

St Mary's
University
Twickenham
London



Staff Equality, Diversity and Inclusion
Annual Report
July 2024





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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 mission is to develop the whole person and empower our community to have a positive impact on the world. Our values of Generosity of Spirit, Inclusiveness, Respect and Excellence, shape our behaviour and inform our decisions.

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) derives from our mission and values and recognises the value of the human person and stems beyond legal compliance to recognise the broader benefits of an inclusive and welcoming place of work and study. There is much evidence that workplaces 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. This will also 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 our 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 (June 2023)
- present statistical staff D&I data that shows comparison figures to last year and a trajectory over 5 years from 2018/19 – 2022/23
- set out our ongoing actions and plans.

3. The Equality, Diversity and Inclusion Board and staff networks

The EDI Staff Board, which reports into the University Executive Committee was established in February 2019. In 2023, following a review of University governance, it was recommended that the Board be tasked with the strategic management of both staff and student EDI programmes of activities within St Mary's University to ensure alignment as appropriate. It was considered that this would best enable the University to take a holistic approach with the aim of developing and sharing best practice. It was recognised that there will be issues where the provision of a safe space for students and /or staff is important, so provision was made in the terms of reference, for breakout rooms to be used as part of the meeting structure to protect and maintain confidentiality.

The Board is jointly chaired by the Director of Human Resources and the President of the Student Union. Membership includes the Chairs of Staff Networks, SMSU officers and representatives from business areas who lead strands of the Universities EDI activities. This report and the EDI Student Annual Report has been presented to the Board for approval.

As the scope of this report is limited to staff activity, it should be noted that the Board continues to enable activities to 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
- Race Equality 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 June 2023. The statistical report at Appendix 1 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 June 2023, key achievements in respect of staff equality, diversity, and inclusion include:

Athena Swan

The University was awarded the Athena Swan Bronze Award in April 2023.

Since then, a Gender Equality Steering Group (GESG) has been established to monitor implementation of the charter action plan. 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

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. This year the work of the group has included (in addition to the actions set out in the section relating to gender pay) delivering action to:

- Recognise the Chair and committee members activities in the workload allocation model
- Update appraisal training to include guidance for line managers in supporting the development of their direct reports; the training was developed with input from the EDI Networks
- Provide EDI data analysis to Deans and University Promotion Committee on applications for academic promotion
- Track attendance data for academic induction; the introduction of SMILE learning management system will enable diversity data to be included as part of training evaluations generally
- Run REF "look ahead" events in faculties with research subject leads coordinating activity
- Introduce research mentoring by promoting Mentoring for Research Development Scheme (M4RD) and deliver localised faculty "look forward" workshops led by Research subject lead.

Race Equality Charter

The University was awarded the Race Equality Bronze Award in January 2024. The assessment panel recognised that *"the University's application signals the commitment of its journey towards race equality, establishing a framework from which further advancement can continue."*

This outcome reflected the considerable efforts of the Self-Assessment Team (SAT) in delivering the first ever race-focused staff and student survey and focus groups; a comprehensive institution wide data collection and analysis which was shared with SMU

community to increase awareness of lived experience of race equality; and to create of a 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 monitor implementation. The SAT have met to formulate a working spreadsheet of actions and are currently working with department heads to update progress. This will be reviewed on a regular basis over the next year.

The REC hosted EDI microaggression and bystander training for the Senior leadership team in line with the action plan as well as re-tension anti racism training for the middle management and program leads in preparation for working on implementation of the charter action plan.

Disability Confident

St Mary's University is a Level 2 Disability Confident Employer. St Mary's has a small working group to lead on our Disability Confident work, comprised of representatives from HR, Employability, Student Wellbeing, and our Staff Disability Network.

Commitments for Level 2 are grouped into two themes: (1) Getting the right people for your business; and (2) Keeping and developing your people.

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. The Disability Confident Working Group has an action plan to ensure we are living out our Level 2 commitments. The group have recently reviewed with HR the process for Occupational Health Assessments and commented on the consultation of the University's Hybrid working Guidance.

LGBTQ+ Inclusion

A key milestone this year was the University publishing its first Student Transgender and Non-Binary Equality Policy and Transition Support Checklist in 2024. Other efforts to support LGBTQ+ staff and students have included:

- The completion by remaining members of staff on the [LGBT Foundation Training Academy Champions programme](#), to upskill their ability to support LGBTQ+ staff and students.
- Participating in 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.

In autumn 2023, we launched a LGBTQ+ Inclusion Project, where we will create an institution-wide approach to improving LGBTQ+ Inclusion for St Mary's staff and students. This will be accomplished by following on from the Pulse Survey undertaken with University staff and additional work to support the student community.

The specific aims of this project are as follows:

- 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
- Create a formal framework for identifying barriers to LGBTQ+ Inclusion for St Mary's staff and students; as well as prioritising and implementing actions to remove or mitigate those barriers
- Centrally record and track actions to improve LGBTQ+ Inclusion for St Mary's staff and students
- Bolster culture of LGBTQ+ Inclusion across St Mary's community, demonstrating institutional and leadership commitment, and supporting the LGBTQ+ Staff Network & LGBT Society's actions to raise awareness of lived experience.

As part of the project, a student survey was undertaken in February and March 2024 and 141 students completed the survey. 49% of those who took part in the survey identified as part of LGBTQ+ community. They were asked questions around:

- Their motivations behind attending SMU
- Experience on campus
- Discrimination prevalence and reporting

The survey results are now being analysed with a view to making recommendations for the University and the Students Union.

EDI Staff Networks

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 SMSU to ensure collaboration and promotion of activity to students and staff. 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.

Race Equity Network

The Race Equity Staff Network is made up of staff who wish to improve the racial inequity of staff and students at the University, creating a positive environment where everybody, regardless of their background, can flourish and feel like they belong. This year has been another busy one for the Race Equity Network, with a calendar of events across the year to raise awareness of the diverse community at the University including:

- September 2023 a stand at freshers fayre welcome new students to the network
- October 2023 Black history month events.
- November 2023 Black history month Gala a celebration of Black student's achievements in the classroom and the community.
- Discussion events including a Home place panel discussion on belonging and a joint conversation on race with St Mary's and Leeds Trinity students and staff

- Chai and chat events for students to meet staff in an informal setting and share experiences and ideas.
- June 2024 the first South West Asia and North Africa celebration.
- July 2024 South Asian Heritage month celebration

Parent and Carer's Network

To enable support and belonging for staff with caring responsibilities. The network has started work on a Parent and Carer's Support Plan and which will continue into 24/25. This is an initiative proposed by the Parent Carers Network to support staff with caring responsibilities, and they are currently in consultation to draft the relevant documentation and accompanying guidance.

- To support conversations between managers and members of their team who have caring responsibilities; including but not inclusive, children, grandchildren or caring for elderly relatives.
- To enable both parties to be able to agree and document any flexibilities needed to combine caring and work responsibilities.
- The carer and manager should refer to any relevant HR policies and to the Family Friendly Hub for supporting information.
- This is a living document which should be reviewed annually and following any changes to caring responsibilities or role and responsibilities.

In addition to the Parent and Carer's Support Plan the network has engaged in outreach activities to create a sense of belonging. Activities have included a talk and networking lunchtime event with a representative from Dementia UK and lunch time catch-ups. They also organised an on-campus memory walk during Dementia Week to allow colleagues to network with one another.

Women's Staff Network

The Women's Staff network delivered a comprehensive programme of events to celebrate International Womens Day in March and appeal to as many people as possible and concluding the week with the 'Use your power to empower' celebrate a colleague nomination form, with 180 nominations. The events were:

- Mastering your Menstrual Cycle: Become an Expert in Your Own Body and Mind, with Ellie Jordan
- Free Yoga session in the Sports Hall
- Female Authors and Female Stories Workshop with SMU Library
- Informal Meet up in the Dolce Vita Cafe
- International Women's Day lecture - It's 2024 - Are Women Equal Today? with Seve Magill

The network received very positive feedback and wish to continue the celebrations throughout the year, maintaining momentum. The Network aim's to have more touch points throughout

the year where female SMU staff can express how they need support from the network, and what events they would like to see.

Interfaith Network

The Interfaith Staff Network welcomes staff of all faiths, and no faith, to actively participate in conversations and events that aim to promote, and provide, a space for the different faiths and cultures in our community. Our network strives to embody the University's values of Inclusivity and Respect.

Disability Staff Network

The Network aims to ensure that people with disabilities have a positive experience at St Mary's, from the point of applying for a job, to progression within the organisation. This year they have delivered:

- 3 wonderful testimonials from members were shared in December 23, highlighting some of the barriers and solutions staff have when navigating work with a disability.
- A tea morning was held on 1st February 24 For time to talk day. Staff were able to drop in and speak to other staff, have tea and snacks and collect or read resources.
- To celebrate neurodiversity awareness week 18th-24th March the network received some amazing submissions for a neurodiversity art gallery and showed these in the Shannon corridor at the end of the week, they are holding a follow up event this summer.
- The network has supported in a bid for funding for ADHD research that staff could be involved in '*Leveraging Strengths of those with lived experience of ADHD*'.
- New for summer 24 'hang out and paint' for staff has been launched.

SM4U

In October 2024 an "SM4U" event was run for all staff to build the membership and visibility of our staff networks and showcase staff benefits and wellbeing initiatives from all areas of the University. Participants were offered stands to showcase their activities and presentations ran throughout the event on subjects of interest for example: on family friendly policies, academic career progression and an introduction to menopause and breast cancer awareness. 188 members of staff attended and there were 87 sign ups to EDI networks. Staff were asked to rate the event and 90.48% of respondents answered "excellent" or "outstanding". The average rating was 3.3 out of 4. Due to the success of the event we will now run it annually.

Gender & Ethnicity Pay Gap Reporting

The latest [Gender-Ethnicity Pay Gap report](#) was published on our external website in March 2024, including more detailed analysis by ethnic group and at the intersection of ethnicity and gender. The conclusions drawn from this report are as follows:

- We continue to see a GPG Mean in favour of males (though decreased by c2% from 2022). This is due to the disproportionately high percentage of females in Quartiles 1

and 2 (our lower pay quartiles) – the c2% decrease could be the result of an increase in females in Quartile 3 – 62% (53% in 2022).

- Our Median gender pay gap increased to 10.79%. The fact that 71% of Quartiles 1 & 2 (lower quartiles) are female invariably affects the median hourly rates for males and females. The Female median hourly rate is in Quartile 2, and the Male median hourly rate is in Quartile 3.
- This year saw changes in our bonus pay gap (both mean and median), one key change being the introduction of nonconsolidated performance related payments for our SLRM group. Relatively small numbers of recipients results in fluctuations which make looking at trends impossible.
- That our gender pay gap for Administration roles leans heavily female, as compared to our overall GPG, is a symptom of vertical segregation (the tendency for women and men to be concentrated differently in different job levels within an occupation).
- There is a much smaller Mean and Median gender pay gap in favour of males for Academic staff than for all staff, which is broadly in line with the HE sector data.

Our Gender Equality Steering Group and Race Equality Charter project teams are making good use of our pay gap reporting data to inform their work implementing multi-year action plans to address these inequalities at the University. Some of the actions highlighted are intersectional. This year's Gender and Ethnicity Pay Gap report includes a series of actions we committed to in 2023 to continue closing these gaps, of which highlights include:

1. Funding an additional five places on Advance HE's Aurora Programme (with 40% of delegates from a BAME background), and 13 on the Springboard programme (with 38% of delegates from a BAME background), both are personal development programmes for women. The Learning and People Development (L&PD) team encouraged Aurora participants to discuss their learning from the programme with their line managers and identify opportunities to put their learning into practice. We have also incorporated positive action measures in this year's Aurora recruitment to encourage more women from Black, Asian, and Minority Ethnic backgrounds to apply (as was outlined in our Race Equality Charter action plan).
2. For this year's 23/24 academic promotion round, we implemented several changes as outlined in our Gender Equality Steering Group action plan, including:
 - a. The introduction of the Professional Practice Pathway has increased the proportion of academic promotion applications from female staff.
 - b. The feedback applicants receive from the University Promotions Committee is being enhanced.
 - c. HR have proactively written to female members of staff (and other staff with protected characteristics) who are at the top of their pay band who might be considering an application for promotion, signposting all the support that is available to them with regards to academic promotion
 - d. Successful applicants for promotion have led workshops for staff to share experience and best practice (female and BAME staff).
 - e. Academic Promotions policy and guidance documents were reviewed and amended to include inclusive wording.

- f. Tasks disproportionately carried out by female and BAME staff (citizenship, mentorship, and enhancement of student experience) are now included in the Academic Promotions Guidance.
 - g. HR coordinated academic promotion workshops with colleagues and global mentoring scheme, and we hosted a presentation from CTESS to clarify the academic promotion process.
3. Feedback on all development activities now include both gender and ethnicity demographic questions, enabling us to track and evaluate the effectiveness of various training activities for different minority groups.
 4. Our six EDI staff networks have been consulted with regards to our new Family Friendly Hub of HR policies and guidance and Hybrid Working Policy. Our menopause policy has been introduced to better support and recognise the experiences of staff going through menopause and is actively promoted through new staff induction and manager induction.

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. We have continued with this approach for AY 23-24 however our training initiatives have declined as our Head of EDI Projects and L&PD training partner left the organisation.

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 from female academic staff increased to 65.4% in 2023/24, from 56.5% in 22/23 and markedly above 35% in 20/21. The total female population is 58.8%, so female applications are +6.6% above expectations.

We are continually investigating ways to enhance our work to bridge the institutional gender pay gap and support our Athena Swan efforts and to evaluate the impact of our development initiatives. The Springboard Women's Development Programme the Women's Leadership Development Programme, Aurora has been paused in 2024 as we evaluate a new internal offer.

- We have increased our number of eLearning programmes that we are offering staff on our new LMS (Learning Management System), SMILE (St Mary's Integrated Learning Experience). These consists of behavioural and leadership modules which can be accessed by women looking to develop their skills and knowledge.
- We have recently introduced Apprenticeships for Coaching; and Managers or those looking to develop the skills to move into a managerial role. We currently have 19 delegates on our apprenticeship scheme, of these, 13 identify as female.
- We have recently launched our internal mentoring programme, where mentees can be matched against relevant mentors.

- 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 70 participants representing all areas of the university.

London Higher's Global Majority Mentoring Programme

St Mary's is proud to be taking part in London Higher's Global Majority Mentoring Programme engaging 8 members of staff. 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.
- Give mentees a space to seek tailored support from their mentor.
- Provide the opportunity to network with other professionals in Higher Education.

Our participants this year have been matched with mentors or mentees from global majority 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 2023 Gender and Ethnicity Pay Gap Actions (as outlined in [this year's report](#))
- Our Athena Swan Bronze Award Action Plan
- Our REC Bronze Award Action Plan
- Our Disability Confident Working Group Action Plan
- Our LGBTQ+ Inclusion Project Action Plan

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

Appendix 1

STAFF EQUALITY, DIVERSITY AND INCLUSION STATISTICS (2018/19 – 2022/23)

About the data:

1. Data has been drawn from the HESA staff return for the last five academic years 2018/19, 2019/20, 2020/21, 2021/22 and 2022/23. 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 2018/19 to 2022/23. 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)
2022/2023	996	1526
2021/2022	1109	1520
2020/2021	956	1337
2019/2020	1006	1505
2018/2019	896	1085

4. HE sector benchmarking statistics, where quoted, are drawn from Advance HE's (2022) ['Equality in higher education: staff statistical report 2023'](#). This report uses sector-wide data from AY 2022/2023.

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.

5. 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

**NB refers to colleagues who identify their gender as non-binary*

	Establishment only staff																	
	2018/19		2019/20		2020/21			2021/22			2022/23			21/22-22/23 Comparison			HE Sector	
	M	F	M	F	M	F		M	F	NB	M	F	NB	M	F	NB	M	F
Overall	39%	61%	39%	61%	38%	62%	0%	39%	61%	0%	38%	62%	0%	-1%	1%	N/A	45.4%	54.6%
Academic	45%	55%	47%	53%	43%	57%	0%	41%	59%	0%	40%	60%	0%	-1%	1%	N/A	52.1%	47.9%
Professional Services	36%	64%	35%	65%	35%	65%	0%	37%	62%	0%	37%	62%	0%	0%	0%	N/A	37.3%	62.7%
Managers & Professionals	58%	42%	50%	48%	51%	48%	1%	51%	48%	1%	52%	47%	1%	1%	-1%	0%		
Support & Administration	28%	72%	27%	73%	22%	78%	0%	29%	71%	0%	22%	78%	0%	-7%	7%	N/A		
Technician	69%	31%	46%	54%	47%	53%	0%	42%	58%	0%	46%	54%	0%	4%	-4%	N/A		
Estates & Campus Services	36%	64%	41%	59%	33%	67%	0%	36%	64%	0%	34%	66%	0%	-2%	2%	N/A		

Key Trends / Points

- The percentage of (overall) male vs female employees remained relatively steady from 18/19 to 22/23, though we have a below average percentage of males (38%) as compared to the HE average (45.4%).

- The split between male and female staff within St Mary's is most marked within our Professional Service areas, a trend which has continued over the recent years. In particular (and increasingly), Support and Administration roles which are dominated by women (at 78%), and also Estates and Campus Services (66% women). However, both figures have either reduced or remained the same from 20/21, which supports closing our gender pay gap.
- The biggest change seen in gender was in Support and Administration roles, with women increasing from 71% to 78%, which has likely had an impact on the closure of our mean and median gender pay gaps (reduced to 12.52% and 10.79% respectively in AY 2023).
- 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												
	2018/19		2019/20		2020/21		2021/22		2022/23		2022-2023 Comparison	HE Sector
	BAME	White	BAME	White	BAME	White	BAME	White	BAME	White	BAME	BAME
Overall	20%	80%	18.4%	81.6%	18.5%	81.5%	18.8%	81.2%	21.9%	78.1%	3.1%	17.5%
Academic	9%	91%	10%	90%	12%	88%	12%	88%	13%	87%	1%	20.4%
Professional services	26%	74%	22.6%	77.4%	22.6%	77.4%	24.4%	75.6%	28.0%	72.0%	3.6%	14.1%
Managers & Professionals	24%	76%	17.8%	82.2%	20.5%	79.5%	24.9%	75.1%	27.8%	72.2%	2.9%	
Support & Administration	20%	80%	22.6%	77.4%	17.8%	82.2%	19.7%	80.3%	24.1%	75.9%	4.4%	
Technician	31%	69%	0.1%	99.9%	0.0%	100.0%	5.6%	94.4%	8.7%	91.3%	3.1%	
Estates and Campus Services	37%	63%	32%	68%	37%	63%	35%	65%	37.2%	62.8%	2.2%	

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%	

Key Trends / Points

- The number of BAME staff in St Mary's just barely increased by 3.1% in 22/23 to 21.9%. This is still greater than the HE sector average of total BAME staff which was 17.5%. 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 2022/23 at 37.2%.
- We have seen an increase in BAME staff in Managers & Professionals roles (by 2.9%) and in Technician roles (by 3.1%), 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 28% and 14.1% respectively).
- Although the Academic staff representation increased by 1% it remains low at 13%, compared with the sector average of 20.4%. This discrepancy highlights the importance of increasing 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 seeks to address these issues.

3. DISABILITY

3.1 Staff declared disability - all establishment staff

Establishment staff only							
	2018/19	2019/20	2020/21	2021/22	2022/23	2022-2023 Comparison	HE Sector
Disability declared	5.9%	5.0%	6.0%	8.3%	8.2%	-0.1%	6.8%
No disability	88.6%	88.9%	93.3%	90.5%	88.0%	-2.5%	3.2%
Non-declaration rate	5.5%	6.1%	0.7%	1.2%	3.8%	-2.6%	

Establishment staff only							
	2017/18	2018/19	2019/20	2020/21	2021/22	2021-2022 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%	

*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 decreased slightly from 8.3% in 21/22 to 8.2% in 22/23, but this is still higher than the HE sector average of 6.8%. 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 5.9% in 18/19 to 8.2% in 22/23, we have also made great strides in decreasing our non-declaration rate. There was a slight increase by 2.6% in 22/23. This is attributed to the new starters that joined the organisation in that academic year not being comfortable in providing the information.
- 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 Level 2 action plan includes a series of detailed actions seeking to build on this positive progress.

3.2 Staff declared disability - by occupational group

Establishment only staff							
	2018/19	2019/20	2020/21	2021/22	2022/23	2022-2023 Comparison	HE Sector
Academic	4.90%	6.20%	6.50%	7.40%	8.40%	1.00%	6.0%
Professional Services	6.50%	4.40%	5.60%	9.00%	8.10%	1.10%	7.9%
Managers & Professionals	0.00%	0.30%	3.20%	8.20%	6.50%	-1.70%	
Support & Administration	6.80%	4.80%	5.50%	8.50%	9.30%	0.80%	
Technician	0.00%	1.80%	5.90%	21.10%	16.7%	-4.30%	
Estates & Campus Services	9.80%	9.40%	9.20%	9.50%	7.40%	-2.10%	

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 & Campus Services	11.80%	9.80%	9.40%	9.20%	9.50%	0.30%	

Key Trends / Points

- The percentage of academic staff who declared a disability in St Mary's increased by 1% and is 2.4% higher than the sector. The percentage of Professional Services staff was also higher than the HE Sector Professional Services staff.
- Almost all the groups who have declared a disability experienced a decrease in AY22/23, with Technicians accounting for the highest decrease at 4.3%. 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						
	2018/19	2019/20	2020/21	2021/22	2022/23	2022-2023 Comparison
Overall	42.5	42.4	44.8	43.8	44.4	0.6
Academic	45.9	45	46.4	46.4	46.5	0.1
Professional Services	40.6	40.5	43.8	41.8	43.0	1.2
Managers & Professionals	43.3	42.9	44.9	41.1	41.2	0.1
Support & Administration	37.6	37.2	40.6	39.4	41.7	2.3
Technician	39.3	38.3	41.5	39.0	34.7	-4.3
Estates & Campus Services	45.1	46	48.4	47.3	48.3	1.0

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 increased by 1.2 years in 22/23.
- Almost all groups' average increased in AY22/23, with the largest decrease of 2.3 years amongst Support and Administration.
- 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							
	2018/19	2019/20	2020/21	2021/22	2022/23	2022-2023 Comparison	HE Sector
Christian	46%	40%	50%	41.4%	41.3%	-0.1	18.1%
Buddhist, Hindu, Islam, Sikh, Jewish	7%	7.9%	8.7%	8.4%	9.2%	0.8%	4.6%
Other Religion or Belief	4%	2.4%	2.5%	2.8%	2.7%	0.1%	1.7%
Non-Religion	21%	27.7%	23.7%	26.3%	28.4%	2.1%	26.5%
Non-declaration rate	21%	22%	15.40%	21.10%	18.4%	2.7%	48.4%

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 very low, with less than 50% of staff choosing not to declare their religion to their HE institution.
- Our percentage of Christian employees – down 0.1%, is much higher than the HE sector average of 18.1%; this could be explained given our Catholic foundation.
- Amongst HEIs returning data on religion, 26.5% of people declared ‘No Religion’, compared to 28.4% at St Mary’s (which increased by 2.1% since AY 22/23).
- At St Mary’s the religion non-declaration rate fell by 2.7% to 18.4%. This is low compared to the HE sector average of 48.4%. It is important to keep an eye on this figure in future years and also to encourage our staff to provide us with this information.
- 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, the one quarter of staff identifying as non-religious demonstrates the need for the University to maintain messaging of inclusion to staff.

SEXUAL ORIENTATION

Establishment only staff							
	2018/19	2019/20	2020/21	2021/22	2022/23	2022-2023 Comparison	HE Sector
LGB	4%	5%	5.4%	6%	6%	0%	3.7%
Heterosexual	74%	75%	75.1%	75%	77%	2.0%	47.0%
Non-declaration rate	22%	20%	19.5%	19%	16%	-0.3%	48.7%

**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 increased by 0.3% to 16% in 22/23. This is very low compared to the sector’s declaration rate of 48.7%.
- At St Mary’s, over the period from 18/19 to 21/22, staff declaring themselves as LGB has seen a slow but steady increase from 4% to 6%. The declaration remained at 6% in 22/23. 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 LGBTQ+ Inclusion Project group will create their own data driven action plan to further drive LGBTQ+ inclusion.

Appendix 2

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

Document title	Equality and Inclusion Policy Statement
Version	9
Person responsible	Fiona Hnatow, HR Director
Author	Lisa Bath, HR Policy and Projects Consultant
Document date	Feb 2015
Last amended	March 2022 (Samantha Goober)
Effective from	Approval by Board of Governors
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.