



Royal Holloway EDI Annual Report (August 2021-July 2022)

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1. Introduction

At the heart of our university 3-year strategic plan 2021 to 2024 is the aim to create an environment that fosters attitudes and behaviours that are driven by fairness and equity, innovation and freedom to explore new ideas and ways of thinking that will ultimately have a positive influence on society. The strategic plan is underpinned by our People Strategy designed to ensure our colleagues have a supportive and fulfilling place to work: a space where they feel engaged, connected and supported to grow and give their best.

We have continued to make progress across our Equality Objectives in the 2021-2022 reporting period as we have moved towards different patterns of working in our new hybrid working pilot following covid-19.

a. Diversifying our Community

<p>Age</p> <p>53.4% of colleagues were aged 31-50.</p>	<p>Disability</p> <p>4.9% of colleagues declared a disability, including 4.7% of academics and 5.2% of Professional Services colleagues.</p>
<p>Ethnicity</p> <p>19.4% of colleagues are of a Black and global majority background (a 2% increase since 2021.) 76.7% identified as white and 3.9% prefer not to say. 19.2% of academics and 19.6% of Professional Services colleagues identified as being of a Black and global majority background. The largest combined ethnic group across all colleagues was Asian (9%) followed by mixed ethnicity (3.3%).</p>	<p>Married & Civil Partnership</p> <p>40% of colleagues were recorded as married, and 1% are in a Civil Partnership. We have no recorded information for 20.5% of colleagues.</p>
<p>Nationality</p> <p>25.3% of colleagues are of a non-UK nationality.</p>	<p>Religion and Belief</p> <p>36% of colleagues have a religion or belief. The largest representation was of Christian colleagues (25.3%) followed by Muslim (3.4%), Hindu (2.3%), Spiritual (1.1%), Jewish (1%), Sikh (1%) and Buddhist (0.7%).</p>
<p>Sex*</p> <p>52.5% of colleagues are recorded as female.</p> <p>47.5% of colleagues are recorded as male</p>	<p>Sexual Orientation</p> <p>6.5% of colleagues stated that they have a minoritised sexuality (Lesbian, Gay, Bisexual or another sexuality excluding heterosexual). This is a 0.9% rise on 2021, but our non-reporting rate remains high at 27.8%.</p>

*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.

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

Representation

- The proportion of our disabled staff has increased by 0.3 percentage points, though it is still lower than the sector average of 6.0%
- The number of staff who share that they have a minoritized sexuality has increased by 0.9 percentage points, and those who prefer not to declare their sexual orientation has decreased by 2.1 percentage points.
- There has been a 2 percentage point increase in the number of colleagues from Black and global majority backgrounds, with the number of Asian staff increasing by 1.1 percentage points. However, our staff makeup is still not as diverse as the community we serve.

b. [Moving on from 2020/2021.](#)

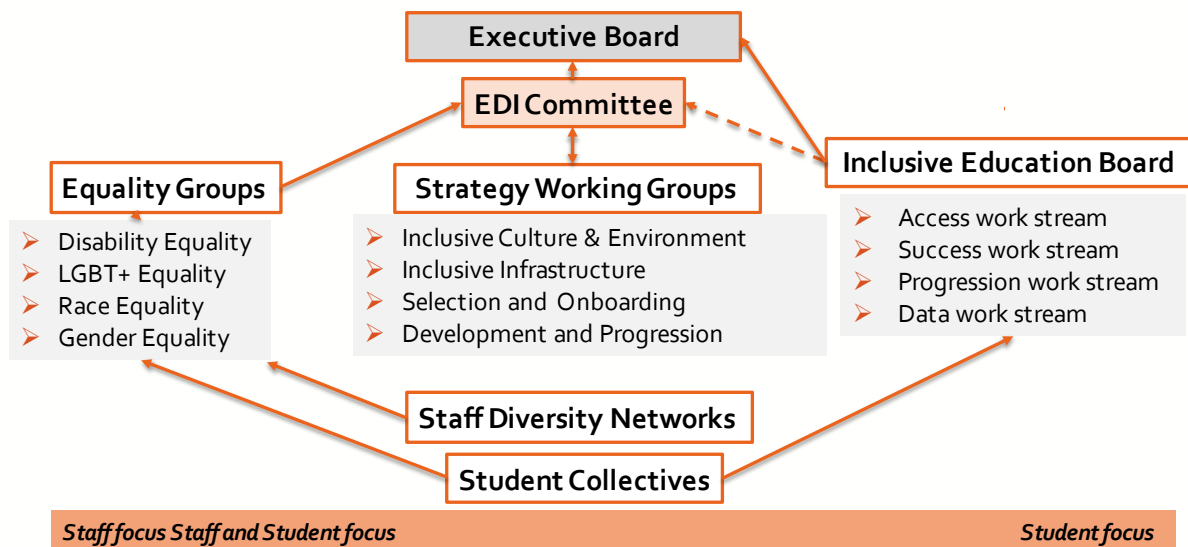
The academic year 2020-21 was underpinned by the ongoing impacts of covid-19 both globally and within our College community. The pandemic highlighted existing structural and systemic inequalities with differences in impact on different groups of people and individuals. There was an increase in consultation activities with our staff and student communities to identify where further support may be required, including during periods of lockdown. Surveys were distributed to explore experiences working from home, with discussion sessions held with all four diversity networks to identified challenges colleagues face both working remotely and also returning to campus. At College level, Equality Impact Assessments focusing on 'Working remotely' and 'Managing returning to Campus', based on consultations with our staff networks and wider college members throughout 2020 and 2021, highlighted many challenges our community members face. These ranged from access requirements, caring commitments and challenges to mental health and wellbeing amongst others. Staff and students alike were faced with challenges around maintaining connection, inclusion and belonging, alongside exposure to ongoing uncertainty and the need to continually adapt to change.

Throughout 2021-22 we have focused on addressing these concerns, alongside establishing a solid foundation for our EDI work to gain momentum. The establishment of our new EDI Governance structure in December 2021 marked the end of the 2018-2021 Equality Scheme and the start of a new approach to EDI work which is designed to accelerate change.

2. Our new EDI Governance and strategy

In 2021 we **revised our EDI Governance structure** to maximise the impact of our EDI work and:

- **Ensure voices from our staff networks inform our EDI work** through our four Equality Groups: Race, LGBT+, Gender and Disability which have representation from all our diversity networks.
- **Accelerate the transition from theory to action** we created four Strategy Working Groups each focusing on one of four themes identified as key areas for intervention: Selection and onboarding; Development and progression; Inclusive culture and environment; Inclusive infrastructure (physical and digital).
- **Develop a structure that can consider issues from an intersectional perspective** and a perspective of lived experience, comprising diverse representation at all levels of the structure.
- **Strengthen collaboration between staff and students** through including student voices on central EDI committees and working groups.



Royal Holloway's Equality, Diversity and Inclusion Governance Structure.

Our revised EDI Committee, chaired by Senior Vice-Principal Professor Tracy Bhamra, launched in December 2021 and comprises colleagues from across the College including from key professional services, diversity network leads, equality group chairs and EDI School Directors who each lead one of our four central equality strategy working groups. In May 2022 the Committee discussed the importance of articulating of what we see as our EDI values as an institution. These values will be our cultural aspirations: qualities and standards that are a basis for behaviour across all levels of the College.

Our new Equality Strategy Working groups had their first meetings in the Spring 2022, marking a shift from theory and discussion to action and implementation. During these initial meetings, colleagues discussed priorities and corresponding actions for each of their groups, as identified through extensive consultation including with our diversity networks. These priorities and actions are currently being implemented across the College within our professional services and will also be incorporated into our upcoming EDI Framework 2023 to 2028.

We have established a new working group to focus on developing our new EDI framework which will launch next year. Our new framework will be rooted in a comprehensive analysis of quantitative and qualitative data sources and discussions around these, including findings from Pulse surveys, discussions with our diversity networks and data from our gender, disability and ethnicity pay gaps. It is envisaged that the framework will also include our EDU values.

We launched our new LGBT+ Equality Group, which now sits alongside our Race, Gender and Disability equality groups. This newly formed group will act as an advisory, implementation and consultative forum in relation to all aspects of LGBT+ equality and inclusion at Royal Holloway, championing the spirit of our EDI Strategy and the Stonewall Workplace Equality Index scheme.

3. Key areas of work and progress

Our new EDI governance structure and the formation of our new strategy working groups has resulted in an influx of EDI planning and activity throughout 2021-2022.

a. Inclusive Culture and Environment

Consideration of turnover data highlights key areas of focus for the future, including removing barriers to inclusion and changing the culture to ensure every member of our community feels a sense of belonging.

Turnover

- The group with the highest turnover is disabled staff, at 20.5%.
- Women have a substantially higher turnover rate compared to men colleagues (18.6% compared to 11.6%)
- The turnover of Black and global majority staff has fallen by 2.6 percentage points between 2021-22 and 2019-20.

Our Inclusive Culture and Environment Working Group carried out a **comprehensive review of central EDI training in 2022.**

As a result we have procured a **new EDI Essentials e-learning package** as part of a wider approach to training which is mandatory for all colleagues:

- Diversity and Inclusion in the workplace.
- Unconscious bias.
- Allyship.
- Bullying and harassment.

These modules build on knowledge and awareness throughout the programme, moving from theory to action. We plan to supplement existing training with micro-learning pathways in the form of recorded bitesize sessions that colleagues can use to integrate EDI awareness and messaging into existing regular department structures and processes.

Following on from our 2021 **Conversations About Race** pilot initiative, we are progressing towards offering these opportunities locally so that learning can be supported through conversations about lived experiences of marginalisation and discrimination.

We worked with Advance HE on the design of a new Introduction to Race Equity e-learning course that launched in 2022. The programme is tailored to Royal Holloway and explores overt/covert racism, privilege, inclusion and belonging. We now offer new synchronous **Trans Awareness training** that combines theory alongside practical tools, with plans to expand to face-to-face and online LGBT+ Allyship training for sexuality and for gender identity respectively.

We have started to develop a **package of support around the peri/menopause** and awareness in the workplace, including workshops on resilience and HRT. Moving forwards, we will set up awareness sessions for managers and establish a peer support network.

Senior Leadership Training took place in May and July 2022 focusing on race equality, with discussions around white privilege and fragility, having challenging conversations and implementing anti-racist practices locally. Future action will include the annual publication of diversity statements from our Senior Leaders.

June 2022 saw the launch of the new **EDI Calendar**, establishing a formal centralised strategy to secure financial resource and recognise and celebrate key EDI dates and events, thus supporting the development of a more consciously inclusive culture. Throughout 2021-22 we marked a range of diversity dates and months, including LGBT History Month, International Women's Day and Transgender Day of Remembrance amongst others.

Throughout 2021 and 2022 we also worked with Comms to launch our **Weekly Wellbeing Focus articles** which, published in the Principal's Newsletter, explored and provided guidance on a range of topics around mental and physical health, including a focus on for example Men's health, hybrid working and wellbeing, being stress aware, and the importance of empathy amongst others. The articles also marked important dates such as International Day of Persons with Disabilities, and World Menopause Day. We have In 2022 we will also offer new e-learning to support stress and mental health.

Looking forwards, some priorities will include working further to create spaces where people feel safe and supported to share their lived experiences and enable us to build our community. Our managers play a crucial role in setting and nurturing the culture and

environment that is needed to support everyone to be their best. This is why it is crucial that we focus on further enabling our managers to develop and inclusive mindset. We will also provide more support for our neurodivergent colleagues, through raising awareness....

b. Development and progression

We continued to offer the **Mandala Programme** 2021-2022. This is an innovative, 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.

We also offered the **Enabling Women through the Academic Promotions Process** programme, designed to close the gender gap, consists 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.

Looking forwards some key priorities will be to review our academic promotions process to ensure it is fair, and focus on supporting our professional services colleagues in terms of development and progression.

- A significantly smaller proportion of women apply for professor than the population average, though the proportion applying for reader has increased to above the population average. Women also remain more successful overall than men.
- A significantly smaller proportion of Black and global majority academics apply for professor and readership than the population average.
- The overall success rate for Black and global majority staff is 6 percentage points lower than for White staff. However, success rates at reader and senior lecturer are now comparable. A 14.4 percentage point difference remains at professor level.

c. Recruitment and Selection

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.

Recruitment

- Black and global majority applicants perform less well than white applicants at both shortlisting and interview.
- Disabled applicants perform better at shortlisting than non disabled applicants but less well at the interview.
- Academic women applicants are more successful at shortlisting, but less successful at offer stage for Grades 8, 9 and Professorships.
- Black and global majority academic applicants are significantly less successful at shortlisting, but more successful at offer stage.
- Black and global majority applicants were less likely to be shortlisted and be offered the role than white applicants for Professional Services grades 8-10.
- LGBT+ candidates were marginally less successful at shortlisting, and significantly less successful at offer stage for academic roles 8-10 and Professor.

A paper on establishing a central reasonable adjustment budget was approved at Executive Board in 2022. The purpose of the proposal was to ensure that financial considerations at department level do not impact recruitment decisions. The EDI Committee also approved a paper highlighting the value of introducing Diversity Statements into the Recruitment Process and we will proceed to implemented these in 2023.

Looking forwards we will work to ensure commitment to EDI is an integral part of the application and recruitment process and strengthen EDI recruitment training.

d. Inclusive Infrastructure

The Inclusive Infrastructure Working Group developed a set of recommendations around our Estates to address underlying issues. These included building awareness and understanding around access and inclusion; establishing a consultation process to make sure that accessibility and inclusion requirements are scoped into all estates-related projects up front, and remain a focus throughout; establishing a user-panel representing the diverse groups of stakeholders across the College. The group recommended that in all inclusion and accessibility requirements are considered as core build requirements that are of benefit to all stakeholders.

Looking forwards, we will ensure recommendations and principles of access and inclusion are embedded into Estates Strategy. The group's next project is a focus on digital accessibility and inclusion.

e. 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.

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 Race Equality Charter Award in November 2024. We plan to submit to the Stonewall Workplace Equality Index in 2022 and will explore elevating 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

f. Our Staff Networks

Our staff EDI Networks play key roles in providing peer support, networking and development opportunities, and helping the College achieve its EDI ambitions. Our Networks are represented throughout our EDI governance structure and continue to influence the development of policies and processes at the University. Some of the network highlights from this year include...

- Black and Global Majority Network
- Disability and Mental Health Network
- LGBT+
- Royal Holloway Women's Network

A highlight of 2021 was our event **In Conversation with Baroness Doreen Lawrence OBE** organised by our Black and Global Majority Staff Network. At this event, Baroness Lawrence discussed her thoughts on racism, talked about her charity The Stephen Lawrence Day Foundation and explored her hopes for the future. This was a public event and participants included pupils from Schools.

We marked Black History Month with a range of further events, including our 2021 Chaplaincy Lecturer 'God is not a White Man' by Chine MacDonald, Head of Community Fundraising and Public Engagement at Christian Aid.

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 2021/22:

"Scholar of the Month" celebrates and publicises the gender research being undertaken at the University. Scholars have included:

- Professor Katherine Brickell, "'Worn out': Debt discipline, hunger and the gendered contingencies of the COVID-19 pandemic amongst Cambodian garment workers".
- Professor Sarah Childs, "Making Representative Political Institutions Feminist".
- Professor Victoria Mapplebeck, "Smartphone Filmmaking as a Tool for Innovation, Intimacy, and Diversity".

A Roundtable Discussion for Early Career Women and Non-Binary Researchers (November 2021) with a panel of Academic staff and the Head of Organisational Development & Diversity.

Trans Awareness Week Keynote Speech, Professor Sophie-Grace Chappell, "Gender Concepts: Gatekeepers, Engineers, and Welcomers"; co-hosted with UCU and the Royal Holloway LGBTQ+ Network.

Go Run Lead Programmes with in-person networking. These are for women and gender non-binary students and staff interested in either running for elected office or making a career in campaign politics. The four seminars were entitled:

- Ten Things to Know about Running for Office
- Campaign Training
- Violence against Women in Politics Training
- Gender, Elections and Voting.

Feminist Reading Group for staff and PGR students, designed to allow brainstorming and networking.

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

4. Priorities 2022-2023

Our priorities centre 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. More specifically we will focus on increasing diversity in our community through establishing a more fair and inclusive recruitment process, and ensuring our colleagues feel welcome and supported, with no barriers to access, inclusion and progression.

Findings from Pulse Surveys carried out throughout 2021 identified that colleagues are looking for opportunities to grow and make a difference and a culture where everyone is able to be their best selves. These will be included in the key themes we will focus on for the development of the College EDI strategy 2023-2028.

Some key objectives for 2022-2023 are as follows:

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.** Our managers play a crucial role 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 and there are no barriers to progression.
6. **Raise awareness around disability and access,** including equipping our community with the knowledge to designing 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. Equality, Diversity and Inclusion Data 2022

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 and therefore includes staff on unpaid parental leave and unpaid sickness.

Employment arrangement	Example post titles	July 2021	July 2022
Salaried contracts	Regular, ongoing employment	1688 headcount (main post only)	1773 headcount (main post only)
	Lecturer, manager, administrator, customer services	1550.2 FTE (all posts)	1624.1 FTE (all posts)

Figure 1 – staff summary

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.

The report gives an overview by protected characteristic, with a snapshot date of 31 July 2022 used in relation to the data reported for 2021-2022. For location, it is also based on the primary organisational home of a member of staff, rather than job role

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.

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.

Advance HE's Equality + Higher Education – Staff Statistical Report 2022 has been cited as a sector benchmark. This draws on HESA data for 2020-21, which is the most recent report.

Data sharing principles have been applied, and analysis is not shown for groups where fewer than 10 individuals are represented.

Representation by protected characteristic

Sex

Figure 2 shows that in July 2022 52.5% of colleagues were female, representing a 0.5 percentage point drop since 2021. This is less than the sector average, which is reported as 62.6%.

The reduction comes mainly from a 0.5 percentage point fall in female colleagues in Academic Schools and Departments, from 43.5% to 43%. 63.7% of colleagues in Professional Services are female, a 0.1 percentage point drop since 2021.

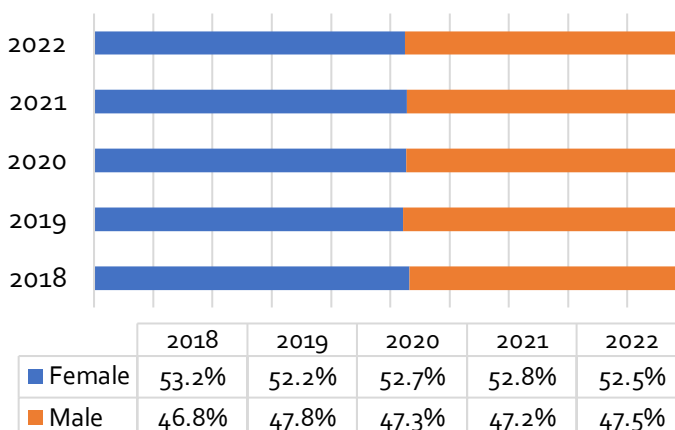


Figure 2 – representation by sex, 2018 -2022

Figure 3 shows changes to representation of female colleagues at different grades in the university between 2021 and 2022. The proportion of female professors increased by 0.6 percentage points to 32.7%, while the proportion of female colleagues at grade 10 remained the same. There is a 3.5 percentage point reduction in the number of female staff at grade 9, which cannot be accounted for by an increase in the proportion of female Professors or colleagues at grade 10. In Academic Schools and Departments, the proportion of female colleagues at grade 9 (senior lecturers and readers) fell by 3.3 percentage points, and there was a decrease of 5 percentage points in female staff at grade 9 in Professional Services.

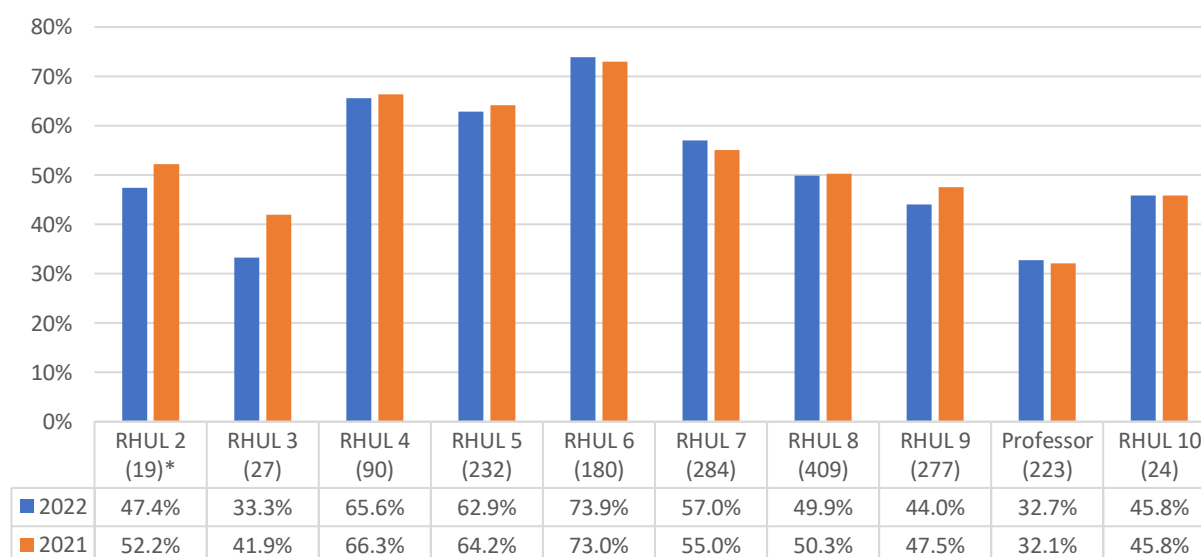


Figure 3 – change in representation of female staff by grade, 2021 -2022

The highest proportion of female colleagues remains at grade 6 (73.9%), whilst the proportion at grade 7 has increased by 2 percentage points since 2021.

Sex and Ethnicity

As of 31 July 2022, a higher proportion of female staff (20.3%) were from a Black and global majority background than male staff (18.4%). This distribution was reflected differently in Academic Schools and Departments compared to Professional Services. In Academic Schools and Departments, 23.4% of the female staff were from a Black and global majority background, compared to 16.1% of male staff. In Professional Services, 22.7% of the male staff were from a Black and global majority background, compared to 17.8% of the female staff.

Gender Identity

Our data relating to gender identity is currently limited. During the recruitment process new starters are asked if they identify with their birth gender, and 63.6% 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. This question is not currently available to answer or update on MyView. Fields relating to gender identity and pronouns are available within ResourceLink, but these questions are not currently asked as part of the recruitment process.

Ethnicity

Representation of Black and global majority colleagues increased by 2 percentage points to 19.4% since 2021, and by 3.8 percentage points since 2018. This is despite a small rise over time in the proportion of colleagues who prefer not to record their ethnicity. The sector average is reported as 15.1%

The highest represented ethnicity after white is Asian (9%), the proportion of whom has increased by 1.1 percentage points since 2021.

Representation of other groups is: mixed ethnicity (3.3%), Chinese (2.7%), Black (2.3%) and other ethnicities (2.1%).

These increases are reflected both in Academic Schools and Departments and in Professional Services. There has been a 2.1 percentage point increase in Black and global majority academics, including a 1.1 percentage point increase in Asian academics (7.6%), and 0.9 percentage point increase in Black academics (2.5%). The increase in Black and global majority colleagues in Professional Services is 1.9 percentage points to 19.6%. This includes a 1.1 percentage point increase in the proportion of Asian colleagues, with the number of Chinese colleagues being more than 10 for the first time.

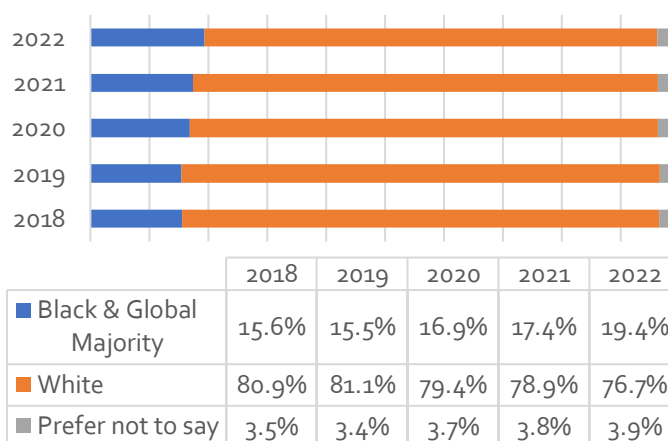


Figure 4 – staff representation by ethnicity, 2018 - 2022

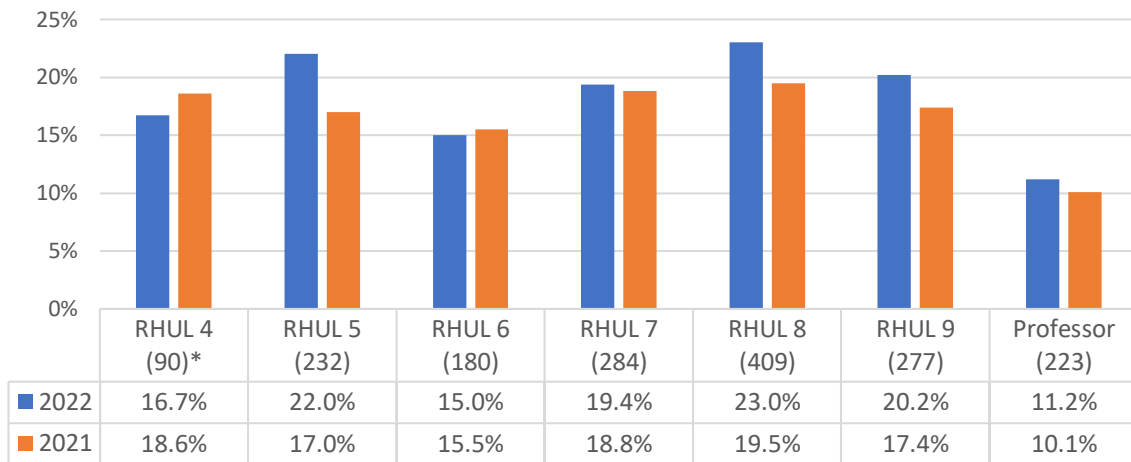


Figure 5 – change in representation of Black and global majority colleagues by grade, 2021 -2022
 *Numbers in brackets indicate staff numbers as at 31 July 2022

Figure 5 shows that the increase in the proportion of Black and global majority staff can be seen across all grades except grades 6 and 4. The proportion of Black and global majority Professors increased by 1.1 percentage points, and there was a 2.8 percentage point increase at grade 9, created by a similar percentage point increase at grade 9 in Academic Schools and Departments.

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 52 posts, requiring Black and Global majority staff representation at a minimum of 19.2% to allow for reporting. This is close to current overall representation at university level and should be achievable.

Nationality

This year has seen the first small increase in the number of non-UK nationality staff since 2018, to 25.3%, following a steady decline. This includes a 0.3 percentage point increase in academic schools, and a 0.6 percentage point increase in Professional Services.

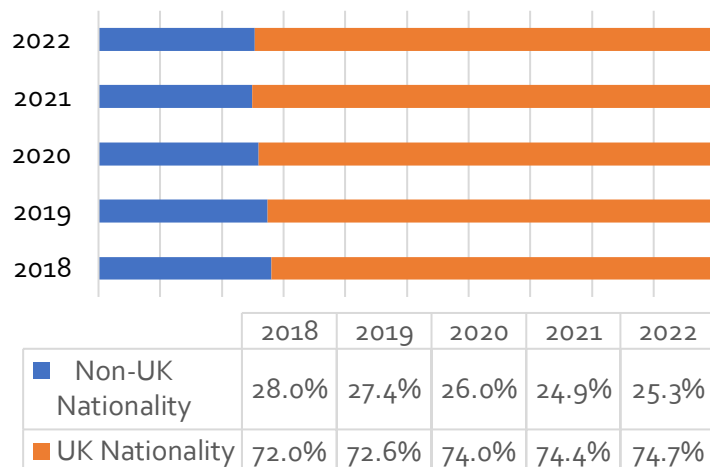


Figure 6 – staff representation by nationality, 2018 - 2022

Disability

The proportion of staff with a disability increased by 0.3 percentage points since 2021 to 4.9%, which is lower than the sector average, reported as 6.0%. The non-reporting rate for disability was 2%, marginally higher than in 2021. Although very small, the non-reporting rate has more than doubled since 2018.

The increase in the proportion of disabled staff is due to a 0.6 percentage point increase in the proportion of academic disabled staff, to 4.7%. There was a greater proportion of disabled staff in Professional Services (5.2%) but this percentage has not changed since 2021.

“Long standing illness/health condition” was the highest declared condition (1.8%) followed by mental health conditions (0.8%) and specific learning disabilities eg dyslexia (0.6%).

Figure 8 shows changes in the grade representation of disabled colleague by four aggregated grade groups, created to enable reporting due to small numbers. The highest proportion of disabled staff were at grades 2, 3 and 4 (7.4%), and the lowest at grades 5 and 6 (2.9%). The proportion of disabled staff increased in all grade groups except for grades 5 and 6, where there was a reduction of 2.8 percentage points. Representation at grades 9, 10 and professor increased by 0.9 percentage points since 2021.

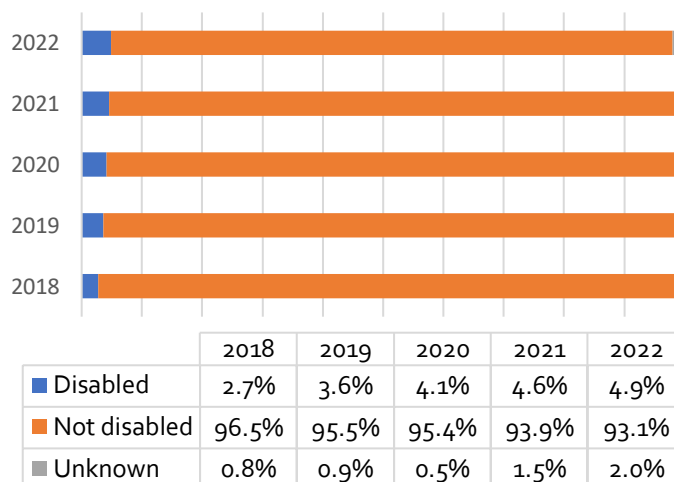


Figure 7 – disabled staff representation, 2018 - 2022

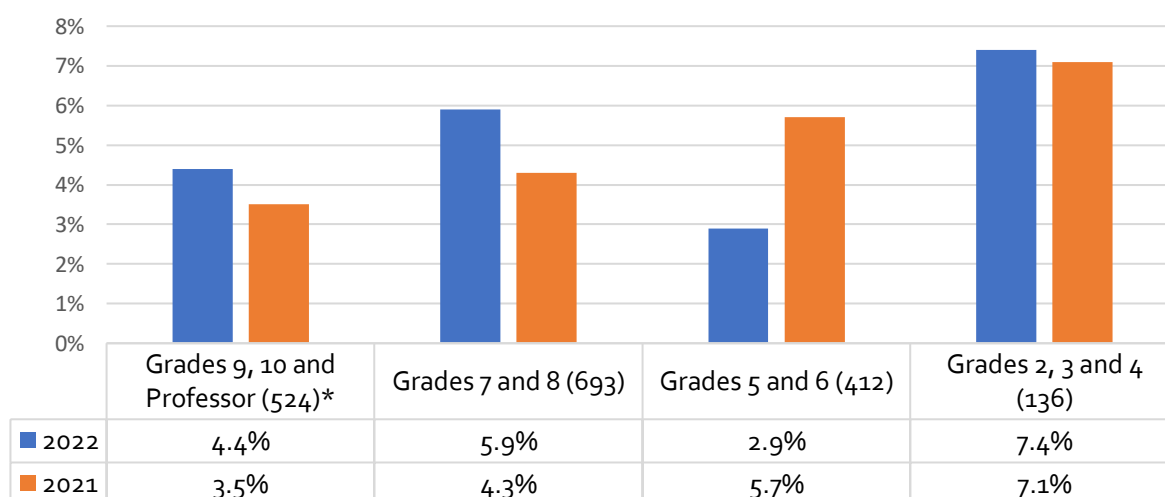


Figure 8 – change in representation of disabled colleagues by grade, 2021 -2022

*Numbers in brackets represent the number of staff as at 31 July 2022.

Sexual Orientation

The proportion of LGBT+ colleagues increased by 0.9 percentage points since the previous year, and by 2.2 percentage points since 2018. The sector average in 2021 was 4.5%. The proportion of colleagues who preferred not to record their sexual orientation has decreased substantially since 2018, falling from 40.8% to 27.8%. This non-reporting rate continues to be lower than the reported sector average (39.3%).

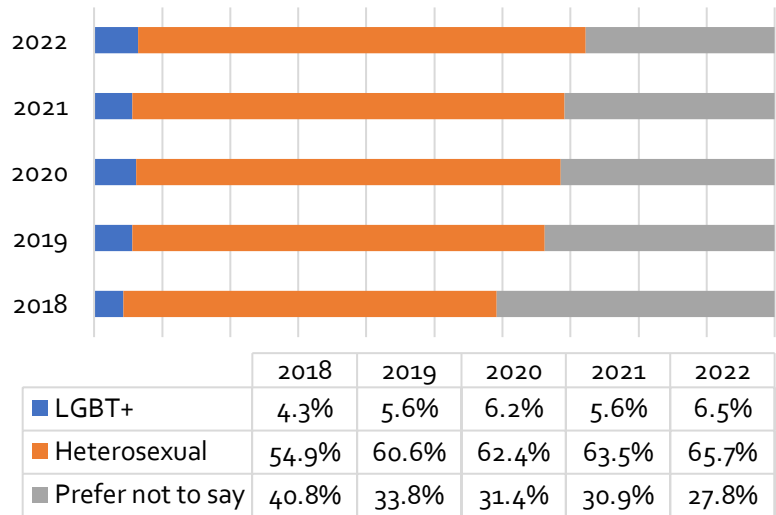


Figure 9 –staff representation by sexual orientation, 2018 - 2022

There was a 0.7 percentage point increase in the proportion of LGBT+ colleagues in Academic schools and departments to 8.2%, and a fall of 2.9 percentage points in the non-reporting rate to 35.6%. There was a 1.1 percentage point increase in the proportion of LGBT+ colleagues in Professional Services to 4.4%, where the non-reporting rate for sexual orientation also fell from 21.7% to 18.6%.

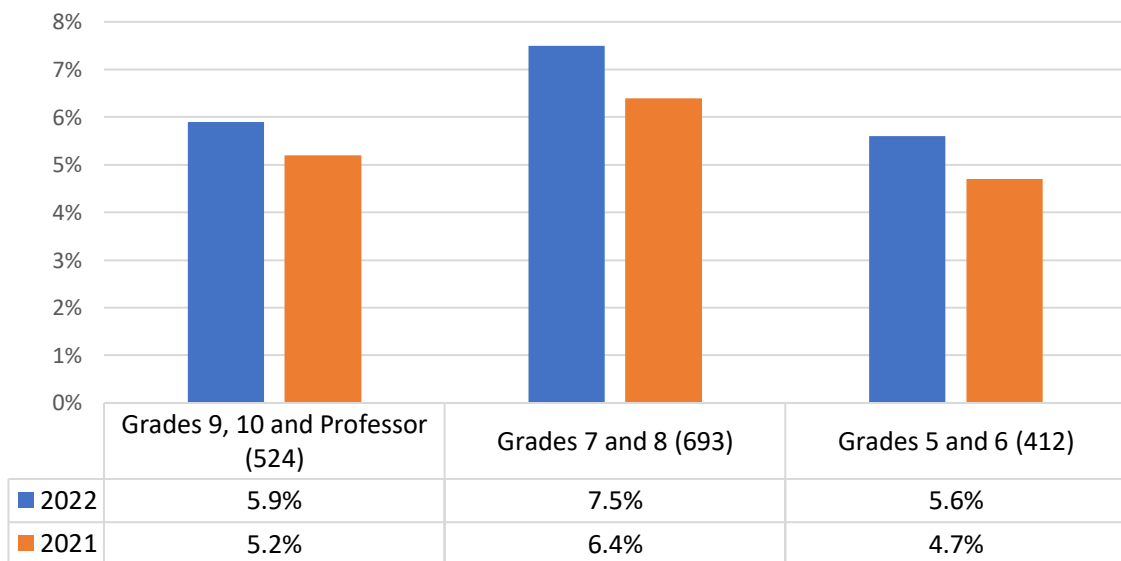


Figure 10 – change in representation of LGBT+ colleagues by grade, 2021 -2022

Figure 10 shows representation of LGBT+ colleagues by three grade groups, aggregated to enable reporting. Whilst reporting cannot be shown in relation to grades 2, 3 and 4, the proportion of LGBT+ colleagues rose in all other grade groups. The highest proportion was in grades 7 and 8 (7.5%). The non-reporting rate at grades 9, 10 and Professor level remains high, at 45.4%

Age

Age distribution over five years shows a steady decline in the proportion of staff aged 40 and under, which has fallen from 43.9% in 2018 to 36.8% in 2022. The proportion of staff aged fifty and over has increased from 32.2% in 2018 to 35.3% in 2022. The age group with the biggest increase is 41-50, which has gone from 24.1% in 2018 to 28% in 2022.

Between 2021 and 2022 there was a 0.8 percentage point drop in the number of academics aged between 41 and 50 to 27.9%, and a 0.5 percentage point increase in the proportion of academics aged between 31 and 40 to 28.4%. All other age ranges show very similar representation to the previous year. There were bigger fluctuations in the age profile in Professional Services - a 1.8 percentage point decrease in the proportion of staff aged 31 to 40 to 21.8%, and a 1.2 percentage point increase in the number of staff aged 41 to 50 to 28.2%.

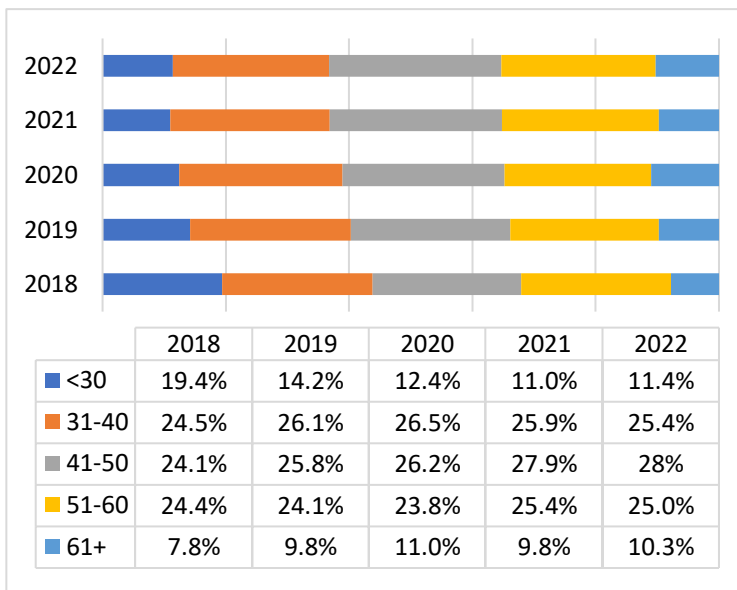


Figure 11 –staff representation by age, 2018 - 2022

Religion and Belief

Representation of colleagues by religion or belief is reported here for the first time this year. At 37%, the proportion of staff who have a religion or belief was very similar to proportion who do not (36%). 18% of colleagues had not answered this question.

The largest representation was of Christian colleagues (25.3%) followed by Muslim (3.4%), Hindu (2.3%), Spiritual (1.1%), Jewish (1%), Sikh (1%), Buddhist (0.7%) and any other religion or belief (0.8%).

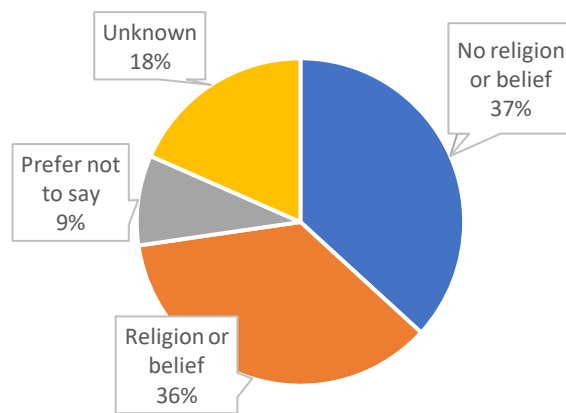


Figure 12 –staff representation by religion or belief, 2022

Marital Status

Representation of colleagues by marital status is also reported here for the first time this year. 40% of colleagues have recorded that they are married, and 1% are in a Civil Partnership. 20.5% of staff have not answered this question.

6. Pay Gap Report Summary

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.

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.

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.

For the purposes of mandatory reporting, these calculations include the whole workforce including those on hourly paid contracts. Figure 13 below shows the staff numbers involved for each group. Staff who prefer not to say have not been included within the calculations.

	2022	2021
Female	1681	1503
Male	1308	1210
Black and global majority	670	523
White	2196	2079
Disabled	187	140
Non-disabled	2738	2530

Figure 13 –staff numbers in pay gap reports, 31 March 2022

Mean pay gap

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.

Median pay gap

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

Figure 13 below shows the gender pay gaps as at 31 March 2022, and the change in these gaps since March 2018.

	2022 (%)	2021 (%)	2020 (%)	2019 (%)	2018 (%)
Gender pay gap mean pay rate	17.6	19.3	18.5	22.2	24.9
Gender pay gap median pay rate	15.4	18.6	17.5	22.6	31.6

Figure 13 –gender pay gaps, 2018 - 2022

In 2022 the mean gender pay gap fell by 1.7 percentage points since the previous year and the median by 3.2 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 staff in this groups have been maintained but have been balanced by a 3.5 percentage point increase in the number of female colleagues in grades 6-10.

Gender representation

Figure 14 shows the representation of male and female staff within four pay quartiles.

The overall gender distribution is 56.2% female and 43.8% male. The upper quartile holds 33.6% of all male colleagues and only 18.3% of all female colleagues. This is reversed in the lower quartile which holds 18.5% of all male colleagues and 30.1% of all female colleagues. This is a major factor in why we have gender pay gaps.

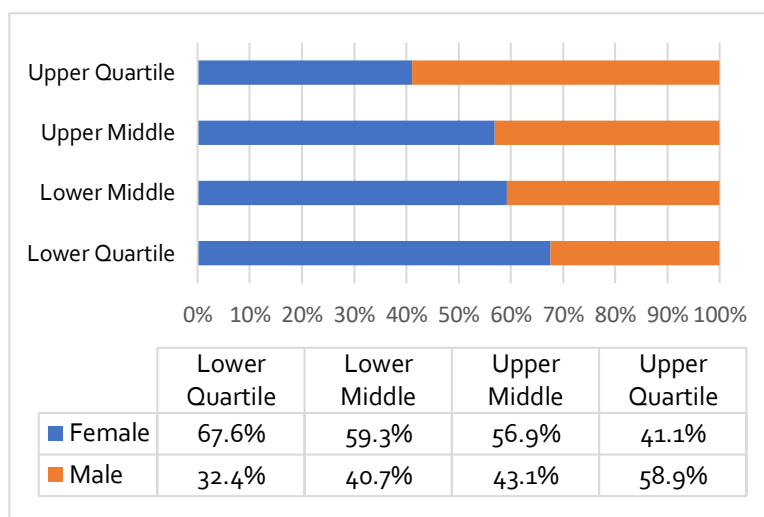


Figure 14 – gender distribution by pay quartile, 31 March 2022

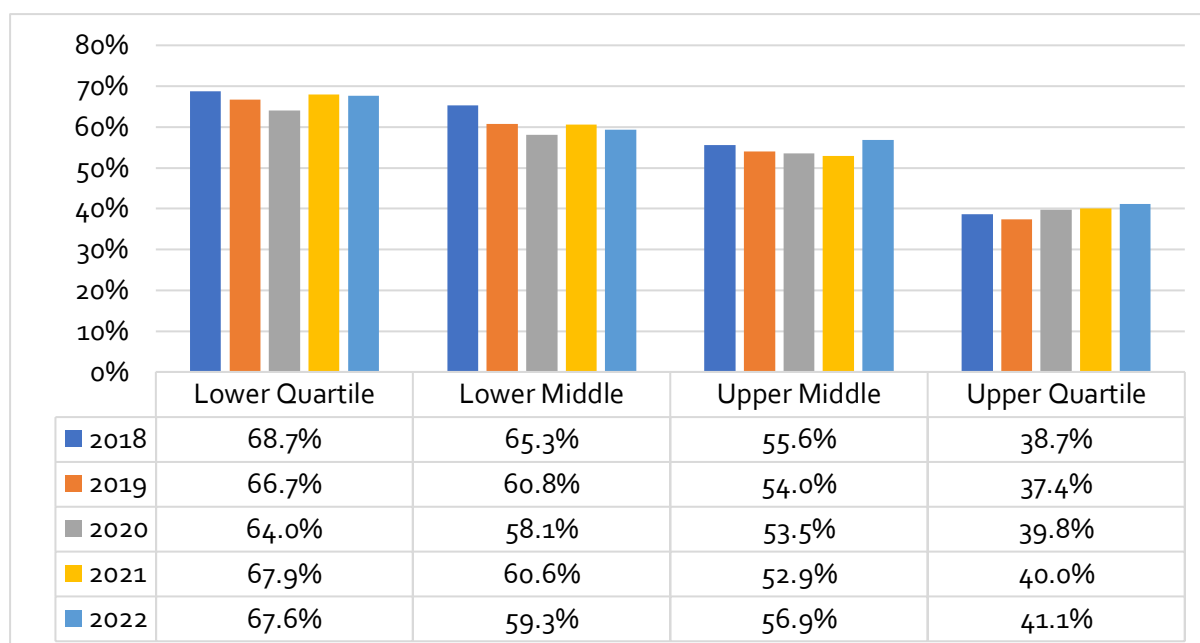


Figure 15 – Change in quartile distribution of female colleagues, 2018 - 2022

Figure 15 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 2018 and is over 40% for the first time this year. There is a marked decrease of 6 percentage points in the number of female colleagues in the lower middle pay quartile over the same period.

Gender Bonus Gap

Analysis of gender bonus gaps indicates that the mean gap was 35.3% whilst the median was 0%. A greater proportion of female colleagues received a bonus (3.5%) compared to male colleagues (2.8%). Bonuses are small in number and gaps fluctuate significantly each year.

	2022 (%)	2021 (%)	2020 (%)	2019 (%)	2018 (%)
Mean Gender Bonus Gap	35.3	4.5	2.6	25.6	25.7
Median Gender Bonus Gap	0.0	0.0	15.7	50	0.0

Figure 16 – gender bonus gaps 2018 - 2022

	2022 (%)	2021 (%)	2020 (%)	2019 (%)	2018 (%)
Male employees receiving a bonus	2.8 (n=37)	5.9	1.5	1.3	1.0
Female employees receiving a bonus	3.5 (n=58)	3.9	1.8	1.6	1.2

Figure 17 –bonus distribution, 2018 - 2022

Ethnicity pay gap

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

Figure 18 –ethnicity pay gaps, 2021 - 2022

Figure 18 shows that in 2022, the mean ethnicity pay gap was 12.2%, a fall of 0.4 percentage points since 2021. The median pay gap was 15%, an increase of 2.9 percentage points since 2021.

Ethnicity representation

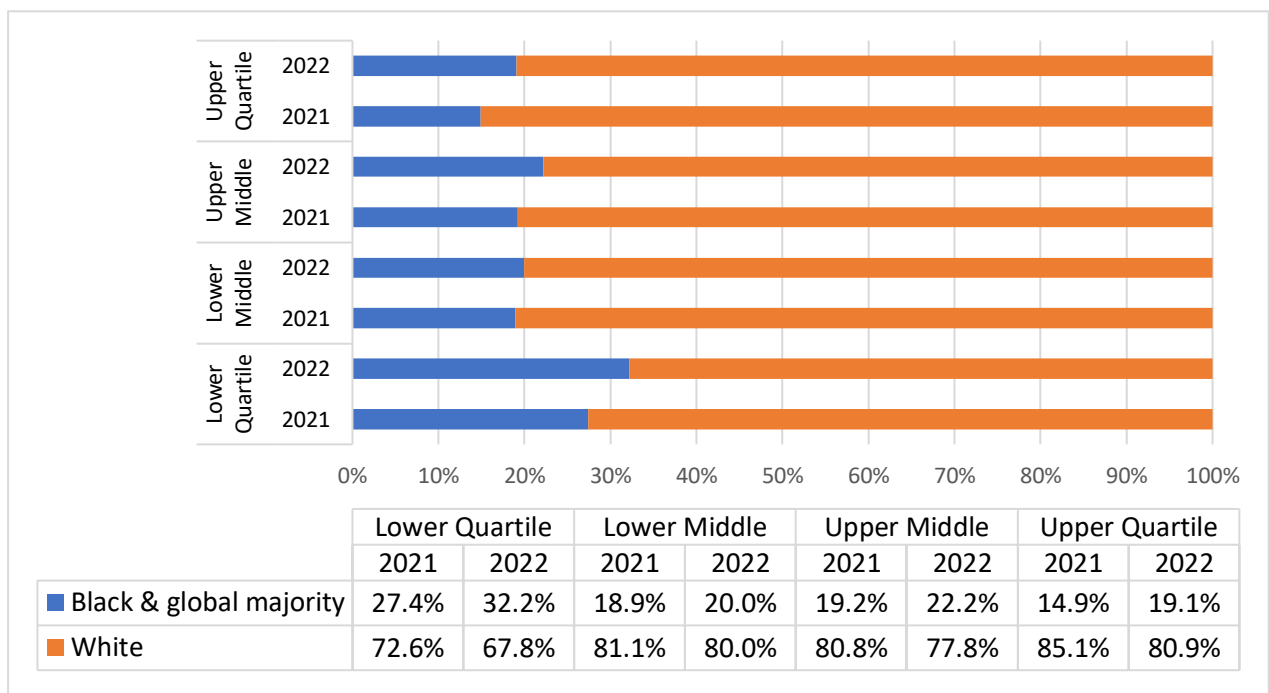


Figure 19 –pay quartile distribution by ethnicity, 2021-22

Figure 19 shows the representation of White and Black and global majority colleagues within four pay quartiles, and giving indications as to why we have pay gaps and why they have changed between 2021 and 2022. The overall ethnicity distribution is 76.6% white and 23.4% Black and global majority. The upper quartile holds 26.6% of all white colleagues and only 18.5% of all Black and global majority colleagues. By contrast the lower quartile holds 22.7% of all White colleagues and 34% of all Black and global majority colleagues. This is a major factor in why we have ethnicity pay gaps.

Since 2021 there has been an increase in the number of Black and global majority staff in every pay quartile, with more marked increases seen in both the lower pay quartile and the upper pay quartile. The increase in the lower pay quartile is likely to be causing the increase

in the median pay gap. This is balanced in the mean pay gap by the increase in the upper pay quartile. The lower pay quartile is largely composed of hourly paid staff, many of whom are students. Representation in the lower pay quartile is therefore likely to reflect the student profile.

Ethnicity bonus gaps

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

Figure 20 –ethnicity bonus gaps, 2021-22

	2022	2021
White employees receiving a bonus	3.6% (n=80)	5.3%
Black & global majority employees receiving a bonus	2.1% (n=14)	3.1%

Figure 21 –bonus distribution by ethnicity, 2021-22

Analysis of ethnicity bonus gaps shown in figure 20 indicates that the mean gap was 26.8% whilst the median was 0%. Figure 20 shows that a greater proportion of White colleagues received a bonus (3.6%) compared to Black and global majority colleagues (2.1%). Bonuses are small in number and gaps are likely to fluctuate significantly each year.

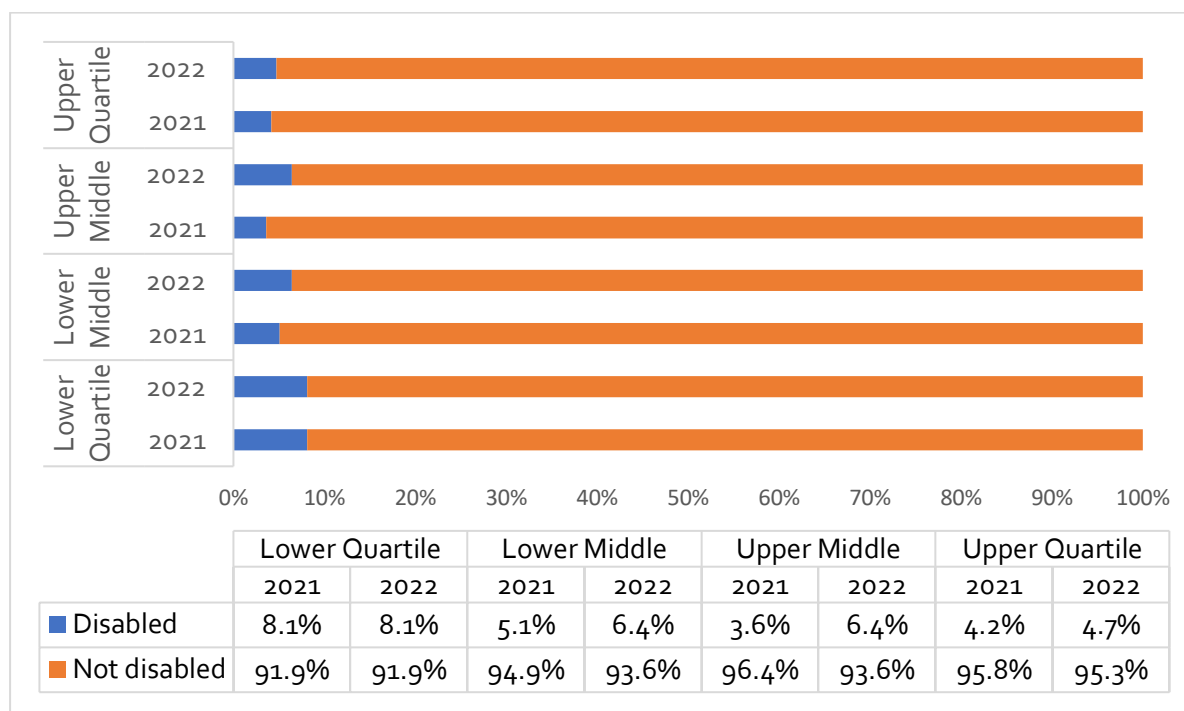
Disability pay gaps

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

Figure 22 –disability pay gaps, 2021-22

In 2022, the mean disability pay gap was 10%, an increase of 1.5 percentage points since 2021. The median pay gap was 9.9%, a decrease of 7.6 percentage points since 2021. Disability bonus gaps are not shown due to low numbers.

Disability representation



The representation of disabled and non-disabled staff within four pay quartiles, indicate why the gaps have changed. There has been growth in the number of disabled staff in every pay quartile except the lower pay quartile (Band A), and this is likely to account for the fall in the median pay gap. The most marked increase – 5.6 percentage points – is in the upper middle pay quartile (Band C).