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Report

Equality, Diversity, and Inclusion Annual Report
2023/24

Introduction

This is my third, and sadly last, Equality, Diversity, and Inclusion (EDI) Annual Report as Pro-Vice-Chancellor for People and Culture as I move on to a new position of Pro-Vice-Chancellor for Education and Student Experience (ESE) at the University of Nottingham from January 2025. It has been an incredibly exciting and professionally rewarding three years, and with the support of many people and teams across the university, I truly believe we are moving in the direction of an organisation that is 'inclusive by design'. The EDI Annual Report is always an opportunity to reflect on the progress made during the academic year, and more so for me this year as I leave this post, confident that the infrastructure that is in place will help to continue to drive change, listen to the lived experiences of our communities, and evolve and adapt so that EDI improves the lives of our students, staff, visitors, and our local and global communities.

Professor Katherine Linehan
Pro-Vice-Chancellor for People and Culture

The academic year of 2023/24 has been a challenging time for all universities, and the University of Nottingham is no exception. However, reviewing the EDI Annual Report, I am again in awe at the range of work, projects, and initiatives undertaken in the last year. As always, I caveat this report, knowing there will be a piece of work or initiative that for whatever reason has not been captured in the Annual Report. Going forward, I would strongly encourage staff or students doing great EDI work to make contact with your Faculty EDI Director or reach out to our EDI Managers Team to let them know about the work you are doing (contact details can be found at the end of Appendix 1).

Across the EDI Thematic Areas, there are a number of key highlights for 2023/24:

- **Disability Equality**: Over the past year an Institutional Disability Equality Action Plan has been developed and approved which focuses on staff and students. Our drive and commitment to a social model of disability and improving the experiences of our disabled staff and students, meant that even before the launch of the Disability Equality Action Plan in November 2024, 19 of the 88 Actions had been completed.
- **Gender Equality**: Following our Institutional Athena Swan Gold Award in November 2023, we continue to work to improve gender equality at the University of Nottingham. I am particularly pleased that our Project Period work has become business as usual at our UK campuses and is currently being trialled at our Malaysia Campus.
- **LGBTQIA+ (Lesbian, Gay, Bisexual, Trans, Queer, Intersex, Aro(/)Ace) Equality**: Following on from the work of a Student Internship, who investigated and researched our LGBTQIA+ data, we now have an internal university data system (with permission), that can be updated to allow LGBTQIA+ filtering. This data helps us understand our community and will be vital in developing our Institutional LGBTQIA+ Action Plan next year.
- **Race Equality**: There is much momentum in this thematic area, in part galvanised by the commitments in our Bronze Race Equality Charter Action Plan, but also driven by people and teams who want to ensure that we are an antiracist university. Key pieces of work are: the Hair and Head Coverings Guidance, the Reverse Mentoring Programme, as well as a

number of projects funded through the Access and Participation Plan (APP), which includes the Black Sport Collective (BSC).

- **Religion or Belief**: Recognising that we needed to develop and raise the profile of Religion or Belief at the University of Nottingham we have, over the past year, done work to integrate this theme into intersectional work and our future EDI Priorities. Our exceptional Chaplaincy Team has continued to provide unwavering support for all staff and students at the University of Nottingham, during what has been a particularly distressing time for those of Jewish and Muslim faith.
- **Wellbeing**: Enormous amounts of work have happened in both the staff and student space to support the wellbeing and mental health of our university communities. The huge success of UniTea offered informal and formal support to staff and students. Access to support/information and guidance has also been streamlined so that staff and students only have one place to look for help.

Despite the challenges around recruitment and progression in Higher Education across the sector, the University of Nottingham remains committed to the diversification of the workforce as its key priority, and over the past year we have:

- Updated our recruitment branding to reflect the diversity of our workforce.
- Provided clear guidance for applicants to support them through the recruitment process, including sharing questions, where appropriate before the interview (more details of Faculties using this approach are in Appendix 1).
- Reviewed and updated our recruitment guidance for the panel to ensure consistency in our recruitment across the organisation.
- Developed Role Model Profiles, to ensure equity across different roles and to help define clearer pathways for staff to develop their careers and to progress in the organisation.
- Appointed a Talent Manager to ensure that we develop and retain our staff.

The diversification and development of our staff are essential for reflecting a positive working environment which our students also experience. We hope this commitment to diversification inspires students to study and see the possibility of future careers at universities. This commitment is also evident in the EDI Annual Report Appendix 1, as the Faculties and Professional Services demonstrate how they are also reflecting on their recruitment and progress issues in their Departments and Schools.

Appendix 1 also highlights the focused EDI work that our Faculties and Professional Services are doing that is aligned with the EDI Priorities, however, it also showcases work that trials or experiments with new ideas and initiatives that help to see the possibilities, and the lessons learned from doing something new, inventive or creative. In addition, the Appendix also provides an update from our brilliant Staff Networks, who across the board have once again seen an increase in membership.

There is an acknowledgment at the end of the Annual Report thanking all the people involved in EDI work at the university, but I also want to add my own personal thanks and appreciation to every single person at the university who has and will continue to support the important work of making our university a place that is accessible, welcoming, and where each individual can bring their authentic self and feel a sense of belonging.

Professor Katherine Linehan
How to say my name
Pro-Vice-Chancellor for People and Culture

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Equality, Diversity and Inclusion Priorities for 2023/24

Update and EDI Vision for 2023/24

Last year we introduced the Equality, Diversity and Inclusion (EDI) Priorities to give institutional strategic direction and vision in terms of prioritising EDI activity at a university, faculty, department, school and individual level. The response to this approach has been positive and is helping us to build a culture where we are inclusive by design.

Significant progress has been made in 2022/23 across each of the priority areas, we have created a cultural humility on-boarding course for students (to be delivered at the start of term in 2023) and completed the Stonewall review. However, we recognise that many of these priority actions will take longer to deliver and to measure impact. As a result, we have decided to retain the priority areas created last year and to review/renew some of the actions.

We also have a new People and Culture Strategy which our EDI Priorities (below) are clearly aligned to, so that we are working collegiately to embed real change at the university.

Professor Katherine Linehan
Pro-Vice Chancellor for Equality, Diversity and Inclusion, and People

Vision
Realising the potential of our people

Priority Area 1: Diversification of the workforce and career development

(1.1) Inclusive recruitment
We will work with faculties, schools and departments to embed inclusive recruitment practices, and reduce the university's gender, ethnicity and disability pay gaps.

(1.2) Reward, recognition and career progression
We will ensure a more intersectional and joined up approach to addressing systemic and cultural inequalities experienced by those with protected characteristics. We will also offer support around career progression to those who are minoritised and disadvantaged with the aim of preventing any widening of the career progression gap as a result of the pandemic.

Vision
Fostering an inclusive culture, underpinned by our values

Priority Area 2: Awareness raising and education

(2.1) Write and implement an Institutional Disability Equality Action Plan
Create an Institutional Disability Action Plan to identify and address ableism, and ensure that disabled staff and students are supported during their time of work and/or study, and that their sense of inclusion and belonging is enhanced.

(2.2) An antiracist university
Building on the cultural humility on-boarding course for students, we will continue to develop and explore antiracist training at the university. This will include a range of activities such as training, mentoring, coaching and peer support for staff and students.

(2.3) Reproductive and gynaecological health awareness
We will work with colleagues across the university to bring together a package of support materials focusing on health and wellbeing.

(2.4) LGBTQIA+ data collection and analysis
We will explore and analyse the data that is currently available across the university, the HEI sector and nationally to inform future KPIs and improve LGBTQIA+ representation and inclusion.

Vision
Supporting the health, safety and wellbeing of all our people

Priority Area 3: Support

(3.1) Wellbeing resources
We will connect our full student and staff provision for wellbeing to ensure there is a coherent understanding of the resources we offer, and why or how you use them.

(3.2) Neurodiversity support
We will improve support for neurodiverse staff and students and to ensure parity of experience for all who are neurodivergent across the institution.

(3.3) Review the resources available to support LGBTQIA+ members of UoN
We will explore what support and resources are currently available at the university, and how these are used, to identify any gaps or barriers that may prevent members of the LGBTQIA+ community from feeling fully supported.

(3.4) Understanding and learning from the lived experiences of our university community
We will create opportunities to listen, hear and understand the valuable lived experiences of our staff and students. We will use this knowledge to make changes to the way we do things so that we can become truly inclusive and that all members of our university community feel a sense of belonging. In addition to the EDI Themed areas of disability, gender, LGBTQIA+, race and wellbeing, we will also learn from the sharing of lived experiences impacted by age, caring responsibilities, socioeconomic status and background, religion, faith, belief or non-belief and where the intersections of these can compound inequalities.

People and Culture Strategy
Overview 2023-26

nottingham.ac.uk/edi

Figure 1: EDI Priorities for 2023/24 One Pager

Overview of EDI Performance 2023/24

EDI Priorities 2023/24: RAG (Red, Amber, Green) Status

EDI Priority Area	RAG Status 23/24
Priority Area 1: Diversification of the workforce and career development	
(1.1) Inclusive recruitment	**Amber**
(1.2) Reward, recognition and career progression	**Amber**
Priority Area 2: Awareness raising and education	
(2.1) Write and implement an Institutional Disability Equality Action Plan	**Amber**
(2.2) An antiracist university	**Amber**
(2.3) Reproductive and gynaecological health awareness	**Green**
(2.4) LGBTQIA+ data collection	**Green**
Priority Area 3: Support	
(3.1) Wellbeing resources	**Green**
(3.2) Neurodiversity support	**Amber**
(3.3) Review the resources available to support LGBTQIA+ members of UoN	**Amber**
(3.4) Understanding and learning from the lived experiences of our university community	**Amber**

Table 1: RAG Performance against the EDI Priorities for 2023/24

EDI Key Performance Indicators 2023/24

KPI	21/22 Target	21/**22** Actual	22/23 Target	22/**23** Actual	23/24 Target	**23/24 Actual**	24/25 Target	25/26 Target
Gender split (level 6 women)	43%	41.61%	44%	42.28%	46%	43.01%	48%	50%
Gender split (level 7 women)	27%	29.79%	27%	30.33%	28%	32.05%	29%	30%
Ethnicity split (level 6 BAME)	12%	14.24%	12%	14.16%	13%	15.15%	14%	15%
Ethnicity split (level 7 BAME)	9%	10.21%	9%	11.08%	9%	11.13%	10%	10%
Staff with a disability	6%	6.10%	6%	7.29%	8%	8.24%	9%	10%
Staff Engagement (%)	N/A	N/A	N/A	75%	N/A	N/A		N/A

Table 2: EDI Key Performance Indicators 2023/24

EDI Thematic Charter Performance 2023/24
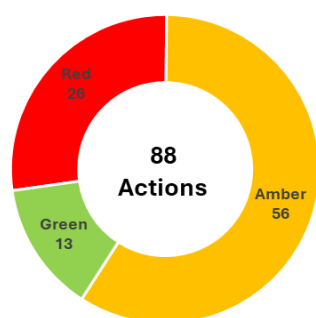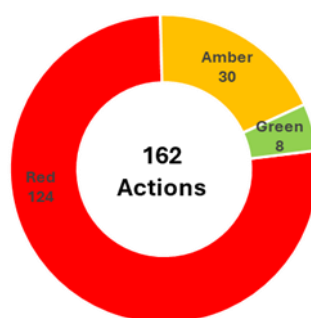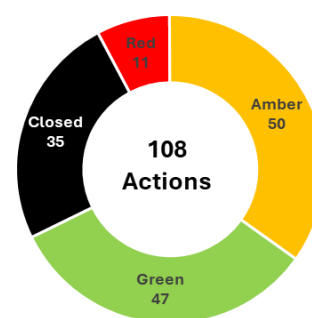
Chart 1: The RAG performance against the Disability, Gender Equality and Race Equality Actions

Note: The University of Nottingham's EDI Teams consistently use the RAG (Red, Amber, Green) status from Advance HE's guidance, which defines:

- **Green: Good progress was made on this action.** For example: the action was completed with outcomes or impacts as (or very close to) predicted/desired; no further work is needed on this action.
- **Amber**: **Partial progress was made on this action.** For example: the action has begun but is incomplete; the action was completed but the outcomes or impacts were not as predicted/desired; further work is needed to complete the action or to obtain the desired outcome or impact.
- **Red**: **No progress was made on this action.** For example: the action was never undertaken; the action was started but was permanently discontinued; further work is needed to begin the action or to revise the approach.

Contents

EDI Theme: Intersectionality and Inclusion

Intersectionality and Inclusion EDI Priorities for 2023/24

(1.1) Inclusive recruitment
We will work with faculties, schools and departments to embed inclusive recruitment practices, and reduce the university's gender, ethnicity and disability pay gaps.

(1.2) Reward, recognition and career progression
We will ensure a more intersectional and joined up approach to addressing systemic and cultural inequalities experienced by those with protected characteristics. We will also offer support around career progression to those who are minoritised and disadvantaged with the aim of preventing any widening of the career progression gap as a result of the pandemic.

Key Intersectionality and Inclusion Progress in 2023/24

Priority 1: Diversification of the Workforce and Career Development

Impact on: Staff, Students, and Wider Community
Given the limitations on recruiting new staff into the university and the progression of current staff, it has been difficult in 2023/24 to deliver work that will have an immediate impact on under-representation. Instead, activities throughout the year have been focused on working with colleagues in HR to increase awareness and understanding of this work in the current climate. This will put the institution in a stronger position to embed inclusive recruitment practices, once there is widespread recruitment across the university.

Inclusive Recruitment Workshops Delivered to HR Colleagues

Impact on: Staff
Two tailored workshops were delivered by the Talent Attraction Manager and EDI Manager (Intersectionality and Inclusion) to 18 HR colleagues. These sessions were designed to inform and engage HR colleagues to:

- Stress the importance of this work and key drivers.
- Explain the university context including reference to data and strategy.
- Share information about institutional work.
- Allow time for discussion of the challenges to embedding this work.
- Highlight the core elements of inclusive practice at each stage of recruitment.
- Raise awareness of and encourage effective signposting to information, guidance, and sources of further support.

The sessions allowed colleagues to discuss the opportunities and challenges for each of their roles to support the embedding of inclusive practices. Solutions and ideas were generated for both the individual level and institutional support, which will be taken forward by relevant colleagues.

Inclusive Recruitment Toolkit

Impact on: Staff, Students, and Wider Community

The toolkit is designed to promote an inclusive approach throughout the recruitment process and includes guides and resources:

- Creating an inclusive role profile
- Creating an inclusive advert
- Making recruitment more inclusive for disabled people
- Selecting a diverse shortlist and interview panel
- Inclusive selection process

Updated Inclusive Recruitment Checklist

Impact on: Staff, Students, and Wider Community
The Inclusive Recruitment Checklist has been updated to:

- Include an introductory paragraph setting the University of Nottingham context and outlining key principles and the importance of inclusive recruitment.
- Incorporate information and links to updated guidance.
- Restructured content to follow the stages of the recruitment process chronologically.

Updated the Interview Training Offer

Impact on: Staff, Students, and Wider Community
The interview training has been reviewed and updated. The *Effective selection and interview skills for chair and panel members* is a new blended course combining:

- A pre-work e-learning module to gain the necessary knowledge to recruit inclusively.
- A face-to-face workshop to complement the online module giving an opportunity to practice skills.
- A refresher e-learning module to be completed every 3 years to update/retain skills and knowledge.

Appointment of a Talent Manager

Impact on: Staff, Students, and Wider Community
In January 2024, a Talent Manager started at the university who has been appointed to lead work to develop in-house talent and support internal career progression. Their work will include a focus on removing barriers for underrepresented groups and supporting individual career progression. They have started work on creating a Talent Management Framework for the organisation (due Spring 2025), which takes a purposefully inclusive and developmental approach to talent planning and career development. The framework provides an overview of the different talent initiatives in development as part of HR Transformation, all of which have a strong EDI focus. This includes workforce planning, career pathways, career conversations (including Appraisal and Development Conversations (ADC), coaching, and mentoring), learning and development, recognition and reward, and internal career advancement.

Agency Recruitment Guide

Impact on: Staff, Students, and Wider Community
The Recruitment Agency Guide has been created to set the expectations for recruitment agencies to actively source candidates from underrepresented groups. They should ask the hiring manager to give information about which groups are underrepresented currently in their area, challenge them if the role profile/advert is not inclusive, and ensure a positive candidate experience throughout the process.

Model Role Profiles

Impact on: Staff, Students, and Wider Community

External company Strive Higher completed a project in August 2023 to develop a set of Model Role Profiles, which provide a means of grouping similar positions together based on their responsibilities, skills, and qualifications.

The rollout of this work will support career progression and EDI by:
- Ensuring a more equitable workplace, with clarity and consistency by providing a structured approach for inclusive and fair role design across the organisation.
- Defining jobs based on objective skills and qualifications, with uniform role definitions across the organisation.
- Helping to define career pathways for all staff, outlining necessary skills and experience needed for advancement.
- Driving targeted development and success planning.
- Supporting fair and transparent objective performance assessment.

Recruitment Branding

Impact on: Staff, Students, and Wider Community

Following a call for volunteers, 66 staff took part in photoshoots across 2 days in March 2024 to expand our library of images for use in recruitment campaigns. Good diversity of representation was achieved by asking volunteers to share elements of their identity that would help us to show the diversity of our workforce. Below is a categorised summary of colleagues' self-identified characteristics:
- 7 in an older age range
- 6 visible or hidden disabilities
- 3 intersectional identities (race/LGBTQIA+, disability/LGBTQIA+ and race/LGBTQIA+)
- 4 underrepresented in their disciplines
- 2 international colleagues
- 3 LGBTQIA+, including trans non-binary, gay man, bi man.
- 3 racially minoritised (including multiple international)
- 3 Neurodivergent
- 1 religion (wearing a Hijab in the lab)
- 1 size (larger physique)

The brief for the shoot was for natural cheerful shots showing colleagues from diverse backgrounds working together in both outside and inside workspaces. A recruitment brand toolkit is being developed for managers which will include how to use our brand (assets and photos) to attract diversity.

Figure 2: An image from the recruitment branding photoshoot

Figure 3: An image from the recruitment branding photoshoot

Career Development Sessions in 2023/2024

Impact on: Staff

Four sessions targeted to under-represented staff have been delivered in 2023/24 with 93 participants attending sessions on University Park, Jubilee Campus, Kings Meadow, and Sutton Bonington. The sessions were positively received with an improved knowledge of resources available to staff (an internal HR Recruitment Services SharePoint site), a better understanding of career pathways, and an improved sense of focusing on personal strengths for future roles. Additional follow-up sessions were available for staff to focus on:

- Exploring your strengths.
- Career Planning: knowing your destination and next role.

Academic Promotions Process

Impact on: Staff

A more transparent, criteria-based, academic promotion process has been created, which explicitly considers mitigation related to protected characteristics and the disproportionate legacy impacts of the COVID-19 pandemic on women. This new promotion process has seen proportionally more women than men applying for and being successfully promoted (in the last 4 years) with a 6% increase in the number of women at our highest pay level (from 21.4% to 27.1%), and an increase of 2% in the number of racially minoritised women at our highest pay grade (7.1% to 9.0%).

Pay Gap Reports - the Inclusion of Disability

Impact on: Staff, and Wider Community

As part of our commitment to Gender Pay Legislation, we publish pay gap information for gender and ethnicity. In 2023/24, we also reported on our disability pay gap. The data shows a reduction in all pay gaps reported, except for the mean pay gap between racially minoritised and white staff, which has increased by 1 percentage point. However, the median ethnicity pay gap shows a small decrease from 11.2% to 10.8%. Our pay gap reports are available with more detail, including a summary of the median and mean pay gaps on our web pages.

In addition, pay-banding has been introduced for our professorial staff (L7). As part of this process, the pay of all L7-staff was reviewed to address any historical gender, ethnicity or disability pay gaps with the following outcomes:

Level 7	Women	Disabled Staff	Racially minoritised staff
A	1% increase	2% decrease	No change
B	2% increase	No change	No change
C	No change	2% increase	1% increase
D	2% increase	1% decrease	No change

Table 3: L7 Pay Banding Review for Women, Disabled Staff, Racially Minoritised Staff

Establishment of the HR EDI Team

Impact on: Staff

In March 2024, the HR EDI Team was fully established, comprising of an EDI Manager, Tom Syder, and three EDI Advisers, Roxanne Cousins, Charlotte Kingsbury, and Déjà Jones. The team, formed as part of the HR Transformation programme, sits within Organisational Development, supporting the university to sustain a culture that celebrates our values of inclusion, fairness, ambition, respect, and openness.

In 2025 the Team will work with EDI Leads and teams across the institution to embed equality, diversity, and inclusion in our culture and processes. This will be achieved through staff

development, policy and process development, and providing strategic EDI expertise during key decision-making. This new investment into staff-focused EDI is a great achievement for the university which will enable us to achieve our institutional EDI ambitions, including those set out in the annual priorities and charter action plans such as REC and Athena Swan.

Carers UK Membership and Enhanced Policies for Carers

Impact on: Staff
In March 2024 the university joined Carers UK to demonstrate and enhance our support for staff with caring responsibilities. The Carers Leave Policy was also updated in line with legislative changes with feedback from the Carers Staff Network to make it more user-friendly and is due to be reviewed again in 2025.

New Equality Impact Assessment Process (EIA) Launched

Impact on: Staff
Following a review of the Equality Impact Assessment process as part of the HR Transformation Programme, a new Equality Impact Assessment (EIA) form and refreshed guidance on the EIA process was introduced in May 2024. The form and the process have been made more user-friendly and initial feedback from colleagues has been positive. A new e-training video is available on the EIA SharePoint site and workshops for staff to work through practical challenges in a supportive environment are being piloted. The EIA guidance asks for university-level EIAs to be submitted to the EIA SharePoint site in the interests of transparency; faculties and professional services departments are asked to maintain their own submission and storage processes (and to be able to provide data on their EIAs on request).

EDI Included in the University's Business Planning Process

Impact on: Staff, Students, Wider Community, and Visitors
As part of our annual Business Planning Process, for the first year, Faculties and Professional Services areas were asked to include explicit reference to planned activity aligning to EDI Priority Area 1 (Diversification of the Workforce) and to plan resources accordingly. All plans were then reviewed by the Planning, Performance, and Strategic Change (PPSC) Team, and EDI commitments were strengthened, where required. This process will help systemise the embedding of practices to support the diversification of the workforce at a local level.

Universities for Nottingham (UfN) EDI Taskforce

Impact on: Staff, Students, and Wider Community
As part of the Universities for Nottingham Project a Project Manager was appointed for 12 months to help lead the UfN work to diversify workforces at the partner organisations. During this period, the Project Manager liaised with all partner organisations to gather information and contacts, and to plan activity. However, given the challenges all UfN partners are facing around recruitment and opening up job opportunities, the outputs for this group have been revised with the following key commitments being developed:
- An **Inclusive Recruitment Charter** for UfN partners to sign up to and that will be opened up to employers across Nottingham.
- An **Inclusive Recruitment Toolkit** which can be used by all UfN Partners and other employers (after they are committed and signed up to the Charter).

In addition, a Jobs for Notts fair was held at the new Nottingham Library with a focus on offering support to jobseekers (CV writing, interview skills, application advice) and inclusive employer support (sharing inclusive recruitment practice and giving access to the full Inclusive Recruitment Toolkit for those employers who sign up to the Charter).

Intersectionality and Inclusion Plans for 2024/25

Looking ahead to the coming academic year our EDI Priorities for 2024/25 are:

REVISED/UPDATED (1.1) Inclusive recruitment
We will continue to work with faculties, schools, and departments to embed inclusive recruitment practices.

REVISED/UPDATED (1.2) Reward, recognition and career progression
We will ensure a more intersectional and joined-up approach to addressing systemic and cultural inequalities experienced by those with protected characteristics (including class, socioeconomic status, and age). Through a new Talent Management Framework, we will create fairer and more inclusive career development, reward, and recognition opportunities.

Work against these priorities is ongoing but sensitive due to the current recruitment landscape at the university. However, the focus has been on preparatory work for when recruitment returns more fully. In the coming year, our focus will be on support for colleagues and students from disadvantaged and historically under-represented socio-economic backgrounds to ensure we are considering challenges and increasing a positive sense of belonging for colleagues and students in these groups. A better understanding of this group of students has been achieved through the commissioning of a piece of research undertaken by a student recruited through the University's Widening Participation summer internship. This work has been disseminated to faculties and other key stakeholders. This has, in turn, resulted in the continuation of this project in the Faculty of Science with further research and action expected in 24/25.

For more information on any intersectionality and inclusion equality work, please contact:
Janette Alvarado-Cruz, Associate Director EDI - Students and Campus Life
Janette.Alvarado-Cruz@nottingham.ac.uk

For more information on the HR EDI Team, please contact:
Tom Syder, EDI Manager
Tom.Syder@nottingham.ac.uk

EDI Theme: Disability Equality

Disability Equality EDI Priority for 2023/24

(2.1) Write and implement an Institutional Disability Equality Action Plan
Create an Institutional Disability Action Plan to identify and address ableism, and ensure that disabled staff and students are supported during their time of work and/or study, and that their sense of inclusion and belonging is enhanced.

Key Performance Indicators

KPI	21/22 Target	21/22 Actual	22/23 Target	22/23 Actual	23/24 Target	23/24 Actual	24/25 Target	25/26 Target
Staff with a disability	6%	**6.10%**	6%	**7.29%**	8%	**8.24%**	9%	10%

Table 4: Key Performance Indicators for Disability Equality

The percentage of staff with a declared disability has increased, ahead of the target to 8.24%. Ongoing actions for staff through the Institutional Disability Equality Action Plan, including actions specifically to address recruitment, onboarding, and staff retention processes, have been planned or implemented to help foster an inclusive environment, whereby disabled staff can bring their authentic selves to work. Moreover, the Adjustments SharePoint (internal access only) has been created to provide guidance and support to employees, line managers, and all those involved in the process of requesting and implementing adjustments, helping to ensure that the process of supporting our disabled staff is transparent, equitable, and timely.

Key Disability Equality Progress in 2023/24

Disability Equality Steering Group: Institutional Disability Equality Action Plan

Impact on: Staff, Students, Wider Community, and Visitors
The focus of the Disability Equality Steering Group in 2023/24 was to produce and prepare the Institutional Disability Equality Action Plan (see the EDI Priority above). During the year, the Steering Group developed the plan, which focused on staff and students, with key partners to agree on actions and timescales. The Disability Equality Action Plan was underpinned by a number of extensive consultations, projects, and reports including, a KPMG Audit report, the findings from the Diversity and Inclusion Report of UK People and Culture 2023, a Disability Equality Steering Group recommendations report, and a Rapid Improvement Event, which mapped out the reasonable adjustment process with the responsible parties and accountable owners. The Institutional Disability Equality Action Plan was finalised over the summer of 2024 and approved by the People and Culture Committee on 7 October 2024. However, the actions within the plan were already in traction, consequently, our RAG (**RED**, **AMBER**, **GREEN**) status against the 88 actions at the end of 2023/24 was **26 RED**, **56 AMBER**, and **8 GREEN**. *Please note the published Action Plan includes the progress made from the start of term in 2024/25.*
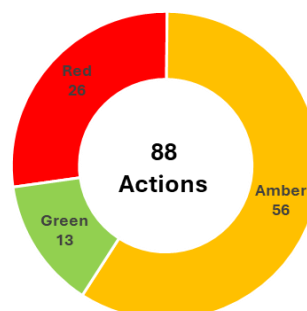

Chart 2: RAG Performance against the Disability Equality Action Plan 2024-2029

Advancement to Level 2 Disability Confident Employer Status

Impact on: Staff

The university is delighted with its progression this year from a Level 1 to a Level 2 Disability Confident Employer.

The [Disability Confident scheme](), developed by the UK government, helps employers harness the talents of disabled people. It consists of three levels:

1. **Level 1: Disability Confident Committed** - Employers commit to inclusive and accessible recruitment practices, ensuring they are open to disabled people. This level is valid for one year.
2. **Level 2: Disability Confident Employer** - Employers take proactive steps to support disabled employees, such as providing reasonable adjustments and promoting a culture of inclusivity. This level is valid for two years.
3. **Level 3: Disability Confident Leader** - Employers act as champions within their communities, sharing best practices and encouraging other businesses to become Disability Confident. This level is valid for three years.

This significant achievement underscores our commitment to creating an inclusive and supportive workplace for all employees. It is also an achievement that is a testament to the collaborative efforts of many stakeholders, including our dedicated staff, supportive leadership, and engaged community partners. Their contributions have been invaluable in reaching this milestone.

Achieving Level 2 status means the university has implemented significant measures to support disabled employees, including:

- Enhanced recruitment processes to ensure accessibility for all candidates.
- Tailored support and reasonable adjustments to help disabled employees thrive in their roles.
- Ongoing training and awareness programs to foster an inclusive workplace culture.

Renewed Processes for Securing Reasonable Adjustments

Impact on: Staff

A four-day Rapid Improvement Event was held in March 2024 to capture the end-to-end process for securing adjustments across the employee life cycle. A 100-day action plan captured short- and medium-term actions to ensure the process was working efficiently and equitably. Key changes that can be noted:

- The Toolkit for supporting disabled staff has been replaced with a fully resourced SharePoint site to improve wider disability knowledge and understanding of the reasonable adjustment process.
- Operational teams such as Estates will now be involved earlier in the process of exploring reasonable adjustments.
- Reasonable Adjustments Review and Senior Review Panels have been created to ensure robust decision-making.
- Improved transparency of the process and encouragement to disclose disabilities are now part of recruitment and onboarding processes.
- A three-meeting model has been designed to support line managers in approaching reasonable adjustments conversations when a potential need has been identified.
- Informative briefings were run for line managers and disabled colleagues to help them navigate the enhancements to the process.

Neurodiversity at the University of Nottingham

Impact on: Staff, Students, and Visitors
In preparation for the Disability Equality Action Plan, neurodiversity was moved from the Wellbeing theme to Disability Equality. The Institutional Disability Equality Action Plan is interwoven with several actions relating to supporting neurodivergent staff and students.

Disability Recognition Month 16 November – 16 December 2023

Impact on: Staff and Students
After a couple of years of holding a Disability Awareness Month in May, at the request of our community, the university aligned with National Disability History Month in 2023. However, as the national theme was children, it was decided by the Disability Equality Steering Group that our focus would be on the social model of disability and the EDI priorities for 2023/24. A total of 20 projects were funded across the organisation, which included events with a focus on neurodiversity.

We received a total of 43 responses via feedback forms from the local events, with results indicating that:
- 97.5% of people either agreed or strongly agreed that they were satisfied with the event they attended.
- 92.9% of people either agreed or strongly agreed that they learned something from attending an event.
- 90.5% of people either agreed or strongly agreed that the event they attended celebrated diverse identities.
- 74.5% of people would do something different as a result of attending the event.

Qualitative feedback from the local events was positive, highlighting the learning and reflections that had taken place:

> *"A reminder not to assume and to be aware of hidden disabilities. To challenge incorrect assumptive perceptions."*

> *"Don't make assumptions about people. Talk to people to understand their needs. Plan ahead and try and anticipate what's needed in advance of events."*

> *"It was absolutely fabulous. I feel empowered and valid and seen. I can't say thank you enough. Please do more talks like this."*

> *"That the University is open to these kinds of topics and I'm very lucky to work in such an environment where diversity is embraced."*

Disability Equality Webpages

Impact on: Staff, Students, and Wider Community
In 2023/24 our Disability Equality Webpages were reviewed to improve signposting and make them more accessible for colleagues. This included updating the Reasonable Adjustments information with the development of a SharePoint site for staff and improved information on the reasonable adjustments passport.

Students with Disabilities: Continuation and Awarding Gap Performance Data

Impact on: Students

Continuation performance: A University of Nottingham student with disabilities is now more likely to continue in Higher Education than their non-disabled counterparts. 95% of students with a disability who entered in 2022 continued to 2023 compared to 94% with no known disability. The continuation gap has moved from -2% in 2018/19 to +1% in 2022/23.

Awarding gap performance: The Undergraduate Awarding Gap between students with a declared disability and no known disability has almost closed from -6% difference (non-disabled vs disabled) getting a Good Degree in 2019/20 to -0.5% difference in 2022/23. Achieving ahead of the Access and Participation Plan (APP) target for 2024/25 of -3%.

These metrics are a result of the hard work of many teams and individuals, including Disability Student Services, Disability Liaison Officers, Faculty colleagues and Support and Wellbeing colleagues.

Disability & Neurodiversity Lived Experience Storytelling

Impact on: Staff and Students

As part of the central EDI Priorities funding for 2023/24, the EDI Manager for Disability and Neurodiversity ran two Lived Experience Creative Storytelling workshops, in which staff and student participants discussed their experiences, good and bad, of disability and neurodiversity while working and studying at the university. Participants also created an art piece in a medium of their choice, to represent their lived experience of disability. The neurodiversity workshop was facilitated by Ben MacPherson, a poet, comedian, and playwright from Nottingham with experience facilitating workshops for minoritised groups. The disability workshop was facilitated by Jane Hartshorn, a poet who writes about her experiences of chronic illness and its interaction with sexuality. Feedback was incredibly positive, and participants consented to their art being shared in an online 'booklet', to encourage the understanding of the lived experience of neurodiversity and disability by the staff and student community.

Digital Accessibility

Impact on: Students

Significant progress has been made in the teaching & learning space in the roadmap towards compliance with Public Sector Bodies Accessibility Regulations (PSBARs) for digital accessibility, focussing particularly on accessibility within Moodle, staff comms, and training, and work towards module accessibility statements for use in 2024/25.

Disability Equality Plans for 2024/25

Looking ahead to the coming academic year our EDI Priority for 2024/25 is:

> **(2.1) Implementation of the Institutional Disability Equality Action Plan**
> The new Institutional Disability Action Plan will be launched, and delivery of actions will start at pace. The plan includes actions to ensure parity of experience for all who are neurodivergent across the institution.

A new Disability Equality Steering Group will be formed with people who have responsibility or influence on the delivery of the actions in the Institutional Disability Equality Action Plan. The purpose of the group will be to drive and monitor the actions in the plan, assuring the People

and Culture Committee that the actions are being effectively implemented. The group will also provide a forum by which action owners can share progress, seek expertise, and collaborate on the delivery of action with other stakeholders within the group.

For more information on any disability equality work, please contact:
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Roxanne Cousins, EDI Adviser (Disability Lead - staff focused)
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EDI Theme: Gender Equality

Gender Equality EDI Priority for 2023/24

(2.3) Reproductive and gynaecological health awareness
We will work with colleagues across the university to bring together a package of support materials focusing on health and wellbeing.

Key Performance Indicators

KPI	21/22 Target	21/22 Actual	22/23 Target	22/23 Actual	23/24 Target	23/24 Actual	24/25 Target	25/26 Target
Gender split (level 6 women)	43%	41.61%	44%	42.28%	46%	43.01%	48%	50%
Gender split (level 7 women)	27%	29.79%	27%	30.33%	28%	32.05%	29%	30%

Table 5: Key Performance Indicators for Gender Equality

The University continues to exceed its KPI for increased representation of women at level 7, but progress on representation of women at level 6, although continuing to increase, is not in line with target KPIs. Focused work to understand contributing factors to the stalling progress on this KPI will take place this year so that appropriate interventions can be put in place to increase the pace of change.

Key Gender Equality Activities in 2023/24

Institutional Athena Swan

Impact on: Staff, Students, Wider Community, and Visitors
After achieving the Institutional Gold Award for the Athena Swan submission in November 2023, we reviewed and reflected on the Institutional Self-Assessment Team (ISAT) and considered 'what worked' and 'what could be improved' going forward. As a result of this work, a new Gender Equality Steering Group has been formed which will be co-chaired by Dr Tamsin Majerus, Athena Swan Lead for the University of Nottingham, and Rachel Van Krimpen, University Lead for Gender Equality. The Steering Group will be officially launched in November 2024. It will include people who have responsibility or influence on the 5-Year Athena Swan Gold Action Plan, along with key individuals in the institution who have driven gender change in the organisation.

As the first University to achieve Institutional Gold Status, it was also important that in 2023/24 we celebrated this with our community. In March 2024, as part of our International Women's Month events, we held a celebratory event with talks from the Vice-Chancellor and President, Shearer West and the Pro-Vice-Chancellor for People and Culture, Katherine Linehan to celebrate, recognise and honour all those who have worked over the years to advance gender equality at the university.

Our performance against the Athena Swan Gold Action Plan at the end of the Academic Year of 2023/24, reflects our early position in the delivery of the plan, as we set the infrastructure in place to achieve our actions and deliver long-term change. The RAG (RED, AMBER, GREEN) status against the 162 actions at the end of 2023/24 was **124 Red**, **30 Amber**, and **8 Green**.
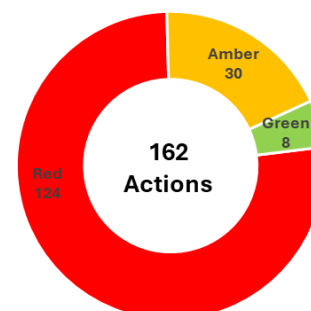

Chart 3: RAG Performance against the Athena Swan Gold Action Plan 2023-2028

Gynaecological and Reproductive Health

Impact on: Staff, Students and Visitors

As the key Gender Equality EDI Priority for 2023/24 (see above), three Gynaecological and Reproductive Working Groups were set up to review what the university offered to support staff and to understand what best practices are available. The three groups were:

- Menopause Task and Finish Group – 25 members
- Menstruation Task and Finish Group – 16 members
- Fertility, Child Loss, Childlessness Task and Finish Group – 13 members

The findings and recommendations have informed the Gynaecological and Reproductive Health Actions. These actions have been added to our Athena Swan Gold Action Plan, bringing the total number of actions to 176 going forward.

Project Period: University of Nottingham Malaysia Campus

Impact on: Staff, Students, and Visitors

Led by Associate Dean of Teaching & Learning for the Faculty of Science & Engineering, Professor Jess Price, colleagues have launched the scheme as a pilot at the University of Nottingham Malaysia (UNM). 1000 products were placed at 10 locations across our UNM campus in time for Earth Day on Monday 22 April 2024. In July 2024, 80 participant's data was collected to analyse the usage and user experience. Results will be presented at an upcoming student experience committee to demonstrate impact and to operationalise this project centrally.

Project Period: Business as Usual at Nottingham's UK Campuses

Impact on: Staff, Students, and Visitors

In 2020 to 2023, during the trial of Project Period approximately 200,000 pads and tampons were distributed for free to staff and students across all of the University of Nottingham's UK campuses. In 2023/24, the Project Period pilot became a permanent offering via sustained investment by the University of Nottingham. This allowed a large order of 1.2 million products (600k pads; 600k tampons) to be placed and then delivered between May and July 2023. In 23/24, from July 2023 onwards, stock refilling of Project Period locations was centrally managed by Estates as business as usual, in parallel with toilet paper and hand soap. Of these 1.2 million products, under half have been used in the last 18 months, with the remaining stock levels in December 2024 being 345,000 pads and 436,000 tampons. Usage is 30-50% which means products will likely last 2-3 years longer than initially expected.

Project Period: Trial of Sustainable Period Products

Impact on: Staff and Students

In 2023/24 a trial of reusable period cups was launched. There were 339 sign-ups, which included 30% staff and 70% students. Anonymous and in-person collection was available for people participating in the trial. A total of 800 reusable cups have been purchased to be distributed across all campuses free to staff and students.

Feedback about the introduction of sustainable period products has included:

> *"...this is a great initiative and would love to support it"*

> *"An exciting and important project!"*

"I am very keen to try this as a more sustainable period product. I'd really like to make this "the norm" in the use of period products."

New Family-Friendly Policies Updated

Impact on: Staff

As a result of changes to Government regulations, the University of Nottingham updated the following policies:

- Changes to Flexible Working Regulations
- New statutory entitlement to unpaid Carer's Leave
- Changes in how Paternity Leave can be taken
- Extension of redundancy protection period for pregnant employees and those on or returning from maternity, adoption, or shared parental leave.

In conjunction with the recent updates to family-friendly policies, we have gathered feedback from staff regarding the impact of flexible working arrangements. Through case studies, staff have reported that flexible working has significantly contributed to their ability to balance wellbeing, family life, and personal relationships. Many have expressed that these arrangements enable them to maintain high levels of workplace performance while meeting personal and family commitments.

These insights underscore the importance of the University's commitment to supporting diverse staff needs through policies that promote inclusivity and work-life balance. The Flexible Working Code of Practice will undergo a review every three years. Additionally, application data is now being recorded through UniCore, providing valuable insights into the effectiveness of flexible working practices. This data will help us identify areas successfully supporting flexible working, assess approval rates, and understand the reasons for any refusals.

We collaborated with the Carers Network to develop the changes to the Carer's Leave policy. While they appreciated the increased focus on carers' needs, they expressed a desire for greater provisions for paid leave. The Carer's Leave policy, along with other leave policies, such as paternity leave, will be reviewed as part of the HR Policy Review Programme to ensure comprehensive support for staff.

International Women's Month Celebration 2024

Impact on: Staff, Students, Wider Community, and Visitors

The theme for International Women's Month 2024 was #InspireInclusion, and 18 local projects were funded across the institution as part of our **International Women's Day 2024 celebrations** program.

Feedback was received from 49 people who attended local events, with results indicating:

- 89.8% of people either agreed or strongly agreed that they were **satisfied with the event they attended.**
- 91.8% of people either agreed or strongly agreed that they **learned something from attending an event.**
- 81.6% of people either agreed or strongly agreed that the event they attended **celebrated diverse identities.**
- 77.6% of people would **do something different** as a result of attending the event.

Qualitative feedback from the local events was positive, the learning and reflections that will be taken going forward include:

"Call out misogyny more and stop just letting it go, even in social contexts."

"Spread the message that vulvas look very different and not to be concerned if your vulva doesn't look like someone else's or one you've seen on the internet."

"Get involved in other sports I haven't tried before as I feel supported by women to do so."

"I will be reassured that despite barriers women can make it to leadership eventually."

Gender Equality Plans for 2024/25

Looking ahead to the coming academic year our EDI Priorities for 2024/25 are:

(2.3) Design return-to-work support
We will work with colleagues across the university to bring together a package of support for staff returning to work after a break (for example, parenting, sick leave, sabbatical, or caring responsibilities) and enable them to achieve their full potential.

(2.4) Develop clear expectations of training and support for harassment and sexual misconduct
We will educate the university community and provide training and support around harassment and sexual misconduct.

In the student space, we will use the academic year 2024/25 to consider how the Office for Students (OfS) statement of expectations impacts on University of Nottingham policies, procedures and codes, providing advice and support to the development of these where required. This will include the development of the 'single document' expected by the OfS to set out the University's policy and procedures relating to then harassment and sexual misconduct. Key work will also be to recommend appropriate training and awareness-raising activities for staff and students, in relation to harassment, sexual misconduct and related areas. This includes oversight of the already existing consent training for students, and providing ongoing support and direction to the Consent Training Working Group.

These two EDI Priorities reflect the movement into the delivery phase of our Athena Swan Gold Action Plan. The 'return-to-work' priority will include the development phase of university-wide support, a pilot of a specific return-to-research scheme for researchers, and the development phase of a Universities for Nottingham collaboration to support individuals who have spent time away from the workplace to return to work.

For more information on any gender equality work, please contact:
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EDI Theme: LGBTQIA+ Equality

LGBTQIA+ Equality EDI Priorities for 2023/24

(2.4) LGBTQIA+ data collection and analysis
We will explore and analyse the data that is currently available across the university, the HEI sector and nationally to inform future KPIs and improve LGBTQIA+ representation and inclusion.
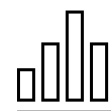
(3.3) Review the resources available to support LGBTQIA+ members of UoN
We will explore what support and resources are currently available at the university, and how these are used, to identify any gaps or barriers that may prevent members of the LGBTQIA+ community from feeling fully supported.

Key LGBTQIA+ Equality Activities in 2023/24

LGBTQIA+ Data Collection and Analysis

Impact on: Staff, Students, and Wider Community
During the summer of 2023, a student internship (in partnership with the Faculty of Social Science and Career and Employability Team) was hosted by the Student and Campus Life, EDI Managers Team.

The internship focused on investigating the data landscape within the university and sector-wide (see the EDI Priority above). They presented their report and findings on 17 October 2023. The key data from the report included:

- **Students**: In 2021/22, 8.8% of University of Nottingham students declared an LGBTQIA+ sexual orientation. This has risen by around 15% or 1 % point a year for the previous two years.
- **Staff**: In the People & Culture Survey of 2023, 63% of all staff gave their sexual orientation and of those, 12.3% reported an LGBTQIA+ sexual orientation.

The recommendations from the report included:

- Improve data collection on the experience of LGBTQIA+ staff and students.
- Develop Key Performance Indicators (KPI) for LGBTQIA+ participation, engagement, pay and awarding.
- Regularly analyse and publish LGBTQIA+ data.

As a result of this work the university's data system (Tableau Dashboards) has been updated to allow LGBTQIA+ filtering. In addition, the data, findings, and recommendations will be used to inform the new Institutional LGBTQIA+ Equality Action Plan (see the EDI Priority for 2024/25 below).

Allyship Pledge, Progress Lanyards and Pronoun Badges

Impact on: Staff, Students, and Wider Community
Collection points have been agreed upon across the University of Nottingham campus network, including UoN Sports, and university Libraries as key points. Distribution remains popular with over 1000 allyship pledges completed online. In addition, this scheme has been coupled with a renewed pronoun badge scheme from University of Nottingham's Students' Union.

LGBTQIA+ History Month 2024

Impact on: Staff, Students, and Wider Community
The University of Nottingham has historically recognised LGBTQIA+ History Month every February. This aligns with the national campaign by the charity SchoolsOUT, launched in the early 2000s.

The 2024 theme was **medicine and health** showing great scope for high engagement with the university community. Activities and events were aligned with the University's EDI priorities for 2023/24 and links to the national theme were encouraged.

In 2024, the budget was doubled to £2k to enhance funding at a local level (school/faculty/department) as no central event was to be held.

Figure 4: LGBTQIA+ History Month 2024 Badge

Close work with the Students' Union (SU) led to a coordinated call out for initiatives for student and staff-led activity. University of Nottingham SU funded all student-led activities.

Overall, the call-out for activity and events received 27 applications for funding. 20 were staff-led and 7 were from student groups. Funding was offered for 17 staff-led activities in total. The SU funded all 7 student bids.

For evaluation and feedback, organisers were offered to use a central feedback form – which received 14 responses. The overall average score for activity was positive +4.6/5. Organiser feedback (9 responses) has been positive, with an overall satisfaction score of +4.3/5 in the call for funding process. Organisers raised concerns about the funding limits; low use of templates offered; and support provided to run their local activity.

Figure 5: LGBTQIA+ Decorations on UoN Campus as part of LGBTQIA+ History Month

University Park Rainbow/Progress Crossing

Impact on: Staff, Students, Visitors, and Wider Community
The rainbow crossing at the University Park Campus was updated in December 2023 to the new progress crossing (see the photograph below).

Figure 6: Progress Crossing at University Park Campus

NeuroQueer Event

Impact on: Staff, Students, and Wider Community
This LGBTQIA+ intersectional event was hosted during Disability Recognition Month 2023. Local author, CJ DeBarra of *NeuroQueer: A Neurodivergent Guide to Love, Sex, and Everything in Between* (2023) was invited to host a talk, do a reading, book signing, and Q&A.

The "Book Talk - NeuroQueer" event was held on 29 November 2023 and was a significant success, drawing considerable interest and engagement. There were 77 registered participants and 614 event views, the event saw 48 attendees, excluding the host and speaker, and received 25 questions from the audience. Additionally, 18 feedback surveys were completed, providing valuable insights into the event's impact.

Attendees expressed high levels of satisfaction, with an average score of 4.7 out of 5. They felt that the event was educational, with a learning experience rating of 4.4. The celebration of diverse identities was also highly rated at 4.6, and many participants indicated a willingness to attend similar events in the future, scoring this aspect at 4.6. The event also prompted behavioural changes, with a score of 4.1, and significantly improved attendees' knowledge, which increased from 3.1 before the event to 4.2 afterward. The feedback was overwhelmingly positive, with participants praising the event's organisation and content. Some suggestions for improvement included better framing of topics, more inclusive communication, and smaller venues for a more intimate setting. There were also requests for more events on similar themes, particularly focusing on intersectionality and hidden disabilities.

Key learning points from the event included the impact of ADHD and neurodivergence on relationships and sexuality, and the need for better handling of content related to queerness, disability, and sex in the publishing industry. Participants also highlighted the strong intersectionality between neurodiverse identities and complex issues with sex and relationships. Many attendees felt validated and appreciated the discussion on adjustments and barriers in relationships.

Following the event, attendees planned to purchase and read the book discussed, apply the insights gained to better understand and support neurodiverse and queer individuals, engage more with local community groups, and use the knowledge to improve personal and professional interactions.

For future events, attendees suggested talks conducted over Teams for easier access, alumni sharing their experiences, and events on hidden disabilities and intersectionality. They also expressed interest in panel discussions with disabled university leaders to discuss how their disabilities have impacted their careers.

Overall, the "Book Talk - NeuroQueer" event was well-received, with participants expressing gratitude for the opportunity to learn and discuss important topics related to neurodiversity and queerness.

Figure 7: Author CJ DeBarra at the NeuroQueer event on 29 November 2023

LGBTQIA+ Equality Plans for 2024/25

Looking ahead to the coming academic year our EDI Priority for 2024/25 is:

(2.5) Write an Institutional LGBTQIA+ Equality Action Plan
We will create an Institutional LGBTQIA+ Equality Action Plan to ensure our LGBTQIA+ staff, students, and visitors feel supported at the university and can be their authentic selves.

In line with our institutional EDI Action Plans (Gender Equality/Athena Swan, Race Equality, and Disability), we will work on developing an institutional LGBTQIA+ Equality Action Plan.

For more information on LGBTQIA+ equality work, please contact:
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EDI Theme: Race Equality

Race Equality EDI Priority for 2023/24

(2.2) An antiracist university
Building on the cultural humility on-boarding course for students, we will continue to develop and explore antiracist training at the university. This will include a range of activities such as training, mentoring, coaching and peer support for staff and students.

Key Performance Indicators

KPI	21/22 Target	21/22 Actual	22/23 Target	22/23 Actual	23/24 Target	23/24 Actual	24/25 Target	25/26 Target
Ethnicity split (level 6 BAME)	12%	**14.24%**	12%	**14.16%**	13%	**15.15%**	14%	15%
Ethnicity split (level 7 BAME)	9%	**10.21%**	9%	**11.08%**	9%	**11.13%**	10%	10%

Since the establishment of the EDI KPIs, the university has consistently achieved its BAME KPI target at Levels 6 and 7. Whilst there continues to be a higher proportion of BME staff at Levels 1 (17%), 4 (32%), and 5 (19%) within the University than at other Levels. The three-year trends indicate broadly consistent proportions of ethnicity at all Levels. Career development sessions for racially minoritised colleagues have been held and all career development sessions include at least one racially minoritised speaker. This ensures the inclusion of career stories that explore race and cultural heritage, systemic racism, and race-related barriers as well as race-related privilege.

Key Race Equality Activities in 2023/24

Race Equality Steering Group

Impact on: Staff and Students
A new Race Equality Steering Group was formed in October 2023, to replace the previous Bronze Race Equality Charter Implementation Group, as the Chair of the BAME Staff Network left the university and the tenure of the two previous Co-Chairs ended in 2023. The new Steering Group is chaired by Dr Kelly Vere MBE, and Professor Jasmeet Kaler. The membership of this group has been reviewed to align it with action owners on the Bronze REC Action Plan to increase the pace and efficiency with which the work is delivered. During the year, the group reviewed the Bronze REC Action Plan to ensure it was fit for purpose as well as preparing for a mid-term review with Advance HE to report progress against the action plan.

Chart 4: *RAG Performance against the 2021-2026 Bronze REC Action Plan*

At the end of the Academic Year of 2023/24, our RAG (**RED**, **AMBER**, **GREEN**) status against the 108 actions in the Bronze REC Action Plan was **11 Red**, **50 Amber**, **47 Green** and **35 Closed**.
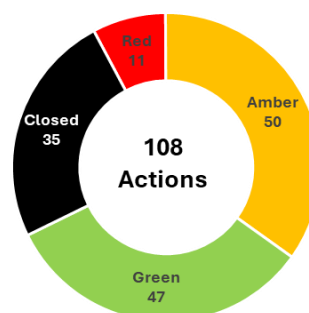
Head and Hair Coverings Guidance

Impact on: Staff, Students, and Wider Community

Following on from the REC funded, *Crowns: an exhibition celebrating hair and head coverings* in 2022, the university published *Hair and Head Coverings Guidance* in January 2024 (see the extract in Figure 8 below). The guidance has been designed to address the stigma or discrimination based on hair or head coverings and aims to increase awareness. This resource is to assist colleagues with practical advice on how to approach different situations. The one-page guidance was co-created with students and staff from the university following focus groups and a thorough consultation process, which incorporated feedback from over 40 colleagues. The impact of the Crowns Exhibition and the creation of the Hair and Head Coverings Guidance was presented at the Advance HE EDI conference in March 2024. In addition, the Crowns Exhibition was also displayed at various locations during 2023/24 including the halls of residence during Welcome Week, the Students' Union building, Majority Black-led Churches, and the Chaplaincy space.

Figure 8: University of Nottingham's Hair and Head Covering Guidance

Reverse mentoring Train the Trainer Programme

Impact on: Staff, Students, and Wider Community

The Reverse Mentoring programme is a 3-year 'train the trainer' programme delivered by The Reverse Mentoring Partnership Ltd which will enable an unlimited number of university staff to take part in the programme. Once trained, university staff will be able to train reverse mentors and prepare reverse mentees. Trained staff will have access to the national community of Reverse Mentoring Practice.

Throughout the 3 years of the programme, The Reverse Mentoring Practice Ltd will deliver 6 'train the trainer' courses (2 per year) and they will run reverse mentoring cohorts to align with the train the trainer courses (1 per year) to enable those university staff taking part in the train the trainer programme to go on to train reverse mentors and prepare reverse mentees via the reverse mentoring cohorts. University staff being trained are encouraged to enrol on the reverse mentoring cohorts to gain experience in being either a mentor or mentee.

The initial launch in April 2024, attracted 66 colleagues from across the university.

Black History Month

Impact on: Staff, Students, and Wider Community

In October 2023, there was a rich programme of events for Black History Month, with 10 events funded by the university. In addition, the Students' Union funded 4 student-led projects. The events included, Exhibition: Reimag(in)ing the Victorians, film screenings, music, poetry readings, workshops, and discussions. In addition, there were formal launching events for Black Industry Connections and Empowerment Programme (BICEP), Grit, the Black Sport Collective, and the Majority Black Led Churches (more details on these initiatives follow below). Overall, 30 attendees filled out feedback forms for our Black History Month events (19 students, 6 staff members, and 5 other). The average rating for how satisfied they were with the events they attended was 4.76/5. There was an average 1.44 points of growth in knowledge – from an average of 2.66/5 before the events to 4.10/5 afterwards. Attendees learned about a variety of topics – including about Black female mathematicians, how to look after natural Black hair, famous Nigerian women, diverse figures in physics, how to be an ally for Black doctors, and many more.

When asked what they might do differently on the back of attending these events, here are some of the comments attendees:

> "I will use my wider understanding of diversity in physics to push for more inclusivity in science in the future."

> "Try not to just brush things under the rug. I need to learn to be more comfortable with taking up rightfully earned space."

> "I feel I will be more proactive at calling out people for racist behaviour, including micro-aggressions."

> "Try to teach others about race and my experiences."

Access and Participation Plan Project: Black Industry Connections and Empowerment Programme (BICEP)

Impact on: Staff, Students, and Wider Community

Following the success of the BICEP programme in 2022/23, a new cohort of students and alumni mentors took part in the scheme for 2023/24. BICEP's goal is to offer students from Black heritage backgrounds the opportunity to expand their personal and professional networks, meet inspiring Black role models; and find empowerment whilst at university. This year, the programme saw 96 students work with 21 volunteer mentors from black backgrounds to discuss and develop confidence and skills, covering topics like how to stay motivated, how to effectively communicate and how to be a leader.

This year two events were co-created with students. The first event was a workshop on Financial Sustainability with Mint Personal Finance, looking at savings, investments, debt and other financial topics. The second event was held at the Institute of Mental Health and run in partnership with Nottingham Trent University (NTU) and their Black Leadership programme to give our students an opportunity to network outside of the institution. Yeme Onoabhagbe spoke, a University of Nottingham alumni and current CEO of Student Minds charity, and also Dr Penny Siebert, a lecturer in Health and Social Care at NTU.

Figure 9: BICEP Celebration Event, University Park, June 2024

Access and Participation Plan Project: Grit Black Leaders Programme

Impact on: Students

Supported by Access and Participation Plan funds, the university offered a second year of the Grit programme, which is open exclusively to students of Black heritage. Grit are a charity organisation who are experienced in delivering personal development and coaching programmes in educational settings. Workshops are created and delivered by professional coaches of Black heritage. The aim of the intensive group workshops is to empower students to build support mechanisms and become resilient leaders. Grit coaching identifies the root of why individuals think, feel and act the way they do, challenging self-limiting assumptions and beliefs. Previous participants have reported powerful mindset shifts, increased levels of confidence, and amplified feelings of belonging and entitlement. 70 students took part in the programme. Of those students, 95% reported increased confidence in talking about issues that impact them as a Black Student and 84% reported an increased feeling of belonging at the University. Video testimonials were also produced, please see the links below:

- Marvin's experience
- Abdul-Fasaz's experience

Access and Participation Plan Project: The Black Sport Collective

Impact on: Students

Following the appointment of Derrick Osaze, our first Black Student Sport Officer, who oversaw a research project aimed at exploring the perceptions of Black students and their experience within Sports at the university. The Black Sport Collective was launched in October 2023. The aim of the project is to:

- Celebrate the achievements of Black students within sport at the University of Nottingham.
- Highlight the stories and achievements of Black people in sport to inspire the next generation of athletes, leaders and sports industry professionals at the University of Nottingham.
- Develop partnerships with organisations and societies to offer additional opportunities for black students through sport and leadership.

To coincide with the launch of the initiative, Black Sporting Icons banners were displayed at the David Ross Sports Village and Jubilee Campus Sports Centre. The banners recognised and

celebrated the history, achievements, and influence of black athletes – including a few University of Nottingham alumni (see Figure 10).

Since the launch of the initiative, there has been a 63% increase in Black students engaging in sports at the University of Nottingham.

Figure 10: Black Sporting Icons display banners at the David Ross Sports Village

Majority Black Led Churches

Impact on: Staff, Students, and Wider Community

On 7 October 2023, the university hosted a Black History Month breakfast for the Majority Black Led Churches, including many civic leaders (see Figure 11). Over 80 attendees came together to discuss how we can learn from the past to shape the future. The group has been working together to focus on topics such as diversifying the workforce and supporting our students to succeed both in terms of acknowledging and addressing awarding gaps, giving back to society through initiatives such as schools outreach work, and gaining progression and development opportunities. The relationship with MBLC continues to thrive with a Black History Month dinner and sharing workshop hosted at NTU for 2024/25.

Figure 11: Majority Black Led Churches on 7 October 2023

Black Students Support Group

Impact on: Students

In May 2024, a Black student support group was launched by the counselling service. The group ran weekly for 6 weeks from 20 May and had 8-10 students taking part. The scheme was promoted on screens in buildings across the university. In addition, posters and slides were shared with colleagues in EDI and ESE to promote in local areas.

Students benefitted from the safe space within the group to explore their experiences as Black students and process some of the more challenging aspects of being a minority on campus and in wider society. Black students benefitted from meeting and connecting with other like-minded Black students with similar experiences. This has reduced a sense of isolation and improved social interaction for our students. Having the space to express anger, sadness, confusion and disappointment has left group members feeling lighter, supported and better able to cope with the challenges of being a Black student.

Figure 12: One of the posters used to promote the Black Students Support Group

We will continue to provide the space for these groups and hope to see the initiative grow in the coming year.

Get Ready for the University of Nottingham

Impact on: Students

As part of the University of Nottingham's onboarding package, a new Get Ready for the University of Nottingham welcome module was launched in 2023. The module has a range of information for students including our values, expected positive behaviours, how to be an effective bystander, information on our Report + Support hate crime reporting tool, and a strong anti-racist statement (see extract below in Figure 13). In total, 4,507 students completed the 'joining our community' section in 2023/24 and feedback includes:

> *"It's nice to see a uni being openly inclusive and not just because it's politically correct but because of genuine interest."*

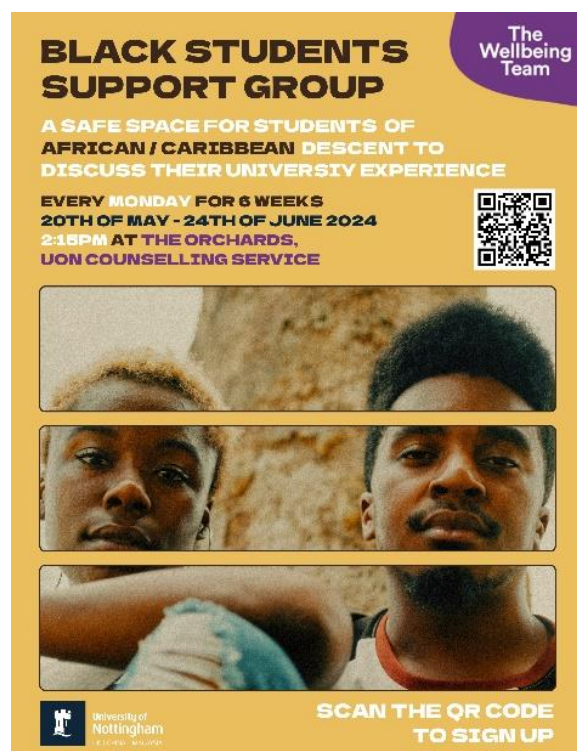> *"Very cool, treats the student much more maturely than other university websites. Feels refreshing."*

Anti-racism

"In a racist society, it is not enough to be non-racist. We must be anti-racist."

Angela Davis

What is anti-racism and how is it different to 'not being racist'?

To start to understand anti-racism, it's helpful to look at the past and to see how unequal things have been and still are for black and racially minoritised people in society. To be anti-racist is to actively and consciously be a part of trying to put this right. Anti-racism goes further than simply 'not being racist.'

It's a lifelong journey of unlearning and relearning, and of questioning and breaking systems that have served to keep things unequal between black and other racially minoritised people, and white people.

Figure 13: Anti-racist statement, screenshot from the Get Ready for Nottingham module

Degree Awarding Gaps

Impact on: Students

In 2022, the University launched the "Unity in Diversity" module through Nottingham Open Online Courses (NOOCs). This initiative highlights the principles of 'Cultural Humility' and 'Cultural Competence.' It is designed to provide both new and existing students with valuable insights into the expected behaviours within our university community. The primary objective is to foster a sense of community and belonging among students while encouraging an appreciation of the diverse environment we inhabit. The module challenges students to reconsider and unlearn preconceived notions about cultural backgrounds and identities that contribute to systemic inequality. It promotes perspective-taking and mindfulness, encouraging students to adopt an open-minded approach to learning about different cultures.
Excerpts from student feedback include:

> *"Thank you for providing these resources. As a new student, I have a better understanding of Unity in diversity and eager to practically apply the knowledge".*

> *"The module built on prior knowledge but also provided new useful information and practical steps to furthering cultural humility and competence".*

> *"Clear information which allowed me to learn something new, such as microaggression, and this will certainly make me more mindful".*

To address degree awarding gaps, data-informed strategies were developed, including the creation of new dashboards to analyse the impact of assessments on student outcomes. Over the past year, multidimensional strategies were employed, focusing on areas such as personal tutoring, campus climate, and assessment methods. A new centralised resource has been developed by the Degree Awarding Gaps academic advisory group (DAG) to share good practice and initiatives from all faculties across the university to reduce the overall Black and Minority Ethnic (BME) degree awarding gaps. This SharePoint (internal access only) will become the home for consolidating new resources, toolkits, and guidance for staff across the University.

This is a subgroup of the Access and Participation Plan (APP) governance structure so key information on APP at the University of Nottingham including APP targets and data sources can be found here alongside toolkits, frameworks, and good practice examples. The latest data for this year suggests that degree awarding gaps widened due to changes in assessments and the transition back to normalcy following post-pandemic impact. Data insights were proving to be crucial for understanding the intersectionality of data, enabling targeted interventions. The University has launched staff training programs focused on inclusive curriculum and assessments. This pilot initiative has been positively received, highlighting the need for comprehensive staff training on curricular aspects that influence student outcomes. As part of this effort, best practice guides and resources have been developed to facilitate the sharing of effective practices across the institution, aiming to reduce degree awarding gaps. As a part of ongoing interventions and future plans, we are taking a 'monitoring and enhancement cyclic approach' for all faculties to challenge and lead on interventions as a collective process.

The Black Achievers Awards

Impact on: Wider Community

The aim of the Awards is to recognise and promote the achievements of the Black community in the East Midlands. The University of Nottingham sponsored one of the awards in 2023 and have committed to sponsoring an award again in 2024. The awards are attended by hundreds of representatives of Nottinghamshire's Black communities and are an opportunity to support and celebrate excellence and talent. Involvement also allows us to promote ourselves as an inclusive employer and education provider while building positive relationships with diverse local communities.

Figure 14*:* A collage of photographs from the Black Achievers Awards 2024

Research Discovery Internship Programme (formerly Excel in Science)

Impact on: Students

In 2023/24 the Excel in Science internship programme welcomed its largest cohort to date, with 33 interns participating in the programme through the year. There were 20 ringfenced places for students of Black/British heritage and all the students on the programme were from a widening participation background. Their internships allowed them to gain hands on experience within a research environment over the course of the academic year, working on a variety of different research projects with a project supervisor. Interns received a stipend for 10h/week throughout the academic year (30 weeks) at the national living wage rate. Alongside their projects our interns also joined in with cohort building activities, exploring their internships and the world of research through creative workshops facilitated by the MAP Consortium. Feedback from our interns has been overwhelmingly positive, including comments on how students have found the experience of being on the programme:

> *"The unique exposure to the research world offered to interns through the Excel in Science programme has been hugely beneficial to my professional development."*

"The internship was a great opportunity to ask questions and make mistakes. It created a space where I could learn about things that were beyond the scope of my current studies from an expert in the field and I cannot wait to apply it elsewhere."

Figure 15: Some of the interns from the 2023 Research Discovery Internship Programme at a cohort building day at Nottingham Contemporary in February 2023.

Race Equality Plans for 2024/25

Looking ahead to the coming academic year our EDI Priority for 2024/25 is:

(2.2) An antiracist university
We will use multiple interventions, including delivering our flagship reciprocal mentoring programme, to enable open conversations about race across the institution at all staff levels, across all job families and with our student community.

Following on from our Mid-Term Review with Advance HE in July 2024, we will start working on the process of preparing for our next submission.

For more information on any race equality work, please contact:
Professor Jasmeet Kaler, Faculty Director for Equality, Diversity, & Inclusion and People, Race Equality Co-Theme lead
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Tolu Adeyeye, Equality, Diversity and Inclusion Manager, Race Equality Co-Theme Lead
tolu.adeyeye@nottingham.ac.uk

Déjà Jones, Equality, Diversity and Inclusion Adviser, (Race Equality Lead - staff focused)
Deja.jones@nottingham.ac.uk

EDI Theme: Religion or Belief

Religion or Belief EDI Priorities for 2023/24

(2.2) An antiracist university
Building on the cultural humility on-boarding course for students, we will continue to develop and explore antiracist training at the university. This will include a range of activities such as training, mentoring, coaching and peer support for staff and students.

(3.4) Understanding and learning from the lived experiences of our university community
We will create opportunities to listen, hear and understand the valuable lived experiences of our staff and students. We will use this knowledge to make changes to the way we do things so that we can become truly inclusive and that all members of our university community feel a sense of belonging. In addition to the EDI Themed areas of disability, gender, LGBTQIA+, race and wellbeing, we will also learn from the sharing of lived experiences impacted by age, caring responsibilities, socioeconomic status and background, religion, faith, belief or non-belief and where the intersections of these can compound inequalities.

Key Religion or Belief Activities in 2023/24

Religion or Belief Steering Group

Impact on: Staff and Students

The group moved towards an action-based approach in 2023/24, ensuring the tracking and reporting of progress on work and with clearer links to the wider university EDI Priorities. Focus for the group during the year were on the following key areas, which contributes to the EDI Priorities above:

- **Faith and Religion Awarding Gap Data**: This is ongoing work looking at awarding gap data to identify if there is a faith awarding gap at the University of Nottingham and its impact.
- **Faith and Mindfulness Spaces**: A paper has been submitted to Estates for their consideration.
- **Antisemitism and Islamophobia**: Actions around International Holocaust Remembrance Alliance (IHRA) definition now completed. Ongoing work with focus groups, and training to be carried forward as priority area for 2024/25.
- **Freedom of Religious Expression**: HR consulted on areas raised around the Dignity Policy. Arrangements have been put in place to make sure the Faith and Religion Steering Group are included in policy reviews moving forward.
- **Religious Holidays and Observances**: Ongoing work looking at current resources and policies to make recommendations for improvement.

Key Religious Student Data

Impact on: Staff and Students

Data from 2023/24 shows that our Christian, Hindu, and Muslim communities are proportionally larger than other religious groups at the University. Please see Table 6 below:

Religion/Belief	2021/2022	2022/2023	2023/2024	Trend
Any other religion or belief	490	749	809	
Buddhist	610	652	620	
Christian	10,101	9,550	9,286	
Hindu	1,712	2,059	2,126	
Information refused	1,705	2,302	2,313	
Jewish	347	353	373	
Muslim	3,087	3,107	3,112	
No religion	18,679	18,394	17,368	
Not known	562	14	20	
Sikh	515	530	516	
Spiritual	377	8		
Total	**38,185**	**37,718**	**36,543**	

Table 6: Key Religious Student Data

Training

Islamophobia Causes and Cures

Impact on: Staff

MEND (Muslim Engagement and Development) delivered 3 sessions on Islamophobia: Causes and Cures in November 2023 and January 2024. A total 110 Staff members attended from estates and Student Campus life. The feedback on the training was overall positive however, it was noted that it lacked specificity to Higher Education (HE) and university experience, and relevant HE data was not included,

Antisemitism Training: Stand Up to Antisemitism on Campus

Impact on: Staff and Students
This programme included testimony from a UK-based Holocaust survivor and small group work based on real-world scenarios. The aim was to recognise and challenge antisemitism in all forms and create interventions to make a real difference. The training was delivered by Maiken Umbach to the Campus Life division.

Moving forward, The Steering group will research and recommend more tailored training that reflects the unique needs of our university community.

Middle East Crisis: Support

Impact on: Staff, Students, Wider Community, and Visitors

The conflict in Southern Israel and Gaza is having an ongoing and significant impact on the university community. The Faith and Religion Steering Group has supported communications sent out by the university. Overall the message emphasised that hate will not be tolerated, that all hate incidents will be dealt with seriously, and encouraged the use of Report + Support.

Forum for Discussion of Israel and Palestine (FODIP)

Impact on: Staff and Students
Multifaith Services Manager/Chaplaincy organised for FODIP to deliver two sessions (one for staff and one for students) as part of Chaplaincy's Interfaith Week activities. Following the 7 October 2023, the sessions were revised to offer staff and students a safe space to talk about

the impact of the Israel and Gaza conflict in a forum that promoted understanding, empathy, and respect between individuals and communities, and valued our common humanity. The sessions attracted 15 staff members and 3 students.

Together for Humanity

Impact on: Students

The Students' Union invited Together for Humanity to the University of Nottingham, bringing together a mix of staff and students for an open conversation on the Middle East conflict. Together for Humanity's mission is to foster kinder, closer, and more connected communities by bringing people together and bridging divides.

The organisation includes members directly affected by the conflict who volunteer to visit institutions to promote healthy discussions around conflict, and peace, and offer guidance. They are building a movement for everyone who believes in standing together for humanity and uniting against hate.

Interfaith Week

Impact on: Staff Students, Wider Community, and Visitors

As part of Interfaith Week 12-19 November 2023, Professor Kristin Aune, presented information on a recent study: IDEALS (Interfaith Diversity Experiences and Attitudes Longitudinal Survey), a piece of research looking at 'building student relationships across religion and worldview difference'. The session attracted 46 staff, with some interesting general findings as well as some University of Nottingham-specific insight.

This was an opportunity to Strengthen good interfaith relations at all levels, to increase awareness of faith communities in the UK, celebrate and build on the contribution which their members make to their neighbourhoods and to wider society, and increase understanding between people of religious and non-religious beliefs.

The study surveyed over 8,000 students from across the UK Higher Education sector (including University of Nottingham students), making it one of the most ambitious studies of student attitudes and experiences in the UK to date. IDEALS UK included case studies of four contrasting universities to generate 'on the ground' understanding of how students navigate religion and worldview differences during their studies.

Religion or Belief Plans for 2024/25

Looking ahead to the coming academic year our EDI Priority for 2024/25 is:

> **(3.2) Understanding Antisemitism and Islamophobia on campus**
> We will proactively engage with our Muslim and Jewish communities to further understand the lived experiences of our staff and students. We will use these insights to build greater trust by the university community in Report + Support to ensure the university can effectively address bullying, harassment, and hate crimes.
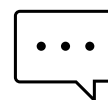
In 2024/25, the Religion or Belief Steering Group will focus on the following:

- **Data**: We will look at current and/or new survey data on Islamophobia and Antisemitism in HE to increase our understanding of this area. We will listen to staff and students to

understand experiences of bullying, harassment, and hate Incidents, related to Islamophobia and Antisemitism, including confidence in reporting these incidents.

- **Review Good Practice**: Recommend good practice to the wider university community, by reviewing current and new Training for Islamophobia and Antisemitism. Recommending a training package on Islamophobia and Antisemitism to the University of Nottingham/Students' Union Community (linking in with colleagues working on EDI Priority 2.2). This could include activities such as training, mentoring, coaching, and peer support for staff and students.
- **Raise awareness:** of the resources and support for those who are affected by hate incidents. We will review existing and any new reporting mechanisms for Islamophobia and Antisemitism incidents.
- **Potential new Interfaith Network 2025/26:** The reformation of the Religion or Belief Steering Group has highlighted the need for a dedicated network. Historically, the Steering Group identified a strong appetite among its members for broader discussions and debates that would be more effectively facilitated through a network structure. There has been interest from both existing Steering Group members and some members from the wider University of Nottingham community in participating in such a network.

For more information on any religion or belief work, please contact:

Dr Tim Hutchings, Associate Professor of Religious Ethics, Religion or Belief Steering Group Co Chair

tim.hutchings@nottingham.ac.uk

Mosina Susiwala, Equality, Diversity and Inclusion Manager, Religion or Belief, and Wellbeing Co-Theme Lead and Religion or Belief Co-chair

mosina.susiwala@nottingham.ac.uk

For more information on the University of Nottingham's Chaplaincy Service, please contact:

Laura Henderson, Chaplaincy Service Manager

laura.henderson@nottingham.ac.uk

EDI Theme: Wellbeing

Wellbeing EDI Priorities for 2023/24

(3.1) Wellbeing resources
We will connect our full student and staff provision for wellbeing to ensure there is a coherent understanding of the resources we offer, and why or how you use them.

(3.4) Understanding and learning from the lived experiences of our university community
We will create opportunities to listen, hear and understand the valuable lived experiences of our staff and students. We will use this knowledge to make changes to the way we do things so that we can become truly inclusive and that all members of our university community feel a sense of belonging. In addition to the EDI Themed areas of disability, gender, LGBTQIA+, race and wellbeing, we will also learn from the sharing of lived experiences impacted by age, caring responsibilities, socioeconomic status and background, religion, faith, belief or non-belief and where the intersections of these can compound inequalities.

Key Wellbeing Activities in 2023/24

UniTea # BrewMonday January 2024

Impact on: Staff and Students

The **UniTea** event, organised by the EDI (Equality, Diversity, and Inclusion) Manager Theme Lead for Wellbeing, successfully brought together various teams and students across the University of Nottingham campuses.

In January 2024, #UniTea events were hosted across University of Nottingham, creating a meaningful opportunity for staff and students to step back, connect, and engage. The aim of these events were to:
- Fostered student and staff engagement
- Encouraged open conversations
- Promoted a sense of belonging across campuses
- Raised awareness of the university's wellbeing support services

Three Collaboration meetings were held with key individuals in the student and staff space to ensure they could effectively promote wellbeing resources and raise awareness as part of the UniTea Events. The collaborative approach proved to be highly successful with following outcomes:

- **Broad Engagement**: Over **700 staff and students** participated, reflecting strong engagement across the university community.
- **Central Event**: Held at the **Oasis Hub in Chaplaincy**, this event served as a hub where collaborators—staff and students—could connect, interact, and engage in wellbeing activities. This also helped to promote the **Visibility for Chaplaincy**: The event also raised the profile of the **Chaplaincy Service**, emphasising that **chaplains are available for both staff and students**.

The events were effectively publicised by the Comms Team, boosting awareness of wellbeing resources across the University of Nottingham community. Multiple UniTea events were hosted across the campuses, creating opportunities for connection and collaboration.

The initiatives have received overwhelmingly positive feedback:

> *"It was really nice to have an hour speaking to other colleagues and switching off from work for a small amount of time. I really like how relaxed it was. It was useful having all the resources but also relaxing to do something different."*

> *"It was a great space to connect and meet new colleagues. The noise levels, laughter, and chatter were super positive."*

> *Student: "I felt like I belonged."*
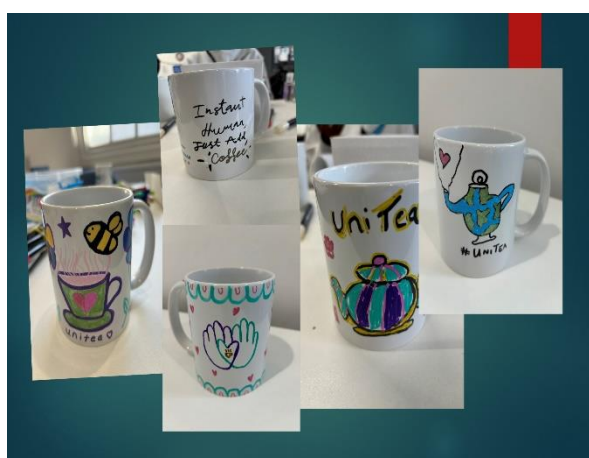
Figure 16: UniTea mugs created by attendees

Wellbeing and Mental Health Strategy

Impact on: Staff

The Staff Wellbeing and Mental Health Strategy 2024-2026 was approved, which sets out the vision for prioritising the best wellbeing and mental health of all university staff over the next three years, from 2024 to 2026. This strategy has been created by the Organisational Development team, further to the vision in the People and Culture Strategic Delivery Plan 2023–2026 of 'supporting the health, safety, and wellbeing of all our people', in consultation with key staff stakeholders in the Wellbeing Steering Group and across our university. The Staff Wellbeing and Mental Health Strategy builds on the:

1. Staff Wellbeing Delivery Plan 2020
2. Staff Wellbeing Gap Analysis Recommendations 2022
3. People and Culture Survey 2023
4. Workplace Stress and Wellbeing Audit 2023/2024

Mental Health First Aider Network Official Launch

Impact on: Staff

The Mental Health First Aid (MHFA) Network was relaunched at the end of April 2024, to create more opportunities for our volunteers to connect as a network through a new Microsoft Teams channel, smaller peer support sessions and events.

Since re-launching, two network events have been run, one face to face and one online, with 90 and 85 colleagues attending respectively. Event topics have included a more detailed understanding of our EAP, of our student wellbeing services, and a session on supporting yourself and others through change. Plans are being finalised for a second face to face event in January, covering boundaries within the role, along with the opportunity to practice MHFA skills through case study examples.

Over the past eight months, the network has been asked for feedback on how they can work cross departments as advocates for mental health across the university, how we can evaluate the work of the network and what future sessions they would like to see.

They were also asked to provide feedback on a conversation log designed by the Organisational Development team to record high-level, anonymous conversation themes, signposted resources and how well equipped they feel to handle these conversations. This log was launched in November 2024.

The Teams channel has been used to share and cascade wellbeing information across the different parts of the university.

Open Conversations

Impact on: Staff

In response to the University of Nottingham's People and Culture strategy and feedback from the People and Culture survey, the Organisational Development (OD) team developed and launched a university wide Open Conversations Framework.

The aim of the Framework is to enable the organisation to:
- Recognise the importance and benefit of embracing a culture of open conversation.
- Develop the skills required to have an effective open conversation, via workshops for staff and line managers as well as bespoke workshops for teams/departments. In 2024, 330 colleagues attended the workshops for staff and line managers, with another 390 colleagues attending bespoke team sessions.
- Support the development of a culture of inclusivity, trust and accountability and raise the quality of feedback we give and receive.

MyMynd

Impact on: Staff

MyMynd is a workplace mental health and wellbeing platform, which aims to empower employees to proactively take control of their mental health and enables employers to target wellbeing efforts to organisational needs. Colleagues engage with the service by completing an online behavioural health assessment which is emailed directly to them by MyMynd. The assessment feedback enables employees to have a detailed understanding of their mental health and directs them towards suitable resources in an online wellbeing resource centre. These could be MyMynd resources or University of Nottingham resources. Those who present

with priority concerns will be offered 1-to-1 support from a trained responder who will help them understand their score and work through resources with them. The university will receive anonymised reporting that helps to identify any themes where targeted team interventions may help, and to inform future staff training and workshops.

A successful 12-month pilot of MyMynd took place with over 1000 staff in Estates and Facilities and this relationship has now been extended into 2025. Following the pilot the university has also engaged MyMynd to provide support to colleagues in our academic faculties where the Wellbeing and Stress Audit findings indicated that additional support for emotionally demanding work would be beneficial.

Inclusive Meeting Guidance

Impact on: Staff

In 2023, the Inclusive Meetings Guidance was launched. The guidance aims to support the wellbeing of all meeting attendees and now includes some specific examples of how to support our staff during meetings. Creating the resource highlighted that there was a proliferation of resources across the university for inclusive meetings.

Student and Staff Mental Health and Wellbeing Flyer

Impact on: Staff and Students

A student and staff flyer showcasing all the University of Nottingham wellbeing resources, was produced (please see Figure 17 and Figure 18 below) The uptake of the leaflets has been very high. The flyer uptake was very popular but due to costs they are now available as a printable version.

Figure 17: Student Mental Health and Wellbeing Support Flyer

Figure 18: Staff Mental Health and Wellbeing Support Flyer

Mental Health Awareness Week 2023 Photography Exhibition

Impact on: Staff, Students, and Visitors

Following the success of the photography exhibition last year, the photographs are now permanently displayed in the Wellbeing space at our KMC campus, Professional Services Hub, Jubilee Campus and other locations across university campuses. Feedback received on the photographs include:

> *"When I was invited by Mosina and to become involved in the* project I jumped at the opportunity."

> *"I'd been looking to put some pictures on the walls of the Professional Services Hubs and this was the perfect solution, It was a labour of love to get them printed, captioned and framed but I was thrilled with the results, and the feedback has been overwhelmingly positive!"*

> *"Thanks for arranging the pictures, they look great and brighten the place (B50) up."*

> *"Thank you, Monica and Annie, – I was working in The Hemsley yesterday and it was really good to see some of the images on the walls, they look great* 😊 *"*
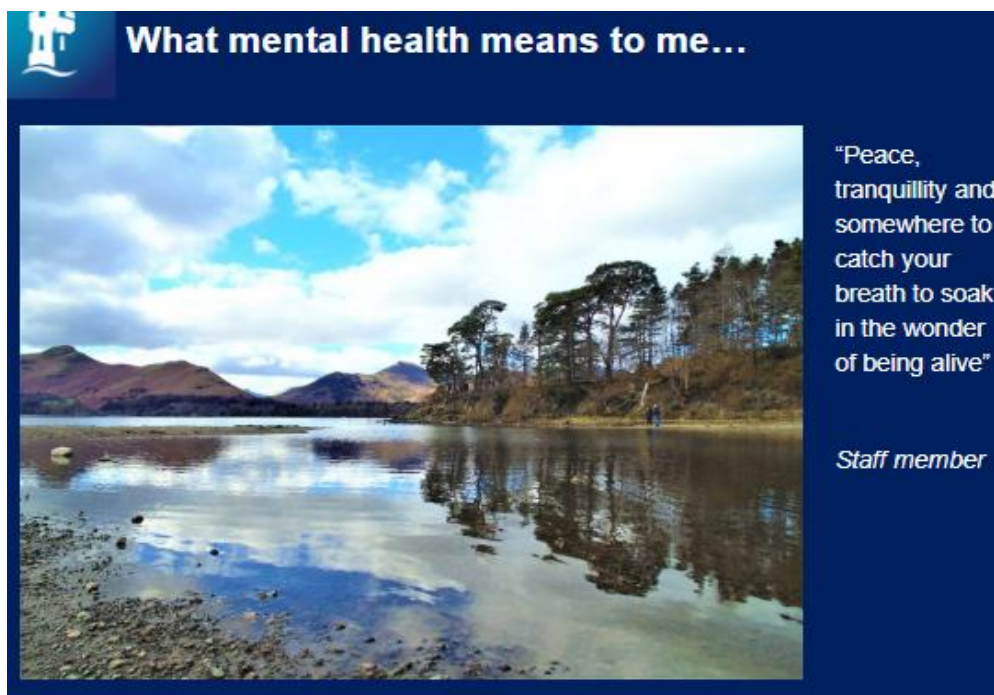

Figure 19: One of the images used at the Mental Health Photography Exhibition

Empowering Us All: A Conference on the Importance of Wellbeing in the Workplace

Impact on: Staff

This online conference was held on 25 and 26 June 2024 and was for anyone interested in exploring the importance of wellbeing in the workplace.

Conference Overview

The two-day online conference aimed to address the importance of fostering wellbeing in the workplace and on how to navigate the critical issue of menopause and its impact on wellbeing, with a particular focus on how it relates to the academic and professional environment. Sessions included discussions on health management, workplace support, and societal attitudes towards menopause.

Wellbeing Student Activities and Events

Impact on: Students

Chaplaincy: Soup Kitchen with the Salvation Army: The Chaplaincy partnered with the Salvation Army to host a Soup Kitchen, offering students an opportunity to engage in community service.

ResX Team: Collaborated with the EDI Manager for host UniTea events, which attracted 410 students. Feedback included:

> *"The students really appreciated the free biscuits and tea, especially during the midst of exam season. Interactions were great too, since we were outside the dining hall today."*

Figure 20: Collage of photographs from the student's UniTea events

ResX Community Engagement: The ResX Team volunteered at Middle Street Resource Centre in Beeston This is a mental health-focused community centre. The Enrichment Team are continuing this work as part of their community engagement. The leaflets below show the range of volunteering work involving students:

Figure 21: ResX Student Volunteering Opportunity Leaflets

HealthyU, HealthyUS, Healthy University

Impact on: Staff and Students

The HealthyU, HealthyUs, Healthy University Team**,** launched a 6-month programme from February to July 2024. The programme delivered Wellbeing provisions and initiatives across the Students' Union and the University of Nottingham community. These were thoughtfully collated and structured into monthly themes over 6 months with 20+ initiatives implemented across the campus each month.

The campaign goals were, to:

- Highlight and promote awareness of wellbeing support and activities at the University of Nottingham.
- Promote a culture that is health-enhancing and encourages the adoption of a healthy lifestyle.
- Enhance student and staff experience.

In total, at least 120 activities and initiatives were delivered across the university community, supporting the health and wellbeing of students and staff. Full details can be found on the Wellbeing at UoN webpage.

Universities Mental Health Awareness Day: UMHD 2024

Impact on: Students

The theme for Mental Health Awareness Week 2024 was sleep. Events included:

- University Mental Health Day sleep cover competition
- Life Coaching Wellbeing Webinar focusing on improving Sleep

This year the aim of the campaign was to raise awareness of the importance of sleep and its effect on mental health. Approximately 1,300 students attended events organised by staff.

The UMHD webpage was used to promote over 50 staff-organised events. Posters with QR codes linking to the webpage were included in the resource packs. The life coaching wellbeing webinar focusing on sleep had 60 people attend. The webinar was recorded and is available as a resource for students on the UMHD webpage.

Feedback included the following:

> *"Really loved the lavender bag idea, lots of free bits to take away, read and implement (sleep book)."*

> *"Very fun and cute with great activities. Relaxing and destressing. The tea was nice. Provides lots of resources on mental health."*

> *"Enjoyed the craft activities. Helpful for* relaxation."

> "It *was very chill and relaxing. The staff were very nice, and the dogs were friendly.*

Overall, 87% of those involved in the event thought that UMHD helped support student mental wellbeing.

The success of University Mental Health Day reaffirms the need for ongoing mental health promotion and support within our university community. We will continue to work with staff from different schools and faculties to ensure that students benefit from future campaigns.

UoN Counselling and Mental Health Service

Impact on: Students
Following a period of review and restructuring in 2022 - 23, the University Counselling Service (UCS) and the Mental Health Advisory Service (MHAS) merged to form one Specialist Wellbeing Service at the University of Nottingham to strengthen our support offer to students.

A huge amount of work has been completed in this area during the last academic year including:
- Making new connections and relationships with the wider University including the Head of EDI Managers & Development Lead, the Students Union, Chaplaincy and the University Disability Support Team.
- Engagement with University wide initiatives and sharing knowledge to develop a greater awareness of the student experience.
- Improving the physical experience of accessing our Counselling building to ensure it is an inclusive, warm and welcoming space for our students.
- Surveys to referrers and international students and focus groups in collaboration with the Students Union in UCS.
- MHAS presence at university's People and Culture Committee EDI meetings.

Looking forward, engagement with the student voice and enhancing data collection will be central in improving our specialist support offer to all students and both teams will continue to develop cross-university relationships to ensure student participation shapes our services.

Wellbeing Plans for 2024/25

Looking ahead to the coming academic year our EDI Priorities for 2024/25 are:

(3.1) Promote understanding of our student and staff wellbeing provision
We will continue to provide proactive interventions to improve the wellbeing of our university community, in accordance with our existing staff and student wellbeing strategies.

(3.3) Understanding and learning from the lived experiences of our university community
We will create opportunities to listen, hear, and understand the lived experiences of our staff and students, for example through the open conversations programme and enhanced partnership with our staff networks. We will use this understanding to make changes to the way we do things so that we can become truly inclusive and ensure all members of our university community feel they belong.

In 2024/25, the Wellbeing Steering Group will focus on the following:
- The frameworks that underpin the new Wellbeing and Mental Health Strategy will be put in place.
- Work will continue towards the University Mental Health charter with a working group now assigned to take forward the work domain activity.

For more information on any Wellbeing work, please contact:
Charlotte Lush, Faculty Operations Director Engineering, Wellbeing Co-Theme Lead
charlotte.lush@nottingham.ac.uk Co-Chair Steering group

Mosina Susiwala, Equality, Diversity and Inclusion Manager, Religion or Belief, and Wellbeing Co-Theme Lead co-chair steering group
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EDI Plans for 2024/25

Our EDI Priorities for 2024/25 retain the overall three-priority area approach of:

- **Priority Area 1**: Diversification of the workforce and career development
- **Priority Area 2**: Awareness raising and education
- **Priority Area 3**: Support

However, all our aims have been reviewed, updated or are newly created to reflect our progress in these priority areas or our current position as an organisation.

The **Diversification of the workforce and career development** remains key to our overall strategy, but we have adapted these to reflect the appointment of our Talent Manager and to recognise (based on feedback from our university communities) that as an organisation we need to broaden our focus onto characteristics such as class, socioeconomic status, and age.

Awareness raising and education is our priority with the most significant set of changes, as the priority aims from the previous year have mostly been completed. This year, our focus will be on implementing the actions in the Disability Equality Action Plan (having developed it last year). Reflecting on our work in the LGBTQIA+ theme over the past two years, we will develop a new Institutional LGBTQIA+ Action Plan, which aligns with the Institutional Gold Athena Swan Action Plan, Bronze Race Equality Action Plan, and the Disability Equality Action Plan. Driving forward our Gold gender equality work, we will review how we support our colleagues who return to work from any form of extended leave of absence, and review our harassment and sexual misconduct training, awareness and policies. Finally, we will continue to work towards being an anti-racist university, as we listen and learn from our communities.

Building very much on our work on becoming an antiracist university, in our **Support** priority area, we have a new Religion or Belief aim, around Anti-Semitism and Islamophobia, as we understand and tackle the lived experience of our staff and students. This in turn fits well into our revised and continued aims around Wellbeing and Learning from Lived Experience.

EDI Priorities for 2024/25

University of Nottingham
UK | CHINA | MALAYSIA

Equality, Diversity, and Inclusion (EDI) Priorities for 2024/25

This one-pager is available as an MS Word document on our EDI Priorities page

Professor Katherine Linehan
Pro-Vice-Chancellor for People and Culture

Update and EDI Vision for 2024/25
In times of change and transformation, clear institutional priorities become even more critical to keep momentum and pace in the work that we do. The Equality, Diversity, and Inclusion (EDI) Priorities for 2024/25 are aligned with the People and Culture Strategy to ensure that our commitment to being inclusive by design as a university is realised.

Each year we review and revise the priorities so that we can respond to feedback from the university community and changes in the internal and external landscape. We also keep a core of consistent priorities each year to drive embedded inclusive practices across the university. Through this approach, we aim to ensure everyone can bring their authentic self to work or study and feel they belong to the University of Nottingham community.

Our performance against the EDI Priorities is reported in the EDI Annual Report.

Priority Area 1: Diversification of the workforce and career development
Impact on: Staff, Students, and Community

REVISED/UPDATED (1.1) Inclusive recruitment
EDI Theme: Intersectionality and Inclusion
We will continue to work with faculties, schools, and departments to embed inclusive recruitment practices.

REVISED/UPDATED (1.2) Reward, recognition and career progression
EDI Theme: Intersectionality and Inclusion
We will ensure a more intersectional and joined-up approach to addressing systemic and cultural inequalities experienced by those with protected characteristics (including class, socioeconomic status, and age). Through a new Talent Management Framework, we will create a fairer and more inclusive career development, reward, and recognition opportunities.

Priority Area 2: Awareness raising and education
Impact on: Staff, Students, and Community

NEW (2.1) Implementation of the Institutional Disability Equality Action Plan
EDI Theme: Disability Equality
The new Institutional Disability Action Plan will be launched, and delivery of actions will start at pace. The plan includes actions to ensure parity of experience for all who are neurodivergent across the institution.

REVISED/UPDATED (2.2) An antiracist university
EDI Theme: Race Equality
We will use multiple interventions, including delivering our flagship reverse mentoring programme, to enable open conversations about race across the institution at all staff levels, across all job families, and with our student community.

NEW (2.3) Design return-to-work support
EDI Theme: Gender Equality
We will work with colleagues across the university to bring together a package of support for staff returning to work after a break (for example, parenting, sick leave, sabbatical, or caring responsibilities) and enable them to achieve their full potential.

NEW (2.4) Develop clear expectations of training and support for harassment and sexual misconduct
EDI Theme: Gender Equality
We will educate the university community and provide training and support around harassment and sexual misconduct.

NEW (2.5) Write an Institutional LGBTQIA+ Equality Action Plan
EDI Theme: LGBTQIA+ Equality
We will create an Institutional LGBTQIA+ Equality Action Plan to ensure our LGBTQIA+ staff, students, and visitors feel supported at the university and can be their authentic selves.

Priority Area 3: Support
Impact on: Staff, Students and Community

REVISED/UPDATED (3.1) Promote understanding of our student and staff wellbeing provision
EDI Theme: Wellbeing
We will continue to provide proactive interventions to improve the wellbeing of our university community, in accordance with our existing staff and student wellbeing strategies.

NEW (3.2) Understanding Antisemitism and Islamophobia on campus
EDI Theme: Religion or Belief
We will proactively engage with our Muslim and Jewish communities to further understand the lived experiences of our staff and students. We will use these insights to build greater trust by the university community in Report + Support to ensure the university can effectively address bullying, harassment, and hate crimes.

REVISED/UPDATED (3.3) Understanding and learning from the lived experiences of our university community
EDI Theme: Intersectionality and Inclusion
We will create opportunities to listen, hear, and understand the lived experiences of our staff and students, for example through the open conversations programme and enhanced partnership with our staff networks. We will use this understanding to make changes to the way we do things so that we can become truly inclusive and ensure all members of our university community feel they belong.

Figure 22: EDI Priorities for 2024/

Acknowledgements