Royal Holloway EDI Annual Report (August 2022-July 2023)

1. Introduction

At Royal Holloway, we want to establish a diverse community where everyone succeeds, is included and feels that they belong. These are the aims of our Royal Holloway EDI Framework 2023-2028 which launched in 2023.

A key focus of 2021/22 was the establishment of a strong EDI governance process and infrastructure to enable us to maximise the long-term impact of our equality work. Our new framework will help us further in our endeavour to ensure our approach to EDI is methodical and coordinated, extending far beyond our legal obligations, so that we see equity and inclusion infused throughout our entire University community and maximise the impact of our work.

The framework includes our new EDI Guiding Principles which have formed through formal and informal discussions with colleagues and students. These principles are intended to set our foundation for conduct and culture which is fair and inclusive, and describe what we, as a community, feel is important in our approach to equality.

Our EDI Framework supports and is aligned with our central People Strategy, Pillar 5 of our Strategic Plan 2021-24, and will continue to be a central component of our RH2030s Strategy moving forwards. Principles of equity and inclusion will also underpin upcoming work towards becoming a values-led organisation, as we come together to develop a clear sense of who we are and what we stand for.

A first review of KPI progress shows that we have a lot of work ahead, including around retention for disabled colleagues, further support for career progression for women, with a need to further focus on intersectional experiences and removal of barriers to progression for Black and Global Majority colleagues in both academic schools and professional services.

A key underlying theme and focus of our work is for equity and inclusion to become 'what we do' in our everyday practices. We are working hard to ensure colleagues and students have the support and tools to be able to contribute to this change, making a difference to the culture at the University.

The findings from our 2023 People and Culture Survey are helping us further understand what we are doing well, and what we need to do to improve the experiences and success of all members of our community. Findings are feeding directly into University-wide and local action planning to ensure we are able to monitor progress.

2. Our EDI Framework 2023-2028 and Guiding Principles.

Our EDI Framework 2023-28 articulates our priorities and outlines how we will monitor progress and measure impact. Our strategy is based on a comprehensive analysis of data and has emerged following a wide range of conversations in all our EDI spaces with colleagues and students from our networks, departments and services across the University. This piece of work recognises and encompasses all of the many challenges we need to address.

We have set the following three aims:

- Aim 1: Achieve diversity in our staff and student body.
- Aim 2: Establish an equitable and fair environment.
- Aim 3: Ensure everyone is included and feels a sense of belonging.

These aims are accompanied by the following objectives:

- Objective 1: Achieve proportionate representation of marginalised groups throughout professional services and the academy, and among decision-makers across the University.
- Objective 2: Increase the diversity of our students across all levels of study.
- Objective 3: Ensure all staff and students are supported to succeed and all barriers are identified and removed.
- Objective 4: Ensure all physical and digital spaces are accessible, eliminating barriers to participation.
- Objective 5: Empower all members of our community to understand, value and respect difference and be active bystanders.

Our EDI Framework is underpinned by six new EDI Guiding Principles (Appendix 1) that support our EDI aims and set our foundation for conduct and culture. Our vision is that our principles underpin all aspects of work and study at Royal Holloway, including what we do and what we say, and are manifested in university structures, policies and everyday processes and behaviours. Our work on providing solid and effective support and resources to empower our community to 'live our principles' is continuing at pace, though we have a lot of work ahead. As a broad principle, we aspire to meet and go beyond our legal compliance requirements in our support of diverse students and staff, in line with our values.

EDI Guiding Principles

1. Collective responsibility for EDI, with senior leaders visibly championing and role-modelling our EDI principles.

2. Equality of Opportunity.

3. Commitment to developing an inclusive mindset with the confidence to learn and act, championed by leaders and managers.

4. Hearing and respecting lived experiences and encouraging diverse perspectives.

5. Be aware of multiple overlapping inequalities and integrate intersectionality into practice.

6. Inclusion 'by design'.

3. EDI governance and structures

Our Vice-Chancellor and Principal Professor Julie Sanders, alongside our University Council, have overall responsibility for equality. The EDI Committee, chaired by Professor Tracy Bhamra, Provost and Pro-Vice-Chancellor (Global) continues to drive the development and implementation of the Equality Framework 2023-2028. This group comprises colleagues from across the University including from key professional services, diversity network leads, equality group chairs and EDI Vice Deans who each lead one of our four central equality strategy working groups.

Our EDI team in HR, which expanded from two to three full-time members in February 2023, supports all EDI initiatives.

We introduced the role of Vice-Dean for EDI (0.4 FTE) for each School (previous EDI Champion role had no formal time allocation) who lead on school-based approaches and contribute to EDI leadership at university level. We will extend this to Professional Services. Each EDI Vice-Dean works closely with their department EDI Champions, with School-level EDI Committees in place and representation from each department. An increasing number of Schools are adopting the new EDI Inclusion Progression Framework to progress actions at School/department level.

We have four University Equality Leads (0.1 FTE), each leading one of our Equality Groups (Race, Gender, LGBT+, Disability). Our EDI structure is designed to:

- Ensure diverse perspectives and lived experiences inform our work through network representation embedded throughout.
- Facilitate focus on intersecting issues through Strategy Working Groups to accelerate transition from theory to action. Each focuses on one of four themes identified as key areas and chaired/co-chaired by one of our EDI Vice Deans: Culture, Infrastructure, Recruitment, Progression.
- Strengthen staff/student collaboration with SU VPs/Student Reps represented on Equality groups, EDI Committee and student education/experience groups.

Our strategy working groups include representation from Professional and Technical Services who support local EDI work in these areas. Our seven new Student Inclusion Collectives in the SU (Black and Global Majority, Disabled, International, LGBTQ+, Mature, carer/parents, students of faith, women) led by Community Officers, feed into our structure.
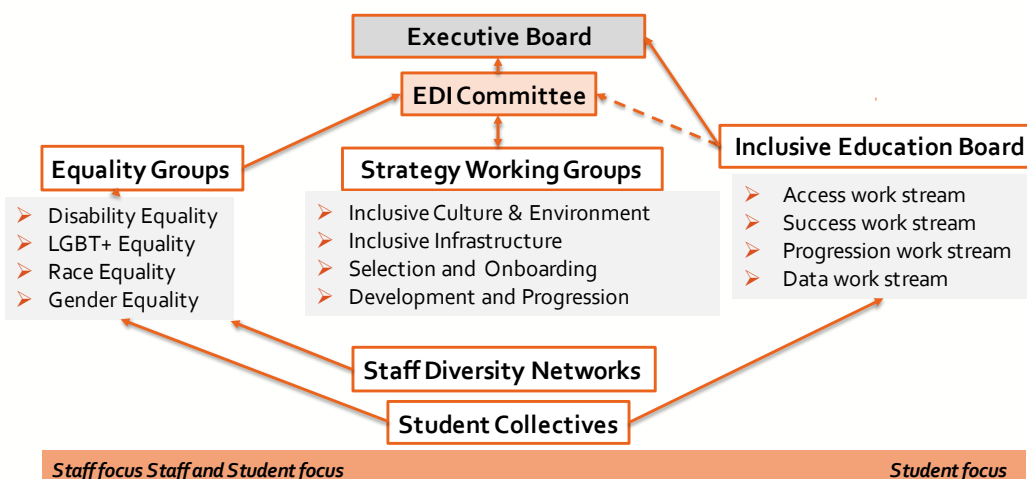
4. Moving on from 2021/2022.

A large focus of 2021-22 was identifying and establishing robust EDI structures to help us identify and plan effective action to promote equality across the University. Our Strategy Working groups continued their work focusing on designing actions based on consultations carried out throughout 2020-2021. A focus throughout 2022-23 has been on helping

colleagues develop an inclusive mindset, with the confidence to learn and act, championed by leaders and managers (one of our EDI Guiding Principles, EDI Framework).

Our priorities centred around the themes of our four strategy working groups: selection and onboarding, inclusive culture and environment, inclusive physical and digital infrastructure, and development and progression.

Specific targets for 2022/23 included:

1. **Develop our EDI Framework and EDI Guiding Principles** to bring a focus and coherence to our EDI work.

2. **Carry out an audit of our recruitment process** to ensure it is fair and inclusive with barriers removed for all applicants.

3. **Launch mandatory Inclusive Leadership Training for our managers** acknowledging the crucial role managers play in setting and nurturing the culture and environment that is needed to support everyone to be their best.

4. **Strengthen awareness around and support for peri/menopause**.

5. **Review our academic promotions process** to ensure it is fair with no barriers to progression.

6. **Raise awareness around disability and access**, including equipping our community with the knowledge to design accessible processes and practices.

7. **Develop reporting processes** for staff and students to report on incidents of bullying and harassment, both named and anonymously.

5. People and Culture survey

The People and Culture survey was conducted between 27 February 2023 and 24 March 2023. The survey explored belonging and inclusion, bullying and harassment, workload and flexible working, supporting carers, wellbeing and career development. Overall there were 1017 responses, a response rate of 55%. Key themes from the results were presented to Executive Board for consideration, including recommendations for next steps and observations which required further action.

Findings were disaggregated by School/ professional service and shared with School/Service leads to empower them to continue conversations and take action locally.

It is clear from our People and Culture Survey that we still have significant culture challenges, including around addressing bullying and harassment for marginalised groups and further amplifying support for our colleagues who identify as bi, trans and queer. We certainly have more work to ensure our recruitment process is fair, remove barriers to progression for men from Black and global majority backgrounds, increase the proportion of women Professors, eliminate our gender pay gap and support development and progression for our professional services colleagues.

The most negative responses are to questions relating to senior leadership, bullying and harassment at the University, including relating to questions around commitment to EDI, and the University being a welcoming and inclusive place to work.

14% of total responses reported that they had experienced **bullying or harassment**. Around half of respondents agreed or strongly agreed that they are satisfied that the University is committed to addressing bullying and harassment. Fewer respondents agreed or strongly agreed that they were satisfied with how bullying and/or harassment are addressed within their department (46%.) Only 46% agreed or strongly agreed that they have a clear understanding about how they are expected to behave within the University.

A clear response is needed to the feedback on bullying and harassment, including clarity of procedure and expectation, as well as reassurance on how the University will respond when issues are raised. Local analysis of issues is also needed through the breakdown of the survey data.

Two thirds of respondents knew how to report discrimination, with 59% satisfied that the University is committed to addressing it. A slightly smaller proportion – 57% - were satisfied with how it was addressed within their department.

There is an opportunity to further improve our performance in many of these areas through visible and distributed **leadership**, with a purposeful and proactive leadership response needed to demonstrate that the feedback has been heard. The survey responses will help shape our review of the leadership framework as part of the People Strategy.

University-wide and local promotion of support for mental health and wellbeing is also needed, as is identification of any further gaps in support.

This year the focus of our Executive Board's away-afternoon was on EDI where our senior teams reflected with depth and honesty on the findings from our People and Culture Survey, and on the discussions had at our in-person engagement sessions with colleagues called Creative Conversations, and agreed on tangible action.

Demographic results show that proportionally, some groups report having experienced bullying and harassment more than others. The table below show all the groups who reported experiencing bullying and harassment at a higher proportion than the University overall result of 14%. The number of colleagues is shown in brackets. There is a correlation between marginalised groups and increased experience of bullying and harassment.

Group	Percentage (Number)
Hindu	29% (4)
Queer	27% (3)
Bisexual	26% (9)
Non-binary and Other	20% (3)
Black/Black British	18% (2)
Disability	18% (18)
Mixed or multiple ethnicity	17% (4)
Black and Global Majority	16% (17)
Asian/Asian British	15% (6)
Ethnicity in another way	15% (5)

Table 1 - Colleagues experiencing bullying & harassment in the past 12 months

6. Diversifying our Community

Our data is telling us some good stories but also highlights areas for further focus. Some highlights include the following:

Representation of Black and global majority colleagues increased by 1.1 percentage points to 20.5% since 2022, and by 5 percentage points since 2018. The sector average is reported as 16.2% . However, our staff makeup is still not as diverse as the student community we serve.

The proportion of staff with a disability fell by 0.2 percentage points since 2022 to 4.7%, which is lower than the sector average, reported as 6.8%.

The proportion of LGBT+ colleagues decreased by 0.1 percentage points since the previous year. The proportion of colleagues who preferred not to record their sexual orientation has decreased substantially since 2019, falling from 33.8% to 25.7%

7. Inclusive Culture, infrastructure and environment

Learning and awareness

In 2022-23 we focused on further strengthening our knowledge and capacity to create safe, respectful and inclusive spaces across the University. Our existing mandatory EDI courses build on knowledge and awareness throughout the programme, moving from theory to action. We introduced a repertoire of new learning opportunities, including new LGBT+ Allyship training for sexuality and for gender identity, alongside neurodiversity awareness training.

We acknowledge the vital role managers play in setting up and nurturing the culture and environment that is needed to support everyone to be their best and have been working hard to support managers in this role, including through Menopause at Work for Managers, designed to support managers understand the legal framework surrounding menopause in the workplace, feel confident to have appropriate and supportive conversations with colleagues if required, and signpost to further internal and external support.

We also launched Mental Health Awareness for managers which provides an introduction to dealing with mental health more effectively at work, empowering managers to recognise the signs and symptoms of poor mental health, knowing when and how to intervene and, understanding how our University can support people on their journey back to wellness. This is offered alongside existing wellbeing support, including our staff wellbeing hub, our Employee Wellbeing programme and Togetherall, a safe and clinically-managed online community to improve mental health and wellbeing. We also offer Mental Health Awareness for Student-Facing Staff which focuses on our institution-wide responsibility for student mental health and wellbeing, helping colleagues respond sensitively and direct students to appropriate support. In 2024 we aim to create a working group with the aim to adopt a proactive and preventative 'whole person-whole organisation' staff/student-aligned approach to wellbeing and identify gaps/SWOT analysis.

We have started to create a library of micro-learning resources in the form of recorded bitesize sessions that colleagues can use to integrate EDI awareness and messaging into existing regular department structures and processes.

Our focus for 2022-2023 will be on growing our bitesize offering and procuring Disability Awareness training. We are also in the process of taking out membership with Citizens UK to further support our Conversations About Race initiative.

Spotlight on Inclusive Leadership Training for managers and leaders

In June 2023 we launched mandatory Inclusive Leadership Training for Managers delivered by Advance HE to complement existing mandatory manager training (Performance Management, Recruitment and Selection, PDRs). As part of this course, colleagues are required to prepare a brief outline of an initiative they will take forward within their working practice to help promote an inclusive working environment.

Feedback shows an increase in knowledge rating following completion of the course, though further work is needed here to ensure knowledge converts into practice and we will focus on ensuring we share and promote good practice initiatives.

We have scheduled dedicated sessions for all members of our Executive Board (EB) who will also be asked to produce annual Diversity Statements where they reflect on their EDI training, practices and outline their commitment to promoting equity and inclusion. From September 2024 we will also have senior leader champion roles in place, including for race, LGBT+, Gender, and Disability. We will ensure all EB members have SMART objectives to advance EDI in their annual Performance Development Reviews (PDRs).

Accessible and Inclusive campus

Our targeted increase in the proportion of disabled Professional Services colleagues at grade 9 and grade 10 has already been met, and it is important we continue to work to support progression of our colleagues and set a stretch target so we can measure progress. needs to be set. However, growth in numbers of disabled staff across all grades has faltered in 2022-23, and is some way from our overall target of 8% for Academics schools and departments, and 10% for Professional Services (EDI framework KPI). Retention looks to be a significant factor in this, and reasons for high turnover of disabled staff need to be explored.

We have started to develop accessibility training with a focus on hosting inclusive meetings, writing accessible documents and designing accessible webpages amongst other activities, and will create an Accessibility and Inclusion Hub which we will launch in 2024.

We will be applying for Disability Confident Leader.

We still have further work ahead to ensure principles of access and inclusion are firmly embedded at the start of and throughout all projects, with no decisions made without consultation with groups and individuals who can bring lived experience perspectives. We are continuing to work on promoting awareness around the requirement for Equality Impact Assessments (EIAs) to be carried out prior to the start of any new policies or project, or changes to existing ones. We will introduce a formal EIA Policy alongside synchronous EIA training.

EDI events and celebrations

In 2022 we committed to formally recognising core awareness months with events and activities through launching our **RHUL EDI Calendar** and throughout 2022-23 we marked a range of diversity dates and months, including LGBT History Month, International Women's Day and amongst others. Events that took place in 2022-2023 include:

- 'A conversation with Winnie M Li' with a discussion of her second novel Complicit, which explores the '#Me Too Movement', experiences of navigating misogyny, sexual behaviour and power structures in the film industry (East and Southeast Asian Heritage Month 2022).
- 'An audience with I. Stephanie Boyce', ex-President of the Law Society of England and Wales, the sixth female and the first Black (and first person of colour) person to hold the role since 1825 (Black History Month 2022).
- Webinar on Best practice to support disabled students in HE, an online panel discussion with representatives from Disabled Students UK, including discussion of the challenges faced by disabled students in UK higher education, the lived experiences of panellists with a range of disabilities, and best practice for disability inclusion.
- 'World Menopause Day Talk' (Caroline Harris): What I am still learning about Menopause. Author of M -Boldened: Menopause Conversations We All Need to Have. World Menopause Day 202.
- A discussion about mental health with Cathy Reay and staff and student representatives from Royal Holloway. Cathy is a disabled queer writer and speaker, whose work chiefly focuses on the themes of disability justice, accessibility, single motherhood, sex and dating.

- This webinar with Age Scotland explored the topics of age bias in the workplace, how to respond effectively to ageism issues, and capitalising on the benefits of age diversity in the workplace whilst minimising risks.
- 'A conversation with Dr Arun Verma' focusing on the thinking and practice of intersectionality (February 2023)
- 'Fabulous Nights: A conversation with madison moore', artist-scholar, DJ, and Assistant Professor of Modern Culture and Media at Brown University (2023 Pride Month).
- Professor Kalwant Bhopal: Anti-racism and dismantling White Privilege in HE.

We continue to visually mark diversity months through providing variations on our University logo with guidance for staff on how to use these in email signatures (From left to right marking Disability History Month, Black History Month, Women's History Month and Pride Month). The logos have also been used as social media avatars across the University's various platforms:

Highlights from Black History Month 2022:

An event exploring the extraordinary story of Royal Holloway alumna Sarah Parker Remond: traveller, abolitionist, lecturer, nurse, doctor, and more (The Department of Psychology).

Keynote event "An audience with I. Stephanie Boyce", President of the Law Society of England and Wales, who made history by becoming the 177th president, the sixth Woman and the first Black (and first person of colour) to take the role (Black and Global Majority Staff Network).

Launch of the Introduction to Race Equity course developed by Advance HE (Organisational Development and Diversity).

Weekly highlights from photos, flyers and posters of the work of radical and progressive theatre companies from the 1970's and 1980's who staged plays with Black writers and featured Black performers attempting to address some of the racist and also homophobic issues prevalent (Archives Team and the Library).

The Black Literature Timeline, created by Royal Holloway alumnus Gaverne Bennett for the British Library and explores the history of Black literature in Britain. During October the Library also showcased some of the books featured in the timeline (The Library).

An evening for students and staff with anti-racism activist Maia Thomas who talked about her experience as a young Black woman in the South West, touching on the barriers she faced and how she became a leading equality, diversity and inclusion expert and anti-racism activist (SU and African-Caribbean Society, ACS).

Spotlight: Black Creatives Award 2023. Our Widening Access team organised our University's first ever Black Creatives Award, providing a platform for young women of Black and mixed Black heritage to share their stories. The winners of awards were both young women who submitted poetry that explored the intersectionalities of being a woman of colour. An all-female panel of four high-profile Black creatives also featured as part of the Awards. They discussed their experiences working in their respective creative fields and shared advice on getting started.

A menopause-friendly University

We launched our Peri/menopause Network in November 2022 with colleagues from different parts of the University coming together to talk about experiences, and also what kind of support is needed both from the network and also University at large to improve experiences. We also offered Menopause Awareness training for Managers throughout 2022-23 and will continue into 2023-34, alongside organising a series of menopause workshops for all colleagues who may feel in further need of support. We will continue to build and promote our Menopause Hub which includes an array of internal and external sources of support and guidance.

We offered **Positive Ageing workshops** in 2022-23, a half-day course for all colleagues across the University on how to age well with knowledge and practical tools to support wellbeing. The workshop explored how Ageing has a 'bad reputation' with people living in fear of getting older; and yet the research shows that happiness goes up after fifty rather than down. The attitude that we take towards advancing age can have a significant impact on quality of life and with a positive attitude comes better health outcomes.

8. Fair and inclusive recruitment

Findings from recruitment data suggest that further work is required to ensure we attract more diverse applicants, and that the decision-making process are fair and free from bias.

Our work to establish a fair and inclusive recruitment process has continued throughout 2022-2023 with firm plans in place to make the change we need to improve representation of under-represented groups, and ensure colleagues joining the University are equipped and empowered to contribute to nurturing a culture of support and inclusion throughout our community.

We have developed guidance for applicants applying to grade 8 roles and above to write a Diversity Statement, alongside support for recruitment panels around considering diversity statements in applications. Diversity statements are reflective statements explaining an applicant's experience, knowledge and/or reflections around equality, diversity and inclusion and how this has contributed towards their personal and professional growth. The purpose this initiative is not to 'test' candidates' knowledge, but to provide prospective colleagues with the opportunity to demonstrate their awareness of the significance of equality, diversity and inclusion, and openness to thinking about and engaging with EDI issues. This initiative is intended to encourage applicants to think abound how they might be able and willing to contribute towards equality, diversity and inclusion at Royal Holloway to improve the experience and sense of belonging for all colleagues and students.

Recruitment – some key highlights.

White applicants, UK applicants and female applicants showing the highest offer rate, with overseas applicants and Black and global majority applicants show the lowest offer rate.

Disabled applicants were more likely to be shortlisted than non-disabled applicants, but less likely to be offered the role following interview.

Black and global majority applicants are less likely to progress than White applicants at both stages of shortlisting and interview.

9. Development and progression

The development and progression of our colleagues is a key focus, with new initiatives including participation in the London Higher Global Majority Mentoring programme (which we also supported through providing all individuals from participating institutions mentoring skills training). In 2022 we launched professorial banding workshops which outlined the impact of covid-19 and continue to support our networks to organise development events, including panels, networking opportunities and workshops.

We continued to offer the **Mandala Programme** in 2022. Mandala is an evidence based and paradigm-shifting programme that supports the career and personal development of Black and global majority colleagues seeking to progress in their career at Royal Holloway. Twenty-two academic and professional services colleagues have completed the course the last two years, with a further 6 individuals participating in 2022. We will carry out a formal assessment of the impact of this course in 2023-2024.

We also offered the **Enabling Women through the Academic Promotions Process** programme, designed to close the gender gap. This consisted of three half day workshops targeting women academics at Senior Lecturer or Reader level seeking to apply for promotion in the next few years. The programme won the Outstanding Contribution to Leadership Development award at the prestigious *Times Higher Education* Awards in 2016. To date 64 colleagues have completed this course.

Analysis of promotion data was discussed at our Development and Progression strategy working group and shows that further targeted work is needed. For example, there is under-representation in the professoriate for women, and colleagues from Black and global majority backgrounds. Colleagues from Black and global majority backgrounds are also underrepresented in professional services roles for grades 9 and 10. Fair representation of Black and global majority staff at senior levels is also very slow to change, and action is needed to address markedly lower success rates in the academic promotion process.

We fund places for colleagues to attend the Women in Higher Education Network Conference 'My Career My Way' and support colleagues to engage with London Higher's Global Majority Networking Programme.

Review of academic promotion process
In April 2023 we recruited an HR project lead to carry out a full review of the academic promotion process. This has started with a set of engagement sessions in place to ensure colleagues from across the University feel heard and have input into the review. Engagement sessions included specific ones focusing on issues relating to equality, diversity and inclusion. Following completion of engagement sessions, working groups will form to review findings and make recommendations.

Promotion data

35.8% of the applications for promotion to professor were from female colleagues, significantly smaller that their overall representation of 43.9% at grade 9.

Analysis shows that female candidates are shown as more successful overall, and for every role.

The proportion of promotion applications from Black and global majority colleagues was lower than the average overall population at grades 8 and 9 in this period.

The proportion of applications to professor from Black and global majority colleagues was 22.4% - higher than the average proportion at grade 9 (18.9%). The proportion of Black and global majority applications for promotion to both Reader and Senior Lecturer were lower than the corresponding proportion of Black and global majority colleagues at grade 8 and grade 9.

Overall success rates for Black and global majority colleagues are still lower than for White colleagues, but the gap has fallen to 1.3 percentage points. The gap between Black and global majority and white success rates to professor remains significant, but has fallen to 8.2 percentage points. Success rates at Reader and Senior Lecturer level are now higher for Black and global majority candidates than for white candidates (60% compared to 50% for Reader, 63.3% compared to 59.7% for Senior Lecturer).

Success rates are shown to be converging for all groups for all levels, with the biggest disparity remaining being between male and female applicants to Senior Lecturer, where there is a 10.6 percentage point gap in favour of female applicants. The gap between Black and global majority and White applicants for promotion to professor is also concerning, at 8.2 percentage points in favour of White applicants.

The convergence of success rates suggests a levelling of equity in the process. However, to achieve the greater proportion of female and Black and global majority professors required by our KPIs, either a greater number of applications is needed from these groups with success rates maintained, or for there to be a marked increase in success rates for female and Black and global majority candidates.

10. External Accreditation Schemes

Our commitment to EDI has been demonstrated through the renewal of our **Athena Swan** Bronze award in April 2017 and of our **Race Equality Charter** Bronze award in February 2019. We continue to be a **Stonewall Champion** and renewed our **Disability Confident Employer** status in 2020. We also engaged in the **White Ribbon Campaign** in 2021 demonstrating commitment to delivering awareness and engagement via communications, policies, student and staff training, and to develop overall culture.

A highlight of the 2022-23 academic year was achieving a spot in **Stonewall's Top 100 Employers list**. This is the outcome of our participation in Stonewall's Workplace Equality Index, where we are rising with each submission. We are currently ranked 93rd overall, rising 107 places from our position in 2020. We were also ranked 13th out of 30 Education Sector

participants. At the same time we also received a Gold Award, the highest award possible from the Workplace Equality Index. This means that, as well as performing well overall, we specifically met a high proportion of Stonewall's criteria for trans and bisexual inclusion, supporting two of the most marginalised groups within the LGBT+ community.

Our engagement with Equality Charters and external accreditation schemes have proven to be useful in providing frameworks and tools we can employ for self-reflection, plan our EDI work and source ideas and support for further action we can take to combat bias and discrimination. We plan to continue on our Charter journeys, using these as frameworks to help us further focus and accelerate action. We will submit for an Athena Swan Silver award in November 2023 and a Silver Race Equality Charter Award in November 2024. We plan to elevate our Disability Confident Employer status to level 3 for a 2023 submission.

Ultimately, however, we are challenging ourselves to develop our own approach to tackling inequality that extends far beyond awards and external recognition.

Colleagues are welcome to pick up Pride Progress lanyards and pronoun badges from the EDI Office in Founders West 31.

A focus on our Gender Institute.

Founded in 2020 by Professor Laura Sjoberg with funding from the British Academy, the Gender Institute at Royal Holloway looks to become a hub for study, teaching, learning, and activism about gender and sexuality on campus. The Institute has three primary goals: to support faculty and student research and research collaboration in the study of gender and sexuality, to support teaching and learning of and around gender and sexuality, and to produce resources for community engagement and impact around gender and sexuality.

Gender Institute activities throughout 2022/23 have included a range of internal and external talks and collaborations.

"Scholar of the Month" celebrates and publicises the gender research being undertaken at the University. Scholars for 2023/23 have included:
- Rita D'Alton Harrison, Department of Law and Criminology: "Gender, Identity and Parentage," online, January 24, 2023
- Jennifer Piscopo, Department of Politics and International Relations: "Do Gender Quotas Erode Democratic Legitimacy? Women's Political Representation in Comparative Perspective," March 10, 2023
- Maryam Mehrnezhad, Department of Information Security: "Minority or Minoritized? Cyber security and online Privacy for Women", online May 3, 2023

- **The Go Run Lead Programme** hosts a set of three seminars for 29 female and gender-nonbinary students interested in running for public office. These seminars, run in concert with ElectHer and the Women and Public Policy Program and the Kennedy School of Government at Harvard, provided information on measuring your viability as a candidate, engaging in fundraising, and managing gender-based expectations and gender-based violence. The programme concludes with a networking session including previous years cohorts.

In addition many external speakers have been invited to talk about a range of topics around embodiment and also gender activism, including intersectional perspectives e.g. gender and disability activism, Black feminist photography, and Queer/Trans of Colour Creative Resistance.

Looking ahead, The Gender Institute will be launching an innovative interdisciplinary MSc Gender Programme in September 2024.

11. Priorities for 2023/24

We will continue to work towards implementing the aims and objectives from our 2023-2028 EDI Framework, whilst identifying opportunities to align EDI with our upcoming Values work.

A key focus will be on finding ways to further empower departments across the University to embed accessibility and inclusion throughout their practices and processes, adopting an 'inclusion by design' approach. This is crucial to address high turnover rates for specific groups of colleagues: In 2022-23 the turnover rate of Black and global majority colleagues was significantly higher than for white colleagues (17.6% compared to 13.1%). The turnover rate for LGBT+ colleagues is also significantly higher than for heterosexual colleagues (21.5%

compared to 14.4%). We also see an increase in turnover for disabled staff, from 20.5% in 2021-22 to 32.2% in 2022-23.

Long-term effective and sustainable change cannot be achieved without Senior Leaders visibly truly leading and championing EDI from the top. Our Senior Leaders are unreservedly committed to stepping up within this space and a number of actions are in place, including developing Diversity Champion roles and annual diversity statements amongst others.

Some further tangible actions we will focus on throughout 2023/24 includes:

- Establish a robust and effective **EIA policy and process** which will supported through the provision of training. This will include closely working alongside key departments, such as Finance, IT and Estates to ensure EDI considerations are embedded in all planning and decision-making spaces.
- Continue developing our **Gender Equality Action Plan 2023-2028** as we prepare our Athena Swan Silver November 2023 submission, whilst also working towards developing an **Anti-racism action plan** as we progress towards our November 2024 Race Equality Charter Silver application. Action within these frameworks will include a focus on behaviours and belonging, with empathetic and supportive spaces in place for conversations around inequalities and marginalisation to take place.
- Reviewing and implementing suggestions on **Stonewall action plan**.
- Strengthen our support for **access and disability inclusion** across the institution, working towards promoting greater awareness of our role in making everyday practices accessible and inclusive. As part of this we are developing an Accessibility and Inclusion Hub which will launch in November 2023 and will house guidance and resources for all colleagues to access. We will submit for Disability Confident Leader status in November 2023, with an action plan to follow into 2024.
- Create more robust **support for parents and carers** in the form of a peer support network and improvements to relevant policies and practices.
- We will complete the review of our **academic promotion process,** with a plan in place to implement key recommendations coming out of our working groups.
- We will focus on implementing a framework for **addressing bullying and harassment** with a focus on prevention, report and support, and clear and effective response.
- Relaunch our Conversations About race project.
- Strengthen our training provision, including through the development of a library of micro-learning resources.
- Comms campaign to increase disclosure rates of protected characteristics.

Appendix 1 EDI Guiding Principles

Principle	What can I do (resources)
1. Collective responsibility for EDI, with senior leaders visibly championing and role-modelling our EDI principles. All members of our University community have collective responsibility for establishing a safe, nurturing and inclusive environment where unacceptable behaviour is challenged and everyone feels welcome and valued. Leadership decisions and behaviours will visibly exemplify and actively embody our University values and EDI Principles. Our University has a zero approach to any form of bullying, discrimination and harassment, including but not limited to the protected characteristics covered by the Equality Act 2010. All members of the University community will strive to prevent instances of discrimination by being active bystanders and through reporting instances of inappropriate behaviours. It is also acknowledged that people are positioned differently with different and unequal access to power and to opportunities to make a difference.	• Complete mandatory and optional EDI training • Assess the impact of new policies, initiatives and decisions by carrying out Equality Impact Assessments. • Access good practice EDI Guides • Dignity at Work Policy • Grievance Policy • RH Be Heard • Allyship training (mandatory) • LGBT allyship (gender identity) and LGBT allyship (sexuality) training. • Bullying and harassment training (mandatory)
2. Equality of Opportunity Equality doesn't mean treating everyone the same, but acknowledging that people have different and diverse needs, ensuring the playing field is level so that everyone has the opportunity to succeed. We will recognise and reward EDI labour through processes including PDRs, promotions and recruitment.	• Engage with and reflect on training around leadership and management processes, including recruitment and academic promotion. • Seek out missing voices in decision-making spaces. • Understand what positive action means • Access good practice EDI Guides, including around reasonable adjustments.
3. Commitment to developing an inclusive mindset with the confidence to learn and act, championed by leaders and managers.	• Complete EDI Training • Managers complete Inclusive Leadership training • Access good practice/Allyship guides • EDI Calendar

Principle	What can I do (resources)
The University is committed to supporting staff and students to develop the confidence to engage with new perspectives and the commitment to make a positive impact on University culture. Formal training opportunities alongside safe conversational spaces are available to encourage people to develop an 'inclusive mindset' characterised by traits including open-mindedness, respectful curiosity, cultural competence, kindness, empathy. These trains are developed by cultivating an ability to ask questions and listen to answers, working with a diverse team, and the self-awareness to understand one's own privilege and bias Leaders and Managers play a key role in creating and sustaining a diverse, collegiate and supportive culture within their teams and the University at large and, will be equipped to ensure everyone feels they belong, are engaged and supported to be the best they can be. Colleagues and students are encouraged to seek out opportunities and take responsibility for 'self-education' to understand and value different perspectives, recognise and challenge inappropriate behaviours and maintain a growth mindset.	• Access library of Bitesize training (coming soon) • Pick up a LGBT+ Progress lanyard For Leaders and Managers: • Mandatory Inclusive Leadership training (coming soon) • Access policies and guidance • Engage with EDI training opportunities (including non-mandatory, such as menopause awareness training) • Good practice/Allyship guides (includes menopause, transitioning at work, reasonable adjustments).
4. **Hearing and respecting lived experiences and encouraging diverse perspectives** Truly listening to and valuing the lived experiences of our staff and students who come from marginalised backgrounds is key to enhancing understanding and empathy beyond one's own lived experience, and identifying meaningful action to take. EDI must be embedded at local level through conversations within schools, departments and teams. Missing perspectives need to be sought out to ensure all (decision-making) spaces include diverse voices, to prevent perspectives being overlooked and to	• Engage with Royal Holloway events that mark key diversity dates and that focus on exploring disadvantage and lived experience. These are promoted in the staff newsletter and on social media. • Engage with the Conversations About Race initiative (coming soon). • Seek out missing voices in decision-making spaces.

Principle	What can I do (resources)
ensure that opinions and decisions are challenged with fair outcomes. This is to be achieved by including more people, rather than overburdening and tokenising existing staff.	
5. **Be aware of multiple overlapping inequalities and integrate intersectionality into practice.** Data will be considered through an intersectional lens so that we can look at multiple characteristics where possible to better acknowledge, understand and address the different and overlapping inequalities that impact our staff and students to ensure nobody falls through the margins. It is also important to seek out and understand the stories and experiences that complement the data to further help us develop empathy and connectedness and take action. The concept of intersectionality describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination "intersect" to create unique dynamics and effects.	• Engage in events that explore the concept of intersectionality. These are promoted in the staff newsletter and social media. • Understand the concept of intersectionality by watching this 2-minute video featuring Professor Kimberle Crenshaw.
	• Assess the impact of new policies, initiatives and decisions by carrying out Equality Impact Assessments. • Ally to check and improve accessibility of Moodle content. • Accessibility checklist to support colleagues creating webpages, including images, video and pdfs.

Appendix 2 Workforce report

1. This rest of this report presents data showing the diversity and representation of salaried staff – the group indicated in figure 1 below. The data includes all staff with an active contract on 31 July 2023, and therefore includes staff on unpaid parental leave and unpaid sickness.

Employment arrangement	Example post titles	July 2022	July 2023	HESA return
Salaried contracts	Regular, ongoing employment Lecturer, manager, administrator, customer services	1773 headcount (main post only) 1624.1 FTE (all posts)	1832 headcount (main post only) 1677 FTE (all posts)	Yes

Figure 1 – salaried staff

2. Data for this group is presented to enable identification of solutions in relation to its needs and employment context. Different analysis is needed for hourly paid staff including visiting teachers, which steers towards more targeted solutions for the needs of this group.

3. The report gives an overview by protected characteristic, with a snapshot date of 31 July 2023 used in relation to the data reported for 2022-2023. For location, it is also based on the primary organisational home of a member of staff, rather than job role.

4. We report on colleagues' sex (female/male) rather than their gender (e.g. man/woman/ non-binary) as this is what the university currently collects from colleagues due to the requirement to return this information to HM Revenue and Customs, which requires legal sex information to be known for all colleagues. We recognise sex does not equate with gender and that gender is not binary, and we aspire to enhance our data collection and reporting on gender data in the future. MyView will be updated in April to capture these fields, and communications are planned for the summer term to encourage colleagues to share this and other EDI related information.

5. The term "LGBT+" is used throughout the report, although data relating to sexual orientation does not include gender identity. The term is used to demonstrate inclusivity of transgender colleagues, even though this data does not demonstrate reflection of transgender representation.

6. Advance HE's *Equality + Higher Education – Staff Statistical Report 2023* has been cited as a sector benchmark. This draws on HESA data for 2021-22, which is the most recent report.

7. Data sharing principles have been applied, and analysis is not shown for groups where fewer than 10 individuals are represented. For this report the Senior Leadership Team comprising the Vice-Chancellor and Principal, Senior Vice-Principals and CFO has been grouped under Academic Schools and Departments.

Representation by protected characteristic

<u>Sex</u>

8.   Figure 2 shows that in July 2023 52.5% of the workforce were female, representing no change in distribution since the previous year. This is lower than the sector average, which is reported as 54.6%.

9.   Figure 3 shows changes to representation of female colleagues at different grades in the university between 2021 and 2023. The proportion of female professors increased by 1.2 percentage points to 33.3%, while the proportion of female colleagues at grade 10 increased to 54.2%. The proportion of female staff at grade 9 has continued to fall following a large fall in the previous year. This is because the number of posts at grade 9 has marginally increased, and there was a higher proportion of male colleagues coming into these roles in Academic schools and departments.

	2019	2020	2021	2022	2023
Female	52.2%	52.7%	52.8%	52.5%	52.5%
Male	47.8%	47.3%	47.2%	47.5%	47.5%
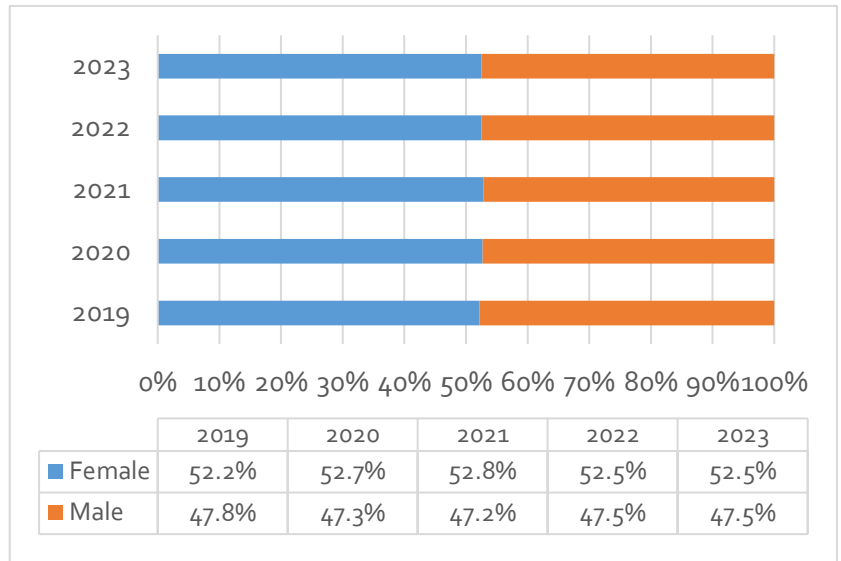
Figure 2 – representation by sex, 2019 -2023

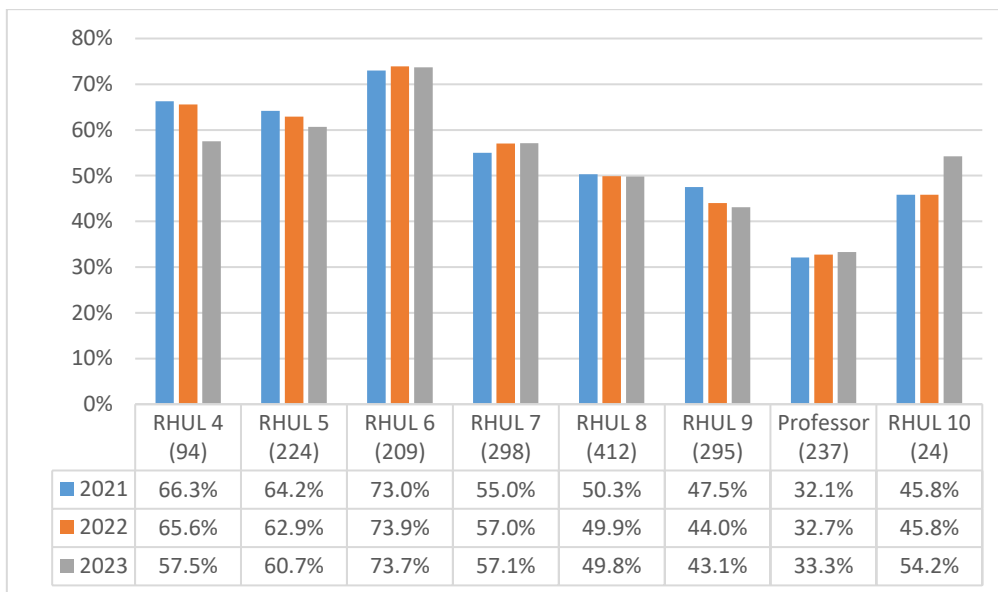|	RHUL 4 (94)	RHUL 5 (224)	RHUL 6 (209)	RHUL 7 (298)	RHUL 8 (412)	RHUL 9 (295)	Professor (237)	RHUL 10 (24)
2021	66.3%	64.2%	73.0%	55.0%	50.3%	47.5%	32.1%	45.8%
2022	65.6%	62.9%	73.9%	57.0%	49.9%	44.0%	32.7%	45.8%
2023	57.5%	60.7%	73.7%	57.1%	49.8%	43.1%	33.3%	54.2%

Figure 3 – change in representation of female staff by grade, 2021 -2023

*Numbers in brackets represent staff numbers as at 31 July 2023.

10.   The highest proportion of female colleagues continues to be at grade 6, and there is a strong increase in the proportion at grade 10. The proportion of female professors has increased marginally since 2022.

<u>Sex and Ethnicity</u>

11. As of 31 July 2023, a higher proportion of female staff (21.7%) were from a Black and global majority background than male staff (19.2%). This distribution was reflected differently in Academic Schools and Departments as opposed to Professional Services. In Academic Schools and Departments, 25.1% of the female staff were from a Black and global majority background, compared to 17.4% of male staff. In Professional Services, 22.3% of the male staff were from a Black and global majority background, compared to 18.8% of the female staff.

Gender Identity

12. Currently our data relating to gender identity is limited. During the recruitment process new starters are asked if they identify with their birth gender, and 67% of colleagues have answered this question (yes, no or prefer not to say). Fewer than 10 colleagues have answered "no" to the question and so an overall percentage cannot be reported. Fields relating to gender identity and pronouns are to be made available within MyView in April, and this launch will be accompanied by a communications campaign in the summer term to encourage colleagues to disclose and to keep all of their EDI data up to date.

Ethnicity

13. Representation of Black and global majority colleagues increased by 1.1 percentage points to 20.5% since 2022, and by 5 percentage points since 2018. The sector average is reported as 16.2%

	2019	2020	2021	2022	2023
Black & Global Majority	15.5%	16.9%	17.4%	19.4%	20.5%
White	81.1%	79.4%	78.9%	76.7%	75.7%
Prefer not to say	3.4%	3.7%	3.8%	3.9%	3.8%
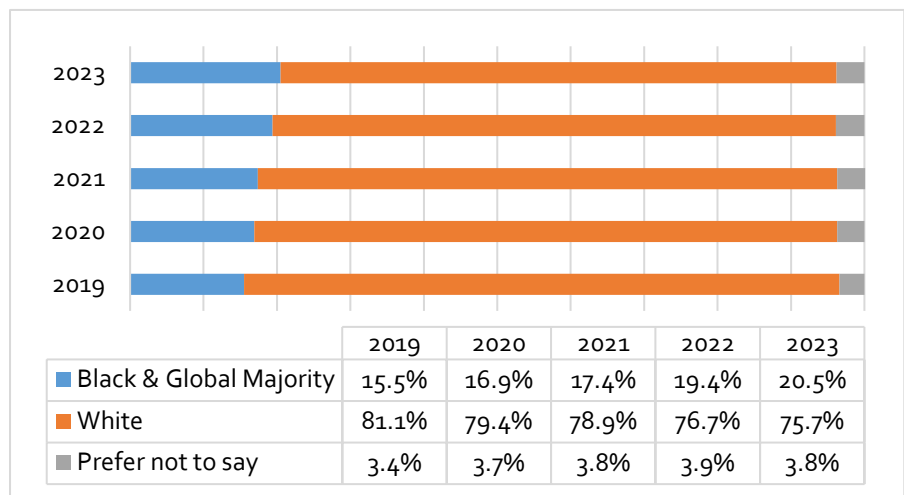
Figure 4 – staff representation by ethnicity, 2019 - 2023

14. The highest represented ethnicity after white is Asian (9.6%), the proportion of whom has increased by 1.6 percentage points since 2022. Representation of other groups is: mixed ethnicity (3.2%), Chinese (3.1%), Black (2.5%) and other ethnicities (2.2%). There is increased representation in all Black and global majority groups, other than mixed ethnicity, which has fallen by 0.1 percentage points.

15. The increase in representation in Black and global majority colleagues is reflected in Academic Schools and Departments and in Professional Services. There has been a 1.6 percentage point increase in Black and global majority academics to 20.8%. The increase in Black and global majority colleagues in Professional Services is 0.5 percentage points to 20.1%.
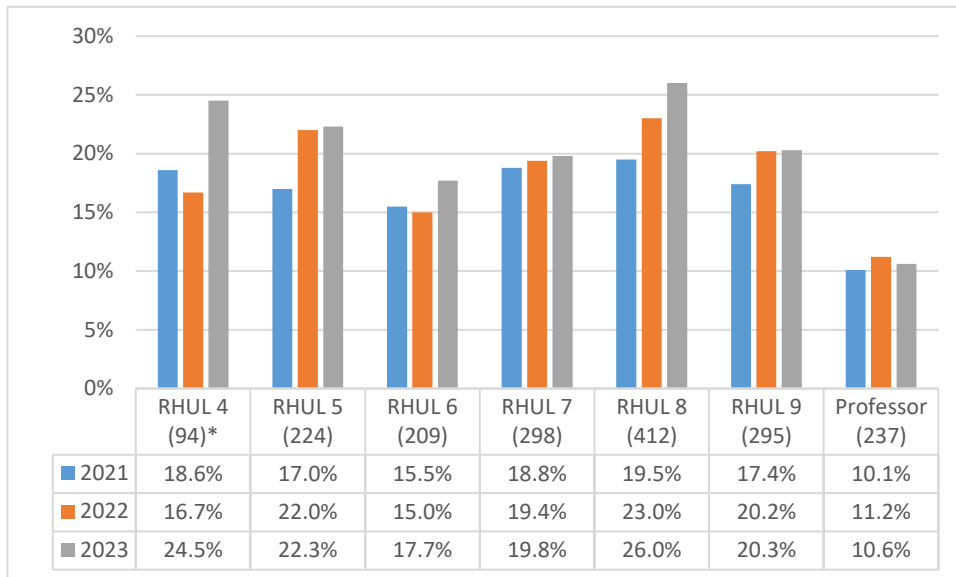
Figure 5 – change in representation of Black and global majority colleagues by grade, 2021 -2023

*Numbers in brackets indicate staff numbers as at 31 July 2023

16. Figure 5 shows that the highest proportion of Black and global majority colleagues are at grade 8, with a 3 percentage point rise at this grade since 2022. This increase has resulted from a 4.9 percentage point increase in Black and global majority colleagues at grade 8 in Academic schools and departments. The proportion of Black and global majority colleagues at grade 4 has also increased significantly.

17. There were insufficient numbers to report on representation of Black and global majority colleagues at grade 9 and grade 10 in Professional Services, even if the grades are aggregated. There were 59 posts, requiring Black and Global majority staff representation at a minimum of 16.9% to allow for reporting. This is less than the current overall representation at university level and should be achievable.

Nationality

18. The percentage of colleagues from an overseas nationality is relatively unchanged since 2022, following a steady decline in recent years. This includes a 0.6 percentage point drop in academic schools, and a 0.1 percentage point increase in Professional Services.
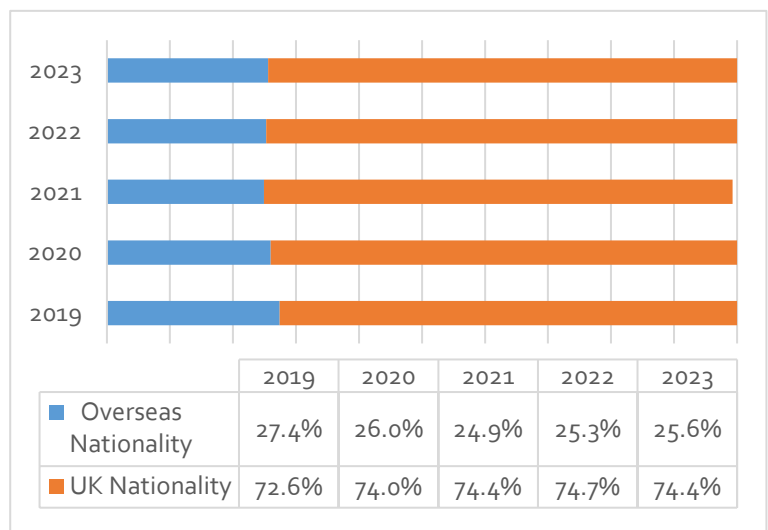
Figure 6 – staff representation by nationality, 2019 - 2023

Disability

19. The proportion of staff with a disability fell by 0.2 percentage points since 2022 to 4.7%, which is lower than the sector average, reported as 6.8%. The non-reporting rate for disability was 1.8%, marginally lower than in 2022. Although very small, the non-reporting rate has doubled since 2019.

20. The fall in the proportion of disabled staff is due to a 0.3 percentage point decrease in the proportion of academic disabled staff, to 4.4%, and a 0.1 percentage point fall in Professional Services to 5.1%.

	2019	2020	2021	2022	2023
Disabled	3.6%	4.1%	4.6%	4.9%	4.7%
Not disabled	95.5%	95.4%	93.9%	93.1%	93.5%
Unknown	0.9%	0.5%	1.5%	2.0%	1.8%

Figure 7 – disabled staff representation, 2019 - 2023

21. "Long standing illness/health condition" was the highest declared condition (1.4%) followed by learning differences (0.8%) and mental health conditions (0.7%).

22. Figure 8 shows changes in the representation of disabled colleague by four aggregated grade groups, created due to small numbers to enable reporting. The highest proportion of disabled staff were at grades 2, 3 and 4 (8.5%), and the lowest at grades 5 and 6 (3.5%). Representation at grades 9, 10 and professor remained nearly the same since 2022.

	Grades 2, 3 and 4 (130)	Grades 5 and 6 (433)	Grades 7 and 8 (710)	Grades 9, 10 and Professor (556)
2021	7.1%	5.7%	4.3%	3.5%
2022	7.4%	2.9%	5.9%	4.4%
2023	8.5%	3.5%	5.1%	4.3%

Figure 8 – change in representation of disabled colleagues by grade, 2021 -2023

*Numbers in brackets represent the number of staff as at 31 July 2023.

6

Sexual Orientation

23. The proportion of LGBT+
colleagues decreased by 0.1
percentage points since the
previous year. The sector
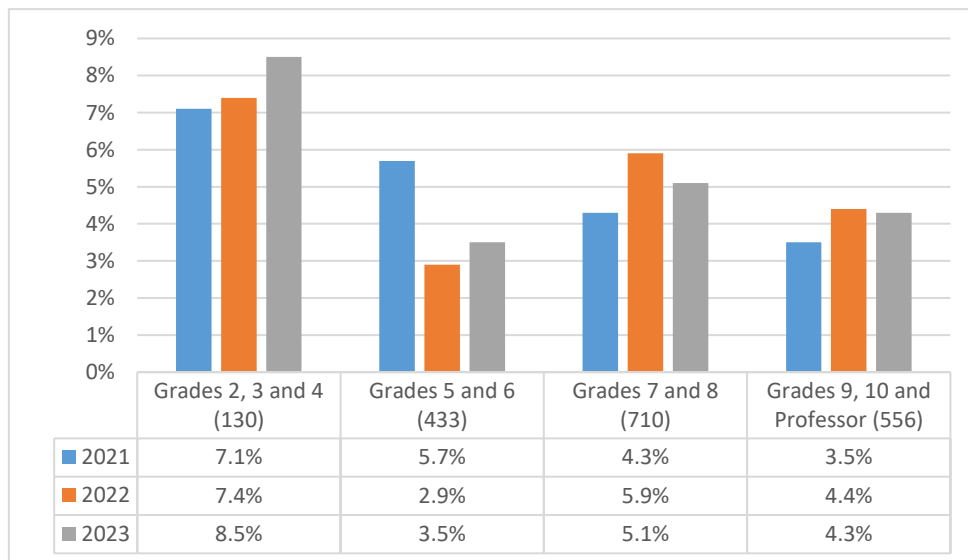average in 2022 was 5.2%.
The proportion of
colleagues who preferred
not to record their sexual
orientation has decreased
substantially since 2019,
falling from 33.8% to 25.7%.
This non-reporting rate
continues to be lower than
the reported sector average
(37.6%).

	2019	2020	2021	2022	2023
LGBT+	5.6%	6.2%	5.6%	6.5%	6.4%
Heterosexual	60.6%	62.4%	63.5%	65.7%	68.0%
Unknown/ Prefer not to say	33.8%	31.4%	30.9%	27.8%	25.7%
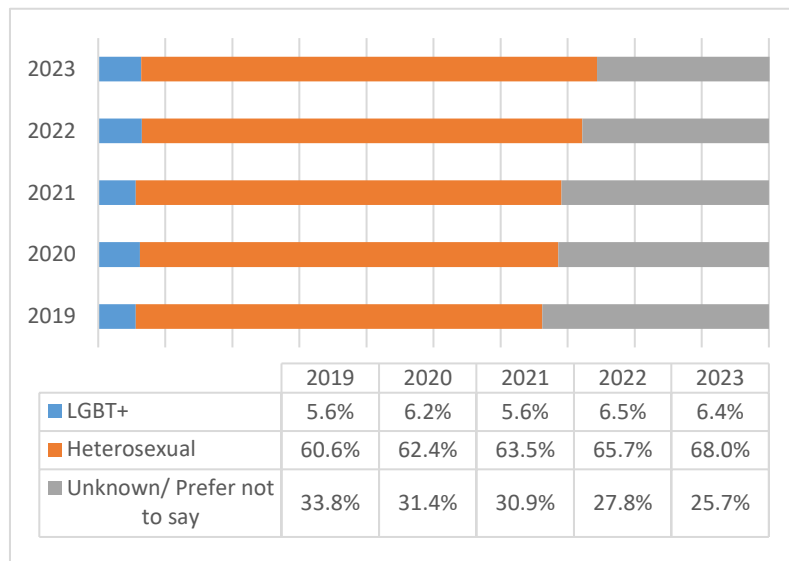
Figure 9 –staff representation by sexual orientation, 2019 - 2023

24. The proportion of LGBT+ colleagues in Academic schools and departments stayed the same at 8.2%, and the non-reporting rate fell by 2.1 percentage points to 33.7%. There was a 0.1 percentage point decrease in the proportion of LGBT+ colleagues in Professional Services to 4.3%, where the non-reporting rate for sexual orientation also fell from 18.6% to 16.2%.

	Grades 5 and 6 (433)	Grades 7 and 8 (710)	Grades 9, 10 and Professor (556)
2021	4.7%	6.4%	5.2%
2022	5.6%	7.5%	5.9%
2023	5.1%	7.5%	6.3%
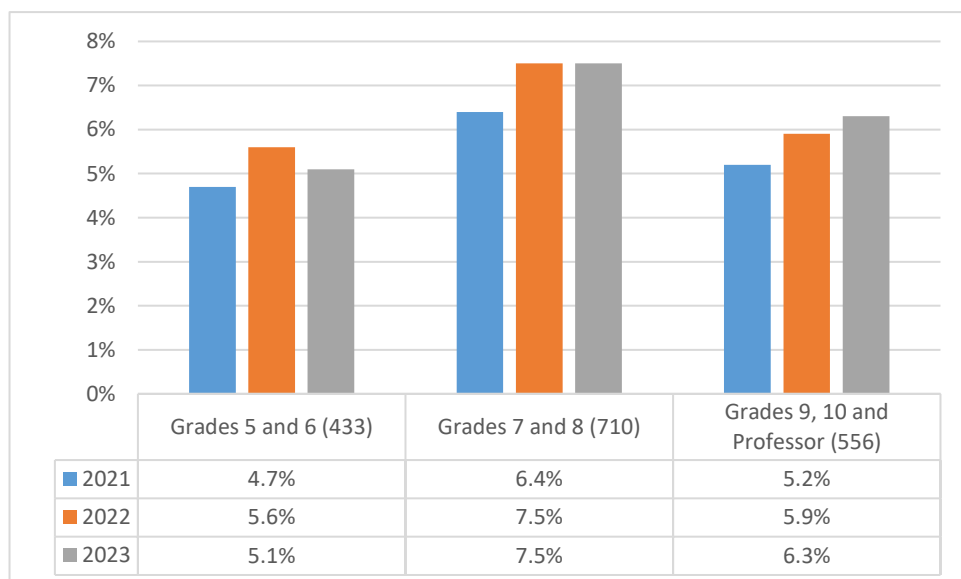
Figure 10 – change in representation of LGBT+ colleagues by grade, 2021 -2023

*Numbers in brackets relate to staff numbers as at 31 July 2023

25. Figure 10 shows representation of LGBT+ colleagues by three grade groups, aggregated to enable reporting. The highest proportion of LGBT+ colleagues continues to be in grades 7 and 8 (7.5%), with the proportion at grade 9, 10 and Professor increasing by 0.4 percentage points. The non-reporting rate at grades 9, 10 and Professor level remains high at 42.1%, but it has fallen by 3.3 percentage points since 2022.

6

Age

26. The decline in the proportion of staff aged 40 and under has continued to 36.2%, but this includes a 0.5 percentage point increase in the proportion of colleagues aged under 30. The proportion of staff aged over fifty has decreased from 35.3% in 2022 to 34.8% in 2023. The proportion of colleagues aged 41-50 and over 60 both increased by 0.9 percentage points between 2022 and 2023.

27. Between 2022 there was a 1.9 percentage point drop in the number of colleagues in academic schools and departments aged between 31 and 40 to 26.5%, and a 1.7 percentage point increase in the proportion of academics aged between 41 and 50 to 29.6%. There was also a 1.6 percentage point increase in the proportion of colleagues aged over 60 in academic schools and departments, to 12.9%.

	2019	2020	2021	2022	2023
<30	14.2%	12.4%	11.0%	11.4%	11.9%
31-40	26.1%	26.5%	25.9%	25.4%	24.3%
41-50	25.8%	26.2%	27.9%	28%	28.9%
51-60	24.1%	23.8%	25.4%	25.0%	23.6%
61+	9.8%	11.0%	9.8%	10.3%	11.2%

Figure 11 –staff representation by age group, 2019 - 2023

28. There were minor fluctuations in the age profile in Professional Services - a 0.4 percentage point decrease in the proportion of staff aged 51 to 60 to 24%, and a 0.3 percentage point increase in the number of staff aged over 60 to 9.3%.

Religion and Belief

29. At 37%, the proportion of staff who have a religion or belief was very similar to proportion who do not (38%). 25% of colleagues either prefer not to say, or have not answered this question.

30. The largest representation was of Christian colleagues (25.4%) followed by Muslim (3.8%), Hindu (2.5%), Spiritual (1.4%), Jewish (1%), Sikh (1%), Buddhist (0.9%) and any other religion or belief (0.7%).
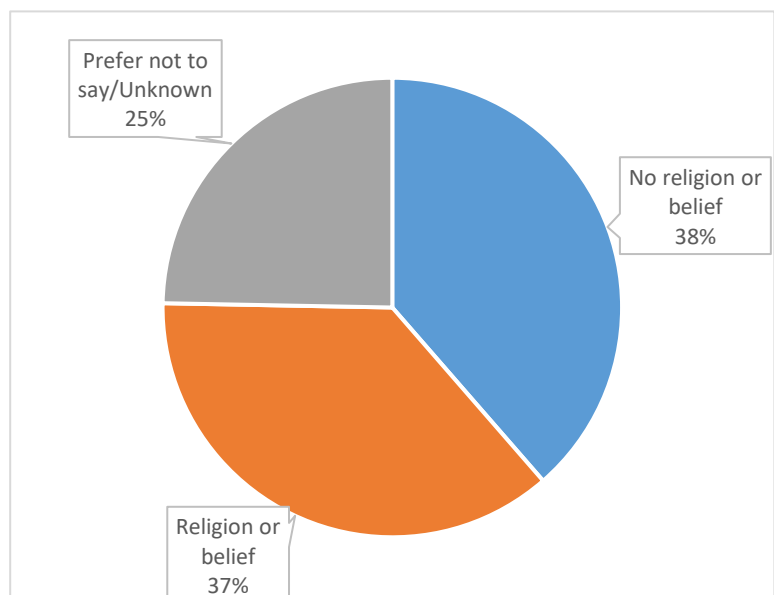
Figure 12 –staff representation by religion or belief, 2023

Marital Status

31. 40.4% of colleagues have recorded that they are married, and 0.8% are in a Civil Partnership. 18.1% of staff have not answered this question.

Factors which influence representation

32. The following sections of this report focus on staff turnover, recruitment and promotion, all of which influence representation within the university. This data indicates where changes to practice may help increase the diversity and representation across grades within the workforce.

<u>Staff turnover</u>

	Male	Female	White	Black & Global Majority	Disabled	Non-disabled	LGBT+	Heterosexual	Academy	Professional Services	All turnover
2021-22	11.6%	18.6%	15.4%	15.7%	20.5%	15.1%	17.8%	17.5%	12.1%	19.2%	15.3%
2022-23	12.4%	15.6%	13.1%	17.6%	32.2%	12.9%	21.5%	14.4%	12.1%	16.3%	14.1%
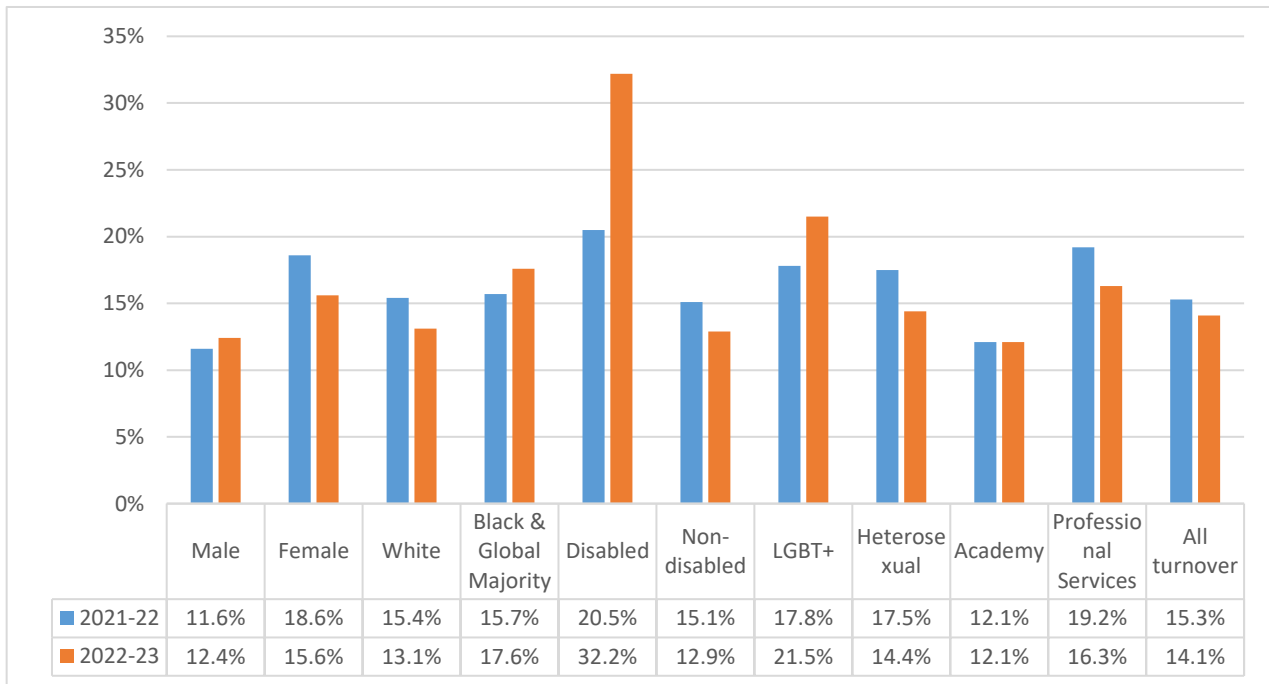
Figure 13 –staff turnover by characteristic, 2022-23

33. Figure 13 shows staff turnover rates within the year 2022-23 at university level, by sex, ethnicity, disability and sexual orientation. The overall data for academics and Professional Services is included for comparison, as is data from 2021-22.

34. Overall, turnover has fallen since the previous year, but it has increased noticeably for certain groups. The high turnover rate for disabled staff relates to 29 disabled colleagues leaving the University, and this factor will be influencing the slow decrease in representation of disabled colleagues. Female staff continue to have a higher rate of turnover than male staff. This could partly be attributed to higher levels of turnover within Professional Services, where female staff have much higher representation. The turnover rate for female colleagues in Professional Services is 17.6%, compared to 13.4% for female colleagues in Academic Schools and Departments.

35. In 2022-23 the turnover rate of Black and global majority colleagues was significantly higher than for White colleagues (17.6% compared to 13.1%). The turnover rate for LGBT+ colleagues is also significantly higher than for heterosexual colleagues (21.5% compared to 14.4%).

36. Turnover by age group in 2022-23 compared with 2021-22 is shown in figure 14. There has been a reduction in turnover rates for staff aged 40 and under, but both remain significantly higher than colleagues in other age ranges. Whilst greater mobility may be expected amongst younger staff, the current level is concerning and could be contributing to the change in representation of staff aged 40 and under at university level.

	30 and under	31 - 40	41 - 50	51 - 60	61+	All turnover
2021-22	37.2%	20.2%	8.3%	8.6%	15.1%	15.3%
2022-23	35.1%	17.4%	8.6%	7.8%	12.5%	14.1%
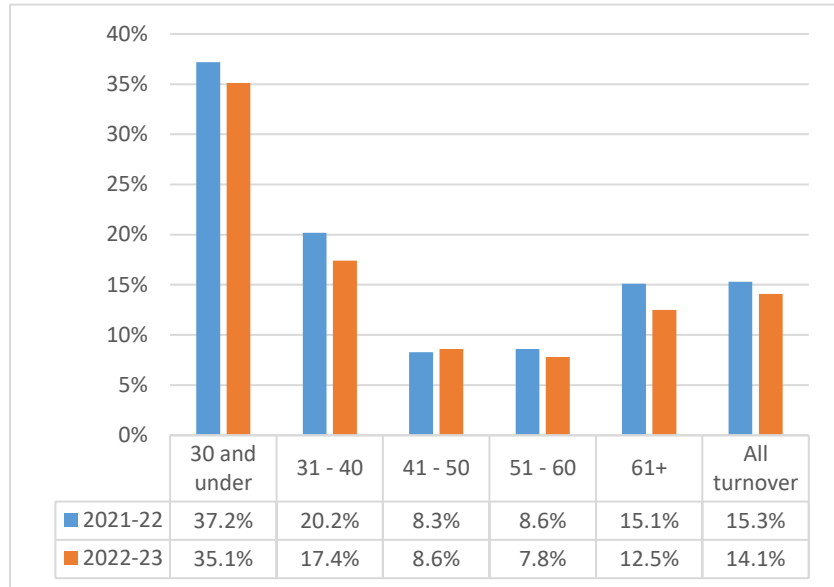
Figure 14 – Staff turnover by age group, 2022-23

Recruitment

37. The university attracts a diverse set of applications from across different protected characteristics. Last year 54.2% of our applications were from overseas candidates. The full applicant profile is shown below in figure 15.

Characteristic	Number of applicants	Percentage of applicants
Female	4304	47.8%
Male	4487	49.9%
Prefer not to say	204	2.3%
Black and Global Majority	4650	51.7%
White	3505	39%
Prefer not to say	840	9.3%
Overseas	4876	54.2%
UK	4027	44.8%
Prefer not to say	92	1%
Disabled	458	5.1%
Not disabled	8158	90.7%
Prefer not to say	379	4.2%
LGBT+	1106	12.3%
Heterosexual	6932	77.1%
Prefer not to say	957	10. 6%

Figure 15 – Applicant profile 2022-2023

38. Figure 16 shows selection decision outcomes by characteristic, with white applicants, UK applicants and female applicants showing the highest success rate.

	Total	Not disabled	Disabled	UK applicant	O.seas applicant	White	Black and Global Majority	Female	Male	Heterosexual	LGBT+
■ Not shortlisted	78.5%	78.9%	72.3%	68.9%	86.4%	68.4%	85.0%	74.5%	82.3%	78.0%	72.9%
■ Shortlisted (not offered)	15.8%	15.3%	22.5%	22.0%	10.6%	22.0%	11.9%	18.5%	13.1%	16.0%	20.9%
■ Offered	5.7%	5.7%	5.2%	9.1%	3.0%	9.6%	3.1%	7.1%	4.6%	6.0%	6.2%
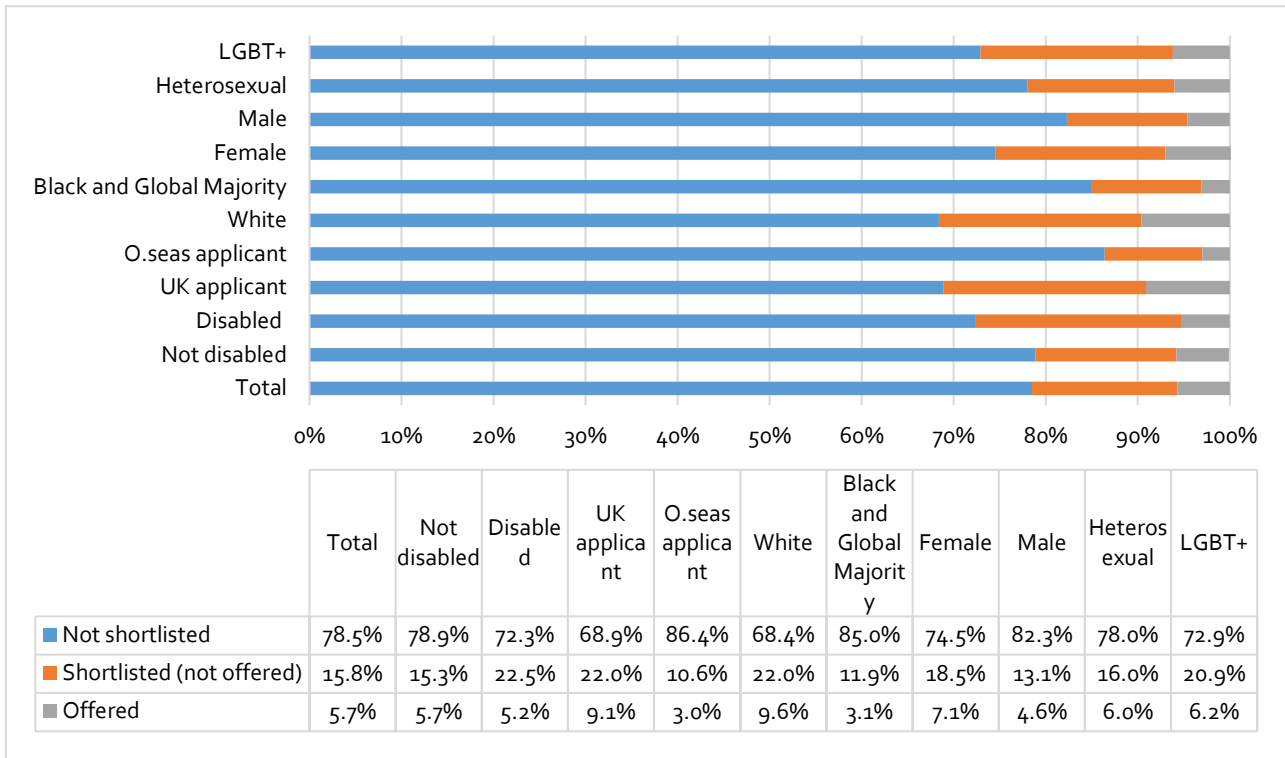
Figure 16 – Selection decision outcome by protected characteristic, 2022-2023

39. Overseas applicants and Black and global majority applicants show the lowest success rate. Figure 17 below shows selection outcome decisions for Overseas and UK Black and global majority and White staff to understand the impact of the intersection of these two characteristics. It shows differences in shortlisting and offer rates between UK White and UK Black and global majority applicants, and between Overseas UK and Overseas Black and global majority applicants of between 5 and 7 percentage points, in favour of White applicants.

	Overseas Black and Global Majority	UK Black and Global Majority	Overseas White	UK White
■ Not shortlisted	89.2%	74.8%	77.5%	64.2%
■ Shortlisted (not offered)	9.0%	19.0%	16.3%	24.7%
■ Offered	1.8%	6.2%	6.2%	11.1%

Figure 17 – Selection decision outcome Overseas and UK applicants by ethnicity, 2022-2023

40. Figure 18 shows the profile of those to whom offers were made. Offers to Black and global majority, overseas applicants, disabled, LGBT+ and female applicants were higher 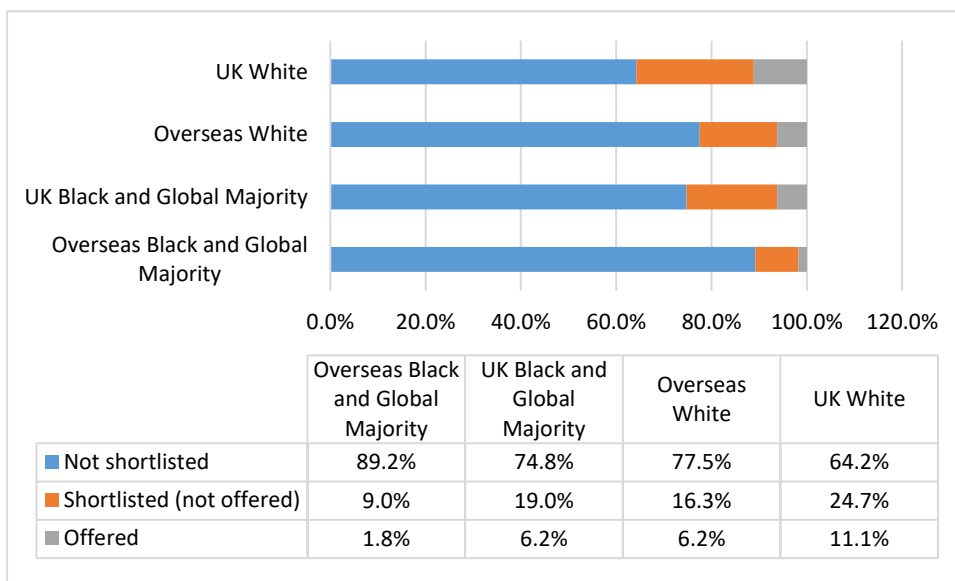than the proportion of staff currently employed in these groups. This suggests that recruitment is contributing to a diversification of the overall workforce, although at different rates.

Characteristic	Offer profile	Staff proportion
Female	58.5%	52.5%
Male	39.7%	47.5%
Prefer not to say	1.5%	1.5%
Black and Global Majority	27.6%	20.5%
White	65.0%	75.7%
Prefer not to say	7.4%	3.8%
Overseas applicant	28.6%	25.6%
UK applicant	70.6%	74.4%
Prefer not to say	0.8%	
Disabled	7.3%	4.7%
Not disabled	88.1%	93.5%
Prefer not to say	4.6%	1.8%
LGBT+	10.4%	6.4%
Heterosexual	65.4%	68%
Prefer not to say	24.2%	25.7%

Figure 18 – Offer profile

41. Disabled applicants perform better at shortlisting than non-disabled applicants but less well at interview. Black and global majority applicants perform less well overall than white applicants at both shortlisting and interview.

42. Recruitment to senior posts – grades 8, 9 and Professor for Academic schools and departments, and 8, 9 and 10 in Professional Services – has been examined in more detail, aggregating the data for these grades to allow for reporting. For senior academic posts in relation to sex, a much smaller proportion of applicants were female (32.8%) and this proportion was considerably smaller than for the previous year (37.6%). Female applicants were more successful both at being shortlisted and made an employment offer than male applicants. Professional Services shows a similarly smaller proportion of female applicants to grades 8, 9 and 10, and their success rates are also higher at all stages.

43. In 2022-23, 61.8% of applications for academic posts at grades 8, 9 and professor were from Black and global majority candidates, considerably higher than the previous year (48.9%). 24% of applications from white candidates were shortlisted, compared to 10.7% of Black and global majority candidates. Of those shortlisted, 36.3% of white candidates were made an offer, compared to 26.3% of Black and global majority candidates.

44. Overall, 50% of all applicants were overseas Black and global majority candidates, and just 9% were UK Black and Global Majority applicants. When this data is then disaggregated into UK/Non-UK candidates as well as ethnicity, there is a small difference in comparability between White and Black and Global Majority success rates at interview for UK applicants (34.7% compared to 32.4%). However, UK Black and global majority applicants were shortlisted at a significantly lower proportion than White UK applicants (17.5% compared to 32.2%) and overseas Black and Global majority applicants were significantly less likely to be shortlisted than overseas White applicants (9.5% compared to 18.1%).

45. For posts at grades 8, 9 and 10 in Professional Services, there was a similar number of Black and global majority applicants to White applicants (271 compared to 269), and of these, 54.5% were overseas candidates, compared to 15.6% of White candidates. There were significantly lower success rates for Black and global majority applicants compared to white applicants at all stages in the recruitment process. Further disaggregation for UK/Non-UK applicants cannot be shown due to small numbers.

46. Analysis of recruitment to senior posts by sexual orientation is difficult due to small numbers. Data relating to posts at grade 8, 9, 10 and professor within the university were aggregated to give an indication of the current position. The proportion of LGBT+ applicants was 8.8% (lower than last year's 12.2%), with non-reporting at 11.1%. LGBT+ candidates were more successful at shortlisting compared to heterosexual candidates (21.1% compared to 17.0%), and less successful at offer stage (31.6% compared to 34.5%).

47. Analysis of recruitment to senior posts in relation to disability is also difficult because of small numbers. Data in relation to disability for recruitment to all posts at grades 8, 9, 10 and professor was aggregated to create a picture of the current position. It shows that shortlisting rates for disabled candidates were marginally higher than for non-disabled candidates (17.9% compared to 17.3%), but disabled candidates were less successful at offer stage (29.4% compared to 33.5%).

Academic Promotion

48. Data in relation to academic promotion was analysed in relation to sex and ethnicity, aggregated over 2018 – 2023 to enable reporting, with the exclusion of 2021, when the promotion process did not take place. Last year on reporting this data, female colleagues were overall more successful than male, and more successful at promotion to professor and senior lecturer. The gap between success rates for males and females for promotion to reader had closed to 1 percentage point in favour of males. 35.8% of the applications for promotion to professor were from female colleagues, significantly smaller that their overall representation of 43.9% at grade 9.

49. In this year's analysis female candidates are shown as more successful overall, and for every role. The proportion of applicants overall was similar to the average population at grade 8 and grade 9 in this period, but for promotion to professor the proportion of female applicants was considerably lower than the average population at grade 9 (36.8% compared to 43.5%).

50. Last year, success rates for Black and global majority colleagues were overall 6 percentage points lower than for white colleagues. Analysis at promotion levels revealed that this was due to a 14.4 percentage point difference in promotion success rates to professor. Success rates at reader and senior lecturer level were comparable between Black and global majority colleagues and white colleagues.

51. In this year's analysis overall success rates for Black and global majority colleagues are still lower than for White colleagues, but the gap has fallen to 1.3 percentage points. The gap between Black and global majority and white success rates to professor remains significant, but has fallen to 8.2

percentage points. Success rates at Reader and Senior Lecturer level are now higher for Black and global majority candidates than for white candidates (60% compared to 50% for Reader, 63.3% compared to 59.7% for Senior Lecturer).

52. The proportion of promotion applications which were from Black and global majority colleagues was lower than the average overall population at grades 8 and 9 in this period (17.5% compared to 19.9%). The proportion of applications to professor from Black and global majority colleagues was 22.4% - higher than the average proportion at grade 9 (18.9%). The proportion of Black and global majority applications for promotion to both Reader and Senior Lecturer were lower than the corresponding proportion of Black and global majority colleagues at grade 8 and grade 9.
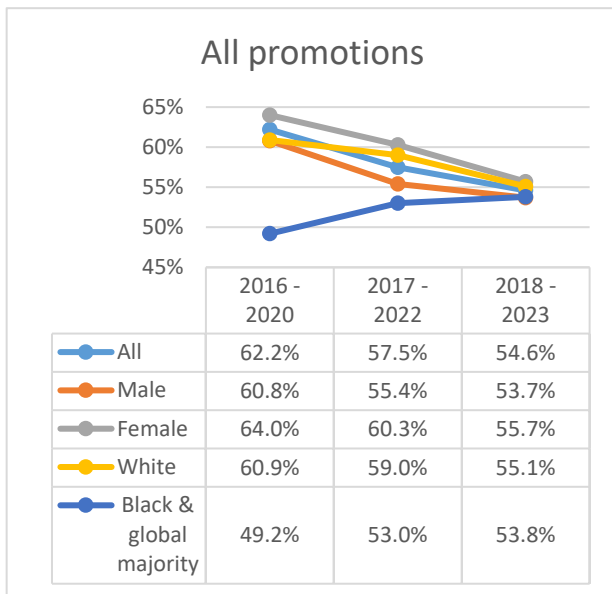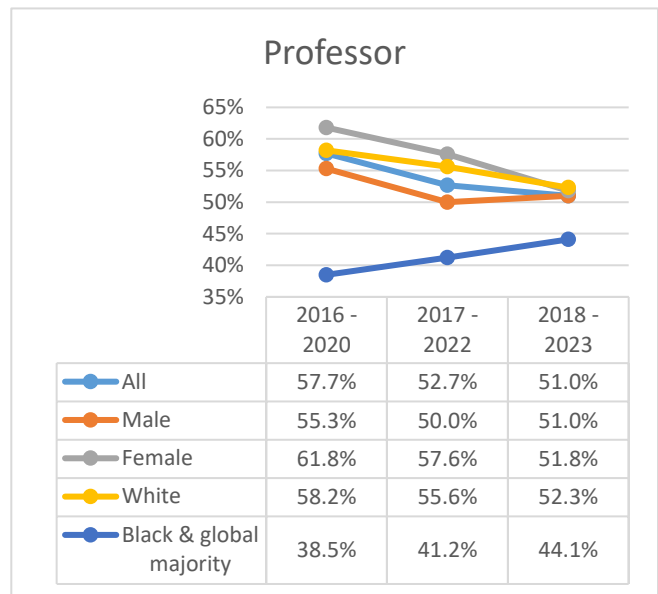
All promotions

	2016 - 2020	2017 - 2022	2018 - 2023
All	62.2%	57.5%	54.6%
Male	60.8%	55.4%	53.7%
Female	64.0%	60.3%	55.7%
White	60.9%	59.0%	55.1%
Black & global majority	49.2%	53.0%	53.8%

Figure 19 – All promotions change in success rates

Professor

	2016 - 2020	2017 - 2022	2018 - 2023
All	57.7%	52.7%	51.0%
Male	55.3%	50.0%	51.0%
Female	61.8%	57.6%	51.8%
White	58.2%	55.6%	52.3%
Black & global majority	38.5%	41.2%	44.1%

Figure 20 – Professor change in success rates

Reader

	2016 - 2020	2017 - 2022	2018 - 2023
All	66.7%	61.3%	52.5%
Male	75.5%	61.8%	51.0%
Female	56.5%	60.8%	54.0%
White	64.6%	62.0%	50.0%
Black & global majority	54.5%	62.5%	60.0%
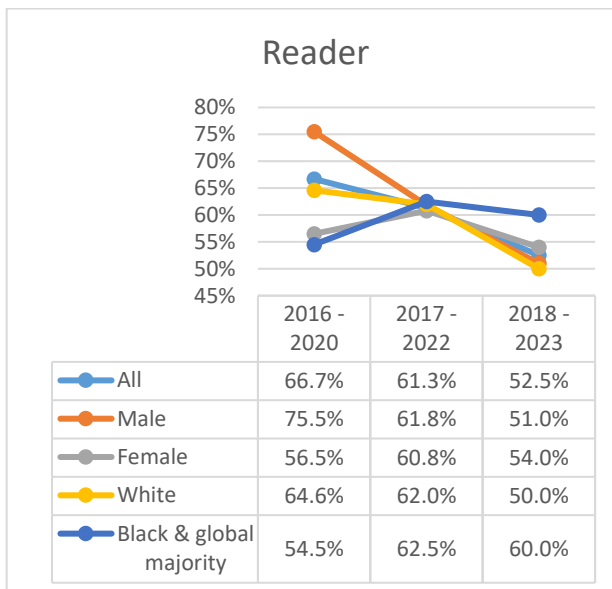
Figure 21 – Reader change in success rates

Senior Lecturer

	2016 - 2020	2017 - 2022	2018 - 2023
All	64.1%	60.3%	59.0%
Male	52.1%	53.2%	53.9%
Female	76.4%	68.8%	64.5%
White	62.1%	61.5%	59.7%
Black & global majority	58.3%	60.6%	63.3%
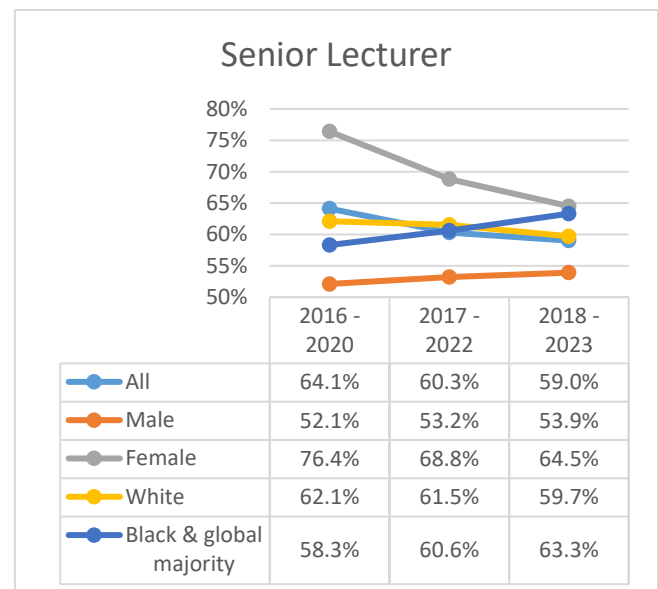
Figure 22 – Senior Lecturer change in success rates

53. Figures 19, 20, 21 and 22 above show the change in success rates reported in the last three years from different groups. They show that overall success rates are falling, with the biggest drop being 14.2 percentage points for promotion to reader. Success rates are shown to be converging for all groups for all levels, with the biggest disparity remaining being between male and female applicants to Senior Lecturer, where there is a 10.6 percentage point gap in favour of female applicants. The gap

between Black and global majority and White applicants for promotion to professor is also concerning, at 8.2 percentage points in favour of White applicants.

54. The convergence of success rates suggests a levelling of equity in the process. However, to achieve the greater proportion of female and Black and global majority professors required by our KPIs, either a greater number of applications is needed from these groups with success rates maintained, or for there to be a marked increase in success rates for female and Black and global majority candidates.

Professional Services Promotion and Progression

55. Upward grade changes for staff over a single year has been analysed through comparing the snapshot population on 31 July 2022 with that of 31 July 2023. Colleagues who left the university over the course of the year were removed (133 staff), and of the remaining 679 colleagues it was found that 81 had progressed to a higher grade (11.9%). 51.9% were female colleagues and 48.1% male. In addition, 19.8% of the promotions were of Black and global majority colleagues, and 77.8% of white colleagues. Mobility of staff to roles in other areas of the university was also analysed and appears relatively low, with just 2.5% changing department.

56. In the same year there were 151 new starters in Professional Services. Figure 23 below compares the number of promotions to new starters, with some grade aggregated where there are insufficient numbers to report. This shows that 34.9% of movements into each grade came from promotions and 65.1% from recruitment.

	Promotions	New Starters	Total Changes
Grade 2, 3 and 4	11	33	44
Grade 5	11	37	48
Grade 6	21	37	58
Grade 7	18	19	37
Grade 8, 9 and 10	20	25	45
Total	**81**	**151**	**232**

Figure 23 – Staff changes in Professional Services

57. This suggests that increased promotions and mobility in Professional Services may be possible and developing this needs to be explore particularly in the context of difficulties in recruiting and retaining staff in Professional Services.

Pay Gaps

58. The Equality Act 2010 (Gender Pay Gap Information) Regulations 2017 introduced an annual duty on all employers with more than 250 staff to publish information relating to the gender pay gap - the difference between the average hourly pay of male and female colleagues within the workforce. Information is required each year as of a snapshot date of 31 March. Employers are also required to show the gender distribution for the workforce, divided into four pay quartiles.

59. The gender pay gap is a different measure to 'equal pay' which refers to male and female colleagues in the same employment doing the same work receiving the same pay. The gender pay gap highlights the gender distribution in different roles at the university. It demonstrates that for Royal Holloway, there is a higher proportion of males in higher paid roles than females, and a higher proportion of females in lower paid roles than males. It is this imbalance that produces the gender pay gap.

60. Royal Holloway is committed to equality, diversity and inclusion, and to becoming an anti-racist university. Although not a mandatory requirement, we also report our ethnicity and disability pay gaps, based on the same data and methodology as calculating the gender pay gaps.

61. For the purposes of mandatory reporting, these calculations include the whole workforce including those on hourly paid contracts. Figure 24 below shows the staff numbers involved for each group. Staff who prefer not to say have not been included within the calculations.

	2022	2023
Female	1681	1701
Male	1308	1325
Black and global majority	670	726
White	2196	2193
Disabled	187	171
Non-disabled	2738	2803

Figure 24 –staff numbers in pay gap reports, 31 March 2023 and 31 March 2022

62. The mean pay rate (or average) is calculated by adding up the hourly rates of all colleagues and dividing the figure by the number of colleagues. The mean pay gap is the percentage difference between the mean pay of female and male colleagues.

63. The median pay gap (or midpoint) is the figure that falls in the middle of a range, so if all the hourly rates are lined up from smallest to largest, the median pay is the one that falls in the middle. The median gender pay gap is the difference between the median hourly pay of female and male colleagues.

Gender Pay Gaps

64. Figure 25 below shows the gender pay gaps as at 31 March 2023, and the change in these gaps since March 2019.

	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)
Gender pay gap mean pay rate	22.2	18.5	19.3	17.6	15.2
Gender pay gap median pay rate	22.6	17.5	18.6	15.4	14.7

Figure 25 –gender pay gaps, 2019 - 2023

65. In 2023 the mean gender pay gap fell by 2.4 percentage points since the previous year and the median by 0.7 percentage points. The gender pay gaps have fallen consistently over the last five years with the exception of in 2021, where a small rise was caused by a decrease in the size of the casual workforce, and an increase in the proportion of women both in casual roles and in grades 2-5. This year similar proportions of male and female casual staff have been maintained since last year, but there has been a 2.8 percentage points drop in the proportion of female staff in grades 2-5.

Gender representation

66. Figure 26 shows the representation of male and female staff within four pay quartiles.

67. The overall gender distribution is 56.2% female and 43.8% male. The upper quartile holds 33.2% of all male colleagues and only 18.6% of all female colleagues. This is reversed in the lower quartile which holds 19.2% of all male colleagues and 29.6% of all female colleagues. This is a major factor in why we have gender pay gaps.
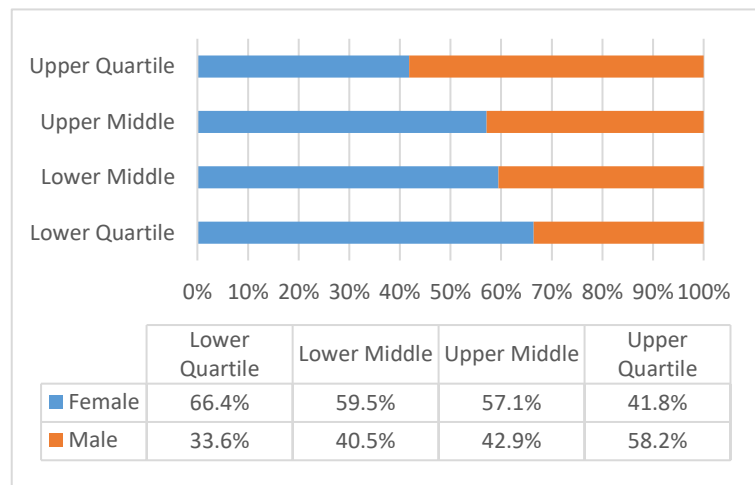

	Lower Quartile	Lower Middle	Upper Middle	Upper Quartile
Female	66.4%	59.5%	57.1%	41.8%
Male	33.6%	40.5%	42.9%	58.2%

Figure 26 – gender distribution by pay quartile, 31 March 2023
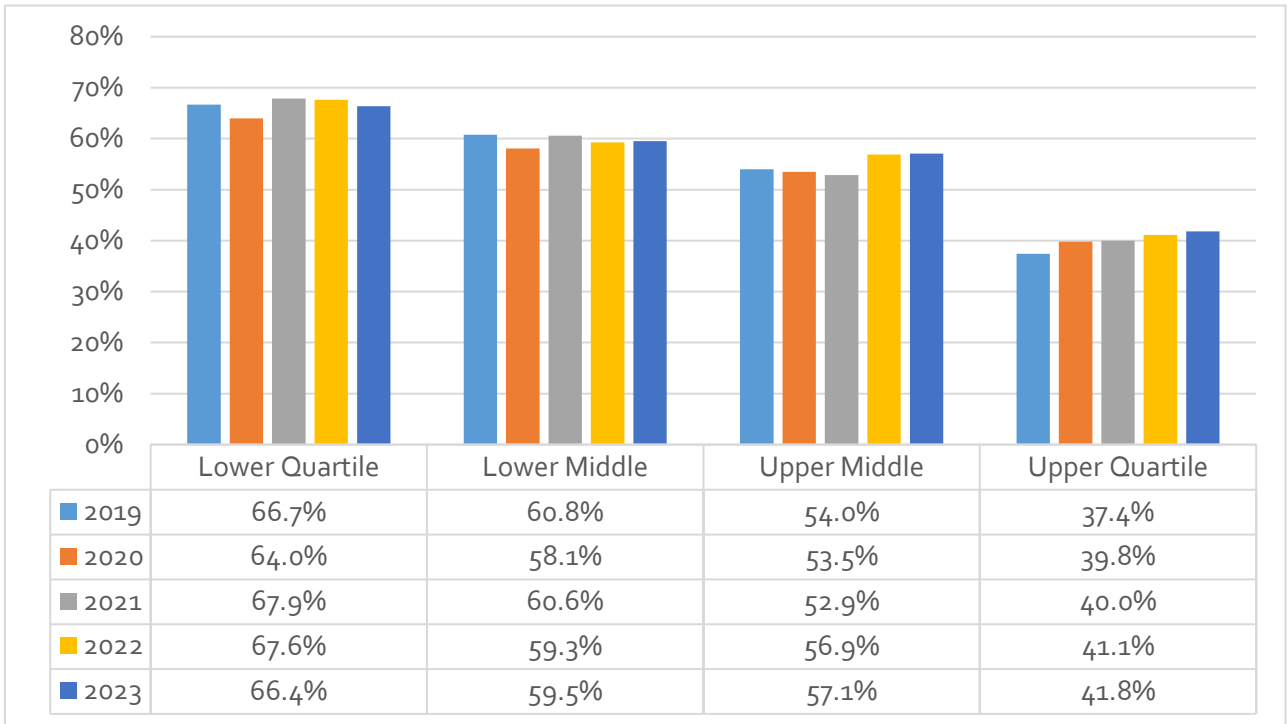
Figure 27 – Female distribution by pay quartile, 2019 - 2023

	Lower Quartile	Lower Middle	Upper Middle	Upper Quartile
2019	66.7%	60.8%	54.0%	37.4%
2020	64.0%	58.1%	53.5%	39.8%
2021	67.9%	60.6%	52.9%	40.0%
2022	67.6%	59.3%	56.9%	41.1%
2023	66.4%	59.5%	57.1%	41.8%

68. Figure 27 shows how the representation of women has changed across the last five years of gender pay gap reporting. There has been growth in the number of female colleagues in the upper pay quartile, which has shown a small upward trend since 2019 and is now 41.8%. This is accompanied by a more recent rising proportion of female colleagues in the upper middle pay quartile. However, the proportion of women in the two lower pay quartiles has changed little in the last five years. For the gender pay gap to decrease further, the distribution of female colleagues across all four pay quartile needs to be more even. In 2019 the difference in distribution between the upper pay quartile and the lower pay quartile was 29.3 percentage points. In 2023 this had fallen to 24.6 percentage points, suggesting that this levelling out is taking place, but at a slow rate of progress.

Gender Bonus Gap

69. Analysis of gender bonus gaps indicates that the mean gap was -25.3% in favour of female colleagues, whilst the median was 0%. A greater proportion of female colleagues received a bonus (2.3%) compared to male colleagues (1.2%). Bonuses are small in number and as a result, gaps fluctuate significantly each year.

	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)
Mean Gender Bonus Gap	25.6	2.6	4.5	35.3	-25.3%
Median Gender Bonus Gap	50	15.7	0.0	0.0	0.0%

Figure 28 – gender bonus gaps 2019 - 2023

	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)
Male employees receiving a bonus	1.3	1.5	5.9	2.8	1.2 (n=16)
Female employees receiving a bonus	1.6	1.8	3.9	3.5	2.3 (n=39)

Figure 29 –bonus distribution by sex, 2019 – 2023

Ethnicity pay gap

	2021 (%)	2022 (%)	2023 (%)
Ethnicity pay gap mean pay rate	12.6	12.2	12.8
Ethnicity pay gap median pay rate	12.1	15.0	11.4

Figure 30 –ethnicity pay gaps, 2021 - 2023

70. Figure 30 shows that in 2023, the mean ethnicity pay gap was 12.8%, a rise of 0.6 percentage points since 2022. The median pay gap was 11.4%, a fall of 3.6 percentage points since 2022.

Ethnicity representation

71. Figure 31 shows the representation of White and Black and global majority colleagues within four pay quartiles, giving indications as to why we have pay gaps and why they have changed between 2022 and 2023. The overall ethnicity distribution is 75.1% white and 24.9% Black and global majority. The upper quartile holds 27% of all white colleagues and only 18.3% of all Black and global majority colleagues. By contrast the lower quartile holds 22.2% of all White colleagues and 33.6% of all Black and global majority colleagues. This is a major factor in why we have ethnicity pay gaps.

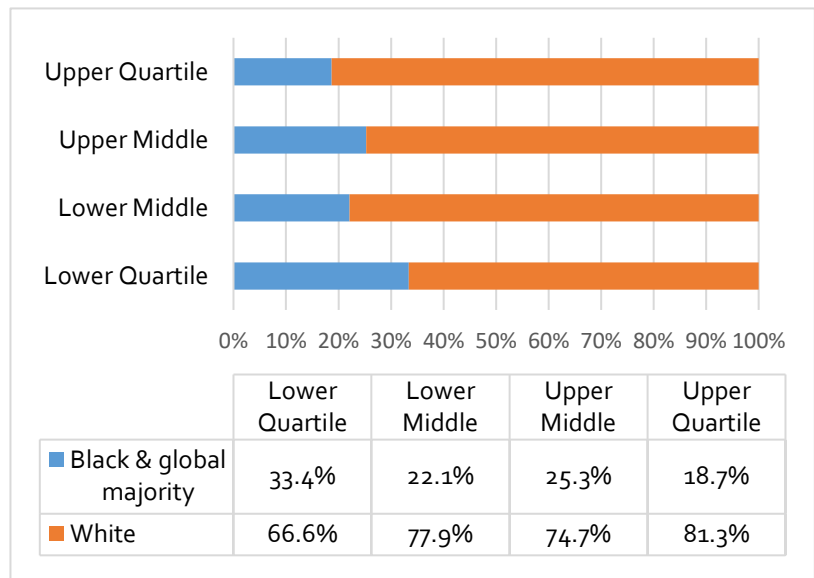|	Lower Quartile	Lower Middle	Upper Middle	Upper Quartile
Black & global majority	33.4%	22.1%	25.3%	18.7%
White	66.6%	77.9%	74.7%	81.3%

Figure 31 –pay quartile distribution by ethnicity, 2023

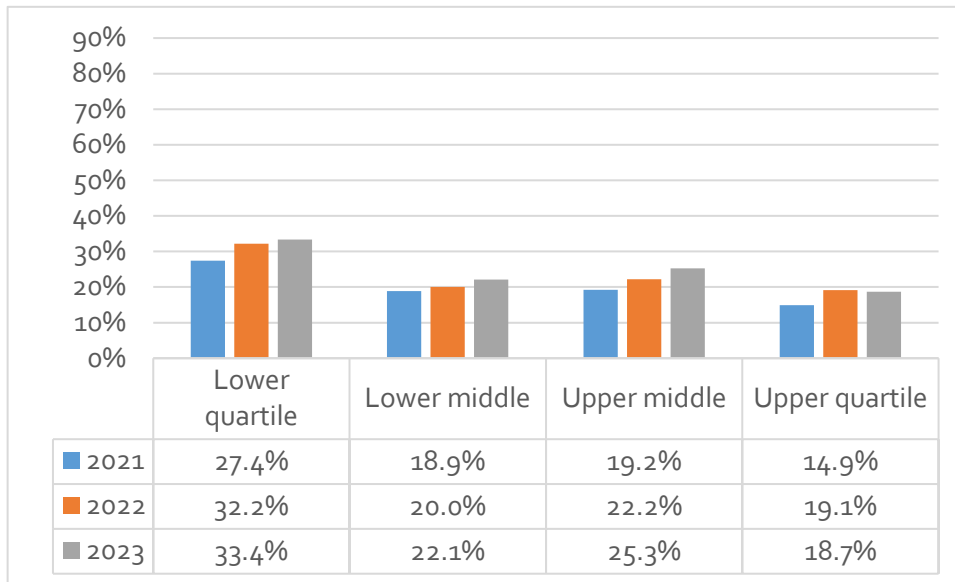|	Lower quartile	Lower middle	Upper middle	Upper quartile
2021	27.4%	18.9%	19.2%	14.9%
2022	32.2%	20.0%	22.2%	19.1%
2023	33.4%	22.1%	25.3%	18.7%

Figure 32 –Black & global majority colleagues pay quartile distribution 2021 - 2023

72. Since 2021 there has been an increase in the number of Black and global majority colleagues in every pay quartile, apart from a small drop in the upper quartile between 2022 and 2023. The increases in the proportion of Black and global majority colleagues in the lower middle and upper middle quartiles, coupled with a slower rate of growth in the lower quartile, are likely to have caused the decrease in the median pay gap in 2023. The small decrease in the proportion of Black and global majority colleagues in the upper pay quartile and the increase in the lower quartile are likely to be factors in the increase in the mean pay gap.

Ethnicity bonus gaps

73. Ethnicity bonus gaps are shown in the tables below.

	2021 (%)	2022 (%)	2023 (%)
Mean Ethnicity Bonus Gap	8.2	26.8	8.9%
Median Ethnicity Bonus Gap	0.0	0.0	0.0%

Figure 33 –ethnicity bonus gaps, 2021-23

	2021 (%)	2022 (%)	2023 (%)
White employees receiving a bonus	5.3%	3.6%	2.0% (n=44)
Black & global majority employees receiving a bonus	3.1%	2.1%	1.4% (n=10)

Figure 34 –bonus distribution by ethnicity, 2021-23

74. Only a small number of bonuses are distributed each year, however the mean ethnicity bonus gaps over three years have consistently been in favour of White colleagues, with a higher proportion of White colleagues being in receipt of a bonus.

Disability pay gaps

	2021 (%)	2022 (%)	2023 (%)
Mean disability pay gap	8.5	10.0	5.3
Median disability pay gap	17.5	9.9	0.9

Figure 35 –disability pay gaps, 2021-23

75. In 2023, the mean disability pay gap was 5.3%, a decrease of 4.7 percentage points since 2022. The median pay gap was 0.9%, a decrease of 9 percentage points since 2022. Disability bonus gaps are not shown due to low numbers.

Disability representation

76. Figure 36 shows the distribution of disabled and non-disabled staff in 2023, giving indications as to why both pay gaps have fallen. The overall disability distribution is 94.3% not disabled and 5.8% disabled. The upper quartile holds 25.3% of all non-disabled colleagues and 20.5% of all disabled colleagues. The lower quartile holds 24.9% of all non-disabled colleagues and 26.3% of all disabled colleagues. This is the most even distribution of the three pay gap categories (gender, ethnicity, disability) and this is why the pay gaps are significantly lower.

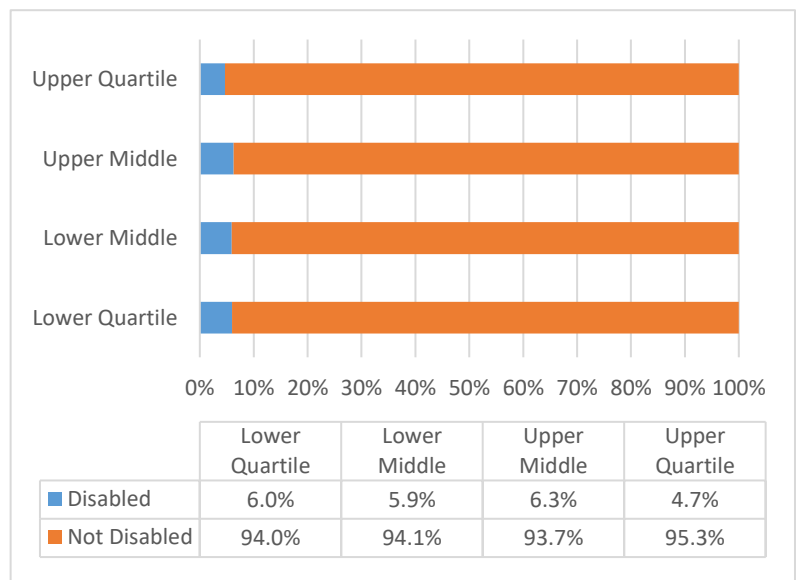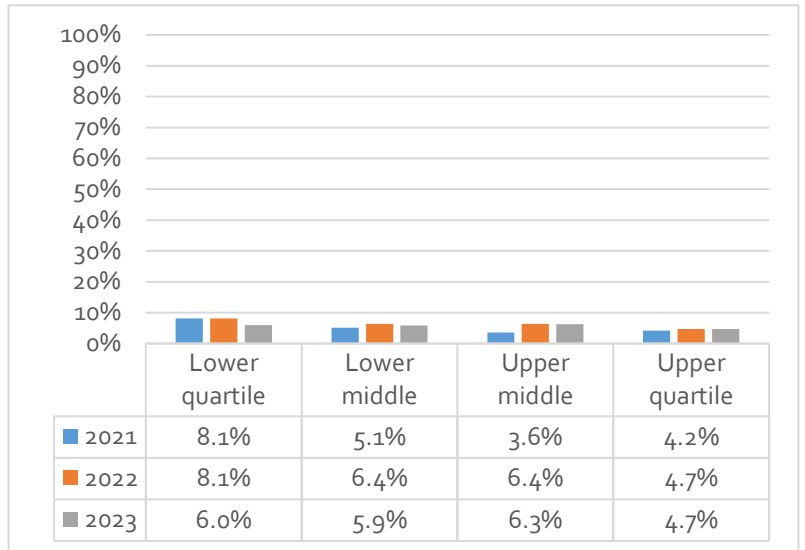|	Lower Quartile	Lower Middle	Upper Middle	Upper Quartile
Disabled	6.0%	5.9%	6.3%	4.7%
Not Disabled	94.0%	94.1%	93.7%	95.3%

Figure 36 –quartile distribution by disability, 2023

77. Figure 37 shows the distribution of disabled staff across the four pay quartiles since 2021. The decrease in the proportion of disabled staff in the lower pay quartile has been caused by a 33.8% drop in the number of disabled casual staff. Overall there was a 14.9% percent drop in casual staff, but this fall was much larger for disabled colleagues. Whilst the decrease in the disability pay gaps are welcome, this factor is cause for concern.

Figure 37 –quartile distribution by disability, 2023

	Lower quartile	Lower middle	Upper middle	Upper quartile
2021	8.1%	5.1%	3.6%	4.2%
2022	8.1%	6.4%	6.4%	4.7%
2023	6.0%	5.9%	6.3%	4.7%

Appendix 3 - Review of KPIs

Aim 1: Achieve diversity in our staff and student body							
	2021-22 (Benchmark)	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
Colleagues							
1. Increase the proportion of disabled staff to 8% academics, 10% for professional services.	4.7% academic 5.2% Prof Serv	4.3% academic 5.1% Prof Serv					
2. Increase the proportion of Black and global majority academic staff to 24% (stretch to 27%).	19.2%	20.8%					
Students - access							
i) decrease the gap between students from the most (Q1) and least (Q5) deprived areas (IMD) from 23.2% to 15.2% by 2023-2024.							
ii) support 590 pupils to improve their written communication, subject knowledge and critical thinking skills by 5% or more.							
Aim 2: Establish an equitable and fair environment							
Colleagues							
3. Increase the proportion of Black and Global Majority Professors to 15% (Stretch to 18%).	11.2%	10.6%					
4. Increase the proportion of Women Professors to 43% (48% stretch) and Women Readers.	32.7%	33.3%					
5. Increase the proportion of Black and global majority professional	9.6%	8.5%					

services staff at Grade 9 and 10 to 20% (stretch to 25%).							
6. Increase proportion of Disabled professional services staff at grade 9 and 10 to 5%.	3.8%	5.1%					
Students - Success and Progression							
i) eliminate the awarding gap between students from the highest (Q5) and lowest (Q1) participation areas from 9% to 0% points by 2024-2025.							
ii) decrease the awarding between students from the most (Q1) and least (Q5) deprived areas (IMD) from 19% to 10% by 2024-2025, with an aim to eliminate the gap by 2029-30.							
iii) decrease the awarding gap between Black students and White students from 15% to 5% by 2024-2025, with an aim to eliminate the gap by 2029-2030.							
iv) decrease the gap in progression between Black students and White students from 15% to 5% by 2024-2025, with an aim to eliminate the gap by 2025-26.							
v) decrease the gap in progression between students with and without a mental health condition from 15% to 5% by 2024-2025 with an aim to eliminate the gap by 2025-26.							

Aim 3: Ensure everyone is included and feels a sense of belonging							
Colleagues							
7. Year-on-year increase in positive responses to culture change and sense of belonging in annual university Culture survey and NSS scores.							
8. Decrease in turnover for disabled staff.	20.5% (18 leavers)	32.2% (29 leavers)					