EXECUTIVE SUMMARY

This is a progress report for the second year of the Equality and Diversity Scheme 2014-17 and to measure progress against the College’s Strategic Objective to nurture a culture of inclusion and diversity at Royal Holloway.

It has been another busy and active year with a number of highlights, such as our ‘Enabling Women Academics in the Promotions Process’ Programme being shortlisted for the ‘Leadership Development’ Category of the Times Higher Award, and the College being shortlisted for the annual ‘Excellence in Diversity’ Award, Higher Education Category. 2015/16 also saw the promotion of our first Black woman Professor who also became the first Black woman Head of School at Royal Holloway.

EQUALITY OBJECTIVES AS PROVIDER

1. In conjunction with the developments added to the Student Barometer survey, which allow satisfaction to be measured by protected characteristics across the student body, a series of student panels are being assembled by the SU to discuss the issues particular to these groups. Welcome Week, for the 2016 session, will include events specifically for underrepresented groups and, in order to improve the experience of local and continuing students, a series of pre-arrival social events will be run in the lead up to the week. Internationalisation events piloted in 15/16 included the developed Global Café and a major expansion of the Students’ Union’s ‘One World Week’, which is aimed at drawing together students from all faiths, cultures and nations.

2. A new student portal is scheduled to be launched in late October and a channel for students to submit or update their personal data will be promoted after the launch.

3. The Academic Quality and Policy Office are working with the Strategic Planning and Change department to improve the quality of the data for Annual Review, which is now available via a dashboard.

4. A graduate intern has been commissioned to focus on a project to develop a College-wide system of reporting all student engagement with non-academic activity.

5. Educational Development organised a workshop open to all RHUL teaching staff on ‘Inclusive Teaching’ in December 2015. They will also be running an ‘Unconscious Bias in Teaching’ course in the CAPITAL and inSTIL programmes from autumn 2016.

6. A face-to-face course for staff on supporting students on the autistic spectrum and those with other mental health conditions is now in place with further modules to be developed in the future.

7. This year’s award ceremony for academic staff who have actively supported disabled students was even more successful and was extended to recognise student support workers as well. A ‘Fitness to Study’ Guidance was developed with input from the Students’ Union.

8. A College-wide project to embed inclusive teaching and learning is a specific action item in the ‘RHUL Teaching and Learning Strategy’, with 2018-19 as a timeframe for completion. Consultancy with individual curriculum development teams relating to this is ongoing.

EQUALITY OBJECTIVES AS EMPLOYER

1. Arrangements have been made for members of the College Council to undertake Unconscious Bias Training.
2. Following a campaign in February 2016 to encourage staff to update their equality data, disclosure rates for sexual orientation and religion/beliefs has reached 52%.

3. The video featuring disabled staff at Royal Holloway has been posted on our recruitment website. A draft ‘Guide for Managers on Supporting Disabled Staff’ will be tabled at the next Equality & Diversity Steering group.

4. Continued increased representation of minority ethnic staff to 15.3%. Besides again sponsoring two diverse staff to the Stellar HE programme, we are exploring initiatives which would encourage progression of minority ethnic staff e.g. participating in an interinstitutional mentoring scheme for minority ethnic Professional & Support Services staff. A number of key staff were invited to join the Race Equality Charter Self-Assessment Team (SAT) to support the implementation of the action plan.

5. Three departments submitted applications for Athena SWAN using the new expended criteria: Psychology – going for Gold; both Earth Sciences & Computer Science applying for Silver. Maths & ISG applied for Bronze. The Royal Holloway Women’s Network (RoWaN) continues to plan and run termly events.

6. The Staff LGBT Network had another active and successful year in 2015/16, organising a series of socials and awareness-raising events including a workshop on working abroad as an LGBT person. A team from the College also participated in the Stonewall Equality Walk 2016. A ‘Transgender Equality and Transitioning at Work Guidance’ has been drafted and will be tabled at the next Equality & Diversity Steering Group.

7. We plan to carry out another Equal Pay Audit towards the end of 2016.

8. The training programme for appraisers and appraisees in 2015/16 to support the Performance Appraisal Review process was well attended. The ‘Dignity at Work: Anti-Bullying and Harassment’ Policy has been launched and a series of workshops for managers have been organised to raise awareness and support its implementation. Following a year of intensive preparation, the Coaching and Mentoring Programme will be launched. A third Strategic Leadership Programme is planned for next year.

**EVENTS AND ACTIVITIES THAT PROMOTE EQUALITY AND DIVERSITY**

- This year’s annual Chaplaincy Lecture, ‘Islam and the Prophet’s Teachings’, took place on 19th February 2015.
- The Support & Advisory Services have made contributions to addressing the harassment of women students.
- A Gender Neutral Toilet policy is now in place.
- The appointment of a Muslim Chaplain, who has drafted a Ramadān On-Campus guide in anticipation of the overlap of Ramadān 2016 with the examination period.
- The creation of a new Muslim prayer room at the Wetton Building
- Appointment of an Outreach Worker to support ‘hard-to-reach’ students.
- Commissioning of an original drama production, ‘University – Survive and Thrive’ to target first year students and enhance their understanding of equality issues from the point of arrival.

**COLLABORATION WITH STUDENTS’ UNION TO PROMOTE EQUALITY AND DIVERSITY**

The Co-President (Welfare and Diversity) of the Students’ Union is a member of the College’s Equality & Diversity Committee as well as the Equality and Diversity Steering Group. Representatives from the Students’ Union diversity groups also attended the Equality & Diversity Steering Group to give presentations on their activities for 2015/16 that cover a range of equality and diversity areas either during Welcome Week or to mark Pride week or Black History Month.
CONCLUSION

In 2015/16 we continued to make progress against the Equality Objectives set out in the Royal Holloway Equality & Diversity Scheme 2014-17. There was also much cross-departmental collaboration with the Students’ Union around initiatives and projects to foster an equal and inclusive environment in the College. A summary of the priorities for the forthcoming year can be found in this report.

INTRODUCTION

This is the second year of implementing the College’s Equality & Diversity Scheme 2014-17 which includes our Equality Objectives over three years. This report provides an overview of the progress the College has made against the Scheme’s action plan and our Strategic Objective to nurture a culture of inclusion and diversity at Royal Holloway.

As can be seen below, it has been another busy and active year with a number of highlights such as our ‘Enabling Women Academics in the Promotion Process’ Programme being shortlisted for the ‘Leadership Development’ Category of the Times Higher Award and the College being shortlisted for the annual ‘Excellence in Diversity’ Award, Higher Education Category. 2015/16 also saw the promotion of our first Black woman Professor who also became the first Black woman Head of School at Royal Holloway.

EQUALITY OBJECTIVES AS PROVIDER

1. Promote diversity and integration within the student body.

The Students’ Union has undergone a full Constitutional Review, developing new policies and democratic structures aimed to encourage membership provision and enhance service provision within its representational work. Within this, a dedicated Equalities Committee and Equalities Council have been created and given the power to develop policy and seek to actively represent students who self-define into diversity groups. The SU has also undergone a major staffing restructure, changes of which include the appointment of a full time Student Voice Manager who will directly support the development of representation for all students at Royal Holloway.

Due to poor uptake, the listening post initiative (using an SMS-based platform to monitor student satisfaction) was reconsidered. In conjunction with developments to the Student Barometer Survey, which allow satisfaction to be measured by protected characteristics across the student body, a series of student panels are being assembled by the Students’ Union in order to discuss issues particular to each of these characteristic groups.

The Students’ Union provides mandatory equality and diversity training for its permanent staff, which has included Unconscious Bias training. The Co-President (Welfare & Diversity) delivers an equality and diversity training module, and a workshop on supporting students wishing to make a report of harassment on a night out, to all new student staff employed in any of the SU venues. Several forward-facing members of the permanent team also attended a Cultural Awareness training workshop. The Students’ Union’s Student Opportunities Council is exploring additional support for Faith and Cultural Societies to maximise student-led activity focussed on integration, celebration and education.
The Student First Project has identified that frontline staff at all access points across the College, need to be sufficiently trained in introductory Equality and Diversity, and possibly in Cultural Awareness. Equality and Diversity will be incorporated in some way as frontline training is developed.

The planning for Welcome Week includes events specifically for underrepresented groups such as students over 21, Postgraduate Taught students and visiting students. A greater focus is also given to improving the experience of local and commuting students by running a set of pre-arrival socials.

Internationalisation events piloted in 15/16 included a weekly term-time only Global Café aimed at fostering better integration between International and Home students. There was also a major expansion to the ‘One World Week’ campaign, which seeks to draw together students from all faiths, cultures and nations and celebrates the diversity of Royal Holloway campus.

Pre-sessional students are encouraged to assume the role of ambassadors for Global Café to support other International students and facilitate campus integration. In addition the events and trips made available for PELP (Pre-sessional English Language Programme) students are being opened up to the wider cohort still present on campus to encourage integration. This will also benefit Postgraduate students who often feel isolated and disappointed by the reduced social offering provided by the College over the summer months. An enhanced social media presence focused on vacation periods has been established to support vacation events, including Christmas- and Easter-specific cultural events, alongside trips, sporting activities and relevant opportunities within the local community. A variety of trips were run during the 2016 Easter vacation for residential students on campus as well as activities in halls.

With the addition of 621 new beds on the North Campus, the Director of Student Experience will lead a working group to consider all current hall allocations and priorities for completion by quarter one of 2017. Equality, diversity and integration will be key considerations as part of this initiative.

2. Improve the percentage of student disclosure of equality data.

The focus of the 2015/16 academic year’s annual review, regarding the updating of systems, was on extending data collection across all protected characteristics, at the point of enrolment for both new and returning students. It has been agreed that the Online Sign-up is not the appropriate place to collect information on the protected characteristics. A new Student Portal is scheduled to be launched in late October 2016. A request was made to have a new channel in this Student Portal (Campus Connect), where students can submit or update information on the various protected characteristics at any point throughout the year, after its launch. The Student Experience department will liaise with the Students’ Union to plan an awareness campaign once there is clarity of the project schedule.

3. Provide timely and regular management information, such as student attainment by protected characteristics and under-represented groups’ participation in different discipline or subject areas, to key decision makers and to develop action plans as appropriate.
The Management Information Project has now been completed and the MI Reporting Framework has been approved by the Planning & Resources Committee. The implementation plan for this framework is underway. The new Master Data Management and Reporting Group (MDMRG) has been created to help the College deal with data and reporting issues. This new group reports in to the Strategic Projects Committee.

The Academic Quality and Policy Office are working with Strategic Planning & Change to improve the quality of the data available for the Annual Review, which is now available via a dashboard. Work is ongoing to improve departmental engagement with the data for enhancement purposes.

Progress continues to be made against our Access Agreements targets and milestones. We have introduced new targeting methods to ensure that our activities are reaching as many of those underrepresented groups, who are often most in need of our advice and guidance, as possible. We are also undertaking a number of collaborative projects with other organisations to expand our outreach provision. We have trialled engagements with schools in the North West of England this year, and plan to expand this to other regions in England and Wales in 2016/17, to broaden the reach of our work beyond London and South East England.

4. **Embed equality and diversity monitoring in all aspects of student engagement not just those linked to learning and teaching.**

The Director of Student Experience and the CEO of the Students' Union undertook to develop a College-wide system of reporting student engagement with non-academic activity. A graduate intern has been commissioned to focus on this project. Progress is being made across a range of systems implementation including the Dashboards project and the Student Volunteering Module within the SU.

5. **Provide staff development opportunities that encourage and enable tutors to consider bias towards or against particular groups in teaching and assessment methods**

Educational Development organised a workshop open to all Royal Holloway academic teaching staff on ‘Inclusive Teaching’ in December 2015. ‘Unconscious Bias in Teaching’ will be provided within the CAPITAL and inSTIL programmes from autumn 2016 onwards.

6. **Improved take up of services from those with mental health conditions and/or learning impairments.**

i) The Disability and Dyslexia Services run a successful weekly social club to enable autistic students to engage in peer mentoring and where they are supported in acquiring and developing social skills.

ii) The face to face course for staff on supporting students on the autistic spectrum is in place with further modules, such as for supporting those with other mental health conditions, to take place.
7. **Improve our services for disabled students.**

i) Plans are in place to develop the software accessibility units, for students awaiting approval of their Disabled Students Allowance, to be available in the new library when it opens.

ii) The 2016 Awards for Academic Staff was extended to include student helpers as well. This event was even more successful and was featured on the College’s intranet. For the next year, the award will be expanded and will be in collaboration with the Students’ Union. Another prize is to be awarded to an individual student who has overcome adversity during their studies, who has taken major steps to manage their own health issues or to a student who has shown demonstrable efforts supporting disabled students. The prize will be shortlisted by the parents of a former student of the College who completed suicide after struggling with their mental health, and will be awarded at the yearly Students’ Union Laurel Awards.

iii) ‘Fitness to Study’ Guidelines have been produced with the input from SU. This will complement policies already in place to deal with managing students who may not be best suited to study, so that they either have to defer or discontinue their education.

iv) Another series of weekly ‘Let’s talk about disability’ commenced on Friday, 27th November 2015 with a range of speakers planned across the year. The attendances for this series were less than for the previous series. This could be due to the change to a Friday when a significant number of academics tended not to be on campus. We are exploring a new format for this activity going forwards.

8. **Embed equality impact analysis in curriculum development.**

i) Educational Development have begun developing approaches to support the embedding of inclusive teaching and learning within the curriculum. A College-wide project is a specific action item in the Royal Holloway Teaching and Learning Strategy, with 2018/19 as a time frame for completion. Consultation with individual Curriculum Development teams is ongoing, and a project designed to gain student feedback on inclusive teaching and the accessibility of the curriculum as it currently stands, in collaboration with the Students’ Union.
EQUALITY OBJECTIVES AS EMPLOYER

1. Promoting equality and diversity in the College’s Council, senior leaders and management team

We are currently in ongoing discussions with the Leadership Foundation in order to run an Unconscious Bias training session for all members of the Council and many members of the Executive as part of a College Council Strategy Away Day.

All Heads of Departments and members of Academic Promotions Panels are required to complete Unconscious Bias training before participating in any assessment panels.

A College Talent Management Framework is being developed, and is to include a Career Development Pathway project involving Registry. This will be piloted from September 2016.

2. Improve percentage of staff disclosure of equality data

At the end of August 2015, the percentage of staff who had provided data relating to their sexual orientation was 38.9%, with 39.2% providing data on their religion or beliefs. In February 2016 we carried out a campaign designed to increase staff’s awareness of the reasons why we collect equality data, and how the information is used to improve service delivery. The campaign, ‘What’s it got to do with you?’ was run over a three week period. Our declaration rate after the campaign was at around 52% for both sexual orientation and religion or belief, an improvement of 12%, compared to an annual average of around 8% improvement. We plan to carry out another campaign in October to coincide with the start of a new academic year.

As part of the data cleansing exercise, the HR Systems team has sent out staff lists to HoDs and HoPs for confirmation and amendments to the status of their staffing establishments.

3. Increase the representation and success in the careers of disabled staff

The proportion of staff who have declared their disability increased slightly to 1.9% (29) in 2015/6. However, the proportion of people declaring a disability has remained at this proportion for the last few years. The video featuring disabled staff at Royal Holloway, and produced by a member of the Disability Forum, is now posted on the College’s Recruitment website to promote the College and to encourage applicants with disabilities to apply.

Two versions of a guide for line managers, entitled ‘Supporting Disabled Staff’, have been drafted; a longer and more detailed version to be posted on the College website for staff and managers who would like fuller information, and a shorter, more condensed version aimed at raising staff and manager’s awareness of disability.

The Disability & Dyslexia Services ran another series on ‘Let’s talk about disability’ to raise awareness of disability issues amongst staff and students. However, due to the excessive time commitment required to arrange speakers and venues, it was difficult to sustain. The talks will be held once a term and scheduled to coincide with key events such as Mental Health Awareness Week. It will be run as a joint initiative with the Disability Forum and, with the combined resources, we should be able to get more high profile speakers and also provide refreshments after the talks. This, with better co-ordinated advertising ahead of the event, should attract a wider audience.
At the request of several members of staff, a Mental Health & Wellbeing Network was set up to provide staff with support and relevant information. Six meetings, led by the Student Mental Health Adviser, were organised and took place during the summer term. Attendance at these meetings was disappointing despite positive feedback and encouragement from staff in general. We have reviewed the structure and the plan for next term will be to have monthly well-advertised virtual meetings, organised drop in sessions for staff once a term and a regular newsletter for distribution to staff and students.

We would be looking to sign up to participate in the Disability Confident Scheme, a Government scheme (Department of Work & Pensions) developed to take the place of the Two Ticks Scheme. The Disability Confident Scheme has three levels that have been designed to support organisations on their Disability Confident journey. Each level has to be completed before moving on to the next. The first level involves signing up to be a Disability Confident Committed employer.

4. To increase the representation of Black, Asian Ethnic Minority staff particularly at senior academic and professional service level

There continues to be a steady increase in the proportion of minority ethnic staff to 15.3% in 2014/15 from 14.4% in the previous year. However, the representation of minority ethnic staff at senior level in both the Professional and Academic Services remains very low.

To continue to increase our diverse talent pool, the College has again sponsored two minority ethnic staff to participate in the Stellar HE programme 2016, an Executive Leadership Development Programme for diverse leaders. This year we have also sponsored a minority ethnic academic staff to attend a newly developed Diversifying Leadership Programme aimed at Early Career Academics and Professional Services staff from black and minority ethnic backgrounds, up to and including Senior Lecturer level (or equivalent), who are about to take their first step into applying for a senior role – or aspire to a leadership role.

The ‘Enabling BME Academics through the Promotions Process’ programme, based on a successful Royal Holloway programme, ‘Enabling Women in the Promotions Process’, was completed. Although the programme was evaluated favourably by the participants, the facilitators felt that the programme would benefit from a facilitator with better expertise in this area of work. Contact has been established with a Developmental Consultant with expertise in facilitating diverse groups.

In 2014/15, Royal Holloway appointed its first Black woman Professor who also went on to apply successfully to become the first Black woman Head of Department.

We applied unsuccessfully to join the B-Mentor scheme, an inter-institutional minority mentoring scheme for academic staff, involving HEIs in London, on the grounds that we do not have a complete range of disciplines in comparison to other involved institutions. We approached Surrey and Reading Universities to set up a similar scheme but they were not able to support it. However, we are looking at other ways to meet the needs of this group of staff. We are in the process of setting up a College wide Mentoring and Coaching scheme. All staff wishing to participate as Mentors were required to attend a training programme which included a half-day session on Mentoring and Cultural Awareness. We are also exploring setting up Mentoring Circles to support minority ethnic academics, and the possibility of participating in an inter-institutional Mentoring Scheme for minority ethnic Professional and Support Service staff. An expression of interest would
have to be tendered by the 31st August 2016, and has not been completed at the time of writing (19/08/16).

The College was awarded the ECU Race Equality Charter at Bronze level, valid from August 2015 to July 2018. Following a review of the membership of the Self-Assessment Team, (SAT) the reconstituted SAT has now met to review and progress the action plan, and will continue to do so over the next two academic years.

5. **Improve the gender balance across all staff groups and the representation of female academics and research staff particularly at senior level. Promote an inclusive and supportive environment for pregnant women, nursing mothers and new parents.**

Shared Parental Leave will enable eligible mothers, fathers, partners, and adopters to choose how to share time off work during the first year after the birth or placement of their child/ren. Parents will be able to share and take a turn to have periods of leave to look after the child/ren. The Shared Parental Leave has been enhanced to match maternity and adoption pay provisions which will send a positive message to support Athena SWAN principles, as well as to promote an inclusive environment for pregnant and nursing mothers and new parents. The Shared Parental Leave policy (SPL) is now in place and we are monitoring its effectiveness and the uptake of Parental Leave. We are also currently reviewing and updating the Flexible Working and Career Break Policies.

As part of the planning process for the new Library and Student Services Centre, considerations were given to providing flexible rooms that can be available to meet the needs of pregnant women, nursing mothers or new parents.

Our 'Enabling Women in the Promotions Process' is a programme targeting women academics who have been assessed as being about 2 to 3 years from being promoted to Professor level. Twenty-six women completed the first and second programmes, and 50% of participants have achieved promotions to Professor or Reader level:

- 3 women successfully gained professorial roles at another HEI
- 7 became Chairs of their specialist subject areas
- 3 were promoted to Readers
- 3 of the women also successfully applied to become Head of Department (two of the Professors and one of the Readers).

We are currently in the middle of a third programme.

Athena SWAN, an award initially aimed at STEMM disciplines to improve the number of women academics in these departments, has now been expanded to take in all disciplines and to include administrative and technical staff. The assessment and analysis required as part of the preparation for the submission will also include looking at student data. Three departments were required to renew their Athena SWAN awards; Psychology submitted an application to upgrade to Gold while Computer Science and Earth Sciences submitted applications to upgrade to Silver awards. The Mathematics & Information Security department submitted an application for a Bronze award. All applications were made using the new expanded process. The outcomes of these applications are expected to be revealed in August or early September 2016.

We have also successfully recruited an Equality Charters Co-Ordinator following the transfer of responsibility for Athena SWAN from the Science Faculty to HR.
The College’s Bronze Institutional Award will be due for renewal in April 2017 and it is our intention to submit an application for the Silver award. A new Self-Assessment Team (SAT) has been established and it met for the first time in June to plan and initiate the work streams required to take this work forward.

This year’s Women's Development Programme, Springboard, ran from January to May with 27 participants. To date, 243 women have participated in the programme and there is still a strong demand for it. There is also a demand for places on the women’s leadership development programme, Aurora with 24 applicants competing for 5 places. The Organisation Development department continues to support an Aurora Alumnae programme.

The Royal Holloway Women’s Network, RoWaN, has had another successful year organising a series of events, which included an Anti-Bullying and Harassment awareness raising session, a Tea Party to mark international Women’s Day 2016 followed by a reading of Margaret Anjou (a ‘new’ play by Shakespeare pirated from Henry VI and Richard III) and a Health and Wellbeing session.

The College ran a very successful Women Inspire Campaign 2015/16. In March 2016 we themed our social media channels towards the Women Inspire Fortnight and used #RHWomenInspire to encourage user-generated content and two way engagement; with the Campus Life Facebook and Twitter channels appearing to have reached out further to a wider audience. In relation to specific content beyond Women Inspire, and connected to our Who’s behind the hat? estate plan video series, a video for both students and staff, which featured Bernice Bear from Osborne, the construction company building our new L&SSC, in which Bernice talks about women’s career options in construction. The video had 285 views.

A video featuring Alessandra Devoto, Reader in Biological Sciences, and recorded by Brunel, showcasing the Aurora Programme was posted on our intranet and received 69 views; see Alessandra Devoto video.

6. **Promote an inclusive environment where LGBT staff are able to be open about their status which will help improve representation of staff who declare their LGBT status.**

Representatives from the Staff LGBT Network attended an Equality and Diversity Steering Group meeting to update the group on the development of the network and the events and activities planned for the year.

The network had a busy and active year as can be seen below:

- The LGBT Network AGM took place on the 18th November 2015 and a new committee was elected.
- 24th February 2016: Film Screening of ‘Pride’ during LGBT History Month in the Moore Lecture Theatre.
- On 29th February 2016, the network organised an outing to Gay’s the Word, the only specifically gay and lesbian bookshop in the UK, based in Bloomsbury, London.
- A workshop on ‘working overseas as an LGBT person’, led by a speaker from Foreign Office, was held on the 9th March 2016. A summary of the workshop will be circulated and issues identified at the workshop are intended to be developed into work streams, such as working to develop a ‘Staff Guide for Working Overseas’.
A team from the College participated in Stonewall’s annual 10 KM Equality Walk in Brighton on 8th May 2016

The Rainbow Flag was flown from Founder’s Clock Tower to mark ‘Pride Week’, from 20th June to 26th June 2016, inclusive.

A ‘Transgender Equality and Transitioning at Work Guidance’ has been drafted and will be tabled for approval at the next Equality & Diversity Steering Group meeting.

7. **To progress the Action Plan from the Equal Pay Audit in 2014**

Further work has been undertaken to address the issues highlighted in the Equal Pay Audit 2014 Report. Further analysis has confirmed that the length of time in grade was the predominant factor influencing any gender pay gaps within the few pay grades identified in the report e.g. gender pay gap of 7.8% for Grade 6.

Much time has been invested into making the Academic Promotions Process fair and transparent, with clear criteria at all levels. An anonymous process undertaken at ASTC and suggested through consultation with UCU, would be to develop the system further so that any departmental variance can be overcome by introducing Faculty Panels.

The next Equal Pay Audit is due to be undertaken towards the end of this year.

8. **Remove or minimise the disadvantages experienced by staff because of their protected characteristics in relation to the way they are managed**

Over the past year, there has been a series of Appraisal Skills Training sessions for Appraisers and Appraissees, delivered to support the Performance Appraisal Process. This ensures that the system is implemented in a fair and equitable way. Altogether sixty-four staff have attended the Appraisers and Appraisee training.

Another Employee Engagement Survey has been planned for autumn this year to take a quick ‘health check’ following the implementation of action plans developed to address issues from the 2014 Staff Engagement Survey at the College. The outcome from this survey will also contribute to the self-assessment analysis required for the College’s submission for a Silver Institutional Athena SWAN award in April 2017.

The Dignity at Work: Anti-Bullying and Harassment Policy has been launched and has been published on the College’s website. A series of bite-size workshops aimed at Heads of Departments and Heads of Professional & Support Services, and their deputies, has been scheduled. A more comprehensive half-day workshop for line managers has also been organised for the autumn term, as well as workshop specifically for Human Resources staff. We will also be working with our Internal Communications team to arrange a campaign in the autumn term to raise awareness of the Policy and to convey the message that bullying and harassment in the College will not be tolerated. A condensed version of the Policy is to be published as a booklet, and will be used to support the campaign.

Two cohorts of Coaches (20 individuals) have been trained and are currently in the process of being accredited. We have also been training Mentors in preparation for launching a College-wide
Mentoring Scheme. An online Coaching and Mentoring Management System will support the matching of Coaches and Coachees, as well as Mentors and Mentees. This system will be online from October 2016.

Seventeen managers; 8 male and 9 female (and two of whom are BME), participated in the second of our successful Strategic Leadership Programmes in 2016. Another Programme has been planned for 2017.

The equality and diversity online refresher course continues to be offered to staff. As part of their induction, all new starters are expected to complete the online equality and diversity training within three months of their start date. We continue to work with the IT Department to investigate a way to give PhD students access to the online ‘Equality Essentials’ training. Thirty PhD students in the Maths & ISG department attended two Unconscious Bias workshops, which were organised as part of their Athena SWAN initiatives.

Unconscious Bias training took place regularly throughout the 2015/16 academic year, and records show that there were thirty-eight participants in total. The College will continue to schedule regular Unconscious Bias training, tailoring sessions to specific needs when appropriate. For 2015/2016, HR led a number of Recruitment and Selection courses where thirty-six managers participated. The training was in line with the Recruitment and Selection Policy, relevant legal requirements and sector best practice in equality and diversity.

As part of the Talent Management Framework, a Career Progression Project for Professional & Support staff is ready to be piloted in a department (Registry) before being rolled out to the rest of the College.

EVENTS AND ACTIVITIES THAT PROMOTE EQUALITY AND DIVERSITY

i) Annual Chaplaincy Lecture: This year’s Annual Chaplaincy lecture was held on the evening of February 23rd in the Management Building Lecture Theatre. Professor Francis Campbell presented ‘The Changing Impact of Faith in International Relations’ to an audience of 100 guests.

ii) The ‘Ramadān On-Campus’ Guide has been published and is available for distribution. It is also accessible on the website.

iii) The Interfaith & Religious Diversity Intern appointed for 2015/16 was very successful, receiving both College and external recognition for her work. A new intern, also provided using the Ignition Fund, has been appointed for 2016/17. The College has now taken over from the local Muslim community in the co-ordinating of the prayer sessions in the Muslim Prayer Room in the Wetton Building, although the community are welcomed to join the prayer sessions. A Muslim Staff Network has also been established in 2016.

iv) The International Student Office has worked with the Students’ Union to establish a specific means of effectively supporting BME students with issues of race and ethnicity. Minority ethnic students experiencing ethnicity related issues, e.g. being subjected to inappropriate behaviours or language, can be referred via the Students’ Union Student Support Advisers to key staff in the International Student Office with experience of advising and managing such issues.

v) A programme of ‘PREVENT’ training for staff is being scheduled. The PREVENT Initiative is trying to address issues related to preventing students from being drawn into unsavoury activities. The College is also working on a Safe-Guarding policy.

vi) The Student Support & Advisory Services is working with The Department of Business, Innovation & Skills to develop a route for accreditation of Specialist Mental Health Mentors. This
initiative, although primarily for students, can also be extended to staff. We are also in discussion with the local NHS Trust regarding establishing a Recovery College, a mental health recovery study and training facility which provides a range of courses and resources for patients, students, families, friends, carers and staff. The Recovery College aims to support people to become experts in their own self-care and the plan is to commence the delivery of such courses from January 2017.

vii) On 11th February 2016 during LGBT History Month, an #RHTakeAStand campaign and LGBT+ Sports Festivals was held. The event, led by the Royal Holloway Active Lifestyle & Sport Team, was a successful collaborative effort between a number of departments and the SU. There were a total of seventy-seven participants, not including spectators, representing staff and students; all of whom sported rainbow shoe laces from Stonewall. The event raised £167 for Stonewall’s anti-harassment campaigns.

viii) The ‘Enabling Women in the Promotions Process’ Programme was shortlisted for the Leadership Category of the Higher Times Award 2016 and the College was also shortlisted for the Higher Education category of the annual Excellence in Diversity Award 2016.

COLLABORATION WITH STUDENT UNION TO PROMOTE EQUALITY AND DIVERSITY

The Co-President (Welfare and Diversity) of the Students’ Union (SU) is now a member of the Equality and Diversity Committee and the Equality & Diversity Steering Group. Representatives from the Students’ Union diversity societies were also invited to give presentations on their activities for 2015/16.

Students’ Union Diversity Events, Academic Year 2015-16

Welcome Week

- Interfaith Picnic, in collaboration with RH Chaplaincy
- International Student Welcome Party
- Liberation Presentation: the four Liberation strands (BME, LGBT+, Disability and Women & Marginalised Genders) developed presentations on their campaigns and work over the coming year as an informal introductory forum
- Chilled-out Petting Zoo and Wellbeing Market, as a fun, daytime alternative to alcohol-fuelled events

Black History Month

- Screening of ‘Dear White People’ with informal discussion and speaker from Media Diversified
- Guest speaker event centring around the intersections of race/ethnicity, sexuality, gender identity, and faith
- Celebration of ‘Black HERstory Month’ – celebration of historical BME women and exploration of issues of Eurocentric standards of beauty, including practical session on maintaining natural hair for black women

Trans Day of Remembrance

- The LGBT+ Society held a vigil in the North Quad by candlelight, reading the names trans and gender non-conforming people who were known to have been the victims of hate crimes, or to have completed suicide, across the year

SHAG Week (Sexual Health Advice & Guidance)
- Awareness-raising sexual health pub quiz (‘The Sexy Pub Quiz’) and activities night
- Screening of ‘The Hunting Ground’ documentary on sexual harassment on university campuses in America
- Sexual health testing, and HIV-testing fair

**Disabled History Month**
- Craftivism sessions; writing to MPs regarding DSA cuts
- Lunchtime ‘Let’s Talk About Disability’ Session
- Disabled Students’ Feedback Forum

**Mental Health Awareness Week**
- Discussion of various diagnoses and coping mechanisms by a mental health professional
- Cake and Wellbeing Afternoon Tea with Time to Change Surrey
- Participatory Theatre production regarding mental health and support services
- Mental health awareness workshops delivered with student groups

**LGBT History Month**
- Sports Festival supporting the Stonewall Rainbow Laces campaign, engaging staff and students and supported by a bespoke social media campaign
- Signing of the British University and College Sports (BUCS) #TakeAStand pledge against homophobia, biphobia and transphobia in sport
- LGBT self-defining sports team working with Sports Clubs to raise awareness of LGBT-phobia in sports, and barriers to LGBT participation
- LGBT and Faith event to consider intersectional identities, organised with RH Chaplaincy

**Women’s History Month**
- Exploration of RH Archives and historical women of Royal Holloway
- Two guest speaker events, organised between the Feminism Society, Women of Colour Society and Students’ Union, focussing on modern societal barriers faced by women, and the intersection of gender and race
- Craftivism sessions

**Pride/Orlando**
- Student-organised vigil for the victims of the Orlando attack, over twenty students and staff in attendance
- LGBT+ Society attended London Pride with the National Student Bloc, around 25 RH students in attendance and marching under an RH banner

**CONCLUSION**
In the past year, the College has continued to make progress towards achieving the Equality Objectives set out in the Royal Holloway Equality & Diversity Scheme 2014-17. This progress has been made against a backdrop of not only major Estates development and construction, but major change projects like the Student Admissions Review and Student First Project as well. Also, in the aftermath of Brexit and the reported rise in racial tensions associated with this, we will have to monitor the situation to prevent any escalation that may impact on the inclusive environment we aim to foster. A summary of key priorities for the Equality & diversity Scheme Annual Plan 2016/17 is as follows;
Equality Objectives (as Provider)

1. For 2016, with the Student First Project, there is an even greater focus on student engagement and the work of reviewing and developing the processes and initiatives required to improve the student experiences. The Students’ Union Sabbatical Officers are involved in this process.
2. The Student Portal to enable student submission of equality data throughout the year will be launched in late October with the development of a channel for students to submit or update their personal data soon after. We will work with the Students’ Union to plan and carry out a campaign to publicise these and to encourage an enhanced disclosure rate.
3. The Academic Quality & Policy Office will continue to work with the Strategic Planning and Change Directorate to improve the quality of data provided for annual reviews, which is now available via a Student Dashboard.
4. To progress the development of a College-wide system of reporting student engagement with non-academic activity, including implementation of systems like the Dashboard project and the student volunteering module within the Students’ Union.
5. ‘Unconscious Bias in Teaching’ activities will be incorporated in CAPITAL and InSTIL programmes from autumn 2016.
6. The Student Support & Advisory Services will continue to work to develop and improve the take up of services from those with mental health conditions and/or learning impairments e.g. the weekly social club for students on the autistic spectrum.
7. The Student Support & Advisory Services are to plan and develop the software accessibility unit for the new Library & Student Services Centre. They will work on the continuous reviewing of, and improvement to, services to support students with disability.
8. To progress the College-wide project to support the curricular embedding of inclusive teaching and learning.

Equality Objectives (as Employer)

1. The Career Progression project, an element of the Talent Management Framework is ready for piloting from autumn 2016.
2. To run another awareness raising campaign to improve the protected characteristic disclosure rate. To progress the data cleansing exercise to improve the quality of our workforce data.
3. The draft ‘Guide for Managers on Supporting Disabled Staff’ to be finalised and published online. A revised format of the Mental Health & Wellbeing network will be trailed in the autumn term.
4. Plans are in place to launch a Cultural Diversity Network with an event in October 2016 to coincide with Black History Month.
5. The College’s Athena SWAN SAT to progress plans in preparation for an Athena SWAN submission for a Silver award. As part of this work stream, we are in discussion with Capita to run a Staff Engagement Survey in autumn this year.
6. To write up the outcomes from a ‘Working Abroad as an LGBT Person Workshop’ which will be followed by development of a Guide on working abroad.
7. Plan the next Equal Pay Audit due at the end of the year.
8. To work with IT to finalise the electronic system that will support the launch of the Coaching and Mentoring programme. To raise awareness of the ‘Dignity at Work: Anti-Bullying and Harassment’ Policy and provide training for managers on implementation of the policy.