

Gender Equality Plan Toolkit – Horizon Europe

About us

At Queen Mary University of London, we believe that a diversity of ideas helps us achieve the previously unthinkable. Throughout our history, we've fostered social justice and improved lives through academic excellence. And we continue to live and breathe this spirit today, not because it's simply the right thing to do but for what it helps us achieve and the intellectual brilliance it delivers. Our goal is to be the most inclusive university of its kind anywhere, and we are proud to welcome anyone who has the ability to succeed with us, wherever they come from.

At Queen Mary we have the best record of all Russell Group universities in England for recruiting undergraduates from a wide variety of socio-economic backgrounds: 92% of our undergraduates are from state schools, 75% identify as being from Black, Asian and Minority Ethnic backgrounds, 49% are first in family into Higher Education (HE) and 35% from households where the annual taxable income is less than £20,000, qualifying them automatically for the more generous Queen Mary University of London Bursary. And in relation to graduate outcomes, a November 2021 report from the Institute for Fiscal Studies, Sutton Trust and Department for Education, identified Queen Mary as the best university in the country for social mobility. As The Times Good University Guide wrote of us in 2021, *“Queen Mary continues to prove that social inclusion and academic success are not mutually exclusive.”*

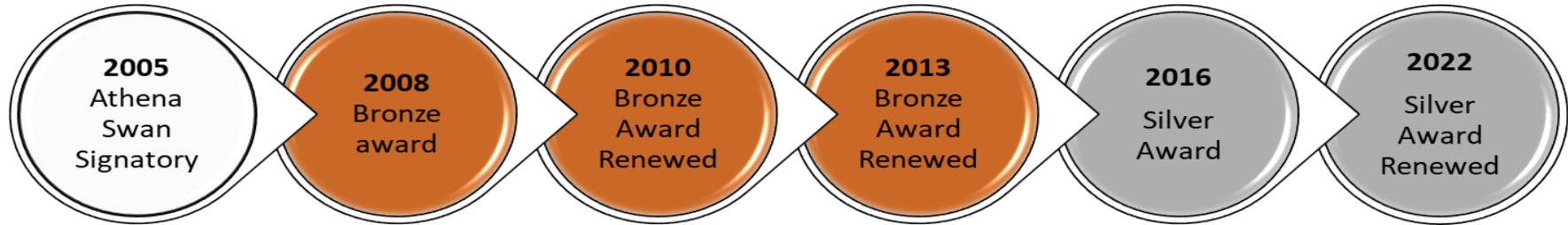
In relation to staff 62.8% of professional services staff and 44.0% of all academics are women, 37.6% of professional services and 26.4% of academics identify as being from Black, Asian and Minority Ethnic backgrounds.

At the heart of our University and our [2030 Strategy](#) is our community of students, staff and alumni. We have over 28,000 students and almost 4,500 staff representing over 160 nationalities. Our newly launched People, Culture, and Inclusion Enabling Plan (PCIEP), translates our Strategy 2030 vision, mission, values and goals into a set of bold and ambitious Equality, Diversity and Inclusion (EDI) initiatives, which includes promoting gender equality and 2030 Key Performance Indicators (KPIs) of 50:50:50 (+/- 5%) at junior:middle:senior grades for gender

About Queen Mary and progressing gender equality

Queen Mary has had a long standing engagement with the [Athena Swan Charter](#). Established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment, the Charter is now being used across the globe to address gender equality more broadly, and not just barriers to progression that affect women.

Queen Mary's Institutional Athena Swan award history



A silver award recognises that the University has a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges across different disciplines, in addition to having undertaken a thorough self-assessment with a Specific, Measurable, Achievable, Relevant and Time-bound (SMART) action plan to drive the University forward.

The majority of our Schools across Queen Mary have achieved their own Athena Swan awards. Our Gender Impact Plan (2022 – 2027) includes a specific action to Achieve 100% Award coverage in academic schools.

Mandatory requirements for a GEP

Be a public document

Our Athena Swan application and Gender Impact Plan (2022-27) are available online. Our Institutional application opens with a two page signed letter from our President and Principal, Professor Colin Bailey. The document also includes our Gender Impact Plan 2022-2027 which demonstrates a commitment to gender equality and set out clear goals and SMART action points, which include specific, measurable, achievable, relevant and time bound actions. The Gender Impact Plan will be overseen by the Gender Equality Action Group (GEAG).

Have dedicated resources

The University has a dedicated Equality, Diversity and Inclusion (EDI) Team based in HR including an EDI Manager with gender as a portfolio and two Faculty facing EDI Officers supporting localised EDI work included gender equality and Athena Swan submissions. Significant investment has enabled the growth of the EDI team (from 2022) with greater capacity to support schools and directorates in applying for awards and allows for greater opportunities for intersectional approaches.

Resource is also embedded across the institution via GEAG and Faculty and School EDI or Athena Swan committees.

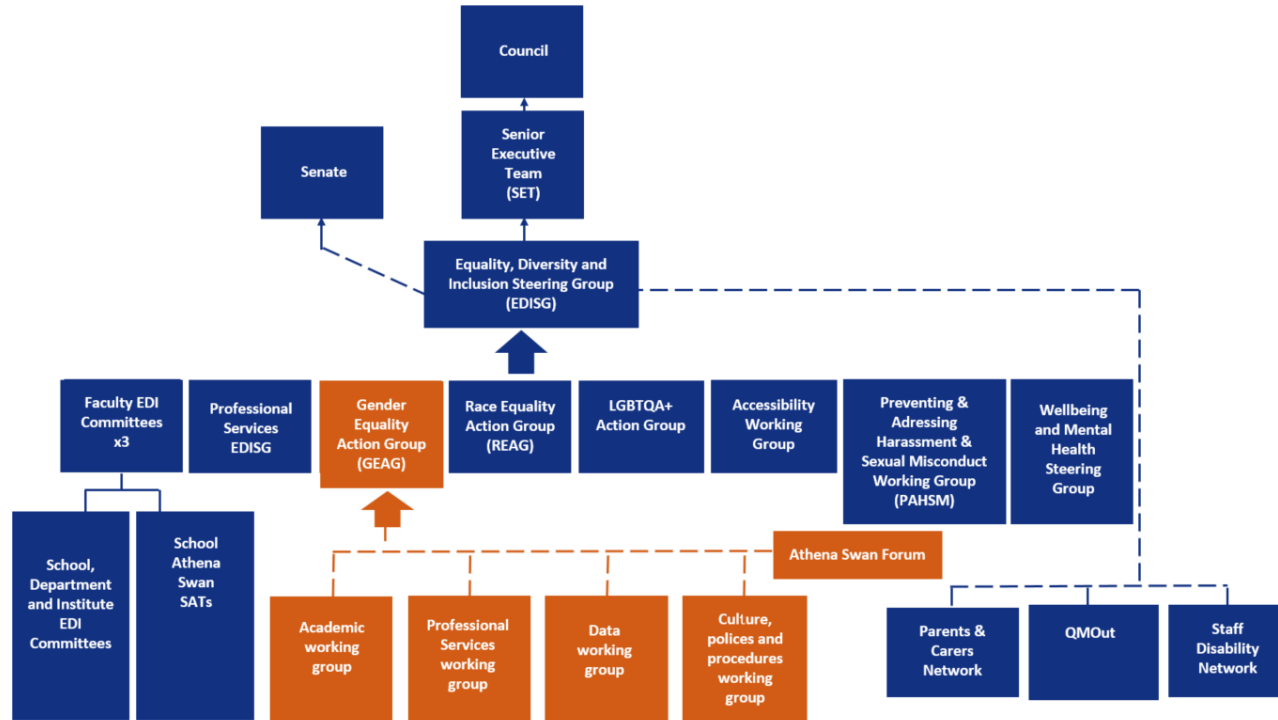
Include arrangements for data collection and monitoring

In April 2021, we published an internal Staff Profile Dashboard, which details four years workforce data to help inform trends (e.g. gender, ethnicity, seniority/job profile splits, school/institute/directorate, etc.). Since its publication it has become the fifth most popular dashboard across the University and has allowed schools/institutes and PS directorates to develop local actions to achieve our targets of 50% (+/- 5%) for gender and 40% (+/- 5%) for BME at middle and senior levels.

Be supported by training and capacity-building

In January 2021 a new mandatory 'Introducing Inclusion' interactive EDI e-learning course was launched. All staff in decision making positions are required to complete by April 2021 and now Heads of Schools/Institutes and Directorates are updated on completion rates, including the gender breakdown, and supported to take targeted action to ensure take-up at a local level. We also offer active bystander training focused on challenge unacceptable behaviours at work and around campus.

Equality, Diversity and Inclusion Governance re: gender equality



Gender Equality Analysis 2021 & Impact Plan 2022-2027

The self-assessment process for the submission took place over 2019/20-2020/21 and was overseen by the Gender Equality Action Group (GEAG), chaired by the Vice-Principal PCI. The collection and analysis of data and identification of issues was undertaken by four working groups made up of diverse colleagues from across the institution (see appendix for full membership).

The application draws upon an extensive array of quantitative data by gender including but not limited to: students by level of study; staff by profile, grade, contract type and mode; staff recruitment; staff promotion and progression; staff appraisal; REF returns; training; parental leave uptake; senior leadership and committees.

Staff feedback and perceptions were collated from a number of sources including the 2019 Staff Survey, the 2021 Athena Swan Survey, the 2021 Parents and Carers Survey, and 2021 Carers' focus groups. Narrative has been drafted by the EDI Manager in consultation with GEAG working groups and their chairs, technical experts (HR, QM Academy, Strategic Planning), and academic and professional services staff with significant experience of leading School Athena Swan applications (across all Faculties).

Supporting localised action to progress gender equality

Currently 80% of our schools hold awards with two actively working towards submissions in 2022/23. our gender Impact Plan includes a specific action to achieve 100% Award coverage in academic schools.

In June 2021 all Schools and Professional Services Directorates provided EDISG with written reports to The University Equality, Diversity and Inclusion Steering Group on their progress and planned actions to support the delivery of our corporate KPI (50:50:50 and 40:40:40 for women and BME staff respectively at junior: middle: senior grades). This process will occur annually with biennial presentations to EDISG from school and directorate Senior Leaders.

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

Queen Mary alignment with Horizon Europe Five Recommended areas

Recommended areas outlined by Horizon Europe 2022	Alignment with Queen Mary Athena Swan Silver Application (Awarded 2022)	Gender Impact Plan 2022-2027 Actions
Work-life balance and organisational culture	This is covered in the Athena Swan application under 5.5 Flexible Working and managing Career Breaks and 5.6 Organisation and culture	GIP Actions: WLB: 1.2, 6.1-6.7, 8.2, 8.4 ; Culture: 1.1, 1.2, 1.6, 7.1.
Gender balance in leadership and decision making	This is covered in the Athena Swan application under 5.6 Organisation and culture	GIP Actions: 1.1-1.6, 8.2
Gender equality in recruitment and career progression	This is covered in the Athena Swan application under 4.1 Academic and research staff data: 4.2 Professional services staff data 5.1 Key career transition points: academic staff 5.2 Key career transition points: professional services staff 5.3 Career development: academic staff 5.4 Career development: professional services staff	GIP Actions: Section 4.1: 1.1, 1.3, 2.1-2.3, 4.7, 8.2, 9.2, 9.7 Section 4.2: 1.1, 1.3-1.5, 3.2, 8.2 Section 5.1: 2.1, 2.4, 4.1, 9.4 Section 5.2: 3.1-3.3, 4.1, 4.2, 9.4 Section 5.3: 3.5, 8.1, 9.5, 9.6 Section 5.4: 3.5, 8.1, 9.3, 9.5, 9.6
Integrating the gender dimension into research	This is covered in the Athena Swan application under 5.6 Organisation and culture and Queen Mary Academy's Inclusive curriculum Framework.	GIP Actions: 2.3, 6.2, 6.6
Measures against gender based violence, including sexual harassment	This is covered in the Athena Swan application under 5.6 Organisation and culture and Report + Support QMUL . Work is also overseen by the Preventing and Addressing Harassment and Sexual Misconduct Working Group.	GIP Actions: 7.1-7.5.



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