Royal Holloway

University of London

Equality and Diversity Scheme 2018 – 2021

Introduction

Royal Holloway's Equality and Diversity Scheme 2014-2017 came to the end of its term at the end of 2017. A review of the equality objectives in this previous scheme led to a facilitated workshop to develop new objectives. The output from that workshop has formed the basis of this new Equality and Diversity Scheme 2018-2021.

Equality Statement

Royal Holloway, University of London is proud to continue this tradition of providing excellent education on the basis of merit. We commit to valuing diversity and promoting equality of opportunity for all in employment, admissions and in our teaching, learning and research activities.

The College is committed to ensure that;

- We create a positive, inclusive environment, free from prejudice, bullying, harassment and unlawful discrimination within the College. We will take action to challenge inappropriate behaviour and discriminatory practice
- Staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly, with dignity and respect
- people and diverse groups with multiple identities and individual differences are recognised and valued
- We will provide our staff and associates with the knowledge and skills they need to understand and meet their equality and diversity responsibilities.
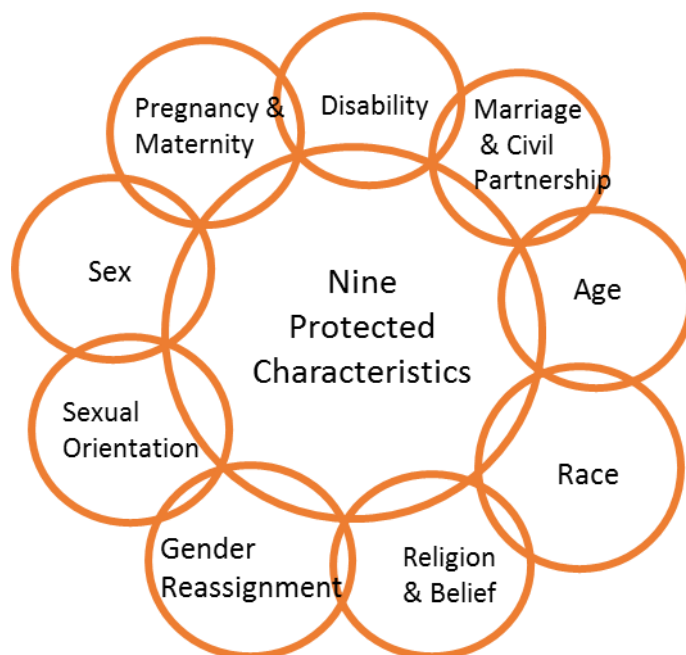
Legal Framework

The College is subject to the Public Sector Equality Duty (PSED) of the Equality Act 2010 to have due regard to:

- Elimination of discrimination, harassment and victimisation
- Advancement of equality of opportunity
- Fostering of good relations

It is also subject to 'specific duties' that underpin the PSED. Under the English specific duties, the College is required to prepare and publish specific and measurable equality objectives every four years that will support it to meet the PSED.

Protected Characteristics

The Equality Act gives protection to people under nine 'Protected Characteristic' as follows:

The Nine Protected Characteristics diagram showing: Pregnancy & Maternity, Disability, Marriage & Civil Partnership, Sex, Age, Sexual Orientation, Race, Gender Reassignment, Religion & Belief

A full description is shown in the next page.

As well as considering protected characteristics we have to consider 'intersectionality' which means recognising that all individuals have identities and social positions shaped by several different factors, which create unique experiences and perspectives.

For example, someone isn't simply a woman and black, or a woman and white, but a black woman or white woman. These different elements of identity form and inform each other. In this example the person's identity as a woman cannot be separated from their identity as a black or white individual, and vice versa. The experience of black women, and the barriers they face, will be different to those a white woman faces. The elements of identity cannot be separated because they are not lived or experienced as separate.

In practice, intersectionality is less about bringing two different things/groups together, for example older people and disabled people, and more about considering the experience of older disabled people. Hence the focus would be on people living at the 'intersection' of older age and disability and their experiences.

The Nine Protected Characteristics

Age	Disability	Gender reassignment
Refers to a person belonging to a particular age (e.g. 32 years old) or age range (e.g. 18-30 year olds).	A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	Covers people who propose to undergo, are undergoing, or have undergone a process (or part of a process) of changing gender. A person does not have to be under medical supervision to have the protected characteristic of gender reassignment.
Marriage and Civil Partnership Covers all individuals (including same-sex couples) who are legally married or in a civil partnership.	**Pregnancy and maternity** Pregnancy is the condition of being pregnant/expecting a baby; maternity refers to the period after the birth ahd is linked to maternity leave. Protection for matenity is for 26 weeks after giving birth and includes treating a woman unfavourably because she is breastfeeding. Single parents, all couples (including same sex) are included in policies, as are adoptive as well as natural birth parent(s).	**Race** Refers to the protected charcteristics of Race. It refers to a group of people defined by their race, colour, nationality (including citizenship), ethnic origins and/or, national origins.
Religion and belief A belief can mean any religion, for example an organised religion (like buddhism, Islam or Christianity) or a smaller religion (like Rastafarianism), as long as it has a clear structure and belief system. Belief includes religious and philosophical beliefs, including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in this equality definition.	**Sex (gender)** Sex is a reference to a man or a woman. *NB: we recognise that gender encompasses a much broader array of categories than 'female' and 'male'. But this interpretation is enshrined in law*	**Sexual orientation** Whether a person's sexual attraction is towards their own sex, the opposite sex, or to both sexes. *NB: we recognise that thare are many other sexual orientations and expressions not listed above.*

Strategic Context

Royal Holloway, like other higher education institutions, is expected to deliver a first class educational experience in an increasingly complex and changing environment, including greater

competition for students and challenges from new providers. The College Strategic Plan 2013-2020 sets out its vision and principles underpinned by a common set of values and beliefs to guide our work and behaviour to achieve its key objectives.

By setting these objectives we are focusing on College wide issues and are undertaking to demonstrate our guiding values and beliefs. This is by no means a definitive list of activities. This is a live document and the objectives identified may be reviewed or developed further as appropriate.

Underpinning these objectives are two of the College's strategic themes:
- Theme 3: Our student experience
- Theme 5: Our people and culture

Royal Holloway is fully committed to upholding principles of equality, diversity and fair access ensuring we create fair opportunities for all, respect and support each other and allow individuals to achieve their potential.

Leadership, Governance & Management
The Principal and Council have overall responsibility for Equality and Diversity within the College. The Equality and Diversity Strategy & Development Committee has the responsibility to drive the development and implementation of the Equality & Diversity Scheme (Strategy) 2018-2021. And, with the support of the College Executive team and key committees to co-ordinate the Equality Champions and Staff Networks to ensure that equality, diversity and inclusion is mainstreamed and underpins all we do at the College.

Equality, Diversity and Inclusion Committee

| Planning Resource Committee | Equality Committee (Council) |

Academic Board

Equality, Diversity & Inclusion Committee

(when appropriate)
- Teaching & learning Strategy Committee
- Student Experience Committee
- Research Committee

Self- Assessment Teams (AS, REC, WEI, DC)*

Staff Networks
Cultural Diversity Network
Disability Forum
LGBT Staff Network
Women's Network (RoWaN)

*AS=Athena SWAN
REC=Race Equality Charter
WEI=Stonewall Workforce Equality Index
DC= Disability Confident Employer

Equality & Diversity Champions

Reporting on Progress
Each year the Equality & Diversity and Inclusion (EDI) Committee will publish reports on progress with the action plan.
These reports will contain the following:

- a review of progress on the Action Plan
- a review of any relevant equality and diversity policies, and proposals for any new policies
- staff profile see Appendix 3 for summary profile 2016/17
- student profile Appendix 3 for summary profile 2016/17
- a report of learning, development and any other relevant activities which have taken place during the year

The reports will received at meetings of the Equality and Diversity Committee (Council), Planning and Resource Committee, Academic Board and others as appropriate.

Equality Analysis/Equality Impact Assessments

Equality Impact Assessments (EIA) will become an integral part of the College's culture and planning processes and should be considered early alongside risk, budget, and health and safety management. A new set of EIA template and guidance have been developed and piloted. Once they are launched we will encourage that they are conducted at the very earliest stages of policy development, projects including service and practice change initiatives.

Achievements so far

The journey in developing and delivering the equality objectives from those in the College's Equality and Diversity Scheme 2014-2017 has been a long process. A review of the scheme and the associated equality objectives, facilitated by an Equality Challenge Unit (ECU) Consultant, showed that the 2014-17 plan was instrumental in enabling the institution to develop a solid framework to support the College's ongoing equality and diversity commitment as stated above.

The College was amongst only 8 HEIs to be first awarded the Race Equality Charter, has since successfully achieved a bronze level Institutional Athena SWAN (2017) under the new expanded and more stringent criteria, is a Disability Confident Employer and a Stonewall Equality Champion. We also have a number of active and thriving staff networks; the LGBT Staff Network, RoWaN (Royal Holloway's Women's Network), a Staff Disability Forum, a Cultural Diversity Network. We have a sound relationship with the Students' Union and have collaborated on numerous initiatives. Our Dyslexia and Disabled Student Services continue to develop and support a growing number of disabled students. There are more activities as part of delivering on the Equality and Diversity Scheme 2014-17 and more details can be found in the annual progress reports on the website.

Equality Objectives 2017-21

The review of the last set of equality objectives highlighted some areas for improvement to the previous scheme. It became apparent that the objectives were repetitive in some areas, with scope for them becoming clearer and SMARTER. We therefore invited the Equality Challenge Unit (ECU), now part of Advance HE back to the College to facilitate a session on developing the equality objectives for the Equality and Diversity Scheme 2017-21. The participants for both facilitated sessions, comprised academic and professional services, student and sabbatical officer representatives, staff trade union representatives and representatives from staff networks. A small group of staff were then asked to develop the equality objectives using the information from the outputs of the two facilitated sessions and evidence from numerous sources including staff and student surveys, Athena SWAN and Race Equality Charter action plans, monitoring reports, pay audits etc. Following consultations with student, staff, the unions and key stakeholders the equality objectives and key actions underwent numerous iteration before they were agreed under six themes which are:

1. Our organisational structures, governance, policies and processes
2. Our culture and communities
3. Staff recruitment, retention and career development
4. Our infrastructure, physical estates and IT systems
5. Teaching, learning, student progression and widening participation
6. Research – inclusivity in research

The aim for each of the objectives and key actions are:

Objective 1	
Theme	Our Organisational Structures, Governance, Policies and Processes
Aim	Ensure the organisational structures, governance, policies and processes continue to proactively support equality, diversity and inclusion in a way that delivers greatest impact.

Key actions	• Define what is expected of leaders and managers in relation to equalities and provide support to enable them to effectively deliver this
	• Ensuring all policies (existing and new) are inclusive and Equality Impact Assessments (EIA) are implemented and mainstreamed whenever relevant.
	• To encourage more diverse representation on College committees or working groups, invitation for expression of interest will be communicated widely. We will also maintain a list of staff looking to serve on such committees or working groups as part of their development. .
	• Improve processes for collating, monitoring and reporting equality data and to ensure data is handled in line with the General Data Protection Regulation (GDPR) 2018.
	• To participate in and improve our ranking in the following:
	   – Institutional Athena SWAN (AS)
	   – Race Equality Charter (REC)
	   – Stonewall Workforce Equality Index (WEI)
	   – Disability Confident Employer Scheme

Objective 2	
Theme	Our Culture and Communities
Aim/objective	Establish an inclusive, flexible and enabling environment where staff and students feel respected, valued and safe enough to be themselves in an institution they feel they belong to.
How? **(Key actions)**	• Continue to support and develop staff E&D networks; promote/celebrate events and awareness- raising campaigns that foster inclusion and well-being • Improve knowledge and understanding of E&D issues including the need for good equality data for monitoring purposes (through provision of workshops, training and staff/student recognition awards). • Develop and disseminate accessible E&D guidance on practices/good practice that ensure that the needs of all groups are catered for so that everyone can play happy, fulfilling and productive roles in the life of the College. • Promote flexible working practices for all where practicable • Plan series of internal seminars showcasing RH research on inequality and diversity. • Develop and operationalise a Mental Health and Well Being Action plan • Develop and implement an anti-Sexual Harassment/Hate Crime/Racial & Sexual Violence and Bullying Action Plan (including racial discrimination)

Objective 3	
Theme	Staff Recruitment, Retention and Career Development
Aim/objective	Ensure that the College maintains a fair and open recruitment process and that staff have equal access to effective career development, fair pay and are aware of the progression opportunities in place for all staff
How? **(Key actions)**	• To scrutinise recruitment processes further to mitigate unconscious bias arising in all parts of the process and to consider how to encourage greater applications in areas of under-representation. Investigate implementation of anonymous shortlisting on Stonefish • Clarify potential career routes and provide guidance on future career opportunities • Ensure that routes to promotion are fair and effectively mitigate unconscious bias • Provide targeted development programmes for staff, including under-represented protected characteristic groups, where feasible and viable • Enable effective career planning and personal development support for staff • To continue conducting regular equal pay audit and to follow up on identified issues. • Continue monitoring equal opportunity pay gap (gender and BME) and progress the actions in place to reduce gaps

Objective 4	
Theme	Our Infrastructure, Physical Estates and IT systems
Aim	Ensure that the College buildings and infrastructure reflect the diverse needs of the College communities and provide accessible and inclusive working and learning environments.
How? **(Key actions)**	• Carry out a periodic accessibility audit of all university buildings (new and old) every 5 years, with an interim review in year 3; a modest annual budget to be set aside each year to enable remedial or improvement works to be carried out. The latter will include signage, baby-changing/feeding facilities, gender neutral toilets, powered doors, accessible pathways and lighting around College. The aim is to develop a programme of improvements to establish a safe and inclusive environment for all staff and students. • The university should develop a clear equality/diversity policy for both new and existing buildings which states the minimum threshold standard for inclusivity and accessibility for all buildings. The application of this policy would be monitored by the Equality, Diversity and Inclusion (EDI) Committee and the Planning and Resources Committee. • Ensure accessible IT and software is made available to support staff and students. Where possible systems should be adapted to accommodate individual differences and disabilities. A single point of contact to be established for staff seeking help with assistive technologies, as well as a similar point of contact for students.

Objective 5	
Theme	Teaching, Learning, Student Progression and Widening Participation.
Aim	To offer all students an engaging and diverse curriculum which is representative of our student population and society; to implement fair and equitable teaching and assessment practices across the College and deliver effective career development and progression support to ensure all students achieve their highest potential.
How? **(Key actions)**	• Ensure strategies are in place to establish an inclusive curriculum offered by all departments, as well as engagement with Student Curriculum Consultants. • Implement an effective Personal Tutor Initiative to encourage higher levels of support through tutoring, relationships with academics, improved uptake by target groups (eg BAME, Widening Participation students, students with disabilities), defined contact time and a sense of belonging • Implement the 'Student Engagement within Royal Holloway Report' and the report on Student Representation. • Implement effective activities and targeted campaigns to widen participation, attract diverse applicants and improve conversion rates • Support departments to identify areas for improvement and ways to improve progression e.g. through promoting SPRINT (a development programme for undergraduate women) , mentoring schemes, peer guides, targeted interventions in programmes with lower than average progression rates • Careers and employability initiatives, some of which are targeted in line with identified needs • Develop and implement an action plan to identify and address significant attainment gaps for any group.

Objective 6	
Theme	**Research - Inclusivity in Research**
Aims	Develop an inclusive approach to research conducted at Royal Holloway whereby barriers to participation of eligible staff and students from diverse groups are removed and their involvement promoted.
How? **(Key actions)**	• Examine 2021 REF entry procedures & processes to ensure they comply with equality and diversity requirements • Develop REF code of practice including reference to equality & diversity and special circumstances • Ensure fair recruitment and selection of research students • Support for key groups to encourage pipeline from UG into Taught Masters and research degrees • Extend research support for academic staff with particular needs (e.g. early career, staff taking career breaks, staff with disabilities).

As can be seen from the above, there are a substantial number of key actions under each of the objectives, with the majority of them already being progressed as part of action plans for key equality initiatives at Royal Holloway such as Athena SWAN, Race Equality Charter, Disability Confident, Stonewall Workforce Equality Index, and Equal Pay Audit; or in key College- wide Projects such as Access and Widening Participation, and Careers and Employability. However, as this Equality Scheme 2018-2021 is the College's Equality, Diversity and Inclusion (EDI) strategy, the tables of objectives and key actions above will serve to connect the work streams taking place to advance EDI at Royal Holloway.

In order that we do not replicate actions, we have identified from the objectives listed above key actions that have not been addressed elsewhere for inclusion in the Royal Holloway Equality Scheme 2018-2021 implementation plan in appendix 1.

Objective 1:
• Ensuring all policies (existing and new) are inclusive and Equality Impact Assessments (EIA) are implemented and mainstreamed whenever relevant.
• Athena SWAN awards to be achieved for 80% of academic departments by 2021
• To renew the Race Equality Charter in February 2019

Objective 2:
•Develop and implement an anti-Sexual Harassment/Hate Crime/Racial & Sexual Violence and Bullying Action Plan (including racial discrimination)
• Develop and operationalise a Mental Health and Well Being Action plan;

Objective 4:
• Carry out a periodic accessibility audit of all university buildings (new and old) every 5 years, with an interim review in year 3
• Ensure accessible IT and software is made available to support staff and students.

Objective 5:
• Ensure strategies are in place to establish an inclusive curriculum offered by all departments
• Develop and implement an action plan to identify and address significant attainment gaps for any group; focus on BAME degree outcome gaps

Objective 6:
•   Support for key groups to encourage the pipeline from UG into Taught Masters and

research degrees
- Extend research support for academic staff with particular needs (e.g. early career, staff taking career breaks, staff with disabilities).

Involvement & Consultation

In anticipation of the completion period for the Equality Scheme and Objectives 2014-2017, the College conducted a review of the scheme and the associated equality objectives, facilitated by an Equality Challenge Unit (ECU) Consultant. This was followed by another facilitated session to develop the new objectives. These sessions involved a wide range of staff and include representatives from the student union and student services. A smaller group of staff was convened to pull together a set of objectives which underwent a period of consultation from the 25th January to 23rd February 2018.

The College has a number of methods for consulting with, and involving, staff and students which include:
- Equality & Diversity Website - the consultation document with proposed equality objectives with feedback form posted
- Scheduled Equality Objectives Consultation Sessions for students and staff
- At Heads of Departments (Academic & Professional Services) Meeting
- Individual key Heads of Departments – Directors of Estates, IT Services, Human Resources and Academic Services
- Staff Networks – RoWaN (Royal Holloway Women's Network), LGBT Staff Network, Disability Forum and Cultural Diversity Network.
- Union Representatives – UCU, UNITE and GMB and Student Union Representatives involved at all stages of the process

The form with key questions and a summary of the consultation feedback of the draft equality objectives can be seen at Appendix 2. Wherever appropriate amendments the equality objectives have been made in response to the feedback.

What happens if we don't meet the requirements under the Equality Act 2010?

The Commission for Equality and Human Rights has the power to issue compliance notices in connection with a breach of the general duty and these are enforceable in the courts. For more information see http://www.equalityhumanrights.com/legal-and-policy/enforcement/

What can I do if I want to give my view on an issue?

Feedback about our equality work and plans is welcomed. We will continue to work with groups and individuals both inside and outside College. Visit our website for details about our plans at http://www.rhul.ac.uk/aboutus/governancematters/equalops/home.aspx

You can also contact us to raise an issue or air your views at equality@rhul.ac.uk.

Implementation Plan Appendix 1

	Objective 1 - Our Organisational Structures, Governance, Policies and Processes					
	Aim: Ensure the organisational structures, governance, policies and processes continue to proactively support equality, diversity and inclusion in a way that delivers greatest impact.					
Ref.	Planned action	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
Action 1	Develop new policies where a need has been identified, ensuring all policies (existing and new) are inclusive and Equality Impact Assessments (EIA) are implemented and mainstreamed whenever relevant .	• New EIA approved and mainstreamed • EIA training planned and delivered • The EIA process is integrated into policy development and project management processes	May 2018		All managers and E&D Officer	EIAs will be conducted on all major projects and policies.
Action 2	To achieve Athena Swan for 80% of academic departments with by 2021	• School of Management has AS SAT in place to submit application • School of Computer Science, ISG and Maths	Current Current	Nov. 2019 April 2020	Equality Team and Departmental Equality Champions	80% of departments achieve AS awards by 2021
Action 3	To renew REC in February 2019	Regular SAT meeting Quantitative & qualitative data analysis Follow up actions from last submission	Current	February 2019	REC SAT	Successful renewal of REC

Objective 2- Our Culture and Communities Establish an inclusive, flexible and enabling workplace where staff and students feel respected, valued and safe enough to be themselves in an institution they feel they belong to.					
Reference	**Planned action**	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
Action 4	Develop and operationalise a Mental Health and Well Being Action plan (students) Implement the Staff Health & Well-being Framework	MH and Well-being action plan for students & staff Sign up to the 'Time to Change Pledge'.	Current Current	Summer 2018	Head of Well-being HR Lead	• 5% decrease in staff sickness and absence rates due to health/wellbeing issues
Action 5	Develop and implement an anti-Sexual Harassment/Hate Crime/Racial & Sexual Violence and Bullying Action Plan (including racial discrimination)	• Zero tolerance policy • Single point reporting systems for 1) Student 2)Staff • Bystander training	Current	2020	Head of Student Support & well-being HR Lead	Reporting System in place. Regular monitoring reports received
Objective 3 – Staff Recruitment, Retention and Career Development Ensure that the College maintains a fair and open recruitment process and that staff have equal access to effective career development, fair pay and are aware of the progression opportunities in place for all staff					
Reference	**Planned action**	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
NOTE	**All the key actions in this objective are addressed in action plans in other EDI initiatives**					

Objective 4 – Our Infrastructure, Physical Estates and IT systems Ensure that the College buildings and infrastructure reflect the diverse needs of the College communities and provide accessible and inclusive working and learning environments.					
Reference	**Planned action**	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome
Action 6	Carry out a periodic accessibility audit of all university buildings (new and old) every 5 years, with an interim review in year 3	Refresh the accessibility audit		Spring 2019 Annual plan	Director of Estates	Comprehensive infrastructure review completed and action plan in place with clear timetable for actions to provide fully accessible internal and external spaces. Increase in positive responses to staff and student surveys regarding accessibility facilities and resources.
Action 7	Ensure accessible IT and software is made available to support staff and students.	The IT Helpdesk is the established single point of contact for staff seeking access to IT and software for making reasonable adjustments to accommodate a disability, for students it will be the DDS.		Established	Head of IT	Accessible IT hardware and software in place
Objective 5 – Teaching, Learning, Student Progression and Widening Participation. To offer all students an engaging and diverse curriculum which is representative of our student population and society; to implement fair and equitable teaching and assessment practices across the College and deliver effective career development and progression support to ensure all students achieve their highest potential.					
Reference	**Planned action**	Key outputs and milestones	Timeframe (start/end date)		Person responsible (include job title)	Success criteria and outcome

Action 8	Ensure strategies are in place to establish an inclusive curriculum offered by all departments	Develop Curriculum Analysis Tool	Current	Annual Review	Head of Educational Development & Head of AQPO	Increase in positive responses in surveys regarding diversity of curriculum. Increased participation of BAME students as course representatives
Action 9	Develop and implement an action plan to identify and address significant attainment gaps for any group.	Working Group to investigate issues influencing degree attainment gap – initial focus on BAME Identify actions to address attainment gap	Current	Annual Plan	Head of CEDAS & Head of Educational development	Decrease in any identified attainment gaps and progression rates e.g. for BAME

Objective 6 – Research: Inclusivity in Research
Develop an inclusive approach to research conducted at Royal Holloway whereby barriers to participation of eligible staff and students from diverse groups are removed and their involvement promoted.

Reference	**Planned action** Rationale (i.e. what evidence is there that prompted this action/objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	
Action 10	Support for key groups to encourage pipeline from UG into Taught Masters and research degrees			Teaching & Learning Strategy Group, Careers and Employability	More diverse research staff and PGR student groups	
Action 11	Extend research support for academic staff with particular needs (e.g. early career, staff taking career breaks, staff with disabilities).	Review and implement flexible working and family friendly policies.		Research Committee	Increase in positive feedback in staff surveys regarding support for research.	

Consultation Feedback Appendix 2

Form for Royal Holloway Consultation on Equality Objectives 2018-2021
(22nd January to 23rd February 2018)

What we'd like from you:
Please return completed form to equality@rhul.ac.uk

1. Is there anything which you think we have omitted or failed to deal with in sufficient depth?
2. Is there any aspect of the objectives you feel is not appropriate?
3. Are the key actions ones that fit with the objectives?
4. Have we got the right measures of whether we are succeeding in our objectives?
5. Please also note any other detail or issue you are concerned about?

Themes from consultation

Well-being

- Important to establish a joined-up approach to **mental health** awareness and support. Think about promoting upcoming Mental Health Awareness day prominently and early. Get activities like yoga or meditation sessions formalised i.e. embedded within an official mental health action plan. Someone mentioned something about a 'checklist'.
- Engage more staff in the EAP. Continue to increase awareness of it.
- Support for carers?

HR and HR Policies

- Career Break Policy,
- Processes and procedures around **flexible working** are opaque. One colleague talked about her experience of waiting 3 months for a final answer on her flexible working application form. More flexible working guidance for managers is needed – how to support colleagues and what people are entitled to. "At manager's discretion' is invariably used which doesn't instil confidence. Not all managers can empathise. There is a need for more help beyond the line manager
- Recruitment: Anonymised application forms. One department includes the question 'What do equal opportunities mean for you' as a final question during the interview process.
- Exist interviews – should not be with HoDs and should be mandatory.
- HR contacts on webpages: needs to be clearer i.e. who to email about something specific. Lots of names
- Are there ways of consulting with students who are staff?
- Many admin staff have complained about their working environment. It isn't working for them.

Centralised Time tabling

- Teaching hours vary between departments. Currently in one department staff are required to make themselves available 9-6 for 3 days (some for 4).
- A colleague questioned the rationale (business need) behind needing to be available 9-6 and not, for example, 10-5. Issue of having children and commuting a long distance, so not getting to see them awake

E&D more visible and integrated

- More gestures are needed in terms of celebrating female (academic) achievement.
- More awareness around trans issues and sensitivity. More work around language use (e.g. Cis-man/woman).
- There is a need to embed E&D into everyday practices where training/awareness can reach everyone (not just those on courses) i.e. embed E&D discussion during meeting or away-days.
- Important issue: how to embed E&D into the work of those in professional services.
- Trainers: People who deliver training at the College need to be more aware of E&D issues themselves i.e. refrain from making explicit and continual associations between groups of people and circumstances (i.e. associations between women and childcare). It is important that ODD take into consideration feedback on courses.
- **Curriculum**: there is a need to support colleagues to embed diversity into their courses. Easier for some courses than others. Subject-specific guides? Tutors can find subtle ways of embracing diversity and nudging students towards awareness of diversity i.e. through showing films that normalise same-sex relationships etc.

Better more responsive Managers

- People are not taught well enough on how to manage. We need to make an overall statement in the objectives about training and investing in people to become better managers.
- Harassment support – one participant discussed a case where a report stopped at the Dean. Didn't get through. Do HoDs know what to do if a complaint is made..?

Widening Participations

- Share best practice re: attracting students from WP backgrounds.
- Do all departments have outreach teams?
- The issue of widening participation in terms of student recruitment is not included in any aims. It is mentioned in an action (under objective 5) but not followed through in terms of the KPIs.
- Inclusion and fair access is probably one of the most difficult areas to deal with. BAME/LGBT/DDS are easily identifiable targets but I don't think we do quite so well when it comes to inclusion and fair access. Obviously this is a much more difficult area. I can think of several of my students/personal tutees who are struggling to maintain themselves at Royal Holloway. It's nothing very obvious but given how much of what we teach/our teaching relies on high quality IT facilities. If you are from a low income background and/or a family with no tradition of HEI level education it can be a struggle to keep up. This results in underachievement and that is one of most serious challenges in this policy area.

Objectives, Measures and Key Performance Indicators

- I think they represent a good range and link to the College themes in the strategic plan which is helpful.
- Successful measure for objective 5 – the TEF.
- Share best practice re: attracting students from WP backgrounds
- 2nd success measure for objective 6 – only references maternity and adoption. Need to mention family leave and carers.
- There is a very strong reliance on survey responses as measures of success. This requires the staff and student surveys to be designed to get responses in relation to the KPIs. This will need a review of the survey questions I think.

Brexit

- EMOTIONAL SUPPORT NEEDED RE: BREXIT. Not only dealing with practical issues.
- More activity is needed around alleviating **Brexit** fears.
- As Brexit approaches and we are getting ready to face the changes from EU citizens to settled status in UK. I think the college should be proactive in fighting the behaviour described below within all levels of college.

General

- Marketing need to use materials from E%D to market courses, including to on-UK markets. Can E&D advise the marketing committee

- **Profile of RHUL Staff Appendix 3**

Protected Characteristics	RHUL (2016-17)			Sector UK (2015-16) (ECU Statistical Report 2017)			
Age	Age: 25 & < =5.1% 26-30 = 10.8% 31-40 = 27.9% 41-50 = 24.8% 51-60 = 23.4% 61-65 = 5.6% 66 & > = 2.5%			Age: 25 & < =5.8% 26-30 = 11.0% 31-40 = 27.9% 41-50 = 25.8% 51-60 = 22.0% 61-65 = 5.3% 66 & > = 2.2%			
Disability	2.6% of those who disclosed • 36% Long term illness or health conditions • 14.0% Specific learning disability • 6% Mental health condition			4.3% of those disclosed has disability • 24.8% Long standing illness or health condition • 20.0% Specific learning disability • 10.5% Mental health condition • 9.4% Physical impairment or mobility issues			

Ethnicity & Nationality		UK	Non-UK			UK	Non-UK
	All staff	72.5%	27.5%		*All staff*	81.1%	18.9%
	Ethnicity				*Ethnicity*		
	White	84.9%	71.5%		White	91.1%	71.7%
	BME	12.4%	22.6%		BME	8.9%	28.3%
	Prefer not to say	2.8%	5.9%		Prefer not to say	5.4%	1.6%
	Ethnic - break down				*Ethnic - break down*		
	Asians	6.3%	10.0%		Asians	3.8%	10.6%
	Black	2.0%	1.5%		Black	1.9%	4.1%
	Chinese	1.5%	4.8%		Chinese	1.0%	7.3%
	Mixed	1.8%	3.3%		Mixed	1.5%	2.5%
	Other ethnicity	1.5%	3.1%		Other ethnicity	0.7%	3.7%

Protected Characteristics	RHUL (2016-17)	Sector UK (2015-16)
Religion & Belief	Disclosure rate is at 61.5% (compared to 9.3% in 2013-14) Of those who have disclosed: - • No religion or belief = 43.3% • Christian = 33.7% • Muslim=3.3% • Hindu = 2.8% • Prefer not to say = 11.0% • Other religion of belief =1.3% • Buddhist = 1.1% • Spiritual = 1.3% • Sikh = 1.1% • Jewish = 1.0%	Disclosure rate UK HEI=43.9% • No religion or belief = 46.7% • Christian = 41.7% • Muslim=2.7% • Hindu = 1.7% • Other religion of belief = 4.2% • Buddhist = 0.9% • Spiritual = 0.9% • Sikh = 0.7% • Jewish = 0.7% • Prefer not to say (refused) = 9.0%
Sex	Female=52.5%; Men=47.5%	Female= 54.1%; Men =45.9% UK Professors: 76.1% male and 23.9% female
Sexual Orientation &	**Gender reassignment** all staff: Blank = 55.9%	**Gender reassignment** UK HEI staff: Blank = 69.0%

Gender Reassignment	Gender identity the same=43.0% Gender identity different= 0.1% **Sexual Orientation** disclosure rate is at 61.2% (compared to 9% in 2013-14) Proportion of all staff • Blank/non-disclosure = 37.9% • Heterosexual= 51.7% • Gay men =1.7% • Gay women (lesbian) = 0.7% • Bisexual= 1.0% • Other= 0.3% • Prefer not to say/refused =6.6%	Gender identity same = 26.5% Gender identity is different = 0.1% **Sexual Orientation** disclosure rate: 62.0% Proportion of all UK HEI staff • Blank/non-disclosure =38.0% • Heterosexual= 44.7% • Gay men = 1.1% • Gay women (lesbian) = 0.6% • Bisexual= 0.6% • Other= 0.2% • Prefer not to say/refused =14.7%

Profile of RHUL Students Appendix 3

Protected Characteristics	RHUL (2016-17)	Sector UK (2015-16) (ECU Statistical Report 2017)
Age	Age and Mode of study 	Age	Full-time	Part-time
21 and <	99.7%	0.3%
22-25	91.6%	8.4%
26-35	70.1%	29.9%
36 and >	40.2%	59.8%		Age and Mode of study | Age	Full-time	Part-time
21 and <	95.1%	4.9%
22-25	75.8%	24.2%
26-35	47.4%	52.6%
36 and >	24.1%	75.9%	
Disability	• Students who disclosed as disabled =11.2% • Disabled Students' Allowance take-up =36% (percentage of disabled students in receipt of DSA) • Students disclosing a Mental Health condition = 3.0%	• Students who disclosed as disabled =11.3% • Disabled Students' Allowance take-up =41.5% (46.1% in 2009/10 when it peaked) • Students disclosing a Mental Health condition = 2.0%
Ethnicity & Nationality	UK domiciled students by country of institution and BME identity: • England = 30.0% BME • Wales = 7.0% BME • Northern Ireland = 0.0% BME • Scotland = 21.0%	UK domiciled students by country of institution and BME identity: • England= 25.0% BME • Wales= 9.3% BME • Northern Ireland =3.2% BME • Scotland = 8.0% 	Students qualifying with a First/2:1 degree		
White	78.4%	
Mixed	72.6%	
Chinese	72.2%	
Asian	66.0%	
Other	64.7%	
Black	53.1%		

Religion & Belief	84.8% blank, of those who have disclosed: • No religion or belief = 6.5% • Christian = 4.7% • Muslim = 1.3% • Hindu =0.5% • Refused = 1.2% • Other religion of belief = 0.2% • Buddhist = 0.1% • Spiritual = 0.2% • Sikh = 0.5% • Jewish = 0.04%	45.3% blank, of those who have disclosed: - • No religion or belief = 24.1% • Christian 17.8% • Muslim= 4.0% • Hindu=1.0% • Refused = 4.9% • Other religion of belief = 0.7% • Buddhist = 0.7% • Spiritual = 0.7% • Sikh =0.4% • Jewish = 0.2%
Sex	<table><tr><td>Level</td><td>Female</td><td>Male</td></tr><tr><td>UG</td><td>60%</td><td>40%</td></tr><tr><td>PGT</td><td>57%</td><td>43%</td></tr><tr><td>PGR</td><td>52%</td><td>48%</td></tr><tr><td>Overall</td><td>59%</td><td>41%</td></tr></table>	Gender of students in UK HEI: <table><tr><td>Level</td><td>Female</td><td>Male</td></tr><tr><td>UG</td><td>55.5%</td><td>44.5%</td></tr><tr><td>PGT</td><td>59.5%</td><td>40.5%</td></tr><tr><td>PGR</td><td>47.8%</td><td>52.2%</td></tr><tr><td>Overall</td><td>56.5%</td><td>43.5%</td></tr></table>
Sexual Orientation & Gender Reassignment	Sexual Orientation: 99% of student sexual orientation unreported. Where provided: Heterosexual = 82% Bisexual = 4% Other = 2% Gay man = 1% Gay woman/lesbian = 0.0%	Disclosure rate: Gender reassignment 52.2% blank; 2.5% refused; 43.1% gender identity is the same; 2.3% gender identity is different Sexual orientation: Heterosexual: 93.6% Bisexual =2.4% Other = 1.8% Gay man=1.5% Gay woman/lesbian= 0.7%