



St Mary's
University
Twickenham
London

Staff Equality, Diversity and Inclusion Annual Report

June 2023

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 values of Inclusiveness and Respect are 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 2020-2025¹ 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, equality charters action plans, and 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, 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 (May 2022)

¹ The People Strategy will be subject to a strategy refresh in AY 23/24, so these KPIs may change in due course.

- 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
- set out our ongoing actions and plans

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 May 2022. 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 May 2022, key achievements in respect of staff equality, diversity, and inclusion include:

Athena Swan

- ✓ Awarded Athena Swan Bronze Award in April 2023

Over the past year, our Athena Swan Self-Assessment Team (SAT) completed work on our first Athena Swan Small and Specialist Bronze award submission. The submission included a comprehensive self-assessment of staff and student data (focused primarily on the academic staff life cycle) via the lens of gender equality. As per the charter’s requirements, because of the self-assessment, the SAT created a multi-year SMART action plan identifying how we as an institution will address any barriers to gender equality uncovered. Our action plan focuses on the following seven intentions:

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

Following our submission and feedback from our assessment panel, Advance HE asked that we provide small revisions to our action plan in early April 2023 as we just 'narrowly missed' conferral of the award. These revisions were quickly actioned by our SAT and resubmitted to Advance HE for consideration in mid-April, with Advance HE awarding St Mary's with the Bronze Award in late-April 2023. The action plan will continually be developed under the jurisdiction of Ruth Thompson, Jamie North and Gender Equality Steering Group (GESG). The GESG will be tasked with carrying out actions in our action plan at pace, ensuring we are living out our commitments to improve gender equality at St Mary's.

Race Equality Charter (REC)

- ✓ First ever race-focused staff and student survey and focus groups completed; data analysed and shared with SMU community to increase awareness of lived experience of race equality

Now over two years into our work on the REC, our SAT has made great progress in preparing our first REC Bronze Award submission (for November 2023). 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 and analysis exercise, which focused on identifying barriers to racial equality for all staff and students
- Completion of our Staff & Student REC surveys and focus groups and subsequent analysis of data collected; REC survey executive summary shared to SMU community and presented to UEC in autumn 2022
- Creation of a draft multi-year SMART action plan to address barriers to race equality identified in the data

The SAT is now working with department heads and heads of service to review the draft action plan, ensuring it is fit for purpose and has support from across the institution. The draft submission and action plan will then be presented to the EDI Staff Board, UEC, FRC, and the full board for approval ahead of submission to Advance HE in November 2023.

Disability Confident

- ✓ Progressed from Level 1 to Level 2 – Disability Confident Employer – in January 2023

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 January 2023, three years after joining the scheme, St Mary's has progressed to Level 2: Disability Confident Employer.

This progression followed a self-assessment of progress as to our Level 1 commitments by the working group, who felt confident our work to date warranted the move to Level 2. Commitments for Level 2 are increased from those in Level 1 and are grouped into two themes: (1) Getting the right people for your business; and (2) Keeping and developing your people. A full list of Level 2 commitments and corresponding activities can be found [here](#).

We have been proud to achieve some key milestones in our efforts to become a more inclusive and accessible employer for our staff with disabilities and long-term health conditions over our past three years in the Disability Confident scheme, including:

- Introducing a positive action measure offering an interview to any candidate who discloses they have a disability and meet the minimum job requirements
- Working closely with our [Disability Staff Network](#) to lead our first disability-specific staff survey and focus groups and create [Guidance for Managers on Supporting Staff with Disabilities](#) and [Support for Staff who have Disabilities](#) resources
- Launching an [Embedding Inclusive Hiring Programme](#) focused on making our entire recruitment process more inclusive and accessible
- Working with our local Job Centre to support the [Government's Kickstarter scheme](#) (employing 9 Kickstarters in AY 21/22; 5 of whom moved into non-Kickstart employment and 2 of whom were given casual jobs on an interim basis).

The Disability Confident Working Group has created a new action plan to ensure we are living out our Level 2 commitments, which they will continue work on in AY 23/24 and beyond.

LGBTQ+ Inclusion

- ✓ Publication of St Mary's first Staff Transgender and Non-Binary Equality Policy and Transition Support Checklist, alongside roll out of Gender Awareness training to upskill staff in how best to support Transgender and Non-Binary staff and students

Over the past year, St Mary's has been up levelling our efforts to support LGBTQ+ staff and students. Key milestones in this area (aside from the Transgender and Non-Binary Equality policy listed above) have included:

- Joining the [LGBT Foundation Training Academy Champions programme](#), where five St Mary's staff (including representation from SLT, HR, Student Services, the SU, and LGBTQ+ Network) are taking a 20-hour course to upskill their ability to support LGBTQ+ staff and students.
- Launching a Cathedrals Group LGBTQ+ Support Working Group, where staff and students from [Cathedrals Group universities](#) come together to share best practice and collaborate on supporting their LGBTQ+ staff and students at faith-based universities.
- Installing a flag pole in student square, where the SU can fly flags to denote various EDI awareness days and events (including flying the Pride Progress flag for LGBTQ+ History Month and Pride Month, and the Trans Flag for Trans Awareness week).

In summer 2023, we will be launching our own LGBTQ+ Inclusion Project, where we will create an institution-wide approach to improving LGBTQ+ Inclusion for St Mary's staff and students, ensuring values of Inclusion and Respect are lived out for all LGBTQ+ community members. This project has had early consultation meetings with the LGBTQ+ Network and Pride Society, ensuring those with lived experience are at the heart of the project's creation.

EDI Staff Board

- ✓ The EDI Staff Board maintains momentum, with strong attendance and buy-in from our EDI Staff Network leads and equality charters leadership

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 principles 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

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

For the third 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. We were encouraged to see our mean and median Gender Pay Gap figures, as well as our mean and median Ethnicity Pay Gap figures, decrease from 2021 to 2022. We have seen more variability in our bonus Gender and Ethnicity Pay Gap figures, as well as our intersectional analysis.

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 quartile and underrepresentation of both groups (much more so the latter) in the highest pay quartile. This trend in our gender pay gap is common across the sector, with 66% of individuals in lower paid roles across HE institutions in AY 20/21 being female². This trend in our ethnicity pay gap is also common across the sector, with the highest proportion of staff from ethnic minority backgrounds comprised in the lower pay quartile in AY 19/20³

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.

This year's Gender and Ethnicity Pay Gap report includes a multitude of actions we have committed to in order to continue closing these gaps, of which highlights include:

- Amended the Academic Promotions Criteria to include recognition of tasks often disproportionately carried out by female and BAME staff, including: citizenship (active participation in EDI-related committees), mentorship and enhancement of student experience, work on sustaining effective partnerships and external EDI-related work; and student pastoral and employability support.
- Review Academic Promotions policy and guidance documents alongside Athena Swan and REC SAT members to ensure language/wording is clear and easy to understand.
- Endeavour for all longlists and shortlists for UEC and SLT-level posts to reflect the gender and ethnic diversity of our total staff population.

² Advance HE [Equality in Higher Education - staff statistical report 2022](#)

³ The Universities and Colleges Employment Association (UCEA)'s ["Intersectional Pay Gaps in Higher Education 2019-20"](#) (published October 2021)

- Increase opportunities for senior level roles to be part-time or job share, as this will encourage more staff with caring responsibilities (and inherently more females) to apply.
- Continue providing funding for three spaces on Advance HE's Diversifying Leadership course.

Embedding Inclusive Hiring

- ✓ Following a year of consultation, St Mary's Embedding Inclusive Hiring programme had a successful launch in AY 22-23, with 71 staff completing Inclusive Hiring training and 17 members of staff joining our Inclusive Hiring Advisors group

Following on Athena Swan and REC analysis of staff recruitment data, HR launched an [Embedding Inclusive Hiring programme](#), which seeks to embed inclusive practice into all aspects of our hiring process. This initiative seeks to create a culture of inclusive hiring at St Mary's led by all members of staff: hiring managers, senior leaders, the HR team, and interview panelists. The initiative has 3 key components:

1. HR-led conversations with all hiring managers to review our new [Inclusive Hiring Checklist](#) and [Inclusive Hiring Resources for Hiring Managers](#) - which seek to empower and support inclusive practice at every hiring stage.
2. New in-house inclusive hiring training for hiring managers and panellists seeking to uplevel understanding of inclusive hiring practices.
3. Creating a pool of St Mary's staff trained as Inclusive Hiring Advisors, who:
 - attend our Inclusive Hiring Training and take part in additional development activity throughout the year
 - join a [list of Advisors](#) available to hiring managers when assembling their diverse recruitment panels, serving as a source of knowledge, experience, and expertise in inclusive hiring for the entire panel
 - feed back to HR on our recruitment practices on an annual basis, helping to continuously improve and ensure our offering is fit for purpose.

During AY 23/24, we will continue driving participation in the programme, seeking to increase participation in our inclusive hiring training and line manager utilisation of Inclusive Hiring Advisors on their interview panels.

Women's Development & Leadership

- ✓ Applications for Academic Promotions in AY 22/23 were 56.5% female – up from 35% in AY 20/21

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 support our Athena Swan efforts.

- The **Springboard Women's Development Programme** was offered again in 2023 for the seventh year running to all female employees from all backgrounds, ages and stages of their lives. There are 13 participants in the cohort from both professional services and academic areas.
- The University has also sponsored another cohort of six women to take part in the **Women's Leadership Development Programme, Aurora**, run by Advance HE. Funding was also made available for six former Aurora graduates to become Aurora Mentors to give more women opportunity to develop further post programme.
- We continue to run our internal Women's Leadership Forum – 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 65 participants representing all areas of the university.

London Higher's Global Majority Mentoring Programme

- ✓ St Mary's has taken part in London Higher's Global Majority Mentoring Programme for the second year, this year engaging 7 members of staff from BAME backgrounds in the programme

St Mary's is proud to be taking part (for the second time) in London Higher's Global Majority Mentoring Programme. The programme supports building the pipeline of Black, Asian and minority ethnic academic and professional service staff, aiming to:

- Provide an effective platform for improving career progression for BAME staff.
- Give mentees a space to seek tailored support from their mentor.
- Provide the opportunity to network with other BAME professionals in Higher Education.

Our seven participants this year have been matched with mentors or mentees from BAME backgrounds at other London universities, taking part in 1:1 mentoring sessions and programme-wide networking events.

5. Recommended actions

St Mary's now has several action plans tasked with progressing our Staff EDI agenda, including:

- Our 2022 Gender and Ethnicity Pay Gap Actions (as outlined in [this year's report](#))
- Our Athena Swan Bronze Award Action Plan
- Our forthcoming REC Bronze Award Action Plan (draft is currently being reviewed and amended by key university stakeholders)
- Our Disability Confident Working Group Action Plan
- Our forthcoming LGBTQ+ Inclusion Project Action Plan

More detail on these plans can be obtained by reaching out to equalitycharters@stmarys.ac.uk.

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 2024.

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

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 Athena Swan Action Plan (which are denoted via colour coding). Given the prominence of well established EDI-related action plans (as outlined in section 5), we will no longer be compiling Staff EDI Objectives and Action Plans from AY 23/24 onwards, but instead lean on those plans to support forward progress on our EDI agenda.

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 | Progress Update |
|--|--|--|---------------------|---|
| 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 | 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 | Our LGB population has increased to 6% in 21/22 Our BAME population has increased at 18.8% in 21/22 Our population of staff with disabilities has surpassed our |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
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| and have a significant impact on the wider University community. | | | | target – at 8.3% in 21/22 |
| | <p>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 disability</p> <p>Following 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.</p> | <p>2021 non-declaration – 4%</p> <p>Target – 3%</p> | <p>Head of Equality and Inclusion Projects</p> | <p>This work has been well incorporated into our Disability Confident Level 2 Action Plan, which has been created alongside the Staff Disability Network</p> |
| | <p>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</p> | <p>Set on track for level 2 submission in December 2023</p> | <p>Head of Equality and Inclusion Projects</p> | <p>St Mary's progressed to Level 2 in January 2023</p> |
| | <p>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</p> | <p>Increase in the number of staff with protected characteristics stating they agree with the following questions in the Staff Pulse Survey in 2022:</p> <ul style="list-style-type: none"> - I feel valued at work - St Mary's values people equally regardless of their: <ul style="list-style-type: none"> a. Gender identity (transgender) (LGBTQ) | <p>Head of Equality and Inclusion Projects</p> | <p>Working group launched and meeting regularly; with a successful event led for LGBT History Month 2023</p> |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
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| | | b. Religion or beliefs (Faith) c. Sexual orientation (LGBTQ) | | |
| | 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) | Head of Equality and Inclusion Projects | Start-up phase for this project has commenced, with consultation on project outline completed with the LGBTQ+ Network and Pride Society in spring 2023; project to officially launch by start of AY 23/24 |
| | 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: <ul style="list-style-type: none"> - I feel valued at work - St Mary's values people equally regardless of their: <ul style="list-style-type: none"> d. Gender identity (transgender) (LGBTQ) | Senior Leadership Team | This is an Athena Swan action which will be implemented and monitored by our Gender Equality Steering Group (GESG) |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
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| | | e. Religion or beliefs (Faith) f. Sexual orientation (LGBTQ) | | |
| | *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 | This is an Athena Swan action which will be implemented and monitored by our GESG |
| | *Work with the Parents & Carer's Network to create guidance specific to staff parents and carers for navigating various HR policies and procedures | | HR | This is an Athena Swan action which will be implemented and monitored by our GESG |
| | *Promote the 'Workplace Nursery Benefit' to staff members who are parents and those returning from parental/maternity/adoption leave | | HR | This is an Athena Swan action which will be implemented and monitored by our GESG |
| | *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 | | Head of Organisational Development | This is an Athena Swan action which will be |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
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| | additional means of support beyond returners' line managers | | | implemented and monitored by our GESG |
| | *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 | This is an Athena Swan action which will be implemented and monitored by our GESG |
| | *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 | This is an Athena Swan action which will be implemented and monitored by our GESG |
| | *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 | This is an Athena Swan action which will be implemented and monitored by our GESG |
| | *Revisit Future of Work project and establish a list of 'recommended ways of working' at UEC level (i.e. no emails between staff prior | Percentage of staff identifying Work-Life Balance as a prioritisation area in the staff Gender Priorities Survey | Senior Leadership Team | This is an Athena Swan action which will be implemented and |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
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| | to 8am or after 6pm) to better establish work-life balance expectations for staff | decreases from 56.49% in 2021 to 40% in 2023 | | monitored by our GESG |
| | *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 | Completed in August 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 | Completed in AY 22/23, with Gender Awareness Training still ongoing (see section 4 for more detail) |
| | *Roll out gender awareness training for all staff, followed by targeted training for student-facing staff | | Head of Organisational Development | Gender Awareness Training still ongoing (see section 4 for more detail) |
| | *Ensure all HR systems and forms have the Mx prefix included | | HR | This is an Athena Swan action which will be implemented and |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
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| | *Ensure all HR systems or forms where HMRC requires the choosing of a legal gender includes disclaimer | | HR | monitored by our GESG This is an Athena Swan action which will be implemented and monitored by our GESG |
| 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 | Ongoing |
| | 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 | This is part of our draft REC action plan |
| | **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 | Reduce the mean Ethnicity Pay Gap from 28.04% in 2021: • Target: 20% | Head of Equality and Inclusion Projects | Complete |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
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| | alongside the GPG report on an annual basis. | | | |
| | **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: <ul style="list-style-type: none"> • Target: 13% | Head of Equality and Inclusion Projects | Complete |
| | 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 | Recruitment Coordinator is progressing this as part of our Disability Confident Level 2 action plan |
| | *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 | This is an Athena Swan action which will be implemented and monitored by our GESG |
| Create a framework for developing and driving forward the equality, diversity and inclusion agenda at St | 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 | Ongoing |
| | Continue developing EDI activities/initiatives that support delivery of the EDI agenda and | EDI activity for each of the Staff Network Groups is included on the University website throughout the academic year | Staff Network Leads | Ongoing |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
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| Mary's and ensuring staff are encouraged to support and contribute to network activities | understanding of intersectionality that are promoted through the University website | | | |
| | *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 | Needs to be addressed now that permanent HRD is in place |
| | *Introduce an Outstanding Performance Award (OPA) dedicated to EDI work | Award introduced in AY 22/23 | Chief Operating Officer | Complete |
| 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. | <p>**Implement pilot Embedding Inclusive Hiring programme focused on creating a culture of inclusive hiring practices in all aspects of the process, including:</p> <ul style="list-style-type: none"> - 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 | <p>Increase in the number of Academic staff hired from a BAME background from 19% in 2021:</p> <ul style="list-style-type: none"> • Target: 28% | Head of Equality and Inclusion Projects | Programme rollout ongoing (see section 4 for more detail) |
| | *Recommend all academic recruitment adverts include a positive action statement | | HR | This is an Athena Swan action |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
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| | encouraging individuals of gender identities and ethnicity groups underrepresented in the specific faculty/institute to apply for the role | | | which will be implemented and monitored by our GESG |
| | *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 | This is an Athena Swan action which will be implemented and monitored by our GESG |
| | *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 | This is an Athena Swan action which will be implemented and monitored by our GESG |
| Encourage our leaders commit to supporting and championing our six Equality, Diversity and Inclusion Staff Networks and to | 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 | This is part of our draft REC action plan |
| | **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% | Head of Organisational Development | This is an Athena Swan action which will be implemented and |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
|--|---|--|---------------------------------|---|
| ensure behaviours and language are inclusive and positive. | <p>**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</p> | <p>Reduce the mean Ethnicity Pay Gap from 28.04% in 2021:</p> <ul style="list-style-type: none"> • Target: 20% | University Promotions Committee | monitored by our GESG |
| | <p>*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</p> | | University Promotions Committee | This is an Athena Swan action which will be implemented and monitored by our GESG |
| | <p>*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</p> | | University Promotions Committee | Complete |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
|----------------------------------|---|-----|--|---|
| | *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 | This is an Athena Swan action which will be implemented and monitored by our GESG |
| | *Provide examples of successful academic promotions applications to demystify the promotions criteria and help empower staff members to create stronger applications | | University Promotions Committee | This is an Athena Swan action which will be implemented and monitored by our GESG |
| | *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 | This is an Athena Swan action which will be implemented and monitored by our GESG |
| | *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 | This is an Athena Swan action which will be implemented and monitored by our GESG |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
|----------------------------------|--|-----|---|---|
| | <p>**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</p> | | <p>Head of Organisational Development/Director of Estates & Campus Services</p> | <p>Will be revisited now that OD has been changed to the Learning & People Development department</p> |
| | <p>**Continue to offer the Women's development programmes - Springboard and Aurora; identify ways to drive uptake by women from BAME backgrounds</p> | | <p>Head of Organisational Development</p> | <p>Ongoing</p> |
| | <p>*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</p> | | <p>Head of Organisational Development</p> | <p>This is an Athena Swan action which will be implemented and monitored by our GESG</p> |
| | <p>*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</p> | | <p>Head of Organisational Development</p> | <p>This is an Athena Swan action which will be implemented and monitored by our GESG</p> |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
|--------------------------------------|--|--|---|---|
| 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 | Complete: Bronze Award achieved in April 2023 |
| | *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 | Ongoing – will become our GESG |
| | *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 | This is an Athena Swan action which will be implemented and monitored by our GESG |
| | *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 | This is an Athena Swan action which will be implemented and monitored by our GESG |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
|---|---|---|---|---|
| | *Create a Menopause Policy to better support and recognise the experiences of staff going through the menopause | | HR | Complete |
| | *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 | This is an Athena Swan action which will be implemented and monitored by our GESG |
| 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 | Ongoing |
| | 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 currently being procured and scheduled for summer 2023 |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
|----------------------------------|--|---|--|--|
| | <p>**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.</p> | <p>Reduce the mean Ethnicity Pay Gap from 28.04% in 2021: Target: 20%</p> | <p>Head of Organisational Development</p> | <p>This will be completed in summer 2023</p> |
| | <p>**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</p> | <p>Combined GPG/EPG report for 2023 to include analysis on the intersection of gender and ethnicity and its impact on pay gap</p> | <p>Head of Equality and Inclusion Projects</p> | <p>Ongoing</p> |
| | <p>**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.</p> | <p>Reduce the mean Ethnicity Pay Gap from 28.04% in 2021: Target: 20%</p> | <p>Head of Equality and Inclusion Projects</p> | <p>Complete</p> |
| | <p>**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</p> | <p>Reduce the mean Ethnicity Pay Gap from 28.04% in 2021: Target: 20%</p> | <p>Head of Equality and Inclusion Projects</p> | <p>Complete</p> |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
|----------------------------------|---|--|---|---|
| | both close the pay gap and promote broader race equality for staff at St Mary's | | | |
| | *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 | Complete |
| | *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 | Complete |
| | *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 | Research Office | This is an Athena Swan action which will be implemented and |

| People Strategy aims (2020-2025) | 2022 Action | KPI | Owner | Progress Update |
|----------------------------------|-------------|--|-------|------------------------------|
| | | <p>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</p> | | <p>monitored by our GESG</p> |

Appendix 2

STAFF EQUALITY, DIVERSITY AND INCLUSION STATISTICS (2017/18 – 2021/22)

About the data:

1. Data has been drawn from the HESA staff return for the last five academic years (2017/18, 2018/19, 2019/20, 2020/21, and 2021/22). 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 2017/18 to 2021/22. 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) |
|----------------------|--|---|
| 2021/2022 | 1109 | 1520 |
| 2020/2021 | 956 | 1337 |
| 2019/2020 | 1006 | 1505 |
| 2018/2019 | 896 | 1085 |
| 2017/2018 | 939 | 1196 |

4. HE sector benchmarking statistics, where quoted, are drawn from Advance HE's (2022) ['Equality in higher education: staff statistical report 2022'](#). This report uses sector-wide data from AY 2020/2021.

5. 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.

6. 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 | | | | | | | | | | | | | | | | | |
|-----------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-----------------|------------|------------|-----------------|------------------------|------------|-----------|--------------|--------------|
| | 2017/18 | | 2018/19 | | 2019/20 | | 2020/21 | | | 2021/22 | | | 20/21-21/22 Comparison | | | HE Sector | |
| | M | F | M | F | M | F | M | F | Non-binary (NB) | M | F | Non-binary (NB) | M | F | NB | M | F |
| Overall | 41% | 59% | 39% | 61% | 39% | 61% | 38% | 62% | 0% | 39% | 61% | 0% | 1% | -1% | N/A | 45.8% | 54.2% |
| Academic | 45% | 55% | 45% | 55% | 47% | 53% | 43% | 57% | 0% | 41% | 59% | 0% | -2% | 2% | N/A | 53.0% | 47.0% |
| Professional Services | 38% | 62% | 36% | 64% | 35% | 65% | 35% | 65% | 0% | 37% | 62% | 0% | 2% | -3% | N/A | 37.4% | 62.6% |
| Managers & Professionals | 47% | 53% | 58% | 42% | 50% | 48% | 51% | 48% | 1% | 51% | 48% | 1% | 0% | 0% | 0% | | |
| Support & Administration | 29% | 71% | 28% | 72% | 27% | 73% | 22% | 78% | 0% | 29% | 71% | 0% | 7% | -7% | N/A | | |
| Technician | 71% | 29% | 69% | 31% | 46% | 54% | 47% | 53% | 0% | 42% | 58% | 0% | -5% | 5% | N/A | | |
| Estates and Campus Services | 37% | 63% | 36% | 64% | 41% | 59% | 33% | 67% | 0% | 36% | 64% | 0% | 3% | -3% | N/A | | |

Key Trends / Points

- The percentage of (overall) male vs female employees remained relatively steady from 20/21, though we have a below average percentage of males (39%) 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 71%), and also Estates and Campus Services (64% women). However, both of these figures have reduced from 20/21, which supports the closing of our gender pay gap.
- The biggest change seen in gender from AY 20/21 was in Support and Administration roles, with women decreasing from 78% to 71%, which has likely had a positive impact on the closure of our mean and median gender pay gaps (reduced to 14.44% and 8.78% respectively in 2022).
- 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.

- Our Athena Swan action plan includes nearly 100 SMART actions for St Mary's to carry out in the next four academic years to address disparities in gender across staff groups

○

2. ETHNICITY

| Establishment only staff | | | | | | | | | | | | |
|-----------------------------|------------|------------|------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------------|--------------|
| | 2017/18 | | 2018/19 | | 2019/20 | | 2021/21 | | 2021/22 | | 2021-2022 Comparison | HE Sector |
| | BAME | White | BAME | White | BAME | White | BAME | White | BAME | White | BAME | BAME |
| Overall | 14% | 86% | 20% | 80% | 18.4% | 81.6% | 18.5% | 81.5% | 18.8% | 81.2% | 0.3% | 16.3% |
| Academic | 8% | 92% | 9% | 91% | 10% | 90% | 12% | 88% | 12% | 88% | 0% | 18.9% |
| Professional services | 21% | 79% | 26% | 74% | 22.6% | 77.4% | 22.6% | 77.4% | 24.4% | 75.6% | 1.8% | 13.1% |
| Managers & Professionals | 17% | 83% | 24% | 76% | 17.8% | 82.2% | 20.5% | 79.5% | 24.9% | 75.1% | 4.4% | |
| Support & Administration | 13% | 87% | 20% | 80% | 22.6% | 77.4% | 17.8% | 82.2% | 19.7% | 80.3% | 1.9% | |
| Technician | 23% | 77% | 31% | 69% | 0.1% | 99.9% | 0.0% | 100.0% | 5.6% | 94.4% | 5.6% | |
| Estates and Campus Services | 35% | 65% | 37% | 63% | 32% | 68% | 37% | 63% | 35% | 65% | -2.0% | |

| 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 0.3% in 21/22 to 18.8%. This is still greater than the HE sector average of total BAME staff which was 16.3%. However, our efforts to increase our percentage of staff from BAME backgrounds has remained relatively flat since 2019/20, and 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 35%. As with our gender pay gap, our overrepresentation of BAME colleagues in our lowest pay quartile has affected our mean ethnicity pay gap, which (though decreased by 8.88% since 2021) remains an issue at 19.16%.
- We have seen an increase in BAME staff in Managers & Professionals roles (by 4.4%) and in Technician roles (by 5.6%), which may be a contributing factor in the decrease in our mean ethnicity pay gap (outlined above). Overall, our Professional services staff have a higher BAME representation than the sector (at 24.4% and 13.1% respectively).
- Academic staff representation remains low at 12%, compared with the sector average of 18.9%. 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. Our lack of progress in this area over the past few years demonstrates a need to take alternative, more substantive action to make a meaningful increase in the ethnic diversity of our academic staff population.
- Our REC action plan (currently in draft form) seeks to address the issues raised above, as well as race equality-related challenges uncovered by the REC survey and focus groups. The action plan will include a significant amount of SMART actions over the next four-year period, that will address both staff and student-related race equality issues.

3. DISABILITY

3.1 Staff declared disability - all establishment staff

| Establishment staff only | | | | | | | |
|--------------------------|---------|---------|---------|---------|---------|----------------------|-----------|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2020-2021 Comparison | HE Sector |
| Disability declared | 6.6% | 5.9% | 5.0% | 6.0% | 8.3% | 2.3% | 6.0% |
| No disability* | 87.1% | 88.6% | 88.9% | 93.3% | 90.5% | -2.8% | 94.0% |
| Non-declaration rate | 6.3% | 5.5% | 6.1% | 0.7% | 1.2% | -0.5% | |

| 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 6.0% in 20/21 to 8.3% in 21/22, which is higher than the HE sector average of 6.0%. The long-term picture of disability representation at St Mary's is quite positive – not only have we increased our proportion of staff declaring

disabilities from 6.6% in 17/18 to 8.3% in 21/22, we have also made great strides in decreasing our non-declaration rate – from 6.3% in 17/18 to just 1.2% in 21/22.

- Our hope is that these positive changes are due to a marked increase in our disability advocacy and awareness raising activities over the past few years: namely the work of our Staff Disability Network and Disability Confident Working Group.
- Our Disability Confident Working Group Level 2 action plan includes a series of detailed actions seeking to build on this positive progress of representation and inclusion of staff members (both prospective and current) with disabilities and long-term health conditions.

Continued.....

3.2 Staff declared disability - by occupational group

| Establishment only staff | | | | | | | |
|-----------------------------|---------|---------|---------|---------|---------|----------------------|-----------|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021-2022 Comparison | HE Sector |
| Academic | 5.00% | 4.90% | 6.20% | 6.50% | 7.40% | 0.90% | 5.1% |
| Professional Services | 7.80% | 6.50% | 4.40% | 5.60% | 9.00% | 3.40% | 7.0% |
| Managers & Professionals | 2.40% | 0.00% | 0.30% | 3.20% | 8.20% | 5.00% | |
| Support & Administration | 8.10% | 6.80% | 4.80% | 5.50% | 8.50% | 3.00% | |
| Technician | 8.70% | 0.00% | 1.80% | 5.90% | 21.10% | 15.20% | |
| Estates and Campus Services | 11.80% | 9.80% | 9.40% | 9.20% | 9.50% | 0.30% | |

| 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 2.3%, while the percentage of Professional Services staff was lower than the HE Sector Professional Services staff by 2%.
- The highest percentage of staff who have declared a disability is amongst Technicians (21.10% in 21/22), a 15.20% increase on 20/21. This group has seen a great increase in their percentage of staff with disabilities since 18/19, but as they are a smaller group of staff percentages are likely to fluctuate greatly due to turnover.

- 4. AGE

Average Age within St Mary's

| Establishment only staff | | | | | | |
|-----------------------------|-------------|-------------|-------------|-------------|-------------|----------------------|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021-2022 Comparison |
| Overall | 42.8 | 42.5 | 42.4 | 44.8 | 43.8 | -1.0 |
| Academic | 46.2 | 45.9 | 45 | 46.4 | 46.4 | 0.0 |
| Professional Services | 40.7 | 40.6 | 40.5 | 43.8 | 41.8 | -2.0 |
| Managers & Professionals | 45.3 | 43.3 | 42.9 | 44.9 | 41.1 | -3.8 |
| Support & Administration | 38.2 | 37.6 | 37.2 | 40.6 | 39.4 | -1.2 |
| Technician | 37.7 | 39.3 | 38.3 | 41.5 | 39.0 | -2.5 |
| Estates and Campus Services | 44.3 | 45.1 | 46 | 48.4 | 47.3 | -1.1 |

Key Trends / Points

- HE Sector average data is not available for this characteristic, however information on percentage makeup of the HE workforce by age can be found on p. 51 of the [Advance HE Higher Education Staff Statistical Report 2021](#)
- The average age of Academics stayed flat, while professional services decreased by 2 years from 20/21.
- Almost all groups' average decreased from AY 20/21 to 21/22, with the largest decrease of 3.8 seen amongst Managers and Professionals.
- 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 | | | | | | | |
|--------------------------------------|---------|---------|---------|---------|---------|----------------------|-----------|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021-2022 Comparison | HE Sector |
| Christian | 45% | 46% | 40% | 50% | 41.4% | -8.6% | 17.6% |
| Buddhist, Hindu, Islam, Sikh, Jewish | 6% | 7% | 7.9% | 8.7% | 8.4% | -0.3% | 4.0% |
| Other Religion or Belief | 3% | 4% | 2.4% | 2.5% | 2.8% | 0.3% | 1.5% |
| Non-Religion | 21% | 21% | 27.7% | 23.7% | 26.3% | 2.6% | 25.0% |
| Non-declaration rate | 26% | 21% | 22% | 15.40% | 21.10% | 5.7% | 51.1% |

| 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, with 51.1% of staff choosing not to declare their religion to their HE institution.
- Our percentage of Christian employees – down 8.6% from AY 2020/21, is much higher than the HE sector average of 17.6%; this could be explained given our Catholic foundation.
- Amongst HEIs returning data on religion, 25% of people declared ‘No Religion’, compared to 26.3% at St Mary’s (which increased by 2.6% since AY 20/21).
- At St Mary’s the religion non-declaration rate of 21.10% is low compared to the HE sector average of 51.1%, however since this figure has increased by 5.7% from AY 20/21, it is important to keep an eye on this figure in future years.
- 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 one quarter 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 | | | | | | | |
|--------------------------|---------|---------|---------|---------|---------|----------------------|-----------|
| | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2021-2022 Comparison | HE Sector |
| LGB | 3% | 4% | 5% | 5.4% | 6% | 0.6% | 3.3% |
| Heterosexual | 73% | 74% | 75% | 75.1% | 75% | -0.1% | 45.7% |
| Non-declaration rate | 24% | 22% | 20% | 19.5% | 19% | -0.5% | 50.5% |

*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, with 50.5% of staff choosing not to disclose.
- Our non-declaration rate of 19% is very low compared to the sector's 50.5%.
- At St Mary's, over the period from 17/18 to 21/22, staff declaring themselves as LGB has seen a slow but steady increase from 3% to 6%. 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.
- Our forthcoming LGBTQ+ Inclusion Project group will create their own data driven action plan to further drive LGBTQ+ inclusion, including recruiting more staff identifying as LGB and supporting the retention and sense of belonging of existing LGB staff.

Appendix 3

March 2023

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 Chief Operating Officer 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 Learning & People Development (L&PD) 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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| Person responsible | Fiona Hnatow, HR Director |
| Author | Lisa Bath, HR Policy and Projects Consultant |
| Document date | Feb 2015 |
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| | |
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| Review date including impact assessment | 2024 |
| History (where discussed/who circulated to/ committees considered by) | Academic Board, Board of Governors, Campus Unions, EDSC, Planning & Resources Committee, Finance & Staffing Committee Established February 1995 Revised: December 2000 July 2002 January 2005 February 2008 February 2015 |

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 6 April 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.