

# Staff Equality, Diversity and Inclusion Annual Report

# May 2022

## 1. Introduction - our commitment to equality, diversity and inclusion

St Mary’s University is fully committed to creating an inclusive culture by promoting equality of opportunity and respecting differences amongst its staff, students and other stakeholders. Our core value of Inclusiveness is at the heart of our approach to these objectives.

We are proud that our University is a richly diverse community, where we draw on the talents of all our staff and students to create a culture of mutual respect and recognition.

Our commitment and activity in relation to equality, diversity and inclusion (both in respect of staff and students) stems beyond legal compliance, and more centrally derives from the benefits of an inclusive and welcoming place of work and study. There is much evidence that work places which are genuinely inclusive, underpinned by a welcoming and equitable ethos and values-based leadership, benefit hugely in terms of staff engagement, wellbeing and performance.

It is with that in mind that our People Strategy has clear Key Performance Indicators (as explored in appendix 2) for equality, diversity and inclusion. This will help to create a diverse and inclusive University community that enables creativity, imagination and innovation and is truly representative of our student population, with the aspiration to be representative of London.

## 2. Purpose of the annual report

The University is under a legal duty (as part of the Public Sector Equality Duty) to review and publish equality data each year. As part of our regular equality, diversity, and inclusion (EDI) activity, this annual report summarises the data for staff, and informs the base for the future development of our EDI agenda as well as the People Strategy.

The report is presented to key University committees for their consideration, before final sign off by the Finance and Resources Committee on behalf of the Governing Body. Thereafter, an Executive Summary of the Annual Report will be published on our website.

The purposes of the Annual Report are to:

* outline EDI activity that has taken place since our last annual EDI report (July 2021)
* present an update of the 2021-2022 Staff Equality, Diversity and Inclusion Objectives and Action Plan
* present statistical staff D&I data that shows comparison figures to last year and a trajectory over 5 years from 2016/17 – 2020/21
* propose a revised Staff EDI Action Plan that sets out key objectives for 2022/23 to support delivery of the KPIs and strategic priorities as set out in the People Strategy that underpins the wider university strategy. The 2022/23 Staff EDI Action Plan also includes actions from our most recent Gender/Ethnicity Pay Gap Report and forthcoming Athena SWAN Action Plan (which are denoted via colour coding).

## 3. The Equality, Diversity and Inclusion Staff Board and networks

The EDI Staff Board, which reports into the University Executive Committee was established in February 2019. The Board continues to deliver activities to enable focus on improvements for specific staff groups as well as delivery of strategic priorities, underpinned by our values. There are six Staff Network groups in place, listed below. The groups champion staff EDI through a range of interventions.

* Women’s Network
* BAME & Allies Network
* Disability Network
* LGBTQ+ Network
* Interfaith Network
* Parents and Carers Network

## 4. Progress – Key Achievements (further to the last Annual Report)

This section provides a commentary on key EDI progress since the last annual EDI report in July 2021. In addition, Appendix 1 shows progress against actions outlined in the 2021-2022 Staff Equality, Diversity and Inclusion Objectives and Action Plan.

The statistical report at Appendix 2 shows the impact of work undertaken in the last year and highlights key trends as well as benchmarking against the HE sector.

Since the last report in July 2021, key achievements in respect of staff equality, diversity, and inclusion include:

**EDI Staff Board**

* The EDI Staff Working Group became the EDI Staff Board, with refreshed terms of reference and stronger governance structure reporting into UEC and FRC

The board, chaired by our Director of HR, is well established and attended. The board is tasked with the strategic management of the Staff EDI Programme within St Mary’s University. It sets the Staff EDI agenda across the University, overseeing implementation and monitoring progress on a regular basis. It also provides oversight of Charters Programmes, currently including the Advance HE Athena Swan and Race Equality Charters and the Disability Confident scheme. It ensures that equality, diversity, and inclusion commitments are fully embedded in the University, and that staff at all levels are living out such principals on a day-to-day basis.

The EDI Staff Board reports to the University Executive Committee and is made up of staff from across the University, including the EDI staff network leads. The EDI staff networks are key to operational delivery of the People Strategy and engaging staff in this work. The network leads work closely with the SU to ensure collaboration and promotion of activity to students as well as staff as relevant. The networks produce an enormous amount of opportunities for engagement in EDI-related initiatives, particularly in terms of events open to staff and students. The networks also provide consultation to senior leadership on HR strategy development and best practice for addressing EDI-related issues on campus.

Gender & Ethnicity Pay Gap Reporting

* Second joint Gender-Ethnicity Pay Gap report published, including more detailed analysis by ethnic group and at the intersection of ethnicity and gender

For the second year, the University produced a joint Gender and Ethnicity Pay Gap report, which was approved by the University Executive Committee (UEC) and Financial Resources Committee (FRC) in March and has been published on the University’s external website in line with legal requirements. While both our mean gender and ethnicity pay gaps increased from 2020 to 2021 (with potential contributing factors outlined in Appendix 2), both our median gender and ethnicity pay gaps decreased during this time. Our detailed analysis in this year’s report has demonstrated that while reporting on differences in pay is crucial to our EDI ambitions, the gaps we see are symptoms of a greater systemic problem to be addressed at St Mary’s – overrepresentation of women and BAME colleagues in the lowest pay band and underrepresentation of both groups (much more so the latter) in the highest pay band. Our Athena SWAN and Race Equality Charter (REC) project teams are making good use of our pay gap reporting data to inform their work creating multi-year action plans to address these inequalities at the University. Though we recognise there is still much work to do in addressing the data raised in the report, this year’s pay gap reporting process incorporated the following vital changes:

* Consultation with the Athena SWAN and REC Self-Assessment Teams (SATs) throughout the pay gap reporting process
* Inclusion of detailed ethnicity pay gap analysis by major ethnic group (i.e. Black, Asian, Mixed, and Other Ethnic Background) rather than just “BAME” vs “White” (which has provided a more nuanced window into gaps between specific groups)
* Inclusion of detailed intersectional pay gap analysis by gender x ethnicity (i.e. Black women, Black men, White women, White men) – this provides a more granular analysis that will become increasingly significant as we continue to build a year-on-year picture of this data

Athena Swan

* On track for a November 2022 submission for our first Athena SWAN Institutional Bronze award

Over the past year, our Athena SWAN Self-Assessment Team (SAT) has made tremendous progress in preparing our first Athena SWAN Small and Specialist Bronze award submission. Major milestones achieved have included:

* Completion of a comprehensive institution-wide data collection exercise, which focused on identifying barriers to gender equality (primarily for academic staff)
* Rollout of a staff Gender Priorities Survey, which asked all staff (both academic and professional services) to identify key areas of focus for St Mary’s in progressing gender equality
* Facilitation of several Athena SWAN focus groups seeking to gain further qualitative feedback on the key themes identified in the survey (those themes were: leadership, culture, work/life balance, promotion & progression, and intersectionality). Our focus groups were comprised of PGR students, professional services staff members (including members of our Estates/Campus Services team), and Women’s Network members
* Completion of extensive analysis of data collected (both quantitative and qualitative), alongside a series of Athena SWAN community engagement events seeking to welcome broader input from our staff and students as to how we address barriers to gender equality identified in the data
* Creation of a multi-year action plan to address gender and intersectional inequalities identified; collaboration with key stakeholders including heads of departments and chairs of key committees to consult on actions, create a shared ownership, and consolidate buy-in to our broader equality efforts as part of Athena and the Race Equality Charter (REC) at St Mary’s
* Creation of our draft action plan (now in the early stages of our governance approvals process), which focuses on the following 7 Key Objectives:
	+ Embed Gender Equality into the Governance, Culture, and Recognition Structures at St Mary's
	+ Improve Gender Equality within Student Programmes
	+ Develop Strong Pipeline of Female Staff Ready to Take on Leadership Roles
	+ Align Academic Promotion, Appraisal, Workload Model, and Research Tariff Allocation Processes to Value "Unpromotable" Tasks
	+ Remove Barriers to Career Progression for Staff with Caring Responsibilities
	+ Build a University-Wide Culture of Gender Equality
	+ Increase the Gender & Racial Diversity of Key University Decision-Makers
* Next, our SAT is bringing the draft Athena submission and action plan to our EDI Staff Board for their feedback and sign-off in May, followed by University Executive Committee in July and Board of Governors in September. We are on track to submit to Advance HE in November 2022 and plan to immediately begin implementing our action plan.

Race Equality Charter (REC)

* Mandatory staff- and student-wide REC survey underway – St Mary’s first survey specifically seeking to understand lived experience of race equality

Since launching in January 2021, our Race Equality Charter (REC) SAT has made great progress in preparing our first REC Bronze Award submission. Major milestones achieved have included:

* Assembly of a large SAT representing colleagues and students from across the institution with a majority makeup of individuals from Black, Asian, and Minority Ethnic backgrounds - recognising that those with lived experience of racial inequality must be central in driving the University’s REC efforts
* Completion of a comprehensive institution-wide data collection exercise, which focused on identifying barriers to racial equality for all staff and students
* Launch of our Staff & Student REC Surveys – a requirement within the REC framework seeking to allow us broader qualitative insights into the lived experience of our staff and students; namely inequalities experienced by those from minority ethnic backgrounds
* First stages of data analysis amongst our Staff & Student REC SAT subgroups, which will also include data from our survey and forthcoming focus groups. All of our data analysis will inform our multi-year action plan to address barriers to race equality identified in the data

**Disability Confident**

* Staff non-disclosure rate for disability fell from 6.1% in 2020 to 4% in 2021

Since becoming an employer who is Disability Confident Committed in November 2020, St Mary’s has assembled a small working group to lead on our Disability Confident work, comprised of representatives from HR, Employability, Student Wellbeing, and our Staff Disability Network. In AY 2021-22, the group was thrilled to welcome Jenny Willott, Director of Enterprise and Innovation, as Leadership Sponsor. The group has progressed on implementing the following Disability Confident commitments:

* **Building a comprehensive programme to embed inclusive hiring practices**  creating an inclusive hiring checklist/resource bank and accompanying training for hiring managers and interview panelists
* **Reviewing existing materials to ensure they are accessible and inclusive ** working with members of the Disability Staff Network to review our recruitment materials and make important changes to be as accessible and inclusive as possible
* **Exploring potential collaborations with Job Centre Plus**  learning more about Access to Work and ways St Mary’s could partner with the Job Centre in Twickenham to encourage applications from more candidates with disabilities
* **Communicating vacancies**  posting job vacancies via [Evenbreak](https://www.evenbreak.co.uk/en) – an organisation dedicated to connecting inclusive employers and disabled applicants
* **Offering an interview to disabled people**  reminding all hiring managers of this practice and sending catered regret emails to candidates who disclose a disability but do not meet the minimum requirements
* **Providing reasonable adjustments**  embedding guidance for hiring managers and line managers into all new manager training
* **Supporting existing employees**  working with the Disability Staff Network to review feedback from their recent survey and better understand current challenges our staff with disabilities and long-term health conditions may be experiencing

This summer, the Disability Confident working group will conduct a miniature self-assessment to ensure we have progressed well on all of our Level 1 commitments, with an aim to begin work on progressing our Level 2 commitments from Autumn 2022.

**Kickstart**

* 9 individuals employed via the government’s Kickstart scheme

St Mary’s employed an additional 9 young people through the government’s Kickstart scheme towards the end of 2021-22 on 6-month work placements in role such as IT, marketing, and administration. This scheme supports St Mary’s to attract diverse talent through widening access to employment opportunities to young people at risk of long-term unemployment.

**Mental Health First Aiders (MHFAs)**

* MHFAs programme is committed to taking an intersectional approach when supporting our staff

The St Mary’s Mental Health First Aider Programme provides staff with access to informal support and signposting for any emotional or psychological stress they may be experiencing. The Mental Health First Aiders also support university awareness campaigns and signposting to resources to support staff. The programme takes an intersectional approach, recognising different communities have specific needs when accessing mental health and wellbeing resources, and ensuring this is reflected in mental health resources and toolkits developed by Mental Health First Aiders.

**Mentoring Scheme**

* The mentoring scheme participation remains strong in its third year with 34 participants

The University continues to run its mentoring scheme to support staff with their career development. Mentoring is an incredibly valuable resource to access and equally it is a valuable experience to mentor another person and should help engender and support equality and inclusion. The following includes information on programme participants for AY 2021-22. We will continue to monitor the diversity of our mentors and mentees to ensure we have strong representation by way of gender and ethnicity as the programme progresses.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Gender | Ethnicity | Academic/Professional |
| Mentors | 75% F,25% M | 75% White, 4% Asian or Asian British, 4% Black or Black British, 4% Other Ethnic Background, 4% Other Mixed Background, 8% Unknown | 75% Academic25% Professional Services |
| Mentees | 80% F,20% M | 60% White, 10% Other Mixed Background, 30% Unknown | 20% Academic80% Professional Services |
|  |  |  |  |

Equality, Diversity and Inclusion Training

* We are now able to monitor training uptake via our Performance Management module on iTrent, enabling us to collect and analyse data on training participation by department and protected characteristic with ease

The University continues to rollout Equality, Diversity and Inclusion training to all staff. Equality, Diversity and Inclusion forms part of the University’s essential training e-learning package that all new staff must complete during their probationary period. In addition to this, we offer a LinkedIn Learning course on Unconscious Bias as an EDI essential training module at induction. The EDI training offer will be revised as part of our commitments to the Race Equality and Athena Swan Charters.

Women’s Development & Leadership

* Applications for Academic Promotions in AY 2021-22 were 54% female – up from 40% in the previous year

The University continues to run three women’s development programmes – one internal leadership programme and two external programmes. These initiatives enhance our work to bridge the institutional gender pay gap and will support the University in its Athena SWAN efforts.

* The Springboard programme was offered again in 2022 to all female employees, with 1participant in the cohort from our Campus Services team (of the 3 total participants). Due to lower uptake the course will not be delivered internally this year, but participants will join external programmes providing more opportunity to network externally.
* The University has also sponsored another cohort of six women to take part in a women’s leadership development programme, Aurora, run by Advance HE. Funding was made available for eight places to give more women opportunity to develop on this programme.
* St Mary’s launched our Women’s Leadership Forum in September 2021 – a programme designed to support and empower female staff in leadership roles at the university, as well as female staff who are identified as outstanding candidates for leadership positions in the coming years. The programme currently has 60 participants representing all areas of the university.

Staff-Student Relationships Policy

* Refreshed Staff-Student Relationships Policy approved by FRC after extensive consultation with the EDI Staff Board and Unions

The HR team recently reviewed the University’s ‘Consensual Relationships Policy’ as part of the routine HR policy review cycle. The review was timely given a renewed conversation about abuses of power in UK higher education and the recent publication of the OfS’ Statement of Expectations to prevent and respond to incidents of harassment and sexual misconduct. After completing the review of our policy, and significant consultation with the Unions, HR colleagues, Student Services colleagues, and the EDI Staff Board, a refreshed ‘Staff and Student Relationships Policy’ has been published with the following changes:

* Clear outline of what the University deems to be a prohibited relationship and what steps should be taken where a prohibited relationship is suspected
* Removal of the requirement for staff and students to declare consensual relationships that are not prohibited by the University
* Renewed focus on protecting staff and students from allegations of conflicts of interest
* Guidance on maintaining professional relationships between staff and students

The refreshed policy seeks to eliminate situations where students may be vulnerable and potential abuses of power (and/or sexual misconduct) may persist. As the OfS seeks to understand St Mary’s efforts in responding to its statement of expectations in the coming months, we are hopeful this refreshed policy will serve as a strong example of forward progress by the University in preventing sexual misconduct.

Embedding EDI in Organisational Culture

* Successful rollout of weekly Microlearning and monthly Ted & Talk initiatives to raise awareness and understanding of EDI issues for our staff

In addition to the ongoing development opportunities outlined above, the OD & Equality Charters teams have launched several initiatives to embed EDI learning in St Mary’s staff culture. Our Microlearning initiative, piloted in Spring 2021, was rolled out to the wider St Mary’s community in September 2021. Microlearning provides 10 minutes of learning each week on a variety of EDI-related topics, accessible to all staff via the staff landing page (or sent directly to their inbox if they prefer). Monthly Ted & Talk sessions are being held for staff members to continue building their knowledge and engaging in conversations about diversity, equality, and inclusion, alongside our EDI Summer Book Club which was be held in July, August, and September 2021. Our REC SAT members have also launched monthly ‘Conversations: Let’s Talk About Race’ which welcomes all staff members to engage in online small group facilitated conversations about topics relating to race and racism.

## 5. Recommended actions

A new Staff Equality, Diversity and Inclusion Objectives and Action Plan 2022/2023 (Appendix 4) has been developed which will support delivery of EDI strategic priorities and KPI’s as set out in the People Strategy. Actions from the Staff Equality, Diversity and Inclusion Objectives and Action Plan 2021/2022 (Appendix 1) that are deemed to still be relevant have been included in the new plan.

To enable monitoring against the 2022/23 EDI aims, Appendix 2 will be adapted to reflect statistics that relate to the aims within the People Strategy for the next report in 2023.

Appendix 1

# 2021-2022 Staff Equality, Diversity and Inclusion Objectives and Action Plan and Progress Updates

The 2021 – 22 Staff Equality, Diversity and Inclusion Action Plan is aimed at supporting delivery of the strategic priorities and Key Performance Indicators that are outlined in the People Strategy.

| **People Strategy aims (2020-2025)** | **2021 Action** | **KPI** | **Owner** | **Deadline** | **Progress Update (as of April 2022)** |
| --- | --- | --- | --- | --- | --- |
| Demonstrate that equality, diversity and inclusion will enhance the core purposes of the University; to create exceptional teaching and research, develop the highest level of student experience, impact positively on student attainment and have a significant impact on the wider University community. | Dissected November 2021 pulse survey data/views in relation to equality, diversity and inclusion and create an action plan to address the issues raised. Any identified actions will be added to this action plan.  | Increase in the number of staff with protected characteristics stating they agree with the following questions in the Staff Pulse Survey in 2022:* I feel valued at work
* St Mary’s values people equally regardless of their:
1. Disability
2. Ethnicity (BAME)
3. Gender identity (transgender) (LGBTQ)
4. Gender/sex (Women)
5. Religion or beliefs (Faith)
6. Sexual orientation (LGBTQ)
 | Head of OD  | Action plan to be in place by February 2022Improvement in Pulse survey scores in 2022 (survey date TBD) | Pulse survey completed; post-survey focus groups with SLT members conducted; Action Plan resulting from survey and SLT members in progressMajor takeaways by protected characteristics included:* Females reported more positively in relation to demonstration of St Mary’s values
* The sexuality, ethnicity and Religious Affiliation groups were less positive about St Mary’s treating people equally
* Non-Christian and staff of no faith reported less positively on the Engagement section and line managers involving them in decision making
 |
| To increase diversity of the staff population which will enrich our community further. | Increase in the % of staff declaring themselves as being/having by 1% from 2020 figures:• LGBTQ (2020 5%) **Target 6%**• BAME (2020 18.4%) **Target 20%**• Disability (2020 5%) **Target 6%** | University managers | May 2022 | Our 2021 % of staff declarations are as follows:• LGBTQ **5.4%**• BAME **18.5%**• Disability **6%** |
| Despite the non-disclosure rate for disability the University should continue to find ways to reduce the disability non-disclosure rate and monitor levels of staff declaring a disabilityTo better determine barriers to disclosure, the Disability Confident Project Team and Disability Staff Network will collaborate to survey staff members with disabilities, after which an action plan will be created to address the issues raised.  | 2020 non-declaration – 6.1%**Target – 4%** | Equality Charters Programme Manager | Action plan following survey of staff members with disabilities to be in place by February 2022 | Disability Network conducted their survey alongside the Staff Pulse Survey in October 2021, with 45 staff who completed the survey declaring they have a disability and 59 disclosing they support someone with a disability. The Network is now leading focus groups to provide more data and will then be creating an action plan based on all data collectedDisability non-declaration rate reduced to 4% |
| Engage leaders and managers to challenge the status quo and embrace transformational ideas around how we recruit and promote diversity; enabling them to set ambitious goals that have resonance with the contexts within which their staff work | Launch a Women’s Leadership Forum designed to support and empower female staff in leadership roles at the university, as well as female staff who are identified as outstanding candidates for leadership positions in the coming years. | Increase the % of women members of the University Executive Committee from 33% in 2020:* **Target 44%**
 | University senior leaders | May 2022 | Women’s Leadership Forum has been launched and now has 60 participants from all areas of the University.As of April 2022, our % of women members of UEC is 40%. |
| Integrate equality, diversity, and inclusion objectives into senior leaders’ performance reviews to help facilitate the implementation of the University’s commitment to EDI from the highest levels of leadership | Increase the total percentage of staff members from a BAME background from 18.4% in 2020:* **Target 20%**
 | University senior leaders | July 2022 | This action has not been completed and must be prioritized as part of our Staff EDI Objectives & Action Plan 2022-23 (see Appendix 4)Our total staff from a BAME background raised just 0.1% in 2021 to 18.5%.  |
| Apply an Equality Impact Assessment to the Making and Difference award. Analyse trends and enable necessary corrective action where imbalances become evident on the payments made to males and females. Some progress has already been made by reducing the top limit from £200 to £100 | Equality of payments made to males and females | Rewards & Benefits Manager | May 2022 | Completed |
| Apply an Equality Impact Assessment to the Outstanding Performance Award, reviewing the award categories, encouraging more female applicants, and reviewing panel composition/ “success” criteria. | Equality of payments made to males and females | OD | May 2022 | Completed; Subsequent recommendations currently in review |
| Analyse and monitor the Ethnicity Pay Gap (EPG) to raise awareness in systemic barriers to progression and success for staff members from minority ethnic backgrounds. Publish findings from the EPG report alongside the GPG report on an annual basis. | Reduce the mean Ethnicity Pay Gap from 17.46% in 2020:* **Target: 15%**
 | Equality Charters Programme Manager | May 2022 | Completed – joint EPG/GPG report published to St Mary’s websiteMean Ethnicity Pay Gap increased to 28.04% in 2021. |
|  | Enable and build a configurable dashboard solution on iTrent to allow HR and managers to better monitor the diversity of our workforce. | Increase the total percentage of staff members from a BAME background from 18.4% in 2020:**Target 20%** | HR | November 2021 | Function has been built and enabled on iTrent with rollout planned by end of AY 21-22Our total staff from a BAME background raised just 0.1% in 2021 to 18.5%. |
|  | Progress on commitment outlined in the Disability Confident scheme by investing in job advertisements on recruitment sites that reach a broader range of disabled applicants, such as EvenBreak | Conduct a pilot of 5 job adverts with EvenBreak in fall 2021, with the potential to expand to an annual membership in 2022 | Equality Charters Programme Manager | Pilot completion in January 2021 | Pilot completed; Disability Confident Working Group has chosen to run another 5-advert pilot before determining whether to expand to an annual membership |
| Create a framework for developing and driving forward the equality, diversity and inclusion agenda at St Mary’s and ensuring staff are encouraged to support and contribute to network activities | Ensure the EDI Staff Board continues to operate successfully and supports delivery of the actions within this action plan | Delivery of 6 weekly meetings with good attendance | Director of HR | May 2022 | Completed |
| Develop EDI activities/initiatives that support delivery of the EDI agenda and understanding of intersectionality that are promoted through the University website | EDI activity for each of the Staff Network Groups is included on the University website throughout the academic year | Staff Network Leads | May 2022 | Completed |
| Formalise process for creating and distributing EDI-related staff comms (both in line with the EDI calendar and in response to national issues) to rely on expertise within the EDI Staff Board and consult with Staff Networks as appropriate | EDI-related communications process is outlined in the Terms of Reference for the EDI Staff Board | EDI Staff Board Chair | January 2022 | Completed |
| Work alongside Marketing, Student Services, and Widening Participation to streamline and enhance online resources and information relating to equality, diversity, and inclusion in alignment with the SharePoint migration project. Ensure all materials are fully accessible and reflect the lived experience of the individuals they seek to support. | Increase in the number of staff with protected characteristics stating they agree with the following questions in the Staff Pulse Survey in 2022:* I feel valued at work
* St Mary’s values people equally regardless of their:
1. Disability
2. Ethnicity (BAME)
3. Gender identity (transgender) (LGBTQ)
4. Gender/sex (Women)
5. Religion or beliefs (Faith)
6. Sexual orientation (LGBTQ)
 | Equality Charters Programme Manager | Improvement in Pulse survey scores in 2022 (survey date TBD) | CompletedPulse survey data by protected characteristic summarized above |
|  | Devise a formalized framework for recognizing the work of Staff Network chairs and charters SAT members. | A formalized framework is in place for recognizing the work of Staff Network chairs and charters SAT members. | HR | July 2022 | In progress – Academic staff will receive 60 hours within the Workload Model for Athena SWAN/REC SAT membership and 150 hours for Athena SWAN/REC SAT institutional chairing responsibilities; Provost to meet with members of the SATs to brainstorm ways of recognizing professional services staff for their time (in the absence of a workload model) |
| Ensure that equality, diversity and inclusion is at the heart of all we do by reviewing our governance, committee and meeting representation and ensuring diverse panels are in place to enable fair and open decision making. | Develop a Diversity Champions programme focused on facilitating the assembly diverse recruitment panels for hiring managers | Increase in the number of Academic staff hired from a BAME background from 14% in 2020:* **Target: 23%**
 | HR/University Managers  | May 2022 | In progress – extensive consultation with BAME & Allies Staff Network and Disability Confident Working Group complete – programme rollout in progressYTD Academic staff hired from a BAME background is 19% |
| Encourage our leaders commit to supporting and championing our six Equality, Diversity and Inclusion Staff Networks and to ensure behaviours and language are inclusive and positive. | Build stronger relationships between members of UEC and our 6 Staff Networks to increase visibility of network activity amongst senior leadership | Increase the number of Staff Networks with UEC participation from 4 in 2020:* **Target: all 6 Staff Networks**
 | EDI Network Leads/HR Director | May 2022 | Not complete – moving to AY 22-23 actions along with a similar action from our Athena SWAN action plan encouraging SLT/UEC members to attend more EDI events and demonstrate their buy-in support of these initiatives |
| Increase the number of women in leadership roles | Increase the number of women applying for academic promotions by leading specific events and partnerships catered to encouraging women and BAME applicants.  | Increase from 40% women in 2020:* **Target: 50%**
 | University Promotions Committee | May 2022 | Complete - our 2021 Academic Promotions applicants were 54% female |
| Work to develop career pathways for non-academic job families with a focus on Campus Services and administrative roles. This work will be incorporated into the Performance Management/MAXPO process in 2021/2022. | Reduce the mean Gender Pay Gap (GPG) from 14.37% in 2020:* **Target: 13%**
 | HR | May 2022 | Moving to May 2023 as part of the larger project to develop pathways for professional services staffMean GPG increased to 15.84% in 2021 |
| Analyse and monitor the gender pay gap in line with the Government legislation | Equality Charters Programme Manager | May 2022 | Completed – joint EPG/GPG report published to St Mary’s website |
| Continue to offer the Women’s development programmes - Springboard and Aurora. | OD | May 2022 | Aurora offered in 2021; Due to limited take-up from staff, those who did put themselves forward for Springboard are on an external programme |
| Achieve the Athena SWAN Bronze Award | Take a whole-university approach to support and drive forward the submission of the application for the Athena Swan Bronze award. The chair of the Self-Assessment Team (SAT) to report progress to all committees as required. Prof Symeon Dagkas to update the senior leadership team on progress and support the SAT to remove any barriers to achieving the award and driving systemic change. | Remain on track for award submission in November 2022 | Senior leadership team | May 2022 | Complete – on track for award submission in November 2022 |
| Commit to the Advance HE Race Equality Charter where we will develop a clear framework for challenging our current representation across the University | Take a whole-university approach to support and drive forward the submission of an application for Race Equality Charter Bronze award. The Co-chairs of the Self-Assessment Team (SAT) to report progress to all committees as required. Prof Symeon Dagkas to update the senior leadership team on progress and support the SAT to remove any barriers to achieving the award and driving systemic change. | Remain on track for award submission in February 2023. | Senior leadership team | May 2022 | Complete – on track for award submission in July 2023 |
| Deploy allyship training for members of the Board of Governors and University Executive Committee to help senior leaders better understand their role in recruiting and promoting equality, diversity and inclusion at the University | 100% of Board of Governors and University Executive Committee to engage with training | Head of OD | Training completed by February 2022 | Not complete - moving to AY 22-23 actions |
| Conduct an institution-wide staff and student survey as required by the Race Equality Charter (REC) to gain qualitative data on experiences of racial inequalities at the University. Include questions regarding progression and promotion to further identify root causes for the Ethnicity Pay Gap and better support the promotion and progression of BAME staff at St Mary’s.  | Increase the representation of staff from minority ethnic backgrounds on the University Executive Committee from 6% (1 member) in 2020:* **Target: 17% (3 members)**
 | REC SAT | May 2022 | Survey in progressCurrent representation of staff from minority ethnic backgrounds on UEC is at 0%. |
| Provide funding for 3 spaces on Advance HE’s Diversifying Leadership course as a pilot for 2021-22. The programme seeks to support early-career academics and professional services staff from Black, Asian, and Minority Ethnic backgrounds who are about to take their first steps into a leadership role. | Fund 3 staff members from Minority Ethnic backgrounds on the course in 2021/2022 | OD | May 2022 | Complete |
| Conduct detailed, intersectional analysis of the Gender Pay Gap and Ethnicity Pay Gap to better understand systemic barriers to the promotion and success of staff with intersecting gender identities and ethnic backgrounds | Combined GPG/EPG report for 2022 to include analysis on the intersection of gender and ethnicity and its impact on pay gap | Equality Charters Programme Manager | May 2022 | Complete |
| Initiate a membership with a charter programme (or support organisation) to support LGBTQ+ staff/students, in an effort to demonstrate institution-wide support for our LGBTQ+ colleagues | Initiate a membership with a charter programme (or similar) to support LGBTQ+ staff/students, signaling our commitment to equality and inclusion for our LGBTQ+ colleagues. | Initiate a 1-year membership for 2021-2022 | Equality Charters Programme Manager | November 2021 | Not complete - moving to AY 22-23 actions |

Appendix 2

# STAFF EQUALITY, DIVERSITY AND INCLUSION STATISTICS (2016/17 – 2020/21)

## About the data:

1. Data has been drawn from the HESA staff return for the last five academic years 2016/17, 2017/18; 2018/19 and 2019/20, 2020/21). The academic year begins on 1st August and ends on 31st July.
2. Staff equality data analysis focuses on establishment-only staff (i.e. excluding hourly paid and casual) from 2016/17 to 2020/21. This staff group provides a more credible source of information for considering matters relating to equality, diversity and inclusion as the nature of atypical (hourly paid and casual) staff can be transient and short-term.
3. Percentages rather than numbers are provided for ease of reference (except for Age where average age is used). These are based on the following number of establishment employees in each academic year.

|  |  |  |
| --- | --- | --- |
| **Academic Year** | **Number of establishment employees** | **Number of all employees including atypical staff (hourly paid and casuals)** |
| 2020/2021 | 956 | 1337 |
| 2019/2020 | 1006 | 1505 |
| 2018/2019 | 896 | 1085 |
| 2017/2018 | 939 | 1196 |
| 2016/2017 | 1075 | 1372 |

1. HE sector benchmarking statistics, where quoted, are drawn from Advance HE’s (2021) ‘Equality in higher education: staff statistical report 2021’. This report uses sector-wide data from AY 2019/2020.
2. Of the 9 protected characteristics, we report on six of these, namely:
* Gender/Sex
* Ethnicity/Race
* Disability
* Age
* Religion/Belief
* Sexual Orientation

We do not report on marital status (marriage and civil partnership), gender reassignment nor pregnancy and maternity given this data is traditionally not generally captured and/or reported on with the institution/sector.

1. We present overall staff statistics as well as (where possible) the breakdown by Academic staff and Professional Services staff. In terms of the latter, this is further broken down by areas, namely:
* Managers and professionals
* Support and Administration
* Technician
* Estate and Campus Services

## 1. GENDER

|  |
| --- |
| **Establishment only staff** |
|  | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2020-2021 Comparison** |  | **HE Sector** |
|  | M | F | M | F | M | F | M | F | M | F | Non-binary (NB) | M | F | NB | M | F |
| **Overall** | **42%** | **58%** | **41%** | **59%** | **39%** | **61%** | **39%** | **61%** | **38%** | **62%** | 0% | **-1%** | **1%** | N/A | **45.8%** | **52.4%** |
| Academic | 47% | 53% | 45% | 55% | 45% | 55% | 47% | 53% | 43% | 57% | 0% | **-4%** | **4%** | N/A | 53.3% | 46.7% |
| Professional Services | 38% | 62% | 38% | 62% | 36% | 64% | 35% | 65% | 35% | 65% | 0% | **0%** | **0%** | N/A | 37.3% | 62.7% |
| Managers & Professionals | 50% | 50% | 47% | 53% | 58% | 42% | 50% | 48% | 51% | 48% | 1% | **1%** | **0%** | **-1%\*** |  |  |
| Support & Administration | 29% | 71% | 29% | 71% | 28% | 72% | 27% | 73% | 22% | 78% | 0% | **-5%** | **5%** | N/A |  |  |
| Technician | 64% | 36% | 71% | 29% | 69% | 31% | 46% | 54% | 47% | 53% | 0% | **1%** | **-1%** | N/A |  |  |
| Estates and Campus Services | 39% | 61% | 37% | 63% | 36% | 64% | 41% | 59% | 33% | 67% | 0% | **-8%** | **8%** | N/A |  |  |

*\*Non-binary staff Managers & Professionals was 2% in 2019/20*

**Key Trends / Points**

* The percentage of (overall) male vs female employees remained relatively steady from 19/20, though we have a below average percentage of males (38%) as compared to the HE average (45.8%).
* The split between male and female staff within St Mary’s is most marked within our Professional Service areas, a trend which has continued over the recent years. In particular (and increasingly), Support and Administration roles which are dominated by women (at 78%), and also Estates and Campus Services (67% women).
* The biggest change seen in gender from AY 19/20 was in Estates and Campus Services roles, with women increasing from 59% to 67%. This increase unfortunately has an adverse effect on our gender pay gap (GPG), where an overrepresentation of women in lower paying roles has contributed to our mean GPG increase from 14.37% in 2020 to 15.84% in 2021.
* Though our percentages of colleagues who are Non-Binary are low, including this data is a vital part of our efforts to affirm and raise awareness of the experiences of our LGBTQ+ colleagues.

**Actions**

* Though we have a majority-female staff base, we still see an underrepresentation of women in leadership roles. One of our People Strategy KPIs is to increase the number of women in leadership roles (i.e. on University Executive Committee) to 50% by 2025. Though we have seen some progress in this KPI over the past year (up from 32% in 20/21 to 40% YTD), we are still behind our 45% target for this academic year. To continue increasing the number of women in leadership roles, we are:
	+ Set to submit our first Athena SWAN Small and Specialist Institution Bronze Award to Advance HE in November 2022, which includes a multi-year action plan with several interventions to increase the recruitment and promotion of women to senior roles
	+ Completing our inaugural year of the Women’s Leadership Forum – an internal leadership development initiative designed to support and empower female staff in leadership roles at the university, as well as female staff who are identified as outstanding candidates for leadership positions in the coming years
	+ Continuing to analyse and monitor the gender pay gap in line with Government legislation – now alongside ethnicity pay gap information – so that we can complete intersectional analysis and better understand how differences in pay affect specific groups
	+ Continuing to offer the Women’s development programmes - Springboard and Aurora

## 2. ETHNICITY

|  |
| --- |
| **Establishment only staff** |
|   | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2020-2021 Comparison** | **HE Sector** |
|   | BAME | White | BAME | White | BAME | White | BAME | White | BAME | White | BAME | BAME |
| **Overall** | **14%** | **86%** | **14%** | **86%** | **20%** | **80%** | **18.4%** | **81.6%** | **18.5%** | **81.5%** | **0.1%** | **12%** |
| Academic | 8% | 92% | 8% | 92% | 9% | 91% | 10% | 90% | 12% | 88% | **2%** | 17% |
| Professional services | 19% | 81% | 21% | 79% | 26% | 74% | 22.6% | 77.4% | 22.6% | 77.4% | **0.0%** | 12% |
| Managers & Professionals | 15% | 85% | 17% | 83% | 24% | 76% | 17.8% | 82.2% | 20.5% | 79.5% | **2.7%** |   |
| Support & Administration | 12% | 88% | 13% | 87% | 20% | 80% | 22.6% | 77.4% | 17.8% | 82.2% | **-4.8%** |   |
| Technician | 21% | 79% | 23% | 77% | 31% | 69% | 0.1% | 99.9% | 0.0% | 100.0% | **-100.0%** |   |
| Estates and Campus Services | 36% | 64% | 35% | 65% | 37% | 63% | 32% | 68% | 37% | 63% | **5%** |   |

**Key Trends / Points**

* The number of BAME staff in St Mary’s just barely increased by 0.1% in 20/21 to 18.5%. This is still greater than the HE sector average of total BAME staff which was 15.3%. However, we must continue taking marked steps to increase our members of staff from minority ethnic backgrounds, particularly looking at underrepresented ethnic groups within the BAME acronym, so that they may better reflect the diversity of our student body.
* Estates and Campus Services had the highest percentage of BAME staff in 2020/21 at 37%. As with our gender pay gap, our overrepresentation of BAME colleagues in our lowest pay quartile has affected our mean ethnicity pay gap, which increased from 17.46% in 2020 to 28.04% in 2021.
* Due to turnover in technician staff, our BAME representation significantly dropped in AY 19/20 (nearly 31%) and has now dropped to 0% in 20/21. Overall, our Professional services staff have a higher BAME representation than the sector (at 22.6% and 12.6% respectively), but this discrepancy must be addressed – namely as part of forthcoming inclusive hiring programme as detailed below).
* Academic staff representation remains low at 12%, compared with the sector average of 18%. This discrepancy highlights the importance of one of the key KPIs in our People Strategy – to increase the number of academic staff from a BAME background hired annually at St Mary’s.

**Actions**

* As noted above, our People Strategy KPI – to increase the number of academic staff from a BAME background hired annually at St Mary’s – remains a priority. Our target for AY 21/22 is 23% and we are at 19% YTD. To help further increase our efforts to meet this KPI, our HR team is collaborating with our BAME & Allies Staff Network and Disability Confident Working Group to create a comprehensive programme to embed inclusive hiring practices, namely creating an inclusive hiring checklist/resource bank and accompanying training for hiring managers and interview panelists
* We have also just completed our second joint-gender and ethnicity pay gap report, which provides vital information about differences in pay by ethnicity and at the intersection of gender x ethnicity
* As part of our first Race Equality Charter Bronze submission, our Self-Assessment Team (SAT) is leading a staff-wide survey focusing on uncovering staff members’ experiences of race equality or systemic barriers to progression at St Mary’s. The SAT will analyse the data this summer and alongside the quantitative data they’ve collected, will use this data to inform their forthcoming multi-year action plan
* We have also begun funding 3 places on Advance HE’s Diversifying Leadership course (designed to support early-career academics and professional services staff from Black, Asian and minority ethnic backgrounds who are about to take their first steps into a leadership role) and participating in London Higher’s pan-London mentoring scheme for BAME colleagues

## 3. DISABILITY

### 3.1 Staff declared disability - all establishment staff

|  |
| --- |
| **Establishment staff only** |
|   | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2020-2021 Comparison** | **HE Sector** |
| Disability declared | 6.5% | 6.6% | 5.9% | 5.0% | 6.0% | **1.0%** | 5.3% |
| No disability | 83.9% | 87.1% | 88.6% | 88.9% | 93.3% | **4.4%** | 91.8% |
| Non-declaration rate | 9.6% | 6.3% | 5.5% | 6.1% | 0.7% | **5.4%** | 2.9% |

*\*Advance HE now records “No disability” as inclusive of those who choose not to declare their disability status*

**Key Trends / Points**

* The percentage of staff with a declared disability increased from 5.0% in 19/20 to 6% in 20/21. This is slightly higher than the HE sector average of 5.5%, though still making up ground from our slightly higher disclosure rates in 16/17 and 17/18.
* We have also made great progress in decreasing our non-declaration rate – from 6.1% in 19/20 to just 4% in 20/21. Our hope is that this change is due to a marked increase in our disability advocacy and awareness raising activities over the past year: namely the work of our Staff Disability Network and Disability Confident Working Group.

**Continued……**

### 3.2 Staff declared disability - by occupational group

|  |
| --- |
| **Establishment only staff** |
|   | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2020-2021 Comparison** | **HE Sector** |
| Academic | 5.20% | 5.00% | 4.90% | 6.20% | 6.50% | **0.30%** | 4.30% |
| Professional Services | 8.70% | 7.80% | 6.50% | 4.40% | 5.60% | **1.20%** | 6.10% |
| Managers & Professionals | 3.50% | 2.40% | 0.00% | 0.30% | 3.20% | **2.90%** |   |
| Support & Administration | 8.30% | 8.10% | 6.80% | 4.80% | 5.50% | **0.70%** |   |
| Technician | 8.30% | 8.70% | 0.00% | 1.80% | 5.90% | **4.10%** |   |
| Estates and Campus Services | 12.80% | 11.80% | 9.80% | 9.40% | 9.20% | **-0.20%** |   |

**Key Trends / Points**

* The percentage of academic staff who declared a disability in St Mary’s is higher than the HE Sector Academic staff by 1.9%, while the percentage of Professional Services staff was lower than the HE Sector Professional Services staff by 0.9%.
* The highest percentage of staff who have declared a disability is amongst Estates and Campus Services staff with 9.2% in 2020/21, yet they were they only group with a (small) decrease from 19/20. The highest increase in staff with a declared disability was within the Technicians group – raising from 1.8% in 19/20 to 5.9% in 20/21.

**Actions**

* The University’s Disability Confident Working Group is continuing to collaborate with our Staff Disability Network to address concerns, bolster support, and raise awareness as St Mary’s seeks to hire and retain/support more staff with declared disabilities and long-term health conditions.
* The Staff Disability Network led a staff survey and follow up focus groups in AY 2021/22 to better understand: barriers to disclosure, additional support needed, and lived experience of staff with disabilities (both declared and not declared) at St Mary’s. In AY 2022/23, the Network and Disability Confident Working Group will continue to partner together to address concerns raised in this data.

## 4. AGE

**Average Age within St Mary’s**

|  |
| --- |
| **Establishment only staff** |
|  | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2020-2021 Comparison** |
| **Overall** | **42.2** | **42.8** | **42.5** | **42.4** | **44.8** | **2.4** |
| Academic  | 44.5 | 46.2 | 45.9 | 45 | 46.4 | **0.9** |
| Professional Services | 40.5 | 40.7 | 40.6 | 40.5 | 43.8 | **3.2** |
| Managers & Professionals | 43.1 | 45.3 | 43.3 | 42.9 | 44.9 | **2** |
| Support & Administration | 38.4 | 38.2 | 37.6 | 37.2 | 40.6 | **3.2** |
| Technician | 39.6 | 37.7 | 39.3 | 38.3 | 41.5 | **3.4** |
| Estates and Campus Services\* | 43.9 | 44.3 | 45.1 | 46 | 48.4 | **2.4** |

*\*In former equality reports this group was referred to as ‘Other’.*

**Key Trends / Points**

* HE Sector average data is not available for this characteristic
* The average age of Academic increased slightly by 1.4 years and Professional Services has increased by 3.3 years.
* All groups’ average increased from AY 2019/20 to 2020/21, with the largest increase of 3.2 seen amongst Technicians.

**Actions**

* The analysis and trends over the years of staff average age has not indicated any obvious areas that require the University’s attention in the context of equality, diversity and inclusion at this stage.

## 5. RELIGION/BELIEF

|  |
| --- |
| **Establishment only staff** |
|   | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2020-2021 Comparison** | **HE Sector** |
| Christian | 47% | 45% | 46% | 40% | 50% | **10%** | 22.5% |
| Buddhist, Hindu, Islam, Sikh, Jewish | 5% | 6% | 7% | 7.9% | 8.7% | **0.8%** | 4.4% |
| Other Religion or Belief | 2% | 3% | 4% | 2.4% | 2.5% | **0.1%** | 1.9% |
| Non-Religion | 18% | 21% | 21% | 27.7% | 23.7% | **6.7%** | 29.2% |
| Non-declaration rate  | 28% | 26% | 21% | 22% | 15.40% | **6.6%** | 41.4% |

**Key Trends / Points**

* In the HE sector, religion declaration rates to HESA are fairly low. Only 58.1% of HEIs returned data on religion.
* Our percentage of Christian employees – up 10% from 40% in AY 2019/20 to 50% in AY 2020/21, is much higher than the HE sector average of 21.8%; this could be explained given our Catholic foundation.
* Amongst HEIs returning data on religion, 29.9% of people declared ‘No Religion’, compared to 23.7% at St Mary’s.
* There has been an increase of 0.8% for Buddhist, Hindu, Islam, Sikh and Jewish staff.
* At St Mary’s the religion non-declaration rate of 15.4% is low compared to the HE sector average of 41.1%.

**Actions**

* As the University continues to focus on living its values of Inclusiveness and Respect, namely in its increased efforts to promote Equality, Diversity, and Inclusion, ensuring staff of all religions (and no religion) feel included and welcomed to St Mary’s is paramount. While St Mary’s Christian population is higher than the sector average and has increased over the last year, the similarly large increase of staff identifying as non-religious demonstrates the need for the University to maintain messaging of inclusion to staff.

## 6. SEXUAL ORIENTATION

|  |
| --- |
| **Establishment only staff** |
|   | **2016/17** | **2017/18** | **2018/19** | **2019/20** | **2020/21** | **2020-2021 Comparison** | **HE Sector** |
| LGB | 3% | 3% | 4% | 5% | 5.4% | **1.4%** | 3.60% |
| Heterosexual | 72% | 73% | 74% | 75% | 75.1% | **0.1%** | 52% |
| Non-declaration rate | 25% | 24% | 22% | 20% | 19.5% | **-0.5%** | 44.40% |

*\*LGB refers to colleagues who identify their Sexual Orientation as Lesbian, Gay, Bisexual, or Other*

**Key Trends / Points**

* In the HE sector, sexual orientation declaration rates to HESA are fairly low. Only 58.1% of HEIs returned data on sexual orientation.
* Our non-declaration rate of 19.5% is very low compared to the sector’s 41.1%.
* At St Mary’s, over the period from 2016/17 to 2020/21, staff declaring themselves as LGB has seen a slow but steady increase from 3% to 5.4%. Our hope is that this increase can be at least partially attributed to the efforts of our LGBTQ+ Staff Network and other EDI allies helping promote visibility and support of LGB colleagues across the university.

**Actions**

* The increase in staff identifying as LGB, paired with the recently released LGBTQ+ Staff Network Pulse Survey, demonstrates the need for St Mary’s to continue bolstering support for LGBTQ+-related EDI initiatives, both for staff and students.
* To help bolster these efforts, St Mary’s has launched a Cathedrals Group LGBTQ+ Support Working Group - an informal working group of representatives from Cathedrals Group universities to discuss how we can support and champion our LGBTQ+ staff and students at religiously affiliated universities.

Appendix 3

**April 2022**

# EQUALITY, DIVERSITY & INCLUSION POLICY STATEMENT

## Introduction

St Mary’s University is fully committed to creating an inclusive culture, promoting equality of opportunity and respecting differences amongst its staff, students and other stakeholders. The University has a long tradition, in line with its mission and values, of widening access to education for all, while fostering respect and mutual tolerance in society as a whole. Consistent with our mission, we believe that inequities and barriers to inclusiveness are a key social and moral challenge that we are committed to tackling.

We have a strong mission to prepare students for flourishing lives, successful careers and social commitment through excellent, research enriched teaching in a strong community of mutual respect based on our Catholic ethos, identity and values of:

* Respect
* Generosity of spirit
* Inclusiveness
* Excellence

The promotion of equality, diversity and inclusion is an important part of this mission and we aim to continue our long tradition of widening access to education to all but also to foster respect and mutual tolerance in the wider society.

The University is committed to promoting equality of opportunity and inclusivity for all in line with our duties under the law and our belief in the virtue of tolerance and diversity. We will not tolerate discrimination in any form.

Under the general equality duty as set out in the Equality Act 2010, we must have due regard to the need to:

* Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
* Advance equality of opportunity between people who share a protected characteristic\* and those who do not.
* Foster good relations between people who share a protected characteristic and those who do not.

\*A protected characteristic covers age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race (including ethnic or national origins, colour or nationality), sex, sexual orientation, religion or belief (including no belief) – refer to **Appendix A.**

### Specifically, we commit to:

* Proactively prevent and eliminate discrimination for staff and students on the grounds of any protected characteristic;
* Promote good relations between those who share a protected characteristic and those who do not share it;
* Foster an environment in which all staff and students can realise their full potential through the development of their skills and abilities, regardless of their background;
* Ensure that all students, staff, applicants to the University are treated with respect and dignity and receive fair and equal treatment in all aspects of their applications, employment or learning;
* Ensure that all staff comply with the University’s policies and procedures through the provision of appropriate training.

## EQUALITY, DIVERSITY & INCLUSION POLICY IMPLEMENTATION

Overall responsibility for the Policy lies with the Board of Governors. Leadership for the implementation of the policy comes from the Vice Chancellor and senior staff. All staff, students and visitors are expected to act within the remit of the policy and to take responsibility for its successful implementation.

### 1. Responsibility for Implementation of the Policy:

The Vice-Chancellor and Senior Staff have overall responsibility for the implementation of the Policy.

All Directors of Faculty/Institutes and Heads of Service are responsible for:

* Ensuring they and their staff follow the policy;
* Ensuring all policies and procedures within their remit are impact assessed and monitored to ensure that they are promoting equality and not discriminatory;
* Ensuring staff are appropriately trained to ensure the delivery of equality and inclusive practice.

The Director of Human Resources (HR) will be responsible for:

* Ensuring that central procedures relating to recruitment, appointment, promotion and staff development promote equality of opportunity and inclusion;
* Provision of relevant and essential equality, inclusion and diversity training to University employees.
* Producing, as Chair of the EDI Staff Board, an annual report and action plan on activity and progress in relation to staff equality and inclusion, for consideration by the Finance and Resources Committee.

The Head of Widening Participation, as Chair of the Equality and Inclusion Student Issues Group (with the necessary support as appropriate of the Dean of Learning and Teaching), will be responsible for:

* Ensuring that all central procedures and policies relating to the management of and assessment of current students promote equality and inclusion;
* Monitoring the diversity of the student population;
* Monitoring the progress of students to ensure no direct or indirect discrimination takes place.
* Producing an annual report and action plan on activity and progress in relation to student equality and inclusion, for consideration by the Finance and Resources Committee

The Interim Director of Global Engagement will be responsible for:

* Ensuring that publicity, marketing and communication is undertaken and which respects the Equality, Diversity and Inclusion Policy Statement (refer also Sections 11 and 12 below).

The Head of Student Services will be responsible for:

* Ensuring that Student Services meet the needs of a diverse student body.
* The provision of services as appropriate that are welcoming and inclusive to all.

The Director of Estates & Campus Services will be responsible for:

* Ensuring the physical environment is accessible where possible.

The Dean of Teaching and Learning will be responsible for:

* Ensuring equality, diversity and inclusive practice are embedded within
* University strategies for teaching and learning.

The Head of Research Services will be responsible for:

* Ensuring equality, diversity and inclusive practice are embedded within

University strategies for research.

The Head of Admissions will be responsible for:

* Students will be admitted according to the University Admissions Policy (see section 7.1 below).

### Equality, Diversity, & Inclusion Staff Board

An Equality, Diversity, and Inclusion (EDI) Staff Board, chaired by Director of HR, is the body tasked with the strategic management of the Staff EDI Programme within St Mary’s University. It will set the Staff EDI agenda across the University, oversee implementation and monitor progress on a regular basis. It will also provide oversight of Charters Programmes, currently including the Advance HE Athena Swan and the Race Equality Charters and the Disability Confident scheme. It will ensure that equality and diversity principles are fully embedded in the University going forward, so that the University can be held as an exemplar organisation in terms of its EDI achievements. The EDI Staff Board will report to the University Executive Committee. In addition to this, six staff network groups will meet regularly with their communities and allies and feed their actions and issues into the wider board. These six networks are the Women’s Network, the BAME & Allies Network, the LGBTQ+ Network, the Disability Network, the Interfaith Network, and the Parents & Carers’ Network.

### Equality, Diversity & Inclusion Student Group

An Equality & Inclusion Student Issues Group, chaired by Head of Widening Participation, will meet once a month during the academic year. The purpose of the Equality and Inclusion (E&I) Student Issues Group is to enhance, develop, support and participate in equality and inclusion (E&I) initiatives that help to fulfil St Mary’s E&I objectives and positively impact an inclusive learning and teaching environment.

### Responsibilities of St Mary’s University Staff

It is the responsibility of all members of staff to comply with this Policy.

Staff should treat colleagues, students and visitors with respect.

Staff must seek advice from HR for issues about their employment.

Staff should seek guidance from Organisational Development (OD) or CTESS for guidance relating to student issues where they are unsure of their practice or would like additional training on key student-facing practices.

Staff seeking guidance on regulatory matters relating to students should seek guidance from the Head of Registry Services.

Disciplinary procedures may be invoked in the case of any breach of University policy on equality and inclusion by a University employee.

### Responsibilities of St Mary’s University Students

All students are required to treat fellow students, staff and visitors with respect regardless of their background. Breaches of this policy will be dealt with through the disciplinary procedures.

### Monitoring and Reporting

Annual reports showing activity and progress in relation to both staff and student equality, diversity and inclusion, will be considered by the University Executive Committee and then the Finance & Resourcing Committee of the Board of Governors.

The reports (one relating to staff and one to students) will include:

* The outcome of the monitoring in relation to the goals set in the People Strategy by the EDI Staff Board (for staff) and E&I Student Issues Group (for students);
* Specific measures adopted to promote equality, diversity and inclusion;
* Summary of cases of complaint or grievance relating to equality;
* Recommendations for the future priorities.

### Publication of the Equality, Diversity and Inclusion Policy Statement

Copies of this Policy Statement will be brought to the attention of all existing staff, to new employees of the University, be available in the Students' Union and on the University Portal.

### Disabled Staff

The University will make reasonable adjustments to prevent a disabled person suffering a disadvantage compared with people who are not disabled. The University has made a commitment to the Disability Confident scheme, and strives to make its recruitment process as inclusive as possible, while also providing reasonable adjustments to new and existing members of staff with a disability or long-term health condition, as well as members of staff who acquire a disability or long-term health condition while working at St Mary’s.

### Procedures for the Admission of Students

All students will be admitted according to the University Admissions Policy and will be considered providing they have the potential to meet the requirements of the programme. Where interviews are held, either because of pressure on places or for statutory requirements, this will be undertaken in a culturally sensitive manner and at least two people will be involved in any decision.

### Disabled Students

All students who declare a disability which requires support and/or adaptations should be invited to the University to discuss their requirements. Support and advice is provided to all disabled applicants. The Disability Service Manager will advise students and staff on the reasonable adjustments that will be required.

The University will make appropriate arrangements for the teaching and assessment of disabled students and for meeting their requirements where it is reasonable to do so.

### Learning, Teaching and Research

All research undertaken at the University must be in line with the Equality Act 2010 and with University policies on equality, diversity and inclusion.

We are committed to the principles of equality and inclusion as well as the elimination of discriminatory practices. Within this context the University seeks to ensure that individuals to whom this policy applies are:

* treated with respect and dignity
* find it possible to participate fully in the life of the University
* have equal access to opportunities so as to maximise their personal, academic and professional development.

Underpinning this approach is the principle that no individual will receive less favourable treatment on the grounds of sex, marital status, gender reassignment, racial group, disability, sexual orientation, religion or belief, age, socio-economic background, trade union membership, or any other irrelevant distinction. Our REF Code of Practice ensures selection for REF is underpinned by equality and inclusion.

### Publicity and Marketing

The marketing and publicity activities, including those activities relating to student recruitment should be sensitive to diversity and individuals. Marketing materials and publicity should make reference to the University’s Equality and Inclusion Policy Statement and should challenge stereotypes and promote positive role models. All publicity should be able to be made available in appropriate media.

Strategies will be devised to target under-represented groups to ensure that they are aware of the opportunities at the University and appropriate community organisations and other bodies will be used to promote such opportunities.

### Use of Non-Discriminatory Language

The University will seek to use non-discriminatory language and images in all its internal and external documents, official publications and correspondence and other communications.

### St Mary’s University Committees

The membership and chairing of all internal University committees and other official bodies will be kept under review to ensure there is appropriate equality and diversity of representation.

### Monitoring

The University will monitor applicants for posts, candidates selected for interviews, new appointments, current staff, and promotions to ensure that equality, inclusion and diversity are being promoted.

Monitoring will also take place for students in relation to applications, intake, withdrawals, and overall achievement to ensure that equality, inclusion and diversity are being promoted.

### Equality Impact Assessment

The University will impact assess all new and revised policies which are identified as having a potential impact on equality. The impact assessment will accompany any new policy proposal.

### Equality Charters

The University will uphold its commitment to external equality charters that help improve equality, diversity, and inclusion at an institutional level by appointing a senior member of staff to serve as a leadership sponsor for each charter. The University will seek to recognise the work of staff and students who contribute to the success of our equality charters work by providing workload relief and formalised recognition where possible.

### Harassment

The University will ensure that staff and students are able to act if they feel harassed through appropriate Dignity at Work and Study policies. The implementation of these policies will be monitored.

### Complaints and Grievances

The University will give a proper hearing through the appropriate grievance procedures, to complaints or grievances from any student or employee who alleges that he or she has been unfairly discriminated against.

Any representation from a job applicant will be investigated, reported to the Director of HR, and the applicant notified of the outcome.

Any complaint from a student applicant for programmes should contact the Head of Admissions.

## Document Record

|  |  |
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| Document title  | **Equality and Inclusion Policy** **Statement**  |
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| Person responsible  | Fiona Hnatow, HR Director |
| Author  | Lisa Bath, HR Policy and Projects Consultant |
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**Appendix A**

# The Equality Act 2010

The Equality Act provides a legal framework to protect the rights of individuals and advance quality of opportunity for all.

Under the general equality duty as set out in the Equality Act 2010, the University must have due regard to the need to:

* Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
* Advance equality of opportunity between people who share a protected characteristic\* and those who do not.
* Foster good relations between people who share a protected characteristic and those who do not.

\*The Act lists 9 “Protected Characteristics”, as follows:

* Age
* Disability
* Gender reassignment
* Marriage and Civil Partnership
* Pregnancy and maternity
* Race
* Religion and belief
* Sex
* Sexual Orientation

The University is under a legal duty under the Equality Act (as part of the Public Sector Equality Duty) to review and publish equality data each year.

Our specific duties underpinning the Public Sector Equality Duty include requirements to:

* Publish information about how our functions affect staff (and students) with different protected characteristics
* Set measurable equality objectives to meet the duty.

Further to the Equality Act 2010, The Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 came into effect on 6April 2017 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 came into effect on 31 March 2017. These relate to equal pay and gender pay gap reporting.

Appendix 4

Appendix 4

# 2022-2023 Staff Equality, Diversity and Inclusion Objectives and Action Plan

The 2022 – 23 Staff Equality, Diversity and Inclusion Action Plan is aimed at supporting delivery of the strategic priorities and Key Performance Indicators that are outlined in the People Strategy. The 2022/23 Staff EDI Action Plan also includes actions from our most recent Gender/Ethnicity Pay Gap Report and forthcoming Athena SWAN Action Plan (which are denoted via colour coding).

**Key:** \*Indicates Actions from Athena SWAN Action Plan

 \*\*Indicates Actions from 2021 Gender/Ethnicity Pay Gap Report

| **People Strategy aims (2020-2025)** | **2022 Action** | **KPI** | **Owner** | **Deadline** |
| --- | --- | --- | --- | --- |
| Demonstrate that equality, diversity and inclusion will enhance the core purposes of the University; to create exceptional teaching and research, develop the highest level of student experience, impact positively on student attainment and have a significant impact on the wider University community. | To increase diversity of the staff population which will enrich our community further. | Increase in the % of staff declaring themselves as being/having by 1% from 2020 figures:• LGBTQ (2021 5.4%) **Target 7%**• BAME (2021 18.5%) **Target 20%**• Disability (2021 6%) **Target 7%** | University managers | May 2023 |
| Despite the non-disclosure rate for disability the University should continue to find ways to reduce the disability non-disclosure rate and monitor levels of staff declaring a disabilityFollowing a survey and focus groups led by the Disability Staff Network, the Network will partner with the Disability Confident Working Group to create an action plan identifying concerns raised about barriers to disclosure. | 2021 non-declaration – 4%**Target – 3%** | Head of Equality and Inclusion Projects | Action plan in place by October 2022 |
| Begin work on self-assessment process for Disability Confident Level 2 – with plans to submit to the scheme for level 2 status in December 2023 | Set on track for level 2 submission in December 2023 | Head of Equality and Inclusion Projects | Initiate Self-Assessment for Level 2 by December 2022 |
| Launch an informal working group of representatives from Cathedrals Group universities to discuss how we can support and champion our LGBTQ+ staff and students at religiously affiliated universities | Increase in the number of staff with protected characteristics stating they agree with the following questions in the Staff Pulse Survey in 2022:* I feel valued at work
* St Mary’s values people equally regardless of their:
1. Gender identity (transgender) (LGBTQ)
2. Religion or beliefs (Faith)
3. Sexual orientation (LGBTQ)
 | Head of Equality and Inclusion Projects | Working group meets quarterly during AY 2022-23 |
| Initiate a membership with a charter programme (or similar) to support LGBTQ+ staff/students, signaling our commitment to equality and inclusion for our LGBTQ+ colleagues. | Begin work with charter programme (or support organization) following Athena SWAN submission | Head of Equality and Inclusion Projects | Work commences December 2022 |
| Add EDI as a regular agenda item to team meetings across the University to allow staff to feedback and updates on EDI work to be shared | Increase in the number of staff with protected characteristics stating they agree with the following questions in the Staff Pulse Survey in 2022:* I feel valued at work
* St Mary’s values people equally regardless of their:
1. Gender identity (transgender) (LGBTQ)
2. Religion or beliefs (Faith)
3. Sexual orientation (LGBTQ)
 | Senior Leadership Team | July 2023 |
| \*Work with the Estates & Campus Services team to ensure breast feeding facilities are fit for purpose (i.e. worktop, fridge, sink, kettle, and ‘in use’ sign) | Average rating of current state of gender equality at St Mary's in Gender Priorities Survey increased from 5.77 in 2021 **to 8 in 2023** | HR/Director of Estates and Campus Services | July 2023 |
| \*Work with the Parents & Carer’s Network to expand support for staff who are required to take Carers' Leave, including support upon return | Maternity return rate increase from 73% in AY 19-20 **to 80% in AY 22-23** | HR | July 2023 |
| \*Work with the Parents & Carer's Network to create guidance specific to staff parents and carers for navigating various HR policies and procedures | HR | July 2023 |
| \*Promote the ‘Workplace Nursery Benefit’ to staff members who are parents and those returning from parental/maternity/adoption leave | HR | July 2023 |
| \*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 | Head of Organisational Development | July 2023 |
| \*Promote Flexible Working policy and guidance to staff, serving as a reminder of offerings to try and increase uptake and culture of flexible working | Flexible Working requests for academic staff increase from 0 in AY 19-20 **to 5 in AY 22-23** | HR | July 2023 |
| \*Introduce ‘Core Committee Hours’ of 9:30am – 4:30pm for all University Committee meetings, demonstrating a commitment to remove barriers for staff with caring responsibilities in participating in committee-level decision making | Average rating of current state of gender equality at St Mary's in Gender Priorities Survey increased from 5.77 in 2021 **to 8 in 2023** | Senior Leadership Team | July 2023 |
| \*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 | Average rating of current state of gender equality at St Mary's in Gender Priorities Survey increased from 5.77 in 2021 **to 8 in 2023** | Senior Leadership Team | July 2023 |
| \*Revisit Future of Work project and 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 | 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** | Senior Leadership Team | July 2023 |
| \*Evaluate anonymous reporting pilot to see if it's fit for purpose and supporting increased perceptions of a "safe" campus | Average rating of current state of gender equality at St Mary's in Gender Priorities Survey increased from 5.77 in 2021 **to 8 in 2023** | HR/Student Operations | December 2022 |
| \*Implement the Trans & Non-Binary Equality Policy and support its rollout via communications, workshops and supplementary information provided to staff at all levels | Percent positive response to Staff Pulse Survey Question "St Mary's respects people equally regardless of gender/sex" increases from 62.15% in 2022 **to 70% in 2024** | HR/Head of Organisational Development | July 2023 |
| \*Roll out gender awareness training for all staff, followed by targeted training for student-facing staff | Head of Organisational Development | July 2023 |
| \*Ensure all HR systems and forms have the Mx prefix included | HR | July 2023 |
| \*Ensure all HR systems or forms where HMRC requires the choosing of a legal gender includes disclaimer | HR | July 2023 |
| Engage leaders and managers to challenge the status quo and embrace transformational ideas around how we recruit and promote diversity; enabling them to set ambitious goals that have resonance with the contexts within which their staff work | \*\*Continue Women’s Leadership Forum activities, which are designed to support and empower female staff in leadership roles at the university, as well as female staff who are identified as outstanding candidates for leadership positions in the coming years. | Increase the % of women members of the University Executive Committee from 40% in 2021:* **Target 47%**
 | University senior leaders | May 2023 |
| Integrate equality, diversity, and inclusion objectives into senior leaders’ performance reviews to help facilitate the implementation of the University’s commitment to EDI from the highest levels of leadership | Increase the total percentage of staff members from a BAME background from 18.5% in 2021:* **Target 20%**
 | University senior leaders | September 2022 |
| \*\*Analyse and monitor the Ethnicity Pay Gap (EPG) to raise awareness in systemic barriers to progression and success for staff members from minority ethnic backgrounds. Publish findings from the EPG report alongside the GPG report on an annual basis. | Reduce the mean Ethnicity Pay Gap from 28.04% in 2021:* **Target: 20%**
 | Head of Equality and Inclusion Projects | May 2023 |
| \*\*Analyse and monitor the gender pay gap in line with the Government legislation | Reduce the mean Gender Pay Gap (GPG) from 15.84% in 2020:* **Target: 13%**
 | Head of Equality and Inclusion Projects | May 2023 |
| Progress on commitment outlined in the Disability Confident scheme by investing in job advertisements on recruitment sites that reach a broader range of disabled applicants, such as EvenBreak | Conduct an additional pilot of 5 job adverts with EvenBreak in autumn 2022, with the potential to expand to an annual membership in 2023 | Head of Equality and Inclusion Projects | Pilot completion in December 2022 |
|  | \*Improve HR admin processes to ensure recruitment data on offers and acceptances are kept accurately and able to be reported with ease | Process improvements in place by end of AY 2022-23 | HR | July 2023 |
| Create a framework for developing and driving forward the equality, diversity and inclusion agenda at St Mary’s and ensuring staff are encouraged to support and contribute to network activities | Ensure the EDI Staff Board continues to operate successfully and supports delivery of the actions within this action plan | Delivery of 6 weekly meetings with good attendance | Director of HR | May 2023 |
| Continue developing EDI activities/initiatives that support delivery of the EDI agenda and understanding of intersectionality that are promoted through the University website | EDI activity for each of the Staff Network Groups is included on the University website throughout the academic year | Staff Network Leads | May 2023 |
| \*Devise a formalized framework for recognizing the work of Staff Network chairs and charters SAT members | A formalized framework is in place for recognizing the work of Staff Network chairs and charters SAT members. | HR | July 2023 |
| \*Invite 1 member of each of the Athena SWAN and REC SATs to join the Workload Model Steering Group to contribute to efforts to define time allocation for all tasks and ensuring those tasks are allocated for properly within the Workload Model (WLM) | Members join WLM Steering Group by end of AY 2022-23 | Workload Model Steering Group | July 2023 |
| \*Explore introduction of a bonus scheme to add further recognition/legitimacy to EDI work | Assessment completed in AY 2022-23 | HR/Senior Leadership Team | July 2023 |
| Ensure that equality, diversity and inclusion is at the heart of all we do by reviewing our governance, committee and meeting representation and ensuring diverse panels are in place to enable fair and open decision making. | \*\*Implement pilot Embedding Inclusive Hiring programme focused on creating a culture of inclusive hiring practices in all aspects of the process, including:- Writing inclusive job descriptions- Advertising across a variety of channels, with some targeting underrepresented groups - Assembling diverse interview panels- Conducting accessible interviews free from bias (including reasonable adjustments)- Facilitating an inclusive selection process- Ensuring prospective applicants and new hires are aware of our EDI commitment, policies, and opportunities to get involved at each stage of the recruitment process, including onboarding | Increase in the number of Academic staff hired from a BAME background from 19% in 2021:* **Target: 28%**
 | Head of Equality and Inclusion Projects  | Pilot completed by May 2023; evaluation completed and any necessary changes implemented by September 2023 |
| \*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 | HR | July 2023 |
| \*Apply Equality Impact Assessment to current Recruitment Policy to see if advertising at the bottom of the pay scale unintentionally benefits male candidates who may be more likely to negotiate upwards | Increased percentage of female staff in highest pay band quartile from 51.5% in AY 2020-21 **to 54% in AY 2022-23** | HR | July 2023 |
| \*Increase opportunities for senior level roles to be part-time or job share, as this will encourage more staff with caring responsibilities to apply | 50% of SPOT level roles advertised as part-time or job share | HR/Senior Leadership Team | July 2023 |
| \*Conduct a review of governance structures and committee membership. As part of the review, consider where female and BAME colleagues may be on multiple committees, which could cause issues of heavy workloads/burnout | Increased representation of BAME colleagues on influential institutional committees from 9% in AY 2020-21 **to 15% in AY 2022-23** | Athena SWAN & REC Chairs/Senior Leadership Team | July 2023 |
| \*Conduct a review of how chairs are selected for University committees and what steps must be taken to ensure better gender/racial equality amongst chair roles | Increased representation of female colleagues as chairs of university committees from 33% in AY 2020-21 **to 40% in AY 2022-23** | Athena SWAN & REC Chairs/Senior Leadership Team | July 2023 |
| Encourage our leaders commit to supporting and championing our six Equality, Diversity and Inclusion Staff Networks and to ensure behaviours and language are inclusive and positive. | Build stronger relationships between members of UEC and our 6 Staff Networks to increase visibility of network activity amongst senior leadership | Increase the number of Staff Networks with UEC participation from 4 in 2021:* **Target: all 6 Staff Networks**
 | EDI Network Leads/HR Director | May 2023 |
| \*\*Work to develop career pathways for non-academic job families with a focus on Campus Services and administrative roles.  | Reduce the mean Gender Pay Gap (GPG) from 15.84% in 2020:* **Target: 13%**

Reduce the mean Ethnicity Pay Gap from 28.04% in 2021:* **Target: 20%**
 | Head of Organisational Development | May 2023 |
| \*\*Provide 1:1 and/or small group sessions for female and BAME Academic colleagues considering applying for academic promotion to help with preparations for the process, answer any questions, and coordinate support or mentorship that may better facilitate increased applications and success rates within the process | University Promotions Committee | May 2023 |
| \*Require all Academic Promotions panels (including UPC) to have a minimum 50/50 gender split, with Institute/Faculty panels then being representative of the gender makeup of the wider academic staff population | University Promotions Committee | July 2023 |
| \*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. Athena SWAN, REC, Disability Confident), mentorship and enhancement of student experience and 2. Review the Enterprise pillar to include work on sustaining effective partnerships and external EDI-related work | University Promotions Committee | October 2022 |
| \*Review Academic Promotions policy documents alongside Athena SWAN and REC SAT members to ensure language/wording is clear and easy to understand | University Promotions Committee | July 2023 |
| \*Provide examples of successful academic promotions applications to demystify the promotions criteria and help empower staff members to create stronger applications | University Promotions Committee | July 2023 |
| \*OD will partner with UPC to help 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) | Head of Organisational Development/University Promotions Committee | July 2023 |
| \*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 | HR/University Promotions Committee | July 2023 |
| \*\*Partner with colleagues in Estates & Campus Services to better understand development needs and ways Organisational Development can support career progression for staff in lower-level roles at the university | Head of Organisational Development/Director of Estates & Campus Services | May 2023 |
| \*\*Continue to offer the Women’s development programmes - Springboard and Aurora; identify ways to drive uptake by women from BAME backgrounds | Head of Organisational Development | May 2023 |
| \*Create leadership training workshops on specific leadership roles, including specific examples of the roles & responsibilities involved, to raise awareness & understanding of the specific tasks involved in leadership roles to allow staff to consider whether they want to take on these opportunities | Head of Organisational Development | July 2023 |
| \*OD, CTESS, TEL 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 |  | Head of Organisational Development | July 2023 |
| Achieve the Athena SWAN Bronze Award | Take a whole-university approach to support and drive forward the submission of the application for the Athena Swan Bronze award. The chair of the Self-Assessment Team (SAT) to report progress to all committees as required. Prof Symeon Dagkas to update the senior leadership team on progress and support the SAT to remove any barriers to achieving the award and driving systemic change. | Submit first Institutional Athena SWAN Bronze award application in November 2022 | Senior leadership team | November 2022 |
| \*Create an Athena Action Plan Implementation Group that meets monthly to ensure actions are completed in a timely, effective manner | St Mary's progresses on Action Plan at pace with time scales met over AY 22-23, AY 23-24, and AY 24-25 | Head of Equality and Inclusion Projects | January 2023 |
| \*Continue Athena SWAN SAT activities, shifting focus to a departmental submission for our SAHPS faculty with SAT membership comprised of SAHPS staff | Set on track to submit for Faculty Athena SWAN application in April 2024 | Head of Equality and Inclusion Projects | March 2023 |
| \*Begin to track number of part-time staff/staff with caring responsibilities on Key Decision-Making Committees annually; report findings to Athena SWAN SAT & Leadership Sponsor | Tracking begins for AY 22-23 | Athena SWAN Chair/HR | July 2023 |
| \*Continue leading workshops about the Menopause, focusing conversation on different themes, and providing an ongoing opportunity for staff to access information and peer support around the Menopause | Average rating of current state of gender equality at St Mary's in Gender Priorities Survey increased from 5.77 in 2021 **to 8 in 2023** | Head of Organisational Development | July 2023 |
|  | \*Create a Menopause Policy to better support and recognise the experiences of staff going through the menopause | HR | July 2023 |
|  | \*Run Gender Priorities Survey in Spring 2023, to help measure our progress in embedding gender equality at St Mary’s over time | Survey is run in Spring 2023 with analysis and subsequent actions communicated back to staff in Summer 2023 | Head of Equality and Inclusion Projects | May 2023 |
| Commit to the Advance HE Race Equality Charter where we will develop a clear framework for challenging our current representation across the University | Take a whole-university approach to support and drive forward the submission of an application for Race Equality Charter Bronze award. The Co-chairs of the Self-Assessment Team (SAT) to report progress to all committees as required. Prof Symeon Dagkas to update the senior leadership team on progress and support the SAT to remove any barriers to achieving the award and driving systemic change. | Submit first Institutional Race Equality Charter Bronze award application in July 2023 | Senior leadership team | July 2023 |
| Deploy allyship training for members of the Board of Governors and University Executive Committee to help senior leaders better understand their role in recruiting and promoting equality, diversity and inclusion at the University | **100% of Board of Governors and University Executive Committee to engage with training** | Head of Organisational Development | Training completed by February 2023 |
| \*\*Conduct an internal evaluation of Advance HE’s Diversifying Leadership course to ensure the programme is a valuable investment for our Black, Asian, and Minority Ethnic colleagues. If programme is found to be valuable, continue funding 3 places.  | Reduce the mean Ethnicity Pay Gap from 28.04% in 2021:**Target: 20%** | Head of Organisational Development | May 2023 |
| \*\*Continue to conduct detailed, intersectional analysis of the Gender Pay Gap and Ethnicity Pay Gap to better understand systemic barriers to the promotion and success of staff with intersecting gender identities and ethnic backgrounds | Combined GPG/EPG report for 2023 to include analysis on the intersection of gender and ethnicity and its impact on pay gap | Head of Equality and Inclusion Projects | May 2023 |
| \*\*Work with the REC SAT to ensure questions about barriers to promotion and progression are included in forthcoming focus groups, seeking to better understand the lived experiences of Black, Asian, and Minority Ethnic colleagues (both Academics and those in Professional Services) and any barriers to progression within our existing systems. | Reduce the mean Ethnicity Pay Gap from 28.04% in 2021:**Target: 20%** | Head of Equality and Inclusion Projects | December 2022 |
| \*\*Work with the REC SAT to draw together datasets from across the employee lifecycle (including recruitment, induction, development, appraisal, promotion, and pay) to recognise trends and areas for change to both close the pay gap and promote broader race equality for staff at St Mary’s | Reduce the mean Ethnicity Pay Gap from 28.04% in 2021:**Target: 20%** | Head of Equality and Inclusion Projects | July 2023 |
| \*Incorporate REF-specific questions into REC focus groups to better understand barriers for BAME colleagues when submitting for the REF | 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** | Head of Equality and Inclusion Projects | December 2022 |
| \*Incorporate Research Tariff-specific questions into REC focus groups to better understand barriers for BAME colleagues when filling out their PRPs | 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 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** | Head of Equality and Inclusion Projects | December 2022 |
| \*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 | Increase percentage of BAME females with a 10% research tariff from 16% in AY 2020-21 **to 20% in AY 2022-2023** and those on a 20% from 0% in AY 2020-21 **to 5% in AY 2022-23**; Increase percentage of BAME males with a 10% research tariff from 5% in AY 2020-21 **to 10% in AY 2022-23** and those on a 20% from 0% in AY 2020-21 **to 5% in AY 2022-23** | Research Office | July 2023 |