UNIVERSITY OF READING
Diversity and Inclusion Annual Report 2021–22

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Introducing the 2021/22 Report

Executive Summary

This report covers the Diversity and Inclusion work across the University in the year 2021/22 and priorities for the 2022/23 academic year. The report opens with the Vice-Chancellor's introduction, and an overview of the report, before being structured around the Diversity and Inclusion (D&I) targets for 2026.

The second half of the report showcases what we are proud to have achieved over the 2021/22 year and the priorities for 2022/23 in our staff networks and student-facing services. This is followed by other key focus areas for 2022/23. Below is a summary of where our targets are on track to be met or exceeded by 2026 and a summary of which targets need improvements to be made, and the proposed intervention or action to deliver these improvements.

Targets on track

Target	Achievement
Target One	Our declaration rates for gender and age are at 100%.
Target One	For ethnicity our declaration rate is high at 93.7% and within reach of the 98% target by 2026.
Target Two	Undergraduate disabled students with or without the Disabled Student's Allowance have been more likely to achieve a first or second-class degree than peers with no known disability, for the last three years.
Target Three	We are on track to achieve our actions for Level 1 – Committed in the Disability Confident Scheme by 2024 and anticipate preparing our self-assessment document for Level 2 – Employer across 2024 ahead of our 2026 deadline.
Target Six	The University Race Equality Action Team submitted their application for the Race Equality Charter Mark in July 2022. We were awarded a Bronze Race Equality Charter Mark in 2023, meeting target 6.
Target Eight	There was an increase in the percentage of Black, Asian, and minority ethnic professional services staff at Grade 7 to 13.9%, which is on track to meet the target 8 figure (16%) by 2026.
Target Nine	The University has maintained its institutional silver Athena Swan Award. All our STEM schools have maintained their awards. The Technical Services team were awarded a Silver Directorate Professional, Technical and Operational (PTO) Award, exceeding our target for Bronze by 2026, making us the only University to hold a PTO Award.
Target Ten	We have maintained a sex-balanced associate professoriate and the percentage of female professors increased slightly to 37%, moving us closer to our target of at least 45% of professors of either sex and putting us at 5% higher than the sector average.

Areas for improvement

Target	Status	Proposed intervention
Target One	Declaration rates of sexual orientation, disability, and gender reassignment are lower: 44.4%, 65%, and 9.7% respectively.	Institute a schedule of regular prompts outlining: why we are collecting the data (the purpose), who will be able to see the data, and how to declare their 'sensitive information' on Employee Self Service (ESS) to increase declaration rates.
Target Four	Number of members in the LGBT+ staff network decreased from 150 to 145.	The Staff network will try to recruit postgraduate research students and consider direct member benefits, such as occasional members-only events. LGBT+ Allyship and Introduction to the Staff Network training sessions can also promote the Network to allies.
Target Five	The rate of attaining 2:1 or 1st class degrees reduced for all ethnicities in 2021/22. Awarding gaps between white and non-white cohorts grew. Overall BAME-white awarding gap in 2021/22: 13.8%, an increase from 7.7% in 2020/21. Black attainment fell by 23.6% in 2021/22, causing the Black-white awarding gap to grow to 28.2%.	Identify specific schools and departments where BAME awarding gaps are concentrated and develop localised intervention. Deepen understanding of barriers to Black student attainment and the broader Black, Asian, and minority ethnic student experience. Monitor these awarding gaps to determine whether gap increases represent the beginning of a trend or an isolated year of difficulty. Utilise the Awarding Gap Steering Group as a critical mechanism for building capability among academic colleagues to act locally.
Target Seven	Due to following the Higher Education Statistics Agency (HESA) rounding and suppression conventions, it is not possible to provide figures for comparison without potentially infringing applicant confidentiality. It is subsequently not possible to make comparisons from the data on the equitable success rates in the Personal Titles process for Associate Professor and Professor for BAME staff and white staff by 2026.	We will be following a series of recommendations arising from work undertaken by a group of the University Personal Titles Committee members that can be found discussed in detail in the Target Seven section.
Target Eight	There were slight decreases in the percentage of Black, Asian, and minority ethnic professional services staff at Grade 6 and 8. Representation at Grade 9 has remained the same.	Co-Chairs of the BAME and Allies Staff Network, have been awarded funding from the D&I initiative fund for their proposed project – including seminars, a summary booklet, and an exhibit – to support progression and promotion opportunities for BAME colleagues.

Vice-Chancellor's Introduction

I am pleased to introduce the 2021/22 Diversity and Inclusion (D&I) Report for the University of Reading, prepared by colleagues across Human Resources and Student Services, with the support of our Dean for Diversity and Inclusion, our Planning and Support Office and the Chairs and Co-Chairs of our D&I Staff Networks. This report summarises D&I-related actions and activities over the last year and priorities for the current academic year 2022/23.

As Vice-Chancellor, I am committed to using my platform to amplify the voices of members of our own community who face injustice and discrimination. Often, when I speak out, it is in direct response to students and colleagues raising concerns with me. I always try to listen actively to find ways that I can work with people to tackle the problems together.

In the past year, there have been many issues that have had a significant impact on our community, including the unlawful Russian invasion of Ukraine, the persecution of women and protestors in Iran, and the devastating earthquakes in Syria and Turkey. On these matters, I have expressed support for affected staff, students and alumni, as well as highlighted action members of our community have taken in response to bolster their efforts.

With the impacts of the COVID-19 pandemic, the cost of living, and the global increase in people experiencing mental health challenges, supporting staff and student wellbeing is crucial and is something that we take seriously. I am proud that, in 2022, the University of Reading signed up to a new framework to strengthen support for students and staff, the University Mental Health Charter programme.

Over the past 12 months, I have had the opportunity to support pro-active student-led activities on D&I. For example, when RUSU's Self Defence Society organised a conference on sexual harassment and violence against women, I was proud to support this conference. It is important that I, as Vice-Chancellor, listen to women sharing their experiences and also reflect on what the University is doing to tackle sexual harassment, and hold myself and other members of our community to account for the progress we are making.

The University continues to hold its Institutional Silver Athena Swan Award. Our STEM schools have maintained their Athena Swan Awards, and I was glad to hear, in early 2023, that our Technical Services team achieved a Silver Athena Swan Award, exceeding our target for Bronze and making the University of Reading the only University holding a Directorate Professional, Technical and Operational (PTO) Award.

I am proud to announce that, with the hard work of our colleagues, the University has successfully obtained the Bronze Race Equality Charter Mark Award. Our work towards racial justice is continuing through the development of a Race Equality Charter Mark Implementation Team who will take forward the Action Plan, including recommendations from the University of Reading **Race Equality Review (2021)**.

In 2023, we decided we wanted to be better able to support meaningful LGBT+ inclusion at the University so we paused our involvement with the Stonewall Workplace Equality Index and launched the new LGBT+ Inclusion Initiative Fund for 2022/23. The aim of the Fund is to support a range of LGBT+ inclusion projects from University staff and students. I look forward to seeing the impacts of this Fund on LGBT+ inclusion at Reading and the projects that emerge as a result.

I hope you will find this year's report and our progress towards our new targets of interest. The updates on our achievements over the last academic year demonstrate the committed effort by colleagues and students across the University of Reading to create an environment where all staff and students feel included and enabled to be themselves and achieve their best.

Professor Robert Van de Noort
Vice-Chancellor

Overview

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

Diversity refers to the traits and characteristics that make people unique while inclusion refers to the behaviours and culture that ensure people feel welcome. We recognise that embracing diversity and inclusion is critical to the success of the University. We believe 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.

We want to be the place where everyone can fulfil their full potential. We believe that supporting diversity and inclusion leads to an ability to attract and retain high-quality staff and students, as well as higher achievements in students from a broader range of backgrounds. This is reflected in our new targets, around which the report this year is structured, which we are working towards for our 2026 centenary. When this is coupled with the simple moral argument that no one should experience inequality as a result of who they are, the case for supporting and promoting diversity and inclusion becomes imperative.

We have a range of mechanisms in place for staff to offer them advice, guidance, and support. Our Employee Assistance Programme (EAP) has been part of a valuable range of resources in supporting our colleagues' wellbeing during the pandemic. Our Harassment Advisors are employees of the University who have volunteered their time to provide confidential support and information to staff members who are experiencing unwanted behaviour, bullying or harassment and need the support of someone to talk to but are unable to approach a colleague or line manager. Our Wellbeing Peer Support network provides informal and confidential support to any member of staff experiencing poor wellbeing, a mental health condition or emotional or psychological distress. We now have around 30 trained staff volunteers providing Wellbeing Peer Support.

We also offer a range of learning and development opportunities to support all staff to help them develop and progress in their careers. These include programmes such as Aurora and Springboard for women, the Diversifying Leadership programme for Black, Asian, and minority ethnic staff, as well as a programme developed internally with The Pacific Institute, RISE (Ready for an Inclusive and Supportive Environment), covering diversity and inclusion across different characteristics. In the year 2021/22, we sponsored 12 participants on the Aurora programme, and 4 participants on Diversifying Leadership, and 41 people participated in the RISE programme.

We know that real change does not happen overnight. It requires cultural and operational change and takes all of us working together. A lot of this is about making small changes that deliver a big impact which is why we have developed our staff and student 2026 targets.

The aims of our Annual Diversity and Inclusion Report are:

- to monitor progress against the diversity and inclusion targets. For both staff and students, new targets were set in 2022 to take us to our centenary year in 2026

- to provide a summary of our main diversity and inclusion-related actions over the last year

- to take stock, through an update of diversity and inclusion-related data, of where we are as a university (in many cases making comparison with the national sector)

- to outline our priorities and priority actions for the 2022/23 academic year

- to publish information to demonstrate how we meet the **Equality Duty** under the **Equality Act (2010)**

Diversity and Inclusion (D&I) governance arrangements

Detailed discussion of our governance arrangements for Diversity and Inclusion are outlined in the **Diversity and Inclusion Annual Report 2020/21**. These arrangements remain current. Detailed discussion of D&I governance arrangements will only be included in future reports if changes to the governance structure are made.

Diversity and Inclusion Progress 2021/22

D&I Targets 1–10

The 2026 Diversity and Inclusion (D&I) targets are informed by our current D&I strategic projects. As part of the strategic D&I projects led by Dr Allán Laville, Dean for Diversity and Inclusion, we are working towards several accreditation action plans. These include:

- Institutional Silver Athena Swan Action Plan – Silver status awarded in February 2020. We will be applying for the renewal of our Silver Athena Swan award in May 2025.

- Disability and Neurodiversity Action Plan including completing actions for the Disability Confident Scheme (Level 1 – Committed), which we signed up to in February 2021. The action plan includes the recommendations from the University of Reading Diversity and Neurodiversity Review (2022).

- LGBT+ Action Plan including projects from the 2023 LGBT+ inclusion fund, which supports meaningful LGBT+ inclusion projects led by our students and colleagues.

- Bronze Race Equality Charter Action Plan following our successful application in January 2023. The action plan includes recommendations from the University of Reading Race Equality Review (2021).

The ten 2026 D&I targets are required to advance, and have significant impact on, our D&I strategy for representation (Targets 1, 3, 4, 6 to 10), student experience and attainment (Targets 2, 5, 6 and 9), staff experience and advancement (Targets 1, 3, 4, 6 to 10), and culture (Targets 3, 4, 6, and 9). By taking a holistic and thematic approach, the targets will support meaningful change at the University of Reading.

Declaration of Protected Characteristics

> **Target 1 – More than 75% of staff to have declared disability status, gender reassignment and sexual orientation through Employee Self-Service by 2024 and 90% by 2026. More than 98% of staff to have declared ethnicity through Employee Self Service by 2026.**

The **Equality+ Higher Education: Staff Statistical Report (2022)** by Advance HE provides information on the average percentages of staff who disclose, for instance, a disability but not the declaration rate (when staff declare if they are and if they are not disabled). Since Target 1 focuses on declaration of disability status, gender reassignment, and sexual orientation, the report discusses declaration rates for disability and sexual orientation. Our BAME Staff Network were also invited to comment on the ethnicity declaration rates. The declaration rates can be seen in Table 1.

Comments from BAME Staff Network

The rate of ethnicity declarations rose from 92.8% in 2020/21 to 93.7% in 2021/22. Despite the challenges posed by COVID-19 and other factors in the higher education sector and beyond, this increase represents a good accomplishment.

Table 1 – Declaration Rates

Protected Characteristic	2017/18	2018/19	2019/20	2020/21	2021/22
Gender	100%	100%	100%	100%	100%
Gender reassignment[1]					9.7%
Ethnicity	93.18%	92.73%	93.1%	92.8%	93.7%
Disability	78%	70.89%	72.8%	65.3%	65.0%
Sexual orientation	52.87%	48.79%	50%	45.2%	44.4%
Age	100%	100%	100%	100%	100%
Religion or belief	47.25%	43.74%	44.7%	40.6%	40.3%

Disability

Disclosure rates of disability status among staff working in UK higher education institutions (HEIs) have consistently increased in the last decade (Advance HE, 2022: 86). However, the disclosure rate at the University of Reading for disability has fallen annually since 2019/2020. For the year 2021/22, the disability declaration rate was 65%.

In the wider sector, it is acknowledged that "disability disclosure rates remain persistently lower among academic staff than professional and support staff and among professors compared with other academics" (Advance HE, 2022: 86). To facilitate the declaration of disability at Reading, it could be useful to assess if this declaration rate reflects broader sectoral trends of lower disclosure in academic staff to tailor interventions specifically aimed at increasing disability declaration amongst academic staff.

Comments from Disability+ Staff Network

In 2021/22 there seems to be a drop in declarations around disability since the 2016/17 figures. There may be a few reasons for that lower number, including appreciation that the label 'disabled' may not be adopted by some colleagues, the stigma that may be still associated with the term 'disability' as well as uncertainty about possible benefits in disclosing disability. In order to reach the target figure of 75%, we need to consider whether asking colleagues to disclose a disability will actually capture those who identify as neurodivergent, with mental health conditions or long term ill health.

However, it is important to consider that higher declaration rates should not be our only criterion for success in promoting a disability-confident workplace and that some conditions take years to be diagnosed. It is also important to demonstrate the value of qualitative data through enacting on the lived experiences testimonials our colleagues share.

Moreover, a high number of applicants have chosen 'prefer not to say' at interview (see table 2). Our work around recruitment may influence positive changes in those pre-interview disclosures.

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1 Figure not given before 2021/22

Table 2 – Recruitment, Success Rates of Applicants by Disability (as a percentage of applications of that disability status)

Disability status	Not shortlisted		Interviewed but not successful		Successful	
	Count	Percentage	Count	Percentage	Count	Percentage
Disabled	35	69.2%	10	17.3%	5	13.5%
Not disabled	130	67.3%	40	19.9%	25	12.8%
Prefer not to say	285	56.5%	95	19.4%	120	24.2%
NULL	10085	77.9%	1375	10.6%	1485	11.5%

Sexual orientation

Sectoral figures for the characteristic of sexual orientation, trans status, and religion and belief are considered 'experimental data' because the data "are currently voluntary to return, and we [Advance HE] therefore do not yet have a national demographic picture of the HE staff population in relation to trans status, religion and belief, or sexual orientation." (Advance HE, 2022: 270). However, "Of the staff in institutions that returned sexual orientation information to HESA [76.1% of institutions], 60.7% provided information ... Overall, sexual orientation was unknown for 43.0% of all staff working in UK HEIs" (Advance HE, 2022: 272). At the University of Reading, the declaration rate of those declaring their sexual orientation has decreased from 45.2% in the 2020–2021 year to 44.4% in the 2021/22 year. We have started to include data for 'Gender Reassignment', as it is termed under the Equality Duty, and the declaration rate is 9.7%.

Comments from LGBT+ Staff Network

The declaration rates for Sexual Orientation (44.4%) are rather disappointing, especially given this is a lower rate than in previous years and compared to other protected characteristics. There may be a need to emphasise the importance of having an accurate picture of protected characteristics at the university level with links to the Employee Self Service (ESS) in internal communications, especially around events such as LGBT+ history month.

Area of focus for 2022/23

Prompts delivered during LGBT+ specific events and dates may be timely, for example during LGBT+ History Month (February), IDAHOBIT (17th May), and LGBT+ Pride Month (June). This approach could also be taken through other networks, if capacity allows, to achieve the target figures, with additional conversations to take place around mental health challenges, disability status, and declaration.

As a University, we will institute a schedule of regular prompts. These prompts will be concise, outlining: why we are collecting the data (the purpose), who will be able to see the data, and how to declare 'sensitive information' on ESS. These prompts will be delivered via email, the Staff Portal, and InBrief – a monthly newsletter that is delivered to all staff – at different times of day on different days to maximise reach, as not all staff work the same days or the same time of day. We will encourage line managers and team leaders of those who are not regular users of computers at work to prompt, and allow time for, their teams to fill out their sensitive information.

Disability

Opening reflections from University Executive Board Champion for Disability, Elizabeth McCrum

"Being a UEB D&I Champion is a role I really value. It is a rewarding and really enjoyable part of my job. I think I am putting my leadership experience and institutional knowledge to good use as a strong advocate and active hands-on champion. Being a D&I Champion is a great opportunity for me to learn new things and to meet and learn from new people. I have taken the opportunity to support my role with CPD such as ally training, learning more about invisible disabilities and Tailored Adjustment Plans. I have benefitted particularly from the support of the Staff Network and I am proud of the part I played supporting their work on hybrid meetings.

As disability champion, 2021/22 was a busy year working on the Disability and Neurodiversity review. I was part of the review team. I participated in listening exercises and stakeholder interviews and I wrote some of the final report. I helped to raise the profile of the review hosting All Staff Briefings. I have participated in events for and by staff and students, for example during Disability History Month such as RUSU's Disability History Month Conference and Dr Hamied Haroon's keynote presentation and panel event.

During the coming year I look forward to working with the Disability Action Planning Group to oversee the implementation of the changes recommended by the Disability and Neurodiversity Review. I hope to continue to work closely with the Disability+ Staff Network and to build relationships with student disability representatives to help them to achieve some of their priorities around accessibility on campus.

We all spend a lot of time at work. I am glad to be part of a community that does so much to support each other and to be doing my bit as a D&I Champion and ally."

> **Target 2 – To eliminate the awarding gap between proportion of disabled and non-disabled undergraduates who achieve a 1st class or 2:1 degree by 2026.**

The **Equality in Higher Education – Student Statistical Report** (2022) by Advance HE noted that:

"In 2020/21, 81.8% of disabled first degree undergraduate qualifiers received a first/2:1 compared to 81.6% in 2019/20. Nonetheless, this proportion remained smaller than the proportion of non-disabled qualifiers receiving a first/2:1 in 2020/21 (82.7%). The proportion of disabled qualifiers not in receipt of DSA [Disabled Students' Allowance] achieving a first/2:1 was smaller than those who received DSA (81.4% and 82.6% respectively), unlike the previous year (81.8% and 81.1% respectively)" (Advance HE, 2022: 84).

However, the statistics do not reflect a similar trend at Reading (see table 3).

Table 3 – UoR UG Attainment (First and 2.1) by disability over three years

Disability	2019/20		2020/21		2021/22	
	Head-count	%	Head-count	%	Head-count	%
Disabled – DSA	190	92.68%	170	88.21%	150	89.88%
Disabled – No DSA	340	89.03%	360	91.86%	340	82.37%
No Known Disability	2600	89.02%	2655	86.03%	2225	81.52%
Disabled Total	**530**	**90.31%**	**535**	**90.65%**	**490**	**84.54%**
Grand Total	**3135**	**89.23%**	**3185**	**86.77%**	**2720**	**82.05%**

Undergraduate disabled students with or without the Disabled Student's Allowance have been more likely to achieve a first or second-class degree than peers with no known disability, for the last three years. This represents early and ongoing success with regards to target two, as disabled students are more likely to leave the University of Reading with a 'good degree' and this is expected to continue.

The strong performance of this cohort was resilient to the coronavirus pandemic and the changes in circumstance and practices which were brought about as a result.

2021/22 saw record numbers of students registering with the Disability Advisory Service for support, with registrations made available earlier in the academic year. Ongoing peer mentoring, events and workshops saw increased outreach to students and staff regarding support for disabilities.

The development of new systems for managing relationships with students has led to a more tailored and inclusive mode of support that is reaching more students.

Table 4 – UoR PGT Attainment (Distinction / A or B and Merit / C) by disability over three years

Disability	2019/20		2020/21		2021/22	
	Head-count	%	Head-count	%	Head-count	%
Disabled – DSA	20	74.07%	35	91.89%	35	73.33%
Disabled – No DSA	130	77.71%	170	84.00%	185	73.31%
No Known Disability	1670	84.91%	1670	83.23%	1430	76.04%
Disabled Total	**150**	**77.20%**	**200**	**85.23%**	**215**	**73.31%**
Grand Total	**1820**	**84.22%**	**1875**	**83.44%**	**1645**	**75.67%**

Attainment for postgraduate students with a disability did not follow the same pattern. In 2021/22 there was a 3% awarding gap between students with no known disability and the disabled total.

Areas of focus for 2022/23

- The engagement rate for the 'early start' programme for students with Autism is set to grow
- A new Individual Learning Plan and priority appointment process will be launched
- Resources and engagement with staff to develop practice regarding support for disabled students will continue to be provided, such as training for all staff and web resources
- We will continue closely monitoring the disability awarding gap to ensure we are maintaining strong performance against our 2026 target

> **Target 3 – By 2024 to have met all required actions for the Disability Confident Scheme – Level 1 (Committed). By 2026 to have applied for Disability Confident Scheme – Level 2 (Employer).**

The Disability Confident Scheme supports employers to make the most of the talents disabled people can bring to the workplace. In order to be recognised as Disability Confident – Committed (Level 1), an organisation must agree to the Disability Confident commitments and identify at least one action to carry out that will make a difference for disabled people. The **commitments for the different levels** are able to be viewed on the GOV.UK website. The Level 1 commitments are:

- inclusive and accessible recruitment (see tables 2 and 5)
- communicating vacancies
- offering an interview to disabled people
- providing reasonable adjustments
- supporting existing employees.

A variety of example activities are also provided. The University of Reading has identified work experience as the additional action it will take forward and has progressed actions to support the commitments above.

The **list of employers signed up to the Disability Confident Scheme** can be found on the GOV.UK website. There are 105 UK Higher Education Institutions (UK HEIs) signed up to the Scheme. Of those HEIs, 24 are at Level 1 – Committed, 72 are at Level 2 – Employer, and 9 are at Level 3 – Leader. The University of Reading is among these 105 UK HEIs at Level 1 – Committed.

We aim to complete our actions for Level 1 – Committed by February 2024 and prepare our self-assessment document for Level 2 – Employer across 2024.

Table 5 – Recruitment, Applications (by Disability Status)

Disability status	Count	Percentage
Disabled	55	0.4%
Not disabled	205	1.5%
Prefer not to say	520	3.7%
NULL	13150	94.4%

LGBT+

Opening reflections from University Executive Board Champion for LGBT+, Parveen Yaqoob

"As UEB LGBT+ champion, I work closely with the Dean for Diversity & Inclusion and have regular touchpoints with the LGBT+ Staff Network chair, Ruvi Ziegler, and also the RUSU Inclusion & Communities Officer, Jem Mackenzie. These relationships are vital in ensuring that I have a good understanding of issues affecting LGBT+ staff and students and being a member of the LGBT+ Action Plan Group helps us to address these and to make an active difference.

This year, we carefully considered the value of our participation in the Stonewall Workplace Equality Index and met with the Stonewall CEO to express our concerns about the index, which we feel does not align with our objectives and priorities with respect to LGBT+ inclusion. These constructive discussions have helped us to clarify our priorities and I have supported both the Dean and the LGBT+ Network in making important decisions about our relationship with Stonewall. I have also led or participated in a number of key events.

The theme for the 2022 International Day Against Homophobia, Biphobia and Transphobia (IDAHoBiT), celebrated in over 130 countries in May, was 'Our Bodies, Our Lives, Our Rights,' and the University marked it with a short ceremony and raising of the rainbow flag. I spoke about the fact that raising awareness and visibility helps to create a safer world and how important it is to speak up for those who do not have equal access to healthcare, adoption, inheritance and insurance rights, and to challenge discrimination wherever it arises. We also raised a flag on Trans Day of Remembrance in November, a poignant reminder of those who lose their lives every year because of bigotry and hatred, and an opportunity to stand in solidarity with those who fight every day to have their basic rights respected and upheld. Our flagship Wolfenden lecture, named after former Vice-Chancellor, Lord Wolfenden, who played a key role in the decriminalisation of homosexuality, was a conversation with award-winning author, journalist and lecturer, Tufayel Ahmed, who spoke about his book, This Way Out. Reading Pride provided an opportunity for the University to take part in a vibrant day of celebration, which brought together the whole community, and as always, it was wonderful to be part of it."

> ## Target 4 – To increase the number of LGBT+ role models and allies by increasing the membership of the LGBT+ and Allies Staff Network by 100% by 2026.

The number of members on the LGBT+ Staff Network Teams group in November 2022 was 145. It is not possible to see the analytics before this time. This compares to the baseline in the 2020/21 report of 150, a small reduction in members (see table 6). This is mainly due to people leaving the University, but there needs to be further engagement with the wider University community.

Table 6 – Members of the LGBT+ Staff Network

2020/21	2021/22
150	145

Reflections from the LGBT+ Staff Network Chair

At present, there is a lack of awareness among postgraduate research (PGR) students that they are able to join the networks, which should change. A key takeaway is the need to try to recruit postgraduate research (PGR) students, inter alia through having a postgraduate researcher representative or, better still, appointing a PGR co-chair. I have engaged with a potential candidate who is hopefully going to join. We should also provide information about the network(s) in internal comms and 'nudge' people towards joining, perhaps through emphasising the events that happen on campus. It is noteworthy that there are no direct benefits to membership given that all events and activities are open to all staff irrespective of whether they are members. We could consider trialling (on occasion) a members-only event to encourage membership. Though this could lead to an initial drop in attendance at some events, it would help to make clearer why the network matters. This can be modified in the future if it is felt to be hindering, rather than helping, the sense of community within, and attraction to, the Network.

Areas of focus for 2022/23

The LGBT+ Staff Network is for both LGBT+ staff and their allies. To support LGBT+ colleagues in their efforts to increase membership, allies can take action within the LGBT+ Staff Network to increase membership. This could include increased presence and volunteering to help at events during Pride and LGBT History Month and increasing the regularity of delivering allyship trainings that encourage allies to join the LGBT+ Staff Network. This should be followed up with clear messaging and information once allies have joined to indicate where resources and information for allies is specifically. It is important that the Network remains predominantly a safe space for our LGBT+ colleagues, centring their experiences, with the presence of allies there to help create a supportive environment within and outwith the Network at the University of Reading.

Race

> ### Target 5 – Reduction of the awarding gap to 4% between the proportion of BAME and white undergraduates who achieve a 1st class or 2:1 degree by 2026.

Compared to other countries in the United Kingdom, England had the widest degree awarding gap between BAME and white undergraduates: "86.0% of White qualifiers received a first/2:1 compared to 77.0% of Black, Asian and minority ethnic qualifiers" (**Advance HE, 2022: 125**). For context, "the ethnicity degree awarding gaps in Northern Ireland, Scotland and Wales were 8.1, 7.4 and 7.2 percentage points respectively." The percentage point difference in England is 9.0 (Advance HE, 2022: 125).

Details of awarding gaps in the sector by subject area can be found in the **Equality inHigher Education – Students Statistical Report 2022**, but in general "the awarding gap between White and Black, Asian, and minority ethnic first degree undergraduate qualifiers was wider in non-SET [Science, Engineering, and Technology] subjects than SET subjects" (Advance HE, 2022: 126).

Table 7 – UoR UG Attainment (First and 2.1) by ethnicity over three years[2]

Ethnicity	2019/20		2020/21		2021/22	
	Head-count	%	Head-count	%	Head-count	%
Arab	40	77.78%	35	83.72%	15	..
Asian – Chinese	355	85.41%	340	83.82%	10	..
Asian – excluding Chinese	305	85.52%	310	84.55%	250	78.23%
Black	90	79.65%	125	85.14%	70	61.54%
Mixed	105	85.48%	110	86.05%	105	85.48%
Other	30	90.32%	30	93.33%	20	75.86%
Unknown	145	91.88%	135	85.44%	30	77.78%
White	2020	92.32%	1880	92.42%	1430	89.77%
Non-Reportable	*35*	*N/A*	*220*	*N/A*	*785*	*N/A*
BAME Total	*930*	*84.62%*	*955*	*84.74%*	*476*	*76.04%*
Grand Total	**3135**	**89.23%**	**3185**	**86.77%**	**2720**	**82.05%**

At the University of Reading, the rate of 'good degrees' reduced for all ethnicities in 2021/22 and was lowest across three years for all groups except the 'unknown' group. Despite this, attainment rates fell by varying degrees and awarding gaps between white and non-white cohorts grew. The overall BAME-white awarding gap in 2021/22 was 13.8%, up from 7.7% in 2020/21. This increase was largely driven by the Black cohort, as Black attainment fell by 23.6% in 2021/22, causing the Black-white awarding gap to grow to 28.2%. Awarding gaps vary in size between schools and departments, as does the concentration of Black, Asian, and minority ethnic students.

Table 8 – UoR PGT Attainment (Distinction / A or B and Merit / C) by ethnicity over three years

Ethnicity	2019/20		2020/21		2021/22	
	Head-count	%	Head-count	%	Head-count	%
Arab	60	85.3%	100	88.5%	60	75.6%
Asian – Chinese	430	78.1%	225	73.5%	185	68.8%
Asian – excluding Chinese	230	79.7%	195	80%	270	78.3%
Black	100	81.2%	100	67.8%	115	63%
Mixed	60	88.2%	55	86.9%	40	64.6%
Other	15	92.9%	10	85.7%	15	65%
Unknown	55	80%	70	73.4%	70	76.9%
White	875	89.2%	1120	88.5%	895	79.3%
BAME Total	*890*	*80.1%*	*685*	*77.4%*	*680*	*71.3%*
Grand Total	**1820**	**84.2%**	**1875**	**83.4%**	**1645**	**75.7%**

Postgraduate attainment in 2021/22 was not subject to the same degree of fluctuation as undergraduate attainment. The BAME-white postgraduate awarding gap fell from 11% in 2020/21 to 9% in 2021/22.

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2   Owing to changes in HESA reporting for 2021/22, a significant percentage of the student numbers are no longer reportable. In order to account for this within the data, these numbers have been included for here for note but excluded from the percentage calculations.

Areas of focus for 2022/23

- We will monitor the BAME-white and Black-white awarding gap to determine whether gap increases in 2021/22 represent the beginning of a trend or an isolated year of difficulty following the return to in-person study.

- We will continue to deepen our understanding of the ongoing barriers to Black, Asian and minority ethnic student attainment through representative student voice mechanisms and internal investigations.

- The Awarding Gap Steering Group will continue to be a critical mechanism for building capability among academic colleagues to act locally to reduce awarding gaps, based on knowledge and practice sharing.

- Further support and resource from the Outcomes team will be allocated to schools and departments in which minority ethnic students are the most concentrated and in which awarding gaps are most prevalent. A collaborative approach will bring together awarding gap representatives, current students and Outcomes team staff to co-produce local intervention methodologies.

> **Target 6 – The University to attain Bronze Race Equality Charter Mark by 2023 and be working towards Silver by 2026.**

The Race Equality Charter Mark was introduced by the Equality Challenge Unit in 2015 and provides a framework for universities to identify and reflect on any institutional or cultural barriers affecting staff or students. There are currently **99 Race Equality Charter members**, holding 38 awards between them.

The University of Reading has been a member of the Race Equality Charter since 2016 and applied for the Bronze Race Equality Charter (REC) Mark in July 2022. In January 2023, after two previous unsuccessful attempts, the University of Reading was awarded Bronze for the REC Mark.

Comments from Race Equality at Reading Action Team

"The University's Race Equality Charter Mark submission was a significant piece of work with broad reach across University activities, spanning academic and professional services staffing, the student body and teaching and learning. While it is the implementation of the action plan which will lead to impact, the award of the charter mark is heartening and reflects a great deal of hard work by the submission team.

Actions are disaggregated to responsible teams and only by working together as a whole institution will the overall plans (many of which are also recommendations from the Race Equality Review) be achieved. The work undertaken over the next years will inform and shape any future plans and submissions."

Joanna John
Co-lead on Submission of the Race Equality Charter Mark Application

> ### Target 7 – Equitable success rates in the Personal Titles process for Associate Professor and Professor for BAME staff and white staff by 2026.

Data from across the Higher Education sector shows that, "among UK academics, there was a small difference between the proportions of White and Black, Asian and minority ethnic staff who were professors (11.6% and 9.4% respectively, a difference of 2.2 percentage points)" but this becomes a more complex picture when noting the "differences within Black, Asian and minority ethnic groups: for example, 17.5% of UK Chinese academics were professors compared with just 3.8% of UK Black academics" (**Advance HE, 2022: 134**). Moreover, "the gap in professorial status between non-UK White and non-UK Black, Asian and minority ethnic academics was wider, with 10.4% of non-UK White academics being professors compared with 3.8% of non-UK Black, Asian and minority ethnic academics." Specifically, the percentage of non-UK Black professors was "particularly low (2.3%)." (Advance HE, 2022: 134). This may suggest that even if we achieve equitable success rates for Associate Professor and Professor for BAME and white staff, there still may be significant differences in the successes of BAME staff from different ethnic backgrounds. This may be further nuanced when taking account of intersectionality, in particular for BAME female colleagues. This is discussed in our 'Areas of focus for 2022/23' in this section.

To see a list of the summary of changes to the Personal Titles process please see table 13 in Annex C. This provides a list of changes that have been made in the 2021–22 year.

This year, the data for this target can be found in Table 9 (Personal Titles Summary – Successful Applications for Associate Professor and Professor (by Ethnicity)), 9a (Associate Professor only), 9b (Professor only).

Due to improved efforts to maintain applicant confidentiality, we have suppressed and rounded our figures this year following the Higher Education Statistics Agency's conventions. This means that in the cases of reporting on success rates in Personal Titles for Associate Professor and Professor, some figures cannot be given and comparisons cannot be made in this report. However, the data for this target will still be seen in more detail, but only by those specifically involved in reviewing success rates for personal titles to maintain confidentiality. These specific people will be responsible for monitoring changes and assessing the impact of interventions to work towards more equitable success rate in the Personal Titles process for Associate Professor and Professor for Black, Asian, and minority ethnic and white staff, with a particular sensitivity to the sectoral landscape that notes different success rates between BAME people of different ethnicities. Indeed, the figures have been looked at by a working group and actions identified to support applicants in Personal Titles process as a result of Recommendation 14 in the **Race Equality Review**.

Subsequently, the areas of focus for 2022/23 section looks at a series of interventions and suggestions that can be put in place to produce comparable statistics for future years without having the potential to inadvertently disclose applicant identity.

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

	Successful applicants as a % of the number of applicants in that category. Rounded total brackets.					Successful White or BAME applicants as % of total successful applicants. Rounded total in brackets.				
	17/18	18/19	19/20	20/21	21/22	17/18	18/19	19/20	20/21	21/22
White	76% (80)	72% (90)	64% (75)	73% (50)	75% (60)	87% (70)	76% (85)	86% (55)	66% (60)	73% (60)
BAME	.. (15)	.. (20)	.. (10)	.. (15)	.. (20)	13% (70)	17% (85)	11% (55)	17% (60)	20% (60)
Unknown	.. (0)	.. (5)	.. (5)	.. (10)	.. (5)	0% (70)	6% (85)	4% (55)	17% (60)	7% (60)

Table 9a. Personal Titles Summary – Successful Applications for Associate Professor (by Ethnicity)

	Successful applicants as a % of the number of applicants in that category. Rounded total in brackets.					Successful White or BAME applicants as % of total successful applicants. Rounded total in brackets.				
	17/18	18/19	19/20	20/21	21/22	17/18	18/19	19/20	20/21	21/22
White	83% (40)	72% (45)	70% (45)	77% (40)	79% (40)	83%1 (40)	74% (45)	83% (35)	73% (40)	71% (40)
BAME	.. (10)	.. (10)	.. (10)	.. (15)	.. (10)	18% (40)	17% (45)	14% (35)	22% (40)	19% (40)
Unknown	.. (0)	.. (5)	.. (5)	.. (5)	.. (5)	0% (40)	9% (45)	3% (35)	5% (40)	10% (40)

Table 9b. Personal Titles Summary – Successful Applications for Professor (by Ethnicity)

	Successful applicants as a % of the number of applicants in that category. Rounded total in brackets.					Successful White or BAME applicants as % of total successful applicants. Rounded total in brackets.				
	17/18	18/19	19/20	20/21	21/22	17/18	18/19	19/20	20/21	21/22
White	68% (40)	72% (45)	56% (30)	.. (15)	.. (20)	93% (30)	79% (40)	.. (20)	.. (15)	.. (20)
BAME	.. (5)	.. (5)	.. (0)	.. (5)	.. (5)	7% (30)	18% (40)	.. (20)	.. (15)	.. (20)
Unknown	.. (0)	.. (0)	.. (0)	.. (10)	.. (0)	0% (30)	3% (40)	.. (20)	.. (15)	.. (20)

Areas of focus for 2022/23

The University of Reading will implement changes in the Personal Titles process to support equitable success rates between BAME and white staff. Interventions will be provided at application feedback stage. We also think it is beneficial to look at the stages leading up to people deciding to put in an application, including support for Early Career Researchers in order to support equitable success rates in the long term. This has also raised discussions about additional research that may need to be undertaken through the University Personal Titles Committee around if eligible people choose not to apply, what is the motivation for this choice and why is it that those who were unsuccessful did not succeed so this can be the basis for more specific intervention, if needed.

Going forward in the 2022/23 academic year, following a recommendation from the Race Equality Review in relation to the Personal Titles process, the University Personal Titles Committee established a small group of its members to discuss a series of data and created several recommendations based on analysis of this data:

• While mentoring of all applicants for personal titles is important, it was proposed that Heads of School in conjunction with their HR partner pay particular attention in allocating mentors to BAME female applicants for associate professor, that mentoring continue immediately following an application that has been unsuccessful and that where helpful there is continuity of mentor across annual cycles

• As with all mentors, they should encourage BAME female candidates for associate professor to give careful consideration as to which criteria to select, where they have a choice

• The Director of HR or her nominee consider how best recently successful BAME female applicants for associate professor might help new BAME female applicants (perhaps through a workshop)

• Performance of female BAME applicants in C2 and C3 are noteworthy for their lack of success; to help remedy this, Heads of School need to give careful consideration to providing reasonable time for colleagues to undertake activities that go towards these criteria, to encouraging BAME female colleagues to undertake CPD related to preparing for leadership roles, and to the processes they run for appointment to roles within their school, such that they ensure junior BAME female colleagues feel enabled and empowered to apply for them. This could include taking part in the Diversifying Leadership programme, for example.

- Given that preparation for a personal titles application can cover several years, Heads of School should ensure that in the PDR process for junior female BAME colleagues are supportive and a realistic approach is taken to encouraging such colleagues such that they are well prepared to make the application at the appropriate time.

Career progression work is also ongoing in the BAME Staff Network to support colleagues that involves a series of seminars from BAME staff on career development and progression that are summarised in text in collaboration with some of our students to produce an open-access booklet. This piece of work is described in further detail in the 'Areas of focus for 2022/23' section of Target 8 as it applies to both Target 7 and Target 8.

We hope that by implementing these changes, we will see improvements that move us closer to achieving our 2026 target and, in future reporting, we will look at different ways of providing the data to see what would be possible to share going forward without compromising applicant confidentiality.

> **Target 8 – To achieve BAME professional services representation of 16% in each of Grade 6, 7, and 8 by 2026. To double BAME professional services representation within Grade 9 from 3.8% to 7.6% by 2026.**

Information on Black, Asian, and minority ethnic representation in professional services staff can be found in the **Equality in Higher Education – Staff Statistical Report 2022** by Advance HE. However, this information is given according to SOC2020 conventions. Target 8 at the University of Reading is framed around Grades and, therefore, direct comparisons cannot be made between Grades and Standard Occupational Classification (SOC) groups.

Table 10 shows the number of Black, Asian, and minority ethnic professional services staff at Grades 6, 7, 8, and 9.

Table 10 – The Percentage of Black, Asian, and Minority Ethnic Professional Services Staff at the University of Reading, Grades 6–9.

Grade	2020/21 (%)	2021/22 (%)
Grade 6	13.4	12.5
Grade 7	12.0	13.9
Grade 8	2.9	2.7
Grade 9	4.4	4.4

There have been slight decreases in the percentage of Black, Asian, and minority ethnic professional services staff at Grade 6 and 8. There has been an increase in the percentage of Black, Asian, and minority ethnic professional services staff at Grade 7 to 13.9% in 2021/22 which, if maintained at 1.9% increase per year, will reach the 16% target by the 2023–24 year. The percentage of Black, Asian, and minority ethnic professional services staff at Grade 9 has remained the same.

Areas of focus for 2022/23

- For both targets above (Target 7 and Target 8), the Co-Chairs of the BAME and Allies Staff Network, have been awarded funding from the D&I initiative fund for their proposed project in supporting progression and promotion opportunities for BAME colleagues. This project will run across 2022/23 and will include:
  - Five seminars about the BAME staff career development and progression. To invite both internal and external BAME senior staff to share their career development experiences. The seminars will be summarised in text and compiled later in a booklet for a wider spread
  - Further contributions created by BAME and ally staff from all academic and professional roles. These might range from traditional forms of writing (e.g., case studies/research reports/literature reviews) to more personal or creative pieces (e.g., opinion pieces, biographical writing, reflective pieces, poetry, photography).
  - Recruiting a panel to review submissions and select contributions for the collection
  - Employing Graphic Communication students to design the booklet and produce an open-access booklet
  - Organising an exhibition in the Library to show BAME staff career development and progression
- Progress will be discussed on an annual basis at the Diversity and Inclusion Advisory Board (DIAB), alongside the Diversity and Inclusion Annual Report

Closing reflections from upcoming University Executive Board Champion for Race, Robert Van de Noort

In the coming academic year, I will be Race Champion for the University Executive Board. When I called for the Race Equality Review back in June 2020 following the murder of George Floyd, I was determined that we would recognise the racism in our institution and take action. Our job is now to drive through the implementation of these recommendations. And more broadly, I commit to listening to Black, Asian and Minority Ethnic colleagues and students. My door is open. I can't promise to have all the solutions, but I am prepared to listen and work with you to change things for the better.

Sex

> **Target 9 – The University to renew Silver Athena Swan Charter Mark by 2026. All STEM Schools to maintain Athena Swan awards and all other Schools to be working towards Charter Mark. One Function to apply for Bronze Directorate Athena Swan award by 2026.**

The Athena Swan Charter is a framework to support and transform gender equality within higher education (HE) and research organisations. Institutional and departmental Athena Swan awards help institutions achieve their gender equality objectives. It uses a targeted self-assessment framework to support applicants in identifying areas for positive action as well as recognise and share good practice.

A full list of institutional and departmental award holders can be found on the **Advance HE website**. We are one of 24 universities holding an Institutional Silver Award. There are no universities holding an Institutional Gold. The University of Reading is the only University holding a Directorate Professional, Technical and Operational (PTO) Award (Technical Services).

To retain our Charter Mark, we have an extensive 5-year action plan that sets out activities that need to be completed in order to progress our gender equality goals. In addition to closing out these actions, we need to assess our culture by means such as carrying out focus groups and culture surveys. In doing so, we ensure that areas identified for further improvement are captured in our 2025 action plan for the following 5 years.

We hold Athena Swan awards in all of our science, technology, engineering, maths (STEM) Schools. Table 11 shows a list of all of Athena Swan Charter Mark awards held at the University of Reading.

Table 11 – Athena Swan Charter Mark awards held at the University of Reading

School/Directorate	Athena Swan Charter Mark Award
Technical Services	Silver
School of Mathematical, Physical and Computational Sciences	Silver
School of Politics, Economics, and International Relations	Bronze
School of Psychology and Clinical Language Science	Silver
Henley Business School	Bronze
School of Biological Sciences	Silver
School of Agriculture, Policy and Development	Bronze
School of Chemistry, Food and Pharmacy	Silver
School of Archaeology, Geography and Environmental Science	Silver
School of the Built Environment	Silver
School of Mathematical and Physical Sciences	Silver

"The Athena Swan scheme supports the promotion of inclusive working practices associated with gender for both academics and professional, technical and operational (PTO) staff, demonstrating our commitment to an equitable working environment.

Our Athena Swan award(s) demonstrates to students and staff our ongoing commitment to gender equality. It shows our pledge to identifying and tackling the organisational culture, systems and processes that prevent change on gender equality happening at the pace that is required. Tangible impacts so far have included increasing the number of female professors, introducing job-shares at senior levels, Schools and Functions being reimbursed the full cost of an employee taking maternity/adoption leave and up to 25% of this funding being ring-fenced to aid return and enhancing paternity/partner/adoption leave from two weeks to four weeks."

Karen Henderson
Chair of the Athena Swan Implementation Team

Target 10 – Have a sex-balanced professoriate, with at least 45% of professors of either sex. Maintain sex-balance in associate professoriate.

Across the sector in the 2020/21 academic year, "for both academic and professional and support staff, female staff were underrepresented in senior positions" (**Advance HE, 2022: 201**). At the Professorial level, "... The proportion of male professors was greater than the proportion of female professors, regardless of whether they were SET [Science, Engineering, and Technology] or non-SET, or part- versus full-time [and] there was a higher proportion of male professors in SET subjects (75.8%) than non-SET subjects (64.7%)" (Advance HE, 2022: 201).

At the University of Reading in 2021/22, we are maintaining our sex-balance in the associate professoriate and there has been a slight increase in the number of female professors since 2020/21 (see table 12). The percentage of female professors at the University of Reading is 5% higher than the sector average and we continue to strive towards our target of having a sex-balanced professoriate.

Table 12 – The percentage of female Professors and Associate Professors at the University of Reading

	2020/21 (%)	2021/22 (%)
Female Professors	36.7	37%
Female Associate Professors	51.2	53.2%

Comments from the Women's Network (Women@Reading)

It would be interesting to explore, in the context of recruitment and retention, the reasons for why female Associate Professors and Professors leave or stay at the University and if there is any intervention that is needed.

Areas of focus for 2022/23

To work towards our target of having a sex-balanced professoriate, progression data by sex is reviewed as part of the professorial review to make sure that this is explicitly monitored each year. The recommendations for female Black, Asian, and minority ethnic progression in the associate professoriate, discussed in more detail in Target 7, are also part of our intersectional efforts to maintain a sex-balanced associate professoriate.

Closing reflections from the upcoming University Executive Board Champion for Sex Equality, Elizabeth McCrum

In addition to being UEB D&I Champion for Disability I will also be Champion for Sex Equality. I look forward to working with Women@Reading to address issues which affect the health and well-being of women. Starting with the Menopause and the great work being done by members of the network to produce guidance for colleague and line managers to help support those effected by menopause and peri-menopause. I will also continue to attend the popular and valued Women's Health Cafés as often as I can.

Key achievements – Staff networks and student services

Staff Networks

LGBT+ and Allies

During the 2021/22 year, the LGBT+ Staff Network led many events. Some of the highlights include:

- Having a stall and parade at **Reading Pride** (September 2021)
- Running the Ice & Fire **asylum monologues and workshop** (February 2022)
- Staff participation in **student-led pride week** (May 2022)
- Producing a blog on **IDAHOBIT,** the International Day Against Homophobia, Biphobia, and Transphobia, and holding the trans awareness flag-raising events on campus (November 2021, May 2022)
- Collaborations with other networks, including with the Staff BAME Network (panel on LGBT+ intersectionality), the Parent and Family Network (exploring LGBT+ parents' experiences), Women@Reading (joint ally training) (throughout the year)
- Allyship, Trans awareness, and Bi inclusion training (throughout the year)
- Promoting the centrally-delivered Active Bystander training
- The first in-person **Wolfenden lecture** since Covid featuring Tufayel Ahmed's book '*This way out*' (September 2022).

Disability+ and Allies

During 2021/22 the Staff Disability+ Network focused on supporting the university-wide Disability and Neurodiversity Review. Members of the group led the listening exercises, which included online focus groups and one-to-one discussions with disabled colleagues, analysed and presented the findings to the Disability and Neurodiversity Action Plan Group. The Network was invited to feed into the recommendations from the review and the Report that was published in 2022. The Network have been participating actively in supporting the implementation of the recommendations.

The Network was also involved in institutional discussions about a 'hybrid first' approach for meetings as a way to support further inclusive work practices. Members of the Network have been active on the Business Disability Forum (BDF), Purple Space and the National Association of Disabled Staff Networks (NADSN) contributing to toolkits and discussions around disability awareness. The experiences from these external partnerships have informed the work of the Network around use of inclusive language and disability awareness.

In October 2022, the Network decided to update its name to Staff Disability+ Network in recognition that some colleagues may not identify with the term 'disabled'. It was felt that adding the plus sign [+] will show the wide reaching and inclusive nature of the Network and demonstrate that it is also a supportive platform for neurodivergent colleagues, colleagues with chronic illnesses or mental health profiles but also for allies. Channels have been created on Teams to enable further support groups to emerge, that includes a channel for neurodiversity, mental health, chronic illnesses, physical disabilities. There are currently 104 members on the Networks Teams space.

Black, Asian, and Minority Ethnic (BAME)

Some of our highlights from the 2021/22 year, included delivering the following activities:

- **The inaugural Black History Month (BHM) lecture**. Together with the Events and Diversity and Inclusion teams, we hosted the inaugural Black History Month Lecture and a further public lecture in October featuring leading speakers from Black, and Minoritised Ethnicities (October 2021).

- **Future-proofing your Career: attaining professional advancement within the University**. This enthralling event was led by Dr Naeema Pasha, Director of Henley Careers and Professional Development and Founder of Henley's World of Work (WOW) who presented the excellent book she co-wrote, titled: Futureproof Your Career: How to Lead and Succeed in a Changing World (Bloomsbury Publishing). The event was attended by network members and our allies (November 2021).

- **Network Social Meet** – the event provided an opportunity for network members to catch up with one another and to feed back any ideas they have. We discussed our proposed project on a buddy system which plans to pair staff in senior grades with those in more junior grades that aspire to career progression. The project will also provide allies the opportunity to support staff from Minoritised Ethnicities (January 2022).

- **Change doesn't come from the side-lines**. This event welcomed our network members and allies to talk about providing support and allyship. The event featured Dr Zainab Khan, Pro-Vice-Chancellor (T&L)) at London Metropolitan University, who has won awards for their equality, diversity and inclusion work (February 2022).

Women's Network (Women@Reading)

In 2021/22, the Women's Network were proud of:

- Setting up our Network Teams group to enable members to more easily share information and engage with each other. It has also enabled the Network steering group to more easily share information, consult, promote events and signpost members to training and support available on various topics

- Starting work on key initiatives such as Womens' Health, Domestic Abuse/ violence against women and collaborating with external partners e.g. WHEN – Women's Higher Education Network, Berkshire Women's Aid, and SMARTWORKS

- Planning events taking place during Women's History Month and on International Women's Day, including the annual Edith Morley Lecture e.g. Talking Menopause, Berkshire Women's Aid talk about…Domestic Abuse, Imposter Syndrome and Career Conversations – "Early Career Academics".

- Working collaboratively with other EDI Networks and RUSU on topics of common interest e.g providing training on Allyship to individuals who wished to learn more about becoming a gender or disability ally (with Disability Network) and organising Women's Self Defence workshops (with RUSU)

Parent and Family

In 2021/22, the Parent and Family Network:

- Launched breastfeeding stories on the website as part of World Breastfeeding week. This focussed on bringing a sense of community to members of the network (new and old)

- Liaised with HR to agree the inclusion of the Network in all letters sent to those taking maternity/paternity/adoption/special leave. As a result, we have seen numbers increase to the network in a steady flow

- Designed and launched Network branding

- Ran an event for parents with children in the 0–5 years bracket – 'Do you suffer from comparanoia? Looking at the toxic culture of comparing our children and how power is knowledge.'

- The HR department recently launched a policy increasing the number of weeks for paternity leave from two weeks to four weeks. This was not widely known and we have since included it in our Teams communication channel to raise awareness of this increased benefit

Student Services

Performance against key actions set out for 2021/22

2021/22 was the year that in-person, on-campus activity returned to pre-pandemic levels following prolonged periods of remote learning. The cost of living became a critical issue for students. Therefore, emphasis was placed on monitoring the effect of this return and meeting emerging needs.

Inclusivity and awarding gaps were centred in the Portfolio Review which will embed inclusive practice into teaching and learning approaches. Support for underrepresented students was embedded in more School Teaching Enhancement Plans than in previous years.

The university developed its ability to analyse awarding gaps by producing an enhanced data dashboard with intersectional capabilities. This enabled us to monitor attainment for students who cross multiple categories associated with reduced outcomes, making reporting more targeted and effective.

The Awarding Gap Steering Group facilitated the sharing of knowledge and practice between staff and was a key mechanism for empowering academic colleagues to act on differential attainment and make the student experience more inclusive. Students benefitted from a wide range of initiatives put in place to promote a sense of belonging and provide more inclusive learning environments across schools and departments.

A cohort of student Inclusion Consultants were recruited and trained. In 2021/22, sixteen consultations took place between these students and University of Reading staff, to collaborate on making courses and services more engaging and relevant to underrepresented students affected by awarding gaps.

Feedback from underrepresented students identified potential barriers to reporting harassment and discrimination. A project group was established to review and enhance these processes.

The role of student Accommodation Inclusivity Advisor was established to facilitate group discourse about Black student concerns, inequalities for Black students in accommodation, and provide recommendations for holistic improvements to the Black student experience.

Looking ahead to 2022/23

This section of the report looks at those areas not directly related to our Diversity and Inclusion targets for 2026, where we plan to continue championing Diversity and Inclusion. In so doing, this section demonstrates where D&I is embedded throughout the broader University culture through our Staff Networks and our Student Services from financial support, to wellbeing, careers and employability, and the Student Partner scheme.

Championing D&I for staff through Staff Networks in 2022/23

LGBT+ and Allies

Continuation of all the events in 2021/22 are priorities for 2022/23. Other priorities for 2022/23 include:

- Increasing our membership, inter alia through resumption of social events, such as the LGBT+ social on the 25th January
- Increase membership through, and promote, the **LGBT+ inclusion fund** to be launched in 2023, which will hopefully support exciting staff and student events
- Development of asynchronous allyship training to increase accessibility of the training for those unable to attend at a given time. People can then fit the training around their schedule
- Development of allyship booklet that provides colleagues with the opportunity to explore good practice examples of LGBT+ allyship across the University

Disability+ and Allies

For 2022/23 the Network is:

- Working with the LGBT+ Network to put together an allyship awareness programme
- Supporting work around digital accessibility working with the Digital Accessibility Officer with plans to extend the collaborative work with RUSU
- Involved in developments around a line managers' disability awareness toolkit
- Running monthly digital coffee mornings for all members
- Planning a series of events around disability awareness matters
- Expanding work on colleague support through the Teams Channels. For instance, a new Carers Channel has now been created to offer a peer-supporting space and a helpful resource for colleagues.

BAME and Allies

In the 2022/23 academic year, two main focuses of the BAME Staff Network are to:

• Support colleagues in their career progression. We have already successfully held a seminar aimed at helping colleagues attain senior categories of teaching fellowships in HE to further their careers

• Collaborate with other universities to host cross-university events where we can share our experiences and best practices in promoting the career development of Black, Asian, and minority ethnic staff

The BAME Staff Network will also:

• Continue to run events for Black History Month

• Support a member-led reading group on texts written by Black authors .

Women's Network (Women@Reading)

In 2022/23, the Women's Network will:

• Sit on the Athena Swan Implementation Group (Institutional level) to enable the Network to have a voice at that forum to influence and shape actions being taken by the University in relation to sex equality

• Have a focus on Womens' Health, particularly focusing on menstrual health and raising awareness and signposting support for staff experiencing peri-menopause and menopause. This will include working in collaboration with HR and Occupational Health to develop practical resources and tools to help better signpost staff and line managers in relation to managing and better understanding aspects of Women's Health, with an initial focus on the menopause

• Present a paper 'Raising awareness of menopause in the workplace and creating a supportive environment at Reading' to the Athena Swan Advisory Group and work with HR to take forward recommendations

• Launch Women's Health Cafés (Whiteknights Campus) – to take place monthly on the main campus in the Library Café for the purpose of discussing Women's health issues, share stories and support each other

• Continue to collaborate with external partners, such as WHEN (Women's Higher Education Network), Berkshire Women's Aid and SMARTWORKS to help support and inform colleagues and to host topical events.

• Grow number of external partners we work with

• Continue to work closely with RUSU and other EDI Networks to collectively make the University a better place to work and study

• Continue to plan events for International Women's Day, Women's History Month, and throughout the year, including the annual Edith Morley lecture.

Parent and Family

Some of the goals in 2022/23 of the Parent and Family Network include:

• Launching an improved return to work pack for those returning from maternity/ paternity/adoption/SPL familial leave

• The Co-Chairs of the network working closely with the Events Team on various events

• The Co-Chairs of the network to liaise with the Co-Chairs of the BAME network to host an event around Black, Asian, and minority ethnic maternal health experience.

Championing D&I for students in 2022/23

Financial Support

A total of 364 awards were made to students in financial difficulty with an overall spend of over £355,000.

The University awarded over £2.7million to over 2,500 undergraduate students in receipt of the Reading Bursary for students with an assessed household income up to £27k.

Areas of focus for 2022/23

A commuter travel bursary will be introduced in response to the cost-of-living pressures on students. This is targeted support based on assessed household income and other widening participation markers.

We will review the University's student financial support provision to support its new Access and Participation Plan submission to the Office for Students in July 2023.

Wellbeing Support

The Student Welfare Team's Essentials pages were updated to provide more accessible information to students about the team and support provided, as well as building a directory of other important targeted resources available to signpost underrepresented students to relevant support.

The Strategies for Success assessment tool was updated. The tool enables mental health practitioners and students to identify mental health conditions and helpful management strategies, with a follow up and review process built in. Students are given a copy of their personalised plan for looking after their wellbeing.

Areas of focus for 2022/23

We will be developing webpages to assist non-wellbeing teams to support students, next of kin pages, and a focused page for those students who are transitioning out of study.

Feedback from the Mental Health Charter application will result in actions and recommendations for the student wellbeing teams to develop their practice.

Careers and Employability

In 2021/22, most of our services were used more by students with widening participation markers than by those without, illustrating that we have an accessible and useful service for those groups.

It has become the norm to deliver services that are designed to be accessible, and that incorporate messages around, for example, declaring a disability or asking for adjustments during a recruitment process.

We have moved to a flexible service that combines in person and online delivery, so that students, for example, can choose whether to attend a careers appointment in person, via a MS Teams call or over the phone.

Areas of focus for 2022/23

We will review support for finalists to enable our services to be accessible and engaging for all students, especially for those who are having to work long part-time hours, and those who lack the confidence to engage in workshops and 1-2-1s.

We will be embedding the new Employability, Careers and Work-based Learning Policy, which has been designed to embed these into the curriculum, something that is vital for reaching many target groups.

We will be rolling out and operationalising a new process for applying to the Reading Internship Scheme opportunities, that provides equity through anonymous application forms, and accessibility via bursaries for disabled, BAME or lower income students.

Student partners

The Student Partner scheme has been embedded across each department/ subject area at the University. We employed 46 students to work collaboratively with colleagues to enhance the student experience aligned to the department and University strategic priorities, including priorities to improve student experience for our diverse student community. Efforts have been made to engage a diverse group of students through inclusive recruitment practices.

Two additional Student Partner roles were introduced in the Academic Development and Enhancement team within CQSD, to support the Student Partners team by offering support, communication and building a sense of community.

Areas of focus for 2022/23

For 2022/23, the focus of the Student Partners scheme will be determined by National Student Survey (NSS) scores and priorities identified through School Teaching Enhancement Action Plans. This will align with programme design work ongoing as part of the Portfolio Review Pathway. We aim to recruit Student Partners into each Undergraduate department to support, co-create and implement department level enhancement to Teaching & Learning (T&L) aligned to STEAPs and programme design priorities. We aim to:

1 Capitalise on the momentum in partnership work initiated via the Student Partners scheme over the academic years 2020/21 and 2021/22, and further embed this way of working at department and school level

2 Adopt a student-centred approach to support the University's teaching and learning strategic priorities, through the implementation of School Teaching Enhancement Action Plans (STEAP)

3 Adopt a student-centred approach to support the University's Portfolio Review Pathway work as per the Learning Design Process Principles

4 Ensure we build in opportunities for Student Partners, academic colleagues, and CQSD-ADE team to come together as a community, share practice and provide additional support

University of Reading Next Steps

This report enables us to celebrate the achievements we have made in relation to achieving and working towards our strategic D&I targets and scope areas for improvement in relation to them. It also allows us to showcase work that is ongoing to foster an inclusive community within our University and beyond into the wider community of which we are a part.

In terms of our targets, we are proud to: have achieved high declaration rates in the areas of age, gender, and ethnicity (Target 1); know that our undergraduate disabled students are not less likely to achieve a first or second-class degree than peers with no known disability (Target 2); be on track to achieve our actions for Level 1 – Committed in the Disability Confident Scheme by 2024 and prepare for Level 2 – Employer across 2024 (Target 3).

We are extremely proud of the hard work that was put in by our Race Equality Action Team that meant that we were awarded the Bronze Race Equality Charter Mark in 2023, which will continue to advance racial equity and justice (Target 6). We are also glad to see an increase in the percentage of Black, Asian, and minority ethnic professional services staff at Grade 7, making us on progress to meet our target by 2026 (Target 8). In terms of sex equality, we are extremely proud to maintain our Institutional Silver Athena Swan award and of the work of our staff in Schools and Functions that sees all our STEM schools maintaining their awards, as well as our Technical Services team achieving a Silver Directorate Professional, Technical and Operational (PTO) Award, exceeding our target for Bronze by 2026, making us the only University to hold a PTO Award (Target 9). Finally, we are very glad that we are maintaining a sex-balanced associate professoriate, seeing a slight increase in our female professoriate (37%), moving us closer to our target of at least 45%, and putting us at 5% higher than the sector average.

Looking forward to 2022/23, the University will be focusing on: increasing declaration rates by instituting a schedule of regular prompts to staff that use computers, and encouraging line managers and team leaders of those who work with teams who are not regular users of computers at work to encourage and allow time for their teams to fill out their sensitive information (Target 1); increasing the membership of the LGBT+ Staff Network by recruiting PGR students, considering members-only events, and promoting the Network through LGBT+ Allyship sessions (Target 4); identifying specific schools and departments where BAME awarding gaps are concentrated and develop localised intervention, deepening understanding of barriers to Black student attainment, and monitoring awarding gaps to see if they represent an emerging trend (Target 5); following a series of recommendations arising from work undertaken by a group of the University Personal Titles Committee members to achieve equitable success rates for BAME applicants for Associate Professor and Professor (Target 7); and supporting the Co-Chairs of the BAME and Allies Staff Network's project to support progression and promotion opportunities for BAME colleagues (Target 8).

Working towards these targets is our priority as we believe they will deliver meaningful change and foster an inclusive work and study community at Reading. However, we recognise that diversity and inclusion work is not limited to just these targets and we are extremely pleased to see the ongoing work being undertaken by our staff and students, some of which includes:

- Progressing the Race Equality Review recommendations

- Progressing the Disability and Neurodiversity Review recommendations

- Establishing an Implementation Team for the Race Equality Charter Action Plan

- Following **joining the University Mental Health Charter programme**, working towards the Charter Award. This will include submitting our application in April 2023

- Connecting with the wider Reading community by:
  - Hosting a lunch for members of the Windrush Generation in Reading
  - Contributing to the Reading Windrush 75th Festival to commemorate the 75th anniversary of the arrival of the HMT Empire Windrush in the UK
  - Supporting the work of the Community Festival

- Delivering disability awareness training and neurodiversity-specific online training via UoR Learn

- A University and RUSU collaboration to engage in listening exercises with LGBT+ students with the aim to co-create actions to advance LGBT+ inclusion at UoR. These actions will then form part of the UoR LGBT+ action plan

- Developing connections with community LGBT+ organisations with the aim of building relationships and opening up the potential for engaging in future collaborations

- Setting up informal reading groups to discuss Black British fiction

We look forward to making progress towards our targets, the achievements that lie ahead, and the challenges we will encounter that we will work to solve together, as a community.

Data Annex

Annex A – Staff Profile

Category	Headcount	Proportion
Female	2320	58.80%
Male	1625	41.20%
Grand Total	**3945**	**100%**

Category	Headcount	Proportion
Asian (Excluding Chinese)	305	7.80%
Black	95	2.50%
Chinese	110	2.80%
Mixed	75	1.90%
Other	50	1.30%
White	2760	69.90%
Information refused	95	2.40%
Not Known	185	4.70%
NULL	270	6.80%
Grand Total	**3945**	**100%**

Category	Headcount	Proportion
Bisexual	40	1.00%
Gay man	50	1.20%
Gay woman / lesbian	20	0.50%
Heterosexual / straight	1590	40.40%
Other	20	0.60%
Prefer not to say	125	3.20%
NULL	2100	53.20%
Grand Total	**3945**	**100%**

Category	Headcount	Proportion
Agnostic	245	6.30%
Atheist	425	10.70%
Buddhist – Hinayana	5	0.10%
Buddhist – Mahayana	15	0.40%
Christian – Orthodox	100	2.50%
Christian – Protestant	370	9.40%
Christian – Roman Catholic	190	4.90%
Confucianism	0	0.10%
Hinduism	55	1.40%
Islam – Shiite	5	0.10%
Islam – Sunni	35	0.90%
Judaism – Orthodox	5	0.10%
Judaism – Reform	10	0.30%
Other	80	2.10%
Not Specified	375	9.60%
Sikhism	15	0.40%
Taoism	5	0.10%
NULL	2005	50.90%
Grand Total	**3945**	**100%**

Annex B – Student Profile

All Years

Level of Study

Academic Year	UG	PGT	PGR	Grand Total
2019/0	12575	5000	1155	**18735**
2020/1	12635	6175	1170	**19980**
2021/2	12295	5980	1060	**19335**

Sex

Academic Year	Female		Male		Other		Grand Total
	Head-count	%	Head-count	%	Head-count	%	
2019/0	10240	54.7%	8475	45.2%	15	0.1%	**18735**
2020/1	10725	53.7%	9230	46.2%	20	0.1%	**19980**
2021/2	10490	54.1%	8885	45.8%	15	0.1%	**19390**

Level of Study and Sex

Level of Study	Academic Year	Female		Male		Other		Grand Total
		Head-count	Percentage	Head-count	Percentage	Head-count	Percentage	
UG	2019/0	6960	55.3%	5615	44.6%	5	0.0%	**12577**
	2020/1	6835	54.1%	5795	45.9%	0	0.0%	**12633**
	2021/2	6680	54.3%	5615	45.7%	0	0.0%	**12294**
PGT	2019/0	2655	53.1%	2340	46.7%	10	0.2%	**5002**
	2020/1	3250	52.6%	2915	47.2%	10	0.2%	**6173**
	2021/2	3170	53.0%	2805	46.9%	10	0.1%	**5980**
PGR	2019/0	625	54.1%	525	45.5%	5	0.4%	**1155**
	2020/1	640	54.8%	520	44.4%	10	0.9%	**1172**
	2021/2	605	57.3%	445	42.0%	5	0.7%	**1059**

Department and Sex

Level of Study	Academic Year	Female		Male		Other		Grand Total
		Head-count	%	Head-count	%	Head-count	%	
Accounting	2019/0	430	51.90%	400	48.10%	0	0.00%	**830**
	2020/1	355	45.90%	420	54.10%	0	0.00%	**780**
	2021/2	310	40.60%	455	59.40%	0	0.00%	**760**
Agriculture, Policy & Development	2019/0	445	60.20%	295	39.80%	0	0.00%	**735**
	2020/1	450	58.60%	315	41.40%	0	0.00%	**765**
	2021/2	425	57.30%	315	42.70%	0	0.00%	**740**

Level of Study	Academic Year	Female		Male		Other		Grand Total
		Head-count	%	Head-count	%	Head-count	%	
Archaeology	**2019/0**	100	55.40%	80	44.00%	0	0.50%	**185**
	2020/1	110	62.10%	65	37.90%	0	0.00%	**175**
	2021/2	120	63.20%	70	36.30%	0	0.50%	**190**
Art	**2019/0**	235	81.80%	50	17.50%	0	0.70%	**285**
	2020/1	240	81.00%	50	17.60%	5	1.40%	**295**
	2021/2	240	82.40%	45	16.20%	5	1.40%	**290**
Biological Sciences	**2019/0**	750	59.70%	505	40.10%	0	0.20%	**1255**
	2020/1	805	60.10%	530	39.70%	5	0.20%	**1335**
	2021/2	775	59.70%	525	40.20%	0	0.10%	**1300**
Business & Management	**2019/0**	920	36.10%	1625	63.80%	5	0.10%	**2550**
	2020/1	1230	35.80%	2200	64.10%	5	0.10%	**3435**
	2021/2	1255	37.00%	2135	62.90%	5	0.10%	**3395**
Business Informatics, Systems and Accounting	**2019/0**	15	42.40%	20	57.60%	0	0.00%	**35**
	2020/1	30	50.00%	30	50.00%	0	0.00%	**55**
	2021/2	30	41.70%	40	58.30%	0	0.00%	**70**
Chemistry	**2019/0**	110	47.00%	125	53.00%	0	0.00%	**235**
	2020/1	100	46.70%	110	53.30%	0	0.00%	**210**
	2021/2	90	50.00%	90	50.00%	0	0.00%	**180**
Classics	**2019/0**	110	60.70%	70	39.30%	0	0.00%	**185**
	2020/1	95	53.80%	80	46.20%	0	0.00%	**175**
	2021/2	95	54.70%	75	44.70%	0	0.60%	**170**
Coaching and Behavioural Change	**2019/0**	295	58.70%	205	41.30%	0	0.00%	**500**
	2020/1	365	58.50%	255	41.50%	0	0.00%	**620**
	2021/2	470	60.50%	310	39.50%	0	0.00%	**780**
Computer Science	**2019/0**	55	14.90%	315	85.10%	0	0.00%	**370**
	2020/1	60	15.90%	330	84.10%	0	0.00%	**390**
	2021/2	65	17.50%	315	82.50%	0	0.00%	**380**
Construction Management & Engineering	**2019/0**	155	25.00%	470	75.00%	0	0.00%	**625**
	2020/1	115	19.10%	490	80.90%	0	0.00%	**605**
	2021/2	115	20.60%	445	79.40%	0	0.00%	**560**
Economics	**2019/0**	190	35.10%	345	64.90%	0	0.00%	**535**
	2020/1	185	33.60%	365	66.40%	0	0.00%	**550**
	2021/2	125	27.90%	330	72.10%	0	0.00%	**455**

Level of Study	Academic Year	Female		Male		Other		Grand Total
		Head-count	%	Head-count	%	Head-count	%	
Education	**2019/0**	880	82.20%	190	17.80%	0	0.00%	**1070**
	2020/1	915	78.90%	245	21.10%	0	0.00%	**1160**
	2021/2	965	80.80%	230	19.20%	0	0.00%	**1195**
English Language & Applied Linguistics	**2019/0**	120	83.80%	25	16.20%	0	0.00%	**140**
	2020/1	110	81.80%	25	18.20%	0	0.00%	**130**
	2021/2	115	81.10%	25	18.90%	0	0.00%	**145**
English Literature	**2019/0**	375	82.20%	80	17.60%	0	0.20%	**455**
	2020/1	310	79.20%	80	20.80%	0	0.00%	**390**
	2021/2	265	78.90%	70	21.10%	0	0.00%	**335**
Executive MBA	**2019/0**	25	38.20%	40	61.80%	0	0.00%	**70**
	2020/1	25	36.20%	45	63.80%	0	0.00%	**70**
	2021/2	25	33.30%	50	66.70%	0	0.00%	**75**
Film, Theatre & Television	**2019/0**	125	54.60%	105	45.40%	0	0.00%	**225**
	2020/1	120	55.30%	100	44.70%	0	0.00%	**220**
	2021/2	125	60.40%	80	39.60%	0	0.00%	**205**
Finance	**2019/0**	195	45.80%	230	54.20%	0	0.00%	**425**
	2020/1	120	36.60%	210	63.40%	0	0.00%	**330**
	2021/2	110	30.40%	245	69.60%	0	0.00%	**355**
Flexible Executive MBA	**2019/0**	30	32.00%	70	68.00%	0	0.00%	**100**
	2020/1	30	31.90%	65	68.10%	0	0.00%	**95**
	2021/2	20	26.40%	55	73.60%	0	0.00%	**70**
Food & Nutritional Sciences	**2019/0**	290	70.90%	120	28.90%	0	0.20%	**410**
	2020/1	295	70.70%	120	29.10%	0	0.20%	**415**
	2021/2	305	75.40%	100	24.40%	0	0.20%	**400**
Geography & Environmental Science	**2019/0**	355	50.60%	345	49.40%	0	0.00%	**700**
	2020/1	320	52.90%	280	46.90%	0	0.20%	**600**
	2021/2	255	53.50%	220	46.10%	0	0.40%	**475**
Henley DBA	**2019/0**	15	33.30%	30	66.70%	0	0.00%	**50**
	2020/1	25	41.80%	30	58.20%	0	0.00%	**55**
	2021/2	25	44.20%	30	55.80%	0	0.00%	**50**
History	**2019/0**	205	49.90%	205	50.10%	0	0.00%	**410**
	2020/1	170	46.10%	200	53.90%	0	0.00%	**370**
	2021/2	115	40.60%	165	59.40%	0	0.00%	**280**

Level of Study	Academic Year	Female		Male		Other		Grand Total
		Head-count	%	Head-count	%	Head-count	%	
Informatics	**2019/0**	40	57.70%	30	42.30%	0	0.00%	**70**
	2020/1	25	46.60%	30	53.40%	0	0.00%	**60**
	2021/2	25	44.40%	30	55.60%	0	0.00%	**55**
International Business and Strategy	**2019/0**	5	..	5	..	0	..	**10**
	2020/1	5	..	5	..	0	..	**10**
	2021/2	5	..	5	..	0	..	**10**
International Study & Language Institute	**2019/0**	50	45.10%	60	54.90%	0	0.00%	**115**
	2020/1	30	43.10%	40	56.90%	0	0.00%	**70**
	2021/2	25	32.90%	45	67.10%	0	0.00%	**70**
Languages and Cultures	**2019/0**	235	63.70%	135	36.30%	0	0.00%	**370**
	2020/1	220	64.50%	120	35.50%	0	0.00%	**340**
	2021/2	175	64.30%	95	35.70%	0	0.00%	**270**
Law	**2019/0**	600	63.60%	345	36.40%	0	0.00%	**945**
	2020/1	670	64.10%	375	35.80%	0	0.10%	**1050**
	2021/2	715	64.90%	385	35.10%	0	0.10%	**1100**
Leadership, Organisations and Behaviour	**2019/0**	75	51.70%	70	47.70%	0	0.70%	**150**
	2020/1	200	64.70%	105	34.60%	0	0.70%	**305**
	2021/2	205	58.60%	140	40.80%	0	0.60%	**350**
Marketing and Reputation	**2019/0**	5	29.20%	15	70.80%	0	0.00%	**25**
	2020/1	10	..	10	..	0	..	**20**
	2021/2	10	..	5	..	0	..	**15**
Mathematics and Statistics	**2019/0**	180	37.30%	300	62.70%	0	0.00%	**480**
	2020/1	135	33.80%	260	66.20%	0	0.00%	**395**
	2021/2	85	31.50%	185	68.50%	0	0.00%	**275**
Meteorology	**2019/0**	60	43.40%	75	56.60%	0	0.00%	**135**
	2020/1	75	45.80%	90	54.20%	0	0.00%	**165**
	2021/2	70	45.40%	85	54.60%	0	0.00%	**150**
Philosophy	**2019/0**	150	52.70%	135	47.30%	0	0.00%	**280**
	2020/1	135	55.50%	110	44.50%	0	0.00%	**245**
	2021/2	110	54.10%	95	45.90%	0	0.00%	**205**
Politics & International Relations	**2019/0**	155	39.80%	235	60.20%	0	0.00%	**395**
	2020/1	145	38.00%	240	62.00%	0	0.00%	**385**
	2021/2	130	39.30%	200	60.70%	0	0.00%	**330**

Level of Study	Academic Year	Female		Male		Other		Grand Total
		Head-count	%	Head-count	%	Head-count	%	
Psychology & Clinical Language Sciences	2019/0	1180	85.70%	195	14.10%	5	0.20%	1375
	2020/1	1305	84.90%	230	15.00%	0	0.10%	1535
	2021/2	1300	85.40%	220	14.60%	0	0.00%	1520
Real Estate & Planning	2019/0	245	31.90%	520	67.80%	0	0.30%	770
	2020/1	260	34.50%	495	65.30%	0	0.30%	755
	2021/2	220	30.60%	495	69.30%	0	0.10%	715
School of Architecture	2019/0	100	53.20%	90	46.80%	0	0.00%	190
	2020/1	110	48.70%	115	51.30%	0	0.00%	225
	2021/2	120	53.40%	105	46.60%	0	0.00%	220
School of Pharmacy	2019/0	600	71.10%	245	28.90%	0	0.00%	845
	2020/1	710	70.60%	295	29.40%	0	0.00%	1005
	2021/2	760	70.30%	320	29.70%	0	0.00%	1085
Strategic Marketing Leadership	2019/0	15	48.10%	15	51.90%	0	0.00%	25
	2020/1	0	..	5	..	0	..	5
	2021/2	0	..	0	..	0	..	5
Typography & Graphic Communication	2019/0	120	66.90%	60	33.10%	0	0.00%	180
	2020/1	120	70.50%	50	29.50%	0	0.00%	175
	2021/2	100	71.30%	40	28.70%	0	0.00%	145

Ethnicity

Owing to changes in HESA reporting for 2021/22, a significant percentage of the student numbers are no longer reportable. In order to account for this within the data, these numbers have been included for here for note but excluded from the percentage calculations.

Ethnicity	2019/0		2020/1		2021/2	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
Arab	505	2.7%	565	2.8%	155	1.0%
Asian (Non-Chinese)	2275	12.2%	2555	12.8%	2200	14.2%
Black	1005	5.4%	1215	6.1%	860	5.5%
Chinese	1600	8.5%	1325	6.6%	160	1.0%
Mixed	755	4.0%	800	4.0%	765	4.9%
Other	195	1.1%	220	1.1%	200	1.3%
White	11310	60.4%	12190	61.0%	10730	69.3%
Unknown	1080	5.8%	1035	5.2%	415	2.7%
Non-Reportable	*5*	*N/A*	*70*	*N/A*	*3905*	*N/A*
Grand Total	18735	N/A	19980	N/A	19390	N/A

Level of study and percentage of Ethnicity: BAME

Level of Study	2019/0	2020/1	2021/2
UG	33.3%	35.9%	33.4%
PGT	33.1%	27.0%	18.5%
PGR	42.8%	42.7%	19.4%
Grand Total	**33.8%**	**33.4%**	**22.4%**

Disability Status

Disability Status	2019/0		2020/1		2021/2	
	Headcount	**Percentage**	**Headcount**	**Percentage**	**Headcount**	**Percentage**
Disability declared – In receipt of DSA	820	4.38%	880	4.40%	820	4.22%
Disability declared – Not in receipt of DSA	2005	10.69%	2340	11.70%	2420	12.48%
No disability declared	15910	84.93%	16760	83.90%	16145	83.30%
Grand Total	**18735**	**100.00%**	**19975**	**100.00%**	**19385**	**100.00%**

Level of Study and Disability Status

Level of Study	Academic Year	Disability Declared		No Disability Declared		Grand Total
		Headcount	**Percentage**	**Headcount**	**Percentage**	
UG	**2019/0**	2255	17.93%	10320	82.07%	12575
	2020/1	2385	18.88%	10250	81.12%	12635
	2021/2	2415	19.65%	9875	80.35%	12290
PGT	**2019/0**	465	9.30%	4535	90.70%	5000
	2020/1	710	11.51%	5460	88.49%	6170
	2021/2	695	11.62%	5280	88.29%	5980
PGR	**2019/0**	105	9.09%	1050	90.91%	1155
	2020/1	120	10.26%	1050	89.74%	1170
	2021/2	125	11.79%	935	88.21%	1060

Age on Entry

Age on Entry	2019/0		2020/1		2021/2	
	Headcount	**Percentage**	**Headcount**	**Percentage**	**Headcount**	**Percentage**
17 or younger	215	1.14%	215	1.07%	215	1.12%
18 to 20	10760	57.45%	10480	52.46%	10350	53.39%
21 to 24	2970	15.86%	3165	15.85%	2720	14.03%
25 to 34	2475	13.21%	2875	14.39%	2785	14.37%
35 or older	2310	12.34%	3240	16.22%	3310	17.08%
Unknown	0	0.01%	0	0.01%	0	0.01%
Grand Total	**18735**	**100.00%**	**19980**	**100.00%**	**19390**	**100.00%**

First Year Only

Age on Entry

Age on Entry	2019/0		2020/1		2021/2	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
17 or younger	110	1.34%	85	0.96%	90	1.13%
18 to 20	3605	43.22%	3580	40.49%	3725	45.58%
21 to 24	1945	23.32%	1795	20.31%	1570	19.23%
25 to 34	1455	17.42%	1565	17.68%	1375	16.81%
35 or older	1225	14.67%	1820	20.56%	1410	17.25%
Unknown	0	0.02%	0	0.00%	0	0.01%
Grand Total	8345	100.00%	8845	100.00%	8170	100.00%

Religion or belief

Religious Belief	2019/0		2020/1		2021/2	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
Any other religion or belief	80	0.97%	80	0.90%	85	1.04%
Buddhist	220	2.66%	100	1.15%	135	1.66%
Christian	2260	27.11%	2715	30.70%	2280	27.91%
Hindu	240	2.89%	270	3.03%	290	3.57%
Information refused	1160	13.88%	695	7.87%	685	8.40%
Jewish	30	0.37%	30	0.35%	25	0.33%
Muslim	765	9.18%	940	10.65%	950	11.62%
No religion	3385	40.58%	3415	38.61%	3360	41.14%
Not known	0	0.00%	350	3.94%	110	1.32%
Sikh	110	1.33%	145	1.66%	140	1.70%
Spiritual	85	1.02%	100	1.13%	105	1.31%
Grand Total	8345	100.00%	8845	100.00%	8170	100.00%

Sexual Orientation

Sexual Orientation	2019/0		2020/1		2021/2	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
Bisexual	240	2.88%	315	3.55%	335	4.10%
Gay man	95	1.11%	105	1.19%	100	1.22%
Gay woman/ lesbian	45	0.54%	55	0.64%	85	1.02%
Heterosexual	6445	77.24%	7040	79.60%	6490	79.44%
Information refused	885	10.62%	825	9.34%	885	10.84%
Not available	0	0.00%	350	3.94%	110	1.32%
Other	120	1.46%	155	1.74%	170	2.06%
Unknown	515	6.15%	0	0.00%	0	0.00%
Grand Total	8345	100.00%	8845	100.00%	8170	100.00%

Annex C – Additional Equalities Data

Staff

Table 13 – Summary of changes to the Personal Titles Process

Session	Changes introduced
2020/21	• In relation to R3, PGR funding is not to be counted towards Research Income – this should instead be included within R4. • In relation to T5, scholarship is required to demonstrate impact and 'identifying market need and establishing and running a financially significant new programme' has been added as an example of evidence of income generation. • The boxes on the application form have been divided into two columns, labelled 'Claims' and 'Evidence'. The word limit is still 300 words per criterion and this should be divided across these two columns. • It has been clarified that it is the responsibility of the Head of School to ensure Contextual Statement Part Bs are produced. • In relation to Personal Circumstances, it is recognised that the effects of COVID-19 and associated circumstances on the productivity of academic staff will be variable. If an applicant believes that there is a particular effect on them which should be captured, they should raise it with their Head of School and if so agreed by the Head of School, effects on defined criteria should be part of the Personal Circumstances Agreed Statement. • Candidates are now permitted to describe the personal circumstances themselves on their Personal Circumstances Declaration Form, although this is not required. The requirement that Personal Circumstances Agreed Statements must not describe the nature of the personal circumstances is unchanged. • If the candidate has a disability, this may (with the permission of the applicant) be recorded in the Personal Circumstances Agreed Statement (without disclosing the nature of any disability), in which case it should be noted what reasonable adjustments, if any, have been made in relation to the criteria. • Further information has been provided in relation to probation (section 3.9).

Session	Changes introduced
2021/22	• Further guidance (and an example) has been provided regarding how the two columns on the application form should be completed. • A limit of 40 pages has been specified for CVs. • In relation to C1, contributions to successful programmes of Open Day activities should now be "significant". The following examples have also been added for C1: AP – "Effective liaison with external stakeholders/delivery partners to support achievement of School/University strategic aims" and Professorial – "Leading development of partnerships with external stakeholders/delivery partners to support achievement of School/University strategic aims". • The following example has been added for C2, AP – "Clear evidence of how engaging in professional practice has supported your development in your academic role". • In relation to C3, the Professorial example of "Effective performance in positions of significant responsibility within the School/ University/UoRM" now includes "/major partnerships (e.g. NUIST)". • In relation to R5, we have specified that public engagement should be "planned" and the Professorial examples have been amended so that public lectures now have to be invited, and other public engagement should be "substantial and meaningful". • In relation to R6, we have clarified that this should relate to the applicant's own research as follows: "Has drawn upon own research to achieve, or is in the process of achieving, an effect on, change or benefit, to the national and/or international economy, society, culture, public policy or services, health, the environment, education, or quality of life, beyond academia". • In relation to T2, the AP example of "Effective contributions to collaboration with partner institutions, in UK or internationally" now also includes "/delivery partners" and the Professorial example of "Leadership of student access, employability and/ or engagement initiatives" now also includes "professional practice". • In relation to T3, the following example has been added for AP – "Effective support for development of professional practice skills among students" and the Professorial example of "Leading collaboration with existing partner institutions, in UK and/or internationally" now also includes "/delivery partners". • In relation to Personal Circumstances, it is recognised that the continued effects of COVID-19 and associated circumstances on the productivity of academic staff will be variable. As with last year, if an applicant believes that there is a particular effect on them which should be captured, they should raise it with their Head of School and, if so agreed by the Head of School, effects on defined criteria should be part of the Personal Circumstances Agreed Statement.

Table 14 Personal Titles Summary – Total Successful Applications for Associate Professor and Professor (by Sex)

	Successful applicants as a % of the number of applicants in that sex. Rounded total in brackets.					Successful male or female applicants as % of total successful applicants. Rounded total in brackets.				
	17/18	18/19	19/20	20/21	21/22	17/18	18/19	19/20	20/21	21/22
Male	70% (45)	74% (50)	50% (35)	65% (45)	70% (30)	47% (70)	44% (85)	32% (55)	48% (60)	37% (60)
Female	75% (50)	75% (65)	69% (55)	82% (35)	76% (50)	53% (70)	56% (85)	68% (55)	48% (60)	58% (60)
Unknown	N/A	N/A	N/A	.. (5)	.. (5)	N/A	N/A	N/A	3% (60)	5% (60)

Table 15 Personal Titles Summary – Successful Applications for Associate Professor (by Sex)

	Successful applicants as a % of the number of applicants in that sex. Rounded total in brackets.					Successful male or female applicants as % of total successful applicants. Rounded total in brackets.				
	17/18	18/19	19/20	20/21	21/22	17/18	18/19	19/20	20/21	21/22
Male	80% (30)	79% (30)	.. (20)	64% (30)	.. (20)	60% (40)	48% (45)	28% (35)	44% (40)	36% (40)
Female	.. (20)	67% (35)	76% (35)	88% (25)	73% (35)	40% (40)	52% (45)	72% (35)	56% (40)	57% (40)
Unknown	N/A	N/A	N/A	.. (0)	.. (5)	N/A	N/A	N/A	0% (40)	7% (40)

Table 16 – Personal Titles Summary – Successful Applications for Professor (by Sex)

	Successful applicants as a % of the number of applicants in that sex. Rounded total in brackets.					Successful male or female applicants as % of total successful applicants. Rounded total in brackets.				
	17/18	18/19	19/20	20/21	21/22	17/18	18/19	19/20	20/21	21/22
Male	.. (15)	65% (25)	.. (15)	.. (15)	.. (10)	29% (30)	38% (40)	.. (20)	.. (20)	.. (20)
Female	74% (25)	86% (30)	57% (20)	.. (10)	.. (15)	71% (30)	62% (40)	.. (20)	.. (20)	.. (20)
Unknown	N/A	N/A	N/A	.. (0)	N/A	N/A	N/A	N/A	.. (20)	N/A

Table 17 – Applications for Associate Professor via Personal Titles (by Sex)

	Percentage of applicants against sex baseline (total numbers of staff of each sex eligible to apply).				
	17/18	18/19	19/20	20/21	21/22
Male	15% (205)	9% (200)	11% (190)	15% (185)	10% (185)
Female	9% (225)	16% (225)	15% (230)	12% (210)	16% (205)

Table 18 – Applications for Professor via Personal Titles (by Sex)

	Percentage of applicants against sex baseline (total numbers of staff of each sex eligible to apply).				
	17/18	18/19	19/20	20/21	21/22
Male	11% (150)	16% (145)	9% (160)	9% (160)	7 % (155)
Female	17% (155)	18% (155)	14% (150)	6% (145)	11% (155)

Table 19 – Reward Process (by sex)

	17/18	18/19	19/20	20/21	21/22
Additional Increment	11 Male – 24.44% 34 Female – 75.56%	7 Male – 24% 22 Female – 76%	15 Male – 32.61% 31 Female – 67.39%	18 Male – 34.61% 34 Female – 65.39%	19 Male – 48.72% 20 Female – 51.28%
Contribution Points	15 Male – 28.30% 38 Female – 71.70%	12 Male – 30% 28 Female – 70%	16 Male – 44.44% 20 Female – 55.56%	14 Male – 38.89% 22 Female – 61.11%	9 Male – 22.50 % 31 Female – 77.50%
Merit Based Promotion	2 Male – 33.33% 3 Female – 66.67%	3 Male – 50% 3 Female – 50%	5 Male – 45.45% 6 Female – 54.55%	5 Male – 83.33% 1 Female – 16.67%	5 Male – 55.56% 4 Female – 44.44%

Table 20 – Lump Sum (by sex)

	17/18	18/19	19/20	20/21	21/22
Number Awarded	220 Male – 42.3% 300 Female – 57.7%	191 Male – 35% 349 Female – 65%	199 Male – 32% 424 Female – 68%	230 Male – 33.62% 453 Female – 66.23% 1 Unspecified – 0.15%	200 Male – 32.63% 413 Female – 67.37%
Average Value	£831.72 – Male £758.53 – Female **Difference £73.19**	£533.32 – Male £464.39 – Female **Difference £68.93**	£455.23 – Male £387.29 – Female **Difference £67.94**	£408.15 – Male £348.30 – Female **Difference £59.85**	£474.90 – Male £418.02 – Female **Difference £56.88**

Table 21 – Celebrating Success (by Sex)

	17/18	18/19	19/20	20/21	21/22
Male	192 (34.97%)	296 (34%)	308 (33.59%)	394 (33.28%)	345 (37.21%)
Female	357 (65.03%)	565 (66%)	609 (66.41%)	790 (66.72%)	582 (62.79%)

Table 22 – Gender Pay Gap34

	As at 31 March 2017	As at 31 March 2018	As at 31 March 2019	As at 31 March 2020	As at 31 March 2021
Gender Pay Gap (difference in mean hourly rate)	19.58%	20.51%	18.33%	20.64%	22.07%
Gender Pay Gap (difference in median hourly rate)	20.99%	18.52%	18.48%	23.18%	25.4%

Table 23 – Personal Titles Summary – Successful Applications for Associate Professor and Professor (by Ethnicity)

	Successful applicants as a % of the number of applicants in that category. Rounded total brackets.					Successful White or BAME applicants as % of total successful applicants. Rounded total in brackets.				
	17/18	18/19	19/20	20/21	21/22	17/18	18/19	19/20	20/21	21/22
White	76% (80)	72% (90)	64% (75)	73% (50)	75% (60)	87% (70)	76% (85)	86% (55)	66% (60)	73% (60)
BAME	.. (15)	.. (20)	.. (10)	.. (15)	.. (20)	13% (70)	17% (85)	11% (55)	17% (60)	20% (60)
Unknown	.. (0)	.. (5)	.. (5)	.. (10)	.. (5)	0% (70)	6% (85)	4% (55)	17% (60)	7% (60)

Table 24 – Applications for Associate Professor via Personal Titles (by Ethnicity)

	Percentage of applicants against baseline (total numbers of staff of each sex eligible to apply).				
	17/18	18/19	19/20	20/21	21/22
White	13% (310)	16% (300)	15% (290)	14% (275)	14% (275)
BAME	14% (75)	16% (75)	13% (70)	17% (75)	15% (80)
Unknown	2% (50)	9% (55)	5% (55)	7% (45)	10% (40)

Table 25 – Applications for Professor via Personal Titles (by Ethnicity)

	Percentage of applicants against baseline (total numbers of staff of each sex eligible to apply).				
	17/18	18/19	19/20	20/21	21/22
White	15% (255)	17% (250)	13% (255)	5% (250)	8% (250)
BAME	16% (30)	23% (30)	6% (35)	8% (40)	16% (40)
Unknown	.. (15)	.. (20)	.. (20)	.. (15)	.. (20)

3   Gender Pay Gap information is provided in this report due to its relevance to Diversity and Inclusion. However, extensive comment is not given on it here as the Gender Pay Gap has its own separate report which can be found on our **Annual reports webpage**.

4   In line with our statutory reporting requirements, the Gender Pay Gap figure includes Campus Jobs workers. These jobs offer students the opportunity to work across campus in a variety of roles. When we exclude these workers from the calculations our mean gender pay gap is 17.99%. The median gender pay gap without these workers is 13.73%. You can read more about this in our **Gender Pay Gap 2021 Report**.

Table 26 – Reward Process (by Ethnicity)

	17/18	18/19	19/20	20/21	21/22
Additional Increment	3 BAME – 6.67%	5 BAME – 17.24%	6 BAME – 13.04%	18 BAME – 34.62%	4 BAME – 10.25%
	41 White – 91.11%	21 White – 72.41%	40 White – 86.96%	31 – White 59.62%	31 White – 79.50%
	1 Unknown – 2.22%	3 Unknown – 10.35%		3 – Unknown 5.76%	4 Unknown – 10.25%
Contribution Points	4 BAME – 7.55%	6 BAME – 15%	3 BAME – 8.33%	8 BAME – 22.22%	7 BAME – 17.50%
	49 White – 92.45%	34 White – 85%	32 White – 88.89%	25 White – 69.45%	32 White – 80%
	0 Unknown	0 Unknown	1 Unknown – 2.78%	3 Unknown – 8.33%	1 Unknown – 2.5%
Merit Based Promotion	1 BAME – 16.67%	2 BAME – 33.33%	2 BAME – 18.18%	2 BAME – 33.33%	4 BAME – 44.44%
	5 White – 83.33%	4 White – 66.66%	9 White – 81.82%	4 White – 66.67%	5 White – 55.56%
	0 Unknown	0 Unknown	0 Unknown		

Table 27 – Lump Sum (by Ethnicity)

	17/18	18/19	19/20	20/21	21/22
Number Awarded	45 BAME – 8.65%	45 BAME – 8%	47 BAME – 7.54%	76 BAME – 11.11%	67 BAME – 10.93%
	445 White – 85.58%	451 White – 84%	535 White – 85.87%	584 White – 85.38%	516 White – 84.17%
	30 Unknown – 5.77%	44 Unknown – 8%	41 Unknown – 6.58%	24 Unknown – 3.51%	30 Unknown – 4.90%
Average Value	£501.80 BAME	£412.22 – BAME	£357.98 – BAME	£291.11 –BAME	£484.92 – BAME
	£827.13 White	£497.13 – White	£415.09 – White	£379.76 – White	£428.75 – White
	Difference = £32.91	**Difference = £84.91**	**Difference = £57.11**	**Difference = £88.65**	**Difference = £56.17**

Table 28 – Celebrating Success (by Ethnicity)

	17/18	18/19	19/20	20/21	21/22
BAME	59 (10.75%)	81 (9.4%)	119 (12.98%)	169 (14.27%)	163 (17.58%)
White	469 (85.43%)	700 (81.30%)	773 (84.30%)	969 (81.84%)	732 (78.96%
Unknown/not declared	21 (3.82%)	80 (9.3%)	26 (2.72%)	46 (3.89%)	32 (3.46%)

Table 29 – Ethnicity Pay Gap

As at 31 March 2017	As at 31 March 2018	As at 31 March 2019	As at 31 March 2020	As at 31 March 2021
14.23%	20.98% (mean) 23.30% (median)	19.80% (mean) 25.40% (median)	15.43% (mean) 20.97% (median)	16.98% (mean) 25.40% (median)

The data for the Ethnicity Pay Gap is taken at the same snapshot date as for statutory Gender Pay Gap reporting and this table has been updated this year to reflect this more clearly.

Table 30 – Grievance Data

Year	Data
2017/18	9 grievances related to D&I 1 exit outside of formal process, 1 not pursued by the aggrieved, 6 not upheld, 1 in progress as of the end of 2020).
2018/19	13 grievances in total, 5 cases related to D&I (race, gender, pregnancy /maternity, and age). Of the 13, 2 were upheld 8 were not upheld 2 resolved outside of the formal process and 2 were not progressed. 13 disciplinary cases in total, 3 cases related to DI (disability, gender). Of the 13, 2 resulted in no action, 4 resulted in a written warning, 2 resulted in final written warnings, 4 were not progressed (for example, because the individual resigned or was made redundant), and 1 is still in progress as of the end of 2020.
2019/20	9 in total Of which 4 cases related to DI (disability and gender).
2020/21	7 in total Of which 4 were grievances raised by female employees and 3 were grievances raised by male employees. • Of the grievance case two related to D&I (specifically to race and disability).
2021/22	Total of 5 grievance cases of which 2 were grievances raised by female employees and 3 were grievances raised by male employees. Of the grievance cases 2 related to DI (race and gender)

Table 31 – Contact with Harassment Advisors

Year	Contact
2017/18	5 contacts (2 staff, 3 students) in total 4 related to D&I (gender, sexual orientation, race and age)
2018/19	3 contacts in total 2 related to D&I (sexual harassment and gender)
2019/20	2 contacts in total Neither related to a D&I issue
2020/21	8 contacts in total 6 were contacts with female employees and 2 were contacts with male employees 2 related to a D&I issue (race and disability)
2021/22	0 contacts in total

Table 32 – Contact with Wellbeing Peer Support Network

Year	Contact
2017/18	3 contacts 1 contact related to D&I (disability)
2018/19	2 contacts, not related to D&I
2019/20	HARC Advisors are no longer active. Rather, the Wellbeing Peer Support Network has been established. 32 contacts in total Of which 16 from males and 16 from females Enquiry type: 8 related to personal issue; 10 related to a workplace issue; 14 related to a combination of work-related and personal issues.
2020/21	12 contacts in total 8 were contacts with female employees and 4 were contacts with male employees. Enquiry type: 5 related to personal issues, 3 related to work-related issues and 4 were a combination of personal and work-related issues.
2021/22	12 contacts in total of which 11 were contacts with female employees and 1 was a contact with a male employee. Of these 2 related to personal issues, 6 related to work related issues and 4 were a combination of personal and work-related issues.

Table 33 – Committees Data (By Sex)

	2017–18		2018–19		2019–20		2020–21[5]		2021–22	
	F	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**
Council	37% (10)	63% (17)	38.5% (10)	61.5% (16)	46.2% (12)	53.8% (14)	44.4%	55.6%	42.3%	57.7%
Strategy and Finance Committee	17% (2)	83% (10)	17% (2)	83% (10)	36.4% (4)	63.6% (7)	30.8%	69.2%	30.8%	69.2%
University Board of Teaching, Learning and Student Experience	56% (9)	64% (7)	60% (9)	40% (6)	73% (8)	27% (3)	62.5%	37.5%	60%	40%
University Board of Research and Innovation	52% (12)	48% (11)	39.1% (9)	60.9% (14)	29% (4)	71% (10)	33.35	66.7%	28.6%	71.4%
Senate	59% (47)	41% (33)	47.7% (33)	50.8% (31)	50% (27)	50% (27)	50.8%	49.2%	49.2%	50.8%
University Executive Board	14% (1)	86% (6)	25% (2)	75% (6)	37.5% (3)	62.5% (5)	33.3%	66.7%	37.5%	62.5%
Remuneration Committee	33% (2)	67% (4)	40% (2)	60% (3)	50% (3)	50% (3)	50%	50%	60%	40%

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5   The figures will appear different here to the figures in the 2020–21 Annual Report as they had to be adjusted due to a miscalculation in the previous year

Table 34 – Committees Data (By Ethnicity)

	2017/18	2018/19	2019/20	2020/21[6]	2021/22
Senate	89% (71) White	84.6% (55) White	84.2% (48) White	87.7% White	81% White
	4% (3) BAME	7.7% (5) BAME	5.3% (3) BAME	9.2% BAME	11.1% BAME
	8% (6) Unknown	4.6% (3) Unknown	5.3% (3) Unknown	1.5% Information refused	4.8% Information refused,
		3.1% (2) Information refused		1.5% Unknown	3.2% Unknown
Council	96% (26) White	88.5% (23) White	84.6% (22) White	85.2% White	88.5% White
	4% (1) BAME	11.5% (3) BAME	15.4% (4) BAME	14.8% BAME	11.5% BAME
Strategy and Finance Committee	100% (12) White	100% (12) White	90.9% (10) White	92.3% White	92.3% White
			9.1% (1) BAME	7.7% BAME	7.7% BAME
University Executive Board	100% (7) White	87.5% (7) White	87.5% (7) White	88.9% White	87.5% White
		12.5% (1) BAME	12.5% (1) BAME	11.1% BAME	12.5% BAME
***University Board of Research and Innovation**				80% White	92.9% White
				13.3% BAME	7.1% BAME
				6.7% Unknown	
***University Board of Teaching, Learning and Student Experience**				87.5% White	86.7% White
				12.5% BAME	6.7% BAME
					6.7% Unknown
***Remuneration Committee**				100% White	100% White

*Data not included prior to 2020–21

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6   The figures will appear different here to the figures in the 2020–21 Annual Report as they had to be adjusted due to a miscalculation in the previous year

Table 35 – Recruitment, Applications (by Sex)

Sex	Count	Percentage
Female	7345	52.7%
Male	6315	45.3%
Unspecified	110	0.8%
NULL	155	1.1%

Table 36 – Recruitment, Applications (by Ethnicity)

Ethnicity	Count	Percentage
BAME	7515	54.0%
White	5700	40.9%
Prefer not to say	455	3.3%
Not Known	265	1.9%

Table 37 – Recruitment, Success Rates of Applicants by Sex (as a percentage of applications from that sex)

Sex	Not shortlisted		Interviewed but not successful		Successful	
	Count	Percentage	Count	Percentage	Count	Percentage
Female	5370	74.4%	910	12.6%	940	13.0%
Male	5095	82.0%	590	9.5%	525	8.5%
Unspecified	70	63.6%	15	13.6%	25	22.7%
NULL	0	1.3%	5	2.6%	150	96.1%

Table 38 – Recruitment, Success Rates of applicants by ethnicity (as a percentage of applications of that ethnicity)

Ethnicity	Not shortlisted		Interviewed but not successful		Successful	
	Count	Percentage	Count	Percentage	Count	Percentage
BAME	6330	85.6%	645	8.7%	420	5.7%
White	3755	67.2%	810	14.5%	1020	18.2%
Prefer not to say	360	80.4%	55	11.8%	35	7.8%
Not Known	90	33.7%	10	3.8%	165	62.5%

Students

Table 39 – UoR UG admissions by sex over three years

Sex		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Female	Applications	11380	53.30%	12540	54.70%	12600	54.4%
	Offers	9775	54.40%	11100	55.50%	11285	55.5%
	Enrols	2520	53.40%	2375	53.00%	2415	53.7%
	Offers as % of Apps		85.90%		88.50%		89.5%
	Enrols as % of Apps		22.20%		19.00%		19.2%
Male	Applications	9945	46.60%	10390	45.30%	10575	45.6%
	Offers	8180	45.60%	8890	44.50%	9050	44.5%
	Enrols	2200	46.60%	2110	47.00%	2085	46.3%
	Offers as % of Apps		82.20%		85.60%		85.6%
	Enrols as % of Apps		22.10%		20.30%		19.7%
Other/ Unspecified	Applications	15	0.10%	5	0.00%	5	0.0%
	Offers	5	0.00%	0	0.00%	5	0.0%
	Enrols	5	0.10%	0	0.00%	0	0.0%
	Offers as % of Apps		20.00%		28.60%		100%
	Enrols as % of Apps		20.00%		14.30%		33.3%
Grand Total	Applications	21340		22935		23180	
	Offers	17955		19990		20335	
	Enrols	4725		4490		4500	
	Offers as % of Apps		84.1%		87.2%		87.7%
	Enrols as % of Apps		22.1%		19.6%		19.4%

Table 40 – UoR PGT admissions by sex over three years

Sex		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Female	Applications	10610	55.70%	11710	53.50%	10365	51.9%
	Offers	7525	57.30%	8250	54.80%	7090	51.8%
	Enrols	2145	55.70%	2550	56.90%	2095	56.4%
	Offers as % of Apps		70.90%		70.50%		68.4%
	Enrols as % of Apps		20.20%		21.80%		20.2%
Male	Applications	8415	44.10%	10135	46.30%	9585	48.0%
	Offers	5585	42.50%	6800	45.10%	6585	48.1%
	Enrols	1700	44.20%	1925	43.00%	1615	43.5%
	Offers as % of Apps		66.40%		67.10%		68.7%
	Enrols as % of Apps		20.20%		19.00%		16.9%

Sex		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Other/ Unspecified	Applications	35	0.20%	30	0.10%	40	0.2%
	Offers	25	0.20%	15	0.10%	20	0.1%
	Enrols	5	0.20%	5	0.10%	5	0.2%
	Offers as % of Apps		74.30%		60.70%		52.6%
	Enrols as % of Apps		17.10%		17.90%		15.8%
Grand Total	Applications	19060		21875		19985	
	Offers	13135		15065		13695	
	Enrols	3850		4480		3715	
	Offers as % of Apps		68.9%		68.9%		68.5%
	Enrols as % of Apps		20.2%		20.5%		18.6%

Table 41 – UoR PGR admissions by sex over three years

Sex		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Female	Applications	1360	42.40%	1410	42.90%	1555	45.2%
	Offers	485	48.70%	455	51.50%	485	55.4%
	Enrols	245	55.40%	225	55.30%	210	60.9%
	Offers as % of Apps		35.80%		32.40%		31.1%
	Enrols as % of Apps		18.10%		16.00%		13.6%
Male	Applications	1840	57.40%	1865	56.80%	1870	54.5%
	Offers	510	50.90%	425	47.70%	385	44.3%
	Enrols	195	44.10%	175	43.20%	135	39.1%
	Offers as % of Apps		27.70%		22.70%		20.7%
	Enrols as % of Apps		10.70%		9.40%		7.3%
Other/ Unspecified	Applications	5	0.20%	15	0.40%	10	0.3%
	Offers	5	0.40%	5	0.80%	0	0.2%
	Enrols	0	0.50%	5	1.50%	0	0.0%
	Offers as % of Apps		57.10%		53.80%		20.0%
	Enrols as % of Apps		28.60%		46.20%		0.0%
Grand Total	Applications	3210		3290		3435	
	Offers	1000		885		875	
	Enrols	445		405		350	
	Offers as % of Apps		31.2%		27.0%		25.4%
	Enrols as % of Apps		13.8%		12.4%		10.1%

Table 42 – UoR UG progression by sex over three years

Sex		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Female	Passed as 1st	3650	93.2%	3490	87.3%	3250	80.8%
	Passed as 2nd	125	3.2%	295	7.4%	430	10.7%
	Failed at 2nd	25	0.7%	60	1.6%	110	2.8%
	Not Qualified at 2nd	5	0.1%	45	1.1%	70	1.8%
	Other	110	2.8%	105	2.6%	155	3.9%
Male	Passed as 1st	2905	88.7%	2785	80.5%	2640	75.5%
	Passed as 2nd	165	5.0%	355	10.3%	445	12.7%
	Failed at 2nd	75	2.2%	115	3.4%	185	5.3%
	Not Qualified at 2nd	10	0.3%	40	1.1%	85	2.4%
	Other	125	3.8%	160	4.6%	145	4.1%
Other/ Unspecified	Passed as 1st	0	..	0	..	0	..
	Passed as 2nd	0	..	0	..	0	..
	Failed at 2nd	0	..	0	..	0	..
	Not Qualified at 2nd	0	..	0	..	0	..
	Other	0	..	0	..	0	..
Grand Total	Passed at 1st	**6555**	**91.1%**	**6270**	**84.2%**	**5890**	**78.3%**
	Passed at 2nd	**290**	**4.0%**	**655**	**8.8%**	**875**	**11.7%**
	Failed at 2nd	**100**	**1.4%**	**180**	**2.4%**	**300**	**4.0%**
	Not qualified at 2nd	**15**	**0.2%**	**85**	**1.1%**	**155**	**2.1%**
	Other	**235**	**3.2%**	**265**	**3.5%**	**300**	**4.0%**

Table 43 – UoR UG retention by sex over three years

Sex		2019/0		2020/1		2021/2	
		Head-count	Percentage	Head-count	Percentage	Head-count	Percentage
Female	Withdrawn	405	5.3%	515	6.9%	625	8.4%
	Retained	7230	94.7%	6920	93.1%	6820	91.6%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Male	Withdrawn	415	6.8%	480	7.6%	630	9.8%
	Retained	5725	93.2%	5815	92.4%	5770	90.2%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Other/ Unspecified	Withdrawn	5	..	0	..	0	..
	Retained	0	..	0	..	0	..
	Unknown	**0**	**..**	**0**	**..**	**0**	**..**
Grand Total	Withdrawn	**820**	**6.0%**	**990**	**7.2%**	**1255**	**9.1%**
	Retained	**12955**	**94.0%**	**12735**	**92.8%**	**12590**	**90.9%**
	Unknown	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**

Table 44 – UoR PGT retention by sex over three years

Sex		2019/0		2020/1		2021/2	
		Head-count	Percentage	Head-count	Percentage	Head-count	Percentage
Female	Withdrawn	120	3.0%	270	5.6%	310	6.5%
	Retained	3875	97.0%	4540	94.4%	4490	93.5%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Male	Withdrawn	105	3.2%	240	6.0%	375	8.8%
	Retained	3170	96.8%	3795	94.0%	3910	91.2%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Other/ Unspecified	Withdrawn	0	..	0	..	5	..
	Retained	10	..	15	..	10	..
	Unknown	0	..	0	..	0	..
Grand Total	**Withdrawn**	**225**	**3.1%**	**510**	**5.8%**	**690**	**7.6%**
	Retained	**7055**	**96.9%**	**8350**	**94.2%**	**8410**	**92.4%**
	Unknown	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**

Table 45 – UoR PGR retention by sex over three years

Sex		2019/0		2020/1		2021/2	
		Head-count	Percentage	Head-count	Percentage	Head-count	Percentage
Female	Withdrawn	30	2.6%	35	3.1%	50	4.2%
	Retained	1050	97.4%	1075	96.9%	1100	95.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Male	Withdrawn	25	3.0%	30	3.5%	50	5.6%
	Retained	885	97.0%	860	96.5%	830	94.4%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Other/ Unspecified	Withdrawn	5	..	10	..	10	..
	Retained	0	..	0	..	0	..
	Unknown	0	..	0	..	0	..
Grand Total	**Withdrawn**	**55**	**2.8%**	**65**	**3.2%**	**95**	**4.7%**
	Retained	**1940**	**97.2%**	**1950**	**96.8%**	**1945**	**95.3%**
	Unknown	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**

Table 46 – UoR UG Attainment (First and 2.1) by sex over three years

Sex	2019/0		2020/1		2021/2	
	Head-count	Percentage	Head-count	Percentage	Head-count	Percentage
Female	1865	92.23%	1820	89.39%	1585	85.20%
Male	1270	85.16%	1365	83.51%	1135	78.01%
Other/Not Specified	0	..	0	..	0	..
Grand Total	**3135**	**89.23%**	**3185**	**86.77%**	**2720**	**82.05%**

Table 47 – UoR PGT Attainment (Distinction / A or B and Merit / C) by sex over three years

Sex	2019/0		2020/1		2021/2	
	Head-count	Percentage	Head-count	Percentage	Head-count	Percentage
Female	1070	83.62%	1025	85.48%	895	76.82%
Male	745	85.06%	845	81.03%	750	74.35%
Other/Not Specified	0	..	5	..	0	..
Grand Total	**1820**	**84.22%**	**1875**	**83.44%**	**1645**	**75.67%**

Table 48 – UoR UG admissions by ethnicity over three years

Ethnicity		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Arab	Applications	365	1.7%	400	1.7%	425	1.8%
	Offers	305	1.7%	335	1.7%	370	1.8%
	Enrols	120	2.5%	140	3.1%	160	3.6%
	Offers as % of Apps		83.6%		83.8%		87.1%
	Enrols as % of Apps		32.9%		35.0%		37.6%
Asian – Chinese	Applications	635	3.0%	650	2.8%	440	1.9%
	Offers	585	3.2%	635	3.2%	425	2.1%
	Enrols	495	10.5%	475	10.6%	375	8.4%
	Offers as % of Apps		92.1%		97.7%		96.6%
	Enrols as % of Apps		78.0%		73.1%		85.2%
Asian – excluding Chinese	Applications	2475	11.6%	2790	12.2%	3020	13.0%
	Offers	1985	11.1%	2350	11.8%	2570	12.6%
	Enrols	655	13.8%	655	14.6%	725	16.1%
	Offers as % of Apps		80.2%		84.2%		85.1%
	Enrols as % of Apps		26.5%		23.5%		24.0%
Black	Applications	1115	5.2%	1315	5.7%	1515	6.5%
	Offers	835	4.7%	1035	5.2%	1225	6.0%
	Enrols	260	5.5%	270	6.0%	350	7.7%
	Offers as % of Apps		74.9%		78.7%		80.9%
	Enrols as % of Apps		23.3%		20.5%		23.1%

Ethnicity		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Mixed	**Applications**	850	4.0%	955	4.2%	1080	4.7%
	Offers	730	4.1%	835	4.2%	945	4.6%
	Enrols	215	4.5%	200	4.4%	255	5.6%
	Offers as % of Apps		85.9%		87.4%		87.5%
	Enrols as % of Apps		25.3%		20.9%		23.6%
Other	**Applications**	265	1.2%	335	1.5%	315	1.4%
	Offers	210	1.2%	280	1.4%	275	1.4%
	Enrols	65	1.4%	65	1.4%	70	1.5%
	Offers as % of Apps		79.2%		83.6%		87.3%
	Enrols as % of Apps		24.5%		19.4%		22.2%
Unknown	**Applications**	4740	22.2%	5070	22.1%	4755	20.5%
	Offers	3840	21.4%	4400	22.0%	4105	20.2%
	Enrols	270	5.7%	175	3.9%	155	3.4%
	Offers as % of Apps		81.0%		86.8%		86.3%
	Enrols as % of Apps		5.7%		3.5%		3.3%
White	**Applications**	10895	51.1%	11415	49.8%	11630	50.2%
	Offers	9465	52.7%	10120	50.6%	10420	51.2%
	Enrols	2650	56.1%	2510	55.9%	2410	53.6%
	Offers as % of Apps		86.9%		88.7%		89.6%
	Enrols as % of Apps		24.3%		22.0%		20.7%
BAME Total	***Applications***	*5705*	*26.7%*	*6445*	*28.1%*	*6795*	*29.3%*
	Offers	*4650*	*25.9%*	*5470*	*27.4%*	*5810*	*28.6%*
	Enrols	*1805*	*38.2%*	*1805*	*40.2%*	*1935*	*43.0%*
	Offers as % of Apps		*81.5%*		*84.9%*		*85.5%*
	Enrols as % of Apps		*31.6%*		*28.0%*		*28.5%*
Grand Total	**Applications**	21340		22935		23180	
	Offers	17955		19990		20335	
	Enrols	4725		4490		4500	
	Offers as % of Apps		84.1%		87.2%		87.7%
	Enrols as % of Apps		22.1%		19.6%		19.4%

Table 49 – UoR PGT admissions by ethnicity over three years

Ethnicity		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Arab	Applications	1015	5.3%	1025	4.7%	1055	5.3%
	Offers	525	4.0%	585	3.9%	625	4.6%
	Enrols	90	2.4%	120	2.7%	90	2.4%
	Offers as % of Apps		51.7%		57.1%		59.2%
	Enrols as % of Apps		8.9%		11.7%		8.5%
Asian – Chinese	Applications	6955	36.5%	7070	32.3%	4550	22.8%
	Offers	4980	37.9%	4940	32.8%	3335	24.4%
	Enrols	585	15.1%	320	7.1%	280	7.5%
	Offers as % of Apps		71.6%		69.9%		73.3%
	Enrols as % of Apps		8.4%		4.5%		6.2%
Asian – excluding Chinese	Applications	2605	13.7%	3285	15.0%	3785	18.9%
	Offers	1780	13.6%	2160	14.4%	2560	18.7%
	Enrols	455	11.9%	495	11.1%	535	14.3%
	Offers as % of Apps		68.3%		65.8%		67.6%
	Enrols as % of Apps		17.5%		15.1%		14.1%
Black	Applications	2230	11.7%	2885	13.2%	3470	17.4%
	Offers	1445	11.0%	1870	12.4%	2220	16.2%
	Enrols	185	4.8%	310	6.9%	225	6.1%
	Offers as % of Apps		64.8%		64.8%		64.0%
	Enrols as % of Apps		8.3%		10.7%		6.5%
Mixed	Applications	880	4.6%	1035	4.7%	1210	6.1%
	Offers	600	4.6%	680	4.5%	765	5.6%
	Enrols	120	3.1%	115	2.5%	100	2.7%
	Offers as % of Apps		68.2%		65.7%		63.2%
	Enrols as % of Apps		13.6%		11.1%		8.3%
Other	Applications	170	0.9%	220	1.0%	195	1.0%
	Offers	105	0.8%	130	0.9%	130	0.9%
	Enrols	20	0.5%	30	0.7%	35	0.9%
	Offers as % of Apps		61.8%		59.1%		66.7%
	Enrols as % of Apps		11.8%		13.6%		17.9%
Unknown	Applications	780	4.1%	820	3.8%	960	4.8%
	Offers	470	3.6%	520	3.5%	615	4.5%
	Enrols	210	5.5%	210	4.7%	180	4.8%
	Offers as % of Apps		60.3%		63.4%		64.1%
	Enrols as % of Apps		26.9%		25.6%		18.8%
White	Applications	4420	23.2%	5535	25.3%	4770	23.9%
	Offers	3230	24.6%	4175	27.7%	3445	25.1%
	Enrols	2185	56.7%	2880	64.3%	2275	61.2%
	Offers as % of Apps		73.1%		75.4%		72.2%
	Enrols as % of Apps		49.4%		52.0%		47.7%

Ethnicity		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
BAME Total	*Applications*	*13855*	*72.7%*	*15520*	*70.9%*	*14260*	*71.3%*
	Offers	*9440*	*71.9%*	*10370*	*68.8%*	*9635*	*70.4%*
	Enrols	*1460*	*37.9%*	*1390*	*31.0%*	*1260*	*34.0%*
	Offers as % of Apps		*68.1%*		*66.8%*		*67.6%*
	Enrols as % of Apps		*10.5%*		*9.0%*		*8.8%*
Grand Total	Applications	**19060**		**21875**		**19985**	
	Offers	**13135**		**15065**		**13695**	
	Enrols	**3850**		**4480**		**3715**	
	Offers as % of Apps		**68.9%**		**68.9%**		**68.5%**
	Enrols as % of Apps		**20.2%**		**20.5%**		**18.6%**

Table 50 – UoR PGR admissions by ethnicity over three years

Ethnicity		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Arab	**Applications**	760	23.8%	655	20.0%	575	16.7%
	Offers	140	14.1%	120	13.5%	125	14.4%
	Enrols	55	12.2%	50	12.8%	45	12.9%
	Offers as % of Apps		18.4%		18.3%		21.7%
	Enrols as % of Apps		7.2%		7.6%		7.8%
Asian – Chinese	**Applications**	235	7.3%	200	6.1%	200	5.8%
	Offers	110	10.8%	100	11.3%	75	8.4%
	Enrols	40	8.6%	30	7.4%	30	8.3%
	Offers as % of Apps		46.8%		50.0%		37.5%
	Enrols as % of Apps		17.0%		15.0%		15.0%
Asian – excluding Chinese	**Applications**	510	15.9%	650	19.8%	770	22.4%
	Offers	175	17.3%	135	15.0%	155	17.9%
	Enrols	55	12.4%	35	9.1%	45	12.9%
	Offers as % of Apps		34.3%		20.8%		20.1%
	Enrols as % of Apps		10.8%		5.4%		5.8%
Black	**Applications**	570	17.7%	665	20.2%	695	20.2%
	Offers	135	13.4%	105	12.0%	130	14.9%
	Enrols	30	7.0%	25	6.4%	25	7.5%
	Offers as % of Apps		23.7%		15.8%		18.7%
	Enrols as % of Apps		5.3%		3.8%		3.6%
Mixed	**Applications**	230	7.2%	240	7.4%	275	7.9%
	Offers	65	6.5%	50	5.6%	60	6.6%
	Enrols	15	3.8%	10	2.5%	10	2.9%
	Offers as % of Apps		28.3%		20.8%		21.8%
	Enrols as % of Apps		6.5%		4.2%		3.6%

Ethnicity		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Other	**Applications**	30	0.9%	35	1.1%	55	1.6%
	Offers	10	0.9%	10	1.0%	15	1.6%
	Enrols	5	1.6%	5	1.0%	10	2.3%
	Offers as % of Apps		33.3%		28.6%		27.3%
	Enrols as % of Apps		16.7%		14.3%		18.2%
Unknown	**Applications**	185	5.8%	165	5.0%	235	6.8%
	Offers	85	8.4%	55	6.0%	70	8.1%
	Enrols	35	8.3%	30	6.9%	30	8.3%
	Offers as % of Apps		45.9%		33.3%		29.8%
	Enrols as % of Apps		18.9%		18.2%		12.8%
White	**Applications**	685	21.4%	675	20.5%	640	18.6%
	Offers	285	28.7%	315	35.6%	245	28.1%
	Enrols	205	46.2%	220	54.1%	155	44.8%
	Offers as % of Apps		41.6%		46.7%		38.3%
	Enrols as % of Apps		29.9%		32.6%		24.2%
BAME Total	*Applications*	*2335*	*72.8%*	*2450*	*74.5%*	*2565*	*74.7%*
	Offers	*630*	*62.9%*	*520*	*58.4%*	*555*	*63.8%*
	Enrols	*200*	*45.5%*	*160*	*39.1%*	*165*	*46.8%*
	Offers as % of Apps		*27.0%*		*21.2%*		*21.6%*
	Enrols as % of Apps		*8.6%*		*6.5%*		*6.4%*
Grand Total	**Applications**	**3210**		**3290**		**3435**	
	Offers	**1000**		**885**		**875**	
	Enrols	**445**		**405**		**350**	
	Offers as % of Apps		**31.2%**		**27.0%**		**25.4%**
	Enrols as % of Apps		**13.8%**		**12.4%**		**10.1%**

Table 51 – UoR UG progression by ethnicity over three years

Ethnicity		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Arab	**Passed as 1st**	125	84.7%	155	78.9%	145	62.0%
	Passed as 2nd	10	6.7%	30	15.5%	50	21.1%
	Failed at 2nd	5	4.0%	5	1.5%	10	4.2%
	Not Qualified at 2nd	0	0.0%	0	0.5%	10	4.2%
	Other	5	4.7%	5	3.6%	20	8.4%
Asian – Chinese	**Passed as 1st**	410	92.8%	380	82.9%	370	80.7%
	Passed as 2nd	25	5.2%	55	11.8%	60	12.6%
	Failed at 2nd	5	0.9%	10	1.8%	15	2.8%
	Not Qualified at 2nd	0	0.0%	5	1.3%	10	2.2%
	Other	5	1.1%	10	2.2%	10	1.7%
Asian – excluding Chinese	**Passed as 1st**	945	88.4%	970	80.0%	935	73.8%
	Passed as 2nd	55	5.0%	135	11.1%	165	12.9%
	Failed at 2nd	15	1.2%	30	2.6%	50	4.1%
	Not Qualified at 2nd	5	0.4%	20	1.7%	50	3.9%
	Other	55	5.1%	55	4.5%	70	5.4%
Black	**Passed as 1st**	375	80.8%	325	66.5%	330	58.6%
	Passed as 2nd	40	8.4%	80	16.1%	115	20.5%
	Failed at 2nd	10	2.4%	20	4.1%	50	8.5%
	Not Qualified at 2nd	0	0.4%	15	3.5%	35	6.2%
	Other	35	8.0%	50	10.0%	35	6.2%
Mixed	**Passed as 1st**	300	88.6%	305	83.9%	310	75.3%
	Passed as 2nd	15	3.8%	35	9.4%	50	12.2%
	Failed at 2nd	5	1.8%	5	1.9%	20	4.6%
	Not Qualified at 2nd	5	0.9%	5	1.4%	10	2.4%
	Other	15	5.0%	10	3.3%	20	5.4%
Other	**Passed as 1st**	90	85.8%	85	77.3%	90	69.3%
	Passed as 2nd	5	5.7%	15	14.5%	20	14.2%
	Failed at 2nd	5	5.7%	5	5.5%	10	6.3%
	Not Qualified at 2nd	0	0.0%	0	0.9%	0	1.6%
	Other	5	2.8%	0	1.8%	10	8.7%
Unknown	**Passed as 1st**	320	89.7%	245	78.3%	185	73.1%
	Passed as 2nd	20	5.8%	35	11.5%	30	12.6%
	Failed at 2nd	5	1.1%	10	3.8%	15	6.3%
	Not Qualified at 2nd	0	0.3%	10	2.5%	5	2.0%
	Other	10	3.1%	10	3.8%	15	5.9%
White	**Passed as 1st**	3990	93.5%	3810	88.4%	3520	83.9%
	Passed as 2nd	125	3.0%	270	6.3%	390	9.2%
	Failed at 2nd	50	1.2%	90	2.1%	135	3.2%
	Not Qualified at 2nd	5	0.1%	25	0.6%	35	0.8%
	Other	100	2.3%	115	2.7%	120	2.9%

Ethnicity		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
BAME Total	*Passed as 1st*	*2245*	*87.5%*	*2215*	*78.5%*	*2180*	*71.1%*
	Passed as 2nd	*145*	*5.6%*	*345*	*12.3%*	*455*	*14.9%*
	Failed at 2nd	*45*	*1.8%*	*75*	*2.7%*	*150*	*4.9%*
	Not Qualified at 2nd	*10*	*0.4%*	*50*	*1.8%*	*115*	*3.8%*
	Other	*125*	*4.8%*	*135*	*4.8%*	*165*	*5.3%*
Grand Total	Passed at 1st	6555	91.1%	6270	84.2%	5890	78.3%
	Passed at 2nd	290	4.0%	655	8.8%	875	11.7%
	Failed at 2nd	100	1.4%	180	2.4%	300	4.0%
	Not qualified at 2nd	15	0.2%	85	1.1%	155	2.1%
	Other	235	3.2%	265	3.5%	300	4.0%

Table 52 – UoR UG retention by ethnicity over three years

Ethnicity		2019/0		2020/1		2021/2	
		Head-count	Percentage	Head-count	Percentage	Head-count	Percentage
Arab	Withdrawn	5	1.5%	35	11.4%	5	2.3%
	Retained	265	98.5%	280	88.6%	125	97.7%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Asian – Chinese	Withdrawn	15	1.7%	30	3.1%	5	6.1%
	Retained	965	98.3%	930	96.9%	90	93.9%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Asian – excluding Chinese	Withdrawn	45	2.7%	45	2.5%	60	3.4%
	Retained	1600	97.3%	1800	97.5%	1665	96.6%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Black	Withdrawn	25	3.3%	35	4.7%	25	4.2%
	Retained	665	96.7%	735	95.3%	595	95.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Mixed	Withdrawn	10	2.1%	15	2.8%	20	3.1%
	Retained	550	97.9%	585	97.2%	590	96.9%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Other	Withdrawn	5	2.5%	5	3.4%	10	4.9%
	Retained	160	97.5%	170	96.6%	155	95.1%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Unknown	Withdrawn	15	2.2%	620	39.4%	860	22.0%
	Retained	710	97.8%	950	60.6%	3045	78.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%
White	Withdrawn	225	2.9%	200	2.7%	275	4.2%
	Retained	7510	97.1%	7285	97.3%	6320	95.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%
BAME Total	*Withdrawn*	*105*	*2.4%*	*170*	*3.7%*	*120*	*3.6%*
	Retained	*4200*	*97.6%*	*4500*	*96.3%*	*3225*	*96.4%*
	Unknown	*0*	*0.0%*	*0*	*0.0%*	*0*	*0.0%*

Ethnicity		2019/0		2020/1		2021/2	
		Head-count	Percentage	Head-count	Percentage	Head-count	Percentage
Grand Total	Withdrawn	820	6.0%	990	7.2%	1255	9.1%
	Retained	12955	94.0%	12735	92.8%	12590	90.9%
	Unknown	0	0.0%	0	0.0%	0	0.0%

Table 53 – UoR PGT retention by ethnicity over three years

Ethnicity		2019/0		2020/1		2021/2	
		Head-count	Percentage	Head-count	Percentage	Head-count	Percentage
Arab	Withdrawn	0	0.60%	0	1.00%	0	6.90%
	Retained	170	99.40%	210	99.00%	25	93.10%
	Unknown	0	0.00%	0	0.00%	0	0.00%
Asian – Chinese	Withdrawn	0	0.10%	5	0.40%	5	5.60%
	Retained	1120	99.90%	890	99.60%	70	94.40%
	Unknown	0	0.00%	0	0.00%	0	0.00%
Asian – excluding Chinese	Withdrawn	10	1.10%	20	2.00%	25	4.30%
	Retained	835	98.90%	885	98.00%	585	95.70%
	Unknown	0	0.00%	0	0.00%	0	0.00%
Black	Withdrawn	10	2.50%	10	2.20%	15	4.30%
	Retained	355	97.50%	480	97.80%	285	95.70%
	Unknown	0	0.00%	0	0.00%	0	0.00%
Mixed	Withdrawn	5	3.50%	5	2.50%	10	5.30%
	Retained	190	96.50%	235	97.50%	180	94.70%
	Unknown	0	0.00%	0	0.00%	0	0.00%
Other	Withdrawn	0	2.40%	0	0.00%	0	2.50%
	Retained	40	97.60%	45	100.00%	40	97.50%
	Unknown	0	0.00%	0	0.00%	0	0.00%
Unknown	Withdrawn	5	2.00%	280	28.60%	410	13.80%
	Retained	345	98.00%	700	71.40%	2550	86.10%
	Unknown	0	0.00%	0	0.00%	0	0.00%
White	Withdrawn	120	3.00%	190	3.70%	225	4.60%
	Retained	3830	97.00%	4910	96.30%	4675	95.40%
	Unknown	0	0.00%	0	0.00%	0	0.00%
BAME Total	*Withdrawn*	*30*	*1.00%*	*40*	*1.50%*	*55*	*4.50%*
	Retained	*2715*	*99.00%*	*2740*	*98.50%*	*1180*	*95.50%*
	Unknown	*0*	*0.00%*	*0*	*0.00%*	*0*	*0.00%*
Grand Total	Withdrawn	225	3.1%	510	5.8%	690	7.6%
	Retained	7055	96.9%	8350	94.2%	8410	92.4%
	Unknown	0	0.0%	0	0.0%	0	0.0%

Table 54 – UoR PGR retention by ethnicity over three years

Ethnicity		2019/0		2020/1		2021/2	
		Head-count	Percentage	Head-count	Percentage	Head-count	Percentage
Arab	Withdrawn	5	2.0%	0	0.9%	0	0.0%
	Retained	240	98.0%	230	99.1%	15	100.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Asian – Chinese	Withdrawn	0	1.5%	0	1.4%	0	0.0%
	Retained	130	98.5%	140	98.6%	10	100.0%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Asian – excluding Chinese	Withdrawn	5	2.2%	5	2.4%	0	3.7%
	Retained	225	97.8%	205	97.6%	50	96.3%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Black	Withdrawn	0	0.7%	5	3.9%	0	2.2%
	Retained	150	99.3%	145	96.1%	45	97.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Mixed	Withdrawn	5	5.6%	0	1.3%	0	2.6%
	Retained	65	94.4%	75	98.7%	35	97.4%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Other	Withdrawn	0	8.3%	0	..	0	..
	Retained	20	91.7%	20	..	10	..
	Unknown	0	0.0%	0	..	0	..
Unknown	Withdrawn	5	4.8%	25	14.3%	75	6.5%
	Retained	120	95.2%	155	85.7%	1085	93.5%
	Unknown	0	0.0%	0	0.0%	0	0.0%
White	Withdrawn	20	2.0%	25	2.3%	15	2.4%
	Retained	955	98.0%	975	97.7%	690	97.6%
	Unknown	0	0.0%	0	0.0%	0	0.0%
BAME Total	*Withdrawn*	*20*	*2.2%*	*15*	*1.9%*	*5*	*2.3%*
	Retained	*830*	*97.8%*	*820*	*98.1%*	*170*	*97.7%*
	Unknown	*0*	*0.0%*	*0*	*0.0%*	*0*	*0.0%*
Grand Total	Withdrawn	55	2.8%	65	3.2%	95	4.7%
	Retained	1940	97.2%	1950	96.8%	1945	95.3%
	Unknown	0	0.0%	0	0.0%	0	0.0%

Table 55 – UoR UG admissions by disability over three years

Disability		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Disability Declared	Applications	2575	12.1%	2955	12.9%	2935	12.7%
	Offers	2210	12.3%	2595	13.0%	2600	12.8%
	Enrols	965	20.4%	895	19.9%	790	17.5%
	Offers as % of Apps		85.8%		87.8%		88.6%
	Enrols as % of Apps		37.5%		30.3%		26.9%
No Disability Declared	Applications	18765	87.9%	19980	87.1%	20245	87.3%
	Offers	15745	87.7%	17390	87.0%	17735	87.2%
	Enrols	3760	79.6%	3595	80.1%	3710	82.5%
	Offers as % of Apps		83.9%		87.0%		87.6%
	Enrols as % of Apps		20.0%		18.0%		18.3%
Grand Total	Applications	21340		22935		23180	
	Offers	17955		19990		20335	
	Enrols	4725		4490		4500	
	Offers as % of Apps		84.1%		87.2%		87.7%
	Enrols as % of Apps		22.1%		19.6%		19.4%

Table 56 – UoR PGT admissions by disability over three years

Disability		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Disability Declared	Applications	790	4.1%	1170	5.3%	1060	5.3%
	Offers	540	4.1%	850	5.6%	725	5.3%
	Enrols	375	9.8%	595	13.2%	480	12.9%
	Offers as % of Apps		68.4%		72.6%		68.4%
	Enrols as % of Apps		47.5%		50.9%		45.3%
No Disability Declared	Applications	18270	95.9%	20705	94.7%	18925	94.7%
	Offers	12595	95.9%	14215	94.4%	12970	94.7%
	Enrols	3475	90.2%	3890	86.8%	3235	87.1%
	Offers as % of Apps		68.9%		68.7%		68.5%
	Enrols as % of Apps		19.0%		18.8%		17.1%
Grand Total	Applications	19060		21875		19985	
	Offers	13135		15065		13695	
	Enrols	3850		4480		3715	
	Offers as % of Apps		68.9%		68.9%		68.5%
	Enrols as % of Apps		20.2%		20.5%		18.6%

Table 57 – UoR PGR admissions by disability over three years

Disability		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Disability Declared	Applications	145	4.6%	155	4.7%	165	4.8%
	Offers	55	5.5%	75	8.2%	70	8.2%
	Enrols	40	9.5%	60	14.7%	50	14.4%
	Offers as % of Apps		37.9%		48.4%		42.4%
	Enrols as % of Apps		27.6%		38.7%		30.3%
No Disability Declared	Applications	3060	95.4%	3135	95.3%	3270	95.2%
	Offers	945	94.5%	815	91.8%	800	91.8%
	Enrols	400	90.5%	345	85.3%	300	85.6%
	Offers as % of Apps		30.9%		26.0%		24.5%
	Enrols as % of Apps		13.1%		11.0%		9.2%
Grand Total	Applications	3210		3290		3435	
	Offers	1000		885		875	
	Enrols	445		405		350	
	Offers as % of Apps		31.2%		27.0%		25.4%
	Enrols as % of Apps		13.8%		12.4%		10.1%

Table 58 – UoR UG progression by disability over three years

Disability		2019/0		2020/1		2021/2	
		Head-count	%	Head-count	%	Head-count	%
Disabled – DSA	Passed as 1st	455	90.1%	455	86.1%	365	86.2%
	Passed as 2nd	10	2.4%	30	6.0%	25	6.2%
	Failed at 2nd	5	1.4%	15	2.8%	10	2.6%
	Not Qualified at 2nd	0	0.2%	0	0.4%	5	0.7%
	Other	30	5.9%	25	4.7%	20	4.3%
Disabled – No DSA	Passed as 1st	985	89.2%	900	81.7%	770	76.6%
	Passed as 2nd	60	5.3%	110	10.2%	120	12.1%
	Failed at 2nd	10	1.1%	35	3.0%	50	4.8%
	Not Qualified at 2nd	0	0.2%	5	0.6%	10	0.9%
	Other	45	4.2%	50	4.5%	55	5.7%
No Known Disability	Passed as 1st	5115	91.6%	4915	84.5%	4755	78.1%
	Passed as 2nd	220	3.9%	510	8.7%	730	12.0%
	Failed at 2nd	80	1.5%	130	2.3%	240	3.9%
	Not Qualified at 2nd	10	0.2%	75	1.3%	145	2.3%
	Other	155	2.8%	190	3.2%	225	3.7%
Grand Total	Passed at 1st	6555	91.1%	6270	84.2%	5890	78.3%
	Passed at 2nd	290	4.0%	655	8.8%	875	11.7%
	Failed at 2nd	100	1.4%	180	2.4%	300	4.0%
	Not qualified at 2nd	15	0.2%	85	1.1%	155	2.1%
	Other	235	3.2%	265	3.5%	300	4.0%

Table 59 – UoR UG retention by disability over three years

Disability		2019/0		2020/1		2021/2	
		Head-count	Percentage	Head-count	Percentage	Head-count	Percentage
Disabled – DSA	Withdrawn	10	1.6%	20	2.5%	25	3.4%
	Retained	715	98.4%	735	97.5%	690	96.6%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Disabled – No DSA	Withdrawn	35	2.4%	35	2.3%	60	3.5%
	Retained	1480	97.6%	1595	97.7%	1640	96.5%
	Unknown	0	0.0%	0	0.0%	0	0.0%
No known Disability	Withdrawn	640	5.7%	750	6.8%	915	8.3%
	Retained	10610	94.3%	10285	93.2%	10080	91.7%
	Unknown	0	0.0%	0	0.0%	0	0.0%
All Disability Declared	*Withdrawn*	*180*	*7.1%*	*245*	*9.0%*	*340*	*11.9%*
	Retained	*2340*	*92.9%*	*2450*	*91.0%*	*2510*	*88.1%*
	Unknown	*0*	*0.0%*	*0*	*0.0%*	*0*	*0.0%*
Grand Total	**Withdrawn**	**820**	**6.0%**	**990**	**7.2%**	**1255**	**9.1%**
	Retained	**12955**	**94.0%**	**12735**	**92.8%**	**12590**	**90.9%**
	Unknown	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**

Table 60 – UoR PGT retention by disability over three years

Disability		2019/0		2020/1		2021/2	
		Head-count	Percentage	Head-count	Percentage	Head-count	Percentage
Disabled – DSA	Withdrawn	5	4.0%	0	1.6%	10	7.1%
	Retained	95	96.0%	125	98.4%	120	92.9%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Disabled – No DSA	Withdrawn	20	3.2%	30	4.0%	45	5.1%
	Retained	535	96.8%	745	96.0%	840	94.9%
	Unknown	0	0.0%	0	0.0%	0	0.0%
No known Disability	Withdrawn	185	2.8%	440	5.6%	585	7.3%
	Retained	6405	97.2%	7455	94.4%	7400	92.7%
	Unknown	0	0.0%	0	0.0%	0	0.0%
All Disability Declared	*Withdrawn*	*40*	*5.7%*	*70*	*7.5%*	*105*	*9.5%*
	Retained	*650*	*94.3%*	*890*	*92.5%*	*1010*	*90.5%*
	Unknown	*0*	*0.0%*	*0*	*0.0%*	*0*	*0.0%*
Grand Total	**Withdrawn**	**225**	**3.1%**	**510**	**5.8%**	**690**	**7.6%**
	Retained	**7055**	**96.9%**	**8350**	**94.2%**	**8410**	**92.4%**
	Unknown	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**

Table 61 – UoR PGR retention by disability over three years

Disability			2019/0		2020/1		2021/2
		Head-count	Percentage	Head-count	Percentage	Head-count	Percentage
Disabled – DSA	Withdrawn	0	0.0%	0	0.0%	0	4.2%
	Retained	50	100.0%	45	100.0%	45	95.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%
Disabled – No DSA	Withdrawn	5	2.3%	5	3.6%	10	4.2%
	Retained	125	97.7%	160	96.4%	185	95.8%
	Unknown	0	0.0%	0	0.0%	0	0.0%
No known Disability	Withdrawn	50	2.8%	55	3.0%	75	4.3%
	Retained	1745	97.2%	1725	97.0%	1705	95.7%
	Unknown	0	0.0%	0	0.0%	0	0.0%
All Disability Declared	*Withdrawn*	*5*	*2.0%*	*10*	*4.7%*	*20*	*7.7%*
	Retained	*190*	*98.0%*	*225*	*95.3%*	*240*	*92.3%*
	Unknown	*0*	*0.0%*	*0*	*0.0%*	*0*	*0.0%*
Grand Total	**Withdrawn**	**55**	**2.8%**	**65**	**3.2%**	**95**	**4.7%**
	Retained	**1940**	**97.2%**	**1950**	**96.8%**	**1945**	**95.3%**
	Unknown	**0**	**0.0%**	**0**	**0.0%**	**0**	**0.0%**

Table 62 – UoR UG Attainment (First and 2.1) by sexual orientation over three years

Sexual Orientation	2019/0		2020/1		2021/2	
	Head-count	Percentage	Head-count	Percentage	Head-count	Percentage
Heterosexual	2620	90.19%	2695	86.96%	2225	81.63%
LGB (Gay woman/lesbian, Gay man, Bisexual)	150	90.36%	180	87.50%	200	87.83%
Other	25	90.00%	25	84.38%	30	71.79%
Unknown	300	86.74%	285	84.82%	260	82.65%
Grand Total	**3135**	**89.23%**	**3185**	**86.77%**	**2720**	**82.05%**

Table 63 – UoR PGT Attainment (Distinction / A or B and Merit / C) by sexual orientation over three years

Sexual Orientation	2019/0		2020/1		2021/2	
	Head-count	Percentage	Head-count	Percentage	Head-count	Percentage
Heterosexual	1450	86.01%	1495	86.07%	1295	77.36%
LGB (Gay woman/lesbian, Gay man, Bisexual)	70	92.00%	90	89.80%	75	78.13%
Other	30	72.50%	40	76.47%	45	70.97%
Unknown	265	79.94%	235	83.10%	215	78.31%
Grand Total	**1820**	**84.22%**	**1875**	**83.44%**	**1645**	**75.67%**

**Diversity and Inclusion
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