About your organisation

Created: 03/07/2019 • Last updated: 04/09/2019

DC or School

Which best describes your organisation?

Stonewall Diversity Champion

About your org: DC

Name of organisation:

University of Reading

Please note, this will be used when compiling Stonewall's Top 100 Employer guide and in any associated publications.

Please select a sector from the below list which most fits your organisation:

Please note, this will be the sector that your organisation will be benchmarked against. If your organisation features in the Top 100 Employer guide, this is the sector that the organisation will be listed under.

Education

Which of the following parts of the UK does your organisation have offices, premises or branches in?

South West

Please tick all that apply.

Which part of the UK is your organisation headquartered in?

South West

Number of employees: 4000

Please enter the number of employees
the organisation has, including all full
time, part time and dispersed staff
across the UK.

Form Complete

Thank you for filling in your details, please proceed to the next page to and click 'view submissions' to
create your application.

Stonewall data protection and privacy policy

Last updated: 03/07/2019

Before starting a submission to one of Stonewall's indices or awards, please read the following very carefully.

It sets out how Stonewall will use the information you submit.

This privacy statement sets out how Stonewall uses and protects any information that you give Stonewall when you use this website.

Stonewall is committed to ensuring that your privacy is protected. Should we ask you to provide certain information by which you can be identified when using this website, then you can be assured that it will only be used in accordance with this privacy statement.

Stonewall may change this statement from time to time by updating this page. You should check this page from time to time to ensure that you are happy with any changes. This statement is effective from 25/02/2019.

Stonewell agree to comply the with any applicable legislation relating to data protection or privacy of individuals, the "Regulation" (which means Regulation (EU) 2016/679 of the European Parliament and the Council ("General Data Protection Regulation") and its national implementing laws, as well as any applicable laws or regulations on cyber security ("Data Protection Laws").

What we ask you to submit
Whilst registering and completing a submission, we may ask you to submit the following information:
- Names and job titles
- Contact information including email address
- Demographic information such as postcodes
- Information and files as supporting evidence for submissions such as:
- Policies
- Communications

- Screenshots of intranet posts
- Descriptions of processes and ways of working
- Examples of training
- Case studies
- *Schools only:* photographs (see additional information below)
- *Schools only:* screenshots of school procedures/systems, e.g. SIMS
- *Schools only:* minutes/agendas from Governing Body meetings

Please note that whilst completing your submission you make be asked to provide pieces of evidence which include personal details, such as profiles of individuals. It is your responsibility to ensure you have the permission of the individual to share this information with Stonewall. Schools should not submit details that can identify individual children.

Schools – Photograph Permissions

- **It is the responsibility of the school to ensure that they have parental permission before submitting a photograph of children as part of their supporting evidence.**
- **Any photographs submitted will not be used by Stonewall for any purpose other than scoring the School Champion Award application, without express written permission from the school.**

What we do with the information you submit
Stonewall may use the information you submit for the following purposes related to the Workplace Equality Index and to further LGBT equality and inclusion in the workplace:
-Stonewall will use the information you submit to review, score and rank your organisation in comparison to other entrants.
-The information supplied is confidential between Stonewall and the applicant/organisation.
- Any ranks outside of the Top 100 will remain confidential between Stonewall and the applicant/organisation.
- Any scoring or comments made on the submission is confidential between Stonewall and the applicant/organisation, except for purposes outlined below.
- Aggregated scores, information and data may be used to identify national, regional and sector trends and patterns of work. This information may be published in

Stonewall resources. Where individual organisations or individuals are named, permission to do so will be sought.
- Individual practice, where deemed good practice by Stonewall, may be shared with other organisations either directly through Stonewall Account Managers, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the organisation in question.
- Demographic data about your organisation, for example number of employees, will be used for internal record keeping and to improve our offers and services.

Stonewall may use the information you submit for the following purposes related to the School Champion Awards and to further LGBT equality and inclusion in schools:
- Stonewall will use the information you submit to review your school against the criteria for the Schools Award for which you are applying.
-The information supplied is confidential between Stonewall and the school.
- Any scoring or comments made on the submission are confidential between Stonewall and the school, except for purposes outlined below:
- If your school is successful in obtaining a Stonewall School Award, the name of your school and the level of award achieved will be published on our website.
- Individual practice, where deemed good practice by Stonewall, may be shared with other schools either directly by the Stonewall Education Team, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the school in question.
- Demographic data about your school, for example whether you are a primary or secondary school, will be used for internal record keeping and to improve our offers and services.

Stonewall may use the information you submit for the following purposes related to the CYPS Award and to further LGBT equality and inclusion:

- Stonewall will use the information you submit to review, score and rank your organisation in comparison to other entrants
- The information supplied is confidential between Stonewall and the applicant/organisation.
- Any scoring or comments made on the submission is confidential between Stonewall and the applicant/organisation, except for purposes outlined below.

- Information and data may be used to identify national and regional patterns of work. This information may be published in Stonewall resources. Where individual organisations or individuals are named, permission to do so will be sought
- Individual practice, where deemed good practice by Stonewall, may be shared with other organisations either directly through Stonewall Account Managers, or within resources produced by Stonewall. Before any practice is shared, permission will be sought from the organisation in question
- Demographic data about your organisation will be used for internal record keeping and to improve our offers and services

We are committed to ensuring that your information is secure. In order to prevent unauthorised access or disclosure, we have put in place suitable physical, electronic and managerial procedures to safeguard and secure the information we collect online.

Links to other websites
Our website may contain links to other websites of interest. However, once you have used these links to leave our site, you should note that we do not have any control over that other website. Therefore, we cannot be responsible for the protection and privacy of any information which you provide whilst visiting such sites and such sites are not governed by this privacy statement. You should exercise caution and look at the privacy statement applicable to the website in question.

Controlling your personal and organisational information
We will not sell, distribute or lease your personal information to third parties unless we have your permission or are required by law to do so.

You may request details of personal information which we hold about you under the Data Protection Laws. Please visit our wider **Privacy Policy** under 'Your Rights' to see how to do this.

If you believe that any information we are holding on you is incorrect or incomplete, please write to or email us as soon as possible, at the above address or:

- **memberships@stonewall.org.uk** for queries related to the Workplace Equality Index or Global Workplace Equality Index

- **education@stonewall.org.uk** for queries related to School Champion Award
- **cyps@stonewall.org.uk** for queries related to CYPS Champion Award

We will promptly correct any information found to be incorrect.
FluidReview data protection and privacy

This site has been built and is managed using FluidReview, an online application system.

You can find the FluidReview privacy statement here.

You can find the FluidReview security information here.

Please tick here to show us you've read and understood the Stonewall data protection and privacy policy.

I've read and understood the data protection and privacy policy

Policies and Benefits: Part 1

Section 1: Policies and Benefits

This section comprises of 7 questions and examines the policies and benefits the organisation has in place to support LGBT staff. The questions scrutinise policy audit process, policy content and communication. This section is worth 7.5% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

1.1 Does the organisation have an audit process to ensure relevant policies (for example, HR policies) are explicitly inclusive of same-sex couples and use gender neutral language?

GUIDANCE: The audit process should be systematic in its implementation across all relevant policies. Relevant policies include HR policies, for example leave policies.

Yes

Please describe the audit process:

State when the process last happened:	The University's Policies and Procedures Group reviews policies on a rolling basis, meeting regularly, monthly for most of the year. It last met on 5 September 2019
Describe the audit process:	The University has a Policies and Procedures Group, chaired by a member of the University's board who is the University's Board Level Champion for Disability. The group has a remit to keep the policies of the University under review on a rolling basis and, as it does this, to make sure that the policies fulfil all our legal requirements, including our requirements under the Equality Act 2010 to actively promote an inclusive community. To meet this requirement ensuring the use of inclusive language is key in its review of policies. For example, following discussions with the LGBT+ staff network and the Dean for Diversity and Inclusion, the group has just asked the Dean for D&I to lead a revision of our Constitution and Governance Ordinances to make the language more inclusive of gender identity.

The Policy Group audits policies on a perceived priority basis, |

taking advice from across the University. The Policy Group has a small core membership that consults widely as it does its work. For example, in its recent work on updating the Harassment and Bullying Policy (the new policy launched on 12/11/18 as part of our #NeverOK campaign), the group has ensured that consultation has included the Deans for Diversity and Inclusion (the central D&I leadership), the Reading University Students' Union (RUSU, including its full time Diversity Officer), the University and College Union, the University of Reading Staff Forum, and the staff networks, including the LGBT+ Staff network.

The Group delegates minor amendments as appropriate, noting that the work has been carried out. For example, over the last 18 months all the HR policies relating to family leave have had minor updates, consulting with the Deans for Diversity and Inclusion, and with the leadership of the LGBT Plus Staff Network, to ensure use of inclusive language.

Part of the approach that the group has adopted is to reduce the number of documents that the University describes as "Policies" and term more of its documents "Procedures and Guidelines". A Stonewall WEI relevant example of this is that the University has renamed its Policy and Procedures for Supporting Trans Staff and Students" as "Trans and Gender Identity: Supporting Information and Procedures for Staff and Students". The document was reviewed and updated very substantially through consulting with a range of stakeholders including RUSU (including its Diversity and part time LGBT+ Officers, the LGBT+ Staff Network, and external LGBT+ organisations (R Trans, part of Support U in Reading).

Describe any previous outcomes of the audit process:	Outcomes of the audit process in the last 2 years have included: • A large scale revision of the University's Equal Opportunities Policy • Minor updates to all its HR family leave policies. • A major revision of the university's policy and procedures for supporting staff and students around trans and gender identity. • A revision to the University's Policy on Harassment and Bullying Other policies that have come through the Policies and procedures group in the last year include: 1. Staff Student Relationships Policy 2. Social Media Policy 3. Staff Relationships Policy 4. Drugs and Alcohol Policy 5. Disciplinary and Student Appeal Process

1.2 Does the organisation have a policy (or policies) which includes the following?

Tick all that apply

GUIDANCE: The policy/policies should clearly state that the organisation will not tolerate discrimination against employees on the grounds of sexual orientation, gender identity and/or trans identity. These may be listed along with other protected characteristics. The policy/policies should also demonstrate, through careful wording, a zero tolerance approach to homophobic, biphobic and transphobic bullying and harassment. They should explicitly include examples of what homophobia, biphobia and transphobia in the workplace may look like.

A. Explicit ban on discrimination based on sexual orientation

B. Explicit ban on discrimination based on gender identity and gender expression

C. Explicit ban on bullying & harassment based on sexual orientation

D. Explicit ban on bullying & harassment based gender identity and gender expression

Name the policy and paste the relevant policy excerpt:

	Policy	Excerpt
		Policy Max 10 word each Equal Opportunities Policy Excerpt Max 500 words each "The University of Reading is committed to promoting equal opportunities and non discriminatory treatment for all members of its community regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (Protected Characteristics). " 4.2 The following forms of discrimination are prohibited under this policy and are unlawful: 4.2.1 Direct discrimination: treating someone less favourably because of a Protected Characteristic. For example, rejecting a job applicant because he or she might be gay or failing to offer a student a place because of his or her religious views.

| A. Explicit ban on discrimination based on sexual orientation | Equal Opportunities Policy | 4.2.2 Indirect discrimination: a provision, criterion or practice that applies to everyone but adversely affects people with a particular Protected Characteristic more than others and is not justified. For example, requiring a job to be done full time rather than part time would adversely affect women because they generally have greater childcare commitments than men. Such a requirement would be discriminatory unless it can be justified.

4.2.3 Harassment: this includes sexual harassment and other unwanted conduct related to a Protected Characteristic, which has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. Harassment is dealt with further in our Anti harassment and Bullying Policy and in the student Regulations for Conduct.

4.2.4 Victimisation: retaliation against anyone to whom this policy applies who has complained or has supported someone else's complaint about discrimination or harassment. "

" 6 Breaches of this policy

6.1 We take a strict approach to breaches of this policy, which will be dealt with in accordance with the relevant staff or student disciplinary procedures. Serious cases of deliberate discrimination may amount to gross misconduct resulting in dismissal for employees and withdrawal from the University for students.
6.2 Employees, workers and job applicants can raise allegations of discrimination through the Grievance Procedure or through our Anti harassment and Bullying Policy as appropriate. Students or applicants should raise a complaint under the Student Complaints Procedure or the Student Disciplinary Procedure. |

		Complaints will be treated in confidence and investigated as appropriate. 6.3 There must be no victimisation or retaliation against staff or students who complain about discrimination. However, making a false allegation deliberately and in bad faith will be dealt with under our Disciplinary Procedures. " " 7 Related policies 7.1 This policy is supported by the following related policies and procedures: 7.1.1 Anti Harassment and Bullying Policy. 7.1.2 Grievance Procedure. 7.1.3 Disciplinary Procedure. 7.1.4 Flexible Working Procedure. 7.1.5 Maternity, Paternity, Adoption and Shared Parental Leave Policies. 7.1.6 Parental Leave Policy. 7.1.7 Time Off for Dependants Policy. 7.1.8 Homeworking Policy. 7.1.9 Career Break Policy. 7.1.10 Prevent Policy. 7.1.11 Safeguarding Policy. 7.1.12 Policy and Procedures for Supporting Trans Staff and Students. 7.1.13 Recruitment Policy. 7.1.14 Admissions Policy Covering Taught Programmes at Undergraduate and Postgraduate Level 7.1.15 Admissions Policy Covering Postgraduate Research Programmes"
B. Explicit ban on discrimination based on gender identity and gender expression	Equal Opportunities Policy	The University of Reading is committed to promoting equal opportunities and non discriminatory treatment for all members of its community regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (Protected Characteristics).
		"The University of Reading is committed to maintaining a working, learning, living and social environment that is free from any harassment in whatever

		form that may take and ensuring that all staff and students are treated and treat others with dignity and respect.

2. This policy statement covers harassment and bullying which occurs within the workplace and the student learning and living environment. It also covers work and study related events, on business and study trips as well as social functions on and off campus.

3. Any harassment and bullying behaviour adversely affects the University of Reading environment and is unacceptable. This policy covers employees, students, contractors, casual and agency workers." |
| C. Explicit ban on bullying & harassment based on sexual orientation | Policy on Harassment for Staff and Students | "Harassment
9. Harassment is unwanted physical, verbal or non verbal conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. It can take many forms and can be difficult to define precisely. It can range from violence and bullying to less obvious actions, such as repeatedly ignoring colleagues at work. Harassment could be a single act or comment or could take place over a period of time.
10. It is important to note that harassment is defined by the reasonable perception of the complainant   how it feels to be the recipient   rather than by the intent of the person causing offence. Harassment cannot be justified by claiming that it was unintentional or humorous; actions that may be acceptable to some people may be considered harassing to another. Harassment may occur between staff members or between students but also between a staff member and a student."

"12. Harassment may involve conduct of a sexual nature (sexual harassment), |

or it may be related to age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation. Harassment is unacceptable even if it does not fall within any of these categories. It is also unacceptable to treat someone less favourably because they have submitted or refused to submit to such behaviour in the past".

"16. Harassment on the grounds of sexual orientation, gender identity, or gender expression: jokes about specific individuals or group of individuals; innuendo or gossip; expressing or acting on stereotypical assumptions; failure to accept that in appropriate circumstances, partners need to be recognised as such; exclusion from departmental activities; displaying offensive material on screen or in written form; homophobic, biphobic, or transphobic language; outing or threatening to out someone as gay, lesbian, bisexual or trans; (deliberately or repeatedly) misgendering someone."

"Bullying
20. Bullying is offensive, intimidating, malicious or insulting behaviour involving the misuse of power that can make a person feel vulnerable, upset, humiliated, patronized, undermined or threatened and creates an intimidating working or learning environment. Power does not always mean being in a position of authority but can include both personal strength and the power to coerce through fear or intimidation or power derived from acting as a group."

"The University of Reading is committed to maintaining a working, learning, living and social environment that is free from any harassment in whatever form that may take and ensuring that all staff and students are treated and treat others with dignity and respect.

| D. Explicit ban on bullying & harassment based gender identity and gender expression | Policy on Harassment for Staff and Students | 2. This policy statement covers harassment and bullying which occurs within the workplace and the student learning and living environment. It also covers work and study related events, on business and study trips as well as social functions on and off campus.

3. Any harassment and bullying behaviour adversely affects the University of Reading environment and is unacceptable. This policy covers employees, students, contractors, casual and agency workers."

"Harassment
9. Harassment is unwanted physical, verbal or non verbal conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment. It can take many forms and can be difficult to define precisely. It can range from violence and bullying to less obvious actions, such as repeatedly ignoring colleagues at work. Harassment could be a single act or comment or could take place over a period of time.
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"12. Harassment may involve conduct of a sexual nature (sexual harassment), or it may be related to age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or |

sexual orientation. Harassment is unacceptable even if it does not fall within any of these categories. It is also unacceptable to treat someone less favourably because they have submitted or refused to submit to such behaviour in the past".

"16. Harassment on the grounds of sexual orientation, gender identity, or gender expression: jokes about specific individuals or group of individuals; innuendo or gossip; expressing or acting on stereotypical assumptions; failure to accept that in appropriate circumstances, partners need to be recognised as such; exclusion from departmental activities; displaying offensive material on screen or in written form; homophobic, biphobic, or transphobic language; outing or threatening to out someone as gay, lesbian, bisexual or trans; (deliberately or repeatedly) misgendering someone."

"Bullying
20. Bullying is offensive, intimidating, malicious or insulting behaviour involving the misuse of power that can make a person feel vulnerable, upset, humiliated, patronized, undermined or threatened and creates an intimidating working or learning environment. Power does not always mean being in a position of authority but can include both personal strength and the power to coerce through fear or intimidation or power derived from acting as a group."

1.3 Where the organisation has the following policies, do they explicitly state they are applicable to same-sex couples and use gender neutral language?

Tick all that apply

GUIDANCE: Where applicable, the policies should explicitly state that they apply to same-sex couples (or same-gender or non-heterosexual couples). Alternatively, they should explicitly state that they apply regardless of the gender of an employee's partner. The policies should avoid unnecessarily gendered language and pronouns, for example, by using the term 'partner' instead of 'husband' or 'wife' (as long as you have previously stated what constitutes a partner). It should be clear that parental leave policies apply to all employees, regardless of gender.

A. Adoption policy

B. Special or Compassionate Leave Policy

C. Maternity policy

D. Paternity policy

E. Shared Parental leave policy

Provide a brief description of the policy/policies you have uploaded:

A. Adoption Leave Policy.

B. Special or Compassionate Leave Policy

The University recognises that staff will occasionally need to take unplanned leave from work at short notice as a result of unforeseen occurrences or personal emergencies. To enable staff to deal with these situations the University makes flexible provision for employees to take the necessary time off work. Common types of unplanned absence for which provision is made are:

• Compassionate leave

• Emergency leave to care for dependents (PDF   109KB)

• Other domestic emergency

• Personal appointment

• Transport problems

• For illness or injury please see Sickness absence

C. Maternity Policy.

D. Ordinary Childbirth/Adoption Leave (also known as Paternity Leave) Policy.

E. The Shared Parental Leave Policy.

• Throughout these policies we are careful to use inclusive and gender neutral language, and to make clear wherever we reference "couples" or "partners" that we are explicit that this means both heterosexual and same sex partnerships.

• These policies are owned by HR, but we have sought feedback from the LGBT Plus Staff Network and from the Deans for Diversity and Inclusion on the inclusive wording of these policies, and have, in each of the last two years, made amendments in response to this feedback.

A. Upload the adoption policy

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339455/OkBK41Lrqo/

B. Upload the special or compassionate leave policy

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339455/tkitMIXhdn/

C. Upload the maternity policy

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339455/0sGU2ihCky/

D. Upload the paternity policy

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339455/T3ERPqTNsQ/

E. Upload the shared parental leave policy

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339455/J0xLA4boR4/

Policies and Benefits: Part 2

Next Steps

1.4 Does the organisation have a policy (or policies) which support employees who are transitioning?   Yes

Does the policy (or policies) in place to support employees who are transitioning cover the following?

Tick all that apply

GUIDANCE: Evidence submitted should demonstrate how information around organisational support for people transitioning is tailored to different employee groups. For guidance on creating a transitioning at work policy, see Stonewall's resource here.

A. Work related guidance for an employee who is transitioning

B. Work related guidance on the process for an employee to change their name and gender marker on workplace systems

C. Work related guidance for HR staff on how to support an employee who is transitioning

D. Work related guidance for managers on how to support an employee who is transitioning

E. Work related guidance for employees on how to support a colleague who is transitioning

Provide a brief description of the policy/policies you have uploaded:

"Trans and Gender identity   Supporting Information and Procedures for Staff and Students"

This document highlights the University's commitment to respecting an individual's right to self identify as male, female, gender fluid, non binary or any other gender identity and providing support to in relation to gender identity and gender reassignment.
It outlines the procedure that should be followed to support gender identity and gender reassignment.
It provides a guidance for an employee who is transitioning; for HR staff on how to support the employee and to Managers on the procedure that should be followed to support a colleague.
It also explains the process that should be followed to change personal information on the workplace systems
Additionally, it provides information on additional sources of both internal and external support that is available to staff and students.

A. Upload guidance for members of staff

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339455/gA5onIolfq/

B. Upload guidance for making changes on systems

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339455/4Gui2ytD5P/

C. Upload guidance for HR staff

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339455/7UOn01Nb1x/

D. Upload guidance for managers

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339455/ov2czmqo8C/

E. Upload guidance for colleagues

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339455/qIxgxfMaCH/

1.5 Does the organisation have a Yes
policy (or policies) in place to
support all trans employees,
including people with non-binary
identities?

Does the policy (or policies) in place to support all trans employees, including people with non-binary identities cover the following?

Tick all that apply

GUIDANCE: Policies submitted should include clear information around how the organisation supports all trans employees, including non binary people. Guidance on dress code should be offered regardless of whether an organisation has a uniform or dress code policy.

A. A clear commitment to supporting all trans people, including those with non binary identities

B. Information on language, terminology and different trans identities

C. Guidance on facilities and dress code for non binary people

Provide a brief description of the policy/policies you have uploaded:

• The document that is uploaded is the University's Trans and Gender identity   Supporting Information and Procedure es for Staff and Students. This document highlights the University's commitment to respecting an individual's right to self identify as male, female, gender fluid, non binary or any other gender identity and providing support to in relation to gender identity and gender reassignment.
• It outlines the procedure that should be followed to support gender identity and gender reassignment.
• It provides a guidance for an employee who is transitioning; for HR staff on how to support the employee and to Managers on the procedure that should be followed to support a colleague.
• It also explains the process that should be followed to change personal information on the workplace systems
• Additionally, it provides information on additional sources of both internal and external support that is available to staff and students.

Upload the policy and highlight content relevant to option A

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339455/GFKDD3TTgb/

Upload the policy and highlight content relevant to option B

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339455/amtnaiEWc1/

Upload the policy and highlight content relevant to option C

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339455/zrQToS4t2r/

1.6 In the past two years, has the organisation communicated that its policies are LGBT inclusive to all employees?

GUIDANCE: The communication uploaded should demonstrate the organisation has informed employees that policies are LGBT inclusive. This may be on a post on an intranet system, but any file or screenshot must demonstrate the reach of the communication.

Yes

Provide a brief description of the communication you have uploaded:

The University communicates, in its all staff messages, that its policies are LGBT inclusive by using language that makes clear that its policies apply in an LGBT inclusive way, but also, whenever this is appropriate, including real life examples.
The file uploaded to illustrate this is an example of our annual communication, timed from Father's Day, about shared parental leave. These annual messages invariably include, as examples, an LGBT staff member. This example links to an LGBT parental leave example, from our senior leadership team.
In addition to such communications (and of course to the use of inclusive language in the policies themselves, see Q1.1 and Q1.3), we also communicate at a high level that our policies and practices are LGBT inclusive through the inclusion of many LGBT+ examples in our Faces of Reading website
https://www.reading.ac.uk/about/faces_of_reading.aspx

Upload a communication from the past two years highlighting the relevant content:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339455/h6CkZJbBNu/

Provide the date that the communication was shared.   14/06/2019

The following question is for information gathering purposes only and is not scored.

1.7 Does the organisation provide its employees with private healthcare insurance which is explicitly inclusive of LGBT-specific health needs?

No

Maternity Policy

1.　Introduction

The University's Occupational Maternity Scheme provides enhanced benefits to those contained within the statutory provisions.

The qualification for the Occupational Maternity Scheme is that at the 15th week before the expected week of childbirth you will have 26 weeks continuous service with the University.

If you do not qualify for the Scheme, you will still be entitled to take up to 52 weeks of Maternity Leave, and may be eligible to claim Maternity Allowance.

2.　Maternity Leave

You must notify your line manager and the relevant HR Partner/Adviser of your pregnancy, the date your baby is due and the date on which you intend to commence Maternity Leave at least 15 weeks before your baby is due. This notification should be in writing.

We encourage you to contact your HR Partner/Adviser much earlier than this, as this enables the University to ensure that you are provided with clear information as early as possible and that a Health & Safety Risk Assessment is conducted.

You will need to provide evidence of your due date by providing a MatB1 certificate as soon as it is available, which is normally around the 21st week of pregnancy. This will be provided by your Midwife or Doctor.

Once your HR Partner/Adviser has been formally notified of your due date, they will write to you to confirm your entitlements and to request confirmation of your intentions regarding your Maternity Leave. Unless advised otherwise, the University will assume that you wish to take your full 52 weeks of Maternity Leave.

After confirming the date you intend to commence your Maternity Leave, you can change this date, but must give at least 4 weeks' notice, in writing, of the new date. This must be 4 weeks before the original date, or 4 weeks before the new date, whichever is earlier.

If, after confirming the date you intend to return from your Maternity Leave, you wish to change this date, you must give at least 8 weeks' notice, in writing, of the new date. This must be 8 weeks before the original date, or 8 weeks before the new date, whichever is earlier.

3.   Maternity leave entitlement

All pregnant employees are entitled to up to 52 weeks' Maternity Leave regardless of length of service and hours of work.

You can start your Maternity Leave on any day of the week and can commence your Maternity Leave at any time from 11 weeks before your baby is due, up to and including the day of the birth. However, the birth of your child will automatically start your Maternity Leave and Maternity Pay Period (if applicable), even if your baby is born before the date on which you were due to begin your Maternity Leave.

Also, if you are absent from work due to a pregnancy related illness in the 4 weeks prior to the due date then your Maternity Leave will start automatically on the date that you go off sick.

The two week period after your baby is born is called compulsory Maternity Leave and you are not permitted to work during this time.

If you wish to change the dates you start or end your Maternity Leave you must give the required notice, as specified above.

4.   Maternity Pay

4.1   What is Statutory Maternity Pay (SMP)?

SMP is a taxable weekly government benefit which is paid by the employer during Maternity Leave to women who qualify for SMP.

SMP is paid over the first 39 weeks of Maternity Leave at a rate of:

- 90% of your average weekly earnings (this figure is worked out at your Qualifying Week – see below) for each of the first 6 weeks of Maternity Leave, followed by

- £145.18 per week (from 06 April 2018) - or 90% of your average weekly earnings if that is less than £145.18 per week – for the next 33 weeks.

If you qualify for SMP it will automatically be incorporated into Occupational Maternity Pay (if eligible).

4.2   How do I qualify for Statutory Maternity Pay (SMP)?

The week (Sunday to Saturday) in which your due date (as specified on the MatB1) falls is known as the Expected Week of Childbirth (EWC).

The 15th week before the EWC is known as the Qualifying Week. To work out your Qualifying Week, use a calendar and find the Sunday of your expected week of childbirth. Then count back 15 Sundays (do not include the Sunday of your EWC). The 15th Sunday is the beginning of your qualifying week.

In order to qualify for SMP, you must be still employed by the University at the Qualifying Week and have been continuously employed with the University for

at least 26 weeks continuing into the Qualifying Week (part weeks count as full weeks).

You must also have average weekly earnings above the National Insurance lower earnings limit (£116 a week from 6 April 2018).

4.3 What if I do not qualify for Statutory maternity Pay (SMP)?

You will still be entitled to 52 weeks unpaid leave, and you may be able to claim other allowances including Maternity Allowance. You should contact Jobcentre Plus or your HR Partner/Adviser to discuss this further.

5. Occupational Maternity Pay

5.1 How do I qualify for the University Occupational Scheme?

Provided that you declare that you intend to return to work at the end of your Maternity Leave, you will be entitled to benefit from the University Occupational Maternity Scheme if you have been continuously employed with the University for at least 26 weeks continuing into the Qualifying Week (part weeks count as full weeks).

5.2 What does the Occupational Scheme provide?

All employees who qualify for the Scheme, regardless of their staff category, grade and hours of work, are entitled to receive the following payment during their Maternity Leave

- 18 weeks on full pay (inclusive of SMP, if eligible) then;
- 21 weeks on SMP only, (if eligible) then;
- 13 weeks of unpaid leave

NB. If you are eligible for Occupational Maternity Pay, but not SMP (as your average earnings are below £116 per week) then you will receive 18 weeks of full pay and you may be able to receive Maternity Allowance for the remaining 21 weeks of paid Maternity Leave. Please see section 4.3 above with regards to claiming Maternity Allowance.

5.3 What happens if I decide to leave the University after I have received Occupational Maternity Pay?

If you decide not to return to work after your Maternity Leave, or if you return to work after Maternity Leave and work less than three months (pro rata if your hours are reduced following your return to work) before you leave, you will be required to repay Occupational Maternity Pay paid to you (less any SMP you received).

In order to help you with this situation, you have the option to defer the payment of your Occupational Maternity Pay until after you return to work, if

you wish. If this option is of interest to you, please contact your HR Partner/Adviser to discuss this further.

6. Before your Maternity leave

6.1 Risk assessment

You and the University have a joint legal obligation to ensure that you undertake a risk assessment as soon as you believe that you are pregnant. Our concern is to make sure that your health and safety as a pregnant mother are protected while you are working and that you are not exposed to risk. You should undertake a specific risk assessment of your job jointly with your line manager. Further guidance and the risk assessment form can be downloaded from the Health and Safety website. You can contact our Occupational Health service at any time for further advice and guidance with regards to your health and well-being at work during your pregnancy.

6.2 Time off for antenatal care

You will be entitled to take reasonable time off without loss of pay, to attend ante-natal care appointments made on the advice of a medical practitioner, registered health visitor or registered midwife. You will need to show your line manager your appointment card or document to confirm the appointment.

6.3 Annual leave

During your Maternity Leave you carry forward any untaken annual leave until the Maternity Leave period ends. Any public holidays or closure days which occur during your Maternity Leave are also carried forward until your Maternity Leave period ends. As far as possible, you should take a reasonable proportion of your entitlement to annual leave before you commence your Maternity Leave. If your Maternity Leave spans two leave years, you will be allowed to carry over into the next leave year any leave that you have accrued during your Maternity Leave period and which you did not take prior to commencing your Maternity Leave. You should discuss any outstanding annual leave upon your return with your line manager.

7. During your Maternity Leave

7.1 Terms of Employment during Maternity Leave

All your terms and conditions of employment (excluding those relating to payment of salary) will be preserved during your Maternity Leave. This includes your accrual of annual leave (see above).

For members of one of the pension schemes offered by the University, contributions are maintained in full during the SMP pay period. Your contributions during this period are based on actual earnings and the

University tops this up to the level of your normal monthly pension contribution.

Pension contributions cease during any period of unpaid Maternity Leave and no service is accrued. Contributions are not payable on KIT days (see below) taken in any period of unpaid leave and therefore do not accrue service. On your return to work you have the option to pay contributions for the period of suspended membership based on the rate of pay that you would have received had you not been on Maternity Leave. Should you wish to do this, please contact the Pensions Office to discuss this further.

Periods of Maternity Leave do not affect continuity of employment. This means that periods of Maternity Leave will still count when calculating continuous employment for statutory rights.

7.2   Communication during Maternity Leave

Although you are bound to be focused on other things during your Maternity Leave, the University recognises that it is important to keep you up to date about what is happening within the University during your absence.

Your line manager and the HR Department will therefore maintain reasonable contact with you whist you are on Maternity Leave.

Also, you can keep up to date through the University website, and, of course, through informal contact with your colleagues.

7.3   Keeping in Touch Days

You are not obliged to do any work or attend any work related events or meetings during your Maternity Leave. However, Keeping in Touch Days (known as KIT days) allow you to go into work for up to 10 days (which may be either separate days or a single block) without losing any SMP or triggering the end of your Maternity Leave. KIT days can be used to enable you to attend meetings, training sessions, or other events, or for you to perform your normal job duties. You should make the appropriate childcare arrangements during any KIT days.

For KIT days to work, you and your manager must agree that you will do some work on a particular day and the type of work to be undertaken. There is no requirement for you to agree to attend work for any KIT days, and your manager does not have to offer such days to you, but they can be a very effective way of maintaining contact during your Maternity Leave and easing your return to work.

If you do attend work for a KIT day, you will receive full pay for any day/hours worked. If a KIT day occurs during a week when you are receiving SMP, this will be effectively "topped up" so that you receive full pay for the day/hours in question. Alternatively you may agree to take the equivalent number of days/hours worked as "time off in lieu". Payment will be made in the month following the KIT day, to allow for payroll processing.

7.4   Shared Parental Leave

Shared Parental Leave (SPL) is a statutory right available to employees who are expecting a child to be born or placed for adoption (whether through birth, adoption, or surrogacy) on or after 5th April 2015. It provides the option of

sharing up to 50 weeks of leave and 37 weeks of pay if they meet the necessary eligibility criteria. The parents can decide to be off work at the same time and/or take it in turns to have periods of leave to look after the child. Further information can be found in the University's Shared Parental Leave Policy.

8. Returning to work after Maternity Leave

The University will expect you to return to work after 52 weeks of Maternity Leave unless you have notified us of an earlier date of return or you have already resigned or you are on a fixed-term contract that has already expired.

If you wish to return to work before the intended return date, you must give the University at least 8 weeks' notice, in writing, of the new date on which you intend to return. If you fail to give the required notice, we may need to postpone your return until the end of the 8 week notice period or your previously intended return date, whichever comes first.

If you decide not to return to work after your Maternity Leave, you must give written notice to terminate your employment in accordance with your contract of employment – and please see section 5.3 above regarding Occupational Maternity Pay.

If you wish, and if you have accrued sufficient annual leave, you should agree with your line manager to take a period of annual leave at the end of your Maternity Leave – see section 6.3 above regarding annual leave accrual.

If you are unable to return to work at the end of your Maternity Leave due to illness then you must follow the normal absence reporting procedure to report your absence from work – as if you had returned to work on the appropriate date.

In all circumstances you should ensure that you keep in touch with your line manager and keep them fully informed of your intentions.

8.1 Workplace support

The University is committed to supporting the successful return to work of individuals following an extended period of Maternity Leave.

Funding is available to all Schools and Departments or Functions to aid the successful transition back to the workplace for staff returning to work following an extended period of maternity, adoption or shared parental leave.

Staff are encouraged to discuss with their Line Manager either before they commence Maternity Leave or prior to their return, how these funds might best be used to help with the transition back to the workplace by providing an opportunity to update skills and knowledge, understand any changes that may have occurred in their role, department or field in order to assist a return to full productivity as soon as possible and at the same time enabling personal development in their role. Consideration will be given, for example, to requests for attendance at relevant training courses or conferences, relief from teaching for an additional period or any other support that may be identified

by the member of staff or their Line Manager as potentially relevant. The funding will remain available for 12 months following the date of return to the workplace.

9. Childcare Vouchers

The University operates a Childcare Vouchers scheme administered by Computershare Voucher Services. Details of the scheme can be found on the Human Resources website. If you currently receive Childcare Vouchers you are entitled to continue receiving them during the whole period of your Maternity Leave. Please contact your HR Partner/Adviser to discuss this further.

10. Requesting a Change of Working Hours on Return to Work after Maternity Leave

As the parent of a child you have the legal right to request flexible working (for example, a change in your working hours or work pattern). It is important to note that you do not have an automatic right to work flexibly, you are entitled to make a request to work flexibly.

The procedure for requesting flexible working can be on the flexible working page of the HR website. We recommend that if you do wish to request a change then you discuss this informally with your manager as soon as possible, and then submit a formal request at least 8 weeks before you intend to return to work. This should allow enough time for your request to be considered before you need to make arrangements regarding your return to work. Please contact your HR Partner/Adviser to discuss this further.

11. Fixed-term contracts

If you are on a fixed-term contract and your contract is due to end while you are still on Maternity Leave, the case for extending or renewing your contract will be considered in the normal way. The fact that you are on Maternity Leave is not material to the process to be followed or to the decision to be made.

If the decision is taken to end your contract, your employment will end on the date in your contract. However, the University will continue to consider redeployment opportunities for you until the date that your Maternity Leave ends.

If you qualify for OMP you will be paid OMP up until the date that your contract ends and SMP thereafter until the statutory maternity pay period is exhausted. You will also be paid any redundancy pay that you are entitled to.

The University will waive repayment of any difference between OMP and SMP if the end of your contract prevents you from either returning to work or completing 3 months employment on returning to work after your Maternity Leave.

Updated: 28 June 2018

TRANS AND GENDER IDENTITY
Supporting Information and Procedures for Staff and Students

1. Introduction

The University aims to provide an inclusive and welcoming environment for all students, staff, partners and visitors and is committed to ensuring that all individuals are provided with equality of opportunity and treated fairly, with dignity and respect for who they are.

To ensure that not only does the University meet its legal obligations under the Equality Act 2010 and other associated legislation, but that it actively promotes an inclusive community, the University has an Equal Opportunities statement as part of its Equal Opportunities policy:

 "The University of Reading is committed to promoting equal opportunities and non-discriminatory treatment for all members of its community regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (Protected Characteristics)."

2. Gender Identity

Traditionally, approaches to gender and sex have been to promote a binary understanding and classify people into categories of male and female. From birth, babies are assigned a sex of 'boy' or 'girl'. For most individuals, this feels right, however for some people this might be incongruent with how the individual feels.

More recent thinking offers different ways of understanding gender including considering gender as a spectrum, being gender fluid, being non-binary or genderqueer, or being agender. The following terms are used widely across LGBT+ communities and beyond.

- **"Gender identity**": The expression of a person's internal and deeply held sense of their own gender. Examples of this include non-binary, man or woman.

- "**Gender expression**": The ways in which people may manifest their gender, for example through how they dress and how they behave.

- **Sexual orientation:** Different from gender identity. Sexual orientation is a person's romantic and/or sexual attraction to another person, for example heterosexual, bisexual or homosexual.

- **"Biological Sex":** The objectively measurable organs, hormones and chromosomes of a person, with the two main categories being male and female, with "intersex" being a combination of the two.

- **"Transgender"**: An umbrella term for people whose gender identity, gender expression or behaviour is not aligned to that typically associated with the sex to which they were assigned at birth.

- **"Non-binary"**: An umbrella term for a person who does not identify as only male or only female, or who may identify as both.

How someone self-defines is very important, and should be respected by others. A more detailed glossary of terms to help people understand more about trans and gender identity including how this differs to terminology used for gender expression and sexual orientation can be [found via this link to the Stonewall website](#); information about Stonewall is contained in Section 6 below.

The University respects an individual's right to self-identify as male, female, gender fluid, non-binary or any other gender identity and commits to recognising all members of the University community however they choose to present gender in so far as is reasonable and practicable.

The University is also committed to providing appropriate support to individuals before, during and after transition. The section below outlines the procedure and support available to staff and students.

3. Transitioning at the University

The definition of transition may vary from person to person and the University will support the needs of the individual in relation to gender identity and gender reassignment.

The University will be guided by the wishes of the individual in terms of the speed at which the transition will progress, in addition to agreeing the steps to be taken, the timing, and which and when other relevant parties should be notified.

As any transition will be led by the individual, the University will discuss and agree what support can be provided on an individual basis based on the needs and preferences of the individual.

3.1   Supporting staff and students through a gender transition process - Recommended procedure

3.1.1   The University recognises that making the decision to transition is a very significant step in a person's life and not something they will have undertaken lightly. For most

transgender people, reaching this point will be the culmination of years of seeking to reconcile the person they are seen to be with the person they feel themselves to be. In this process, feeling supported as they develop their new identity is key.

The University is committed to supporting staff and students through their transition process. The section (3.1.4) below sets out the staff and student processes for letting the University know you are going to transition. This includes the development of a transition action plan to capture key transition points and to agree and record how issues such as updating records and informing others will be addressed.

3.1.2   Whilst an individual's specific needs will be reflected in their action plan, the University believes that there are some general principles that should always be followed:

- Acknowledge a person as the gender they identify as from the outset of the transition process. This means, for example, using the individual's chosen name and pronouns from the day they begin transitioning, if this is what they wish to happen.

- Respect people's boundaries. Transitioning is a very personal and individual experience. Some people may choose to talk openly about their transition, whilst others may choose to keep the experience private.

- Respect a person's privacy. Do not tell others about a person's transgender status or transition process.

- If unsure of how to address or refer to someone, politely ask them how they would like to be addressed, including which pronouns they would prefer to be used.

3.1.3   The University has various options for support available for staff and students. The University recognises that the definition of transition may vary from person to person and will support the needs of the individual in relation to gender identity and gender reassignment.

3.1.4   Noting that any transition plan will be led by the individual, where possible the University recommends that the process set out below is followed, to ensure that the member of staff or student transitioning is properly supported and that the University is able to meet any required obligations

a) Initial disclosure.

- Staff who are intending to transition should inform a member of Human Resources or their Head of School/ equivalent line manager as soon as they feel ready to do so.

- Students should contact their Personal Tutor or a representative of Student Services via the Student Support Centre. In doing so, appropriate support structures can be arranged and tailored to individual need where practical. These notifications can be made either verbally (in person) or in writing depending on the preference of the individual.

- A forward planning meeting is usually then arranged to talk through the transition plan with the individual. Actions can be agreed before the transition occurs and any preparation and plans will be made together to ensure that the transition is as smooth as possible.

- To enable additional support for the individual, employees may wish to be accompanied by a colleague, a Staff Forum Representative or a Trade Union representative and students may wish to be accompanied by a friend or their Student Union representative.

b) Forward planning meeting.

This meeting will normally include the following people (unless it is agreed with individuals that other members of University staff are more appropriate to attend):

STAFF	STUDENTS
Essential	**Essential**
Head of School or equivalent "Line Manager"	Personal Tutor
Member of Human Resources	Representative of the Student Services Directorate
Optional	*Optional*
Trade Union representative or work colleague	Student Union representative or fellow student
Friend	Friend

c) **Items to discuss at forward planning meeting:**

- **A proposed timetable** that the person wishes to follow in their transition and noting that this may be amended as needed by the individual. This should include the date for any announcement to relevant colleagues and the date from when the individual wants to make the social change to the acquired gender.

- **Where available, dates of appointments** with doctors and specialists (up to and including a provisional date for any surgery). This will enable the University to ascertain any necessary arrangements for leave.

- **Procedures for amending official records** with the new name if appropriate (e.g. campus card, payslip, contract of employment, telephone directories, prospectuses, web biographies etc.). The process for making such changes will be discussed with each individual depending on their needs.

- **Agreeing a communication plan** including when and how to inform relevant colleagues of the change (possibly including drafting of communications documents). It should be the individual's choice as to whether affected colleagues are informed by them personally, or by an alternative individual(s) such as the appropriate Human Resources or "Line Manager" equivalent, or Student Representative or other. Alternatively, it may be agreed that communications are undertaken jointly. A mutually acceptable strategy should be discussed and decided upon prior to any announcement being made. Should an individual withhold consent to communicate the University will be limited in the support that it can provide to the individual in communicating about the transition or managing practical difficulties that may arise.

- **A discussion as to whether any support or information may be required for other individuals** to assist them with understanding the transition and to enable them to support the person transitioning.

- **Agreement in relation to any other support** that the individual may need that can be provided by the University.

- **Use of facilities (e.g. toilets).** The use of toilets and changing facilities during transition may be discussed and agreed in advance, as part of the staff and student transition action plan.

  It is the policy of the University that individuals are able to use the toilet facilities that reflects their gender presentation during and after transition and the University provides single sex and (in many buildings) gender neutral toilets.

The details of the gender-neutral toilets can be located on the Campus Map on the internet.

- The **possibility of redeployment or temporary reallocation of duties** where reasonable and practicable and desired by the individual during the transition period.

The agreed transition actions can then be written up and shared with the individual to ensure the transition plan has captured all elements required. If necessary and as needs change, the plan can be amended and/or updated to support the individual through their transition appropriately.

The suggested template to record the discussion at the forward planning meeting and the gender transition plan is available at *Appendix A*.

3.1.4. Changing of Personal Information

Once the transition period has been confirmed the individual is able to change their name and gender immediately. This enables all identification (except for birth certificate) to be updated.

This process of changing records in the University context will be treated no differently than if an employee had changed their name. Suitable evidence to account for the transition and new identity must be presented to Human Resources (HR) or the Student Support Centre, as appropriate. This should include evidence of a change of name which may be in the form of any of the following:

- A Name Change Deed (e.g. Statutory Declaration)
- Driving licence
- Passport
- Birth Certificate.

On receiving this documentation, the University will take all reasonable and practicable steps to ensure that all relevant records are updated as soon as is possible to reflect the acquired gender identity and to protect confidentiality.

There is also the option for students on RISIS and for employees on Employee Self Service to have a "preferred name" if individuals do not want to officially change their details by Deed Poll. The "preferred name" will then be reflected in the University email and related contact lists.

Once the period of transition has begun, the individual should be referred to by their new name and using their preferred pronouns.

An overview of Gender Neutral Pronouns can be found at *Appendix B*.

3.1.5. Transition Related Absence from Work or Studies

Individuals will be able to take time off for transition related medical appointments and treatment in line with the sickness absence and attendance procedures in operation at the University.

The University will seek to provide appropriate and reasonable support for a person who is transitioning. For staff, this may include adjusting work hours, re-deployment or allowing the person to be absent during normal working hours for appointments. For students, this may include time-table rescheduling (as is reasonable and practicable), suspension of studies, extension of deadlines and working closely with their personal tutors to catch up on missed learning opportunities.

3.1.6. Informing Others

Following agreement with the individual planning to transition, relevant colleagues / individuals should be briefed on the situation. This will normally include colleagues / individuals being sent a personal letter or departmental memo detailing the individual's intent to transition (including relevant dates) and the new name and title that the individual will assume. The letter may also cover:

- Details of the relevant person to whom they may direct questions (e.g. the individual, Personal Tutor, the Head of School/Line Manager or equivalent or Human Resources representative etc)
- Details of additional internal and external sources of information and support
- Instruction about the confidential nature of the communication and when, to whom and how details may or may not be shared.

3.1.7 Dress Code

For staff, the University does not have a formal dress code and therefore employees may opt to dress as they wish, including choices reflecting their gender identity, ensuring that this is appropriate business attire in relation to their role.

3.1.8 Student Admissions

In completing UCAS application forms for admission to the University a student can indicate their gender as that in which they live even where this differs from the sex recorded on their birth certificate. On registration, all students can use passports as the basis for proof of identity, and will not need to show their birth certificates.

4. Staff Recruitment

4.1   Provision of documents to confirm identity/legal eligibility to work

Human Resources guarantees confidentiality and discretion when asking for formal documents before commencing employment. All staff are required to provide proof of the right to work in the UK. There are various options for provision of documentation that can legally be provided to prove the right to work and individuals may choose to provide the documentation that is most appropriate for them from the list provided by the Government. The University may be required by law to share details of biological sex to third parties (for example, HMRC) where the individual does not have a gender recognition certificate.

4.2   Occupational Health

Candidates who are successful at interview are required to complete an Occupational Health questionnaire based on their medical history. The completed questionnaire will be forwarded to Occupational Health for medical clearance.

Occupational Health will treat information about gender reassignment in confidence and therefore a person who has reassigned their gender can feel confident to be open on their questionnaire in the knowledge that any information will be kept within Occupational Health. Should any support be required for an employee then any needs will be discussed with the employee and disclosure of information will only be undertaken with the employee's agreement.

4.3.   Occupational Pensions

The Pensions Office will be notified of any relevant information needed in relation to a transition as part of the agreed transition plan with the individual.

Employees will be advised of any documents required for pension purposes and whether there are any implications or issues requiring their consideration relating to their University pension arrangements.

5. Supporting staff and students who are non-binary

As set out in section 2 above, some people will have identities on the gender spectrum other than female and male, for example, gender fluid (gender identity varies over time), gender queer (an umbrella term for non-binary identities or which can be an identity in and of itself) or agender, amongst others.

People with non-binary gender identities will not necessarily undergo a formal, permanent gender transition process, but may choose to express their gender identity by the way they present themselves, such as through their dress and appearance. It is polite and respectful to accept a person's gender identity as a legitimate expression of who they are, even if that identity is hard for you to relate to or understand.

The University is supportive of different gender identities and gender expression and is adapting its systems to recognise a wider range of gender identities and titles.

6. Sources of information and support

6.1   Internal Support

Assistance and support will be available to individuals before, during and after the transition and for the people that they work and study with as and when appropriate. Internal sources of support include:

For staff, internal support includes:

- LGBT Plus Staff Network for LGBT+ staff and allies
  https://www.reading.ac.uk/internal/diversity/diversity-networks.aspx
- Human Resources Partners and Advisors
- Deans for Diversity and Inclusion and the Diversity and Inclusion Advisor
- Harassment Advisers
- Trade Union or Staff Forum representatives
- Employee Assistance Programme
- Occupational Health

For students internal support includes:

- Personal Tutors and School Senior Tutors
- The Wellbeing and Counselling Service
- University's LGBT+ Society.
  - Check the Facebook page https://www.facebook.com/LGBT-Society-University-of-Reading-897798383588220/ or attend regular coffee hours and socials

- Society email: uorlgbt@hotmail.com
- instagram.com/readinglgbt/

- Student Union representatives
- *Essentials* Information on the intranet about [Gender Identity](#).
- Student's Union (RUSU) Diversity Officer
- RUSU Part-time LGBT+ Officer email: lgbt@rusu.co.uk

6.2 External Support and Resources

Stonewall

Stonewall is a LGBT rights charity that works for acceptance without exception for lesbian, gay, bisexual and transgender people.

- 020 7593 1850
- www.stonewall.org.uk
- info@stonewall.org.uk

Support U

A resource service for those needing help with Lesbian, Gay, Bisexual and Transgender issues based in the Thames Valley.

- 0118 321 9111
- supportu.org.uk

Beaumont Society

The Beaumont Society is a national self-help body run by and for the transgender community.

- 01582 412220
- beaumontsociety.org.uk

Action4TransHealth

Action for Trans* Health seeks to improve trans* people's access to healthcare.

- actionfortranshealth.org.uk
- info@actionfortranshealth.org.uk
- facebook.com/actionfortranshealth
- twitter.com/act4transhealth

Appendix A

	Template for forward planning meeting / the gender transition plan	
1	Initial Meeting • Who attended and date: • Make notes of the discussion and actions agreed	
2	• Give the individual a copy of the University Procedure and record date.	
3	• Is individual a member of staff or student? • Do other people need to be involved before action can be taken? • Reach agreement and set a date for next meeting	

4	Check out the expectations of the individual.
	
	• How would they like to be addressed? Use their name, personal pronoun and title in all future interactions.
	• Do they have specific requests regarding the transition? Record these, make it clear what will happen next and agree dates for further actions or meetings. In any event cover the following topics.
	   ○ Discuss if other people need to be involved before action can be taken
	   ○ Reach agreement and set a date for next meeting	

5	• Does individual have experience or fear of harassment? • Inform them of the University's policies, standards and support systems	
6	• Has the individual already transitioned and needs amendments to records, For instance a returning staff member or former student • If individual has the formal documentation agree dates by which changes will be made. • Ask if individual requires any further support? Agree with dates.	

		Template for forward planning meeting / the gender transition plan	
7	• If individual is beginning or in transition, let them tell you where they are at and what support they want. • Find out if they have the formal documentation. If yes, tell them who needs to be informed and offer assistance to make this disclosure. • Agree process and date for this.		
8	• Find out - Does individual require support in introducing themselves in their new name and or gender? Agree this with individual. • This could take the form of a written statement or meetings.		
9	• Is individual requesting time off for medical or psychological treatment? • Agree how this will be managed and dates.		
`10	• Agree the use of gender specific facilities as appropriate. • Agree whether other staff need to be informed, for example in the case of changing rooms.		
11	• Give the individual a copy of the discussion and support agreed and record date		

Appendix B

Gender Neutral Pronouns

Pronouns are words we use in the place of a full noun. For example, instead of "woman" we use she/her/hers and instead of "man" we use he/him/his.

Gender neutral / inclusive pronouns are pronouns which do not associate a gender with the individual being discussed. Non-binary people may use they/them/their as their pronouns and therefore these pronouns can be used to refer to a singular person instead of he/him/his and she/her/hers.

Some languages including English do not have a gender neutral or third gender pronoun. The following gender-neutral pronouns are starting to be used in the English language:

- Per/pers/perself
- Zie/zir/zieself
- Sie/hir/hirself.

Individuals should first listen to the person talking to determine the correct pronoun when addressing or talking about the person. If in doubt then respectfully ask which pronoun the person uses.

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1. Introduction

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2. Gender Identity

Traditionally, approaches to gender and sex have been to promote a binary understanding and classify people into categories of male and female. From birth, babies are assigned a sex of 'boy' or 'girl'. For most individuals, this feels right, however for some people this might be incongruent with how the individual feels.

More recent thinking offers different ways of understanding gender including considering gender as a spectrum, being gender fluid, being non-binary or genderqueer, or being agender. The following terms are used widely across LGBT+ communities and beyond.

- **"Gender identity**": The expression of a person's internal and deeply held sense of their own gender. Examples of this include non-binary, man or woman.

- "**Gender expression**": The ways in which people may manifest their gender, for example through how they dress and how they behave.

- **Sexual orientation:** Different from gender identity. Sexual orientation is a person's romantic and/or sexual attraction to another person, for example heterosexual, bisexual or homosexual.

- **"Biological Sex":** The objectively measurable organs, hormones and chromosomes of a person, with the two main categories being male and female, with "intersex" being a combination of the two.

- **"Transgender"**: An umbrella term for people whose gender identity, gender expression or behaviour is not aligned to that typically associated with the sex to which they were assigned at birth.

- **"Non-binary"**: An umbrella term for a person who does not identify as only male or only female, or who may identify as both.

How someone self-defines is very important, and should be respected by others. A more detailed glossary of terms to help people understand more about trans and gender identity including how this differs to terminology used for gender expression and sexual orientation can be [found via this link to the Stonewall website](#); information about Stonewall is contained in Section 6 below.

The University respects an individual's right to self-identify as male, female, gender fluid, non-binary or any other gender identity and commits to recognising all members of the University community however they choose to present gender in so far as is reasonable and practicable.

The University is also committed to providing appropriate support to individuals before, during and after transition. The section below outlines the procedure and support available to staff and students.

3. Transitioning at the University

The definition of transition may vary from person to person and the University will support the needs of the individual in relation to gender identity and gender reassignment.

The University will be guided by the wishes of the individual in terms of the speed at which the transition will progress, in addition to agreeing the steps to be taken, the timing, and which and when other relevant parties should be notified.

As any transition will be led by the individual, the University will discuss and agree what support can be provided on an individual basis based on the needs and preferences of the individual.

3.1   Supporting staff and students through a gender transition process - Recommended procedure

3.1.1   The University recognises that making the decision to transition is a very significant step in a person's life and not something they will have undertaken lightly. For most

transgender people, reaching this point will be the culmination of years of seeking to reconcile the person they are seen to be with the person they feel themselves to be. In this process, feeling supported as they develop their new identity is key.

The University is committed to supporting staff and students through their transition process. The section (3.1.4) below sets out the staff and student processes for letting the University know you are going to transition. This includes the development of a transition action plan to capture key transition points and to agree and record how issues such as updating records and informing others will be addressed.

3.1.2   Whilst an individual's specific needs will be reflected in their action plan, the University believes that there are some general principles that should always be followed:

- Acknowledge a person as the gender they identify as from the outset of the transition process. This means, for example, using the individual's chosen name and pronouns from the day they begin transitioning, if this is what they wish to happen.

- Respect people's boundaries. Transitioning is a very personal and individual experience. Some people may choose to talk openly about their transition, whilst others may choose to keep the experience private.

- Respect a person's privacy. Do not tell others about a person's transgender status or transition process.

- If unsure of how to address or refer to someone, politely ask them how they would like to be addressed, including which pronouns they would prefer to be used.

3.1.3   The University has various options for support available for staff and students. The University recognises that the definition of transition may vary from person to person and will support the needs of the individual in relation to gender identity and gender reassignment.

3.1.4   Noting that any transition plan will be led by the individual, where possible the University recommends that the process set out below is followed, to ensure that the member of staff or student transitioning is properly supported and that the University is able to meet any required obligations

a) Initial disclosure.

- Staff who are intending to transition should inform a member of Human Resources or their Head of School/ equivalent line manager as soon as they feel ready to do so.

- Students should contact their Personal Tutor or a representative of Student Services via the Student Support Centre. In doing so, appropriate support structures can be arranged and tailored to individual need where practical. These notifications can be made either verbally (in person) or in writing depending on the preference of the individual.

- A forward planning meeting is usually then arranged to talk through the transition plan with the individual. Actions can be agreed before the transition occurs and any preparation and plans will be made together to ensure that the transition is as smooth as possible.

- To enable additional support for the individual, employees may wish to be accompanied by a colleague, a Staff Forum Representative or a Trade Union representative and students may wish to be accompanied by a friend or their Student Union representative.

b) Forward planning meeting.

This meeting will normally include the following people (unless it is agreed with individuals that other members of University staff are more appropriate to attend):

STAFF	STUDENTS
Essential	**Essential**
Head of School or equivalent "Line Manager"	Personal Tutor
Member of Human Resources	Representative of the Student Services Directorate
Optional	***Optional***
Trade Union representative or work colleague	Student Union representative or fellow student
Friend	Friend

c) **Items to discuss at forward planning meeting:**

- **A proposed timetable** that the person wishes to follow in their transition and noting that this may be amended as needed by the individual. This should include the date for any announcement to relevant colleagues and the date from when the individual wants to make the social change to the acquired gender.

- **Where available, dates of appointments** with doctors and specialists (up to and including a provisional date for any surgery). This will enable the University to ascertain any necessary arrangements for leave.

- **Procedures for amending official records** with the new name if appropriate (e.g. campus card, payslip, contract of employment, telephone directories, prospectuses, web biographies etc.). The process for making such changes will be discussed with each individual depending on their needs.

- **Agreeing a communication plan** including when and how to inform relevant colleagues of the change (possibly including drafting of communications documents). It should be the individual's choice as to whether affected colleagues are informed by them personally, or by an alternative individual(s) such as the appropriate Human Resources or "Line Manager" equivalent, or Student Representative or other. Alternatively, it may be agreed that communications are undertaken jointly. A mutually acceptable strategy should be discussed and decided upon prior to any announcement being made. Should an individual withhold consent to communicate the University will be limited in the support that it can provide to the individual in communicating about the transition or managing practical difficulties that may arise.

- **A discussion as to whether any support or information may be required for other individuals** to assist them with understanding the transition and to enable them to support the person transitioning.

- **Agreement in relation to any other support** that the individual may need that can be provided by the University.

- **Use of facilities (e.g. toilets).** The use of toilets and changing facilities during transition may be discussed and agreed in advance, as part of the staff and student transition action plan.

  It is the policy of the University that individuals are able to use the toilet facilities that reflects their gender presentation during and after transition and the University provides single sex and (in many buildings) gender neutral toilets.

The details of the gender-neutral toilets can be located on the Campus Map on the internet.

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The agreed transition actions can then be written up and shared with the individual to ensure the transition plan has captured all elements required. If necessary and as needs change, the plan can be amended and/or updated to support the individual through their transition appropriately.

The suggested template to record the discussion at the forward planning meeting and the gender transition plan is available at *Appendix A.*

3.1.4. Changing of Personal Information

Once the transition period has been confirmed the individual is able to change their name and gender immediately. This enables all identification (except for birth certificate) to be updated.

This process of changing records in the University context will be treated no differently than if an employee had changed their name. Suitable evidence to account for the transition and new identity must be presented to Human Resources (HR) or the Student Support Centre, as appropriate. This should include evidence of a change of name which may be in the form of any of the following:

- A Name Change Deed (e.g. Statutory Declaration)
- Driving licence
- Passport
- Birth Certificate.

On receiving this documentation, the University will take all reasonable and practicable steps to ensure that all relevant records are updated as soon as is possible to reflect the acquired gender identity and to protect confidentiality.

There is also the option for students on RISIS and for employees on Employee Self Service to have a "preferred name" if individuals do not want to officially change their details by Deed Poll. The "preferred name" will then be reflected in the University email and related contact lists.

Once the period of transition has begun, the individual should be referred to by their new name and using their preferred pronouns.

An overview of Gender Neutral Pronouns can be found at *Appendix B*.

3.1.5. Transition Related Absence from Work or Studies

Individuals will be able to take time off for transition related medical appointments and treatment in line with the sickness absence and attendance procedures in operation at the University.

The University will seek to provide appropriate and reasonable support for a person who is transitioning. For staff, this may include adjusting work hours, re-deployment or allowing the person to be absent during normal working hours for appointments. For students, this may include time-table rescheduling (as is reasonable and practicable), suspension of studies, extension of deadlines and working closely with their personal tutors to catch up on missed learning opportunities.

3.1.6. Informing Others

Following agreement with the individual planning to transition, relevant colleagues / individuals should be briefed on the situation. This will normally include colleagues / individuals being sent a personal letter or departmental memo detailing the individual's intent to transition (including relevant dates) and the new name and title that the individual will assume. The letter may also cover:

- Details of the relevant person to whom they may direct questions (e.g. the individual, Personal Tutor, the Head of School/Line Manager or equivalent or Human Resources representative etc)
- Details of additional internal and external sources of information and support
- Instruction about the confidential nature of the communication and when, to whom and how details may or may not be shared.

3.1.7 Dress Code

For staff, the University does not have a formal dress code and therefore employees may opt to dress as they wish, including choices reflecting their gender identity, ensuring that this is appropriate business attire in relation to their role.

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In completing UCAS application forms for admission to the University a student can indicate their gender as that in which they live even where this differs from the sex recorded on their birth certificate. On registration, all students can use passports as the basis for proof of identity, and will not need to show their birth certificates.

4. Staff Recruitment

4.1 Provision of documents to confirm identity/legal eligibility to work

Human Resources guarantees confidentiality and discretion when asking for formal documents before commencing employment. All staff are required to provide proof of the right to work in the UK. There are various options for provision of documentation that can legally be provided to prove the right to work and individuals may choose to provide the documentation that is most appropriate for them from the list provided by the Government. The University may be required by law to share details of biological sex to third parties (for example, HMRC) where the individual does not have a gender recognition certificate.

4.2 Occupational Health

Candidates who are successful at interview are required to complete an Occupational Health questionnaire based on their medical history. The completed questionnaire will be forwarded to Occupational Health for medical clearance.

Occupational Health will treat information about gender reassignment in confidence and therefore a person who has reassigned their gender can feel confident to be open on their questionnaire in the knowledge that any information will be kept within Occupational Health. Should any support be required for an employee then any needs will be discussed with the employee and disclosure of information will only be undertaken with the employee's agreement.

4.3. Occupational Pensions

The Pensions Office will be notified of any relevant information needed in relation to a transition as part of the agreed transition plan with the individual.

Employees will be advised of any documents required for pension purposes and whether there are any implications or issues requiring their consideration relating to their University pension arrangements.

5. Supporting staff and students who are non-binary

As set out in section 2 above, some people will have identities on the gender spectrum other than female and male, for example, gender fluid (gender identity varies over time), gender queer (an umbrella term for non-binary identities or which can be an identity in and of itself) or agender, amongst others.

People with non-binary gender identities will not necessarily undergo a formal, permanent gender transition process, but may choose to express their gender identity by the way they present themselves, such as through their dress and appearance. It is polite and respectful to accept a person's gender identity as a legitimate expression of who they are, even if that identity is hard for you to relate to or understand.

The University is supportive of different gender identities and gender expression and is adapting its systems to recognise a wider range of gender identities and titles.

6. Sources of information and support

6.1   Internal Support

Assistance and support will be available to individuals before, during and after the transition and for the people that they work and study with as and when appropriate. Internal sources of support include:

For staff, internal support includes:

- LGBT Plus Staff Network for LGBT+ staff and allies
  https://www.reading.ac.uk/internal/diversity/diversity-networks.aspx
- Human Resources Partners and Advisors
- Deans for Diversity and Inclusion and the Diversity and Inclusion Advisor
- Harassment Advisers
- Trade Union or Staff Forum representatives
- Employee Assistance Programme
- Occupational Health

For students internal support includes:

- Personal Tutors and School Senior Tutors
- The Wellbeing and Counselling Service
- University's LGBT+ Society.
    - Check the Facebook page https://www.facebook.com/LGBT-Society-University-of-Reading-897798383588220/ or attend regular coffee hours and socials

- Society email: uorlgbt@hotmail.com
- instagram.com/readinglgbt/

- Student Union representatives
- *Essentials* Information on the intranet about [Gender Identity](#).
- Student's Union (RUSU) Diversity Officer
- RUSU Part-time LGBT+ Officer email: lgbt@rusu.co.uk

6.2 External Support and Resources

Stonewall

Stonewall is a LGBT rights charity that works for acceptance without exception for lesbian, gay, bisexual and transgender people.

- 020 7593 1850
- www.stonewall.org.uk
- info@stonewall.org.uk

Support U

A resource service for those needing help with Lesbian, Gay, Bisexual and Transgender issues based in the Thames Valley.

- 0118 321 9111
- supportu.org.uk

Beaumont Society

The Beaumont Society is a national self-help body run by and for the transgender community.

- 01582 412220
- beaumontsociety.org.uk

Action4TransHealth

Action for Trans* Health seeks to improve trans* people's access to healthcare.

- actionfortranshealth.org.uk
- info@actionfortranshealth.org.uk
- facebook.com/actionfortranshealth
- twitter.com/act4transhealth

Appendix A

	Template for forward planning meeting / the gender transition plan	
1	Initial Meeting • Who attended and date: • Make notes of the discussion and actions agreed	
2	• Give the individual a copy of the University Procedure and record date.	
3	• Is individual a member of staff or student? • Do other people need to be involved before action can be taken? • Reach agreement and set a date for next meeting	

4	Check out the expectations of the individual.
	
	• How would they like to be addressed? Use their name, personal pronoun and title in all future interactions.
	• Do they have specific requests regarding the transition? Record these, make it clear what will happen next and agree dates for further actions or meetings. In any event cover the following topics.
	   o Discuss if other people need to be involved before action can be taken
	   o Reach agreement and set a date for next meeting	

5	• Does individual have experience or fear of harassment? • Inform them of the University's policies, standards and support systems	
6	• Has the individual already transitioned and needs amendments to records, For instance a returning staff member or former student • If individual has the formal documentation agree dates by which changes will be made. • Ask if individual requires any further support? Agree with dates.	

		Template for forward planning meeting / the gender transition plan	
7	• If individual is beginning or in transition, let them tell you where they are at and what support they want. • Find out if they have the formal documentation. If yes, tell them who needs to be informed and offer assistance to make this disclosure. • Agree process and date for this.		
8	• Find out - Does individual require support in introducing themselves in their new name and or gender? Agree this with individual. • This could take the form of a written statement or meetings.		
9	• Is individual requesting time off for medical or psychological treatment? • Agree how this will be managed and dates.		
`10	• Agree the use of gender specific facilities as appropriate. • Agree whether other staff need to be informed, for example in the case of changing rooms.		
11	• Give the individual a copy of the discussion and support agreed and record date		

Appendix B

Gender Neutral Pronouns

Pronouns are words we use in the place of a full noun. For example, instead of "woman" we use she/her/hers and instead of "man" we use he/him/his.

Gender neutral / inclusive pronouns are pronouns which do not associate a gender with the individual being discussed. Non-binary people may use they/them/their as their pronouns and therefore these pronouns can be used to refer to a singular person instead of he/him/his and she/her/hers.

Some languages including English do not have a gender neutral or third gender pronoun. The following gender-neutral pronouns are starting to be used in the English language:

- Per/pers/perself
- Zie/zir/zieself
- Sie/hir/hirself.

Individuals should first listen to the person talking to determine the correct pronoun when addressing or talking about the person. If in doubt then respectfully ask which pronoun the person uses.

TRANS AND GENDER IDENTITY
Supporting Information and Procedures for Staff and Students

1. Introduction

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The University is supportive of different gender identities and gender expression and is adapting its systems to recognise a wider range of gender identities and titles.

6. Sources of information and support

6.1   Internal Support

Assistance and support will be available to individuals before, during and after the transition and for the people that they work and study with as and when appropriate. Internal sources of support include:

For staff, internal support includes:

- LGBT Plus Staff Network for LGBT+ staff and allies
  https://www.reading.ac.uk/internal/diversity/diversity-networks.aspx
- Human Resources Partners and Advisors
- Deans for Diversity and Inclusion and the Diversity and Inclusion Advisor
- Harassment Advisers
- Trade Union or Staff Forum representatives
- Employee Assistance Programme
- Occupational Health

For students internal support includes:

- Personal Tutors and School Senior Tutors
- The Wellbeing and Counselling Service
- University's LGBT+ Society.
    - Check the Facebook page https://www.facebook.com/LGBT-Society-University-of-Reading-897798383588220/ or attend regular coffee hours and socials

- Society email: uorlgbt@hotmail.com
- instagram.com/readinglgbt/

- Student Union representatives
- *Essentials* Information on the intranet about [Gender Identity](#).
- Student's Union (RUSU) Diversity Officer
- RUSU Part-time LGBT+ Officer email: lgbt@rusu.co.uk

6.2 External Support and Resources

Stonewall

Stonewall is a LGBT rights charity that works for acceptance without exception for lesbian, gay, bisexual and transgender people.

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- 0118 321 9111
- supportu.org.uk

Beaumont Society

The Beaumont Society is a national self-help body run by and for the transgender community.

- 01582 412220
- beaumontsociety.org.uk

Action4TransHealth

Action for Trans* Health seeks to improve trans* people's access to healthcare.

- actionfortranshealth.org.uk
- info@actionfortranshealth.org.uk
- facebook.com/actionfortranshealth
- twitter.com/act4transhealth

Appendix A

	Template for forward planning meeting / the gender transition plan	
1	Initial Meeting • Who attended and date: • Make notes of the discussion and actions agreed	
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4	Check out the expectations of the individual.
	
	• How would they like to be addressed? Use their name, personal pronoun and title in all future interactions.
	• Do they have specific requests regarding the transition? Record these, make it clear what will happen next and agree dates for further actions or meetings. In any event cover the following topics.
	  ○ Discuss if other people need to be involved before action can be taken
	  ○ Reach agreement and set a date for next meeting	

5	• Does individual have experience or fear of harassment? • Inform them of the University's policies, standards and support systems	
6	• Has the individual already transitioned and needs amendments to records, For instance a returning staff member or former student • If individual has the formal documentation agree dates by which changes will be made. • Ask if individual requires any further support? Agree with dates.	

	Template for forward planning meeting / the gender transition plan	
7	• If individual is beginning or in transition, let them tell you where they are at and what support they want. • Find out if they have the formal documentation. If yes, tell them who needs to be informed and offer assistance to make this disclosure. • Agree process and date for this.	
8	• Find out - Does individual require support in introducing themselves in their new name and or gender? Agree this with individual. • This could take the form of a written statement or meetings.	
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`10	• Agree the use of gender specific facilities as appropriate. • Agree whether other staff need to be informed, for example in the case of changing rooms.	
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Appendix B

Gender Neutral Pronouns

Pronouns are words we use in the place of a full noun. For example, instead of "woman" we use she/her/hers and instead of "man" we use he/him/his.

Gender neutral / inclusive pronouns are pronouns which do not associate a gender with the individual being discussed. Non-binary people may use they/them/their as their pronouns and therefore these pronouns can be used to refer to a singular person instead of he/him/his and she/her/hers.

Some languages including English do not have a gender neutral or third gender pronoun. The following gender-neutral pronouns are starting to be used in the English language:

- Per/pers/perself
- Zie/zir/zieself
- Sie/hir/hirself.

Individuals should first listen to the person talking to determine the correct pronoun when addressing or talking about the person. If in doubt then respectfully ask which pronoun the person uses.

TRANS AND GENDER IDENTITY
Supporting Information and Procedures for Staff and Students

1. Introduction

The University aims to provide an inclusive and welcoming environment for all students, staff, partners and visitors and is committed to ensuring that all individuals are provided with equality of opportunity and treated fairly, with dignity and respect for who they are.

To ensure that not only does the University meet its legal obligations under the Equality Act 2010 and other associated legislation, but that it actively promotes an inclusive community, the University has an Equal Opportunities statement as part of its Equal Opportunities policy:

"The University of Reading is committed to promoting equal opportunities and non-discriminatory treatment for all members of its community regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (Protected Characteristics)."

2. Gender Identity

Traditionally, approaches to gender and sex have been to promote a binary understanding and classify people into categories of male and female. From birth, babies are assigned a sex of 'boy' or 'girl'. For most individuals, this feels right, however for some people this might be incongruent with how the individual feels.

More recent thinking offers different ways of understanding gender including considering gender as a spectrum, being gender fluid, being non-binary or genderqueer, or being agender. The following terms are used widely across LGBT+ communities and beyond.

- **"Gender identity"**: The expression of a person's internal and deeply held sense of their own gender. Examples of this include non-binary, man or woman.

- "**Gender expression**": The ways in which people may manifest their gender, for example through how they dress and how they behave.

- **Sexual orientation:** Different from gender identity. Sexual orientation is a person's romantic and/or sexual attraction to another person, for example heterosexual, bisexual or homosexual.

- **"Biological Sex":** The objectively measurable organs, hormones and chromosomes of a person, with the two main categories being male and female, with "intersex" being a combination of the two.

- **"Transgender"**: An umbrella term for people whose gender identity, gender expression or behaviour is not aligned to that typically associated with the sex to which they were assigned at birth.

- **"Non-binary"**: An umbrella term for a person who does not identify as only male or only female, or who may identify as both.

How someone self-defines is very important, and should be respected by others. A more detailed glossary of terms to help people understand more about trans and gender identity including how this differs to terminology used for gender expression and sexual orientation can be [found via this link to the Stonewall website](#); information about Stonewall is contained in Section 6 below.

The University respects an individual's right to self-identify as male, female, gender fluid, non-binary or any other gender identity and commits to recognising all members of the University community however they choose to present gender in so far as is reasonable and practicable.

The University is also committed to providing appropriate support to individuals before, during and after transition. The section below outlines the procedure and support available to staff and students.

3. Transitioning at the University

The definition of transition may vary from person to person and the University will support the needs of the individual in relation to gender identity and gender reassignment.

The University will be guided by the wishes of the individual in terms of the speed at which the transition will progress, in addition to agreeing the steps to be taken, the timing, and which and when other relevant parties should be notified.

As any transition will be led by the individual, the University will discuss and agree what support can be provided on an individual basis based on the needs and preferences of the individual.

3.1 Supporting staff and students through a gender transition process - Recommended procedure

3.1.1   The University recognises that making the decision to transition is a very significant step in a person's life and not something they will have undertaken lightly. For most

transgender people, reaching this point will be the culmination of years of seeking to reconcile the person they are seen to be with the person they feel themselves to be. In this process, feeling supported as they develop their new identity is key.

The University is committed to supporting staff and students through their transition process. The section (3.1.4) below sets out the staff and student processes for letting the University know you are going to transition. This includes the development of a transition action plan to capture key transition points and to agree and record how issues such as updating records and informing others will be addressed.

3.1.2   Whilst an individual's specific needs will be reflected in their action plan, the University believes that there are some general principles that should always be followed:

- Acknowledge a person as the gender they identify as from the outset of the transition process. This means, for example, using the individual's chosen name and pronouns from the day they begin transitioning, if this is what they wish to happen.

- Respect people's boundaries. Transitioning is a very personal and individual experience. Some people may choose to talk openly about their transition, whilst others may choose to keep the experience private.

- Respect a person's privacy. Do not tell others about a person's transgender status or transition process.

- If unsure of how to address or refer to someone, politely ask them how they would like to be addressed, including which pronouns they would prefer to be used.

3.1.3   The University has various options for support available for staff and students. The University recognises that the definition of transition may vary from person to person and will support the needs of the individual in relation to gender identity and gender reassignment.

3.1.4   Noting that any transition plan will be led by the individual, where possible the University recommends that the process set out below is followed, to ensure that the member of staff or student transitioning is properly supported and that the University is able to meet any required obligations

a) Initial disclosure.

- Staff who are intending to transition should inform a member of Human Resources or their Head of School/ equivalent line manager as soon as they feel ready to do so.

- Students should contact their Personal Tutor or a representative of Student Services via the Student Support Centre. In doing so, appropriate support structures can be arranged and tailored to individual need where practical. These notifications can be made either verbally (in person) or in writing depending on the preference of the individual.

- A forward planning meeting is usually then arranged to talk through the transition plan with the individual. Actions can be agreed before the transition occurs and any preparation and plans will be made together to ensure that the transition is as smooth as possible.

- To enable additional support for the individual, employees may wish to be accompanied by a colleague, a Staff Forum Representative or a Trade Union representative and students may wish to be accompanied by a friend or their Student Union representative.

b) Forward planning meeting.

This meeting will normally include the following people (unless it is agreed with individuals that other members of University staff are more appropriate to attend):

STAFF	STUDENTS
Essential	**Essential**
Head of School or equivalent "Line Manager"	Personal Tutor
Member of Human Resources	Representative of the Student Services Directorate
Optional	***Optional***
Trade Union representative or work colleague	Student Union representative or fellow student
Friend	Friend

c) **Items to discuss at forward planning meeting:**

- **A proposed timetable** that the person wishes to follow in their transition and noting that this may be amended as needed by the individual. This should include the date for any announcement to relevant colleagues and the date from when the individual wants to make the social change to the acquired gender.

- **Where available, dates of appointments** with doctors and specialists (up to and including a provisional date for any surgery). This will enable the University to ascertain any necessary arrangements for leave.

- **Procedures for amending official records** with the new name if appropriate (e.g. campus card, payslip, contract of employment, telephone directories, prospectuses, web biographies etc.). The process for making such changes will be discussed with each individual depending on their needs.

- **Agreeing a communication plan** including when and how to inform relevant colleagues of the change (possibly including drafting of communications documents). It should be the individual's choice as to whether affected colleagues are informed by them personally, or by an alternative individual(s) such as the appropriate Human Resources or "Line Manager" equivalent, or Student Representative or other. Alternatively, it may be agreed that communications are undertaken jointly. A mutually acceptable strategy should be discussed and decided upon prior to any announcement being made. Should an individual withhold consent to communicate the University will be limited in the support that it can provide to the individual in communicating about the transition or managing practical difficulties that may arise.

- **A discussion as to whether any support or information may be required for other individuals** to assist them with understanding the transition and to enable them to support the person transitioning.

- **Agreement in relation to any other support** that the individual may need that can be provided by the University.

- **Use of facilities (e.g. toilets).** The use of toilets and changing facilities during transition may be discussed and agreed in advance, as part of the staff and student transition action plan.

  It is the policy of the University that individuals are able to use the toilet facilities that reflects their gender presentation during and after transition and the University provides single sex and (in many buildings) gender neutral toilets.

The details of the gender-neutral toilets can be located on the Campus Map on the internet.

- The **possibility of redeployment or temporary reallocation of duties** where reasonable and practicable and desired by the individual during the transition period.

The agreed transition actions can then be written up and shared with the individual to ensure the transition plan has captured all elements required. If necessary and as needs change, the plan can be amended and/or updated to support the individual through their transition appropriately.

The suggested template to record the discussion at the forward planning meeting and the gender transition plan is available at *Appendix A*.

3.1.4. Changing of Personal Information

Once the transition period has been confirmed the individual is able to change their name and gender immediately. This enables all identification (except for birth certificate) to be updated.

This process of changing records in the University context will be treated no differently than if an employee had changed their name. Suitable evidence to account for the transition and new identity must be presented to Human Resources (HR) or the Student Support Centre, as appropriate. This should include evidence of a change of name which may be in the form of any of the following:

- A Name Change Deed (e.g. Statutory Declaration)
- Driving licence
- Passport
- Birth Certificate.

On receiving this documentation, the University will take all reasonable and practicable steps to ensure that all relevant records are updated as soon as is possible to reflect the acquired gender identity and to protect confidentiality.

There is also the option for students on RISIS and for employees on Employee Self Service to have a "preferred name" if individuals do not want to officially change their details by Deed Poll. The "preferred name" will then be reflected in the University email and related contact lists.

Once the period of transition has begun, the individual should be referred to by their new name and using their preferred pronouns.

An overview of Gender Neutral Pronouns can be found at *Appendix B*.

3.1.5. Transition Related Absence from Work or Studies

Individuals will be able to take time off for transition related medical appointments and treatment in line with the sickness absence and attendance procedures in operation at the University.

The University will seek to provide appropriate and reasonable support for a person who is transitioning. For staff, this may include adjusting work hours, re-deployment or allowing the person to be absent during normal working hours for appointments. For students, this may include time-table rescheduling (as is reasonable and practicable), suspension of studies, extension of deadlines and working closely with their personal tutors to catch up on missed learning opportunities.

3.1.6. Informing Others

Following agreement with the individual planning to transition, relevant colleagues / individuals should be briefed on the situation. This will normally include colleagues / individuals being sent a personal letter or departmental memo detailing the individual's intent to transition (including relevant dates) and the new name and title that the individual will assume. The letter may also cover:

- Details of the relevant person to whom they may direct questions (e.g. the individual, Personal Tutor, the Head of School/Line Manager or equivalent or Human Resources representative etc)
- Details of additional internal and external sources of information and support
- Instruction about the confidential nature of the communication and when, to whom and how details may or may not be shared.

3.1.7 Dress Code

For staff, the University does not have a formal dress code and therefore employees may opt to dress as they wish, including choices reflecting their gender identity, ensuring that this is appropriate business attire in relation to their role.

3.1.8 Student Admissions

In completing UCAS application forms for admission to the University a student can indicate their gender as that in which they live even where this differs from the sex recorded on their birth certificate. On registration, all students can use passports as the basis for proof of identity, and will not need to show their birth certificates.

4. Staff Recruitment

4.1 Provision of documents to confirm identity/legal eligibility to work

Human Resources guarantees confidentiality and discretion when asking for formal documents before commencing employment. All staff are required to provide proof of the right to work in the UK. There are various options for provision of documentation that can legally be provided to prove the right to work and individuals may choose to provide the documentation that is most appropriate for them from the list provided by the Government. The University may be required by law to share details of biological sex to third parties (for example, HMRC) where the individual does not have a gender recognition certificate.

4.2 Occupational Health

Candidates who are successful at interview are required to complete an Occupational Health questionnaire based on their medical history. The completed questionnaire will be forwarded to Occupational Health for medical clearance.

Occupational Health will treat information about gender reassignment in confidence and therefore a person who has reassigned their gender can feel confident to be open on their questionnaire in the knowledge that any information will be kept within Occupational Health. Should any support be required for an employee then any needs will be discussed with the employee and disclosure of information will only be undertaken with the employee's agreement.

4.3. Occupational Pensions

The Pensions Office will be notified of any relevant information needed in relation to a transition as part of the agreed transition plan with the individual.

Employees will be advised of any documents required for pension purposes and whether there are any implications or issues requiring their consideration relating to their University pension arrangements.

5. Supporting staff and students who are non-binary

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Appendix B

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transgender people, reaching this point will be the culmination of years of seeking to reconcile the person they are seen to be with the person they feel themselves to be. In this process, feeling supported as they develop their new identity is key.

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STAFF	STUDENTS
Essential	**Essential**
Head of School or equivalent "Line Manager"	Personal Tutor
Member of Human Resources	Representative of the Student Services Directorate
Optional	*Optional*
Trade Union representative or work colleague	Student Union representative or fellow student
Friend	Friend

c) **Items to discuss at forward planning meeting:**

- **A proposed timetable** that the person wishes to follow in their transition and noting that this may be amended as needed by the individual. This should include the date for any announcement to relevant colleagues and the date from when the individual wants to make the social change to the acquired gender.

- **Where available, dates of appointments** with doctors and specialists (up to and including a provisional date for any surgery). This will enable the University to ascertain any necessary arrangements for leave.

- **Procedures for amending official records** with the new name if appropriate (e.g. campus card, payslip, contract of employment, telephone directories, prospectuses, web biographies etc.). The process for making such changes will be discussed with each individual depending on their needs.

- **Agreeing a communication plan** including when and how to inform relevant colleagues of the change (possibly including drafting of communications documents). It should be the individual's choice as to whether affected colleagues are informed by them personally, or by an alternative individual(s) such as the appropriate Human Resources or "Line Manager" equivalent, or Student Representative or other. Alternatively, it may be agreed that communications are undertaken jointly. A mutually acceptable strategy should be discussed and decided upon prior to any announcement being made. Should an individual withhold consent to communicate the University will be limited in the support that it can provide to the individual in communicating about the transition or managing practical difficulties that may arise.

- **A discussion as to whether any support or information may be required for other individuals** to assist them with understanding the transition and to enable them to support the person transitioning.

- **Agreement in relation to any other support** that the individual may need that can be provided by the University.

- **Use of facilities (e.g. toilets).** The use of toilets and changing facilities during transition may be discussed and agreed in advance, as part of the staff and student transition action plan.

  It is the policy of the University that individuals are able to use the toilet facilities that reflects their gender presentation during and after transition and the University provides single sex and (in many buildings) gender neutral toilets.

The details of the gender-neutral toilets can be located on the Campus Map on the internet.

- The **possibility of redeployment or temporary reallocation of duties** where reasonable and practicable and desired by the individual during the transition period.

The agreed transition actions can then be written up and shared with the individual to ensure the transition plan has captured all elements required. If necessary and as needs change, the plan can be amended and/or updated to support the individual through their transition appropriately.

The suggested template to record the discussion at the forward planning meeting and the gender transition plan is available at *Appendix A*.

3.1.4. Changing of Personal Information

Once the transition period has been confirmed the individual is able to change their name and gender immediately. This enables all identification (except for birth certificate) to be updated.

This process of changing records in the University context will be treated no differently than if an employee had changed their name. Suitable evidence to account for the transition and new identity must be presented to Human Resources (HR) or the Student Support Centre, as appropriate. This should include evidence of a change of name which may be in the form of any of the following:

- A Name Change Deed (e.g. Statutory Declaration)
- Driving licence
- Passport
- Birth Certificate.

On receiving this documentation, the University will take all reasonable and practicable steps to ensure that all relevant records are updated as soon as is possible to reflect the acquired gender identity and to protect confidentiality.

There is also the option for students on RISIS and for employees on Employee Self Service to have a "preferred name" if individuals do not want to officially change their details by Deed Poll. The "preferred name" will then be reflected in the University email and related contact lists.

Once the period of transition has begun, the individual should be referred to by their new name and using their preferred pronouns.

An overview of Gender Neutral Pronouns can be found at *Appendix B*.

3.1.5. Transition Related Absence from Work or Studies

Individuals will be able to take time off for transition related medical appointments and treatment in line with the sickness absence and attendance procedures in operation at the University.

The University will seek to provide appropriate and reasonable support for a person who is transitioning. For staff, this may include adjusting work hours, re-deployment or allowing the person to be absent during normal working hours for appointments. For students, this may include time-table rescheduling (as is reasonable and practicable), suspension of studies, extension of deadlines and working closely with their personal tutors to catch up on missed learning opportunities.

3.1.6. Informing Others

Following agreement with the individual planning to transition, relevant colleagues / individuals should be briefed on the situation. This will normally include colleagues / individuals being sent a personal letter or departmental memo detailing the individual's intent to transition (including relevant dates) and the new name and title that the individual will assume. The letter may also cover:

- Details of the relevant person to whom they may direct questions (e.g. the individual, Personal Tutor, the Head of School/Line Manager or equivalent or Human Resources representative etc)
- Details of additional internal and external sources of information and support
- Instruction about the confidential nature of the communication and when, to whom and how details may or may not be shared.

3.1.7 Dress Code

For staff, the University does not have a formal dress code and therefore employees may opt to dress as they wish, including choices reflecting their gender identity, ensuring that this is appropriate business attire in relation to their role.

3.1.8 Student Admissions

In completing UCAS application forms for admission to the University a student can indicate their gender as that in which they live even where this differs from the sex recorded on their birth certificate. On registration, all students can use passports as the basis for proof of identity, and will not need to show their birth certificates.

4. Staff Recruitment

4.1   Provision of documents to confirm identity/legal eligibility to work

Human Resources guarantees confidentiality and discretion when asking for formal documents before commencing employment. All staff are required to provide proof of the right to work in the UK. There are various options for provision of documentation that can legally be provided to prove the right to work and individuals may choose to provide the documentation that is most appropriate for them from the list provided by the Government. The University may be required by law to share details of biological sex to third parties (for example, HMRC) where the individual does not have a gender recognition certificate.

4.2   Occupational Health

Candidates who are successful at interview are required to complete an Occupational Health questionnaire based on their medical history. The completed questionnaire will be forwarded to Occupational Health for medical clearance.

Occupational Health will treat information about gender reassignment in confidence and therefore a person who has reassigned their gender can feel confident to be open on their questionnaire in the knowledge that any information will be kept within Occupational Health. Should any support be required for an employee then any needs will be discussed with the employee and disclosure of information will only be undertaken with the employee's agreement.

4.3.   Occupational Pensions

The Pensions Office will be notified of any relevant information needed in relation to a transition as part of the agreed transition plan with the individual.

Employees will be advised of any documents required for pension purposes and whether there are any implications or issues requiring their consideration relating to their University pension arrangements.

5. Supporting staff and students who are non-binary

As set out in section 2 above, some people will have identities on the gender spectrum other than female and male, for example, gender fluid (gender identity varies over time), gender queer (an umbrella term for non-binary identities or which can be an identity in and of itself) or agender, amongst others.

People with non-binary gender identities will not necessarily undergo a formal, permanent gender transition process, but may choose to express their gender identity by the way they present themselves, such as through their dress and appearance. It is polite and respectful to accept a person's gender identity as a legitimate expression of who they are, even if that identity is hard for you to relate to or understand.

The University is supportive of different gender identities and gender expression and is adapting its systems to recognise a wider range of gender identities and titles.

6. Sources of information and support

6.1   Internal Support

Assistance and support will be available to individuals before, during and after the transition and for the people that they work and study with as and when appropriate. Internal sources of support include:

For staff, internal support includes:

- LGBT Plus Staff Network for LGBT+ staff and allies
  https://www.reading.ac.uk/internal/diversity/diversity-networks.aspx
- Human Resources Partners and Advisors
- Deans for Diversity and Inclusion and the Diversity and Inclusion Advisor
- Harassment Advisers
- Trade Union or Staff Forum representatives
- Employee Assistance Programme
- Occupational Health

For students internal support includes:

- Personal Tutors and School Senior Tutors
- The Wellbeing and Counselling Service
- University's LGBT+ Society.
  - Check the Facebook page https://www.facebook.com/LGBT-Society-University-of-Reading-897798383588220/ or attend regular coffee hours and socials

- Society email: uorlgbt@hotmail.com
- instagram.com/readinglgbt/

- Student Union representatives
- *Essentials* Information on the intranet about [Gender Identity](#).
- Student's Union (RUSU) Diversity Officer
- RUSU Part-time LGBT+ Officer email: lgbt@rusu.co.uk

6.2 External Support and Resources

Stonewall

Stonewall is a LGBT rights charity that works for acceptance without exception for lesbian, gay, bisexual and transgender people.

- 020 7593 1850
- www.stonewall.org.uk
- info@stonewall.org.uk

Support U

A resource service for those needing help with Lesbian, Gay, Bisexual and Transgender issues based in the Thames Valley.

- 0118 321 9111
- supportu.org.uk

Beaumont Society

The Beaumont Society is a national self-help body run by and for the transgender community.

- 01582 412220
- beaumontsociety.org.uk

Action4TransHealth

Action for Trans* Health seeks to improve trans* people's access to healthcare.

- actionfortranshealth.org.uk
- info@actionfortranshealth.org.uk
- facebook.com/actionfortranshealth
- twitter.com/act4transhealth

Appendix A

	Template for forward planning meeting / the gender transition plan	
1	Initial Meeting • Who attended and date: • Make notes of the discussion and actions agreed	
2	• Give the individual a copy of the University Procedure and record date.	
3	• Is individual a member of staff or student? • Do other people need to be involved before action can be taken? • Reach agreement and set a date for next meeting	

4	Check out the expectations of the individual.
	
	 • How would they like to be addressed? Use their name, personal pronoun and title in all future interactions.
	 • Do they have specific requests regarding the transition? Record these, make it clear what will happen next and agree dates for further actions or meetings. In any event cover the following topics.
	     ○ Discuss if other people need to be involved before action can be taken
	     ○ Reach agreement and set a date for next meeting	

5	• Does individual have experience or fear of harassment? • Inform them of the University's policies, standards and support systems	
6	• Has the individual already transitioned and needs amendments to records, For instance a returning staff member or former student • If individual has the formal documentation agree dates by which changes will be made. • Ask if individual requires any further support? Agree with dates.	

	Template for forward planning meeting / the gender transition plan	
7	• If individual is beginning or in transition, let them tell you where they are at and what support they want. • Find out if they have the formal documentation. If yes, tell them who needs to be informed and offer assistance to make this disclosure. • Agree process and date for this.	
8	• Find out - Does individual require support in introducing themselves in their new name and or gender? Agree this with individual. • This could take the form of a written statement or meetings.	
9	• Is individual requesting time off for medical or psychological treatment? • Agree how this will be managed and dates.	
`10	• Agree the use of gender specific facilities as appropriate. • Agree whether other staff need to be informed, for example in the case of changing rooms.	
11	• Give the individual a copy of the discussion and support agreed and record date	

Appendix B

Gender Neutral Pronouns

Pronouns are words we use in the place of a full noun. For example, instead of "woman" we use she/her/hers and instead of "man" we use he/him/his.

Gender neutral / inclusive pronouns are pronouns which do not associate a gender with the individual being discussed. Non-binary people may use they/them/their as their pronouns and therefore these pronouns can be used to refer to a singular person instead of he/him/his and she/her/hers.

Some languages including English do not have a gender neutral or third gender pronoun. The following gender-neutral pronouns are starting to be used in the English language:

- Per/pers/perself
- Zie/zir/zieself
- Sie/hir/hirself.

Individuals should first listen to the person talking to determine the correct pronoun when addressing or talking about the person. If in doubt then respectfully ask which pronoun the person uses.

Evidence 1.6 **Copy of Communication about Shared Parental Leave on Friday 14 June 2018, copied from the University Staff Portal (the main news and communications intranet portal for all staff).**
Web link: https://www.reading.ac.uk/internal/staffportal/news/articles/spsn-801843.aspx

University of Reading

Staff portal
Information for staff | 12 August 2019

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► Information Technology
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Father's Day: colleagues share parental leave experiences
Friday, 14 June 2019

Sunday 16 June was Father's Day and a good time to remind colleagues across the University about Shared Parental Leave (SPL).

SPL was introduced in 2015 and is a statutory right to share what previously could only be taken as maternity or adoption leave, in a flexible way. The leave arrangements apply equally to same-sex and adoptive parents.

Parents are entitled to 52 weeks in total of combined maternity/adoption leave and SPL, of which the first 39 weeks is paid leave. If you are a University staff member and meet the eligibility criteria, then the first 18 weeks of combined maternity/adoption leave and SPL (per couple) is on full pay, while the remaining 21 weeks is at the statutory rate. More details can be found Shared Parental Leave Policy webpage, or you can contact your HR Advisor.

"Shared Parental Leave is a great symbolic and practical step towards gender equality in parenting." says Robert Van de Noort, Vice-Chancellor and UEB Gender Champion. "It recognises the importance of both parents in bringing up a child. As the examples below show, the onus is no longer on the mother to take maternity leave while the father goes back to work. Parents can swap or take an equal share of the leave."

He reminds us also that the University agreed back in 2016 significant investment around SPL and Maternity Leave. "Firstly, the University Executive Board (UEB) agreed that Schools and Functions would be fully reimbursed for the replacement costs when staff take shared parental leave, maternity leave or adoption leave. Secondly, UEB mandated that part of these replacement salary costs are to be spent on the individual returning to work."

Further details of these arrangements are on the family leave pages, specifically here.

We spoke with three colleagues who have taken shared parental leave or are exploring flexible working arrangements.

████████ Lecturer

Shared Parental Leave was introduced to bring a little more equality to parenthood in the early

Latest news for staff
► Whiteknights House lift continues to be out of service
► Event Highlight August 2019
► Funding available for diversity initiatives

Things to do now
► Submit a story

Contact Us
► Email: communications@reading

Copy of Communication about Shared Parental Leave on Friday 16 June 2017, copied from the University Staff Portal (the main news and communications intranet portal for all staff).
Web link: http://www.reading.ac.uk/internal/staffportal/news/articles/spsn-729869.aspx
Highlighted in yellow are

- • The language used, conveying that the policy is LGBT Inclusive.

- • The LGBT example included, bringing the policy to life, and making clear that LGBT inclusion is a reality, not just a policy statement

Father's Day and experiences of Shared Parental Leave

Friday, 16 June 2017

Sunday 18 June is Father's Day, an appropriate occasion to remind colleagues across the University about Shared Parental Leave (SPL).

SPL was introduced in 2015 and is a new statutory right to share what previously could only be taken as maternity or adoption leave, in a flexible way. <mark>The leave arrangements apply equally to same-sex and adoptive parents.</mark>

Parents are entitled to 52 weeks in total of combined maternity/adoption leave and SPL, of which the first 39 weeks is paid leave. If you are a University staff member and meet the eligibility criteria, then the first 18 weeks of combined maternity/adoption leave and SPL (per couple) is on full pay, while the remaining 21 weeks is at the statutory rate. More details can be found **here**, or you can contact   , who drafted the University's SPL policy.

"Shared Parental Leave is a great symbolic and practical step towards gender equality in parenting." says Robert Van de Noort, Pro-Vice-Chancellor (Academic Planning & Resource) and UEB Gender

Champion. "It recognises the importance of both parents in bringing up a child. As the examples below show, the onus is no longer on the mother to take maternity leave while the father goes back to work. Parents can swap or take an equal share of the leave."

He reminds us also that the University agreed last year significant investment around SPL and Maternity Leave. "Firstly, the University Executive Board (UEB) has agreed that in the future Schools and Functions will be fully reimbursed for the replacement costs when staff take shared parental leave or maternity leave. Secondly, UEB mandated that part of these replacement salary costs are spent on the individual returning to work."

Staff across the University, including in Estates and Facilities, Technical Services, the Chief Operating Officer's Group, and academic schools, have used the scheme in the last year, in cases where just one of the parents works for the University, and in cases where both do. We spoke with three parents with new babies, happy to talk about Shared Parental Leave and how it has benefitted them. To get an LGB perspective on Father's Day, we also spoke with an LGB parent with two young sons.

For other examples of experiences of Shared Parental Leave at Reading, see **last's year's Father's Day article**.

University of **Reading**

Shared Parental Leave Policy

1. Introduction

Shared Parental Leave (SPL) is a statutory right available to employees who are expecting a child to be born or placed for adoption (whether through birth, adoption, or surrogacy) on or after 5th April 2015. It provides the option of sharing up to 50 weeks of leave and 37 weeks of pay if they meet the necessary eligibility criteria. The parents can decide to be off work at the same time and/or take it in turns to have periods of leave to look after the child.

SPL enables eligible parents to choose how to share the care of their child during the first year of birth or adoption. Its purpose is to give parents more flexibility in considering how to best care for, and bond with, their child. This policy sets out the rights and responsibilities of employees who wish to take statutory Shared Parental Leave (SPL) and may be eligible for statutory Shared Parental Pay (ShPP).

Throughout this document, where we use the terms "spouse" and "partner", these refer to either same-sex or heterosexual relationships/partnerships.

2. Eligibility

SPL can only be used by two people:

- The mother/adopter and
- One of the following:
    - the father of the child (in the case of birth) or
    - the spouse, civil partner or partner of the child's mother/ adopter.

Both people must share the main responsibility for the care of the child at the time of the birth/placement for adoption.

Additionally an employee seeking to take SPL must satisfy each of the following criteria:

- the mother/adopter of the child must be/have been entitled to statutory maternity/adoption leave or statutory maternity/adoption pay or maternity allowance and must have ended or given notice to reduce any maternity/adoption entitlements;

- the employee must still be working for the University at the start of each period of SPL;

- the employee must pass the 'continuity test' requiring them to have a minimum of 26 weeks' service at the end of the 15th week before the child's expected due date/date of matching;

- the employee's partner must meet the 'employment and earnings test' requiring them in the 66 weeks leading up to the child's expected due date/matching date to have worked for at least 26 weeks and earned an average of at least £30 a week in any 13 of those weeks; (this figure is correct as of 2018 but may change annually)

- the employee must correctly notify the University of their entitlement and provide evidence as required.

3. Entitlement

Eligible employees may be entitled to take up to 50 weeks of SPL during the child's first year in their family. The number of weeks available is calculated by deducting the number of weeks' taken as maternity/adoption leave by the mother/adopter on their return to work or at the leave curtailment date (a specified future date when the mother/adopter has confirmed their maternity/adoption leave will end) from the mother's/adopter's entitlement to maternity/adoption leave of 52 weeks' leave. If the mother/adopter elects to reduce their maternity/adoption leave entitlement then they and/or their partner may opt-in to the SPL system and take any remaining weeks as SPL.

If the employee is eligible to receive it, Shared Parental Pay (ShPP) may be paid for some, or all, of the SPL period (see section 8, "Shared Parental Pay", below). The number of weeks' available as ShPP is calculated in the same way as for SPL except for the maximum number of weeks available is 39 weeks (based upon the statutory entitlements to maternity/adoption pay). Therefore the available weeks' of ShPP is calculated by deducting the number of weeks' of statutory maternity/adoption pay the mother has received on her return to work or at the leave curtailment date from 39 weeks'.

Any outstanding leave and pay can be allocated between the parents as they agree. One parent can take the full amount of SPL and ShPP if they choose to allocate the leave and pay in this way or the SPL and ShPP can be shared between the two parents.

SPL must be taken in blocks of at least a week but does not have to be taken as a single period of leave and parents/partners can elect to be on leave at the same time (either on maternity/adoption leave and SPL or both on SPL). SPL can only be taken in complete weeks but may begin on any day of the week. For example if a week of SPL began on a Tuesday it would finish on a Monday. Where an employee returns to work between periods of SPL, the next period of SPL can start on any day of the week.

Where a mother/adopter gives notice to curtail their maternity/adoption entitlement then the mother/adopter's partner can take leave while the mother/adopter is still using their maternity/adoption entitlements.

The earliest a mother can take SPL is following the legally required two weeks of maternity leave immediately following the birth of the child, known as Compulsory Maternity Leave.

The earliest the adopter can take SPL is after taking at least two weeks of adoption leave.

The father/partner/spouse can take SPL immediately following the birth/placement of the child. However, a parent/partner who takes SPL in respect of a child before they have taken their statutory paternity leave entitlement will lose their entitlement to statutory paternity leave and pay. It should be noted that Shared Parental Leave is in addition to the right to Ordinary Childbirth Support Leave (formally known as Paternity Leave). Please see the separate [policy](#) for further details.

SPL will generally commence on the employee's chosen start date as specified in their request for SPL, or in any subsequent variation notice (see "Booking Shared Parental Leave" and "Variations to arranged Shared Parental Leave" below).

There is no increase in SPL entitlement in the case of multiple births/placements.

SPL must end no later than one year after the birth/placement of the child. Any SPL not taken by the first birthday or first anniversary of placement for adoption is lost.

4.   Booking Shared Parental Leave

SPL cannot commence until the mother/adopter has either returned to work or given notice of the date her period of maternity/adoption leave will come to an end.

4.1   Bringing maternity/adoption leave to an end early

The first stage of opting in to SPL is for the mother to bring her maternity/adoption leave to an end by providing her employer with a "Curtailment Notice" stating when her maternity/adoption leave is to end. A minimum of 8 weeks' notice must be given to bring maternity/adoption leave to an end. Maternity leave cannot be brought to an end until after the two week compulsory maternity leave period and must come to an end at least one week before the end of the additional maternity leave period.

The curtailment notice should be accompanied by a "Notice of Entitlement and Intention to take Shared Parental Leave" or a declaration that the other parent has given a notice of entitlement and intention to take Shared Parental Leave to their employer and that the mother/adopter has consented to the amount of leave that the other parent intends to take.

Maternity/adoption leave will come to an end on the date set out in the notice. The curtailment notice cannot normally be revoked once it has been given. However if the curtailment notice is given before a child's birth the mother can revoke the notice during the six weeks following the birth by giving notice in writing to their line manager and HR Partner/Adviser. In these circumstances the mother is entitled to access Shared Parental Leave at a later date by serving a second curtailment notice. A curtailment notice can also be revoked in the case where it later becomes apparent that neither the mother nor the other parent/partner are in fact eligible for Shared Parental Leave or Shared Parental Pay or if the other parent/partner has died.

4.2   Opting in to Shared Parental Leave

At least 8 weeks before an employee intends to take their first period of SPL, a Notice of Entitlement and Intention to take Shared Parental Leave (see above) must be submitted in writing to the employee's line manager and HR Partner/Adviser.

This Notice should specify:

- the name of the employee;

- the name of the other parent/partner;

- the start and end dates of any maternity/adoption leave or pay, or maternity allowance, taken in respect of the child and the total amount of SPL available;

- the date on which the child is expected to be born and the actual date of birth or, in the case of an adopted child, the date on which the employee was notified of having been matched with the child and the date of placement for adoption;

- the amount of SPL the employee and their partner each intend to take;

- an indication of when the employee expects to take the leave.

This notice must include or be accompanied by a signed declaration that:

- they meet, or will meet, the eligibility conditions and are entitled to take SPL;

- the information they have given is accurate;

- if they are not the mother/adopter they must confirm that they are either the father of the child or the spouse, civil partner or partner of the mother/adopter;

- should they cease to be eligible they will immediately inform the University.

The employee must also provide the University with a signed declaration from their partner confirming:

- their name, address and national insurance number;

- that they are the mother/adopter of the child or they are the father of the child or are the spouse, civil partner or partner of the mother/adopter;

- that they satisfy the 'employment and earnings test' (see section 2 above), and had at the date of the child's birth or placement for adoption the main responsibility for the child, along with the employee;

- that they consent to the amount of SPL that the employee intends to take;

- that they consent to the University processing the information contained in the declaration form; and

- (in the case where the partner is the mother/adopter), that they will immediately inform their partner should they cease to satisfy the eligibility conditions.

The signed declaration should be sent to their Line Manager and HR Partner/Adviser.

The University may, within 14 days of receiving the Notification of Entitlement and Intention to take Shared Parental Leave request the following further documentation from the employee:

- the name and business address of the partner's employer (where the employee's partner is no longer employed or is self-employed, their contact details must be given instead);

- in the case of biological parents, a copy of the child's birth certificate (or, where one has not been issued, a declaration as to the time and place of the birth);
- in the case of an adopted child, documentary evidence of the name and address of the adoption agency, the date on which they were was notified of having been matched with the child and the date on which the agency expects to place the child for adoption.

In order to be entitled to SPL, the employee must produce this information within 14 days of the University requesting it.

4.3   Requesting periods of Shared Parental Leave

An employee has the right to submit up to **three** notifications specifying leave periods they are intending to take.

Each notification may contain a request for either (a) a single period of weeks of leave; or (b) two or more weeks of discontinuous leave, where the employee intends to return to work between periods of leave.

At least 8 weeks' before the start of the period of SPL intending to be taken by an employee, a request for Shared Parental Leave notice must be given to the Line Manager. This notification can be given at the same time as the Notice of Entitlement and Intention to take Shared Parental Leave.

Where an employee wants to request more than one period of leave in a single notice, the notice must be given at least 8 weeks' before the first period of leave the employee wishes to take.

The notice must give the start and end dates of leave and state the dates on which the employee wants to take shared parental pay.

If leave is requested before a child's birth, the notice can ask for leave to start on or a specified number of days after the child's birth and finish on a date or a specified number of days after the child's birth.

More than one period of leave can be requested in the same notice.

5.   Responding to requests for Shared Parental Leave

Requests for SPL can be for either continuous leave or discontinuous leave.

5.1   Continuous Leave

A notification can be for a period of continuous leave, which means a notification of a number of weeks taken in a single unbroken period of leave (for example, six weeks in a row).

If a single period of leave is requested the employee is entitled to take the leave as requested, so long as it does not exceed the total number of weeks of SPL available to them (as specified in the notice of entitlement) and the University has been given at least eight weeks' notice.

Once a notification has been received by the employee's Line Manager and HR Partner/Adviser, it will be dealt with as soon as possible, but a response will be provided no later than 14 days after the leave request was made. All notifications for continuous leave will be confirmed formally in writing to the employee.

5.2   Discontinuous Leave

A single notification may also contain a request for two or more periods of discontinuous leave, which means asking for a set number of weeks of leave over a period of time, with breaks between the leave where the employee returns to work (for example, an arrangement where an employee will take six weeks of SPL and work every other week for a period of three months).

If more than one period of leave is requested in the same notification, the University has 14 days in which to agree to the pattern of leave requested, refuse it or negotiate alternative dates.

If the pattern of leave can be agreed, the University will confirm the agreement of dates formally in writing. If alternative dates are agreed between the University and the employee, then the employee can take the leave on those dates and will be formally notified of the amended dates in writing.

If alternative dates cannot be agreed, or the request is refused outright, the employee has the option to take all the SPL requested as a single period starting either on the start date of the first period of leave originally requested or on another date that the employee chooses (provided the employer has at least 8 weeks' notice of the new start date). The employee has five days from the end of the 14 days discussion period to notify the employer of the new start date.

Alternatively, if periods of leave have not been agreed, the employee can withdraw the notice to take leave within 15 days of the date the notice was originally given. Requests that have been withdrawn in these circumstances do not count towards the limit on the number of requests for leave that an employee can make.

All requests for discontinuous leave will be carefully considered, weighing up the potential benefits to the employee and to the University against any adverse impact to the business. Each request for discontinuous leave will be considered on a case-by-case basis and agreement to one request will not set a precedent or create the right for another employee to be granted a similar pattern of SPL.

Where there is concern over accommodating the notification, the University will seek to arrange a meeting to discuss the notification with a view to agreeing an arrangement that meets both the needs of the employee and the University where possible.

The employee will be informed in writing of the decision as soon as is reasonably practicable, but no later than the 14th day after the leave notification was made. The request may be granted in full or in part: for example, the University may propose a modified version of the request.

6. Variations to arranged to Shared Parental Leave

It is possible for an employee to vary or cancel an agreed and booked period of SPL Leave, provided that the University is advised in writing of the planned changes at least eight weeks before the date of any variation. Any new start date cannot be sooner than eight weeks from the date of the variation request.

Any variation or cancellation notification made by the employee, including notice to change the start date, return to work early, or extend the period of leave by changing the end date will usually count as a new notification reducing the employee's right to book/vary leave by one. However, a change as a result of a child being born early, or as a result of the University requesting it be changed, and the employee being agreeable to the change, will not count as further notification. Any variation will be confirmed in writing by the University.

If less than 8 weeks' notice of any change is given, the University may require the employee to take some or all of the leave that was originally requested if it is not reasonably practicable to accommodate the change that has been requested.

7. Shared Parental Pay (ShPP)

Shared Parental Pay may be payable for some or all of the SPL period for eligible employees.

7.1 Statutory Shared Parental Pay

Eligible employees may be entitled to take up to 37 weeks of ShPP while taking SPL. The number of weeks available will depend on the amount of weeks by which the mother/adopter reduces their maternity/adoption pay period or maternity allowance period.

ShPP may be payable during some or all of SPL, depending on the length and timing of the leave.

In addition to meeting the eligibility requirements for SPL, an employee seeking to claim ShPP must further satisfy each of the following criteria:

- the mother/adopter must be/have been entitled to statutory maternity/adoption pay or maternity allowance and must have reduced their maternity/adoption pay period or maternity allowance period;

- the employee must intend to care for the child during the week in which ShPP is payable;

- the employee must have an average weekly earnings for the period of eight weeks leading up to and including the 15th week before the child's expected due date/matching date are not less than the lower earnings limit in force for national insurance contributions;

- the employee must remain in continuous employment until the first week of ShPP has begun;

- the employee must give proper notification in accordance with the rules set out above (see Section 5).

Where an employee is entitled to receive ShPP they must, at least eight weeks before receiving any ShPP, give their line manager and HR Partner/Adviser written notice advising of their entitlement to ShPP. To avoid duplication, if possible, this should be included as part of the notice of entitlement to take Shared Parental Leave.

In addition to what must be included in the Notice of Entitlement to take Shared Parental Leave, any notice that advises of an entitlement for Shared Parental Pay must include:

- the start and end dates of any maternity/adoption pay or maternity allowance;

- the total amount of ShPP available, the amount of ShPP the employee and their partner each intend to claim, and an indication of when the employee expects to claim Shared Parental Pay;

- a signed declaration from the employee confirming that the information they have given is correct, that they meet, or will meet, the criteria for ShPP and that they will immediately inform the University should they cease to be eligible.

It must be accompanied by a signed declaration from the employee's partner confirming:

- their agreement to the employee claiming ShPP and for the University to process any ShPP payments to the employee;

- (in the case where the partner is the mother/ adopter) that they have reduced their maternity/adoption pay or maternity allowance;

- (in the case where the partner is the mother/ adopter) that they will immediately inform their partner should they cease to satisfy the eligibility conditions.

Any statutory Shared Parental Pay due will be paid at a rate set by the Government for the relevant tax year. For the tax year 2018-19, statutory Shared Parental Pay will be £145.18 per week or 90% of employee's average weekly earnings if this is lower.

7.2   Occupational Shared Parental Pay

7.2.1 Eligibility for the University's Occupational Scheme

Provided that an employee declares an intention to return to work at the end of a period of SPL, the employee will be entitled to benefit from the University's Occupational Scheme if they have been continuously employed with the University for at least 26 weeks continuing into the Qualifying Week/Matching Week (part weeks count as full weeks).

7.2.2 What does the Occupational Scheme provide?

All employees who qualify for the Scheme, regardless of their staff category, grade and hours of work, are entitled to receive the following payment during their Shared Parental Leave:

- Full pay for the first 18 weeks of absence (inclusive of any weeks of maternity or adoption leave taken by the mother/primary adopter). The full pay element will be inclusive of ShPP, if eligible, followed by;

- Statutory Shared Parental Pay for the next 21 weeks of absence (inclusive of any weeks of maternity or adoption leave already taken by the mother/primary adopter and any Shared Parental Leave already taken by the mother/primary adopter or partner),

- Any further entitlement will be unpaid.

Occupational shared parental pay includes any statutory ShPP due for the weeks in question.

NB. ShPP can only be paid for a maximum of 37 weeks. The mother/principal adopter must take the first two weeks as maternity/adoption pay. The available weeks' of shared parental pay is calculated by deducting the number of weeks' of maternity/adoption pay the mother has received on her return to work or at the leave curtailment date from 39 weeks'. The balance can be taken by either parent.

7.2.3   Leaving the University after having received Occupational Shared Parental Pay

If an employee decides not to return to work after a period of SPL, or returns to work after SPL and works less than three months (pro rata if hours are reduced following their return to work) before leaving, the employee will be required to repay the difference between Occupational Shared Parental Pay received and any Statutory Shared Parental Pay.

8.   Terms of Employment during Shared Parental Leave

All terms and conditions of employment (excluding those relating to payment of salary) will be preserved during SPL. This includes the accrual of annual leave (see below).

For members of one of the pension schemes offered by the University, contributions are maintained in full during the ShPP pay period. Employee contributions during this period are based on actual earnings and the University tops this up to the level of normal monthly pension contribution.

Pension contributions cease during any period of unpaid SPL and no service is accrued. Contributions are not payable on SPLIT days (see below) taken in any period of unpaid leave and therefore do not accrue service. On returning to work an employee has the option to pay contributions for the period of suspended membership based on the rate of pay that would have been received had they not been on SPL. Please contact the Pensions Office (pensions@reading.ac.uk) for further information.

Periods of SPL do not affect continuity of employment. This means that periods of SPL will still count when calculating continuous employment for statutory rights.

8.1   Annual leave

During periods of SPL annual leave entitlement continues to accrue in the normal way. Any public holidays or closure days which occur during a period of SPL are carried forward until the SPL ends. Annual leave entitlement should be managed in conjunction with the line manager to ensure that as far as possible annual leave entitlement is taken in the year it is accrued. If a period of leave spans two leave years, the carrying over of leave into the next leave year will be permitted.

9 During your Shared Parental Leave

9.1 Communication during Shared Parental Leave

Although employees are likely to be focused on other things during SPL, the University recognises that it is important to keep employees up to date about what is happening within the University during their absence.

The employee and line manager are encouraged to maintain reasonable contact during periods of SPL.

9.2 Shared Parental Leave in Touch Days (SPLIT days)

An employee is not obliged to do any work or attend any work related events or meetings whilst on SPL. However, Shared Parental Leave in Touch Days (known as SPLIT days) allow employees to attend work for up to 20 days during their period of SPL (which may be either separate days or a single block) without losing any Shared Parental Pay or triggering the end of SPL. SPLIT days can be used to attend meetings, training sessions, or other events, or for the performance of your normal job duties. Appropriate childcare arrangements should be made during any SPLIT days.

The University has no right to require the employee to carry out any work, and is under no obligation to offer the employee any work, during the employee's SPL. Any work undertaken is a matter for agreement between the University and the employee. An employee taking a SPLIT day will receive full pay for any day/hours worked. If a SPLIT day occurs during a week when the employee is receiving ShPP, this will be effectively 'topped up' so that the individual receives full pay for the day/hours in question.   Alternatively an employee may agree to take an equivalent number of days/hours as "time off in lieu". Payment will be made in the month following the SPLIT day, to allow for payroll processing using the appropriate payment form. Any SPLIT days worked do not extend the period of SPL.

10. Returning to work after a period of Shared Parental Leave

The employee will have been formally advised in writing by the University of the end date of any period of SPL as part of the booking process. The employee is expected to return to work on the next working day after this date, unless they notify the University otherwise. If they are unable to attend work due to sickness or injury, the University's normal arrangements for sickness absence will apply. In any other case, late return without prior authorisation will be treated as unauthorised absence.

If the employee wishes to return to work earlier than the expected return date, they may provide a written notice to vary the leave and must give the University at least eight weeks' notice of their date of early return. This will count as one of the employee's notifications. If they have already used their three notifications to book and/or vary leave then the University does not have to accept the notice to return early but may do if it is considered to be reasonably practicable to do so.

On returning to work after SPL, the employee is entitled to return to the same job if the employee's aggregate total statutory maternity/paternity/adoption leave and Shared Parental Leave amounts to 26 weeks or less, he or she will return to the same job. The same job is the one they occupied immediately before commencing maternity/paternity/adoption leave and the most recent period of Shared Parental Leave, on the same terms and conditions of employment as if they had not been absent.

If their maternity/paternity/adoption leave and Shared Parental Leave amounts to more than 26 weeks in aggregate, the employee is entitled to return to the same job they held before commencing the last period of leave or, if this is not reasonably practicable, to another job which is both suitable and appropriate and on terms and conditions no less favourable. If the employee returns to work after 39 weeks' of leave, they would be entitled to return to the same job they held before commencing the last period of leave unless this is not reasonably practicable in which case to another job which is both suitable and appropriate and on terms and conditions no less favourable than the job they last held prior to commencing maternity/adoption/shared parental leave.

If the employee also takes a period of unpaid parental leave of 4 weeks or less this will have no effect on the employee's right to return and the employee will still be entitled to return to the same job as they occupied before taking the last period of leave if the aggregate weeks of maternity/paternity/adoption and Shared Parental Leave do not exceed 26 weeks.

If a parent takes a period of 5 weeks of unpaid parental leave, even if the total aggregate weeks of maternity/paternity/adoption and Shared Parental Leave do not exceed 26 weeks, the employee will be entitled to return to the same job they held before commencing the last period of leave or, if this is not reasonably practicable, to another job which is suitable and appropriate and on terms and conditions no less favourable.

The University will expect an employee to return to work on the notified date of return unless an employee has already resigned or is on a fixed-term contract that has already expired.

If an employee decides not to return to work after a period of SPL, written notice to terminate employment in accordance with their contract of employment must be given (please see section 8.2 above regarding Occupational Shared Parental Pay).
In all circumstances, employees should ensure that they keep in touch with their line manager and keep them fully informed of their intentions.

10.1   Workplace support

The University is committed to supporting the successful return to work of individuals following an extended period of Shared Parental Leave.

Funding is available to all Schools and Departments or Functions to aid the successful transition back to the workplace for staff returning to work following an extended period of maternity, adoption or shared parental leave.

Staff are encouraged to discuss with their Line Manager either before they commence Shared Parental Leave or prior to their return, how these funds might best be used to help with the transition back to the workplace by providing an opportunity to update skills and knowledge, understand any changes that may have occurred in their role, department or field in order to assist a return to full productivity as soon as possible and at the same time enabling personal

development in their role. Consideration will be given, for example, to requests for attendance at relevant training courses or conferences, relief from teaching for an additional period or any other support that may be identified by the member of staff or their Line Manager as potentially relevant. The funding will remain available for 12 months following the date of return to the workplace.

11. Misuse of the Policy

Where there is a suspicion that fraudulent information may have been provided or where the University has been informed by the HMRC that a fraudulent claim was made, the University will investigate the matter further in accordance with the University's Disciplinary Procedure, and also without acting in a discriminatory manner in relation to any of the protected characteristics defined in the Equality Act 2010, the outcome of which could lead to dismissal.

Updated: 28 June 2018

University of Reading

Ordinary Childbirth / Adoption Support Leave and Pay Policy

The University's Childbirth/Adoption Support Leave Scheme (formally known as Paternity leave) provides enhanced benefits to those contained within the statutory provisions.

1. Introduction

Ordinary Childbirth/Adoption Support Leave allows eligible employees to take one or two weeks' paid leave to care for a child and/or to support the mother/adopter after the birth or adoption.

2. Ordinary Childbirth/Adoption Support Leave

2.1 Criteria

In order to qualify for Ordinary Childbirth/Adoption Support Leave and pay employees must have worked continuously for the University for 26 weeks ending with the 15th week before the baby is due (the qualifying week) or in the case of adoption, the end of the week in which the adopter is notified of being matched with the child.

The following employees who have or expect to have responsibility for the child's upbringing are entitled to a maximum of 2 weeks' pay:

- the biological father of the child
- the mother's spouse, civil partner or partner (including same-sex partners)
- employee of either sex who is adopting a child but is not taking adoption leave
- employee of either sex who is not taking adoption leave but is becoming a parent through surrogacy and a parental order.

If an employee does not qualify for Ordinary Childbirth/Adoption Support Leave they should discuss with their manager the possibility of taking annual leave or an unpaid leave of absence. Please see the relevant pages on this website for details of those types of leave.

2.2   Entitlement

Employees who meet the above eligibility criteria can choose to take either one week or two consecutive weeks' of Ordinary Childbirth/Adoption Support Leave. The leave must be taken in a single block and cannot be taken as odd days or as two separate weeks.

During Ordinary Childbirth/Adoption Support Leave, eligible employees will be paid by the University at their normal rate of pay. (This will include an element of Ordinary Statutory Paternity Pay (OSPP) where appropriate, which is effectively enhanced by the University to equal full pay).

Employees can take only one period of leave per pregnancy even if more than one baby is born as the result of the same pregnancy.

2.3   Taking Ordinary Childbirth/Adoption Support Leave

Leave can start on any day of the week following the child's birth or placement for adoption, but must be completed within 56 days of the actual date of birth/placement of the child. If the child is born early, leave must be taken within the period from the actual date of birth up to 56 days after the expected date of birth

2.4   Notification

Employees should discuss their intention to take Ordinary Childbirth/Adoption Support Leave with their line manager as soon as is practicable. Consideration will need to be given to cover if appropriate.

To qualify for Ordinary Childbirth/Adoption Support Leave employees must:

- formally tell the University that they wish to take the leave by completing the Ordinary Childbirth/Adoption Support Leave Form. This is then signed off by the employee's line manager and Head of School/Department. The form is then sent to HR Operations.
- Births:
    - Notice must be given by the end of the 15th week before the baby is due, or, if this is not possible, as soon as is reasonably practicable
- Adoptions:
    - Notice must be given within 7 days of the adopter being advised of being matched with the child or, if this is not reasonably practicable, as soon as is reasonably practicable

In order to change the start date of Ordinary Childbirth/Adoption Support Leave employees must provide at least 28 days' notice (unless this is not reasonably practicable).

2.5 Time off for appointments

Employees, who are the biological father or mother's partner (including same-sex), are entitled to unpaid leave for up to 2 appointments, capped at 6.5 hours per appointment for the purpose of accompanying expectant mothers to ante-natal appointments.   In the case of adoption, the co-adopter will be entitled to unpaid time off for up to 2 appointments.

3.   Shared Parental Leave

Shared Parental Leave (SPL) is a statutory right available to employees who are expecting a child to be born or placed for adoption (whether through birth, adoption, or surrogacy) on or after 5 April 2015. It provides the option of sharing up to 50 weeks of leave and 37 weeks of pay if the necessary eligibility criteria are met. Eligible employees can decide to be off work at the same time and/or take it in turns to have periods of leave to look after the child. Further information can be found in the University's Shared Parental Leave policy.

Updated: 16 July 2017

TRANS AND GENDER IDENTITY
Supporting Information and Procedures for Staff and Students

1. Introduction

The University aims to provide an inclusive and welcoming environment for all students, staff, partners and visitors and is committed to ensuring that all individuals are provided with equality of opportunity and treated fairly, with dignity and respect for who they are.

To ensure that not only does the University meet its legal obligations under the Equality Act 2010 and other associated legislation, but that it actively promotes an inclusive community, the University has an Equal Opportunities statement as part of its Equal Opportunities policy:

 "The University of Reading is committed to promoting equal opportunities and non-discriminatory treatment for all members of its community regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (Protected Characteristics)."

2. Gender Identity

Traditionally, approaches to gender and sex have been to promote a binary understanding and classify people into categories of male and female. From birth, babies are assigned a sex of 'boy' or 'girl'. For most individuals, this feels right, however for some people this might be incongruent with how the individual feels.

More recent thinking offers different ways of understanding gender including considering gender as a spectrum, being gender fluid, being non-binary or genderqueer, or being agender. The following terms are used widely across LGBT+ communities and beyond.

* **"Gender identity**": The expression of a person's internal and deeply held sense of their own gender. Examples of this include non-binary, man or woman.

* "**Gender expression**": The ways in which people may manifest their gender, for example through how they dress and how they behave.

* **Sexual orientation:** Different from gender identity. Sexual orientation is a person's romantic and/or sexual attraction to another person, for example heterosexual, bisexual or homosexual.

- **"Biological Sex":** The objectively measurable organs, hormones and chromosomes of a person, with the two main categories being male and female, with "intersex" being a combination of the two.

- **"Transgender"**: An umbrella term for people whose gender identity, gender expression or behaviour is not aligned to that typically associated with the sex to which they were assigned at birth.

- **"Non-binary"**: An umbrella term for a person who does not identify as only male or only female, or who may identify as both.

How someone self-defines is very important, and should be respected by others. A more detailed glossary of terms to help people understand more about trans and gender identity including how this differs to terminology used for gender expression and sexual orientation can be found via this link to the Stonewall website; information about Stonewall is contained in Section 6 below.

The University respects an individual's right to self-identify as male, female, gender fluid, non-binary or any other gender identity and commits to recognising all members of the University community however they choose to present gender in so far as is reasonable and practicable.

The University is also committed to providing appropriate support to individuals before, during and after transition. The section below outlines the procedure and support available to staff and students.

3. Transitioning at the University

The definition of transition may vary from person to person and the University will support the needs of the individual in relation to gender identity and gender reassignment.

The University will be guided by the wishes of the individual in terms of the speed at which the transition will progress, in addition to agreeing the steps to be taken, the timing, and which and when other relevant parties should be notified.

As any transition will be led by the individual, the University will discuss and agree what support can be provided on an individual basis based on the needs and preferences of the individual.

3.1 Supporting staff and students through a gender transition process - Recommended procedure

3.1.1   The University recognises that making the decision to transition is a very significant step in a person's life and not something they will have undertaken lightly. For most

transgender people, reaching this point will be the culmination of years of seeking to reconcile the person they are seen to be with the person they feel themselves to be. In this process, feeling supported as they develop their new identity is key.

The University is committed to supporting staff and students through their transition process. The section (3.1.4) below sets out the staff and student processes for letting the University know you are going to transition. This includes the development of a transition action plan to capture key transition points and to agree and record how issues such as updating records and informing others will be addressed.

3.1.2   Whilst an individual's specific needs will be reflected in their action plan, the University believes that there are some general principles that should always be followed:

- Acknowledge a person as the gender they identify as from the outset of the transition process. This means, for example, using the individual's chosen name and pronouns from the day they begin transitioning, if this is what they wish to happen.

- Respect people's boundaries. Transitioning is a very personal and individual experience. Some people may choose to talk openly about their transition, whilst others may choose to keep the experience private.

- Respect a person's privacy. Do not tell others about a person's transgender status or transition process.

- If unsure of how to address or refer to someone, politely ask them how they would like to be addressed, including which pronouns they would prefer to be used.

3.1.3   The University has various options for support available for staff and students. The University recognises that the definition of transition may vary from person to person and will support the needs of the individual in relation to gender identity and gender reassignment.

3.1.4   Noting that any transition plan will be led by the individual, where possible the University recommends that the process set out below is followed, to ensure that the member of staff or student transitioning is properly supported and that the University is able to meet any required obligations

a) Initial disclosure.

- Staff who are intending to transition should inform a member of Human Resources or their Head of School/ equivalent line manager as soon as they feel ready to do so.

- Students should contact their Personal Tutor or a representative of Student Services via the Student Support Centre. In doing so, appropriate support structures can be arranged and tailored to individual need where practical. These notifications can be made either verbally (in person) or in writing depending on the preference of the individual.

- A forward planning meeting is usually then arranged to talk through the transition plan with the individual. Actions can be agreed before the transition occurs and any preparation and plans will be made together to ensure that the transition is as smooth as possible.

- To enable additional support for the individual, employees may wish to be accompanied by a colleague, a Staff Forum Representative or a Trade Union representative and students may wish to be accompanied by a friend or their Student Union representative.

b) Forward planning meeting.

This meeting will normally include the following people (unless it is agreed with individuals that other members of University staff are more appropriate to attend):

STAFF	STUDENTS
Essential	**Essential**
Head of School or equivalent "Line Manager"	Personal Tutor
Member of Human Resources	Representative of the Student Services Directorate
Optional	***Optional***
Trade Union representative or work colleague	Student Union representative or fellow student
Friend	Friend

c) **Items to discuss at forward planning meeting:**

- **A proposed timetable** that the person wishes to follow in their transition and noting that this may be amended as needed by the individual. This should include the date for any announcement to relevant colleagues and the date from when the individual wants to make the social change to the acquired gender.

- **Where available, dates of appointments** with doctors and specialists (up to and including a provisional date for any surgery). This will enable the University to ascertain any necessary arrangements for leave.

- **Procedures for amending official records** with the new name if appropriate (e.g. campus card, payslip, contract of employment, telephone directories, prospectuses, web biographies etc.). The process for making such changes will be discussed with each individual depending on their needs.

- **Agreeing a communication plan** including when and how to inform relevant colleagues of the change (possibly including drafting of communications documents). It should be the individual's choice as to whether affected colleagues are informed by them personally, or by an alternative individual(s) such as the appropriate Human Resources or "Line Manager" equivalent, or Student Representative or other. Alternatively, it may be agreed that communications are undertaken jointly. A mutually acceptable strategy should be discussed and decided upon prior to any announcement being made. Should an individual withhold consent to communicate the University will be limited in the support that it can provide to the individual in communicating about the transition or managing practical difficulties that may arise.

- **A discussion as to whether any support or information may be required for other individuals** to assist them with understanding the transition and to enable them to support the person transitioning.

- **Agreement in relation to any other support** that the individual may need that can be provided by the University.

- **Use of facilities (e.g. toilets).** The use of toilets and changing facilities during transition may be discussed and agreed in advance, as part of the staff and student transition action plan.

  It is the policy of the University that individuals are able to use the toilet facilities that reflects their gender presentation during and after transition and the University provides single sex and (in many buildings) gender neutral toilets.

The details of the gender-neutral toilets can be located on the Campus Map on the internet.

- The **possibility of redeployment or temporary reallocation of duties** where reasonable and practicable and desired by the individual during the transition period.

The agreed transition actions can then be written up and shared with the individual to ensure the transition plan has captured all elements required. If necessary and as needs change, the plan can be amended and/or updated to support the individual through their transition appropriately.

The suggested template to record the discussion at the forward planning meeting and the gender transition plan is available at *Appendix A*.

3.1.4. Changing of Personal Information

Once the transition period has been confirmed the individual is able to change their name and gender immediately. This enables all identification (except for birth certificate) to be updated.

This process of changing records in the University context will be treated no differently than if an employee had changed their name. Suitable evidence to account for the transition and new identity must be presented to Human Resources (HR) or the Student Support Centre, as appropriate. This should include evidence of a change of name which may be in the form of any of the following:

- A Name Change Deed (e.g. Statutory Declaration)
- Driving licence
- Passport
- Birth Certificate.

On receiving this documentation, the University will take all reasonable and practicable steps to ensure that all relevant records are updated as soon as is possible to reflect the acquired gender identity and to protect confidentiality.

There is also the option for students on RISIS and for employees on Employee Self Service to have a "preferred name" if individuals do not want to officially change their details by Deed Poll. The "preferred name" will then be reflected in the University email and related contact lists.

Once the period of transition has begun, the individual should be referred to by their new name and using their preferred pronouns.

An overview of Gender Neutral Pronouns can be found at *Appendix B*.

3.1.5. Transition Related Absence from Work or Studies

Individuals will be able to take time off for transition related medical appointments and treatment in line with the sickness absence and attendance procedures in operation at the University.

The University will seek to provide appropriate and reasonable support for a person who is transitioning. For staff, this may include adjusting work hours, re-deployment or allowing the person to be absent during normal working hours for appointments. For students, this may include time-table rescheduling (as is reasonable and practicable), suspension of studies, extension of deadlines and working closely with their personal tutors to catch up on missed learning opportunities.

3.1.6. Informing Others

Following agreement with the individual planning to transition, relevant colleagues / individuals should be briefed on the situation. This will normally include colleagues / individuals being sent a personal letter or departmental memo detailing the individual's intent to transition (including relevant dates) and the new name and title that the individual will assume. The letter may also cover:

- Details of the relevant person to whom they may direct questions (e.g. the individual, Personal Tutor, the Head of School/Line Manager or equivalent or Human Resources representative etc)
- Details of additional internal and external sources of information and support
- Instruction about the confidential nature of the communication and when, to whom and how details may or may not be shared.

3.1.7 Dress Code

For staff, the University does not have a formal dress code and therefore employees may opt to dress as they wish, including choices reflecting their gender identity, ensuring that this is appropriate business attire in relation to their role.

3.1.8 Student Admissions

In completing UCAS application forms for admission to the University a student can indicate their gender as that in which they live even where this differs from the sex recorded on their birth certificate. On registration, all students can use passports as the basis for proof of identity, and will not need to show their birth certificates.

4. Staff Recruitment

4.1   Provision of documents to confirm identity/legal eligibility to work

Human Resources guarantees confidentiality and discretion when asking for formal documents before commencing employment. All staff are required to provide proof of the right to work in the UK. There are various options for provision of documentation that can legally be provided to prove the right to work and individuals may choose to provide the documentation that is most appropriate for them from the list provided by the Government. The University may be required by law to share details of biological sex to third parties (for example, HMRC) where the individual does not have a gender recognition certificate.

4.2   Occupational Health

Candidates who are successful at interview are required to complete an Occupational Health questionnaire based on their medical history. The completed questionnaire will be forwarded to Occupational Health for medical clearance.

Occupational Health will treat information about gender reassignment in confidence and therefore a person who has reassigned their gender can feel confident to be open on their questionnaire in the knowledge that any information will be kept within Occupational Health. Should any support be required for an employee then any needs will be discussed with the employee and disclosure of information will only be undertaken with the employee's agreement.

4.3.   Occupational Pensions

The Pensions Office will be notified of any relevant information needed in relation to a transition as part of the agreed transition plan with the individual.

Employees will be advised of any documents required for pension purposes and whether there are any implications or issues requiring their consideration relating to their University pension arrangements.

5. Supporting staff and students who are non-binary

As set out in section 2 above, some people will have identities on the gender spectrum other than female and male, for example, gender fluid (gender identity varies over time), gender queer (an umbrella term for non-binary identities or which can be an identity in and of itself) or agender, amongst others.

People with non-binary gender identities will not necessarily undergo a formal, permanent gender transition process, but may choose to express their gender identity by the way they present themselves, such as through their dress and appearance. It is polite and respectful to accept a person's gender identity as a legitimate expression of who they are, even if that identity is hard for you to relate to or understand.

The University is supportive of different gender identities and gender expression and is adapting its systems to recognise a wider range of gender identities and titles.

6. Sources of information and support

6.1   Internal Support

Assistance and support will be available to individuals before, during and after the transition and for the people that they work and study with as and when appropriate. Internal sources of support include:

For staff, internal support includes:

- LGBT Plus Staff Network for LGBT+ staff and allies
  https://www.reading.ac.uk/internal/diversity/diversity-networks.aspx
- Human Resources Partners and Advisors
- Deans for Diversity and Inclusion and the Diversity and Inclusion Advisor
- Harassment Advisers
- Trade Union or Staff Forum representatives
- Employee Assistance Programme
- Occupational Health

For students internal support includes:

- Personal Tutors and School Senior Tutors
- The Wellbeing and Counselling Service
- University's LGBT+ Society.
    - Check the Facebook page https://www.facebook.com/LGBT-Society-University-of-Reading-897798383588220/ or attend regular coffee hours and socials

-   Society email: uorlgbt@hotmail.com
-   instagram.com/readinglgbt/

-   Student Union representatives
-   *Essentials* Information on the intranet about [Gender Identity](#).
-   Student's Union (RUSU) Diversity Officer
-   RUSU Part-time LGBT+ Officer email: lgbt@rusu.co.uk

6.2 External Support and Resources

Stonewall

Stonewall is a LGBT rights charity that works for acceptance without exception for lesbian, gay, bisexual and transgender people.

-   020 7593 1850
-   www.stonewall.org.uk
-   info@stonewall.org.uk

Support U

A resource service for those needing help with Lesbian, Gay, Bisexual and Transgender issues based in the Thames Valley.

-   0118 321 9111
-   supportu.org.uk

Beaumont Society

The Beaumont Society is a national self-help body run by and for the transgender community.

-   01582 412220
-   beaumontsociety.org.uk

Action4TransHealth

Action for Trans* Health seeks to improve trans* people's access to healthcare.

-   actionfortranshealth.org.uk
-   info@actionfortranshealth.org.uk
-   facebook.com/actionfortranshealth
-   twitter.com/act4transhealth

Appendix A

	Template for forward planning meeting / the gender transition plan	
1	Initial Meeting • Who attended and date: • Make notes of the discussion and actions agreed	
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3	• Is individual a member of staff or student? • Do other people need to be involved before action can be taken? • Reach agreement and set a date for next meeting	

4	Check out the expectations of the individual.
	
	• How would they like to be addressed? Use their name, personal pronoun and title in all future interactions.
	• Do they have specific requests regarding the transition? Record these, make it clear what will happen next and agree dates for further actions or meetings. In any event cover the following topics.
	   o Discuss if other people need to be involved before action can be taken
	   o Reach agreement and set a date for next meeting	

5	• Does individual have experience or fear of harassment? • Inform them of the University's policies, standards and support systems	
6	• Has the individual already transitioned and needs amendments to records, For instance a returning staff member or former student • If individual has the formal documentation agree dates by which changes will be made. • Ask if individual requires any further support? Agree with dates.	

	Template for forward planning meeting / the gender transition plan	
7	• If individual is beginning or in transition, let them tell you where they are at and what support they want. • Find out if they have the formal documentation. If yes, tell them who needs to be informed and offer assistance to make this disclosure. • Agree process and date for this.	
8	• Find out - Does individual require support in introducing themselves in their new name and or gender? Agree this with individual. • This could take the form of a written statement or meetings.	
9	• Is individual requesting time off for medical or psychological treatment? • Agree how this will be managed and dates.	
`10	• Agree the use of gender specific facilities as appropriate. • Agree whether other staff need to be informed, for example in the case of changing rooms.	
11	• Give the individual a copy of the discussion and support agreed and record date	

Appendix B

Gender Neutral Pronouns

Pronouns are words we use in the place of a full noun. For example, instead of "woman" we use she/her/hers and instead of "man" we use he/him/his.

Gender neutral / inclusive pronouns are pronouns which do not associate a gender with the individual being discussed. Non-binary people may use they/them/their as their pronouns and therefore these pronouns can be used to refer to a singular person instead of he/him/his and she/her/hers.

Some languages including English do not have a gender neutral or third gender pronoun. The following gender-neutral pronouns are starting to be used in the English language:

- Per/pers/perself
- Zie/zir/zieself
- Sie/hir/hirself.

Individuals should first listen to the person talking to determine the correct pronoun when addressing or talking about the person. If in doubt then respectfully ask which pronoun the person uses.

TRANS AND GENDER IDENTITY
Supporting Information and Procedures for Staff and Students

1. Introduction

The University aims to provide an inclusive and welcoming environment for all students, staff, partners and visitors and is committed to ensuring that all individuals are provided with equality of opportunity and treated fairly, with dignity and respect for who they are.

To ensure that not only does the University meet its legal obligations under the Equality Act 2010 and other associated legislation, but that it actively promotes an inclusive community, the University has an Equal Opportunities statement as part of its Equal Opportunities policy:

"The University of Reading is committed to promoting equal opportunities and non-discriminatory treatment for all members of its community regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (Protected Characteristics)."

2. Gender Identity

Traditionally, approaches to gender and sex have been to promote a binary understanding and classify people into categories of male and female. From birth, babies are assigned a sex of 'boy' or 'girl'. For most individuals, this feels right, however for some people this might be incongruent with how the individual feels.

More recent thinking offers different ways of understanding gender including considering gender as a spectrum, being gender fluid, being non-binary or genderqueer, or being agender. The following terms are used widely across LGBT+ communities and beyond.

- **"Gender identity"**: The expression of a person's internal and deeply held sense of their own gender. Examples of this include non-binary, man or woman.

- "**Gender expression**": The ways in which people may manifest their gender, for example through how they dress and how they behave.

- **Sexual orientation:** Different from gender identity. Sexual orientation is a person's romantic and/or sexual attraction to another person, for example heterosexual, bisexual or homosexual.

- **"Biological Sex":** The objectively measurable organs, hormones and chromosomes of a person, with the two main categories being male and female, with "intersex" being a combination of the two.

- **"Transgender"**: An umbrella term for people whose gender identity, gender expression or behaviour is not aligned to that typically associated with the sex to which they were assigned at birth.

- **"Non-binary"**: An umbrella term for a person who does not identify as only male or only female, or who may identify as both.

How someone self-defines is very important, and should be respected by others. A more detailed glossary of terms to help people understand more about trans and gender identity including how this differs to terminology used for gender expression and sexual orientation can be [found via this link to the Stonewall website](#); information about Stonewall is contained in Section 6 below.

The University respects an individual's right to self-identify as male, female, gender fluid, non-binary or any other gender identity and commits to recognising all members of the University community however they choose to present gender in so far as is reasonable and practicable.

The University is also committed to providing appropriate support to individuals before, during and after transition. The section below outlines the procedure and support available to staff and students.

3. Transitioning at the University

The definition of transition may vary from person to person and the University will support the needs of the individual in relation to gender identity and gender reassignment.

The University will be guided by the wishes of the individual in terms of the speed at which the transition will progress, in addition to agreeing the steps to be taken, the timing, and which and when other relevant parties should be notified.

As any transition will be led by the individual, the University will discuss and agree what support can be provided on an individual basis based on the needs and preferences of the individual.

3.1 Supporting staff and students through a gender transition process - Recommended procedure

3.1.1 The University recognises that making the decision to transition is a very significant step in a person's life and not something they will have undertaken lightly. For most

transgender people, reaching this point will be the culmination of years of seeking to reconcile the person they are seen to be with the person they feel themselves to be. In this process, feeling supported as they develop their new identity is key.

The University is committed to supporting staff and students through their transition process. The section (3.1.4) below sets out the staff and student processes for letting the University know you are going to transition. This includes the development of a transition action plan to capture key transition points and to agree and record how issues such as updating records and informing others will be addressed.

3.1.2   Whilst an individual's specific needs will be reflected in their action plan, the University believes that there are some general principles that should always be followed:

- Acknowledge a person as the gender they identify as from the outset of the transition process. This means, for example, using the individual's chosen name and pronouns from the day they begin transitioning, if this is what they wish to happen.

- Respect people's boundaries. Transitioning is a very personal and individual experience. Some people may choose to talk openly about their transition, whilst others may choose to keep the experience private.

- Respect a person's privacy. Do not tell others about a person's transgender status or transition process.

- If unsure of how to address or refer to someone, politely ask them how they would like to be addressed, including which pronouns they would prefer to be used.

3.1.3   The University has various options for support available for staff and students. The University recognises that the definition of transition may vary from person to person and will support the needs of the individual in relation to gender identity and gender reassignment.

3.1.4   Noting that any transition plan will be led by the individual, where possible the University recommends that the process set out below is followed, to ensure that the member of staff or student transitioning is properly supported and that the University is able to meet any required obligations

a) *Initial disclosure.*

- Staff who are intending to transition should inform a member of Human Resources or their Head of School/ equivalent line manager as soon as they feel ready to do so.

- Students should contact their Personal Tutor or a representative of Student Services via the Student Support Centre. In doing so, appropriate support structures can be arranged and tailored to individual need where practical. These notifications can be made either verbally (in person) or in writing depending on the preference of the individual.

- A forward planning meeting is usually then arranged to talk through the transition plan with the individual. Actions can be agreed before the transition occurs and any preparation and plans will be made together to ensure that the transition is as smooth as possible.

- To enable additional support for the individual, employees may wish to be accompanied by a colleague, a Staff Forum Representative or a Trade Union representative and students may wish to be accompanied by a friend or their Student Union representative.

b) *Forward planning meeting.*

This meeting will normally include the following people (unless it is agreed with individuals that other members of University staff are more appropriate to attend):

STAFF	STUDENTS
Essential	**Essential**
Head of School or equivalent "Line Manager"	Personal Tutor
Member of Human Resources	Representative of the Student Services Directorate
Optional	***Optional***
Trade Union representative or work colleague	Student Union representative or fellow student
Friend	Friend

c) Items to discuss at forward planning meeting:

- **A proposed timetable** that the person wishes to follow in their transition and noting that this may be amended as needed by the individual. This should include the date for any announcement to relevant colleagues and the date from when the individual wants to make the social change to the acquired gender.

- **Where available, dates of appointments** with doctors and specialists (up to and including a provisional date for any surgery). This will enable the University to ascertain any necessary arrangements for leave.

- **Procedures for amending official records** with the new name if appropriate (e.g. campus card, payslip, contract of employment, telephone directories, prospectuses, web biographies etc.). The process for making such changes will be discussed with each individual depending on their needs.

- **Agreeing a communication plan** including when and how to inform relevant colleagues of the change (possibly including drafting of communications documents). It should be the individual's choice as to whether affected colleagues are informed by them personally, or by an alternative individual(s) such as the appropriate Human Resources or "Line Manager" equivalent, or Student Representative or other. Alternatively, it may be agreed that communications are undertaken jointly. A mutually acceptable strategy should be discussed and decided upon prior to any announcement being made. Should an individual withhold consent to communicate the University will be limited in the support that it can provide to the individual in communicating about the transition or managing practical difficulties that may arise.

- **A discussion as to whether any support or information may be required for other individuals** to assist them with understanding the transition and to enable them to support the person transitioning.

- **Agreement in relation to any other support** that the individual may need that can be provided by the University.

- **Use of facilities (e.g. toilets).** The use of toilets and changing facilities during transition may be discussed and agreed in advance, as part of the staff and student transition action plan.

  It is the policy of the University that individuals are able to use the toilet facilities that reflects their gender presentation during and after transition and the University provides single sex and (in many buildings) gender neutral toilets.

The details of the gender-neutral toilets can be located on the Campus Map on the internet.

- The **possibility of redeployment or temporary reallocation of duties** where reasonable and practicable and desired by the individual during the transition period.

The agreed transition actions can then be written up and shared with the individual to ensure the transition plan has captured all elements required. If necessary and as needs change, the plan can be amended and/or updated to support the individual through their transition appropriately.

The suggested template to record the discussion at the forward planning meeting and the gender transition plan is available at *Appendix A*.

3.1.4. Changing of Personal Information

Once the transition period has been confirmed the individual is able to change their name and gender immediately. This enables all identification (except for birth certificate) to be updated.

This process of changing records in the University context will be treated no differently than if an employee had changed their name. Suitable evidence to account for the transition and new identity must be presented to Human Resources (HR) or the Student Support Centre, as appropriate. This should include evidence of a change of name which may be in the form of any of the following:

- A Name Change Deed (e.g. Statutory Declaration)
- Driving licence
- Passport
- Birth Certificate.

On receiving this documentation, the University will take all reasonable and practicable steps to ensure that all relevant records are updated as soon as is possible to reflect the acquired gender identity and to protect confidentiality.

There is also the option for students on RISIS and for employees on Employee Self Service to have a "preferred name" if individuals do not want to officially change their details by Deed Poll. The "preferred name" will then be reflected in the University email and related contact lists.

Once the period of transition has begun, the individual should be referred to by their new name and using their preferred pronouns.

An overview of Gender Neutral Pronouns can be found at *Appendix B*.

3.1.5. Transition Related Absence from Work or Studies

Individuals will be able to take time off for transition related medical appointments and treatment in line with the sickness absence and attendance procedures in operation at the University.

The University will seek to provide appropriate and reasonable support for a person who is transitioning. For staff, this may include adjusting work hours, re-deployment or allowing the person to be absent during normal working hours for appointments. For students, this may include time-table rescheduling (as is reasonable and practicable), suspension of studies, extension of deadlines and working closely with their personal tutors to catch up on missed learning opportunities.

3.1.6. Informing Others

Following agreement with the individual planning to transition, relevant colleagues / individuals should be briefed on the situation. This will normally include colleagues / individuals being sent a personal letter or departmental memo detailing the individual's intent to transition (including relevant dates) and the new name and title that the individual will assume. The letter may also cover:

- Details of the relevant person to whom they may direct questions (e.g. the individual, Personal Tutor, the Head of School/Line Manager or equivalent or Human Resources representative etc)
- Details of additional internal and external sources of information and support
- Instruction about the confidential nature of the communication and when, to whom and how details may or may not be shared.

3.1.7 Dress Code

For staff, the University does not have a formal dress code and therefore employees may opt to dress as they wish, including choices reflecting their gender identity, ensuring that this is appropriate business attire in relation to their role.

3.1.8 Student Admissions

In completing UCAS application forms for admission to the University a student can indicate their gender as that in which they live even where this differs from the sex recorded on their birth certificate. On registration, all students can use passports as the basis for proof of identity, and will not need to show their birth certificates.

4. Staff Recruitment

4.1 Provision of documents to confirm identity/legal eligibility to work

Human Resources guarantees confidentiality and discretion when asking for formal documents before commencing employment. All staff are required to provide proof of the right to work in the UK. There are various options for provision of documentation that can legally be provided to prove the right to work and individuals may choose to provide the documentation that is most appropriate for them from the list provided by the Government. The University may be required by law to share details of biological sex to third parties (for example, HMRC) where the individual does not have a gender recognition certificate.

4.2 Occupational Health

Candidates who are successful at interview are required to complete an Occupational Health questionnaire based on their medical history. The completed questionnaire will be forwarded to Occupational Health for medical clearance.

Occupational Health will treat information about gender reassignment in confidence and therefore a person who has reassigned their gender can feel confident to be open on their questionnaire in the knowledge that any information will be kept within Occupational Health. Should any support be required for an employee then any needs will be discussed with the employee and disclosure of information will only be undertaken with the employee's agreement.

4.3. Occupational Pensions

The Pensions Office will be notified of any relevant information needed in relation to a transition as part of the agreed transition plan with the individual.

Employees will be advised of any documents required for pension purposes and whether there are any implications or issues requiring their consideration relating to their University pension arrangements.

5. Supporting staff and students who are non-binary

As set out in section 2 above, some people will have identities on the gender spectrum other than female and male, for example, gender fluid (gender identity varies over time), gender queer (an umbrella term for non-binary identities or which can be an identity in and of itself) or agender, amongst others.

People with non-binary gender identities will not necessarily undergo a formal, permanent gender transition process, but may choose to express their gender identity by the way they present themselves, such as through their dress and appearance. It is polite and respectful to accept a person's gender identity as a legitimate expression of who they are, even if that identity is hard for you to relate to or understand.

The University is supportive of different gender identities and gender expression and is adapting its systems to recognise a wider range of gender identities and titles.

6. Sources of information and support

6.1   Internal Support

Assistance and support will be available to individuals before, during and after the transition and for the people that they work and study with as and when appropriate. Internal sources of support include:

For staff, internal support includes:

- LGBT Plus Staff Network for LGBT+ staff and allies
  https://www.reading.ac.uk/internal/diversity/diversity-networks.aspx
- Human Resources Partners and Advisors
- Deans for Diversity and Inclusion and the Diversity and Inclusion Advisor
- Harassment Advisers
- Trade Union or Staff Forum representatives
- Employee Assistance Programme
- Occupational Health

For students internal support includes:

- Personal Tutors and School Senior Tutors
- The Wellbeing and Counselling Service
- University's LGBT+ Society.
    - Check the Facebook page https://www.facebook.com/LGBT-Society-University-of-Reading-897798383588220/ or attend regular coffee hours and socials

- Society email: uorlgbt@hotmail.com
- instagram.com/readinglgbt/

- Student Union representatives
- *Essentials* Information on the intranet about [Gender Identity](#).
- Student's Union (RUSU) Diversity Officer
- RUSU Part-time LGBT+ Officer email: lgbt@rusu.co.uk

6.2 External Support and Resources

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Appendix B

Gender Neutral Pronouns

Pronouns are words we use in the place of a full noun. For example, instead of "woman" we use she/her/hers and instead of "man" we use he/him/his.

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Individuals should first listen to the person talking to determine the correct pronoun when addressing or talking about the person. If in doubt then respectfully ask which pronoun the person uses.

Ordinary Childbirth / Adoption Support Leave and Pay Policy

The University's Childbirth/Adoption Support Leave Scheme (formally known as Paternity leave) provides enhanced benefits to those contained within the statutory provisions.

1. Introduction

Ordinary Childbirth/Adoption Support Leave allows eligible employees to take one or two weeks' paid leave to care for a child and/or to support the mother/adopter after the birth or adoption.

2. Ordinary Childbirth/Adoption Support Leave

2.1 Criteria

In order to qualify for Ordinary Childbirth/Adoption Support Leave and pay employees must have worked continuously for the University for 26 weeks ending with the 15th week before the baby is due (the qualifying week) or in the case of adoption, the end of the week in which the adopter is notified of being matched with the child.

The following employees who have or expect to have responsibility for the child's upbringing are entitled to a maximum of 2 weeks' pay:

- the biological father of the child
- the mother's husband, civil partner or partner (including same-sex partners)
- employee of either sex who is adopting a child but is not taking adoption leave
- employee of either sex who is not taking adoption leave but is becoming a parent through surrogacy and a parental order.

If an employee does not qualify for Ordinary Childbirth/Adoption Support Leave they should discuss with their manager the possibility of taking annual leave or an unpaid leave of absence. Please see the relevant pages on this website for details of those types of leave.

2.2   Entitlement

Employees who meet the above eligibility criteria can choose to take either one week or two consecutive weeks' of Ordinary Childbirth/Adoption Support Leave. The leave must be taken in a single block and cannot be taken as odd days or as two separate weeks.

During Ordinary Childbirth/Adoption Support Leave, eligible employees will be paid by the University at their normal rate of pay. (This will include an element of Ordinary Statutory Paternity Pay (OSPP) where appropriate, which is effectively enhanced by the University to equal full pay).

Employees can take only one period of leave per pregnancy even if more than one baby is born as the result of the same pregnancy.

2.3   Taking Ordinary Childbirth/Adoption Support Leave

Leave can start on any day of the week following the child's birth or placement for adoption, but must be completed within 56 days of the actual date of birth/placement of the child. If the child is born early, leave must be taken within the period from the actual date of birth up to 56 days after the expected date of birth

2.4   Notification

Employees should discuss their intention to take Ordinary Childbirth/Adoption Support Leave with their line manager as soon as is practicable. Consideration will need to be given to cover if appropriate.

To qualify for Ordinary Childbirth/Adoption Support Leave employees must:

- formally tell the University that they wish to take the leave by completing the Ordinary Childbirth/Adoption Support Leave Form. This is then signed off by the employee's line manager and Head of School/Department. The form is then sent to HR Operations.
- Births:
  - Notice must be given by the end of the 15th week before the baby is due, or, if this is not possible, as soon as is reasonably practicable
- Adoptions:
  - Notice must be given within 7 days of the adopter being advised of being matched with the child or, if this is not reasonably practicable, as soon as is reasonably practicable

In order to change the start date of Ordinary Childbirth/Adoption Support Leave employees must provide at least 28 days' notice (unless this is not reasonably practicable).

2.5   Time off for appointments

Employees, who are the biological father or mother's partner (including same-sex), are entitled to unpaid leave for up to 2 appointments, capped at 6.5 hours per appointment for the purpose of accompanying expectant mothers to ante-natal appointments.   In the case of adoption, the co-adopter will be entitled to unpaid time off for up to 2 appointments.

3.   Shared Parental Leave

Shared Parental Leave (SPL) is a statutory right available to employees who are expecting a child to be born or placed for adoption (whether through birth, adoption, or surrogacy) on or after 5 April 2015. It provides the option of sharing up to 50 weeks of leave and 37 weeks of pay if the necessary eligibility criteria are met. Eligible employees can decide to be off work at the same time and/or take it in turns to have periods of leave to look after the child. Further information can be found in the University's Shared Parental Leave policy.

Updated: 31 August 2017

Link to HR Web page – Guidance on Leave

http://www.reading.ac.uk/internal/humanresources/policiesandprocedures/humres-absenceandleave.aspx

Selected text from HR Web page – Guidance on Leave

Absence other types of leave bookings

TOIL- Time Off In Lieu

This is leave which is taken in compensation for additional hours worked at the request of the Reporting Manager by staff on Grades 1 to 5 only. This would normally be in relation to a specific activity or piece of work. Ideally this should be taken within one month of being accrued. It should not be confused with accrued hours built up through flexi-time.

This includes occasional weekend working such as Open Days or working during Welcome week.

This can be booked as Time Off In Lieu via Employee Self-service using the following link: Employee Self Service

Guidance notes are available via 'Things to do now'.

Compassionate leave

Compassionate leave is likely to be granted when a close family member or friend dies, is taken seriously ill or has a serious accident. Under these circumstances the University will grant paid leave of up to 3 days over a 12 month period. This can be booked as compassionate leave via Employee Self-service using the following link: [Employee Self Service](#)

The total amount of leave (both paid and unpaid) will be dependent on the particular circumstances of the case. Absence on compassionate grounds should be referred in the first instance to your Reporting Manager, who will refer to the relevant HR Partner/Adviser for guidance, if necessary.

Guidance notes are available via 'Things to do now'.

Unpaid leave

Staff are now able to request unpaid leave for any length of time via [Employee Self Service](#). Unpaid leave will be confirmed in an email once it has been authorised by your Reporting Manager. If unpaid leave is for over 8 weeks, then no annual leave will be accrued and the annual leave scheme on your HR record will be suspended for this period and reinstated from the return date. You should also be aware that any periods of unpaid leave will affect your Pensions contributions. Where possible and in advance of taking a period of unpaid leave employees should contact the Pensions Office for further information.

Guidance note are available via 'Things to do now'.

Unplanned leave

Occasionally, employees will need to take leave from work at short notice as a result of unforeseen occurrences, domestic or personal emergencies, personal appointment or transport problems. In order to enable employees to deal with these situations the University makes flexible provision for employees to take the necessary time off work, on either a paid or unpaid basis. Employees are generally expected to cover unplanned absence by using their paid annual leave entitlement. When taking leave in accordance with these provisions it is essential to communicate fully with your Reporting Manager as to the nature and duration of the leave.

Jury Service

Employees summoned for Jury Service must tell their Reporting Manager as soon as possible after receiving the Jury Summons. The Jury Summons form must be completed in conjunction with HR Operations and returned within 7 days. a copy of the completed form should be taken to be retained on file by the line manager.

Employees undertaking Jury Service will receive their normal salary for a period of up to a maximum of 2 working weeks. If, during the Jury Service, there are any days or half days when the employee is not required at court then the employee should, where practicable, return to work.

Jury Service usually lasts for up to 2 weeks. In cases where a trial is likely to last longer, employees can serve for a longer period if they are able to do this.

Jury Service beyond this 2 week period will be treated as unpaid leave and therefore any loss of earnings (up to the stipulated amount) should be claimed as stated through the Juror's Allowance process.

Sabbatical

Although the University has no formal system of entitlement to sabbatical leave, it recognises the value of such leave of absence in appropriate cases, in helping to maintain high standards of research and scholarship particularly when academic staff are subject to increasing pressure and demands on their time. Each Head of School is therefore expected to make arrangements within the School to enable every member of the established academic staff to receive sabbatical leave at a rate of one term in nine, as appropriate.

Volunteer Reserve Service (VRS)

Reservists should make their line manager aware that they are a member of the Volunteer Reserve Forces (VRF). employees who are members of Britain's VRF (Territorial Army, Royal Naval Reserve, Royal Marines Reserve and the Royal Auxiliary Air Force) who are required to attend an Annual Camp for training each year will receive their normal salary for a period of 1 week of the training exercise, the remaining days to be taken from the employee's normal annual leave.

Further information can be found at sabre. **maybe add link here**

Trade Unions

WAITING UPDATE FROM

Members of recognised trade unions (the unions recognised by the University are UCU, UNITE and UNISON), including recognised trade union representatives, are entitled to take a reasonable amount of time off, to take part in trade union activities. Examples of trade union activities are:

- attending workplace meetings
- meeting with their trade union representative to discuss workplace issues
- voting in a trade union election

Recognised trade union representatives are entitled to a reasonable amount of paid time off to carry out duties as an official or receive relevant training to carry out those duties. Examples of trade union duties are:

- Negotiating terms and conditions of employment

- Advising members on University procedures

- Accompanying employees to meetings regarding flexible working requests, requests not to retire, disciplinary and grievance hearings, etc.

- Discussing issues around restructuring and redundancies

The University is guided by the ACAS code and guidelines when making decisions regarding time off for trade union duties and activities (see ACAS)

When requesting time off, employees should give as much notice as possible indicating the reasons for taking the time off, and the amount of time that will be required. Representatives should not leave their duties without informing their line manager and as far as possible should ensure that their Trade Union responsibilities are discharged at times which have the minimum impact on their normal day-to-day activities.

Voluntary public duties

Individual employees should inform their Head of School or equivalent before agreeing to undertake voluntary public service. When undertaking such duties (see examples below) it is acknowledged that there are occasions when employees require further leave from work, in addition to any leave that is stipulated as part of the contract of employment or statutory employment legislation, in order to carry out their civic responsibilities or commitments.

Employees, depending on the demands of the role, will be entitled to special leave of up to 10 days with pay and up to 8 further days without pay in any period of 12 months for the purpose of carrying out duties such as:

- a Justice of the Peace

- a member of a local authority

- a member of any statutory tribunal

- a member of a school managing body

- An individual employee who is appointed to the Chairmanship of a public body, or to a similar appointment, and thereby attracts significant additional duties may be granted up to an additional 6 days' paid leave.

Special leave may be taken in part days, as required, with the prior agreement of the individual employee's Head of School or equivalent, or his/her nominee, for each absence from work. Such agreement will not be withheld unreasonably.

All of the above entitlements will be pro-rated for part-time employees who do not work 5 days per week.

TRANS AND GENDER IDENTITY
Supporting Information and Procedures for Staff and Students

1. Introduction

The University aims to provide an inclusive and welcoming environment for all students, staff, partners and visitors and is committed to ensuring that all individuals are provided with equality of opportunity and treated fairly, with dignity and respect for who they are.

To ensure that not only does the University meet its legal obligations under the Equality Act 2010 and other associated legislation, but that it actively promotes an inclusive community, the University has an Equal Opportunities statement as part of its Equal Opportunities policy:

 "The University of Reading is committed to promoting equal opportunities and non-discriminatory treatment for all members of its community regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (Protected Characteristics)."

2. Gender Identity

Traditionally, approaches to gender and sex have been to promote a binary understanding and classify people into categories of male and female. From birth, babies are assigned a sex of 'boy' or 'girl'. For most individuals, this feels right, however for some people this might be incongruent with how the individual feels.

More recent thinking offers different ways of understanding gender including considering gender as a spectrum, being gender fluid, being non-binary or genderqueer, or being agender. The following terms are used widely across LGBT+ communities and beyond.

- **"Gender identity**": The expression of a person's internal and deeply held sense of their own gender. Examples of this include non-binary, man or woman.

- "**Gender expression**": The ways in which people may manifest their gender, for example through how they dress and how they behave.

- **Sexual orientation:** Different from gender identity. Sexual orientation is a person's romantic and/or sexual attraction to another person, for example heterosexual, bisexual or homosexual.

- **"Biological Sex":** The objectively measurable organs, hormones and chromosomes of a person, with the two main categories being male and female, with "intersex" being a combination of the two.

- **"Transgender"**: An umbrella term for people whose gender identity, gender expression or behaviour is not aligned to that typically associated with the sex to which they were assigned at birth.

- **"Non-binary"**: An umbrella term for a person who does not identify as only male or only female, or who may identify as both.

How someone self-defines is very important, and should be respected by others. A more detailed glossary of terms to help people understand more about trans and gender identity including how this differs to terminology used for gender expression and sexual orientation can be [found via this link to the Stonewall website](#); information about Stonewall is contained in Section 6 below.

The University respects an individual's right to self-identify as male, female, gender fluid, non-binary or any other gender identity and commits to recognising all members of the University community however they choose to present gender in so far as is reasonable and practicable.

The University is also committed to providing appropriate support to individuals before, during and after transition. The section below outlines the procedure and support available to staff and students.

3. Transitioning at the University

The definition of transition may vary from person to person and the University will support the needs of the individual in relation to gender identity and gender reassignment.

The University will be guided by the wishes of the individual in terms of the speed at which the transition will progress, in addition to agreeing the steps to be taken, the timing, and which and when other relevant parties should be notified.

As any transition will be led by the individual, the University will discuss and agree what support can be provided on an individual basis based on the needs and preferences of the individual.

3.1 Supporting staff and students through a gender transition process - Recommended procedure

3.1.1 The University recognises that making the decision to transition is a very significant step in a person's life and not something they will have undertaken lightly. For most

transgender people, reaching this point will be the culmination of years of seeking to reconcile the person they are seen to be with the person they feel themselves to be. In this process, feeling supported as they develop their new identity is key.

The University is committed to supporting staff and students through their transition process. The section (3.1.4) below sets out the staff and student processes for letting the University know you are going to transition. This includes the development of a transition action plan to capture key transition points and to agree and record how issues such as updating records and informing others will be addressed.

3.1.2   Whilst an individual's specific needs will be reflected in their action plan, the University believes that there are some general principles that should always be followed:

- Acknowledge a person as the gender they identify as from the outset of the transition process. This means, for example, using the individual's chosen name and pronouns from the day they begin transitioning, if this is what they wish to happen.

- Respect people's boundaries. Transitioning is a very personal and individual experience. Some people may choose to talk openly about their transition, whilst others may choose to keep the experience private.

- Respect a person's privacy. Do not tell others about a person's transgender status or transition process.

- If unsure of how to address or refer to someone, politely ask them how they would like to be addressed, including which pronouns they would prefer to be used.

3.1.3   The University has various options for support available for staff and students. The University recognises that the definition of transition may vary from person to person and will support the needs of the individual in relation to gender identity and gender reassignment.

3.1.4   Noting that any transition plan will be led by the individual, where possible the University recommends that the process set out below is followed, to ensure that the member of staff or student transitioning is properly supported and that the University is able to meet any required obligations

a) Initial disclosure.

- Staff who are intending to transition should inform a member of Human Resources or their Head of School/ equivalent line manager as soon as they feel ready to do so.

- Students should contact their Personal Tutor or a representative of Student Services via the Student Support Centre. In doing so, appropriate support structures can be arranged and tailored to individual need where practical. These notifications can be made either verbally (in person) or in writing depending on the preference of the individual.

- A forward planning meeting is usually then arranged to talk through the transition plan with the individual. Actions can be agreed before the transition occurs and any preparation and plans will be made together to ensure that the transition is as smooth as possible.

- To enable additional support for the individual, employees may wish to be accompanied by a colleague, a Staff Forum Representative or a Trade Union representative and students may wish to be accompanied by a friend or their Student Union representative.

b) Forward planning meeting.

This meeting will normally include the following people (unless it is agreed with individuals that other members of University staff are more appropriate to attend):

STAFF	STUDENTS
Essential	**Essential**
Head of School or equivalent "Line Manager"	Personal Tutor
Member of Human Resources	Representative of the Student Services Directorate
Optional	*Optional*
Trade Union representative or work colleague	Student Union representative or fellow student
Friend	Friend

c) **Items to discuss at forward planning meeting:**

- **A proposed timetable** that the person wishes to follow in their transition and noting that this may be amended as needed by the individual. This should include the date for any announcement to relevant colleagues and the date from when the individual wants to make the social change to the acquired gender.

- **Where available, dates of appointments** with doctors and specialists (up to and including a provisional date for any surgery). This will enable the University to ascertain any necessary arrangements for leave.

- **Procedures for amending official records** with the new name if appropriate (e.g. campus card, payslip, contract of employment, telephone directories, prospectuses, web biographies etc.). The process for making such changes will be discussed with each individual depending on their needs.

- **Agreeing a communication plan** including when and how to inform relevant colleagues of the change (possibly including drafting of communications documents). It should be the individual's choice as to whether affected colleagues are informed by them personally, or by an alternative individual(s) such as the appropriate Human Resources or "Line Manager" equivalent, or Student Representative or other. Alternatively, it may be agreed that communications are undertaken jointly. A mutually acceptable strategy should be discussed and decided upon prior to any announcement being made. Should an individual withhold consent to communicate the University will be limited in the support that it can provide to the individual in communicating about the transition or managing practical difficulties that may arise.

- **A discussion as to whether any support or information may be required for other individuals** to assist them with understanding the transition and to enable them to support the person transitioning.

- **Agreement in relation to any other support** that the individual may need that can be provided by the University.

- **Use of facilities (e.g. toilets).** The use of toilets and changing facilities during transition may be discussed and agreed in advance, as part of the staff and student transition action plan.

  It is the policy of the University that individuals are able to use the toilet facilities that reflects their gender presentation during and after transition and the University provides single sex and (in many buildings) gender neutral toilets.

The details of the gender-neutral toilets can be located on the Campus Map on the internet.

- The **possibility of redeployment or temporary reallocation of duties** where reasonable and practicable and desired by the individual during the transition period.

The agreed transition actions can then be written up and shared with the individual to ensure the transition plan has captured all elements required. If necessary and as needs change, the plan can be amended and/or updated to support the individual through their transition appropriately.

The suggested template to record the discussion at the forward planning meeting and the gender transition plan is available at *Appendix A*.

3.1.4. Changing of Personal Information

Once the transition period has been confirmed the individual is able to change their name and gender immediately. This enables all identification (except for birth certificate) to be updated.

This process of changing records in the University context will be treated no differently than if an employee had changed their name. Suitable evidence to account for the transition and new identity must be presented to Human Resources (HR) or the Student Support Centre, as appropriate. This should include evidence of a change of name which may be in the form of any of the following:

- A Name Change Deed (e.g. Statutory Declaration)
- Driving licence
- Passport
- Birth Certificate.

On receiving this documentation, the University will take all reasonable and practicable steps to ensure that all relevant records are updated as soon as is possible to reflect the acquired gender identity and to protect confidentiality.

There is also the option for students on RISIS and for employees on Employee Self Service to have a "preferred name" if individuals do not want to officially change their details by Deed Poll. The "preferred name" will then be reflected in the University email and related contact lists.

Once the period of transition has begun, the individual should be referred to by their new name and using their preferred pronouns.

An overview of Gender Neutral Pronouns can be found at *Appendix B*.

3.1.5. Transition Related Absence from Work or Studies

Individuals will be able to take time off for transition related medical appointments and treatment in line with the sickness absence and attendance procedures in operation at the University.

The University will seek to provide appropriate and reasonable support for a person who is transitioning. For staff, this may include adjusting work hours, re-deployment or allowing the person to be absent during normal working hours for appointments. For students, this may include time-table rescheduling (as is reasonable and practicable), suspension of studies, extension of deadlines and working closely with their personal tutors to catch up on missed learning opportunities.

3.1.6. Informing Others

Following agreement with the individual planning to transition, relevant colleagues / individuals should be briefed on the situation. This will normally include colleagues / individuals being sent a personal letter or departmental memo detailing the individual's intent to transition (including relevant dates) and the new name and title that the individual will assume. The letter may also cover:

- Details of the relevant person to whom they may direct questions (e.g. the individual, Personal Tutor, the Head of School/Line Manager or equivalent or Human Resources representative etc)
- Details of additional internal and external sources of information and support
- Instruction about the confidential nature of the communication and when, to whom and how details may or may not be shared.

3.1.7 Dress Code

For staff, the University does not have a formal dress code and therefore employees may opt to dress as they wish, including choices reflecting their gender identity, ensuring that this is appropriate business attire in relation to their role.

3.1.8 Student Admissions

In completing UCAS application forms for admission to the University a student can indicate their gender as that in which they live even where this differs from the sex recorded on their birth certificate. On registration, all students can use passports as the basis for proof of identity, and will not need to show their birth certificates.

4. Staff Recruitment

4.1   Provision of documents to confirm identity/legal eligibility to work

Human Resources guarantees confidentiality and discretion when asking for formal documents before commencing employment. All staff are required to provide proof of the right to work in the UK. There are various options for provision of documentation that can legally be provided to prove the right to work and individuals may choose to provide the documentation that is most appropriate for them from the list provided by the Government. The University may be required by law to share details of biological sex to third parties (for example, HMRC) where the individual does not have a gender recognition certificate.

4.2   Occupational Health

Candidates who are successful at interview are required to complete an Occupational Health questionnaire based on their medical history. The completed questionnaire will be forwarded to Occupational Health for medical clearance.

Occupational Health will treat information about gender reassignment in confidence and therefore a person who has reassigned their gender can feel confident to be open on their questionnaire in the knowledge that any information will be kept within Occupational Health. Should any support be required for an employee then any needs will be discussed with the employee and disclosure of information will only be undertaken with the employee's agreement.

4.3.   Occupational Pensions

The Pensions Office will be notified of any relevant information needed in relation to a transition as part of the agreed transition plan with the individual.

Employees will be advised of any documents required for pension purposes and whether there are any implications or issues requiring their consideration relating to their University pension arrangements.

5. Supporting staff and students who are non-binary

As set out in section 2 above, some people will have identities on the gender spectrum other than female and male, for example, gender fluid (gender identity varies over time), gender queer (an umbrella term for non-binary identities or which can be an identity in and of itself) or agender, amongst others.

People with non-binary gender identities will not necessarily undergo a formal, permanent gender transition process, but may choose to express their gender identity by the way they present themselves, such as through their dress and appearance. It is polite and respectful to accept a person's gender identity as a legitimate expression of who they are, even if that identity is hard for you to relate to or understand.

The University is supportive of different gender identities and gender expression and is adapting its systems to recognise a wider range of gender identities and titles.

6. Sources of information and support

6.1   Internal Support

Assistance and support will be available to individuals before, during and after the transition and for the people that they work and study with as and when appropriate. Internal sources of support include:

For staff, internal support includes:

- LGBT Plus Staff Network for LGBT+ staff and allies
  https://www.reading.ac.uk/internal/diversity/diversity-networks.aspx
- Human Resources Partners and Advisors
- Deans for Diversity and Inclusion and the Diversity and Inclusion Advisor
- Harassment Advisers
- Trade Union or Staff Forum representatives
- Employee Assistance Programme
- Occupational Health

For students internal support includes:

- Personal Tutors and School Senior Tutors
- The Wellbeing and Counselling Service
- University's LGBT+ Society.
    - Check the Facebook page https://www.facebook.com/LGBT-Society-University-of-Reading-897798383588220/ or attend regular coffee hours and socials

- Society email: uorlgbt@hotmail.com
- instagram.com/readinglgbt/

- Student Union representatives
- *Essentials* Information on the intranet about [Gender Identity](#).
- Student's Union (RUSU) Diversity Officer
- RUSU Part-time LGBT+ Officer email: lgbt@rusu.co.uk

6.2 External Support and Resources

Stonewall

Stonewall is a LGBT rights charity that works for acceptance without exception for lesbian, gay, bisexual and transgender people.

- 020 7593 1850
- www.stonewall.org.uk
- info@stonewall.org.uk

Support U

A resource service for those needing help with Lesbian, Gay, Bisexual and Transgender issues based in the Thames Valley.

- 0118 321 9111
- supportu.org.uk

Beaumont Society

The Beaumont Society is a national self-help body run by and for the transgender community.

- 01582 412220
- beaumontsociety.org.uk

Action4TransHealth

Action for Trans* Health seeks to improve trans* people's access to healthcare.

- actionfortranshealth.org.uk
- info@actionfortranshealth.org.uk
- facebook.com/actionfortranshealth
- twitter.com/act4transhealth

Appendix A

	Template for forward planning meeting / the gender transition plan	
1	Initial Meeting • Who attended and date: • Make notes of the discussion and actions agreed	
2	• Give the individual a copy of the University Procedure and record date.	
3	• Is individual a member of staff or student? • Do other people need to be involved before action can be taken? • Reach agreement and set a date for next meeting	

4	Check out the expectations of the individual.
	
	• How would they like to be addressed? Use their name, personal pronoun and title in all future interactions.
	• Do they have specific requests regarding the transition? Record these, make it clear what will happen next and agree dates for further actions or meetings. In any event cover the following topics.
	   ○ Discuss if other people need to be involved before action can be taken
	   ○ Reach agreement and set a date for next meeting	

5	• Does individual have experience or fear of harassment? • Inform them of the University's policies, standards and support systems	
6	• Has the individual already transitioned and needs amendments to records, For instance a returning staff member or former student • If individual has the formal documentation agree dates by which changes will be made. • Ask if individual requires any further support? Agree with dates.	

		Template for forward planning meeting / the gender transition plan	
7	• If individual is beginning or in transition, let them tell you where they are at and what support they want. • Find out if they have the formal documentation. If yes, tell them who needs to be informed and offer assistance to make this disclosure. • Agree process and date for this.		
8	• Find out - Does individual require support in introducing themselves in their new name and or gender? Agree this with individual. • This could take the form of a written statement or meetings.		
9	• Is individual requesting time off for medical or psychological treatment? • Agree how this will be managed and dates.		
`10	• Agree the use of gender specific facilities as appropriate. • Agree whether other staff need to be informed, for example in the case of changing rooms.		
11	• Give the individual a copy of the discussion and support agreed and record date		

Appendix B

Gender Neutral Pronouns

Pronouns are words we use in the place of a full noun. For example, instead of "woman" we use she/her/hers and instead of "man" we use he/him/his.

Gender neutral / inclusive pronouns are pronouns which do not associate a gender with the individual being discussed. Non-binary people may use they/them/their as their pronouns and therefore these pronouns can be used to refer to a singular person instead of he/him/his and she/her/hers.

Some languages including English do not have a gender neutral or third gender pronoun. The following gender-neutral pronouns are starting to be used in the English language:

- Per/pers/perself
- Zie/zir/zieself
- Sie/hir/hirself.

Individuals should first listen to the person talking to determine the correct pronoun when addressing or talking about the person. If in doubt then respectfully ask which pronoun the person uses.

Workplace Equality Index Application

Created: 04/09/2019 • Last updated: 09/09/2019

The Employee Lifecycle: Part 1

Section 2: The Employee Lifecycle

This section comprises of 9 questions and examines the employee lifecycle within the organisation; from attraction and recruitment through to development. The questions scrutinise how you engage and support employees throughout their journey in your workplace. This section is worth 13.5% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

2.1 When advertising for external appointments, how does the organisation attract LGBT talent?

Tick all that apply

GUIDANCE: This question examines the ways in which you attract external LGBT candidates to apply for roles within your organisation.

A. Advertise or recruit from LGBT/diversity websites/diversity recruitment fairs and events

B. Include a statement around valuing diversity, explicitly inclusive of LGBT people in job packs and pages

C. Supply potential applicants with information about your LGBT employee network group or LGBT inclusion activities

D. Other

E. None of the above

Describe the evidence uploaded:

A. Example University job advert (for our new Vice Chancellor last Autumn) from the Proud Employers website.

B. All our job adverts include a statement "The University is committed to having a diverse and inclusive workforce, supports the gender equality Athena SWAN Charter and the Race Equality Charter, and is a Diversity Champion for Stonewall, the leading LGBT+ rights organisation."

C. Screenshot of our main University jobs page, which directs attention of potential applicants to our staff LGBT+ Network Group

D. We have created a "Faces of Reading" website, part of the main University website. This website showcases the diversity of our staff and aids to diverse recruitment for potential applicants who are browsing our website or looking at our jobs page. There is a prominent link to Faces from this main job page. There are currently 46 profiles, with 7 of these LGBT+ working in a variety of roles, at a variety of careers stages and ages, and spanning most of the LGBT+

The evidence uploaded is
• Screenshot of link from the main Jobs page to "Faces".
• Screenshot of "Faces of Reading" main page
• Screenshots of three of the LGBT+ staff profiles from the site

Upload evidence for option A

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Upload evidence for option B

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Upload evidence for option D

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2.2 What percentage of employees with recruitment responsibilities have been trained on reducing bias and discrimination towards LGBT people in the recruitment cycle?

Select the completion rate for the training

GUIDANCE: The training should reach as many employees who recruit as possible. Training content should explicitly mention examples of discrimination and bias towards LGBT people. Content should also include the steps recruiters can take in eliminating this discrimination and bias. Examples of content you could upload are case studies, e learning screenshots or PowerPoint presentations.

A. 76   100 per cent

Describe the department or team who deal with recruitment and how you estimate training completion rates:	The HR Operations Team, who are responsible for recruitment deliver the recruitment and selection training. The recruitment and selection training has been updated to include unconscious bias. Therefore, anyone who sits on a recruitment panel has been trained on understanding and managing Unconscious Bias in the recruitment and selection process. We can confirm training completion rates via our new Learning Management System UoR Learn.
Describe the format of the training and the content you have uploaded:	Since the introduction of Our Learn all new entrants are also automatically enrolled to complete a new Introduction to Equality and Diversity on line training module which has recently been updated and revised. The Recruitment and Selection training session is classroom based for 90 minutes. It covers all aspects of the recruitment process with a specific section on diversity and inclusion and unconscious and conscious bias. • We have uploaded the slides from the recruitment training session. • Also uploaded is a screenshot from our online unconscious bias training. We have two versions of this training; one is generic for all staff and one is detailed for all those who are involved in recruitment and is mandatory.

Upload training content

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Upload training content

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2.3 What information does the organisation supply to all new employees (external appointments) when being inducted in to the organisation?

Tick all that apply

GUIDANCE: The senior leader message should explicitly call out LGBT inclusion. The content of all options given can be either in person, online, through a video or post, or on paper.

A. Explicit message from senior leader on their commitment to LGBT inclusion

B. Information on the LGBT employee network/allies programme or initiative

C. Information on LGBT inclusive policies

Briefly describe the induction process and at what point the new starter receives the above information:

When employees start work at the University, they attend a central induction session. This is a half day classroom based event which is a mixture of presentations and interactive activities.

An introduction to the University's approach to Diversity and Inclusion is a key element of the presentation, where we highlight the commitment of senior leadership on LGBT inclusion. This is then built on during the interactive game activity, where colleagues are asked to find out more on our webpages and are encouraged to have discussions on questions and case studies posed to them in small groups.

At the marketplace information about the LGBT+ network is provided by a member of the LGBT+ network, and we also share information about the Allies program, and encourage staff, if they would like, to take away an "LGBT+/LGBT+ Ally" postcard or lanyard (postcard says LGBT+ on one side, LGBT+ Ally on the other).

Information on LGBT inclusive policies is provided at local induction and online and staff are encouraged to familiarize themselves.

Part of on boarding is mandatory online training (staff don't get access to employee self service until this is completed and passed!) which includes our newly designed Introduction to Diversity and Inclusion Programme. This explicitly: i) makes clear that there is a board level champion for each protected characteristic (and reminds people what these are); ii) makes clear that there is senior operational D&I leadership (the Dean for D&I); iii) that the university has staff network groups, specifically including LGBT+ Staff and Allies (with link for more details); iv) that the University has a zero tolerance approach to harassment and campaigns actively on this (#NeverOK), and that its Harassment and Bullying Policy explicitly includes "harassment on the grounds of sexual orientation, gender identity, or gender expression", giving examples, e.g. misgendering, and linking to reporting and support routes/further info; v) that we want all staff to call out inappropriate behavior, and we explain the UHT (Understand, However, Therefore) method.

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Upload evidence for option C

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The Employee Lifecycle: Part 2

2.4 Does the organisation enable non-binary employees to have their identities recognised on workplace systems?

GUIDANCE: Examples include being able to use the title Mx, the option to choose a gender marker other than male or female and the ability to have a passcard with two forms of gender expression present.

Yes

Describe how non-binary identities are recognised on workplace systems:

Non binary identities are recognized in the following ways:

1. Titles. All our HR systems, starting with our online job application system, offer a variety of options for titles in a pull down menu. These options include Mx: the other options are Mr., Miss, Mrs., Ms., Prof, Dr, Other.

2. Our updated University guidelines: "Trans and Gender Identity: Supporting Information and Procedures for Staff and Students" make it clear that changes can be made to any number of documents to reflect gender identity: the examples cited are "e.g. campus card, pay slips, contract of employment, telephone directories, prospectuses, web biographies etc.". On the ground this is a reality: there are gender fluid staff with two campus cards (campus cards are our pass cards) with different names and gender identities.

3. In line with new national requirements on data collection from the Higher Education Statistics Agency, which in turn follows guidance from the Equalities Challenge Unit (now part of Advance HE), the University in its collection of Sensitive Personal Data on Sex, through self identification on its Employee Self Service HR System, offers now a choice of "Other" in addition to "Male" and "Female".

2.5 Does the organisation provide all-employee equality and diversity training which includes the following topics, explicitly covering LGBT people?
Tick the completion rate for the training

GUIDANCE: The training should reach as many employees as possible across your organisation. Training content should explicitly mention LGBT people and cover lesbian, gay, bi and trans in the context of each option selected. Examples of content you could upload are case studies, e-learning screenshots or PowerPoint presentations.

A. Organisational policy and legislation	26 50%
B. Language, stereotypes and assumptions	26 50%
C. Challenging inappropriate behaviour	26 50%
D. Routes to reporting bullying and harassment	1 25%

Describe how you estimate completion rates:	Our online training is linked to the HR System which enables us to get an accurate figure of completion rates based on headcount. Staff who are new to the university are not allowed access to employee self service until they have completed this new mandatory online diversity and inclusion training that we have launched in the last year and are gradually pushing out to all staff.
Describe the format of the training and the content you have uploaded:	The training that we offer on organisational policy and legislation, language, stereotypes and assumptions and challenging inappropriate behavior (options A, B and C) is via an online training module which is mandatory for all staff to complete. Training on routes to reporting bullying and harassment (option D) is offered as part of Induction training as a discussion exercise as well as signposting to the information that is available on the UoR diversity and inclusion web page. We have also reviewed the content of our management development programmes and changed our provider to ensure that the importance of diversity and inclusion practices and behaviours is integrated throughout all the Management Development programmes, rather than the topic being seen as a separate activity. We have Introduced three new programmes from March 2019: • Learning to Lead for potential managers and those who need to influence without direct line management responsibility • The Inclusive Leader for newly appointed managers • Leading High Performance for middle / senior, more experienced managers. The content of the courses now includes more emphasis on managers understanding their own behavior in relation to others: an appreciation of the strengths and value of others to develop fully inclusive management behaviours and provides the knowledge and skills that managers need to encourage confidence in challenging inappropriate behavior such as bullying and harassment and develop inclusive management practices.

Upload evidence for option A

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Upload evidence for option B

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2.6 In the past year, which of the following messages have appeared in internal communications to all employees?

Tick all that apply

GUIDANCE: Communications uploaded should have been sent, or made available to all employees (or as many as geographically possible through the specific communication method). Evidence could include emails and screenshots of intranet posts. IDAHoBiT refers to the International Day Against Homophobia, Biphobia and Transphobia. In your uploaded evidence, make clear who/how many employees the communication reached. Evidence provided for option A. must clearly include all identities within LGBT.

A. Information about LGBT History Month, Pride, Spirit Day and/or IDAHoBiT

B. Information about Bi visibility Day and/or other bi specific events (e.g. bi pride events or Bicon)

C. Information about Transgender Day of Visibility, Transgender Day of Remembrance and/or Trans Pride

D. Information about the LGBT Employee Network Group and allies activity

Upload evidence for option A

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339458/HCRtTDwTW4/

Upload evidence for option B

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339458/BiIaGwohps/

Upload evidence for option C

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339458/GXT4lhmpr5/

Upload evidence for option D

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339458/8EdDnq45bu/

Provide date for option A	22/08/2019
Provide date for option B	30/07/2019
Provide date for option C	19/11/2018
Provide date for option D	15/07/2019

The Employee Lifecycle: Part 3

2.7 In the past year, which of the following career development opportunities has the organisation specifically communicated to LGBT employees?

Tick all that apply

GUIDANCE: Communications here can either be specific communications to LGBT people through the employee network group OR an all employee communication making it clear you welcome LGBT employees on the programmes/opportunities.

A. General leadership and development programmes

B. LGBT specific leadership/professional development programmes

C. LGBT specific seminars and conferences

A. Describe the programmes and how these programmes are promoted to LGBT employees:	All our general leadership development programmes are advertised University wide via the Staff Portal (the staff facing University news website), In Brief (the monthly all staff magazine) and Leaders' Brief (the monthly briefing for senior leaders) and signposting from other events to ensure that we reach out to a broad diverse audience. They are also highlighted on the new UoR Learn System that was launched in May 2019. We have also promoted the Aurora, Springboard and RISE (Realising an Inclusive and Supportive Environment) development programmes directly to LGBT+ Staff network members, via email to the network to encourage more LGBT people to apply
B. Describe the programmes and how these programmes are promoted to LGBT employees:	LGBT specific programmes such as the LGBT+/Bi Role Models and Stonewall Leadership programme are promoted in the same open fora (In Brief, Leaders' Brief, staff portal etc.) in which we promote general leadership programmes. This ensures all staff, including those who are not out as LGBT+ are able to view and access the opportunities. The People Development team have recently supported the LGBT+ Network to set up a mentoring Scheme specifically for LGBT+ employees that is now operational. The above LGBT+ specific opportunities are also promoted directly to LGBT staff via the network email and the staff network webpage.
C. Describe the programmes and how these programmes are promoted to LGBT employees:	LGBT specific events such as the Stonewall Workplace Conference, Annual Wolfenden Lecture, Transgender Awareness training, LGBT+ Allies training, etc. were promoted to staff through communication channels such as In Brief, Leaders' Brief, staff portal etc. These opportunities were also promoted directly to LGBT staff via the network email/intranet web page. This helped ensure that staff, including those who are not out as LGBT+ are able to access these opportunities. Information was also shared with members of the LGBT+ Action Plan Group to enable them to develop knowledge and access good practice.

A. Provide a date on which these opportunities were communicated 22/07/2019

B. Provide a date on which these opportunities were communicated 28/03/2019

C. Provide a date on which these opportunities were communicated 16/05/2019

2.8 Does the organisation proactively recognise contributions to the LGBT employee network group during employee performance appraisals?

GUIDANCE: The onus should be on the employer/manager to make explicit that network group activity links in with organisational values and count towards diversity goals. Please note, the recognition doesn't have to be financial, but should be systematic and applied to all performance appraisals, not just those of the network leads.

Yes

Describe how contributions are recognised:

The annual process by which academic staff are assessed for suitability for promotion is called the personal titles process. In June 2016, the criteria for assessment was reviewed and changed. Academic contributions are now assessed alongside new criteria of "citizenship" and "leadership" contributions. These criteria are given equal weight and value.

Extract from new guidance:

Criteria Academic citizenship

''Demonstration of personal commitment towards the successful development of the University and its communities, and of a commitment to our values for working together and professional behaviours. Taking a share of the many and varied activities that we carry out together that are essential to our academic success.
Examples could include:

• Constructive and active contributions to School/University life.
• Active involvement in widening participation and outreach activities
• Active involvement in University staff network groups, e.g. Women@Reading, LGBT+ Network.
• Contributing to work towards achieving School and University diversity and inclusion and/or sustainability
targets.''

For all staff there is an annual Performance and Development Review. The meeting between the manager and member of staff is specifically intended as an opportunity to identify achievements in their job role and wider contributions to the success of the University, including active involvement with the staff network group and other diversity and inclusion activities.

2.9 Does the organisation identify and act on any LGBT issues raised at exit interviews or on exit surveys?

GUIDANCE: Examples include giving employees an opportunity to raise any issues relating to discrimination they may have experienced in the organisation.

Yes

Describe the exit interview/survey process and how LGBT issues would be identified or raised:	We are in the final stages of developing an online exit questionnaire which will be sent to all those staff leaving the organisation to complete if they wish. The questionnaire includes questions about reasons for leaving the University, the University's commitment to diversity and inclusion, and whether their line manager and environment supported and encouraged the development of a diverse workforce, and 'free text' boxes in each section to allow respondents to add any additional information they wish, in their own words. It has been developed in consultation with diversity and inclusion representatives and all completed questionnaires will be seen by the Assistant Director of HR (People & Talent). This role has responsibility for routing comments appropriately for action and to promulgate best practice and improve the working environment where possible. It is also open to leavers to ask to speak to an HR Adviser or HR Partner, or another appropriate person, should they wish to discuss any issues in person, as is already the case prior to the questionnaire's launch, expected to be in October 2019. It has been piloted with some leavers prior to this date to allow for any final amendments.
Describe how any issues raised would be acted upon by the organisation:	The University takes any discrimination issues raised, whether by those leaving the organisation or those continuing to work here, very seriously. Should the questionnaire responses raise any areas of concern for the University, including any issues relating to discrimination, then a member of the HR Advisory team would ask the respondent if they would be happy to have a conversation if necessary to obtain further details so that action could be taken, provided the person has included their name in their response. Should the response be anonymous the relevant HR Partner and Assistant Director of HR would consider what, if any, further action could or should be taken as a result of the comments.

UNIVERSITY OF READING INDUCTION - BOARD GAME

The University has developed a bespoke Board game that is used for new staff induction.

It's aim is introduce new staff to the University, its strategic vision, its policies and practices and its culture and the role that every employee has in proming inclusion.

The cards in the Board Game are used to encourage discussion and enable participants to explore relevant sections of the University of Reading web pages to find information, access policies, see information on strategic activities such as Diversity and Inclusion etc.

We are sharing a few relevant cards from the Board Game that provide information on LGBT+ staff and inclusion:

DID YOU KNOW

We ask all recruiting managers and
recruitment panel members to complete the
online Unconscious Bias training - as well as
encouraging other members of staff to
complete.

ACTION

Former Vice-Chancellor Lord Wolfenden
played a key role in decriminalising
homosexuality in England and Wales.

Do a quick web search to find out three things
about him.

ACTION

Diversity and inclusion is taken seriously at the University of Reading and there are two Deans of Diversity, Champions on the University Executive Board (UEB) as well as within schools and functions.

Do a quick web search to find out who are they are.

APPENDIX

INDUCTION BOARD GAME RULES

Players move around the board visiting each hub, completing challenges, and collecting tokens.

Materials required for the game

- Tablet
- 6 x coloured playing pieces
- 7 x decks of Challenge cards
- 7 x coloured tokens
- 1 x dice

Number of players

- Up to six players
- Played individually or in pairs (if desired)

Categories

- Our History
- Teaching and Learning
- Our Workplace

- Diversity and Inclusion
- Our Students
- Values and Behaviours
- Our Research

End of the game

The game is over when players have visited all hubs on the board and returned to the start circle.
The overall winner is the player with all zone tokens collected and the most Did You Know cards.

Cards are removed from packs, shuffled and placed face down on the corresponding hub on the board. Discussion cards are separated by colour and placed face down next to the board.
Each player chooses a coloured playing piece and places it on the Start Here circle.
The first player throws the dice and moves by the face value of the dice in any direction on the board – players decide the order in which they would like to visit the category hubs. During the game, players can move in any direction.
If at the end of their move a player lands on a challenge square (indicated by an icon relating to one of the categories) they must pick up the corresponding category card. The cards are broken down into the following activities

- **Action** – This involves doing something such as a quick web search. All players are involved in this activity.
- **True/False** – Ask the player to your left the question on the card with a true or false option. If guessed correctly the player asked, receives a point.
- **Did You Know** – these are memory cards and contain a fact about the University. Once the player has read out the information they must retain the card face down in front of them until it is out of play. If any player finishes their turn on a question mark square, they can try to recall one of the Did You Know cards (including their own). Only one card can be recalled. If the player recalls a card correctly they take the card and it is now out of play. If the player guesses incorrectly, the card remains face down and in play

- **Well Done** – These cards reward you for knowing information that will help others and the community at the University. The player receives an extra turn.

Once a player reaches a category hub they draw a **Discussion** card for that category. The card is read aloud and all players get involved in the discussion. Once completed the player receives a token.
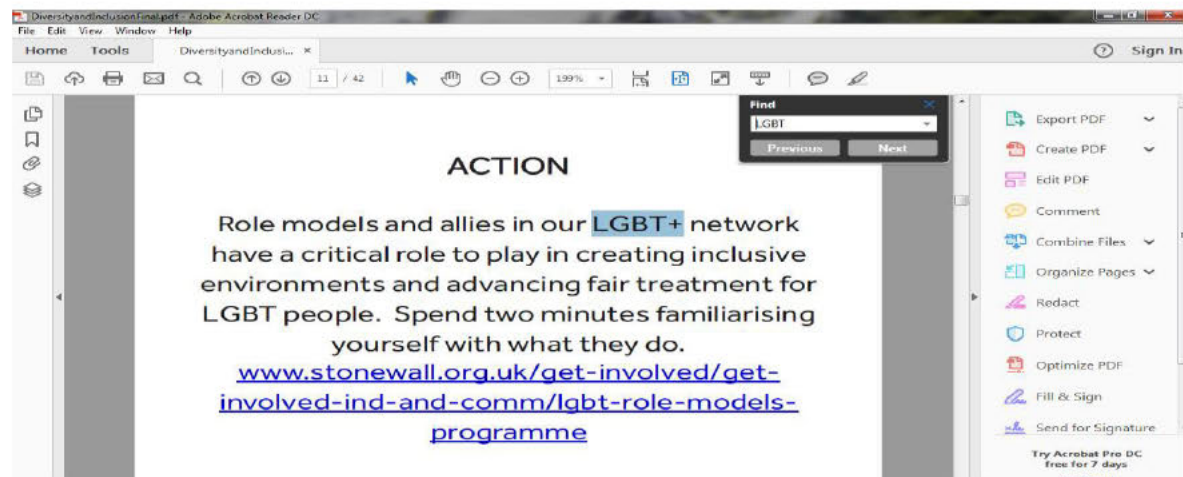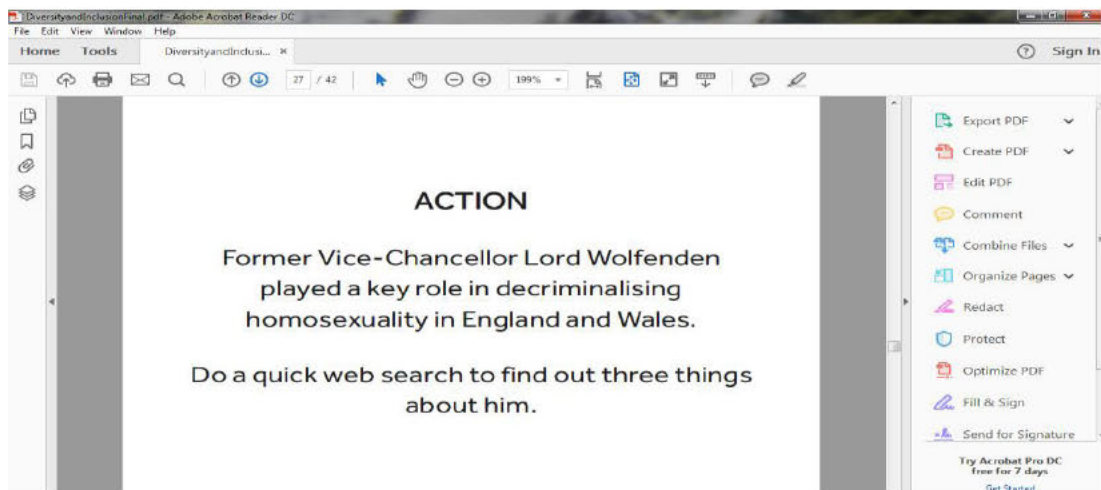
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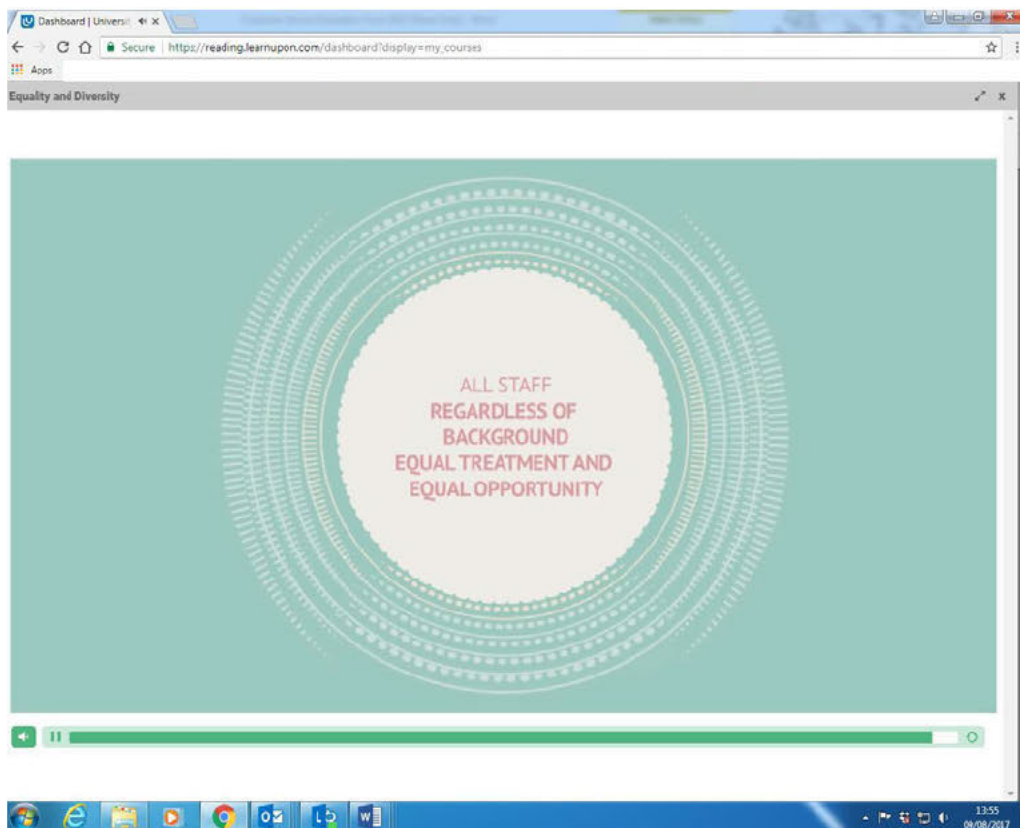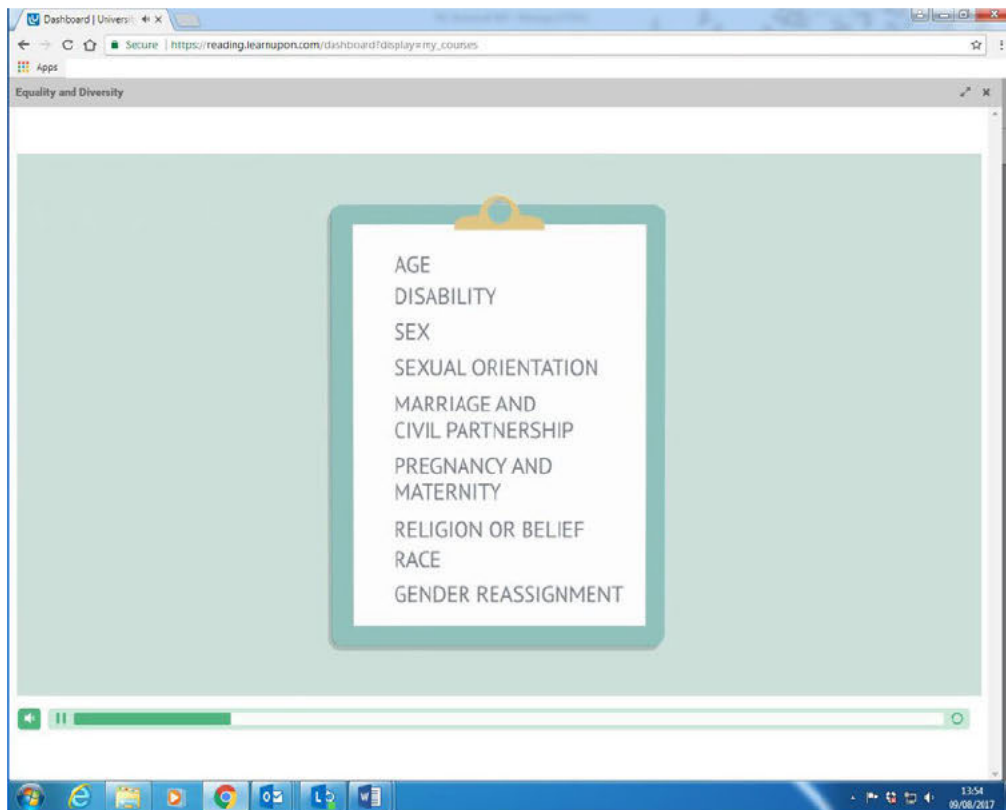Each player chooses a coloured playing piece and places it on the Start Here circle.
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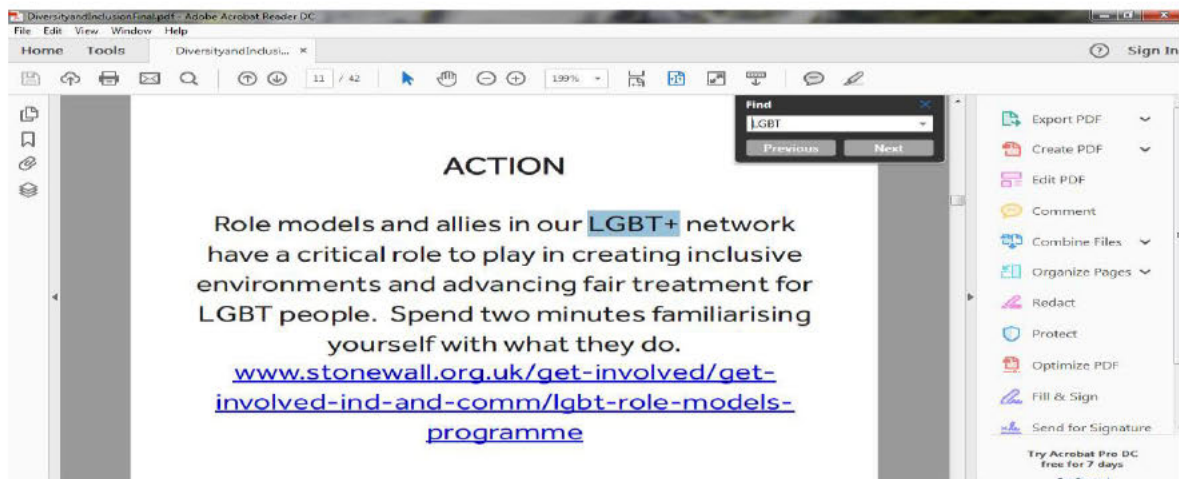
Evidence 2.5B - Unconcious bias elearning
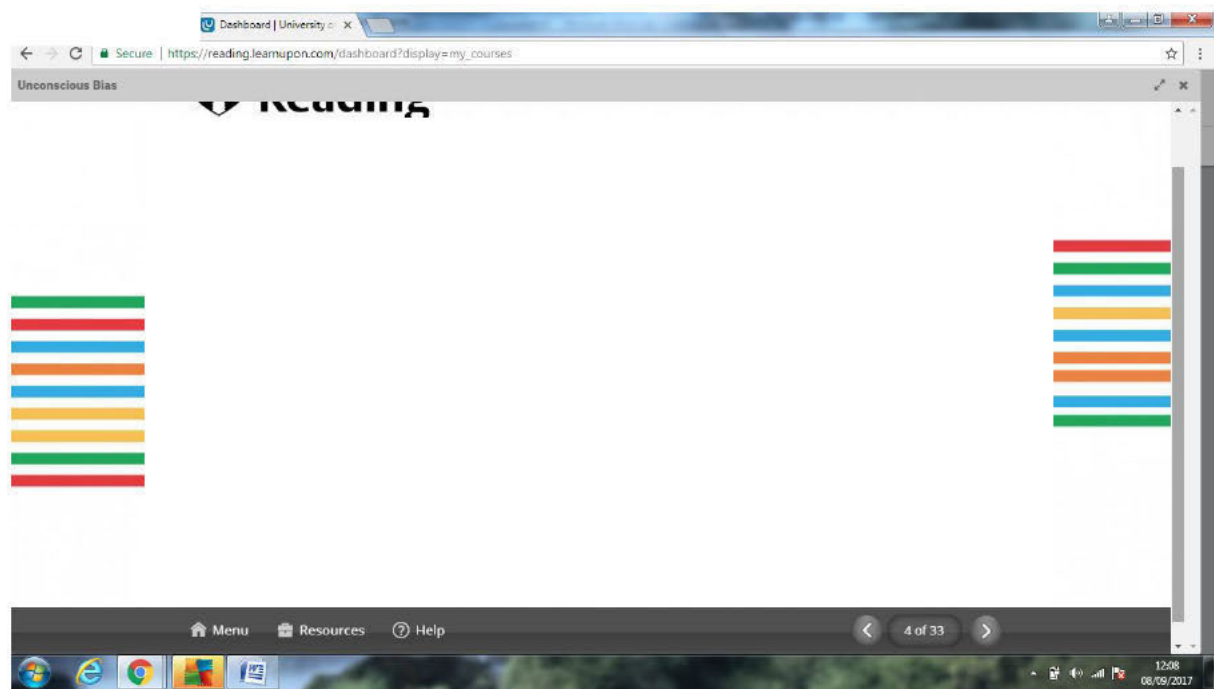
Assumptions about a pilot being a man

Reading

Who comes to mind?

Menu   Resources   Help   7 of 33

University of
Reading

Tips

Menu   Resources   Help   32 of 33

Workplace Equality Index Application

Created: 04/09/2019 • Last updated: 09/09/2019
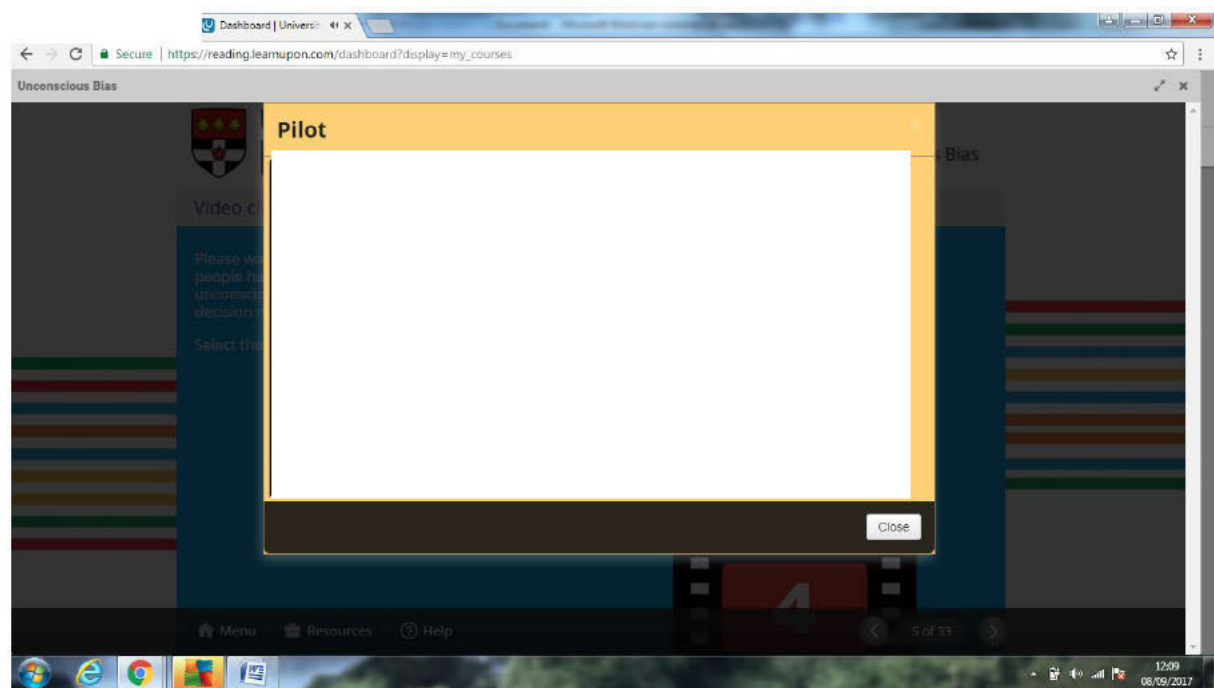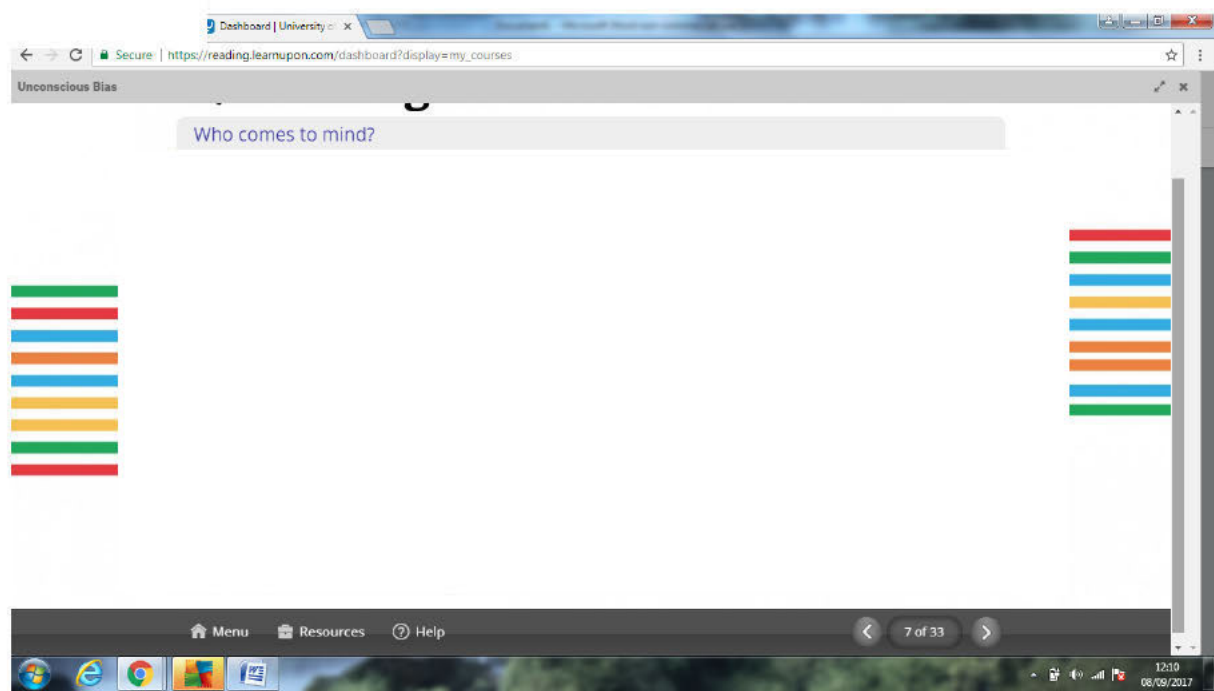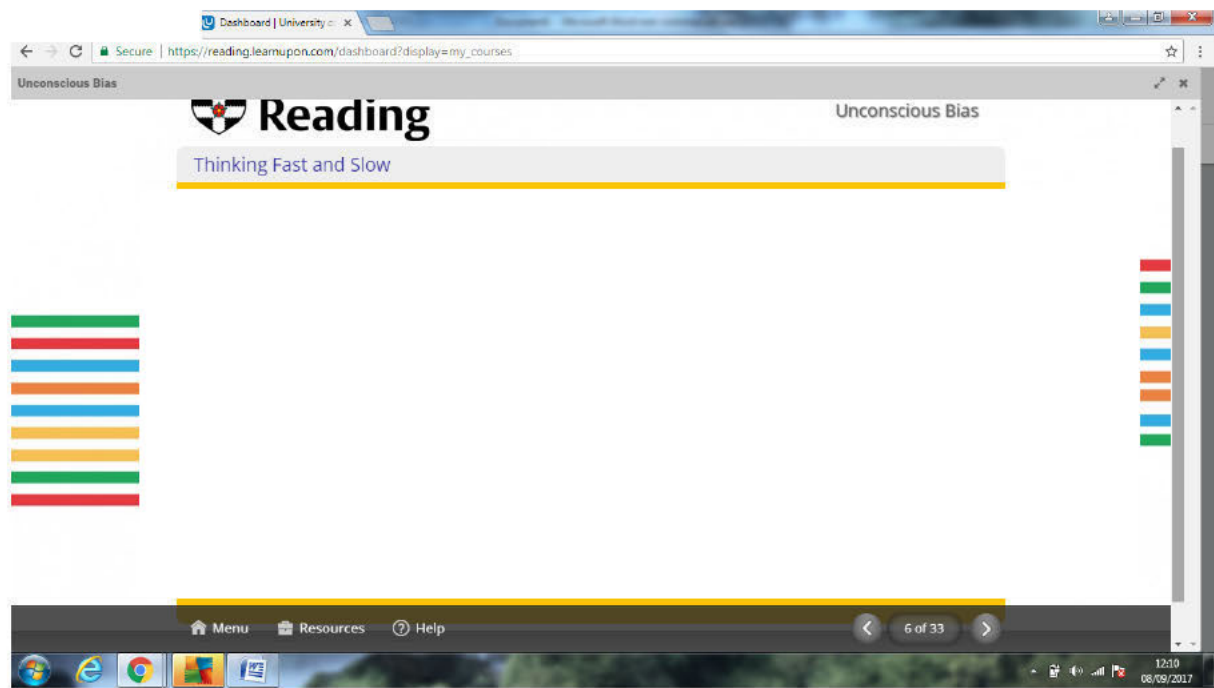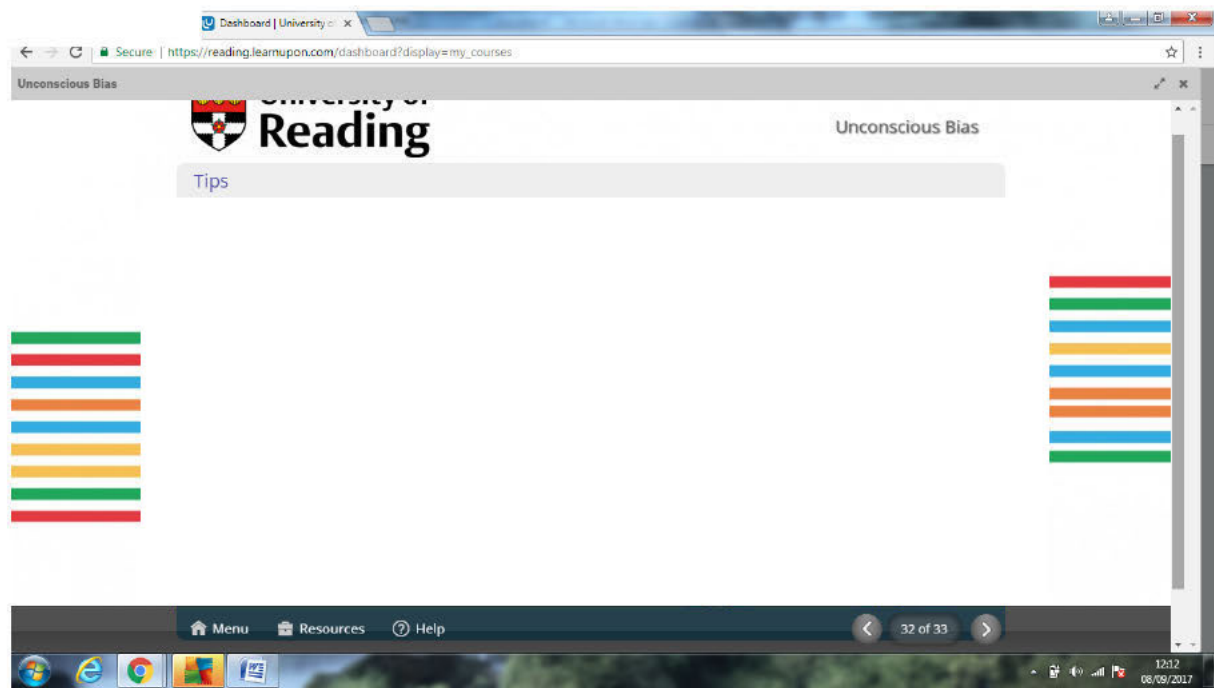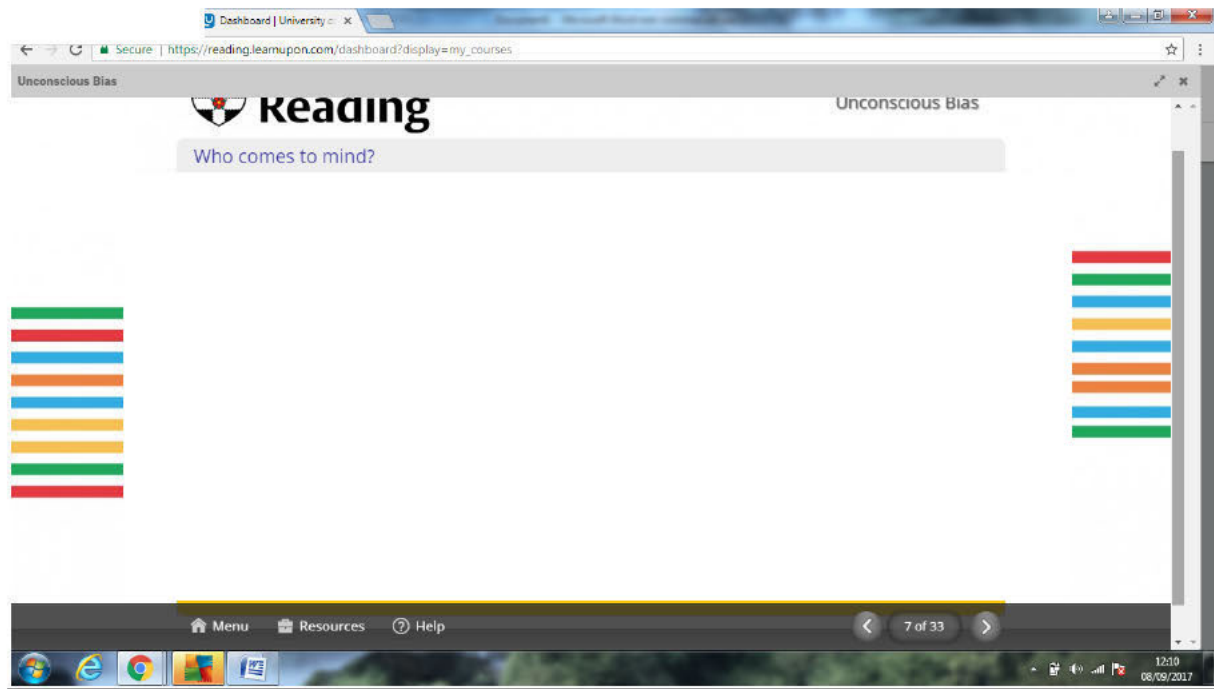
ENG: Part 1

Section 3: LGBT Employee Network Group

This section comprises of 7 questions and examines the activity of your LGBT employee network group. The questions scrutinise its function within the organisation. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

3.1 Does the organisation have an LGBT employee network group for LGBT employees?

A. Yes, with a defined role and terms of reference

Upload the LGBT employee network group's terms of reference:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339461/XfJa2nsHqS/

ENG: Part 2

3.2 Does the LGBT employee network group have clearly defined yearly objectives?

GUIDANCE: Examples could include holding a certain number of events or campaigns, engaging with different groups of staff across the organisation and collaborating with other organisation's network groups.

Yes

List examples of some of your most recent objectives and progress towards achieving them:

The LGBT+ Network's recent objectives and progress towards achieving them is summarised below:

1. Organise informal networking events   3 network socials have taken place since the last submission
2. Increase visibility of trans issues and trans inclusion   worked in partnership with the D&I team and RUSU to run Trans Awareness Workshops and produce pronoun badges. We organised a guest lecture with   (6 February 2019)
3. Increase visibility of bi issues and bi inclusion   through training and awareness raising sessions plus a blog post written by one of the Network co chairs and published at the LGBT+ staff network blog 30/7/19
4. Develop Intersectionality in LGBT activities   the co chairs have had discussions with the chairs of the University's Disability Network and the Women's Network and agreed to organise joint events and develop closer cooperation to ensure that the Networks influence University policy on issues of common interest. We contributed to a University video to acknowledge the importance of National Day for Staff Networks (8th May 2019) that was a collaboration with the Women@Reading and Disability Network.
5. Increased awareness of the importance of Allies, their visibility and the role of Allies   Organised two one day training programmes in 2018 and 2019 with the D&I tam and students's union to raise awareness and encourage staff to sign up
6. Increased visibility of LGBT+ and LGBT+ Allies through Rainbow Lanyards and Allies postcards that are distributed widely, including on the new staff induction days
7. Increased profile of LGBT+ issues   participated in Reading Pride (31 August 2019); organised the 'Wolfenden Seminar' entitled 'Navigating identity institutionally: Research findings and biographical notes on trans experiences in prisons, schools and universities', which featured a discussion between University of Reading and University of Oxford academics.(16 May 2019).
8. Improve the formal structure of the LGBT+ staff network by establishing a committee ('a steering group') which aims to have representation from all 'categories' in the LGBT+ spectrum and strengthening the cooperation with allies, by appointing an Ally Lead (or co leads) to sit on the committee.
9. Provide LGBT+ mentoring   This is now live and is one 'arm' of the main University mentoring scheme. The mentoring scheme currently has 1 mentor and 1 mentee, with the view of expanding in the next academic year. There is also for LGBT+ staff applying for places on the Stonewall LGBT+ Leadership Programme to receive mentoring from one of the University's senior leaders whilst preparing their applications and after attendance on the programme to support further development. 4 LGBT staff have received this mentoring to date.
10. Provide confidential advice relating to LGBT+ issues to any member of staff or PGR student who asks for this. Mechanisms to do this have been agreed and communicated to the network and this is being used.
11. Improve the visibility of the network by creating a network webpage within the University website (in progress).

3.3 Which of the following support activities does the LGBT employee network group facilitate?

Tick all that apply

GUIDANCE: The individual support the network offers should be available and advertised to all staff. Consultation on internal policies and practices should be considered as policies which impact upon employee welfare, for example, reviewing an updated adoption policy. Consultation on the organisations broader work refers to organisational outcomes, for example being consulted on a LGBT media marketing campaign.

A. Provide confidential support to all employees on LGBT issues

B. Provide support to enable employees to report homophobic, biphobic and transphobic bullying and harassment

C. Have been consulted on improving internal policies and practices

D. Have been consulted on business development, organisational priorities and/or the organisation broader work

Describe the options selected:

A. Describe the confidential support the group offers and how this is communicated to all staff:	An email has been sent to all members of the network informing them that they can seek confidential advice from the Network, and this is, also, mentioned in the network webpage visible to all employees, and linked to from the University's main Diversity and Inclusion and HR pages. In addition, in order to ensure that staff and PGR students who are not members of the network and/or have not subscribed to the mailing list are aware of the support that is available, a paragraph has been added to the University webpage on Equality and Diversity networks, noting that all staff and PGR students can seek confidential advice in relation to LGBT+ issues by getting in touch with the Co Chairs.
B. Describe how the group offers support to enable employees to report homophobic, biphobic and transphobic bullying and harassment and how this is communicated to all staff:	The Co Chair and members of the network have met with the internal Harassment Advisers network to discuss the importance of visibly signalling LGBT+ inclusion and visible ally status and this has led to a number of Harassment Advisers updating their online profiles to reflect this. Additionally, the network chairs themselves are able to provide support and to signpost employees to other sources of support internally and externally, and this has been advertised to the membership and more widely through the open network webpage.
C. Describe the consultation process and outcome:	The network has been consulted on a number of policies and practices including: i) the University's policy on collecting staff data on sex and gender identity/gender reassignment, ii) the launch of the pronoun badges, iii) the provision of gender neutral toilets, iv) Review of Bullying and Harassment Policy and Procedures for students and staff v) The #NeverOK campaign and vi) the University's Race Equality Action Plan. This has had impact in various ways, for example as a result of consultation on bullying and harassment the new policy explicitly (for the first time) outlaws biphobia, transphobia, and misgendering.
D. Describe the consultation process and outcome:	The network has been consulted also about the organisation's diversity and inclusion work, on the ongoing development of the University's LGBT+ Action Plan, but also on the draft of the University's new Race Equality Action Plan, part of the University's recent submission to the Equalities Challenge Unit (part of Advance HE).

ENG: Part 3

3.4 In the past year, which of the following activities has the LGBT employee network group undertaken?

Tick all that apply

GUIDANCE: 'Awareness raising events' here refers to activities which serve to educate or inform the wider organisation about different sexual orientation, gender identity and/or trans issues, for example panel discussions, lunch and learns or stalls during diversity events. 'Mentoring or coaching programme' here refers to either a specific programme run by the network, or alternatively an organisation wide programme which proactively incorporates LGBT mentoring with the aid of (and driven by) the network group. 'Reverse mentoring' here refers to a formal process whereby senior employees are reversed mentored by more junior LGBT employees.

A. Social networking event for members

B. Lesbian, gay and bi equality awareness raising event

C. Trans equality awareness raising event

D. Collaborated with other LGBT network groups

E. Collaborated with other internal network groups

F. Mentoring or coaching programme

Describe the activities selected and when they occurred. Please provide specific dates or time periods within the last year.

A. Social networking event for members	Over the past year, there have been 3 social networking events. The most recent one took place on 1 August 2019.
B. Lesbian, gay and bi equality awareness raising event	The LGBT+ Staff Network group and University have worked together to arrange many activities. The network co chairs and/or other network members were involved in the organization of all the following events. 10/10/18 'Same Sex Marriage and the Law: European and International Approaches' Workshop with 11/2/19 'Offences against the person? Discovering hidden LGB histories in Berkshire court archive' Public event where University of Reading students discussed the findings of their summer 2018 research project regarding the above topic. 13/2/19 An LGBT+ Ally information and recruitment session hosted by the Vice Chancellor and the LGBT+ staff network

	1/5/19 'Contemporary Challenges Facing LGBT+ Asylum Seekers: UK and Global Perspectives' Conference organised by a member of the network and with the support of the network

15/5/19   An LGBT+ Ally information and recruitment session hosted by the University's Champion for Sexual Orientation and Gender Identity and the LGBT+ staff network

17/5/19   IDAHOBIT flag raising ceremony and speeches, hosted by the LGBT+ Staff Network, the Students' Union, and Professor Parveen Yaqoob, the University's Champion for Sexual Orientation and Gender Identity |
| C. Trans equality awareness raising event | The LGBT+ Staff Network, working with the University D&I team and the Students' Union LGBT+ Officer and Society, annually marks Transgender Day of Remembrance on or near 20 November. It is a day on which we celebrate our trans staff and students, but also remember those affected by violence against the trans community in the UK and beyond.

This year, on 20 November 2018 there was a flag raising ceremony hosted by the Acting Vice Chancellor Professor Robert Van de Noort.

It featured short speeches from the Acting VC on behalf of the University, and from the trans community, including guest speaker|
Representatives of RUSU and our LGBT+ Staff Network will read out the names of some of those worldwide who have suffered death from transphobic violence in the last year.

In addition, Trans awareness training for staff and students facilitated was provided by an external facilitator
was provided on 22 November 2017 and 14 February 2019. |
| D. Collaborated with other LGBT network groups | The LGBT+ network played a key role in setting up the Thames Valley LGBT+ Workplace Network. This network of local employers and their LGBT+ staff networks grew out of a conference in November 2015 hosted by Berkshire Healthcare NHS Foundation Trust on "Addressing barriers to inclusive working environments for lesbian, gay, bisexual and transgender employees".

As a follow up to that conference, a first meeting, which led to the creation the network was held at the University on 18 May 2016. It was decided at that meeting that it would be helpful to create a more formal network and to meet three |

	times a year. There have been subsequent meetings on 15/9/16, 11/1/17, 4/5/17, 6/9/17, 24/5/18, 21/9/18, 16/5/19.
E. Collaborated with other internal network groups	The LGBT+ staff network collaborates continually with the LGBT+ Student Society and the new Students' Union LGBT+ student network led by the Students' Union elected LGBT+ Officer. This collaboration has included over the last year: • Joint presence annually at Reading Pride (and organising the logistics together) • Jointly speaking at annual events to mark IDAHOBIT and Trans Day of Remembrance; speaking together • Providing the staff and student LGBT+ perspective on the need for allies, at our LGBT+ allies recruitment events. In the last year the LGBT+ staff network has also met and worked with the volunteer Harassment Advisor Network, to ensure that their services are sign posted as being fully inclusive for LGBT+ staff.
F. Mentoring or coaching programme	The LGBT+ mentoring scheme went live in October 2018. The mentoring scheme is for individuals, at all staff levels, who wish to discuss career progression, work related activities, as well as LGBT+ considerations. Each individual is different and so, some may access this mentoring scheme to discuss only LGBT+ considerations whereas for others, a series of more career orientated discussions may take place. As mentioned in 3.2, the mentoring scheme currently has 1 mentor and 1 mentee, with the view of expanding in the next academic year. Details are at this website https://www.reading.ac.uk/web/files/humanresources/Mentoring_Scheme_for_Professional_and_Managerial_Staff_Final_2018.pdf

3.5 In the past two years, has the LGBT employee network group held campaigns, initiatives, seminars or events engaging with the following diversity strands?

Tick all that apply

GUIDANCE: 'Initiatives' and 'campaigns' here refer to specific programmes or projects   online or offline   undertaken to achieve LGBT specific aims in the near term. For example, creating a series of blog posts during LGBT History Month to highlight homophobia, biphobia and transphobia in sport.

Examples include raising awareness of the specific mental health challenges faced by LGBT people during mental health awareness week and profiling prominent trans women on International Women's Day.

This question is looking at how your network group engages with the intersections between LGBT identities and other diversity strands, work on LGBT identities that does not clearly engage one of these other diversity strands will not be accepted for this question.

Please provide specific dates or time periods within the last two years.

A. Age

B. BAME

C. Disability (excluding disability related to mental health)

D. Women

Describe the campaigns, initiatives, seminars or events and when they occurred:

A. Age	As part of the LGBT History month programme on 21 February 2017 we organised an event with from the University of Sussex.
	talked about 'The Lives of Older Lesbians: Sexuality, Identity & the Life Course'. She shared findings from her ground breaking study, based on an unprecedentedly large research sample of nearly four hundred lesbian identified women between the ages of 60 and 90 in the UK and raised awareness about sexual orientation.

In her presentation, she provided an insight into the lives of older lesbians in the UK who are the most invisible members of the LGBT community.

Her research revealed that older lesbians have been hidden from view by a combination of prevailing cultural assumptions and their own unwillingness to be seen. |

| | Consequently, older lesbians have been consistently under represented in both popular culture and research.

She used data from the research and personal testimonies to highlight the distinct collective identity of the older lesbian community whilst emphasising that understanding their past experiences is crucial to providing for their future needs. |
|---|---|
| B. BAME | Members of the LGBT+ network who attended this year's Stonewall Workplace Conference have reflected on their learning and experiences of the day in a series of three blogs, posted on the main University Diversity and Inclusion #DiverseReading blog page (posted 30 July, 9 August, 16 August 2019), including a blog specifically on "LGBT+ Intersectionality with Race and Disability" (16/8/19) which talks in Part 1 about "Creating workplaces that are inclusive of BAME LGBT people": see https://blogs.reading.ac.uk/diversereading/2019/08/16/lgbt intersectionality with race and disability/ |
| C. Disability | Members of the LGBT+ network who attended this year's Stonewall Workplace Conference have reflected on their learning and experiences of the day in a series of three blogs, posted on the main University Diversity and Inclusion #DiverseReading blog page (posted 30 July, 9 August, 16 August 2019), including a blog specifically on "LGBT+ Intersectionality with Race and Disability" (16/8/19) which talks in Part 2 about "Experiences of LGBT+ disabled people": see https://blogs.reading.ac.uk/diversereading/2019/08/16/lgbt intersectionality with race and disability/ |
| D. Gender | As part of the LGBT History month programme on 21 February 2017 we organised an event with from the University of Sussex.

 talked about 'The Lives of Older Lesbians: Sexuality, Identity & the Life Course'. She shared findings from her ground breaking study, based on an unprecedentedly large research sample of nearly four hundred lesbian identified women between the ages of 60 and 90 in the UK and raised awareness about sexual orientation.

In her presentation, she provided an insight into the lives of older lesbians in the UK who are the most invisible members of the LGBT community.

Her research revealed that older lesbians have been hidden from view by a combination of prevailing cultural assumptions and their own unwillingness to be seen. Consequently, older lesbians have been consistently under |

represented in both popular culture and research.

She used data from the research and personal testimonies to highlight the distinct collective identity of the older lesbian community whilst emphasising that understanding their past experiences is crucial to providing for their future needs.

ENG: Part 4

3.6 In the past year, what initiatives has the LGBT employee network group undertaken to ensure the membership is as diverse as possible?

Tick all that apply

GUIDANCE: Examples provided should clearly demonstrate that the LGBT employee network group is driven in ensuring the membership is representative of many different types of people.

A. Implemented a formal mechanism or process to ensure bi and trans issues are covered and engaged with (for example, bi or trans reps)

B. Promoted the LGBT employee network group as being open to all employees and inclusive of LGBT people with multiple identities (for example, BAME LGBT people or LGBT people with experience of mental health problems)

Describe the initiatives selected and when they took place or were implemented. Please include specific dates or time periods.

A. Implemented a formal mechanism or process to ensure bi and trans issues are covered and engaged with (for example, bi or trans reps)	The LGBT+ staff network Steering Committee includes Bi and Trans reps to make sure related issues are discussed, reviewed and engaged with.
B. Promoted the LGBT employee network group as being open to all employees and inclusive of LGBT people with multiple identities	The LGBT+ employee network has undertaken a number of activities to promote the network as being open and inclusive to LGBT+ people with multiple identities and their allies. The Co chairs of the network attend the bi monthly new staff induction sessions and host a stall at the marketplace, where information about the network and its role and the University's commitment to LGBT+ inclusion, including LGBT+ people with multiple identities, is made available to staff. This message of inclusion of people with multiple identities is echoed on the main network open webpage, and the co chairs have reached out to all the other staff networks to make clear that they want to work together, in particular on events highlighting intersection of identities. The Co Chairs of the network and other members also use other communication tools such as articles on the all staff portal, information on the network's web pages, Facebook and twitter to inform staff about the network and the benefits of becoming a formal member. The LGBT+ Steering Committee includes Bi and Trans reps to make sure related issues are discussed, reviewed and engaged with.

3.7 Has the LGBT employee network group undertaken any additional work in the past year to advance LGBT equality in both your organisation and the wider community?

GUIDANCE: The work detailed here should be additional to the work already covered in other questions.

Yes

Describe the activity and impact. Please include specific dates or time periods.

The LGBT+ network is represented and are active participants in the Thames Valley LGBT+ Workplace Network, a network of local employers working to share good practice on supporting their LGBT+ staff and customers. For example, for our last meeting held in May 2019 at the University, our network co chairs reached out to the Spectrum at GSK, the Stonewall 2019 Employee Network Group of the Year and arranged that they spoke at our meeting as part of a larger discussion that our co chairs led on running LGBT+ staff network groups. At a previous meeting we spoke about our experiences in the network and the wider university of setting up LGBT+ Allies networks. Anecdotally, from conversations at subsequent meetings, it is clear from feedback from other groups that this learning has been helpful and has enabled/encouraged them to take next steps.

Additionally, members of the network support as volunteers the work of the main local LGBT+ group, Support U, based in Reading, including as a Trustee.

The following question is not scored.

3.8 Does the LGBT employee network group's terms of reference state that the group is inclusive of bi and trans people? Tick all that apply.

A. Bi people

B. Trans people, including non binary people, trans men and trans women

Allies and Role Models: Part 1

Section 4: Allies and Role Models

This section comprises of 9 questions and examines the process of engaging allies and promoting role models. The questions scrutinise how the organisation empowers allies and role models, then the individual actions they take. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Allies

4.1 Does the organisation have a formal programme or initiative to engage all non-LGBT employees to become allies?

A. Yes, as part of our LGBT employee network group

GUIDANCE: The programme should be a formal mechanism to engage non LGBT people with LGBT equality.

Describe the allies programme or initiative:

The University has an Allies network which sits within the broader LGBT Plus staff network. The Allies network has appointed through a competitive recruitment process, a "Lead Ally", who is part of the steering group/committee for the overall network. As the name implies, the lead ally takes the lead in thinking about the further development of the network, and the activities that the network does, in support of the LGBT+ staff network.

The allies network grows through:
• Applications to join the network which are invited at any time, with particular pushes through the year;
• Allies recruitment/information/training events, which run at least twice a year (see below).

We ask all allies to do three things:
1. To be visible as allies;
2. To be informed, e.g. by attending some of the many LGBT+ events that run through the year (many of which have an educational element, e.g. in the last year Trans Awareness Training, the Wolfenden Lecture and Seminar, various talks/seminars throughout the year (see above));
3. Not to be a bystander, and we talk through the UHT method and encourage our allies to sign and display the Stonewall #NoBystanders pledge.

Implicit in this is a request to get involved, and we write out regularly to our allies, e.g. in the last month seeking volunteers to support our activities and our stall at Reading Pride, before the summer about forthcoming events, e.g. our Wolfenden Lecture by ▓▓▓▓▓▓▓▓▓▓▓▓ in May. We encourage our existing allies to bring a friend along to such events to grow the network.

In 2017, the University ran the one day Stonewall Allies Programme, to kick start our allies effort. Approximately 50 participants attended, including our Vice Chancellor and other senior leaders. The sessions explored what it means to be an authentic and inclusive ally to LGBT people in the workplace. At the end of the training session, all attendees made an individual personal commitment to acting as an LGBT Ally and have joined the Allies Network.

The University has also organised two LGBT+ Ally information and recruitment sessions every year during LGBT History month and to mark IDAHOBiT in the last three years. These sessions were hosted by the University's Board Champion for sexual orientation and gender identity and the LGBT Plus staff network. During these sessions' LGBT+ staff and student representatives and a number of LGBT+ allies shared their personal stories that highlighted the significant role that allies have in creating an inclusive organisation

Upload a communication advertising the allies programme or initiative:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339464/kkN9QSKHNa/

4.2 In the past year, has the organisation held internal awareness raising sessions, campaigns or initiatives specifically for allies which cover the following?

Tick all that apply

GUIDANCE: Content/activity should be tailored for non LGBT people and run through mechanisms that engage allies. Content should cover all LGBT identities (lesbian, gay, bi and trans).

A. The importance of allies

B. Discrimination towards LGBT people

C. Personal stories from LGBT people

D. Actions they can take to be effective allies

Provide a brief description of the content you have uploaded:

We have hosted 2 internal awareness raising for LGBT+ Allies on 13th February 2019 and 15th May 2019. A programme for the event is attached. The event included presentations from the UEB Lead, Professor Parveen Yaqoob, ███ who are all LGBT+ Allies. The LGBT+ Co Chairs ███████████ and ██████ and █████████████ █████████████ also shared their views and experiences on the role of Allies.

For A D we have uploaded different pieces of evidence relating to the LGBT+ Allies Recruitment/Information sessions that we run twice a year, which talk about all of A D.

In the case of C, we have also added, as a bonus, another example of LGBT personal stories from our main website.

In the case of D, we have also added examples email out to the allies mailing list as follow ups to these sessions

Upload content covering option A:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339464/idH7rHFTkw/

Upload content covering option B:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339464/CuRhaaxGJs/

Upload content covering option C:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339464/2pyVM7tHD7/

Upload content covering option D:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339464/EldupEXszI/

Provide a date for Option A: 15/05/2019

Provide a date for Option B: 15/05/2019

Provide a date for Option C: 15/05/2019

Provide a date for Option D: 15/05/2019

4.3 Does the organisation enable allies to visibly signal their commitment to LGBT equality?

GUIDANCE: Examples include visual signals such as email signatures, badges, lanyards and mugs.

Yes

Describe how allies can visibly signal their commitment to LGBT equality:

Allies can visibly signal their commitment to LGBT equality by:

1. Displaying a rainbow UoR lGBT+ Ally postcard. A picture of this postcard is displayed in this Staff Portal article on 8/02/2018 advertising LGBT+ Ally recruitment events:

https://www.reading.ac.uk/internal/staffportal/news/articles/spsn_756892.aspx

Many hundreds of postcards are on display, typically on office doors, across our campuses.

A staff portal article from 29/01/2019 encourages staff to display support through numerous actions "We will be flying the rainbow LGBT+ flag on the main Whiteknights flagpole through February, and you can show your support individually with one of our LGBT+/LGBT+ Ally postcards or lanyards, which can be picked up from any of our main receptions in RUSU, Whiteknights House, Henley Business School, Palmer Building, London Road, and over in Earley Gate"
https://www.reading.ac.uk/internal/staffportal/news/articles/spsn_792229.aspx
2. Wearing a UoR LGBT+/LGBT+ Ally rainbow lanyard. Over a thousand of these are being worn across our campuses and beyond. See our LGBT+ network twitter feed https://twitter.com/unirdg_lgbtplus for many examples of allies wearing these.

3. Adding the LGBT+ ally logo (below) to their email signature (see examples of this in emails attached as evidence for question 4.2D).

4. Wearing (Stonewall) rainbow shoelaces, which we have purchased in bulk and make available at Ally recruitment/info sessions and other events.

Allies and Role Models: Part 2

Allies

4.4 In the past year, which of the following activities have allies engaged in?

Tick all that apply

GUIDANCE: 'Helped organise' here, refers to allies taking an active involvement in the planning and execution of events. It does not mean allies simply turning up to events.

A. Participated in LGBT network group activities

B. Helped organise a lesbian, gay and bi equality awareness raising event

C. Helped organise a trans equality awareness raising event

D. Recruited other allies

E. Coached or mentored other allies

F. Other

Describe the activities selected. Please include specific dates or time periods.

A. Participated in LGBT network group activities	We have organised two ally recruitment events in the last 12 months. At each of these we get prospective allies to sign up their interest in the many other events that the LGBT network group is organising or co organising. For example, flag raising for IDAHoBiT, Trans Awareness Training sessions, our Annual Wolfenden Lecture, our presence at Reading Pride etc. We follow up these initial expressions of interest in events with email reminders with encouragement to bring another ally along. As a result, we have had very substantial ally attendance at all these events.
B. Helped organise a lesbian, gay and bi equality awareness raising event	As one example, allies helped organise our presence at Reading Pride (parading plus a stall in the 'Marketplace') and led work on designing and ordering promotional material, badges and postcards, and making sure everything arrived on time. Also, allies in the Vice Chancellor's Office helped organise the event 'Same Sex Marriage and the Law: European and International Approaches' in October 2018. This academic event raised awareness for the rights of LGB persons to formalise their relationship in different legal contexts.
C. Helped organise a trans equality awareness raising event	Allies in the Vice Chancellor's Office helped organise ███████ ██████ lecture in February 2019. ███████ is a US transgender activist, who gave her famous talk at the University in the last two years. Allies in the Vice Chancellor's Office helped organise the Trans Awareness Training sessions run by ████████████ (a trans woman and former Reading student), by liaising with ██████████, handling the advertising, making sure a room was booked, and serving as a point of contact for staff wishing to

	book. This popular session (run twice a year) looks at the range and variety of people who identify in one way or another as Transgender. The variables of gender, sexuality and other aspects are explored and explained, including: What it is like to be Trans; Coming Out; Being Trans in Public; Being Trans at work; How do staff react to trans people? All with time for discussion, questions and answers.
D. Recruited other allies	1. Professor Parveen Yaqoob (the University's Champion for Sexual Orientation and Gender Identity) and ███████████ ████████████████████████████ , have spoken at two allies recruitment events in the last year about why they are allies and what we want allies to do. 2. In advance of all our LGBT+ events we write out to all our allies and encourage them to come along, but also to bring a new ally with them. (See the example email that is in the evidence attachment for 4.2D.)
E. Coached or mentored other allies	███████████████████ an experienced LGBT+ ally, has supported the development of other allies through ally information/recruitment/training sessions, most recently on 15/5/19. Specifically, he has explained why he is an ally, talked about concrete things that allies can do and explained how to be an ally in a range of scenarios. We have recently (28/8/19) appointed a "Lead Ally" who has already coached and mentored other allies. To quote from her application. "My first task was to encourage all staff in my team to wear rainbow lanyards and display LGBT+ postcards on their pin boards and desks. I then took a photo of our team which was posted on UoR social media to demonstrate that the admissions office celebrates diversity and promotes inclusivity. My most recent task has been to create a LGBT+ display on the wall of our staff room to provide information, guidance and to advertise events. I enlisted the help of a colleague who identifies as LGBT+ to ensure the display contains accurate and beneficial information.The display includes a good practice guide (do's and don'ts from a customer service perspective), list of terminology, LGBT+ key dates, Stonewall WEI index rankings,and posters for upcoming events."
F. Other	A number of allies support our LGBT+ work through running local projects, with funding from the University's Diversity and Inclusion Initiative Fund, or through the University's UROP (Undergraduate Research Opportunities Programme) scheme. For example, ally network member ██████████ ██████████████████████ applied for funding through the UROP network for a local LGBT+ history project "Offences against the person? Tracing hidden LGB histories through Berkshire court records and archives" which was funded and

completed in the last year, with the results presented in a public event during 2019 LGBT+ History Month at the Berkshire County Archives.

4.5 Does the organisation support all non-trans employees (including lesbian, gay and bi employees) to become trans allies through training, programmes and/or resources?

GUIDANCE: Examples can include information booklets, programmes or training, but must focus specifically on being an ally to trans people. By non trans, we mean people who do not identify as trans.

Yes

Describe the training, programmes and/or resources:

We run a general LGBT+ Allies Recruitment/Information session twice a year, in which our LGBT+ staff and students talk about elements of their personal stories and experiences and why allies are needed, and other staff talk about what allies are (including that different parts of L G B T + are allies to each other), why they are allies and what we want allies to do (be visible, be informed and join in, don't be a bystander). We have a range of L G B T + voices in the room, e.g. ███████████████████████████ from our Institute of Education, spoke about her trans experiences at the session on 13/2/19.

In the last year we have put a particular emphasis on trans voices being heard on campus, through the following events:
1. Trans Awareness Training, given by one of our trans former students, which includes talking about how to support and be an ally to trans colleagues and students. This ran twice in the last 12 months.
2. "████████ Transgender Journey" on 6/2/19 (public event).
3. Wolfenden Seminar (16/5/19), a public event entitled: "Navigating identity institutionally: research findings and biographical notes on trans experiences in prisons, schools, and universities", with four speakers with a range of T identities. (Organised by LGBT+ network members with support from the central University Events Team.)
4. Wolfenden Lecture (16/5/19), our flagship University LGBT+ public event, this year given by ███ and ████████ in a talk entitled "Our Trans lives: life, love and Lorraine"
5. Flag raising ceremony and speeches to mark Transgender Day of Remembrance (20/11/18), hosted by Vice Chancellor Professor Van de Noort, ████████████████████████████ and our Dean for Diversity and Inclusion. It featured short speeches from the Acting VC on behalf of the University, and from the trans community, including guest speaker ██████████████████████████████████ ███████████ and representatives of the Students' Union LGBT+ Society and our LGBT+ staff network.

Additionally we have produced an information booklet / guide "Trans and Gender Identity   Supporting

Information and Procedures for Staff and Students" that sets out the University's commitment to respecting an individual's right to self identify as male, female, genderfluid, non binary or any other gender identity and providing support in relation to gender identity and gender reassignment. It outlines the procedure that should be followed to support gender reassignment. It also provides a guidance for an employee who is transitioning; for HR staff on how to support the employee; and to managers on the procedure that should be followed to support a colleague.

In the last year we have also launched our University/Students' Union Pronoun Badges (She/Her, He/Him, They/Them, and one with a space to write your own pronouns), through our all staff/all student comms routes, supported by a blog (authored by our Board Champion plus student and staff representatives) explaining what these are and explaining different gender identities, see https://blogs.reading.ac.uk/diversereading/2019/02/26/pronoun badges at the university of reading/

Allies and Role Models: Part 3

LGBT Role Models

4.6 Does the organisation support LGBT employees at all levels to become visible role models through training, programmes and/or resources?

GUIDANCE: Examples can include role model and information booklets, programmes or training, but must focus specifically on steps LGBT people can take to become active role models.

Yes

Describe the training, programmes and/or resources:

The University recognises that role models have a critical role to play in creating inclusive environments and advancing fair treatment for LGBT+ people at work, at home, and in their communities.

During the last 12 months we provided funding for 6 LGBT+ staff members to attend the Stonewall LGBT Role Models programme (we support 4 6 annually), and in the 12 months before that we also funded 1 Bi staff member to attend the Stonewall Bi Role Models programme (which we don't think has run in the last 12 months)

This training provided individuals the opportunity to explore what it means to be a role model and the space to identify how they are going to create an inclusive environment for everyone.

The University also sponsors two places a year for LGBT+ staff to attend the Stonewall Leadership programme (subject to their applications to this programme being successful). We additionally offer to any staff member who has attended this Leadership Programme to support their subsequent development. We also provide mentoring from an LGBT+ Ally member of the University's senior leadership team to support the candidates in making their applications to Stonewall. We are keen to support staff from across the L G B T spectrum in applying for this programme. Currently two candidates (one G and B) are being supported in the run up to the next deadline for application; last year two of our staff (one T one G) attended this programme; the year before we supported two L applications of which one was successful and attended this programme.

4.7 In the past year, have any visible LGBT role models at board level from the organisation been profiled?

GUIDANCE: For information about what is meant by board level, see here. Within the profiling opportunity, the person's sexual orientation, gender identity and/or trans identity must be clear. It should not be left up to the reader or viewer to make assumptions.

No

Provide the date on which this profile was shared. (No response)

4.8 In the past year, have any visible LGBT role models at senior management level from the organisation been profiled?

Tick all that apply

GUIDANCE: For information about what is meant by senior management level, see [here](#). Within the profiling opportunity, the person's sexual orientation, gender identity and/or trans identity must be clear. It should not be left up to the reader or viewer to make assumptions.

E. None of the above

A. Provide the date on which this profile was shared: (No response)

B. Provide the date on which this profile was shared: (No response)

C. Provide the date on which this profile was shared: (No response)

D. Provide the date on which this profile was shared: (No response)

Allies and Role Models: Part 4

LGBT Role Models

4.9 In the past 18 months, has the organisation profiled visible role models from the following communities? Tick all that apply.

Tick all that apply

GUIDANCE: Within the profiling opportunity, the person's identity must be clear. It should not be left up to the reader or viewer to make assumptions.

A. Gay people or lesbians

B. Bi people

C. Binary trans people (e.g. trans men and trans women)

H. BAME LGBT people

J. LGBT people being open about their mental health (including disability related to mental health) or wellbeing challenges

K. LGBT parents

Evidence:

A. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339464/rEHtUkSac0/

B. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339464/y4CRDOBodr/

C. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339464/IgOhcgCqIg/

H. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339464/QR260JkIwD/

J. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339464/aSInN064eB/

K. Submit evidence where you have profiled the person/s in the last 18 months:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339464/I0XRz9xO1K/

Dates:

A. Provide the date on which this profile was shared: 01/10/2018

B. Provide the date on which this profile was shared: 01/10/2018

C. Provide the date on which this profile was shared: 01/10/2018

D. Provide the date on which this profile was shared: (No response)

E. Provide the date on which this profile was shared: (No response)

F. Provide the date on which this profile was shared: (No response)

G. Provide the date on which this profile was shared: (No response)

H. Provide the date on which this profile was shared: 01/10/2018

I. Provide the date on which this profile was shared: (No response)

J. Provide the date on which this profile was shared: 01/10/2018

Allies and Role Models: Part 5

The following question is not scored.

4.10 Does the organisation support all non-bi employees (including lesbian and gay employees) to become bi allies through training, programmes and/or resources?

GUIDANCE: Examples can include information booklets, programmes or training, but must focus specifically on being an ally to bi people.

Yes

Describe the training, programmes and/or resources:

We are keen to reflect all parts of the L G B T spectrum through the voices that are heard in the general LGBT+ allies recruitment events that we rum twice a year, and have had L, G, B, and T voices talking about their experiences in the last 12 months.

In particular we have included in some of the evidence above a recording of our B Co Chair of the LGBT+ staff network talking about his experiences as a Bi man, and why allies are important from his perspective.

The following question is not scored.

4.11 Does the organisation enable allies to visibly signal their commitment to bi and trans equality? Tick all that apply.

GUIDANCE: Examples include visual signals such as email signatures, badges, lanyards and mugs. These could display the bi and trans flags, or other symbols of support.

Trans equality

Q4.9J Example of profile on University main web site of LGBT person being open about their mental health and wellbeing challenges

This is a profile of staff member ███████████████████

The profile is taken from **"Faces of Reading"** https://www.reading.ac.uk/about/faces-of-reading.aspx, a new part of the "About Us" section of the main University website. The website, which we link to prominently from our main University Jobs page and other University pages, communicates internally and externally the diversity of staff across the University, the diversity of roles, and the diversities of work/life balance and life experiences.

Q4.9K Profile on University main web site of LGBT parent

This is a profile of staff member   who describes himself below as "a visible out gay man".

The profile is taken from **"Faces of Reading"** https://www.reading.ac.uk/about/faces-of-reading.aspx, a new part of the "About Us" section of the main University website. The website, which we link to prominently from our main University Jobs page and other University pages, communicates internally and externally the diversity of staff across the University, the diversity of roles, and the diversities of work/life balance and life experiences.

Read more about the LGBT Plus staff network.

Q4.9C Example of profile on University main web site of Binary Trans staff member

This is a profile of staff member   who, in their own words, doesn't like labels but falls more accurately in category C than category D. (And we note that all the words below are their own!)

The profile is taken from **"Faces of Reading"** https://www.reading.ac.uk/about/faces-of-reading.aspx, a new part of the "About Us" section of the main University website. The website, which we link to prominently from our main University Jobs page and other University pages, communicates internally and externally the diversity of staff across the University, the diversity of roles, and the diversities of work/life balance and life experiences.

Q4.9H Example of profile of BAME LGBT person

This is a story that profiles a BAME LGBT person in the context of their successful European Court of Justice case to have their same-sex marriage recognised across all European jurisdictions.

This story appeared on our University of Reading #diversereading blog, also on the main University research blog, and was advertised very widely through tweets from many accounts, including the main University of Reading news account.

#DiverseReading

Discussions about equality, diversity and inclusion from the University of Reading, UK

Home   About   Contact

European Court of Justice rules that EU Member States must recognise same-sex marriages concluded in other EU Member States when Union citizens who move between Member States claim family reunification rights

Posted on June 6, 2018 by diversity-at-reading

Guest post by
of our **LGBT Plus Staff Network**

With its landmark ruling yesterday 5 June 2018 in the case of   the EU Court of Justice (ECJ) has taken the historic step of requiring all EU Member States to recognise same-sex marriages contracted in other EU Member States in situations where the spouse of a Union citizen who moves to their territory claims the right to join the latter there.

The case was referred to the EU Court of Justice (ECJ) from the Romanian Constitutional Court. The Romanian Civil Code prohibits marriage between persons of the same sex and provides that such marriages entered into or contracted abroad shall not be recognised in Romania. This has proved problematic for
a dual Romanian and US national, and his spouse –
a US citizen (the couple in the picture). The couple have been together since 2002 and married in Brussels – where   lived at the time – in 2010. In 2012, they contacted the Romanian General Inspectorate for Immigration to

How can we help?

Search

Recent Posts

- European Court of Justice rules that EU Member States must recognise same-sex marriages concluded in other EU Member States when Union citizens who move between Member States claim family reunification rights
- Jessica Lynn's Transgender Journey at the University of Reading
- International Women's Day Talks and Debate
- Celebrating Forgotten Women
- Launching a project to recognise diverse role models in STEM for the International Day for Women and Girls in Science

Recent Comments

- Remembering local LGBTQ+ history in LGBT History Month | LGBT+ Staff Network News on

Q4.9A Example of profile on University main web site of Gay people or lesbians

This is a profile of staff member   . It is one of six gay/lesbian profiles of staff members on **"Faces of Reading''** https://www.reading.ac.uk/about/faces-of-reading.aspx, a new part of the "About Us" section of the main University website, developed in the last six months following a high-visibility internal comms recruitment drive.

The website communicates internally and externally the diversity of staff across the University, the diversity of roles, and the diversities of work/life balance and life experiences. The website is prominent in the main University website, and we link to it prominently from our main University Jobs site and other University pages.

Q4.9B Example of profile on University main web site of Bi staff member

This is a profile of staff member ████████████

The profile is taken from **"Faces of Reading''** https://www.reading.ac.uk/about/faces-of-reading.aspx, a new part of the "About Us" section of the main University website. The website, which we link to prominently from our main University Jobs page and other University pages, communicates internally and externally the diversity of staff across the University, the diversity of roles, and the diversities of work/life balance and life experiences.

Workplace Equality Index Application

Senior Leadership: Part 1

Section 5: Senior Leadership

This section comprises of 4 questions and examines how the organisation engages senior leaders. The questions scrutinise how the organisation empowers senior leaders at different levels, then the individual actions they take. This section is worth 8.5% of your total score.

Within this section, senior leaders are split between two levels   board level and senior management. For more information about how we use these two terms, please see here.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Board level staff

5.1 How does the organisation support board level employees to understand the issues that affect LGBT people?

Tick all that apply

GUIDANCE: The support given should be systematic in its implementation.

B. Promote LGBT specific conferences or seminars to the board level employees

C. Other

Describe each option selected:

B. Promote LGBT specific conferences or seminars to the board level employees	The University provides funding for 5 staff per year to attend Stonewall Workplace Conferences, plus funds places on the Stonewall Role Model Programme and the Stonewall Leadership Programme. These are advertised to all staff through the Staff Portal (our all staff intranet), but also specifically to the Leadership Group through Leaders' Brief, a fortnightly email communication to the senior leadership. Additionally, the Dean for Diversity and Inclusion encourages engagement on an individual level. As a result of these measures, board member ▓▓▓▓▓▓▓▓ responsible for global engagement, attended the Stonewall Workplace conference in London in April 2017.

	The Deans for Diversity and Inclusion advertise a range of other LGBT+ related events through the same mechanisms, attracting board level attendance. For example, the University hosted Stonewall's One Day Allies programme in 2017, attracting two board level participants (including Sir ███████████████████████████, and we subsequently provided feedback from ███████ to Stonewall which is now featured on the Stonewall Allies Programme website https://www.stonewall.org.uk/get involved/get involved ind and comm/allies programme. In 2018 and 2019 our Board Members attended many LGBT specific seminars, e.g. our Vice Chancellor and Prof Parveen Yaqoob attended our annual Wolfenden Lectures in May 2018 and 2019 given by ███████████ and by ███████████████
C. Other	The board is supported in understanding the range of issues affecting LGBT staff through a range of other mechanisms:

1. Two board members are part of the University's LGBT+ Action Plan group that develops, and monitors the implementation of the action plan to support LGBT+ staff and students. This group contains many LGBT+ staff and students and discusses a range of issues affecting them.

2. At least one afternoon long meeting of the University's Leadership Group (attended by the University board members) each year focusses on Diversity and Inclusion issues. As progress against LGBT+ targets is one of the three key University staff diversity priority areas through to 2020, LGBT+ issues feature strongly in these discussions.

3. At least one board member has attendeded every year the flag raising ceremony and speeches from the LGBT+ community for Trans Day of Remembrance, and IDAHOBIT.

4. There is an annual meeting of the whole board with the Deans for Diversity and Inclusion to discuss the annual diversity report, actions over the last year, and plans for the future. As progress against LGBT+ targets is one of the three key University staff diversity priority areas through to 2020, LGBT+ issues feature strongly in these discussions |

5.2 In the past year, which of the following activities have members of the board engaged in?

Tick all that apply

GUIDANCE: Messages communicated should explicitly reference sexual orientation and trans equality. Meetings with the LGBT employee network group should be systematic and not ad hoc.

A. Communicated a strong message on sexual orientation equality

B. Communicated a strong message on trans equality

C. Met regularly with the LGBT employee network group

D. Reviewed top line LGBT monitoring reports and actions

E. Spoken at an internal LGBT event

F. Spoken at an external LGBT event

G. Engaged with senior management to discuss LGBT equality

H. Reviewed and/or approved an LGBT inclusion strategy

I. Attended an external LGBT event, for example Pride

J. Other

Describe each option selected. Please include specific dates or time periods.

| A. Communicated a strong message on sexual orientation equality | Extract of all staff message 17/5/19 via our staff portal from board LGBT+ Champion Prof Yaqoob:

http://www.reading.ac.uk/internal/staffportal/news/articles/spsn_799891.aspx

"Today is the International Day against Homophobia, Biphobia, and Transphobia (IDAHOBiT), a day to reflect on and raise awareness about the discrimination, violence and oppression faced by lesbian, gay, bisexuals, trans and intersex people.

I invite all staff and students to join me at 13:00 at the flagpole … for short speeches and flag raising to mark this important day in the LGBT+ calendar.

As the Diversity Champion in relation to LGBT+ staff and students on the University's Executive Board, I am proud to be part of an institution that continues to make progress towards a more visibly inclusive environment, though we know that we have much more to do.

Over the past year we have grown our network of LGBT+ Allies through information and training events, the latest |

event earlier this week. These allies commit to standing up for their LGBT+ colleagues and students, and our LGBT+/LGBT+ Ally rainbow postcards, lanyards and shoelaces are a visible sign of this.

Last night I hosted our annual Wolfenden Lecture and welcomed ████████████████ to speak about their lived experience as a trans couple ...”

B. Communicated a strong message on trans equality	Our Vice Chancellor hosts a flag raising ceremony and speeches for Trans Day of Remembrance: see the Staff Portal article http://www.reading.ac.uk/internal/staffportal/news/articles/spsn_787956.asp Here is an extract from his TDoR speech 19/11/18: “Transgender Day of Remembrance is an annual observance to honour the memory of those who have been killed due to anti transgender hatred or prejudice. The event is held in November to honour Rita Hester, whose murder on November 28th, 1998 kicked off the “Remembering Our Dead” web project and a San Francisco candlelight vigil in 1999. Rita Hester's murder like most anti transgender murder cases has yet to be solved. The Transgender Day of Remembrance raises public awareness of hate crimes against transgender people and provides the opportunity to publicly mourn and honour the lives of those who might otherwise be forgotten. Through the vigil, we express love and respect for Trans people in the face of national indifference and hatred. Here in the United Kingdom 41% of trans men and trans women responding to a Stonewall survey said they had experienced a hate crime or incident because of their gender identity in the last 12 months. They also found that 25% of trans people had experienced homelessness ...”
C. Met regularly with the LGBT staff network group	Our board member Prof Yaqoob who is Board LGBT+ Champion meets regularly with members of the LGBT staff network group through our LGBT+ Action Plan Group. This group meets every term, and its membership includes over 5 staff from the LGBT Staff Network. Our champion also meets regularly with the LGBT+ network through hosting jointly with them many regular events on our LGBT+ calendar, in the last year including Reading Pride, our twice yearly LGBT+ Allies Recruitment/Information event in May 2019, Trans Day of Remembrance (November 2018), and our annual Wolfenden Lecture given by ████████████████ in May 2019.
D. Reviewed top line LGBT monitoring reports and actions	Professor Parveen Yaqoob as LGBT+ Champion is a board level member of our LGBT+ Action Plan group which meets termly. This group, comprising LGBT+ staff and students,

| | plus staff across the University (including representatives of senior leadership), with the authority and experience to make change happen, develops the University's LGBT+ Action Plan and monitors its implementation and effectiveness, including looking at relevant reports and data.

Additionally, Professor Parveen Yaqoob chairs our annual Diversity and Inclusion Advisory Board. This board (which has representation from our LGBT+ Staff Network) receives and reviews reports on activities and progress against targets with a particular emphasis on work on sexual orientation, gender, race and ethnicity (the University's current diversity priorities), including reviewing the University's Annual Diversity and Inclusion Reports: see https://www.reading.ac.uk/internal/diversity/diversity reports.aspx which report on progress against these targets. |
|---|---|
| E. Spoken at an internal LGBT event | Prof Yaqoob spoke at our LGBT+ ally Information/Recruitment event in May 2019, ending her talk by reading her own poem. The following is an extract:

"Don't Be A Bystander

A menacing threat hung over the school
Harassment, spite and ridicule
A lad named John with narrow views
Was looking for victims to taunt and abuse

Anyone different, unusual or shy
Was a target for John to terrify
No one spoke up, no one would dare
His victims hid their private despair.

A bystander watched, shocked, but afraid
Witness to this viciously cruel tirade
Not quite willing to step in straightaway,
He shrank back as John circled his prey

Then courage finally came to the fore
And determined not to stand by any more,
He stepped forward and gave the victim a smile,
Completely ignoring John all the while.

Slowly, but surely, the fear slipped away,
As the two of them decided that this was the day
To finally bring his rule to an end
By standing together, simply as friends.

Don't be a bystander, be ready to defend,
Be brave, be an ally, be a friend." |
| F. Spoken at an external LGBT event | We ran, on 16 May 2019, our third annual Wolfenden lecture, given by ███████████████, entitled "OUR TRANS LIVES: |

life, love and Lorraine". This event, while of course advertised also internally to staff and students, was a flagship part of the University's programme of external events   see

https://www.reading.ac.uk/news and events/Events/Event794868.aspx

Prof Parveen Yaqoob, our board level LGBT+ Champion, spoke at the beginning of the meeting. Here are some extracts from her speech notes:

"For those that don't know me, my name is Professor Parveen Yaqoob and I am Pro Vice Chancellor and Executive Board LGBT+ Champion of the University of Reading.

This event is the third annual University of Reading lecture series which is given by high profile members of the LGBT+ community in the UK.

The lecture is named in recognition of the 1957 report of the Wolfenden Committee, which was chaired by Sir John Wolfenden who was the Vice Chancellor of the University of Reading between1950 and 1964.

We are delighted that the 2019 Wolfenden Lecture will be delivered by ▮▮▮▮▮▮▮▮ and ▮▮▮▮▮▮▮▮▮▮.

In 2013 ▮▮▮▮▮ came out as a transgender woman and became the ▮▮▮▮▮▮ "

| G. Engaged with senior management to discuss LGBT equality | The University Executive Board has regular meetings (approximately every month outside the summer) with the larger University Senior Leadership Group (the University's senior management team).

At least two of these meetings a year have some diversity focus, for example reporting on progress and actions against targets, sharing good practice across the University, and discussing diversity issues in smaller break out groups.

These meetings are hosted by the Vice Chancellor, the agenda and programme for the meetings is decided on in pre meetings between the Vice Chancellor and the Dean for Diversity and Inclusion, and the meetings are attended by the vast majority of both the board and the wider leadership group.

Since progress against LGBT+ targets, including reaching the Stonewall WEI Top 50, is one of three current diversity and inclusion university priority areas for its staff, updates on actions to date and progress with the Stonewall WEI and |

	other University level LGBT+ targets naturally feature in these sessions
H. Reviewed and/or approved an LGBT inclusion action plan	Professor Parveen Yaqoob, our Pro Vice Chancellor for Research and Innovation (in a job share) and Board LGBT+ Champion, is a board level members of our LGBT+ Action Plan group which meets termly. This group, comprising LGBT+ staff and students, plus staff across the University (including representatives of senior leadership), with the authority and experience to make change happen, develops the University's LGBT+ Action Plan and monitors its implementation and effectiveness, including looking at relevant reports and data.
I. Attended an external LGBT event, for example Pride	Professor Parveen Yaqoob, our Pro Vice Chancellor for Research and Innovation, was one of the volunteers on our University/Students' Union stall at Reading Pride in September 2018. She also attended, as part of the VIP group that included LGBT+ volunteers from Support U and the Mayors of Reading and Wokingham, the Forgotten Voices (female and lgbt+ voices) concert at St Luke's Church Reading on 8 June 2019.
J. Other	To launch our new Pronoun Badges on 26 Feb 2019, an action from our LGBT+ Action Plan Group in the current year, Prof Yaqoob co authored, with representatives from the LGBT+ network and the Students' Union, the University blog "Pronoun Badges at the University of Reading" https://blogs.reading.ac.uk/diversereading/2019/02/26/pronoun badges at the university of reading/ to make clear board level endorsement for this initiative. To quote from the blog: "Members of the University's LGBT+ Action Plan Group have been working with the Diversity Officer 2018/19 at Reading University Students' Union (RUSU) this academic year to launch pronoun badges to the university community of both students and staff. These pronoun badges aim to create positive cultural change across our campuses. In this blog we explain why we want to introduce pronoun badges, and what they are for. We end the blog with a brief glossary of some of the terms we use. The badges are available from RUSU Reception, and very soon from receptions across the University, in They/Them, He/Him, She/Her versions, plus a version that you can complete as you wish." This blog was linked to from all staff communications via our In Brief magazine.

Please list the names and job titles of the individuals named above. Please ensure you have strict permission from them for their name to appear in this submission.

	Name	Job title
Person 1	Professor Robert Van de Noort	Vice Chancellor (Chief Executive)
Person 2	Professor Parveen Yaqoob	Pro Vice Chancellor for Research and Innovation
Person 3	Type here...	Type here...
Person 4	Type here...	Type here...
Person 5	Type here...	Type here...

Senior Leadership: Part 2

Senior Management level staff

5.3 How does the organisation support senior management to understand the issues that affect LGBT people?

Tick all that apply

GUIDANCE: The support given should be systematic in its implementation.

B. Promote LGBT specific conferences or seminars to senior management level employees

C. Other

Describe each option selected:

B. Promote LGBT specific conferences or seminars to senior management level employees	The University provides funding for 5 staff per year to attend Stonewall Workplace Conferences, plus funds places on the Stonewall Role Model Programme and the Stonewall Leadership Programme. These are advertised to all staff through the Staff Portal (our all staff intranet), but also specifically to the Leadership Group (the collection of all our senior management) through Leaders' Brief, a fortnightly email communication to the senior leadership. The Dean for Diversity and Inclusion (part of this senior leadership team) attended the Stonewall Workplace conference in London in April 2018. We advertise a range of other LGBT+ related seminars/training through the same mechanisms, attracting attendance from senior management below board level. Indeed, we had such attendance at almost all our LGBT+ events in the last year, including both sessions of our LGBT+ Allies information sharing and recruitment event, our annual Wolfenden Seminar in May (this year on trans experiences in universities and prisons) and our annual Wolfenden Lecture in May given by ▮▮▮▮▮▮▮▮▮
C. Other	The Leadership Group (senior management) is supported in understanding the range of issues affecting LGBT staff through a range of other mechanisms: 1. Two group members are part of the University's LGBT+ Action Plan group that develops the action plan to support LGBT+ staff and students. This group contains many LGBT+ staff and students, and a range of issues affecting LGBT staff and students are discussed. 2. At least one monthly afternoon long meeting each year of the University's Leadership Group focusses on Diversity and Inclusion issues (December 2018 in the last year), with LGBT+ work one of three priority areas on the staff side. 3. Leadership group members ▮▮▮▮▮▮▮▮ and ▮▮▮▮▮▮▮▮ are part of the University's Diversity and Inclusion Advisory Board, as representatives of the wider leadership group. This group oversees D&I work across the University. In particular progress (and barriers to progress) against our target of Top 50 in the WEI have been discussed in this group in the last year.

5.4 In the past year, which of the following activities have senior management engaged in? Tick all that apply.

Tick all that apply

GUIDANCE: Messages communicated should explicitly reference sexual orientation and trans equality. Meetings with the LGBT employee network group should be systematic and not ad hoc.

A. Communicated a strong message on sexual orientation equality

B. Communicated a strong message on trans equality

C. Met regularly with the LGBT employee network group

D. Reviewed top line LGBT monitoring reports and actions

E. Spoken at an internal LGBT event

F. Spoken at an external LGBT event

G. Engaged with the board to discuss LGBT equality

H. Reviewed and/or approved an LGBT inclusion strategy

I. Attended an external LGBT event, for example Pride

J. Mentored or coached other senior leaders

K. Other

Describe each option selected. Please include specific dates or time periods.

| A. Communicated a strong message on sexual orientation equality | Professor

and a member of the University's senior leadership team, has communicated strong messages on sexual orientation equality, for example through:
• Chairing and speaking at two LGBT+ Ally recruitment events in the last 12 months.
• Writing many articles for the Staff Portal (the main University news channel), for example advertising events for IDAHOBIT, LGBT+ History Month

The following is an excerpt from a Staff Portal article on 26/4/19
http://www.reading.ac.uk/internal/staffportal/news/articles/spsn_798019.aspx

"Support our LGBT+ staff and students on and around IDAHOBiT Day

17 May marks the International Day against Homophobia, Biphobia and Transphobia (IDAHOBiT), a date used worldwide to celebrate and show support for LGBT+ communities and to stimulate interest in and work on LGBT rights worldwide. |

	Our emphasis this year is on building our LGBT+ allies network, and on hearing the voices and reflecting on the experiences of trans people across the university and wider society.
B. Communicated a strong message on trans equality	Here are extracts from Staff Portal statement by ██████████ ████████████████ 9/5/19 http://www.reading.ac.uk/internal/staffportal/news/articles/spsn_799546.aspx "Here at the University of Reading, we are proud of the support we offer to the trans and LGBT+ community both students and staff alike. Each year we mark the International Day Against Homophobia, Biphobia and Transphobia (IDAHoBiT) gathering on Whiteknights Campus to raise a rainbow flag in support of gay, lesbian, bisexual, and transgender equality ... For 2019, I am delighted that we will be welcoming ██ and ████████████ to deliver The Wolfenden Lecture on OUR TRANS LIVES: life, love and Lorraine. Held on 17 May, the day prior to IDAHoBiT, the lecture is a chance to reflect on progress and inspire future generations of the LGBT+ community. In addition, this year's Wolfenden Seminar will aim to give voice to trans people and their allies. Academic contributors will discuss the ways in which trans children and adults experience, cope with and challenge transphobia and cis normativity in institutional settings: the school, the university, and the prison. This year's Wolfenden Series underlines the University's respect for an individual's right to self identify as male, female, gender fluid, non binary or any other gender identity and ..."
C. Met regularly with the LGBT staff network group	The ████████████████████████ ████████████ a member of the University senior leadership team, meets regularly with the LGBT staff network through a combination of: • Organizing a programme of events jointly with the network across the year, and then attending those events. Examples in the last year have been our events around Trans Day of Remembrance, our events in May (Wolfenden Seminar and 3rd Wolfenden Lecture) • Chairing our termly LGBT+ Action Plan Group meetings (which have significant representation from the network).

	• Providing regular advice and mentoring for the LGBT+ network co chairs ███████████ and █. ████ through face to face meetings and email.
D. Reviewed top line LGBT monitoring reports and actions	Professor ██████████████████████████████ ██████ and a member of the university's senior leadership team, is one of several members of the senior leadership team who are part of the University's Diversity and Inclusion Advisory Board (D&IAB). In this role she has provided feedback, at a top University level, on our LGBT+ actions, progress against targets, and future plans. The University's current Diversity and Inclusion priorities for its staff are Gender, Race and Ethnicity, and Sexual Orientation, so that sexual orientation and gender identity feature strongly in the University's diversity actions and in the agenda and papers for the D&IAB. E.g. we discussed as a specific challenge at a recent meeting how to increase declaration rates in respect of sexual orientation on the Sensitive Data Part of our standard HR Employee Self Service system.
E. Spoken at an internal LGBT event	Professor ████████████████████████████ ████████ has spoken at two LGBT+ Allies recruitment sessions in this calendar year, introducing these events as chair of these sessions. These sessions also featured contributions from LGBT+ staff and students on why allies matter, and from an established LGBT+ Ally on what allies do.
F. Spoken at an external LGBT event	Professor ██████████████████████████████ ███████████ spoke at the meeting of the Thames Valley LGBT+ Workplace Network on 21/9/18 to representatives from local employers (each employer represented by their network lead plus a D&I lead). Here is an extract from the minutes: "Experiences with LGBT+ Allies (led by ████████████ ███████ University of Reading). ███████ spoke briefly about work with LGBT+ Allies at Reading. This has included in the last 2 years: i) initially two runs in house of the Stonewall Allies Training (this was good, but quite expensive (about £5000 per day session), and quite a lot of time commitment for what was covered; ii) four runs so far, two per year, of a shorter in house Allies Info/Recruitment event, this event about 90 mins, consisting of: introduction by the Vice Chancellor (our boss), saying why he was an ally; a few of our LGBT+ staff and students talking about their experiences and why allies important from their perspective; an existing ally explaining what we want allies to do (be visible, be informed, don't be a bystander); Q&A and discussion over lunch plus signing and tweeting signing of Stonewall No Bystander pledges. …"
G. Engaged with the board to discuss LGBT equality	The University Executive Board has 8 members (two of these in a job share). Five of the Board members act as University

Executive Board Diversity Champions   see https://www.reading.ac.uk/internal/diversity/diversity champions.aspx . The ████████████████████████████ ████████████████████ meets regularly with these various champions to make progress on diversity issues in respect of particular protected characteristics. In particular ████████████████████ meets formally approximately monthly with Prof Yaqoob, who is the LGBT+ Board Champion, to discuss making progress on LGBT Equality and other diversity issues.

The board is also engaged in discussions on LGBT equality as part of their membership of wider diversity and inclusion sessions for the whole leadership group: see J below.

H. Reviewed and/or approved an LGBT inclusion action plan	███████████████████████████████ and a member of the University's senior leadership team, is part of our University LGBT+ Action Plan Group. As a member of this group she provides feedback on and input to the developing University LGBT+ Action Plan, for example has taken the lead on the development of our new gender neutral toilet policy and with making further progress on this in the last year with gender neutral toilets also now in buildings including the refurbished library, our large Henley Business School, and the School of Art, Communication and Design.
I. Attended an external LGBT event, for example Pride	████████████████████████████████ attended Reading Pride in August 2019, and 11 months ago in September 2018, in each case taking part in the University of Reading/Students' Union contingent in the parade, and taking a shift as part of the team looking after our stall see http://www.reading.ac.uk/internal/staffportal/news/articles/spsn_809152.aspx ████████████████████████ Pride last month was attended by other senior leaders, including Prof ██████████████████ ██████████ at the Henley Business School ████████████ ██████████████████████████████████
J. Mentored or coached other senior leaders	Professor ███████████████████████ ███████████████████████████████ run, working with the Vice Chancellor, at least one afternoon meeting of the whole senior Leadership Group a year focused on Diversity and Inclusion (the last in December 2018). These sessions take the form of: information, questions and feedback on progress and future plans; examples of good practice from across the University and discussion board feedback of these; discussion of particular diversity issues in breakout groups. LGBT+ related issues, actions taken and planned, have featured significantly as work against LGBT targets, including Top 50 in Stonewall

	WEI, is one of three current priority areas for the university's D&I work on the staff side. Professors ███████████████████ also provide one to one mentoring for members of the senior leadership group, advising them on how to lead by example in their parts of the university on engagement with the university's targets. E.g. Professor ██████████ has been advising one of our Heads of School (the School our main academic unit and the Heads of School part of the Leadership Group) on issues around supporting LGBT+ students in the last week.
K. Other	TProfessor ████████████████████████████ ██████ is currently joint coordinator for the Thames Valley LGBT+ Workplace network, taking responsibility (jointly with colleagues from Thames Water and from Berkshire Healthcare NHS Foundation Trust) for organizing the agenda and speakers for the thrice yearly meetings of this network of local employers and their LGBT+ staff networks (for example the meeting on 21/9/18 featured items on reverse mentoring with LGBT+ staff, the local R Trans group, and working with LGBT+ allies). Professor ██████████ is also a trustee of Support U, a leading LGBT+ help and support service based in the Reading area.

Please list the names and job titles of the individuals named above. Please ensure you have strict permission from them for their name to appear in this submission.

	Name	Job title
Person 1	████████████████	█████████████████████████
Person 2	█████████████	█████████████
Person 3	██████	████████████████████
Person 4	████████████████████	████████████████████
Person 5	████████████████	████████████████████

Workplace Equality Index Application

Created: 04/09/2019 • Last updated: 09/09/2019

Monitoring: Part 1

Section 6: Monitoring

This section comprises of 7 questions and examines how the organisation monitors its employees. The questions scrutinise data collection methods, analysis and outcomes. This section is worth 11% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

Please ensure that no personally identifiable information is contained in your answers or evidence.

6.1 Does the organisation gather data on employee sexual orientation on diversity monitoring forms and/or systems?

GUIDANCE: If you collect data on multiple systems, you should paste the question/s and options you ask on the majority of the systems. In the text box, explain what proportion of systems the question is used on.

Yes

Copy and paste the question/s you ask and options staff can select:

Data on sexual orientation is gathered through the University's Employee Self Service system, through the "Sexual Orientation" drop down menu in the "Sensitive Information" part of employees' "Personal Data" on the system.

The sexual orientation options that employees can select are:
• Bisexual
• Gay man
• Gay woman/lesbian
• Heterosexual/straight
• Other
• Prefer not to Say

We have raised an 'idea' with MHR, our HR Systems Software supplier, proposing that 'Other' be replaced with an option labelled 'Prefer to Self Describe' in line with best practice as articulated in the Stonewall publication 'Do ask, do tell: capturing data on sexual orientation and gender identity globally'. The 'idea' process provides customers with the facility to propose or request developments or changes to the software. This request is currently under consideration for possible inclusion in a future release of the software.

It should be noted that the options available in Employee Self Service are based on HESA (Higher Education Statistical Agency) guidelines for this field, with the exception of 'Prefer not to Say' (in place of the HESA option 'Information refused'). Should a free text option be introduced, then, in order to retain HESA compliance for this field, and assuming the HESA requirements for the field do not also similarly change, this option will either have to be associated with 'Other' for HESA purposes, or, a mapping will need to be available for this purpose. It should also be noted that these data are currently not returned to HESA, although this may be reviewed in future. Additionally, if these data were to be returned to HESA, and assuming the HESA field specification remains unchanged, the 'Prefer not to Say' option would have to be mapped to 'Information Refused' for HESA purposes.

6.2 Does the organisation gather data on whether employees are trans and/or non-binary on diversity monitoring forms and/or systems?

GUIDANCE: If you collect data on multiple systems, you should paste the question/s and options you ask on the majority of the systems. In the text box, explain what proportion of systems the question is used on.

Yes

Copy and paste the question/s you ask and options staff can select:

.Data on gender reassignment is gathered through the University's Employee Self Service system, through the "Gender Reassignment" drop down menu in the "Sensitive Information" part of employees' "Personal Data" on the system.

The gender reassignment options that employees can select are:

• Yes
• No
• Information refused

Although the HESA proposed question is 'Does your gender identity match your sex registered at birth', this is misleadingly worded as 'Gender Reassignment' in Employee Self Service. MHR, our HR Systems Software supplier, do not plan to change the wording of this question. In light of this we have devised a way to change the question in Employee Self Service ourselves, in order to bring it in line with ECU recommendations. This proposed change, and how it should be managed and communicated, remains under review by the Athena SWAN Self Assessment Team working on gender equality.

It should also be added that we have identified a way of replacing the 'Information Refused' option with 'Preferred not to say'. Gender Reassignment, like Sexual Orientation, is an optional field in the HESA Staff Return, which is also not currently returned to HESA although this too may be reviewed in future. If we were to replace 'Information Refused' with 'Prefer not to Say', and if these data were to be returned to HESA in the future, this would also require the 'Prefer not to Say' option be mapped to 'Information Refused' for HESA purposes, assuming the HESA field specification remains unchanged.

Monitoring: Part 2

6.3 Does the organisation monitor and analyse from application to appointment the success rate of LGBT applicants?

No

GUIDANCE: This refers to external appointments to the organisation and comparing applicant diversity forms to new starter diversity forms.

6.4 Does the organisation monitor and analyse through a HR system, the spread of LGBT people at different pay grades and/or levels?

No

GUIDANCE: The system of data collection cannot be through an anonymous staff satisfaction survey.

6.5 When running staff satisfaction surveys, does the organisation break down and analyse the satisfaction of LGBT employees?

Yes

GUIDANCE: This can be through collecting diversity data on a staff satisfaction survey.

Upload the most recent staff satisfaction data:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339473/rwRkmECJWL/

Describe who the analysis is seen by and action taken:

This data refers to the 2017 Staff Survey. In 2018, the University conducted a much less detailed shorter 'pulse' survey to check on progress in a limited number of areas prior to a full survey again in 2020.

For the 2017 detailed staff survey, the analysis was shared with all employees via uploading onto the staff survey web pages and all staff communications.

For further analysis to be undertaken and decisions to be made on the findings, the results were shared and discussed with Human Resources, Diversity & Inclusion Deans, LGBT+ network, Women@Reading network, Culture network, Athena Swan Groups, senior leadership group, including UEB, and the staff survey working group. Heads of School and Function were also supported by their HR Partners and the Assistant Director of HR (People & Talent) to work with their teams to identify actions that could be implemented locally and provide input to those which were more institution wide.

The Deans for Diversity and Inclusion were members of the staff survey working group that is responsible for agreeing action and ensuring that those actions are completed. All groups that the results were shared with had the opportunity to feed their views into the working group as to what the actions should be. The working group had the final decision to ensure join up and avoid duplication with other work streams.

We undertook focus groups (advertised and open to all staff) on the headline results of the 2017 staff survey and actions were agreed in early autumn. There was nothing specific to LGBT raised within those sessions.
For the 2018 "Pulse Survey", the analysis was shared with all employees through information on the staff survey web pages and all staff communications.

In order for further analysis to be undertaken and decisions to be made the results were also shared and discussed with UEB, Human Resource Partners for liaison with senior leaders, Diversity & Inclusion Deans, Senior Leadership group and the Staff Survey Working group

Monitoring: Part 3

6.6 What proportion of employees have answered the monitoring question asked in 6.1?

Tick one

GUIDANCE: The proportion should **not** include those who prefer not to say and should be from an HR system, not an anonymous staff survey.

Under 50%

Upload reports or data demonstrating the declaration rate:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339473/Uaa2UBukXA/

Provide a brief description of the report you have uploaded:

HR Excel spreadsheet report from 28/8/19: declaration rate data taken from TRENT (main HR employee database) that links to Employee Self Service, where, under Personal Data (Sensitive Information), staff are able to update their protected characteristic information in their HR record. The top row gives sexual orientation declaration rates as 51.2% (including prefer not to say), 47.4% (excluding prefer not to say).

6.7. What proportion of employees have answered the monitoring question asked in 6.2?

Tick one

GUIDANCE: The proportion should **not** include those who prefer not to say and should be from an HR system, not an anonymous staff survey.

Under 50%

Upload reports or data demonstrating the declaration rate:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339473/1KFhWZaBCm/

Provide a brief description of the report you have uploaded:

HR Excel spreadsheet report from 28/8/19: declaration rate data taken from TRENT (main HR employee database) that links to Employee Self Service, where, under Personal Data (Sensitive Information), staff are able to update their protected characteristic information in their HR record. The top row gives gender reassignment declaration rates as 3.5% (including prefer not to say), 3.5% (excluding prefer not to say).

6.8. Do you analyse differences in staff satisfaction levels between different LGBT identities?

Yes

Describe who the analysis is seen by and what action is taken.

Yes, as described above, a D&I analysis of each full staff survey is broken down by all protected characteristics, and any statistically significant differences by identity are reported. The analysis is seen as described above in 6.5.

Excerpt from Capita D&I Staff Survey Results Report – Spring 2017

Overview

The universities overall results on D&I were very positive. All staff groups rated D&I as the most positive aspect of working at the university. Questions around the university acting fairly regardless of diversity characteristics (specifically referencing sexual orientation) scored between 82% and 96% positive and covered recruitment, career progression and being made to feel uncomfortable.

A number of questions asked staff to score the university specifically against diversity characteristics in relation to respecting people equally. The question that was specific to sexual orientation scored 98% positive.

Demographic groups that do not have any statistically significant negative issues are:

- Sexuality: Bisexual
- Sexuality: Heterosexual

Demographic Groups with Significantly negative scores:

Gender: Transgender and 'other'
Compared to the overall score, staff who indicated their gender as transgender and 'other' had a more negative view on the following issues:
- Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading?
- The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well
- The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff
- To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how the work of my team relates to them
- To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them
- I know where to find information about important decisions made at the University of Reading
- Communication between senior management and staff is effective
- On the whole, the different parts of the University of Reading communicate effectively with each other
- If I want to put forward new ideas or suggestions for improvement, I know how to do so
- I am confident I will get feedback on my ideas or suggestions
- I feel there is good co-operation between different departments
- The current pace of change in the University of Reading is about right

Sexuality: Gay Man
Compared to the overall score, staff who indicated their sexuality as 'Gay Man' had a more negative view on the following issues:

- I am aware of the benefits offered by the University
- I'm not actively seeking to leave my job here at the University
- I have received sufficient training to enable me to do my job well
- The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial
- Officer, and Chief Strategy Officer) build strong, positive relationships with the community

Sexuality: Gay Woman/Lesbian

Compared to the overall score, staff who indicated their sexuality as 'Gay Woman/Lesbian' had a more negative view on the following issues:

- People are willing to help each other even if it means doing something outside their usual activities
- To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how the work of my team relates to them
- To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them
- To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB ^
- To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function

Sexuality: Other, e.g. asexual, pan-sexual, etc.

Compared to the overall score, staff who indicated their sexuality as 'Other, e.g. Asexual, pan-sexual, etc. had a more negative view on the following issues:

- The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well
- The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff
- The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community
- How much do you feel you know about the University's strategic objectives i.e. Vision 2026?
- To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I am able to identify with them ^
- To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026'
- To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB ^
- To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function
- My team leader/line manager/immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well
- My team leader/line manager/immediate supervisor (the person who I would report to on a day to day basis) helps to motivate me to give my best

- The University of Reading respects people equally regardless of their disability status
- I am personally encouraged to look for ways to improve the way we do things
- I am confident my ideas or suggestions will be listened to
- I am confident I will get feedback on my ideas or suggestions
- The current pace of change in the University of Reading is about right
- In my opinion other recent changes (not PAS) have been well planned
- Generally, I have seen some positive changes in the last 12 months

Summary of Key equality issues

Gender: Transgender and 'other':
- Less likely to say their Performance Development Review (PDR) left them feeling their work is valued by the University of Reading
- Less likely to say the UEB (Vice Chancellor, Deputy Vice Chancellor, and Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff
- Less likely to say communication between senior management and staff is effective
- Less likely to say, on the whole, the different parts of the University of Reading communicate effectively with each other
- Less likely to say if they want to put forward new ideas or suggestions for improvement, they know how to do so
- Less likely to say they are confident they will get feedback on their ideas or suggestions
- Less likely to say they feel there is good co-operation between different Departments

Sexuality: Gay Man:
- Less likely to say they are aware of the benefits offered by the University
- Less likely to say they are not actively seeking to leave their job at the University
- Less likely to say they have received sufficient training to enable them to do their job well

Sexuality: Gay Woman/Lesbian:
- Less likely to say people are willing to help each other even if it means doing something outside their usual activities
- Less likely to say the following people in the University demonstrate Values and Professional Behaviours at work: The UEB
- Less likely to say the following people in the University demonstrate Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function

Sexuality: Other, e.g. asexual, pan-sexual, etc.
- Less likely to say the UEB (Vice Chancellor, Deputy Vice Chancellor, and Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff
- Less likely to say the following people in the University demonstrate Values and Professional Behaviours at work: The UEB
- Less likely to say the following people in the University demonstrate Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function
- Less likely to say their team leader/line manager/immediate supervisor (the person who they would report to on a day to day basis) ensures they have the skills to be able to do their job well

- Less likely to say their team leader/line manager/immediate supervisor (the person who they would report to on a day to day basis) helps to motivate them to give their best
- Less likely to say the University of Reading respects people equally regardless of their disability status
- Less likely to say they are personally encouraged to look for ways to improve the way they do things
- Less likely to say they are confident their ideas or suggestions will be listened to
- Less likely to say they are confident they will get feedback on their ideas or suggestions

List of D&I Questions asked that specifically reference sexual orientation

- 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%

- 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 / promotion = 82%

- 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%

- 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 a student = 96%

- The University of Reading respects people equally regardless of their sexual orientation = 98%

Workplace Equality Index Application

Created: 04/09/2019 • Last updated: 06/09/2019

Procurement: Part 1

Section 7: Procurement

This section comprises of 4 questions and examines how the organisation affects change in its supply chain. The questions scrutinise the steps taken to ensure LGBT inclusive suppliers are procured and held to account. This section is worth 9% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

7.1 Does the organisation train or give guidance to the person/team responsible for procurement around diversity and inclusion outcomes, inclusive of LGBT equality?

GUIDANCE: Examples can include information booklets, programmes or training, but must explicitly mention LGBT equality in relation to procuring services.

Yes

Describe the role or team responsible for procurement:	The University has a dedicated procurement team of 15 people. Whilst it is expected that each team member is individually accountable for diversity outcomes in their own discrete categories, two members of the team ██████████ and ██████████ have overall responsibility for ensuring that D&I (including LGBT+ inclusion) is considered and embedded in the procurement process and that the requirements to ensure compliance with the D&I regulations are adhered to. Their roles include representing the procurement department at all University of Reading D&I events and activities. Examples include that David sits on the University's LGBT+ Action Plan Group, and they attend events such as D&I lectures and flag raising for IDAHOBIT/TDoR. They also attend relevant conferences and training events to develop knowledge and skills in this specific area, e.g. in April the Stonewall Workplace Conference in London. ██████ has recently written a blog post for the University regarding how we are working to embed LGBT+ rights into our supply chain.

	Furthermore, it is also their responsibility to ensure that the department operates in such a way as to provide support to the UoR's D&I objectives, as well as driving forward improvements and change in policy
Describe the diversity and inclusion training or guidance they receive:	Owing to time and budget constraints, the approach to training which UoR Procurement has taken across the board is to have one or two members attend training courses and then propagate this to the rest of the team via internal training. This approach has been quite successful. ███████████ has led a number of training sessions with the team, passing on learning which has been gleaned from attendance at Stonewall events as well as through inclusion in the University's LGBT+ staff network. In particular all of the following activities have been fed back via internal training to the wider team: 1. Over the last year, both ████████████ and ██████ ████████ have had regular meetings with, and received guidance from the University's Dean for D&I. 2. Both ████████ and ███████ have attended various D&I workshops organised by the University. 3. ███████ has sat (and continues to sit) as a member of the University's LGBT+ Action Plan Group where members of various departments and student representation come together to discuss objectives and ensure change is driven and outcomes achieved. This is also a learning and sharing opportunity, where information from the student body as well as staff networks is shared. Both ████████████ and ██████████████ have shared the learning and good practice from training and learning events with colleagues within the broader team and have used it to define and deliver improvements to make the procurement process more inclusive In 2019, the University also arranged for a member of the procurement team to attend the Stonewall Workplace Conference and workshop sessions which were most relevant to procurement. Following on from that event ███████ wrote a blog post "LGBT+ Inclusion in the University's Supply Chain" for the University's Diversity and Inclusion blog reflecting on this learning and talking about how procurement supports LGBT+ inclusion and diversity and inclusion work more generally. (See https://blogs.reading.ac.uk/diversereading/2019/08/09/lgbt_inclusion_in_the_universitys_supply_chain/) Stonewall have recently been invited to campus and provided some training to all the University's procurement

staff, which was well received and has resulted in positive change. As a result of the training, the team has revisited the collaboration with suppliers project with new vigor and we are beginning to see positive steps forward with a number of partners.

7.2 Before awarding a contract, does the organisation scrutinise the following in the tender process?

Tick all that apply

GUIDANCE: Although it would be best practice, these criteria do not need to be deciding factors when awarding contracts. They should however still be scrutinised and appropriate action taken if the contract is awarded.

A. Whether the potential supplier has a policy which explicitly bans discrimination/bullying and harassment based on sexual orientation or gender identity

B. Whether the potential supplier has equality training which is explicitly inclusive of sexual orientation and gender identity

Describe the options selected below:

A. Describe how the organisation scrutinises the potential suppliers' policies:	The University is subject to the Public Contracts Regulations 2015. Therefore, tenders carried out follow the relevant processes that have been mandated by the UK government. This includes mandatory and discretionary criteria that is specified as part of the Supplier Questionnaire.
	The University can also include any other additional criteria that are relevant to the particular goods or services that are being procured. The UoR has taken the opportunity to change some of its standard templates for tendering and mini competitions. One of the UoR's standard questions in these documents asks whether the bidder can provide "a diversity & inclusion (d&i) policy that covers; gender, race, religion or belief, age, disability, sexual orientation, gender reassignment status, marriage and civil partnership, pregnancy and maternity/paternity leave?"
	Other questions which are now included in documentation are:
	• Please demonstrate how you comply with your statutory obligations under current UK equality and non discrimination legislation or equivalent for the countries in which your firm employs staff or operates in regard to preventing inequality or discrimination against any of the protected characteristics (Age, disability, sex, sexual orientation, gender reassignment, race, religion/belief, marriage/civil partnership);

i) Recruitment Solutions
ii) Remuneration
iii) Employee Training and Promotion
iv) Internal Employee Documents and or Staff Handbooks

• Does your organisation have a permanent position/role for a person with overall responsibility for d&i within your organisation?

• How does your organisation communicate with employees regarding the development of d&i procedures and initiatives?

• Does your organisation have any d&i specific targets or objectives and if so, please describe?

• Has your company had any employment tribunal claims brought against it in the past 3 years relating to gender, race, religion or belief, age, disability, sexual orientation or gender reassignment?
o If you answered "yes" to this question, please provide details and the action plan(s) your organisation has put in place to prevent recurrence.

• Do you annually publish your workforce diversity data on race, age, gender, disability, socio economic background, sexual orientation and gender reassignment status with a breakdown by role and seniority level both internally and externally?
o If you answered "yes" to this question, please supply your organisations current monitoring statistics. (This will not be scored)

• Does your organisation commit to take part in the UoR's D&I monitoring programme?

These questions are scored and form part of a section of questions which are subsequently weighted in comparison to other award factors such as pricing, contract management. This weighting is variable and depends upon the project requirements.

Depending on the tendering process embarked upon, the UoR requests copies of the relevant policies and then weighs them against its own. In the specification of each tender, the UoR states "The University would expect the winning bidder to have a Diversity and Inclusion policy equal or superior to its own".

The University has recently introduced a supplier code of conduct, which details behaviours which the University expects of its supplier. One aspect is D&I. Suppliers are required to agree/sign up to this policy before we do

	business with them
B. Describe how the organisation scrutinises potential suppliers' equality training:	Further to any resulting information which bidders / suppliers might provide to the above questions, the University has also introduced the following additional questions surrounding training:

• Please demonstrate how your staff with managerial responsibilities receive mandatory training on diversity and inclusion? Is this training extended to all employees?

As above, these questions are scored and form part of a section of questions which are subsequently weighted in comparison to other award factors such as pricing, contract management. This weighting is variable and depends upon the project requirements.

The keyword in this question is 'Demonstrate'. Submissions are scored highly, not for saying they provide training, but by demonstrating how they provide this training and the methodologies and processes used to ensure it is done.

A real world (anonymous) example of scoring for the above question is as below, which shows how some suppliers are rewarded for appropriate policies and others penalized. Please note the commentary is internal only and does not constitute a full analysis:

5 Annual training. Content explained
1 No specific training. Relies upon handbook.
0 Not answered
1 No specific training, relies on handbook and induction.
5 Bi annual training. |

Procurement: Part 2

7.3 Once a contract is awarded, how does the organisation hold the supplier to account?

Tick all that apply

GUIDANCE: The slot in supplier monitoring meetings does not have to be specifically for LGBT related issues, but should be inclusive of them.

A. Include a broad diversity and inclusion slot in contract monitoring meetings inclusive of LGBT issues

B. Monitor and analyse LGBT related feedback on supplier

Describe the options selected below:

A. Describe how D&I outcomes are included within contract monitoring meetings:	The Procurement team undertakes a supplier performance review for the University's key suppliers at a frequency of no less than once per year, but more commonly on a quarterly basis. In some cases, this may be monthly. We use a standard supplier review form for monitoring purposes as part of the formal review process with existing suppliers. A standing item on this form is Diversity and Inclusion. This covers all the protected characteristics and ensures that diversity and inclusion issues are always included as part of the supplier monitoring process.
	This policy was recently re iterated during a formal 2 hour team meeting. Procurement colleagues were reminded of the importance of conducting and logging this information. Specifically, we have improved our focus on improving outcomes and ensuring that S.M.A.R.T. objectives are agreed mutually between supplier and UoR. As part of this process, the University has been using encouragement and offering support in order to progress these aims.
	The procurement team have also begun taking the opportunity to discuss further collaboration with suppliers on LGBT+ networking and events as part of the discussion with suppliers during these meetings.
	The University has recently introduced a Code of Conduct to which suppliers must adhere in order to retain custom. During the review meetings, various points on the code are discussed and vetted during the process
B. Describe how the organisation monitors and analyses feedback around suppliers from LGBT people:	Two members of the procurement team are members of the LGBT+ staff network as well as the LGBT+ Action Plan Group. The purpose of these groups are slightly different, but both provide opportunities for the LGBT+ community at the University to feed back into procurement any concerns or complaints regarding our suppliers.

	Negative feedback would (we have had no examples of this occurring to be able to cite) be taken extremely seriously and would result in an immediate Supplier Performance Meeting, where the supplier would be required to attend the University and provide an explanation and remedial action for the incident in the same manners as any other serious transgression. As part of this meeting and in subsequent enquiries, we would approach the issue using Six Sigma methodology of asking the five 'whys' which allow us to peel away the layers which make up the symptoms of the problem and identify its root cause. Once we have the route cause, it may be applicable to feed this into the steps of Define, Measure, Analyze, Improve, and Control to remedy the issue long term. One other area which we highlight as a potential for feedback from our LGBT+ members is the contract for the provision of student accommodation. We take this extremely seriously as the supplier engages directly with students on our behalf. The Supplier is managed exclusively by the Director of Campus commerce who works closely with the Director of Procurement in this matter. Periodic feedback is collected from students and actioned on appropriately. As yet, we have had no incidents which relate to LGBT+ concerns or issues.

7.4 In the past year, how has the organisation engaged or collaborated with its suppliers? Tick all that apply.

Tick all that apply

GUIDANCE: Joint LGBT diversity and inclusion training can also include sharing training with your suppliers.

A. Joint LGBT diversity and inclusion training

B. Invite suppliers' employees to take part in LGBT employee network group events

D. Share best practice and policy around LGBT inclusion

Describe the options selected below. Please include specific dates or time periods.

A. Describe the joint training:	This is also discussed in point B, but essentially we have invited selected suppliers to put forward staff members who may wish to take part in free of charge D&I training at the University's campuses. We have also tried to approach suppliers who we know actively engage with Stonewall who we feel are further along the 'journey' than ourselves, but unfortunately have met with little enthusiasm. However, we have made some

	inroads in some of the multinational tech giants who we work with. Specifically Dell and Microsoft have expressed interest in working with us, and we are working with them to turn this into a reality
B. Describe the invitation to suppliers' employees to take part in network group activity:	The UoR is now including the following terms as part of our tendering process: Statement As part of our commitment to Corporate Social Responsibility, the UoR proactively monitors its Diversity and Inclusion of its supply chain. As a more significant supplier to the UoR, we would hope that the successful bidder would be willing to take part in our monitoring programme which would include periodic questionnaires and round table meetings with other suppliers to the UoR. Question 37. Does your organisation commit to take part in the UoR's Diversity and Inclusion monitoring programme? Last year, the University began getting in touch with its major suppliers based around Berkshire and the M4 corridor to join the Thames Valley LGBT+ Workplace Network that the University is a founding member of and the host for many meetings. A number of suppliers have expressed interest in joining this network (and Thames Water has recently joined) which has also been a good opportunity to share best practice and knowledge. We have also sent out communications to our supplier base encouraging them to share examples of the good work they are doing as part of Diversity and Inclusion. This year, we have revisited this project with renewed enthusiasm. We have approached a number of suppliers with regards to connecting their staff network with ours. Part of the offering is to invite interested supplier staff to attend D&I training, free of charge at the UoR campuses. We have had a very positive response from the suppliers approached so far. We are also undertaking another analysis exercise to identify suppliers who we may be able to work with. This list is due to be completed 23/09/19. Once we have this established we will be systematically approaching all the suppliers and inviting them to take part.
D. Describe how you share best practice with suppliers:	The University is seeking to meet with its key suppliers on a periodic basis (currently, the plan is to be quarterly, but this may become more frequent depending on feedback and successes). We previously identified for each supply category (examples being IT, Estates and Facilities, Lab Supply), 10 suppliers who we wished to target initially. The brief for selecting these

suppliers was to identify approximately 5 who were large organisations from whom we would have a high likelihood of learning and improving our practices. The remainder was to be suppliers who it was felt might benefit from our assistance in improving their policies and procedures.

The selected suppliers were invited to attend round table event where there is an opportunity to discuss best practice, policy and share success stores and lessons learned. Initial uptake was low, but following a visit from Stonewall, the team have redoubled their efforts, with more progress being made.

In one instance, an (unnamed) supplier does not have a LGBT+ network. We have explained the benefits which they are keen to adopt. We are now assisting them with guidance, through our links into and membership of our own network, on how they might set their own LGBT+ staff network.

Other areas in which we share best practice take place in the supplier review meetings. We take the opportunity during the diversity and inclusion section to highlight things which may be of interest to them. For instance we have had suppliers take away samples of our rainbow lanyards and pronoun badges to show to their own teams for adoption.

Another supplier was keen to adopt the rainbow LGBT+ Ally postcards/signs which we have on display in our procurement offices, and take copies away with them (we routinely offer these to take away)

Community Engagement: Part 1

Section 8: Community Engagement

This section comprises of 4 questions and examines the outreach activity of the organisation. The questions scrutinise how the organisation demonstrates its commitment to the wider community and the positive impact it has. This section is worth 10% of your total score.

Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.

8.1 In the past year, has the organisation utilised its social media accounts and online presence to demonstrate its commitment to LGBT equality?

GUIDANCE: The social media accounts here should be the ones with the widest reach. This question examines how you demonstrate to the largest possible audience that your organisation is committed to LGBT equality.

Please upload evidence of two seperate social media posts. The two social media posts uploaded (for example tweets), should be across a year and not concentrated on one event. The evidence can be an LGBT employee network group being re posted by an account with bigger reach.

Yes

Describe the activity:

The University uses social media extensively to promote LGBT+ inclusion, LGBT+ related activities and events, and that staff and students across the University are LGBT+ allies.

In particular, the main University Facebook (https://www.facebook.com/theuniversityofreading/) and Twitter accounts (@UniofReading and @UniRdg_News) are used throughout the year for these purposes.

The University's central Facebook and Twitter accounts regularly repost stories from other social media accounts associated with the University (such as from our LGBT Network). Some of these posts are designed to promote specific events or times of year (such as LGBT History Month, IDAHOBIT or LGBT themed events taking place on campus), while others are more ad hoc, depending on interesting

material coming out of smaller University groups.

In the last year, social media accounts have been used to promote:

i) Events around Trans Day of Remembrance, IDAHOBIT and LGBT+ History month, including creating and updating events pages on Facebook;

ii) Annual Wolfenden Lecture in May given by   and associated events, again including an Event page on Facebook;

iii) Our presence at Reading Pride in September 2018 and August 2019, including Facebook Events and other communications to encourage staff and students to come along, and retweets and other social media including advertising all staff comms after the event about what a great day we had. Additionally there was Pride branding across all our main University social media around Reading Pride for the whole of September 2018.

iv) Retweet images of LGBT+ allies, e.g. using our LGBT+ rainbow umbrellas at our graduation ceremonies, from across the campus

In addition, the Deans for Diversity and Inclusion (part of the University's senior leadership team) have their own substantial official University social media presence, with similar but even more substantial advertising of LGBT+ related activities and events. This presence includes Twitter (@UniRdg_Diverse) and a diversity blog (https://blogs.reading.ac.uk/diversereading/) which has featured five blogs in the last year tagged with a specific LGBT+ or Trans theme.

The two screenshots uploaded illustrate social media activity on the main University Facebook and Twitter sites, and are:

The first screenshot is a post from the University's main Twitter account, in advance of Reading Pride on 31 August 2019, retweeting a message from one of the LGBT+ Pride team, and linking in to the facebook Event site on the main University Facebook page.

The second screenshot is from the University's main Facebook account, showing an update to the Facebook Event for our Trans Day of Remembrance flag raising and speeches ceremony on the main University of Reading Facebook page. In the event we fly the Trans flag, listen to speeches from our trans community and University and Students' Union leaders, and remember those trans people across the world who have suffered violence over the last year.

Upload a screenshot of social media activity:

17:39 Fri 6 Sep   58%

Tweet

Uni of Reading ✓
@UniofReading

Join us, @UniRdg_LGBTPlus, @UniRdg_Diverse, and @RUSUtweets at @ReadingPride on the 31st: facebook.com/events/9314428...

good meeting with @UniRdg_LGBTPlus @UniRdg_Diverse and others about taking @UniofReading to @ReadingPride later this month

Upload a screenshot of social media activity:

facebook.com/pg/theuniversityofreading/posts/?ref=page_internal

👍 Like   ➤ Share   Sign Up   💬 Send Message

University of Reading shared an event.
20 November 2018 ·

Meet you in 20 minutes at the Whiteknights flag pole - look for the LGBT Plus: The University of Reading Staff Network rainbow umbrellas 🌈

TRANS DAY OF REMEMBRANCE

TUE. 20 NOV 2018
Trans Day of Remembrance
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Provide the date of the activity: 20/08/2019

Provide the date of the activity: 20/11/2018

8.2 Which of the following outreach activities has the organisation taken part in the last year? Tick all that apply.

Tick all that apply

GUIDANCE: Sponsored or supported can include in kind gifts and donations, for example providing a meeting room for a group, and doesn't have to be directly financial (i.e. giving money). The support of a campaign to tackle homophobia, biphobia and transphobia needs to be externally facing and not an internal awareness raising event.

A. Sponsored or supported LGB community group/s

B. Sponsored or supported trans community group/s

C. Sponsored or supported LGB community event/s

D. Sponsored or supported trans community events

Describe each option selected. Please include specific dates or time periods.

A. Sponsored or supported LGB community group/s	• The University of Reading has been working with Support U, the largest LGBT+ support charity in the South East, in large scale LGBT+ history and educational projects over several years, including a project led by Support U, and supported by a grant of £77,200 from the Heritage Lottery Fund (HLF), researching and sharing the history of the 1957 Wolfenden Report on the 60th anniversary of its publication in 2017 see e.g. https://www.readingchronicle.co.uk/news/15515269.the wolfenden report was published 60 years ago/. This project has continued to have impact into the current year through the educational materials for schools that were developed and made available through https://www.thewolfendenreport.com/ • In the last year we have also supported a Support U bid for further HLF funding for the project "Broken Futures: finding LGBT lives affected by the Labouchere Amendment" that builds on a university pilot project in the last year led by Prof ▇▇▇▇▇▇▇ that uncovered the lives of 78 local individuals who were charged or convicted of 'offences' involving homosexual acts, including the 'crime' of gross indecency created in 1885 by the Labouchere amendment. This proposed HLF project builds on work that we have already funded at Reading in the last year. Moreover, in our supporting letter of 15/4/19 we committed to support this follow up Support U project, still under review by HLF, through in kind support including: providing a University

	project lead; providing a performance space and exhibition space for the reconstruction and exhibitions proposed; providing access to University library facilities and databases.
B. Sponsored or supported trans community group/s	• Support U is a broad LGBT+ support organization, but is particularly strong in its work with the trans community. Its largest support group is R Trans, the only support group covering Reading, Berkshire and the surrounding areas for those who seek support and friendship through transitioning, and the trans community is prominent in the leadership and organization of Support U. In particular ▮▮▮▮▮▮▮ is the ▮▮▮▮▮▮, and the trans community is strongly represented in the leadership of both projects cited in section A above. Thus we see our work with Support U cited in A above as also very much work supporting a trans community group. • We note moreover that the training materials that continue to be used into the current year from our joint Wolfenden Project see https://www.thewolfendenreport.com/download resources include explicitly training materials on gender identity.
C. Sponsored or supported LGB community event/s	• The University has been part of Reading Pride in September in 2016, 2017, and 2018 and August 2019. • Here are the words of our LGBT+ network Co Chairs reporting back on our staff portal article http://www.reading.ac.uk/internal/staffportal/news/articles/spsn_809152.aspx • "On Saturday 31 August 2019, the University of Reading took part in the Reading Pride celebrations! • Some of our staff and student volunteers met early in the morning to set up our stall at the marketplace as you can see in the picture, it really looked wonderful! • At 11:00 our staff and student volunteers (and Sprocket, our LGBT+ staff network mascot!) gathered at Broad Street Mall from where the parade started at 11:15. • The rest of the day was spent at the marketplace where our stall was well placed among various other stalls representing healthcare, local charities, political parties, commercial workplaces, and much more! • Our stall was very busy throughout the day and it continued to attract hundreds of people of all ages until the end. We were visited by some alumni and also some very excited freshers who were thrilled to see that we had such a large stall with so many enthusiastic and well informed volunteers. Our rainbow freebies shoelaces, rainbow flags, lanyards, stickers and our shiny new pronoun badges were

	extremely popular: we have made a note to bring even more of them next year! It was really wonderful to see so many happy LGBT+ people and LGBT+ allies celebrating Pride together!"
D. Sponsored or supported trans community events	• Our substantial support for and presence at Reading Pride has been described in C. Reading Pride works across all the LGBT+ communities, so that our support for Reading Pride is support for LGB and also a T community event. As an illustration of this we were tweeting from the event about meeting up at Pride with our Trans Awareness Trainer ██████████ ████████████████████████████████████ ████ • We have also supported the trans community through our work as one of the coordinators of the Thames Valley LGBT+ Workplace Network. For example our agenda for our meeting of the network on 21 September 2018 had as item 6 "The work of R Trans, and how can we support (led by ██████ ████████████████████████████████████ to showcase the work of the leading trans group in the area, R Trans, which is hosted by Support U, and led by ████████████

Community Engagement: Part 2

8.3 In the past year, have you collaborated with other organisations in your region or sector on an initiative to promote LGBT equality in the wider community?

GUIDANCE: The initiative can be a one off or on going project.

Yes

Complete the following. Please include specific dates or time periods.

Name the organisation/s you collaborated with:	We have collaborated in the last year with many organisations to promote LGBT equality: 1. On local LGBT+ history projects, working with Support U, the leading Lesbian, Gay, Bisexual and Transgender (LGBT) help and support service based in the South East of England, and Berkshire Record Office. 2. Sharing good practice with local employers (e.g. Thames Water, Berkshire Healthcare Foundation Trust, Oracle,

	Pepsico, Royal Berkshire Fire and Rescue Service, BMW, ...) through our joint leadership of the Thames Valley LGBT+ Workplace Network
	3. Working one to one with particular employers to share good practice (e.g. Sainsburys, GWR)
	4. Working on applied LGBT+ research projects with universities and other partners (e.g. Bristol, Sussex, Leicester, Sheffield, UNHCR) and members of the LGBT+ community
Describe the collaboration or initiative:	We describe the above collaborations in turn: 1. We have flagged already in our answer to 8.2A that we have supported Support U projects on local LGBT+ history, and have flagged that their latest bid to HLF, supported by us through a supporting letter committing to in kind support, builds on research in the archives of Berkshire Record Office that we have done in the last year, supported by internal funding, on uncovering the lives of 78 local individuals who were charged or convicted of 'offences' involving homosexual acts, including the 'crime' of gross indecency created in 1885. This work was carried out by students ███ ████████████████ supervised by Prof ███████ ██████ Berkshire Record Office, where the research was carried out, hosted a public talk by ████ and ██████ about their research on 11/2/19 for LGBT+ History Month see http://www.reading.ac.uk/15/about/newsandevents/Events/Event790540.aspx and ████ is now part of the team at Support U planning the new larger project that Support U has submitted for HLF funding, with Prof ██████ as the University of Reading lead. 2. We coordinate (with Thames Water and BHFT) this network of employers and their LGBT+ staff networks, which meets three times a year to share good practice on supporting LGBT+ staff and customers. In the last year we have met on 21/9/18 hosted by the University, on 8/2/19 hosted by Oracle in Reading, and on 16/5/19 hosted by the University. The format is a mix of sharing of good practice from within the network, plus guest slots. E.g. in these meetings we have discussed reverse mentoring (hearing from ████████ on the board at BHFT), creating LGBT+ Allies networks (hearing about our University experiences), running a successful LGBT+ employee network (hearing from Spectrum at GSK). 3. As a Stonewall WEI Top 100 employer we have been consulted in the last year by GWR, hosting a visit by a team including their Head of HR, and by Sainsburys. 4. We have hosted in the last year a number of meetings on

	LGBT+ rights joint with other universities and associated partners. These have included: i) a workshop on "Same Sex Marriage and the Law: European and International Approaches" on 10/10/18, led by our own Prof ███ █████████████████████████ (and Co Chair of our LGBT+ network), with speakers from Reading, Sheffield and Leicester Universities; ii) a workshop on "Contemporary challenges facing LGBT+ asylum seekers: UK and global perspectives" on 1/5/19, organized jointly by the Global Law at Reading Research Group and the Migration & Asylum Section of the Society of Legal Scholars, and featuring contributions from the universities of Sussex, Bristol, and Wits (Johannesburg), and from the UNHCR, the Refugee Law Initiative, lawyers practicing in this area, and LGBT+ asylum seekers themselves.
Describe the impact of the collaboration or initiative:	For the activities described above outputs and impacts so far have included: 1. Work on local LGBT+ History with Support U and Berkshire Record Office. • Using Reading Pride in September 2018 and August 2019 to engage the community, through: Wolfenden display boards at the University's Pride stall; and (more spectacularly!) through Wolfenden project images on Reading Buses in the Pride parade in 2018 • Developing teaching resources, freely available on the project web site, which have been taken by the project team into local schools. These comprise: teaching session resources for five sessions including "Historical controversy in LGBT+ history", "Gender identity", "sexualities"; a substantial "train the trainer" package; the documentary "Living Wolfenden's legacy". • Public educational events, including in 2018 the first public showing at the University of the documentary "Living Wolfenden's legacy", and the event "Discovering Hidden LGB Histories In Berkshire Court Archives" held at Berkshire Record Office in February 2019 http://www.reading.ac.uk/15/about/newsandevents/Events/Event790540.aspx 2. Work with the Thames Valley LGBT+ Workplace Network. We have in this network local employers who are at very different stages in different parts of their journey as an LGBT+ employer, so that we are seeing significant benefits from good practice sharing, and from using each others' successes and achievements to challenge us to do better. For example, our team has fed the presentation by ███ ██████ from the board at BHFT on reverse mentoring up to our own board, and our LGBT+ network co chairs are

meeting with one of our board members to start a pilot project. Recommendations from the Oracle OPEN LGBT+ network lead ███████████ at our February meeting on building senior support have been taken up by the BMW LGBT+ network.

3. One to One Support of Other Employers
We were visited by a GWR team, including their ███████████████████, their LGBT+ network, on 10/6/19 and shared with them our Stonewall journey so far, including our LGBT+ Action Plan and the work with our LGBT+ network and allies. As two concrete outputs that are visible to us: i) we have invited them to join our next Thames Valley LGBT+ Workplace Meeting on 4/10/19 at Pepsico; ii) GWR came back to us in July to seek to employ one of our undergraduates for a summer project analyzing D&I data, and we linked them up with our placement leads. We have more recently been contacted by the team at Sainsburys, who we met at Reading Pride last weekend, and have already shared with them our LGBT+ action plan and invited them to our next Thames Valley LGBT+ Workplace Meeting.

4. Working on Applied LGBT+ Research Projects

The impact of these workshops is to develop understanding, nationally and internationally, of the impact of the law on LGBT lives, to drive forwards thinking, nationally and internationally, about the law as it effects LGBT lives, and, directly and indirectly, to promote improvements in the law and how we treat LGBT+ people nationally and internationally.

8.4 Has your organisation done any further work in the past year to promote LGBT equality in the wider community?

GUIDANCE: Activity here should be additional to anything already mentioned in the submission. Please include specific dates or time periods.

Yes

Describe the activity and impact:

Our Music Department, supported by the Dean for Diversity and Inclusion and our staff network groups, has had a particular focus on diversity and inclusion in its concerts out in the community this year. In particular, working with St Luke's Church in Reading, where the ███████████ is ███████████ (who is a leading member of the Reading LGBT+ community, for example a Trustee of Reading Pride), the Music Department put on a concert "Forgotten Voices" at St Luke's on the evening of 8 June 2019   see http://blogs.reading.ac.uk/music/gallery/forgotten voices/nggallery/thumbnails.

This event was a celebration of female and lgbt+ writers and musicians. In addition to a varied musical programme, including for example "Love of my Life" by Freddie Mercury and the first ever singing of YMCA in St Luke's church (!) with full actions from choir and audience/congregation, the concert also featured a speech by ███████████████, the Dean for Diversity and Inclusion about forgotten voices, and our LGBT+ work into the community with Support U, and several readings by our students ███ ███████ and ███████████ about their research project on "Offences against the person? Discovering hidden LGB histories in Berkshire court archives", talking about the LGB histories and stories they had uncovered in the archives of people imprisoned for gross indecency and other "offences". The concert concluded with reflections from ███████████, St Luke's ███████████, on the theme of marginalized voices and inclusivity.

The concert was advertised out into the community through both University and Church channels and attracted a strong audience. We also hosted VIP guests at the concert, including representatives from Support U in Reading, and the Mayors of both Reading and Wokingham District Councils. Impacts included: i) projection out into the community that both the University, St Luke's and the church more broadly are inclusive of, welcoming to, and interested in LGBT+ identities; ii) education into the local community about local LGB history and advertising of the work that the University does with Support U on uncovering local LGBT+ history.

The choirs performing at this concert are University based, but welcome membership from the wider community, and in the run up to rehearsals for this lgbt+ themed concert we wrote out to Support U (as well as our own internal LGBT+ network) to seek new (lgbt+) members for the choir.

The following question is not scored.

8.5 In the past year, has the organisation utilised its social media accounts to demonstrate its commitment to bi and trans equality?

GUIDANCE: The social media accounts here should be the ones with the widest reach. This question examines how you demonstrate to the largest possible audience that your organisation is committed to LGBT equality. The evidence can be an LGBT employee network group being re posted by an account with bigger reach.

 Trans equality

A. Upload a screenshot of social media activity:

(No response)

B. Upload a screenshot of social media activity:

Provide the date of the activity: (No response)

Provide the date of the activity: (No response)

Like   Share

Sign Up   Send Message

University of Reading shared an event.
20 November 2018 ·

Meet you in 20 minutes at the Whiteknights flag pole - look for the LGBT
Plus: The University of Reading Staff Network rainbow umbrellas 🌈

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TRANS DAY OF
REMEMBRANCE

TUE, 20 NOV 2018
Trans Day of Remembrance
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Join us, @UniRdg_LGBTPlus, @UniRdg_Diverse, and @RUSUtweets at @ReadingPride on the 31st: facebook.com/events/9314428...

20/08/2019

good meeting with @UniRdg_LGBTPlus @UniRdg_Diverse and others about taking @UniofReading to @ReadingPride later this month

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University of Reading shared an event.
20 November 2018 · 🌐

Meet you in 20 minutes at the Whiteknights flag pole - look for the LGBT Plus: The University of Reading Staff Network rainbow umbrellas 🌈

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TRANS DAY OF REMEMBRANCE

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Trans Day of Remembrance
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Routing question Section 9

Section 9: Clients, Customers and Service Users

This section comprises of between 3 5 questions and examines how the organisation engages with clients, customers, services users or partners. This section is worth 8.5% of your total score.

In order to begin this section, choose which sector best describes the organisation below.

Please choose the option that best describes your organisation: A. Public or third sector with service users

Clients, Customers and Service Users: PS SU P1

Public or third sector with service users

9A.1 In the past 3 years, has the organisation examined the service user journey to ensure there are no barriers to access for LGBT people?   Yes

GUIDANCE: This should be a formal mapping process of the touch points of the service user and the service.

Describe the process by which you examined the service user journey. Please include specific dates or time periods.

The University's LGBT+ Action Plan Group, which has met termly since December 2016, has the remit of developing an action plan to ensure that the University environment for LGBT+ staff and students is fully inclusive, and to monitor the implementation of that action plan, developing priorities for action in very large part on the basis of priorities articulated by the LGBT+ staff and students. Much of the work of the group on the student side requires careful mapping of the touch points of the user journey.

The membership of this group includes substantial representation from the staff and student LGBT+ community and their representatives. On the student side these representatives include the elected Students' Union LGBT+ Officer and the elected Diversity Officer. The membership also includes representatives of key areas of the University that are touch points for our LGBT+ staff and students.

The role of the LGBT+ staff and student representatives is in part to express their own views and experience as members of the University's LGBT+ communities, but also to go back and consult with the wider LGBT+ community. On the student side this has been in the last 3 years particularly through consultation with the membership of the Reading University Students' Union LGBT+ Society. But additionally, to formalize and enhance consultation routes, in September last year the Students' Union, working with its elected LGBT+ Officer, created a new LGBT+ Students' Network that is led by the LGBT+ Officer. This is an important new feedback mechanism. The LGBT+ Officer, who chairs meetings of the network, collects issues raised and feeds them back into the LGBT+ Action Plan Group Meetings.

In addition to work of the LGBT+ Action Plan group, much work thinking through the LGBT+ student journey through the university happens in an organic way across the university, with advice sought as needed from the students' union Diversity and LGBT+ Officers, and through them the wider student body, and from the University's LGBT+ Staff Network (which also has service users, in particular our research students, as members), and the central University D&I team.

An example of an action commissioned by the LGBT+ Action Plan group was work on the development of the guidelines: "TRANS AND GENDER IDENTITY: Supporting Information and Procedures for Staff and Students", published towards the end of 2017, and associated work after that to ensure that the trans student experience through our systems and processes matches the ideal described in our procedures. As one thorny example of this, there has been significant work across the university in the last two years to ensure that, where trans students express a "preferred name" in their system (in addition to any legal name that they have, which they may not yet wish to change for all sorts of reasons), this preferred name is used across the multiplicity of our university and students' union systems. This has required significant and detailed work across our teams in student services, IT, the students' union, and external suppliers

Describe the outcome and impact. Please include specific dates or time periods.

A second example of work by the LGBT+ Action Plan Group, driven by student feedback, has been work on gender neutral toilets, led by the Estates and Facilities member of the group. Outcomes of this work have been a new gender neutral toilets policy https://www.reading.ac.uk/internal/diversity/diversity policies and procedures.aspx, work to get the location of the toilets shown on our student facing campus maps https://student.reading.ac.uk/essentials/_campus and local area/campus maps.aspx, and work, jointly between student representatives, estates and facilities, and local academic departments that own particular buildings, to increase the provision of these facilities. In the last year we have added gender neutral toilets in the main Library, the Henley Business School, and Film, Theatre and Television, so that we have these facilities now in at least 17 buildings on the main campus.

Another substantial action undertaken by the Action Plan group continually over the last two years, which impacts various points in the journey of students (our service users), from the first open day visits, through to graduation, has been work to establish a large body of LGBT+ allies across the University, and to make these allies very visible through LGBT+/LGBT+ Ally postcards put up by individual allies (and by LGBT+ staff and students) across the University. This work has been undertaken by staff and students working jointly: in particular the allies recruitment sessions we have run have included personal stories and contributions from an LGBT+ staff member and from an LGBT+ student, getting across the very large value to both staff and students of visible LGBT+ allies. The anecdotal evidence of impact in stories from both staff and students is very powerful: this impact extends, through the use of images of staff and students with LGBT+/LGBT+ Ally lanyards in our social media (e.g. around recruitment and open days) beyond our current students to prospective students. (For example, one prospective student, in response to the main university Twitter @UniOfReading tweeting images of Open Day helpers with rainbow lanyards, tweets in response: "So wonderful. As a hopeful soon to be student this makes me so happy/proud.")

Key student facing teams, including our main Library, our Student Support Centres, and our security teams, have made sure that very many of their front office staff have attended our LGBT+ Allies Information/Recruitment Sessions and our Trans Awareness Training Sessions, and present a welcoming face to our LGBT+ students through displaying our LGBT+/LGBT+ Ally postcards and lanyards, and the Library has recently commissioned our Trans Awareness Trainer, as a follow up, to come and give them dedicated training.

Similarly, our Erasmus and Study Abroad Office has thought through touch points for their LGBT+ service users, implementing actions including: i) members of the team attending the university's LGBT+ allies training, and being visible as LGBT+ allies; ii) reviewing their written materials to ensure that their services and promotional materials for incoming and outgoing students indicate that Study Abroad is open and available to everyone, regardless of background, religion, gender, sexual orientation, or gender identity; iii) thinking through LGBT+ issues for outgoing students, including raising these in their briefing

talks.

9A.2 Does the organisation collect LGBT monitoring information for service users to allow for the following analysis? Tick all that apply.

Tick all that apply

GUIDANCE: You should demonstrate how you collect the data and how it is analysed.

A. Assess whether LGBT people are accessing your services

B. Assess the satisfaction of your LGBT service users in comparison to other groups

Describe the options selected:

A. Assess whether LGBT people are accessing your services:	The University collects student data on enrolment and this provides us information on whether LGBT students and those from other groups are accessing our services. The questions asked are:
	What is your sexual orientation?
	The reply options are:
	Bisexual
	Gay man
	Gay woman/lesbian
	Straight/heterosexual
	Other
	Prefer not to say
	Is your gender identity the same as the gender you were originally assigned at birth?
	The reply options are:
	Yes
	No
	Prefer not to say
	This data is analysed in a comprehensive annual student facing annual diversity and inclusion report, which includes analysis of the diversity of our students by sexual orientation.
	Information that is included in the Diversity and Inclusion Annual Report for the last academic year (attached as evidence) tells us that 3.95% of our new entrant students arriving in the last year identify as LGB, this a slight increase from 3.67% in the previous year (see Section 5.2).
B. Assess the satisfaction of your LGBT service users in comparison to other groups:	We have not in the past had data directly on student satisfaction that would enable us to look comparatively at LGBT users. In particular, our main annual student

satisfaction survey is the National Student Survey but universities are not supplied with diversity data that enable us to look comparatively at L G B T experiences relative to heterosexual. (Stonewall we have to take this up with the NSS!)

But we have in the last year commissioned a research project "Exploring experiences of LGBT+ students at the University of Reading". This project, which comprised recruitment, data collection and analysis of semi structured interviews based on experiences of LGBT+ students, was carried out over the summer by an undergraduate student employed to work on the project by the project lead
                                                    and Co Chair of the LGBT+ network. This project will report into our LGBT+ Action Plan Group at its next meeting.

We have in the meantime in our university LGBT+ Action Plan Group looked at other data as a proxy for satisfaction data. The analysis report uploaded is a paper that went to the LGBT+ Action Plan Group in March 2017 from our Planning and Support Office, including analysis of relative performance with respect to sexual orientation category in:
• Undergraduate progression
• Undergraduate withdrawals
• Post Graduate Taught Course withdrawals
• Post Graduate Research withdrawals
• Undergraduate attainment
• Postgraduate taught attainment
The conclusion of the report is that "the figures … do not provide any convincing evidence of a relationship between a student's sexual orientation and the likelihood that they will withdraw from their studies, progress or achieve good honours".

Indeed, at the Undergraduate level where the numbers are largest and we have the most robust data (with 88.7% of students making a self declaration, excluding prefer not to say) attainment is strongest for Gay Women/Lesbians with 86% achieving a First or Upper second class degree. The L G   B figures are 86%, 79%, 77%, compared to 80% for Heterosexual.

As an outcome of this report we are including data on undergraduate attainment by sexual orientation in future D&I Annual Reports from 2018/19 onwards.

We have also in the last year through our LGBT+ Action Plan Group carried out a student satisfaction survey locally in Film, Theatre and Television following the introduction of gender neutral toilets in their building.

Upload analysis reports for option A:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339482/K3TydBnOsG/

Upload analysis reports for option B:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339482/SepQ8PMrob/

Clients, Customers and Service Users: PS SU P2

9A.3 Has the organisation consulted with LGBT service users in the past 3 years to tailor the services to their needs?	Yes

GUIDANCE: The consultation should have involved all LGBT identities.

Complete the following. Please include specific dates or time periods.

| A. Describe the consultation process: | The University's LGBT+ Action Plan Group, which has met termly since December 2016 and is chaired by the Dean for Diversity and Inclusion, has the remit of developing an action plan to ensure that the University environment for LGBT+ staff and students is fully inclusive, and to monitor the implementation of that action plan, developing priorities for action which are based in large part on priorities articulated by LGBT+ staff and students.

The membership of this group includes substantial representation from the staff and student LGBT+ community and their representatives. On the student side these representatives include the elected Students' Union LGBT+ Officer and the elected Diversity Officer. The membership also includes representatives of key areas of the University that are touch points for our LGBT+ staff and students.

The role of the LGBT+ staff and student representatives is in part to express their own views and experience as members of the University's LGBT+ communities, but also to go back and consult with the wider LGBT+ community. On the student side this has been in the last 3 years particularly |
|---|---|

	through consultation with the membership of the Reading University Students' Union LGBT+ Society. But additionally, to formalize and enhance consultation routes, in September last year the Students' Union working with its elected LGBT+ Officer, created a new LGBT+ Students' Network that is led by the LGBT+ Officer. This is an important new feedback mechanism. The LGBT+ Officer, who chairs meetings of the network, collects issues raised and feeds them back into the LGBT+ Action Plan Group Meetings.
B. Describe the outcome and how services were tailored to the needs of LGBT people:	One example of an action commissioned by the LGBT+ Action Plan group was work on the development of the guidelines: "TRANS AND GENDER IDENTITY: Supporting Information and Procedures for Staff and Students", published towards the end of 2017, and associated work after that to ensure that the trans student experience through our systems and processes matches the ideal described in our procedures. As one thorny example of this, following student feedback there has been significant work across the university in the last two years to ensure that, where trans students express a "preferred name" in their system (in addition to any legal name that they have, which they may not yet wish to change for all sorts of reasons), this preferred name is used across the multiplicity of our university and students' union systems. This has required significant and detailed work across our teams in student services, IT, the students' union, and external suppliers.

A second example of work by the LGBT+ Action Plan Group has been work on gender neutral toilets, led by the Estates and Facilities member of the group, but driven by student trans input on the Action Plan Group. Outcomes of this work have been a new gender neutral toilets policy https://www.reading.ac.uk/internal/diversity/diversity policies.aspx, work to ensure that the whereabouts of these toilets is clear on our student facing campus maps https://student.reading.ac.uk/essentials/_campus and local area/campus maps.aspx , and work, jointly between student representatives, estates and facilities, and local academic departments that own particular buildings, to increase the provision of these facilities. In the last year we have added gender neutral toilets in the Henley Business School, the refurbished Library, and the Film, Theatre and Television Building (the Minghella Studios); as we did this we undertook an online survey of students in the Department of Film, Theatre and Television to get feedback on the new toilets to inform future provision. With the three buildings added in the last year we now have gender neutral toilets (in addition to gendered toilets) in 17 buildings on the main campus.

Since we introduced the consultative LGBT+ Students' Network last year a student driven action that we have taken is to introduce new University of Reading/Students' Union |

| | Pronoun Badges (in They/Them, She/Her, He/Him, and fill in your own pronouns version), ordering 5000 of these (we've distributed about 2000 so far), and communicating out about these via our all staff and all student comms routes, referring back as we do this to a blog post co authored by students and staff including our board level LGBT+ champion. The feedback from our LGBT+ students, e.g. via very many twitter posts, has been hugely positive, and you can pick these up from very many receptions around the university; for example they are on display for take away (along with our LGBT+/LGBT+ Ally postcards and lanyards) at the university's main reception in Whiteknights House. |
| | For other examples of actions to support our LGBT+ students see question 9A.1. |

9A.4 What percentage of frontline employees have been trained on reducing bias and discrimination towards LGBT service users?

Select the completion rate for the training

GUIDANCE: The training should reach as many frontline employees as possible. Training content should explicitly mention examples of discrimination and bias towards LGBT service users. Content should also include the steps frontline employees can take in eliminating this discrimination and bias. Examples of content you could upload are case studies, e learning screenshots or powerpoint presentations.

C. 26   50 per cent

Describe how you estimate completion rates:

It is difficult to define frontline staff precisely for the University, but we have taken this to include: all academic staff who are involved with teaching students, and a large proportion of our professional and support staff including staff in student services the library, and many staff in estates and facilities (catering, security, …).

Using our Diversity and Inclusion data dashboard we can interrogate training completed by name of course, by year, and by organizational unit of the University. Completion rates are variable across these various units but, in the last two and half years through to 31/3/19: i) academic staff had completed 1093 D&I training courses; ii) professional and support staff had completed 2017 D&I training courses; so 3110 D&I related training courses have been completed across our approximately 4300 staff, on which basis we are estimating a completion rate for frontline staff of 26 50% for at least one item of D&I related training.

Describe the format of the training and the content you have uploaded:

The basic D&I training is our online Introduction to Diversity and Inclusion (updated in the Autumn of 2018). We have uploaded a screenshot from our learning support systems UoRLearn, showing the variety of diversity and inclusion training available, plus screenshots from the online Introduction to Diversity and Inclusion. The screenshot from UoRLearn also features other D&I training popular with frontline staff, including the classroom based "Becoming an Ally to UoR LGBT+ Staff and Students: info and signup session" (described elsewhere in this submission) and the classroom based "Transgender Awareness Training".

Upload training content:

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/112339482/uOUgV0USmS/

Upload training content:

please be aware only **one** file is allowed per answer

(No response)

9A.5 In the past year, has the organisation communicated or promoted its services as being explicitly LGBT inclusive?   Yes

GUIDANCE: The communication can be digital or physical.

Describe the reach of the communication. Please include specific dates or time periods.

We have an Engagement Team in Student Services, and a student facing lead in our Marketing, Communication and Engagement Function. These teams work together, and with the Students' Union and the Dean for Diversity and Inclusion, to make sure that messages demonstrating LGBT inclusion are going out through the year.

The routes and reach of the communication include:

1. Content on the main student facing webpages ("Essentials"), including a statement of commitment to equality and equal opportunities irrespective of gender identity, gender reassignment, or sexual orientation on its Equality page http://student.reading.ac.uk/essentials/_the important stuff/values and

behaviours/equality.aspx, and the suggestion to "Campaign for the increased visibility of the LGBT+ community" on its Clubs and Societies page http://student.reading.ac.uk/essentials/_opportunities/clubs and societies.aspx

2. Many LGBT+ news and events articles on the main student intranet (Me@Reading), e.g. in the last year
• Advertising events for LGBT+ History Month in February
• Advertising the launch of our new University of Reading/Students' Union Pronoun Badges in March
• Advertising our Wolfenden Lecture by
• Advertising IDAHOBIT and the flag raising and speeches ceremony in May

This supported by tweets from the main student twitter account @UniRdg_Student (4745 followers), and other social media including Facebook.

3. Use of the huge screen (about 5m) on the main student services building at the centre of the campus (the Carrington Building) to advertise LGBT+ days of remembrance and events, including in the last year Trans Day of Remembrance, IDAHOBIT, our annual Wolfenden Lecture.

4. Communicating LGBT+ inclusivity by the display by LGBT+ allies of LGBT+ Ally postcards and the wearing of LGBT+ Ally lanyards, both in the real world (e.g. these are ubiquitous on the front desks in our Student Support Centres and on academic staff doors across the campus, about the first thing you see as you come into the library) and in staff photos on student facing webpages

We have uploaded communications in May: an example of slides used on the big screen in the run up to IDAHOBIT and a tweet advertising the Wolfenden Lecture by ███ and ██████████. We have already included a photo of a typical reception desk.

Upload an example communication:

please be aware only **one** file is allowed per answer

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UNIVERSITY OF READING

ANNUAL DIVERSITY & INCLUSION REPORT

ACADEMIC YEAR 2017-18

CONTENTS   PAGE

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

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

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

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

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

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

Evidently, there is no room for complacency and important D&I-related work continues to be undertaken across the University, illustrated by these three examples:
- a review of Grade 9 pay and grading structures, which is expected to help reduce senior staff gender pay gaps;
- a project identifying further actions to address undergraduate attainment gaps, involving the University and RUSU;
- the #NeverOK campaign that has been launched jointly by RUSU and the University to highlight our values of respect, tolerance and inclusivity for all.

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

Professor Robert Van de Noort

Acting Vice-Chancellor

Section 1 – Overview

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

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

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

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

The aim of our Annual Diversity and Inclusion Report is:

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

Governance arrangements for Diversity and Inclusion

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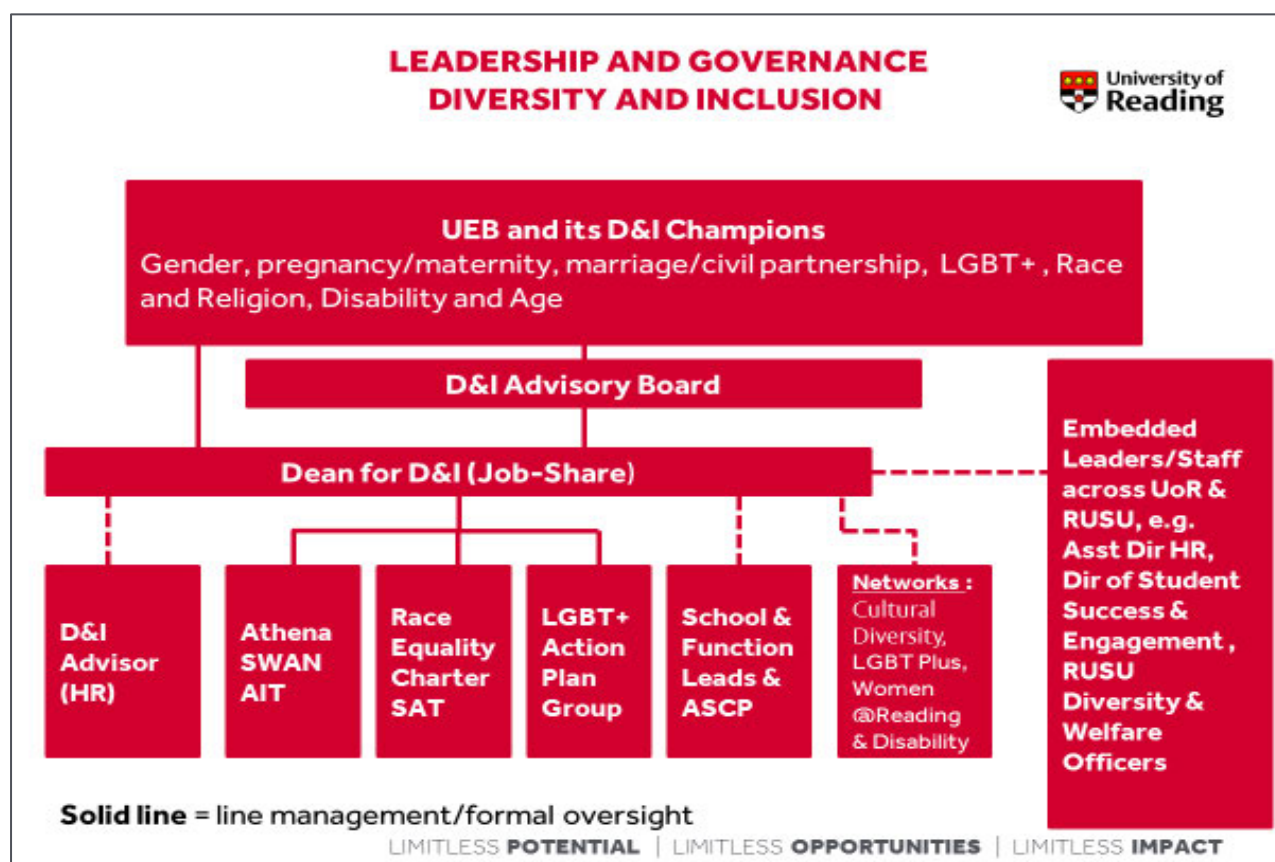
At the operational level, the Athena SWAN Implementation Team, the Race Equality Charter Self-Assessment Team and the LGBT+ Action Plan Group are responsible for developing and delivering action plans in the 3 diversity and inclusion areas that were agreed as an institutional priority for staff by the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

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

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

1.1 Progress on 2020 targets for staff

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

Gender

	Target (baseline as at February 2016)	Progress (except where otherwise indicated the position indicated is as at 31 August 2018)
1	Have at least 30% of either gender in all key University Committees and Boards, including the University Executive Board (UEB).	The committees and Boards that meet this target include the following: • Council - Female 37% and Male 63% • Senate - Female 59% and Male 41% • University Board for Teaching and Learning - Female 56% and Male 44% • University Board for Research - Female 52% and Male 48% • University of Reading Malaysia Academic Board - Female 42% and Male 58% University Executive Board is 14% female. Strategy and Finance Committee of Council is 17% female. For further detail and timelines see §6.1, Table 19.
2	Maintain the Feb 2016 baseline of at least 45% of either gender in the overall University Leadership Group – including UEB, Deans, Heads of School and Heads of Function.	The Leadership Group now has 31 male and 23 female members. It is currently 43 % Female and 57% Male. The percentage of female members of the Leadership Group has decreased in the last year, as it was 50% in 2016/17.
3	Have a gender-balanced professoriate, with at least 40% of professors of either gender. The baseline is 30% female.	Currently 34.58% of professorial staff are female. The proportion of female professors has increased by 3.28% compared to 2016/17. The most recent national data, for 2016/17, is that 24.6% of professors are female.[1]
4	Reduce the gender pay gap that exists at senior (professorial and Grade 9) levels. The baseline is 11% (there are	As of 1st January 2018: • The gender pay gap for the professoriate was 7.11%.

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

	Target (baseline as at February 2016)	Progress (except where otherwise indicated the position indicated is as at 31 August 2018)
	no significant pay gaps at other levels as at Feb 2016).	• The gender pay gap for Grade 9 staff was 12.28%. The pay gap is 7.87% for Grade 9 and Professorial staff combined. This is a reduction of 0.92% on the corresponding 2016/17 figure of 8.79%.
5	Achieve University-wide Athena SWAN Gender Charter Mark Silver level recognition, with all STEM Schools holding awards and all other Schools working towards Gender Equality Charter Mark recognition.	• The University has focused on delivering the institutional action plan for the Bronze Athena SWAN award. • We have started work on an application for an institutional Athena SWAN Silver Award that will be made in November 2019. • Three of our Schools hold an Athena SWAN Silver award, the School of Mathematical, Physical & Computational Sciences (SMPCS), the School of the Built Environment (SBE formerly SCME), and the School of Archaeology, Geography & Environmental Sciences (SAGES). • Three of our Schools hold an Athena SWAN Bronze award, the School of Psychology and Clinical Language Sciences (SPLS), the School of Biological Science (SBS), and the School of Chemistry, Food and Pharmacy (SCFP). • Three non -STEM Schools have signed up to the Athena SWAN Charter and are preparing submissions for an award.

Race and ethnicity

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

	Target (baseline as at February 2016)	Progress (except where otherwise indicated the position indicated is as at 31 August 2018)
		See §6.1, Table 20 for more detail.
2	Council and its sub-committees to set targets for BAME representation on their committees consistent with national census baseline for BAME.	Council has been continuing to work to diversify its membership and will consider detailed proposals on actions and targets in the 2018-19 academic year as part of its Review of the Effectiveness of Council.
3	A minimum of 15% in each of grades 1- 5 professional services staff and 12% in grades 6-9 professional services staff to be BAME by 2020 (levels set by local and national census data respectively). Feb 2016 baseline across all professional services staff was 8%.	• Grades 1 to 5 professional services Grade 1 = 46.07% - (50.3% in 16/17) Grade 2 = 24.66% - (33.8% in 16/17) Grade 3 = 15.46% - (18.3% in 16/17) Grade 4 = 11.01% - (11.3% in 16/17) Grade 5 = 10.26% - (10.3% in 16/17) • Grades 6 to 9 professional services Grade 6 = 8.11% - (8.6% in 16/17) Grade 7 = 7.12% - (6.9% in 16/17) Grade 8 = 3.33% - (3.6% in 16/17) Grade 9 = 7.27% - (3.3% in 16/17)
4	A minimum of 14% of academic staff in grades 7 and above to be BAME by 2020. Feb 2016 baseline was 11%.	• Grade 7 and above = 12.59% The figure was 12.4% in 16/17.
5	The University to attain Bronze Race Equality Charter Mark (REC) before 2018 and be working towards silver by 2021.	As a part of the work on our submission for the Race Equality Charter Bronze award, a detailed audit of the University's race equality practices was completed, and an action plan was developed and agreed by the University's Executive Board. We were not awarded the Bronze Charter Mark by Advance HE. However, some of the actions that we have taken to address race equality issues were acknowledged as good practice. We are now working on delivering the key actions that are set out in our Race Equality action plan.

Sexual orientation

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

1.2 Progress on 2020 targets for students

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

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

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

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

1.3 2017/18 Activity and Achievements in Relation to Staff

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

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

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

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

Priority	Progress
Establish and develop a network for disabled staff	In 2017/18 we launched, as a ground-up initiative, a Staff Disability Network. It is an inclusive support network for all staff with a range of disabilities, impairments and / or mental health conditions, as well as non-disabled staff with an interest in disability issues. The network aims to provide staff with a disability a voice in the University, to provide a consultation group on matters such as management, HR and building works, to inspire culture change and raise awareness, and to develop a network of allies across the University. The network has been meeting regularly and is working to increase its influence within the University of Reading, to make our community more inclusive to all staff members.
Design and deliver the new exit interview process and via data analysis identify any D&I related issues	An Exit Interview format is being piloted. It consists of an online Exit Interview questionnaire that offers a staff member who is leaving an option to ask for a formal face-to-face exit interview. It also asks if the individual completing the questionnaire can be contacted for further details. The Exit Interview process will be launched in early 2018/19. The feedback that is collated through this process will enable the Human Resources team to query any critical issues that are raised and further explore any underlying reasons for leaving.
Finalise and launch the overhaul of all Diversity and Inclusion-related training and development activities	Work is in progress on the review of diversity and inclusion-related learning and development activities that aim to ensure that staff are made aware of the University's commitment to diversity and inclusion, the priorities and targets that have been set by the University Executive Board, and the role that each individual member of staff has in delivering them. The highlights include: • The launch of a new staff induction programme for staff that is delivered using a Board game. This includes key messages on the University's approach to mainstreaming diversity and inclusion and highlights how staff can get involved in this area of work. • The University has developed its own bespoke introduction to Diversity and Inclusion course with the specific aims of creating an Introduction to D&I course that celebrates Diversity and Inclusion at the University of Reading and fosters and reinforces engagement with the Diversity and Inclusion

Priority	Progress
	strategy and activities. This "Introduction to D&I at the University of Reading" is due for launch in early 2019.
	• A personal development programme "Realise an Inclusive and Supportive Environment @ Reading" (RISE@Reading) is under development. This programme focuses first on developing self to lead on becoming a champion for diversity and inclusion and then supporting the wider organisational development activities. This programme will be launched in 2018/19.
Publication of our first gender pay gap report	The University produced and published its first gender pay gap report in March 2018. As at 31 March 2017 the mean gender pay gap for the University is 19.58% and the median gender pay gap is 20.99%. Further details are available in the Gender Pay Gap Report 2017

1.4 2017/18 Activity and Achievements in Relation to Students

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

- Continued work to scrutinise BAME attainment gap, challenge stereotypes and promote equality. This included the submission for Race Equality Charter Mark and the extensive data analysis and dialogue with staff and students that this required.

- Implemented Learning Analytics as an effective way to monitor and enhance student retention and attainment to promote the University's equality agenda.

- Worked with the Charlie Waller Memorial Trust to pilot embedding delivery of The Positive Minds pilot programmes in Schools, to assist students to manage pressure and build psychological resilience through equipping students with cognitive tools and practical techniques.

- Successfully extended the provision of PAL scheme to 666 UoR students from 16 modules this year. This peer support scheme targets academic subjects, encouraging student participants to identify their own solutions to common problems. This intervention has made significant contribution to the learning outcomes of both PAL leaders and participants
  - 88% of PAL leaders of the programme achieved a 2:1 or above degree.
  - PAL participants mentioned the benefits such as increased understanding and confidence, and real world connections made.

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

1.5 Overview of Priorities for 2018/19

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

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

Main priorities for action in relation to our staff

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

Main priorities for action in relation to our students

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

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

2.1 Gender

Gender – Headline Data

- The University produced and published its first gender pay gap report in March 2018. The mean gender pay gap for the University as at 31 March 2017 is 19.58% and the median gender pay gap is 20.99%. The gender pay gap is significantly affected by occupational segregation and reflects the uneven distribution of men and women throughout the pay structure; with women being over-represented amongst the lower grades in cleaning, catering and clerical roles, and men being over-represented amongst the higher grades in professorial and senior management roles. Further details are available in the Gender Pay Gap Report 2017.

- Female staff continue to receive the majority of the awards through the University's Reward and Recognition processes across all categories including additional increments, contribution points, and merit-based promotions, at a proportion that meets or exceeds the proportion of female staff (57.1%) in the workforce. However, male staff still receive on average more than females when it comes to lump sum awards and this difference has increased from last year. However, the difference is still smaller than it was at its largest differential. Further details can be found in §6.1, Tables 5-7.

- 53% of successful applications to the Personal Titles process were from females in 2017/18, continuing the near balance in promotions seen in 2016/17. However, this overall figure masks a lower proportion of female staff gaining promotion to Associate Professor. The proportion of eligible female staff who applied for promotion to Associate Professor was lower than that for male staff (§6.1, Table 3), and the success rate for female applicants (76%) was lower than at any time in the past 5 years (§6.1, Table 2a). The success rate for male applicants for promotion to Associate Professor (80%) also reduced in 2017/18 but remained higher than that for female applicants, and the percentage of eligible males applying was the highest in the past 5 years. Further details can be found in §6.1, Tables 2-4.

- Applications from female staff for promotion to Professor increased dramatically both in terms of number and in proportion to the eligible population. The success rate for female applicants was 24% higher than for male applicants, continuing the trend since the introduction of the new system (§6.1, Table 2b): in 2017/18 71% of successful applications were from female staff. The impact of the new system is clear here, but evaluation of the most influential factors (e.g. criteria, mentors, consideration of all or personal circumstances) is needed to understand what is supporting female success more than male. Further details can be found in §6.1, Tables 2b and 4.

- Working for gender balance on key decision-making Committees - Council, Senate, University Executive Board (UEB) and University Board for Research have all retained female representation at the same level as in 2016/17 and this represents a significant increase in female representation compared to 2015/16. This means that apart from UEB (16% short of target) and Strategy & Finance Committee (13% short of target) we have met the targets for 30% representation of either gender. Details can be found in §6.1, Table 19.

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

Gender - 2017/18 Actions

- The Athena Swan Implementation Team continued to oversee delivery of the Athena Swan action plan and met regularly to review progress and measure the impact of our activities.

- Three non-STEM schools signed up to the Athena SWAN principles. In preparation for an Athena SWAN award they have set up self-assessment teams and are working on identifying and taking action to address specific gender equality issues.

- We have made further progress in establishing diversity and inclusion leads in Schools and Functions and have set up local governance arrangements to monitor and progress work on diversity and inclusion activities.

- Reviewed the role and broadened the remit of the Diversity and Inclusion Champions Community of Practice (DICCOP). This group meets once every term to discuss specific issues and challenges and share good practice on diversity and inclusion activities.

- Delivered further improvements to the Athena SWAN dashboard to enable staff working on Charter Mark submissions to access and analyse data more efficiently to identify trends and/or challenges and define appropriate actions to address these.

- Improved the collection and analysis of recruitment retention information on diversity through the use of the new applicant tracking system.

- Worked on the update of a number of diversity and inclusion-related policies and procedures through engagement with relevant staff groups. These include the University's policy statement regarding bullying and harassment covering both staff and students, the University's draft procedures in relation to bullying and harassment as it affects staff and the University's draft staff-student relationship policy.

- Reviewed and updated the content of the recruitment and selection training to ensure that key messages around diversity and inclusion and understanding and managing unconscious bias in the process are highlighted.

Gender - Actions planned for 2018/19

- Create an Athena SWAN Self-Assessment Team, representative of the University, and start to prepare a submission for an Athena SWAN Silver Award (due 30 November 2019) and an associated action plan for the University on gender equality for the next four years, including an embedded gender pay gap action plan.

- Create a flexible working website to showcase the University's support for flexible working, and the many and varied examples of male and female staff at all levels working flexibly.

- Support the development and submission in April 2019 of Department-level Athena SWAN submissions from four Schools/Departments across the University.

- Revise and improve the University's policy, procedures, and support arrangements around harassment and bullying.

- Develop and launch the University's #NeverOK campaign, including communicating arrangements for reporting and support around harassment and bullying.

- Launch the first pilot of RISE, the University's new personal development/leadership programme with a diversity and inclusion emphasis.

- Complete the development and launch of the University's new online diversity and inclusion training module.

2.2 Race and Ethnicity

Race – Headline Data
- The race /ethnicity pay gap has reduced in 2017/18 and now stands at 14.23% compared to 19.80% in 2016/17. The pace of reduction has also increased this year with a reduction of 5.57% compared to only 0.26% in the previous year. Further details can be found in §6.1, Table 15.

- The success of BAME staff in the reward processes has been mixed in 2017/18. For the award of additional increments, celebrating success and lump sum awards, BAME staff have seen a decrease in awards.
    o For additional increments, 6.67% of BAME staff received an award compared to 11% in 2016/17.
    o For celebrating success, 10.75% BAME staff received an award compared to 12% in 2016/17.
    o For lump sum, BAME staff received 8.65% of the awards compared to 9% for the previous year. However, the average value of award has reduced for BAME colleagues and it is the biggest difference (-325.53) since we started measuring this.

  For contribution points, merit- based promotion and lump sum awards, there has been an increase in awards to BAME staff.
    o For contribution points, BAME staff 7.55% of the awards compared to 5% in 2016/17.
    o For merit-based promotion, the award for BAME staff was 16.67% compared to 0% in the previous few years.

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

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

- BAME applicants make up a significant proportion of the applicants for jobs at the University. However, they are less successful than White applicants when it comes to being shortlisted for interview and being offered the position. Further details can be found in §6.1, Table 27.

- Small numbers of BAME staff in both the eligible pools and applicants mean that success rates and representation fluctuate substantially from year to year. However, the success rate for BAME staff in 2017/18 was below that for White staff at both Associate Professor and Professor levels. There are positive signs of more confidence in the application process with a higher proportion of eligible BAME population applying for promotion than the white population, particularly at professorial level. At Professor level this resulted in a stronger representation of BAME staff in successful applications than in the eligible population despite the lower success rate. BAME representation in successful applications to Associate Professor was broadly in line with representation in the eligible population as opposed to being below this level in previous years.

Race - 2017/2018 Actions

- The University's Race Equality Charter team carried out a detailed analysis of quantitative and qualitative data /research and sought the views of both internal and external stakeholders to prepare the REC submission and develop an action plan. This included the review of the feedback from research carried out by TMP Worldwide to seek feedback on our recruitment practices in relation to race and ethnicity. The findings of this research helped us identify the views of internal staff on how ethnicity affects their experience of the University as an employee and explore whether potential BAME employees amongst the local public perceive any barriers to working at the University. This research has informed the development of our Race Equality Charter Action Plan, and the Employer Identity Project within the broader People Plan.

- The University was unsuccessful in its July 2018 bid to Advance HE for a Race Equality Charter Mark. However, the panel commended the work done so far, specifically the comprehensive nature of the data and the depth of the analysis. They considered that further work was needed to deliver transformational process change that will ensure positive outcomes for ethnic minority staff and students. The University will remain a signatory to the Race Equality Charter principles and has 3 years to submit a new application whilst remaining signed up to that charter. Taking on board the feedback, we will launch our Race Equality Action Plan in early 2018/19.

- The Cultural Diversity Network has held regular meetings during 2017/18 to discuss challenges in relation to race equality within the workplace and how best to address them. The Network has also contributed to our work on the Race Equality Charter submission and provided feedback on the University's Race Equality Action Plan.

- We have continued work on updating our "Faces of Reading" webpages to include profiles of BAME staff that represent the diverse workforce

- Continued to support the development of BAME staff through funding for places on the Stellar-HE programme and the Leadership Foundation for Higher Education's (now Advance HE) Diversifying Leadership programme. In 2017/18, support was provided to 2 BAME staff to attend each programme.

- To mark Black History Month in October 2017 a number of events were held including:
  - Seminar by   entitled "Understanding and Disrupting the Persistence of Racial inequality in Higher Education"
  - In conversation with   )   , refugee, alumna and PhD student
  - Screening of "Daughters of the Dust" with introductory talk by

Race - Actions planned for 2018/19

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

- Organise an annual programme of events designed to both engage staff and students with diverse and unfamiliar cultures and get people talking, as well as highlighting similarities

- Recruit a chair for the Cultural Diversity Group and promote this group more widely in order to grow it; monitor attendance

- Drive on declaration rates using stories of actions resulting from new understanding of the staff population gained from this data

- Contribute to the review, refresh and relaunch of report and support processes available to staff and students who experience racial discrimination or harassment

- Explore training/information available to frontline staff (e.g. security) on racism

- Train and support Junior Common Room (JCR) representatives, Society welfare representatives, Hall Warden Assistants, RUSU staff, bar staff and security staff to reinforce messages around zero tolerance to racism, including cultural appropriation

- Pilot anonymised shortlisting for applications for Grades 1-5 posts in Marketing, Communications and Engagement (MCE)

- Build quarterly interrogation of the Applicant Tracking System for ethnicity bias into business as usual

- Introduce new development programme "RISE@Reading"

- Interrogate new online exit interview forms for any examples of perceived racial discrimination

- Collect ethnicity and other demographic information on feedback forms for training courses to evaluate any differential impact for BAME staff

- Provide additional supported places on Stellar-HE, Diversifying Leadership, or similar programmes and support the cohort to continue development locally following the end of their programmes

- Begin to monitor ethnicity and gender of Early Career Researchers (ECRs) interested in and supported to apply for fellowships

- Publicise ethnicity differences in lump sums to Heads of School and Heads of Function

- Organise showcase of ethnicity related examples from Curriculum review

- Set up a local network of organisations meeting twice per year to share understanding of race issues and good practice

- Ensure grades 1-5 and Black staff are represented on RE-Act and the next SAT

2.3 Sexual Orientation

Sexual Orientation – Headline Data
- Ranking in the Stonewall Workplace Equality Index improved significantly to 138 in 2018 from 168 in the 2017.

- Declaration rates for sexual orientation have decreased to 52.87% compared to 56.83% last year.

Sexual Orientation - 2017/18 Actions
- We made significant progress in making the University a more LGBT+ inclusive organisation. This was recognised through our improved ranking in the Stonewall Workplace Equality Index. In 2017/18 we were ranked at 138 compared to 168 in the previous year.

- We worked closely with the LGBT+ Staff Network to plan and deliver a number of activities to mark LGBT+ History month and other important dates for the LGBT+ community and used these to raise awareness of sexual orientation issues. These include the following:

  - **1 February 2018** - showing of the film 'Call me By Your Name' at the University of Reading Film Theatre as a part of the LGBT+ History month programme of events
  - **12 February 2018** – Roundtable discussion with

    on Policies and Support Strategies for LGBT+ Staff and Students in Higher Education
  - **12 February 2018 -** Public Lecture 'Queer Classics: Sexuality, Scholarship, and the Personal' by
  - **17 May 2018** - IDAHOBIT flag-raising ceremony and speeches, hosted by the LGBT+ Staff Network, the Students' Union, and Professor Robert Van de Noort, the Pro-Vice Chancellor for Academic Planning and Resource
  - **1 September 2018** - Participated in Reading Pride for the third year

- On 24th May 2018, on the 30th anniversary of the enactment of Section 28, we organised our second annual Wolfenden lecture given by LGBT+ rights activist   . The link below has further details:

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

- Organised a one-day workshop at the University of Reading, in collaboration with the Women's Classical Committee UK, on "LGBT+ Classics: Teaching, Research, Activism", which attracted delegates from across the UK and internationally. The day brought together academics in Classics (and related fields), LGBT+ activists, museum curators and those working in other areas of outreach and public engagement. The workshop explored how LGBT+ themes are included in Classics curricula; how public engagement with queer Classics and history of sexualities can contribute to fight homophobia and transphobia; and the ways in which the boundaries between research, teaching, and activism can be crossed. The workshop also discussed and shared strategies of support for LGBT+ students and staff, current policies in Higher Education, and what still needs to be improved.

- Over the past year members of the LGBT+ staff network, led by one of the co-chairs, plus a number of the University students from the Department of Film, Theatre and Television, worked with Support U (an LGBT+ support charity covering the Thames Valley) on a major joint project, funded by the Heritage Lottery Fund (see www.thewolfendenreport.com/). The outputs from the project have included 'Wolfenden60', a documentary which explores the impact of the Wolfenden Report. The documentary is available online using the link (below) and features one of our co-chairs and some of our students. http://www.thewolfendenreport.com/watch-wolfenden-documentary. A further output from the project has been a significant package of LGBT+ history resource material, which has been used already in local schools, and is freely available on the above website.

- We worked on increasing the number of LGBT+ Allies by organising two LGBT+ Ally recruitment and information sharing sessions that were jointly hosted by the Vice-Chancellor, the LGBT+ Staff Network and RUSU.

- As a part of the LGBT+ Allies campaign we distributed hundreds of LGBT +Ally postcards and lanyards across campus. This increased visibility of LGBT+ issues has resulted in positive feedback in the 2017/18 staff survey where 98% staff said that they agree that the University of Reading respects people equally regardless of their sexual orientation.

- We focused on raising awareness of trans-gender issues by organising two Trans-awareness training sessions for staff and students that were led by an external facilitator,

- Led work on strengthening the collaborative work and sharing of good practice between members of the Thames Valley LGBT+ Network. This included recruiting new member organisations such as Oracle and Thames Water to join the Network hosting all meetings during the 2017/18 academic year.

- During 2017-18 we provided funding for 6 LGBT+ staff members to attend the Stonewall LGBT Role Models programme and for 1 Bi staff member to attend the Stonewall Bi Role Models programme. This training provided individuals with the opportunity to explore what it means to be a role model and the space to identify how they are going to create an inclusive environment for everyone.

- The University also sponsored two places a year for LGBT+ staff to apply to attend the Stonewall Leadership programme and mentoring is offered to any staff member who attends the Leadership programme.

Sexual Orientation - Actions planned for 2018/19
- Continue to raise awareness of LGBT+ experiences and history through events and training in and around LGBT+ History Month, Trans Day of Remembrance, the International

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

- Continue to recruit to the LGBT+ staff network, including the recruitment of LGBT+ allies through our LGBT+ Allies Information/Recruitment Sessions, including running the first of these on the London Road campus.

- Continue to reach out and show support to the local LGBT+ community, e.g. through University presence at Reading Pride, and through public events and engagement, e.g. our annual Wolfenden Seminar and Lecture, events led by staff and students in LGBT+ History Month.

- Work, jointly across staff and students, to raise awareness of different gender identities, including through trans awareness training sessions and through launch of new "pronoun badges" and associated communications.

- Bring staff involved with student support together to develop understanding and wide use across the University of the Stonewall Service Delivery Toolkit.

- Develop guidance for LGBT+ staff considering working overseas and their managers.

- Through these and other initiatives, work to submit into the Stonewall Workplace Equality Index in September 2019, aiming to achieve a Top 50 ranking in the Stonewall WEI 2020.

2.4. Disability

Disability – Headline Data
- Declaration rates for disability have decreased significantly to 78% compared to 86.58% last year.

- Recruitment - 270 applicants who declared a disability applied for roles at the University. This equates to 1% of total applicants. Further details can be found in §6.1, Table 23.

- Recruitment Success Rates – From the pool of 270 applicants (with declared disability) who applied for roles at the University, 189 (70%) were not shortlisted for an interview. From the remaining 81applicants (30%) that were shortlisted, 40 applicants (15%) were not successful in the interview and 41 applicants (15%) were successful and offered a role. Further details can be found in §6.1, Table 26.

Disability – Actions 2017/18
- We have initiated work on activities that are needed to make an application to sign up to become a **Disability Confident Level 1 employer**. This includes completing research on current practices that need to be in place to become a Disability Confident employer, development of a business case and action plan and drafting a proposal that was shared with the University Executive Board and agreed in principle.

- We have engaged with internal stakeholders to understand the operational challenges / barriers we face in signing up to the Disability Confident Award. An action plan has been developed to address these barriers and work on delivery will be completed in 2018/19.

- We have launched a Staff Disability Network. It is an inclusive support network for all staff with a range of disabilities, impairments and / or mental health conditions, as well as non-disabled staff with an interest in disability issues.

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

Disability – Actions planned for 2018/19

- Support the development of the Staff Disability Network established last year.

- Set in place the processes necessary to enable sign-up to the Government's Disability Confident Scheme.

- In consultation with the Staff Disability Network and disabled staff more generally, develop and adopt formal University targets for disability on the staff side.

- Set up systems to enhance the accessibility of our main jobs site.

2.5. Other Priorities

Other priorities – Actions planned for 2018/19

- Encourage larger completion by staff of diversity-monitoring data fields in Employee Self Service, to enable anonymous analysis of diversity data.

- Undertake a Review of the Grade 9 Pay and Grading Structure.

- Working Groups on Teaching Intensive Staff, on Sessional Lecturers, and on Teaching Fellows to complete their work, and to report with recommendations to UEB and Staffing Committee.

- Develop, as part of preparations for the University's submission into the next Research Excellence Framework REF 2021, a code of practice on: the fair and transparent identification of staff with significant responsibility for research; determining who is an independent researcher; the selection of outputs.

- Enhance the University's Diversity and Inclusion website to provide advice on support for staff and students specific to a number of protected characteristics.

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

3.1 Gender

Gender Summary

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

Headline data

Recruitment and admissions

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

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

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[2] The DLHE data for 2017/18 are not released at the time of publication.

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

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

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

Retention: Overall female students, on average, have better retention rates than their male counterparts.
The retention of female UG students has consistently been higher than that of male students since 2015/16. In 2017/18 95.94% of female UG students continued their studies compared with 94.74% of male students (Figure 5).

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

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

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

Attainment: Whilst consistently fewer UG male students achieved 'good degrees' compared with females this gap has narrowed since 2016/17 (Figure 8).
- o In 2017/18 85.12% of female students obtained a 'good degree' compared to 77.16% of males.
- o The UG female/male 'good degree' (1st Class or 2:1) attainment gap peaked to 8.43 percentage points in 2016/17 during the last three years and decreased to 7.96 percentage points in 2017/18.
- o The latest ECU published degree attainment gap for the UK as a whole (for 2016/17) is 4.6 percentage points, slightly lower than the UoR gap for that year.
- o Each year since 2015/16 a higher proportion of female UG students have achieved a First Class degree compared with male students (Figure 9). In comparison with the records of last year, there is an increase of 0.52 percentage points for UG female students and 1.43 percentage points for male students received First Class degrees in 2017/18.
- o The proportion of male UG students attaining a First Class degree has increased steadily over the last three year.

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

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

Gender - Progress against 2020 targets for Student Equality

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

Priorities for 2018/19 – Gender

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

3.2 Race and Ethnicity

Ethnicity Summary

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

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

Headline data

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

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

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

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

Progression, retention and attainment
Progression: Over the three years, White students consistently have higher rates of progression than BAME students (Figure 15).
- o In 2017/18 a higher proportion BAME students (5.8%) failed to progress to the next year , compared with 2.58% of White students. 9.53% of Black students failed to progress successfully, which is higher than any other minority ethnic group.
- o The national data indicates a similar trend of BAME students being less likely to successful progress through their course.
- o Chinese and other Asian groups have the highest progression rates.

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

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

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

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

Attainment: At UG level, there remains a noticeable ethnicity attainment gap, with BAME students have consistently had lower rates in achieving 'good degrees' compared with White students (§6.2, Table 7 & Figure 19). In 2016/17, there was a largest drop in the proportion for BAME students achieving good degrees across three years but 2017/18 has seen a recovery back to 74.35%.
- o 'Good degree' attainment increased variously with only a 0.94 percentage point increase for White students and a marked increase of 6.88 percentage points for BAME students from last year. In 2017/17 85.15% of White students achieved a 2:1 or above degree, compared with 74.35% of BAME students. This has caused a reduction in the BAME/White attainment gap to 10.8 percentage points, slightly higher than 2015/16 (9.99 percentage points), but lower than previous year (16.74 percentage points)
- o Asian students have continued to obtain the highest proportion of 'good degrees' out of BAME students with an increase of 10.37 percentage points in 'good degree' achievement between 2016/17-2017/18.
- o The proportion of UK domiciled Black students achieving a 'good degree' has been consistently smaller compared with their BAME and White counterparts. There are differences in the attainment patterns within UK domiciled ethnic groups (§6.2, Table 8). In 2017/18, 58.21% of Black students achieved a 'good degree', compared with 78.54% of Asian, 72.41% of Chinese, 80.61% of Mixed ethnicity and 85.33% of White students respectively.

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

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

Similar patterns have been recognised in ethnicity degree attainment gap amongst PGT students with less BAME students achieving a Distinction or Merit over three years. 76.82% of UoR's 2017/18 BAME students achieved a Merit or above, compared with 86.48% of White students (§6.2, Table 9 & Figure 20).
o   The 'attainment gap of Merit or above between BAME and White students was 9.66 percentage points. This figure has remained relatively stable over recent three years.
o   Of BAME students, Mixed, followed by Asian students tend to obtain a Merit or above, whilst Black, followed by Chinese students are less likely to achieve a Merit or above across the three year period.

Race - Progress against 2020 targets for Student Equality

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

Race - Priorities for 2018-2019
• Begin the Student Experience in STEM (SESTEM) research project to explore strategies or resources to reduce UoR BAME/White undergraduate students attainment gap and better understand their learning experience.
• Review progress on ethnicity dimensions of programme review.
• Implement attendance monitoring to proactively identify students who are disengaging with their studies to facilitate pro-active intervention.

3.3 Disability

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

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

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

Headline data

Recruitment and admissions

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

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

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

Progression, retention and attainment

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

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

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

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

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

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

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

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

Disability - Progress against 2020 targets for Student Equality

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

Disability - Priorities for 2018-2019
- Continue to improve degree attainment outcomes and reduce the gap differences for disabled/non-disabled students.

- Continue the focus to provide support for disabled students particularly through implementation and monitoring of the core requirements of the Inclusive Teaching and Learning Policy
- Promote the use of Blackboard Ally as a tool to support learning
- Explore the implementation of notetaking software for students no eligible for note takers but who would benefit from assistance.
- Build on the work of UoR's inclusive Curriculum Framework' Working Group to ensure that inclusion and diverse teaching practices are embedded into learning and teaching,

Section 4 – Additional Information

4.1 Other Information (Staff)

Support and Guidance
- The University has a range of mechanisms in place for staff for advice, guidance and support. We have an Employee Assistance Programme (EAP) provider and we have HARC (Health, Advocacy, Respect and Care) Advisors and Harassment Advisors who can also provide advice and support. These advisors are employees who volunteer for the roles and who receive appropriate training to enable them to do this.

- Contact with these advisors is typically low, particularly in relation to Diversity and Inclusion issues. In the 2017/2018 academic year 5 contacts were made with Harassment Advisors and 4 of these were on diversity issues. This compares with 6 out of 8 enquiries being D&I related in the previous year.

- Contact with HARC Advisors increased to 3 in 2017/18 and 2 of these were related to diversity and inclusion issues.

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

Committee Data
- Race – Committee data shows little improvement in the diversity of committees in relation to ethnicity. There has been a 1% decrease in BAME representation in Senate compared to last year. It is now 4%.

- Council now has 4% BAME representation whilst University Executive Board (UEB), and Strategy & Finance Committee (S&FC) remain unchanged at 100% white for both UEB and S&FC.

- A positive shift has been made in relation to gender balance for Council, Senate, University Executive Board (UEB) and University Board for Research, all of which have increased female representation. The Committees and Boards that meet the targets for 30% representation of either gender include the following:
    - Council - Female 37% and Male 63%
    - Senate - Female 59% and Male 41%
    - University Board for Teaching and Learning - Female 56% and Male 44%
    - University Board for Research - Female 52% and Male 48%
    - University of Reading Malaysia Academic Board - Female 42% and Male 58%

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

Learning and Development

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

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

- **Springboard** -   women attended this programme that supports them to enhance their own skills and abilities, challenge power and inequity, while building confidence, assertiveness and a positive image.

- **StellarHE** -   BAME staff members attended this leadership development programme that has been designed specifically to develop and implement leadership strategies that reflect the unique challenges and experiences of BAME academic and professional services staff across the higher education sector.

- **Aurora** -   female staff members attended the Aurora programme that aims to encourage a wide range of women in academic and professional roles to think of themselves as leaders, to develop leadership skills and to help the employer institutions maximise the potential of these women.

- **Stonewall Leadership Programme** –   LGBT member of staff was sponsored to attend this leadership development programme that provides a chance for participants to reflect on how their identity as an LGBT person has had an impact on their leadership journey and explore how they can become a more authentic, inclusive and visible leader

- **LFHE (now Advance HE) Diversifying Leadership** –   BAME staff members participated in this programme that comprises three one-day workshops, plus a facilitated action learning set day that explores leadership theory, cultural identity and power and influence, as well as individual goal setting and action planning to support participants in applying their learning post-programme.

- **Stonewall Role Models Programme** -   LGBT colleagues attended this development programme that enables participants to explore what it means to be an authentic and inclusive role model in the workplace.

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

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

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

4.2 Other Information (Students)

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

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

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

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

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

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

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

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

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

Disability: 50 appeals (78%5) were made by students with a declared disability, 14 by those without a disability. This is a clear over-representation of appeals by disabled students

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

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

Section 5 - Staff and Student Profile

5.1 Staff Profile

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

Sex

Category	Headcount	Proportion
Female	2492	57.1%
Male	1869	42.9%
Grand Total	4361	

Ethnicity

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

Sexual Orientation

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

Disability

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

Religion and Belief

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

5.2   Student Profile

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

Overview on student Composition and National average

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

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

Overview of UoR Student population over three years

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

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[3] Figures taken from ECU- Equality in higher education: student statistical report 2018

UoR student population by level of study over three years

Bar chart showing student population by level of study. Values (2015/16, 2016/17, 2017/18):
- IFG&FD: 233, 183, 217
- UG: 10006, 10911, 12076
- PGT: 3535, 3617, 3623
- PGR: 1205, 1128, 1069

Legend: 2015/16, 2016/17, 2017/18
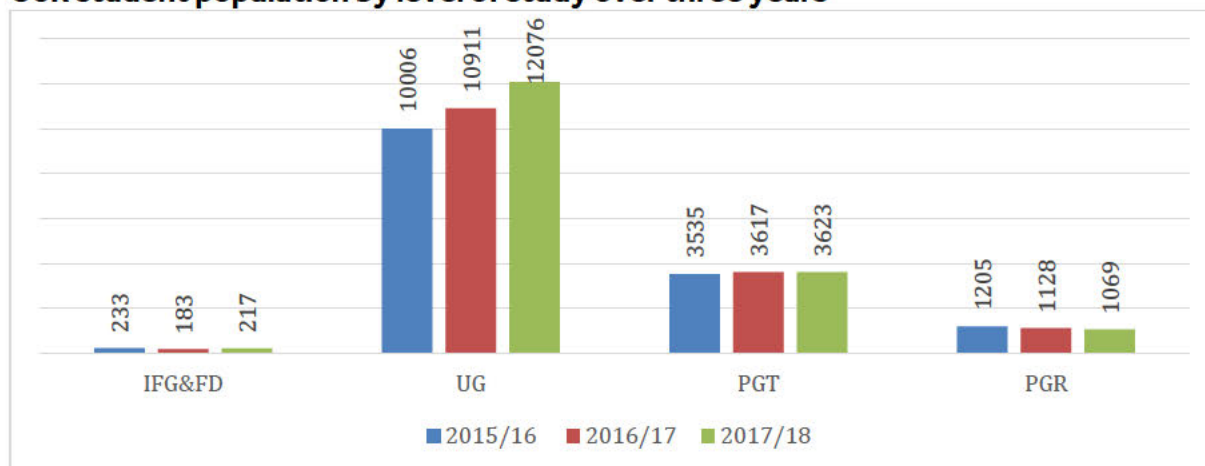
All 2017/18 UoR students by gender*

Programme Level	Female		Male	
	Headcount	Percentage	Headcount	Percentage
IFP & FD	151	69.59%	66	30.41%
UG	6817	56.45%	5258	43.54%
PGT	2151	59.37%	1467	40.49%
PGR	582	54.44%	485	45.37%
Grand Total	9705	57.10%	7283	42.85%
* include 8 students from who the gender is not known				

Level of study breakdown 2017/18

Pie chart with legend: IFG&FD, UG, PGT, PGR. Segments: 1%, 71%, 22%, 6%.
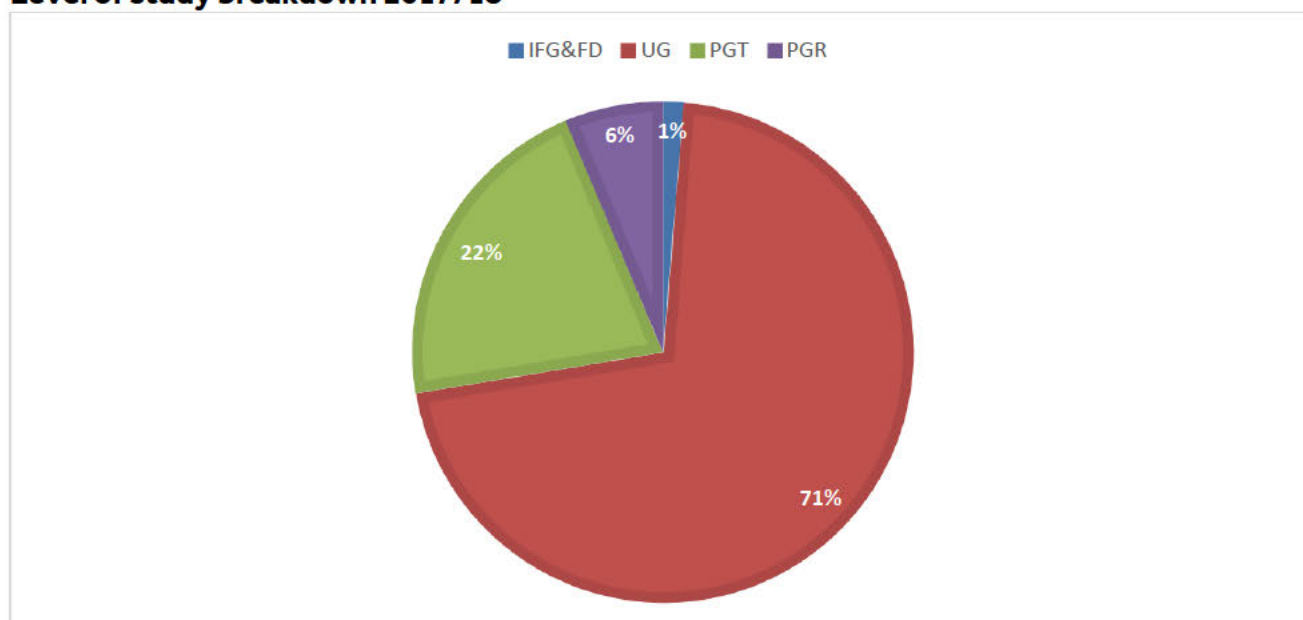
Gender

UoR Gender breakdown over three years
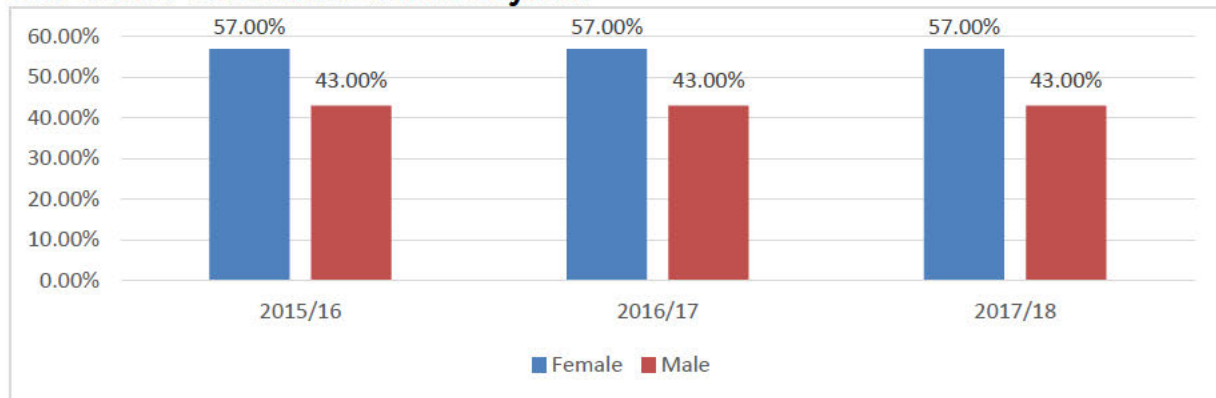
UoR UG students by subject of study and gender 2017/18
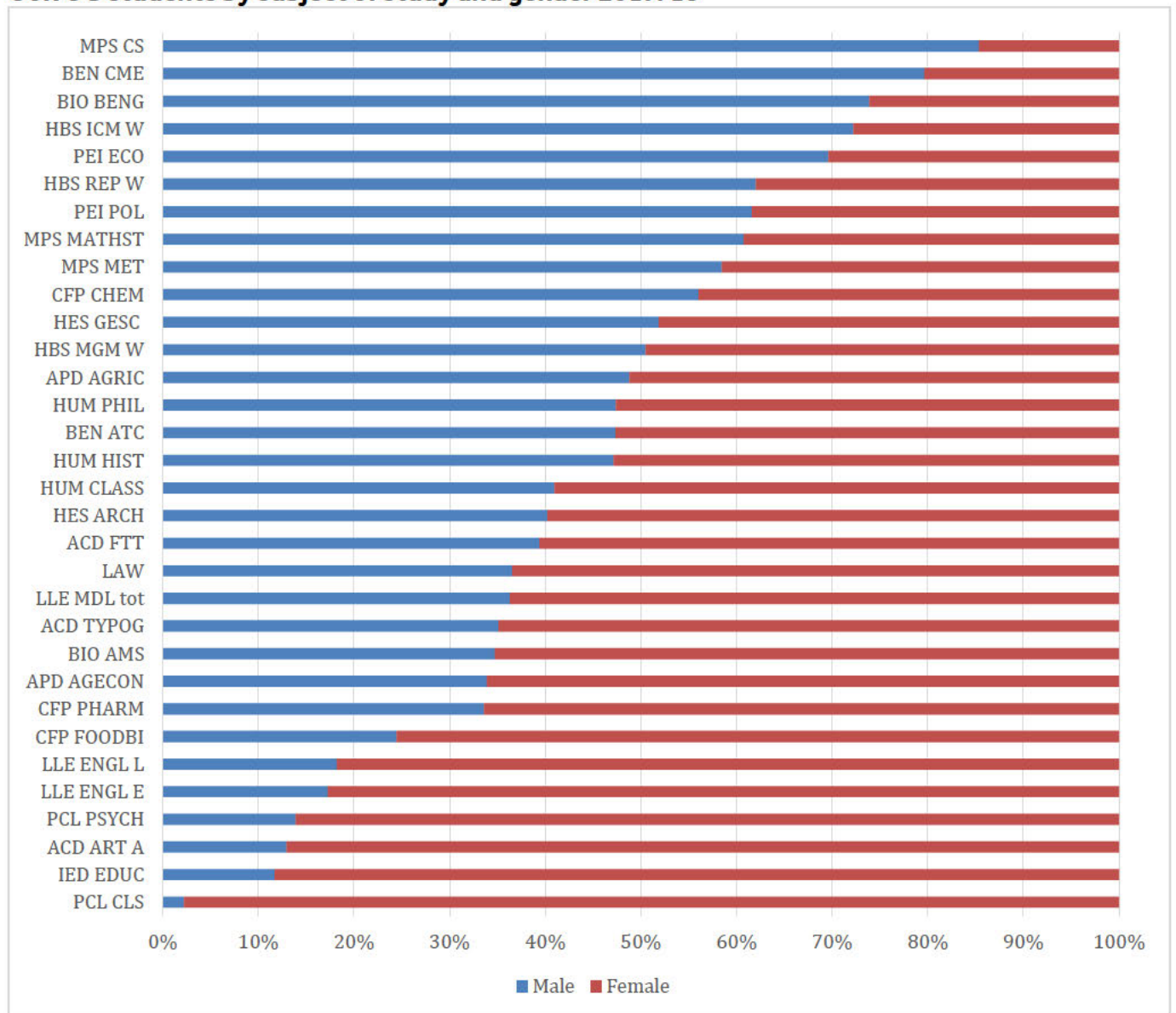
Ethnicity

Institutional level ethnicity breakdown over three years

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

Disability

UoR students by disability over three years

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

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

	2015/16	2016/17	2017/18
IEP&FD Declared Disability	10.95%	11.77%	13.25%
UG Declared Disability	12.87%	13.75%	15.39%
PGT Declared Disability	7.24%	7.11%	7.87%
PGR Declared Disability	7.05%	7.62%	8.42%
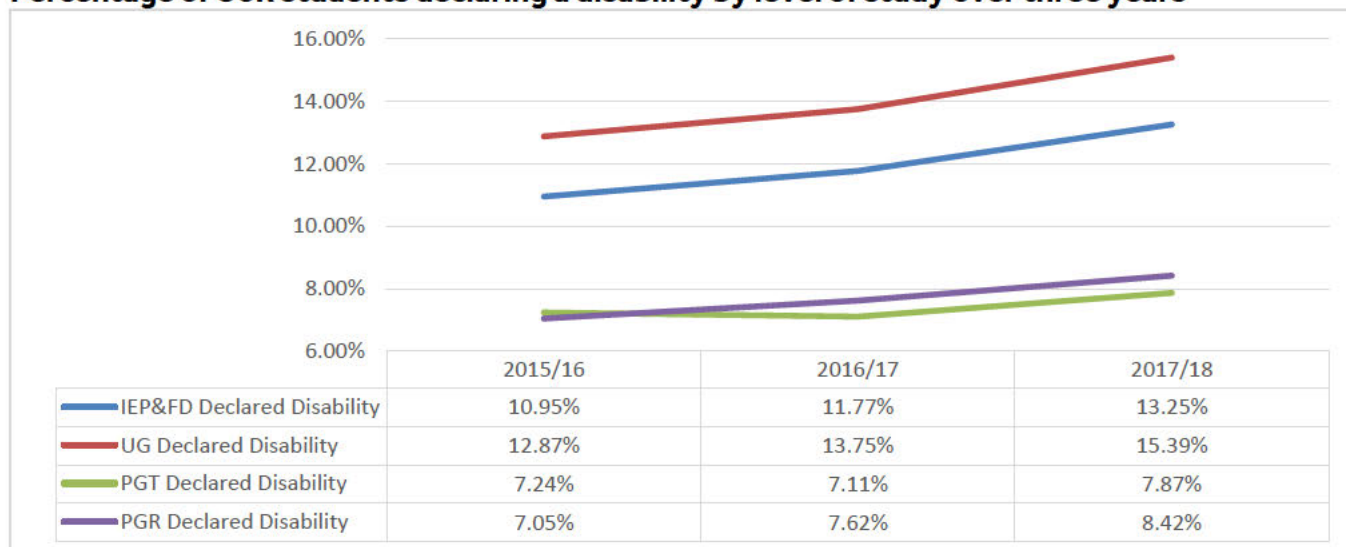
Age

UoR all new entrants by age over three years

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

UoR UK domiciled entrants by age over three years

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

UoR international entrants by age over three years

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

UoR UG new entrants by age over three years

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

Religious belief (new entrants only)

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

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

Sexual orientation (new entrants only)

All UoR students by sexual orientation over three years

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

Section 6 - Diversity and Inclusion Data

6.1 Staff Data

Table 1 – Summary of changes to the Personal Titles Process

2013/2014	2014/2015	2015/2016	2016/2017	2017/18
Expansion of the personal circumstance section	Introduction of more formalised feedback at faculty and university level Additional guidance on how to complete personal circumstance section	Made Fellowship of HEA mandatory for all applications Undertook a fundamental review of the whole process, changes identified, including new citizenship and leadership criteria that explicitly recognise D&I contributions and leadership, and will be part of the 16/17 process	Re-written the criteria to be clearer about the requirement for evidence and the requirements for success. Requested a commentary which outlines how the achievements compare to what would be expected in that discipline	Contextual Statement submission Part B introduced. This is only required if the applicant is working in an area of the discipline where some variation of the achievements described would be expected.

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

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

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

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

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

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

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

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

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

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

Table 5 – Reward Processes (by Sex)

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

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

Table 6 – Lump Sum (by Sex)

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

Table 7 – Celebrating Success (by Sex)

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

Table 8 – Gender Pay Gap

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

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

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

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

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

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

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

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

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

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

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

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

Table 12 - Reward Processes (by Ethnicity)

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

Table 13 - Lump Sum (by Ethnicity)

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

Table 14 - Celebrating Success (by Ethnicity)

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

Table 15 – Ethnicity Pay Gap

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

Table 16 – Grievance Data

13/14	14/15	15/16	16/17	17/18
grievances relating to D&I – upheld and employee dismissed	grievances related to D&I (not upheld and withdrawn, not concluded and resulting in dismissal	grievance re maternity leave, settled outside of the formal process disciplinary with a race equality element – final written warning	There were no grievance or disciplinary matters that had a D&I element in the 2016/17 academic year	grievances related to D&I (1 exit outside of formal process, not pursued by the aggrieved, not upheld, in progress)

Table 17 – Contact with Harassment Advisors

13/14	14/15	15/16	16/17	17/18
Not recorded	contacts related to D&I (pregnancy, disability and sexual harassment)	contacts relating to D&I (sexual harassment)	contacts related to D&I (sexual racial pregnancy gender)	contacts (staff, students) related to D&I (gender, sexual orientation, race and age)

Table 18 – Contact with HARC Advisors

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

Table 19 – Committees Data (by Sex)

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

Table 20 – Committee Data (by Ethnicity)

	14/15	15/16	16/17	17/18
Senate				
Council				
University Executive Board				
Strategy & Finance Committee				

Table 21 – Declaration Rates

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

Table 22 – Recruitment, Applications (by Sex)

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

Table 23 – Recruitment, Applications (by Disability Status)

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

Table 24 – Recruitment, Applications (by Ethnicity)

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

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

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

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

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

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

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

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

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

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

6.2 Student Data

Table 1 UoR UG admissions by gender over three years

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

Table 2 UoR PGT admission by gender over three years

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

Table 3 UoR PGR admission by gender over three years

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

Table 4 UoR UG retention by ethnicity over three years

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

Table 5 UoR PGT retention by ethnicity over three years

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

Table 6 UoR PGR retention by ethnicity over three years

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

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

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

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

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

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

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

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

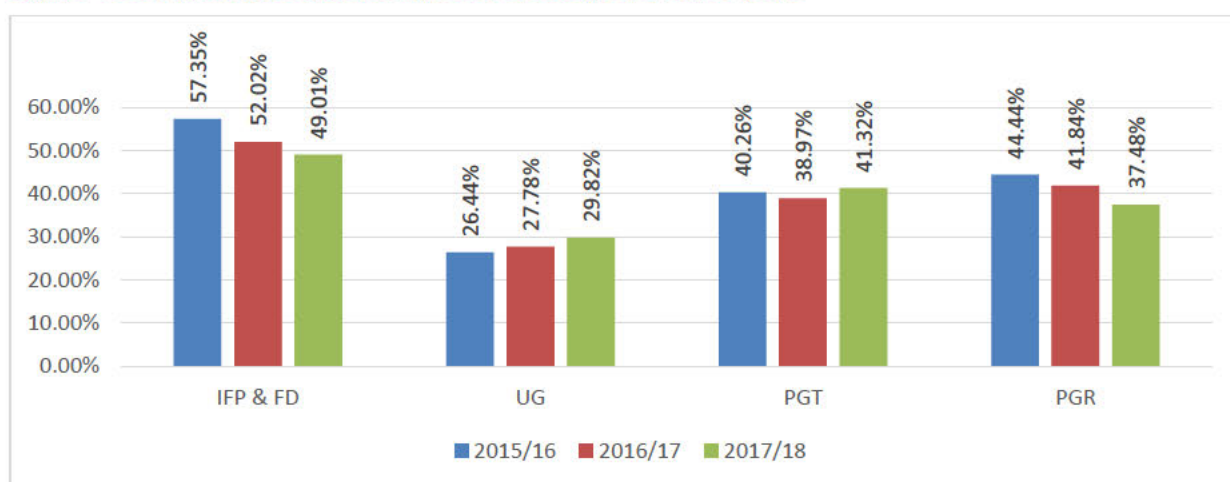## Figure 4 UoR all BAME students by level of study over three years

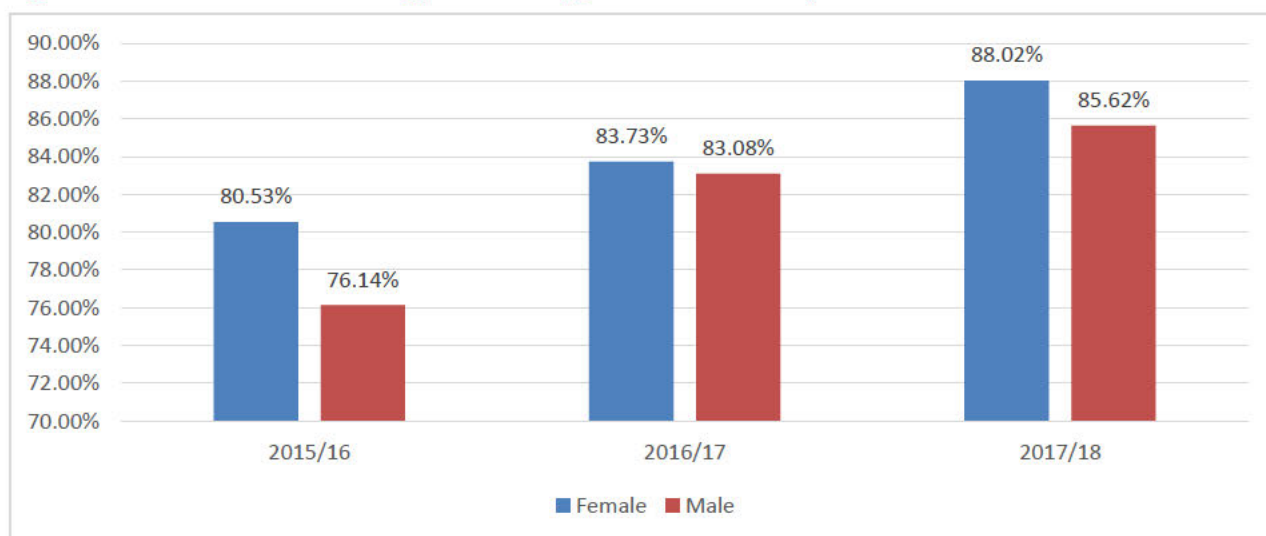## Figure 1 UoR UG offers as % of applications by gender over three years

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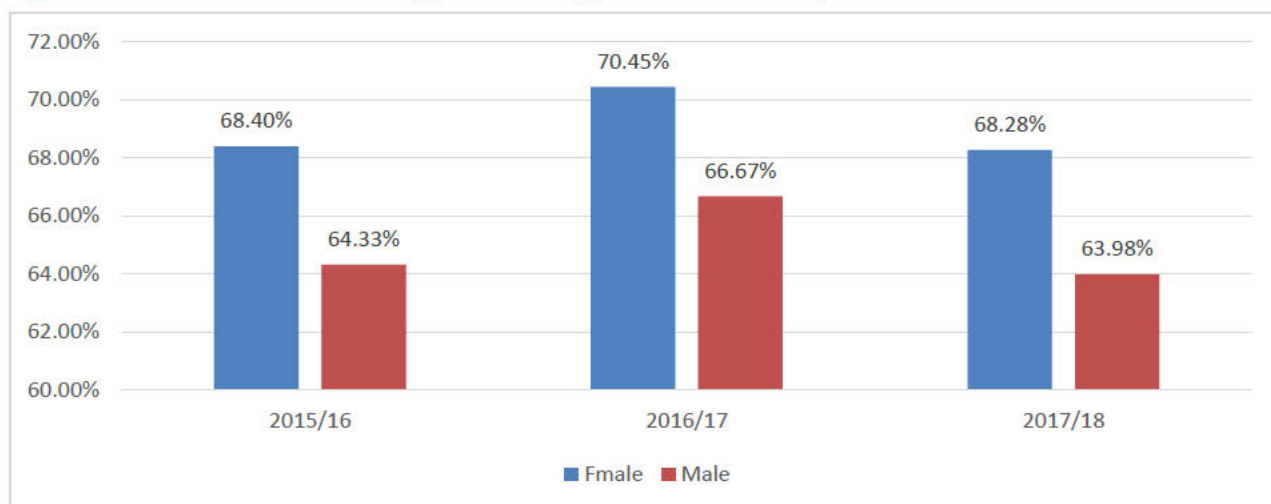

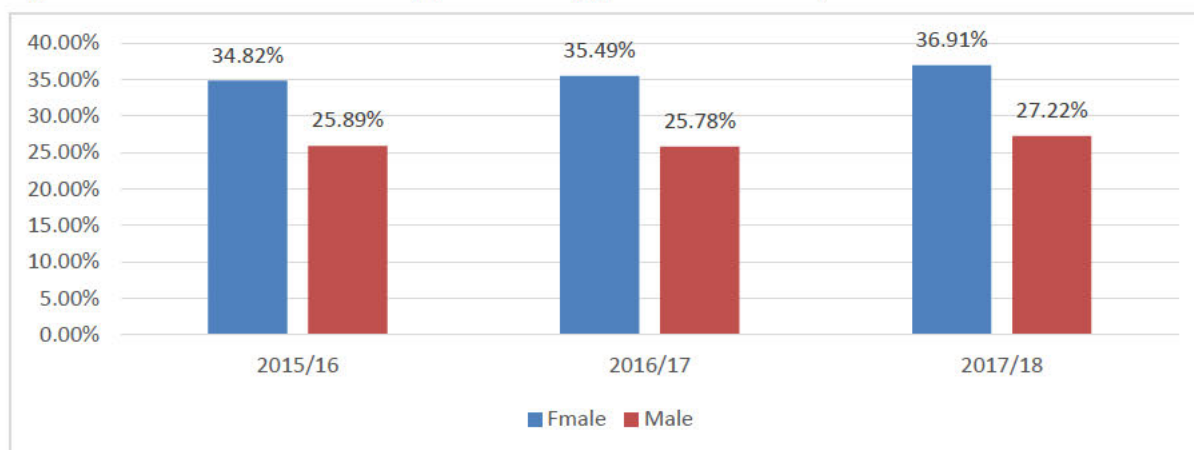**Figure 3 UoR PGR offers as % of applications by gender over three years**

Figure 4 Percentage of UoR UG students progression by gender over three years
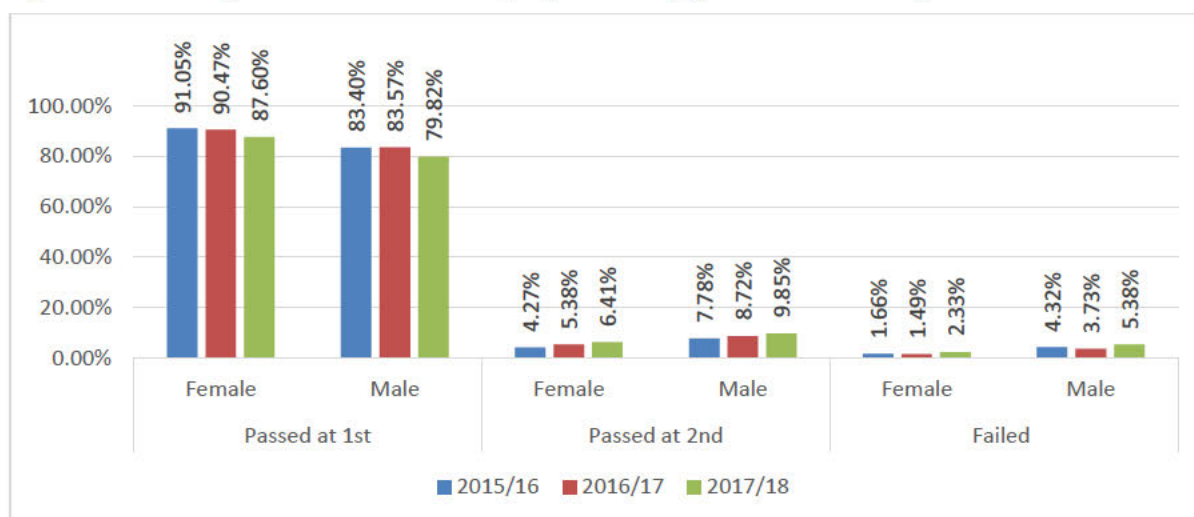
Figure 5 UoR UG retention by gender over three years

	2015/16	2016/17	2017/18
Female Retained	95.11%	95.73%	95.94%
Male Retained	93.82%	94.35%	94.74%
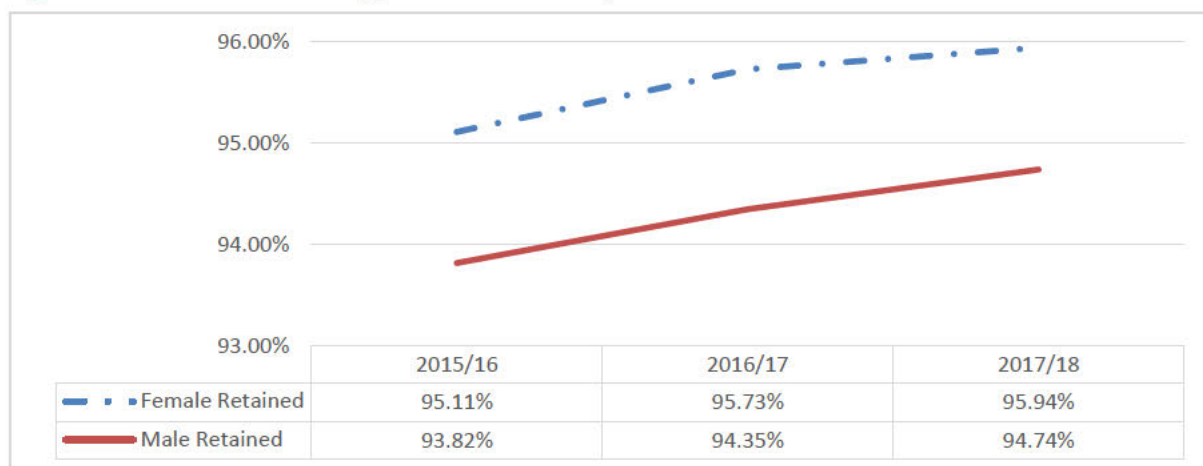
Figure 6 UoR PGR retention by gender over three years

	2015/16	2016/17	2017/18
Female Retained	96.02%	96.42%	97.24%
Male Retained	95.70%	94.89%	95.92%
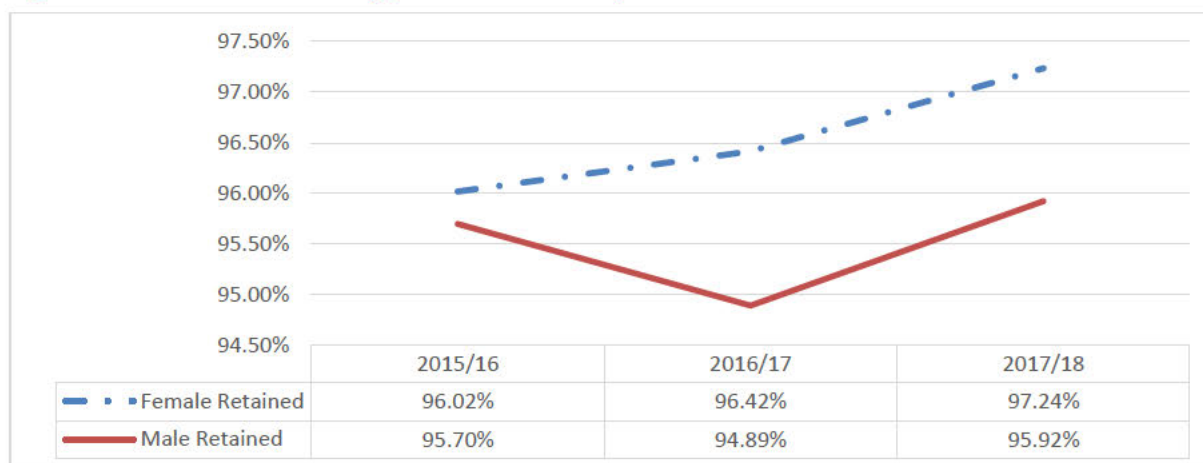
Figure 7 UoR PGT retention by gender over three years

	2015/16	2016/17	2017/18
Female Retained	96.42%	92.50%	96.10%
Male Retained	96.34%	93.15%	95.48%
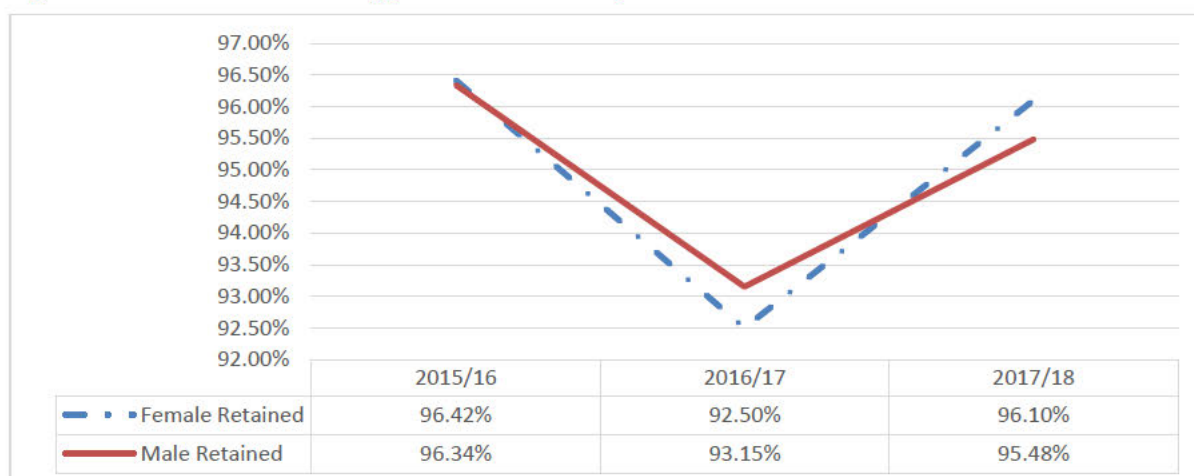
Figure 8 Percentage of UG students achieving 2:1 or above degrees by gender over three years

	2015/16	2016/17	2017/18
Female First and 2.1	83.50%	82.43%	85.12%
Male First and 2.1	77.27%	74.00%	77.16%
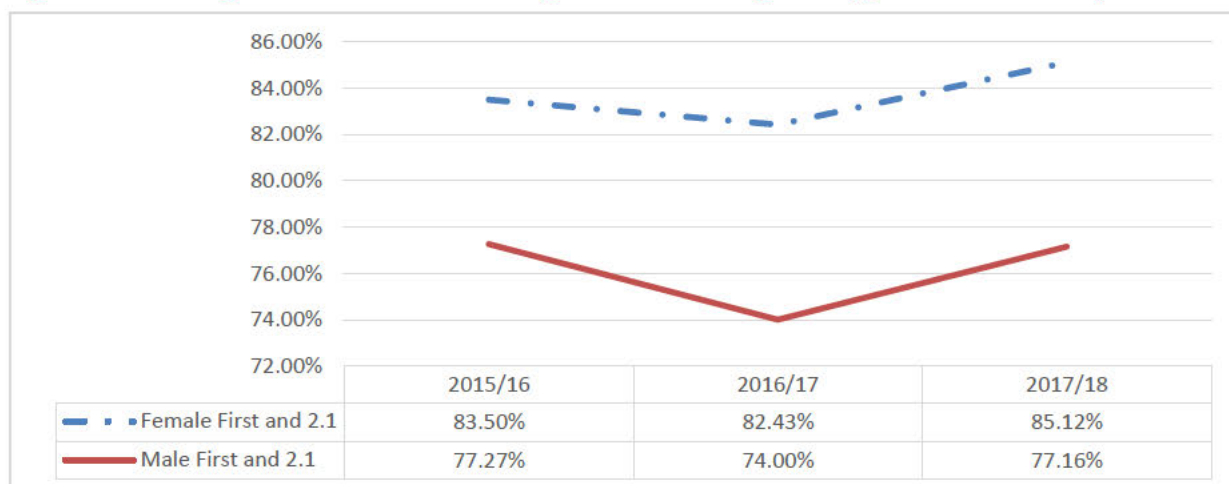
Figure 9 First Class attainment of UoR UG students by gender over three years

	2015/6	2016/7	2017/8
Female First	24.48%	26.85%	27.37%
Male First	22.99%	24.92%	26.35%
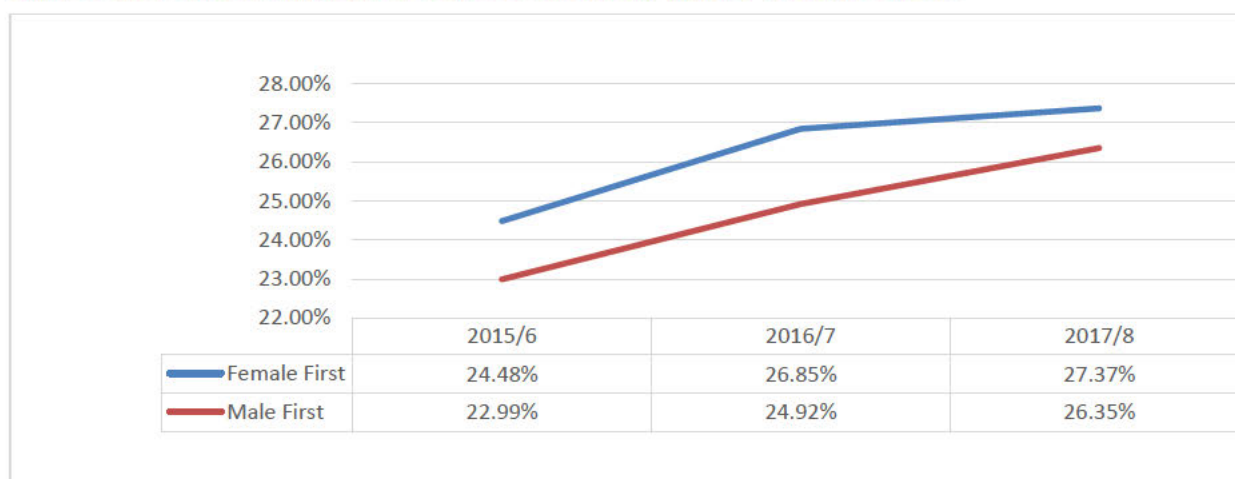
Figure 10 Percentage of UoR PGT students achieving a Merit/ C or above by gender over three years

	2015/16	2016/17	2017/18
Female Distinction and Merit	76.97%	77.20%	76.67%
Male Distinction and Merit	79.53%	76.49%	77.16%
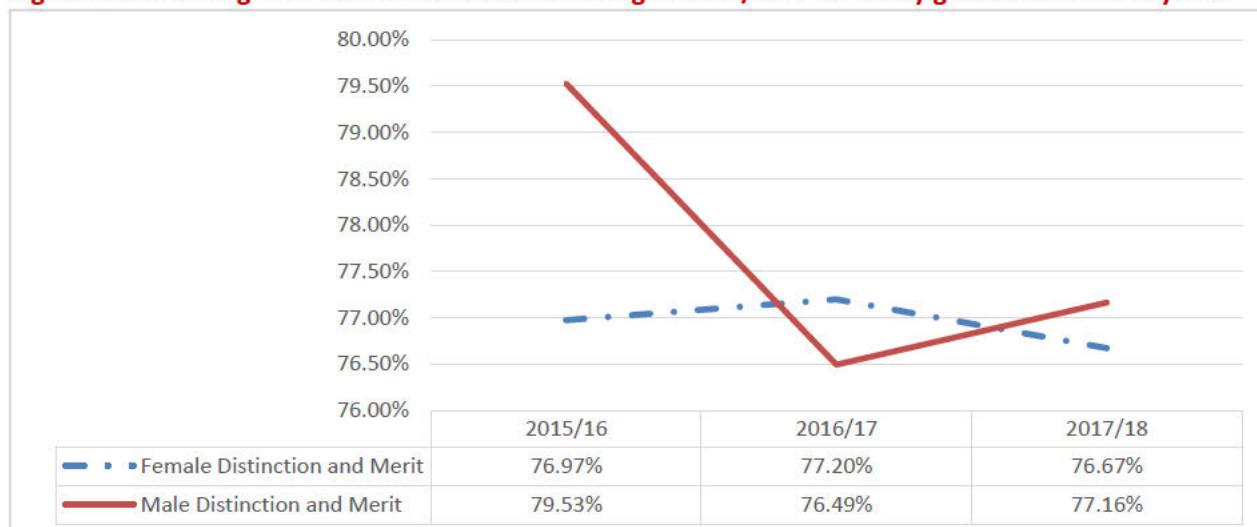
Figure 11 Distinction attainment of UoR PGT students by gender over three years

	2015/16	2016/17	2017/18
Female Distinction	28.45%	25.97%	24.54%
Male Distinction	26.10%	26.17%	24.02%

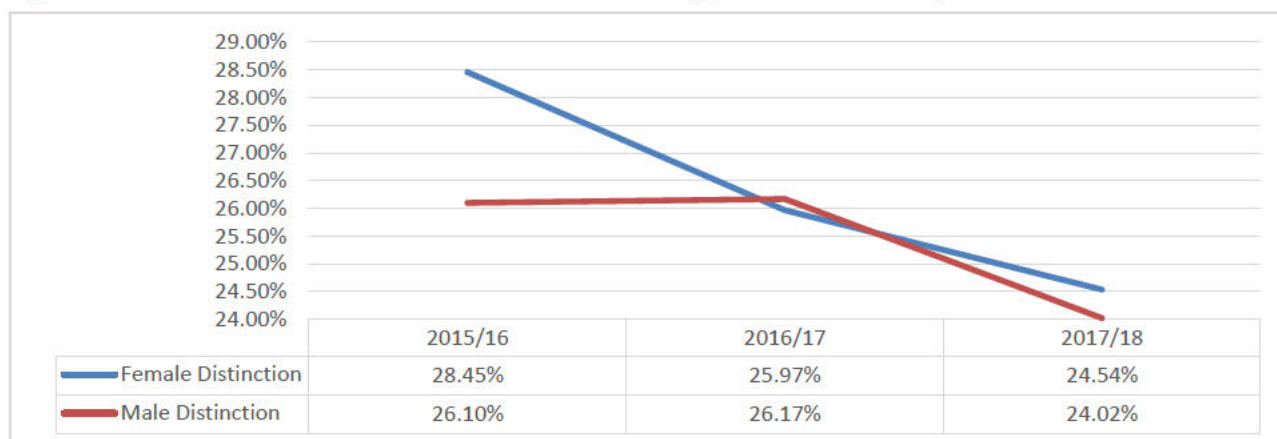**Figure 12 UoR UG offers as % of applications by ethnicity over three years**

UoR UG offers as % of applications by ethnicity

	Arab	Chinese	Asian	Black	Mixed	Other	BAME	White
2015/16	76.96%	91.43%	70.20%	62.25%	76.77%	65.87%	71.61%	82.73%
2016/17	80.60%	86.46%	78.57%	74.70%	84.40%	75.34%	79.46%	86.64%
2017/18	86.45%	93.07%	84.03%	79.57%	86.35%	83.33%	84.53%	88.96%
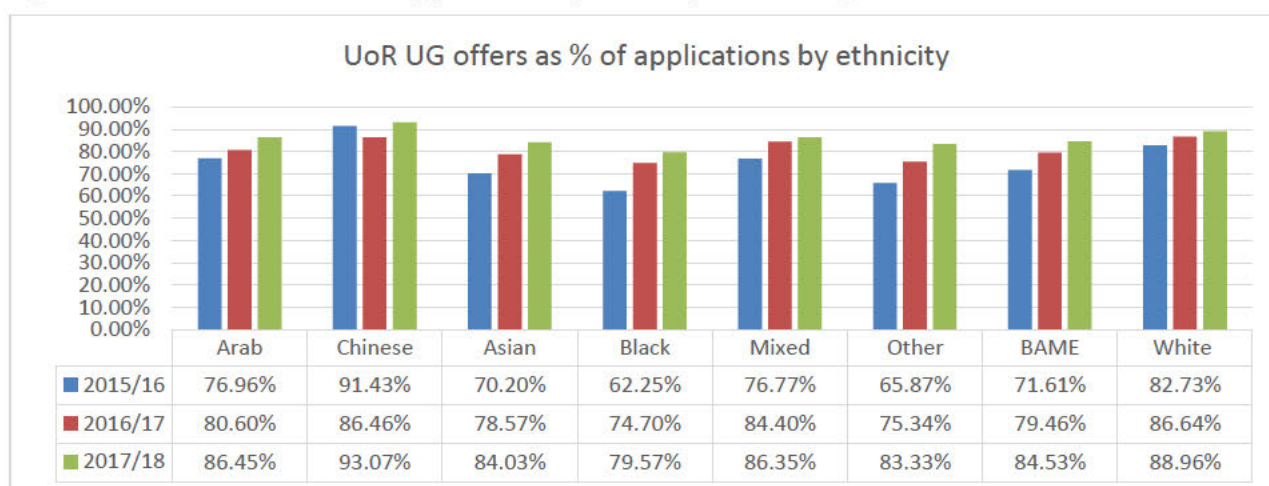
Figure 13 UoR PGR offers as % of applications by ethnicity over three years

	Arab	Chinese	Asian	Black	Mixed	Other	BAME	White
2015/16	19.78%	39.42%	26.57%	21.49%	20.37%	25.93%	23.38%	43.48%
2016/17	20.35%	36.88%	26.69%	21.49%	25.64%	42.55%	24.74%	41.83%
2017/18	18.97%	37.37%	30.25%	22.76%	23.11%	46.34%	25.45%	49.85%
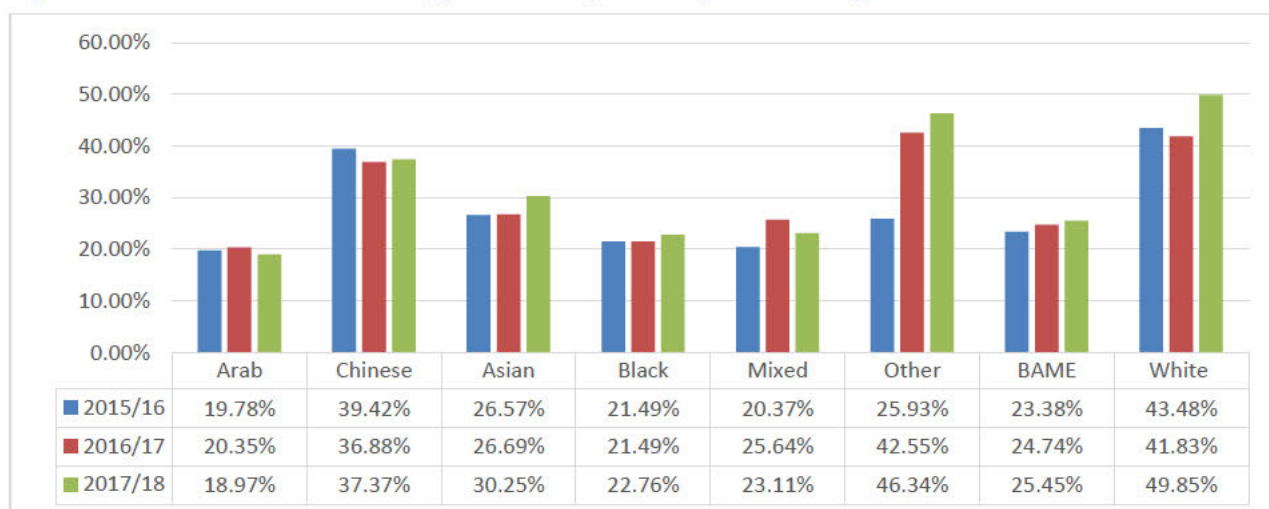
Figure 14 UoR PGT offers as % of applications by ethnicity over three years

	Arab	Chinese	Asian	Black	Mixed	Other	BAME	White
2015/16	53.08%	71.35%	70.91%	60.23%	62.29%	57.25%	67.64%	64.03%
2016/17	51.58%	74.00%	71.03%	60.15%	62.84%	59.42%	68.62%	69.52%
2017/18	53.17%	69.71%	67.00%	61.01%	61.81%	64.78%	66.04%	66.75%
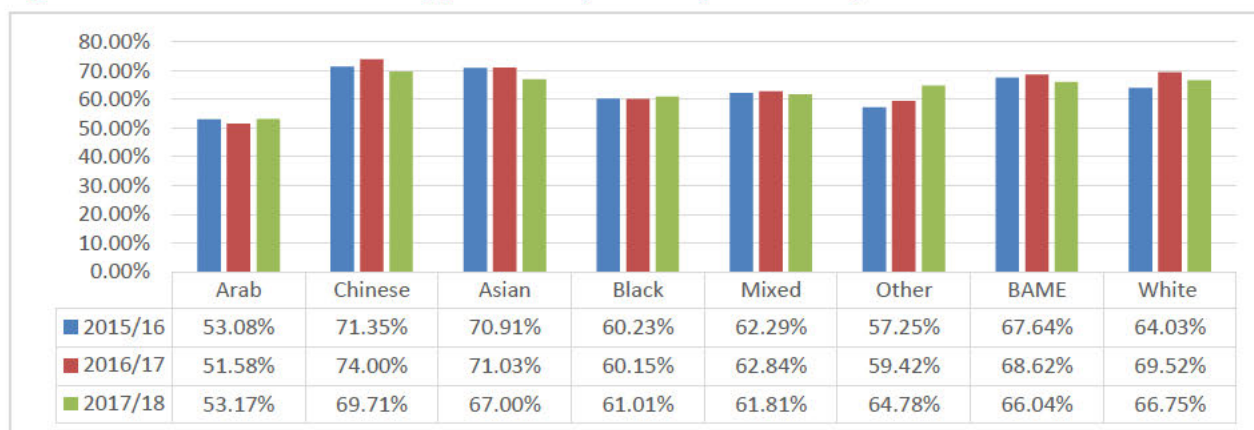
Figure 15 Percentage of UoR UG progression by BAME/White over three years

	Passed at 1st		Passed at 2nd		Failed at 2nd	
	White	BAME	White	BAME	White	BAME
2015/16	91.04%	79.87%	3.95%	10.33%	2.28%	4.12%
2016/17	90.53%	80.81%	5.00%	10.76%	2.08%	3.24%
2017/18	89.34%	73.83%	5.50%	12.97%	2.48%	5.80%
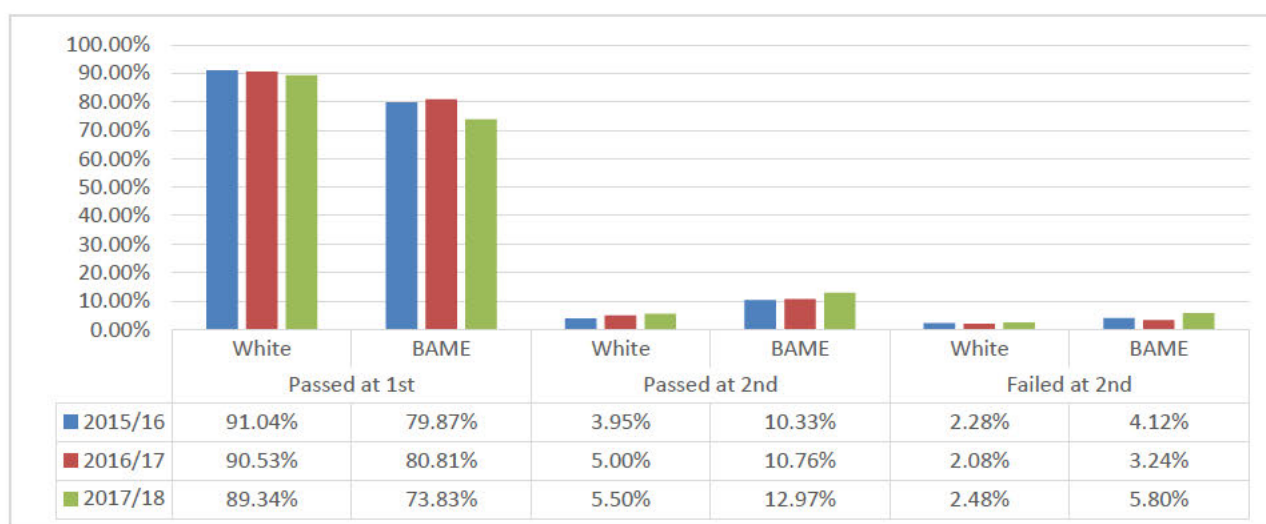
Figure 15.1 Percentage of UoR UG progression by BAME Home/International over three years

	2015/16	2016/17	2017/18
BAME Home	89.23%	91.08%	85.22%
BAME International	91.44%	92.27%	89.60%
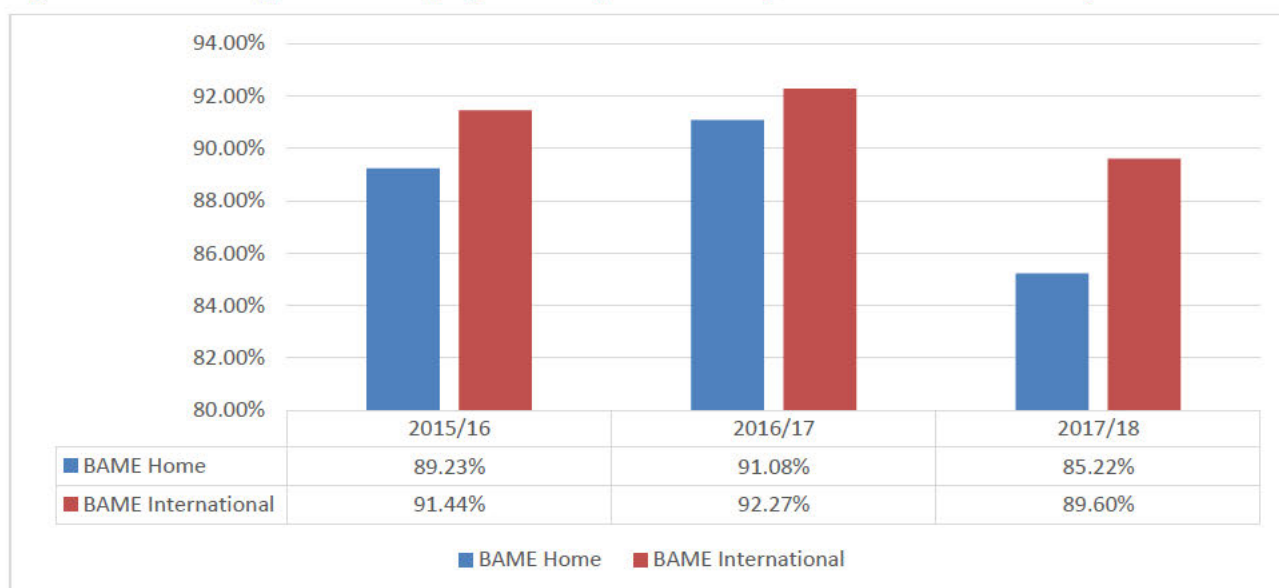
Figure 16 UoR UG retention by BAME/White over three years

	2015/16	2016/17	2017/18
White Retained	94.66%	98.13%	95.20%
All BAME Retained	94.32%	98.71%	95.45%
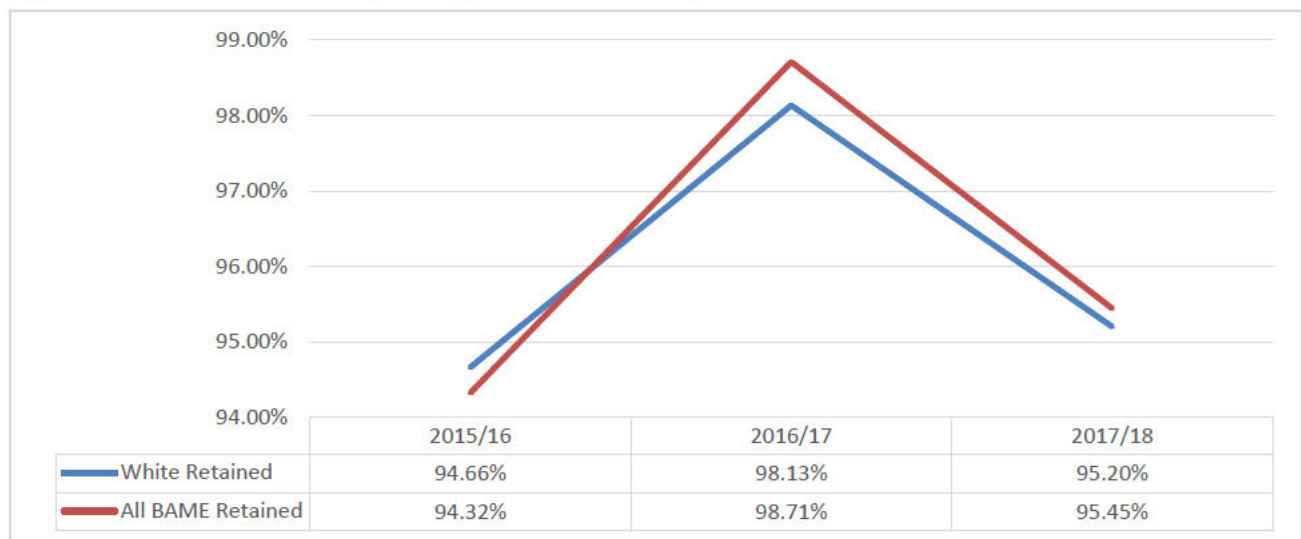
Figure 17 UoR PGT retention by BAME/White over three years

	2015/16	2016/17	2017/18
White Retained	95.78%	97.17%	95.91%
BAME Retained	98.06%	98.99%	95.78%
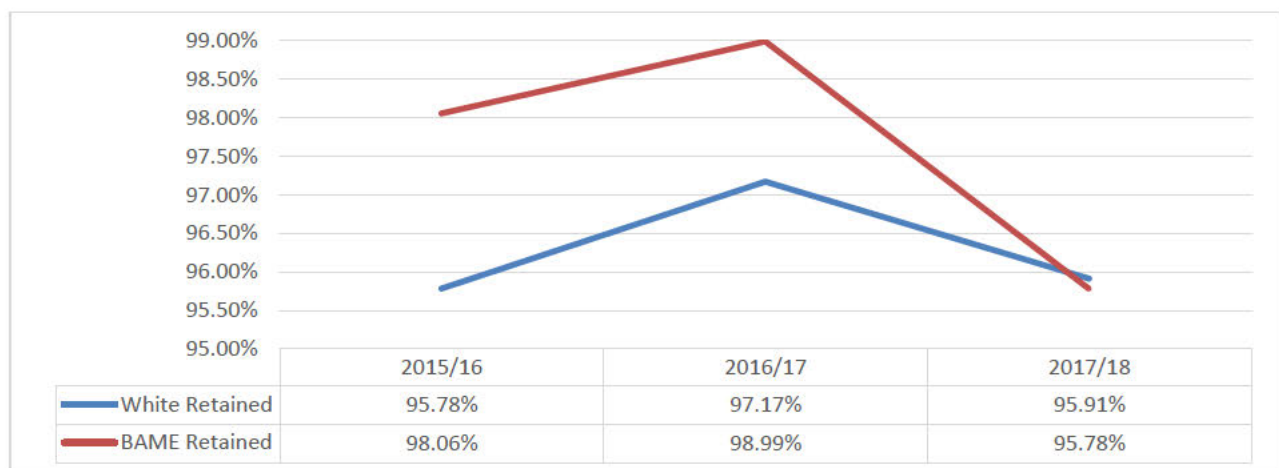
Figure 18 UoR PGR retention by BAME/White over three years

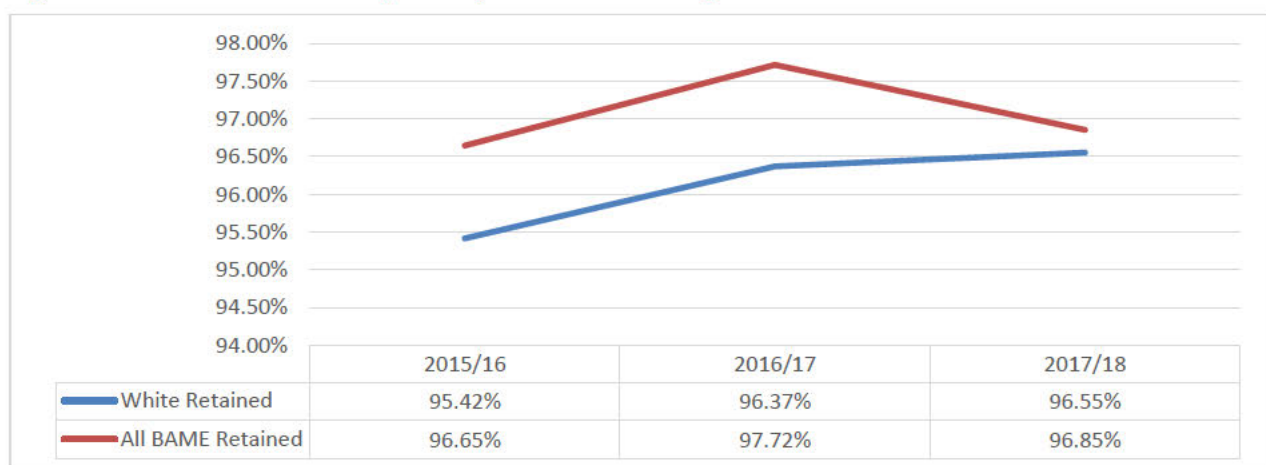|	2015/16	2016/17	2017/18
White Retained	95.42%	96.37%	96.55%
All BAME Retained	96.65%	97.72%	96.85%

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

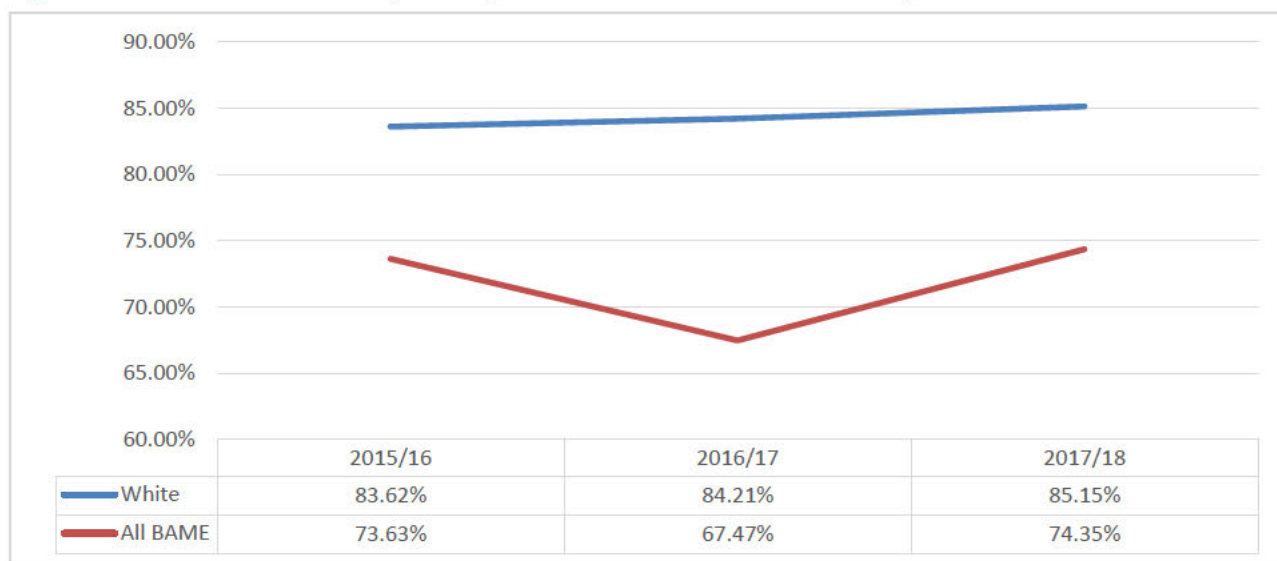|	2015/16	2016/17	2017/18
White	83.62%	84.21%	85.15%
All BAME	73.63%	67.47%	74.35%

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

	2015/16	2016/17	2017/18
White	87.77%	86.52%	86.48%
BAME	78.23%	76.86%	76.82%
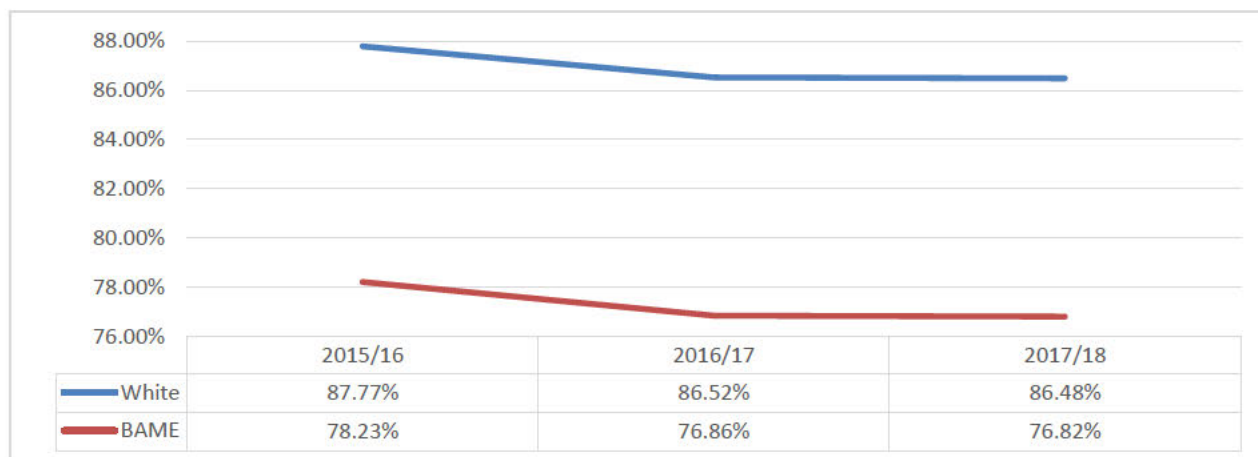
Figures 21 UoR UG offers as % of applications by disability over three years

2017/18: No disability declare 86.98%, Disability declared 86.29%
2016/17: No disability declare 83.42%, Disability declared 83.68%
2015/16: No disability declare 78.52%, Disability declared 79.41%

■ No disability declare ■ Disability declared
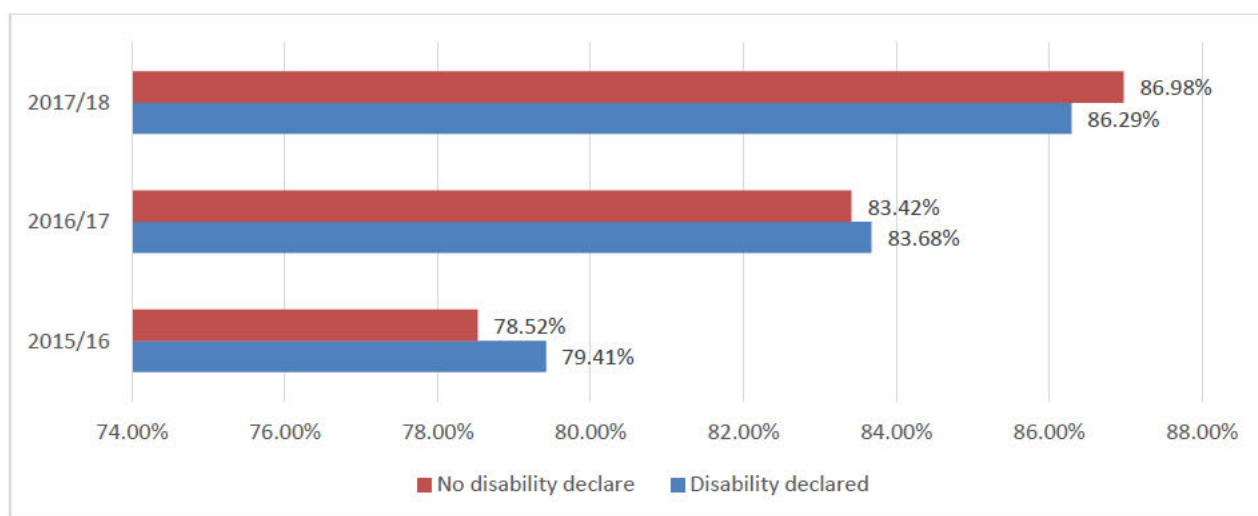
Figures 22 UoR PGT offers as % of applications by disability over three years

Year	No disability declared	Disability declared
2017/18	66.52%	59.93%
2016/17	68.79%	66.67%
2015/16	66.85%	60.45%
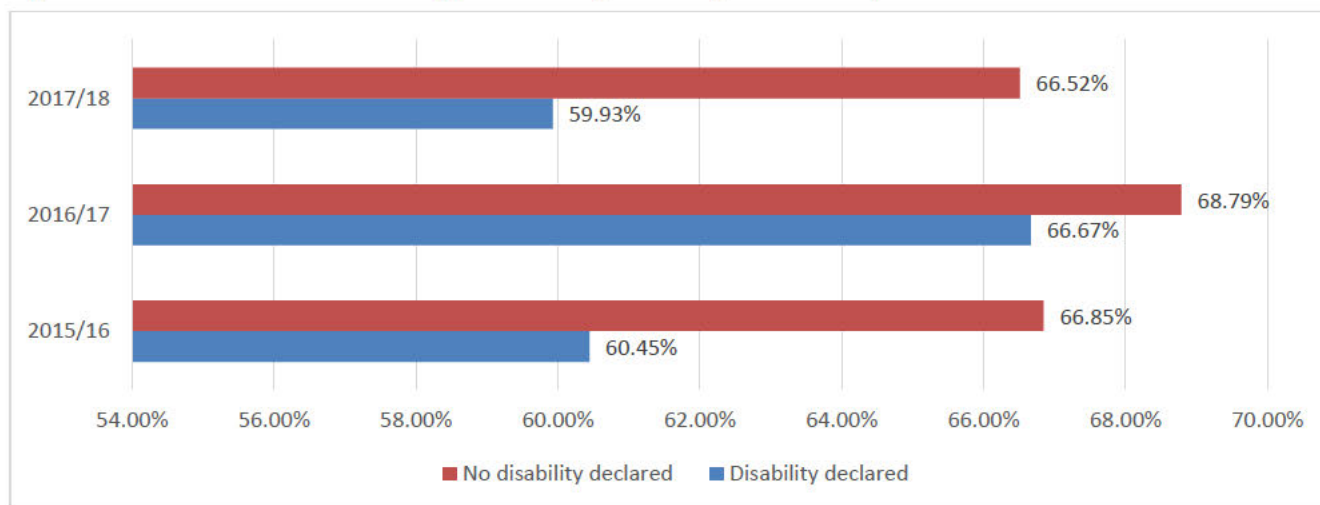
Figures 23 UoR PGR offers as % of applications by disability over three years

Year	No disability declared	Disability declared
2017/18	31.06%	43.00%
2016/17	29.50%	44.19%
2015/16	29.02%	42.99%
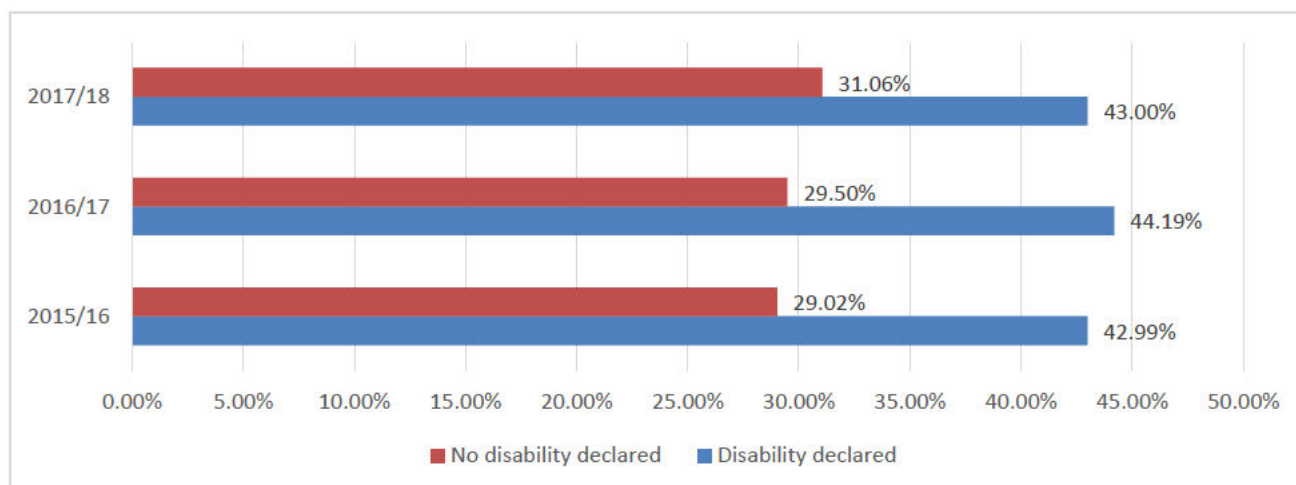
Figure 24 Percentage of UoR UG students progression by disability over three years

	2015/16	2016/17	2017/18
Disabled - DSA	90.74%	94.42%	90.49%
Disabled - No DSA	91.04%	91.23%	88.45%
No known disability	93.96%	94.66%	92.59%
Declared Disability	90.92%	92.39%	89.10%
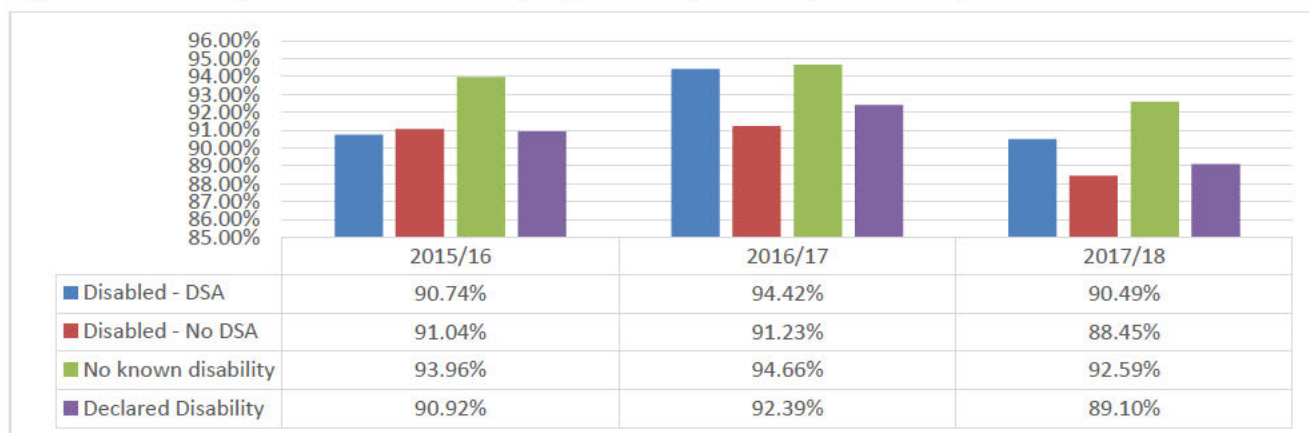
Figure 25 UoR UG retention by disability over three years

	2015/16	2016/17	2017/18
No known disability	94.21%	94.78%	95.74%
All Declared Disability	97.13%	97.56%	93.59%
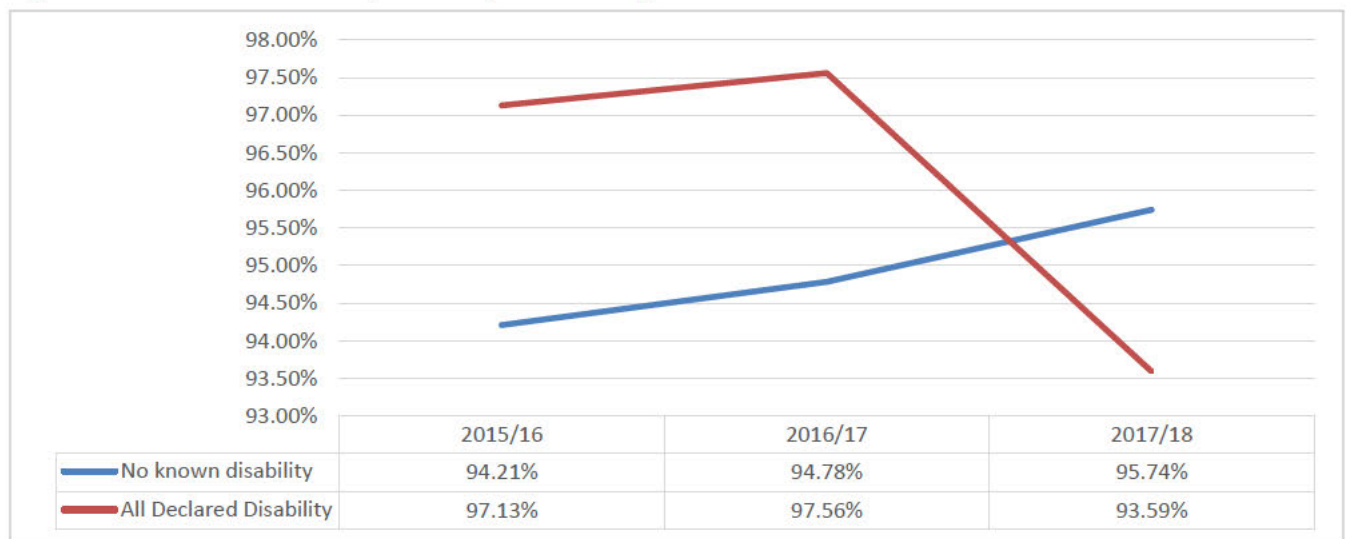
Figure 26 UoR PGT retention by disability over three years

	2015/16	2016/17	2017/18
No known disability	96.30%	92.43%	95.91%
Declared Disability	91.09%	90.91%	81.75%
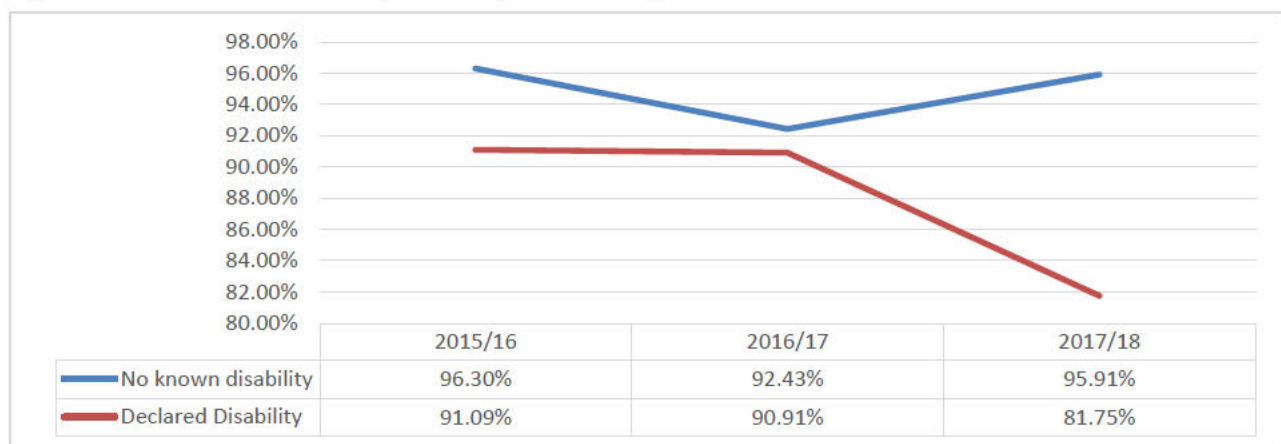
Figure 27 UoR PGR retention by disability over three years

	2015/16	2016/17	2017/18
No known disability	95.80%	95.69%	96.60%
Declared Disability	96.58%	95.39%	96.89%
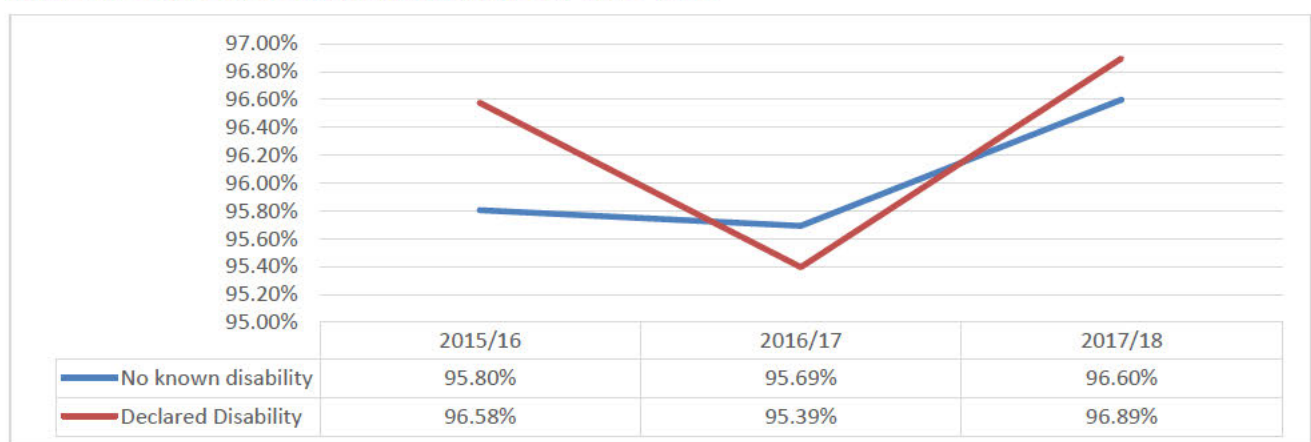
Figure 28 Percentage of UoR UG students achieving a 2:1 or above by disability over three years

	2015/16	2016/17	2017/18
No known disability First and 2.1	80.74%	79.30%	82.02%
Declared Disability First and 2.1	81.53%	75.22%	80.50%
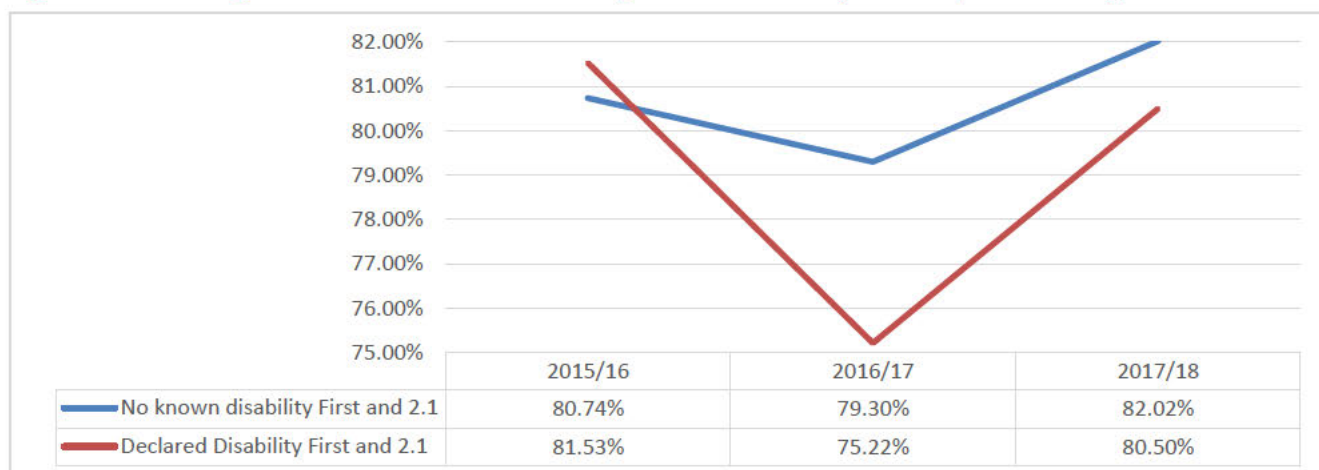
Figure 29 Percentage of UoR UG students achieving a First Class by disability over three years

	2015/16	2016/17	2017/18
No known disability	23.96%	26.82%	26.86%
All Declared Disability	22.93%	20.12%	27.66%
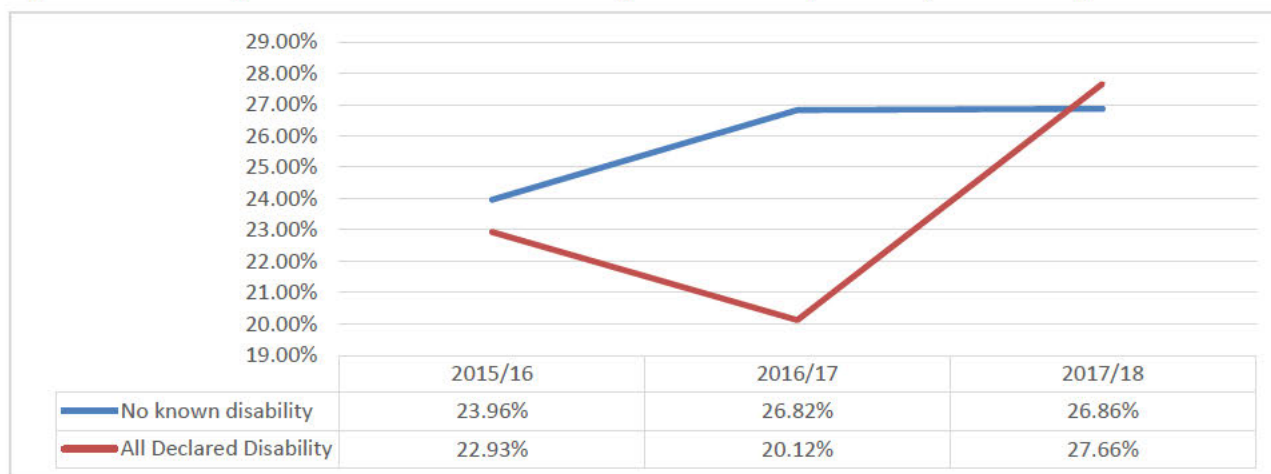
Figure 30 Percentage of UoR PGT students achieving a Merit or above by disability over three years

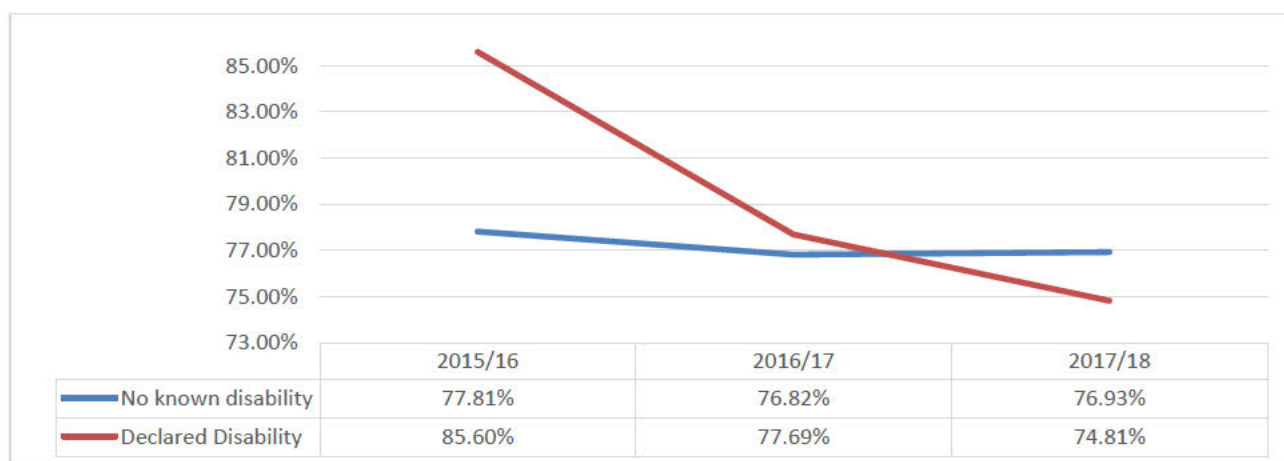|	2015/16	2016/17	2017/18
No known disability	77.81%	76.82%	76.93%
Declared Disability	85.60%	77.69%	74.81%

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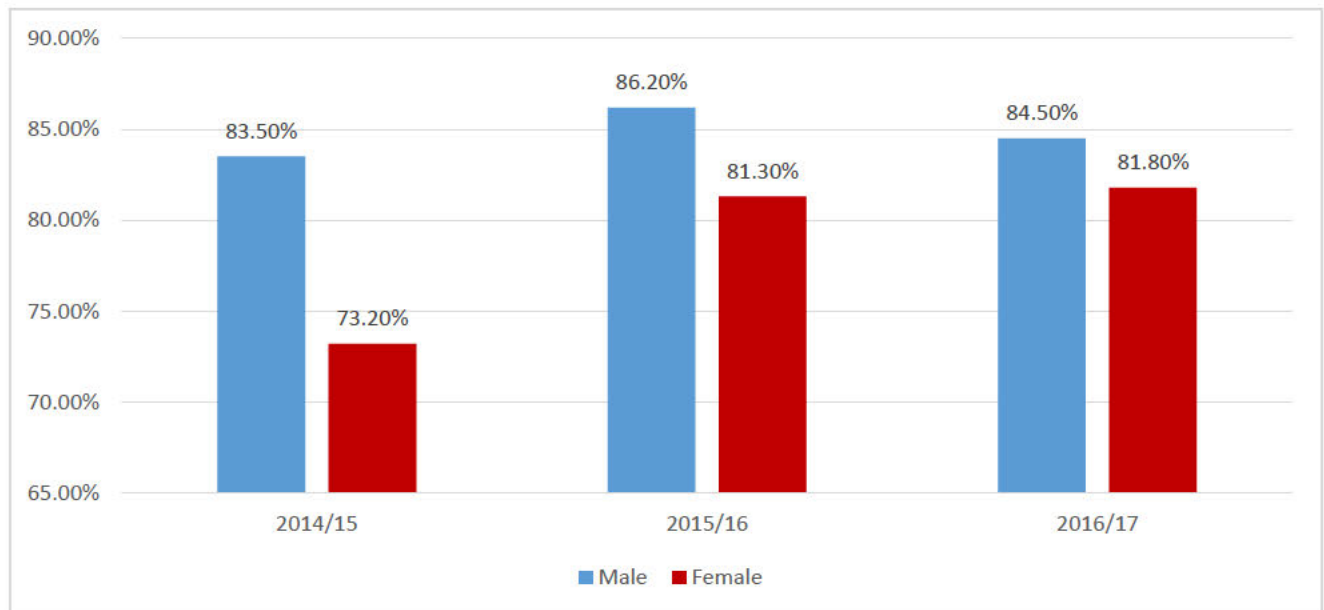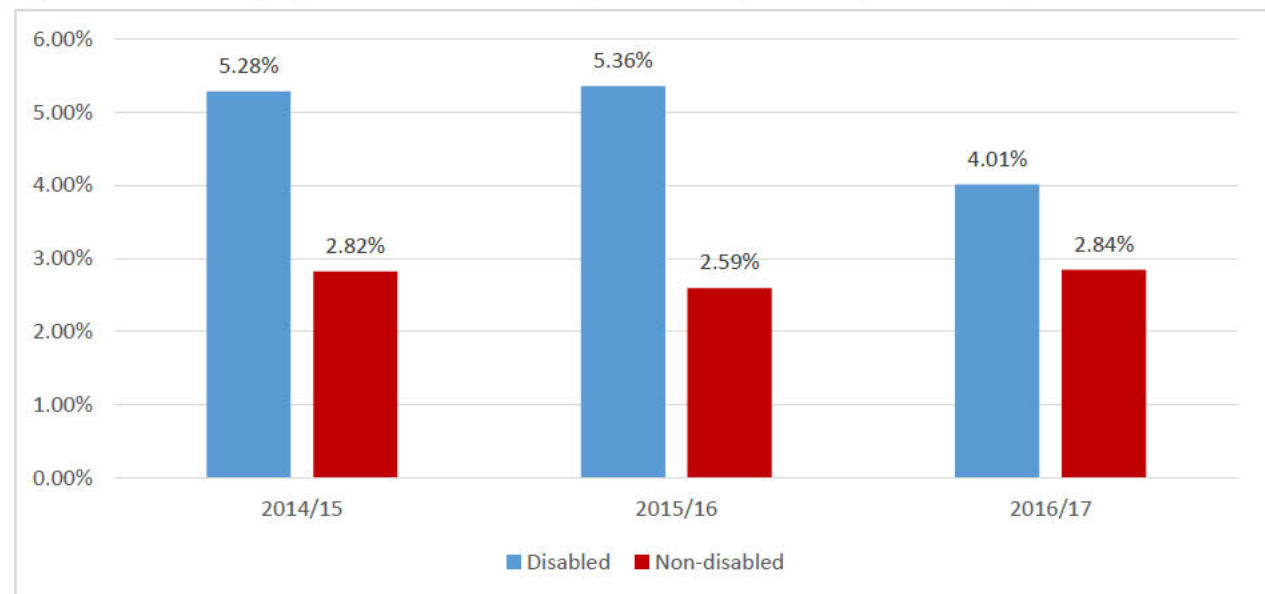

Figure 32 UoR unemployment six months after graduation by disability over three years

SEXUAL ORIENTATION – MONITORING

This paper considers how the University could utilise the data collected on sexual orientation to monitor trends for both students and staff, as well as reflecting on some of the challenges this entails.

Students

The tables below represent the same populations as used in the 2015-2016 Annual Diversity and Inclusion Report.[1] The academic years 2013/4, 2014/5 and 2015/6 have been amalgamated together for each dataset. Admissions statistics have not been included in this report because the underlying data is not sufficient to draw any meaningful conclusions from.[2] It should be noted that the sexual orientation information was pulled from RISIS on Tuesday 14 March 2017. In the absence of a data warehouse, it is not possible to extract historical records for this data item.

The figures below do not provide any convincing evidence of a relationship between a student's sexual orientation and the likelihood that they will withdraw from their studies, progress or achieve good honours.

UG progression

Sexual Orientation	Passed at 1st	Passed at 2nd	Failed at 2nd	Other
Bisexual	84%	6%	4%	6%
Gay man	91%	3%	2%	3%
Gay woman/lesbian	95%	4%	0%	1%
Heterosexual	87%	7%	2%	4%
Information refused	85%	8%	3%	5%
Other	78%	11%	4%	7%
Unknown	82%	8%	4%	6%

UG withdrawals

Sexual Orientation	Withdrawal	Non-Withdrawal
Bisexual	3%	97%
Gay man	2%	98%
Gay woman/lesbian	3%	97%

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[1] https://www.reading.ac.uk/web/files/humanresources/2015_-_2016_Student_Report_Annexes.pdf
[2] This is due to a large percentage of Unknowns at the application stage

	2%	98%
Heterosexual	2%	98%
Information refused	1%	99%
Other	2%	98%
Unknown	2%	98%

PGT withdrawals

Sexual Orientation	Withdrawal	Non-Withdrawal
Bisexual	1%	99%
Gay man	0%	100%
Gay woman/lesbian	0%	100%
Heterosexual	2%	98%
Information refused	1%	99%
Other	3%	97%
Unknown	1%	99%

PGR withdrawals

Sexual Orientation	Withdrawal	Non-Withdrawal
Bisexual	2%	98%
Gay man	0%	100%
Gay woman/lesbian	0%	100%
Heterosexual	2%	98%
Information refused	2%	98%
Other	1%	99%
Unknown	4%	96%

UG attainment

Sexual Orientation	First/2:1	Other
Bisexual	77%	23%
Gay man	79%	21%
Gay woman/lesbian	86%	14%
Heterosexual	80%	20%
Information refused	74%	26%
Other	64%	36%
Unknown	70%	30%

PGT attainment

Sexual Orientation	Distinction / Greenlands A or B	Merit / Greenlands C	Pass / Greenlands D	Fail / Lesser award
Bisexual	21%	43%	29%	7%
Gay man	36%	48%	15%	0%
Gay woman/lesbian	45%	27%	9%	18%
Heterosexual	29%	50%	16%	5%
Information refused	22%	45%	25%	7%
Other	18%	53%	24%	5%
Unknown	24%	52%	14%	11%

Staff

Recruitment

Since November 2016, the University has been using Jobtrain to manage staff recruitment.[3] The use of this software will enable the University to monitor application success and exit rates by sexual orientation in the future; however there will inevitably be a time-lag until enough data has been collected. Previously, recruitment was managed through Trent. Unfortunately, the data stored on Trent is not considered robust enough to analyse.

Satisfaction

UK staff are being asked to declare their sexual orientation as part of the Staff Survey. This means the University will have an opportunity to analyse responses by this characteristic.

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[3] http://jobtrain.co.uk/

Progression

Personal Titles success rates by gender are included in the Athena SWAN dashboard at School level. It has been possible to map sexual orientation into the underlying data. Unfortunately, even by when combining the five years together, historical declaration rates are too low for any meaningful comparison to be made.

Comments

At student level, declaration rates are generally sufficient to allow for meaningful monitoring and analysis to be conducted. At staff level, however, historically low declaration rates and data quality concerns mean that this is not currently possible. The deployment of Jobtrain and the running of the Staff Survey provide the University with an opportunity to make progress in this area.

Section 10

Section 10: Additional work

This section is your opportunity to tell us about any additional work the organisation has carried out over the past year. This section is worth 1% of your total score.

10.1 Has the organisation done any further work in the past year to improve the working environment for LGBT staff?

GUIDANCE: The activity detailed here should **not** have been mentioned anywhere else in the submission. The activity should relate to the UK, rather than global operations; please see the Global Equality Index to showcase global work.

Yes

Describe the activity and impact. Please include specific dates or time periods.

The University provides funds, in amounts of £500 £1000, through two competitive calls a year, spending about £15000 annually to fund diversity and inclusion initiatives proposed by its staff. A number of these are put forward by its LGBT+ staff and allies. Two examples in the last year that we have funded are:

1. LGBT+ Research Showcase. The aim of the project was to showcase research carried out by LGBT+ researchers at the University of Reading (UoR) to students and staff at an event where LGBT+ researchers give short non technical talks providing an overview of their research and also talk about their experiences of being an LGBT+ researcher in their discipline. The event took place on 25/3/19. Speakers gave a broad perspective of LGBT+ research and experience at Reading, with LGBT+ speakers from Psychology and Clinical Language Science, the Library Services, Mathematics, Meteorology, and Applied Linguistics, plus guest speaker ▬▬▬▬▬ from ▬▬▬▬▬. Impacts included building a support network for LGBT+ researchers across the University of Reading and beyond, and this event will certainly be repeated.

2. I am, we are … different by design. This was a staff student initiative from the Department of Typography and Graphic Communication and the larger School of Art, Communication and Desgn (SACD) to produce a zine that showcases the range of ways SACD students, staff and industry professionals are engaging with diversity and inclusion in their creative practice and research. The published magazine, produced in summer 2019, aims (to quote from the editorial by staff member ▬▬▬▬▬▬▬ on page 2) "to create inspiration for a more inclusive world and to celebrate the diversity that exists in our disciplines", and includes articles by LGBTQ+ illustrator ▬▬▬▬▬ on "Celebrating Pride 2019" and on "Art to make us question how we see the world", and by ▬▬▬▬▬ on representation of LGBTQ+ POC (people of colour) in the entertainment industry. The zine has impact through the School and its external contacts through wide distribution of the (beautifully produced) zine, and is already showing impact through its use in recruitment events for attracting a more diverse student body into SACD. To inspire similar projects elsewhere across the University the team wrote a blog for the University's D&I blog site in March 2019 https://blogs.reading.ac.uk/diversereading/2019/03/22/showcasing diversity in the creative sector through our i am we aredifferent by design zine/

Staff Feedback Survey

Has your organisation circulated the Staff Feedback Survey?

The Staff Feedback Survey is worth 10% of points in the Workplace Equality Index.

The survey can be found at **www.stonewall.org.uk/index-survey-2020** and closes on Friday 1 November.

Your colleagues will need your organisation's 4-digit code in order to access the survey. If you do not have this code, contact memberships@stonewall.org.uk.

Optional Awards

Individual awards

The following awards will be given to outstanding individuals, network groups and organisations who have contributed significantly to LGBT equality, both within their workplace and the wider community.

The nominations are longlisted by the Membership Programmes team and then shortlisted and awarded by an internal Stonewall panel.

Award winners are profiled in Stonewall's Top 100 Employers publication.

You can still be named as an award winner if your organisation does not reach the Top 100 list.

For individual awards, please ensure you have the person's permission to share their details before completing and submitting the nominations.

Role Models of the Year

If you would like to nominate an individual(s) for one or more of the role model awards, please select from the below options and tell us about the great work they've done over the past year.

Guidance: You should tell us how the individuals have contributed significantly to LGBT equality in both your workplace and the wider community.

Please note that we use the below terms as umbrella terms for many different identities (See the Stonewall glossary).

You should ensure the nominated individual is comfortable being identified with the specific term selected. For example, if someone is pansexual, making sure they're comfortable receiving the award and being profiled as Bi Role Model of the Year.

We will work with them to explore their identity fully within their profile in the Top 100 Employers publication.

No Responses Selected

Ally of the Year

If you would like to nominate an individual for the ally award, please tell us about the great work they've done over the past year.

Guidance: You should tell us how the individual has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note this category can also include allies within the LGBT community. For example, a lesbian women who has shown fantastic allyship to the trans community.

(No response)

Senior Champion of the Year

If you would like to nominate an individual for the senior champion award, please tell us about the great work they've done over the past year.

Guidance: You should tell us how the individual has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note the senior champion does not need to identify as LGBT.

(No response)

Employee Network Group of the Year

If you would like to nominate your organisation's network group, please tell us about the great work it's carried out over the past year.

Guidance: You should tell us how the network group has contributed significantly to LGBT equality in both your workplace and the wider community.

Please note you may reference work which has already been documented in the LGBT Employee Network Group section.

(No response)

Bi-Inclusive Workplace of the Year

If you would like to nominate your workplace for the Bi-Inclusive Workplace of the Year award, please tell us about the great work you've done over the past year.

Guidance: This is an opportunity to demonstrate that your organisation is leading the way as a bi inclusive workplace.

Please note you may reference work which has already been documented.

(No response)