



Royal Holloway Equality, Diversity and Inclusion Framework 2023-2028

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FOREWORD FROM THE PRINCIPAL

Our Equality, Diversity and Inclusion (EDI) Framework 2023-2028 brings a new focus and coherence to our efforts to promote equality, diversity and inclusion at Royal Holloway, articulating our ambition to significantly accelerate the change we want to see. We want to be more proactive, courageous and ultimately effective in our efforts to be truly inclusive. We aim to achieve this by providing considered and effective support to all individual members of our community, disrupting structures and practices that sustain inequality and discrimination, and nurturing cultures across the university that promote inclusion and belonging. This framework explains why it is imperative that we position practices of equity and inclusion at our core, and outlines our priorities as well as the practical steps that we will take to achieve our aims and objectives.

Our engagement with Equality Charters and external accreditation schemes, including Athena Swan, the Race Equality Charter, Stonewall's Workplace Equality Index and the Disability Confident Employer scheme, have proven to be useful in providing frameworks and tools we can employ for self-reflection, and to plan our EDI work and source ideas and support for what else we can do combat bias and discrimination. Ultimately, however, we are challenging ourselves to develop our own approach to tackling inequality that extends far beyond awards and external recognition. We are determined to see real change: to see our data change and to see the stories change across the university.

It is crucial that we truly understand the experiences and perspectives of our colleagues, students and partners, and adapt our ways of working accordingly. This does not mean that we are in any way revising expectations or standards. Rather, we are championing inclusion and belonging for everyone, enhancing the voice of marginalised groups and individuals and challenging practices that result in inequity and discrimination. In this way, we hope to provide the support that is needed to ensure that nobody falls through the cracks.

Royal Holloway's origins in equality and social justice are a source of great pride, but I am acutely aware that there are legacy reminders of colonialism, imperialism and inequality in some of our statues and collections. It is important that, rather than deny or ignore that history, we commit to critically engage with it. In this way we can ensure that it does not symbolise or define what we stand for today.

I am proud to have joined such a thriving university, one characterised by dedicated students and colleagues, all working together to achieve educational and research excellence. That this collective effort is underpinned by the lived values of inclusion, academic excellence and social justice is especially meaningful to me. For our strategy to succeed, it is vital that the responsibility for promoting equality, diversity and inclusion is shared by each member of our community. EDI is not an optional extra, or a job that falls only to specific individuals or even committees. I would like our framework to also serve as a call for mobilisation to everyone at Royal Holloway, colleagues and students, to contribute to creating a safe, welcoming and inclusive environment where everyone is respected, valued and supported to achieve their goals.

As outlined in the framework, we have made some progress with our new action-focused structure and our robust Access and Participation Plan helping to accelerate activity. But we still have much to do to build on the momentum, bring everything together and see genuine impacts from our actions. One thing I can say with confidence is that EDI is an institutional priority, owned by the whole senior leadership team at Royal Holloway. The deep work of delivering on this strategy begins here, and it begins with me.

"The Founder believes that the education of women should not be exclusively regulated by the tradition and method of former ages; but that it should be founded on those studies and sciences which the experience of modern times has shown to be the most valuable, and the best adapted to meet the intellectual and social requirements of the students." Deed of Foundation, 1883

1. Our People Strategy and EDI framework

Royal Holloway's [3-year Strategic Plan 2021 to 2024](#) reflects our vision to cultivate a fair and inclusive environment that supports excellence in teaching, research and student experience.

At the heart of the framework 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. As a University, we have developed a 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. Our People strategy is supported by a new approach which shifts from communications to engagement, and will be led by senior management with a view to facilitate connections with colleagues and enable all voices to be heard.

Our EDI framework 2023-2028 sits alongside our People Strategy and is firmly anchored in our genuine commitment to equity and the establishment of a truly inclusive and fair culture where colleagues and students feel connected and valued. Both our People Strategy and our EDI Framework will be aligned, with governance in place to ensure projects and initiatives are moving forward in the right direction and that we are achieving our objectives.

Certain themes which impact on equality, diversity and inclusion are being addressed as part of the People Strategy. For example, the People Strategy includes a project on Leadership Framework Refresh which aims to reset expectations of our leaders to ensure that they are instrumental in developing an environment where colleagues feel valued and thrive. The People Strategy also includes a Workload Modelling project which is focusing on developing a fair and transparent approach to workload modelling.

2. Royal Holloway EDI Guiding Principles – Living our values

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. These principles have been formed following extensive discussions with our university community, both staff and students, around equity and inclusion goals, challenges and priorities and describe what is important to us in our approach to Equality.

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. 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.

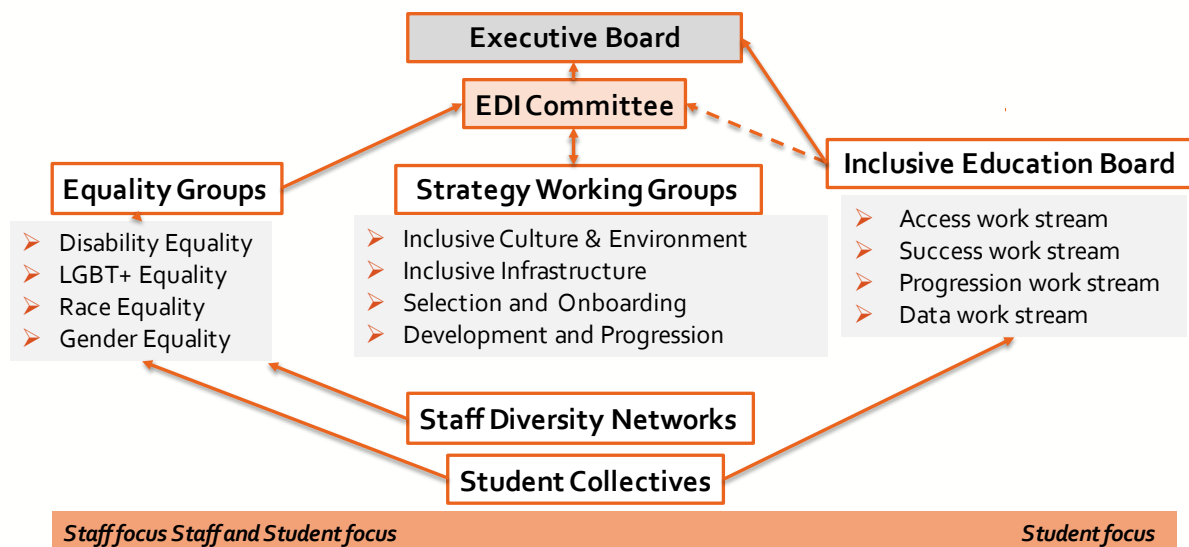
3. Our new EDI Governance Structure

Our Vice-Chancellor and Principal Professor Julie Sanders, alongside our University Council, have overall responsibility for Equality and Diversity within the University. The Equality, Diversity and Inclusion Committee, chaired by Professor Tracy Bhamra, our Provost and Pro Vice-Chancellor (Global), drives the development and implementation of the Equality Framework 2023-2028. The EDI Committee reports to the University Executive Board and works with key EDI groups and leads in Professional Services to ensure that our Principles are mainstreamed and underpin all that we do.

In 2021 we revised our EDI Governance structure to maximise the impact of our EDI work. More specifically:

- **To accelerate the transition from theory to action.** To enable, this we have created four Strategy Working Groups each focusing on one of four themes identified as key areas for intervention, and making proposals for action: Selection and onboarding; Development and progression; Inclusive culture and environment; Inclusive infrastructure (physical and digital).
- **To 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, from the Equality Groups through to the EDI Committee.
- **To 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 networks.
- **To strengthen collaboration between staff and students** through including student voices on central EDI committees and working groups.

The diagram below depicts Royal Holloway's Equality, Diversity and Inclusion Governance Structure.



A new Data and Insights working group is being established with the aim to transform equality data into a high quality, meaningful resource for use in strategy planning, data-driven EDI decision making and statutory reporting. The group will support monitoring and progress assessment of EDI action within the People Strategy, EDI Framework and the university Access and Participation Plan, and lead on strategic activity to improve EDI data collation and data quality.

4. Flagship EDI Action and achievements 2018-2021

Equality Scheme 2018-2021

A key part of our 2018-2021 Equality Scheme was the development of an institutional Single Equality Action Plan, comprising actions from all EDI initiatives and accreditation schemes (including Athena Swan, the Race Equality Charter, Stonewall and Disability Confident Employer) with a focus on developing actions that are Specific, Measurable, Attainable, Relevant, and Time-based (SMART).

We renewed our institutional Athena Swan Bronze award in April 2017 and 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 became a White Ribbon Campaign accredited organisation in 2021, demonstrating commitment to delivering awareness of this global movement of men and boys working to end violence against women and girls.

Key action between 2018-2021 included:

- Targeted and development programmes for staff, including Mandala and Enabling Women through the Promotions Process, which have received positive feedback. Neither programme is about fixing 'internal shortcomings' but about 'being you skilfully'.

- Integration of formal Equality Impact Assessments (EIAs) into key policies including Working from Home

- A new bullying and harassment reporting system in place for students – RH Be Heard

- Strengthening awareness around EDI in Recruitment and Selection training.

- Marking of key celebrations and events throughout the year.

- More robust collaboration with staff networks, strengthening communication lines between these and senior management.

- Comprehensive revision of family-friendly Policies and Dignity at Work Policy, alongside development of new policies including Shared Parental Leave and Transitioning at Work Policy.

- Development of suite of EDI Guides including Microaggressions at Work, Menopause Guidance for managers, Guidance on Reasonable Adjustments, How to be an ally to Trans people amongst others.

- Embedding EDI awareness and discussions throughout the University induction process

- Establishment of a Widening Access team for student recruitment within Marketing and Communications.

5. Going forwards 2023-2028

Introduction

The Royal Holloway EDI Framework 2023 to 2028 builds on the key themes identified in our previous scheme around policies, culture, recruitment and retention, career development, digital and physical infrastructure and student progression. It is also aligned with the Royal Holloway Access and Participation Plan 2020-21 to 2024-25.

The establishment of the 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 designed to accelerate change. Our new scheme takes our aspirations further, placing emphasis on EDI being everyone's responsibility and not only that of EDI leaders and champions, with accountability embedded throughout all levels of the organisation and our Senior Leaders leading by example.

The University has launched a new approach to communications which is rooted in engagement led by Senior Leaders. This takes the form of Conversations on key themes, enabling senior leaders to connect with colleagues, create conversations around our priorities and enable all voices to be heard. Indeed, the first University Creative Conversation launched in March 2023 with a focus on the EDI Framework 2023-2028. Input from engagement events has fed directly into our framework and action-planning.

Our ambitions are supported through renewed EDI resource, including a new full-time post in the EDI team in HR and new Vice-Dean for EDI roles within each academic School, who will work alongside the School Vice-Deans for research, education and student experience to improve inclusion and belonging at the University. Discussions are being held to ensure we extend work around equality and inclusion to all professional services departments so that we are confident that our entire university community is supported. We have also recruited a new full-time HR Projects Manager to carry out a review of our Academic Promotions and Awards (HR).

In terms of our student journey, our Inclusive Education Board goes beyond our specific Access and Participation Plan commitments to improve our teaching and assessment. Expanding on our teaching prize success of stimulating innovative practice, we have also included a new competitive education scheme which is strategically linked to addressing our awarding gaps. An essential component is student co-creation, with funding to support student partnerships. Projects have cross-institutional impact, such as students designing assessment information and employment activities for low engagement cohorts, Headstart and acting as peer mentors, producing more inclusive pedagogy and strengthening student engagement. A crucial component of this work will be a focus on assessing the impact of these projects, and in turn ensuring that discussions and learning around successes and 'what works' are disseminated and integrated across the University.

We are also aware that we need to change the way we engage and work with our students in terms of identifying challenges, understanding experiences and planning for change. More specifically, we need to move towards an approach where students co-create and co-design aims and actions alongside our colleagues. In the future, we will work more closely with the SU and our students to ensure that we change the way we work with our student community.

Consultation and data

The university EDI Framework 2023-2028 is rooted in a comprehensive analysis of quantitative and qualitative data sources and discussions around these:

- Quantitative data analysis and findings disaggregated by protected characteristics:
 - HR data (e.g. recruitment, representation by grade, progression)
 - Pay Gaps (gender, disability, ethnicity)
 - Degree-Awarding gaps
- Consultations with Staff Networks in 2021 on priorities we need to focus on and challenges academic and professional services colleagues face. Findings from these were reviewed and discussed at University Equality Groups (Race, Gender, LGBT+ and Disability) and presented to the EDI Committee in December 2021.
- Findings from Pulse Surveys.
- Findings from our 2023 University People and Culture Survey.
- An assessment of the institutional Athena Swan, Race Equality Charter, Disability Confident Employer and LGBT+ Equality Action Plans.
- Student engagement and feedback opportunities.
- Creative Conversations events with a focus on our EDI Framework and Guiding Principles.

Our persistent challenges

We have seen progress in some areas. For example, data shows a gradual increase in the proportion of Black and global majority Professors from 7.5% in 2018 to 10.4% in 2022, and an increase in women Professors from 30.3% in 2018 to 33.6% in 2022.

Despite some progress and positive change, we have persistent challenges:

- Pay gaps (gender, ethnicity, disability)
- Success rates for recruitment applicants (Black and global majority and Disabled applicants)
- Stories around culture and inclusion are not changing (inclusive practices, bullying and harassment, accessibility, mental health and wellbeing, work-life balance and workload).
- Access, Degree-Awarding and Progression gaps for students:

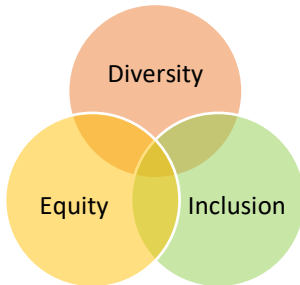
During one of our Creative Conversations events, colleagues highlighted the importance of growing a culture at Royal Holloway that enables everyone to work towards implementing the 'sentiment' of our policies. Some colleagues suggested that as a community we are 'having better conversations'. Indeed, developing psychological safety is crucial for these conversations to continue and flourish. In this vein, a priority will be to ensure we establish empathetic learning spaces where conversations around lived experience, including experiences of overlapping inequalities and marginalisation, can be facilitated in a respectful and supportive environment. Further targeted action includes more work to empower our line managers to listen and act appropriately to reports and develop an inclusive mindset, and set

up support structures currently missing for members of our community, such as a forum to open up conversations around experiences of caring.

We have not always successfully engaged in intersectional considerations, which are crucial in moving forwards towards meaningful action and change. For example initial findings suggest that awarding degree outcomes for Black and global majority students may differ for women and men. We can see a similar pattern in success rates for academic promotions. We will continue to work to understand and address these findings.

Our aims, objectives and measures 2023-2028

This page provides an overview of our three aims and key objectives. Each aim is then discussed separately in more depth, including detail around how we plan to achieve specific aims, alongside Key Performance Indicators (KPIs) for each.



Aims

Our aim is to establish a diverse institution where everyone succeeds, is included and feels that they belong.

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

Crucially, our EDI ambitions will be visibly championed by Senior Leaders actively role-modelling our EDI guiding principles.

Objectives

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

Measures

Our KPIs have emerged from analysis of data, including a consideration of sector data: university grouping (e.g. pre-1992 universities), geographical regions and rate of change, ensuring we place Royal Holloway in the top quartile of universities making progress with EDI initiatives.

We will disaggregate data for larger groups when monitoring metrics and KPIs so that we can identify differences in experience. While at times this could mean that numbers are too small to publish, especially when considered intersectionally (for example Black women professors), we will ensure findings are monitored and targeted intervention planned if challenges are identified.

Aim 1: Achieve diversity in our staff and student body

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.

How?

- ❖ Establish a fair and inclusive recruitment process to increase applicant pool and success rates for under-represented groups so that we cater to the substantive needs of more diverse students.
- ❖ Establish processes for participation in decision-making spaces to ensure diverse voices and perspectives are included.
- ❖ Work with students from underrepresented groups across London and the South East offering advice, support and opportunities to enable individuals to break down barriers to HE.

KPIs (colleagues)

1. Increase the proportion of disabled staff to 8% academics, 10% for professional services.
2. Increase the proportion of Black and global majority academic staff to 24% (stretch to 27%).

KPIs (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

Objective 3: Ensure all staff and students are supported to succeed and all barriers are identified and removed.

How?

- ❖ Remove individual, cultural and institutional barriers to development and progression.
- ❖ Acknowledge and value contributions to EDI work and leadership activities.
- ❖ Identify data and actions to improve outcomes for students across their entire journey, including access, success and progression.

KPIs (colleagues)

3. Increase the proportion of Black and Global Majority Professors to 15% (Stretch to 18%).
4. Increase the proportion of Women Professors to 43% (48% stretch) and Women Readers.
5. Increase the proportion of Black and global majority professional 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%.

KPIs (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

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.

How?

- ❖ Ensure the University follows an 'inclusion by design' approach for all new policies, processes and projects to ensure accessibility and inclusion considerations are firmly embedded at the core of all new initiatives.
- ❖ Remove physical, structural and digital barriers to participation ensuring practices and policies are inclusive, accessible and fair so that every member of our community has a strong sense of opportunity and feels included in all aspects of the work and study environment. A focus will extend to leaders and managers, with our SMT leading by example.
- ❖ Establish opportunities for reflection and learning through formal training, conversations, awareness-raising events and celebrations, and communications.
- ❖ Empower our community to be allies and active bystanders.
- ❖ Establish effective mechanisms for reporting unacceptable behaviour.
- ❖ Develop inclusive leaders.
- ❖ Develop structures to enable better understanding of student experiences (undergraduate and postgraduate) and identify appropriate action.

KPIs

8. Year-on-year increase in positive responses to culture change and sense of belonging in annual university Culture survey and NSS scores.
9. Decrease in turnover for disabled staff.

Supporting Metrics

Alongside our KPIs, we have identified a set of supporting metrics which will impact our outcomes and help us monitor and measure the success of activities that will support our KPIs.

Recruitment

- Increase in applications from disabled staff, with a focus on higher grades (currently 2.7% at grade 9 and too few at professor level to report).
- Increase applications from women for academic Grades 9 (from 29.4% to 35%) and for Professors (from 24.5% to 40%) and for Professional services grade 9 (20.8% in 2021).
- Ensure proportionate selection outcomes (shortlisting, offers) for Black and global majority applicants and disabled applicants for professional services and academic posts.
- Increase in declaration rates for disabled staff.

Development and progression

- Proportionate promotion outcomes for Black and global majority staff applying for academic promotion (all grades).
- Proportionate promotion outcomes for women applying for promotion to Reader
- Increase in proportion of women applying to Professor to 50%.
- Proportionate applicant rates and success outcomes for internal Black and global majority staff applying for professional services roles for Grades 8 and 9.
- Proportionate applicant rates and success outcomes for internal Black and global majority staff applying for professional services roles for Grades 8 and 9.

Other

- 100% completion rates for mandatory EDI training.
- All academic and professional services departments make use of the university EDI Inclusion Progression Framework, establish EDI action plans and measure impact.

Monitoring Metrics

We have also identified a set of metrics which are not targets themselves, but which will constitute the outcome of our successful EDI action.

Reduce pay gaps

- Gender pay gap (mean = 17.6% and median = 15.4% in 2022)
- Ethnicity pay gap (mean = 12.2% and median = 15.0% in 2022)
- Disability pay gap (mean = 10.0% and median = 9.9% in 2022)

Accreditation scheme applications

- Athena Swan Silver in 2023
- Race Equality Charter Silver in 2024
- Stonewall Workplace Equality Index increase in score 2024
- Disability Confident Employer Level 3 in 2023

Work is progressing

Our first EDI Guiding Principle (Appendix 1) states that all members of our community have collective responsibility for establishing a safe, nurturing and inclusive environment where unacceptable behaviour is challenged and everyone feels welcome and valued. It is crucial that this responsibility and action is visibly championed by our **Senior Leaders**. This year the focus of the University Executive Board's away-afternoon in May will be on Equality, Diversity and Inclusion and is a space where Senior Leaders will reflect on the findings from our University Culture Survey, on the discussions had at our Creative Conversations, and agree on tangible action necessary to ensure we are able, as a University and a Community, to develop the cultural capital required to truly implement the sentiment of our policies.

Highlights of action and progress so far include:

New EDI training, including a new package of mandatory EDI e-learning courses, which include Unconscious Bias, Allyship and Bullying and harassment. We have launched an introduction to Race Equity course, LGBT+ Allyship training (sexuality, and also gender identity) and Neurodiversity Awareness Training. New courses for managers include Inclusive Leadership, Mental Health Awareness and Menopause Awareness.

Equality Impact Assessment (EIA) guidance and template with plans to offer training in completing EIAs across the University.

New initiatives around menopause support, including workshops, a new peer support network and [menopause/perimenopause](#) hub.

A strategy for recognising EDI events alongside the development of a new Inclusion calendar.

A focus on Age Awareness including workshops to raise awareness of Ageism in the workplace.

Initiatives to ensure our recruitment and selection process is fair and inclusive, including the introduction of Diversity Statements amongst others.

A new focus on development and career support for our colleagues in professional service, with plans to ensure our professional services have a robust EDI infrastructure in place.

A full review of the academic promotion process, which includes a comprehensive communication and engagement plan.

Support for participation in the London Higher [Global Majority Mentoring Programme](#) for both academic and professional services staff.

We will ensure that EDI is firmly embedded in the new Estates Green Paper, with a focus on accessibility and inclusion scoped into all new projects up front and remaining a focus throughout.

Our **Multifaith Chaplaincy** continues to support our students and colleagues in building supportive communities of faith. As stated on the Chaplaincy webpages, the chaplains are available to support students and staff of any faith and none. A range of events are organised, including Interfaith Tea and Chats, Ecumenical services, Anglican services, Catholic services, Quaker meetings, Greek Orthodox services, Hindu Arti, and an annual Jewish Holocaust Memorial Service Holocaust Memorial Day Services amongst others. The University Ramadān On-Campus guide is revised each year and includes information on key dates, on-campus policy and provisions, general information about Ramadān and nutrition advice.

Access and Participation Plan

Our [Access and Participation Plan](#) is designed to reduce disparity in access, continuation, degree-awarding and progression for students from underrepresented and disadvantaged groups. The university has designed targeted interventions for particular student groups and includes information on financial support, including a hardship fund, we offer our students to ease financial constraints and enable students to focus on their studies. The plan is accompanied by an evaluation strategy to monitor progress and impact.

We will be identifying schools within a 10 mile radius of the university that have a high proportion of students from underrepresented groups, working collaboratively with the schools. For example, Royal Holloway's Widening Access team has grown substantially and now works with five state secondary schools in Feltham offering a whole school approach to reach every student in every year group. As part of this work, we have cemented a partnership with the Reach Foundation to support young people in Feltham.

6. Monitoring and accountability

The EDI Framework will be published on the University's web pages following approval by the Board. Actions in place to deliver on our overall EDI objectives are part of smaller projects which sit within Strategy Working Groups. A project management system will provide clarity around the purpose of the project, implementation methods, timelines and valuation of progress and success.

Delivery of action will be monitored by the strategy working groups and reported via these to the EDI Committee, with work on actions carried out within relevant services. EDI framework progress reports, including assessment of performance against the objectives of the framework, will be presented annually to the EDI Committee and the Executive Board.

We will work closely with our student community and ensure the student voice is embedded at every stage of design, implementation and evaluation.

6. Appendix 1: Royal Holloway EDI Principles

This is an organic document with new resources added as they are developed.

Principle	What can I do (resources)
<p>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.</p> <p>Leadership decisions and behaviours will visibly exemplify and actively embody our University values and EDI Principles.</p> <p>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.</p> <p>It is also acknowledged that people are positioned differently with different and unequal access to power and to opportunities to make a difference.</p>	<ul style="list-style-type: none"> • 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)
<p>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.</p> <p>We will recognise and reward EDI labour through processes including PDRs, promotions and recruitment.</p>	<ul style="list-style-type: none"> • 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.

Principle	What can I do (resources)
<p>3. Commitment to developing an inclusive mindset with the confidence to learn and act, championed by leaders and managers.</p> <p>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.</p> <p>Formal training opportunities alongside safe conversational spaces are available to encourage people to develop an 'inclusive mindset', one characterised by traits including open-mindedness, respectful curiosity, cultural competence, kindness, and empathy. These traits 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</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Complete EDI Training • Managers complete Inclusive Leadership training • Access good practice/Allyship guides • EDI Calendar • Access library of Bitesize training (coming soon) • Pick up a LGBT+ Progress lanyard <p>For Leaders and Managers:</p> <ul style="list-style-type: none"> • 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).

Principle	What can I do (resources)
<p>4. Hearing and respecting lived experiences and encouraging diverse perspectives</p> <p>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.</p> <p>Missing perspectives need to be sought out to ensure all (decision-making) spaces include diverse voices, to prevent perspectives being overlooked and to ensure that opinions and decisions are challenged with fair outcomes.</p> <p>This is to be achieved by including more people, rather than overburdening and tokenising existing staff.</p>	<ul style="list-style-type: none"> • 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.
<p>5. Be aware of multiple overlapping inequalities and integrate intersectionality into practice.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • 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.

Principle	What can I do (resources)
<p>6. Inclusion 'by design' Our university takes a mainstreaming approach to EDI establishing it as central to planning, practices, processes, communications and behaviour, moving towards inclusivity by design and being mindful of promoting inclusive language, standards, and spaces.</p>	<ul style="list-style-type: none">• 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.