Royal Holloway University of London Equality Objectives 2018-2021
Consultation: January and February 2018.

Introduction

These are the draft ‘Equality Objectives’ which form part of Royal Holloway’s new Equality Scheme 2018-2021. We have also identified actions that will enable us to meet our legal obligations (see below), develop good practice and ensure that a concern for equality is embedded in our policies and procedures.

The purpose of the current consultation sessions is to ensure that we receive comprehensive feedback on the draft objectives with the aim of producing a final version of the Equality Scheme by March 2018.

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

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

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

Royal Holloway Equality and Diversity Statement

Royal Holloway, University of London (hereafter ‘the College’) is proud to continue its tradition of providing excellent education on the basis of merit. It commits to valuing diversity and promoting equality of opportunity for all in employment, admissions and in its teaching, learning and research activities.

The College is committed to ensuring that:

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

Royal Holloway is fully committed to upholding principles of equality, diversity and fair access ensuring we create fair opportunities for all, respect and support each other and allow individuals to achieve their potential (as outlined in The Royal Holloway Strategic Plan 2013-2020).

Achievements so far

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

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

Equality Objectives 2017-21

The review of the last set of equality objectives highlighted some areas for improvement to the previous scheme. It became apparent that the objectives were repetitive in some areas, with scope for them becoming clearer and SMARTER. We therefore invited ECU back to the College to facilitate a session on developing the equality objectives for the Equality and Diversity Scheme 2017-21. The participants for both facilitated sessions, comprised academic and professional services, student and sabbatical officer representatives, staff trade union representatives and representatives from staff networks. A small group of staff were then asked to develop the equality objectives using the information from the outputs of the two facilitated sessions and evidence from a numerous sources including staff and student surveys, Athena SWAN and Race Equality Charter action plans, monitoring reports, pay audits etc . After undergoing numerous iterative processes, below are the six draft objectives:
**Objective 1**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Our organisational structures, governance, policies and processes</th>
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<tbody>
<tr>
<td><strong>Aim</strong></td>
<td>Ensure the organisational structures, governance, policies and processes continue to proactively support equality, diversity and inclusion in a way that delivers greatest impact.</td>
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| **Key actions** | - Define what is expected of leaders and managers in relation to equalities and provide support to enable them to effectively deliver this  
- Develop new policies where a need has been identified, ensuring all policies (existing and new) are inclusive and Equality Impact Assessments (EIA) are implemented and mainstreamed.  
- Where College committees have academic staff (faculty) representation, to advertise vacancies and/or to keep a list of staff who would be eligible and willing to serve on such committees.  
- Improve processes for collating, monitoring and reporting equality and ‘intelligence’ data and use the data effectively. |
| **Success Measures** | - Increase in positive responses in staff surveys relating to support and recognition from managers.  
- Decrease in grievance incidents  
- 80% of academic departments to have Athena SWAN awards by 2022  
- Improved ranking in Stonewall Workplace Equality Index  
- Improved diversity on institutional committees  
- Successful implementation of Equality Impact Assessments (EIAs). |

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**Objective 2**

<table>
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<th>Theme</th>
<th>Our Culture and Communities</th>
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<tr>
<td><strong>Aim/objective</strong></td>
<td>Establish an inclusive and enabling workplace where staff and students feel respected, valued and safe enough to be themselves in an institution they feel they belong to.</td>
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| **How? (Key actions)** | - Support staff E&D networks and promote/celebrate events and awareness-raising campaigns that foster inclusion and well-being.  
- Improve knowledge and understanding of E&D issues (through provision of workshops, training and staff/student recognition awards).  
- Develop and disseminate accessible E&D guidance on practices/good practice that ensure that the needs of all groups are catered for so that everyone can play happy, fulfilling and productive roles in the life of the College.  
- Plan series of internal seminars showcasing RH research on inequality and diversity.  
- Develop and operationalise a Mental Health and Well Being Action plan  
- Develop and implement an anti-Sexual Harassment/Violence and Bullying Action Plan |
| **Success Measures (KPI)** | - Increase in staff/students engaging with staff consultation activities.  
- Improved self-identification/disclosure/reporting rates (equality data, harassment incidents) |
- Decreased sickness and absence rates, and reduced numbers of disciplinary and grievance incidents related to E&D
- Decrease in staff absence due to health/wellbeing issues
- Increase in positive feedback in staff and student surveys and other opinion indicators regarding prevailing cultures at Royal Holloway, including feeling confident in RH’s commitment to promoting equality of opportunity and diversity.
- Equalities/inclusivity/diversity research by RH academics more visible and used in college decision making where relevant.

### Objective 3

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<tr>
<th>Theme</th>
<th>Staff recruitment, retention and career development</th>
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<tr>
<td><strong>Aim/objective</strong></td>
<td>Ensure equal access to effective career development, fair pay and progression opportunities in place for all staff, including those from protected characteristics groups.</td>
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</table>
| **How? (Key actions)**             | - Define career pathways and progression for key staff groups  
- Ensure that routes to promotion are fair and effectively mitigate unconscious bias  
- Provide targeted development programmes for key groups of staff  
- Enable effective career planning and personal development support for staff  
- Ensure all steps are taken to provide equal pay for equal work |
| **Success Measures (KPI)**         | - Staff feedback demonstrates career pathways are known and understood  
- Improved representation of protected characteristics at senior levels.  
- Improved promotion success rate of staff with protected characteristics.  
- Improved satisfaction in development opportunities for key groups of staff.  
- Increase in internal promotions for professional services staff.  
- Increase in promotion for BME and female academic staff. Improved representation of women and BME in leadership roles.  
- Decrease of equal pay gap at all levels to under 3% |

### Objective 4

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<th>Theme</th>
<th>Our Infrastructure, Physical Estates and IT systems</th>
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<tr>
<td><strong>Aim</strong></td>
<td>Ensure that the College buildings and infrastructure reflect the diverse needs of the College communities and provide accessible and inclusive working and learning environments.</td>
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| **How? (Key actions)**             | - Carry out a periodic accessibility audit of all university buildings (new and old) every 5 years, with an interim review in year 3; a modest annual budget (circa @£200,000) to be set aside each year to enable remedial or improvement works to be carried out.  
- The university should develop a clear equality/diversity policy for both new and existing buildings which states the minimum threshold standard for inclusivity and accessibility for all buildings. The application of this policy would be monitored by the Equality and Diversity Steering Group and by the Planning and Resources Committee.  
- Conduct a review of the physical environment including signage, baby-changing/feeding facilities, gender neutral toilets, accessible pathways and lighting around College and develop a programme of improvements to establish a safe and inclusive environment for all staff and students. |
- Ensure accessible IT and software is made available to support staff and student/adapt systems to accommodate all individual differences and disabilities. A single point of contact to be established for staff seeking help with assistive technologies, as well as one for students.

**Success Measures (KPI)**
- Comprehensive infrastructure review completed and action plan in place with clear timetable for actions to provide fully accessible internal and external spaces.
- Accessible IT and software in place
- Increase in positive responses to staff and student surveys regarding facilities.

### Objective 5

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<th>Theme</th>
<th>Teaching, learning, student progression and widening participation.</th>
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<td><strong>Aim</strong></td>
<td>To offer all students an engaging and diverse curriculum which is representative of our student population and society; to implement fair and equitable teaching and assessment practices across the College and deliver effective career development and progression support to ensure all students achieve their highest potential.</td>
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| **How? (Key actions)** |• Ensure strategies are in place to establish an inclusive curriculum offered by all departments, including engagement with Student Curriculum Consultants.  
• Implement an effective Personal Tutor Initiative to encourage higher levels of support through tutoring, relationships with academics, improved contact time and a sense of belonging  
• Implement the ‘Student Engagement within Royal Holloway Report’.  
• Implement effective activities and targeted campaigns to widen participation, attract diverse applicants and improve conversion rates  
• Support departments to identify areas for improvement and ways to improve progression e.g. through promoting SPRINT, mentoring schemes, peer guides, implementation of the revised Personal tutor scheme  
• Careers and employability initiatives  
• Develop and implement an action plan to identify and address significant attainment gaps for any group. |
| **Success Measures (KPI)** |• Decrease in any identified attainment gaps.  
• Improved pipeline for BAME/female/mature students progressing from UG through to PGT/PGR programmes  
• Improved survey results and positive focus group feedback regarding consistent, constructive and informative individual feedback.  
• Increase in positive responses in surveys regarding diversity of curriculum.  
• Increase in positive responses in surveys regarding support for career progression. |

### Objective 6

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<th>Theme</th>
<th>Research - Inclusivity in Research</th>
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<tr>
<td><strong>Aims</strong></td>
<td>Develop an inclusive approach to research conducted at Royal Holloway whereby barriers to participation of eligible staff and students from diverse groups are removed and their involvement promoted.</td>
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| How? (Key actions) | • Examine 2021 REF entry procedures & processes and how equality & diversity is taken into account  
| | • Ensure fair recruitment and selection of research students  
| | • Royal Holloway talent management scheme should take full account of the needs of BAME staff  
| | • Extend research support for key staff groups (e.g. early career, staff taking career breaks, teaching focused staff).  
| | • Support for key groups to encourage pipeline from UG into Taught Masters and research degrees (To link with evidence above regarding progression to PhD). |
| Success Measures (KPI) | • Increase in women and BAME staff being selected for REF 2021  
| | • Maternity/adoption leave ‘supported return to research’ has improved take up  
| | • Increase in positive feedback in staff surveys regarding support for research.  
| | • More diverse bodies of research staff and PGR students |