

# UNIVERSITY OF READING ANNUAL STAFF DIVERSITY & INCLUSION REPORT 2015 TO 16 ACADEMIC YEAR

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# AN INTRODUCTION FROM THE VICE CHANCELLOR, SIR DAVID BELL

I am pleased to introduce the 2015-16 Diversity and Inclusion Report for the University of Reading.

This review of progress shows that important and positive steps are being taken as we seek to become a fully inclusive institution. To become such a place is a professional and personal priority for me and my colleagues on the Executive Board as it is, I am sure, for everyone who works and studies at the University of Reading.

We want to be the place where every individual can fulfil their full potential, irrespective of who they are and where they come from. As we attract the best students and staff, we need to provide them with the right environment in which to flourish.

It makes good business sense too. Growing evidence from a range of universities points to the positive impact of supporting and promoting diversity and inclusion. Results include improved overall performance, teams that take balanced decisions and develop sound strategies and higher morale.

The appointment of Professor Ellie Highwood and Professor Simon Chandler-Wilde as our first-ever Deans for Diversity and Inclusion has been immensely helpful. I pay tribute to them for the energy and focus they have brought to our efforts, building upon the good work done by Professor Dianne Berry and the Diversity and Inclusion Strategy Group. Clearly, Ellie and Simon will help to drive the next phase of our work but, crucially, success depends on *all* of us playing our part.

Yet stubborn challenges remain. Some of them reflect the sector-wide position but others are more local. So we cannot be complacent or make excuses when we have the opportunity to lead change here in our own institution.

A lot of this is about making small changes that deliver a big impact. Changes to the way we identify and advertise vacancies. Changes to where we advertise our vacancies. Changes to how we shortlist and interview candidates. Changes to working patterns. Changes to how we develop individuals and manage their pathways to career progression in the University. Changes to our ways of working so that we promote creativity, flexibility and innovation.

At the same, we have set tough targets for ourselves. To be clear, these are not mandatory quotas but they help us to keep on track and be open to new approaches and interventions.

There is a huge amount of knowledge, experience and insight across the University. We need to draw upon it to identify changes that promote equality and diversity, and create an inclusive environment – not just in the United Kingdom but in our campuses elsewhere in the world.

This year we have made some changes to how we present this report, focusing on progress for each protected characteristic, rather than the previous focus on historic priorities. This has been driven by the changes to our strategy and targets and a need to present the data and subsequent story in a more coherent and easy to follow format. Unfortunately, we are unable to provide recruitment data this year. But from next year, the data will be much more robust and will enable us to also report on the application process, not just those who were recruited.

The document summarises our progress over the last year and our areas of focus for the period ahead. We have identified Gender, Sexuality and Race as priorities for staff and, as such, the focus of this report will be on our progress in these areas. For other protected characteristics, a summary of the key data and information appears towards the end of the report, along with wider information that is relevant more broadly to diversity and inclusion.

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

**SIR DAVID BELL KCB**

**VICE-CHANCELLOR**

## Overview

### 2015/16 Activity Highlights

The 2015/16 academic year has seen an increasing focus on D&I activities and progress. This has been across a range of areas but with a particular focus on gender and sexual orientation due to the timing requirement of submission to the Athena Swan Charter Mark and the Stonewall WEI Index. Below is a summary of the activities that took place.

- Submission of Athena Swan Institutional Bronze application
- Three Successful School Athena Swan awards: Silver for School of Archaeology, Geography and Environmental Sciences, Bronze for School of Chemistry, Food and Pharmacy and Bronze for School of Psychology and Clinical Language Sciences.
- Submission to the Stonewall WEI
- First Stonewall allies training programme delivered
- Launch of D&I strategy and targets
- Overhaul of D&I committee structures
- Push on encouraging staff to complete their personal data resulting in an increase in disclosure across all areas
- Presentation on D&I strategy to UEB, Leadership Group, Council and open sessions for staff.
- Launch of termly series of Diversity and Inclusion lectures, beginning with Professor Athene Donald FRS in May 2015.

### Priorities for 2016/17

The following priorities are listed here as actions that are needed across all of the protected characteristics. They feature in a range of action plans and strategies and as such are in addition to each of the actions listed against the specific characteristics.

- Understanding reasons for leaving to see if there is a D&I aspect
- University Staff Survey to inform wider actions needed
- Launch of an applicant tracking system in order to collect data at all stages of recruitment
- Implementation of pilot for anonymised shortlisting
- Delivery of the 'Faces@Reading' project ensuring D&I is embedded
- Ensuring that D&I considerations are included in the emerging talent management and succession planning strategy
- Undertake a review of fixed term contracts
- Review of D&I training including unconscious bias training, mentoring and coaching
- Expanding the leadership training offer for all those in management positions, and those aspiring to be
- Creation of D&I webpages and blog
- Ensuring that our data and approach to analysis is appropriate, clear and enables decision making

Additionally, we will be reviewing the data that we need for our annual reports in future years to ensure that what we are capturing, reporting on and using is the most meaningful data to present an accurate picture of the institution, and to inform our actions in the future. This means that our next report may present different data than is in this report, meaning that year on year comparisons may not be possible, this is necessary to achieve our aim to have the most appropriate and clear data to work with.

## Progress against priorities

### Gender

Activity on gender during the 15/16 academic year focused on understanding our feedback from the 2015 Athena Swan submission which gave us an additional year to retain the Bronze level award, and then forming a new Self-Assessment Team in order to submit our application in April 2016.

The structure around Athena Swan was overhauled in line with wider changes to the Diversity & Inclusion structure (and in line with feedback from the 2015 submission) in order to ensure a broader ownership of actions and progression.

As part of our D&I strategy, the following targets for gender were agreed:

- Professorial roles to be at least 40% of either gender by 2020, rising to 45% by 2026, reflecting likelihood of 50% of all academic staff being female. Current baseline is 31.3%.
- Grade 9 non-academic staff to be at least 45% of either gender by 2026. Current baseline is 47%
- Reduction of the senior (professorial and grade 9) pay gap to 5% or below by 2020. The current professorial and grade 9 pay gap is 11.5%
- Each of the key university Committees/Boards to normally have a minimum of 30% of either gender by 2020 (35% by 2026).
- University Leadership roles to maintain current baseline of at least 45% of either gender
- Achieve Athena Swan University Level Bronze Award in 2016 and Athena Swan Gender Charter Mark Silver level recognition by 2020 with all STEM Schools and 2 non-STEM Schools achieving Silver status, 1 achieving Gold, and all Schools working towards some level of recognition by 2020.

### Headline Data

- Female success in the personal titles progress has shown a decline when viewed as a % of all successful cases, falling from 46% of all successful cases in 14/15 to 41% of all successful cases in 15/16 (an decrease of 5%) However, when viewed as a % of all successful cases from within that gender it has decreased from 88% in 14/15 to 67% in 15/1 (a decrease of 19%). Male success across both measures has increased by 5% and 2% respectively. This shows a widening gap between male and female success of the last 12 months and a fluctuating picture over the last 4 years
- Whilst there is still a gap between males and females in the percentage of applications from the eligible population, this gap is closing, for both associate professor and professor
- Reading's record of 31.3% of its professors being women in 2014/15 means this figure is now 8.2% better than the sector average - increasing from 3.3% better in 2010/11. This figure is also better than the average for both the Russell Group and the former 1994 group of universities
- The gender pay gap has reduced again by 1.52% to 18.46%, this is following a year on year trend of reduction. This is the biggest annual reduction since we started to record this in 2012/2013, however, we still have a huge amount of work to do to
- This year has seen women receiving a higher average lump sum amount than men for the first time. In 2015/2016 women on average received £7.31 more than men. The highest difference recorded for men receiving more than women was £88.86 in 2012/2013
- Across all of the reward processes (Lump sum, celebrating success (open to all staff), additional increment, contribution point (open to staff in grades 1 to 8) and merit based promotion (predominantly used by research staff to progress from grade 6 to 7)) women continue to make up a higher percentage of successful applications, however this year this reversed in the case of merit based promotion with men being more successful. It should be noted that the numbers for merit based promotion are small so determining the significance of this is difficult.

## 2015/16 Activity

- Submission of Athena Swan Institutional Bronze Application in April 2016
- The central University now fully reimburses Schools for costs of staff going on parental leave, and requires significant investment in the support of staff as they return from leave.
- We are now rolling out a data dashboard allowing heads of school to see gender pay and promotion gaps, as well as student numbers and attainment by gender
- Annual Edith Morley lecture, celebrating the first ever female appointed to a professorship at Reading.
- A proactive approach to recruiting from a broader base of applicants led to a rise in the proportion of women on the University Council, its executive governing board, rising to 34.5% in 2015/16 – exceeding Reading's 2020 target
- Enhanced support for School applications has resulted in enhanced success: 5 of the 7 STEM schools hold Athena Swan Awards, 3 at silver and two at bronze
- Across our STEM schools, a quarter of our professors are now women - at least 5.8% better than the averages for the sector and other groups
- Changes made to the Personal Titles process made Fellowship of the HEA mandatory for all applications. A fundamental review of the whole process took place with changes identified for the following academic year
- Working group to consider the gender pay gap convened and recommendations put in paper for UEB (to be considered in the next academic year)

## Challenges/Priorities for 16/17

- Delivery of Athena Swan action plan, in particular the actions for delivery during 16/17:
  - Ensuring the correct working of governance arrangements
  - Diversity dashboard to enable schools to more easily access data
  - A package of support for schools applying for Athena Swan
  - Establishment of network for student parents
  - Review success of changes to personal titles
  - Reviewing adverts for the use of gendered wording
  - Link job adverts to flexible working websites
  - Update recruitment guidelines
  - Analyse school transparency review returns and workload model output
  - Report of the Gender Pay Gap Working Group
  - Diversifying UEB and other university committees
  - Review the membership of women@reading staff network and approaches to advertising
  - Implementation of funding for parental leave policy
  - Begin gathering flexible working data
  - All adverts to be advertised as job shares
  - Review and refresh the policy for transgender people
- Working with non-STEM schools to prepare them for school Athena Swan submissions
- Understand the reasons for success rates for promotion for both genders and monitor any changes in 16/17 – identify and implement actions as appropriate
- Review the way in which we analyse and present data on promotions so that it clearer and the most appropriate approach for informing actions – this is likely to be affected by a substantial change in the personal titles process operating for the first time in 16-17 which is designed to have clearer criteria and to be more inclusive, but may make year on year comparisons more challenging.
- Implement approved actions from the gender pay gap report

## Race

The main activity in relation to race during 2015 to 2016 was based around understanding the feedback we received on our application for the trial Race and Ethnicity Charter Mark from the ECU and then determining an appropriate way forward. On the 9<sup>th</sup> December 2015 the Dean for Diversity and Inclusion, the Assistant Director HR (People and Talent) and the Diversity & Inclusion Officer visited the ECU offices to receive feedback on our application.

The feedback focused on:

- Fully understanding what our data is telling us and having appropriate actions in place to address this
- Having clearer data breakdown over a longer period of time
- Being clearer on what our reaction as an institution is to what the data is telling us

Our focus now is on understanding in more detail what this feedback means in terms of priority work needed and beginning to work toward resubmission.

As part of our D&I strategy, the following targets for race & ethnicity were agreed:

- Minimum of 15% in each of grades 1-5 non-academic staff and 12% in grades 6-9 non-academic staff to be BAME by 2020 (16% by 2026). The current baseline across all non-academic staff is 8%.
- Minimum of 14% of academic staff in grades 7 and above to be BAME by 2020 (18% by 2026) Current baseline is 11%
- Key University Committees/Boards to match academic staff BAME representation by 2020, and to keep pace thereafter.
- Council and Committees of Council to set targets for BAME representation on their committees consistent with national census baseline for BAME
- University leadership roles to be minimum of 18% BAME staff by 2026
- University to attain Bronze Race Equality Charter Mark before 2018 and be working towards silver by 2021

## Headline Data

- BAME staff have had their most successful year yet in the personal titles process and this year double the amount of eligible BAME staff applied for associate professor. Overall the success rate for BAME staff rose by 12% compared to a 17% decrease for white staff
- While the application percentage for BAME staff is low in the personal titles process, of all academic staff in grade 7 to 9 (grades covered by personal titles), BAME staff account for just 11.6% of the total population.
- The ethnicity pay gap has decreased again, continuing the trend over recent years. This year the gap reduced by 2.14%, the biggest reduction so far. The ethnicity pay gap is closing at a faster rate than the gender pay gap
- Whilst there was positive progress for the personal titles process and ethnicity pay gap, there was mixed success in the other reward and recognition processes. 2015/2016 saw the biggest difference in the amount of lump sum awarded with BAME staff receiving on average £72.96 less than white staff. This is the biggest ever gap and an increase of £64.71 from 2014/2015. However, BAME success in the additional increments process increased from 7% to 27%. With regard to contribution points, BAME success remained the same as in 14/15 at 8%

### **2015/2016 Activity**

- Receiving feedback from ECU on our Race Equality Charter Mark Submission
- Forging stronger links with the students union to join up on activity such as making plans for Black History month
- Working with our data colleagues to ensure that the D&I data dashboard that is in development addresses the feedback around data
- Understanding the desire of BAME staff for a network to be established at the university and what purpose and focus this would have
- Developing plans on contributing to a wider D&I programme of events
- Developing a clearer process for dealing with racially offensive actions by staff or students
- Considering a wider campaign around recruiting BAME staff
- Sent our first attendees to StellarHE leadership course and Leadership Foundation for Higher Education Diversifying Academia programme

### **Challenges/Priorities for 2016/2017**

- Beginning preparation work to resubmit for the Race Equality Charter Mark in 2018, forming a Self-Assessment team, analysing the results from staff survey and focus groups and developing a preliminary action plan.
- Progressing links with the student union and working more closely together
- Establishing a Cultural Diversity Group (for staff interested in race, ethnicity and culture and how they affect our staff and students)
- Reviewing StellarHE and other offers for training for BAME individuals.
- Developing and implementing the BAME recruitment programme as funded by the strategic fund, working with TMP
- Understanding the issues behind the figures for BAME success in the rewards processes and developing appropriate actions to address this

## Sexual Orientation

The academic year 2015/2016 has seen a lot of activity around sexual orientation. When we received our Stonewall WEI results we had to think carefully about whether or not to apply again, or if it would be better to spend the time improving our work in this area. We decided that we were able to do both and as such forged ahead with our application and a great deal of activity, the highlights of which are detailed below.

As part of our D&I strategy, the following targets for sexual orientation were agreed:

- Over 70% of UK based staff to have declared their sexual orientation through employee self-service by 2018 and 95% by 2020 (Baseline 32% in 2013/14)
- To improve the position on the Stonewall Workplace Index, aspiring to be in top 50 by 2020.

## Headline Data

- Stonewall position is 204 (dropped from 179 last year). We are however still in the top 50%
- Declaration rates at the end of the 15/16 academic year were 56.82% an increase from 40.7% in 14/15 (16.12% increase) meaning that we are on track to achieve our 2018 target

## 2015/2016 Activity

- Ran our first Stonewall Allies course for senior leadership attended by the Vice Chancellor and a number of colleagues from the Leadership Group with plans to deliver more programmes during 2016/2017
- Attended London Pride for the first time
- Made plans to attend at our first Reading Pride Event
- Opened up an LGBT+ network meeting to allies to discuss the challenges and how they could be addressed
- Hosted a number of events for Transgender Day of Remembrance
- Joined the Thames Valley LGBT Good Practice Network and hosted a meeting at the university campus
- Enabled LGBT+ staff to apply for the Stonewall leadership programme resulting in 1 place being offered

## Challenges/Priorities for 16/17

- Continue to encourage disclosure by creating an environment where people feel comfortable to do so
- Deliver further stonewall allies programmes so that all of the senior leadership team have participated and signed up
- Continue to build networks locally and within the university
- Review Stonewall feedback and develop appropriate actions and apply for next year's WEI index



## Other protected characteristics

Whilst the focus of activity over the last year has been on the 3 strategic priorities, this does not mean that there is not an intention to address wider issues. Specifically, throughout the next academic year there will be increasing focus around disability to understand the universities challenges in this area and appropriate courses of action. The Cultural Diversity Group will also include discussions on work needed on religion/belief on a more systematic and strategic basis than previously.

These will be our key areas of work but we will also undertake a review of our staffing data to better understand the profile of our workforce in order to identify if there are any other areas that we need to focus on. In particular we need to better understand the requirements and implications of the growing Malaysia campus and how we can better support and enable diversity and inclusion in this environment.

Our next staff survey takes place in spring 2017 and we will also use the results of this and subsequent focus groups to determine if further work is needed.

### Headline Data

- Staff declarations on religion have increased from 39.84% to 51.78%
- Staff declarations on disability have increased from 90.79% to 92.43%
- Staff declarations on ethnicity have increased from 92.38% to 93.5%

### 2015/2016 Activity

- The central University now fully reimburses Schools for costs of staff going on parental leave, and requires significant investment in the support of staff as they return from leave
- Began the process of understanding the challenges facing other people with protected characteristics and started conversations with relevant groups to determine what needs to be focused on over the next academic year
- Staff portal message discussing how to support staff and students observing the Ramadan fasting period

### Challenges/Priorities for 16/17

- Undertake review of staffing data to understand the profile of the workforce and identify potential areas of action
- Undertake the staff survey to identify potential actions needed
- Via the newly established cultural diversity group, consider any issues and actions for race and religion/belief
- Update policies and regulations on e.g. exams and religious observance.
- Consider the work needed in relation to disability and undertake appropriate actions

## Other Information

### Support and Guidance

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

Contact with these advisors is typically low, particularly in relation to D&I issues. The 2015/2016 academic year saw a reduction in contact with Harassment Advisors with regard to D&I issues with just one contact which was in relation to sexual harassment (this is a reduction from 3 D&I contacts in the previous year).

Contact with HARC Advisors was the same as the previous year with no contacts being in relation to D&I issues.

### EAP

It is difficult to do an exact comparison with last year for EAP usage as we changed supplier part way through the academic year with the two providers presenting information in different formats. However, it does not appear that there was much change in usage both in relation to the amount of contact and the amount of counselling. The gender balance of usage across both suppliers fluctuated throughout the year but did balance out at around 50%.

### Grievance and Disciplinary

With regard to formal grievance and disciplinary matters with a D&I element, 2015/2016 saw a reduction in cases with only 1 grievance (maternity leave related) and 1 disciplinary (race equality element).

Whilst this data presents a positive picture it only shows instances where issues have been raised formally, we are mindful that there may be issues that go unreported. Our next staff survey will provide staff with the opportunity to report if they are experiencing harassment/discrimination and we will of course study this data and follow up if necessary with an appropriate response.

### Committee Data

There is a mixed picture when we look at the data for committees in relation to race and gender.

**Gender** Council, Strategy & Finance Committee, University Board of Teaching & Learning, University Board of Research & Innovation and University of Malaysia Executive Board all have an improved gender balance from last year.

In relation to the targets:

- Council is now 1% away from the 2026 target of 35% of either gender (females make up 34%) on this committee
- Strategy and Finance Committee still has some way to go at 17% female but this is an increase from 8% last year.
- The University Board of Teaching and Learning is almost equally gender balanced at 53% female and 47% male

**UoR Report – UoR Staff member:**

- University of Malaysia Executive Board has now got a higher percentage of females than males in a direct swap from last year (60% female and 40% male, the opposite was true last year) – note numbers are small here so change of one individual has a large impact on the percentages.
- University Board of Research & Innovation is now perfectly gender balanced with 50% female and 50% male representation

However, University Executive Board is still 100% male and the female membership on Senate has fallen from 42% to 28%.

**Race**

There has been little change in the makeup of committees in relation to race. University Executive Board and Strategy & Finance Committee remain 100% white.

One of our key priorities over the coming year and a key element of our diversity and inclusion strategy and targets is to address representation on the various committees and boards for both gender and ethnicity.

## **A Final Word from the Deans for Diversity & Inclusion**

2015/16 is the first year in which we have been in post for the full year, and much was spent assessing the state of diversity and inclusion activities across the University. The application to renew our Bronze Athena Swan award was a priority for the first half of the year. The data for this year shows many positive changes, for example an increase in the success rate for BAME staff in the personal titles process and an increase in the number of female professors – we outperform much of the sector here. Our declaration rates have increased for sexual orientation and religion, and these will allow us to tailor support for our staff more appropriately.

However there are still aspects that require further analysis and attention – our success rate for both men and women in the personal titles process fell this year, and we still have a very small number of BAME staff particularly at senior level. Our data provision and analysis whilst much improved, still has some areas where the interpretation is not straight forward. The use of our harassment advisors is lower than we might expect and this may suggest issues with awareness of reporting and support mechanisms.

The planned activities shown in this report are just a fraction of what we aim to do in the coming session.

## Appendices

### Appendix 1 – Summary of changes to the Personal Titles Process

2012/2013	2013/2014	2014/2015	2015/2016
Changes to enable those with less traditional academic portfolios were recognised for the quality of their contribution	Expansion of the personal circumstance section	Introduction of more formalised feedback at faculty and university level  Additional guidance on how to complete personal circumstance section	Made Fellowship of HEA mandatory for all applications  Undertook a fundamental review of the whole process, changes identified and will be part of the 16/17 process

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

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

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

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

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

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

Appendix 5 – Reward Processes, Gender

	2012/2013	2013/2014	2014/2015	2015/2016
<b>Additional Increment</b>	18 (Male) (44%) 23 (Female) (56%)	18 (Male) (44%) 23 (Female) (56%)	11 (Male) (24%) 35 (Female) (76%)	10 (Male) (39%) 16 (Female) (61%)
<b>Contribution Points</b>	14 (Male) (29%) 34 (Female) (71%)	19 (Male) (34%) 37 (Female) (66%)	14 (Male) (29%) 35 (Female) (71%)	14 (Male) (44%) 11 (Female) (56%)
<b>Merit Based Promotion</b>	1 (Male) (20%) 4 (Female) (80%)	6 (Male) (46%) 7 (Female) (54%)	2 (Male) (33.3%) 4 (Female) (66.6%)	5 (Male) (71%) 2 (Female) (29%)

Appendix 6 – Lump Sum, Gender

	2012/2013	2013/2014	2014/2015	2015/2016
<b>Number Awarded</b>	167 (Male) (35%) 315 (Female) (65%)	155 (Male) (34%) 302 (Female) (66%)	130 (Male) (30%) 310 (Female) (70%)	154 (male) (36%) 275 (women) (64%)
<b>Average Value</b>	£552.40 (Male) £463.54 (Female) Difference = £88.86	£571.45 (Male) £483.20 (Female) Difference = £88.25	£545.85 (Male) £504.95 (Female) Difference = £40.90	£530.10 (Male) £537.41 (Female) Difference = £7.31

Appendix 7 – Celebrating Success, Female

	2012/2013	2013/2014	2014/2015	2015/2016
Male	165 (33%)	197 (35%)	221 (34.5%)	220 (34%)
Female	342 (66%)	374 (65%)	418 (65.5%)	429 (66%)

Appendix 8 – Gender Pay Gap

2012/2013	2013/2014	2014/2015	2015/2016	Direction of Travel
20.86%	20.92%	19.98%	18.46%	Positive – decreasing gap

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

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

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

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

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

Appendix 11 – Applications for Professor via Personal Titles (Ethnicity)

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

Appendix 12 - Reward Processes, Ethnicity

	2012/2013	2013/2014	2014/2015	2015/2016
Additional Increment	Not available	Not available	7% BAME 89% White 4% Unknown	27% BAME 69% White 4% Unknown
Contribution Points	Not available	Not available	8% BAME 92% White 0% Unknown	8% BAME 84% White 8% Unknown
Merit Based Promotion	White 6 (100%)  BAME 0 (0%)	White 12 (92%)  Unknown 1 (8%)	White 6 (100%) BAME 0 (0%)	100% White

Appendix 13 - Lump Sum, Ethnicity

	2012/2013	2013/2014	2014/2015	2015/2016
Number Awarded	427 (White) (86%) 29 (BAME) (6%) 26 (Not Known) (8%)	412 (White) (90%) 30 (BAME) (7%) 15 (not known) (3%)	398 (white) (91%) 26 (BAME) (6%) 15 (not known) (3%)	373 (White) (87%) 32 (BAME) (7%) 22 (Not Known) (6%)
Average Value	£502.61 (White) £437.93 (BAME) Difference = £64.68	£513.83 (White) £482.67 (BAME) Difference = £32.16	£515.17 (white) £506.92 (BAME) Difference = £8.25	£544.84 (White) £471.88 (BAME) Difference = £72.96



Appendix 14 - Celebrating Success, Ethnicity

	2012/2013	2013/2014	2014/2015	2015/2016
BAME	37 (8%)	59 (11%)	60 (10%)	57 (9%)
White	454 (92%)	493 (89%)	556 (90%)	570 (91%)

Appendix 15 – Ethnicity Pay Gap

2012/2013	2013/2014	2014/2015	2015/2016	Direction of Travel
23.92%	22.18%	22.20%	20.06	Positive – decreasing gap

Appendix 16 – Grievance Data

13/14	14/15	15/16
4 grievances relating to D&I – 1 upheld and employee dismissed	5 grievances related to D&I (1 not upheld and 1 withdrawn, 1 not concluded and 2 resulting in dismissal)	1 grievance re maternity leave, settled outside of the formal process  1 disciplinary with a race equality element – final written warning

Appendix 17 – Contact with Harassment Advisors

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

Appendix 18 – Contact with HARC Advisors

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

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

13/14	14/15	15/16
70 calls for counselling 90 face to face counselling 22 calls for legal information Telephone counselling 50/50 male and female	42 calls for counselling 79 face to face counselling 19 calls for legal information 1 call for health and wellbeing advice Telephone counselling 67% male and female 33%	68 calls for counselling 32 face to face counselling 17 telephone counselling Advise call mainly re mental health (anxiety and depression) Balanced male and female

Appendix 20 – Committees Data, Gender

	2012/13		2013/14		2014/15		2015/2016	
	F	M	F	M	F	M	F	M
<b>Council</b>	9 (30%)	21 (70%)	7 (24%)	22 (76%)	7 (24%)	22 (76%)	10 (34%)	19 (66%)
<b>Senate</b>	31 (35%)	57 (65%)	32 (37%)	55 (43%)	37 (42%)	51 (58%)	28 (38%)	45 (62%)
<b>University Executive Board</b>	1 (8%)	11 (92%)	1 (12%)	7 (88%)	0 (0%)	7 (100%)	0 (0%)	7 (100%)
<b>Strategy and Finance Committee</b>	2 (17%)	10 (83%)	2 (17%)	10 (83%)	1 (8%)	11 (92%)	2 (17%)	10 (83%)
<b>University Board of Teaching and Learning</b>	7 (35%)	13 (65%)	7 (35%)	13 (65%)	9 (43%)	12 (57%)	9 (56%)	7 (64%)
<b>University Board of Research</b>	4 (29%)	10 (71%)	4 (31%)	9 (69%)	3 (25%)	9 (75%)	11 (50%)	11 (50%)
<b>University of Reading Malaysia - Executive Board</b>	n/a	n/a	n/a	n/a	2 (40%)	3 (60%)	3 (60%)	2 (40%)
<b>University of Reading Malaysia - Academic Board</b>	n/a	n/a	n/a	n/a	n/a	n/a	7 (64%)	4 (36%)

Appendix 21 – Committee Data, Race

	2014/2015	2015/2016
Senate	80 (93%) White 4 (5%) BAME 2 (2%) Unknown	64 (92%) White 3 (4%) BAME 3 (4%) Unknown
Council	12 (100%) White	25 (96%) White 1 (4%) BAME
University Executive Board	7 (100%) White	7 (100%) White
Strategy & Finance Committee	7 (100%) White	12 (100%) White

Appendix 22 – Declaration Rates

Protected Characteristic	11/12	12/13	13/14	14/15	15/16	Direction of Travel
Gender	99.95%	100.00%	100%	100%	100%	Maintaining at 100%
Ethnicity	93.3%	94.67%	92.59%	92.38%	93.15%	Positive
Disability	88.8%	90.00%	89.65%	90.79%	92.43%	Positive
Sexual orientation	9.1%	27.45%	32.57%	40.70%	56.82%	Positive
Age	100%	100.00%	100%	100%	100%	Maintaining at 100%
Religion or belief	Not reported	29.88%	33.5%	39.84%	51.78%	Positive