Gender Priorities Survey Executive Summary

July 2021

Introduction & High-Level Summary

As part of St Mary's commitment to improving gender equality on a broad, institutional scale, the university is using the Athena SWAN Charter as a framework to better understand current hurdles and opportunities to enhance cultural change for greater inclusivity and equitable belonging. Over the past year, a self-assessment team (SAT) has come together to begin addressing and uncovering current gender equality issues at St Mary's. While the SAT is led by chair Dr Jane Chambers, supported by senior leadership, and comprised of members of staff and students from all corners of the university, **it is imperative that the larger community have a voice in the issues that need to be addressed.**

The Athena SWAN SAT launched a **staff-wide gender priorities survey** in Spring 2021 to better understand current barriers and challenges to gender equality at St Mary's. The purpose of this document is to provide a high-level overview of the survey findings and outline a series of outcomes and actions that this survey data will inform within the Athena SWAN project and throughout the wider university.

At a high level, the survey returned the following response:

Survey Respondents by gender:

Gender	Count	Percentage
Female	106	70%
Male	37	25%
Non-binary/other	0	0%
Prefer not to say	8	5%
Total	154	100%

Key findings:

Survey respondents identified 4 key themes when discussing the current state of gender equality at St Mary's:

1. Leadership
2. Promotion & Progression
3. Work/Life Balance
4. Culture

Major subthemes for each theme were as follows:

Leadership: lack of gender (and racial) diversity in senior leadership - particularly marked underrepresentation of women of colour in leadership roles; only a small number of voices representing the larger staff population on committees; gender difference in administrative/operational roles vs. academic roles at all levels of the institution.

Promotion & Progression: limited opportunities for career advancement and fewer career progressing tasks given to female staff; promotions criteria fails to reward staff for pastoral or citizenship tasks – which are more often undertaken by female staff; lack of mentoring and internal secondment opportunities to assist with career progression.

Work/Life Balance: major impact of COVID on staff with caring responsibilities; emphasised need for flexibility as a permanent part of working patterns and culture at St Mary's; meeting times and committee

structures/task allocation need to be re-evaluated to ensure women and staff with caring responsibilities can fully participate.

Culture: work culture is 'macho' and 'hierarchical' with colleagues exhibiting sexist and racist behaviours - needs to change to achieve gender/racial equality; policies and procedures not designed with a wide enough group of voices (particularly those of academic staff); recommendations to broaden discussions around the creation of policies & procedures and introduce EDI-related training to improve work culture.

Next steps:

In response to the survey data, the Athena SWAN SAT plans to focus on the following in their forthcoming action plan:

Leadership:
- o Review of recruitment and selection for senior committees and leadership teams (including historic recruitment) at St Mary's (i.e. Board of Governors, University Executive Committee, Academic Board, etc.) to improve gender balance and racial diversity at the highest levels of leadership, and to centre a broader representation of voices from across the university.
- o Review criteria and selection for chairing senior committees to improve gender balance and racial diversity in the leadership of key decision-making bodies; offer training for those in chair roles to enable effective leadership of diverse groups.

Promotion & Progression:
- o Review of the academic promotions criteria to ensure there is no inherent gender bias and to better acknowledge pastoral and citizenship activities in the promotions process; implement series of actions to increase applications for promotion from women and (more specifically) women of colour.

Work/Life Balance:
- o Monitor current workload model to address issues affecting equitable work/life balance, paying particular attention to factors including gender and caring responsibilities that may otherwise be overlooked.

Culture:
- o Focus on recruiting and promoting more women of colour, trans and non-binary individuals, and women with other intersecting identities to improve gender equality in absolute terms; broaden opportunities for mentorship and internal secondments to better support the progression of these groups within the university.
- o Review and promote intersectional cultural practices which inclusively engage all staff.

In addition to the action plan, several actions are already in motion to address key feedback from the survey, including:

Leadership:
- o In September, St Mary's is launching a Women's Leadership Forum – Women Who Lift as we Climb – a programme designed to foster community, development, and support for female-identified staff members in leadership roles at St Mary's.
- o Starting AY 21/22, equality, diversity, and inclusion objectives will be integrated into senior leaders' performance reviews to help facilitate the implementation of the University's commitment to equality, diversity, and inclusion (EDI) from the highest levels of leadership.
- o Forthcoming senior leadership recruitment processes will have intentional actions and aspirational targets set to ensure diversity of candidates from the start of the campaign through to shortlisting and offer.
- o In AY 21/22 the University Secretary and Head of Governance will be working with HR to review governor membership, recruitment and ongoing development. This will enable us to consider

diversity in our governor body and provision of EDI related training as part of a wider suite of topics relevant to this group.

Promotion & Progression:
o   This summer, St Mary's is introducing online, fully automated appraisals via PeopleNet. The new Performance Management module enables information to be stored centrally and better encourages managers to report detailed data supporting the development of staff.
o   In October we will be publishing our first joint Gender Pay Gap (GPG) and Ethnicity Pay Gap (EPG) report. We will continue to analyse and monitor the EPG annually to raise awareness in systemic barriers to progression and success for staff members from minority ethnic backgrounds. By publishing findings from the EPG report alongside the GPG report on an annual basis, we can conduct detailed intersectional analysis to further highlight the actions needed to promote equality for women of colour at St Mary's.
o   In AY 2021/22, University Promotions Committee (UPC) is planning several concrete actions to increase applications for academic promotion from female and Black, Asian, and Minority Ethnic (BAME) staff at St Mary's, including targeted events and outreach by way of the EDI Staff Board, Staff Networks, and newly-formed Women's Leadership Forum.

Work/Life Balance:
o   Recently released Future of Work Guidance for St Mary's [staff](#) and [managers](#) seeks to embed a culture of wellbeing-centred approaches to workloads and working arrangements. The guidance details the process for submitting flexible working requests, and encourages team managers to set stricter boundaries on meeting times and working hours to better ensure work/life balance for staff members.

Culture:
o   This summer, HR is drafting St Mary's first Trans Equality Policy, which will be developed in consultation with the EDI Staff Board and Staff Network Groups.
o   In AY 21/22, the HR team will be developing a Diversity Champions programme focused on helping hiring managers to assemble diverse recruitment panels. The programme will be developed alongside the EDI Staff Board and Staff Network groups. Our hope is the programme will create a culture of assembling diverse hiring panels and further eliminate unconscious bias in our hiring processes.
o   In August, the Athena SWAN SAT will be holding a set of focus group events with members of the Women's Network to gather more qualitative data on all key themes identified in the survey.

Appendix 1: Detailed Survey Participant Information & Data Analysis

Participant Information

The Athena SWAN team was delighted to receive 154 detailed, thoughtful survey responses from staff members. The survey participants disclosed the following characteristics about themselves (as compared to those of the full St Mary's staff and student populations):

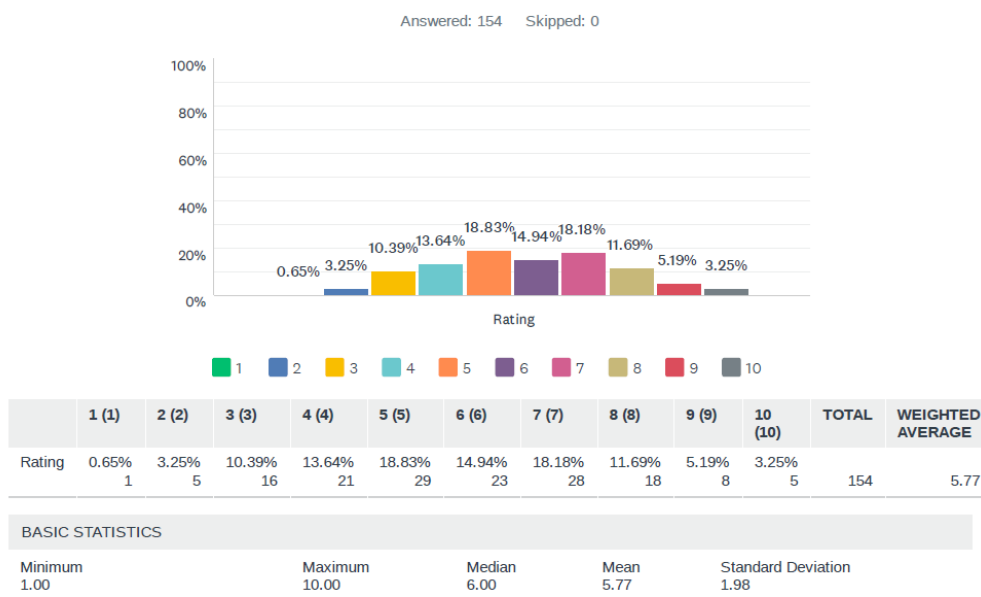|	Survey Participants	St Mary's Staff AY 19/20*	St Mary's Students AY 19/20*
Staff Type			
Professional Services Staff	50%	40%	
Academic Staff	43%	60%	
Prefer not to say	7%	0%	
Total	100%	100%	
Mode of Employment			
Full-time	74%	42%	
Part-time	19%	58%	
Prefer not to say	7%	0%	
Total	100%	100%	
Contract Type			
Permanent or Open-Ended	85%	57%	
Fix-term or Temporary	7%	11%	
Hourly paid academic or zero hours	1%	32%	
Prefer not to say	7%	0%	
Total	100%	100%	
Gender			
Female	70%	61%	53%
Male	25%	39%	47%
Non-binary/Other	0%	0%	0%
Prefer not to say	5%	0%	0%
Total	100%	100%	100%
Age			
Under 20	0%	0%	41%
20-29	16%	16%	39%
30-39	17%	27%	20%
40-49	24%	23%	
50-59	26%	21%	
60-69	6%	11%	
70-79	0%	2%	
80+	0%	0%	
Prefer not to say	11%	0%	0%
Total	100%	100%	100%
Ethnicity			
White		76%	70.5%
Black		4%	11%
Asian		9%	8%
Mixed		2%	6%
Other		2%	2%
Not known		7%	2.5%
Total		100%	100.00%

The survey then asked participants to disclose any other comments about how they identify in an open text box to allow for **intersectional narratives that might not fit in one 'box to tick,'** as is often asked in such surveys. Several important themes from this question emerged:
- The intersection of ethnicity and gender
- Reflections on the importance of factoring in caring responsibilities when disclosing gender identity
- The importance of including questions about gender reassignment to be more inclusive of trans individuals
- The intersection of sexual orientation and gender
- Reflections on the impact of cultural differences and social backgrounds in advancing gender equality
- The intersection of race, religion, and gender

Though survey respondents were not asked to share their ethnicity, the importance of the intersection of race and gender was raised throughout the survey responses. The ethnicity data for staff and students shared above and data on the intersection of race and gender amongst our staff shared later in the report seek to provide additional quantitative context to these vital issues.
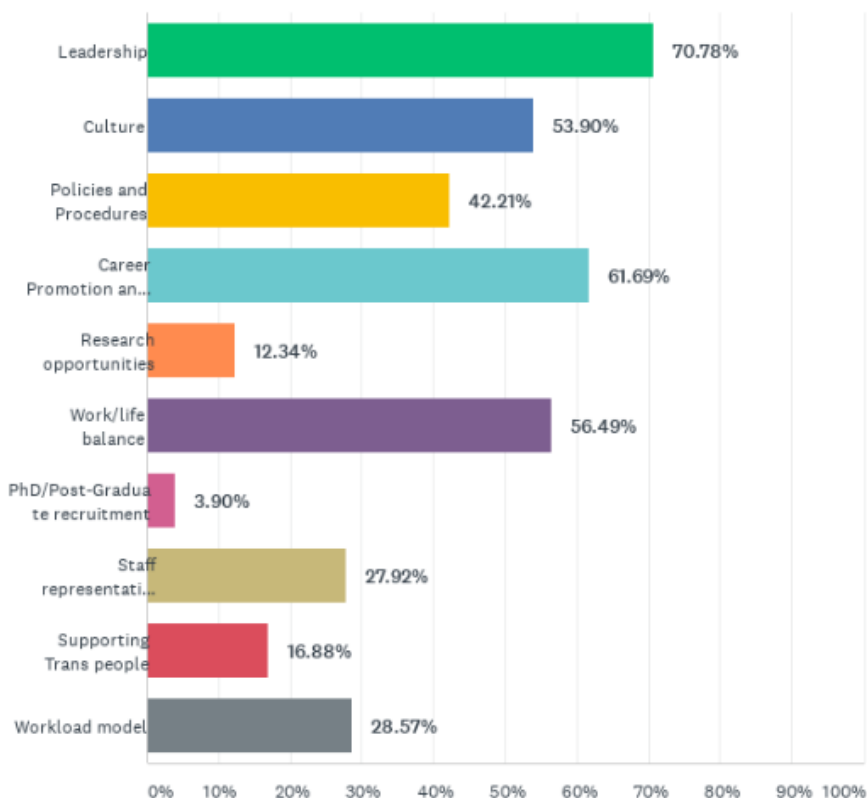
Detailed Survey Data Analysis:

On a scale of 1 to 10 (with 1 being the lowest and 10 the highest), how would you rate the current state of gender equality at St Mary's?

Answered: 154   Skipped: 0

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	10 (10)	TOTAL	WEIGHTED AVERAGE
Rating	0.65% 1	3.25% 5	10.39% 16	13.64% 21	18.83% 29	14.94% 23	18.18% 28	11.69% 18	5.19% 8	3.25% 5	154	5.77

BASIC STATISTICS

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	10.00	6.00	5.77	1.98

When asked to rate the current state of gender equality at St Mary's, participants rated a 5.77 on average, with 46.76% rating between 1 and 5 and 53.88% rating between a 6 and 10.

Where do you think the university should focus its efforts to improve gender equality? Please answer by selecting 4 of the following 10 areas you deem most important.

Area	Percentage
Leadership	70.78%
Culture	53.90%
Policies and Procedures	42.21%
Career Promotion an…	61.69%
Research opportunities	12.34%
Work/life balance	56.49%
PhD/Post-Graduate recruitment	3.90%
Staff representati…	27.92%
Supporting Trans people	16.88%
Workload model	28.57%

When asked to identify which areas the university should focus its efforts to improve gender equality, the following areas emerged as top priority for respondents:

1. **Leadership** (e.g. gender representation in leadership roles, prioritisation of gender equality by members of leadership, etc.)
2. **Career Promotion and Progression** (e.g. leadership opportunities, continuing professional development [CPD], mentorship)
3. **Work/Life Balance** (e.g. flexible working, paid leave, etc.)
4. **Culture** (e.g. whether meeting/working environments are supportive spaces for staff of all genders and other intersecting identities, how caring responsibilities are discussed/viewed by teams, how individuals are supported)

To provide more context for responses in relation to each of these 4 areas identified as priorities by participants, the open text responses have been analysed in relation to these themes:

Theme I: Leadership

As the most prominent theme in the survey, open text responses most frequently discussed leadership-related challenges in gender equality at St Mary's – namely a lack of females in senior positions (mentioned 30 times in the open text comments). A further 13 participants mentioned issues of racial equality alongside gender equality, and named the pronounced **"underrepresentation of women of colour in leadership roles."**

Furthermore, many reported that the same few staff members sat on key committees, which limits others the opportunity to offer a voice for change. By having a more diverse leadership team, staff will feel more comfortable voicing certain issues which may have been suppressed previously. Many respondents noted the marked gender difference in administrative/operational roles vs. academic roles – at all levels of the

institution. One respondent noted, **"the leadership team has more women assisting leaders than female leaders."**

Key Quotes:
- o "It is the senior leadership and governance where I would like to see a more even gender balance."
- o "Drastic action is needed to increase the recruitment of women, especially women of colour, to leadership roles at the university."
- o "There are some phenomenal women at St Mary's, but…it has become apparent that there is some entrenched sexism."

Theme connections to Athena:
This qualitative data outlined here is further supported by the quantitative data the Athena SWAN team have collected thus far in terms of leadership and representation of women at *St Mary's. For example, currently just 20% of St Mary's Senior Leadership Team (SLT) are women, and 0% are women of colour. In* the University Executive Committee (UEC), 35% are women and 0% are women of colour. As for salary *grade, just 36% of St Mary's* staff in band L or Spot salary grades are women, with just 3% of staff in those bands being women of colour.

Feedback from this theme speaks to two of the key principles of the [newly transformed Athena SWAN charter](): (1) examining gendered occupational segregation, and elevating the status, voice and career opportunities of any identified under-valued and at-risk groups and (2) understanding and addressing intersectional inequalities.

Theme II: Career Promotion & Progression

An additional area highlighted throughout the open textbox comments was career promotion and progression. Many members of staff, both academic and non-academic, noted there was limited opportunity for mentorship, particularly for female staff, and found great difficulty in being able to advance in their professional careers at St Mary's. Several respondents described men as being **"more likely to be given career progressing tasks"**, observing that the promotions criteria **"favours men"** and fails to **"reward women for the additional work they carry out".** Multiple respondents described the challenges experienced by female employees with caring responsibilities and believe implementing revived and flexible progression criteria would be deeply beneficial in encouraging females to take up more career-progressing opportunities.

Respondents emphasised their desire for more guidance and mentoring to become available within the University, noting a current lack of internal secondment opportunities to allow growth and learning. Respondents also noted that opportunities for academic staff career progression require **"protected time to engage with research or enterprise activity"** which is often difficult for staff members with caring responsibilities to carry out – particularly in addition to existing **"heavy teaching loads and administrative tasks."** Finally, several respondents spoke about the importance of encouraging growth and progression for existing staff members and creating **"clear pathways"** for both academic and non-academic staff to progress at St Mary's.

Key Quotes:
- o "A lot of the time intense jobs, such as emotional support for students, is done by female members of staff but rarely acknowledged (i.e. in time or promotion criteria)."
- o "The academic promotions criteria favours men and does not reward women for the additional work they carry out in terms of pastoral work and other unrecognised tasks and activities."
- o "Parents with children have had not had the opportunity to focus on their career while home-schooling during COVID. Performance measures should be adapted accordingly."

Theme connections to Athena:

The Athena SWAN team has collected quantitative data on career promotion and progression for academic staff – namely data from the University Promotions Committee (UPC) process. In 2019-2020, UPC received 40% applications from female staff members, of which 50% were promoted. As for the intersection of gender and race, 80% of female applicants disclosed their ethnicity as White with 40% of that group being promoted. Conversely, 20% of applicants disclosed their ethnicity as BAME or chose not to disclose their ethnicity - with only half of that group being promoted.

Feedback from this theme speaks to two of the key principles of the newly transformed Athena SWAN charter: (1) addressing structural inequalities and social injustices that manifest as differential experiences and outcomes for staff and students and (2) ensuring that gender equality work is distributed appropriately, is recognised and properly rewarded.

Theme III: Work-Life Balance

Work-life balance was another theme repeatedly discussed by respondents, with flexibility, caring responsibilities, and the impact of Covid-19 noted as reoccurring sub-themes. Over half of the responses recognised the impact of the pandemic on caring responsibilities and emphasised how this duty had **"disproportionately fallen on women",** with little acknowledgement from senior management. Additionally, respondents emphasised the need to embrace schedule flexibility, with the option to work from home to become a **"permanent part of the working patterns and culture at St Mary's"**, as the past year has **"proved it is possible to work more flexibly at home".**

One respondent noted that often issues pertaining to work-life balance are focused on **"process rather than outcomes"** – and stressed the need to not just examine policies like the flexible working policy, but the outcomes of that policy when improving gender equality at St Mary's. Several respondents also noted a need to examine current meeting times and committee structures/task allocation to better account for staff with caring responsibilities.

Key Quotes:
- o "Additional expectations of staff (such as attending university wide meetings and initiatives etc) can lead to a grey area of what is contracted and what is optional/desirable, which is particularly problematic when working part-time."
- o "Work/life balance is extremely challenging without the added time needed to give to research and expanding the ability to commit that time and energy."
- o "Currently it seems normal to work past 9pm, and while I appreciate the pressures of the pandemic there is not an acknowledgment that this must change."

Theme connections to Athena:
The Athena SWAN SAT is planning to conduct several small focus groups in the coming academic year to dig deeper into the themes shared in this survey, particularly work/life balance and flexible working.

Feedback from this theme speaks to one of the key principles of the newly transformed Athena SWAN charter: Mitigating the gendered impact of caring responsibilities and career breaks, and supporting *flexibility and the maintenance of a healthy 'whole life balance'.*

Theme IV: Culture

Culture was another significant theme discussed by respondents, one of whom noted that although **"the culture around the university is generally very progressive",** there are still **"visible signs that St Mary's has a long way to go with gender equality,"** and the work model should be modernised to move away from a **"traditional"** and **"hierarchical"** cultural structure that can also be perceived as **"macho"** by members of staff. Several participants explicitly highlighted how as females they feel undermined by senior male colleagues, who often used patronising discourse. One of these participants spoke about experiences with colleagues that were both sexist and racist in nature, involving **"mixing of names"** and using "**inappropriate language,"** which subsequently demonstrates a "**lack of cultural/gender sensitivity"**.

Additionally, multiple responses noted that policies and practices are designed by the same small group of individuals which often fail to reflect the voices of academic staff. Respondents recommended introducing more opportunity for discussion of key policies and procedures within the university to ensure better representation.

Respondents also recognised areas of good practice within St Mary's and at other universities to facilitate culture change, including recent Equality, Diversity, and Inclusion (EDI) training deployed for student reps. Many reported EDI discussions should be a continuous occurrence amongst university staff and students, as **"it's everyone's responsibility to educate ourselves"**. One respondent detailed a programme at an Athena SWAN Silver award-holding institution that provided a research sabbatical for staff returning from parental leave. Another recommended advertising more roles as open to job shares. Several respondents recommended including "citizenship" in academic promotion criteria to recognise work on projects like the equality charters and staff network involvement that go "**over and above your normal working expectations**."

Key Quotes:
- o "Good practice arises from a widespread culture of treating other staff in the way that one would want to be treated oneself and really understanding the needs and motivation of staff so that managers can help develop the careers of staff they manage, whatever their situation."
- o "I think there could be a wider culture of discussion and learning here at SMU on equality & diversity, and I'd rather see this happen than for the few non-white staff members to be repeatedly called on to explain these issues when they've done so many times before."
- o "I think this is certainly implicit and overlaps with policies and procedures and culture but I think safety, sexual misconduct and harassment are areas that it is vital to address for staff and students."

Theme connections to Athena:
The survey data describes a culture that is male-dominated, yet the quantitative data presents a staff- and student-body that is majority-female. In 2019/20, 60% of staff identified as female and 53% of students identified as female. This discrepancy between staff/student population and perceived culture is an important area of focus for the Athena SWAN SAT team.

Feedback from this theme speaks to one of the key principles of the [newly transformed Athena SWAN charter](): Tackling behaviours and cultures that detract from the safety and collegiality of our work and study environments for people of all genders, including not tolerating gender-based violence, discrimination, bullying, harassment or exploitation.

Appendix 2 – Detailed Survey Analysis by Professional Services vs. Academic Staff

Introduction

Two members of our Athena SWAN team (representing Enterprise and Student Services) have conducted more detailed analysis of the survey data - broken down into responses from Professional Services Staff and those from Academic Staff.

Professional Services Staff Responses Analysis

There were 75 responses from participants who self-identified as professional services staff – those *respondents' disclosed characteristics were as follows:*

Mode of Employment	
Full-time	77%
Part-time	20%
Prefer not to say	3%
Total	100%
Contract Type	
Permanent or Open-Ended	85%
Fix-term or Temporary	11%
Hourly paid academic or zero hours	1%
Prefer not to say	3%
Total	100%

Gender	
Female	72%
Male	25%
Non-binary/Other	0%
Prefer not to say	3%
Total	100%
Age	
Under 20	0%
20-29	27%
30-39	19%
40-49	20%
50-59	20%
60-69	4%
70-79	0%
80+	0%
Prefer not to say	10%
Total	100%

When asked to rate the current state of gender equality, Professional Services staff respondents rated an **average of 5.99**. When asked to expand upon this further, 50 of the 75 respondents shared – with roughly 70% 'negative' and 30% 'positive' comments. Some pertinent quotes in this section include:

- "Male-dominated environments (e.g. gym, sports coaching) can be intimidating, inaccessible"
- "Work needed to encourage women to put themselves forward for (more senior) roles"
- "More women in lower ranking positions get fewer holidays, and they are often the care-providers at home – doesn't help!"
- "Senior roles / SLT dominated by men"
- "Racial inequality as well as gender inequality"

- "Face of St Mary's is 'a bunch of white men'"
- "Decisions at St Mary's are made by men"
- "Men more likely to be given 'career-progressing' tasks"
- "Management style – less personal, more 'command & control' from men?"
- "Gender balance still follows 'traditional' patterns, i.e. more women in catering and cleaning, more men in security, IT etc."

When asked where they think the university should focus its efforts to improve gender equality, Professional Services staff respondents' answers were nearly identical to those of the entire

participant group, with the most notable change being **more focus on career promotion and progression.** Of the 75 Professional Services staff respondents, 33 expanded on this further in the open text box as follows:

- o **Culture and Leadership:** "The decision makers and those who hold power are in the main male"; "It would be nice to see a more diverse leadership team"; "Women visibly placed in senior positions will encourage other women to feel that these are roles they can aim to achieve"
- o **Workload:** "Work-loading is not transparent"; "It would be a good idea to look at the brutal workloads expected of many staff"; "We continue to adopt very traditional working patterns and practices which can exclude women or can create an environment where women must change or adapt"
- o **Gender Pay Gap**: "It would be nice to see this closed"
- o **Promotion:** "There are no clear pathways for non-academic staff to progress"; "I don't feel there is a culture of encouraging staff to progress in their roles"; "There is poor mentoring and guidance to support women at the university"
- o **Participation:** "There are very limited opportunities for staff members at lower levels to be involved in boards, committees and working groups"
- o **Policy:** "Making sure that all new policies have had a gender (and race) impact assessment"; "SLT need to take responsibility for ensuring EDI issues are on the agenda at all high-level meetings"
- o **Supporting Trans People:** "Trans and non-binary support and representation is something I'd like to see St Mary's focus on more"; "I have seen colleagues refuse to use trans students' pronouns"

When asked to identify more specific areas for the Athena SWAN SAT to interrogate, 21 of the 75 Professional Services staff contributed. Key themes and quotes were as follows:

- o **Flexible working**: multiple requests for this to support women, parents and carers in meeting their complex life demands and to build on what we have learned from the pandemic
- o **Equality in career progression:** "Career progression for non-academic staff members is not good and is very unclear"; "CPD / careers advice for staff to feel confident to discuss pay/ career progression"
- o **Equality in pay**: "Please look at HR policies for new appointments - negotiating for higher salaries…. discriminates on the basis of gender since … men negotiate for higher salaries than women";" I know in my department there the one senior manager is paid £10k less than her male counterparts"
- o **Facilities:** no crèche provided, inadequate women's toilet facilities with no provision made for breastfeeding mothers
- o **Inclusivity:** a need to "embed inclusivity into the DNA of the university"; "It is very strange as an HEI that this is not on the website home page, or on the murals/signs around campus".
- o **Parental leave**: "The difference in paternity leave between men and woman is shocking… men should be offered more than 2 weeks paid paternity leave"
- o **Equality in sport:** "Equal financial support for women's sport, equal access to facilities and equal celebration of their successes"

When asked to share examples of good practice from other institutions in relation to promoting gender equality that might prove helpful to our Athena SWAN SAT, 15 of the 75 Professional Services staff members contributed. Key quotes (and ideas) were as follows:

- o "Overhaul appraisal process to improve visibility of good performance (less of a tick-box)"
- o "Review pay for males and females in same/similar roles and implement pay corrections"
- o "Flexible working patterns – work around childcare commitments"
- o "More family leave days to help with childcare responsibilities"
- o "Glasgow Caledonian University have some examples of good practice and have recently been recognized by Athena Swan"
- o "Sodexo, MITIE, ISS, Atalian Servest run education programmes designed for employees from ethnic minorities"
- o "If women are doing a good job, promote them! Give them more responsibility."
- o "Secondment opportunities to provide experience and preparation for more senior roles
- o "Zero tolerance policy on sexism in the workplace"
- o "Mentoring programmes that provide a path to leadership roles within the university."
- o "Advertise jobs as open to job shares as standard"
- o "Kings College London, Uni of Worcester & Trinity College Dublin (look at their Trinity Centre for Gender Equality and Leadership)."
- o "Culture of safety for women to speak up if they feel unfairly treated"
- o "Kingston University has a heavy-hitting strategy to reduce BAME attainment gap"
- o "Gender balance on committees"

Academic Staff Responses Analysis

There were 65 responses from participants who self-identified as academic staff – those *respondents' disclosed characteristics were as follows:*

Mode of Employment	
Full-time	75%
Part-time	19%
Prefer not to say	6%
Total	100%
Contract Type	
Permanent or Open-Ended	91%
Fix-term or Temporary	3%
Hourly paid academic or zero hours	1%
Prefer not to say	5%
Total	100%

Gender	
Female	68%
Male	26%
Non-binary/Other	0%
Prefer not to say	6%
Total	100%
Age	
Under 20	0%
20-29	5%
30-39	17%
40-49	31%
50-59	32%
60-69	9%
70-79	0%
80+	0%
Prefer not to say	6%
Total	100%

When asked to rate the current state of gender equality, Academic staff respondents rated an **average of 5.68** (slightly below the rating of Professional Staff). When asked to expand upon this further 49 of 65 respondents shared – with roughly 75% 'negative' and 25% 'positive' comments. Some pertinent quotes in this section included:

- "Look at SLT. And even women in higher roles - how much influence do they have?"
- "Staff shouldn't have to negotiate their pay because all the research shows this favours men"
- "Superficial equality (Equality Act compliance), but with a great many structural issues preventing true equality."
- "The state of racial equality is more of an issue."
- "Strong perception amongst very many staff of a very macho culture in senior leadership"
- "My understanding is that we have a differential in pay between males and females
- "Heavy teaching loads and administrative tasks often overwhelm the capacity to develop professionally, particularly so for those who have caring responsibilities"
- "At decision-making level men do make the decisions about the profile and development of the university"
- "IoE predominantly female - highest number of students, understaffed and condemned by workload not to be able to make time for research compounding lower status within the university"
- "Men seem to be appointed as Senior Lecturers whereas women tend to be appointed as Lecturers

When asked where they think the university should focus its efforts to improve gender equality, Academic staff respondents' answers were similar, but put **slightly more emphasis on leadership** as an area of most concern. Of the 65 respondents, 35 expanded on this further in the open text box as follows:

- **Culture and Leadership:** "The decision makers and those who hold power are in the main male"; "Senior Leadership, HR and OD are introspective and focus on their own perceptions and experiences"; "There is a need for deep systemic change in St Mary's and current SLT need to take responsibility for ensuring EDI issues are on the agenda at all high level meetings"; "Making sure that all new policies have had a gender (and race) impact assessment"
- **Workload and research**: "The workload model is not transparent, nor is it necessarily fair"; "Workload across departments- why is the IoE so overstretched and understaffed? - why, when research outputs contribute to the universities rating, is adequate and equal provision made for staff to focus on research in ALL departments?"; "Recognising that women frequently undertake much more pastoral care and explicitly and fairly representing this in workloads on the one hand and on the other ensuring that research time is properly ring fenced and respected"
- **Career progression:** "There are questions in relation to culture, mentoring, workload modelling etc which create barriers and obstacles to all staff who are seeking career progression"; "Additional expectations of staff (such as attending university wide meetings and initiatives etc) can lead to a grey area of what is contracted and what is optional/desirable, which is particularly problematic when working part time"; "Supporting parents/carers back into work after parental leave or similar e.g. by allowing a research-only term on return, which in particular would help women to 'level up' their research profile"
- **Work life balance:** "The lockdown has meant I can attend most meetings, it has allowed me to spend time with the children and help them with their education and wellbeing, but also work flexibly so I can contribute equally to most conversations, meetings and opportunities - it has been a leveller (in some ways)"; "Would like to see more done towards flexible working for both men

When asked to identify more specific areas for the Athena SWAN SAT to interrogate, 26 of the 65 Academic staff contributed. Key themes and quotes were as follows:

- o **Intersectionality**: "Intersections of race and gender"; "As a female Muslim person of colour, I believe there is an intersectional dimension to the experiences of disadvantage that requires further consideration. Perhaps the Athena SAT and REC SAT can collaborate in this regard?"
- o **Recruitment**: "Ensure transparency in recruitment"; "People should not be advantaged by negotiating for higher salaries"
- o **Career progression**: "Mentoring for female staff going for promotion"; "CPD / careers advice for staff to feel confident to discuss pay/ career progression"
- o **Facilities**: "Why are the toilet facilities so inadequate?"; "Creche for half terms/ Creche and support funding for carers"; "No provision made for breastfeeding mothers"
- o **Safety**: "Sexual misconduct and harassment are areas that it is vital to address for staff and students"; "Policies around domestic abuse and protection and working conditions of victims"

When asked to share examples of good practice from other institutions in relation to promoting gender equality that might prove helpful to our Athena SWAN SAT, 16 of the 65 Professional Services staff members contributed. Key quotes (and ideas) were as follows:

- o "We are all different and those differences do not fall neatly into gender categories. Good practice arises from a widespread culture of treating other staff in the way that one would want to be treated oneself and really understanding the needs and motivation of staff"
- o "Child care on site!"
- o "transparency of work loading for staff to ensure parity and fairness, including research hours/ teaching hours etc."
- o "Another institution with silver Athena SWAN provides a research sabbatical for women (or parents) returning from parental leave, in recognition of the longer-term impact of that leave on research profiles and the impact of returning to work."
- o "Other institutions remove all teaching responsibilities from staff members returning from maternity leave for an entire semester to give them the time to focus on rebuilding/developing their research profile having been off."
- o "Good female presence in some areas of the university at leadership positions such as SAHPS and IoE"
- o Include "citizenship" in academic promotion criteria. Citizenship includes things like involvement in Athena SWAN and other projects which are over and above your normal working expectations.