

Name of institution	University of Reading	
Date of application	December 2019	
Award Level	Silver	
Date joined Athena SWAN	2007	
Current award	Date: November 2016	Level: Bronze
Contact for application	Prof Simon Chandler-Wilde, Dean for Diversity and Inclusion Dr Karen Henderson, Director of Technical Services	
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1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words (543 words)

Note: Please insert the endorsement letter **immediately after** this cover page.





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Dr Ruth Gilligan
Athena SWAN Manager
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04 December 2019

Dear Dr Gilligan,

On behalf of the University of Reading, I write this letter in support of our submission for a Silver Athena SWAN Award with pride in the achievements delivered in relation to diversity and inclusion over the last four years, and in the ambition of the current submission.

I joined the University as Pro-Vice-Chancellor in 2014 and was appointed Vice-Chancellor in February this year. Throughout my time at Reading, work on gender equality and Athena SWAN has been an important part of my life. Soon after appointment I took on the role of University Executive Board (UEB) Gender Champion. I led the appointment in 2015 of our first Dean for Diversity & Inclusion, appointing our first Leadership Group-level job-share. I line-managed the D&I Deans until September 2018, when I was appointed Acting Vice-Chancellor. I have retained, as Vice-Chancellor, the UEB Gender Champion role.

As UEB Gender Champion I supported the development of challenging D&I targets through to 2020, which we announced in February 2016, and have been part of our 2015-2016 and 2019 Athena SWAN Self-Assessment Teams, and our 2016-2018 Implementation Team, playing roles in the delivery of key actions. I chaired our 2016 Gender Pay Gap Working Group, which led to an external review of Grade 9 Professional and Support salaries and a reduction in our Grade 9 gender pay gap. In March 2017, as an action to promote job-share, I spoke at our Leadership Group about my positive experiences of managing job-shares in academia and with the Environment Agency. The University has since appointed two job-share Heads of Schools, and two UEB job-shares as Pro-Vice-Chancellor.

The D&I 2020 targets on gender announced in 2016 were challenging, but we've made substantial progress. Examples include:

- an increase from 30% to 35% female professors, well ahead of the sector, largely as an impact of new academic promotions processes;
- at our 2016 Athena SWAN application, our UEB was all white and male. From 1 January 2020, UEB will be 37.5% female and we will have our first female Deputy Vice-Chancellor in Professor Parveen Yaqoob.

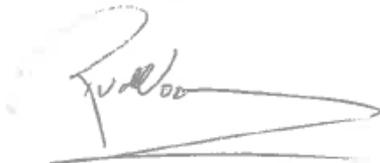
Importantly, as an institution we also play a substantial gender-champion role externally, for example through:

- an annual public lecture named after Edith Morley (the first woman professor in the UK, appointed to a chair at Reading in 1908), the 2019 edition featuring Laura Bates;
- an annual public lecture named after the author of the 1957 Wolfenden Report (and a predecessor as Vice-Chancellor). In 2019 we welcomed the Stonewall Trans Role Model Captain Hannah Graf and her husband Jake;
- our current national leadership of the Astor100 Project, through Dr Jacqui Turner (History), and of equality and diversity for REF2021, through Prof Dianne Berry OBE.

Past successes should not lead to complacency, and there is very much more to do. Captured in the Action Plan below, and our associated commitment to the required resources, are many concrete steps – for example a doubling of paternity leave, moves to equalise salaries between externally appointed and internally promoted professors – which aim to take us closer to becoming an institution that realises full gender equality.

On my appointment in February I made clear that revising our University strategy, in consultation with staff and students, was my top priority. This work is in train, but at its heart will be the principle that the University will be a diverse and inclusive community.

Yours sincerely,



PROFESSOR ROBERT VAN DE NOORT FSA



Front side of postcard advertising 2019 Edith Morley Lecture (left); big-screen advert for the Astor100 project, Reading Station 28/11/19 (right)

Abbreviation List

AHSSBL	Arts, humanities, social sciences, business and law
AIT	Athena Implementation Team (overseeing AS Action Plan 2016-19)
A&R	Academic and Research
AP	Action Plan
APP	Academic Practice Programme
AS	Athena SWAN
ASIG	Athena SWAN Implementation Group (that will oversee AS Action Plan 2019-23)
ASPSG	Athena SWAN Professional Services Group
CPD	Continuing Professional Development
CQSD	Centre for Quality Support and Development
D&I	Diversity and Inclusion
AS2016AP	(Our UoR) Athena SWAN 2016 Action Plan
DICOP	D&I Community of Practice (all School/Function/AS leads)
D&IAB	Diversity and Inclusion Advisory Board (Fig 2.2)
ECR	Early Career Researcher
ES	Executive Support
ESCOPE	Executive Support Community of Practice
F, %F, ...	Female, percentage female, ...
F%WU	Percentage female as a proportion of the total pool without unknowns
FLAIR	Facilitating Learning, Teaching Achievement and Individual Recognition (our internal route to HEA accreditation)
FPE	Full-person equivalent
FTE	Full-time equivalent
G1, G2, ...	(University of Reading) Grade 1, Grade 2, ...
HBS	Henley Business School
HEA	Higher Education Academy
HESA	Higher Education Statistical Agency
HoF	Head of Function
HOP	HESA Offshore Provision
HoS	Head of School
HUM	School of Humanities
ILM	Institute of Leadership and Management
IoE	Institute of Education
ISLI	International Study and Language Institute
L&D	Learning and Development
LAW	School of Law
LG	Leadership Group (staff in Fig 2.1)
M, %M, ...	Male, percentage male, ...
MCE	Marketing, Communications and Engagement
NEBOSH	National Examination Board in Occupational Safety and Health
NERC	Natural Environment Research Council
OH	Occupational Health
p.p.	Percentage point(s)
PD	People Development (section of HR)
PDRA	Postdoctoral Research Associate
P&S	Professional and Support
PVC	Pro-Vice-Chancellor
RE-ACT	Race Equality Action Team
RDL	Research Division Lead
REF	Research Excellence Framework
RSC	Research Staff Committee
RUSU	Reading University Students' Union
S&FC	Strategy and Finance Committee

SAGES	School of Archaeology, Geography and Environmental Sciences
SAPD	School of Agriculture, Policy and Development
SBE	School of the Built Environment
SBS	School of Biological Sciences
SCFP	School of Chemistry, Food and Pharmacy
SLL	School of Literature and Languages
SMPCS	School of Mathematical, Physical and Computational Sciences
SPCLS	School of Psychology and Clinical Language Sciences
SPEIR	School of Politics, Economics and International Relations
STEMM	Science, technology, engineering, mathematics and medicine
T&L	Teaching and Learning
TEF	Teaching Excellence Framework
U	Unknown
UB	Unconscious Bias
UBRI	University Board for Research & Innovation
UBTLSE	University Board for Teaching, Learning and Student Experience
UEB	University Executive Board
UoR	University of Reading
VC	Vice-Chancellor
WEI	(Stonewall) Workplace Equality Index

Notes on Data (77 words)

Staff data focuses on **headcount** (count of records in **Trent HR database**).

Sector comparisons are **whole HE sector**, reflecting (§2) that we are typical university: mid-ranked, T&L/Research-focussed, balanced between AHSSBL/STEMM.

Our internal staff census date switched from 1/10 to 31/3 part-way through assessment period. Table ND1 gives meaning of 2016,...,2019 in tables: snapshot at census date, or total over census period ending in that year. **Period ending in 2018, because of census change, is only 6 months.**

Table ND1.

Year shown in table	2016	2017	2018	2019
Census date for snapshot staff numbers	1/10/16	1/10/17	31/3/18	31/3/19
Census period, e.g. for staff leavers, staff leave, staff training	1/10/15-30/9/16 (12 months)	1/10/16-30/9/17 (12 months)	1/10/17-31/3/18 (6 months)	1/4/18-31/3/19 (12 months)

2. DESCRIPTION OF THE INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words (716 words, total of (i)-(v))

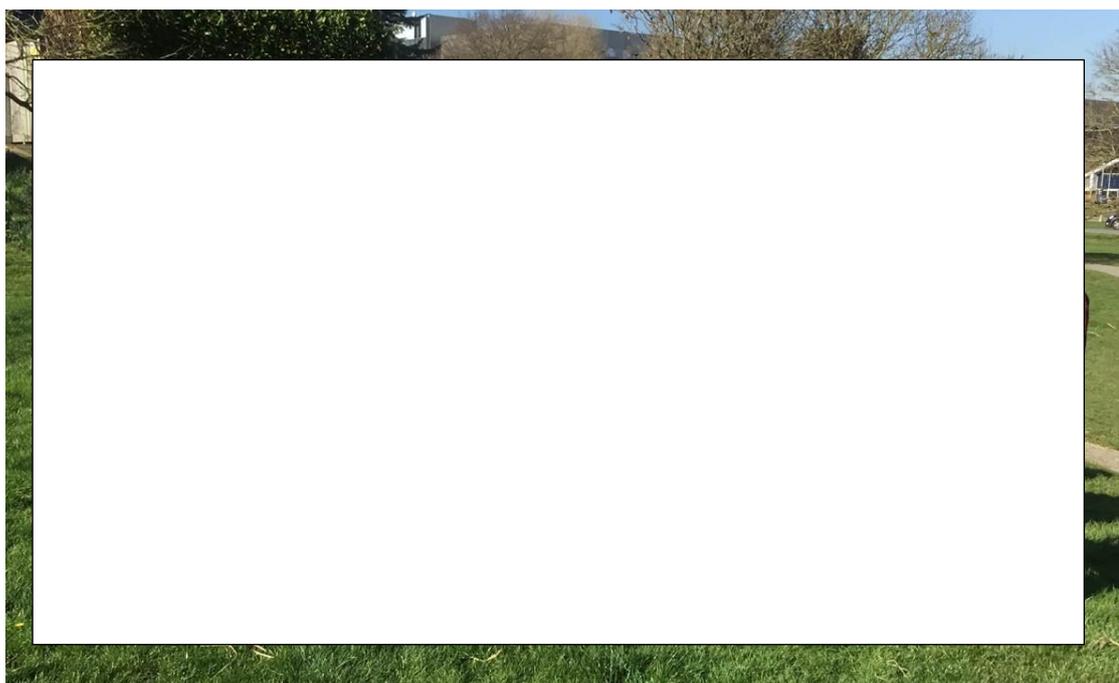
Please provide a brief description of the institution, including any relevant contextual information. This should include:

(i) information on where the institution is in the Athena SWAN process (380 words)

An early supporter of the AS charter (established 2005), UoR has held an institutional Bronze award since 2008, renewed 2012 and 2016. Our academic organisational unit is the School (we have no Faculties). UoR received its first School-level award (Silver level) in 2009: our School-level award status at last institutional AS submission and currently is as Tables 2.1-2.2.

Table 2.1. STEMM Schools

STEMM School	AS award at April 2016 (date of last UoR AS submission)	AS award at November 2019
Archaeology, Geography and Environmental Science (SAGES)	Silver	Silver (renewed October 2019)
Agriculture, Policy and Development (SAPD)	No award	Bronze (awarded October 2019)
Chemistry, Food and Pharmacy (SCFP)	Bronze	Silver (awarded October 2019)
Mathematical, Physical, and Computational Sciences (SMPCS)	Silver	Silver (renewed November 2017)
Psychology and Clinical Language Sciences (SPCLS)	Bronze	Bronze (renewed April 2017)
Built Environment (SBE)	Silver	Silver (renewed April 2018)
Biological Sciences (SBS)	No award	Bronze (awarded April 2017)
Total	3 Silver, 2 Bronze	4 Silver, 3 Bronze



The School SAT in SCFP, which has just received their first Silver Award.

Table 2.2 AHSSBL Schools

AHSSBL School	AS Award Status
Arts, Communication and Design (SACD)	N/A currently – awaiting feedback from national Athena SWAN review.
Institute of Education (IoE)	N/A currently – awaiting feedback from national Athena SWAN review.
Henley Business School (HBS)	Bronze submission, notified unsuccessful October 2019. New submission planned April 2020.
Humanities (HUM)	Bronze submission planned November 2020.
International Study & Language Institute (ISLI)	Bronze submission planned November 2020.
Law	Bronze submission planned November 2020.
Literature and Languages (SLL)	N/A currently – awaiting feedback from national Athena SWAN review.
Politics, Economics and International Relations (SPEIR)	Bronze submission (from Economics only), notified unsuccessful October 2019. Taking stock of next steps.

Most Professional and Support (P&S) staff are in our 17 Functions or the Graduate School, a few associated to our Thames Valley Science Park (see Table 2.3 and Table 2.7 below).

Table 2.3 Our Professional and Support Functions, and the lumping together of smaller Functions into broader areas for later data analysis.

Function name/Graduate School/Thames Valley Science Park	Broader P&S Area used in this report for data analysis
Alumni and Supporter Engagement	Alumni & Supporter Engagement
Campus Commerce	Campus Commerce
Centre for Quality Support & Development (CQSD)	Academic & Governance Services
Commercial (includes Research and Enterprise Services, Knowledge Transfer Centre)	Research and Enterprise and Business Incubation
Estates	Estates
Finance	Finance & Corporate Services
Global Recruitment & Admissions	Global Recruitment & Admissions
Governance	Academic & Governance Services
Graduate School (Academic head + P&S staff)	Graduate School
HR	HR
IT	IT
Legal Services	Academic & Governance Services
Marketing, Communication and Engagement (MCE)	MCE
Planning & Strategy Office (PSO)	Academic & Governance Services
Procurement	Finance & Corporate Services
Student Services	Student Services
Technical Services	Technical Services
Thames Valley Science Park	Research and Enterprise and Business Incubation
University Library & Collections Service	Academic & Governance Services

UoR is located across three local campuses. Its main Whiteknights campus, slightly away from Reading town centre in 130 Hectares of parkland, has received nine consecutive Green-Flag awards as one of Britain's top green spaces. The historic London Road campus in central Reading has recently undergone a £30-million transformation. The spectacular Greenlands campus, eight miles away near Henley-on-Thames, hosts a large part of HBS.



**The 12-Acre Harris Garden on the Whiteknights Campus. “One of Reading’s hidden treasures”:
Sarah Fleming, a visitor to the Garden, quoted in the Reading Chronicle.**



**The Great Hall on the London Road Campus, used for our graduation ceremonies, concerts,
and many other events.**



Henley Business School at Greenlands Campus on the Thames near Henley.

Fig 2.1 shows the organisational structure. The VC and 6 staff in green comprise the **University Executive Board (UEB)** (28.6%F). UEB, the Heads of Schools/Functions, the Deans for D&I/Research/T&L, and Director of the Science Park (staff in Fig 2.1) comprise the **Leadership Group (LG)** (headcount 53, 43.3%F). Outside Schools/Functions there are small interdisciplinary research centres, with a handful of staff.

Impact from 2016 AS Action Plan (AP2016)		
AP2016:E2	The VC brought proposals to LG in 2017 for diversifying UEB, including use of job-share, to achieve target 30% either gender by 2020. Has led to increase from 0%F on UEB at 4/16 to 28.3%F at 11/19 (37.5% from 1/1/20) plus first UEB job-shares (PVC for Research and Innovation, PVC Education).	✓

New action	
AP2019 I1.1	Work to diversify UEB, and other key committees, to achieve 35% of either gender by 2026.

Parveen Yaqoob appointed Deputy VC; Elizabeth McCrum and Julian Park Pro-VC (Education)

Wednesday, 04 December 2019

The University Council has approved the appointment of Professor Parveen Yaqoob as the new Deputy Vice-Chancellor and Professors Elizabeth McCrum and Julian Park in a job share as the Pro Vice-Chancellor for Education.



Professors Elizabeth McCrum and Julian Park

Both these appointments are effective from 1 January 2020.

Parveen has been in a job-share with Dominik Zaam as the Pro Vice-Chancellor for Research and Innovation since August 2018. As Deputy Vice-Chancellor, she will deputise for the Vice-Chancellor in both executive and ceremonial functions when he is unable to do so himself.

Elizabeth is currently the Teaching and Learning Dean responsible for Engagement and Future Education while Julian leads the School of Agriculture, Food and Development. They will start their three-year term on 1 January 2020 – representing the second job share arrangement in the University Executive Board (UEB). Parveen Yaqoob and Dominik Zaam have been working as Pro Vice-Chancellors for Research and Innovation since August 2018.

Vice-Chancellor Robert Van de Noort said, "I am delighted with the appointments. Parveen has been a fantastic colleague in the university executive board. Her perspective and insights have enriched our discussions and decisionmaking."



For the Pro Vice-Chancellor (Education), we set out to recruit the best candidates. In Elizabeth and Julian, we have two excellent educators who have taken different

Staff Portal announcement 4/12/19 of appointment from 1/1/20 of Job-Share PVC Education, 1st female Deputy VC

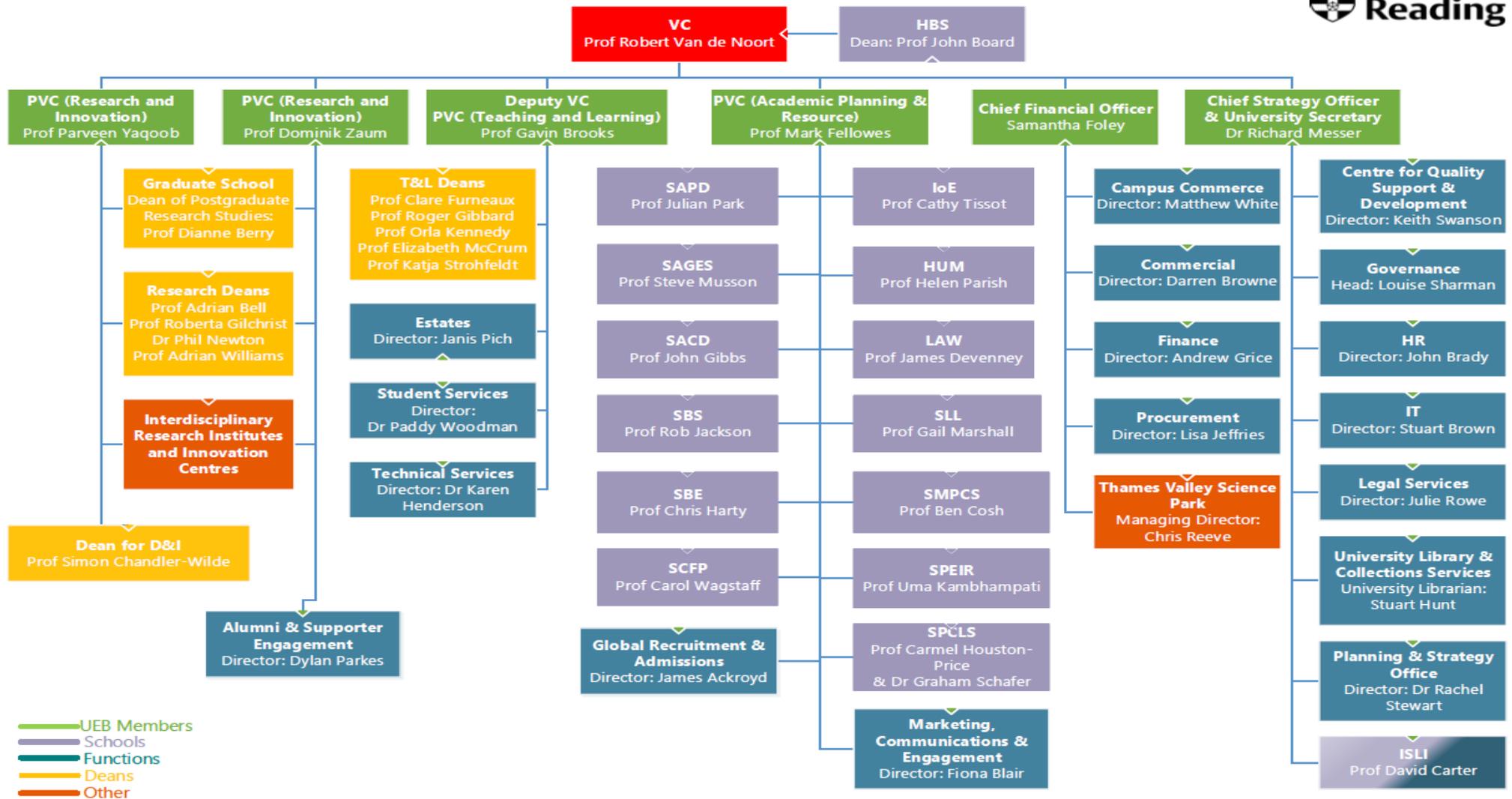


Fig 2.1. University Organisational Structure and Leadership Group (LG), November 2019.

Figure 2.2 details D&I leadership/organisation. Key features: UEB members act as protected-characteristic champions; University established Dean for D&I in 2015; Dean D&I reports into D&I Advisory Board (D&IAB); D&I leads and teams across all our Schools and many of our functions; five Equality and Diversity Networks (§5.6(i)(xii) for detail).

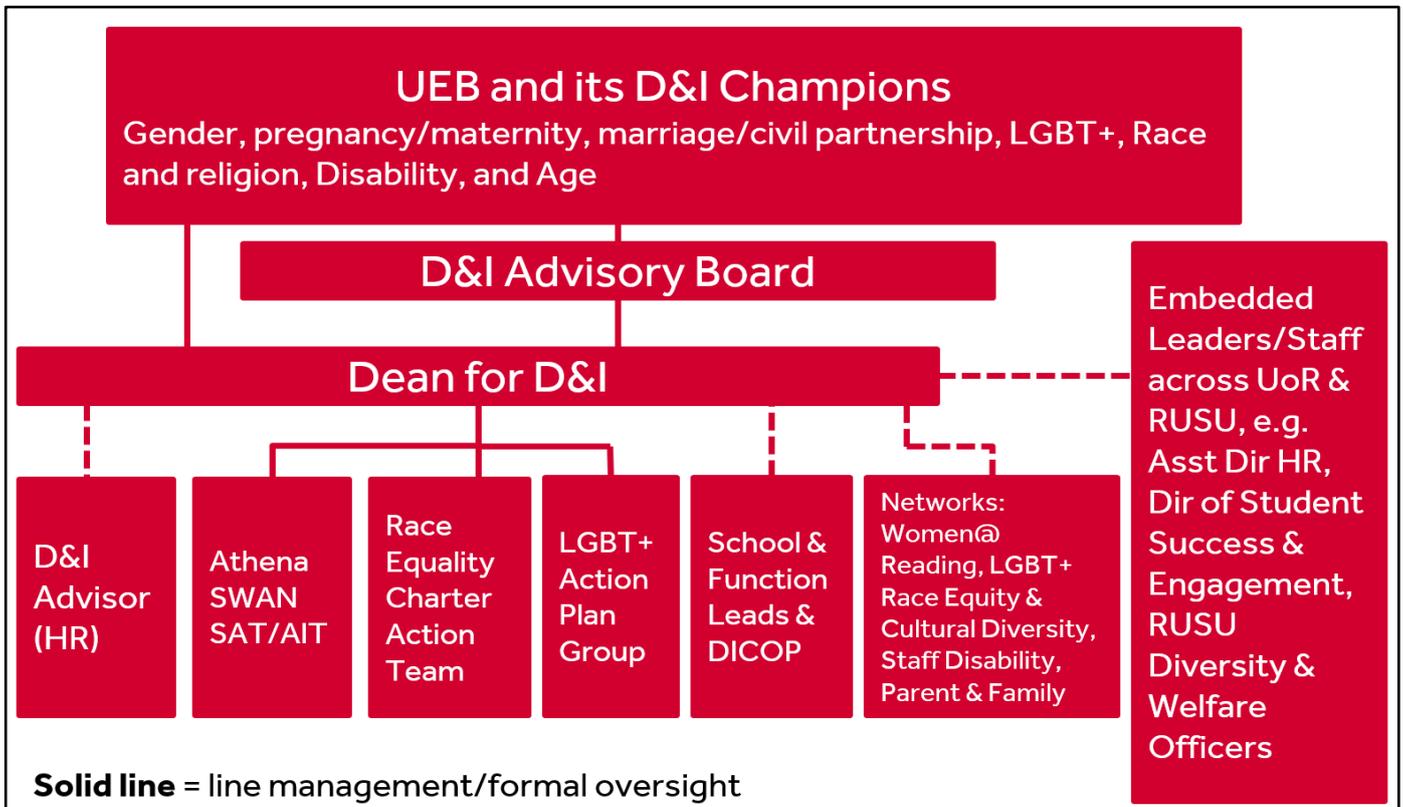


Fig 2.2. Leadership and Governance of Diversity and Inclusion

The University submitted, unsuccessfully, for a Bronze Race Equality Charter Mark in 2018. Feedback led to action plan taken forwards by our Race Equality Action Team (REACT) chaired by Dean D&I. The University submits to the Stonewall Workplace Equality Index (WEI), and has moved from 204 ranking in 2016 to 80 in 2019.

Impact from actions	
The University established staff-student LGBT+ Action Plan Group in 2016 to monitor progress against LGBT+ action plan, with target of Top 50 in Stonewall WEI by 2020. Now in Stonewall Top 100, which requires, explicitly, a strong Trans Inclusion mark.	✓



(ii) information on its teaching and its research focus (28 words)

The University has equal teaching/research focus: Silver TEF Award; 98% of UoR research Internationally Recognised in last REF. Teaching and research portfolios are both balanced equally across STEMM/AHSSBL.

(iii) the number of staff. Present data for academic and professional and support staff separately (175 words)

Tables 2.4-2.5: staff numbers/gender-balance, whole University. Close to 50%F in our A&R staff, between 60 and 65%F in our P&S staff.

Table 2.4 Staff (whole University), by count of records, snapshot 2019 [Source: Trent]

Classification	Year	Female	Male	Total	Female %
P&S Staff	2019	1682	942	2624	64.1%
A&R staff	2019	1086	1058	2144	50.7%

Table 2.5 Staff (whole University), by sum of FTE, snapshot 2019 [Source: Trent]

Classification	Year	Female	Male	Total	Female %
P&S Staff	2019	1329.9	809.7	2139.5	62.2%
A&R staff	2019	596.4	678.7	1275.1	46.8%

A&R staff in AHSSBL schools are 56%F (Table 2.6), 47%F in STEMM. There are, additionally, small A&R staff numbers in Student Services (20, 50%F) and VC's Office (20, Deans/PVCs, 50%F).

Table 2.6. A&R staff by AHSSBL/STEMM, by number of records, snapshot 2019 [Source: Trent]

Area	Year	Female	Male	Total	Female %
AHSSBL	2019	662	515	1177	56.2%
STEMM	2019	400	523	923	43.3%

Fig 2.3 and Table 2.7: P&S staff locations, most in functions. P&S staff are 67%F across STEMM schools, 72%F in AHSSBL, these mainly Executive-Support staff; in STEMM schools we have smaller numbers of other staff (e.g. the farm within SAPD, in two NERC National Centres in SMPCS). Outside Schools P&S gender balance varies widely, from 90%F in Graduate School, to 32%F in IT.

Fig 2.3. P&S staff by area (whole University), by number of records: snapshot 2019 [Source: Trent]

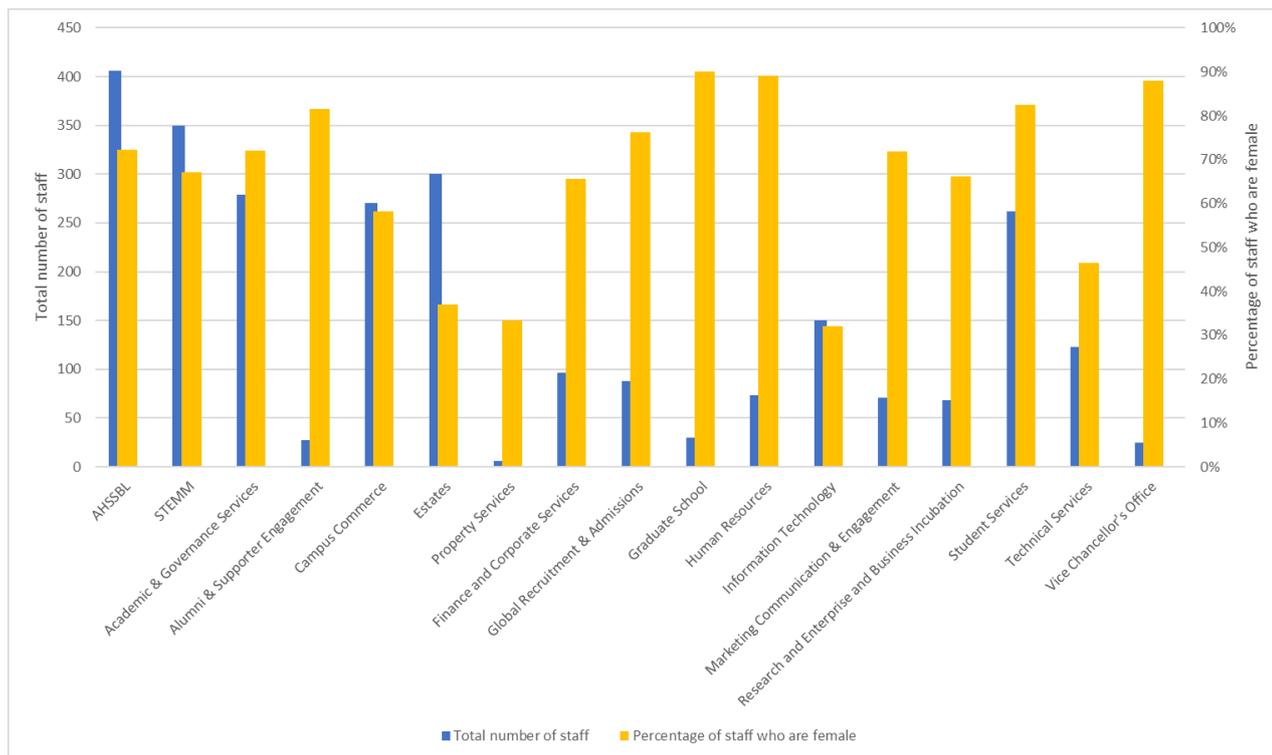


Table 2.7. P&S staff by area (whole University), by number of records [Source: Trent]

Area	Year	Female	Male	Total	Female %
AHSSBL	2019	293	113	406	72.2%
STEMM	2019	235	115	350	67.1%
Academic & Governance Services	2019	201	78	279	72.0%
Alumni & Supporter Engagement	2019				
Campus Commerce	2019	157	113	270	58.2%
Estates	2019	111	189	300	37.0%
Property Services	2019				33.3%
Finance and Corporate Services	2019	63	33	96	65.6%
Global Recruitment & Admissions	2019	67	21	88	76.1%
Human Resources	2019				
Information Technology	2019	48	102	150	32.0%
Marketing Communication & Engagement	2019	51	20	71	71.8%
Research & Enterprise and Business Incubation	2019	45	23	68	66.2%
Student Services	2019	216	46	262	82.4%
Technical Services	2019	57	66	123	46.3%
Graduate School	2019				
Vice Chancellor's Office	2019				

Table 2.8: P&S (i.e. non-academic) staff in line with the sector. Other discussion of Tables 2.8-2.10 deferred to §4.1(iii).

Table 2.8. Sector data: proportion of staff within each Academic employment function group who are female (whole University), by FPE, snapshot 2017/18 [Source: HESA]

Academic employment function	UoR		Sector
	Female %	Total	Female %
Not academic/not known	62.9%	2225	62.7%
Research only	49.7%	435	47.2%
Teaching & research	43.3%	715	41.4%
Teaching only	57.7%	640	52.1%

Table 2.9. Sector data: proportion of staff within each Academic employment function group who are female (STEMM), by FPE, snapshot 2017/18 [Source: HESA]

Academic employment function	UoR		Sector
	Female %	Total	Female %
Not academic/not known	65.7%	235	58.9%
Research only	48.3%	380	39.9%
Teaching & research	35.9%	375	31.0%
Teaching only	53.5%	180	44.3%

Table 2.10. Sector data: proportion of staff within each Academic employment function group who are female (AHSSBL), by FPE, snapshot 2017/18 [Source: HESA]

Academic employment function	UoR		Sector
	Female %	Total	Female %
Not academic/not known	73.0%	285	73.4%
Research only	64.3%	50	55.7%
Teaching & research	51.5%	335	46.6%
Teaching only	59.0%	455	53.6%

Tables 2.11-2.13 makes HESA-category sector comparisons for the whole University and for STEMM/AHSSBL.

Whole University is close to sector for Senior Management and Other Contract Level, 6% more female professors overall (7.5%/10.8% more in STEMM/AHSSBL), as impact of actions described in §5.1(iii).

Table 2.11. Sector data – proportion of staff within each Contract level group who are female (whole University), by FPE, snapshot 2017/18 [Source: HESA]

Contract level	UoR		Sector
	Female %	Total	Female %
Other contract level	59.4%	3655	56.3%
Professor	31.5%	240	25.5%
Senior management	39.3%	105	40.5%

Table 2.12. Sector data – proportion of staff within each Contract level group who are female (STEMM), by FPE, snapshot 2017/18 [Source: HESA]

Contract level	UoR		Sector
	Female %	Total	Female %
Other contract level	52.3%	1000	44.7%
Professor	25.5%	145	18.0%
Senior management	38.9%	25	26.7%

Table 2.13. Sector data – proportion of staff within each Contract level group who are female (AHSSBL), by FPE, snapshot 2017/18 [Source: HESA]

Contract level	UoR		Sector
	Female %	Total	Female %
Other contract level	63.1%	990	56.7%
Professor	41.1%	90	30.3%
Senior management	39.2%	35	41.9%

(iv) the total number of departments and total number of students (82 words)

We have 15 schools (7 STEM, 8 AHSSBL, Tables 2.1,2.2). Table 2.15 shows total students by level, UG numbers increasing substantially year-by-year, with stable female proportion of 57%. While PGT and PGR numbers are stable, we note the positive trend in the rising proportion of women, beneficial to the pipeline across very many of our schools. We will explore reasons behind this trend further, which seem to be school-specific rather than as a result of central action, within schools' AS action plans.

Table 2.15. Number of students (UK Location of Study only, All Schools), by level of study [Source: HESA and HOP returns]

Level of study	Acad. Year	Female	Male	Other	Total	Female %
UG	2013/4	5339	4131		9470	56.4%
	2014/5	5665	4231		9897	57.2%
	2015/6	6076	4461		10539	57.7%
	2016/7	6569	4807		11378	57.7%
	2017/8	7180	5408		12589	57.0%
PGT	2013/4	2125	1730		3855	55.1%
	2014/5	2218	1762		3980	55.7%
	2015/6	2268	1727		3998	56.7%
	2016/7	2179	1668		3850	56.6%
	2017/8	2305	1597		3907	59.0%
PGR	2013/4	854	967		1821	46.9%
	2014/5	926	980		1906	48.6%
	2015/6	947	982		1930	49.1%
	2016/7	954	932		1888	50.5%
	2017/8	985	873		1860	53.0%

- (v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

Tables 2.16-2.30 show, for each STEMM/AHSSBL school in Tables 2.1-2.2, numbers and %F for our staff/student cohorts as a snapshot at 2019: Fig 2.4 summarises the A&R staff data. There is large variety, and much detail behind these numbers that is being/will be addressed in School AS submissions (Tables 2.1-2.2).

Fig 2.4. A&R staff numbers and female % by Schools at 2019. [Source: Trent, HESA and HOP returns]

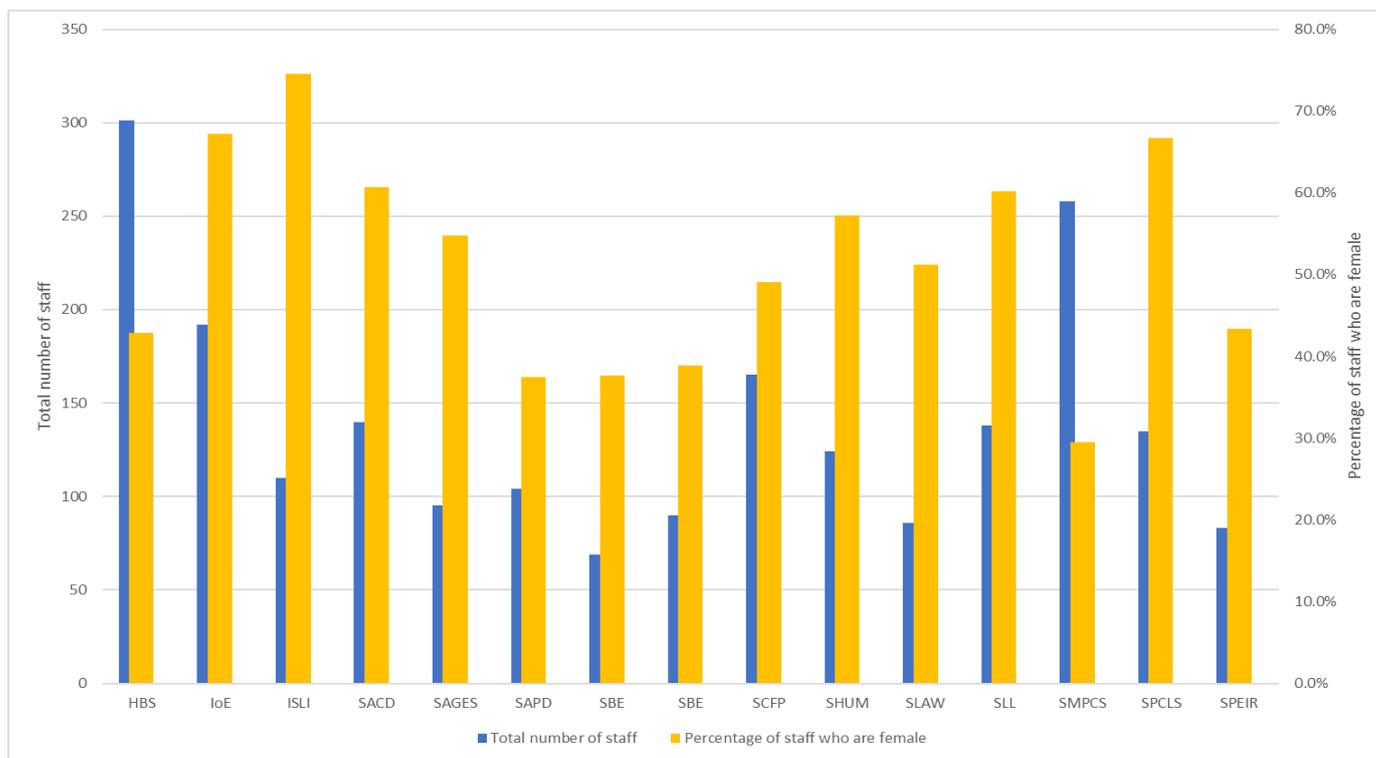


Table 2.16. Number of staff and students by count of records (STEMM - SAGES) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Other	Total	Female %
P&S Staff	2019					56.52%
A&R staff	2019	52	43	0	95	54.74%
UG students	2017/8	363	353	0	716	50.70%
PGT students	2017/8					50.00%
PGR students	2017/8	73	49	0	122	59.84%

Table 2.17. Number of staff and students by count of records (STEMM - SAPD) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Total	Female %
P&S Staff	2019	34	41	75	45.33%
A&R staff	2019	39	65	104	37.50%
UG students	2017/8	357	241	598	59.70%
PGT students	2017/8	45	49	94	47.87%
PGR students	2017/8	72	74	146	49.32%

Table 2.18. Number of staff and students by count of records (STEMM - SCFP) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Other	Total	Female %
P&S Staff	2019					74.19%
A&R staff	2019	82	84	0	166	49.40%
UG students	2017/8	655	395	0	1050	62.38%
PGT students	2017/8				260	75.00%
PGR students	2017/8	140	84	0	224	62.50%

Table 2.19. Number of staff and students by count of records (STEMM - SMPCS) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Other	Total	Female %
P&S Staff	2019	25	22	0	47	53.19%
A&R staff	2019	76	182	0	258	29.46%
UG students	2017/8	276	676	0	952	28.99%
PGT students	2017/8	40	56	0	96	41.67%
PGR students	2017/8					38.32%

Table 2.20. Number of staff and students by count of records (STEMM - SPCLS) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Other	Total	Female %
P&S Staff	2019					86.67%
A&R staff	2019	90	45	0	135	66.67%
UG students	2017/8	793	98	0	891	89.00%
PGT students	2017/8					81.74%
PGR students	2017/8	78	34	0	112	69.64%

Table 2.21. Number of staff and students by count of records (STEMM - SBE) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Total	Female %
P&S Staff	2019				83.33%
A&R staff	2019	26	43	69	37.68%
UG students	2017/8	132	366	498	26.51%
PGT students	2017/8	58	101	159	36.48%
PGR students	2017/8	26	44	70	37.14%

Table 2.22. Number of staff and students by count of records (STEMM - SBS) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Other	Total	Female %
P&S Staff	2019					88.00%
A&R staff	2019	35	55	0	90	38.89%
UG students	2017/8	568	344	0	912	62.28%
PGT students	2017/8					61.90%
PGR students	2017/8	90	90	0	180	50.00%

Table 2.23. Number of staff and students by count of records (AHSSBL - SACD) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Other	Total	Female %
P&S Staff	2019					65.22%
A&R staff	2019	85	55	0	140	60.71%
UG students	2017/8	464	171	0	635	73.07%
PGT students	2017/8	28	20	0	48	58.33%
PGR students	2017/8	53	37	0	90	58.89%

Table 2.24. Number of staff and students by count of records (AHSSBL - IoE) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Total	Female %
P&S Staff	2019				88.89%
A&R staff	2019	129	63	192	67.19%
UG students	2017/8	346	36	382	90.58%
PGT students	2017/8	391	124	515	75.92%
PGR students	2017/8	111	55	166	66.87%

Table 2.25. Number of staff and students by count of records (AHSSBL - HBS) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Other	Total	Female %
P&S Staff	2019	176	63	0	239	73.64%
A&R staff	2019	129	173	0	302	42.72%
UG students	2017/8	987	1208	0	2195	44.97%
PGT students	2017/8					49.54%
PGR students	2017/8	108	172	0	280	38.57%

Table 2.26. Number of staff and students by count of records (AHSSBL - HUM) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Other	Total	Female %
P&S Staff	2019					45.45%
A&R staff	2019	71	53	0	124	57.26%
UG students	2017/8					54.15%
PGT students	2017/8	29	20	0	49	59.18%
PGR students	2017/8	50	37	0	87	57.47%

Table 2.27. Number of staff and students by count of records (AHSSBL - ISLI) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Total	Female %
P&S Staff	2019				76.00%
A&R staff	2019	82	28	110	74.55%
UG students	2017/8	258	146	404	63.86%
PGT students	2017/8	0	0	0	N/A
PGR students	2017/8	0	0	0	N/A

Table 2.28. Number of staff and students by count of records (AHSSBL - LAW) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Total	Female %
P&S Staff	2019				85.71%
A&R staff	2019	45	42	87	51.72%
UG students	2017/8	500	288	788	63.45%
PGT students	2017/8	80	59	139	57.55%
PGR students	2017/8				53.33%

Table 2.29. Number of staff and students by count of records (AHSSBL - SLL) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Other	Total	Female %
P&S Staff	2019					65.00%
A&R staff	2019	83	55	0	138	60.14%
UG students	2017/8	781	241	0	1022	76.42%
PGT students	2017/8					80.60%
PGR students	2017/8					67.71%

Table 2.30. Number of staff and students by count of records (AHSSBL - SPEIR) [Source: Trent, HESA and HOP returns]

Type	Year	Female	Male	Total	Female %
P&S Staff	2019				57.14%
A&R staff	2019	36	47	83	43.37%
UG students	2017/8	224	442	666	33.63%
PGT students	2017/8	40	35	75	53.33%
PGR students	2017/8	31	37	68	45.59%

3. THE SELF-ASSESSMENT PROCESS-

Recommended word count: Bronze: 1000 words | Silver: 1000 words (920 words, total of (i)-(iii))

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team

The SAT was formed through all-staff call for expressions of interest, November 2018, making clear SAT-membership recognised in local workload models. This call was followed by invitations to ensure a SAT balanced across A&R/P&S, with at least 30% of either gender, and with representation from existing Athena Implementation Team (AIT) that the SAT replaced. The membership (33.3%M, 66.7%F, 23.8% BAME, 38.1% P&S, 42.9% A&R, 9.5% student representatives, Table 3.1) includes staff at all levels G5-G9 plus VC, with staff on fixed-term and open-ended contracts, and working PT at G5 up to G9/LG, and ages from early 20s through to 60. Members of the SAT have experience of flexible working, family leave, job-shares, promotion, and are at various stages of caring responsibilities for children and/or parents.

The SAT was originally co-chaired by the job-share Deans D&I. More recently, in keeping with the welcome focus on P&S staff in AS at Silver level, the SAT has been co-chaired by one Dean D&I and a P&S member of the LG, Dr Karen Henderson, Director of Technical Services: throughout the Co-Chairs were 1M, 1F.



Fig 3.1. Some of our Athena SWAN SAT at their meeting on 1/4/19.

Table 3.1. Membership of the SAT

Name	Gender (B, where BAME)	Staff Family, Part-Time (PT)/Full-Time (FT), Fixed-Term (FXT), Open-Ended (OE), Campus	Roles at the University	School/Function	Role on the SAT	Comments
Yasmin Ahmed	F, B	P&S, FT, OE, Whiteknights	Diversity and Inclusion Advisor	HR	D&I Expertise, Part of SAT Core Team and ASPSG. Was part of AIT.	Has Co-Led on our annual Stonewall Workplace Equality Index Submission, and co-author of our Trans and Gender Identity Guidelines.
Simon Chandler-Wilde	M	A&R, FT, OE, Whiteknights	Dean for Diversity and Inclusion (Job-Share until 31/7/19), Professor of Applied Mathematics	VC's Office & SMPCS	Co-Chair, part of SAT Core Team. Lead on final drafting. Part of equal pay/gender pay gap working group. Was Co-chair of AIT.	Co-Chair of the Athena Implementation Team 2016-2018.
Ben Cosh	M	A&R, FT, OE, Whiteknights	Head of School of Mathematical, Physical and Computational Sciences	SMPCS	Academic representative of Senior Leadership Group	Was part of Athena SWAN SAT in SMPCS for successful Silver Athena SWAN renewal 2017.
Maddi Davies	F	A&R, FT, OE, Whiteknights	Associate Professor of Women's Writing	School of Literature and Languages	Mid-Career Academic, led Harassment and Bullying Survey/Interviews	Career-long focus on feminist theory, issues of equality. Particular interest in progression, harassment and bullying within HE.
Steve George	M	A&R, FT, FXT, Whiteknights	Research Scientist on Climate and High Impact Weather	NERC National Centre for Atmospheric Science, SMPCS	Early Career Research Representative	Chair of University of Reading Research Staff Committee
Rachel Greenwood	F	P&S, PT, OE, Whiteknights	Senior Support Officer, Student Information Systems	Student Services	Led focus groups on flexible working, part of ASPSG.	Joined UoR last year Keen to encourage flexible working

Rebecca Harris	F	A&R, FT, OE, London Road	Professor of History Education, School Director of Teaching and Learning	Institute of Education	Representative of LGBT+ Network (trans representative on their committee)	Research interests include LGBT+ issues, especially in secondary schools.
Nathan Helsby	M	P&S, FT, OE, Whiteknights	Head of Planning and Reporting	Planning and Support Office	Co-led work on inclusivity and university committees, part of ASPSG, equal pay group.	
Karen Henderson	F	P&S, FT, OE, Whiteknights	Director of Technical Services	Technical Services	Co-Chair since 1/8/1, Convenor of the Athena SWAN Professional Services Subgroup (ASPSG), led Family Leave and Career Development Focus Groups.	Now Head of one of the P&S Functions and has previously worked as Research Staff in academia and industry.
Ellie Highwood	F	A&R, PT, OE, Whiteknights	Dean for Diversity and Inclusion (until 31/7/19, as job-share), Professor of Climate Physics	VC's Office & SMPCS	Co-Chair until 31/7/19. Led survey on academic promotions processes. Was Co-chair of AIT.	Has worked part-time and in job-share, including as Head of Department and Dean for D&I.
Joanna John	F, B	P&S, PT, OE, Whiteknights	Joint Head of Doctoral Skills Training and Development	Graduate School	Led section on flexible working. Part of equal pay/gender pay gap working group, and ASPSG. Was in AIT.	Part of RE-ACT. Completed PhD part-time alongside maternity/ 0.8FTE post, interested in ethnicity/socio-economic status intersectionality, international development background
Carol McAnally	F	P&S, FT, OE, Whiteknights	Senior Business Relationship Manager, Knowledge Transfer Centre	Commercial	Co-led work on inclusivity and university committees. Part of ASPSG.	Full-time working parent

Sinead O'Flynn	F	P&S, PT, OE, Whiteknights	Executive Assistant	VC's Office	Secretary to the SAT, contributed to Culture, Role Model sections.	Provides Executive Support across D&I at the University.
Patricia Riddell	F	A&R, PT, OE, Whiteknights	Professor of Applied Neuroscience	School of Psychology and Clinical Language Science	Part of equal pay/gender-pay gap subgroup.	Has led Athena SWAN work in SPCLS for many years, including last submission April 2017 (Bronze Award).
Claire Rolstone	F	P&S, FT, OE, Whiteknights	Assistant Director of HR	HR	Link to HR at senior level. Co-led work on harassment and bullying.	Full-time working parent who takes advantage of the flexibility that working at UoR allows.
Deepa Senapathi	F, B	A&R, FT, FXT, Whiteknights	Senior Research Fellow, NERC Knowledge Fellowship	School of Agriculture, Policy and Development	Co-led work, including focus groups, on promotion processes	In previous role co-led School of biological Sciences successful application for Athena SWAN Bronze Award April 2017.
Zeid Sharif	M, B	RUSU, FT, FXT	Diversity Officer for 2018-19 (Elected Sabbatical Officer)	Reading University Students' Union (RUSU)	Student representative	Also part of Race Equality Action Plan Group. Completed BSc Environmental Management July 2018.
Nozomi Tolworthy	F, B	RUSU, FT, FXT	Diversity Officer for 2017-18 (Elected Sabbatical Officer)	RUSU	Student representative	Also part of LGBT+ Action Plan Group, leading introduction of pronoun badges February 2019. Completed BA Film, July 2017.
Susan Thornton	F	P&S, FT, OE, Whiteknights	Assistant Director of HR (People and Talent)	HR	Link to HR at senior level. Part of SAT Core team. Was in AIT.	Organisational D&I professional services lead, manages University D&I Advisors and PD team, all working flexibly delivering development programmes, including diversity.
Robert Van de Noort	M	A&R, FT, OE, Whiteknights	Acting Vice-Chancellor, Vice-Chancellor (from 26/2/19)	Vice-Chancellor's Office	Sponsor of papers with draft action plan taken to UEB in July and November 2019. Was in AIT.	Was part of Athena SWAN Implementation Team 2016-18, e.g. charring 2016 Working Group on Gender Pay Gap.
Aleardo Zanghellini	M	A&R, FT, OE, Whiteknights	Professor of Law and Social Theory	School of Law	Co-led work, including focus groups, on promotion processes	Convenor of Wolfenden Seminar on trans experiences of prison, higher education, schools, May 2019.

(ii) an account of the self-assessment process (363 words)

The SAT met as per Table 3.2, communicating in between meetings through subgroup meetings, email, and our SAT Microsoft Teams.

Table 3.2. SAT Meetings through 2019

Date of SAT Meeting	Main Agenda Items
14 January	<ul style="list-style-type: none"> • Athena SWAN process • Why are each of us here? • Planning engagement with the University • Evidencing impact
14 February	<ul style="list-style-type: none"> • Proposal to set up Athena SWAN Professional Services (Sub)group of SAT (ASPSG) • Data and implications for what focus groups we run
1 April	<ul style="list-style-type: none"> • Report from the ASPSG • Report from smaller subgroups on progress so far
4 June	<ul style="list-style-type: none"> • Report from the ASPSG • Report on work on harassment and bullying • Updates on focus group work and other work of subgroups • Plan for distributing writing the submission • Update on evidencing impacts
9 July	<ul style="list-style-type: none"> • Work on Action Plan, including best practice action coming out of DICOP and coming out of data and focus group work
3 September	<ul style="list-style-type: none"> • Structured discussion of draft action plan
8 October	<ul style="list-style-type: none"> • Feedback on draft of self-assessment document

The SAT had available to it much work done by the Athena Implementation Team and other groups supporting Athena SWAN work since our last submission (see Table 3.3 and Fig 2.2).

In particular, the Dean D&I and other AIT members supported the development, jointly with external partner Capita, of the **2017 Staff Survey** (and the **2018 update Pulse Staff Survey**). The 2017 survey, executed by Capita with our support, attracted 2673 responses, a response rate of 64% across all staff (69% excluding sessional staff). The responses broke down by gender as 51%F, 35%M, 14% No response/prefer not to say, compared to 58%F, 42%M in the staff population in 2017, Table 2.3. The full results from the Staff Survey were made available to all staff, with University-level and individual School/Function-level reports downloadable from our Staff Portal. Additionally, the VC gave presentations/Q&A on the results, open to all staff, in June 2017. Also made available to all staff and discussed in the AIT and the D&IAB, was a comprehensive D&I analysis of the results. This presented all statistically-significant differences by protected characteristics (there were none by gender).

Impact from AP2016		
AP2016:B4	Members of AIT involved in designing 2017 Staff Survey, resulting in a comprehensive D&I culture/engagement analysis.	✓

Table 3.3. Committees involved in assessment and oversight of D&I including Athena SWAN status (and see Fig 2.2 for their inter-relation).

Name	Role	Membership
Diversity and Inclusion Advisory Board (D&IAB)	<ul style="list-style-type: none"> • Strategic oversight of D&I • Oversight targets and action plans • Oversight progress against targets 	<ul style="list-style-type: none"> • PVC Research and Innovation (Chair) • Dean for Diversity and Inclusion • Director of Human Resources, Asst Dir HR, D&I Advisor HR • Diversity Officer Students' Union • Dean of PGR Studies, a T&L Dean, a Research Dean • Chair/Co-Chair of network groups: Women@Reading, Racial Equity and Cultural Diversity Group, LGBT+ Staff Network, Staff Disability Network, Parent and Family Network • Representatives of Staff Forum, UCU • Director of Student Services • Three Representatives of P&S Functions • A Head of School
Athena SWAN Implementation Team (AIT)	<ul style="list-style-type: none"> • Met termly 2016 to end 2018 to monitor and drive progress against the 2016 AS Action Plan 	<ul style="list-style-type: none"> • Members of the current SAT
Diversity and Inclusion Community of Practice (DICOP)	<ul style="list-style-type: none"> • Meets termly to share good practice, support School level Athena SWAN applications 	<ul style="list-style-type: none"> • Dean for D&I • D&I Advisor HR • D&I leads across Schools/Functions • Local Athena SWAN leads
Athena SWAN Professional Services Group (ASPSG)	<ul style="list-style-type: none"> • Subgroup of SAT • Met fortnightly through to August 2019 • Focus engagement and consultation with P&S colleagues in Functions 	<ul style="list-style-type: none"> • D&I Leads from 4 P&S Functions • 10 representatives of other P&S Functions

Table 3.4 shows staff survey results relating specifically to gender, which were positive (indeed Equality and Diversity highlighted in the main report as a strength across all staff groups, Fig 3.2). We make reference to relevant staff survey results (including the smaller 2018 Pulse update) throughout.

Table 3.4 Staff Survey 2017 results relating to gender

Question	Agree %
The University of Reading respects people equally regardless of their gender	92%
In the last 12 months I have not been made to feel uncomfortable whilst working at the University because of my race, gender, religion, sexual orientation, pregnancy/maternity/paternity/disability or age by a student	96%
I feel the University of Reading acts fairly regardless of race, gender, religion, sexual orientation, pregnancy/maternity/paternity/disability or age with regard to recruitment	94%
In the last 12 months I have not been made to feel uncomfortable whilst working at the University because of my race, gender, religion, sexual orientation, pregnancy/maternity/paternity/disability or age by a member of staff	90%
I feel the University of Reading acts fairly regardless of race, gender, religion, sexual orientation, pregnancy/maternity/paternity/disability or age with regard to career progression	82%

Most positive perceptions by Job Group



Fig 3.2. Slide from 2017 Capita presentation to Leadership Group high-lighting most positive results.

Internal consultation carried out by the SAT included focus groups, one-to-one interviews, surveys (Table 3.5), advertising these via all-staff comms routes (e.g. Staff Portal screenshots below). Additionally, we surveyed Heads of Schools/Functions and DICOP to get feedback/proposals on actions (e.g. from local good practice). Finally, we sought feedback on draft action plans (Table 3.6).

External consultation included: good-practice sharing through regular meetings of: London West Athena SWAN Regional Network (including at UoR); Network of Equality, Diversity & Inclusion Academic Leads (NEDIAL). Rob Bell, Athena SWAN Coordinator at Imperial, acted as critical friend providing feedback on draft.

Table 3.5. Consultations run by the SAT (after formal Focus Group training by PD in HR).

Consultation type	Subject	Participation (F/M split where known)
Focus groups (2)	Flexible working	25
Focus groups (2), plus some 1.2.1	Family leave	23 (17F:6M)
Focus groups (2)	Career development	18 (12F:6M)
Staff survey	Career development	178 (121F:53M:4 Not known)
Focus group with committee secretaries	Inclusivity in committees	8 (6F:2M)
1.2.1 interviews	Harassment & bullying	20 (16F:4M)
Survey out to all applicants (successful/unsuccessful) over last 3 years	Evaluation of new academic promotion processes	133 (44% response rate, 67F:50M:1 Not known)
Focus groups with Heads of School/Function (2)	Reward and recognition processes	6 HoS(3F:3M),17 HoF(11F:6M)

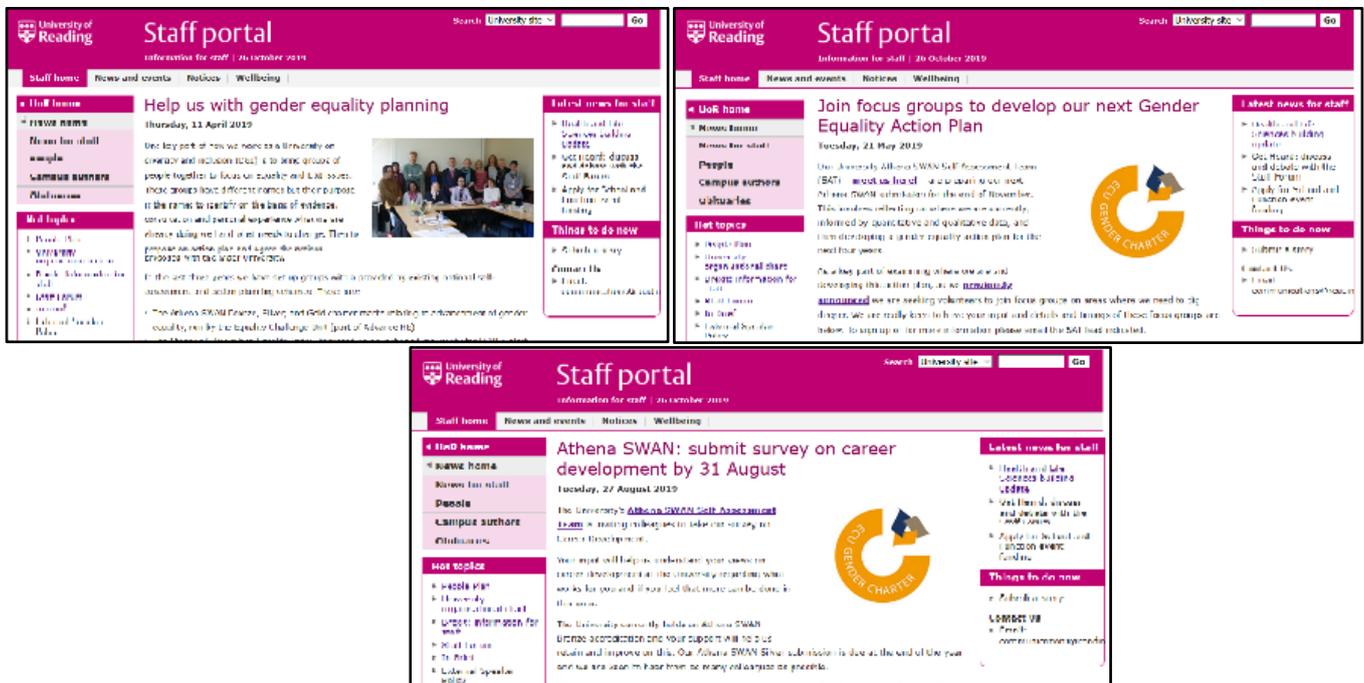


Fig 3.3. All-staff messages vis Staff Portal to join focus groups/respond to surveys/etc.

Table 3.6. Formal face-to-face consultations on drafts of action plan

Date	Group Consulted
22/7/19	UEB
8/10/19	Staffing Committee
9/10/19	D&IAB (includes representation from all network groups + staff forum/UCU)
4/11/19	DICOP
11/11/19	UEB

(iii) plans for the future of the self-assessment team (377 words)

A new team, the Athena SWAN Implementation group (ASIG), will be convened in January 2020 to oversee implementation of the Athena SWAN Action Plan, and keep it under review. This will meet termly and report into D&IAB, and through D&IAB to UEB (Fig 2.2).

ASIG will be chaired jointly by Dean D&I and Dr Karen Henderson, current SAT Co-Chair, ensuring M/F and A&R/P&S leadership. Membership of ASIG will include small group of current SAT members, including VC as UEB Gender Champion, to ensure continuity in driving forwards Action Plan. Additionally, we will make an open call, as done for the SAT, making clear that membership of ASIG is recognised in workload models, this supplemented with direct invitations as needed to ensure balance in ASIG composition. We will send out annual reminders to HoS/HoF regarding their ASIG members, to ensure ASIG membership continues to be captured in workload models.

ASIG membership will be reviewed annually to ensure diversity and succession planning and refreshed with at least one member each year. Members of ASIG will carry out proportionate consultation and engagement with staff year-on-year to assess effectiveness of progress. They will engage with RE-ACT to further intersectionality work and will support the development of updates to the next Staff Survey in the assessment period. In addition, members of ASIG will support the Dean D&I in engaging externally and incorporating good practice into our culture.

The ASPSG has worked well as a subgroup of SAT. We will continue to convene this group termly, to share good practice across the Functions.

We will provide annual updates from ASIG on progress against the Action Plan to D&IAB, these summarised in all-staff comms and in our D&I Annual Reports published 31 Jan.

Encouragement for Schools to maintain progress in applying for local Athena SWAN awards, and sharing of good practice, will remain responsibility of the Dean D&I plus DICOP. But, to support this work, and link institutional and school-level Athena SWAN, members of the SAT will join DICOP and/or ASPSG to provide cohesion in cascading awareness of institutional actions and progress to Schools/Functions. Particularly this will support those AHSSBL Schools in the earlier stages of Athena SWAN work.

In January 2023 a new SAT will be convened following a call across the University.

New actions	
AP2019 A2.1	Form new Athena SWAN implementation group (ASIG) to drive actions and ensure that this continues to be representative of Schools/Functions, with at least 30% male/female, representative of career stages, PT/FT, variety of work-life balance, caring responsibilities.
AP2019 A2.2	Formalise Athena Swan Professional Services (Sub)Group of SAT (ASPSG) as ongoing group that progresses P&S actions and feeds in to DICOP and ASIG
AP2019 A2.3	Both Co-Chairs of ASIG to join D&IAB
AP2019 A2.4	ASIG to engage with internal equality and diversity networks throughout implementation stage, including through D&IAB
AP2019 A2.5	ASIG to engage externally throughout implementation stage, including through London West Athena SWAN Regional Network and Network of Equality, Diversity & Inclusion Academic Leads.

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 words

Internal census dates/periods as Table ND1 above.

4.1. Academic and research staff data (2052 words, total of (i)-(v))

(i) Academic and research staff by grade and gender (611 words)

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects.

Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Career pipeline for the whole university is shown in Table 4.1.1/ Fig 4.1.1, by headcount (and FTE in the last column).

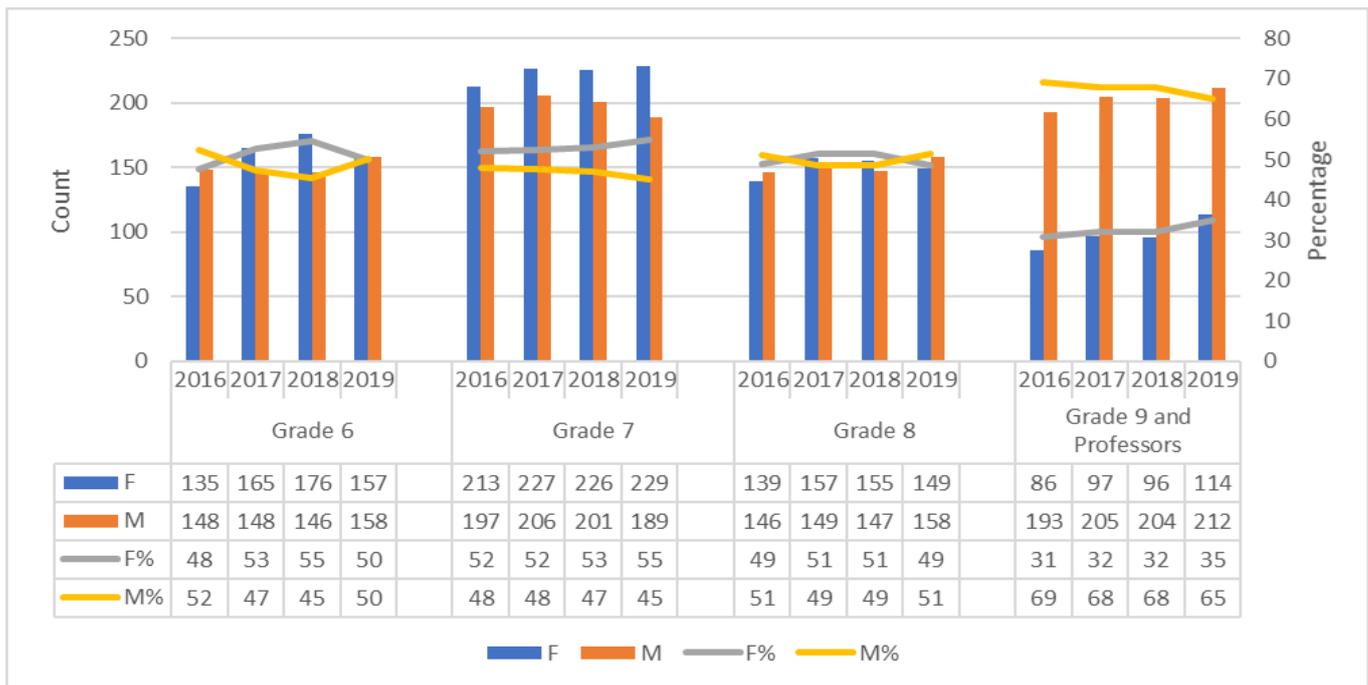
Grade 6 staff are mainly (92.4% in 2019) postdoctoral research staff (see §4.1(iii) detail). Grade 7 and Grade 8 staff are, respectively, Lecturers and Associate Professors plus a very small number of staff termed Research Grade 7/8 (with identical status and promotion routes). Grade 9 academic staff are Professors (except for one Grade 9 HoS as at 2019). We have small FTE numbers as sessional staff or “Other” (which means grade not clear/miscellaneous in Trent).

Fig 4.1.1 shows good G6-8 gender balance, and significant progress in %F professors since our last AS submission. This is mainly an **impact of substantial work on our promotions processes (see §5.1(iii))**; effects of recruitment (§5.1(i)) and leavers (§4.1(iv)) are relatively smaller. **We continue to be substantially above sector norms for %F professors, Table 2.10.**

Table 4.1.1. Academic and research staff by grade (whole University), by count of records [Source: Trent]

Grade	Year	Female count	Male count	Total count	Female %	Total FTE
Grade 4-5	2016				66.7%	
Grade 4-5	2017				50.0%	
Grade 4-5	2018				75.0%	
Grade 4-5	2019				100%	
Grade 6 (mainly research staff)	2016	135	148	283	47.7%	257.9
Grade 6 (mainly research staff)	2017	165	148	313	52.7%	277.8
Grade 6 (mainly research staff)	2018	176	146	322	54.7%	287.8
Grade 6 (mainly research staff)	2019	157	158	315	49.8%	285.7
Grade 7 (e.g. Lecturer)	2016	213	197	411	52.2%	367.6
Grade 7 (e.g. Lecturer)	2017	227	206	433	52.4%	382.0
Grade 7 (e.g. Lecturer)	2018	226	201	427	52.9%	379.9
Grade 7 (e.g. Lecturer)	2019	229	189	418	54.8%	366.8
Grade 8 (e.g. Associate Professor)	2016	139	146	284	48.9%	271.0
Grade 8 (e.g. Associate Professor)	2017	157	149	306	51.3%	287.6
Grade 8 (e.g. Associate Professor)	2018	155	147	302	51.3%	280.8
Grade 8 (e.g. Associate Professor)	2019	149	158	307	48.5%	289.7
Grade 9 and Professors	2016	86	193	279	30.8%	243.1
Grade 9 and Professors	2017	97	205	302	32.1%	258.1
Grade 9 and Professors	2018	96	204	300	32.0%	258.1
Grade 9 and Professors	2019	114	212	326	35.0%	280.0
Sessionals	2016	283	260	543	52.1%	28.9
Sessionals	2017	309	229	538	57.4%	24.6
Sessionals	2018	362	270	632	57.3%	29.0
Sessionals	2019	414	322	736	56.3%	27.6
Other	2016				43.8%	32.9
Other	2017				44.4%	26.7
Other	2018				44.4%	29.5
Other	2019				53.7%	25.1
Total	2016	890	986	1876	47.5%	1189.4
Total	2017	980	968	1948	50.3%	1257.8
Total	2018	1042	999	2041	51.1%	1269.1
Total	2019	1086	1058	2144	50.7%	1275.1

Fig. 4.1.1. Academic and research staff by gender and grade (whole University) [Source: Trent]



Tables/Figs 4.1.2-4.1.3 show **STEMM/AHSSBL splits**.

STEMM: excellent G6 gender-balance and increased to 47%F G7 since last AS submission. At AP/G8 fall by 2.1p.p. in F% since 2016, driven by promotion effects: in 2016/17 and 2017/18 60% of the 30 AP-Prof promotions were female, but only 38% of the 39 Lecturer-AP promotions (Tables 5.1.16,17). But the **AP-Prof promotions have led to marked increase in %F at Professor, and we are substantially above sector norms (Table 2.11).**

New actions	
AP2019 H1.1	Local STEMM Athena SWAN SATs to remind their HoS and local promotion committee each year in advance of the promotions round of the gender balance at Grades 7-9 over the last 3 years, to bear this in mind when thinking through promotion cases for the coming year.
AP2019 B1.1	Building on existing Athena SWAN dashboards available to Athena SWAN SAT teams, publish annually for each school (where there at least 5 in each sub-category to avoid identifying individual staff): i) % of academic staff who are M/F, who are BAME/White; ii) % at Grades 6-9 who are M/F, BAME/White; iii) comparison data for sector.
AP2019 B1.2	In advance of annual Five-Year Planning round, make available to Heads of Schools/Functions (where headcount is sufficiently large) local pay gap data (including for gender and race), together with guidance on actions that are being taken at University level to reduce pay gaps, and advice on potential actions at local level to increase F and BAME staff representation and reduce pay gaps.
AP2019 A1.5	Ask Schools/Functions to articulate in Five Year Plans what actions they are taking to support progress against University D&I targets.

Table 4.1.2. Academic and research staff by gender and grade (STEMM) [Source: Trent]

Grade	Year	Female count	Male count	Total count	Female %	Total FTE
Grade 4-5	2016				66.7%	
Grade 4-5	2017				100.0%	
Grade 4-5	2018				75.0%	
Grade 4-5	2019				100.0%	
Grade 6 (mainly research staff)	2016	119	136	255	46.7%	233.5
Grade 6 (mainly research staff)	2017	140	137	277	50.5%	250.2
Grade 6 (mainly research staff)	2018	145	137	282	51.4%	256.6
Grade 6 (mainly research staff)	2019	132	146	278	47.5%	254.9
Grade 7 (e.g. Lecturer)	2016	77	117	194	39.7%	178.1
Grade 7 (e.g. Lecturer)	2017	90	115	205	43.9%	187.5
Grade 7 (e.g. Lecturer)	2018	93	112	205	45.4%	190.1
Grade 7 (e.g. Lecturer)	2019	89	102	191	46.6%	174.4
Grade 8 (e.g. Associate Professor)	2016	56	84	140	40.0%	134.4
Grade 8 (e.g. Associate Professor)	2017	66	85	151	43.7%	143.0
Grade 8 (e.g. Associate Professor)	2018	67	87	154	43.5%	144.9
Grade 8 (e.g. Associate Professor)	2019	58	95	153	37.9%	146.5
Grade 9 and Professors	2016	33	110	143	23.1%	125.0
Grade 9 and Professors	2017	40	123	163	24.5%	141.8
Grade 9 and Professors	2018	40	119	159	25.2%	139.9
Grade 9 and Professors	2019	51	125	176	29.0%	153.3
Sessionals	2016	31	48	79	39.2%	8.4
Sessionals	2017	47	53	100	47.0%	6.0
Sessionals	2018	55	53	108	50.9%	5.6
Sessionals	2019	50	44	94	53.2%	3.1
Other	2016				41.9%	
Other	2017				44.7%	
Other	2018				46.3%	
Other	2019				63.3%	
Total	2016	336	521	857	39.2%	706.8
Total	2017	401	534	935	42.89%	751.5
Total	2018	422	531	953	44.28%	765.9
Total	2019	400	523	923	43.34%	755.5

Fig 4.1.2. Academic and research staff by gender and grade (STEMM) [Source: Trent]

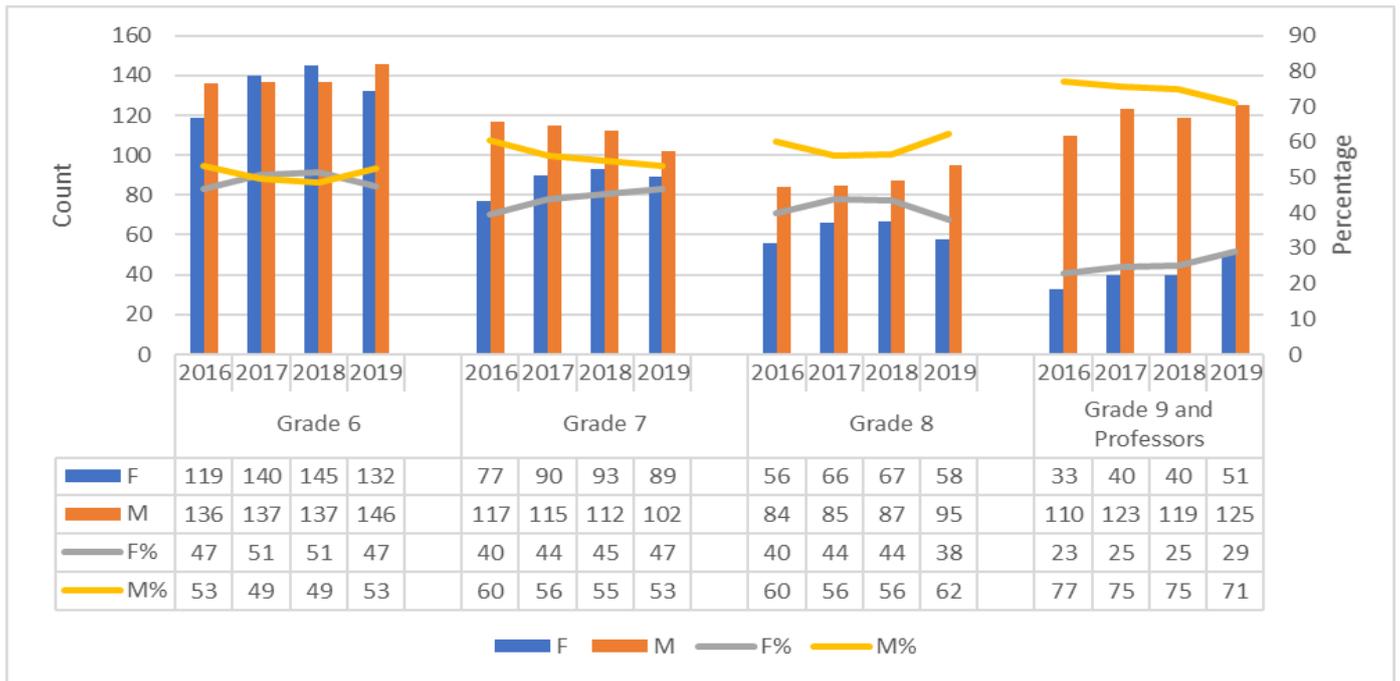


Fig 4.1.3. Academic and research staff by gender and grade (AHSSBL) [Source: Trent]

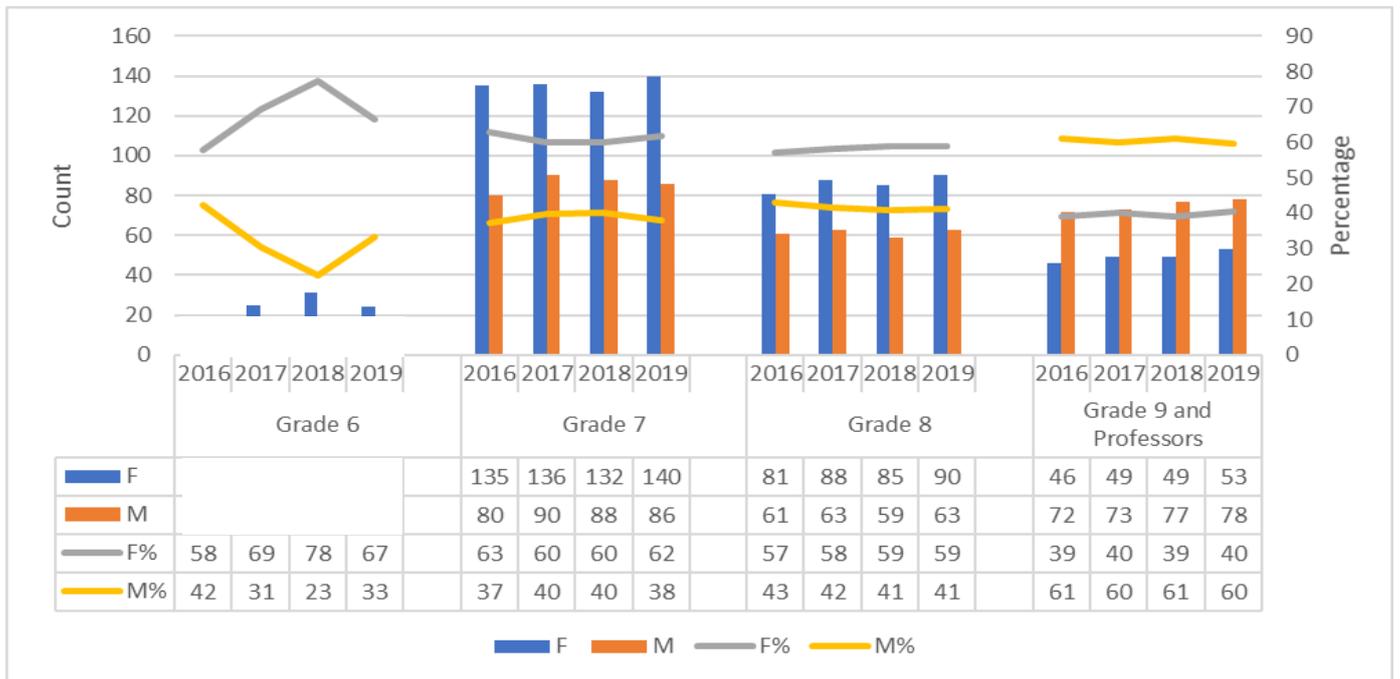


Table 4.1.3. Academic and research staff by grade (AHSSBL), by count of records [Source: Trent]

Grade	Year	Female count	Male count	Total count	Female %	Total FTE
4-5	2016				N/A	
4-5	2017				0.0%	
4-5	2018				N/A	
4-5	2019				N/A	
6 (mainly research staff)	2016				57.7%	
6 (mainly research staff)	2017				69.4%	
6 (mainly research staff)	2018				77.5%	
6 (mainly research staff)	2019				66.7%	
7 (e.g. Lecturer)	2016	135	80	215	62.8%	188.5
7 (e.g. Lecturer)	2017	136	90	226	60.2%	193.4
7 (e.g. Lecturer)	2018	132	88	220	60.0%	188.8
7 (e.g. Lecturer)	2019	140	86	226	61.9%	191.5
8 (e.g. Associate Professor)	2016	81	61	142	57.0%	134.8
8 (e.g. Associate Professor)	2017	88	63	151	58.3%	142.7
8 (e.g. Associate Professor)	2018	85	59	144	59.0%	134.0
8 (e.g. Associate Professor)	2019	90	63	153	58.8%	142.2
9 and Professors	2016	46	72	118	39.0%	102.8
9 and Professors	2017	49	73	122	40.2%	101.5
9 and Professors	2018	49	77	126	38.9%	104.8
9 and Professors	2019	53	78	131	40.5%	110.1
Sessionals	2016	240	202	442	54.3%	20.3
Sessionals	2017	242	166	408	59.3%	18.5
Sessionals	2018	289	208	497	58.1%	23.2
Sessionals	2019	352	268	620	56.8%	24.3
Other	2016				48.3%	
Other	2017				43.8%	
Other	2018				38.5%	
Other	2019				27.3%	
Total	2016	531	441	972	54.6%	477.1
Total	2017	547	413	960	57.0%	488.3
Total	2018	591	449	1040	56.8%	486.7
Total	2019	662	516	1178	56.2%	499.8

AHBSBL: G6 numbers (97% researchers at 2019) are small and 66.7%F female at 2019 (above the F% for PGR study, Tables 2.22-2.29). Evidence of leaky pipeline for women, and little change in %F since 2016 at G7-9. Between 2015/16 and 2018/19, the (2016/17,2017/18) Professor promotions were 83%F, adding 10 women professors (Table 5.1.21), but this offset by effects of recruitment (20%F in 10 appointments, Table 5.1.12) and leavers (58%F in 19 leavers, Table 4.1.32), so net increase a modest 1.5p.p. in %F professors. We expect larger %F increases by next 3/1/2020 census date at both AP and P level, due to the large female promotion numbers in 2019 (Tables 5.1.20,21). **Even without this additional impact our %F professors in AHSSBL exceeds sector by >10p.p. percentage points (Table 2.12).**

New actions

AP2019 B2.1	Explore, through local Athena SWAN SATs in AHSSBL schools, the existence of leaky pipelines (in particular for men) from PGR to postdoc in AHSSBL schools, and the reasons behind these, with a view to remedial action.
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Tables 4.1.5-4.1.7 are UoR/Sector comparisons using HESA salary bands¹ (see Table 4.1.4). For the whole University/STEMM/AHSSBL we are well above sector %F in all salary ranges.

Table 4.1.4. HESA Salary ranges (for 2017/18) compared to UoR salary structure (at 1/8/19).

HESA Contract Salary Ranges		University of Reading Salary Bands	
Range 1	-£18,776	Grade 1	£16,420
		Grade 2	£16,726-£17,361
Range 2	£18,777-£24,982	Grade 3	£17,682-£19,612
		Grade 4	£20,130-£24,461
Range 3	£24,983-£33,517	Grade 5	£25,217-£30,048
Range 4	£33,518-£44,991	Grade 6	£30,942-£40,322
Range 5	£44,992-£60,409	Grade 7 (Lecturer)	£41,526-£51,034
		Grade 8 (AP)	£52,560-£59,135
Range 6	£60,410-	Grade 9 (Prof)	£60,905-

Table 4.1.5. Sector Data – Proportion of academic staff within each salary range who are female (whole University), by FPE [Source: HESA]

Salary range ¹	Year	UoR		Sector
		Female %	FPE	Female %
Contract salary range 3	2015/16	56.0%	180	51.4%
Contract salary range 3	2016/17	52.8%	205	52.4%
Contract salary range 3	2017/18	58.0%	225	51.1%
Contract salary range 4	2015/16	52.8%	400	50.4%
Contract salary range 4	2016/17	55.2%	375	50.5%
Contract salary range 4	2017/18	57.7%	435	50.7%
Contract salary range 5	2015/16	49.5%	725	45.7%
Contract salary range 5	2016/17	50.1%	720	45.9%
Contract salary range 5	2017/18	51.5%	750	46.1%
Contract salary range 6	2015/16	32.4%	370	28.8%
Contract salary range 6	2016/17	32.3%	385	29.5%
Contract salary range 6	2017/18	33.8%	380	30.3%

¹ HESA salary ranges by year:

https://www.hesa.ac.uk/files/Data_summary_HESA_Staff_excluding_atypical_FPE1.pdf

Table 4.1.6. Sector Data – Proportion of academic staff within each salary range who are female (STEMM), by FPE [Source: HESA]

Salary range	Year	UoR		Sector
		Female %	FPE	Female %
Contract salary range 3	2015/16	54.4%	135	42.7%
Contract salary range 3	2016/17	50.7%	160	45.0%
Contract salary range 3	2017/18	54.3%	170	43.4%
Contract salary range 4	2015/16	44.7%	245	41.8%
Contract salary range 4	2016/17	49.8%	215	42.0%
Contract salary range 4	2017/18	53.7%	255	42.3%
Contract salary range 5	2015/16	36.6%	295	33.1%
Contract salary range 5	2016/17	39.4%	305	33.9%
Contract salary range 5	2017/18	41.9%	315	34.3%
Contract salary range 6	2015/16	24.7%	175	19.3%
Contract salary range 6	2016/17	24.2%	180	20.4%
Contract salary range 6	2017/18	27.7%	195	20.8%

Table 4.1.7. Sector Data – Proportion of academic staff within each salary range who are female (AHSSBL), by FPE [Source: HESA]

Salary range	Year	UoR		Sector
		Female %	FPE	Female %
Contract salary range 3	2015/16	62.1%	45	56.7%
Contract salary range 3	2016/17	60.1%	40	56.1%
Contract salary range 3	2017/18	69.0%	55	55.5%
Contract salary range 4	2015/16	65.3%	155	54.7%
Contract salary range 4	2016/17	61.9%	160	54.7%
Contract salary range 4	2017/18	63.6%	180	55.1%
Contract salary range 5	2015/16	58.4%	425	49.0%
Contract salary range 5	2016/17	57.9%	415	49.2%
Contract salary range 5	2017/18	58.3%	435	49.3%
Contract salary range 6	2015/16	39.3%	180	32.9%
Contract salary range 6	2016/17	39.4%	190	33.3%
Contract salary range 6	2017/18	39.6%	170	34.3%

Intersectionality with Ethnicity

Table 4.1.8. Academic staff in 2016 (whole University), by count of records [Source: Trent]

Grade	Sex	BAME		White		Unknown	
		Count	%	Count	%	Count	%
4-5	F		0.0%		50.0%		50.0%
4-5	M		100.0%		0.0%		0.0%
6 (mainly research staff)	F		16.3%		79.3%		4.4%
6 (mainly research staff)	M		18.2%		68.9%		12.8%
7 (e.g. Lecturer)	F		16.9%		79.3%		3.8%
7 (e.g. Lecturer)	M		14.7%		74.6%		10.7%
8 (e.g. Associate Professor)	F		15.8%		82.7%		1.4%
8 (e.g. Associate Professor)	M		6.8%		89.0%		4.1%
9 and Professors	F		9.3%		83.7%		7.0%
9 and Professors	M		7.3%		83.4%		9.3%
Sessionals	F		14.5%		74.9%		10.6%
Sessionals	M		9.6%		76.2%		14.2%
Other	F		0.0%		87.5%		12.5%
Other	M		7.3%		61.0%		31.7%
Total	F	129	14.5%	704	79.1%	57	6.4%
Total	M	109	11.1%	763	77.4%	114	11.6%

Table 4.1.9. Academic and research staff in 2019 (whole University), by count of records [Source: Trent]

Grade	Sex	BAME		White		Unknown	
		Count	%	Count	%	Count	%
4-5	F		0.0%		0.0%		100.0%
4-5	M		0.0%		0.0%		0.0%
6 (mainly research staff)	F		19.1%		65.6%		15.3%
6 (mainly research staff)	M		17.1%		55.7%		27.2%
7 (e.g. Lecturer)	F		14.0%		73.4%		12.7%
7 (e.g. Lecturer)	M		19.6%		65.6%		14.8%
8 (e.g. Associate Professor)	F		18.1%		79.2%		2.7%
8 (e.g. Associate Professor)	M		4.4%		86.7%		8.9%
9 and Professors	F		7.9%		86.8%		5.3%
9 and Professors	M		8.0%		80.7%		11.3%
Sessionals	F		9.2%		67.6%		23.2%
Sessionals	M		10.9%		64.3%		24.8%
Other	F		27.3%		45.5%		27.3%
Other	M		15.8%		68.4%		15.8%
Total	F	142	13.1%	778	71.6%	166	15.3%
Total	M	126	11.9%	740	69.9%	192	18.1%

Tables 4.1.8-4.1.9 are Table 4.1.1 data, for 2016, 2019, respectively, showing intersectionality with ethnicity. Figs 4.1.4-4.1.7 show the data for G6-9 that comprise vast majority of the FTE (last column Table 4.1.1).

Fig 4.1.4. Proportions of academic and research staff who are BAME in 2016 (whole University), by count of records [Source: Trent]

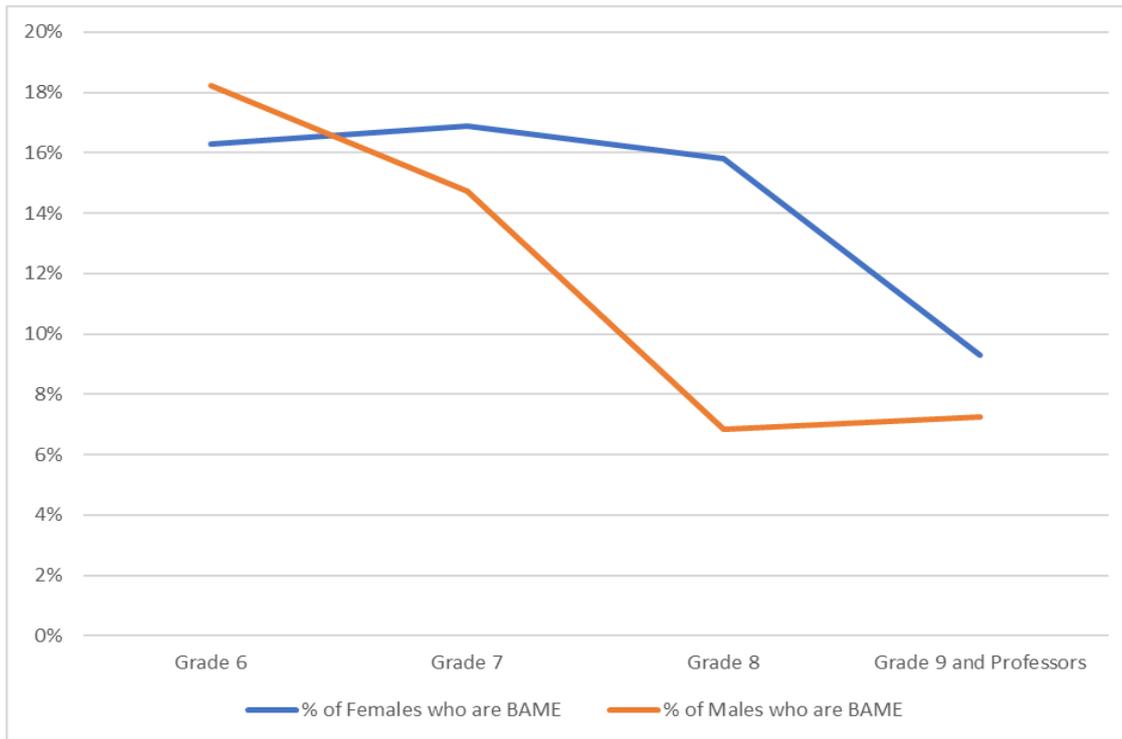


Fig 4.1.5. Proportions of academic and research staff who are BAME in 2019 (whole University), by count of records [Source: Trent]

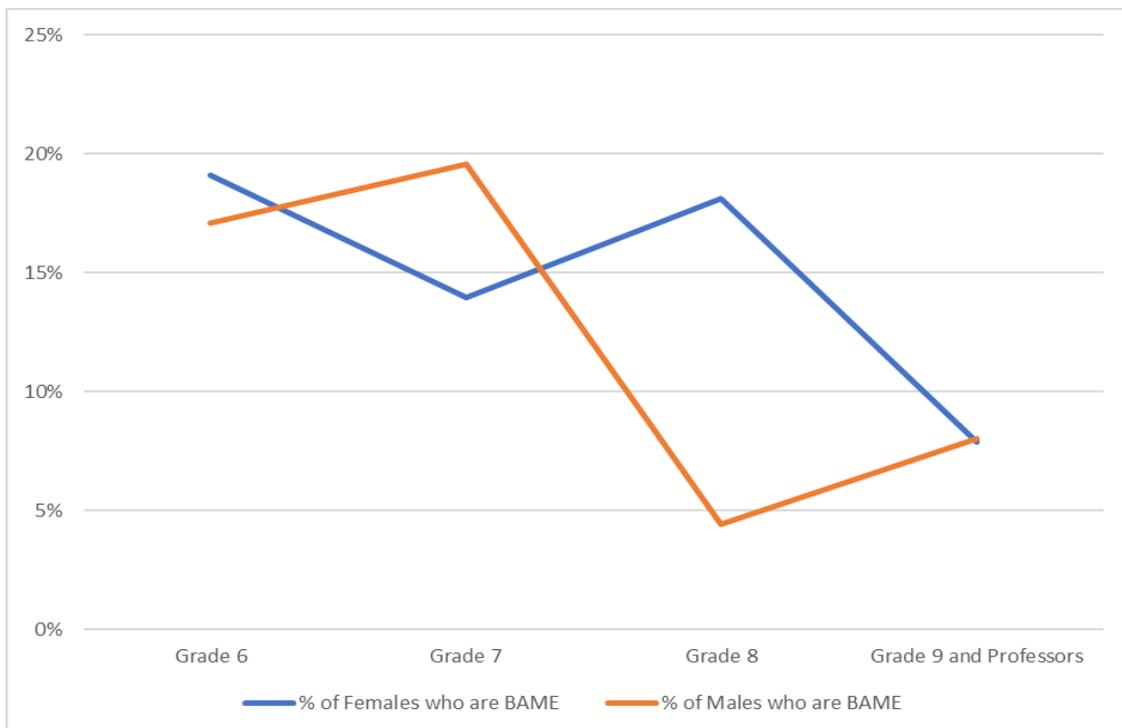


Fig 4.1.6. Proportions of academic and research staff who are White in 2016 (whole University), by count of records [Source: Trent]

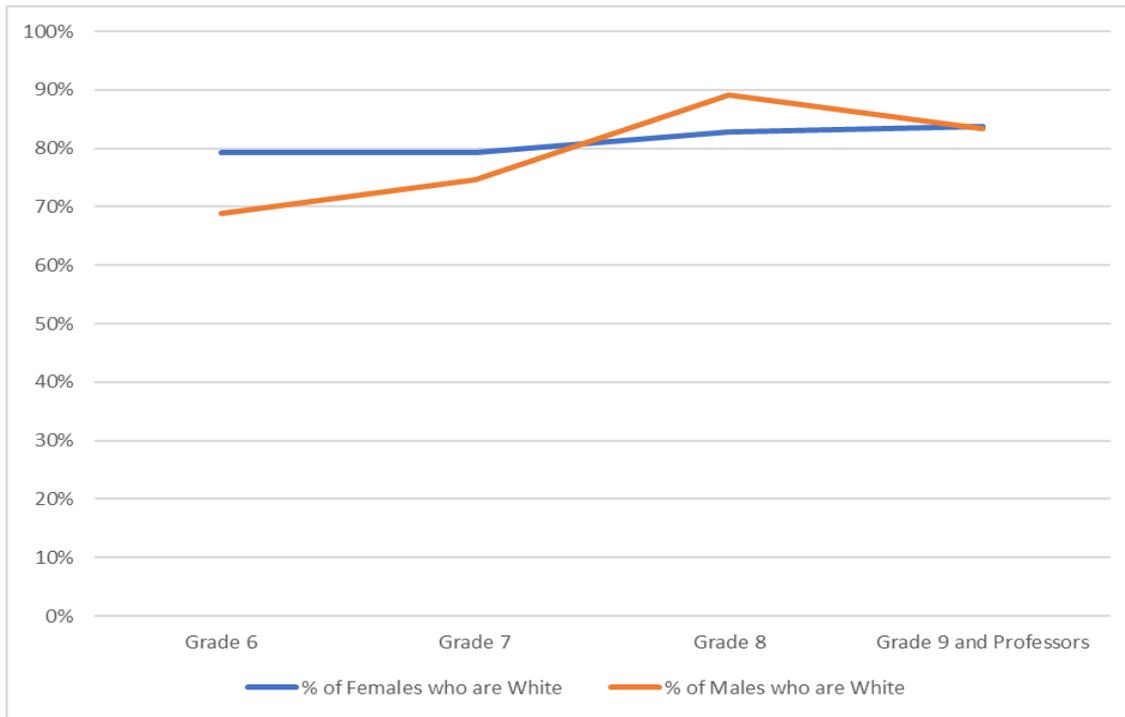
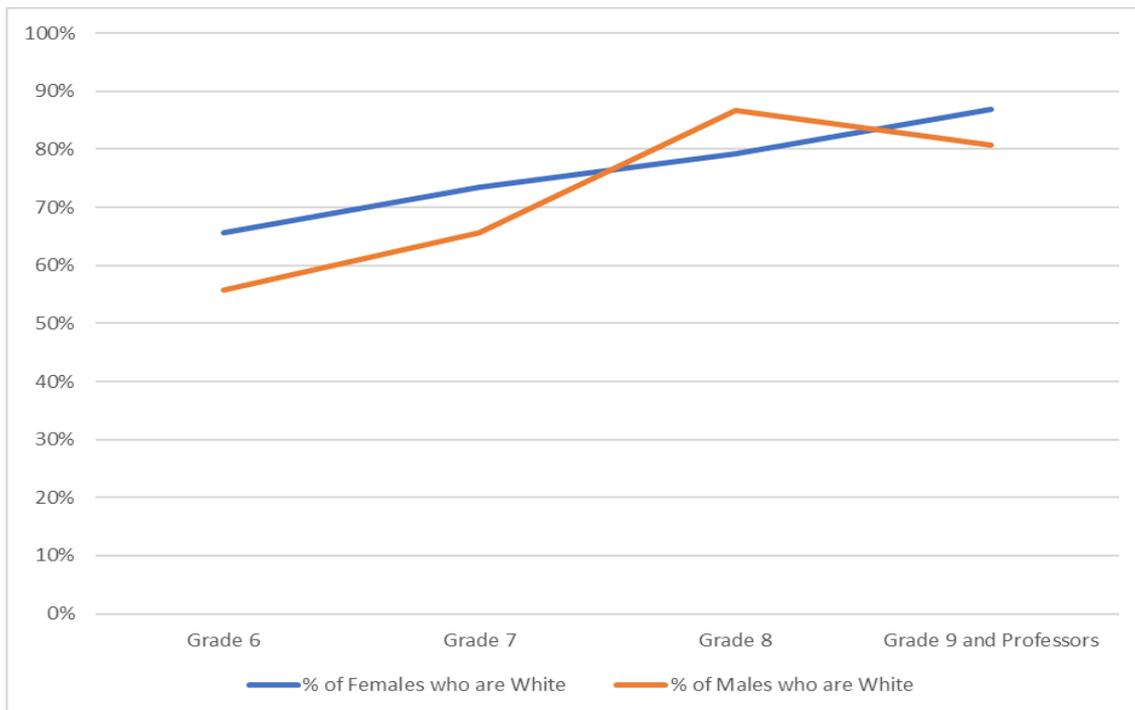


Fig 4.1.7. Proportions of academic and research staff who are White in 2019 (whole University), by count of records [Source: Trent]



The University set D&I targets at the end of 2015², which included 40%F professors by 2020 and 14% BAME academic staff on average across G7-9 by 2020, matching the 2011 national census (our 2015 baseline 11%). As discussed

² VC 9/2/2016 press release <https://www.reading.ac.uk/news-archive/press-releases/pr665986.html>, and see Table 4.1.36.

above, we are well on the way to the first target, but progress stalled against the 2nd (Tables 4.1.8-4.1.9 imply 12.2%BAME across G7-G9 in 2016, 12.3% in 2019).

The intersectional picture in Tables 4.1.8-4.1.9 is mixed. From 2016 to 2019 F/BAME has fallen at G7, increased G8, fallen G9, while M/BAME has increased G7, fallen G8, increased G9. At the senior G8/G9 only F/BAME at AP exceeds 14% at 2019, the other figures ≤8%. The number of unknown records has increased from 2016 to 2019.

Table 4.1.10 makes sector comparisons using HESA salary bands (Table 4.1.4). This data (by FPE) presents more positive picture of progress than Tables 4.1.8-4.1.9: there have been increases in %BAME in all salary ranges over the last three years. In the latest year we are above sector averages in ranges 3 and 5, below in 4 and 6.

Table 4.1.10. Comparison with Sector Data – Proportion of academic and research staff within each salary range who are BAME (whole University), by FPE [Source: HESA]

Salary range	Year	UoR	Sector
3	2015/16	20.8%	18.1%
3	2016/17	21.8%	18.2%
3	2017/18	22.7%	19.1%
4	2015/16	13.8%	15.2%
4	2016/17	12.4%	15.8%
4	2017/18	14.5%	16.8%
5	2015/16	10.5%	11.3%
5	2016/17	12.5%	11.8%
5	2017/18	13.2%	12.4%
6	2015/16	8.1%	9.1%
6	2016/17	8.7%	9.4%
6	2017/18	8.8%	9.8%

Tables 4.1.11-4.1.12/Figs 4.1.8-4.1.9 provide more detailed breakdown with respect to ethnicity of data in Tables 4.1.8-4.1.9. Representation at G8/9 levels is particularly low for Black/Mixed ethnicity staff, with no improvement from 2016 to 2019.

New actions	
AP2019 B3.1	Push on staff protected characteristics declaration via the sensitive data tab on Employee Self Service within Trent, with a particular emphasis on race, sexual orientation, gender reassignment, where “unknowns” are high.
AP2019 H2.1	Set up a joint project group with the Race Equality Action Plan Team to investigate barriers to progression in increasing BAME staff at grades G7-G9, taking into account intersectional factors including intersectionality with respect to distinct ethnicities, and to determine if existing actions in Themes 4 and 5 of our Race Equality Action Plan 2018-2021 ³ are sufficient.

³ http://www.reading.ac.uk/web/files/Diversity/University_of_Reading_REC_Action_Plan_2018_FINAL.pdf

Table 4.1.11. Academic and research staff by grade and ethnicity in 2016 (whole University), by count of records
 [Source: Trent]

Grade	Sex	White	Asian	Black	Chinese	Mixed	Other	Unknown
4-5	F	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%
4-5	M							
6 (mainly research staff)	F	79.3%	10.4%	2.2%	1.5%	1.5%	0.7%	4.4%
6 (mainly research staff)	M	68.9%	10.1%	2.0%	4.1%	0.0%	2.0%	12.8%
7 (e.g. Lecturer)	F	79.3%	6.6%	0.9%	6.1%	0.5%	2.8%	3.8%
7 (e.g. Lecturer)	M	74.6%	7.6%	2.0%	2.5%	0.5%	2.0%	10.7%
8 (e.g. AP)	F	82.7%	4.3%	0.0%	5.8%	2.2%	3.6%	1.4%
8 (e.g. AP)	M	89.0%	2.1%	0.7%	2.7%	0.0%	1.4%	4.1%
9 and Professors	F	83.7%	2.3%	0.0%	4.7%	0.0%	2.3%	7.0%
9 and Professors	M	83.4%	2.1%	0.5%	1.6%	0.0%	3.1%	9.3%
Sessionals	F	74.9%	8.5%	1.1%	3.5%	0.4%	1.1%	10.6%
Sessionals	M	76.2%	4.6%	2.7%	1.5%	0.4%	0.4%	14.2%
Other	F	87.5%	0.0%	0.0%	0.0%	0.0%	0.0%	12.5%
Other	M	61.0%	0.0%	2.4%	0.0%	0.0%	4.9%	31.7%
Total	F	79.1%	6.7%	0.9%	4.2%	0.8%	1.9%	6.4%
Total	M	77.4%	5.0%	1.7%	2.3%	0.2%	1.8%	11.6%

Table 4.1.12. Academic and research staff by grade and ethnicity in 2019 (whole University), by count of records
 [Source: Trent]

Grade	Sex	White	Asian	Black	Chinese	Mixed	Other	Unknown
4-5	F	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
4-5	M	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
6 (e.g. research staff)	F	65.6%	10.8%	2.5%	5.1%	0.6%	0.0%	15.3%
6 (e.g. research staff)	M	55.7%	6.3%	0.6%	6.3%	1.3%	2.5%	27.2%
7 (e.g. Lecturer)	F	73.4%	4.8%	1.7%	4.8%	0.0%	2.6%	12.7%
7 (e.g. Lecturer)	M	65.6%	8.5%	2.6%	4.8%	1.6%	2.1%	14.8%
8 (e.g. AP)	F	79.2%	6.0%	0.0%	6.7%	2.0%	3.4%	2.7%
8 (e.g. AP)	M	86.7%	1.3%	0.6%	2.5%	0.0%	0.0%	8.9%
9 and Professors	F	86.8%	2.6%	0.0%	3.5%	0.0%	1.8%	5.3%
9 and Professors	M	80.7%	3.3%	0.5%	1.4%	0.0%	2.8%	11.3%
Sessionals	F	67.6%	5.1%	0.2%	2.7%	0.2%	1.0%	23.2%
Sessionals	M	64.3%	4.7%	3.4%	1.9%	0.0%	0.9%	24.8%
Other	F	45.5%	18.2%	4.5%	0.0%	0.0%	4.5%	27.3%
Other	M	68.4%	10.5%	5.3%	0.0%	0.0%	0.0%	15.8%
Total	F	71.6%	6.0%	0.9%	4.1%	0.5%	1.7%	15.3%
Total	M	69.9%	4.9%	1.9%	3.0%	0.5%	1.6%	18.1%

Fig 4.1.8. Proportions of female academic and research staff by ethnicity in 2016 and 2019 (whole University), by count of records [Source: Trent]

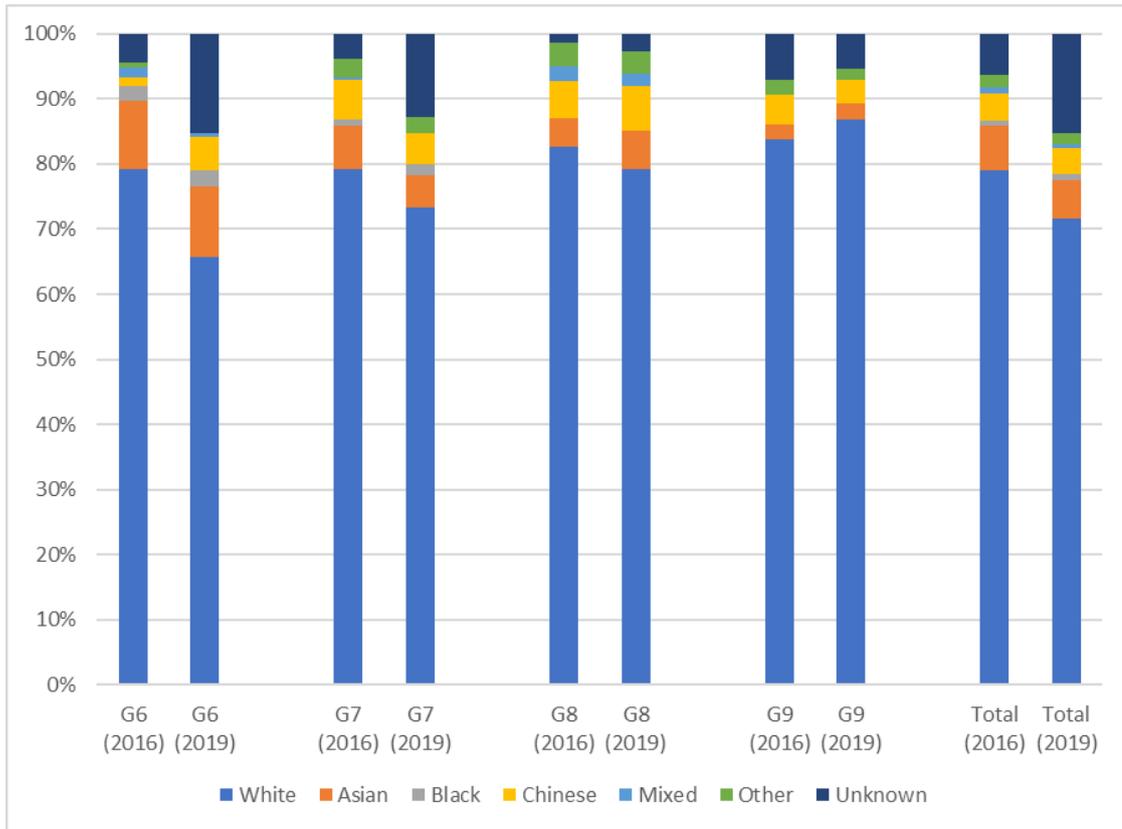
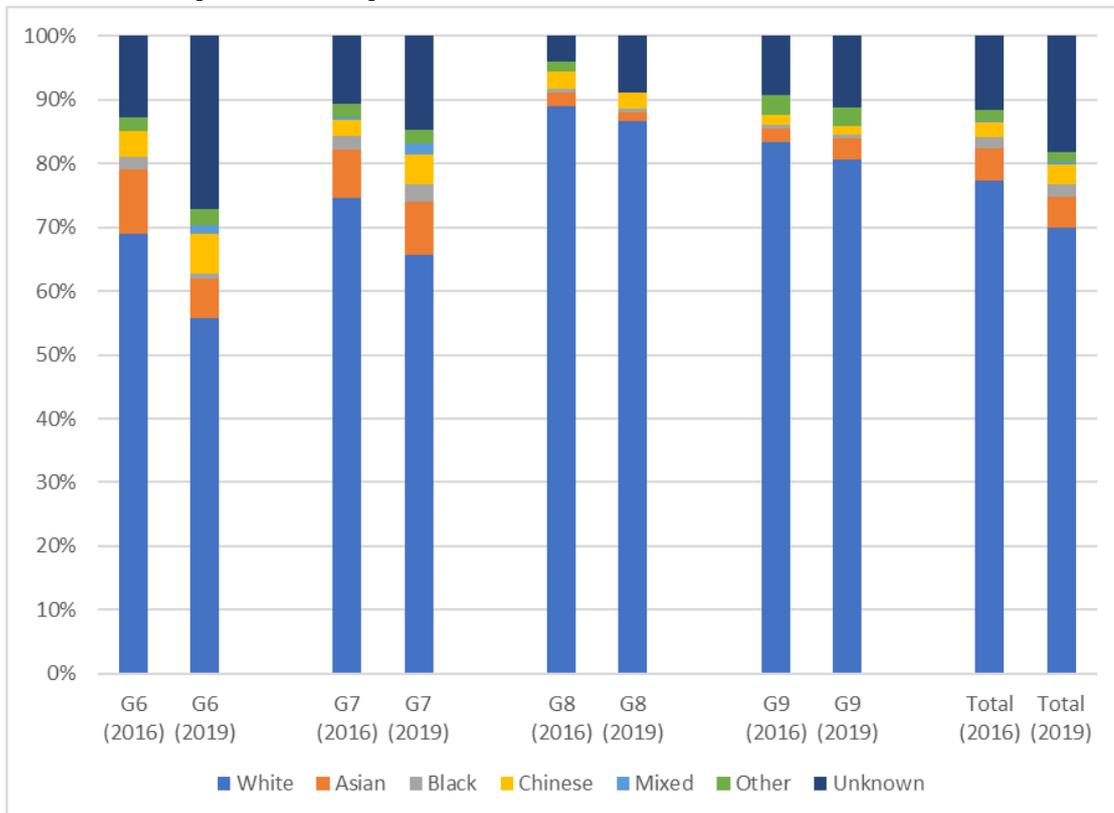


Fig 4.1.9. Proportions of male academic and research staff by ethnicity in 2016 and 2019 (whole University), by count of records [Source: Trent]



(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender (631 words)

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

We have no zero-hours contracts but a small number of casual contracts where staff are clear of the activities/hours that they will work over agreed period, e.g. exam invigilators. Otherwise staff are fixed-term or open-ended/permanent. For a few staff contract type not recorded on Trent.

Table 4.1.13. Permitted reasons for fixed-term posts on staffing request forms.

Reason	Example
The nature of the funding of the post	Fixed-term research funding
That the vacancy is fixed-term, e.g. covering leave of absence	To cover maternity leave or temporary secondment
The post is linked to an activity of fixed-term	A specific, fixed-term research project.
The post is linked to an activity of an experimental or developmental nature	Post linked to a new, experimental collaboration with an external partner.

Tables 4.1.14-4.1.16 show contract-type breakdown for whole University/STEMM/AHSSBL. Fixed-term numbers have grown over last three years, this growth in AHSSBL; fixed-term numbers have fallen slightly in STEMM.

F% on fixed-term contracts in AHSSBL identical to F% on permanent. In STEMM fixed-term F% approximately 50%, lower than permanent F%, because fixed-term contracts are norm for the large G6 STEMM research-staff cohort; see below.

Table 4.1.14. Academic and research staff by type (whole University), by count of records [Source: Trent]

Type	Year	Female count	Male count	Total count	Female %	Total FTE
Casual	2017				57.14%	
Casual	2018				71.43%	
Casual	2019				68.75%	
Fixed-term	2017	522	430	952	54.83%	392.3
Fixed-term	2018	584	469	1053	55.46%	407.9
Fixed-term	2019	615	526	1141	53.90%	400.8
Permanent	2017	445	528	973	45.73%	865.1
Permanent	2018	443	523	966	45.86%	860.0
Permanent	2019	460	527	987	46.61%	874.3
Unknown	2017				50.00%	
Unknown	2018				0.00%	
Unknown	2019				N/A	
Total	2017	980	968	1948	50.31%	1257.7
Total	2018	1042	999	2041	51.05%	1269.0
Total	2019	1086	1058	2144	50.65%	1275.1

Table 4.1.15. Academic and research staff by type (STEMM), by count of records [Source: Trent]

Type	Year	Female count	Male count	Total count	Female %	Total FTE
Casual	2017				50.0%	
Casual	2018				68.8%	
Casual	2019				72.7%	
Fixed-term	2017	227	227	454	50.0%	313.5
Fixed-term	2018	237	226	463	51.2%	319.7
Fixed-term	2019	216	216	432	50.0%	307.4
Permanent	2017	167	300	467	35.8%	437.9
Permanent	2018	174	300	474	36.7%	445.2
Permanent	2019	176	304	480	36.7%	448.2
Total	2017				42.89%	751.4
Total	2018				44.28%	765.9
Total	2019				43.34%	755.6

Table 4.1.16. Academic and research staff by type (AHSSBL), by count of records [Source: Trent]

Type	Year	Female count	Male count	Total count	Female %	Total FTE
Casual	2017				50.00%	
Casual	2018				75.00%	
Casual	2019				50.00%	
Fixed-term	2017	278	195	473	58.77%	67.9
Fixed-term	2018	331	235	566	58.48%	77.8
Fixed-term	2019	390	301	691	56.44%	80.9
Permanent	2017	266	215	481	55.30%	420.2
Permanent	2018	257	212	469	54.80%	408.8
Permanent	2019	270	212	482	56.02%	419.1
Unknown	2017				50.00%	
Unknown	2018				0.00%	
Unknown	2019				N/A	
Total	2017	547	413	960	56.98%	488.4
Total	2018	591	449	1040	56.83%	486.7
Total	2019	662	515	1177	56.24%	500.0

Table 4.1.17 breaks fixed-term data down by grade, showing fixed-term staff growth linked to sessional staff growth, which has driven some increase in %fixed-term staff, specifically (Table 4.1.14) in AHSSBL.

Table 4.1.17, column 5 shows large majority (86.2% in 2019) of fixed-term staff are Grade 6/sessional. The penultimate column shows >93% of sessional staff, >94% research staff are fixed-term; smaller percentages of staff at G7/G9 also fixed-term. Comparing the last column with column 6, we see %F on fixed-term in G6 and sessional coincides with %F in the population. At G7/G9 %F on fixed-term slightly in excess of population %F; large excess at G8, though G8 fixed-term numbers very small.

New actions

AP2019: G1.1 | Explore reasons for use of fixed-term contracts at G7-G9, and reasons for the gender imbalance.

In Table 4.1.18 we tease out function employed for G6/Sessional cohorts. The vast majority (96.4% in 2019) of sessional staff are teaching-only. The vast majority (97.7% in 2019) of G6 fixed-term staff are research, where the reason for fixed-term is usually combination of short-term funding and/or fixed-term activity. The data for the smaller numbers of fixed-term G7-G9 staff shows a balance of Research/Teaching/T&R contracts.

Table 4.1.17. Fixed-term Academic and research staff by Grade (whole University), by count of records [Source: Trent]

Grade	Year	Female count	Male count	Total count	Female %	Total as % of total academic staff in that grade (from Table 4.1.1).	Female % across all academic staff (from Table 4.1.1).
4-5	2017				100.0%	50%	50%
4-5	2018				75.0%	100%	75%
4-5	2019				100.0%	100%	100%
6	2017	158	139	297	53.2%	94.9%	52.7%
6	2018	169	139	308	54.9%	95.7%	54.7%
6	2019	149	149	298	50.0%	94.6%	49.8%
7	2017	50	38	88	56.8%	20.3%	52.4%
7	2018	46	33	79	58.2%	18.5%	52.9%
7	2019	48	32	80	60.0%	19.1%	54.8%
8	2017				81.8%	3.6%	51.3%
8	2018				76.9%	4.3%	51.3%
8	2019				75.0%	2.6%	48.5%
9 and Professors	2017				36.1%	11.9%	32.1%
9 and Professors	2018				38.2%	11.3%	32.0%
9 and Professors	2019				38.5%	12.0%	35.0%
Sessionals	2017	271	209	480	56.5%	89.2%	57.4%
Sessionals	2018	323	253	576	56.1%	91.1%	57.3%
Sessionals	2019	378	307	685	55.2%	93.1%	56.3%
Other	2017				51.3%	72.2%	44.4%
Other	2018				51.3%	72.2%	44.4%
Other	2019				60.0%	73.1%	53.7%
Total	2017	522	430	952	54.8%	48.9%	50.3%
Total	2018	584	469	1053	55.5%	51.6%	51.1%
Total	2019	615	526	1141	53.9%	53.2%	50.7%

Table 4.1.18. Fixed-term Academic and research staff by Grade and Function (whole University), by count of records
 [Source: Trent]

Grade	Function	Year	Female count	Male count	Total count	Female %
Grade 6	Research only	2017	148	132	280	52.86%
Grade 6	Research only	2018	161	136	297	54.21%
Grade 6	Research only	2019	144	147	291	49.48%
Grade 6	Teaching and research	2017				60.00%
Grade 6	Teaching and research	2018				50.00%
Grade 6	Teaching and research	2019				50.00%
Grade 6	Teaching only	2017				57.14%
Grade 6	Teaching only	2018				100.00%
Grade 6	Teaching only	2019				100.00%
Sessionals	Not an academic contract	2017				88.24%
Sessionals	Not an academic contract	2018				80.00%
Sessionals	Not an academic contract	2019				50.00%
Sessionals	Not teaching and/or research	2017				100.00%
Sessionals	Not teaching and/or research	2018				75.00%
Sessionals	Not teaching and/or research	2019				50.00%
Sessionals	Research only	2017				75.00%
Sessionals	Research only	2018				77.78%
Sessionals	Research only	2019				71.43%
Sessionals	Teaching and research	2017				0.00%
Sessionals	Teaching and research	2018				25.00%
Sessionals	Teaching and research	2019				25.00%
Sessionals	Teaching only	2017	243	199	442	54.98%
Sessionals	Teaching only	2018	291	240	531	54.80%
Sessionals	Teaching only	2019	367	293	660	55.61%
Sessionals	Unknown	2017				62.50%
Sessionals	Unknown	2018				62.50%
Sessionals	Unknown	2019				16.67%

Tables 4.1.19-4.1.21 compare with the sector (using FPE).

AHSSBL: larger %F than sector for both fixed-term and open-ended. The sector %F fixed-term is larger than %F open-ended, but the fixed-term %F is essentially identical to open-ended %F in UoR.

STEMM: higher %F than sector for both fixed-term and open-ended. The ratio (%F within fixed-term)/(%F within open-ended) is approximately 1.25 for both sector and UoR. Within UoR, as discussed above, this associated with fixed-term contracts being the norm for research staff.

Table 4.1.19. Sector Data – Proportion of academic staff with each terms of employment category who are female (whole University), by FPE [Source: HESA]

Terms of employment	Year	UoR		Sector
		Female %	Total	Female %
Fixed-term	2015/16	50.5%	760	48.2%
Fixed-term	2016/17	49.5%	745	48.8%
Fixed-term	2017/18	53.0%	785	48.7%
Open-ended	2015/16	44.8%	930	43.7%
Open-ended	2016/17	46.3%	955	44.0%
Open-ended	2017/18	47.7%	1010	44.4%
Total	2015/16	47.4%	1690	45.3%
Total	2016/17	47.7%	1700	45.7%
Total	2017/18	50.0%	1795	45.9%

Table 4.1.20. Sector Data – Proportion of academic staff with each terms of employment category who are female (STEMM), by FPE [Source: HESA]

Terms of employment	Year	UoR		Sector
		Female %	Total	Female %
Fixed-term	2015/16	46.1%	385	40.4%
Fixed-term	2016/17	47.3%	400	41.9%
Fixed-term	2017/18	50.4%	440	41.7%
Open-ended	2015/16	34.2%	465	32.7%
Open-ended	2016/17	36.3%	470	33.2%
Open-ended	2017/18	38.9%	495	33.8%
Total	2015/16	39.6%	850	35.6%
Total	2016/17	41.4%	870	36.4%
Total	2017/18	44.3%	935	36.8%

Table 4.1.21. Sector Data – Proportion of academic staff with each terms of employment category who are female (AHSSBL), by FPE [Source: HESA]

Terms of employment	Year	UoR		Sector
		Female %	Total	Female %
Fixed-term	2015/16	55.6%	360	53.8%
Fixed-term	2016/17	52.1%	330	53.6%
Fixed-term	2017/18	56.8%	330	53.7%
Open-ended	2015/16	55.6%	450	47.6%
Open-ended	2016/17	56.2%	475	48.0%
Open-ended	2017/18	56.0%	505	48.5%
Total	2015/16	55.6%	810	49.4%
Total	2016/17	54.5%	805	49.7%
Total	2017/18	56.3%	835	49.9%

To support fixed-term staff we provide a central redeployment register, contacting staff who are nearing the end of fixed-term contracts, inviting signing-up. Staff on the register receive alerts whenever new vacancies added.

All fixed-term staff, subject to certain provisos, have the right, if on 2nd contract, to move to open-ended contract after four years, and any requests to move to open-ended contracts after four years are considered. As an action from our AS2016AP, and from our HRER Action Plans for 2016-20, we have run careers development workshops regularly in three STEM schools that together host over 55% of our research staff, with a spec that includes talking explicitly about routes to open-ended contracts. We also run for all research staff biannual workshops on moving to a lectureship, and on promotion processes, and annually a workshop on Careers in Industry, recognising that only minority of research staff have long-term academic careers.

We recognise that other institutions make wider use of open-ended contracts, especially for research staff, while making clear that continued employment is contingent on funding.

As noted above we have large teaching-focussed sessional numbers, these increasing in AHSSBL (though with %F matching overall AHSSBL staffing). As part of action AS2016:C3 we made an initial review of sessional staff pay/conditions, and then set up a working group chaired by a T&L Dean with representation from HR, local UCU, and schools (IoE/SAGES/ISLI/HBS) that have large sessional numbers. This reported in November 2018 with recommendations on a new UoR Policy on Engagement of Sessional Staff, with improved transparency/uniformity in rates of pay/conditions. Further work with UCU is underway to bring this to fruition.

New actions	
AP2019 G2.1	Review University approach to use of fixed-term contracts and develop University-wide guidelines on approach to fixed-term contracts, transitioning staff from fixed-term to open-ended contracts.
AP2019 G2.2	Advertise guidelines produced, for example via web pages, and via guidance booklets for PIs and research staff.
AP2019 G3.1	Complete, working collaboratively with UCU, the development of a new Policy for the Engagement of Sessional Staff across UoR, that builds on the November 2018 recommendations of the Working Group on Sessional Staff, in relation to unified UoR framework for rates of pay and other terms and conditions.

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only (422 words)

Comment on the proportions of men and women on these contracts and by job grade.

Tables 4.1.22-4.1.24 compare with sector for contract-type/gender for the whole University/STEMM/AHSSBL.

For the whole University female Research-only has increased in last 3 years to close to 50%F, ahead of sector. Likewise, we are ahead of sector in %F T&R staff, and larger proportion of our Teaching-only staff are female.

Table 4.1.22. Sector data: proportion of staff within each Academic employment function group who are female (whole University), by FPE [Source: HESA]

Academic employment function	Year	UoR		Sector
		Female %	Total	Female %
Research only	2015/16	44.0%	375	46.8%
Research only	2016/17	46.2%	390	47.3%
Research only	2017/18	49.7%	435	47.2%
Teaching & research	2015/16	41.4%	665	40.7%
Teaching & research	2016/17	42.2%	685	41.1%
Teaching & research	2017/18	43.3%	715	41.4%
Teaching only	2015/16	56.3%	640	52.5%
Teaching only	2016/17	54.8%	620	52.4%
Teaching only	2017/18	57.7%	640	52.1%

STEMM: We are significantly ahead of the sector (averages closer to 50%) in %F in each of Research/T&R/Teaching, and in Research/T&R we have made significant progress in last 3 years.

AHSSBL: We are better (closer to 50%F) for T&R staff, but not for our small Research cohort or our larger Teaching cohort.

Table 4.1.23. Sector data: proportion of staff within each Academic employment function group who are female (STEMM), by FPE [Source: HESA]

Academic employment function	Year	UoR		Sector
		Female %	Total	Female %
Research only	2015/16	43.2%	335	39.3%
Research only	2016/17	45.0%	345	40.1%
Research only	2017/18	48.3%	380	39.9%
Teaching & research	2015/16	32.0%	355	29.9%
Teaching & research	2016/17	33.8%	360	30.6%
Teaching & research	2017/18	35.9%	375	31.0%
Teaching only	2015/16	50.0%	160	43.3%
Teaching only	2016/17	49.8%	165	44.3%
Teaching only	2017/18	53.5%	180	44.3%

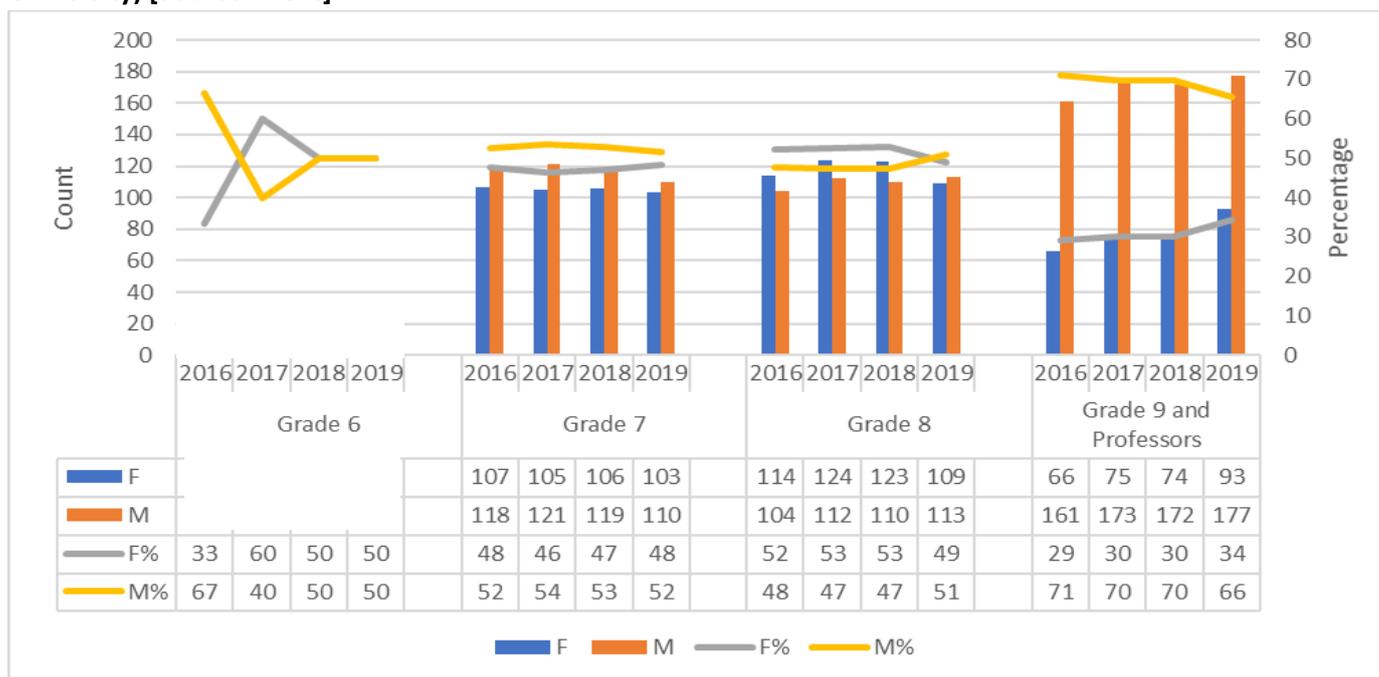
Table 4.1.24. Sector data: proportion of staff within each Academic employment function group who are female (AHSSBL), by FPE [Source: HESA]

Academic employment function	Year	UoR		Sector
		Female %	Total	Female %
Research only	2015/16	54.6%	35	54.6%
Research only	2016/17	61.4%	35	55.1%
Research only	2017/18	64.3%	50	55.7%
Teaching & research	2015/16	51.9%	300	45.8%
Teaching & research	2016/17	51.5%	320	46.5%
Teaching & research	2017/18	51.5%	335	46.6%
Teaching only	2015/16	58.3%	470	54.2%
Teaching only	2016/17	56.3%	450	53.6%
Teaching only	2017/18	59.0%	455	53.6%

Tables 4.1.25-4.1.27 show internal data by grades for T/T&R/R, for the whole university by headcount.

To progress through pipelines (see §5.1(iii)) we provide promotion routes for all the significant A&R cohorts, i.e. from Research G6-G7, and, for staff on all of T, T&R, and R contracts, from G7 to AP then AP-Professor through a single promotion system. (Staff, by mutual agreement, can also move contract from one track to another.)

Table 4.1.25. Academic and research staff by gender and grade (Function: Teaching and research) (whole University) [Source: Trent]



T&R (Table 4.1.25): even gender split at G7/G8 (negligible staff at Grade 6). The professorial gender imbalance has reduced in three years by 10p.p., but 32p.p. difference remains.

Research (Table 4.1.26): even gender split at G6/G7. Only 14 G8 staff and large (currently 42p.p.) gender gap. At G9/Professor cohort is small and currently 34p.p. gap, 2p.p. worse than 2016.

Table 4.1.26. Academic and research staff by gender and grade (Function: Research only) (whole University)
 [Source: Trent]

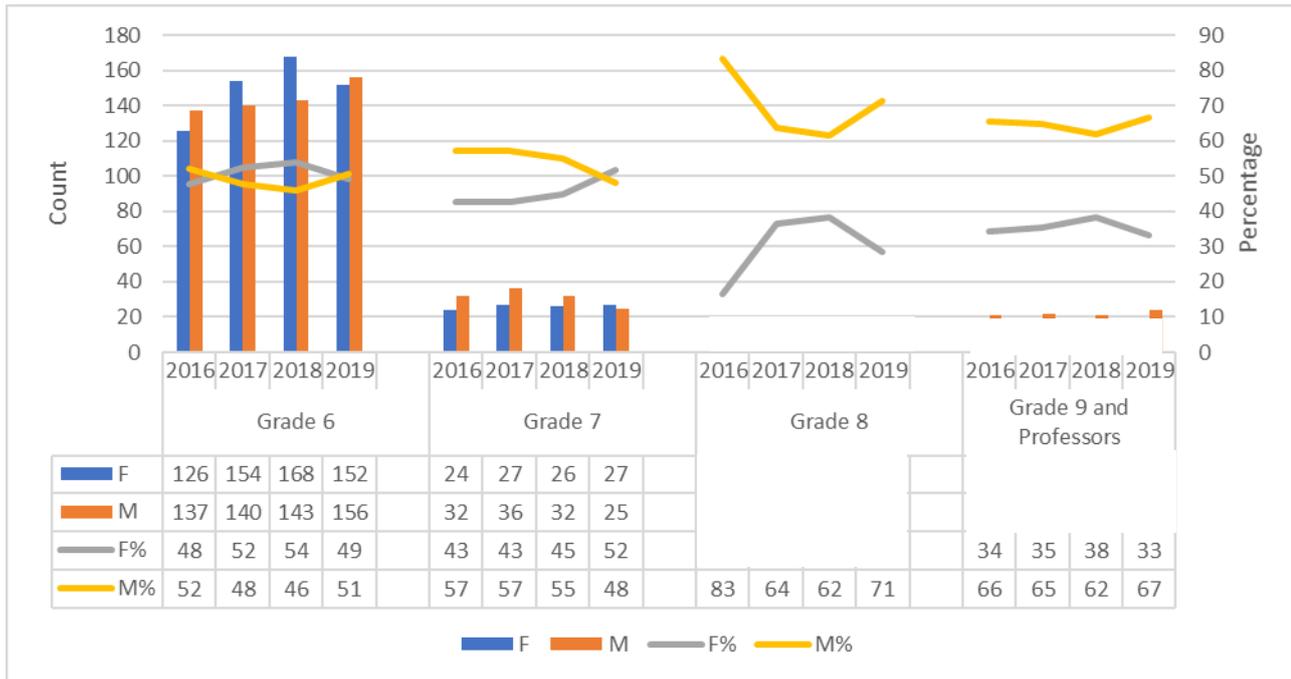
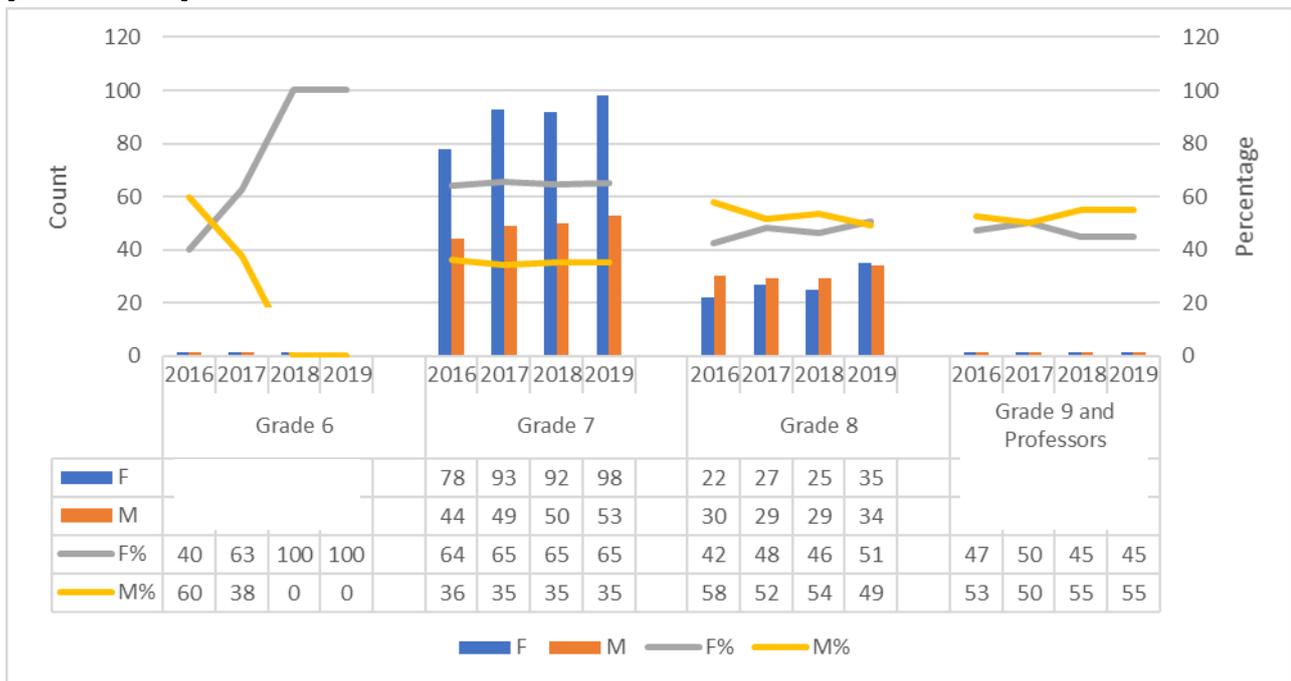


Table 4.1.27. Academic and research staff by gender and grade (Function: Teaching only) (whole University)
 [Source: Trent]



Teaching (Table 4.1.27): More women at G7, currently 30p.p. difference, no change in three years. At G8 gap has fallen by 14p.p. to essentially gender parity. At G9 numbers are small, gap only 10p.p., but up 4p.p. over last three years.

In summary significant leaky pipeline G8-G9 for T&R women, and G7-G8 (Lecturer-AP) for women on Teaching-only/Research-only contracts.

The mechanism with large gender-imbalance impact at higher grades over the last three years is academic promotions (see §4.1(i)), because new promotion process over the last three years has led to increased female applications/success, and because promotion volume large compared to recruitments/gender differences in staff leaving.

Tables 4.1.28-4.1.29 explore how promotions are working for each contract type, important for gender equality given: large Teaching-only F% at G7; the specific leaky-pipeline issues by contract type. For Teaching staff percentage of successful promotions within 1.6p.p. of the T% in the pool for G7-G8 and G8-G9 promotions. There is significant over-representation in T&R promotions awarded at G7-G8 (and a 3.2p.p. over-representation also at G8-G9), mainly at the expense of R staff. Staff on Research-only contracts have had no successful G7-G8 or G8-G9 promotions since new system introduced.

Table 4.1.28. Number of G7 (Lecturer) to G8 (AP) promotions by headcount compared to number of staff by count of records at G7 (whole university) [Source: Tables 4.1.25-4.1.27 and Tables XX]

Contract type	Number of staff at G7 (average over last 3 years)	Percentage in each contract type	Number of promotions from G7 to G8 (total over last 3 years)	Percentage in each contract type
Teaching	145.0	34.2%	28	32.6%
T&R	221.3	52.2%	58	67.4%
Research	57.7	13.6%	0	0%
Total	424.0	100%	86	100%

Table 4.1.29. Number of G8 to Professor promotions by headcount compared to number of staff by count of records at G8 (whole university) [Source: Tables 4.1.25-4.1.27 and Tables XX]

Contract type	Number of staff at G8 (average over last 3 years)	Percentage in each contract type	Number of promotions from G8 to G9 (total over last 3 years)	Percentage in each contract type
Teaching				20.7%
T&R	230.3	76.1%	65	79.3%
Research				0%
Total	302.7	100%		100%

New actions

AP2019 H3.1	Explore, e.g. through focus groups in two of the Schools with the largest research staff numbers (including SMPCS which has over a third of the research staff including many R staff in higher grades) why there have been no successful Research staff G7-G8 and G8-G9 promotions in the last three years, with a view to recommendations for any needed tweaks to the promotions process for this group of staff.
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(iv) Academic leavers by grade and gender (77 words)

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Reasons for leaving UoR are recorded by line-manager on Leaver's Form, fed into Trent. Tables 4.1.30-4.1.32 show distribution of leavers across grades for University/STEMM/AHSSBL. There is almost no data for sessional staff, prompting AP2019:B4.1, and no feedback provided directly by staff leaving, prompting B4.2. Comparing last two columns of each table, while there is some year-to-year fluctuation there appear to be no significant gender-related issues.

Table 4.1.30. Academic and research staff leavers by grade (whole University), by count of records [Source: Trent]

Grade	Year	Female count	Male count	Total count	Female %	% Females in population ⁴
Grade 4-5	2017				66.7%	50.0%
Grade 4-5	2018				N/A	75.0%
Grade 4-5	2019				66.7%	100.0%
Total					66.7%	
Grade 6	2017	43	47	90	47.8%	52.7%
Grade 6	2018	22	24	46	47.8%	54.7%
Grade 6	2019	56	45	101	55.5%	49.8%
Total		121	116	237	51.1%	
Grade 7	2017				68.0%	52.4%
Grade 7	2018				45.0%	52.9%
Grade 7	2019	20	26	46	43.5%	54.8%
Total		46	45	91	50.5%	
Grade 8	2017				31.3%	51.3%
Grade 8	2018				50.0%	51.3%
Grade 8	2019				50.0%	48.5%
Total					42.5%	
Grade 9 and Professors	2017				50.0%	32.1%
Grade 9 and Professors	2018				40.0%	32.0%
Grade 9 and Professors	2019				42.9%	35.0%
Total					45.5%	
Sessionals	2017				100.0%	57.4%
Sessionals	2018				N/A	57.3%
Sessionals	2019				100.0%	56.3%
Total					100.0%	
Other	2017				58.3%	44.4%
Other	2018				0.0%	44.4%
Other	2019				25.0%	53.7%
Total					35.7%	
Total	2017	82	79	161	50.9%	50.3%
Total	2018	36	45	81	44.4%	51.1%
Total	2019	97	98	195	49.7%	50.7%
Three-year total		215	222	437	49.2%	

⁴ From Table 4.1.1.

Table 4.1.31. Academic and research staff leavers by grade (STEMM), by count of records [Source: Trent]

Grade	Year	Female count	Male count	Total count	Female %	% Females in population ⁵
Grade 4-5	2017				66.7%	100.0%
Grade 4-5	2018				N/A	75.0%
Grade 4-5	2019				66.7%	100.0%
Total					66.7%	
Grade 6	2017				48.2%	50.5%
Grade 6	2018				42.5%	51.4%
Grade 6	2019				55.3%	47.5%
Total		109	108	217	50.2%	
Grade 7	2017				44.4%	43.9%
Grade 7	2018				30.0%	45.4%
Grade 7	2019				47.6%	46.6%
Total					42.5%	
Grade 8	2017				0.0%	43.7%
Grade 8	2018				100.0%	43.5%
Grade 8	2019				57.1%	37.9%
Total					40.0%	
Grade 9 and Professors	2017				60.0%	24.5%
Grade 9 and Professors	2018				0.0%	25.2%
Grade 9 and Professors	2019				16.7%	29.0%
Total					28.6%	
Other	2017				33.3%	44.7%
Other	2018				0.0%	46.3%
Other	2019				18.2%	63.3%
Total					20.0%	
Total	2017	51	61	112	45.5%	42.9%
Total	2018	22	36	58	37.9%	44.3%
Total	2019	71	71	142	50.0%	43.3%
Three-year total		144	168	312	46.2%	

⁵ Table 4.1.2.

Table 4.1.32. Academic and research staff leavers by grade (AHSSBL), by count of records [Source: Trent]

Grade	Year	Female count	Male count	Total count	Female %	% Females in population ⁶
Grade 6	2017				42.9%	69.4%
Grade 6	2018				83.3%	77.5%
Grade 6	2019				57.1%	66.7%
Total					60.0%	
Grade 7	2017				80.0%	60.2%
Grade 7	2018				60.0%	60.0%
Grade 7	2019				40.0%	61.9%
Total		28	22	50	56.0%	
Grade 8	2017				50.0%	58.3%
Grade 8	2018				25.0%	59.0%
Grade 8	2019				40.0%	58.8%
Total					41.7%	
Grade 9 and Professors	2017				44.4%	40.2%
Grade 9 and Professors	2018				100.0%	38.9%
Grade 9 and Professors	2019				62.5%	40.5%
Total					57.9%	
Sessionals	2017				100.0%	59.3%
Sessionals	2018				N/A	58.1%
Sessionals	2019				100.0%	56.8%
Total					100.0%	
Other	2017				83.3%	43.8%
Other	2018				0.0%	38.5%
Other	2019				100.0%	27.3%
Total					75.0%	
Total	2017				62.5%	57.0%
Total	2018				60.9%	56.8%
Total	2019				48.1%	56.2%
Three-year total		69	54	123	56.0%	

Tables 4.1.33-4.1.35 show, for whole University, recorded reasons for leaving by grade.

New actions	
AP2019 B4.1	The leavers' form system is not currently working for Sessional Staff (very few forms completed). Review and update the leaver process, in particular to ensure that it is applied consistently to sessional staff ensuring good quality data going forwards.
AP2019 B4.2	A new online Leavers' Questionnaire (providing data on reasons for leaving and experience of UoR to supplement existing Leaver's Form completed by line manager) will roll-out in December 2019. Review completion rates after 3 months, and then review new data provided on reasons for leaving annually, with a view to addressing issues raised.
AP2019 B4.3	Investigate why there appears to be some excess (admittedly with low numbers) in %F leaving because of end of fixed-term contracts at G7 and G8 (compare last column of Table 4.1.31/32 with last column of Table 4.1.28).

⁶ Table 4.1.3.

Table 4.1.33. Academic and research staff reasons for leaving by grade: Grades 4-7 (whole University), by count of records [Source: Trent]

Grade	Reason	Year	Female	Male	Total	%F
G4-5	End of Fixed-Term Contract	2017				66.7%
G4-5	End of Fixed-Term Contract	2018				
G4-5	End of Fixed-Term Contract	2019				66.7%
Total						66.7%
G6	Other	2017				50.0%
G6	Other	2018				
G6	Other	2019				
Total						44.4%
G6	End of Fixed-Term Contract	2017				
G6	End of Fixed-Term Contract	2018				
G6	End of Fixed-Term Contract	2019				
Total			77	73	150	51.3%
G6	Redundancy	2017				
G6	Redundancy	2018				
G6	Redundancy	2019				
Total						0.0%
G6	Resignation	2017				56.0%
G6	Resignation	2018				35.3%
G6	Resignation	2019				57.1%
Total			40	37	77	51.9%
G7	Other	2017				66.7%
G7	Other	2018				
G7	Other	2019				0.0%
Total						50.0%
G7	Death in Service	2017				0.0%
G7	Death in Service	2018				
G7	Death in Service	2019				
Total						0.0%
G7	End of Fixed-Term Contract	2017				85.7%
G7	End of Fixed-Term Contract	2018				50.0%
G7	End of Fixed-Term Contract	2019				58.3%
Total						64.0%
G7	Redundancy	2017				
G7	Redundancy	2018				
G7	Redundancy	2019				0.0%
Total						0.0%
G7	Resignation	2017				66.7%
G7	Resignation	2018				46.2%
G7	Resignation	2019				42.3%
Total			25	26	51	49.0%
G7	Retirement	2017				66.7%
G7	Retirement	2018				0.0%
G7	Retirement	2019				40.0%
Total						44.4%

Table 4.1.34. Academic and research staff reasons for leaving by grade: Grades 8 (AP) and 9 (Professor) (whole University), by count of records [Source: Trent]

Grade	Reason	Year	Female	Male	Total	%F
G8	Other	2017				
G8	Other	2018				
G8	Other	2019				
Total						100%
G8	End of Fixed-Term Contract	2017				
G8	End of Fixed-Term Contract	2018				
G8	End of Fixed-Term Contract	2019				
Total						100%
G8	Resignation	2017				33.3%
G8	Resignation	2018				60.0%
G8	Resignation	2019				53.8%
Total						46.7%
G8	Retirement	2017				0.0%
G8	Retirement	2018				0.0%
G8	Retirement	2019				0.0%
Total						0.0%
G9 and Professors	End of Fixed-Term Contract	2017				
G9 and Professors	End of Fixed-Term Contract	2018				0.0%
G9 and Professors	End of Fixed-Term Contract	2019				
Total						0.0%
G9 and Professors	Resignation	2017				25.0%
G9 and Professors	Resignation	2018				0.0%
G9 and Professors	Resignation	2019				44.4%
Total						31.6%
G9 and Professors	Retirement	2017				83.3%
G9 and Professors	Retirement	2018				100.0%
G9 and Professors	Retirement	2019				33.3%
Total						64.3%

Table 4.1.35. Academic and research staff reasons for leaving by grade: Sessional and Other Staff (whole University), by count of records [Source: Trent]

Grade	Reason	Year	F	M	Not known	Total	%F	%F ignoring "Not known"
Sessionals	Other	2017					100%	
Sessionals	Other	2018						
Sessionals	Other	2019						
Total							100%	
Sessionals	Resignation	2017						
Sessionals	Resignation	2018					0%	0%
Sessionals	Resignation	2019					100%	
Total							50.0%	100%
Other	Other	2017					100%	
Other	Other	2018						
Other	Other	2019					0%	
Total							80.0%	
Other	End of Fixed-Term Contract	2017					42.9%	
Other	End of Fixed-Term Contract	2018					0%	
Other	End of Fixed-Term Contract	2019					22.2%	
Total							26.3%	
Other	Resignation	2017						
Other	Resignation	2018						
Other	Resignation	2019						
Total							19.0%	23.5%
Other	Retirement	2017						
Other	Retirement	2018					0%	
Other	Retirement	2019						
Total							0%	

(v) Equal pay audits/reviews (329 words)

Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.

We audited equal pay in 2015 as part of development of D&I Staff Targets (Table 4.1.36). Across our grade structure (Table 4.1.4) there were pay gaps at 5% or larger only at Grade 9/Professorial, hence target 4 (1/1/16 Equal-Pay-Audit update established G1-G8 pay gaps <1.6%). Targets 2-4 are current **university gender equal-pay priorities**.

Table 4.1.36. Staff Gender D&I targets for 2020 announced by VC in February 2016, and see reading.ac.uk/diversity/diversity-commitment.aspx

No.	Gender Target	Baseline at Feb 2016	Progress against target
1	Have at least 30% of either gender in all key University committees and boards, including the University Executive Board (UEB)	UEB was 0% female	UEB currently 28.6%F, and see §5.5(iv)-(v).
2	Maintain the current baseline of at least 45% of either gender in the overall University LG - including UEB, Deans, Heads of Schools and Functions	Already meeting target.	43.3%F, see §2.
3	Have a gender-balanced professoriate, with at least 40% of professors of either gender.	30% of professors are female	35%F, Table 4.1.1.
4	Reduce the pay gap that exists at senior (professorial and Grade 9) levels.	11% gender pay gap across Grade 9/Professors	Pay gap 7.9% across Grade 9/Professors as at 1/1/18 [Source UoR D&I Annual Report 2018/18 ⁷]
5	Achieve University-wide Athena SWAN Gender Charter Mark Silver level recognition, with all STEM Schools holding awards and all other Schools working towards an award	See Tables 2.1-2.2.	See Tables 2.1-2.2.

UoR produced Gender Pay Gap reports for 2017 and 2018⁷: summary Tables 4.1.37-4.1.38-YY. (The increase in %F in lowest quartile appears to be due to inclusion in 2018 data of new “Campus Jobs” initiative employing our students, which has had large female uptake.)

Our equal-pay/gender pay gap SAT working group has:

- reflected on progress (Table 4.1.36), on 2016 Working Group Report (see Impact Box), on Gender Pay Gap reports (plus further analysis), on external recommendations/good practice⁸, on the data in §4.1(i), §5.1(i)(iii);

⁷ <https://www.reading.ac.uk/internal/diversity/diversity-reports.aspx>

⁸ References used included: 2018 [Fawcett Society briefing](#); [2018 House of Commons Briefing Paper](#); Government Equalities Office guidance [Four Steps to Developing a Gender Pay Gap Action Plan](#), [Eight ways to understand your organisation's gender pay gap](#), and [Reducing the gender pay gap and improving gender equality in organisations: Evidence-based actions for employers](#).

- explored with HR teams feasibility of extending to race/ethnicity/intersectional data, leading to proof-of-concept Tables 4.1.39-4.1.40;
- consulted widely on proposed actions (see §3).

This has led to actions below (in addition to actions elsewhere in this report).

Impact from 2016 AS Action Plan		
AP2016:E1	A PVC (now our VC) chaired 2016 Gender Pay-Gap Working Group that reported to UEB in 10/2016. Recommendations taken forward included commissioning full external review of Grade 9 P&S pay structure/roles of all Grade 9 staff. Impacts of this major review included: <ul style="list-style-type: none"> i) new more transparent Grade 9 grade structure and associated descriptors; ii) immediate pay uplifts for some staff (retrospective to 1/8/18); iii) prospective pay reductions for other staff (though with right of appeal and temporary pay protection); iv) as a result of ii)/iii), reduction in Grade 9 P&S gender pay gap, though full effect will not be felt until after two-year pay-protection period. 	✓

Table 4.1.37. Summary of main gender pay gap data from UoR 2017 and 2018 Gender Pay Gap Reports (snapshot dates 31/3/2017 and 31/3/2018): Mean and Median Salaries

	Mean		Median	
	2017	2018	2017	2018
Hourly rate of pay	19.58%	20.51%	20.99%	18.52%

Table 4.1.38. Summary of main gender pay gap data from UoR 2017 and 2018 Gender Pay Gap Reports (snapshot dates 31/3/2017 and 31/3/2018): Quartile Data

	Percentage of Women in Each Quartile				Percentage of Women in the Workforce
	Lower Quartile	Lower Middle Quartile	Upper Middle Quartile	Upper Quartile	
2017	62%	63%	57%	42%	56%
2018	66%	63%	60%	46%	59%

Table 4.1.39. Intersectional breakdown of data from Table 4.1.37 for 2018, displayed as pay gap between men and women.

Difference between men and women					
		Mean		Median	
		2017	2018	2017	2018
Hourly rate of pay	BAME		11.54%		16.05%
	White		18.94%		16.18%
	Total	19.58%	20.51%	20.99%	18.52%

Table 4.1.40. Intersectional breakdown of data from Table 4.1.37 for 2018, displayed as pay gap between BAME/White.

Difference between BAME and White					
		Mean		Median	
		2017	2018	2017	2018
Hourly rate of pay	Men		24.40%		23.24%
	Women		17.50%		23.12%
	Total		20.98%		23.29%

New actions	
AP2019 A1.4	Take stock in 2020 of progress against our D&I targets (gender targets in Table 4.1.36), revisit our targets for 2026 agreed by UEB in 2015, and adopt through UEB and Council challenging new targets for gender equality through to 2026, which we then widely and publicly advertise, at the same time celebrating progress made against 2020 targets.
AP2019 D1.1	Provide additional University-level pay data and analysis, either within our standard annual gender pay gap reports, or in other internal reporting, namely: <ul style="list-style-type: none"> i) Ethnicity (BAME/White) and intersectional pay gap data, this published on D&I website alongside other annual reports, or included in the existing gender pay gap report; ii) More forensic detail analysing the reasons for year-to-year and longer timescale trends, this to be published at least internally. To support this additional analysis we will appoint annually a student intern, employed through Campus Jobs, with data analysis skills, to work with HR and the Dean for D&I, funded via the D&I budget.
AP2019 D1.2	To support the additional analysis in D1.1ii) we will appoint annually a student intern, employed through Campus Jobs, with data analysis skills, to work with HR and the Dean for D&I, funded via the D&I budget.
AP2019 D2.1	Make available to the Professorial Annual Review group gender pay gap data for the cohort under consideration, plus details of the gender pay gap data for last year's cohort as it was immediately before and after Professorial Review. Discuss, led by the Dean D&I, at the beginning of the first annual meeting, the role of Professorial Annual Review in addressing pay gaps, reflecting on this data. Following conclusion of the group meetings, the group and the Remuneration Committee of Council are informed of the effect, on the overall gender pay gap for the cohort under consideration, of the proposed increases in salaries. Similarly for Senior Staff Annual Review.
AP2019 D2.2	Remove from Professorial Annual Review guidance the requirement that internally-promoted professors have to wait a year before pay review, so that our guidance becomes, e.g.: "Staff are not eligible for review within the first 12 months of appointment or internal promotion ".

4.2. Professional and support staff data

(i) Professional and support staff by grade and gender **583+ 289+ 156 (total 1026)**

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.

We employ c 2600 P&S staff (Table 2.3), F 64.1% (Sector 62.7% Table 2.6). Over 70% of P&S staff are centrally-based in Functions (Table 2.7). Many P&S employees in Schools are ES staff who undertake administrative activities and a small number of Professional and Managerial staff in Interdisciplinary Research Institutes (Figure 2.1). Of P&S staff in Schools, 54% are in AHSSBL Schools and 46% are in STEMM Schools (Table 2.7). Across the University, of those P&S staff in Schools, approximately 30% are based in Henley Business School (Table 2.25).

P&S staff traditionally sit in three job families (Table 4.2.1) with no grade ceilings as all staff can progress through the Professional and Managerial family.

Staff are within a Grade 1-9 structure and some representative roles are described in Table 4.2.2

Table 4.2.1. P&S Job Families

	Grade
Academic and Administrative Support	1-5
Ancillary and Operational Support	1-5
Professional and Managerial (PM)	6-9

For P&S staff (except Grade 2), the overrepresentation of females at all grades is fairly consistent (Table 4.2.3). A restructure and centralisation of some Functions such as Student Services (SAS), and the establishment of a new one (Technical Services), in 2016, included the creation of new Grade 8 and 9 posts. These were advertised on the University Jobsite and provided valuable progression opportunities. Over the reporting period, there has been an increase in numbers of females at grades 6, 7, and 8.

Closed out actions and impact from Bronze submission

AP 2016: B1	Diversity Data Dashboard now in place and being used to track gender equality progress in Functions	✓
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Table 4.2.2. Representative Job Titles and Associated Responsibilities at each grade (G)

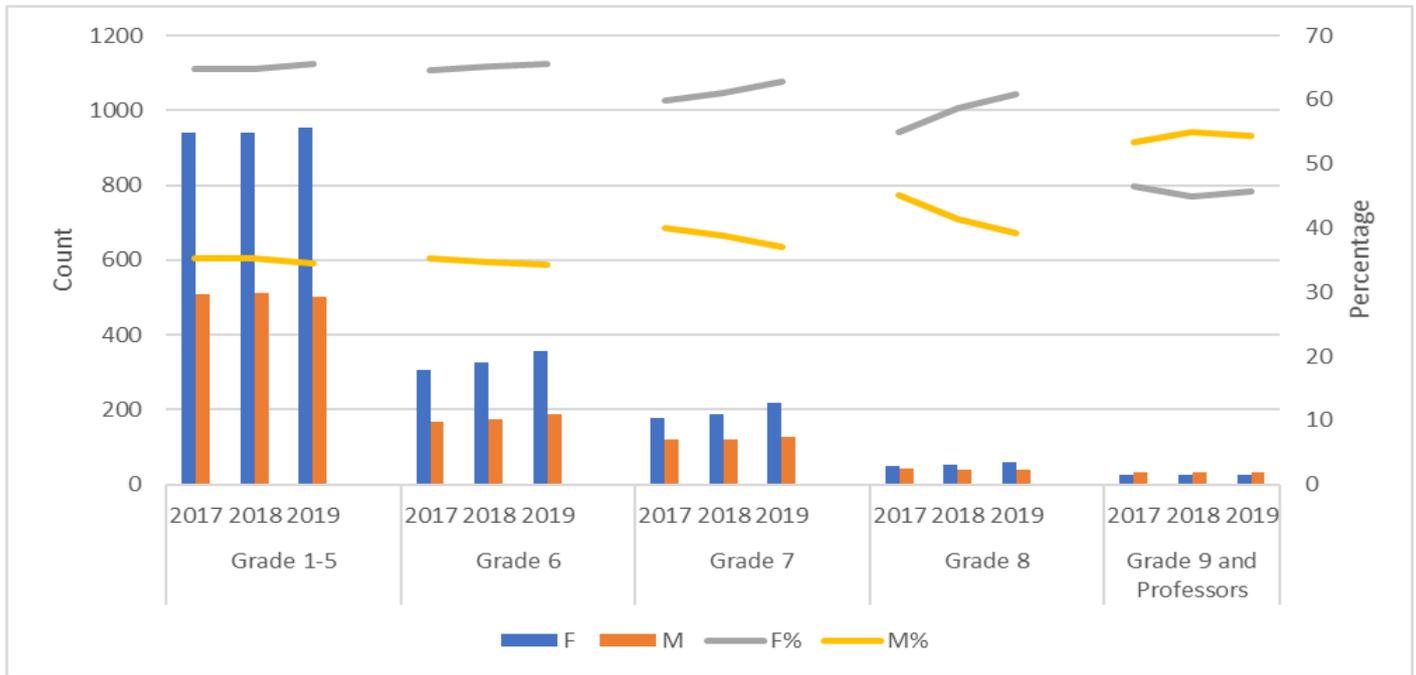
G	Representative Job Titles	Representative Responsibilities	Academic Job Titles at grade
1	Kitchen Assistant Cleaning Operative	Engaged in performing a narrow range of straightforward, repetitive tasks within established routines under regular or direct supervision	
2	Floor Technician Front of House Assistant	Engaged in prescribed or reactive work, performing straightforward tasks within established routines and procedures and under regular or direct supervision	
3	Customer Enquiries Assistant Trainee Technician Transactional Finance Clerks	Engaged in performing a range of duties within basic procedures and under regular supervision	
4	Security Controller Hotel Services Supervisor Executive Support Administrator	Work more autonomously within established processes and procedures.	
5	Content Officer Building Support Officer Executive Support Administrator HR Co-ordinator	Responsible for providing or contributing to the provision of support services to an agreed quality standard or specification. May involve supervision of other staff.	
6	Events Manager Executive Support Manager Contracts Associate Paralegal Deputy Category Manager	Providing advice and support based on a detailed understanding of methods, systems and procedures. May involve management of staff.	PDRA (for grade comparison only)
7	Head of Retail and Hospitality Technical Head Student Recruitment Manager Business Relationship Manager	Providing advice and support to schools/departments/work units based upon a full understanding of a technical, professional or specialised field. May involve management of staff.	Lecturer Senior PDRA (for grade comparison only)
8	Campus Services Director Associate Director HR Partner Financial Systems Manager	Experienced professionals providing specialist/technical expertise and/or managing a diverse team and resources. Typically, accountable for service delivery within their area of responsibility.	Associate Professor, Principal PDRA (for grade comparison only)
9	Head/Associate Director of Unit /Director of Function	Professional specialists with high-level expertise, exercising within their particular functional area a substantial degree of independent professional responsibility and discretion.	Head of School, Professor (for grade comparison only)

Table 4.2.3 Professional & support staff by grade (whole University), by count of records [Source: Trent]

Grade	Year	Female count	Male count	Total count	Female %
National Minimum Wage	2017				66.67%
National Minimum Wage	2018				68.18%
National Minimum Wage	2019				68.75%
Grade 1	2017	136	78	214	63.55%
Grade 1	2018	136	75	211	64.45%
Grade 1	2019	139	69	208	66.83%
Grade 2	2017	44	48	92	47.83%
Grade 2	2018	38	49	87	43.68%
Grade 2	2019	31	46	77	40.26%
Grade 3	2017	130	93	223	58.30%
Grade 3	2018	124	96	220	56.36%
Grade 3	2019	124	93	217	57.14%
Grade 4	2017	317	139	456	69.52%
Grade 4	2018	327	143	470	69.57%
Grade 4	2019	329	141	470	70.00%
Grade 5	2017	313	152	465	67.31%
Grade 5	2018	316	150	466	67.81%
Grade 5	2019	331	152	483	68.53%
Grade 6	2017	306	167	473	64.69%
Grade 6	2018	327	174	501	65.27%
Grade 6	2019	355	186	541	65.62%
Grade 7	2017	178	119	297	59.93%
Grade 7	2018	187	119	306	61.11%
Grade 7	2019	217	128	345	62.90%
Grade 8	2017	50	41	91	54.95%
Grade 8	2018	54	38	92	58.70%
Grade 8	2019	59	38	97	60.82%
Grade 9	2017	27	31	58	46.55%
Grade 9	2018	27	33	60	45.00%
Grade 9	2019	26	31	57	45.61%
Sessionals	2017				100.00%
Sessionals	2018				100.00%
Sessionals	2019				100.00%
Other	2017	220	169	389*	56.56%
Other	2018	127	111	238*	53.36%
Other	2019	59	53	112*	52.68%
Total	2017	1777	1064	2841	62.55%
Total	2018	1694	1002	2696	62.83%
Total	2019	1682	942	2624	64.10%

**the majority of 'other' are students who are employed by Campus Jobs. These are now being moved to a dedicated payroll*

Figure 4.2.1 Professional & support staff by gender and grade (whole University) [Source: Trent]



Despite a larger female population, the %F at the most senior Grade 9 level is less than 50% though there is a strong pipeline at Grades 7 and 8 (Figure 4.2.1)

For the most part there is parity in the spread of males and females at each grade when using the total male or female figures (Table 4.2.4.). Many Grade 2 posts in Estates (E) are occupied by males and females occupy many of the ES roles at Grades 4 and 5 (Action AP2019 C3.1).

Table 4.2.4. spread of grades across total population of females and males

Grade	% of female population	% of male population
1	8.2%	7.3%
2	1.8%	4.9%
3	7.3%	9.9%
4	19.5%	15.0%
5	19.7%	16.1%
6	21.0%	19.7%
7	12.9%	13.6%
8	3.5%	4.0%
9	1.5%	3.2%
N/A	4.2%	6.1%
	100%	100%

With the exception of Grade 9, there is underrepresentation of males in many Functions (Table 2.7). Figures 4.2.2 (HR) and Figure 4.2.3 (SAS) are examples where males are underrepresented, for HR at more junior levels, and for SS, at all levels. %F overall is within 3% of sector data (Sector 79.9%F: UoR 82.9%F, HESA) (Action AP2019 C3.1).

Figure 4.2.2 Professional & support staff by gender and grade (Human Resources)

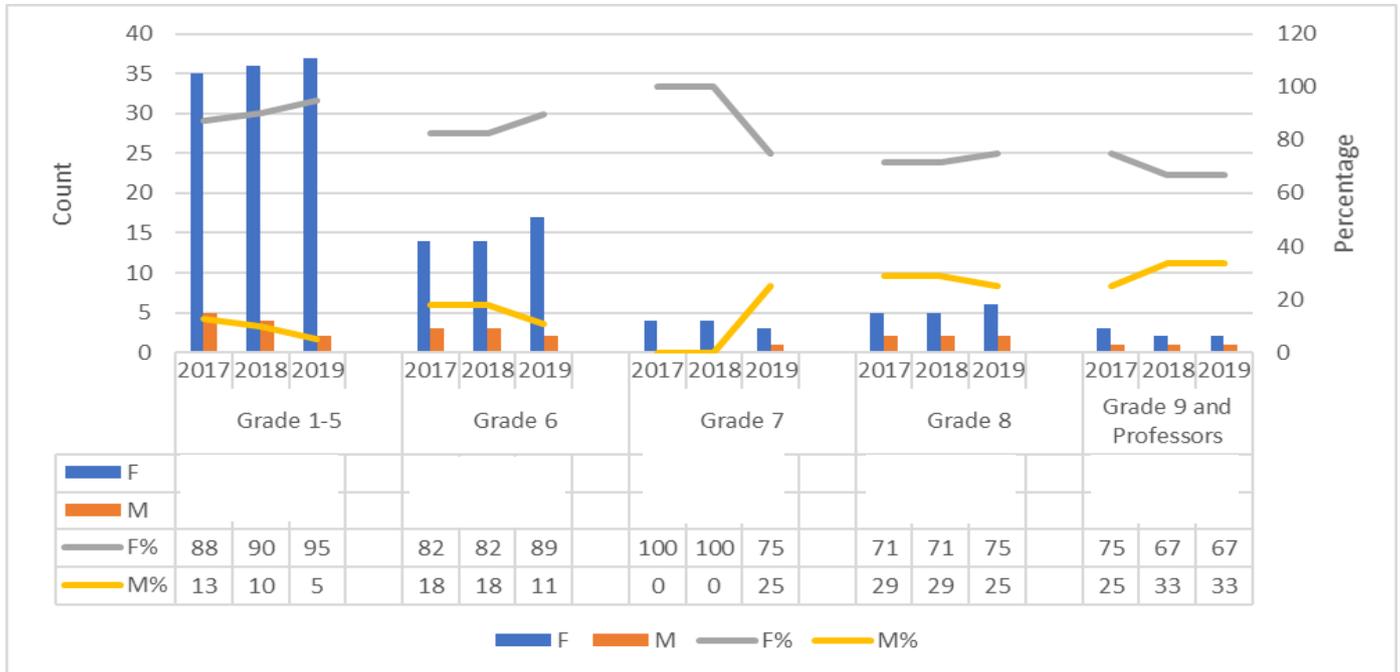
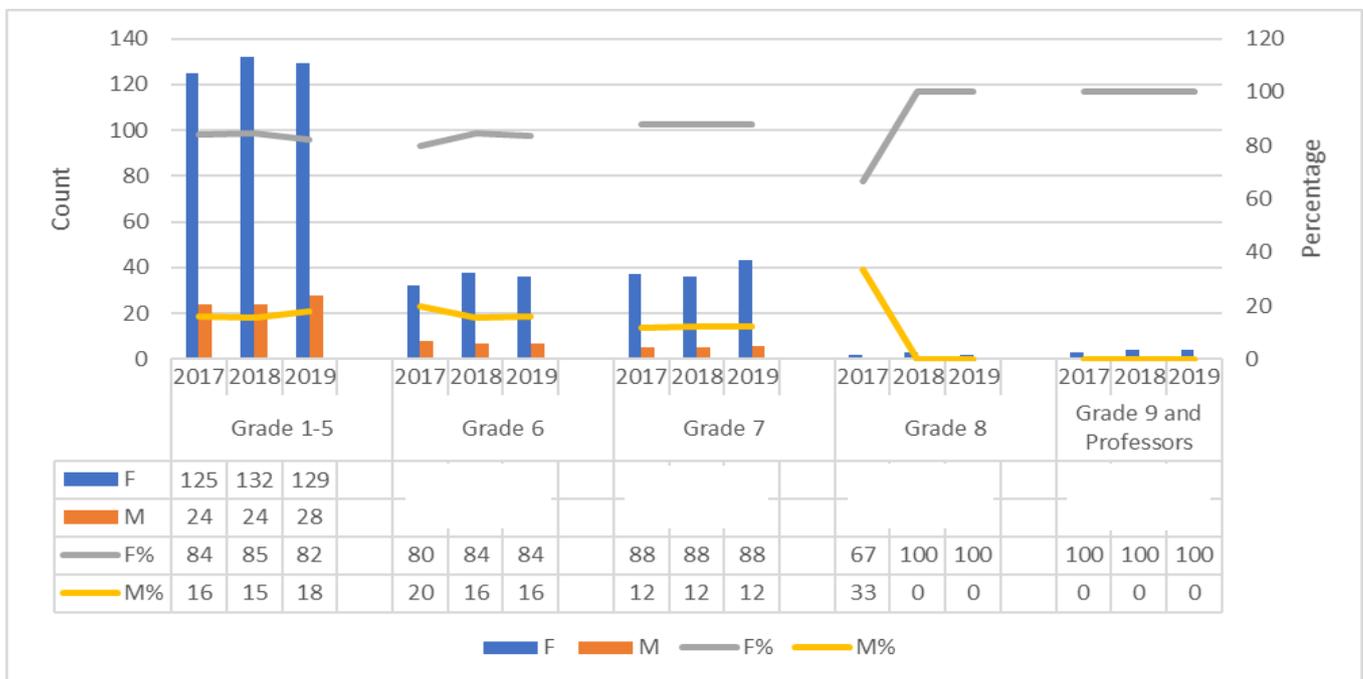


Figure 4.2.3 Professional & support staff by gender and grade (Student Services)



Figures 4.2.4 (IT), 4.2.5 (TS) and 4.2.5a (E) show career pipelines in Functions where, generally, as is the case across the sector, females are underrepresented (Table 2.7; IT 32%F, TS 46%F, and E37%F) (Action AP2019 C3.1).

Figure 4.2.4 Professional & support staff by gender and grade (Information Technology)

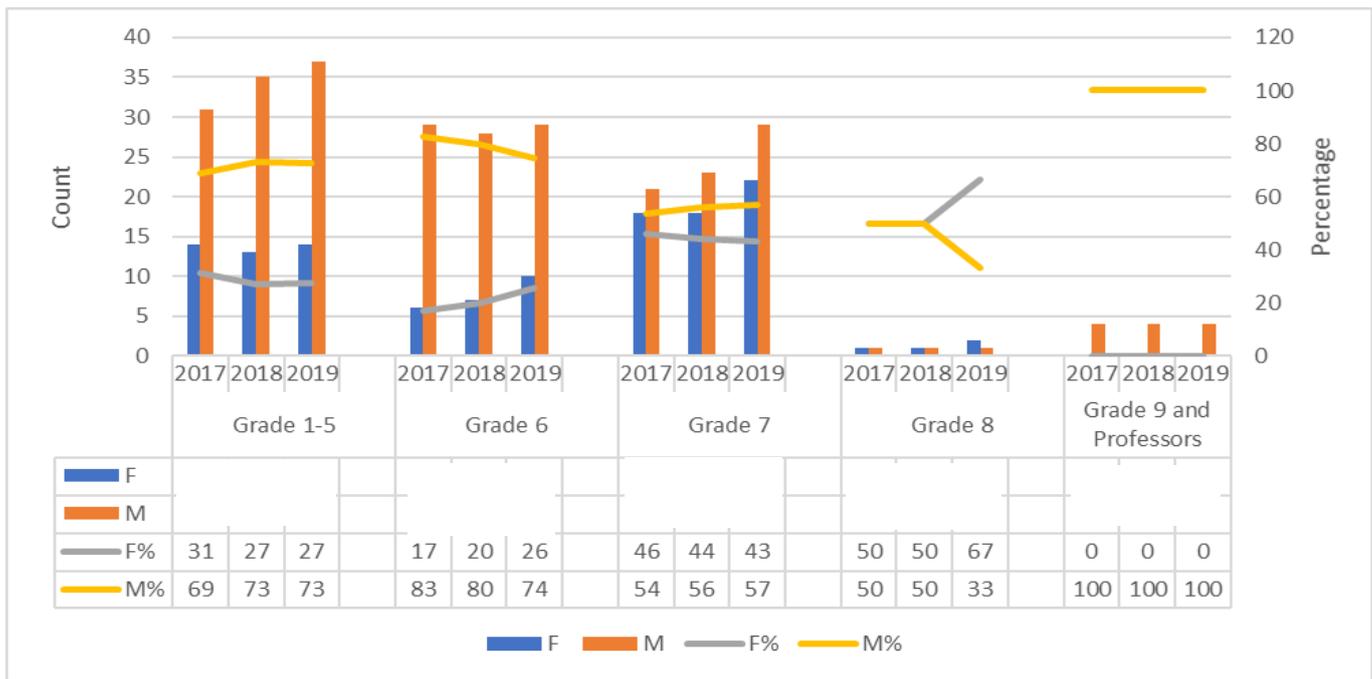


Figure 4.2.5 Professional & support staff by gender and grade (Technical Services)

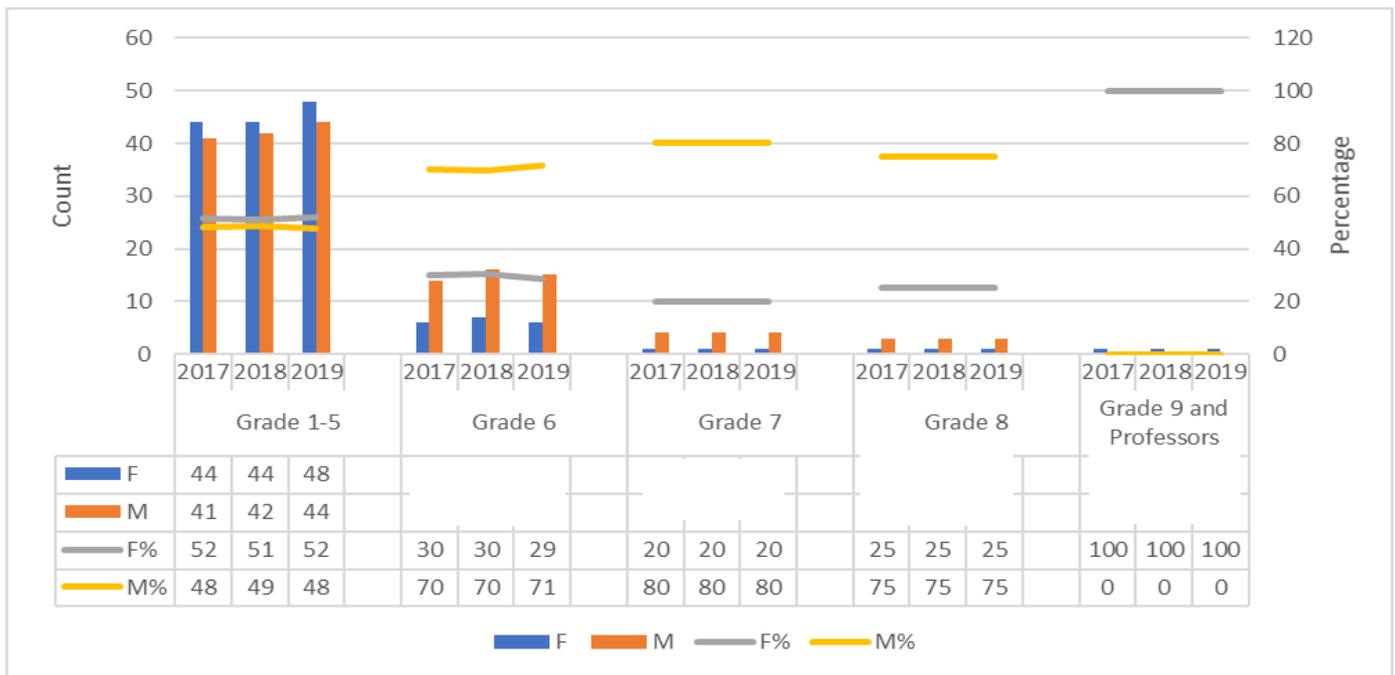
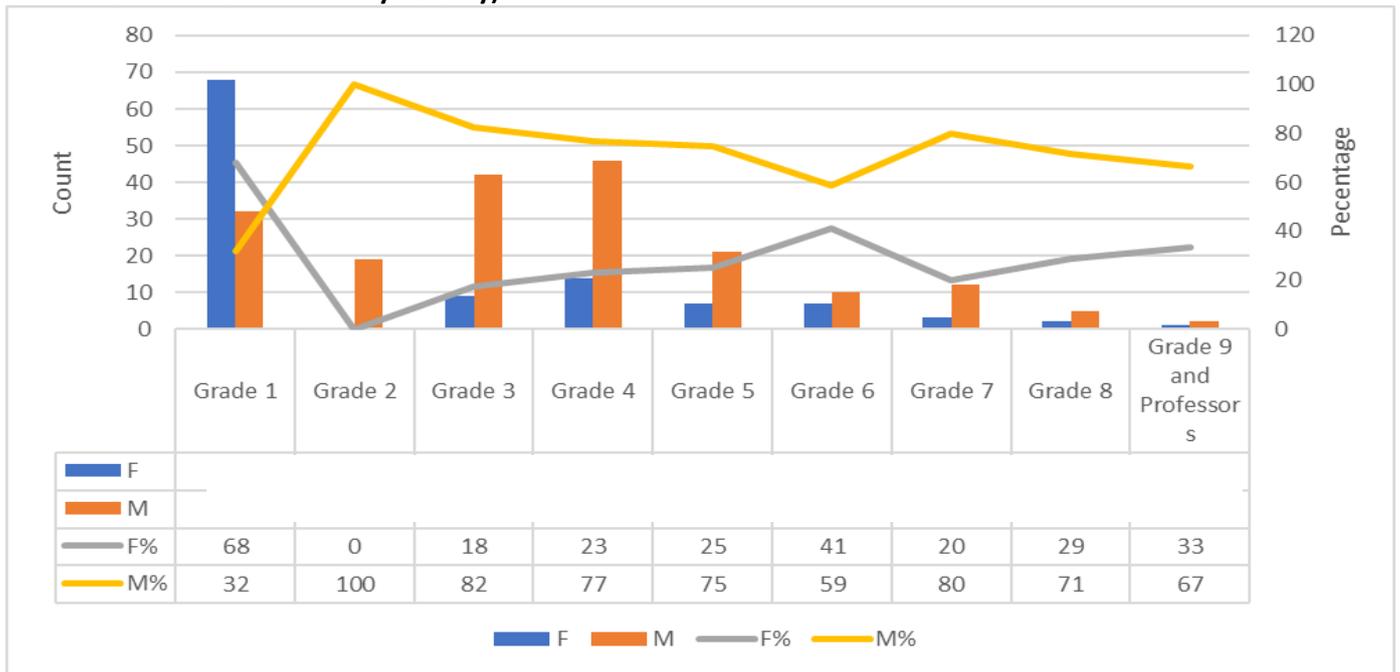


Figure 4.2.5a Professional & support staff by gender and grade in 2019 (Estates) [Source: Trent] (new Function therefore data shown for first year only)



AP2019:C3.1 looks to explore and improve the gender imbalance across Functions where possible.

New actions	
AP2019 C3.1	Via Function Leads (members of DICOP), share good practice associated with strategies for diverse recruitment across Functions that have been traditionally either male or female dominated. Explore and understand recruitment strategies, particularly how we widen the selection pool to increase the number of applicants of the under-represented gender.

STEMM areas (Figure 4.2.6) have a similar %F at Grades 1- 6 compared to AHSSBL (Figure 4.2.7). For STEMM, numbers are small and although there are less females at Grade 8, this has improved.

Figure 4.2.6 Professional & support staff by gender and grade (STEMM)

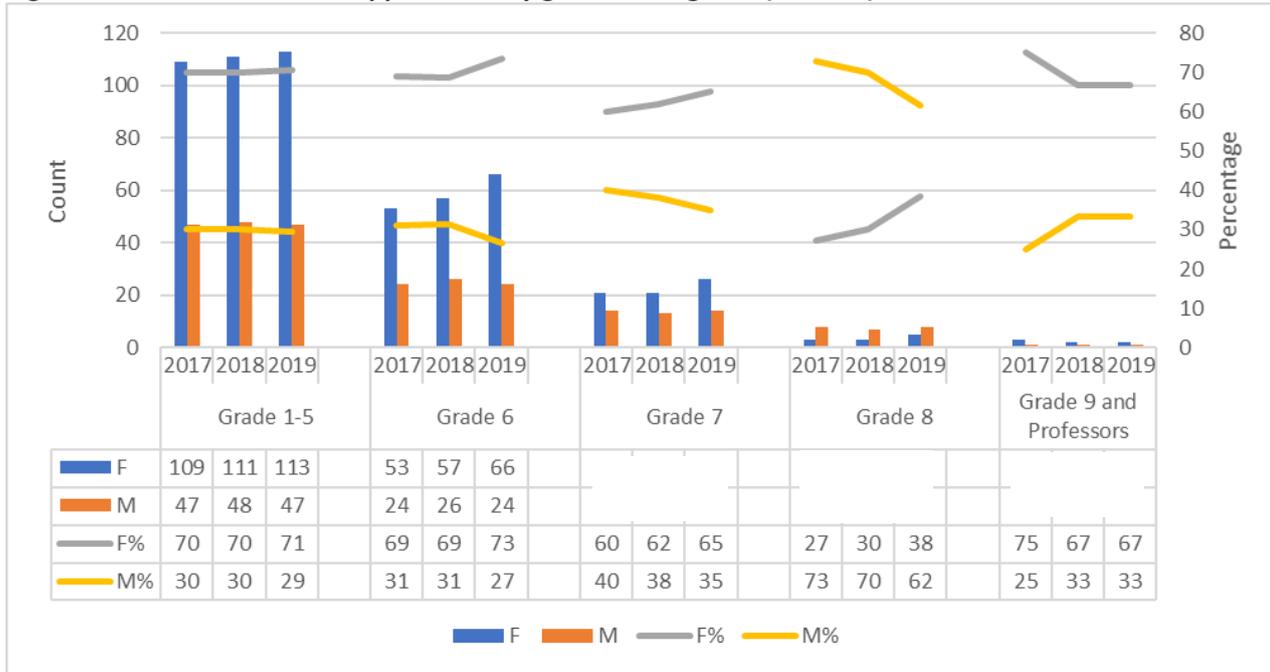
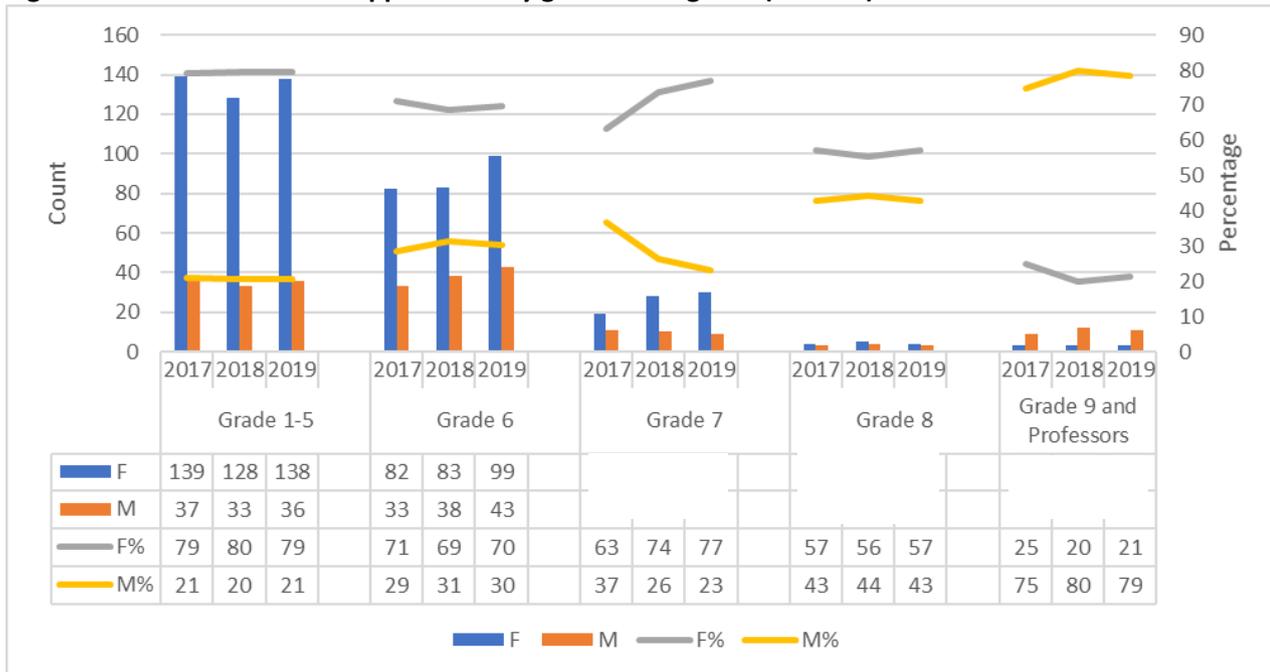


Figure 4.2.7 Professional & support staff by gender and grade (AHSSBL)



Despite a strong pipeline, in AHSBBL subjects at the most senior level only 21.4% staff are female (n=14).

New action

AP2019 B5.1

Explore distribution of Grade 9 P&S staff across AHSSBL schools to understand reasons for low %F compared to Grade 8, and formulate actions as required.

Intersectionality with Ethnicity

Table 4.2.5 P&S staff by grade and ethnicity in 2016 (whole University), count of records [Source: Trent]

Grade	Sex	BAME		White		Unknown	
		Count	%	Count	%	Count	%
National Minimum Wage	Female		24.1%		67.9%		8.0%
National Minimum Wage	Male		15.0%		77.5%		7.5%
Grade 1-5	Female		18.5%		76.7%		4.7%
Grade 1-5	Male		19.8%		74.6%		5.6%
Grade 1-5	Unspecified		0.0%		0.0%		100.0%
Grade 6	Female		9.0%		87.3%		3.7%
Grade 6	Male		8.9%		86.6%		4.5%
Grade 7	Female		6.3%		91.2%		2.5%
Grade 7	Male		6.4%		89.1%		4.5%
Grade 8	Female		6.8%		88.6%		4.5%
Grade 8	Male		2.7%		89.2%		8.1%
Grade 9	Female		0.0%		96.0%		4.0%
Grade 9	Male		3.0%		93.9%		3.0%
Sessionals	Female		50.0%		50.0%		0.0%
Sessionals	Male		0.0%		100.0%		0.0%
Other	Female		20.9%		68.1%		11.0%
Other	Male		27.9%		60.4%		11.7%
Total	Female	308	16.3%	1466	77.8%	111	5.9%
Total	Male	210	17.8%	887	75.2%	83	7.0%
Total	Unspecified		0.0%		0.0%	1	100.0%

Table 4.2.6 P&S staff by grade and ethnicity in 2019 (whole University), count of records [Source: Trent]

Grade	Sex	BAME		White		Unknown	
		Count	%	Count	%	Count	%
National Minimum Wage	Female		45.5%		18.2%		36.4%
National Minimum Wage	Male		0.0%		60.0%		40.0%
Grade 1-5	Female		18.3%		67.6%		14.0%
Grade 1-5	Male		18.0%		67.3%		14.8%
Grade 6	Female		8.7%		79.4%		11.8%
Grade 6	Male		9.7%		74.7%		15.6%
Grade 7	Female		11.1%		81.1%		7.8%
Grade 7	Male		7.0%		78.9%		14.1%
Grade 8	Female		1.7%		88.1%		10.2%
Grade 8	Male		0.0%		89.5%		10.5%
Grade 9	Female		7.7%		88.5%		3.8%
Grade 9	Male		6.5%		80.6%		12.9%
Sessionals	Female		0.0%		0.0%		100.0%
Other	Female		5.1%		69.5%		25.4%
Other	Male		24.5%		62.3%		13.2%
Total	Female	241	14.3%	1221	72.6%	220	13.1%
Total	Male	132	14.0%	672	71.3%	138	14.6%

Table 4.2.5 and Table 4.2.6 show intersectionality with ethnicity for 2016 and 2019 respectively. Figures 4.2.8-4.2.11 show the data with grades 1-5 split out.

Figure 4.2.8 Proportion of P&S staff who are BAME in 2016 (whole University) [Source: Trent]

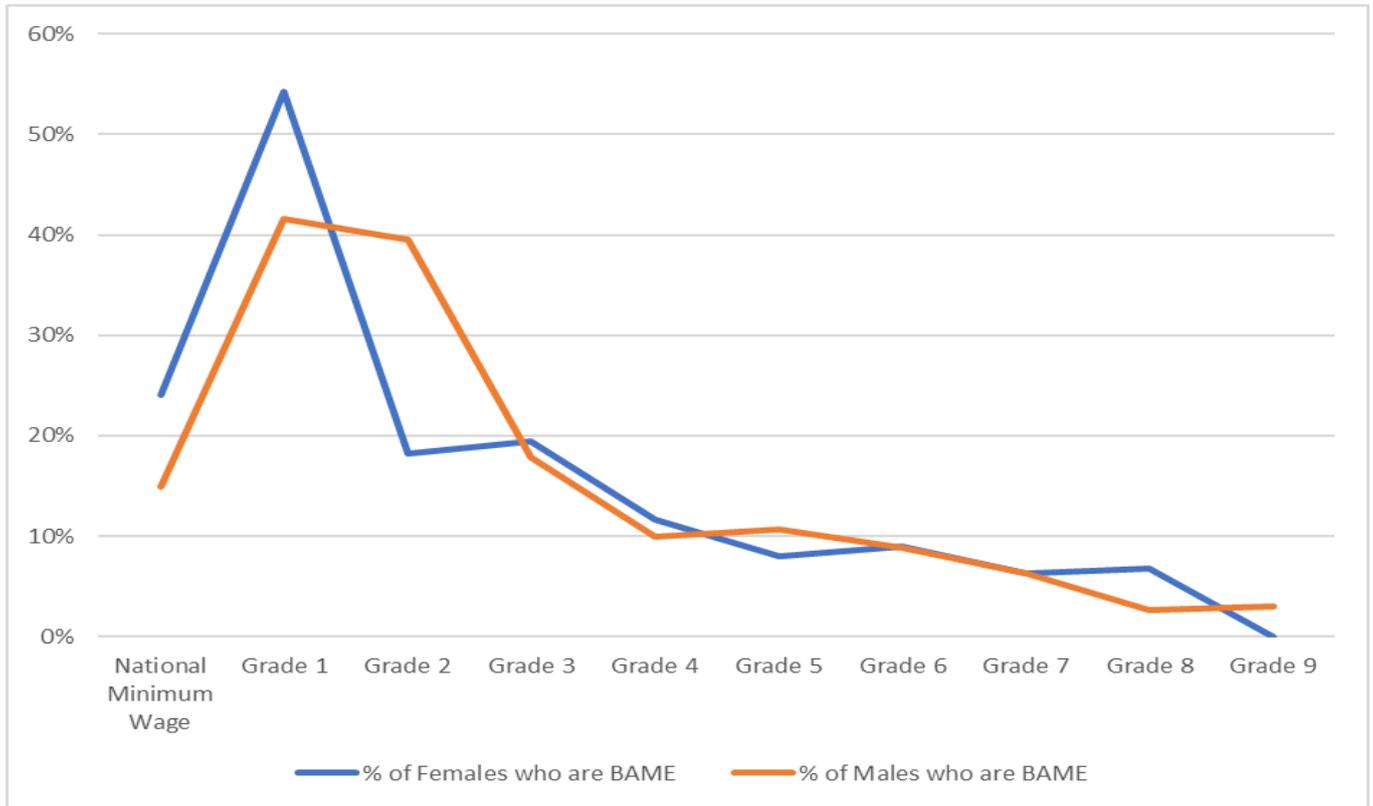


Figure 4.2.9 Proportion of P&S staff who are BAME in 2019 (whole University), [Source: Trent]

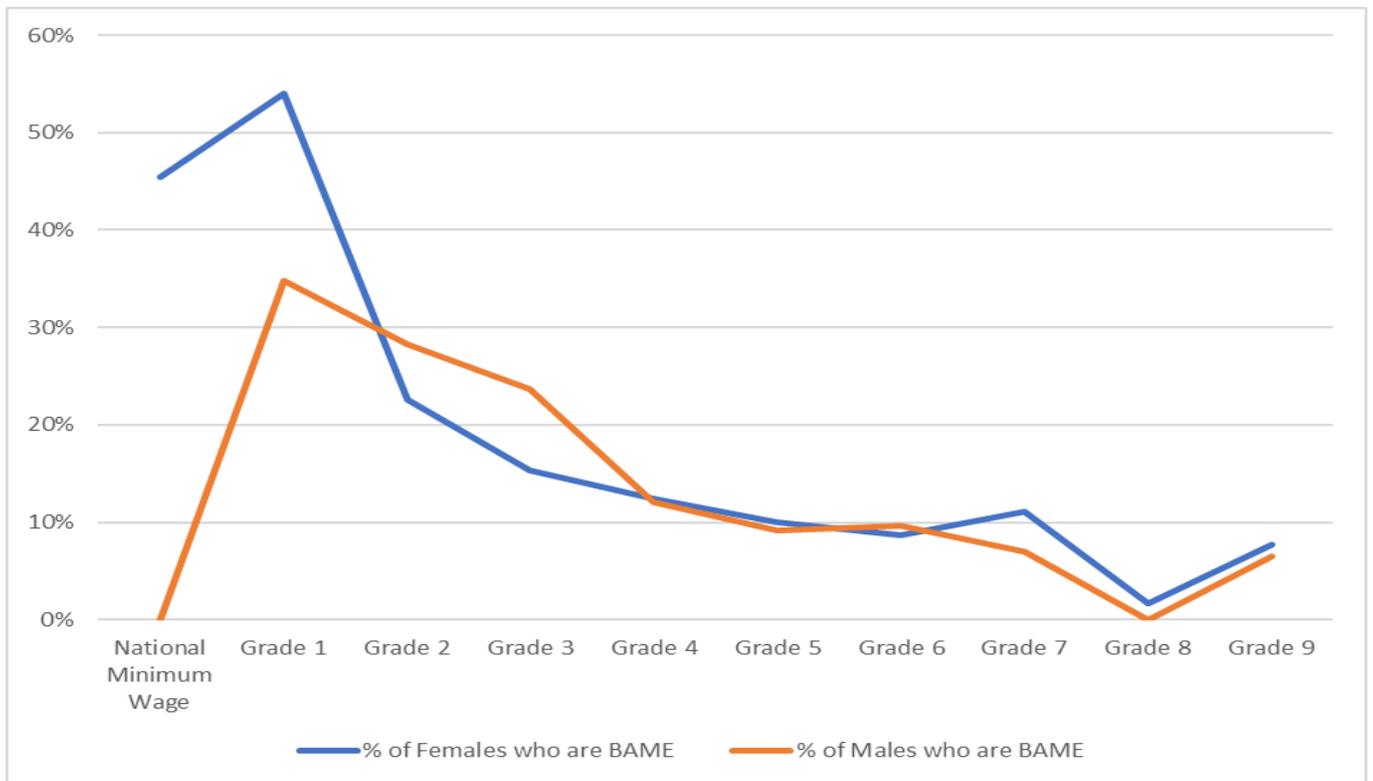


Figure 4.2.10 Proportion of P&S staff who are White in 2016 (whole University) [Source: Trent]

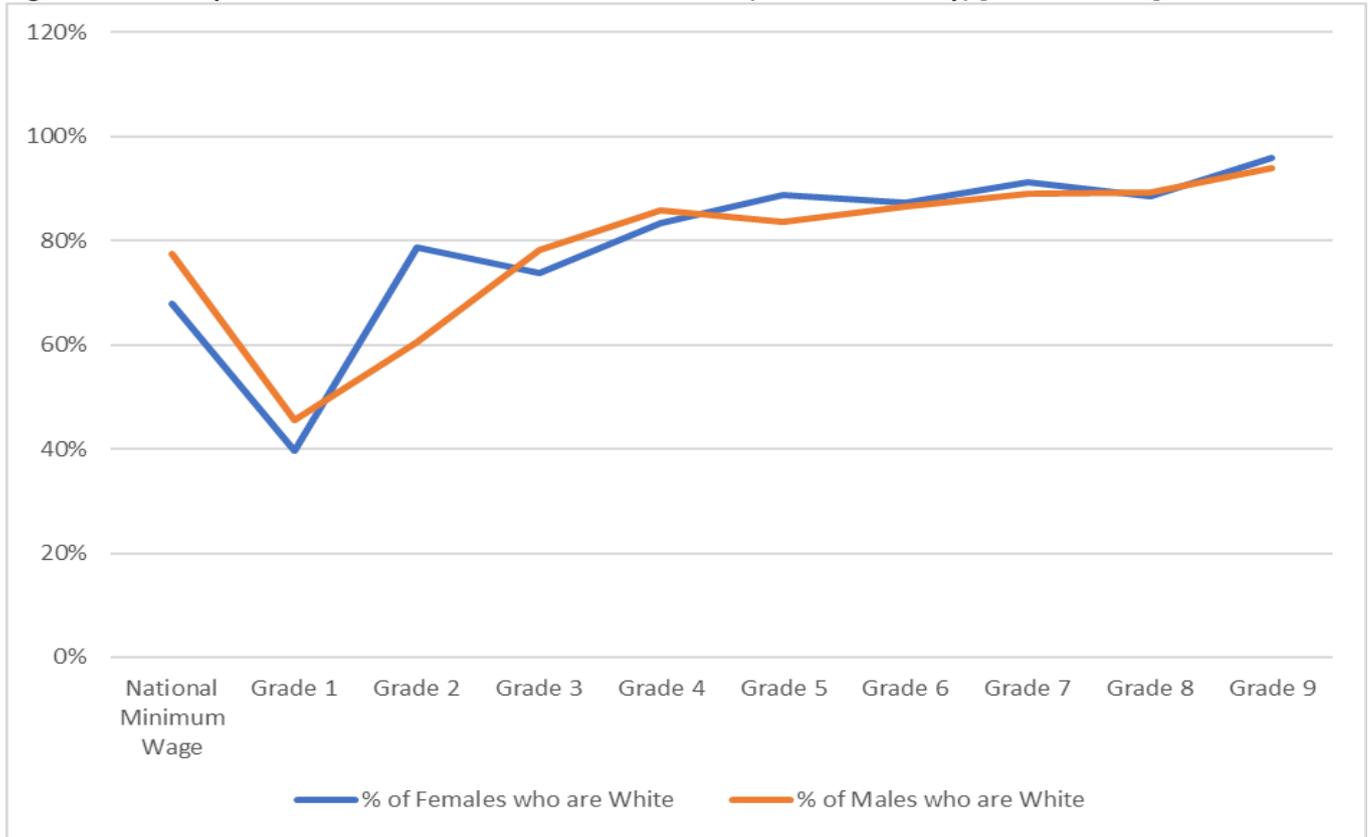
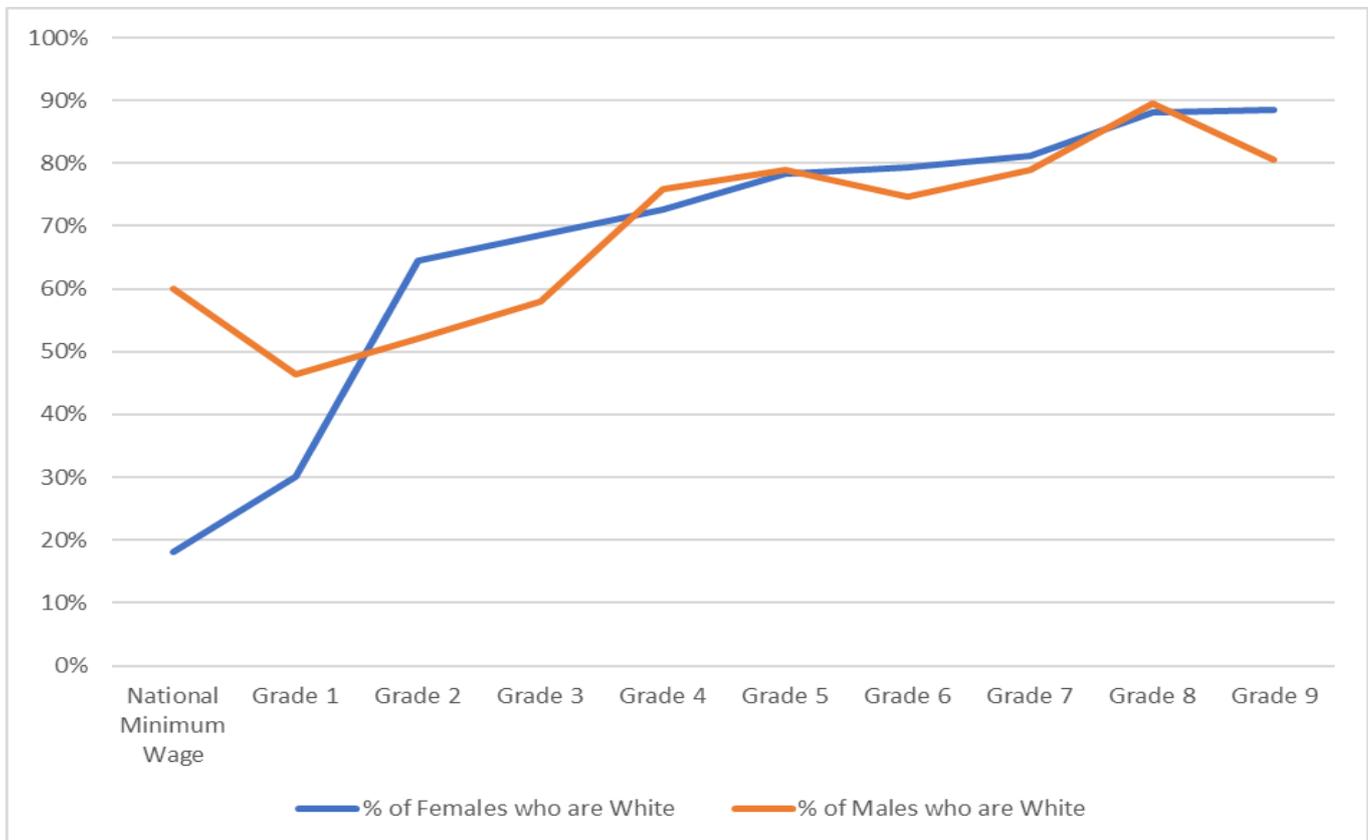


Figure 4.2.11 Proportion of P&S staff who are White in 2019 (whole University) [Source: Trent]



% BAME appears to have dropped between 2016 (Table 4.2.5) and 2019 (Table 4.2.6), from 16.3%F, 17.8%M to 14.3%F, 14.0%M. The number of BAME females has increased at Grade 7 from 10 to 24 and we have 2 BAME females at Grade 9. Our increased numbers in the 'unknown' category makes analysis of proportions of %F BAME and %M BAME (Figures 4.2.8-4.2.11) difficult to interpret (Action AP2019: B3.1 section 4.1)

Breakdown of ethnicity (Figures 4.2.12 and 4.2.13) shows little change (Action AP2019: B3.1 and H2.1 Section 4.1)

Figure 4.2.12 Proportion of female P&S staff by ethnicity in 2016 and 2019 (whole University) [Source: Trent]

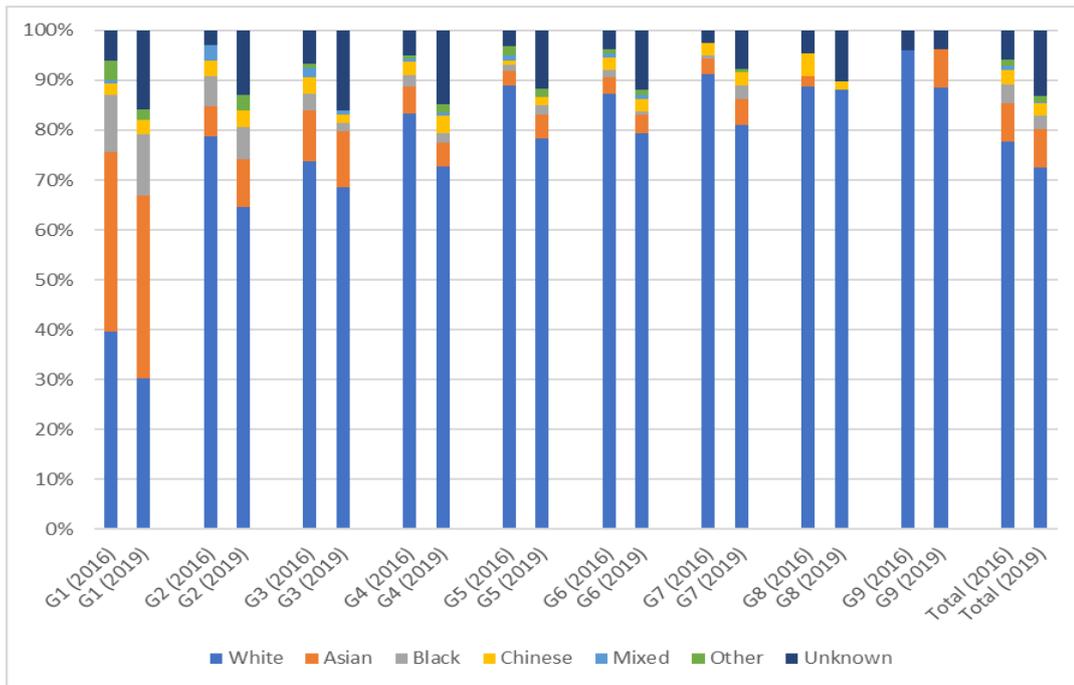
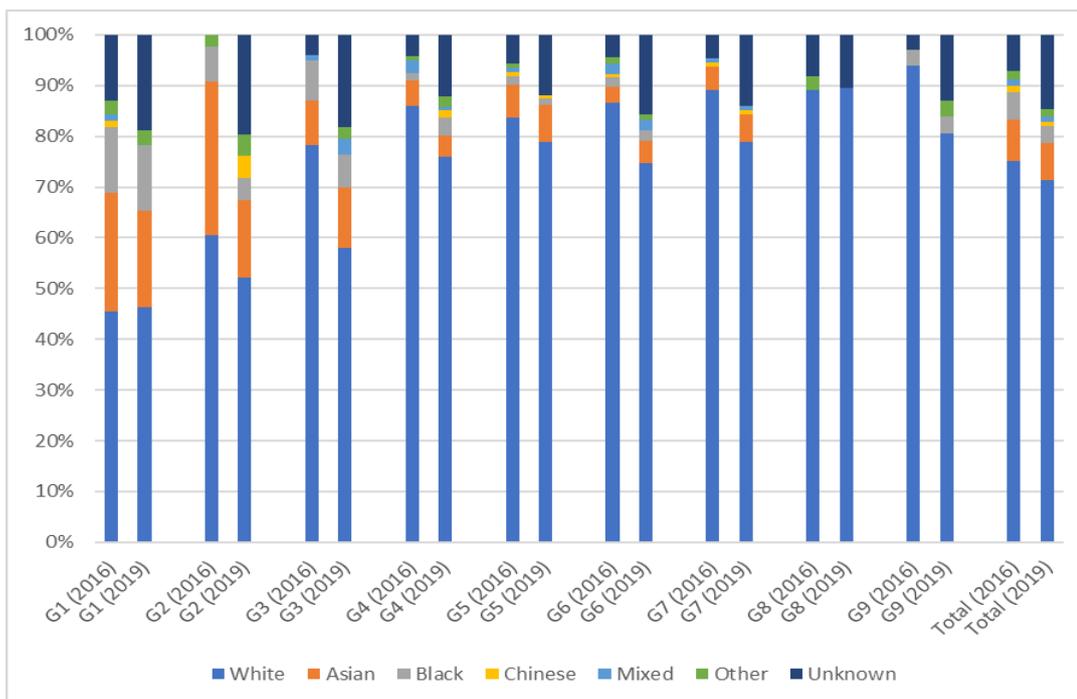


Figure 4.2.13 Proportion of male P&S staff by ethnicity in 2016 and 2019 (whole University), [Source: Trent]



(ii) Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender **289**

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Section 4.1(ii) describes our approach to the use of fixed-term contracts, including redeployment.

Less than 20% of our PS staff are employed on fixed-term contracts (Table 4.2.8) with 41.2% in Functions, 41.8% in STEMM (Table 4.2.9) and 17.0% in AHSSBL (Table 4.2.10) Schools and 42% employed in Functions.

Table 4.2.8 Professional & Support staff by type (whole University), by count of records [Source: Trent]

Type	Year	Female count	Male count	Total count	Female %	Total FTE
Casual	2017	143	92	235	60.85%	0.0
Casual	2018	81	62	143	56.64%	0.4
Casual	2019	55	35	90	61.11%	0.0
Fixed Term	2017	440	258	698	63.04%	309.9
Fixed Term	2018	378	218	596	63.42%	335.6
Fixed Term	2019	338	184	522	64.75%	364.6
Permanent	2017	1194	714	1908	62.58%	1680.3
Permanent	2018	1235	722	1957	63.11%	1729.9
Permanent	2019	1289	723	2012	64.07%	1775.0
Total	2017	1777	1064	2841	62.55%	1990.2
Total	2018	1694	1002	2696	62.83%	2065.9
Total	2019	1682	942	2624	64.10%	2139.6

Table 4.2.9. Professional & Support staff by type (STEMM), by count of records [Source: Trent]

Type	Year	Female count	Male count	Total count	Female %	Total FTE
Casual	2017					
Casual	2018					
Casual	2019					
Fixed Term	2017	235	156	391	60.10%	125.3
Fixed Term	2018	182	120	302	60.26%	135.2
Fixed Term	2019	143	75	218	65.60%	136.8
Permanent	2017	79	36	115	68.70%	98.1
Permanent	2018	80	33	113	70.80%	98.4
Permanent	2019	84	38	122	68.85%	107.1
Total	2017					
Total	2018					
Total	2019					

Table 4.2.10 Professional & Support staff by type (AHSSBL), by count of records [Source: Trent]

Type	Year	Female count	Male count	Total count	Female %	Total FTE
Casual	2017					
Casual	2018					
Casual	2019					
Fixed Term	2017	64	40	104	61.54%	34.1
Fixed Term	2018	55	34	89	61.80%	42.7
Fixed Term	2019	52	37	89	58.43%	51.4
Permanent	2017	211	68	279	75.63%	247.4
Permanent	2018	216	69	285	75.79%	256.2
Permanent	2019	234	69	303	77.23%	274.8
Total	2017					
Total	2018					
Total	2019					

The total number of fixed-term posts in Functions (Table 4.2.11) has dropped. As a proportion of total males and females, there is no gender difference associated with those on fixed-term contracts. (Table 4.2.11). The proportion of females is similar to sector data (Table 4.2.14).

Table 4.2.11 Fixed-term posts in Functions

Year Functions	Total permanent	Fixed term	% fixed term	% Female fixed term to permanent female	% male fixed term to permanent male	%fixed term female to fixed term male
2017	1908	698	26.8	26.9	26.5	63.0
2018	1957	596	23.3	23.4	23.2	63.4
2019	2012	522	20.1	20.8	20.3	64.8

The total number of fixed-term posts in STEMM Schools (Table 4.2.12) has dropped significantly. As a proportion of total males and females, there are slightly less females on fixed-term contracts. Sector data (Table 4.2.15) shows that the proportion of females on fixed-term contracts is higher than the sector average (Action AP2019: G2.1, G2.2). Our proportion of female staff employed on permanent contracts is higher than the sector average.

Table 4.2.12 Fixed-term posts in STEMM

Year STEMM	Total permanent	Fixed term	% fixed term	% Female fixed term to permanent female	% male fixed term to permanent male	%fixed term female to fixed term male
2017	115	391	77.3	74.8	81.3	60.1
2018	113	302	72.8	69.5	78.4	60.3
2019	122	218	64.1	63.0	66.4	65.6

The proportion of fixed-term posts in AHSSBL (Table 4.2.13) is significantly lower than in STEMM. As a proportion of total males and females, there are significantly less females on fixed-term contracts (Table 4.2.13).

Table 4.2.13 Fixed term posts in AHSSBL

Year AHSSBL	Total permanent	Fixed term	% fixed term	% Female fixed term to permanent female	% male fixed term to permanent male	%fixed term female to fixed term male
2017	279	104	27.2	23.3	37.0	61.5
2018	285	89	23.8	20.3	33.0	61.8
2019	303	89	22.7	18.2	34.9	58.4

Sector data (Table 4.2.16) demonstrates that the proportion of females on fixed-term contracts is significantly lower than the sector average

Table 4.2.14 Sector data. Proportion P&S staff within each category who are female (University), by FPE [Source: HESA]

Terms of employment	Year	UoR		Sector
		Female %	Total	Female %
Fixed-term	2015/16	63.2%	635	64.6%
Fixed-term	2016/17	60.0%	575	64.4%
Fixed-term	2017/18	65.5%	360	64.7%
Open ended/permanent	2015/16	61.9%	1630	62.4%
Open ended/permanent	2016/17	61.6%	1775	62.3%
Open ended/permanent	2017/18	62.4%	1860	62.3%
Total	2015/16	62.26%	2265	62.7%
Total	2016/17	61.21%	2350	62.6%
Total	2017/18	62.90%	2220	62.7%

Table 4.2.15 Sector data. Proportion of P&S staff within each category who are female (STEMM), by FPE [Source: HESA]

Terms of employment	Year	UoR		Sector
		Female %	Total	Female %
Fixed-term	2015/16	64.7%	160	60.7%
Fixed-term	2016/17	61.7%	140	59.3%
Fixed-term	2017/18	65.1%	140	59.2%
Open ended/permanent	2015/16	63.4%	245	59.0%
Open ended/permanent	2016/17	70.2%	90	58.6%
Open ended/permanent	2017/18	66.6%	95	58.8%
Total	2015/16	63.91%	405	59.8%
Total	2016/17	65.03%	230	58.8%
Total	2017/18	65.71%	235	58.9%

Table 4.2.16 Sector data. Proportion of P&S staff within each category who are female (AHSSBL), by FPE [Source: HESA]

Terms of employment	Year	UoR		Sector
		Female %	Total	Female %
Fixed-term	2015/16	67.6%	75	68.9%
Fixed-term	2016/17	56.5%	50	69.0%
Fixed-term	2017/18	55.3%	45	71.3%
Open ended/permanent	2015/16	82.9%	255	74.6%
Open ended/permanent	2016/17	75.7%	220	74.3%
Open ended/permanent	2017/18	76.6%	235	73.9%
Total	2015/16	79.42%	330	73.6%
Total	2016/17	72.14%	270	73.4%
Total	2017/18	73.18%	280	73.4%

There are no gender issues associated with full-time fixed-term staff as a proportion of those on permanent contracts (Table 4.2.17 and Figures 4.2.16-4.2.19). There is a higher proportion of males on fixed-term, part-time contracts as a proportion of those on permanent contracts, though this has fallen.

Table 4.2.17 Part time and full time P&S staff by part-time/full-time and contract type

Part time PT /full time FT	Contract Type	2017				2018				2019			
		Female		Male		Female		Male		Female		Male	
FT	Fixed Term	138	16%	81	12%	141	15%	98	14%	156	16%	113	16%
FT	Permanent	737	84%	607	88%	771	85%	616	86%	799	84%	615	84%
FT	Casual												
PT	Fixed Term	302	34%	177	47%	237	30%	120	42%	182	25%	71	33%
PT	Permanent	457	51%	107	29%	464	59%	106	37%	490	67%	108	50%
PT	Casual	142	16%	91	24%	81	10%	62	22%	55	8%	35	16%

Figure 4.2.16 Percentage of full time P&S staff on fixed term contracts

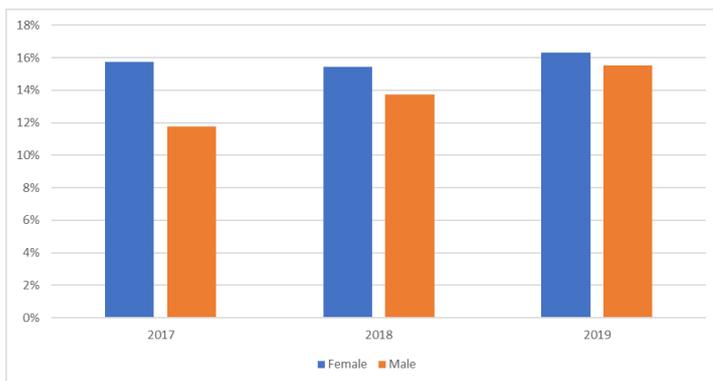


Figure 4.2.17 Percentage of part time P&S staff on fixed term contracts

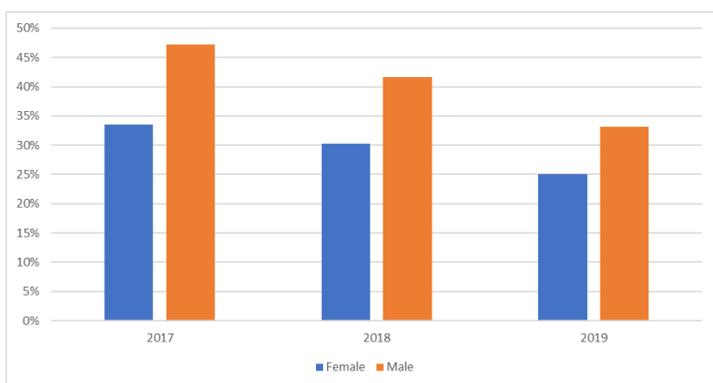


Figure 4.2.18 Percentage of full time P&S staff on permanent contracts

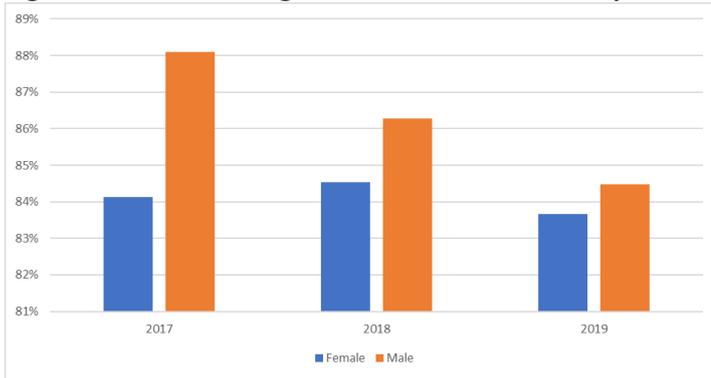
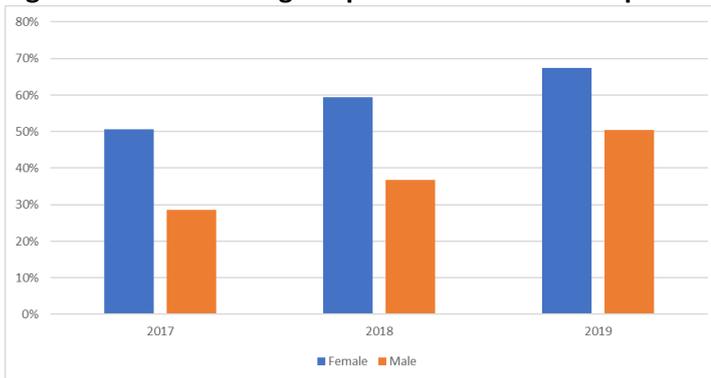


Figure 4.2.19 Percentage of part time P&S staff on permanent contracts



Sector data (Tables 4.2.18 and 4.2.19) show that %F full-time fixed-term has fallen and is close to sector average. %F part-time fixed-term, previously lower, has increased and is approaching the sector average.

Table 4.2.18 Sector data. Proportion of full-time P&S staff in each category who are female (University), by FPE [Source: HESA]

Terms of employment	Year	UoR		Sector
		Female %	Total	Female %
Fixed-term	2015/16	65.7%	245	60.3%
Fixed-term	2016/17	59.4%	165	60.7%
Fixed-term	2017/18	62.8%	200	60.5%
Open ended/permanent	2015/16	53.0%	1160	53.8%
Open ended/permanent	2016/17	54.0%	1300	53.9%
Open ended/permanent	2017/18	55.1%	1365	54.0%
Total	2015/16	55.2%	1405	54.6%
Total	2016/17	54.6%	1465	54.7%
Total	2017/18	56.0%	1565	54.8%

Table 4.2.19 Sector data – Proportion of part-time P&S staff in each category who are female (whole University), by FPE [Source: HESA]

Terms of employment	Year	UoR		Sector
		Female %	Total	Female %
Fixed-term	2015/16	61.6%	390	70.8%
Fixed-term	2016/17	60.2%	410	69.7%
Fixed-term	2017/18	68.7%	165	71.1%
Open ended/permanent	2015/16	83.9%	470	81.8%
Open ended/permanent	2016/17	82.3%	475	81.9%
Open ended/permanent	2017/18	82.7%	495	81.7%
Total	2015/16	73.8%	860	79.8%
Total	2016/17	72.1%	885	79.6%
Total	2017/18	79.3%	660	79.7%

(iii) Professional and support staff leavers by grade and gender **156**

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments. Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or department

For Functions (Table 4.2.20) and staff in STEMM (Table 4.2.21) and AHBBSL (Table 4.2.22) Schools, the %F leavers at each grade, for the most part, reflects the %F staff. At higher grades, there are fluctuations and this is likely to be due to the small numbers. There are no concerns relating to gender.

Table 4.2.20 Professional and Support staff leavers by grade (whole University)

Grade	Year	Female count	Male count	Total count	Female %	% F in population
National Minimum Wage	2017				60.7%	66.7%
National Minimum Wage	2018				56.7%	68.2%
National Minimum Wage	2019				68.8%	68.8%
Total					60.7%	
Grade 1-5	2017	180	108	288	62.5%	64.8%
Grade 1-5	2018	76	53	129	58.9%	64.7%
Grade 1-5	2019	197	96	293	67.2%	65.6%
Total		453	257	710	63.8%	
Grade 6	2017				62.3%	64.7%
Grade 6	2018				57.9%	65.3%
Grade 6	2019				56.0%	65.6%
Total		86	61	147	58.5%	
Grade 7	2017				61.5%	59.9%
Grade 7	2018				44.4%	61.1%
Grade 7	2019				54.8%	62.9%
Total		41	34	75	54.7%	
Grade 8	2017				87.5%	55.0%
Grade 8	2018				40.0%	58.7%
Grade 8	2019				50.0%	60.8%
Total					60.9%	
Grade 9	2017				55.6%	46.6%
Grade 9	2018				75.0%	45.0%
Grade 9	2019				28.6%	45.6%
Total					50.0%	
Sessionals	2017				0.0%	100.0%

Sessionals	2018				0.0%	100.0%
Sessionals	2019				0.0%	100.0%
Total					0.0%	
Other	2017	158	92	250	63.2%	56.6%
Other	2018	43	36	79	54.4%	53.4%
Other	2019	54	44	98	55.1%	52.7%
Total		255	172	427	59.7%	
Total	2017	470	282	752	62.5%	62.6%
Total	2018	160	125	285	56.1%	62.8%
Total	2019	328	203	531	61.8%	64.1%
Three-year total		958	610	1568	61.1%	

Table 4.2.21 Professional and Support staff leavers by grade (STEMM), by count of records [Source: Trent]

Grade	Year	Female count	Male count	Total count	Female %	% F in population
Grade 1-5	2017				64.7%	69.9%
Grade 1-5	2018				52.6%	69.8%
Grade 1-5	2019				69.6%	70.6%
Total		75	41	116	64.7%	
Grade 6	2017				46.7%	68.8%
Grade 6	2018				66.7%	68.7%
Grade 6	2019				58.8%	73.3%
Total					54.3%	
Grade 7	2017				100.0%	60.0%
Grade 7	2018				60.0%	61.8%
Grade 7	2019				60.0%	65.0%
Total					63.4%	
Grade 8	2017				N/A	27.3%
Grade 8	2018				0.0%	30.0%
Grade 8	2019				100.0%	38.5%
Total					50.0%	
Grade 9	2017				N/A	75.0%
Grade 9	2018				100.00%	66.7%
Grade 9	2019				N/A	66.7%
Total					100.0%	
Other	2017				46.4%	55.1%
Other	2018				53.7%	51.8%
Other	2019				52.8%	51.2%
Total		99	98	197	50.3%	
Total	2017	80	71	151	53.0%	61.46%
Total	2018	38	32	70	54.3%	62.15%
Total	2019	84	57	141	59.6%	67.14%
Three-year total		202	160	362	55.8%	

Table 4.2.22 Professional and Support staff leavers by grade (AHSSBL), by count of records [Source: Trent]

Grade	Year	Female count	Male count	Total count	Female %	% F in population
National Minimum Wage	2017				85.7%	100.0%
National Minimum Wage	2018					
National Minimum Wage	2019					
Total					85.7%	
Grade 1-5	2017				79.3%	79.0%
Grade 1-5	2018				81.0%	79.5%
Grade 1-5	2019				81.6%	79.3%
Total					80.7%	
Grade 6	2017				64.3%	71.3%
Grade 6	2018				33.3%	68.6%
Grade 6	2019				52.6%	69.7%
Total					55.6%	
Grade 7	2017				80.0%	63.3%
Grade 7	2018				0.0%	73.7%
Grade 7	2019				50.0%	76.9%
Total					54.5%	
Grade 8	2017				N/A	57.1%
Grade 8	2018				N/A	55.6%
Grade 8	2019				0.0%	57.1%
Total					0.0%	
Grade 9	2017				0.0%	25.0%
Grade 9	2018				N/A	20.0%
Grade 9	2019				0.0%	21.4%
Total					0.0%	
Sessionals	2017				0.0%	100.0%
Sessionals	2018				N/A	100.0%
Sessionals	2019				N/A	
Total					0.0%	
Other	2017				69.5%	64.1%
Other	2018				47.8%	71.7%
Other	2019				71.4%	63.3%
Total		62	34	96	64.6%	
Total	2017	83	33	116	71.6%	71.39%
Total	2018	29	20	49	59.2%	71.87%
Total	2019	53	24	77	68.8%	72.17%
Three-year total		165	77	242	68.2%	

Turnover by grade is shown in table 4.2.23. Although there are fluctuations, over a three-year period there are no gender concerns.

Table 4.2.23 Professional and Support turnover by grade

Grade		2017	2018	2019
Grade 1-5	Female Leavers			
Grade 1-5	Male Leavers			
Grade 1-5	Total Grade 1-5 females			
Grade 1-5	Total Grade 1-5 males			
	% Female Grade 1-5 Turnover	19.1%	8.1%	20.6%
	% Male Grade 1-5 Turnover	21.2%	10.3%	19.2%
Grade 6	Female Leavers			
Grade 6	Male Leavers			
Grade 6	Total Grade 6 females			
Grade 6	Total Grade 6 males			
	% Female Grade 6 Turnover	10.8%	3.4%	11.8%
	% Male Grade 6 Turnover	12.0%	4.6%	17.7%
Grade 7	Female Leavers			
Grade 7	Male Leavers			
Grade 7	Total Grade 7 females			
Grade 7	Total Grade 7 males			
	% Female Grade 7 Turnover	9.0%	4.3%	8.3%
	% Male Grade 7 Turnover	8.4%	8.4%	10.9%
Grade 8	Female Leavers			
Grade 8	Male Leavers			
Grade 8	Total Grade 8 females			
Grade 8	Total Grade 8 males			
	% Female Grade 8 Turnover	16.0%	3.7%	8.5%
	% Male Grade 8 Turnover	2.4%	7.9%	15.8
Grade 9	Female Leavers			
Grade 9	Male Leavers			
Grade 9	Total Grade 9 females			
Grade 9	Total Grade 9 males			
	% Female Grade 9 Turnover	18.5%	11.1%	7.7%
	% Male Grade 9 Turnover	12.9%	3.0%	19.4%
Total	Female Leavers	242	100	264
	Male Leavers	143	75	155
	Total Females	1501	1536	1611
	Total Males	868	877	884
	% Female Turnover	16.1%	6.5%	16.4%
	%Male Turnover	16.5%	8.6%	17.5%

Reasons for leaving are shown in Table 4.2.24. %F redundancy in 2017 was high though numbers are low. %F end of FT contracts is high in 2019 (Action AP2019: G2.1, G2.2 section 4.1)

Table 4.2.24 Professional and Support staff reasons for leaving (whole University), by count of records [Source: Trent]

Reason for leaving	2017			2018			2019		
	F	M	%	F	M	%	F	M	%
Other	31	31	50.0%			66.7%			60.0%
Death						0.0%			0.0%
End of FT contract	161	87	64.9%	57	49	53.8%	76	52	77.6%
Redundancy			80%			40.0%			68.0%
Resignation	262	161	61.9%	91	63	59.1%	198	104	65.6%
Retirement			60%			44.4%			37.8%
Total	480	290	62.3%	162	125	56.4%	339	208	62.0%

In one of the Functions, informal exit interviews have highlighted career development (Table 4.2.25) (Actions AP2019 B4.2 and B8.1) Of the 38 leavers, .. moved to higher grades within the University, and .. embarked on further study or PhDs. .. of these were female. There are no gender issues.

Table 4.2.25 P&S staff reasons for leaving in one Function (over a 3 year period)

Reason for leaving	Female	Male
Relocation		
Left during probation		
Took up PhD		
Further study		
New position at another University		
Recruited to a higher grade in same Function		
Recruited to a higher grade in different Function		
Travel		
Change of career		
Similar career in private sector/FE		
Unknown		
Retirement		
Total		

New actions	
AP2019 B4.2	Roll out new online Leavers' Questionnaire (providing data on reasons for leaving and experience of UoR to supplement existing Leaver's Form completed by line manager). Review completion rates after 3 months, and then review new data provided on reasons for leaving annually, with a view to addressing issues raised.
AP2019 B8.1	Explore, with HR Systems, whether it is possible to establish system to track career progress of staff within University.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. Key career transition points: academic staff (1025 words, total (i)-(iv))

(i) Recruitment (224 words)

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

Closed out actions and impact from Bronze Action Plan		
AP2016: B6	Recruitment system (Jobtrain) has been launched enabling tracking of applicants through recruitment process.	✓
AP2016: D2	Faces of Reading webpages created, highlighting diversity of staff and job roles (detail §5.6(x)).	✓

When advertising, we use a variety of media and job boards, depending on the role, to widen selection pool. For specific roles where there is an under-representation of gender, recruiting managers may be encouraged to seek out particular specific recruitment channels (e.g. through our WISE membership).

All job ads state **'The University is committed to having a diverse and inclusive workforce, supports the gender equality Athena SWAN Charter'.... 'Applications for job-share, part-time and flexible working arrangements are welcomed', this supported by job-share/flexible working examples on Faces of Reading.** Banners on the Job Ad pages link to the Equality and Diversity Networks and Faces of Reading webpages.

All recruiters are required to complete UB training.

In the data below, focussing on three-year totals and the last column, women are more than 5p.p. under-represented at:

- applicant stage at grades 7-9 in both STEM/AHSSBL, particularly G9 (Professor) in AHSSBL
- successful-appointment stage at G9/Professor in both AHSSBL/STEMM, with only 25% of university professorial appointments women over last 3 years.

The actions below derive from the SAT Equal Pay/Gender Pay Gap Working Group, reflecting on this data and other factors (see §4.1(v)), refined via Table 3.6 consultation. AP2019:B3.1 addresses high unknowns (U).

Table 5.1.1. Recruitment of Academic and research staff (whole University), by count of records (Grade 6)
 [Source: Jobtrain] N.B. U is 'Unknown', F%WU is %F ignoring U, i.e. as fraction of F+M.

Closing date time period	Stage	F	M	U	Total	F%	F%WU
1/10/16 and 30/9/17	Application	921	1114	59	2094	44.0%	45.3%
1/10/16 and 30/9/17	Interviewed	237	230	40	507	46.7%	50.7%
1/10/16 and 30/9/17	Successful	107	91	32	230	46.5%	54.0%
1/10/17 and 30/9/18	Application	822	976	86	1884	43.6%	45.7%
1/10/17 and 30/9/18	Interviewed	201	225	67	493	40.8%	47.2%
1/10/17 and 30/9/18	Successful	99	93	67	259	38.2%	51.6%
1/10/18 and 30/9/19	Application	708	776	69	1553	45.6%	47.7%
1/10/18 and 30/9/19	Interviewed	188	191	63	442	42.5%	49.6%
1/10/18 and 30/9/19	Successful	94	90	62	246	38.2%	51.1%
Total	Application	2451	2866	214	5531	44.3%	46.1%
Total	Interviewed	626	646	170	1442	43.4%	49.2%
Total	Successful	300	274	161	735	40.8%	52.3%

Table 5.1.2 Recruitment of Academic and research staff (whole University), by count of records (Lecturer/ Grade 7)
 [Source: Jobtrain] N.B. U is 'Unknown', F%WU is %F ignoring U, i.e. as fraction of F+M.

Time period	Stage	F	M	U	Total	F%	F%WU
1/10/16 and 30/9/17	Application	667	1006	29	1702	39.2%	39.9%
1/10/16 and 30/9/17	Interviewed	120	108	12	240	50.0%	52.6%
1/10/16 and 30/9/17	Successful	44	29	12	85	51.8%	60.3%
1/10/17 and 30/9/18	Application	917	1321	56	2294	40.0%	41.0%
1/10/17 and 30/9/18	Interviewed	136	123	20	279	48.7%	52.5%
1/10/17 and 30/9/18	Successful	51	40	18	109	46.8%	56.0%
1/10/18 and 30/9/19	Application	338	511	20	869	38.9%	39.8%
1/10/18 and 30/9/19	Interviewed	61	76	11	148	41.2%	44.5%
1/10/18 and 30/9/19	Successful	25	31	11	67	37.3%	44.6%
Total	Application	1922	2838	105	4865	39.5%	40.4%
Total	Interviewed	317	307	43	667	47.5%	49.4%
Total	Successful	120	100	41	261	46.0%	54.5%

Table 5.1.3 Recruitment of Academic and research staff (whole University), by count of records (Associate Professor/Grade 8) [Source: Jobtrain] N.B. U is 'Unknown', F%WU is %F ignoring U, i.e. as fraction of F+M.

Time period	Stage	F	M	U	Total	F%	F%WU
1/10/16 and 30/9/17	Application					43.5%	44.2%
1/10/16 and 30/9/17	Interviewed					39.1%	39.1%
1/10/16 and 30/9/17	Successful					16.7%	16.7%
1/10/17 and 30/9/18	Application					32.2%	32.8%
1/10/17 and 30/9/18	Interviewed					42.4%	45.2%
1/10/17 and 30/9/18	Successful					42.9%	50.0%
1/10/18 and 30/9/19	Application					37.5%	38.2%
1/10/18 and 30/9/19	Interviewed					55.6%	58.8%
1/10/18 and 30/9/19	Successful					66.7%	75.0%
Total	Application	129	216	6	351	36.8%	37.4%
Total	Interviewed	33	38	3	74	44.6%	46.5%
Total	Successful					44.8%	50.0%

Table 5.1.4 Recruitment of Academic and research staff (whole University), by count of records (Professor/Grade 9) [Source: Jobtrain] N.B. U is 'Unknown', F%WU is %F ignoring U, i.e. as fraction of F+M.

Time period	Stage	F	M	U	Total	F%	F%WU
1/10/16 and 30/9/17	Application					35.7%	40%
1/10/16 and 30/9/17	Interviewed					18.2%	25%
1/10/16 and 30/9/17	Successful					0.0%	0%
1/10/17 and 30/9/18	Application					17.1%	17.4%
1/10/17 and 30/9/18	Interviewed					25.0%	25.0%
1/10/17 and 30/9/18	Successful					25.0%	25.0%
1/10/18 and 30/9/19	Application					47.1%	50%
1/10/18 and 30/9/19	Interviewed					50.0%	60%
1/10/18 and 30/9/19	Successful					33.3%	50%
Total	Application	30	80	5	115	26.0%	27.0%
Total	Interviewed				37	27.0%	30.3%
Total	Successful					21.0%	25.0%

Table 5.1.5 Recruitment of Academic and research staff (STEMM), by count of records (Grade 6) [Source: Jobtrain]

Time period	Stage	F	M	U	Total	F %	F%WU
1/10/16 and 30/9/17	Application	611	832	51	1494	40.9%	42.3%
1/10/16 and 30/9/17	Interviewed	157	166	35	358	43.9%	48.6%
1/10/16 and 30/9/17	Successful	61	57	28	146	41.8%	50.8%
1/10/17 and 30/9/18	Application	661	820	33	1514	43.7%	51.7%
1/10/17 and 30/9/18	Interviewed	141	171	19	331	42.6%	41.2%
1/10/17 and 30/9/18	Successful	61	63	19	143	42.7%	49.1%
1/10/18 and 30/9/19	Application	481	617	27	1125	42.8%	43.8%
1/10/18 and 30/9/19	Interviewed	129	137	24	290	44.5%	48.4%
1/10/18 and 30/9/19	Successful	53	54	23	130	40.8%	49.5%
Total	Application	1753	2269	111	4133	42.4%	43.6%
Total	Interviewed	427	474	78	979	43.6%	47.4%
Total	Successful	175	174	70	419	41.8%	50.1%

Table 5.1.6 Recruitment of Academic and research staff (STEMM), by count of records (Grade 7) [Source: Jobtrain]

Time period	Stage	F	M	U	Total	F %	F%WU
1/10/16 and 30/9/17	Application					41.7%	42.4%
1/10/16 and 30/9/17	Interviewed					49.0%	51.5%
1/10/16 and 30/9/17	Successful					51.4%	60.0%
1/10/17 and 30/9/18	Application					34.7%	35.4%
1/10/17 and 30/9/18	Interviewed					54.1%	56.7%
1/10/17 and 30/9/18	Successful					47.5%	54.3%
1/10/18 and 30/9/19	Application					40.8%	41.7%
1/10/18 and 30/9/19	Interviewed					44.7%	46.7%
1/10/18 and 30/9/19	Successful					45.8%	50.0%
Total	Application	572	895	30	1497	38.2%	39.0%
Total	Interviewed	131	117	12	260	50.4%	52.8%
Total	Successful	48	39	12	99	48.5%	55.2%

Table 5.1.7 Recruitment of Academic and research staff (STEMM), by count of records (Grade 8) [Source: Jobtrain]

Time period	Stage	F	M	U	Total	F%	F%WU
1/10/16 and 30/9/17	Application	0	0	0	0	n/a	0.0%
1/10/16 and 30/9/17	Interviewed	0	0	0	0	n/a	0.0%
1/10/16 and 30/9/17	Successful	0	0	0	0	n/a	0.0%
1/10/17 and 30/9/18	Application					34.1%	35.0%
1/10/17 and 30/9/18	Interviewed					42.9%	50.0%
1/10/17 and 30/9/18	Successful					40.0%	50.0%
1/10/18 and 30/9/19	Application					40.0%	50.0%
1/10/18 and 30/9/19	Interviewed					40.0%	50.0%
1/10/18 and 30/9/19	Successful					33.3%	50.0%
Total	Application					34.7%	36.2%
Total	Interviewed					41.7%	50.0%
Total	Successful					37.5%	50.0%

Table 5.1.8 Recruitment of Academic and research staff (STEMM), by count of records (Grade 9) [Source: Jobtrain]

Time period	Stage	F	M	U	Total	F%	F%WU
1/10/16 and 30/9/17	Application	0	0	0	0	n/a	0.0%
1/10/16 and 30/9/17	Interviewed	0	0	0	0	n/a	0.0%
1/10/16 and 30/9/17	Successful	0	0	0	0	n/a	0.0%
1/10/17 and 30/9/18	Application					16.7%	16.7%
1/10/17 and 30/9/18	Interviewed					20.0%	20.0%
1/10/17 and 30/9/18	Successful					0.0%	0.0%
1/10/18 and 30/9/19	Application					50.0%	50.0%
1/10/18 and 30/9/19	Interviewed					60.0%	60.0%
1/10/18 and 30/9/19	Successful					50.0%	50.0%
Total	Application					40.9%	40.9%
Total	Interviewed					40.0%	40.0%
Total	Successful					25.0%	25.0%

Table 5.1.9 Recruitment of Academic and research staff (AHSSBL), by count of records (Grade 6) [Source: Jobtrain]

Time period	Stage	F	M	U	Total	F%	F%WU
1/10/16 and 30/9/17	Application	299	271	8	578	51.7%	52.5%
1/10/16 and 30/9/17	Interviewed	76	63	5	144	52.8%	54.7%
1/10/16 and 30/9/17	Successful	45	34	4	83	54.2%	60.0%
1/10/17 and 30/9/18	Application	161	156	52	369	43.6%	50.8%
1/10/17 and 30/9/18	Interviewed	60	54	47	161	37.3%	52.6%
1/10/17 and 30/9/18	Successful	38	30	47	115	33.0%	55.9%
1/10/18 and 30/9/19	Application	209	149	42	400	52.3%	58.4%
1/10/18 and 30/9/19	Interviewed	56	51	39	146	38.4%	52.3%
1/10/18 and 30/9/19	Successful	40	35	39	114	35.1%	53.3%
Total	Application	669	576	102	1347	49.7%	53.7%
Total	Interviewed	192	168	91	451	42.6%	53.3%
Total	Successful	123	99	90	312	39.4%	55.4%

Table 5.1.10 Recruitment of Academic and research staff (AHSSBL), by count of records (Grade 7) [Source: Jobtrain]

Time period	Stage	F	M	U	Total	F%	F%WU
1/10/16 and 30/9/17	Application					38.1%	38.7%
1/10/16 and 30/9/17	Interviewed					51.1%	53.9%
1/10/16 and 30/9/17	Successful					53.1%	61.9%
1/10/17 and 30/9/18	Application					42.3%	43.4%
1/10/17 and 30/9/18	Interviewed					45.0%	49.4%
1/10/17 and 30/9/18	Successful					45.6%	56.4%
1/10/18 and 30/9/19	Application					38.2%	39.1%
1/10/18 and 30/9/19	Interviewed					39.6%	43.5%
1/10/18 and 30/9/19	Successful					32.6%	41.2%
Total	Application	1349	1942	75	3366	40.0%	41.0%
Total	Interviewed	185	189	31	405	45.7%	49.5%
Total	Successful	71	60	29	160	44.4%	54.2%

Table 5.1.11 Recruitment of Academic and research staff (AHSSBL), by count of records (Grade 8) [Source: Jobtrain]

Time period	Stage	F	M	U	Total	F%	F%WU
1/10/16 and 30/9/17	Application					43.5%	44.2%
1/10/16 and 30/9/17	Interviewed					39.1%	36.0%
1/10/16 and 30/9/17	Successful					16.7%	16.7%
1/10/17 and 30/9/18	Application					31.6%	32.1%
1/10/17 and 30/9/18	Interviewed					42.3%	44.0%
1/10/17 and 30/9/18	Successful					44.4%	50.0%
1/10/18 and 30/9/19	Application					37.3%	37.3%
1/10/18 and 30/9/19	Interviewed					61.5%	61.5%
1/10/18 and 30/9/19	Successful					83.3%	83.3%
Total	Application	112	186	4	302	37.1%	37.6%
Total	Interviewed					45.2%	45.9%
Total	Successful					47.6%	50.0%

Table 5.1.12 Recruitment of Academic and research staff (AHSSBL), by count of records (Grade: 9) [Source: Jobtrain]

Time period	Stage	F	M	U	Total	F%	F%WU
1/10/16 and 30/9/17	Application					35.7%	40.0%
1/10/16 and 30/9/17	Interviewed					18.2%	25.0%
1/10/16 and 30/9/17	Successful					0.0%	0.0%
1/10/17 and 30/9/18	Application					16.1%	16.4%
1/10/17 and 30/9/18	Interviewed					23.1%	23.1%
1/10/17 and 30/9/18	Successful					25.0%	25.0%
1/10/18 and 30/9/19	Application					0.0%	0.0%
1/10/18 and 30/9/19	Interviewed					0.0%	0.0%
1/10/18 and 30/9/19	Successful					0.0%	0.0%
Total	Application					22.0%	23.3%
Total	Interviewed					20.0%	23.8%
Total	Successful					15.4%	20.0%

New actions	
AP2019 C1.1	As part of standard HR information on how our recruitment processes operate, provide a “guidance note on starting salaries” referencing the University’s gender pay gap and its reporting, and the need to set salaries for new starters with awareness of salaries of existing staff.
AP2019 C1.2	Adjust the New Starter Form on JobTrain recruitment system so that appointing managers required to justify starting salary (where above bottom of grade).
AP2019 C1.3	Introduce and communicate a policy for the use of Market-Rate salary supplements.
AP2019 C1.4	As additional information to assist in arriving at fair decisions for starting salaries for more senior posts, make available to chairs of interview panels across the University for appointments at G7 or above: i) Salaries in that school/function for similar roles, provided by the HoS/HoF (who would normally be on the panel) via the Manager Self Service function on Trent, to be soft rolled out in December; ii) Exceptionally, where i) is not relevant, salaries for similar posts across the University to be provided through HoS/HoF conversation with HR Partner.
AP2019 C2.1	Incorporate into existing Recruitment and Selection Procedure, guidance for managers and search committees in Schools on how best to encourage and enable a diverse range of applicants, seeking advice from their HR Partner as appropriate. Guidance will also remind recruitment panels and those involved in the shortlisting that they should also pay due regard to achieving a diverse shortlist whenever possible. In particular, the guidance will make clear an expectation for all Grade 9/Professorial appointments that, while there will be exceptions, we expect as a norm that search committees will attract both male and female candidates to shortlists.
AP2019 C2.2	To share and develop the guidance in the previous action, work with the leadership group to share experiences and case studies of success in attracting diverse shortlists.
AP2019 C2.3	Undertake a trial in one School and in one Function of the use of the positive action tie-break provisions in Section 159 of the Equality Act in relation to sex where it is justified to do so, in particular where that sex is substantially under-represented in the role and at the level at which the recruitment is being undertaken. Following the trial consider whether and how such provision could be built into policy and practice.
AP 2019 B3.1	Push on staff protected characteristics declaration via the sensitive data tab on Employee Self Service within Trent, with a particular emphasis on race, sexual orientation, gender reassignment, where “unknowns” are high.

(ii) Induction (206 words)

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

Our inductions have three components: central, local (School/Function), line manager.

In 2018 we re-designed and relaunched our central induction day to make it more innovative, dynamic, and engaging. We moved to a more interactive approach (Table 5.1.13).

Table 5.1.13 Central Induction Day programme

Welcome and introduction from the VC	
University of Reading Board game (Figure 5.1.1)	
<ul style="list-style-type: none"> ➤ Diversity and Inclusion ➤ Values and Behaviours ➤ History of University of Reading ➤ Research, Teaching and Learning ➤ Our students ➤ Our workplace 	
<ul style="list-style-type: none"> • Video celebrating our 90th anniversary as a University • Our People Plan (see §7) • Our '3Rs' of Leadership: Resourceful, Responsible and Respectful 	
Marketplace	
<ul style="list-style-type: none"> • University Benefits • Meet representatives from the trade union and staff forum • Meet staff from Women@Reading, Parent and Family Network, LGBT+ Network, etc. 	

Closed out action and impact from Bronze Action Plan	
AP 2016: E3	<p>Central induction overhauled with increased focus on Diversity and Inclusion and very good feedback as evidence of impact:</p> <ul style="list-style-type: none"> • Central Induction is being highly recommended to new staff by other recent joiners • Numbers of all staff (academic and PS) attendees are increasing • Satisfaction rates have increased to 100% of attendees rating the day as either excellent (56%) or good (44%) compared to previous results of 88% overall with 25% excellent, 63% good, 11% average).
	✓

We were the only University to be shortlisted for the finals of the Training Journal awards in 2018 for our new induction and board game. We will use the Board Game also with existing staff (AP2019:I8.1).

Figure 5.1.1 Induction Board Game (Diversity and Inclusion cards are dark green)



More females than males attend our induction (Table 5.1.14).

All new staff additionally are required, with email reminders, to complete a suite of mandatory eLearning modules, including Diversity and Inclusion with a required pass rate of 80%.

Table 5.1.14 A&R Attendance at Central Induction

	A&R males	A&R females	Total
2016/2017	32	43	75
2017/2018	27	45	72
2018/2019	35	30	65

We have superb practice in many Schools (e.g. HBS, Figure 5.1.2) regarding local induction and should be sharing this (Action AP2019:I8.2).

Figure 5.1.2. Local Induction

Welcome to the Henley Business School - New Starter Resource Centre

Here you can find all the information you need to help get your career at Henley off to a great start!

Follow the links below to discover your place within the Henley Business School community.

Can't find what you're looking for? [Get in touch and let us know!](#)

The Essentials
Induction Checklist
Essential information for all New Starters, to help get you started

The Henley Community
The Hives
Find out more about our 'cultural think-tanks' lead by volunteer staff

Orientation
School Maps
Henley Business School buildings on both Whiteknights and Greenlands campuses

The Henley Induction
When they're running, what to expect, and where to go

Organisation Charts
Function & department leaders, including key T&L staff

Campus Maps
Whiteknights, Greenlands, and London Road maps, and how to get there

New actions

AP2019 I8.1	Raise awareness of availability of Induction Board Game for Schools and Functions as a way to keep up with changes that new staff are made aware of at induction
AP2019 I8.2	Through DICOP undertake a review of inductions at School and Function level and share good practice.

(iii) Promotion (547 words)

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

Largescale changes were introduced in the main academic promotions process (Lecturer/G7 to Associate Professor/G8, and AP/G8 to Professor/G9) for the 2016/17 round and are described in the box.

Closed out action and impact from Bronze Action Plan		
AP 2016:C7	<p>In 2016/17 the University Academic Promotions process was completely overhauled introducing following features:</p> <ul style="list-style-type: none">• Criteria-based application and pro-forma rather than judgement of CV• Citizenship criterion, requiring demonstrating taking share of important non-research/teaching work: examples given include outreach, open days, admin roles, D&I work• Routes (and different criteria) for Teaching-focussed, Research-focussed, T&R staff (but all must meet Citizenship criterion)• All Schools have formal promotion committees (with gender-balance sought by governance), plus Promotion Mentors to support applications• Systematic training in applications, open to all, before promotion round, plus training for Mentors• As first stage School Promotion Committees consider systematically all possible candidates, with exploratory conversations as needed• Process changes to guard personal circumstances considerations against bias, and to detail impact in terms of quantity reasonably expected for each criterion• Contextual statements introduced laying out expectations for each discipline (e.g. grant income, publication rates) <p>The data in this section (and in §4.1(i)), together with our Evaluation of New Academic Promotion Processes Survey (Table 3.5) make clear that there has been large impact of these collective changes on promotion of women to Professor. In the three rounds (2016/17 to 2018/19) with the new system there have been 82 promotions to professor (53F:29M, 64.6%F). In the previous three years there were 43 professorial promotions (11F:32M, 25.6%F). This sea-change has impacted strongly to increase %F professors (see §4.1(i)).</p> <p>It is difficult to disentangle which of the above changes have had impact, but survey feedback suggested criteria-based system and support (especially promotion mentoring) valued by female applicants and encouraged applications. Example feedback:</p> <p><i>'I definitely fit the profile of a woman who was over ready for promotion but unconfident to apply. I would have applied earlier if the new processes had been in place'</i></p> <p><i>'I really appreciate the opportunity to detail how parental leave had impacted my career under each of the criteria.'</i></p>	✓

It is clear from Tables 5.1.16-5.1.19 that the change has had large impact on promotion of women to professor (and see above box), across the whole University and within STEMM/AHSSBL, with 65% of professorial promotions women since the change. At AP level 49% of the promotions have been women in total over the last three years,

but with a smaller proportion in STEMM, and smaller than the population at Lecturer/G7 (Table 4.1.2). We will monitor this and see if actions AP2019:B1.1, B1.2, H1.1 have effect

An inequality with respect to contract type (T only/R only/T&R) was noted already in Table 4.1.28 and action AP2019:H3.1 proposed.

Table 5.1.16 Academic and research staff promotion (whole University), Associate Professor [Source: Governance]

	Applications				Successful cases				Success rate	
	F	M	Tot	F %	F	M	Tot	F %	F	M
2015/16				44.4%				48.1%	81.3%	75.0%
T only				42.9%				60.0%	100.0%	71.4%
T&R				48.1%				50.0%	76.9%	74.1%
R only				0.0%				0.0%	N/A	100.0%
2016/17				54.2%				55.3%	53.8%	52.8%
T only				73.3%				50.0%	27.3%	40.0%
T&R				50.0%				56.3%	64.3%	57.1%
R only				0.0%				N/A	N/A	0.0%
2017/18				43.9%				40.0%	55.2%	60.6%
T only				70.0%				61.5%	57.1%	65.0%
T&R				32.6%				29.6%	53.3%	58.7%
2018/19				55.6%				52.2%	60.0%	63.9%
T only				71.4%				73.3%	73.3%	71.4%
T&R				49.0%				41.9%	52.0%	60.8%

Table 5.1.17 Academic and research staff promotion (whole University), Professor [Source: Governance]

	Applications				Successful cases				Success rate	
	F	M	Tot	F %	F	M	Tot	F %	F	M
2015/16				38.1%				25.0%	37.5%	57.1%
T only				33.3%				N/A	0.0%	0.0%
T&R				43.8%				30.0%	42.9%	62.5%
R only				0.0%				0.0%	N/A	100.0%
2016/17				56.8%				60.0%	36.0%	34.1%
T only				85.7%				100.0%	66.7%	57.1%
T&R				51.4%				45.5%	27.8%	31.4%
R only				50.0%				N/A	0.0%	0.0%
2017/18				58.2%				71.4%	62.5%	50.9%
T only				80.0%				100.0%	50.0%	40.0%
T&R				53.3%				66.7%	66.7%	53.3%
2018/19				54.5%				61.5%	80.0%	70.9%
T only				50.0%				55.6%	83.3%	75.0%
T&R				57.1%				63.3%	79.2%	71.4%
R only				0.0%				N/A	N/A	0.0%

Table 5.1.18 Academic and research staff promotion (STEMM), Associate Professor [Source: Governance]

	Applications				Successful cases				Success rate	
	F	M	Tot	F %	F	M	Tot	F %	F	M
2015/16				35.0%				41.2%	100.0%	85.0%
T only				50.0%				100.0%	100.0%	50.0%
T&R				35.3%				40.0%	100.0%	88.2%
R only				0.0%				0.0%	N/A	100.0%
2016/17				35.1%				47.6%	76.9%	56.8%
T only				66.7%				50.0%	50.0%	66.7%
T&R				33.3%				47.4%	81.8%	57.6%
R only				0.0%				N/A	N/A	0.0%
2017/18				37.1%				30.4%	53.8%	65.7%
T only				66.7%				50.0%	50.0%	66.7%
T&R				26.9%				23.5%	57.1%	65.4%
2018/19				43.9%				37.0%	55.6%	65.9%
T only				66.7%				71.4%	83.3%	77.8%
T&R				37.5%				25.0%	41.7%	62.5%

Table 5.1.19 Academic and research staff promotion (STEMM), Professor [Source: Governance]

	Application				Successful cases				Success rate	
	F	M	Tot	F %	F	M	Tot	F %	F	M
2015/16				20.0%				12.5%	50.0%	80.0%
T only				0.0%				N/A	N/A	0.0%
T&R				28.6%				16.7%	50.0%	85.7%
R only				0.0%				0.0%	N/A	100.0%
2016/17				47.6%				44.4%	40.0%	42.9%
T&R				50.0%				44.4%	40.0%	45.0%
R only				0.0%				N/A	N/A	0.0%
2017/18				54.8%				68.2%	88.2%	71.0%
T only				100.0%				100.0%	66.7%	66.7%
T&R				50.0%				65.0%	92.9%	71.4%
2018/19				52.4%				64.3%	81.8%	66.7%
T only				33.3%				50.0%	100.0%	66.7%
T&R				58.8%				66.7%	80.0%	70.6%
R only				0.0%				N/A	N/A	0.0%

Table 5.1.20 Academic and research staff promotion (AHSSBL), Associate Professor [Source: Governance]

	Application				Successful cases				Success rate	
	F	M	Tot	F %	F	M	Tot	F %	F	M
2015/16				56.3%				60.0%	66.7%	62.5%
T only				40.0%				50.0%	100.0%	80.0%
T&R				70.0%				80.0%	57.1%	50.0%
R only				0.0%				0.0%	N/A	100.0%
2016/17				73.5%				64.7%	44.0%	50.0%
T only				72.7%				50.0%	25.0%	36.4%
T&R				73.9%				69.2%	52.9%	56.5%
2017/18				51.6%				52.9%	56.3%	54.8%
T only				72.7%				71.4%	62.5%	63.6%
T&R				40.0%				40.0%	50.0%	50.0%
2018/19				71.0%				73.7%	63.6%	61.3%
T only				75.0%				75.0%	66.7%	66.7%
T&R				68.4%				72.7%	61.5%	57.9%

Table 5.1.21 Academic and research staff promotion (AHSSBL), Professor [Source: Governance]

	Application				Successful cases				Success rate	
	F	M	Tot	F %	F	M	Tot	F %	F	M
2015/16				54.5%				50.0%	33.3%	36.4%
T only				50.0%				N/A	0.0%	0.0%
T&R				55.6%				50.0%	40.0%	44.4%
2016/17				65.2%				83.3%	33.3%	26.1%
T only				85.7%				100.0%	66.7%	57.1%
T&R				53.3%				50.0%	12.5%	13.3%
R only				100.0%				N/A	0.0%	0.0%
2017/18				62.5%				83.3%	33.3%	25.0%
T only				71.4%				100.0%	40.0%	28.6%
T&R				58.8%				75.0%	30.0%	23.5%
2018/19				55.9%				60.0%	78.9%	73.5%
T only				55.6%				57.1%	80.0%	77.8%
T&R				56.0%				61.1%	78.6%	72.0%

Full-time/Part-time comparisons. Part time applications have increased under the new system (2016/17 onwards, Table 5.1.22) but success rates have fallen (PT success rate is 48% averaged over last three years), and are 7p.p. lower than FT success rates. Tables 5.1.22-23 show gender split, female PT success rate below male at AP and P. Additionally to the survey we ran a small focus group (7, but many PT) with feedback that promotions guidance about PT staff (predominantly female) gives excessive decision-maker discretion, leading to AP2019:H9.1.

Table 5.1.22 Success rates by full-time/part-time mode: all applications

Year	Full-time				Part-time			
	Successful		Unsuccessful		Successful		Unsuccessful	
	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage	Headcount	Percentage
2013/4	51	70%	22	30%		50%		50%
2014/5		76%		24%		75%		25%
2015/6		69%		31%		60%		40%
2016/7	55	50%	56	50%		36%		64%
2017/8	65	58%	47	26%		56%		44%
2018/9	81	68%	39	32%		50%		50%

Table 5.1.23 Academic and research staff promotion by full-time/part-time mode (whole University), Associate Professor

Mode	Year	Application				Successful cases				Success rate	
		F	M	Total	F %	F	M	Total	F %	F	M
FT	2016/17				51.5%				54.1%	58.8%	53.1%
FT	2017/18				39.3%				36.4%	54.5%	61.8%
FT	2018/19				52.3%				48.8%	61.8%	71.0%
FT	Total	90	98	187	48.1%	53	60	113	46.9%	58.9%	61.2%
PT	2016/17				83.3%				100%	20.0%	0.0%
PT	2017/18				70.0%				57.1%	57.1%	100%
PT	2018/19				85.7%				100%	50.0%	0.0%
PT	Total				78.3%				72.7%	44.4%	60.0%

Table 5.1.24 Academic and research staff promotion by full-time/part-time mode (whole University), Professor

Mode	Year	Application				Successful cases				Success rate	
		F	M	Total	F %	F	M	Total	F %	F	M
FT	2016/17				56.1%				57.1%	34.8%	33.3%
FT	2017/18				58.0%				73.1%	65.5%	33.3%
FT	2018/19				53.8%				62.2%	82.1%	58.3%
FT	Total	80	63	143	55.9%	50	27	77	64.9%	62.5%	42.9%
PT	2016/17				66.7%				100%	50.0%	0.0%
PT	2017/18				60.0%				50.0%	33.3%	50.0%
PT	2018/19				66.7%				50.0%	50.0%	100%
PT	Total				63.6%				60.0%	42.9%	50.0%

There are separate reward processes for A&R staff below G7, including a merit-based promotion routes. Table 5.1.32 shows gender balance averaged over the last three years.

Table 5.1.25 Reward outcomes for Academic and Research staff below Grade 7

Reward Committees Outcomes for Academic and Research Staff	Type of Award by Gender				Grand Total
	Merit-based Promotion		Salary Progression		
	Female	Male	Female	Male	
2016/17					33
2017/18					26
2018/19					29
Total					88

New actions

AP2019 H9.1 Revisit promotion guidelines in respect of part-time staff, consult PT staff through larger focus group/survey, monitor closely in the 2019/20 round the PT/FT, M/F balance, especially at AP.

(iv) Staff submitted to the Research Excellence Framework (REF) by gender **(48 words)**

Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

Table 5.1.33 Staff submitted to the RAE 2008, by gender [Source: PSO]

Area	Female			Male		
	Not submitted	Submitted	Submitted %	Not submitted	Submitted	Submitted %
STEMH			93%	25	285	87%
AHSSBL	31	112	78%	24	159	92%
Grand Total			85%	49	444	90%
% returned nationally			47%			67%

Table 5.1.34 Staff submitted to the REF 2014, by gender [Source: PSO]

Area	Female			Male		
	Not submitted	Submitted	Submitted %	Not submitted	Submitted	Submitted %
STEMH	22	120	85%	36	279	89%
AHSSBL	27	114	81%	30	125	81%
Grand Total	49	234	83%	66	404	86%
% returned nationally			51%			67%

Unlike the sector as a whole, UoR had no significant differences in submitted and non-submitted populations with respect to gender at the institutional level, and Reading had a much higher submission rate than the sector overall, and improved its gender gap in submission rate between 2008 and 2014.

5.2 CAREER TRANSITION POINTS: PROFESSIONAL AND SUPPORT STAFF (280 words = 226+54)

(i) Induction (54 words)

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

P&S staff have the same central induction as academic staff, described in section 5.1 (ii). We have excellent attendance (Table 5.2.1) and feedback is extremely positive

“...fun and informative. The interactive session provided a great opportunity to meet a diverse range of colleagues and gave me the feeling that I belonged to something bigger”

Table 5.2.1 Attendance of P&S staff at central induction

	Females	Males	Total P&S staff attending
2016/2017	232	84	316
2017/2018	218	95	313
2018/2019	184	82	266

(ii) Promotion

Provide data on staff applying for promotion and comment on applications and success rate by gender, grade and full-time and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

As with many other universities, P&S roles are based on institutional need. Roles (for all staff in Grades 1-8) that have undergone substantive and material changes can be evaluated using the HERA scheme. Regrading committees are convened twice yearly to consider any applications and there is an appeals process if applications are unsuccessful. Full information, dates, application forms and a flowchart are available on the HR intranet site. Table 5.2.2 demonstrates outcomes. Gender pay gaps, including for P&S, are discussed in 4.1(v) and actions proposed.

Table 5.2.2 P&S Re-grading Applications

Re-grade to	Applications		Successful Applications	
	Female	Male	Female	Male
2016-2017				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Total				
2017-2018				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Total				
2018-2019				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Total				
Total over 3 years	36	21	34	
Success rate			94%	81%

More female applications are made, and success rates are higher for these. For both males and females more applications are made by individuals at higher grades.

In Career Development Focus Groups and our Career Development Survey, there is increasing recognition by P&S staff that career progression is achieved by applying for new posts, rather than through a promotion system.

We have a reward and recognition scheme in place which includes consolidated salary increase for staff who demonstrate excellent performance (Table 5.2.3). Reward Committees meet twice a year. The Reward Committee for centralised staff considers all Function applications across the University and this improves consistency in the quality of cases and equitable decisions. Full information, dates, application forms and a flowchart are available on the HR intranet site.

Staff Survey 2017: percentages agreeing with the question

Question/ statement	UoR	M	F
I am aware of the University's arrangements for recognising and rewarding good performance	69%	70%	71%
I am aware of the benefits offered by the University	71%	73%	73%

Table 5.2.3 P&S Reward Outcomes

Reward Committees P&S Outcomes	Salary Progression (accelerated increment/contribution point)		Grand Total
	Female	Male	
2016/2017			
Professional & Support Staff (Functions)			
Professional & Support Staff (School-based)			
2017/2018			
Professional & Support Staff (Functions)			
Professional & Support Staff (School-based)			
2018/2019			
Professional & Support Staff (Functions)			
Professional & Support Staff (School-Based)			
1 M promotion to a research adjacent role in School			
Total	142	37	179

There are significantly more awards made to females, even when taking into account the higher proportion of P&S females. An action has been assigned to explore this.

New actions

AP2019 H4.1	Explore why more women are receiving awards and whether any action needed, bringing paper to ASIG (and Staffing Committee as appropriate).
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5.3 Career development: academic staff 825+496+200= 1521

(i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Our PD and CQSD teams provide a wide variety of learning and development opportunities, including courses, online learning, e-learning and blended learning options.

Training is also provided locally within and for Schools (and Functions) with the opportunity to attend external development provision as necessary. Feedback from our 2017 Staff Survey was positive (Table 5.3.1)

Table 5.3.1 Staff Survey 2017: percentages agreeing with question

	UoR	M	F
I have received sufficient training to enable me to do my job well	80	81	83

This year we introduced a learning management system, UoRLearn (Figure 5.3.1).

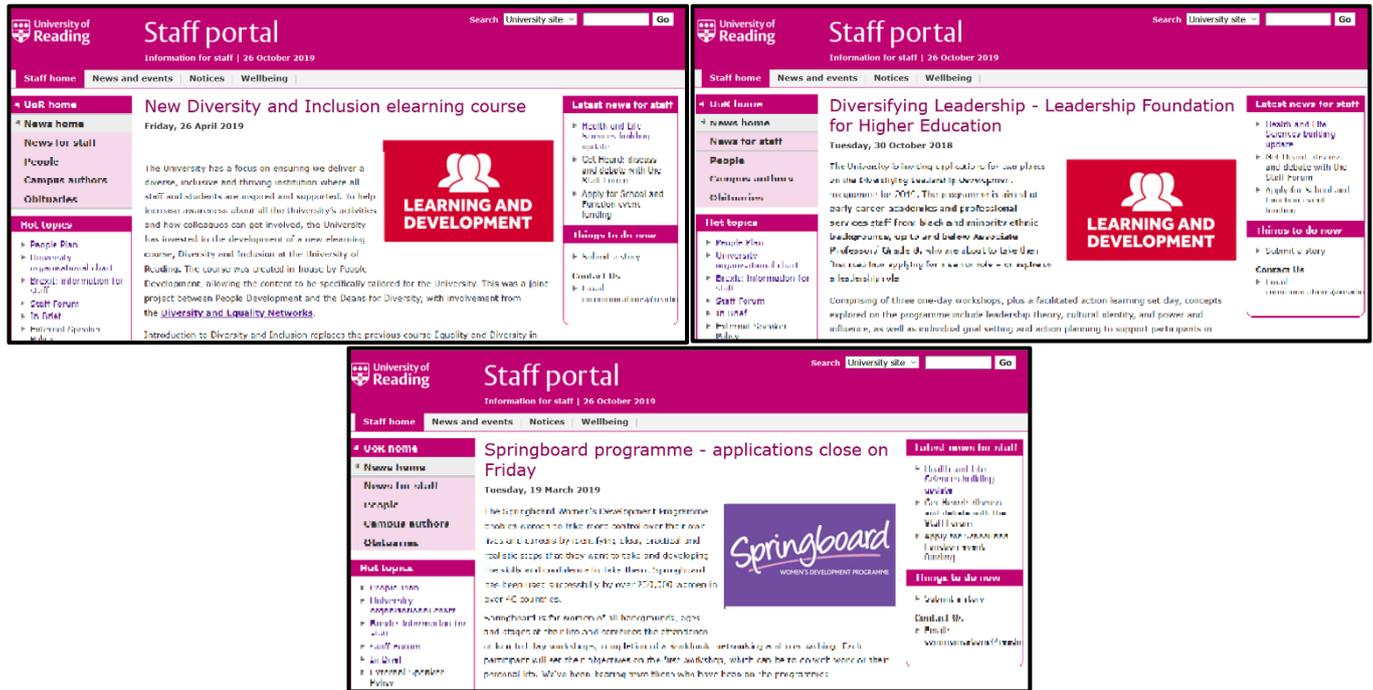
Closed out actions		
Training	<p>In 2019 introduced a University wide learning management system UoRLearn</p> <ul style="list-style-type: none"> • Brings all learning and development opportunities into one place. • All staff can access UoRLearn and book training. • Gives managers oversight of their team’s L&D • Gives PD effective data and analysis to inform future development planning 	✓

Figure 5.3.1 Communication of UoRLearn



Staff are also kept aware of new and ongoing development opportunities via the staff portal page of the intranet (Figure 5.3.2), targeted emails from PD, CQSD and items in internal communications such as In Brief and Leaders’ Brief.

Figure 5.3.2 Communication of training courses



An extensive training programme is available for A&R staff with a broadly gender-balanced uptake across STEMM and AHSSBL shown in Tables 5.3.2, 5.3.3 and 5.3.4.

Table 5.3.2 Training uptake of academic and research staff (whole University)

Year	Female	Male	Total	Female %
2015	3623	2520	6143	58.98%
2016	4239	2823	7062	60.03%
2017	3581	1756	5337	67.10%
2018	1306	869	2175	60.05%
2019	3623	2311	5934	61.05%

Table 5.3.3 Training uptake of academic and research staff (STEMM)

Year	Female	Male	Total	Female %
2015	1863	1674	3537	52.67%
2016	1877	1649	3526	53.23%
2017	1521	1031	2552	59.60%
2018	505	460	965	52.33%
2019	1431	1322	2753	51.98%

Table 5.3.4 Training uptake of academic and research staff (AHSSBL)

Year	Female	Male	Total	Female %
2015	1653	730	2383	69.37%
2016	2041	1029	3070	66.48%
2017	1673	673	2346	71.31%
2018	715	390	1105	64.71%
2019	1928	905	2833	68.06%

A snapshot of training courses is shown below covering career development (Table 5.3.5, Set 1 AR) with uptake in Tables 5.3.6, 5.3.7 and 5.3.8 and diversity and inclusion (Table 5.3.9 Set 2 AR) with uptake in Tables 5.3.10, 5.3.11 and 5.3.12. There are no apparent gender concerns relating to the uptake of training in any areas, though there is a slightly lower uptake by females in STEMM when compared to AHSSBL.

Table 5.3.5. Set 1 A&R Training for career development

Applying for academic promotion to associate professor or professor
Aurora celebrations
Aurora women's leadership development programme
Certificate in research career management: an introduction
Grade 6 career development workshop
I want that job
Interview skills
Leadership development
Leadership@reading: leading change
Making the most of your PDR - research staff only
Making the most of your PDR (reviewees)
Moving to a university lectureship
Moving towards a career in industry
PDR training for reviewees
PDR training for reviewees (school-based)
PDR training for reviewers
PDR training for reviewers (school based)
Personal growth: understanding yourself and others
Preparing for promotion to associate professor/ professor
Promotion training for applicants
Research staff development - stakeholder mapping for research staff
Springboard women's development programme
StellarHE
TEL for all: technology as a springboard to inclusive practice
The art of job applications for research staff
What do research staff do next? the alternatives to an academic career
Women @ reading: building your career resilience

Table 5.3.6 Training uptake of academic and research staff – Set 1

Year	Female	Male	Total	Female %
2015	252	149	401	62.84%
2016	152	81	233	65.24%
2017	149	66	215	69.30%
2018	67	46	113	59.29%
2019	116	109	225	51.56%

Table 5.3.7 Training uptake of academic and research staff – Set 1 (STEMM)

Year	Female	Male	Total	Female %
2015	151	109	260	58.08%
2016	90	62	152	59.21%
2017	84	46	130	64.62%
2018	33	26	59	55.93%
2019	57	88	145	39.31%

Table 5.3.8 Training uptake of academic and research staff – Set 1 (AHSSBL)

Year	Female	Male	Total	Female %
2015	95	27	122	77.87%
2016	58	14	72	80.56%
2017	61	20	81	75.31%
2018	32	20	52	61.54%
2019	55	21	76	72.37%

Table 5.3.9 Set 2 A&R Diversity and Inclusion Training

Athena swan: encouragement and opportunity to represent department session 1 focus group
Athena swan: encouragement and opportunity to represent department session 2 focus group
Athena swan: part-time/flexible working and career development opportunities session 1 focus group
Athena swan: part-time/flexible working and career development opportunities session 2 focus group
Athena swan: workload model HoS focus group
Becoming an ally to UoR LGBT+staff and students: info and sign-up session
Contributing to a diverse & inclusive workplace
Cultural awareness - doing business in East Asia
Curriculum framework conference lunch and workshop - making practice inclusive and accessible
Curriculum framework conference workshop - integrating a culturally diverse cohort: issues, challenges and suggestions
Deaf awareness and culture - the IWLP experience
Disability and MFL teaching and learning
Diversifying leadership
Diversity seminar: understanding and disrupting the persistence of racial inequality in higher education
Dyslexia and other specific learning difficulties: impact at university
Embedding inclusivity in the curriculum
Inclusive curriculum design
Inclusive teaching
Inclusive teaching strategies
Integrating a culturally diverse cohort: issues, challenges and suggestions
Integrating a culturally diverse cohort: issues, challenges and suggestions (UoRM)
Is gender balance the answer to the construction industry's problems?
Making practice inclusive and accessible (UoRM)
Mental health awareness
Mental Health First Aid England course
Mind the gap: collaborative working on skills development
Mind the gap: understanding the black, Asian & minority ethnic (BME) attainment gap
Recruitment & selection - new manager

Recruitment & selection - new manager (school-based)
Recruitment & selection - refresher
Recruitment and selection
Recruitment and selection panel interviews
Recruitment and selection panel interviews (1 to 1)
Recruitment and selection panel interviews (school based)
Recruitment and selection panel interviews for senior academics (school based)
Responding to cultural difference
Stonewall one-day allies programme
Supporting disabled students' success through inclusive teaching
Supporting international students and responding to cultural difference
Supporting students with mental health difficulties
Supporting students with mental health difficulties (school based)
T&L policy: supporting disabled student success in a new funding era (post 2016 DSA cuts)
T&L showcase: addressing the BME attainment gap: showcasing examples of racially/ethnically inclusive curricula
T&L showcase: mental health resilience: designing and delivering a wellbeing programme (SLL resilience masterclasses)
T&L showcase: teaching in a culturally diverse world
Teaching & Learning conference - engaging everyone: addressing the diversity & inclusion expectations
Teaching & learning conference workshop - creating accessible teaching and learning resources
Teaching & learning conference workshop - embedding inclusivity in the curriculum
Teaching & learning conference workshop - inclusive assessment and feedback
TEL: accessibility (for library staff)
TEL: accessibility retreat (part 2)
TEL: accessibility: accessible blackboard content (part 1)
TEL: accessibility: accessible blackboard content (school based)
TEL: accessibility: Ally for administrators
TEL: T&L for all: accessibility and beyond: let's play with ally
The lives of older lesbians: sexuality, identity & the life course
Transgender awareness training
Unconscious bias (1-1 training)
Unconscious bias in decision making
Unconscious bias in decision making (school-based)
University of Reading termly diversity and inclusion lecture
What does increased diversity of students mean for your teaching
Women @ reading: building your career resilience
Women @ reading: building your personal boardroom
Women @ reading: juggling everything
Women @ reading: the experience of not belonging in the workplace
Women in leadership @ reading
Women in leadership @ reading: creating presence

Table 5.3.10 Training uptake of academic and research staff – Set 2 (whole University)

Year	Female	Male	Total	Female %
2015	347	200	547	63.44%
2016	349	177	526	66.35%
2017	374	158	532	70.30%
2018	64	38	102	62.75%
2019	216	118	334	64.67%

Table 5.3.11 Training uptake of academic and research staff – Set 2 (STEMM)

Year	Female	Male	Total	Female %
2015	166	147	313	53.04%
2016	183	129	312	58.65%
2017	136	101	237	57.38%
2018				50.00%
2019	59	66	125	47.20%

Table 5.3.12 Training uptake of academic and research staff – Set 2 (AHSSBL)

Year	Female	Male	Total	Female %
2015	168	51	219	76.71%
2016	131	39	170	77.06%
2017	158	53	211	74.88%
2018				68.85%
2019	139	52	191	72.77%

Our new Leadership Framework has been developed following feedback from the 2017 Staff Survey and the subsequent People Plan Project (section 7). The 3Rs (Resourceful, Responsible, Respectful) are now being interwoven into all of our management programmes, some included, with attendance in Table 5.3.13

Table 5.3.13 Examples: Leadership and Management courses and attendance (AR) 2016-2019

	M	F
Level 4 ILM accredited development programme (5 x 1 day modules, 5 x 90 minute action learning sets and self-directed learning)	6	15
Learning to Lead (4 x 1 day modules) with action learning sets	1	1
Leading High Performance (3 x 0.5 day modules)	1	4
Management Skills for new line managers	12	1
Leading Academic Teams for Research Division Leads, School Directors of T&L, Heads of Department, Programme Directors and equivalent academic roles.	4	11

Some of our development courses with a particular focus on D&I, with attendance, are included in Table 5.3.14. These are widely advertised (Figure 5.3.2 and 5.3.3)

Table 5.3.14 Examples: development courses with a focus on D&I and attendance (A&R)

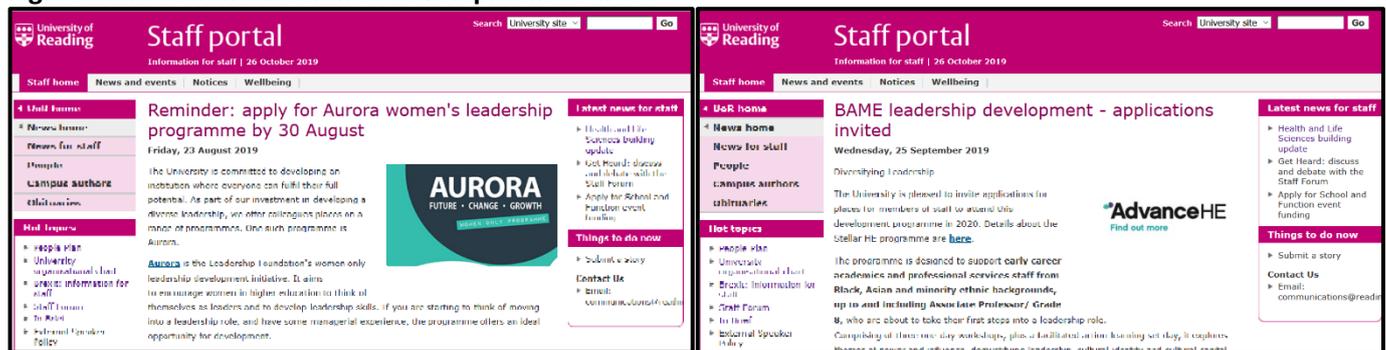
Programme	Attendees 2016/17	Attendees 2017/18	Attendees 2018/19	Attendees 2019/20	TOTAL by programme
Aurora	8 females	5 females	5 females	5 females	23 females
Springboard	19 females	6*females	7 females		32 females
Diversifying Leadership		1		Applications pending	1
StellarHE	1	1	1		3

*We were only able to run one cohort due to trainer unavailability.

University mentors and sponsors are allocated to delegates.

We run a celebratory event for Aurora delegates annually. This is opened by the Vice-Chancellor and the D&I Dean. This year’s speakers included a Diversifying Leadership attendee. We have also held follow-up sessions for Springboard delegates every 18 months. The two September 2016 events welcomed a total of 65 females (AR and P&S), and the two events in January 2018 a total of 31 females (AR and P&S). We have identified actions to track effectiveness of our development courses (AP 2019 H5.1) and benefit from participants’ learning (AP 2019 H5.2).

Figure 5.3.3 Communication of development courses



Our women’s network Women@Reading (W@R) runs an annual programme of developmental events open to all staff (Table 5.3.15) though attendees are mostly female.

The Imposter Syndrome was initially run as a one-off event and offered again due to high demand. It is now run regularly as part of our open programme for all staff.

Table 5.3.15 Women@Reading annual programme

Title	Date	No. of attendees
The Imposter Syndrome	22/03/16; 13/04/16	42 (23 & 19)
Juggling Everything	10/06/16	35
Creating Presence	29/06/16	27
Building your career resilience	27/10/16	33
The experience of not belonging in the workplace	13/03/17	27
Building your personal boardroom	21/02/18	20
Thinking Fast & Slow	20/03/18	48
Mindfulness at Work	03/05/18 x 2	62 (29 & 33)
Women in the Army	29/05/18	17
Event Planning	14/05/19	25
Growing your confidence	17/06/19	50
TOTAL attendees		386

“These talks are simply amazing and I am so grateful they are being organised! I find them truly inspirational and helpful and I wish there were more!”

“The key roles for your network was not only helpful for thinking about my career but also the people who help me to fulfil my role and responsibilities...”

We have delivered unconscious bias training both face-to-face and then online for several years. Following recent research that unconscious bias training is less effective than previously thought, online training is followed by discussion groups to all those staff involved in assessing REF input either on panels or appeals.

We have committed to undertake a large project of work to develop a blended learning D&I development programme, in conjunction with The Pacific Institute and members of our DICOP. RISE (Ready for an Inclusive Supportive Environment) runs over a period of 16 weeks and will be available to all staff at the University. The programme objectives include:

- Embracing inclusivity by confidently role modelling University behaviours
- Actively addressing and promoting a diverse workforce

Table 5.3.16 RISE pilot group.

Female academic	Female PS	Male academic	Male PS
5	8	2	2

All staff involved in teaching and learning are appropriately supported. The FLAIR Framework combines a pathway for doctoral researchers, the Academic Practice Programme (APP) for staff relatively new to teaching and a non-taught CPD Route for experienced staff. The CPD scheme is accredited by the Higher Education Academy and allows us to award all four categories of HEA Fellowship (Table 5.3.17). Achievement is gender balanced and widely celebrated (Figure 5.3.4).

Table 5.3.17 Associate Fellows, Fellows, Senior Fellows and Principal Fellows of the HEA

Staff	1 October 2016 to 30 September 2017		1 October 2017 to 31 March 2018		1 April 2018 to 31 March 2019		1st April 2019-	
	Female	Male	Female	Male	Female	Male	Female	Male
Academic	31	23	9	7	48	32	16	15

Figure 5.3.4 Communicating Success



Our ECRs have a tailored development programme (§5.3) with training courses. Table 5.3.18 shows uptake.

Evaluation information, collected at the end of every session, shows that the majority of delegates rate the courses as excellent or good for their overall quality and impact.

Table 5.3.18 uptake of courses by PDRAs between August 2018 – July 2019

Course Title	Female	Male	Total	% female
Centaur and open access surgery (1-1 session)	1	2	3	33
Communicating your research: five simple ideas	20	16	36	56
Costing for research proposals	10	4	14	71
Engaging with policymakers	18	15	33	55
Introduction to altmetric explorer	3	2	5	60
Introduction to bibliometrics	3	4	7	43
Introduction to the scival research intelligence tool	4	3	7	57
Introduction to writing successful research proposals	7	3	10	70
Managing your digital researcher profile (1-1 session)	4	1	5	80
Moving Towards A Career In Industry (external expert speakers)	5	1	6	83
Moving to a Lectureship	10	5	15	67
Orcid identifiers - what are they and why do i need one?	3	3	6	50
Overview of research funding (humanities and social sciences)	11	7	18	61
Overview of research funding (sciences)	9	4	13	69
Research data management surgery @ earley gate (1-1 help session)	1		1	100
Research data management surgery @ whiteknights (1-1 help session)	1	1	2	50
Research data management: an introduction	6	2	8	75
Research impact	5	4	9	55
Stakeholder mapping	17	10	27	63
Scholarly publishing: requirements and opportunities	13	7	20	65
Using social media to communicate and enhance your research	20	10	30	67
Writing a data management plan	24	12	36	67
Writing for non-academic audiences	20	9	29	69
Sentaur, ref & funders' open access policies for publication	13	12	25	52
Researchfish	26	22	48	54
Total	254	159	413	62

Closed out actions and impact from Bronze submission

AP2016:E3	We have a modern engaging and high impact D&I training programme targeted at different cohorts e.g. leaders, managers, recruiters, new starters via different delivery modes (online, face to face and action learning)	✓
AP 2016: E4	We continually improve and update our programmes based on consultation with attendees, external experts and new research e.g. unconscious bias training	✓
AP 2016: E7	We are proactively supporting cohorts following attendance at development programmes such as Springboard and Aurora	✓

Action Plan	
AP2019 H5.1	Identify and implement methods for assessing impact of Springboard, StellarHE, Diversifying Leadership, Aurora, Stonewall Leadership programme on individual and institution, including career progress of participants (via academic promotion process, professorial pay review, rewards processes, new roles taken up)
AP2019 H5.2	Building on existing active Springboard graduates network, develop additional mechanisms to support graduates of other programmes in H5.1, taking into account participants feedback

(ii) Appraisal/development review 200

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

We encourage line managers to have regular 1:1 conversations throughout the year with team members, and an annual PDR between the staff member and their line manager is scheduled in less busy periods. Development needs can be identified via the PDR and we encourage HoSs to feedback arising needs to their HR Partner or PD.

Our 2017 staff survey results showed the following on PDRs (Table 5.3.19) and our recent Career Development Survey fed back areas for improvement from both AR and P&S staff (section 5.4) Action AP 2019 G4.1 and G4.3:

Table 5.3.19 Staff Survey 2017: percentages responding positively

	UoR	M	F
Have you had a Performance Development Review (PDR) in the last 12 months?	75%	77%	73%
Was your PDR useful for you?	68%	66%	73%
Did you agree clear objectives as part of your PDR?	85%	88%	84%
Did the PDR leave you feeling your work is valued by the University of Reading?	64%	65%	69%
As part of your PDR did you agree a plan for your personal development needs?	74%	76%	75%
If you didn't have a PDR in the last 12 months would you have liked to have one?	43%	39%	48%

We do not capture data on PDR completion (Action AP2019:G4.2).

We provided mandatory training for reviewers/ line managers and staff when the PDR process was reviewed in 2014. Uptake of more recent reviewee and reviewer training is shown in Tables 5.3.20 and 5.3.21

Table 5.3.20 PDR training for AR reviewees

	Total attending (including PS staff- see 5.4 (i))	AR males	AR females
2016/2017	50	4	7
2017/2018	15	1	2
2018/2019	0	0	0

Table 5.3.21 PDR training for AR reviewers

	Total attending (including PS staff- see 5.4 (i))	AR males	AR females
2016/2017	114	14	15
2017/2018	4	1	2
2018/2019	0	0	0

We recognised some time ago that PDRs are an area for improvement. Numbers on PDR training will be re-established as part of the significant actions that we have identified below.

Supplementary to PDRs, all UEB members and 78% (24M :21F) of the Leadership Group took part in a development 360° feedback questionnaire in 2016. UEB members undertook a 360 feedback in August 2019.

New actions	
AP2019: G4.1	Carry out an in-depth review with reviewers and reviewees to determine barriers to Personal Development Review (PDR) completion and culture relating to regular manager and employee conversations.
AP2019: G4.2	Learning from the review in G4.1, develop effective mechanisms for measuring PDR completion rates and quality of PDRs.
AP2019: G4.3	Following G4.1, G4.2, we relaunch the PDR, making clear its purpose, how it works, how individual PDRs link into wider goals and ultimately University strategy, and emphasising the importance of follow-up through the year.

(ii) Support given to academic staff for career progression **496**

Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.

Our 2017 staff survey results showed the following on career development (Table 5.3.22):

Table 5.3.22 Staff Survey 2017: percentages responding positively

	UoR	M	F
I feel that I am given the same opportunities to develop as other staff	78%	80%	79%
Overall, I feel that the University of Reading provides appropriate development opportunities	77%	80%	79%
I am satisfied with my current level of learning and development	75%	77%	76%

The University is committed to the development of its research staff and is a signatory to the Concordat to Support the Career Development of Researchers. We were one of the first ten Universities in the UK to win its HR Excellence in Research Award, which we have retained for eight years (Figure 5.3.5).

Figure 5.3.5 Communication of Retention of HR Excellence in Research Award



We have significantly improved the support offered to early career research staff since our last submission:

- RSC (8 PDRAs 4F:4M) meets termly and advocates the interests of PDRAs across the University.
- RSC feeds in to University Research Committee and enables two way communication
- PDRAs can now apply for travel grants to attend Conferences

- Research Staff Conference (every two years). Gender balance relating to speakers. Topics have included: promotion, development, funding Opportunities and ‘the World of Media’
- 60 PDRAs attended in 2019 (57% female). 85% respondents rated the conference as excellent/good.
- Introduced Research Staff Development Strategy
- Introduction of a handbook for PIs explaining their responsibilities in managing PDRAs and supporting them in their career development, including flexible working
- Introduction of a briefing pack for PDRAs outlining what PDRAs can expect from their PI in terms of management and support.
- A ‘Research Staff Career Planner’, designed and approved by URC. Provides a template for all PDRAs to identify steps to achieve their career goals
- Introduction of a ‘Research Staff Development Prompter’, which outlines all the personal and career development opportunities for PDRAs within UoR
- Introduction of a mentoring scheme specifically for research staff
- Every year, a Researcher Development Booklet is sent to all academic and research staff. This provides a comprehensive programme of development opportunities (uptake in Table 5.3.18) and external resources e.g. Researcher Development Framework.
- Dedicated budget for Researcher Development to fund external speakers.
- Prizes for ECRs and these celebrated (Fig 5.3.6)

Closed out actions and impact from Bronze Action Plan		
AP2016:C4 AP2016:C5	Since 2016, there have been a total of .. PDRAs promoted from grade 6 to grade 7 (. females, . males)	✓
AP2016:C10	Feedback confirms that training is meeting development needs of ECRs and there is balanced uptake by genders	✓

Figure 5.3.6 Celebrating achievements of Early Career Researchers



There are a number of mentoring schemes, in addition to one specifically for research staff.

PD provide training for those people who would like to volunteer to be a mentor (Table 5.3.23)

Table 5.3.23 Successful mentoring workshop

	A&R Female	A&R Male	Total
2016/17	15	14	29
2017/18	4	3	7
2018/19	5	5	10
Grand Total	24	22	46

New academic staff are provided with a mentor for the duration of their probation (3 years) and we offer mentoring throughout careers. We do not currently capture numbers of mentors or mentees on our scheme or routinely assess impact (Action AP2019:G5.1)

We have an internal coaching network and supervision and development sessions for our coaches. All of our coaches are professionally qualified. In addition, we have external coaches for senior leaders. We have an action to evaluate impact (AP 2019: G5.2).

Action AP2019 G5.3 builds on the positive mentoring and coaching schemes that currently run.

Closed out actions and impact from Bronze submission		
AP 2016:E5	The academic mentoring policy has been updated in line with central policy. The research staff mentoring policy has also been updated	✓
AP 2016:E6	We have a thriving Women@Reading network with a strong well-advertised events programme	✓

New actions		
AP2019:G5.1	Continue to build the network of mentoring representatives from each School and Function, sharing best practice across the University at termly meetings. Provide support to those Schools and Functions seeking to establish or improve their local mentoring schemes, via this network or directly as appropriate, including assisting them to set up recording systems for local mentoring relationships and methods for evaluation of its impact.	
AP2019:G5.2	Continue to record formal centrally-administered coaching relationships, whether via the internal coaching network or bought in for senior leaders, monitoring these to ensure coaches are well-matched and evaluation of the impact on the person is undertaken	
AP2019:G5.3	Further raise awareness of coaching and mentoring opportunities including by inviting staff who are also qualified coaches to join the network, and continuing to add those who attend a mentor course with people development to the list of available mentors.	

5.4 Career development: professional and support staff 915

(i) Training

Describe the training available to staff at all levels. Provide details of uptake and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

All training opportunities described in section 5.3(i), unless specific to AR staff by its nature, are also available to P&S staff. Uptake is shown in Tables 5.4.1, 5.4.2 and 5.4.3.

Our Career Development Focus Groups with P&S staff highlighted that training courses are viewed very positively and in our Career Development Survey, of P&S staff, 82%F and 78%M reported that the training had a beneficial impact on their role. PD work with P&S staff to develop bespoke courses to meet the needs of different Functions.

Table 5.4.1 Training uptake of Professional & Support Staff (whole University)

Year	Female	Male	Total	Female %
2015	5966	2573	8539	69.87%
2016	10294	3503	13797	74.61%
2017	7524	2283	9807	76.72%
2018	2157	903	3060	70.49%
2019	5987	3135	9122	65.63%

Table 5.4.2 Training uptake of Professional & Support Staff (STEMM)

Year	Female	Male	Total	Female %
2015	1538	579	2117	72.65%
2016	2599	826	3425	75.88%
2017	1169	239	1408	83.03%
2018	252	64	316	79.75%
2019	1022	412	1434	71.27%

Table 5.4.3 Training uptake of Professional & Support Staff (AHSSBL)

Year	Female	Male	Total	Female %
2015	1647	301	1948	84.55%
2016	3094	553	3647	84.84%
2017	1362	476	1838	74.10%
2018	465	143	608	76.48%
2019	1333	779	2112	63.12%

A snapshot of training courses is shown below and includes career development (Table 5.4.4, Set 1 PS) with uptake in Tables 5.4.5, 5.4.6 and 5.4.7 and D&I (Table 5.4.8 Set 2 PS) with uptake in Tables 5.4.9, 5.4.10 and 5.4.11. More females undertake training. This exceeds the higher proportion of female P&S staff at the University.

Table 5.4.4. Set 1 P&S

Aurora celebrations
Aurora women's leadership development programme (days 1-5)
Grade 6 career development workshop
I want that job
Interview Skills
Leadership Development
Leadership@reading: Leading Change
Making the most of your PDR job chat (reviewees)
PDR training for reviewees
PDR training for reviewers
Personal growth: understanding yourself and others
Springboard women's development programme
StellarHE
Women @ reading: building your career resilience

Table 5.4.5 Training uptake of Professional & Support Staff – Set 1 (whole University) [Source: Trent]

Year	Female	Male	Total	Female %
2015	524	97	621	84.38%
2016	792	82	874	90.62%
2017	277	35	312	88.78%
2018				92.94%
2019	133	24	157	84.71%

Table 5.4.6 Training uptake of Professional & Support Staff – Set 1 (STEMM) [Source: Trent]

Year	Female	Male	Total	Female %
2015				92.22%
2016				93.17%
2017				96.15%
2018				81.25%
2019				97.67%

Table 5.4.7 Training uptake of Professional & Support Staff – Set 1 (AHSSBL) [Source: Trent]

Year	Female	Male	Total	Female %
2015				94.21%
2016				94.64%
2017				82.69%
2018				94.12%
2019				72.22%

Table 5.4.8 Set 2 P&S

Becoming an ally to UoR LGBT+staff and students: info and sign-up session
Contributing to a diverse & inclusive workplace
Cultural awareness - doing business in East Asia
Diversifying leadership
Diversity seminar: understanding and disrupting the persistence of racial inequality in higher education
Dyslexia and other specific learning difficulties: impact at university
Inclusive teaching
Integrating a culturally diverse cohort: issues, challenges and suggestions (uorm)
Is gender balance the answer to the construction industry's problems?
Mental health awareness
Mental health first aid England course
Mind the gap: collaborative working on skills development
Mind the gap: understanding the black, Asian & minority ethnic (BME) attainment gap
Recruitment & selection - new manager
Recruitment & selection - refresher
Recruitment and selection panel interviews
Responding to cultural difference
Stonewall one-day allies programme
Supporting disabled students' success through inclusive teaching
Supporting international students and responding to cultural difference
Supporting students with mental health difficulties
TEL: accessibility (for library staff)
TEL: accessibility: accessible blackboard content
TEL: accessibility: ally for administrators
The lives of older lesbians: sexuality, identity & the life course
Transgender awareness training
Unconscious bias in decision making
University of reading termly diversity and inclusion lecture
Women @ reading: building your career resilience
Women @ reading: building your personal boardroom
Women @ reading: juggling everything
Women in leadership @ reading
Women in leadership @ reading
Women in leadership @ reading: creating presence

Table 5.4.9 Training uptake of Professional & Support Staff – Set 2 (whole University)

Year	Female	Male	Total	Female %
2015	541	122	663	81.60%
2016	818	163	981	83.38%
2017	898	205	1103	81.41%
2018	181	48	229	79.04%
2019	429	172	601	71.38%

Tale 5.4.10 Training uptake of Professional & Support Staff – Set 2 (STEMM)

Year	Female	Male	Total	Female %
2015				87.10%
2016	153	36	189	80.95%
2017				95.35%
2018				90.91%
2019	53	32	85	62.35%

Table 5.4.11 Training uptake of Professional & Support Staff – Set 2 (AHSSBL)

Year	Female	Male	Total	Female %
2015	179	31	210	85.24%
2016				93.02%
2017	188	57	245	76.73%
2018				66.67%
2019	107	67	174	61.49%

We have good attendance on courses by P&S staff (Table 5.4.12, 5.4.13) with excellent feedback (Figure 5.4.7)

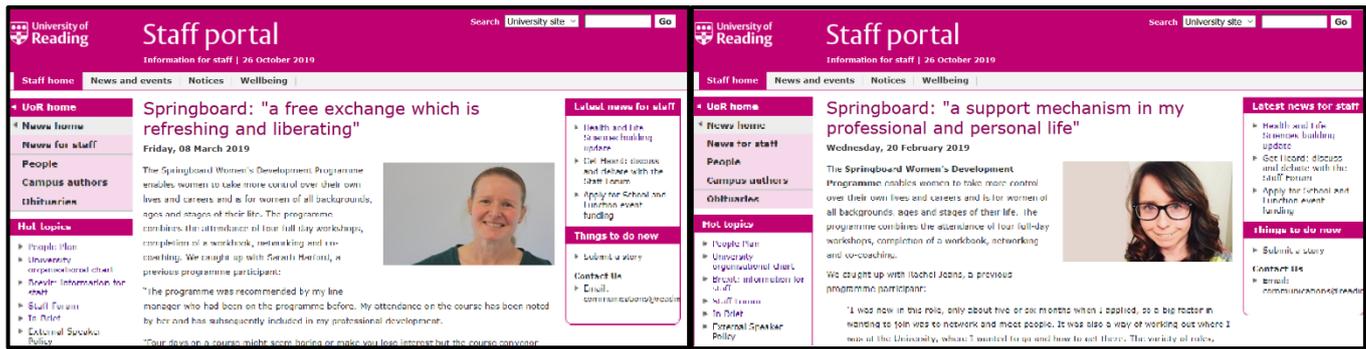
Table 5.4.12 Leadership and Management attendance

	M	F
Level 4 ILM accredited development programme (5 x 1 day modules, 5 x 90 minute action learning sets and self-directed learning)	25	55
Learning to Lead (4 x 1 day modules) with action learning sets	4	6
Leading High Performance (3 x 0.5 day modules)	1	12
Management Skills for new line managers	1	12
Inclusive Leader	4	8

Table 5.4.13 Development courses with a focus on D&I and attendance (P&S)

Table 5.4.13					
Programme	Attendees 2016/17	Attendees 2017/18	Attendees 2018/19	Attendees 2019/20	TOTAL by programme
Aurora	3 females	7 females	5* females	7 females	22 females
Springboard	42 females	17**females	54 females		113 females
Diversifying Leadership	1	1	1	TBC – application	3
StellarHE		1	1	s pending	2
**One successful applicant was unable to attend due to pregnancy. We advised her that her place would remain open until she was able to attend and she will be doing so as part of the 19/20 intake.					
**We were only able to run one cohort due to trainer unavailability.					

Figure 5.4.7 Feedback from staff



P&S staff are encouraged to achieve accreditation through the FLAIR CPD scheme and successful applicants have been from many Functions including CQSD, PD, HR, Library, MCE, SAS and TS (numbers in Table 5.4.14).

Table 5.4.14 P&S Associate Fellows and Fellows of the HEA

Staff	1 October 2016 to 30 September 2017		1 October 2017 to 31 March 2018		1 April 2018 to 31 March 2019		1st April 2019- ongoing	
	Female	Male	Female	Male	Female	Male	Female	Male
P&S	10	0	4	1	9	1	4	1

(ii) Appraisal/development review

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

The same PDR process applies to P&S staff as described in section 5.3(ii) with numbers attending training below (Table 5.4.15, 5.4.16).

Our Career Development Focus Groups with P&S staff highlighted areas for improvement relating to the PDR process, including, in some cases, a lack of rigour, oversight or focus on career development. Significant actions have been identified above (Actions AP 2019 G4.1, G4.2, G4.3)

Table 5.4.15

PDR training for reviewees	Total attending	Total PS females	Total PS males
2016/2017	50	22	17
2017/2018	15	8	4
2018/2019	0	0	0

Table 5.4.16

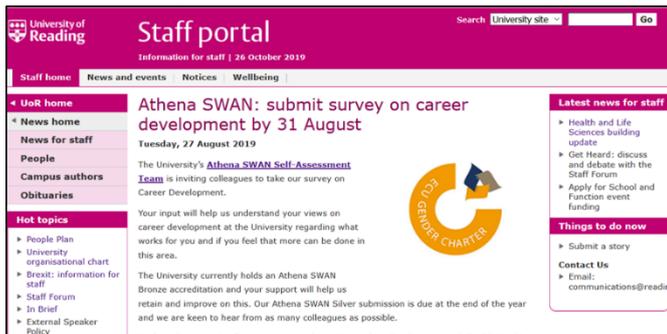
PDR training for reviewers	Total attending	Total PS females	Total PS males
2016/2017	114	69	16
2017/2018*	4	1	0
2018/2019	0	0	0

(iii) Support given to professional and support staff for career progression **670**

Comment and reflect on support given to professional and support staff to assist in their career progression.

Our Career Development Focus Groups with P&S staff and qualitative feedback in our Career Development Survey (Figure 5.4.8) highlighted that there is interest in knowing how other P&S staff have developed their careers at the University (Action AP 2019 H6.1), what job vacancies may be available in other Functions (Actions AP 2019 H6.2) and an appetite for more job tasters, job swaps and secondments (Figure 5.4.9) across Functions (Action AP 2019 H6.3).

Figure 5.4.8 Invitation to participate in Career Development Survey



All career development opportunities described in section 5.3(iii), unless specific to AR staff by its nature, are also available to PS staff. In many areas, new staff are allocated a buddy or mentor for at least the first six months.

'the new starter buddy system has been really beneficial and made me feel very comfortable settling into the role and getting to know my way around the campus and location. I have also enjoyed the valuable training and learning within the area where I work'

Mentoring is available as P&S careers develop. Numbers of trained mentors are shown in Table 5.4.17. Actions relating to mentoring and coaching are described in section 5.3.

Table 5.4.17

	Professional Services		Grand Total
	Female	Male	
Successful mentoring workshop			
2016/17	14	12	26
2017/18	14	2	16
2018/19	7	3	10
Grand Total	35	17	52

Figure 5.4.9 Secondment Scheme



We have utilised the apprenticeship scheme in a number of areas including IT, TS and HR. A recent example of this is our recently qualified apprentice HR administrative assistant, who has taken a secondment role for 12 months into Campus Jobs, dealing with short-term working opportunities for students. We have recently recruited a new Leadership and Talent Development Manager who will be supporting expansion of our apprenticeship activity (Action AP 2019 H8.1)

During a major restructure of professional and administrative support staff in 2016, many roles in specific support areas such as Finance, ES, SAS and TS were standardised and new generic job descriptions were developed and assessed.

Our ES teams across the University are now part of ESCOP where regular meetings facilitate sharing of good practice and developing knowledge and skills.

Our TS Function has been active in promoting career development of technical staff Figure 5.4.11 and 5.4.12), including:

- A clear and documented career path has been implemented for technical staff. This provides the opportunity to progress from trainee/assistant positions to Director level.
- We have technical staff who, either through management responsibilities or applying specialist research skills, are at grades equivalent to lecturers and associate professors, and, in the case of the Director (F), equivalent to a professor/Head of School. This is unusual in the sector.
- We were awarded Employer Champion status by the Science Council following our programme of professional registration for technical staff (Figure 5.4.10) and we have worked with the Institute of Science to accredit our Arts technicians as Registered Practitioners.
- We were one of the founding signatories when the Technician Commitment was launched in 2016 and feedback from our return in 2018 described some of our practices as sector leading (Action AP 2019 H7.1)
- The Director of Technical Services is a board member of the NTDC (HEFCE funded collaboration with the University of Sheffield).
- Training budget covers professional registration fees for all technical staff

Impact of above actions

Since 2016, approximately 20% of TS staff have applied for and been successful in securing roles at a higher grade, with many of our first cohort of trainees being upgraded to technician roles.



Figure 5.4.10
Technical staff receiving Registered Science Technician awards
from CEO of the Royal Society of Biology.



Actions	
AP 2019 H6.1	Enhance awareness that there are opportunities for P&S staff to progress in their careers within the University, (including through moving between roles/Functions), e.g. through Staff Portal campaign showcasing examples.
AP 2019 H6.2	Establish additional mechanisms to publicise job vacancies and similar cross-Function opportunities to enhance internal take-up. Explore introduction of annual University-wide “Function Awareness Workshops”, in which we showcase to the University and staff what the Functions do, their staff/careers, and job opportunities.
AP 2019 H6.3	Scope out the introduction across P&S of managed job-swaps, job-tasters, secondments, and work-shadowing schemes to enable staff mobility around the University, enhance understanding of the University functions, and broaden staff perspectives on next career steps.
AP 2019 H7.1	Close out actions in the 2020 Technician Commitment Action Plan and develop and implement the 2020-23 Action Plan. Showcase actions related to gender/ethnicity/intersectional equality internally and externally via the Technician Commitment Initiative
AP 2019 H8.1	Draft proposals to go to UEB to better utilise apprenticeships for current staff so they can actively learn new skills and work as part of wider/different teams, and, where beneficial, to increase our external recruitment of apprenticeships (learning from best practice in some of our functions)

Figure 5.4.11



'I came to the University in 2016 and took up a technical role in Microbiology. Shortly afterwards, I was promoted to the role of Senior Technician and I now work for Technical Services on a part-time basis whilst also undertaking my PhD. During my time here, I have been encouraged to become a Registered Scientist and I have recently been successful in my application as an Associate Fellow of the HEA'



Figure 5.4.12

'I came to the University three years ago and took up a trainee technical role in Meteorology. I have been promoted to a Senior Technician. I have been offered many training opportunities including courses in Data logging and health and safety (I am currently undertaking the NEBOSH course). In addition, I am now a Registered Science Technician and Associate Fellow of the HEA'

5.5 Flexible working and managing career breaks 1133

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the institution offers to staff before they go on maternity and adoption leave.

Staff Survey results are positive relating to pregnancy/maternity and paternity leave in general (Table 5.5.1)

Table 5.5.1 Staff Survey 2017

	UoR	F	M
I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy/maternity/paternity, disability or age with regard to recruitment	94%	94%	95%
In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy /maternity /paternity, disability or age by another member of staff	90%	90%	93%

Leave entitlements are described below. In addition to the formal requirements for risk assessments (focus groups highlighted that these are out of date: Action AP2019 FL7.1 to update them) carried out at Function/School level, expectant mothers / adopting parents are also able to meet with HR to discuss legal and policy issues around maternity/adoption entitlements. Focus groups reported that such meetings are extremely beneficial. Line managers are encouraged to ensure they meet regularly with expectant mothers in the run up to leave periods to discuss and manage workload and commitments.

Improved communication and policy awareness, particularly among line managers, has been identified as a need in focus groups and several actions aim to address this and to help managers to deepen and regularize the approach to regularly assessing workload (Actions AP2019 F3.1) and to effectively use the reimbursement detailed below (Actions AP 2019 F1.1, F1.2).

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the institution offers to staff during maternity and adoption leave.

Expectant mothers or main adopters are entitled to 52 weeks leave with occupational pay for 18 weeks, subject to continuous employment for 26 weeks by qualifying week. Our policies make it clear that we expect to maintain reasonable contact with employees during periods of maternity leave; the level of contact is at the discretion of the employee in discussion with their line manager. Employees can claim full pay for KIT days. There is widespread use of KIT days for those taking longer than 18 weeks leave

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Closed out actions and impact from Bronze submission		
AP 2016: F1 AP 2016: F2	Schools and Functions are now reimbursed the full cost of an employee taking maternity/adoption leave and SPL	✓
	Up to 25% of this funding is ring-fenced to aid return e.g. Use of the 25% is flexible; examples of use include hiring a teaching assistant, attending conferences/training, and reduced teaching (Figure 5.5.1).	✓
Additional achievements		
	Parent and Family Network has been set up by staff (Figure 5.5.2)	✓

Figure 5.5.1 Use of the reimbursement



I've kept growing in my skill sets and was promoted while working part time. I have a five-year-old daughter and one-year old twins. I recently returned from maternity leave and have embarked on the Aurora Development Programme (my space was held for my return) and my additional childcare costs are covered by the new reimbursement that is now available.

Figure 5.5.2 Communication of Parent and Family Network



Our Family Leave focus groups highlighted a lack of awareness of our new Parent and Family network (Action AP 2019 F2.1) and the location of breastfeeding facilities (Action AP 2019 F6.1). Feedback also prompted actions to additionally support returners with additional resources (AP 2019 F4.1).

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

Return rates for the six-month period following maternity leave are high. While 2015 data shows considerable loss of staff in the 18-month period post-return, 2016 shows some reduction in this loss rate. As the 18-month retention figures become available for 2017-2019, attention is needed as to whether this trajectory of improvement continues (Tables 5.5.2-5.5.7).

Table 5.5.2 Count of maternity leave incidences for Academic and research staff (whole University) [Source: Trent]

	2015	2016	2017	2018	2019
On Leave					
Instances of completed leave					
Returners	96%	100%	96%	100%	90%
Stayed at least 6 months	87%	100%	96%	N/A	N/A
Stayed at least 12 months	78%	100%	N/A	N/A	N/A
Stayed at least 18 months	78%	92%	N/A	N/A	N/A

Table 5.5.3 Count of maternity leave incidences for Academic and research staff (STEMM) [Source: Trent]

	2015	2016	2017	2018	2019
On Leave					
Instances of completed leave					
Returners	93%	100%	91%	100%	86%
Stayed at least 6 months	80%	100%	91%	N/A	N/A
Stayed at least 12 months	67%	91%	N/A	N/A	N/A
Stayed at least 18 months	67%	91%	N/A	N/A	N/A

Table 5.5.4 Count of maternity leave incidences for Academic and research staff (AHSSBL) [Source: Trent]

	2015	2016	2017	2018	2019
On Leave					
Instances of completed leave					
Returners	100%	100%	100%	100%	100%
Stayed at least 6 months	100%	100%	100%	N/A	N/A
Stayed at least 12 months	100%	100%	N/A	N/A	N/A
Stayed at least 18 months	100%	92%	N/A	N/A	N/A

Table 5.5.5 Count of maternity leave incidences for Professional & Support staff (whole University) [Source: Trent]

	2015	2016	2017	2018	2019
On Leave					
Instances of completed leave					
Returners	92%	91%	97%	88%	87%
Stayed at least 6 months	82%	89%	82%	N/A	N/A
Stayed at least 12 months	76%	88%	N/A	N/A	N/A
Stayed at least 18 months	76%	86%	N/A	N/A	N/A

Table 5.5.6 Count of maternity leave incidences for Professional & Support staff (STEMM) [Source: Trent]

	2015	2016	2017	2018	2019
On Leave					
Instances of completed leave					
Returners	63%	69%	100%	N/A	N/A
Stayed at least 6 months	63%	69%	67%	N/A	N/A
Stayed at least 12 months	50%	62%	N/A	N/A	N/A
Stayed at least 18 months	50%	62%	N/A	N/A	N/A

Table 5.5.7 Count of maternity leave incidences for Professional & Support staff (AHSSBL) [Source: Trent]

	2015	2016	2017	2018	2019
On Leave					
Instances of completed leave					
Returners	100%	100%	86%	67%	67%
Stayed at least 6 months	89%	80%	71%	N/A	N/A
Stayed at least 12 months	78%	80%	N/A	N/A	N/A
Stayed at least 18 months	78%	80%	N/A	N/A	N/A

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

Table 5.5.8 Count of paternity and shared parental leave incidences (whole University) [Source: Trent]

Absence Type	Classification	Area	Grade	2016	2017	2018	2019
Paternity	A&R staff	AHSSBL	Grade 7				
Paternity	A&R staff	AHSSBL	Grade 8				
Paternity	A&R staff	AHSSBL	Grade 9				
Paternity	A&R staff	AHSSBL	Sessionals				
Paternity	A&R staff	STEMM	Grade 6				
Paternity	A&R staff	STEMM	Grade 7				
Paternity	A&R staff	STEMM	Grade 8				
Paternity	A&R staff	STEMM	Grade 9				
Paternity	A&R staff	STEMM	Other				
Paternity	P&S staff	AHSSBL	Grade 5				
Paternity	P&S staff	AHSSBL	Grade 6				
Paternity	P&S staff	AHSSBL	Grade 8				
Paternity	P&S staff	AHSSBL	Grade 9				
Paternity	P&S staff	AHSSBL	Sessionals				
Paternity	P&S staff	STEMM	Grade 5				
Paternity	P&S staff	STEMM	Grade 6				
Paternity	P&S staff	Other	Grade 1				
Paternity	P&S staff	Other	Grade 2				
Paternity	P&S staff	Other	Grade 3				
Paternity	P&S staff	Other	Grade 4				
Paternity	P&S staff	Other	Grade 5				
Paternity	P&S staff	Other	Grade 6				
Paternity	P&S staff	Other	Grade 7				
Paternity	P&S staff	Other	Grade 8				
Shared Parental Leave	A&R staff	AHSSBL	Grade 7				
Shared Parental Leave	A&R staff	STEMM	Grade 7				
Shared Parental Leave	A&R staff	STEMM	Grade 8				
Shared Parental Leave	A&R staff	STEMM	Grade 9				
Shared Parental Leave	A&R staff	STEMM	Other				
Shared Parental Leave	A&R staff	AHSSBL	Grade 5				
Shared Parental Leave	P&S staff	STEMM	Grade 5				
Shared Parental Leave	P&S staff	Other	Grade 1				
Shared Parental Leave	P&S staff	Other	Grade 4				
Shared Parental Leave	P&S staff	Other	Grade 5				
Shared Parental Leave	P&S staff	Other	Grade 6				
Shared Parental Leave	P&S staff	Other	Grade 7				
Adoption	A&R staff	AHSSBL	Grade 7				
Adoption	P&S staff	Other	Grade 8				
Grand Total				26	49	29	70

Closed out actions and impact from Bronze submission

AP 2016: E8 (i)

In 2016 we implemented a programme of positive messaging on Shared Parental Leave for fathers (Figures 5.5.3 and 5.5.4). Evidence suggests this action will be contributing to tackling one of the reported components of low take-up, a gendered embarrassment/reluctance about requesting leave¹



Figure 5.5.3 Positive messaging relating to fathering



Figure 5.5.4 Other fathers who have also spoken about their experiences of shared parental leave on our Staff Portal



Despite promising impact on attitudes, increasing take-up remains challenging (Table 5.5.8). Shared parental leave is taken up less than paternity leave. In focus groups, fathers/partners report a tendency for leave in earlier months (attracting higher pay) to be used by mothers, while partners take leave later with lower/no pay, presenting a well-documented structural affordability problem³. Feedback suggests accessing occupational pay is difficult; current University policy offers partners occupational pay only where the mother returns to work in under 18 weeks, which we acknowledge, imposes a limitation. University agency over the deeper affordability issue is limited. However, significantly, the University has committed to enhancing paternity/partner/adoption leave from the statutory two weeks to four weeks (Action 2019 F5.1).

¹House of Commons Women and Equalities Committee, March 2018. *Fathers and the Workplace*. First Report of Session 2017–19, HC358, p10. <https://publications.parliament.uk/pa/cm201719/cmselect/cmwomeq/358/358.pdf>

²House of Commons Women and Equalities Committee, March 2018. *Fathers and the Workplace*. First Report of Session 2017–19, HC358, p10. <https://publications.parliament.uk/pa/cm201719/cmselect/cmwomeq/358/358.pdf>

³Birkett, H. and Forbes, S., September 2018. *Shared Parental Leave: Why is take-up so low and what can be done?* Birmingham Business School, University of Birmingham. www.birmingham.ac.uk/Documents/college-social-sciences/business/research/wirc/spl-policy-brief.pdf

New actions	
AP 2019 F1.1	Improve mechanisms for reporting and monitoring allocation of reimbursements for cost of maternity/adoption/SPL to Schools and Functions and use of (up to for non-academic staff) 25% contribution for returners, including sub-accounts for Schools and Functions that record spends.
AP 2019 F1.2	Improve communication of these mechanisms, including sharing with leadership group and beyond (including signposting via Parent and Family webpages) case studies of making effective use of these funds to support returners (and see FL3).
AP 2019 F2.1	Complete development of Parent and Family Network web pages that enable communication, mutual support of parents and sharing of good practice.
AP 2019 F3.1	Develop a Manager Support guide which includes case studies and FAQs for supporting staff before and on return from paternity, adoption or SPL leave, including around flexible working arrangements (and see FW1).
AP 2019 F4.1	Conduct an analysis of what support, additional to that already provided by line managers and/or HR, is available to those returning to work from any form of extended absence, to enable them to feel confident about returning to the workplace. Investigate options and resources, including online support packages, to address any needs identified
AP 2019 F5.1	Increase length of paid paternity/partner/adoption leave from 2 weeks to 4 weeks.
AP 2019 F6.1	Increase awareness and number of parent room facilities to support breastfeeding mothers on their return to work. Highlight baby change facilities, including a map on the Parent and Family Network webpages and info on our standard campus maps.
AP 2019 F7.1	Review and update risk assessments for pregnant and breastfeeding staff including guidance for laboratory workers.

(vi) Flexible working

Provide information on the flexible working arrangements available.

Achievements	
General message on all job adverts encouraging job share/flexible working	✓
Sessions by Deans D&I Sessions by Deans D&I with leadership group on job share, including discussions with a selection of current job share people	✓
Our work featured in HEFCE good practice guide + at ECU conference	✓
Examples of job share (and other flexible working) on Faces of Reading	✓

Staff benefit from formal and informal flexible working. Our 'Examples of flexible working arrangements' HR document describes how some of these flexible working arrangements operate. In addition we use Lecturer Unavailability forms for teaching activities. Informal practices are used extensively where working remotely, varying start and finish times and moving days around (when part-time) are possible. Formal requests are more common when changes may impact hours or provision of teaching, research or an associated activity (Table 5.5.9).

Table 5.5.9 Formal requests for flexible working

	Approved	Declined	Total
2016/2017	Not available	Not available	Not available
2017/2018			
2018/2019			

The results from the Staff Survey (Table 5.5.10) indicate that there is a generally positive perception concerning the University's willingness to accommodate flexible working, both formally and informally. However, we have not

progressed as much as we would have liked and in addition, our focus groups highlighted inconsistencies in the way we manage flexible working hence our significant actions in this area (AP 2019 E1.1-6).

Table 5.5.10 Staff Survey 2017 results relating to flexible working: percentages answering positively

	Female	Male
I am aware of the formal flexible working arrangements at the University	78%	79%
I am able to take advantage of flexible working on an informal basis	81%	82%
I believe that if I requested flexible working arrangements, my request would be considered fairly	84%	84%

New actions	
AP 2019 E1.1	Update existing guidance materials and documentation to support employees and line managers in considering the full range of flexible and agile working options available, providing case studies to illustrate successful flexible working arrangements across the University and including specific reference to support around periods of extended leave
AP 2019 E1.2	Provide visible and diverse examples of staff working flexibility, illustrating the benefits and compromises, and enhance visibility of the associated HR policies, processes and guidance. See action plan for further details
AP 2019 E1.3	Work to encourage all senior managers, starting with the leadership group, to become positive about flexible working. This will include concretely a workshop with the leadership group sharing experiences on flexible working, including bringing in examples of people flexibly working (like we brought in job share examples before), exercises on discussion/sharing of experiences, and input from IT (including on technology for supporting remote working).
AP 2019 E1.4	Embed consideration of working arrangements within the PDR process.
AP 2019 E1.5	Communicate expectations within each School/Function that: i) working patterns (including those of colleagues working flexibly around childcare responsibilities) and other commitments (including those of international partners) are routinely taken into consideration when organising meetings, so that participants invited are able to attend; ii) where meetings cannot accommodate everyone, make arrangements for updating those unable to attend.
AP 2019 E1.6	Implement new technologies such as Microsoft Office 365 and Teams, to enable staff to collaborate effectively internally and externally from a wider range of devices and locations, enabling further options for agile and flexible working. The introduction of these new technologies will be accompanied by guidance and training to ensure staff understand and make use of the technologies as appropriate to their role and working hours.

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Our flexible working policy enables staff to request temporary and permanent changes to working patterns though we do not routinely transition from part-time back to full-time. Good practice has included a Finance Partner prompting a manager to safeguard funds to give a returnee the option to return to full-time within one year of returning.

(viii) Childcare

Describe the institution's childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

Details of childcare provision at the University are accessible via the University webpages. The Little Learners Nursery, run by RUSU can take 106 children and accepts children of students and staff of UoR (Figure 5.5.5). Opening hours are Monday to Friday 08:00-18:00 and focus group feedback was mixed about whether additional childcare during Open Days would be beneficial (Action AP 2019 F8.1). The University has run a Childcare Voucher scheme for many years, however the scheme has recently changed in line with the Government’s changing of the tax efficiencies. The number of members is shown in Table 5.5.10

Figure 5.5.10 Staff who have taken up the childcare voucher scheme

Number of people	Academic	PS	Grand Total
Female	73	104	177
Male	71	35	106
Grand Total	144	139	283

Figure 5.5.5 Some of our parents who use the nursery



“Having a University nursery on campus made such a difference to me and my family, especially when returning from maternity leave! My husband was able to pick up the kids from nursery and, in later years when he started work on campus, we took turns for pick up enabling us to have the best of both worlds in spending time with the kids but also being able to progress our careers”

We have also identified a need to remove barriers to conference training for staff with childcare responsibilities (Actions AP 2019 E5.1, 5.2 and 5.3).

(ix) **Caring responsibilities**

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

The University recognises that employees with dependants may wish to take time off, in addition to paid annual leave, to look after family members. Policies explaining Parental Leave, Compassionate Leave, Unpaid Leave and Flexible Working are available on the HR website. As with raising awareness of the support available for those with children, we will similarly extend this to those with other caring responsibilities (Action AP 2019 F9.1).

AP 2019 F8.1	Following up on focus group feedback, determine through further specific consultation whether being present at Open Days on Saturdays causes difficulties for parents. If consultation warrants this, bring proposals to Staffing Committee/D&IAB/UEB to offer free childcare for staff (and possibly students) present at Open Days, either by providing a crèche or paying for childcare costs.
AP 2019 F9.1	Ensure materials to support flexible and agile working (see E1.1) include guidance for those with other family caring responsibilities (such as eldercare) and reflect the multitude of working arrangements already available within the University.
AP 2019 E5.1	Change our travel and expenses policy to make clear that additional childcare costs made necessary by attending a training course or conference (costs additional to the routine everyday costs of childcare) are an allowable expense.
AP 2019 E5.2	Advertise this through the usual communication channels and on the Parent and Family Webpages, and advertise that many research funders (including all UK Research Councils), allow bidding for these costs as a part of travel costs on grants.
AP 2019 E5.3	Undertake a survey (e.g. via School/Function D&I leads) to establish: i) spend on these childcare costs; ii) extent to which we are accessing childcare funds from research funders.

5.6 Organisation and culture (1141 words)

(i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

Our mechanisms for actively considering gender equality are the D&I structures, champions, leads/teams set up since 2015 (Fig 2.2, Table 3.3). Good practice is shared through DICOP, ASPSG, D&IAB and through LG sessions (e.g. Athena SWAN, flexible working, job-share, 2016-2017).

This work is supplemented by large effort on visibility/culture change, through:

- D&I leads/teams in Schools/Functions (AP2019:A2.6)
- Support for School AS (§5.6(xii))
- funding for D&I initiatives (Fig 5.6.1, Table 5.6.4)
- many consciousness-raising/inspirational D&I events (e.g. Fig 5.6.3)
- supporting D&I Networks (mentoring/funding) (Table 5.6.2, Fig 5.6.1)
- large staff effort on gender-equality external engagement (Table 5.6.3)
- Faces of Reading (§5.6(x))

Evidence of impact includes Staff Survey identifying D&I as area of strength (Table 5.6.1), indeed as area perceived most positively by all job groups (Fig 3.2).

D&I will be at heart of new University strategy (VC letter, actions below).

Table 5.6.1 Staff Survey 2017: percentages agreeing with statements

	UoR	F	M
I believe the University of Reading is committed to equality of opportunity for all of its staff	91%	90%	94%
The University of Reading respects people equally regardless of their gender	92%	91%	95%
I am aware of the University's priorities for Diversity and Inclusion	91%	92%	89%
I feel proud to work for the University of Reading	85%	89%	85%

Table 5.6.2. Our Equality and Diversity Networks: those created since last AS submission in bold

Name	When created
Women@Reading	Pre-2015
LGBT+ Staff Network	Pre-2015
Race Equity and Cultural Diversity Network	2016
Staff Disability Network	2017
Parent and Family Network	2019

Table 5.6.3. Sample of our external/public engagement on gender equality

Name	Activity	Year(s)
	Workshop on unconscious bias for OFCOM and Amnesty	2016-17
	Vote100 Impact Programme Principal Contributor, Astor100 National Programme Lead	2015-2020
	8-week gender-focused programme with DWP, 10-week gender-focused programme with Whitley Community Development Association	2019
	Editor of Special Issue 'Perspectives on Women in Higher Education Leadership from around the World', Journal Administrative Sciences	2017-18
	Role Model for sessions at the Aurora Leadership Development Programme	2017-2020
	IDAHOT lecture at Intersectional Centre for Inclusion and Social Justice (Canterbury Christchurch University)	2017
	UK Gender Equality Law Expert for European Network of Legal Experts in Gender Equality and Non-Discrimination for the EU Commission	2016-2020
	'In conversation' series sponsored by the Institute of Advanced Legal Studies/the Women's Library LSE – Women's Legal Landmarks authors talk about their landmark to public audience.	2019
	Invited member of 'Women in Science Q&A Panel' at the NEPC	2018
	'Finding Your Voice': organiser and host of Jess Phillips MP visit and public talk, convenor/speaker 'Celebrating Forgotten Women' public event	2017
	Invited keynotes on D&I at Government Office for Science and Technology, Athena SWAN 10 th anniversary keynote lecture at University of York, Department of Chemistry	2017-2018
	Talks on Reading Athena SWAN experience at Queen Mary, Bath, UWE, External Athena SWAN friend Sheffield Hallam	2016-2019
	Joint talk at AdvanceHE/ECU Conference on "Normalising Flexible Working and Job-Share"	2017

Figure 5.6.1 Our Equality and Diversity Networks feature as May in our 2019/20 D&I Calendar



Figure 5.6.2 Call (twice a year) for bids for local D&I initiative funding



Table 5.6.4 Examples of gender-focussed projects receiving D&I funding

December 2017	SLL HUM	Feminism 100: Debates and Celebrations-three connected student-facing events.
December 2017	CQSD	Debunking myths: exploring gendered responses to the FLAIR CPD scheme
August 2018	HBS	Visual impact of message for Diversity and Athena SWAN
August 2019	LAW	Setting up student focus group: How to commemorate the Sex Disqualification (Removal) Act 1919
August 2018	HBS	Tackling gender bias in recruitment
November 2018	HUM	Sexuality and gender: radical revisioning through cross-cultural philosophical dialogue
August 2019	SMPCS	International Women in Mathematics Day 2020
August 2019	SLL	Women's Springboard 2019 cohort Termly Meetings
August 2019	LAW	"The Disappearance of Miss Bebb" – a play about challenging inequalities.

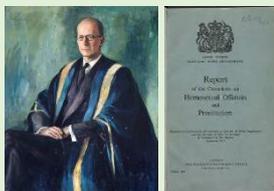
Fig 5.6.3. Our Flagship D&I Annual Public Lectures.

The Edith Morley Lecture (Edith Morley the 1st UK female professor, appointed Professor of English Language at Reading in 1908)



Year	Speaker	Further information
12 th March 2019	Laura Bates	Author of 'Everyday Sexism' and the Sunday Times bestseller 'Girl Up'
5 th March 2018	Polly Vacher MBE	Polly Vacher is alumna of the University and a pioneering English aviator
10 th March 2017	Penny Mordaunt MP	Penny is alumna of UoR and MP for Portsmouth North.
8 th March 2016	Karen Blackett OBE, CEO of MediaCom UK	In 2014 Karen Blackett was the first woman to top the PowerList 100 of most influential black Britons

The Wolfenden Lecture (Wolfenden a former VC and lead for the 1957 Wolfenden Report)



Year	Speaker(s)	Title
16 th May 2019	Hannah and Jake Graf	Our Trans Lives: life, love and Lorraine
24 th May 2018	Peter Tatchell	Section 28: A Poisonous Law and Legacy
4 th May 2017	Ruth Hunt	LGBT Equality: Past, Present and Future

New actions	
AP2019 A1.1	Ensure that respect for diversity is captured as a core value in the new University vision to be launched 2020
AP2019 A1.2	Embed diversity and inclusion actions, targets, and consideration across the detail of the new University strategy.
AP2019 A1.3	VC to join 30% Club and its Higher Education Working Group
AP2019 I5.1	We will introduce an annual University D&I award, selected via nominations from across the University, and presented at the annual meeting of the University Court.
AP2019 A2.6	All 17 Functions appoint D&I leads (for some smaller functions shared across several functions), leading thinking on local D&I actions, matching the leads established across Schools

(ii) HR policies (94 words)

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

HR colleagues are involved in formal discipline/grievance cases, responsible for consistency in application of policies. HR Partners work closely in support of managers/leaders; learning and development needs identified are addressed through one-to-one development or training interventions.

Table 5.6.5 Staff Survey 2017, with Capita HEI Sector Benchmark

	UoR	F	M	HEI Benchmark
I'm not currently being harassed or bullied at work	97%	97%	98%	95%

Table 5.6.6. Formal disciplinary or grievance cases involving an element of harassment and/or bullying

Date	Grievance	Disciplinary
Oct 16 – Sept 17		
Oct 17 – Sept 18		
Oct 18 – Sept 19		

Not all cases were upheld. Not all outcomes indicated that harassment or bullying had taken place. Informal discussions, or cases where issues have been resolved by mediation, are not included.

Increase in formal grievance cases in 18/19 (Table 5.6.6) may be impact of: November 2018 launch of revised harassment/bullying policy; University/RUSU 2018-19 #NeverOK campaign against harassment/bullying/discrimination and promoting reporting/support (Figure 5.6.9).

Table 5.6.5, supplemented by confidential survey/1-2-1 interviews in summer 2019 (Table 3.5. Figure 5.6.10) of staff who had experienced harassment/bullying but not reported, has prompted actions below.

New actions	
AP2019 I4.1	Run a session with the Leadership Group on harassment and bullying, making clear: i) the huge impacts of harassment/bullying and not addressing this effectively (e.g. this might use, with permission, anonymous quotes from our own staff survey and/or our own AS H&B survey/interviews, to make clear the impacts within UoR); ii) the importance of dealing effectively with this, and advice and coaching on how to do this. As part of this bring out issues around particular protected characteristics, e.g. sex, disability.
AP2019 I4.2	Provide additional, in-depth training for those handling investigations into complaints which involve allegations of harassment and bullying.
AP2019 I4.3	Continue to improve staff awareness of the University's Harassment & Bullying policy and reporting arrangements, including the development and promotion of the #NeverOK campaign.
AP2019 I4.4	Raise awareness of the additional support available, including the University's Harassment Advisor team and Employee Assistance Programme, as part of our #NeverOK campaigning.
AP2019 I4.5	Develop additional mechanisms to encourage a 'No Bystander' culture where all colleagues feel able to challenge behaviour and understand ways in which they can take action and/or be supported, drawing on good practice from elsewhere (e.g. the Active Bystander programme used at Imperial and other HE institutions).
AP2019 I4.6	Develop additional mechanisms, drawing on good practice from elsewhere, for raising awareness of the forms which harassment and bullying can take, especially across the body of line managers, and improving understanding of the impact this behaviour can have on individuals, for example through the development of additional training interventions.
AP2019 I4.7	Further develop the use of mediation at the University through the training of a wider pool of internal mediators

Figure 5.6.9. Advertising our Harassment Advisors as part of 2018-19 #NeverOK campaign

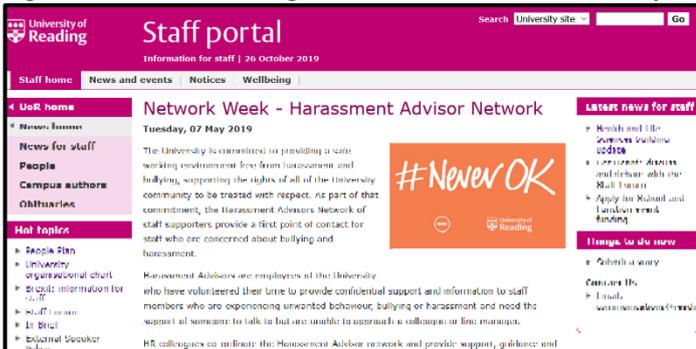
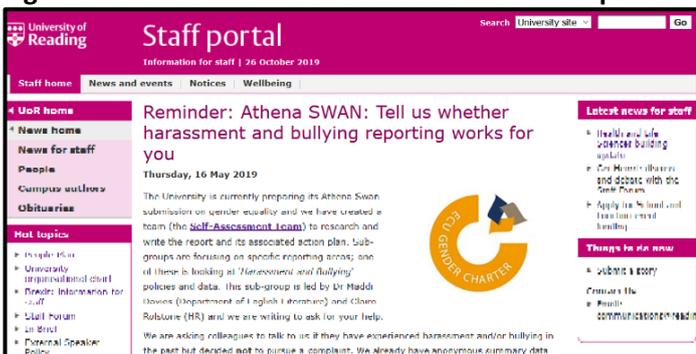


Figure 5.6.10. Call for volunteers to talk about experiences of harassment/bullying not reported



(iii) Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

Data provided for Schools (Tables 5.6.7, 5.6.8) and Functions (Table 5.6.9).

Table 5.6.7 Proportion of Heads of School by Gender and Year

	Female			Male		
	2016/2017	2017/2018	2018/2019	2016/2017	2017/2018	2018/2019
HBS						
IoE						
ISLI						
SACD						
SAGES						
SAPD						
SBE						
SBS						
SCFP						
HUM						
LAW						
SLL						
SMPCS						
SPCLS						
SPEIR						
Total						
Female %	33%	33%	37%	67%	67%	63%

Table 5.6.8 Proportion of School Management Groups by Gender 2019/2020

School	School Management Group			F	Head of School	
	Female	Male	Total			
HBS				44%		
IoE				75%		
ISLI				65%		
SACD				69%		
SAGES				67%		
SAPD				40%		
SBE				50%		
SBS				38%		
SCFP				42%		
HUM				57%		
LAW						
SLL				85%		
SMPCS				50%		
SPCLS				78%		
SPEIR				40%		

Table 5.6.9 Proportion of Directors of Functions by Gender: Nov 2019

Function	F	M
ASE		
CC		
Commercial		
CQSD		
IT		
Estates		
Finance		
Governance		
GRA		
HR		
ULCS		
MCE		
PSO		
Procurement		
Student Services		
Technical Services		
Total		
Percentage	44%	56%

Female proportion HoS has increased from 33% to 37% with new HoS job-share. HoS roles are re-advertised every six years, with open recruitment across the University (making clear job-share welcomed) and pipelines are strong for female progression to HoS in all Schools (Table 5.6.8). There is good female leadership representation across Functions (Table 5.6.9).

(iv) Representation of men and women on senior management committees (65 words)

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

Actions taken include: pushing target of at least 30% of either gender (Table 4.1.36); use of job-share (UEB), supported by session on job-share with LG; pro-active advertisement for Lay Members of Council with D&I experience. We do not break down membership by staff-type/grade (Action AP2019:I2.2).

Closed out actions and impact from Bronze Action Plan

AP 2016:E2	Our target (at least 30% of either gender) has been achieved for all senior management committees except S&FC (Table 5.6.10)	✓
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Table 5.6.10 Proportion of Committee Membership who are Female (not yet at 30% of either gender in red)

Committee	2015/16	2016/17	2017/18	2018/19
Council	34%	37%	37%	33%
S&FC	17%	17%	17%	17%
UBTLSE	56%	53%	56%	60%
UBRI	50%	52%	52%	39%
Senate	38%	41%	59%	48%
UEB	0%	14%	14%	25% (37.5% from 1/1/20, VC Letter)
Remuneration	N/A	N/A	33%	40%

(v) Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

We push our target of 30%F on key committees (Table 4.1.36), e.g. D&I Dean working with VC and LG, Governance writing to committee chairs. Through AS focus groups (Table 3.5) we identified perceived barriers to being involved in committee work with potential gender-balance implications. We are now advertising opportunities to join committees of influence (Figure 5.6.10).

Figure 5.6.10. Open recruitment to new research committees 13/11/19



Table 5.6.11. Proportion of Committee Membership who are Female (not yet at 30% of either gender in red)

Committee	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020
Academic Probation	Not Known	25%	25%	50%	50%
Appointments and Governance	13%	25%	29%	25%	33%
Audit	11%	20%	20%	22%	9%
D&IAB	50%	50%	57%	53%	65%
Honorary Degrees	30%	30%	33%	40%	50%
Investments	0%	9%	10%	20%	20%
Personal Titles	8%	30%	30%	30%	33%
Planning Group	10%	22%	25%	40%	44%
Postgraduate Research Studies	40%	33%	46%	50%	56%
Re-grading	29%	/	57%	63%	71%
Student Experience	43%	50%	56%	60%	69%
Staffing	30%	54%	46%	50%	54%

New actions	
AP2019 I2.1	We will include within the terms of reference for all our key committees a statement of commitment to our targets for gender and BAME representation on key committees.
AP2019 I2.2	Develop a more comprehensive dataset of key committee composition, to include data on balance of membership with respect to gender, ethnicity, Grade, staff type (academic/professional) balance of membership.
AP2019 I2.3	Share best practice in use of digital tools, including Microsoft Teams, that support document sharing, flexible and remote working, from Research Governance to other committees.
AP2019 I2.4	Capture best practice and training to reduce the barriers to being a member of a committee.

(vi) Committee workload

Comment on how the issue of 'committee overload' is addressed where there are small numbers of men or women and how role rotation is considered.

Our committee gender target (Table 4.1.36) deliberately focuses on 'key' committees only, to avoid overload. Committee membership often linked to role, presenting challenges relating to rotation of members. We have committees, e.g. Reward Committee, where members are encouraged to send representatives to deputise, useful for development and reducing burden. Many committees have expectation that members will stand for fixed period only.

(vii) Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

The Policies and Procedures Group, chaired by University's UEB Champion for Disability, audits and develops policies and consults widely in its work regarding D&I impacts, including with Dean D&I, Equality and Diversity Networks. The AS AIT supports policy revision relating to AS Action Plan.

Closed out action and impact from Bronze Action Plan

AP2016 F1	AIT worked with HR/Finance/MCE on policy for full funding for maternity/SPL/adoption leave with requirement to spend part (25% for academic staff) on returner. Impact evidenced through survey of Heads of Schools/Functions. Examples include: training/membership with professional body to enable catch up with recent developments (Estates); extending maternity teaching cover into return period to reduce teaching load (SPCLS).	✓
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(viii) Workload model

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Staff Survey (Table 5.6.12) highlighted excessive workload is a problem. Comments in University Strategy Consultation (May 2019) and Career Development Survey (Table 3.5) emphasised concerns around: impacts of workload and administrative burden on staff capacity; lack of time for training. Our AS Family Leave focus groups flagged concerns regarding work allocation to part-time staff.

All aspects of workload are recognised in promotion processes, notably through Citizenship Criteria, and requirements reduced pro rata for part-time staff (see §5.1(iii)). School D&I leads/D&I Network Leads appointed since 2016 have had 0.2FTE workload allowance.

Table 5.6.12. Staff Survey results relating to workload: percentages agreeing with statement

	UoR total	F	M
I never feel stressed at work	9%	8%	12%
The University of Reading provides good support to help me balance my work and personal commitments	74%	76%	76%
I feel I have a good work-life balance	70%	73%	71%
I don't find my current workload too much and I am not struggling to cope	61%	62%	64%
I don't feel I've had to put in a lot of extra time in the last 12 months to meet the demands of my workload	63%	37%	29%

The design/operation of workload models is delegated to Schools, with sharing of examples/good practice through HoS Group.

New actions	
AP2019 I3.1	Review existing workload models with the outcome of developing clear guidance for best practice (e.g. an institutional-wide template), including a steer on gender and wider diversity considerations, and share good practice on workload models across the institution.
AP2019 I3.2	Expand recent work on staff wellbeing to undertake a project focused on understanding the perceptions and realities in relation to workloads for staff across the University and to propose relevant actions

(ix) **Timing of institution meetings and social gatherings**

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

We seek to organise institutional meetings and social gatherings to support those with caring responsibilities (e.g. Figure 5.6.11), varying day of the week to accommodate part-time staff. We need to do more at a local level, particularly in Functions not covered by School AS, while recognising that some areas operate 24/7 and many meetings are over more than one time-zone with colleagues overseas.

New actions	
AP2019 E1.5	Communicate expectations within each School/Function that: iii) working patterns (including those of colleagues working flexibly around childcare responsibilities) and other commitments (including those of international partners) are routinely taken into consideration when organising meetings, so that participants invited are able to attend; iv) where meetings cannot accommodate everyone, we make arrangements for updating those unable to attend.

Figure 5.6.11. Typical University social gathering (26/5/19), timed 12:00-14:00.



(x) Visibility of role models (139 words)

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution’s website and images used.

Gender balance is considered centrally in: websites, e.g. Faces of Reading project (see box); intranet, press releases, event speakers (Table 5.6.13); naming of buildings (Fig 5.6.15); nominations for national honours (Table 5.6.15); research showcases (Fig 5.6.15).

Closed out actions and impact from Bronze Action Plan		
AP2016 D2(i)	We have created the “Faces of Reading” webpages, profiling 49 staff (25F:24M, 16 BAME (9F:7M), 1 Trans (Fig 6.5)), each with picture and text profile, showcasing diversity of: protected characteristics, roles (P&S, A&R), grades, working arrangements (flexible working, two job-shares), family leave, etc. Impact has been created by linking via banner on our main jobs page (plus links in letters to applicants), with page views as Table 5.6.14. Inclusion of L-G-B-T visible role models praised in Stonewall WEI feedback.	✓
AP2016 D2(ii)	We have named, after prominent former women professors and alumni, the Edith Morley Building, the Polly Vacher Building, the Slingo Lecture Theatre (Figure 5.6.15).	✓

Table 5.6.13. Audit in 2019 of Role Model Gender Balance

Intranet “Staff Portal” news articles in 2019				
Females in articles	176	Males in articles	144	55%F
Females in images	44	Males in images	23	66%F
Press releases in 2019				
Females in release	105	Males in release	123	46%F
Females in image	64	Males in images	66	49%F
Speakers at central University public events in 2019				
Male	Female	Trans	Not known	%F
47	44	2	6	44%

Table 5.6.14. Page views and time on Faces of Reading reading.ac.uk/faces

	Unique page views	Average time on page (min:sec)
1/5/17-1/5/18 (12 months)	7605	4:20
2/5/18-2/5/19 (12 months)	4557	3:47
3/5/19-3/11/19 (6 months)	2259	3:45

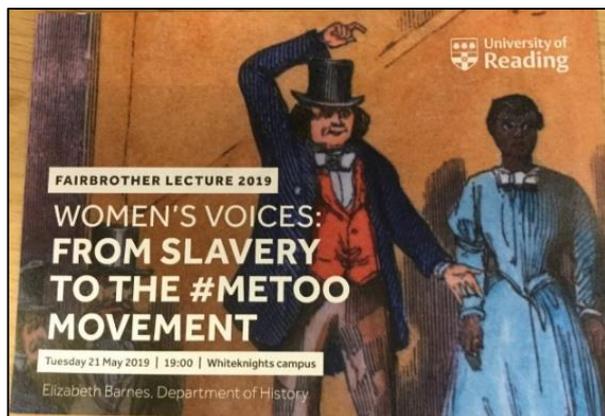
Figure 5.6.15 Naming ceremonies for The Edith Morley Building and the Polly Vacher Building



Table 5.6.15. National Honours Awarded to University Staff 2016-19

Award	Recipient	Year	F	M
British Empire Medal	Head of Building Maintenance	2016		
OBE	Professor and Head of ISLI	2017		
MBE	Lecturer in Creative Writing	2018		
OBE	Professor of Hydrology	2019		

Figure 5.6.16. Postcard advertising the 2019 Fairbrother Lecture by a PhD student; this lecture the flagship annual showcase for our PGRs.



New actions

AP2019 I6.1	We will refresh our Faces of Reading and will showcase these with a physical exhibition in the library foyer exhibition space in the centre of campus.
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(xi) Outreach activities

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

Our central outreach team (Table 5.6.16), working with staff/students across the University, offers a range of events, programmes, activities for school/college students on and off campus.

Table 5.6.16 Gender and Grade of Outreach Team

	Male	Female
G8		
G7		
G6		
G5		
Interns		
TOTAL		

Reading Scholars Scheme is our central widening-participation programme: 300 year-12 students and 110 year-10 students in 2018/2019 (Table 5.6.17). Year 12 participants visit for three days plus a three-day summer school.

Table 5.6.17 Gender split of Reading Scholars

Year	Female %	Male %	Not known %
2016/2017	65.6%	34.4%	0.0%
2017/2018	73.4%	24.9%	1.7%
2018/2019	73.9%	24.5%	1.6%

In 2018-19 we engaged with approximately 6,750 students in our under-16s outreach. We model LGBT+ diversity through our staff, and LGBT+/LGBT+ Ally lanyards, and have regular feedback from LGBT+ participants that this is appreciated. We have poor gender-balance in student volunteers/ambassadors (Table 5.6.18).

Table 5.6.18 Student outreach volunteers in schools

Year	Female %	Male %	UK	EU/International
2016/2017	82%	18%	57%	43%
2017/2018	83%	17%	71%	29%
2018/2019	83%	17%	Not known	Not known

Table 5.6.19 illustrates typical school type for students attending Reading Scholars.

Table 5.6.19. School type for Year 10 Reading Scholars 2018

School type attended	Percentage of students
Selective	0%
Non-selective	100%
Mixed	87.50%
Single Sex - Girls	12.50%
Single Sex - Boys	0%

Outreach work is included in workload models and recognised within Citizenship Criteria for promotion.

Unlike many other HEIs, we do not yet run larger scale cross-institution science outreach/community events.

New actions	
AP2019 I10.1	Trial mechanisms for attracting a better gender balance in student outreach volunteers/ambassadors, for example recruitment reaching out to male-dominated UG courses.
AP2019 I7.1	Pilot an annual family fun science day, with a significant women-in-science component, including showcasing the fantastic work done by a number of our female scientists/engineers/ mathematicians at many career stages.

(xii) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

Continue current support (box) and add new actions.

Actions and impact from Bronze Action Plan	
AP2016 A3(i), B1, B2	<p>Support has included:</p> <ul style="list-style-type: none"> • Dean D&I session with LG on Athena SWAN • 1-2-1 D&I briefing sessions with each Head of School • Ensuring appointment D&I leads in every School • Setting up DICOP; creation through DICOP of AS Do's and Don'ts • Creation of AS Data Dashboard, updated every 6 months • Initial Dean D&I advice/input/guidance at start of application • Feedback on draft submissions for all but one application <p>Feedback from 2019 DICOP survey on this support includes: "Dashboard very helpful ... data accessed easily and compared to sector", "Very helpful/timely feedback and sessions to go through comments [that] greatly improved application." Impact has included 4 Silver/3 Bronze awards/renewals since 2016.</p>

New actions	
AP2019 I11.1	Host centrally all successful AS applications on the Charter Marks page of the Diversity and Inclusion website.
AP2019 I11.2	Working with DICOP, update our guidance on preparing applications, and host this guidance on the D&I website.
AP2019 I11.3	Investigate assigning former successful School Athena SWAN leads as mentors for AHSSBL SAT Chairs.

6. SUPPORTING TRANS PEOPLE (379 words, total (i)-(iii))

Recommended word count: Bronze: 500 words | Silver: 500 words

(i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

As **action AP2016:G1** we introduced “Trans and Gender identity: Supporting Information and Procedures for Staff/Students”, making clear our commitment to respecting individuals’ right to self-identify in their gender identity, and detailing processes/practices to follow to ensure that trans students/staff have an inclusive experience and are supported through transitioning, e.g. with paid time off for appointments/treatment.

In our 2018 revision of our harassment/bullying policy/procedures we made it explicit that transphobia/misgendering are examples of harassment.

Both policies/procedures are signposted from main D&I staff and student intranet pages, and regularly advertised as part of other actions to support trans inclusivity.

Since 2016 these have included:

- Creating and growing an LGBT+ Allies network (jointly with LGBT+ networks and RUSU), with recruitment/training every six months (Fig 6.4), and the uptake of thousands of LGBT+/LGBT+ Ally postcards/lanyards across campus
- High-profile University events bringing trans voices on to campus, including for Trans Day of Remembrance and IDAHOBIT, hosted by VC and LGBT+ networks (Figs 6.1-6.3)
- Bi-Annual Trans Awareness Sessions for staff/student (typically 25-50 per session)
- Set up the Thames Valley LGBT+ Employer Network, sharing good practice on LGBT+ inclusivity through termly meetings with 10-20 local employers
- Provided support and confidential advice for individuals who wish to transition
- Introduced the options of Mx or “no title” for our staff and student records
- Developed Gender Neutral Toilet Policy, marking them on campus maps (now 31 buildings on Whiteknights/London Road Campuses), while also retaining gendered facilities responding to staff/student feedback
- Launched University/RUSU Pronoun Badges, supported by comms and #DiverseReading blog authored by UEB LGBT+ Champion plus student/staff LGBT+ representatives (Figure 6.5)
- Used the Faces of Reading website to promote trans role models (Figure 6.6)

Impact from actions

As an impact from these and other actions we are a Stonewall 2019 Top100 Employer, requiring a high trans score in the Stonewall WEI



Figure 6.1. Flyers distributed across UoR for Wolfenden Lecture 2019 and “Jessica Lynn’s Transgender Journey” (2018, and repeated 2019)



Figure 6.2 Publicising Flag-Raising/Speeches for Annual Transgender Day of Remembrance Ceremony

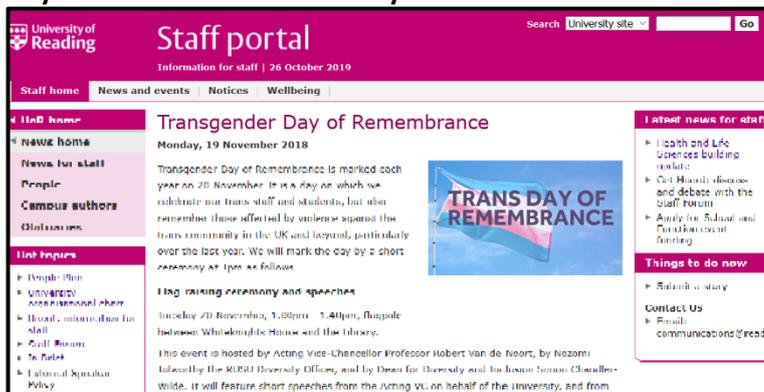


Figure 6.3 Publicising Annual IDAHOBIT Flag-Raising/Speeches



Figure 6.4 Pronoun badge pick-up point (left); advertising Bi-Annual LGBT+ Ally Info/Recruitment Event (right)



Figure 6.5. Faces-of-Reading Profile: full profile (not shown) a colleague talks positively about experience of coming out as trans at UoR.



(ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

In our 2017 staff survey (§3(ii)) we asked about gender identity, enabling analysis of all responses by this characteristic (e.g. Table 6.1). No issues were raised in this analysis or in free-text responses.

We monitor annually summaries of incidents of harassment/bullying. No trans-related issues have been flagged in assessment period. We keep policies/procedures under review, taking feedback from LGBT+ networks, through termly LGBT+ Action Plan Group (see §2(i)).

Table 6.1 Staff Survey 2017, including Capita HEI Benchmark: percentages agreeing

	UoR (all staff)	UoR (Transgender staff)	HEI Benchmark
I am not currently being harassed or bullied at work	97%	100%	95%

(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

Actions completed: see 6(i). New actions identified by LGBT+ Action Plan Group include:

New actions	
AP2019 J1.1	Building on initial guidance for the LGBT community about travelling safely abroad, produced recently at the request of a D&I lead, we will create more complete guidance, supported by Stonewall and our own LGBT+ communities, and will communicate this widely to LGBT+ staff/students and their managers/tutors.
AP2019 J1.2	Enhance our Trans and Gender identity information/procedures/guidance, to give more explicit and user-friendly support for staff/students, line managers/HR, including using a Q&A format regarding how colleagues can best support.
AP2019 J2.1	We will continue, as per our Gender Neutral Toilet Policy, to expand our gender neutral toilet provision, including provision in all new-build and refurbished buildings.
AP2019 B3.1	Push on staff protected characteristics declaration via the sensitive data tab on Employee Self Service within Trent, with a particular emphasis on race, sexual orientation, gender reassignment, where “unknowns” are high.

FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words (276 words)

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

Table 7.1. Staff Survey 2017 results relating to wellbeing: percentages agreeing to questions

	UoR	F	M
I feel the University is interested in my physical wellbeing	78%	80%	81%
I feel the University is interested in my mental wellbeing	68%	71%	71%
The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	62%	64%	66%

In response to our Staff Survey results in 2017 (Table 7.1), the University held focus groups in areas indicated as of concern (Table 7.2).

Table 7.2. Focus Groups in 2017

Topic	Total academic attendees (F:M)	Total professional attendees (F:M)	Total attendees
Change	11 (7F:4M)	36 (27F:9M)	47 (34F:13M)
Communications	18 (15F:3M)	50 (39F:11M)	68 (54F:14M)
Wellbeing	10 (9F:1M)	57 (47F:10M)	67 (56F:11M)
TOTAL	39 (31F:8M)	143 (113F:30M)	182 (144F:38M)

This resulted in convening of a University-wide People Plan Board, one stream tasked with wellbeing. Initiatives that emerged included a Wellbeing Week for staff in September 2019 (Figure 7.1) with more than 400 staff members engaged in a variety of wellbeing activities. Significantly, we have launched a Wellbeing Peer Support Network (Figure 7.2), volunteer staff trained to provide support to colleagues who may be experiencing challenges with emotional or mental wellbeing. More than 30 colleagues have signed up and the network launched October 2019. In addition, the University has supported reduction of membership fees at the on-site SportsPark (Figure 7.3) to encourage staff to join. We have also launched a campus Wellbeing Map for our Whiteknights Campus with maps being developed for other campuses (Figure 7.4).

Figure 7.1 Publicising Wellbeing Week



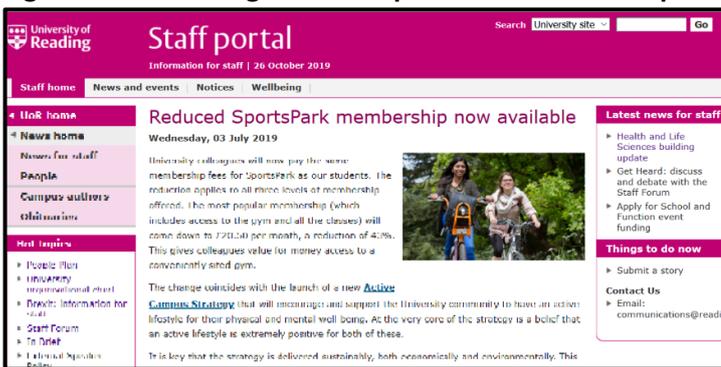
Figure 7.2 Publicising Wellbeing Peer Support



Figure 7.4. Wellbeing Map



Figure 7.3 Publicising Reduced SportsPark Membership

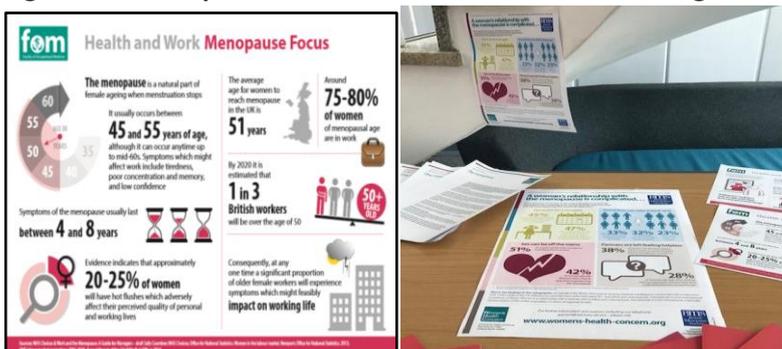


Gender-specific aspects to this initiative include menopause and prostate cancer support. At the beginning of the year, our OH manager organised a national event for HE OH Practitioners. During the wellbeing week our Interactive Health Kiosk, visited by approximately 300 members of staff, made information/advice on the menopause available (Figure 7.5).

Talks from external experts on the menopause are planned in 2020 through our Women@Reading Network and discussions on the launch of our menopause café are underway. We will continue to raise awareness and support employees and managers in understanding potential impacts in the workplace. Guidance will be made available (AP2091:19.1). Similarly, through our OH Manager we have started raising awareness of Prostate Cancer; so far leaflets and advice have been made available in our Estates Function.

New action	
AP2019 19.1	Increasingly raise awareness amongst employees and line managers of gender-related wellbeing, such as aspects associated with the menopause and prostate cancer through information on the wellbeing webpages, seminars and networking events

Figure 7.5 Menopause information made available during Wellbeing Week



University of Reading Athena SWAN Action Plan: January 2020 to April 2024

Ref	Ultimate goal/long term aspiration	Description of action	Rationale	Timeframe and milestones	Responsibility	Success criteria and outcomes
A Governance						
A1.1	The University and D&I Governance drives forwards change, embeds D&I permanently, and ensures progress against Athena SWAN and other external benchmarking.	Ensure that respect for diversity is captured as a core value in the new University vision to be launched 2020	Set tone from the top and make clear that D&I work is considered important by the University (and will encourage D&I work, since we set requirements for work across the University to link into our strategy).	March 2020	VC	Diversity and inclusion and associated targets captured in the new University Strategy, leading to emphasis on D&I in the strategy period
A1.2		Embed diversity and inclusion actions, targets, and consideration across the detail of the new University strategy.		March 2020	VC	
A1.3		VC to join 30% Club and its Higher Education Working Group	Demonstrate commitment to diversifying our board. Provide route for us to hear about good practice, and to share our good practice (e.g. use of job-share on UEB).	January 2020	VC	We have used membership to exchange good practice, including sharing our own experiences of board-level job-share.
A1.4		Take stock in 2020 of progress against our D&I targets (gender targets in Table 4.1.36), revisit our targets for 2026 agreed by UEB in 2015, and adopt through UEB and Council challenging new targets for gender equality through to 2026, which we then widely and publicly advertise, at the same time celebrating progress made against 2020 targets.	Government Equalities Office evidence-based guidance ⁹ on reducing pay gaps recommends setting realistic and specific time-bound targets. Locally we have seen targets set in 2020 prompt action and significant progress against	February-June 2020	Dean D&I working with DVC/D&IAB/UEB/Council	Targets set in 2020. Progress against those targets reported in annual D&I reports in January and in next AS submission.

⁹ [Reducing the gender pay gap and improving gender equality in organisations: Evidence-based actions for employers.](#)

Ref	Ultimate goal/long term aspiration	Description of action	Rationale	Timeframe and milestones	Responsibility	Success criteria and outcomes
			these targets (Table 4.1.36 and VC Letter)			
A1.5		Ask Schools/Functions to articulate in Five Year Plans what actions they are taking to support progress against University D&I targets.		Annually from October 2020	Dean D&I working with DVC	Schools/Functions actions are supporting progress against university targets from A1.4.
A2.1	We have in place effective structures to advance gender equality	Form new Athena SWAN implementation group (ASIG) to drive actions and ensure that this continues to be representative of Schools/Functions, with at least 30% male/female, representative of career stages, PT/FT, variety of work-life balance, caring responsibilities.	ASIG created that can drive forwards this action plan	January 2020	Designated ASIG Co-Chairs (Dean D&I/Director Technical Services)	Actions from this action plan are completed. Action plan is regularly reviewed/updated, and progress monitored. The ASIG interacts effectively and shares ideas, good practice, with other D&I groups internally and externally
A2.2		Formalise Athena Swan Professional Services (Sub)Group of SAT (ASPSG) as ongoing group that progresses P&S actions and feeds in to DICOP and ASIG	This has been an effective group supporting development of this action plan and there is enthusiasm to continue, particular to support P&S-related actions.	March 2020	ASIG Co-Chair (Director Technical Services)	
A2.3		Both Co-Chairs of ASIG to join D&IAB	Groups working on D&I can coordinate effectively	January 2020	DVC (Chair of D&IAB)	
A2.4		AISG to engage with internal equality and diversity networks throughout implementation stage, including through D&IAB		At least twice a year 2019-2023 through joint participation in D&IAB	ASIG Co-Chairs	
A2.5		AISG to engage externally throughout implementation stage, including through London West Athena SWAN Regional Network	We need to learn from best practice elsewhere	January 2020-April 2024	ASIG Co-Chairs	

Ref	Ultimate goal/long term aspiration	Description of action	Rationale	Timeframe and milestones	Responsibility	Success criteria and outcomes
		and Network of Equality, Diversity & Inclusion Academic Leads.				
A2.6		All 17 Functions appoint D&I leads (for some smaller functions shared across several functions), leading thinking on local D&I actions, matching the leads established across Schools	We need D&I work embedded across the University	By end academic year 2020-21	Dean D&I	All functions have D&I lead by October 2021, these leads part of Diversity and Inclusion Community of Practice (DICOP): baseline: 5 Functions have these leads at 1/11/19)
B	Data – Quantitative and Qualitative					
B1.1	We want to increase transparency of diversity and inclusion data related to gender and ethnicity to encourage and support effective action	Building on existing Athena SWAN dashboards available to Athena SWAN SAT teams, publish annually for each school (where there at least 5 in each sub-category to avoid identifying individual staff): i) % of academic staff who are M/F, who are BAME/White; ii) % at Grades 6-9 who are M/F, BAME/White; iii) comparison data for sector.	These actions, generated by the subgroup working on equal pay/gender pay gaps, are inspired by the success of the BBC 50/50 Project which has used similar communications to encourage and monitor change, inspiring internal competition. The rationale is to encourage change by transparency of data, the change coming through: i) making the data available to raise profile and encouraging addressing of the associated issues; ii) stimulating pressure within particular schools and functions to do better.	Annually from January 2021	Planning and Support Office	That this data is published and made available to Heads of Schools and Functions. That Schools/Functions propose actions in Five Year Plans to tackle to reduce pay gaps. That we see a reduction of the gender pay gap by at least 5 percentage points by 2024 (baseline 18.5% median pay gap).
B1.2		In advance of annual Five-Year Planning round, make available to Heads of Schools/Functions (where headcount is sufficiently large) local pay gap data (including for gender and race), together with guidance on actions that are being taken at University level to reduce pay gaps, and advice on potential actions at local level to increase F		Annually from October 2020	Planning and Support Office	

Ref	Ultimate goal/long term aspiration	Description of action	Rationale	Timeframe and milestones	Responsibility	Success criteria and outcomes
		and BAME staff representation and reduce pay gaps.				
B2.1	That we eradicate leaky pipelines across the University	Explore, through local Athena SWAN SATs in AHSSBL schools, the existence of leaky pipelines (in particular for men) from PGR to postdoc in AHSSBL schools, and the reasons behind these, with a view to remedial action.	Data suggests leaky pipeline (for men) from PGR to postdoc across AHSSBL as a whole (discussion below Table 4.1.3).	January 2020-November 2021 (doing this work as part of local School AS applications, Table 2.2)	D&I leads in AHSSBL Schools	Understanding of the underlying issues that is sufficiently good to decide whether action needed and what action.
B3.1	That we have data on staff that enables us to understand the different experiences of the University of different protected characteristics	Push on staff protected characteristics declaration via the sensitive data tab on Employee Self Service within Trent, with a particular emphasis on race, sexual orientation, gender reassignment, where “unknowns” are high.	Too many “unknowns” in data: discussion above Table 4.1.10.	January-March 2020, plus annual reminders	Diversity and Inclusion Advisors in HR	That we reach 90% completion rates by 2026.
B4.1	That we have complete leavers data on all our staff and investigate and act, as appropriate, on differences with respect to gender.	The leavers’ form system is not currently working for Sessional Staff (very few forms completed). Review and update the leaver process, in particular to ensure that it is applied consistently to sessional staff ensuring good quality data going forwards.	Data (Table 4.1.30) make clear the leavers’ form system is not currently working for Sessional Staff (very few forms completed). This action also dovetails with recommendations from recent “Working Group on Sessional Staff”.	October 2020-September 2021	Asst Dir HR	That we have data on at least 80% of sessional staff who are leaving by 2024.
B4.2		Roll out new online Leavers’ Questionnaire (providing data on reasons for leaving and experience of UoR to supplement existing Leaver’s Form completed by line manager). Review completion rates after 3 months, and then review new data provided on reasons for	We would detailed information on leavers’ experiences of University of Reading and more detail on reasons for leaving, to supplement brief information in current Leaver’s Form	January 2020 (rollout) April 2020 (review, and modify if needed) Annually from January 2021	Asst Dir HR (rollout, review, and organising annual data report) ASIG and Staffing Committee (annual review of data)	That we reach at least 80% completion rates by 2024.

Ref	Ultimate goal/long term aspiration	Description of action	Rationale	Timeframe and milestones	Responsibility	Success criteria and outcomes
		leaving annually, with a view to addressing issues raised.		(review new data on leavers).		
B4.3		Investigate why there appears to be some excess (admittedly with low numbers) in %F leaving because of end of fixed-term academic & research contracts at G7 and G8.	Further exploration merited by data (compare last column of Table 4.1.31/32 with last column of Table 4.1.28).	October to December 2020	ASIG	Understanding of the underlying issues that is sufficiently good to decide whether action needed and what action.
B5.1	Increase female representation at P&S Grade 9 in AHSSBL	Explore distribution of Grade 9 P&S staff across AHSSBL schools to understand reasons for low %F compared to Grade 8, and formulate actions as required.	Data (Fig 4.2.8) suggesting further investigation needed.	Summer term 2020	ASIG, working with PSO and local AHSSBL SATs (especially HBS)	Understanding of the underlying issues that is sufficiently good to decide whether action needed and what action.
B6.1	Improve staff experience of the University through regular staff feedback	Repeat full 2017 Staff Survey, run jointly with Capita	We need to understand staff engagement across the full employee experience, including breakdown by protected characteristics, and changes from last full survey 2017 (and pulse version 2018)	Summer Term 2020	Asst Dir HR	Staff survey runs successfully in 2020
B6.2		Decide what form main UoR Staff Surveys will take from 2021 onwards		Before December 2020	Asst Dir HR, consulting including with Dean D&I	We establish plans for ongoing staff engagement surveys through to at least 2024 that provide sufficiently detailed information for diversity and inclusion carter marks
B7.1	We would like to know how our P&S staff progress in their careers	Explore, with HR Systems, whether it is possible to establish system to track career progress of staff within University.	We know that many staff develop fantastic P&S careers at UoR, moving between roles and/or Functions, but we don't have mechanisms to track these (and compare progress across protected characteristics).	2020-21 academic year	Director of HR Systems, supported by AISG	The feasibility of doing this is established; if feasible, decision is made on resourcing; if resourced then plan established to roll out before 2024.

Ref	Ultimate goal/long term aspiration	Description of action	Rationale	Timeframe and milestones	Responsibility	Success criteria and outcomes
C	Recruitment					
C1.1	That we make fair decisions on starting salaries	As part of standard HR information on how our recruitment processes operate, provide a “guidance note on starting salaries” referencing the University’s gender pay gap and its reporting, and the need to set salaries for new starters with awareness of salaries of existing staff.	Provide increased transparency and uniformity across the University regarding how we set starting salaries, and provide guidance to ensure that starting salaries respect the principle of equal pay for work of equal value.	March 2020	Director HR	Guidance is introduced and New Starter Form introduced. Feedback from recruiting managers that guidance helpful. Data on starting salaries from academic year 2021-22 onwards shows no evidence of gender differential.
C1.2		Adjust the New Starter Form on JobTrain recruitment system so that appointing managers required to justify starting salary (where above bottom of grade).	Feedback from consultation with UEB: there is evidence that if actions have to be justified they are fairer.	Summer 2020	Asst Dir HR	
C1.3		Introduce and communicate a policy for the use of Market-Rate salary supplements.	It is important that, where market supplements are paid: a) there is a clear rationale, which respects the requirements of equal pay legislation; b) there is a clear and transparent process for sign-off; c) the market supplement element is clearly recorded and communicated to the person appointed; d) there are mechanisms to remove the market supplement, for example when market conditions change.	March 2020	Director HR	Policy is introduced and communicated, particularly to HR Partners and LG members (e.g. in HBS) where market supplements are in use.

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C1.4		<p>As additional information to assist in arriving at fair decisions for starting salaries for more senior posts, make available to chairs of interview panels across the University for appointments at G7 or above:</p> <p>i) Salaries in that school/function for similar roles, provided by the HoS/HoF (who would normally be on the panel) via the Manager Self Service function on Trent, to be soft rolled out in December;</p> <p>ii) Exceptionally, where i) is not relevant, salaries for similar posts across the University to be provided through HoS/HoF conversation with HR Partner.</p>	Chairs of interview panels should be aware of salaries of existing staff to enable offers in line with salaries paid to existing staff, to respect equal pay law, in particular avoiding pay gaps between new staff and existing loyal employees. This action complements and adds to action C1.1 (and would require a minor edit to the guidance in C1.1).	October 2020	Heads of Schools/Functions (and HR Partners)	Data on starting salaries from academic year 2021-22 onwards shows no evidence of gender differential.
C2.1	That we are attracting gender balance in applications, and that this is feeding into gender-balanced shortlists and appointments, including at senior levels.	Incorporate into existing Recruitment and Selection Procedure, guidance for managers and search committees in Schools on how best to encourage and enable a diverse range of applicants, seeking advice from their HR Partner as appropriate. Guidance will also remind recruitment panels and those involved in the shortlisting that they should also pay due regard to	We have gender imbalances in recruitment at the most senior levels and need to go out and seek the most diverse pool of applicants to redress these imbalances and recruit from the widest pool. The Government's Equality Office, in its evidence-based recommendations ¹⁰ for	Summer 2020	Asst Dir HR	At least 40% women, 40% men, recruited across the University as a whole at Grade 9 in both Academic and Research and Professional and Support separately, when averaged over the academic years 2020-21, 2021-22, 2022-23. Similarly at lower grades.

¹⁰ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/731288/Gender-Pay-Gap-actions_.pdf

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		achieving a diverse shortlist whenever possible. In particular, the guidance will make clear an expectation for all Grade 9/Professorial appointments that, while there will be exceptions, we expect as a norm that search committees will attract both male and female candidates to shortlists.	closing gender pay gaps, advocates at least two women on every shortlist.			
C2.2		To share and develop the guidance in the previous action, work with the leadership group to share experiences and case studies of success in attracting diverse shortlists.	As above	June 2020-March 2021	Dean D&I working with Asst Dir HR	As above
C2.3		Undertake a trial in one School and in one Function of the use of the positive action tie-break provisions in Section 159 of the Equality Act in relation to sex where it is justified to do so, in particular where that sex is substantially under-represented in the role and at the level at which the recruitment is being undertaken. Following the trial consider whether and how such provision could be built into policy and practice.	In a number of our schools and functions there are deep-seated and long-established imbalances in gender representation that need a variety of actions to address. This action is inspired by a pilot scheme under development at Queen Mary University of London by their ED&I lead and Asst Dir HR and would be carried out in coordination and collaboration with Queen Mary.	Academic year 2021-2022	Asst Dir HR	Trial completed and recommendations brought to UEB by January 2023 regarding whether or how this this is built into policy and practice.
C3.1	To reduce and eliminate gender imbalances across our functions	Via Function Leads (members of DICOP), share good practice associated with strategies for	We have (Section 4.2) large gender imbalances in certain functions and want	Summer term 2020	DICOP working with ASPSG	We can point to examples, by time of next AS submission in 2024, where

Ref	Ultimate goal/long term aspiration	Description of action	Rationale	Timeframe and milestones	Responsibility	Success criteria and outcomes
		diverse recruitment across Functions that have been traditionally either male or female dominated. Explore and understand recruitment strategies, particularly how we widen the selection pool to increase the number of applicants of the underrepresented gender.	to share good practice on addressing these.			sharing of good practice has had impact in reducing gender imbalances.
D	Equal Pay/Gender Pay Gap					
D1.1	Eliminate gender and ethnicity pay gaps	Provide additional University-level pay data and analysis, either within our standard annual gender pay gap reports, or in other internal reporting, namely: i) Ethnicity (BAME/White) and intersectional pay gap data, this published on D&I website alongside other annual reports, or included in the existing gender pay gap report; ii) More forensic detail analysing the reasons for year-to-year and longer timescale trends, this to be published at least internally.	We want to understand exactly where in our organisation gender/ethnicity pay gaps arise, so that we can direct actions effectively	Annually, starting March 2021, i); starting summer 2021, ii).	Asst Dir HR, supported by Dean D&I	That we publish annually ethnicity and intersectional pay gap data (cf Tables 4.1.39-40). That, from October 2021 onwards we develop a clear understanding of the significant areas where gender pay gaps arise and can monitor the impact or otherwise of actions we take.
D1.2		To support the additional analysis in D1.1ii) we will appoint annually a student intern, employed through Campus Jobs, with data analysis skills, to work with HR and the		Annually, starting summer 2021	Dean D&I, working with Asst Dir HR	

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		Dean for D&I, funded via the D&I budget.				
D2.1	Reduce Professorial and Grade 9 Professional and Support gender pay gaps	<p>Make available to the Professorial Annual Review group gender pay gap data for the cohort under consideration, plus details of the gender pay gap data for last year's cohort as it was immediately before and after Professorial Review. Discuss, led by the Dean D&I, at the beginning of the first annual meeting, the role of Professorial Annual Review in addressing pay gaps, reflecting on this data. Following conclusion of the group meetings, the group and the Remuneration Committee of Council are informed of the effect, on the overall gender pay gap for the cohort under consideration, of the proposed increases in salaries.</p> <p>Similarly for Senior Staff Annual Review.</p>	This formalises what has essentially been trialled already this year in terms of data provision, and pre-thinking about gender pay gaps, before the Professorial Annual Review Group starts work, to encourage decisions that are fair to each individual and at the same time reduce the pay gap at Professorial level.	Annually, starting March 2020	HR Manager Rewards and Benefits (data provision) + Dean D&I	<p>Reduce combined Professorial/Grade 9 gender pay gap to 5% or below by end 2020 (this one of existing targets for 2020, see Table 4.1.36): baseline 7.9% as at 1/8/18.</p> <p>Reduce further, to make progress against new targets to be set as Action A1.4, by next Athena SWAN submission in 2024.</p>
D2.2		Remove from Professorial Annual Review guidance the requirement that internally-promoted professors have to wait a year before pay review, so that our guidance becomes, e.g.: "Staff are not eligible for review within the first 12 months of appointment or internal promotion".	Data in Sections in 5.1(i), (iii) make clear that women comprise a substantially larger fraction of the staff promoted to professor than recruited externally. At the same time average initial salaries through external recruitment are larger than those through internal	From 2020/21 Professorial Annual review Round	HR Manager Rewards and Benefits, working with Dean D&I, DVC	<p>Implementation of this change.</p> <p>As an impact we expect to see increases in gender pay gap reductions from Professorial Annual Review (our modelling suggests that if we had had this in place in the last round the gender pay gap reduction over the</p>

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			promotion. The combination of these factors is a driver for gender pay gaps in the professoriate. As a step to counteract this driver we will permit internally promoted professors to receive pay rises already on the anniversary of their promotion (while still excluding externally appointed staff from consideration).			cohort reviewed would have been 0.47 percentage points, rather than the actual reduction in the last round of 0.27 percentage points).
E	Flexible/Agile Working and Career Breaks					
E1.1	Reflecting on Focus Groups on Flexible Working, we want to achieve: i) enhanced awareness of the full range of flexible working options available; ii) a proactive culture in which flexible working is promoted and valued; iii) fair, transparent and consistent decision-making for flexible working requests, by line managers for all staff;	Update existing guidance materials and documentation to support employees and line managers in considering the full range of flexible and agile working options available, providing case studies to illustrate successful flexible working arrangements across the University and including specific reference to support around periods of extended leave.	Actions coming out of reflection on Flexible Working Focus Group feedback, and feedback on draft from Staffing Committee/UEB.	January-December 2020	Asst Dir HR, supported by ASIG	By 2024 85% of staff or more responding to future staff surveys respond positively to the following questions (2017 Staff Survey baseline in brackets): “I believe that if I requested flexible working arrangements, my request would be considered fairly” (82%)
E1.2	iv) high level promotion/understanding/acceptance of the benefits of flexibility in ways of working, embracing technology.	Provide visible and diverse examples of staff working flexibility, illustrating the benefits and compromises, and enhance visibility of the associated HR policies, processes and guidance. Concretely:		Summer 2020-December 2020, i) January 2021-Summer 2021, ii)	MCE, supported by Dean D&I, Asst Dir HR, Equality and Diversity Network Groups, Staff Forum/UCU	“I am able to take advantage of flexible working on an informal basis” (80%) “I am aware of the formal flexible working

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		<ul style="list-style-type: none"> i) Create additional profiles for Faces of Reading illustrating flexible working (including BAME profiles, cf. action in the Race Equality Charter Mark Action Plan). ii) Establish, very visibly, webpages advertising both flexible working and working and parental leave. The distinguishing features will include: a) photo of VC plus quote from VC articulating VC support; b) clear, easily navigable links to detail of how these work on HR web sites; c) case studies from across the University making clear in each case that employees, at a very wide variety of levels in the University, are engaged in parental leave and/or flexible working. 				<p>arrangements at the University” (77%)</p> <p>“The University of Reading provides good support to help me balance my work and personal commitments” (74%)</p>
E1.3		Work to encourage all senior managers, starting with the leadership group, to become positive about flexible working. This will include concretely a workshop with the leadership group sharing experiences on flexible working, including bringing in examples of people flexibly working (like we brought in job		2021-2022 academic year	Dean for D&I (or other AISG members) working with HR & IT	

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		share examples before), exercises on discussion/sharing of experiences, and input from IT (including on technology for supporting remote working).				
E1.4		Embed consideration of working arrangements within the PDR process.		2021-22 academic year, as part of review G4.1	Asst Dir HR	
E1.5		Communicate expectations within each School/Function that: v) working patterns (including those of colleagues working flexibly around childcare responsibilities) and other commitments (including those of international partners) are routinely taken into consideration when organising meetings, so that participants invited are able to attend; vi) where meetings cannot accommodate everyone, we make arrangements for updating those unable to attend.		April 2020, and reminder thereafter at beginning of each academic year	Heads of School/Functions supported by Co-Chairs ASIG	
E1.6		Implement new technologies such as Microsoft Office 365 and Teams, to enable staff to collaborate effectively internally and externally from a wider range of devices and locations, enabling further options		January 2020 to December 2022	Director of Information Technology, supported by HR and MCE	

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		for agile and flexible working. The introduction of these new technologies will be accompanied by guidance and training to ensure staff understand and make use of the technologies as appropriate to their role and working hours.				
E5.1	Remove barriers to conference/training attendance for staff with children	Change our travel and expenses policy to make clear that additional childcare costs made necessary by attending a training course or conference (costs additional to the routine everyday costs of childcare) are an allowable expense.	As a matter of fairness (and to access Research Council and other funding for this) we need to spell out that this is an allowable expense, and then let people know.	March 2020	Director of Finance	This policy change is made. Claims for these costs are being made, including from Research Councils, at a level that matches or exceeds other institutions with Silver AS Awards.
E5.2		Advertise this through the usual communication channels and on the Parent and Family Webpages, and advertise that many research funders (including all UK Research Councils), allow bidding for these costs as a part of travel costs on grants.		March 2020 and ongoing annually	Co-chairs ASIG, working with PVC Research and Innovation and Finance	
E5.3		Undertake a survey (e.g. via School/Function D&I leads) to establish: i) spend on these childcare costs; ii) extent to which we are accessing childcare funds from research funders.		March 2022, March 2024	Head of Research Services, supported by ASIG, DICOP	
F	Maternity/Paternity/Adoption/Parental Leave					
F1.1	That this substantial central funding around parental leave is used effectively and imaginatively to support returners.	Improve mechanisms for reporting and monitoring allocation of reimbursements for cost of maternity/adoption/SPL to Schools	Feedback from Family Leave Focus Groups, and from Heads of Schools/Function, that	January – March 2020	Head of Finance Planning and Strategy	Data in our next survey of Heads of Schools/Functions/returners in March 2021 that show

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		and Functions and use of (up to for non-academic staff) 25% contribution for returners, including sub-accounts for Schools and Functions that record spends.	knowledge and understanding of the reimbursement system, and rules on its use to support returners, is patchy.			that all returners and being supported effectively, with an interesting variety of uses of the funding that we can showcase.
F1.2		Improve communication of these mechanisms, including sharing with leadership group and beyond (including signposting via Parent and Family webpages) case studies of making effective use of these funds to support returners (and see FL3).		April-June 2020, with annual reminder thereafter in September each year	Co-chairs AISG, working with Asst Dir HR and MCE	
F2.1	That all parents and staff taking parental leave, and the line managers that support them, have access to effective support networks	Complete development of Parent and Family Network web pages that enable communication, mutual support of parents and sharing of good practice.	These particular suggestions arising from Family Leave Focus Groups and/or consultation with Parent and family Network.	Complete by April 2020	Parent and Family Network, supported by AISG and HR	Positive Feedback in Staff Survey in 2022 (over 90% satisfied with support around family leave), this supported by positive qualitative comments in ASIG Family leave Focus groups in 2022.
F3.1		Develop a Manager Support guide which includes case studies and FAQs for supporting staff before and on return from on paternity, adoption or SPL leave, including around flexible working arrangements (and see FW1).		2021-2022 academic year	Asst Dir HR supported by AISG	
F4.1		Conduct an analysis of what support, additional to that already provided by line managers and/or HR, is available to those returning to work from any form of extended absence, to enable them to feel confident about returning to the workplace. Investigate options and resources, including online support		2021-22 academic year	Asst Dir HR , supported by Parent and Family Network	

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		packages, to address any needs identified.				
F5.1	That men and women at UoR play an equal role in parenting following birth/adoption	Increase length of paid paternity/partner/adoption leave from 2 weeks to 4 weeks.	This arising from Family Leave Focus Group discussion, regarding shared parental leave and barriers to fathers accessing paid leave given tendency for mothers to take all of most of initial (highly funded) SPL 18 week period.	This to be effective from 1/9/2020	HR Partner team	Uptake, by 2022, of the 4 weeks leave at a rate which equals or exceeds that of our comparator HEIs with Silver Athena SWAN awards. Significant improvement in feedback in 2022 ASIG Family Leave Focus Groups (compared to 2019 Focus Groups) regarding enabling of engagement of fathers/adopters in care of child.
F6.1	We want all staff to be supported and have appropriate facilities around pregnancy/breast-feeding	Increase awareness and number of parent room facilities to support breastfeeding mothers on their return to work. Highlight baby change facilities, including a map on the Parent and Family Network webpages and info on our standard campus maps.	Feedback from Focus Groups on Family Leave (Section 5.5(iii)) and natural follow-on to recent project by Staff Forum that has started to put central facilities in place	January-July 2020	Staff Forum, supported by MCE, Parent and Family Network	Significant improvement in feedback in 2022 ASIG Family Leave Focus Groups (compared to 2019 Focus Groups) regarding support available for new mothers.
F7.1		Review and update risk assessment procedures for pregnant and breastfeeding staff including guidance for laboratory workers.	Feedback from Focus Groups on Family Leave (Section 5.5(i))	January-July 2020	Director of Health & Safety and Occupational Health, supported by Co-Chair ASIG	Procedures updated, with positive feedback from Parent and Family Network
F8.1	We have fair approach to use of staff on Open Days	Following up on focus group feedback, determine through further specific consultation whether being present at Open Days on Saturdays causes difficulties for parents. If	Feedback from Focus Groups on Flexible Working	2020-21 academic year	ASIG Members	Consultation completed and any recommendations taken to Staffing Committee by December 2021

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		consultation warrants this, bring proposals to Staffing Committee/D&IAB/UEB to offer free childcare for staff (and possibly students) present at Open Days, either by providing a crèche or paying for childcare costs.				
F9.1	As E1.1	Ensure materials to support flexible and agile working (see E1.1) include guidance for those with other family caring responsibilities (such as eldercare) and reflect the multitude of working arrangements already available within the University.	Feedback from Focus Groups on Family Leave	January-December 2020	Asst Dir HR	As E1.1
G	Career Development					
G1.1	Understand and act on this data	Explore reasons for use of fixed-term contracts at G7-G9, and reasons for the gender imbalance.	Further exploration of discrepancies in data in Table 4.1.17	Autumn 2020	Co-chairs AISG, working with AISG	Decide whether action needed and agree any action with timescales by March 2021
G2.1	We want sector-leading approach to use of fixed-term contracts and sessional staff	Review University approach to use of fixed-term contracts and develop University-wide guidelines on approach to fixed-term contracts, transitioning staff from fixed-term to open-ended contracts.	We want transparent and fair guidelines, that reflect best practice at Reading and elsewhere, on use of fixed-term contracts and moving to open-ended contracts, and that these are widely understood	2020-21 academic year	Director of HR, supported by ASIG	Guidelines developed and rolled-out by October 2021
G2.2		Advertise guidelines produced in G2.1, for example via web pages, and via guidance booklets for PIs and research staff.		2020-21 academic year	Director of HR, supported by ASIG and MCE	
G3.1		Complete, working collaboratively with UCU, the development of a	We want a clear framework for different types of work	2020-21 academic year	Director HR, working with UCU, UEB	

Ref	Ultimate goal/long term aspiration	Description of action	Rationale	Timeframe and milestones	Responsibility	Success criteria and outcomes
		new Policy for the Engagement of Sessional Staff across UoR in relation to a unified UoR framework for rates of pay and other terms and conditions.	undertaken by sessional staff and associated rates of pay, with appropriate processes for engagement and exit			Feedback that policy working on the ground by December 2022 Improved Staff Survey results fro Sessional Staff by 2024 on “Job Satisfaction” and “Pay and Benefits”
G4.1	We want all our staff supported in thinking about their personal and career development and their work objectives and how to achieve them	Carry out an in-depth review with reviewers and reviewees to determine barriers to Personal Development Review (PDR) completion and culture relating to regular manager and employee conversations.	The 2017 Staff Survey reported that only 75% of staff had a PDR in the last 12 months (Capita HEI sector benchmark 82%). It also identified opportunities for improvement relating to PDRs. These related to the delivery of PDRs, their usefulness, and whether the exercise resulted in employees feeling that their work is valued by the University. Our AS career development focus groups and career development survey have supported these findings.	Autumn 2020	Asst Dir HR, supported by AISG and other relevant teams.	Staff Survey feedback on PDRs positive by 2024. Specifically, at least 90% report that PDR has taken place in last 12 months (2017 baseline 72%). At least 80% report that in PDR: plan for personal development agreed (baseline 74% 2017); PDR useful (baseline 68%); PDR left you feeling valued (baseline 64%).
G4.2		Learning from the review in G4.1, develop effective mechanisms for measuring PDR completion rates and quality of PDRs.		Spring 2021	Asst Dir HR	
G4.3		Following G4.1, G4.2, we relaunch the PDR, making clear its purpose, how it works, how individual PDRs link into wider goals and ultimately University strategy, and emphasising the importance of follow-up through the year.		Autumn 2022	Asst Dir HR	
G5.1	We provide a mentoring and coaching service to staff which is effectively managed and can assess its impact on individuals and the organisation	Continue to build the network of mentoring representatives from each School and Function, sharing best practice across the University at termly meetings. Provide support to those Schools and Functions seeking to establish or	There are very effective local mentoring schemes in a number of schools and we want to support these centrally and to build a good practice network to	2019-20 and ongoing	Asst Dir HR	Proliferation of school and function-based mentoring networks and regular sharing of good practice. Data on update and impact.

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		improve their local mentoring schemes, via this network or directly as appropriate, including assisting them to set up recording systems for local mentoring relationships and methods for evaluation of its impact.	spread their use across the University			
G5.2		Continue to record formal centrally-administered coaching relationships, whether via the internal coaching network or bought in for senior leaders, monitoring these to ensure coaches are well-matched and evaluation of the impact on the person is undertaken.	To manage and develop our central coaching provision we need to be able to establish impact	2019-20 and ongoing	Asst Dir HR	Good data held centrally on coaching uptake and impact
G5.3		Further raise awareness of coaching and mentoring opportunities including by inviting staff who are also qualified coaches to join the network, and continuing to add those who attend a mentor course with people development to the list of available mentors.	We need to develop the pool further to fully meet needs	2020 (summer term)	Asst Dir HR	Growth in pool of mentors and coaches
H	Promotion/Rewards					
H1.1	Achieve gender balance across all of Grades 7-9	Local STEM/Athena SWAN SATs to remind their HoS and local promotion committee each year in advance of the promotions round of the gender balance at Grades 7-9 over the last 3 years, to bear this in mind when thinking through	We want promotion committees to be aware of existing gender imbalances as they think through promotion cases	Annually in September	School D&I Leads	

Ref	Ultimate goal/long term aspiration	Description of action	Rationale	Timeframe and milestones	Responsibility	Success criteria and outcomes
		promotion cases for the coming year.				
H2.1	That both male and female BAME staff, across all ethnicities, are supported to progress to the highest levels in the organisation	Set up a joint project group with the Race Equality Action Plan Team to investigate barriers to progression in increasing BAME staff at grades G7-G9, taking into account intersectional factors including intersectionality with respect to distinct ethnicities, and to determine if existing actions in Themes 4 and 5 of our Race Equality Action Plan 2018-202111 are sufficient.	Data in Section 4, including intersectionality data, makes clear that, while there has been significant progress against University gender D&I progression targets, progress on BAME targets is poor	April 2020 (creation of group) September 2020 (group reports on recommended modifications to actions) January 2021 onwards (revised actions rolled out)	Dean D&I	ASIG/RE-ACT agree on new joint actions by November 2020, seeking UEB approval as needed. Actions are rolled out and make impact against new targets to be agreed as A1.4.
H3.1	All academic and research staff streams (Teaching, Teaching & Research, Research) have equal access to promotion opportunities	Explore, e.g. through focus groups in two of the Schools with the largest research staff numbers (including SMPCS which has over a third of the research staff including many R staff in higher grades) why there have been no successful Research staff G7-G8 and G8-G9 promotions in the last three years, with a view to recommendations for any needed tweaks to the promotions process for this group of staff.	This driven by evidence from data in Section 4.	2020-21 academic year, completed so as feed into promotions round 2021-22	Dean D&I, delegating work to the relevant Heads of School and their D&I leads	We see, by next AS submission, promotions of Research-focussed academic staff in proportion to their representation in the population.
H4.1	Fair pay increases and reduction in gender pay gap	Explore why more women are receiving awards and whether any action needed, bringing	Analysis (Table 5.2.3) suggests women much more likely to receive	April-September 2020, bringing paper to October	HR Manager Rewards and Benefits, supported by ASIG	Recommendations brought forwards by October 2020.

¹¹ http://www.reading.ac.uk/web/files/Diversity/University_of_Reading_REC_Action_Plan_2018_FINAL.pdf

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		paper to ASIG (and Staffing Committee as appropriate).	additional increments and similar.	2020 ASIG/Staffing Committee		Any actions agreed with timescale for implementation.
H5.1	We want to be able to track effectiveness of our substantial investments in leadership programmes and support their graduates to gain ongoing benefit from the learning	Identify and implement methods for assessing impact of Springboard, StellarHE, Diversifying Leadership, Aurora, Stonewall Leadership programme on individual and institution, including career progress of participants (via academic promotion process, professorial pay review, rewards processes, new roles taken up)	We have many examples of staff being promoted to leadership positions after attending these programmes, but no systematic data on this (which might be used, for example, to increase investment in these schemes).	2020-21 academic year to develop appropriate methods, and then annually for implementation	HR Leadership and Talent Development Manager	Effective means for tracking impact of these programmes developed, leading to clear impact story in next AS submission
H5.2		Building on existing active Springboard graduates network, develop additional mechanisms to support graduates of other programmes in H5.1, taking into account participants feedback	Springboard network working well, and there is a ground-up push for support for graduates of other leadership programmes.	January to December 2021, to set this in train, then annual monitoring	HR Leadership and Talent Development Manager	Additional mechanisms are in operation with positive feedback.
H6.1	We want our P&S staff to build successful and varied careers at UoR, making the most of possibilities to move from one role to another	Enhance awareness that there are opportunities for P&S staff to progress in their careers within the University, (including through moving between roles/Functions), e.g. through Staff Portal campaign showcasing examples.	We have great examples of people making their careers here at Reading, including moving up to Grade 9/LG, but don't celebrate these as role models	2020-21 academic year, with repeat in 2022-23 academic year	Director of Technical Services, working with ASPSG	Future Staff Surveys (e.g. 2022) show increased awareness of career development opportunities and (subject to outcome of B8.1), we start to see by 2024 increased internal P&S mobility and progression.
H6.2		Establish additional mechanisms to publicise job vacancies and similar cross-Function opportunities to enhance internal take-up	Ensure P&S staff are aware of opportunities for internal mobility and are encouraged to take these up	2020-21 academic year to establish effective mechanisms, then ongoing implementation	Director of Technical Services, working with ASPSG	

Ref	Ultimate goal/long term aspiration	Description of action	Rationale	Timeframe and milestones	Responsibility	Success criteria and outcomes
		Explore introduction of annual University-wide “Function Awareness Workshops”, in which we showcase to the University and staff what the Functions do, their staff/careers, and job opportunities.		2020-21 academic year	ASPSG working with Staff Forum	
H6.3		Scope out the introduction across P&S of managed job-swaps, job-tasters, secondments, and work-shadowing schemes to enable staff mobility around the University, enhance understanding of the University functions, and broaden staff perspectives on next career steps.	Enhance opportunities for P&S internal mobility, and understanding of different roles/functions across the University	2020-21 academic year	Director of Technical Services, working with Asst Dir HR and ASPSG	Report going to Staffing Committee by December 2021 proposing new mechanisms for P&S staff mobility
H7.1	Our Technician Function develops as a sector-leading example, including in its actions to recruit and support a diverse workforce	Close out actions in the 2020 Technician Commitment Action Plan and develop and implement the 2020-23 Action Plan. Showcase actions related to gender/ethnicity/intersectional equality internally and externally via the Technician Commitment Initiative.	This action plan (see box, page XX) supports career development, visibility, sustainability of the Technician Function, with many actions that will serve as good practice related to gender/ethnicity diversity and equality.	June 2020 (completion of current plan) 2020-23 (development and implementation of Phase II plan)	Director of Technical Services	Closing out of actions on Phase I (2020) and Phase II (2024) Gender/ethnicity equality actions completed are taken up by other Functions internally, other technician teams (externally).
H8.1	Our P&S staff have the best possible career development opportunities	Draft proposals to go to UEB to better utilise apprenticeships for current staff so they can actively learn new skills and work as part of wider/different teams, and, where beneficial, to increase our external recruitment of apprenticeships (learning from best practice in some of our functions)	We want to support the career development of our staff and make best use of Apprenticeship Levy funding	2020-21 academic year	Asst Dir HR, & HR Leadership and Talent Development Manager	Proposals submitted to UEB by November 2021, are approved, and roll-out to report on for next Athena SWAN submission

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H9.1	We treat part-time staff in academic promotions fairly, making appropriate reductions in volume of work	Revisit promotion guidelines in respect of part-time staff, consult PT staff through larger focus group/survey, monitor closely in the 2019/20 round the PT/FT, M/F balance, especially at AP.	Generated by quantitative and qualitative data in Section 5.1(iii).	By July 2020, looking at 2019/20 promotion data.	ASIG	We understand fully any issue and make any needed adjustment to the promotion guidelines.
I	Organisation and Culture					
I1.1	We have gender balance across our key committees	Work to diversify UEB, and other key committees, to achieve at least 35% of either gender by 2026 ¹² .	We need diverse committees to represent our diverse population and to enhance our decision making	January each year, measure progress in D&I Annual Report	VC (for UEB), Governance	That we meet this target for all our key committees by 2026, with substantial progress by next AS submission in 2024.
I2.1	We have gender balance across our key committees	We will include within the terms of reference for all our key committees from a statement of commitment to our targets for gender and BAME representation on key committees.	This is intended to serve as an aide memoire to the chair and wider committee when thinking about committee composition. E.g. a possible phrasing is: "The committee, in seeking and selecting its membership, will be mindful of the University's targets to ..."	Starting September 2020, as new academic year starts and ToR renewed.	Head of Governance	This appears in all key committee ToR; we see progress against these targets in D&I annual reports each January; we hit new targets to be set as A1.4.
I2.2		Develop a more comprehensive dataset of key committee composition, to include data on balance of membership with respect to gender, ethnicity, Grade, staff type (academic/professional) balance of membership	Feedback from Focus Groups on Inclusivity in Committees.	For D&I Annual Report 2021, and annually thereafter	PSO, supported by ASIG	This data set is available and updated annually.

¹² We will revisit this target (see Action A1.4) in 2020, having just in the last few days already increased UEB composition from 28% to 37.5%F from 1/1/20.

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12.3	Our committee work supports flexible and remote working	Share best practice in use of digital tools, including Microsoft Teams, that support document sharing, flexible and remote working, from Research Governance to other committees	Feedback from Focus Groups on Inclusivity in Committees.	Autumn 2020	ASIG	Widespread use of digital tools to support committee work
12.4	We want a wide range of staff to access committee membership	Capture best practice and training to reduce the barriers to being a member of a committee.	Feedback from Focus Groups on Inclusivity in Committees.	Autumn 2020	ASIG	Best practice and training shared
13.1	We want fair and transparent workload models across the University, building on best practice, that recognise all important contributions to our work, and do not indirectly discriminate against any protected characteristic	Review existing workload models with the outcome of developing clear guidance for best practice (e.g. an institutional-wide template), including a steer on gender and wider diversity considerations, and share good practice on workload models across the institution.	There is some existing sharing of best practice in use of workload models through Head of Schools Group, but no institution-wide guidance at the moment. Feedback, e.g. from Staffing Committee and Diversity and Inclusion Advisory Board, was that this would be very welcome.	2020-21 and 2021-22 academic years, to dovetail with other workload-related actions in University's Five year Plan	Chair of Ad Hoc working group (to be drawn from UEB), this working group to have AIT/DICOP/HR and other representation.	Guidance produced and evidence that it is being widely utilised, e.g. through conversations of Heads of Schools/Functions with their UEB line managers about managing their staff's workloads.
13.2		Expand recent work on staff wellbeing to undertake a project focused on understanding the perceptions and realities in relation to workloads for staff across the University and to propose relevant actions	This complements wider University work, currently being framed as part of the University strategy to seek to reduce and manage workloads	2021-22 academic year, and part of 2022-23 academic year, dovetailing with 13.1	Director HR	Report with recommendations that can feed into the wider work 13.1
14.1	Come close to eradicating harassment and bullying within UoR and ensure that, when incidents occur, staff know where to access effective support	Run a session with the Leadership Group on harassment and bullying, making clear: i) the huge impacts of harassment/bullying and not addressing this effectively (e.g. this might use, with permission,	Our subgroup thinking about harassment and bullying made a call across all staff for input from those with experience of harassment and bullying	2020-21 academic year	ASIG members including Co-Chairs and Asst Dir HR	Future Staff Surveys show improved bullying and harassment results. Specifically:

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		anonymous quotes from our own staff survey and/or our own AS H&B survey/interviews, to make clear the impacts within UoR); ii) the importance of dealing effectively with this, and advice and coaching on how to do this. As part of this bring out issues around particular protected characteristics, e.g. sex, disability.	who had decided not to make a complaint, leading to 20 (16F:4M) one-to-one interviews. These actions stem from reflection on that feedback, on 2017/18 Staff Survey results, and on additional feedback from consultation on draft action plans, including with UEB. (Specifically I4.1 derives from Diversity and Inclusion Advisory Board discussion and feedback.)			98% or more report “I’m not currently being harassed or bullied at work” (baseline 96%, 2018 pulse Staff Survey, in line with 96% in Capita HEI Benchmark) 80% or more report that they “are aware of the University’s Harassment Advisors” (baseline 35% 2017 Staff Survey) Improved qualitative feedback in a rerun in 2023 of our call out for one-to-one interviews.
14.2		Provide additional, in-depth training for those handling investigations into complaints which involve allegations of harassment and bullying.		2020-21 academic year	Asst Dir HR, working with Head of Legal	
14.3		Continue to improve staff awareness of the University’s Harassment & Bullying policy and reporting arrangements, including the development and promotion of the #NeverOK campaign.		January-December 2020 and ongoing	#NeverOK Project team (including Dean D&I, Asst Dir HR, MCE, RUSU)	
14.4		Raise awareness of the additional support available, including the University’s Harassment Advisor team and Employee Assistance Programme, as part of our #NeverOK campaigning.		January-December 2020 and ongoing	#NeverOK Project team (including Dean D&I, Asst Dir HR, MCE, RUSU)	
14.5		Develop additional mechanisms ¹³ to encourage a ‘No Bystander’ culture where all colleagues feel able to challenge behaviour and		January-December 2020 (scope options/run trial)	#NeverOK Project team (including Dean D&I, Asst Dir HR, MCE, RUSU)	

¹³ Our current mechanisms are the section on intervening as a bystander in our introductory D&I online training, that all new staff are required to do, and the longer face-to-face sessions within our RISE training.

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		understand ways in which they can take action and/or be supported, drawing on good practice from elsewhere (e.g. the Active Bystander programme used at Imperial and other HE institutions).		Jan 2021- Dec 2022 roll out on larger scale.		
14.6		Develop additional mechanisms, drawing on good practice from elsewhere, for raising awareness of the forms which harassment and bullying can take, especially across the body of line managers, and improving understanding of the impact this behaviour can have on individuals, for example through the development of additional training interventions.		January- December 2020	#NeverOK Project team (including Dean D&I, Asst Dir HR, MCE, RUSU)	
14.7		Further develop the use of mediation at the University through the training of a wider pool of internal mediators		2020-21 academic year	Asst Dir HR	
15.1	Make clear that D&I work valued and raise its profile	We will introduce an annual University D&I award, selected via nominations from across the University, and presented at the annual meeting of the University Court.	This another element of raising the profile of D&I work and of high-level commitment to this.	Spring 2021 (1st award), with preparatory work in the 6 months leading up.	VC and VC's Office	The award happens, with significant associated publicity around the nomination process and the award itself.
16.1	Raise awareness, internally and externally, of the diversity of our staff and the roles they do	We will refresh our Faces of Reading and will showcase these with a physical exhibition in the library foyer exhibition space in the centre of campus.	This another element of raising the profile of D&I work, and of celebrating the diversity of our staff, and of projecting this diversity out to our own	Summer 2020- December 2020 (website) January- December 2021 (physical exhibition)	MCE, supported by Dean D&I, Asst Dir HR, Equality and Diversity Network Groups, Staff Forum/UCU	Number (and duration) of views of the Faces of Reading website. Number of click-throughs from the banner on our main Job Vacancies site.

Ref	Ultimate goal/long term aspiration	Description of action	Rationale	Timeframe and milestones	Responsibility	Success criteria and outcomes
			staff and to prospective staff and students.			Number of physical views of the exhibition.
17.1	That we attract more women into science (including as UGs as UoR), that we raise awareness of UoR in the community, and have fun!	Pilot an annual family fun science day, with a significant women-in-science component, including show-casing the fantastic work done by a number of our female scientists/engineers/mathematicians at many career stages.	This will enhance our outreach into the local community, encouraging engagement with UoR and attracting women into science, in particular to study at UoR.	Summer 2021, and then repeat annually if successful	PVC Research & Innovation, working with Events.	Strong attendance at pilot, strong local publicity, and significant participation in running this from across the University. Positive feedback from attendees.
18.1	We provide useful and effective inductions, and use our excellent induction materials more widely	Raise awareness of availability of Induction Board Game for Schools and Functions as a way to keep up with changes that new staff are made aware of at induction	We make the most effective use of our excellent Induction Board Game (finalist in Training Awards).	April 2020 and annually thereafter	HR Learning and Development Manager	Record of how this has been used in Schools and Functions.
18.2		Through DICOP undertake a review of inductions at School and Function level and share good practice.	Spread good practice regarding local inductions	Spring term 2021	HR Learning and Development Manager, working with DICOP	Report on sharing of good practice and impact of this
19.1	Improve the support of our staff	Increasingly raise awareness amongst employees and line managers of gender-related wellbeing, such as aspects associated with the menopause and prostate cancer through information on the wellbeing webpages, seminars and networking events	Feedback from focus groups that this desirable	2021-22 academic year	Asst Dir HR	Information is readily available.
110.1	Our outreach teams have good gender balance	Trial mechanisms for attracting a better gender balance in student outreach volunteers/ambassadors, for example recruitment reaching out to male-dominated UG courses.	Current team is female-dominated: we want both male and female role models	2020-21 academic year	Head of Global Recruitment (UK and Outreach)	Better gender balance achieved in 2020-21, and mechanisms trialled to roll out in subsequent years

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I11.1	Provide support to School AS teams to make their job easier and success more likely	Host centrally all successful AS applications on the Charter Marks page of the Diversity and Inclusion website.	We want to enhance further our support for School AS and the success rate of applications	By March 2020	VC's Office (Exec Support for Dean D&I)	Increased Athena SWAN success rates, in particular Athena SWAN awards to AHSSBL schools
I11.2		Working with DICOP, update our guidance on preparing applications, and host this guidance on the D&I website.		Spring term 2020	HR Diversity and Inclusion Advisors	
I11.3		Investigate assigning former successful School Athena SWAN leads as mentors for AHSSBL SAT Chairs.		Spring term 2020	Dean D&I	
J	Supporting Trans People					
J1.1	That trans staff/students and their line managers/supervisors/tutors are provided with clear and helpful guidance	Building on initial guidance for the LGBT community about travelling safely abroad, produced recently at the request of a School/Function D&I lead, we will create more complete guidance, supported by Stonewall and our own LGBT+ communities, and will communicate this widely to LGBT+ staff/students and their managers/tutors.	There are large safety and other issues for LGBT+ staff/students travelling abroad, and a need identified by our LGBT+ Action Plan Group (see Section 6(iii)) to provide better information to support decisions around travelling.	January-September 2020	LGBT+ Action Plan Group, working with HR, Health & Safety Coordinators (Technical Services), Procurement, and with guidance from Stonewall	Guidance created and positive feedback from users and from external review by Stonewall
J1.2		Enhance our Trans and Gender identity information/procedures/guidance, to give more explicit and user-friendly support for staff/students, line managers/HR, including using a Q&A format regarding how colleagues can best support.	Feedback from our most recent Stonewall WEI submission	2020-21 academic year	HR Diversity and Inclusion Advisors, supported by LGBT+ Action Plan Group	Guidance created and positive feedback from users and from external review by Stonewall

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J2.1	That everyone has easy and convenient access to toilet facilities with which they are comfortable.	Continue, as per our Gender Neutral Toilet Policy, to expand our gender neutral toilet provision, including provision in all new-build and refurbished buildings, while retaining in parallel gendered provision.	This is as per our policy, agreed with UEB following consultation, which seeks to support our LGBT+ community, especially people identifying as non-binary, gender-fluid, other gender identities.	Ongoing through 2020-23	Director of Estates (new-build/refurbishment) LGBT+ Action Plan Group (existing buildings)	Gender-neutral toilets added as part of all new build/refurbishment in the assessment period. Additionally, gender-neutral toilets added in at least one further building per year (baseline 31 buildings).