University of
Reading

#DiverseReading Funding Competition

Call for bids for funding for Diversity and Inclusion initiatives

The University of Reading 2026 strategy aims for a thriving and vibrant community of staff and students. However, valuing and celebrating diversity and ensuring inclusion is not just something that is "done" by the "Diversity team". It needs to become a way of life across our University. We know that there is a lot of good practice throughout Schools and Functions that could be shared. Recognising that some of these initiatives would benefit from some additional support, in the current academic year we have supported 8 projects from across the University. These are (lead contact in brackets):

Feminism 100: Debates and Celebrations (Madeleine Davies, SLL, Jacqui Turner HUMS)

Face equality: how to fight appearance-based prejudice (Marjorie Gehrhardt, SLL)

LGBT+ Classics: Teaching, Research, Activism (Katherine Harloe, HUMS)

Debunking myths: exploring gendered responses to FLAIR CPD scheme (Eileen Hyder, CQSD)

Raising aspirations through career mentoring (Tania Lyden, Careers)

Diversity and Inclusion – reflections from Built Environment (Hiral Patel, SBE)

Development of inclusive language teaching and learning resources (Daniela Standen, ISLI)

Developing inclusive cultures in group work (Emma Street, HBS)

We are delighted to now announce the first of two rounds (the second to follow in November) of the 2018-19 competition for funds to support initiatives relating to the embedding of diversity and inclusion – made possible by funds from the Vice-Chancellor. We are looking for projects led from anywhere across the University that would benefit from a small amount of funding to either support staff time, produce materials for teaching, recruitment or support, or to hold an event with a diversity and inclusion relevance. The total amount of funding available in this round is approximately £5000 and we would like to see requests for individual activities between £500 and £1000. The funding will need to be spent by the end of July 2019. We are particularly keen in this round to receive applications with a race and ethnicity or religion component or focus. Assessment will be based on the following principles:

- Diversity and Inclusion relevance specifically to School, Function or University
- Link to School / Function / University targets or KPIs (University ones attached) – although we would also encourage initiatives relevant to other protected characteristics e.g. age, disability
- Potential and plan for longer term impact on wider University

Applications should be made on the attached form, and submitted via email to diversity@reading.ac.uk by 5 pm on Friday 3rd August 2018.

Ellie Highwood and Simon Chandler-Wilde

ANNEX 1 STAFF EQUALITY GOALS AND TARGETS

Gender

Overriding goal: **There should be gender balance and equality of treatment amongst all staff at the University**

Indicators of progress:
- Balance of staff in grades and job families by gender, with professorial and Grade 9 staff numbers as key indicators.
- Gender pay gap figures, particularly for senior grades
- Gender balance on key university committees
- Gender balance of leadership roles
- Athena Swan / Gender Charter Mark status

Proposed targets:
- Professorial roles to be at least 45% of either gender by 2026[1] reflecting likelihood of 50% of all academic staff being female. Current baseline is 30%. Intermediate goal is 40% of either gender in 2020[2].
- Grade 9 non-academic staff to be at least 45% of either gender by 2026. Current baseline is 47%
- Reduction of the senior (professorial and grade 9) pay gap to 5% or below by 2020 Current baseline is 11%.[3]
- Each of the key university Committees/Boards to normally have a minimum of 30% of either gender by 2020 (35% by 2026%). [4]
- University Leadership roles to maintain current baseline of at least 45% of either gender Achieve Athena Swan University Level Bronze Award in 2016 and Athena Swan Gender Charter Mark Silver level recognition by 2020 with all STEM Schools and 2 non-STEM Schools achieving Silver status, 1 achieving Gold, and all Schools working towards some level of recognition by 2020.

Race and Ethnicity

Overriding goal **The proportion of Black, Asian and Ethnic Minority (BAME) staff, in different staff categories, should reflect the UK, local or student population as appropriate, and there should be equality of treatment in all employment practices.**

Indicators of progress:
- Balance of staff in grades and job families by ethnicity
- Proportion of BAME staff on key university committees
- Proportion of BAME staff in leadership roles
- Race Equality Charter Mark

Proposed targets:

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[1] Proportion of females in undergraduate population is around 50%. Proportion of females in academic staff is approaching 47%. The % of Professors should approach that of all academic staff, and be approaching 50% in the long term.
[2] Current 44% female at Grade 8 (the pool from which professors are drawn). We might reasonably expect professorial level to reflect this pool in 5 years assuming external recruitment is gender balanced.
[3] Much of this reduction will need to come from Grade 9 where the largest gender pay gap exists. Also Professorial Zone 2. Success here will indicate that females are progressing through the zones in each case.
[4] Key University Committees/ Boards includes: Key University Committees/ Boards includes: Council, Strategy and Finance Committee, UEB, Senate, UBTL, UBRI, Global Engagement Strategy Committee, Staffing Committee, Promotions and Rewarding Committees at all levels, Appointments Committees and Remuneration Committees of Council. Estates and Facilities Committee should also aspire to these targets.

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

Sexual Orientation

Overriding Goal   **Staff should feel comfortable to be open about their sexual orientation in the work place and the University should be a great place to work for those of all sexual orientations.**

Indicators of progress:
- Proportion of staff declaring sexual orientation through Employee Self Service
- Scoring and ranking on Stonewall's Workplace Index

Proposed targets:
- Over 70% of UK based staff to have declared their sexual orientation through employee self-service by 2018 and 95% by 2020[9] (Baseline 32% in 2013/14)[10];
- To improve the position on the Stonewall Workplace Index, aspiring to be in top 50 by 2020.

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[5] 2011 census data for England and Wales was 14% BAME, Reading Unitary Authority is 25% in 2011. Non-academic posts grades 1-5 are recruited local, grade 6+ nationally. Logically grade 1-5 should equal local ethnicity but this would seem very ambitious.
[6] Although BAME representation in HE is lower than in the general population, we have a high proportion of international academics at Reading, and therefore our baseline is higher, and a higher target is appropriate than for non-academic staff.
[7] Key University Committees/ Boards includes: Key University Committees/ Boards includes:, Strategy and Finance Committee, UEB, Senate, UBTL, UBRI, Global Engagement Strategy Committee, Promotions and Rewarding Committees at all levels, Staffing Committee and Estates and Facilities Committee should also aspire to these targets.
[8] To match academic staff target
[9] Further work is required to identify appropriate targets for non UK-based staff.
[10] Note that the baseline has changed from 9% to 32% in two years with no campaign surrounding disclosure, therefore this target is achieveable with such a campaign.

ANNEX 2 Student Diversity and Inclusion Goals and Targets

1. Race

Overriding principle: Teaching, learning, assessment (TLA) and student support should engage students of all races/ethnicities and facilitate them to excel. Curriculum and practice (pedagogic and support) should be pro-actively inclusive[11] .

The University should actively promote good relations between students of all races/ethnicities.

Targets:
1a. Reduction of the attainment gap (i.e. proportion of first and upper second class degrees achieved) between BAME and white UG students from 16.5 percentage points (2014/15) to 12 points by 2020. Aiming for <10 percentage points by 2026.
1b. Reduction of the PGT BAME student failure rate from 6% (2014/15) to 4% by 2020. Aiming for parity (c.3.5%) by 2026
1c. The University should achieve a Bronze Race Equality Charter Mark before 2018 and be working towards silver level for 2021

2. Gender

Overriding principle: Student (and prospective student)-facing activities should seek to engage all genders. Curriculum and practice (pedagogic and support) should be pro-actively inclusive: catering for the recognized diversity of behaviour and needs to ensure that all students are facilitated to excel academically and equip themselves for their futures.

The University should actively promote good relations between students of all genders.

Targets:
2a. A minimum gender balance of 30:70 across 75% of our subject areas
2b. Reduction in the attainment gap (i.e. proportion of first and upper second class degrees) between women and men UG students from 10.5 percentage points (2014/15) to 6 points by 2020. Aiming for parity by 2026 (*c.* 79%)
2c. Reduction of the gap between the proportion of UG men and women in full-time employment six months after graduation (DLHE) who are in professional/managerial employment from a 10 percentage point gap (2014/15 DLHE) to 7 percentage points by 2020. Aiming for < 3 percentage points gap by 2026 (*c.* 80%)

3. Disability

Overriding principle: Curriculum, pedagogic practice (teaching, learning and assessment) and other service provision (including accommodation) should be inclusive and pro-actively cater for the needs and approaches of our students with disabilities. Positive action should be in place to support students with disabilities to achieve and demonstrate their full potential.

The University should actively promote good relations between students with disabilities and those without disabilities.

Targets:
3a. Maintain an attainment gap of less than 3 percentage points between the proportion of disabled and non-disabled UG students who achieve first class degrees by 2026[12]
3b. Reduction of the gap between the proportion of disabled and non-disabled students assumed to be unemployed six months after graduation (DLHE) from 3.5 percentage points (2013/14) to parity by 2020 (*c. 4.5%*)

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[11] Inclusive practice is an approach that recognises the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment. Inclusive practice values the diversity of the student body as a resource that enhances the learning experience. (taken from the Equality Challenge Unit's explanation of inclusive teaching)

[12] The attainment of disabled students has significantly improved relative to non-disabled students in 2013/14 and 2012/13, however the changes to the Disabled Student Allowance mean it is particularly important to ensure this is maintained as it is known there is a wider gap for students not in receipt of DSA.