UNIVERSITY OF READING

ANNUAL DIVERSITY & INCLUSION REPORT

2016 TO 17 ACADEMIC YEAR

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An Introduction from the Vice Chancellor, Sir David Bell, KCB

I am pleased to introduce the 2016-17 Diversity and Inclusion (D&I) Report for the University of Reading.

Last year, I talked about some of the small changes that we could make that will have a big impact and I am pleased to report that we have made progress on several fronts. For example, we have done work to review our procedures for academic promotions, including introducing new criteria for citizenship and leadership, explicitly valuing D&I work and contributions. This has led this year to much higher levels of applications across all our academic staff and very strong success rates, particularly for our female staff.

Another small change that has made large impact has been the introduction of visible signs of support for our LGBT+ staff, including rainbow lanyards that are now widespread across our Reading and Henley campuses.

More broadly, we have worked hard to raise awareness of our D&I priorities in the past year, through seminars, lectures, and other events, and through internal and external communications, including our new D&I website and blogs. This work has been reflected in our staff survey with the results for D&I being amongst some of the most positive in the entire survey.

In terms of external recognition and audit, we have successfully renewed in this academic year our University Athena SWAN Bronze award. We have also achieved our highest-ever ranking in the Stonewall Workplace Equality Index. We are now 168 out of the 439 employers submitting into this scheme, as we work towards our target of being a Stonewall top 50 employer by 2020.

We have made good progress but there is still a lot to do, especially with regards to race and ensuing that become a more racially diverse organisation. We also want to ensure that we do all that we can to ensure that <u>all</u> colleagues can be themselves at work. This relates to all aspects of the 'employment journey', from awareness of us as an employer, to deciding to apply for a role, to being appointed and then onto the experience in the workplace in relation to development, career progression and salary.

Looking ahead, the launch of our new people strategy will play a key role in embedding much of the diversity and inclusion work that is needed. Over time, we want this to become part of how we operate, rather than distinct and separate projects to address issues.

The year ahead will also see us publish our first gender pay gap report. This will no doubt highlight areas of good practice and identify further areas for action.

Despite our positive trajectory, we must not be complacent. It is incumbent on all of us to play our part. Personally, as University Executive Board (UEB) Champion for LGBT+, I have been keen to demonstrate a personal commitment as an LGBT+ ally. I have also attended, and spoken at, workshops and ceremonial events to demonstrate visibly Board-level commitment to D&I as we seek to create an inclusive and supportive environment for all our staff and students.

I hope you will find what follows to be of interest. More importantly though, it stands as strong and compelling evidence of our ambition to make Reading an exemplar university when it comes to diversity and inclusion.

Sir David Bell KCB

Vice -Chancellor

Section 1 - Overview

At the University of Reading, we have a proud history of diversity and inclusion. Reading was the first British university to appoint a female professor (Edith Morley, 1908) and one of our former Vice-Chancellor (Lord Wolfenden) played a key role in decriminalising homosexuality in England and Wales.

Embracing diversity and inclusion is critical to the success of the University of Reading. We recognise that we can only achieve our vision of being a world-class, forward-looking, confident and ambitious university by recruiting, supporting and developing staff from the widest variety of backgrounds.

Our priorities for progress

For our staff, there are many diversity and inclusion initiatives and activities underway in areas where we wish to make progress. We have also identified three areas as a priority for continued improvement:

- **Gender**. We want to enable more women to progress and participate in leadership roles.
- **Ethnicity**. We want to ensure that we have a diverse range of people employed across all roles, including leadership roles.
- **Sexual orientation**. It's important that everyone feels comfortable in being themselves at work and are confident to be open about their sexuality if they wish to do so.

Identifying priority areas is not at the exclusion of other protected characteristics; for example, we also have ongoing activities associated with disability and religious faith and belief.

1.1 Progress on 2020 targets for staff

The University's senior leadership has also committed to equality targets for staff which are detailed below along with the progress made.

Gender

	Target (baseline as at February 2016)	Progress (except where otherwise indicated the position indicated is as at 31 August 2017)
1	Have at least 30% of either gender in all key University committees and boards, including the University Executive Board (UEB	Council, Senate, University Board for Teaching and Learning, University Board for Research, University of Reading Malaysia Executive Board and University of Reading Malaysia Academic Board now meet this target University Executive Board has made progress and is now 14% female. Strategy & Finance Committee has remained unchanged and is 17% female
2	Maintain the current baseline of at least 45% of either gender in the overall University Leadership Group - including UEB, Deans, Assistant Deans, Heads of School and Heads of Function	The Leadership group is currently 50% female and 50% male
3	Have a gender-balanced professoriate, with at least 40% of professors of either gender. Current baseline is 30% female.	The current balance is 31.3% female.
4	Reduce the pay gap that exists at senior (professorial and Grade 9) levels. Current	As of 1st January 2017, the pay gap for the professoriate was 8.01% and the pay gap for Grade

	baseline is 11% (there is no significant pay gap at other levels currently).	9 was 13.36%. This means that overall the senior pay gap is 8.79% in favour of men
5	Achieve University-wide Athena SWAN Gender Charter Mark Silver level recognition, with all STEM Schools holding awards and all other Schools working towards Gender Equality Charter Mark recognition.	The University has renewed its Bronze Athena SWAN award, all STEM Schools except one hold Athena SWAN awards (3 Silver, 3 Bronze), the other STEM School is preparing an application, and our first non-STEM School has applied for an award.

Race and ethnicity

	Target (baseline as at February 2016)	Progress (except where otherwise indicated the position indicated is as at 31 August 2017)
1	All key University committees to match academic staff BAME representation by 2020	Academic BAME staff representation is currently 12.4%, therefore no committees currently match this in terms of representation (ranges from 0% to 5%)
2	Council and its sub-committees to set targets for BAME representation on their committees consistent with national census baseline for BAME	Council has been working to increase BAME membership and proposals on targets across Council committees will come to the Appointments and Governance Committee of Council in the 17-18 academic year.
3	A minimum of 15% in each of grades 1- 5 professional services staff and 12% in grades 6-9 professional services staff to be BAME by 2020. Current baseline across all professional services staff is 8% - levels set by local and national census data respectively.	Grades 1 to 5 professional services Grade 1 = 50.3% Grade 2 = 33.8% Grade 3 = 18.3% Grade 4 = 11.3% Grade 5 = 10.3% Grades 6 to 9 professional services Grade 6 = 8.6% Grade 7 = 6.9% Grade 8 = 3.6% Grade 9 = 3.3%
4	A minimum of 14% of academic staff in grades 7 and above to be BAME by 2020. Current baseline is 11%.	Grade 7 and above = 12.4%
5	The University to attain Bronze Race Equality Charter Mark before 2018 and be working towards silver by 2021.	A Self-Assessment Team is now in place and work is progressing on our submission for July 2018.

Sexual orientation

	Target (baseline as at February 2016)	Progress (except where otherwise indicated the position indicated is as at 31 August 2017)
1	More than 70% of UK-based staff to have declared their sexual orientation through Employee Self-Service by 2018 and 95% by 2020. In 2013-14, the figure was 32%.	Declaration rates stand at 56.83% which is the same as 15/16 (which was an increase from 40.70% the previous year). It should be noted that due to a move to a new recruitment system, some data has not transferred over and so the rates may differ slightly from what is reported
2	To improve the position on the Stonewall Workplace Index, aspiring to be in top 50 by 2020. Current position is 204.	In 2016/17 we achieved our highest ever ranking at 168 out of 439

1.2 2016/17 Activity and Achievement – Highlights (all protected characteristics)

- Retained the organisational level Athena Swan Bronze Award
- Named a few University buildings after several high-profile women who are associated with the University of Reading to recognise the significant contribution of women leaders at Reading. These include the **Edith Morley Building** and the **Polly Vasher Building**
- Achieved our highest ever ranking in the Stonewall Equality Index in 2017 - 168 out of 439
- Successfully participated in the Reading Pride event for the second time
- Organised 2 training sessions for LGBT Allies that were facilitated by Stonewall. 50 members of staff attended the training and signed up to be an Ally
- Organised two LGBT+ Ally recruitment and information sessions hosted jointly by the VC, the LGBT Plus Network and RUSU, and distributed hundreds of LGBT+/LGBT+ Ally postcards and lanyards across campus.
- Reviewed our procedures for academic promotions, including introducing new criteria for citizenship and leadership, explicitly valuing D&I work and contributions
- Achieved excellent scores for diversity and inclusion in our staff engagement survey. All staff groups rated this as our highest scoring area
- The University of Reading respects people equally regardless of their sexual orientation = 98% agree
- The University of Reading respects people equally regardless of their religion or beliefs = 98% agree
  - In the last 12 months I have not been made to feel uncomfortable whilst working for the university because of my race, gender, religion, sexual orientation, pregnancy/maternity/paternity, disability or age by a student = 96% agree
  - The University of Reading respects people equally regardless of their disability status = 96% agree
  - I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students = 95%
  - The University of Reading respects people equally regardless of their nationality or race = 95% agree
  - I feel The University of Reading acts regardless of their gender, religion, sexual orientation, pregnancy/maternity/paternity, disability or age = 94% agree

- Developed **a Trans and Gender identity - Supporting Information and Procedures for Staff and Students** that highlights the University's commitment to respecting an individual's right to self-identify as male, female, gender fluid, non-binary or any other gender identity and providing support to in relation to gender identity and gender reassignment.
- Established a project group to progress our application to sign up to the Disability Confident Scheme
- Set up the 'Cultural Diversity' group which has met 4 times throughout the year
- Commissioned a research report to understand the perception of BAME staff and the public in relation to University of Reading as an employer. This work is now being taken forward as part of the wider Employer Brand project and will be progressed over the 17/18 academic year
- Worked in collaboration with the Berkshire NHS Trust and local LGBT + support organisations to establish a regional Thames Valley LGBT Network that provides cross sector members a formal opportunity to discuss challenges and share best practice. The University of Reading has hosted all meetings during the 16/17 academic year
- Developed and launched new D&I web pages

1.3 Progress against priorities for 2016/17 (all protected characteristics)

Priority	Progress
Understand reasons for staff leaving to see if there is a D&I aspect	This action has been moved to the 2017/18 academic year. HR have agreed the process taking this activity forward.
University Staff Survey to inform wider D&I actions needed	The staff survey took place in Spring 2017 and the results were shared organisation wide at the end of Spring. In addition to the standard organisation report we also commissioned a specific diversity and inclusion report which we are now using to inform and shape the wider actions needed.
Launch of an Applicant Tracking System to collect data at all stages of recruitment	The applicant tracking system was launched in late 2016 and is now used for all recruitment. Data is available but only from the start of the system being launched so longer-term analysis is not yet possible.
Implementation of pilot for anonymised shortlisting	A paper as to the best way to approach this was shared with the Athena Swan Implementation Team and agreed and work has now started to develop this further
Delivery of the 'Faces of Reading' project ensuring D&I is embedded	This project has been delivered in its first phase and will continually be updated. The 'faces' are diverse and demonstrate the diversity of the university
Ensuring that D&I considerations are included in the emerging talent	Work on this has been slow due to the complexities in signing off the people strategy.

management and succession planning strategy	This will be continued into the 2017/18 academic year
Undertake a review of fixed term contracts	HR Partners have had conversations with Heads of School to understand how they use fixed term contracts and in what situations. They have also started to review how researchers are recruited with a view to being more pro-active around having a pool of staff and making appointments from that pool linked to research funding. Many employees on fixed term contracts after 4 years have been moved to permanent contracts. Redeployment processes are also being reviewed and this includes the use of fixed terms contracts.
Review of D&I training including unconscious bias training, mentoring and coaching	A review of unconscious bias has been completed and resulted in appropriate changes being made. We have also undertaken much of the work to review the current provision of wider D&I training and the task for 2017/18 is to implement the changes identified. Mentoring and coaching has been reviewed across the university. More work will be done in 2017-18 in relation to capacity and further roll out.
Expand the leadership training offer for all those in management positions, and those aspiring to be	An increased budget has been approved and this is now part of the core budget as opposed to needing to make an annual request. This now enables longer term planning. This is part of the wider people strategy and aligns to several different projects so roll out is contingent on a range of other matters. This will be a priority for 2017/18
Creation of D&I webpages and blog	A new D&I webpage has now been created and launched as has a blog. There will be ongoing work to maintain them and keep them up-to-date, but the initial work is now complete.
Ensuring that our data and approach to analysis is appropriate, clear and enables decision making	The new data dashboard now provides a range of standardised data including D&I data on gender and ethnicity. Wider work is still needed on the data package that we need outside of what is available on the dashboard and work on this will continue in 2017/18

1.4 Priorities for 2017/18 (all protected characteristics)

- Work on Bronze submission for a Race Equality Charter Mark
- Identify D&I specific issues highlighted in the staff survey and develop appropriate actions to address them
- Successful application for a Level 1 Disability Confident Award
- Establish and develop a network for disabled staff
- Design and deliver the new exit interview process and via data analysis identify any D&I related issues
- Finalise and launch the overhaul of all D&I related development activities
- Publications of our first gender pay gap report

Section 2 - Progress against specific priorities

2.1 Gender

Gender - Headline Data

- The gender pay gap has reduced again, this time by the biggest percentage to date (1.97%). It now stands at 16.49% and at its highest it was 20.92% (see table 8).

- As per previous years, female staff make up most of reward allocations across all categories. However, for Merit Based Promotion and Lump Sum this is moving towards a more even balance between males and females. For all other reward processes the percentage of females receiving awards is increasing. Males still receive on average more than females when it comes to lump sum and this difference has increased from last year (although the difference is still significantly smaller than it was at its largest differential). Details can be found in tables 5 to 7)

- In relation to personal titles, the 2016/17 year saw increased success for female applicants at both associate professor and professor level. The number of applications against the baseline staff figures saw a large increase in both male and female applications.

- In relation to associate professor, female success saw a large increase and male success a large decrease meaning that, for the first time since measuring this, male and female success at this level was the same at 19%. At the professorial level female success increased and male success decreased which has led to a more balanced gender success rate with a difference of 10% (higher female success), which is reduced from 18% the year before (when there was a higher male success rate). All details for personal titles can be found in tables 2 to 4.

- Gender – positive shifts have been made in relation to gender balance for Council, Senate, University Executive Board (UEB) and University Board for Research, all of which have increased female representation. This means that apart from UEB (16% short of target) and Strategy & Finance Committee (13% short of target) we have met the targets for 30% representation of either gender. Details can be found in table 20.

- Our recruitment data this year shows that we have broadly the same number of male and female applicants and that their success rates are balanced in terms of being short listed and then appointed (see table 26).

Gender - 2016/17 Activity

- Establishment of the Athena Swan Implementation Team to oversee delivery of the Athena Swan action plan
- Renaming of buildings in recognition of the significant contribution of women leaders at Reading.
- Progressed many key Athena Swan actions:
- 1st application of a non-stem school
- Ongoing work to establish champions in schools and functions
- New data dashboard now up and running
- A new applicant tracking system launched to provide improved recruitment data that enables D&I analysis
- Started process to review the use of fixed term contracts started
- Review of the use of gendered wording in adverts complete

- Recruitment guidelines updated
- Unconscious bias training updated
- Began work to review workload models
- Launched "Faces of Reading" to profile the diverse workforce
- Gender pay gap working group produced a report and recommendations and work has been undertaken to prioritise this as part of the people strategy
- After changes at executive board level a new Chief Financial Officer joined the organisation and she is a full member of the executive board

Gender – Progress against challenges/priorities for 16/17

Priority	Progress
1. Delivery of Athena Swan action plan the actions that were due for delivery during 16/17: a. Ensuring the correct working of governance arrangements b. Develop diversity dashboard to enable schools to more easily access data c. A package of support for schools applying for Athena Swan d. Establishment of network for student parents e. Review success of changes to personal titles f. Reviewing adverts for the use of gendered wording g. Link job adverts to flexible working websites h. Update recruitment guidelines i. Analyse school transparency review returns and workload model output j. Report of the Gender Pay Gap Working Group k. Diversifying UEB and other university committees l. Review the membership of Women@Reading staff network and approaches to advertising m. Implementation of funding for parental leave policy n. Begin gathering flexible working data o. All adverts to be advertised as job shares p. Review and refresh the policy for transgender people	1. An Athena Implementation Team is in place and monitors progress against the action plan, progress to date is: a. Governance arrangements are agreed and operational b. D&I Dashboard established and in use c. Package of data is available via the diversity Dashboard, but further work is needed on data requirements that sit outside of this. d. Network for student parents has been established e. This review has taken place and changes implemented as appropriate f. Review of adverts for gendered wordings is complete g. To accommodate work on Faces of Reading and on the D&I website, work on the Flexible Working Websites has been postponed to 17/18. h. Recruitment guidelines have been updated but there was not a specific focus on D&I i. A partial review of workload models has been completed j. Gender pay gap report complete and work is now in progress via the people strategy to progress actions k. The diversification of committees is a work in progress l. Women@Reading – membership of the steering group has increased, and they are working to increase numbers on the network. m. Funding has been implemented

	n. HR is monitoring formal requests for flexible working and an Assistant Director of HR is reviewing this every six months o. All jobs are now advertised as job shares p. Transgender policy has been reviewed and refreshed
Working with non-STEM schools to prepare them for school Athena Swan submissions	Henley Business School has made our first non-STEM Athena SWAN submission
Understand the reasons for success rates for promotion for both genders and monitor any changes in 16/17 – identify and implement actions as appropriate	The University has reflected on extensive feedback from across the University on the new 16/17 academic titles process and have implemented changes intended to improve this process further, including reducing the number of criteria that must be met, and equalising the number of criteria to be met across all academic staff categories.
Review the way in which we analyse and present data on promotions so that it clearer and the most appropriate approach for informing actions – this is likely to be affected by a substantial change in the personal titles process operating for the first time in 16-17 which is designed to have clearer criteria and to be more inclusive, but may make year on year comparisons more challenging	A meeting will be scheduled for January 2018 which reviews all data needed for the annual report and other D&I activity to agree the data needed. This will include personal titles
Implement approved actions from the gender pay gap report	Actions have been moved into the People Strategy Programme Plan and work will commence during the 17/18 academic year This year the pay gap is at its lowest since we started to measure this and has seen its biggest annual reduction

Priorities for 2017/18 – Gender

- Continued delivery of the Athena Swan action plan and begin preparation for submission in 2019 for a Silver institutional award
- Implementation of recommendations from the Gender Pay Gap Review via the appropriate channel
- Publication of our first Gender Pay Gap report

2.2 Race

- The race pay gap has reduced again and now stands at 19.80% from a high of 23.92%. However, the pace of reduction has slowed this year with a reduction of only 0.26% compared to previous years where it reduced by 1.74% and 2.14% (see table 15).

- BAME colleagues' success in the reward processes has been mixed and is overall down on last year (where success peaked). BAME colleagues have seen a small increase in overall percentage of one off rewards via lump sum (although the average award has reduced for BAME colleagues and it is close to the biggest difference since we started measuring this) and celebrating success but have seen a reduction in the percentage of consolidated awards (awards which result in a permanent increase to salary rather than a one-off payment. (Details are in tables 12 to 14).

- Declarations for ethnicity have reduced by 5.8% on last year. However, declarations for all categories have reduced which is due to a change in recruitment systems due to which all data collected during the initial launch phases did not transfer across. Therefore, it is not possible to draw any conclusions from this years' data on declaration rate progress. There will be an internal communications message to notify staff of this situation and encourage those who were recruited during the affected period to update their self-service records. All details are in table 22).

- BAME staff make up most of our applicants overall but are less successful than white applicants when it comes to being shortlisted and offered the position (see table 28 for details).

- The data for BAME staff with respect to the personal titles process paint a mixed picture. The % of the successful applicants who are BAME (13%, Table 9) remains slightly higher than the proportion (12.4%) who are BAME in the academic population. But the success rate for BAME applicants (76%, Table 9) has fallen by 1% this year and was below the success rate for White staff (86%) this year. The applications as a proportion of the eligible pool have increased for both BAME and white staff this year to the highest levels for the last five years, with a higher proportion (21%, Table 11) of eligible BAME staff than White staff applying for promotion to Professor, but a lower proportion (16%, Table 10) of BAME staff than White staff applying for promotion to Associate Professor. All details can be found in tables 9 to 11).

Race - 2016/2017 Activity

- Plan and deliver activities needed to complete a submission to the Race Equality Charter Mark in 2018
- Established a staff "Cultural Diversity" network and organised quarterly meetings.
- Work on Faces of Reading included profiles of BAME staff that represent the diverse workforce
- Worked with TMP to undertake a review of race and ethnicity in recruitment. The research has helped us identify the views of internal staff and external members of the public on race and ethnicity and understand the barriers to working at the university
- Undertook a review of D&I training including StellarHE

Race – Progress against challenges/priorities for 2016/2017

Priority	Progress
Begin preparation work to submit for the Race Equality Charter Mark in 2018 – this includes forming a Self-Assessment team, analysing the results from staff survey and focus groups and developing a preliminary action plan	A SAT team was formed and has met every 2 months to plan and deliver activities to support the REC submission. The staff questionnaire has been promoted and work is underway on reviewing the findings and using these to develop the REC Action Plan.
Progressing links with the student union and working more closely together Establishing a Cultural Diversity Group (for staff interested in race, ethnicity and culture and how they affect our staff and students)	The Cultural Diversity Group has been launched and has had several meetings
Review Stellar HE and other offers for training for BAME individuals	This work has started and continues as part of the wider review of D&I training
Develop and implement the BAME recruitment programme as funded by the strategic fund, working with TMP	This work is complete and will now form part of the wider Employer Brand project which has just launched as part of our people strategy
Understand the issues behind the figures for BAME success in the rewards processes and developing appropriate actions to address this	This work has not progressed and will need to be picked up in 2017-18 as part of ongoing work to understand issues around reward and recognition. This will be delivered via the reward and recognition project which has just launched as part of our people strategy and staff survey response

Priorities for 2017/18

- Complete work on the RECM submission
- Start work on delivering and monitoring progress on the RECM Action Plan
- Use the insights provided by the BAME recruitment programme and the ongoing brand work to better understand race issues when it comes to attraction and recruitment and put appropriate actions in place
- A deeper analysis of the personal titles process in relation to ethnicity is required to better understand the issues facing our BAME staff and actions put in place to improve this (link in with RECM work)

2.3 Sexual Orientation

Sexual Orientation - Headline Data

- Declaration rates for sexual orientation have remained static since last year at 56.8%. However, due to technical issues with the launch of a new recruitment system which meant that personal data has not transferred over to the main HR system, it could be that the declaration rates are different than they appear and therefore no conclusions can be drawn.

- Ranking in the Stonewall Workplace Equality Index improved from 204/415 in the 2016 ranking to 168/439 in the 2017 ranking.

Sexual Orientation - 2016/2017 Activity

- Submission to Stonewall WEI 2018
- Worked in partnership with the Berkshire NHS Trust and local LGBT + support organisations, to establish the Thames Valley LGBT+ Workplace Network
- Worked jointly with the Students' Union (RUSU), to participate in Reading Pride in September 2017. For further details please see the link below
  http://www.reading.ac.uk/internal/staffportal/news/articles/spsn-739644.aspx
- Organised two training sessions for LGBT+ Allies that were attended by 50 staff members.
- Hosted two LGBT+ Ally information and recruitment sessions during LGBT History month and to mark IDOHOBiT in 2017
- Supported 6 LGBT+ staff members to attend the Stonewall LGBT Role Models programme.
- Organised a Trans Awareness Training session. This was open to all staff and students and was well attended.
- Marked IDOHOBiT by raising of the LGBT+ flag. The Vice Chancellor and representatives from LGBT+ Staff Network and RUSU shared their views on the importance of the day.
- Organised several seminars and lectures for staff on LGBT+ matters
- Organised the inaugural May 2017 that was delivered by Ruth Hunt, Chief Executive of Stonewall Wolfenden Lecture in
- Worked with Support U, the largest LGBT+ support charity in the South East, on a Heritage Lottery Funded project researching and sharing the history of the 1957 Wolfenden Report on the 60th anniversary of its publication
- Marked Trans Remembrance Day with a flag raising event
- Produced a guide "Trans and Gender Identity - Supporting Information and Procedures" for Staff and Students

Progress against challenges/priorities for 16/17

Priority	Progress
Continue to encourage disclosure by creating an environment where people feel comfortable to do so	This activity is ongoing, and a range of work has taken place from staff portal articles to allies training
Deliver further stonewall allies' programmes so that all the senior leadership team have participated and signed up	During 2016=17, the University has run 2 in-house sessions of the one day Stonewall Allies Programme. Approximately 50 participants have attended these sessions and made an individual personal commitment to acting as an LGBT Ally.

	Three University Executive Board members have attended these sessions, plus other members of the senior Leadership Team.
Continue to build networks locally and within the university	We have worked in collaboration with the Berkshire NHS Trust and local LGBT + support organisations, to establish a regional LGBT Network that provides cross sector members a formal opportunity to discuss challenges and share best practice
Review Stonewall feedback and develop appropriate actions and apply for next year's WEI index	Feedback reviewed and acted on, submission made, and we are awaiting the results and feedback

Priorities for 2017/18

- Supporting the LGBT+ staff network to develop and lead on promoting activities
- Strengthen local links established through the Thames Valley LGBT+ Network
- Ensure D&I development review appropriately captures LGBT+ needs
- Deliver Stonewall WEI action plan

Section 3 - Progress against priorities - Other protected characteristics

Headline Data

- Disability declaration rates have dropped by 5.85% since last year and religion/belief declaration rates dropped by 0.21%. However, due to a technical issue with transferring to a new recruitment system, personal data did not automatically transfer to the core HR system, therefore conclusions cannot be drawn from this years' data. There will be internal communications to encourage staff who were recruited during this period to update their personal data on Employee Self Service.

- Our recruitment data shows that most applicants choose not to declare their disability status. Of those that do, application numbers are the same for disabled and non-disabled applicants and the success rates are also broadly the same. For the majority who choose not to declare their status (84%)only 21% are interviewed and only 6% offered the position

2016/2017 Activity

- Work on disability began towards the end of 2016/17 and it was agreed that the University will consider applying to the Disability Confident Scheme. This work will progress in the 2017/18 academic year.
- Discussions started about cultural confidence training

Progress against challenges/priorities for 16/17

Priority	Progress
Undertake the staff survey to identify potential actions needed to improve staff engagement and satisfaction	Staff survey completed, and a D&I report provided by the supplier which has been further analysed internally for the key messages
Via the newly established cultural diversity group, consider any issues and actions for race and religion/belief	This work has started and is ongoing
Update policies and regulations on e.g. exams and religious observance.	The examinations office proposed and implemented a process for students to inform them of problems with examinations and assessments which was used for the first time in 16-17. Subsequently a working group on Religious Observance and assessment met to review the process, deciding it was fit for purpose and proportionate. Guidelines were developed for Schools in terms of accounting for religious observance at module and programme level.

Consider the work needed in relation to disability and undertake appropriate actions	Work on disability began towards the end of 2016/17 and it was agreed that the University will consider applying to the Disability Confident Scheme. This work will progress in the 2017/18 academic year

Priorities for 2017/2018

- Application to the Disability Confident Scheme
- Establishment of a Disabled Staff network
- Further analysis and review of staff survey data and appropriate actions taken
- Delivery of cultural confidence development via the appropriate channel

Section 4 – Additional Information

Support and Guidance

- The University has a range of mechanisms in place for staff where they can go for advice, guidance and support. We have an Employee Assistance Programme (EAP) provider and we have HARC (Health, Advocacy, Respect and Care) Advisors and Harassment Advisors who can also provide advice and support. These advisors are employees who volunteer for the roles and who receive appropriate training to enable them to do this.

- Contact with these advisors is typically low, particularly in relation to D&I issues. However, the 2016/2017 academic year saw an increase in contact with Harassment Advisors regarding D&I issues with 6 out of the 8 contacts being D&I related. This compares with 1 out of 4 enquiries being D&I related in the previous year (an increase of 50%).
    1.
- Contact with HARC Advisors was the same as the previous year with no contacts being in relation to D&I issues.

EAP

- Usage of the counselling service reduced in the 16/17 academic year. The gender balance fluctuates year on year but for 16/17 there was a shift to more female usage. Much of work related issues were around change and pressure which is perhaps unsurprising given the amount of change that had taken place during the previous year which needed to be embedded during 16/17.

Grievance and Disciplinary

- In the 2016/17 academic year there were no grievance or disciplinary matters that had a D&I element. This is a reduction from the previous year where there was only 1 and prior to that 5 in the 14/15 academic year.

Committee Data

- Race – Committee data shows little improvement in the diversity of committees in relation to ethnicity. The biggest shift is in Senate with a 5% reduction in white members and a 1% increase in BAME members, however there is a 4% increase for unknown ethnic group.

- Council, University Executive Board (UEB), and Strategy & Finance Committee (S&FC) remain unchanged at 100% white for both UEB and S&FC and 97% white for Council (up from 96% in 15/16)

- Gender – positive shifts have been made in relation to gender balance for Council, Senate, University Executive Board (UEB) and University Board for Research, all of which have increased female representation. This means that apart from UEB (16% short of target) and Strategy & Finance Committee (13% short of target) we have met the targets for 30% representation of either gender.

Development

We offer a range of development opportunities to support the development of women, LBT and BAME staff:

- Springboard – 58 members of staff attended our Springboard programme in 2016/17
- StellarHE – This BAME Leadership Development Programme was attended by 2 members of staff. Participation was 50% male and 50% female
- Aurora – This is a development programme for women. 11 members of staff participated this year
- Stonewall Leadership Programme – a leadership development programme for LGBT staff. Participation was 100% female (1 member of staff)
- Stonewall Allies Programme – 1 programme was run in 2016/17 and was attended by 26 staff members
- LFHE Diversifying Leadership – one member of staff participated in this programme.

We are continually reviewing the impact of these programmes and seeking potential alternatives. Feedback from participants this year was:

- Aurora is rated as good to excellent and the most valued elements were external speakers sharing their experience and power and politics. The provision of a mentor was also seen as incredibly useful
- Stellar HE participants felt valued by the university for being given the opportunity to be part of this and the most valuable part of the programme was the business-critical project which also brings benefits to the university
- Stonewall Leadership – the single participant on this highly selective programme was very positive, not least this an unusual opportunity to form with a supportive group of LGBT senior leaders from all works of life.
- Diversifying Leadership – participants felt the numbers on the session were too high but had very positive feedback on the senior sponsorship element of the programme
- Springboard – feedback continues to be positive with the key themes being around confidence building, networking and goal setting. Delegates reported feeling more positive and self-aware because of the course and many have been promoted or are applying for new jobs

Section 5

A Final Word from the Deans for Diversity & Inclusion

2016/17 is the second year in which we have been in post. This year has seen the granting of renewal in November of our University-level Bronze Athena SWAN award, several applications for Athena recognition at School level, and work to implement our associated gender (and trans) action plan. The data for this year already show some associated progress. For example, supporting the University's target to achieve 40% female professors by 2020, following introduction of our new promotions process there have been very encouraging application and success rates for promotion to professor for our female staff, stronger than the figures for our male staff, though application rates and numbers of successful applications have in fact increased across the board. Supporting our LGBT+ staff and students, we have worked to recruit a body of LGBT+ allies, visible through rainbow postcards and lanyards, across campus, to work with our LGBT+ staff to create visible role models (e.g. on the new Faces of Reading website), and to demonstrate senior leadership support, e.g. through hosting a flag-raising ceremony and speeches for Trans Day of Remembrance and hosting our first, and hugely impressive and inspiring, annual Wolfenden Lecture, given by Ruth Hunt the Stonewall chief executive. In the latter part of the year, and this will continue very strongly into 2017/18, we have invested significant effort on race and ethnicity, starting a new staff network, the Cultural Diversity Group, and consulting and building a team to create a race equality action plan and submit for recognition through ECU's Race Equality Charter in 2017/18. Looking forward to 2017/18, we wish to see much of this effort also mirrored on the disability front, including the creation of a new disability network, and work to sign the University up to the government Disability Confident Scheme, and make associated changes in our processes and support for disabled staff.

Prof Ellie Highwood & Prof Simon Chandler-Wilde

Section 6 - Diversity and Inclusion data

Table 1 – Summary of changes to the Personal Titles Process

2012/2013	2013/2014	2014/2015	2015/2016	2016/2017
Changes to enable those with less traditional academic portfolios were recognised for the quality of their contribution	Expansion of the personal circumstance section	Introduction of more formalised feedback at faculty and university level Additional guidance on how to complete personal circumstance section	Made Fellowship of HEA mandatory for all applications Undertook a fundamental review of the whole process, changes identified, including new citizenship and leadership criteria that explicitly recognise D&I contributions and leadership, and will be part of the 16/17 process	Re written the criteria to be clearer with a requirement for evidence Been clearer on the requirements for success Requested a commentary which outlines how the achievements compare to what would be expected in that discipline

Table 2 – Personal Titles Summary – Successful Applications for Associate Professor and Professor (Gender)

	Successful applicants as a % of the number of applicants in that gender					% of total successful applicants (male and female)				
	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17
Male	74%	77%	68%	70%	61%	46%	80%	54%	59%	44%
Female	79%	64%	88%	67%	68%	54%	20%	46%	41%	54%

Table 3 – Applications for Associate Professor via Personal Titles (Gender)

	Percentage of applicants against gender baseline (total numbers of staff of each gender eligible to apply)				
	12/13	13/14	14/15	15/16	16/17
Male	15%	16%	15%	10%	19%
Female	12%	12%	9.6%	8%	19%

Table 4 – Applications for Professor via Personal Titles (Gender)

	Percentage of applicants against gender baseline (total numbers of staff of each gender eligible to apply)				
	12/13	**13/14**	**14/15**	**15/16**	**16/17**
Male	7.7%	17%	7%	8%	15%
Female	11%	8%	4%	6%	17%

Table 5 – Reward Processes, Gender

	12/13	**13/14**	**14/15**	**15/16**	**16/17**
Additional Increment	18 Male - 44% 23 Female -56%	18 Male - 44% 23 Female - 56%	11 Male - 24% 35 Female - 76%	10 Male - 39% 16 Female - 61%	12 Male – 32% 26 Female – 68%
Contribution Points	14 Male - 29% 34 Female - 71%	19 Male - 34% 37 Female - 66%	14 Male2 - 29% 35 Female - 71%	14 Male - 44% 11 Female-(56%)	19 Male – 32% 40 Female – 68%
Merit Based Promotion	1 Male - 20% 4 Female - 80%	6 Male - 46% 7 Female - 54%	2 Male - 33.3% 4 Female - 66.6%	5 Male - 71% 2 Female - 29%	3 Male – 43% 4 Female – 57%

Table 6 – Lump Sum, Gender

	12/13	**13/14**	**14/15**	**15/16**	**16/17**
Number Awarded	167 Male - 35% 315 Female - 65%	155 Male - 34% 302 Female - 66%	130 Male - 30% 310 Female - 70%	154 Male - 36% 275 Female - 64%	192 Male – 41% 281 Female – 59%
Average Value	£552.40 Male £463.54 Female Difference £88.86	£571.45 Male £483.20 Female Difference £88.25	£545.85 Male £504.95 Female Difference £40.90	£530.10 Male £537.41 Female Difference £7.31	£457.31 Male £483.10 Female Difference £25.79

Table 7 – Celebrating Success, Female

	12/13	**13/14**	**14/15**	**15/16**	**16/17**
Male	165 (33%)	197 (35%)	221 (34.5%)	220 (34%)	221 (30%
Female	342 (66%)	374 (65%)	418 (65.5%)	429 (66%)	524 (70%)

Table 8 – Gender Pay Gap

12/13	13/14	14/15	15/16	16/17	Direction of Travel
20.86%	20.92%	19.98%	18.46%	16.49%	Reducing - positive

Table 9 – Personal Titles Summary – Successful Applications for Associate Professor and Professor (Ethnicity)

	Successful applicants as a % of the number of applicants in that category					% of total successful applicants (BAME and white)				
	12/13	13/14	14/15	15/16	16/17	12/13	13/14	14/15	15/16	16/17
White	77%	75%	78%	66%	86%	65%	74%	68%	51%	72%
BAME	50%	70%	67%	77%	76%	11%	7%	6%	18%	13%

N.B. Totals in the % of total successful applicants (BAME and white) don't add up to 100 due to some staff not declaring their ethnicity

Table 10 – Applications for Associate Professor via Personal Titles (Ethnicity)

	Percentage of applicants against baseline (total numbers of staff of each ethnicity eligible to apply)				
	12/13	13/14	14/15	15/16	16/17
White	15%	15%	14%	10%	20%
BAME	8%	9.5%	10%	11%	16%

Table11 – Applications for Professor via Personal Titles (Ethnicity)

	Percentage of applicants against baseline (total numbers of staff of each ethnicity eligible to apply)				
	12/13	13/14	14/15	15/16	16/17
White	8%	13.5%	7%	5%	16%
BAME	10%	8%	8%	16%	21%

Table12 - Reward Processes - Ethnicity

	12/13	13/14	14/15	15/16	16/17
Additional Increment	Not available	Not available	7% BAME 89% White 4% Unknown	27% BAME 69% White 4% Unknown	11% BAME 87% White 2% Unknown
Contribution Points	Not available	Not available	8% BAME 92% White 0% Unknown	8% BAME 84% White 8% Unknown	5% BAME 93% White 2% Unknown
Merit Based Promotion	0% BAME 100% White	0% BAME 92 % White 8% Unknown	0% BAME 100% White 0% Unknown	0% BAME 100% White 0% Unknown	0% BAME 100% White 0% Unknown

Table 13 - Lump Sum - Ethnicity

	12/13	13/14	14/15	15/16	16/17
Number Awarded	29 BAME - 6% 427 White - 86% 26 Unknown 8%	30 BAME - 7% 412 White - 90% 15 Unknown 3%	26 BAME - 6% 398 White - 91% 15 Unknown- 3%	32 BAME - 7% 373 White - 87% 22 Unknown- 6%	42 BAME – 9% 412 White – 87% 19 Unknown 4%
Average Value	£437.93 BAME £502.61 White Difference = £64.68	£482.67 BAME £513.83 White Difference = £32.16	£506.92 BAME £515.17 White Difference = £8.25	£471.88 BAME £544.84 White Difference = £72.96	£480.47 White £425 BAME Difference= £55.47

Table 14 - Celebrating Success - Ethnicity

	12/13	13/14	14/15	15/16	16/17
BAME	37 (8%)	59 (11%)	60 (10%)	57 (9%)	82 (12%)
White	454 (92%)	493 (89%)	556 (90%)	570 (91%)	612 (88%)

Table 15 – Ethnicity Pay Gap

12/13	13/14	14/15	15/16	16/17	Direction of Travel
23.92%	22.18%	22.20%	20.06%	19.80%	Reduction - positive

Table 16 – Grievance Data

13/14	14/15	15/16	16/17
4 grievances relating to D&I – 1 upheld and employee dismissed	5 grievances related to D&I (1 not upheld and 1 withdrawn, 1 not concluded and 2 resulting in dismissal	1 grievance re maternity leave, settled outside of the formal process 1 disciplinary with a race equality element – final written warning	There were no grievance or disciplinary matters that had a D&I element in the 2016/17 academic year

Table 17 – Contact with Harassment Advisors

13/14	14/15	15/16	16/17
Not recorded	11 contacts - 3 related to D&I (pregnancy, disability and sexual harassment)	4 enquiries, 1 relating to D&I (sexual)	8 queries, 6 related to D&I (sexual 2, racial 2, pregnancy 1, gender 1)

Table 18 – Contact with HARC Advisors

13/14	14/15	15/16	16/17
Not recorded	1 contact – not D&I related	1 contact not related to D&I	2 contacts not related to D&I

Table 19 – Contact with the EAP (Employee Assistance Scheme)

13/14	14/15	15/16	16/17
Calls for counselling - 70 Face to face counselling -90 Calls for legal information -22 Telephone counselling 50/50 male and female	Calls for counselling - 42 Face to face counselling-79 Calls for legal information -19 Call for health and wellbeing advice-1 Telephone counselling 67% male and female 33%	Calls for counselling-68 Face to face counselling-32 Telephone counselling-17 Advise call mainly re mental health (anxiety and depression) Balanced male and female	Calls for counselling – 27 Face to face counselling - 13 Telephone counselling - 7 Didn't continue - 7 65% female and 35% male

Table 20 – Committees Data, Gender

	12/13		13/14		14/15		15/16		16/17	
	F	M	F	M	F	M	F	M	F	M
Council	9 30%	21 70%	7 24%	22 76%	7 24%	22 76%	10 34%	19 66%	11 37%	19 63%
Senate	31 35%	57 65%	32 37%	55 43%	37 42%	51 58%	28 38%	45 62%	34 41%	49 59%
University Executive Board	1 8%	11 92%	1 12%	7 88%	0 0%	7 100%	0 0%	7 100%	1 14%	6 86%
Strategy and Finance Committee	2 17%	10 83%	2 17%	10 83%	1 8%	11 92%	2 17%	10 83%	2 17%	10 83%

	12/13		13/14		14/15		15/16		16/17	
	F	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**
University Board of Teaching and Learning	7 35%	13 65%	7 35%	13 65%	9 43%	12 57%	9 56%	7 64%	8 53%	7 47%
University Board of Research	4 29%	10 71%	4 31%	9 69%	3 25%	9 75%	11 50%	11 50%	11 52%	10 48%
University of Reading Malaysia – Executive Board	n/a	n/a	n/a	n/a	2 40%	3 60%	3 60%	2 40%	3 60%	2 40%
University of Reading Malaysia – Academic Board	n/a	n/a	n/a	n/a	n/a	n/a	7 64%	4 36%	7 58%	4 33%

Table 21 – Committee Data-Race

	14/15	15/16	16/17
Senate	80 (93%) White 4 (5%) BAME 2 (2%) Unknown	64 (92%) White 3 (4%) BAME 3 (4%) Unknown	72 (87%) White 4 (5%) BAME 7 (8%) Unknown
Council	12 (41%) White 17 (59%) Unknown	25 (96%) White 1 (4%) BAME	29 (97%) White 1 (3%) BAME
University Executive Board	7 (100%) White	7 (100%) White	7 (100%) White
Strategy & Finance Committee	7 (100%) White	12 (100%) White	12 (100%) White

Table 22 – Declaration Rates

Protected Characteristic	11/12	12/13	13/14	14/15	15/16	16/17	Direction of Travel
Gender	99.95%	100.00%	100%	100%	100%	99.96%	Slightly reduced
Ethnicity	93.3%	94.67%	92.59%	92.38%	93.15%	87.35%	Negative – down 5.8%
Disability	88.8%	90.00%	89.65%	90.79%	92.43%	86.58%	Negative – down 5.85%
Sexual orientation	9.1%	27.45%	32.57%	40.70%	56.82%	56.83%	No Change
Age	100%	100.00%	100%	100%	100%	100%	No Change
Religion or belief	Not reported	29.88%	33.5%	39.84%	51.78%	51.57%	Negative – down 0.21%

N.B. Due to technical issues with the launch of a new recruitment system which meant that personal data has not transferred over to the main HR system, it could be that the declaration rates are different than they appear and therefore no conclusions can be drawn.

Table 23 – Recruitment, Applications by gender

Gender	%
[blank]	3%
Female	54%
Male	42%
Unknown	1%

Table 24 – Recruitment, Applications by Disability

Disability status	%
[blank]	8%
Disabled	4%
Not disabled	5%
Prefer not to say	84%

Table 25 – Recruitment, Applications by Ethnicity

Ethnicity	%
[blank]	4%
BAME	54%
Prefer not to say	2%
White	40%

Table 26 – Recruitment, Success Rates of applicants by gender (percentage of applications from that gender)

Gender	Not shortlisted	Interviewed but not successful	Successful
Blank	6%	2%	93%
Female	77%	12%	10%
Male	82%	10%	8%
Unknown	74%	21%	6%

N.B. Columns may not add up to 100% due to rounding

Table 27 – Recruitment. Success Rates of applicants by disability (percentage of applicants by disability status)

Disability Status	Not shortlisted	Interviewed but not successful	Successful
Blank	6%	2%	93%
Disabled	77%	12%	10%
Not disabled	82%	10%	8%
Prefer not to say	74%	21%	6%

N.B. Columns may not add up to 100% due to rounding

Table 28 – Recruitment, Success Rates of applicants by ethnicity (percentage of applicants by ethnicity)

Ethnicity	Not shortlisted	Interviewed but not successful	Successful
Blank	26%	3%	71%
White	70%	14%	14%
BAME	85%	9%	5%
Prefer not to say	81%	11%	6%

N.B. Columns may not add up to 100% due to rounding