

**UNIVERSITY OF READING**

**ANNUAL DIVERSITY & INCLUSION REPORT**

**ACADEMIC YEAR 2017-18**

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## **An Introduction from the Acting Vice-Chancellor, Professor Robert Van de Noort**

I am pleased to introduce the 2017-18 Diversity and Inclusion (D&I) Report for the University of Reading, prepared by colleagues across Human Resources and Student Services, with the support of our Deans for Diversity and Inclusion and our Planning and Support Office.

This report summarises D&I-related actions and activities over the last year and priorities for the current academic year 2018-19. It also reports on progress against the D&I priorities that our University Executive Board adopted in 2015.

Much of the work that we do on D&I is about raising awareness and embedding D&I work across the institution. The report notes much progress in establishing D&I leadership and D&I teams across our academic Schools and an increasing number of our professional Functions. I am delighted that two of our Schools, the School of the Built Environment and the School of Mathematical, Physical and Computational Sciences, have successfully renewed their Athena SWAN Silver Awards this year, in recognition of their work on gender equality.

Over the last year a concerted effort was made by colleagues and students across the University in preparation of our submission for a Race Equality Charter Bronze Award. Regrettably, our bid was unsuccessful. Nevertheless, this work has led to a robust action plan for advancing race equality, and this includes significant work on reducing the attainment gap between our BAME (Black, Asian and Minority Ethnic) and White undergraduate students. Work on the implementation of this important action plan has already started.

I am pleased to note from the report that we are starting to see progress against a number of the other targets we adopted in 2015. In no small part, this is related to the substantial work that we have undertaken on revising procedures and criteria for academic promotion, and I am encouraged by the fact that the percentage of female professors at the University has increased from 30% in 2015 to 34.6% at the end of 2017-18 (compared to a national figure of 24.6%). We have also made continued progress on the gender pay gap at Professorial and Grade 9 level, and have increased our ranking to 138 in the Stonewall Workplace Equality Index 2018 across all employers. We have also seen a significant reduction in the attainment gap between BAME and White undergraduates this year.

Evidently, there is no room for complacency and important D&I-related work continues to be undertaken across the University, illustrated by these three examples:

- a review of Grade 9 pay and grading structures, which is expected to help reduce senior staff gender pay gaps;
- a project identifying further actions to address undergraduate attainment gaps, involving the University and RUSU;
- the #NeverOK campaign that has been launched jointly by RUSU and the University to highlight our values of respect, tolerance and inclusivity for all.

I hope you will find the following report of interest, both for the summary it provides of where we are in progress against our targets, and for the account it provides of the substantial effort by colleagues and students across the University of Reading, to make this an environment where all staff and students, whatever their background, feel included and enabled to be themselves and achieve their best.

**Professor Robert Van de Noort**

**Acting Vice-Chancellor**

## Section 1 – Overview

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

We recognise that embracing diversity and inclusion is critical to the success of the University. We believe that we can only achieve our vision of being a world-class, forward-looking, confident and ambitious university by recruiting, supporting and developing staff from the widest variety of backgrounds.

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

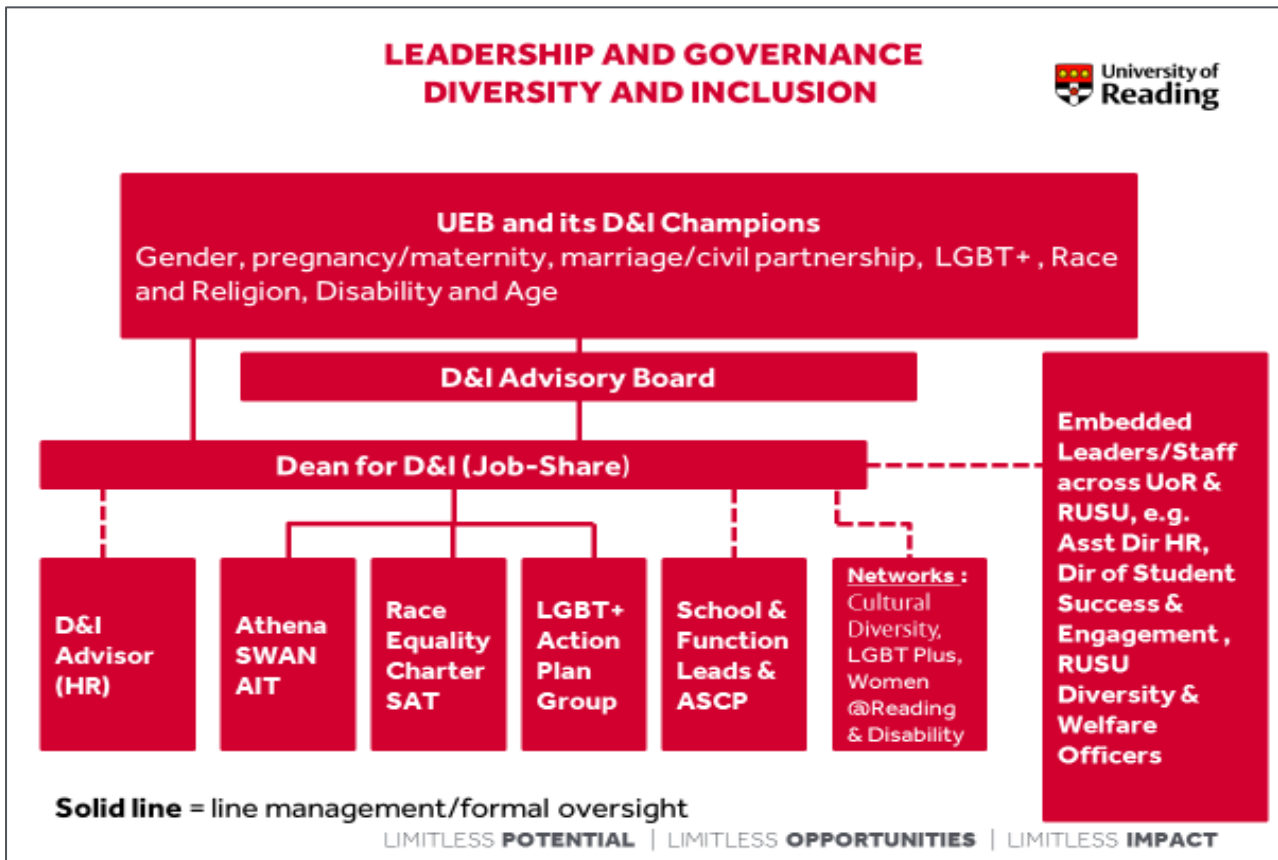
We know that real change does not happen overnight. It requires cultural and operational change and takes all of us working together. A lot of this is about making small changes that deliver a big impact. Changes to the way we identify and advertise vacancies. Changes to how we shortlist and interview candidates. 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. To this end, the University has introduced a number of initiatives such as support for flexible working, job sharing and parental leave, and a transparent and inclusive recognition and reward process.

The aim of our Annual Diversity and Inclusion Report is:

- to monitor progress against the diversity and inclusion targets, for both staff and students, that the University adopted in 2015-16 (see sections 1.1-1.2);
- to provide a summary of our main diversity and inclusion-related actions over the last year;
- to take stock, through an update of diversity and inclusion-related data, of where we are as a university (in many cases making comparison with the national sector); and
- to outline our priorities and priority actions for the 2018-19 academic year.

## Governance arrangements for Diversity and Inclusion

The University has robust leadership and governance arrangements for diversity and inclusion that are outlined in the figure below:



At the operational level, the Athena SWAN Implementation Team, the Race Equality Charter Self-Assessment Team and the LGBT+ Action Plan Group are responsible for developing and delivering action plans in the 3 diversity and inclusion areas that were agreed as an institutional priority for staff by the University Executive Board (UEB) in 2015. Each group is chaired by a Dean for Diversity and Inclusion. These groups, particularly the Race Equality Charter SAT, comprise staff and student membership and work across staff and student D&I priorities. Additionally, Student Services oversee much action in relation to our D&I priorities for students.

Progress is reported by the Deans for Diversity and Inclusion and the Head of Student Services to the Diversity and Inclusion Advisory Board (DIAB) which meets bi-annually, chaired by the Vice-Chancellor. DIAB membership is from across the University, including representatives of the relevant staff networks and RUSU.

The DIAB challenges the Deans, the Director of Student Services, and the action plan groups, on progress. However, the University of Reading takes the approach that responsibility for ensuring a diverse and inclusive organisation must be embedded into the day-to-day business of the University. Therefore, we have appointed Diversity and Inclusion Champions in all 15 academic schools, and, to date, in four of the Functions. These members of staff are typically given time to carry out a range of activities that are relevant and appropriate for their area. Many Schools also have their own Diversity and Inclusion-related committees to agree local diversity and inclusion actions and monitor progress.

## 1.1 Progress on 2020 targets for staff

The University's Executive Board has committed to equality targets for staff which are detailed below along with the progress made.

### Gender

	Target (baseline as at February 2016)	Progress (except where otherwise indicated the position indicated is as at 31 August 2018)
1	Have at least 30% of either gender in all key University Committees and Boards, including the University Executive Board (UEB).	<p>The committees and Boards that meet this target include the following:</p> <ul style="list-style-type: none"> <li>• Council - Female 37% and Male 63%</li> <li>• Senate - Female 59% and Male 41%</li> <li>• University Board for Teaching and Learning - Female 56% and Male 44%</li> <li>• University Board for Research - Female 52% and Male 48%</li> <li>• University of Reading Malaysia Academic Board - Female 42% and Male 58%</li> </ul> <p>University Executive Board is 14% female.</p> <p>Strategy and Finance Committee of Council is 17% female.</p> <p>For further detail and timelines see §6.1, Table 19.</p>
2	Maintain the Feb 2016 baseline of at least 45% of either gender in the overall University Leadership Group - including UEB, Deans, Heads of School and Heads of Function.	<p>The Leadership Group now has 31 male and 23 female members. It is currently 43 % Female and 57% Male.</p> <p>The percentage of female members of the Leadership Group has decreased in the last year, as it was 50% in 2016/17.</p>
3	<p>Have a gender-balanced professoriate, with at least 40% of professors of either gender.</p> <p>The baseline is 30% female.</p>	<p>Currently 34.58% of professorial staff are female.</p> <p>The proportion of female professors has increased by 3.28% compared to 2016/17.</p> <p>The most recent national data, for 2016/17, is that 24.6% of professors are female.<sup>1</sup></p>
4	Reduce the gender pay gap that exists at senior (professorial and Grade 9) levels. The baseline is 11% (there are	<p>As of 1<sup>st</sup> January 2018:</p> <ul style="list-style-type: none"> <li>• The gender pay gap for the professoriate was 7.11%.</li> </ul>

<sup>1</sup> "Equality+ higher education, Staff statistical report 2018", Advance HE, 2018. [https://www.advance-he.ac.uk/resources/2018\\_HE-stats-report-staff.pdf](https://www.advance-he.ac.uk/resources/2018_HE-stats-report-staff.pdf)

	<b>Target (baseline as at February 2016)</b>	<b>Progress (except where otherwise indicated the position indicated is as at 31 August 2018)</b>
	no significant pay gaps at other levels as at Feb 2016).	<ul style="list-style-type: none"> <li>The gender pay gap for Grade 9 staff was 12.28%.</li> </ul> <p>The pay gap is 7.87% for Grade 9 and Professorial staff combined.</p> <p>This is a reduction of 0.92% on the corresponding 2016/17 figure of 8.79%.</p>
5	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.	<ul style="list-style-type: none"> <li>The University has focused on delivering the institutional action plan for the Bronze Athena SWAN award.</li> <li>We have started work on an application for an institutional Athena SWAN Silver Award that will be made in November 2019.</li> <li>Three of our Schools hold an Athena SWAN Silver award, the School of Mathematical, Physical &amp; Computational Sciences (SMPCS), the School of the Built Environment (SBE formerly SCME), and the School of Archaeology, Geography &amp; Environmental Sciences (SAGES).</li> <li>Three of our Schools hold an Athena SWAN Bronze award, the School of Psychology and Clinical Language Sciences (SPLS), the School of Biological Science (SBS), and the School of Chemistry, Food and Pharmacy (SCFP).</li> <li>Three non -STEM Schools have signed up to the Athena SWAN Charter and are preparing submissions for an award.</li> </ul>

## **Race and ethnicity**

	<b>Target (baseline as at February 2016)</b>	<b>Progress (except where otherwise indicated the position indicated is as at 31 August 2018)</b>
1	All key University committees to match academic staff BAME representation by 2020.	<p>Academic BAME staff representation is currently 12.8%.</p> <p>No committees currently match this in terms of representation (ranges from 0% to 4%). Additionally, no committees match the lower ~7% senior academic staff representation.</p>

	<b>Target (baseline as at February 2016)</b>	<b>Progress (except where otherwise indicated the position indicated is as at 31 August 2018)</b>
		See §6.1, Table 20 for more detail.
2	Council and its sub-committees to set targets for BAME representation on their committees consistent with national census baseline for BAME.	Council has been continuing to work to diversify its membership and will consider detailed proposals on actions and targets in the 2018-19 academic year as part of its Review of the Effectiveness of Council.
3	A minimum of 15% in each of grades 1- 5 professional services staff and 12% in grades 6-9 professional services staff to be BAME by 2020 (levels set by local and national census data respectively). Feb 2016 baseline across all professional services staff was 8%.	<ul style="list-style-type: none"> <li>• Grades 1 to 5 professional services <p>Grade 1 = 46.07% - (50.3% in 16/17)  Grade 2 = 24.66% - (33.8% in 16/17)  Grade 3 = 15.46% - (18.3% in 16/17)  Grade 4 = 11.01% - (11.3% in 16/17)  Grade 5 = 10.26% - (10.3% in 16/17)</p> </li> <li>• Grades 6 to 9 professional services <p>Grade 6 = 8.11% - (8.6% in 16/17)  Grade 7 = 7.12% - (6.9% in 16/17)  Grade 8 = 3.33% - (3.6% in 16/17)  Grade 9 = 7.27% - (3.3% in 16/17)</p> </li> </ul>
4	A minimum of 14% of academic staff in grades 7 and above to be BAME by 2020.  Feb 2016 baseline was 11%.	<ul style="list-style-type: none"> <li>• Grade 7 and above = 12.59%</li> </ul> <p>The figure was 12.4% in 16/17.</p>
5	The University to attain Bronze Race Equality Charter Mark (REC) before 2018 and be working towards silver by 2021.	<p>As a part of the work on our submission for the Race Equality Charter Bronze award, a detailed audit of the University's race equality practices was completed, and an action plan was developed and agreed by the University's Executive Board.</p> <p>We were not awarded the Bronze Charter Mark by Advance HE. However, some of the actions that we have taken to address race equality issues were acknowledged as good practice.</p> <p>We are now working on delivering the key actions that are set out in our Race Equality action plan.</p>



## Sexual orientation

	Target (baseline as at February 2016)	Progress (except where otherwise indicated the position indicated is as at 31 August 2017)
1	<p>More than 70% of UK-based staff to have declared their sexual orientation through Employee Self-Service by 2018 and 95% by 2020.</p> <p>In 2013-14, the figure was 32%.</p>	<p>Declaration rates stand at 55.50 % which is a slight decrease from 56.83% in 2016/17 which was an increase from 40.70% in 2015/16.</p>
2	<p>To improve the position on the Stonewall Workplace Equality Index, aspiring to be in the top 50 by 2020. Feb 2016 position was 204.</p>	<p>In 2017/18 we achieved our highest ever ranking of 138 in the Stonewall WEI 2018.</p> <p>This is significant progress compared to our 2016/17 ranking of 168 in the Stonewall WEI 2017.</p>

## 1.2 Progress on 2020 targets for students

The University's Executive Board has committed to equality targets for students which are detailed below along with the progress made.

Progress against D&I targets for Student Equality ('NA' indicates 'Not Available' at the time of publication)

2020 Student Equality target (%)		Target (%) by 2020	Actual (%) 2017/18	Actual (%) 2016/17	Actual (%) 2015/16	Actual (%) 2014/15
Race	Reduction of the attainment gap (proportion of 1st/2.1) between BAME and White undergraduate students	12	10.8	16.68	12.63	16.5
	Reduction of the postgraduate BAME student failure rate	4	7.22	8	6	6
Gender	A minimum gender balance of 30:70 across 75% of our subject areas	75	66	63	68	61
	Reduction in the attainment gap	6	7.96	8.49	6.08	10.5

	(proportion of 1st/2.1) between female and male undergraduate students					
	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	7	NA	2.7	4.9	10.2
Disability	Maintain an attainment gap of <3 percentage points between proportion of disabled and non-disabled undergraduates who achieve 1st class degrees	<3	0.8	6.93	0.97	2.66
	Reduction of the gap between the proportion of disabled and non-disabled students assumed to be unemployed six months after graduate	0	NA	1.17	2.76	2.9

### 1.3 2017/18 Activity and Achievements in Relation to Staff

- We have continued work on making the workplace more gender inclusive by taking forward a number of activities that are included in our organisational level action plan to achieve the Athena Swan Bronze Award.
- Two of our Schools, the School of Mathematical, Physical & Computational Sciences (SMPCS) and the School of the Built Environment (SBE), succeeded in renewing Athena SWAN Silver awards.
- We continued the implementation of our revised procedures for academic promotions, including running workshops for academics to encourage them to apply for academic promotion through the personal titles process and emphasising the new criteria for

citizenship and leadership that explicitly value diversity and inclusion work and contributions.

- In order to recognise the significant contribution of women we have continued the programme of naming University buildings or lecture theatres after high-profile women who are associated with the University of Reading. In 2017/18 the Engineering Building was renamed after Polly Vacher MBE, an alumna of the University.
- We used the Staff Survey Diversity and Inclusion report to identify any specific issues that were raised by staff in the survey or the subsequent staff focus groups and took steps to ensure that these issues are discussed and addressed through the delivery of the People Plan projects, Athena SWAN Action Plans, Race Equality Action Plan, LGBT+ Action Plan and the Staff Networks activity.
- We have made significant progress in making the University a more LGBT+ inclusive organisation. This was recognised through our improved ranking in the Stonewall Workplace Equality Index. In 2018 we were ranked at 138 compared to 168 in the previous year.
- We worked closely with the LGBT+ Staff Network group to plan a range of activities to mark LGBT+ History month and other important dates for the LGBT+ community and used these to raise awareness of sexual orientation issues.
- Worked on increasing the number of LGBT+ Allies by organising two LGBT+ Ally recruitment and information sharing sessions that were jointly hosted by the Vice-Chancellor, the LGBT+ Staff Network, and RUSU. As a part of this campaign we distributed hundreds of LGBT+ /LGBT+ Ally postcards and lanyards across campus. This increased visibility of LGBT+ issues has contributed to the positive feedback we received in the 2017/18 staff survey where 98% of staff said that they agree that the University of Reading respects people equally regardless of their sexual orientation.
- Worked with internal and external stakeholders to review and update our **Trans and Gender identity - Supporting Information and Procedures for Staff and Students** that highlight the University's commitment to respecting an individual's right to self-identify as male, female, gender fluid, non-binary or any other gender identity and the procedures that are in place to provide support in relation to gender identity and gender reassignment.
- Led work on strengthening the collaborative work and sharing of good practice between members of the Thames Valley LGBT+ Network. This included recruiting new member organisations such as Oracle and Thames Water to join the network, hosting all meetings during the 2017/18 academic year.
- As a part of the work on our submission for the Race Equality Charter Bronze award, we carried out a detailed audit of the University's race equality practices and developed an action plan that was agreed by the University's Executive Board.
- We made a submission for the Race Equality Charter but were not awarded the Bronze Charter Mark by Advance HE. However, we received positive feedback on number of the actions that we have taken to address race equality issues as well as feedback on areas where we need to equality.
- We continued with our work to address race equality issues by setting up a Race Equality Action Team (RE-ACT) that will work on the co-ordination and delivery of the Race Equality Action Plan.
- We continued to support the development of the Staff Cultural Diversity Group and organised regular meetings to discuss issues and challenges that staff face in relation to inclusion. This included sharing information with the group on the themes emerging from the internal audit of race equality practices and seeking views on the actions included in the Race Equality Action Plan.

## Update on priority actions identified in our 2016/17 Annual Report

Priority	Progress
<p>Work on Bronze submission for a Race Equality Charter Mark (REC)</p>	<p>The University's Race Equality Charter team carried out a detailed analysis of quantitative and qualitative data / research and sought the views of both internal and external stakeholders to prepare the REC submission and develop an action plan.</p> <p>The University was unsuccessful in its bid for a race equality charter mark in July 2018. The panel commended us on the work that we have done so far, the comprehensive nature of the data and the depth of the analysis.</p> <p>However, they noted that further work was needed to deliver transformational process change that will ensure positive outcomes for ethnic minority staff and students.</p> <p>The University will remain a signatory to the Race Equality Charter principles and has 3 years to submit a new application whilst remaining signed up to that charter.</p> <p>We have continued our work by setting up a Race Equality Action Team (RE-ACT) to lead work on the delivery of the action plan.</p>
<p>Identify D&amp;I specific issues highlighted in the staff survey and develop appropriate actions to address them</p>	<p>We used our Staff Survey Diversity and Inclusion Report and feedback collated through the Staff Survey focus groups to identify specific diversity issues that we need to address.</p> <p>These issues are being considered and embedded into the work of the teams working on the delivery of the People Plan projects, Athena SWAN Action Plan, Race Equality Action Plan, LGBT+ Action Plan and the Staff Networks activities.</p>
<p>Successful application for a Disability Confident Level 1 Award</p>	<p>We have initiated work on activities that are needed to make an application to sign up to become a Disability Confident Level 1 employer. This includes research on current practices that need to be in place to become a Disability Confident employer, development of a business case and action plan and drafting a proposal that was shared with the University Executive Board and agreed in principle.</p> <p>We are now engaged with internal stakeholders to understand and address any operational challenges we face in signing up to the Disability Confident Award.</p>

Priority	Progress
Establish and develop a network for disabled staff	<p>In 2017/18 we launched, as a ground-up initiative, a Staff Disability Network. It is an inclusive support network for all staff with a range of disabilities, impairments and / or mental health conditions, as well as non-disabled staff with an interest in disability issues.</p> <p>The network aims to provide staff with a disability a voice in the University, to provide a consultation group on matters such as management, HR and building works, to inspire culture change and raise awareness, and to develop a network of allies across the University.</p> <p>The network has been meeting regularly and is working to increase its influence within the University of Reading, to make our community more inclusive to all staff members.</p>
Design and deliver the new exit interview process and via data analysis identify any D&I related issues	<p>An Exit Interview format is being piloted. It consists of an online Exit Interview questionnaire that offers a staff member who is leaving an option to ask for a formal face-to-face exit interview. It also asks if the individual completing the questionnaire can be contacted for further details.</p> <p>The Exit Interview process will be launched in early 2018/19. The feedback that is collated through this process will enable the Human Resources team to query any critical issues that are raised and further explore any underlying reasons for leaving.</p>
Finalise and launch the overhaul of all Diversity and Inclusion-related training and development activities	<p>Work is in progress on the review of diversity and inclusion-related learning and development activities that aim to ensure that staff are made aware of the University's commitment to diversity and inclusion, the priorities and targets that have been set by the University Executive Board, and the role that each individual member of staff has in delivering them.</p> <p>The highlights include:</p> <ul style="list-style-type: none"> <li>• The launch of a new staff induction programme for staff that is delivered using a Board game. This includes key messages on the University's approach to mainstreaming diversity and inclusion and highlights how staff can get involved in this area of work.</li> <li>• The University has developed its own bespoke introduction to Diversity and Inclusion course with the specific aims of creating an Introduction to D&amp;I course that celebrates Diversity and Inclusion at the University of Reading and fosters and reinforces engagement with the Diversity and Inclusion</li> </ul>

Priority	Progress
	<p>strategy and activities. This “Introduction to D&amp;I at the University of Reading” is due for launch in early 2019.</p> <ul style="list-style-type: none"> <li>• A personal development programme “Realise an Inclusive and Supportive Environment @ Reading” (RISE@Reading) is under development. This programme focuses first on developing self to lead on becoming a champion for diversity and inclusion and then supporting the wider organisational development activities. This programme will be launched in 2018/19.</li> </ul>
Publication of our first gender pay gap report	The University produced and published its first gender pay gap report in March 2018. As at 31 March 2017 the mean gender pay gap for the University is 19.58% and the median gender pay gap is 20.99%. Further details are available in the <a href="#">Gender Pay Gap Report 2017</a>

## 1.4 2017/18 Activity and Achievements in Relation to Students

At the University of Reading (UoR), we have developed and delivered a range of initiatives with a strong equality, diversity and inclusion theme and these cover areas including admissions, student welfare, inclusive curriculum design, pedagogies and assessment, and widening participation, appeals, complains and disciplinary procedures. This report highlights some of the key activities to demonstrate our commitment to Diversity and Inclusion as follows:

- Continued work to scrutinise BAME attainment gap, challenge stereotypes and promote equality. This included the submission for Race Equality Charter Mark and the extensive data analysis and dialogue with staff and students that this required.
- Implemented Learning Analytics as an effective way to monitor and enhance student retention and attainment to promote the University’s equality agenda.
- Worked with the Charlie Waller Memorial Trust to pilot embedding delivery of The Positive Minds pilot programmes in Schools, to assist students to manage pressure and build psychological resilience through equipping students with cognitive tools and practical techniques.
- Successfully extended the provision of PAL scheme to 666 UoR students from 16 modules this year. This peer support scheme targets academic subjects, encouraging student participants to identify their own solutions to common problems. This intervention has made significant contribution to the learning outcomes of both PAL leaders and participants
  - 88% of PAL leaders of the programme achieved a 2:1 or above degree.
  - PAL participants mentioned the benefits such as increased understanding and confidence, and real world connections made.

- PAL leaders highlighted improved organisational and leadership skills, understanding of learning approaches, team work and consolidation of own learning.
- Worked with UoR MOOC team to improve the implementation of the Study Smart on-line course with the aim to ease the transition process, promote an inclusive learning community and raise awareness of available support at UoR. It is evident from the pre- and post-transition programme survey that this support is succeeding in building students' knowledge and confidence concerning study in HE and helping students feel part of the university before they even arrive at Reading.
- Piloted the Brilliant project in collaboration with the Brilliant Club to raise attainment of young people in school. The launch and graduation events were delivered to provide UoR PhD candidates to deliver tutorials to groups of high-potential pupils from disadvantaged backgrounds.
- Undertook an in depth review of the Personal Tutor system including researching other models of tutoring in the UK and proposed its replacement by a new Academic Tutor system. The Academic Tutor system is designed to provide much stronger academic support for students as well as signpost students to specialist central services for pastoral/welfare support as appropriate.
- Organised Black history Month events, themed international-food-fair, Seminars and other diverse cultural events to raise awareness and engage with local community.
- Encouraged and funded UoR Schools to hold diversity events exploring ethnicity or culture.
- Established a Student Welfare Team to assist students with any personal difficulties that may impact on their studies. The team provides appropriate support and, where there is a need indicated, signposting information to appropriate external and internal health care providers.
- STaR mentoring scheme has been further developed and expanded to a wider student body aiming to support participants in making the transition to UoR and to access help and support if required. Key outcomes include a sense of belonging, and increased personal and academic confidence.
  - 420 STaR Mentors partnered with all new UG part 1 and IFP students.
  - 21 STaR International Mentors partnered with 4 new PGR and 40 PGT students.
- EMA (Electronic Management of Assessment) team began work to develop a Student Progress Dashboard which enables staff and students to drill down to students' individual attainment data. It will bring together all of a student's grades in order to support and encourage constructive conversations about academic development and improve overall attainment for all students.
- Developed the #NeverOk campaign against bullying, harassment and discrimination on campus.

## **1.5 Overview of Priorities for 2018/19**

Reflecting on the progress against our targets reported in sections 1.1 and 1.2, and following on from our actions undertaken in the last academic year, the following are our main priority areas for action, across all protected characteristics, in the academic year 2018-19.

Further detail about the actions that we propose to undertake, split up by protected characteristic, are given below in section 2 (for staff) and section 3 (for students).

### **Main priorities for action in relation to our staff**

- Create an Athena SWAN Self-Assessment Team, representative of the University, and start to prepare a submission for an Athena SWAN Silver Award (due 30 November 2019) and an associated action plan for the University on gender equality for the next four years, including an embedded gender pay gap action plan.
- Create a flexible working website to showcase the University's support for flexible working, and the many and varied examples of male and female staff at all levels working flexibly.
- Support the development and submission in April 2019 of Department-level Athena SWAN submissions from four Schools/Departments across the University.
- Revise and improve the University's policy, procedures, and support arrangements around harassment and bullying, and develop and launch the University's #NeverOK campaign, including communicating arrangements for reporting and support around harassment and bullying.
- Launch the first pilot of RISE, the University's new personal development/leadership programme with a diversity and inclusion emphasis, and complete the development and launch of the University's new online diversity and inclusion training module.
- Actions as specified in the first year of our new Race Equality Action Plan, which has 11 themes (see Section 2 below for details).
- Continue to raise awareness of LGBT+ experiences and history through events and training in and around LGBT+ History Month, Trans Day of Remembrance, the International Day Against Homophobia, Biphobia, and Transphobia, and the University's annual Wolfenden Lecture.
- Continue to reach out and show support to the local LGBT+ community, e.g. through University presence at Reading Pride, and through public events and engagement, e.g. our annual Wolfenden Seminar and Lecture, events led by staff and students in LGBT+ History Month.
- Work, jointly across staff and students, to raise awareness of different gender identities, including through trans awareness training sessions and through launch of new "pronoun badges" and associated communications.
- Bring staff involved with student support together to develop understanding and wide use across the University of the Stonewall Service Delivery Toolkit.
- Develop guidance for LGBT+ staff considering working overseas and their managers.
- Through these and other initiatives, work to submit into the Stonewall Workplace Equality Index in September 2019, aiming to achieve a Top 50 ranking in the Stonewall WEI 2020.
- Support the development of the Staff Disability Network established last year.
- Set in place the processes necessary to enable sign-up to the Government's Disability Confident Scheme.
- Encourage larger completion by staff of diversity-monitoring data fields in Employee Self Service, to enable anonymous analysis of diversity data.



## **Main priorities for action in relation to our students**

- Undertake research to identify the barriers to reducing the degree attainment gap for different student groups, and then develop action plans and design student support and intervention programmes accordingly.
  - Begin the Student Experience in STEM (SESTEM) research project to explore strategies or resources to reduce the UoR BAME/White undergraduate student attainment gap and better understand differing learning experiences.
- Adopt a data-informed approach to capture and analyse increased learning activity data to offer quality information for Schools to measure progress, informing pedagogical practice and enhancing attainment and pastoral care.
  - Identify and implement an appropriate means of monitoring student usage of the Student Progress Dashboard by demographic characteristics.
  - Begin implementing an attendance monitoring system to proactively identify students who are disengaging with their studies to facilitate pro-active intervention,
- Further progress the work to embed employability into curriculum design to enhance student employability and transferable skills, working with CQSD, Schools and Careers.
- Continue to scope and identify key actions to begin to progress the work of the Race Equality Charter action plan.
- Monitor demographics of students taking up Study Smart, PAL, STaR and THRIVE mentoring schemes to identify if BAME students are taking up these schemes above or below their proportion in the student body.
- Ensure students from a broad range of demographic groups are adequately represented in any new representation and voice schemes (e.g. the possible Reading 100 student panel)
- Begin work to deploy an attendance monitoring system in order to enhance student engagement with their studies
- Launch and build on our University-wide #NeverOK campaign and the Good Lad Initiative in order to promote respect and tolerance and to encourage reporting of bullying, harassment and discrimination.
- Continue the implementation and monitoring of the policy on Inclusive Teaching and Learning and preparation for upcoming legal requirements around the accessibility of digital platforms and resources.
- Review University-level complaints and appeals submitted by students with disabilities to identify whether there are any common patterns in the concerns raised.
- Contribute to the Reading 2050 planning theme on 'City of Culture and Diversity' through links with Reading Borough Council.
- Introduce a pilot Muslim Chaplaincy scheme including an oversight route. Dean for D&I and RUSU Islamic society help with the rollout of the scheme pilot.
- 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, through working alongside the D&I team and MCE content team.
- Complete programme-level curriculum reviews in light of the Curriculum Framework (CF) mapping project with a specific focus on inclusive pedagogies and assessment, globalisation, employability and student engagement.
  - Building on the work of UoR's inclusive Curriculum Framework Working Group, ensure that inclusion and diverse teaching practices are embedded into learning and teaching.
  - Review progress on ethnicity dimensions of programme review.
- Promote the use of Blackboard Ally as a tool to support learning
- Explore the implementation of note-taking software for students not eligible for note takers but who would benefit from assistance.

## Section 2 - Progress against Priorities for 2017/18 for Staff

### 2.1 Gender

#### Gender – Headline Data

- The University produced and published its first gender pay gap report in March 2018. The mean gender pay gap for the University as at 31 March 2017 is 19.58% and the median gender pay gap is 20.99%. The gender pay gap is significantly affected by occupational segregation and reflects the uneven distribution of men and women throughout the pay structure; with women being over-represented amongst the lower grades in cleaning, catering and clerical roles, and men being over-represented amongst the higher grades in professorial and senior management roles. Further details are available in the [Gender Pay Gap Report 2017](#).
- Female staff continue to receive the majority of the awards through the University's Reward and Recognition processes across all categories including additional increments, contribution points, and merit-based promotions, at a proportion that meets or exceeds the proportion of female staff (57.1%) in the workforce. However, male staff still receive on average more than females when it comes to lump sum awards and this difference has increased from last year. However, the difference is still smaller than it was at its largest differential. Further details can be found in §6.1, Tables 5-7.
- 53% of successful applications to the Personal Titles process were from females in 2017/18, continuing the near balance in promotions seen in 2016/17. However, this overall figure masks a lower proportion of female staff gaining promotion to Associate Professor. The proportion of eligible female staff who applied for promotion to Associate Professor was lower than that for male staff (§6.1, Table 3), and the success rate for female applicants (76%) was lower than at any time in the past 5 years (§6.1, Table 2a). The success rate for male applicants for promotion to Associate Professor (80%) also reduced in 2017/18 but remained higher than that for female applicants, and the percentage of eligible males applying was the highest in the past 5 years. Further details can be found in §6.1, Tables 2-4.
- Applications from female staff for promotion to Professor increased dramatically both in terms of number and in proportion to the eligible population. The success rate for female applicants was 24% higher than for male applicants, continuing the trend since the introduction of the new system (§6.1, Table 2b): in 2017/18 71% of successful applications were from female staff. The impact of the new system is clear here, but evaluation of the most influential factors (e.g. criteria, mentors, consideration of all or personal circumstances) is needed to understand what is supporting female success more than male. Further details can be found in §6.1, Tables 2b and 4.
- Working for gender balance on key decision-making Committees - Council, Senate, University Executive Board (UEB) and University Board for Research have all retained female representation at the same level as in 2016/17 and this represents a significant increase in female representation compared to 2015/16. This means that apart from UEB (16% short of target) and Strategy & Finance Committee (13% short of target) we have met the targets for 30% representation of either gender. Details can be found in §6.1, Table 19.

- Recruitment data for 2017/18 shows that we had 59% female applicants and 39% male applicants for roles at the University and that their success rates are balanced in terms of being short-listed and then appointed. Further details can be found in §6.1, Tables 22 and 25.

### **Gender - 2017/18 Actions**

- The Athena Swan Implementation Team continued to oversee delivery of the Athena Swan action plan and met regularly to review progress and measure the impact of our activities.
- Three non-STEM schools signed up to the Athena SWAN principles. In preparation for an Athena SWAN award they have set up self-assessment teams and are working on identifying and taking action to address specific gender equality issues.
- We have made further progress in establishing diversity and inclusion leads in Schools and Functions and have set up local governance arrangements to monitor and progress work on diversity and inclusion activities.
- Reviewed the role and broadened the remit of the Diversity and Inclusion Champions Community of Practice (DICCOP). This group meets once every term to discuss specific issues and challenges and share good practice on diversity and inclusion activities.
- Delivered further improvements to the Athena SWAN dashboard to enable staff working on Charter Mark submissions to access and analyse data more efficiently to identify trends and/or challenges and define appropriate actions to address these.
- Improved the collection and analysis of recruitment retention information on diversity through the use of the new applicant tracking system.
- Worked on the update of a number of diversity and inclusion-related policies and procedures through engagement with relevant staff groups. These include the University's policy statement regarding bullying and harassment covering both staff and students, the University's draft procedures in relation to bullying and harassment as it affects staff and the University's draft staff-student relationship policy.
- Reviewed and updated the content of the recruitment and selection training to ensure that key messages around diversity and inclusion and understanding and managing unconscious bias in the process are highlighted.

### **Gender - Actions planned for 2018/19**

- Create an Athena SWAN Self-Assessment Team, representative of the University, and start to prepare a submission for an Athena SWAN Silver Award (due 30 November 2019) and an associated action plan for the University on gender equality for the next four years, including an embedded gender pay gap action plan.
- Create a flexible working website to showcase the University's support for flexible working, and the many and varied examples of male and female staff at all levels working flexibly.

- Support the development and submission in April 2019 of Department-level Athena SWAN submissions from four Schools/Departments across the University.
- Revise and improve the University's policy, procedures, and support arrangements around harassment and bullying.
- Develop and launch the University's #NeverOK campaign, including communicating arrangements for reporting and support around harassment and bullying.
- Launch the first pilot of RISE, the University's new personal development/leadership programme with a diversity and inclusion emphasis.
- Complete the development and launch of the University's new online diversity and inclusion training module.

## 2.2 Race and Ethnicity

### Race – Headline Data

- The race /ethnicity pay gap has reduced in 2017/18 and now stands at 14.23% compared to 19.80% in 2016/17. The pace of reduction has also increased this year with a reduction of 5.57% compared to only 0.26% in the previous year. Further details can be found in §6.1, Table 15.
- The success of BAME staff in the reward processes has been mixed in 2017/18. For the award of additional increments, celebrating success and lump sum awards, BAME staff have seen a decrease in awards.
  - For additional increments, 6.67% of BAME staff received an award compared to 11% in 2016/17.
  - For celebrating success, 10.75% BAME staff received an award compared to 12% in 2016/17.
  - For lump sum, BAME staff received 8.65% of the awards compared to 9% for the previous year. However, the average value of award has reduced for BAME colleagues and it is the biggest difference (-325.53) since we started measuring this.

For contribution points, merit- based promotion and lump sum awards, there has been an increase in awards to BAME staff.

- For contribution points, BAME staff 7.55% of the awards compared to 5% in 2016/17.
- For merit-based promotion, the award for BAME staff was 16.67% compared to 0% in the previous few years.

Further details can be found in §6.1, Tables 12-14.

- During 2017/18, staff declaration rates for ethnicity have increased by 5.83% and now stand at 93.18 % compared 87.35 % in 2016/17. Further details can be found in §6.1, Table 21.

- BAME applicants make up a significant proportion of the applicants for jobs at the University. However, they are less successful than White applicants when it comes to being shortlisted for interview and being offered the position. Further details can be found in §6.1, Table 27.
- Small numbers of BAME staff in both the eligible pools and applicants mean that success rates and representation fluctuate substantially from year to year. However, the success rate for BAME staff in 2017/18 was below that for White staff at both Associate Professor and Professor levels. There are positive signs of more confidence in the application process with a higher proportion of eligible BAME population applying for promotion than the white population, particularly at professorial level. At Professor level this resulted in a stronger representation of BAME staff in successful applications than in the eligible population despite the lower success rate. BAME representation in successful applications to Associate Professor was broadly in line with representation in the eligible population as opposed to being below this level in previous years.

### **Race - 2017/2018 Actions**

- The University's Race Equality Charter team carried out a detailed analysis of quantitative and qualitative data /research and sought the views of both internal and external stakeholders to prepare the REC submission and develop an action plan. This included the review of the feedback from research carried out by TMP Worldwide to seek feedback on our recruitment practices in relation to race and ethnicity. The findings of this research helped us identify the views of internal staff on how ethnicity affects their experience of the University as an employee and explore whether potential BAME employees amongst the local public perceive any barriers to working at the University. This research has informed the development of our Race Equality Charter Action Plan, and the Employer Identity Project within the broader People Plan.
- The University was unsuccessful in its July 2018 bid to Advance HE for a Race Equality Charter Mark. However, the panel commended the work done so far, specifically the comprehensive nature of the data and the depth of the analysis. They considered that further work was needed to deliver transformational process change that will ensure positive outcomes for ethnic minority staff and students. The University will remain a signatory to the Race Equality Charter principles and has 3 years to submit a new application whilst remaining signed up to that charter. Taking on board the feedback, we will launch our Race Equality Action Plan in early 2018/19.
- The Cultural Diversity Network has held regular meetings during 2017/18 to discuss challenges in relation to race equality within the workplace and how best to address them. The Network has also contributed to our work on the Race Equality Charter submission and provided feedback on the University's Race Equality Action Plan.
- We have continued work on updating our "Faces of Reading" webpages to include profiles of BAME staff that represent the diverse workforce
- Continued to support the development of BAME staff through funding for places on the Stellar-HE programme and the Leadership Foundation for Higher Education's (now Advance HE) Diversifying Leadership programme. In 2017/18, support was provided to 2 BAME staff to attend each programme.

- To mark Black History Month in October 2017 a number of events were held including:
  - Seminar by Dr Jason Arday entitled "Understanding and Disrupting the Persistence of Racial inequality in Higher Education"
  - In conversation with Alice Mpofu-Coles (Chigumira) – former Zimbabwean diplomat, refugee, alumna and PhD student
  - Screening of "Daughters of the Dust" with introductory talk by Professor Emily West

### **Race - Actions planned for 2018/19**

Race priorities for 2018/19 are drawn from the first year of the Race Equality Action Plan, which has 11 themes.

- 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
- Recruit a chair for the Cultural Diversity Group and promote this group more widely in order to grow it; monitor attendance
- Drive on declaration rates using stories of actions resulting from new understanding of the staff population gained from this data
- Contribute to the review, refresh and relaunch of report and support processes available to staff and students who experience racial discrimination or harassment
- Explore training/information available to frontline staff (e.g. security) on racism
- Train and support Junior Common Room (JCR) representatives, Society welfare representatives, Hall Warden Assistants, RUSU staff, bar staff and security staff to reinforce messages around zero tolerance to racism, including cultural appropriation
- Pilot anonymised shortlisting for applications for Grades 1-5 posts in Marketing, Communications and Engagement (MCE)
- Build quarterly interrogation of the Applicant Tracking System for ethnicity bias into business as usual
- Introduce new development programme "RISE@Reading"
- Interrogate new online exit interview forms for any examples of perceived racial discrimination
- Collect ethnicity and other demographic information on feedback forms for training courses to evaluate any differential impact for BAME staff
- Provide additional supported places on Stellar-HE, Diversifying Leadership, or similar programmes and support the cohort to continue development locally following the end of their programmes

- Begin to monitor ethnicity and gender of Early Career Researchers (ECRs) interested in and supported to apply for fellowships
- Publicise ethnicity differences in lump sums to Heads of School and Heads of Function
- Organise showcase of ethnicity related examples from Curriculum review
- Set up a local network of organisations meeting twice per year to share understanding of race issues and good practice
- Ensure grades 1-5 and Black staff are represented on RE-Act and the next SAT

## 2.3 Sexual Orientation

### Sexual Orientation – Headline Data

- Ranking in the Stonewall Workplace Equality Index improved significantly to 138 in 2018 from 168 in the 2017.
- Declaration rates for sexual orientation have decreased to 52.87% compared to 56.83% last year.

### Sexual Orientation - 2017/18 Actions

- We made significant progress in making the University a more LGBT+ inclusive organisation. This was recognised through our improved ranking in the Stonewall Workplace Equality Index. In 2017/18 we were ranked at 138 compared to 168 in the previous year.
- We worked closely with the LGBT+ Staff Network to plan and deliver a number of activities to mark LGBT+ History month and other important dates for the LGBT+ community and used these to raise awareness of sexual orientation issues. These include the following:
  - **1 February 2018** - showing of the film 'Call me By Your Name' at the University of Reading Film Theatre as a part of the LGBT+ History month programme of events
  - **12 February 2018** – Roundtable discussion with Clara Barker (Oxford University), Deb Heighes (University of Reading), Simon Chandler-Wilde (University of Reading), Alyssa Henley (SupportU), Alan Greaves (Liverpool University) and Jessica Moody (ECU) on Policies and Support Strategies for LGBT+ Staff and Students in Higher Education
  - **12 February 2018** - Public Lecture 'Queer Classics: Sexuality, Scholarship, and the Personal' by Professor Jennifer Ingleheart (Durham University)
  - **17 May 2018** - IDAHOBIT flag-raising ceremony and speeches, hosted by the LGBT+ Staff Network, the Students' Union, and Professor Robert Van de Noort, the Pro-Vice Chancellor for Academic Planning and Resource
  - **1 September 2018** - Participated in Reading Pride for the third year
- On 24<sup>th</sup> May 2018, on the 30<sup>th</sup> anniversary of the enactment of Section 28, we organised our second annual Wolfenden lecture given by LGBT+ rights activist Peter Tatchell. The link below has further details:

<https://www.reading.ac.uk/news-and-events/Events/Event761582.aspx>

- Organised a one-day workshop at the University of Reading, in collaboration with the Women's Classical Committee UK, on "LGBT+ Classics: Teaching, Research, Activism", which attracted delegates from across the UK and internationally. The day brought together academics in Classics (and related fields), LGBT+ activists, museum curators and those working in other areas of outreach and public engagement. The workshop explored how LGBT+ themes are included in Classics curricula; how public engagement with queer Classics and history of sexualities can contribute to fight homophobia and transphobia; and the ways in which the boundaries between research, teaching, and activism can be crossed. The workshop also discussed and shared strategies of support for LGBT+ students and staff, current policies in Higher Education, and what still needs to be improved.
- Over the past year members of the LGBT+ staff network, led by one of the co-chairs, plus a number of the University students from the Department of Film, Theatre and Television, worked with Support U (an LGBT+ support charity covering the Thames Valley) on a major joint project, funded by the Heritage Lottery Fund (see [www.thewolfendenreport.com/](http://www.thewolfendenreport.com/)). The outputs from the project have included 'Wolfenden60', a documentary which explores the impact of the Wolfenden Report. The documentary is available online using the link (below) and features one of our co-chairs and some of our students. <http://www.thewolfendenreport.com/watch-wolfenden-documentary>. A further output from the project has been a significant package of LGBT+ history resource material, which has been used already in local schools, and is freely available on the above website.
- We worked on increasing the number of LGBT+ Allies by organising two LGBT+ Ally recruitment and information sharing sessions that were jointly hosted by the Vice-Chancellor, the LGBT+ Staff Network and RUSU.
- As a part of the LGBT+ Allies campaign we distributed hundreds of LGBT+ Ally postcards and lanyards across campus. This increased visibility of LGBT+ issues has resulted in positive feedback in the 2017/18 staff survey where 98% staff said that they agree that the University of Reading respects people equally regardless of their sexual orientation.
- We focused on raising awareness of trans-gender issues by organising two Trans-awareness training sessions for staff and students that were led by an external facilitator, Rosemary Taylor, who is a local teacher and a former UoR student.
- Led work on strengthening the collaborative work and sharing of good practice between members of the Thames Valley LGBT+ Network. This included recruiting new member organisations such as Oracle and Thames Water to join the Network hosting all meetings during the 2017/18 academic year.
- During 2017-18 we provided funding for 6 LGBT+ staff members to attend the Stonewall LGBT Role Models programme and for 1 Bi staff member to attend the Stonewall Bi Role Models programme. This training provided individuals with the opportunity to explore what it means to be a role model and the space to identify how they are going to create an inclusive environment for everyone.
- The University also sponsored two places a year for LGBT+ staff to apply to attend the Stonewall Leadership programme and mentoring is offered to any staff member who attends the Leadership programme.

### **Sexual Orientation - Actions planned for 2018/19**

- Continue to raise awareness of LGBT+ experiences and history through events and training in and around LGBT+ History Month, Trans Day of Remembrance, the International



Day Against Homophobia, Biphobia, and Transphobia, and the University's annual Wolfenden Lecture.

- Continue to recruit to the LGBT+ staff network, including the recruitment of LGBT+ allies through our LGBT+ Allies Information/Recruitment Sessions, including running the first of these on the London Road campus.
- Continue to reach out and show support to the local LGBT+ community, e.g. through University presence at Reading Pride, and through public events and engagement, e.g. our annual Wolfenden Seminar and Lecture, events led by staff and students in LGBT+ History Month.
- Work, jointly across staff and students, to raise awareness of different gender identities, including through trans awareness training sessions and through launch of new “pronoun badges” and associated communications.
- Bring staff involved with student support together to develop understanding and wide use across the University of the Stonewall Service Delivery Toolkit.
- Develop guidance for LGBT+ staff considering working overseas and their managers.
- Through these and other initiatives, work to submit into the Stonewall Workplace Equality Index in September 2019, aiming to achieve a Top 50 ranking in the Stonewall WEI 2020.

## 2.4. Disability

### Disability – Headline Data

- Declaration rates for disability have decreased significantly to 78% compared to 86.58% last year.
- Recruitment - 270 applicants who declared a disability applied for roles at the University. This equates to 1% of total applicants. Further details can be found in §6.1, Table 23.
- Recruitment Success Rates – From the pool of 270 applicants (with declared disability) who applied for roles at the University, 189 (70%) were not shortlisted for an interview. From the remaining 81 applicants (30%) that were shortlisted, 40 applicants (15%) were not successful in the interview and 41 applicants (15%) were successful and offered a role. Further details can be found in §6.1, Table 26.

### Disability – Actions 2017/18

- We have initiated work on activities that are needed to make an application to sign up to become a **Disability Confident Level 1 employer**. This includes completing research on current practices that need to be in place to become a Disability Confident employer, development of a business case and action plan and drafting a proposal that was shared with the University Executive Board and agreed in principle.

- We have engaged with internal stakeholders to understand the operational challenges / barriers we face in signing up to the Disability Confident Award. An action plan has been developed to address these barriers and work on delivery will be completed in 2018/19.
- We have launched a Staff Disability Network. It is an inclusive support network for all staff with a range of disabilities, impairments and / or mental health conditions, as well as non-disabled staff with an interest in disability issues.

The network has been meeting regularly and is working to increase its influence within the University of Reading, to make our community more inclusive to all staff members.

### **Disability - Actions planned for 2018/19**

- Support the development of the Staff Disability Network established last year.
- Set in place the processes necessary to enable sign-up to the Government's Disability Confident Scheme.
- In consultation with the Staff Disability Network and disabled staff more generally, develop and adopt formal University targets for disability on the staff side.
- Set up systems to enhance the accessibility of our main jobs site.

## **2.5. Other Priorities**

### **Other priorities - Actions planned for 2018/19**

- Encourage larger completion by staff of diversity-monitoring data fields in Employee Self Service, to enable anonymous analysis of diversity data.
- Undertake a Review of the Grade 9 Pay and Grading Structure.
- Working Groups on Teaching Intensive Staff, on Sessional Lecturers, and on Teaching Fellows to complete their work, and to report with recommendations to UEB and Staffing Committee.
- Develop, as part of preparations for the University's submission into the next Research Excellence Framework REF 2021, a code of practice on: the fair and transparent identification of staff with significant responsibility for research; determining who is an independent researcher; the selection of outputs.
- Enhance the University's Diversity and Inclusion website to provide advice on support for staff and students specific to a number of protected characteristics.

## Section 3 - Progress against priorities for 2017/18 for students

### 3.1 Gender

#### *Gender Summary*

- The gap between female and male admissions and enrolment at UG level has gradually narrowed in the applications cycle over previous three years as a result of the continuous growth in offers made to male applicants .
- There has been very little difference of the offer rates between female and male PGT applicants in the last three years .
- In 2017/18, 57.1% of all UoR's enrolled students were female, which is in line with trends for previous years and close to that of the sector average in 2016/17 for England which is 56.6%.
- In 2017/18, 66% of our subject areas met the gender balance of a minimum 30:70, which is 9 percentage points below our target of 75%.
- The UG gender attainment gap currently has decreased to 7.96 percentage points, compared to 8.43 percentage points in 2016/17, which is above the national average (4.6 percentage points) in that period.
- Female UG students are more likely to successfully progress to their next year of study than male students. The 2017/18 female/male progression gap was 4.35 percentage points which is very similar to previous two years.
- Females have continued to outperform males at UG level. The 'good degree' (1st Class or 2:1) gap has narrowed from 8.43 percentage points in the previous year to 7.96 percentage points this year.
- Conversely at PGT level, on average, male students are more likely to achieve a Merit or above degree compared with female students.
- Male leavers have continued to be more successful in securing full-time graduate level employment six months after graduation than female leavers. However, the gender gap in graduate level jobs has narrowed significantly from 4.9 percentage points in 2015/16 to 2.7 percentage points in 2016/17<sup>2</sup>, 84.5% of male leavers were in full-time work at professional or managerial level six months after qualifying compared to 81.8% of female students in 2016/17 (Figure 31).

#### *Headline data*

##### Recruitment and admissions

Across the University as a whole, female applicants have consistently received higher offer rates than male students since 2015/16 (Figure 1, 2 & 3) although there was a slight variation in the numbers of female/male offers each year.

There was a slight decline (0.82 percentage points) this year in the proportion of female UG applicants who obtained an offer in comparison with last year (55.51%). This results in a 3.23 percentage point increase in males securing an offer (§6.2, Table 1)

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<sup>2</sup> The DLHE data for 2017/18 are not released at the time of publication.

As is the case with UG applicants, a larger proportion of offers have been made for female PGT applicants this year and it is consistent with previous years (§6.2, Table 2). In 2017/18 57.12% of female PGT applicants received offers, compared to 42.78% of male applicants.

When looking at female applicants at PGR courses (§6.2, Table 3). There has been consistently a greater percentage of male applicants for PGR courses over the last three years, although the proportion of PGR male applicants have continued to decrease. However, a higher proportion of offers have been made to female PGR applicants.

#### Progression, retention and attainment

**Progression:** Over the past three years, there has been a noticeable UG gender gap in progression rates, with a higher proportion of female UG students progressing to year 2 and year 3 of study than male students (Figure 4). In 2017/18 94.01% of female UG students progressed, compared with 89.66% of male UG students.

**Retention:** Overall female students, on average, have better retention rates than their male counterparts.

The retention of female UG students has consistently been higher than that of male students since 2015/16. In 2017/18 95.94% of female UG students continued their studies compared with 94.74% of male students (Figure 5).

Similarly female PGR student retention has remained consistently higher than male retention from 2015/16 onwards (Figure 6).

The proportion of female students withdrawing from their UG courses has slightly declined by 0.81 percentage points since 2015/16. This compares to 1.22 percentage point reduction of female PGR students giving a gender retention gap about 1.2 percentage points for UG and 1.32 percentage points for PGR students in 2017/18.

There does not appear to be any trends in the disparities between female and male PGT students, although the retention gap over years has been relatively small (Figure 7).

**Attainment:** Whilst consistently fewer UG male students achieved 'good degrees' compared with females this gap has narrowed since 2016/17 (Figure 8).

- In 2017/18 85.12% of female students obtained a 'good degree' compared to 77.16% of males.
- The UG female/male 'good degree' (1st Class or 2:1) attainment gap peaked to 8.43 percentage points in 2016/17 during the last three years and decreased to 7.96 percentage points in 2017/18.
- The latest ECU published degree attainment gap for the UK as a whole (for 2016/17) is 4.6 percentage points, slightly lower than the UoR gap for that year.
- Each year since 2015/16 a higher proportion of female UG students have achieved a First Class degree compared with male students (Figure 9). In comparison with the records of last year, there is an increase of 0.52 percentage points for UG female students and 1.43 percentage points for male students received First Class degrees in 2017/18.
- The proportion of male UG students attaining a First Class degree has increased steadily over the last three year.

In contrast, at PGT level, male students have continued to outperform their female counterparts in achieving a Merit or above with the exception of 2016/17 (Figure 10). In 2017/18 male students achieving a Merit or above increased to 77.16% from 76.49 in 2016/17; conversely, female students achieving Distinction or Merit degrees declined to 76.67% from 77.2% in the previous year. As a result, the attainment gap for female/male has narrowed to 0.49 percentage points in 2017/18 from 2.56 percentage points in 2015/16.

- Male students are less likely to achieve a Distinction degree than their female counterparts (Figure 11).
- There has been a noticeable decrease (by 3.91 percentage points against 2.15 percentage points respectively) in Distinction degrees for both female and male students over the last three years.

### Gender - Progress against 2020 targets for Student Equality

2020 Student Equality target (%)	Benchmark (%) by 2020	Actual (%) 2017/18	Actual (%) 2016/17	Actual (%) 2015/16	Actual (%) 2014/15
A minimum gender balance of 30:70 across 75% of our subject areas	75	66	63	68	61
Reduction in the attainment gap (proportion of 1st/2.1) between female and male undergraduate students	6	7.96	8.49	6.08	10.5
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	7	NA	2.7	4.9	10.2

### Priorities for 2018/19 – Gender

- Further progress the work to embed employability into curriculum design to enhance student employability and transferable skills through collaborating across the university with CQSD, Schools and Careers.
- Implement attendance monitoring system to proactively identify students who are disengaging with their studies to facilitate pro-active intervention.

## 3.2 Race and Ethnicity

### *Ethnicity Summary*

- The gap for the offer rates between BAME/White UG students has narrowed since 2015/16. A similar trend is also identified amongst PGR applicants in terms of there being a narrowing of the gap, with a higher proportion of White applicants are successful in receiving offers.
- There has been very little difference in the offer rates made to BAME/White PGT applicants over the last three years.

- The proportion of BAME students has steadily increased over three years, although it is increased in a quite small proportion each year. In correspondence, the proportion of White students fell slightly in 2017/18 to 63.95% after it peaked to 65.8% in 2016/17.
- The proportion of UK domiciled BAME UG students at UoR has continuously increased to 20.02% in 2017/18 from 18.3% in 2016/17. According to ECU data, in 2016/17, 23.9% of UK domiciled students identified themselves as BAME and the UoR's figure is slightly lower than the national average.
- In 2017/18 the progression rate for White UG students was 94.83% and 86.8% for BME students, both falling slightly from last year.
- The retention rates of BAME students have remained on average higher than White students across all three years.
- The retention gap between BAME/White postgraduate students in 2017/18 was the smallest difference seen in the period considered at either PGT or PGR level (0.13 percentage points for PGT and 0.3 percentage points for PGR respectively).
- Over three years the BAME /White UG students attainment gap has reduced markedly from 16.74 percentage points to 10.8 percentage points as a result of a significant increase in the proportion of 'good degrees' awarded to BAME students from 67.74% 2016/17 to 74.35% in 2017/18. This is the smallest gap in attainment during the three year period.
- The BAME UG student failure rates have been consistently below our target since 2015/16. The pattern stands in contrast to the BAME PGT students whose failure rates have been consistently above our target. This disparity demonstrates we have been continuously improving student achievement at UG level. However, further investigation on the progress of BAME PGT students needs to be considered.
- The BAME/White UK home UG students attainment gap has reduced from 14.75 percentage points in 2016/17 to 10.91 percentage points in 2017/18. In comparison, according to the latest ECU data (for 2016/17), the ethnicity degree attainment gap in the UK is 13.6 percentage points, which is lower than the UoR gap for that year.
  - 'Good degree' attainment of UK domiciled BAME UG students is highest for Asian students including Chinese with Black students receiving the lowest proportion of good degrees in each year.
- The 'good degree' attainment gap of BAME/White PGT students has been broadly stable since 2015/16, at just over 9.5 percentage points.

### **Headline data**

#### Recruitment and admissions

Across each level of study, White applicants have consistently been more successful in receiving offers than BAME applicants, with Black applicants having the lowest offer rates while the Chinese and other Asian applicants have the highest offer rates over the last three years.

The offer rates of BAME UG have increased from 19.05% to 28.57%, narrowing the gap of success offer rates between BAME and White applicants since 2015/16 (Figure 12).

The patterns at PGR level are very similar to those at UG level, White applicants tend to have higher offer rates than BAME applicants, even though across the last three years there has been a slight increase in offer rates for BAME applicants from 23.38% in 2015/16 to 25.45% in 2016/17 (Figure 13).

At PGT level, there has been very little difference of the BAME/White offer rate in the last three years (Figure 14). In 2017/18 66.04% of BAME applicants were offered a place compared with 66.75% of White applicants.

#### Progression, retention and attainment

**Progression:** Over the three years, White students consistently have higher rates of progression than BAME students (Figure 15).

- In 2017/18 a higher proportion BAME students (5.8%) failed to progress to the next year, compared with 2.58% of White students. 9.53% of Black students failed to progress successfully, which is higher than any other minority ethnic group.
- The national data indicates a similar trend of BAME students being less likely to successful progress through their course.
- Chinese and other Asian groups have the highest progression rates.

The proportion of BAME students repeating has remained relatively higher than for White students over the three year period.

Overall UK domiciled BAME students have lower rates of progression than international BAME students during the same period of time (Figure 15.1).

**Retention:** At UG level, BAME students have higher retention than White students across all three years excluding 2015/16 (§6.2, Table 4 & Figure 16). Students at PGT level (§6.2, Table 5 & Figure 17) and PGR level also show similar patterns (§6.2, Table 6 & Figure 18).

However, the overall retention of BAME students has slightly decreased between 2016/17 and 2017/18 across every level of study. This has narrowed the BAME/White retention gap during that period of time.

**Attainment:** At UG level, there remains a noticeable ethnicity attainment gap, with BAME students have consistently had lower rates in achieving 'good degrees' compared with White students (§6.2, Table 7 & Figure 19). In 2016/17, there was a largest drop in the proportion for BAME students achieving good degrees across three years but 2017/18 has seen a recovery back to 74.35%.

- 'Good degree' attainment increased variously with only a 0.94 percentage point increase for White students and a marked increase of 6.88 percentage points for BAME students from last year. In 2017/17 85.15% of White students achieved a 2:1 or above degree, compared with 74.35% of BAME students. This has caused a reduction in the BAME/White attainment gap to 10.8 percentage points, slightly higher than 2015/16 (9.99 percentage points), but lower than previous year (16.74 percentage points)
- Asian students have continued to obtain the highest proportion of 'good degrees' out of BAME students with an increase of 10.37 percentage points in 'good degree' achievement between 2016/17-2017/18.
- The proportion of UK domiciled Black students achieving a 'good degree' has been consistently smaller compared with their BAME and White counterparts. There are differences in the attainment patterns within UK domiciled ethnic groups (§6.2, Table 8). In 2017/18, 58.21% of Black students achieved a 'good degree', compared with 78.54% of Asian, 72.41% of Chinese, 80.61% of Mixed ethnicity and 85.33% of White students respectively.

- The 'good degree' attainment gap between UK domiciled White and Black has increased gradually from 17.11 percentage points in 2015/16 to 27.12 percentage points in 2017/18.

Figures shown in §6.2, Table 8 represent sector averages for the UK domiciled UG students. The data shows that the proportions of UK domiciled UG White students and BAME students receiving good degrees at UoR are both higher than the sector average.

Similar patterns have been recognised in ethnicity degree attainment gap amongst PGT students with less BAME students achieving a Distinction or Merit over three years. 76.82% of UoR's 2017/18 BAME students achieved a Merit or above, compared with 86.48% of White students (§6.2, Table 9 & Figure 20).

- The 'attainment gap of Merit or above between BAME and White students was 9.66 percentage points. This figure has remained relatively stable over recent three years.
- Of BAME students, Mixed, followed by Asian students tend to obtain a Merit or above, whilst Black, followed by Chinese students are less likely to achieve a Merit or above across the three year period.

### Race - Progress against 2020 targets for Student Equality

2020 Student Equality target (%)	Benchmark (%) by 2020	Actual (%) 2017/18	Actual (%) 2016/17	Actual (%) 2015/16	Actual (%) 2014/15
Reduction of the attainment gap (proportion of 1st/2.1) between BAME and White undergraduate students	12	10.8	16.68	12.63	16.5
Reduction of the postgraduate BAME student failure rate	4	7.22	8	6	6

### Race - Priorities for 2018-2019

- Begin the Student Experience in STEM (SESTEM) research project to explore strategies or resources to reduce UoR BAME/White undergraduate students attainment gap and better understand their learning experience.
- Review progress on ethnicity dimensions of programme review.
- Implement attendance monitoring to proactively identify students who are disengaging with their studies to facilitate pro-active intervention.

## 3.3 Disability

### Disability summary

- There has been a steady increase in the proportion of UoR entrants declared a disability from 12.87% in 2015/16 to 15.39% in 2017/18 which is higher than the sector average of 13.5%. The increase parallels a trend of disclosure, particularly amongst UK UG students.
- The disparity in the retention between disabled and non-disabled has slightly narrowed across all levels of study over three years.
- Over the last two years, the proportion of disabled UG students progressed to their next year of study have fallen below that of their non-disabled counterparts. The very latest figures show a considerable drop in proportion of disabled UG students to 89.1% in



2017/18 after a peak at 92.39% in 2016/17, giving a progression gap of 3.49 percentage points which is relatively higher than previous years. Progression rates for disabled students therefore continue to be closely monitored.

- UoR's disability 'good degree' attainment gap for 2017/18 decreased from 4.08 percentage points to 1.52 percentage points, which is lower than the latest national average gap of 1.9 percentage points.
- The proportion of disabled UG students attaining a First Class degree has also increased considerably from 20.12% in 2016/17 to 27.66% in 2017/18, reducing First Class attainment gap from 6.7 percent points to 0.8 percent points in the same period of time.
- Appeals and Complaints submitted by students with a disability make up a higher proportion than would be expected given the proportion of students with a disability in the overall student population.
- Disabled leavers have been continuously less successful in securing a job six months after graduation than non-disabled leavers. The latest UoR data for 2016/17 shows that 4.01% of disabled leavers were unemployed six months after graduation, compared with 2.84% of non-disabled leavers. However, the disability gap in unemployment has narrowed by 1.6 percentage points from 2.77 percentage points in the previous year (Figure 32).

### **Headline data**

#### **Recruitment and admissions**

The application success rates for UG students with disabilities have increased substantially by 6.88 percentage points from 79.41% to 86.29% since 2015/16 (Figure 21). Similarly, there has been a marked increase in offer rates for those without disabilities by 8.46 percentage points from 78.52% to 86.98%. As a result, there is little difference in the disability offer rates at UG level.

At PGT level, there have been noticeable fluctuations in the disability offer rates over recent three years, peaking to 66.67% in 2016/17, before falling to 59.93% the following year (Figure 22). The offer rates for applicants with a disability have been continuously lower than for those with no known disability.

In contrast, over the last three years, PGR applicants declared a disability have had higher offer rates than those without disabilities, although the difference has remained relatively small (Figure 23).

#### **Progression, retention and attainment**

**Progression:** After an increase in the progression rates of both disabled and non-disabled UG students between 2015/16 and 2016/17, there was a slight decrease of the two in 2017/18, when 89% of disabled UG students successfully progressed, compared with 92.59% of non-disabled UG students (Figure 24).

Disabled students with DSA have on average higher progression rates than those without DSA, which is seen most recent two years.

**Retention:** At UG level, the disability retention gap has also reduced over the last three years (Figure 25). When looking back at years 2015/16 and 2016/17, disabled students have better retention than non-disabled students. However, during 2017/18 there was a change in the dynamics. For the first time, disabled student retention fell below the retention for non-disabled students.

At PGT level, the retention for the students with disabilities has been consistently lower compared with those without disabilities since 2015/16. In 2017/18 the retention for disabled students reduced greatly by 9.34 percentage points to 81.75% (Figure 26). In contrast, the retention for students with no known disability was increased by 3.48 percentage points from last year and in 2017/18 95.19% of non-disabled students continued their studies, the retention gap has therefore widened considerably to 13.44 percentage points from 1.52 percentage points in last year.

Whilst on average disabled PGR students have better retention compared with non-disabled students, this has not been the case very year and the gap between the two has remained fairly small over three years (Figure 27). The retention rate for non-disabled PGR was only 0.29 percentage points higher than for disabled students in 2017/18.

**Attainment:** UG students with no known disability consistently outperformed those with a disability between 2016/17 and 2017/18 (Figure 28). However the 'good degree' attainment gap was reduced to 1.52 percentage points in 2017/18 from 4.08 percentage points in 2016/17 as a result of the increase in the proportion of disabled UG student achieving at least a 2:1 degree classification since 2016/17. According to ECU data (for 2016/17), UoR's degree attainment gap is lower than the latest national gap of 1.8 percentage points.

The disability First Class attainment gap was 0.8 percentage points in 2017/18, a marked improvement on previous year, narrowing by 5.9 percentage points from 2016/17, when the gap stood at 6.7 percentage points (Figure 29).

At PGT level, the proportion of non-disabled students achieving a Merit or above has remained stable between 76.8% to 77.8% over three years (§6.2, Figure 30). On the other hand, the proportion of students with a disability achieving a Distinction or Merit degree has decreased from 85.6% in 2015/16 to 74.81% in 2017/18. This has caused, for the first time, a relatively higher proportion of non-disabled students (76.93%) obtaining a Merit or above compared with 74.81% of disabled students in that year.

#### Disability - Progress against 2020 targets for Student Equality

	Benchmark (%) by 2020	Actual (%) 2017/18	Actual (%) 2016/17	Actual (%) 2015/16	Actual (%) 2014/15
Maintain an attainment gap of <3 percentage points between proportion of disable and non-disabled undergraduates who achieve 1st class degrees	<3	0.8	6.93	0.97	2.66
Reduction of the gap between the proportion of disabled and non-disabled students assumed to be unemployed six months after graduate	0	NA	1.17	2.77	2.9

#### Disability - Priorities for 2018-2019

- Continue to improve degree attainment outcomes and reduce the gap differences for disabled/non-disabled students.

- Continue the focus to provide support for disabled students particularly through implementation and monitoring of the core requirements of the Inclusive Teaching and Learning Policy
- Promote the use of Blackboard Ally as a tool to support learning
- Explore the implementation of notetaking software for students not eligible for note takers but who would benefit from assistance.
- Build on the work of UoR's inclusive Curriculum Framework' Working Group to ensure that inclusion and diverse teaching practices are embedded into learning and teaching,

## Section 4 – Additional Information

### 4.1 Other Information (Staff)

#### Support and Guidance

- The University has a range of mechanisms in place for staff 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 Diversity and Inclusion issues. In the 2017/2018 academic year 5 contacts were made with Harassment Advisors and 4 of these were on diversity issues. This compares with 6 out of 8 enquiries being D&I related in the previous year.
- Contact with HARC Advisors increased to 3 in 2017/18 and 2 of these were related to diversity and inclusion issues.

#### Grievance and Disciplinary

- In the 2017/18 academic year there were 8 grievance or disciplinary matters that had a diversity and inclusion element. This is a significant increase compared to 2016/17 when there were no disciplinary matters or grievances that were related to diversity and inclusion. The main reason for this increase may be that the process has been revised and pro-actively communicated to staff encouraging them to use this process to highlight any equality and diversity related issues within the work place.

#### Committee Data

- Race – Committee data shows little improvement in the diversity of committees in relation to ethnicity. There has been a 1% decrease in BAME representation in Senate compared to last year. It is now 4%.
- Council now has 4% BAME representation whilst University Executive Board (UEB), and Strategy & Finance Committee (S&FC) remain unchanged at 100% white for both UEB and S&FC.
- A positive shift has been made in relation to gender balance for Council, Senate, University Executive Board (UEB) and University Board for Research, all of which have increased female representation. The Committees and Boards that meet the targets for 30% representation of either gender include the following:
  - Council - Female 37% and Male 63%
  - Senate - Female 59% and Male 41%
  - University Board for Teaching and Learning - Female 56% and Male 44%
  - University Board for Research - Female 52% and Male 48%
  - University of Reading Malaysia Academic Board - Female 42% and Male 58%

This means that apart from UEB (16% short of target) and Strategy & Finance Committee (13% short of target) we have met the targets for 30% representation of either gender.

## Learning and Development

We offer a range of learning and development opportunities to support all staff, including the following programmes specific to Women, BAME and LGBT staff to help them develop and progress in their careers.

In 2017/18 staff were offered access to the following talent and leadership development programmes:

- **Springboard** - 23 women attended this programme that supports them to enhance their own skills and abilities, challenge power and inequity, while building confidence, assertiveness and a positive image.
- **StellarHE** - 2 BAME staff members attended this leadership development programme that has been designed specifically to develop and implement leadership strategies that reflect the unique challenges and experiences of BAME academic and professional services staff across the higher education sector.
- **Aurora** - 12 female staff members attended the Aurora programme that aims to encourage a wide range of women in academic and professional roles to think of themselves as leaders, to develop leadership skills and to help the employer institutions maximise the potential of these women.
- **Stonewall Leadership Programme** – One LGBT member of staff was sponsored to attend this leadership development programme that provides a chance for participants to reflect on how their identity as an LGBT person has had an impact on their leadership journey and explore how they can become a more authentic, inclusive and visible leader
- **LFHE (now Advance HE) Diversifying Leadership** – 2 BAME staff members participated in this programme that comprises three one-day workshops, plus a facilitated action learning set day that explores leadership theory, cultural identity and power and influence, as well as individual goal setting and action planning to support participants in applying their learning post-programme.
- **Stonewall Role Models Programme** - 7 LGBT colleagues attended this development programme that enables participants to explore what it means to be an authentic and inclusive role model in the workplace.

We continually review the impact of these talent and leadership development programmes and seeking potential alternatives if needed. Feedback from participants from the programmes this year is below:

- **Aurora** - is rated as good to excellent and the most valued elements were external speakers sharing their experience and power and politics. Delegates reported gaining an insight into 'how to make the boat go faster' by way of approach. The provision of a mentor was also seen as incredibly useful (not all organisations do this) and the women-only nature of the course helped connections build between delegates more quickly, resulting in deeper conversations and exploration of topics.

- **Springboard** – feedback continues to be positive with the key themes being around confidence building, networking and goal setting. Participants reported feeling more positive and self-aware because of the course. They also noted they felt more confident in speaking out about issues they had experienced. They said that the programme provided a good insight into how they perceive themselves and how others perceive them – this was noted as useful in recognising and developing their strengths. Participants also mentioned they were already benefiting from the direction on structuring their goals, assessing where they want to be and how to get there.

## 4.2 Other Information (Students)

### Student complaints

This section contains details of the protected characteristics of the students who raised formal complaints at Stage 2 of the University's complaints procedure. This information has been gathered directly from their RISIS record. In academic year 2017/18 there were 15 students raised formal complains at Stage 2 of the procedure.

**Gender:** 6 Female (40%), 9 Male (60%)

**Age:** 5 of 15 complaints (33%) were made by those under the age of 25, 5 (33%) were made by those between 25-34, and the remainder being from those aged 35 and upwards

**Disability:** 10 complaints (67%) were made by students without a disability; the remainder being from disabled students. Suggesting a possible over-representation of complaints from disabled students but numbers are so low as to be only suggestive rather than meaningful.

**Home/International:** 11 complaints (73%) were made by Home/EU students and 4 by internationals

**Ethnicity:** 4 complaints were made by Asian students, 2 by Black, 2 by Other, 1 by Other Mixed and 6 by White students. The figures are possibly suggesting an over-representation of Asian students but numbers are so low as to be only suggestive rather than meaningful.

### Student appeals

This section contains details of the protected characteristics of the students who submitted formal appeals. This information has been gathered directly from their RISIS record. In the academic year 2017/18 there were 64 appeals received from separate students. Some case progressed through multiple stages but each individual student has been counted only once.

**Gender:** 23 Female (36%), 41 Male (64%)

**Age:** 50 out of 64 appeals (79%) were made by those under the age of 25

**Disability:** 50 appeals (78%) were made by students with a declared disability, 14 by those without a disability. This is a clear over-representation of appeals by disabled students

**Home/International:** 72% of appeals (46) were made by UK domiciled/EU students

**Ethnicity:** 52% of appeals came from White students (31), 12% from Black students (7), and 23% from Asian students (14) with the remainder from several other categories. This figures exclude 4 of appealers prefer not to disclose their ethnicity information. This possibly suggests an over-representative of non-white students in the appeals system.

## Section 5 - Staff and Student Profile

### 5.1 Staff Profile

The University of Reading staff profile taken from a 31 March 2018 snapshot is below:

#### Sex

Category	Headcount	Proportion
Female	2492	57.1%
Male	1869	42.9%
<b>Grand Total</b>	<b>4361</b>	

#### Ethnicity

Category	Headcount	Proportion
Asian	281	6.4%
Black	85	1.9%
Chinese	106	2.4%
Mixed	25	0.6%
Other	65	1.5%
White	3045	69.8%
Unknown/Information refused	754	17.3%
<b>Grand Total</b>	<b>4361</b>	

#### Sexual Orientation

Category	Headcount	Proportion
Bisexual	41	0.9%
Gay man	36	0.8%
Gay woman / lesbian	27	0.6%
Heterosexual / straight	2239	51.3%
Other	14	0.3%
Prefer not to say	201	4.6%
(blank)	1803	41.3%
<b>Grand Total</b>	<b>4361</b>	

#### Disability

Category	Headcount	Proportion
No Disability	3406	78.1%
Disability	115	2.6%
Not Known	652	15.0%
(blank)	188	4.3%
<b>Grand Total</b>	<b>4361</b>	



## Religion and Belief

Category	Headcount	Proportion
Agnostic	358	8.2%
Atheist	549	12.6%
Buddhist - Hinayana	6	0.1%
Buddhist - Mahayana	19	0.4%
Christian - Orthodox	140	3.2%
Christian - Protestant	517	11.9%
Christian - Roman Catholic	265	6.1%
Confucianism	2	0.0%
Hinduism	78	1.8%
Islam - Shiite	8	0.2%
Islam - Sunni	49	1.1%
Judaism - Orthodox	5	0.1%
Judaism - Reform	10	0.2%
Not Specified	547	12.5%
Other	85	1.9%
Sikhism	18	0.4%
Taoism	3	0.1%
(blank)	1702	39.0%
<b>Grand Total</b>	<b>4361</b>	

## 5.2 Student Profile

This section provides a snapshot of the university's population, split by gender, ethnicity, and disability in addition to other protected characteristics (age, sexual orientation, religion and belief). The ethnicity data has been presented in terms of BAME.

### Overview on student Composition and National average

Protected Characteristics	UK All Student Profile* <sup>3</sup> (ECU 2018)	UoR Student Profile (2017/18)
Gender	56.7% female and 43.3% male	57.1% female and 42.9% male
Ethnicity	77.3% White, 22.7% BME(all UK domiciled students)	77.3% White, 22.7% BME (all UK domiciled students)
Disability	12% declared a disability	13.25% declared a disability
Age	58% were 21 & under 15.4% between 22-25 14.6% between 26-35 11.9% 36 and over	**70.4% were 20 & under 12% between 21-24 8.6% between 25-34 9% 35 and over
Religion & Belief	62% declared their religion, 5.4% Information Refused and 38% were Blank. 19% Christian, 4.8% Muslim and 27.9% no religion	90.5% declared their religion, 9.5% Information Refused and 0% were Blank. 30.8% Christian, 8% Muslim and 43.64% no religion
Sexual Orientation	53% Heterosexual, 2.9% Bisexual/Gay/Lesbian, 1% Other, 6.3% Information refused and 36.8% Blank	80.4% Heterosexual, 4% Bisexual/Gay/Lesbian, 1.7% Other, 10.1% Information refused and 3.81% Blank

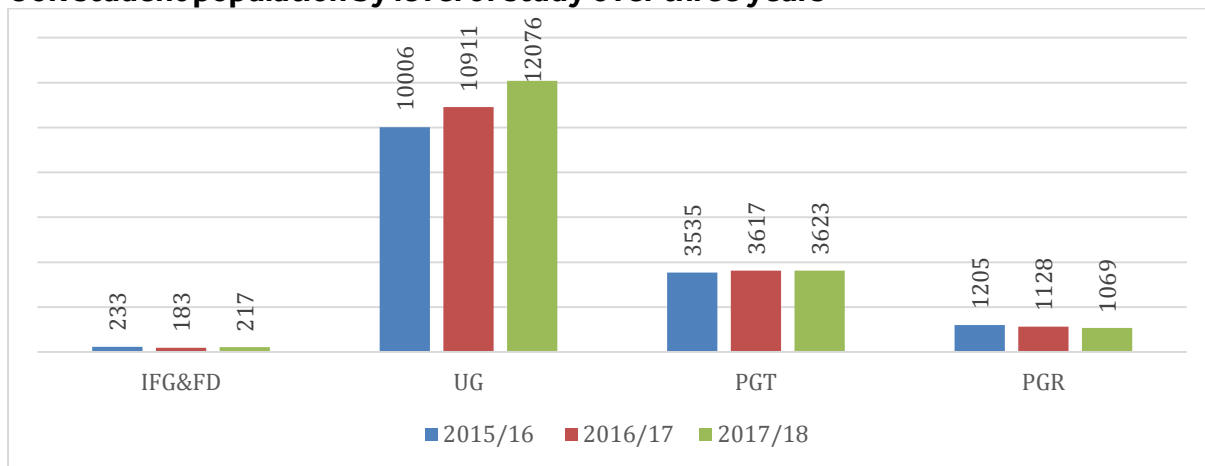
Note: \*Data source 2018 ECU Report. \*\*In terms of the age, it is not possible to compare with national trends due to lack of comparable data.

### Overview of UoR Student population over three years

	2015/16	2016/17	2017/18
	Headcount	Headcount	Headcount
Grand Total	14979	15839	16996

<sup>3</sup> Figures taken from ECU- Equality in higher education: student statistical report 2018

### UoR student population by level of study over three years

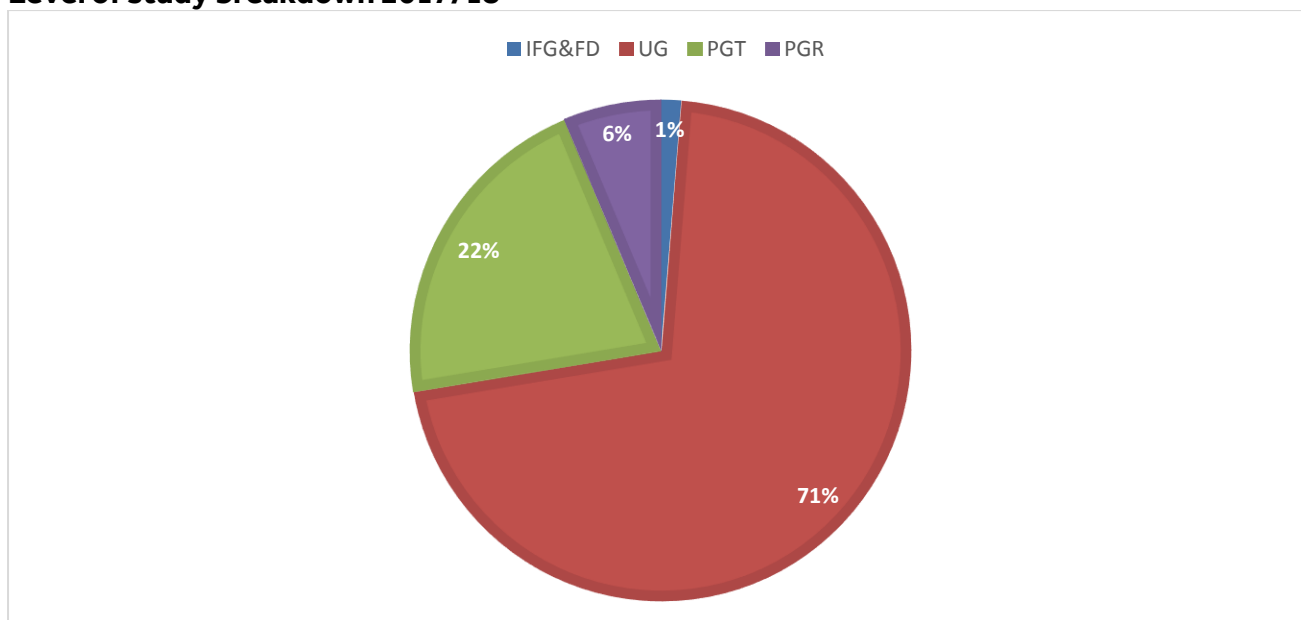


### All 2017/18 UoR students by gender\*

Programme Level	Female		Male	
	Headcount	Percentage	Headcount	Percentage
IFP & FD	151	69.59%	66	30.41%
UG	6817	56.45%	5258	43.54%
PGT	2151	59.37%	1467	40.49%
PGR	582	54.44%	485	45.37%
Grand Total	9705	57.10%	7283	42.85%

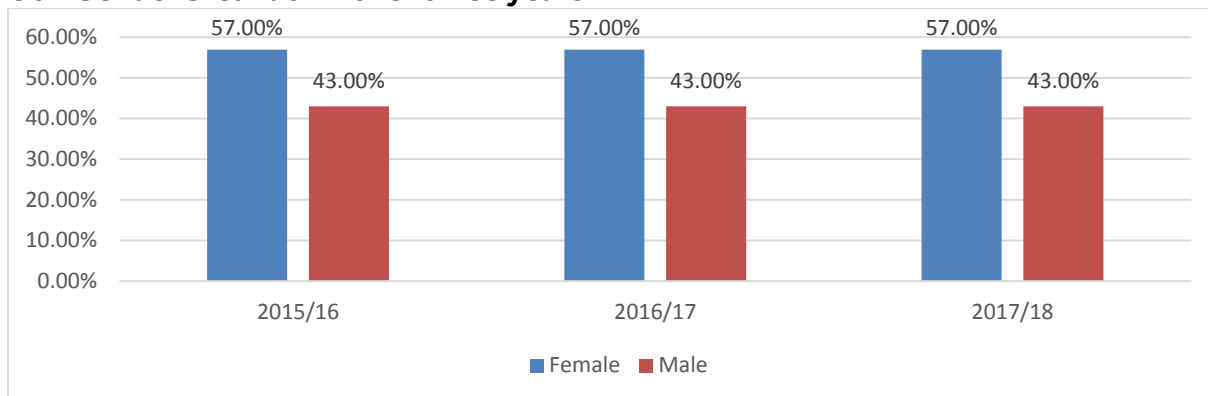
\* include 8 students from who the gender is not known

### Level of study breakdown 2017/18

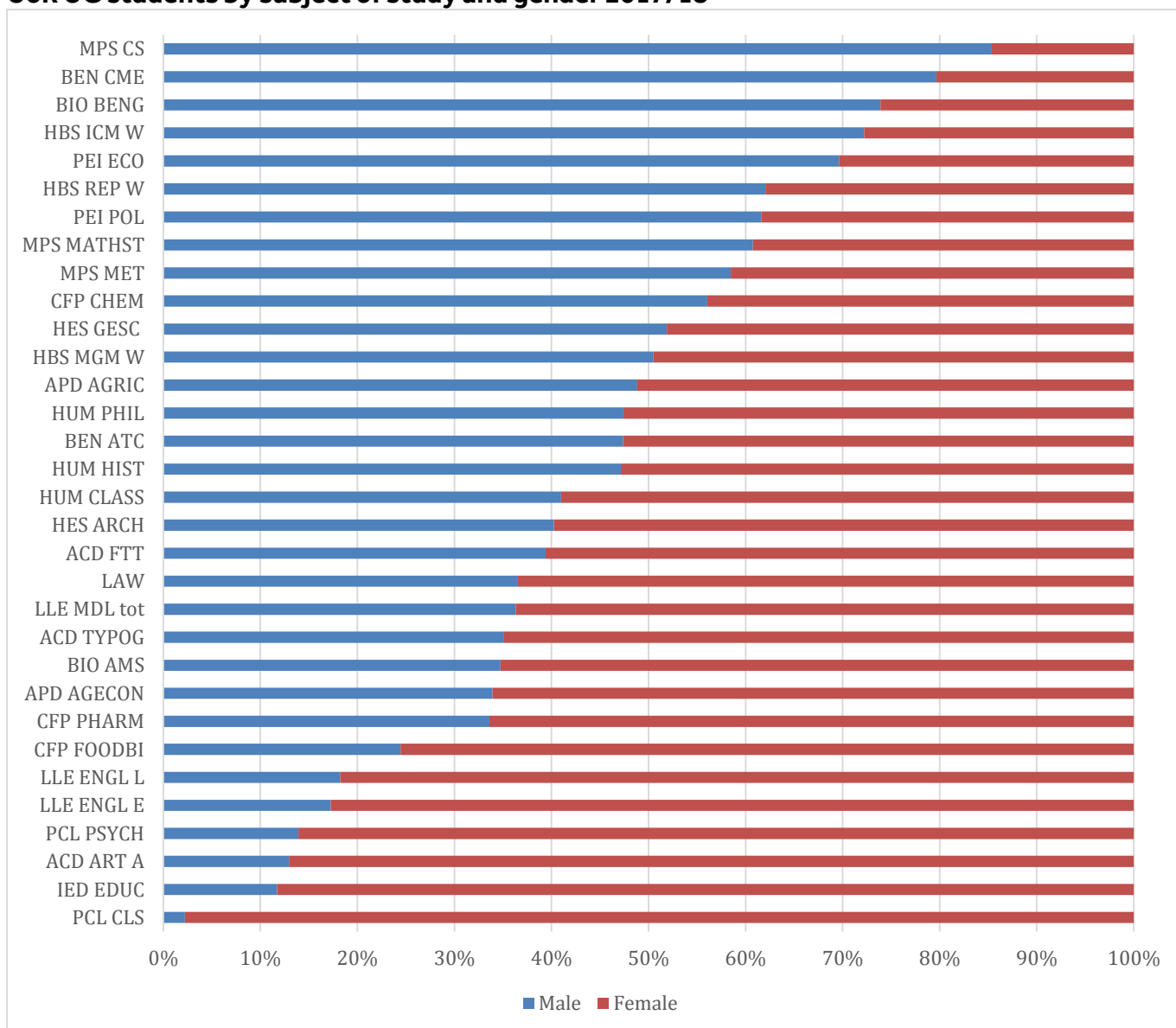


## Gender

### UoR Gender breakdown over three years



### UoR UG students by subject of study and gender 2017/18



## Ethnicity

### Institutional level ethnicity breakdown over three years

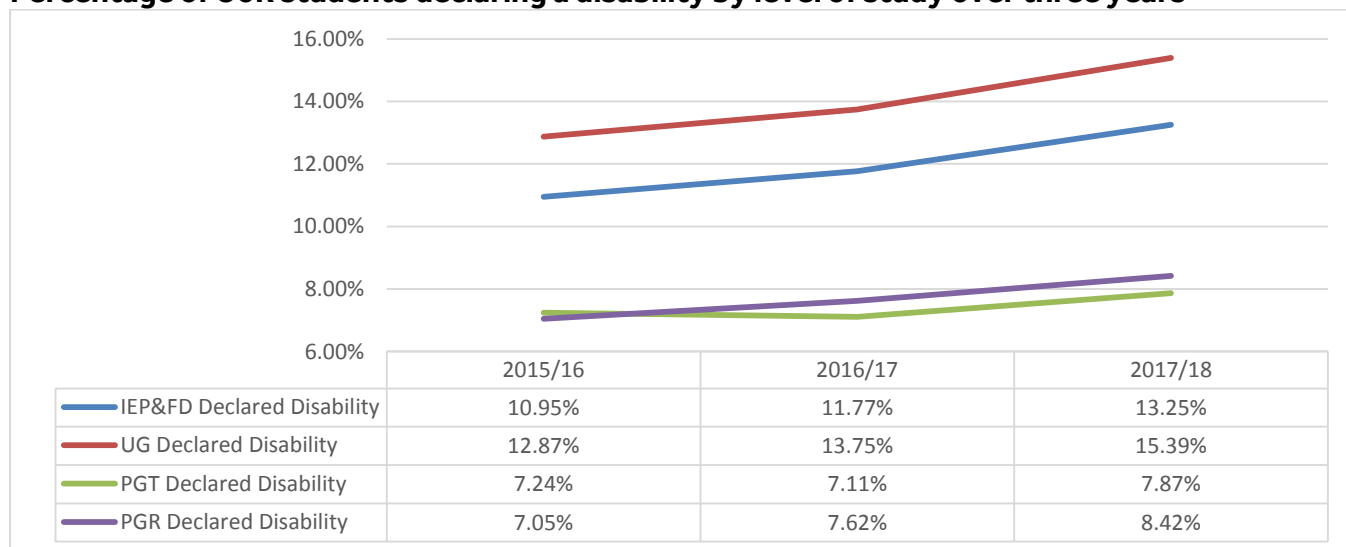
Ethnicity (All)	2015/6		2016/7		2017/8	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
Arab	411	2.74%	418	2.64%	451	2.65%
Asian - Chinese	1249	8.34%	1345	8.49%	1543	9.08%
Asian - excluding Chinese	1595	10.65%	1651	10.42%	1834	10.79%
Black	685	4.57%	709	4.48%	813	4.78%
Mixed	489	3.26%	560	3.54%	612	3.60%
Other	111	0.74%	138	0.87%	161	0.95%
Unknown	627	4.19%	596	3.76%	713	4.20%
White	9812	65.51%	10422	65.80%	10869	63.95%
All BAME	4540	31.63%	4821	31.63%	5414	33.25%
Grand Total	14979	100.00%	15839	100.00%	16996	100.00%

## Disability

### UoR students by disability over three years

	2015/6		2016/7		2017/8	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
No known disability	13339	89.05%	13975	88.23%	14744	86.75%
All Declared Disability	1640	10.95%	1864	11.77%	2252	13.25%
Grand Total	14979	100.00%	15839	100.00%	16996	100.00%

### Percentage of UoR students declaring a disability by level of study over three years



## Age

### UoR all new entrants by age over three years

Age (All)	2015/6		2016/7		2017/8	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
17 or younger	177	1.18%	178	1.12%	199	1.17%
18 to 20	9085	60.65%	9907	62.55%	10931	64.32%
21 to 24	2384	15.92%	2514	15.87%	2659	15.64%
25 to 34	1862	12.43%	1771	11.18%	1758	10.34%
35 or older	1471	9.82%	1469	9.27%	1449	8.53%
Grand Total	14979	100.00%	15839	100.00%	16996	100.00%

### UoR UK domiciled entrants by age over three years

Age	2015/16		2016/17		2017/18	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
17 or younger	55	0.47%	60	0.47%	75	0.55%
18 to 20	7890	66.82%	8663	68.30%	9523	69.82%
21 to 24	1475	12.49%	1577	12.43%	1641	12.03%
25 to 34	1182	10.01%	1164	9.18%	1171	8.59%
35 or older	1206	10.21%	1219	9.61%	1230	9.02%
Grand Total	11808	100.00%	12683	100.00%	13640	100.00%

### UoR international entrants by age over three years

Age	2015/16		2016/17		2017/18	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
17 or younger	122	3.85%	118	3.74%	124	3.69%
18 to 20	1195	37.69%	1244	39.42%	1408	41.95%
21 to 24	909	28.67%	937	29.69%	1018	30.33%
25 to 34	680	21.44%	607	19.23%	587	17.49%
35 or older	265	8.36%	250	7.92%	219	6.53%
Grand Total	3171	100.00%	3156	100.00%	3356	100.00%

### UoR UG new entrants by age over three years

Age	2015/16		2016/17		2017/18	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
20 or younger	9077	90.72%	9934	91.05%	10986	84.02%
Mature	929	9.28%	977	8.95%	2090	15.98%
Grand Total	10006	100.00%	10911	100.00%	12076	100.00%

### Religious belief (new entrants only)

#### All UoR students by religion and belief (entrants only) over three years

Religion and belief	2015/16		2016/17		2017/8	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
Any other religion or belief	83	1.18%	73	1.01%	80	1.02%
Buddhist	241	3.43%	186	2.56%	237	3.01%
Christian	2253	32.02%	2180	30.06%	2425	30.83%
Hindu	153	2.17%	174	2.40%	198	2.52%
Information refused	541	7.69%	571	7.87%	747	9.50%
Jewish	20	0.28%	30	0.41%	21	0.27%
Muslim	513	7.29%	503	6.94%	627	7.97%
No religion	2881	43.10%	3176	46.08%	3356	43.64%
Sikh	81	1.15%	87	1.20%	109	1.39%
Spiritual	62	0.88%	68	0.94%	65	0.83%
Unknown	208	2.96%	204	2.81%	0	0.00%
Grand Total	7036	100.00%	7252	100.00%	7865	100.00%

### Sexual orientation (new entrants only)

#### All UoR students by sexual orientation over three years

	2015/16		2016/17		2017/18	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
Bisexual, gay man, gay woman/lesbian	273	3.88%	266	3.67%	311	3.95%
Heterosexual	5685	80.80%	5770	79.56%	6325	80.42%
Information refused	634	9.01%	727	10.02%	797	10.13%
Other	108	1.53%	94	1.30%	132	1.68%
Unknown	336	4.78%	395	5.45%	300	3.81%
Grand Total	7036	100.00%	7252	100.00%	7865	100.00%

## Section 6 - Diversity and Inclusion Data

### 6.1 Staff Data

**Table 1 – Summary of changes to the Personal Titles Process**

2013/2014	2014/2015	2015/2016	2016/2017	2017/18
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, including new citizenship and leadership criteria that explicitly recognise D&I contributions and leadership, and will be part of the 16/17 process	Re-written the criteria to be clearer about the requirement for evidence and the requirements for success.  Requested a commentary which outlines how the achievements compare to what would be expected in that discipline	Contextual Statement submission Part B introduced.  This is only required if the applicant is working in an area of the discipline where some variation of the achievements described would be expected.

**Table 2 – Personal Titles Summary – Total Successful Applications for Associate Professor and Professor (by Sex)**

	Successful applicants as a % of the number of applicants in that sex. Actual no. in brackets.					Successful male or female applicants as % of total successful applicants. Actual no. in brackets.				
	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
Male	85% (35/41)	96% (26/27)	77% (23/30)	74% (23/31)	70% (32/46)	66% (35/53)	54% (26/48)	61% (23/38)	51% (23/45)	47% (32/68)
Female	78% (18/23)	100% (22/22)	71% (15/21)	76% (22/29)	75% (36/48)	20% (18/53)	46% (22/48)	39% (15/38)	49% (49/45)	53% (36/68)

**Table 2a. Personal Titles Summary – Successful Applications for Associate Professor (by Sex)**

	Successful applicants as a % of the number of applicants in that sex. Actual no. in brackets.					Successful male or female applicants as % of total successful applicants. Actual no. in brackets.				
	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
Male	95% (19/20)	95% (19/20)	77% (14/18)	85% (17/20)	80% (24/30)	59% (19/32)	51% (19/37)	52% (14/27)	57% (17/30)	60% (24/40)
Female	81% (13/16)	100% (18/18)	81% (13/16)	81% (13/16)	76% (16/21)	41% (13/32)	49% (18/37)	48% (13/27)	43% (13/30)	40% (16/40)



**Table 2b. Personal Titles Summary – Successful Applications for Professor (by Sex)**

	Successful applicants as a % of the number of applicants in that sex. Actual no. in brackets.					Successful male or female applicants as % of total successful applicants. Actual no. in brackets.				
	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
Male	76% (16/21)	100% (7/7)	75% (9/12)	55% (6/11)	50% (8/16)	76% (16/21)	64% (7/11)	82% (9/11)	40% (6/15)	29% (8/28)
Female	71% (5/7)	100% (4/4)	60% (2/5)	69% (9/13)	74% (20/27)	24% (5/21)	36% (4/11)	18% (2/11)	60% (9/15)	71% (20/28)

**Table 3 – Applications for Associate Professor via Personal Titles (by Sex)**

	Percentage of applicants against sex baseline (total numbers of staff of each sex eligible to apply).				
	13/14	14/15	15/16	16/17	17/18
Male	16%	10% (20/198)	8.8% (18/205)	10.2% (20/197)	15% (30/206)
Female	12%	9% (18/198)	7.8% (16/205)	13.0% (28/215)	9% (21/228)

**Table 4 – Applications for Professor via Personal Titles (by Sex)**

	Percentage of applicants against gender baseline (total numbers of staff of each sex eligible to apply).				
	13/14	14/15	15/16	16/17	17/18
Male	17%	5% (7/141)	7.9% (12/151)	7.5% (11/146)	10.7% (16/149)
Female	8%	3.5% (4/112)	3.8% (5/130)	9.2% (13/140)	17% (27/158)

**Table 5 – Reward Processes (by Sex)**

**(Based on the 12-month period 1 April 2017 - 31 March 2018)**

	13/14	14/15	15/16	16/17	17/18
Additional Increment	18 Male - 44% 23 Female - 56%	11 Male - 24% 35 Female - 76%	10 Male - 39% 16 Female - 61%	12 Male – 32% 26 Female – 68%	11 Male -24.44% 34 Female-75.56%
Contribution Points	19 Male - 34% 37 Female - 66%	14 Male2 - 29% 35 Female - 71%	14 Male - 44% 11 Female-(56%)	19 Male – 32% 40 Female – 68%	15 Male -28.30% 38 Female - 71.70%
Merit Based Promotion	6 Male - 46% 7 Female - 54%	2 Male - 33.3% 4 Female - 66.6%	5 Male - 71% 2 Female - 29%	3 Male – 43% 4 Female – 57%	2 Male-33.33% 3 Female- 66.67 %

**Table 6 – Lump Sum (by Sex)**

	13/14	14/15	15/16	16/17	17/18
Number Awarded	155 Male - 34% 302 Female - 66%	130 Male - 30% 310 Female - 70%	154 Male - 36% 275 Female - 64%	192 Male – 41% 281 Female – 59%	220 Male-42.3% 300 Female -57.7%
Average Value	£571.45 Male £483.20 Female <i>Difference £88.25</i>	£545.85 Male £504.95 Female <i>Difference £40.90</i>	£530.10 Male £537.41 Female <i>Difference £7.31</i>	£457.31 Male £483.10 Female <i>Difference £25.79</i>	£831.72 Male £758.53 Female <i>Difference £73.19</i>

**Table 7 – Celebrating Success (by Sex)**

	13/14	14/15	15/16	16/17	17/18
Male	197 (35%)	221 (34.5%)	220 (34%)	221 (30%)	192 (34.97%)
Female	374 (65%)	418 (65.5%)	429 (66%)	524 (70%)	357 (65.03%)

**Table 8 – Gender Pay Gap**

	As at 31 March 2017
Gender Pay gap (difference in mean hourly rate)	19.58%
Gender Pay gap (difference in median hourly rate)	20.99%

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

	Successful applicants as a % of the number of applicants in that category					Successful BAME or white applicants as % of total successful applicants				
	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
White	75%	98% (42/43)	83% (45/54)	74% (45/61)	76% (59/78)	74%	89% (42/47)	78% (35/45)	84% (45/53)	87% (59/68)
BAME	70%	100% 4/4	83% (5/6)	50% (3/6)	54% (7/13)	7%	9% (4/47)	11% (5/45)	9% (5/53)	11% (7/64)

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

	Successful applicants for Associate Professor as a % of the number of applicants in that category					Successful BAME or White applicants as % of total successful applicants				
	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
White	n/a	97%% (32/33)	73%% (22/33)	82% (32/39)	83% (33/40)	n/a	89% (32/36)	81% (22/27)	84% (32/38)	83% (33/40)
BAME	n/a	100% (3/3)	100% (2/2)	50% (2/4)	63% (5/8)	n/a	8% (3/36)	7% (2/27)	10.5% (4/38)	13% (5/40)

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

	Successful applicants for Professor as a % of the number of applicants in that category					Successful or White applicants as % of total successful applicants for Professor				
	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
White	n/a	100% (10/10)	62% (13/21)	62% (13/21)	68% (26/38)	n/a	91% (10/11)	72% (13/18)	87% (13/15)	93% (26/28)
BAME	n/a	100% (1/1)	75% (3/4)n/a	50% (1/2)	40% (2/5)	n/a	9% (1/11)	17% (3/18)	7% (1/15)	7% (2/28)

N.B. Total successful applicants includes staff whose ethnicity is unknown, therefore the BAME and White percentages may not add up to 100.

**Table 10 – Applications for Associate Professor via Personal Titles (by Ethnicity)**

	Percentage of applicants against baseline (total numbers of staff of each ethnicity eligible to apply)				
	13/14	14/15	15/16	16/17	17/18
White	15%	10% (33/318)	9% (30/318)	12% (39/318)	13% (40/312)
BAME	n/a	6% (3/47)	4% (2/55)	6% (4/65)	11% (8/73)

**Table 11 – Applications for Professor via Personal Titles (by Ethnicity)**

	Percentage of applicants against baseline (total numbers of staff of each ethnicity eligible to apply)				
	13/14	14/15	15/16	16/17	17/18
White	13.5%	4.5% (10/220)	8.7% (21/242)	8.7% (21/242)	15% (38/258)
BAME	8%	3.8% (1/26)	18% (4/22)	6.2% (2/32)	17% (5/30)

**Table 12 - Reward Processes (by Ethnicity)**

	13/14	14/15	15/16	16/17	17/18
Additional Increment	Not available	7% BAME 89% White 4% Unknown	27% BAME 69% White 4% Unknown	11% BAME 87% White 2% Unknown	3 BAME - 6.67% 41 White - 91.11% 1 Unknown - 2.22%
Contribution Points	Not available	8% BAME 92% White 0% Unknown	8% BAME 84% White 8% Unknown	5% BAME 93% White 2% Unknown	4 BAME - 7.55 % 49 White - 92.45% 0 Unknown – 0%
Merit Based Promotion	0% BAME 92 % White 8% Unknown	0% BAME 100% White 0% Unknown	0% BAME 100% White 0% Unknown	0% BAME 100% White 0% Unknown	1 BAME - 16.67% 5 White – 83.33% 0 Unknown – 0%

**Table 13 - Lump Sum (by Ethnicity)**

	13/14	14/15	15/16	16/17	17/18
Number Awarded	30 BAME - 7% 412 White - 90% 15 Unknown - 3%	26 BAME - 6% 398 White - 91% 15 Unknown - 3%	32 BAME - 7% 373 White - 87% 22 Unknown - 6%	42 BAME – 9% 412 White – 87% 19 Unknown - 4%	45 BAME-8.65% 445 White-85.58% 30 Unknown - 5.77%
Average Value	£482.67 BAME £513.83 White Difference = £32.16	£506.92 BAME £515.17 White Difference =£8.25	£471.88 BAME £544.84 White Difference = £72.96	£425 BAME £480.47 White Difference= £55.47	£501.80 BAME £827.13 White Difference=£325.33

**Table 14 - Celebrating Success (by Ethnicity)**

	13/14	14/15	15/16	16/17	17/18
BAME	59 (11%)	60 (10%)	57 (9%)	82 (12%)	59 (10.75%)
White	493 (89%)	556 (90%)	570 (91%)	612 (88%)	469 (85.43%)

**Table 15 – Ethnicity Pay Gap**

13/14	14/15	15/16	16/17	17/18	Direction of Travel
22.18%	22.20%	20.06%	19.80%	14.23%	Reduction - positive

**Table 16 – Grievance Data**

13/14	14/15	15/16	16/17	17/18
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	There were no grievance or disciplinary matters that had a D&I element in the 2016/17 academic year	9 grievances related to D&I (1 exit outside of formal process, 1 not pursued by the aggrieved, 6 not upheld, 1 in progress)

**Table 17 – Contact with Harassment Advisors**

13/14	14/15	15/16	16/17	17/18
Not recorded	11 contacts 3 related to D&I (pregnancy, disability and sexual harassment)	4 contacts 1 relating to D&I (sexual harassment)	8 contacts 6 related to D&I (sexual 2, racial 2, pregnancy 1, gender 1)	5 contacts (2 staff, 3 students)  4 related to D&I (gender, sexual orientation, race and age)

**Table 18 – Contact with HARC Advisors**

13/14	14/15	15/16	16/17	17/18
Not recorded	1 contact, not D&I related	1 contact, not related to D&I	2 contacts, not related to D&I	3 contacts, 1 contact related to D&I disability

**Table 19 – Committees Data (by Sex)**

	13/14		14/15		15/16		16/17		17/18	
	F	M	F	M	F	M	F	M	F	M
Council	7 24%	22 76%	7 24%	22 76%	10 34%	19 66%	11 37%	19 63%	10 37%	17 63%
Strategy and Finance Committee	2 17%	10 83%	1 8%	11 92%	2 17%	10 83%	2 17%	10 83%	2 17%	10 83%
University Board of Teaching and Learning	7 35%	13 65%	9 43%	12 57%	9 56%	7 64%	8 53%	7 47%	9 56%	7 44%
University Board of Research	4 31%	9 69%	3 25%	9 75%	11 50%	11 50%	11 52%	10 48%	12 52%	11 48%
Senate	32 37%	55 43%	37 42%	51 58%	28 38%	45 62%	34 41%	49 59%	47 59%	33 41%
University Executive Board	1 12%	7 88%	0 0%	7 100%	0 0%	7 100%	1 14%	6 86%	1 14%	6 86%
University of Reading Malaysia – Executive Board	n/a	n/a	2 40%	3 60%	3 60%	2 40%	3 60%	2 40%	1 20%	4 80%
University of Reading Malaysia – Academic Board	n/a	n/a	n/a	n/a	7 64%	4 36%	7 58%	4 33%	5 42%	7 58%
Remuneration	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2 33%	4 67%

**Table 20 – Committee Data (by Ethnicity)**

	14/15	15/16	16/17	17/18
Senate	80 (93%) White 4 (5%) BAME 2 (2%) Unknown	64 (92%) White 3 (4%) BAME 3 (4%) Unknown	72 (87%) White 4 (5%) BAME 7 (8%) Unknown	71 (89%) White 3 (4%) BAME 6 (8%) Unknown
Council	12 (41%) White 17 (59%) Unknown	25 (96%) White 1 (4%) BAME	29 (97%) White 1 (3%) BAME	26 (96%) White 1 (4%) BAME
University Executive Board	7 (100%) White	7 (100%) White	7 (100%) White	7 (100%) White
Strategy & Finance Committee	7 (100%) White	12 (100%) White	12 (100%) White	12 (100%) White

**Table 21 – Declaration Rates**

Protected Characteristic	12/13	13/14	14/15	15/16	16/17	17/18	Direction of Travel
Gender	100.00%	100%	100%	100%	99.96%	100%	Slight increase
Ethnicity	94.67%	92.59%	92.38%	93.15%	87.35%	93.18%	Increase of 5.83%
Disability	90.00%	89.65%	90.79%	92.43%	86.58%	78%	Decrease of 8.58%
Sexual orientation	27.45%	32.57%	40.70%	56.82%	56.83%	52.87%	Decrease of 3.9%
Age	100.00%	100%	100%	100%	100%	100%	No Change
Religion or belief	29.88%	33.5%	39.84%	51.78%	51.57%	47.25%	Decrease of 4.5 %

**Table 22 – Recruitment, Applications (by Sex)**

Gender	Number of applications	%
[blank]	682	4%
Female	10437	56%
Male	7306	39%
Unknown	146	1%

**Table 23 – Recruitment, Applications (by Disability Status)**

Disability status	Number of applications	%
[blank]	12217	66%
Disabled	270	1%
Not disabled	3906	21%
Prefer not to say	2178	12%

**Table 24 – Recruitment, Applications (by Ethnicity)**

Ethnicity	Number of applications	%
[blank]	739	4%
BAME	6204	33%
Not known	144	1%
Prefer not to say	531	3%
White	10953	59%

**Table 25 – Recruitment, Success Rates of Applicants by Sex (as a percentage of applications from that sex)**

Gender	Not shortlisted		Interviewed but not successful		Successful	
	Count	%	Count	%	Count	%
[blank]	20	3%	1	0%	657	97%
Female	8416	81%	1132	11%	822	8%
Male	5990	82%	711	10%	564	8%
Unknown	118	81%	12	8%	16	11%

N.B. Rows may not add up to 100% due to rounding

**Table 26 – Recruitment, Success Rates of Applicants by Disability (as a percentage of applicants of that disability status)**

Disability Status	Not shortlisted		Interviewed but not successful		Successful	
	Count	%	Count	%	Count	%
[blank]	9689	80%	1109	9%	1332	11%
Disabled	189	70%	40	15%	41	15%
Not disabled	3051	79%	460	12%	375	10%
Prefer not to say	1615	74%	247	11%	311	14%

N.B. Rows may not add up to 100% due to rounding

**Table 27 – Recruitment, Success Rates of applicants by ethnicity (as a percentage of applicants of that ethnicity)**

Ethnicity	Not shortlisted		Interviewed but not successful		Successful	
[blank]	74	10%	3	0%	658	90%
BAME	5461	88%	480	8%	235	4%
Not Known	117	81%	17	12%	10	7%
Prefer not to say	426	81%	42	8%	59	11%
White	8466	78%	1314	12%	1097	10%

N.B. Rows may not add up to 100% due to rounding



## 6.2 Student Data

**Table 1 UoR UG admissions by gender over three years**

		2015/6		2016/7		2017/8	
		Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
Female	Applications	14235	56.01%	13304	55.32%	12481	54.01%
	Offers	11464	57.39%	11139	55.51%	10986	54.69%
	Enrols	2214	58.16%	2316	56.50%	2467	53.95%
	Offers as % of Apps		80.53%		83.73%		88.02%
	Enrols as % of Apps		15.55%		17.41%		19.77%
Male	Applications	11181	43.99%	10747	44.68%	10628	45.99%
	Offers	8513	42.61%	8929	44.49%	9100	45.31%
	Enrols	1593	41.84%	1783	43.50%	2106	46.05%
	Offers as % of Apps		76.14%		83.08%		85.62%
	Enrols as % of Apps		14.25%		16.59%		19.82%

**Table 2 UoR PGT admission by gender over three years**

		2015/6		2016/7		2017/8	
		Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
Female	Applications	9091	56.75%	8978	55.45%	9969	55.46%
	Offers	6218	58.25%	6325	56.84%	6807	57.12%
	Enrols	1878	60.58%	1823	58.84%	1943	59.26%
	Offers as % of Apps		68.40%		70.45%		68.28%
	Enrols as % of Apps		20.66%		20.31%		19.49%
Male	Applications	6921	43.20%	7192	44.42%	7970	44.34%
	Offers	4452	41.70%	4795	43.09%	5099	42.78%
	Enrols	1219	39.32%	1271	41.03%	1333	40.65%
	Offers as % of Apps		64.33%		66.67%		63.98%
	Enrols as % of Apps		17.61%		17.67%		16.73%

**Table 3 UoR PGR admission by gender over three years**

		2015/6		2016/7		2017/8	
		Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
Female	Applications	1258	40.39%	1161	43.55%	1295	43.96%
	Offers	438	47.66%	412	51.56%	478	51.56%
	Enrols	204	50.37%	206	55.98%	245	56.71%
	Offers as % of Apps		34.82%		35.49%		36.91%
	Enrols as % of Apps		16.22%		17.74%		18.92%
Male	Applications	1854	59.52%	1497	56.15%	1642	55.74%
	Offers	480	52.23%	386	48.31%	447	48.22%
	Enrols	200	49.38%	161	43.75%	187	43.29%
	Offers as % of Apps		25.89%		25.78%		27.22%
	Enrols as % of Apps		10.79%		10.75%		11.39%

**Table 4 UoR UG retention by ethnicity over three years**

Ethnicity	2015/16	2016/17	2017/18
White	94.66%	98.13%	95.20%
BAME	94.32%	98.71%	95.45%
Arab	98.28%	100.00%	96.31%
Chinese	95.13%	99.59%	97.50%
Asian	95.15%	98.40%	95.48%
Black	92.35%	98.59%	94.58%
Mixed	92.47%	97.24%	93.36%
Other	87.36%	100.00%	92.65%
Unknown	94.34%	68.33%	97.38%

**Table 5 UoR PGT retention by ethnicity over three years**

Ethnicity	2015/16	2016/17	2017/18
White	95.78%	97.17%	95.91%
BAME	98.06%	98.99%	95.78%
Arab	99.19%	100.00%	96.72%
Chinese	99.78%	99.30%	97.80%
Asian	96.93%	99.16%	94.85%
Black	96.30%	98.40%	91.43%
Mixed	98.62%	99.36%	94.97%
Other	93.18%	91.11%	92.86%
Unknown	86.67%	52.01%	94.30%

**Table 6 UoR PGR retention by ethnicity over three years**

<b>Ethnicity</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
White	95.42%	96.37%	96.55%
All BAME	96.65%	97.72%	96.85%
Arab	97.55%	100.00%	99.15%
Chinese	97.48%	96.00%	96.80%
Asian	96.74%	97.22%	96.33%
Black	96.73%	97.40%	93.79%
Mixed	98.11%	98.18%	96.92%
Other	83.33%	92.31%	100.00%
Unknown	94.17%	77.78%	95.45%

**Table 7 UoR UG students achieving 2:1 or above degrees by ethnicity over three years**

<b>Ethnicity</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
White	83.62%	84.21%	85.15%
BAME	73.63%	67.47%	74.35%
Arab	76.67%	58.97%	63.49%
Chinese	73.51%	67.60%	75.64%
Asian	73.66%	68.86%	79.23%
Black	70.79%	64.00%	58.42%
Mixed	76.62%	71.15%	80.91%
Other	70.59%	61.11%	60.00%
Unknown	76.07%	70.66%	76.54%

**Table 8 UoR UK domiciled UG students achieving 2:1 or above degrees by ethnic group and the national average over three years**

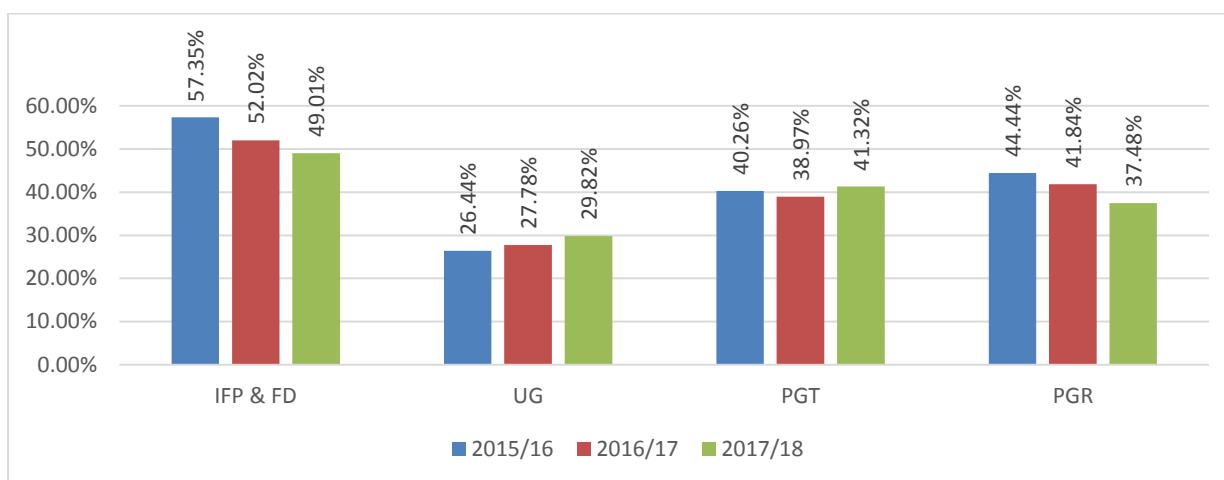
	<b>Ethnicity</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
UoR	White	83.78%	84.05%	85.33%
	BAME	71.68%	69.30%	74.42%
	Asian	71.81%	67.98%	78.54%
	Black	66.67%	66.67%	58.21%
	Chinese	75.00%	79.17%	72.41%
	Mixed	75.71%	73.68%	80.61%
	Other*			
Sector Average	White	78.40%	79.60%	NA
	BAME	63.40%	66.00%	NA
	Asian	66.00%	68.70%	NA
	Black	53.10%	55.50%	NA
	Chinese	72.20%	75.10%	NA
	Mixed	72.60%	74.50%	NA
	Other*	64.70%	67.30%	NA

\* The figures for 'Other' used by HESA differ to that used by UoR. Therefore, direct comparison cannot be made with sector figures.

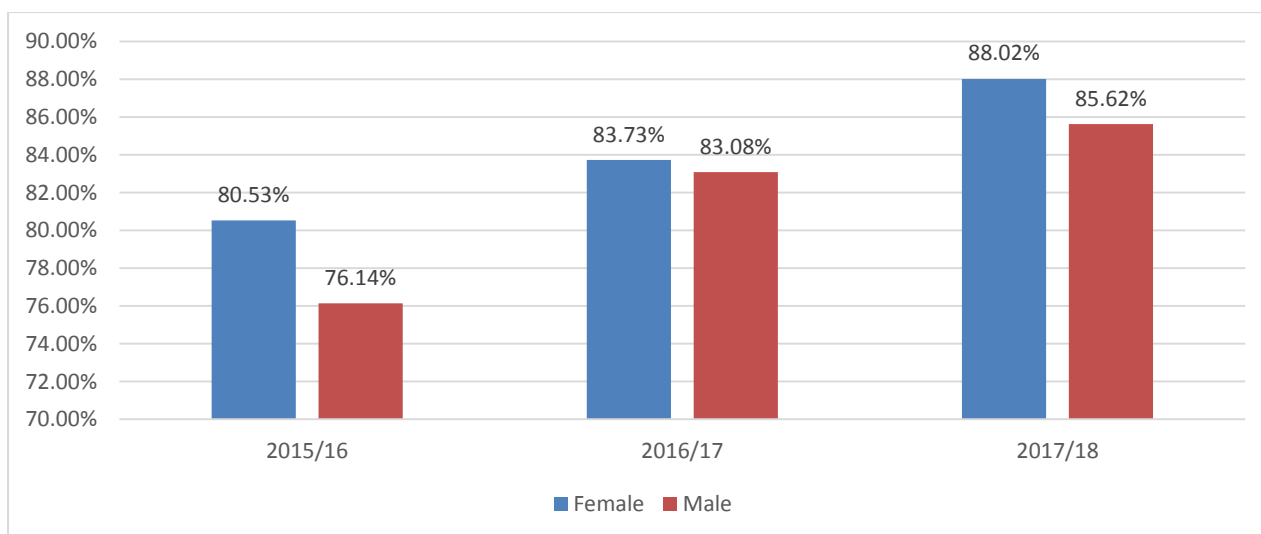
**Table 9 UoR PGTs achieving 2:1 or above degrees by ethnicity over three years**

Ethnicity	2015/16	2016/17	2017/18
White	87.77%	86.52%	86.48%
BAME	78.23%	76.86%	76.82%
Arab	65.00%	70.59%	66.67%
Chinese	64.76%	61.38%	66.76%
Asian	74.85%	75.35%	73.95%
Black	67.33%	69.40%	65.20%
Mixed	84.06%	72.37%	84.21%
Other	82.35%	70.37%	69.23%
Unknown	83.67%	84.87%	77.39%

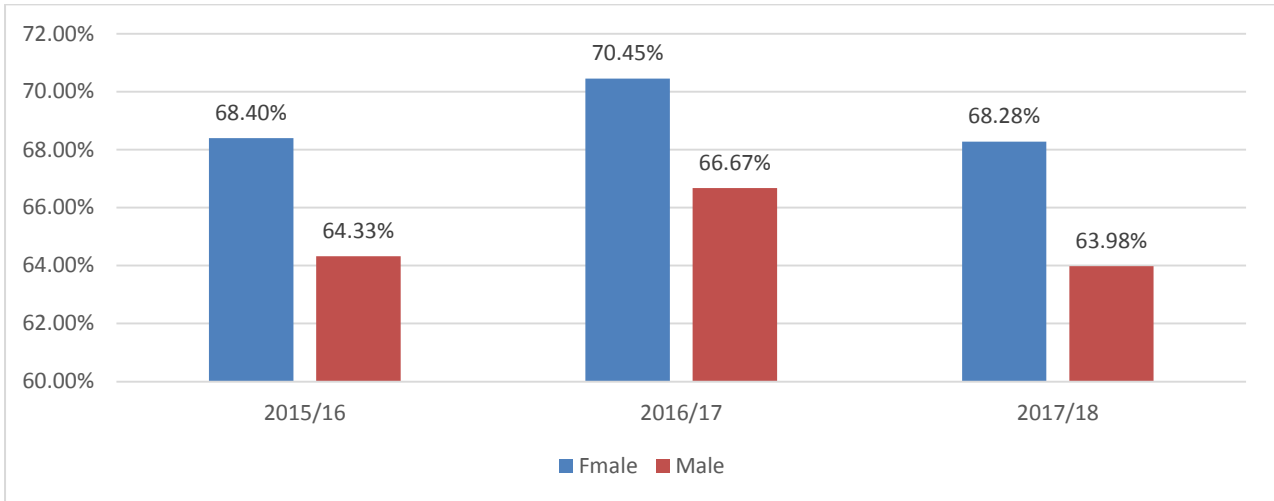
**Figure 4 UoR all BAME students by level of study over three years**



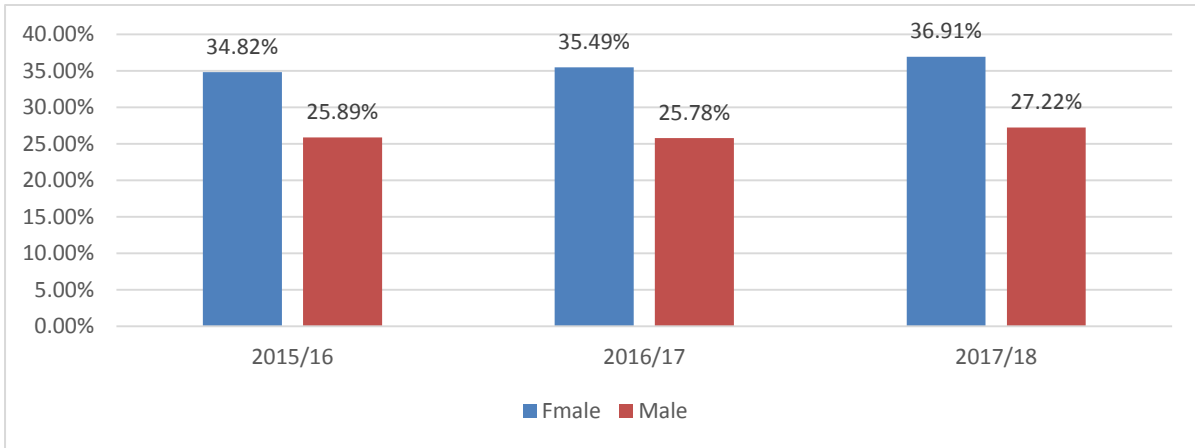
**Figure 1 UoR UG offers as % of applications by gender over three years**



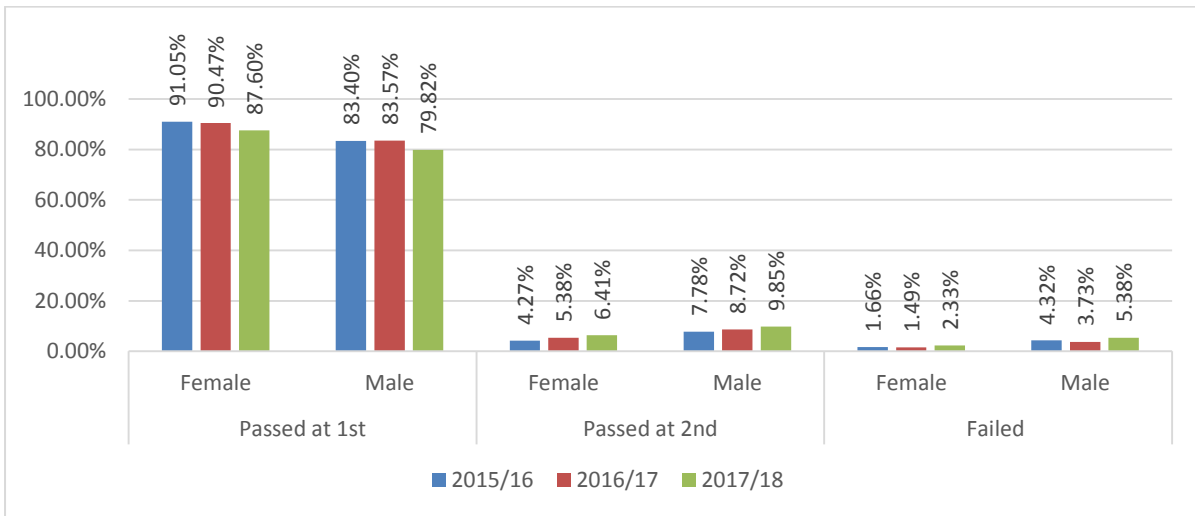
**Figure 2 UoR PGT offers as % of applications by gender over three years**



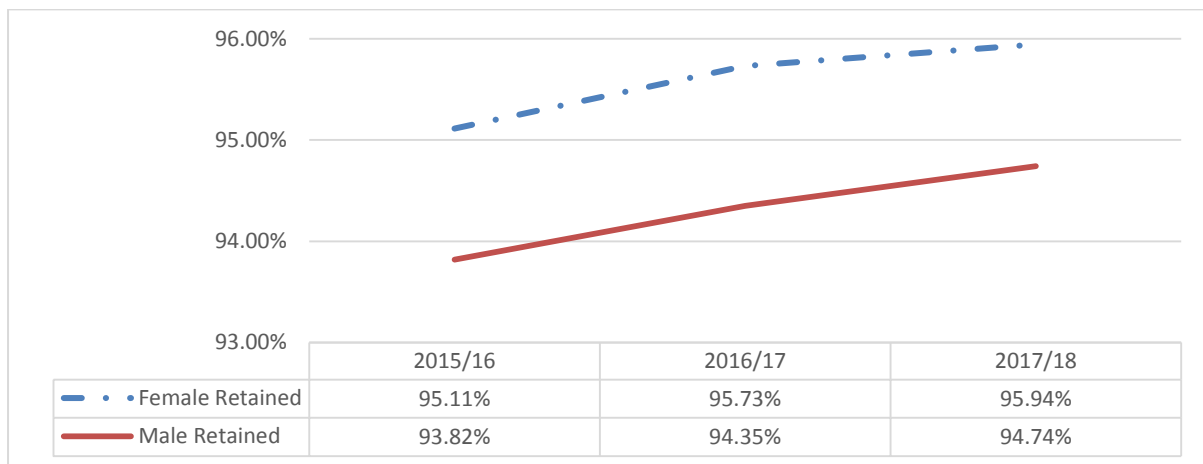
**Figure 3 UoR PGR offers as % of applications by gender over three years**



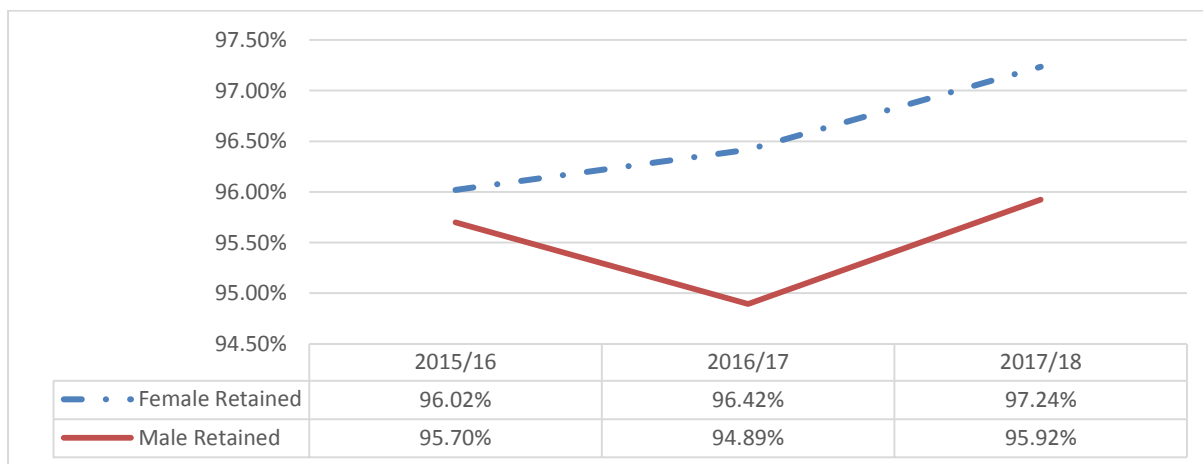
**Figure 4 Percentage of UoR UG students progression by gender over three years**



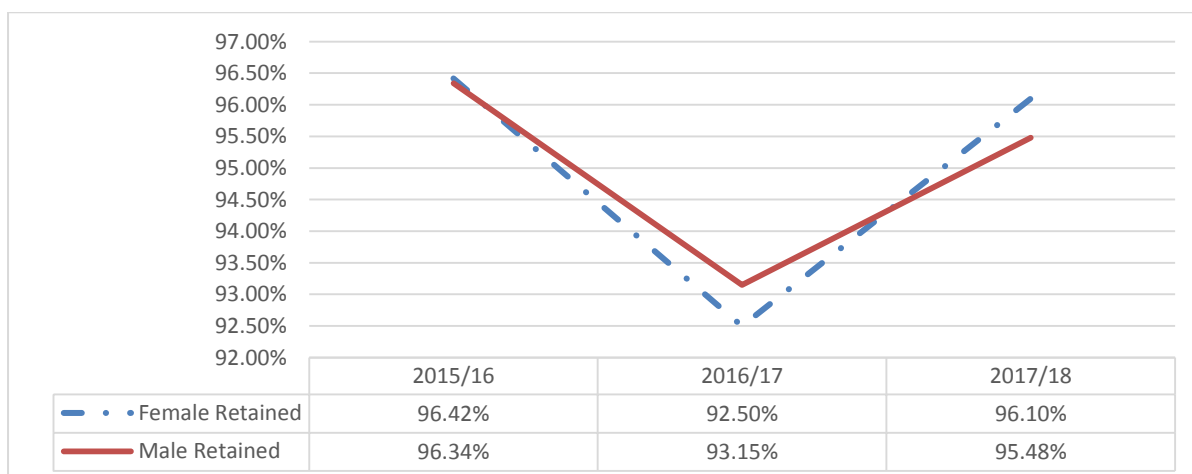
**Figure 5 UoR UG retention by gender over three years**



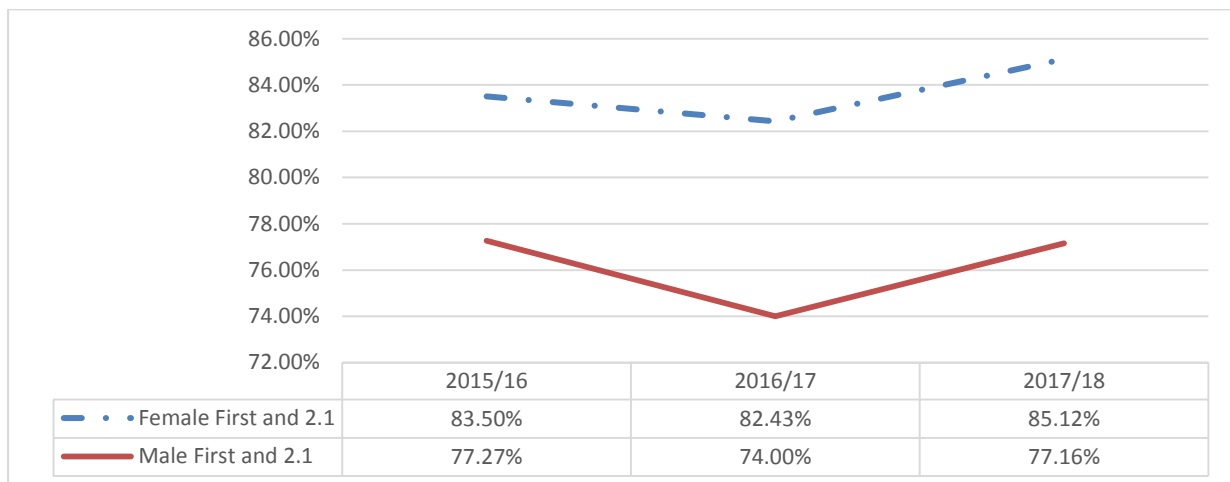
**Figure 6 UoR PGR retention by gender over three years**



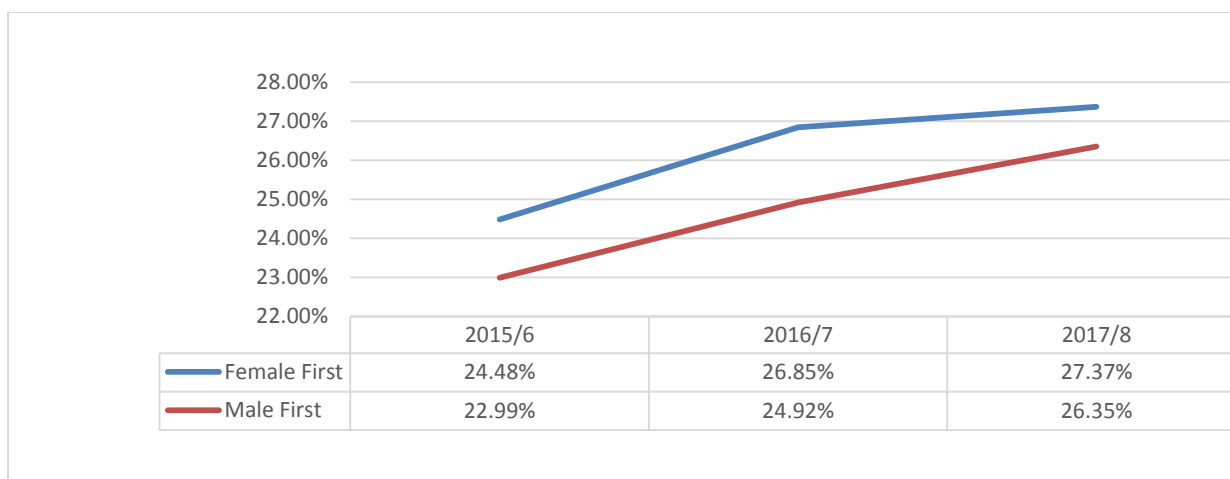
**Figure 7 UoR PGT retention by gender over three years**



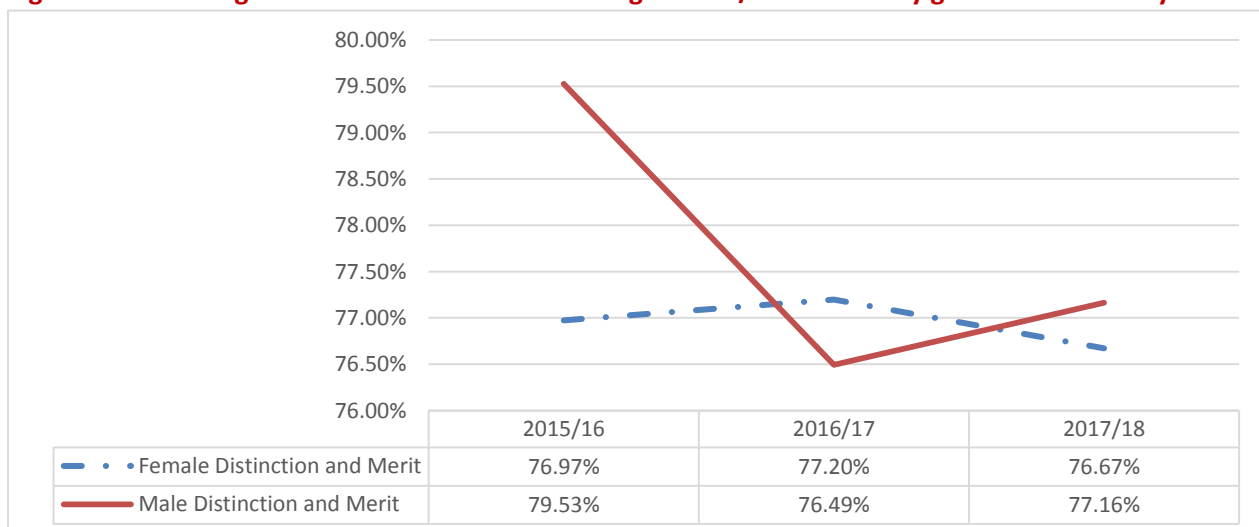
**Figure 8 Percentage of UG students achieving 2:1 or above degrees by gender over three years**



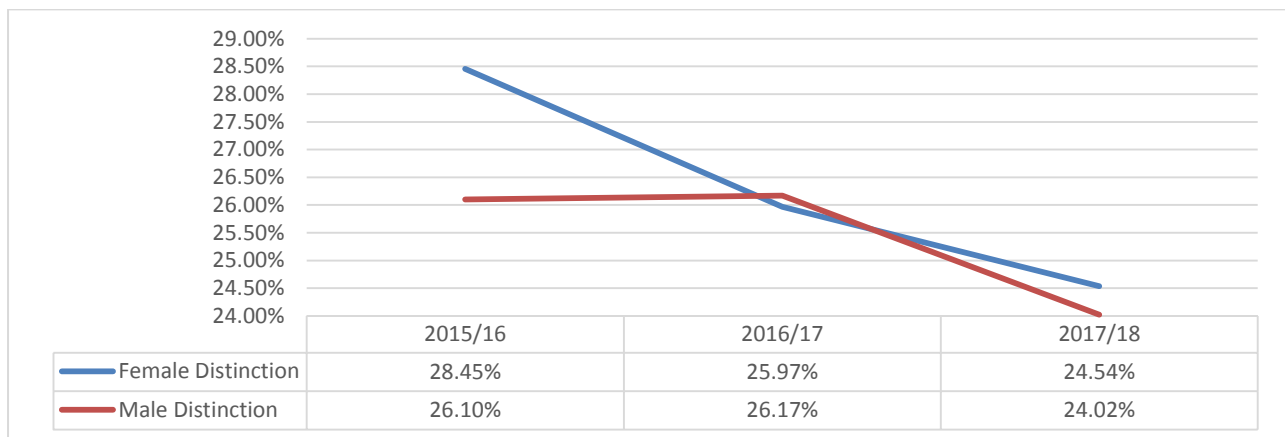
**Figure 9 First Class attainment of UoR UG students by gender over three years**



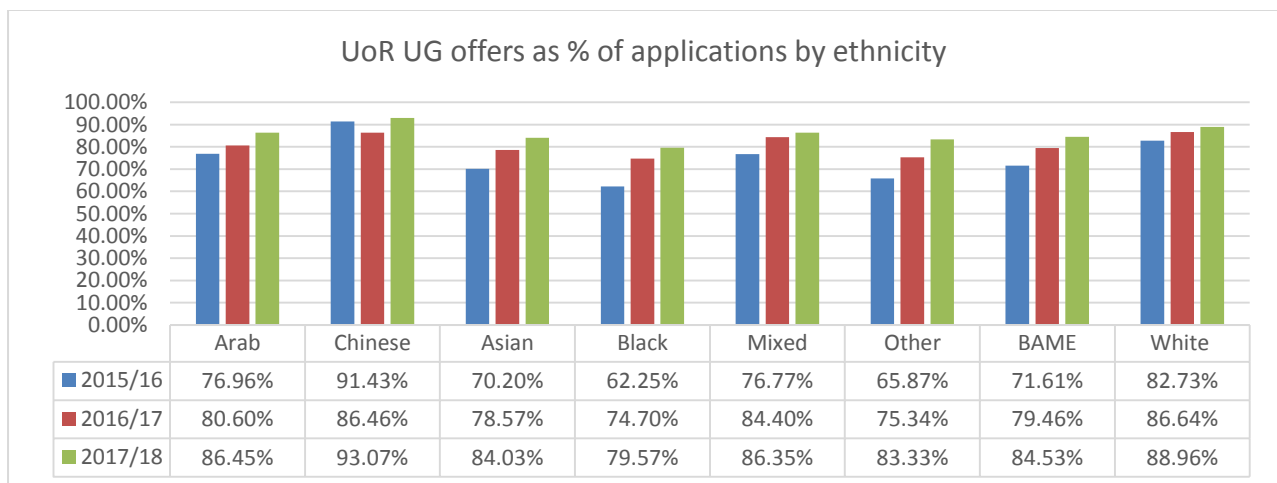
**Figure 10 Percentage of UoR PGT students achieving a Merit/ C or above by gender over three years**



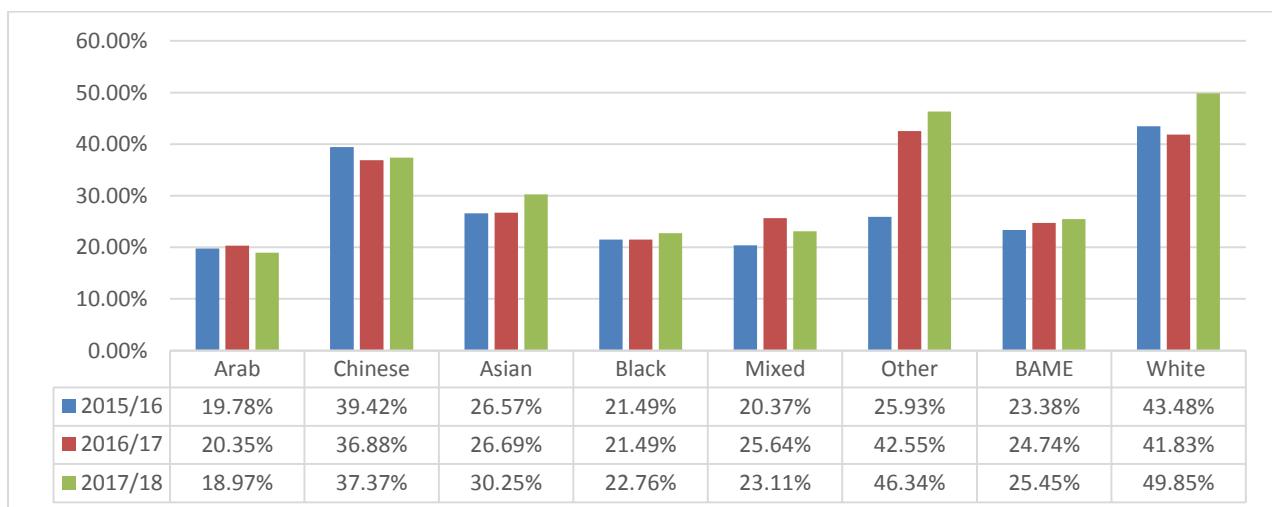
**Figure 11 Distinction attainment of UoR PGT students by gender over three years**



**Figure 12 UoR UG offers as % of applications by ethnicity over three years**

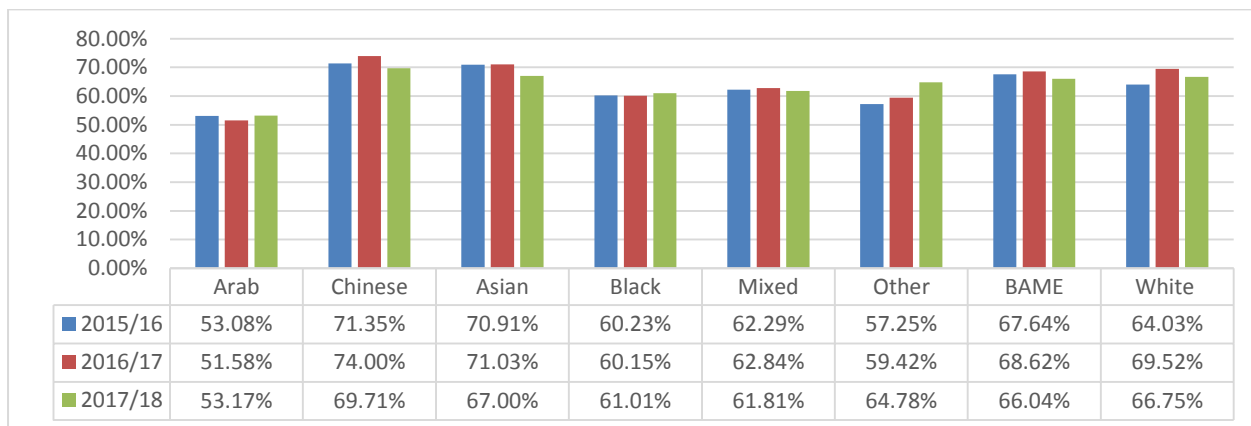


**Figure 13 UoR PGR offers as % of applications by ethnicity over three years**

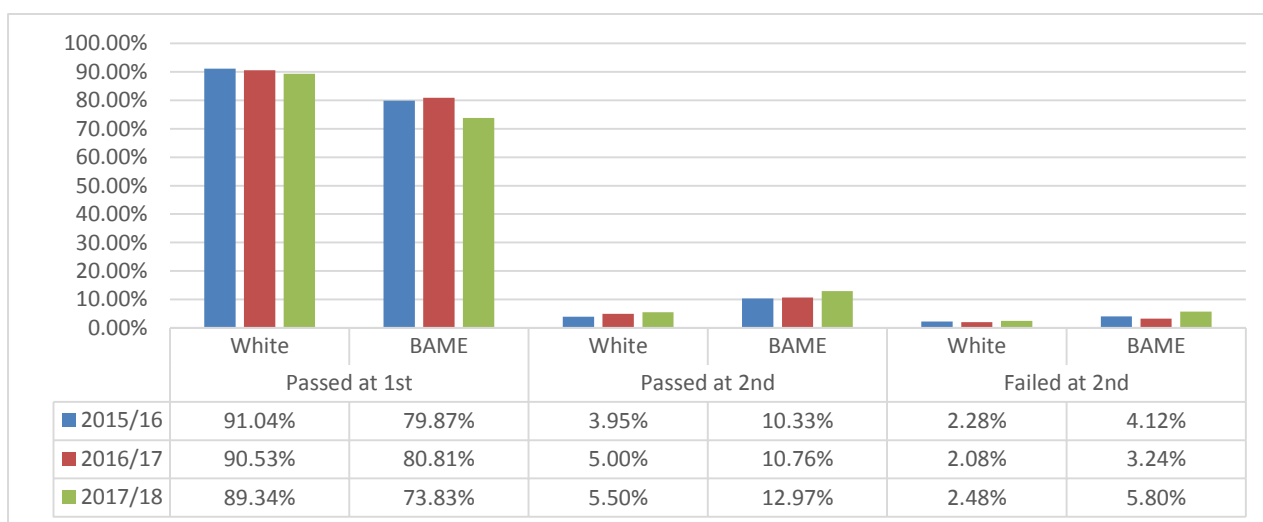




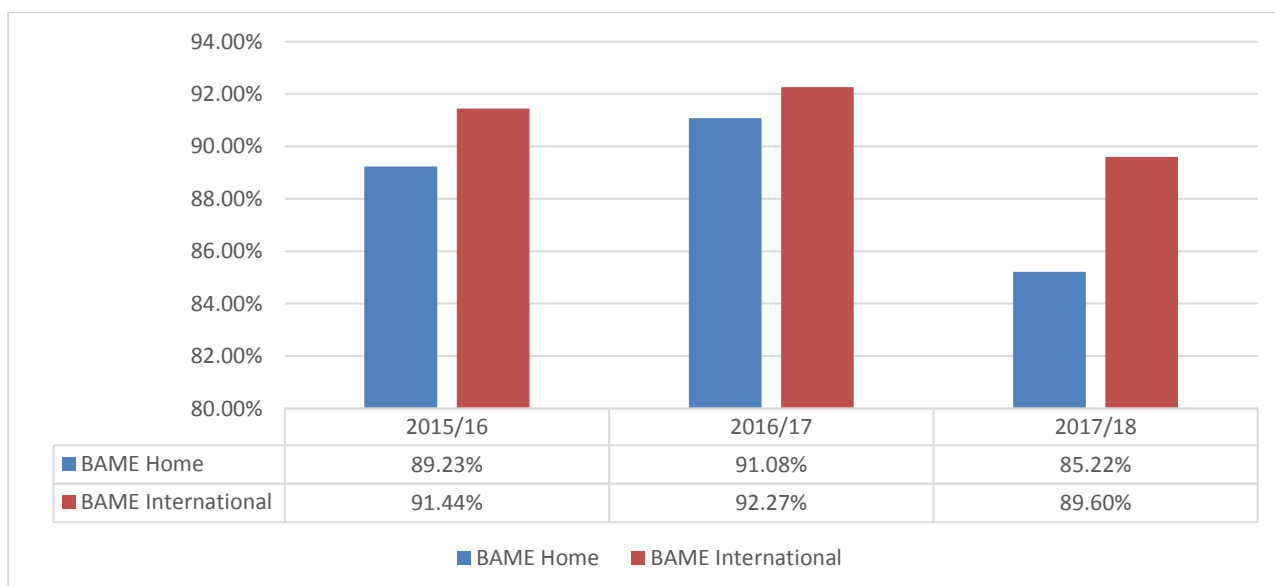
**Figure 14 UoR PGT offers as % of applications by ethnicity over three years**



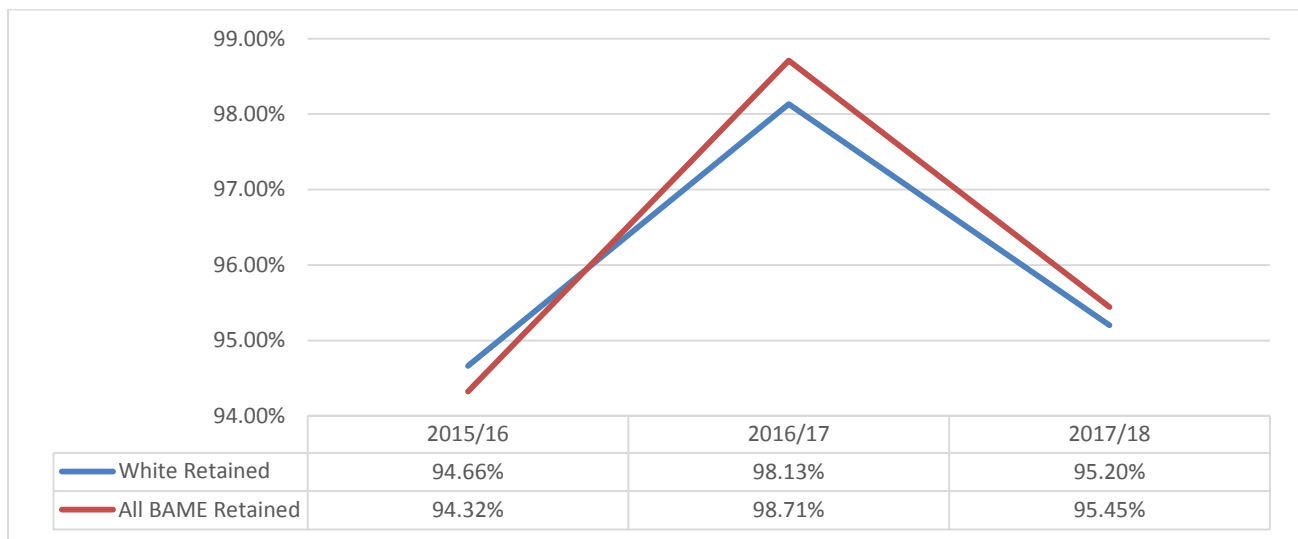
**Figure 15 Percentage of UoR UG progression by BAME/White over three years**



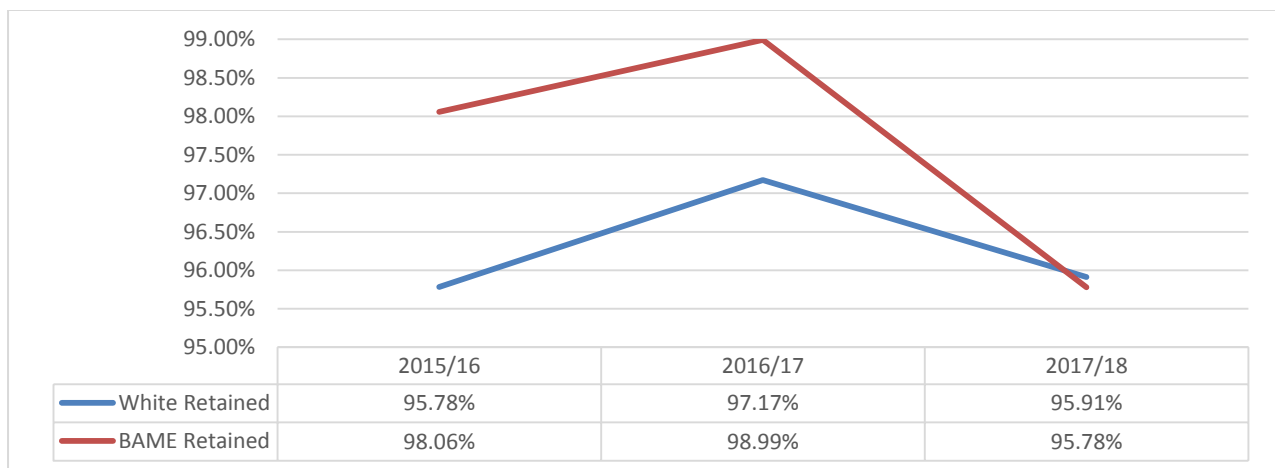
**Figure 15.1 Percentage of UoR UG progression by BAME Home/International over three years**



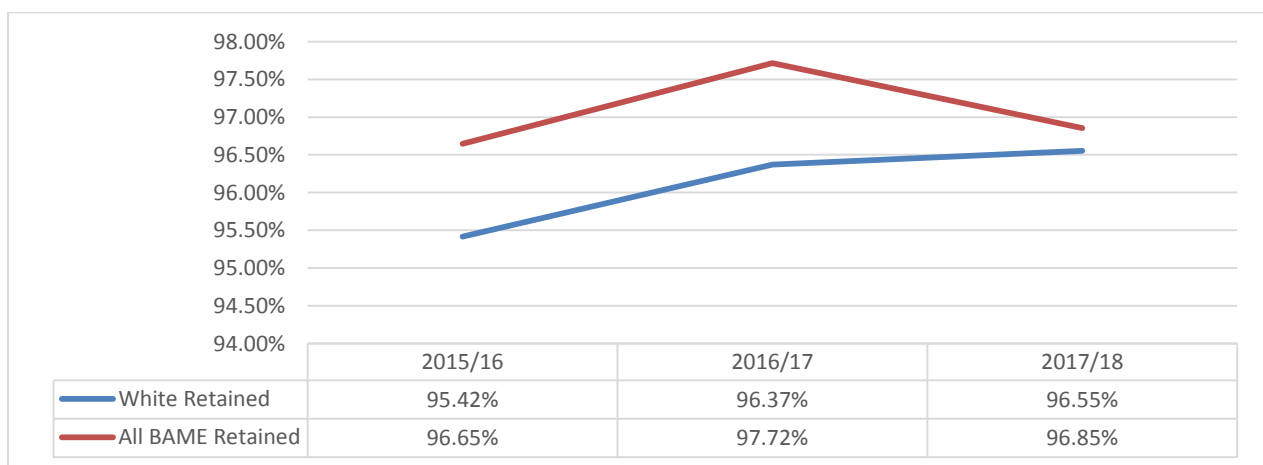
**Figure 16 UoR UG retention by BAME/White over three years**



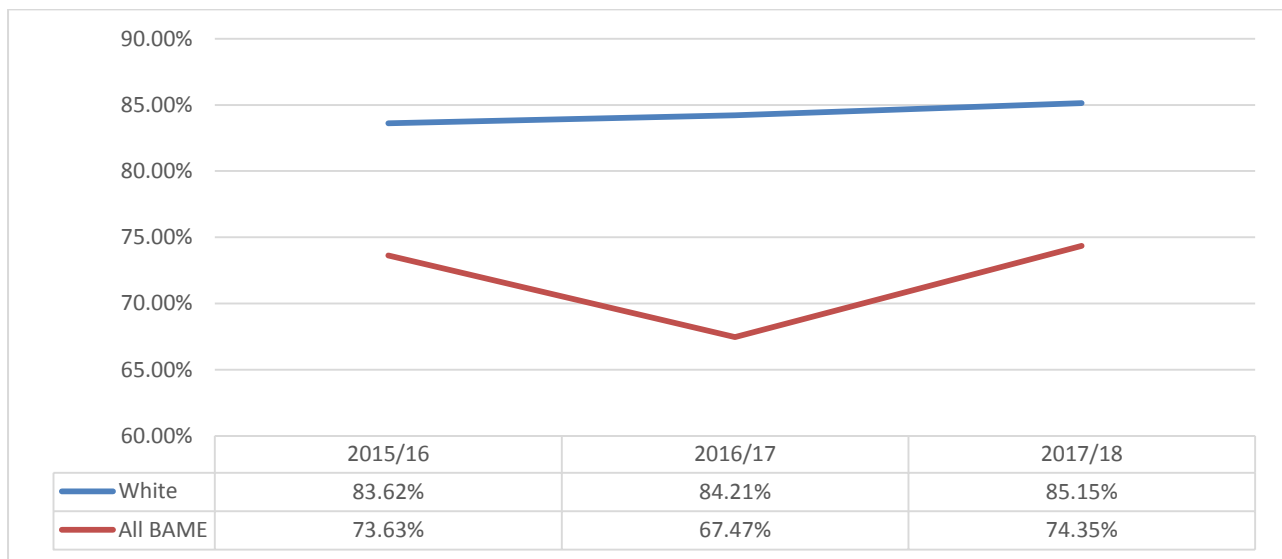
**Figure 17 UoR PGT retention by BAME/White over three years**



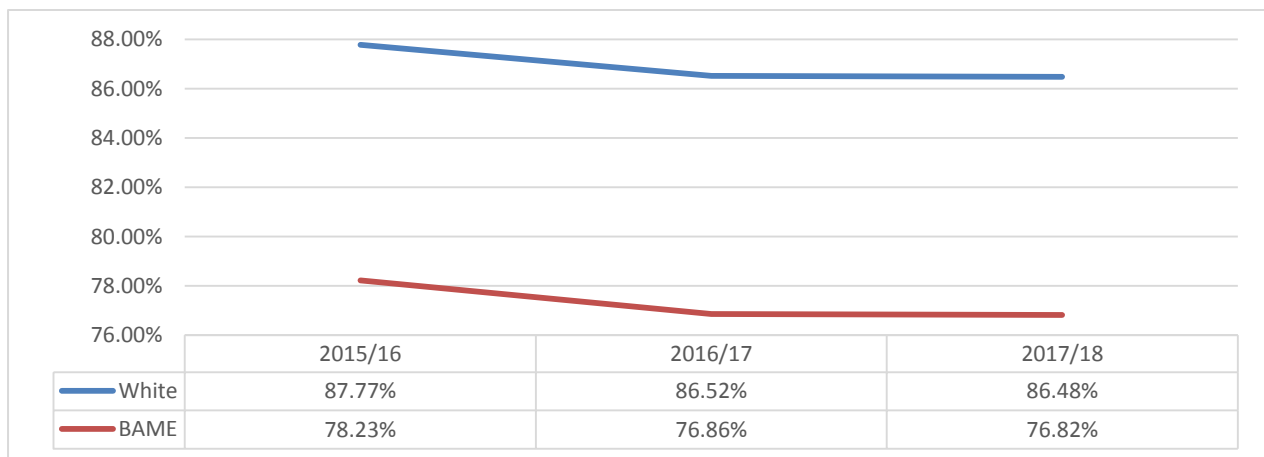
**Figure 18 UoR PGR retention by BAME/White over three years**



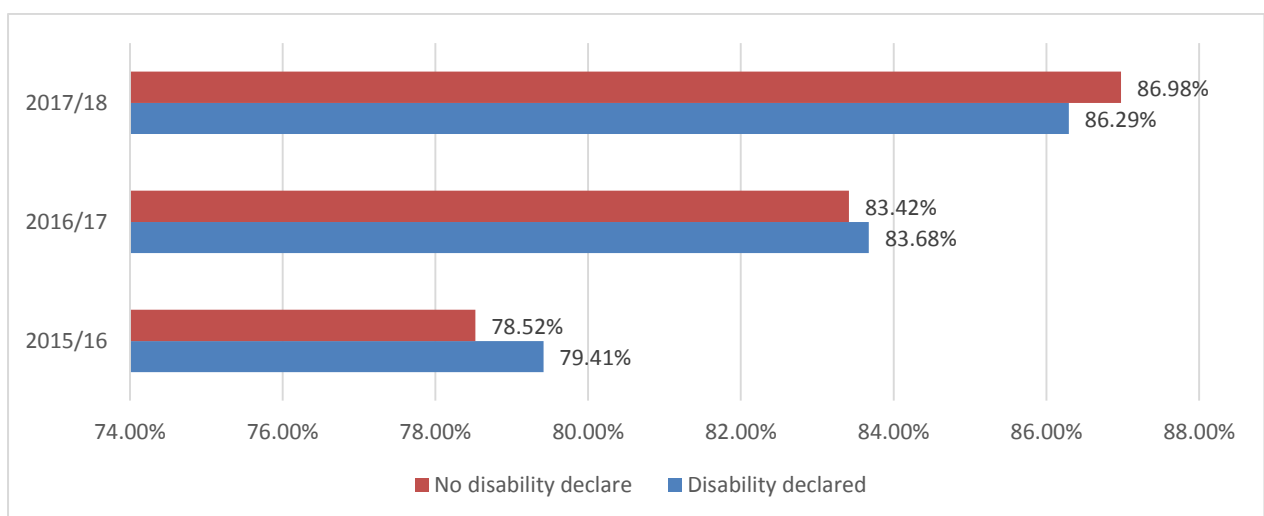
**Figure 19 UoR UG attainment by BAME/White – 2:1 or above over three years**



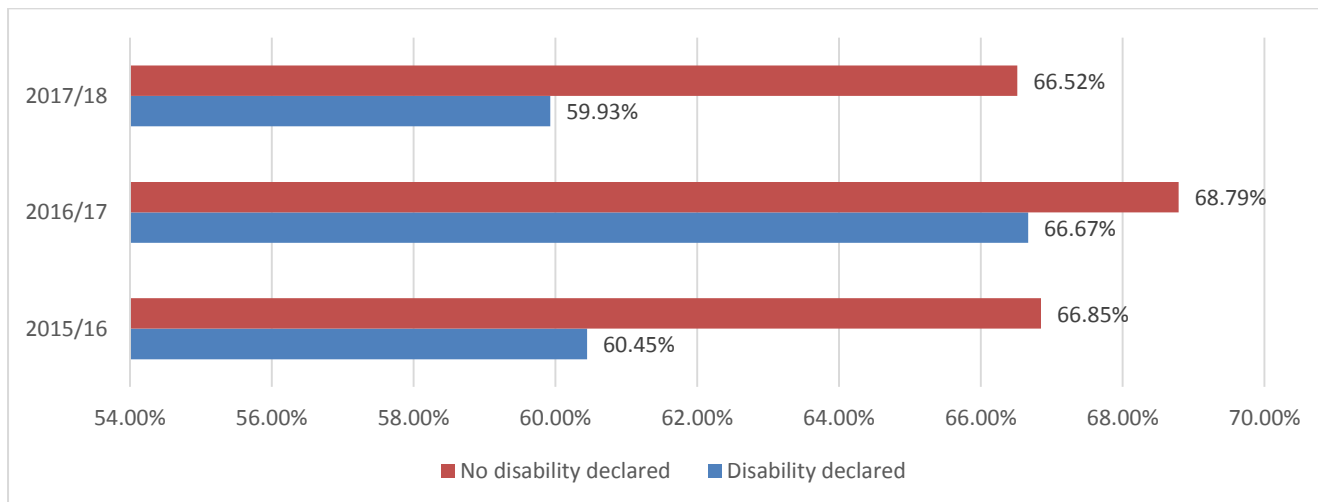
**Figure 20 UoR PGT attainment by BAME/White – Merit or above over three years**



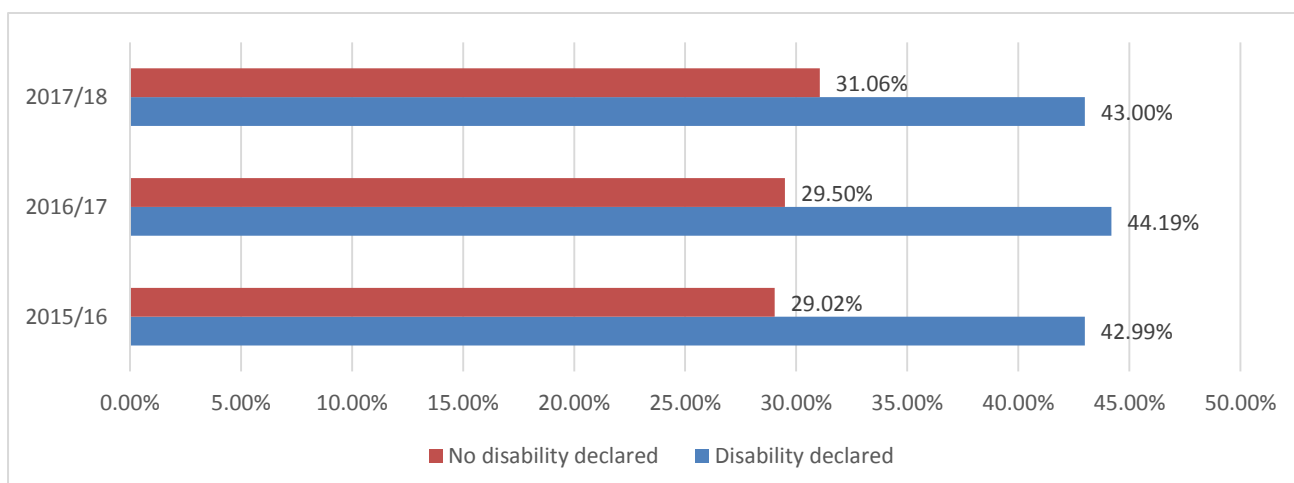
**Figures 21 UoR UG offers as % of applications by disability over three years**



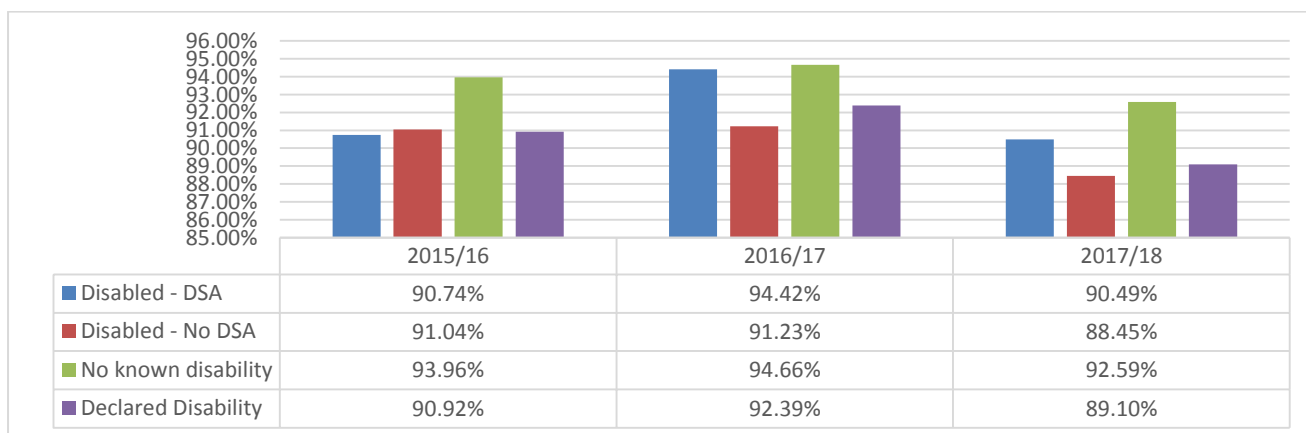
**Figures 22 UoR PGT offers as % of applications by disability over three years**



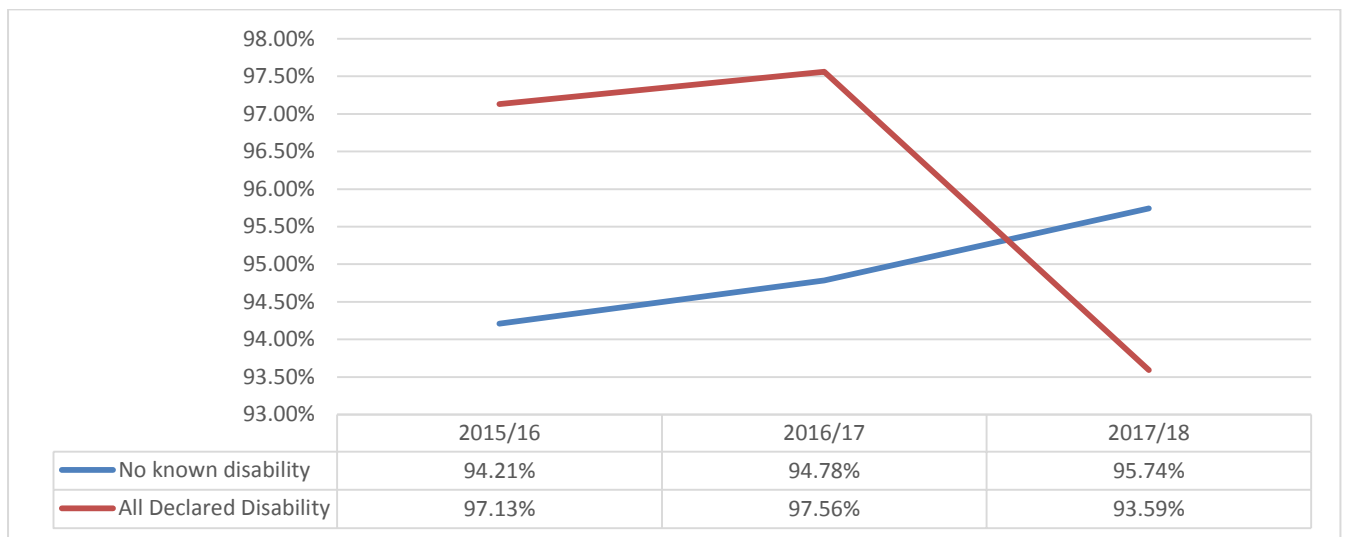
**Figures 23 UoR PGR offers as % of applications by disability over three years**



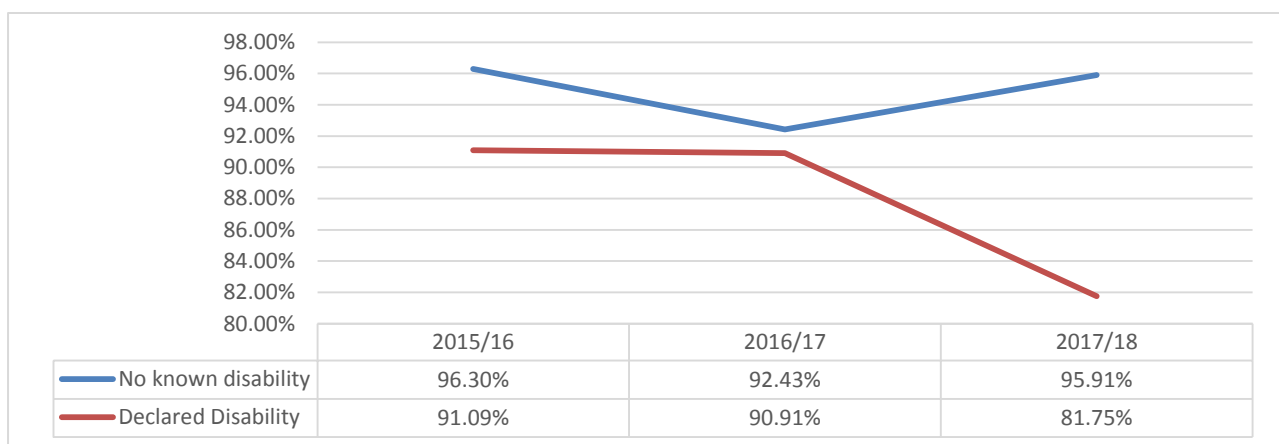
**Figure 24 Percentage of UoR UG students progression by disability over three years**



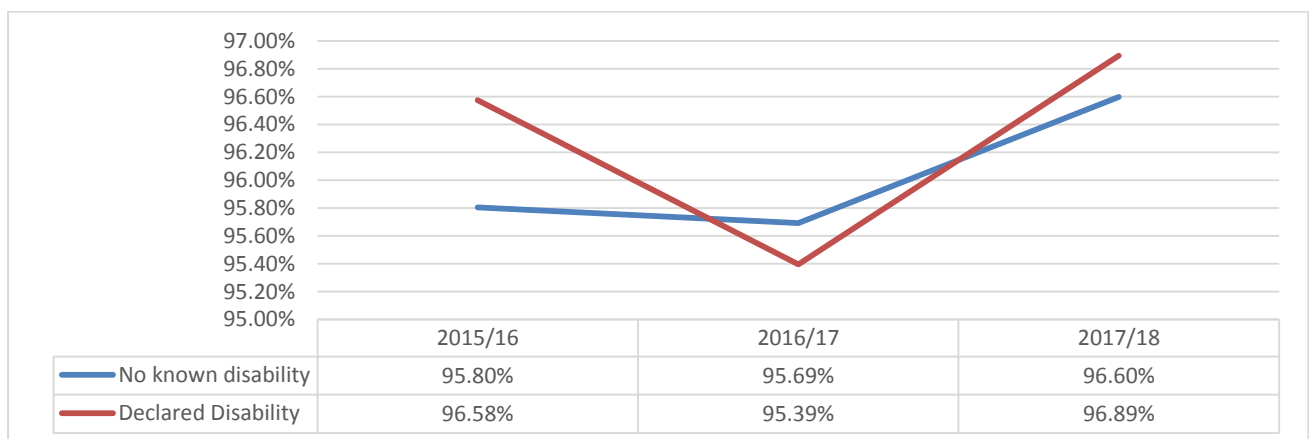
**Figure 25 UoR UG retention by disability over three years**



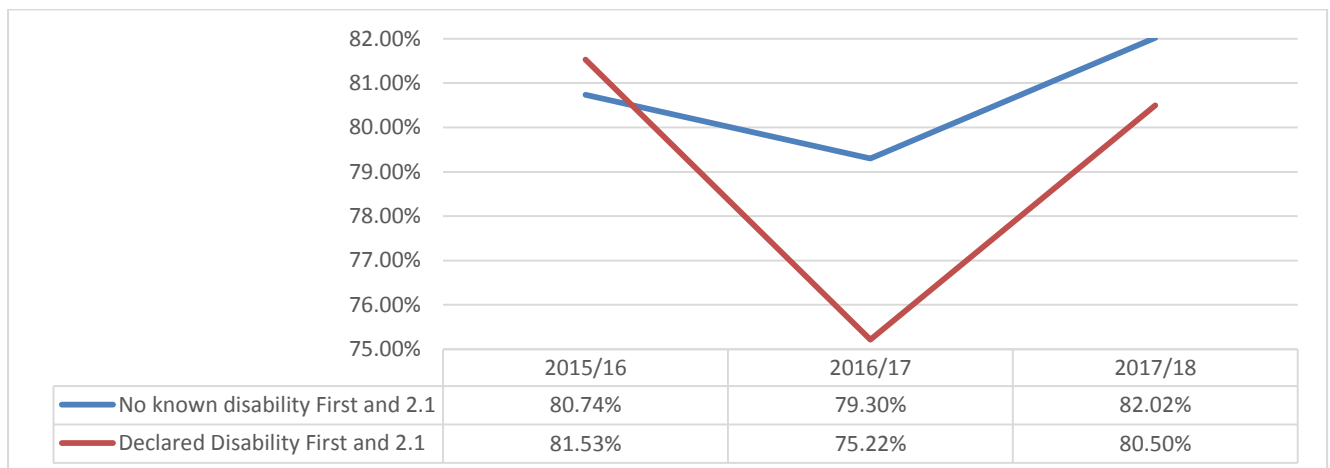
**Figure 26 UoR PGT retention by disability over three years**



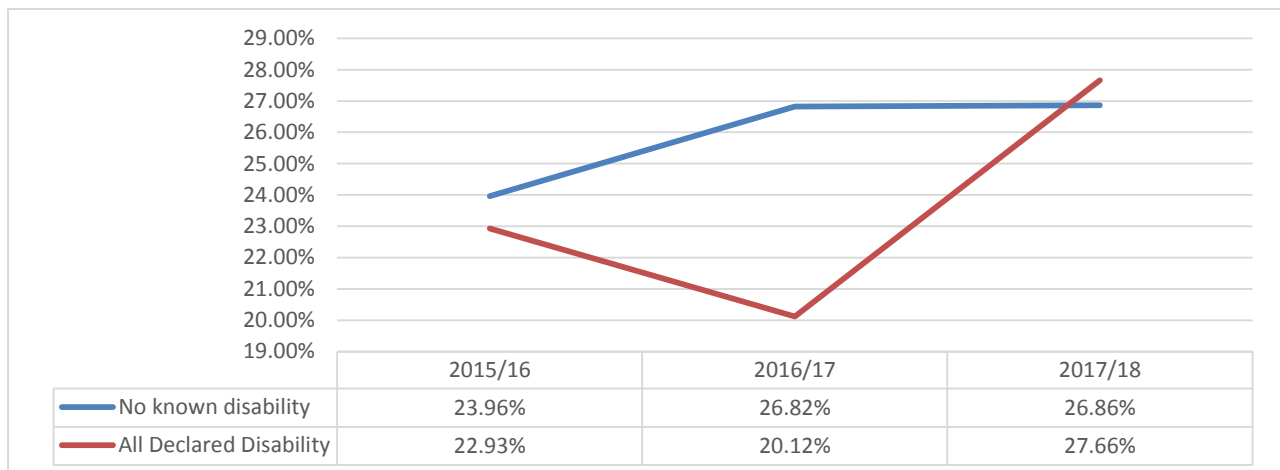
**Figure 27 UoR PGR retention by disability over three years**



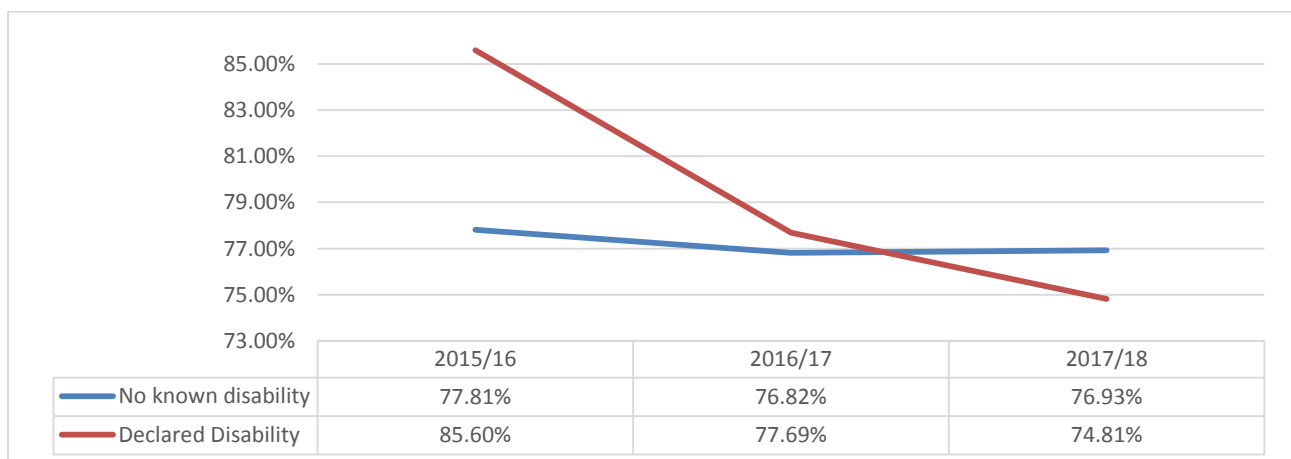
**Figure 28 Percentage of UoR UG students achieving a 2:1 or above by disability over three years**



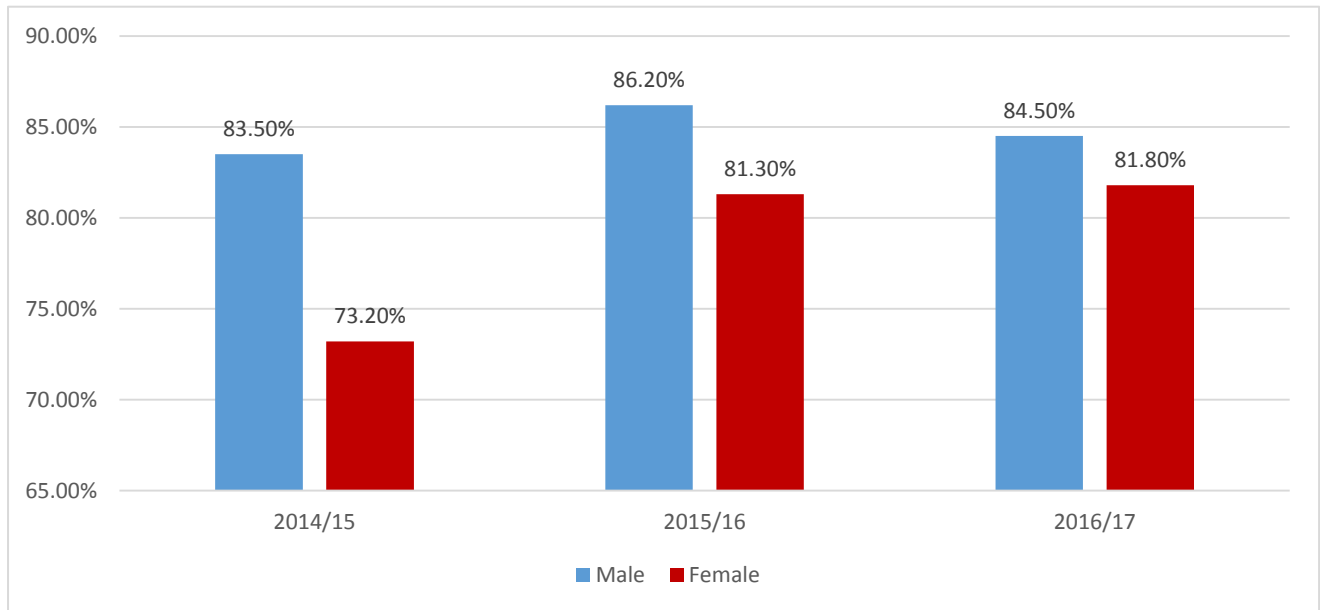
**Figure 29 Percentage of UoR UG students achieving a First Class by disability over three years**



**Figure 30 Percentage of UoR PGT students achieving a Merit or above by disability over three years**



**Figure 31 Destinations of UoR full-time UG students six months after graduation in full-time professional/managerial employment by gender over three years**



**Figure 32 UoR unemployment six months after graduation by disability over three years**

