EQUALITY AND DIVERSITY ANNUAL REPORT 2014/15

EXECUTIVE SUMMARY

This is a progress report for the first year of the Equality and Diversity Scheme 2014-17 and against the College’s strategic objective to nurture a culture of inclusion and diversity at Royal Holloway. There was a number of significant achievements such as the improved ranking in the Stonewall Workplace Equality Index and the achievement of a Bronze Race Equality Charter Mark Award.

EQUALITY OBJECTIVES AS PROVIDER

1. Significant improvements to the annual student barometer survey in 2014/15 will allow us to analyse and report on student satisfaction by gender, ethnicity and age. A range of pre-arrival and welcome week events as well as throughout the year aimed at encouraging students from different backgrounds, nationalities, faiths and cultures to meet and share their perspectives were piloted in 2014.

2. Work in collaboration with the Students Unions to confidentially capture students’ equality data thus improving on the student disclosure rate.

3. Measures taken by the Strategic Development and Change Unit will improve the timely and regular provision of management information on equality data and support decision makers to develop action plans appropriately.

4. Collation of data from a variety of sources including from Students Union Club and Society enable us to build up a fuller picture of student engagement and supporting action planning for 2015/16/17.

5. Unconscious bias training are provided to encourage and enable tutors to consider bias in teaching and assessment methods.

6. Initiatives e.g. weekly social club for autistic students, a ‘Student welfare: information and advice for staff produced jointly with the Students’ Union and the appointment of a full time Mental Health Advisor has helped improve the uptake of services.

7. Improvement to services for disabled students included i) the setting of two Accessibility units in the College, housing assistive software, hardware and assistive open source software ii) appointment of a senior accessibility advisor iii) Enhanced award ceremony to present awards to staff or helpers for supporting disabled students. iv) A series of ‘Let’s talk about disability’

8. To continue to work embedding equality and diversity in curriculum planning, incorporating the equality impact process.

EQUALITY OBJECTIVES AS EMPLOYER

1. Arrangements for College’s Council members to access the online equality and diversity training

2. Continued improvement in the staff disclosure of equality data

3. A number of joint initiative with the Disability Forum e.g. project to produce a video featuring Disabled staff at Royal Holloway. Successful series on ‘Let’s talk about disability

4. Increasing representation of minority ethnic staff to 14.4%. Initiatives to encourage better representation of minority ethnic staff at senior level e.g. sponsoring staff onto the Stellar HE programme. The College successful in achieving the Bronze level Race Equality Charter Mark, one of only eight institutions.

5. The shared parental leave policy in place will help promote an inclusive environment for parents. We are in the middle of delivering a repeat of the successful programme ‘Enabling female academic through the promotion process’. With the exception of the Mathematics Department, all departments in the Science Faculty have achieved bronze or silver level
Athena SWAN. The College continues to sponsor women on the Springboard and Aurora programme. We also successfully launch RoWaN, the Women’s Network on March 2015 with Jackie Hunter, ex-Council member as key note Speaker at the event.

6. The Staff LGBT Network had an active and successful 2014/15, organising a series of social and awareness raising events including a Gay History month event where Will Parry, a Gay rights campaigner was key note speaker. A team from the College also participated in the Stonewall Equality Walk. Two members also led the production of ‘Coming Out@work’ guidance booklet which will be posted on the website.

7. The Equal Pay Audit 2014 was conducted and the report published.

8. The appraisal review system was reviewed and the appraisal review rate for 2014 increased to 83%. Heads of Departments, supported by HR Business Partners hosted workshops to review results of the staff engagement survey and action plans were developed in line with findings. The Dignity at Work Policy has been agreed and will be implemented. We are in the process of developing a College’s Coaching Programme. A second Strategic Leadership Programme will be taking place following positive evaluation of the first programme.

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 Service has made contributions to addressing harassment of female students.
- A 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 – Survival and Thrive’ to target first years student to enhance their understanding of equality issues.

COLLABORATION WITH STUDENT UNION TO PROMOTE EQUALITY AND DIVERSITY

The Co-president (Welfare and Diversity) is now a member of the College’s Equality & Diversity Committee. The Student Union is also represented at the Equality and Diversity Steering Group by the Co-president (Welfare & Diversity). Representatives from the student union diversity societies were also invited to give presentations on their activities for 2014/15 that cover a range of equality and diversity areas e.g. debate to discuss BME (Black Minority Ethnic) issues, ‘Diversitea’, a fora for LGBT+ (Lesbian, Gay, Bisexual, Trans, + represents the countless other groups of sexual and gender minorities)

CONCLUSION

Much progress was made in 2014/15 especially on the equality objectives equality objectives set out in the Royal Holloway’s Equality & Diversity Scheme 2014-17. Additionally, with cross departmental and collaboration with the Students Union there were initiatives and projects that contributed to nurturing a culture of inclusion and diversity across the College. However, much still needs to be done and a summary of the priorities for the forthcoming year can be found in the report.
INTRODUCTION

This is the first year of implementing the College’s Equality & Diversity Scheme 2014-17 which includes our equality objectives over the next three years. This report will provide an overview of the progress the College has made against the 2014/15 E&D annual plan and our strategic objective to nurturing a culture of inclusion and diversity at Royal Holloway.

As can be seen below, it has been a busy and active year with a number of highlights such as the improvement achieved in the Stonewall Workplace Equality Index 2015 and the achievement of the Bronze level in the Race Equality Charter Mark Award where Royal Holloway is one of only eight successful institutions. Although we have made progress, there are still more that needed to be done to ensure that Royal Holloway achieve a truly inclusive environment where equality and diversity are integrated into the College culture.

EQUALITY OBJECTIVES AS PROVIDER

1. Promote diversity and integration within the student body.

Significant improvements to the annual student barometer survey in 2014/15 have allowed us to begin evaluating student satisfaction with a broad range of academic and support services within the College across different demographic groups. These include assessing student satisfaction by gender, ethnicity and age group. The results of this analysis will be presented to the Equality & Diversity Steering Group in August to allow services to develop plans to evaluate the reason for any issues in satisfaction amongst particular groups.

A range of pre-arrival and welcome week activities aimed addressing the particular needs of certain groups were piloted during start of session 2014. These have been evaluated and improved for 2015 and will include:

- Dedicated orientation and pre-arrival events for mature students, students with disabilities and care leavers.
- Dedicated orientation and induction sessions for students with young families.

In addition to activities focussed on the start of the academic year a series of events will run throughout 2015/16 in collaboration with our Students’ Union and a range of professional service departments, these will include events aimed at encouraging students from different backgrounds, nationalities, faiths and cultures to meet and share their perspectives.

The 2015/16 Pre-Sessional English Language (PELP) programmes are well underway. This is the first year in which we will be supporting our PELP students in moving at the end of their PELP course, rather than remaining in their allocated accommodation for the rest of the academic year. Historically this has resulted in large blocks of accommodation being dominated by a handful of nationalities and feedback from PELP students has indicated that this has significantly hindered integration and genuine exposure to wider student culture at the College. By arranging supported moves we can balance the allocation of accommodation across campus to ensure an enriching hall life for all.

2. Improve the percentage of student disclosure of equality data.
Work undertaken in 2014/15 will enable us to collect data on the full range of protected characteristics during enrolment for 2015/16 for the first time. A combination of questions asked during the application and sign-up processes will allow us to confidentially capture characteristics that we have never had comprehensive data on before e.g. sexual orientation. Work is underway within IT and our Student Administration Team to put mechanisms in place that will allow students to update or disclose this data whenever they see fit. With each successive cohort of students we will gather a larger dataset on all protected characteristics which will enable us to conduct a far more comprehensive analysis of their influence on attainment and satisfaction.

Once the structures are in place to allow data on protected characteristics to be confidentially captured and stored we will conduct an assessment of disclosure rates. Working in collaboration with our Students’ Union we will then begin a series of targeted campaigns encouraging students to submit information about themselves and explain the ways in which we will use this data to improve service and our student experience without jeopardising their anonymity in any way.

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 Strategic Planning and Change Unit has undertaken a project to improve Management Information reporting across the College. The main outcomes of the project are a Management Information Reporting Framework and the creation of a Master Data Management Reporting Group. The framework was prepared in four stages: analysis of the College strategy, audit of existing reporting, needs analysis of report users and a technical assessment of the available solutions. The policy has been developed with the following key themes in mind:

- Strategic level reporting across the College
- Self-service reporting for users
- Data Governance

The framework, together with the Master Data Management and Reporting Group (MDMRG), aim to create a strategic approach to reporting across the College that is timely, accurate, accessible, secure and quality assured.

An outcome from the project is the identification of two key priorities for strategic reporting. These are student data and research data. A dashboard will be developed for student data reporting which will initially focus on basic information about students e.g. demographic information, academic record and will include equality data. As part of this work, there are two elements planned: firstly, bringing together reporting on the student population including data on those with protected characteristics e.g. including Annual Review (see below) and other reporting on equality of opportunity and secondly, improving the way in which that reporting is delivered to users to enable better quality, timely and evidence-based decision making.

Staff data, although a high priority, is temporarily on hold due to the potential purchase of a new HR system. Until this is decided, it is better not to develop something new for reporting using the existing system, since it will probably be replaced.

The Academic Quality and Policy Office assist Academic Coordinators in each department to undertake an annual review of taught programmes by providing them with data on students’ progression and achievement. This includes the analysis of groups who have protected
characteristics and is part of their work to review the curriculum. A dashboard for the Annual Review of UG taught programmes has been developed for September 2015. This will replace the old PDF reports which were sent out from the Academic Quality and Policy Office to Academic Coordinators each year (and in January each year, PGT taught programs).

In addition, a new group has been put together to look at the requirements to support Athena SWAN submission in November 2015.

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

A number of mechanisms are now in place to track student attendance at support, academic skill and general campus life events throughout the year. These include wireless barcode scanners to capture Student ID numbers. This data in combination with Students’ Union Club and Society membership, Active Lifestyle & Sport participation data, Careers & Employability engagement data, Community Action Volunteering data and a number of other data sources will enable us to build up a much fuller picture of overall student engagement during 2015/16. Analysis of this data will reveal areas of strength and weakness in terms of our ability to engage with particular demographic groups and adjust our plans for 2016/17 accordingly.

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

Unconscious Bias training is available and academic staff are encouraged to attend the training. A small working group has been convened to develop resources to support unconscious bias training for academics aimed at raising awareness of the impact of unconscious bias on curriculum development, teaching and assessment methods.

6. **Improved take up of services from those with mental health conditions and / or learning impairments.**
   
i) A weekly social club, initiated and run by two members of the Disability and Dyslexia Unit, enable autistic students to engage in peer mentoring and supported in acquiring social skills.
   
ii) A handbook for staff, ‘Student welfare: information and advice for staff’ has been produced in partnership with the Students’ Union (SU). The handbook has received much positive feedback and work is in progress to embed the good practice at Departmental level. In due course staff will be further supported by an online course which is currently been designed.
   
iii) The new post of Mental Health Advisor which was initially part-time have now been extended to a full-time position. It has been so successful attracting up to 80 students who are having regular consultations.

7. **Improve our services for disabled students.**
   
i) Two accessibility units have been set up in the College, one in the library and the other in the computer centre. Each unit house a number of assistive software and hardware and assistive open source software which are useful to disabled students. Although most students would get
this type of equipment via their DSA (Disability Support Allowance), it is useful to have this suite for those students waiting to be assessed for DSA and for those who, because of the DSA changes announced for this year and next, are no longer eligible to receive such equipment. It is not staffed but a member of the Disability & Dyslexia Service team is responsible for looking after the suite (maintenance, suggesting updates to software and equipment). Open-source assistive software are continuing to be installed on all campus computers for student use.

ii) A highly experienced member of staff has been appointed to support work on accessibility. She has moved from a more senior role because of her special interest in this area and is already advising on the College’s new buildings, as well as enhancing accessibility options on our existing estate.

iii) After a trial introduction last year, this year’s (2015) enhanced award ceremony was highly successful. Awards for supporting disabled students were made to 15 student helpers and 20 staff across academic departments and professional services. The process was extremely well received, especially by academic departments.

iv) A series of weekly ‘Let’s talk about disability’ was arranged for the first two teaching terms with a range of speakers. Over 50% of the speakers were disabled themselves; others were experts on various fields and several were recognised disability spokes people, e.g. David Blunkett, Simon Minty and Lord Lowe. The S&AS (Support & Advisory Services) has also helped the SU with mental health week and accessibility in sports.

8. Embed equality impact analysis in curriculum development.

The Educational Development Department is leading a project to develop processes for curriculum review and development which will embed equality impact analysis and therefore equality, diversity and inclusion.
EQUALITY OBJECTIVES AS EMPLOYER

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

Council members complete equality monitoring forms on appointment to enable the College to report of the diversity of its managing body. Existing members of College Council are also encouraged to complete the equality monitoring forms to ensure an accurate diversity profile. The College Secretary, the Principal and Council Executive are considering how best to ensure Council members receive appropriate training, and that the online training and a training session at the away day are both part of that consideration.

All Heads of Departments and promotion panel members are required to complete Unconscious Bias Training before participating in assessment panels.

2. Improve percentage of staff disclosure of equality data

We are continuing to improve the equality data disclosure rate as all potential recruits have to complete an equality monitoring form, from which the equality information would be pulled across to the HR Information system when successful applicants are established staff. For example the proportion of staff providing data on sexual orientation and religion/belief has increased from 24% (404) to 32% (572). However, we would like to increase the declaration rate and we are working with the Communication team to conduct a campaign to raise awareness amongst current staff on the importance of completing their equality data. We aim to achieve at least 50% over the next year.

The equal opportunity website has been updated and now reflects the information on the equality and diversity pages.

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

The latest workforce monitoring report has indicated that the proportion of staff with disabilities appears to have dropped. This may be in part due to a low disclosure rate which we will continue to address, see objective 1. The Disability Forum is undertaking a project to produce short videos featuring disabled staff at Royal Holloway which can be posted on the website to promote the College and support recruitment and selection.

The Disability Forum is leading the production of a Guide for Disabled staff at Royal Holloway. A post-graduate student has been commissioned to carry out background research for the guide.

The Dyslexia and Disability Support Unit ran a very successful series on ‘Let’s talk about disability’ to raise awareness of disability issues amongst staff and students. There are plans to run another series this year.

The Director of Estates has convened a new DDA (Disability) and Access Steering Group with the aim to pull together various works from a projects perspective and to obtain approval by the Cyclical Maintenance & Small Capital Works Steering Group (CMSCW). This should support better coordination and monitoring of how disability access is being addressed in the College.
4. **To increase the representation of Black, Asian Ethnic Minority staff particularly at senior academic and professional service level**

From our workforce monitoring report, there is a steady increase in the proportion of minority ethnic staff to a current level of 14.4%, which reflect the national level at 14% and above the level in the South East region. As we recruit nationally for academic and senior professional services staff and more locally for professional services staff, Grade 1 to 5, the national and south east regional national levels are reasonable benchmarks to adopt for the College, although we will continue to monitor the representation of minority ethnic staff in the College. However, the representation of minority ethnic staff at senior level in both the professional services and academic staff group remains very low. For the past two years, the College has been participating in the Stellar HE programme, an Executive Leadership Development programme for diverse leaders, and sponsored three in 2014 and two BME staff in 2015 to pursue the programme.

The College has also commenced a programme ‘Enabling BME academics through the promotion process’ based on the successful RHUL programme aimed at enabling Women Academics through the promotion process.

Contacts were initiated with Surrey and Reading Universities to explore the feasibility of developing a cross institutional hub for minority ethnic staff mentoring scheme. We are waiting for a response from Reading University. Discussions have taken place with the Head of Staff Development at Surrey University. It would appear that Surrey University have no obvious requirement for a formal inter institutional BME mentoring scheme. They have plans to relaunch their current mentoring scheme which they think will cater to the needs of their small number of BME staff. Nevertheless, we established the principle that in the event there is a need for some cross institutional mentoring for any particular staff in either institution we would be able to call on each other to make arrangements for that to happen. We are continuing to identify and contact other institutions who can be potential partners. In the meantime, work has commenced at Royal Holloway to relaunch our existing Mentoring scheme. We will be incorporating cross cultural awareness elements into a training programme for Mentors.

The College successfully applied to participate in the Equality Challenge Unit’s (ECU) trial Race Equality Charter Mark. The self-assessment team (SAT) had to collate and analyse substantial amounts of data from a number of sources including a Race Equality Charter survey conducted specifically for this initiative. The lead in time to making a submission was relatively short for the extensive amount of work required to complete the submission and develop the action plan. Nevertheless, we have been awarded a Bronze Race Equality Charter Mark, one of only 8 institutions to be successful out of 21 who have put in applications for the award.

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.**

The College has developed a raft of Family friendly policies, the latest being the shared parental leave (SPL) policy. 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 pay is 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.

Our ‘Enabling female academic through the promotion process’ is a programme targeting women academic who have been assessed as being 2 to 3 years from promotion to Professor. The outcome from the first cohort of participants in 2014 far exceeded our expectation and a third of the women participants were promoted. We are in the middle of running a second cohort

Athena SWAN, an award 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. When the mathematics department achieved bronze award, all departments in the Science Faculty would have gained an Athena SWAN award under the old system. The College has successfully retained the Institutional Bronze level award.

ECU has launched an expanded Athena SWAN Charter award which enables arts, humanities, social science, business and law departments (AHSSBL) to apply for an award alongside sciences, technology, engineering, mathematics and medicine (STEMM) disciplines. It also allows for more explicit consideration of professional and support staff, and at an institutional level submission, trans staff and students. To confirm that the College will participate in the expanded Athena SWAN and continuing with promoting gender equality, a letter to express commitment to the underlying principles of the expanded Charter award has been sent from the Principal.

This year’s Women’s development programme, Springboard commenced in March 2015 with 27 participants. This programme was first commissioned in 2004 and a total of 226 women had benefited from it. The College has been sponsoring staff to participate in the Leadership Foundation’s Women’s leadership development programme, the Aurora programme since its inception in 2013. Four members were sponsored in 2013, twelve women in 2014 and another six will be sponsored in 2015. A support programme for Alumnae of the Aurora programme is also in place.

The Royal Holloway Women’s Network, RoWaN, was launched in March 2015 to coincide with International Women’s Day, with Jackie Hunter, CEO of BBSRC (also RHUL alumnae and ex-Council member) as the keynote speaker. The session was very well attended with good representation from male staff. This was followed by another event, which although targeting Professional Services women were open to all staff. The event, ‘An Audience with some Senior Women Leaders’ put five Senior Women Leaders on the spot answering a series of questions about their career progression. It attracted a large number of staff from both Professional Services and Academic staff and a small number of men also attended.

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, which as indicated below took place.

- The Staff LGBT Network marked Gay History Month 2015 by inviting Will Parry to address an evening event in February. He spoke on ‘Age of Dissent: the behind-the-scenes story of the
campaign to equalise the gay male age of consent from 21 to 16’. Will Parry is one of the three young men who took the UK Government to the European Court of Human Rights in 1993/94 to fight for an equal gay age of consent.

- One of the highlights of the year was a Workshop hosted by the Network to explore Coming Out@ Work. The output from the workshop formed the basis of a ‘Coming Out @ work guidance document which will be published on the website, and will be available to staff at Induction.
- The Staff LGBT Network also organised an active programme of social events throughout the year.

On Sunday 10th May, 2015, a team of 5 staff from the College participated in the Stonewall’s annual 10km equality walk in Brighton. We were the only university represented at the event and were mentioned in the programme. The team hope to lead an even bigger Royal Holloway delegation next year which will include students.

Royal Holloway moved up 44 places in the annual Stonewall Workplace Equality to 305 out of 397 organisations. We are currently preparing for the 2016 submission.

As HR and employment policies are developed or reviewed, we have ensured they are inclusive and use gender neutral language where feasible, see Shared Parental Leave policy.

To promote gender equality, the committee members of the staff LGBT Network are comprised of equal male and female members. For the past year we have a male LGBT Champion and we have the agreement of a Professor to be the female LGBT Champion.

7. To progress the Action Plan from the Equal Pay audit 2012 and conduct the second Equal Pay Audit in 2014

Beamans Ltd was commissioned to complete the 2014 Audit. The report found that the mean overall gender pay gap for base pay has increased from 24.5% in 2012 to 25.8% in 2014. The overall pay gap figure can more accurately be described as an ‘equal opportunity gap’. It does not compare men and women doing equal work- which is the basis for a pay audit. This is because men and women are spread unevenly throughout the jobs and grades within the institution. The overall pay gap generally favours men because they occupy more of the higher paid jobs and men are more heavily represented at senior levels. The grade level analysis, which compares jobs of equal value, identifies no significant gender pay gaps.

Over the whole workforce there is an equality of opportunity gap reflected in a 10.1% difference in pay, reflecting the greater proportions of BME staff in grades 1-9 than at higher levels. There are no significant differences in mean base or total pay at a grade level.

An action plan has been developed to address the issue highlighted in the report. This will include responding to the recommendation from the report to explore mean length of time in grade further to assess whether some of the differences in mean base pay e.g. gender pay gap of 7.8% for Grade 6
researchers. Further analysis have confirmed that length of time in grade is the predominant factor influencing gender gap within grades.

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

From feedback from focus group interviews and staff surveys, there was a perception by staff that the staff appraisal process did not appear to be fairly implemented. A lot of work has been carried out and the Performance Appraisal Review system was reviewed and an amended process and documentation agreed with the unions in 2014. In addition briefing sessions were held for all managers conducting appraisals. The appraisal rate for 2014 improved significantly with a completion rate of at 83% up from 35%. To embed the appraisal process further and ensure the quality of appraisals in 2015 a programme of appraisal skills training for both appraisers and appraisees was developed and delivered.

In October last year, Capita Surveys and Research was commissioned to conduct our 2014 employee engagement survey and just over 1000 staff completed the survey, giving a strong response rate of 46%. As well as College wide results, individual department reports are available and disseminated to all departments. During March, each Head of Department and HR Business Partners hosted workshops with staff to review their results and agree what next for their team. Together these plans will form an overall College approach to improve our performance in the areas highlighted.

After much collaborative work with the unions, the College’s Dignity at Work (anti bullying and harassment) Policy has now been agreed and will be implemented. This will be supported by a series of Bullying and Harassment Awareness Workshops.

The College is developing an internal Coaching and Mentoring Scheme and an invitation for applications to be trained as internal Coaches has been sent out to staff. We have received more applications than planned training places and to meet the demand two cohort of Coaches will be trained. Staff who are already trained Coaches have also been invited to join the potential pool of internal coaches. The Organisation Development team is also working with IT to develop an online Coaching and Mentoring management system which will have a facility to support the matching of coaches and coachees.

Thirteen participants, five female and seven male, have now completed the first of the new Strategic Leadership programme in 2014. The programme was well evaluated and the second of this programme will commence in October 2015.

With the support of IT and our Moodle specialist the equality and diversity online refresher course was launched in April 2015 and a three months campaign took place to encourage all staff to do the course. Although the uptake of the training was slow, reaching 25% at the end of June, the feedback on the whole has been positive. The campaign will be extended to October 2015 to encourage maximum uptake. We have also received a request from the Head of Physics for all their PhD students in that department to access the training. He also proposed that we roll access out to PhD students in all departments eventually. This is a positive development which will require some development work by IT to link Banner, the student information system, to Moodle to enable automatic enrolment and monitoring of uptake.
Regular internal Unconscious Bias training took place in 2014/15. In addition, all new Heads of Departments and Professors participating in promotion panels are required to attend unconscious bias training. The College will continue to schedule regular unconscious bias training, tailoring sessions to specific needs when appropriate.

For 2014/2015, HR led a number of recruitment and selection courses where 47 managers participated. The training was in line with our legal requirements and best practice in equality and diversity and supports the requirements of the recruitment and selection policy.

The Vice Principal (Staffing and Welfare) will be liaising with Heads of Department to ensure that internal departmental academic administrative roles are to be advertised. Human Resources will also be leading a project to review job descriptions and person specifications as part of the development of a competency framework.

To reduce the adversarial nature of disputes especially in respect to protected characteristics, CiC has been contracted to provide mediation services for three years. They will provide promotional materials and training for key staff.

A bid to obtain a budget to support the development of diverse networks e.g. the Disability Forum was submitted to the College’s PRC Committee resulting in an award of £5000 in 2014/15.

EVENTS AND ACTIVITIES THAT PROMOTE EQUALITY AND DIVERSITY

i) Annual Chaplaincy Lecture: This year’s Annual Chaplaincy lecture was held on 19th February 2015 at the Windsor Auditorium. Due to unforeseen circumstances, the speaker booked for the event was not able to attend. Arshad Gamiet, at short notice, addressed the audience on ‘Islam and the Prophet’s Teachings. It was a very informative and interesting session.

ii) Addressing harassment of female students: The Support & Advisory Service has made many contributions to enhancing student safety, e.g. safe and secure day, with the result that the College has been recognised as the safest campus in the UK at the moment. We have also taken part in research on the effect of sexual assault on female students in conjunction with Cornell University.

iii) A policy supporting gender neutral toilet facilities has been enacted on campus and will apply to both new-build and existing buildings.

iv) A post for an Inter-faith Intern has been created using the Ignition fund and has successfully been appointed to. Our current Islamic Faith worker has been appointed to the position of Muslim Chaplain with greatly increased hours.

v) The Muslim Chaplain is finalising a guide, Ramadān On-Campus and this will be ready for distribution for the academic year; this guide being particularly timely as Ramadān in 2016 will overlap with the examination period.

vi) An outstanding new Muslim prayer room sited at the Wetton Building has also been created.

vii) A permanent outreach worker has been appointed to support so-called hard-to-reach students. She has achieved a considerable effect with the students she has contacted, and who had received initial formal warnings, in helping them re-integrate into the College systems.

viii) The College has commissioned an original drama production which will be delivered to the new first years with the intention of enhancing their understanding of equality issues. “University - Survive and Thrive” is a drama about four people starting university. It provides a fast paced and
entertaining look at the opportunities and potential pitfalls university brings. We are looking into videoing it.

COLLABORATION WITH STUDENT UNION TO PROMOTE EQUALITY AND DIVERSITY

The Co-president (Welfare and Diversity) has also been co-opted to join the Equality and Diversity Committee. The terms of reference of the committee is amended to reflect this.

The Student Union is represented at the Equality and Diversity Steering Group by the Co-president (Welfare & Diversity). Representatives from the student union diversity societies were also invited to give presentations on their activities for 2014/15.

*Presentation by the SU Culture & Ethnicities Officer*

Activities during BME History:

- A documentary on the Definition of Freedom was showed at the SU
- A debate was held to discuss BME issues
- A monthly blog instigated to air issues e.g. ‘How free do you feel on this campus?’
- The SU also team up with the Hindi Society to put on a Skin Care event.

*Presentation by the LGBT Liberation Officer*

- The SU organised ‘Diversitea’, a fora for LGBT+ (Lesbian, Gay, Bisexual, Trans, + represents the countless other groups of sexual and gender minorities).
- Hosted discussions, film screenings, social events (alcoholic and non-alcoholic events)
- Hosted events jointly with other societies e.g. faith societies
- Representatives from the Staff LGBT Network were involved in some of the discussion events.

*Report by SU Women & Marginalised Genders Officer*

- Organised a love your body week working with societies to tackle issues about our bodies and hosting talks and workshops
- Held regular film screenings showing things like dark girls for black history month, obvious child and in the time of the butterflies
- Craft workshops as a way to get talking to people in forums etc. including making pronoun bracelets and zines - work towards feeling safer and included, obtained a safe space in the SU during freshers week; campus connect included an ‘other’ option for gender, a vigil and poster making for trans awareness week was set up
- Worked towards gym intros and self-defence for women only though this required more numbers - held events on women in academia and the gender pay gap with professors from RHUL-made pronoun guides available for students to fill out with their preferred pronouns. Obtained books for the liberation library. Work taking place on obtaining resources about abortion.
- NUS reclaim your campus: organised carry that weight campaign, intersectionality panel, self-care sessions and had white ribbons to sell for end violence against women
➢ Worked on encouraging people to vote as well as focusing on women’s issues in the general election

➢ Women’s history month: worked with archives for college magazines from the last century, pictures of sports teams, exhibitions on successful women from RHUL, held a medicine night for students, had talks on the statues and the picture gallery, organised an event with student speakers on Mary Wollstonecraft, had themed radio shows throughout, helped RHUL philosophy society publicise women in philosophy

➢ To come: working to introduce tampon tubs, holding women only sessions during examinations, working with careers to do more events on women in the workplace and working on making more online resources easily available and accessible and expanding subcommittee for the WAMGO next year

CONCLUSION
From the above it can be seen that the past year has seen progress made towards achieving the equality objectives set out in the Royal Holloway’s Equality & Diversity Scheme 2014-17. Additionally, many other initiatives have also been implemented, on many occasions in collaboration between departments and with the Student union which will contribute to achieving the College’s strategic objective to nurture a culture of inclusion and diversity. For 2015/16 we will build on the achievements made so far. A summary of key priorities for the Equality & Diversity Scheme Annual Plan 2015/16 is as follows

Equality Objectives (as Provider)
1. For 2015, we will continue to review and develop on the initiatives already in place to engage students and improve student experiences in cooperation with Students Union Liberation Officers. Staff are expected to have completed the online equality and diversity training. However, moving forward we need to establish if there is a need for further equalities training for student facing service managers.

2. Much progress has been made to improve on the proportion of students disclosing their equality data including the development of the Student Portal to enable student submission of the data throughout the year. However, we will continue to work with the students’ union to carry out a campaign to encourage a better disclosure rate.

3. With the support of the Strategic Planning and Change Unit to improve Management Information reporting and to provide timely and regular reports on student attainment, participation rates of underrepresented groups in different disciplines. These reports are essential to the annual review of educational programmes across the College.

4. Collation of data from a number of sources will enable us to build up a much fuller picture of overall student engagement during 2015/16, enabling us to adjust our plans to engage with particular demographic groups for 2016/17.

5. A small working group has been convened to develop resources to support unconscious bias training for academics

6. The Student Advisory and Support Services will continue to improve the take up of services from those with mental health conditions and/or learning impairment.
7. The Student Advisory and Support Services will continue to develop and improve services to support students with disability. To arrange another series of ‘Let’s talk about disability’ for 2015/16.

8. The Educational Development team will lead on a project to embed equalities and inclusion principles into curriculum reviews and development, incorporating the equality impact analysis process. These will contribute significantly in progressing the new Athena SWAN and Race Equality Charter Mark action plans.

**Equality Objectives (as Employer)**

1. All staff are expected to complete the online Equality & Diversity training and arrangements are being made to enable all Council members to access and complete this training as well. For 2015/16, a talent Management Scheme is being developed in parallel with a College Workforce Planning process. This will include a process to identify and develop emerging talents, taking into account the specific needs of our diverse staff groups.

2. Despite improving on the percentage of staff disclosing their equality data, we still need to do better and we are working with the Communication team to carry out a campaign to explain our legal obligation to monitor and report equality data with the aim of significantly improving the equality disclosure rate.

3. To progress the production of videos featuring disabled staff and a guidance booklet for disabled staff.

4. A key priority for the next year is the launch of a formal BME Network, owned and managed by members. With the support of the Internal Communications manager, we are progressing with plans for this to take place in October 2015.

5. The current Stonefish Recruitment system will have been in place for more than a year so it would be timely to carry out an audit of the recruitment and selection process to monitor for potential bias.

6. With our success in achieving the Bronze Race Equality Charter Mark, we will need to progress the action plan.

7. We will be monitoring the outcome of the Project to encourage promotion for BME academic staff.

8. The College is putting in place processes to manage the change to the new Athena SWAN award. For example, to develop some protocols on the accessing, production and presentation of management information required to support Athena SWAN award submissions at departmental and institutional level.

9. To build on the Coming out@work booklet and develop a guide to support staff involved in international working.


11. The initiatives presented under this equality objectives are being progressed and include long term projects such as the Talent Management Scheme, Mentoring and Coaching system.