



 **AdvanceHE**



Ms Dani Glazzard  
Head of Athena SWAN  
Advance HE  
First floor, Napier House, 24 High Holborn  
London, WC1V 6AZ

1 November 2022

Dear Ms Glazzard,

I am delighted to offer my full support for St Mary's first Athena SWAN Small and Specialist Institution Bronze Award submission. Though our foundation dates back to 1850, our recent awards of full university title in 2014 and, most recently, research degree-awarding powers in 2021 have renewed our focus in ensuring that EDI are embedded in the structures and culture of our institution. This commitment flows from our open and inclusive Catholic ethos. Our work with the Athena SWAN charter and, more recently, the REC have been integral tools and provided considerable leverage in realising this aim, with efforts not only culminating in this submission, but also already in demonstrable progress (i.e. the launch of our Women's Leadership Forum and our We Lead photographic exhibition).

I became Vice-Chancellor in April 2020 and recommitted St Mary's to the path of EDI. The University's strategic commitment to EDI is evidenced in our Vision 2030, where one of our five strategic 'pillars' is Developing our People. A key objective supporting this pillar is being Inclusive and Open – utilising Athena SWAN and the REC to ensure we are genuinely achieving this aim. Our People Strategy 2025 is another signal of our strategic commitment to gender and racial equality – with two of its four KPIs focusing on increasing the gender and ethnic diversity of our leadership and academic staff.

As a parent of four children myself, I have a personal commitment to Athena SWAN – with first-hand experience of the challenges many colleagues face in trying to juggle a very full family life with professional responsibilities. My commitment to Athena SWAN is reinforced by the endorsement from our Board of Governors – two of whom have met with our SAT chair to offer their support and buy-in. I am also grateful for the unflinching support of our Provost as Athena SWAN Leadership Sponsor, our SAT chair, and remarkable SAT team. I would like, also, to thank colleagues at Bangor University and University of Bath who have served as critical friends and supporters throughout our first institutional bronze submission process.

As we are working concurrently on our first Athena SWAN and Race Equality Charter institutional submissions, we recognise the need to think intersectionally in our approaches to change and development. In doing so, the work of the charters has generated high quality and sustained dialogue concerning intersectional issues for our staff and students. In light of the data set out in the submission therefore, one of my priorities, and that of the Board, is to increase the gender and racial diversity of our Board and senior colleagues, particularly those in our academic areas.

Our self-assessment led to the identification of six additional areas where we plan to focus our efforts in our action plan: embedding gender equality into our governance, culture, and recognition structures; improving outcomes by gender within student programmes; developing a strong pipeline of female staff ready to take on leadership roles; aligning appraisal, promotion, research tariff, and WLM processes to value “unpromotable tasks”; removing barriers to career progression for staff with caring responsibilities; and building a university-wide culture of gender equality.

On behalf of our Board of Governors, SLT, and UEC, I assert our full commitment to implementing our four-year action plan, alongside £121,000 that we will dedicate to associated staffing costs and workload relief. I can also confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate, and true representation of the institution.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Anthony McClaran'.

Anthony McClaran  
Vice Chancellor

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## 8. Action plan

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table.

Tables 8.1 and 8.2 outline our 7 Priorities and Action Plan (respectively). Table 8.3 outlines resource allocation involved with selected actions requiring additional resource.

*Table 8.1 AS Action Plan 7 Priorities*

|               |  |   |   |  |
|---------------|--|---|---|--|
| 7 Priorities: | <b>(1) Embed Gender Equality into the Governance, Culture, and Recognition Structures at St Mary's</b> | <b>(2) Improve Outcomes by Gender within Student Programmes</b> | <b>(3) Develop Strong Pipeline of Female Staff Ready to Take on Leadership Roles</b>    | <b>(4) Align Academic Promotion, Appraisal, Workload Model, and Research Tariff Allocation Processes to Value "Unpromotable" Tasks</b> |
|               | <b>(5) Remove Barriers to Career Progression for Staff with Caring Responsibilities</b>                | <b>(6) Build a University-Wide Culture of Gender Equality</b>   | <b>(7) Increase the Gender &amp; Racial Diversity of Key University Decision-Makers</b> |  |

## LANDSCAPE PAGE

Table 8.2 AS Action Plan

| Ref | Priority  | Objective  | Responsibility                     | Rationale   | Action  | Timescale  | Success Measures and Progress   |
|-----|---|--|------------------------------------|---|---|--|---|
| 1.0 | Embed Gender Equality into the Governance, Culture, and Recognition Structures at St Mary's | Reduce turnover of AS & REC SAT/Gender Equality Steering Group membership and raise the profile of AS/REC activities | University Secretary               | In 21/22, 3 AS SAT members resigned due to competing work responsibilities; AS/REC SAT meetings are not currently on our university calendar of standing committee dates (section 3.vi) | <b>Add AS/REC SAT &amp; GESG meeting dates to existing university calendar of standing committee dates</b>  | Meeting dates incorporated in AY 22-23 calendar  | All AS/REC SAT & GESG meeting dates incorporated into calendar as BAU from AY 22-23                           |
| 1.1 |   | Monitor and evaluate implementation of our AS Action Plan  | Provost (as AS Leadership Sponsor) | Ensure meaningful progress on AP commitments post-award submission  | <b>Create a Gender Equality Steering Group (GESG) tasked with implementing the AS Action Plan that meets monthly to ensure actions are completed in a timely, effective manner.</b> | Group created by January 2023; monthly meetings held until July 23; then meeting cadence will be reviewed for effectiveness; GESG work will continue renewal submission starts | St Mary's progresses on Action Plan at pace with time scales met over AY 22-23, AY 23-24, and AY 24-25        |
| 1.2 |   | Embed AS principles at a Faculty/Institute level   |                                    | Begin identifying barriers and solutions to gender equality at faculty/institute level  | <b>Establish SHAPS Faculty level AS SAT</b>   | Chair for Faculty submission SAT identified in January 2023, with plans to begin submission June 2023  | St Mary's begins work on SAHPS Faculty submission in June 2023, with a target submission date of January 2024 |

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| 1.3  | Ensure SAT and GESG is more representative of gender makeup of staff population | GESG Chair                                       | Current SAT membership has just 11% males as compared to 41% of all staff (section 3)  | <b>Conduct targeted recruitment to ensure SAT and GESG membership are more reflective of the gender makeup of our staff population.</b>  | Targeted recruitment for SAHPS SAT and GESG begins in November 2022 | SAT and GESG have at least 35% male membership by AY 23-24   |
| 1.31 |   |  | Current SAT membership is 40% academics and 60% professional services as compared to 60% and 40% of all staff respectively (section 3) | <b>Conduct targeted recruitment to ensure SAT and GESG membership more balanced between academics and professional services</b>  | Targeted recruitment for SAHPS SAT and GESG begins in November 2022 | SAT and GESG have a 50/50 academic/PSS split   |
| 1.32 |   |  | Current SAT membership is just 20% of members below salary grade I as compared to 50% of all staff (section 3)                         | <b>Conduct targeted recruitment to ensure SAT and GESG membership that involves more junior staff</b>  | Targeted recruitment for SAHPS SAT and GESG begins in November 2022 | SAT and GESG have at least 35% staff below grade I by AY 23-24   |
| 1.4  | Embed AS into Recognition Structures at St Mary's                               | Provost (as Workload Model Steering Group chair) | Looking to the transformed AS charter principles, ensure we properly recognise and reward staff working on gender equality             | <b>From AY 22-23, recognise AS committee activities within the Workload Model (WLM) for Academic Staff as a 60-hour commitment, just as we do for other University committee work.</b> | Changes implemented in WLM from AY 22-23                            | All members of academic staff in the AS SAT and GESG are allocated 60 hours for AS activities within the WLM and not as an additional working responsibility |
| 1.5  |   |  |  | <b>From AY 22-23, line managers will release PSS for 60 hours/year for AS committee activities. Provost communicates</b>   | Changes implemented for AY 22-23                                    | All PSS members of AS SAT and GESG are released for 60 hours for AS activities and not asked to complete work  |

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|     |  |  |  |  | <b>directly with line managers to facilitate release time.</b>  |  | as additional working responsibilities  |
| 1.6 |  |  |  |  | <b>From AY 22-23, we will recognise AS Institutional SAT chair/GESG chair responsibilities as a 150-hour commitment, as per Academics who are Course Leads. This will be reflected in the SAT/GESG ToR alongside chair responsibilities</b> | Changes implemented in WLM from AY 22-23                   | Chairs of GESG and AS SAT are allocated 150 hours for AS activities within the WLM (or via release time from line managers if PSS) and not as additional working responsibility |
| 1.7 |  | Mitigate potential gender bias in academic promotions decisions            | HR Director (as member of University Promotions Committee) | Overrepresentation of males (75%) on University Promotions Committee (UPC) in 2021 (section 5.C.vii) as compared to males comprising 45% of academic workforce in AY 19/20 (section 4.2) | <b>All Academic Promotions panels (including UPC) to have a minimum 50% female representation, with Institute/Faculty panels representative of the gender makeup of the wider academic staff population</b>                                 | Changes implemented for AY 22-23 Academic Promotions Cycle | All Academic Promotions panels have a 50/50 gender split from AY 22-23  |
| 1.8 |  | Raise profile of EDI activities across the institution on an ongoing basis | Vice-Chancellor  | Female survey and focus group participants noted a desire for a more embedded EDI culture at St Mary's (section 5.C.i)   | <b>EDI added as a standing agenda item on Senior University Committees (i.e. UEC, SLT, BoG, FRC, Academic Scrutiny Committee, Academic Board, ADC,</b>  | Changes implemented for AY 23-24                           | EDI is a standing agenda item on all University Committees in AY 23-24  |

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|      |  |  |   |  | <b>University Research Committee) to allow staff to feedback and updates on EDI work to be shared</b>   |  |  |
| 1.81 |  | Add further recognition/legitimacy/profile-raising to EDI work   | Head of Equality and Inclusion Projects | Recommended action from our AS engagement event focused on "Building Leadership Opportunities for BAME Colleagues" (section 5.C.vi); Looking to the transformed Athena SWAN charter principles, ensure we properly recognise and reward staff working on gender equality                 | <b>Add a staff award to our existing OPA scheme specifically recognising EDI work</b>   | Award included as part of OPA scheme from AY 22-23 onwards   | Member of staff given OPA for contributions to EDI work at St Mary's each year from AY 22-23   |
| 1.9  |  | Identify whether our research tariff allocation process inadvertently impacts specific groups and remove any barriers identified | Head of the Research Office             | In AY 20/21, St Mary's had 0 BAME academics on 20% research tariff (male or female), only 5% of BAME male academics have a 10% tariff (as compared to 40% of White males) and only 16% of BAME female academics have a 10% tariff (as compared to 40% of White females) (section 5.C.ix) | <b>Undertake a review, including an Equality Impact Assessment, of research tariff process/allocations to identify if any groups, particularly BAME colleagues are disadvantaged by the process</b> | Review & EIA conducted by end of AY 22-23 with any relevant actions implemented by end of AY 23-24 | Increase percentage of female staff with a 10% tariff from 20% in AY 20/21 to 30% in AY 24/25; increase percentage of female staff with a 20% tariff from 18% in AY 20/21 to 25% in AY 24/25       |
| 1.91 |  | Increase number of BAME academics on a 10% and 20% research tariff   | REC Staff Subgroup Chair                | In AY 20/21, St Mary's had 0 BAME academics on 20% research tariff (male or female), only 5% of BAME male academics have a 10% tariff (as compared to 40% of White males) and only 16% of BAME female academics have a 10% tariff (as  | <b>Incorporate Research Tariff-specific questions into REC focus groups to better understand barriers for BAME colleagues when filling out their PRPs</b>   | Focus groups held in AY 22-23  | Increase percentage of BAME females with a 10% research tariff from 16% in AY 2020-21 to 30% in AY 2023-2024 and those on a 20% from 0% in AY 2020-21 to 10% in AY 2023-24; Increase percentage of |

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|     |  |  |                                | compared to 40% of White females) (5.C.ix)   |   |  | BAME males with a 10% research tariff from 5% in AY 2020-21 to 15% in AY 2023-24 and those on a 20% from 0% in AY 2020-21 to 10% in AY 2023-24 |
| 2.0 | Improve Outcomes by Gender within Student Programmes | Reduce pronounced gender gap in undergraduate course applications              | Head of External Relations     | Female students overrepresented in UG applications (average 56.6% across the period) and underrepresented in FDN applications (average 23% across the period (section 4.1.ii)) | <b>Marketing and communications materials reviewed to ensure equal gender (and intersectional) representation - particularly for female- or male-dominated courses (i.e. female dominated course materials also feature male role models)</b> | Review completed in AY 22-23   | Close gap between PT undergraduate course applications to 30% in AY 24-25  |
| 2.1 |  | Address differences in First Degree student outcomes by gender                 | Head of Widening Participation | Male UG students are less likely to complete their studies and obtain an award than their female counterparts (section 4.1.ii)   | <b>Interrogate First Degree student outcomes data demonstrating differences by gender as an area of focus when creating our 2024/2025-2027/2028 APP targets</b>   | Data review completed by end of AY 22-23 in preparation for APP 2024/25          | First Degree attainment data by gender by 'good honours' outcomes is used to inform APP 2024/25 targets  |
| 2.2 |  | Gain more nuanced understanding of undergraduate awarding gaps by gender (i.e. |                                | Across the data period, UG males are less likely to complete their studies and obtain an award than their female counterparts (section 4.1.ii)                                 | <b>Use Power BI and faculty/programme level data to identify any patterns in Undergraduate awarding gaps</b>  | Data review completed by end of AY 22-23 to inform APP 2024/25 - 2027/28 targets | Undergraduate attainment data by gender by 'good degree' outcomes and in programmes is readily available to heads of                           |

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|     |  | comparative 'good degree' outcomes and specific academic areas)  |   |  | <b>(including comparative 'good degree' outcomes) by gender in programmes</b>  |   | department for monitoring by AY 24-25 so they may identify areas where pronounced gender gaps exist, and begin identifying solutions to close these gaps at a local level   |
| 2.3 |  | Use more detailed data on undergraduate awarding gaps by gender (i.e. comparative 'good degree' outcomes and at programme level) to inform APP 2024/25 |   | Our undergraduate awarding gap by gender (when looking across the institution at the % of qualifiers within their own gender group) is just 8.2% in favour of females in AY 19/20, which is why we have not focused on gender in our current APP; We are conscious we may see a different picture when analysing this data by 'good degree' outcomes and specific academic areas, and if gender gaps are identified, these must be accounted for in APP 2024/25 (section 4.1.ii) | <b>Use Power BI Undergraduate faculty/programme level data (including comparative 'good degree' outcomes) to inform the creation of APP 2024/25, and whether any targets will need to address gender awarding gaps</b> | Data review completed by end of AY 22-23 in preparation for APP 2024/25                               | Undergraduate attainment data by gender by 'good degree' outcomes and in specific faculties/programmes is used to inform APP 2024/25, identify areas where pronounced gender gaps exist, and begin identifying solutions to close these gaps at a local level |
| 2.4 |  | Use more detailed data on undergraduate awarding gaps by gender (i.e. comparative 'good degree' outcomes and in specific academic areas) to            | Head of Quality & Academic Partnerships | We do not currently use detailed data on student awarding gaps by gender (i.e. comparative 'good degree' outcomes and by programme) to inform our programme design and review process, but now   | <b>Use Power BI UG attainment data to inform the programme design and review process, supporting the removal of any gendered systemic barriers within</b>  | Attainment data incorporated in all aspects of programme design and review process by end of AY 23-24 | Using student attainment data by gender by 'good degree' outcomes and in specific academic areas to support programme design and review process as BAU from AY 24-25  |

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|     |  | inform programme design and review process  |                                | Power BI will make this much more feasible (section 4.1.ii)   | <b>programmes (i.e. at recruitment, retention, or attainment stages) in order for programme leads to identifying concrete actions.</b>  |                                       |  |
| 2.5 |  | Improve internal data monitoring processes for PGT, PGCE, and PGR completion rates              | Director of Strategic Planning | We do not currently have internal processes for a monitoring PGT, PGCE, and PGR completion rates (section 4.1.iv)   | <b>Develop a process for regularly monitoring PGT, PGCE, and PGR completion rates</b>   | Process in place by end of AY 23-24   | Data on PGT, PGCE, and PGR completion rates from AY 23-24  |
| 2.6 |  | Strengthen pipeline of female students progressing from undergraduate to PGR study at St Mary's | Head of Widening Participation | Discrepancy in our female population of undergraduate students vs PGR students by an average of 4.6%, showing a small 'leak' in our pipeline (section 4.1.v)  | <b>We will create a programme to help prepare final year female students in targeted programmes for PGR study, which will include support and empowerment from current St Mary's academics who support PGR students</b> | Programme in place by end of AY 23-24 | Evaluation of programme pilot demonstrates 70% of participants found programme helpful in preparing them for PGR study |
| 2.7 |  | Improve support for PGR students' career progression  | Head of the Research Office    | Focus group feedback from PGR student participants included a desire for more direction on post-Doctoral career options and development opportunities, including hearing from graduates on their careers and activity after graduation (section 5.2.iv) | <b>Lead a series of workshops in which PGR student alumni exchange knowledge on effective ways of gaining discipline related research positions and writing for publication</b>   | Workshop series launched in AY 22-23  | 50% of PGR students attend one or more of the workshops launched   |

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| 2.8  |   | Improve gender balance of our Student Ambassadors  | Head of Admissions                 | In AY 21/22, 23% of our student ambassadors were male (section 5.C.xii), as compared to 47% of all undergraduate students in AY 19/20 (section 4.1.ii)  | <b>Continue targeted recruitment to try and bring greater gender balance to our student ambassador programme; particularly targeting male students in female-dominated programmes</b> | Targeted recruitment continues from AY 22-23 onwards                              | Male representation amongst student ambassadors increases from 23% in AY 21/22 to 35% in AY 23/24 |
| 3.0  | Develop Strong Pipeline of Female Staff Ready to Take on Leadership Roles | Increase support for line managers to support the development of their direct reports                | Head of Organisational Development | We have a 'leaky' pipeline for female academic staff – dropping from an average of 50% females at lecturer to just 17% at professor; in AY 19-20, our 20% female professors lags behind the HE sector (26.7%) and we have zero professors from BAME backgrounds (section 4.2.i) | <b>Update appraisal training to include guidance for line managers in supporting the development of their direct reports; training developed with input from EDI Networks</b>         | Training developed in AY 22-23 and rolled out in AY 23-24 appraisal round         | Increase percent of female professors from 20% in AY 19/20 to 30% in AY 24-25                     |
| 3.01 |   | Increase support for line managers to support the development of their direct reports                | Head of Organisational Development | We have a 'leaky' pipeline for female academic staff – dropping from an average of 50% females at lecturer to just 17% at professor (section 4.2.i)   | <b>Update Calibration Guidance so that HRBPs can facilitate discussions with line managers about development of their direct reports during the annual calibration process</b>        | Guidance updated ahead of AY 22-23 calibration process                            | Increase percent of female professors from 20% in AY 19/20 to 30% in AY 24-25                     |
| 3.1  |   | Demystify senior academic roles for female staff, encouraging more females to put themselves forward | Head of Organisational Development | We have a 'leaky' pipeline for female academic staff – dropping from an average of 50% females at lecturer to just 17% at professor (section 4.2.i)   | <b>Create opportunities for female academic staff to shadow staff members in Professorial and Leadership roles, so</b>  | Shadow opportunities offered to female academic staff in AY 23-24 appraisal round | Increase percent of female professors from 20% in AY 19/20 to 30% in AY 24-25                     |

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|     |  | for professor and senior level academic roles  |                                    |   | <b>that they may develop insight &amp; understanding of the skills and experience needed for these posts</b>   |   |   |
| 3.2 |  | Demystify senior academic roles for female staff, encouraging more females to put themselves forward for professor and senior level academic roles | Head of Organisational Development | We have a 'leaky' pipeline for female academic staff – dropping from an average of 50% females at lecturer to just 17% at professor (section 4.2.i)   | <b>Create leadership training workshops which demystify academic leadership roles, with specific focus on encouraging participation from those in groups underrepresented in leadership</b>  | Workshops offered to female staff in AY 22-23   | Increase percent of female professors from 20% in AY 19/20 to 30% in AY 24-25                 |
| 3.3 |  | Improve gender balance of academic staff within individual faculties/institutes  | Head of HR Operations              | In AY 19/20, there was great variability in gender equality across our faculty/institutes, with an overrepresentation of women in the IoE (73.1%) and underrepresentation of women in SAHPS (48.1%) IoBLS (30.1%) and IoTLA (30.1%) (section 4.2.i) | <b>HR will recommend all academic recruitment adverts include a positive action statement encouraging individuals of gender identities and ethnicity groups underrepresented in the specific faculty/institute to apply for the role (i.e. We encourage applicants from groups underrepresented in the Institute of Education including: colleagues from</b> | Gender-specific positive action statement included in academic job advertisements in AY 22-23 | Gender gaps of academic staff within individual faculty/institutes reduced by 10% by AY 24-25 |

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|      |  |   |                                    |   | <b>Black, Asian, and Minority Ethnic backgrounds, colleagues with disabilities, and male colleagues)</b>   |  |  |
| 3.40 |  | Improve data collection mechanisms to better track induction attendance by gender | Head of HR Operations              | Attendance data not available for Academic Induction and only available for AY 19/20 and AY 20/21 for Discovering Your St Mary's Induction (5.1.ii)   | <b>CTESS and OD to work with HR Systems to track attendance at Discovering Your St Mary's and Academic Induction events via the iTrent module</b>  | Attendance tracking begins AY 22-23                    | Data on induction attendance for both Discovering Your St Mary's and Academic Induction readily available for analysis from AY 23-24 |
| 3.41 |  | Reduce confusion and improve uptake of induction activities for academic staff    | Head of Organisational Development | CTESS & OD have received feedback from academic staff that two separate inductions (Discovering St Mary's and Academic Induction) is confusing (section 5.1.ii)   | <b>Both Discovering St Mary's and Academic Induction will be held on the same days</b>   | Alignment in place from AY 22-23 onwards               | Induction attendance for academic staff increases from 59.5% in AY 20-21 to 75% in AY 23-24  |
| 3.42 |  | Improve uptake of induction activities for academic staff                         | Head of HR Operations              | In AY 19/20, just 43% of male academic staff and 61% of female academic staff attended Your St Mary's Induction, with AY 20/21 attendance at 40% for male academics and 73% for female academics (section 5.1.ii) | <b>Academic line managers to receive notifications if new hires have not attended corporate or academic induction during their 6-month probationary period, which in turn impacts on successful probation review</b> | Notifications sent to line managers beginning AY 23-24 | Induction attendance for academic staff increases from 59.5% in AY 20-21 to 75% in AY 23-24  |

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| 3.5  |  | Increase percentage of female and BAME staff applying for academic promotion | HR Director (as member of University Promotions Committee) | From AY 17/18 - 20/21 females have comprised 40% of academic promotions applications (compared to 55% of academic workforce in AY 19/20); From AY 17/18 - 20/21 BAME staff have only comprised 4% of academic promotions applications (compared to 14% of academic workforce in AY 19/20) (section 5.1.iii) | <b>OD partner with UPC to deliver constructive feedback to unsuccessful applicants for Academic Promotion, ensuring those applicants understand areas where they need to improve in further applications and that they are well connected to existing development support (i.e. mentoring programmes)</b> | Feedback provided for AY 22-23 promotions cycle | Percentage of female applicants for academic promotions increased from 38% in AY 20-21 to 50% in AY 24-25; Percentage of BAME colleagues applying for academic promotions increased from 6% in AY 20-21 to 15% in AY 24-25     |
| 3.6  |  | Increase percentage of female and male BAME staff submitted to REF2027       | Head of the Research Office                                | In our REF2021 submission, there were sizeable gaps in the % submitted vs eligible by gender x ethnicity: 30% White males, 24% White females, 9% BAME females, 0% BAME males (section 5.1.iv)   | <b>Facilitate 'Look ahead' REF preparation events for all Faculties/Institutes to explain and model research activities useful for REF including Impact Case study work and preparing for individual submissions</b>  | Sessions led during AY 23-24                    | Increase percentage of REF submitted vs eligible BAME female staff from 9% in 2021 to 25% in the next REF cycle; Increase percentage of REF submitted vs eligible BAME male staff from 0% in 2021 to 25% in the next REF cycle |
| 3.61 |  | Increase percentage of female and male BAME staff submitted to REF2027       | REC Staff Subgroup Chair                                   | In our REF2021 submission, there were sizeable gaps in the % submitted vs eligible by gender x ethnicity: 30% White males, 24% White females, 9% BAME females,  | <b>Incorporate REF-specific questions into REC focus groups to better understand barriers for BAME colleagues</b>   | Focus groups held in AY 22-23                   | Increase percentage of REF submitted vs eligible BAME female staff from 9% in 2021 to 25% in the next REF cycle; Increase percentage of REF  |

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|      |  |   |                                    | 9% BAME males (section 5.1.iv)  | <b>when submitting for the REF</b>  |  | submitted vs eligible BAME male staff from 0% in 2021 to 25% in the next REF cycle |
| 3.7  |  | Improve support provision for ECRs                            |                                    | Our new Research Strategy commits to developing our ECRs, but we have not yet initiated plans to support this commitment (section 5.2.iii)      | <b>OD partner with the Research Office to create a specialised mentor programme (within our existing University Mentoring Scheme) that partners academic staff who want mentorship support specifically in relation to navigating research systems and processes at St Mary's</b> | Research Mentoring Strand launched alongside AY 23-24 University Mentoring Scheme        | 5 ECRs have participated in the programme as mentees by AY 24-25                   |
| 3.8  |  | Increase number of Aurora participants from a BAME background | Head of Organisational Development | From 2013 - 2021, just 10% of Aurora participants were from BAME backgrounds, as compared to 18% of all female staff in 19/20 (section 5.2.iii) | <b>Encourage female colleagues from BAME backgrounds to attend new Aurora pre-application events led by previous participants</b>   | Outreach to BAME female staff completed in preparation for events in 22-23               | At least 25% of Aurora participants in AY 22-23 are from a BAME background         |
| 3.81 |  | Increase number of Aurora participants from a BAME background |                                    |   | <b>Include a positive action statement in Aurora recruitment materials encouraging female colleagues from BAME backgrounds to put themselves forward</b>  | Positive action statement included in Aurora recruitment materials from AY 22-23 onwards | At least 25% of Aurora participants in AY 22-23 are from a BAME background         |

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| 3.9 |   | Develop Strong Pipeline of Female Staff Ready to Take on Leadership Roles  |  | Focus group feedback from staff and PhD/researcher participants (primarily female) seeking more support when pursuing progression and training opportunities (section 5.2.iii)   | <b>OD, CTESS, and Technology Enhanced Learning (TEL) teams will create an easily accessible Development Hub on St Mary's main staff webpage as a single point of access for CPD to support career development and promotion. They will also continue promoting these activities via staff intranet and newsletter.</b>   | Development Hub launched by end of AY 22-23          | Increase positive response to Staff Pulse Survey question 'I am supported by my line manager to learn and develop my skills' from 63.91% in 2021 to 80% in 2023. |
| 4.0 | Align Academic Promotion, Appraisal, Workload Model, and Research Tariff Allocation Processes to Value "Unpromotable" Tasks | Increase recognition and value of "unpromotable tasks" (i.e. EDI work, pastoral care of students, mentoring) in academic promotions criteria | HR Director (as member of University Promotions Committee) | Female survey participants and engagement event attendees frequently raised concerns of academic promotions criteria not valuing tasks traditionally carried out by women and currently seen as "unpromotable" (i.e. EDI work, pastoral care of students, mentoring) (section 5.1.iii) | <b>Amend the Academic Promotions Criteria to: 1. Include Citizenship as an equal part of the existing Leadership pillar, amending the criteria within the pillar to explicitly acknowledge active participation in EDI-related committees (e.g. AS, REC, Disability Confident), mentorship and enhancement of student experience; 2. Review the Enterprise</b> | Implement changes ahead of AY 22-23 promotions cycle | Percentage of female applicants for academic promotions increases from 38% in AY 20-21 to 50% in AY 24-25  |

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|      |  |                                    |  |   | <b>pillar to include work on sustaining effective partnerships and external EDI-related work; 3. Review and amend the Learning and Teaching Pillar to include student pastoral and employability support</b> |   |  |
| 4.01 | Increase recognition and value of "unpromotable tasks" (i.e. EDI work, pastoral care of students, mentoring) in academic promotions criteria | Provost (as AS Leadership Sponsor) | Female survey participants and engagement event attendees frequently raised concerns of academic promotions criteria not valuing tasks traditionally carried out by women and currently seen as "unpromotable" (i.e. EDI work, pastoral care of students, mentoring) (section 5.1.iii) | <b>Embed discussions about distribution of student pastoral care responsibilities in recurring programme meetings to ensure colleagues are not disproportionately taking on this work</b>   | Provost reaches out to individual Heads of Department to provide direction on the frequency and nature of these discussions in September 2023  | Percentage of female applicants for academic promotions increases from 38% in AY 20-21 to 50% in AY 24-25 |  |
| 4.02 |  | Head of Organisational Development | Female survey participants and engagement event attendees frequently raised concerns of academic promotions criteria not valuing tasks traditionally carried out by women and currently seen as "unpromotable" (i.e. EDI work, pastoral care of students, mentoring) (section 5.1.iii) | <b>Create guidance for line managers acknowledging hidden barriers in task allocation and raising awareness of the research that's been done on gender differences in promotable vs non-promotable tasks and emotional labour</b> | Guidance for managers created and released by end of AY 2023-24  | Percentage of female applicants for academic promotions increases from 38% in AY 20-21 to 50% in AY 24-25 |  |

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| 4.03 |   |   | Provost (as Workload Model Steering Group chair)   | Female survey participants and engagement event attendees frequently raised concerns of academic promotions criteria not valuing tasks traditionally carried out by women and currently seen as "unpromotable" (i.e. EDI work, pastoral care of students, mentoring) (section 5.1.iii)                      | <b>Review Personal Tutee Dashboard (which is used to monitor time spent by academics with their personal tutees) to ensure the tool is fit for purpose in tracking academics' time supporting their tutees</b> | Review of Personal Tutee Dashboard completed with relevant changes implemented by end of AY 23-24 | Percentage of female applicants for academic promotions increases from 38% in AY 20-21 to 50% in AY 24-25  |
| 4.1  |   | Demystify Academic Promotions process for colleagues underrepresented in Academic Promotions applications | Provost (as AS & REC Leadership Sponsor)   | From AY 17/18 - 20/21 females have comprised 40% of academic promotions applications (compared to 55% of academic workforce in AY 19/20); From AY 17/18 - 20/21 BAME staff have only comprised 4% of academic promotions applications (compared to 14% of academic workforce in AY 19/20) (section 5.1.iii) | <b>Review Academic Promotions policy and guidance documents alongside AS and REC SAT members to ensure language/wording is clear and easy to understand</b>  | Review completed in AY 22-23 with changes implemented ahead of the AY 23-24 promotions cycle      | Percentage of female applicants for academic promotions increased from 38% in AY 20-21 to 50% in AY 24-25; Percentage of BAME colleagues applying for academic promotions increased from 6% in AY 20-21 to 15% in AY 24-25 |
| 4.12 | Demystify Academic Promotions process for colleagues underrepresented in Academic Promotions applications | HR Director (as member of University Promotions Committee)  | <b>Provide examples of successful academic promotions applications to demystify the promotions criteria and help empower staff members to create stronger applications</b> |   | Examples provided for AY 22-23 promotions cycle  |   |  |
| 4.2  | Increase number of female and BAME colleagues applying for  | Head of Organisational Development  | <b>Identify female and BAME members of academic staff who might be eligible for Academic Promotion</b>   |   | Outreach to eligible staff begins in AY 23-24 promotions cycle   |   |  |

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|      |  | academic promotion   |                          |   | <b>and reach out to those individuals encouraging them to apply and inviting them to prospective applicant workshops</b>   |   |  |
| 4.21 |  | Increase number of part-time staff applying for academic promotion |                          | From AY 17/18 - 20/21 female part-time staff have comprised 50% of academic promotions applications (compared to 61% of academic workforce in AY 19/20) (section 5.1.iii) | <b>Identify part-time members of academic staff who might be eligible for Academic Promotion and reach out to those individuals encouraging them to apply and inviting them to a part-time staff-specific prospective applicant workshops</b>                | Outreach to eligible staff begins in AY 23-24 promotions cycle                                      | Percentage of part-time staff applicants for academic promotions increased from 24% in AY 20-21 to 40% in AY 24-25 |
| 4.3  |  | Increase number of BAME colleagues applying for academic promotion | REC Staff Subgroup Chair | From AY 17/18 - 20/21 BAME staff have only comprised 4% of academic promotions applications (compared to 14% of academic workforce in AY 19/20) (section 5.1.iii)         | <b>Hold a REC focus group to understand what support is required by BAME colleagues when considering making an application for promotion application. The feedback received will be used to develop explicit guidance in the academic promotions process</b> | Focus group held in AY 22-23 with guidance document in place ahead of the AY 23-24 promotions cycle | Percentage of BAME colleagues applying for academic promotions increased from 6% in AY 20-21 to 15% in AY 24-25    |

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| 4.4 |  | Create shared institution-wide responsibility to address underrepresentation in Academic Promotions applications | Head of Organisational Development | From AY 17/18 - 20/21 females have comprised 40% of academic promotions applications (compared to 55% of academic workforce in AY 19/20); From AY 17/18 - 20/21 BAME staff have only comprised 4% of academic promotions applications (compared to 14% of academic workforce in AY 19/20); From AY 17/18 - 20/21 female part-time staff have comprised 50% of academic promotions applications (compared to 61% of academic workforce in AY 19/20) (section 5.1.iii) | <b>Provide all Deans/Heads of Institutes with annual data as to the gender/ethnicity/part-time vs full-time breakdown of applicants for academic promotions within their areas, so that they may monitor and address any discrepancies locally</b> | Data provided to all Deans/Heads of Institutes ahead of AY 23-24 promotions cycle                                     | Percentage of female applicants for academic promotions increased from 38% in AY 20-21 to 50% in AY 24-25; Percentage of BAME colleagues applying for academic promotions increased from 6% in AY 20-21 to 15% in AY 24-25; Percentage of part-time staff applicants for academic promotions increased from 24% in AY 20-21 to 40% in AY 24-25 |
| 4.5 |  | Increase appraisal completion and academic promotions applications for BAME staff                                | Head of HR Operations              | Discrepancy in appraisal completion by gender x ethnicity for AY 21/22 - 77% of White females, 60% of White males, 53% of BAME females, 38% of BAME males (section 5.2.ii); From AY 17/18 - 20/21 BAME staff have only comprised 4% of academic promotions applications (compared to 14% of academic workforce in AY 19/20) (section 5.1.iii)  | <b>Appraisal documents will include reference to the Academic Promotions criteria and process documents, encouraging Academics and their line managers to review promotion opportunities as part of annual appraisal</b>                           | Online appraisal form includes reference/signposting to Academic Promotions procedure during AY 22-23 appraisal cycle | Percentage of BAME females completing appraisals increases from 53% in AY 21/22 to 65% in AY 23/24; Percentage of BAME males completing appraisals increases from 38% in AY 21/22 to 50% in AY 23/24; Percentage of BAME colleagues applying for academic promotions increased from 6% in AY 20-21 to 15% in AY 24-25                          |

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| 4.51 |  | Increase appraisal completion across St Mary's, particularly for BAME staff |                                       | Discrepancy in appraisal completion by gender x ethnicity for AY 21/22 - 77% of White females, 60% of White males, 53% of BAME females, 38% of BAME males (section 5.2.ii) | <b>Generate department-level data on appraisal completion rates to leadership to help build a better culture of appraisal completion, particularly for our Academic staff</b>    | Data shared with leadership during AY 22-23 appraisals process                         | Percentage of White females completing appraisals increases from 77% in AY 21/22 to 87% in AY 23/24; Percentage of White males completing appraisals increases from 60% in AY 21/22 to 70% in AY 23/24; Percentage of BAME females completing appraisals increases from 53% in AY 21/22 to 65% in AY 23/24; Percentage of BAME males completing appraisals increases from 38% in AY 21/22 to 50% in AY 23/24 |
| 5.0  | Remove Barriers to Career Progression for Staff with Caring Responsibilities | Ensure our baby feeding facilities are fit for purpose                      | Director of Estates & Campus Services | Focus group participants described a desire to see more inclusive facilities on campus and support for parents/those with caring responsibilities (section 5.B.iii)        | <b>Work with the Estates &amp; Campus Services team to ensure baby feeding facilities are fit for purpose (i.e. worktop, fridge, sink, kettle, and 'in use' sign)</b>            | Facilities have been reviewed and any necessary changes implemented by end of AY 22-23 | Staff returning from maternity/adoption leave regularly use the space  |
| 5.1  | Remove Barriers to Career Progression for Staff with Caring Responsibilities | Better support students with caring responsibilities                        | Chair of Parents & Carers' Network    | Female focus group participants discussed concerns of support for students with caring responsibilities (section 5.B.iii)  | <b>Our Parents &amp; Carer's Network will expand their outreach efforts to welcome student members, seeking to bolster support for our student parent &amp; carer population</b> | Parents & Carer's Network expands to include student members by end of AY 22-23        | Parents & Carers' Network welcomes 5 student members by AY 23-24   |

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| 5.11 |  | Enhance support for staff parents and carers in navigating HR policies and procedures                                 | Lead HRBP                   | Our overall maternity return rate has declined by 15% from AY 17/18 - 19/20 (section 5.B.iii)  | <b>Work with the Parents &amp; Carer's Network to create guidance specific to staff parents and carers for navigating various HR policies and procedures</b>   | Guidance created by end of AY 22-23   | Maternity return rate increases from 75% in AY 19-20 to 90% in AY 24-25  |
| 5.2  |  | Create protected time for female academic staff returning from maternity/adoption leave to focus on research activity | Head of the Research Office | Our overall maternity return rate has declined by 15% from AY 17/18 - 19/20 (section 5.B.iii); In AY 20/21, 18% of female academic staff were allocated a 20% research tariff, as compared to 29% of male academics (section 5.C.ix) | <b>Introduce a policy to offer enhanced research time/support for academic staff returning from long-term leave (i.e. maternity/adoption, shared parental, sick leave)</b>   | Policy introduced during AY 23-24   | 25% of academic staff returning from long-term leave opt in to enhanced research time provided by new policy in AY 23-24 |
| 5.3  |  | Improve our maternity leave return rate   | Lead HRBP                   | Our overall maternity return rate has declined by 15% from AY 17/18 - 19/20 (section 5.B.iii)  | <b>Improve communication and support for staff approaching the end of maternity/adoption leave by providing managers with a consistent structured approach for supporting women returning from maternity leave</b> | Guidance for managers on return to work for staff returning from parental leave in place by end of AY 23-24; sessions for staff on parental leave and line manager support (collaborating with the Parents & Carer's Network) led during AY 23-24 | Maternity return rate increases from 75% in AY 19-20 to 90% in AY 24-25  |
| 5.4  |  | Enhance support for staff parents returning to work   |                             |  | <b>Promote the 'Workplace Nursery Benefit' to staff members who are parents and those returning from</b>   | Benefit promoted to staff via email and information sessions during AY 22-23  | Maternity return rate increases from 75% in AY 19-20 to 90% in AY 24-25  |

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|      |  |   |                                    |   | <b>parental/maternity/adoption leave</b>  |  |   |
| 5.5  |  | Enhance support for staff parents returning to work   | Head of Organisational Development |   | <b>Create a programme where our staff Mental Health First Aiders (MHFAs) are able to provide support for returners within their first 6 months back to work, to serve as an additional means of support beyond returners' line managers</b> | Programme in place by end of AY 22-23  | Maternity return rate increases from 75% in AY 19-20 to 90% in AY 24-25; Reduce number of staff leavers within 12 months of returning from maternity leave from 12.5% in AY 19-20 to 5% in AY 24-25 |
| 6.0  | Build a University-Wide Culture of Gender Equality | Build comparative survey data to track trends in staff perceptions of gender equality over time         | AS SAT chair                       | No way at present to track progress in staff perceptions of gender equality over time   | <b>Run the gender priorities survey every two years – next in Spring 2023</b>   | Gender priorities survey re-run in Spring 2023 and Spring 2025, with analysis and subsequent actions communicated back to staff in Summer 2023 and Summer 2025 | Survey is re-run with analysis shared as per timeline listed  |
| 6.01 |  | Collect more robust data on staff perceptions of Promotable vs Non-Promotable Task allocation by gender |                                    | Current understanding of staff perceptions of Promotable vs Non-Promotable Task allocation by gender derived from AS engagement events and not from targeted survey or focus group questions (section 5.C.viii) | <b>Ask targeted questions about staff perceptions of Promotable vs Non-Promotable Task allocation by gender in the next gender priorities survey</b>  | Include questions in Spring 2023 gender priorities survey  | Include questions in Spring 2023 gender priorities survey, with data included in SHAPS faculty AS submission and next institutional AS submission   |

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| 6.10 |  | Improve exit data collection to better understand staff reasons for leaving and ways to improve staff retention |                       | We currently do not hold data as to why voluntary leavers choose to leave St Mary's                     | <b>Explore ways to improve and enhance our existing methods of collecting exit data to ensure reasons for leaving are recorded and utilised for senior-level reporting</b> | Exit data recorded for all staff leavers, with twice yearly reporting to senior leadership, in place by end of AY 23-24; Data also available centrally to analyse as needed | Exit data routinely recorded and available to all heads of department by AY 24-25   |
| 6.11 |  | Improve data collection mechanisms to better track recruitment patterns by gender                               | Head of HR Operations | Unable to present recruitment data on offers and acceptances for the data period (section 5.1.i)        | <b>Improve HR admin processes to ensure recruitment data on offers and acceptances are kept accurately and readily reportable</b>  | Admin process improvements begin AY 2022-23   | AS team is able to report offer and acceptance data in our next Institutional submission or renewal                             |
| 6.12 |  | Enhance culture of performance management, where development activities are tracked and valued                  |                       | Scarce reliable data for training uptake across the data period (section 5.2.i)                         | <b>Keep record of training activity, individual CPD, and compliance against essential training using the iTrent module</b>   | iTrent module in place by end of AY 22-23   | Essential training module completion rates are recorded and used by all line managers as part of staff appraisals from AY 23-24 |
| 6.2  |  | Improve quality of feedback data collected on development-related activities                                    |                       | Head of Organisational Development  | We do not always collect feedback data on development-related activities by gender or ethnicity (section 5.2.iii)  | <b>We will incorporate questions on gender and ethnicity in all future development-related feedback surveys</b>   | Questions added to feedback surveys from AY 22-23   |
| 6.3  |  | Increase senior leadership engagement in EDI activities   | Vice-Chancellor       | Survey and focus group participants cited a desire for a wider EDI culture at St Mary's (section 5.C.i) | <b>All members of UEC asked to increase their involvement in &amp; attendance of staff &amp; student EDI activities throughout the year as one of their</b>                | Involvement in staff & student EDI activities is incorporated into UEC members annual appraisals in AY 23-24  | All UEC members engage with at least 2 EDI-related activities in AY 23-24   |

|      |  |   |                       |   | objectives in their annual appraisal  |  |  |
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| 6.31 |  | Enhance culture of inclusion and respect within senior leadership                                     |                       | Culture-related comments in our Gender Priorities Survey noted some behaviours (including those of senior leadership) are not aligned with university values of inclusion and respect (section 5.C.i) | <b>Include our “Leadership Compact” outlining agreed leadership behaviours (in line with St Mary’s values) as an appraisal objective for senior leadership</b>                                | Leadership Compact included as appraisal objective for SLT from AY 22-23 onwards and for UEC from AY 23-24 onwards | Fewer comments related to culture/behaviours that are not aligned with University Values (i.e. inclusion and respect) in 2023 Gender Priorities Survey |
| 6.4  |  | Continue university commitment to raising awareness about the effects of the Menopause on staff       | Lead HRBP             | As part of our broader EDI ambitions, the University has committed raising awareness about the effects of the Menopause on staff and students (section 5.C.i)   | <b>Create a Menopause Policy to better support and recognise the experiences of staff going through the menopause; promote policy to staff as part of induction and line manager training</b> | Guidance in place by end of AY 22-23 and promoted as part of Induction and Line Manager training from AY 23-24     | Guidance created and promoted as per timescales listed as part of BAU from AY 23-24 onward   |
| 6.5  |  | Increase number of flexible working requests and culture of flexible working                          | Lead HRBP             | Decrease in flexible working requests centrally recorded in from to 2020, paired with flexible working being a central theme in our survey and focus groups (section 5.C.i)                           | <b>Promote Flexible Working policy and guidance to staff, serving as a reminder of offerings to try and increase uptake and culture of flexible working</b>                                   | Comms campaign launched in AY 22-23  | Flexible Working requests increase from 4 in AY 19-20 to 10 in AY 23-24  |
| 6.51 |  | Ensure staff working part-time/flexibly/on job shares have equal opportunities for career progression | Head of HR Operations |   | <b>Track and assess the career progression/academic promotions success of those job sharing or working part-</b>  | Tracking begins in AY 23-24, with outcomes and recommended actions reported to UEC in Spring 2024                  | Tracking completed and subsequent recommended actions approved by UEC in Spring 2024, with   |

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|      |  | as their colleagues on full-time contracts/not working flexibly/not on job shares  |                                    |  | <b>time/flexibly to see if this group experiences similar career progression to those colleagues who are not working part-time/flexibly</b>   |  | tracking becoming BAU from AY 24-25   |
| 6.6  |  | Demonstrate greater commitment to removing barriers for staff with caring responsibilities in participating in committee-level decision making | Provost (as AS Leadership Sponsor) | Focus group participants (mainly female) shared feedback regarding work-life balance challenges - namely expectations of the working week beginning to extend beyond "normal" hours, particularly for academic staff (section 5.C.i) | <b>Introduce 'Core Committee Hours' of 9:30am – 4:30pm for all University Committee meetings</b>  | Core Committee Hours' introduced from AY 22-23 onwards                                   | All University Committee meetings held within 'core committee hours' during AY 22-23 and as BAU from AY 23-24 onwards   |
| 6.61 |  | Ensure 'out of hours' work responsibilities (i.e. Open Days) are distributed equally amongst teams   |                                    | Focus group participants (mainly female) shared feedback regarding work-life balance challenges - including when there are events outside of normal office hours (i.e. Open Days) (section 5.C.i)                                    | <b>Introduce rotas for departments where attending events out of hours (i.e. Open Days) is required, so that out of hours work is distributed equally amongst team members</b>              | Rotas introduced from AY 22-23 onwards   | All departments expected to attend 'out of hours' events use rotas in AY 22-23 and as BAU from AY 23-24 onwards   |
| 6.62 |  | Better establish work-life balance expectations for staff  | HR Director                        | Focus group participants (mainly female) shared feedback regarding work-life balance challenges - namely expectations of the working week beginning to extend beyond "normal" hours, particularly for academic staff (section 5.C.i) | <b>Establish a list of 'recommended ways of working' at UEC level (i.e. no emails between staff prior to 8am or after 6pm) to better establish work-life balance expectations for staff</b> | List of 'Recommended Ways of Working' agreed and distributed to teams by end of AY 22-23 | Percentage of staff identifying Work-Life Balance as a prioritisation area in the staff Gender Priorities Survey decreases from 56.49% in 2021 to 40% in 2023 |

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| 6.63 |   | Ensure part-time staff and staff with caring responsibilities are adequately represented on Key Decision-Making Committees | AS SAT chair   | We do not currently track representation of staff on part-time contracts/staff with caring responsibilities on Key Decision-Making Committees (section 5.C.x) and focus group participants (mainly female) shared feedback regarding work-life balance challenges - namely expectations of the working week beginning to extend beyond "normal" hours, particularly for academic staff (section 5.C.i) | <b>Track number of part-time staff/staff with caring responsibilities on Key Decision-Making Committees annually; report findings to AS SAT &amp; Leadership Sponsor</b> | Tracking begins in AY 22-23  | Increase number of part-time staff/staff with caring responsibilities on Key Decision Making Committees from AY 22-23 to AY 23-24 |
| 6.7  | Continue raising the profile of AS and encouraging departments to embed AS principles |  | Head of Equality and Inclusion Projects  | AS updates have been included in our quarterly VC reports meetings, and this must continue as AS work evolves and our GESG is created  | <b>Ensure GESG updates are shared by an SLT member (either Provost or VC) at all staff VC reports meetings</b>   | Updates begin once GESG is formed - from January 2023  | GESG updates included in VC reports from January 2023 and as BAU from AY 23-24 onwards  |
| 6.71 |   | Chair of GESG  | We have held institution-wide engagement events to promote the work of AS, but not yet for individual departments  | <b>Facilitate events for individual departments highlighting areas of the action plan relevant to them and how the actions relate to AS principles</b>   | Events held for each department once per year starting AY 23-24  | At least 1 AS engagement event held for every department in AY 23-24 and AY 24-25                                |   |
| 6.72 |   | Head of Equality and Inclusion Projects  | Our AS website has been a valuable source of information for staff and heads of department learn about AS principles and work to date, which we must continue updating regularly | <b>Keep our existing AS website up to date and promoted to staff, highlighting areas of best practice, updates on action plan progress, and</b>  | Website continues to be updated in AY 22-23 going forward  | AS website updated at minimum on a monthly basis, including updates on GESG and SAHPS SAT, from AY 22-23 onwards |   |

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|      |  |  |                       | as GESG and SHAPS SAT activities commence  | <b>updates on SHAPS submission progress</b>  |  |   |
| 6.8  |  | Ensure better consistency in the application of HR policies for equality, dignity at work, bullying, harassment, grievance, and disciplinary processes |                       | We are currently collecting data on consistency in the application of HR policies for equality, dignity at work, bullying, harassment, grievance, and disciplinary processes via our Anonymous Reporting pilot review and REC staff survey and focus groups (section 5.C.iv) | <b>We will review the Anonymous Reporting pilot alongside REC data collected to determine what other interventions are necessary to ensure better consistency in the application of HR policies for equality, dignity at work, bullying, harassment, grievance, and disciplinary processes</b> | Review completed alongside REC data by end of AY 22-23; with any subsequent recommendations implemented as part of REC Action Plan from AY 23-24 | Improved feedback from staff on bullying/harassment REC survey questions when the REC survey is run again in AY 24-25 |
| 6.9  |  | Enhance support for Trans & Non-Binary staff   |                       | Our first Trans & Non-Binary Equality Policy was approved by BoG in May 2022 (section 6)   | <b>Implement the Trans &amp; Non-Binary Equality Policy and support its rollout via a communications campaign and gender awareness training provided to staff at all levels</b>  | Policy introduced by start of AY 22-23, with associated rollout activities/training complete by end of AY 22-23                                  | Policy introduced and rollout supported as per timescales listed  |
| 6.91 |  | Ensure all HR systems are inclusive for staff of all genders   | Head of HR Operations | We began improving the gender inclusivity of HR systems by including an Mx prefix in our staff records system, but need to ensure this prefix is included in all   | <b>Ensure all HR systems and forms have the Mx prefix included</b>   | All systems and forms updated by end of AY 22-23   | All HR forms and systems include Mx prefix by timescale listed  |

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|      |  |   |   | remaining HR forms and systems (section 6)  |  |  |  |
| 6.92 |  |   |   | For payroll purposes, HMRC requires the choosing of a legal gender (male or female); this requirement can be misinterpreted as a St Mary's-driven requirement and is not inclusive of other genders, therefore we must ensure staff know why we require them to disclose a legal gender for payroll (section 6) | <b>Ensure all HR systems or forms where HMRC requires the choosing of a legal gender includes disclaimer explaining the requirement</b>  | All systems and forms updated by end of AY 22-23   | All HR forms and systems include disclaimer language by timescale listed   |
| 6.93 |  | Ensure university systems have a joined-up approach to reporting on gender/sex  |   | We do not currently have a joined-up approach to reporting on gender/sex at St Mary's (section 6)   | <b>Create a joined-up university-wide approach to data monitoring by sex and gender, utilising Advance HE's recently published updated Data Monitoring Guidance</b>  | University-wide approach agreed by end of AY 22-23   | University-wide approach agreed by end of AY 22-23 and BAU from AY 23-24 onwards   |
| 6.94 |  | Create a cross-institutional community dedicated to supporting LGBTQ+ staff & students at religiously-affiliated universities | Head of Equality and Inclusion Projects | We recognise the need to continue up levelling our support for LGBTQ+ colleagues - particularly Trans & Non-Binary colleagues. We chose to launch a working group with Cathedrals Group (religiously affiliated) UK universities in May 2022 to share best practice and form a supportive cross-institutional   | <b>Lead Cathedrals Group LGBTQ+ Support Working Group to share good practice, support one another, and help each other tackle any challenges via quarterly meetings and online information sharing via Teams</b> | Working Group quarterly meetings held and online information sharing Teams site administered from AY 22-23 onwards | Working Group meets and communicates regularly, with membership from at least 50% of Cathedrals Group universities from AY 22-23 onwards |

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|     |  |   |   | community dedicated to LGBTQ+ staff & student support (section 6)   |   |   |  |
| 7.0 | Increase the Gender & Racial Diversity of Key University Decision-Makers | Embed inclusive hiring principles into all stages of the hiring process                           | Head of Equality and Inclusion Projects | Recruitment data by grade for AY 17-18 - 19-20 grades J and above shows several gaps in favour of males from application to shortlisting to appointment (section 5.1.i); From AY 17-18 - 19-20 organisational charts representing senior leadership across the institution show an overall decrease in females from 48% to 45% and a decrease in BAME representation from 10% to 7% (section 5.C.v) | <b>Launch 'Embedding Inclusive Hiring' programme (as detailed in section 5.1.i)</b>                       | Programme launched in AY 22-23; part of BAU from AY 23-24 onwards                                   | Programme launched by October 2022; Training rolled out by December 2022; Inclusive Hiring Advisors recruited and trained by February 2022; Evaluation of training shows 70% of participants found training useful in building their understanding of inclusive hiring practices |
| 7.1 |  | Better align gender representation of those in leadership positions with that of staff population | HR Director                             | From AY 17-18 - 19-20 organisational charts representing senior leadership across the institution show an overall decrease in females from 48% to 45% (section 5.C.v) which is lower than our 59% female staff population in AY 19-20 (section 2); Recruitment data by grade for AY 17-18 - 19-20 grades J and above shows several gaps in favour of males from                                     | <b>Create target of equal gender representation for all recruitment panels for jobs grade J and above</b> | All recruitment panels for jobs grade J and above have equal gender representation from Spring 2023 | Percentage of women in UEC increases from 32% in 2021 to 50% in AY 2024-2025   |

|     |  |  |                                    |   |  |   |   |
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|     |  |  |                                    | application to shortlisting to appointment (section 5.1.i)  |  |   |   |
| 7.2 |  | Better align gender representation of those in leadership positions with that of staff population                              |                                    | From AY 17/18 - 19/20 organisational charts representing senior leadership across the institution show an overall decrease in females from 48% to 45% (section 5.C.v) which is lower than our 59% female staff population in AY 19/20 (section 2) | <b>Increase opportunities for senior level roles to be part-time or job share, as this will encourage more staff with caring responsibilities (and inherently more females) to apply</b> | 50% of SPOT level roles advertised as part-time or job share by end of AY 2022-23                   | Increased percentage of female staff in highest pay band quartile from 51.5% in AY 2020-21 to 55% in AY 2023-24   |
| 7.3 |  | Improve gender and ethnicity representation in leadership positions  | Head of Organisational Development | From AY 17/18 - 19/20 organisational charts representing senior leadership across the institution show an overall decrease in females from 48% to 45% and a decrease in BAME representation from 10% to 7% (section 5.C.v)                        | <b>Define career pathways for professional services staff, so that they can envision and live out pathways to leadership roles at St Mary's</b>  | Professional Services Staff Career Pathway in place by start of AY 2023-24                          | Increased percentage of female staff in highest pay band quartile from 51.5% in AY 2020-21 to 55% in AY 2023-24; Increased percentage of BAME staff in highest pay band quartile from 13% in 2020-21 to 17% in AY 2023-24 |
| 7.4 |  | Recruit senior leaders with experience successfully managing career progression of groups underrepresented in leadership (i.e. | HR Director                        | From AY 17/18 - 19/20 organisational charts representing senior leadership across the institution show an overall decrease in females from 48% to 45% and a decrease in BAME representation from 10% to 7% (section 5.C.v)                        | <b>Include essential criteria in person specification for all roles Head of Service/Department and above requiring applicants to have demonstrable experience successfully</b>           | Criteria included in all person specifications for Head of Service/Department from AY 23-24 onwards | Increased percentage of female staff in highest pay band quartile from 51.5% in AY 2020-21 to 58% in AY 2025-26; Increased percentage of BAME staff in highest pay band quartile from 13% in 2020-21 to 20% in AY 2025-26 |

|      |  |  |  |   |   |  |  |
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|      |  | women & BAME colleagues)   |  |   | <b>managing career progression of groups underrepresented in leadership at St Mary's (i.e. women &amp; BAME colleagues)</b>                                 |  |  |
| 7.5  |  | Better align gender representation of board of governors members with that of staff population | Vice-Chancellor                          | As of July 2021, our BoG were 41% female (section 5.C.vi), which is lower than our 59% female staff population in AY 19-20 (section 2)  | <b>Create target of equal gender representation amongst Board of Governors members by AY 23-24</b>  | Board of Governors has equal gender representation by AY 23-24                                 | Board of Governors has equal gender representation by AY 2023-2024   |
| 7.51 |  | Improve gender and ethnicity representation on influential institutional committees            | Provost (as AS & REC Leadership Sponsor) | As of July 2021, our senior level committees (SLT, UEC, and BoG) were all majority male, with just 1 member across all 3 being from a BAME background (section 5.C.vi); across Academic Board, Academic Development Committee, University Research Committee, and UPC, fewer than 5 individuals total were from a BAME background (section 5.C.vii) | <b>Endeavour for all longlists and shortlists for UEC &amp; SLT-level posts to reflect the gender and ethnic diversity of our total staff population</b>    | Work towards longlist/shortlist diversity as BAU from AY 22-23 onwards                         | Increased representation of BAME colleagues on influential institutional committees from 9% in AY 2020-21 to 25% in AY 2024-25; Increased representation of female colleagues as chairs of university committees from 33% in AY 2020-21 to 50% in AY 2024-25 |
| 7.6  |  |  |  |   | <b>Conduct a review of governance structures and gender/ethnic diversity of committee membership. As part of the review, consider where female and BAME</b> | Review completed by end of AY 23-24, with any resulting changes implemented by end of AY 24-25 | Increased representation of BAME colleagues on influential institutional committees from 9% in AY 2020-21 to 25% in AY 2024-25   |

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|     |  |   |  |   | <b>colleagues may be on multiple committees, which could cause issues of heavy workloads/burnout</b>   |  |  |
| 7.7 |  | Build awareness of senior academic leadership and decision-making structures so staff better understand the gender diversity of academic decision-makers and can more easily identify role models | Vice-Chancellor  | As of July 2021, SLT was 5 members, just 1 academic, and just 1 female (who was not an academic) (section 5.C.vi); Leadership as a major theme in survey and focus group responses - particularly a lack of senior female role models (section 5.C.vii) | <b>Improve staff communications (including email updates and information on staff website) in relation to senior academic decision-making bodies, structures, and their gender diversity</b> | Staff website updates in place by end of AY 22-23; Improved email communications BAU from AY 22-23 onwards | Reduced comments in gender priorities survey 2023 about lack of female role models in senior academic leadership   |
| 7.8 |  | Better align gender representation of those in committee chair positions with that of staff population  | Provost (as AP & REC Leadership Sponsor)                   | As of July 2021, 67% of committee chairs were male (section 5.C.viii) as compared to 59% female staff population in AY 19-20 (section 2)  | <b>Conduct a review of how chairs are selected for University committees and what steps must be taken to ensure better gender representation amongst chair roles</b>                         | Review completed by end of AY 2022-23, with any resulting changes implemented by end of AY 2023-24         | Increased representation of female colleagues as chairs of university committees from 33% in AY 2020-21 to 50% in AY 2024-25   |
| 7.9 |  | Encourage and support groups underrepresented in Academic Promotions to make a successful application   | HR Director (as member of University Promotions Committee) | From AY 17/18 - 20/21 females have comprised 40% of academic promotions applications (compared to 55% of academic workforce in AY 19/20); From AY 17/18 - 20/21 BAME staff have only comprised 4% of academic promotions applications                   | <b>Continue holding targeted workshops for female and BAME academic staff to support and encourage successful applications for academic promotion, with support from AS</b>                  | Workshops offered as BAU from AY 22-23 onwards   | Percentage of female applicants for academic promotions increased from 38% in AY 20-21 to 50% in AY 24-25; Percentage of BAME colleagues applying for academic promotions increased from 6% in |

|  |  |  |  |   |                            |  |                             |
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|  |  |  |  | (compared to 14% of academic workforce in AY 19/20) (section 5.1.iii) | <b>and REC SAT members</b> |  | AY 20-21 to 15% in AY 24-25 |
|--|--|--|--|---|----------------------------|--|-----------------------------|



St Mary's  
University  
Twickenham  
London



*November 2025*

## **ATHENA SWAN GENDER EQUALITY STEERING GROUP**

### **TERMS OF REFERENCE**

#### **PURPOSE**

The purpose of the Athena SWAN Gender Equality Steering Group (GESG) is to oversee the effective implementation of St Mary's Athena SWAN Institutional Bronze Action Plan and in doing so advance gender equality across the University. The GESG will have strategic ownership of our Athena SWAN Action Plan and, by extension, any Athena SWAN-related activities at the university. The GESG will also promote the principles of Athena SWAN's Transformed Charter:

1. Adopting robust, transparent and accountable processes for gender equality work, including:
  - a. Embedding diversity, equity and inclusion in our culture, decision-making and partnerships, and holding ourselves and others in our institution/institute/department accountable.
  - b. Undertaking evidence-based, transparent self-assessment processes to direct our priorities and interventions for gender equality and evaluating our progress to inform our continuous development.
  - c. Ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded.
2. Addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students.
3. Tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation.
4. Understanding and addressing intersectional inequalities.
5. Recognising that individuals can determine their own gender identity, and tackling the specific issues faced by trans and non-binary people.
6. Examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups.
7. Mitigating the gendered impact of caring responsibilities and career breaks and supporting flexibility and the maintenance of a healthy 'whole life balance'.
8. Mitigating the gendered impact of short-term and casual contracts for staff seeking sustainable careers.

#### **REMIT**

The purpose of the Athena SWAN GESG and therein members of the Athena SWAN GESG, include:

- a. To oversee implementation of St Mary's Athena SWAN Institutional Bronze Action Plan, in accordance with the Athena SWAN Charter and Principles. This includes advising academic and professional services staff outside of the GESG in removing any barriers to completing actions as outlined in the Action Plan.
- b. To track and monitor Athena SWAN actions in relation to adherence to timescales and success measures and report amendments and completions to the EDI Board.
- c. To advocate for the Athena SWAN process and gender equality throughout the university, raising awareness, inspiring engagement of staff and students, attending events and encouraging active participation in the principles of the Athena SWAN Charter.
- d. To review the Terms of Reference (including GESG membership) on an annual basis to ensure the implementation of the action plan is fit for purpose.

## **REPORTING**

The Athena SWAN GESG will report to the EDI Board, who in turn reports to the University Executive Committee (UEC).

The GESG will also provide regular updates to be included in Equality Charter updates, communications and at VC reports.

## **DATA PROTECTION AND CONFIDENTIALITY**

Members of the Athena SWAN GESG may be tasked with reviewing sensitive personal data relating to protected characteristics, salary grade, personal leave, and promotion. Members are expected to retain the strictest confidentiality when engaging with such data, and to anonymise any data that is shared beyond the confines of the GESG.

Members are also expected to adhere to St Mary's [IT Policy](#) and [Data Protection Policy](#) when handling all Athena SWAN-related data.

## **USE OF ONLINE COLLABORATION TOOLS**

Members of the Athena SWAN GESG will have access to a shared group on Microsoft Teams, which members may use to collaborate and communicate between regularly scheduled meetings. The Teams collaboration tool may be used for the following purposes:

- a. To share high level planning documents, such as: meeting agendas and minutes, data trackers and project planners, GESG terms of reference, advocacy events, etc.
- b. To communicate as a large group, or in smaller workstream groups, to help drive collaboration and progress on Athena SWAN-related work.
- c. To foster community and collective ownership of the Athena SWAN action plan.

Members of the Athena SWAN GESG will share/store any necessary sensitive (personal) data via secure internal shared drives (i.e. HR S drive).

## MEMBERSHIP

The membership of the Athena SWAN GESG is derived primarily by role, with roles selected in accordance with those who hold the majority of responsibility for actions within our St Mary's Athena SWAN Institutional Bronze Action Plan. There are several additional members who will represent various University areas or staff Networks. Those members will be selected by their area or network leader.

Membership will also be reviewed on an ongoing basis to ensure the group reflects a diverse cross-section of individuals and experiences, as is outlined by the Charter.

### Co-Chairs

The GESG will have two Co-Chairs, a gender mix is preferred. For overseeing the implementation of our St Mary's Athena SWAN Institutional Bronze Action Plan, the Co-Chairs of the GESG will be the HR Director and a member of academic staff with significant responsibility for research at St Mary's. Aside from owning actions relating to their individual areas, Co-Chairs are responsible for ensuring actions owned by the GESG Co-Chairs, Athena SWAN SAT Chair, and SLT members unable to join committee meetings are implemented at pace.

### Members

| <b>Role</b>  | <b>Athena SWAN Action Plan Item(s) Owned<br/>(either by the individual or by the individual on behalf of members of their team)</b>  |
|--|--|
| HR Director (GESG Co-Chair; actions also listed for senior professional services staff members unable to join committee meetings)  | 1.0, 1.3, 1.31, 1.32, 1.7, 1.8, 3.2, 3.3, 3.40, 3.42, 3.5, 4.0, 4.12, 4.5, 4.51, 5.11, 5.3, 5.4, 5.6, 6.0, 6.01, 6.10, 6.11, 6.12, 6.3, 6.31, 6.4, 6.5, 6.51, 6.62, 6.63, 6.71, 6.91, 6.92, 6.93, 7.0, 7.2, 7.4, 7.5, 7.51, 7.7, 7.9 |
| Member of academic staff with significant responsibility for research (GESG Co-Chair; actions also listed for senior academic staff members unable to join committee meetings) | 1.1, 1.2, 1.3, 1.31, 1.32, 1.4, 1.5, 1.6, 1.8, 4.01, 4.03, 4.1, 6.0, 6.01, 6.3, 6.31, 6.6, 6.61, 6.63, 6.71, 7.6, 7.8  |
| University Secretary and Director SPO  | 1.8, 2.5, 6.3, 6.6, 7.6, 7.61  |
| Head of Learning & People Development  | 3.0, 3.01, 3.1, 3.2, 3.41, 3.7, 3.8, 3.81, 3.9, 4.21, 4.02, 4.2, 4.4, 5.5, 6.2, 7.3  |
| Head of Academic Professional Development  | 2.4, 3.0, 3.41, 3.7  |
| Head of Inclusion, Access and Widening Participation   | 2.1, 2.2, 2.3 2.6<br>1.81, 6.7, 6.71, 6.72, 6.8, 6.9, 6.94, 7.0  |
| Manager of Doctoral School and REF   | 1.9, 1.91, 2.7, 3.6, 5.2   |
| Head of UK Recruitment   | 2.8,   |
| Head of External Relations   | 2.0  |
| Race Equality Charter Co-Chair(s)  | 1.91, 3.61, 4.1  |

|   |   |
|---|---|
| Provost Office University Academic Strategy Project Manager | 1.4, 1.5, 1.6, 2.4, 4.01, 4.03, 4.1,6.61, present to support dissemination of information and embed actions across business areas |
| FSTHS Representative  | N/A<br>Present to support dissemination of information and embed actions across business areas                                    |
| FABLET Representative                                       | N/A<br>Present to support dissemination of information and embed actions across business areas                                    |
| SOM Representative  | N/A<br>Present to support dissemination of information and embed actions across business areas                                    |
| Women's Network Representative                              | N/A<br>Present to support dissemination of information and embed actions across business areas                                    |
| Parents & Carers' Network Representative                    | 5.1; present to support dissemination of information and embed actions across business areas                                      |
| Ex officio: Notetaker                                       | N/A   |

## **SCHEDULE OF MEETINGS**

The group will meet on a regular basis (every 5-6 weeks) for one hour, the notes of which will be maintained together with a live action tracker.