

Equality, Diversity & Inclusion

Annual Review

2023-24

Equality, Diversity and Inclusion Annual Review 2023-24

Introduction

This report summarises the University’s Equality, Diversity, and Inclusion (EDI) activities for the past year. It highlights our key achievements, challenges, and future priorities in creating an inclusive environment for all stakeholders.

Key Achievements:

Progress against EDI strategic aims

Strong progress has been made across three of the four EDI Plan objectives, outlined below. Activity has driven improvements across the key measures. The awarding gap closure is being addressed through a new Access and Participation plan which will be implemented in the new academic year and align to the new EDI Plan 2030.

1) Improving Staff Diversity

Staff Diversity Measures*		2022-23	2023-24
Recruitment (New starters)	Ethnicity*	Ethnic Minority: 33% White: 55%	Ethnic Minority: 34% White: 62%
	Gender	Female: 55% Male: 45%	Female: 50% Male: 50%
	Disability	Disabled: 3% Non-disabled: 97%	Disabled: 7% Non-disabled: 93%
Total population make up	Ethnicity	Ethnic Minority: 24% White: 71%	Ethnic Minority: 26% White: 70%
	Gender	Female: 52% Male: 48%	Female: 52% Male: 48%
	Disability	Disabled: 9% Non-disabled: 91%	Disabled: 9% Non-disabled: 91%
Senior Leadership profile (Levels 6 and 7)	Ethnicity	Ethnic Minority: 20% White: 76%	Ethnic Minority: 21% White: 74%
	Gender	Female: 40% Male: 60%	Female: 42% Male: 58%
	Disability	Disabled: 6% Non-disabled: 94%	Disabled: 7% Non-disabled: 93%

*Where percentages < 100% = data ‘not known’

Key activities to improve staff diversity:

The [Diversity 200 programme](#) provides inclusive recruitment guidance to all hiring managers and teams involved in recruitment to ensure they are proactive and alert to inclusive practices and accountable for addressing bias. The University seeks to attract the best possible talent from the broadest range of applicants and continues to improve under-representation across our workforce. It aims to ensure our staff body is increasingly reflective of our student population in terms of race, gender, disability, and sexual orientation. These same inclusive recruitment principles apply to the promotion round and have been embedded throughout the promotions process.

The suite of EDI training, delivered in person and also via e-learning modules incorporates anti-bias material and comprehensive learning relating to all aspects of workforce diversity and inclusion. EDI content has been weaved through the management training portfolio. We recognise that growing the diversity confidence of managers is crucial to building inclusive team cultures and attracting and managing diverse talent.

Talent development programmes such as the Springboard Women’s Development Programme offer tailored support to increase representation and career progression for target groups. One quarter of Springboard participants have successfully achieved promotion.

2) Reducing pay gaps

Pay Gap Measures	2022-23 March 2022 (submit 2023)		2023-24 March 2023 (submit 2024)	
	Difference Mean Hourly Rate %	Difference Hourly Pay Median %	Difference Mean Hourly Rate %	Difference Hourly Pay Median %
Gender Pay Gap	16.41	13.68	16.78	15.79

Key activities to reduce pay gaps:

Actions identified within the Athena Swan Charter submissions at Institutional and School level, as well as the Race Equality Charter are focused on closing gender and ethnicity pay gaps alongside a comprehensive pay gap report in 2022/23. This includes a range of measures: recruitment and starting salaries review, appraisal ratings and promotion advancement, Head of School/Department accountability, removing 'ad hoc' OSRF Salary changes, communicating success and role models across schools and departments. In addition, we have continued to reinforce best practice through equality impact assessment, Diversity 200, appraisals and promotion, development of women's networks, family friendly policy changes and flexible working, returners toolkit, carer support network, anti-bias training, women's talent programmes, an improved data approach and further analysis of key milestones. The pay gap is steadily narrowing based on the 2024/25 reported figure which will be published March 2025. Ethnicity and disability pay gap reporting is a new development, and activity will continue to focus on race equality charter actions and on supporting improved process for seeking and implementing reasonable adjustments as well as improved disability and neurodivergence awareness.

3) Closing awarding gaps

Awarding gap measures <i>(pp=percentage points)</i>	2022-23	2023-24
Good Degree gaps		
White & Asian students	18pp	22pp
White & Black students	20pp	26pp
First Class Degree		
White & Asian students	22pp	17pp
White & Black students	28pp	23pp

Key activities to reduce the awarding gaps:

Under the 2020 – 2025 Access and Participation Plan the Student Success Group have progressed a number of activities aimed at reducing the awarding gap. These included:

- The Black Students' IAG website launched.
- Four FEPS initiatives were funded, focusing on peer mentoring, engagement events, wellbeing workshops, and support for students with repeating or trailing credits.
- Institutional membership with AFBE-UK has been secured to enhance employability for Black and minority ethnic engineering students through mentoring and industry role models.
- A review of the MySurrey Engagement platform and is exploring automated reporting on staff engagement.
- Race Equality Charter activities were advanced to address student progression and pipeline issues, supported by new progression and awards data for 2023/24.
- Collaborative work to support In2Surrey students, complementing the Surrey Scholars programme through resource development and tracking.

Despite this we have not had a positive impact on the overall gap. The new Access and Participation plan for the period 2025 – 2029 has now been written and this includes a wide range of interventions at a whole institution level that we believe will make a more significant impact on the gap. This work is currently being planned and will move forward fully from the beginning of the 2025 academic year.

4) Building our inclusive culture

Inclusive culture measure	2022-23	2023-24
Report+Support data (reports)	164	192
People with backgrounds like mine can succeed here (People Survey question)	74%	75%

Key activities to build inclusive culture:

We believe sustainable change happens when you challenge the way people think – their beliefs, and beliefs are primarily guided by experiences. Our values of Inclusion, Inspiration, Innovation and Integrity need to underpin experiences so that everyone feels welcomed, valued and safe. These expectations are made clear during an interactive session as part of all staff inductions and are embedded as part of Line Managers’ development.

We will not tolerate harassment and bullying of any kind. This means that every report of harassment and bullying is treated seriously with proportionate investigation and action.

The submission rate to the Report+Support platform has grown during 2023/24 to 192 from 164 reports last year and a full annual report will be published in February 2025. Whilst the aim is for incidents to reduce and be eliminated, it is conversely positive to see an increase in reporting due to historic under-reporting of incidents.

Previous People Survey data (2023) indicated that while 70% of respondents feel confident in knowing how to report incidents of bullying, harassment, or abuse and trusted that these reports would be taken seriously, 15% reported personally experiencing these behaviours in the past year. Last People Survey data highlighted 331 colleagues said they had experienced harassment and bullying in the University (significantly fewer reports were made by staff through Report and Support). This has increased year on year over the past three years. Bullying & harassment is also reported in up to 30% of respondents on our Exit survey, with some areas reporting up to 67% of respondents witnessing poor behaviour.

Key actions being taken include:

- Increased **communications/roadshows** – e.g [SurreyNet site](#), [Report & Support](#) marketing, Wellbeing roadshows, [Anti bullying and harassment week](#) (Surrey Staff Briefing Monday 11th newsletter)
- Greater involvement at **EB level/Senior Leaders** of the barriers to an inclusive culture e.g. through EB EDI network sponsorship, EDI Committees, Pledges
- **EDI team/networks** e.g. Strategic focus, encouraging sharing stories, listening circles, using EDI governance to escalate
- Clarity on **expected behaviours** e.g. through work on Sexual Harassment Preventative Duty, Staff Induction, Performance management, [New allyship eLearning](#)
- **Management skills** – including a new course launched in November for new/aspiring Managers and a new Team Management training (focus on building psychological safety).
- **Local action** – Leaders supported by HR Advisors/Business partners are:
 - Tackling local incidents using HR policies – including consequences
 - Running local awareness sessions where required – reiterating how to report/support <https://surreynet.surrey.ac.uk/harassment-bullying>
 - Increasing EDI training
 - Encouraged to use OSCAR – reporting system if experiencing any type of (harassment including from students

We have developed a range of tools and resources to support the development of an inclusive culture. These are increasingly being utilised across the University and throughout this year, the focus has been on effective implementation and staff engagement using HR Business Partners, Faculty EDI Committees and Manager Essentials training as main conduits:

- [Harassment and Bullying: Report+Support](#)
- [Allyship in Higher Education module](#)
- [EDI Training and Resources](#)

- [EDI Staff Networks](#)
- [Inclusive Recruitment: Diversity 200](#)
- [Inclusive Language Guidance](#)
- [Parent Returners Project](#)
- [Menopause Support](#)
- [Disability Support: Tailored Adjustment Plan](#)
- [Carer Support Programme](#)
- [Springboard Women's Development Programme 2025](#)

Estates and Facilities Accessibility

The University has made significant strides in advancing beyond the minimum accessibility standards defined in our Equality, Diversity, and Inclusion (EDI) Plan 2020-2025. Our enhancements, guided by UK regulations like Part M of the Building Regulations and the Equality Act 2010, are designed to ensure equitable access for everyone on campus. By implementing step-free entrances, accessible toilets, wide corridors, visual and auditory aids, and robust evacuation protocols, we have continued to build a campus environment where all students, staff, and visitors can confidently engage in campus life. This proactive approach reflects our commitment to inclusivity and safety for all.

EDI Governance

The new EDI Governance approach is now well established, and Executive Board sponsors have found various benefits from their roles. By being involved, they have both better understood the challenges faced by individuals in minority groups and seen first-hand the importance of these networks in creating a sense of community and a safe space to share and address issues. With visibility into these challenges, EB sponsors are working across portfolios to ensure that connections between groups are understood. Sponsors have emphasised the significance of their roles by enhancing the visibility of these networks and ensuring their voices are heard at the Executive Board and EDI executive levels, providing diverse and valued input into senior decision-making to create a fair and inclusive environment for everyone.

EDI Staff Network Chairs are given 0.1FTE workload allocation to support them to undertake these roles.

Future Steps

The University remains committed to advancing equality, diversity, and inclusion and has placed People and Inclusion at the heart of its Vision 2041. While we have made significant progress, we recognise that creating a truly inclusive environment is an ongoing journey. We will continue to listen, learn, and adapt our approaches to ensure that EDI is embedded in everything we do.

As we look ahead to 2025, we will be consulting on, reviewing and refreshing our EDI plan to take us from 2025-2030. Underpinning our approach will be the UN Sustainable Development Goals and the People Culture and Environment principles of REF 2029. We will retain an intersectional focus and continue to develop our approach to addressing multiple, intersecting forms of discrimination and disadvantage through aligned charter plans and frameworks to bring about purposeful and impactful change. Comprehensive external data comparisons will be built into EDI plan 2030.