

DIVERSITY & INCLUSION



Ellie Highwood and Simon Chandler-Wilde
Dean(s) for Diversity and Inclusion

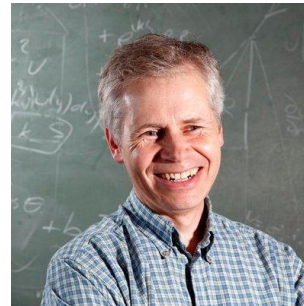
OUTLINE

- Who we are + our role + wider team
- Initial plans and next steps
 - Cross-cutting Diversity & Inclusion activities (both leading)
 - Gender focused (both)
 - Race and Ethnicity + Religious belief (Ellie)
 - Sexual orientation/LGBT+ (Simon)
 - Age + Disability (Simon)
- Ways to get involved
- Q&A – your feedback and ideas

WHO WE ARE



- Dean for D&I (0.5FTE) from 1/8/15
- Prof of Climate Physics
- Working parent
- Part-Time (0.87 FTE)
- Was HoD Meteorology (job share) – finished 30/9/15



- Dean for D&I (0.5FTE) from 1/8/15
- Prof of Applied Maths
- Working parent – wife Dean at New Bucks
- Was HoS MPS – finished 31/12/15

Both active in Athena SWAN in SMPS and nationally

THE TEAM

- Dean(s) for Diversity & Inclusion
- HR Deputy Director for People and Talent,
Alison Hackett (started Sept 15)
- HR Diversity & Inclusion Officer,
Frances Raimo (started Sept 15)



D&I WORK DELIVERS

Reflection:
Analyse and
improve

Fairness:
All staff allowed to
develop

Benefits to all:
Fair, transparent
and supportive

Attract and retain
excellent staff
from wide pool

Diversity:
Recognise and reward
range of contributions

OUR ROLE

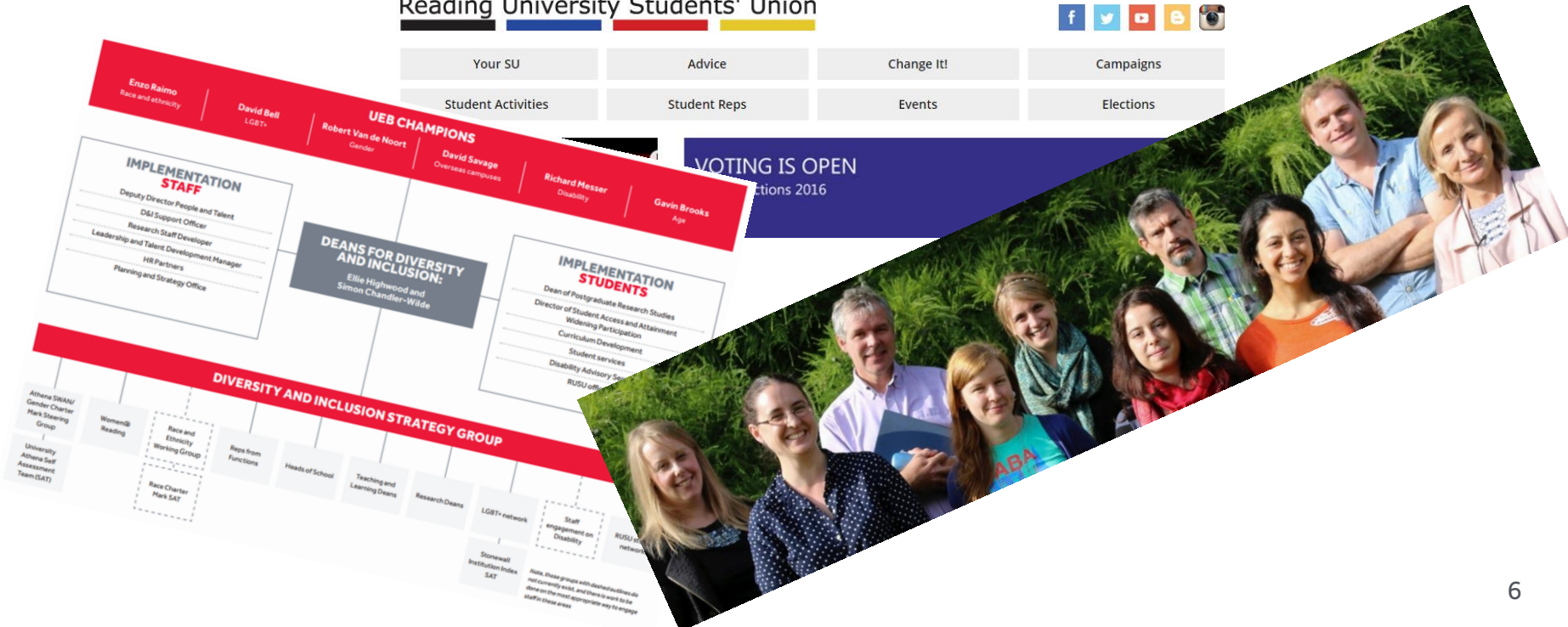
“To provide leadership, coordination, support, encouragement, and visibility to a very large D&I staff and student effort across Reading.”

Reading University Students' Union

Log in



Your SU	Advice	Change It!	Campaigns
Student Activities	Student Reps	Events	Elections



CROSS-CUTTING D&I ACTIVITIES

A (partial) list:

- Visibility, staff engagement, and culture change
- Sharing best practice + showcasing our research
- Normalising and supporting flexible working, job shares, parental leave
- Recognition and reward – transparent and supportive processes
- Efficient data collection and analysis
- Training

CROSS-CUTTING D&I ACTIVITIES

Visibility, Staff Engagement and Culture Change: High-Profile Events



Prof Udy Archibong
MBE, Director of the
Centre for Diversity
and Inclusion,
Bradford



Prof Tom Welton,
Dean of the Faculty
of Science, Imperial
College



Prof Dame Athene
Donald, Master of
Churchill College,
Cambridge

CROSS-CUTTING D&I ACTIVITIES

Inclusivity/culture change: work to normalise flexible working, job sharing, shared parental leave

Working flexibly as a postdoc on a research contract

Dr Dan Hodson, Post-doc in the Department of Meteorology

"I currently work 80% - I used to work 70% - but we shifted this as my partner's work pattern shifted. I've been working part-time for about six years, since our first son was about one, I think, and it's been a formal arrangement since then. Initially, this was to spend a whole day with our children, but now I tend to work shorter days to fit around school - although I still do manage a few hours a week taking our 2 year old to toddler activities.

I sometimes work from home if the situation warrants it and the IT side seems to work well for this and for me!



The flexibility of this work arrangement works very well for us as a family, allowing us to spend time together as a family and to respond to unexpected illnesses and other demands. I find I do need to monitor my work time quite closely to keep to my contract. I have found a phone app that allows me to do this quite easily."

Dr Natalie Harvey, Post-doc in the Department of Meteorology

"I have recently returned from 11 months maternity leave and I am currently using my holiday accrued during that time to work 4 days a week to fit in with my childcare commitments. Once I have used all of this leave I have arranged to formally work 4 days a week until the end of my contract. Before officially returning to work I used my Keeping in Touch (KIT) days to complete a number of specific tasks related to my project. This made my 'proper' return to work much less daunting. I also found regular updates from colleagues and friends about departmental news and events made me feel far less removed from the Department."



Dr Jochen Broecker, Associate Professor and MRes Co-Director of Studies for the Centre for Doctoral Training, Mathematics of Planet Earth

"We arrived in the UK in 2012 and by now have two children, 4 and 1 year old. I went down to 0.4 FTE in summer 2015 when my wife started a new job but we felt that our little daughter was still too young for nursery. It was, on the other hand, absolutely vital for my wife to go back to work at this point - she is a doctor, and although the UK needs doctors, coming from abroad with a different CV makes it very hard to get into this business, so we did not want to miss this chance. The support I received from colleagues and line managers was fantastic (including colleagues from another institution as we run a joint doctoral training programme.) It does mean that other people have to work more so it is vital that this is appreciated at the wider institution. If we want to achieve truly equal opportunities for both genders, we need this culture of flexible working (among other things) for men too in order that they can support their partners."



Screenshots: SMPS Flexible Working Web Pages

Dr Andrew Senior, Director of Science, Institute for Environmental Analytics, and Technical Director Reading Science City

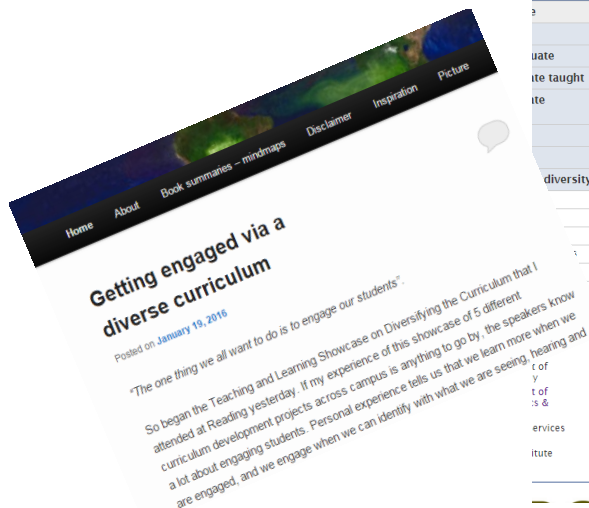
"I have two young children and wanted to share childcare duties with my wife and have more time at home with them. I greatly appreciated the ability to take them to school/childminder in the morning, which meant I arrived at work late, but also generally I left late or worked into the evening. I then switched to working 4 days a week (taking Fridays off), which meant I had a valued opportunity to look after my younger child for the whole day. I had previously experimented with trying to work full-time hours in 4 days (by working late four days a week) but I quickly found this put a lot of pressure on these long days and so it worked better for me to take a full day off, during which time my colleagues knew that I was usually not contactable. Both management and my colleagues have been very supportive of my decisions, which I greatly appreciate. Flexible working is a very large bonus to working in this environment."



CROSS-CUTTING D&I ACTIVITIES

Advertise and share best practice, e.g.

- Teaching and Learning Showcase on Diversifying the Curriculum, 19 Jan
- Leadership Group Session on Athena SWAN with case studies, 20 Jan
- Athena SWAN community of practice + staff networks
- Social media + website



Parental leave in the School of Mathematical & Physical Sciences

Welcome to our School's parental leave website, which includes information for staff who are about to take maternity, parental, shared parental, childbirth or adoption leave. You will find a number of useful cases studies from staff, including academics and post-docs as well as PhD students who have all successfully taken maternity and parental leave whilst working in the School. We hope that this provides some useful insights about how to manage this important time and your work, and will support you in making arrangements for this family leave. You will also find links to guidelines for staff developed by the School and websites giving more information for students.

Professor Ben Cosh, Head of SMPS

The [University's Family leave pages](#) include all the policies and forms for these planned absences as well as contacts for the School's HR Partners for staff working in the School.

[School policy on parental leave](#) (PDF download, updated January 2016)

Website resources for students planning to take parental leave

<http://www.reading.ac.uk/web/FILES/cosd/Studentparentalpolicy.pdf>

<http://www.rcuk.ac.uk/media/news/140508/>

Examples of parental leave within the School



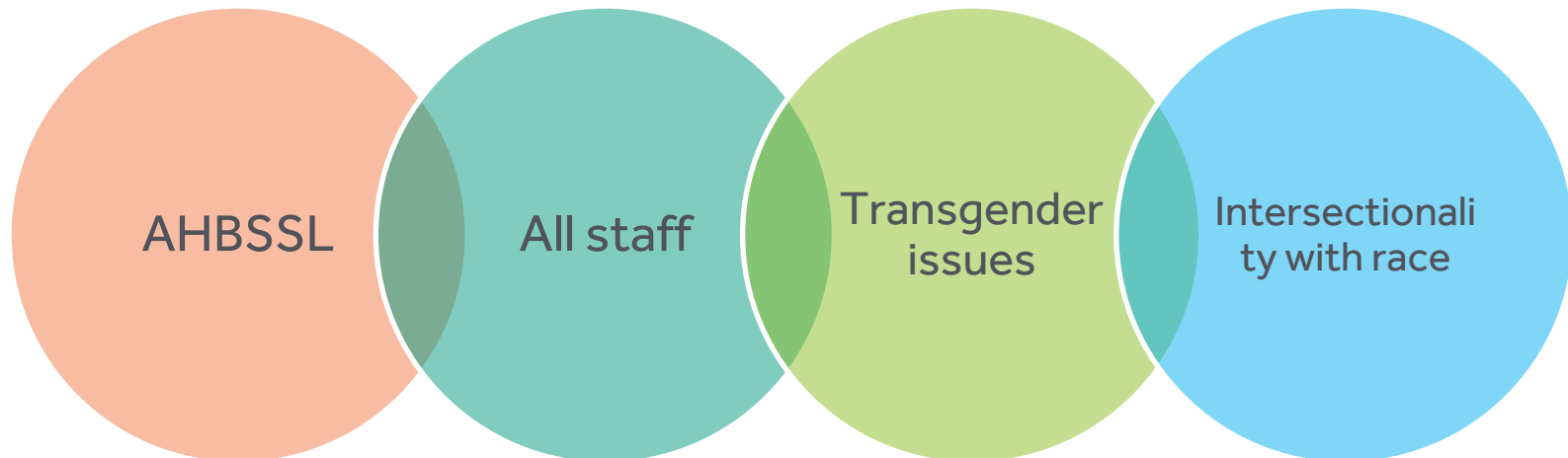
GENDER

There should be gender balance and equality of treatment amongst all staff at the University

- Women currently under-represented at professorial levels, and a pay gap exists for professorial and Professional services Grade 9
- Women currently under-represented on some of the committees making high-level strategic decisions for the University (including UEB, Senate, and some School and function level promotion and reward committees)
- The University needs to renew its Athena SWAN award.

GENDER - WHY ATHENA SWAN

- A Department/School level award is already required for some funding streams....
- ... and is increasingly expected by UK Research Councils
- **If the University doesn't renew it's Bronze, then Schools can't hold awards**
- The scheme has recently expanded to include:



GENDER - RECENT DEVELOPMENTS

Commitment by UEB to D&I targets, inclusion of D&I in Key Performance Indicators

Policy change: Full payment for maternity and shared parental leave
Keeping in Touch Days

Developing staff: New commitment to refund full cost of staff taking maternity or shared parental leave, AND ring-fencing 25% of this money to be used by the returner for development activities.

Increased accountability: Diversity data dashboard available to all staff, D&I in 5 year plans

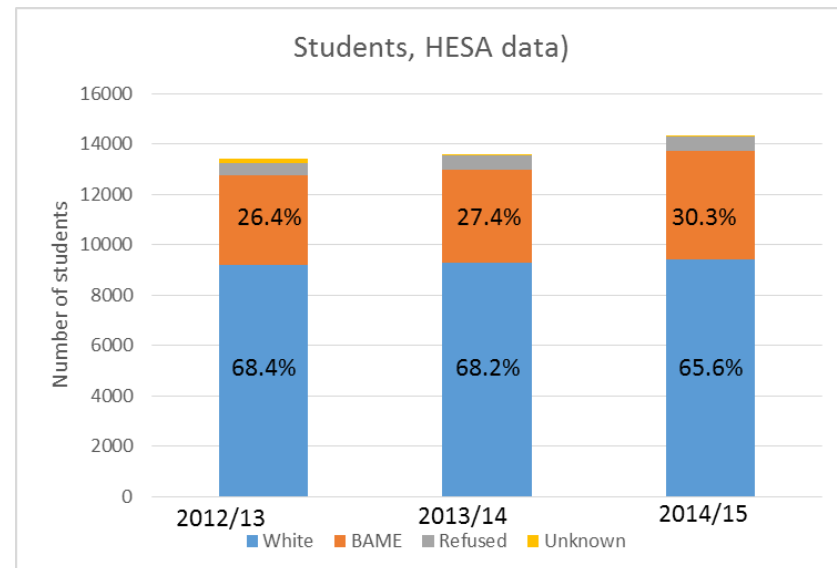
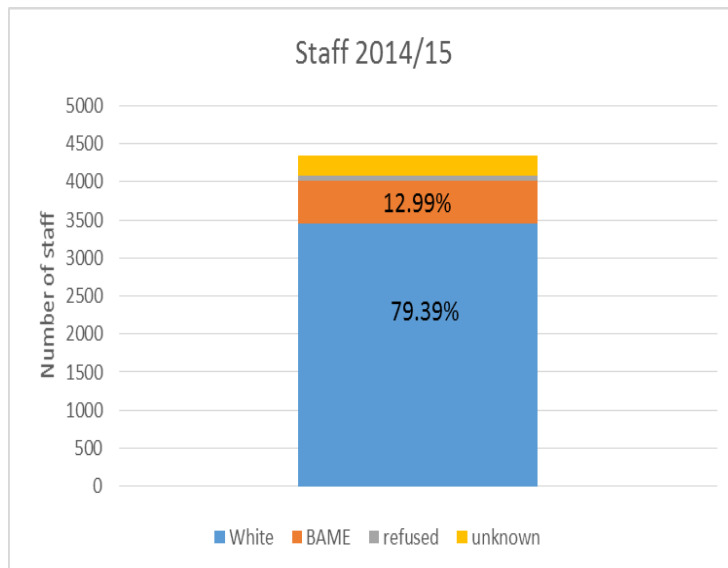
Enhanced Support for School charter mark activities from 12 months out + critical friend review of applications

GENDER - POSSIBLE ATHENA ACTIONS

1. All full time vacancies to be advertised as available for jobshare
2. School and Function level D&I champions with time accounted for in workload models (e.g. 2X0.2FTE in MPS)
3. Audit workload models and develop cross-Reading guiding principles
4. Gender pay gap review chaired by PVC Resource and reporting to UEB
5. Cultural audit to explore existence of real or perceived barriers to promotion in some parts of the University
6. Assess working patterns via transparency review replies and (for academics) lecturer unavailability forms
7. Increase diversity of representation on, and inclusive behaviour of, all key decision making committees via variety of methods

RACE AND ETHNICITY

- Staff of all racial and ethnic backgrounds should feel welcome, supported and able to thrive.
- Staff representation compare to UK, local or student population



RACE & ETHNICITY - NEXT STEPS

- Engagement - new staff race and ethnicity consultative group
- Calling out unacceptable behaviour – processes and safe places for this
- Recruitment
 - Trial anonymised applications
 - Advertise more widely within local community, especially grades 1-5
 - “Working at Reading” awareness project
 - Ethnicity attainment gap work



Developing individuals

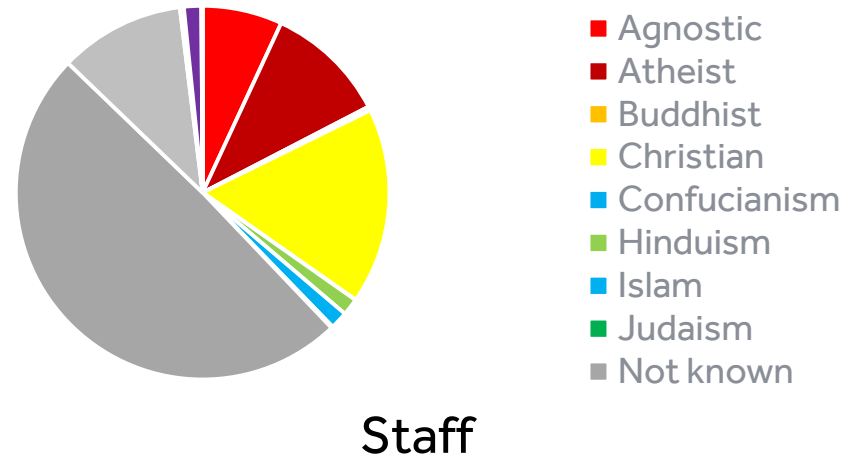
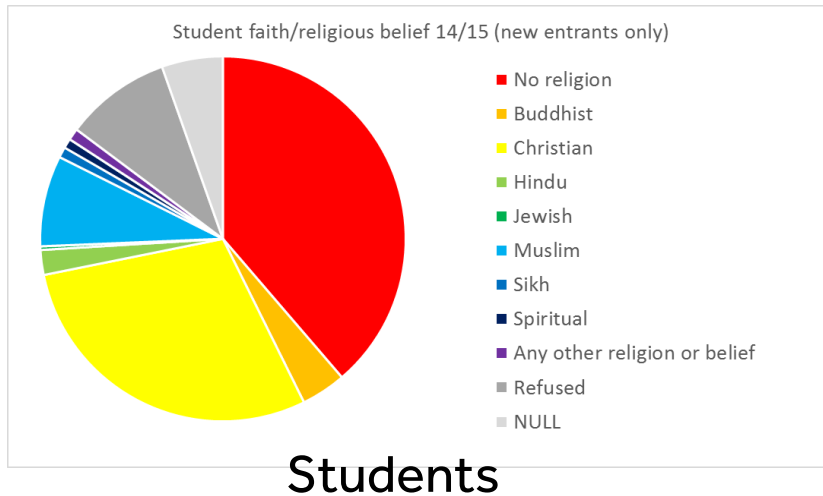
Member



Equality Challenge Unit

Developing the Institution

RELIGIOUS BELIEF & FAITH



UEB Religion and faith champion brought representatives from RUSU faith societies together in the Autumn term.

SEXUAL ORIENTATION/LGBT+

Announced by **VC on 9 Feb**, UEB has agreed targets, relating to:

- **Proportion of staff declaring sexual orientation** through Employee Self-Service

Vital - understanding representation of LGBT+ staff needs good data



- Scoring and ranking on **Stonewall's Workplace Index**

Great measure on many fronts
+ a great signal



WORKPLACE EQUALITY INDEX 2016

415 Employers entered – deadline 4 September 2015

54 Employers from the **education sector**

Our rank: **204/415** (179/397 last year)
27/54 for the sector



Reading score = Sector average = Overall average = 78

Top 100 average = 143

WORKPLACE EQUALITY INDEX 2016

FEEDBACK FROM MEETING WITH STONEWALL LAST WEEK

RELATIVE STRENGTHS

STONEWALL STAFF SURVEY

OUR POLICIES

TRAINING

RELATIVELY WEAK

ALL STAFF ENGAGEMENT

COMMUNITY ENGAGEMENT

LINE MANAGERS – HOW WE ENCOURAGE AND SUPPORT

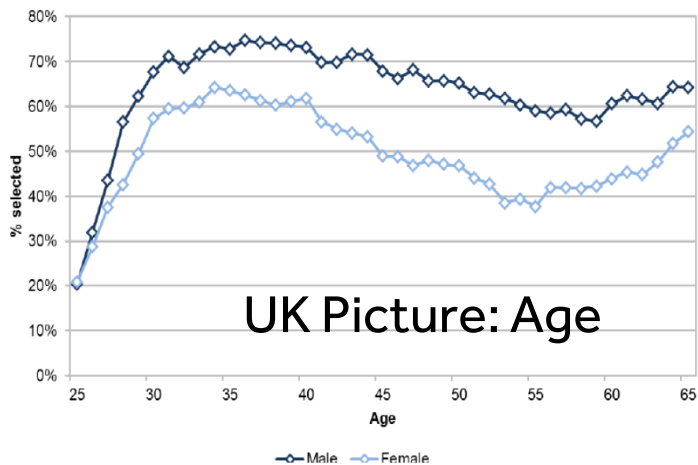
STAFF DECLARING SEXUAL ORIENTATION (41%)

NEXT STEPS

- Support for and collaboration with LGBT+ Network and RUSU
- High-profile campaign to staff on declaration of protected characteristics
- Raising visibility internally and externally, e.g.
 - LGBT+ Allies programme
 - Faces of Reading/Working at Reading
 - Reading PRIDE (3 September)
- Overseas campuses and travel
 - Safeguarding advice
 - Implications for career development opportunities
- Larger support for, encouragement of line managers

AGE + DISABILITY

Keen to **collect your views** – and plan **consultative group on disability**.
Relatively lower priority to date, except for work reporting across protected characteristics, e.g. **Equality Impact Assessment of REF**.



REF and Disability: Nationally 47% declared disabled submitted, 61% overall
Reading 100% declared disabled submitted, 83% overall

WAYS TO GET INVOLVED

[Women@Reading](#)

Reading University Students' Union

COMING SOON: Race and Ethnicity consultative group

ALSO PLANNED: Disability consultative group

[LGBT Plus Network](#)

@UniRdg_LGBTPlus



@UniRdg_Diverse



diversity@reading.ac.uk

- Suggestions for initiatives, events, speakers
- Examples of good practice
- Diversity related research at Reading



University of
Reading

1926
2016

**NINETY YEARS
OF EXCELLENCE**