



University of
Nottingham
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Appendix 1

Equality, Diversity, and Inclusion Annual Report 2023/24:

Thematic Updates from Faculties, Professional
Services, and Staff Networks

Contents

EDI Performance	1
EDI Staff Network Membership	1
EDI Theme: Intersectionality and Inclusion	2
Intersectionality and Inclusion EDI Priorities for 2023/24	2
Faculty of Arts	2
Faculty of Engineering	3
Faculty of Medicine and Health Sciences	6
Faculty of Science	6
Faculty of Social Sciences	7
Professional Services	8
Staff Network: Carers' Staff Network	12
EDI Theme: Disability Equality	13
Disability Equality EDI Priority for 2023/24	13
Faculty of Arts	13
Faculty of Engineering	14
Faculty of Medicine and Health Sciences	15
Faculty of Science	15
Faculty of Social Sciences	17
Professional Services	18
Staff Network: Disability Staff Network (DSN)	20
Staff Network: Neurodivergent Staff Network	21
EDI Theme: Gender Equality	22
Gender Equality EDI Priority for 2023/24	22
Faculty of Arts	22
Faculty of Engineering	23
Faculty of Medicine and Health Sciences	23
Faculty of Science	24
Faculty of Social Sciences	25
Professional Services	26
Staff Network: The Haven	27
Staff Network: Parenting Staff Network	28
Staff Network: Women's Staff Network (WSN)	29
EDI Theme: LGBTQIA+ Equality	30
LGBTQIA+ Equality EDI Priorities for 2023/24	30
Faculty of Arts	30
Faculty of Engineering	30
Faculty of Medicine and Health Sciences	31

Faculty of Science.....	31
Faculty of Social Sciences.....	32
Professional Services.....	33
Staff Network: LGBTQIA+ Staff Network	35
EDI Theme: Race Equality	36
Race Equality EDI Priority for 2023/24.....	36
Faculty of Arts.....	36
Faculty of Engineering.....	37
Faculty of Medicine and Health Sciences.....	38
Faculty of Science.....	39
Faculty of Social Sciences.....	40
Professional Services.....	40
Staff Network: Black, Asian and Minority Ethnic (BAME) Staff Network	42
EDI Theme: Religion or Belief	44
Religion or Belief EDI Priorities for 2023/24	44
Faculty of Arts.....	44
Faculty of Engineering.....	44
Faculty of Medicine and Health Sciences.....	44
Faculty of Science.....	45
Faculty of Social Sciences.....	45
Professional Services.....	45
EDI Theme: Wellbeing	46
Wellbeing EDI Priorities for 2023/24	46
Faculty of Arts.....	46
Faculty of Engineering.....	46
Faculty of Medicine and Health Sciences.....	47
Faculty of Science.....	47
Faculty of Social Sciences.....	48
Professional Services	48
Faculty and Professional Services, and Thematic EDI Contacts	51
Faculty of Arts.....	51
Faculty of Engineering/Co-Theme Lead for Wellbeing.....	51
Faculty of Medicine and Health Sciences/Co-Theme Lead for Race Equality	51
Faculty of Science/Co-Theme Lead for Gender Equality	51
Faculty of Social Sciences/Co-Theme Lead for Disability Equality.....	51
Professional Services/Intersectionality and Inclusion Lead	51
Disability Equality Co-Theme Lead	51
Gender Equality Co-Theme Lead	51

LGBTQIA+ Equality Theme Lead.....	52
Race Equality Co-Theme Lead.....	52
Religion or Belief and Wellbeing Co-Theme Lead.....	52

EDI Performance

EDI Staff Network Membership










Staff Network	2019/20	2020/21	2021/22	2022/23	2023/24	Trend
Carers' Staff Network			36	57	75	
Disability Staff Network (DSN)		82	94	154	176	
Neurodivergent Staff Network		60	96	126	150	
Black, Asian and Minority Ethnic (BAME) Staff Network	113	120	125	146	174	
The Haven				18	35	
Parenting Staff Network				47	91	
Women's Staff Network (WSN)	568	612	537	552	561	
LGBTQIA+ Staff Network		85	115	178	217	
Totals	681	959	1003	1278	1479	

Table 1: Staff Network Membership from 2019-2024

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.



Faculty and Professional Services Intersectionality and Inclusion Progress in 2023/24

Faculty of Arts

Inclusive Recruitment

Impact on: Staff

Following an exercise to develop a series of best practice recommendations for inclusive recruitment, the Faculty implemented these recommendations into their recruitment processes in 2023/24. These recommendations sought to reconfirm our commitment to EDI in job advertisements, anonymise the selection process, and ensure all candidates could be prepared for the interviews on equal grounds (by introducing notification of the three areas covered in the interview). The recommendations also included limiting the interviews to three questions on these areas, to ensure that certain interviewees were not given more time to present themselves over others. Most of the interviews are now held online to ensure better access and avoid interviewees having to travel long distances. In each interview, one of the areas of discussion would also be dedicated to the topic of EDI and the candidate's commitment to inclusivity. The implementation of these recommendations has been successful in many places and we will make some small adjustments in the academic year of 2024/25.

Data shows that we have increased the number of Disabled staff in the Faculty with some new staff disclosing, but disclosure has clearly risen amongst existing staff, particularly amongst Administrative, Professional & Managerial (APM) staff. We feel this shows that our efforts to promote and encourage disclosure have been working and we will continue to encourage disclosure. This in turn will allow us to ensure that staff are receiving appropriate reasonable and/or workplace adjustments. The number of Disabled staff is higher amongst the APM staff than the academic staff, so we would like to continue to encourage disclosure for academic staff in the coming years. The gender balance of academic staff in the School of Humanities has improved, with more female staff joining the Department of Philosophy in particular.

Inclusive Recruitment/Staff Outreach

Impact on: Staff

The Faculty's Inclusive Recruitment project has focussed on academic recruitment, given the current recruitment freeze/restrictions in other job families. This includes providing easy to follow guidance to ensure all recruitment practice considers diversity and inclusion, and supporting recruiting managers so they are confident with applying inclusive processes and procedures.

Before the recruitment freeze/restrictions, several faculty teams were trialling providing interview questions in advance to short-listed candidates, and the feedback has been shared with the university's Talent Attraction Manager.

Staff outreach undertaken locally to attract new Technical Staff (TS) and Administrative, Professional and Managerial (APM) staff has used a diverse range of helpers, including current Trainees and Apprentices. The Faculty has also hosted work experience days with schools to promote a diverse range of roles. TS are also working with the faculty's student outreach team to improve the diversity of local school pupils securing work placements in the Faculty.

Faculty TS have continued to work with the university's Talent Attraction Manager to recruit Trainee Technicians and Apprentices and attract a diverse mix of applicants from local schools and colleges, including women, Racially Minoritised (RM) individuals, and younger people (to address an ageing workforce within this job family).

Staff Diversity Report and Pay Gaps

Impact on: Staff

The Faculty produced a Staff Diversity Report covering 2021 to 2023, with annual updates planned. This took an intersectional approach and included the following data for the protected characteristics of gender, ethnicity, disability, and age:

- Overall faculty staff profile.
- Mode of employment (full-time and part-time).
- Contract status (fixed-term and permanent).
- Job level.
- Occupational group.
- Age.
- Progress against both university level and locally set KPIs.
- Performance against other HE institutions.
- Recruitment (applications, shortlisting, and jobs offered) – internal and external.
- Promotions.
- Leavers.

The report's findings have been shared with the faculty's People and Culture Board (PCB) and informed targeted action, with an initial focus on increasing the number of applications from/success rates of women, racially minoritised staff, and those declaring a disability in the recruitment of TS and APM staff to address pipeline issues. This work is being picked up by the TS and APM working group of the Faculty's EDI committee. However, due to current recruitment restrictions, most posts are for internal advertising only, limiting the faculty's ability to make further progress in diversifying its staff body at present.

School Outreach

Impact on: Students

School and college outreach has also sought to use a diverse range of staff helpers. Examples of activity undertaken over the year include:

- The annual Engineering Christmas Lecture which featured outreach activities with school pupils aged 14-16 from County schools. The event is designed to enhance the national curriculum, driving interest in science, technology, engineering, and mathematics (STEM) subjects while demonstrating the exciting and diverse world of engineering.
- Arkwright drop-in sessions at open days, which give their scholars a chance to speak with the Faculty's students, and an Arkwright Connect Day in April.
- A Mechanical Engineering Taster Day in June.
- Periodic outreach events with University Academy of Science and Technology (NUAST) and other specialist schools.
- The faculty, in collaboration with the Graduate Guidance Group, hosted the 2nd edition of the Structure Building competition in Ghana with seven schools. The event inspired future engineers and architects by providing high school students with hands-on experience in teamwork, creativity, and problem-solving.
- The Department of Electrical and Electronic Engineering recently hosted a Girls into Electronics Day organised by the UK Electronic Skills Foundation (UKESF) and sponsored by Apple. Forty-five girls from years 9 to 11 and their teachers explored what it means to be an electronic engineer and the societal benefits of electronics.
- Delivering engineering taster sessions at the Sutton Trust Summer School.

The Faculty has also worked with staff in the university's Widening Participation and Outreach Team to improve the strategic targeting of its outreach activity.

Student Admissions

Impact on: Students

There are various examples of what the Faculty has done to try to attract students from a diverse range of backgrounds and those from under-represented groups. Examples include:

- Students who did not attend offer holder days were contacted asking them for the reasons why, to address barriers/accessibility issues and improve future Faculty offer holder day planning and resources. Improvements were also made to offer holder day presentations.
- WP Advisory Panels were also used to discuss the current WP student recruitment journey experience.
- Content on the Faculty's Find Your Nottingham (FYN) alternative qualification webpages has also been improved to ensure BTEC course requirement information is clear.
- Findings of the annual Arrivals and Welcome Surveys continue to also inform future induction/Welcome Week improvements and content on the faculty's Welcome Week SharePoint sites for staff and students (for home and international students).
- Student welcome booklets are now distributed to all students to define key terminology used in HE and outline our expectations of students. One of the key reasons for this project is to support students from WP backgrounds to combat issues around the 'hidden curriculum'.
- Findings of the PGR Recruitment Survey have informed improvements to the application and recruitment process, to make this as straightforward, inclusive, and accessible as possible.
- The Faculty is also involved in a university working group seeking to improve the availability of postgraduate research (PGR) scholarships and awards.

- The faculty's Director for PGRs & Researchers is developing a PGR Strategy which will include PGR recruitment.

Reward, Recognition and Career Progression: Staff Activities

Impact on: Staff

In Autumn 2023 the Faculty launched its **Researcher Development Concordat Action Plan** which seeks to improve the employment and career development opportunities for its researchers. Since then, the Faculty's Engineering Research and Knowledge Exchange (ERKE) team have worked on a series of projects aimed at improving the research environment and culture in the Faculty. A dedicated SharePoint site has been established to communicate updates and create a space where researchers and their managers can easily find information on the concordat, how to fulfil its obligations, and signposting to career development opportunities.

The team has also reviewed ADC guidance for researchers to ensure both researchers and their managers can maximise the benefits of this conversation. In particular, the team highlighted career development options for researchers, including 10-days of ring-fenced personal career development time (pro-rata) and a process was added to allow researchers to request a change in ADC reviewer, where relevant. Additionally, the team contacted all managers of researchers communicating to them the specific expectations and obligations towards researchers, in particular linking information on the Concordat, their entitlement to 10 days/year of career development activities and links to guidance and resources on managing research staff.

Phase One of a project to develop and improve the Faculty's approach to **ADCs** was started, focussing on TS staff. This will provide practical tools to help staff undertake meaningful and worthwhile ADC conversations, and address inconsistencies in staff ADC experiences.

A new faculty **Nottingham Reward Scheme (NRS) SharePoint page** was developed for staff, including FAQs and case study examples. However, its launch was put on hold due to the university's NRS being suspended. Once the new institutional Pay and Reward Strategy is launched, revised resources will be developed.

In June the faculty held a **Celebrating Engineering Research Event** with a theme of Career Pathways to celebrate and highlight the diversity within our research community and share the successes and career journeys of as many different people as possible. This included a slideshow loop of people's traditional and non-traditional career pathways to inform and inspire others and a series of 'An Audience with...' sessions with Faculty and University staff in conversation about their careers and backgrounds with a host from each of the job families. Guest speakers included a range of staff in a variety of roles, at different career stages, including women and racially minoritised staff. The event also included a Postgraduate Researchers Showcase, featuring a one-minute presentation competition, and PGR poster presentations.

A new **Associate Head of Department role (AHoD)** role for each Department was established during 2023/24 and staff recruited ready for commencing their role from the start of the 2024/25 academic year. This was in response to feedback in the 2023 People & Culture Survey regarding challenges such as wellbeing, workload, and career development support for academic staff. Regular meetings and themed workshops are taking place with appointed AHoDs and a dedicated SharePoint site has been established which features support resources and signposting to further help.

The Faculty has developed a new **Mentorship Programme** aimed initially at academics (in line with findings from responses to the 2023 People & Culture Survey). The scheme will launch in the Autumn of 2024 and its aims include supporting people to achieve their potential and building a sense of collaboration and collegiality across the Faculty. It is to be a 'near peer' scheme, with more experienced mentors matched against mentees who are close in terms of career level so they can share recent experience of overcoming similar challenges, including managing competing commitments such as research, teaching, and administration. The programme will complement the new AHoDs structure by providing colleagues with an additional (confidential) support point independent of their line management structure.

Similarly, a new **Leaders and Managers Programme** has been started to compliment the appointment of AHoDs, initially focussing on academic staff. As well as providing mentoring and other support to managers to help them and their staff achieve their best, it seeks to:

- Enable a more consistent support experience across the faculty's departments and teams.
- Support staff wellbeing and workload management.
- Create an environment where staff are regularly recognised for their work and feel valued.

A **bespoke EDI session** was delivered to EDI leads on research projects/programmes in May 2024. More widely, **drop-in Equality Impact Assessment (EIA) sessions** have been offered to all Faculty staff and a **bespoke EIA training** session is scheduled for January 2025. This will result in a number of initial points of contact within the Faculty for those needing to undertake EIAs.

Reward, Recognition and Career Progression: Student Activities

Impact on: Students

The Celebrating Engineering Research Event referenced above also included a Postgraduate Researchers Showcase, featuring a one-minute presentation competition, and PGR poster presentations.

An audit was undertaken on the physical communication located across the Faculty's UK campuses in Spring 2024. A subsequent focus group has informed the development of Faculty Guidelines for using physical communication methods. This recommends displaying research posters as it helps highlight to students the quality of the Faculty's teaching and encourages PGR and PGT further studies. New format guidelines on how to use research posters are to be developed.

A number of Faculty staff are involved in the Next Generation Research SuperVision Project ([RSVP](#)) piloting sessions being led by the Researcher Academy.

Faculty of Medicine and Health Sciences

Faculty of Science

Inclusive Recruitment: Sharing Interview Questions

Impact on: Staff, Students, and Wider Community

Faculty teams, including the Research and Knowledge Exchange team, have trialled sharing questions in advance for interview candidates. The feedback has been positive from both candidates and interview panels.

The Faculty's EDI Community of Practice

Impact on: Staff

The Faculty EDI Community of Practice led by Dr Katie Severn, continues to meet monthly, focusing on a different EDI theme each month and providing a safe space to explore specific topics.

Equality Impact Sessions

Impact on: Staff

The Faculty regularly runs Equality Impact Assessment (EIA) drop-in sessions which enables colleagues to bring specific questions concerning their EIAs and how best to approach them using best practice or shared knowledge.

Find Your People Seminars

Impact on: Staff, and Students

The 'Find Your People' seminar series continues to run with good levels of engagement from staff and students as both panellists and attendees.

Review of People & Culture Survey Results

Impact on: Staff

The schools in the Faculty have reviewed their results of the 2023 People & Culture Survey. Each school has identified three areas of focus over the next year based on the results, which include:

- Administrative, Professional and Managerial (APM) progression.
- Increasing signposting of mental health support.
- Improving staff communication.

APM Career Development

Impact on: Staff

The EDI Director has delivered 'Reflective Practice for APM Career Development' training for Faculty colleagues – this was an in-person session following feedback from last year's online session. The session received excellent feedback.

Faculty of Social Sciences

Inclusive Recruitment

Impact on: Staff, and Wider Community

Schools are continuing with supporting inclusive recruitment and are innovating new ways to ensure fair and equitable recruitment, such as piloting the practice of sharing interview questions with the candidates before the interview. Schools are reflecting on the outcomes, and how to develop and amplify inclusive recruitment, to ensure it is delivered consistently.

Reward, Recognition and Career Development: The Sphere Challenge 'Supporting Women during Covid'

Impact on: Staff

The Supporting Women During Covid Group has finalised their report. Recommendations arising from the final report will be identified, considered, and fed back into planning processes where appropriate. The Faculty ran a promotions workshop that was well attended by Faculty Staff.

Raising Awareness and Education

Impact on: Staff and Students

The report on decolonising the curriculum has been circulated. The School of Economics has reviewed existing and external toolkits available and has used this to collate and condense the Faculty toolkit. Staff are to provide feedback, and changes will be made based on their recommendations.

Professional Services

EDI Priority Area 1: Diversification of the Workforce continues to be a focus for all professional service areas.

Digital and Technology Services (DTS)

Impact on: Staff

Activities have included:

- Apprentice and graduate recruitment and all jobs continue to be advertised as part-time with an inclusivity statement and dedicated microsite with stories of staff who work flexibly. DTS continues to run its own dedicated part-time network.
- All staff are encouraged to undertake recruitment training so that they can support diverse panels for all roles.
- Inclusive recruitment forms part of DTS's overall Talent Management Plan.

Estates and Facilities

Impact on: Staff

Activities have included:

- Attendance at 18 community-based job fairs. Partnerships formed with Project Search, The Downs Syndrome Society, Futures for Business, Emmanuel House, and a variety of other organisations.
- Values-based interviews and psychometric testing have been used to add additional focus on broader aspects of recruitment.
- Trialled offering interview questions in advance for some posts.
- Project Search – alongside Nottingham College this year 2 placements will be offered for students with learning difficulties to support them in the workplace.

Libraries

Impact on: Staff

Libraries have made excellent progress in embedding inclusive recruitment practices and continue to share their good practice with other parts of the university on request. This includes the following:

- The recruiting manager coaching period has concluded and resulted in inclusive role profiles and advert templates being fully embedded.
- Templates are continuously reviewed and developed including updates to terminology such as replacing Black, Asian, and Minority Ethnic (BAME) with racially minoritised and added links to information on how to make a good application.
- Linking to established HR tips and a Libraries interview welcome pack is being piloted across Libraries largest section, Customer Services.
- The interview pack supports all candidates and takes steps to particularly support disabled and neurodivergent candidates, for example providing interview questions 24 hours in advance. Feedback will be gathered before considering rollout more widely.

- Line managers will be attending training around asking follow-up interview questions in February 2025.
- Community links are being advanced through a working relationship with 'Futures' (careers guidance service in Nottingham) as we hope to attract candidates from historically under-served parts of the local community who have never thought of a role in an academic library.
- Staff across Libraries have made a Welcome to Libraries video. This video shows the diverse backgrounds of our Libraries team.
- Consultations with the global majority, disabled, and neurodivergent colleagues have taken place to inform future actions, and to explore career development opportunities to retain staff from diverse backgrounds. A key retention risk happens at induction, and we are currently updating our new starter pack to ensure that we communicate our antiracist stance to all new starters. The culture and engagement manager has proposed to meet all new starters, so they understand this stance and their responsibilities. This is still to be signed off and is a work in progress.

Registry and Academic Affairs

Impact on: Staff

Activities have included:

- Continuous improvements implemented to the pool recruitment processes to support diversification and career development at APM2 and APM3.
- Delivered a **#IAmRemarkable** workshop to encourage colleagues to share and celebrate their achievements in the workplace and beyond. A workshop designed to counteract the research findings that women and other under-represented groups often struggle with self-promotion and are conditioned from a young age not to speak openly about their achievements.

Research and Innovation (R&I)

Impact on: Staff

Activities have included:

- Reviewing the recruitment data for fellowships and doctoral training programmes to understand the impact of the revised recruitment practices that have focused on diversity and inclusion.
- Rolling out leadership development programme to heads of sections and increasing capacity for cross-team and matrix models of project management and working.
- Use of apprenticeship scheme and aligning with EDI Plan and diversifying recruitment.
- An audit on the Continued Professional Development of Research and Innovation (R&I) staff and participation by demographics
- Introduced more transparency to support managers and staff as part of ADC and performance conversations.
- Recruitment of a Graduate Management Trainees through R&I specific scheme, hosted solely within R&I and aligning with areas of need including diversifying R&I workforce.

Student and Campus Life

Impact on: Staff

Activities have included:

- **Inclusive Recruitment:** A central team has been established and will be responsible for ensuring inclusive recruitment practices and resources are embedded as business as usual.

- **Rewards, Recognition, and Career Progression:** Working with the new Rewards and Recognition Team to operationalise Pay Review for grades 1-3. In collaboration with Learning Development, the Department is continuing to deliver Career Development Sessions for intersectional and marginalised staff only. Evaluation shows great impact against a range of psychosocial measures including motivation, feeling inspired and awareness of support resources.
- **Learning from lived experience:** New understanding of Carers and Mature student needs have been collated. It is hoped this work will lead to the development of individualised support plans for students who are parents or have caring responsibilities. Recent data indicate circa 150 students would potentially benefit from such plans.

EDI Data Workshop: 25 April 2024

Impact on: Staff

Following the release of the Athena SWAN tables, EDI Leads and Data Leads attended a workshop to support them in making better use of the EDI data available to them in Tableau and on the People Insights Dashboard (People & Culture survey results). The 2-hour session benefited from collaboration and co-delivering by experts from across the university.

The outcomes from the session were:

- A clear understanding of the EDI data provided, for departments, within the Athena SWAN data tables and the People & Culture Survey Results.
- Understanding personal responsibilities in relation to data protection and the specific actions required to ensure individuals anonymity is maintained.
- The ability to undertake analysis of own departmental data in the context of EDI Key Performance Indicators (KPIs) and other relevant data sets.
- Awareness of key contacts and sources of additional support and guidance.

International Day for Staff Networks

Impact on: Staff and Wider Community

In partnership with Nottingham City Council, Nottingham Trent University, Nottinghamshire County Council and University of Nottingham, a networking event was held with the Chairs and Co-Chairs to celebrate and mark National Day for Staff Networks on 8 May 2024. The event was well received and attended, and we are exploring how we can foster more ways and opportunities for the four organisation's staff networks to work more collegiately in the future.



Figure 1: Attendees at the International Day for Staff Networks, hosted at Nottinghamshire County Council, 8 May 2024

Staff Network: Carers' Staff Network

Membership

2019/20	2020/21	2021/22	2022/23	2023/24
n/a*	n/a*	36	57	75

*Information for 2019/20 and 2020/21 unavailable with current co-chairs having taken over the role in Q1 2022.

Understanding the Experiences of Colleagues who have Unpaid Carers roles UoN Report

Impact on: Staff

Katherine Beers and Isobel O'Neil, Co-Chairs of the Carer's Staff Network have published and shared the [final report](#) with Human Resources (HR) colleagues and the Network. We are working with HR to action the recommendations arising out of the report.

The new Carers Leave Act and University Policy

Impact on: Staff

The network collaborated with the HR team revising the [Carers Policy](#) to reflect the changes in the Carers Leave Act. The new policy also now includes easy-to-use guides on the application process, and which leave option may be most suitable to the Carers needs. The new policy was launched to the Carers Network by HR colleagues and was well received.

Juggling Work and Caring: how to look after yourself without feeling guilty

Impact on: Staff

The Carers' Staff Network hosted the workshop, 'Juggling Work and Caring: how to look after yourself without feeling guilty' online on 8 February 2024 with 15 attendees. The session focused on providing some tools and strategies for individuals to use to support themselves as unpaid carers. The session also explored looking at deepening self-compassion, feeling ok about not being perfect, and less guilty about taking time for yourself.

Following this session, 1-2-1 coaching sessions were provided where colleagues could focus on an aspect of themselves and their working life, to reflect and gather thoughts for managing in career and/or making changes for the future. The feedback for these sessions has been extremely positive.

Membership of Carers UK

Impact on: Staff

The University is a new member of [Carers UK](#), and discussions are ongoing to maximise the benefits of the membership (e.g. events and resources for staff).

Support for the Carers' Staff Network Members

Impact on: Staff

A new [SharePoint site has been developed for the Carers' Staff Network](#) (internal access only) and has been launched to promote the work of the Network and improve signposting to events and support.

Co-chairs: Katherine Beers, Emma Hopkins (joined in January 2024), and Isobel O'Neil (due to step down in 2025).

For more information about the Carers' Staff Network, please email:

carers-network@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.



Faculty and Professional Services Disability Equality Progress in 2023/24

Faculty of Arts

Disability Recognition Month

Impact on: Staff

The Faculty of Arts ran two successful events during Disability Recognition Month, involving poetry readings and questions and answers centred around the lived experience of disability and of neurodiversity.

Disability Action Plans

Impact on: Staff and Students

The individual Schools in the Faculty produced Disability Action Plans, which aimed to improve the experience of Disabled staff and students in the Faculty. Amongst the areas to be addressed were improving the implementation of Support Plans for students, improving understanding of the lived experience of Disabled staff and students, and including more activities relating to promoting accessibility. In particular, we actively promoted and monitored the number of staff taking digital accessibility training. At the end of the academic year, we decided to make training on the Nottingham Accessibility Practices core training for academic staff. We saw an improvement in the number of staff taking modules and more engagement with implementing accessible practices. Implementation of Support Plans is now better and is clearly a success. Areas that we would like to work on in the future are: increasing the number of Disabled staff at Level 6 and 7; improving Disabled student satisfaction; making sure our classrooms are fully accessible; and introducing some more training sessions on Inclusive teaching.

Disability Marking and Awarding Gaps

Impact on: Students

The data for the Faculty of Arts now shows that the awarding and marking gaps between Disabled and Non-Disabled students have closed in all of the major assessment types and across the year groups in all Schools in the Faculty. There are many cases where disabled students are performing better than non-disabled students, which is a great achievement on the path to equality of access. This demonstrates the effectiveness of our Support Plans and the implementation of these by staff. There are still some Disability groups that are at a slight disadvantage (i.e. students with dyslexia and assessment by examination), but these differences are slight, and they can be easily remedied over the next few years. In many cases, staff are actively seeking and introducing new and varied assessment types to suit more diverse learners, including those who are neurodiverse.

Arts Reimagined

Impact on: Students

Arts Reimagined is the overarching curriculum review for all degrees in the Faculty of Arts, which was completed at the end of 2023/24, with the final touches being made in 2024/25. Arts Reimagined was specifically designed to improve the experiences of students with protected characteristics, including disabled students. We particularly wanted to introduce more diverse assessment types to suit a wider range of learners. In this, we wanted to move away from the reliance in Arts subjects on essay-based assessments and to new forms of assessments like exhibitions, podcasts, video blogs, posters, and others. With this, we will ensure that all learners will have the opportunity to do assessments that suit them and their learning styles.

Faculty of Engineering

Normalising Neurodiversity- A series of staff videos documenting their lived experiences of neurodiversity

Impact on: Staff

The Faculty of Engineering, in tandem with the Faculty of Science, secured EDI Priority funding to create a series of staff case [study videos](#) (internal access only) that aim to raise awareness of the variety of traits, strengths, experiences, and challenges neurodivergent staff encounter across various roles. The videos were created with staff volunteers over the summer and will be launched in November 2024 during Disability Recognition Month.

Tools/Aids Survey

Impact on: Staff

The Faculty's Staff Neurodiversity Task and Finish group launched a survey in August to help the Faculty understand solutions that staff have found helpful in their daily lives, such as quiet zones; different lighting conditions; noise cancelling headphones; fidget toys; assistive technology, and software packages. A second call out for participants to undertake the survey is planned in Autumn 2024, and the results will inform recommendations to the Faculty's Working Practices Working Group. The results (anonymously) will also be shared with central colleagues to inform wider work as part of the university's adjustment resources on its new staff SharePoint site.

Neurodiversity Posters

Impact on: Staff and Students

The group has also developed posters to be displayed across its physical spaces that seek to raise awareness of some of the neurodivergent conditions of some of our staff/student community. Four posters have been developed so far: dyslexia, autism, ADHD and Tourette's syndrome. These will be rotated monthly in spaces such as staff rooms, kitchens, the PGT/PGR hubs, and by photocopiers. They will also be displayed on digital screens. If they prove successful, more posters will be developed.

Faculty DLO Network

Impact on: Students

The Chair of the network has led on the Faculty's involvement in a new project led by colleagues in the Faculty of Social Sciences to improve disability reporting to Faculties from matriculation onwards. This seeks to encourage new/existing students to declare their disabilities if they choose to at an early stage, to subsequently improve their signposting to institutional disability support available and facilitate the flow of support plan information through Campus Solutions to academic colleagues. The faculty's Undergraduate (UG) and Postgraduate (PGT) Admissions Committees have also been involved in the project's rollout.

Faculty of Medicine and Health Sciences

Disability Recognition Month

Impact on: Staff

As part of Disability Recognition Month (DRM) 2023, the Faculty hosted an online Neurodiversity awareness training on 4 December 2023, delivered by Nat Hawley, Head of Community at Exceptional Individuals. This was an introductory session to raise overall awareness of neurodiversity and improve staff understanding and confidence to better support others. The interactive and engaging session covered topics of dyslexia, autism, and ADHD followed by Q&A. The session attracted 89 attendees, across a range of job families and Schools within the Faculty. The session was positively received, and feedback showed increased knowledge and understanding of neurodiversity and improved confidence of neurodiversity awareness to better support colleagues.

In addition, the **School of Medicine** held disability awareness training for staff and students, attendees valued patient and public engagement volunteers sharing their lived experiences of disability.

Open Conversation: The experiences of disabled staff

Impact on: Staff

After a successful first conversation in the School of Veterinary Medicine and Science school, the Faculty Disability Champions organised an Open Conversation on the experiences of disabled staff within the Faculty of Medicine and Health Sciences on 3 July 2024.

The flyer is for an event titled "An Open Conversation: The experiences of disabled staff within the Faculty of Medicine and Health Sciences". It features the University of Nottingham logo in the top left corner, which includes the text "University of Nottingham" and "UK | CHINA | MALAYSIA". The event title is in large, bold, purple font. Below the title, it says "Workshop hosted by the Faculty Disability Champions. Join us for an open conversation about the lived experiences of individuals with visible and hidden disabilities." The date and time are "Wednesday 3 July, 13:30 -15:00". The location is "B1061, B Floor, Medical School, QMC. Open to all FMHS staff." There is a call to action: "Find out more and book place: ADD LINK/CONTACT EMAIL". A large, stylized butterfly graphic is on the right side, with yellow and purple wings. The hashtag "#WeAreUoN" is in the top right. At the bottom, there is a dark blue bar with the URL "nottingham.ac.uk/edi" and the phrase "Embracing and celebrating difference".

University of Nottingham
UK | CHINA | MALAYSIA

#WeAreUoN

An Open Conversation: The experiences of disabled staff
within the Faculty of Medicine and Health Sciences

Workshop hosted by the Faculty Disability Champions.
Join us for an open conversation about the lived experiences
of individuals with visible and hidden disabilities.

Wednesday 3 July, 13:30 -15:00
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nottingham.ac.uk/edi Embracing and celebrating difference

Figure 2: Flyer for An Open Conversation: The experiences of disabled staff

Faculty of Science

Neurodiversity

Impact on: Staff and Students

The following initiatives/activities have been delivered in the Faculty of Science with a focus on neurodiversity:

- **Faculty Neurodiversity Training:** Neurodiversity Awareness training was offered to all staff in the Faculty – around 400 staff attended the online awareness sessions delivered by Exceptional Individual in the autumn term. Colleagues have continued to access the recorded training. The sessions were followed up with support for line managers and senior leaders, and Reflection Sessions facilitated by the Faculty EDI Director to help colleagues apply their learning to their professional context. Feedback on the training was very positive, and we are aware of several managers supporting team members to make Access to Work applications following the training.
- **The Neurodivergent Employment Opportunities (NEO) programme:** By May 2024, 21 individuals had been employed on the NEO programme (with 19 still in placements), with placements in every School within the Faculty and the Faculty Hub. This includes 6 “NEO Next” participants from Nethergate School undertaking supported paired internships with focused job coach support and 15 “NEO Now” participants, who are adults who have faced barriers to entering or remaining in employment. The team has developed training for teams hosting NEO participants, created and adapted induction resources to support the needs of each incoming cohort, and put in place reflective workshops and career planning sessions to support participants towards the end of their 10-month placement. Importantly, the Project Coordinator has been a 1-2-1 point of contact for all participants and their line managers throughout the programme. A review of the impact of the programme led by Professor Debra Costley is currently underway but feedback from participants, managers, and teams about the project and its impact is overwhelmingly positive. Participants are adding value to the teams they work with and growing in skills and confidence. There is significant potential to address the challenge of the aging technical workforce through the project – around three participants have already voiced an interest in potentially pursuing a technical apprenticeship following the programme. The EDI Project Manager (NEO) presented on the NEO programme at the national Advance HE EDI conference in Spring 2024.
- **Normalising Neurodiversity Project:** The EDI Project Manager collaborated with their counterpart in the Faculty of Engineering to secure central EDI funding to support the development of a video project focusing on neurodiverse staff sharing their experiences. This resource will be used to bring some of the university’s resources around reasonable adjustments to life and support managers in developing their understanding of neurodivergent staff experiences.
- **Behind the Mask Exhibition:** The Faculty EDI team hosted an exhibition for Neurodiversity Celebration Month in March, showcasing artwork by staff and students on the theme of ‘Behind the Mask’. The exhibition, explored masking, particularly for neurodiverse women, aligned with Neurodiversity Awareness Week and International Women’s Month. This event offered ‘inflaverse’ relaxation sessions in an inflatable planetarium, an array of community-created art representing individuals’ experiences of their mask and their true self, sessions with DTS’ empathy lab for EDI staff, and a panel discussion around neurodiversity.
- **ADHD Support Network:** The Faculty funded the launch of a new ADHD Support Network, set up and coordinated by the School of Psychology. Following the first year of its operation, the network is being reviewed ahead of the next academic year.
- **EDI in Science Advantage Award Module:** The Faculty EDI team worked with our Faculty EDI Manager to develop and deliver an Advantage Award module focusing on EDI in Science. Two teams of students worked together to develop projects focusing on i) neurodiversity and ii) belonging. The students completed their projects and presented their findings to the Faculty’s EDI Community of Practice in January 2024.

- **Computer Science:** Delivered neurodiversity tutorials to first and second-year students to introduce the concept of neurodiversity, how it impacts group projects, and how the school community can support neurodivergent people to both achieve and give their best.
- **Maths:** held an EDI forum for staff on Neurodiversity. The key themes to come out were staff wanted better/clearer resources to help them, and they wanted a similar role as a disability support officer for staff, this is all being considered and actions drawn up.
- **Physics:** As part of Disability Recognition Month, six posters of famous Physicists who lived with Physical disability or neurodivergence were displayed in the school.
- **Find your People:** In November 2024 a 'Find your People' panel discussion was hosted, this featured representation from Neurodivergent staff, a student, and a researcher from Psychology. Feedback was positive and attendees particularly valued the mix of staff and students on the panel.

Decompression Space

Impact on: Staff and Students

The Faculty of Science Decompression Space is now open and available for staff and students. The room is located in the Boots Science Building. It is a calm, quiet space with no stimulation and dimmable lights.

Accessibility

Impact on: Staff, Students, and Visitors

A number of practical and physical initiatives have been delivered this year, including:

- A new stairlift was installed on the C-Floor of the Physics building to improve accessibility.
- Mandatory Digital accessibility training delivered to all teaching staff contributing to modules in Chemistry. The training covered Moodle, PDF, Word, and PowerPoint.
- Staff attended the Empathy Lab, run by Nichole Brown from the Digital and Technology Service. This was a hands-on workshop that simulates the effects of online barriers for people with disabilities. The event received very positive feedback, one attendee stated:

"It was mentally tiring and I found it difficult to complete tasks that were associated with being a student such as finding the next Hopper bus online with dyslexia, visual impairment etc."

Faculty of Social Sciences

Disability Recognition Month

Impact on: Staff and Students

As part of Disability Recognition Month, the School of Education and the School of Business ran a joint event for carers of young people with mental health difficulties. The School of Law ran a successful competition and exhibition around neurodiversity in law and law careers.

Neurodiversity

Impact on: Staff and Students

The following initiatives/activities have been delivered in the Faculty of Social Sciences with a focus on neurodiversity:

- **Students as Change Agents:** The School of Law ran a Students as Change Agents project around neurodiversity, providing neurodiversity awareness training to staff.
- **Nottingham University Business School (NUBS):** Ran a very successful 'Neurodiversity and Entrepreneurship' event in partnership with [NEO Global](#), an organisation supporting and coaching neurodiverse entrepreneurs.

- **School of Education:** Organised neurodiversity training for the EDI staff forum (wider than the EDI committee, as it involves interested parties as well as those responsible for actions).
- **Quiet Spaces Map of Jubilee Campus:** The School of Education have drafted a quiet spaces map for Jubilee campus, to mirror the one created for University Park.

Localised Disability Equality Action Plans

Impact on: Staff, Students, and Visitors

As part of the development of the Institutional Disability Equality Action Plan, the following schools are developing their own Disability Equality Action Plans:

- School of Education
- School of Geography
- School of Law

Professional Services

Digital Technology Services

Impact on: Staff

As part of Disability Recognition Month, Digital Technology Services featured articles in their staff newsletter on disability and personal staff stories/lived experiences. They have also developed confidential reasonable adjustments log and are capturing expenditure on reasonable adjustments.

Careers

Impact on: Students

The Graduate Jobs Fair took place on 14 May 2024. In addition, a new online Moodle resource was launched, which provides guidance on career support and job applications for disabled students.

Libraries

Impact on: Staff

As part of their work in the Disability Theme, Libraries have run the following initiatives/activities:

- **Books of People:** Individuals can engage in conversation with volunteers who are members of protected groups, to better understand their individual and intersectional lived experience.
- **Inclusive Meetings:** Following feedback from listening sessions with staff, meetings have been made shorter, available as MS Teams calls, and sending out slides and pre-reads before the event.
- **Neurodiversity Employment Opportunities (NEO) Programme:** Libraries attended an introductory meeting with the Faculty of Science (Helena French), who shared their [NEO pilot](#) which aims to create a more neurodiverse workforce by removing barriers for neurodivergent individuals to access entry-level roles in order to develop their skills.
- **Accessibility Community of Practice:** The Learning Technology team in Libraries has created a new Accessibility Community of Practice, and have run 4 workshops around digital accessibility, including in MS Word, PowerPoint, Moodle, and in creating teaching materials.

Registry and Academic Affairs

Impact on: Staff

Registry and Academic Affairs delivered a workshop to colleagues on neurodiversity in the workplace. The workshop was led by [The Brain Charity](#). Attendees' feedback was extremely positive and recommendations from attendees, based on the learnings and sharing their lived experiences, are being used to inform the Team's 2024 EDI action plan.

Student and Campus Life

Impact on: Staff and Students

As part of their contribution to the Disability Theme, Student and Campus life did the following activities:

- **Neurodiversity Awareness Week:** The Residential Experience (ResX) Team held a week of nightly activities that took place across 20 halls during Neurodiversity Awareness Week (Monday 18 March – Sunday 24 March). These evenings were planned by a group of neurodiverse students and included Lego and crafts nights.
- **Neurodiversity Training:** Student and Campus Life delivered neurodiversity sessions for staff in the department (and more widely) to help improve confidence and inclusive practice for this student group.
- **Institutional Disability Equality Action Plan:** Student and Campus Life, along with the Disability Support Services Team were a key partner in developing and creating the [Disability Equality Action Plan](#).

UoN Sports

Impact on: Staff and Students

As part of their work in the Disability Theme, UoN Sports ran the following initiatives/activities:

- **Disability Recognition Month:** UoN Sports ran Sports for All Week with a programme of events, and a [successful video project about disabled students' involvement in sports and exercise](#).
- **Autism and ADHD:** UoN Sports are continuing to engage with the Autism and ADHD social networks and have introduced low sensory fitness classes and Gym Quiet Time across their facilities. Feedback so far on the Sensory Gym Quiet Times (SGQT) has been positive, with one student commenting: "SGQT is relaxing and calming. It is a nice change from bright lights, and I am happy when I attend the gym at this time."
- **Membership:** Sports membership figures for disabled students for 2023/24 was 306 and of these 146 were renewals. There has been a 42% (221) increase (on the 2022/23 academic year) in the number of engagements with supported fitness sessions and over 1,100 disabled students have accessed fitness classes.
- **Disability Training:** 15 of UoN Sport fitness instructors have received disability specific training to help enhance their knowledge and confidence when supporting disabled students in the gym environment.
- **Engagement:** 3,600 disabled students have engaged across all programmes, an 11% increase on 2022/2023.

Staff Network: Disability Staff Network (DSN)

Membership

Type of contact	2019/20	2020/21	2021/22	2022/23	2023/24
Mailing list	Not available	82	94	154	176
O365 site	n/a	n/a	50	108	130

Main Activities in 2023/24

The Disability Staff Network (DSN) has experienced recent changes in its leadership. Harry Moriarty, who served as Co-Chair for three successful years, and Christian Jameson-Warren, who made a significant positive impact during his tenure have both stepped down from their roles. Both Harry and Christian will continue as valued members of the Network, and the network wishes them every success in their future endeavours.

There are three new Co-Chairs: Mandy Gill, Andy Wilson, and Neil Everett. Their leadership is much anticipated, and we look forward to their contributions. Recruitment for a fourth Co-Chair is currently underway.

The DSN remains steadfast in its mission to support its members and foster mutual support within the group. It continues to be a safe and confidential space where members can seek advice from Co-Chairs and peers alike.

Notably in 2023/24, the DSN has collaborated with HR and the University to redesign the Reasonable Adjustment Passport and associated processes. These enhancements aim to simplify the process for disabled individuals and others who may benefit from the passport. The updates also provide clear guidance for Line Managers to define and agree on reasonable adjustments for individuals or workplaces. Where disagreements arise, an agreed escalation process is now in place to address concerns effectively.

For more information about the Disability Staff Network, please email:
dsn@nottingham.ac.uk

Staff Network: Neurodivergent Staff Network

Membership

2019/20	2020/21	2021/22	2022/23	2023/24
n/a*	60	96	126	150

**Membership for 2019/20 is not available as the network was launched in March 2021*

Main Activities in 2023/24

Established in 2020, the Neurodivergent Staff Network has grown to 150 members in 2023/24. The network provides a safe, inclusive space for neurodivergent colleagues to connect, share experiences, and access support.

Key Activities:

- **Regular Meetings:** Monthly online meetings provide updates on relevant initiatives, such as the new Reasonable Adjustments Process, and facilitate peer support and sharing of best practices.
- **Social Engagement:** In-person gatherings every 2–3 months offer networking opportunities for members to build connections.
- **Member Feedback and Improvements:** Following a recent survey, members expressed the need for a centralised SharePoint site to access curated resources, blogs on lived experiences, and event information. This platform is now live and regularly updated.

Collaborative Support

The network recently supported the Parenting Network by sourcing potential speakers for their upcoming December event on parenting children with additional needs.

The network took an active role in the National Networks Day event in May 2024. It was a team building and networking event “Raising the bar” in collaboration with representatives from Nottingham Trent University, Nottingham City Council, and Nottinghamshire County Council staff networks and senior leaders.

The Neurodivergent Staff Network remains dedicated to fostering a supportive environment and contributing to a more inclusive university community.

Co-Chairs: Pat Brundell, Kathryn Moss

For more information about the Neurodivergent Staff Network, please email:

NDSN@nottingham.ac.uk

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.



Faculty and Professional Services Gender Equality Progress in 2023/24

Faculty of Arts

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

Impact on: Staff

This [conference](#) was for anyone who was interested in exploring the importance of wellbeing in the workplace. It was divided into two separate but related days:

- **Day 1:** Fostering Wellbeing for a Thriving Workplace
- **Day 2:** Navigating the Menopause Journey

Delegates had the opportunity to share best practices and exchange viewpoints on various approaches. They were also asked to reflect on the challenges and possible solutions to address wellbeing deficits in today's workplace.

300 people attended and were live streaming at the staff fair. Contributions were made by 20 speakers from various universities, including our colleagues at Ningbo and Malaysia. Two work placement students from the Language Centre (LC) work placement programme were actively involved. The event also had participants from the City and County Council Women's Network. More than 50 people involved.

Feedback on the event included:

"[...] A huge 'well done' on a fantastic conference this week – I really enjoyed both participating and listening. You're a great role model for both staff and students here."

"pass my thanks to all your team for the well being conference!! I will be singing its praises at our exec meeting this morning and at the School of Medicine People committee saying how good it was (underlying message was that we need to take on board lots of the learnings from it!!)"

"thought it was a wonderful conference, lots of very interesting presentations"

"A big thank you for taking the time to arrange this and for channelling your expertise and enthusiasm to create such a wonderful event for so many people."

Faculty of Engineering

Promotional Workshops

Impact: on Staff

Female members of staff who had previously been successful in securing promotions within the faculty were asked to speak at two promotions workshops held in the Autumn of 2023, one targeted at R&T staff and one at TCL staff. Staff talked about their promotion experience and support was given to staff to make clear the expectations and criteria. Similar sessions are planned for Autumn 2024.

Alumni Events

Impact on: Students

The Faculty has organised the following events utilising former Engineering alumni:

- **Inspiring women in engineering:** This programme is designed to give our female students the chance to work in multi-disciplinary groups whilst being mentored by female alumni, to design and deliver an inspiring outreach activity to year 10 girls from local schools. In 2024, three alumni mentored 27 students who ran an outreach day for 90 female students from 4 local schools.
- **Where are they now?:** Targeted to all students, panels of alumni from each of our courses talk about their career journeys and give students an insight into potential careers with tips on how to transition from education to work.
- **Connect for Success:** This was an opportunity for students to meet senior alumni, hear about their career successes and the failures that got them there, and discuss, in small groups, how to define success and the skills and attributes associated with successful people. This is targeted at Widening Participation students, including those who receive the alumni WP scholarship, though applications are accepted from the wider student community too.

All panels included both female alumni and ethnic minority representation.

EDI Fellowship from the University of Durham

Impact: on Students

One of the Faculty's Centres for Doctoral Training (CDT) Managers has secured an EDI Fellowship to address a lack of intersectional representation amongst doctoral graduates in the energy sector due to various barriers that they are facing (both in their applications for doctorates, during their studies, and subsequently into employment). This will specifically include the intersection of mature students applying to CDTs and the wider faculty.

Faculty of Medicine and Health Sciences

Endometriosis and Diet

Impact on: Staff and Students

The university's [EndoConnect](#) project is building a community for students and staff to offer support and information about endometriosis. Dr Lucia Vazquez Rocha, Assistant Professor held an event on Wednesday 8 May 2024 about [Endometriosis and diet](#) to discuss how diet might affect endometriosis.

International Women's Month

Impact on: Staff and Students

As part of International Women's Day (IWD) in March, the faculty held a working-class woman in leadership event. There was an inspiring panel of women in leadership from across the Schools within the Faculty sharing their career journeys, navigating leadership and an opportunity to ask questions.

Faculty of Medicine and Health Sciences Counselling Provision In 2020

Impact on: Staff and Students

A dedicated Senior Counsellor was appointed to the Faculty of Medicine and Health Sciences, and this has recently increased to include 3 more part-time Counsellor and Psychological Support Workers. The team work together to provide a counselling and psychological support service to medical and nursing students who are on placement or preparing to go into placement for their training. Overview of 2023/24 includes:

- Over 110 users have been seen for one-to-one sessions since last August.
- Workshops for exam stress, transition to placement, self-care, and anxiety have been held.
- Mental health training has been delivered at induction events.
- Mandatory participation trauma lectures have been delivered to School of Nursing.
- Development of an awareness tool to help neurodivergent students identify their needs on placement.
- Piloting the use of a 'purple card' system to allow neurodivergent students to leave teaching when overwhelmed.
- Development of strategies with the hospital sites to support neurodivergent students, for example the inclusive teaching strategy at Derby Royal.
- Staff training delivery on Autism and ADHD.

Faculty of Science

'Find your People' panel discussion about Women in STEM

Impact on: Staff, Students, and Alumni

This event featured an academic, alumni, and researcher from the Faculty. Feedback was positive – participants appreciated the anonymous way of asking questions and felt a safe space was created.

Menstruation Cafés

Impact on: Staff and Students

The Faculty EDI Project Manager worked with the Women's Staff Network to launch Menstruation Cafés which have taken place bi-monthly, alternating with the Menopause Cafés. These are informal meetings to discuss menstruation, aiming to create a peer support mechanism and provide a space for open conversations around menstruation

School of Mathematical Sciences: Athena Swan

Impact on: Staff, Students, and Visitors

In February 2024, the School of Mathematical Sciences was awarded a Silver Athena Swan Award (previously held bronze).

School of Biosciences: Athena Swan

Impact on: Staff, Students, and Visitors

The School of Biosciences successfully renewed its Athena Swan Silver Award in May 2024.

School of Physics & Astronomy: Black Holes and the Dark Universe Public Lecture

Impact on: Staff and Students

Three Faculty of Science academics, Professor Nina Hatch, Professor Clare Buttage, and Professor Silke Weinfurter were successive recipients of Leverhulme Trust Research Leadership Awards and delivered a lecture on Black Holes and the Dark Universe, as part of the public lecture series. The lecture celebrated their work and their recent awards of prestigious fellowships. Around 200 people attended the lecture, including many members of the public, making it the most popular event of the 23/24 public lecture series.

International Women's Month

Impact on: Staff, Students, and Visitors

The faculty ran a number of events for International Women's Day in March including the 6th "Celebrating Women in STEM Conference" hosted by the Women in Chemistry group (formed by PhD students), a panel with female guest speakers from Chemistry and Physics and Astronomy, and a MathSoc-led pottery event.

EndoConnect

Impact on: Staff and Students

The EndoConnect project was run by colleagues from the Faculties of Science and Medicine and Health Sciences and sought to raise awareness of and build community around endometriosis. The project's Xerte page has proven to be an excellent platform for disseminating information, with 3,212 views to date. In addition:

- 4 lunchtime talks were run featuring experts from various disciplines, including an endometriosis specialist, a clinical trial professor, dietitians, and post-docs in mental health and microbiology. Recordings of the talks and anonymous Q&A sessions are all available on the project's Xerte page.
- 6 informal networking sessions took place in different formats (in-person, Teams, and hybrid), and follow-on one-on-one support was offered whenever needed.
- A strong interdisciplinary research team has formed, which has led to a PhD student starting in October 2024 to explore the link between diet and Endometriosis. Under the leadership of Sadd Amer, Professor of Gynaecology and Reproductive Medicine, the team is also preparing an NIHR funding application focused on improving women's health and well-being.

Overall, the project engaged with over a hundred people, and nearly 50 have joined the EndoConnect Teams group. There has been excellent feedback from participants, including interest from young students eager to specialise in gynaecology. Despite the project officially ending this summer, inquiries have continued, and will continue offering ad-hoc support sessions for our staff and students as needed.

Faculty of Social Sciences

Teaching and Learning Sessions

Impact on: Staff and Students

The Law School hosted Teaching and Learning sessions to enhance our curriculum review and decolonization actions and address the awarding gap. They ran a project on Black Awarding Gap and sense of belonging among black students. The School is also teaching a new LLM module 'Equality, Discrimination and Criminal Justice' and continues covering EDI themes in our UG and PGT teaching (e.g. gender in energy transition; unconscious bias in policing).

Professional Services

Digital and Technical Services (DTS)

Impact on: Staff

DTS has promoted Project Period and Menopause support and is considering Gynaecological and reproductive health awareness and training as a possible future area of focus. DTS hosts a monthly Part-Time Network and staff regularly attend sector initiatives such as 'UCISA (Universities and Colleges Information Systems Association) Women in Tech'.

Estates and Facilities

Impact on: Staff and Students

Estates and Facilities continue to support Project Period (see updates in the EDI Annual Report 2023/24) with implementation and awareness raising.

HealthyU

Impact on: Staff and Students

HealthyU continues to provide information on [contraception](#), [consent](#), and other aspects that relate to gynaecological and reproductive health awareness.

Registry and Academic Affairs (RAA)

Impact on: Staff

A Menopause workshop for RAA colleagues was delivered by Julie Dennis, a Menopause in the Workplace Specialist. Attendees' feedback was extremely positive and led to further activities including staff organising a follow-up informal meeting to discuss their lived experiences, learnings, and how to apply their learning in the workplace.

UoN Sports

Impact on: Staff, Students, Wider Community and Visitors

University of Nottingham Sports has continued to support the Project Period initiative across all three facilities. In addition, they have launched a female student sports leadership programme linked with the [Empower](#) initiative, which involves working with female identifying school children in the local community. UoN Sports continues to run termly Girls Night In events across University Park and Sutton Bonington.

Staff Network: The Haven

Membership

2019/20	2020/21	2021/22	2022/23	2023/24
n/a	n/a	n/a	18	35

Main Activities in 2023/24

The Haven network members have fed into the gynaecological and reproductive health recommendations which will help the university review the policy, guidance, and support given to staff who have experienced child loss, miscarriage, unchosen childlessness as well as menopause, and menstruation.

The Haven has been in contact with the Ockenden Review of maternity services in Nottinghamshire, and they have been supporting HR in reviewing and improving key areas of policy and guidance such as relating to the death of children of staff members during the course of their employment. There are currently no additional rights conveyed by the change, the government is now issuing certificates to recognise pregnancy loss before 24 weeks (often called miscarriage; compared to pregnancy loss after 24 weeks gestation which is usually called stillbirth, and which conveys certain rights such as maternity leave and parental bereavement leave.

The Haven has hosted termly events including:

- Fertility Café (in person)
- Miscarriage and Baby Loss Peer Support lunch (in person)
- Pregnancy after infertility/loss Cafe (online – Teams)
- Fertility, Miscarriage, Loss and Unchosen childlessness cafe (online – Teams)

The network has also hosted conversations and peer support for:

- World Childless Day
- Fertility Awareness Week
- Baby Loss Awareness Week – including Wave of Light crafting lunch event and lighting up of the Trent Building.

In addition, the group has supported individual members with guidance around current leave policies and practice, and other wellbeing support.

Sadly, one of the founding Committee members leaves the University in December 2024, Denise McLean, and the network would like to thank her for all her work and wish her all the very best in the future.

In the new year, the network will be inviting expressions of interest to join the Committee with the hope that the new member can take the lead for issues particularly impacting racially minoritised members, as a result of Denise's departure.

For more information about The Haven Network, please contact:

thehaven@nottingham.ac.uk

Staff Network: Parenting Staff Network

Membership

2019/20	2020/21	2021/22	2022/23	2023/24
n/a	n/a	n/a	47	91

Main Activities in 2023/24

Membership of the Parenting Network has been growing, often through word of mouth. Although the network does not collect data or profile members who join, the current membership is overwhelmingly female. The network chairs have attended events across the University to promote the network more widely and improve the diversity of the membership. For example, they joined other Staff Networks at the Athena Swan Gold Celebration event, the Staff Information Fair, and the Research Culture Conference.

The Parenting Network has hosted coffee mornings to support the informal community development of network members, and these will become a regular feature in 2024/25. One-off events have included a talk and discussion about parenting and work-life balance. Network chairs attended the networking event to mark the National Day for Staff Networks, hosted by Nottinghamshire County Council, and built connections with the Parent and Carer Network at Nottingham Trent University (NTU). NTU has invited University of Nottingham members to join events, and it is hoped that this connection between the two Universities' Parenting Networks will continue to grow.

The Parenting Network has also contributed to EDI efforts within the University, such as attending the Intersectionality and Inclusion Oversight Group, and working with HR to improve access to Parenting Rooms across the campuses.

Adam Watkins left the University and stepped down as a network co-chair. Recruitment of a new co-chair will start in the new year, with the hope that a co-chair can be appointed that will increase the diversity of the network's leadership team.

Co-Chairs: Kate Bailey, Helen Buckler, Laila Tata

For more information about the Parenting Staff Network, please email
parenting-network@nottingham.ac.uk

Staff Network: Women's Staff Network (WSN)

Membership

2019/20	2020/21	2021/22	2022/23	2023/24
568	612	537*	552	561

**The reduction in membership was a consequence of the Covid-19 pandemic and the related redundancies.*

Main Activities in 2023/24

Membership of the Women's Staff Network has increased slightly, and the current membership is predominantly from the STEM areas of the University of Nottingham. The network chair/committee members have attended events across the University to promote the network more widely and improve the diversity of the membership. For example, they joined other Staff Networks at the Athena Swan Gold Celebration event, the Staff Information Fair, the event for National Staff Networks Day, and the Research Culture Conference. The Women's Staff Network has also contributed to EDI efforts within the University, such as attending the Intersectionality and Inclusion Oversight Group, and Gender Equality Steering Group as well as working with HR to give feedback on policies and approaches the university takes that affect people who identify as women.

Liz Hufton stepped down as a network co-chair in August 2023 and rejoined as a committee member when she returned from maternity leave. Due to the MARS scheme, we sadly lost several committee members, Cathy O'Connell, Denise McLean, Kirsty Hyndes, Wendy Brennan. We have invited expressions of interest to join the Committee with the hope that the new members can take the lead on supporting WSN events, mailing list/comms, and co-Chair(s). In the new year, we will appoint new members of the leadership team.

WSN Committee members have supported individuals with guidance around current menopause policies and practice, pregnancy and wellbeing support, and visibility of personal data.

WSN has hosted regular events including:

- Menopause café
- Menstruation café
- Knit and natter craft group
- Reading club

To mark International Women's Day, Katharine Wittingham and Linda Allsop organised a handbags/toiletries collection which they donated to Nottingham Women's Centre on behalf of the University of Nottingham on 29 March 2024. The response was overwhelming with many new handbags donated, sanitary products and toiletries, plus a laptop! This was much appreciated by the Centre as the women fleeing domestic abuse often had to leave with just the clothes they had on and did not have items such as handbags with them.

Co-chairs: Katy McKenzie

For more information about the Women's Staff Network, please contact:

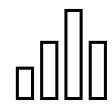
womens-staff-network-committee@nottingham.ac.uk

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.



Faculty and Professional Services LGBTQIA+ Equality Progress in 2023/24

Faculty of Arts

LGBTQIA+ History Month

Impact on: Staff and Students

As part of LGBTQIA History Month, the Faculty of Arts held the following events:

- **Trans pasts, trans presents: an evening of creative history-making:** This event discussed trans creativity, performance, and history-making. The event featured three Trans scholar-artists in discussion with historian, Dr Onni Gust. The session explored what it means to be Trans, to research and tell Trans stories for the present and future. 35 people attended in total.
- **Decolonising Drag: Drag Up! Film Screening and Director's Q&A:** Organised by the Department of Cultural, Media and Visual Studies.
- **Poetry Reading with Bonnie Hancell and Timothy Thornton:** Organised by the School of English and the Faculty of Arts.

Faculty of Engineering

LGBTQIA+ Data

Impact on: Staff and Students

The Faculty has worked with the university's lead for LGBTQIA+ to discuss the availability of staff and student internal and external data sources (and external reports) that are available to inform meaningful actions within the Faculty to help improve LGBTQIA+ representation, engendering a sense of belonging, and the setting of KPIs. Sharing of best practice from colleagues working in other localities has also taken place to help shape the rollout of similar activities in the Faculty.

Faculty of Medicine and Health Sciences

LGBTQIA+ Inclusion in Teaching

Impact on: Staff and Students

The Faculty LGBTQIA+ champions have been working on [FMHS LGBTQIA+ Inclusive Curriculum Toolkit](#) (internal link), which was launched at the end of February 2024 as part of LGBTQIA+ History Month event workshop. The page includes videos with staff and alumni, useful resources to share with students, and information on how to embed LGBTQIA+ inclusion in teaching and learning.

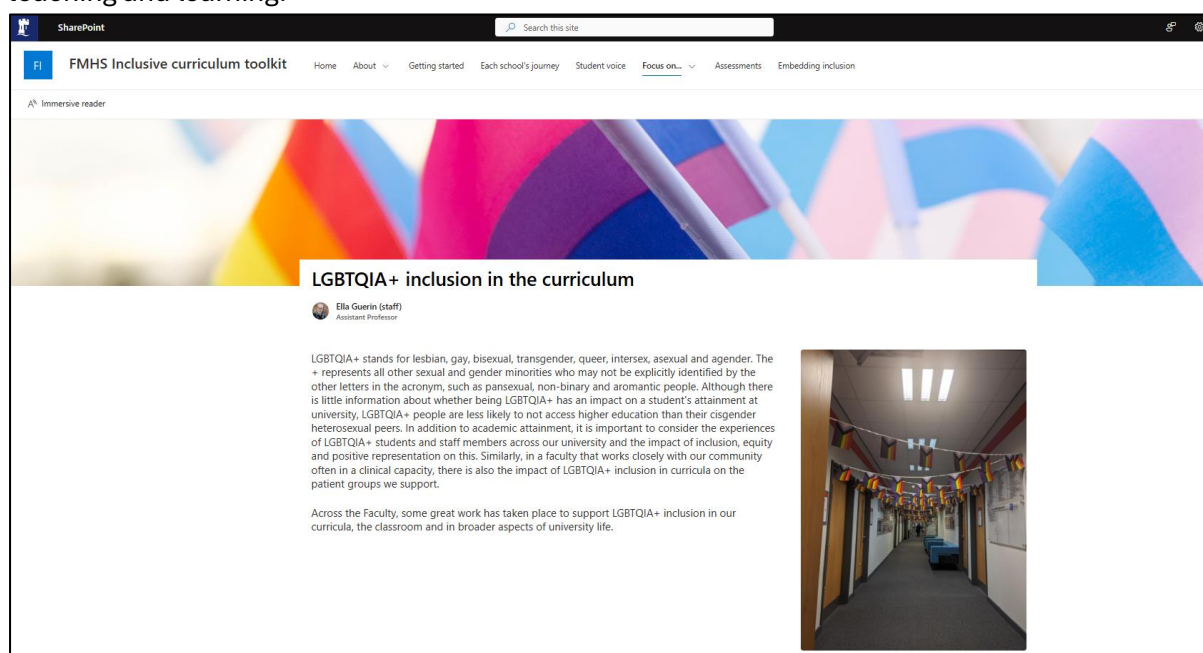


Figure 3: Screenshot of FMHS LGBTQIA+ Inclusive Curriculum Toolkit

Anatome

Impact on: Staff and Students

The Faculty funded and supported a student-led project called Anatome. This project was aimed at increasing the diversity and inclusivity of surface anatomical resources. The student organised a photoshoot of a trans model, creating new imagery to be used in educational activities throughout the faculty. Anatome's images have been photographed by Steven Galloway and David McMahon in conjunction with anatomical staff members Dr Deborah Merrick, Natasha Noel-Barker, and Leia Boote. Az Franco, a trans man and advocate from Brighton, was photographed to diversify the images we have available to students in anatomical and medical education. Az is the founder of the Trans Protest and an artist. You can watch an interview with Az Franco on [YouTube](#).

Faculty of Science

LGBTQIA+ History Month.

Impact on: Staff and Students

The February Community of Practice focused on LGBTQIA+, the discussion was around making sure language is inclusive, particularly for the Trans community. This provided attendees with practical suggestions they could bring to their practice. In addition, Physics handed out badges and stickers to staff and students, encouraging them to wear them in support/recognition of the LGBTQIA+ community.

Spectrum of Love

Impact on: Staff and Students

Physics hosted a 'Spectrum of Love event' held in February 2024. The event celebrated the work of 4 Physicist and Mathematicians from the LGBTQIA+ community by summarising their life, education, struggles, and influential work on A3 posters that were displayed in high-traffic areas, along with an associated quiz to win a £5 food voucher.

Faculty of Social Sciences

LGBTQIA+ History Month

Impact on: Staff and Students

The Faculty participated in LGBTQIA+ History Month, including the Human Rights Law screening documentary *The Death and Life of Marsha P. Johnson* (2017). This documentary highlights the circumstances surrounding the untimely death of noted gay liberation activist, Marsha P. Johnson. The screening was followed by an open discussion to promote an understanding of the issues depicted in the film.



The poster features a vibrant photograph of Marsha P. Johnson smiling, wearing a large, colorful floral headpiece and a pink top. The background shows a kitchen shelf with various items. The University of Nottingham logo and 'Human Rights Law Centre' text are in the top left corner. The title 'THE DEATH AND LIFE OF MARSHA P. JOHNSON' is overlaid in large white letters. The bottom section contains event details in a table-like layout.

We are relaunching our Human Rights Film Series! Join our first expert led discussion and film screening in honour of LGBTQ history month.	26 FEBRUARY	🕒 17:30 📍 Clive Granger A40
	🌐 nottingham.ac.uk/hrlc/ @ hrlc@nottingham.ac.uk	

Figure 4: Poster for the screening of *The Death and Life of Marsha P. Johnson*, as part of LGBTQIA+ History Month

Estates and Facilities

Impact on: Staff

As part of LGBTQIA+ History Month, an LGBTQIA+ awareness-raising session was delivered at February's Senior Leaders Conference, which included the lived experiences of colleagues.

Student and Campus Life

Impact on: Staff and Students

As part of their work in the LGBTQIA+ Equality Theme, Student and Campus Life ran the following initiatives/activities:

- **Orientation and Gender Diversity Workshops:** Doug Little, Head of EDI Managers and Development Lead ran 6 Introduction to Orientation and Gender Diversity workshops within Student and Campus Life and across the University, including to PGR students (BBSRC Doctoral Training Programme); Clinical staff; Sports staff; Estates and Facilities.
- **Pride Week:** ResX hosted Pride Week to coincide with National Student Pride and LGBTQIA+ History Month. Activities include:
 - An interactive experience featuring Nottingham Legend, Kitty Tray.
 - A "How to be a Drag Superstar" workshop, where our students had the opportunity to witness the remarkable transformation of Connor into his dazzling alter ego: the fabulous Fifi. The workshop aimed to dispel any misconceptions about Drag.
 - Creating Pride-themed bracelets and the opportunity to indulge in some culinary delights from the menu of the historic Stonewall pub in New York, where the PRIDE movement began.

UoN Sport

Impact on: Staff and Students

As part of their work in the LGBTQIA+ Equality Theme, UoN Sport ran the following initiatives/activities:

- **Opportunities for Trans and Non-Binary Students:** UoN Sport has been working closely with the SU Liberation and Trans Officers to make the sport and fitness offer more accessible to LGBTQIA+ students and members. They have developed a [Pride in Sport webpage](#) and are also looking at:
 - Drafting a statement on Trans inclusion.
 - Developing more accessible opportunities to be active.
 - Collating NGB guidance around Trans and non-binary inclusion which is to be shared with student and staff groups.
 - Providing guidelines on what to wear for this user group.
 - Looking at the possibility of developing video guides of our facilities and a video series of trans/non-binary students who are active. The aim of these is to help break down barriers and promote the opportunities open to LGBTQIA+ students.
- **LGBTQIA+ History Month:** Sharing resources and information with staff and students across LGBT+ History month which included the production of student stories, Just Play take over for LGBTQIA+ students, Moves+ challenge, awareness training for staff, purchase of rainbow and other laces for distribution, as well as featuring in one of our Headliner events at David Ross Sports Village.
- **LGBTQIA+ Training:** LGBTQIA+ awareness training session led by Doug Little delivered to sports staff during LGBTQIA+ History Month.

- **LGBTQIA+ Sports Data:** UoN Sports are continuing to explore how LGBTQIA+ data is captured for sport and have engaged over 40 LGBTQIA+ students in different programmes through working with the SU Liberation and Trans Officers.

Staff Network: LGBTQIA+ Staff Network

Progress in 2023/24

Membership

2019/20	2020/21	2021/22	2022/23	2023/24
Not known	85	115	178	217

Main Activities in 2023/24

There are three new co-chairs Sarissa Guo, Sammy Bryon and Alex Younes who will slowly be taking over more responsibilities as co-chairs and taking the lead. They are wanting to carry on the work of the network but also spend time doing more engagement work throughout the University.

The Co-chairs have continued to represent the interests of its members and LGBTQIA+ staff members by sitting on the Intersectionality and Inclusion and LGBTQIA+ steering groups.

Membership of the LGBTQIA+ network continues to see healthy growth rising to 217 current members from 178 in 2022/23. Network members continue to organise internal gaming, book, and running clubs as well as socials outside of work. The LGBTQIA+ Staff Network organised to march under the University of Nottingham banner at Nottingham's annual Pride in July 2024, alongside allies from the wider university community.

Co-Chairs: Kay Paterson-Bassett and Sarissa Guo, Sammy Bryon, and Alex Younes

For more information about the LGBTQIA+ Staff Network, please email:

lgbtqia-staff@nottingham.ac.uk

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.



Faculty and Professional Services Race Equality Progress in 2023/24

Faculty of Arts

Extenuating Circumstances Project

Impact on: Students

This project, in collaboration with Professor Andy Fisher, looked at whether there are differences between how Extenuating Circumstances are used by racially minoritised students and non-racially minoritised students. Quantitative research was undertaken followed by three student focus groups and a survey of staff perception. The quantitative data found, based on ethnicity, there was no significant difference in the number of Extenuating Circumstances applied by students. In the focus groups with students from racially minoritised backgrounds, we found a high level of responses relating to family, access to medical evidence and unfairness. These findings were presented to colleagues at a faculty level and the at Teaching and Learning Conference.

Language Matters Project

Impact on: Students

In collaboration with Professor Andy Fisher, this project investigated language and terminology at the university and some words/concepts that create barriers for students. This follows on from focus groups with students, in 2023/24, the Faculty is currently looking at the findings through the perspective of ethnicity.

Black Leadership Programme

Impact on: Students

Our Faculty of Arts APP lead, Amy Hawkesworth, was heavily involved in this activity. Based on feedback from the Spring 2023 Programme, it was decided to run a 3-day workshop in Autumn 2023 and a 2-day workshop in Spring 2024. The rationale behind this decision was to capture students earlier in their academic journey and offer the opportunity to experience a more intensive and impactful workshop for those who wanted it. Example feedback from the Spring 2023 cohort is below:

“I hoped the training would last more than two days because it has been so much fun to connect with like-minded people.”

The Autumn Programme was delivered on 30 and 31 October 2023, with a follow-up day on 30 January 2024. The Spring programme was delivered on 15 February and 26 March 2024.

For the Autumn workshops, 142 students expressed an interest in the Programme. Of these, 26 came from the Faculty of Arts. 35 students attended the Programme, 9 of whom were from the

Faculty of Arts. This represents an overall conversion rate of 25% from the expression of interest to attendance, with a 35% conversion for Faculty of Arts students, with Faculty of Arts students making up 26% of the final cohort.

For the Spring workshops, 92 students expressed an interest in the programme. Of these, 10 came from the Faculty of Arts. A total of 35 students and 1 staff member attended the Programme, 6 of whom came from the Faculty of Arts. This represents an overall conversion rate of 38% from the expression of interest to attendance, with an 60% conversion for Faculty of Arts students, with the Faculty making up 17% of the final cohort.

Feedback from attendees was as follows:

"On a personal level, this experience has been truly transformative. It has boosted my confidence and sense of belonging, empowering me to step into my leadership potential with clarity and purpose."

"It changed my mindset. It's up to me to take accountability for my thoughts and my actions. It was up to me to take charge."

Black History Month activities

Impact on: Students and Staff

- **Saluting Our Sisters:** Alumni panel and networking event for the Faculty of Arts.
- **Film Screening of *Toni Morrison: The Pieces I Am* (2019):** organised by Theology and Religious Studies.
- **Poetry Reading with Momtaza Mehri:** organised by the School of English.

Faculty of Engineering

Race Equality Activity in Engineering

Impact on: Staff and Students

Ongoing promotion of race themed events and opportunities has taken place with Faculty staff and students via the Faculty's weekly email update to all staff, updates to its Staff Hub and features at termly Staff Forum and fortnightly Faculty Leaders Forum events.

The Faculty's EDI Committee now has a faculty BAME Champion directly on its membership who reports in/out any issues at its monthly meetings. The Champions are currently exploring the potential to use antiracism cards borrowed from Faculty of Science colleagues as a tool in pursuing antiracist conversations amongst the Faculty's staff and student population.

The promotions workshops referenced in the gender section above also included racially minoritised members of staff who had previously been successful in securing promotions.

The Faculty's Department for Architecture and Built Environment (DABE) now hosts a Decoloniality and Diversity Working Group. Its Chair reports six monthly into the faculty's EDI Committee. ABE hosted a two-day grant funded "Rethinking Architectural History Education in the UK" workshop in June. It considered pedagogy and curriculum, as well as the various practical barriers faced in shifting teaching practices. Representatives from Cardiff University, the University of Manchester, the University of Gloucestershire, and the University of Liverpool attended.

Promotion Workshops

Impact on: Staff

After extensive data review, which shows that racially minoritised colleagues take longer to apply for academic promotion. In particular, racially minoritised female staff are even less likely to apply for promotion compared to racially minoritised men.

In response to these concerns, our senior academic colleagues hosted promotion workshops to support colleagues from racially minoritised backgrounds. The first workshop was held on Thursday, 6 June 2024, with a follow-up workshop on 20 June 2024 (see Figure 5 below).

These innovative academic promotion workshops aimed to provide valuable support for underrepresented staff, beginning with those from racially minoritised backgrounds. They allowed for discussions and opportunities to ask questions about the academic promotion process. The workshops were attended by 34 colleagues and received positive feedback of increased understanding of the promotion process, would highly recommend workshop to other colleagues and encouraged to apply for promotion.

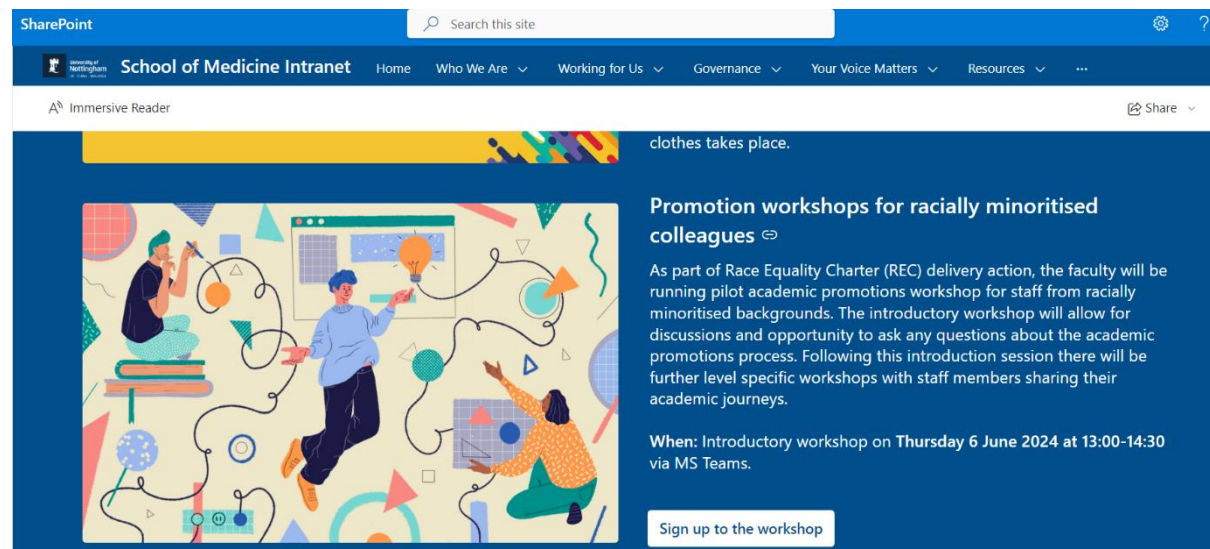


Figure 5: Advertisement for the Faculty of Medicine and Health Sciences Promotion Workshop

Black History Month

Impact on: Staff and Students

- **Health Sciences** hosted **Black Hair in healthcare – rights for staff and patients.** Awareness raising on the historical and cultural significance of hair textures with guest speaker, Associate Professor Georgina Cox. Positive feedback was received for this practical and interactive event which featured a mannequin with afro hair texture and different styling tools for attendees.
- Schools within the faculty hosted a range of musical events including soul line dancing, steel drumming band, salsa dancing and African drumming workshops as cultural celebrations.

Black History Month

Impact on: Staff and Students

The Faculty of Science's October 2023 Community of Practice focused on Race, the group used Anti Racism cards to facilitate conversations about racism. It was designed to understand obvious and hidden racism, learn what practical steps can be taken to stand up against racism and make work a more inclusive place.

In addition, the faculty also did the following during Black History Month:

- **Maths** hosted a poster session for Black History Month.
- **Physics** in high-traffic areas of the school had posters of Black Physicists that highlighted their life struggles and achievements. There were two early movie nights about Black History. In addition, the school ran, every Thursday lunchtime during October, a trivia quiz about Black Physicists with lunch voucher prizes.
- **Computer Science** ran a Black History Month Panel event with panellists including Black alumni, students, and staff to talk about careers and celebrate Black excellence in Science.

Active Anti-Racism in Early Career Research

Impact on: Staff and Students

The EDI team secured central EDI funding to support a project to explore what barriers exist for racially minoritised researchers in the Faculty. Karen Barnor, a PGR from Psychology, undertook the work and produced a report on the outcomes in July 2024. The report identifies some key areas for action to support our racially minoritised ECRs, some of which align with planned activity (for example the Wellcome-funded REC Hurdles project will focus on precarity of contracts). The next steps involve reviewing which areas we can take specific other actions and sharing the outcomes beyond the Faculty of Science.

Delivery of this project is a specific action within the University's Researcher Concordat Action Plan and progress has been noted as good.

Research Culture

Impact on: Staff and Students

The Faculty Director has taken on a range of work mentoring and supporting others to develop funding proposals centred around EDI in research and EDI in research culture.

This has included the EPSRC EDI Sharing Hub bid, which was shortlisted to the final four of twenty applications. Although ultimately unsuccessful this work has developed new external partnerships and sowed the seeds for forthcoming project work around equity in research funding and bullying and harassment.

Other funding bids have included a small successful bid to the Royal Society of Chemistry's Inclusion Fund (led by Psychology and Chemistry), a collaborative bid with EDI Hub partners to the EDI Caucus for a project around internal demand management, and a further bid in partnership with EDI Hub partners and University of Nottingham's international strategic partners Adelaide and UConn to the UKRI Metascience call, focusing on internal funding through an EDI lens.

Decolonising the Curriculum

Impact on: Staff and Students

The Faculty Decolonising the Curriculum Working Group, chaired by Gemma Bancroft, achieved a Lord Dearing award in recognition of the outstanding achievements in enhancing the student learning experience. This included the creation of an online Guide for Critical Reflection and Action to provoke individual and group reflection on current ways of being, knowing and doing, to discover how these can be reconfigured towards a more just, equitable, diverse and inclusive institution. Key areas of focus were culture, curriculum and pedagogy. Sub-working groups strived to incorporate stakeholder feedback on the guide, to promote and raise awareness of how the guide may be used and to evaluate its impact.

Professional Services

Libraries: Antiracism Training:

The Libraries Senior Management team received antiracism training from an external supplier. An antiracism stance was shared by the director of Libraries in February 2024, please see the screenshot below:

Our commitment to anti-racism

Towards the end of last year, as part of our Libraries EDI Project, the Senior Management Team and I undertook some training on anti-racism which really transformed my thinking in terms of the very live issue of race within Higher Education, and the role that we can play in addressing racial inequality. This was reaffirmed by recent staff feedback, both via exit interviews and in focus groups, on lived experiences of racial inequality which has been incredibly powerful and thought-provoking. And was also touched on by Shearer West at the recent Registrar's Town Hall, where she reflected on the experience of our international students.

For those who aren't familiar with the term, anti-racism is the active process of opposing racism by advocating for changes which promote racial equity. The path to anti-racism requires a significant culture shift, incorporating changes to systems, policies and processes, as well as organisational values, behaviours and ways of working. This is a very simple explanation, but we'll be doing more over the coming months to explore the term and increase understanding of it.

So today, I am genuinely excited to announce to you my commitment, and our commitment as a department, to working towards an anti-racist culture. This is not something that happens with the click of a finger, it will take time, it will take a lot of reflection, it will take work to really look at our ways of working, our processes and procedures, how we do things, how we act. But it is so incredibly important. It's something that the university is looking at too, but as often in Libraries, we like to be ahead in our thinking and leading the way. This is particularly true in the culture space which, as you all know, is very close to my heart.

In this first year of our path to anti-racism, we will be focusing on three key areas: **staff training** to raise awareness and understanding of anti-racism, the issue of race and racial inequality in Higher Education, and the ways in which we may sometimes inadvertently contribute towards this; **reporting mechanisms** for instances of racial bullying, harassment and microaggressions, so that staff feel empowered, supported and safe to call out inappropriate behaviour, and **better connections for colleagues who are from the [Global Majority](#) or are racially minoritised** via the introduction of a new staff network.

More details of the above will be announced in Shelf Life at the beginning of March, but I wanted to draw your attention to it now so that you can keep an eye out.

I do of course need to call out the fact that talking about race can feel uncomfortable, and this is particularly true when we're also doing it through a reflective lens. The message I want to get across to you today is that our path to anti-racism is one in which I want us to all feel supported and safe. This isn't about pointing fingers or attributing blame. It is about learning, growing and broadening our minds to the very real existence of racism in our society, how that manifests around us, and what we can do about it. The anti-racism work will run along some broader cultural work highlighting five key elements of our Libraries culture: ownership, respect, appreciation, curiosity and assuming good intent. I don't expect these to be new terms for many of you, as they are principles that we have worked with for years, but we will be doing a further push on these cultural elements over the next year, so please keep an eye out for this in the coming months too.

Figure 6: Libraries antiracism statement

Antiracism training: Sports

Impact on: Staff

The Sports department worked with external suppliers to deliver anti-racism training to 110 staff members. This encouraged some positive discussions but also highlighted that some are at different stages of their understanding/journey with race equality. They are looking to review feedback and develop some clear next steps around training. The training has had a positive impact on the staff who attended and showed an increased awareness of allyship.

Real Talk Events (Sports)

Impact on: Students

Sports have introduced Real Talk events, which are focused primarily on Black students, providing them with a safe space to have conversations about things that are important to them. They are also developing a programme of activities for students to engage with through the Just Play and club programmes. The Black Students Sports Officer is working closely with other APP projects and actively signposting students engaged with our Black Sport Collective to programmes such as Grit, Black Industry Connections and Empowerment Programme (BICEP), and financial education.

The Black Sport Collective

Impact on: Students

The Black Sport Collective (BSC) Programmes have seen the following in terms of engagement:

- Real Talk events x 2: 155 participants
- BSC Does sports sessions x 3: 60 participants
- Games Night: 110 participants
- Intramural Sports programme: 180 participants
- BSC Celebration Event on 12 June 2024
- Sports Day on 10 June 2024

To date over 912 Black students have engaged with sport and physical activity. This is a 63% increase in 2022/23.

Student and Campus Life

Impact on: Students

Student and Campus Life have been involved in supporting and developing:

- Drafting the new Access and Participation Plan (APP), including the EIA (Equality Impact Assessment) for the new APP which has race equality as a key theme and black students as a key target group.
- Responsibility for the [Get Ready for the University of Nottingham](#) module and will continue to focus on anti-racism as a key theme.

UoN Sports

Impact on: Staff and Students

In addition to the above, UoN Sports has run several initiatives during 2023/24:

- Delivered EDI training to over 60 student club committee members with race equality as a key component.
- Working with Nagamani Bora, the Onboarding Module Convener, on the development of the Unity in Diversity module focused on race and culture, to make it more relevant to sports clubs, students, and staff. This module will be mandatory for all club committee members to complete.
- Working with an organisation called Equity Coaching, about the delivery of sports race equality training for key members of staff in 2024/25.

Staff Network: Black, Asian and Minority Ethnic (BAME) Staff Network

Membership

	2019/20	2020/21	2021/22	2022/23	2023/24
Mailing list	113	120	125	146	174
Teams site	n/a				145

Main Activities in 2023/24

The BAME Staff Network has grown significantly this year, welcoming new members, including new champions and committee representatives from Professional Services, International Outreach, and Faculty staff. The current membership of 174 staff members on our mailing list, and 145 members on our Teams site, the network continues to foster a vibrant and supportive community for racially and ethnically minoritised staff at the university.

Community building and social events:

- **New Year, New Network social (January):** We kicked off the year with an engaging online event to reconnect, reflect, and plan the network's direction for 2024. Members participated in icebreakers, network updates, and informal discussions.
- **Monthly social hours:** These included both virtual and in-person events across campuses, such as outdoor activities like bulb planting at the Memorial Woodland in collaboration with the Grounds Team. These sessions offered opportunities for relaxation, connection, and cultural exchange.
- **Festive social fuddle (December):** We celebrated the year's successes with a festive gathering featuring diverse cuisines brought by members, fostering a spirit of inclusivity and cultural sharing.

Safe spaces for dialogue:

- **Safe spaces following race riots:** In response to the distressing events over the summer, the network facilitated safe spaces for racially minoritised staff and affected communities to come together for support and healing. Both open and members-only sessions were held.
- **Historical Links to Transatlantic Enslavement discussions:** During 2023/24, the network has explored the historical links with the University of Nottingham and transatlantic enslavement. This has included working closely with Noa Holt, SU Liberation Officer 2023/24 and Nuriat Oluwa, SU Liberation Officer 2024/25, and members of Nottingham Universities and Historical Slavery Steering Group to work through the process of understanding historical links and exploring chances for restorative justice for members of affected communities. We hosted network-only and university-wide sessions to reflect on the [university's report on its historical ties to transatlantic enslavement](#). These events fostered meaningful dialogue on reparative justice, including a listening session and brainstorming the next steps.

Special Events and Collaborations:

- **External speaker event with Dr Norma Gregory:** The network hosted an event featuring Dr Norma Gregory, an acclaimed historian, EDI consultant, broadcaster, author, and Director at Nottingham News Centre. Dr Norma, who received an Honorary Degree from the University on 15 December 2023, was also featured in the [Nottinghamshire Live](#) newspaper on 24 December 2023.

- **Conversation with UCU President Maxine Looby:** This online event explored structural racism as a workplace hazard and strategy to move the conversation forward. Invited by Professor Lopa Leach (UCU UoN branch president), UCU President Maxine Looby talked to BAME Staff Network members and the wider University community about [Tackling Structural Racism](#) on 15 October 2024.
- **Black History Month panel: Reclaiming Narratives, Voices Across Generations:** In collaboration with the Students' Union Liberation Officer, Nuriat Oluwa, this panel event featured powerful storytelling and discussions on navigating challenges and reshaping identities in academic and professional spaces. Staff and students were part of the panel as well as part of the audience.

Recognitions and Leadership:

- **Professor Gina Awoko Higginbottom MBE appointed QNI Fellow:** [Emeritus Professor and member of the university's BAME network, Professor Gina Awoko Higginbottom MBE, has been appointed as a fellow of the prestigious Queen's Nursing Institute \(QNI\)](#) . This recognition highlights her leadership and contributions to the health and care sector. QNI Fellows are known leaders within their sphere of expertise, with a high profile in the health and care sector, and the respect and recognition of their peers.
- **Introduction of new champion role profile:** Champions gathered to discuss their roles, expectations, and required support. This initiative strengthens the network's reach and representation across the university.
- **Committee expansion:** With new champions and committee members joining from diverse areas, we ensured broader representation and fresh perspectives in planning and advocacy.

Looking Forward

The BAME Staff Network is committed to expanding its impact in 2025. Plans include:

- More regular and diverse social hours and events.
- Increased opportunities for cultural and heritage sharing.
- Continued dialogue on critical issues affecting racially minoritised communities.
- Enhanced support for members through structured champion roles and networking, mentoring, and community support

Co-Chairs: Amrina Kaur, Mohamed Elmaghrbi, Sally Zhou

We invite new members to join us in shaping a more inclusive and supportive environment.

For more information or to get involved with the Black, Asian and Minority Ethnic Staff Network, please email:

bme-staffnetwork@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.



Faculty and Professional Services Religion or Belief Progress in 2023/24

Faculty of Arts

Faculty of Engineering

Religion or Belief Activity in Engineering

Impact on: Staff and Students

Ongoing promotion of faith/belief-themed events and opportunities has taken place with Faculty staff and students via the Faculty's weekly email update to all staff, updates to its Staff Hub, and features at termly Staff Forum and fortnightly Faculty Leaders Forum events.

The Faculty's Head of Education and Student Experience (ESE) met with one of the university's Chaplains to discuss wider awareness raising amongst students which resulted in some changes in how students are notified of Chaplaincy activity. They are to deliver some pop-up cafes in the Pope Building during 2024/25.

Based on the outcome of such intervention, a presentation to the Faculty's ESE Board by the Chaplaincy service may also be scheduled.

It is anticipated that the learning from the Listening Circle approach (see Wellbeing section below) can be used to deliver religion/belief discussions in the future.

Faculty of Medicine and Health Sciences

Faculty of Science

Religion or Belief Activity

Impact on: Staff and Students

The School of Biosciences collaborated with the School of Veterinary Medicine and Science to celebrate Dias los Muertos through a showing of *Coco* (2017), plus an ofrenda (altar) in the Barn. Both were supported by Mexican goo and rink including homemade Pan de muerto (bread of the dead). The School also ran two well-attended Diwali events with discussion and music.

Dr Emily Burdett's team in Psychology works with the Developing Belief Network, a global network of researchers (50 sites across the world) that are examining the development of belief in a diverse set of religions and cultural beliefs. Her team is currently collecting data in the UK, working with Muslim, Christian, and Secular families. In 2024, they participated in the Summer Scientist Week, where families came and were asked about their faith and beliefs. The team also participates in science festivals and Joanna Stephens has spoken about the project on Muslim radio, been interviewed by an Anglican radio programme, and presented in assemblies at several schools.

Dr Burdett's team is also in the early stages of a three-year grant called 'Who are the Spiritual But Not Religious', which is exploring the growing 'religious' group called the Spiritual But Not Religious. Part of the project is interviews to understand where this group finds meaning and the practices they are creating. The other part is looking for families who identify as SBNR and understand how they are cultivating these values in their children, especially in the absence of traditional religious institutions (Church, synagogue, etc). The website is due to launch in 2025, and people will be able to sign up to engage in the surveys and family study.

Faculty of Social Sciences

Lived Experiences

Impact on: Staff and Students

The School of Sociology and Social Policy established a BAME working group project specifically researching the lived experience of the University community, issues, and the recommendations around decolonisation and the student's voice are being implemented and led by the new Decolonising the Curriculum Lead.

Professional Services

Islamophobia Training

Impact on: Staff and Students

Both Estates, and Student and Campus Life attended the MEND (Muslim Engagement and Development) sessions on Islamophobia: Causes and Cures in November 2023 and January 2024.

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.



Faculty and Professional Services Wellbeing Progress in 2023/24

Faculty of Arts

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

Impact on: Staff

See the update in the Gender Equality Section (page above 22).

Faculty of Engineering

Wellbeing Themed Work/Activity: Staff

Impact on: Staff

A Working Practices Working Group has been established with a focus on encouraging/supporting staff to plan for/take annual leave, reducing communications out of hours, and encouraging adoption of inclusive meeting/event practices. Multiple working practices guides have been created plus a new Staff Wellbeing Toolbox SharePoint site which holds information on wellbeing events and resources in one place, and signposts to university-wide sources of help. Phase 2 is to launch in January 2025 with a focus on leaders and managers supporting wellbeing. This will include personal development training, work-life balance and wellbeing support, and encouraging teamwork and supporting workload concerns.

The Faculty had planned to launch a **Shared Experiences – an Open Conversation** initiative during 2023/24, informed by the Books of People initiative previously implemented by Library colleagues. This was to involve recruiting staff volunteers representing a range of protected characteristics and experiences (such as taking extended leave, applying for flexible working, undertaking CPD/LMA courses) to share their personal stories with other colleagues on a 1-1 or group basis. However, instead, the Faculty is to initially adopt a **Listening Circle** approach as a mechanism for staff to share their experiences and feel heard in a safe and supportive environment. This will be rolled out from January 2025 onwards, with an initial focus on disclosure in the workplace and reasonable/workplace adjustments. Future topics may

include: career progression; strengths and challenges; addressing stereotypes and social inclusion.

Take a Break events (as part of the university's wider UniTea initiative) were held in January across various faculty locations across University Park and Jubilee campuses. Line managers were asked to encourage their staff to participate. Refreshments and activities were provided and signposting to university wellbeing resources. The events were well attended and were particularly welcomed by international staff as the events allowed them to connect and share experiences with other recent arrivals to the faculty. The Faculty's People Services Manager subsequently met up with them to gain insight to improve the signposting to support with accommodation, visas, and finding local schools in pre-arrival packs. Since the events, Departmental Heads and Professional Services Leads have been encouraged to organise their own local events throughout the year.

A **flexible working pilot** (including the option to work 9-day fortnights) targeted at TS staff has been developed and consulted with relevant staff in response to the 2023 People & Culture Survey. The scheme will be rolled out in the new academic year and findings will inform wider roll-out.

Wellbeing Themed Work/Activity: Students

Impact on: Students

Take a Break (UniTea) events were also held for PGT and PGR students, with signposting to university Support and Wellbeing resources.

During this year's **Welcome Week** to FEPS students (Department for Foundation Engineering and Physical Sciences) a session was offered for neurodivergent students or others who would benefit from calmer alternatives to some of the other activities on offer. The offer included: Lego-based activity; provision of fidget toys; structured 'getting to know you' sessions; and a pin-board featuring the campuses' Quiet Spaces Maps and staff/peer mentor photos/roles and where to find them.

A **Peer Mentoring Scheme for Neurodivergent students** in FEPS is in development.

Analysis of the faculty's Support and Wellbeing Team's appointment data has informed targeted work needed with groups of students (UG and PGT) where take-up is low/high.

Faculty of Medicine and Health Sciences

Faculty of Science

Wellbeing Themed Work

Impact on: Staff, Students, and Wider Community

Faculty of Science have held the following events to support the EDI Wellbeing Theme:

- **Wobble Week:** Therapy Dogs visited several schools in the Faculty during Wobble Week, alongside joint activities delivered with Support and Wellbeing on Jubilee Campus.
- **UniTea:** Computer Science hosted a #Unitea wellbeing café with 16 members of staff in attendance, which led to an invitation to join free yoga sessions in another university department.

- **Taste of Wellbeing:** Maths has introduced wellbeing walks and ‘taste of wellbeing’ sessions for staff.
- **Physics Wellbeing Support:** Physics has displayed posters in all buildings to highlight the support for Mental Health and Wellbeing of staff and continues to run a Hardship Cupboard.
- **Computer Science Wellbeing:** The EDI Project Manager has initiated a programme of work to support wellbeing in the Faculty, this is in its early stages but has included a Lego Serious Play session focussed on wellbeing for Computer Science. The School has requested a further iteration of this session and the team will look to support other schools with embedding wellbeing activities over the next year.

Faculty of Social Sciences

Professional Services

Digital and Technology Services (DTS)

Impact on: Staff

A new DTS community site has been developed to promote networking and there is a dedicated wellbeing channel. There are 20+ staff who are trained as Mental Health First Aiders and a dedicated DTS People Board who meet monthly to identify activities and events to make DTS a great place to work.

Estates and Facilities

Impact on: Staff

Estates and Facilities have trailed the MyMynd (the Mental Health Support Provider), with positive feedback from staff.

Libraries

Impact on: Students

Libraries have run the following Wellbeing initiatives:

- **Mature Students Summer School:** The Mature Students' Summer School ran between 24 June – 4 July 2024. The event was organised by the Libraries' Learning Development Team, it aimed to improve the retention rate of first-year mature undergraduate students, as per the Access and Participation Plan. It was open to all mature students. The feedback was that 100% of students would recommend the summer school to peers. It is clear following the review of both quantitative and qualitative feedback that the aims of the summer school were met. Students enhanced their academic skills, built a sense of belonging amongst the mature student cohort, and had an increased confidence in accessing wellbeing resources after attending summer school. The summer school had an inclusive, vibrant atmosphere where students made friends, felt confident to express opinions, and developed their skills.
- **Exam Support:** Libraries hosted several events and activities to support students. Sessions were delivered to support students in their exams, including Bring Your Own Exam Paper sessions, in which students can complete practice assessments in exam conditions. Other Initiatives included the details and academic support across Faculties.

Registry and Academic Affairs

Impact on: Staff

In the Wellbeing Theme Registry and Academic Affairs have delivered the following in 2023/24:

- **National Self Care Week:** Delivered a programme of wellbeing and EDI-focused events as part of National Self Care Week (13 – 19 November 2023). Feedback and insights from colleagues have been gathered to inform the next team's wellbeing activity focused on Mental Health Awareness Week in May 2024.
- **Wellbeing Commitment:** Created a Wellbeing commitment to ensure colleagues are encouraged to undertake activities to support their wellbeing through work.

Student and Campus Life

Impact on: Staff

In the Wellbeing Theme Student and Campus Life Communications have delivered the following:

- **Recovery Project:** A new Wellbeing resource has been built into SCL services as part of the 'Recovery' project. This has included community engagement work to help students feel safe in Nottingham and empower students to be responsible citizens who help to foster a thriving environment for all. The work has included a contribution and collaborative working relationship with local police to fund additional patrols, education projects, and safety events.
- **Health, Safety & Wellbeing Lead:** A new Health, Safety & Wellbeing Lead was appointed in December 2023.
- **Staff Townhall:** The Staff Town Hall in March 2024 focused on Wellbeing.
- **Student Mental Health Strategy:** A Student Mental Health Strategy was approved by the Education and Student Experience Committee, which will complement the good progress in working towards the University Mental Health Charter award. Future implementation and development of these frameworks will strengthen a whole-university approach to improving inclusion for students with mental health issues.
- **Recovery Fund:** A University of Nottingham Recovery Fund was introduced to enable additional work from Student and Campus Life that explored student safety, positive student engagement in the university and wider community, and other aspects of recovery and safety. This work has included: funding our new remembrance garden, welcome safety initiatives, and Police Community Support Officers' overtime.

Research and Innovation

Impact on: Staff

Developing a 2024 annual plan of activity which also joins up with the launch of a Research and Innovation Charity and Social committee.

UoN Sport

Impact on: Staff and Students

In the Wellbeing Theme UoN of Sport has delivered the following in 2023/24:

- **UniTea:** Events were held in all three facilities. Staff engaged and shared wellbeing resources with attendees. This resulted in positive discussions and wellbeing resources are now displayed within the facilities.
- **Monthly Wellbeing Focused Sessions:** Following a conversation with the Head of Specialist Wellbeing Services, UoN Sport are trialling monthly team meets with staff to

discuss different scenarios around students who are struggling with their mental health and wellbeing

Faculty and Professional Services, and Thematic EDI Contacts

Faculty of Arts

Faculty EDI Director: Laura Todd (staff)

Email: laura.todd@nottingham.ac.uk

Faculty of Engineering/Co-Theme Lead for Wellbeing

Faculty EDI Director: Charlotte Lush

Email: charlotte.lush@nottingham.ac.uk

Senior Project Manager for Equality, Diversity and Inclusion: Ellie Davies

Email: ellie.davies@nottingham.ac.uk

Faculty of Medicine and Health Sciences/Co-Theme Lead for Race Equality

Faculty EDI Director: Professor Jasmeet Kaler

Email: Jasmeet.kaler@nottingham.ac.uk

People & Culture Officer: Karen Nemi

Email: karen.nemi@nottingham.ac.uk

Faculty of Science/Co-Theme Lead for Gender Equality

Faculty EDI Director: Rachel Van Krimpen

Email: rachel.vankrimpen@nottingham.ac.uk

Project Manager EDI: Kimberley Grant and Helena French

Email: kimberley.grant@nottingham.ac.uk

Email: Helena.french@nottingham.ac.uk

Faculty of Social Sciences/Co-Theme Lead for Disability Equality

Faculty EDI Director: Dr Michelle Stirk

Email: michelle.stirk@exmail.nottingham.ac.uk

Professional Services/Intersectionality and Inclusion Lead

Associate Director (Campus Life Equality Diversity and Inclusion): Janette Alvarado-Cruz

Email: janette.alvarado-cruz@nottingham.ac.uk

HR Contact (staff): Tom Syder, EDI Manager

Email: Tom.Syder@nottingham.ac.uk

Disability Equality Co-Theme Lead

EDI Manager: Helen Creswick

Email: helen.creswick@nottingham.ac.uk

HR Contact (staff): Roxanne Cousins, EDI Adviser (Disability Lead - staff focused)

Email: Roxanne.cousins@nottingham.ac.uk

Gender Equality Co-Theme Lead

EDI Manager: Precious Taylor

Email: precious.taylor@nottingham.ac.uk

LGBTQIA+ Equality Theme Lead

Head of Equality, Diversity and Inclusion Managers, and Development Lead for Student and Campus Life: Doug Little

Email: doug.little@nottingham.ac.uk

Race Equality Co-Theme Lead

EDI Manager: Tolu Adeyeye

Email: tolu.adeyeye@nottingham.ac.uk

HR Contact (staff): Déjà Jones, Equality, Diversity and Inclusion Adviser, (Race Equality Lead - staff focused)

Email: Deja.jones@nottingham.ac.uk

Religion or Belief and Wellbeing Co-Theme Lead

EDI Manager: Mosina Susiwala

Email: mosina.susiwala@nottingham.ac.uk

General EDI Enquires can be addressed to:

BR-edimanagers@exmail.nottingham.ac.uk