Queen Mary
University of London

Equality, Diversity & Inclusion
Annual Report 2020–2021

Outcome requested:	Council is asked to **consider** and **approve** the University's Annual EDI Report 2020-2021 for external publication.
Executive Summary:	This report follows our established and agreed methodology for statutory reporting under the Equality Act 2010 as approved by SET in March 2021.
	This Report highlights some of the key initiatives and activities that we have delivered during the 2020-2021 academic year in a retrospective review of our work, progress and its impact across the University.
	The report identifies Queen Mary's EDI successes 2020-2021, these include:
	• Enhancing and strengthening our EDI Governance;
	• Improving and publishing our EDI data;
	• Delivery via our EDI Action Groups and local Action Plans;
	• A high level summary of our success and progress during the 2020-2021 academic year;
	• The wide range of initiatives introduced to advance culture change across the University;
	• Reporting on our progress and success;
	• Faculty Highlights to showcase excellent EDI work across the University;
	• How we have harnessed the opportunities presented by the pandemic to advance Strategy 2030;
	• Our three main priorities for the year ahead.
	The report seeks to offer transparency and assurance that we are working to meet our Strategy 2030 Diversity KPIs.
QMUL Strategy: strategic aim reference and sub-strategies [e.g., SA1.1]	The proposals advance QM's legal duties under the Equality Act 2010:
	• Eliminating unlawful discrimination.
	• Advancing equality of opportunity.
	• Fostering good relations.
	Increasing balanced representation of BAME (40:40:40) and Women (50:50:50) staff are two KPIs under Strategy 2030.
Internal/External regulatory/statutory reference points:	This report supports our statutory returns under the Equality Act 2010, and increases transparency in our equality, diversity & inclusion practice.
Strategic Risks:	Failure to deliver against our PCI/university ambitions and goals.

Equality Impact Assessment:	We have sought to go beyond the statutory minimum and ensure QM have the data and evidence to identify and address both strengths and weaknesses that will help us to become the most inclusive university of our kind.
Subject to prior and onward consideration by:	Prior: SET Onwards: EDI Steering Group Council.
Confidential paper under FOIA/DPA	No
Timing:	Annual report.
Author:	Alex Prestage – Head of EDI
Date:	19th May 2022
Senior Management/External Sponsor	Shelia Gupta Vice-Principal People, Culture & Inclusion

Queen Mary University of London

EDI Annual Report, August 2020- July 2021

Please contact a.prestage@qmul.ac.uk with any questions

EDI Annual Report 2020-2021

Section 1: Introduction from the Principal and Vice Principal People, Culture & Inclusion

Queen Mary has a long, proud and distinctive history built on four historic institutions stretching back to 1785 and beyond. Our founding institutions are the London Hospital Medical College, St Bartholomew's Medical College, Westfield College and Queen Mary College. The vision of each of our founders was to provide 'hope and opportunity' for the less privileged population in East London and the suburbs of the City of London.

Today, Queen Mary is unique. True to our founders' vision, we continue to open the doors of opportunity by seamlessly combining world-leading strengths in both education and research. And our work improves lives locally, nationally and internationally.

Our People, Culture, and Inclusion Enabling Plan (PCIEP), translates our Strategy 2030 vision, mission and values into a set of bold and ambitious equality, diversity and inclusion (EDI) initiatives to help achieve our vision to open the doors of opportunity for anyone with the potential to succeed. It defines the key initiatives that will promote the values-based culture that is central to achieving our academic ambitions: to deliver an outstanding, inclusive, world-class education and student experience and to be recognised for our distinctive, world-leading curiosity driven and applied research. Our Annual EDI Report highlights some of the key initiatives and activities that we have delivered during the 2020-2021 academic year in a retrospective review of our work, progress and its impact across the University.

Section 2: Queen Mary's mission, vision and values

Vision: to open the doors of opportunity.
Mission: To be the most inclusive university of our kind anywhere by 2030.
We will 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.

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 2020 – 2021 academic year.

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.

Section 3: Queen Mary's People, Culture and Inclusion Enabling Plan

*Our **People, Culture and Inclusion Enabling Plan** sets out how we will achieve our vision, to open the doors of opportunity, and ensure our community is at the heart of our decision making.*

Our PCI Enabling Plan has four core objectives:

1. To increase the diversity of our staff body and support the career progression of people from different backgrounds.
2. To create an inclusive culture across the University and become an exemplar institution by 2030.
3. To improve and publish our equality, diversity and inclusion data, monitor progress and evaluate the impact of our actions.
4. Placing inclusion at the heart of the student experience

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. 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 at junior, middle and senior levels by 2030 (+/-5%)		
2018/19	2019/20	2020/21
58:53:38	59:52:38	60:52:38
40:40:40 Black, Asian and Minority Ethnic people at junior, middle and senior levels by 2030 (+/-5%)		
2018/19	2019/20	2020/21
46:27:19	48:28:19	48:30:20

Creating an inclusive culture across the University

This means building, and maintaining, a culture founded on dignity and respect, in which our values are embedded in everything we do. In creating this culture, we are engaging with our community of staff, students, alumni, and other key stakeholders to take forward innovative initiatives that bring about enduring change. We aspire to create an inclusive institutional culture in which every individual member of our community feels welcome, accepted and able to flourish. Our goals are to:
• Build confidence and trust in the University's commitment to EDI;
• Celebrate Queen Mary's progress towards being the most inclusive university of our kind;
• Use our values to convey our expectation of individual responsibility at all levels for inclusion, and creating a positive work and learning environment for all;
• Apply the principle of '*designing solutions by the community for the community'*.

Improving and publishing our equality, diversity and inclusion data

Quality data and evidence are fundamental to our work and achieving our mission at Queen Mary. Our data and insight will:
• Aid our statutory compliance around equality;
• Foster a culture of transparency, trust and confidence in our work;
• Embed a culture of evidence-based decision-making;
• Support us to evaluate our progress and success;
• Enable us to benchmark our University's achievements;
• Provide value for money.

The PCI Enabling Plan includes interventions to improve data quality and availability across our community, supporting good governance and decision-making.

Enhancing the student experience

Education is a cornerstone of our academic mission and vision to open the doors of opportunity; Queen Mary's Vice Principal (Education) is leading work across the University to enhance the student experience. This includes a focus on how we can best analyse student engagement, including through the use of Learner Engagement Analytics (LEA), in relation to student learning; student support; pedagogy; and module delivery. Our Strategy seeks to:

• Through Advisors and others, identify students who need either extra academic support, pastoral care or mental health support;
• Identify students (who are often from more disadvantaged backgrounds), who may not have the confidence to reach out to module organisers and programme directors, and to offer them more targeted and tailored support;
• Tailor the messages and support we offer to our students, in order to provide more personalised feedback which supports student reflection and academic planning;
• Improve progression and retention, by ensuring that our programmes align with the needs and goals of students, support satisfaction and wellbeing, and engender a more personalised learning experience;
• Pilot Peer-Led Team Learning, embedding the principle of students better supporting their peers in their learning;
• Embed our newly co-created set of principles for developing and inclusive curriculum. Embed inclusive teaching and learning practices in order to enhance the experiences of all our students through drawing on our range of case studies;

- Identify areas of the assessment and feedback cycle that can be improved, leading to a measurable difference in the overall quality of the student experience;
- Support students to engage in a wide range of co-curricular activities, and to record the skills they develop as a result;
- Promote and embed co-creation across our programmes;
- Refresh Queen Mary's approach to graduate attributes and to help ensure students are well equipped to enter the modern job market.

Success and progress 2020-2021

The 2020 – 2021 academic year has been one of reform and success; following the appointment of Queen Mary's first Vice Principal People, Culture & Inclusion and creation of our PCI Enabling Plan in early 2020, the University has made significant progress with regards to the infrastructure and investment needed to realise our vision and mission. This report profiles and recognises some of our most significant achievements.

In 2020 we focused on:

Building the foundations,

Creating the culture,

Measuring progress.

Building the Foundations

The long-term success and delivery of our PCI Enabling Plan necessitated the rapid development of our governance around Equality, Diversity & Inclusion. In 2020, Queen Mary made steps to enhance and strengthen our EDI governance to ensure the whole University is engaged and working towards the same objectives.

**Investment in People, Culture and Inclusion**

The University's PCI Enabling Plan sets out how the University will achieve our vision. It defines the key initiatives that will promote the values-based culture that is central to achieving our academic ambitions. For these reasons, the University has committed a significant investment of resource for the delivery of our Plan.

Enhanced 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. In response to university-wide feedback, the Vice Principal People, Culture and Inclusion and Chair of the Group, revised its Terms of Reference, strengthening its role and remit and establishing a clear reporting structure for all its sub-committees thereby aligning all areas of our extensive EDI agenda.

Significantly, the Chair also extended membership of EDISG to be more representative of our university staff and student community to ensure that its decisions are better informed by the needs and voices of our diverse community. These changes have generated strong engagement from across the University as demonstrated through the enthusiastic involvement of colleagues and students in the design and delivery of a wide range of new of EDI initiatives.

These enhancements to our EDI governance have improved the oversight and links between university level and local level EDI governance and activity.

EDI Governance
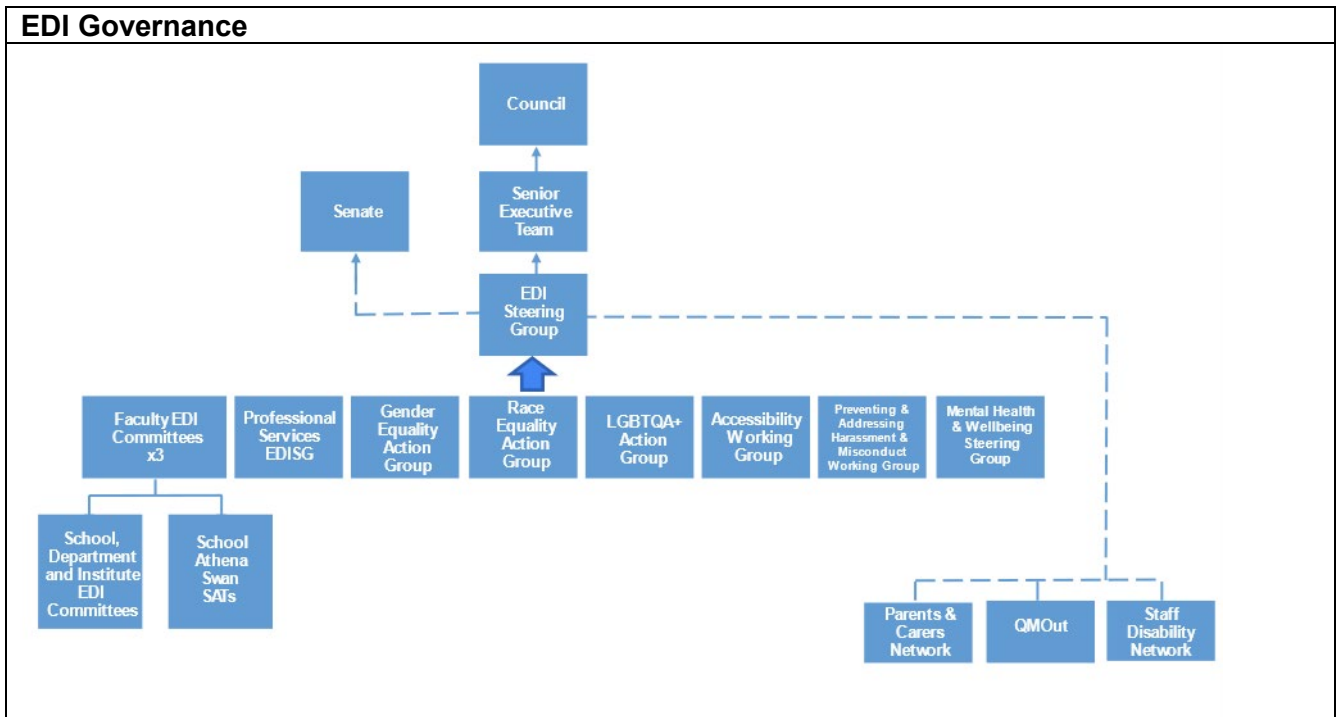
Delivering EDI through our Action Groups

At Queen Mary, we have established a series of Action Groups to deliver our PCI commitments. These groups comprise students, staff and experts from across the University, to help shape, plan and deliver our work. They report directly to EDISG and achieve delivery of their action plans through specialist working groups to ensure the widespread engagement and involvement of students and staff from across our community.

Impact:

During the 2020-2021 academic year, we created six new governance groups to lead, govern and progress our People, Culture & Inclusion priorities, they are:
People, Culture & Inclusion Steering Group
Gender Equality Action Group
Race Equality Action Group
LGBTQA+ Action Group
Wellbeing and Mental Health Steering Group
Preventing and Addressing Harassment & Sexual Misconduct Working Group

New EDI Action Plans

To improve staff engagement and increase staff diversity, we recognise the value of initiating tailored strategies based on EDI data which are developed and implemented at local level. This helps to establish local ownership and accountability for progressing our EDI goals whilst actively addressing local issues and facilitating culture change in response to staff feedback. To bring this work to life and give it visibility, EDISG has instituted a rolling programme of presentations for Schools, Institutes and Professional Services (PS) Directorates to present their EDI Action Plans and impact to EDISG to show the wide range of initiatives being delivered to support the realisation of the University's EDI KPIs. Feedback on this highly interactive process thus far has been positive, indicating that EDISG has provided an excellent forum for sharing good practice, offering constructive feedback, and providing a welcome sense of collegiality and support. At the conclusion of the academic year, the EDI Team reviewed all local EDI Action Plans to be confident that all areas are giving due regard to activities that enhance staff engagement and increase diversity. The University now has a complete overview of EDI activity and progress across all areas and will continue this annual process to support delivery of Strategy 2030.

Impact:
During the 2020-2021 academic year, eleven Schools, Institutes and Directorates presented to EDISG providing excellent coverage across our Faculties and Professional Services: Research, Enterprise & Partnerships School of Economics & Finance School of Biological And Chemical Sciences Office of the Principal School of Business and Management Institute of Dentistry School of Physical and Chemical Sciences Information Technology Services School of Geography Institute of Health Sciences Education Estates and Facilitates

Creating the Culture

Our PCI Enabling Plan proposes and advances cultural change across our University – opening the doors to opportunity for all to thrive. Our values are part of our identity and culture, we want all our staff to feel them in action across the University. In 2020, we made significant steps to strengthen our culture.

Values in Action

Our Values in Action Framework was launched in December 2020, this sets clear expectations of staff behaviour at all levels of Queen Mary, aligned to each of our values. This work is essential to achieving the culture change envisioned Strategy 2030 and in particular in embedding inclusion.

The Values in Action are being embedded across the employee lifecycle and have thus far been incorporated into our appraisal, promotions, reward and development activities. This work will support our staff in understanding and behaving in alignment to our values. The use of values in our recruitment and promotion process should support our goal to achieve greater diversity across our workforce.

Launch of Introducing Inclusion

We were pleased to launch our new mandatory, bespoke <u>Introducing Inclusion e-learning</u> module, a highly flexible training course which has been designed to bring colleagues up to date on understanding equalities law, unconscious bias and how we can promote positive, inclusive behaviours in our workplace. We also offer additional EDI workshops to supplement this programme.

Impact:
Over 60% of staff at Queen Mary have completed Introducing Inclusion, our first Equality, Diversity & Inclusion e-learning. Queen Mary staff can complete the 90minute course and help us achieve our 85% compliance objective [HERE]

Academic Careers Framework and Promotions

Queen Mary launched its Academic Careers Framework designed to be used in a number of ways in order to help staff plan and support their academic career development and recognise their achievements, for example:

- Preparing for appraisals and annual reviews;
- Discussing career trajectories and plans;
- Identifying development opportunities;
- Building a case for promotion.

This work was complemented by a detailed review of our academic promotions process, achieving parity of esteem between education and research; of particular note were:

- The introduction and evidencing of citizenship and inclusion as mandatory criteria for promotion;
- Mandatory EDI and unconscious bias training for all decision-makers;
- Tailored workshops for applicants and panelists;
- A University level moderation panel chaired by the Principal to ensure equity, parity and fairness across all Faculties.
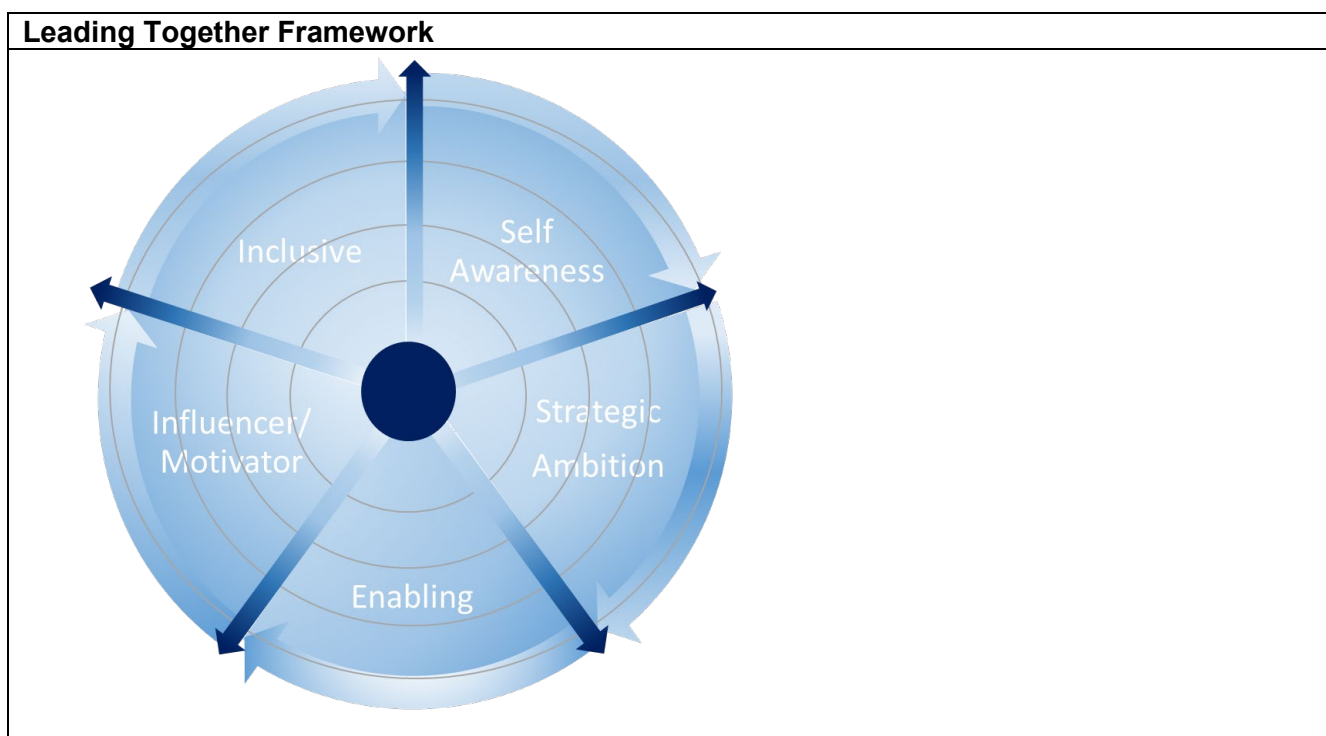
Impact:
In its first year the new processes demonstrated positive impacts with increased success rates for BAME women at Senior Lecturer (SL) and Reader level (at SL an increase from 2018:71% to 2021:86%; and at Reader level an increase from 2018: 25% to 2021 70%). It will be important to maintain our progress and these early shifts will contribute to further improving our talent pipeline towards achieving more women in middle and senior roles.

Inclusive Leadership – Leading Together Framework

The concept of the 'Inclusive Leader' is embedded in our newly developed 'Leading Together' framework, which defines the behaviours for leaders at Queen Mary to exemplify. Developing leadership behaviours is relevant to all colleagues, not simply manager or those in senior roles. Inclusive leadership is an important attribute for all if we are to foster an inclusive environment in which we are able to optimise a diverse talent pool of students and staff.

Our new 'Pathways to Leadership' programmes are designed to support the University's KPI to improve diversity, especially at middle and senior levels. These consist of 5 levels of core leadership programmes from aspiring leaders to senior leaders and elective activities. These are complemented by our bespoke 'Leading Together' self-assessment tool and 360-degree feedback questionnaire. So that leaders at all stages of their careers can evaluate their future development needs and explore which programme will best suit their career aspirations with their line manager.

Leading Together Framework

Measuring Progress

Evaluation of our progress and impact is important to our leaders and community; in 2020 Queen Mary made strides in our evidence-informed decision making. Our people data is more grounded in our strategic ambitions and more visible and relevant than ever before.

Evidence-informed decision making

By enhancing the quality and consistency of our data across University systems, we have been able to introduce evidence-informed decision making. We have designed and delivered data packs to Schools and PS Directorates, including information on the EDI profiles of staff and students; ethnic and gender pay gap data; and student progression data. Areas have found this detailed data invaluable in enabling them to interrogate and better understand the trends and issues for action. For example, redesigning recruitment processes to attract more candidates from underrepresented groups; or the use of learner analytics to provide more tailored feedback to students who may be struggling with their assignments. In tandem with this work, we are also progressing projects to implement new e-recruitment and Learning Management Systems, which will be key in enhancing data collection and analysis at both institutional and local levels.

Section 4: Reporting on our Progress and Success

Gender Equality

Athena Swan Self-Assessments

The self-assessment undertaken for the November 2021 Institutional Athena Swan submission was overseen by the Gender Equality Action Group (GEAG), which reports into the EDISG.

GEAG was rejuvenated in August 2020, reducing membership from 53 members down to 22 to better reflect the work of the group and more closely align it with other EDI related working groups. From September 2020, the group met every other month with additional meetings of the working groups taking place every six to eight weeks. This was to ensure that a thorough self-assessment was undertaken in the lead up to the Institutional Athena Swan submission in November 2021.

The intersectional analysis undertaken for the self-assessment process drew upon an extensive array of quantitative and qualitative staff data and feedback, including the additional surveys agreed by GEAG: the 2021 Athena Swan Survey, the 2021 Parents and Carers Survey, and 2021 Carers focus groups.

This work ultimately culminated in Queen Mary's successful Institutional Silver Athena Swan award which was made up of two essential parts. The first was the self-assessment application which identified key impacts and challenges for gender equality; the second was a five-year Gender Impact Plan, which was underpinned by the analysis from the self-assessment and provides the University with a detailed strategy to ensure ongoing and meaningful change in relation to matters of gender equality.

In addition to the University level work, the School of History and School of Law both successfully applied for bronze level Athena Swan awards in November 2020, receiving their results in April 2021.

Impact
Key areas of gender equality improvement since 2016:
• Closing its gender attainment gap between undergraduate students
• Reducing its gender pay gap, and closing the median bonus pay gap in 2020
• Increasing the diversity of leaders at Board level, with more women than ever before
• Increasing the proportion of women at Lecturer level through to Reader
• Promoting a record number of Black and Ethnic Minority women
• Reducing the overrepresentation of women on Fixed Term Contracts

International Women's Day 2021

International Women's Day 2021 saw Queen Mary celebrate the theme of 'Choose to Challenge' through a number of activities across the University including an engaging workshop on how to be an Active Bystander; a Menopause Café featuring a presentation from GP and Clinical Senior Lecturer, Dr Louise Younie, from the Institute of Health Sciences Education; and a social media takeover by alumni and recipient of a DeepMind Scholarship Raghad Zuraiki, reflecting on her undergraduate studies at Queen Mary, the benefits of her scholarship and some of the barriers women face when pursuing STEM careers.

Gender Advancement for Transforming Institutions

In February 2021, Queen Mary was successful in bidding for funding to work on the Gender Advancement for Transforming Institutions (GATI) project. This is a pilot project created by the

Indian Government, Department for Science and Technology and the British Council in partnership with Advance HE.

The project aims to develop and introduce the first gender equality framework in India's academic domain with a specific focus on addressing gender equality in STEMM (Science, Technology, Engineering, Mathematics and Medicine), and promoting gender sensitisation.

Queen Mary has been drawing on its Athena Swan experience and expertise to provide mentorship and support to five Indian institutions with which it has been partnered. The Indian partner institutions will undergo self-assessment to identify areas that need attention, and then create targeted action plans. Queen Mary is supporting this process through a series of workshops, one-to-one sessions, sharing resources/materials, advising on best practice, and encouraging collaboration across institutions through a GATI MS Teams space. It is a great honour and privilege to have been invited to share our good practice and learning internationally.

Aurora

In 2021, QM sponsored 10 members of staff to participate in Aurora, an Advance HE leadership development initiative, designed to address the under-representation of women in leadership positions within higher education institutions. We will use follow-up surveys to evaluate the impact of this programme, particularly with respect to career progression and confidence building.

Aurora Participant Feedback
"The Aurora leadership programme has so far exceeded my expectations with some insightful and impact sessions and lots of networking with like-minded people working in HE. The Action Learning set sessions have been constructive and allowed self-reflection. I also have a fantastic mentor who is creating space to discuss a number of emerging leadership opportunities that I have been presented with since the start of the programme".

Springboard

Springboard enables women to reflect holistically on their personal as well as professional lives, empowering them to make choices specific to their aspirations and personal goals. Queen Mary continues to offer this programme annually and provides places for 20 participants.

Springboard Participant Feedback
"It was a wonderful experience spending a multi day training course solely in the company of women, it was a very considerate and supportive atmosphere."   "Every guest speaker was extremely inspiring and hearing their stories in full from their perspective was extremely useful."

SEALs

South East Action Learning (SEAL) programme offers women in Higher Education the chance to work with peers to build leadership skills, explore different perspectives and be supported to tackle challenges. Participants are assigned to a specific SEAL cohort where they have an opportunity to work with women from other Universities.

SEALs Participant Feedback
"I thoroughly enjoyed the SEAL programme; it met and surpassed my expectations."

"gave me the opportunity to share my personal experience and view about my career development and also to hear others about their personal issues and experiences in their working institutions. I find this is a ...unique event and experience I have even had in my career. I think this programme has met beyond what I expect."

Race Equality

Race Equality Action Group (REAG)
The Race Equality Action Group (REAG) was formed in the summer of 2020, with the first meeting being held in August 2020, at which the Group agreed its Terms of Reference and Membership. The Group includes representatives from across the University, both staff and students, and an external critical friend with significant relevant experience of working on the Race Equality Charter. A total of 5 meetings were held between August 2020 and July 2021, covering issues such as including data, the ethnicity pay gap, language and terminology in relation to race, and student matters such as reducing the student awarding gap. The University has adopted the International Holocaust Remembrance Alliance Definition on Anti-Semitism, with the additional clarifications proposed by the UK Parliamentary Home Affairs Select Committee in 2016 to ensure that freedom of speech is maintained.

REAG has made progress on several race-related issues, including involvement in the Queen Mary Academy's Workstream on 'Developing Inclusive Curricula', the establishment of a working group to oversee Black History Month and other events and activities. The Group contributed to the development of the mandatory online e-learning programme, 'Introducing Inclusion', and worked with Estates and Facilities to develop a workbook to support alternative access to the training. This was also translated into 10 languages to meet the needs of staff whose first language is not English.

The Group has established relationships with a number of external organisations, including Tower Hamlets Council in respect of its Anti-Racist Pledge. The Chair of REAG was also appointed as an adviser to the Borough's Diversity in the Public Realm initiative, reviewing buildings, street names, and how to engage with private sector in future planning applications in a collaborative way that highlights values. The Group has also received a presentation from the Anthony Walker Foundation and hopes to undertake collaborative work with this and other organisations going forward.

Race Equality Action Plan

REAG has established some key priorities in relation to its Action Plan, including the following:
- Development of a Race Equality Strategy aligned with the PCI Enabling Plan;
- Review of key data sources including the ethnicity pay gap report, staff survey data, internal progression data, promotions data, leavers data, exit interview data, returners data;
- Working with the Students' Union to produce a comprehensive programme of activities for Black History Month in October each year;
- Working with QM Academy in the development of initiatives supporting the delivery of inclusive curricula;
- Development of a Race Equality Toolkit;
- Working with the Organisation and Professional Development Team to develop a programme of training to enhance our institutional capability in addressing issues related to race equality;
- Working to promote an intersectional approach to race equality issues.

Black History Month 2020

Throughout October 2020, QM staff and students came together to engage with several educational and thought-provoking events to mark Black History Month. Activities included seminars covering all aspects of Black British history from the ancient to the contemporary, panel discussions on Black entrepreneurship, book, and recipe recommendations, and an online Black History Month art exhibition featuring UK artists whose work explores celebration within the "Black" diaspora. This year's programme was particularly useful in providing a safe space in which to discuss people's lived experiences, both professional and personal.

B MEntor

B-MEntor is a cross institutional mentoring scheme for Black, Asian and Minority Ethnic academic, research and professional services staff. 2021 saw our eighth year of the programme when 11 participants were sponsored. We will evaluate the impact of this programme with previous participants to establish how useful they found it, particularly in relation to supporting their professional development plans and career aspirations.

LGBTQA+ Inclusion

LGBTQA+ History Month 2021

Throughout February 2021 Queen Mary ran a programme of events across the University for LGBTQA+ History Month on the theme 'Body, Mind, Spirit'. The programme of events included yoga and pilates sessions, mindfulness sessions, a discussion event on supporting LGBTQA+ Mental Health with our friends at East London Out Project in addition to a number of other events.

Through the newly dedicated LGBTQA+ History Month pages a number of excellent resources, books and podcasts and People Profiles were given published. In addition to these activities the University's commitment to marginalised LGBTQA+ communities was re-affirmed and two new leaflets on Non-binary Inclusion and Ace Inclusion were launched.

Pride Month 2021

As part of Pride Month 2021 Queen Mary highlighted the voices of our LGBTQA+ community. Throughout the month Pride Profiles were published on our webpages and focused on *What Pride means to you?* These lived experiences were highlighted in staff and student newsletters, alongside guidance on ways to celebrate Pride at Queen Mary including reading a sharing our leaflets (e.g. Being a Trans Ally; Pronouns Matter; Non-binary Inclusion; and Ace Inclusion), adding the bespoke Queen Mary Pride logo to email signatures and attending virtual Pride in London events.

Staff Disability Inclusion
Staff Disability Network
The Staff Disability Network was launched in August 2020 to support disabled staff and promote disability equality at Queen Mary. The Network meets virtually which ensures inclusivity for all participants, and enables staff to share experiences, information, and best practice, offer peer support, and influence positive change for disabled people at Queen Mary.

Mental Health Awareness Week

Each May, for the past 6 years, Queen Mary has participated in Mental Health Awareness Week promoted by the Mental Health Foundation. This provides an opportunity for Queen Mary to raise awareness of mental health issues and advocate against social stigma. In 2021, in the midst of the global pandemic, we recognised the week with a range of events and activities centred on the theme #ConnectWithNature. Events included managing workplace stress, mental health awareness, gardening therapy and cookery classes

Dignity & Respect

Dignity & Respect Champions

Staff feedback from the 2019 Staff Survey indicated a need to more effectively respond to complaints of bullying and harassment. In 2021, Queen Mary launched our Dignity & Respect Champion (DRC) network. DRCs received training to sensitively support disclosures of bullying and harassment and now help colleagues understand their options for reporting.

Active Bystander Training

Creating and maintaining a culture of Dignity & Respect includes providing staff with practical skills and confidence to challenge inappropriate behaviour such as bullying and harassment. In 2020, Queen Mary launched our Active Bystander Offer; Faculty Executive Leadership teams have been offered this training, and sessions are now being scheduled for wider staff groups.

Faculties

Faculty Highlights

Queen Mary's three academic Faculties are making important progress around EDI locally and in support of our PCI Enabling Plan. Below, we celebrate some highlights from across our Faculties, Institutes and Schools in advancing equality of opportunity.

Faculty of Humanities and Social Sciences (HSS)

The School of History and the School of Law achieved Athena Swan Bronze Awards recognising their commitment to, and progress around, gender equality. History received praise for the honesty of their self-assessment; The School of Law was commended for their intersectional approach when it comes to gender and socioeconomic background, as well as their innovative approach to using positive action.

Geography staff and PhD students undertook whole school Unconscious Bias and Active Bystander Training, while the School of English and Drama undertook Race Equality Training.

The School of Politics & International Relations made data-led changes to the promotions process that dramatically improved how much women felt their work was valued – from 100% of women disagreeing strongly that the full range of their work was valued in 2019, to only 11% in that category (60% agreeing somewhat or strongly that their work was valued).

Faculty of Science and Engineering (S&E)

School of Electronic Engineering and Computer Sciences (EECS) created and recruited a DeepMind Fellowship September 2021, applications were particularly encouraged from candidates who identified as Black. In a first for the University, our new Equal Merit Framework was employed, this is a positive action initiative designed in accordance with the requirements of the Equality Act 2010 to address the underrepresentation of certain groups of staff from areas of the workforce. Queen Mary's Deep Mind Fellow brings new talent in machine learning from an underrepresented group to Science & Engineering.

School of Engineering & Material Sciences (SEMS) created an innovative train the trainer initiative supporting the development of staff, addressing the shortage of graduate skills in Engineering. Through immersive experience, SEMS are creating digital stories to encourage young people from underrepresented groups to consider careers in Engineering and drive representation at all levels that will increase the visibility of our inspiring role models enhancing and embedding inclusion.

School of Biological and Chemical Sciences (SBCS) saw an increase in the number and proportion of BAME staff (from 15% of all staff in the School being from BAME backgrounds in 2012/13 to 37% in 2020/21).

Faculty of Medicine and Dentistry (FMD)

The Faculty Senior Executive Team agreed targets for improving diversity at middle and senior levels, in keeping with University KPIs. The agreed targets were:
- 50% Female,
- 40% BAME,
- Both targets have a +/- 5% tolerance

EDI considerations and values were embedded into the core of the Faculty's 2021-2026 Research Strategy, which aims to tackle health inequality, promote equitable health care and enable transformational research to deliver 'better health for all'.

EDI issues and initiatives were communicated widely to staff in weekly and monthly newsletters, which enjoyed high readership across the Faculty.

The FMD signed up to the British Medical Association Racial Harassment Charter for medical schools and began progressing a detailed action plan under the direction and guidance of the Anti-Racism Steering Committee, comprising both staff and student representatives. In Autumn 2020, The Anti-Racism Steering Committee commissioned a survey of medical students to gauge their experiences of racism within their learning and clinical environments with over 600 responses.

The FMD EDI seminar series was launched. The first event took place in March 2021. Mavis Machiori, Early Career Researcher from Glasgow University, spoke on 'Using a social justice agenda to think about diversity and inclusion'.

Section 5: Reflecting the Pandemic Context

The past two years have witnessed the phenomenal effort made by our whole community of staff and students in rising to the extraordinary challenges that we have had to deal with throughout the pandemic and that are on-going. The impact of the pandemic has been profound, with the country, the sector, the university, and each of us as individuals, having to adjust our lives in ways we could never have conceived.

In the past year alone, we have moved from adapting to working from home to new models of hybrid working; from moving to on-line learning and then on to highly flexible styles of Mixed Mode Education; learning how to manage our own mental health and wellbeing during the pandemic and its different phases and, for those in leadership roles, those of their teams. Looking to the future, we will apply any positive learning in designing longer term initiatives. The importance of EDI considerations has been accentuated by the pandemic and the University will continue to address both Covid related issues and implement our wider EDI objectives in support of Strategy 2030.

Section 6: Our year ahead

Having invested our time and resource in building the foundations, creating the culture and measuring our progress throughout 2020 and 2021, we are continuing to build on our initial success. In 2021 – 2022 we will launch our new EDI Operating Model, transforming the EDI Team to align with our strategic priorities and provide a centre of excellence for the university to achieve our PCI objectives.

Looking to the future, our top three priorities for PCI are:

1. Wellbeing and Mental Health with a particular focus on disability: Submission of an application for the Mental Health Charter Mark and development of a Wellbeing and Mental Health Strategy. We will develop a clear disability strategy and action plan as an integral element of this work.

2. Development of our Leadership offering to create a comprehensive programme of development for Professional Services leaders to foster and embed a culture of high performance. Enhance our researcher development leadership offering to develop a cohort of leaders who define, shape and drive the agenda to advance and solve key global research challenges. Embed newly designed career pathways for Professional Services and Technician staff. This work will focus on leadership development programmes to increase diversity at all levels of leadership to support our KPIs, underpinned by enhancing career pathways. The development of a range of tools and resources for Professional Services staff will provide more transparency on the routes and options available for career progression. This will include providing skills development for staff and managers on career development and emphasising the role of appraisal in facilitating these actions.

3. Staff Surveys: The survey questions have been refocused to closely align with Strategy 2030 to provide information relevant to the lifetime of the Strategy. Establishing a rolling programme of Staff Surveys will help us as we develop our impact measures on range of project including measuring staff engagement year on year. Staff Surveys enable the employee voice and the resultant actions will improve staff engagement.

Departmental Athena Swan Awards across the University

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