UNIVERSITY OF SURREY

EDI Plan 2030

Building Connection and Belonging

Foreword from the Vice-Chancellor

At the University of Surrey, Vision 2041 sets out our ambition to be among the very best universities in the world: a university that delivers outstanding education, research and innovation for the public good, and that competes with confidence among the leading institutions internationally. Equality, diversity and inclusion are not peripheral to that ambition; they are fundamental to it. Our ability to attract, develop and support talented people from the widest possible range of backgrounds shapes the quality of our thinking, the strength of our partnerships, and the reach and impact of our work.

This Plan marks an important shift from dispersed activity to more focused, disciplined delivery. It is how we turn our values into meaningful outcomes: by embedding inclusion in leadership and governance, aligning decision-making to evidence and accountability, and ensuring that our culture and environment enable all members of our community to thrive. Success will need to be tangible and visible - seen in who leads, who is recognised, and how strongly people feel they belong - because at Surrey we see inclusion and excellence as inseparable.

My commitment is clear. As Vice-Chancellor, I will ensure that progress is monitored transparently and acted upon with seriousness and resolve. This is collective work, owned across the whole University, and it is integral to Surrey's reputation, performance and competitiveness on the global stage. Together, we will build a university that is inclusive by design and excellent by intent: a Surrey that brings Vision 2041 to life and stands confidently as a world-class institution.

Professor Stephen Jarvis
Vice-Chancellor and President
University of Surrey

EDI Plan 2030 – Building Connection & Belonging

2025 - 2030

Introduction

In order for us to deliver a culture of excellence, we will develop connections that build inclusivity, celebrate diversity and embed equality, to enable everyone to belong to a thriving community. This plan builds on our past efforts, while acknowledging that meaningful change requires sustained effort, accountability, and a willingness to listen and learn. It acknowledges that authentic inclusivity is not a one-time initiative but a long-term journey that touches every aspect of our work.

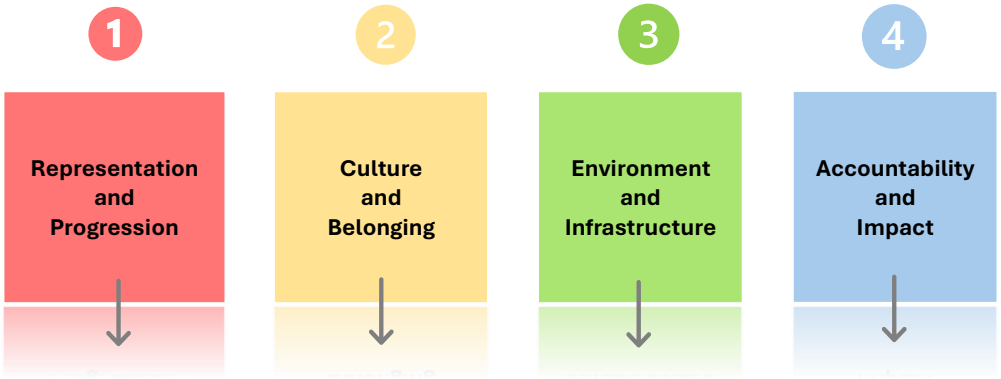
Over the next five years, our focus will be on cultivating inclusive leadership, increasing representation, eliminating systemic barriers, and fostering a work, study and research environment where everyone feels a true sense of belonging. We will measure our progress transparently and hold ourselves accountable to the communities we serve. We will uphold freedom of speech and encourage openness and constructive dialogue to build cohesion.

EDI Vision Statement

We will build a truly inclusive organisation where diversity is celebrated, equality is embedded, and **everyone** thrives in a community of belonging and a culture of excellence.

We will position AI as an enabler of inclusive innovation, with our talented staff and student community remaining central to our mission. This plan is both a pledge and a framework - a guide to help us act with intention and integrity as we shape a more inclusive future together. It evolves from compliance-led activity toward a more integrated, outcomes-focused and institutionally transformative approach aligned with the University's Vision 41, our drive to reach the Top 100 in global rankings and globally relevant UN Sustainable Development Goals. The plan will be subject to an annual refresh to ensure it remains agile, relevant and responsive to emerging priorities, environmental changes, social context and an ever-changing Higher Education landscape.

Strategic Themes



Enablers

Data & Insights

We will use qualitative and quantitative data to drive decisions and implement initiatives to measure progress and impact, with local accountability. We will draw on responsible and ethical AI to support our data use

Partnerships

Every member of the University is valued and has a part to play in building an inclusive culture. We will all work in partnership with no-one left behind

Policy

We will review policy and practices through an EDI lens across staff and student lifecycles (see appendix)

Lifelong Learning

We will develop and launch a revised programme of EDI learning and development with a focus on inclusion for all staff, students and managers

Communications

We will use effective communication tools and methods, providing transparent, joined up and regular updates to all stakeholders

Frameworks and Alignments

In the context of an increasingly complex Higher Education landscape and significant workload pressure, we recognise the need to more effectively navigate the multiple EDI-related charters and frameworks that we currently employ. We will align and streamline these efforts around staff and student lifecycles - ensuring greater clarity, reducing duplication, and enabling teams to focus on delivering the highest-value outcomes for an inclusive University. We remain committed to our legal duties, cultural responsibilities and our sustainable development goals and will continue to value the important role of each of the frameworks outlined below (Fig.1).

Transnational Education (TNE)

As a global University, we recognise that our transnational education partnerships operate across diverse cultural, legal and regulatory contexts. Our approach to Equality, Diversity and Inclusion in TNE is grounded in our core institutional values and our commitment to dignity, fairness and belonging for all. We will apply a principled, context aware approach that respects local jurisdictions and complies with in country legislation, while remaining clear and unwavering about the values that define us as a university. Where local laws or cultural norms differ from UK expectations, we will work transparently with partners to identify inclusive practices that are lawful, culturally respectful and aligned with our EDI ambitions, without compromising our commitment to equality of opportunity, academic freedom or the safety and wellbeing of our communities. We will equip staff working in TNE with the guidance, support and cultural competency needed to navigate complexity confidently, ensuring that EDI is embedded thoughtfully, ethically and consistently across our global activities.

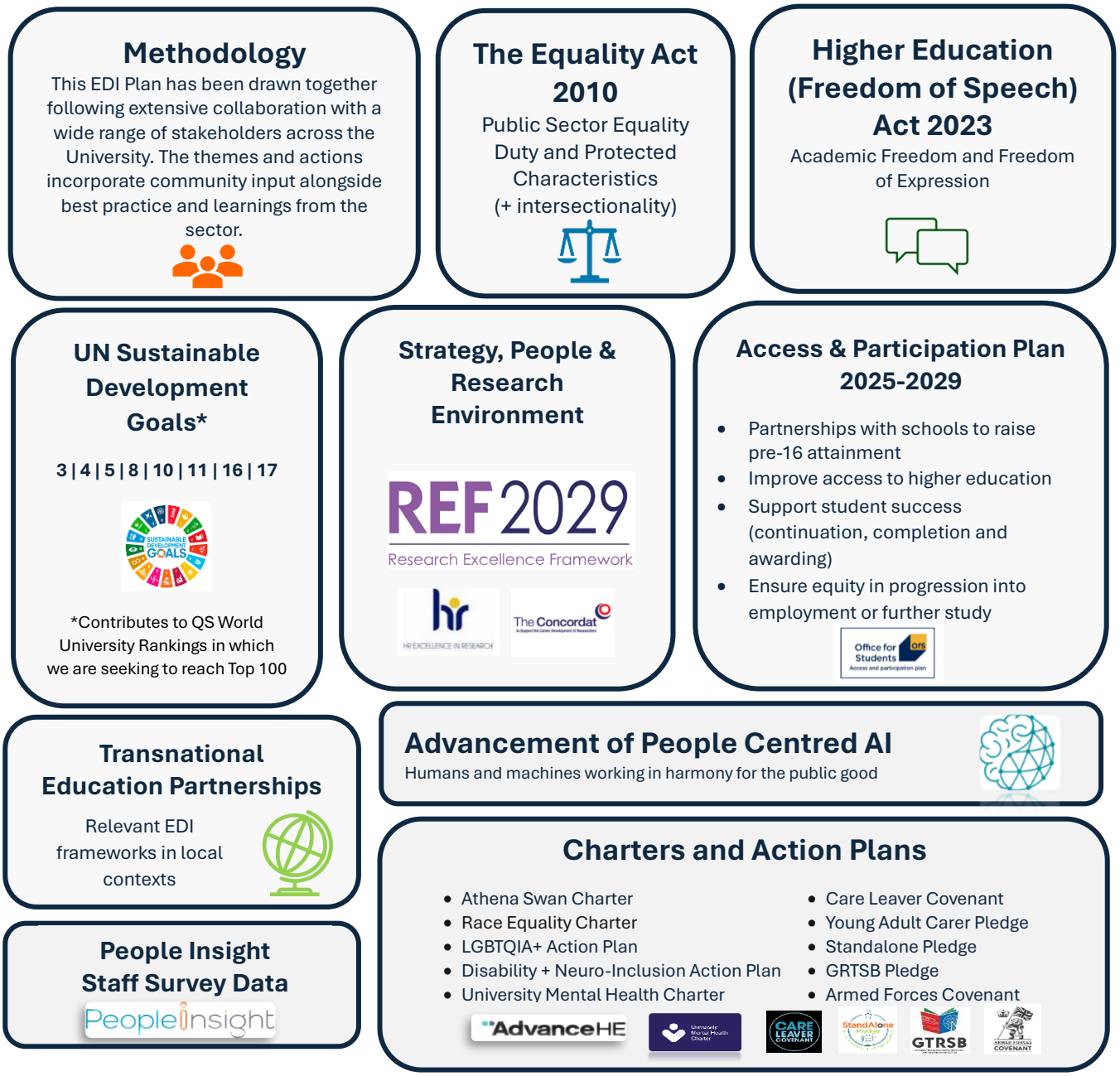


Fig 1: Key Frameworks and Alignments

Key Actions

REPRESENTATION AND PROGRESSION

1 **We will attract diverse talent and implement equality of opportunity in progression and talent development pathways**

Outcome: 'I can see I am represented at all levels'



Over the next 5 years we will be focusing our work around these areas of action:

Learning & Development	• **Refreshed training and guidance** will be provided to ensure hiring managers are engaging in equality of opportunity, inclusive and fair recruitment processes and employing appropriate mechanisms to widen access/challenge bias. • **Leaders and managers will be supported** through L&D and their HR Business Partner to ensure bias is mitigated in promotion and development pathways • **AI literacy will be integrated** into inclusive leadership training, helping leaders understand how AI affects decision-making, bias, and equality. • **Effective use of mentoring, coaching and role shadowing** will be implemented to support equal opportunities in development and progression • **Specific development opportunities will be provided** for under-represented groups e.g. Springboard Women's Development Programme
Recruitment & Onboarding	• **Recruitment practices** will be reviewed centrally to ensure inclusive practices and appropriate adjustments are seamlessly provided where necessary • **The recruitment pool will be widened** to attract diversity across staff and student communities • **Inclusive job adverts** will use bias-free language, highlight flexible work options, accessibility, and our inclusion commitments • **Diverse interview panels**: we will consistently ensure a mix of genders, cultures, and backgrounds to mitigate bias and authentically demonstrate representation • **Recruitment data** will be carefully used to assess trends and insights to carefully monitor staff and student demographics at all levels of the University including diversity of applicant pools vs. hires • **Tailored Adjustment Plans** will be provided consistently and effectively for staff who require adjustments
Performance Management	• **Appropriate reasonable adjustments** will be provided where needed to ensure inclusivity in performance reviews, using the Tailored Adjustment Plan to capture information and decisions • **Managers will be accountable** for ensuring inclusive practices in performance management • **Data will be captured and analysed** on PDR ratings by demographic group
Development & Promotion	• **Bias-free promotion processes**: structured, competency-based assessments will be used with diverse decision panels and provision of adjustments where required • **Visibility of diverse talent**: we will create platforms for underrepresented staff to showcase achievements (e.g. presentations, leadership projects) • **Support during transitions:** coaching, mentoring, sponsorship and peer networks will be offered for colleagues applying for promotion and for newly promoted leaders, especially mindful of underrepresented groups • **Data will be captured and analysed** on promotion rates by demographic group
Reward & Recognition	• **Gender, ethnicity, disability pay gap analysis** will formally be undertaken annually, HRBPs will review live data, enabling local leaders to implement plans to address and close gaps
Exit	• **Managers will inclusively consider opportunities** created by staff changes/turnover for existing team members and internal appointments • **Learning from exit interviews** will be constructively used as a feedback loop

STUDENT FOCUSED ACTIONS	
Equality of opportunity	• **Developing the next generation of talent** through Partnerships with schools and colleges to raise pre-16 attainment and the achievement of post-18 positive outcomes. • **Contextual admissions** to recruit high quality students from diverse backgrounds with the desire and potential to succeed in HE.
Representation	• **Student Ambassadors**: Recruit, train and develop an active pool of Student Ambassadors that represent our student community.
Inclusive education	• **Leadership in inclusive education** training for senior staff responsible for teaching management. • **Embedded skills framework:** Increased students' knowledge and confidence in applying academic, personal and professional competencies for effectiveness in diverse learning and work environments.
Progression into highly skills employment	• **Effective employability, skill development and networking activity** for under-represented students to support progression.

These actions strongly align with several UN SDGs, particularly **Goal 5: Gender Equality**, **Goal 8: Decent Work and Economic Growth**, and **Goal 10: Reduced Inequalities**. By embedding inclusive recruitment practices, providing tailored development opportunities for underrepresented groups, and ensuring equal opportunities in accessing progression and performance management, we will actively work to dismantle systemic barriers and promote fair treatment. The use of data to monitor diversity and pay gaps, alongside accountability measures for managers, supports transparent and sustainable change. Collectively, these initiatives will foster a more inclusive and resilient workplace culture.

Key Actions

CULTURE AND BELONGING

2 **We will embed inclusive, respectful behaviours into performance frameworks, team cultures and the student experience**

Outcome: 'I have a strong sense of belonging to Surrey'



Over the next 5 years we will be focusing our work around these areas of action:

Communications	• **Inclusive communications** Sustained effort will be made to ensure tone and content of communications across the University are inclusive and supportive of a cohesive and respectful community. • **Communication methods** We will review and enhance communication channels to improve access to EDI information and ensure a more effective flow of information across teams.
Learning & Development	• **Equip leaders and managers** with the skills to promote respectful, professional and inclusive interactions across teams, while supporting open and constructive dialogue. • **Encourage teams** to regularly revisit and reflect on team culture, and where appropriate research culture, and introduce peer feedback mechanisms (e.g. 360 Feedback tools) focused on respectful and inclusive behaviour. • **Refreshed EDI training content/workshops** will be introduced to strengthen engagement and support inclusive, respectful culture. Training will cover the protected characteristics and broader themes - such as active listening; recognising and mitigating bias; considerations relating to health needs; the effective use of People-Centred AI (PCAI); inclusive facilitation; and securing and promoting free speech. • **Encourage critical engagement with AI** among staff and students, fostering a culture of questioning and ethical reflection • **Develop and refresh clear guidance and toolkits** to support inclusive culture and belonging including neurodiversity, disability, women's and men's health needs in the workplace, religious literacy and cultural competence. • **Conduct impactful EDI reviews (EQIA)** on HR Policy/practice to ensure inclusivity • **Transnational Education:** equip our teams to be engaged, informed and appropriately prepared for delivering EDI across TNE ventures. We will always ensure we use inclusive practices that are lawful in the country in which the TNE partnership operates, are culturally respectful and will seek to remain aligned with our EDI ambitions.
Recruitment & Onboarding	• **Operate an inclusive recruitment onboarding process** that doesn't just *tell* people about inclusion and belonging — it shows them, through every interaction, that they are welcome, respected, and valued from the moment they connect with the organisation. • **Accessible processes**: introduce inclusive recruitment practices, offer alternative formats for applications, provide clear information about adjustments and make them available seamlessly, embrace PCAI. • **Showcase belonging**: Share employee stories, EDI initiatives and Staff EDI networks in recruitment materials.
Performance Management	• **Review and update performance frameworks** to set clear expectations for professional conduct - supporting inclusive leadership, fair and inclusive practices, and respectful communication and collaboration - while upholding the principles of freedom of speech and academic freedom.
Development & Promotion	• **Recognition of inclusive behaviours:** recognise and reward professional behaviours that contribute to a respectful and inclusive working environment—such as collaboration and mentorship - alongside technical skills, in a way that upholds freedom of speech and accommodates the diversity of lawful views within the University community.
Reward & Recognition	• **Recognise and reward individuals** or teams that consistently show inclusive behaviours. • **Incorporate inclusive behaviours** in internal awards criteria

Exit	• **When a colleague leaves** the University, we will aim to ensure they continue to feel respected, valued, and connected, learning from their experience to improve inclusion for all. • **Provide clear exit information** in appropriate formats that accommodate disabilities/language needs. • **Gather honest, inclusive feedback** through exit interviews using neutral, open-ended questions to understand experiences of belonging, respect, and inclusion.
STUDENT FOCUSED ACTIONS	
Connected Community	• **Activity for students by students:** Launch a new co-created programme of communication and engagement for under-represented and marginalised students. • **Create a Mentally Healthy University:** a University-wide proactive approach to supporting all students to have positive mental wellbeing.
Inclusive experiences	• **Student-led training for student-facing-staff** to improve accessibility of services and teaching. • **University-wide audit of practice and policy** against sector best practice.

These actions advance several UN SDGs, particularly **Goal 10: Reduced Inequalities**, **Goal 16: Peace, Justice and Strong Institutions**, and **Goal 4: Quality Education**. By embedding inclusive communication practices, enhancing leadership accountability, and ensuring accessible and respectful processes throughout the employee and student lifecycle, we will foster a culture of belonging and equality. The focus on inclusive onboarding, performance frameworks, and recognition of inclusive behaviours supports fair treatment and representation. Our commitment to continuous learning, inclusive leadership, and feedback mechanisms will ensure that diverse voices are heard and valued, contributing to a more just and cohesive institutional environment. We support open exchanges about issues and encourage discussion around differing views and experience in order to secure and promote academic freedom and freedom of speech at Surrey.

Key Actions

ENVIRONMENT AND INFRASTRUCTURE

3 **We will take all reasonable steps to ensure our built environment, facilities and infrastructure support inclusivity for staff, students and visitors**

Outcome: 'I can access and participate in my environment physically and educationally, and where limitations exist, effective alternatives or adjustments are provided'



Over the next 5 years we will be focusing our work around these areas of action:

Learning & Development	• **Inclusive environment awareness training/guidance** for planners, designers, estates/facilities staff, decision-makers • **Provide guidance for all staff** on conducting inclusive meetings, lectures, seminars, events • **Accessibility audit skills development** for facilities and maintenance teams to spot and remove barriers • **Lived experience engagement sessions:** disabled and neurodivergent people, parents/carers, menopausal/women's health care needs, trans community and other underrepresented groups to shape awareness and design needs
Policy & Standards	• **Establish an Inclusive Design Policy** that aligns with universal design principles, accessibility legislation, and best practice guidance • **Set minimum design and refurbishment standards** for all projects, covering accessibility, sensory needs, gender-inclusive facilities, and cultural considerations • **Integrate inclusivity criteria into procurement** so contractors, architects, and suppliers must demonstrate EDI competence across areas of need • **Involve user groups** early in project planning/co-design to gather accessibility and cultural inclusion requirements, review proposals and run walkthroughs before completion
Inclusive Operations	• **Implement wayfinding systems** that cater to multiple needs (clear signage, tactile maps, audio navigation) • **Ensure emergency procedures are inclusive** and established for all individuals (e.g. Personal Emergency Evacuation Plans, evacuation chairs, refuge points, clear alarm signals) • **Keep spaces adaptable** so furniture layouts, lighting, and acoustics can be modified for different users/events • **Leverage AI to enhance accessibility** (e.g. real-time captioning, adaptive learning platforms, assistive technologies). • **Use AI-driven tools to personalise learning and support**, helping students and staff from underrepresented backgrounds thrive. • **Ensure effective provision for Deaf/Hard of Hearing/Blind/Low vision users** e.g. Mobile Connect, captions/ lighting, audio provision • **Enhance the AccessAble app and access guides** to continue improvements in response to user feedback
Communication	• **Create a feedback mechanism** so users can easily report access/inclusion issues • **Showcase success stories** internally to build organisational pride and momentum • **Clearly communicate about estate works** and provide clear workarounds where accessible routes are impacted
Monitoring	• **Undertake regular accessibility audits** (annually or every other year) with published findings and action tracking • **Monitor user** feedback from representative user groups • **Undertake EDI impact assessments** for all significant estates and infrastructure projects

STUDENT FOCUSED ACTIONS	
Bursaries & Scholarships	• **Continue to provide a range of financial awards and grants** to ensure students are not excluded from educational opportunity due to their financial situation.

These actions directly support **Goal 10: Reduced Inequalities**, **Goal 11: Sustainable Cities and Communities**, and **Goal 3: Good Health and Well-being** by embedding inclusive design principles and accessibility into the physical and operational environment. Through training, lived experience engagement, inclusive procurement, and universal design standards, we will ensure that spaces and systems are welcoming and useable for all. Regular audits, feedback mechanisms, and inclusive emergency planning will further demonstrate a commitment to safety, dignity, and equality. These efforts will foster a built environment that reflects and respects the diversity of our community, contributing to a more inclusive and sustainable future.

Key Actions

ACCOUNTABILITY AND IMPACT

4 **We will streamline our EDI governance framework and reporting lines, track quarterly KPI data and publish annual impact reports**

Outcome: 'I can see the positive impact of EDI work at my University and beyond'



Over the next 5 years we will be focusing our work around these areas of action:

Governance & Structure	• **Map current EDI responsibilities** across teams and remove duplication by consolidating decision-making into a simpler governance structure which will be effectively communicated. • **Strengthen role of EDI Executive Board** lead responsible for ensuring actions are delivered, KPIs are monitored, and reports are accurate. • **Continue enhancement of the University EDI Forum** with representation from key stakeholders, faculty leaders and staff/student networks to oversee delivery of strategy. • **Strengthen governance and support of EDI Networks** to ensure they are well-coordinated and equipped to drive meaningful progress • **Define and publish clear reporting lines** for EDI matters so staff and students know where to raise issues or suggest improvements. • **Establish ethical oversight for AI use** across the University, ensuring transparency, fairness, accountability and bias mitigation. • **Review and relaunch Student EDI governance** that brings together the University and Students' Union to support and amplify student needs.
Data and Reporting	• **Implement quarterly reporting on EDI KPIs** (e.g. representation diversity metrics, pay equity gaps) • **Further develop EDI dashboard** that visualises KPI performance and trends. • **Use KPI insights to inform interventions**, such as targeted recruitment campaigns or training priorities • **Align data across key reporting areas** to improve efficiencies e.g. Charters, HR Reports, THE Impact Rankings • **Publish an annual EDI impact report** summarising progress against KPIs, key actions taken, and areas for improvement. • **Share case studies** and lived-experience stories to give context to data. • **Share findings** with all staff and stakeholders via refreshed, impactful communication methods • **Benchmark performance** against sector data to assess wider context progress • **Improve web content (internal and external) and communications methods** to enable greater engagement, stronger inclusion focus and clarity of purpose in an easy to navigate EDI hub. • **Improve data collection, tracking and monitoring** to better understand our staff and student communities, their experience, and outcomes while at Surrey • **Identify specific risk exposure** and develop meaningful interventions to mitigate risks to equality of opportunity for staff and students.
Review & Continuous Improvement	• **Review governance framework annually** to ensure it remains fit for purpose. • **Update KPIs and remain agile** if strategic priorities or legislation changes. • **Gather staff and student feedback** on inclusive culture, including research culture and the PGR experience, to improve transparency and trust. • **Develop and launch outcomes and evaluation framework** for APP and Student EDI activity including intermediate and long-term indicators of success.

These actions support **Goal 16: Peace, Justice and Strong Institutions**, **Goal 5: Gender Equality**, and **Goal 10: Reduced Inequalities** by strengthening governance, transparency, and accountability in the delivery of EDI initiatives. By mapping responsibilities, consolidating decision-making, and implementing robust KPI tracking and reporting, we will ensure that EDI progress is measurable, strategic, and inclusive. Enhanced stakeholder engagement, clear communication channels, and lived experience storytelling further embed trust and responsiveness, fostering a culture of continuous improvement and inclusive leadership across the institution.

All of our initiatives exemplify **SDG 17** by fostering cross-functional collaboration, stakeholder engagement, and shared accountability for delivering outcomes. Strengthening governance structures, involving diverse user groups in design and decision-making, and enhancing communication channels all contribute to more effective partnerships within and beyond the University. The use of data dashboards, KPI reporting, and human storytelling ensures transparency. By aligning efforts and resources, these actions build a unified, inclusive culture that supports the broader delivery of the UN SDGs.

Key Performance Indicators

MEASURING IMPACT / REVIEWING PROGRESS AGAINST STRATEGIC THEMES

Three top-level key performance areas will be measured consistently throughout the EDI plan. Together, they show progress in three essential areas for staff and students: entry into the organisation, progression within it, and overall experience and wellbeing. These will be:

EDI Top Level Metrics

	Metric	Staff	Baseline 2026	Students	Baseline 2026	Outcome
1	Representation*	Gender Ethnicity Disability	54% 26% 7%	Socio economic (FSM access)	14%	Diverse population
2	Pay/Progression Gap	Gender Ethnicity Disability (Pay Gap**)	13.32% 11% 5.7%	Ethnicity completion Ethnicity progression Disability Socio-economic (Continuation/Progression/Good Degrees***)	2.8 pp 8.9 pp 10.3 pp 5.9 pp	Fair renumeration and progression
3	Culture	Sense of Belonging (People Survey)	60%	Belonging (Student Survey)	Sept 2026	Inclusive environment to thrive within

* Minoritised group number will be used and data captured by level to ensure balanced leadership make-up
** Difference hourly pay median - includes associates, excludes UniTemps. Findings are subject to disclosure rates.
*** As captured in the Access and Participation Plan

Strategically these align with leadership accountability and regulatory expectations and are scalable – they are suitable for EDI Executive Committee and Executive Board oversight, with scope for deeper sub-metrics (lead and lag) beneath each theme which we will review on an annual basis. Examples of measures which will inform EDI work activity and programme delivery are outlined below. This will be done as part of annual EDI planning in consultation with Strategic Growth and in line with the University strategic plan and EDI strategic themes.

Strategic Theme	Examples of Measures (Q: Quarterly A: Annually) *
1 Representation & Progression ***Outcome:*** *I can see I am represented at all levels* **SDG 4:** Quality Education **SDG 5:** Gender Equality **SDG 8:** Decent Work & Economic Growth **SDG 10:** Reduced Inequalities **SDG 17:** Partnerships for the Goals	• ***Representation (Q) –** % demographic profile of staff and student populations by protected characteristics (Gender, Race, Disability) overall and at all levels and across disciplines, especially looking at Levels 6/7 and Associate Prof/Prof. • ***Pay Gap Metrics (A) –** annual gender, ethnicity, and disability pay gaps. • **Promotion Rates (A) –** % of promotions by protected characteristic. • **Recruitment Rates (Q) -** % demographic profile of newly appointed staff by protected characteristic (Gender, Race, Disability) aligned with Diversity 200 • **PDR Ratings (A) -** % demographic profile of staff by protected characteristic (Gender, Race, Disability) by rating level • **Turnover Rates (Q) –** quarterly turnover % by protected characteristic. *Student specific:* • **Application and enrolment rates (A)** – by protected and under-represented characteristics • **Student Ambassadors (A)** - **%** from under-represented student community. • ***Progression Gaps (A) –** reduction of progression gaps for students from under-represented communities.
2 Culture & Belonging ***Outcome****: I have a strong sense of belonging to Surrey* **SDG 4:** Quality Education **SDG 10:** Reduced Inequalities **SDG 16:** Peace, Justice & Strong Institutions	• ***People Survey (A)** – % of staff rating on 'I feel a strong sense of belonging' and 'Have you witnessed or experienced bullying, harassment or abuse in the past 12 months?'. • **Mentoring & coaching uptake (A)** – number of eligible staff engaged in core mentoring or coaching programmes. Review by demographic (REC/AS) • **Mandatory EDI Training (Q)** – % of staff completing EDI training. • **Exit Interview inclusion themes (Q)** – number and trend of inclusion-related concerns raised during exit interviews. *Student specific:* • ***Belonging, motivation and thriving (A)** – measured in annual student success questionnaire. • ***Continuation and Completion rates (A)** - % of students from under-represented communities completing their studies year on year.

SDG 17: Partnerships for the Goals	• **Future Leaders engagement (A)** - % of students engaging in Access and Participation and Student EDI activity annually.
3 Environment & Infrastructure ***Outcome:*** *'I can access and participate in my environment physically and educationally, and where limitations exist, effective alternatives or adjustments are provided'* **SDG 3:** Good Health and Well-being **SDG 10:** Reduced Inequalities **SDG 11:** Sustainable Cities & Communities **SDG 17:** Partnerships for the Goals	• **Accessibility/Inclusion Improvements (A)** – number of physical and digital accessibility enhancements completed per year. • **Tailored Adjustment Plans (Staff) (Q)** and **Learning Support Agreements (Students)** – number of active plans in place for staff and students and annual increase rate. • **'Where I am working, I have what I need to perform my job effectively'** (A) for disabled staff versus overall. *Student specific:* • **Uptake and impact of student funding (A)** - % uptake and engagement in educational opportunities.
4 Accountability & Impact ***Outcome:*** *I can see the positive impact of EDI work at my University and beyond* **SDG 16:** Peace, Justice & Strong Institutions **SDG 10:** Reduced Inequalities **SDG 17:** Partnerships for the Goals	• **Local commitment to fostering sense of belonging (A) -** % response rate to 'My school/area is committed to fostering a sense of belonging' • **Demographic disclosure (A)** - % reduction of 'Prefer Not To Say' across EDI demographic reporting • ***Harassment and Bullying Reporting (A)** – % of Report & Support cases reported for staff and students. • **Benchmark Achievement (Q)** – number of active accreditations, frameworks or awards (Athena Swan, Race Equality Charter, Disability & Neuro-inclusion Plan, LGBTQIA+ equality framework).

*Annually reported measures will be captured at different points across the annual cycle, rather than at one point in time. Reporting schedule will tie into EDI Executive dates and annual report.

Appendix A: Definitions of Equality, Diversity and Inclusion

(as outlined in the University of Surrey EDI Procedure)

Equality enables us to create a fairer environment where everyone can participate and has the opportunity to fulfil their potential. Equality is backed by the Equality Act 2010, which seeks to address unfair treatment, discrimination, harassment, and victimisation, to advance equality of opportunity, and to foster good relations between people who share a protected characteristic and those who do not. The word 'equity' is often referred to and is specifically about addressing the differences in starting points and providing the necessary support or resources to ensure everyone has a fair chance of succeeding. It's the work that needs to be done to level the playing field for everyone. This is the process of recognising and dismantling barriers that some groups face due to historical or systemic disadvantages, in order to truly achieve equality.

Diversity is about recognising and valuing difference in its broadest sense. It is about creating a culture and practices that recognise, respect, value, and embrace difference for the benefit of all.

Inclusion refers to an individual's experience within the workplace and wider community, and the extent to which they feel valued and included. At the University of Surrey, we remain committed to the belief that greater diversity makes the University better in performance, in culture, in staff and student relations and in brand, both as educator and employer. To this end, we will achieve equality of opportunity as we recognise and value difference and work together for inclusion.

The University encourages constructive engagement with its Equality, Diversity and Inclusion goals and priorities, while fully upholding the Freedom of Speech of all staff and the Academic Freedom of relevant staff, recognising that individuals may hold a range of lawful perspectives *(University of Surrey Freedom of Speech Code of Practice)*

Appendix B: Student and Staff Lifecycles



FIGURE 1:
SURREY'S FIVE OVERLAPPING APP WORKSTREAMS

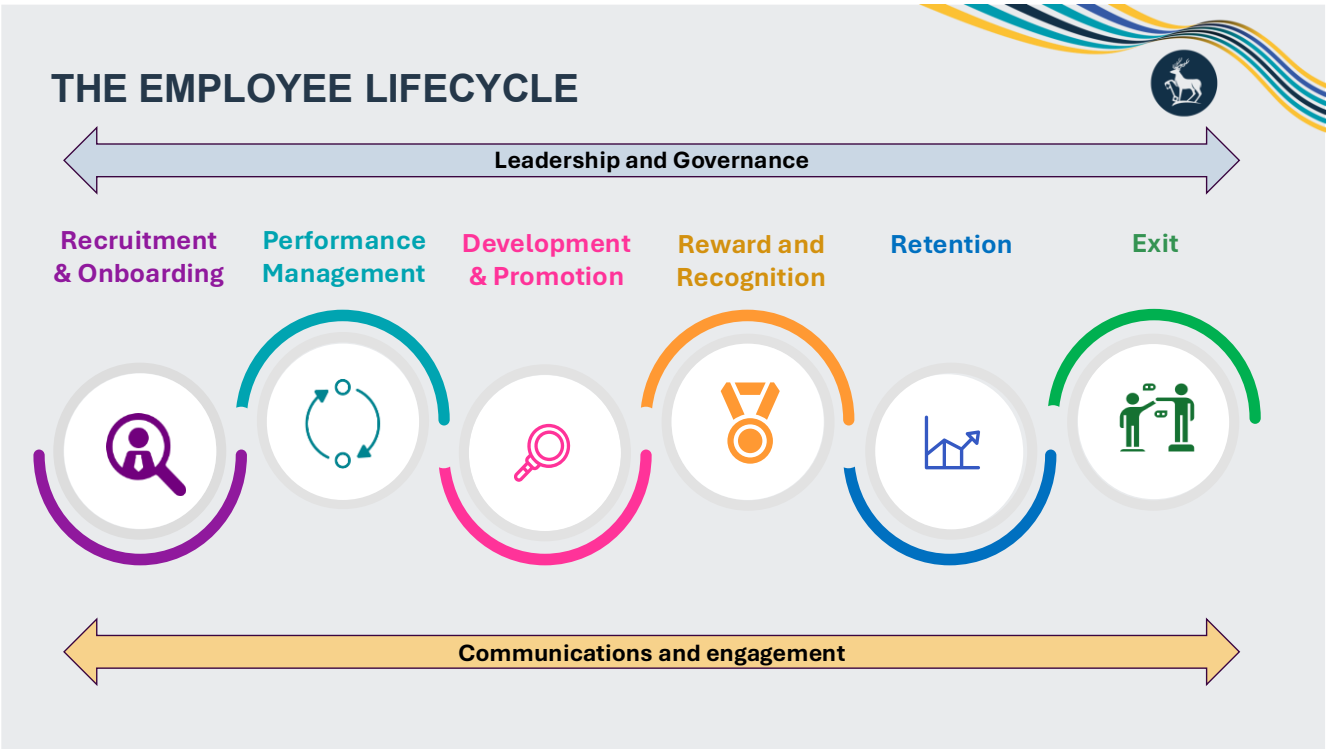


FIGURE 2:
UNIVERSITY OF SURREY EMPLOYEE LIFE CYCLE

Appendix C - Summary Baseline EDI Data

Staff Representation

% demographic profile of staff 2024-25

University overall	Academic: Associate Prof/Prof	Prof Services: Level 6/7
54% Female	36% Female	54% Female
26% Ethnic Minority	23% Ethnic Minority	13% Ethnic Minority
7% Disabled	3% Disabled	5% Disabled

Student Representation

% demographic profile of students 2024-25

53% Female | 48% Ethnic Minority | 18% Disabled

Recruitment

% demographic profile of newly appointed staff 2024-25

53% Female
42% Ethnic Minority
6% Disabled

Academic Promotion

% staff success rate for Promotion 2024-25

63.6% Female | 56.2% Male
55% Ethnic Minority | 64% White

Staff Gender Pay Gap 2025 (for 2024)

13.66%

Student Awarding Gap 2024-25

	White	Black	Asian	Mixed	Other
Good Degree	77%	61%	73%	73%	52%
First Class	30%	9%	14%	20%	14%

Sense of Belonging 2024-25

% of staff rating in People Survey on 'I feel a strong sense of belonging to the University'

60%

Level of Harassment & Bullying 2024-25

'Have you witnessed or experienced bullying, harassment or abuse in the past 12 months?'

17%

Inclusive Environment & Infrastructure 2024-25

'Where I am working, I have what I need to perform my job effectively'

53%
Disabled staff

(65% Overall)

Accountability and Impact 2024-25

My school/area is committed to fostering a sense of belonging

70%

Appendix C – Consultation input

We have used the following data sets to prepare and position this EDI Plan:

Quantitative (for 2025 benchmarking)

- EDI Demographic Data (Power BI)
- Gender Pay Gap (+ Ethnicity and Disability Pay Gaps as benchmarks)
- Harassment + Bullying data (R+S)
- People Survey 2023/25

Qualitative (for community input)

- EDI Forum input
- All Staff input via survey
- CS Questionnaire
- EDI Staff Network input
- FEDIC and HRLT input

We have aligned with these guiding principles and frameworks:

1. Equality Act 2010 Public Sector Equality Duty
2. Higher Education (Freedom of Speech) Act 2023
3. Charters Alignment document to ensure Charter actions streamlined across Employee Life Cycle with clear accountable owners
4. Sustainable Development Goals: 3,4,5,8,10,11,16,17
5. REF People, Culture and Environment Enabling Factors (Strategy, Responsibility, Connectivity, Inclusivity, Development)
6. HR Excellence in Research Concordat (Environment and Culture, Employment Conditions, Professional and Career Development)
7. Access and Participation Plan 2025-2029 - capturing actions for student focused EDI (Improve access to higher education, Support student success (continuation, completion), Ensure equality of opportunity in progression into employment or further study)
8. Advancement of People Centred AI - humans and machines working in harmony for the public good

Key themes from EDI Consultation feedback were:

✓ Positives

1. Strong EDI Leadership and Networks
- EDI Team praised for their accessibility, expertise, and impact.
- EDI Networks (Rainbow, SEED, Purple, Women's) are active and valued.
- Allies and champions are visible and engaged.

2. Inclusive Culture and Visibility
- Increased visibility of EDI in communications, events, and teaching.
- Inclusive teaching practices and curriculum development noted.
- Period product initiatives and menstrual health awareness well received.

3. Recruitment and Promotion
- Use of gender decoders and inclusive language in job adverts.
- Flexible and remote working options have improved diversity in recruitment.
- Promotion workshops and mentoring schemes (especially in Health Sciences) are effective.

✗ Areas for Improvement

1. Resourcing and Capacity
- EDI work often under-resourced and reliant on goodwill.
- Networks, especially Purple, lack consistent support.
- Budget constraints limit hospitality, events, and development.

2. Communication and Transparency
- Lack of clarity on EDI strategy, roles, and reporting lines.
- Disconnect between central EDI efforts and departmental practices.
- Limited visibility of data (e.g., exit interviews, Diversity 200).

3. Accessibility and Inclusion Gaps
- Physical accessibility still lacking in some areas.
- Disability (visible and invisible) not consistently addressed.
- EDI not always considered in policy decisions (e.g. timetabling, open days).

4. Training and Development
- Unconscious bias and allyship training appreciated.
- EDI modules and toolkits (e.g., Inclusive Language Policy, TAP) are helpful.
- EDI integrated into PDRs and appraisals in some areas.

5. Supportive Environment
- Safe, inclusive spaces for students and staff.
- Chaplaincy team praised for diversity and support.
- Access to counselling and mental health awareness improving.

6. Recognition and Accountability
- VC Awards and EDI Awards valued.
- Athena Swan and other charters seen as useful frameworks.
- Report and Support system in place.

EDI Positive Feedback:

- Staff appreciated training on neurodiversity, cultural awareness, LGBTQIA+ issues, and unconscious bias.
- Networks such as the Purple Network, Rainbow Network, and Diversity Book Club were well received.
- EDI objectives in appraisals and interview questions were noted as positive steps.
- Participation in events like Surrey Pride and SEED initiatives increased visibility and engagement.
- Some staff felt heard and valued when sharing lived experiences.

4. Cultural and Structural Challenges
- EDI perceived as a tick-box exercise in some areas.
- Gendered distribution of "housekeeping" tasks.
- Concerns about misuse of EDI in recruitment and promotion.

5. Engagement and Impact
- EDI work not always recognised in promotions or workload models.
- Over-reliance on those with protected characteristics to lead change.
- Development opportunities not accessible to all (e.g. part-time staff).

6. Data and Evaluation
- Inconsistent or inaccessible data on grievances, pay gaps, and intersectionality.
- EIAs seen as burdensome.
- Lack of feedback loops ("you said – we did")

EDI Challenges Feedback:

- **Visibility & Communication:** EDI policies and initiatives are scattered and hard to find; clearer, centralised communication is needed.
- **Training Gaps:** Desire for more intersectional, lived experience, and neurodiversity training.
- **Representation:** Lack of diverse role models at leadership levels, particularly LGBTQIA+ and ethnic minorities.
- **Accessibility:** Digital platforms and physical spaces need to be more inclusive.
- **Data Use:** EDI data is underutilised or inconsistently captured; better coordination and access protocols are needed.
- **Report & Support (R+S):** Mixed awareness and trust; concerns about confidentiality and effectiveness.
- **Recruitment:** Need for more inclusive practices and clearer guidance for managers.