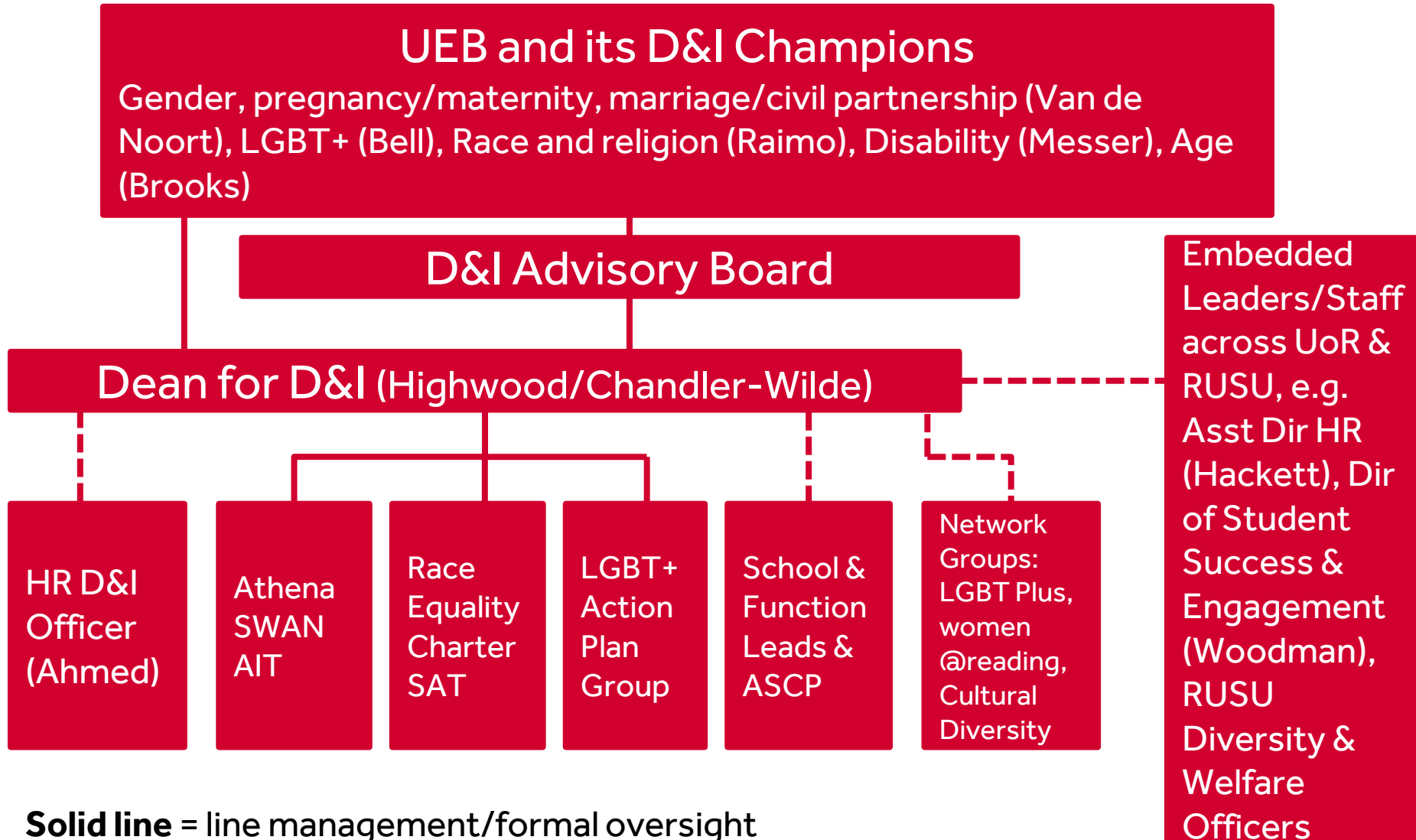


REPORT TO D&I AB



Simon Chandler-Wilde, Ellie Highwood (Deans for D&I), Paddy Woodman (Director of Student Success & Engagement)

ORGANISATION: OVERVIEW



Solid line = line management/formal oversight

ELEMENTS OF ORGANISATION

Core Team:

- Staff in D&I Roles: Dean for D&I, D&I Officer (supported by VC's Office)
- Other key leaders: Asst Dir HR PD (Alison Hackett), Dir Student Success & Engagement (Paddy Woodman)

N.B. Compared to other HEIs: strong central leadership, but very small team in D&I roles

School/Function Leads (with time for role) and associated teams:

- Mostly in place now across Schools + E&F

Action Plan Groups: Athena SWAN AIT (gender+trans), Race Equality Charter Mark SAT, LGBT+ Action Plan Group

- Role includes developing action plans, monitoring implementation & impact
- Membership includes UEB champion, network groups, RUSU, stakeholders/delivery at various levels

N.B. Nothing yet on Disability front

ELEMENTS OF ORGANISATION

Staff Network Groups:

- LGBT Plus (for LGBT Plus staff and their allies)
- Women@reading
- Cultural Diversity Group (CDG, new this year)
- All have separate leadership (though still Highwood for CDG), with “time allowed in workload”, as agreed with Van de Noort

N.B. Nothing yet on disability front

Embedded Leadership and Activity Across UoR:

- Key aim to embed and own D&I across UoR, so this is completely crucial
- Deans D&I keen to hear about and support (and incorporate parts of activity in central action plans)

NB. Not everything visible to us – but this not a huge problem?

D&I RESOURCE

Spend on Staff:

- Two FTEs: (Dean for D&I, D&I Officer)
- Part of remit of other staff across the University, e.g. Asst Dir HR for People Development, School/Function, Dir Student Success & Engagement, School/Function Leads, many other staff officially/unofficially

Spend on subscriptions:

Stonewall (£6K per annum), ECU (£12K for 2016), WISE (£1K): **Total £19K**

Other central D&I spend:

FY 16-17: £30K D&I budget + USF bid £61K (£11.5K Faces of Reading, TMP project £24K, £25.5 Stonewall WEI work): **Total £91K**

FY 17-18: £50K D&I budget + some USF bid probable

Large D&I-Related Spends across the University (that we have only partial awareness of), e.g. supporting Disability Advisory Service, replacement DSA payments, Access Agreement funds

How is the Dean for D&I 1.0 FTE Spent?

Split as 2 X 0.5FTE between Chandler-Wilde/Highwood:

- Nominally 2 X 0.1 FTE on academic research/scholarships (not D&I)
- Most time on leading/doing/coordinating activities that we will talk about shortly
- But also large time commitment to:
 - Membership of committees, working parties, e.g. Staff Survey Working group, Academic Titles Committees, Council Appointments and Governance Committee, Extension of Teaching Day Working Group, Professorial Pay Reviews, Working Group: “Report of the Universities UK Taskforce examining violence against women, harassment and hate crime affecting university students”, Training (e.g. Personal Titles, Research Staff Career Development, Staff Induction), ...
 - Fielding one-off queries coming into Deans

GENDER ACTIVITIES IN LAST YEAR

Key Drivers:

- **Targets**, see www.reading.ac.uk/diversity/diversity-commitment.aspx, in particular:
 - **Staff targets**: composition of key committees, leadership group, professoriate; gender pay gap; Athena SWAN awards
 - **Student targets**: improved gender balance in student cohorts; reduced attainment gap (for men), employment gap (for women)
- **Athena SWAN Action Plan** www.reading.ac.uk/diversity/diversity-charter-marks.aspx

Key principles:

- Establishing teams and leadership across Schools, supported centrally
- Actions, discussion, and monitoring of actions spread widely, e.g. through AIT

KEY ACTIVITIES HAVE INCLUDED:

- Establishing School leadership (with time in workload models) + associated teams (e.g. Athena SWAN SATs) www.reading.ac.uk/diversity/diversity-champions.aspx
- School Athena SWAN submissions supported by central team:
 - SPCLS (two submissions at Silver, Bronze awarded)
 - SBS (Bronze, successful)
 - SMPCS (Silver currently, Gold application pending)
 - SBE (Silver application, extension given for one year, new application in progress)
 - SAGES (Silver awarded April 2016)
 - SCFP (Bronze awarded April 2016)
 - HBS (Bronze application pending)

N.B. At Silver: one successful, one extension, two awarded at Bronze.

- Athena Implementation Team meeting termly, to monitor University level (gender) Action Plan www.reading.ac.uk/diversity/diversity-charter-marks.aspx

KEY ACTIVITIES HAVE INCLUDED

- Communications/Staff Engagement, including:
 - Online: www.reading.ac.uk/diversity, [@UniRdg_Diverse](https://twitter.com/UniRdg_Diverse), [#DiverseReading blog](#), Staff Portal (e.g. article on [Shared Parental Leave around Father's Day](#), In Brief)
 - D&I presentations/interactive work with Leadership Group, Council, UEB, some Schools/Functions, One-to-Ones with all HoSs, early on (March 2016) open sessions for staff
 - Termly Seminars by leading UK D&I figures: Athene Donald, Udy Archibong, Tom Welton
 - [Faces of Reading](#) – in progress and full launch by first week September
 - D&I Competitive Fund Call, supporting 7 bids, e.g. Student Wellbeing bid to support [Mental Health Week activities, including visit of Frank Bruno MBE](#)

N.B. Suggestion from recent staff survey of impact of actions on D&I awareness



KEY ACTIVITIES HAVE INCLUDED

- Many actions from University Athena SWAN Action Plan (by many players across UoR), including:
 - Gender Pay Gap Review (led by Robert Van der Noort)
 - [Athena SWAN-focussed Data Dashboard developed by PSO](#)
 - Staff Engagement Survey led by HR (Alison Hackett)
 - Review(s) of Personal Titles Process (Richard Messer's/HR teams)
 - Work on improved gender balance on key committees (Governance/VC)
 - Replacement funding to Schools/Functions for maternity/shared parental leave + requirement to part-spend on supporting return to work
 - Many items already mentioned (e.g. Faces of Reading and other comms work, local teams and leadership, School Athena SWAN)
 - New HR applicant tracking system

N.B. Very much good progress, but some slippage in timelines, mainly due to lack of capacity across UoR, e.g.

- **University level Flexible Working and Parental Leave web pages (modelled on SMPCS) should now be in place, but not started (in queue behind general D&I website work, Faces of Reading)**
- **Limited progress on development of training, including actions on training/support for ECRs**
- **Limited progress on workload model audit**

KEY ACTIVITIES HAVE INCLUDED

Many actions **not in** University Athena SWAN Action Plan (and **not led by** Deans D&I), e.g.:

- the [Curriculum Framework project](#) with its strong component on Diverse and Inclusive Curricula, including the successful, well-attended CQSD/RUSU/Deans T&L: ***Engaging everyone: addressing the diversity and inclusion expectations of the Curriculum Framework*** conference – see the [#DiverseReading blogs](#)
- Local actions across Schools, e.g. as part of Athena SWAN action plans
- Working Group (Chair Richard Messer) on last year's UUK report examining violence against women, harassment and hate crime affecting university students

2020 GENDER TARGETS

- have at least 30% of either gender in all key University committees and boards, including the University Executive Board (UEB).
- maintain the current baseline of at least 45% of either gender in the overall University Leadership Group - including UEB, Deans, Assistant Deans, Heads of School and Heads of Function.
- have a gender-balanced professoriate, with at least 40% of professors of either gender. Current baseline is 30%.
- reduce the pay gap that exists at senior (professorial and Grade 9) levels. Current baseline is 11% (there is no significant pay gap at other levels currently).
- achieve University-wide Athena SWAN Gender Charter Mark Silver level recognition, with all STEM Schools holding awards and all other Schools working towards Gender Equality Charter Mark recognition.

Targets: Committees

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

Gender Targets: professoriate



Year (1 st Jan)	No. of Female (no. of promotions in prev. year)	No. of Male (no. of promotions in prev. year)	%Female
2012/13	55	153	26.4
2013/14	72 (10)	172 (11)	29.5
2014/15	72 (6)	166 (20)	30.3
2015/16	80 (4)	175 (7)	31.4
2016/17	81 (5)	187 (11)	30.2
2017/18	? (14)	? (14)	32% if no-one leaves and no new appointments!

**NB Are we doing enough to get towards the target?
Promotion vs external appointment vs leavers!**

Gender Targets: senior pay gap



Data on 1st August 2016 from Gender Pay Gap review shows **Total senior (Professorial and Grade 9) pay gap is 6.6%** and HEFCE data shows Professorial gap is decreasing

From latest HEFCE data	Professorial
2013/14	10.88
2014/15	7.72
2015/16	5.53

BUT Zone 2 professorial and Grade 9 show much larger gaps

Gender Targets: Athena

School	Athena Status
SAPD	No award, submitting for Bronze in Nov 2017
SBS	Bronze awarded April 2017
SPCLS	Bronze renewed April 2017
SCFP	Bronze awarded April 2016
SAGES	Silver awarded April 2016
SMPCS	Gold application submitted April 2017
HBS	Bronze application submitted April 2017
SBE	Silver renewal submission due November 2017
HUMSS	Submitting Bronze in April 2019
IoE, ISLI, Law, SPEIR	Diversity champions appointed

GENDER TARGETS STUDENTS

- A minimum gender balance of 30:70 across 75% of our subject areas.
- Reduction in the attainment gap (proportion of first and upper second class degrees) between women and men undergraduate students from 10.5 percentage points (2014/15) to 6 points by 2020. Aiming for parity by 2026 (c. 79%).
- Reduction of the gap between the proportion of undergraduate men and women in full-time employment six months after graduation who are in professional/managerial employment from a 10 percentage point gap (2014/15) to 7 percentage points by 2020. Aiming for <3 percentage points gap by 2026 (c. 80%).

PROGRESS STUDENT GENDER BALANCE: 2015/16 University of Reading

School	Women	Men	%Women	In target range?
SACD	366	136	73%	HIGH
SAGES	292	288	50%	YES
SAPD	270	192	58%	YES
SBE	82	243	25%	LOW
SBS	485	270	64%	YES
SCFP	630	418	60%	YES
IoE	311	39	89%	HIGH
HBS	1031	1048	50%	YES
HUM	380	261	59%	YES
ISLI	199	165	55%	YES
LAW	512	280	65%	YES
SMPCS	166	301	36%	YES
SPCLS	661	78	89%	YES
SLL	590	173	77%	YES
SPEIR	187	312	37%	YES
SSE	73	391	16%	LOW
TOTAL	6235	4595	58%	18

PROGRESS - ATTAINMENT

Year	% F students getting 1 or 2.1	% M students 1 st or 2.1	Attainment difference
2013/14	79.8	69.2	10.6
2014/15	84.4	73.2	11.2
2015/16	83.8	77.5	6.3

LGBT+ ACTIVITIES LAST 12 MONTHS

Key drivers:

- Discussions with **LGBT Plus Staff Network** (especially its leadership)
 - e.g. Workshop June 2016 with network (+VC)
- Stonewall Workplace Equality Index requirements/suggestions, on **Policy, Training, Staff Network Groups, All Staff Engagement, Career Development, Line management, Monitoring, Procurement, Community Engagement**
- More recently **LGBT+ Action Plan Group**

Key principles:

- work with **LGBT+ staff and student** communities (at UoR and also Stonewall, Reading area)
- Actions and activities **entraining staff and students across UoR**

EXAMPLE 1: STAFF NETWORK

Activities have included:

- Events to raise awareness and/or provide information and training, particularly around Trans Day of Remembrance, IDAHOBIT, plus associated comms – all this also exhibiting (senior) University commitment e.g. flag raising, Jane Traies, Trans Awareness Training (Twice)
- Increased visibility of LGBT+ role models and associated Stonewall Role Model and Leadership programmes
- Developing and training an allies network, including two runs of Stonewall One-Day Allies Programme (good feedback but £6000 per pop), two runs of one hour Allies Info/Recruitment session (led by VC + LGBT+)
- LGBT+/LGBT+ postcards, lanyards, shoelaces, e.g. this from [Twitter](#)



EX. 2: COMMUNITY ENGAGEMENT

Activities have included:

- [Reading Pride](#), September 2016:
first UoR/RUSU parade presence and stall
- [Inaugural Wolfenden Lecture](#) by Ruth Hunt (CEO Stonewall) + associated [Wolfenden Seminar](#) – initiative of Heritage & Creativity (Rhi Smith, Katherine Harloe, Guy Baxter, Support U)
- Thames Valley LGBT+ Workplace Network (meeting termly at UoR since May 2016)
- Katherine Harloe Wolfenden radio interview, MERL project with Support U



EXAMPLE 3: MONITORING

Activities:

- Revamp of **sexual orientation Employee Self Service descriptors** (last June, working with HR, PSO, LGBT Plus)
- Drive for two months (July-August) to **increase self-declaration** (lots of messaging through many channels + analysis of what worked)
- Published this data, via *#diversereading* blog and Twitter
- **Not yet making any use of this data**, not yet robust enough

EXAMPLE 3: MONITORING

But starting to get an idea of LGBT+ staff composition

UoR Staff Self-Reported Sexual Orientation on ESS	Raw numbers (rounded to nearest 5)	As a % of the 2805 declared	As a % of TOTAL staff number
Bisexual	40	1.4%	0.8%
Gay man	45	1.6%	1.0%
Gay woman/lesbian	25	0.9%	0.5%
Heterosexual/straight	2560	91.3%	54.4%
Other	15	0.5%	0.3%
Prefer not to say	120	4.3%	2.5%
TOTAL DECLARING	2805	100%	59.6%
No declaration made	1905		40.4%
TOTAL	4710		100%

EXAMPLE 4: TRAINING

Some things have been happening:

- D&I Online Training
- D&I Online Unconscious Bias
- LGBT-related scenario in (30 min) D&I induction training
- Trans Awareness Training (twice, reached about 70)
- Allies Sessions, Stonewall and in-house (reached about 120-150)
- Stonewall Role Model Programme (6 people)
- Stonewall Leadership Programme (1 person)

N.B.

- **A lot of this awareness rather than practical training**
- **Penetration limited, e.g. mostly not reaching all line managers**

LGBT+ TARGETS & PROGRESS

Targets are on the **staff side** only:

- **more than 70% of UK-based staff to have declared their sexual orientation through Employee Self-Service by 2018 and 95% by 2020. In 2013-14, the figure was 32%.**
- **to improve the position on the Stonewall Workplace Index, aspiring to be in top 50 by 2020. Current position (Feb 2016) is 204.**

LGBT+ TARGETS & PROGRESS

Targets are on the **staff side** only:

- **more than 70% of UK-based staff to have declared their sexual orientation through Employee Self-Service by 2018 and 95% by 2020. In 2013-14, the figure was 32%.**

Date	2/9/2015	2/9/2016	25/5/17
% declared (% excluding Prefer NTSay)	32.6%	58.5% (56.2%)	58.9% (55.9%)

LGBT+ TARGETS & PROGRESS

Targets are on the **staff side** only:

- **to improve the position on the Stonewall Workplace Index, aspiring to be in top 50 by 2020. Current position (Feb 2016) is 204.**

Year	2015	2016	2017
Overall ranking in Stonewall WEI	179/397	204/415	168/439
Education sector ranking	24/64	27/54	22/56
Score	80 (40%)	78 (39%)	102 (51%)
Top 100 average	134 (67%)	143 (71.5%)	148 (74%)

LGBT+ TARGETS & PROGRESS

Here are some extracts from the Stonewall WEI 2017 results, namely:

- **Feedback from the Stonewall staff survey (Sept-Nov 2016).**
- **Breakdown of Stonewall WEI results.**

LESBIAN, GAY AND BI EXPERIENCES

This section focuses on the experiences of your lesbian, gay and bi employees. The percentages in the below table reflect how comfortable employees feel disclosing their sexual orientation and so how likely respondents are to be completely out in the workplace.

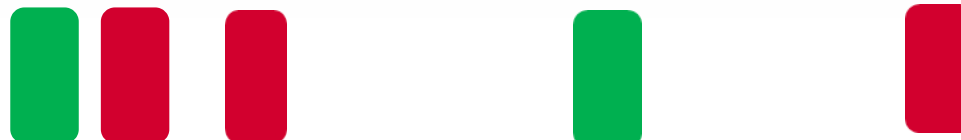
	Your Respondents	Overall	Sector	Top 100
To all colleagues	46%	56%	51%	61%
To all managers	45%	53%	49%	58%
To all customers, clients or service users	19%	26%	28%	31%

We asked lesbian, gay and bi respondents to what extent they agreed with the following statements, the percentages reflect those who agreed and strongly agreed.

	Your Respondents	Overall	Sector	Top 100
I have not experienced barriers to career progression in my workplace due to my sexual orientation.	79%	77%	77%	81%
If I was a victim of homophobic or biphobic bullying and harassment, I would feel confident in reporting it to my employer.	84%	85%	82%	87%
On a monitoring form I would feel confident declaring my sexual orientation.	70%	83%	78%	85%

	Employee Policy	Training	Staff Network Group	All Staff Engagement	Career Development	Line Managers	Monitoring	Procurement	Community Engagement	Additional Work	Staff Feedback Questionnaire	
Section	1	2	3	4	5	6	7	8	9	10	SFQ	Total
Score	10	5	8	16	6	15	10	8	16	4	4	102
Full Marks	12	22	22	26	14	16	22	18	30	8	10	200
Difference	2	17	14	10	8	1	12	10	14	4	6	98
Self Score	10	12	12	19	6	15	14	10	20	4		

Overall	7	6	11	12	5	7	8	6	16	3	4	85
Sector	8	7	11	11	6	7	8	5	16	3	3	86
Top 100	10	12	18	21	10	13	15	12	26	5	6	148



RACE AND ETHNICITY - ACTIVITIES

- Key Drivers
 - Targets on staff representation and student attainment
 - Feedback from previous Race Equality Charter Mark application
 - Need to increase **engagement with staff and students** – ensure conversations are happening
 - Breakdown of data to subgroups of BME
 - More detailed analysis of student data and actions to results from this
- Key Principles
 - Needs efforts embedded across University, especially within HR and within schools

ENGAGEMENT WITH STAFF

- New **Cultural Diversity Group** launched in December 2016. Meeting alternate months from June 2017 onwards.
20 attendees at each meeting so far from across University – 34 signed up to email list.
 - December (launch, discussion of future topics)
 - June (BME attainment gap – led by Paddy Woodman and Joy Singarayer)
- USF funding **tmpworldwide project on “ Enabling better engagement with BAME audiences”** Internal work 2 focus groups and 18 structured interviews
 - Some perception of a conservative clique that exclude BAME staff from opportunities and networks
 - Some very odd requests made of BAME or mixed ethnicity staff
- **Race Equality Charter Mark Self Assessment Team** set up in March 2017, meets in alternate months. 17 members from across the University.

AWARENESS RAISING

- Black History Month Film Festival organised largely by Nicola Abram and with an external partner.
- Professor Udy Archibong gave Diversity seminar in October 2016
- Blog article on BME leadership in Higher Education Summit
- Joint presentation of University ethnicity data with RUSU Diversity Officer at launch of Curriculum Framework

NB. Increasing number of reports to diversity email of racially offensive activities of student Societies... how can we (and all staff) support students to make better decisions?

BAME STAFF DEVELOPMENT

- Funded 2 senior staff to attend StellarHE course (1 F in 2016, 1 M in 2017) – places awarded via internal competition – 4 applications in 2017
 - Still assessing whether this is the best form of development opportunity
- Funded 2 staff (grade 6 and 8) to attend Leadership Foundation Course in Diversifying HE. 2 people on waiting list for next cohort currently being provided with mentors in the meantime.

Race And Ethnicity Targets - Staff

- 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 to attain Bronze Race Equality Charter Mark before 2018 and be working towards silver by 2021

PROGRESS – NON ACADEMIC STAFF

Grade	No. of BAME staff as of 1 Jan 2017	% BAME as of 1 Jan 2017
1	94	43.5
2	25	30.5
3	37	16.6
4	48	11.27
5	41	10.15
6-9	66	7.6%

N.B. The grade 6-9 target looks very challenging indeed

PROGRESS – ACADEMIC STAFF

Grade	No. of BAME staff as of 1 Jan 2017	% BAME as of 1 Jan 2017
7	64	15.5
8	31	11.0
Professorial	22	8.0
7+ total	117	12.1

N.B. Has increased by 1% in 1 year...

PROGRESS COMMITTEES



	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

N.B. Current academic staff % is 13%... Need a big push on this to match even the current professorial 8%

RACE AND ETHNICITY - STUDENTS

- Reduction of the attainment gap (proportion of first and upper second class degrees achieved) between BAME and white undergraduate students from 16.5 percentage points (2014/15) to 12 points by 2020. Aiming for <10 percentage points by 2026.
- Reduction of the postgraduate BAME student failure rate from 6% (2014/15) to 4% by 2020. Aiming for parity (c.3.5%) by 2026.

PROGRESS – UG ATTAINMENT



Year	% BAME students 1 st or 2.1	% White students 1 st or 2.1	Gap
2013/14	61.8	78.8	17
2014/15	67.3	84.1	16.8
2015/16	74.0	83.9	9.9

PROGRESS – PGT FAILURE

Year	% BAME students failing	% White students failing	Gap
2013/14	8.8	6.1	2.7
2014/15	8.0	6.3	1.7
2015/16	8.6	5.7	2.9

**N.B. Figures not quite same as target but illustrative...
who should be responsible for monitoring these**

RELIGION AND BELIEF ACTIVITIES

- Member of Chaplaincy Board
- Consulted by exams office during development of policy and process for religious observance and assessment
- Member of DELT WG on Religious Observance and Assessment

N.B. Is there a growing need to consider religion as part of student and staff identities?

DISABILITY

Key drivers:

- National & UoR data on retention, progression, academic attainment, employment shows disparity between the attainment and employment rates of disabled and non-disabled students
- Access Agreement targets & D&I strategy targets have been set
- DSA changes means less funding for supporting disabled students at precisely the time we are trying to enhance support in order to enhance success

Key principles:

- Enhanced communication/dissemination of information of students' disabilities
- Shift in balance towards pro-active inclusive approaches to T&L as opposed to individual reactionary responses
- Target the challenges rather than the individuals (mainstream approach)

ACTIVITIES – LAST 12 MONTHS

- **Individual learning plans (ILP)** were piloted in 2016/17. ILP's are designed as a tool for staff to understand the key information about the needs of individual disabled students (including academic staff, residential staff and the Student Support Centres). These plans help ensure that students have the right support and adjustments across the institution and across the whole student journey to support retention and success.
- **Data reports:** work has been underway to help ensure the right information is accessible to key staff, not just through ILPs but other reporting channels (e.g. new reports for residential wardens, School reports on progression and attainment).
- **Web information and communication to applicants and students:** processes were reviewed in summer/autumn 2016, and new web information and reformatted communication to applicants has been rolled out in 2017. The aim is to encourage more useful information and earlier disclosure, to ensure the right support is in place when students start rather than being delayed until some way into the programme.

- **Disability assessment activity:** due to the changes in DSA the University is now responsible for more student assessment of need (rather than through external assessment centres). There has been recruitment of individuals into DAS with this skill set during the year.
- **A review of criteria for different forms of support,** particularly note taking non-medical helpers (NMH). Note taking is the most expensive form of support, which is now the responsibility of the University, rather than Student Finance England. Digital recorders are now going to be the primary offer for the type of students who would have had note takers previously.
- **Inclusive teaching & learning:** A working group is currently formulating recommendations for actions that all teaching staff will be expected to take in the future to ensure a basic level of inclusivity for all UoR teaching

- **THRIVE career mentoring scheme** – Has been significantly expanded to match 350 students with alumni mentors in 2016/17. A representative proportion of these students have declared disabilities and given the scheme is funded through Access WP students (including disabled students) are prioritised for mentor pairing.

DISABILITY TARGETS & PROGRESS

Targets are on the **student side** only:

- Maintain an attainment gap of less than 3 percentage points between the proportion of disabled and non-disabled undergraduate students who achieve first class degrees by 2026.
- Reduction/elimination of the gap between the proportion of disabled and non-disabled students assumed to be unemployed six months after graduation to parity by 2020.

FIRST CLASS DEGREE OUTCOME

	Not disabled	Disability declared	DSA	Non -DSA
2013/14	19.4%	16.6%	18.1%	14.5%
Gap		2.8	1.3	4.9
2014/15	23.5%	21.1%	26.4%	15.7%
Gap		2.4	-2.9	7.8
2015/16	24.2%	22.2%	21.6%	22.8%
Gap		2.2	2.6	1.4

UNEMPLOYMENT RATES

DLHE	Disability declared	Not disabled
2012/13	11.7%	5.9%
Gap	5.8	
2013/14	5.3%	4.1%
Gap	1.2	
2014/15	6.4%	3.1%
Gap	3.3	

FORWARD PLANS: CROSS-CUTTING

To include:

- Expand local D&I leadership and teams to include **all Schools/Functions**, supported by Community of Practice
- Extend D&I training: including broad Allies Training + more needs analysis work

N.B. Thoughts on training needs appreciated

- Internal D&I team review of (staff) resourcing
- Complete Faces of Reading
- Continue with Termly D&I Seminars (**speaker suggestions welcome**)
- Widen University D&I Dashboard, to race and ethnicity first
- Work on embedding thinking on D&I and local School & Function KPIs in Five Year Planning and routine work of Schools

N.B. Need to ensure strong D&I strand as Five Year Planning process redesigned.

FORWARD PLANS: CROSS-CUTTING

On Student side to include:

- Launch of the **Study Smart course** – aiming to demystify learning at HE, creating a common platform of understanding for all students (launching in Aug 2017)
- **Learning analytics** – which will help us to detect disengagement early and direct appropriate support to individuals (particularly important for gender & race)
- Implementation of the **Curriculum Framework** with its strong D&I focus
- Implementation of the actions identified by the WG on **Inclusive teaching & learning**
- **Personalised professional development programme** recognising the different starting points and development needs for different students (particularly important for gender and employment success)

FORWARD PLANS: GENDER

Mainly as laid out in University Athena SWAN Action Plan, including:

- Further School Athena SWAN applications (SAPD, SBE in progress for Nov 17, Humanities on horizon): Deans D&I + HoSs to drive
- Collecting (and analysing) Leavers' Exit Data: HR
- Make use of monitoring data from new applicant tracking system: HR
- Ongoing reviews of promotion/reward processes, including embedding good work on citizenship examples into other
- Modify Action plan, through discussion in AIT, taking into account: feedback from D&IAB and other stakeholders; **D&I student targets**; analysis of data, including Staff Survey results
- Flexible working and Parental Leave Websites (featuring men and women and pushing shared parental leave)
- Work on new/revised HR-led guidelines procedures, including:
 - Support for Trans staff/students
 - On fixed term working and transitioning to open-ended contracts

FORWARD PLANS: RACE/ETHNICITY

- Analysis of Staff survey alongside tmpworldwide report leading to action plan and USF bid if opportunity arises
- REC staff and student survey (Autumn 2017) including focus groups if needed
- REC submission February 2018 (and SAT meetings leading up to that)

- External and events category “Celebrations of Cultures”
- Black History Month – Film screening with Reading Film Theatre
- Prof Kalwant Bhopal seminar on Race in the Academy, October 2017

- Hand over running of CDG to a network leader!
- Work with RUSU on student societies and cultural awareness
- Cross University Show case of race and ethnicity related research
- **Develop cultural competency and confidence skills in staff and students?**

FORWARD PLANS: RELIGION

- Re-instate termly meeting with RUSU faith Societies
- Shadow Mark Layne-Smith for a few days to understand his role better
- University policy / guidelines / process for secular commemorative/memorial events (e.g. Armistice day, IDAHOBIT, recent minutes of silence)
- Include discussions of issues surrounding faith in Cultural Diversity Group and on Diversity blog from time to time
- Draft (building on work by Clare Furneaux and Mark Layne-smith) University guidelines on supporting staff and students with any faith based part of their identity – building staff and student confidence
- Continued involvement with Chaplaincy Board and DELT WG. ⁵⁴

FORWARD PLANS: DISABILITY

Activity on the staff side lags behind student side, and we propose:

- Make disability an additional priority area on staff side too
- Sign up to Government Disability Confident Scheme at the lowest level (Level 1), **commitments including interviews for all who meet essential job criteria. HR will lead on this.**

N.B. We seem to be very much out of line as an HEI in not being signed up to this, e.g., locally, here are statements at [Surrey](#), [Imperial](#), [Oxford Brookes](#)

- Establish staff network – some demand for this
- Establish disability action plan group (across staff/students)
- Establish accessibility maps for our campus+ associated work to embed this information in room bookings systems

FORWARD PLANS: LGBT+

Forward Action Plan under development by LGBT+ Action Plan Group. Clear that priorities include:

- Work on guidance for staff, students, line managers considering global placements/working, including information for LGBT+ staff, feeding in advice from Stonewall through our Global Diversity Champion membership
- Refresh of guidance/procedures relating to trans staff and students
- Work to build up LGBT+ Allies membership, visibility, training and engagement
- Continued staff and community engagement, e.g. around IDAHOBiT, TDoR, Bi-Visibility day, Reading Pride, Wolfenden Lecture and Seminar, Thames Valley LGBT+ Workplace Network
- Visible L-G-B-T-+ role models, e.g. through Faces of Reading
- Support LGBT Plus (only established in 2014) to build membership activity, entraining of allies, awareness raising events around each of L-G-B-T-+, intersectionality activities with other networks
- Continued Stonewall Role Model, Leadership training
- Continued push on sexual orientation declaration