

## School of Politics and International Relations, Queen Mary University Action Plan 2019-2023

The action plan includes a priority scale of Low, Medium and High to indicate the actions the School deems high priority from the self-assessment process.

### Please note:

To ensure continuity of long-term actions, roleholders are listed (not named individuals) as some roles change annually. This is deliberate to ensure sustained departmental commitment to the action plan.

This action plan focusses on our actions going forward and do not include embedded actions which are already in place as per the advice of the Athena SWAN team. Some actions have the same success measure as they collectively contribute to an identified pipeline issue.

Ref	Actions	Rationale	Timescales	Responsibility	Priority	Success Measure
<b>Data</b>						
1.1	Annual monitoring of student and staff data by EDI Committee	To ensure ongoing check of data for patterns relevant to protected characteristics. And check for any ongoing gaps in data.	Autumn meeting of EDI committee (staff data)  Spring meeting EDI Committee (student data) from 2019/20	Co-Chairs of SAT	High	2 meetings per annum to monitor data. Action points recorded in minutes and Co-Chair referring points for action to SLT
1.2	Assessment of staff and student views via	Improve qualitative information from	SPIR surveys at least every 2 <sup>nd</sup>	SAT Steering Group; HR	High	Participation of <b>70%+</b> ( <b>62% in 2019</b> ) staff and

	surveys, including DL and Paris-based students, and including issues highlighted in self-assessment process: career development; training uptake; reasons for staff leaving; reasons for staff views on P/T working and career breaks.	staff and students to better understand reasons for: differential views on induction and training; staff leaving; staff views on P/T working and career breaks.	year from 2018/19.  Specific 'drilling down' SPIR surveys/ focus groups to follow up on issues raised in surveys from 2019/20	Organisational Development Manager.		<p><b>50%+</b> students in May 2021 School surveys – allowing for better understanding of issues relating to each group.</p> <p>Analysis reported to EDI Committee twice yearly and points for action communicated to SLT.</p> <p>Policies formulated to address inequities as relevant.</p>
1.3	Work with University SAT to identify areas where data is needed and ensure that this is available in the future e.g. training uptake, vacancy shortlisting, student destinations	Filling the gaps in data to meet Athena SWAN requirements and to drive the self-assessment process.	Review progress being made by University at Autumn EDI Committee 2020.	SAT Co-Chairs, DoA and Faculty EDI Officer	Medium	<p>University has agreed to this action and is working on data queries.</p> <p>All data is available to the SAT/School by 09/20 in the form of <b>2</b> dashboards. One pertaining to staff data and one for student data.</p>

1.4	Collation of data using an intersectional approach, for gender and ethnicity.	Improve understanding of EDI-related effects of intersectionality, link with QMUL's Race Equality Charter work.	First data received 01/18 – review annually from January 2020 onwards	Central E&D and Planning team	High	Data on ethnicity/ gender comparisons can be made from baseline data received from February 2020.
1.5	Understand the quantitative and qualitative data on attainment gaps in the student body	Verify extent and nature of gaps in relation to protected characteristics and identify underlying reasons to work towards closing the attainment gaps.	Funding being applied for in 2019/20, project to be completed by end of 20/21	SPIR Admissions and Outreach team	High	<b>0%</b> attainment gaps related to protected characteristics by 09/22.
1.6	Collect accurate intersectional staff recruitment data on applications, shortlists, offers and appointments	To help address pipeline issues for women and BAME staff recruitment	From 2020/21	HR Organisational Development Manager, HoS, DoA, Faculty EDI Officer	High	<b>100%</b> accurate data by 09/22. Accurate knowledge base being used to formulate policies to address inequities in an appropriate way.

### Student Pipeline

2.1	Review and revise curriculum in line with EDI values	Feedback from women and BAME students indicated the wish for more diversity in curriculum topics and reading lists	From 2018/19, report progress in Summer 2021	Director of Learning and Teaching, Co-Chairs of EDI Committee	High	EDI principles embodied in curriculum development and delivery. Evidenced by a) norm of <b>35% F; 20% BAME</b> authorship on reading lists; b) <b>70%</b> positive response from respondents to UG student survey Q on diversity in curriculum in 05/2021.
2.2	Research on populations under-represented in student recruitment (currently men from lower socio-economic groups); adjust outreach work accordingly	To understand what influences these groups in choosing whether to study at University	Ongoing work from 2019/20 recruitment round	SPIR Admissions and Outreach team in liaison with Schools and QM WP initiatives	High	Barriers to study identified and informing future Outreach and WP work; <b>15%</b> increase in applications from men in lower socio-economic groups by 2021/2 recruitment round in comparison to 2017/18.
2.3	Student Ambassadors and Staff involved in outreach to be gender inclusive	To have men and women UG role models at Open Days	01/18 and then annually when ambassadors are recruited	DoA	Low	From 09/20 at least <b>35%</b> of student ambassadors to be men, and of staff outreach to be women.

2.4	Production of SPIR student newsletter, and student items on SPIR EDI web page (see 7.2)	To improve communication with students on EDI issues, raise awareness of eg. Policies on acceptable language and behaviour	Newsletter from Autumn 2019 then monthly newsletters during term time. Web pages to be live by beginning of 2020/21	Student Recruitment and Marketing Manager, Student EDI reps.	Medium	<b>70%</b> positive response from respondents to question on awareness in student survey in 05/2021
2.5	Review introduction of contextualised admissions	To make admission process more inclusive, socially accessible and encourage student diversity	Commenced 09/17, first cohort will graduate in 2020, analysis mid-2021.	Director of Admissions	High	<b>15%</b> increase in under-represented groups recruited in 20/21 admissions round relative to 2017/18.  <b>Equal</b> value-added in degree outcomes for this cohort to students entering with standard offers.
2.6	Assess effects of 1 annual mixed and 1 annual F only workshop for UG and PGT students on progressing to PGT/ PGR study.	To address pipeline problem from UG/PGT into research and the profession	Feedback from students collected and UG destination data reviewed annually by EDI	Student Recruitment and Marketing Manager, SAT Steering Group	High	Collection of data.  Equalise and increase proportions of UG women students progressing to PGT study relative to men,

			Committee from 2019/20			from <b>26%F/ 30%M</b> (2015/2016) to at least <b>30%F/30%M</b> in 2020/21.
2.7	Develop mentorship programme for women PGR students	To address women PGR concerns about progress into the profession	From 2020/21	Director of PG Studies	High	Mentorship programme developed with at least <b>50%</b> women PGR students taking part annually by 2022/23. <b>70%</b> positive response from women PGR to PGR Survey Q on progress into the profession 05/23.
2.8	Promotion of positive role models from diverse gender identities to prospective and existing students via Schools newsletter, staff profiles and EDI webpages	To address concerns raised by students about the number of strong women role models in the School	Review from 2019/20 annually	Admissions, Marketing and Events team  EDI Officer	Medium	At least <b>40%M</b> , <b>40%BAME</b> student, staff, and alumni role models in marketing, newsletter, events, Research Centre and EDI webpage material.  <b>80%</b> satisfaction from respondents to staff and student surveys in 05/21 to Q on positive role models.

2.9	Ensure equal representation of women speakers at SPIR events, including research seminars	To signal that women do succeed in the profession to all students.	From 2017/18 ongoing	Events Officers, Seminar Series Co-ordinators	Medium	<b>50%F/50%M</b> speakers by 2022/3 academic year. <b>70%</b> positive responses to student survey Q on sexism in the profession in 05/23.
<b>Staff Pipeline: Recruitment, Induction, Promotion, Training and Appraisal</b>						
3.1	Strengthen equality statement in job advertisements/ further particulars to emphasise family friendly and flexible working, and promotion of EDI values and Athena SWAN principles in SPIR.	To increase pool of women and BAME job applications	From 2019/20	HoS in liaison with Faculty EDI Officer and HR partner.	High	<b>25%</b> increase in applications from these groups by the recruitment round 2021/22 (this would take women applications to <b>40-50%</b> of o/a applications, we do not yet have figures for BAME applicants, see <b>Action 1.3, 1.6</b> ).
3.2	Work with HR to provide data on applications that automatically indicates proportions of women and BAME applicants for posts.	To address historical under-recruitment and under-promotion of women and BAME staff; to ensure sustained reflection by all staff dealing	Data – from 2020/21  UB training: from 2017/18 - 2019 for staff involved in recruitment and	HoS, HR Business Partner and external HR consultant	High	Applications data available by 2020/21 recruitment round.  <b>100%</b> of staff received training by summer 2021.

	<p>Make Unconscious Bias training mandatory: first, for those involved in shortlisting, interviewing and appraisal; second, for all staff.</p> <p>If all one gender shortlisted an unconscious bias check takes place and re-advertising is considered.</p>	with colleagues and students on unconscious bias in relation to protected characteristics.	appraisal; For all staff by summer 2021; measurable impact by 2021/2.			<p>Proportions of women and BAME shortlisted candidates to match or exceed proportions of women (currently <b>30-40%</b>) and BAME (current % not known, see <b>Action 1.3, 1.6</b>) applicants.</p> <p>Increase number of women academics from <b>28%</b> T&amp;R staff in 2017 to <b>45%</b> in 2022.</p>
3.3	HoS works with appraisers to identify staff eligible for promotion prior to the appraisal round. HoS contacts all eligible staff	To address perception of lack of transparency in promotion process from women staff and provide	From 01/19 ongoing	HoS and Dean of Faculty	High	<b>Equal</b> proportions of eligible M and F staff to apply for promotion in any given year. <b>Equal</b> success rates for M and F, expectation of at



	to meet to discuss the matter, encourage them to discuss with their mentors, and make sure they have checked the procedures and criteria. Feedback is secured from the Vice-Principal on any unsuccessful applications	additional support for promotion cases				least <b>75%F/75%M</b> success rates by the promotion round of 2020.
3.4	Review the e-appraisal system	To address staff's (particularly women staff's) dissatisfaction with the system expressed in 2019 staff survey.	Complete review December 2020.	HoS and DoA	High	Increase women staff's satisfaction with appraisal system in 2021 staff survey by at least <b>20%</b> (from <b>33%</b> in 2019) to equalise levels of satisfaction between men and women.
3.5	Work with Faculty ECR Network to improve women Early Career Researcher (ECR) support for a) approaching the academic job market and b) applying for research funding	In response to feedback from women ECRs in focus groups in 2016/17	From 2018/19 ongoing	Faculty Research Manager in liaison with SPIR Research Manager and Director of Research	High	<b>100%</b> SPIR women ECRs (on temporary contracts or research fellowships) express satisfaction with research and career development environment in Qs on research and career

						development in staff survey 05/21.
3.6	Encourage participation in QMUL's Women's Mentoring Scheme (as mentor or mentee) and support applications to the Aurora Programme	To support and develop female staff as leaders within the School	09/17, then recurrent annually	HoS, SAT Co-Chairs	High	At least <b>1</b> woman per annum participating in either the University wide Springboard or Aurora programmes from 2018/19.
3.7	Publish workload allocation and policy to all staff annually, enable feedback via Co-Chair of SAT to EDI Committee and Senior Leadership Team; integrate discussion of relation between administrative tasks and career development into workload allocation, probation and appraisal meetings.	Need to address women staff's higher (than men's) perceptions of lack of transparency and accountability in workload allocation	From 09/20	HoS, SAT Co-Chair	High	Positive feedback from women staff on workload allocation to improve and equalise with that of men. From <b>33%F/58%M</b> agreeing that workload allocation is fair and transparent regardless of gender in 05/19 survey to <b>75%F/75%M</b> in 05/21.
3.8	Annual monitoring of staff career development data by EDI Committee and	Need to address women staff's higher (than men's) perceptions of lack	From 09/20	SAT Co-Chair, HoS	High	Positive feedback from women staff on fairness of promotion process and on encouragement

	channelling of issues to SLT by SAT Co-Chair	of transparency and fairness in promotions processes				to go forward for promotion to increase from <b>25%F/66%M</b> and <b>20%F/80%M</b> respectively in 05/19 to <b>66%F/66%M</b> and <b>80%F/80%M</b> respectively in 05/21 staff survey.
3.9	Review and improve SPIR induction.	Negative feedback from staff on aspects of School induction, lack of induction for TAs and TFs noted in 2019 staff survey.	From 2019/20 ongoing	DoA	Medium	Integrate Athena Swan principles into SPIR staff induction. Increase from <b>50%F/57%M</b> satisfaction with induction processes in 05/19 to <b>75%F/75%M</b> in staff survey in 05/21. Increase from <b>43%F/60%</b> TAs/TFs receiving induction in 05/19 survey to <b>100%M&amp;F</b> in 05/21 survey.
3.10	Review EDI Committee terms of reference	There is currently no direct representative of FTC colleagues.	From 2020/21	SAT Co-Chairs	Medium	<b>1</b> FTC Representative EDI Committee from 09/20.

Professional Services						
4.1	Include PS in our gender equality, EDI data collection and analysis via the SAT PS sub-group reporting to EDI Committee	To provide baseline knowledge of gendered and intersectional patterns in order to establish the agenda for embedding EDI considerations in all aspects of PS work.	Review following next staff survey in 05/21	DoA	Medium	<p>Minimum of <b>3</b> PS representatives on the EDI Committee.</p> <p><b>100%</b> PS staff response to 05/21 survey.</p> <p>Athena SWAN principles applied to PS staff.</p>
REF and Grant applications						
5.1	Formalise the support for unsuccessful grant applications	To make sure all staff are equally encouraged to persist with their research plans.	Highlight policy in 2019/20	Director of Research	Medium	<b>100%</b> of academic staff aware of the process as evidenced in responses to Q in SPIR staff survey 05/21.
5.2	Do summative gender audit of REF 2021	To check that AS principles were consistently applied and if not, why not.	Calendar year 2022	Central QM REF VP, Faculty and School Research Directors and Managers	High	Audit completed and indicating variation no greater than <b>60%/40%</b> in measures such as proportions of M and F staff submitting more than 2 outputs or being

						<p>name-checked in Environment Statement.</p> <p>If variation is greater, Research Committee to report to EDI Committee and SLT with proposed policies to address this in future REF exercises.</p>
5.3	Collect disaggregated gender and intersectional data on research grant applications and successes	To check for bias in relation to protected characteristics	From 2020/21	Director of Research and Research Manager	Medium	<p>Data collected with variation no greater than <b>60%/40%</b> in proportions of M and F applications and success rates in any given year from 2020-21.</p> <p>If variations are greater, Research Director to report to EDI Committee and SLT with proposed policies to address this in future.</p>
<b>Flexible working, family leave (maternity, adoption, paternity, shared, parental leave) and managing career breaks</b>						
6.1	Carry forward of individual annual funds (£1K)	To enable those on maternity/adoption /parental/shared leave (or long-term sickness absence) to be able to carry	Initiated in 05/18. Impact of this action to be reviewed in survey dedicated to	HoS as SAT Co-Chair, EDI Officer	Medium	Feedback from 04/20 and 05/21 staff surveys confirm <b>100%</b> staff are satisfied that they are supported in their return to work.

		forward any unspent monies to the next financial year	staff who have taken such leave in 04/20 and again in staff survey 05/21.			
6.2	Reduced teaching workload for those returning from maternity/adoption /parental/shared leave	To support the time lost on their research	Started in 2016/17, to be reviewed in survey dedicated to staff who have taken such leave in 04/20 and again in 05/21 staff survey.	HoS, DoA, EDI Officer	Medium	<b>100%</b> take up of provision. Feedback from 04/20 and 05/21 surveys that <b>100%</b> staff are satisfied that they are supported in their return to work.
6.3	Survey staff who have taken maternity/adoption /parental/shared leave	To provide interim assessment of the impact of actions 6.1 and 6.2	04/20	EDI Officer	Medium	<b>100%</b> survey completion.  Staff satisfaction with work/ life balance to improve and equalise from <b>33%F/16%M</b> in 2019 to <b>50%F/50%M</b> in 05/21 survey.

**Organisation and Culture**

7.1	Set up dedicated EDI web pages,	To maximise communication of EDI policies, values and successes to both staff and students. To create forum for student and staff representatives on the EDI Committee to communicate with their constituencies.	Set up in 2020, maintenance and updating ongoing	SAT Co-Chairs, EDI officer, Recruitment and Marketing Manager	High	<p>Web pages set up with at least <b>50%</b> of staff, <b>30%</b> students accessing them in 2020/21.</p> <p>Embedding Athena SWAN charter principles on webpages – <b>100%</b> of staff in response to survey Q in 05/21 reporting that they are aware of the AS principles.</p>
7.2	Nominate SAT members to serve as Athena SWAN panel members and observers, and to participate in Athena Swan events.	Contribute to Athena SWAN national process, gain knowledge of national best practice	From 2019/20	SAT Co-Chairs EDI Committee members	Medium	<p>At least <b>1</b> member of the EDI committee to serve on or attend AS events in any given year.</p> <p>Feedback and best practice from participation with Athena SWAN to be shared and embedded alongside Athena SWAN charter principles.</p>

7.3	Promote the University's membership of the 30% Club	To support future female leaders by providing opportunities for external engagement	From 2018	EDI Officer	Medium	At least <b>50% F</b> academics indicating awareness of the Club in response to Qs in 05/21 staff survey
7.4	Offer to hold at least 1 family friendly social event per annum for staff members of the school	To provide the opportunity for staff and their families to socialise	07/15 ongoing, depending on staff levels of interest (held every year since 2015 except 2019)	HoS, DoA	Medium	Staff satisfaction with work/ life balance to improve and equalise from <b>33%F/16%M</b> in 2019 to <b>50%F/50%M</b> in 05/21 survey.
7.5	Collaborate with EDI research and dissemination carried out BISA and PSA	To benchmark our own progress and increase awareness of good practice	Ongoing	HoS, SAT Co-Chairs	Medium	<b>45%</b> of SPIR academic staff to be women and <b>20%</b> BAME by 2022/3. UK Benchmarks - Gender: ECU Staff Statistics report <b>37%F/63%M</b> in 2018; PSA report <b>36%F/64%M</b> in 2019; BAME: ECU reported <b>91%White/ 9%BME</b> in 2018).



7.6	Highlight EDI policies are in handbooks/ documents in QM+ and make sure they are integrated into induction processes.	To address lower levels of awareness amongst PGR students and TAs/TFs of EDI-related policies and how to access them.	From 2018/19 ongoing	DoA, SAT Co-Chairs	Medium	<p>At least <b>80%F/80%M</b> levels of awareness and capacity to locate EDI policies reported in staff, PGR and TA/TF surveys in 05/21.</p> <p>Awareness of maternity leave policies: academic staff, <b>88%F/69%M</b> in 2019; TAs/TFs, <b>76%F/60%M</b> in 2019.</p> <p><b>76%F</b> TA/TF staff reported they could not locate maternity leave policies in comparison to <b>11%F</b> academic staff in 2019.</p>
7.7	Advertise University Report and Support policy; nominate PS and Academic staff contacts for confidential disclosure.	To address feedback from women staff and PGR students that they would not feel comfortable reporting unacceptable	From 2019/20 ongoing	SAT Co-Chairs	High	<p>Appointment of <b>4</b> staff members as confidential contacts for disclosures for Academic Year 2020-21.</p> <p><b>100%</b> staff and students to indicate willingness to report unacceptable</p>

		behaviour in others.				behaviour to themselves or others in 05/21 surveys.  From <b>75%F/69%M</b> in 2019 staff survey.
<b>Intersectionality</b>						
8.1	Communicate ongoing work on intersectionality in relation to curriculum and student attainment gaps through EDI website and student newsletter.	Feedback from focus groups of BAME students have indicated ongoing concerns about diversity and inclusion in the School and how we are responding to those concerns.	From 2018 ongoing	SAT Co-Chairs, Director of Learning and Teaching	High	<b>80%</b> of respondents to student surveys in 05/21 and 05/23 indicating satisfaction with inclusion and diversity in the School.  Closing of any statistically significant attainment gaps by 2022/3, diversification of curriculum (see <b>Action 2.1</b> ).
8.2	Closely review the BAME diversity of speakers at the annual Graduate Pathways' event.	Increased numbers of BAME role models	06/19 and annually thereafter	DoA, Student Recruitment and Marketing Manager	High	Threshold <b>40%</b> women, <b>40%</b> men, <b>40%</b> BAME speakers from 2020/1.

