



People, Culture and Inclusion Enabling Plan Update for Council

Outcome requested:	Council is asked to note and comment on the People, Culture and Inclusion Enabling Plan Update for Council.
Executive Summary:	This paper provides an update on progress against our People, Culture and Inclusion Enabling Plan and identifies initiatives that are on track which are essential to the realisation of our institutional KPIs. It will also explain the changes that we have had to make, largely in response to the impact of Covid; advise on current progress against our staff engagement and diversity KPIs; and our future priorities and risks, focusing on areas of particular importance to delivering Strategy 2030.
QMUL Strategy: strategic aim reference and sub-strategies [e.g., SA1.1]	
Internal/External regulatory/statutory reference points:	OfS published Statement of Expectations: Prevent and Address Harassment and Sexual Misconduct
Strategic Risks:	[2] Improving staff engagement [3] increasing staff diversity and inclusion
Equality Impact Assessment:	This paper addresses the strategies and actions in support of the University's commitment to Equality, Diversity and Inclusion.
Subject to prior and onward consideration by:	By Council only
Confidential paper under FOIA/DPA	No
Timing:	Periodic update to Council
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Date:	20 th May 2021
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People, Culture and Inclusion Enabling Plan Update for Council Update 20th May 2021

Introduction and Context

The People, Culture and Inclusion (PCI) Enabling Plan was approved by SET at its meeting in July 2020 and its progress was formally reviewed in April 2021 as part of the Annual Planning Process. The outcome of the meeting was endorsement of the progress made to date and approval for the priorities identified for the forthcoming twelve to eighteen months. This paper provides an update on progress against our Plan and identifies initiatives that are on track which are essential to the realisation of our institutional KPIs. It will also explain the changes that we have had to make, largely in response to the impact of Covid; and advise on our future priorities and risks, focusing on areas of particular importance to delivering Strategy 2030.

Areas of Progress

In terms of progress made since the launch of the PCI Enabling Plan, a significant amount of activity has been undertaken in relation to the University's commitment to improve staff engagement and increase staff diversity. It may be worth highlighting some of the areas of particular relevance to achieving the culture change that we aspire to realise over the period of this Plan. These are covered in more detail below, but summarised here to convey the breadth and range of initiatives that have been promulgated and are currently in train. These include:

- Significant enhancement of equality, diversity and inclusion (EDI) governance across the University
- Formally embedding ownership and responsibility for the delivery of Staff Survey Action Plans at School and Professional Service (PS) Directorate level with oversight by Equality, Diversity and Inclusion Steering Group (EDISG)
- Establishment of the Race Equality Action Group (REAG) and the Working Group on Preventing and Addressing Harassment and Sexual Misconduct (WGPAHSM), working in collaboration with the Queen Mary Student Union (QMSU) in progressing actions to address issues of race equality and gender-based violence.
- Existing Action Groups are also advancing initiatives aligned to national accreditation models, such as the Stonewall Workplace Equality Index and Athena SWAN.
- The launch of 'Our Values in Action' framework
- The revised Academic Promotions process and the creation of new academic career pathways that embed our values through the introduction of new criteria based on citizenship and inclusion.
- Revised appraisal and reward processes aligned to our Values
- A range of initiatives to promote a culture of Dignity and Respect

Monitoring and Managing Risks

It is a testimony to the commitment of staff and students across the University who have engaged so enthusiastically to shape and drive forward these and other new strands of work, not least in the midst of the pandemic. However, there are also a number of risks that will need to be monitored and managed closely. This paper will later describe the actions that are being taken to monitor and mitigate these risks over the coming twelve to eighteen months. The risks are both internal and external and include:

- The impact of Covid on the capacity of staff to manage the delivery of these initiatives as well as adjust to the post pandemic workplace (including mental health and wellbeing considerations)

- The current and longer-term impacts of Covid on staff and student mental health and wellbeing
- The on-going financial uncertainty and the assurance that funding will be available to deliver these plans
- The impact of issues such as Pensions and Pay having an impact on staff morale; the recruitment and retention of staff; and employee relations
- Factors that may require the University to change its priorities, e.g. external factors including global developments and geopolitical factors; as well as the external policy landscape, all of which may require people and resources to be realigned to new or different activities.

Priorities for the next 12 to 18 months

The University will continue to focus on advancing its work in relation to Staff Surveys, development and implementation of a PCI Engagement Strategy, developing a Wellbeing and Mental Health Strategy, the introduction of a Leadership Framework, reviewing our Staff Bonus Scheme, designing Career Pathways for Professional Services, Technical and Research Staff and embedding evidence-informed decision making.

Key Successes contributing to delivering our KPIs

Enhancing EDI Governance, Engagement and Trust

The Equality, Diversity and Inclusion Steering Group (EDISG) plays an essential governance role in providing a strategic overview across all matters of equality, diversity and inclusion (EDI). It monitors the successful implementation of the University's People, Culture and Inclusion Enabling Plan and associated Key Performance Indicators (KPIs). In response to University-wide feedback, a review was conducted leading to new Terms of Reference which strengthen and clarified the role and remit of EDISG; and specify the role and expected contribution of EDISG members with a clear requirement for decisions and actions to be made and implemented. Perhaps of most significance has been extending its membership to be more diverse and representative of our University staff and student community to ensure that its decisions are better informed by the needs and voices of our diverse community. These changes to the most senior EDI Group of the University have contributed to building greater trust and confidence in the University's commitment to EDI matters and the actual work that is being progressed under its auspices. This is evidenced through the strong engagement of staff and students across the University in delivering this work and also from feedback via School, Faculty and PS EDI Committees with whom I met and who also feed into EDISG through Faculty and PS EDI Leads. These enhancements to our EDI governance have improved the oversight and link between University and local level EDI governance and activity.

Improving Staff Engagement and Increasing Staff Diversity

In order to improve staff engagement and increase staff diversity, it is essential for tailored strategies based on data to be developed and implemented at local level. This work and its rate of progress has hitherto not been monitored at an institutional level. EDISG has instituted a rolling programme of presentations for Schools, Institutes and Professional Services (PS) Directorates to present their Staff Survey Action Plans and data to EDISG to show how they support the realisation of the University's EDI KPIs and address bullying and harassment. Feedback of the process thus far has been positive, indicating that EDISG has provided an excellent forum for sharing good practice, offering constructive feedback, and providing a welcome sense of collegiality and support. In addition, EDISG will review progress of **all** local Staff Survey Action Plans at its 2021 summer meeting to be confident that all areas are giving due regard to activities that enhance staff

engagement and increasing diversity. The impact of the pandemic has been recognised and accommodated as part of the review process.

Accreditation models and associated action plans are being implemented together with the establishment and support of staff networks to further enhance staff engagement and offer channels for the employee voice. We have established a **Race Equality Action Group (REAG)**, which has staff and student membership from across the University. The Group has developed a Race Equality Strategy and Action Plan, which it is now implementing in collaboration with the Student Union and Queen Mary Academy, to ensure alignment with the Education and Student Success (ESS) Enabling Plan, on developing an inclusive curriculum and closing the attainment gap.

Significant work is also progressing towards the submission of our Athena Swan Silver reaccreditation in November 2021 and our Stonewall Equality Index application in Summer 2021. Of particular note is our recent work under the LGBTQ+ Action Group to revise Human Resources policies to use gender neutral language throughout including the Flexible Working Policy and Shared Parental Leave Policy. The University has also made significant changes to the way we collect and monitor data on gender identity, trans status and sexual orientation to be more inclusive. We have developed university-wide communications to encourage colleagues to update their personal details on MyHR, as part of our ongoing commitment to enhance the quality of data. We have published a suite of inclusion and allyship booklets that aid learning and development on how to be an ally to marginalised groups including:

[Non-binary Inclusion and Allyship Booklet \[PDF 182KB\]](#)

[Bi Inclusion and allyship booklet \[PDF 238KB\]](#)

[Ace Inclusion and Allyship Booklet \[PDF 177KB\]](#)

As a swift response to feedback from staff and students, since lockdown, the University is pleased to have established two new staff networks: a Parents and Carers Network and a Staff Disability Network.

Embedding our Values

A foundational piece of work to support the successful delivery of both PCI KPIs (improving staff engagement and increasing staff diversity and inclusion), is embedding our Values across our employee life cycle. The '**Our Values in action**' framework, launched in December 2020, sets clear expectations of staff behaviour at all levels of Queen Mary, aligned to each of our Values. This work is essential to achieving the culture change envisioned Strategy 2030 and a presentation will be made at the Council Away Day on May 21st 2021 on the progress that has been made in relation to our Values in Action and Leadership frameworks. The University's Values are being embedded across the employee lifecycle and have thus far been incorporated into our appraisal, promotions, reward and leadership processes and frameworks as well as being rolled out through an extensive programme of EDI training.

In terms of some of the EDI training that has been rolled out during the past year, priority has been given to the mandatory on-line 'Introducing Inclusion' and 'Unconscious Bias' modules. These have been complemented with targeted EDI training for those in decision-making roles and specialised workshops, for example on Recruitment and Selection. We have also offered a broad range of coaching and mentoring opportunities as well as 360 Reviews. We are supplementing our new Introduction to Inclusion training with a more in-depth suite of EDI training, including trans-awareness, LGBTQ+ inclusion, disability awareness, race equality and inclusive leadership.

New **academic career pathways** have been designed and launched, aligned to a revised academic promotions process which is founded on our Values. The pathways form part of an overarching Academic Careers Framework that is designed to be used for both academic promotion applications and also used in preparing for appraisals/annual reviews, discussing career trajectories/plans, and identifying development opportunities. Our Appraisal guidance and processes have also been revised to incorporate our Values and provide the golden thread between Strategy 2030 and individual goals.

Reward processes have all been realigned to reflect the University's Values. The University reviewed and updated the criteria for our Staff Bonus Scheme this year, recognising the extraordinary efforts of all staff during the pandemic and aligning the schemes with 'Our Values in Action' framework. We are seeking to reward an increased number of staff and have equalised the level of reward across all grades and staff groups. **This approach aimed to improve the University's Gender and Ethnicity Bonus Pay Gap and following the conclusion of this year's process, has been successful in reducing this to 0% this year.** These changes also fulfil important recruitment and retention objectives for the University, as by reflecting and rewarding the behaviours that are expected of staff who exemplify our values, we should attract and retain those staff whose values align to our own. In terms of rewarding exceptional performance, the University has introduced clear and explicit criteria with the requirement to evidence impact, thereby building a culture of high performance and aspiration, underpinned by our values.

Early analysis of the outcomes of the process indicate that women have enjoyed a slightly better success rate than men at 13% against 12.6% respectively. The success rate for BAME staff overall was 13.9% as opposed to 12.4 % for White staff. However, disaggregated data showed that Asian staff only saw a 7.6% rate of success, so further analysis will be undertaken to seek to understand the factors that may be contributing to these differences in outcome. (*The University's Race Equality Action Group (REAG), is currently researching alternative terminology to the term BAME that better resonates with the Queen Mary community*).

Creating a Culture of Dignity and Respect

The University has advanced a range of initiatives focused on creating a culture of dignity and respect. A new Grievance Resolution Policy highlights the role of mediation and informal resolution in supporting grievance resolution at the earliest stages, with improved outcomes that support better relationships for the longer term. Aligned to the launch of the new Grievance Resolution Policy and Procedure, the University has trained a cohort of fifteen internal mediators to support alternative dispute resolution. In recognition of our need to more effectively respond to complaints of bullying and harassment, we have now successfully launched our Dignity and Respect Champions network. Volunteer Champions have been trained extensively in a range of skills, including EDI awareness and an understanding of the Report and Support system. There has been, and continues to be, action to ensure diversity in the Champions, to support staff to feel confident in making a disclosure. Complementing the work of the Champions, we have also rolled out Active bystander training focused on providing staff with practical skills and confidence to challenge inappropriate behaviour such as bullying and harassment.

Preventing and Addressing Incidents of Racial Harassment

EDISG receives an update report twice a year on **Report and Support** activity. In line with recommendations in the '*UUK Tackling Racial Harassment in Higher Education*' report, this provides an opportunity for us to systematically review the data we collect on reported incidents, and how they have been managed, to ensure that actions that have been implemented are appropriate, and

to proactively take action in relation to emerging trends. REAG has a working group dedicated to issues of racial bullying and harassment.

Preventing and Addressing Harassment & Sexual Misconduct

Data from Report and Support has highlighted a need for increased focus on sexual harassment, particularly within the student body. The prevention of harassment and sexual misconduct has been an increasing priority for Higher Education. A variety of reports and recommendations from sector bodies have focused on these issue(s). The most recent of these reports is the Office for Students' Statement of Expectations: Prevent and Address Harassment & Sexual Misconduct. The Statement sets clear expectations and parameters for the University to progress this work, particularly for students. Whilst staff, alumni and visitors are beyond the regulatory remit of OfS, Queen Mary's approach will establish parity in the principles we apply across these parties. OfS' expectations act as an endorsement of our existing work to foster a culture of inclusion, focusing on strengthening our governance, reporting systems and processes. Given Queen Mary's proactive approach to date, the expectations are all met, but the University will develop further good practice to exceed the OfS requirements.

In January 2021, EDISG agreed the need to adopt strategic oversight of our work in the area of gender-based violence and identify our future priorities. A new Working Group to Prevent and Address Harassment and Sexual Misconduct, chaired by the Vice-Principal People, Culture and Inclusion, has been established, bringing together expertise from the Students' Union, Student Academic Services, Human Resources, Academic Registry and Council Secretariat. The Working Group has a remit to ensure the University's governance; policies, processes and systems; training; data collection and evaluation of the impact of these interventions are effective. The Working Group will conduct regular reviews and implement improvements on an ongoing basis.

The Working Group held its first meeting earlier this month and undertook a mapping exercise to establish the extent to which the University has implemented recommendations from the range of sector level reports directed at preventing and addressing gender-based violence at Universities. It also agreed priority areas for the Group to address.

The outcome of the mapping exercise established that the University has in place good arrangements in relation to:

a) **Governance oversight and scrutiny:** Report and Support data is reported to Council annually. From 2020, Report and Support data has been included in the University's Annual EDI Report. Governance has been further strengthened with the establishment of the Preventing and Addressing Harassment and Sexual Violence WG, providing clear oversight and co-ordination across all activities in this area with the direct involvement of the Student Union (including membership of Student Union Executive Officers and Student Union staff), and expert staff from across the University. This to give assurance to Council that risks relating to these issues are being identified and effectively mitigated.

b) **Engaging with students and policy development:** as mentioned above, students are actively involved through our governance structures. Hitherto, this has involved the development and implementation of Report and Support to ensure that there is a whole University approach to preventing and responding to all forms of harassment and sexual misconduct affecting students. Collaboration on embedding our University values has also been important in setting out the expectations we have of students, staff and visitors. The Report and Support Triage Team meet weekly to review cases. Students are also involved in the development of institutional policy, for example, the Dignity at Work and Study Policy; Policy on Staff and Student Relationships; and

Code of Student Discipline. The University and Student Union have adopted a survivor and trauma centred approach whereby students are referred to Advice and Counselling and/or QMSU to ensure that students have access to appropriate and effective support.

c) Training: has been rolled out by the Student Union and the University to raise awareness of, and prevent, harassment and sexual violence. Examples include Consent Matters; Forced Marriage; 'Honour' Based Abuse Active Bystander Training, including advanced training; and Violence against Women and Girls (VAWG).

d) Partnerships with local specialised services: the University has formal links with East London Rape Crisis; the Tower Hamlets VAWG and Safeguarding Teams; Victim Support; and Solace Women's Aid.

e) Future priorities: based on the mapping exercise and good practice, the Working Group has prioritised the following actions:

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 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.

The new Working Group to Prevent and Address Harassment and Sexual Misconduct, chaired by the Vice-Principal People, Culture and Inclusion, will lead our work to deliver against the regulator's expectations and beyond, exceeding what is required of us. Evidence of our progress will be published annually via the University's statutory EDI Annual Report and annually via Council updates.

Model of Collaborative Working with Queen Mary Student Union

The PCI agenda spans issues that have equal significance for our students and staff. The University has therefore worked in close collaboration with Queen Mary Student Union (QMSU), in advancing many new initiatives. This approach models our Values of collegiality and inclusion. Some illustrative examples of areas of collaboration are:

i) aligning two key initiatives that are designed to embed Queen Mary's values across all that we do. These are the QMSU 'Professional Values and Success model' and the University's 'Our Values in action' framework; and

ii) the Values and Behaviours Engagement project to apply our values to staff-student engagement, which is a key element of the ESS Enabling Plan

- iii) curriculum enhancement projects to close the attainment gap and develop an inclusive curriculum
- iv) preventing and addressing harassment & sexual misconduct
- v) developing an integrated Student and Staff Wellbeing and Mental Health Strategy

These are all areas of major strategic significance in realising the successful delivery of Strategy 2030.

Impact of Covid and Related Changes and Future Priorities

The University is encouraged by the significant progress made over the course of a challenging year. EDI has been a vital consideration in relation to Covid-19 and its impacts. We have taken particular care to progress our response to Covid with reference to its EDI implications for staff and students. We have introduced a range of initiatives to support staff over this period and are developing principles and interventions to mitigate the long-term adverse impact of Covid 19, for example in relation to probation and promotion.

Some changes in priority areas have emerged, largely driven by the pandemic. This section outlines the impact of Covid on some strands of activity and then sets out our priorities for the next twelve to eighteen months. This is work that has been identified in the University's Risk Register, that is key to mitigating our risks so that we deliver the aims of Strategy 2030 and achieve our KPIs.

Staff Survey

We did not run a Staff Survey in 2020 and therefore do not have comparable staff engagement data. We have instead used proxy measures (voluntary turnover and sickness absence) to provide an indication of staff engagement this academic year. The University will instead run three pulse surveys focused on health and wellbeing; bullying and harassment; and EDI. In 2022, a full survey will be commissioned focusing on areas including leadership and management and communication. The survey questions will be refocused to closely align with Strategy 2030 to provide information relevant to the lifetime of the Strategy. We are seeking to develop our impact measures, establishing a rolling programme of Staff Surveys to promote staff engagement and the employee voice. Modern and more responsive survey designs offer the opportunity to select a survey provider that more closely aligns to Queen Mary's future ambitions in relation to staff engagement. This will enable us to review the measure of engagement year on year.

PCI Engagement Strategy

Our development of a PCI Engagement Strategy and progress with the development of our EDI web pages has been delayed. Approval has now been given by the Strategic Programme Board to recruit a specialist in this area to add significant momentum to progressing our staff engagement priorities. We need to ensure a proactive programme of engagement with our staff and student communities that actively involves them in the implementation of a diverse range of new initiatives. In order to realise the objectives of the PCI Enabling Plan, demonstrate a positive response to the Staff Survey, and demonstrate genuine progress towards our ambition to be the most inclusive university, it will be vital to engage in constructive discourse with our diverse communities on issues that impact their ability to progress and succeed in their work or studies. This engagement will cover issues of race, gender, trans, disability, and intersectional factors, to name just a few topics. By adopting holistic, innovative approaches to how we inform our understanding of the barriers to progression that staff and students experience, we will be able to design inclusive processes that

help Queen Mary meet its KPIs and realise its vision. Innovative use of the web is also a key vehicle to continue to build a culture of trust based on delivering actions and publishing our data, together with demonstrating our position as an employer of choice to prospective applicants.

Wellbeing and Mental Health

The University has increased our focus on wellbeing and mental health to support staff and managers and improve employee engagement during the pandemic. This has included a series of interactive wellbeing workshops aimed at supporting individual and team wellbeing, a 'wellbeing lockdown special' webinar series, and 'wellbeing for managers' workshops. These initiatives will also be important to help our staff transition to a post-Covid workplace. We are currently establishing a new Wellbeing and Mental Health Steering Group. The Group will carry out an audit of student and staff wellbeing and mental health provision using the #UUKStepchange framework, with actions to establish a one-University approach and embed an integrated Staff and Student Wellbeing and Mental Health Strategy with priorities and actions to ensure most effective use of resources across the institution.

KPMG recently conducted an audit on Workplace Health and Wellbeing. Their draft report makes two amber recommendations: to streamline the current guidance and design of web pages to make information easier to access and navigate; and to monitor the effectiveness of initiatives. The report sees a role for the Wellbeing and Mental Health Steering Group to establish clear measures to assess impact.

Leadership Framework

The roll out of the values-based leadership framework was also delayed by the pandemic, however, we will shortly be launching the Leadership Framework, clarifying the expectations of our leaders, with a focus on inclusive leadership. The framework will inform our emerging development programmes, offered to managers and leaders at all levels across the University, and will enable us to progress towards our aspiration for truly inclusive distributed leadership.

Staff Bonus Scheme

The University delayed the launch of our Staff Bonus Scheme and Professorial and Grade 8 Professional Services pay reviews amidst the uncertainty with regard the University's financial position. However, we were clear with staff that we would be running these processes at an appropriate time during the academic year, and these processes will all be concluded during the Spring and Summer of 2021. All staff also received their annual incremental pay rises. Work will now commence on reviewing the efficacy of this year's process, its impact on EDI considerations; and how further improvements can be introduced to drive greater progress on outcomes for underrepresented groups. Early analysis indicates some areas in which lower graded staff have enjoyed improved recognition using the new criteria, for example, Grade 2 staff enjoyed a 44% success rate, the highest of any grade.

Career Pathways for our Professional Services, Technician and Research

Our progress towards developing career pathways for our Professional Services, Technician and Research staff has taken longer than anticipated. Work is currently in progress to develop tools for Professional Services staff that will provide more transparency on the routes and options available for progression. This will include providing skills development for staff and managers on career development and emphasising the role of appraisal in facilitating these actions. We have also piloted a career development workshop for Professional Services staff. These priorities also form

part of the PS Enabling Plan. Whilst delayed, it is still anticipated that these frameworks will be launched this academic year. Work is also progressing with the QM Academy to design career paths for research staff and the development of academic and research leaders aligned to the Research Concordat.

Our timeline for staff completing our new mandatory equality, diversity and inclusion training has been extended from April to June in response to feedback from staff about their ability to engage with the training within the original prescribed timeframe due to the impact of the third lockdown. Schools and PS Directorates continue to monitor progress to ensure that all staff complete the training. The extension did not apply to those in decision-making roles, who have had to complete the training in line with the original timescale.

Evidence-informed decision making

We are seeking to introduce rigorous data governance and enhance the quality and consistency of our data across a variety of systems and processes. More structured and well-governed datasets will enable improved, data-driven decision-making across the institution. We have now designed and delivered data packs to Schools and PS Directorates to support evidence-informed decision-making. This data includes information on the EDI profiles of staff and students; ethnic and gender pay gap data; and student progression data. In tandem with this work, we will also progress projects to implement a new e-recruitment and Learning Management System, which will be key in enhancing data collection and analysis at an institutional level. Although the University already carries out Equality Impact Assessments, in order to further enhance our approach, SET recently approved the need for a strategic decision-making framework incorporating Equality Impact Assessments to be developed in collaboration with the Chief Finance Officer and the Chief Governance Officer. The aim is to roll this out for the new academic year.

Current progress against our staff engagement and staff diversity KPIs

In relation to the current and future controls identified in the Risk Register, the University is still on track to deliver the initiatives listed. It is encouraging that the pandemic has not had a major impact on current progress towards our planned deliverables. Work is currently in train to develop interim EDI measures of success to inform our work between now and 2030 to **accelerate** progress towards our diversity KPIs, for example, in relation to setting targets to increase diversity at middle and senior levels of the University.

Journey to Becoming an Exemplar Institution

The University aspires to be an exemplar institution by 2030 based on its academic success linked to its commitment to inclusion. It is encouraging that the University has been successful with three external EDI bids:

i) Google DeepMind: Queen Mary was one of only three universities to secure funding for a three-year Postdoctoral Researcher to support early career researchers from underrepresented groups in the fields of Artificial Intelligence (AI), Computer Science or Machine Learning. The programme aims to improve gender and racial representation in academic positions in Computer Science and AI at leading institutions to nurture role models and ambassadors who will train the next generation of researchers. The two universities who were successful were Cambridge and UCL.

ii) The British Council and Advance-HE: Gender Advancement for Transforming Institutions – working in partnership with the Indian Government, this initiative is designed to improve gender equality in STEMM disciplines in Higher Education institutions in India, modelled on Athena SWAN.

Queen Mary was one of only six institutions in the UK to bid successfully for this project to have international reach in our EDI work to support partner institutions in India to develop their gender equality strategies and action plans.

iii) Advance-HE Collaborative Development Fund: Queen Mary was successful in its bid to 'Develop Flexible Ecosystems. The project will focus on the range of flexible learning approaches that Higher Education Institutions have adopted to provide opportunities for all. The outcome of this work will help establish the current state of flexible learning approaches in higher education and findings will be disseminated for the benefit of the UK higher education sector.

These three recent successes demonstrate how our academic and EDI ambitions are aligning for wider benefit across the sector and internationally, in support of our long-term ambition to become the most inclusive university of our kind anywhere by opening the doors of opportunity.

Outcome Requested

Council is asked to **note and comment on** the People, Culture and Inclusion Enabling Plan Update for Council