Athena Swan Bronze application form for departments

Applicant information

Name of institution	Queen Mary, University of London
Name of department	School of Economics and Finance
Date of current application	31/03/2023
Level of previous award	n/a
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Contact name	------------
Contact email	------------
Contact telephone	------------

Section	Words used
An overview of the department and its approach to gender equality	2,316
An assessment of the department's gender equality context	3,450
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	5,766

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

Overall word limit: 6000 words

Table of Contents

Section 1: An overview of the department and its approach to gender equality

1. Letter of endorsement from the head of the department

Queen Mary
University of London

Queen Mary University of London
Mile End Road, London E1 4NS

School of Economics and Finance

www.econ.qmul.ac.uk

Athena Swan Charter
Advance HE
Innovation Way
York Science Park
York YO10 5BR
United Kingdom

30th March 2023

Dear Equality Charter Managers,

As the Head of the School of Economics and Finance at Queen Mary, University of London, I am delighted to endorse this application for the School's Athena Swan Bronze Award. Under my leadership, the School has implemented policies and procedures designed to address key priorities and challenges related to gender equality. We are dedicated to tackling the structural inequalities in economics and finance that contribute to differential experiences and outcomes for female students, staff, and professionals, and ultimately result in the underrepresentation of women in the field.

Our School has a proud history of delivering an exceptional, all-encompassing education and student experience that creates equal opportunities for students to access economics education. This commitment to inclusivity was recognized in the Universities and Social Mobility report by the Institute for Fiscal Studies in 2021, which ranked Economics at SEF as the top program for social mobility in economics in England, top for social mobility in non-STEM/Nursing courses, and the 4th most socially mobile course in England. Our focus on widening participation and social mobility, exemplified by initiatives such as 'Who Wants to Be an Economist?' and 'Rise Up', has contributed to an undergraduate student female representation higher than the national benchmark in 2020-21 (41% vs 34%).[1]

We have specifically targeted increasing female representation in academic staff by launching a new academic hiring process that includes targeted advertisements, screening, comparative evaluation, positive action, and panel composition to reduce stereotyping and bias. We have

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[1] In academia, an American Economic Association study found that only 23.5% of tenured and tenured-track faculty staff in economics are women (see CSWEP: Survey and Annual Report, 2016). A similar study of European economists reported a similar proportion (see Giraneza Birekaho, March 2018, Bruegel Institute).

also introduced initiatives supporting early career research (ECR) career development, including the use of SMART objectives for mentoring and information sessions on promotion, and implemented family-friendly policies to support staff returning from parental leave or with caring responsibilities. These initiatives have resulted in a positive impact on the proportion of female academics hired and promoted internally at the School. Throughout 2019/20 – 2021/22, the female proportion of all (senior, defined as Grade 7/8) academics has increased from 23.8% (22.8%) to 28.6% (28.6%).

At the School of Economics and Finance, we prioritize creating opportunities for underrepresented students, including female students, to access the economics profession through our UG, MSc, Apprenticeship, and PhD programs. Our commitment to promoting diversity and inclusion goes beyond access to our programs. We have updated our UG curriculum to ensure it is diverse, modern, and includes employability skills, in line with our EDI objectives, resulting in high progression and awarding rates for all student groups. This has led to an increase in the number of female students awarded first-class degrees, with similar progression rates for both male and female students between 2019/20 and 2021/22. Additionally, we have developed apprenticeship programs with industry partners that promote equal access to economic careers. We also use a PhD admissions process that follows similar screening, comparative evaluation, and positive action practices as our hiring process to increase female access to the economics profession, resulting in an increase in female PhD students from 40% to 51% between 2019/20 and 2021/22.

We take a stakeholder approach to EDI, that aims to involve members from all groups included in the EDI Committee and an EDI agenda item on all committees, which has been crucial in improving outcomes for female students, staff, and professionals. While the HoS is responsible for setting the School's culture and EDI objectives and strategies, our stakeholder approach ensures that senior management has responsibility for EDI by chairing School committees. The Athena Swan SAT and EDI Committees, initiated by the HoS but with leadership and contributions from stakeholders, demonstrate our commitment to this approach.

While we can be proud of the progress made, preparing the Athena Swan submission has given us, as a team, the opportunity to reflect on where we are, what still needs to be done, and how we can achieve this. I encourage you to consider this submission, which includes our analysis and action plan in detail. As Head of School, I see four key areas that we need to improve on:

1. Using **data** to **monitor equality** and **inform policy**. For example, examining academic pay in 21/22 shows that there is a female pay gap in the School, as has often been emphasised in HE. However, delving deeper, it is explained by differences in seniority across gender, not pay across gender within seniority. Therefore, School policies need to support female academics breaking into senior roles. In the future, we shall do more to understand if our female colleagues need additional mentoring and support on professional development to ensure that they can contribute at a senior level.
2. Aiming for **gender equality** in **undergraduate** admissions. Historically, our undergraduate student female representation was higher than the national benchmark. However, female representation has declined over the past few years. There are potential

reasons for this including that the pandemic has constrained our WP and conversion efforts and our entry tariffs have increased. We need to focus on understanding the trend in applications, offers, and acceptances to ensure we continue to support female representation in both economic degrees and careers.

3. The **staff survey** results reveal a **gender gap** in **workload**, **recognition**, and **career development** that potentially undermines a culture of equality in the School.

4. **Flexible working** and support for **career breaks** and **caring responsibilities,** especially on parental leave and support for academics returning from extended parental leave.

We have made started to make progress towards our aim of addressing structural inequalities in economics since establishing our Athena Swan SAT and EDI Committees in 2018. I sincerely believe that this submission is the School's first milestone that highlights our commitment to promoting inclusivity and fighting inequalities.

Yours sincerely,

Professor Jason Sturgess

Head of School, School of Economics and Finance
Queen Mary University of London

2. Description of the department

The School of Economics and Finance (SEF) is part of the University's Faculty of Humanities and Social Sciences (HSS) and is based in the Graduate Centre on the Mile End Campus. The building, which opened in 2017, houses the professional services office, academic offices, shared Teaching Assistants and Teaching Fellows' offices, meeting rooms, and shared social spaces.

The School was first established in 1966 as a Department of Economics and later became known as the School of Economics and Finance to reflect the growing portfolio of Finance degrees. It is one of the largest schools in the Faculty, having expanded its staff and student numbers over several years. In the 2021/2022 academic year, SEF employed 107 academic and teaching staff and 28 professional services (PS) staff and enrolled 757 undergraduate (UG) and 1,334 postgraduate (PG) students, including 41 research students.

Figure 1: The Graduate Centre, Bancroft Road, London E1 4DQ

Figure 2: Postgraduate study area on the top floor of the Graduate Centre

SEF offers a range of Economics and Finance-related UG programmes, with different degree types (including programmes with study abroad, year in industry, and foundation variants). It

also runs a unique range of postgraduate taught (PGT) programmes, including Investment Banking, Banking and Finance, Wealth Management, and Economics. Several UG and PGT programmes are joint programmes, and they are run in collaboration with other schools in Queen Mary, such as Politics, Maths and Law.

We also offer two distinct apprenticeship programmes, the Applied Finance Programme, developed in partnership with Goldman Sachs, and the Economist Masters Apprenticeship Programme (EMAP), designed with input from senior economists in BEIS, HMT, FCDO, DIT, DWP, DHSC, MHCLG, DfE, DEFRA and NIC. EMAP's contribution to the School's EDI efforts is further discussed in Section 2.

Additionally, the School runs both Economics and Finance Master of Research (MRes) programmes, which allow students to progress onto our PhD programme. Specialised research groups play an important role in bringing together faculty working in particular fields within the School. The current research groups are Applied Economics, Econometrics, Finance, Macroeconomics, and Microeconomic Theory. Each field has both an external and an internal seminar series, and some have a reading group as well. In 2022/2023 the School introduced joint seminars between fields to increase interaction across research groups.

3. Governance and recognition of equality, diversity and inclusion work

SEF's current committee structure is displayed in Figure 3. The School Board contains all staff members and is a mechanism for the Head of School to inform and seek feedback from School staff regarding strategic and operational matters. The School Board meets twice a year and it includes updates from all Committees (related to UG, PGT, and MRes/PhD studies, Research and EDI), to ensure information is shared across all areas. An Equality, Diversity and Inclusion (EDI) agenda item is included in all our School Board meetings. This item is used to update colleagues on EDI initiatives and encourage them to participate, remind them of key training requirements, and also ensure EDI is part of the culture of the School.

Figure 3: SEF's committee structure
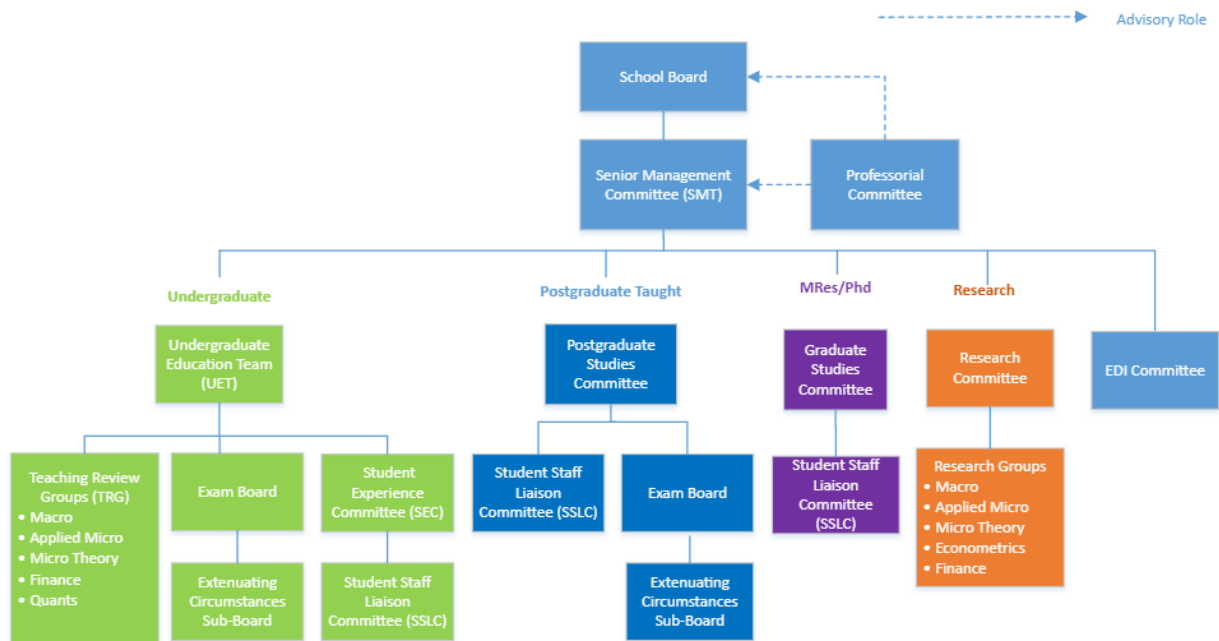
The Senior Management Team (SMT) consists of the chairs of all committees across the School (including the EDI Committee) to ensure all areas are fully represented. SMT considers and makes recommendations on strategic and operational matters impacting the School.

The School's EDI Committee was first established in 2019 together with the EDI Lead role. The title was then changed to EDI Director in 2022 to increase the prominence of the role. The purpose of the role is to advise staff on QMUL/HSS EDI initiatives and to lead SEF's strategic initiatives relating to EDI, including focused sub-groups. Together with the School Manager (PS, female), the School's EDI Director (Professor, male) is also co-chair of the EDI Committee. This ensures gender balance, and both PS and academic representation. The Head of School is also an active member of the EDI Committee, however, he is not currently a co-chair to achieve gender balance. The involvement of the Head of School ensures that the committee is fully empowered to fulfil its remit.

The EDI Committee currently comprises of 18 members: 4 are PS staff (all females) and 13 are academic staff (7 females, 6 males). 9 members have caring responsibilities and one is representative of the LGBTQA+ community. Members are recruited to the Committee in two ways: either by virtue of their roles (for example, the chairs of other School's Committees) or voluntarily. The Committee also invites student representatives across all programme types (UG, PGT, PGR), however, students' engagement is low. SEF aims to achieve 50-50 staff gender balance (Action Plan, AP4.2) and active student representation (AP 5.5).

The School operates a workload model for academic staff, whereby any administrative role, including EDI and Athena Swan-related work, is accounted for as part of their workload. In the workload model, each role is allocated a set number of hours, which correspond to the expected number of hours that the role holder will devote to the role. For each role, there is also a written description of duties, hence it is clear what the tasks required of the role involve. The hours allocated to EDI and Athena Swan roles are as follows:

Role	Suggested hours per week	Total hours (based on 46 weeks)	Main Responsibilities
EDI Director	7	322	- Advising staff on QMUL/HSS EDI initiatives. - Leading on SEF strategic initiatives relating to EDI including focused sub-groups.
Athena Swan Co-Chair	7	322	- Leading on School's Athena SWAN application. - Overseeing the collection of data and analysis. - Leading on strategic initiatives relating to Athena SWAN.
EDI Committee Rep (x2)	1.5	69	- Leading and collaborating on Committee subgroups focused on SEF EDI initiatives
EDI Committee Rep (Sem A only)	0.75	34.5	- Leading and collaborating on Committee subgroups focused on SEF EDI initiatives

Participation and contribution to the EDI Committee are considered during appraisals, bonus scheme applications for PS staff, and during probation and promotion for academic staff. In the academic staff promotion application, there is a specific section on Citizenship and Inclusion, whereby activities such as participation in EDI work can be taken into consideration. For PS staff with key EDI roles, such as Secretary of the EDI Committee, the duties are included as part of their job profile.

4. Development, evaluation and effectiveness of policies

Departmental policies in the School are generally proposed by the SMT, one of the School Committees, or by colleagues and students on an ad-hoc basis. The Committees discuss and develop policies and make recommendations to the SMT and/or to directors. For example, policies relating to UG teaching and learning are discussed and approved in the Undergraduate Education Team committee, which is led by the Director of UG Programmes. Committees also evaluate policies and processes and draw lessons from surveys, which often result in identifying the need for the development of a particular policy.

The School supports an inclusive environment in several ways including employing inclusive recruitment practices, considering caring responsibilities in the development of policies, and supporting flexible working practices. The School also demonstrates it supports an inclusive environment, by promoting the activity of the EDI committee in meetings and newsletters. Staff are also asked to complete EDI training (See Section 2, 2.2). Furthermore, the Head of School schedules weekly two-hour meeting slots, open to all staff to book and he organises meetings with new members of staff once they join.

University-level policies are developed at Queen Mary in a consultative manner. These are generally cascaded for discussion via relevant faculty-level committee meetings, which are attended by colleagues in the School. Depending on the nature of the policy and its potential impact, it may then be considered and discussed further at a meeting of the relevant School committee. Feedback from School committee discussions is then collated and fed back to

relevant HSS committees. Policy proposals might also be circulated via email for consideration. Another forum for policy discussion is the School staff meeting, which takes place twice a year. In some instances, individuals external to the School are invited to attend the staff meeting to present a particular policy for consideration and feedback.

The EDI Committee is a forum within SEF where individuals can discuss EDI-related matters, suggest new initiatives, and provide feedback on both existing and new policies. In some cases, an issue is raised via another School committee and referred to the EDI Committee for consideration. If an EDI policy is developed within the School, then it is also referred back to the relevant School committee for discussion.

The EDI Committee reporting structures are as follows:

Figure 4: EDI Committee Reporting Structure

SEF EDI Committee → HSS EDI Committee → QMUL Equality Diversity & Inclusion Steering Group (EDISG) → QMUL SET → QMUL Council
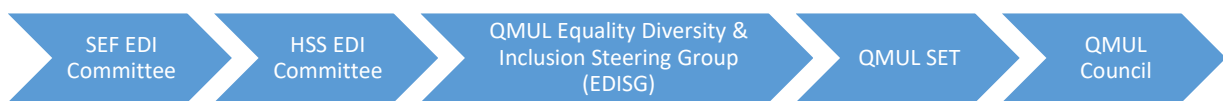
Staff and student surveys play an important role in identifying areas that need attention and improvement. Key issues highlighted by analysing data from staff surveys are then discussed in focus groups and policies developed in various committees, including the EDI Committee. QMUL conducted Staff Surveys in 2019 and 2022 and has announced an intent to conduct them annually in the future.

The main forum for students is the Student-Staff Liaison Committee (SSLC). There are three SSLCs: one for UG, one for PGT, and one for MRes and PhD students. These committees consist of student representatives and programme leaders, and they meet 2-3 times per academic year to discuss the results of student surveys (NSS, PTES, and PRES, respectively) and any other issues that need addressing.

In the next five years, we aim to deliver and maintain our gender equality activity through the EDI Committee, which will continue to meet at least three times a year. The SAT will meet monthly to monitor the progress against our Action Plan. The EDI newsletter will be used to update colleagues about EDI achievements and to showcase work done in the area.

5. Athena Swan self-assessment process

SEF's self-assessment and reporting process has had the following key stages:

- 2018: Setting up of EDI Committee and Athena Swan SAT.

- 2019: Initial data gathering, including the 2019 Queen Mary Staff Survey. Key priorities identified as a result were the following: a) increase the share of female and BAME staff, b) establish a fair workload model, and c) improve the School's response to bullying and harassment.

- 2019 – 2021: Review of the hiring process, the academic workload model, and the flexible working model for PS staff, while promoting the newly introduced QMUL EDI training and tools to address bullying and harassment.

- 2021 - 2022: Review of Early Career Researchers' mentoring programme and setting up of the EDI sub-group on career progression with a special focus on parental leave.

- Autumn 2022: Data collection and analysis, including data from the 2022 Queen Mary Staff Survey, focus groups, and feedback gathering, including anonymously.

- November 2022 – March 2023: Data reporting, application, and action plan writing.

The current structure of the SAT and its relation to the EDI Committee are shown below:

Figure 5: Current structure of the SAT and its relation to the EDI Committee

Full name	Gender	Job Category	Job Title	EDI Role
		Academic	Professor	EDI Director and EDI Committee Co-Chair
		PS	School Manager	EDI Co-Chair, SAT writing and staff data co-lead
		Academic	Reader	Athena Swan Co-Chair, SAT writing and staff data co-lead
		PS	Strategic Project Manager	Athena Swan Co-Chair, SAT writing and student data co-lead
		PS	UG Apprenticeship Programme Manager	SAT student data co-lead
		Academic	Professor, Head of School	School EDI practices development
		Academic	Professor	EDI Committee Rep
		Academic	Senior Lecturer	EDI Committee Rep & EDI sub-group on career progression
		Academic	Reader	EDI Committee Rep (Sem A only) & EDI sub-group on career progression
		PS	Teaching and Learning Manager	EDI sub-group on career progression
		Academic	Senior Lecturer	Early Career Researchers' mentoring programme lead
		Academic	Reader	Representative of Teaching and Scholarship staff

Full Name	Gender	Job Category	Job title	EDI Role
		Academic	Teaching Fellow	Representative of Teaching Assistants and Teaching Fellows
		Academic	Reader, Senior Tutor	Representing UG student body
		Academic	Reader	representing MRes/PhD related matters
		Academic	Reader	representing UG and Apprenticeships
		Academic	Reader	representing PGT
		Academic	Professor	representing MRes/PhD
		PS	Business Support Assistant	EDI Committee Secretary
		Student	MSc Law and Finance	PGT Representative
		Student	MSc Investment and Finance	PGT Representative

Additionally, the following members have contributed in the past:

Full Name	Gender	Job Category	Job title	EDI Role
		PS	Strategic Project Manager	Athena Swan co-chair (until December 2022)
		Academic	Reader	EDI co-chair (2019 – 2021)
		Academic	Professor	EDI co-chair (2018-2022)
		PS	Teaching and Learning Manager	EDI sub-group on career progression (until February 2023)

The SAT has been meeting weekly to draft this application and develop an Action Plan for the next 5 years. In addition, our Athena Swan application has been a standing item at the EDI Committee meetings, and all SEF colleagues are given the opportunity to provide input for SEF's self-assessment process. This includes feedback on existing policies, raising issues to be addressed, and suggesting future action. However, we recognise that the voluntary nature of the participation in the EDI Committee and SAT has meant that both groups are not fully representative of the School. We will review the SAT and EDI memberships as part of our five-year plan (AP 4.2).

Section 2: An assessment of the department's gender equality context

(i) Culture, inclusion and belonging

2.1 Insights from the mandatory data – Students

The student population at SEF is exceptionally diverse and in 2020-21 SEF exceeded the national benchmark for students studying economics (HESA, 2020/21).

Figure 6: Comparison between SEF and national benchmark for students studying economics

Level	SEF Tot Female	National Benchmark	SEF Tot Male	National Benchmark
UG	41%	34%	59%	65%
PGT	44%	48%	56%	52%
PGR	42%	35%	58%	63%

However, the percentage of female students has recently decreased. In 2022-23, SEF had 228 female students and 471 male students at the UG level. Both BAME and white females have declined since 2020-21 (Table A2.1).

Figure 7: Visual trend of UG students by gender and ethnicity
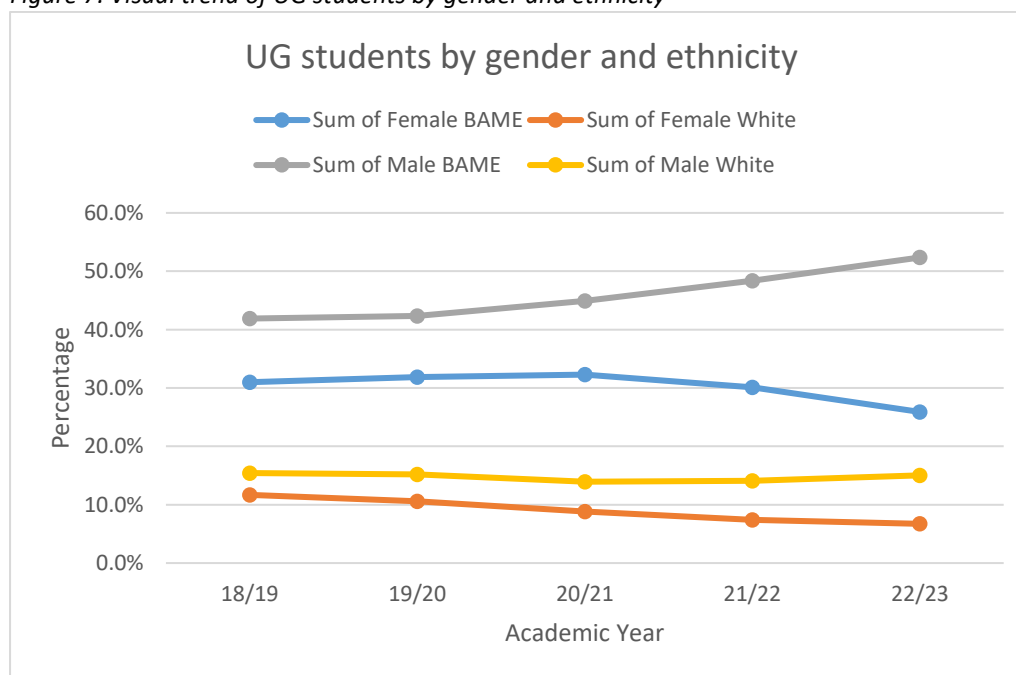
This trend is due to a lower intake of females in year 1 (Table A2.2). We've seen a decline in female students coming both through Clearing (Table A2.3) and the main cycle (Table A2.4). However, the School is increasingly less reliant on clearing so the numbers applying in recent years have been relatively small. We were unable to verify whether we are receiving fewer applications from females, or the conversion rate is decreasing (AP 6.1).

SEF has an established Widening Participation Lead, who has been pivotal in organising outreach and widening participation activities. In 2021-22, we set up a Widening Participation and Outreach Team and received funding from the Access and Participation Fund for a project

called 'Who Wants to Be an Economist?', an initiative targeting BAME and female students that aimed to increase diversity in economics. In this scheme, UG students worked as mentors for pupils in local schools to inspire them to apply for an Economics degree. As a result, the number of male BAME students has increased considerably since 2019-20 (Table A2.1). We aim to bridge the gap between male and female students over the next five years (AP 5.1).

The School strives to foster an inclusive environment for students. Our timetabling has the flexibility to help students with caring responsibilities. Following feedback in the 2022 NSS Survey, we modified our class system to enable student swaps. We provided an afternoon exam slot during lockdown to account for digital poverty. In 2022, a review of UG programmes was undertaken to create a diverse, up-to-date curriculum that embeds employability skills, thus supporting EDI objectives to ensure high progression and completion for all students. As a result, the number of first-class degrees awarded is increasing (especially for females) and our completion rates are high (Table A2.6 and A2.8).

At the PGT level, the percentage of female students has declined. Numbers have fluctuated across the years and in 2020/21 and 2021/22 suffered from the Covid-19 pandemic and subsequent travel bans (Table 2.9a). Intersectional analysis shows a decrease in both white and BAME females (Table A2.9).

Figure 8: Trend of postgraduate students (by gender and ethnicity)
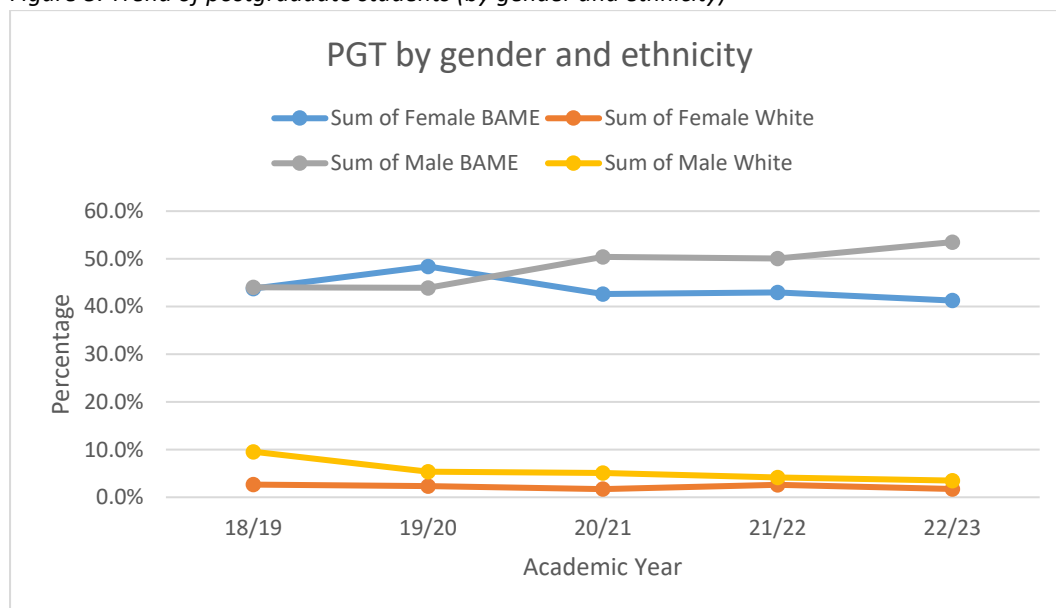
SEF attracts a high percentage of international students at the PGT level, and analysis of the nationalities of students has shown gender differences. We experienced a drop in students from China (-19%). This is due to Covid-19, and fewer Chinese students coming to study in the UK. For our male population, this has been counterbalanced by the increase in Indian students, but we have seen a smaller increase in Indian female students. Furthermore, the number of English female students has reduced (Table A2.10a and A2.10b). We aim to address this disparity as part of our action plan (AP 5.2 and 5.4).

We actively promote Queen Mary initiatives such as the Women Careers Café, which offers a space to discuss issues important to women of colour in a supportive environment. We

regularly have female guest speakers to promote role models for our students and we host Women in Finance panel events. However, there has not been a consistent approach, and we plan to do more to support the professional development of our female, trans and non-binary students and to foster an inclusive environment (AP 5.3).

SEF's commitment to EDI is evidenced by the EMAP programme. One of EMAP's objectives is to support the career progression of individuals from groups underrepresented within the economics and analytical professions, specifically women, and BAME. Applicants that do not meet entrance requirements can undertake a pre-sessional course and test to recognise workplace experience, while still ensuring they meet the demands of the course. This enables a diverse pipeline of talent to access the course (Table A2.11). As a result, the programme exceeds national diversity numbers.

Figure 9: Comparison between EMAP and national benchmark for economics apprentices' percentage

2021-22	SEF	National benchmark
BAME	29%	14.3% (Government data, 2020-21)
Women	38%	31% (RES, 2021)

Finally, PGR students are actively involved in the School as TAs and research group members. The numbers have been decreasing slightly due to the introduction of two-year MRes programmes in 2021-22, which meant we had no new PhD students in 2022-23. The share of females has increased and now marginally exceeds male students (Table A2.12).

2.2 Insights from the mandatory data – Staff

The School's EDI policies are informed by Queen Mary policies. The University received Silver accreditation in 2017 and retained it in 2022. Queen Mary monitors the impact of the EDI policies via the staff survey. The School analyses departmental results. We reviewed gender differences across staff groups, but not within staff groups due to confidentially protection which hides scores when protection levels are not achieved. As a result, we have also been unable to look at intersectional staff survey data too. This issue has been raised with those administering the survey, and protection levels will be adjusted in future surveys.

In the 2022 Staff Survey, only 54.8% of females agreed that "[d]epartment leadership actively supports gender equality," compared to 78.4% of males. 56% of staff agreed that "Queen Mary is making progress towards creating a more inclusive approach", with a higher percentage of women (58%) agreeing compared to men (54%). In the 2019 Staff Survey only 40% agreed with this statement, so although an improvement has been achieved, more progress is needed.

The largest disparity regarding the proportion of female staff relates to PS staff, with 73.9% being female (Table A2.19). Academic staff on T&R and T&S contracts conversely are predominantly male (71.4%, Table A2.13). This proportion has decreased from 76.2% in 19/20, however, there is still a large variance. Looking at how gender intersects with ethnicity (Table A2.17), a high proportion of academic staff are white males (45.8%), with a small percentage being female and BAME (12.1%).

Analysis of the seniority of academic staff (Table A2.13), demonstrates a significant proportion (86.4%) of those in grade 8 are male. Additionally, ethnicity data (Table A2.15) shows that the School has a low proportion of BAME academic staff at middle and senior levels (grades 5-8). Inspection of how gender intersects with ethnicity (Table A2.18), shows that 76.2% of those in grade 8 are white males, compared to only 4.8% who are female and BAME.

There have been improvements in the gender balance of TAs. The percentage of female staff at grade 4 (TA level) has increased from 36.4% in 2019/20 to 43.3% in 2021/22 (Table A2.13). We have a high proportion of BAME staff (55.2%) at TA level (Table A2.15). However, there is no progression route for TAs, which is a barrier to improving gender and BAME balance at the middle level.

The School is working to address these imbalances and aiming to achieve Queen Mary's EDI key performance indicators (KPI) of a share of 50% (+/- 5 percentage points) for women in the junior (grades 1-4), middle (grades 5-6) and senior levels (grade 7-8), and a share of 40% (+/- 5 percentage points) for BAME staff at, junior, middle and senior levels by 2030. The proportion of female staff at junior, middle, and senior grades has improved from 22:40:27[2] in 2017/18 to 53:27:19 in 2021/22. BAME staff share has improved too, with increases at junior, middle, and senior grades from 18:15:05 in 2017/18 to 53:29:19 in 2020/21. Although the progress is encouraging, achieving gender balance and increasing the share of BAME academic staff at SEF is challenging, as Economics and Finance are fields traditionally dominated by white men at all levels, and even more so at the senior level (Lundbert and Stearns, JEP2019).

A School academic hiring review was completed in 2019/20, which resulted in changes to the recruitment process, including unconscious-bias training, positive action in adverts, review of panel composition to include underrepresented groups, and comparative evaluation to reduce stereotyping and bias. All academic adverts now include the sentence: "We particularly welcome applications from women and BAME applicants who are currently underrepresented in the School". The percentage of applications received from females has increased from 26.4% in 2018/19 to 30.7% in 20/21 (Table A2.22). Furthermore, the percentage of BAME applications has increased from 41% in 18/19 to 50.5% in 2020/21 (Table A2.23).

The School follows Queen Mary parental leave policies. Members of SEF have also engaged with the Enhancing Family Friendly Practices focus groups that the central Queen Mary EDI team has established to influence the institutional work that is being undertaken in this area.

There is a concern that maternity leave, and caring responsibilities, create barriers for female staff (particularly academic), as they tend to fall disproportionately on women. In 2022, colleagues who took parental leave in the preceding 5 years were invited to participate in a School focus group, which was established by the EDI sub-group focussing on barriers to career progression. The discussions identified areas for improvement, which will be addressed in our action plan (AP, 3.1, 3.2, 3.3).

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[2] 22 refers to junior, 40 to middle and 27 to senior grades. This pattern applies to all instances where the same sequence has been used.

Staff can apply to the Queen Mary flexible working policy for changes to their working pattern. Queen Mary also recently devised a model that allows full-time PS staff to work from home two days a week. At SEF 69.1% of colleagues agree that "[i]n our department, we are genuinely supported if we choose to make use of flexible working arrangements," with little difference across demographic groups or roles.[3] There are currently 5 PS staff working compressed hours and 6 with other types of flexible arrangements (e.g., job share, reduced hours).

In the 2022 Staff Survey, 9% of SEF staff reported having experienced bullying or harassment in the past 12 months, and only 13% have witnessed it. Only 57.4% agreed with the statement: "I am confident that appropriate action would be taken in my department, based on a report of bullying and/or harassment". In the 2019 survey, 44% of staff agreed with a similar statement, so this share has improved but remains low. There is a disparity by gender, with 64.9% of men agreeing, but only 48.4% of women.

The School has implemented policies to address bullying and harassment. The Queen Mary Report and Support tool (which allows staff or students to report instances of bullying and harassment) has been promoted in staff meetings, via e-mail, on the intranet, and in School newsletters. The School has developed an Email and Meeting Guidance that encourages colleagues to consider their tone when emailing, and how their email might be received by the recipient. If bullying and harassment are reported, a meeting is held with the individual who raised the issue, to understand the nature of the complaint. The School initially attempts to resolve complaints informally, through either discussion with both parties or mediation. If an informal resolution cannot be made, then Queen Mary's grievance process will be followed, with guidance from HR. Therefore, although improvements have been made, more work is needed (AP 4.5).

Colleagues have been asked to undertake compulsory Queen Mary EDI training including "Challenging Unconscious Bias" and "Equality and Diversity in Practice". This training ensures they are aware of EDI concepts, legislation, and what constitutes harassment and bullying. The uptake of the training was monitored, and reminders were sent to encourage completion. We had a reasonable uptake of this training from PS colleagues (63%), and academic staff (72.7%), however, no TATFs have completed this training, therefore we need to increase the completion of this training for all staff, particularly TATFs (AP 4.7).

The 2022 Staff Survey has identified other areas of improvement. Firstly, fair allocation of work, with only 52.9% of colleagues (51.6% of women and 54.1% of men) agreeing and 27% disagreeing (22% of men and 33% of women) that "[t]here is a fair distribution of work in my team". This is despite SEF's revised academic workload model and additional recent policy changes. For example, a recent change acknowledged the heavier workload leading modules with larger student numbers. An element of the unfair allocation is voluntary participation in some tasks, such as helping PGR students prepare for the job market.

Feedback from PS focus groups suggests that role descriptions are not always clear and that those working most efficiently tend to pick up additional work. Recent delays in central

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[3]Note that the question used in the QM Staff Survey goes beyond the Athena Swan requirement of simply "enabling" flexible working.

approvals have resulted in some posts being unfilled for periods of time. Consequently, some colleagues have ended up undertaking additional work. Central approval processes have now been streamlined to speed up approval. There is no workload model for PS staff, but the workload is reviewed in fortnightly one-to-ones with managers. Additional posts can also be requested via Queen Mary's annual planning round.

Another issue is the recognition and reward of good work. Only 47.1% of SEF staff (41.9% of women and 51.4% of men) agree that "[they] receive appropriate recognition for good work at Queen Mary." There is a disparity between white and BAME staff, with 51.0% vs 36.8% agreeing, respectively. Performance is recognised and rewarded through appraisals, the staff bonus scheme, promotion, and professorial review. There are no promotion paths for PS and TATF staff, however, applications to the annual Queen Mary Staff Bonus Scheme are encouraged where appropriate.

Relatedly, while a relatively high share (72.1%) of SEF colleagues agree that "[their] manager (or someone in management) actively supports [their] career development," the disparity between men and women is large, 78.4% vs. 64.5%.

Recent efforts have been made to provide support for mental health and wellbeing, with the introduction of a mental health champion and wellbeing workshops. However, the share of SEF staff agreeing that "[their] mental health and wellbeing are supported in [the] department" is only 54.4%, and even lower for academic staff, 48.5%. Moreover, a larger percentage of female staff (22.6%) disagreed with this statement compared to males (16.2%).

Following the covid pandemic, SEF responded to changes in working patterns. Email and meeting guidelines were developed to ensure colleagues did not feel an expectation to respond to emails outside their working hours but also acknowledged that some colleagues would be working flexibly (particularly those with caring responsibilities). The guidelines also formalised expectations regarding holding meetings between 10-4pm. Additionally, in response to the increase in online meetings, the guidelines recommended that breaks were held between meetings.

There have been no set School policies to improve the inclusion of trans and non-binary staff and students, other than the promotion of Queen Mary's LGBTQA+ network. Some School colleagues include pronouns in their mail signatures; however, it is not a widespread practice.

(ii) **Key priorities for future action**

Our priorities and action plan aim to address gender differences informed by a review of data and issues identified in the Queen Mary Staff Survey as well as the self-reflection done in Section 1 and 2 of this application. We used feedback from colleagues as part of School focus groups and other discussions.

Priority Objective 1: Fairer allocation and recognition work

The Staff Survey identified the need to do review our work allocation and recognition processes, with the specific aim to improve the responses from women (Section 2, 2.2). We will review academic roles in discussion with role holders, and relevant directors (AP 1.1a), as

well as additional tasks, and consider how these can be incorporated into the workload model (AP 1.1b). Depending on the role, we will consider the formal implementation of role rotation (AP 1.1c).

We aim to improve communication between academic colleagues, and their understanding of different workloads by scheduling regular academic staff meetings (AP 1.2a), this will improve their knowledge regarding admin roles and work being undertaken in different areas.

For PS, we will undertake a review of job profiles and associated workload (AP 1.3). We will also build on practices we have in place by supporting applications to the Staff Bonus Scheme and encouraging the nomination of the GEM (Going the extra mile) Awards (AP 1.4a).

Priority Objective 2: Supporting career progression

We will address the disparity regarding a lower proportion of female colleagues feeling that their career development is supported. We have been unable to look at this by staff type (due to confidentiality protection of data), therefore we will address this within all staff groups.

PS staff can apply for new posts or regrading. Career development is discussed with managers through regular one-to-one meetings and appraisals, and 90.5% agree that "[their] manager (or someone in management) actively supports [their] career development." However, only 43% agreed that "[they] believe there are good career opportunities for [them] at Queen Mary". A review will be undertaken to understand how we can better support PS staff to progress in their career (AP 2.3a). We will encourage PS staff to attend Queen Mary courses, that guide career development and will encourage the use of Queen Mary's interactive career tool (AP 2.3c).

Only 42.9% of TATFs agree that their career development is supported. To address this, we will appoint an Educational Leader to take responsibility for the management of TAs, including their training and career progression, considering gender-specific needs (AP 2.1). We will also join a working group with other Schools and HR to create a progression route for TAs (AP 2.2).

For academic staff, we aim to address the lack of females at the senior level by improving career progression. We will hold annual information sessions about promotion requirements (AP 2.4). Staff considering applying for promotion will be assigned a senior member of staff for guidance (AP 2.4d). We will also develop an enhanced mentoring programme for Early Career Researchers (ECRs, AP 2.4c).

Priority Objective 3: Better accommodating career breaks and caring responsibilities

We aim to reduce the potential gendered impact of parental leave on career progression related to research output and scholarship by devising clear policies on academic workload reduction following return from parental leave as explained in Section 2, 2.2 (AP 3.2). The policy will ensure consistency of workload reduction irrespective of the time of year.

Career progression often requires traveling to conferences or attending training, and this often comes with financial costs for those with caring responsibilities. Therefore, we will implement a policy to assist with childcare costs while undertaking work-related travel for staff and PGR students (AP 3.3).

We will ensure that colleagues are aware of where to find information on Queen Mary policies regarding parental leave and support available for parents and carers (AP 3.1).

Priority Objective 4: Fostering Inclusion and improve wellbeing

SEF's SMT representation of women must be improved (Section 2, 2.2). An annual review will be undertaken of its membership (AP 4.1). This links to actions associated with improving academic career progression, by promoting female staff into senior positions, the School can seek to address the lack of gender diversity within the senior leadership team.

The Staff Survey shows gaps in positive responses for gender relating to leadership actively supporting gender equality. SEF will address this by actively promoting the Athena SWAN action plan and providing regular progress updates via staff meetings, email, and newsletters (AP 4.3).

We aim to foster the inclusion of trans and non-binary staff and students, by encouraging the use of pronouns, providing colleagues with information on how they can become a trans ally, and improving the information and sources of guidance available for both staff and students (AP 4.4).

We aim to improve the percentage of staff who are "confident that appropriate action would be taken in [their] department, based on a report of bullying and/or harassment" (currently at 57.4%). We will continue to promote QMUL tools to report bullying and harassment, highlight action taken after reporting, work with HR to improve confidence in reporting, and make active bystander training compulsory for all staff and PGR students (AP 4.5).

We aim to improve mental health and wellbeing and address gender differences, by ensuring our staff induction promotes wellbeing resources, by promoting our Email and Meeting Guidance to encourage a healthy work-life balance, and by reviewing how we communicate wellbeing and mental health information to colleagues (AP 4.6).

We aim to increase the completion rates of colleagues who have undertaken EDI training so that the understanding of EDI principles, legislation, and inclusive practice is improved (AP 4.7).

Priority Objective 5: Improve the gender balance of UG and PG students

As analysed in Section 2, 2.1, we want to invert the recent trend that has seen a decreased in in the percentage of female students. We will organise targeted outreach initiatives (AP 5.1), enhance the visibility of female role models (AP 5.2 and AP 5.3), and set up a scholarship for female students (AP 5.4).

We will make EDI more prominent in our discussions with students both at EDI Committee and SSLC meetings (AP 5.5).

Priority Objective 6: Increased availability and use of data on gender and intersectionalities

Collecting data for this application was extremely challenging due to the set up of the university's platform. We will work with the relevant departments to address this issue (AP, 6.1).

We aim to improve the percentage of TATFs completing the survey by undertaking a targeted campaign to encourage engagement and provide feedback on previous actions to address issues raised by TATFs (AP 6.3).

The School relies on open-rank applications for academic positions. We will work HR to develop a process to track these applications and consider job adverts at set ranks rather than open rank (AP 6.4).

Section 3: Future action plan

	Priority Objective 1: Fairer allocation and recognition of work					
Ref	**Proposed Action**	**Rationale**	**Details of Planned Actions**	**Timeline**	**Person(s) Responsible**	**Success Measure**
1.1	Review academic workload allocation model.	Only 48.5% of academic staff agree that "[t]here is a fair distribution of work in my team". Additionally, 33% of all female staff disagreed with this statement in contrast to 22% of men.	a) Formal review of roles and the time commitments for them in collaboration and discussion with role holders, and relevant directors. b) Undertake a review of additional tasks, and how these can be incorporated into the academic workload model. c) Consider formal implementation of role rotation over time.	a) Jul 2023 b) Jun 2024 c) Jun 2025	Head of School, School Manager, Strategic Project Manager	An increase in the percentage of academic staff agreeing that there is a fair allocation of work from 48.5% in 2021 to 55% in 2028. A decrease in the percentage of all female staff who disagreed that the was a fair allocation of work, from 33% in 2022 to 25% in 2025.
1.2	Increase engagement and participation in admin roles and workload of academic staff by increasing communication.	To improve perceptions of there being an unfair allocation of work, by enhancing academic colleagues' knowledge of admin roles and work being undertaken in different areas.	a) Initiate all academic staff meetings with Head of School.	a) Apr 2023	Head of School	An increase in the percentage of academic staff agreeing that there is a fair allocation of work from 48.5% in 2021 to 55% in 2028.
1.3	Undertake a review of PS job profiles and associated workloads.	Only 57.1% of PS staff agree that "[t]here is a fair distribution of work in my team", with 33% of all female staff disagreeing with this statement in contrast to 22% of men. This action seeks to improve the allocation of	a) Request feedback on job profiles and workload during appraisal. b) Review job profiles and feedback from colleagues regarding the distribution of workload and act as necessary c) Review changes annually.	a) Jun 2024 b) Mar 2024 c) from Jun 2024	School Manager, Teaching & Learning Manager, Strategic Project Manager	An increase in the percentage of PS staff agreeing that there is a fair allocation of work from 57.1% in 2021 to 65% in 2028. A decrease in the percentage of all female staff who disagree that the was a fair allocation of work, from 33% in 2022 to 25% in 2025.

Ref	Proposed Action	Rationale	Details of Planned Actions	Timeline	Person(s) Responsible	Success Measure
		workload within this staff group.				
1.4	To improve transparency and fairness regarding awards, and recognition for good work.	Only 47.1% of SEF staff agree that "[they] receive appropriate recognition for good work at Queen Mary". With only 41.9% of all female staff agreeing compared to 51.4% of men. This also links to AP 2.4, and the actions to provide promotion support for academic staff.	a) Promote the GEM (Going the Extra Miles) awards and encourage nominations of PS colleagues and continue to support applications to the staff bonus scheme. b) Review teaching programme awards to ensure consistency across programme types for module leaders and TAs. c) Promotion of staff achievements via HOS email and in staff meetings.	a) Mar 2023 to Mar 2028 b) May 2023 c) Jan 2025	Senior Management Team	An increase in the percentage of all staff agreeing that they receive appropriate recognition for good work from 47.1% in 2021 to 53% in 2028. with an associated increase in female staff agreeing from 41.9% in 2022 to 50% in 2028.

Priority Objective 2: Supporting career progression						
Ref	Proposed Action	Rationale	Details of Planned Actions	Timeline	Person(s) Responsible	Success Measure
2.1	Appoint an Educational Leader to take responsibility for the management of TAs, including their training and career progression.	Only 42.9% of Teaching Assistants and Teaching Fellows (TATFs) agree that their career development is supported. TAs are employed at the junior level; this action seeks to address the lack of development for this group and increase the share of all females and BAME staff at the middle level. TFs are typically on fractional appointments and have a substantive role elsewhere.	a) Appoint an Educational Leader, either through existing staff members, or via external recruitment. b) Education Leader to start in post. c) Educational Leader to undertake a review of the career support, then, together with relevant colleagues, devise and implement a new programme. d) Educational Leader to conduct focus groups with TAs	a) Ongoing b) Sep 2023 c) Sep 2024 d) Sep 2024	Head of School, Director of Education, HEA mentor, QM HR	An increase in the percentage of TATFs agreeing that their career development is supported from 42.9% in 2022 to 50% in 2028. An increase in the share of female staff and BAME staff at the middle level. From 30% in 2022 for female staff to 35% in 2028. From 27% in 2022 for BAME staff to 35% in 2028.

			to identify gender-specific issues or imbalances in the support currently provided.			
2.2	Work with two other Schools (SBM and CCLS) and HR to create a progression pathway for TAs.	Only 42.9% of TATFs agree that their career development is supported. Other Schools have identified the same problem. TAs are employed at the junior level; this action seeks to address the lack of progression route to improve the share of female and BAME staff at the middle level.	a) Form a working group with other Schools and HR with to create a progression route for TAs. b) Launch of new progression route.	a) Sep 2023 b) Sep 2024	Head of School, Educational Leader, School Manager	An increase in the percentage of TAs agreeing that their career development is supported from 42.9% in 2022 to 50% in 2028 There is a progression route for TAs in place. An increase in the share of female and BAME staff at the middle level. From 30% in 2022 for female staff to 35% in 2028. From 27% in 2022 for BAME staff to 35% in 2028.
2.3	Review career development training available to PS staff and encourage them to access Queen Mary career development tools and training.	Only 43% of PS staff agreed that "[they] believe there are good career opportunities for [them] at Queen Mary" This action seeks to better understand the needs of PS colleagues regarding professional development and how they can be supported to progress, given the lack of promotion paths. We have been unable to look at the response to this question by gender. However, as a high proportion of PS staff are female (71.4%), the lack of career opportunities for PS staff disproportionally impacts women.	a) Consult with PS colleagues on how we can support them to progress in their chosen career. b) PS Managers to be asked to undertake the QM training in Leading and Supporting Career Development. c) Encourage PS staff interested in career development to attend the Introduction to Career Planning programme offered at Queen Mary, and to engage with the Queen Mary Interactive Career Progression tool.	a) Jun 2023 b) Jun to Dec 2023 c) Oct 2023 to Mar 2027	School Manager, Strategic Project Manager	An increase in the percentage of PS staff who feel there are good career opportunities for them at Queen Mary, from 43% in 2022 to 50% in 2023.

Ref	Proposed Action	Rationale	Details of Planned Actions	Timeline	Person(s) Responsible	Success Measure
2.4	Review of mentoring and promotion support for academic staff.	To improve the proportion of T&S and T&R female and BAME academic staff at the middle (grades 5-6) and senior levels (grades 7-8). This also links to AP1.4, as promotion is a method for recognising academic colleagues for their work.	a) Review current support available for career progression. b) Develop an enhanced mentoring programme for Early Career Researchers. c) Information sessions about promotion requirements. d) Guidance and support by a senior staff member for ECR applicants. The mentor will help ECRs to navigate all aspects of academic life both at SEF and in the wider research community.	a) Mar 2023 b) Jun to Dec 2023 c) Oct 2023 to Mar 2027 d) Oct 2023 to Mar 2028	Head of School, Director of Research	An increase in the proportion of female and BAME staff at the middle and senior levels. For T&S and T&R contracts from 28.6% at the middle and 28.6% at senior in 21/22 to 35% at both middle and senior in 2028. For all academic contracts from 26.7% at the middle and 18.8% at senior in 2022 for BAME to 30% in 2028 for both middle and senior level. A decrease in the percentage of academic staff disagreeing that their career development is well supported from 18% in 2022 to 10% in 2028.

Priority Objective 3: Better accommodating career breaks and caring responsibilities						
Ref	Proposed Action	Rationale	Details of Planned Actions	Timeline	Person(s) Responsible	Success Measure
3.1	Improve information available to colleagues regarding all types of parental leave and support for parents and carers provided by the Queen Mary.	Ensure that colleagues are fully aware of where to find relevant information on support available for parents and carers.	a) Highlight all Queen Mary support and guidance available for all types of parental leave in a clear and easily accessible document.	a) Jun 2023	Head of School, School Manager	School policy and guidance document on Queen Mary policies available for staff.
3.2	Develop School policy for academic workload reduction during and after all forms of parental leave.	Ensure consistency of workload reduction irrespective of the time of year.	a) Devise clear policies on workload reduction related to parental leave, including teaching and admin duties	a) Aug 2023	Head of School, EDI co-chairs	School policy document available to all staff. An increase in the proportion of female staff at the middle and senior levels, from 30% at middle and 33% at senior in 21/22

		Reduce the potential gendered impact of parental leave on career progression.	following return from parental leave. b) Implement and communicate new School policies	b) Sep 2023 to Mar 2028		to 35% at the middle and 35% at senior in 2028.
3.3	Financial assistance for colleagues and PGR students with caring responsibilities to undertake travel to attend conferences or training.	To ensure that staff and PGR students with caring responsibilities can attend conferences and training so that the impact of caring responsibilities on career progression is reduced.	a) Implement a policy to help with childcare costs while undertaking work-related travel (e.g., to attend conferences or training) for staff and PGR students.	a) By Aug 2023	Head of School, EDI co-chairs, Finance Officer	A School policy document available to all staff and PGR students.
Priority Objective 4: Fostering inclusion and improve wellbeing						
Ref	Proposed Action	Rationale	Details of Planned Actions	Timeline	Person(s) Responsible	Success Measure
4.1	Improve the proportion of female staff members on SMT.	To address the lack of gender diversity in the SMT, out of 11 SMT members, only 3 are female.	a) Annual review of SMT members, as part of the academic workload allocation process.	a) July 2023 to Mar 2028	Head of School, School Manager	Increase the percentage of female representation on SMT from 27% in 2023 to 36% in 2028.
4.2	Review Athena SWAN SAT structure and EDI Committee membership to ensure they are more representative of the School.	To ensure that there is a better representation of all groups, including staff groups (PS, TATF, academic) and levels/grades, students, gender, and ethnicity on the committee so that it fully represents all areas of the School.	a) Undertake a review of the current membership of the SAT and the EDI committee and increase participation of underrepresented categories. b) Increase the size of the SAT.	a) Sept 2024, then annual review. b) Sept 2024	Head of School, School Manager	Have an EDI committee that fully represents the School in terms of gender, ethnicity, staff groups, and levels.
4.3	Promotion of Athena SWAN action plan, and regular updates on the progress of the plan, and of action that is being taken in the	Only 54.8% of female staff agree that the "[d]epartment leadership actively supports gender equality', compared to 78.3% of men.	a) Promotion of Athena SWAN action plan, via staff meetings, email, and newsletters. b) Regular updates on the progress against the actions plan in School meetings.	a) Jan 2024 to Mar 2028 b) Jan 2024 to Mar 2028	EDI co-chairs	Increase in the percentage of female staff that agree that department leadership actively supports gender equality from 54.8% in 2022 to 60% in 2028.

	School to support gender equality.	This action seeks to improve colleagues' awareness of actions that are being taken to address gender inequality.	c) Send termly newsletters to colleagues, which update them on specific action taken to address gender equality.	c) from Jan 2025		
4.4	Targeted activity to promote the inclusion of trans and non-binary staff and students.	To create an environment where trans and non-binary staff and students feel they can be themselves and are treated with respect.	a) Encourage the use of pronouns by promoting Queen Mary's Pronouns Matter Leaflet. b) Provide information to colleagues on how they can become a Trans Ally by promoting Queen Mary's being a trans ally guidance. c) Provide information and sources of guidance on School internal staff pages for trans and non-binary staff, and information on how colleagues can provide support to trans and non-binary staff and students. d) Provide information and sources of guidance for trans and non-binary students.	a) Jun 2024 b) Jun to Dec 2024 c) Jun 2025 d) Sep 2025	EDI co-chairs	Increase in the number of colleagues who use pronouns in their email signature. Guidance is available on School internal pages for Trans and non-binary colleagues. Guidance is available for trans and non-binary students.
4.5	To create an inclusive environment by improving confidence in addressing bullying and harassment and aiming to prevent bullying and harassment by making active bystander training compulsory.	Only 57.4% of SEF staff are confident that "appropriate action would be taken in [our] department, based on a report of bullying and/or harassment." With only 48.4% of women agreeing compared to 64.9% of men. Active bystander training provides colleagues with tools	a) Promote QMUL tools to report bullying and harassment. b) Highlight QMUL processes after reporting. c) Work collaboratively with HR to improve staff confidence to report bullying and harassment. d) Make active bystander training compulsory for all colleagues and PGR students in the School and monitor	a) from Nov 2023 b) May 2024 c) May 2025 d) Sep 2025	School Manager, Strategic Project Manager	Increase the percentage of women who are confident that appropriate action would be taken if they reported an instance of bullying and harassment from 48.4% in 2021 to 55% in 2028. An 80% completion rate of active bystander training by 2028.

Ref	Proposed Action	Rationale	Details of Planned Actions	Timeline	Person(s) Responsible	Success Measure
			to challenge unwelcome or unacceptable behaviour.	completion rates. Include it in the new staff induction handbook as a compulsory training programme.			
4.6	Promote staff wellbeing and signpost colleagues to appropriate resources and support available.	Only 54.4% of SEF staff agree that "[their] mental health and wellbeing are supported in [the] department," with a larger percentage of female staff disagreeing with this statement (22.6% of female staff disagreed compared to 16.2% of males).	a) Ensure that new staff induction promotes relevant wellbeing resources. b) Promote existing email and meeting guidance to encourage a healthy work-life balance. c) Review communication format for staff-related wellbeing and mental health information.	a) Sep 2023 b) Nov 2023 to Mar 2028 c) May 2024	School Manager, Strategic Project Manager	Increase in the percentage of staff who agree that "[their] mental health and wellbeing are supported in [the] department." from 54.5% in 2021 to 60% in 2028. Reduction in the percentage of female staff disagreeing that their mental health and wellbeing are supported from 22.6% in 2021 to 18% in 2028.
4.7	Increase completion rates of EDI training to improve understanding of the basic EDI principles, legislation and, inclusive practice.	64% of PS colleagues, and 72.7% of academic staff have completed "Challenging Unconscious Bias" and "Equality and Diversity in Practice" training. No TATF has completed this training. This action seeks to put in place mechanisms to ensure the completion of this training to improve the understanding of EDI principles, legislation, and inclusive practice across the School.	a) For existing staff, email colleagues who have not yet completed training, and monitor uptake. b) Include completion of training in induction information for new staff and as part of probation targets. Put in place systems to check uptake and chase regularly. c) Include discussions on EDI training as part of the appraisal process.	a) July 2023 to Mar 2028 b) Jan 2024 c) Jun 2024	Head of School, School Manager	An increase in completion rates of this training from 64% in 2023 for PS staff to 80% in 2028. From 72.7% in 2023 for academic staff to 80% in 2023. From 0% to 50% in 2028 for TATF colleagues.
	Priority Objective 5: Improve the gender balance of UG and PG students					
Ref	**Proposed Action**	**Rationale**	**Details of Planned Actions**	**Timeline**	**Person(s) Responsible**	**Success Measure**

5.1	Organise outreach initiatives to attract more UG female students.	The percentage of female UG first-year students has decreased from 44% to 28% since 2018/19.	Annual outreach activities in collaboration with the Royal Economic Society aimed at female students.	Annual	Marketing Manager, Inclusive Economics Working Group Co-Chair	Increase the percentage of female students from 28% in 2022/23 to 45% in 2028.
5.2	We will work with marketing to improve the visibility of female role models in our marketing activities, particularly in regions where we have identified large disparities between male and female students.	To improve the percentage of UG and PGT female students across all programmes, but also specifically targeting regions such as India and the UK, where we have a large disparity between female and male students (India, England).	a) Ensure we have a balanced representation of female/male staff attending marketing talks and sessions. b) review marketing campaigns and digital content to ensure the visibility of female role models.	a) Sep 24 b) Sep 25	Head of School, School Manager, Marketing Manager	Increase the percentage of female students from 28% in 22/23 to 45% in 2028.
5.3	Increase the visibility of female role models.	There has not been a consistent approach to the organisation of events targeted at female and trans students. We aim to foster an inclusive environment that supports the professional development of all our students.	a) Ensure that the speakers of our guest lectures, panel events, and employer talks are representative of a diverse range of backgrounds. b) Devise a consistent approach to event promotion to maximise student awareness and engagement.	a) Annual from Sept 23 b) Annual from Sept 23	Student Professional Development Coordinator, Employer Engagement & Internships Coordinator	Female role models will be regularly invited to events.
5.4	Set up a scholarship for female students.	The percentage of first-year female students has decreased by 37% (from 112 to 70) at the UG level and by 28% at the PGT level since 2018/19.	a) Set up a scholarship to support female students wishing to study at any of the SEF degree courses.	a) January 2024	Outreach and Widening Participation Academics	Increase the percentage of female students from 28% in 2022/23 to 45% by 2028.
5.5	Improve students' participation in EDI matters	Currently, students do not always attend the EDI Committee meetings, and EDI matters are rarely discussed at SSLCs.	a) Engage more actively with the students selected to be on the EDI Committee.	a) Annual from Sept 23	Senior Tutor, UG and PGT Student Support Officers, PhD Administrator	a) There will be a 10-minute slot at the beginning of each EDI Committee for student reps to bring topics for discussion.

Ref	Proposed Action	Rationale	Details of Planned Actions	Timeline	Person(s) Responsible	Success Measure
			b) Encourage students to discuss EDI culture and practices at SEF at the SSLCs.	b) Annual from Sept 23		b) EDI matters at SSLCs will be minuted and students will be asked for feedback and contributions.

**Priority Objective 6: Increased availability and use of data on gender and intersectionalities**					

Ref	Proposed Action	Rationale	Details of Planned Actions	Timeline	Person(s) Responsible	Success Measure
6.1	Improve availability and quality of student data.	The following data sets were not available for this application: UG female application and conversion rate data, PGT and PGR completion rates, and degree attainment. The university's student data analysis platform also showed inconsistencies across different charts, which made data collection extremely challenging.	a) Work with the data analysis team and the Marketing and Communications department to collect the missing data. b) Collaborate with the data analysis team to improve the quality of the data available.	a) Mar 2024 b) Mar 2024	Marketing Manager, Strategic Project Manager	We will have access to comprehensive, reliable, and good quality student data.
6.2	Improve the percentage of TATF staff who complete the annual staff survey and improve engagement in school focus groups.	Only 16.9% of TATF staff members completed the staff survey in 2022, this makes it difficult to review the gender differences in responses for this group. Additionally, no TATF staff members volunteered to attend staff focus groups.	a) Targeted email campaign to encourage TATF to complete the annual staff survey. b) Work with TA Manager and the TATF EDI committee member to encourage TATFs to attend the staff focus group. c) Provide feedback to TATFs on actions taken to address issues raised by the staff survey.	a) May 2023 b) Nov 2023 c) Mar 2024	Head of School, School Manager, Strategic Project Manager	An increase in the percentage of TATF staff who have completed the staff survey from 16.9% in 2022 to 50% in 2028.

| 6.4 | Develop an internal process to better track academic applications. | To allow the School to have precise, detailed, and up-to-date recruiting data for academic applications. The School currently conducts open rank recruitment for T&R and T&S positions, which means applicants do not apply for a particular grade or level. This makes it difficult to track applications for specific grades for these posts. | a) Review the feasibility of advertising job adverts at set ranks, rather than open rank adverts.
b) Work with HR to improve the process to track applications. | a) Sep 2023 to Mar 2028

b) Sep 2023 to Mar 2028 | Head of School, School Manager, Strategic Project Manager | Data is available for AS bronze recertification or silver application.

Improved data on academic applications across all grades. |

Appendix 1: Culture survey data

The 2022 QM Staff Survey contains 6 Athena Swan core culture survey questions, either with the same or similar wording. We highlight a 7th question, as the answers are a cause for concern.

	2022 QM Staff Survey questions	Corresponding Athena Swan questions
Question 1	I receive appropriate recognition for good work at Queen Mary	My contributions are valued in my department
Question 2	Department leadership actively supports gender equality	Department leadership actively supports gender equality
Question 3	In our department, we are genuinely supported if we choose to make use of flexible working arrangements	The department enables flexible working
Question 4	I am confident that appropriate action would be taken in my department, based on a report of bullying and/or harassment.	I am satisfied with how bullying and harassment are addressed in my department
Question 5	My manager (or someone in management) actively supports my career development	My line manager supports my career development
Question 6	My mental health and wellbeing are supported in my department	My mental health and wellbeing are supported in my department
Question 7	There is a fair distribution of work in my team	Workloads in my department are allocated fairly

Out of 173 staff members, 68 (39.3%) answered the survey questions. Out of 65 female staff members, 31 (47.7%) responded, and out of 108 male staff members, 37 (34.3%) responded. Out of 118 white colleagues, 49 (41.5%) responded, and out of 55 BAME colleagues, 19 responded (34.5%). Out of 59 academic staff, 33 (55.9%) responded, out of 28 PS staff, 21 (75.0%) responded, and out of 83 TATF, 14 (16.9%) responded. We present survey responses for all staff, for all staff by gender, for all staff by race and ethnicity, and for academic staff, PS staff, and TATFs. Answers are grouped into 3 categories: agree ("strongly agree" or "agree"), neutral, and disagree ("disagree" or "strongly disagree").

Table A1.1 Question 1: "I receive appropriate recognition for good work at Queen Mary"
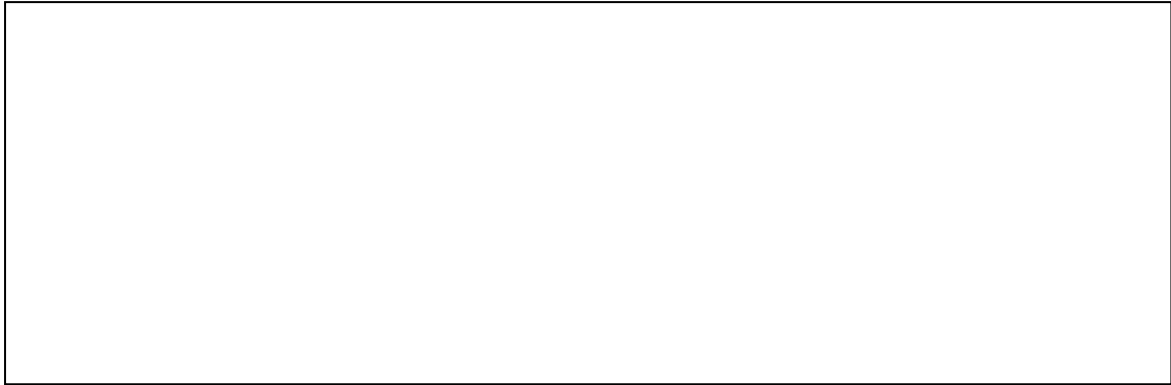
Table A1.2 Question 2: "Department leadership actively supports gender equality"

Table A1.3 Question 3: "In our department, we are genuinely supported if we choose to make use of flexible working arrangements"

Table A1.4 Question 4: "I am confident that appropriate action would be taken in my department, based on a report of bullying and/or harassment."

Table A1.5 Question 5: "My manager (or someone in management) actively supports my career development"

Table A1.6 Question 6: "My mental health and wellbeing are supported in my department"

Table A1.7 Question 7: "There is a fair distribution of work in my team"

Appendix 2: Data tables

Please note that the University's student data analysis platform did not provide data about PGT and PGR completion rates and degree attainment.

Table A2.1: Undergraduate students by gender and ethnicity

Table A2.1a: Trend of undergraduate students (by gender)
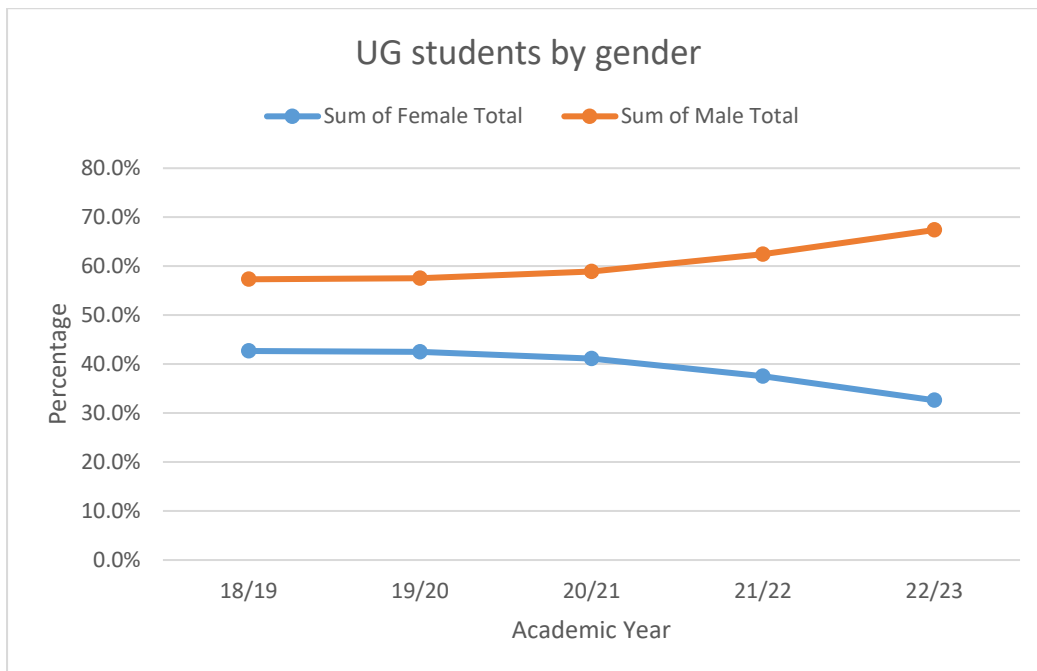
Table A2.1b: Trend of undergraduate students (by gender and ethnicity)

UG students by gender and ethnicity

- Sum of Female BAME
- Sum of Female White
- Sum of Male BAME
- Sum of Male White
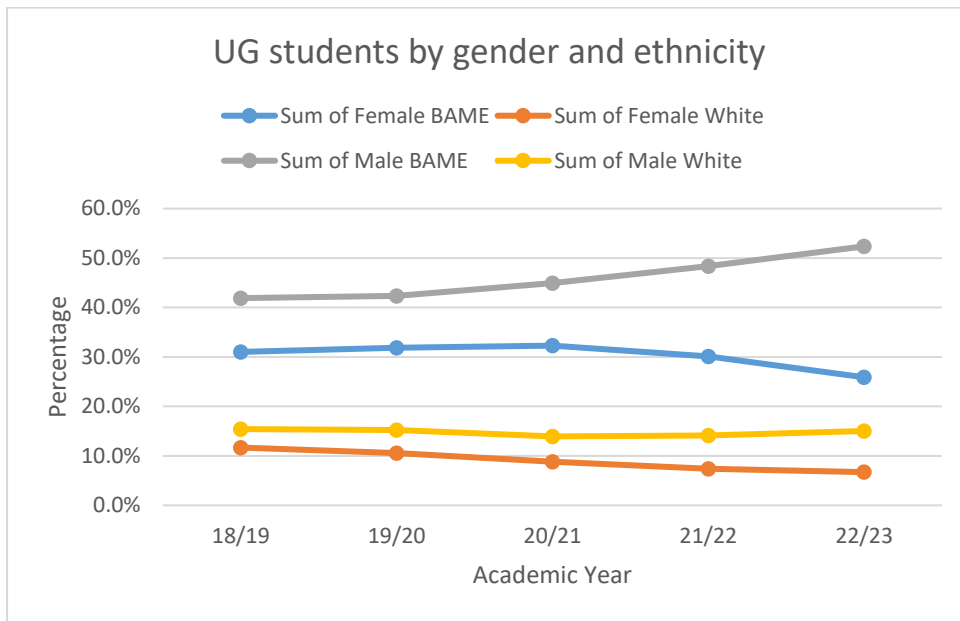
Table A2.2: First-year undergraduate students

Table A2.2a: Trend of first-year undergraduate students
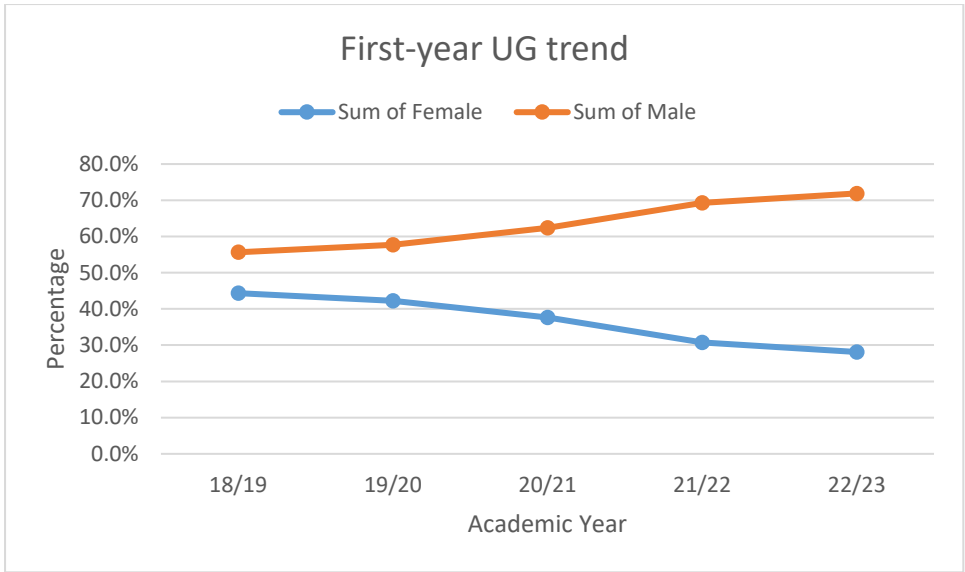
Table A2.3: First-year students coming through Clearing

Table A2.4: First-year students coming through the main cycle

Table A2.5: Foundation students

Note that the percentages do not always add up to 100%. This is because some applicants' ethnicity is unknown.

Table A2.6: First-class degrees by gender

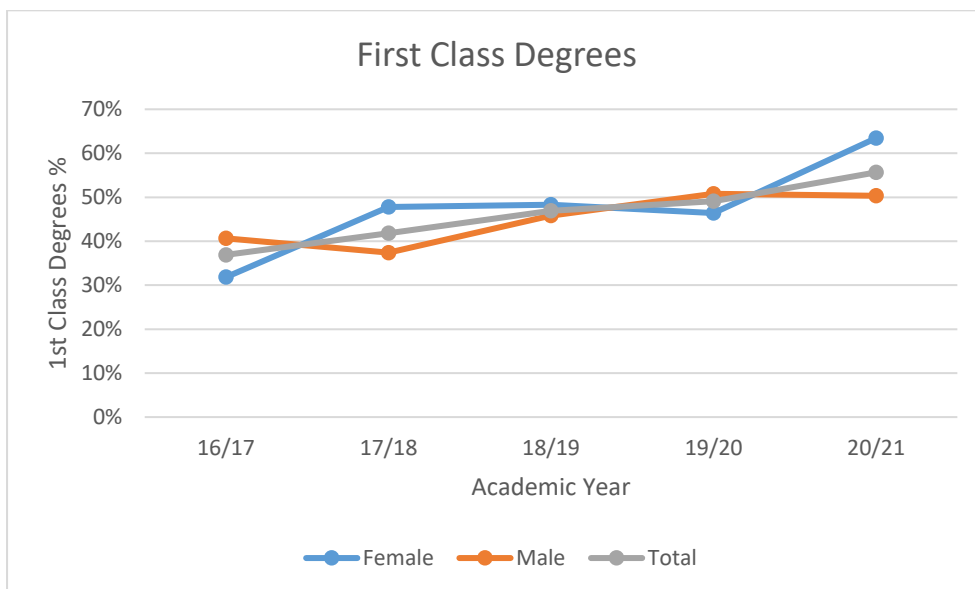**Table A2.6a:** Visual trend of First-Class Degrees by gender

First Class Degrees

Table A2.7: Good Honours degrees by gender

Table A2.7a: Visual trend of Good Honours degrees by gender
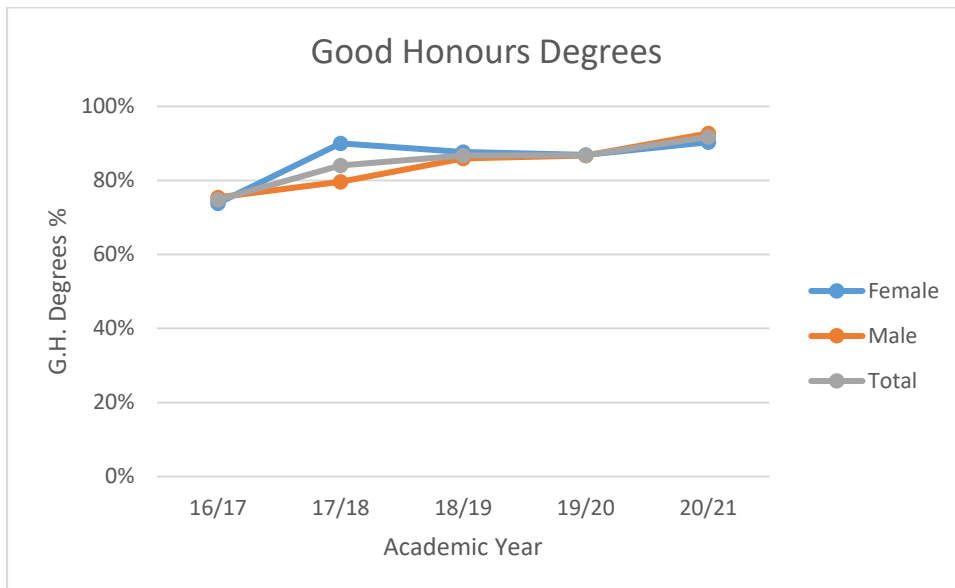
Table A2.8: UG Completion rate by gender

UG COMPLETION RATES

■ Female ■ Male

	3RD	4TH	5TH	6TH	3RD	4TH	5TH	6TH	3RD	4TH	5TH	6TH	3RD	4TH	5TH	6TH	3RD	4TH	5TH	6TH	3RD	4TH	5TH	6TH
Female	89%	91%	91%	91%	91%	93%	93%	93%	84%	93%	93%	93%	91%	95%	96%		81%	94%			84%			
Male	87%	92%	93%	93%	82%	86%	86%	87%	70%	83%	85%	85%	78%	87%	88%		88%	95%			81%			
	|——— 2014/15 ———|				|——— 2015/16 ———|				|——— 2016/17 ———|				|——— 2017/18 ———|				|——— 2018/19 ———|				|——— 2019/20 ———|			
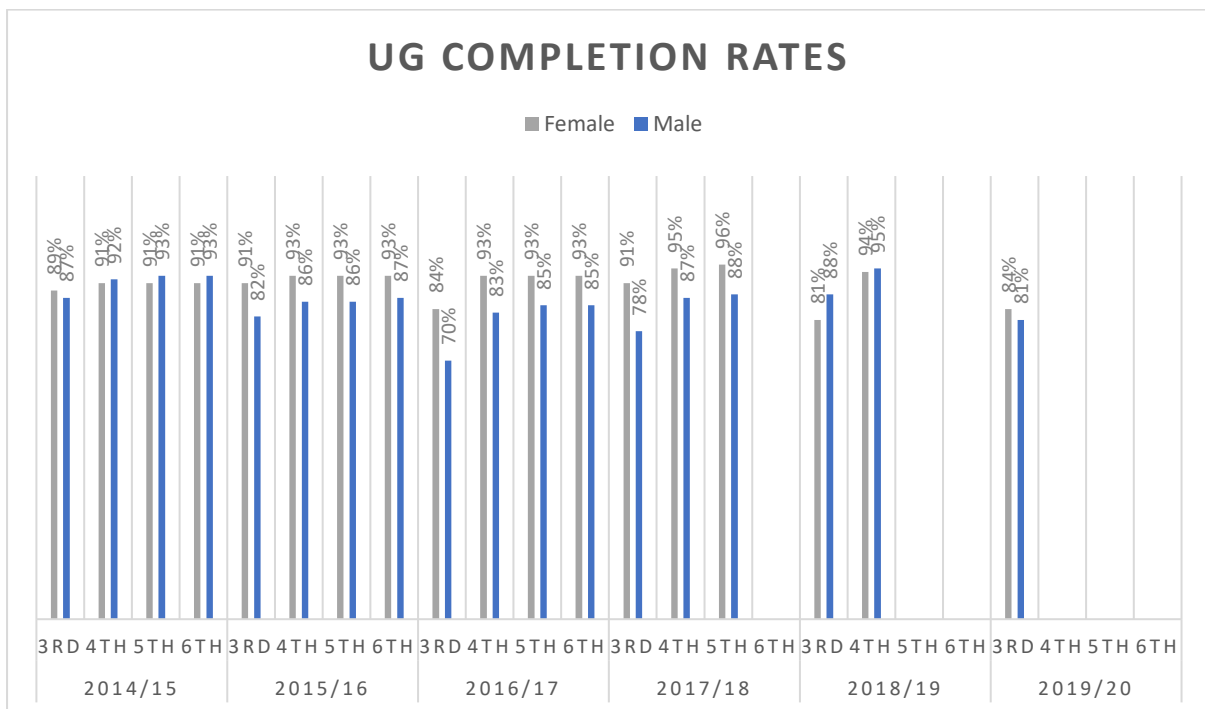
Please note that the university's student data analysis platform did not allow disaggregation of undergraduate completion rate data by both gender and ethnicity.

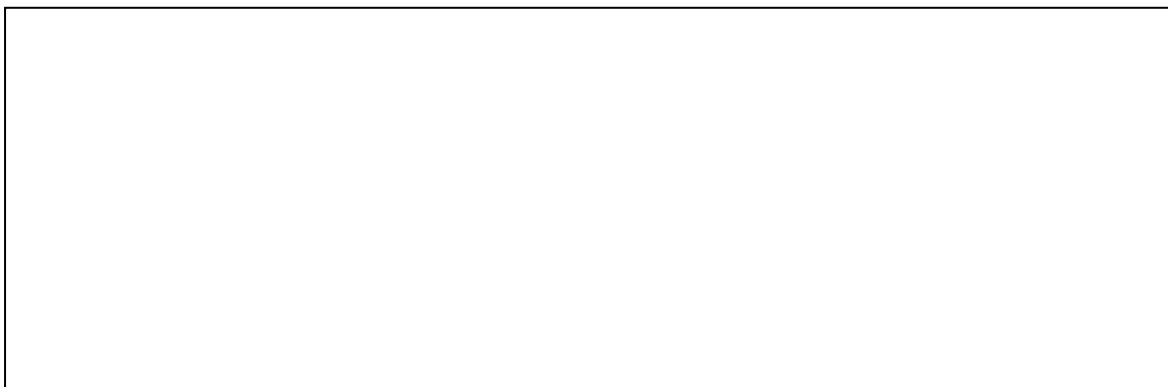**Table A2.9:** Postgraduate students (by gender and ethnicity)

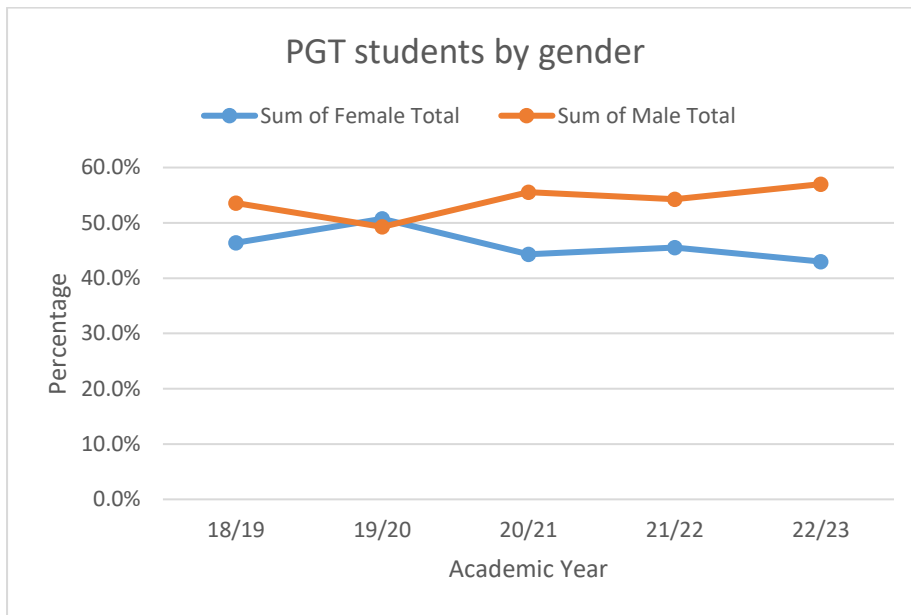**Table A2.9a:** Trend of postgraduate students (by gender)

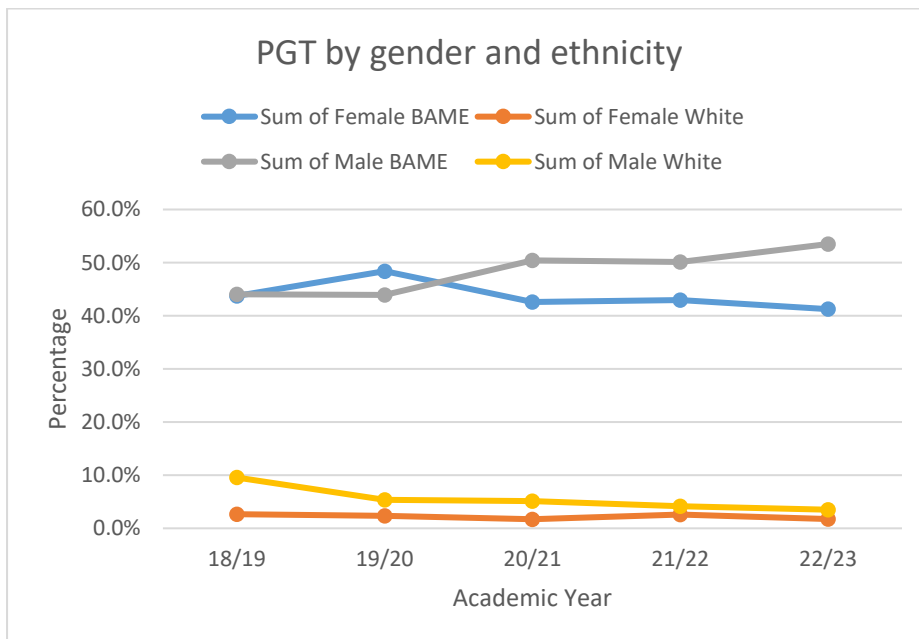**Table A2.9b:** Trend of postgraduate students (by gender and ethnicity)

Table A2.10a: Postgraduate Male Nationality

Table A2.10b: Postgraduate Female Nationality

Table A2.11: EMAP students (by gender and ethnicity)

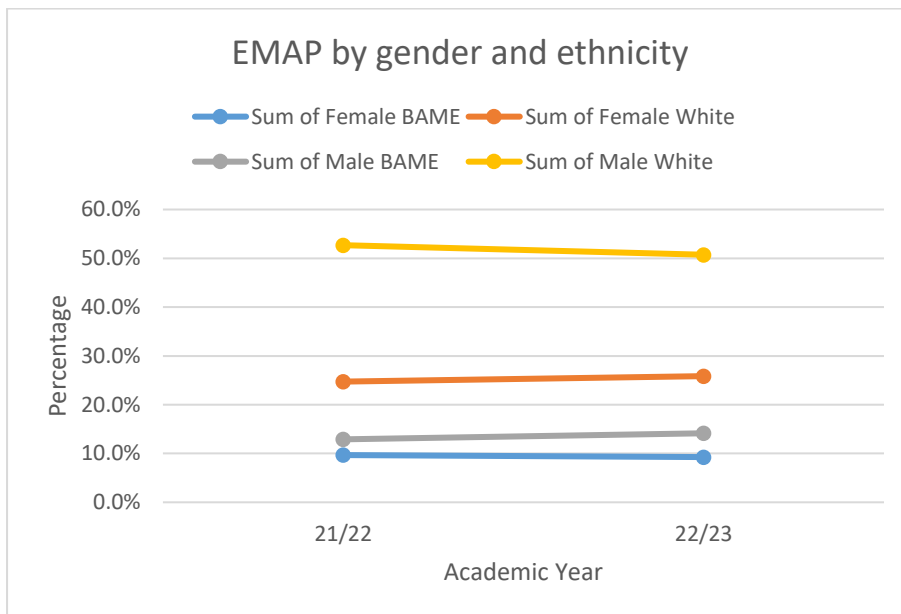**Table A2.11:** Trend of EMAP students (by gender and ethnicity)

EMAP by gender and ethnicity

- Sum of Female BAME
- Sum of Female White
- Sum of Male BAME
- Sum of Male White

(Line chart: Percentage vs Academic Year (21/22, 22/23))

- Sum of Male White: approx 52.5% (21/22) to 50.5% (22/23)
- Sum of Female White: approx 24.5% (21/22) to 25.5% (22/23)
- Sum of Male BAME: approx 13% (21/22) to 14% (22/23)
- Sum of Female BAME: approx 9.5% (21/22) to 9% (22/23)

Table A2.12: PGR by gender and ethnicity

Table A2.12a: Trend of PGR students (by gender)

PGR by gender

Sum of Tot Female — Sum of Tot Male
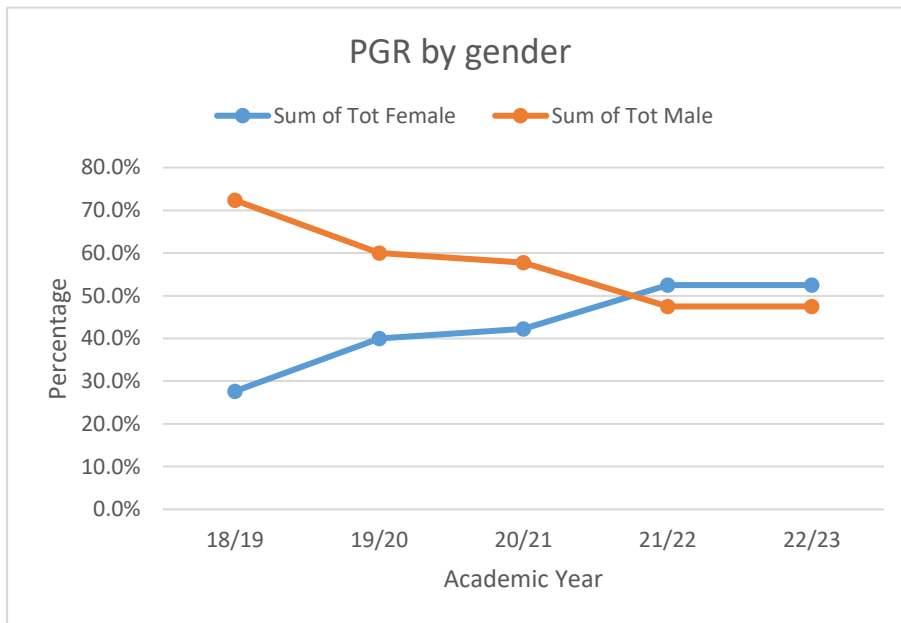
Table A2.12b: Trend of PGR students (by gender and ethnicity)

PGR students by gender and ethnicity

Sum of Female - BAME — Sum of Female White
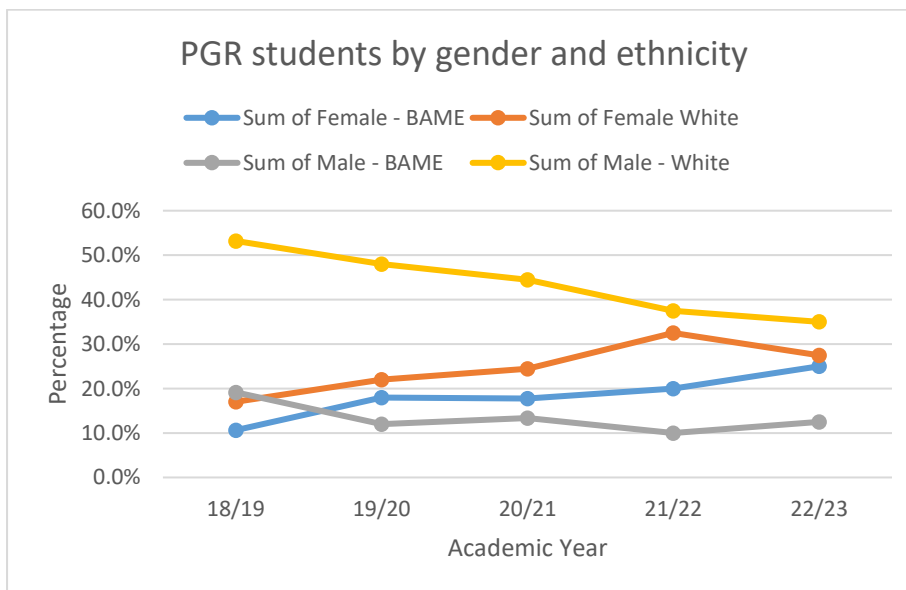Sum of Male - BAME — Sum of Male - White

Table A2.13 Academic staff by grade and contract function, female and male

Table A2.14 Academic staff by contract type, female and male

Table A2.15 Academic staff by grade and contract function, white and BAME

Table A2.16 Academic staff by contract type, white, and BAME

Table A2.17 Academic staff by gender, white and BAME

Table A2.18 Academic staff by gender, grade, white and BAME

Table A2.19 Professional services staff by grade

Table A2.20 Professional services staff by contract type, female and male

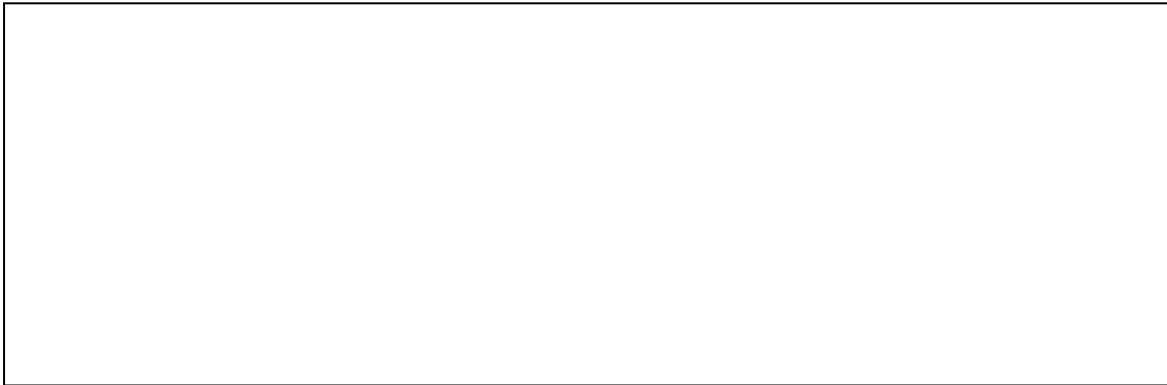**Table A2.21** Professional services staff by contract type, white and BAME

Table A2.22 Applications, shortlist, and appointments made in recruitment to academic posts by grade, female and male

Note that the percentages do not always add up to 100%. This is because some applicants' gender is unknown.

Table A2.23 Applications, shortlist, and appointments made in recruitment to academic posts by grade, white, and BAME
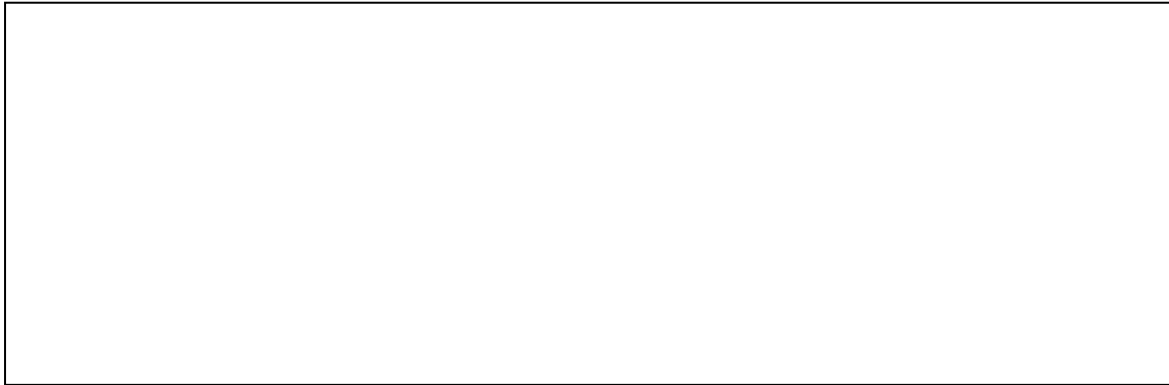
Note that the percentages do not always add up to 100%. This is because some applicants' race is unknown. Note also that we do not have reliable data by grade, as we typically advertise open-rank positions.

Table A2.24 Applications, shortlist, and appointments made in recruitment to PS posts, female and male

Note that the percentages do not always add up to 100%. This is because some applicants' gender is unknown.

Table A2.25 Applications, shortlist, and appointments made in recruitment to PS posts, white and BAME

Note that the percentages do not always add up to 100%. This is because some applicants' race is unknown.

Table A2.26 Applications and success rates for academic promotion by grade

50

Appendix 3: Glossary

QMUL	Queen Mary University of London
HSS	Faculty of Humanities and Social Sciences
SEF	School of Economics and Finance
UG	Undergraduate
PGT	Postgraduate Taught
PGR	Postgraduate Research
EDI	Equality, Diversity and Inclusion
SAT	Self-Assessment Team
BAME	Black, Asian and Minority Ethnic
PS	Professional Services
TATF	Teach Assistant or Teaching Fellow
SSLC	Student-Staff Liaison Committee
KPI	Key Performance Indicator
ECR	Early Career Researcher
SMT	Senior Management Team
FPSLT	Faculty Professional Services Leadership Team
DEAG	Dean for Education Advisory Group
NSS	National Student Survey
PTES	Postgraduate Taught Experience Survey
PRES	Postgraduate Research Experience Survey
HR	Human Resources
HEA	Advance Higher Education
AFHEA	Associate Fellowship of HEA
FHEA	Fellowship of HEA
EMAP	Economist Masters Apprenticeship Programme
BEIS	Department for Business, Energy and Industrial Strategy
HMT	His Majesty's Treasury
FCDO	Foreign, Commonwealth and Development Office
DIT	Department for International Trade
DWP	Department for Work and Pensions
DHSC	Department of Health and Social Care
MHCLG	Department for Levelling Up, Housing and Communities
DfE	Department for Education
DEFRA	Department for Environment Food and Rural Affairs
NIC	National Infrastructure Commission
SBM	School of Business Management
CCLS	Centre for Commercial Law Studies
EDISG	Equality Diversity & Inclusion Steering Group