As President and Vice-Chancellor of the University of Surrey I have great pleasure in introducing our new Equality, Diversity and Inclusion strategy for 2015-17.

This new strategy builds upon the significant progress we have made and outlines our ambitions and plans to continue to promote and advance equality at Surrey. It has been shaped through listening to our staff and students to understand their experiences of working and studying at Surrey, and through involvement and consultation with our equality groups. This approach to equality goes beyond legal compliance - it is crucial to our core activities as outlined throughout this strategy.

At Surrey, we inspire people to achieve wonderful things. We have a diverse, vibrant and forward thinking community where respect, fairness and inclusion are integral to our culture and values. These must be upheld in everything we do – from recruiting and developing talented staff through to delivering a rewarding experience to all of our students. We must all have the opportunity to develop and use our talents, share our views and feel valued for the contribution we make.

I provide my full support in delivering this new strategy. Through recognising and valuing our rich and diverse community and the unique contribution of each individual, I believe the University can meet its ambitious strategic aim of being a leading international university with a reputation for excellence and quality.

Professor Sir Christopher M. Snowden FRS, FREng
President and Vice-Chancellor
University of Surrey
At Surrey, we seek to fully harness the talents, creativity and skills that our people bring and maintain our continuing commitment to equality, diversity and inclusion across the broader community. To achieve excellence, we recognise the value of each individual, enabling and supporting them not only to achieve their maximum potential, but also to understand their own responsibilities in creating a culture of equality. We are committed to creating an environment in which everyone is respected, treated fairly and enabled to excel in their chosen field, enriching the University experience for all.

I think it’s important we think of ‘care’ as being more than caring for children. Care can apply to individuals of any age. Lots of female colleagues find themselves taking care of their elderly parents but this can impact heavily on people’s careers.

One of the things I try and do is find ways of supporting those coming back to work after a break (for whatever reason). This might mean prioritising someone for a sabbatical, or organising a carefully-phased return to work programme.

Professor Diane Watt
Head of the School of English and Languages
Introduction

This Equality, Diversity and Inclusion (EDI) strategy sets out the University’s approach to equality and diversity up until 2017. It outlines the University’s ongoing work towards embedding equality at the heart of all its activities and seeks to consolidate and build upon the significant progress that has already been achieved.

The EDI strategy sits within the context of the University of Surrey’s mission, vision, core values and wider strategies. It identifies the University’s approach to promoting equality across the full range of its activities, in employment, teaching and learning and as a partner working within local, national and international communities.

This document focuses attention on key equality priorities for the University, and sets out our equality objectives for the next three years.

Overall, the aims of the EDI strategy are to:
• Ensure equality, diversity and inclusion issues are fully embedded within University policy and practice
• Create a positive, safe and inclusive environment for students, staff and visitors
• Make effective use of people’s skills, abilities and diverse experience

The EDI strategy applies to everyone who visits, works and studies with us and, more broadly, anyone associated with the University of Surrey. This includes staff, students, contractors, visitors and alumni, regardless of race or ethnicity, sex, gender reassignment, disability, sexual orientation, age, religion or belief, pregnancy or maternity status, marriage and civil partnership status or socio-economic background. It should be read in conjunction with other relevant University policies and strategies.

This strategy contributes to the fulfilment of the University’s core purposes by embedding equality into all functions and activities including:
» The corporate strategy (Vision 2020)
» Research and knowledge transfer
» Learning, teaching and assessment
» Human Resources and change management
» Governance
» Policy and practice
» Procurement
» Community outreach and development
» Student Support

The main drivers for the Equality, Diversity and Inclusion strategy are the desire to maximise the performance potential of the organisation and create an environment where everyone can reach their full potential, contributing to and sharing success.

Professor Vince Emery
Pro Vice-Chancellor International Relations and Executive Board lead for Equality, Diversity and Inclusion
Ownership, responsibilities and monitoring

All members of the University, including staff, students, visitors and anyone associated with Surrey, are expected to own and act upon the principles of this strategy.

A number of individuals and groups have additional responsibilities, including:

> Senate/Council have overall accountability for legal compliance
> The Vice-Chancellor provides leadership and support to the Equality, Diversity and Inclusion agenda
> The Equality and Diversity Committee (EDC) has overall responsibility for the development and implementation of the Equality, Diversity and Inclusion strategy
> The Equality and Diversity Executive Board Lead has overall responsibility for monitoring progress against our strategic equality objectives
> Deans and Directors are responsible for:
  - Ensuring compliance with the strategy
  - Carrying out actions arising from the action plan
  - Advancing and promoting equality, diversity and inclusion in their areas
> The University's Secretary and Legal Counsel has responsibility for ensuring that the University has policies and procedures that comply with equality legislation
> The Vice-President, Human Resources, has responsibility in relation to staff
> The Vice-President and Registrar have responsibility in relation to students
> The Equality and Diversity team are responsible for driving forward the agenda and provide support and guidance to University stakeholders

The Equality and Diversity Committee (EDC) supports the University in developing and implementing the equality strategy. The Committee is chaired by Anne Watts, Member of Council. The Committee has a number of Executive Board sponsors who represent key areas of equality:

**Disability**  
Mr Paul Stephenson

**Race**  
Professor Vince Emery

**Gender**  
Professor Lisa Roberts

**LGBT**  
Professor Phil Powrie

**Faith**  
Dr David Ashton

Equality is the springboard to opportunity. Diversity is the differentiator in making Surrey a destination of choice for our staff, students and visitors. Inclusion is making sure we leave no one behind. Strategy measures the impact and holds us all accountable for the future of this University.

Angie Cousins  
Head of Equality, Diversity and Inclusion

Details of the Committee and the Terms of Reference can be viewed at: surrey.ac.uk/equality/committee
The corporate values of the University

The University of Surrey is an international University with a worldwide reputation for excellence in teaching and research and welcomes over 14,000 students and around 2,500 members of staff.

Our Mission
The University of Surrey is a research-led institution pursuing learning, scholarship and research, advancing and disseminating knowledge. The University is committed to working closely with its students, business, government and civil society to transition knowledge to the benefit of humanity.

In a fiercely competitive international and national Higher Education environment, quality is the key to success. The University must continue to attract the best staff and students, and sustain its funding base; this means that we must ensure quality underpins everything that we do in the University.

Professor Sir Christopher M. Snowden
President and Vice-Chancellor
University Strategy 2011–2017

Our Vision
The University of Surrey is committed to being a leading national and international University. Our high quality teaching, learning, research and enterprise, will be delivered in a financially and environmentally sustainable manner, within an academic community that values collegiality and professionalism, providing our students with skills that allow them to maximise their potential.

The University’s Strategic Plan for 2011-2017 identifies six strategic imperatives which encapsulate what we will do to achieve this vision:

- **Quality**: underpinning teaching, learning, research, scholarship, the experience we offer our students and our staff, enterprise, collaboration and the transition of new knowledge into economic and social value
- **International Impact**: aiming to be a leading national and international University, growing our activity and influence overseas as well as in the UK and Europe
- **Distinctiveness**: developing our strengths and defining our leading position, building particularly on our students’ high levels of employability and participation in the Professional Training programme
- **Collegiality**: nurturing our students and staff, encouraging a culture of respect and developing a life-long relationship with alumni and staff
- **Professionalism**: having the highest expectations, mutually shared between the University, our staff and students and a community engaged in a common purpose, striving for professionalism, ethical working methods and standards of excellence
- **Sustainability**: especially through effective financial management and using our endowment wisely to support strategic academic and enterprise ventures achieved whilst responsibly improving our environmental sustainability

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Professor Sir Christopher M. Snowden, President and Vice-Chancellor.

Surrey inspires people to achieve wonderful things. A number of core attributes have been identified which have shaped and continue to influence Surrey and drive our progress. These characteristic qualities and values of innovation, passion, collaboration, openness and curiosity, play a major part in Surrey’s rise to a leading market position.

To continue to attract the best staff and students, we must demonstrate an ongoing commitment to equality and diversity, and ensure the richness and diversity of society is reflected and celebrated within our institution. This understanding and openness to embracing other cultures and considering equality issues across a broad spectrum is vital in order for the University to position itself as both a successful national and international institution.

The Equality, Diversity and Inclusion strategy is aligned with other key staff and student strategies. Engagement, Equality and Culture is a strategic priority area within the HR strategy 2014-2017, and the Teaching and Learning strategy 2010-17 underlines the University’s commitment to promote equality in all its activities and aims to provide learning and teaching environments free from discrimination and unfair treatment.

The Widening Participation and Outreach strategy is also an important dimension of the University’s work in raising aspirations and attainment for students from a range of backgrounds, particularly those from non-traditional, under-represented groups and students with differing needs.

The Equality and Diversity department will continue to work in partnership with colleagues across the University to ensure that Surrey can demonstrate excellence through equality and inclusion at all levels.

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Angie Cousins, Head of Equality, Diversity and Inclusion

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Professor Sir Christopher M. Snowden, President and Vice-Chancellor.
Equality objectives

The University has identified key equality objectives that address equality gaps identified through both data analysis and consultation with internal and external stakeholders. These will be updated each year and published on the Equality, Diversity and Inclusion website. Full details of the actions to be undertaken under each objective are included in the Action Plan.

LEADERSHIP AND GOVERNANCE

To ensure strong and visible leadership from the University’s Council and Executive Board ensuring equality and diversity is embedded within the governance framework.

ROBUST AND RELIABLE DATA

To develop a framework for robust and reliable equality data to be collected and analysed for staff and students across all protected characteristics1 to monitor progress and areas of under-representation.

UNDERSTANDING AND ENGAGEMENT

To raise awareness by promoting greater understanding and engagement with equality, diversity and inclusion issues across the University through delivery of effective training and implementation of the communications plan.

DIGNITY AND RESPECT

To ensure an inclusive learning and working environment free from discrimination, harassment or victimisation.

CLEAR AND MEASURABLE ACTION

To implement decisive action to address inequalities and bring about sustained improvement in equality performance.

1 The nine protected characteristics as defined within The Equality Act 2010 are: race, disability, gender, gender reassignment, age, religion or belief, sexual orientation, marriage and civil partnership; pregnancy and maternity.
The rainbow flag, commonly known as the gay pride flag and sometimes known as the LGBT pride flag, is a symbol of lesbian, gay, bisexual, and transgender (LGBT) pride and LGBT social movements; it has been in use since the 1970s.

In the Equality Challenge Unit’s ‘The Rationale for Equality and Diversity: How Vice-Chancellors and Principals are leading change’ (October 2014), a number of Vice-Chancellors report that the connection between excellence and equality and diversity is clear. There is no debate: a university that didn’t value staff or student diversity simply couldn’t be excellent...this is fundamental to the core purpose of Higher Education and the contribution it ought to be making to society and its various stakeholders.

As part of its commitment to promoting and advancing equality of opportunity, diversity and inclusion, the University will continue to listen and involve staff and students through consultation and work in partnership with its equality networks to understand their experiences of working and studying here. The University will put into practice learning acquired from peers, partners and external benchmarking to increase staff and student confidence in embedding equality into their daily work and promoting understanding of the intrinsic value of a more diverse community.

Ongoing consultation is an important part of developing the Strategy and Action plan. The involvement of key stakeholders creates ownership and commitment to work together to bring about cultural change.

Various methods are used for consulting with and involving staff, students and stakeholders in the development of the equality agenda:

- Equality working groups
- Staff and student networks
- Students’ Union and the Sabbatical Officers
- SurreyNet
- Online disability forum
- Equality and diversity website
- Equality and diversity committee
- Staff survey
- National Student Survey
- Trade unions

The University is also an active member of a number of networks which enable the sharing of best practice and provide guidance and support across all equality areas. These include:

- Higher Education Equal Opportunities Network (HEEON)
- Local Equal Opportunities Network (LEON)
- Equality Challenge Unit (ECU)

A number of relevant documents are used and referred to in this strategy, including:

- University strategy 2011-2017
- Teaching and Learning strategy 2010-2017
- HR strategy 2014-2017
- ‘Create Wonder’ Surrey Life article, Andy Blair, February 2014
- ‘The Rationale for Equality and Diversity: How Vice-Chancellors and Principals are leading change’ ECU publication 2014
- Widening Participation and Outreach strategy 2012-2017

University is about growing in body, mind and...spirit.

The Revd Canon Dr Andrew Bishop
Anglican Chaplain to the University of Surrey
A range of quantitative and qualitative data has been used in developing the strategy, including:

- Internal equality monitoring data for staff and students
- HESA employment statistics
- HEFMD benchmarking data
- Feedback from staff and student surveys
- LGBT climate survey
- Disability online forum
- Consultation with trade unions

More information on the current profile of staff and students at the University of Surrey can be found at surrey.ac.uk/equality/data

With the scope of the strategy extending to a wide range of equality groups, it is recognised there is a challenge in tracking progress and demonstrating success on certain protected characteristics, these include sexual orientation and religion/belief where quantitative information is not collected. The sensitivities relating to staff disability disclosure are also understood. Careful consideration is being given to data collection and expanding this to include sexual orientation and religion/belief for staff and students. Work will need to be done in this area to inform staff and students of the rationale for requesting this information and to make clear how this will be used. Ongoing evidence will be obtained through other sources such as the staff and student surveys and networks, research projects and other monitoring which will inform the development of the University’s work in those areas.

Progress will be monitored against the Equality Strategy in a variety of ways, and both quantitative and qualitative data will be used to:

- Analyse trends and how policies are working
- Identify areas where action is required to address inequalities
- Evaluate progress against equality, diversity and inclusion objectives
- Set appropriate and realistic targets across all protected characteristics
- Benchmark progress against other similar universities
- Report back annually on progress including annual HEFCE return
- Communicate progress on the Equality and Diversity website surrey.ac.uk/equality

The University must be able to show evidence that all three aims of the general duty contained within the Equality Act 2010 have been considered across all decision making processes. The three aims are:

- to eliminate discrimination, harassment and victimisation;
- to advance equality of opportunity; and to
- foster good relations between persons who share a protected characteristic and those who do not.

It is necessary to understand the effects of University policies and practices on equality across each protected characteristic.

This equality analysis process focuses on improving outcomes.

Equality analysis is a proactive assessment of all relevant University policies and practices to ensure that it is meeting its legal obligations to prevent unlawful discrimination and to promote equality. It involves:

- Gathering and analysis of qualitative and quantitative data/evidence
- Engaging with all stakeholders (staff, students, trade unions and others affected by our policies and practices)
- Analysing the effect of existing policies and practices on equality outcomes for the whole community
- Building equality analysis into the process prior to making policy decisions so that new policies reflect the findings
- Publishing written evidence to demonstrate how we embrace equality in our policy development

To support this work, all staff have access to an online equality analysis training programme, guidance notes and a template which can be accessed at surrey.ac.uk/equality.

This approach will assist the University in fulfilling its responsibilities under the Equality Act 2010 and in ensuring that good practice is embedded. The Equality and Diversity department will support the management teams in understanding the importance of equality analysis in achieving good equality outcomes and provide guidance and training for all staff undertaking them.

Equality analysis reports will be published alongside policies.

For further information about equality analysis see surrey.ac.uk/equality/analysis

The Equality, Diversity and Inclusion strategy and Action Plan will be published both internally and externally on the University’s website, and progress on its implementation will be reported annually to the Executive Board and Council.

An annual progress report will be published in September 2015 and provided to the Equality and Diversity committee, Executive Board and Council - and will be made available online.

The University of Surrey has a diverse staff and student body and so it is imperative that we have a philosophy of inclusiveness. The senior management team of the University of Surrey are committed to inclusivity and appreciate that it adds great value in providing a welcoming and supportive atmosphere on campus.

Professor Vince Emery
Pro Vice-Chancellor International Relations and Executive Board lead for Equality, Diversity and Inclusion

This action plan sets out the University’s equality objectives and actions to improve equality across all protected characteristics: gender, race, disability, sexual orientation, age, religion and belief, gender re-assignment, pregnancy and maternity and marriage and civil partnership. It represents a continually evolving culture that involves all staff and students, external partners and visitors to campus; this will be reviewed every year to take account of the changing environment of the University and Higher Education.

Objective
To ensure strong and visible leadership from the University’s Council and Executive Board ensuring equality and diversity is embedded within the governance framework.

<table>
<thead>
<tr>
<th>No.</th>
<th>Objective</th>
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<th>Timeframe</th>
<th>Responsibility</th>
<th>Key Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Ensure Council comprises a diverse membership.</td>
<td>Monitor membership of Council with aim to increase diversity and address any gender imbalance i.e. gender, BME and disability.</td>
<td>Sept 2015</td>
<td>Secretariat E&amp;D</td>
<td>Monitoring process established. Over next three years to ensure 50:50 gender balance and increased representation of BME and disability. Targets to be set when figures known once monitoring process established.</td>
</tr>
<tr>
<td>1.2</td>
<td>Raise awareness of equality and diversity amongst Council and Executive Board.</td>
<td>Provide Council and Executive Board with annual update of progress made against equality and diversity action plan. Members of Executive Board to have undertaken the latest Diversity in the Workplace e-training module.</td>
<td>Sept 2015</td>
<td>E&amp;D, Staff Development E&amp;D</td>
<td>Annual progress report. 100 per cent completion.</td>
</tr>
<tr>
<td>1.3</td>
<td>Embed equality and diversity into the University’s policy framework and programme development.</td>
<td>Ensure all new/reviewed policies and major projects/programmes developed or undertaken by the University have undergone equality analysis.</td>
<td>Ongoing</td>
<td>EB Lead Deputy Director of HR (Policy)</td>
<td>All new/reviewed policies and major programmes have undergone Equality Analysis.</td>
</tr>
</tbody>
</table>

BME: Black Minority Ethnic  LGBT: Lesbian, Gay, Bisexual, Transgender
### THEME 2. ROBUST AND RELIABLE DATA

**Objective**
To develop a framework to capture robust and reliable equality data for staff and students across all protected characteristics to monitor progress and areas of under-representation.

<table>
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<tbody>
<tr>
<td>2.1</td>
<td>Capture comprehensive qualitative and quantitative equality data for both staff and students across the University.</td>
<td>In line with the requirements of the Equality Act 2010, seek to gather qualitative and quantitative data for all protected characteristics through appropriate mechanisms. Develop and publish key equality data and commentary to explain relevance of findings and methods to address any issues. Monitor and respond to external data requirements; adapt systems as necessary to meet national changes for all protected characteristics e.g. HEFCE, HESA, REF, UCAS. Move all this data in one place on the MIRS system for ease of access for equality reporting e.g. Gender Equality Charter Mark and Athena SWAN.</td>
<td>Ongoing</td>
<td>E&amp;D HR Planning RES</td>
<td>Published equality data and objectives on website. HEFCE return. HESA return.</td>
</tr>
<tr>
<td>2.2</td>
<td>To improve the information, process and messaging around equality data collection and how it is used.</td>
<td>Raise awareness of rationale for equality data collection through the use of web pages, flyers and Surrey Net articles and networks.</td>
<td>Ongoing</td>
<td>HR Marketing and Communications E&amp;D</td>
<td>Improved disclosure and uptake.</td>
</tr>
</tbody>
</table>

### THEME 3. UNDERSTANDING AND ENGAGEMENT

**Objective**
To raise awareness by promoting greater understanding and engagement with equality, diversity and inclusion issues across the University through delivery of effective training and implementation of the Communications Plan.

<table>
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<tr>
<td>3.1</td>
<td>Raise awareness of equality and diversity across the University.</td>
<td>Re-launch Equality and Diversity website to improve internal and external, national and international interfaces. Develop engagement strategy for further rollout of Diversity in the Workplace e-training module. Deliver ‘unconscious bias’ training through a face to face workshop on a monthly basis. All staff including Executive Board and EDC members to have undertaken the latest Diversity in the Workplace e-training module.</td>
<td>Sept 2015</td>
<td>E&amp;D Digital Team</td>
<td>Evidence of website re-launched. Engagement strategy developed. Monthly delivery of ‘unconscious bias’ workshop in 2014/15. &gt;40% staff completion rate. &gt;60% staff completion rate. &gt;80% staff completion rate. 100% completion by EB and EDC</td>
</tr>
<tr>
<td>3.2</td>
<td>Increase engagement with and understanding of equality groups.</td>
<td>Develop a greater understanding of the experiences of people of faith and non-faith (staff and students) on campus through: Consultation and involvement with a cross section of staff with different religious/non-religious beliefs through the undertaking of a faith climate survey. Undertake disability climate survey to gather views on the range of disabilities which may affect staff, students and visitors at Surrey and address relevant issues identified.</td>
<td>Sept 2015</td>
<td>Faith Forum E&amp;D</td>
<td>Survey complete.</td>
</tr>
</tbody>
</table>

BME: Black Minority Ethnic  
LGBT: Lesbian, Gay, Bisexual, Transgender
### THEME 3. UNDERSTANDING AND ENGAGEMENT CONT.

**Objective**
To raise awareness by promoting greater understanding and engagement with equality, diversity and inclusion issues across the University through delivery of effective training and implementation of the Communications Plan.

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<tbody>
<tr>
<td>3.3</td>
<td>Provide accessibility information for staff, students and visitors.</td>
<td>Subscribe to a web based route access guide to enable staff to locate and identify key locations and access routes, such as disabled and gender-neutral toilets, lifts in buildings, assembly / evacuation points.</td>
<td>August 2015</td>
<td>E&amp;D Disability Working Group</td>
<td>Web based access route guide.</td>
</tr>
<tr>
<td>3.4</td>
<td>Mainstream equality events into the University calendar.</td>
<td>Work in collaboration with Marketing and Communications on joint projects e.g. International Women's Day, Black History Month, LGBT History Month. Incorporate equality-related activity into Marketing and Communications programmes and activities as appropriate e.g. Open Days, prospectuses, publicity etc.</td>
<td>2014/2015</td>
<td>Marketing and Communications E&amp;D Equality Groups</td>
<td>Calendar of successful events.</td>
</tr>
<tr>
<td>3.5</td>
<td>Implement the recommendations of the LGBT 2014 campus climate survey.</td>
<td>Visibly signal that LGBT+ staff and students are valued within the campus community. Staff training (including Students’ Union officers) to support people who are willing to move forward but unclear how to do so. Develop intersection of the LGBT+ community and faith communities. Support and diversify LGBT themed events. Design new Students’ Union with state-of-the-art bathrooms to accommodate transgender people. Celebrate excellent work on LGBT+ issues as part of excellence agenda in teaching, learning and research. Undertake further consultation prior to introducing programmes for monitoring staff and student sexuality as an ideal in the medium term.</td>
<td>March 2016</td>
<td>E&amp;D LGBT Equality Group</td>
<td>Recommendations translated into actions.</td>
</tr>
</tbody>
</table>

### THEME 4. DIGNITY AND RESPECT

**Objective**
To ensure an inclusive learning and working environment free from discrimination, harassment or victimisation.

<table>
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<tr>
<td>4.1</td>
<td>Ensure investigations into bullying-related grievances are resolved quickly.</td>
<td>Update the Dignity at Work and Study policy to include minimum expected timescales for disciplinary/grievance investigations to take place.</td>
<td>July 2015</td>
<td>HR Working Group E&amp;D</td>
<td>Updated policy. Timely investigations.</td>
</tr>
<tr>
<td>4.2</td>
<td>Managers to respond robustly to bullying behaviour occurring in their teams to ensure zero tolerance approach to bullying.</td>
<td>Update the Dignity at Work and Study policy to include a section clearly setting out requirements and expectations of managers.</td>
<td>July 2015</td>
<td>HR Working Group E&amp;D</td>
<td>Updated policy.</td>
</tr>
<tr>
<td>4.3</td>
<td>All staff are aware of behaviour expectations whatever their role.</td>
<td>Incorporate into the Dignity at Work and Study policy a clearly articulated set of expectations for staff workplace behaviour, as a staff code of conduct.</td>
<td>July 2015</td>
<td>HR Working Group E&amp;D</td>
<td>Updated policy.</td>
</tr>
<tr>
<td>4.4</td>
<td>Raise awareness of the University's zero tolerance approach to bullying.</td>
<td>Disseminate / launch Dignity at Work and Study Policy through all staff communication, EB blogs and reference in the University’s staff charter.</td>
<td>July 2015</td>
<td>HR Working Group E&amp;D</td>
<td>Effective launch.</td>
</tr>
</tbody>
</table>

BME: Black Minority Ethnic  LGBT: Lesbian, Gay, Bisexual, Transgender
The theme is **Clear and Measurable Action**

Objective
To implement decisive action to address inequalities and bring about sustained improvement in equality performance.

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<tbody>
<tr>
<td>5.1</td>
<td>Address inequalities within the staff body.</td>
<td>Increase the under representation of women particularly at senior levels by:</td>
<td>2015/2017</td>
<td>E&amp;D Staff Development Marketing and Communications Deans HR</td>
<td>Five per cent increase of female staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Identifying and encouraging women to attend Aurora, Springboard and the Academic Leadership courses through the appraisal process and targeted personal emails.</td>
<td>Annually (August)</td>
<td>University AS Award.</td>
<td>&gt; Eight female role models per year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Raising profiles of female role models across the University through articles on the Inspiring Women at Surrey website.</td>
<td>Annually (August)</td>
<td>Two departmental awards.</td>
<td>Two departmental awards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Renewal of the University’s Athena SWAN award*</td>
<td>April 2016</td>
<td>University AS Award.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Departments to apply for Athena SWAN, JUNO and/or Gender Equality Charter Mark Awards.</td>
<td>April 2016</td>
<td>Two departmental awards.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To increase the BME staff profile at senior levels through:</td>
<td>April 2017</td>
<td>Staff Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Head hunting and targeted advertising of vacancies</td>
<td>Dec 2017</td>
<td>HR</td>
<td>Increase BME senior staff profile (levels 6,7,8) by three per cent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Enhanced career development opportunities such as mentoring and Academic Leadership courses through the appraisal process and targeted personal emails</td>
<td>Dec 2017</td>
<td>Race Equality Group E&amp;D HR</td>
<td>Increase overall percentage of BME staff to 15 per cent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recruit a more ethnically diverse staff body.</td>
<td>Dec 2017</td>
<td>E&amp;D Occupational Health HR</td>
<td>Increase staff disability disclosure rate by three per cent to 4.5 per cent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undertake an Equal Pay audit to identify the pay gap for various categories (gender, disability, BME, part-time, full-time and job grade) to address any inequalities.</td>
<td>Dec 2017</td>
<td>E&amp;D HR</td>
<td>&lt; Ten per cent pay gap across all categories.</td>
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<td></td>
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<td>Encourage staff to declare a disability through creating a clear process outlining what to do if adjustments are required to support them in their role.</td>
<td>March 2017</td>
<td>Race Equality Group E&amp;D Occupational Health HR</td>
<td>Increase staff disability disclosure rate by three per cent to 4.5 per cent.</td>
</tr>
</tbody>
</table>

*The Athena SWAN Bronze University award renewal recognises that the university overall has a solid foundation for eliminating gender bias and an inclusive culture that values female staff. Clear progress must have been made since the previous Bronze award application, as measured against the goals set in the action plan.

**5.2 Address inequalities within the student body.**

- Close the progression gap of BME students by developing methods to understand the issues faced by BME students e.g. focus groups, survey, consultation. Implement appropriate action working with colleagues in Teaching and Learning, and Student Support Services.
  - Close the degree attainment gap of BME students by developing methods to understand the issues faced by BME students e.g. focus groups, survey, consultation. Implement appropriate action working with colleagues in Teaching and Learning, and Student Support Services.

<table>
<thead>
<tr>
<th>No.</th>
<th>Objective</th>
<th>Action</th>
<th>Timeframe</th>
<th>Responsibility</th>
<th>Key Performance Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2</td>
<td>Close the progression gap of BME students by developing methods to understand the issues faced by BME students e.g. focus groups, survey, consultation. Implement appropriate action working with colleagues in Teaching and Learning, and Student Support Services.</td>
<td>March 2016</td>
<td>Race Equality Group E&amp;D Registry</td>
<td>Reduce progression gap of BME students by three per cent.</td>
<td></td>
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</tbody>
</table>

**5.3 Improve priority areas of the Surrey Campus ensuring accessibility for all staff, students and visitors.**

- Implement annual works schedule to improve physical access and report on progress.

<table>
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</thead>
<tbody>
<tr>
<td>5.3</td>
<td>Improve priority areas of the Surrey Campus ensuring accessibility for all staff, students and visitors.</td>
<td>January 2016</td>
<td>E&amp;D Disability Working Group</td>
<td>Increase proportion of good degrees of BME students by two per cent.</td>
<td></td>
</tr>
</tbody>
</table>

**5.4 Deliver equality actions from the 2015-16 Access agreement working in partnership with Widening Participation and Outreach team.**

- Involve Widening Participation and Outreach in the Equality and Diversity committee and equality groups: gender, disability, LGBT, faith and race.
- All new WPO Ambassadors to undertake Diversity in the Workplace e-training module.
- Equality analysis to be undertaken for Widening Participation and Outreach policy and initiatives to ensure that equality impact on protected groups is assessed and monitored. Equality analysis will include a specific focus on data monitoring to ensure participation, progression and attainment data is reviewed for relevant protected characteristics and appropriate action will be taken where gaps or weaknesses are identified.

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</thead>
<tbody>
<tr>
<td>5.4</td>
<td>Deliver equality actions from the 2015-16 Access agreement working in partnership with Widening Participation and Outreach team.</td>
<td>March 2016</td>
<td>WPBO E&amp;D</td>
<td>Progress Report submitted within OFFA Monitoring Return.</td>
<td></td>
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</tbody>
</table>

**5.5 Address underrepresentation of protected groups, particularly women, in preparation for the REF 2020 exercise.**

- Implement recommendations made by REF Advisory group (equality sub-group) following the Equality Impact Assessment on the REF Code of Practice.

<table>
<thead>
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<tr>
<td>5.5</td>
<td>Address underrepresentation of protected groups, particularly women, in preparation for the REF 2020 exercise.</td>
<td>Dec 2017</td>
<td>RES E&amp;D</td>
<td>Increase diversity of researchers submitted to REF 2020.</td>
<td></td>
</tr>
</tbody>
</table>

- > 40 per cent REF 2020 submission to be women.
Wonderful things happen here.
surrey.ac.uk

6th in The Guardian league table 2015

Three Queen’s Anniversary Prizes for research excellence

4th for student satisfaction
The Times/Sunday Times Good University Guide 2015