



Queen Mary  
University of London

# Equality, Diversity and Inclusion

Annual report  
2021/2022



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# Introduction from President and Principal



**Professor Colin Bailey**  
President and Principal

I am pleased to present Queen Mary University of London's Equality, Diversity and Inclusion (EDI) Annual Report, which highlights our key areas of work in progressing EDI in the 2021/22 academic year.

Queen Mary's Strategy 2030 has EDI at its core and is underpinned by our Values of being inclusive, proud, ambitious, collegial and ethical. Our People, Culture and Inclusion Enabling Plan (PCIEP) translates our Strategy 2030 vision, mission and values into a set of bold and ambitious EDI initiatives to help achieve our vision to open the doors of opportunity for anyone with the potential to succeed.

The report focuses on EDI work being delivered at both Institutional and Faculty level. A significant amount has been achieved in the last year and I would like to thank all involved for their dedication and hard work. Major milestones include:

- The University successfully retaining our Silver Athena Swan status, making Queen Mary one of only three Higher Education Institutions to renew at Silver level
- The establishment of a strategic approach to preventing and responding effectively to bullying, harassment and sexual harassment
- The launch of Staff Survey 2022. This was our first Staff Survey since 2019, marking the start of our commitment to establishing a regular rhythm of yearly Staff Surveys
- Our Wellbeing and Mental Health Steering Group taking the decision to work towards the University Mental Health Charter
- The creation of Queen Mary's inaugural Race Equality Staff Network.

Although we have made progress against many of our EDI priorities, I recognise that we still have much to do to meet our mission to become the most inclusive university of our kind, anywhere. Our EDI Annual Reports play an important role by helping us to continuously measure and share our progress going forward.

There are many ways each of us can get involved and learn about EDI. One of them is developing your understanding of how we can promote inclusive behaviours by completing our Introducing Inclusion e-learning module. I would also like to encourage colleagues to engage with our staff networks as they continue to grow and develop. Colleagues may also wish to reflect on how you put our Values into action and truly bring our Values to life.

As Principal, I am exceptionally proud of our diverse community and believe it is something we should celebrate. I am passionate about creating an inclusive institutional culture where all members of our community feel included and empowered in a welcoming environment where they can achieve success. I hope that you find this report insightful and valuable. Thank you for taking the time to read.

# Queen Mary's mission, vision and values

Our **vision** is to open the doors of opportunity. Our **mission** is to create a truly inclusive environment, building on our cherished cultural diversity, where students and staff flourish, reach their full potential and are proud to be part of the University. Dedicated to the public good, we will generate new knowledge, challenge existing knowledge, and engage locally, nationally and internationally to create a better world. Our **values** are **inclusive, proud, ambitious, collegial** and **ethical**; these values directly support our mission.

## Our values

### Inclusive

We will be inclusive and maintain our proud tradition of nurturing and supporting talented students and staff regardless of their background and circumstances, and continually enhance our strong engagement with our local and global communities.

### Proud

We are proud of the difference we can all make when we work collectively.

### Ambitious

We are ambitious and we will foster innovation and creativity, disrupt conventional thought, and respond with imagination to new opportunities to further our vision, mission and academic ambitions.

### Collegial

We will be collegial and promote a strong collegial community through openness, listening, understanding, co-operation and co-creation, ensuring focused delivery of our collective vision and strategy.

### Ethical

We will act with the highest ethical standards, and with integrity, in all that we do.

This Annual Report sets out the actions and initiatives that we, at Queen Mary, have been taking forwards to achieve our mission, and supporting PCI Enabling Plan, over the 2021/2022 academic year.



Race Equality Staff Network Celebration Lunch

## Increasing the diversity of our staff body and supporting career progression

The University recognises the importance of a diverse, representative staff body (and student population) in the delivery of our academic mission and Strategy 2030.

In 2020, the University established clear, evidence-led targets and KPIs for our staff diversity with regards to gender and race equality. The PCI Enabling Plan priorities include

reaching gender balance and better representing London's ethnic diversity across middle and senior roles by 2030.

### Our 2030 Key Performance Indicators

50:50:50 women in junior, middle and senior levels by 2030 (+/-5%)			
2018/2019	2019/2020	2020/2021	2021/2022
58:53:38	59:52:38	60:52:38	57:54:39
40:40:40 Black, Asian and Minority Ethnic people in junior, middle and senior levels by 2030 (+/-5%)			
2018/2019	2019/2020	2020/2021	2021/2022
46:27:19	48:28:19	48:30:20	49:31:20

# The EDI Team

The role of the Equality and Inclusion team is to support Queen Mary to achieve our ambition to be the most inclusive university of our kind, anywhere; providing specialist project management, advice and services to, and in the interests of, our entire university community.

This purpose can be further broken down to include:

## Compliance and Centre of Excellence

- Ensure institutional compliance with relevant legal and regulatory duties (e.g. Equality Act 2010, Gender Pay Gap Regulations 2017).
- Provide specialist, technical EDI expertise, guidance and advice to leaders, committees, faculties, university services and strategies.

## Strategy and Specialist Programme Management

- Lead on the management and delivery of University-wide equality, diversity and inclusion and people, culture and inclusion strategies and programmes (e.g. Athena Swan, Race Equality Charter, Stonewall, Disability Confident, trans inclusion)
- Support faculties and directorates in 'local' delivery of EDI projects and objectives

## Engagement

- Foster and inspire transparency, confidence and trust in Queen Mary's EDI strategy and activity across out staff, students and the sector.
- Support and engage our university community and staff voice with the breadth of our work via EDI staff networks and partnership with QMSU

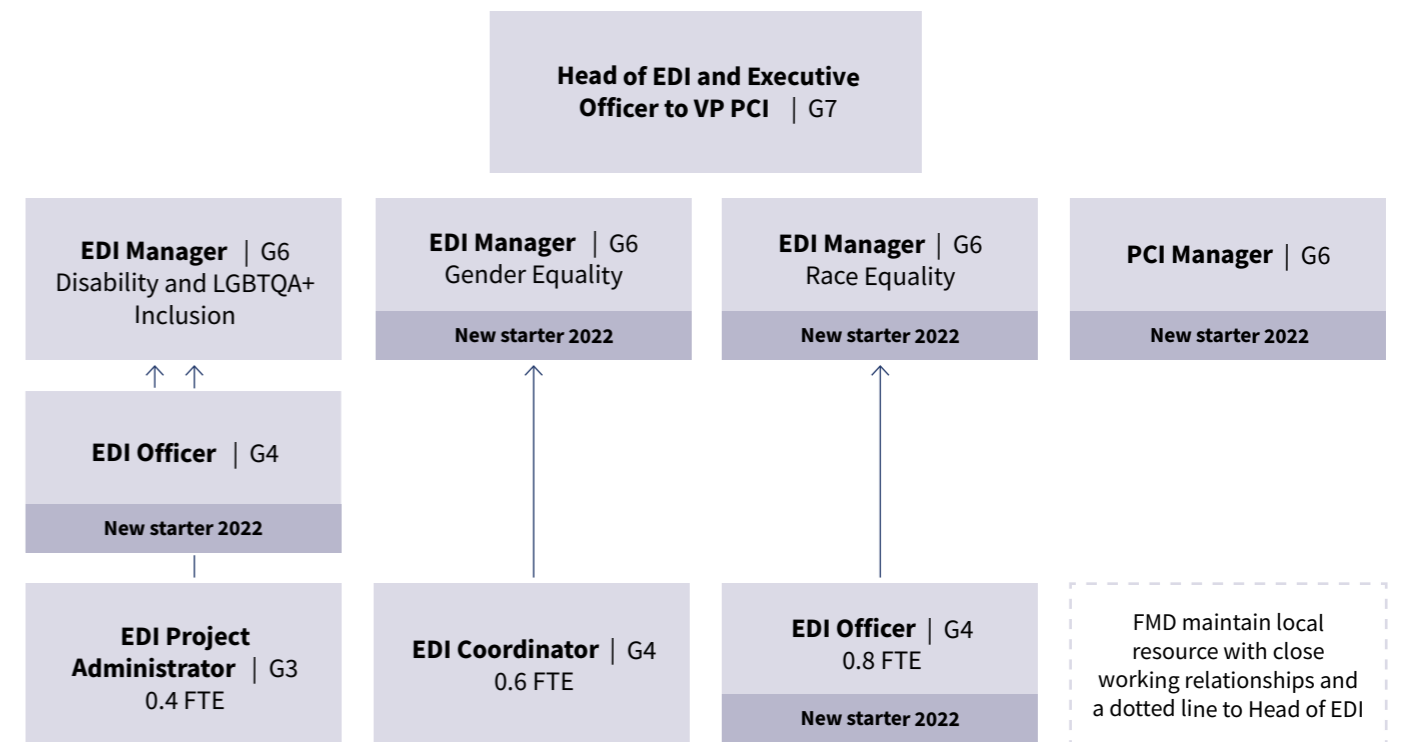
## EDI Team: Enhancements in resourcing

Historically, Queen Mary's EDI Team has primarily focused on compliance and gender equality through our commitment to the Athena Swan accreditation. In 2021/22, the University made the decision to increase resource within the EDI Team to support delivery against our aims and objectives. The increase in resource provides greater

capacity and capability to consider inclusion in its broadest sense and take a more proactive approach to EDI across the range of characteristics and at all levels of our institution. The increase of resource resulted with the launch of a new EDI Team structure, with the aim to broaden our approach to EDI. The new structure seeks to

create and maintain a viable, resilient, expert EDI workforce. Additionally, the new structure resulted with dedicated resource to support the advancement of LGBTQA+ Inclusion and Disability Equality for the first time, marking an advancement in Queen Mary's EDI journey.

## EDI Team structure



I am delighted to be leading the EDI Team as we support our journey to be the most inclusive university of our kind; in 2022 we welcomed five brilliant new colleagues to catalyse this progress. It has been an exciting time to be an EDI practitioner at Queen Mary, the University has invested a significant amount in our team and work - a vote of confidence and aspiration. I have a great deal of belief in our people and approach to the challenges ahead of us.

**Alex Prestage**  
Head of Equality, Diversity and Inclusion



The ambition to become 'the most inclusive university of its kind, anywhere' was what attracted me to join Queen Mary and this has been borne out by the Values demonstrated by my colleagues across the institution and that of the wider Queen Mary community.

**Darren Hunwicks**  
EDI Officer



It's been great to work in a team of really dedicated, passionate people, who put inclusive values into action and prove that welcoming diversity of thought and backgrounds makes us more productive. It's easy to be ambitious and a little adventurous knowing that the team is unfailingly supportive.

**Katharina Smith-Muller**  
EDI Officer

# Queen Mary's EDI Governance

The Equality, Diversity and Inclusion Steering Group (EDISG) plays an essential governance role in providing strategic coherence and oversight across all matters of EDI. Following a year of reform and change for EDISG, to better reflect our People, Culture and Inclusion goals, the Steering Group and its sub committees enjoyed a successful year.

Through EDISG and these subcommittees, the University has established a mature, strategic approach to:

- Gender Equality via Gender Equality Action Group;
- Race Equality via Race Equality Action Group;
- Tackling bullying and harassment via Preventing and Addressing Harassment and Sexual Misconduct Working Group;
- Mental Health and Wellbeing via Mental Health and Wellbeing Steering Group;
- Faculty specific EDI activity via three Faculty EDI Committees;
- Professional Services EDI activity via Professional Services Equality, Diversity and Inclusion Steering Group;
- LGBTQA+ Inclusion and Disability Inclusion were identified as areas for future development.

These groups, representing our EDI Governance, have helped us to support and deepen engagement with, and scrutiny of EDI activities across the University – catalysing progress and ensuring staff voice and engagement with the work of the EDI Team and PCI Enabling Plan.

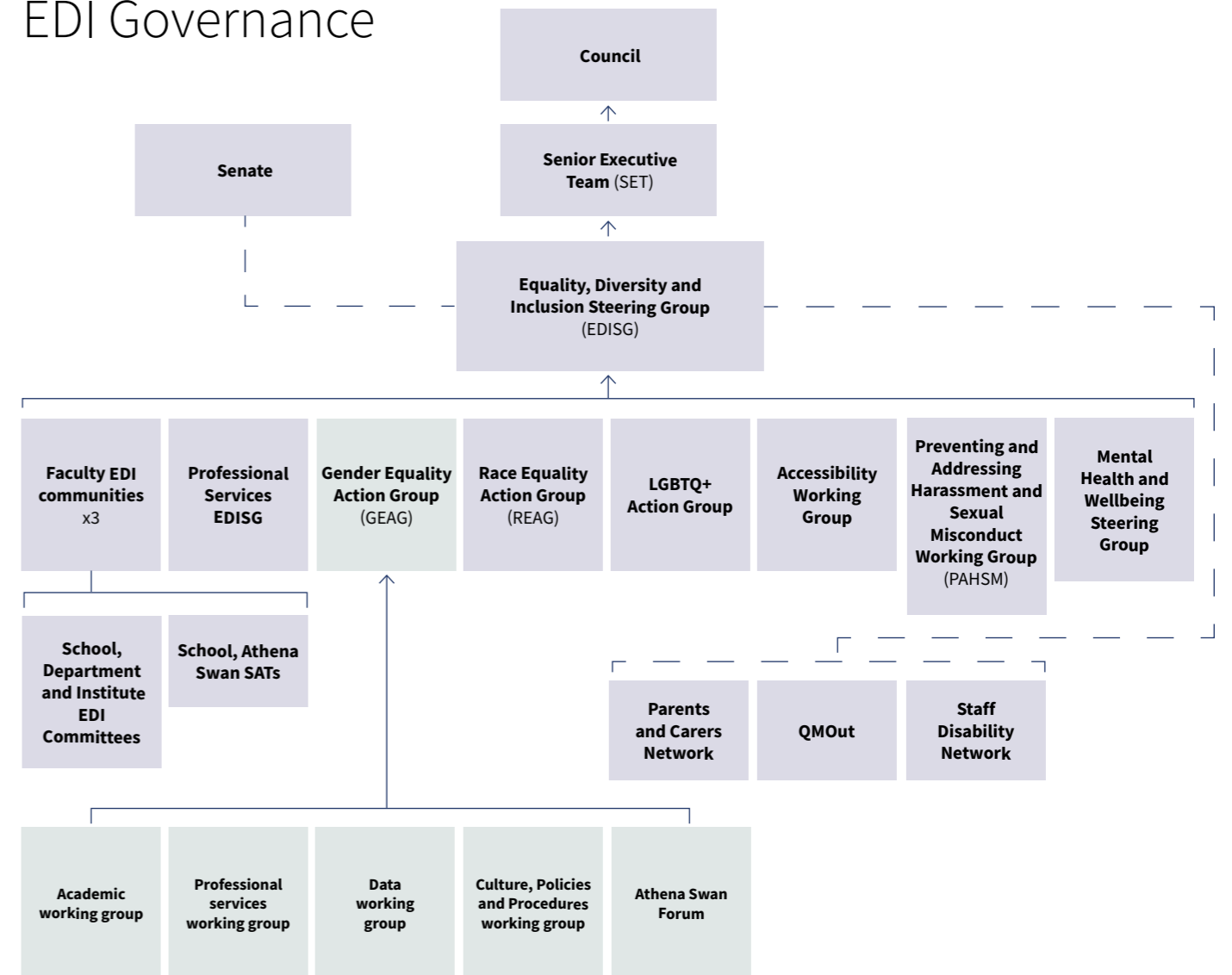
Throughout the 2021/22 academic year, EDISG received twelve presentations from Schools, Institutes and Directorates, detailing their progress, success and learning with regard to local EDI Action Plans (established the previous year). This reflects approximately a third of all EDI Action Plans across the University reported upon within one academic year. The volume and quality of presentations is reflected positively by EDISG and its members.



As a chair of the EDISG, I would like to thank all Schools, Institutes and Directorates that presented their progress to the EDISG. Colleagues shared their local success and challenges openly and the quality of presentations were received positively by EDISG members. It is important that we continue to reflect on the challenges experienced at local levels and share knowledge and good practice across the University.

**Philippa Lloyd**  
Vice Principal Policy and Strategic Partnerships and Chair of EDISG

## EDI Governance



Professional Services	Faculty of Humanities and Social Sciences	Faculty of Science and Engineering	Faculty of Medicine and Dentistry
Human Resources	Faculty Office	School of Mathematical Sciences	Faculty Office
External Relations	School of Languages, Linguistics and Film	School of Engineering and Material Sciences	William Harvey Research Institute
Finance, Planning and Strategy Delivery Office	School of Law		The Blizard Institute
	School of Politics and International Relations		

Table of Schools, Institutes and Directorates that presented their progress to EDISG

# Progress made through our EDI Action Groups

Our EDI Action Groups aim to deliver our PCI Commitments. These groups comprise students, staff and experts from across the University, to help shape, plan and deliver our work. The below section provides an overview of the work delivered and progress made by these groups in the 2021/22 academic year and progress made.

## Gender Equality Action Group

The University successfully retained its Silver Institutional Athena Swan status in January 2022, in recognition of the University's commitment to advancing gender equality. Queen Mary is currently one of only three Higher Education institutions to renew at Silver level. Queen Mary has taken several key steps to embed equality and diversity practices at the heart of the University while addressing challenges to gender equality.

These include:

- Closing its gender attainment gap between undergraduate students

- Reducing its gender pay gap, and closing the median bonus pay gap in 2020
- Reducing the overrepresentation of women on Fixed Term Contracts
- Increasing the diversity of leaders at Board level, with more women than ever before
- Promoting a record number of Black and Ethnic Minority women
- Increasing the representation of women in Lecturer, Senior Lecturer and Reader roles

Following the successful renewal application, the Gender Equality Action Group (GEAG) was repurposed from an Athena Swan self-assessment team to an action group with responsibility for successful implementation of the University's Gender Impact Plan. The terms of reference and membership have been revised, bringing together staff responsible for actions across the Gender Impact Plan as well as representatives and key stakeholders to ensure accountability, input and scrutiny.



Working as part of the self-assessment team was enormously satisfying. This was the first time Queen Mary had considered gender equality for professional services staff in the Athena Swan process, and we were really pleased to see how much progress had been made in meeting our diversity aims.

**Emm Barnes**  
Strategic Project Manager and GEAG Member

## Athena Swan Roadshows

Between April and September 2022, the Equality, Diversity and Inclusion Team delivered the Athena Swan Roadshow to Schools, Institutes and Departments across Queen Mary. The Athena Swan Roadshow has engaged over 4,000 members of staff across schools, institutes and departments, involving colleagues in The University's work towards gender equality and the People, Culture and Inclusion Enabling Plan.

The Roadshow shared key findings from our successful Athena Swan Silver Award renewal, outlined key areas of impact over the last 5 years and focused on raising awareness and engagement with the Gender Impact Plan. During the sessions, the EDI Team encouraged collaboration, endorsement and local action planning to contribute to progressing gender equality across the institution.

## Gender Advancement for Transforming Institutions Project

In August 2021 Queen Mary began a programme of activities with five Indian universities and institutes as part of the Gender Advancement for Transforming Institutions (GATI) pilot project, being coordinated by the Indian Government's Department for Science and Technology and the British Council in association with Advance HE. Queen Mary was one of six UK universities to be involved in this pilot.

The aim of the GATI project was to pilot a gender equality framework for academic women in STEM in the Indian academic and research

context, building on the Athena Swan framework used in the UK.

Throughout 2021/2022 Queen Mary delivered five workshops focused on undertaking successful self-assessment, good practice and knowledge exchange, in addition to regular one-to-one mentoring sessions with the partner self-assessment teams. These sessions drew on the experiences of successfully achieving a Silver Athena Swan renewal, with engagement from across the faculties and delivered through the EDI team Queen Mary.

## International Women's Day 2022

Queen Mary undertook a range of activities to mark and celebrate International Women's Day in 2022. Activities included:

- A blog post on the Gender Advancement for Transforming Institutions (GATI) project, written by Mursheda Begum (GATI Project Administrator)
- Women in Leadership talk in partnership with London Borough of Tower Hamlets, Tower Hamlets Homes, Account3, Women's Inclusive Team and Limehouse Project
- Active Bystander workshops focusing on how all members of the Queen Mary community can contribute to a positive culture by developing skills, knowledge and confidence to be active bystanders and safely challenge unacceptable behaviours.



The Athena Swan Roadshows presented a fantastic opportunity to mobilise staff across Queen Mary to engage with the Gender Impact Plan and our wider gender equality ambitions. We were really pleased to see such high engagement from staff who were keen to hear about our progress and to actively consider how they can support this work going forwards.

**Liz Grand**  
EDI Manager (Gender Equality)



GATI is very much a shared journey, where we work collaboratively to achieve the best outcome possible to attract amazing female talent into academia and have ambitious strategies to enhance career opportunities for women in STEM. There is also great value and opportunity in learning from each other on our shared journey.

**Sheila Gupta**  
Vice Principal People, Culture and Inclusion 2019-2022



Definitely due to GATI project, we are expecting a change in the culture and gender representation in various activities in our institute in the future.

**Queen Mary GATI Partner**



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## Headline findings

Queen Mary has realised tangible impact to improve gender equality. Since 2016 we have:

- Closed the gender attainment gap between undergraduate students
- Reduced the gender pay gap, and closed the median bonus pay gap in 2020
- Reduced the overrepresentation of women on Fixed Term Contracts
- Increased the proportion of women at Lecturer level through to Reader
- Increased the diversity of leaders at Board level, with more women than ever before
- Promoted a record number of Black and Ethnic Minority women

Talking: Presenter



Queen Mary University of London

23



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Talking: Presenter



Queen Mary University of London

23

A woman with short red hair and glasses, wearing a pink blazer, is seated at a white desk. She is gesturing with her right hand while speaking. The desk is equipped with a laptop, a large monitor, a printer, a water bottle, and other office supplies. A microphone is positioned in front of her. The background shows a blue wall and a window.

A large black television is mounted on a stand. Below it, a purple chair is visible, and a round analog clock is mounted on the wall. The room has a blue wall and a window.

# Preventing and Addressing Harassment and Sexual Misconduct Working Group



As someone working in student support I have heard first hand accounts of the impact of sexual violence and harassment on our students, particularly young women studying with us. If we are to realise our ambitions of being the most inclusive university of its kind, it is critical that all of our staff and students feel this is a safe environment in which to study and thrive. The work of PHASE is one key way we can do this.

**Simon Jarvis**  
Head of Student Wellbeing and Co-Chair of PHASE

The Preventing and Addressing Harassment and Sexual Misconduct Working Group (PHASE) was established to progress a wide-ranging programme of work to address bullying, harassment and sexual misconduct. It was formed to develop a strategic, sustainable, University-wide approach towards preventing and responding to harassment and sexual misconduct at Queen Mary to meet the needs of staff, students, local community and visitors. The group brings together expertise from the Students' Union, Student and Academic Services, Human Resources and Governance and Registry Services. A new Terms of Reference document was agreed in April 2022.

PHASE have worked in alignment with the Statement of Expectation from the Office for Students (OfS), overseen further development of the Report + Support reporting tool and focused on developing prevention work such as awareness raising, training and online learning for the Queen Mary community. The main area of focus of PHASE during 2021/2022 was establishing a strategic approach to preventing and responding effectively to bullying, harassment and sexual harassment. This was informed by a mapping and gapping report into Queen Mary's approach to the elimination of bullying and harassment, conducted by an external consultant. The report included an appraisal of the work Queen Mary has undertaken to date and recommended next steps to

strengthen our approach based on extensive research across the HE Sector. Our new strategic approach aims to provide further assurance of impact and success.

PHASE have identified a number of key interventions that will typify our new approach:

- Develop an umbrella campaign under which all staff and student pathways, resources, policies and services are mapped, with a new, consistent visual identity and lexicon, and leadership at the highest level
- Review provision across Queen Mary within our new umbrella campaign and draw clear metrics and measures linked to staff and student engagement, providing assurance and monitoring
- Commission and lead an extensive policy review to update, revise and strengthen staff, student and the organisation's capacity to respond to bullying and harassment
- Lead staff and student engagement and break down barriers to reporting and improve our pathways, systems, policies and processes

The approach was approved and will be adopted as a scheme of work for the committee to commence implementation in 2022/23 to support our PCI Enabling Plan and tackle bullying, harassment and sexual harassment.



LGBTQIA+ History Month Celebration and Reflection Event

## LGBTQIA+ Inclusion

Throughout 2021/22 Queen Mary had an increased focus on awareness raising and visibility, with a focus on flagship inclusion dates. In February 2022 Queen Mary ran a programme of events across the University for LGBTQIA+ History Month including bespoke events such as a seminar on LGBTQIA+ in Nature and a Comedy Night at the People's Place to celebrate LGBT History Month with a showcase of some of the UK's finest comedians with LGBTQIA+ identities. As part of Pride Month, in June 2022, we built upon our Pride Profiles established in the previous year

focusing on What Pride means to you? We also sponsored a group of staff to attend Pride in London as part of the University of London group.

In March 2022 our Trans Inclusion Statement of Commitment was re-affirmed and updated. Our Trans Inclusion Statement of Commitment 2022 lays out the University's balanced approach and position with specific regard to trans inclusion. It is the synthesis of various legal duties Queen Mary is obliged to take due consideration of, and further incorporates our Values.



It was truly joyful to see Queen Mary staff celebrating 50 years of Pride March at Pride in London with colleagues from across the University of London. I look forward to seeing more vibrant celebrations as we expand our support for LGBTQIA+ Inclusion at Queen Mary.

**Eleanor McDavis**  
EDI Manager (Disability Inclusion and LGBTQIA+ Inclusion)

## Race Equality Action Group

Our Race Equality Action Group (REAG) has been at the forefront of progressing race equality at Queen Mary, by providing oversight and coordinating on Race Equality across the University.

Created in 2020, the Group has made significant progress against its Race Equality Action Plan which include the following key activities:

- Launch of the Equality, Diversity and Equality Team's Race Equality Toolkit. This toolkit was designed to support colleagues with advancing race equality across Queen Mary.
- Launch of the Understanding and Celebrating Race Equality Working Group's Short Guide to Understanding Race and Ethnicity Language and Terminology. This

document aims to provide some context and information around different terminology and language relating to race and ethnicity as we know that the wide range of different terms can be confusing or overwhelming. Queen Mary became a signatory of the London Borough of Tower Hamlets Anti-Racist Pledge.



## Black History Month 2021

During October 2021, Queen Mary staff and students came together to celebrate Black History Month (BHM). The national theme for the campaign was 'Proud to Be' and this programme of events was curated by colleagues from the 'Understanding and Celebrating Race and Ethnicity' working group, a sub-committee within our Race Equality Action Group. The University worked collaboratively and in partnership

with the Students Union to ensure the programme would engage both the staff and student communities. Activities included a lunchtime speakers' series, panel discussions and myriad of resources to support colleagues to engage with topics on race and ethnicity. Colleagues also had the opportunity to share African and Caribbean recipes, book recommendations and what BHM meant to them.

## Inaugural Race Equality Staff Network

To ensure the community is at the heart of decision making, the EDI Team has taken a 'co-creation' approach to our staff networks. Focus Group sessions were held to commence the development of a new staff network with colleagues who identify as being from a racially minoritised background/staff members who identify as Black, Asian or any minority ethnic background.

The focus group sessions provided colleagues with the opportunity to share their ideas and discuss what they would like to see from a Race Equality Staff

Network at Queen Mary and what they felt a successful network would look like. The opportunity to attend one of the focus group sessions was promoted across the University and there was a high level of engagement from colleagues.

The findings were influential in shaping the creation of the new network and how Queen Mary as an institution can shape activity to support the network. The feedback received were analysed and helped to inform the development of a new Terms of Reference for the network.



So far I have loved leading the race equality portfolio and working with the Race Equality Action Group. Colleagues are keen to engage in the breadth of work across the portfolio and go on the journey to improve culture for both staff and students.

**Afua Acheampong**  
EDI Manager (Race Equality)



Really pleased that this network is getting up and running. It will be the first organisation I will have worked at which had one (after 20+ years of working) so I am excited to have the opportunity to be part of this.

**Race Equality Network Focus Group Participant**

## Wellbeing and Mental Health Steering Group

During the academic year 2020/2021 the University established a new Wellbeing and Mental Health Steering Group with refreshed terms of reference. The Group has strategic oversight of wellbeing and mental health matters. During 2021/22 the Group reviewed the available frameworks for the assessment of mental health and wellbeing and agreed that the University should work towards the University Mental Health Charter.

The Wellbeing and Mental Health Steering Group has overseen the completion of an external gap analysis to provide an overview of Queen Mary's current position in relation to

this Charter. The gap analysis identified multiple examples of excellence in provision and an extensive scope of support offered at Queen Mary across both students and staff. It also made recommendations of areas for further development and suggested a prioritised approach to addressing these. Using these findings, work will take place in the 2022/23 academic year to produce a strategy and action plan for mental health and wellbeing.

During 2021/22 academic year Organisational and Professional Development (OPD) delivered workshops for managers to develop their ability to support staff wellbeing

together with workshops for all-staff covering mental health awareness and supporting personal wellbeing. In addition, OPD have maintained and developed our staff wellbeing website and promoted the wellbeing content on LinkedIn learning – to date there have been 100 resources accessed on wellbeing subjects including mental health, resilience and mindfulness. 2022/23 will also see an increase in focus on the menopause with work to raise awareness about the menopause, enable conversations within our community, foster a menopause friendly culture and provide information about the support options that are currently available at Queen Mary.



# Staff networks

Staff Networks are places where people with shared identities and backgrounds can connect with colleagues and make positive change across the University. They can fulfil several roles including providing peer support and a forum for social interaction, as well as working alongside the Equality, Diversity and Inclusion (EDI) Team to positively impact staff and student experience.

We recognise that having active and engaged staff networks can play an integral part in achieving our mission to become the most inclusive university of our kind, anywhere. Prior to the 2021/22 academic year, Queen Mary had three established Staff Networks; the Parents and Carers Network, QMOut (LGBTQA+ Network) and the Disability Network.

Collaboration with both existing and future staff networks will help us meet the needs of our diverse communities and ensure that our staff can actively contribute to our EDI agenda. In 2021/22 the EDI Team established an action plan providing an overview of identified key actions that will help establish, shape and strengthen Queen Mary's staff networks infrastructure going forward.

The following themes are included in the plan:

- Co-creation of networks with our staff
- Establishing Terms of Reference, Network Structure and Queen Mary Staff Network Toolkit
- Remit and role of Network Chairs
- Promotion and visibility of networks
- Engagement from senior leaders, managers and recognising network contributions
- Cross network communication
- Strategic approach to network activity
- Embedding networks in governance structure and decision making.

The action plan was endorsed by EDISG and the initial primary area of focus for delivery was 'co-creation of networks with our staff' which included the development of Queen Mary's first Race Equality Staff Network.

To encourage staff networks to take forward activities or initiatives that will help us progress our mission to create a truly inclusive environment, the EDI Team established a funding allocation process. Bids for funding are open to any individual member of staff, staff network or working group looking to undertake targeted activity to advance Queen Mary's PCI Enabling Plan.

In 2022/23, the EDI Team will focus on implementing actions across the action plan, creating a platform where current and new staff networks can thrive.

# Staff survey 2022

In April 2022, the University launched its first Staff Survey since 2019, this work is co-ordinated by Organisational and Professional Development. Queen Mary is committed to establishing a regular rhythm of yearly Staff Surveys.

Launching the Staff Survey in 2022 provided an opportunity to review the impact of the work that had been delivered: to address issues that are already in focus, to see where attention needs to next be turned and understand what would make the difference in terms of improving staff engagement including feeling that staff can bring their whole selves to work. The 2022 Staff Survey covered themes in areas not previously covered in 2019 including leadership, alignment and understanding of organisational strategy, reward and recognition, teamwork and collaboration. The 2022 Staff Survey was seen as a re-baselining as the Survey covered much broader areas and activity with questions crafted to be aligned with Strategy 2030 and the PCI Enabling Plan. The Survey ran for

four weeks, until the end of May 2022 and received a response rate of 63% with 3,243 responses. This marked an increase from 58% in 2019.

To ensure community ownership of actions Faculty/Schools/Directorates were asked to develop action plans in response to their local level Survey results. Resources were developed to support them to do this.

In 2022/23 the University Staff Survey Steering Group will be formed to provide strategic oversight of the outcomes and actions related to the Staff Survey 2022 results. The Steering Group will explore the learning and feedback from the Survey and develop an Institutional Staff Survey Action Plan, informed by wider action planning at School/Institute and Professional Services Directorates.



Staff Surveys provide us with an invaluable opportunity to learn from colleagues and understand their personal experience at Queen Mary. By launching a regular cycle of Staff Surveys we will receive continuous and rich feedback we can work together as a community to enhance our working lives.

**Dr Sharon Ellis**  
Chair of Staff Survey Steering Group

# Positive Action Development Programmes



## Aurora

In 2021/22 Queen Mary sponsored 10 women colleagues to participate in Aurora, an AdvanceHE leadership development initiative, designed to

address the underrepresentation of women in leadership positions within higher education institutions.

“

The programme increased my confidence and job satisfaction... I feel more empowered as a leader to speak and make my voice heard.

**Queen Mary Aurora Participant**

## B-Mentor

2021/22 saw Queen Mary take part in the B-Mentor programme for a ninth year. 15 mentors and

17 mentees participated in this mentoring scheme for Black, Asian and Minority Ethnic staff.

“

Today's session was super motivating and has me energised.

**Queen Mary B-Mentor Participant**

## South East Action Learning Sets

Queen Mary participated in the 2022 round of South East Action Learning Sets (SEALS), a development programme for

women in higher education. 81 women joined from 9 institutions, including 4 participants from Queen Mary.

“

This was an amazing programme to be a part of and I'm so grateful I was given the opportunity. It's so important to have a safe and supportive space where you can openly talk about your role, the work that you're doing and any issues that you face.

**Queen Mary SEALS Participant**

## Springboard

Queen Mary provided places for 20 participants to take part in Springboard, a women's development programme which encourages women to identify the

clear, practical and realistic steps they want to take, and allow them to develop the skills and self-confidence to take those steps.

“

Overall it was a really enlightening programme with the opportunity to meet and connect with other professional females within the university.

**Queen Mary Springboard Participant**

## Introducing Inclusion

Introducing Inclusion is Queen Mary's first EDI Inclusion e-learning module, designed to bring colleagues to date on understanding equalities law, unconscious bias and how we can promote positive, inclusive behaviours in our workplace.

3985 staff colleagues have completed the e-learning in total.

Queen Mary staff are encouraged to complete the 90 minute course and our additional EDI workshops designed to supplement this programme.

## Leading Together Framework and Pathways to Leadership

The concept of the 'Inclusive Leader' is embedded into Queen Mary's 'Leading Together Framework', which defines behaviours for leaders at Queen Mary to exemplify. In 2021/22 OPD launched the framework which informed the development of 'Pathways to Leadership', a suite of programmes designed to support

colleagues at each stage of their career. Inclusion was embedded within the programme to support delegates learning to be inclusive leaders.

The programme consists of five levels of core leadership programmes with 'elective modules' so colleagues can focus

their learning on the areas they aim to develop. At each level the format and content aligns with Strategy 2030 and our Values. Inclusion was embedded within the programme to support delegates learning and to become a more inclusive leader as they progress in their leadership journey.

<b>Level 1: Aspiring Managers and Team Leaders</b>
For colleagues who are considering a move into supervisory/management role for the first time.
<b>Level 2: Management Essentials</b>
For colleagues who have recently taken on responsibility of management, or who have not received management development previously.
<b>Level 3: Established Managers, Emerging Leaders</b>
For colleagues who are established, or have previous experience in managing a team, and are now embedding those skills and exploring the demands of leadership.
<b>Level 4: Transition to organisational Leadership</b>
For colleagues who are established in more senior roles and considering or preparing for leadership at School, Institute or Department level.

During 2021/22 three of the 4 Levels were piloted and the development programmes are now available to staff. Supporting materials were developed to support and improve our leadership and management practice including a self-assessment tool, a 360 review tool and a Pathways to Leadership-Manager's Toolkit.

In 2021/22;

- 75 colleagues participated in Level 1 of the programme;
- 26 colleagues participated in Level 3 of the programme;
- Level 2 was reviewed after being piloted and is scheduled for a relaunch in 2022/23;

- Following a pilot session of Level 4, 100% of participants rated the workshop as useful or very useful. 3 members of the cohort progressed their career through an internal role following taking part in the programme.



National Apprenticeship Week



It's hugely improved my confidence as a manager and things I have learnt will continue to be used in my practice.

**Management Essentials (Level 2) Participant**



It's a fantastic investment in your career, with a great group of colleagues you may not have otherwise met. It's a good opportunity to self-reflect and learn about you and how you manage/lead others and grow professionally.

**Emerging Leaders (Level 3) Participant**



The sessions were immensely useful to be able to focus putting the learning into practice and to discuss more personal/specific leadership challenges and work out how to overcome them.

**Transition to organisational leadership (Level 4) Participant**

## Staff Apprenticeships

In 2021/22 a Staff Apprenticeships Manager was recruited to join the Organisational and Professional Development team. This newly recruited role will be responsible for leading the University's apprenticeship training for staff in

order to address skills gaps, support career development and advance the Civic University agenda. One of the key aims of the apprenticeship strategy is to use apprenticeships to open the doors of opportunity by enabling social

mobility. Queen Mary aims to establish an employer apprenticeships strategy that is aligned to Strategy 2030 and supports our vision of being the most inclusive university of its kind.

# Faculties and Professional Services Highlights

Queen Mary's three academic Faculties and PS Directorates have made important progress around EDI locally and in support of our PCI Enabling Plan. Each School, Directorate and Institute has their own dedicated EDI Action Plan which compliments and informs work at Faculty and Institutional level. Below we celebrate some highlights from across our Faculties, Institutes and Schools in advancing equality, diversity and inclusion during 2021/22.

*Student Knowledge Exchange Through Community Hubs visual*

## SKETCH

Student Knowledge Exchange Through Community Hubs



## Faculty of Humanities and Social Sciences

- The School of Economics and Finance received funding from the Access and Participation Fund for a project called 'Who Wants to be an Economist?', an initiative that aimed to contribute to increasing diversity in economics. As part of this activity, the School of Economics and Finance set up a mentoring scheme where Undergraduate students worked as mentors for pupils in local Schools with the vision of inspiring all pupils, regardless of their social background, to have an equal chance of fulfilling their potential and apply to study for a degree in Economics
  - The School of Law developed their own, local anti-bullying, harassment, victimisation and discrimination implementation tool
  - The School of History focused on integrating students and increasing student-staff co-operation in their EDI work, to address pipeline issues
  - The School of Business and Management recruited 13 diverse change management apprentices
- in partnership with 11 national charity employers, and schools across the Faculty (the School of Business and Management, the School of Economics and Finance, and the School of Law) provided access to authentic and interdisciplinary learning to 2000 students through the Student Knowledge Exchange Through Community Hubs (SKETCH) programme.

## Faculty of Medicine and Dentistry

- The Faculty of Medicine and Dentistry (FMD) introduced a new governance structure that puts EDI at the heart of decision making and strategy development processes. EDI representation is now a core component of every board and committee within this structure, with appropriately qualified EDI representatives taking an active participation role. The new structure was communicated to staff and published on the intranet
- A formal structure to carry out and support EDI activity was established, with the creation of an Academic EDI Lead and four Deputy EDI Lead posts. All posts have allocated tariffs that provide dedicated time to focus on EDI related work
- An EDI communications strategy was developed, including the redevelopment of the Faculty's webpages and intranet. A key aim was to ensure that EDI values are embedded within the Faculty's web narrative and to increase the visibility of diverse role models
- A strategic programme of EDI events and seminars was introduced, with the first annual Women in Science Award being launched
- FMD launched a major recruitment campaign, with the objective of encouraging a greater number of applications from diverse and under-represented applicants
- In the 2021/22 promotion round FMD received 54 applications from women applicants, a significant increase on previous years and saw the Faculty's senior leadership team reach near parity for men and women members. Recruitment commenced for two fully funded three-year fellowships aimed at researchers returning after a long break for caring reasons
- FMD was awarded major funding from the Wellcome Trust to run a doctoral training programme for health professionals focusing on recognising, tackling and addressing health inequalities in under-represented populations.

## Faculty of Science and Engineering

- The Centre for Academic Inclusion in Science and Engineering (CAISE) held an inaugural workshop on Inclusive Curriculum. The formation of CAISE aligns with the work of the Inclusive Curriculum Workstream, part of the Queen Mary Curriculum Development Strategic Project. This responds to a central aim of Strategy 2030, where teaching across all programmes will be substantially aligned to the Queen Mary Principles of an Inclusive Curriculum
- Two Schools within the Faculty were reorganised, with the School of Biological and Chemical Sciences (SBCS) becoming the School of Biological and Behavioural Sciences (SBBS) and the School of Physical and Chemical Sciences (SPCS). Both Schools reaffirmed their commitment to EDI work, establishing new EDI committees and beginning work to transfer their existing Athena Swan Silver Awards
- The School of Mathematical Sciences (SMS) appointed a new EDI Lead in December 2021 and following this appointment SMS were the first School from Queen Mary to submit an Athena Swan application under the transformed UK Athena Swan Charter. The School submitted their Bronze Renewal application in May 2022
- SBBS funded two BAME undergraduate research internships for summer students, one in Psychology and one in Biochemistry. SPCS supported the Bell Burnell Graduate Scholarship Fund that encourages greater diversity in physics by assisting PhD physics students from under-represented groups. A £50k contribution was made from the new School's budget.
- The School of Electronic Engineering and Computer Science (EECS) reformed their EDI Committee, including new members and Champions and revised the school's EDI Action Plan with a focus on staff related initiatives, improving the quality of their data and improving female student participation.

## Professional Services


- Estates and Facilities introduced EDI awards recognising and rewarding good practice and launched an internal role model campaign.
- Estates developed clearer career pathways for lower graded staff, with consideration for flexible and part-time working
- Colleagues in Finance undertook training focusing on the importance of using inclusive language and piloted Trans Inclusion Training
- The External Relations Directorate focused on recruitment strategies for middle and senior roles to ensure they attract a diverse pool of applicants, this included the introduction of a head-hunter who specialised in diversity
- External Relations worked to encourage colleagues within the Directorate to engage with development opportunities including Aurora, Springboard and B-Mentor, as well as individualised coaching where appropriate
- Information Technology Services announced the appointment of new EDI Champions at Senior Management Team levels to take forward the implementation of their EDI Action Plan
- Research, Enterprise and Partnerships held focus group meetings to help identify and better understand areas for improvement around performance, appraisal and feedback, protected time to focus on self-development and commitment from the senior team to tackle poor behaviours from both academic and professional services staff.



Race Equality Staff Network Celebration Lunch

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