

Athena Swan renewal application form for departments

Applicant information

Name of institution	Queen Mary University of London
Name of department	School of Business and Management
Date of current application	May 2023
Level of previous award	Bronze
Date of previous award	May 2018
Contact name	
Contact email	
Contact telephone	

Section	Words used
An overview of the department and its approach to gender equality	2439
An evaluation of the department's progress and issues	3635
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	6074

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

Overall word limit: 6172 words

Word-extension granted to discuss departmentalisation of School (172 words used)

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

1.1 Letter of endorsement from the head of the department

24 March 2023

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

Dear

Our aim is to be known as the leading school in the UK for progressive and inclusive business education, in line with our core purpose to promote social justice, sustainability and good governance in management. For us, “inclusive business education” means a generative and symbiotic learning community, built on mutual respect of differences, but committed to enabling equal access to education, opportunities and input into decision making and in widening participation for all; it centres around a curriculum that reflects the communities in which we embedded, in terms of our social justice and community imperatives.

We began our Athena Swan (AS) journey in 2016, achieving a Bronze award two years later. We welcome the revised format of the Charter, with its enhanced focus on intersectionality and its broadening to all staff. Located in east London, we draw many students and professional services (PS) staff from the local area, and our demographics reflect this highly diverse community. Nonetheless, challenges remain in meeting our university’s commitment to replicating that diversity, by ethnicity as well as by gender, across all levels of study and all career stages. While we have achieved excellent results in reducing attainment and progression gaps for our students, we still have work to do to reach the 50% female, 50% male, and 40% BAME, university targets at senior grades for academic and PS staff. We also have work to do to reduce the gender pay gap in the School: though this is lower than that for the university as a whole, we have set ourselves actions to remove the gap over the coming five-year period.

Reviewing progress against our 2018 action plan, we have seen significant impact through actions to improve our marketing materials for programmes so every potential applicant can picture themselves belonging in our diverse student cohorts, and to support female doctoral students in acquiring academic networks and developing confidence in presenting their research. Most significantly, our changes to promotions processes have led to substantial improvements in success rates, including of female academics to the level of professor. In 2020, we created a new leadership position in the School, of Associate Dean (AD) of People Culture and Inclusion (PCI), to lead on EDI (Equality, Diversity, and Inclusion). This has helped us extend our focus, with new

actions to overhaul career support processes for teaching adjuncts and PS staff to improve progression routes and address the shortfall of female staff in higher level posts. We also supported staff affected by the COVID-19 (Coronavirus disease) pandemic (e.g., giving two additional days off from online activity, extending the deadline of funding applications, and providing relief for academic staff from resit marking). Additionally, the School's Centre for Research in Equality and Diversity (CRED) prepared an Equality Impact Assessment of the pandemic's effects on faculty and on professional services staff, looking across the University, which has helped shape the University's central response to staff facing additional impacts from COVID-19.

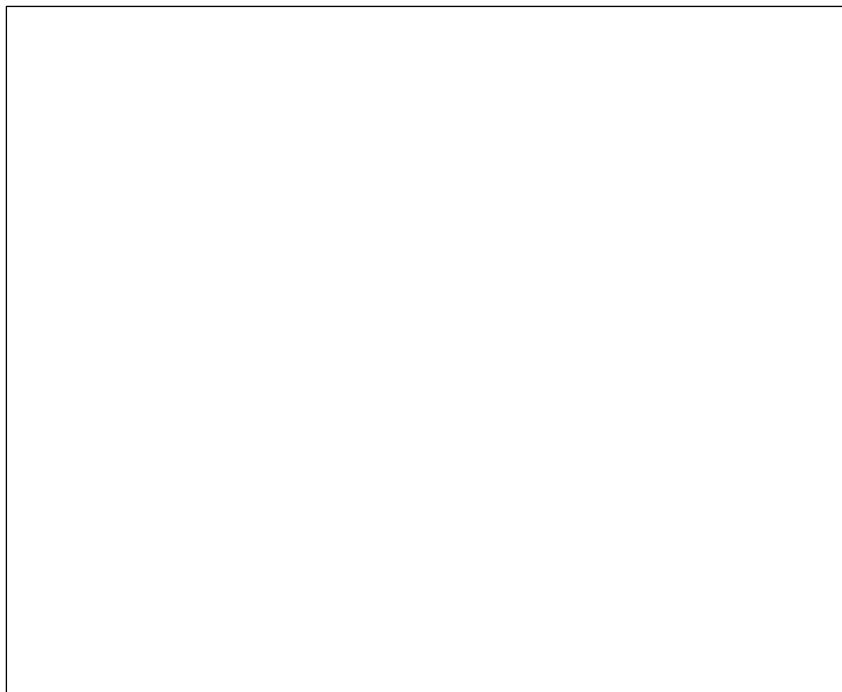
This report includes a detailed action plan that I fully support. This AS renewal has brought increased focus and ambition to our vision to lead the business school community on gender equality matters, and wider equality and diversity issues.

Professor Mike Noon,

Dean, School of Business and Management and Professor of Human Resource Management

1.2 Description of the department and its context

Figure 1. Outside School building at Mile End Campus



Established in 2002, the School of Business and Management (SBM) is a research-intensive academic school within the Faculty of Humanities and Social Sciences (HSS) at Queen Mary University of London (QMUL).

QMUL has been recognised as a THES World Top 100 university and placed 7th in the UK among multi-faculty institutions in REF 2021. It is a highly internationalised university, but with deep roots and continuing engagement with East London communities. The university retained its institutional AS Silver award in 2022, and by renewing SBM's Bronze award we will also be helping achieve our Faculty's goal, outlined in their Gender Action Plan, of all schools having successful AS awards by November 2024

Since our last AS submission in 2017, we have seen a rapid growth in student numbers (UG by c.100%, PGT by c.200%, and PGR by c.100%). Although our academic staff numbers have also increased significantly (86%), there has only been a small increase in our PS staff (17%); however, they are able to meet the needs of our School by collaborating with central services.

Following the REF 2021 results, the School has dramatically moved up the Times Higher Education rankings and among 108 UK business schools, the School now ranks:

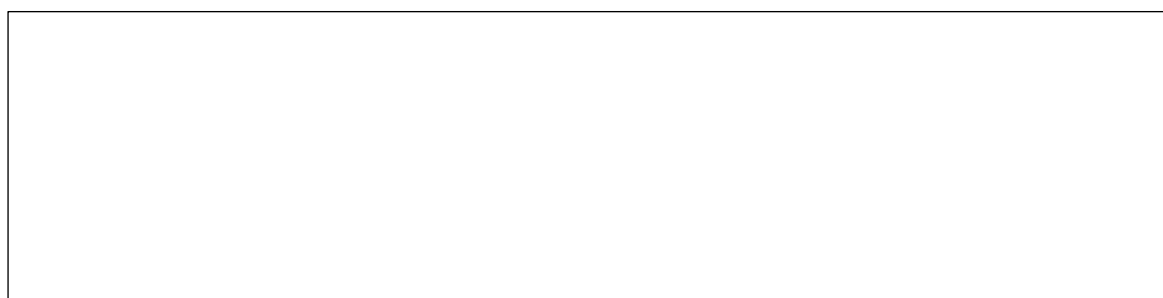
- 22nd for overall research quality (up from 39th)
- 28th for research outputs (up from 34th)

- 12th for research impact (up from 24th)
- 21st for research environment (up from 59th)

SBM's core purpose is to promote social justice, sustainability, and good governance in the management of private, public, and voluntary organisations through our research and education. We are a distinctive management school that takes a humanities and social science led approach to our scholarship. SBM is an Advanced Signatory of the Principles for Responsible Management Education (PRME), which seeks to advance the UN's Sustainable Development Goals through business education and research including "*Achieving gender equality and empowering all women and girls (Goal 5)*".

Our gender ratio is similar to the Business sector and Russell Group (RG) benchmarks (Figure 2) who also have slightly more female staff. Additionally, our academic staff show nearly an equal balance of genders (48% female). However, as with many business schools, our PS staff are female-dominated (69%).

Figure 2. Gender of SBM staff and Benchmarks



Our location in East London has helped to make our School more multicultural than our benchmarks resulting in an equal proportion of BAME and White staff.

Figure 3. Ethnicity of SBM staff and Benchmarks

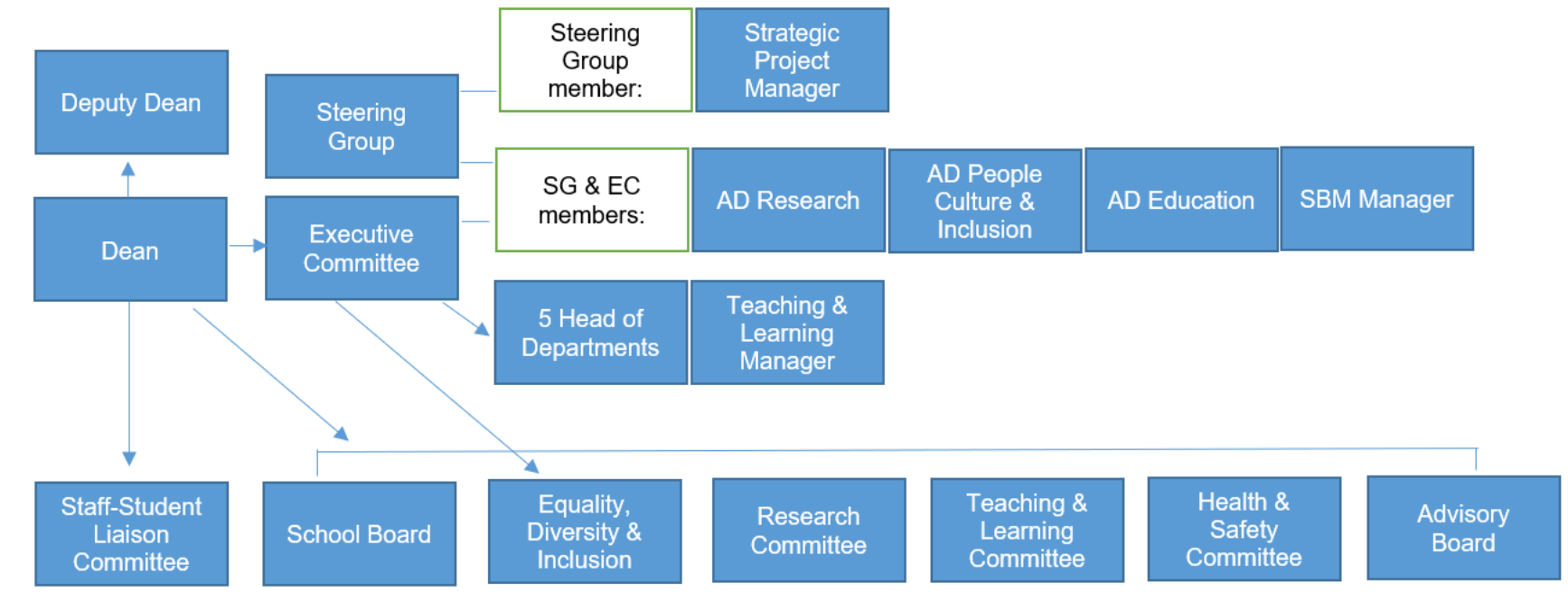


In 2019 the School moved to a departmental structure, dividing into 5 departments:

- Accounting and Financial Management
- Business Analytics and Applied Economics
- Business and Society

- Marketing
- People and Organisations

Figure 4. SBM's Management Structure



Heads of Department (HoDs) have taken on the developmental role that was previously the specific remit of the AD for Academic Staff Development and a new AD for PCI extends our EDI commitment to all staff and students in the School.

The School and wider University both work to ensure a fair promotions process. The University has been running mentoring schemes for female and BAME staff for several years to help individuals prepare strong promotion cases. Additionally, the School holds workshops on pathways to promotion, open to all faculty, and HoDs proactively support faculty they believe are suitable for promotion so the less confident are not left behind. Promotion success rates for faculty show no differences by gender or ethnicity.

Consonant with our research mission centred on transformational social change, we put EDI at the heart of our research strategy. In our successful 2018 AS Bronze award application, we committed to establishing an EDI Committee as an integral part of the School's overall governance structure. The EDI Committee feeds directly into the School's Steering Group (SG) and Executive Committee (ExCom) (the Chair of the EDI committee sits on both) ensuring EDI issues are always considered when School policies and practices are discussed, holding inclusivity as a guiding principle in the School's strategy.

1.3 Athena Swan self-assessment process

Description of the self-assessment team

Membership of the SAT is diverse by caring responsibilities, a range of career/study stages, job type, job mode, age, sexual orientation, religious and non-religious affiliations, nationality, and ethnicity. A number have research and policy expertise in gender and/or equality research. For 2022/23 the ratio of SAT staff stood at 14F: 7M. Students' representation remains exclusively female (5F). To address the lack of male student representation, in 2021/22 Student Support and Inclusion Interns were invited to become members of the SAT. However, due to using gender blind ranking, only female applicants were chosen, the strongest candidates on that occasion.

Table 1: SAT Group Members 2021-23

Name	Gender	Membership	Position (Contract type and grade)	Other Roles
		2021-2023	Professor of Digital Economy and Culture (Academic: Teaching and Research; T&R, Grade 8)	SAT Co-Chair Head of the Department of Marketing
		2022-2023	Project Manager (PS, Grade 5)	SAT Co-Chair Member of the University-wide Disability Inclusion Action Group
		2021-2023	Director of Professional Services Transformation and Strategic Project Manager (PS, Grade 7)	SAT Co-Chair (2021-2022) Member of the School's Steering Group (Senior Management Team)
		2021-2023	Senior Lecturer in Organisation Studies (Academic: T&R, Grade 7)	Programme Director for MSc International Human Resource Management Co-Director of the Centre for Research in Equality and Diversity
		2021-2023	BSc Business Administration and Management Student (Student intern, Grade 2)	Student Support & Inclusion Intern
		2021-2023	Professor of Organisational Psychology (Academic: T&R, Grade 8)	Teaching and Learning Forum Coordinator
		2021-2023	UG Quality Assurance and Programme Manager (PS, Grade 5)	
		2022	MSc International Human Resource Management Student (Student)	

Name	Gender	Membership	Position (Contract type and grade)	Other Roles
		2021-2022	MSc International Human Resource Management Student (Student intern, Grade 2)	Student Support & Inclusion Intern
		2021-2023	Professor of Organisation Studies (Academic: T&R, Grade 8)	Associate Dean, PCI Member of the School's Steering Group (Senior Management Team)
		2021-2023	Reader in Interdisciplinary Management and Organisation Studies (Academic: T&R, Grade 7)	Academic Lead for Outreach and Widening Participation
		2021-2022	Research Manager (PS, Grade 5)	No longer in SBM
		2021-2022	Project Manager (PS, Grade 5)	No longer in SBM
		2021-2022	School Manager (PS, Grade 7)	No longer at QMUL
		2021-2023	Lecturer in Accounting (Academic: Teaching and Scholarship; T&S, Grade 6)	Programme Director for BSc Accounting and Finance
		2021-2023	Teaching and Learning Manager (PS, Grade 6)	
		2021-2023	Resources Manager (PS, Grade 5)	
		2022-2023	BSc Accounting and Finance Student (Student)	

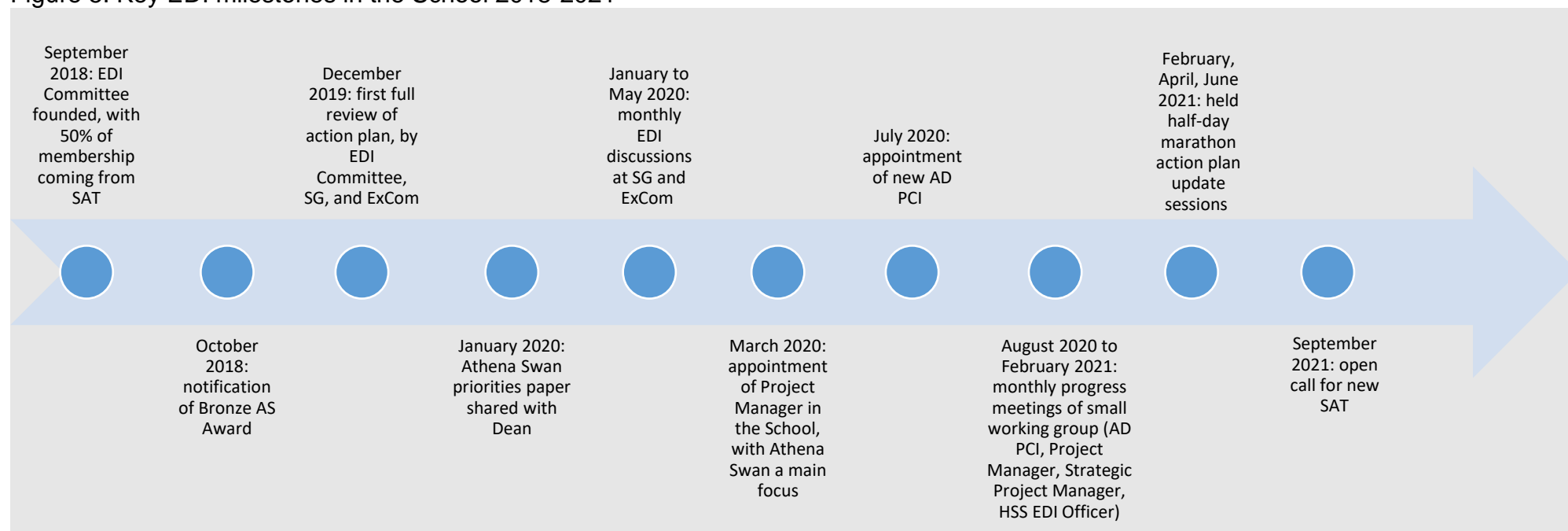
Name	Gender	Membership	Position (Contract type and grade)	Other Roles
		2021-2023	Lecturer in Marketing (Academic: T&R, Grade 6)	Programme Director for MSc International Marketing and Consumer Psychology
		2021-2023	Senior Lecturer in International Business and Strategy (Academic: T&R, Grade 7)	Programme Director for BSc International Business
		2021-2023	Lecturer in Responsible Leadership (Academic: T&R, Grade 6)	UN (United Nations) PRME Coordinator for the School
		2021-2023	Professor of Networks and Innovation (Academic: T&R, Grade 8)	Director of Graduate Studies Director of MRes Programme
		2021-2023	PhD Student (Student)	Research Associate and Teaching Associate
		2022-2023	BSc Marketing and Management Student (Student)	
		2021-2023	Reader in Technology and Organisation (Academic: T&R, Grade 7)	Director of the Organisational Processes and Practices Research Group
		2021-2023	Teaching Fellow (PS, Grade 5)	SAT Co-Chair (2017- 2018)
		2021-2023	PhD Student (Student)	
		2022	MSc Marketing Student (Student)	Student Support & Inclusion Intern
		2022-2023	Reader in Accounting	Director of Student Engagement and Advising

Name	Gender	Membership	Position (Contract type and grade)	Other Roles
			(Academic: T&S, Grade 7)	Chair of the SBM Extenuating Circumstances Committee
		2021-2022	Student Support Officer (PS, Grade 4)	No longer in SBM
		2022-2023	Professor of Human Resource Management (Academic: T&R, Grade 8)	Chair of the Exam Board
		2022-2023	Senior Lecturer in Entrepreneurship and Project Management (Academic: T&S, Grade 7)	Programme Director for BSc Business Management (Year 2)

An account of the self-assessment process

In preparation for our 2018 AS Bronze application, the SAT agreed on Terms of Reference, an ethical code and a robust method of minute taking and tracking our recommendations, actions and subsequent decisions with documents being circulated by email and via SBM intranet, accessible by all staff. The SAT transformed into an EDI group after the 2018 application, chaired by the AD of PCI and drawing representatives from other committees (e.g., Student Staff Liaison). While the EDI committee continued, a new SAT was formed in 2021 to prepare for the next application. A SAT would have reconvened a year earlier but for the pandemic.

Figure 5. Key EDI milestones in the School 2018-2021



In 2021, we reconvened our SAT group through an open call inviting all staff to join. We also placed an open call to all academics for an academic Co-Chair with a workload allowance, and to all PS for a PS Co-Chair with the role to be recognised in annual appraisal objectives. The Co-Chairs were tasked with ensuring members of the team were representative of the demographic diversity of the School. Where SAT Co-Chairs found low representations of characteristics, individuals identified with these characteristics were personally invited to join with discussion of whether individuals could invest their time to this work or would prefer to feed in via e.g., focus groups.

Throughout these past 5 years, EDI Committee meeting minutes have been shared with all School staff via our intranet. AS SAT meeting notes are shared only with the members of that group, as per the terms of reference agreed in 2021, which state that members should feel it is a safe space to express their views without fear of reprisal in line with our Institutional Values and Dignity at Work Policy. When raising sensitive issues, members should be able to raise it in confidence and to retain anonymity if they want it raised before the discussions in the room. An end of year School annual report is produced by the School's leadership team including a clear and honest assessment of the progress in meeting the action plans we have set for inclusivity and equality.

Between 2021-2022, the SAT met 4 times. The main discussion/action points have been to:

- update the Terms of reference to include a section on decision making and ways of working.
- invite more students to the SAT.
- appoint new SAT Co-Chairs and staff members.
- assess progress of 2018 action plan.

In 2021 an assessment of the 2018 action plan progress was carried out and the Co-Chair grouped the existing actions into categories:

- Taught students (who we recruit, how they progress, their outcomes)
- Research students (who we recruit, how they progress, their outcomes)
- Staff (both academic and PS: who we recruit, career support and progression, HR policies and processes)
- School culture

SAT members volunteered to work on a specific category and working groups focused on the various areas reported into a central SAT core group. Working groups were not asked to tackle raw data sets but rather to receive initial analysis of those data sets and to reflect on and amend or expand on that analysis. The Faculty EDI Officer supported SAT working groups with sourcing relevant data tables and graphs, such as helping people become confident self-serving from Power BI dashboards (interactive data visualisation software).

The mandatory AS short survey questions were included in our own planned staff culture and wellbeing survey, open to everyone employed by the School excluding Student Ambassadors. The survey was open November 2021 to January 2022. Very few staff members had access to the responses to protect confidentiality and data was aggregated to avoid individual staff members being identifiable.

Unfortunately, due to the COVID-19 pandemic and staff changes, progress in achieving the actions from our last action plan slowed between 2020-2021. For example, the pandemic diverted much staff effort away from existing plans towards an intense focus on protecting student outcomes and wellbeing, and wellbeing for staff. The university made clear that those with childcare or other caring responsibilities would receive their full pay even if they were not able to work all contracted hours. The pandemic especially impacted the ability of staff with caring responsibilities to progress against their research or other career goals. Research by CRED on the pandemic's impacts on predominantly female staff was shared with the university EDI Steering Group and used to shape policies to help staff recover from the worst of the effects, with measures introduced including research grants to academics whose projects had lapsed.

In 2022, we completed a comprehensive review of all actions as we shaped our plan for the next 5 years. Feedback and recommendations from the AS Panel have been integrated into our 2023 submission (as below).

- Holding Long-table (focus group) to discuss School culture and EDI issues
- Including more comprehensive staff consultation and enacting stronger actions regarding promotions in our 2023 Action plan

Sources of data used to inform this application:

- In-depth analysis, by gender and ethnicity, of staff and student demographic data (2017-2022)
- Culture survey core questions (2022)
- University-wide Staff engagement survey (2022)
- Staff long-table (focus group) to discuss EDI issues (2022)

After the Project Manager and SAT Co-Chairs wrote the 2023 AS Renewal draft, it was shared with the Faculty EDI Officer and SAT group for further feedback and amendments before being submitted.

Plans for future gender equality work

SAT priorities are:

- Improve student gender/ethnicity balance
- Improve staff gender/ethnicity balance, and address the gender pay gap
- Address isolation and the impact of COVID-19
- Improve data management

If our AS Renewal is successful, a redacted version of our draft and panel feedback will be shared on the School's website.

To ensure actions are carried out, SAT Co-Chairs will collaborate with stakeholders to push forward and keep track of progress. The present SAT Co-Chairs' and

representatives' terms run to September 2024. In 2023-24 we will refresh the membership of the SAT, as a working group reporting into our EDI Committee, with a more representative gender balance and a smaller but more engaged membership. The SAT will monitor the implementation of the 2023-2028 Action Plan annually and revise it as needed to meet our EDI targets.

Section 2: An evaluation of the department's progress and issues

2.0 Previous Action Plan

Due to organisational structure changes that have taken place since the 2018 action plan was submitted, we have replaced outdated job titles/responsibilities (e.g., Head of Administration with School Manager). Due to the SAT being repurposed into the EDI Committee in 2018, we have also replaced mentions of the SAT Co-Chair with either EDI Co-Chair or EDI Committee.

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
1.1	Staff and PhD student survey	<p>To conduct Staff and PhD student survey to identify areas of concern with respect to EDI issues.</p> <p>The survey will repeat many of the 2014 questions survey but to include additional questions when issues arise.</p>	There is evidence from 2014 survey, which women's experiences were less favourably than men, with the majority of women and some men feeling unable to have a good work-life balance.	Dean in collaboration with SAT	2022	Every five years or at the request of SAT.	G	<p>Reporting of outcomes and developing action plans based on the analysis of the survey. Setting targets and reporting findings in SAT annual reports.</p> <p>Increase in women's satisfaction in School experience by 5%</p>

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
1.2	Enhancing the SAT's Diversity	1.2.1: To carry out an Equality Impact Assessment of the application and action plan.	EIA process would help SAT ensure the action plans do not discriminate against any disadvantaged or vulnerable people.	EDI Committee Co-Chairs	July/18	Annually	R	Written records reflecting on the impact of assessment completed, with a clear set of actions taken to address shortfalls. At least 70% of all action plans are addressed and impact is recorded.
		1.2.2: To recruit more male students as SAT members.	Increasing male representation has an impact on how we tackle issues of representation (men are currently underrepresented on the SAT)	Co-chairs working with the Student Engagement Manager	Sept/18	Review annually thereafter	R	Achieve 50/50 male to female representation on the SAT and ensure more male representation for students.

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
1.3	Communicate Athena SWAN Charter principles within the School	1.3.1: To provide regular briefings, discussions, and presentations to all staff via Schoolwide meetings	The internal survey of 2014 showed 75% reported knowing Athena SWAN values, but only 70% agreed with its values. SAT believes there is more that can be done to promote Athena SWAN charters and principles.	Co-chairs of SAT in collaboration with the Dean	Next School Board and EDI Committee	Whenever there is a charter or submission update	G	Provide update of Athena Swan Charter at School Board and EDI Committee
		1.3.2: To set up an Intranet website for document sharing and a discussion forum alongside updates in the School EDI Newsletter	A portal for sharing EDI comments would support expanding the discussion on EDI issues.	Co-chairs of SAT in collaboration with the Digital Learning Officer	Dec/18	Updated after each SAT meeting	G	Athena Swan and EDI Committee SharePoint sites set-up. Will communicate Bronze Renewal outcome.

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
		1.3.3: To include Equality and Diversity talks in the student inductions. Records of induction plans, handouts, and evidence of engagement presented to SAT. SAT to report on success or otherwise areas of improvements.	Diversity talks fit into the School's ethos and help, at the same time, to promote the EDI principles.	Director of Student Experience.	Oct/17	Recurrent annually	N/A EDI information included at university level	Student survey after the EDI talk shows gained knowledge and appreciation of EDI at the School.

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
		1.3.4: To include a standing agenda item at each School board meeting and on other sub-committees of the steering group. SAT Co-Chairs to ensure at least one SAT member is represented in each committee.	Having a standing agenda item means forwarding and progressing the SAT's concerns and creates opportunity for members who are on SAT to report updates.	SAT Co-Chairs	Starting Sept/18	Review progress in Sept/19 to ensure meetings have been including standing SAT item	N/A EDI Committee created and EDI considerations permeate all discussions at all the School Committee, and are escalated up to the Dean via the AD of PCI	All Board, committees, and sub-committees have an EDI standing agenda item to embed into School culture.
1.4	The improvement of data management.	Working with the central Data Planning and HR data teams to validate centrally built and managed EDI dashboards.	As well as being useful for informing EDI initiatives, these dashboards will help to ease the data collection process for AS	Project Manager	2022	Review annually each February	A	Power BI Athena Swan Dashboard for Student data created Power BI Athena Swan Dashboard for Staff data (which isn't too sensitive) created

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
1.5	Identify best practice to inform SBM actions	To share research-informed knowledge with other SAT members. Report actions based on best practices to the relevant committees including SAT and Steering committee. Maintain a list of events and training attended by SAT members and reported in the annual report.	As a research-led School, the SAT wants to be at the cutting edge of the latest research and work on EDI. Include annual budget allocation of £10k funding for EDI training and conference attendance.	SAT members	Sept/18	Annually	N/A EDI training is now mandatory, and records of additional training kept centrally.	At least 20% of SAT members able to participate in external events to learn from others, e.g. ECU, Genport, EU, EDI annual conference.
2.1	Explore gender trends in new UG programmes	Review programme marketing to ensure equality and inclusion and avoid unconscious bias.	Gender imbalance ratios were found when comparing applications to offers and offers to acceptance by gender.	Marketing Manager / Officer	2022/23	Annually	G	SBM marketing material examined to ensure balance of male/female representation.

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
2.2	Coordinate gender equality work with other Schools for Joint Programmes	To share practice in addressing gender under-representation in SBM joint programmes, including addressing gender equality and stereotyping associated with some qualifications.	The data indicates significant variations in SBM joint programmes with STEM-related programmes still male-dominated.	Student Subgroup in liaison with Joint Programmes Tutor.	July/18	Annually	N/A SBM has little influence over Joint programmes recruitment, but we have shared our Athena Swan journey with other QMUL schools, to help spread good practices.	Evidence is indicating a reduction in gender imbalances in more than 60% of SBM joint programmes.
2.3	Seek views on the low number of male PGT students in some programmes.	To run focus groups with female and male PGT students or discuss with programme directors whether gender trends are representative across the sector.	Data from 2016-17 shows significantly lower male applicants with the MSc International HRM attracting only 19% male candidates. Low male student numbers on MSc International Human Resource Management, MA Heritage Management, and MA Creative Industries and Arts Organisation for 2021/2022	Alumni Engagement Coordinator, Marketing Manager/Office r	2021-2023	Annually	G	Programme Directors confirm that gender imbalance is consistent with sector trends and with the gender balance in the professional sectors from which these Masters programmes recruit.

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
2.4	Map conscious and unconscious decisions underlining decision to join SBM and QMUL.	To conduct an induction survey for both UG and PGT students.	SAT meeting with the Student Partnership highlighted several reasons why QMUL and SBM attracts significantly higher female candidates.	Student Engagement Manager	Sept/18	annually	N/A Unlikely any data from this could be used to inform EDI decisions in the School.	The survey identifies underlining issues that could explain the trend. Create action list and record follow-ups on these action lists including the way the programme is marketed and recruitment events. Outcomes to be reported to the SAT and included in their Annual Report.

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
2.5	Pilot recording of SBM PhD method seminars to improve inclusion of part-timers and carers	To provide the technology set that allows to record and upload to QMplus (centralised Virtual Learning Environment for QMUL).	PhD students with caring responsibilities are feeling disadvantaged in missing key research seminars.	PhD Programme Administrator And Digital Learning Officer, Directors of research groups and centres	Feb/18	Review initial pilot recording, and then review capacity to record seminars annually before the beginning of each academic year	N/A Many seminars are accessible online via Teams and are recorded on request.	Target to have the 90% of seminars recorded by Sept/20. Outcomes to be reported to the SAT and included in their Annual Report.
2.6	Increase opportunity for underrepresented women doctoral students to discuss their research.	To provide informal workshops for doctoral students to present and discuss their research with each other and academic colleagues.	Part of building confidence in underrepresented students and support of all SBM PhD career opportunities.	PhD students supported by PhD Programme Director	Dec/18	Schedule and review and workshops twice annually	G	Increase opportunities to present and build confidence

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
2.7	Provide career and additional PhD programme guidance on PhD section of SBM Staff SharePoint	To collate advice from SBM PhD alumnae, QM careers, and CAPD (Centre for Academic and Professional Development) to provide targeted support for SBM doctoral researchers.	With the School having a relatively higher number of female PGR candidates (57% in 2016/2017) compared to the EDU Business benchmark (55%), we believe all students would benefit from additional career guidance to encourage female students to explore opportunities in higher education.	PhD Programme Director and PhD Programme Administrator	2022	Every July	G	Career and PhD guidance in obvious and accessible locations. The Culture survey shows that 80% of the PhD students are aware of School's guidance on career opportunities post-PhD.

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
2.8	Provide financial support advice on PhD section of SBM Staff SharePoint	To compile QMUL resources to help doctoral researchers understand their financial options when beginning the programme.	With PhD students joining from diverse backgrounds, we believe all students would benefit from more accessible information on getting financial support.	PhD Programme Administrator	2022	Review annually	G A recent review confirmed that funding webpages were readily available and locatable. However, a 'Funding' heading was added in the description of one of the support links for Doctoral students on the SBM Staff Information SharePoint to increase visibility further.	Financial support advice in an obvious and accessible location.

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
2.9	Operate PhD Buddy Scheme to pair joiners with existing PhD students to facilitate early inclusion	To recruit volunteer buddies and assign them to new arrivals and guide developing the relationship	Buddy system could elevate some of the concerns from PhD students such as feeling isolated since they join at different times and have specialist subjects.	PhD Programme Director	Nov/18	Annually review how many (% of cohort) joiners receive a buddy	N/A Students recruited into the new departmental structure from September 2018 onwards, providing them with a smaller and disciplinarily aligned community from which to draw induction support.	100% of new PhD joiners are assigned a PhD student buddy during their first term.
2.10	Explore why more females choose to apply for PhDs in some academic areas over others.	To run focus groups via the PhD Network	Better understand the reasons why more female PhD candidates select SBM and QMUL. Outcomes to be cross referenced with findings from UG and PGT student partnership to learn and share good practices with schools struggling to attract female candidates.	PhD programme administrator	Dec/18	Review annually	N/A The current gender split for PhD students (F:48%, M:52%) is in keeping with the overall Russell Group figures (F:48%, M:51%).	Record of the impact of the sharing SBM practices from at least three schools, such as changes to PGR recruitment materials or modifications to PGR community support measures put in place.

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
2.11	Include EDI in UG, PGT, and PGR teaching and learning.	Initial review of provision taken place. Build on recommendations from House of Commons Science and Technology Committee Women in scientific careers Sixth Report of Session 2013–14	School's alignment of both PRME and Athena SWAN into SBM programme and across all modules.	Director of Teaching, to report to EDI Committee	April/17	April/20	<p>G</p> <p>We have adopted a pledge to build a more inclusive curriculum across all levels of teaching, which addresses gaps in attainment, experience, and progression by ethnicity as well as by gender.</p> <p>There has been a new senior educational leadership role for progressing inclusive education since July 2022 and there is a research skills strand in the PGR programme looking at EDI issues.</p>	<p>Adoption of new EDI prog/module review process</p> <p>Inclusive classroom practice measure (e.g., management of groupwork/ assessments; 'belonging' index)</p> <p>Inclusive assessment measure (e.g., reduction in demographic gaps in 1st class honours. /Distinction</p>

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
2.12	Reduce the HEFCE (Higher Education Funding Council for England) gap in graduate jobs for our female students.	To implement career advice sessions with Asian and Bangladeshi female role models from the industry	Address the concerns raised from the analysis of the destinations of SBM graduating UG students that shows women graduates are less likely to get a graduate-level job than male graduates.	Student Engagement Manager	Oct/18	Dec/20	A The School's BAME women's café (Breakthrough project) is addressing this action, but we have not reached our target and our continuing action plan seeks to address this.	50% or more of Bangladeshi female graduates are in graduate jobs and are at a comparable level with other BAME graduates.
3.1	Increase the diversity of job applicants in terms of gender and BAME.	3.1.1: To rewrite advert text to attract a) staff from underrepresented groups and b) offer flexible working	The SAT's research suggests the wording of the School's adverts can sometimes alienate candidates regarding gender, caring responsibilities, and BAME.	Dean (academic) School Manager (PS)	Feb/18	Assess each February when all staff data is reviewed.	G	Impact recorded in terms of an increased diversity of applicants

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
		3.1.2: To review the way academic posts at Lecturer/Senior Lecturer are advertised.	SAT review suggests that advertising L/LS together results in more male candidates than when advertising L/LS positions on their own and may suggest a more cautious approach by female candidates.	SG	Feb/18	Review annually	<p>G</p> <p>There are now separate job profiles for roles.</p> <p>Open ranked roles: applicants specify the level at which they want to be considered, to avoid the risk of unconscious bias from panels disproportionately recommending strong female candidates for only Lecturer level appointment.</p>	A more balanced gender mix of applicant pools and offers at Lecturer and SL (Senior Lecturer) grades

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		3.1.3: To continue to strictly enforce compulsory Fair Selection training for panel members and shortlisters.	The 'Fair Selection' training is a requirement for panel members and those involved in shortlisting to ensure fair practices.	Dean	March/16	Annual (most recent: April/18)	G	Annual monitoring that 100% of staff involved in recruitment and selection have received Fair Selection training
3.2	Confirm SBM induction provision and support.	To improve the take-up of central induction programmes by actively encouraging faculty and PS staff to attend.	School records show low take up for central induction programmes and this has an impact on joining staff.	Staff Data Subgroup	Commence review Sept/18	Annually	N/A SBM now has a mandatory in-house induction process. All staff attend this. There is also a question about the induction in the Culture survey.	At least 50% of new PS Staff and academic faculty attending the central induction programmes.
3.3	Clear, consistent, transparent promotion support	To increase the support from the management. School is proactive in inviting candidates to apply for promotion. To conduct pathways to Promotion workshops.	Ensure qualified candidates are given the appropriate opportunity to apply regardless of gender, where some may be discouraged from trying.	AD for Strategy and AD of PCI	Oct/17	Annually	G	Evidence provided to show a Higher level of staff applying and successful in getting a promotion.

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3.4	More accurate data collection to analyse allocation of funds to support research, workshops, and conferences.	To improve data management with regards to funding allocation each year, demonstrate transparency of allocation, and to check for any gender bias.	While the analysis shows more female academics receive Environmental research funds and an equal number of males and females receive Seed-corn funds, the data does not show how many have applied and failed.	Research Manager	August/18	August/19	A Seed-corn fund success rate: Female 100% Male 50% Environment fund success rate: Female 60% Male 100%	Data collected on application success and failure rates by gender.
3.5	To reduce the unconscious bias found in nominations for seminar speakers	To ensure SBM faculty nominate equal numbers of female and male speakers.	Data from 2016-17 suggests that male staff are far less likely to invite female speakers, whereas female staff likely to invite male or female speakers. To provide balanced programme of speakers as role models for ECRs (Early Career Researchers) and PGRs.	DoR (Director of Research)	January/18	Reviewed annually	G	Equal numbers of female and male seminar speakers invited.

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
3.6	Increase uptake of EDI training	To make EDI training part of induction and appraisal process.	Data shows that only 60 academics and 5 PS attended EDI training.	Operations officer, Appraisers and Appraisees.	Oct/17	Review percentage s of staff who have completed training annually	N/A EDI and unconscious bias training is now mandatory for all QMUL staff.	50% of newly appointed staff complete their EDI training within six months of joining. And 70% by year 2. The training to be included as a requirement in the appraisal process.
3.7	Clarity on HEA (Higher Education Academy) accreditation and maintain demographic records.	To issue clear guidance on what qualification/fellowship level should be gained by whom and by when.	The School needs to ensure that opportunities to attain HEA accreditation are equally open to all faculty and to be able to do so; SAT needs accurate data linked to demographic analysis.	AD for Academic Staff Development	2021/2022		G HEA Fellowship now a requirement for completion of probation.	HEA accreditation promoted to all staff and guidance in obvious and accessible locations.
3.8	Increase graduate opportunities for Bangladeshi female students.	To implement a range of empowering interventions for students, to be led by women of colour from among the student, alumni, and wider community as role models for graduate job opportunities.	The data shows that our Bangladeshi female students are failing to get graduate jobs after leaving our programme.	School Careers Consultant and Student Engagement Manager	2018/2019	Annually	A	An increase in the number of female British Bangladeshi graduates getting jobs.

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3.9	Gender pay gap	3.9.1: To reduce any gap by reviewing academic and PS salaries on annual basis.	The results show a gender pay gap of 5.25% in favour of men among academics.	Dean, School Manager, Accreditation manager	2022	March of each year	R	No more than 3% difference in gender pay gap across all grades.
		3.9.2: To provide training and support for all low-spinal point TAs in advancing their careers.	Address the pay disparity found in the TAs grades (i.e., there were more female TAs at lower pay spinal points and the trend moves in favour of men as we move up through the TA grade).	Dean and School Manager	March/19	March of each year.	G	Reduce the pay disparity in this grade for TAs

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3.10	Seek views from leavers to check for negative EDI impacts.	To implement exit interviews and/or questionnaires.	Twice as many female academics have left SBM than males. The current system of exit interviews with Dean/School Manager may not present the full facts and reasons for leaving. Combination of exit interviews and questionnaires would increase the number of responses and improve feedback.	AD of PCI	Sept/18	Review number of responses Sept/19 Analyse data Sept/19	G	Exit interviews offered to all academic and PS staff.
3.11	Assess the effectiveness of mentoring	To seek views of those participating in mentoring schemes to build on their experiences	In addressing several areas of the staff survey where women felt less supported by the School.	AD of PCI	January/19	Review annually	R	Culture survey shows 60% or more of women would contact former mentor if they needed assistance.

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4.1	Seek views from parents and carers on the support available	4.1.1: To circulate HR sessions on carer support.	Ensure all faculty with carer responsibilities are made aware of the network meeting.	HR Business Partner	10/17	Review annually	N/A A Parents and Carers Network has been set up by the central EDI team, and this is publicised in the School,	A carers' network reporting overall satisfaction with the support received from the School through staff survey.
		4.1.2: To include information on QMPlus and staff handbook clear information on and support for flexible working.	There is evidence that not all SBM employees are aware of the support for flexible working. QMUL 2016 staff survey indicated that 53% of females and 44% of males were able to strike the right balance between work and home life.	School Manager	Aug/17; handbook updated before the start of each academic year	Reviewed at the next QMUL survey	A 50% male academic staff, 30% female academic staff, 50% male PS staff, 67% female PS staff.	Clear information which is stated in a supportive way to enable informed decisions. Staff survey to show 60% or more of females and males believe they can strike a 'work-life balance' at SBM.
		4.1.3: To arrange meetings for outgoing and returning staff from leave with their line managers and mentors.	Supporting staff going on or returning from maternity, paternity, or adoption leave.	Dean (academic) and School Manager (PS)	2018	Review annually	G Now policy for staff to meet with their line manager.	100% of staff taking leave offered meetings on departure and return with their line manager.

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		4.1.4: To set a “Back to Work Plan” for pregnancy (and other long-term absences)	To have a consistent approach for planning return to work with an area for reflection on how the School can provide support.	Dean (academic) and School Manager (PS)	January/18	Review annually	A This is addressed on an individual basis through the keep in touch days and through the appraisal process conducted by HoDs.	Maintaining a log of requests and approvals. To be reported to SAT for their annual report. Staff survey to show 60% or more of females and males believe they can strike a ‘work-life balance’ at SBM.
4.2	Career/Study Breaks	To promote leave/study breaks and sabbaticals to T&S staff.	Enhancing the perception of support to SBM faculty. To enhance workplace culture by promoting career support to all academic staff. T&S staff in particular would benefit from this access due to their high teaching load otherwise.	SG	Academic year 16/17	Review annually	G Female academics 75%, male academics 88%, female PS 83%, male PS 100%.	Culture survey to show 60% or more of academic staff believe their line manager supports their career development.

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5.1	Key School meetings take place at times where the maximum attendance is possible.	To consult staff on “core” meeting hours and ensure outside core hours events have reasonable periods of notice.	A higher attendance rate shows accommodation of staff needs	Executive Assistant	Consultation commenced Sept/17	Sept/18	G	70% or more of meetings are scheduled during 10am and 4pm.core hours.
5.2	Establish PhD EDI Network	5.2.1: To establish a Network which engages with and advises the SAT	To better understanding of the underlining support associated with Action 3.3; and Action 3.9.2 in TAs contracts and other support PhD students may need.	PhD Programme Director	March/17	2017 – 2020	G PhD students can voice their concerns through the Student-Staff Liaison Committee and PhD reps in EDI Committee and in the SAT.	Termly (3 annual) forums held. PhD student feedback suggests 85% of students feel supported by the School. Forums records maintained and include actions and follow up. Summary of outcomes to be included in SAT annual report.

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		5.2.2: To review the advertising and contract issuing of TA contracts.		School Manager	03/17	Take stock Feb/2018	A	Teaching Associate level (Grade 4) becomes more gender balanced (64% female in 2017/2018).
5.3	Inclusive and representative Committees	<p>5.3.1: To ensure School Committees are broadly representative regarding gender ratios of members and chairs. Annual assessment to ensure no unintended bias exists (regarding gender ratios/roles and allocation of duties).</p> <p>Expand to BAME representation without overburdening staff in workload allocation.</p>	Evidence shows that while committees have more women members, most committees have male chairs.	SG	Review annually from Feb/18	Review annually	A	Gender ratios no more than 15% difference for committees exceeding ten members.

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		5.3.2: To review Staff handbook to ensure there is a clear guide to committees, code of conduct for members, advertisement of committee roles and that guides state the rotation of committee chairs.	Ensuring the rules and procedures for managing and running committees are fair and consistent.	School Manager	July/18	July/19	G Committee information and terms of reference for all committees available on Staff Information SharePoint (superseding QMplus and physical handbook).	

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5.4	Identify and resolve any gender gaps in workload allocation.	To add a step to the workload allocation process to carry out an annual analysis of the workload by gender and categories and publish and discuss workload allocation analysis outcomes within the School annually.	DS37 (Data Set) shows although small, in most cases women academics having a higher rate of workload allocation compared to their male colleagues. Initial gender analysis demonstrated near gender parity in workload allocation. DS37: Workload by Gender over a five-year period.	Dean	Dec/16	Annually each July	A	To reduce the imbalance to below 0.5% in either direction.

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5.5	SBM website has a range of role models of both genders and intersects with ethnicity.	A review of the website and prospectuses completed. Change the alumni representation to gender balance to show the employment success of female students. To add Equality and inclusion statements in the prospectuses and website	Ensure the School's Marketing and Web team are committed to the School's inclusion ambitions and how this translates into the work they do.	Marketing Manager, Digital Communications Officer	2022/23	Revisit at the start of the academic year	G	SBM websites demonstrate fair representation of gender and intersectionality with ethnicity.
5.6	EDI embedded into Dean role	To meet the University EDI objectives set out for each HoS/Dean role and assess outputs via an appraisal.	Formalise a feedback process that allows SAT members to set the School's EDI objectives.	Vice Principal Dean	From academic year 17/18	Review annually	N/A EDI is now built into all job descriptions at university level and in the School.	EDI embedded into the responsibility of the Dean with an overall ownership of progressing EDI objectives.
6.1	BAME representation in the Advisory Board	To ensure inclusivity in having BAME representation in the School's Advisory Board. This to be rectified during the next Advisory Board invitations. SAT suggests considering BAME student graduates during the Alumni breakfast get together events.	The School's advisory board had no BAME representation.	Dean	Aug/18	Reviewed annually	G	Having at least 20% members of the advisory board of BAME by 2020.

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7.1.	Address the Athena SWAN Students' Partnership Action plans	7.1.1: Conduct a short survey during the induction week listing variety of reasons why students selected QMUL and SBM.	The data suggest SBM and QMUL attracts higher female application rates: UG 53% female and PGT 57% female of all the applications. Students Partnership suggested many reasons worth investigating and sharing SBM experiences with schools who are may be struggling to attract female candidates.	Student Engagement Manager	Sept/18	Annually	N/A Students' Partnership Action Plans no longer relevant as we now have student representation on the EDI Committee. In addition, for 21/22 there were 41% UG female candidates.	Identifying three or more reasons why female candidates select SBM/QMUL. Sharing SBM experiences with other Schools.

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		7.1.2: Conduct an analysis on attendance clickers by gender and rate of attendance linked to attainment.	The data from the BSc Business Management students suggests, especially in 2016-17, male students are more likely to get a 3rd, compared to female students; see DS4. DS4: UG Degree Attainment (SBM-only programmes)	Student Support Officer	Sept/18	Annually	G We no longer use clickers and QEngage (QMUL's bespoke learning analytics solutions) data is utilised in real time. Transformation Project implemented to tackle low attainment of male students (see details in next section).	An overall improvement in male students' attainment level (matching female attainment rates), linked to better attendance rates and referral for support.
		7.1.3. Review student support referral data – if we have an equal number of males and females	In addition to what is mentioned in the rationale for 7.1.2; Student partnership suggested that male students are less likely to ask for help, start to missing classes, and may feel left out.	Student Support Officer	Sept/18	Annually	A	(Same as 7.1.2)

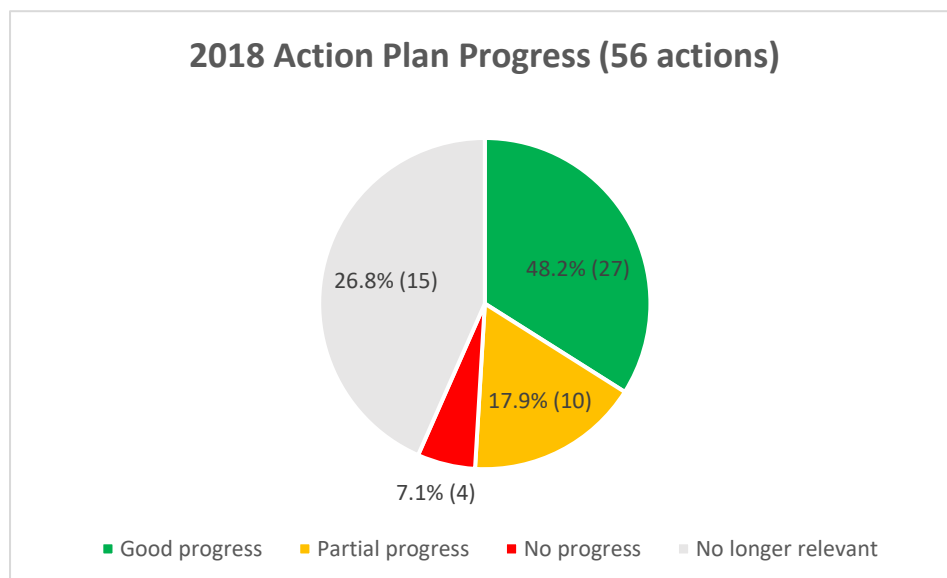
		7.1.4: EDI Committee: To raise the issue of no wheelchair access at any tube near the university in the QMUL Equality and Diversity Steering group on the 23rd of March 2018. Suggestion to start a university-wide petition to press TFL (Transport for London) to resolve this issue.	There is no nearby underground station has 'step-free access.' Both Mile End station and Stepney Green stations are not wheelchair friendly stations.	EDI Committee Co-Chairs	ASAP	Annually reviewed for action	<p>N/A</p> <p>Beyond the scope of the School. However, the University's leadership team have been liaising with TfL and the local borough over the last 4 years as local development plans for the borough have been developed, with a shared commitment to improve accessibility to Whitechapel and Mile End.</p> <p>The new Elizabeth line at Whitechapel station has wheelchair access and is close to the Department W offices where many SBM staff members work.</p>	At least one station declared to be step-free access, or a viable solution provided.
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		7.1.5: To plan an extensive list of icebreaker activities and to increase this event.	Icebreakers during the induction week allow students to get to know each other.	Student Engagement Manager working with EDI Committee	2019	Annually	G	Positive feedback from students who attended a Welcome Week event.
		7.1.6: The School to liaise with the Careers Office and press the need to ensure that career events be inclusive of mature students with an experience that may or may not be directly but have important employability skills.	Mature students reporting that much of the career events are geared toward young graduates, alienating mature students who tend to be women.	Student Engagement Manager and School Careers Consultant	Sept/18	Annually	N/A SBM do not offer Career Fairs - they are organised and managed by the central Careers and Enterprise team.	Careers events to show positive feedback from mature students.

Ref	Objective Specific and Achievable	Actions Realistic	Rationale	Responsibility Specific: ownership	Date (to be) implemented Time-bound	Recurrent / review date (if required) Time-bound	RAG / Progress	Success Measure (monitoring mechanisms and indicators of success)
8.1	To address the Male BAME awarding gap	<p>-Develop new, mission-aligned programme learning outcomes developed (by cluster)</p> <p>-Develop two new mission-aligned Year 1 modules introduced, focussed on student skills development and team-based learning; more applied approach to quantitative skills, with economics module shifted to Semester B.</p> <p>-Develop three new compulsory mission-aligned and partially skills-orientated Year 2 modules introduced, focussed on working with business data, sustainability/governance, and social justice in organisational culture.</p>	In 2018/2019 there was a high rate of academic failure and below average achievement (particularly in quantitative subjects) among South Asian males with BTEC (Business and Technology Education Council) qualifications	AD of Education	2020/2021	Annually	G	Reduction of academic failure rate and improvement of achievement for South Asian males with BTEC qualifications.

2.1 Evaluating progress against the previous action plan

Figure 6.



N/A actions

Due to the introduction of institution-wide equality and inclusion strategies (e.g., Gender Impact Plan) and the creation of university-level steering groups, some previous actions no longer needed to be implemented. QMUL's ambitious goal to be the most inclusive research-intensive university in the world (2030 strategy), has meant that the university has secured significant investment for EDI. As a result, QMUL's EDI Team has grown, funding several strategic projects identified through the PCI Enabling plan and centralising many of the EDI processes throughout the university. We are currently working with the HSS EDI Officer to help embed these changes in SBM. Below are some key changes.

- New centrally set targets for proportions of Female and BAME at junior/middle/senior career level
- New reporting and governance structures (e.g., EDI SG, GEAG, Faculty and School EDI groups)
- Additional resourcing in EDI officers, EDI data analysts, and the provision of enhanced data sets and dashboards

Success measure updates

Some success measures from our 2018 submission were altered or removed for not being specific or realistic enough. For example, 'a reduction of 5% or less in the percentage difference between genders' was removed from Action 1.1, while 'provide update of AS Charter at School Board and EDI Committee' was added to Action 1.3. Other changes to previous success measures included the removal of some which asked for a record of BAME students/staff when no records were available. In these cases, it would have been ill advised to assume people's ethnicity based on only surnames.

Good progress highlights

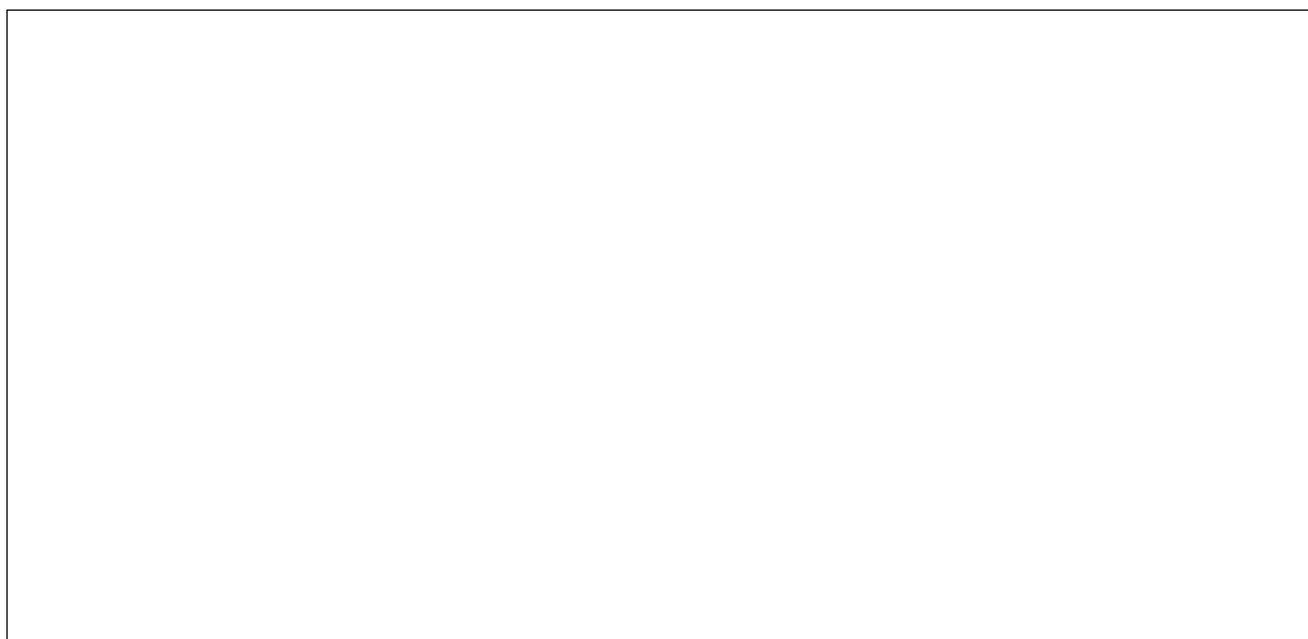
New Staff and Culture surveys conducted to identify current EDI issues✓

Review programme marketing to ensure equality and inclusion✓

Due to an uneven gender split on the undergraduate Accounting and Finance and Accounting and Management programmes, we created the Women in Business content area with inspirational stories and ran online accounting and business taster sessions for young female enquirers and offer holders in June 2022. We also won funding from a central widening participation budget, to promote studying business to young women aged 13-17. This is in addition to winning £17k to spend on events and digital media, shared with the School of Economics and Finance (SEF). We ran the first event in early July 2022 and there are plans to continue this event series twice a year with money from the SBM and SEF budgets.

In 2020-21, we launched a new outreach programme to attract more female applicants, led by female faculty. Working with 10 partner schools in Tower Hamlets, we offered talks on our new Flying Start programme, on the financial bursaries offered by the University, and on future career possibilities in business and finance. The Flying start programme involves students going on paid placements and being fast-tracked into a job at PwC (PricewaterhouseCoopers) on successful completion of their degrees.

Figure 7. Two of the students starting the new BSc Accountancy (Flying Start) degree programme, taken on the balcony of our Graduate Centre at Mile End



Seek views on low number of male PGT students in some programmes✓

Although the Programme Directors consulted confirmed the gender imbalance on their programmes is representative of other subjects at PG level and in the sector in general, steps have been taken to address this imbalance. For instance, in 2021 the Programme Directors for MA in Heritage Management consulted their Advisory group which includes the Dean of SBM. As a result, more male testimonials from students and alumni have been added to their marketing material.

Increase opportunity for underrepresented women doctoral students to discuss their research✓

A student-initiated fortnightly “picnic forum”, where students presented their work to one another, was embedding well into the culture of the School before the pandemic. During 2020-21, the course

reps for the doctoral programme organised a poster forum instead and the regular research training workshops run by the University's Doctoral College and within the School for more discipline-specific skills, such as programming in Python or using NVivo, have all been delivered online. All online workshops and seminars can be recorded on request, ensuring that students who cannot attend events (e.g., those with caring responsibilities) can watch them back.

Increase the diversity of job applicants✓

Following concerns that the wording of the School's adverts might alienate some candidates, text was re-written to attract staff from underrepresented groups and to offer flexible working. We are also collaborating with the QMUL EDI team to help reach their 2030 targets for representation by gender and ethnicity at junior, middle and senior grades.

Compared to 2016/17, in 2021/22 there was an increase in the proportion of female applicants and hires for Lecturer and Professor. There was also an increase in female candidates being shortlisted and appointed to SL/Reader. A higher proportion of BAME applicants were also seen across most grades and recruitment stages, most notably, a 30% increase of applicants at Professor level with 62.5% shortlisted compared to 0 in 2016-17.

Table 2. Academic staff recruitment process by roles, gender, and BAME (B): 2016-17

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Table 3. Academic staff recruitment process by roles, gender, and BAME (B): 2021-22

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Clear, consistent, transparent promotion support✓

Exit interviews in 2018 showed that nearly all interviewees left because of the stickiness (regarding the criteria set) of the QMUL internal promotions systems, which has now been overhauled and is much clearer. The Dean and AD of PCI run annual briefing sessions and review completed forms by staff seeking internal promotion, which has greatly improved success rates (from 25% in 2015/2016 to 89% in 2020/2021). The practices established within the School have been adopted by the College as a whole. A more systematic approach was further established through the setting up of the School's departmental system, although this is likely to require further refinement with the establishment of the new system.

Reduce the unconscious bias found in nominations for seminar speakers✓

Data from 2016-17 showed there were fewer female speakers than males and suggested that male staff were less likely to invite female speakers. Since then, unconscious bias training has been made mandatory for all staff at QMUL. From May 2022, 18 seminars were conducted as part of the PhD Taught programme and of these the 56% were led by female speakers and 44% by male speakers.

Promote leave/study breaks and sabbaticals to T&S staff✓

Since 2016-17, SBM has promoted sabbatical leave to T&S staff to support their scholarship or pedagogical developments. While T&R faculty have an annual allowance of £2,000 to support their research, T&S colleagues are given the same sum to enable them to attend practitioner or pedagogical conferences. They can also serve as PhD supervisors in practice-facing fields and can receive additional one-off funding from the School of up to £5,000 for pedagogy projects from SBM's "teaching environment" fund, which is run to mirror the School's "research environment" funds.

All requested sabbatical leave (50% female/male) between 2022 and 2023 was accepted.

Add BAME members to the Advisory Board✓

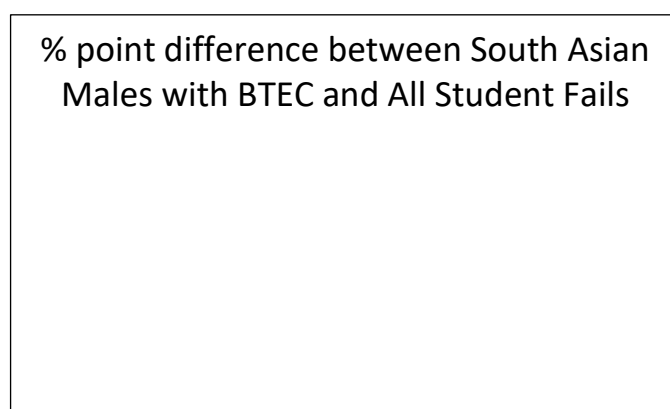
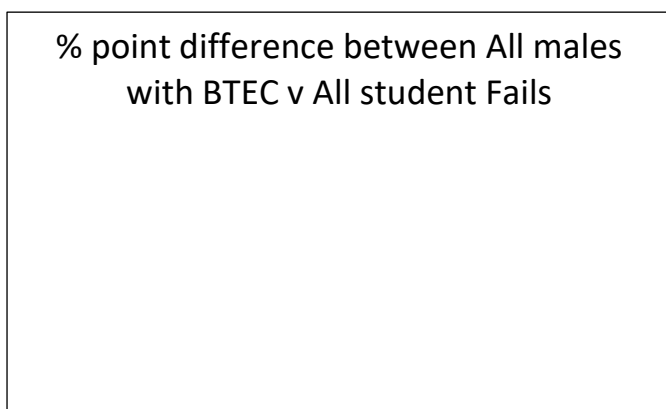
To address lack of BAME representatives, the Advisory Board was re-constituted, with 50% split between genders and BAME/White board members.

Address BAME male awarding gap✓

In 2018 evidence revealed some students (particularly South Asian male students with BTEC qualifications) on the BSc Business Management programme found the quantitative modules very challenging and needed more guidance in effective team-working. A project was created to transform the programme in consultation with the programme co-directors and student representatives. In 2019-20, the project focused on year one curriculum changes to empower students to become independent, confident learners. In 2020-21 the focus moved to years two and three to extend mission-led problem-based learning through the curriculum and introduce new compulsory modules to ensure students continue to meet programme learning outcomes at higher levels. Evaluation in 2022 showed that differences in failure rates between all students and different demographic groups have narrowed over time.

Figure 8.

Figure 9.



Key demographic gaps have also narrowed over time in Semester A module achievement.

Figure 10.

Semester A module average - % point difference in mean grade between South Asian Males with BTEC and All Students

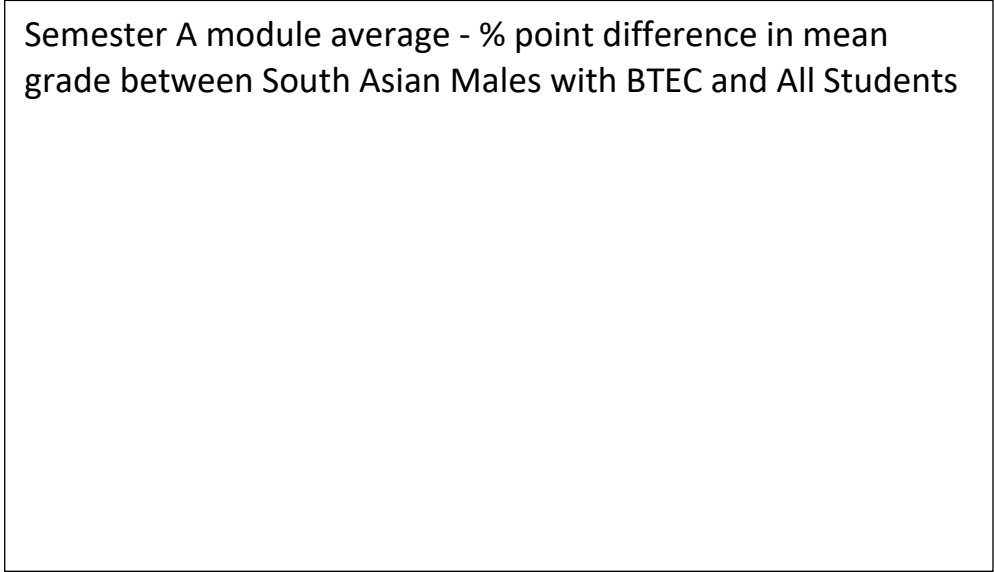
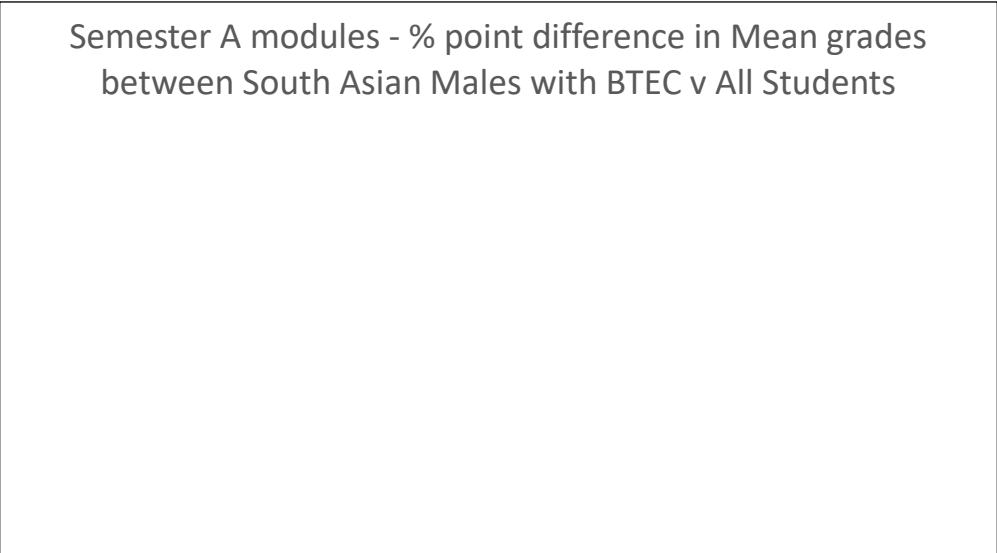


Figure 11.

Semester A modules - % point difference in Mean grades between South Asian Males with BTEC v All Students



Partial progress

Working with central Data Planning and HR data teams to build EDI dashboards

With the input of SBM's Project Manager, and AS leads from other schools, QMUL's Data Planning team created a Power BI Dashboard showing attainment and completion rates of students to aid in our AS reporting.

A Dashboard that covers most of the data needed for the AS staff data is also planned. The challenges lie around the table/chart limitations, and the sheer number of elements that end up being used; therefore, this dashboard is unlikely to be ready until 2024 (future action: A4.1).

Improve data management of funding allocation

We have been fortunate to approve most funding applications so analysing success rates has not been a priority. However, we do have the success rates of the seed-corn and Environment fund (shown in Previous Action plan). To support staff who missed out during the COVID-19 pandemic we also extended the deadline of our Seed-corn fund (100% success rate for female academics this year). We will record applications and success rates by gender going forward to ensure female academics are as likely to seek funding (A4.3).

Increase graduate opportunities for Bangladeshi female students

In 2018, the School’s EDI committee looked at graduate employment rates by gender and ethnicity for the previous three years of data and identified that UK female students of Bangladeshi descent were much less likely to find graduate-level employment. The School funded a student-led project, BreakThrough, to support BAME female students and alumni to meet in a supported discursive and alcohol-free space, to develop confidence and presentation skills, to network, and to hear from visiting speakers, a mix of alumni and local businesswomen of colour. The scheme is now entering its third year of operation, and although it has had very positive feedback from attendees (e.g., thanking us for the safe space, knowledge, and opportunities), Bangladeshi women continue to see a decline in achieving graduate-level jobs.

Table 4. SBM FEMALE British graduates in graduate career after 15 months:

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***8 survey respondents from 2019/2020 cohort**

It is possible that people of Bangladeshi descent were affected more negatively by the pandemic than other ethnicities, as research has found that they are three times more likely to be in deep poverty than white people (Runnymede Trust, 2022). New initiatives have been planned that consider feedback from Bangladeshi students/alumni (A1.7).

Review the advertising and contract issuing of TA contracts

There was a disproportionally large proportion of female staff on TA contracts (63% female in 2016/2017). Since our 2018 AS application, standard fair recruitment procedures (e.g., ask existing TAs first then current PhD students) have been in place. However, during the start of COVID-19,

this figure increased to 77% in 2020/2021, possibly due to women seeking more flexible jobs due to care giving responsibilities. As hybrid working has become more common, the proportion of female staff on TA contracts has gone down again (67% in 2021/2022); however, this imbalance will continue to be addressed through A2.1.

Support flexible working

We promote university policies and School support for flexible working in our all-staff information zone. The School's culture survey shows all groups (50% male academic staff, 30% female academic staff, 50% male PS staff) except female PS staff (67%) falling short of our work-life balance targets, perhaps an indication of COVID-19's impact.

Back to work plans

Whilst conversations have taken place between managers and staff returning from long leave, these have not taken any consistent format. To ensure all staff are receiving the same consideration to smooth their return to work, the SAT Co-Chairs will draft a template for managers (A2.6).

Ensure School Committees are broadly representative

Whereas the Advisory Board was re-constituted resulting in a 50% split between genders and BAME/White members, four committees are gender imbalanced by more than 15%. Some committees have more of one gender due to having more male or female students or staff in one area (e.g., Student-Staff Liaison Committee; Doctoral), so a 50/50 balance of genders is not achievable/desirable for all committees as this would not be representative of our staff and could overburden those who already have high admin responsibilities (e.g., we have more female HoDs). However, to continue to ensure fair representation and proportionality, an action has been added (A2.4).

Add a step to the workload allocation process to carry out an annual analysis of the workload by gender and categories

The departmentalisation has given closer oversight by HoDs who now meet on an annual basis to examine the overall workload and its allocation. However, an action will be added for HoDs to discuss workload allocation with the Dean annually (A2.5).

Review student support referral data

There was concern that male students were less likely to ask for support. In our 2022 Student Pulse survey it was found that 27.2% of all requests for referral to the Counselling or Disability services came from male students, and 72.7% from female students. The Student Engagement team will start to record numbers (including ratio of genders) of students who are referred on to the support services (A3.2).

Little/no progress

Recruit more male students as SAT members

In 2021/22 Student Support and Inclusion Interns were invited to become members of the SAT. However, due to using gender blind ranking, only female applicants were chosen (as they were objectively the strongest candidates). In 2022-23 we will refresh the membership of the SAT, as a working group reporting into our EDI Committee, with a more representative gender balance. (A1.4).

Reduce any gap by reviewing academic and PS salaries on annual basis

The equal pay gap at professorial level (12.7% more for men) partly reflects the retirement of ☐ female professors of long standing who had been rewarded for a track record of their excellence in research (compared with ☐ male professors), and partly the promotion of ☐ female professors

(compared with only 1 male promotion to professor) over the last 2 academic promotion cycles. Newly promoted professors are paid at the bottom of the pay spine for grade 8 academics. These two changes in patterns of length of service – retirement of long-standing professors and promotion up to professor of female academics – have combined to have a marked effect on the median hourly rate paid to female professors, while the changes in patterns of length of service for male professors have been far less skewed towards loss of the highest earners and entry of new professors at the bottom of that spine. This action is carried forward to A2.3.

Assess the effectiveness of mentoring

70% of women academics who completed our 2022 Culture survey would connect with their former mentors compared with 42% of PS women (data not in appendix). This disparity is likely due to having an academic mentoring procedure in place but no PS mentoring. As 75% of PS women also said they would connect with a peer compared to 50% who said they would contact a senior colleague, a peer buddy system rather than a mentor system would be more appreciated/supportive. This action has been carried forward (A3.3).

Equality impact assessments

We have lacked the expertise in the School to conduct these. However, working with the HSS EDI Officer we are confident that we can now complete this action across all School EDI action plans (A4.4).

2.2 Key priorities for future action

Insights from Mandatory AS data – Student

Differences between ethnicity and gender were examined. However, only those with sufficient student numbers have been highlighted.

Student data

- **Investigate declining proportion of female UG students (A1.1)**
- **Review recruitment drives aimed at female UG candidates (A1.2)**

There has been a slight reduction in the proportion of female UG students over the past 5 years. Therefore, it would be helpful to investigate our student recruitment practices and where the students are coming/recruited from (e.g., can we see a similar distribution by gender in the schools students are attending prior to joining QMUL?).

- **Reduce Male BAME Awarding gap (A1.3)**

A lower percentage of UG male and BAME students have obtained a first-class degree across all years (as compared to female and white). Although the BSc Management Transformation Project (discussed in the last section) is currently addressing this, it is too soon to see the improvements reflected in the data, so the impact of this project will continue to be reviewed.

Insights from Mandatory AS data – Staff

Differences between ethnicity and gender were examined.

Staff data

- **Balance out gender and ethnicity at grades 4, 5, and 6 (A2.1)**
- **Increase proportion of women and BAME staff at grade 8 (A2.2)**

Figure A11 shows a steady increase of female academic staff between 2017/18 and 2020/21 at Grade 4 (TAs, suggesting an increase in our proportion of our PGRs taking a first step on the career ladder), becoming more balanced the following year (67.4%) The proportion of female academics at grade 5 more than doubled since 2020/21 though remains at 27%, while the proportion at grade 6 declined until 2019/20 then started an upward trend the subsequent year. We see an increase in female academics at grade 7 over the years, while the proportion of grade 8 (professor level) female academics decreased due to retirement or progression into senior management positions elsewhere but recovered in 2021/22 through promotion success. There has been a year-on-year improvement of the proportion of BAME academics in grades 4 (high) and grades 8 (low). In 2020/21, there were 78.6% BAME academics at grade 4 and 29.6% at grade 8 (recent promotion into the professoriate). Grades 5-7 have more balanced proportions of BAME staff of between 40-50% (data not included in Appendix).

Looking at Figure A15, a disproportionately high representation of BAME staff across PS 1-4 grades can also be seen, as opposed to a visible increase in white staff representation in Professional 5-8 grades. This increase of white staff in higher-grade roles is steady over the past five years, which is paired with a steady increase in BAME representation in lower-grade roles.

Staff focus group

In December 2022, all SBM staff were invited to a long table focus group to offer colleagues a safe space to discuss issues within the school they think are important. SBM's Staff survey and Culture survey results were used to help prompt the discussion points. The long table structure helped generate an honest and open discussion with several attendees telling us it was a worthwhile endeavour.

- **Run staff long-table focus groups each semester (A3.1)**

Insights from the Core questions of the Culture Survey

The only question which respondents did not agree with was regarding SBM taking action to mitigate any adverse gendered impact of the COVID-19 pandemic on staff which may be linked to the difference in responses for 'my contributions are valued' (male 85%, female 66%). Feedback from the above-mentioned focus group will help inform EDI and wellbeing initiatives including those aimed at addressing the impact of the pandemic.

- **Improve response rate and usefulness of Culture Survey (A4.2)**

In addition, due to the relatively low response of the survey (54), the future survey will only include the core questions set out by AS. Further qualitative data will be sought through informal focus groups.

Other objectives/actions

- **Increase the proportion of male/female students compared to 2021/2022, on certain programmes (A1.5 and A1.6)**

➤ Reduce the gender pay gap (A2.3)

In 2018, we conducted an equal pay analysis but no gender pay gap analysis. In 2022 we conducted both analyses. Our 2022 equal pay analysis showed most grades have <3% difference between genders. However, there are two grades which are significantly above 3%.

- Female staff at grade 3 are paid on average 8.1% more than their male counterparts.

This may indicate that women stay longer in this grade/role than men and as such are on a higher spinal point on the pay scale.

- Men at grade 8 (professor level) are paid on average 12.7% more than women at the same grade.

As the average tenure of men in Professor roles (including before joining SBM) is 11 years compared to 6 years for women, the discrepancy in pay can be at least partly attributed to the historical absence of female academics in senior roles.

Our 2022 gender pay gap analysis revealed a gap of 16.4% in favour of men. This is lower than QMUL's overall figure of 17% in 2020 (most recent published data) and is being driven by the gender mix of promotions into and retirements from the professoriate. We seek to reduce the gap in the future through actions addressing promotion, progression, and professorial pay review.

Table 5. All staff

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Section 3: Future action plan

ID	Objective	New/Carried forward actions	Actions	Persons responsible	Timeframe	Success measure
Priority 1 – Improving student gender/ethnicity balance						
1.1	Investigate the declining proportion of female UG students	New	Investigate whether there is a similar distribution by gender in the schools students are attending prior to joining QMUL.	Recruitment and Marketing Manager	Annually, by EDI Committee, regular cycle of business, from April 2023	To gain better insights for the reason of the decline to inform further actions to reverse it. Ultimate success measure: reversal of decline, reaching 50% female by 2027 cycle.
1.2	Review recruitment drives aimed at female UG candidates	New	Check on Power BI whether the proportion of female UG has changed. If declining, other options should be suggested.	Recruitment and Marketing Manager	Annually, by EDI Committee, regular cycle of business, from April 2023.	As per 1.1: seeking increase from 40% female to 50% female over next 4 recruitment cycles.
1.3	Reduce the UG Male BAME awarding gap	New	<p>1) Continue to review programme changes</p> <p>2) Add one new compulsory capstone strategic management Year 3 module introduced, focussed on applied, authentic and team learning.</p> <p>3) Extend these learnings around inclusive curriculum design through whole suite of UG programmes to replicate success.</p>	AD of Education, reporting to Education Committee	<p>October 2023 and October 2024</p> <p>October 2024 through October 2027, via annual review of progress.</p>	<p>A continued reduction in the UG male BAME awarding gap to $\pm 1\%$ by end of academic year 2023-24. Continue through to 2024-25 if target not met.</p> <p>All awarding gaps by gender and/or ethnicity to 1% by end of academic year 2026-27.</p>

ID	Objective	New/Carried forward actions	Actions	Persons responsible	Timeframe	Success measure
1.4	Achieve 50/50 male to female representation on the SAT.	Carried forward	<p>1) Recruit more male students as SAT members.</p> <p>2) Review structure for SAT for period 2024-27 considering smaller and more engaged, fully representative membership.</p>	<p>Co-Chairs working with the Student Engagement Manager</p> <p>Co-Chairs</p>	<p>2023 until end of current term of members (September 2024).</p> <p>Spring 2024, to implement for September 2024.</p>	Achieve 50/50 male to female representation on the SAT.
1.5	Increase the proportion of male students compared to 2021/2022, on MSc International Human Resource Management (18%), MA Heritage Management (3%), and MA Creative Industries and Arts (13%).	New	<p>1) More male alumni testimonials to be added to the websites of these programmes.</p> <p>2) Review success measures annually as part of EDI annual cycle of business.</p>	Alumni Engagement Coordinator (HSS) / Digital Communications Officer	<p>2023</p> <p>Annually, by EDI Committee, regular cycle of business, from April 2024</p>	An increase in male students on these programmes over the following 3 recruitment cycles, with targets of 25%, 10%, and 20% respectively, by cohorts starting September 2027.
1.6	Increase the proportion of female students on BSc Accounting and Management (30% for 2021/2022).	New	More female alumni testimonials to be added to the website of this programme.	Alumni Engagement Coordinator (HSS) / Digital Communications Officer	2023	An increase in female students on this programme over the following 3 recruitment cycles, with a target of 45% female for this programme by cohort starting September 2027.

ID	Objective	New/Carried forward actions	Actions	Persons responsible	Timeframe	Success measure
1.7	Increase graduate opportunities for Bangladeshi female students.	Carried forward	1) Initiate business kick-starter grants for women of colour alumni.	Director of Entrepreneurship Hub and QM Social Venture Fund	By September 2023	<p>4 grants awarded per annum each of first 3 years to allow for evaluation of impact.</p> <p>Ultimate success measure: an increase in the proportion of British BAME graduates getting jobs to $\pm 1\%$ the proportion of white graduates, to be seen in the statistics for the cohort graduating 2024 (statistics available summer 2026).</p> <p>Annual reviews of student experience of these changes via Student Staff Liaison Committees to assess whether more is required.</p>
			2) Design and roll out a race audit of curriculum and classroom dynamics.	Inclusive Education Project Lead	By September 2024	
			3) Begin partnership with Aspire BAME staff network at JPMorgan to ring-fence at least 5 places on our career mentoring scheme specifically for Bangladeshi Year 2 and 3 female students to be mentored by female professionals of Asian heritage working at JPMorgan.	Director of Skills and Employer Engagement	By September 2023	

Priority 2 – Improving staff gender/ethnicity balance						
2.1	Balance out gender and ethnicity at grades 4, 5, and 6.	New	<p>1) Lobby central university for a careers framework and progression path for PS staff.</p> <p>2) Increase open recruitment for Teaching Fellows (Grade 5).</p> <p>3) Support female and BAME Teaching Associates (Grade 4) to apply for Teaching Fellow roles.</p> <p>4) Deliver targeted promotions workshops within the School.</p> <p>5) Encourage staff to make use of annual training budget.</p> <p>6) Design and implement formal career reviews with PS staff after continuous service of three years in the same role, and with academics after five years in the same grade (grades 5-6).</p> <p>7) Review impact of each of the above measures and adjust actions if targets not being reached.</p>	<p>1) School Manager</p> <p>2) Resources Manager</p> <p>3) HoDs</p> <p>4) AD for PCI and HoDs</p> <p>5) HoDs / Resources Manager</p> <p>6) ExCom and EDI Committee</p> <p>7) Co-Chairs of EDI Committee</p>	<p>1) By June 2023 for inclusion in 2023 appraisal conversations.</p> <p>2) and 3) From recruitment round for TF vacancies for 2023-24.</p> <p>4) From promotions round in 2023 and annually thereafter.</p> <p>5) and 6) From 2023 appraisal round and annually thereafter.</p> <p>7) Annually, by EDI Committee, regular cycle of business, from October 2024.</p>	<p>Annual progress towards the University targets of 50% female staff at junior and middle grades, and 40% of staff being BAME at junior and middle grades.</p> <p>Note that Faculty-wide and School by School statistics are reviewed by the Faculty EDI Committee each year and there is scope through this body to call for wider action if we are falling short of these targets.</p>

2.2	Increase proportion of women and BAME staff at grade 8.	New	<p>Sub-actions 4), 6,) and 7) from action 2.1 above, plus:</p> <p>Establish a Professors' Network to support collaboration and encourage promotion applications.</p>	Academic SAT Co-Chair	<p>Launch in promotions round 2023 and run annually thereafter.</p> <p>Annual review, by EDI Committee, of progress, and escalation if impact not being achieved.</p>	<p>Annual progress towards the University targets of 50% female staff and 40% BAME staff at senior grades.</p> <p>As per action 2.1, if we do not see improvement by first review in October 2024, an escalation route is in place via the Faculty EDI Committee.</p>
2.3	Reduce the gender pay gap	New	<p>1) Publish, within the parameters allowed by the University, gender pay gap data and action plan, so it is transparent.</p> <p>2) Perform gender pay gap analysis annually and put in place new actions until there is significant improvement.</p> <p>3) Intervene via Professorial Review process to request reassessment of salary levels for professors within 3 years of their promotion.</p>	<p>Dean, with support from Resources Manager</p> <p>Dean</p>	<p>Annually from September 2023, following the conclusion of the promotions process.</p> <p>December 2023 and annually thereafter.</p>	<p>Almost all of the 2022 gap is due to differences in mean salary at the professorial level, and we aim to reduce this via appropriate use of the professorial review process to ensure that recently promoted professors are evaluated for salary uplifts. Aim to reduce gap to <15% in 2023, <12% in 2024, <9% in 2025, <6% in 2026, and <3% in 2027.</p> <p>University wide commitments in the Institutional AS 2021 submission and action plan address the setting of starting salaries for those recruited into QMUL at the professorial level.</p>

2.4	Ensure School Committees are gender diverse	Carried forward	To audit membership of the committees for gender diversity and publish these on our intranet.	EDI Committee and Chair	September 2023 and annually thereafter.	Gender diversity across all committees.
2.5	Add step to workload allocation process	Carried forward	To audit the workload in terms of equity of overall workload hours and distribution of school/department-based duties and roles.	HoDs and Dean	Workload allocation review meetings each spring.	Gender equity in the workload.
2.6	Standardise Return to work procedures	Carried forward	Draft Return to work template for managers to be shared with HoDs, AD of Education (for TAs and TFs), and all PS managers.	SAT Co-Chairs	December 2023 Feedback from returners and managers by December 2024.	Staff survey to show 60% or more of females and males believe they can strike a 'work-life balance' at SBM.

ID	Objectives	New/Carried Forward actions	Actions	Persons responsible	Timeframe	Success measure
Priority 3 – Addressing isolation and the impact of COVID-19						
3.1	Run staff long-table focus groups each semester to encourage honest and open debate.	New	Run staff long-table focus groups each semester.	SAT Co-Chairs	Near the end of each semester starting December 2022	Attendance rate for each session is above 15 and attendance reflects the diversity of the School's staff community. Positive feedback about the event is recorded and issues raised are addressed by ExCom or the School Manager as appropriate.
3.2	Review Student Support Referral data	Carried forward	Record numbers (including ratio of genders) of students who are referred on to the support services.	Student Engagement Manager	From 2023	All numbers and genders of students referred on to the support services are recorded.
3.3	Operate a PS Staff Buddy Scheme to pair joiners with existing staff to facilitate early inclusion and to prevent isolation.	Carried forward	1) Assign buddies to new arrivals and provide training/guidance to buddies. 2) During long-table focus groups, ask whether the buddy system is helping staff feel more included and less isolated.	1) School Manager 2) SAT Co-Chairs	Review after each long table focus group (each semester)	100% of new PS staff are assigned a buddy during their induction. Feedback from long-table focus group demonstrates the buddy system is helping staff feel more included and less isolated, and all staff groups feel equally well supported.

ID	Objective	New/Carried Forward actions	Actions	Persons responsible	Timeframe	Success measure
Priority 3 – Improving data management						
4.1	Improve EDI analysis.	Carried forward	Help create a Power BI Staff AS Dashboard which does not contain sensitive information or render individuals identifiable.	Project Manager to liaise with HR Management Info and Analytics Manager	October 2024	A Power BI Staff AS Dashboard which can be used in future submissions and for other EDI initiatives including annual reviews of staff data by the School's EDI Committee
4.2	Improve response rate and usefulness of Culture Survey	New	Only include the core questions in the next survey with a deeper dive in subsequent focus groups. The survey is to be run every 2 years.	SAT Co-Chairs	December 2023	Significantly more than 54 respondents take part in the next Culture survey.
4.3	Improve the data management of internal funding applications.	Carried forward	Record number of applications and success rates by gender.	HSS Research Officer	Start recording new applications from April 2023	Number and success rates by gender recorded for all internal funding applications.
4.4	Carry out equality impact assessment	Carried forward	Carry out an Equality Impact Assessment of the AS application and action plan.	SAT Co-Chairs	Annually with follow-up to address any impacts identified in the process.	Impacts identified and actions put in place to remedy.