

Athena Swan Silver application form for departments

Applicant information

When completing your application, please refer to the [applicant information pack](#), which includes full information on criteria, underpinning expectations and question-by-question guidance.

Name of institution	Queen Mary University of London
Name of department	School of Electronic Engineering and Computer Science
Date of current application	November 2025
Level of previous award	Bronze Renewal 2020
Date of previous award	May 2020
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Section	Words used
An overview of the department and its approach to gender equality	
An evaluation of the department's progress and success	
An assessment of the department's gender equality context	
Future action plan*	
Appendix 1: Consultation data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count (Please see information on word limits overleaf)	

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

Word limits

The standard overall word limit is 8,000 words. If any of the additional word allowances below apply to you, please confirm in the relevant box, and these can be added to the overall limit. **All additional words used must be detailed in the word count table on page 1 in the relevant sections they have been applied to.**

Additional word allowances	Agreement
<p>Covid-19 pandemic (500 words): Available to applications submitted in any award round <u>up to and including July 2026</u>. These words can be used to discuss practical impacts on the self-assessment process, on action plan implementation, or to address gender equality impacts of Covid-19 more broadly.</p>	<p>I confirm this application has used these additional words</p> <p>No</p>
<p>Faculty application (1000 words): these words should be used to analyse and reflect on any departmental or discipline-specific differences. Applicants are encouraged to disaggregate their data by sub-unit wherever possible to support this analysis.</p>	<p>I confirm the applying unit is made up of component sub-units, for example departments</p> <p>N/A</p>
<p>Clinical and non-clinical staff (500 words): these words can be used to analyse and reflect on any differences between the two staff groups. Applicants are encouraged to disaggregate their data for clinical and non-clinical staff to support this analysis.</p>	<p>I confirm the applying unit comprises both clinical and non-clinical staff</p> <p>N/A</p>
<p>Organisational restructure (750 words): these words can be used to reflect on the impact of the restructure to the applicant's gender equality work or application (eg. arising from changes to their staff or student demographic profile, policies, or context).</p>	<p>I confirm an organisational restructure has taken place since our last application or in the last three years for first time applicants</p> <p>N/A</p>
<p>Exceptional Circumstances:</p> <p>If additional words have been approved by AHE due to exceptional circumstances please paste the approval email in below this table</p>	<p>Have additional words been allocated to this application as a result of exceptional circumstances?</p> <p>No</p>

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

1. Letter of endorsement from the head of the department



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School of Electronic Engineering and
Computer Science
Professor Steve Uhlig
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Email: eecs-head@qmul.ac.uk

Wednesday 26th November 2025

Dear Athena SWAN panel members,

As Head of the School of Electronic Engineering and Computer Science, I fully endorse our Athena SWAN application and commit the School's leadership, people and resources to delivering the attached action plan. Advancing gender equality is a core strategic priority for the School and a standing item in our planning, workload and governance structures.

The Equalities Committee (ECO) and the Self-Assessment Team (SAT) sit at the heart of this work. They have a protected workload, administrative support and a permanent seat on the Senior Management Team (SMT). I meet regularly with the ECO/SAT co-leads, receive termly written updates, and ensure actions and risks are discussed at SMT so that decisions on recruitment, promotions, workload and resourcing are taken with gender equality in view. As Head of School, I have introduced and championed several key changes. I created the Director of Wellbeing role and a weekly meeting-light "Wellbeing Friday" to support staff – particularly those with caring responsibilities – in managing their workload and work-life balance. I personally welcome new academic staff and PDRAs in one-to-one meetings that set expectations around psychological safety, inclusive behaviour and support routes. To reduce variation in support for early-career staff, I have overseen all academic probation cases, ensuring that line managers recognise flexible working, parental leave and other caring responsibilities when assessing progress.

Promotion and progression are a particular focus. Over the past five years, I have reviewed all promotion cases to ensure fair consideration of staff on Teaching & Scholarship contracts (who are disproportionately female) and those returning from leave. We have revised local guidance so that citizenship, pastoral work and outreach are recognised alongside research achievements. Recent promotion rounds have achieved parity between T&R and T&S and seen increased success for female staff and staff from minority ethnic backgrounds. School-level EDI policies, such as core-hours scheduling for seminars and meetings, meeting-free Fridays, mentoring, support for career advancement for women, menopause guidance, parental/adoption leave, flexible working, mental-health and wellbeing support, and clear anti-bullying/harassment routes, are monitored through staff surveys, culture-survey free-text comments and case reviews. Staff feedback shows that women, administrators and early-career researchers now feel more supported and able to discuss workload, flexibility and progression, even as they call for more consistent implementation across all teams. The ECO/SAT will use this evidence, including intersectional analysis, to prioritise actions in the new plan.

Looking ahead, I and the SMT are committed to overseeing and supporting the delivery of the Athena SWAN action plan. Over the next five years, we will: establish an annual review cycle with quarterly progress checks; further improve gender balance in leadership and committee roles; strengthen mentoring and sponsorship for women at key transition points; enhance data collection and transparency around workload, recruitment, and promotion; implement a transparent and fair workload allocation model; and ensure that equality impact is explicitly considered in every major change.

Our Athena SWAN work is not merely a compliance exercise but a long-term commitment to creating a fair, inclusive, and high-performing School. I am grateful to colleagues and students who have contributed to this application, and I am determined that, together, we will build on this foundation to achieve sustained, measurable progress on gender equality within the School.

Yours sincerely,

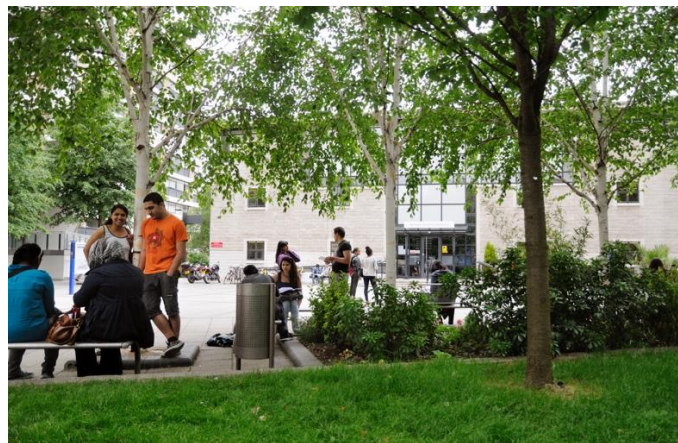


Professor Steve Uhlig
Head of School
School of Electronic Engineering and Computer Science
Queen Mary University of London

2. Description of the department

The School of Electronic Engineering and Computer Science (EECS) is part of the Faculty of Science and Engineering at Queen Mary University of London (QMUL). Formed in 2007-08 through the merger of the former Departments of Electronic Engineering (EE) and Computer Science (CS), the School is based on the Mile End campus, with staff located in the Peter Landin Building and the East Engineering Building, and the School office in the Peter Landin Building.

Image 1 and 2: Exterior views of the EECS building and the Information Technology Laboratories at the Mile End campus in London



Despite this physical separation, EECS operates as a single academic unit with no internal management split between EE and CS. Heads of research groups report to the Head of School, while academic programmes retain their disciplinary identity to attract students in each area. EECS also runs a major Joint Programme (JP) with Beijing University of Posts and Telecommunications (BUPT), delivering dual-award bachelor's degrees to over 2,600 students in China.

Image 3: JP staff delivering Fresher to Thriver (F2T) workshop to students, BUPT campus, Beijing, China



Image 4: JP and BUPT staff at a joint Teaching and Learning conference at BUPT, 2022

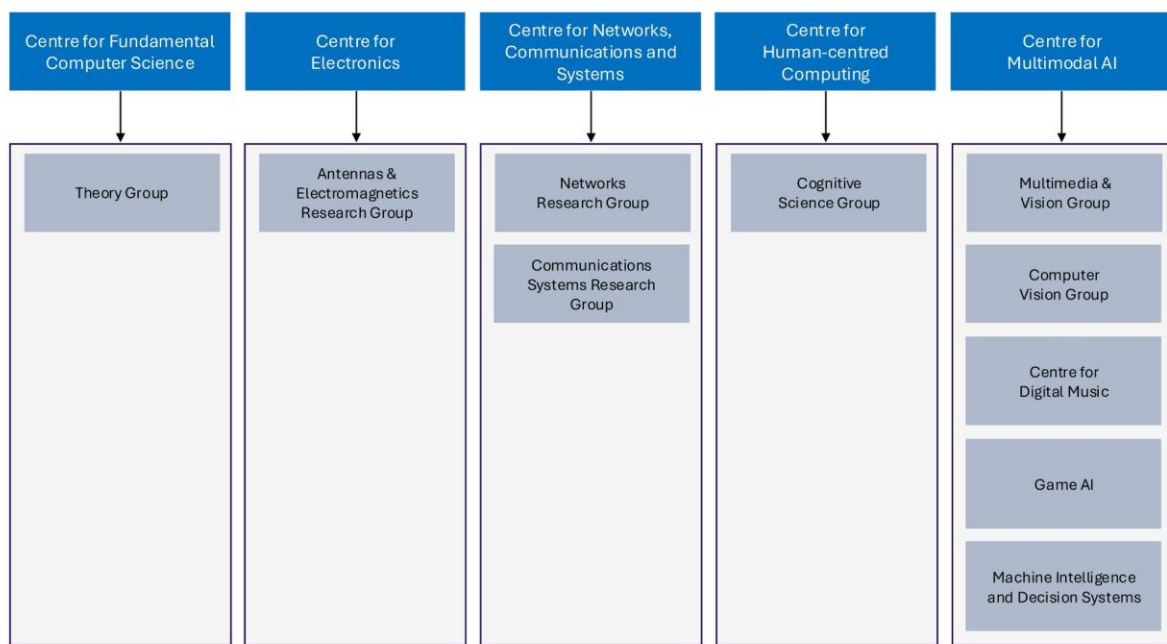


EECS research achieved strong results in REF 2021, where Engineering at Queen Mary ranked 7th of 89 UK institutions and 2nd nationally for research outputs. The School offers an accredited portfolio of undergraduate and postgraduate programmes in Computer Science, Artificial Intelligence, Electronic and Electrical Engineering, and Computer Systems Engineering. These draw on the strengths of both partners in the JP, combining the mathematical and scientific rigour of Chinese education with the UK's emphasis on creativity, problem-solving and transferable skills. Students are taught by internationally recognised researchers working on

topics such as emotionally expressive robotics, enhanced electric-vehicle battery life and AI-driven healthcare diagnostics. EECS is ranked 2nd in the UK for teaching quality in Electrical and Electronic Engineering (NSS 2024), 8th in the UK for Computer Science (Times Higher Education 2024), and in the global top 100 for Computer Science and Information Systems (QS 2025). Programmes are accredited by the British Computer Society (BCS) and the Institution of Engineering and Technology (IET), with many offering industrial placements and study-abroad opportunities.

Research is organised into ten research groups, structured within five cross-cutting centres (*Figure 1*).

Figure 1: Research groups at EECS



These centres foster interdisciplinary collaboration and ensure that teaching remains research-led and linked to real-world applications. A ‘flying faculty’ model supports the JP, enabling Queen Mary academics to teach in Beijing while remaining embedded in research groups in London.

QMUL is highly diverse and strongly focused on social mobility, and this is reflected within EECS. The School has students from over 50 countries, and Queen Mary received the Outstanding Contribution award at the UK Social Mobility Awards (SOMOs) in 2024. Around 90% of QMUL home undergraduates are from state schools, around a quarter come from very low-income households, and approximately half are the first in their family to enter higher education. In 2023/24, EECS enrolled 1,276 undergraduate CS students and 222 EE students, alongside strong CS and EE postgraduate taught cohorts and around 200 postgraduate researchers. CS accounts for the larger share of students, while EE numbers are smaller but stable, and PGT and PGR students form a significant part of the School’s activity.

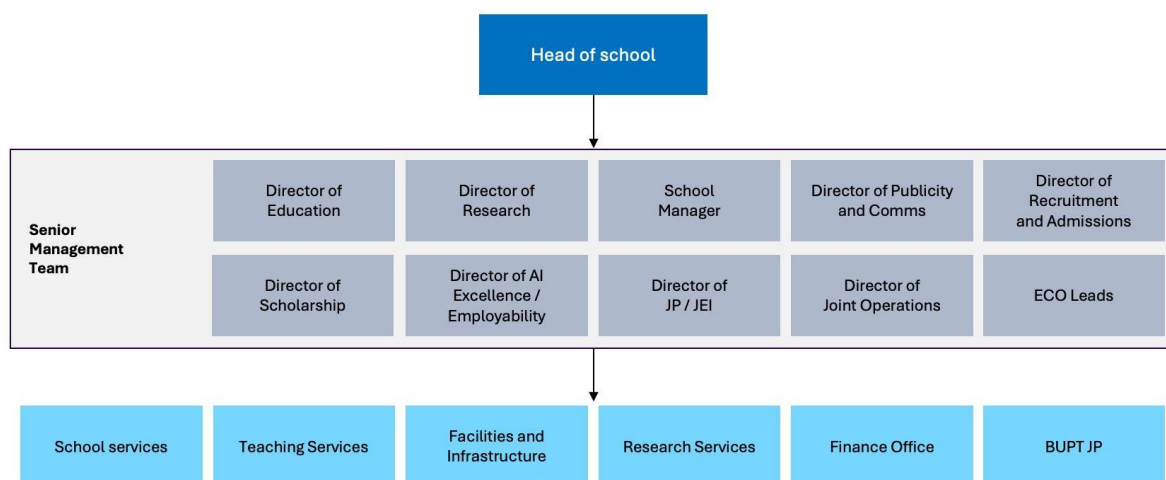
Targeted initiatives further support underrepresented groups. The EECS-Google DeepMind partnership provides fully funded scholarships and mentoring for women and Black students on AI postgraduate programmes; since 2019, 26 students have participated, and in 2024/25 the scheme was extended through a new undergraduate research initiative. In early 2025, the School launched Levelling Up: Maths for Computer Science, offering regular online tutoring and university application guidance from Queen Mary CS tutors to Year 12 A-level Maths students who identify as female or non-binary.

Research, teaching and scholarship are delivered by 134 academic staff, supported by 74 professional, technical and operational (PTO) staff. EECS has two main academic career pathways – Teaching & Research (T&R) and Teaching & Scholarship (T&S) – and hosts externally funded researchers. The academic workforce has grown from 114 staff in 2019/20 to 134 in 2023/24 (17.5% growth), alongside a stronger focus on representation across protected characteristics. Institutional support was enhanced by the creation of the Educational Scholarship Centre ([ESC](#)) in 2022, which promotes the Scholarship of Teaching and Learning; while open to all staff, it has been particularly beneficial for female academics, who make up most T&S staff. PTO staff have also increased from 61 to 74 (21% growth), underpinning the expanding academic community and student body. However, sector-wide challenges have affected the School: the closure of the Mile End nursery in 2024 and voluntary severance schemes linked to a professional services restructure in 2024/25 have disproportionately impacted carers and female staff.

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

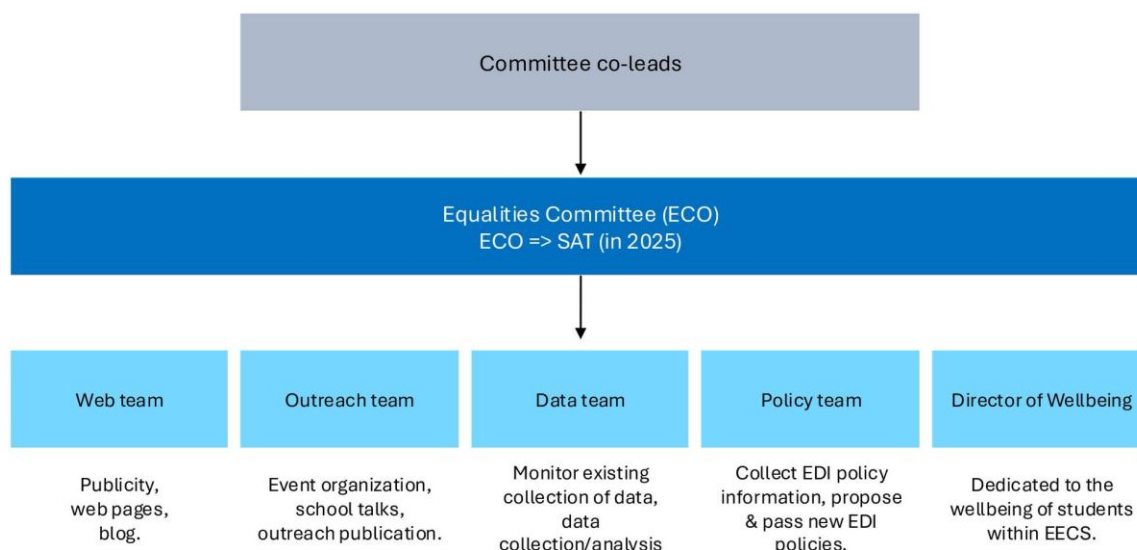
Figure 2 summarises the governance structure of EECS. The HoS is supported by the Senior Management Team (SMT), which provides strategic oversight of education, research, operations and EDI and meets every three weeks. School professional services (e.g. teaching services, research services, facilities, and finance) report through this structure. Core team meetings include the HoS (M), School Manager (F), Director for Scholarship (DoS)(F), Director of Education (DoE)(T), Director of Research (DoR)(M), Director for Wellbeing (F), JP Director (M), and Equality Committee (ECO) Co-Leads (1M, 1F). From September 2025, most Professional Services (PS) posts moved into the new Faculty operating model.

Figure 2: Organisational structure at EECS



The ECO, co-led by two academics, is a core School committee reporting into the HoS and SMT. From 2025 it was acting as the Athena Swan Self-Assessment Team (SAT). The ECO oversees four sub-teams – Web, Outreach, Data and Policy – and works closely with the Director of Wellbeing. Together they coordinate EDI communications (web, blog, newsletters), outreach and engagement activities, data collection and analysis, and the development and implementation of School EDI policies. The Director of Wellbeing leads the student wellbeing strategy and sits on both the ECO and the SAT (Figure 3).

Figure 3: EDI governance at EECS



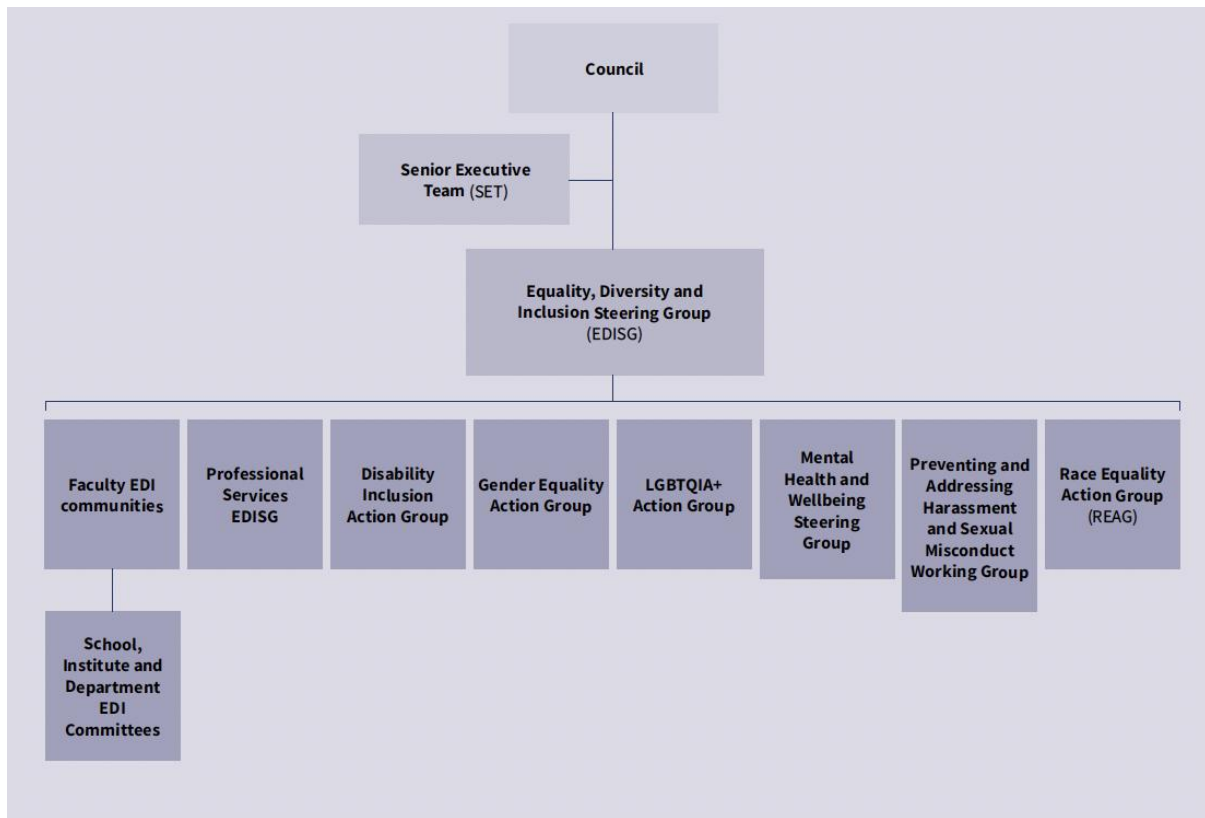
The ECO / SAT has broad membership and is refreshed annually through an open call to staff and students. In 2024/25 it included 22 members () across academic and PTO roles, grades, contract types and working patterns, alongside UG and PGR student representatives. New Co-Leads for the next cycle have been appointed through an open process (September 2025) and are being supported through a structured six-month handover, providing continuity and succession planning.

EDI and Athena Swan work are formally recognised and resourced. Time for ECO Co-Leads and key roles is allocated in the School workload model (up to 350 hours per Co-Lead in submission years). Between 2015 and 2022, the SWARM system captured workloads; work is now under way to implement a new School workload framework that transparently records core academic functions as well as EDI, outreach and recruitment. Feedback from staff meetings and the January 2025 Culture Survey emphasised the need for a clear, School-wide workload policy that visibly values citizenship and voluntary work.

For academic staff, EDI contributions are explicitly recognised under “Citizenship” in appraisal, promotion and progression processes. The SMT, ECO and central EDI team will continue to review how this is supported within the new PTO operating model to ensure that EDI contributions remain visible and valued across all staff groups.

The ECO Co-Leads attend SMT and report EDI progress as a standing item at School staff meetings. They also participate in Faculty-level S&E EDI meetings and University Athena Swan peer-learning groups, ensuring that EECS practice is aligned with institutional priorities and sector best practice. The School is further linked to university-wide EDI work through a Faculty EDI Lead and an EDI Officer (Figure 4).

Figure 4: EDI governance at QMUL



4. Development, evaluation and effectiveness of policies

The School has a clear, flexible framework for policy development and review. Core School-level policies cover seminars and meetings in core hours (10:00-16:00), meeting-free Fridays, mentoring, support for career advancement for women, menopause guidelines, parental/adoption leave, part-time and flexible working, mental health and wellbeing, illness, and anti-harassment and bullying. These policies and associated guidance are stored on the EECS HR SharePoint and introduced at induction.

Oversight sits with the HoS, SMT and the ECO. The HoS chairs SMT, where EDI and policy implementation are standing items. The HoS also hosts 1-to-1 drop-ins with staff, providing a confidential route for feedback on how policies work in practice. ECO supports this monitoring by reviewing staff survey (annually) and Culture survey results (January 2025).

Survey and free-text feedback from the Culture survey indicate that School policies have made the workplace more aware, flexible and supportive. Staff particularly highlight core-hours scheduling, meeting-free Fridays, flexible working, mentoring opportunities, mental-health support and the menopause guidelines as changes that help them feel listened to and able to work more inclusively (“The menopause policy ... made a big difference to me personally as I felt listened to and was supported when I needed to work flexibly”). Uneven implementation of informal practices and limited School influence over university-level processes is still a challenge, as is communicating policies and initiatives effectively. Despite a sustained and structured effort, awareness of and engagement with EDI remains fragmented.

In response, the School is strengthening governance and feedback loops. A new two-tier SMT (Core / Extended) separates day-to-day business from themed strategy meetings and uses a live action log so that policy decisions are tracked, implemented and evaluated in a timely way. Staff meetings now include regular research and outreach / EDI showcases led by ECO, and short “pulse surveys” with actions reported back at the next meeting are being introduced.

Policy fitness-for-purpose is assessed using both quantitative and lived-experience evidence. The HoS and SMT monitor seminar scheduling against core-hours expectations, patterns of flexible and part-time working, take-up of parental / adoption leave and wellbeing support, and reports of illness or bullying and harassment, disaggregated by sex and, where possible, other protected characteristics. This monitoring has led to clearer expectations for core-hours meetings, renewed promotion of mentoring and buddying, and improved signposting to mental-health, wellbeing and caring support.

Overall, the School has made tangible progress in embedding EDI into policy and practice, but Culture survey findings show that consistency, communication and perceived fairness remain areas for improvement.

5. Athena Swan self-assessment process

To ensure broad representation, the School issued an open call in September 2024 and formally established the SAT in January 2025, drawing members from across EECS and the ECO. The SAT aimed to capture diverse roles (academic, PTO, PGR students), grade, contract type and caring responsibilities, and includes staff from both the London and JP campuses. Its primary remit was to analyse quantitative and qualitative data, coordinate consultation, and shape and monitor the future action plan and draft the AS submission (*Table 1*, which also flags caring responsibilities). Although the ECO sought to recruit UG and PGT representatives to the ECO / SAT, initial interest has rarely translated into sustained participation beyond a few months. Where ongoing committee membership was feasible, UG and PGT student voice was captured through regular student experience surveys such as the NSS and PTES. The new Co-Leads for the next AS submission cycle also supported the AS application as part of the handover process.

Table 1. SAT membership and roles.

Mustafa Bozkurt (M)*		Co-lead ; Data team lead	Co-lead from 2020 Promoted in 2023
Michaela MacDonald* (F)		Co-lead ; Web team member AS Writing up group	Co-lead from 2020 Promoted in 2024
Richard Clegg (M)		Web team lead	Joined ECO in Promoted in 2023
Paul Curzon* (M)		Outreach team lead	Joined ECO in 2020
Min Song (F)		PTO staff team lead	Joined ECO in 2020
Edmund Robinson (M)		School Staff Development and Equalities Coordinator	Joined ECO in 2020
Charalampos Saitis (M)		ECO member New co-lead from January 2026	Joined ECO in 2020
Nikos Tzevelekos (M)		ECO member	Joined ECO in 2020

Steve Uhlig* (M)		ECO member	Joined ECO in 2020
Tanisha Aktar Ahmed (F)		PTO staff team member	Joined ECO in 2020
Mahesha Samaratunga* (F)		ECO member	Joined ECO in 2020 Promoted in 2024
Gokop Goteng* (M)		Data team member	Joined ECO in 2020
Amy Chan (F)		PTO staff team member	Joined ECO in 2024
Habiba Akter (F)		Data team member New co-lead from January 2026	Joined ECO in 2025
Daniel Gill		ECO member	Joined in 2024

* Indicates members who have caring responsibilities.

In governance terms, the SAT functioned as a task-and-finish sub-group of the ECO. ECO retained strategic oversight of EDI in the School, while the SAT focused on the application and delivery of the AS action plan. During the submission year the ECO and SAT have worked in a “merged” mode to avoid duplication, but ECO continued as the standing committee and not all ECO members sat on the SAT. The SAT reports to the HoS and, via the ECO co-leads, provides quarterly updates to the S&E EDI Committee, ensuring alignment with School, Faculty and institutional priorities. The SAT was also supported by the Faculty EDI Officer, who attended selected meetings as an adviser.

The SAT met bi-monthly, with sub-groups focusing on data analysis, student voice, staff engagement (academic and PTO) and writing. Meeting more frequently if needed. The team reviewed progress against the previous action plan and analysed mandatory data and staff survey and Culture survey results. Consultation included structured internal reviews of draft sections, input from the institutional EDI team, and discussion with student representatives.

Over the next five years, the ECO will lead delivery of the AS Future Action Plan (FAP) through an annual review-and-planning cycle with quarterly progress checks. It will meet at least every two months, keep EDI as a standing item in staff and

student forums, and use culture surveys, pulse surveys and focus groups to capture feedback. Membership will remain diverse and rotating, with attention to student, early-career, gender and ethnic balance. Impact will be tracked against SMART indicators on recruitment, progression and culture, and new members will receive training and mentoring through a structured onboarding process.

Section 2: An evaluation of the department’s progress and success

1. Evaluating progress against the previous action plan

Actions have been RAG rated to show progress against their original timelines and intended scope.

Red

Action has not started or very little progress made.
Action will not be achieved within the agreed timescales.

Amber

Action is in progress or planned but will not fully meet the original timescales and/or scope without adjustment.
Significant resource or budget changes affect delivery, or learning has shown that the action needs modification.

Green

Action is on track to be achieved within the agreed timescales or has already been completed.

Impact icons: ★ = high impact, ☆ = medium, • = low

In this section, the SAT demonstrates the 2020 Bronze action plan is underway by reflecting on the progress against the red, yellow, and green RAG assessment scores indicated as **red**, **amber**, and **green** in the updated Previous Action Plan (PAP) in *Table 3*. Out of 23 actions, the School has made no (3/23), partial (11/23) and good progress (8/23). 1 action was no longer relevant.

Table 2. RAG score overview.

RAG score				
	No longer relevant	No progress	Partial progress	Good progress
Priority Area 1	0	0	2	1
Priority Area 2	0	0	4	2
Priority Area 3	0	2	3	2
Priority Area 4	1	1	2	3
Total (out of 23)	1	3	11	8
%	4	13	48	35

Priority Area 1: Governance

PAP 1.1 ECO role descriptors and terms of reference have been drafted, shared via MS Teams and are now being aligned with S&E Faculty practice. The annual open

call each September has delivered a diverse rotating ECO/SAT membership across roles, grades, contract types and caring responsibilities, with 22 members in 2024/25 (31% women, including PTO and student reps), supported by a structured handover protocol, with new co-leads already embedded in the SAT. Ongoing challenges are high staff turnover on the committee and limited continuity of UG student representation.

PAP 1.2 While the 2020 plan informed many activities, a formal annual review each May was not embedded; progress checks were largely ad hoc until the submission year, partly due to COVID disruptions, budgetary restrictions and high staff membership turnover. Culture survey feedback shows uneven awareness of EDI policies and where to find them, and limited engagement with earlier attempts at editable action-plan documents (*AP1.4*). The FAP focuses on a yearly Athena Swan review-and-planning cycle with termly RAG updates via SMT, and explicit owners/timelines for each action.

PAP 1.3 Core staff and student datasets are now held centrally in PowerBI and CultureAmp, with mandatory EDI/unconscious-bias training tracked institutionally. However, several success measures still depend on data that are not systematically collected or not owned by the School (e.g. detailed exit-interview themes, flexible-working patterns, investigator demographics on grants, reasons for PGR withdrawal). The FAP therefore identifies additional critical datasets, assigns clear ownership (School vs Faculty/HR) and commits to privacy-preserving protocols so aggregated tables can be routinely returned to and analysed by the School. The new PTO operating model will also require the ECO/SMT to map data flows and responsibilities and, where necessary, establish new reporting channels.

Priority Area 2: Attracting and supporting students

On outreach (**PAP 2.1–2.2**), the School exceeded activity targets: 17+ new teacher packs, primary puzzle books, a diversity-focused magazine (25,000 printed; 20,500 distributed), new posters, 12 post-loC teacher workshops, and Teaching London Computing resources reaching ~1.1m views. Over 11,000 pupils were engaged, and the share of female outreach facilitators doubled from 25% to 50% (around half PhD students), with outreach now explicitly recognised in promotion criteria. Although we did not meet targets for women-focused talks or role-models in every session and female UG enrolments remain broadly stable, female visibility in the pipeline has increased; the FAP prioritises reflecting outreach in the new workload model and expanding a speaker bank of female and PGR role models.

Image 5 and 6: Outreach activities (Children Christmas lecture 2019; EECS Robotics challenge 2020)



The success measure of 50% females in marketing materials has been met across imagery, testimonials, and ambassador representation, but the ECO/SMT did not implement a gender-bias checker or run the planned focus groups and task-and-finish group with Marketing (PAP 2.3). Female share on PGT programmes rose by ~3 percentage points between 2020/21 and 2023/24, then returned to 30%, indicating that improved representation alone is insufficient to shift recruitment patterns (AP2.1.e). Data trends show modest increases in female students on several AI and software programmes but not the targeted +5 percentage points by October 2024 (PAP 2.5), and the most recent year sees a slight decline despite stable marketing practice (AP2.1.g). While interviews and liaison began, a robust attainment analysis is still pending. Degree-classification data show that, within EE, female students obtained more Firsts (AP2.2.a), but not within the margin of <10% compared to male UG EE students (PAP 2.4).

Progress on increasing female PGRs (PAP 2.6) has not yet translated into a substantial or sustained rise in numbers. A best-practice, UKRI/EPSCRC-aligned admissions approach is in place, but key data (e.g. reasons for non-acceptance/withdrawal) are not routinely captured, and ~300 PGRs are dispersed across sites and groups, limiting day-to-day community. Existing enablers such as “Walk & Talk” and strong Doctoral College support can be used more deliberately to build belonging and retention, particularly for women. The original PAP was not fully SMART (no programme baselines); the FAP now introduces programme-level targets and actions such as themed scholarships, female-led webinars and tailored messaging.

Priority Area 3: Supporting gender balance in academia

Inclusive recruitment practice is now routine (inclusive wording in adverts; mixed-gender panels; case-studies on flexible working/parental leave referenced in adverts) (PAP 3.1). However, systematic monitoring of applicant gender at each stage has been patchy, so the School cannot evidence a sustained rise from 20%→25% across all posts. Furthermore, the sector-wide disparities will have an impact on applicants’ background. The ECO/SMT need to improve HR-owned reporting on applications → shortlist → offer for every job advertised and review trends termly.

Female share of T&R posts doubled from 8.4% (7 of 83) to 16.0% (16 of 100) between 2019/20 and 2023/24, outpacing overall academic growth but falling short of the 20% target (AP2.3.c) (PAP 3.2). The Educational Scholarship Centre (ESC), Scholarship Working Groups and Joint Teaching & Learning Centre have created a structured environment for T&S scholarship and recognition (PAP 3.3), with 42 T&S staff (54.7% female), 20 scholarship projects in 2024/25 and eight staff holding Senior Fellowship HEA (75% female). JTLC (est. 2020) has increased professional visibility via winter/summer conferences and a leadership team with 42.8% female staff and received a QM Education Excellence Award (2024). Promotion success rates overall have risen to 100% in 2023/24 (AP2.9.a), suggesting improved case preparation and support.

Grant submissions by female PIs rose from 9 (of 118) in 2020/21 to 21 (of 140) in 2024/25 (AP2.9.c), exceeding the 50% increase target but still representing a small proportion of overall bids (PAP 3.4). Structured pre-award support has expanded (monthly grant sessions, showcases), and since 2023 HoGs/advisers must comment on all probationary-staff bids. However, systematic consideration of female staff for all teams and routine analysis of outcomes by sex have not yet been embedded, while mentoring and development for PGR / RO pipelines are primarily delivered centrally via the Doctoral College, with the EECS PhD Handbook setting local expectations and processes (PAP 3.5). The FAP reframes this area around improving the PGR → RO → lecturer pipeline.

Promotions workshops, proactive identification and individual case advice are now annual features, contributing to an overall promotions success rate rising from 50% to 100% (AP2.9.a) (PAP 3.6). However, staff-survey results show that only 53% of female and 63% of male staff feel they have opportunities to develop career-relevant skills, and qualitative comments highlight inconsistent appraisal practice and unclear promotion routes for PTO staff (AP1.5).

Data-driven policies on committee gender balance and rotation were not implemented (especially after SWARM was decommissioned), and no formal guidelines were agreed (PAP 3.7). Staff-survey data indicate widening gender gaps in recognition and development, suggesting that visibility and opportunity structures remain uneven (AP1.5). The FAP links committee membership tracking to the new workload model and sets explicit targets for female staff representation and term limits on key committees.

Priority Area 4: EDI in all aspects of the work and studying environments

EDI and recruitment training are now mandatory, centrally tracked and enforced, with panel members required to be trained. High and rising agreement that leadership supports gender equality (female 65%→67%, male 72%→73%) suggests this investment is recognised (PAP 4.1), though female staff remain less positive on recognition and safety than male staff (AP1.5).

Local guidance on appraisals (PAP 4.2) has been clarified, but completion rates are not centrally recorded or monitored and remain a matter for individual line managers. Culture survey comments describe appraisals as variable in quality and impact, and

staff call for clearer objectives and feedback. SWARM’s decommissioning paused earlier progress on capturing outreach/EDI work (PAP 4.3). Staff-survey and culture-survey feedback repeatedly request a transparent, School-wide workload model that recognises citizenship, outreach and EDI, with realistic weightings (AP1.5). A 2025 working group is designing a new framework; the FAP makes this a flagship action with clear milestones.

Core policies on core-hours meetings, meeting-free Fridays, menopause, parental leave, religious observance and anti-bullying have been implemented and referenced positively in culture-survey comments (AP1.8) (PAP 4.4). However, the speaker-selection policy was not systematically tracked and implemented, while the Distinguished Lecturers series no longer runs. The ECO actively focused on improving communication (PAP 4.5). The Web Team maintains an active blog, newsletter and web presence; EDI is a standing item at staff meetings and ECO co-leads sit on SMT and Faculty EDI fora. Yet survey findings show that staff awareness of policies is patchy and engagement with earlier focus-group/feedback mechanisms was low (AP1.8). The FAP commits to shorter, targeted “pulse” surveys, clearer “what to do if…” guides and structured Q&A time at staff meetings.

The School continued to work on improving social cohesion and collegiality through regular social events and initiatives such as “Walk & Talk” (PAP 4.6). In 2023, the Women in Higher Education Network (WHEN) was established with the support of the ERIC Fund as grassroots, bottom-up network that supports community building, mentorship, and gender equity through participatory workshops, networking, and policy-focused discussions. Staff describe EECS as a diverse, friendly and increasingly flexible place to work. At the same time, some colleagues – particularly women and carers – report isolation and uneven team culture.

Image 7 and 8: WHEN events (Hidden Figures – Screening & Discussion 2025; Social Lunch 2025)



The original action (PAP 4.7) has been effectively superseded by the University-wide Parents and Carers Network, which provides peer support and policy input.

EECS RAG-rated Bronze Action Plan (2019-2024)

Glossary:

ECO – Equality Committee / SAT – Athena Swan Self-Assessment Team

HoS – Head of School

DoR – Director of Research

HoG – Head of Group(s)

SWARM – a work allocation model

UG – Undergraduate students

PG – Postgraduate students

PGT – Postgraduate taught students

PGR – Postgraduate research students

PDRA – Postdoctoral Research Assistant

RO – Research-only staff

ESC – Educational Scholarship Centre

JTLC – QMUL-BUPT Joint Teaching & Learning Centre

FHEA and SFHEA – Fellowship and Senior Fellowship of the HEA

IoC – Institute of Coding

Table 3. RAG-rated Previous Action Plan

Item	Objective	Rationale	Specific Actions and Implementations	Responsibility	Start Date	End Date	Success Criteria / Outcome Measure	Progress
1. Governance								
1.1. ☆	Facilitate ECO role transition and growth.	To ensure consistency of EDI work. To ensure fair and equal representation.	<ul style="list-style-type: none"> i. We will re-evaluate the co-chair structure and implement a new structure that ensures continuity in leadership. ii. Identify and recruit ECO members from areas of underrepresentation such as UG, PGT and other contract types. iii. We will liaise with EDI officer to establish role descriptors for chairs and team leads. iv. ECO role descriptors will be uploaded on the EECS Policies pages and the ECO website. 	ECO Policy Team	Sept 2020	Ongoing	<p>A new structure is recommended and put in place by Sept 2021.</p> <p>New members that represent all areas of the School are recruited initially by Jan 2021. Reviewed annually in Jan.</p> <p>Role descriptors in place by Sept 2021.</p>	<p>Developed and shared clear ECO role descriptors and Terms of Reference on MS Teams; aligned with S&E EDI.</p> <p>Annual open call resulted in a more diverse and rotating ECO membership.</p> <p>ECO membership includes a mix of academic and PTO staff and students across grades, contract types and caring responsibilities, London and JP-based.</p> <p>Structured handover process for new ECO co-leads in place.</p>
1.2. •	Revise Action Plan on annual basis.	To ensure that Actions are completed and that current the goals are relevant, achievable and measurable.	<ul style="list-style-type: none"> i. Conduct a formal review of the Action Plan each year in May. Completed actions will be evaluated, ongoing action updated and new actions added. ii. Present new edition of action plan to all-staff and publish on the EECS ECO web pages. 	ECO	May 2021	Annual review	<p>New action plan produced annually with identification of the key issues for the year.</p>	<p>Maintained the action plan as a live, editable document shared with all staff.</p> <p>Not implemented a formal annual review or systematically presented an updated version to all staff on regular basis.</p>

Item	Objective	Rationale	Specific Actions and Implementations	Responsibility	Start Date	End Date	Success Criteria/ Outcome Measure	Progress
1.3. ☆	Improve the quality of the data.	Some school level data is still absent, and collection protocols need to be put in place to capture this. This is data is essential for some of our further actions.	<ul style="list-style-type: none"> i. Implement a system for collecting data for BAME and gender statistics for school and research group speakers. ii. Collect BAME and gender statistics for committee membership. iii. To help determine the reasons why people leave, we will collect more descriptive data regarding leaving reasons on Exit Interviews. iv. Collect data on staff who have attended EDI courses. v. To determine the level of involvement (PI or Co-I) of women in research, we will collect BAME and gender statistics for all investigators on grants. vi. Collect flexible working requests by grade. vii. Work with central training to ensure that attendance data on programmes like the BMEntor are collected and shared with schools. viii. Work with central data team to ensure that data is of appropriate granularity. Specifically, identification and capture of the reason for PGR withdrawal. 	ECO Data Team, Research Services Manager	Sept 2020	Sept 2021	<p>New collection systems/protocols in place. This will be prioritised as follows:</p> <p>School level, single data source (ii) (v) & (vi): by Oct 2020</p> <p>School level, multiple data sources (i) by Feb 2021</p> <p>University level (iii) (iv) (viii) & (viii) by Sept 2021.</p>	<p>Staff and student headcount data, as well as survey data is hosted on centrally managed platforms, PowerBI and CultureAmp.</p> <p>QMUL data analysts provide a data pack with mandatory data 6 months prior to the AS submission.</p> <p>i., ii., v. and vii. data may exist in fragmented, local records; not yet collected or managed systematically at School or central level.</p> <p>iii. held centrally by HR; needs to be requested on an ad hoc basis.</p> <p>iv. collected and monitored through PowerBI.</p> <p>vi. data available on school level.</p>
2. Attracting and supporting students								

2.1. ★	Increase CS and EE knowledge and skills for schoolteachers.	Few schoolteachers have the skills to teach CS and EE well, leading to problems in the pipeline for BAME and female students.	<ul style="list-style-type: none"> i. School to sustain activity of developing resources to support teachers. ii. Continue to engage in the loC training initiatives for teachers, and any forthcoming such activities. 	Outreach team, loC team	Ongoing		<p>New resources produced at least twice a year.</p> <p>Organise loC (or follow on) activities at least twice a year.</p> <p>Going forward, we need to capture loC and outreach as two separate areas; how these activities will be supported in the future</p>	<p>Produced extensive new teacher resources, magazines, puzzles and posters.</p> <p>Delivered 12+ workshops, influenced NCCE pedagogy and practice.</p>
2.2. ★	Attract more female UG students through targeted outreach.	Traditionally, CS and EE attract low number of girls and women at school and university.	<ul style="list-style-type: none"> i. Continue to support and grow our local and national initiatives such as cs4fn and outreach talks. ii. Increase visibility and numbers of female role models for outreach by encouraging participation through recognition in SWARM. iii. Involve women PHD students and research staff in outreach activities (as potentially more relatable role models for young girls). 	Outreach Team	Ongoing	Annual review	<p>Links to schools maintained, with at least 100% of outreach talks including example female role models and 25% focusing primarily women.</p> <p>Women (staff and EECS students) involved in outreach activities increases by 20% by Sept 2022.</p>	<p>Reached 11,000+ students; doubled women facilitators to 50%.</p> <p>Missed female-focused targets; formalising recognition and role-model requirements.</p>

2.3. ☆	Attract more female UG and PG students though publicity and marketing.	Some UG programmes have greater appeal to young women, but our largest programme (CS) is experiencing a decline in numbers.	<p>i. Current publicity material contains 50% or higher representation of women in publicity material. While maintaining the 50% representation of women, we will investigate context in which this has been achieved; ensuring that women are represented at all levels (students, academic staff, support, etc).</p> <p>ii. Conduct focus group with young women involved in all our UG programmes to determine what attracted them to CS and specifically QMUL; and whether they think anything could be improved.</p> <p>iii. Create task group with central marketing that examines how these programmes are marketed and identify ways of improving our material.</p> <p>iv. After ensuring the workload model adequately reflects recruitment activity, increase the representation of academic women at School Open Days and Offer Holder Days. Maintain 50% representation of women student ambassadors.</p>	Outreach Team, School Marketing Team	Oct 2020	Ongoing (Spring checks/recruitment). Focus group: Nov 2021. Task group: setup by Dec 2021.	<p>Monitor yearly to ensure role models in publicity material are at least 50% women in all contexts.</p> <p>A report produced that will be inform our annually updated action plan with specific actions targeting programme appeal (May 2022).</p> <p>20% academics' and 50% student ambassadors' female representation in Open Days and Offer Holder Days.</p> <p>20% applications from female students (currently 15%) to our CS undergraduate programmes by April 2024.</p>	<p>Embedded strong female representation across publicity, events and ambassadors.</p> <p>PGT female proportion fluctuated; plan improved data and targeting.</p> <p>Focus group and task group not set up, written report on programme appeal not delivered.</p> <p>Admissions statistics on female/male applications not systematically monitored.</p>
2.4. ☆	Increase the number of women UG's who obtain a First degree in EE.	Women UG students obtain proportionally less First degrees in EE than men.	<p>i. Interview female students to understand the reasons and if there are specific issues (e.g. group work, labs, etc).</p> <p>ii. Liaise with programme coordinators so that female students can have a representative reporting directly to the programme coordinators of any gender-specific issues in their learning.</p>	EE programme coordinators	October 2020	Annual review	<p>A report that will be inform our annually updated action plan with specific actions targeting women performance in ECE.</p> <p>Achieve a difference in percentages in 1st between the two genders of less than 10% in next three years.</p>	<p>Written report on female students' performance not delivered.</p> <p>Female UG EE students have obtained more 1st grades, but not within the margin of <10% compared to male UG EE students.</p>

2.5.	<ul style="list-style-type: none"> Increase the number of women on some of our PGT programmes. 	PGT programmes in Artificial Intelligence, and Software Engineering and Security have low representation of women.	<ul style="list-style-type: none"> i. Examine marketing and communication strategies to improve course appeal and increase presence of female role models. ii. Examine language used in communication to students before offer acceptance. Ensure that communication with students is run through a gender bias checker. iii. Collect data on offer holders who do not enrol, to understand their destinations and reasons for not selecting our School. 	Programme coordinators, School marketing team	October 2021	Annual review	<p>Marketing material has 50% presence of female role models.</p> <p>Increase women on the identified PGT programmes by 5% by October 2024.</p>	<p>Female role models are now embedded across all marketing materials, but no formal audit conducted.</p> <p>No strong upward or downward trend; female students remain below one-third of the PGT cohort.</p>
2.6.	<ul style="list-style-type: none"> Increase the number of women in some of our PGR programmes. 	PGR programmes in Computer Science have declining women representation.	<ul style="list-style-type: none"> i. Develop a set of best inclusive practices for PGR admissions, which follow similar guidelines as those used for academic posts. ii. Interview CDT managers to identify existing best practice in PGR admissions. iii. Interview students on CDTs to determine reasons for application and their feedback on the admissions process. 	ECO Policy Team, Programme coordinators	August 2021	Dec 2021	<p>A policy document for Best Practice in PGR admissions is produced and communicated across the School. The document is embedded within the PGR admissions process and is compulsory reading for all.</p>	<p>A best-practice PGR admissions policy implemented; interviewing CDT managers and students did not materialise.</p> <p>Apart from a temporary improvement in 21/22, female PGR representation is now lower than in 19/20.</p>

Item	Objective	Rationale	Specific Actions and Implementations	Responsibility	Start Date	End Date	Success Criteria/ Outcome Measure	Progress
3. Supporting gender balance in academia								
3.1. ★	Increase the proportion of women that apply for academic positions.	Women who apply for academic positions are equally (or slightly more so) likely to be hired. In order to increase the number of women, we therefore need to increase the number of applications.	<ul style="list-style-type: none"> i. Monitor application levels to see if the recently implemented measures have impact in increasing the application levels. ii. Investigate and implement positive action in recruitment. iii. Provide case-studies on our website of academic staff who have taken up policies such as flexible working, maternity cover, etc. 	ECO Data Team, Policy Team, Faculty EDI Officer	Jan 2021	Annual review	<p>Identification and implementation of positive action policies for EECS.</p> <p>Case-studies published on web and referenced in job adverts.</p> <p>Increase the number of applications from women from 20% to 25% by Sept 2024.</p>	<p>Policies such as standardised JDs, diverse panels, mandatory unconscious bias training, competency-based interviews, or gender-balanced shortlists for senior roles implemented.</p> <p>Case studies not published.</p> <p>25% of applications from female staff (110/440) between 2019-2024.</p>
3.2. ☆	Increase the proportion of women on T&R contracts, especially at senior levels.	We have decreasing number of women on T&R contracts. Some women have transitioned from T&R to T&S.	<p>Identify and implement mechanisms for supporting staff on T&S contracts (especially women) who want to transition to T&R.</p> <p>See also Actions 3.4 and 3.6.</p>	ECO Policy Team, DoR	Apr 2021	Apr 2024	<p>System in place. All women who wish to move from T&S to T&R have received support by Apr 2022.</p> <p>Reverse the currently declining trend of women on T&R contracts and increase from 15% to 20% by Sept 2024.</p>	<p>A formal system for transitioning from T&S to T&R contract was not introduced – not a common practice within S&E.</p> <p>While there is a clear upward trend (from 8% to 16%), the target of 20% has not been met.</p>

3.3. ★	Increase the proportion of staff on T&S contracts who get promoted beyond Senior Lecturer.	Women have proportionally and numerically higher representation on T&S than T&R. Staff on T&S contracts are represented less in higher grades (>=6) and thus ensuring a career path beyond Senior Lecturer will benefit all but specifically women.	<p>i. Work with HR to ensure that the guidelines for promotion beyond Senior Lecturer for T&S staff are clear and achievable; and communicated to all staff.</p> <p>ii. Survey with staff on T&S contracts about their experiences and perceptions of the promotion process in order to identify any issues with the process itself and/or obstacles in the progression pipeline.</p>	ECO Policy Team, ECO co-leads, HoS	Oct 2020	Oct 2023	<p>Numbers of application for promotion beyond Senior Lecturer by 10% by Oct 2023.</p> <p>Improved guidelines for T&S promotion made available and widely communicated to staff by October 2022.</p> <p>Positive feedback received about these guidelines in Culture Survey.</p>	<p>While female staff are still very under-represented at Reader (2 F)/Professor (2 F) level, there has been clear upwards movement.</p> <p>8 T&S staff now hold SFHEA, [REDACTED]</p> <p>Established the ESC and JTLC, giving T&S staff structured pathways for progression, mentoring and profile-raising.</p> <p>Broad positive survey feedback received.</p>
3.4. ☆	Increase grant applications from women.	A key success measure to career progression on T&R contracts is funded research. Women have less grant income allocated than men and less PHD student supervision. To improve the number of women on T&R contracts we must support their research.	<p>i. Increase the number of women applying for grants by increasing their exposure to funded research. All grant applications reviewed by HoG in planning phases to ensure female faculty have been considered for participation on the research team.</p> <p>ii. Identify best practice for grant application success by running a survey/focus group. Develop key guidelines for research group heads for grant application support and identify where School practice could improve.</p> <p>iii. Use positive action measures to prioritise women supervisors in PhD scholarship allocation. A possible example of this is to prioritise applications to female supervisors when two candidates are considered to be equal. We will work with HR and the Faculty EDI Officer to develop this policy.</p>	ECO co-leads, DoR, HoGs, SMT	Oct 2020	Oct 2024	<p>Women involved in grant funded research in the school is increased by 20% by Oct 2024.</p> <p>System in place (Oct 2022). Increase by 50% of women who apply for grants by Oct 2024.</p> <p>20% increase in PHD students allocated to women supervisors.</p>	<p>Strong progress on women's grant applications and new support structures (sessions, feedback, meta-analysis, positive-action principles in studentships).</p> <p>Systematic HoG review and documented best-practice guidelines not implemented.</p> <p>Increases in PhD allocations to women supervisors were not formalised.</p>

Item	Objective	Rationale	Specific Actions and Implementations	Responsibility	Start Date	End Date	Success Criteria/ Outcome Measure	Progress
3.5.	Increase proportion of women RO staff.	In order to support and progress women's careers in academia, the proportion of female RO staff needs to be pushed further above the benchmark (~19%). This will also increase the number of women researchers and academics.	<ul style="list-style-type: none"> i. Improve mentoring and support for women PGR students. ii. Improve recruitment practice to promote gender balance in new recruits. One woman on all interview panels. iii. Review recruitment criteria to ensure they are not gender biased. iv. Assess reasons female RO staff have higher leaving rates, using improved exit interview system. 	DoR, PGR and PDRA reps	Jan 2022	Oct 2024	<p>Mentoring system in place by Jan 2022.</p> <p>Guidelines for best practice in RO recruitment developed and communicated by Jun 2022.</p> <p>Leaving rates of female and male staff differ by less than 10%.</p> <p>Increase proportion of female RO staff by 5% by Oct 2024.</p> <p>Leaving rates of female and male staff differ by less than 10% by Oct 2024.</p>	<p>School-level, gender-focused mentoring scheme for female PGR students not implemented.</p> <p>Best practice guideline for RO recruitment not implemented.</p> <p>Data not available in a structured way.</p>
3.6. ☆	Continue to support all staff in seeking promotion.	To ensure a healthy workplace staff must feel that they are able to reach their full potential and progress in their careers. We need to continue to support women in applying for promotion.	<ul style="list-style-type: none"> i. Monitor the number of women who apply for promotion, assess whether the recently implemented pro-active identification of potential promotion applicants has any impact. ii. Run short EDI survey specifically around experiences and perceptions of promotion for all staff. iii. Facilitate workshops on applying for promotion, with at least one with a focus on female Senior Lecturers applying for promotion to Reader. The workshops should focus on how to frame different types of experience to the promotions criteria. 	HoS, School Manager	Ongoing (Sept 2020)	Oct 2024	<p>Increase proportion of all women who apply for promotion from Senior Lecturer to Reader from 16% to 25% by Oct 2024.</p> <p>Increase proportion of women at senior levels of reader and professor from 6% to 10% by 2022 and 15% by 2024.</p>	<p>Strengthened promotion support via proactive identification, tailored workshops, mentoring and clearer local guidance.</p> <p>Increased % of female staff at Reader/Professor from ~3% to ~10%, but target not met.</p>

Item	Objective	Rationale	Specific Actions and Implementations	Responsibility	Start Date	End Date	Success Criteria/ Outcome Measure	Progress
3.7.	Increase the proportion and rotation of women on committees.	Some committees have low numbers of women, and it is unclear what the selection criteria for membership of these committees are.	<ul style="list-style-type: none"> i. Analyse committee membership over time to determine gender composition and possible committee overload for a small number of women. ii. Collect selection criteria for research and impact committees and develop policy for creating better gender balance. iii. Work with HoS to develop a strategy to advertise any external opportunities to all staff. iv. Run workshop on how to generate opportunities and build an academic profile. 	Heads of Committees, School Manager, ECO Data team, HoS	Sept 2020	Annually	<p>Data-informed policy on how to work towards committee gender balance while avoiding committee overload.</p> <p>Research and Impact committees have increased representation from 13% to 25% of women by Jan 2024.</p> <p>50% of women agree that they are encouraged to participate in external opportunities.</p>	No systematic committee data or policy yet in place; generic staff-survey items show improving perceptions of development opportunities.
4. EDI in all aspects of the work and studying environments								
4.1. ★	Improve training for all staff.	To ensure all staff have access to training and that the training offered reflects their needs and supports their career progression as well as encourages inclusive practice in the workplace.	<ul style="list-style-type: none"> i. Increase proportion of staff attended EDI training. ii. Pro-actively identify training needs through annual 5-minute surveys. iii. Actively seek out whether there is currently interest in programmes designed to support women's careers such as Aurora and Springboard. Identify a new form of support that can be offered in furtherance of women's careers if interest in Aurora is not high enough to support further School funding. 	ECO co-leads, SMT	Sept 2020	April 2024	<p>Ensure all staff involved in academic recruitment have received EDI training.</p> <p>Ensure at least one member of all student recruitment panels have received EDI training.</p>	Training and compliance targets are effectively met.

Item	Objective	Rationale	Specific Actions and Implementations	Responsibility	Start Date	End Date	Success Criteria/ Outcome Measure	Progress
4.2.	Improve the appraisals process.	100% of staff have started their appraisals, but many do not complete. This may be due to overly pedantic systems being used or perceived usefulness of the process.	<ul style="list-style-type: none"> i. Focus group or survey to determine why appraisals haven't been completed. ii. Work with HR to streamline online process as there is anecdotal evidence to suggest lack of completion is due to system design rather than user intention. 	Line managers, HoS	Dec 2020	Jan 2021	95% appraisal completion rates.	<p>Culture Survey results indicate the need for stronger appraisal processes with regular feedback.</p> <p>Overall completion rate data not centrally monitored.</p>
4.3.	Improve the workload allocation system.	Many staff feel that SWARM doesn't accurately capture workload. Fair and transparent workload allocation is important to wellbeing and happiness, avoiding overload and ensuring everyone has opportunities for career progression.	<ul style="list-style-type: none"> i. Ensure Outreach workload allocation scheme is rolled out to the Recruitment team. ii. Work with school manager and use targeted short surveys to identify areas where SWARM is not capturing workload and work to create appropriate systems to capture this. iii. Conduct a detailed investigation into workloads above 100% to determine the reasons and relationship to seniority. 	ECO Policy Team, School Manager	Sept 2020	Annual review	<p>Recruitment activities are captured appropriately in SWARM by Sept 2020.</p> <p>Other activities identified and captured in SWARM by Sept 2023.</p> <p>Recommendations on how to manage specific roles and redistribute work. Workload allocations for all roles to form part of job descriptors and descriptors published and accessible by all staff by Sept 2024.</p>	<p>SWARM was decommissioned.</p> <p>Staff-led working group is designing a transparent School-wide workload framework (including outreach, EDI and recruitment), to be implemented in January 2026.</p>

Item	Objective	Rationale	Specific Actions and Implementations	Responsibility	Start Date	End Date	Success Criteria/ Outcome Measure	Progress
4.4. ☆	Create and publish EDI related policies.	To ensure all aspects of work life have appropriate EDI policies protecting all members of staff.	<p>i. Investigate ways to support T&S staff on leave. Focus group with staff who fall in this category that have taken parental leave to seek their views. Investigate best practice around the University and other institutions.</p> <p>ii. Create a positive action policy for speaker selection in order to progress towards gender parity in all seminar series and events.</p> <p>iii. Identify areas where new EDI policies are needed, work with ECO and SMT to develop such policies.</p> <p>iv. Investigate feasibility of a formal policy allowing staff to return to full-time after transitioning to part-time work due to caring or mental health reasons.</p>	ECO Policy Team, School Manager, SMT	Feb 2021	Annual review	<p>Policy for T&S staff on long term leave proposed, adopted and publicised by Feb 2022.</p> <p>New policy for speaker selection adopted and communicated to seminar leads by March 2021.</p> <p>50% representation of women speaking at the EECS Distinguished Lecturer Seminar Series over next 4 years.</p> <p>New policies identified & agreed by SMT every Feb.</p>	School culture around gender equality is viewed positively in staff surveys, but planned EDI policy developments (T&S long-term leave; speaker-selection policy; 50% women Distinguished Lecturers) were not implemented.

4.5. ☆	Improve EDI communication of EDI-related policies and best practice and ensure staff consultation in review and development of policy and practice.	To ensure all staff have awareness of the benefits offered to them by the EDI policies. To allow all staff a voice in shaping future EDI activity.	<p>i. Re-run culture survey in 2020 and every subsequent 2 years.</p> <p>ii. To get timely feedback on the progress of EDI issues in the school EDI Short Surveys (~2-4 per year as needed) will be sent out.</p> <p>iii. Publicise ECO blog and website via email, advertisement at school meetings and on main webpage.</p> <p>iv. Ensure existing EDI policies are documented and published to staff on EECS policy pages.</p> <p>v. Consult with members of staff who have taken parental leave to ensure that they have not received unwanted communication during their leave.</p> <p>vi. We will communicate regularly with staff reminding them of appropriate behaviour, highlighting the QMUL 'Dignity at Work' policy on acceptable behaviour and encourage staff to report any inappropriate behaviour.</p>	HoS, ECO Web team, Policy Team	Sept 2020	Ongoing	<p>Culture Survey run biennially in November from 2020.</p> <p>EDI Short Surveys run on key issues.</p> <p>Staff procedures are well known by staff. 70% of staff feel they have been informed of policies and procedures, will be measured in Biennial Culture Survey.</p> <p>Newsletter is published 4x a year and blog is regularly updated.</p>	<p>First School Culture Survey (Jan 2025); strengthened EDI communications via ECO blog/website, regular newsletters and a standing EDI item.</p> <p>Upcoming pulse surveys at staff meetings from January 2026.</p> <p>Awareness of policies remains uneven.</p>
4.6. ☆	Improve school cohesion and create a welcoming, inclusive culture through social and networking events.	Informal opportunities to socialise and celebrate as a school creates a more collegial environment.	<p>Sustain and increase opportunities for staff to socialize informally including:</p> <ul style="list-style-type: none"> • Coffee morning • Lunch parties • Christmas party <p>vii. Summer party</p>	Coms team, HoS	Sept 2020	Ongoing	<p>Monitor sense of inclusion by including relevant question in 2020 Culture Survey onwards.</p>	<p>Staff report stronger sense of flexibility and support within the School.</p> <p>Funds to organise School-wide events are increasingly limited (capped at Summer BBQ and Christmas party).</p>
4.7.	Setup an informal caring network for parents in EECS.	To generate a more supportive and collegiate environment for all in the school.	Extend the school's parents and carers network setup during the COVID-19 crisis to continue providing support beyond this period by liaising with the School of Biological and Chemical Sciences, who have had such a system in place for the last 4 years, to determine best practice for this kind of network.	School Manager, ECO Web team, SMT	Sept 2020	March 2021	<p>A comprehensive support network for parents in EECS by Aug 2022. 70% of parents and carers feel the network address their needs and provides support and guidance (2024 Culture Survey).</p>	<p>Superseded by the university-wide Parents & Carers Network, which EECS promotes and signposts to staff.</p>

2. Evaluating success against department's key priorities

Across the 2020 Bronze action plan, the strongest gains are in Priority 3: Supporting gender balance in academia and Priority 2: Attracting and supporting students, where the School can evidence structural change and early impact on gender equality.

Priority 3 – Supporting gender balance in academia

For academic staff, there is clear structural progress for women on T&R and T&S pathways (PAP 3.1–3.6). Between 2019/20 and 2023/24, the proportion of female staff on T&R contracts doubled from 8.4% (7 of 83) to 16.0% (16 of 100), outpacing overall academic growth, although the 20% target has not yet been reached (AP2.9.a).

For T&S staff, who are majority female, the ESC, SWGs and the JTLC have created a structured progression route. By 2024/25, eight T&S colleagues hold Senior Fellowship of the HEA, six of whom are female staff (75%). These interventions were explicitly designed to build scholarship leadership and promotion readiness for T&S staff and therefore intentionally benefit women disproportionately (PAP 3.3). Overall promotion success rates rose from 50% in 2019/20 to 100% in 2023/24 (AP2.9.a).

Staff-survey data show parallel cultural shifts: agreement that “I am given opportunities to develop skills relevant to my career interests” increased from 39% to 53% for women and 38% to 63% for men; confidence that “department leadership actively supports gender equality” remains high (women 65%→67%; men 72%→73%) (AP1.5). This indicates more visible development infrastructure and leadership commitment, even though women remain less positive on recognition and safety (addressed in the FAP).

On the research pipeline (PAP 3.4, 3.5), the School broadened support from occasional sandpits to monthly grant information sessions, School-wide research showcases and structured probationary support: since 2023, all probationary-staff bids receive written feedback from their adviser/Head of Group. Grant submissions led by female PIs increased from 9 of 118 (7.6%) in 2020/21 to 21 of 140 (15.0%) in 2024/25, exceeding the PAP aim of a 50% increase (AP1.8). Positive action in doctoral supervision now allocates 50% of CSC PhD studentships using PCE criteria and ensures all new starters receive one home studentship upon submission of their first grant, strengthening the PGR → RO → lecturer pipeline for under-represented groups, including women.

Taken together, Priority 3 demonstrates measurable gains underpinned by formalised support mechanisms.

Priority 2 – Attracting and supporting students

Through Priority 2, the School has normalised women's visibility in the pipeline rather than simply increasing activity volume. Outreach initiatives (PAP 2.1–2.2) now routinely centre diverse role models: over 11,000 pupils have engaged with EECS activities, and women make up half of outreach facilitators (around 50% of whom are PhD students), signalling a shift in who is seen as “belonging” in CS and EE.

Outreach and public engagement are explicitly recognised in promotion criteria, giving women a clearer, valued route to build profile and leadership.

In parallel, marketing and recruitment work (PAP 2.3, 2.5–2.6) has ensured at least 50% female presence across core materials (imagery, testimonials, ambassadors). However, student data show only modest shifts in participation: the proportion of female PGT students rose by ~3 percentage points between 2020/21 and 2023/24 before returning to 30%, female UG representation remains ~19%, and female PGR proportions fluctuate (*AP2.1.c, AP2.1.e, AP2.1.c, AP2.1.g*). This demonstrates that visibility and role-modelling are necessary foundations, but not sufficient on their own to deliver sustained gains in female participation.

As a result, women are now prominent role models in outreach and marketing, but this has not yet delivered sustained increases in female UG and PGR numbers, so the FAP now shifts from activity to targeted, data-driven conversion work (programme-level gender targets, women-led conversion events and tracking of offer-holder and PGR outcomes).

Overall, our key enablers include dedicated infrastructures (ESC, JTLC, outreach programmes), explicit recognition of EDI work (e.g. outreach and scholarship in promotion) and improved data via PowerBI and CultureAmp. Major barriers are incomplete datasets (especially recruitment funnels and PGR pipelines), uneven implementation of policies and gendered gaps in recognition and safety. The central lesson is that activity must be matched by robust monitoring, clear ownership and targeted, intersectional actions if gains for women are to become systemic and durable.

Section 3: An assessment of the department's gender equality context

1. Culture, inclusion and belonging

EECS operates in a highly diverse, socially inclusive context. The student body is majority BAME (*AP2.1.d, AP2.1.e, AP2.1.h*), with strong representation of first-generation and low-income students, and the School's academic and PTO staff include substantial numbers of colleagues from BAME backgrounds; BAME representation among PTO staff reached 52.7% by 2023/24, significantly higher than academic staff (increased from 33.3%→41.0%). The Joint Programme (JP) with BUPT further diversifies the School community, with women making up just over half of the workforce and BAME colleagues around 70%, so this part of EECS is both more female and more ethnically diverse than the London-based academic cohort (*AP2.3.b*).

Mandatory staff and student datasets are now collected centrally and provided to the School via platforms such as PowerBI and CultureAmp. In line with Advance HE guidance, EECS records sex (female/male, aligned with legal sex or sex at birth) separately from self-defined gender identity. Given the School's context, the SAT decided to focus the intersectional analysis on sex and ethnicity (where data volume and confidentiality allow), supplemented by qualitative evidence from the 2025 EECS Culture Survey, staff free-text comments and student feedback (Appendix 2). We are not yet able to separate London-based staff from JP and PTO colleagues in a systematic way, beyond basic headcount, even though their work patterns and support needs are quite different.

A key challenge is that much of our data still sits in separate central or local systems with unclear ownership and routes for sharing. Creating a simple, joined-up way to link and share these datasets appropriately is therefore a core priority in the new action plan.

1.1 Belonging and inclusion

Staff survey data (2022–2024) and the 2025 Culture Survey suggest many of us experience EECS as friendly and diverse, but that inclusion is uneven. Some colleagues – particularly women and carers – describe strong local support, while others feel on the margins or unsure where to raise concerns, especially when working largely remotely or on intensive JP “flying faculty” blocks in Beijing (*AP1.5, AP1.8*).

Analysis shows belonging varies by sex and ethnicity. On recognition (Q35), White women moved from 46% agreement in 2022 to 38% in 2024, while White men rose from 37% to 47%; BAME women fell from 45% to 35%, whereas BAME men increased from 35% to 52%. A similar pattern appears for acknowledging outstanding service (Q47): in 2024, 58% of BAME men and 51% of White men agreed “we acknowledge people who deliver outstanding service”, compared with 55% of BAME women and 46% of White women (*AP1.5*). Overall, male staff –

particularly BAME men – now feel more recognised than women in both ethnic groups.

Among students, women are a small minority in cohorts that are otherwise largely BAME: around 19–21% of undergraduates, 28–33% of PGT students and 24–38% of PGR students over the last five years. Where sex and ethnicity can be combined, BAME women often occupy a “double minority” position, especially in EE and some AI/SE PGT programmes, where stereotypes about “who belongs” are still felt (AP1.5). Welcome Week activities – including a Head of School meet-and-greet – are used to build early relationships and reduce formality, but survey and SSLC feedback show that financial pressure, commuting and visa stress continue to limit full participation for many BAME and international students, with women in these groups frequently reporting being one of very few women in classes or project teams (NSS text-free comments).

At PGR level, up to 300 students are spread across sites and groups. Initiatives such as weekly Walk & Talk, CDT seminar series (AIM, IGGI) and Doctoral College schemes (WISE, GradFest) provide important anchors, but belonging still depends heavily on local group culture. Inclusive signals – rainbow lanyards, pronoun badges, use of preferred names, contributions to Pride Month, cs4fn’s [Diversity day by day / LGBTQ+ Computer Science Greats](#) pages, and Disability History Month events featuring disabled and neurodivergent PGRs – all help make under-represented identities visible and foster a more inclusive community for LGBTQIA+ and disabled staff and students.

1.2 Gender equality

Perceptions of leadership and inclusion by staff follow a similar intersectional pattern. Confidence that “department leadership actively supports gender equality” (Q57) is high but uneven: by 2024, agreement had risen to 84% among BAME male staff, 70% among BAME female staff and 69% among White female staff but had fallen to 65% among White male staff. Opportunities to “develop skills relevant to my career interests” (Q40) have improved across all groups, but most sharply for BAME male staff (60%→81%) compared with BAME female staff (52%→55%) and White female staff (42%→54%), with White male staff at 53% in 2024. Taken together, Sections 1.1 and 1.2 suggest that the strongest sense of being supported is currently reported by BAME male staff, while female staff – particularly BAME and White female staff – experience slower gains in feeling valued and included (AP1.5).

Female participation in UG programmes has remained around 19–20% over five years, with no sustained upward trend (AP2.1.c). At PGT level, the female share rose by about three percentage points between 2020/21 and 2023/24 (AP2.1.e); female PGR representation has fluctuated, peaking at 37.9% in 2021/22 before falling into the mid-20% range again (AP2.1.g). These patterns sit within cohorts that are largely BAME, so BAME women in particular often remain a small minority in their programmes.

On attainment, the picture is more positive for female students. In EE, female UG students consistently secure First-class degrees at higher rates than male students within their respective cohorts, even though male students still receive more Firsts in

absolute numbers because they are more numerous (AP2.2a). At PGT level, female students are at least as likely as male students to achieve Distinctions, with only small sex-based differences in Merit and Pass outcomes. Overall, once female students are recruited, they perform strongly; the key gender-equality issue lies in attracting more female students into UG, PGT and especially PGR pathways, and in understanding how this plays out for different ethnic groups.

1.3 Work-life balance

Work–life balance has been a sustained focus of policy and practice. School-level policies on core-hours scheduling (10:00–16:00), meeting-free Fridays, flexible and hybrid working, and support for parental/adoption leave and menopause have all been introduced or strengthened in the last five years. Culture Survey comments describe these as practical enablers – for example, staff note that reduced email/meeting expectations on Fridays and clearer norms around core hours make it easier to manage caring responsibilities and recovery from illness (AP1.8).

Staff survey data broadly support this. Agreement that “we are genuinely supported if we choose to make use of flexible working arrangements” is high for both female staff (66%→69%) and male staff (61%→66%) (AP1.5). BAME female and male staff report slightly higher support than White female and male staff (72% vs 64% in 2024), with particularly strong scores for BAME male staff and White female staff, while support dips slightly for BAME female staff and White male staff (AP1.5). This suggests that flexible working is widely accepted as legitimate, but experience varies by gender–ethnicity combination, and some groups need renewed reassurance that flexibility will not harm progression.

At the same time, staff describe workload as the main barrier to sustainable work–life balance. Free-text responses in the staff survey and Culture Survey repeatedly call for a transparent School-wide workload model that captures the full range of activities (teaching preparation and delivery, supervision, reference writing, research-grant effort, outreach, citizenship/EDI) and values “invisible” work, particularly for women, carers and PTO staff (AP1.5, AP1.8). The development and transition to a new workload model, based on transparent prerequisites, open to all staff, from January 2026 will aim to address this.

For JP academic staff, work–life balance is shaped by a different rhythm again: extended teaching blocks in Beijing, international travel, and periods of remote working between visits. This pattern can be rewarding but also tiring and isolating, and so support around travel planning, predictable teaching blocks and access to London-based wellbeing and development offers needs to be tailored rather than assumed to mirror UK-based roles. This should be co-ordinated across other TNE provisions at QMUL.

Alongside formal policies, the School has built up a network of practical supports that indirectly improve work–life balance, especially for less established or less networked colleagues (who are disproportionately women and staff from minority ethnic backgrounds). Weekly teaching drop-ins with the Director of Education, monthly grant-writing sessions with the Director of Research and research support staff, ESC scholarship webinars and working groups create regular spaces to seek

help, share practice and address issues early, reducing the burden on individuals to navigate complex processes alone.

For students, work–life balance is shaped by timetabling, space constraints, commuting, part-time work and caring responsibilities. While quantitative data at School level are limited, student feedback in NSS/PTES and local forums highlights tensions between dense timetables, limited informal study space and the cost-of-living crisis in London (*NSS text-free comments*). This is being addressed. EECS is benefiting from major institutional capital investment in the new Informatics Teaching Laboratory (ITL) building adjacent to the Peter Landin Computer Science Building, which will expand specialist teaching labs and shared study space for students and staff. This additional space will ease pressure on existing labs and informal study areas, supporting more flexible timetabling, group work and drop-in activities that are particularly important for commuter, BAME and international students.

1.4 Bullying and harassment

Bullying and harassment remain a priority area, especially for women. Overall agreement with the statement “I am confident that appropriate action would be taken in my department, based on a report of bullying and/or harassment” has remained in the mid-50s (%), with little improvement over three years (58%→55%). The gender pattern is uneven: female staff’s confidence fell from 61% to 49%, while male staff’s confidence rose slightly from 57% to 58%. Intersectional analysis shows that BAME female confidence declined from 62% to 50%, whereas BAME male increased to 65% over the same period (*AP1.5*).

By ethnicity overall, confidence converged to parity in 2024 (55% for both BAME and White staff), but the absolute levels indicate that around half the workforce remains unconvinced that reports will be handled appropriately. Culture Survey comments call for clearer reporting routes, more visible follow-through on cases, and timely communication about outcomes (within confidentiality limits), as well as attention to micro-aggressions and exclusionary behaviours that may not reach formal complaint stage (*AP1.5*).

The School promotes the university-wide Dignity at Work and Study policy and regularly signposts reporting options in EDI communications, staff meetings and induction. The data suggest that this framework provides a useful baseline, but that perceptions of fairness, speed and transparency of responses must improve, particularly for women and BAME women. This is reflected as a specific focus in the new action plan.

For students, School-level quantitative data on bullying and harassment are limited, but NSS/PTES comments and student-support casework point to similar themes: most students feel broadly safe and supported, yet some – especially women, BAME and international students – describe instances of exclusion or inappropriate behaviour. The Director of Wellbeing role strengthened links with central wellbeing and misconduct teams, and clearer signposting in inductions, handbooks as well as EDI training for all 1st year students are intended to improve both prevention and confidence in reporting.

1.5 Career development

Staff-survey responses on career development show clear improvement but also emerging gaps. Agreement that staff “are given opportunities to develop skills relevant to [their] career interests” rose from 39% to 59% overall between 2022 and 2024. Disaggregated by sex, female staff increased from 39% to 53%, while male staff rose from 38% to 63%, opening a 10-point gap in favour of male staff. Intersectionally, BAME men are particularly positive (with scores in the low 80s), while White and BAME women sit in the mid-50s, suggesting that current development mechanisms work very well for some groups but are not yet reaching all women equally (AP1.5).

Staff data analysis shows structural progress that underpins these perceptions. Female academic representation rose from 18.4% to 23.9% between 2019/20 and 2023/24, with female BAME staff increasing from 10.5% to 14.9% over the same period. Promotion success rates improved from 50% in 2019/20 to 100% in 2023/24, reflecting stronger pre-application support, clearer criteria and more realistic case preparation (AP2.9.a). Within this, the proportion of female staff on T&R contracts doubled from 8.4% (7 of 83) to 16.0% (16 of 100), and female staff hold 35% of Lecturer posts, providing a healthier early-career pipeline even though women remain under-represented at Reader and Professor level (AP2.3.d). JP staff data show encouraging movement on progression –

For students, career development is supported through accredited degree programmes with strong industry links, opportunities for industrial placements and study abroad, and targeted initiatives such as Levelling Up: Maths for Computer Science and the Google DeepMind scholarships for female and Black AI students. Student data show that female students who are recruited tend to perform strongly, particularly at PGT and in EE UG attainment, suggesting that they are well placed to progress into high-skilled employment or further study (AP2.2.e). However, the sharp drop-off in female representation along the UG → PGT → PGR → academic pipeline indicates that structural and cultural barriers remain, including self-selection, lack of visible female and BAME academics in some research areas, and competing caring or financial responsibilities.

1.6 Wellbeing

Wellbeing for staff and students has been a visible area of investment, led by the Director of Wellbeing (role created in 2021). For staff, agreement that “my mental health and wellbeing are supported in my department” rose from 49% to 55% between 2022 and 2024, with female staff consistently more positive (63%→60%) than male staff (41%→51%); BAME and White staff both plateau around the mid-50s (AP1.5). Culture Survey comments highlight the value of meeting-free Fridays, flexible working, menopause guidance and informal contact with the HoS/Director of Wellbeing, while also pointing to workload, restructuring and slow central processes as ongoing stressors, particularly for carers and staff in heavily teaching-focused roles.

For JP staff, wellbeing is additionally shaped by travel fatigue, separation from family and switching between cultural and institutional contexts; because this is not well captured in current surveys, the School will work with JP colleagues and TNE teams across QMUL to co-design more tailored support.

For students, wellbeing is supported through pastoral structures (advisers, programme directors), collaboration with central services and targeted initiatives such as a “No Bad News on Fridays” approach and supervisor training on “Supporting your PGR mental health and wellbeing”. The School also supports students with disclosed disabilities (DDS) via tailored FAQs and assessment-guidance for staff, systematic use of Student Support Summaries/SpLD notes, and themed drop-ins for Module Organisers, which are particularly important for women and BAME students who are more likely to be first-generation, commuting or working alongside their studies.

2. Key priorities for future action

Across 2020–2025 we made real headway, but data and lived experience in Sections 2 and 3 show where inequalities persist or have shifted rather than disappeared. Our future priorities focus on the biggest gaps, what is realistic in the current financial and staffing climate, and where the School can act in line with our commitments on review, workload, gender balance in leadership and better data.

Priority 1 – Governance, data and equality impact

Over the last five years we have strengthened our EDI, but our analysis shows that we are still not using these tools as consistently or as intersectionally as we need to.

Going forward, we will build on this foundation by:

- run a predictable EDI review cycle with termly RAG updates and a live action log;
- move to routine intersectional analysis (starting with sex × ethnicity, extending where numbers allow to disability and sexual orientation);
- repeat the Culture Survey with improved design and participation, plus short, decision-focused pulse surveys;
- include a light-touch equality-impact check for major School changes (e.g. workload, restructuring, space), reported through SMT/ECO.

This priority tightens practices already in place and ensures decisions are informed by better, intersectional evidence.

Priority 2 – Culture, recognition, safety and workload fairness

Survey data show uneven recognition, workload fairness and confidence in bullying/harassment processes, with women – especially BAME women – feeling less “seen” and less confident than men. We will:

- implement a transparent workload framework that captures teaching, research, supervision, outreach, recruitment, EDI, mentoring and administration, with caps/redistribution triggers and explicit credit for citizenship;
- monitor workload and committee membership by sex × ethnicity, grade and role, and rebalance where women and BAME staff are over-burdened or under-represented in leadership;
- strengthen anti-bullying practice beyond policy (clear “what to do if...”, visible routes, indicative timeframes and feedback within confidentiality limits), with particular focus on women and BAME women;
- provide resources for line managers and use the Director of Wellbeing role to coordinate early support, especially for early-career women;
- support low-burden peer spaces (e.g. women’s check-ins/support groups) where staff can share obstacles and solutions.

Priority 3 – Fair, transparent recruitment, progression and leadership

We have increased women in academic roles and doubled women's share of T&R posts, but women – particularly BAME women – remain under-represented at Reader/Professor level and as PIs; men report more positive development opportunities. Under the new Faculty PTO model, most PTO recruitment and progression sit outside School control. We will:

- work with HR to receive at least annual recruitment funnel summaries (applications → shortlist → offer) by sex and ethnicity and review these with HoGs;
- maintain inclusive adverts and mixed-gender, EDI-trained panels, using Faculty panel pools to reduce over-use of the same women and BAME colleagues while still ensuring women's perspectives are present;
- publish simple annual promotion summaries by sex and ethnicity, and continue targeted support (SL→Reader workshops, case clinics, webinars where senior women share promotion journeys and good practice);
- ensure women on probation have access to female mentors where possible, coordinated by HoS/ECO;
- promote development offers and their uptake (e.g. Springboard Women's Development Programme, South East Action Learning (SEAL) Women's Development Programme) for women at key transition points.

Priority 4 – Research and PGR pipeline, especially for women and BAME women

Women now submit more bids and positive-action supervision policies have widened access to scholarships, but female PGR representation has fluctuated and women, especially BAME women, remain less visible as PIs and report uneven belonging across sites. We will:

- sustain monthly grant information sessions and research showcases, and routinely offer outline-stage mentoring/sponsorship to prospective women and BAME PIs;
- continue structured feedback on all probationary bids and use meta-analysis of reviewers' comments to shape targeted training;
- track the PGR pipeline (applications → offers → acceptances → completion) by sex and ethnicity and work with CDTs/Doctoral College to align selection and support with inclusive UKRI/EPSRC guidance;
- strengthen PGR community via cross-group seminars, peer mentoring and visible roles for women and BAME PGRs, building on "Walk & Talk" and wellbeing-focused supervisor training.

Priority 5 – Students, outreach and TNE/JP communities

Student data show that once women are recruited, they achieve strongly, but women – particularly BAME women – remain a small minority across many programmes, and belonging is fragile for commuter, international and first-generation students. JP staff experience different rhythms of work and support that are not well captured in current data.

We will therefore:

- move from general awareness-raising to targeted, data-informed work on student gender balance (programme-level monitoring by sex and ethnicity, gender-aware conversion work, and “success story” snippets of women PhD students, alumni and academics in marketing);
- actively involve women and BAME academics, including women on SMT, and alumni in outreach to schools, showing concrete career journeys in CS and EE;
- recognise outreach in the workload model so women and BAME staff can contribute without disproportionate cost;
- treat JP staff as a distinct community in EDI work by mapping their experience through focused surveys/focus groups, agreeing TNE-specific support and reporting routes with central TNE structures, and sharing practice with other QMUL and sector TNE programmes.

Together, these five priorities give us a realistic, evidence-based framework for the next action plan: rooted in what staff and students say matters and focused on sustainable gains for women and BAME women across EECS.

Section 4: Future action plan

1. Action plan

EECS Athena Swan Action Plan 2025-2030

<i>Priority 1 – Governance, data and equality impact</i>							
	Action point	Objective	Rationale	Planned action	Timeframe	Responsibilities	Success indicators: outcomes and impacts sought
1.1	EDI review cycle & action log	Make EDI, gender equality and intersectionality part of routine School governance.	Progress reviews to date have been ad hoc; staff survey and Culture Survey show gaps not always followed up.	Formalise a yearly EDI review (May-July) with termly RAG updates to SMT/ECO; Single live action log in MS Teams; Agree a standing SMT item “EDI impact & actions” with 3-4 key indicators reviewed each term.	Start 2025/26; then termly and annual.	HoS; ECO co-leads; SMT.	Termly RAG review completed 3× per year; ≥80% of actions on the log have named owners/dates; <10% more than one year overdue; Staff can see progress and follow-up.
1.2	Intersectional data view	Improve availability and use of intersectional data (sex × ethnicity as a minimum).	Current analysis is mostly by sex only; legacy systems and central ownership limit School-level insight, especially on race and other protected characteristics.	Build a rolling 5-year “EDI data pack” using PowerBI/CultureAmp and agreed HR/Data Office feeds; Provide staff and student data disaggregated by sex × ethnicity; Where numbers allow, by disability and sexual orientation.	Design 2025/26; first full pack 2026/27; annual thereafter.	ECO data lead; School Manager; Faculty/HR data teams.	By 2027, annual data pack produced and used in ≥2 ECO/SMT meetings; All mandatory datasets available by sex × ethnicity; Intersectional data routinely referenced in decisions and evaluations.
1.3	Culture & pulse surveys	Capture staff experience more systematically and intersectionally.	The 2025 Culture Survey produced rich qualitative insight but limited quantitative/intersectional	Redesign and repeat the Culture Survey annually with clearer scales and demographic questions;	Redesign 2026 and run annually;	ECO; Director of Wellbeing; HoS.	Culture Survey participation ≥60%;

			data and had modest participation.	Run short pulse surveys aligned to specific decisions (e.g. workload model, space changes).	pulse surveys at staff meetings.		At least two pulse surveys per year feeding into documented decisions; Brief discussion and Q&A at least once a year in an all-staff meeting; improved ability to track changes by sex × ethnicity.
1.4	Equality-impact checks	Ensure gender and wider EDI considerations inform major decisions early.	Previous changes (e.g. restructuring, workload tools, space) did not consistently include equality-impact thinking; some negative impacts surfaced later.	Introduce a 1-page “equality impact prompt” for major changes (workload model, restructures, space moves); Require completion and brief summary to SMT/ECO.	Pilot 2025/26; embedded from 2026/27.	HoS; SMT; ECO.	100% of major changes include a documented equality-impact note; At least one mitigation or design change per year can be traced to this process.
Priority 2 – Culture, recognition, safety and workload fairness							
	Action point	Objective	Rationale	Planned action	Timeframe	Responsibilities	Success indicators: outcomes and impacts sought
2.1	Workload model	Design and implement a transparent, fair workload model that recognises the full spectrum of work.	Staff cite workload and lack of transparency as core fairness and wellbeing issues; women, carers and BAME staff report disproportionate invisible work.	Co-design, consult on and implement a workload framework capturing teaching, supervision, research, outreach, recruitment, EDI, mentoring and administration, with caps/redistribution triggers; Publish role descriptors and typical workload profiles.	Design 2025; implement Jan 2026; review annually.	HoS; School Manager; ECO; SMT.	By 2027, staff survey/Culture Survey shows ≥10-point increase (vs 2024) in “workload allocation is fair” for women and BAME staff; Evidence of rebalancing where overload is flagged.

2.2	Recognition & awards	Reduce gender/ethnicity gaps in feeling recognised and valued.	Q35 and Q47 show rising recognition for men, especially BAME men, and declining scores for women, especially BAME women.	Annually publish anonymised summary of workload and committee membership by sex, ethnicity, grade and role; Adjust membership and role-holder rota where imbalance persists for ≥2 years.	Publish 2025/26; audits annually from 2026.	ECO; HoS.	Recognition gaps between women and men reduced to ≤5 percentage points by 2029; No systematic disadvantage for BAME women; more diverse spread of awardees year-on-year.
2.3	Bullying/harassment confidence	Increase staff confidence that bullying/harassment will be addressed fairly and promptly.	Confidence that action would be taken remains in mid-50s and has fallen for women and BAME women while rising for BAME men.	Produce a clear “what to do if...” guide (staff/students); Run at least two information/Q&A sessions per year; Agree local expectations on timeframes/feedback with central teams.	Design 2025/26; then ongoing.	Director of Wellbeing; ECO; HR partner; HoS.	By 2029: ≥10-point increase in confidence for women and BAME women (target ≥60%); Fewer qualitative comments about lack of clarity; Occasional anonymised case-study communications demonstrating follow-through.
2.4	Line-management & wellbeing support	Strengthen everyday people-management, particularly for early-career and under-represented staff.	Staff describe appraisals and line-management as variable; early-career women and BAME staff often rely on informal support.	Create short line-manager toolkit (appraisal prompts, wellbeing/signposting checklist, EDI reminders); Include a 30-min manager slot in at least one staff meeting/year to share practice.	Launch 2025/26; annual updates.	Director of Wellbeing; HoS; HR partner.	≥80% of line managers attend at least one session by 2028; Culture Survey comments show improved experiences of line-manager support, especially among women and BAME staff.

Priority 3 – Fair, transparent recruitment, progression and leadership

	Action point	Objective	Rationale	Planned action	Timeframe	Responsibilities	Success indicators: outcomes and impacts sought
3.1	Recruitment funnels	Understand and address any sex × ethnicity disparities in academic recruitment.	At present the School cannot reliably see whether women and BAME candidates drop out	Agree annual funnel reports (applications → shortlist → offer) for academic posts by sex × ethnicity with HR;	First report 2025/26; annually thereafter.	HoS; HoGs; HR recruitment; ECO.	Complete funnels available for 100% academic posts; At least one concrete action per year based on these data;

			at particular recruitment stages.	Review findings with HoGs and ECO and agree follow-up actions where needed, e.g. written mitigation and adjusted advert/panel plans next round.			No systematic, unexplained drop-off for women or BAME women.
3.2	Promotions & mentoring for women	Ensure women, including BAME women, can progress at least as successfully as men.	Women's representation and promotion outcomes have improved, but men (especially BAME men) feel more positive about development opportunities; some women report unclear routes.	Publish simple yearly summary of applications and success by sex x ethnicity and grade; Run at least one SL→Reader (and equivalent) workshop/year led by recently promoted women; Pair women on probation with trained mentors.	Ongoing 2025-2030.	HoS; ECO; HoGs; ESC.	Maintain ≥80% promotion success rate overall with no gender gap; Increase women's share of T&R academics from 16% (2023/24) to ≥20% by 2030, tracking by sex x ethnicity.
3.3	Targeted development & coaching	Support women at key transition points.	Staff feedback calls for confidence/resilience support.	Monitor and record coaching/mentoring places/year targeted at women at key stages (probation, SL→Reader, new leadership roles), using existing QMUL schemes where possible.	Start 2026; annual.	HoS; ECO.	Participants report increased confidence; Substantial proportion (e.g. 30-50%) apply for promotion/leadership within 2 years.
3.4	Committee diversity	Improve gender and race balance in decision-making spaces and avoid overload on a few individuals.	Committee membership and load have not been consistently tracked; women and BAME staff are sometimes over-used or absent from key committees.	Maintain a School-wide register of key committees/roles; Review annually by sex x ethnicity and grade; a Apply informal 40-60% gender-balance guidance where feasible and use	Register 2025/26; annual review.	HoS; ECO; School Manager; committee chairs.	By 2028, all major committees meet 40-60% gender balance or provide justification; BAME women represented on at least half of major committees; No individual sits on more than two major committees without agreement.

				term limits/rotation to share opportunities.			
Priority 4 – Research and PGR pipeline (especially women and BAME women)							
	Action point	Objective	Rationale	Planned action	Timeframe	Responsibilities	Success indicators: outcomes and impacts sought
4.1	Support for women & BAME PIs	Increase the number and visibility of women and BAME staff leading grants.	Women-led bids have increased but still form a minority; BAME women remain particularly under-represented as PIs.	Sustain monthly grant sessions and showcases; Offer outline-stage mentoring/sponsorship to women and BAME staff planning to lead bids; Share anonymised examples of successful proposals.	Start 2025/26; annual review.	Director of Research; Research Support team; ECO.	Further 25% increase in number of bids led by women by 2030 (vs 2024/25) with stable or improved success rates; At least 10 women/BAME staff per year using mentoring scheme.
4.2	PGR pipeline & selection	Make the PGR → researcher → lecturer route more equitable by sex and ethnicity.	Female and BAME PGR representation fluctuates and belonging is “group-dependent”; data on the PGR funnel are incomplete.	Work with Doctoral College/CDTs to obtain annual data on applications → offers → acceptances → completion by sex × ethnicity; Design two short training modules on common issues (e.g. track-record, interdisciplinarity) and run annually.	Analysis 2026; training from 2027.	Director of Research; Doctoral College; CDT leads; ECO.	Annual PGR pipeline report discussed at ECO/SMT; Maintain or increase female PGR proportion to ≥30% by 2030 with no decline in BAME women’s share.
4.3	PGR community & wellbeing	Strengthen sense of community and support for PGRs across all sites.	PGRs are dispersed across sites; women and BAME PGRs report very different experiences of belonging.	Expand cross-group seminars; require CDTs to report on inclusive practice; support at least two cross-group PGR events/year where women and BAME PGRs are visible as speakers/organisers; ensure these activities are	Ongoing 2025-2030.	Director of Research; Director of Wellbeing; CDT leads; ECO.	PGR survey/PRES shows ≥10-point increase in “I feel part of a research community” for women and BAME PGRs by 2030; at least two cross-site PGR events per year with monitored attendance.

				accessible to JP-linked groups where possible.			
Priority 5 – Students, outreach and JP/TNE communities							
	Action point	Objective	Rationale	Planned action	Timeframe	Responsibilities	Success indicators: outcomes and impacts sought
5.1	Programme-level gender balance	Improve female representation across UG, PGT and PGR programmes, especially for BAME women.	Female students remain a minority (~19–21% UG; ~30% PGT; fluctuating 24–38% PGR), particularly in EE and some AI/SE programmes with high BAME intake.	For major programmes, set realistic female representation targets; Monitor recruitment, continuation and attainment annually by sex × ethnicity; Discuss results at Education Committee/ECO.	Targets from 2026 entry; monitoring to 2030.	Director of Education; Programme Directors; ECO; Admissions.	By 2030, female UG proportion rises to ~22–24%; Female PGT/PGR representation maintained or improved; At least one programme per year implements targeted intervention based on data.
5.2	Targeted conversion & role models	Move from general awareness-raising to data-informed conversion and visible role models.	Outreach and marketing have increased women’s visibility, but student gender ratios have not shifted substantially; qualitative feedback stresses the need for “people like me” in teaching and events.	Build minimum outreach credit into new workload model; Maintain ≥50% women in outreach imagery and ensure at least 25% of sessions foreground women’s stories; Track facilitator profile by sex × ethnicity.	Pilot 2025/26; full roll-out 2026-2030.	Outreach/ Recruitment leads; Marketing; ECO; WHEN; Alumni office.	By 2028, improve offer-to-acceptance rates for female UG/PGT offer-holders by ≥5 percentage points versus 2024/25; Regular presence of women and BAME speakers evidenced in event records.
5.3	JP/TNE staff experience	Recognise JP staff as a distinct community and develop TNE-specific support.	JP staff have different work patterns (intensive teaching in Beijing, remote working in the UK) and are not captured as a separate category in existing datasets and surveys.	Map JP staff experience via a small survey/focus groups; Co-design tailored support (e.g. pre/post-Beijing check-ins, peer buddies, wellbeing guidance); Establish clear communication/reporting	Mapping 2025-27; actions 2027-2030.	JP Director; HoS; ECO.	First JP survey/focus groups completed by 2026; At least two concrete changes implemented; By 2030, JP staff responses on key culture/wellbeing items comparable to London-based staff, with no systematic gender gap.

				routes with central TNE structures and share practice with other QMUL TNE programmes.			
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Appendix 1: Consultation data

QMUL has recently adopted an annual cycle. Data is available from three Staff Surveys since the last submission – 2022, 2023 and 2024.

AP1.1 Alignment of the Advance HE AS Core Questions and their Staff Survey equivalents

Advance HE Athena Swan Core Questions	Queen Mary Staff Survey Questions
<i>My contributions are valued in my department</i>	<i>I receive appropriate recognition for good work at Queen Mary</i>
<i>Department leadership actively supports gender equality</i>	<i>We acknowledge people who deliver outstanding service here</i>
<i>The department enables flexible working</i>	<i>Department leadership actively supports gender equality</i>
<i>I am satisfied with how bullying and harassment are addressed in my department</i>	<i>In our department, we are genuinely supported if we choose to make use of flexible working arrangements</i>
<i>My line manager supports my career development</i>	<i>I am confident that appropriate action would be taken in my department, based on a report of bullying and/or harassment.</i>
<i>My mental health and wellbeing are supported in my department</i>	<i>I am given opportunities to develop skills relevant to my career interests</i>
<i>My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff</i>	<i>My mental health and wellbeing are supported in my department</i>
	<i>No match: Advance HE have confirmed it is not a requirement to ask this question. If applicants wish to consult staff, separately, on their response to mitigate the gendered impact of the pandemic, then they can choose to do so</i>

AP1.2 Participation rates

Q no.	Question (shortened)	2022	2023	2024
35	I receive appropriate recognition for good work at Queen Mary	38%	42%	45%
47	We acknowledge people who deliver outstanding service here	43%	53%	53%
57	Department leadership actively supports gender equality	70%	66%	71%
52	We are genuinely supported if we choose to make use of flexible working arrangements	62%	73%	67%
66	I am confident appropriate action would be taken on reports of bullying/harassment	58%	51%	55%

40	I am given opportunities to develop skills relevant to my career interests	39%	49%	59%
53	My mental health and wellbeing are supported in my department	49%	55%	53%

AP1.3 Staff survey agreement levels (%) for core questions split by gender

Staff survey core questions	2022		2023		2024	
	F	M	F	M	F	M
35. I receive appropriate recognition for good work at Queen Mary	41%	36%	48%	38%	37%	49%
47. We acknowledge people who deliver outstanding service here	46%	41%	50%	55%	49%	56%
57. Department leadership actively supports gender equality	65%	72%	62%	69%	67%	73%
52. In our department, we are genuinely supported if we choose to make use of flexible working arrangements	66%	61%	75%	71%	69%	66%
66. I am confident that appropriate action would be taken in my department, based on a report of bullying and/or harassment	61%	57%	53%	50%	49%	58%
40. I am given opportunities to develop skills relevant to my career interests	39%	38%	51%	47%	53%	63%
53. My mental health and wellbeing are supported in my department	63%	41%	60%	51%	60%	51%

AP1.4 Staff survey agreement levels (%) for core questions split by ethnicity

Staff survey core questions	2022		2023		2024	
	Asian	White	Asian	White	BME	White
35. I receive appropriate recognition for good work at Queen Mary	40%	36%	40%	40%	47%	44%
47. We acknowledge people who deliver outstanding service here	54%	41%	63%	48%	58%	49%
57. Department leadership actively supports gender equality	72%	70%	66%	70%	78%	66%
52. In our department, we are genuinely supported if we choose to make use of flexible working arrangements	64%	61%	78%	70%	72%	64%
66. I am confident that appropriate action would be taken in my department, based on a report of bullying and/or harassment	54%	61%	56%	52%	55%	55%
40. I am given opportunities to develop skills relevant to my career interests	40%	39%	56%	44%	67%	53%
53. My mental health and wellbeing are supported in my department	60%	46%	54%	53%	57%	54%

AP1.5 Staff survey agreement levels (%) for core questions split by gender and ethnicity

Staff survey core questions	2022		2023				2024			
	F/White	M/White	F/Asian	F/White	M/Asian	M/White	F/Asian	F/White	M/Asian	M/White
Q 35	46%	37%	45%	44%	35%	38%	35%	38%	52%	47%
Q 47	38%	40%	55%	44%	70%	49%	55%	46%	58%	51%
Q 57	60%	75%	62%	63%	70%	74%	70%	69%	84%	65%
Q 52	58%	63%	76%	74%	80%	69%	65%	73%	74%	60%
Q 66	58%	63%	62%	52%	50%	52%	50%	54%	65%	55%
Q 40	42%	40%	52%	48%	60%	42%	55%	54%	81%	53%
Q 53	54%	42%	48%	67%	60%	46%	55%	68%	61%	47%

Culture survey

A School-level Culture Survey ran in January 2025 to supplement the mandatory quantitative datasets with richer lived-experience evidence. The survey design (mainly open-ended questions) did not generate robust quantitative scores but produced valuable qualitative insights that inform our analysis of culture, workload and career development. We plan to redesign the instrument (with clearer scales and routing) and repeat it in future years to enable trend analysis.

AP1.6 Participation

Total respondents: 44

AP1.7 Questions

1. I am aware of EDI initiatives and policies in EECS
2. Which EDI Initiatives at EECS are important to you?
3. How have EDI initiatives and policies influenced the workplace culture at EECS?
4. The workload allocation in EECS is fair.
5. I have a say in my workload allocation regarding my roles and responsibilities.
6. What specific changes would improve workload allocation in EECS?
7. How would you assess the research culture in EECS?
8. How should we prioritise future research culture activities at EECS? Select any of the following options.
9. In EECS, staff are treated on their merits, irrespective of gender.
10. In EECS, staff are treated on their merits, irrespective of other protected characteristics.
11. Decisions about promotions and/or progression within EECS are fair and transparent.
12. What should we do differently to support your career development?
13. Do you have caring responsibilities for a dependent (e.g., child, partner, spouse, parent, sibling, friend or relative in your household)?

14. What kind of financial support would be most helpful for staff with caring responsibilities?
15. What other kind of non-financial support would be most helpful for staff with caring responsibilities?

AP1.8 Free-text comments analysis

AP1.8.a Free-text comments to question: How have EDI initiatives and policies influenced the workplace culture at EECS?

Staff describe a culture that has become more aware, flexible and supportive – core hours, meeting-free Fridays, and the menopause policy are cited as tangible changes that help people feel listened to and work more inclusively – yet they also highlight uneven visibility and limited local influence over university-level practices. Many note improved belonging and day-to-day inclusion (“The menopause policy ... made a big difference to me personally as I felt listened to and was supported when I needed to work flexibly”), alongside concerns that some voices – particularly women and carers – can still struggle to be heard and that clearer communication, transparency and team culture are needed (“From my point of view, EECS is a diverse and friendly place to work. Sometimes I feel isolated and there could be a better culture for working as a team”). Overall, the gender-equality context is one of steady progress in awareness and practice, tempered by gaps in findability of EDI information, inconsistent uptake across teams, and structural constraints where School-level initiatives rely on Faculty or University decisions.

AP1.8.b Free-text comments to question: What specific changes would improve workload allocation in EECS?

Staff overwhelmingly call for a transparent, school-wide workload model – one that’s public, easy to navigate for newcomers, and underpinned by a clear, published policy and glossary. Staff want the system to capture the full spectrum of work (teaching prep and delivery, supervision, reference writing, research-grant effort, organising demonstrators, student exchange, citizenship/EDI) and to value citizenship and voluntary work, with realistic hour weights, stable allocations over time, and advance “road-maps” for the next 1–2 years. Better communication between stakeholders and a more systematic match of teaching preferences to areas of thin coverage are recurring themes; some also ask for lower student loads or additional hiring to make the model credible. One colleague said, “Transparency – workload to capture research grant efforts, exchange with students, reference writing, organisation of demonstrator teams, etc,” while another emphasised the culture change needed: “Fairness and transparency! Setting clear boundaries and workload expectations.”

AP1.8.c Free-text comments to question: What should we do differently to support your career development?

Staff ask for a clearer, more supportive career-development infrastructure: stronger appraisal processes with regular feedback; explicit workplans and objectives; transparent promotion pathways (including rounds for PTO staff); and accessible guidance collected in a single “how things work” handbook. Staff want targeted developmental support – joint PhD supervision for new academics with senior

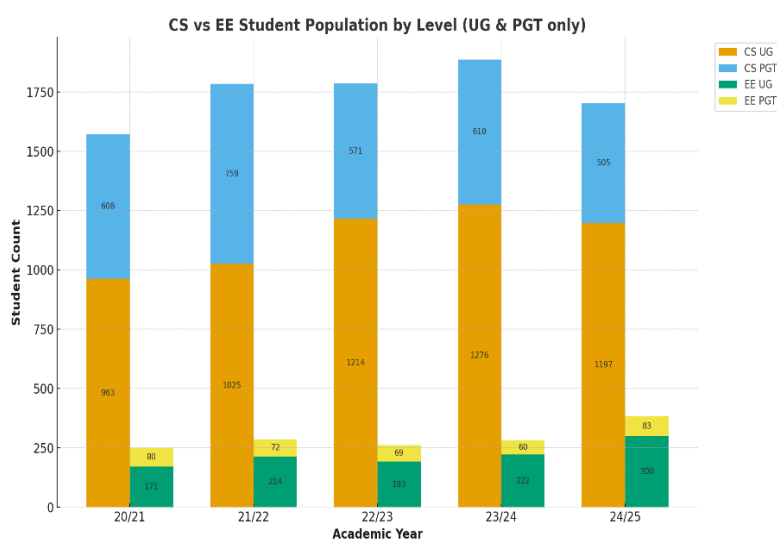
colleagues, small-group mentoring, practical guidance on balancing teaching and research, less fragmented timetables, occasional teaching-free weeks, and recognition for leadership/citizenship. Flexibility and honest expectation-setting also matter, alongside better data transparency and responsiveness to individual needs. As one colleague put it, “More guidance – small group mentoring,” while another asked for “joint supervision of PhDs for new academics with senior colleagues ... [and] guidelines on managing teaching and research priorities.”

Appendix 2: Data tables

1. Students at foundation, UG, PGT and PGR level

AP2.1.a EECS overall student population

Year	UG			PGT			PGR
	Total	CS	EE	Total	CS	EE	
24/25	1497	1197	300	588	505	83	196
23/24	1498	1276	222	670	610	60	286
22/23	1407	1214	193	640	571	69	297
21/22	1239	1025	214	831	759	72	305
20/21	1134	963	171	688	608	80	388



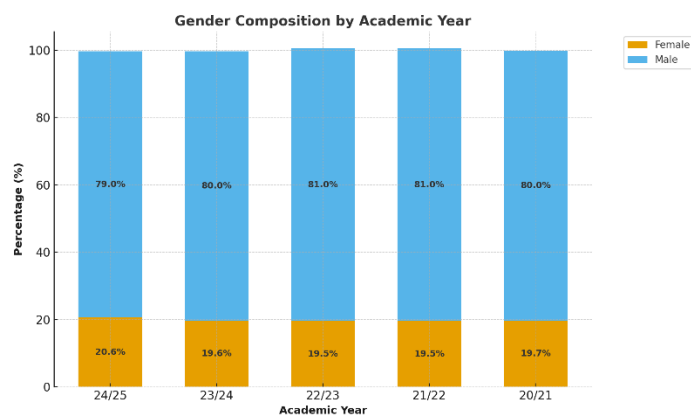
AP2.1.b UG students by programme

Programme/Academic Year	20/21	21/22	22/23	23/24	24/25
BEng Computer Systems Engineering	36	63	49	75	133
BEng Computer Systems Engineering Technology					
Beng Computer Systems Engineering with Foundation					
BEng Electrical and Electronic Engineering	86	107	105	105	112
BEng Electrical and Electronic Engineering Technology					
BEng Electronic Engineering					
BEng Electronic Engineering and Telecommunications					
BEng Electronic Engineering with Foundation	15	16	14	17	24
BEng Electronic Engineering with Foundation (EngC Pathway)					
BEng Electronics with Music and Audio Systems					
BSc Computer Science	630	709	880	909	808
BSc Computer Science and Artificial Intelligence				64	110
BSc Computer Science and Mathematics	79	84	88	94	90
BSc Computer Science and Multimedia					

BSc Computer Science with Business Management					
BSc Computer Science with Business Management and Accounting					
BSc Computer Science with Foundation					
BSc Computer Science with Management	67	81	88	76	50
BSc Computing					15
BSc Computing with Management (ITMB)					
BSc Digital and Technology Solutions					
BSc Digital and Technology Solutions (Business Analyst)					6
BSc Digital and Technology Solutions (Data Analyst)					31
BSc Digital and Technology Solutions (Software Engineering)					17
BSc Software Engineering for Business					
BSc Software Engineering for Business with Foundation					
MEng Computer Systems Engineering	6				
MEng Electrical and Electronic Engineering	12	13	12	16	21
MEng Electronic Engineering and Telecommunications					
MSci Computer Science	40	53	82	70	62
MSci Computer Science with Year Abroad (EngC pathway)					
MSci Computing					
Total					

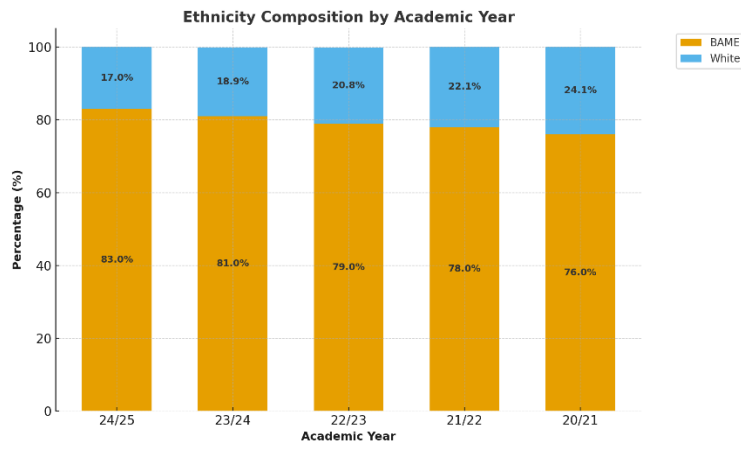
AP2.1.c UG students split by gender

Academic Year	CS				EE			
	Population	Female	Female%	Male	Population	Female	Female%	Male
24/25	1,191	236	19.8%	955	299	71	23.7%	228
23/24	1,272	247	19.4%	1025	221	46	20.8%	175
22/23	1,208	235	19.5%	973	193	38	19.7%	155
21/22	1,019	197	19.3%	822	213	43	20.2%	170
20/21	958	187	19.5%	771	170	36	21.2%	134



AP2.1.d UG students split by ethnicity

Academic Year	CS				EE			
	Population	BAME	BAME%	White	Population	BAME	BAME%	White
24/25	1,162	949	81.7%	213	283	250	88.3%	33
23/24	1,235	987	79.9%	248	207	183	88.4%	24
22/23	1,173	912	77.7%	261	181	160	88.4%	21
21/22	974	743	76.3%	231	205	175	85.4%	30
20/21	900	674	74.9%	226	159	130	81.8%	29



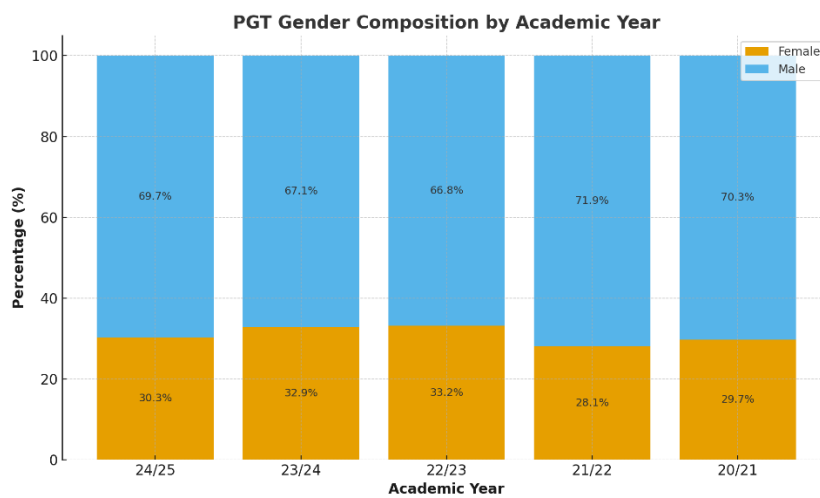
AP2.1.g PGT students by programme

Programme/Academic Year	20/21	21/22	22/23	23/24	24/25
MSc Advanced Electronic and Electrical Engineering	25	26	29	29	27
MSc Artificial Intelligence	118	138	98	125	163
MSc Artificial Intelligence with Machine Learning		13			
MSc Big Data Science	161	155	127	152	74
MSc Big Data Science with Machine Learning Systems		39			
MSc Computer Games		13	27	20	17
MSc Computer Science	99	160	101	119	80
MSc Computer Science by Research					
MSc Computing and Information Systems	95	100	96	100	90
MSc Data Science and Artificial Intelligence	63	85	75	46	58
MSc Digital and Technology Solutions Specialist	53	32	14		
MSc Digital and Technology Solutions Specialist (Data Analytics)			20	29	8
MSc Double Masters Digital Innovation in Media and Arts Technology by Research					
MSc Electronic Engineering by Research					
MSc Internet of Things					
MSc Internet of Things and Future Networks				15	13
MSc Machine Learning for Visual Data Analytics	22	16	12	15	27
MSc Media and Arts Technology		7			
MSc Media and Arts Technology by Research					

MSc Sound and Music Computing	21	22	21	16	27
MSc Telecommunication and Wireless Systems	12	7	7		
Total					

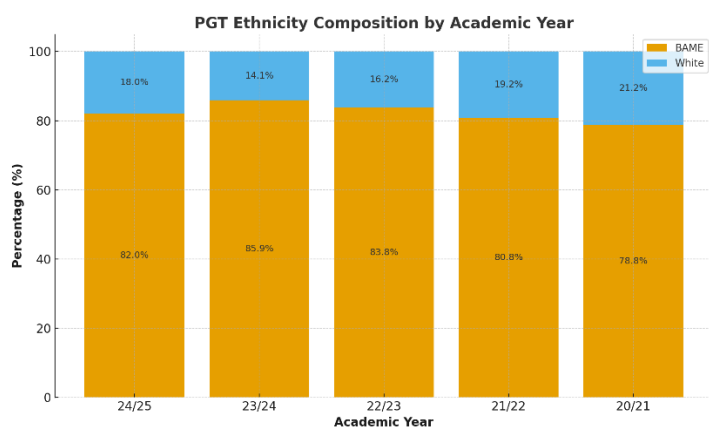
AP2.1.e PGT students split by gender

Academic Year	CS				EE			
	Population	Female	Female%	Male	Population	Female	Female%	Male
24/25	496	155	31.3%	341	81	20	24.7%	61
23/24	610	204	33.4%	406	59	16	27.1%	43
22/23	570	192	33.7%	378	69	20	29.0%	49
21/22	758	217	28.6%	541	72	16	22.2%	56
20/21	608	188	30.9%	420	80	16	20.0%	64



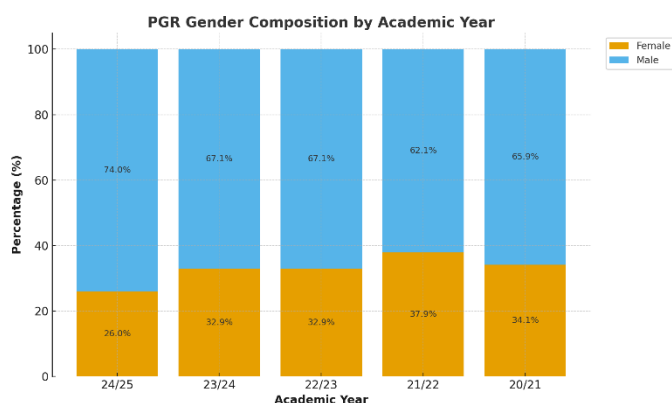
AP2.1.f PGT students split by ethnicity

Academic Year	Population	BAME	BAME%	White	White%
24/25	579	475	82.0%	104	18.0%
23/24	661	568	85.9%	93	14.1%
22/23	629	527	83.8%	102	16.2%
21/22	818	661	80.8%	157	19.2%
20/21	675	532	78.8%	143	21.2%



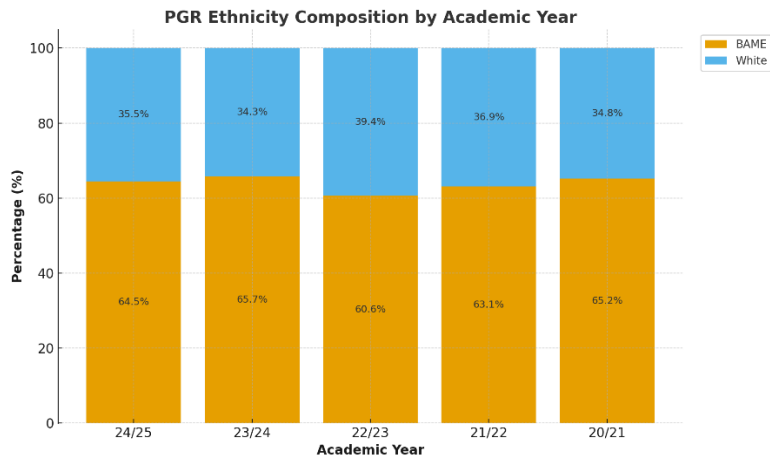
AP2.1.g PGR students split by gender

Academic Year	CS					EE				
	Population	Female	Female%	Male	Male%	Population	Female	Female%	Male	Male%
24/25	148	44	29.7%	104	70.27%	44	6	13.6%	38	86.36%
23/24	230	82	35.7%	148	64.35%	53	11	20.8%	42	79.25%
22/23	230	82	35.7%	148	64.35%	62	14	22.6%	48	77.42%
21/22	225	89	39.6%	136	60.44%	76	25	32.9%	51	67.11%
20/21	233	83	35.6%	150	64.38%	119	37	31.1%	82	68.91%



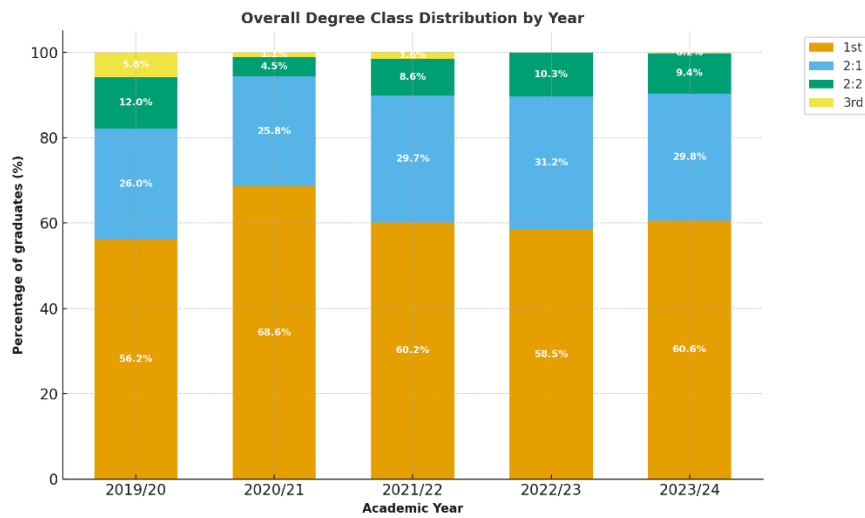
AP2.1.h PGR students split by ethnicity

Academic Year	CS					EE				
	Population	BAME	BAME%	White	White%	Population	BAME	BAME%	White	White%
24/25	143	85	59.4%	58	40.56%	43	35	81.4%	8	18.60%
23/24	222	138	62.2%	84	37.84%	52	42	16.0%	10	19.23%
22/23	222	127	57.2%	95	42.79%	60	44	73.3%	16	26.67%
21/22	220	127	57.7%	93	42.27%	75	59	78.7%	16	21.33%
20/21	229	136	59.4%	93	40.61%	116	89	76.7%	27	23.28%

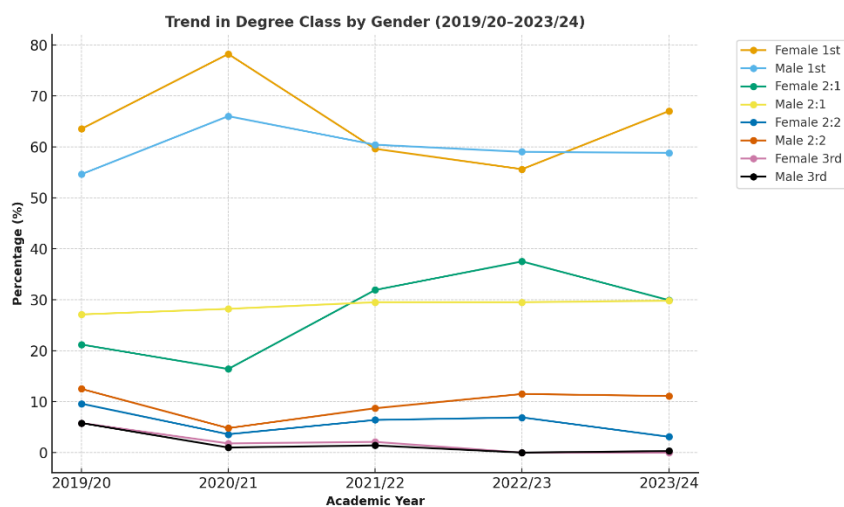


2. Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level

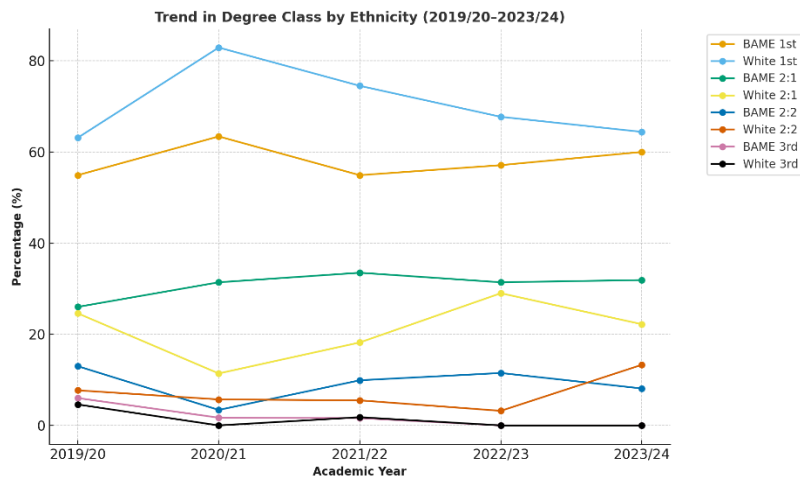
AP2.2.a Overall degree classifications



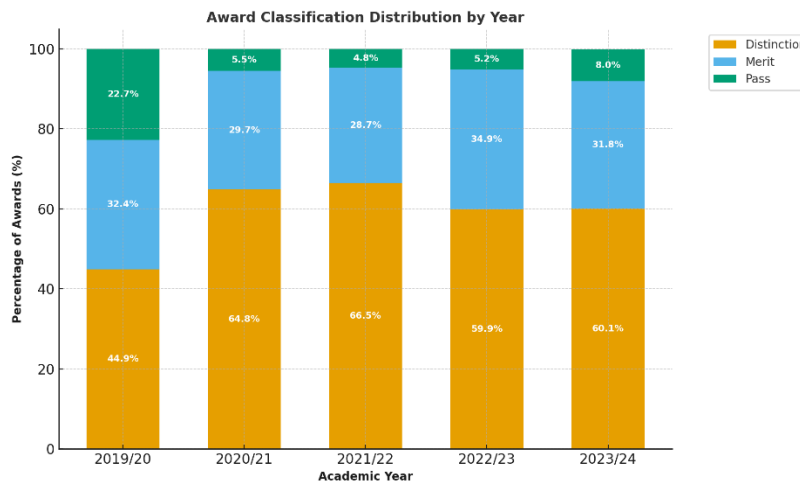
AP2.2.b UG Degree classifications split by gender



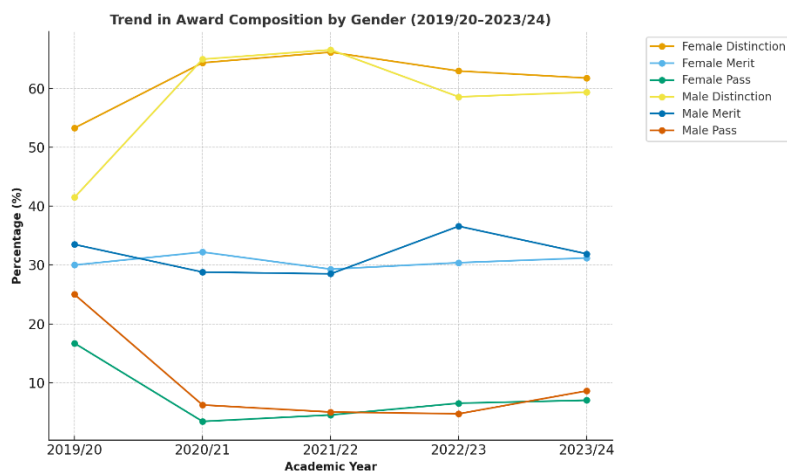
AP2.2.c UG Degree classifications split by ethnicity



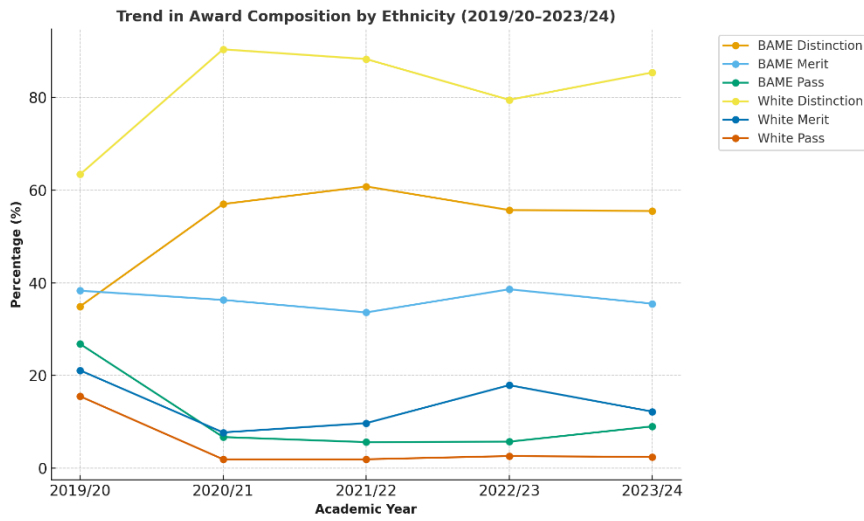
AP2.2.d PGT Degree classification



AP2.2.e PGT Degree classification split by gender



AP2.2.f PGT Degree classification split by ethnicity

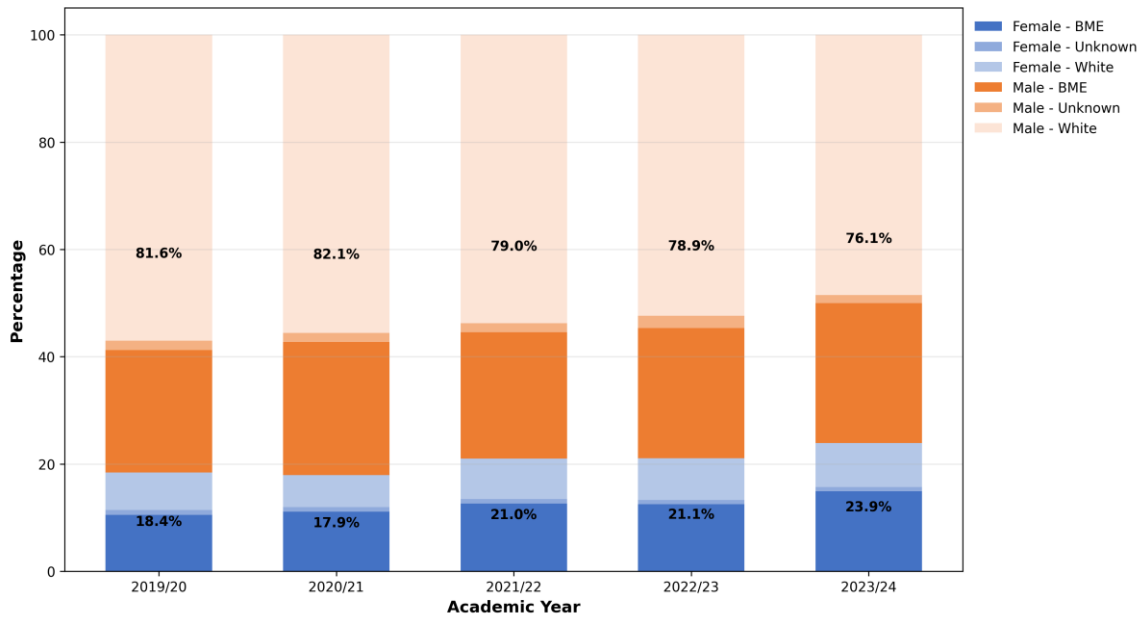


3. Academic staff by grade and contract function

AP2.3.a Academic Staff by Gender and Ethnicity

Academic Year	19/20		20/21		21/22		22/23		23/24											
Row Labels	N	%	N	%	N	%	N	%	N	%										
Female																				
BME																				
Unknown																				
White																				
Male																				
BME																				
Unknown																				
White											65	57.0%	65	55.6%	64	53.8%	67	52.3%	65	48.5%
Grand Total											114	100.0%	117	100.0%	119	100.0%	128	100.0%	134	100.0%

Academic Staff by Gender and Ethnicity (2019-2024)



AP2.3.b JP staff (informal data)

	2020/21	2021/22	2022/23	2023/24
Number of JP/JEI staff	35	36	35	36
Full time	32	33	34	35
Part time	-	-	-	-
Female	15	16	16	19
Male	20	20	19	17
TS	20	21	22	24
TR	11	11	9	7
PS	-	-	-	-
White Male	-	-	-	6
White Female	-	-	-	-
BAME Male	-	-	-	11
BAME Female	-	-	-	15

AP2.3.c Academic staff by grade, contract function and gender

	19/20		20/21		21/22		22/23		23/24	
	N	%	N	%	N	%	N	%	N	%

AP2.3.d Academic staff by pipeline, gender and ethnicity

	19/20		20/21		21/22		22/23		23/24	
	N	%	N	%	N	%	N	%	N	%
Lecturer	45	100.0%	42	100.0%	41	100.0%	44	100.0%	47	100.0%

Grand Total	112	114	115	121	129
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4. Academic staff by grade and contract type

AP2.4.a Academic staff by contract type and gender

Row Labels	19/20		20/21		21/22		22/23		23/24	
	N	%	N	%	N	%	N	%	N	%
Open Ended	109	95.61%	113	96.58%	116	97.48%	125	97.66%	131	97.76%
Female	21	19.27%	21	18.58%	25	21.55%	27	21.60%	32	24.43%
Male	88	80.73%	92	81.42%	91	78.45%	98	78.40%	99	75.57%
Grand Total	114	100.00%	117	100.00%	119	100.00%	128	100.00%	134	100.00%

AP2.4.b Academic staff by contract type, grade and gender

	19/20		20/21		21/22		22/23		23/24	
	N	%	N	%	N	%	N	%	N	%
Grade 6										
Fixed Term										
Male										
Open Ended	43	100.00%	43	100.00%	43	100.00%	43	100.00%	42	100.00%
Female	10	23.26%	10	23.26%	14	32.56%	14	32.56%	13	30.95%
Male	33	76.74%	33	76.74%	29	67.44%	29	67.44%	29	69.05%
	41									
Grade 7										
Fixed Term										
Male										
Open Ended	39	100.00%	41	100.00%	43	100.00%	46	100.00%	50	100.00%
Female	10	25.64%	9	21.95%	9	20.93%	10	21.74%	14	28.00%

Male	29	74.36%	32	78.05%	34	79.07%	36	78.26%	36	72.00%
Grade 8										
Fixed Term										
Male										
Open Ended										
Female										
Male										
Grand Total										

5. Professional, technical and operational (PTO) staff by grade and job family

AP2.5.a PTO Staff by gender and ethnicity

Academic Year	19/20		20/21		21/22		22/23		23/24	
Row Labels	N	%	N	%	N	%	N	%	N	%
Female	41	67.2%	34	64.2%	36	61.0%	43	63.2%	46	62.2%
BME										
White										
Male										
BME										
White										
Grand Total										

6. PTO staff by grade and contract type

AP2.6.a PTO Staff by gender and contract type

Row Labels	19/20		20/21		21/22		22/23		23/24	
	N	%	N	%	N	%	N	%	N	%
Female	41	100.0%	34	100.0%	39	100.0%	43	100.0%	46	100.0%
Full-time	25	61.0%	24	70.6%	26	66.7%	27	62.8%	33	71.7%
Part-time	16	39.0%	10	29.4%	13	33.3%	16	37.2%	13	28.3%
Male	20	100.0%	19	100.0%	17	100.0%	25	100.0%	28	100.0%
Full-time	14	70.0%	13	68.4%			18	72.0%	18	64.3%
Part-time	6	30.0%	6	31.6%			7	28.0%	10	35.7%
Grand Total	61		53				68		74	

AP2.6.b PTO Staff by gender and contract mode

Row Labels	19/20		20/21		21/22		22/23		23/24	
	N	%	N	%	N	%	N	%	N	%
Female	41	100.0%	34	100.0%	39	100.0%	43	100.0%	46	100.0%
Fixed Term	14	34.1%	9	26.5%	12	30.8%	15	34.9%	13	28.3%
Open Ended	28	68.3%	26	76.5%	28	71.8%	28	65.1%	33	71.7%
Male	20	100.0%	19	100.0%	17	100.0%	25	100.0%	28	100.0%
Fixed Term	8	40.0%	7	36.8%			10	40.0%	13	46.4%
Open Ended	12	60.0%	12	63.2%			15	60.0%	15	53.6%
Grand Total	61		53				68		74	

AP2.6.c PTO Staff by gender, grade and contract mode

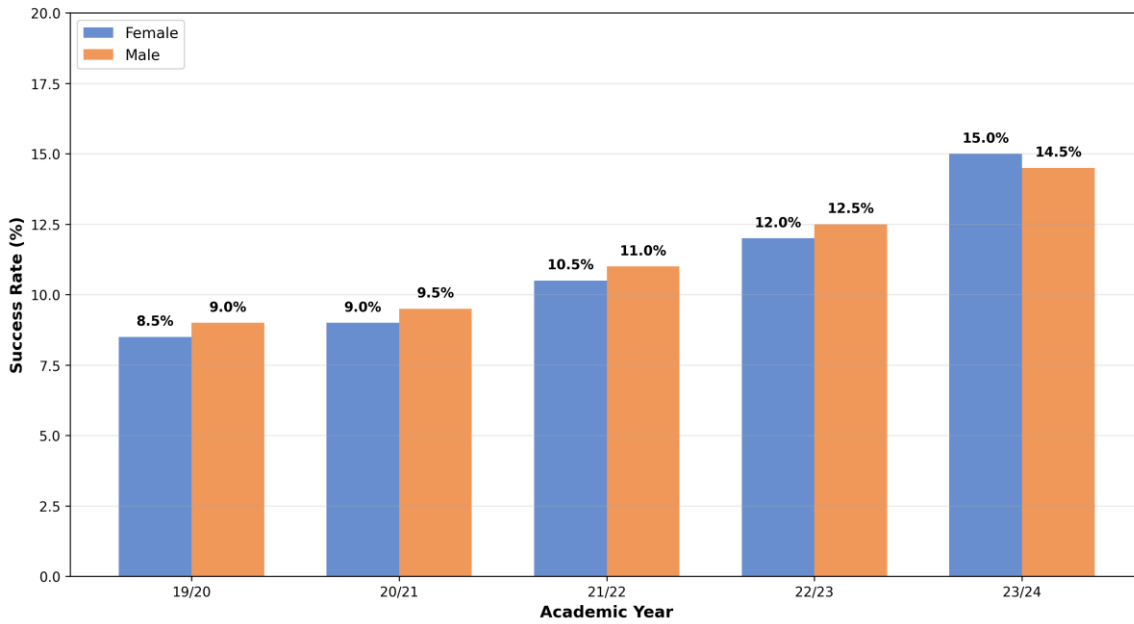
Row Labels	19/20		20/21		21/22		22/23		23/24	
	N	%	N	%	N	%	N	%	N	%

7. Applications, shortlist and appointments made in recruitment to academic posts by grade

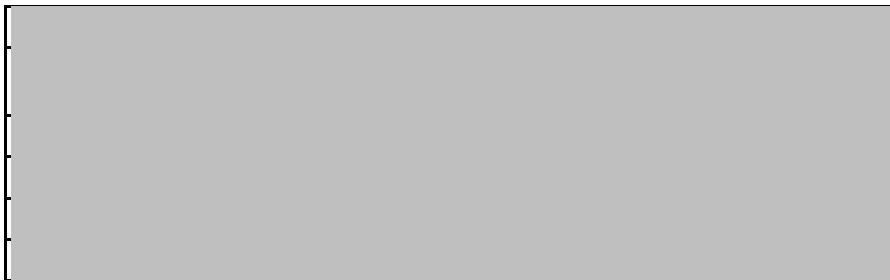
AP2.7.a Academic recruitment split by gender

Stage	Female N	Female %	Male N	Male %	Total	Female:Male Ratio
Applications	110	25.0%	330	75.0%	440	1:3
Shortlisted	30	25.0%	90	75.0%	120	1:3
Appointed	10	25.0%	30	75.0%	40	1:3

Academic Recruitment Success Rates by Gender (2019-2024)



AP2.7.b JP Academic recruitment split by gender (informal data)



8. Applications, shortlist and appointments made in recruitment to PTO posts by grade

AP2.8.a PTO recruitment by gender and ethnicity

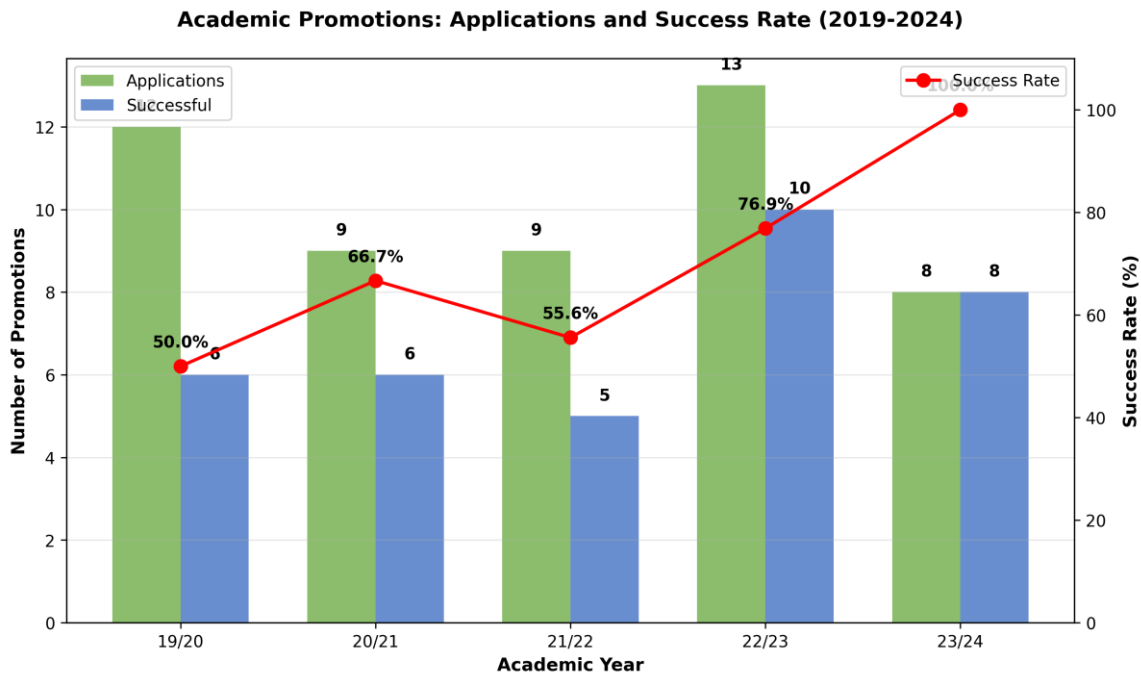
	18/19		19/20		20/21		21/22		22/23	
	N	%	N	%	N	%	N	%	N	%
SUBMITTED APPLICATION	134	100.00%	155	100.00%	301	100.00%	212	100.00%	243	100.00%
Female BAME	54	40.30%	66	42.58%	130	43.19%	87	41.04%	91	37.45%
Female White	32	23.88%	28	18.06%	65	21.59%	37	17.45%	24	9.88%
Male BAME	29	21.64%	36	23.23%	76	25.25%	62	29.25%	113	46.50%
Male White	19	14.18%	25	16.13%	30	9.97%	26	12.26%	15	6.17%
CONSIDERED FOR INTERVIEW	23									
Female BAME										
Female White										
Male BAME										
Male White										
APPOINTED										
Female BAME										

Female White										
Male White										
Total	134	100.00%	155	100.00%	301	100.00%	212	100.00%	243	100.00%

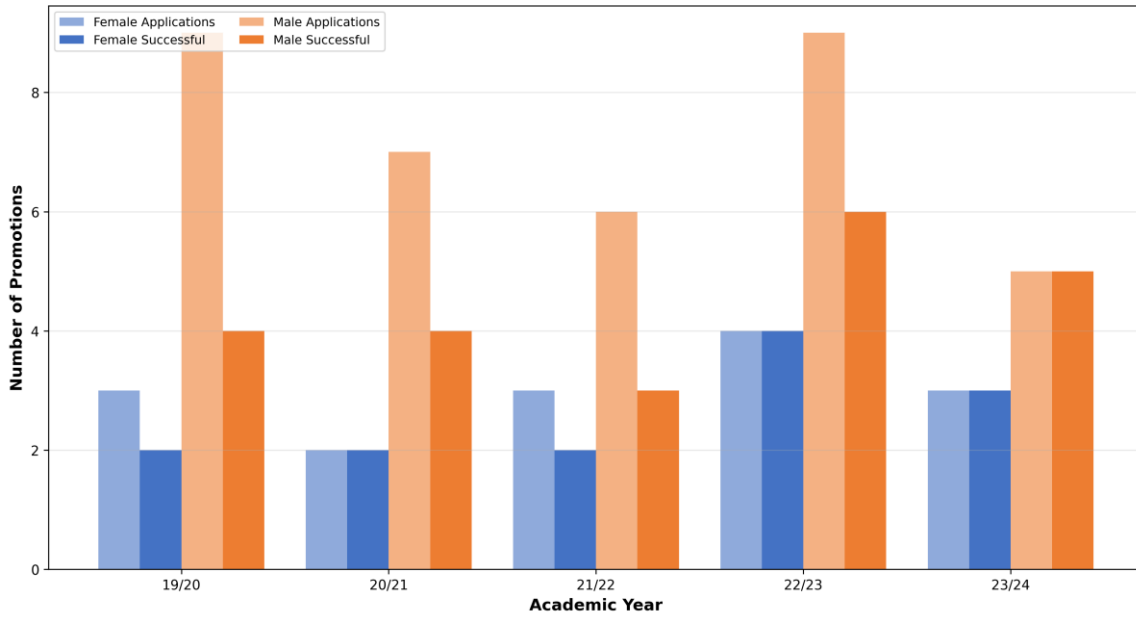
9. Applications and success rates for academic promotion by grade

AP2.9.a Academic Promotions applications and success rates

Academic Year	Applications	Successful	Unsuccessful	Success Rate
2019/20	12			
2020/21	9			
2021/22	9			
2022/23	13			
2023/24	8	8	0	100.0%

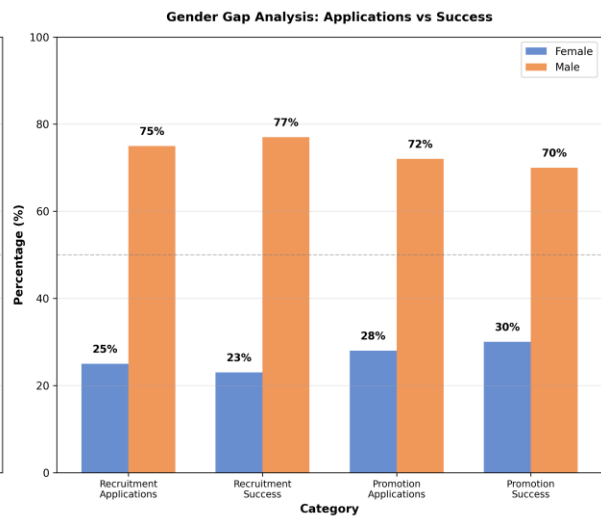
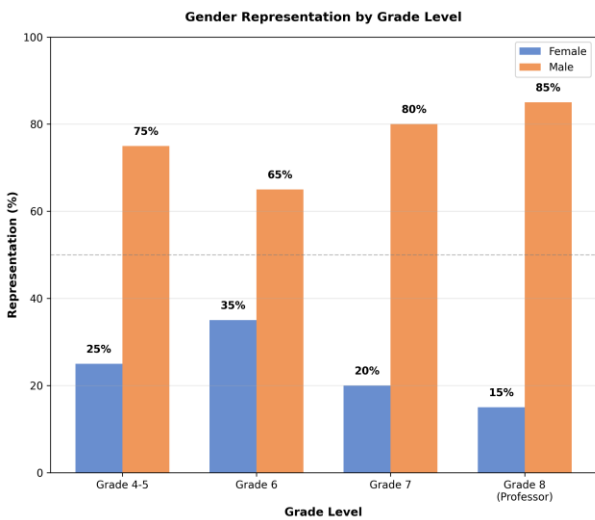


Academic Promotions by Gender (2019-2024)



AP2.9.b Gender Gap Analysis

Metric	Female %	Male %	Gap	Assessment
Overall Representation	23.9%	76.1%	-52.2 pp	Improving
Grade 8 (Professor)	15%	85%	-70 pp	Action needed
Grade 7 (Senior)	20%	80%	-60 pp	Monitor
Grade 6 (Lecturer)	35%	65%	-30 pp	Positive
Recruitment Success	23%	77%	-54 pp	Aligned
Promotion Success	~30%	~70%	-40 pp	Monitor



AP2.9.c Information on grant submission data between academic years 2020 and 2025.

2020-21: 9 grants submitted by women academics in EECS as PI, out of 118 grant submissions

2021-22: 10 grants submitted by women academics in EECS as PI, out of 129 grant submissions

2022-23: 29 grants submitted by women academics in EECS as PI, out of 152 grant submissions

2023-24: 17 grants submitted by women academics in EECS as PI, out of 152 grant submissions

2024-25: 21 grants submitted by women academics in EECS as PI, out of 140 grant submissions

10. Applications and success rates for PTO staff

It has not been feasible to include data on the number of applications and success rates for PTO progression. Career progression for PTO staff differs from the one for academic staff. While academics can pursue promotions within their existing roles, this is typically not the case for professional services staff, who usually need to apply for a new position to achieve promotion or career progression. This is largely due to the specialised nature of many professional services roles and the fact that they are often part of small teams. The PTO team are encouraged by their managers for their career development through seeking relevant training or by utilising opportunities for shadowing or secondments. During 2019-2025, there are several examples of staff who have progressed to higher grades by applying for new roles. Furthermore, the progression framework will change significantly with the PTO restructure.

Appendix 3: Glossary

QMUL – Queen Mary University of London

EECS – The School of Electronic Engineering and Computer Science

JP – Joint Programme

BUPT - the Beijing University of Posts and Telecommunications

HoGs – Heads of research groups

HoS – Head of School

T&R – Teaching & Research

T&S – Teaching & Scholarship

ESC – Educational Scholarship Centre

SoTL – Scholarship of Teaching and Learning

PS – Professional Services

SMT – Senior Management Team

DoE – Director of Education

DoL – Director of Learning

DoR – Director of Research

DoS – Director of Scholarship

Director for Wellbeing

JP Director

ECO – Equality Committee

SAT – Self-assessment Team

UG – Undergraduate

PG – Postgraduate

PGT – Postgraduate taught

PGR – Postgraduate research

PhD – Postdoctoral Researcher

IoC – the Institute of Coding

NCCE – National Centre for Computing Education

RO – Research Only

WHEN – the Women in Higher Education Network

* Please note that at Queen Mary currently uses the term 'BAME/BME', as this reflects the way QMUL collects and stores staff and student data and it aligns with our reporting obligations and usage within the majority of other Higher Education institutions. We will continue to review our use of language around race and ethnicity, through our Race Equality Action Group.