Race Equality at Reading Action Plan 2018-2021 (version 12th July 2018)

We present actions in 11 themes. Themes 1-3 are overall high priority action themes, whilst priority and/or feasibility within the other themes is indicated by the timeframe given – higher priority and more straightforward actions being due for completion first. If no specific month is given we work in academic years i.e. an action starting in 2020 and ending in 2021 would run from September 2020 until August 2021.

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
center	**Theme 1 - Understanding and Celebrating Race and Ethnicity**

Motivation:
- *31% of staff and 15% of students identifying as minority ethnicity disagree that the "University recognises and celebrates the diversity of ethnicities and culture on campus". In comparison only 9% of those who do not identify as being from a minority ethnicity disagree*
- *The TMP research project showed differences in willingness / confidence of people to discuss their culture and background, or to ask others.* | | | | |
| - Organised Black History Month events in October 2016 and 2017

- Introduced a new "Global Cultures" icon for events brochure (O)

- Set up a "Faces of Reading" website to celebrate and highlight diversity of staff and roles

- Plans for Black History Month 2018 include a seminar, screening with | 1.1 Organise an annual programme of events, designed to both engage staff and students with diverse and unfamiliar cultures and get people talking, as well as highlighting similarities. These will include:

- Themed international-food-fair and other diverse cultural events to make linkages with students and local community and encourage collaboration. In 2018-19, the focus will be the Chinese community and Chinese New Year celebrations.

- Black History month programme in October every year to raise awareness, engage with local communities and start conversations | Sept 2018

2018 | Annually - ongoing

Annually - ongoing | Chair of Race Equality Action Team (RE-ACT) subgroup for this theme.

Working with

Chair of Cultural Diversity Group | - Less than 10% of staff and student's groups disagree with the statement that the "University recognises and celebrates the diversity of ethnicities and culture on campus"

- There are differences of less than 5% between minority ethnic, White and Other on the above statement in REC survey 2021 |

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Reading Film Theatre, RUSU/Uni co-curated cross-campus "museum" demonstrating contribution of Black population to different subject areas	• The Human Book project - people sign up as "books" or "readers" Note- This is an intersectional activity that covers more than race and ethnicity and will feed into our broader diversity work However, we would target the 2019/20 set of "books" to feature race /ethnicity • "Curious about my culture? Please ask!" campaign. This will use collateral such as badges for lanyards that give permission to ask questions and have conversations on race / ethnicity / culture	Sept 2019 In place before Sept 2019	June 2020 (for first event) Ongoing – with specific events/publicity annually		• There will be a regular programme of annual cultural diversity events across the University community that are well attended. • Attendance at cultural celebrations and discussions reflects the diversity of the staff and student diversity overall by 2021
• A Cultural Diversity Group has been set up and meets on a quarterly basis (O). • Cultural Diversity Group email list set up for circulation of items of interest between members of group	1.2. Recruit a Chair for the CDG and set up a steering group that will lead on the development and delivery of an annual work programme 1.3 Promote the existing Cultural Diversity Group, publicise meetings more widely, engage more members and monitor attendance.	July 2018 2019	Jan 2019 On-going	Dean for D&I Dean for D&I Chair(s) of CDG	• A chair is in place (Jan 2019) and an annual programme of events is in place for 2019-20 session or before • CDG meetings are well attended by a range of people (including diverse ethnicity groups) from across campus

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
• October 2016 -Seminar by Prof Udy Archibong • October 2017 -seminar given by Dr Jason Arday.	1.4. Continue to ensure that at least one of the termly Diversity seminar speakers is on the subject of race and ethnicity in Academy. This opportunity will be used to bring keynote speakers who have carried out research or published reports / books about race in academia to campus 1.5 Monitor attendance (demographic) and collect feedback	2018 Oct 2018 speaker Prof. Shirley Ann Tate On-going at event	Ongoing – annual event	Dean for D&I / VCs Office	Seminar speaker lists and abstracts, followed by summary of event and discussion on the #diverseReading blog
• School or function diversity events are mostly gender or sexual orientation focussed. • New "Holi" celebration organised by Exec support in SBE in 2018	1.6. Encourage and fund UoR Schools to hold events exploring the ethnicity or culture of their staff and students. In the first instance, change wording of call for D&I funding applications from summer 2018 funding to highlight need for these types of project	July 2018	Bi-annually each year	School and Function UEB Champions and HoS/HoF Funds provided by Dean for D&I	At least 1/3rd of the projects funded from the D&I competitive fund will have a focus on raising awareness of race / ethnicity.
• Diversity and Inclusion web pages maintain a "diary and events" section which includes major faith- based events. • RUSU have a similar calendar used by diversity Officer for planning	1.7. Produce a calendar of cultural / faith-based events and holidays that is, accessible, promoted University-wide, and jointly with RUSU.	2020	2021	Diversity and Inclusion Advisor & RUSU Diversity Officer (content) Exec support (web work)	Calendar of cultural // faith based events and holidays is accessible, promoted and we can demonstrate its regular use in communication and planning of events

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
	1.8. Staff and student portal articles linked to #DiverseReading blogs with "A beginner's guide to …" written by members of different communities across the University (both staff and student)	2018	2021		2 "Beginners guides to…" blog posts published in 2018, 4 in 2019, 4 in 2020, 2 in 2021
	1.9 Investigate with a view to encouraging staff who don't declare their ethnicity, the possible reasons the 'unknown' category has increased (58% from the base year of 2011). Ensure people for whom data was not collected in 2017 due technical error are encouraged to declare now. Utilise publicity to include why it's good for employers & employees to have this data (success stories, initiatives that use this data to improve the employment culture) to improve buy in.	September 2018	Reviewed annually by DIAB from Feb 19	PSO/HR systems / D&I Advisor	• Email sent to new starters from 2017 asking them specifically to check their details on Trent and declare protected characteristics if they have not already done so. • Staff portal articles linking to blog on #diverseReading describing success stories and initiatives using this data • Increase in declaration rates
	1.10 Organise a University Research symposium on the theme of Race and Ethnicity to bring together active researchers in the hope of starting some broader collaborations	2019	2021	Research Dean for Heritage and Culture (Roberta Gilchrist) working with Research Division Leaders	• Research Symposium organised, • Key findings from the event communicated. • Evidence for new collaborations (articles, proposals, seminars etc)

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Theme 2 - Ensure and promote the existence and knowledge of "report and support" processes for racial discrimination and harassment for staff and students					
Motivation: • *18% of staff and 28% of students that identify as " minority ethnic" as well as 7% of staff and 12% of students who don't identify in this way have either witnessed or been the victim of racial harassment on campus* • *Only 7% of minority ethnic staff and 2% of minority ethnic students have reported an incident (and 1% of majority staff)* • *Only 52% of minority ethnic staff (compared to 74% f majority staff) think if they reported an incident then appropriate action would be taken.* • *REC Survey responses (free text) suggests that most staff and students don't know how to report an incident, and that some wouldn't feel comfortable doing so even if they did.* • *Amongst the students, there is a gender differential with female minority ethnic students being twice as likely as male minority ethnic students to have witnessed or experienced racial harassment on campus* • *Only 41% of female minority ethnic students are confident if they reported an incident that appropriate action would be taken compared to 71% male minority ethnic students*					
Policies and procedures around harassment are currently being updated and should be in place by autumn 2018.	2.1 Review and refresh processes and systems for reporting racial (and other) harassment for staff to ensure it is fit for purpose and sustainable.	2018	Autumn 2018	HR Assistant Director – Claire Rolstone (with input from relevant stakeholders). Sign off by UEB, UBTL, Staffing Committee	• UoR has a clear pathway for both staff and students to report racial (and other) harassment incidents that staff are students are aware of and confident in using. • Findings from the next REC survey evidence the following:
Policies and procedures around harassment are currently being updated and	2.2 Review and refresh processes and systems for reporting racial (and other) harassment for students to ensure it is fit for purpose and	2018	Jan 2019	Student Applicant Services and	Increase in the % of minority and majority staff who think

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should be in place by autumn 2018. Student reporting will included anonymous reporting capability	sustainable. E.g. Welfare Officers and RUSU officer training should include information on how to respond to reports of racial discrimination or harassment			RUSU Diversity Officer	appropriate action would be taken if they reported an incident of racial harassment
	2.3 Explore option of providing information / training for frontline security staff on policies and procedures	Autumn 2018	2019	HR Assistant Director Claire Rolstone	Decrease in the number of free text comments reflecting lack of knowledge of how to report racial harassment
• Business cards with harassment contacts on them have been drafted by RUSU for distribution in Welcome Week.	2.4 Run a publicity campaign (only when 2.1 and 2.2 have been put in place) to ensure staff and students know how to report incidents. Include information in staff induction, student welcome packs, RUSU information sessions, staff and student portals, library, cafes, toilets and other facilities	2018	2019	Dean(s) for D&I RUSU Student Applicant Services (Jen Corliss) MCE (Jen Rich, Santosh Sinha)	• Decrease in number of staff and students who have witnessed or been a victim of racial harassment on campus (also linked to 3 below)
	2.5 Refine questions in next REC survey to gain more information on type of discrimination experienced	Sept 2020	Dec 2020	HR Assistant Director Susan Thornton and RE-ACT	Next REC Survey provides information on the types of discrimination experienced by students and staff and enables the development of targeted interventions

Theme 3 - Reiterate UoR commitment to "Zero Tolerance" for Racism. *Note* – **Actions in section 2 above need to be in place in parallel with this**

Motivation:
- *Only 48% (64%) of minority students and 72% (82%) of majority students believe that the UoR pro-actively communicates that racially offensive behaviour is unacceptable in halls or university accommodation and in RUSU activities*
- *Free text comments in the REC 2017 survey highlighted this issue frequently*

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
• Joint campaign launched with RUSU in April 2018 "One World, One Reading" in response to racist incidents at other Institutions	3.1 Use the One World, One Reading campaign and brand throughout the year, especially in welcome week, Black History month and after any racist or hate crime incidents nationally or locally.	June 2018	On-going	Dean for D&I Jen Corliss (SAS), RUSU Diversity Officer and part-time BME officers	• Increase in % of students, particularly minority ethnic students, who feel that this message is communicated proactively and effectively • Decrease in reports of incidents in racial harassment (link to actions in section 2) • Decrease in reports of racially offensive behaviour by students off campus
• Discussions of cultural appropriation with individual student societies as response to incidents • Part-time officers and sabbatical officers received D&I training. Some JCR representatives also receive D&I training but this is the responsibility of RUSU and can sometimes be forgotten	3.2. Train and support JCRs, Society welfare reps, Hall Warden assistants, RUSU staff, bar staff and security staff to reinforce this message including problems with cultural appropriation	Sept 2018	Annually thereafter	RUSU - Adam Bailey RUSU Diversity Officer Welfare Manager in Student Applicant Services – in process of being appointed	

Theme 4 - Attracting and retaining diverse staff talent

Motivation:
- *Academic staff at the UoR are un-representative of student body and figures are below the national census rate – we have set ambitious targets for staff representation but changes are too slow.*
- *Non-academic staff are below the local area census rates - especially for Grade 4 upwards*
- *Data in section 4a of the REC submission shows that numbers of Black staff is so low that there isn't even a talent pipeline forming to be considered for progression into senior management. This group requires special attention*

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
• We only have one year of data from the Applicant Tracking System so it is too early to say whether there is any persistent bias though likelihood of shortlist and interview falls for Asian and Black applicants. • We currently have no reliable data on reasons people leave the university and therefore cannot know if any BAME leavers are leaving because of an unfavourable culture or indeed perceived discrimination **Ultimate success criteria of whole theme: We meet our 2020 and 2026 targets for BAME representation for academic and professional services**					
• We have a Faces of Reading resource that is linked to job adverts and main employment page • Information on flexible working and Faces of Reading link is included in all job adverts and further particulars. • All staff undertake (and refresh every 3 years) online learning module "Diversity in the Workplace" • All those serving on selection and recruitment panels should be completing Recruitment and Selection Panel training that include Unconscious Bias training – currently we don't have	4.1. Pilot anonymised applications shortlisting with Grade 1-5 PS positions in MCE. Findings and subsequent recommendations presented to HR	Aug 2018	Pilot complete July 2019 Report delivered Autumn 2019 Decision before 2020	Assistant Director of HR, Claire Rolstone	• Report on findings from pilot study and recommendations delivered. • Decision made on policy for all Grades 1-5 PS going forward
	4.2. Ensure findings from TMP Worldwide research with potential external BAME PS recruits regarding the importance of career development and social contribution as well as importance of projecting the professional nature of roles at University are included in Employer Brand Project of the People Plan	Sept 2018	Investigative phase complete by Feb 2019, creative phase by Dec 2019	HR Director - John Brady, TMP Worldwide partner - Paula Simmons	Employer Brand includes strands relating to social contribution, professionalism and developing others
	4.3 Ensure BAME staff who work flexibly are in the "Faces of Reading" profiles	2019	2020	D&I Advisor Marketing, Communications and Engagement team	Profiles of BAME staff working flexibly can be found on Faces of Reading

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
comprehensive, university wide records for this.	4.4. Interrogate Applicant Tracking System quarterly to ascertain any specific ethnicity bias in application, shortlist and recruitment. Investigate reasons for reduction in Asian and Black representation at shortlist and interview stage	2018	2019	James Carpenter (Planning and Strategy Office, PSO)	A report of the findings produced and shared with RE-ACT on a quarterly basis to consider mitigating actions (if required)
	4.5. Work with our recruitment partners used for recruiting senior leaders to make clear the requirement for diverse long-lists and short-lists.	Ongoing	Ongoing	HR partners (lead Nicola Johnson)	
	4.6. Monitor use of and take up of Campus Jobs amongst different ethnicity and gender groups.	July 2020	Dec 2020	Jay Russell Campus jobs	A diversity monitoring report on the use and take up of Campus Jobs produced and shared with RE-ACT on a quarterly basis to consider mitigating actions (if required)
	4.7 As external applications are allowed for some short -term posts - develop a targeted plan to advertise the existence of Campus jobs to local BAME community via recruitment campaigns that go out to areas of high BAME staff (community centres etc) to increase our presence.	Jan 2021	July 2021	Jay Russell Campus Jobs	• Publicity plan exists and is being implemented • % increase in local BAME applicants for short-term posts advertised through Campus Jobs
	4.8. Monitor SPS forms and follow up in person to ensure regular reflection by Head of School and Function on ethnicity of staff and potential barriers	Ongoing	Ongoing	Deans for D&I (liaison with HoS and HoF is split between	Heads of School and Function annually reflect on the ethnicity of their staff via the Sustainable Planning Process (SPS). Examples of good practice shared across

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
				each of 2 job-share Deans)	leadership group (with permission)
Recruitment and selection training currently delivered by HR operations will continue (O)	4.9 Review material in recruitment and selection panel training to ensure it contains best practice in unconscious boas mitigation and reflects institution values and targets with regard to race equality	2019	2020	HR Operations (Claire Rolstone and HR partners)	Recruitment panel training takes into account best practice and institutional values and targets with regard to racial equality.
	4.10 Produce Guidance Note for Chairs of Interview Panels on diversity and inclusion requirements– to include requirement to ensure that panel members have received training on Unconscious Bias	2019 (data collection facilitate by Learning Management System due Sept 2019)	2021	HR Operations (Claire Rolstone and HR partners)	• Guidance notes exist on Recruitment web pages • Records of people completing training are routinely made available to panel chairs • Where they are involved, HR partners see evidence of guidance being used.
Materials being developed with external provider for this programme.	4.11 Introduce a new development programme called RISE@Reading (Ready for an Inclusive Environment @Reading University).	Pilot in October 2018	Annual cohorts in place by October 2019	People Development (Steph Hayward)	Formation of a visible local network of programme alumni within schools and departments who will work with local Diversity Champions to deliver and promote an inclusive culture across schools and departments

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
	4.12 Seek feedback from users of the recruitment system to judge its inclusivity. (Cardiff University found the language used in the process to be one reason for a lack of BAME applicants for whom English was a second language – UHR conference workshop, 2018)	2020	2021	HR - Linked in with the Employer Brand project of the People Plan	Report on inclusivity completed and recommendations made to HR
	4.13 Evaluate whether it is possible with current resources to produce data on progressions for PS staff for the last 3 years, broken down by grade and ethnicity, and gender. To include number of BAME staff internally applying to positions compared to White staff to capture people progressing via moving between different functions and departments. Plan for resource to deliver this data set later in the action period if necessary.	2018 2019	2019 2020	PSO and HR	• Decision on resource capacity and therefore timing for dataset. • Data set exists
	4.14 Clarify to PS staff opportunities for training, development and progression following the Learning Needs Analysis study to be carried out within People development	2019	2020	Assistant Director HR - Susan Thornton	REC staff survey shows • Increase in % BAME staff agreeing there are opportunities for them to develop (from 61% to 80% - current White staff response) • Decrease in differential success rate for BAME PS staff in getting other roles or having their role regraded

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
					(currently 58% new roles, 17% regrading)
Online leavers form due for testing over summer 2018 and launch Autumn 2018	4.15 Introduce online system for collecting leavers information including exit interviews. Monitor detailed ethnicity data from leavers on a quarterly basis to see if BAME staff continue to be over-represented in leavers and to understand reasons. If action is needed, consider and implement options.	Sep 2018 Sep 2018	Dec 2018 Quarterly thereafter	Susan Thornton – report to RE-ACT	We are able to track leavers data, identify any specific and common issues arising for BAME staff that contribute to them leaving and develop mitigating actions if needed.

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Theme 5 - Support BAME staff progression and development

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Motivation:
- *We have some Schools/ functions where BAME staff report difficulty in accessing training and development opportunities (staff survey and REC survey, TMPworldwide focus groups).*
- *There are ethnicity differentials in access to effective PDRs (2017 staff survey)*
- *TMPworldwide study suggests that some BAME staff (particularly UK) feel that there is a ceiling to their progression at the institution*
- *A strong demand for leadership development and training via StellarHE and LFHE Diversifying Leadership programmes*

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
.	5.1 Focus groups with staff in Estates and Facilities to investigate comments in REC survey free text responses around accessing training, and to help develop accessible programmes	Jan 2019 – following forth - coming restructure	Mar 2019	PD team Lead - Susan Thornton	More positive comments on accessing training from minority staff in grades 1-5
	5.2 Ensure questions on PDR occurrence and effectiveness are included in next staff surveys	2018	2019	Staff Survey Group (which	Questions included in Pulse survey (Oct 2018) and Full 2019 surveys

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
				includes Dean for D&I)	
	5.3 Ensure input from lower grades and broad range of ethnicities in any forthcoming review of PDRs and performance management tools	2020	2021	Assistant Director HR - Susan Thornton	Mechanism for hearing BAME voices in place (e.g. via Stellar+ cohort below and/or cultural Diversity Group)
	5.4 Start collecting demographic information on feedback forms for training courses to identify any differential impact/experience for BAME staff	2018	2019	Steph Hayward and Dayna (People Development)	We know whether there is any differential in impact/experience for different ethnicities on our training course
	5.5 Continue providing 2 places per year on AdvanceHE Diversifying Leadership or a similar course	Ongoing		Dean for D&I	A cohort of 10+ Stellar HE and 8+ Diversifying Leadership alumni by 2021 who are meeting as an action learning set regularly throughout the year.
	5.6 Continue providing up to 4 places per year on StellarHE (to build a cohort more quickly)	2018	2021	Dean for D&I	
	5.7 Support StellarHE and Diversifying Leadership cohorts to form an action learning set with emergent leadership to continue their development – it is possible this may form a BAME staff network in the longer term.	2018	2019	Dean for D&I initially followed by emergent leaders from within cohort	
	5.8 Continue to monitor impact of changes to Personal Titles process – particularly success rate for UK BAME applications for Assoc. Prof. Investigate whether any of the promotions criteria requires implicit cultural knowledge and	Ongoing		AGS Richard Messer / PSO	• Success rates for BAME staff are similar to that for white staff.

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
	whether there are any common criteria where candidates of certain ethnic backgrounds or nationalities are less likely to succeed. Develop further action if required				- Greater numbers of academic BAME staff are being promoted. - We have more senior BAME academics and meet our 2020 and 2026 targets.
	5.9 Start to monitor ethnicity and gender of early career academic staff interested in and being supported to apply for fellowships	2018 Autumn cycle	Ongoing as opportunities arise – data reviewed annually by RE-ACT and DIAB	Research and Enterprise Development Team	Data on fellowship applicants by demographics exists. BAME staff are being supported to apply for these in line with BAME staff population and externally imposed eligibility requirements (nationality etc).
	5.10 Ensure HoF are aware of StellarHE and Diversifying Leadership courses for PS staff via emails, staff portal and in 1-2-1 meetings, and encourage reflection on the equity of their approach to developing others in the latter.	July 2018	onwards	Deans for D&I	- PS staff continue to apply for and complete BAME specific courses. - Increase in survey responses regarding fairness or allocation of development opportunities (baseline 39% in REC survey but 64% in all staff survey)
	5.11 interrogate Learning Management System once online, to determine if more online courses are providing greater opportunity and training for BAME staff	Jan 2020	Annually via D&I annual report	Steph Hayward (PD)	- LMS data on training uptake by ethnicity is available - Action developed if needed

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
	5.12 Begin collecting ethnicity data for regrading cases	2018	ongoing	HR data team (Simon Burden) and HR partners	Data set exists and is reported to RE-ACT annually.
	5.13 Explore roles occupied by grades 5 and 6 staff of different ethnicity; develop appropriate means to publicise or encourage promotion to grade 7	2020	2021	Assistant Director of HR – Claire Rolstone	Data set and guidance exists
	5.14 Begin a continuous dialogue with E&F – the home to many of our Grade 1-3 BAME staff – regarding need for Equalities Impact Analysis for major changes	Summer 2019	Ongoing until business as usual	E&F Diversity Champion Matthew White, D&I Advisor Yasmin Ahmed	• Meetings recorded • EIA completed for major changes in E&F
	5.15 Develop ways of broadening committee membership to include more opportunities for a wider group of BAME staff to contribute and gain experience	Jan 2019	Sept 19	Richard Messer and Governance team	• Guidance for committee membership exists • Pilot broadening membership for 1 or more strategic level committees during 2019-2020 academic year.

Theme 6 – Reduce ethnicity differentials in reward and recognition

Motivation
- *We have a considerable ethnicity pay gap including contributions from occupational segregation, and a difference in lump sum payments by ethnicity (both number and number of awards)*
- *Anecdotal reports to SAT members that effective exclusion from previous bus discount schemes for Grades 1-5 staff made accessing training or development opportunities difficult.*

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
We publish ethnicity pay gaps and any differences in bonus payments annually as part of our D&I annual report available publically on the website.	6.1 Continue to monitor ethnicity pay gap, to evaluate impact of other actions elsewhere in this plan that impact occupational segregation and promotion/progression on pay gap	2018	Ongoing – annually in January for D&I annual report	Claire Eckett (HR Reward and recognition project team)	The ethnicity pay gap within each grade will have reduced to less than 5% by 2021
	6.2 Publicise ethnicity differences in lump sums to HoS and HoF	2018 in meetings with HoS/HoF	July 2019	D&I Deans	Ethnicity differentials in lump sum payments will have reduced
	6.3 Work with any future HR reward and recognition project to ensure that ethnicity dimension is considered in any review.	2020	2021	Claire Eckett / Dean for D&I	Race and ethnicity is referenced throughout any future review
	6.4 Publicise availability of e.g. reduction in bus fares to ALL staff now that Bus+ salary sacrifice scheme has been replaced with Bus-to-work	Sept 2018	Sept 2018 but annually thereafter	Claire Eckett Santosh Sinha	Grades 1-5 staff report knowledge of Bus-to-work scheme.

Theme 7 - Improving BAME student attainment and progression

- *Student attainment gaps in good degrees for BAME students, and international students.*
- *Student REC survey reports many comments on segregation (by choice or forced) in student halls and in academic work groups.*
- *Staff report persistent challenges with group work in diverse cohorts of students – but there are examples of good practice that could be shared*
- *Early data suggests that schemes introduced as being particularly beneficial to disadvantaged (including BAME) students may not being taken up by BAME students.*
- *High proportion of commuter students identify as BAME*
- *UK Black male students are most likely group to enter with BTECS (20% of black males enter with BTECS) and have the lowest attainment (%)*

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
• Diversity and Inclusion is a standing item on School Boards of Teaching and Learning agendas. Guidelines for discussion produced by the Deans for D&I in 2018 includes the discussion on ethnicity attainment gaps	7.1 Monitor demographics of students taking up Study Smart, PAL, StaR and THRIVE mentoring schemes to identify if BAME students are taking up these schemes in or above proportion in student body Subsequently develop a targeted campaign to increase involvement by BAME students and mentors if needed.	2018	2019	Director of Student Services Patricia Woodman	• Data set exists • Uptake in proportion or above to student population. • Increase in BAME mentors and mentees • Positive feedback from BAME participants
	7.2 Include specific questions on the ethnicity attainment gap in each School's Board of Teaching and Learning at least once per year and support Schools with the data	Autumn 2018	2021	DICOP SDTLs to report back to somewhere in SAS	• Discussion noted in minutes at least once per year • Identifiable action taken as a result of reflecting on this data
	7.3 Develop our support for local commuter students in recognition that a high proportion of our commuters are BAME, e.g. pre-arrival information on things to consider if you are planning to commute, lockers (to be in place for 2018 session), information on effective use of "commute" time, a local commuter student network.	2018	2019	Student Success & Engagement team – Chantelle Turner RUSU Diversity Officer RUSU Education Officer	• Positive response to Reading Student Survey questions aimed at commuters • Good usage of the resources provided
	7.4 20% of our Black male UG UK intake and 15% of Asian males, but only 5% of white	2019	2020	T&L Dean (student	Increased attainment of entrants with BTEC qualifications

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
	females enter with BTEC qualifications – explore best practice in the sector for enhancing the attainment of these students and identify a plan to support an increase in attainment levels where necessary			attainment) - Orla Kennedy Study Advice Team	
	7.5 Identify and implement strategies to Diversify Student services frontline staff (e.g. in response to feedback that BAME counsellor has been extremely useful for BAME students) including piloting some positive action strategies	2018	Ongoing	Director of Student Services Patricia Woodman	Increased proportion of Student Services BAME staff
	7.6a Assess impact for BAME students of Curriculum Diversification (on sense of belonging) as a result of the Curriculum Framework project	2018	2020	T&L Dean- Elizabeth McCrum	Greater sense of belonging presented in the next REC survey
	7.6b Assess impact for BAME students of Student Progress Dashboard (social and cultural capital)	2019	2021	Director of Student Services	Full understanding of the student racial profile of service usage and identification of racial groups who are not using the services provided
	7.7 Monitor engagement of students with Support and Development Services by demographics and gather feedback	2019	2021	Director of Student Services	Full understanding of the student racial profile of service usage and identification of racial groups who are not using the services provided

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
	7.8 Ensure BAME students are adequately represented in the Reading 100 student panel (representation and voice)	2018	2019	Student Engagement & Communications Manager Jennifer Corless	A racially representative student panel
	7.9 Identify and implement an appropriate means of monitoring the BAME uptake of employability support	2018	2020	Director of Careers Andrea Kreideweiss	Take up in line with Student population
	7.10 Develop a data-led approach to pro-actively identifying students who are disengaging with their studies in order to facilitate pro-active intervention (learning analytics provision)	2019	2021	Director of Student Services Patricia Woodman	Implementation of learning analytics system to facilitate this, followed by impact assessment on students of different demographic characteristics
	7.11 Develop an understanding of Henley Business School success in attracting Black PGT students and see if there are any lessons applicable elsewhere	2019	2020	Dean for D&I together with SDTL/PGT director for HBS	• Interviews with relevant staff and students in HBS completed. • Good practice identified and shared via blog or CQSD/Diversity event
	7.12 Develop an understanding of Black students perception of value of PGT, PGR(Masters) and PHD to aim to increase numbers of students, particularly from the UK	2020	2021	Dean for D&I together with Graduate School team	Report delivered to RE-ACT and shared with University Board for Teaching and Learning, and Admissions Committee

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
	7.13 Explore whether "wrong subjects" is responsible for ethnicity differences in BBB or below offer rate and consider how best to improve guidance such as to improve offer rate	2020	2021	James Ackroyd (Head of Global Recruitment and Admissions)	Report exists and action suggested.
	7.14 Work with RUSU to monitor ethnicity of participants in University of Monsters programme	2018-2019 cohort	Annually thereafter	RUSU Diversity and Education Officers	Reported annually to RE-ACT
	7.15 Monitor attendance at an experience of Graduate School events by specific ethnicity group	2018-19 programme	Annually thereafter	Joanna John (Graduate School and SAT member)	We know whether the Graduate School training programme is fit for purpose for all students, and have started to consider any necessary changes
Theme 8 - Creating diverse and relevant curricula – Educating for the 21st century					
• Curriculum Framework Project has been running for the past 2 years including a requirement for programmes to be reviewed in terms of having a diverse curriculum by the end of 2018-19	8.1 Embed cultural competency into teaching and learning programmes, for example roll out CQSD and ISLI training course on working with culturally diverse groups into annual training programme and Academic Practice Programme			Claire McCullough (CQSD)& Anne Vicary (ISLI)	
	8.2 Organise a show case of good practice during 2018-19 academic year to aid those reviewing programmes and pedagogy under the curriculum framework	2018	2019	Nina Brooke (CQSD Curriculum Framework lead)	Several case studies of revised modules and programmes presented at a well-attended T&L showcase

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
	8.3 All programmes to have completed curriculum framework review of their programmes and module content reported on actions planned to address findings of the review with regard to including diverse ethnicity cultural perspectives and interests	2017	2019	Nina Brooke / Eileen Hyder CQSD	Report with summary of actions from different reviews
	8.4. Explore with ISLI and other stakeholders how to encourage engagement of home English speaking students in discussions with international English-learning students and vice versa	2019	2020	Teaching and Learning Dean Clare Furneaux and ISLI	
	8.5 Evaluate the impact of the new Academic Tutor system in promoting reflective practice for different groups of students and on the difference between anticipated outcome and outcome, especially in Science and HBS areas	2019 summer	2021	Orla Kennedy –Teaching and Learning Dean	Findings from focus groups and surveys show increase in reflective practice across all groups of students, and improved engagement with tutors.
	8.6 Consider introducing a compulsory Intercultural awareness module to the RED award for students, and, if introduced, evaluate any changes in awareness and acknowledgement of intercultural issues before and after module	2019	2021	Andrea Kreideweiss Director of Careers	Decision on inclusion justified. If developed, attendance at module is strong and diverse. Before and after surveys show change in awareness levels.
Theme 9 - Building links with the local community (See also theme 1 for events)					
Motivation:					

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
23% of minority staff and 30% of minority students have witnessed or been a victim of racial discrimination in the local area (Majority of respondents who agreed with this question have been both a witness and a victim) *Links to BAME groups in the local community are largely through individuals, with lack of central co-ordination and knowledge.* *Given our lack of BAME staff representation, need to be pro-active in making links with the local community networks to gain access to knowledge, expertise, and opportunities for mentoring*					
• One meeting with BME network chair from Berkshire NHS Trust to learn about the work of the BAME Network and broader engagement work. • Contributed to and participated Oracle's "Diversity, Equality and Inclusion - In Higher Education" Conference and initiated discussion on future collaboration	9.1 Set up a local network of organisations including employers such as Oracle, Reading Buses, Thames Water, Microsoft, and other organisations including Berkshire NHS trust, RISC, Reading Borough Council which have meetings 2 times per year to share understanding of local race issues and good practice	Early Summer 2019	2021	Community Engagement Manager & Diversity and Inclusion Advisor	• Initial meeting of interested parties on campus in Early summer 2019 • Agreement for future programme • Active collaborations
	9.2 Contribute to Reading 2050 planning theme on "City of Culture and Diversity" through link with Reading Borough Council	Summer 2018	ongoing	Dean for D&I	University aims included in development of theme. Ideally University gains access to different communities across Reading and becomes involved in hosting discussions that feed in both to Reading 2050 but also the more immediate D&I work at the University.
Theme 10 - Intersectionality					

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
Motivation					
• *Significant intersectional issues noted with religion (in terms of growing Muslim population in both UK and International Students)* • *Hitherto piecemeal nature of gender/race intersection considerations*					
• Principle of multi-faith provision agreed with UEB and current (Christian) chaplaincy board in Spring 2018 • New Prayer spaces in RUSU extension building due in late 2018 • Visit to campus by Muslim Chaplain from Royal Holloway • Draft job description under review by Islamic Society committee	10.1 Introduce a pilot Muslim chaplaincy scheme including an oversight route	2018	2020	Enzo Raimo Dean for D&I, RUSU Islamic Society	• We have a Muslim chaplain in place who is providing regular support for students and staff. • Link with Muslim Centre is more consistent throughout the period. • Islamic Society report good relationship with the University. • Existing Chaplaincy has more broad contact and involvement with Muslim Centre.
• Scoping meeting held. Currently consulting existing chaplaincy co-ordinator about parts of current website to keep / move	10.2 Revise the existing chaplaincy website to present a Multi-faith view of the world and make it clear where to find support for both students AND staff.	June 18	October 18	Dean for D&I, MCE content team, (Chris Long, Angela Davies)	• Web pages in place on Discover and Essentials. • New web page for Muslim Centre • Link to pages clear on staff site.
• Separate Data dashboards exist for use by Athena SWAN and REC teams, as well as HoS and HoF to	10.3 Extend gender and race data dashboards to include capability to filter staff and student data by both ethnicity AND gender	July 2018	April 2019	James Carpenter, PSO	• Both dashboards contain facility • Athena SWAN applications from 2019 include more

Situation / progress to – date, to be ongoing where indicated (O)	Actions proposed	Timeframe (Start & End)		Lead	Key success criteria / Outcomes
explore race and ethnicity, and gender					reference to intersectionality of gender and race (both School and University level) • Race and gender intersectionality considered by next REC SAT.
Any Other Actions					
	11.1 Ensure grades 1-5 and Black staff are represented on RE-ACT and the next SAT	July 2018 for RE-ACT	Sept 2020 for SAT	Dean for Diversity and Inclusion	Grades 1-5 and Black staff are represented on RE-ACT and SAT