

GLOBAL EQUALITY DIVERSITY AND INCLUSION

ANNUAL REPORT

APRIL 2023

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FOREWORD



Our GEDI Journey

The Story so far...

Progressing equality, diversity and inclusion is a journey and I know that there is still some way to go. I want to make sure we enjoy it! The difficult challenges are opportunities to be even better and I'm keen that we mark key milestones with recognition and celebration.

Our equality, diversity and inclusion application has moved toward a global focus, recognising the multinational nature of the University. Our move to Global EDI or 'GEDI' is based on the concepts of:

- Equality: fairness in access, treatment and delivery
- Diversity: recognising and celebrating difference
- Inclusion: supporting and encouraging participation

You'll find in this report that much of the period between 2021 and 2023 has been about that reframing and better supporting structural progress, such as our new GEDI Committee, that I see as crucial to us accelerating our progress in the coming years.

We have developed a GEDI Statement (below), an underlying GEDI Ethos and revamped our oversight groups, which you'll find out more about in this report. We've also been involving the University community more than ever, one of our takeaways from the Covid-19 pandemic has been to keep our community involved and support a sense of the #OneWatt family.

Advancing global equality, diversity and inclusion across all our locations

We are multinational with global reach. We know there are differences in the jurisdictions where we are present. What remains consistent is our commitment to respect all who make-up our Heriot-Watt community. This support of a #OneWatt experience across all our locations embraces equality, diversity and inclusion at the heart of who we are and what we do; valuing and celebrating difference in all its forms.

I'm proud of our many achievements to date and I am looking forward to accelerating our progress as we become more confident in the GEDI space.

I would like to use this opportunity to thank all those of the #OneWatt family who have played a role in delivering our progress in EDI over the past two years as well as those who will do so going forward – thank you!



Professor Mark J. Biggs (he/him) CEng FICHEM
Vice Principal and Provost

1. Introduction

1.1 Welcome to the new format of our annual equality, diversity and inclusion reporting. Largely covering the two year period April 2021- April 2023, this GED Annual Report includes updates on:

- Global Equality, Diversity and Inclusion (GED I) at Heriot-Watt
- Key Projects
- Equality Outcomes 'Advancing EDI' Progress, and,
- What to expect over 2023-25

1.2 This new format introduces an annual reporting schedule; bringing into one place information across equality, diversity and inclusion and fulfils reporting requirements for the Scottish Code of Good Higher Education Governance and the Equality Act. Combining reporting supports improving accessibility and transparency.

1.3 This report has been informed by equality, diversity and inclusion activity from across the University community and approved by the University's Global Equality Diversity and Inclusion Committee and the University Executive.

2. Global Equality, Diversity and Inclusion (GEDI) at Heriot-Watt

- 2.1 Over 2021-22 our equality, diversity and inclusion activities have significantly shifted with structures that seek to support a global approach through an emphasis on Global Equality, Diversity and Inclusion (GEDI). This 'GEDI' umbrella supports commonality across all of Heriot-Watt with local variation where appropriate.
- 2.2 GEDI sets the agenda for addressing EDI in a global setting where the meaning of 'EDI' is:
- **Equality:** ensuring fairness in access, treatment and delivery
 - **Diversity:** recognising and celebrating difference
 - **Inclusion:** supporting engagement and encouraging participation
- 2.3 We made a commitment in our last Annual Report to the University Court that:
- 'Areas of focus over 2021-22 are geared toward improving 'structural' mechanisms around oversight, policy and procedure and communication'*** (p6. paragraph 3.3)
- 2.4 In progressing this commitment, we have worked across the University community building a collective understanding of EDI in our uniquely #OneWatt setting.
- 2.5 Our work has been significantly influenced by the Covid-19 pandemic and the sharper international focus on equality, diversity and inclusion. We've taken steps to engage more fully across the University community via;
- enhanced leadership engagement from the Global University Leadership Forum and the University Court
 - establishing a new GEDI Committee, and,
 - taking forward engagement events that have improved GEDI visibility and co-ordination
- 2.6 We have embraced GEDI through improved 'structural' mechanisms. We introduced a new GEDI Committee, embedded EDI into the University's Strategic Themes through EDI Strategic Theme Articulations, and developed a GEDI Statement, Key Principles, Ethos and Impact Intention. We have also sought to better influence the 'day-to-day' through running an EDI as BAU Symposium and proposing an Embedding Programme to support next steps in our GEDI journey.

The GEDI Committee

Table 1: What we did, What that means: The GEDI Committee

What we did	What that means
Established the GEDI Committee	<ul style="list-style-type: none"> • Refreshed our EDI structures creating a Global Equality, Diversity and Inclusion Committee – <i>the GEDI Committee</i> • Provides oversight, transparency and accountability • EDI activities are progressed via workstreams aligned to EDI Strategic Theme Articulations • Twinned GOE/UE Leadership across each strategic theme • Follows project management model that focuses on identifying successes, barriers/challenges, and facilitating addressing the latter to ensure progress is made on a continual basis.

2.7 The GEDI Committee, chaired by Prof. Mark Biggs, Vice Principal & Provost, began meeting in January 2022, overseeing the development of our EDI Articulations that seek to align EDI work with the four themes of our strategy, *Strategy 2025*. The GEDI Committee reports directly to the University Executive.

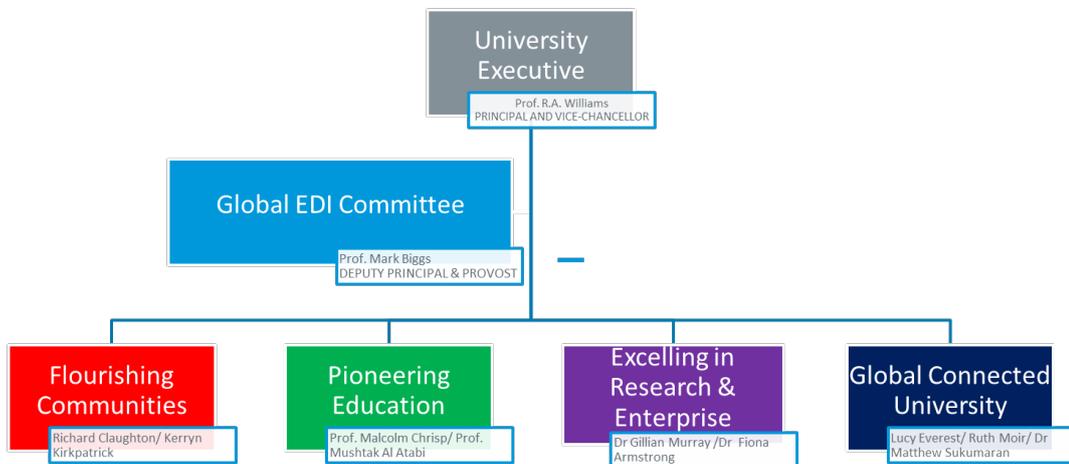


Figure 1: The GEDI Committee Structure

2.8 The GEDI Committee business is aligned to the four Strategic Themes, each headed by twinned University Executive and Global Operations Executive leadership (shown in Figure 1). The GEDI Committee is under review at the time of writing following its first year of operation in early 2023.

EDI Strategic Theme Articulations

Table 2: What we did, What that means: EDI Strategic Theme Articulations

What we did	What that means
Developed EDI Strategic Theme Articulations	The University’s Strategic Plan is underpinned by four Strategic Themes. The EDI articulation expresses how equality, diversity and inclusion flows through those themes, providing a conduit for EDI impact in our strategic ambitions.

- 2.9 EDI Strategic Theme Articulations were developed to clearly express EDI in the key drivers for the University’s Strategic Plan ‘Shaping tomorrow today’.
- 2.10 The purpose was to provide the outline of how EDI is embedded across the Strategic Themes demonstrating how EDI translates in a global, multinational setting. The articulations support aligning EDI workstreams to relevant overarching Strategic Themes. We have found that visioning the Strategic Themes through an EDI lens and providing an explanation has also supported accessibility and buy-in.

Figure 2: The EDI Strategic Theme Articulations



The GEDI Statement, Key Principles, Ethos and Impact Intention

Table 3: What we did, What that means: The GEDI Ethos & GEDI Statement

What we did	What that means
Expressed our GEDI Ethos	We are multinational with global reach. We know there are differences in the jurisdictions where we are present. What remains consistent is our commitment to respect all who make-up our Heriot-Watt community. This support of a #OneWatt experience across all our locations embraces equality, diversity and inclusion at the heart of who we are and what we do; valuing and celebrating difference in all its forms.

2.11 Developing the GEDI Ethos and Statement supports the concept of GEDI as meaningful and galvanising. We want to acknowledge that we operate across multiple jurisdictions globally, that we have different histories and cultures and that this **diversity enriches us**. Importantly we want everyone to feel confident and part of the #OneWatt family, building trust throughout our interactions. Expressing a common GEDI Ethos and a clear GEDI Statement based those clearly outlined key principles and how we want to impact on our communities provides the bedrock for our work.

Table 4: GEDI Statement, Key Principles, Ethos and Impact Intention

GEDI Statement	<p>Advancing global equality, diversity and inclusion across all our locations</p> <p>We are multinational with global reach. We know there are differences in the jurisdictions where we are present. What remains consistent is our commitment to respect all who make-up our Heriot-Watt community. This support of a #OneWatt experience across all our locations embraces equality, diversity and inclusion at the heart of who we are and what we do; valuing and celebrating difference in all its forms.</p>
GEDI Key Principles	<p>Global equality, diversity and inclusion (GEDI) describes our cross-jurisdiction commitment to progress where Equality focuses on ensuring fairness in access, treatment and delivery; Diversity recognises and celebrates difference and Inclusion supports engagement and encourages participation.</p> <p>Global Respect: Discrimination has no place at Heriot-Watt</p>
GEDI Ethos	<p>Our GEDI Ethos is an expression of underlying principles which apply across the University community:</p> <ul style="list-style-type: none"> • We are values-led

	<ul style="list-style-type: none"> • We accept the legitimacy of all cultures, recognising that no one culture is superior to another. • Our behaviours and our expectations of others will be consistent with the Universal Declaration of Human Rights¹. • We encourage academic freedom, embracing freedom of expression across our community as we do across the Globe.
GEDI Impact Intention	<p>Our commitment to advancing GEDI means our community will:</p> <ul style="list-style-type: none"> – feel and be safe, – feel like they can count on us, – expect honest responses, and, – be secure of no detriment as a result of personal circumstance.

EDI (Equality, Diversity and Inclusion) as Business As Usual (BAU) Symposium

Table 5: What we did, What that means: EDI as BAU Symposium

What we did	What that means
Held an EDI as BAU Symposium to support embedding EDI into the everyday	We recognised that a major structural barrier to progressing EDI across the University was embedding EDI in all that we do. We also acknowledge that we face cultural challenges. We held a series of workshops for open discussion, knowledge exchange and a series of recommendations were developed to support embedding across Heriot-Watt.

2.12 Over March-October 2022 an EDI as BAU Symposium was held made up of workshops covering Active Alumni, The Learner Journey, The Employee Journey, The Researcher Journey and a Festival of Practice linked to the University’s Strategic Themes. Two further sessions are in development which will help inform embedding at an intra-University level.

2.13 To date the EDI as BAU Symposium has shown a degree of commonality around how to best support embedding EDI. A report from the Symposium recommending an Embedding Programme was endorsed by the GEDI Committee in November 2022. The Embedding Programme will report to the GEDI Committee with SMART actions covering confidence and capacity building, developing Key Performance Indicators and EDI monitoring and explore the added value of an EDI Communication Strategy.

¹ www.un.org/sites/un2.un.org/files/2021/03/udhr.pdf

Introducing Programme Management across GEDI

Table 6: What we did, what that means: Programme Management

What we did	What that means
<p>We've developed robust systems to support managing workstreams, reaching milestones and measuring success.</p>	<p>We have developed project/programme structures for use across all EDI workstreams. This means standardised templates to support improved management information and clear links with the University's Strategic Plan through Strategic Theme alignment. We are making sure that all relevant groups have approved Terms of Reference and have clear purpose and reporting. Crucially, leadership is clearly defined across the workstreams. Each workstream has a UE sponsor and a business lead drawn from senior staff of the institution. The workstream leads are supported by project resource as appropriate and subject matter expertise. This new structure is in a bedding-in phase.</p>

- 2.14** One of our biggest challenges has been documenting and demonstrating change. With improved structures comes the expectation to clearly show impact and outcomes. The programme management processes align EDI workstreams to the University Strategic Themes reporting to the GEDI Committee.
- 2.15** We are now moving into developing programmes to support GEDI as business as usual. This entails regular measuring and reporting success along with improved two-way communication so we can better share information about our challenges as well as celebrating success.

3. Key Project Updates

- 3.1** We have a range of projects that are being taken forward in the EDI space. Further detail relating to our Equality Outcomes can be contained at Equality Outcomes 'Advancing EDI' Progress on p15. Below are key project updates.

Athena Swan

- 3.2** Athena Swan is one of our flagship workstreams. As with GEDI, a key focus over 21/22 has been to improve structural mechanisms around oversight, policy and procedure and communication. A new Programme Board has been established with workstreams for each school, the University, planning, data and communications.

- 3.3** In addition to these structural improvements, delivery highlights include:

- **Improving support for Carers (Action 8):** new Carers Policy launched and Carers Register established. 35 people now registered and accessing 5 days paid & 5 days unpaid time off annually.
- **Gender-based health interventions to enhance well-being (Action 9):** New intranet pages signposting support for menopause & men's health, pilots initiated for menopause café and managers training events.
- **Create a Women in STEMM network (Action 12):** summit held to bring together all current HWU Women in STEMM societies for consultation on what is wanted from the network. Funding secured to support further development of the network, collaborative Teams space established and [HWU Women in STEMM webpage](#) created. Improved approach to recruiting and supporting HWU Equate Scotland Student Champions implemented.
- Delivering a session with external speakers aligned with International Women's Day 2023 exploring improving recruitment of female students

British Sign Language Local Plan

- 3.4** The University's British Sign Language (BSL) Local Plan covers 2018-24 and is currently under review to support delivery over the final year of the plan. We are also focusing on identifying legacy and new areas of activity for 2024 onward. To spearhead improved focus a BSL Local Plan Steering Group has been constituted under the new UE-level sponsorship from the University Secretary.
- 3.5** To draw our work into sharper EDI focus we created Equality Outcome 9: *Increase recruitment of Deaf UG students* supports improved linkages

between the equality outcomes and the BSL Local Plan aligned with the Pioneering in Education theme. Progress across this area has been slow and is a high priority for the remaining period of the BSL Local Plan and the Equality Outcomes.

White Ribbon Campaign

3.6 Equality Outcome 4: ‘Support ending gender-based violence and achieve White Ribbon Status’ was developed in response to consultation with the student body and drew on work progressing within the University’s Equally Safe Forum and the tertiary sector-based Fearless Edinburgh Partnership of which Heriot-Watt is a founding member.



Figure 3: Further and Higher Education providers from the Fearless Edinburgh Partnership committing to the White Ribbon Campaign Scotland

3.7 In December 2021 marking the 16 Day of Activism the University, along with Fearless Partners, formally launched WRCS Project Status with the aim to achieve White Ribbon Campaign Status by the 16 Days of Activism in 2023.

3.8 To date Heriot-Watt has:

- Held 6 awareness raising events to date (Festival of Practice, 2 new joiners events, Welcome Fair, and a WRCS Speakers Peer Event)
- Recruited 14 HW staff and students have completed training to date.
- Created online media content for use across the University and the Fearless Partnership.
- Achieved over 50 sign-ups to the White Ribbon Pledge – including UE endorsement in November 2022
- Have created a rolling calendar for future WRCS activities

3.9 Heriot-Watt set a target to achieve WRCS Campaign Status in December 2022 at the close of the annual 16 Days of Activism. We are proud to have confirmed our White Ribbon Campaign Status in December 2022 and will continue to support our Fearless Partners as they progress forward.

Celebration Week: Festival of Practice



Equality Diversity & Inclusion Festival of Practice

Figure 4: The Festival of Practice June 2022

- 3.10** In June 2022 as part of the University's Celebration week an exhibition of EDI practice across the University was held. A call for examples of good practice and active engagement from the EDI function across May-June 2022 gathered examples of successful EDI work for use in a knowledge sharing event held in June 2022.
- 3.11** The EDI 'Festival of Practice' took place on 13 June 2022 as an exhibition of EDI good practice aligned to the University's Strategic Themes. The Festival doubles as a celebration event open to all to attend and included BSL interpretation. The exhibition ran as a backdrop throughout Celebration Week 2022 events.
- 3.12** Originally designed to be an event to mark the closing of the EDI as BAU Symposium the exhibition and resulting materials were used to publicise, celebrate and prompt discussion around the range of good practice being progressed across Heriot-Watt. The resulting materials were made into a booklet to support wider knowledge exchange and provide examples of good and workable practice during the EDI into BAU Symposium workshops.

4. Equality Outcomes ‘Advancing EDI’ Progress

4.1 Our GEDI Committee oversees progress monitoring of our Equality Outcomes. The table below is a summary of progress to date.

Table 7: Advancing EDI: HWU Equality Outcomes Update April 2023

Ref	Equality Outcome (Objective)	Identified Challenge	Sub-actions	Success measures	Owner	Start – complete	Update April 2023
EO1	Reduce the median gender pay gap	Persistent gender pay gap with slow progress over time. A range of actions across our pay gap and Athena Swan work should support reducing the median pay gap.	<ul style="list-style-type: none"> Contained in April 2021 published Pay Gap Information including Equal Pay Statement 	<ul style="list-style-type: none"> Year on year decrease in gender pay gap both mean and median Reduced the median gender pay gap by 5-10% 	Global Director of HR	Q1 2021 - Q1 2025	<ul style="list-style-type: none"> EPWG refreshed with new ToR Reports directly to GEDI Data reporting and Pay Gap Action Plan update contained under separate cover 2020 GPG (median) 21% 2021 GPG (median) 21% 2022 GPG (median) 17% Median reduction: 4%
EO2	Increase the number of women in STEM	Evidence from our Athena Swan research and gender pay gap work shows that the biggest challenge to addressing underrepresentation of women at HWU and the persistent gender pay gap is	<ul style="list-style-type: none"> As contained in the Athena Swan University Action Plan 	<ul style="list-style-type: none"> Increase in women across academic grades Increase in promotion, progression and recruitment of women Reduction in the gender pay gap – both mean and median 	Vice-Principal & Provost	Q1 2021- Q1 2025	<ul style="list-style-type: none"> Renewed Athena SWAN Bronze Award at University Level and for EGIS New recruitment drive in place and publicised for Ada Lovelace Day Oct 2021

		to increase the number of women in STEM.					<ul style="list-style-type: none"> University data shows an overall increase of c100 female FT employees, compared with c20 male FT PT changes in composition negligible Data not available by School at time of writing
EO3	Reduce UG gender imbalance in target subject areas	Long standing issue of gender imbalance was highlighted originally by the Scottish Government/SFC Gender Action Plan. The gender imbalance continued to be an issue. Marking the 1821 anniversary for HWU has included additional funding to target women into underrepresented subject areas.	Fundraising for the Mary Burton Fund creating the following pots: <ul style="list-style-type: none"> £40K in scholarships £340K for a schools programme £120K for careers support £140K for student led women in STEM groups 	<ul style="list-style-type: none"> £40K Scholarships supporting underrepresented students to complete programmes* awarded Increase of underrepresented groups on prioritised programmes Schools programme in place and evaluated Increase in the number of students receiving careers support for programme of study and after HWU destination Improved networking opportunities for women in STEM programmes (UG/PGR/PGT) Reduce UG gender imbalance in priority areas to 75:25 ratio 	Associate Principal (Access & Inclusion)	Q4 2021-Q1 2025	<ul style="list-style-type: none"> * <i>number of students tbc</i> New fund has been established and reaching target funding pot the next stage is allocating funds to support underrepresented students. Progress to be determined over AY2023/24

EO4	Support ending gender-based violence including achieving White Ribbon Status	Heriot-Watt is an active Fearless Edinburgh Partner and supports the Equally Safe approach and the Emily Test. We want to clearly demonstrate our commitment to ending male violence. White Ribbon Campaign is a shared commitment across Fearless Edinburgh.	<ul style="list-style-type: none"> ▪ Establish a White Ribbon Working Group including clear leadership ▪ Complete White Ribbon Self-assessment ▪ Set in place actions for 2021-25 to achieve, retain and visible address GBV across all our locations Raise awareness of VAWG in all its forms. 	<ul style="list-style-type: none"> ▪ A wide support network of male volunteers across HWU ▪ Visible media (all types campaigns) ▪ Achieve and retain White Ribbon Status ▪ Embedded GBV approach and narrative 	Vice-Principal & Provost	2021 - 2025	<ul style="list-style-type: none"> ▪ 6 Awareness raising events to date include Festival of Practice, new joiners event x2, Welcome Fair, Speakers Peer discussion during 16days of activism, 2023 GEDI/Wellbeing week) ▪ Recruited 14 HW staff and students have completed training to date. ▪ Created online media content for use across the University and the Fearless Partnership. ▪ Have created a rolling calendar for future WRCS activities ▪ 55 Pledges at January 2023 ▪ White Ribbon Campaign Status Achieved 10 December 2022
EO5	Support the progression of disabled academics	Poor disclosure and unknown progression of disabled employees particularly academic. Evidenced by the DISC project.	<ul style="list-style-type: none"> ▪ Building on successful processes for promotions explicitly demonstrating consideration of disability related impact ▪ Ensure contribution and recognition processes fully 	<ul style="list-style-type: none"> ▪ Increased disability disclosure across academic community ▪ Increase in promotion, progression, recognition of disabled employees ▪ Improved staff survey results for disabled staff ▪ Reduction of any pay gap ▪ Increased disability disclosure 	Deputy Principal (Research & Innovation) Global Director of HR	Q3 2021- Q4 2024	<ul style="list-style-type: none"> ▪ No Progress Crossover work to link with Disability Inclusive Scientific Careers (DISC) Project requires scoping. ▪ Aligned with EPWG to better support progress

			<ul style="list-style-type: none"> embed the core principles Review and refresh of policies and accompanying procedures expressly addressing language tone and use Mentor/role model and networking opportunities for development and use across the DISC partnership 	<ul style="list-style-type: none"> Increase in progression and promotion of disabled academics Improved reliability of data for disability pay gap 			
EO6	Implement SFC Tackling Racism on Campus Project Recommendations	<p>Responding to the EHRC Universities Challenged report SFC commissioned a Steering Group to respond to issues raised. Recommendations and Assets were launched in March 2021. HWU was a lead member of the Steering Group and took part in pilot training.</p>	<ul style="list-style-type: none"> Self-Assessment via diagnostic tool Embedding White Allyship credentials across HWU Outline actions for next steps. 	<ul style="list-style-type: none"> HWU publicises position linked to diagnostic tool Published plan of action responding to the statement of intent HWU specific campaign and use of materials New/emerging EO from 2023/24 	Vice-Principal & Provost	<p>Q2 2021- Q4 2023</p> <p>Q1 2024- Q4 2025</p>	<ul style="list-style-type: none"> No progress Area of focus for 2023-25
EO7	Identify and reduce any ethnicity award gaps	<p>Student representative bodies and HWU have long suspected award issues but require dedicated work to take forward activity.</p>	<ul style="list-style-type: none"> Analyse: analysis of data from across HWU based on ethnicity to determine any award gap Diagnose: understand and diagnose issues arising. Remedy: create an outline of actions to address issues arising 	<ul style="list-style-type: none"> Working Group established with clear remit to report within first 6 months Commitment from UE to implement findings from the group Clear plan of action for implementation of any restorative actions in priority areas. Develop new EO for 2023-2025 	Deputy Principal (Education & Student Life)	<p>Q2 2021- Q4 2022</p> <p>Q1 2023- Q1 2025</p>	<ul style="list-style-type: none"> Data received from Advance HE Next step to establish the working group No progress Area of focus for 2023-25

EO8	Establish virtual employee networks	<p>HWU has not been able to establish staff networks. New working as a result of the COVID 19 pandemic has created the space for establishing virtual (with potential for IRL networks).</p> <p>The is a particular need to focus on networks for disabled employees and members of the LGBT community.</p>	<ul style="list-style-type: none"> ▪ Communication and structural arrangements for virtual networks ▪ Recruitment/member ship drive ▪ Review and amend after 12 months ▪ Embed networks and create new/emerging EO depending on success 	<ul style="list-style-type: none"> ▪ Disability Network established ▪ LGBT Network established ▪ Links into wider employee engagement ▪ Successful evaluation ▪ Embedded disability and LGBT networks 	Global Director HR	<p>Q3 2021- Q4 2022</p> <p>Q1 2023- Q4 2025</p>	<ul style="list-style-type: none"> ▪ Initial meeting of working took place Sept 2021 re LGBT group. ▪ Virtual network in place and meetings beginning March 2023 ▪ Virtual Disability Network in place from Feb 2023
EO9	Increase recruitment of Deaf UG students	<p>Part of our BSLLP commitment is to increase Deaf student UG numbers. We want to maximise the experience for potential students through an annual virtual event with the potential to involve and Edinburgh based partnership for an improved experience.</p>	<ul style="list-style-type: none"> ▪ Agreement across Edinburgh region to hold an event ▪ Establishing a virtual tertiary roadshow with Edinburgh regional partners ▪ Build monitoring and evaluation tool 	<ul style="list-style-type: none"> ▪ ‘The Virtual Tertiary Roadshow’ takes place annually from 2021 – reviewed in 2024 ▪ Articulation and evaluation of event from participants is high ▪ Increase in UG recruitment with a direct link to the programme 	Equality & Diversity Partner/ Assistant Prof. R Adam	<p>Q2 2021 – Q1 2025</p>	<ul style="list-style-type: none"> ▪ Refresh of BSL Local Plan and wider BSL LP Oversight group in progress to support the EO underway with support of University Secretary ▪ New Steering Group established reporting to the GEDI Committee ▪ Slow progress to date
EO 10	Diversify the composition of the University Court and other influential committees	<p>Recognition that embedding EDI and diverse membership in decision-making forums, particularly the University Court and other influential committees, better supports EDI across HWU; leading by example.</p>	<ul style="list-style-type: none"> ▪ Reinvigorate recruitment statement ▪ Create mentoring programmes ▪ Seek to recruit via ‘non-traditional routes’ ▪ Step change in meeting type/format ▪ Support disclosure of PCs across governance 	<ul style="list-style-type: none"> ▪ PC disclosure across all committees/boards ▪ 50:50 gender ratio ▪ Annual reporting of EDI composition ▪ Compliance with the Scottish Code of Good Higher Education Governance 	University Secretary	<p>Q2 2021- Q1 2025</p>	<ul style="list-style-type: none"> ▪ New workstream in place reporting to GEDI. ▪ EDI sessions for the University Court have taken place ▪ New recruitment drive to support diversification in place

			<ul style="list-style-type: none"> Annual EDI reporting for all influential committees 				
EO 11	<p>Establish an annual Student/ University EDI Summit</p>	<p>During an EDI focus group about the development of a Global EDI Strategy and to triangulate Athena Swan research findings students identified a need to have an explicit forum for conversations with the University on EDI matters.</p>	<ul style="list-style-type: none"> Establish timeline Establish ToR including anticipated review timeline Annual event in to run from AY 2021-22 	<ul style="list-style-type: none"> Annual EDI Summit throughout 2021-25 	<p>Equality & Diversity Partner</p>	<p>2021 - 2025</p>	<ul style="list-style-type: none"> Deadlines altered due to COVID-19 pandemic Annual Summit held March 2023
EO 12	<p>Measurable culture change</p>	<p>We know that there is a need to show real change and we think that our more considered and embedded approach with added value EOs supports broader culture change. We want to be able to show it across a range of success measures or <i>embedding measures</i> to show progress and support future work.</p>	<p>Contained in:</p> <ul style="list-style-type: none"> EOs Pay Statement Athena Swan BSLLP Fearless Edinburgh 	<ul style="list-style-type: none"> Complete EOs Increase in disclosure rates across protected characteristic groups Reduction in prefer not to answer Increase in positive responses to EDI related questions in staff surveys Increase in EDI related HWU news items Increase in uptake of online training for all EDI modules Increase in participation in EDI engagement events Increase in completed EPIA Completed Race Equality Self-Assessment Increase in EDI highlighted complaints, grievances Increase in committee/board items relating to EDI Committees/boards annually report on composition and demonstrate EDI through a report log 	<p>Vice-Principal & Provost</p>	<p>Q2 2024- Q4 2025</p>	<ul style="list-style-type: none"> To be subsumed by new EDI Embedding Programme

- All new/refreshed policy/procedures use positive language
- All virtual platforms are accessible
- Athena Swan retention and progression



5. Scottish Code of Good Governance

- 5.1** Our progress in meeting the Scottish Code of Good Governance is largely taken forward by the University's Governance and Nominations Committee. We continue to make significant progress in addressing embedding EDI into the mechanics of the University Court.
- 5.2** During the first quarter of 2022 baseline EDI data was developed for the Court and Court Committees and was discussed by the Governance and Nominations Committee. Discussions informed a further workshop for the Court to agree desired outcomes and future actions.
- 5.3** All Court members involved in Court recruitment took part in a workshop on Mitigating Bias in March 2022. The recruitment processes for Court Committee vacancies have been assessed against an Advance HE EDI Toolkit and advertising materials were adapted to try and appeal to a wider range of candidates. The diversity of candidates who applied (most of whom were alumni) was considerably wider than previously. We used these examples as part of our Festival of Practice.
- 5.4** We also made changes to how we operate making sure we are reducing barriers to more diverse groups considering taking part on our governance opportunities such as:
- removing requirement to travel from role descriptor
 - adjusting timing of meetings to make them more accessible to members from Dubai / Malaysia
 - making majority of meetings online so members outside Scotland only need to travel once or twice a year
 - Collecting EDI monitoring information and benchmarking against staff / student data
 - Fulfilling EDI requirements as outlined in the Scottish Code of Good Governance
 - Internal Audit recommendations relevant to Court and Court Committee EDI have been adopted
 - Continually considering diversity against legislative requirements (e.g. Gender Representation on Public Boards Act) in our everyday activities.

6. National Equality Outcomes

- 6.1** In January 2023 the Scottish Funding Council published The Tackling Persistent Inequalities Together² publication outlining sector specific National Equality Outcomes (NEOs) developed through the Persistent Inequality and Outcomes Group. The NEOs focus on protected characteristics rather than access groups (eg SIMD, Cares, Care Experienced and Estranged). They highlight the areas of challenge to the tertiary sector and set the expectation that FE/HE demonstrate contribution to tackling the NEOs.
- 6.2** Heriot-Watt's response was to hold a workshop session with relevant areas to assess the baseline and set an outline of activity in the coming year to support the University's contribution to the NEOs.
- 6.3** Along with the Scottish tertiary sector Heriot-Watt agreed a position with the Scottish Funding Council that our Equality Outcomes will be revisited in AY 2022/23 to take into account the newly published EHRC & SFC National Equality Outcomes guidance.
- 6.4** Contained at appendix 2: Heriot-Watt University national equality outcomes baseline and next steps April 2023 is the University's position at April 2023.

² Found via link on the [Scottish Funding Council website](#)

7. What to expect in 2023-25

7.1 The remaining period of the Equality Outcomes takes us through to 2025. During that timeframe we are prioritising:

- i)** Launch of New GEDI Policy and associated materials
- ii)** Development of and Embedding Programme covering;
 - confidence and capacity building
 - key performance indicators to support monitoring GEDI embedding, and,
 - creating an embedded GEDI Communication Strategy.
- iii)** Successful completion our Equality Outcomes based on;
 - robust reporting including updating workstream progress reporting
 - qualitative and quantitative outcome measures, and,
 - addressing and removing barriers and challenges.
- iv)** Development of legacy and new actions for 2025 onwards through beginning process of identifying;
 - where programmes of work need to be continued, changed or ceased
 - emerging future priorities, and,
 - amending work programmes based on external developments, for example, due to changes in legal frameworks.

7.2 The Scottish Funding Council is in the process of creating new National Equality Outcomes as a result of work undertaken by a short-life working group. The drafted 'Tackling Persistent Student Inequalities Together' document sets an expectation that colleges and universities demonstrate contribution to the new National Equality Outcomes, which cover UK protected characteristic groups.

7.3 It is expected that the documentation will be formally launched by the beginning of the 2023 and that the University will be required to respond in the April 2023 reporting cycle. A significant focus on addressing the University 's response will be taken forward, beginning with a workshop in January 2023 that will shape April 2023 and onward reporting.

For further information on any GEDI related matters contact
equality@hw.ac.uk
www.hw.ac.uk/equality

APPENDIX 1: EDI STRATEGIC THEME ARTICULATIONS:

The University’s Strategic Plan is underpinned by four strategic themes. The EDI articulation expressed how equality, diversity and inclusion flows through those themes, providing a conduit for EDI to impact our strategic ambitions.

Strategic Theme	Articulation (Strategic Theme Through an EDI Lens)	EDI Explanation
<p>Building Flouring Communities</p> 	<p>The lived-experience of our diverse communities shape the world around us, enhance our everyday activities, and influence how we shape tomorrow.</p>	<p>Our culture of belonging enriches the Heriot-Watt experience and impacts beyond. We visibly celebrate our diverse staff, students and alumni, finding ways to maximise the inclusivity of our campus based and global virtual communities. The positive effect of our approach to EDI is evident in our internal collaborations and external partnerships.</p>
<p>Pioneering in Education</p> 	<p>For education to contribute toward creating a sustainable, just and enjoyable world, our student body needs to mirror our diverse communities. By leveraging this diversity, we strengthen the learning experience. We empower our learners through inclusive practice, maximising opportunity for all</p>	<p>Diversity enriches our pioneering heritage, leading by example through academic excellence. The Learner Journey embeds valuing diversity throughout the Heriot-Watt learning partnership.</p>
<p>Excelling in Research and Enterprise</p> 	<p>Our research and enterprise activities embrace difference, embedding inclusivity in our approach. We actively support academic progression, championing diversity.</p>	<p>Inclusive research environments embed EDI, challenging and eradicating bias to support research excellence. We involve the widest range of talent and impact on the wider world for social, academic and economic benefit, progressing EDI as integral to our research and enterprise. In academic progression, we take steps to actively support underrepresented groups and recognise academic careers beyond Heriot-Watt boundaries.</p>
<p>Globally Connected</p> 	<p>We are multinational; our global community supports better connections, encouraging greater opportunities across Heriot- Watt and beyond.</p>	<p>Our multi-cultural, multinational University benefits from the richness of our cultural diversity and provides a forum where we can challenge and support improvement. We can use our position to make best use of global networks, experience and good, proven practice to maximise impact on our community and beyond. We recognise that there are challenges, and we take a progressive approach to supporting difference and maximising inclusion across all our settings.</p>

APPENDIX 2: HERIOT-WATT UNIVERSITY NATIONAL EQUALITY OUTCOMES BASELINE AND NEXT STEPS APRIL 2023

The table below outlines HWU mapping against the NEOs at F

PC	Persistent Inequality	National Equality Outcome	HWU Comment/ Questions	Who to involve/ consult? Emerging Lead Areas	Baseline at February 2023	2023-24 identified actions
Age	The outcomes of students, as evidenced by SFC and HESA data, by age group shows consistent under-achievement for students aged 25 and over in the university sector and for students under 19 in the college sector.	<ul style="list-style-type: none"> The retention outcomes for university students aged 25 and over will improve The success rates for college students aged under 19 will improve 	<ol style="list-style-type: none"> Do we have retention data by age that can be presented for a baseline? What is the best time of year to run a baseline and then update report? 	<ul style="list-style-type: none"> Strategy & Planning UCLT Access & Inclusion 	<ul style="list-style-type: none"> Does NOT align with an existing EO Data is available but not reported Need to better embed use of data in proactive development of interventions Post enrolment is the best time to run reports Student enrolment data is produced by Strategy & Planning and informs PSED linked reporting 	<ul style="list-style-type: none"> Identify at data sources Resolve issues re GDPR Create outline of relevant existing work and impact measures Establish if any 'new' actions are required to align with NEO

PC	Persistent Inequality	National Equality Outcome	HWU Comment/ Questions	Who to involve/ consult? Emerging Lead Areas	Baseline at February 2023	2023-24 identified actions
Disability	<ul style="list-style-type: none"> • The outcomes of students, as evidenced by SFC and HESA data, shows consistent under-achievement for students who declared a mental health condition. The numbers of students disclosing this information is also increasing. • Feedback from students to Lead Scotland, input from students into the SG/SAAS Disability • Related Student Support Review and input into the Disabled Students Employment Action Plan all outline issues from disabled students in relation to the access and implementation of reasonable adjustments • Scottish Hate Crime Statistics evidence increased harassment 	<ul style="list-style-type: none"> • The success and retention rates of college and university students who declare a mental health condition will improve. • Disabled students report feeling satisfied with the overall support and reasonable adjustments received, including from teaching staff, while on their course • Disabled staff and students report feeling safe in the tertiary system 	<ol style="list-style-type: none"> 1. Do we have information about retention rates linked to mental health? 2. Do we have specific survey information for Disabled students that gauges overall support & reasonable adjustments from both professional services and academic staff or is a 'fresh' survey required? 2. What is the student complaints data telling us - is it broken-down enough to show any issues relating to disabled student treatment? 3. Does the NSS tell us anything? 4. Where do we find information about students 'safe' broken down by protected characteristic? 	<ul style="list-style-type: none"> • Strategy & Planning • Student Wellbeing Services • Student Union • Careers 	<ul style="list-style-type: none"> • Does NOT align with an existing EO • Data is available but not reported • Need to better embed use of data in proactive development of interventions • Post enrolment is the best time to run reports • Student enrolment data is produced by Strategy & Planning and informs PSED linked reporting 	<ul style="list-style-type: none"> • Identify at data sources • Resolve issues re GDPR • Create outline of relevant existing work and impact measures • Establish if any 'new' actions are required to align with NEO

PC	Persistent Inequality	National Equality Outcome	HWU Comment/ Questions	Who to involve/ consult? Emerging Lead Areas	Baseline at February 2023	2023-24 identified actions
	to people with a disability.					
Disability	<ul style="list-style-type: none"> • Disabled people are under-represented in College Boards and Courts • The proportion of disabled support and professional staff are not always in line with the local travel to work population (outlined in the 2022 Census) and are not in line with the national census. 	Where representation is not proportionate to the relevant population, increase the representation of disabled staff in the workforce and on College Boards and University Courts.	<ol style="list-style-type: none"> 1. What are disability rates for the Court and other committees? 2. What is the staff disclosure rate? 3. What is the plan to increase disclosure? 	<ul style="list-style-type: none"> • The Secretariat • HRD • Information Services 	<ul style="list-style-type: none"> • Aligns with EO • 17% of Court members noted a disability. 7% of the Court Committee group did the same. Compared with 2% disclosure rate from staff in 2020. • None of the Court and Court Committee members chose the 'prefer not to say' option for this category. 	<ul style="list-style-type: none"> • Continue with existing work and align more fully to NEO

PC	Persistent Inequality	National Equality Outcome	HWU Comment/ Questions	Who to involve/ consult? Emerging Lead Areas	Baseline at February 2023	2023-24 identified actions
Gender Re-Assignment	There is limited quantitative data about the outcomes for trans students. Research from Stonewall and TransEdu suggests that Trans students face harassment from students and staff on account of their trans status.	Trans students report feeling safe to be themselves in the tertiary system	1. Do we have specific survey information for trans students that gauges feelings/sense of belonging? 2. Where do we find information about students 'safe' broken down by protected characteristic?	<ul style="list-style-type: none"> • Student Wellbeing Services • Student Union 	No baseline data in place.	<ul style="list-style-type: none"> • Mapping exercise required of data sources, likely linked to external student focused surveys • Look at data sources • Resolve issues re GDPR
Marriage & Civil Partnership	PSED only relates to employment and no evidence of inequalities	0	N/A	N/A	N/A	N/A
Pregnancy & Maternity	No evidence of inequalities.	NA	Would HWU wish to mention/look at issues facing students - particularly issues relating to PGR students?	TBC	TBC	Determine if this is the case for HWU
Race	As outlined in the EHRC Racial Harassment Inquiry	Staff and students feel safe and are confident that complaints of harassment or bias on the grounds of race will be dealt with appropriately because complaints procedures are fit for purpose and offer effective redress	<p>Q. <i>Where do we find information about students 'safe' broken down by protected characteristic?</i></p> <p>Currently refreshing the GEDI Policy - it requires large scale overhaul/audit of relevant policy/process/ practice to make sure that: a) complaints are logged properly</p>	<ul style="list-style-type: none"> • Student Wellbeing Services • Student Union • HRD • Complaints 	<ul style="list-style-type: none"> • Aligns with EO 6 & EO7 • GEDI Policy in final stage of development • some data was provided from Advance HE in 2021 on the attainment gap and work was started on curriculum related review • Report and Support agreed but not in place 	<ul style="list-style-type: none"> • Look at data sources • Resolve issues re GDPR • outline of workstream to be prioritised over 2023/4 • use of Advance HE data to track progress

PC	Persistent Inequality	National Equality Outcome	HWU Comment/ Questions	Who to involve/ consult? Emerging Lead Areas	Baseline at February 2023	2023-24 identified actions
		<p>Institutions should also have regard to attainment levels by racial group and ensure that their curriculum is diverse and anti-racist.</p>	<p>b) investigators are fully trained c) people who have made reports are given something like a process/outcome review interview</p> <p>What stage are we at with Report & Support?</p> <p>SFC drafting doc mentioned: Actions should include the recommendations from EHRC racial harassment inquiry (p15 & 16). Overarching recommendations are:</p> <ul style="list-style-type: none"> · Enable students and staff to report harassment and ensure their complaints procedures are fit for purpose and offer effective redress · Ensure effective data collection procedures are in place to enable development of a baseline to evaluate and improve prevention and response strategies 			

PC	Persistent Inequality	National Equality Outcome	HWU Comment/ Questions	Who to involve/ consult? Emerging Lead Areas	Baseline at February 2023	2023-24 identified actions
Race	Staff data and student data from both sectors and data on representation at Court level outlines under-representation issues.	<ul style="list-style-type: none"> • Where representation is not proportionate to the relevant population, increase the racial diversity of Court members and address any racial diversity issues in college Boards • Where representation is not proportionate to the relevant population, increase the racial diversity of teaching and non-teaching college staff to align with student representation in the sector. • During the assessment of data and discussions with the Persistent Inequality and Outcomes Group several race related issues were raised 	<p>Equality Outcome 10 Diversify the composition of the University Court and other influential committees and the Scottish Code of Good HE Governance supports this:</p> <ol style="list-style-type: none"> 1. What is the composition for the Court and other committees? 2. What is the staff disclosure rate? 3. What is the plan to increase disclosure? 	<ul style="list-style-type: none"> • The Secretariat • HRD • Information Services 	<p>89% of Court and Court Committee members identified as White British or White Other. The last figure for staff said that this was 78% at the Scottish campuses.</p> <p>Efforts are being made to attract a more diverse range of candidates to Court and Court Committee positions by: advertising as widely as possible; addressing role criteria to ensure that these do not cause candidates to 'opt out' of applying; and providing training on mitigating bias to panel members. Consideration is being given to whether a company like Nurole could help to widen candidate pools. Elected positions on the Court will also be opened up to as wide a range of nominees as possible, with plans to encourage members in</p>	<ul style="list-style-type: none"> • Look at data sources • Resolve issues re GDPR

PC	Persistent Inequality	National Equality Outcome	HWU Comment/ Questions	Who to involve/ consult? Emerging Lead Areas	Baseline at February 2023	2023-24 identified actions
		<p>including:</p> <ul style="list-style-type: none"> · A lack of racial diversity of college Board members and a lack of national data · Racial diversity issues in the university system – although the university system appeared to have good representation comparative to the student data and representation, it was reported that this may not be consistent across grades and areas of work within the sector • The NEOs have been based on the actual data but institutions should consider issues relating to racial diversity in depth 			<p>Dubai and Malaysia to consider nominating themselves.</p> <p>Recent improvements are mostly at Court Committee level, and it may take some time for the changes to translate to the Court as members are replaced (potentially by skilled Court Committee members</p>	

PC	Persistent Inequality	National Equality Outcome	HWU Comment/ Questions	Who to involve/ consult? Emerging Lead Areas	Baseline at February 2023	2023-24 identified actions
		across their institution.				
Religion or Belief	There is limited quantitative data about outcomes based on religion and belief. We have used research presented by the Jewish Union of Students, and the lived experiences of people of faith in the development of the race equality project.	<ul style="list-style-type: none"> • Students and staff report that they have confidence in institutional report and support mechanisms because they are fit for purpose • Institutions should note the intersectionality outlined under the race NEO. 	Where are we with Report & Support? Does HWU still have strong NSS/ISB feedback on faith provision?	<ul style="list-style-type: none"> • Student Wellbeing Services • Student Union • HRD • Complaints • Chaplaincy 	<ul style="list-style-type: none"> • Does NOT align with an existing EO • Can link into the EO 7 re reporting incidents and links to Report and Support role out • Need to better embed use of data in proactive development of interventions • Post enrolment is the best time to run reports • Student enrolment data is produced by Strategy & Planning and informs PSED linked reporting 	<ul style="list-style-type: none"> • Mapping exercise required of data sources, likely linked to external student focused surveys • Look at data sources • Resolve issues re GDPR
Sex	Evidenced from the Scottish Government's Equally Safe strategy including issues, predominately from women, relating to accessing support and reporting issues.	<ul style="list-style-type: none"> • Staff and students know how to access support about sex-based violence, harassment and abuse, report their experience and feel properly supported in doing so because the services are fit for purpose. • Institutions can 	Fearless Partnership and shared Rape Crisis post	<ul style="list-style-type: none"> • Student Wellbeing Services • Student Union • HRD • Complaints 	<ul style="list-style-type: none"> • Aligns to EO 4 • Report and Support being progressed • WRCS Campaign Status Achieved • Progressing via new WRCS action plan 	<ul style="list-style-type: none"> • Look at data sources • Resolve issues re GDPR • Look at data sources • develop new WRCS action plan and draw out NEO links

PC	Persistent Inequality	National Equality Outcome	HWU Comment/ Questions	Who to involve/ consult? Emerging Lead Areas	Baseline at February 2023	2023-24 identified actions
		evidence approaches to prevent and respond to sex-based Violence				
Sex	Statistical data outlines that men in society are three times more likely than women to die by suicide. Men are less likely to access mental health support.	Men know how to access mental health support (recognising intersectionality within that group).	<ul style="list-style-type: none"> • Black Dog Campaign being re-visited • What other measures are in place? • Athena Swan Uni Action re gender-based health interventions has target to improve re means health/disclosure. 	<ul style="list-style-type: none"> • Student Wellbeing Services • Student Union • HRD (Reward & Wellbeing) • Oriam 	<ul style="list-style-type: none"> • Does NOT align with an existing EO • Data is available but not reported • Need to better embed use of data in proactive development of interventions • Post enrolment is the best time to run reports • Student enrolment data is produced by Strategy & Planning and informs PSED linked reporting 	<ul style="list-style-type: none"> • Identify data sources • Resolve issues re GDPR
Sex	Statistical data shows that course choice and sex imbalance on courses remain an issue. However, the specific targets of the past have not had the required impact. Institutions have asked	Institutions will have regard to significant imbalances on courses and take action to address it.	How are we showing progress?	<ul style="list-style-type: none"> • Strategy & Planning • UCLT • Access & Inclusion 	<ul style="list-style-type: none"> • Number of commitments in place linked to EOs and Athena Swan • workshop in planning phase for March 2023 	<ul style="list-style-type: none"> • Identify data sources • Resolve issues re GDPR • Continue with existing work and align more fully to NEO

PC	Persistent Inequality	National Equality Outcome	HWU Comment/ Questions	Who to involve/ consult? Emerging Lead Areas	Baseline at February 2023	2023-24 identified actions
	for flexibility to focus on key subjects where they could make an impact					
Sexual Orientation	Stonewall Research suggests some LGB students hide their identities in universities and that staff experience barriers that prevent them from being out at work.	Lesbian, Gay and Bisexual staff and students report that they feel safe being 'out' at university and college.	What evidence would we have to support/otherwise this - NSS	<ul style="list-style-type: none"> • Student Wellbeing Services • Student Union • HRD 	<ul style="list-style-type: none"> • Some challenges in setting up the networks though progress is being made • Need to establish baseline data 	<ul style="list-style-type: none"> • Identify data sources • Resolve issues re GDPR • Continue with existing work and align more fully to NEO