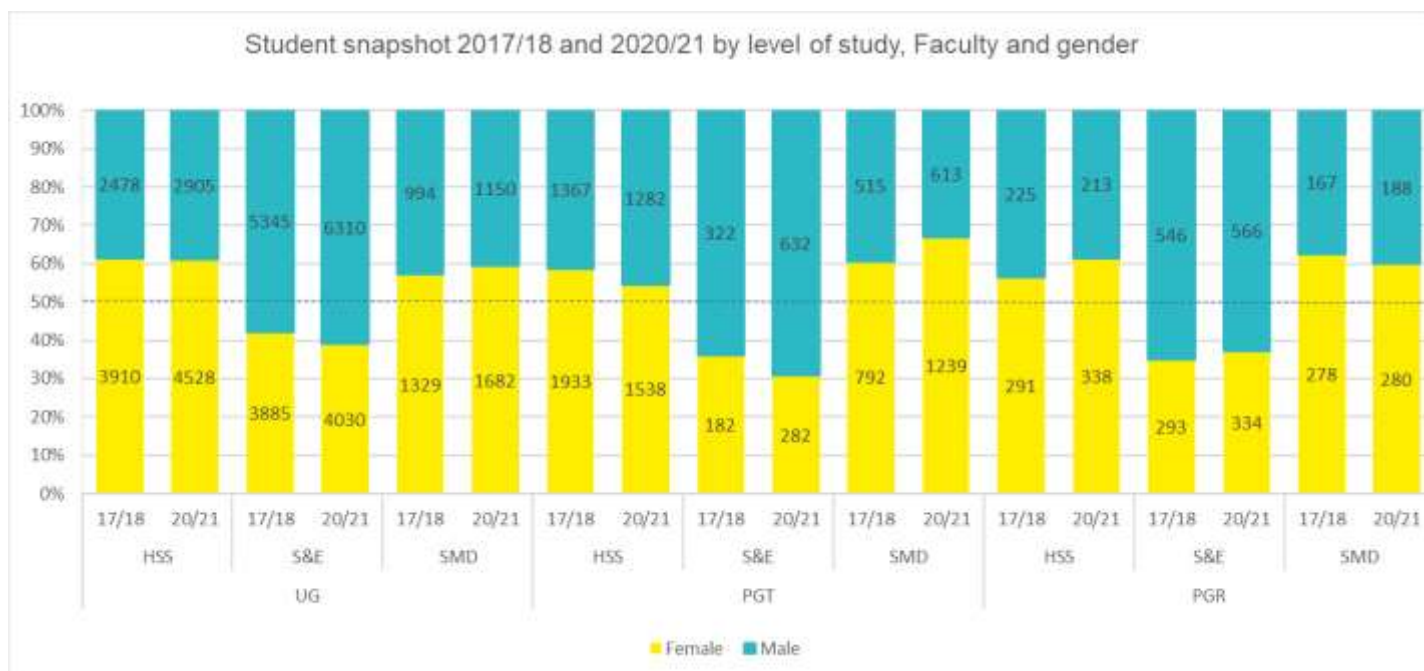
Figure 3 Students by level of study, faculty, and gender (snapshots provided at start and end of award period)

There are gendered differences through PS and academic staff by faculty and PS directorates. Tailored strategies will be used to address gender imbalances across areas to meet our institutional KPIs.

Table 7 Academic and PS staff by faculty, school, staff type and gender

8. The self-assessment process

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:
   (i)   a description of the self-assessment team:

The Gender Equality Action Group (GEAG), supported by the EDI team, leads our work to further gender equity via the AS Framework and fulfilled the role of the self-assessment team comprising (Figure 6):

- the Chair: VP People, Culture, and Inclusion (VP PCI).
- additional member of Senior Executive Team (SET).
- a mixture of ex-officio and invited members to ensure representation from across the University:
    - 61%F:39%M.
    - 35%BME:65%White.
- representation from academics, PS grades 3 and above, student representatives via QMSU Vice Presidents, parents, carers, and those working full and part-time, and flexibly (formal and informal).

Recognition of membership occurs either as part of ex-officio roles, or through citizenship requirements in appraisal and promotions processes.
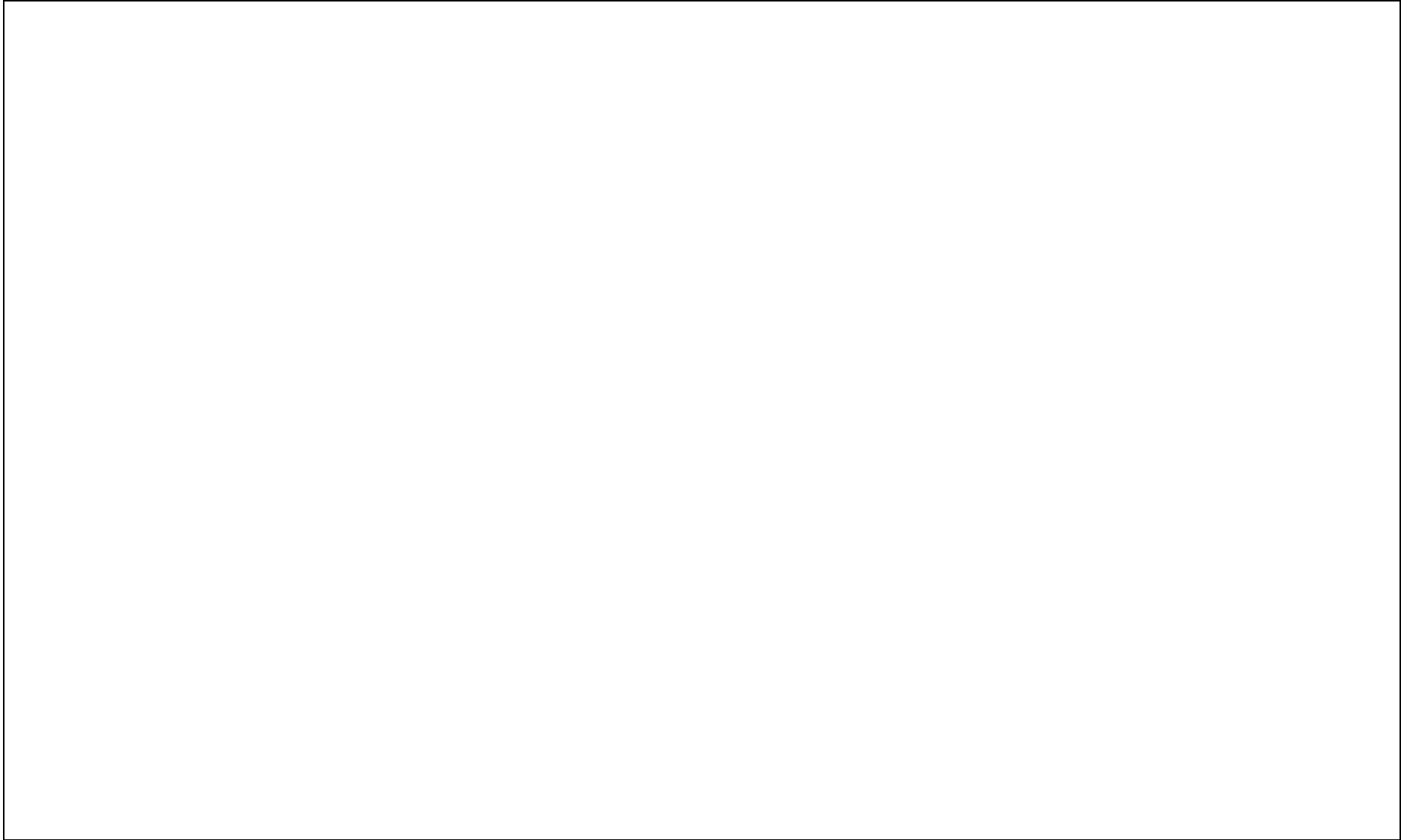
Figure 6 GEAG members

Self-assessment timeline

2017-2018
- chaired by Vice Principal (VP) and Executive Dean S&E (SET member).
- met three times a year to oversee the implementation action plan.
- oversaw school submissions.

2019
- recruitment of additional permanent roles supporting the progression of gender equality, the VP PCI, and the EDI Manager (Gender), both started in early 2020.

2020
- institutional award was extended until November 2021 due to significant internal changes, recommendations of the independent AS review and Covid-19.
- GEAG restructured (see below).
- GEAG developed interim action plan (2020-21).

2017-2018
- Silver Athena Swan awarded
- Chaired by SET member
- Implementation period - action plan monitored and progressed

2019
- University wide staff engagement survey run
- 2030 Strategy launched aiming to be most inclusive university of its kind, anywhere
- EDI KPIs established - targets of 50% +/- 5% at middle and senior levels for gender and 40% +/- 5% for BAME at middle and senior levels
- GEAG working groups established (academic staff, PS staff, data and culture, polices and procedures)

2020
- New VP PCI joins Queen Mary and becomes Chair of GEAG
- New EDI Manager (Gender) joins
- Interim GEAG action plan developed 2020-21
- Membership and Terms of Reference revised to ensure the continuing effectiveness of the group
- Athena Swan Forum established

2021
- Parents and Carers Survey conducted
- Athena Swan Survey conducted
- Semantic analysis of qualitative survey data

Figure 7 GEAG self-assessment timeline

Governance

GEAG reports to SET via the Equality, Diversity & Inclusion Steering Group (EDISG).
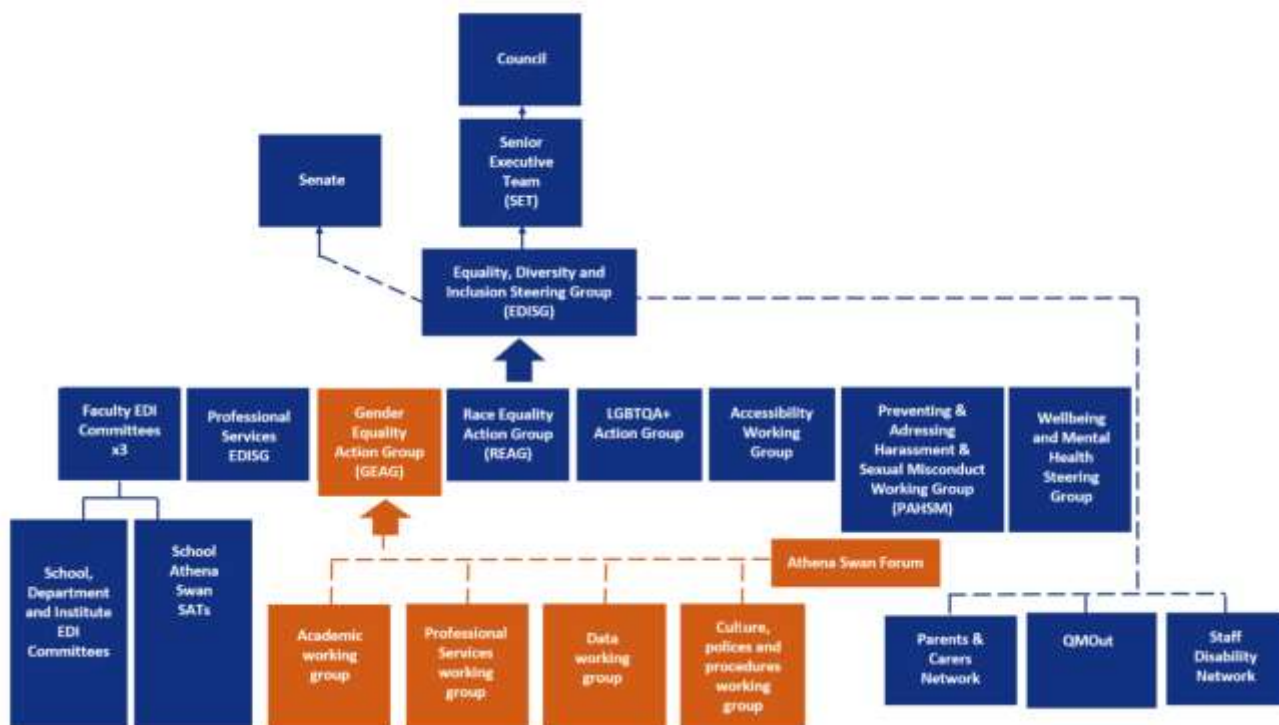
Figure 8 GEAG and wider EDI governance

For academic year 2020/21 GEAG membership was reduced from 53 to 23 under new Terms of Reference (ToR) to:

- ensure the continuing effectiveness of the group.
- more closely align with our PCIEP.

Progress

It also re-vitalised and restructured the working groups to focus on four key priorities:

- Academic staff.
- PS staff.
- Data.
- Culture, Policies, and Procedures.

Working groups fed into GEAG through chairs and met every 6-8 weeks. Their purpose was to augment the staff and student voice, provide institutional knowledge, identify areas for improvement and suggest possible actions.

Progress The EDI Team created the AS forum and Microsoft Team site for AS stakeholders which allowed GEAG to update and consult forum members to raise items creating a two-way communications process.

Throughout 2020/21 and early 2021/22 GEAG met regularly to promote momentum and encourage engagement. Microsoft Teams and SharePoint sites were created to allow for informal communications between meetings and easily accessible file repositories.

Table 8 GEAG meetings and key self-assessment activities

Date	Activity
November 2020	GEAG meeting (remote). Key items: • Interim action plan. • Statement in support for departmental AS work – response to NIHR removing. requirement for AS Silver award for funding. • Updates from working groups. • Updates on AS within the sector.
February 2021	GEAG meeting (remote). Key items: • Diversity and AS dashboards. • Collecting additional data on staff perceptions. • International Women's Day. • Updates from working groups. • Update on school applications. • Update on AS within the sector.
April 2021	GEAG meeting (remote). Key items: • Presentations of staff profile data – academic staff. • Establishing a working group focused on Gender Based Violence (GBV). • GATI programme. • Update on school applications. • Update on AS within the sector.
June 2021	GEAG meeting (remote). Key items: • Presentations of staff profile data – PS staff. • Action planning for key priorities. • Aligning GEAG with other EDI committees. Meeting QMSU elected officers to discuss AS and student priorities
September 2021	• Five focus groups concentrated on supporting carers • Action plan consultation with the Prevents and Addressing Harassment and Sexual Misconduct (PAHSM) working group • Meeting to QMSU elected officers to discuss AS and student priorities
October 2021	GEAG meeting (remote). Key items: • Presentation of draft application. • Finalising action plan.
December 2021	GEAG meeting • Presenting final application. • Embedding the actions.

<u>Staff Engagement with our self-assessment</u>

Progress

Staff engagement and consultation over the award period includes:

- Staff Survey 2019 (SS19).
- Parents and Carers Survey 2021 (P&CS21).
- AS survey 2021 (ASS21).
- Carers Focus Groups 2021

Table 9 Staff Consultation

Staff consultation	Response rate
SS19 May 2019 Quantitative	The survey was completed by 2448 people - 58% of all staff 42.7% of respondents were female, 37.5% were male, and 5.7% said prefer not the say or identified in another way
P&CS21 April 2021 Quantitative and qualitative	The survey was completed by 356 people - 7.5% of all staff 67.4% women, 29.4% men, and 3% prefer not to say
ASS21 May 2021 Quantitative and qualitative	The survey was completed by 885 people - 18.1% of all staff 60.1% of respondents were women, 32.9% men, 6.1% prefer not to say and 0.8% other (including non-binary, prefer to self-describe and other)
Carers focus groups September 2021 Qualitative	37 colleagues expressed an interest in taking part with 20 colleagues attending one of the four sessions

We have procured a new survey provider for 2022 to support on-going and flexible staff consolation.

Staff voice and engagement is key to our approach and advancement of gender equality; existing staff networks are represented in the bottom right of (Figure 8). In 2022 the EDI team will appoint our first People, Culture and Inclusion (PCI) Engagement Manager – charged with creating an Engagement Strategy and supporting the development of additional staff networks (notably Gender Equality and Race Equality Networks). **Action 1.2**

Student engagement with our self-assessment

Progress

During the restructure for 2020/21 the Student Union's Vice President (SU VP) Communities and SU VP Welfare became ex-officio members, to ensure continuity and that the student voice was being captured. In 2021 the EDI Team and SU established monthly meetings, which have included presentations and discussion of AS priorities.

Feedback and engagement

From May-August 2021 sections of the application were drafted by the appropriate working groups. In September of 2021, the application was reviewed internally and externally for feedback. EDISG has been appraised of progress and challenges regularly by VP PCI.

Table 10 Internal and external review of 2021 submission

Dates	Reviewed by
July 2021	Human Resources (HR) specialists and Head of Departments (HoD)
August 2021	HR leadership team
September 2021	Internally reviewed by two academic EDI leads, two chairs of GEAG working groups and strategic planning team.
October 2021	Externally reviewed by Advance HE AS Associate
November 2021	Shared with EDISG for endorsement

(iii) plans for the future of the self-assessment team.

The structure, membership, and ToR of GEAG will continue post submission and its effectiveness will be reviewed in summer 2022 and actions taken as needed

The following, minor, amendments have been identified to support our shift in focus to delivery from January 2022

- Creation of a new GIP delivery working group made up of those operationally responsible for action.

- The data & culture working group will become the PCI data and analytics group. This group will have a wider remit but still support AS needs across the University.

Action 9.1.

As previously, members will usually serve a three year term and recognition of work will be undertaken though existing processes of appraisal and promotion as examples of citizenship and inclusive behaviour.

GEAG will continue to meet twice a semester with GIP progress as a standing item. A summary of GEAG's activity, including the GIP, will be reported on a termly basis to:

- SET (by Chair).
- EDISG (by the EDI Manager (Gender)).
- AS forum (by the EDI Manager (Gender).
- Faculty EDI Committees (by faculty EDI Officers and academic faculty representatives/leads).
- PS EDI Group (by PS EDI Lead).
- SU Executive (by the SU VP Welfare and Communities).

Staff and students will be kept updated with ongoing work of GEAG and the GIP through governance reporting and annual reporting.

See section 5.6.xii for supporting school/directorates applying.

9. A picture of the institution

Recommended word count: Bronze: 2000 words | Silver: 3000 words

4.1 Academic and research staff data

(i) Academic and research staff by grade and gender.

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

<u>Please ensure you have read the data note before embarking on your review of this section</u>

Table 11 Outcome of mapping exercise

Level	Grade	Example of Academic roles (R-only, T-only and R&T)
Lower	*Grade2-3*	*These have been identified as anomalies due to incorrect returns to our systems*
	Grade 4	Research Assistants (RA) Teaching Assistants (TA)
Middle	Grade 5	Research Assistant/Fellow (Postdoc) Teaching Fellow (TF) (Postdoc) Lecturer (entry level)
	Grade 6	Lecturer Researcher
Senior	Grade 7	Senior Lecturer Reader Researcher
	Grade 8	Professor Researcher

Headline Trends

Throughout the period overall numbers of academic staff fluctuated:
- Growth in the first three years (2017/18-2019/20 saw +9.4% (n=+246).
- Reduction in the last two years due to Covid-19 (2019/20-2020/22 saw -7.0% (n=-200).

Prior to Covid-19 (2017/18 - 2019/20), historical imbalances were successfully being addressed:
- Notable increase in number of women in senior grades at a greater rate than men (2017/18 - 2019/20). This impact was achieved through recruitment and promotions strategies.
  - Grade 7 increased from 37.0%F to 39.6%F. Women +18.7% change (n=+37) and men +8.1% change (n=+27).

- Increase in the number of men at junior grades (4 and 5) bringing them closer to gender parity
  - Grade 4 changed from 53.3%F in 2017/18 to 50.9%F in 2020/21.
  - Grade 5 witnessed a reduction from 55.6%F in 2017/18 to 52.1%F in 2020/21.

Covid-19 saw a reduction for women (-9.1%) and men (-5.3%) between our snapshot dates (2019/20 and 2020/21).

Impact of Covid-19 on gender equity
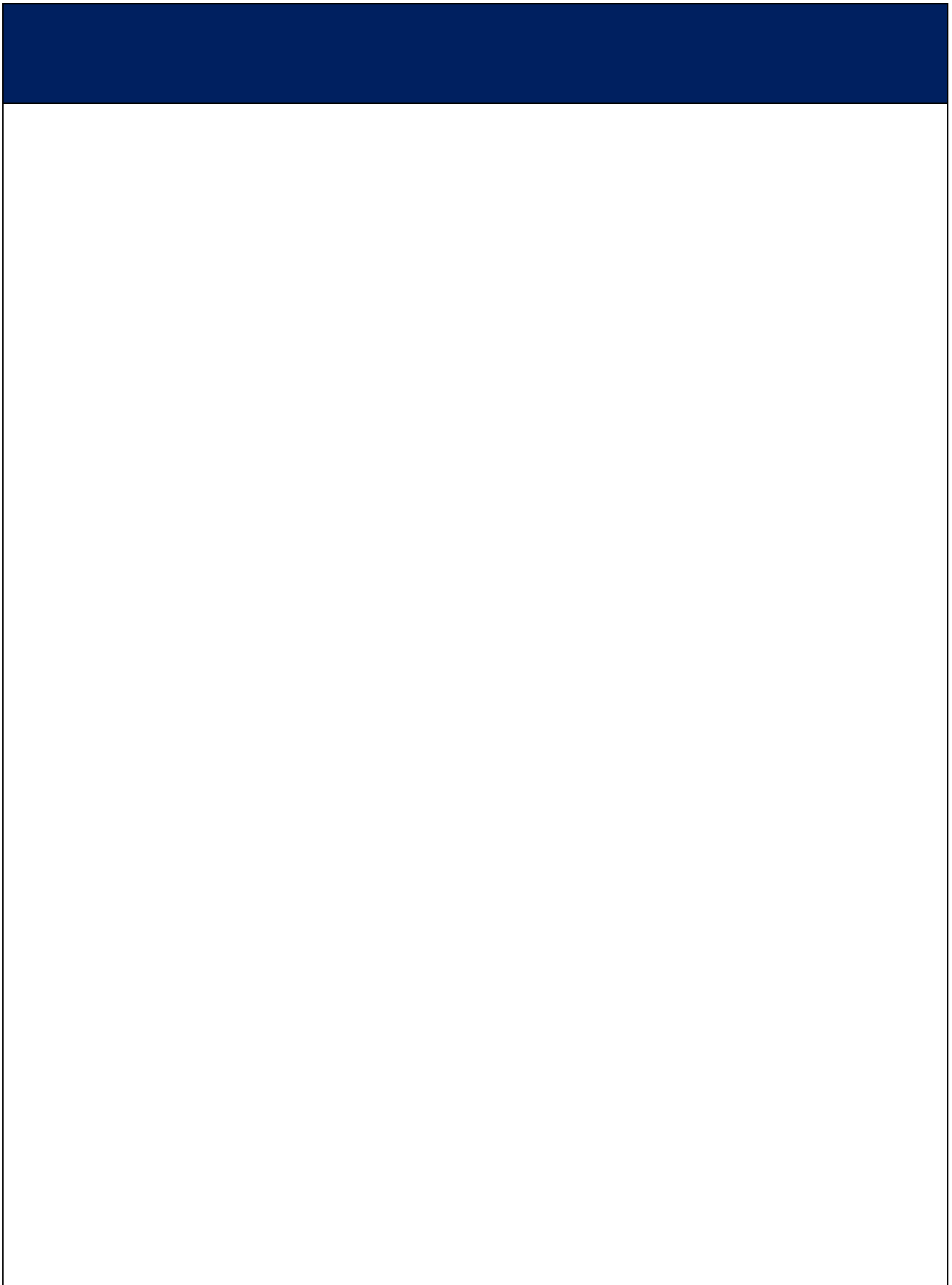
The reduction in numbers (of men and women) between 2019/20 and 2020/21 can, in part, be explained by participation in voluntary schemes to mitigate the financial impacts of Covid-19: staffing decisions were based on an assessment of short, medium and long term business needs.

SET took significant steps (June 2020) to retain staff and mitigate Covid-19's impact, offering:

- Standard voluntary severance.
- Additional unpaid leave.
- Reduction in working hours for 6 or 12 months.

Options allowed staff to retain their positions, keeping roles they may have otherwise resigned from and provided cost saving opportunities. Our data suggests more women applied to engage with this offer than men and were slightly more likely to be accepted.

Table 12 Academic staff applying and accepted for standard voluntary severance by gender
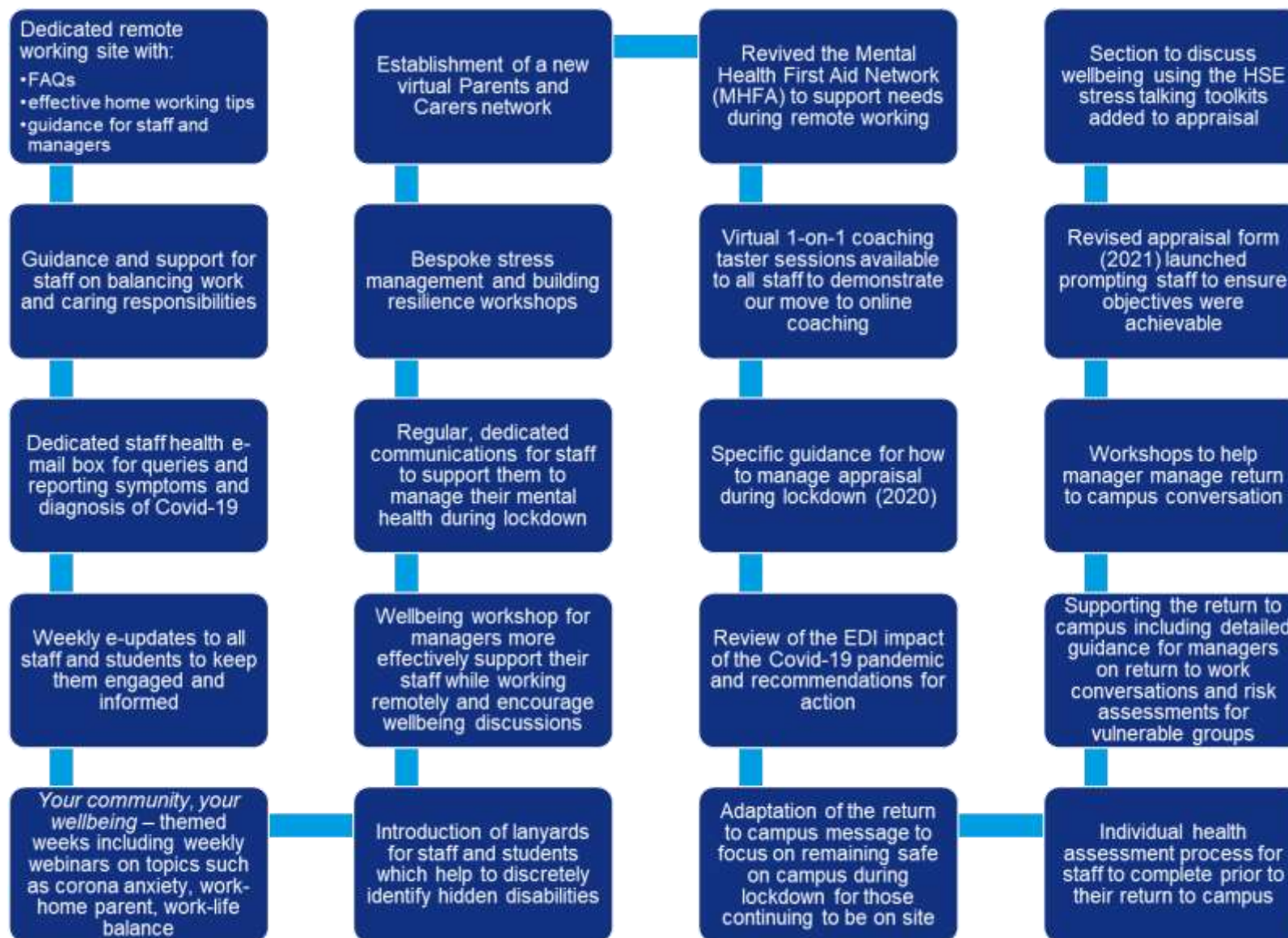
Figure 9 Responses to Covid-19 to support managers and staff

Senior leaders advised staff:

Quote

SET introduced a temporary tiered recruitment governance process (June 2020) with all posts being assessed to determine business critical need and constraints on non-pay expenditure. This increased the consistency and scrutiny of a previously devolved process at a time of crisis and learning from this was embedded in a new enhanced fixed-term contract review process which was introduced University wide from 2021/22.

12 months on from its introduction, the learning has been devolved so that decisions can be made within the relevant area, but ensuring the learning is not lost. The new process ensures that where new or extensions to Fixed Term Contracts (FTCs) are requested, there is appropriate scrutiny of the reasoning, including ensuring that there remains an objective justification for the fixed term – supporting the eradication of previous poor practice. **Action 9.7**

Pertinent changes by grade

Our analysis suggests progress has been made to increase gender parity across academic grades over the assessed period and that the majority of this impact has come via recruitment in junior grades and promotion to senior grades.

There has been a positive impact in progressing towards gender parity at grades 4, 5, 6 and 7 over the period:

- The composition of grade 4 changed from 53.3%F in 2017/18 to 50.9%F in 2020/21 due to an increase in the proportion of men in junior academic roles.
- Grade 5 reduced from 55.6%F in 2017/18 to 52.1%F in 2020/21.
- Grade 7 increased from 37.0%F (2017/18) to 39.6%F (2020/21), which is seen in all faculties
- and with overall +15% for women compared to a +3% for men. This was particularly impactful at Senior Lecturer, which increased from 39.4%F (2017/18) to 43.1%F (2020/21); the outcome of significant reviews of our academic promotions and reward processes to achieve a step change towards gender equality. This included: creating a new academic career framework; embedding 'Citizenship and Inclusion' as mandatory criteria for achieving promotion; and conducting workshops for staff and panellists in understanding and applying the new criteria (see section 5.1).

However, progress has not been achieved and sustained at all grades.

- Grade 7 impact predominantly effected senior lecturer level rather than reader (Table 14). Addressing the gender imbalance at reader level will contribute to diversifying the eligible pool of promotion to professor. **Action 2.1**
- Grade 8 saw a slight improvement in representation of women in 2017/18-2019/20, increasing from 29.7%F to 30.2%F (n=+16F; this progress can be attributed to academic promotions, full discussion S5iii); however, in 2020/21 the proportion of women at this level decreased. Given our previous progress, and exceptional context, GEAG are assured that future academic promotion and recruitment activity will counter this downturn. **Actions 2.1, and 2.2.**

Intersectional analysis

As grades increase in seniority their staff populations become increasingly male and white.

While further work is required to increase the proportion of BME men and women in all grades, we are pleased that we have seen progress and impact through:

- Grade 6 BME women have increased from 11.4% to 18.4% (n=+38) through changes to recruitment statements and support provided through career development and leadership opportunities open to women and BME staff (see section 5.1 for more).
- Grades 7 and 8 show the greatest percentage change is among BME women from 2018/19 onwards. While these numbers are small, the timing of the increase once again indicates the importance of ongoing support for career progression with the number of successful BME women increasing from five in 2017 to 9 in 2018, 10 in 2019 and 9 in 2020; an impact of changes to promotions criteria implemented in the 2018 promotions round.

Further action is needed to expedite the pace of change across all grades, specifically to address the lack of BME women at grades 7-8, BME men at grade 8 and white women at grade 8. **Action 4.7.**

Faculty differences

All STEMM schools are in SMD and S&E and all AHSSBL schools are in HSS. HSS and SMD are comparable to other London Russell Groups (LonGRs) but S&E is 3% lower in the most recent data.

Faculties have different baselines for their gender representation (2020/21):

- HSS grade 4 = 57.8%F.
- SMD grade 4 = 66.5%F.
- S&E grade 4 = 29.1%F.

Data consistently show a decreasing percentage of women after grade 4 for HSS and SMD and grade 5 for S&E. HSS and SMD remain at or above parity until grade 7. Grade 8 remains the lowest percentage of women for all faculties (2020/21):

- HSS grade 8 = 37.3%F.
- SMD grade 8 = 30.0%F.
- S&E grade 8 = 11.2%F.

Our Institutional KPIs of 50:50:50 (+/- 5%) at junior: middle: senior grades for gender plus our strengthened EDI governance has improved scrutiny and oversight of processes. All schools provide annual reports of action towards achieving our KPIs. This has enhanced local ownership and accountability, which enable us to take proactive steps to address our 'leaky pipeline'. **Action 1.1**

Figure 10 Academic staff by gender and grade all QMUL

Academic staff by gender and grade - All Queen Mary
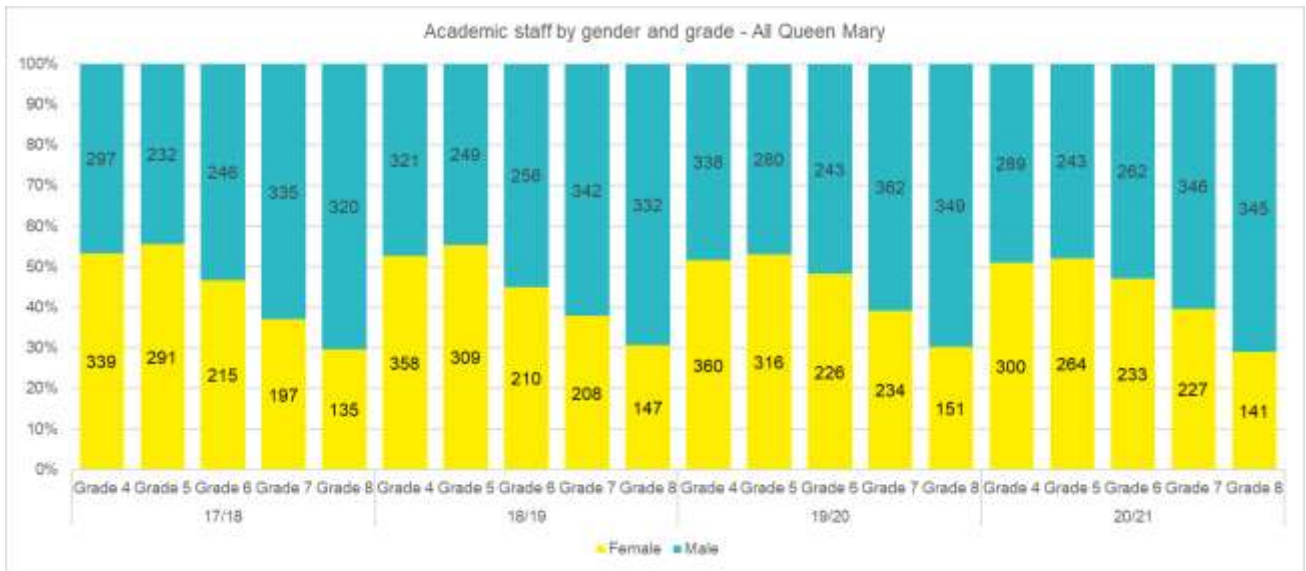
Table 13 Academic staff by gender and grade at QMUL with percentage change

Table 14 Academic staff by role (mapped) and gender with percentage change
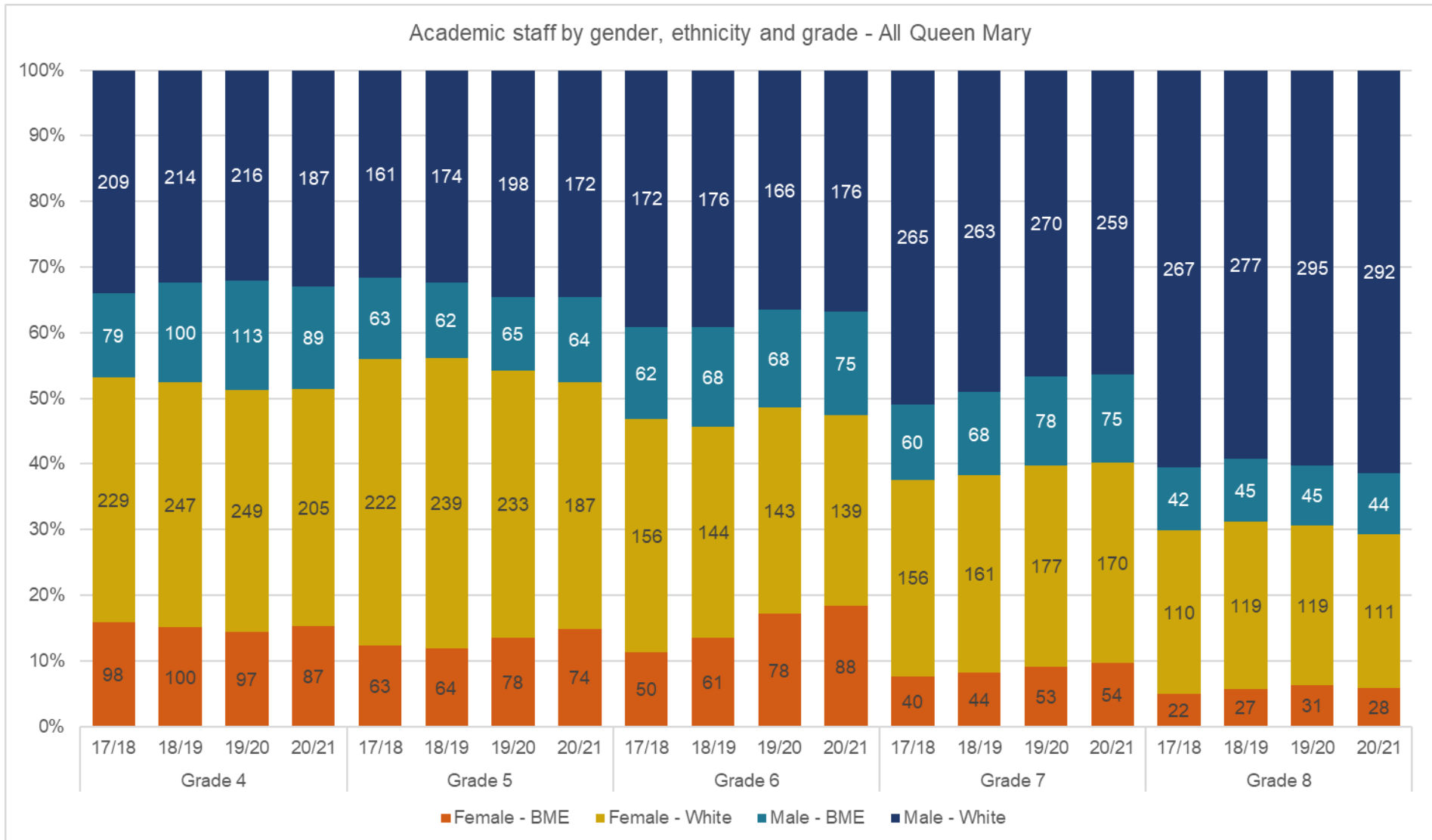
Figure 11 Academic staff by gender, ethnicity, and grade – all QM note: grade 2 and 3 removed due to small numbers, see table below for numbers

Table 15 Academic staff by gender, ethnicity, and grade across QM

Table 15 Academic staff by gender, ethnicity, and grade across QM
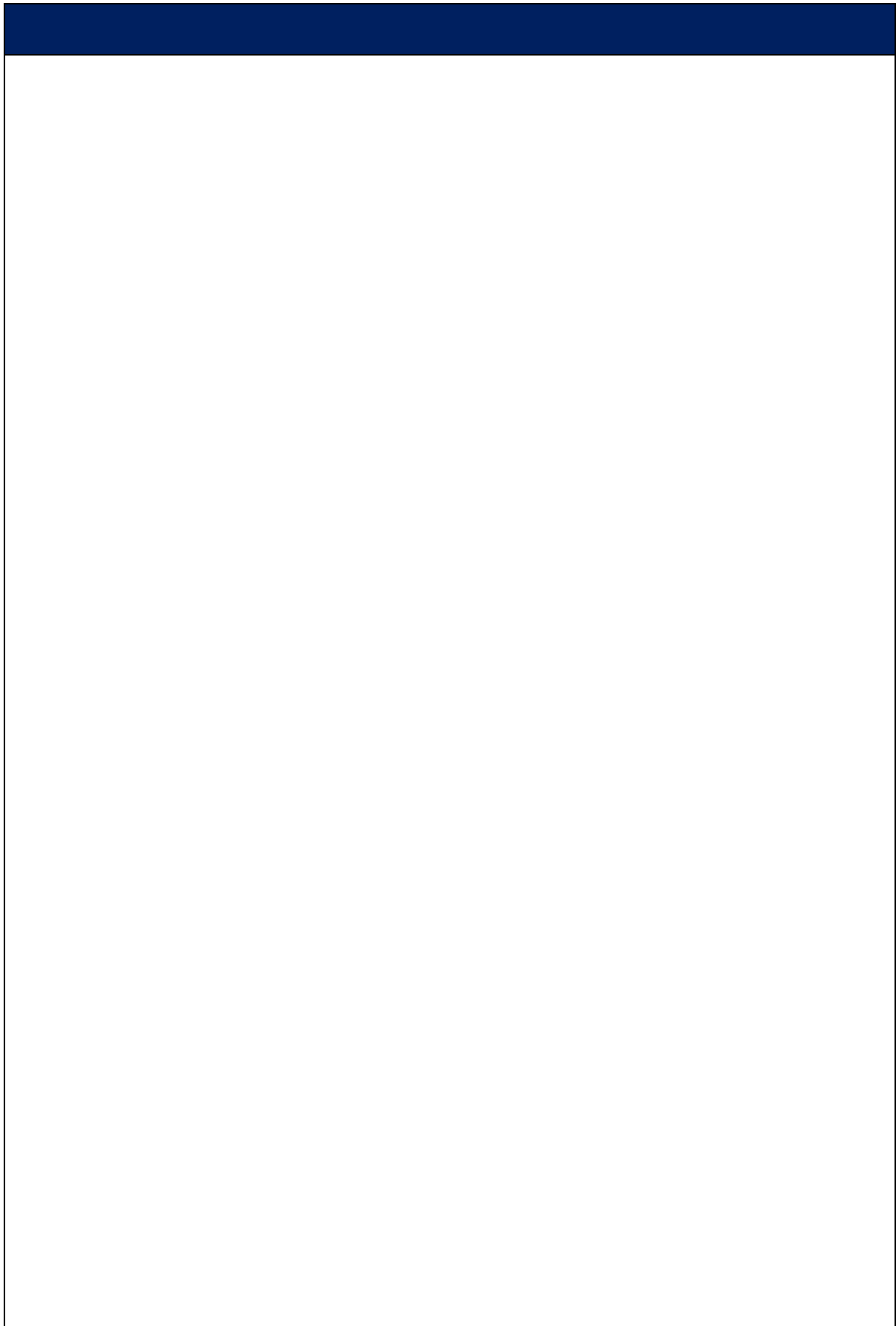
Table 16 Academic staff by faculty and gender with benchmarking

	17/18		18/19		19/20		20/21		LonRG	All UK
	N	%	N	%	N	%	N	%		
HSS	908		968		1027		891			
Female	431	47.5%	473	48.9%	491	47.8%	435	48.8%	48.8%	54.1%
Male	477	52.5%	495	51.1%	536	52.2%	456	51.2%	51.2%	45.9%
SMD	1077		1085		1129		1063			
Female	593	55.1%	578	53.3%	623	55.2%	562	52.9%	53.8%	59.7%
Male	484	44.9%	507	46.7%	506	44.8%	501	47.1%	46.2%	40.3%
S&E	621		676		698		698			
Female	157	25.3%	179	26.5%	173	24.8%	171	24.5%	27.5%	29.3%
Male	464	74.7%	497	73.5%	525	75.2%	527	75.5%	72.5%	70.7%

Table 17 Academic staff by gender and grade in HSS

Table 18 Academic staff by gender and grade in SMD

Table 19 Academic staff by gender and grade in S&E

<u>Clinical and non-clinical staff</u>

Clinical staff:
- Account for 13% of academics (Table 21).
- All based SMD, the majority in School of Medicine (SoM) Institutes, and all others in Institute of Dentistry (IoD).

Similarities between clinical and non-clinical staff groups including:
- A decreasing percentage of women as seniority progresses.
- Increase in the percentage of women at senior lecturer level (grade 7).
- Increase in number and percentage of women at professor level from 29.8%F (n=25) to 30.2%F (n=29) which decreased in the last year to 27.5%F (n=22).

Within SMD specific actions are being taken forward via their AS work to improve gender equality among clinical staff.

SMD has attained silver AS awards having generated positive impacts for clinical and non-clinical staff including:
- increasing the number of women on the senior leadership team in part due to new 2020 'diversity on boards and panels action plan:
    - First female VP Health (interim).
    - Appointment of first deputy VP Health.
    - Two female institute directors.
- Increase workshops to improve the number of women successfully applying for Clinical excellence awards and promotions.

Quote

Table 20 Clinical staff by gender

Table 20 Clinical staff by gender
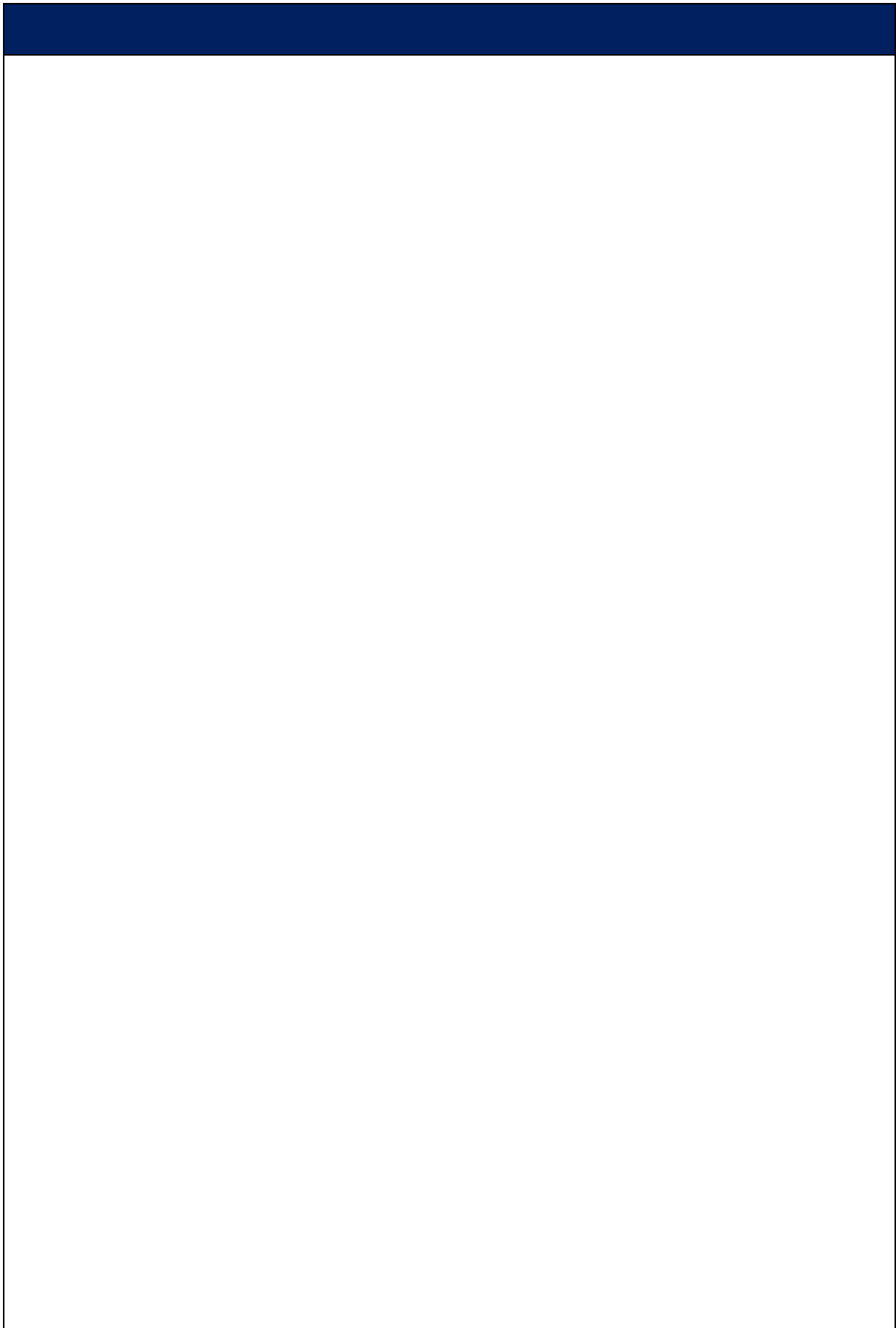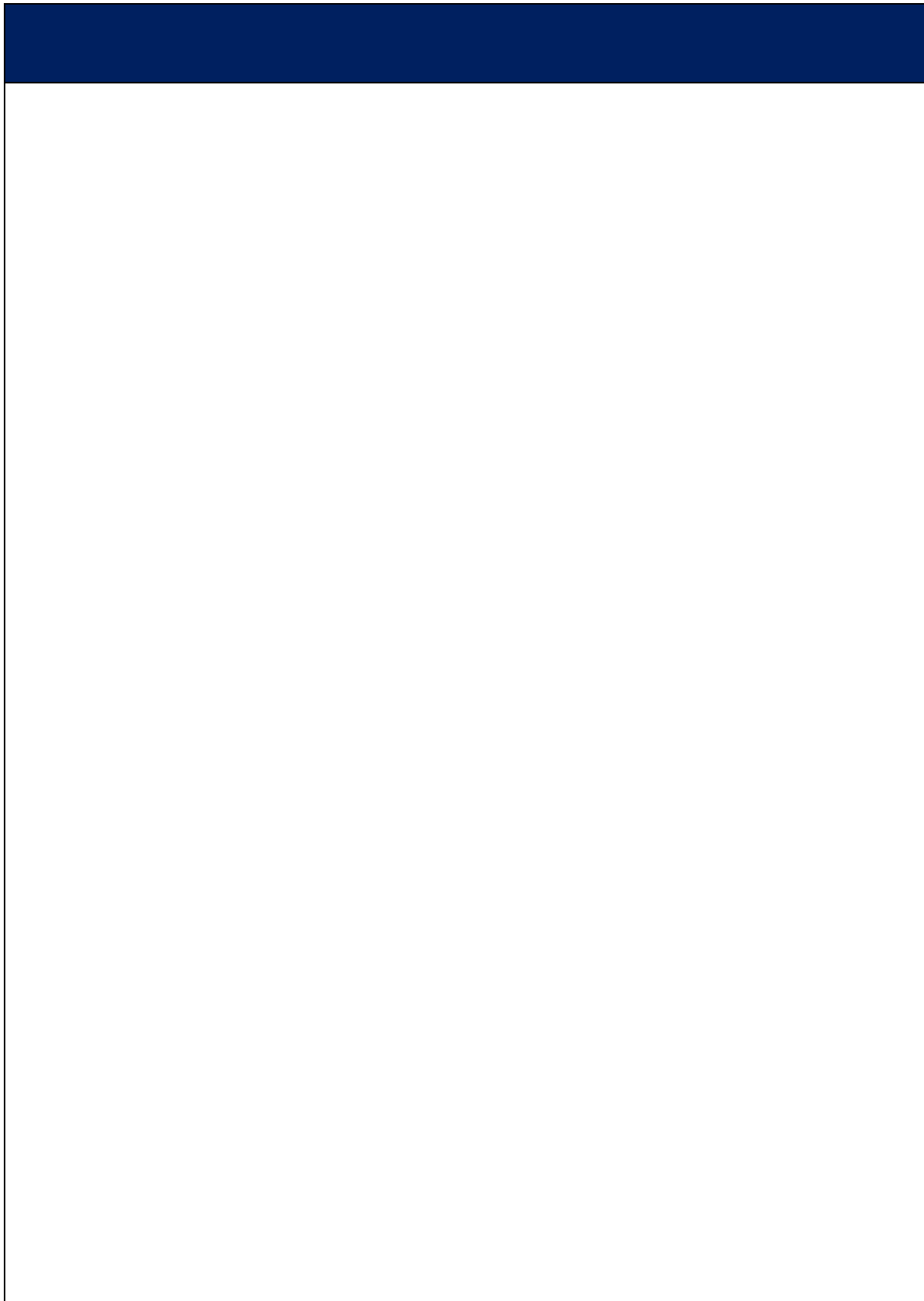
Table 21 Academic staff by gender and grade, clinical and non-clinical

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

QM does not use zero-hour contracts.

Progress

We reduced overall usage of FTCs: 2020/21 had lowest percentage of FTC use. SET made a strategic commitment to ensure that FTCs are used appropriately. A positive outcome of our response to Covid-19 was the introduction of a university level recruitment panel, chaired by the Principal, which exercised detailed scrutiny of the use of FTCs and led to the implementation of new more rigorous procedures and practices. Responsibility has now been devolved to faculty VPs who will be accountable for adherence to the new model in their faculty.

Similar to other LonRG[1] we are above the sector in use of FTCs due to being a research-focused institution predominantly supported by external grants.

For staff on FTCs, we support employment continuity by:

- Giving staff additional consideration for vacancies within their grade and career family in the University in the three months prior to the expected contract end date (staff with +1 years' service).
- Careers support from Organisational and Planning Development (OPD), line managers and mentors.

Our analysis suggests that FTCs are used at our junior and middle grades (predominantly grade 5) with the majority of staff at grade 6 engaged on open ended contracts (OECs). However, the use of FTCs does differ by function (Table 23).

Teaching-only
- Grade 4 (predominantly TAs) and 5 (predominantly TFs) roles provide opportunities for students to build skills and experience through teaching
  - the higher number of T-only FTCs in these grades is partly backfilling T&R staff teaching when on maternity leave, sabbatical, undertake additional roles (e.g. Director of Education) or are awarded a significant research grant

Progress

- Enhanced university level oversight has reduced gender disparity in the use of FTCs at:
  - Grade 6 where the gender disparity reduced from 22.7% women verses 15.4% men on FTCs (2017/18), to 19.7% women and 15.2% men on FTCs (2020/21) by increasing the number of women on OECs
  - Grade 8 despite small numbers, the gender disparity reduced from 52.0% women verses 21.7% men on FTCs (2017/18) to 20.0% women and 19.4% men on FTCs (2020/21). Presently, all grade 8 FTCs are fractional contracts.

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[1] *LonRG benchmarking has one institution removed due to their atypical contract types compared of others in the group*

Research-only

- Grades 4 and 5 show no inequality between men and women on types of contracts.
- Although men were slightly more likely to have OECs at grades 6, 7 and 8, the numerical differences are small. Investigation by Faculty Strategic Human Resource Partners (FSHRPs) showed the gender difference at grades 7 and 8 were predominately due to individual circumstances such as appointment on external research fellowships which do not allow for OECs.
- As funding for the majority of R-only roles was designated several years ahead of the impact of Covid-19, under the auspices of EDISG, we will undertake work to understand any possible long-term implications and take mitigating actions. **Action 2.3.**

Teaching and Research

- Grade 5 (entry level for lecturers) women are more likely to be on FTCs (33.9% women, 22.0% men in 2020/21). Between 2018/19-2019/20, across all grades except grade 8, data showed an increase in the proportion of men and women on FTCs. The rollout of EDI dashboards (2021) are used at School and Institutional level to underpin evidence-informed decision-making and will help to evaluate whether our new enhanced scrutiny processes are continuing to have the desired impact.

Table 22 All academic staff by gender and contract type

T-only	17/18		18/19		19/20		20/21		Benchmarks	
	N	%	N	%	N	%	N	%	LonRG*	AllUK
Female	*390*		*423*		*434*		*364*			
Fixed-term	242	62.1%	262	61.9%	279	64.3%	193	53.0%	65.6%	44.0%
Open-ended	149	38.2%	161	38.1%	160	36.9%	172	47.3%	34.4%	56.0%
Male	*389*		*415*		*441*		*385*			
Fixed-term	223	57.3%	247	59.5%	264	59.9%	196	50.9%	70.5%	44.5%
Open-ended	167	42.9%	171	41.2%	180	40.8%	191	49.6%	29.5%	55.5%
Grand Total	*779*		*838*		*875*		*749*			

R-only	17/18		18/19		19/20		20/21		Benchmarks	
	N	%	N	%	N	%	N	%	LonRG*	AllUK
Female	*452*		*447*		*457*		*431*			
Fixed-term	410	90.7%	420	94.0%	432	94.5%	409	94.9%	89.1%	67.8%
Open-ended	42	9.3%	27	6.0%	25	5.5%	22	5.1%	10.9%	32.2%
Male	*372*		*402*		*392*		*379*			
Fixed-term	337	90.6%	373	92.8%	367	93.6%	357	94.2%	87.1%	68.2%
Open-ended	35	9.4%	29	7.2%	25	6.4%	22	5.8%	12.9%	31.8%
Grand Total	*824*		*849*		*849*		*810*			

T&R	17/18		18/19		19/20		20/21		Benchmarks	
	N	%	N	%	N	%	N	%	LonRG*	AllUK
Female	*344*		*361*		*397*		*373*			
Fixed-term	40	11.6%	38	10.5%	66	16.6%	52	13.9%	9.1%	7.9%
Open-ended	305	88.7%	323	89.5%	331	83.4%	321	86.1%	90.9%	92.4%
Male	*666*		*686*		*735*		*719*			
Fixed-term	54	8.1%	50	7.3%	84	11.4%	73	10.2%	9.6%	6.9%
Open-ended	613	92.0%	638	93.0%	653	88.8%	646	89.8%	90.4%	93.1%
Grand Total	*1010*		*1047*		*1132*		*1092*			

All academic staff	17/18		18/19		19/20		20/21		Benchmarks	
	N	%	N	%	N	%	N	%	LonRG*	AllUK
Female	*1182*		*1230*		*1285*		*1168*			
Fixed-term	690	58.4%	720	58.5%	777	60.5%	655	56.1%	62.0%	35.2%
Open-ended	496	42.0%	511	41.5%	516	40.2%	515	44.1%	38.0%	64.8%
Male	*1426*		*1501*		*1569*		*1486*			
Fixed-term	613	43.0%	667	44.4%	714	45.5%	626	42.1%	51.4%	31.8%
Open-ended	816	57.2%	840	56.0%	861	54.9%	862	58.0%	48.6%	68.2%
Grand Total	*2608*		*2731*		*2854*		*2654*			

Table 23 All academic staff by gender, grade, and contract type

Comment on the proportions of men and women on these contracts and by job grade.

Over the period T&R staff have always been our largest group of academic staff and 2017/18-2019/20 saw all function types increase in numbers (Figure 12).
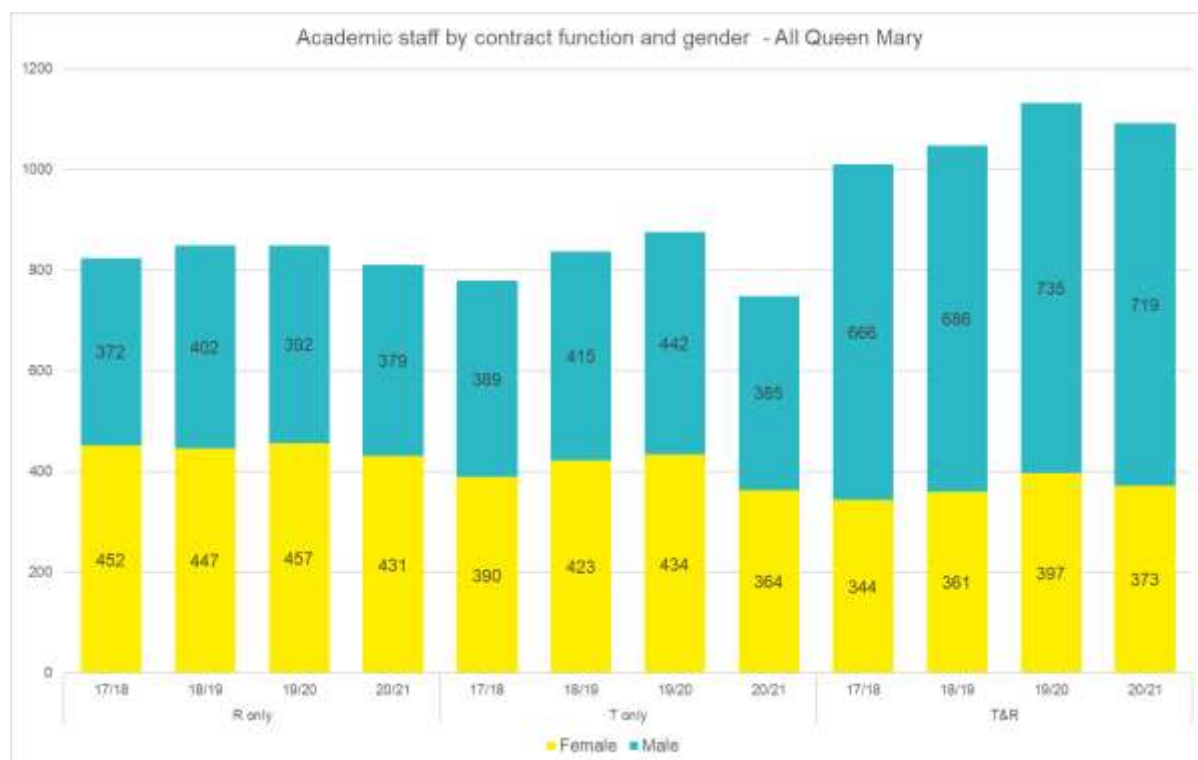
Figure 12 Academic staff by contract function and gender

Teaching only
Over just 50% of T-only staff are junior-middle level (Table 24-Figure 14) with the majority based in HSS (Figure 13)**:**

- Grade 4 (TAs) are now closer to parity: 53.8%F (2017/18) to 50.4%F (2020/21).
- Grade 5 (TFs) has dipped slightly: 49.3%F (2017/18 to 45.4%F (2020/21).

Progress

Our enhanced University level scrutiny of recruitment resulted in Schools stipulating the purpose for engaging TA/TFs. Responsibility for oversight is now embedded at faculty level. **Action 1.1.**

Impact

Grade 7 has seen a positive impact following changes to the academic promotions process, increasing from 43.7%F (2017/18) to 50.6%F (2020/21).

Grade 8 has declined from 52.1%F (n=25) (2017/18) to 32.6%F (n=15) (2020/21). Examination of data identified that the shift is due to a decline of women on part-time FTCs but increased for men on part time FTCs. This is attributable to the lack of diversity in the pool of discipline specific staff to deliver certain modules. We have implemented actions including the design of local hiring strategies in schools; and recruitment workshops for hiring managers, aimed to increase diversity at grade 8 level in line with our EDI KPI of 50:50:50 (+/- 5%) at junior: middle: senior grades.

Table 24 Teaching-only staff by grade and gender
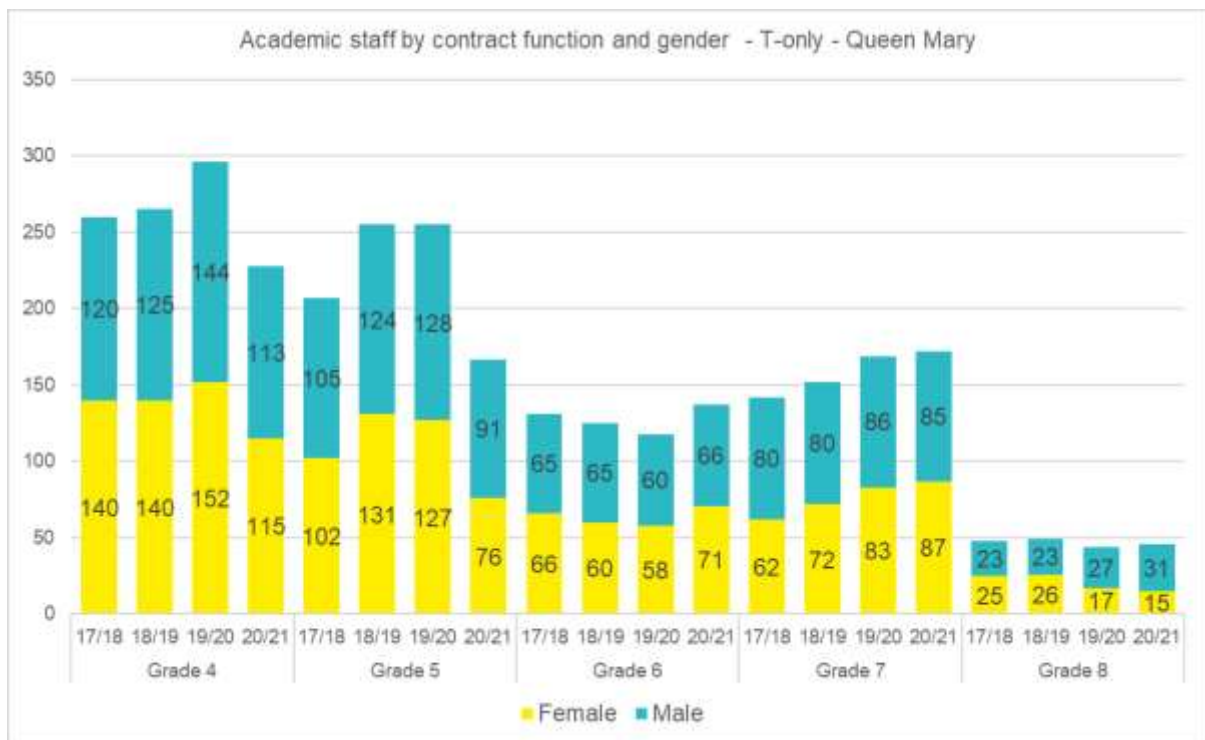
Figure 13 Teaching-only staff by grade and gender – grades 2 and 3 removed due to small numbers see Table 24
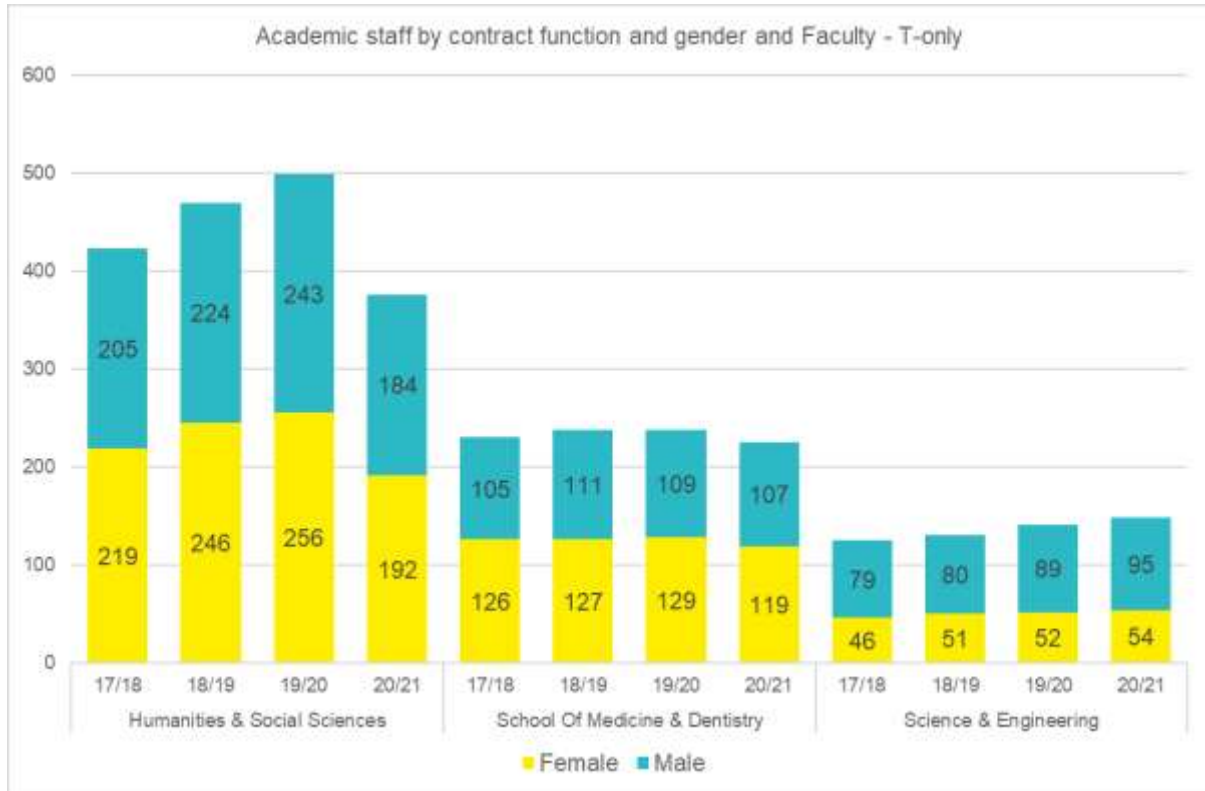
Figure 14 Teaching-only staff by faculty and gender

Research only

R-only roles are predominantly at grades 4, 5 and 6 and linked to external funding. Senior R-only staff (grades 7-8) numbers are very small and only represent 5.2% of staff (2020/21).

Grades 4 and 5 have been moving closer to parity due to an increase in the number of men and a decrease in the number of women. SMD hold the largest number of R-only staff (*Figure 16*) with improvements likely due to localised actions to target underrepresented groups.

Vice Principal Research Advisory Group have agreed a strategic approach to monitor and address issues identified for research and researchers; the group will engage with GEAG analysis annually, taking ownership of actions. **Action 2.3**

Table 25 Research-only staff by grade and gender
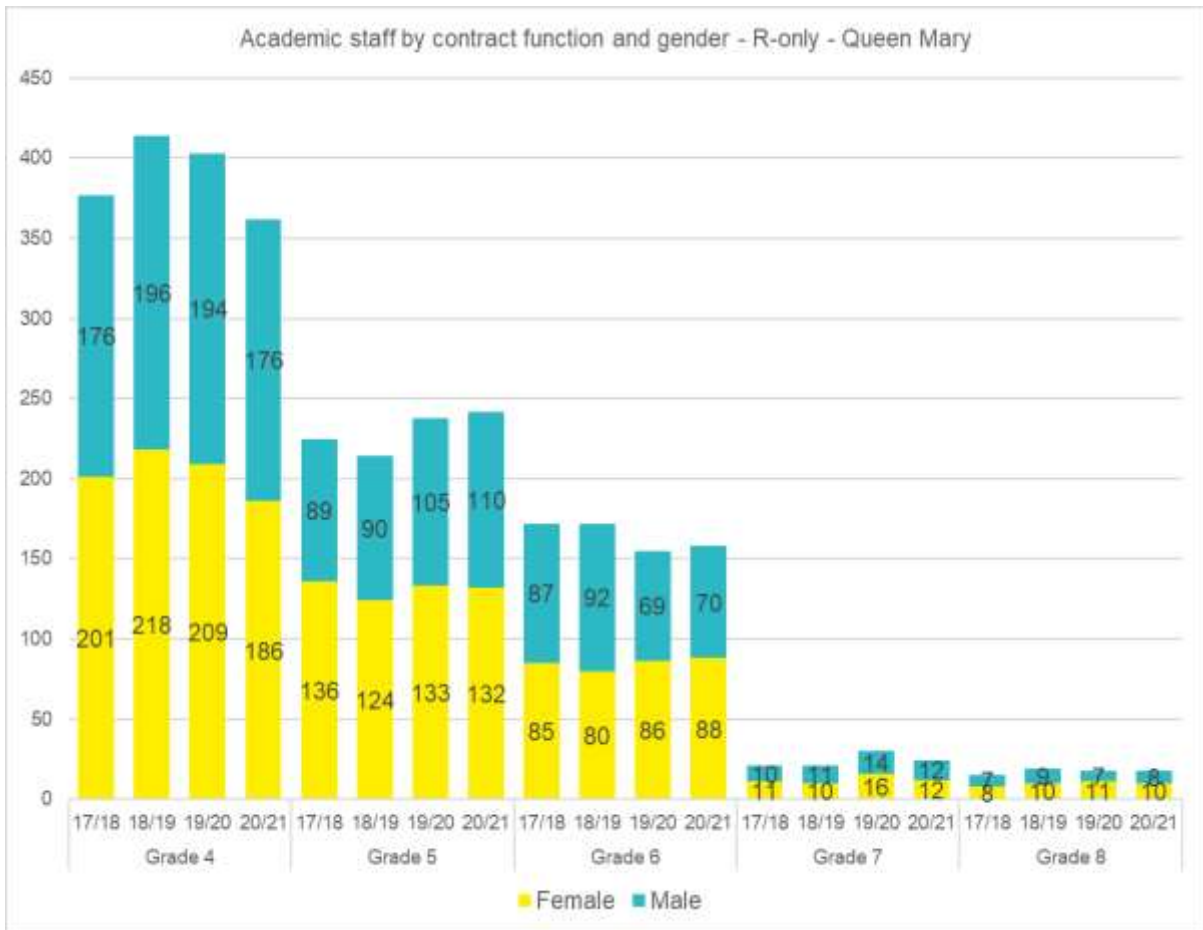
Figure 15 Research-only staff by grade and gender - grades 2 and 3 removed due to small numbers.
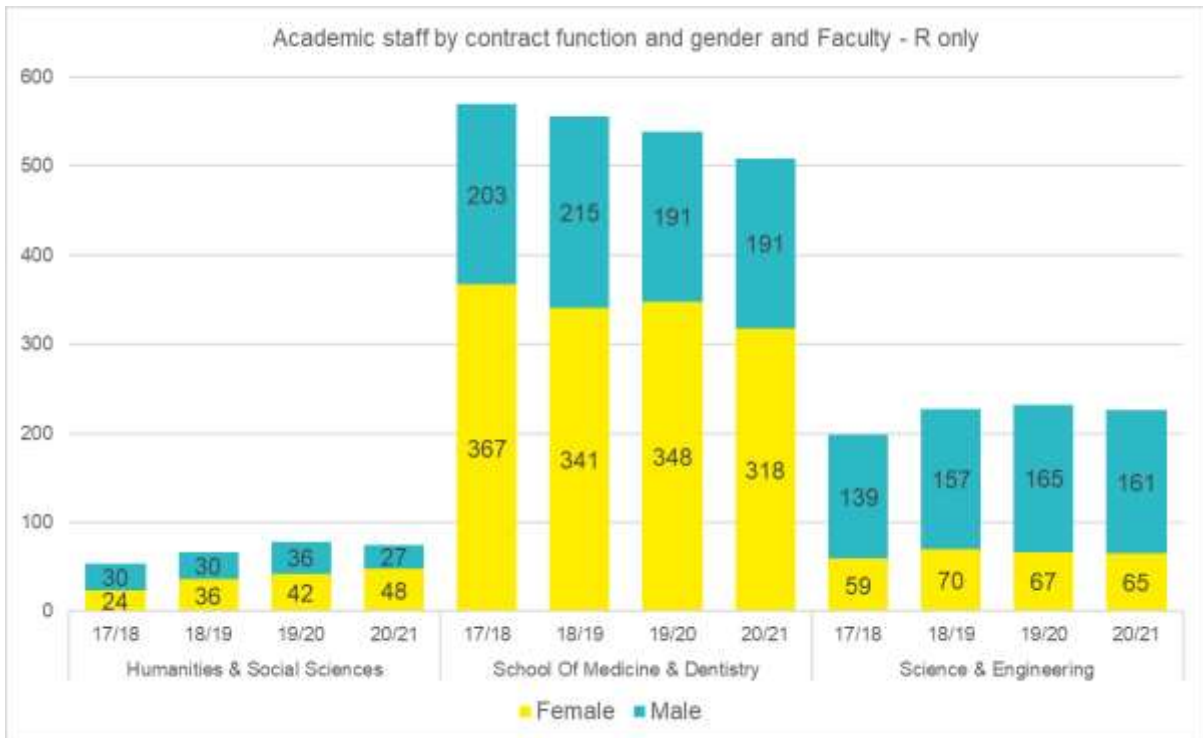
Figure 16 Research-only staff by faculty and gender

Teaching and Research

T&R staff are our largest academic staff group (Figure 12) with a slightly larger proportion in HSS, than SMD and S&E (Figure 18).

Grade 5 are entry-level lecturers and grade 6 are lecturers who have completed their probation or were appointed at grade 6 due to prior experience. In 2021 FSHRPs developed guidance on appointing lecturers at grade 5 verses grade 6 to remove possible bias from the processes. This, combined with the increased level of scrutiny of recruitment, has and will increase the proportion of women Lecturers.

The alignment of new academic career pathways with changed promotions criteria showed a positive impact with a growth of women at grade 8: increasing from 25.9%F (2017/18) to 27.3%F (2020/21).

Table 26 T&R staff by grade and gender
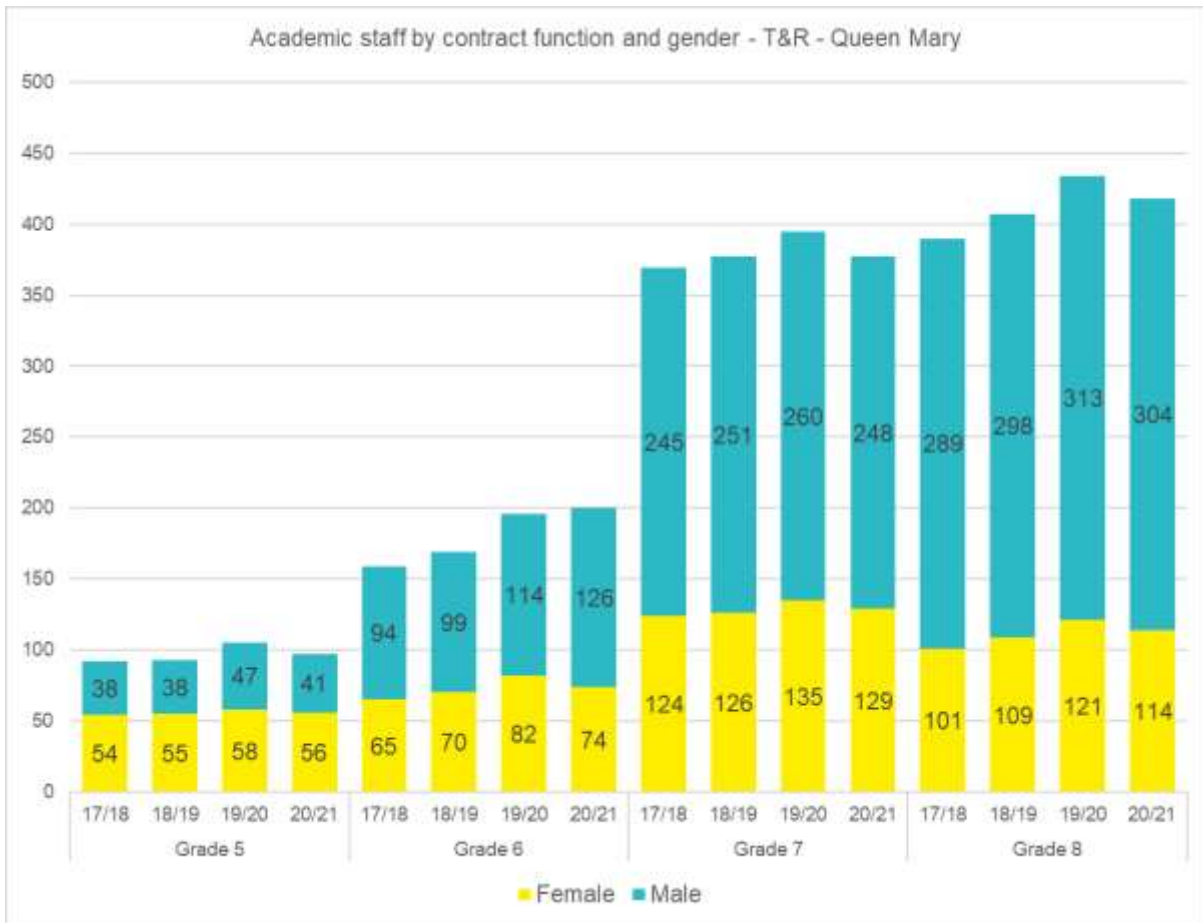
Figure 17 T&R staff by grade and gender – grade 4 removed due to small numbers see Table 26
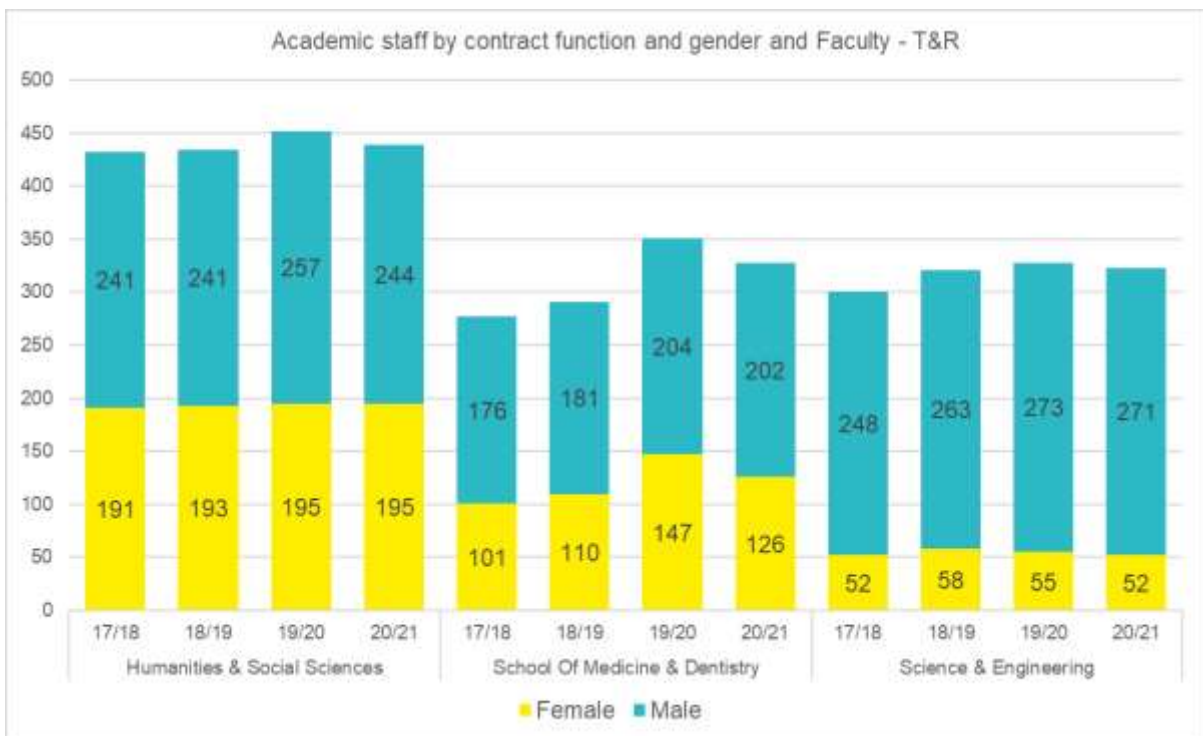
Figure 18 T&R staff by faculty and gender

Full-time and part-time

Due to the nature of the roles most T-only staff are part-time whilst R-only and T&R only roles are over 80% full-time.

There is a gendered difference in R-only staff women are more likely to be in part-time roles. Similarly, there is a slight difference for T&R women - who are more likely to work part-time.

In addition to new guidance and principles to ensure that FTCs are the appropriate contract for the role, further detailed work being led by the New Ways of Working Steering Group (NWOWSG) will develop complimentary policies to ensure the effective support for PT staff including career development. **Action 8.2**
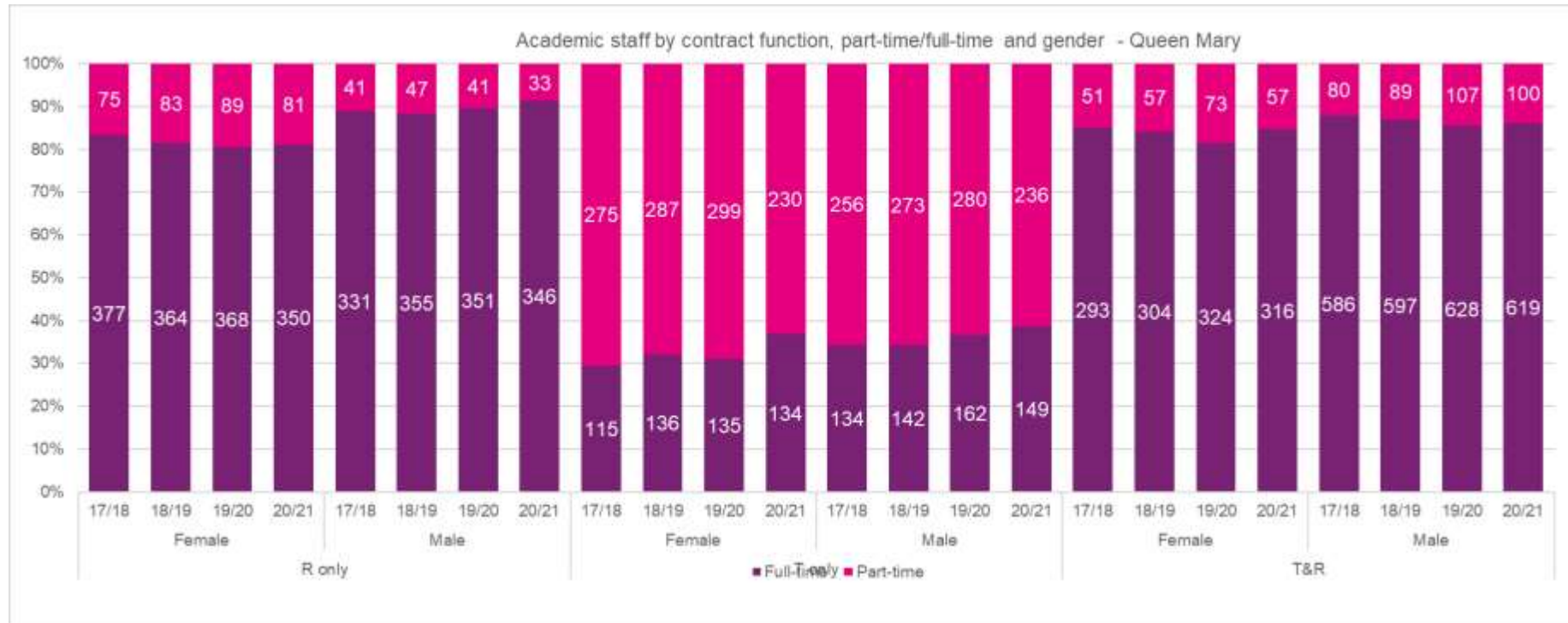
Figure 19 Academic staff by contract function, full-time/part-time and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Voluntary = resignations and retirement | Non-voluntary = end of FTC, dismissal, TUPE and redundancy

Overall, most academic leavers are non-voluntary (Figure 20); however, as the majority of leavers are grade 5/grade 4 or below (68% of leavers were on grades 5-6 in 2020/21). This can be attributed to:
- TA/TF (grades 4 and 5) coming to the end of FTCs.
- R-only FTC funding coming to an end.

Above grade 6, the majority of leavers are voluntary.

By faculty:
- HSS does not show a gender difference in voluntary/non-voluntary but has a high proportion of TA/TFs leavers.
- SMD have closed their gender difference in voluntary/non-voluntary, although the non-voluntary leavers have increased for women (from 42.9% to 51.8%) and men (for 50.7% to 52.6%).
- S&E had the highest turnover of staff compared to other faculties with a significant proportion of the turnover taking place in 2018/2019 and 2019/2020. **Action 1.3.**

Progress All staff are automatically sent exit questionnaires when HR receives their notice; managers are also encouraged to meet informally with staff so that they may gather local feedback to inform decision-making.
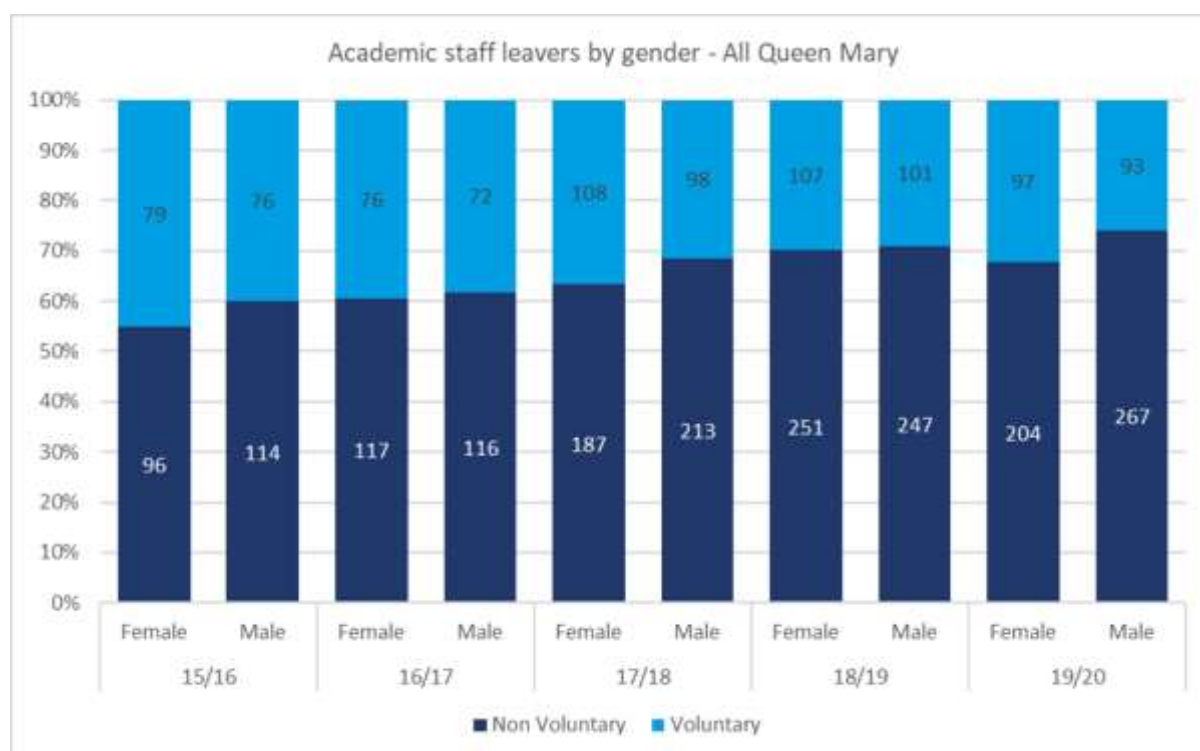
Figure 20 Academic staff leavers by gender

Table 27 Academic staff leavers by faculty and gender

	15/16		16/17		17/18		18/19		19/20	
	N	%	N	%	N	%	N	%	N	%
HSS	100		101		241		220		196	
Female	56		59		118		128		103	
Non Voluntary	42	75.0%	42	71.2%	96	81.4%	95	74.2%	82	79.6%
Voluntary	14	25.0%	17	28.8%	22	18.6%	33	25.8%	21	20.4%
Male	44		42		123		92		93	
Non Voluntary	38	86.4%	31	73.8%	95	77.2%	68	73.9%	72	77.4%
Voluntary	6	13.6%	11	26.2%	28	22.8%	24	26.1%	21	22.6%
SMD	157		154		197		179		188	
Female	84		90		127		109		112	
Non Voluntary	36	42.9%	37	41.1%	52	40.9%	62	56.9%	58	51.8%
Voluntary	48	57.1%	53	58.9%	75	59.1%	47	43.1%	54	48.2%
Male	73		64		70		70		76	
Non Voluntary	37	50.7%	25	39.1%	35	50.0%	31	44.3%	40	52.6%
Voluntary	36	49.3%	39	60.9%	35	50.0%	39	55.7%	36	47.4%
S&E	104		126		165		306		276	
Female	34		44		48		120		85	
Non Voluntary	17	50.0%	38	86.4%	38	79.2%	93	77.5%	63	74.1%
Voluntary	17	50.0%	6	13.6%	10	20.8%	27	22.5%	22	25.9%
Male	70		82		117		186		191	
Non Voluntary	38	54.3%	60	73.2%	83	70.9%	148	79.6%	155	81.2%
Voluntary	32	45.7%	22	26.8%	34	29.1%	38	20.4%	36	18.8%
Grand Total	361		381		603		705		660	

Table 28 Academic staff leavers by grade and gender

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

Our recent equal-pay audit (December 2019) concluded:

Progress

- No evidence of gender-based pay discrimination.

- The formalised approach to pay setting and progression had resulted in a consistent spread of pay throughout the associated pay range.

While positive, we continue to enhance our policies and practices to close our gender pay and bonus gaps. Since 2017 we have introduced several initiatives:

- Revising academic promotions (2018 and 2020).

- Improving support for promotions including targeted workshop delivery by FSHRPs.

- Standardising Staff Bonus Scheme payments across all staff groups.

- Introducing annual Professorial Review and PS grade 8 Pay Review processes.

Impact

These processes have begun to deliver impact (Table 29): 2020 data shows the mean and median gender pay gaps have reduced from 21.7% to 17.0%, and from 15.0% to 10.2%. The bonus pay gap has reduced to 0%.

In 2020 and 2021, we established a Moderation Panel, chaired by the Principal to oversee the fairness and consistency of our senior reward processes. The VP PCI prepares a report for the panel setting out analysis of the data, identification of trends, associated equality considerations recommendations for further enhancements. Remuneration committee considers the outcomes of annual reviews of professorial and grade 8 PS staff in relation to salary profiles, increases and other payments, having particular regard to retention and market factors, and the University's equality duties.

Like most Higher Education Institutes (HEIs) and other large employers in the UK (UK 2020 median: 15.5%) there are two main reasons for the gender pay-gap: there are more men employed in senior roles than women; and there are more women than men in less highly remunerated roles. We are committed to achieving further progress by (**Actions 2.1 and 2.2**):

1. Embedding formal career reviews for Lecturers within three years; and for Senior Lecturers and Readers within five years following appointment or promotion, to establish readiness for promotion, providing tailored guidance on actions required to fulfil the criteria for promotion to the next grade.
2. Developing a pay policy to provide clarity on pay setting and progression and guidelines on the use of pay supplements to ensure fairness and transparency in our pay processes.
3. Prepare proposals for professorial pay banding.

In 2019, we started publishing our ethnicity pay-gap report. Moving forward, we will undertake intersectional analysis to develop a more nuanced understanding of factors that need to be addressed to reduce our pay gaps and to inform future actions. **Action 9.2.**

Table 29 Gender pay gap reporting snapshots: 2017 data (2018 publication) and 2020 data (2021 publication)

	2017	2020
Pay Gaps		
Mean pay gap	21.7%	17.0%
Median pay gap	15.0%	10.2%
Pay Quartiles		
Pay quartile 4 (highest paid)	35.7% F	39.6% F
Pay quartile 3	49.8% F	51.7% F
Pay quartile 2	56.4% F	58.7% F
Pay quartile 1 (lowest paid)	64.2% F	59.8% F
Bonus Pay		
Mean bonus gap including National Clinical Excellence awards	49.3%	73.0%
Mean bonus gap excluding National Clinical Excellence awards	13.8%	16.0%
Median bonus gap including National Clinical Excellence awards	50.0%	0.0%
Median bonus gap excluding National Clinical Excellence awards	0.0%	0.0%
Proportion of males/females receiving a bonus including National Clinical Excellence Awards	12.3% of men 6.4% women	5.9% of men 5.1 of women
Proportion of males/females receiving a bonus excluding National Clinical Excellence Awards	3.3% of men 5.6% of women	4.2% of men 4.5% of women

4.2 Professional and support staff data.

(i)   Professional and support staff by grade and gender.

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.

The majority (+90%) of technical staff are recorded as PS, therefore the PS tables throughout report on these two groups together. However, as part of our PCIEP and Technician Commitment we are working to improve the career pipeline for PS and technical staff aligned to their respective professional needs, hence we have separated technical staff out below where possible.

The majority of PS roles are situated within central PS directorates (56.4% of PS roles in 2020/21). Overall, the percentage of women has remained static at around 60% (Table 30): (benchmark 2019/20: LonRG 60.0%F and AllUK 62.7%). There are differences between areas:
- HSS and SMD have a higher percentage of women, 68.3%F and 70.2%F (2020/21).
- Central PS and S&E are closer at 55.2%F and 57.7%F (2020/21).

Women are more likely to work part-time than men (Figure 26) **Action 8.2.**

Table 30 PS staff by gender all QM and by faculty

	17/18		18/19		19/20		20/21	
	N	%	N	%	N	%	N	%
Queen Mary								
Female	1342	60.5%	1372	60.5%	1397	60.5%	1370	61.0%
Male	875	39.5%	897	39.5%	912	39.5%	877	39.0%
Grand Total	2217	100.0%	2269	100.0%	2309	100.0%	2247	100.0%
Faculty/Directorate								
Humanities & Social Sciences	191	8.6%	195	8.6%	240	10.4%	207	9.2%
Female	140	73.3%	139	71.3%	174	72.5%	153	73.9%
Male	51	26.7%	56	28.7%	66	27.5%	54	26.1%
Central Professional Services	1266	57.1%	1257	55.4%	1264	54.7%	1268	56.4%
Female	704	55.6%	695	55.3%	685	54.2%	700	55.2%
Male	562	44.4%	562	44.7%	579	45.8%	568	44.8%
School Of Medicine & Dentistry	568	25.6%	615	27.1%	604	26.2%	580	25.8%
Female	398	70.1%	428	69.6%	428	70.9%	407	70.2%
Male	170	29.9%	187	30.4%	176	29.1%	173	29.8%
Science & Engineering	197	8.9%	206	9.1%	204	8.8%	196	8.7%
Female	105	53.3%	113	54.9%	113	55.4%	113	57.7%
Male	92	46.7%	93	45.1%	91	44.6%	83	42.3%
Grand Total	2217		2269		2309		2247	
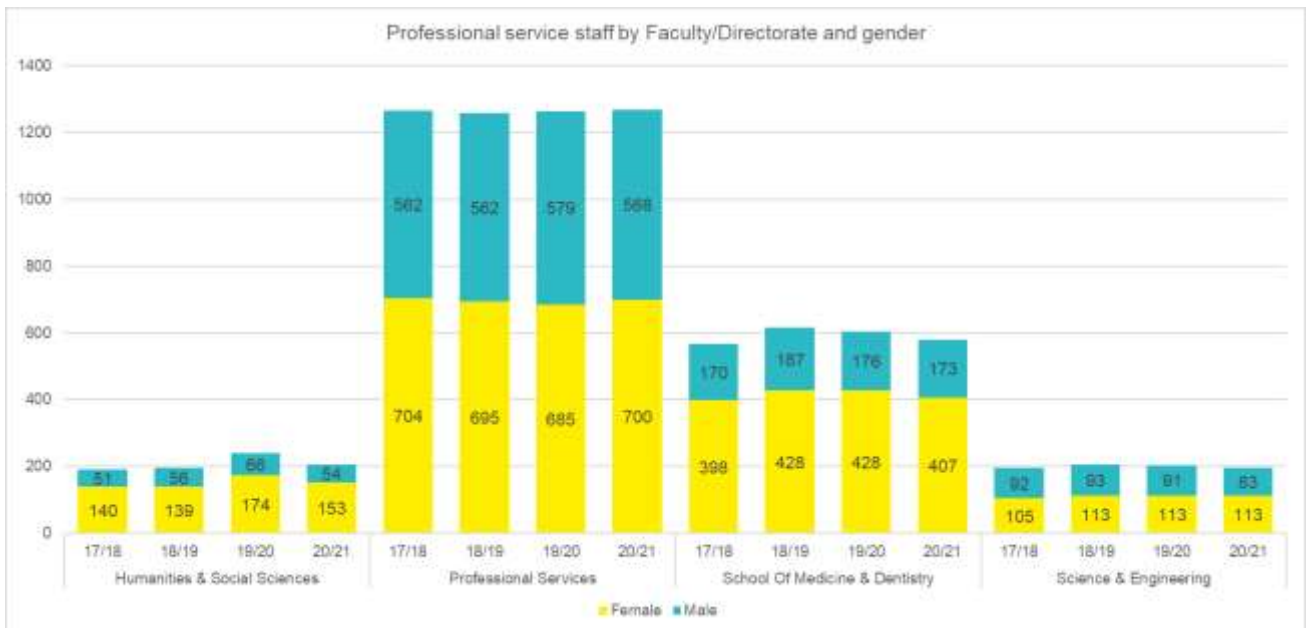
Figure 21 PS staff by gender

By Grade
(Table 31, Figure 21-Figure 24)

Positively, women are well represented in middle and senior PS roles across the University, meeting our EDI KPIs: grade 7 57.0%F and grade 8 51.0%F in 2020/21.

Analysis demonstrated:
- An over-representation of women in junior roles largely attributable to distribution of traditionally gendered roles in the organisation e.g. Cleaners grade 1 and Executive Assistants at grade 3.
- Grade 2 is an exception compared to other junior grades. Our analysis showed 47.0% of grade 2s are based in Estates and Facilities (EAF) with only 34.9%F (2020/21). This grade includes a large number of security guards who are predominantly men. **Actions 1.4 and 1.5.**
- The under representation of men in grades 1, 3 and 4 requires further investigation of the underlying issues. **Actions 1.1, 1.4 and 1.5.**

<u>Taking local action</u>

In April 2021, we published an internal Staff Profile Dashboard, which details four years workforce data to help inform trends (e.g. gender, ethnicity, seniority/job profile splits, school/directorate, etc.). Since its publication it has become the fifth most popular dashboard across the University and has allowed schools and PS directorates to develop local actions to achieve our targets of 50% (+/- 5%) for gender and 40% (/- 5%) for BME at middle and senior levels.
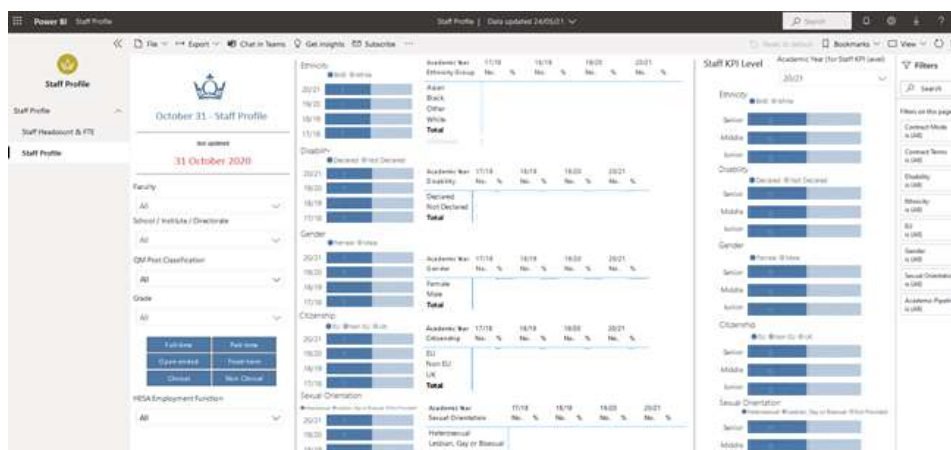
Figure 22 Staff Profile Dashboard (template of live version)

Figure 23 template for EDI action plan reporting summer 2021

Progress against our institutional KPIs are monitored by EDISG, since June 2021, all PS directorates (and academic schools) provided EDISG with written reports on their progress and planned actions to support the delivery of our corporate KPI (50:50:50 and 40:40:40 for women and BME staff respectively at junior: middle: senior grades). This process will occur annually with biennial presentations to EDISG from school and directorate Senior Leaders.

As this is a new initiative, we do not have trend data to report yet. However, this year provides a valuable baseline from which to monitor progress and share good practice across the institution. Several PS directorates have presented progress including:
- IT Services (ITS), whose leadership team is 50% women and 50% BME as a result of concerted leadership, focused actions, and a major reorganisation.

- EAF, who created career pathways through their reorganisation to support the progression of women and BME staff, the majority of whom are in junior grades, with a minority in senior grades.

Academic schools have begun addressing gendered differences of PS staff as part of their AS work. **Actions 1.4 and 1.5**

Table 31 PS staff by gender and grade - QMUL

	17/18		18/19		19/20		20/21	
	N	%	N	%	N	%	N	%
Grade 1	201		212		232		234	
Female	144	71.6%	147	69.3%	160	69.0%	162	69.2%
Male	57	28.4%	65	30.7%	72	31.0%	72	30.8%
Grade 2	241		248		254		232	
Female	121	50.2%	118	47.6%	123	48.4%	112	48.3%
Male	120	49.8%	130	52.4%	131	51.6%	120	51.7%
Grade 3	444		450		457		398	
Female	305	68.7%	303	67.3%	315	68.9%	284	71.4%
Male	139	31.3%	147	32.7%	142	31.1%	114	28.6%
Grade 4	479		492		493		502	
Female	305	63.7%	324	65.9%	321	65.1%	338	67.3%
Male	174	36.3%	168	34.1%	172	34.9%	164	32.7%
Grade 5	449		444		461		460	
Female	259	57.7%	265	59.7%	272	59.0%	266	57.8%
Male	190	42.3%	179	40.3%	189	41.0%	194	42.2%
Grade 6	248		267		255		257	
Female	120	48.4%	128	47.9%	119	46.7%	121	47.1%
Male	128	51.6%	139	52.1%	136	53.3%	136	52.9%
Grade 7	113		120		115		121	
Female	65	57.5%	71	59.2%	66	57.4%	69	57.0%
Male	48	42.5%	49	40.8%	49	42.6%	52	43.0%
Grade 8	51		48		53		51	
Female	30	58.8%	25	52.1%	28	52.8%	26	51.0%
Male	21	41.2%	23	47.9%	25	47.2%	25	49.0%
Grand Total	2217		2269		2309		2247	
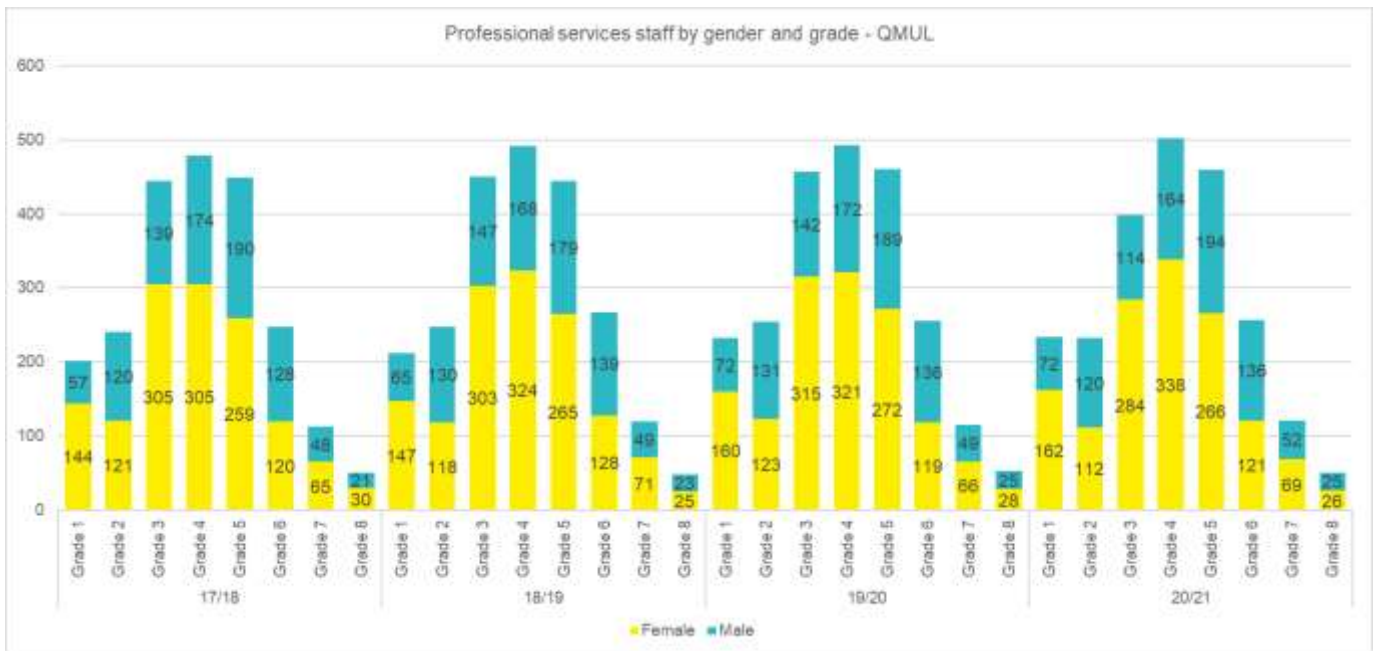
Figure 24 PS staff by gender and grade - QMUL
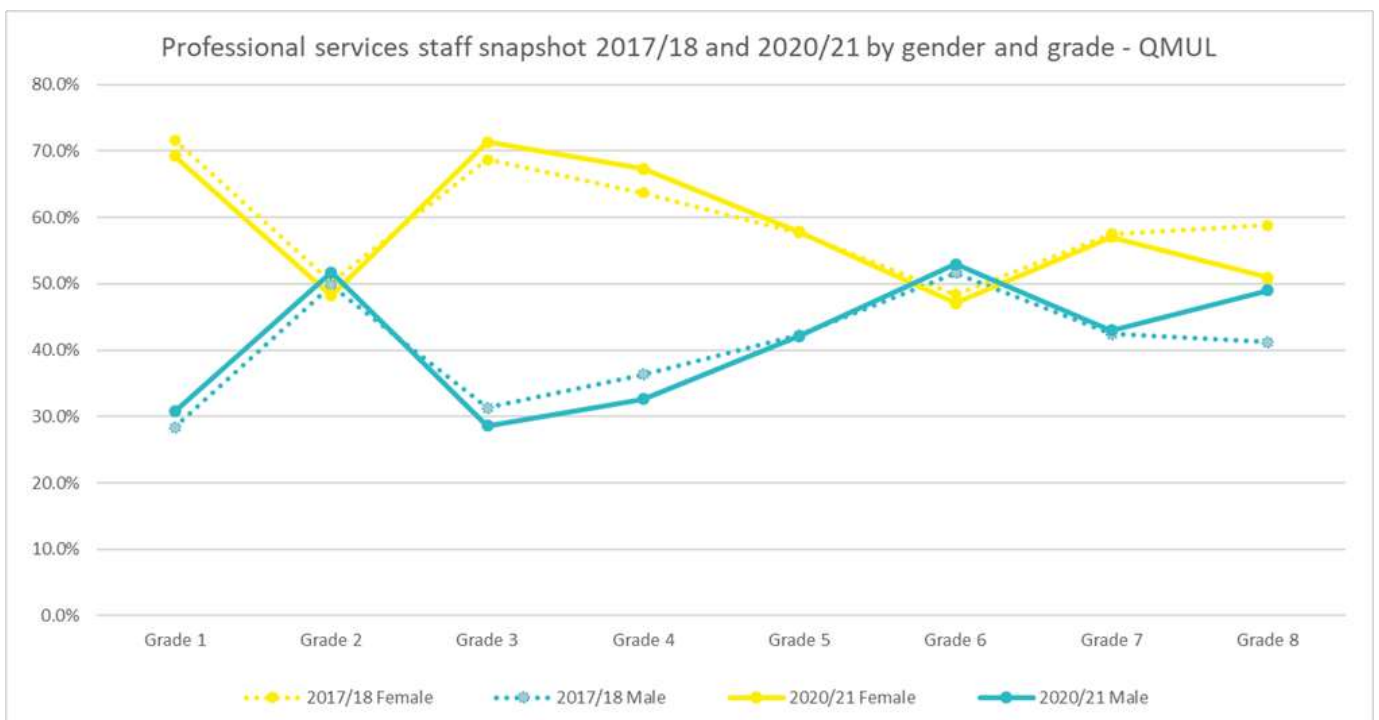
Figure 25 Percentage of men and women at each grade in 2017/18 and 2020/21
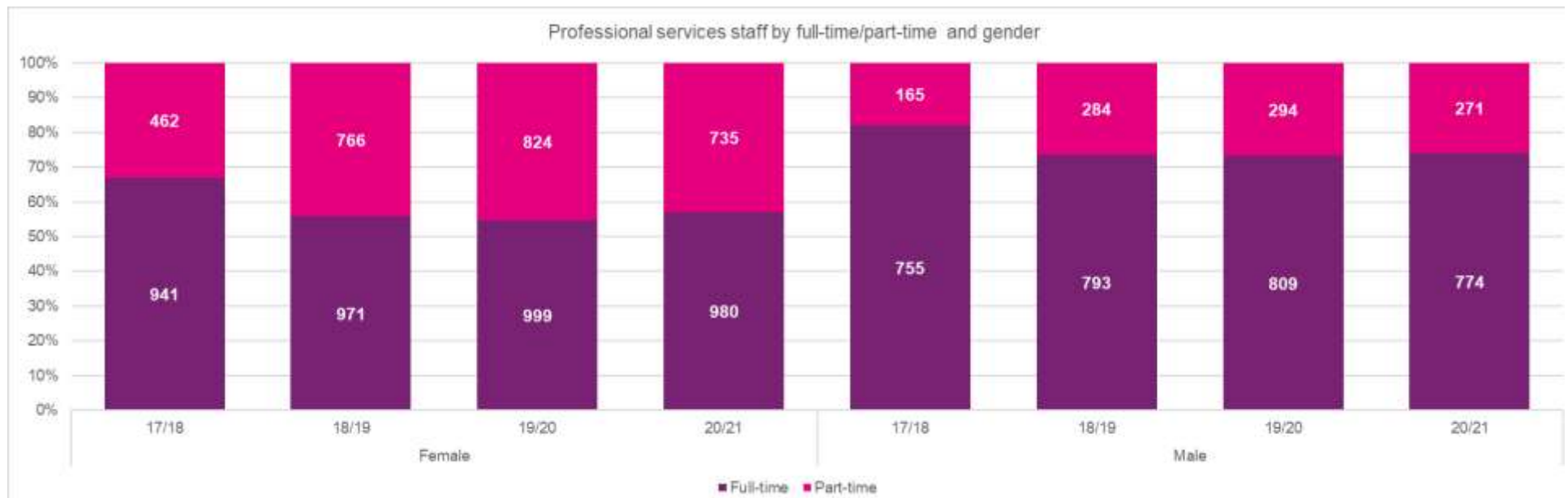
Figure 26 Professional services staff by full-time/part-time and gender

Intersectional analysis

Note: Numbers may appear slightly different to other data sets due to 'unknowns' in the ethnicity data being excluded from this set. Due to small numbers, we are unable to analyse technical staff by gender and ethnicity.

Gender and Ethnicity by area (Table 32 and Figure 27),

The demographic of PS staff has remained fairly consistent:
- White women are the largest group of staff. This is consistent across faculties (between 41.7%-48.8% in 2020/21) but central PS is slightly lower at 32.4%.
- BME men are the smallest group at 13.6% in 2020/21 but there is variation between the faculties and central PS:
  - Central PS has the most BME men with 16.8% in 2020/21.
  - HSS stands out as having a smaller percentage of BME men at 6.3% in 2020/21 with a -30% (n= 9) reduction between 2019/20 and 2020/21.
- S&E has a lower percentage of BME women (16.7% in 2020/21 compared to 23.4%-26.2% in other areas) which has been reducing across the period due to a decline in numbers and the growth of other groups.
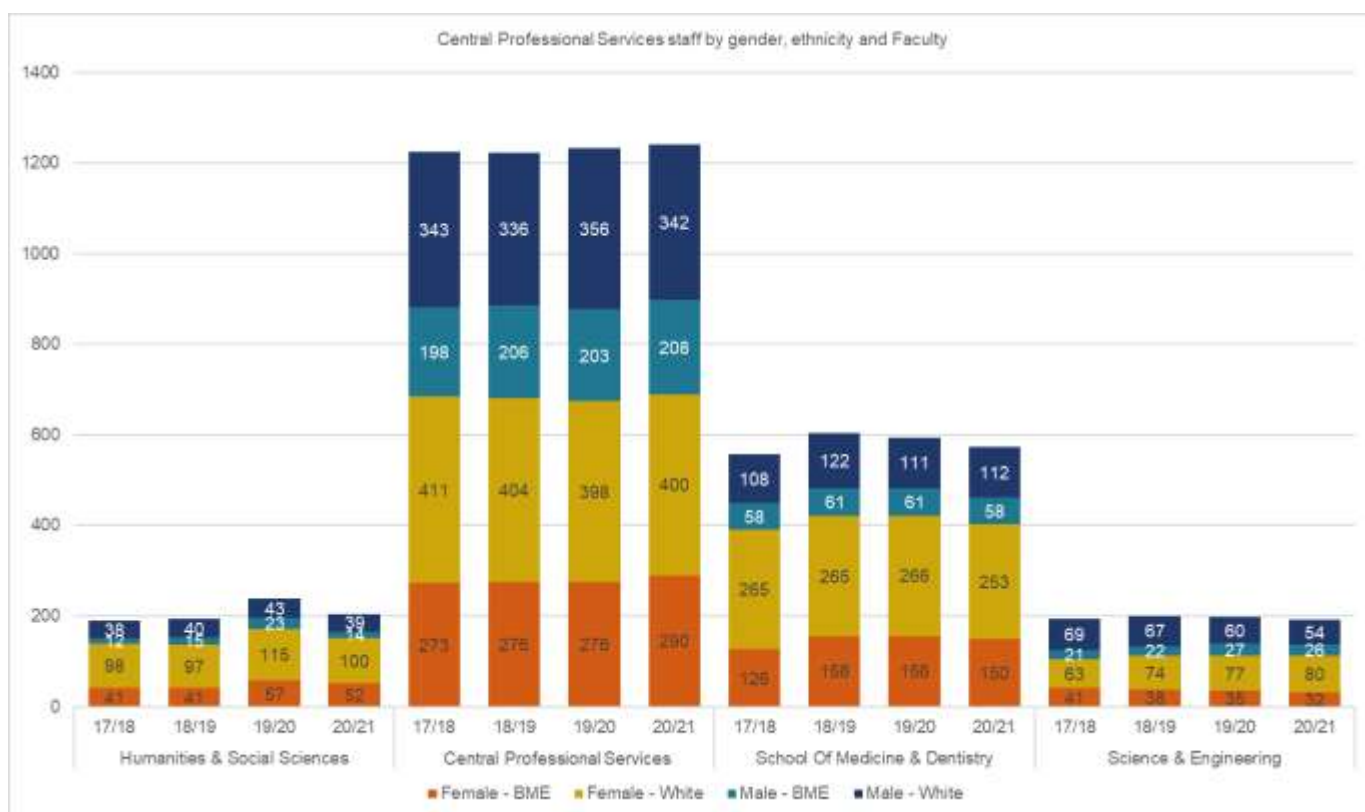
Figure 27 PS staff by gender, ethnicity, and faculty – QMUL

Table 32 PS staff by gender, ethnicity, and faculty - QMUL

	17/18		18/19		19/20		20/21	
	N	%	N	%	N	%	N	%
All Professional Services								
Female	1313	60.8%	1348	60.8%	1377	60.9%	1354	61.4%
BME	479	22.2%	510	23.0%	523	23.1%	523	23.7%
White	834	38.6%	838	37.8%	854	37.8%	831	37.7%
Male	847	39.2%	868	39.2%	884	39.1%	852	38.6%
BME	289	13.4%	304	13.7%	314	13.9%	306	13.9%
White	558	25.8%	564	25.5%	570	25.2%	546	24.8%
Grand Total	2160		2216		2261		2206	
By Faculty/Directorate								
Humanities & Social Sciences	189	100.0%	193	100.0%	238	100.0%	205	100.0%
Female	139	73.5%	138	71.5%	172	72.3%	152	74.1%
BME	41	21.7%	41	21.2%	57	23.9%	52	25.4%
White	98	51.9%	97	50.3%	115	48.3%	100	48.8%
Male	50	26.5%	55	28.5%	66	27.7%	53	25.9%
BME	12	6.3%	15	7.8%	23	9.7%	14	6.8%
White	38	20.1%	40	20.7%	43	18.1%	39	19.0%
Professional Services	1225	100.0%	1222	100.0%	1233	100.0%	1240	100.0%
Female	684	55.8%	680	55.6%	674	54.7%	690	55.6%
BME	273	22.3%	276	22.6%	276	22.4%	290	23.4%
White	411	33.6%	404	33.1%	398	32.3%	400	32.3%
Male	541	44.2%	542	44.4%	559	45.3%	550	44.4%
BME	198	16.2%	206	16.9%	203	16.5%	208	16.8%
White	343	28.0%	336	27.5%	356	28.9%	342	27.6%
School Of Medicine & Dentistry	557	100.0%	604	100.0%	594	100.0%	573	100.0%
Female	391	70.2%	421	69.7%	422	71.0%	403	70.3%
BME	126	22.6%	156	25.8%	156	26.3%	150	26.2%
White	265	47.6%	265	43.9%	266	44.8%	253	44.2%
Male	166	29.8%	183	30.3%	172	29.0%	170	29.7%
BME	58	10.4%	61	10.1%	61	10.3%	58	10.1%
White	108	19.4%	122	20.2%	111	18.7%	112	19.5%
Science & Engineering	194	100.0%	201	100.0%	199	100.0%	192	100.0%
Female	104	53.6%	112	55.7%	112	56.3%	112	58.3%
BME	41	21.1%	38	18.9%	35	17.6%	32	16.7%
White	63	32.5%	74	36.8%	77	38.7%	80	41.7%
Male	90	46.4%	89	44.3%	87	43.7%	80	41.7%
BME	21	10.8%	22	10.9%	27	13.6%	26	13.5%
White	69	35.6%	67	33.3%	60	30.2%	54	28.1%
Grand Total	2160		2216		2261		2206	

Gender and Ethnicity by grade

Compared to other HEIs, we employ a higher proportion of BME across HESA salary bands (Figure 28).

Our junior grades, particularly grades 1 and 2, are more reflective of the local Tower Hamlets and London community (London population 40% BME (2011 census)). In line with our values, we are proud to pay the London Living Wage, including in-house cleaning and security services staff, which has a positive impact on our local East London communities.

We recognise that further work is required to improve career opportunities for BME staff:

- BME women are the largest group of staff at grade 1, 43.9% (2020/21) but there has been a significant decrease after grade 3 until grade 8. They account for 9.8% (2020/21).
- BME men see a similar decrease across the grades, although the decline is not as sharp. **Actions 1.1, 1.4 and 1.5.**

Positively, we have observed impact in our senior grades due to initiatives including positive action statements in recruitment, the introduction of development initiatives such as Aurora, Springboard (for women) and B-MEntor (for BME staff):
- Grade 7: BME women increase from 8.4% (n=9) to 12.1% (n=14).
- Grade 8: BME women increase from 4.1% to 9.8%.
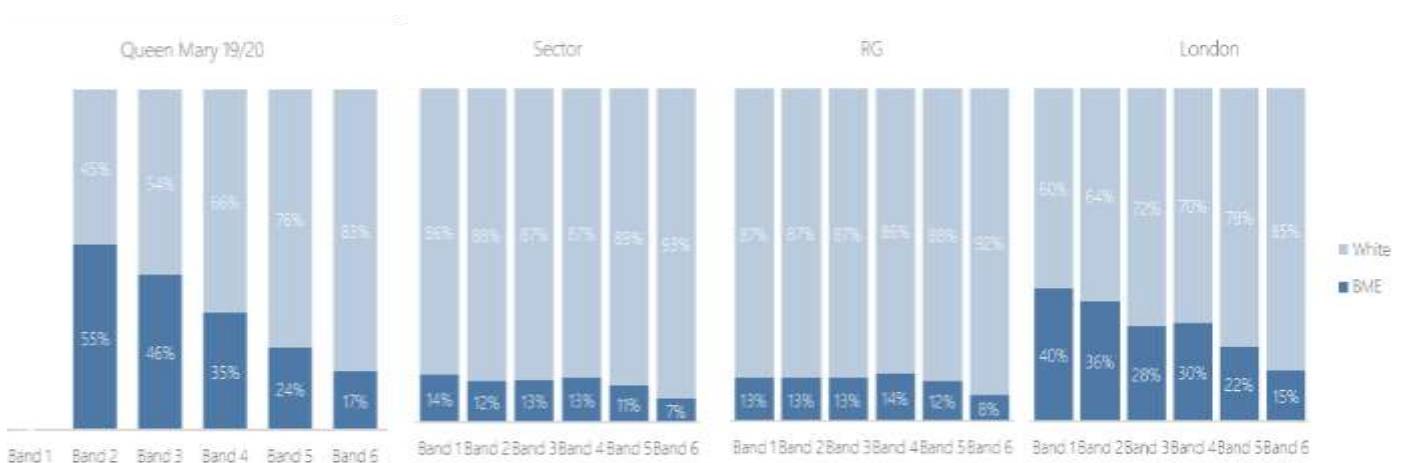
Figure 28 Benchmarking from EDI annual data report 2020 for PS staff by HESA salary bands and ethnicity
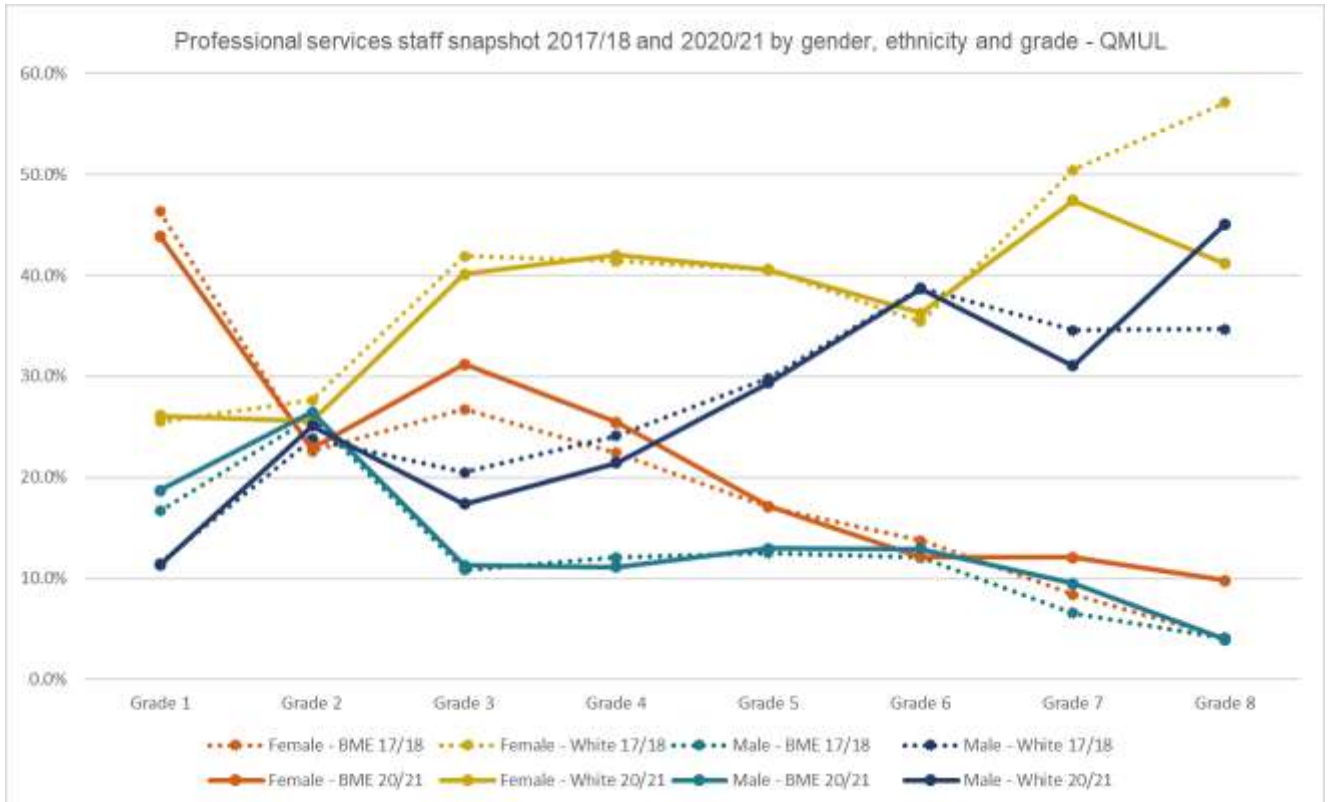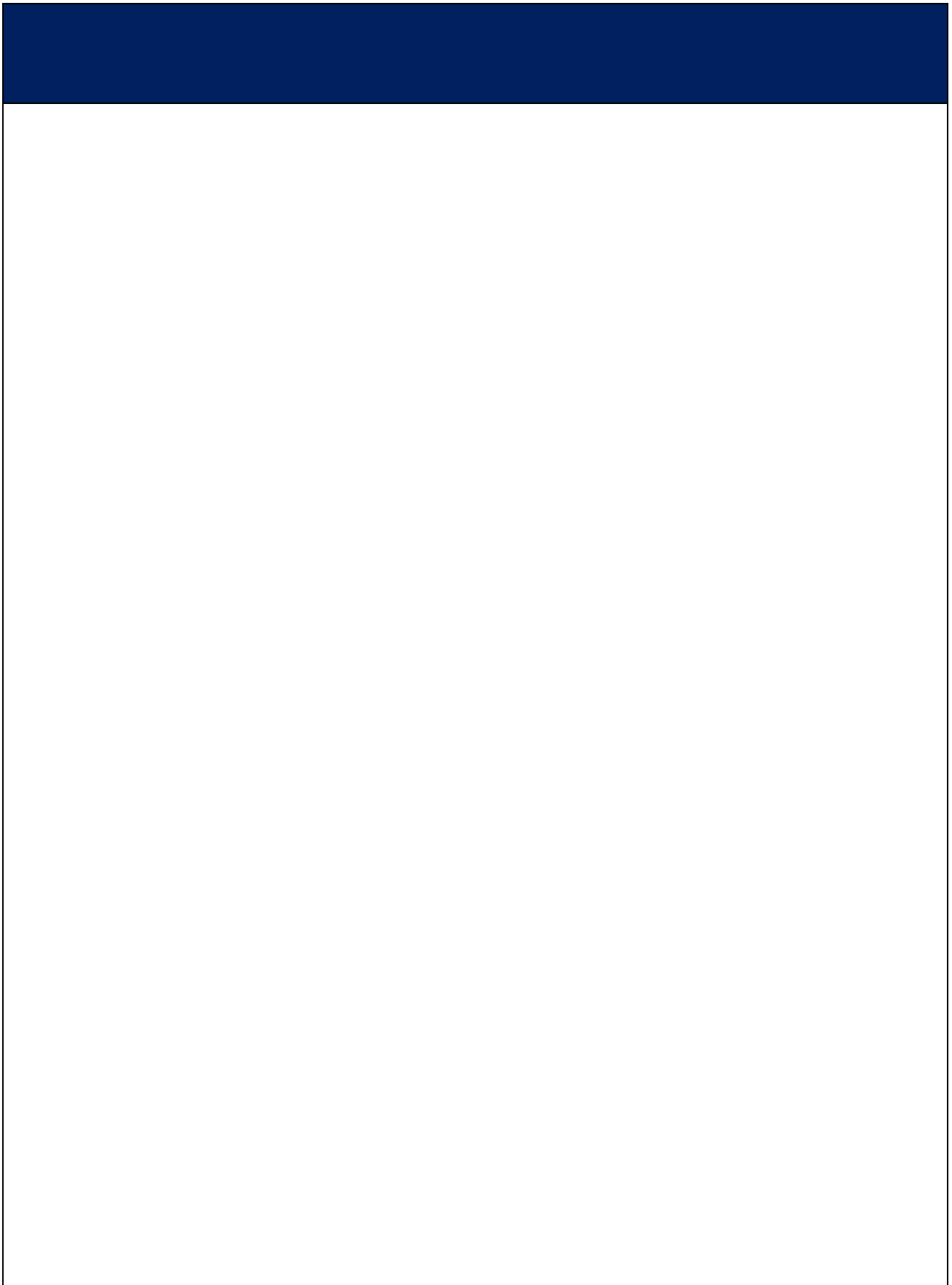
Figure 29 Percentage of men and women by ethnicity at each grade in 2017/18 and 2020/21

Table 33 PS staff by gender, ethnicity, and grade

Technical Staff

Historic variability in how PS and technical staff have been recorded means that the accuracy of our data is unreliable. This has been partly resolved by the addition of a technical staff filter on the Staff Profile Dashboard. We aim to continually enhance the quality of our data.

Progress

Engagement with the Technician Commitment Steering Group (TCSG) has identified that grade 5 technical staff and above opt to be on PS contracts rather than technical contracts due to only having a one-month notice period. This presented the now actioned challenges:

- Technical staff are out-of-step with other PS staff who have three months' notice at grade 5 and above, which is iniquitous.
- Difficulty in replacing staff due to the specialist nature of many roles.
- It affects the accuracy of our reporting, where the number of Technicians on grade 6 and above do not reflect the true position, particularly in S&E, because roles and contract types are not aligned.

The majority of technical staff are based in SMD (76.2% in 2020/21) with 21.5% in S&E (Figure 30). There is a gendered difference between the faculties:

- 62-65%F in SMD
- 30-35%F in S&E

In 2021, as part of the Technician Commitment, S&E began reviewing technician structures with a focus on offering improved career paths, whereby direct line management transferred from academics to Senior Technicians to enhance their professional development. **Action 3.2**
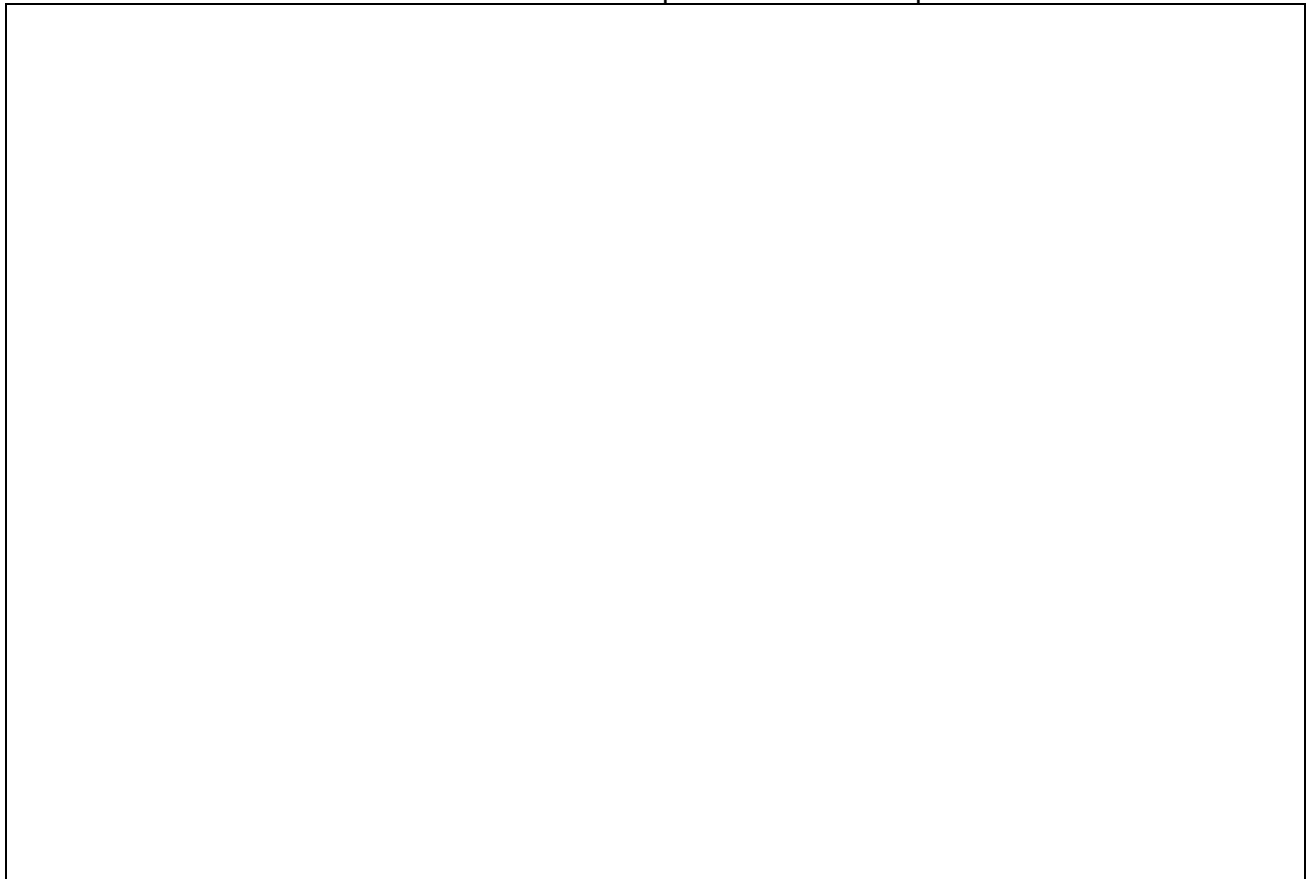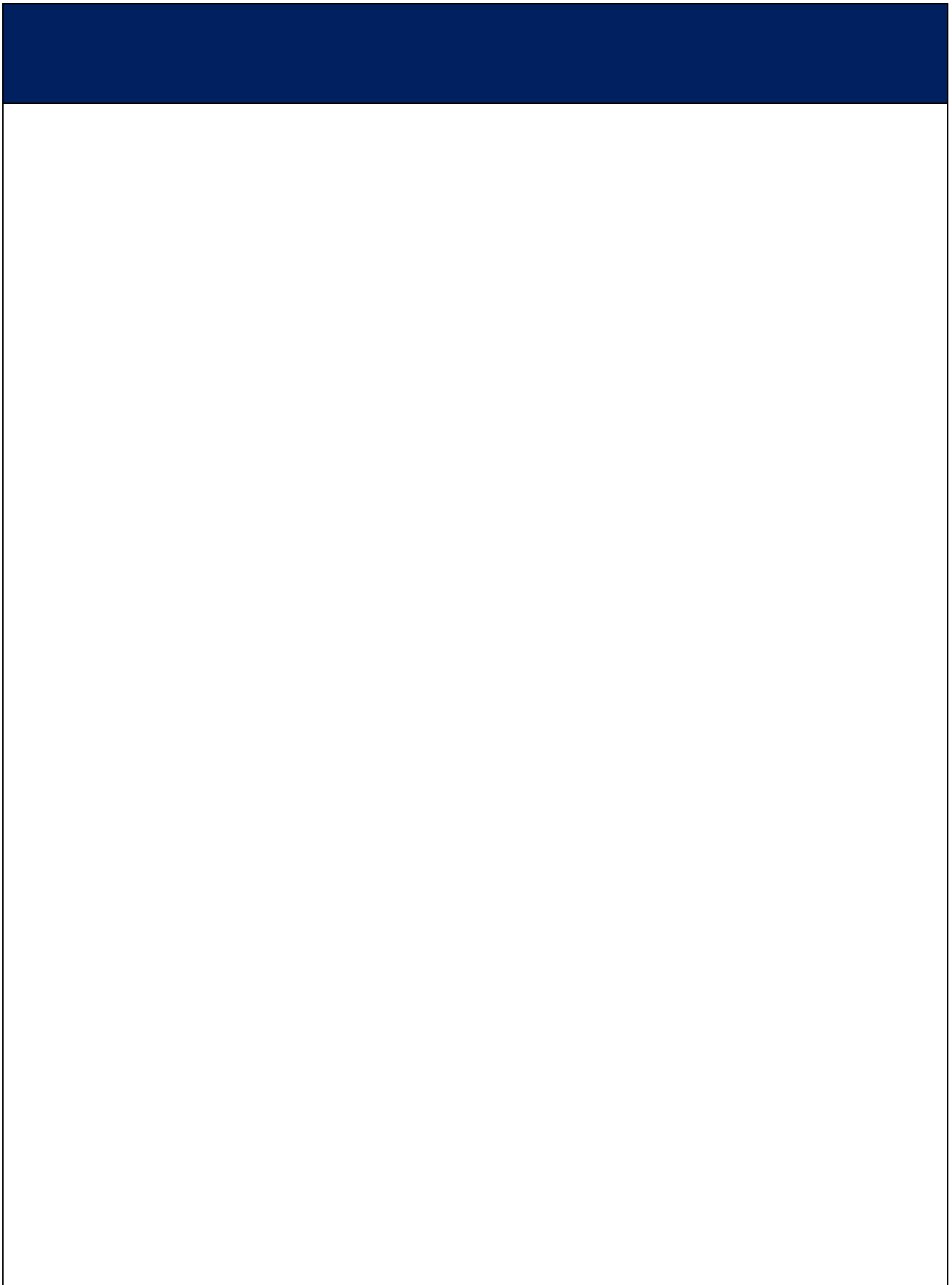
Figure 30 Technical staff by gender and faculty

Table 34 Technical staff by gender and faculty

Table 35 Technical staff by gender, grade, and faculty

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

QM does not use zero-hour contracts.

PS staff

The proportion PS staff on FTC/OECs differs between central PS and the facultes:
- Central PS: negligible gender difference 11.3% women and 10.6% men on FTC (2020/21).
- HSS and S&E have higher usage but minimal gendered difference: S&E 22.1% women and 21.7% men on FTCs.
- SMD much higher use of FTCs with gendered difference that could not be explained: 60.7% women and 46.2% men on FTC. **Actions 1.3 and 1.5.**

The proportion of women on FTCs reduced from 30.4% in 2019/20 to 27.7% in 2020/21.

For staff on FTCs, we support employment continuity by:

- Giving staff additional consideration for vacancies within their grade and career family in the University in the three months prior to the expected contract end date (staff with +1 years' service).
- Careers support from OPD, line managers and mentors.

Technical staff

SMD's higher use of FTCs with a gendered difference cannot be explained: 74.9% of women and 42.6% men in SMD are employed on FTCs, compared to 20.0% women and 16.7% of men in S&E. **Actions 1.3 and 1.5.**

Table 36 PS staff by gender, terms of contract and faculty/PS directorate

	17/18		18/19		19/20		20/21	
	N	%	N	%	N	%	N	%
All Professional Services								
Female	1342	100.0%	1372	100.0%	1397	100.0%	1370	100.0%
Fixed-term	354	26.4%	382	27.8%	425	30.4%	379	27.7%
Open-ended	994	74.1%	997	72.7%	978	70.0%	997	72.8%
Male	875	100.0%	897	100.0%	912	100.0%	877	100.0%
Fixed-term	173	19.8%	188	21.0%	191	20.9%	169	19.3%
Open-ended	704	80.5%	713	79.5%	723	79.3%	708	80.7%
Grand Total	2217		2269		2309		2247	
Faculty/PS Directorate								
Humanities & Social Sciences	191		195		240		207	
Female	140	100.0%	139	100.0%	174	100.0%	153	100.0%
Fixed-term	34	24.3%	24	17.3%	54	31.0%	29	19.0%
Open-ended	106	75.7%	116	83.5%	121	69.5%	124	81.0%
Male	51	100.0%	56	100.0%	66	100.0%	54	100.0%
Fixed-term	7	13.7%	10	17.9%	21	31.8%	12	22.2%
Open-ended	44	86.3%	46	82.1%	45	68.2%	42	77.8%
Central Professional Services	1266		1257		1264		1268	
Female	704	100.0%	695	100.0%	685	100.0%	700	100.0%
Fixed-term	83	11.8%	84	12.1%	96	14.0%	79	11.3%
Open-ended	624	88.6%	614	88.3%	591	86.3%	624	89.1%
Male	562	100.0%	562	100.0%	579	100.0%	568	100.0%
Fixed-term	56	10.0%	59	10.5%	68	11.7%	60	10.6%
Open-ended	506	90.0%	504	89.7%	513	88.6%	508	89.4%
School Of Medicine & Dentistry	568		615		604		580	
Female	398	100.0%	428	100.0%	428	100.0%	407	100.0%
Fixed-term	222	55.8%	247	57.7%	254	59.3%	247	60.7%
Open-ended	178	44.7%	182	42.5%	175	40.9%	160	39.3%
Male	170	100.0%	187	100.0%	176	100.0%	173	100.0%
Fixed-term	84	49.4%	97	51.9%	82	46.6%	80	46.2%
Open-ended	88	51.8%	92	49.2%	94	53.4%	93	53.8%
Science & Engineering	197		206		204		196	
Female	105	100.0%	113	100.0%	113	100.0%	113	100.0%
Fixed-term	18	17.1%	28	24.8%	22	19.5%	25	22.1%
Open-ended	87	82.9%	86	76.1%	92	81.4%	90	79.6%
Male	92	100.0%	93	100.0%	91	100.0%	83	100.0%
Fixed-term	26	28.3%	22	23.7%	20	22.0%	18	21.7%
Open-ended	66	71.7%	71	76.3%	71	78.0%	65	78.3%
Grand Total	2217		2269		2309		2247	

Table 37 Technical staff by gender, terms of contract and faculty/PS directorate

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Voluntary = resignations and retirement | Non-voluntary = end of FTC, dismissal, TUPE and redundancy

Overall PS and technical staff turnover is low: in 2020/21 - 7% (n=160) for PS.
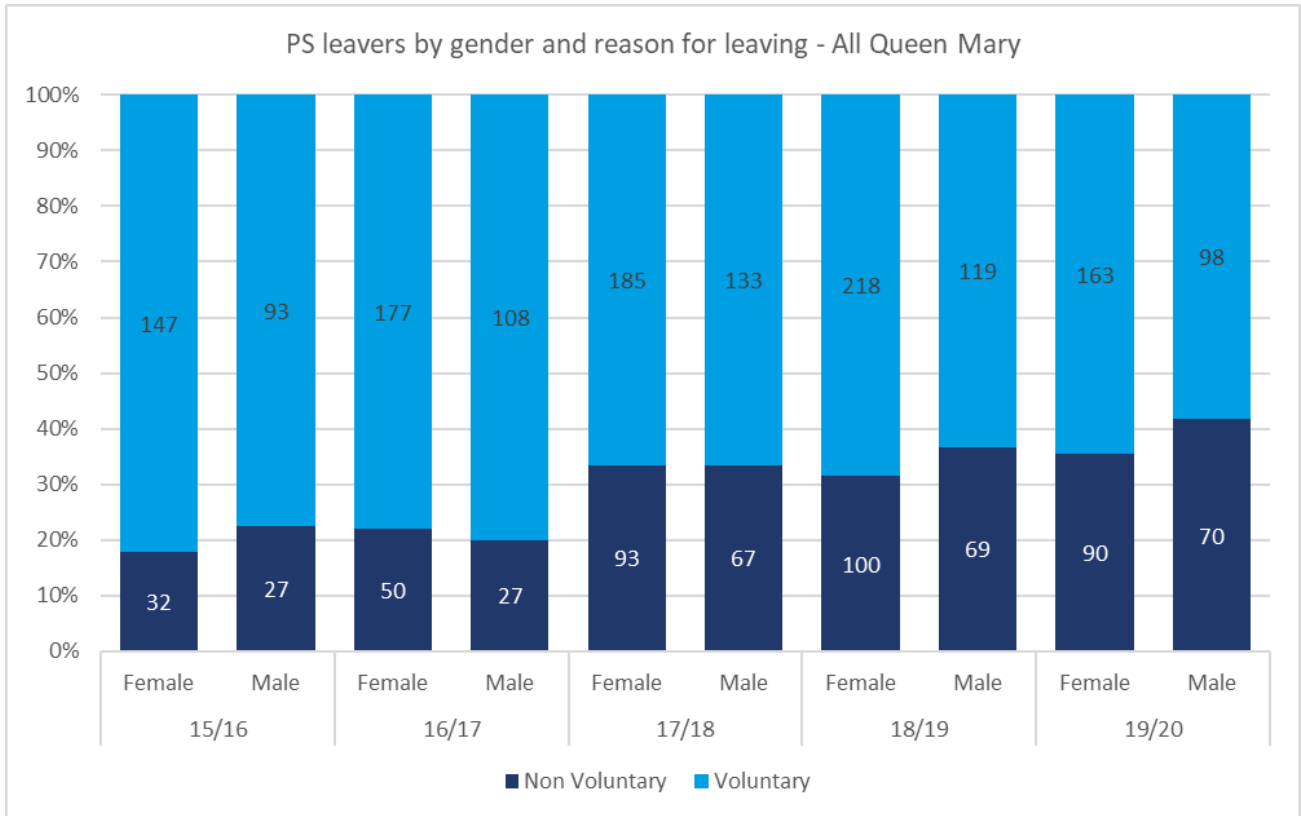
Figure 31 PS staff leavers all QM by gender and reason for leaving
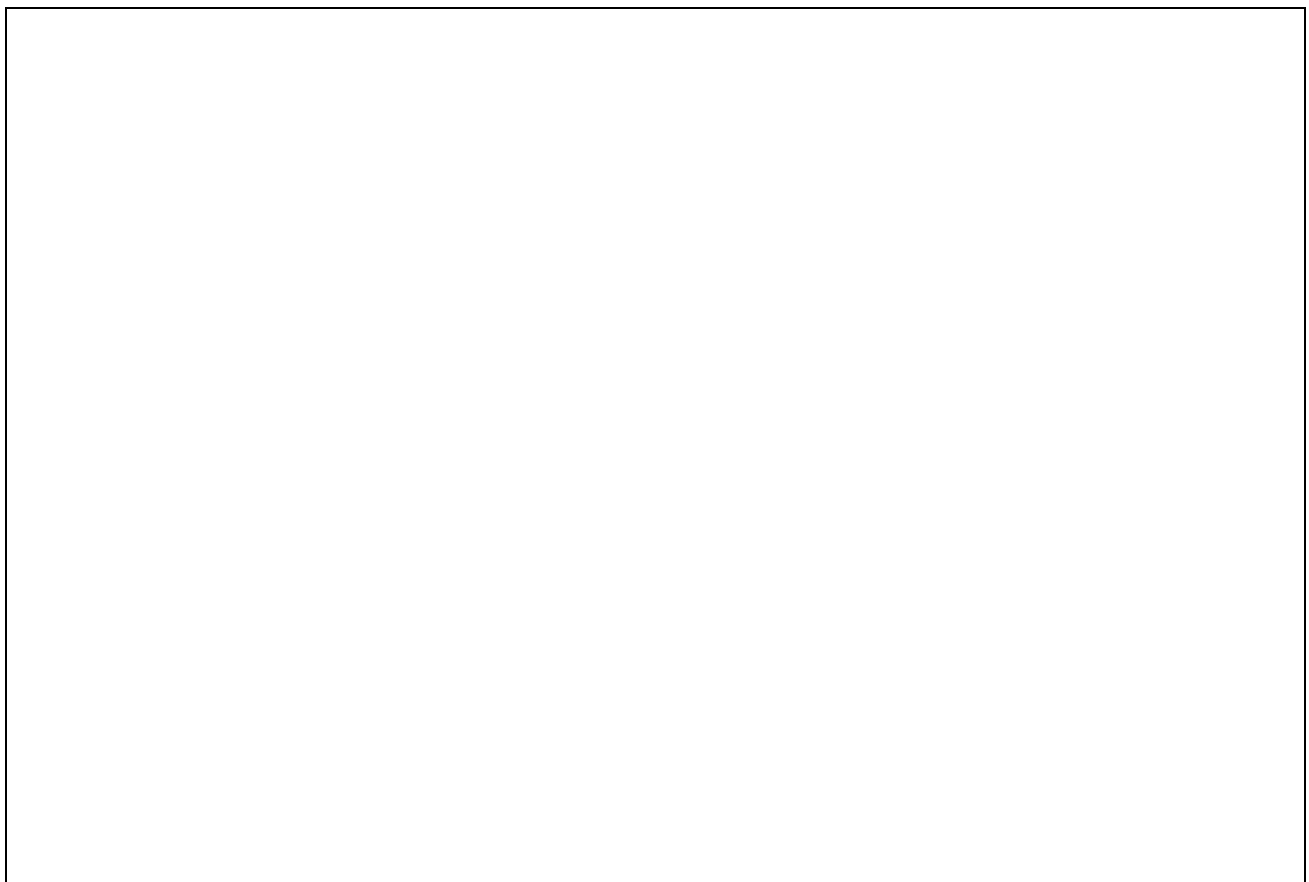
Figure 32 Technical staff leavers all QM by gender and reason for leaving

Table 38 PS leavers all QM by faculty/directorate and gender

Table 39 PS leavers all QM by grade and gender

10. Supporting and advancing women's careers

Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1 Key career transition points: academic staff

(iii) Recruitment.

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

Recruitment and Selection (R&S) processes are applicable to all staff with core mandatory elements to ensure a consistent approach.

Establishing a need: identifying a vacancy

Creating a job profile
Focused on essential rather than desirable criteria
Reviewed and approved by Job Evaluation Panel (HR)

Authorisations
Scrutiny and (approval) of role need, contract type and funding.

Advertising
Includes positive action statements (gender/ethnicity) informed by data trends.
External agencies (where employed) must evidence success appointing underrepresented groups.

The selection process (Shortlisting)
Mandatory R&S training w/specifics of Equality Act 2010 and inclusive practices

Interviews and assessments
No single gender interview panels (required).
Where possible - panels should include individuals of different ethnicities.

Making selection decisions
Positive action e.g. tie-breaker situations.
Feedback offered for all unsuccessful internal candidates.

Offer of employment
Including flexible working

Figure 33 Flowchart of recruitment process

Our processes comprise:
- A comprehensive policy enhanced by a suite of easily accessible guidance and checklists.
- Extensive training and dedicated workshops for all hiring managers including unconscious bias training.
- 1-2-1 professional advice and support from FSHRPs.
- Periodic recruitment policy review to ensure processes align with our Values.

Progress

In January 2020, SET strengthened our commitment to EDI by embedding the following:
- Mandatory R&S training incorporated information on Equality Act 2010 and inclusive practices.
- Requirement for mixed-gender shortlisting and interview panels.
- Recommendation for diversity of ethnicities on interview panels.
- External agencies (where employed) to provide evidence of their success in appointing underrepresented groups in an organisation.

Our commitment tackle underrepresentation, can be demonstrated through our introduction of positive action initiatives including:
- positive statements in recruitment advertising (as informed by local gender/ethnicity data trends).
- the use of positive action (under specific conditions) by interview panels to select candidates on the basis of a protected characteristic.

Impact

In 2021, the University introduced an Equal Merit Framework to further enhance our processes for attracting and recruiting diverse talent. We piloted the framework for an externally funded Fellowship role, particularly encouraging black applicants to apply. The recruitment process was successful and the equal merit provisions will now be used for more roles, including those where we wish to increase our gender diversity. **Action 9.4.**

Recruitment by grade

(Figure 34 Figure 35 Figure 36 and Table 40)

Progress

- Grades 1-4 have seen improvement:
  - In the recruitment of women between interview to appointment stages: in 2015/16 applications were 49.2%F and appointments 35.9%F; in 2019/20 applications were 43.8%F and appointments 43.3%F.
  - indicating success in the removal of bias at interviewing stages.
- Grades 5-6 levelling out at each stage and increased proportion of applications from women:
  - 2015/16 applications were 37.7%F and appointments 48.8%F but in 2019/20 applications were 43.8%F and appointments 43.3%F.
- Recruitment to grades 7-8 is low but the (2019/20) data show a significant decrease in the appointments of women from 20.0% 2016/17 to 6.7% in 2019/20. We will interrogate the data to better understand the reasons behind the downward trends. We anticipate the recent introduction of positive action methods and requirements for schools to define their plans to improve the gender balance, will address this trend.
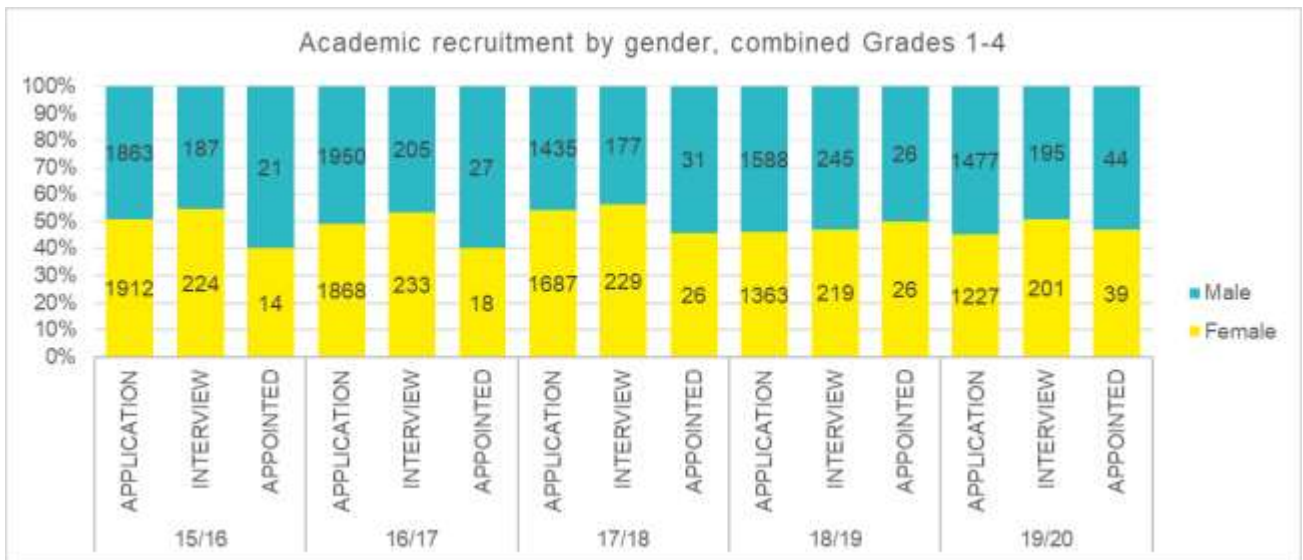
Figure 34 Academic recruitment by gender, combined grades 1-4
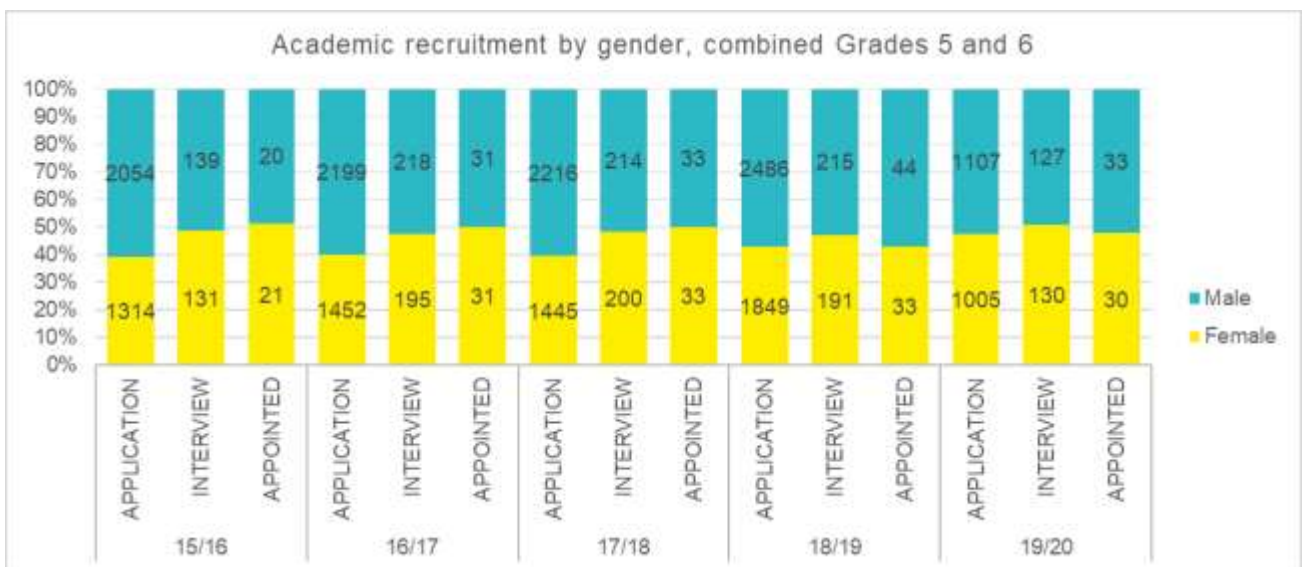
Figure 35 Academic recruitment by gender, combined grades 5-6
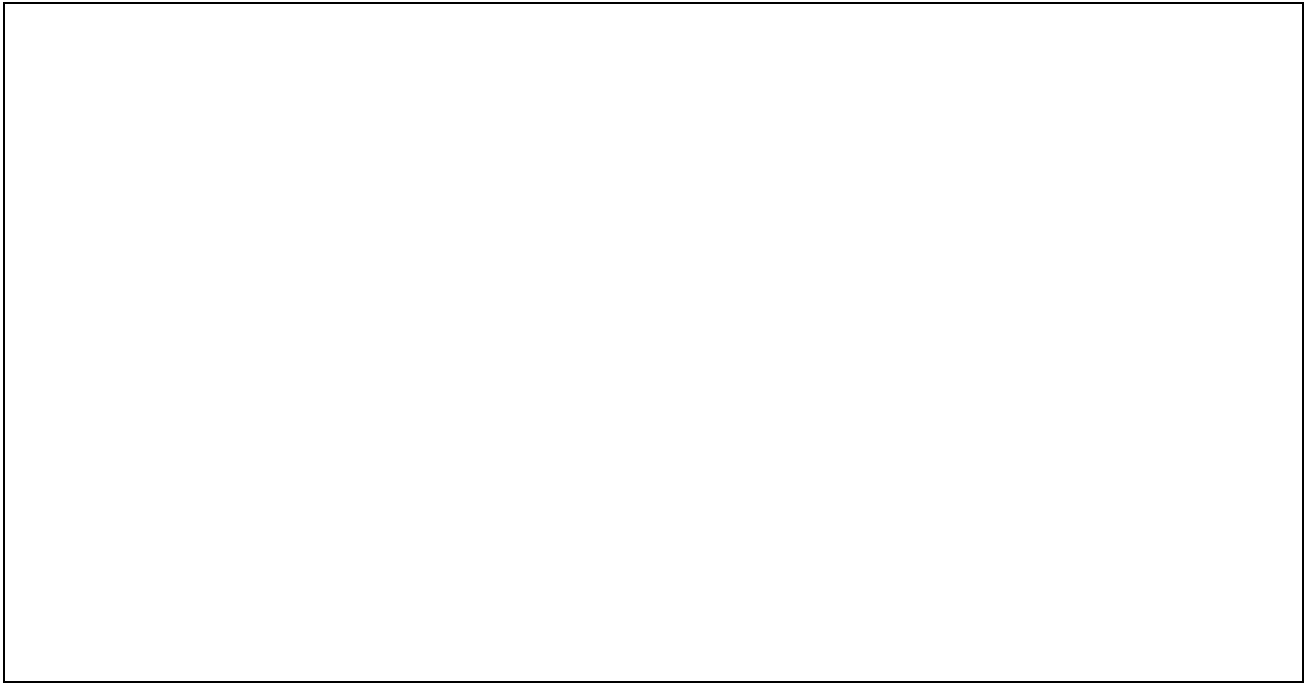
Figure 36 Academic recruitment by gender, combined grades 7-8

Table 40 Academic recruitment by gender and combined grades

(iv) Induction

Describe the induction and support provided to new staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Induction for all new staff comprises:

- Webpages with tailored guidance for managers on the induction process, incorporating our Values.
- Individualised Training Needs Assessment.
- New Starters Checklist.
- Welcome Events run by OPD. These half-day sessions take place at different campuses and provide new starters with opportunities to:
  - Meet the Principal and ask questions.
  - Learn about the University from a wide range of teams, including development provision.
  - Learn about our Values.
  - Meet colleagues.
  - Learn about our staff networks and opportunities.

In response to Covid-19, HR developed a Remote Working Induction Checklist and OPD moved to delivering Welcome Events online to ensure new starters retained these induction opportunities. **Action 2.4.**

All staff are invited to attend Welcome Events:

- OPD monitors for effectiveness via feedback sheets which are actioned with support at local level or incorporated into future sessions as appropriate.
- Currently we do not undertake equality monitoring or analyses as we cannot guarantee the security of that data on an externally operated platform. Further analysis will be available in the future via our new Learning Management System (LMS) **Action 9.5.**

Faculty/school/directorate level line managers arrange localised induction and ensure role specific training, such as Hazardous Substance Risk Assessment and Manual Lifting and Handling.

Progress All new starters are required to undertake mandatory training including Introducing Inclusion (see section 5.3i and 5.4i).

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

The University conducts an annual academic promotions process founded on our values. Teaching and Scholarship enjoy parity of esteem with research and evidence of 'Citizenship and Inclusion' are mandatory.
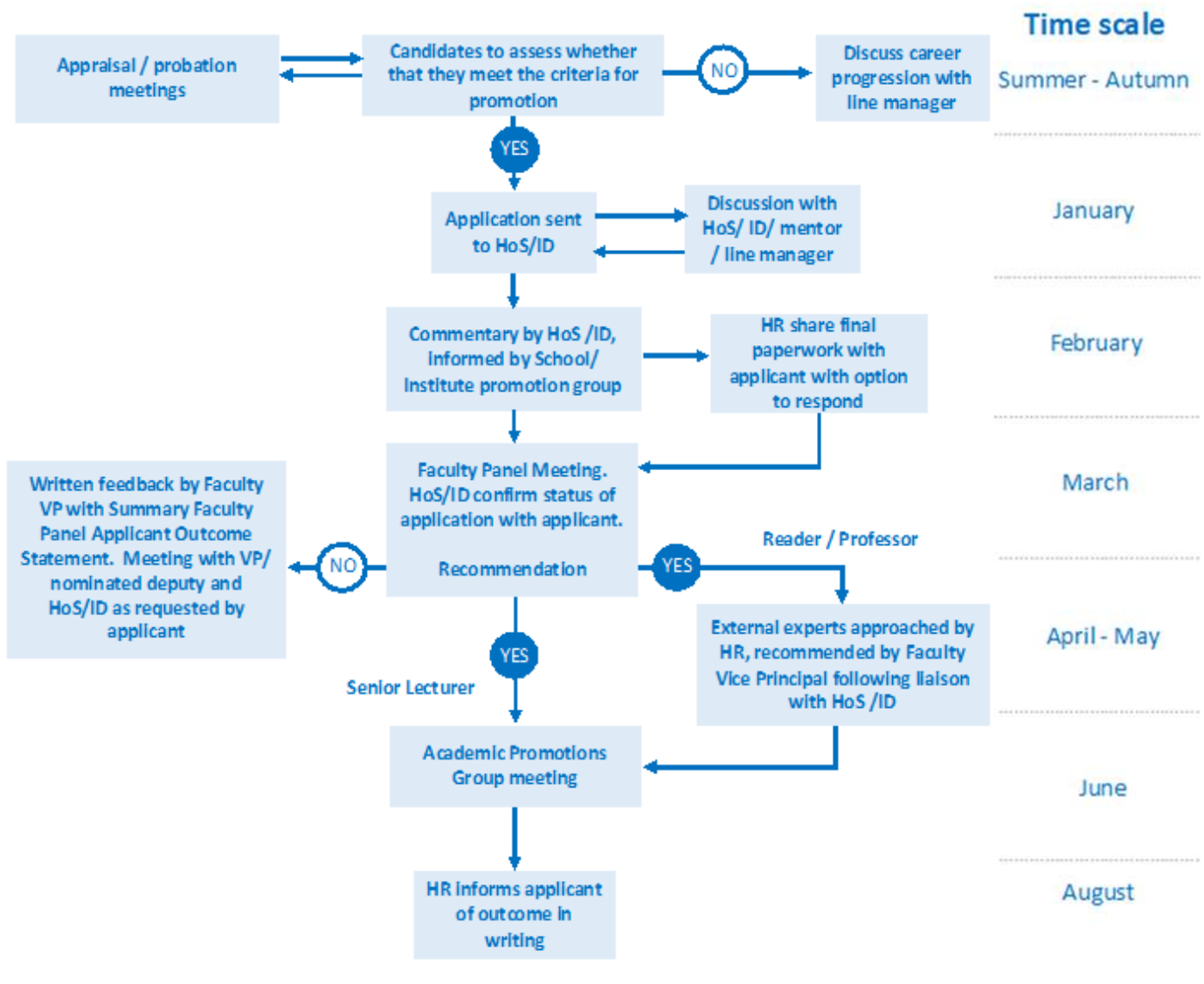
Figure 37 Flowchart of the academic promotions process

Staff are notified of the process and criteria via tailored workshops and briefing sessions to align with the launch of the process and also through appraisal and probation meetings.

Progress

In 2018, the Principal appointed a senior female academic to chair a review of the promotions process culminating in a number of enhancements including:

- Introduction of personal circumstances forms and formalised process.

- Targeted workshops resulting in high proportion of the female eligible pool applying in 2019.

In 2020, the Academic Promotions Group (the University level Moderating Panel chaired by the Principal), promulgated a further review as part of the PCIEP. The Principal appointed the same senior woman academic to chair the review in order to build on her extensive expertise and knowledge of the issues and to ensure consistency.

The revised process for the 2021 round included several new features to expedite progress towards realising our aspirational EDI KPI of 50% women at middle and senior levels by 2030 (Senior Lecturer, Reader and Professor) including:
- Creation of an Academic Careers Framework.

- Annual mandatory training in inclusion and unconscious bias is a requirement for all panel members and decision-makers involved in the process.

- The expectation that all academics must evidence their contribution to Citizenship and Inclusion.

- Reinforcement in the guidelines that the academic promotion process is one of self-application by an eligible member of staff with no requirement for prior approval or nomination by the line manager.

- The provision of workshops for all staff wishing to apply for promotion, so that they understand the criteria and how best to prepare their applications.

- Academic mentoring.

Impact

Positively we are already seeing an impact. In the 2021 round:

- Increase in percentage of eligible men and women applying for Senior Lecturer (women: 19.9% (2020) to 25.2% (2021) and men: 24.8% (2020) to 29.6% (2021)).

- Increased success rate, particularly for women applying for Senior Lecturer (increased from 62.1% in 2020 to 84.2% in 2021) and Professor (increased from 45.5% in 2020 to 78.6% 2021).

- Increased BME women successful for Reader from 2 in 2019/20 to 7 in 2020/21.

Intersectional analysis (Table 42) identifies that further work is required to support BME staff. **Actions 4.1.** The Academic Promotions Group will continue to review the impact of these changes annually. **Actions 2.1.**

Impact

Our changes to promotions have supported the increase in women in the highest paid quartile in our pay gap reporting: increasing from 35.7%F in 2017 to 39.6%F in 2020

Table 41 Academic promotions by level applied for and gender

Table 42 Academic promotions by level applied for by gender and ethnicity

To note: Unknowns for ethnicity have been removed which accounts for the numerical difference from gender only table.

(vi) Staff submitted to the REF by gender.

Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

We have been unable to source the data requested through our systems for RAE2008 despite significant efforts by our current REF team. We can confirm that we submitted 686FTE in 2008, compared to 670FTE in 2014, but we do not have a breakdown by gender or the eligible pool for 2008.

REF2014

- Eligible population: 894FTE – 32%F and 68%M

- Total submitted: 670FTE – 31%F and 69%M

- The EDI team delivered tailored EDI training to all staff involved in the process

- We conducted Equality Impact Assessments (EIA), which included scrutiny of faculty submissions by gender.

- Under our Special Circumstances process, all staff were invited to share mitigating circumstances for consideration by an independent panel, to ensure that circumstances including maternity leave, long-term sickness and carers leave, did not militate against staff.

REF2021

- Total submitted: 1040 – 34%F and 66%M, demonstrating an increase in the percentage of women in the eligible pool.

- We designed mandatory REF specific EDI training for all staff involved in decision-making roles.

- The REF Equality and Diversity Group, which was chaired by a member of SET, approved the EIA, to ensure independent scrutiny and oversight at institutional level.

Table 43 REF 2014 and REF 2021 gender breakdown

	Gender breakdown of submitted	% of Eligible Female Submmited	% of Eligible Male Submmited
REF 2014	31.1%F : 68.9%M	72.0%	75.7%
REF 2021	34.1%F : 65.9%M	100.0%	100.0%

Recruitment

Our recruitment processes apply to PS and academic staff (see 5.1.i).

GEAG embedded our Values in the assessment process by reviewing recruitment data for PS and technical staff: analysing this key part of the PS lifecycle supports an inclusive approach and enables PS directorates to take action to deliver our institutional KPIs of 50:50:50 and 40:40:40 (+/-5%) for women and BME staff respectively at junior: middle: senior grades.

By grade

Grades 1-4 (Figure *38*) and 5-6 (Figure *39*) has an underrepresentation of men at the applicant stage which continues through the recruitment process.

Grades 7-8 are closer to parity of applicants, but a decrease in the percentage of women applying compared to the junior and middle grades.

Actions 3.1 and 4.2.

Technical staff (Figure 41).

The combined picture demonstrates, other than one year, women account for a lower proportion of appointments than applicants. Further investigation is required to understand why, as women make up the majority of technical staff (~60%) **Action 3.2.**

Intersectional analysis (Figure 42),

The proportions of BME men and, in all but one year, BME women, decrease at each stage of the recruitment process across all five years.

For BME women the biggest decrease appears between interview and appointment, except in 2016/17.

For BME men there is significant drop off with interview and appointment. White women see the biggest growth in proportion at each stage of the recruitment process. **Action 4.1.**

Actions to date

See Promotions - Section 5.2.iii.
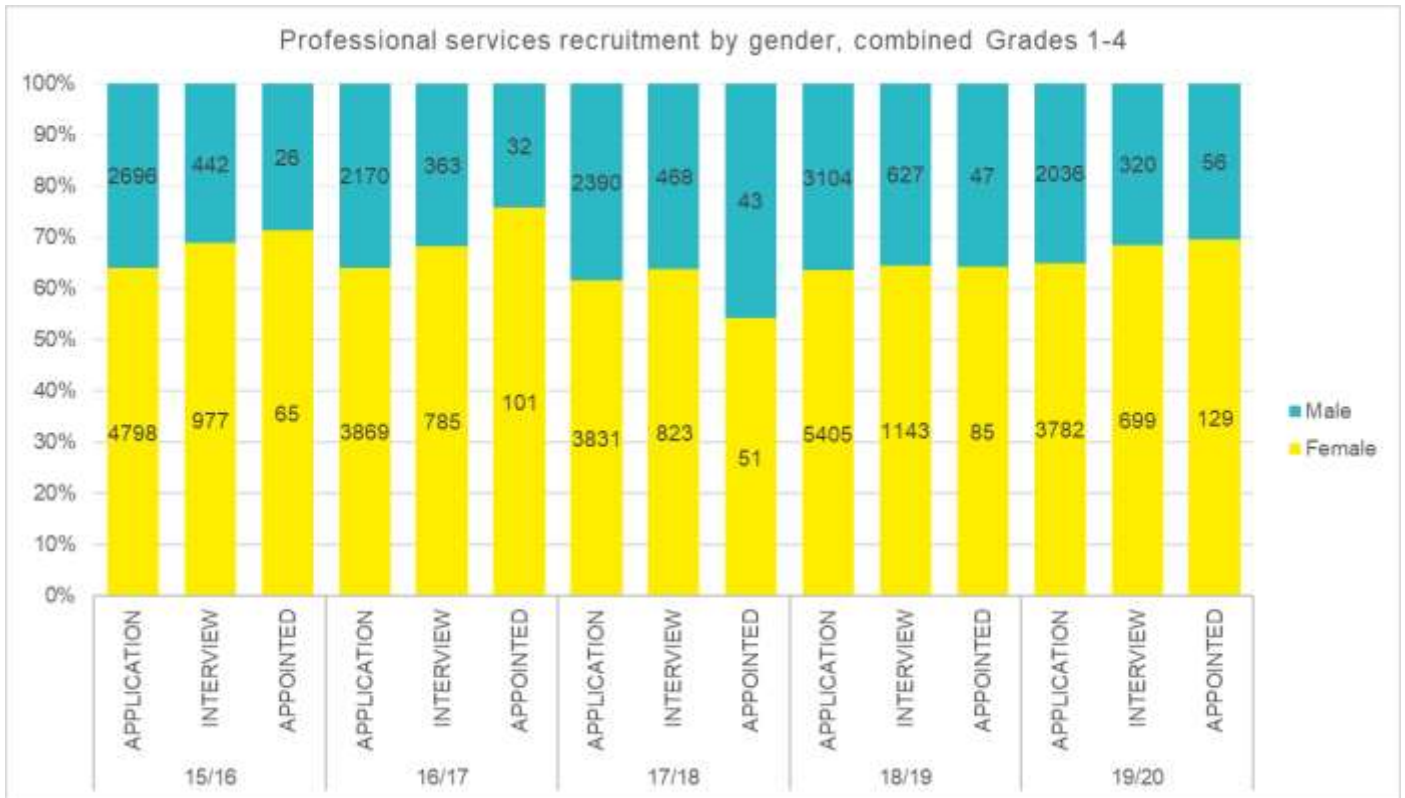
Figure 38 PS recruitment by gender. Grades 1-4

Figure 39 PS recruitment by gender. Grades 5&6
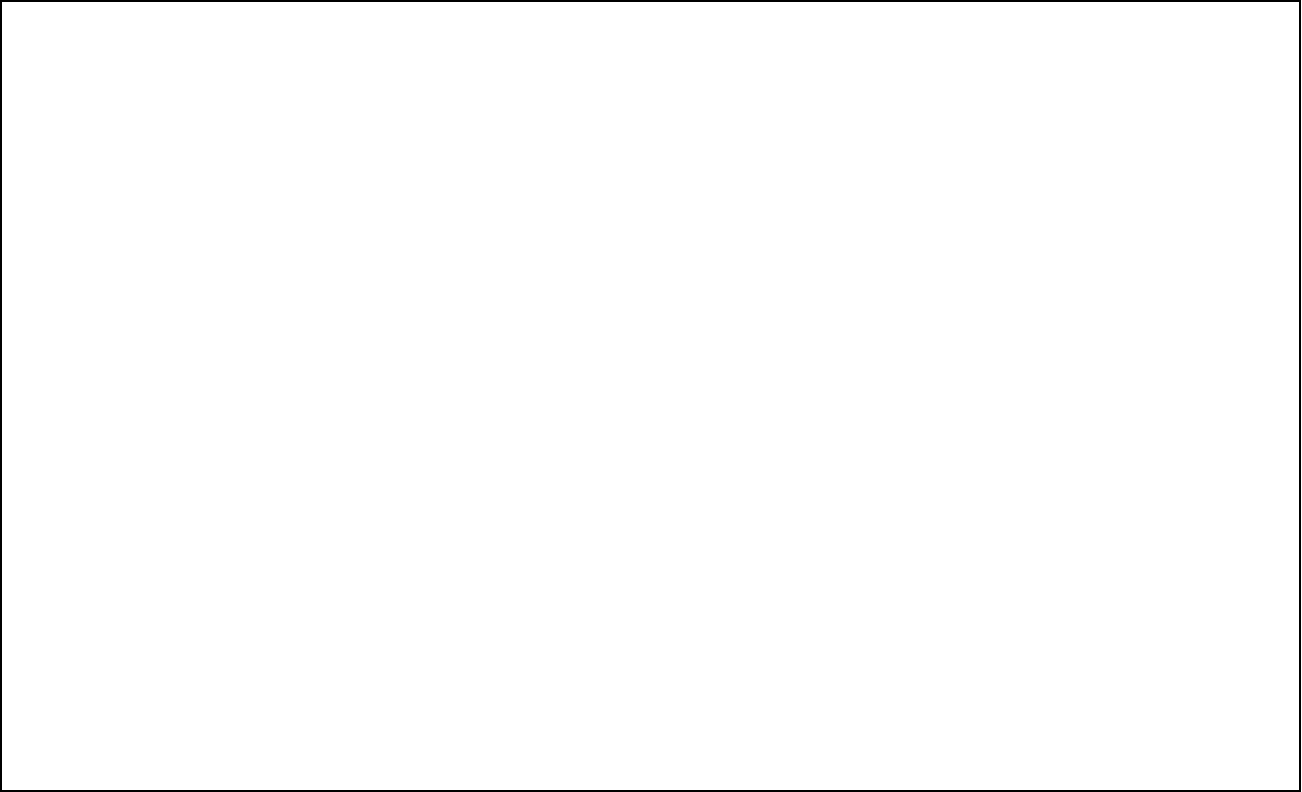
Figure 40 PS recruitment by gender. Grades 7&8

Figure 41 Technical staff recruitment by gender (all grades combined due to small numbers)
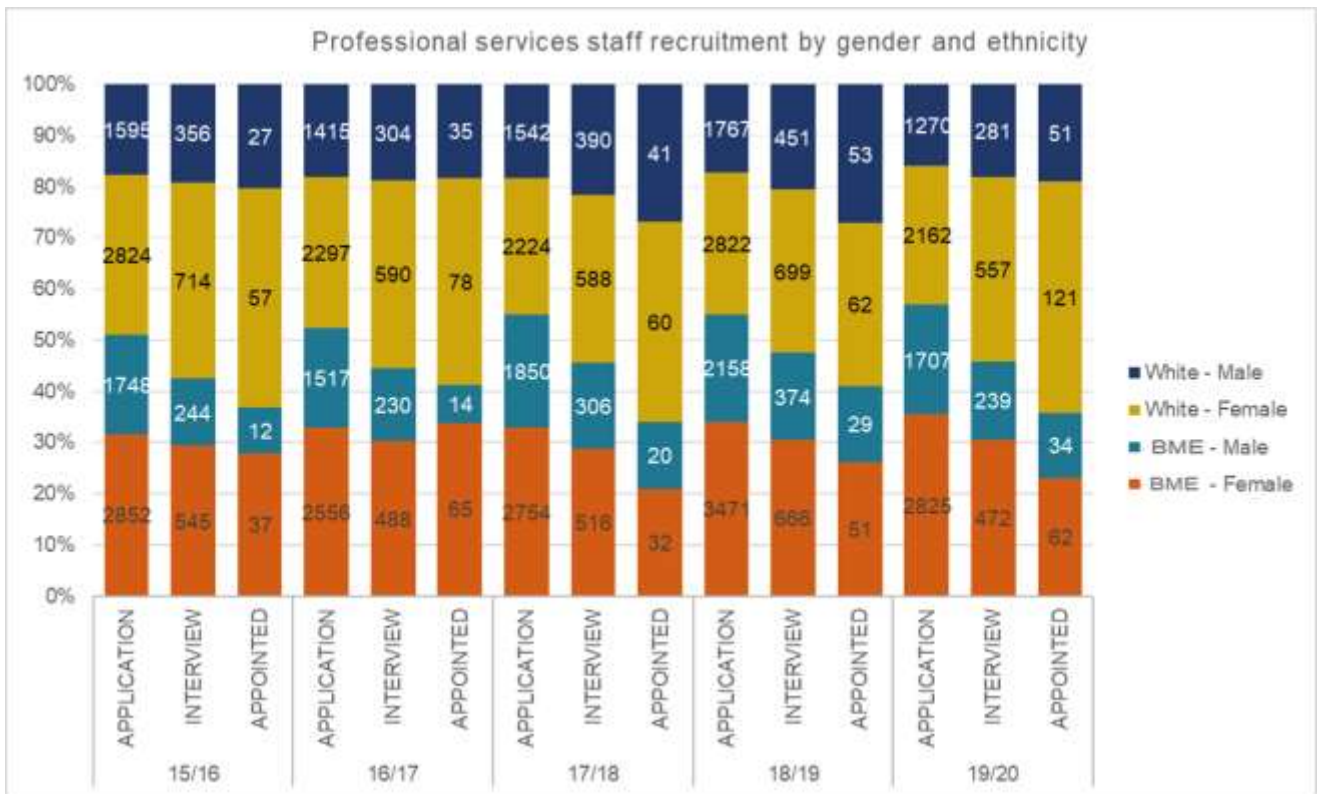
Figure 42 PS staff recruitment by gender and ethnicity

(i) Induction

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

In accordance with our inclusive Values, our induction processes apply to PS and academic staff (see 5.1.ii).

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

Our promotions model for PS staff is to support colleagues in applying for roles by open recruitment: roles are advertised via recruitment webpages. If internal candidates are unsuccessful at either shortlisting or interview stage, hiring managers are required to provide constructive feedback for development purposes.

Roles can also be re-graded based on either change in the remit or need for the role. The process focuses on the business need of a role rather than on individuals.

Despite the reporting constraints of our current recruitment system, which we plan to replace in 2022 **(Action 9.4)**, we identified where staff had role changes due to appointment to other roles, secondments and to restructures:

- 2016-2018 %F slightly higher than percentage of female population.

- 2019-2020 %F slightly higher than percentage of female population.

Table 44 PS grade increases due to role change

	Female	Male	% F
2016	62	30	67.4%
2017	74	42	63.8%
2018	74	34	68.5%
2019	71	61	53.8%
2020	34	25	57.6%

A small number of staff achieve progress via regrading. Between February 2019 to April 2021, 35 roles were submitted for regrading that had incumbents i.e. promotion where:

- The success rate for men was higher than women.

- Men were less likely to be put forward for regrading, particularly when compared to overall PS (39.7%M for PS and 40.6%M for technical (2020/21)).

Table 45 Regrading by gender April 2019-April 2021

	Applied	Successful	Success rate
Female	27	12	44%
Male	8	7	87%
Percentage by gender	77.1%F	63.1%F	
	22.9%M	36.9%M	

We have taken steps to ensure the regrading process in not biased:

- By only reviewing the job profile.

- Regrading is based on assessing the job content against the grade criteria.

- Grading Panels:

  - Must complete mandatory EDI training including unconscious bias from 2021.

  - Do not receive information on the personal characteristics of the jobholder.

  - Comprise a mixed gender group with white and BME employees.

Action 3.3.

Our data has informed the design and launch of several new initiatives in 2021 including newly developed PS Career Development Guidance complimented by career development workshops for managers and staff.

We are modernising our model of promotions for PS staff to feature:

- New professional networks.

- Career pathways for technician staff under the Technician Commitment.

- Newly designed resources for PS staff and their managers founded on a modern, person-centred approach with the explicit objective of:

  - Giving agency to the individual to plan and design their own career journey, providing support and development opportunities on that journey.

Actions 3.1 and 3.2.

5.3 Career development: Academic Staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

For support given to academic staff for career progression see Section 5.3.iii (page 119).

OPD's comprehensive provision includes: leadership and management; coaching and mentoring; and inclusion and wellbeing. Further career development is provided by QM Academy (QMA) (see 5.3.iii). Effectiveness of training and staff needs are monitored via:

- Uptake of courses, offering additional sessions to meet demand.

- Assessing staff needs through:

    o OPD advisers.

    o Discussion with FSHRBPs

- Immediate feedback is gathered on all courses. Leadership and Management training use formative and summative feedback. All provision is reviewed annually and enhanced in response to participant evaluation and feedback.

Staff are informed of training provision via appraisal discussions; intranet landing page; OPD's webpages; annual course catalogue; and regular staff newsletters.

Figure 43 OPD training catalogue

Constraints of our current LMS system mean there is a lack of access to easily reportable training data. **Action 9.5**

Despite this, the data accessible shows men are underrepresented in the proportions undertaking training through OPD (Figure 44 and Figure 45). **Action 3.5**
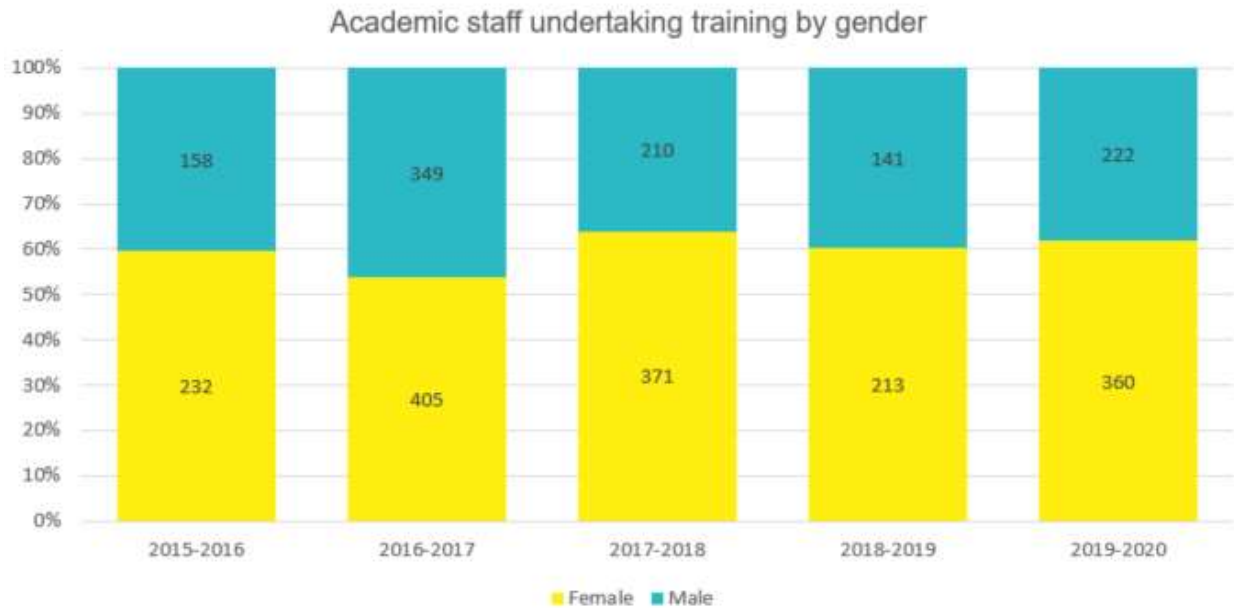
Figure 44 Academic staff training by gender
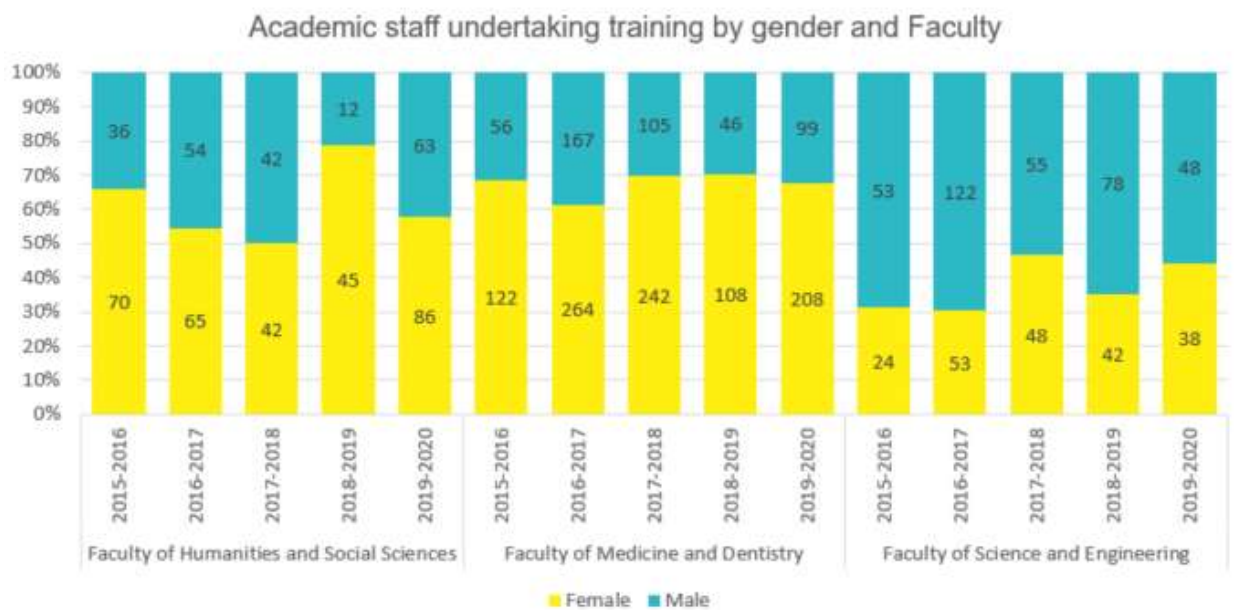
Figure 45 Academic staff training by gender and faculty

Academic staff perceptions show a limited gender difference: we continue to work to provide training to address staff needs.

Table 46 Academic staff responding to the question "I have received appropriate training and/or development to do my job" by gender in the SS19 and the ASS21

| | 2019 | | 2021 | |
	Female	Male	Female	Male
Strongly agree or agree	60.1%	61.4%	61.1%	63.6%
Neither agree nor disagree	24.7%	22.2%	23.7%	22.0%
Strongly disagree or disagree	15.2%	16.4%	15.2%	14.5%

Progress

In 2021 we implemented the Leading Together Framework, a developmental tool for all levels of leadership based on core principles of: citizenship, inclusivity and role modelling our values, including:

- A self-assessment tool.

- Suite of development programmes.

- 360 feedback tool.

Figure 46 Guiding principles of our Leading Together Framework

SET piloted a new 'Introducing Inclusion' interactive EDI e-learning course in 2020. Comprising two modules on: Equality and Diversity in Practice and Challenging Unconscious Bias, with three short tests. The course was launched in January 2021 and is mandatory for all staff. Flexibility was built in, allowing staff to start, stop and pick-up again at any point.

Since launching 40.0% (n=1644) of staff in our academic faculties have completed the training, with all staff in decision making positions required to complete by April 2021. Heads of Schools (HoS)/directorates are updated on completion rates, including the gender breakdown, and supported to take targeted action to ensure take-up at a local level. **Action 8.1**.

Table 47 Introducing Inclusion completion rates since launch in July 2021 – academic faculties by gender

		Female		Male		Total N	Total %
		N	%	N	%		
HSS	None	342	63.5%	436	70.4%	778	67.2%
	One Module	41	7.6%	35	5.7%	76	6.6%
	Both Moduels	156	28.9%	148	23.9%	304	26.3%
	Grand Total	*539*		*619*		*1158*	
S&E	None	157	52.3%	732	73.4%	889	68.5%
	One Module	21	7.0%	57	5.7%	78	6.0%
	Both Moduels	122	40.7%	208	20.9%	330	25.4%
	Grand Total	*300*		*997*		*1297*	
SMD	None	404	43.7%	391	53.9%	795	48.2%
	One Module	81	8.8%	49	6.7%	130	7.9%
	Both Moduels	440	47.6%	286	39.4%	726	44.0%
	Grand Total	*925*		*726*		*1651*	
All Academic Faculties	None	903	51.2%	1559	66.5%	2462	60.0%
	One Module	143	8.1%	141	6.0%	284	6.9%
	Both Moduels	718	40.7%	642	27.4%	1360	33.1%
	Grand Total	*1764*		*2342*		*4106*	

Progress Since 2016 we resourced and expanded our career development courses for women.

Figure 47 Women's Development Initiatives Matrix

Table 48 Attendees at Women's Development Programmes – academic and PS

Year	Aurora Number of participants	Springboard Number of participants	SEALS Number of participants
2017/18	20 (2 cohorts)		
2018/19	17 (2 cohorts)	27	
2019/20	16 (2 cohorts)	26	
2020/21	10 (1 cohort - Spring)	20	8

Progress We reintroduced a previously piloted Women into Leadership Programme, however, following reviews and feedback the programme was disbanded in favour of developing our Inclusive Leadership Framework.

Table 49 Academic (R-only, T-only and T&R) women attending Women into Leadership programme

We also offer B-MEntor for BME women and men.

(ii)   Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

Annual appraisals apply to staff who have completed their probation period and have a contract longer than a year.

The purpose of appraisal is to:

- ensure a shared understanding of objectives aligned to school plans.

- Celebrate successes and identify and address any obstacles to achieving objectives.

- Identify strengths and development needs and enable discussion of career aspirations.

Progress Our data show that a higher rate of staff self-reported that they had had an appraisal (Table 51) than our systems show due to a technical barrier preventing 'finalising appraisal' being recorded. This has been addressed for the 2021 round. SS19 and ASS21 indicate women are slightly less likely to have had an appraisal in the last 12 months; this will be monitored via the now improved appraisal reporting function.

Table 50 Appraisal completion rates for academic staff by gender

	Female Completed	Male Completed
2017	55.5%	54.9%
2018	51.5%	49.2%
2019	55.1%	56.1%
2020	49.0%	50.7%

Table 51 Academic staff responding to the question "Have you had an appraisal or probationary meeting in the last 12 months?" by gender in the SS19 and the ASS21

	2019		2021	
	Female	Male	Female	Male
Yes	74.9%	78.5%	75.8%	77.0%
No	22.1%	18.6%	24.2%	23.0%

Figure 48 Academic staff responding to the question "My last appraisal/probationary meeting provided me with useful work goals and personal development goals to do my job" by gender in the SS19 and the ASS21

ASS21 enabled us to undertake intersectional analysis, which demonstrated that there was greater satisfaction with the appraisal meeting by gender than ethnicity.

Table 52 Academic staff responding to the question "My last appraisal/probationary meeting provided me with useful work goals and personal development goals" by gender and ethnicity in the ASS21

	Female		Male	
	BME	White	BME	White
Strongly agree or agree	58.3%	56.8%	50.0%	50.0%
Neither agree nor disagree	22.2%	22.3%	33.3%	26.2%
Strongly disagree or disagree	19.4%	20.9%	16.7%	23.8%

In response to staff feedback and our data, we revised our appraisal guidance and processes in 2021 as part of our PCIEP, with key new features including:

- Providing a golden thread between Strategy 2030 and individual goals.

- Incorporating our Values.

- Offering specific prompts around wellbeing.

- Promoting engagement and career development.

- Tailored appraisal guidance for academic staff.

Annual reviews of uptake and effectiveness of the process will be conducted by OPD. **Action 9.6**

During the Covid-19 pandemic we developed FAQs and specific guidance to address the impact of the pandemic.

Training comprised:

- 'Appraisal Training for Reviewers' – mandatory for appraisers.

- 'Making the most of your appraisal' – optional for appraisees.

Quote

Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.

Career support is also provided through QMA who work with staff and students to develop and enhance their practice in teaching, learning, and research.

Figure 49 QM Academy main webpage

The Researcher Development Team (RDT) in the QMA organises a programme of researcher development and skills training that is open to PhD students, Postdocs and Fellows, and Academic Staff.

QM is proud to be a signatory to the Concordat to Support the Career Development of Researchers (August 2020). VP PCI is our institutional Concordat Champion and, as chair of GEAG, ensures that gendered considerations are embedded into the work of the Researcher Development Concordat Implementation Group (RDCIG).

Linked to the RDCIG in June 2021 we ran a Culture, Employment & Development for Academic Researchers Survey (CEDARS). The results of this survey will be made available to the EDI Manager to support in the identification of gendered differences and support future actions under the Concordat.

The Researcher Development programme provided by QMA is also supplemented at faculty, school and institute level, to provide Early Career Researchers (ECR) with more tailored support aligned to their discipline or areas of specific interest, for example:

- SMD Postdocs and Fellows Network.
- The Bart's Academy.
- HSS ECRs Network.
- Fellows Forum (S&E).

Our very active WISE (Women in Science and Engineering) network provides PhD/Postdoc activities including delivering a national conference this year.

Postdocs and fellows receive career and research mentoring through their line managers, and in some Schools and Institutes this is supplemented by group/peer mentoring and informal mentoring. RDT also organises the Researcher Mentoring Scheme for PhD Students and Postdocs/Fellows: offering 1-2-1, group or specialist mentoring.

5.4 Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

OPD's training offer for PS staff mirrors that outlined for academic staff (page 111).

Despite the constraints of our current LMS **(Action 9.5)** we have collated data which shows that men are underrepresented in the proportions undertaking training through OPD.
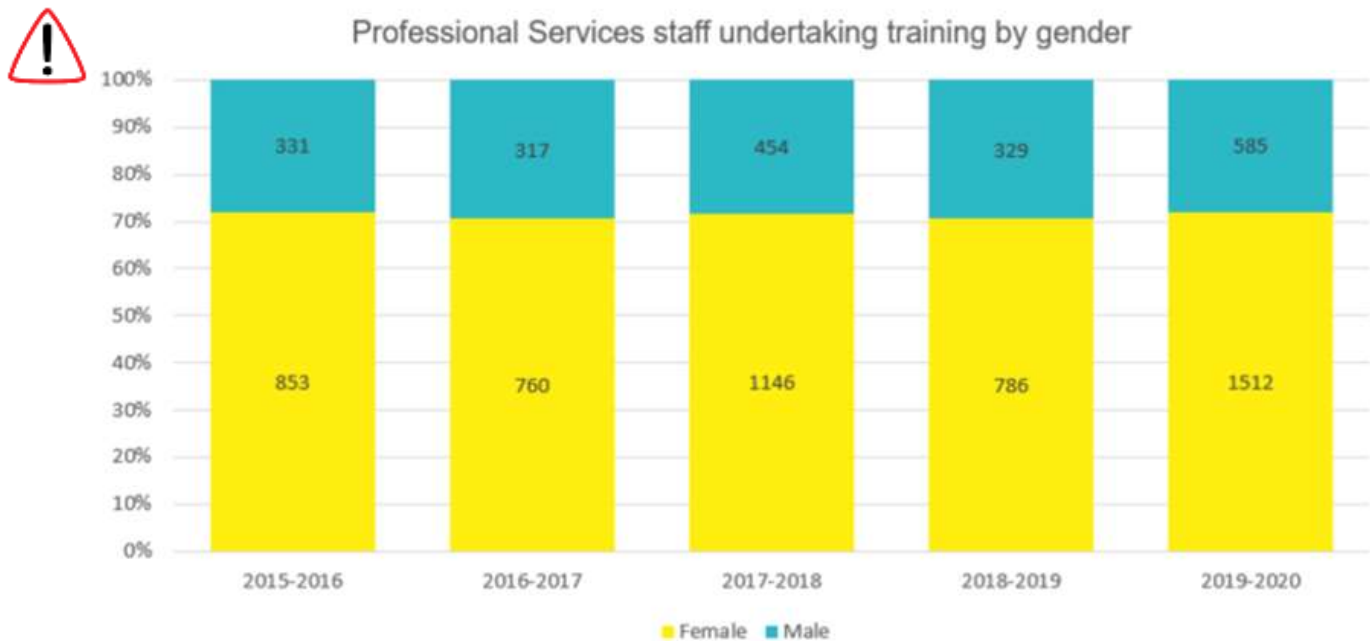
Figure 50 PS and Technical Staff training by gender
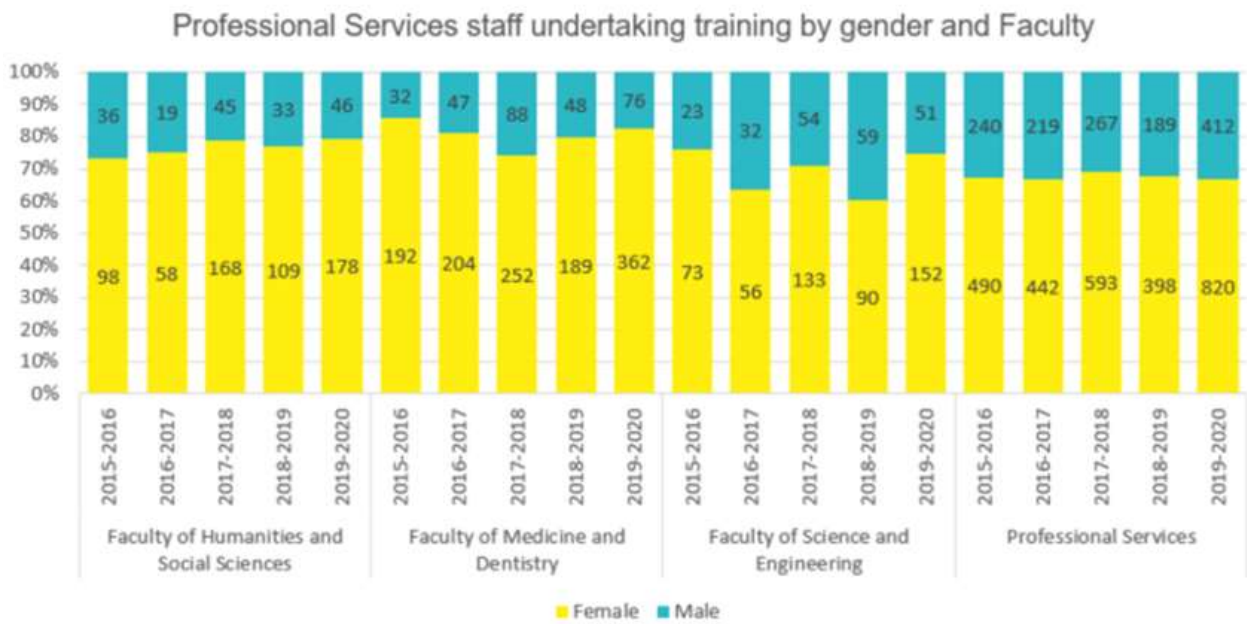
Figure 51 PS and Technical Staff training by gender and Faculty/Directorate
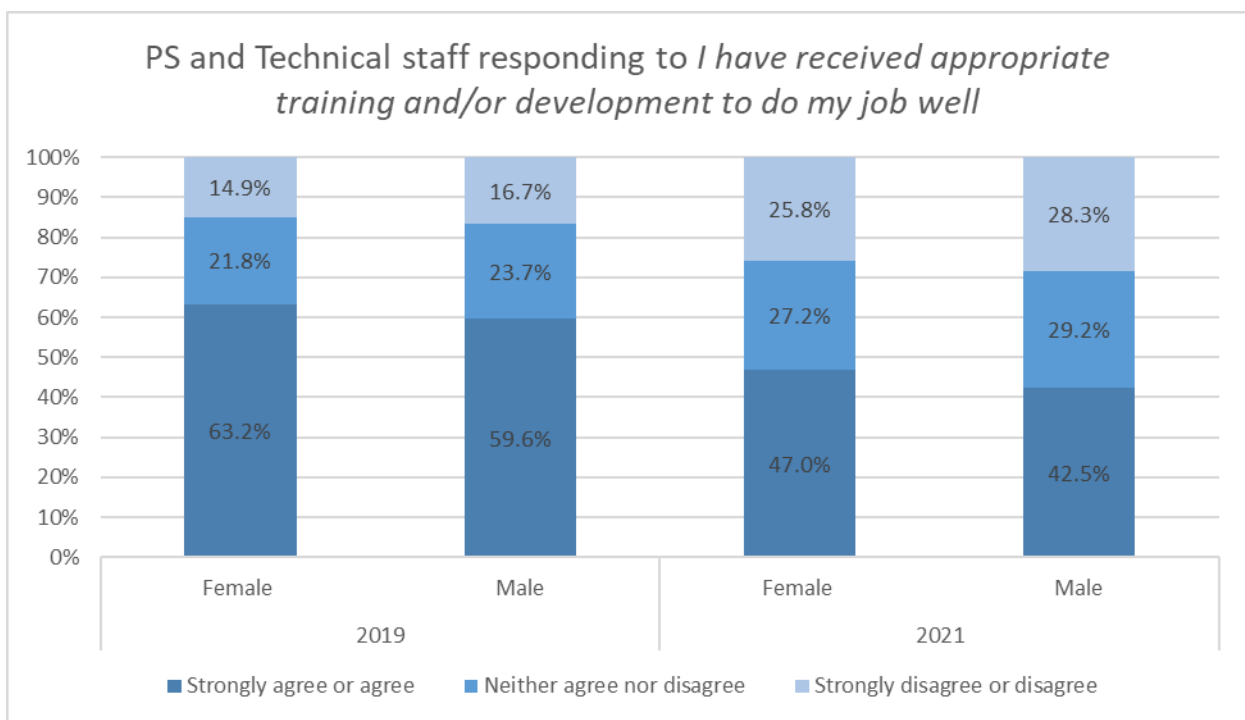
Figure 52 PS and Technical staff responding to I have received appropriate training and/or development to do my job well

While the timing of the 2021 survey during ongoing remote working may account for some of this, shift it does not account for men being less likely to have a positive response in both years (Figure). **Action 3.5.**

As with academic staff, PS staff were subject to the same requirement to undertake mandatory EDI training following its roll out. **Action 8.1.**

Table 53 Introducing Inclusion completion rates since launch in January 2021 – PS directorates by gender

		Female		Male		Total N	Total %
		N	%	N	%		
PS Directorates	None	257	39.9%	234	41.8%	491	40.8%
	One Module	52	8.1%	59	10.5%	111	9.2%
	Both Moduels	335	52.0%	267	47.7%	602	50.0%
	Grand Total	644		560		1204	

Progress In discussion with the EDI lead for the PS directorate, the EDI Team established that limited access to computers was preventing EAF from completing the training, particularly in lower grades which are majority female. In response, an 'Introducing Inclusion' Workbook was developed, and in-person training delivered. Copies were also made available in the 10 languages used by staff employed in EAF.

Our specific women's development programmes are open to PS and academic staff (Table 48).

(ii) Appraisal/development review

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

As with academic staff all PS staff have the same overarching requirements and purpose (page 116) and barriers to accurate completion data.

Table 54 Appraisal completion rates for PS staff by gender

	Female Completed	Male Completed
2017	59.1%	51.7%
2018	49.9%	47.5%
2019	51.1%	45.4%
2020	47.1%	45.5%

Table 55 PS staff responding to the question "Have you had an appraisal or probationary meeting in the last 12 months?" by gender in the SS19 and the ASS21

	2019		2021	
	Female	Male	Female	Male
Yes	78.4%	77.5%	80.2%	81.1%
No	21.3%	22.5%	19.8%	18.9%

Survey data shows a gendered differences with an increasing number of men agreeing that their last appraisal/probationary meeting provided them with useful work goals and personal development goals compared to women: the effects of the revised appraisal (2020) cannot yet be identified. Our 2021 survey which allowed us to undertake intersectional analysis indicates BME staff seemed more satisfied with the outputs of appraisals. **Action 9.6.**
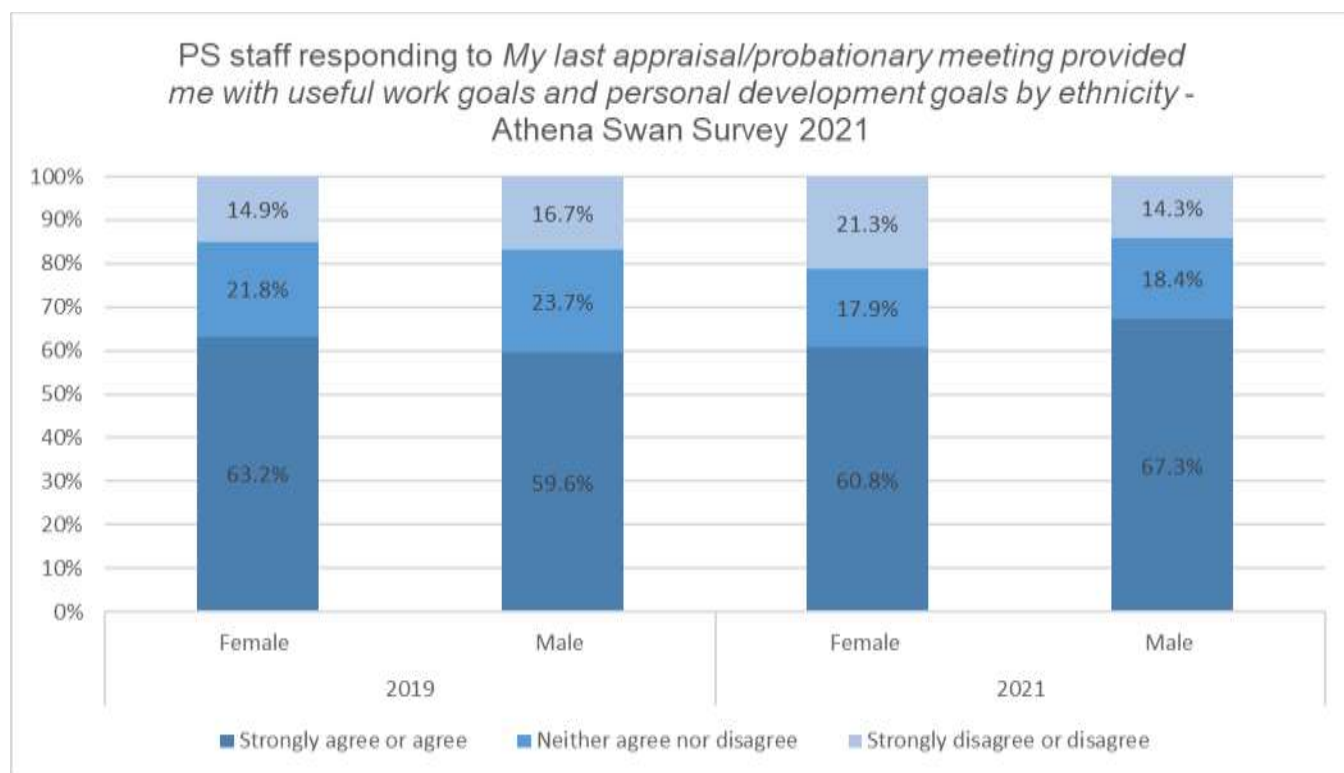
Figure 53 PS and technical staff responding to my last appraisal/probationary meeting provided me with useful work goals and personal development goals (2019 and 2021)
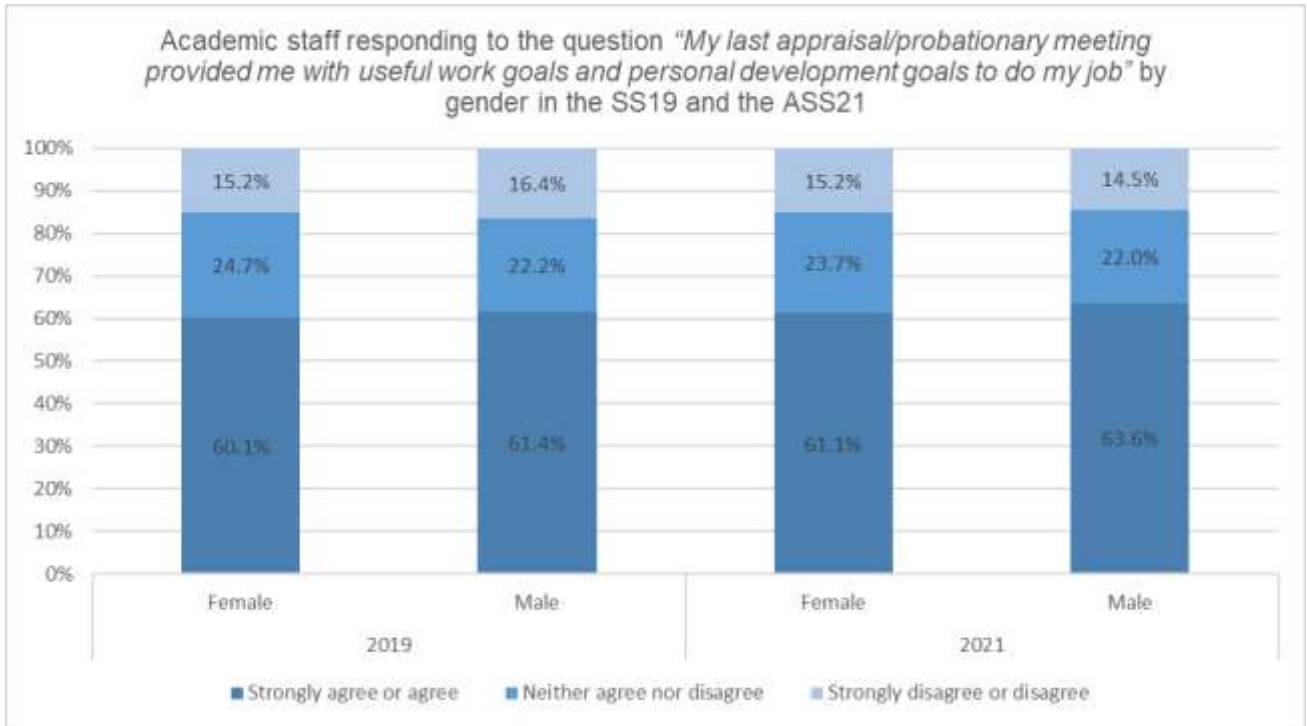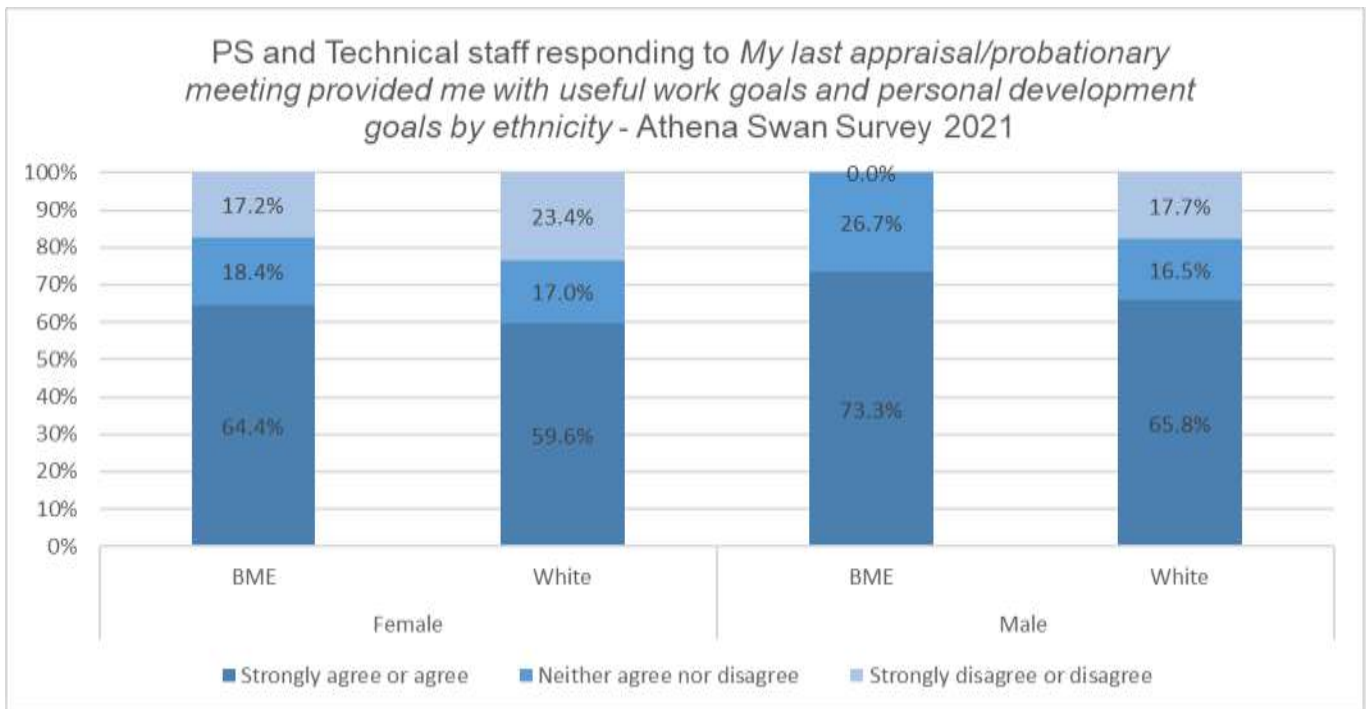
Figure 54 PS and technical staff responding to "My last appraisal/probationary meeting provided me with useful work goals and personal development goals" by ethnicity

Comment and reflect on support given to professional and support staff to assist in their career progression.

QM established a specific PS careers project with the objective to develop a modern, person-centred approach, where we give agency to the individual to plan and design their own career journey.

We will support PS colleagues to progress their careers within QM by:

- Providing clarity and choice on career paths.
- Communicating responsibilities of members of managers and staff.
- Offering workshops to staff and managers on career development.
- Emphasising the central role of appraisal in facilitating these actions.

To ensure intersectional considerations, the working group includes the EDI Manager and the Chair of the Race Equality Action Group (REAG) working group, to focus on tackling the gender pay gap and support career progression. **Action 9.3.**

Specific consideration is given to technical staff through our 2018 pledge to the Technician Commitment and the associated action plans. The establishment of the TCSG has allowed for us to help address key challenges facing technical staff and to support institutions in driving forward positive changes.

Progress

Our TechNET pages are designed to provide:

- Dedicated support and information for technical staff.
- Staff profiles.
- Details of specific career development opportunities for technical staff, including free membership of HEaTED (Higher Education and Technicians Educational Development), and professional registration for technical staff working across Science, Technology, Engineering, and Maths (STEM).

Currently we are in our second year of a Professional Registration Fund established by the TCSG to support staff in faculties and IT with applications for first year membership of a professional body.
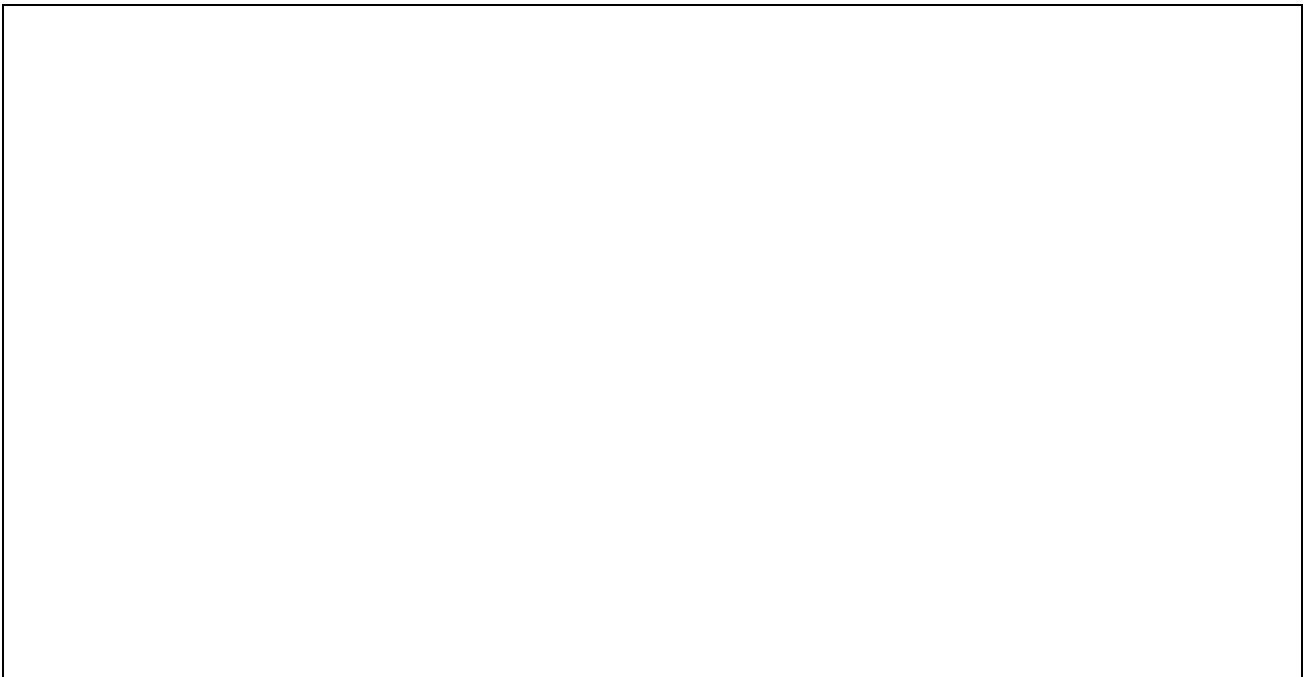
Figure 55 Technical staff profiles as of academic year 2020-21

5.5 Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately.

(i) Cover and support for maternity and adoption leave: before leave.

Explain what support the institution offers to staff before they go on maternity and adoption leave.

Institutional support for staff and managers is provided prior to maternity/adoption leave being taken:

- Antenatal leave, including relaxation and parent-craft classes.

- Health and safety risk assessments with reasonable adjustments as needed.

- Maternity pay planner.

- Annual leave planner.

- Discussion with HR Advisers on maternity options.

Support remains the same for staff on FTCs and EOCs, and specific guidance is provided for TAs on part-year contracts, staff on FTCs and research funded positions.

All information is outlined in our Code of Practice: Maternity and other family leave provisions and related guidance.

In 2019, we introduced Fertility Treatment Guidelines, to assist managers support staff undergoing treatment.

We also published our Feeding and Expressing Milk Statement.

To protect P&C from the impact of Covid-19, we issued Pregnancy and Coronavirus FAQs.

Figure 56 HR webpages on Parental Leave policies

P&CS21 (Figure 57-Figure 58) identified that our maternity/parental guidance could be made easier to understand. **Action 6.1.**
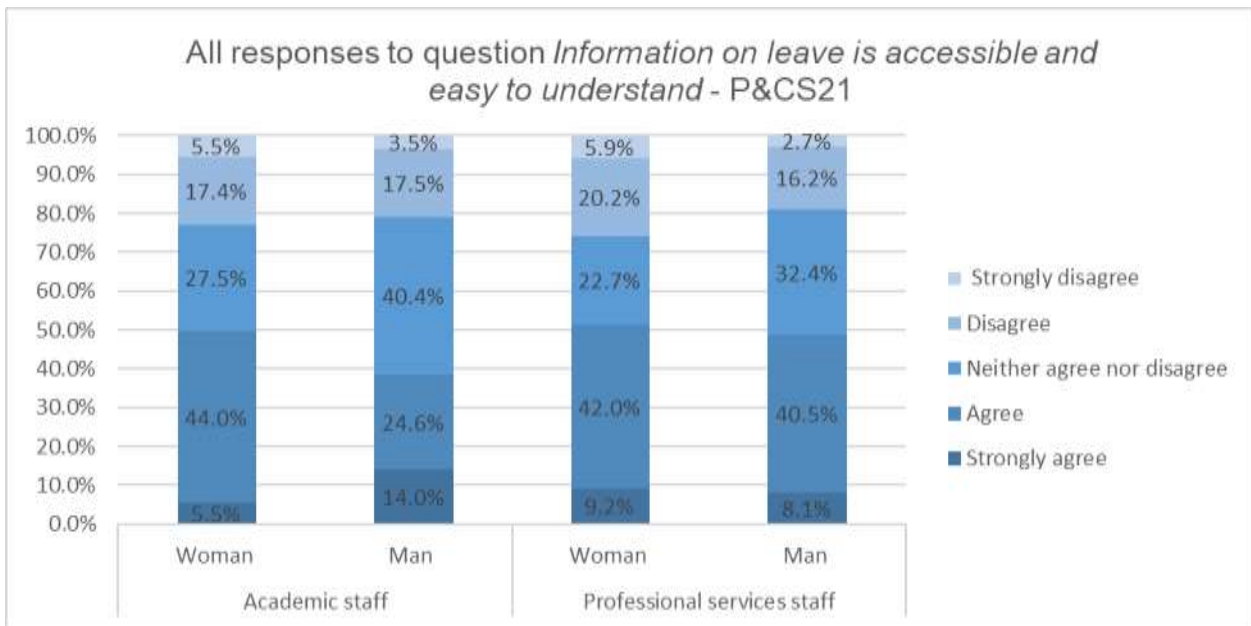
Figure 57 All responses to question "Information on leave is accessible and easy to understand" – P&CS21
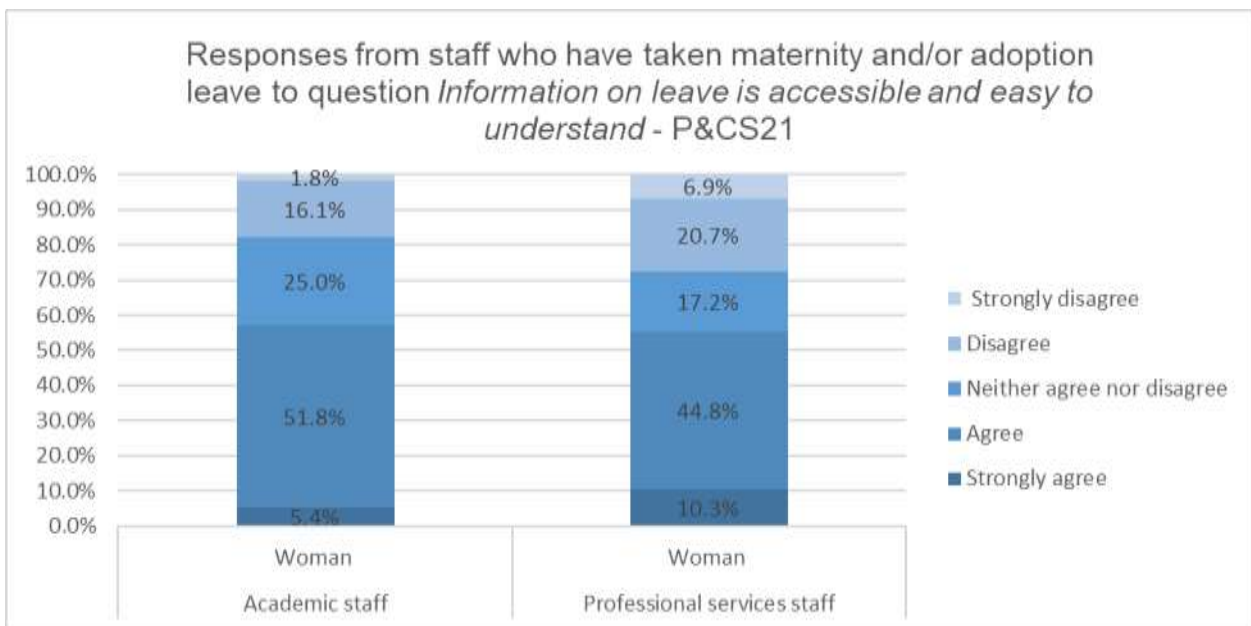
Figure 58 Responses from staff who have taken maternity and/or adoption leave to question "Information on leave is accessible and easy to understand" – P&CS21

Explain what support the institution offers to staff during maternity and adoption leave.

We offer an enhanced maternity scheme for qualifying staff Figure 59 and our Keep-In-Touch days are paid, ensuring a normal day's pay is provided.

	Queen Mary Scheme	Statutory Scheme (SMP)
Qualifying Service:	1 year's service	26 weeks' service
Qualifying Date: (The date by which employee must have the service required)	By the start of the week the baby is due	By the start of the 14th week before the week the baby is due
Maternity Leave Entitlement:	52 weeks	52 weeks
Maternity Pay Entitlement:	18 week on full pay 8 weeks on half pay 13 weeks at standard rate SMP	6 weeks on 90% of full pay 33 weeks at standard rate SMP
Return to Work:	Employee to reutrn to work for three months after Maternity Leave	No required to qualify for SMP

Figure 59 The University scheme compared to standard Statutory Scheme. The University scheme adoption leave for primary carers is the same as for Maternity leave.

The Enhanced University Scheme is comparable to peer institutions, we will continue to review our policies and leave provisions to ensure that we promote gender equality aligned to our KPIs. For example, some P&CS21 respondents identified qualifying service as a criterion that disadvantages women. **Action 6.3.**

If a staff member's FTC is due to end while on maternity/adoption leave the case for extending/renewing is considered under the provisions of the Code of Practice on Reviewing Fixed-term Contracts.

Cover for maternity/adoption leave is devolved to local level.

Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

The University is a strong proponent of Flexible Working: on return, staff may reduce hours or consider flexible working arrangements in accordance with our Flexible Working Policy and Procedure.

Prior to Covid-19, the EDI Team ran popular working parent lunches at different campuses which included highlighting provisions available to support parents, especially for those recently returning to work.

In April 2020, in response to Covid-19, we launched a Parents & Carers Network (P&CN) to continue and further enhance the valued work of the lunch sessions. A key priority is to formalise the Network and provide it with budgetary support under our strategic 'Embedding Values' project. **Action 1.2.**

In 2019, we published our Feeding and Expressing Statement, which provides advice and guidance to managers on how to support staff, and now highlights five designated spaces for breastfeeding. Our P&CS21 identified that only 17.3% of academics and 3.4% of PS staff responded positively when asked about access to breastfeeding/expressing spaces and milk storage. We have already taken action with our newly opened Dept.W having a breastfeeding space, included in room our planning process and will expand these provisions. **Action 6.4.**

Applicable responses to *When on campus I havae/had appropriate access to breastfeeding/expressing spaces and milk storage* - Parents and Carers Survey 2021
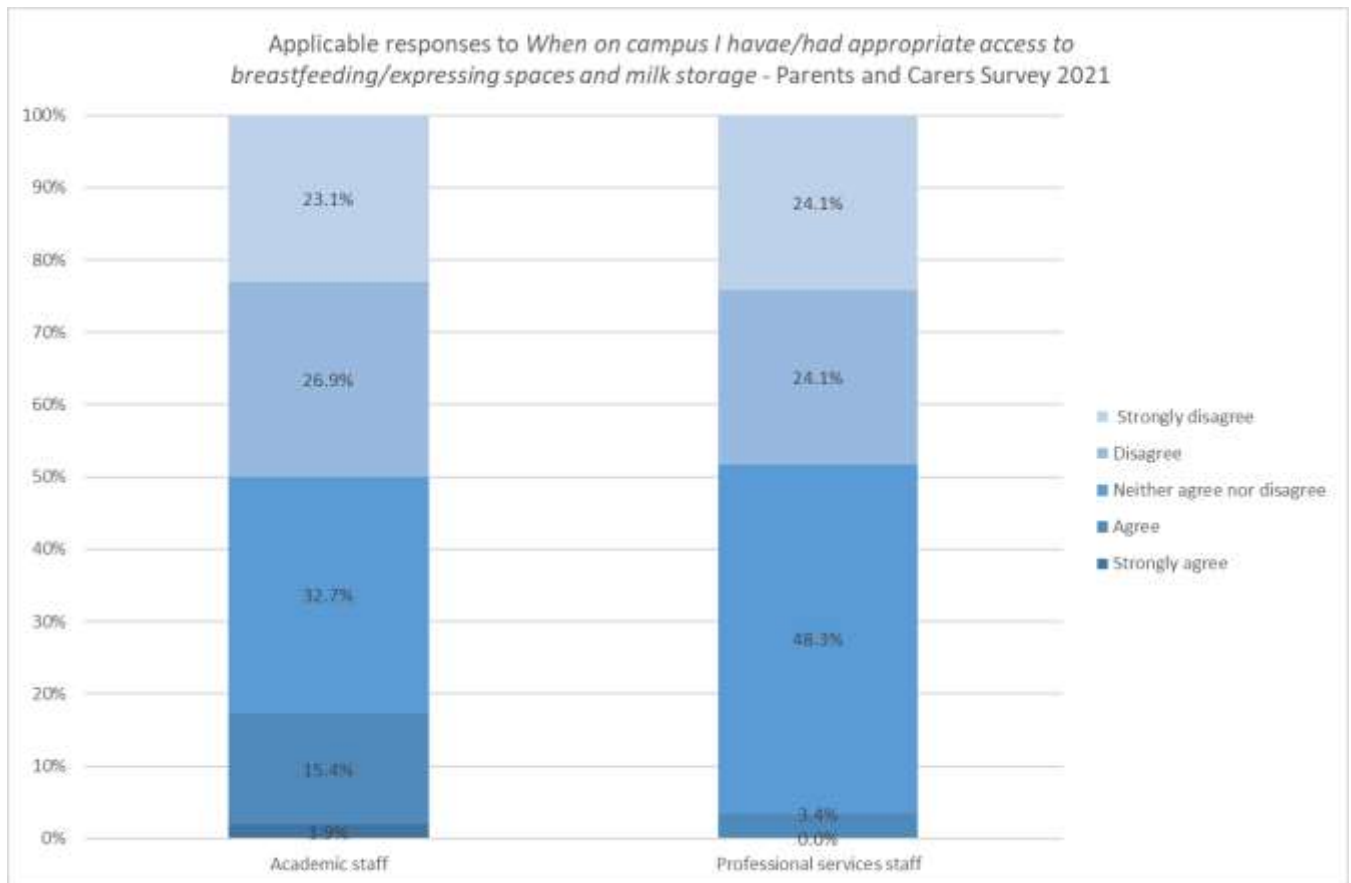
Figure 60 Applicable responses (n=81) to when on campus "I have/had appropriate access to breastfeeding/expressing spaces and milk storage".

A number of Schools have introduced support for returners to attend career development opportunities such as events and conferences. Recent qualitative feedback from the P&CS21 feedback indicates that staff would value a period of research leave or support cover for teaching duties. **Action 6.2.**

Quote
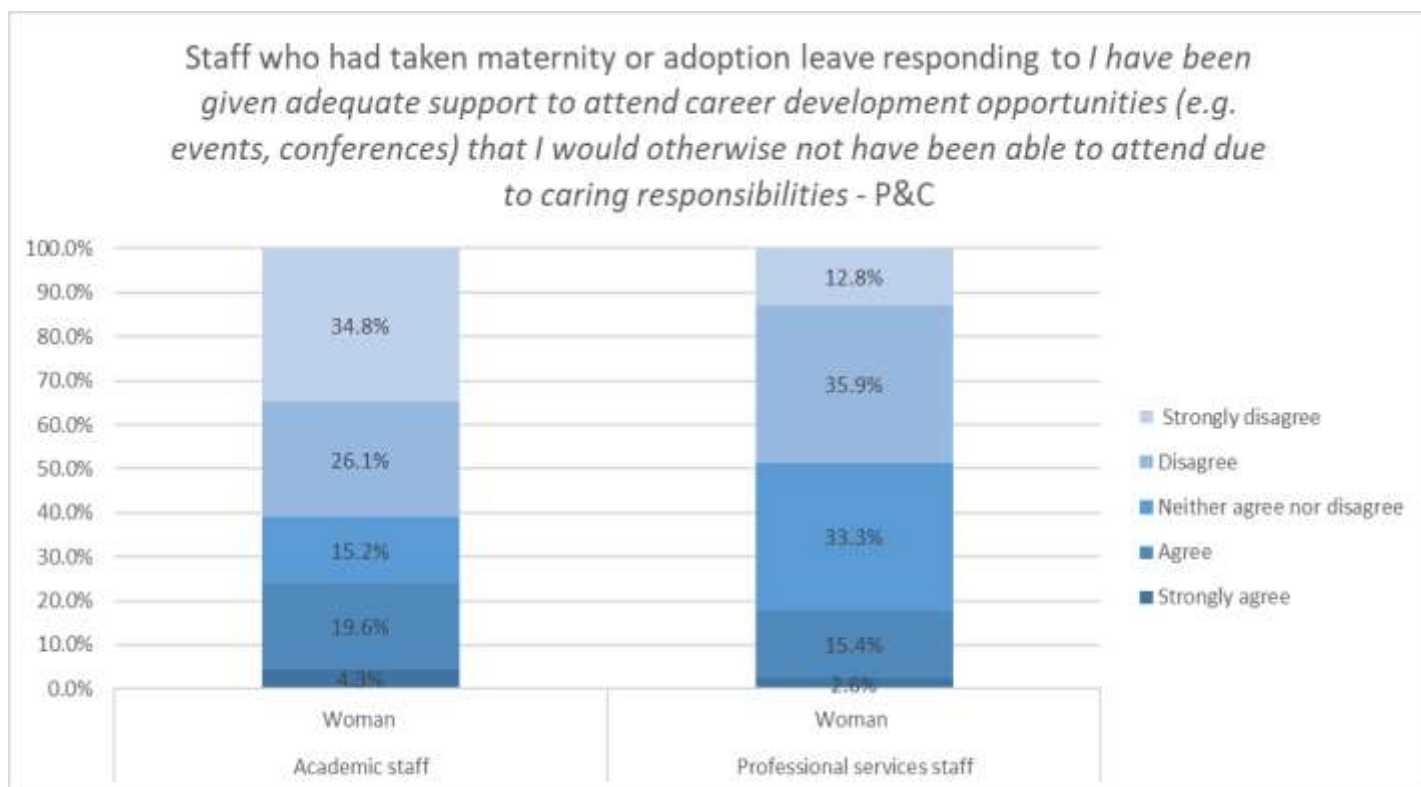
Figure 61 Staff who has taken maternity or adoption leave responding to the question "I have been given adequate support to attend career development opportunities (e.g. event, conferences) that I would otherwise not have been able to attend due to caring responsibilities" - P&CS21

(iv) Maternity return rate.

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

Positively, our maternity return rate has remained high with >90% returning. PS staff are slightly less likely to return (expect 2013-14 and 2019-20).

If the end of an FTC prevents someone on the enhanced University Scheme either returning to work or completing three months employment, the repayment of any difference between University scheme pay and Statutory Maternity Pay is waived.

SILVER APPLICATIONS ONLY
Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

Progress

Early indications suggest we are improving our retention 18 months after return.

Table 56 Rates of staff returning from maternity and/or adoption leave and in post after 6, 12 and 18 months. Greyed out squares are when not all staff have returned as of July 2020.

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

We offer enhanced (Table 57):

- Paternity Leave.

- Shared Parental Leave (SPL).

- Adoption leave.

Specific guides are provided via HR webpages, including a SPL case study. **Action 6.1.**

Table 57 QM's paternity, shared parental, adoption, and parental leave provisions

Type	Qualifying Period	Provision
Paternity Leave (enhanced - Queen Mary Scheme):	26+ weeks of continuous service	Two weeks full-pay
Additional Paternity Leave:	26+ weeks of continuous service	If the mother has not used up all entitlement to maternity pay or maternity allowance will be paid the balance at the statutory rate
Shared Parental Leave (statutory):	26+ weeks of continuous service	Standard weekly rate SPL determined by the government
Shared Parental Leave (enhanced - Queen Mary Scheme):	1 year of continuous service	Same rate as Queen Mary's Enhanced Maternity Pay
Secondary carer - adoption leave entitlement (statutory):	26+ weeks of continuous service	Two weeks Standard weekly rate SPL determined by the government
Secondary carer - adoption leave entitlement (enhanced - Queen Mary Scheme):	1 year of continuous service	Two weeks full-pay

Feedback from P&CS21 indicated that not all users found that information on taking leave accessible and easy to understand, particularly among academic staff (Figure 64). **Action 6.1.**

Over the last 5 years:

- 233 recorded cases of paternity leave. (Figure 62)

- 50 cases of SPL (36.0%F) taken by 45 individuals: increasing numbers in grades 5-8 in 2019/20. (Figure 63)

- 3 cases of Secondary Carer Adoption leave (33.3%F).
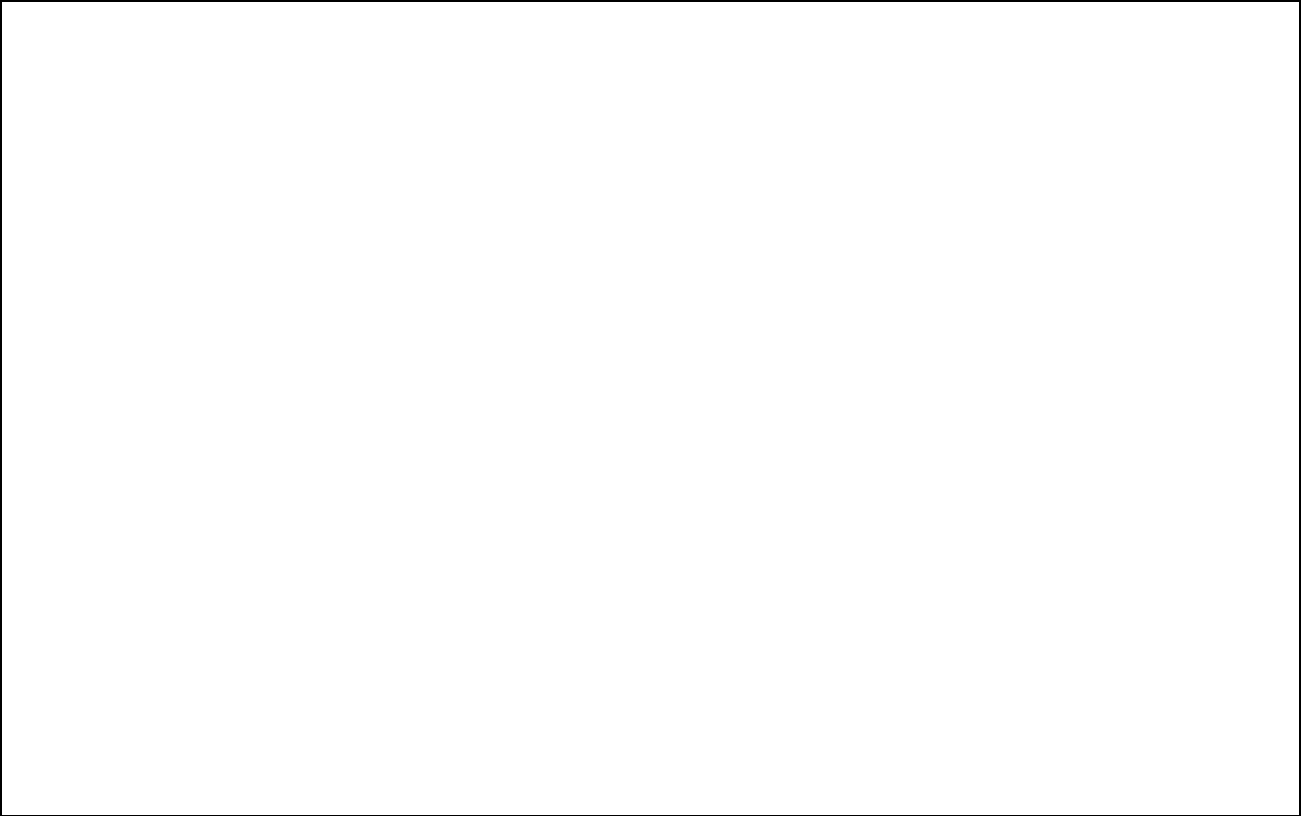
Figure 62 Staff taking paternity 2015/16-2019/20 by gender, grade, and staff type
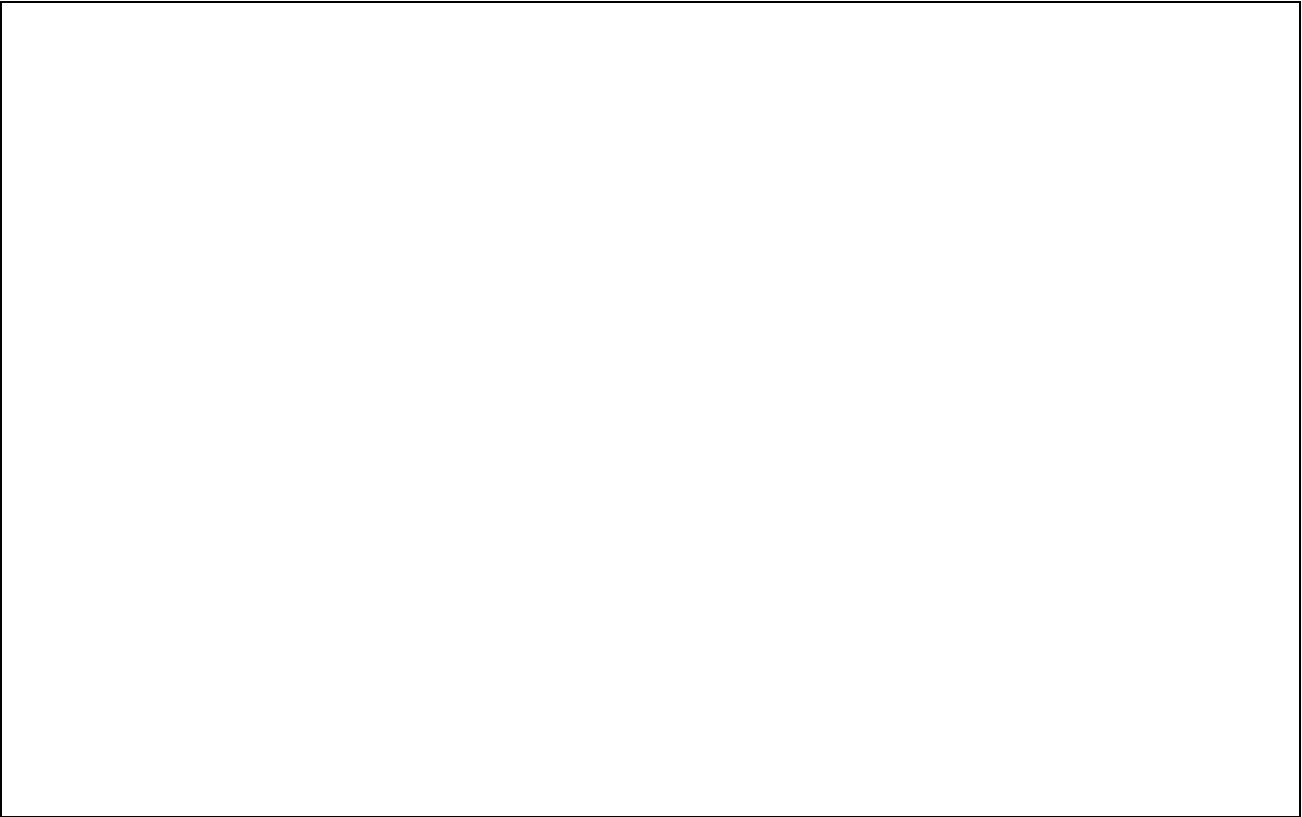
Figure 63 Staff taking shared parental leave 2015/16-2019/20 by gender, grade, and staff type

Figure 64 Responses from staff who have taken paternity, shared parental leave and/or parental leave to the question "Information on leave is accessible and easy to understand" – P&CS 2021

(vi)   Flexible working.

Provide information on the flexible working arrangements available.

Our Flexible Working Policy and dedicated webpages outline the types of flexible working available including compressed hours, job-share and remote/home working and provide on-going up-to-date information. It is also a suggested question during appraisal.

Our ASS21 indicated that PS staff, particularly men, are more likely to have formal flexible working arrangements but many more staff work flexibility informally. Data on formal requests by gender is not available.

Covid-19 necessitated the majority of staff to work remotely and more flexibly. We:

- Published significantly tailored advice for staff and managers on remote working.

- Established additional webpages and resources (Figure *65*), including on caring responsibilities.

Progress

In 2020 a NWOWSG was established to progress workstreams to develop effective hybrid working models, including those ideas that worked successfully during lockdown.
In order to ensure that specific consideration of gender related issues are factored into new policy, the results of ASS21 were shared with the NWOWSG, working with HR to apply this learning in shaping a new hybrid working policy that will be applied university wide.

Figure 65 Temporary Remote Working Webpages

Quote

Table 58 Responses to ASS21 question "I currently have a formal flexible working arrangement"

	Academic		Professional Services	
	No	**Yes**	**No**	**Yes**
Female	81.6%	18.4%	68.7%	31.3%
Male	79.6%	20.4%	61.9%	38.1%

(vii)   Transition from part-time back to full-time work after career breaks.

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

The University considers the most effective route to transition from part-time to full-time work is through regular conversations with line managers to establish if employees feel that working patterns are still appropriate for their needs. Staff wishing to increase working hours can apply for flexible working annually, ensuring an established university-wide process for all staff.

(viii)   Childcare.

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

Our purpose built Westfield Nursery (est.1991) in Mile End caters for up to 65 children from three months to five years and is open 08:30-17:30.

The nursery is fully subscribed with a waiting list of 13 staff/students end of 2020-21. Nursery places are allocated according to the length of time on the waiting list, with priority given to:

- Siblings of children attending.
- QMUL staff and students.

P&CS21 identified Westfield Nursery as a positive asset: 77.1% of nursery related comments were positive.

Quote

Which has positive impacts on individuals

Quote

Feedback in P&CS21 centred on the desire for longer opening hours and more space, both physically and in the number of spaces available. **Action 8.4.**

(ix) Caring responsibilities.

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

Staff are entitled to leave (unpaid) for dependents and up to 3 days paid leave in case of urgent domestic need for serious illness (Code of Practice: maternity and other family leave provisions).

Support for staff is communicated using a variety of different routes to meet different needs, including: E-bulletin; website updates; toolkits; workshops for managers and staff; and webinars.

Progress

Prior to Covid-19, the EDI Team ran working parent lunches at different campus providing:

- Network opportunities.

- Information about:
    o Flexible working.
    o Nursery provision.
    o Breastfeeding facilities.
    o Parental policies.
    o The government tax-free childcare scheme.

The P&CN (est. April 2020) now provides a virtual space to share experiences, tips, offer support with regular meetings, supported by the EDI team. However, P&CS21 indicated only 41.8% of staff were aware of the network (Table 59). **Action 6.5.**

Table 59 Responses to P&CS21 question "Are you aware of the P&CN?" By staff group and gender

	Yes	No
Academic staff	38.2%	61.8%
Man	37.3%	62.7%
Woman	38.6%	61.4%
Professional services staff	45.7%	54.3%
Man	31.0%	69.0%
Woman	50.8%	49.2%
Grand Total	41.8%	58.2%

In 2020 the EDI Team began to publish Spotlight Profiles of parents and/or carers which include information about themselves, their experiences and what they want readers to know about being a parent and/or carer.

P&CS21 identified that carers saw a greater level of dissatisfaction in the support provided (Figure 69), thus in September 2021 we ran five focus group to identify the needs of carers and develop actions. **Actions 6.6 and 6.7.**
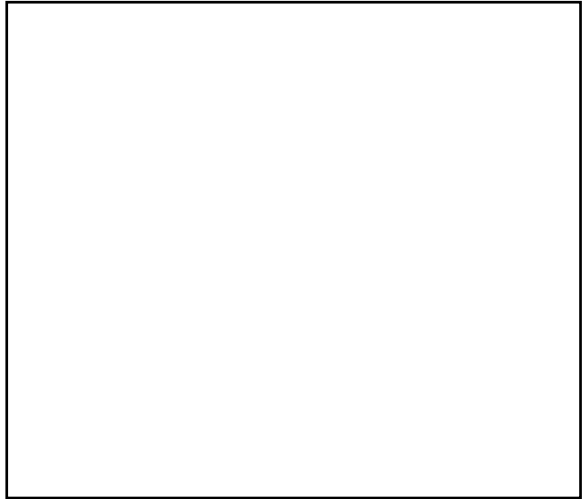
Figure 66 Parent and Carer Spotlight Profiles webpages

Covid-19

The University recognised the impact of Covid-19 particularly for those with caring responsibilities and introduced a policy to confirm that staff would receive full pay throughout lockdown. This was to recognise that many staff may only have been able to perform some but not all aspects of their roles. (see quote s4.1i). The aim was to remove any financial concerns or unreasonable expectations on staff.

OPD also ran separate webinar sessions on combining new ways of working with caring responsibilities for P&C with new webpages developed.
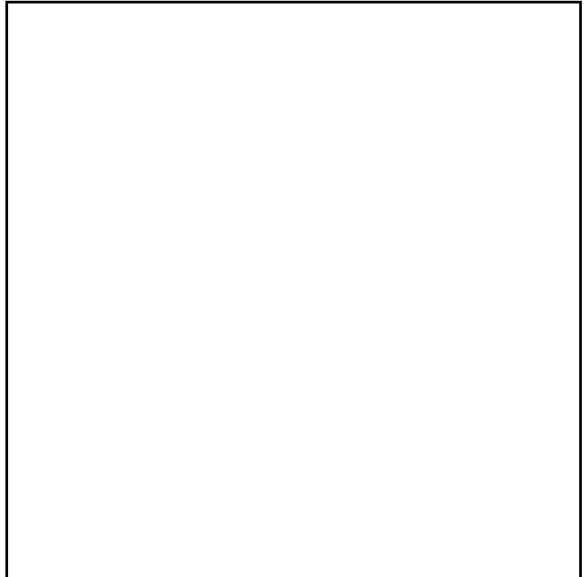
Figure 67 Temporary Remote Working Webpages – Support for Staff pages
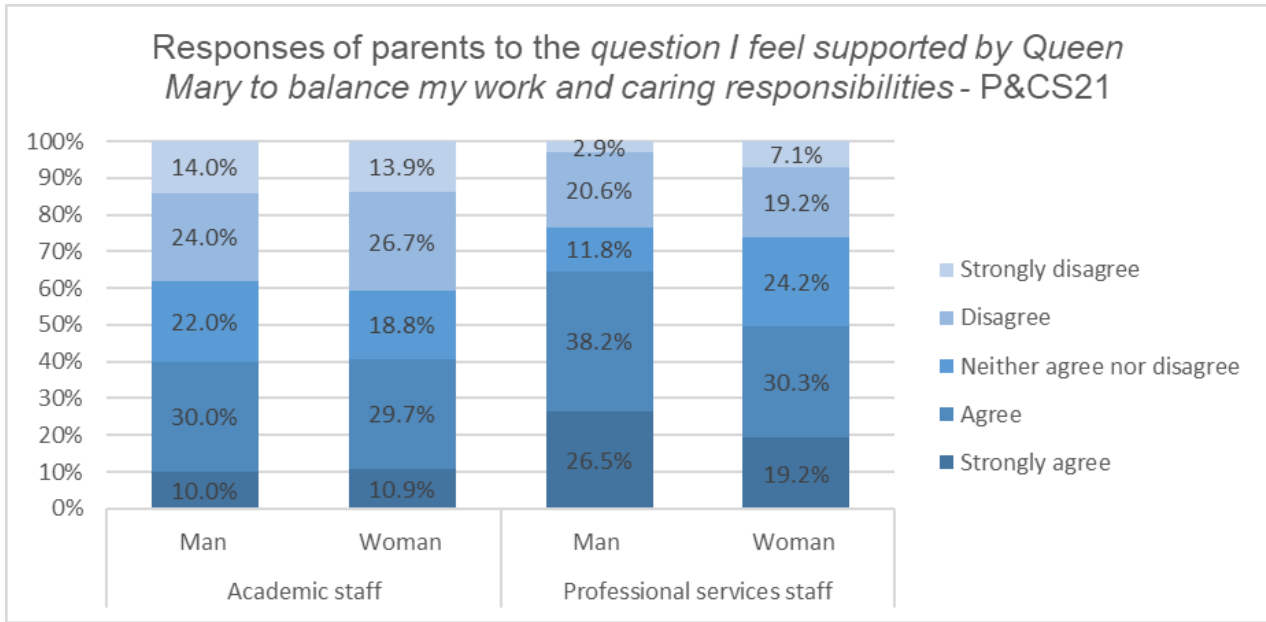
Figure 68 Responses of parents to the question "I feel supported by QM to balance my work and caring responsibilities" – P&CS21
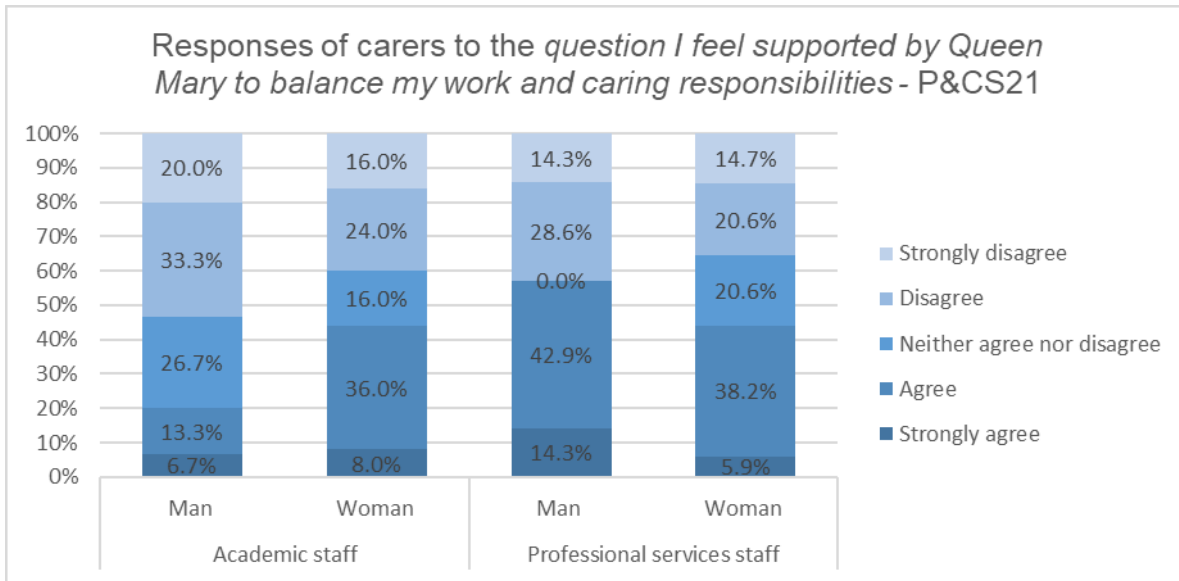
Figure 69 Responses of carers to the question "I feel supported by QM to balance my work and caring responsibilities" – P&CS21

5.6 Organisation and culture

(i)   Culture.

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

Our institutional vision and mission position inclusion at the heart of our academic goals, that is naturally intersectional in focus. The PCIEP, translates this vision and mission into deliverable initiatives and, through our enhanced governance model augmented GEAG, into a University level action group, representing a step change to expedite our equalities work addressing issues such as: leadership, career pathways and pay gaps.

As we embed our PCI work into the culture and workings of the institution positive staff responses will increase (Figure *70*). **Actions 1.1, 1.2, 1.6 and 9.2.**
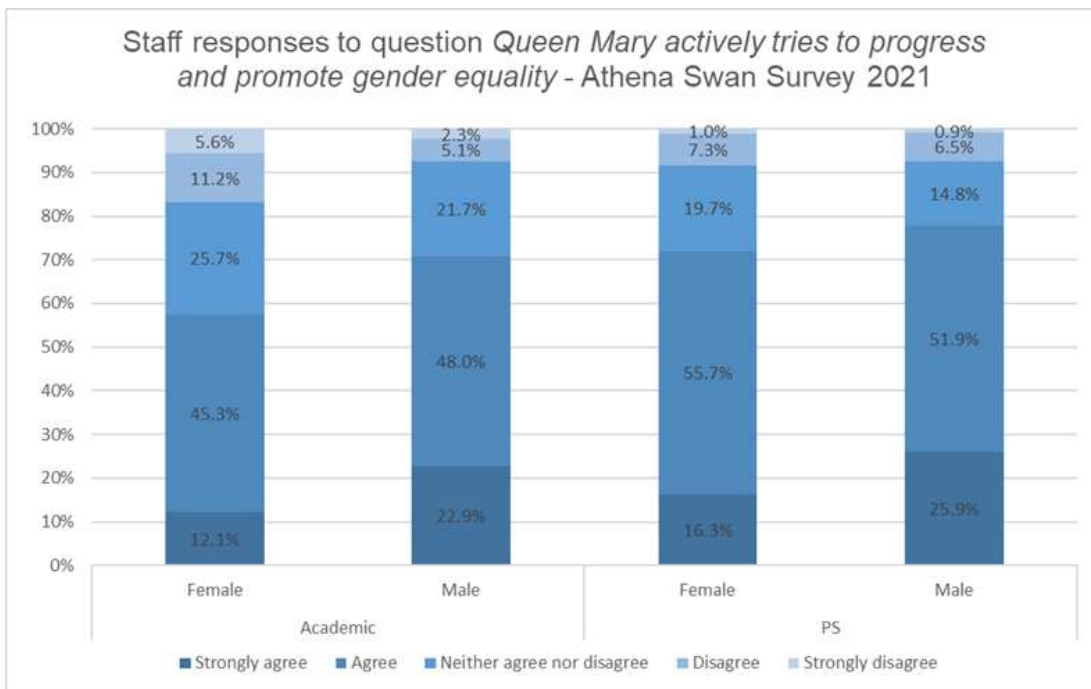
Figure 70 Staff responses to question "QM actively tries to progress and promote gender equality" - ASS 21

2019
2020
2021

2030 Strategy launched with core values: Inclusive, Proud, Ambitious, Collegial and Ethical

Created and appointed new role of Vice-Principal People, Culture and Inclusion

The Prinicpal commissioned *Inclusion Review*

Launched Values in Action Framework, with values now embedded in: welcome events, appraisal, academic promotions, staff bonus scheme and HR policies

Developed People, Culture and Inclusion Enabling Plan

Established EDI KPI 40:40:40 for BME staff at junior, middle and senior grades

Established EDI KPI 50:50:50 for gender at junior, middle and senior grades

Created and appointed new role of EDI Manager (Gender)

Developed Active Bystander training

Launched Disability Network

Launched Parents and Carers Network

Established Preventing and Addressing Sexual Harassment and Misconduct Working Group

Developed a comprehensive EDI training programme that includes mandatory *Introducing Inclusion course*

NWOWSG modelling modern flexible Hybrid working practices to be applied university-wide

Annual reporting by schools, institutes and PS directorates to EDISG of progress in implementing EDI Action Plans'

Figure 71 Actions taken to embed EDI

Queen Mary appoints VP for People, Culture and Inclusion

Sheila Gupta MBE has been appointed by Queen Mary University of London as its new Vice-Principal for People, Culture and Inclusion.

21 October 2019

Diversity and inclusivity are attributes that Queen Mary cherishes deeply: these characteristics set the University apart from its peers, and Queen Mary's Strategy 2030 sets out the ambition to be the most inclusive research-intensive university in the world. The new role of Vice-Principal for People, Culture and Inclusion has been created to ensure Queen Mary has dedicated strategic leadership of this area across all activities.

Sheila Gupta

Figure 72 QM new page on the appointment of the new Vice Principal (People, Culture, and Inclusion)

(ii)   HR policies.

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance, and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

The Head of HR Partnering and Policy exercises oversight over the application of HR policies and practice to ensure consistency across the university, in relation to disciplinary sanctions. In addition, the HR Partnering team supports line managers to ensure consistency of advice through regular team meetings and training.

Progress 🎧 Since our last application we have:

- Piloted and launched the Report + Support platform (October 2019) in response to SS19 and feedback on the need for an anonymous reporting process.

- Published our inaugural Report + Support annual report (2020).

- Launched a new Grievance Resolution Policy (2021), highlighting the role of mediation and informal resolution in supporting grievance resolution at the earliest stages.

Figure 73 QM's dedicated Report + Support website landing page.

- Trained a cohort of fifteen internal mediators to support alternative dispute resolution.

- Trained managers on undertaking discipline and grievance investigations and serving on panel hearings. Also, providing subject specific training e.g. in March 2021 we delivered a session on managing fixed-term contracts.

- Established Dignity and Respect Champions (DRCs) (2021), who provide confidential and impartial support in relation to harassment and/or bullying and receive comprehensive training.

- Catalysed local efforts through School and Directorate EDI action plans and presentations to EDISG on addressing bullying and harassment (2021), providing the opportunity to share good practice.

⚠ - Established EDISG working group for Preventing and Addressing Harassment and Sexual Misconduct (PAHSM) focused on developing a one university approach. **Action 7.1.**

- Published Email and Written Online Communication Guidance.

Impact 📈 Data suggest our action to date is having promising impact (Table 60), however, GEAG recognise there is more to do.

	Academic		PS	
	Female	Male	Female	Male
2019	26.2%	19.9%	26.7%	22.5%
2021	25.0%	13.7%	20.6%	20.0%

Table 60 Percentage of staff answering yes to the survey question "Have you witnessed bullying and/or harassment at work in the last 12 months?"

	Academic		PS	
	Female	Male	Female	Male
2021	41.1%	43.0%	27.0%	28.6%

Table 61 ASS21 - Staff answering yes to "I have a clear understanding about how I can report bullying and harassment."

ASS21 identified:

- The need to increase awareness of current reporting provisions, particularly for academic staff (Table 61).

- Concerns around the repercussions of reporting - 27.3% of qualitative respondents on bullying/harassment expressed concerns around reporting.

- Bullying of PS staff (8.3% of qualitative respondents on bullying/harassment). Academics were equally likely as PS staff to discuss the issues around the behaviours of some academics.

Actions 7.2, 7.3, 7.4 and 7.5.

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

Our new inclusive leadership framework offers a succession planning route to help identify and promote more women into leadership roles using a fair and transparent process.

Progress

We have achieved progress:

- HSS the percentage of women in HoS is now 36.1%F, just below the percentage of women professors (37.3%F in 2020/21)

- S&E is now 20.0%F have appointed the female HoS in 2020

- SMD now 42.9%F significant increased number of women in Head of Institute (HoI) roles

- PS 70.0% of Director roles are held by women with the decrease from 80.0%F only due to an increasing number of roles
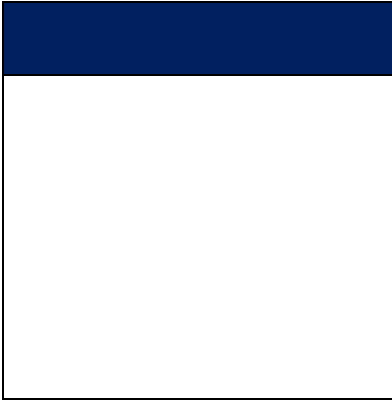
Table 62 HoS, HoI and directorates by gender

(iv)   Representation of men and women on senior management committees.

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

SET is our academic senior management team and comprises the Principal, VPs and leadership of PS. SET advises the Principal on the management of day-to-day university business as well as its long-term future and is responsible for the development and implementation of QM's Strategy.

Table 63 SET by gender

The increase in the percentage of women members of SET is attributable to strong leadership and direction from the Principal, supported by SET colleagues, to Executive search firms to present diverse longlists and shortlists.

(v)   Representation of men and women on influential institution committees.

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

Council set itself a target to achieve a gender balance by:
- Promoting the QM mission and values through its recruitment processes.

- Conducting proactive recruitment processes to attract diverse fields, with all posts open to competition.

- Advertising vacancies via dedicated networks.

- Recognising caring responsibilities in our expenses policy.

Since achieving a gender balance a few years ago, Council has applied its nominations processes and talent pipeline to achieve a similar balance among the senior officers of Council and on Council's key standing committees. From February 2022, half of the senior officers will be women.

The impact has been Senate, Council and all Council committees made progress towards parity.

Table 64 Senate and Council by gender

	Senate			Council		
	Male	Female	% Female	Male	Female	% Female
2016/17	(not available)			11	9	45.0%
2017/18	35	10	22.2%	12	9	42.9%
2018/19	54	15	21.7%	10	11	52.4%
2019/20	50	17	25.4%	10	11	52.4%
2020/21	52	20	27.8%	9	11	55.0%

Table 65 Council's key standing committees by gender

The difference in gender representation across our standing committees is determined by those with expertise in the respective fields. However, commitment to realising our institutional KPIs continues to inform each recruitment exercise.

(vi)   *Committee workload.*

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered

Members of Committees are appointed for the remainder of the duration of their term on Council and would step down or be 'rotated' at the end of their Council term. Appointments would seek to address the skills gap and take into consideration the existing gender and ethnicity representation on the committee.

We have a good gender balance on influential committees so disproportionate burden is less likely.

(vii)   *Institutional policies, practices and procedures.*

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

In 2019, we revised our Equality Analysis (EA) process, guidelines and checklist and now policies are not approved or progressed without a completed EA. This provides an ongoing and systematic process to ensure gender equality is considered as an integral feature of our policy review processes.

⚠️ We have plans to coordinate an institution wide Decision-Making Framework that includes our values and EA. **Action 1.6.**

Throughout 2020-2021 we updated existing policies to reflect gender inclusive language. This has now been built into our Policy Development Framework as standard.

(viii)   Workload model.

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

As a comprehensive University, a single workload allocation model with a one size fits all approach is not appropriate. Faculties have approached the need to ensure fair workload allocation through a variety of approaches, including:

- HSS do not have a faculty WLM due to the mixed disciplines and nature of the schools, however many schools, for example School of Business and Management (SBM), are using their AS accreditations to look at trends across all academic roles and workload for types of activities assigned by gender to be mindful of bias.

- S&E WLMs capture the major activities that academics undertake for the University including administrative roles such as EDI lead based on a full-time academic having 1650 hours that can be allocated.

- SMD use a database known as SWARM also based on a full-time academic having 1650 hours. Tariffs applied to activities recorded in SWARM are regularly reviewed by SMD.

The need to consider workload now forms an integral part of our revised academic promotions criteria, and appraisal and development review processes specifically to address any gender bias. To support these changes, GEAG is developing guiding principles to embed fairness and consistency in workload allocation models across the university.

(ix)   Timing of institution meetings and social gatherings.

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

The concept of core hours (10am - 4pm) was introduced as part of our 2013-2016 AS work following staff consultation. Away days and staff meetings typically occur at a school/directorate level with localised inclusive practices developed in conjunction with AS applications.

⚠️ Our NWOWSG and HR are a new Hybrid work policy that will be applied university-wide to facilitate even more flexibility to complement existing practices. **Action 8.2.**

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops, and other relevant activities. Comment on publicity materials, including the institution's website and images used.

Since 2016:

Progress

- Imagery has an approval process lead by the Head of Content and Branding for internal and external facing websites with an emphasis on diversity and inclusion.

- Practice of asking for pronouns has been embedded and formalised across all staff and student profiles, normalising the process of asking and using pronouns.

- The EDI team have developed a process to platform the voices of diverse communities across the institution via Spotlight Profiles, which builds on the existing work of P&C profiles, LGBTQIA+ profiles and Disabled staff profiles to take a more intersectional approach.

- Local School AS Action Plans have made commitments to monitor representation at events.

Figure 74 Examples of inclusive images from Content and Branding

Figure 75 Example of pronoun used in profiles

Figure 76 Humans of QM Instagram campaign reflecting our diverse community.

(xi)   Outreach activities.

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

We currently do not collect data on staff engaged in outreach and engagement activities. In keeping with our commitment to inclusion, we aim to achieve a balance in relation to the gender of staff involved in such activities, but anecdotally, involvement probably reflects disciplinary populations.

Outreach activities are considered under 'Citizenship' in our revised academic promotions criteria and addressed in appraisal discussions to ensure fair workloads.

(xii)   Leadership.

Describe the steps that will be taken by the institution to encourage departments to apply for the AS awards.

In our 2016 application we committed to investing support for our Schools to apply for AS awards. This has included:

- Ongoing support from three faculty EDI officers (3FTE).

- Improving data provision with AS published in early 2019 and refined annually based on feedback. Detailed reports now avaiable using PowerBI, so schools and PS directorates have their own detailed EDI reports to inform local AS actions planning.

- Development of an AS toolkit to support submitting Schools (December 2016).

- AS Teams site for guidance, good practice examples, communications and questions (April 2020).

- Appointment of new role – EDI Manager (Gender) (March 2020).

- Statement published by GEAG reiterating the University's ongoing commitment and support for tackling gender inequality and engagement with the AS Charter following NIHR removal of the requirement for academic partners to hold silver AS awards.

- Inaugural AS Forum event was run for all school AS leads (required) and open to all staff (optional) (February 2021).

Impact of these actions is 80% (up from 60%) of our academic schools now hold an AS award and 2/3 non-award holding schools are actively working towards making a submission. **Action 1.3.**

We are now setting interim targets and measures of success based on more granular EDI data by school and PS directorate, to design more tailored interventions. Areas see the AS framework as offering helpful process to inform and evaluate actions at local level. **Actions 1.1 and 1.3.**

Progress against plans are reviewed annually by EDISG with additional annual deep dive analysis presented to Council to ensure momentum towards our gender and BME goals.

Following the AS transformation process, we expect greater support will be needed by Schools already involved in the AS framework and new Professional, Technical and Operational (PTO) directorates. **Actions 1.4 and 1.5.**

Significant investment has enabled the growth of the EDI team (from 2022) with greater capacity to support schools and directorates in applying for awards and allows for greater opportunities for intersectional approaches. **Action 1.2.**

Good practice from silver schools is shared via faculties' EDI committees, school presentations to EDISG, and via committee members. E.g. implementation of SMD's menopause statement university wide.
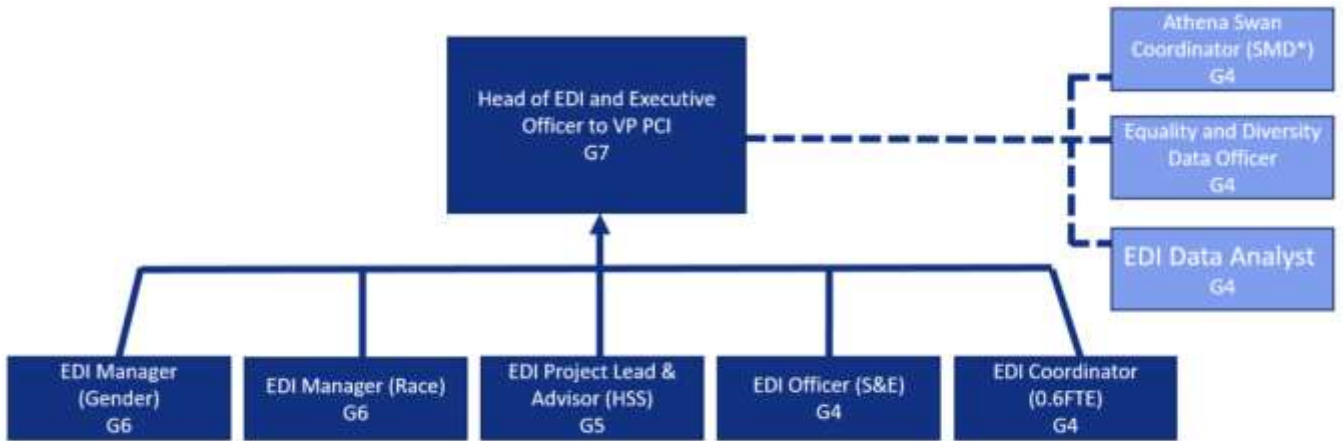
Figure 77 EDI team structure pre-2022
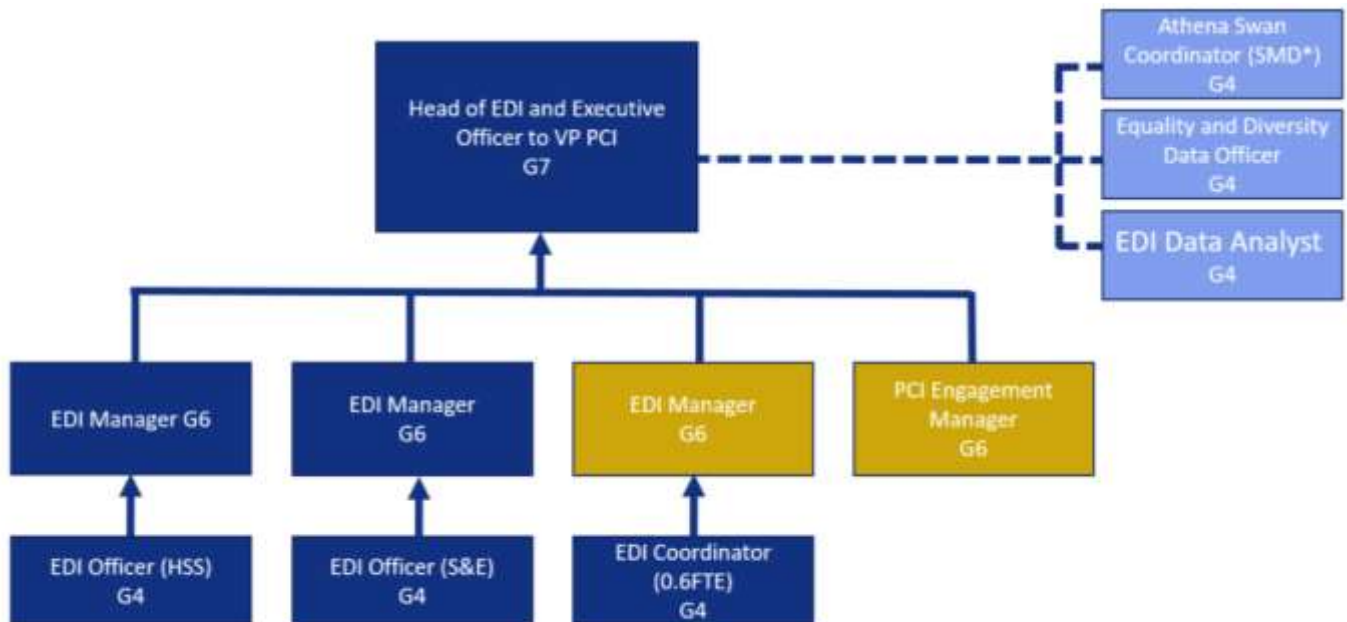
Figure 78 EDI team structure from December 2021 onwards. Gold = newly funded permanent roles

13. *Supporting trans people*

Recommended word count: Bronze: 500 words | Silver: 500 words

(xiii) Current policy and practice.

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

QMOUT is our LGBTQIA+ staff network.

Figure 79 President and Principal, Professor Colin Bailey, members of QMOUT and the wider QM community raising the Pride flag at Mile End Campus to mark the start of LGBT History Month 2019

Our Trans Inclusion Policy Statement was published in 2019, outlining our commitment to supporting our trans and non-binary staff and students. It is currently being reviewed to ensure that it aligns with our values. A statement of support of trans and gender diverse staff and students from the VP PCI and Chair of QMOUT was published in August 2020 in light of an intensification of transphobia within wider UK culture.

In 2020, the EDI team ran successful 'Introduction to Trans Inclusion' training to students in Residences which included barriers that impact the trans community, including language and terminology, advice on how to be a better ally, and support and resources. In late 2021 we began piloting Trans Inclusion training from Gendered Intelligence within HR which will be expanded.

We have also produced:

Progress

- Guidance and resources on Gender Identity.

- Being a Trans Ally leaflet.

- Pronouns Matter leaflet.

- Pronoun badges (he/him; she/her; they/them; and blank to add own) available from EDI team.

Figure 80 Front covers of leaflets on 'Being a Trans Ally' and '#PronounsMatter'

Since 2019 we marked Trans Awareness Week and Transgender Day of Remembrance which includes the trans flag being was flown at the Mile End and Whitechapel campuses and lowered to half-mast on Transgender Day of Remembrance.

Figure 81 Vigil and film screening to mark Transgender Day of Remembrance (2019) with speakers

(xiv)   Monitoring.

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

All employees can offer feedback on HR policies, this feedback is built into future policy revisions.

Our audit process is needs based and triggered by the occurrence of:

- Changes in statutory legislation or case law.
- Changes in sector best practice.
- Case recommendation or manager's feedback.
- Changes in University process.

Where there is no trigger, QM will review a policy:

- After one year, where the policy is new to ensure that the original policy is fit for purpose.
- Every three years, where the policy is already embedded.

Once the audit process is triggered, a lead reviewer is appointed, typically the Head of HR Partnering & Policy and/or the Head of EDI. The lead reviewer will draw upon a range of sources of expertise including:

- Prevailing models of good practice (check) in the relevant policy area.
- Referencing prevailing guidance from professional bodies, such as CIPD or other sector organisations, such as UCEA (there will be others).
- Consultation with peer institutions; and collaborating with experts from across the University.

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

The expansion of the EDI Team introduces an EDI Manager with a portfolio for LGBTQIA+ and Disability which will include progressing our trans inclusion work.

We have listened to our university community and are developing a suite of guidance outlining support for trans and non-binary staff and students with information on navigating QM systems. We are looking to create supporting guidance documents for Students, Staff and for HR and Line Managers which will outline processes and support in place for trans and non-binary staff and students transitioning during study or at work.

As part of the development of this suite of guidance we will run a university-wide consultation process, as well as consulting with Trade Unions and the QMSU to assess potential positive and negative effects.

Action 8.3.

14. Further information

Recommended word count: Bronze: 500 words | Silver: 500 words
Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

N/A

15. Action Plan

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

LANDSCAPE PAGE

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Queen Mary University of London's Gender Impact Plan

Our Athena Swan action plan, entitled the Gender Impact Plan, outlines the actions we be take taking over the next five years to ensure a positive impact on gender equality as identified our self-assessment process.

Actions are presented in order of priority and address the issues identified in the Institutional Athena Swan application.

The areas of the action plan are:

- Priority Area One: Investing in Gender Transformation and Catalysing Impact
- Priority Area Two: Improving career progression for academic staff
- Priority Area Three: Professional Services staff - readdressing gender imbalance with PS Staff and improving career progression and development
- Priority Area Four: Improving intersectional interventions
- Priority Area Five: Student representation and experience
- Priority Area Six: Supporting Parents and Carers
- Priority Area Seven: Addressing Bullying, Harassment and Gender Based Violence
- Priority Area Eight: Delivering Broader Gender Equality
- Data collection, monitoring and analysis

Actions in grey are our flagship actions.

Priority Area One: Investing in Gender Transformation and Catalysing Impact						
Ref & Page #	Objective and Rationale	Action/Outputs	Timeline *start dates and other timeline details*	Responsibility	Committee providing oversight	Success measure
1.1 Pg 21 Pg 47 Pg 62 Pg 75 Pg 82 Pg 141 Pg 152	**Deliver our People, Culture & Inclusion Enabling Plan** Our Mission, as outlined in our 2030 Strategy, is to be 'the most inclusive university of its kind, anywhere', where students and staff flourish, reach their full potential and are proud to be part of the University. Our PCIEP exists to deliver our EDI KPIs around representation of women and BME staff.	a) Evaluate monthly progress against our plan via PCIEP Steering Group. b) Provide accountability for delivery of PCIEP via governance (Strategic Programme Board and EDI Steering Group). c) Strengthen and update the PCIEP as part of the annual planning round process (January), which reviews progress and approves priorities for forthcoming 12-18 months. d) Appraise Council, our Governing Body, of progress on PCIEP bi-annually, including a deep dive in May each year and publication of our EDI annual report.	a) Monthly (ongoing) b) February 2022 then every six months (August and February) until mid-point check in 2025 c) January 2023 (then annually) d) Every six months	VP PCI	Strategy Programme Board EDI Steering Group	2030 Strategy EDI KPIs for Junior: Middle: Senior grades By 2026 Representation of women: 53:50:45 Representation of BME staff: 43:37:33 By 2030 Representation of women: 50:50:50 Representation of BME staff: 40:40:40

| 1.2 Pg 21 Pg 39 Pg 130 Pg 141 Pg 152 | **Invest in and grow our EDI Resource** We are investing significant resource in meeting our mission – six figures over four years – to create a step change for our university in PCI. This includes resource to support faculties and PS engaging with the charter and intersectional, gender perspectives in all portfolios of EDI work. | a) Recruit and on-board 6 new EDI team members including x 2 EDI Managers (Race and LGBTQA+/Disability), PCI Engagement Manager, x 2 EDI Officers to support Faculty AS action plans and an HR Workforce Analyst (EDI). b) Establish intersectional strategies for Race, LGBTQA+ and Disability inclusion ensuring that a gendered lens is taken in their development. c) Create a university-wide PCI Engagement Plan, including the development of new staff networks (gender and race). d) Embedding Values Project (£100,000 p.a. until 2024 to support delivery of these initiatives). | a) January 2022 b) March 2022 c) March 2022 d) Ongoing until 2024 | Head of EDI | Strategy Programme Board PS Leadership Team | New starters on boarded by March 2022 and team capacity maintained across the period. Four new, intersectional strategies developed for Race, LGBTQA+, Disability and PCI Engagement by January 2023 with interdependencies reflected in GIP. 2500 staff and students engage with the delivery of GIP over its lifespan. Embedding Values Project activity meets measures of success (reflected across GIP in more detail). |

| 1.3
Pg 28
Pg 70
Pg 88
Pg 152 | **Achieve 100% Award coverage in academic schools**

Our self-assessment demonstrates the impact of the AS Framework on gender equity at a school and university level; our ambition is to increase this impact and achieve total coverage and a greater proportion of silver awards. Our three outstanding Schools are in AHSSBL/HSS. | a) Identify AS leads (where there are not existing leads) and agree appropriate workload allocation for new academic year (2022/23).

b) Establish self-assessment teams where these do not already exist.

c) Prepare and submit bronze AS applications in first time schools. | a) May 2022

b) June 2022

c) July 2023 | EDI Manager

Faculty VP and Executive Dean Humanities and Social Sciences | GEAG

HSS EDI Committee | All schools to hold an AS award by 2024

All award holding schools (as 2021) to renew or upgrade their awards. |

1.4 Pg 28 Pg 75 Pg 77 Pg 82 Pg 152	**Pilot AS in PS directorates** Building on the success of our existing award-holders, QM will foster fresh and further engagement with the framework and gender equality in our PS directorates.	a) Identify and two PS directorates to pilot PTO applications. b) Establish self-assessment teams. c) Submit applications d) Buddy pilot PS directorates with other directorates and schools looking to progress their gender equality work. e) Identify and support other PS directorates to engage with AS.	a) June 2022 b) September 2022 c) November 2023 d) June 2025 e) June 2025	EDI Manager	GEAG PS Leadership Team	Successful bronze applications from pilot PS directorates Pilot PS directorates able to evidence progress against identified gender issues by 2026 - baselines established as part of self-assessment

1.5 Pg 28 Pg 75 Pg 77 Pg 82 Pg 88 Pg 152	**Supporting schools and PS directorates through the AS Transformation process** Queen Mary intends to capitalise on the transformed charter to further support and engage our Schools and Directorates with gender equality, translating this to tangible impact for staff and students.	a) Review new AS requirements and identify gaps in current dashboards. b) Create Toolkit for schools applying under the transformed AS Charter. c) Engage all school and PS directorate applications with internal review by a mock panel prior to submission to support their success.	a) February 2022 b) June 2022 c) May 2022	EDI Manager	GEAG PCI Data and Analytics Group	All current award holding schools (80% of units) retain or elevate award status by 2026. First gold award (school level) at university conferred by 2026.
1.6 Pg 141 Pg 149	**Embed our Values into our strategic decision-making processes** Equality analysis is an opportunity for us to live our values, particularly inclusive and ethical – QM will create a new strategic decision-making framework to support leaders to identify, discuss and act on issues of EDI and gender equality/impact confidently.	a) Undertake a mapping exercise for frameworks which currently or in the future could be utilised for embedding good practice and strategic decision making. b) c) Research models of best practice within HE and beyond. d) e) Create a tailored framework.	a) March 2022 b) August 2022 c) January 2023	Head of EDI Chief Governance Officer and University Secretary	EDISG	Successful use of EIAs demonstrates equality considerations have been taken into account in decision-making processes' delivery/results. Feedback from leaders is predominantly positive and indicates increased confidence in acting on issues of EDI. Feedback indicates an increased perception that QM values

					equality, diversity and inclusion; in 2019 Staff Survey 65% of staff agreed.

Priority Area Two: Improving career progression for academic staff						
Ref & Page #	**Objective and Rationale**	**Action/Outputs**	**Timeline** *start dates and other timeline details*	**Responsibility**	**Committee providing oversight**	**Success measure**
2.1 Pg 28 Pg 47 Pg 72 Pg 101.	**Enhancing academic promotions** Promotion is an essential tool for QM increasing the number and percentage of women, both BME and White, and BME men in senior academic roles. Actions will build on work already established through the Academic Promotions Group, chaired by the Principal.	a) Embed and expand practice of faculty review (promotions data by gender and ethnicity, annually). b) Deliver targeted promotions workshops (FSHRP) within each Faculty. c) Embed formal career reviews with academics after three- and five-years' continuous service in the role: Lecturers to have a formal review of their 'readiness for promotion' within 3 years after the date of their appointment/promotion, and all Senior Lecturers and Readers within 5 years following their previous promotion/appointment. d) Increase scrutiny at faculty level to ensure that reviews are being conducted	a) For promotions round 2022 b) October 2022 c) For promotions round 2022 d) For promotions round 2023	Rewards and Benefits Manager (With OPD and FSHRP connected in)	Academic Promotions Group (University level)	In line with our EDI KPI modelling: • Increase women at senior grades (Grade 7 and 8) annually by +1.3% • Increase BME staff at senior grades (Grade 7 and 8) annually +2.2% By end of 2026 target senior level is: • 45.8% women • 33.2% BME Feedback indicates an increased satisfaction with internal career progression for (women) academics; Staff Survey: in 2019 45% agreed "I feel supported at Queen Mary in my plans for my future development".

		properly and meaningfully by schools and institutes, with particular attention given to opportunities to increase the gender and ethnic diversity of panels to ensure no staff are overlooked. e) Faculties confirm completion rates to Academic Promotions Group; and are required to explain any areas of non-completion, giving actions that will be taken and the date by which these will be completed.	e) For promotions round 2024			
2.2 Pg 47 Pg 72	**Ensuring QM's reward processes help to address pay gaps, improving equality and rewarding contribution that supports delivery of the University Strategy.** Previous changes to the Rewards process resulted in a 0% median gender Bonus Pay Gap, to maintain	a) Finalise evidence-based Pay Gap targets, which have been modelled based on QM's progress towards gender representation KPIs. b) Apply learning from the 2020/21 rewards scheme, including gendered analysis as part of wider EDI considerations.	a) February 2022 b) January 2022	HR Director Rewards and Benefits Manager	Human Resources Leadership Team	HR are currently developing evidence-led targets for closing and addressing QM's gender and ethnicity pay gaps based on predictive analytic modelling based on our representation KPIs (represented by a); once complete, these metrics will be adopted as a success measure.

	this and ensure further gendered impact further action is required across: • Professorial Review. • Professional Services grade 8 Review. • Staff Bonus Scheme.	c) Apply professorial banding to inform pay increases for the Professoriate. d) Adopt a more consistent approach for determining appropriate pay increases for Professorial and PS grade 8 staff.	c) March 2023 d) Academic year 2021/22 Professorial and grade 8 Bonus Scheme			
2.3 Pg 59 Pg 65	**Understand and mitigate longer term impact of Covid-19 for staff with research responsibilities** Within the HE Sector there is recognition that the effects of Covid-19 will be longer reaching particularly related to research outputs. As a research-intensive university proactive steps are required to mitigate the possible long term gendered effects.	a) Implement gender equality to support research/researchers as an annual standing item at VP for Research Advisory Group. b) Run focused discussion events on gender equality at our Researchers' Forum. This will determine how this work is taken forward, including potential for additional women-only sessions and focus groups as needed. c) Undertake more in-depth analysis of gendered research data including: i. Mapping student/staff ratio to grant income.	a) January 2022 b) from February 2022 c) September 2022-August 2023	Executive Officer to the VP for Research and Innovation Executive Officer to the VP PCI	VP Research Advisory Group	Proportion of R-only staff by gender continues at 50% (+/- 5%) at all grades: Research-only was 53.2%F in 2020/21. Further actions identified and owned and monitored against target by VP Research Advisory Group

		d) Analyse CEDARS intersectionally (gender/ethnicity).	d) August-October 2023			
2.4 Pg 99	**Mitigate gendered impact of Covid-19 for probationers** Within the HE Sector there is recognition that women are more likely to have taken on additional work and domestic responsibilities during the pandemic. QM seeks to prevent this affecting new starters' probation and progression.	a) Create new Probation Principles to mitigate impact of Covid-19 on probation processes. b) Consult with EDISG for feedback. c) Embed Values in Action around said processes.	a) March 2022 b) April 2022 c) Summer 2022	Executive Officer to the VP for Research and Innovation Executive Officer to VP PCI	EDISG	A year-on-year increase in staff responding positively to probationary (and appraisal) conversations, and identifying them as useful to their work goals and development (57% in 2019, Staff Survey; 61%F and 63%M, ASS21).

Priority Area Three: Professional Services staff - readdressing gender imbalance with PS Staff and improving career progression and development						
Ref & Page #	Objective and Rationale	Action/Outputs	Timeline *start dates and other timeline details*	Responsibility	Committee providing oversight	Success measure
3.1 Pg 28 Pg 105	**Establishing PS pathways for internal progression** We are acting on staff feedback and our analysis to strengthen and clarify progression routes for PS career families; our new PS Career Progression Working Group will consult with a wide cross section of the University, implement and evaluate interventions.	a) Establish baseline and benchmarking data to develop narrative around the data and communicate key messages to staff. b) Pilot related workshops Leading and Supporting Career Development (for managers) and Introduction to career planning for PS (one year). c) Create a tool to support PS staff develop their own career development plan with their line managers based on an understanding of the requirements to reach next grade. d) Investigate models for staff to gain required skills for progression (E.g. formalised secondments, apprenticeships).	a) January 2022 b) January 2022 c) June 2022 d) January 2023	Head of OPD	PS Career Development Working Group	2030 Strategy EDI KPIs for Junior: Middle: Senior grades By 2026 Representation of women: 53:50:45 Representation of BME staff: 43:37:33 Feedback indicates an increased satisfaction with internal career progression for (women) PS staff; Staff Survey: in 2019 45% agreed "I feel supported at QM in my plans for my future development".

3.2 Pg 28 Pg 85 Pg 105 Pg 110	**Delivering gender equality via our Technician Commitment** The technician career family have particular gender-based issues pertinent to their careers, development and progression; QM is applying a gender lens to our Technician Commitment to address specific issues identified and faced by this group.	a) Revise technical structures to increase tailored support and celebrate technical staff contributions and career development in a more consistent manner. Including 2 x Chief Technician posts. b) Employ greater positive action when recruiting technical roles in schools where there is evidence of underrepresentation of women. c) Commission further analysis of technician posts grades 3-5 to understand where and why representation of women declines. Present recommended actions to address issues. d) Create and approve proposal for further action via TCSG.	a) January 2022 b) March 2022 c) January 2022. d) March 2022.	Chair of Technician Commitment Steering Group	TCSG	Chief Technician roles created in two schools. Candidates recruited that can fulfil role to support the development of technical staff and foster inclusion and diversity. Adverts to have appropriate wording and placement; increase in applications from women overall. Review complete. Proposals drawn up to address any issues to be taken to TCSG.
3.3 Pg 28 Pg 109	**Demystifying PS re-grading** Our self-assessment raised ambiguities	Develop 'myth busting' crib sheet on re-grading focusing on the purpose of re-grading and the writing of effective fit for purpose job profiles.	January 2023	Reward & Benefits Manager	PS Career Developme nt Working Group	Reduce and close the gendered gap in re-grading success rates (44%F and 87%M, 2021) over the life of the plan.

				HR Operations & Recruitment Manager		
	around our regrading processes and their purposes, with some exploiting this process as a method to progress (where others cannot). We are aiming to eliminate this practice and demystify legitimate cases for regrading.					
3.4 Pg 28	**Utilising apprenticeships to diversify talent** Queen Mary have committed to making better use of our Apprenticeship Levy to support and develop talent – particularly to attract and retain women and ethnic minority colleagues where these groups are under-represented.	a) Employ Apprenticeships in PS Career Development Working Group discussions. b) Utilise Apprenticeships to support the Technician Commitment. Supporting more women into technical roles. c) Establish the EDI data needed to review and report apprenticeship uptake, completion, and progression. d) Commence regular reporting to EDI steering group to share good practice.	a) January 2023 b) March 2022 c) Jan 2022 d) April 2022 e) June 2022	Head of OPD Apprenticeship Lead	PS Career Development Working Group	Menu of Leadership and Management options created to include existing Pathways to Leadership and Apprenticeship routes. An increase in the number of people taking up formal qualifications through apprenticeships.

		e) Mapping of apprenticeships to vocational career routes in multiple sectors and leadership/management. f) Create and deliver guidance for line managers and those in leadership positions on how apprenticeships can support career development.	f) June 2022				
3.5 Pg 111 Pg 122	**Understanding the training needs of our male staff** Our self-assessment raised concerns that men are less likely to engage in training at Queen Mary, and that our existing offer is less likely to meet their needs. We are committing to further exploring these concerns, with an evidence-led approach, to address inequities.	a) Use Learning Management System to more thoroughly analyse data once at least one year of data has been collected. b) Run focus groups with men to identify why staff do or do not agree that they receive appropriate training and/or development to do my job well. c) Career Development Working Group develop additional actions to address training needs of male staff.	a) June 2023 b) September 2023 Additional gendered actions added September 2023 onwards based on analysis and insight	Chair of PS Carer Development Working Group Head of OPD	PS Carer Developme nt Working Group	A positive impact from men responding to: "I have received appropriate training and/or development to do my job" (ASS21) in future.	

Priority Area Four: Improving intersectional interventions						
Ref & Page #	**Objective and Rationale**	**Action/Outputs**	**Timeline** *start dates and other timeline details*	**Responsibility**	**Committee providing oversight**	**Success measure**
4.1 Pg 28 Pg 29 Pg 101 Pg 105	**Supporting staff career progression with an intersectional approach** Both gender and race equality are fundamental to QM achieving our mission; our self-assessment has detailed intersectional analysis and issues, particularly for BME women/men in their progression. We are committed to equality of opportunity for all and ensuring our BME colleagues benefit from our gender equality work as much as their white peers.	a) Increase awareness and participation in B-MEntor programme, in the context of career development and progression, ahead of annual cycles. b) All schools and PS Directorates to nominate at least one mentor (of any ethnicity) to be involved in B-MEntor annually. c) Deliver a panel event at the start of the annual promotions round about the promotions experience from the perspective of BME staff, including BME women recently promoted to Grades 7 and 8 and BME men to Grade 8. d) Consult on barriers and support related to career progression with the Race Equality Network and	a) June 2022 b) November 2022 c) December 2022 d) February 2022	EDI Manager Head of OPD	Gender Equality Action Group Race Equality Action Group	Year-on-year increase the % of BME women in academic roles from 9.7% Grade 7 and 5.9% Grade 8. Year-on-year increase the % of BME men in academic roles from 13.4% Grade 7 and 9.3% Grade 8. Year-on-year increase the % of BME women in PS from 12.1% Grade 6 12.1% Grade 7, 9.8% Grade 8. Year-on-year increase the % of BME men in PS from 12.8% Grade 6, 9.5% Grade 7 and 3.9% Grade 6. Qualitative feedback from BME women and BME men articulates increasing levels of support.

		REAG working group on Career Progression for all career families (PS, technical and academic)				
		e) Investigate the Springboard Navigators programmes, and similar, to specifically support BME men and other leadership initiatives that are specific to middle and senior BME staff.	e) January 2023			
		f) Research and scope alternate models to mentoring that might suit our diverse communities.	f) September 2023			
4.2 Pg 28 Pg 29	**Diversifying recruitment of PS staff with an intersectional approach** With a new e-recruitment platform (see action 9.4), QM will be able to embrace more innovative, inclusive recruitment and selection practices with intersectional impacts and approaches.	a) Introduce gender neutral language tool to use as part creating job role and person specification. b) Create and publish "Spotlight Profiles" focused on staff who are underrepresented in their area. c) Establish and implement Inclusive Recruitment Advocates initiative which would create a pool of	a) January 2023 b) January 2023 c) January 2023	Assistant Director of HR (Employment Services & Information) EDI Managers	GEAG REAG	Evidence of impact: Increasing the number of men applying for grades 1-6; increase the number of BME men and BME women appointed – establishing two units as case studies via their EDI action plans. 2030 Strategy EDI KPIs for Junior: Middle: Senior grades

		trained BME staff to (voluntarily) sit of recruitment panels.				By 2026 Representation of women (and conversely men): 53:50:45 Representation of BME staff: 43:37:33
		d) Pilot blind recruitment of PS staff, evaluate and roll out/identify other methods.	d) May 2023		

Priority Area Five: Student representation and experience						
Ref & Page #	**Objective and Rationale**	**Action/Outputs**	**Timeline** *start dates and other timeline details*	**Responsibility**	**Committee providing oversight**	**Success measure**
5.1 Pg 31 Pg 32	**Improve the gender balance of the student population in S&E** S&E schools saw a reduction in the proportion women at UG and PGT levels as a result a greater growth in number of male student numbers.	a) Run focused sessions with S&E's Faculty EDI committee focused on school recruitment data for UG and PGT. Reviewed annually. b) Identify key faculty level actions which are reviewed annually c) Analyse data above and beyond the requirements for the Transformed AS application and ensure student recruitment (applications, offers and acceptances) remains a core piece of AS data for all QM School applications. (Undertaking more in-depth analysis to inform future actions will increase impact across all Schools).	a) September 2022 b) January 2023 c) January 2023	Science and Engineering Faculty EDI Lead Faculty VP and Executive Dean Science and Engineering	Science and Engineering Faculty EDI Committee EDISG	Improve gender balance of UG/PGT numbers for both men and women from: • UG 39.0%F (n=4030) in 2020/21 • PGT 30.9%F (n=282) in 2020/21
5.2 Pg 31	**Tackle barriers to advancement (UG ☐ PGT**	a) Appoint an EDI Manager to lead on the operational	a) January 2022	EDI Manager	REAG	Increase in the proportion of BME women and men at PGT

	PGR) for male and female BME students Our very diverse UG population (in 2020/21: 35.8% BME women; 14.6% white women; 39.0% BME men; and 10.7% white men) sees a decline in the proportion of BME students at each successive level of study (PGR in 2020/21 was: 23.5% BME women; 26.4% white women; 23.0% BME men and 27.1% white men). We are aiming to increase advancement of BME students throughout levels of study and address barriers to their learning.	delivery of the Race Equality Charter. b) Undertake in-depth, intersectional analysis of gender and ethnicity at student levels as part of Race Equality Charter assessment. c) Ensure interdependencies with Race Equality Impact Plan are reflected in GIP.	b) January 2023 c) January 2024			and PGR in line with their white peers. Intersectional action created and added to GIP. Qualitative feedback from senior leadership indicates clear understanding of measure to prevent the decline in BME men and women at PGT and PGR.
5.3 Pg 32	**Eliminate gender disparities in student satisfaction**	Embed strategic initiatives in the Education EP to further develop student engagement, improve learning spaces, and review approaches to assessment and feedback.	Ongoing work from January 2021	VP Education	Education and Student Experience Advisory Team	Achieve a year-on-year reduction, and close, the gender satisfaction gap for student experience. *See rationale for baseline.*
5.4 Pg 31	**Further embed our inclusive curriculum framework**	a) Create and publish a number of case studies on embedding diversity and inclusion into the	a) January 2022	Director of QMA	Inclusive Curriculum Working Group	At least 8 case studies from 8 academic disciplines (across our

	Gender equality is vital to equality in learning and teaching; QMA supports our academics and educators, assisting them to address issues of inequity in the curricula and make learning and teaching inclusive of our diverse learners	curriculum, with specific examples around gender. b) Create, pilot and develop a workshop for educators to engage with inclusive learning and teaching and inform their practice. c) Review impact of Inclusive Curriculum project through a gendered lens.	b) September 2024 c) March 2025			faculties) are drafted and published. Deliver four sessions of our new Inclusive Learning & Teaching workshop (one pilot, and one per faculty).
5.5 Pg 31	**Increase the number of women in underrepresented areas via positive action** Build on previously introduced positive action scholarships, e.g. the DeepMind Scholarships for women and/or black students.	a) Assess impact of DeepMind and similar scholarships. b) Identify key areas which could utilise positive action to improve the gender diversity of students.	a) September 2023 b) September 2024	EDI Manager Science and Engineering EDI Faculty Officer	REAG Science and Engineering Faculty EDI Committee	Improve the number and percentage of women in underrepresented areas.

Priority Area Six: Supporting Parents and Carers						
Ref & Page #	Objective and Rationale	Action/Outputs	**Timeline** *start dates and other timeline details*	Responsibility	Committee providing oversight	Success measure
6.1 Pg 127 Pg 133	**Refreshing parental leave policy suite and streamline communication** Support of P&Cs is a core issue of gender equality at QM, the distribution of care is a gendered issue we can seek to influence and address, whilst mitigating the impact of caring on careers. We are committed to carefully reviewing our policy suite to ensure it fully embraces our values and level of ambition around inclusion.	a) Phased review and update our family-friendly HR policies (with policies reviewed at least every 3 years thereafter). b) Synthesise key family-friendly policy messages, highlight and publish these on the HR webpages and via PCIEP.	a) January 2022 b) April 2022	Head of HR Partnering and Policy	HR Leadership Team (GEAG)	Database of policies created with previous and next review dates included Annual update provided as part of review of HR risk register 100% of policies reviewed and updated as needed within 3 years Over 90% of staff surveyed agree that information on parental leave is easy to understand.
6.2 Pg 131	**Build on schools' good practice of Returners' Schemes** A number of our schools have developed good practice, impactful schemes for returners following 3 months', or more, on leave. We will synthesise good practice	a) Consult with all schools currently operating a Returners' Scheme to identify different models, commonality, and learning. b) Create resource for schools looking to implement a Returners' Scheme	a) June 2024 b) September 2024	FSHRPs EDI Manager	GEAG (P&CN)	Increase in the percentage of women agreeing that they have been given adequate support to attend career development opportunities. In 2020: 72.3% of women disagreed or strongly agreed with I was offered additional research time or

	models from these schemes and support more schools to implement.	c) Identify and pilot Returners' Schemes in additional schools, including a Buddy Scheme with experienced Schools.	c) January 2025			reduction in teaching/administrative work to focus on research upon returning from a period of extended leave (3 months or more). 61.2% of academic women (40.0% academic men) disagreed or strongly agreed with I have been given adequate support to attend career development opportunities (e.g. events, conferences) that I would otherwise not have been able to attend due to caring responsibilities. Continued improvement of staff retention 18 months post return; falling no lower than 80%.
6.3 Pg 129	**Commission new research into innovative enhancements QMUL can make for parents** We are ambitious in our outlook and want to establish QM as an employer of choice for parents in HE. We will	a) Identify innovative models for enhancing family friendly leave policies. E.g. Day one enhanced maternity rights, Enhancing Paternity and Shared Parental Leave.	a) September 2022 b) January 2023	EDI Manager VP PCI	GEAG (P&CN)	Establish baselines in relation to level of satisfaction with leave provisions, rather than information, advice and guidance. Enhance and improve satisfaction based on this baseline and consultation.

	explore various proposals for enhancing our offer and making it as competitive as we can to support our staff parents.	b) Analyse the potential impact and benefit to staff at QMUL. c) Undertake in-depth consultation with staff on current parental leave provision, ensuring that staff who have taken maternity, adoption, shared parental and/or paternity leave in the last 5 years are contacted directly to be involved. d) Produce a research paper with 3-5 proposed models of enhanced parental leave that Queen Mary could implement to further enhance the current offer. e) Research paper presented to SET, for decision (and other committees for investment). f) Implement recommendations.	c) May 2023 d) October 2023 e) January 2024 f) March 2024 g) March 2024		

		g)	Develop guidance and training for managers with Schools and PS directorates on how backfill is funded.				
6.4 Pg 130.	**Expanding our tailored spaces for expressing milk** In line with our ambition to be an employer/university of choice for women returning from maternity leave to work or study, we want to provide additional Breastfeeding and Expressing Rooms. We are piloting this provision across two campuses and will scale this provision up based on our evaluation.	a) b) c) d)	Complete pilot of new Breastfeeding and Expressing Rooms in Queen's building and Dept W (x 2). Review use of Breastfeeding and Expressing Space after one year of use. Review and update policy in light of pilot and feedback and identify new spaces as necessary (increasing coverage across campuses, or in line with demand). Review use of the effectiveness of Breastfeeding and Expressing Spaces every two years.	a) March 2022 b) September 2022 c) December 2022 d) December 2024 and 2026	EDI Manager Head of Student Wellbeing	GEAG Accessibility Steering Group	Staff surveying shows: >50% positive feedback by 2023. >70% positive feedback by 2025.
6.5 Pg 138	**Enhance and build engagement with the P&CN**	a)	Consult with current members of P&CN on what has/has not worked. This may include	a) May 2022	PCI Engagement Manager	GEAG (P&CN)	Achieve 80% of staff identifying as parents and/or carers aware of the network.

	With additional, dedicated support (via PCI Engagement Manager) we are hoping to grow and foster engagement with our P&CNso that staff voice can shape our work across this plan.	establishing a separate network or sub-groups for carers, as identified in the carers focus groups (September 2021). b) Formalise network(s) with Chairs, committee and Terms of Reference. c) Annual budget provided via the PCI Enabling plan. d) Run at least one event each Semester.	b) October 2022 c) February 2022 d) January 2023			P&CS21: 62.7% academic men, 61.4% academic women, 69.0% PS men and 49.2% PS women were not aware of the P&CN. Staff engaged with the network report it enhances their experience – feedback from P&C disaggregated.
6.6 Pg 139	**Providing tailored support to carers** Our P&CS21 identified a knowledge gap around the needs of carers, as a result we ran focus groups in September 2021. This culminated the Carers' Report 2021 which proposed several recommendations for action.	a) Present and agree a definition of carer at EDISG to be used throughout communications and policies relating to carers. b) Create and pilot Carers' Passport. c) Identify Carers' Champions that can act as first point of contact for advice and guidance. d) Work with members of the P&CN to scope content to be included on dedicated	a) September 2022 b) January 2023 c) January 2023 d) March 2023	EDI Manager Head of EDI	GEAG (P&CN)	Qualitative and quantitative data via pulse survey shows carers experience in increase in support since 2021: 72.3% of women disagreed or strongly agreed with I was offered additional research time or reduction in teaching/administrative work to focus on research upon returning from a period of extended leave (3 months or more).

	The majority of staff identifying as carers in the P&Cs' survey and who took part in the focus groups were women.	page for carers – this is to sit in the new EDI website structure. e) Member of SET to be first Institutional Carers' Champion.	 e) June 2023			61.2% of academic women (40.0% academic men) disagreed or strongly agreed with I have been given adequate support to attend career development opportunities (e.g. events, conferences) that I would otherwise not have been able to attend due to caring responsibilities.
6.7 Pg 139	**Supporting student P&C** Feedback from the QMSU and GEAG representatives identified the need to provide more tailored support student P&Cs.	a) Run focus groups, separated by level of study (UG, PGT and PGR), on students' experiences of being a student parent and/or career. b) Explore how our comparators are tackling improving maternity rights and provisions for PGRs and create a University-wide model of support. c) Create baselines prior to implementation of support model.	a) May 2022 b) August 2023 c) October 2024	EDI Manager EDI Officer QMSU	GEAG (SU Executive)	Additional actions developed and implemented to support student parents and carers, based on consultation and student voice.

Priority Area Seven: Addressing Bullying, Harassment and Gender Based Violence						
Ref & Page #	Objective and Rationale	Action/Outputs	Timeline *start dates and other timeline details*	Responsibility	Committee providing oversight	Success measure
7.1 Pg 144	**Establish a one university approach to the prevention of harassment, sexual misconduct and gender-based violence** Data from Report + Support has highlighted a need for increased focus on sexual harassment, particularly within the student body. Through our governance committees we have mapped our actions against the Office for Students' Statement of Expectations, and are applying these standards and much more, to prevent and intervene in instances of harassment and misconduct.	a) Establish working groups and actions for working groups' initial key priority areas: i. the importance of adopting a person-centred approach to build trust in our processes and encourage people to come forward for support ii. establish baseline data so that we can measure change and the impact of our policies and processes iii. ensure consistent language and terminology across all our policies, aligning existing and new policies, to avoid conflicting language across our processes that cause confusion or that could undermine the	a) May 2022	Chair of PASHM Project Manager: Tackling Sexual Violence, Harassment and Hate Crime	PASHM Working Group	Meet and exceed OfS' statement of expectations in this space. By 2026 less than 10% of staff, in all groups, agreeing that they have witnessed/experience bullying and/or harassment in the last 12 months.

		integrity of our policies and processes iv. building on the importance of student consultation to inform future actions. Consult PhD students through surveys being run by the Researcher Concordat Implementation Group. v. Focus on campus safety and incident hotspots, and in surrounding areas, and to explore how we can work with local Police and Tower Hamlets Council on these issues. b) Create a schedule of business for the group, pursuant with Office for Students' Statement of Expectations. c) Report to EDISG on an annual basis on progress,	 b) May 2022 c) January 2023		

			key achievements and challenges			
7.2 Pg 145	**Piloting Culture and Values review** QM's Values and our culture are important to us; we have committed to piloting environmental investigations based on disclosures, casework and insights, preserving confidentiality and adhering fully with GDPR and other relevant legislation. This will expand our toolkit and options when addressing negative behaviours, including sexual harassment and gender-based violence.	a) Pilot Culture and Values review, environmental investigation framework, based on allegations/disclosures from Report + Support and formal complaints to HR. b) Review this pilot and report recommendations to EDISG. **c)** Roll out amended Culture and Values review process.	a) May 2023 b) May 2024 c) October 2025	Head of HR Partnering and Policy	HR Leadership Team	By 2026 less than 10% of staff, in all groups, agreeing that they have witnessed/experienced bullying and/or harassment in the last 12 months. At least two pilot investigations led, with constructive local recommendations made and implemented.
7.3 Pg 145	**Increase staff familiarity with our process to report Bullying and Harassment** Our self-assessment illustrated how unfamiliar staff (particularly academics) are with our reporting pathways; we will initiate a campaign to	a) Ensure that recently implemented initiatives (e.g. Report + Support, Dignity and Respect Champions, etc.) are providing clear and consistent guidance and are learning from sector good practice.	a) April 2022 b) January 2023	Head of EDI	PASHM Working Group	A 50% reduction in the number of staff who do not know how to report bullying and harassment if they witness it or experience it by the end of the plan (20% academic staff; 15% PSS) by January 2026. Currently, 41.1% of

	increase confidence and familiarity with our processes.	b) Develop a targeted campaign, supported by PASHM, to ensure all staff and students understand what is meant by the terms bullying, harassment, sexual misconduct and GBV and know how to report it and how to get support. c) Repeat campaign on a biennial basis. d) Embed information on the campaign how staff can find out more about tackling Bullying, Harassment, GBV and Culture of machoism into induction.	c) January 2025 d) May 2022			academic women, 43.0% of academic men, 27.0% of PS women and 28.6% of PS men in the 2021 Athena Swan survey did not know how to report bullying and harassment if they witnessed it or experienced it.
7.4 Pg 145	**Demonstrating senior commitment to address bullying and harassment** Whilst everyone plays a role in creating a positive environment where all can thrive, leaders do especially.	a) All schools, institutes and PS directorates report to EDISG on their progress tackling bullying and harassment annually. b) Appoint a SET Champion for Tackling Bullying, Harassment and GBV to raise the profile of the work being done.	a) July 2022 b) December 2022	VP PCI Head of EDI	EDISG Local EDI Committees	By 2026 less than 10% of staff, in all groups, agreeing that they have witnessed/experienced bullying and/or harassment in the last 12 months.

		c) 80% of local actions addressing bullying and harassment are delivered against EDI action plans .	c) July 2025			
We are committed to building the visibility and profile of our existing work to tackle bullying and harassment, with our leadership at the fore.						
7.5 Pg 145	**Working collectively across UK medical schools to address sexual and gender-based violence** Instances of sexual and gender-based violence have long-term and negative impacts on health and wellbeing of individuals and populations. Our Medical School will raise the profile of sexual and gender-based violence with our student doctors and support them to recognise and treat individuals who experience sexual and gender-based violence. We will leverage our influence to bring our peers and other Medical Schools with us.	a) Support the SMD EDI Academic Lead in establishing a charter for Medical Schools. b) Liaise and contribute to: i. Raising awareness of the issues, ii. Develop policies to protect against inappropriate behaviours and language. iii. Develop and engender practices to eliminate instances of inappropriate behaviours and language. iv. Empower all members of the medical education community to speak out against	January 2022	SMD EDI Academic Lead	SMD EDI Committee EDISG	National charter established with QM as a founding institution.

		gender-based violence. v. Ensure that appropriate content and training related to the individual and public health issues associated with sexual harassment and assault is included in medical school curricula. vi. Identify and embed essential content within the medical undergraduate curriculum.			

Priority Area Eight: Delivering Broader Gender Equality						
Ref & Page #	Objective and Rationale	Action/Outputs	Timeline *start dates and other timeline details*	Responsibility	Committee providing oversight	Success measure
8.1 Pg 114 Pg 123	**Embed inclusive practices through learning and development** In 2021 we launched mandatory EDI training for all staff, 'Introducing Inclusion', to instil inclusion fundamentals across our workforce. This course is our starting point, to augment an ambitious, comprehensive EDI Learning and Development Curricula based on our workforce's development needs and our strategic priorities (Gender, Race, LGBTQA+, Disability and Tackling Bullying & Harassment).	a) Adopt additional drivers for completion of 'Introducing Inclusion' across the staff lifecycle, e.g. probation, promotion, recognition and reward. b) Research and develop a new, ambitious learning and development EDI Curricula which will be open to all staff - building from fundamentals laid out in 'Introducing Inclusion', staff should be able to chart and plan their development with EDI. c) Implement modular sessions based on our learning needs assessment to build expertise around our strategic priorities, introducing two new modules a year (up to 2024).	a) February 2022 b) March 2022 c) August 2022	Head of EDI	SET (EDISG)	Introducing Inclusion completion rate increased from 48.8% of women and 33.4% of men for academic staff and 60.1% of women and 58.2% of men for Professional services staff to >85% (accounting for long term absences) of all staff with no gender difference by 2025. Two new modules to be launched per year (2022 – 2024); with metrics developed as they are designed. New curricula is established with an evaluation framework – metrics to be added in due course.

| 8.2
Pg 69
Pg 73
Pg 149 | **Enhance and embed flexible working including ensuring needs of part-time staff are met**

The NWOWG led us through rapid change during the pandemic, we will take forward their learning and ensure the needs of our staff are met. Women staff are more likely to work part-time, and surveys showed they were also more likely to request flexible working; we will strengthen policies to support all staff. | a) Revise flexible working policy and associated training for managers to understand how to introduce flexible working in a positive way.

b) Finalisation and promotion of Special Leave policy to support dealing with emergency situations and balance caring responsibilities.

c) Promotion of carers' interests – carer's rights day, annually.

d) Hold focus groups to better understand rationale for more women reporting issues with workload mitigating against or preventing flexible working. | a) June 2022

b) May 2022

c) November

d) May 2022 | HR Director

EDI Manager | HR Leadership Team | Improve positive responses and remove gendered difference to the question "as long as I get the job done, I have the freedom to work in a way that suits me". Athena Swan survey 2021 24.7% PS, 14.2% academic women compared to 10.2% of PS men and 11.4% of academic men disagreed or strongly disagreed with the statement.

Qualitative data reports that women are not reporting issues with workload and flexible work. Athena Swan Survey 2021 18.5% of women and 7.6% of men reported issue with workload. |
| 8.3
Pg 157 | **Supporting trans staff and students**

Building on the foundations laid thus far and listening to the feedback from our | a) Develop suite of Trans Inclusion Guidance for staff and students outlining information on how to update/changes records and communicate | a) February-April 2022 | EDI Manger | LGBTQA+ Action Group | Focus groups a year after publication of suite of Trans Inclusion Guidance to assess the experience of using the suite of guidance. Target is that 80% of |

	university community we aspire to provide further support and guidance to students, staff, HR staff and line managers around trans inclusion.	support available. Documents include: i. Trans Inclusion Guidance for Staff. ii. Trans Inclusion Guidance for Students. iii. Trans Inclusion for Staff Supporting Students. iv. Trans Inclusion Guidance for Line Managers and HR. b) Ensure cross representation on LGBTQA+ Action Group and GEAG to align work across groups and charter marks ensuring reflection of intersectionality. c) Successfully develop a suite of inclusive policy, practice and systems enhancements to foster an inclusive environment for our Trans staff and students consistent with our values	b) Academic year 2022/23 c) August 2022		participants indicate that they found the guidance helpful and fit for purpose. Our strategies align with leading employers across different sectors to model truly values-led inclusive policy and practice to support staff who are transitioning. To be sector leading in promulgating a values-led approach which creates a truly inclusive environment and culture.

		d) Review signage to ensure inclusive toilet facilities are available to meet the needs of our whole community and consult with Queen Mary community on their implementation.	d) January 2023				
		e) Review and propose formal commitment to provide inclusive toilet facilities in all new builds, procured buildings or refurbished buildings.	e) August 2023				
8.4 Pg 138	**Build on the positive experiences of our onsite nursery** The Westfield nursery spectacular asset to the QMUL community". It is important we build on this positive asset as the P&CS21 identified that 52.4% of academics and 75.0% of PS using the nursery were women.	a) Consult with nursery used and those on waiting list about preferred opening hours. b) Consider pilot extended opening hours. c) Undertake scoping exercise to identify space, in future Capital Projects, for an expansion of nursery and develop proposal.	a) Sept-Nov 2023 b) January 2025 c) January 2025 - June 2026	Assistant Director of EAF (Commercial Director)	Professiona l Services EDISG GEAG	Feedback from nursey users predominantly will be positive in relations to: • Opening hours. • Physical space for nursey. Opportunities for ways in which to further utilise the nursery identified and proposed to be taken forward in lifetime of subsequently Athena Swan award (2026 onwards).

Data collection, monitoring and analysis						
Ref & Page #	**Objective and Rationale**	**Action/Outputs**	**Timeline** *start dates and other timeline details*	**Responsibility**	**Committee providing oversight**	**Success measure**

9.1 Pg 40	**Ensuring regular monitoring and reporting on Athena Swan Action Plan**
	
	A strong, effective project management approach and methodology will support QM to get the most from our GIP. This is a living document which will be reviewed annually, in line with governance, and in light of fresh insight gained through our staff and student voice.
		a) Establish GEAG sub-group Gender Impact Plan Implementation Group who will meet three times a year.
		
		b) Action plan update to GEAG annually.
		
		c) Annual update provided to EDISG, SET and Council on the progress of the Action Plan.
			a) January 2022
			
			b) Annually from April 2023
			
			c) Annually from April 2023
				EDI Manager	EDISG	GIP Implementation Group established and (annual) reporting provided to:
						  a) Council
						  b) SET
						  c) Senate
						  d) EDISG
						  e) GEAG

9.2 Pg 141	**Create catalysts for effective intersectional analysis** Disclosure rates are high for sex (100%) and ethnicity (97.6%) but the same cannot be said for disability (4.3% declared) and sexual orientation (61.3% declaration provided). This	a) Run campaign to increase disclosure rates from staff with regard to disabilities, sexual orientation and gender to allow for further intersectional analysis. b) Conduct annual joint meetings of Gender Equality Action Group and Race Equality Action Group and EDISG	a) September-December 2022 b) From academic year 2022/23	EDI Managers EDI Faculty Officers	PCI Data and Analytics Working Group	Achieve a year-on-year increase in disclosure rates of staff equal opportunities details via MyHR. At least 3 Schools are undertaking intersectional undertaking intersectional analysis

	strengthened insight will drive our intersectional gender equality work.	c) Deliver workshops with Faculty EDI Committees on how to review their data in an intersectional away. d) Develop Toolkit, with support from PCI Data and Analytics working group, enabling Schools and Directorates to analyse and understand their intersectional data. e) Present paper on the reporting against EDI KPIs intersectionally at EDISG for debate and advice.	focusing on intersectional data. c) January-May 2023 d) Summer 2023 e) January 2024			as part of their annual EDI action plan reporting to EDISG by June 2023. Survey of EDI committees reports the majority understand report are considering intersectionality in their EDI work.
9.3 Pg 72 Pg 125	**Undertake intersectional Pay Gap Reporting** Since 2017 we have published our statutory gender pay gap report and from 2018 we included reporting on our ethnicity pay gap, however, we have not previously taken	a) Collect and analyses intersectional (gender and ethnicity) pay gap data. b) Present intersectional (gender and ethnicity) pay gap report findings to EDISG and SET. c) Include reporting in EDI Annual reports.	a) March 2022 b) April 2022 c) October 2022 and then annual	EDI Manager Rewards and Benefits Manager	PCI Data and Analytics Working Group	Annual Intersectional (gender and ethnicity) pay gap report included as standard from 2022 onwards. Interdependencies reflected in GIP actions.

	an intersectional approach (gender and ethnicity).

(see also 2.2) | | | | | *See 2.2 for further metrics around closing pay gaps.* |
| 9.4
Pg 95
Pg 109 | **Procure and implement new e-recruitment system**

An end-to-end recruitment process review showed that the current system is not able to meet the University's requirements going forward, this included the effective monitoring and reporting of gender and ethnicity balance on recruitment panels and the ability to undertake a number of positive action measures in relation to gender. | a) Procure, implement and launch a new e-recruitment solution.

b) Develop reports and analytics to aid our understanding of candidate pipelines and begin to address what the evidence is showing us.

c) Develop a report on panel composition and highlight any areas of concern.

d) Monitor the take-up and effective of our Equal Merit process. | a) Present - October 2022

b) October 2022 – March 2023

c) October 2022 – March 2023

d) January – June 2023 | Assistant Director of HR (Employment Services & Information) | PS Steering Group *(overseeing the PS EP)* | 2030 Strategy EDI KPIs for Junior: Middle: Senior grades

By 2026 Representation of women: 53:50:45

Representation of BME staff: 43:37:33

By 2030 Representation of women: 50:50:50

Representation of BME staff: 40:40:40

Additionally, GEAG report:
• Improved reporting capability, helping us to understand more about the |

					diversity profiles of our applicants, shortlisted applicants and hired employees, and to act accordingly. • The introduction of blind shortlisting capability through the new system. • Effective monitoring of representative interview panel composition, e.g., a gender-balanced panel. • The ability to apply our Equal Merit process at shortlisting stage.
9.5 Pg 99 Pg 111 Pg 121	**Improve recording and monitoring training data** Lack of quality data on training is a barrier to understand gendered and intersectional issues.	a) Procure and launch a new MS. b) Create first report which includes data on gender and ethnicity to established baselines. c) Production of annual reports to explore	a) Present-August 2022 b) December 2022 c) August 2023 (then annually)	Head of OPD	HR Leadership Team	OPD have begun the procurement process for our LMS; once a suitable product has been procured and implemented metrics will be identified.

		appropriate actions with EDI Manager (Gender) and HR Workforce Analytics Manager. d) Assessment of Pathways to Leadership programmes to be conducted annually to include breakdown by gender.	d) August 2023 (then annually)			
9.6 Pg 118 Pg 124	**Develop a more nuanced understanding of appraisals** Reporting for the Athena Swan application identified that it was not possible for satisfaction with appraisal to be cross referenced with gender (or other protected characteristics) and the effects of the revised appraisal (2020) cannot yet be identified. Additionally the 2021 Athena Swan Survey showed: • A gendered difference with an increasing number of men agreeing that their last	a) Uptake of appraisal to be analysed by gender and ethnicity, as a minimum, as part of EDI annual data reporting with any differences escalated to appropriate committee (EDISG, GEAG, REAG, etc.). b) Review staff feedback by gender and ethnicity on an ongoing basis to identify if they are trend.	a) December 2022 b) August 2023	Head of OPD	HR Leadership Team	OPD have begun to explore options for intersectional analysis within our existing e-appraisal system; based on functionality, metrics will be identified. Achieve a year-on-year increase in response to: "My last appraisal/probationary meeting provided me with useful work goals and personal development goals" (57% of staff agreed in 2019, Staff Survey).

	appraisal/probationary meeting provided them with useful work goals and personal development goals compared to women. • That BME staff, both men and women, were more likely to have a positive experience.					
9.7 Pg 45	**Embed continuous scrutiny around use of Fixed Term Contracts** 12 months on from SET we have introduced a temporary tiered recruitment governance process (June 2020) applying the learning from this process to a new devolved system, incorporating the same level of rigour, with responsibility delegated to faculties and PS directorates. The new process ensures that where new or extensions to FTCs are requested, there is appropriate	a) Review and Update the QM Code of Practice for Reviewing FTCs. b) Provide training and coaching of managers about fixed term contract policies and practices, including appropriate use of objective justifications, the correct management of the ending of fixed term contracts and the appropriate management of permanency requests. c) Provide on-going monitoring of data trends.	a) March 2022 b) Training and coaching: on-going c) From academic year 2021/22	Assistant Director of HR (Organisational Effectiveness)	HR Leadership Team	Academic staff: Close gender disparity between M/F on FTCs 56.1%F on FTCs and 51.4%M (2021) and maintain <0.5%p margin. PS: Close gender disparity between M/F on FTCs 27.7%F on FTCs and 19.3%M (2021) and maintain <0.5%p margin.

	scrutiny of the reason for the fixed term. This new process must include on-going training and monitoring.				