Report

Equality, Diversity and Inclusion Annual Report

2020-2021

Table of Contents

Introduction

The global impact of COVID-19 continued to present many challenges for individuals and communities during the academic year of 2020-21 as we adapted our lives, work and studying in ways that we could not have anticipated at the start of the pandemic. During this time, the University of Nottingham has developed and evolved practical solutions and personal support options for both staff and students.

Despite COVID-19, there is much for the university to celebrate as work on embedding Equality, Diversity and Inclusion has continued during 2020-21, and this report is a testament to the amazing work that colleagues from across the university community are doing to help us become a more inclusive organisation. It seems unfair to single out any one initiative, but I am delighted and extremely proud that the university achieved the Bronze Race Equality Charter in June 2021. Work has already started on implementing the actions and I look forward to seeing its development and impact over the next few years.

It has also been a year of change as Professor Sarah Sharples, Pro-Vice Chancellor for Equality, Diversity and Inclusion, and People, left the role in June 2021, for a secondment with the Department for Transport as Chief Scientific Adviser. Sarah's contribution to building an incredible foundation for Equality, Diversity and Inclusion is nothing short of astonishing and her energy, skill and knowledge will be greatly missed. However, we do look forward to welcoming Professor Katherine Linehan from University of Sheffield as Pro-Vice Chancellor for Equality, Diversity and Inclusion in January 2022.

Reflecting on our achievements within Equality, Diversity and Inclusion also has enabled us to identify areas where more focus is required and in 2021-22 the university has committed to prioritise the following four areas:

- Support for staff with caring responsibilities (both parenting and carer)
- Socio Economic
- Faith and Religion
- Neurodiversity

Faculties, Schools and Departments are being encouraged to engage, support and work on initiatives that help contribute to one or more of these priority areas.

As Interim Pro-Vice Chancellor it has been an exciting, busy and extremely rewarding experience to be involved, and witness some of the great work that the university is doing to strengthen and develop Equality, Diversity and Inclusion.

Professor Robert Mokaya
Interim Pro Vice-Chancellor for Equality, Diversity and Inclusion, and People
Pro Vice-Chancellor for Global Engagement

Section One: COVID-19 Support for Staff and Students 2020-21

Ongoing COVID-19 support and related policies

Support for Staff During 2020-21

Targeted COVID-19 support for managers relevant to Equality, Diversity and Inclusion included:
- Refreshing the [Equality, Diversity and Inclusion considerations guide for managers](#)
- Learning resources and guidance on [effective remote working](#) and [hybrid working](#)

Support to employees (and managers) included:
- A [staff wellbeing guide](#) signposting to wellbeing guidance, learning materials and policies
- Continued promotion of our [employee assistance programme](#) and the university's [counselling service](#)
- The launch of our [Togetherall app](#) to provide a range of online courses and forums

Human Resources supported the development of equality impact assessments to inform our policies and approaches as we returned to campus and through our Human Resources operational teams, we have provided support for line managers and staff in relation to specific individual circumstances which have arisen in response to the pandemic.

Care Packages for Students in Self-Isolation

Support for Students During 2020-21

During the academic year 2020-21 it was anticipated that some students would need to immediately self-isolate if they showed symptoms of COVID-19. In addition, if the student lived with others, then all the household was expected to self-isolate as a group. The care packages were a positive step to provide students with a package of goods to get them through their first couple of days when they notified the university that they were self-isolating.

The care packages showed concern for our students' welfare whilst also emphasising how the university of Nottingham encouraged anyone exhibiting symptoms, or living with others, not to leave their house.

Student Services created a protocol and online form for students to report symptoms, and to inform us if they were self-isolating. This information supported the local track and trace, as well as giving the University of Nottingham operational information for halls, schools, etc. The protocol was also adapted to include students who lived off-campus and to inform us if they required a care package. This approach helped to manage the volume of packages produced and their destination.

In most cases, students had someone locally who was able to shop for them. However, we needed to ensure that nobody was left in a vulnerable position. We relied on a network of volunteers to support this project and to deliver the care packages, and we partnered with colleagues in the Students' Union and the University of Nottingham Community and Welfare and Wellbeing Officers.

The project was a success and during the academic year 2020-2021, approximately 150 care packages were delivered.

Section Two: Equality, Diversity and Inclusion-Related Strategic Development Activities

The university's Equality, Diversity and Inclusion [Strategic Delivery Plan](#) was published in 2019 with four themed areas of focus:

- Theme One: Demonstrable equality in experience for all of our staff and students
- Theme Two: Transform the diversity and inclusive practice of our staff and student bodies
- Theme Three: Excellence and ambition in delivery of embedded Equality, Diversity and Inclusion
- Theme Four: The University, Nottingham, and our Global Community

The following section provides updates on activities that are contributing towards meeting our planned actions as detailed in the [Equality, Diversity and Inclusion Action Plan](#).

Theme One: Demonstrable equality in experience for all our staff and students

Toolkit for Supporting Disabled Staff/Reasonable adjustment passport

Our Commitment: (1.2) Implement the action plan for disabled staff

Progress in 2020-21

The 2019 review of support for disabled staff identified several recommendations around developing documents, tools and training to better support disabled staff. This resulted in the development of two key products, the toolkit for supporting disabled staff and the reasonable adjustments passport.

The [toolkit for supporting disabled staff](#) was launched in October 2020 to provide a comprehensive range of training, guidance and information for disabled staff and their managers. This also includes information and links to resources around neurodiversity. The toolkit comprises of five key components:

- [Introductory video](#) (5 minutes)
- [Training on the equality act](#) (10 minute video)
- [Case studies](#) (pdf document)
- [Guidance](#) (pdf document)
- [Support](#) (pdf document)

The [reasonable adjustment passport](#) is designed to support staff and managers to record any agreed reasonable adjustments and also to agree review dates and the duration of any adjustments. Recording agreed adjustments helps staff who may then move to another department or have a change in line management whilst at the university, it also helps managers to schedule regular reviews and provide better support. The passport is owned and hosted by the staff member and is accompanied by a [guide for managers and staff](#). Although the passport is designed to primarily support disabled staff, it can also be used to document other reasonable adjustments beyond a disability.

The passport was initially scoped and drafted as part of a Science, Technology, Engineering and Mathematics (STEM) change funded project in bio-science and rolled out across the university in readiness for our return to campus in Summer 2021.

The toolkit and passport were developed in partnership with the Disabled Staff Network, managers and disabled staff and university specialists.

Since the launch in October 2020, the university web page hosting the toolkit and passport has had 2561 unique page views and been accessed 4159 times in total. Feedback on both tools has been incredibly positive from staff and managers.

For further information please contact:
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Report and Support

Our Commitment: (1.4) Address bullying and harassment

Progress in 2020-21
Report and Support is a reporting platform provided by Culture Shift and was launched at the university in May 2021. The system is the industry leading package in this area, utilised by several Higher Education institutions, after being first piloted at University of Manchester.

Report and Support is a tool for students, staff and those within our community to report incidents they have experienced or incidents they have witnessed, either anonymously or by speaking to an advisor. The platform provides a clearer picture as it not only records the number of cases but the types of incidents, and crucially, the demographics of the students and staff members affected.

Report and Support also has a support section which directs users to information on the university's reporting processes and the internal and external support available. A campaigns section promotes the work the university, Students Union and wider community are undertaking as part of our prevention approach to bullying, harassment, sexual harassment and discrimination.

Since the launch, the platform has received 163 reports, 43 of which were anonymous.

University of Nottingham Students' Union

Wherever it happened, whenever it happened, you can report it to us.

You can report anonymously or contact an advisor through Report and Support online.

reportandsupport.nottingham.ac.uk

For further information please contact:
Claire Thompson, Associate Director (Student Wellbeing)
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Neurodiversity

Our Commitment: (1.5) Understand how we can better support students and staff who are neurodiverse

Progress in 2020-21
A "Review of Support for Neurodiverse Staff and Students at University of Nottingham" was produced by a member of staff on secondment to the EDI Coordinator Team. The report included consideration of support at community level; from Human Resources; within individual schools; and from Student Services. The report also covered research conducted on the neurodiverse experience that aimed to support and encourage new ways of working more suited to a neurodiverse person. The recommendations from this report will feed in to work around neurodiversity in 2021-22 as one of the priority areas in Equality, Diversity and Inclusion.

Drs Lauren Marsh and Danielle Ropar produced a set of guidelines in consultation with neurodivergent staff and students as part of a STEMM-CHANGE grant. The guidance provides people with points to consider if they are thinking of running a virtual session that may include neurodivergent staff or students. The guidelines also offer advice for staff or students who may be attending or participating in a virtual session that includes neurodivergent people.

There were numerous other local and institutional activities to improve the university's support for our neurodiverse community. These are covered in other sections of the report.

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Theme 2: Transform the diversity and inclusive practice of our staff and student bodies

Supporting Trans Students

Our Commitment: (2.11) Increase awareness and understanding of experiences of LGBT staff and students

Progress in 2020-21
In 2020-21 we reviewed and updated our guidance for trans students and for staff supporting trans students.

Students: *Guidance for Transgender, Non-Binary, and Gender Non-Conforming Students and Applicants at The University of Nottingham:* This guidance was designed as information for transgender, non-binary and gender nonconforming students. It was also designed to increase awareness of trans and gender nonconforming identities more generally for all students.

Staff: *[Guidance for Staff at the University of Nottingham for Supporting Transgender, Non-Binary and Gender Non-Conforming Students and Applicants](): This guidance was designed for staff at the University of Nottingham for supporting transgender, non-binary and gender non-conforming students. It can also be used to increase awareness of trans and gender non-conforming identities more generally for all staff who are supporting students.

Both sets of guidance detailed educational information on relevant legislation and transitioning, support available for transitioning students and applicants, and information on how to be a good ally to trans students. The guidance also set out a clear process for trans students wishing to change their details on student records.

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Theme 3: Excellence and ambition in delivery of embedded Equality, Diversity and Inclusion

Equality, Diversity and Inclusion Maturity Matrix

Our Commitment: (3.1) Share best practice and progress in EDI with staff and student groups

Progress in 2020-21
The Equality, Diversity, and Inclusion Maturity Matrix is a toolkit developed by the EDI Coordinators team in 2021. The matrix supports our commitment to excellence and ambition in delivery of embedded Equality, Diversity, and Inclusion within our Equality, Diversity, and Inclusion Strategic Delivery Plan.

The Equality, Diversity, and Inclusion Strategic Delivery Plan asks us all to make progress on Equality, Diversity, and Inclusion issues, but first we need to establish our starting point. It can be hard to map out the full local picture; to decide which areas to concentrate on first, and how to access the right information, support and resources to achieve change. This is where the Equality, Diversity, and Inclusion Maturity Matrix comes in.

The Equality, Diversity, and Inclusion Maturity Matrix provides staff across the university the opportunity to reflect on Equality, Diversity, and Inclusion engagement, Equality, Diversity, and Inclusion in core activities, student, and staff Equality, Diversity, and Inclusion practices in local areas. It is designed to enable staff to identify areas for Equality, Diversity, and Inclusion growth, resources to support the implementation of change and ultimately fuel local ambition in Equality, Diversity, and Inclusion.

In 2021, the EDI coordinator team delivered an 'Ambition in Equality, Diversity, and Inclusion' workshop, focusing on the Matrix as part of the Diversity Festival, as well as a session at University Executive Board (UEB) focusing on getting members to use the matrix and reflect on their areas of work.

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Key Performance Indicators (KPIs) Setting

Our Commitment: (3.4) Annually review and agree priorities for focused activities, task and finish groups and review performance against KPIs

Progress in 2020-21

University Level Key Performance Indicators

The Equality Diversity and Inclusion Committee has agreed a number of staff Equality, Diversity and Inclusion Key Performance Indicators, all of which are monitored and reported on through the committee on an annual basis. Targets for achieving these are agreed within Faculty/Professional Service Departments. In addition, the measures focused on gender, disability and ethnicity split, particularly at senior levels, are reported within the suite of University level Key Performance Indicators, which are reported through University Executive Board and Council. These are:

Key Performance Indicator	Target
Gender balance at level 6	50:50 gender level 6
Gender balance at level 7	30:70 gender level 7 (women:men)
Ethnicity balance at level 6 & 7 combined	15:85 BME:white level 6 and 7 combined
Overall Disability balance	10:90 disabled over all staff

Faculty/Departmental Level Key Performance Indicators

During 2020-21 all faculties and professional services departments set and agreed local targets, along with actions to support these targets. In some faculties, schools also reviewed their Equality, Diversity and Inclusion data and were encouraged to set targets and actions that feed into the faculty Key Performance Indicators.

Review of Key Performance Indicators

University level Key Performance Indicators are monitored through dashboards with reports to University Executive Board and an annual report to the Equality, Diversity and Inclusion Committee.

Faculty/Departmental Level Key Performance Indicators are monitored locally, and performance is reported annually to the Equality, Diversity and Inclusion Committee.

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Equality Impact Assessments Review and Roll Out

Our Commitment: (3.5) Ensure Equality Impact Assessments completed and published for all policy decisions made by University Executive Board Committees

Progress in 2020-21
Equality Impact Assessments are an essential part of the university's approach to embedding Equality Diversity and Inclusion throughout all our decision-making programmes, projects, policies, and practices.

During 2020 the Equality Impact Assessment Process was updated, and new training was developed to help staff undertake Equality Impact Assessments and to embed the process across the institution. In the past year, 90 staff have attended 4 training sessions. In addition, 4 tailored sessions to 135 staff have been run with teams in the university to help contextualise Equality Impact Assessments in their service areas.

As part of the new process, staff were asked to send a copy of their completed Equality Impact Assessment to the Planning, Performance and Strategic Change Team so there was a central record of completed Assessments. In 2020-21 a total of 98 Equality Impact Assessments were received. Thematically these Equality Impact Assessments can be categorised into the following areas:

- COVID-19 related (Staff and Student)
- Changes to or the purchase of new Software
- Changes to or the introduction of new policies or procedures (Staff and Student)
- Changes to internal processes (Staff and Student)
- Survey or Data Gathering (Staff and Student)

A staff SharePoint site was published which hosts training materials, resources, guidance and document templates. It also contains copies of completed Equality Impact Assessments that relate to university wide policy, procedures or practices as examples of good practice.

Over the next year, the number of Equality Impact Assessments received will continue to be monitored and the training will be developed based on feedback from the university community.

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Race Equality Charter (REC)

Our Commitment: (3.6) Submit a Bronze application for the Race Equality Charter
(3.16) Establish a Bronze REC Action Plan Implementation Group

Progress in 2020-21
In June 2021 AdvancedHE confirmed that the university had been successful in securing Bronze Race Equality Charter status. The university had previously submitted an unsuccessful bid in 2015, but the feedback from this process told us that we were not sufficiently reflective or self-critical, and that we had not engaged sufficiently with our Black, Asian, and Minority Ethnic (BAME) staff and particularly our student community. Emboldened to fully engage with staff, students, and the local community, the university took time to hear, understand and reflect on what we could do to improve BAME inclusion and work towards being an anti-racism institution.

The Race Equality Charter Self-Assessment Team had collected and analysed data, run engagement workshops that included staff from all grades and work families, and students. At this stage, the Self-Assessment Team had drafted the application in preparation for submission, but in November 2020 the bold decision was made to publish the majority of the draft Race Equality Charter submission and action plan (minus sensitive non-redacted data) to our staff and student community for feedback and comments. The feedback from staff and students ultimately informed and shaped the final submission in February 2021. This approach was highlighted as one of good Practice by AdvancedHE and will be recommended to other institutions.

Regardless of the outcome of the submission, the university had committed to implement the actions in the Bronze Race Equality Charter Application. The recruitment of both the Degree Awarding Gap Lead, and Module Convener role, and a revision to the governance structure to improve intersectionality were being delivered, when the university received the good news of its Bronze Status.

A Bronze Race Equality Charter Implementation Group has been formed over the summer 2021, using a Co-Chair module. The Co-Chairs of the group are Professor Todd Landman, Pro-Vice Chancellor - Faculty of Social Sciences, and Professor Emmanuel Adegbite, Head of the Accounting Department at the Business School. In addition, the Bronze Race Equality Charter Implementation Group is formed from representatives from each Faculty and Professional Services. The Group includes a range of job families and has a majority of BAME members. The Group had its first meeting in November 2021 and will form subgroups to work through the actions in the Action Plan.

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Project Period Initiative

Our Commitment: (3.10) Develop evidence-based evaluation framework to apply to our EDI interventions

Progress in 2020-21
'Project Period' was set up in recognition and to raise awareness of period inequality and stigma associated with menstruation. Following a scoping report that was presented to the Equality, Diversity and Inclusion Committee in June 2020, the proposed work to launch two events as part of the Diversity Festival was approved.

'EDI and Health' featured as one of the six themes as part of the Diversity Festival. A Project Period Working Group was established and chaired by Helen Creswick, EDI Coordinator. The working group delivered a collaborative event between the University of Nottingham and University of Nottingham Students' Union to raise awareness of period inequality through a panel discussion event, 'Painters, Sharks and Crimson Waves; exploring period inequality and stigma', as part of the Diversity Festival celebrations. The panel discussion explored period inequality and stigma that is often associated with menstruation, and was chaired by Dr Stacy Johnson MBE, and featured Nadia Whittome MP, Moss Mitson and Dr Supriya Garikipati. The event sought to understand what period inequality is, what the effects are, who is impacted and why there is stigma around speaking openly about periods. A total of 173 people registered to attend the event, with 102 attending.

In addition, and as part of the Diversity Festival, Denise Eaves, Senior Student Health and Wellbeing Specialist, and Sharon Sipple, International Student Health and Wellbeing Officer coordinated a workshop for students, 'Healthy Periods, Tips for a Healthy Menstrual Cycle' as part of the Diversity Festival. This workshop was led by Cathy Hatfield, a Sexual Health Nurse at Nottingham University Hospital Sexual Health Outreach and Health Promotion Team, and provided tips and guidance on maintaining health and wellbeing, key facts about period, period hygiene and nutrition and exercise whilst menstruating.

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STEMM-Change

Our Commitment: (3.12) Develop tools and materials to support Equality, Diversity and Inclusion: Coordinate and maintain portal of information relating to Equality, Diversity and Inclusion
(4.7) Support locally delivered EDI initiatives

Progress in 2020-21
The Engineering and Physical Sciences Research Council (EPSRC) funded Science, Technology, Engineering, Mathematics and Medicine (STEMM)-Change project has several strands open to members of the faculty including:

- *Reverse Mentoring*

Mentors and mentees were trained across STEMM departments at the university. The approach was adapted in 2020 to make it suitable to commence conversations virtually, with a view to bringing them face-to-face towards the end of the 6-month relationship, if possible. Plans are in place to evaluate the project to determine the effectiveness of participants' experience in the face-to-face and virtual environments. An awareness and dissemination event took place on 22 June 2021, entitled *The Reverse Mentoring Revolution*. The event showcased experiences and insights into reverse mentoring and heard from those involved in the programme, alongside keynote speakers.

- *Changemaker Programme*

This was piloted at the University of Nottingham and then rolled out to all STEMM-Change project partners. As the placements intend to allow technicians hands-on experience with technologies, labs, equipment, networking etc., placements had to be temporarily paused due to COVID-19 restrictions, however these restarted again in August 2021 allowing for a number of technicians to be supported to seek career development opportunities across the Consortium. Linked to this, a report was published in February 2021 about the impact of COVID-19 on the technical community.

- *The Language of Exclusion*

A national report entitled Towards Diverse Workforces: Transforming the Language of Exclusion and Bias in Recruitment was launched in June 2021. Led by a team of linguistics and communication researchers, the report is part of a series of packages designed to provide practical solutions to facilitate a step-change in recruitment practices across the widest range of different organisations and industries. A 1.4 million-word database of contemporary recruitment advertisements was used, which was built on inputs from a range of project and industry partners and then analysed using computational methods from an established approach known as corpus linguistics. Corpus linguistics enables large sets of language data to be analysed to establish meaningful language patterns in an objective and systematic manner.

- *EDI Resource Bank*

Launched in January 2021, the EDI Resource Bank database, has been developed to support individuals, teams and institutions in developing and implementing diversity strategies. The EDI Resource Bank portal was developed as part of the STEMM-Change project at the University of Nottingham, funded by the Inclusion Matters programme, but hosts resources relevant to all areas of research and teaching across Higher Educational Institutions. By sharing Equality, Diversity and Inclusion related initiatives and reports from organisations and Higher Education Institutions in this repository, users can learn from the good practice of others.

The EDI Resource Bank brings together two types of materials:
1. Equality, Diversity and Inclusion reports - Resources produced by organisations supporting teaching and research in Higher Educational Institutions.
2. Equality, Diversity and Inclusion reports initiatives - Resources produced to improve Equality, Diversity and Inclusion within organisations and institutions.

In bringing these materials together which are otherwise disparate, the EDI Resource Bank enables users to understand and critique their local environment in relation to the national picture. This supports the development of materials and processes within individual departments and institutions by hosting examples of good practice from around the UK. So far, it has had over 110 submissions from institutions across the UK and it is embedded in University of Nottingham practices.

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Theme 4: The University, Nottingham, and our Global Community

Cascade Grants Programme

Our Commitment: (4.3) Work in partnership with the university community to deliver relevant and meaningful culture change

Progress in 2020-21
The Cascade Grants Programme provides University of Nottingham students with opportunities to solve problems and improve lives, making a significant impact on communities locally and globally. It uses donations from alumni and friends of the university to support projects which enhance the student experience and cascade the positive impact students have to create a university without borders.

The Cascade Grants Programme offers up to £10,000 in funding for student-led projects that benefit the student experience and help communities at home and around the world. Since the Cascade Programme began in 2007, over £1.3m has been raised thanks to generous donations from over 3300 alumni and friends of the university. During this time, over 300 projects have been funded.

Cascade projects may be academic, pastoral or extracurricular, but they must directly enhance the student experience and cascade the positive impact the student community can create.

To ensure projects support the strategic vision to be a University without borders, all projects should align to at least one of the Cascade Grants Programme themes:

- **Connecting campuses and communities**: projects that encourage connection, interaction and collaboration either with local communities, or between the multiple University of Nottimngham campuses.
- **Creativity and innovation**: projects that use novel approaches to solve problems in different communities, from the local to the global.
- **Enhancing teaching and learning experiences**: projects to innovate in the delivery of teaching and learning, or to take 'classroom learning' and apply this to solve real world problems.

- **Environmental sustainability**: projects that identify and/or implement environmentally sustainable solutions for students or in other communities. This could either be through direct activities, or through advocating sustainable behaviour.
- **Global citizenship**: projects that facilitate or increase international understanding and collaboration, that develop student's knowledge of the diversity of individuals' experiences (creating greater inclusion), and that help to create rounded global citizens of project leads or project participants.
- **Healthy bodies and minds**: projects that encourage the development of activities or solutions that improve or enhance physical and/or mental wellbeing.

The themes link directly to the university's strategic goals, in particular *"We will future-proof our students to excel in the working world and contribute to society"* , *"We will solve problems and improve lives through education… and through its application to local and global challenges"* and *"We will pursue our mission through collaboration and partnership"* .

Examples of projects that made a huge impact in global communities:

LITER OF LIGHT NIGERIA provided sustainable and affordable solar-powered lighting to Internally Displaced Persons who had inadequate access to light. In 2017, they empowered residents to build social enterprises to reduce reliance on aid. And in 2018, they installed 110 street lights in Takwa Bay, Lagos, to improve security and reduce crime in the community.

With the support from Cascade donors, four student midwives from the University of Nottingham went abroad to assist with the humanitarian crisis in Greece, helping refugee women and their families. They successfully facilitated a breastfeeding advocacy/infant nutrition workshop, delivering training to staff members from Lighthouse relief (A Swedish NGO that provides emergency relief to refugees who arrive in Greece) and other non-governmental organisations

PROJECT MYEMYELA : with £13,000 of Cascade support, Project Myemyela was able to reach their target of £90,000 to help 38 students and staff from the Department of Architecture to design and build a nursery school in the rural village of Lephepane in Limpopo, South Africa.

Examples of projects that made a huge impact on our local community:

VETS IN THE COMMUNITY is a student-led organisation run out of the vet school providing routine care for the pets of homeless and vulnerably housed people. Thanks to funding in 2012, they received Cascade funding to enable them to run their clinic for a trial period. The clinics still run today, and they are in the process of ordering a mobile veterinary clinic to reach different parts of the city.

FOODPRINT is a student run social enterprise tackling food waste and food poverty in Nottingham. They collect food that would otherwise be thrown away and redistribute it to those in need via their shop in Sneinton.

NOTTINGHAM NIGHT OWLS is a student-led project with the aim of improving the safety and well-being of students on nights out. The Owls help to ensure all students get home safely, provide students with supplies such as water, first aid and food, and help to keep the city clean after student nights out.

Examples of project that made a huge impact on advances in research:

A Cascade grant meant Nottingham students were able to bridge the gap between Eastern and Western European scholars studying Eastern European Viking Age history.

Four postgraduate students travelled to Chernihiv in Ukraine, working in the field with leading academics and found some amazing artefacts during the excavation.

Examples of project that made a huge impact on saving lives:

COMMUNITY FIRST RESPONDERS. Thanks to your support through Cascade in 2017, donors funded the lease of 2 new specialist vehicles for student volunteers through Community First Responders.
In 2018, they attended 1,056 jobs including:
39 - Cardiac arrests
221 - Breathing difficulties
278 - Chest pains
71 - Fits
103 - Unconscious

For further information please contact:
Miriam Colombi, Student and Campus Life – Projects Officer
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Connecting with the community - Real TalkTV

Our Commitment: (4.7) Support locally delivered EDI initiatives

Progress in 2020-21
The University of Nottingham made a commitment to sponsoring Real Talk TV, a community-based organisation specialising in media content, that is targeted at the Black, and Black, Asian and Minority Ethnic (BAME/BME) communities. Real Talk TV represent a cultural and diverse perspective of current affairs and views.

The main objectives of Real Talk TV are to:
1. Position University of Nottingham as the main a provider of academic services to the Black and BAME communities in Nottingham and beyond.
2. Showcase University of Nottingham services to diverse communities using the Real Talk TV media platform to create awareness within Black and BAME communities, while tying in visual content that engages with the university's ethos and wider goals as an academic provider in Nottingham.
3. Celebrate University of Nottingham as a respected academic provider that is aware of the issues facing the Black and BAME community, and its efforts to address this within its institutions, in a sustainable way the creates positive change, for the wider community.
4. Put University of Nottingham at the forefront of preferred student placement options for Black and BAME communities in Nottingham and beyond.

The overarching objective of the engagement was to contribute towards our actions on Race Equality. Our commitment to digital outreach with Real Talk TV should therefore address any or all the following priorities outlined in the Race Equality Charter (REC) submission and action plan:
1. **Degree awarding gap:** Address barriers to BME students being awarded good degrees.
2. **Staff representation**: Increase visibility and representation of BME staff in certain job roles, and in more senior roles.
3. **City and Community:** Change the perception of University as 'island on the hill'.
4. **Support and nurture the work of Real Talk TV:** through promotion of materials with staff and students.

During 2020-21 University of Nottingham provided Real Talk TV with resource on campus to film for their regular programming. Professor Sarah Sharples, former Pro-Vice Chancellor for Equality, Diversity and Inclusion also appeared on the show in a feature segment titled 'Jobs Worth'.

For further information please contact:
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HealthyU campaign

Our Commitment: Confirm our response to United Nations Sustainable Development goals with focus on themes 5, 10 and 17

Progress in 2020-21
The aim of HealthyU is to support students to adopt healthier lifestyles, in line with the university student health and wellbeing strategy. HealthyU is a health promotion programme with a focus on self-care and prevention.

During 2020-21 HealthyU focused on supporting students through the COVID-19 pandemic. In response to the pandemic, health promotion initiatives moved to an online platform.

Examples of campaigns and information included:
- 'Looking after your health and wellbeing during the Pandemic' webpage. Information and resources were specific to the pandemic, for example, included information on reducing anxiety, relaxing, sleep, routines and schedules, the impact of the media and how to protect yourself and tips on studying at home.
- Adapted initiatives in-line with COVID-19 restrictions so they were accessible, for example, our C-card (free condoms) scheme which usually requires students to sign up to face to face, moved to an online sign up and condoms were posted to students.
- Developed a webpage for self-isolating students, included how to look after your mental health and links to activities.
- Developed a resource for students staying in Nottingham during the winter holiday.
- Produced resources to support students sitting exams and assessments at home.
- Developed 3 health promotion campaigns.
  1. **Connect with HealthyU** – to support students to feel part of the university community even if they could not be on campus.
  2. **NurturingU**- encouraged students to take care of themselves through self-care. https://www.nottingham.ac.uk/currentstudents/healthyu/nurturing-u.aspx
  3. **HealthyU Can –** a campaign that acknowledged the easing of lockdown, a supportive campaign that acknowledged that some students might feel apprehensive about the easing of lockdown.

For further information please contact:
Denise Eaves, Senior Student Health & Wellbeing Specialist
denise.eaves@nottingham.ac.uk

Section Three: Equality, Diversity and Inclusion Engagement and Events

Equality, Diversity and Inclusion Blog Series

Our Commitment: (4.2) Celebrate and communicate past and current work in support of excellence EDI

Progress in 2020-21
The Pro-Vice Chancellor for Equality, Diversity and Inclusion, and People continued to regularly publish EDI Blogs during 2020-21.

The Blogs published in 2020-21 are listed below:

Date published	Title
21 September 2020	Return To A New Academic Year: Embedding EDI In Our Practice for 2020-21
23 September 2020	Compassion for those who cannot wear face coverings
28 September 2020	Tackling racial inequality at the university
19 October 2020	The Leaky Pipeline – How do we plug the gap?
30 October 2020	Joint statement following proposed Philosophy Politics and Economics (PPE) Society event
11 November 2020	Supporting Disabled Students During COVID-19
26 November 2020	Supervising PGRs from diverse backgrounds
1 December 2020	New policies published for staff and student personal relationships
18 December 2020	Creating a Fair and Equitable Blood Donation System: An Evidence-Based Policy Change
21 January 2021	EDI in the year ahead
22 January 2021	Launching the EDI Resource Bank
01 February 2021	Recognising LGBT History Month
19 March 2021	Reflecting on Diversity Festival and looking ahead to International Day for the Elimination of Racism
23 March 2021	Tackling misogyny, harassment and violence against women
04 May 2021	Disability Recognition Month
10 May 2021	Athena Swan and EDI survey
13 May 2021	Guest EDI blog: Introducing the Neurodiversity Staff Network
17 May 2021	International Day Against Homophobia, Biphobia, Intersexphobia and Transphobia
25 May 2021	Black Lives Matter - Anniversary of death of George Floyd
9 June 2021	The Sphere conference 2021
14 June 2021	Race Equality Charter success! The real journey starts here…
30 June 2021	Reflecting on my time as PVC for EDI

The overall aim of the Blog is to communicate the ongoing work of Equality, Diversity and Inclusion initiatives at the university, and to respond to local, national or international issues that impact on our staff and students, especially those with protected characteristics.

Thematically, in 2020-21, the Blogs focused on the on-going impact of COVID-19 on staff and students, highlighted Equality, Diversity and Inclusion initiatives or changes in policies, celebrated successes, commented on recognition months, and raised awareness of events or surveys.

In addition, statements were issued in 2020-21 to show the university's support for:

- **Freedom of expression** – following the invitation to a guest speaker, the university stated that there was a right to freedom of expression, so long as it does not constitute a right to harass or harm. Following this incident, the process around risk assessment for inviting external speakers has been changed.
- **Women's safety** – in response to the murder of Sarah Everard in March 2021, the university highlighted its strong partnership working with Nottingham Trent University, Nottingham Women's Centre, Nottingham Citizens and Nottinghamshire Police to ensure the safety of women. The Blog also stressed that all of the environments, communities, spaces and technologies that are part of the university are a safe space for women, and that a new 'Report and Support' scheme would be launched in the summer of 2021.
- **Black Lives Matter** – To mark the anniversary of George Floyd's death, the university reflected on the work it had done with our BAME staff and students in the past year, such as: 'You Say, We Will' activity, the submission of the Bronze Race Equality Charter application and the university's commitment to undertake these activities regardless of the outcome of the application.

Sarah Sharples, also reflected on their time as Pro-Vice Chancellor for Equality, Diversity and Inclusion, and People. The Blog highlighted many of the improvements the university has made in Equality, Diversity and Inclusion and ended with the positive affirmation, that 'If every member of staff and every student in the university makes one small change towards improving inclusion, strengthening diversity, or ensuring equity, then together we will deliver tremendous impact'.

The Equality, Diversity and Inclusion Blogs will continue with the new Pro-Vice Chancellor in January 2022.

Equality, Diversity and Inclusion Question and Answer Sessions

Our Commitment: (4.3) Work in partnership with the university community to deliver relevant and meaningful culture change

Progress in 2020-21
During the Diversity Festival, Professor Sarah Sharples, then Pro-Vice Chancellor for Equality, Diversity and Inclusion, and People, held open question and answer sessions with all faculties and professional services. These were generally well attended, with high engagement and a number of questions asked by members of the university on topics such as disability, support for international staff and students, student access and participation, LGBTQ+ inclusion, and race equity.

Sphere Conference

Our Commitment: (3.2) Bring together leaders in EDI through SPHERE programme

Progress in 2020-21
The university's first Sphere conference took place virtually on Tuesday 29 June 2021. The conference aimed to bring the university community together to share Equality, Diversity and Inclusion best practice and research, and celebrated the impact of projects which had been funded through the Sphere programme.

The conference included a panel discussion on overcoming Equality, Diversity and Inclusion resistance, including members from the Academic, Administrative, Professional and Managerial,

and Operations and Facilities job families. Further talks included Equality, Diversity and Inclusion in the Digital World and Public Engagement presented by Professor Louise Mullany and Dr Jacqueline Cordell, and Equality Diversity and Inclusion: A Technicians Lens presented by Kelly Vere MBE and Jodie Chatfield. The conference further included talks from 2019-2020 Sphere funded projects along with a sway newsletter highlighting 2020-2021 funded projects progress to date. The conference was attended live by 160 people (at its maximum) and the recording viewed over 80 times. Feedback indicated that most attendees were satisfied with the conference and felt they had learned something.

For further information please contact:
Professor Raheela Khan, Chair of the Sphere Programme Board
raheela.khan@nottingham.ac.uk

Funding opportunities for Equality, Diversity and Inclusion through Sphere

Our Commitment: (4.7) Support locally delivered EDI initiatives

Progress in 2020-21
A call for Sphere projects was published in January of 2021, offering an opportunity to apply for £100-£500 funding for projects that align to at least one of the university's Equality, Diversity and Inclusion Strategic Delivery themes.

- Theme One: Demonstrable equality in experience for all of our staff and students
- Theme Two: Transform the diversity and inclusive practice of our staff and student bodies
- Theme Three: Excellence and ambition in delivery of embedded Equality, Diversity and Inclusion
- Theme Four: The University, Nottingham, and our Global Community

Overall, 13 projects were funded. Seven of the funded projects were aimed at both staff and students, four were aimed at staff (with some tangential benefit for students), and two were aimed at students. Many of the projects aimed to improve inclusion across different protected characteristics. Some immediate impact of the projects has already been identified with other projects having potential for more long-term impact, as detailed in the table below:

Department	Project	Success Measures
School of Life Sciences	Embracing Diversity and Decolonising the Curriculum in Life Sciences	Feedback due in 2021-22.
Nottingham University Business School/Accounting Department	Peer-to-peer support for Widening Participation (WP) students in the secondary school	Positive testimonials received from students who participated in the project. Overall, students found it useful to plan their future and motivate their studies.
School of Mathematical Sciences	Women and Pride in Maths Network	Increased number of members along with requests to share funding opportunities.
Disability Support Services and Faculty of Arts	The student experience of getting a support plan mid academic year	A survey was completed by 77 students which equated to a 22% response rate. A full analysis of the data is still to be carried out. Students shared their experiences of using the ECs procedure and of the perceptions around the level of need required to have a support

Department	Project	Success Measures
		plan. Based on this the team will highlight more explicitly that mental health conditions are a valid evidence base for a support plan and will take part in Wobble Week 2021 with the key messages from students in mind to better promote Disability Support Services. The findings will be used to inform future work with the DLO Network.
Chemistry/Faculty of Science	Equity and Intersectionality in STEM	Success will be measured by examining the longer-term representation of minority groups at the School and Faculty level.
School of Mathematical Sciences	Active Bystander Training in Maths	Attended by 30 people. Positive feedback. Initiated new conversations to make change along with conversations to run similar events to a wider audience.
Mechanical, Materials and Manufacturing Engineering / Engineering	International Women in Engineering Day 2021	Impact measured via registrations, participation and social media engagement. 64 people attended from diverse job families, departments and career stages. Twitter attracted a total of 4000 impressions, 200 engagements, 22 retweets and 40 likes.
Physics and Astronomy	Sixty (More Ideas)	Database successfully updated and indexed and gaps identified in coverage of the A-level curricula.
History	Creating accessible classrooms: best practice for teaching and engaging across difference	23 people attended. Feedback highlighted value of learning about processes in other institutions and having the opportunity to share experiences and discuss ideas.
Division of Medical Sciences and Graduate Entry Medicine School of Medicine	Supporting the development of meaningful connections in students from a widening participation background	Feedback obtained in relation to all activities was positive. All responders felt that participating in the activities had allowed them to form relationships with their course mates and appreciated the value of a comfortable environment in which to get to know each other. Students commented that it had had a positive impact on their mental health as well as increasing their confidence to talk to new people.
Student Services	'Why work with us?' - Promotional material to support Student Services recruitment developments	Data to be monitored and trends in recruitment quarterly over next 1-5 years to identify impact.
School of Life sciences	Racial Harassment and Bullying support stations enabling staff and students to raise concerns	Due to delays in delivery and installation of the reporting station, insufficient time has been commenced since implementation to identify impact. The stations are now on site and in place and impact will be identified going forward.

Department	Project	Success Measures
Faculty of Medicine and Health Science	Designing inclusion nudges to promote behaviour change and create inclusive culture: Focussing on Race equality	Success measures will be measured after future rounds of recruitment.

For further information please contact:
Professor Raheela Khan, Chair of the Sphere Programme Board
raheela.khan@nottingham.ac.uk

Let's be clear about EDI (Equality Diversity and Inclusion)

Our Commitment: (3.12) Develop tools and materials to support EDI: Coordinate and maintain portal of information relating to EDI

Progress in 2020-21
The 'Let's be clear about EDI' campaign was launched in Autumn 2020 as a conversational cascade which aimed to inform, educate and guide people through the core values behind Equality, Diversity and Inclusion. Launched by senior leaders at the university and through management lines, a conversation guide provided the framework for a university wide conversation about Equality, Diversity and Inclusion at a local level. The guide included topics and reflective questions which were to be considered each month in small team or larger departmental meetings. The objective was to allowed staff to localise the conversation to their context and level of understanding, whilst providing clear information, facts and discussion points. A one-minute video was also produced to provide a short introduction as to why we need to be clear about Equality, Diversity and Inclusion and what it means.

The second stage of the campaign launched in January 2021 with the aim to take these conversations further. A range of conversation aids in the form of PowerPoint slide packs were made available for teams to use on a monthly basis. Along with facilitator notes to ensure individuals leading the conversations felt equipped and prepared, they aimed to bring greater depth and breadth to the previous conversations, to challenge individuals further on their knowledge and understanding, and to invite action that both teams and individuals could take.

Feedback suggested that whilst it was a difficult time for staff to make space for these conversations, when they did, they found them extremely valuable. The flexibility of being able to adapt the approach locally in terms of how and when conversations were held was also welcomed.

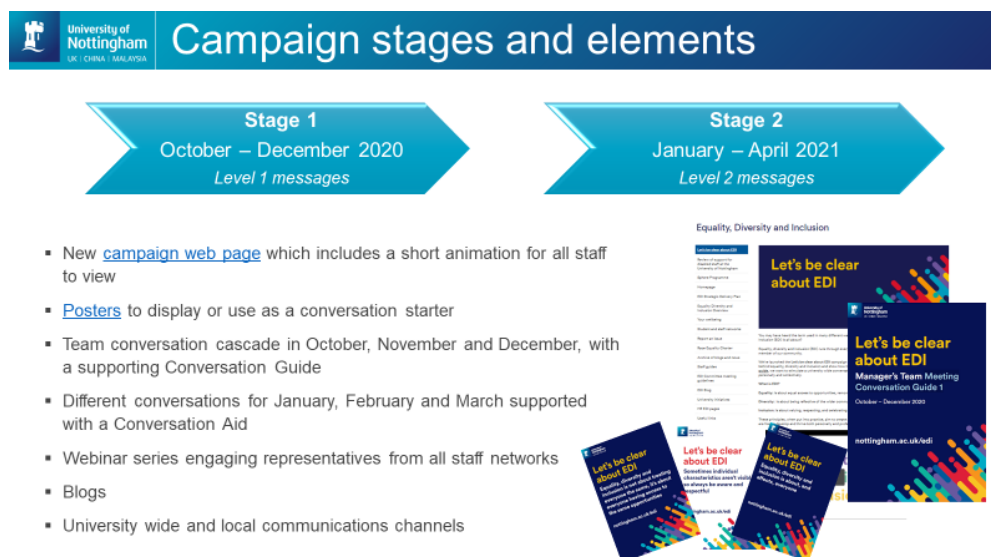> *"We've had visible behaviour changes in the way externally facing teams work with alumni"*

> *"To begin with baseline conversations have been remarkably useful and we have definitely heard from people who don't normally engage in 'open' conversations"*

> *"Giving everyone the same 'homework' following the conversations, i.e. Unconscious Bias and Inclusive Mindset training etc has been great. It felt good for everyone to agree the importance of consistency and impartiality and that 'treating everyone the same' didn't actually achieve what we wanted"*

> *"Mental wellbeing came up as a theme and the conversation enabled team members to be open with one another about things we struggle with. Diversity of skills and*

> *working styles - really helpful conversation about how we have different approaches to work and ways to appreciate one another's strengths"*

Alongside the conversation campaign, the Leadership and Management Academy also ran a series of 'Let's be clear about EDI' webinars. Delivered in collaboration with our staff networks, bringing in experts drawn from across the university, and focusing on the sharing of lived experiences, these have been hugely popular. **11 webinars** have been delivered, each covering a different topic, and each ran on multiple dates with recordings also available for review. There were 729 attendances at the webinars, and over 200 staff have viewed recordings, with the *Gender diversity and identity* webinar proving the most popular. We are currently planning a new series of EDI webinars for 2022.

For further information please contact:
Carol Steed, Leadership & Management Director
Carol.Steed@nottingham.ac.uk

Diversity Festival

Our Commitment: (4.2) Celebrate and communicate past and current work in support of excellence EDI

Progress in 2020-21

During 2020, the university conducted a strategic review of Equality, Diversity and Inclusion events to help us to deliver future Equality, Diversity and Inclusion events in a systematic way whilst being mindful that not all staff and students can or will join face to face events. More information of this review and the subsequent strategy are available in the 2019-2020 Annual Equality, Diversity and Inclusion Activity Report.

This review produced an Equality, Diversity and Inclusion Events Strategy which, in part, committed to delivering the university's first UK diversity festival designed to 'embrace and celebrate difference'. The festival was delivered virtually (during the pandemic) and targeted staff, students and alumni. It offered 35 virtual events including five centrally organised keynote events and 30 local events organised and delivered by faculties, schools and departments. The festival also offered an online expo celebrating mental health and wellbeing and pre-recorded content and interviews.

The festival was hosted and facilitated via our diversity festival web hub which remains live to showcase recorded content available during/after the festival. This 'shop window' enables our audiences to access the schedule, book onto events, access recorded content, and submit and review images for the expo. It also contained (whilst live) an enquiries form.

The festival was defined, designed and delivered by a cross university diversity festival delivery team of approximately 60 individuals over a seven-month period as a first-time programme of work and as such, significant time and effort was invested in building tools and capabilities to deliver the web hub, branding, booking process and systems. The delivery team comprised core members and experts with expertise in media, marketing, web, communications, events management as well as student representatives. Proposed plans for the festival were shared with the Equality, Diversity and Inclusion Full Governance Board, which is comprised with staff network leads, and other Equality, Diversity and Inclusion specialists prior to being approved by the diversity festival oversight group.

The festival was delivered on time (March 2021) and under budget and attracted over 1,500 attendees to live events and over 5,000 hits to the web hub between its launch (January 2021) and the formal close-down of the festival (end April 2021). Staff engagement and attendance was high with lower levels from students – we believe that digital fatigue through the pandemic contributed to a lower number of students engaging with the festival.

Feedback from keynote event attendees suggested that they welcomed the range of keynote topics, the speakers, and the fact that groups not normally recognised were welcomed i.e. carers. Satisfaction and learning were high with respondents rating these both as over 4 out of 5.

Feedback from attendees included:

- *The existence of the event, and broader festival, is a positive example of how University of Nottingham is addressing Equality, Diversity and Inclusion issues through action.*
- *Excellent events all round. I've attended around 6 sessions and all have been well organised and relevant. Thank you to all involved*
- *Very impressed so far. Very slick and professional and am looking forward to further events next week.*

The Equality Diversity and Inclusion Committee has approved the delivery of our second diversity festival in June/July 2022 and work is now underway to plan and prepare for this event.

For further information please contact:
Vic Waring, Human Resources Project Manager
victoria.waring@nottingham.ac.uk

Black History Month 2020

Our Commitment: (4.4) Deliver events and activities in partnership with our staff networks

Progress in 2020-21
This recognition month took place in the wake of Black Lives Matter protests, so it was important the university held a high profile and rich programme of events. The theme for this recognition month was 'Black Joy'. It was felt that the theme for this history month was crucial as previous feedback from the university community had indicated that too often Black History Month focuses on topics such as slavery and racism and does not have a celebratory feel to it. Having a positive theme was viewed as a benefit by speakers, participants, and attendees alike.

A total of three online central events took place. Being able to include a fireside chat between the Chancellor and the Vice Chancellor demonstrated a strong institutional commitment to celebrating Black History Month and to tackling racism. This high-profile event was extremely well attended.

The other two central events were online panel discussions on the topics of Black Joy and why we need black radicalism, utilising people with expertise and lived experience from within and outside the university community. All the central events were well attended.

For further information please contact:
bme-staffnetwork@nottingham.ac.uk

LGBT History Month 2021

Our Commitment: (4.4) Deliver events and activities in partnership with our staff networks

Progress in 2020-21
The theme for LGBT History Month 2021was 'Body, mind, spirit'. A total of six central events took place, one of which consisted of three separate sessions. There was a mixture of events aimed at those who identify as a part of the LGBTQ+ community and those who are allies. The programme board wanted to ensure that the celebrations encompassed events where an expert speaker addressed an audience, as well as interactive events where the participants were expected to share their perspectives.

External speakers were a mixture of alumni (Shoshanna Carrol, who delivered a talk on allyship), experts in a particular skill (two meditation facilitators and one Trans healthcare researcher), and people with lived experience who are involved in LGBTQ+ activism (two speakers for the 'coming out' conversation café).

It was felt that due to the pandemic there had been a lack of safe LGBTQ+ spaces, so some of the central events aimed to provide this, but in an online format. Consequently, none of the events were recorded and information about anonymous attendance was included throughout the recognition month publicity. Based on the final numbers of attendees, the allyship talk proved to be the best attended event. However, it is important to note that conversation cafés are aimed at creating a

community and sense of belonging for LGBTQ+ staff and involve more participation from attendees, so it is to be expected that they would attract smaller numbers, while still providing an invaluable safe space and building as sense of community.

Overall events were well attended with positive feedback and high engagement. The programme board members also gave positive feedback about the process of being involved in organising the events for LGBT History Month.

For further information please contact:
lgbtq-staff-network@nottingham.ac.uk

International Women's Day 2021

Our Commitment: (4.4) Deliver events and activities in partnership with our staff networks

Progress in 2020-21
International Women's Day (IWD) was launched on Monday 8 March 2021, with celebrations occurring across the month of March. This year's theme was 'Choose to Challenge', in recognition of the different ways that women may challenge themselves, to call out gender stereotypes and bias and to seek out and celebrate women's achievements.

International Women's Day was opened with a trio of videos that were produced by staff and students, including a reading of 'Hers for the Taking', a poem about female empowerment by Arshia Agrawal. Other central events included a series of podcasts with University of Nottingham staff and alumni, focusing on how they have challenged themselves in their personal lives and careers, and an online, collaborative notice board in the form of a padlet, which allowed people to contribute inspirational quotes to encourage others to share their thoughts and inspire others along the theme of 'choose to challenge'.

The celebrations were closed with a panel discussion 'Leading the way: Women's Stories of Managing and Overcoming Challenge', which was chaired by Margaret Monckton and featured an inspiration group of women from the University of Nottingham, who discussed their experiences of managing and overcoming challenge within their careers, studies and personal lives. Several local events were also held across Faculties and Professional Services as part of the celebrations.

For further information please contact:
BR-Womens-Staff-Network-Committee@exmail.nottingham.ac.uk

Disability Recognition Month 2021: Finding our Way

Our Commitment: (4.4) Deliver events and activities in partnership with our staff networks

Progress in 2020-21
This year's theme for the Disability Recognition Month was 'Finding our way', which aimed to:
• Increase awareness and understanding of disability
• Share experiences of disabled staff, students, and alumni
• Highlight available disability support.

A varied programme of events was delivered, which featured both live and pre-recorded events. This included a workshop providing an 'Introduction to student disability for University of Nottingham staff', delivered by Disability Support Services, a live webinar and Q&A session on 'Understanding

and embracing neurodiversity', as well as a session focusing on reasonable adjustments which introduced University of Nottingham's 'Toolkit for supporting disabled staff'.

Several other activities took place including an Alumni blog series where alumni talked about their experiences of living with a disability, studying at University of Nottingham and then into their chosen career. Also featured were four short myth busting videos, produced by the Autism Social Network, featuring autistic students having open and honest conversations about common misconceptions and their experiences of autism.

The month was also used to promote pre-recorded webinars produced by the Leadership and Management Academy on 'Reasonable Adjustments that enable inclusivity' and 'Embracing Neurodiversity'.

For further information please contact:
dsn@nottingham.ac.uk

Easter and Christmas Activities to Support Students in Campus During Holiday Time

Our Commitment: (4.3) Work in partnership with the University community to deliver relevant and meaningful culture change

Progress in 2020-21
The Student Union communities have many established student societies, groups, and networks, which were able to offer a broad variety of events over the winter and spring break periods. These communities include our Liberation Networks (Mature, Disabled, BME, LGBT+, and International) as well as many student groups who are targeted and/or popular to students from protected groups including faith groups and social justice groups.

As these groups are student-led and student-facing, they most often reach their target audience via social media such as Instagram and Tic Toc rather than official University of Nottingham Students' Union channels such as the UoNSU website or Twitter pages. Consequently, it is not possible to provide a full list of all events delivered in 2020-21. However, to ensure COVID-19 safety, these tended to be online but, by spring 2021, we were able to provide greater variety in delivery mode in-line with the Government lifting of restrictions. Resources and spaces, such as, marquees were made available to help students on campus and in Nottingham to communicate and meet peers face-to-face.

During the winter and spring break periods, Nightline continued to provide a listening service for those needing peer support. To ensure COVID-19 safety for Nightline volunteers and to maintain confidentiality, a different operating model was introduced with a direct messaging service provided.

In terms of signposting students, our main media channels ensured that students had access to University of Nottingham Students' Union, University and wider support networks, and advice (including Nightline), the University's drop-in hubs, local NHS services, sector services such as Student Space, and other support including The Samaritans. Whilst this supports all students, we know that our highly intersectional students as well as those staying on campus are most likely to require this additional support.

By way of listening to students and gaining insight into the student experience, we also had our annual Winter Survey in the field which allowed us to better understand challenges students faced over the winter period including loneliness, sense of belonging, feeling that life is worthwhile and anxiety. This data was collated and split according to demographic groups so that we were able to see, for example, a wellbeing gap linked to ethnicity and disability. This knowledge was

disseminated with colleagues across the University and has, of course, informed the work at University of Nottingham Students' Union.

For further information please contact:
suwelcomehub@uonsu.com

Section Four: Equality, Diversity and Inclusion Delivery Reports from Faculties and Departments

Professional Services

Our Commitment: (4.7) Support locally delivered EDI initiatives

Progress in 2020-21

Governance and Structure
Equality, Diversity and Inclusion Leads are now in place for 15 Professional Service departments and are all members of the Professional Services Equality, Diversity and Inclusion Committee. The committee, chaired by Sue Ackermann (Director of Libraries), meets every quarter and supports the implementation of the Equality, Diversity and Inclusion Strategic Delivery Plan through its oversight of departmental Equality, Diversity and Inclusion action plans by ensuring an integrated approach to the work, which is informed by best practice.

Key Performance Indicators and Action Plans
In 2020-21, Equality, Diversity and Inclusion Leads and departments have focused on creating Action Plans that align with: the Equality, Diversity and Inclusion Strategic Delivery Plan, local/institutional Equality, Diversity and Inclusion Key Performance Indicators, and locally identified priorities. The Key Performance Indicators and action plans have been finalised and agreed for 10 departments. The departments still to finalise their Key Performance Indicators and action plans have been actively consulting with staff and/or drafting action plans.

Professional Services shared Equality, Diversity and Inclusion priorities
A review of all Professional Services Equality, Diversity and Inclusion action plans in early 2020-21 identified key areas of shared focus and led to agreement of 5 shared priorities for 2020-2022. These shared priorities will enable greater collaboration and sharing of practice across different departments. An update on progress and planning against these is provided below.

Priority 1: Embedding Equality Impact Assessment (EIA) processes

An Embedding Equality Impact Assessments Working Group will be set up in early 2021-22 to enable collaborative work on progressing Priority 1 across Professional Service Departments. Work to embed Equality Impact Assessments within departments has already commenced through communicating and sharing information on an Equality Impact Assessment SharePoint site, offering generic and bespoke training sessions; and integrating the requirement of Equality Impact Assessment into the processes for approving project initiation.

Priority 2: Developing practices and local structures for shared Equality, Diversity and Inclusion ownership

Equality, Diversity and Inclusion structures are now embedded with Equality, Diversity and Inclusion Leads fully engaged in each of the 15 departments. 7 departments have set up local staff working/task and finish groups, providing a means for staff to share challenges and inform priorities and support the implementation of departmental Equality, Diversity and Inclusion actions.
There has been increased visibility around Equality, Diversity and Inclusion work across all departments, with communications relating to Equality, Diversity and Inclusion activities now being incorporated within established local communication routes (e.g. staff newsletters) as well as within MS Teams/SharePoint sites. For staff with limited access to computers, information is printed out and displayed.

Equality, Diversity and Inclusion regularly features on the agenda of staff away days as well as Senior Leadership teams and People Boards.

Priority 3: Equality, Diversity and Inclusion training and development for all staff

The Director of the Leadership and Management Academy delivered a presentation to the Professional Services Equality, Diversity and Inclusion Committee, on the range of courses and training available on Equality, Diversity and Inclusion related topics. Departments also continue to take individual approaches including:

- Incorporating Equality, Diversity and Inclusion targets in Appraisal and Development Conversations
- Promoting and encouraging attendance at Recognition Month events
- Expectations that all staff undertake a minimum set of Equality, Diversity and Inclusion short courses
- Promoting unconscious bias training, Equality, Diversity and Inclusion training and Equality Impact Assessment training opportunities to senior leaders and all staff
- Delivering bespoke training on LGBTQ+ and trans awareness, mental health first aid and welfare and disability awareness

Priority 4: Reviewing and revising recruitment practices to increase diversity

Priority 4 directly aligns with locally set Key Performance Indicators. The Head of Employment Services attended a Professional Services Equality, Diversity and Inclusion Committee meeting to share advice and facilitate a discussion on inclusive recruitment. A working group will be set up in November 2021 to enable collaborative work on this priority area. Departments have already undertaken numerous actions which include:

- Increasing or entirely moving to anonymised recruitment
- Continuing to ensure no single gender/ethnicity panels
- Advertising all job roles with job share/part-time options and promoting hybrid work
- Interviewing all BAME staff after their recruitment to understand their experience and make improvements
- Paying closer attention to wording of adverts, removing exclusionary language

Priority 5: Supporting career progression to increase diversity

Priority 5 is under development, with work currently focused on career progression for all staff, with next steps being to consider underrepresented groups within this area of work.

Spotlight on…
Finance and Infrastructure (F&I) Sphere Challenge: Improving the Workplace for Neurodiverse Staff
The Finance and Infrastructure Sphere Challenge aimed to raise awareness of neurodiversity across the department, to equip staff and managers to better support neurodiverse colleagues and to address difficulties with new ways of working (hybrid and agile), which can bring additional challenges for neurodiverse colleagues.

Stage 1 is focused on sharing of communications via the Finance and Infrastructure Focus newsletter to raise awareness and understanding of neurodiversity across Finance and Infrastructure. Stage 2 will focus on running focus groups for both neurodiverse colleagues and line managers to identify actions for improvements.

Digital and Technology Services (DTS)
Digital and Technology Services are continuing to capture personal stories and experiences from staff to reflect the diversity of their team. Following an initial 'Women in IT' series of interviews they have since published stories on neurodiversity and accessibility.

Registry and Academic Affairs

As part of a funded Sphere Project the Registry and Academic Affairs Equality, Diversity and Inclusion Working Group developed promotional materials to support staff recruitment. This project enabled them to procure expert design and copywriting services to produce a compelling banner and poster design to communicate their Equality, Diversity and Inclusion commitments and aims to prospective candidates. These will be used in all future recruitment campaigns and adverts.

Careers and Employability Service

University of Nottingham case study contribution from the Careers and Employability Service in the Institute of Student Employers Black Careers Matter report. The case study: Reviewing provision through a diversity lens outlines approaches being taken to support the careers of Black students at University of Nottingham.
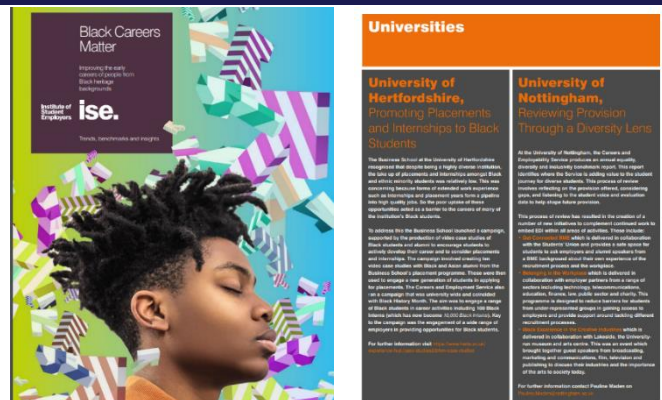
Research and Innovation

The Researcher Academy have developed a new good practice guide on Equality, Diversity and Inclusion in Post Graduate Researcher recruitment and will be delivering seminars to embed this guidance during 2021-22

Libraries

Libraries asked all staff to complete a University of Nottingham Libraries Equality, Diversity and Inclusion survey and created a task and finish group to work towards creating an Equality, Diversity and Inclusion plan. A draft report with actions has been compiled. Next steps are to publish the report and recruit staff to join the project groups that will deliver actions against these strands.

Libraries have also undertaken significant work alongside Resourcing Services to create job adverts with a focus on demonstrating an authentic commitment to Equality, Diversity and Inclusion.

Estates and Facilities

During the Diversity Festival, Estates and Facilities ran a session entitled "A day in the life of….", where a selection of videos were shared, highlighting the effects of behaviours during COVID-19 and explored: the impact of people's behaviour on others; mutual respect; student and staff perspectives and asked "What does respect mean?" This was followed by a Question and Answer session and the sharing of personal stories from staff on the panel.

For further information please contact:
Cathy Marshall, EDI Coordinator for Professional Services
cathy.marshall@nottingham.ac.uk

Faculty of Arts

Our Commitment: (4.7) Support locally delivered EDI initiatives

Progress in 2020-21

Equality, Diversity and Inclusion Leadership

The following appointments were made in 2020-21:
- Faculty Director of Equality, Diversity and Inclusion is Lucy Jones
- Newly appointed English School Director of EDI is Daniel Hunt
- School of Humanities Directors – Onni Gust continues as before and Rossano Balzarati has been newly appointed
- We have a newly appointed Equality Diversity and Inclusion Coordinator (EDIC) aligned to the Faculty of Arts.

Athena Swan

- Following a successful bronze submission in 2018, in 2019-20 The Culture, Languages and Area Studies focused on making progress against their action plan. Their award has been extended until 2023, as part of the recent Athena Swan review.
- Humanities resubmitted an application in April 2020, resulting in their first bronze award. which runs to 2025 and is focused on progressing against their action plan.
- After two unsuccessful submissions, the School of English has taken a proactive decision to focus efforts and energy on the main challenges within their area: BAME staff representation and the degree awarding gap.

Sphere Challenges

- The Culture, Languages and Area Studies chose to focus on the staff experience, setting up a staff Disability Network and delivering a School Equality, Diversity and Inclusion survey to identify issues and inform future planning.
- The Culture, Languages and Area Studies Curriculum Task Force (CTF) (2021) was implemented. Please see spotlight info below
- English and Humanities undertook extensive decolonisation activities to enhance the student experience.
- Humanities - Creating Accessible Classrooms: As part of a Sphere funded project, a half-day workshop for Humanities colleagues was held. This workshop was co-led by Onni Gust and two invited facilitators from Warwick's International Higher Education Academy. The aim was to gain insights into the process of establishing anti-racist practice in the classroom at a peer institution, to share best practice and to learn from each other. Find out more in the [Sphere Projects Showcase](#)
- The Faculty of Arts published a blog on [Decolonising the curriculum in the Faculty of Arts](#).

Equality, Diversity and Inclusion Training for New Staff

Three new staff have joined the School of English this year and have taken part in 'What is Diversity and inclusion?', 'Equality and Diversity in the workplace', and 'Unconscious bias training'. In addition, staff training during the School's September away day focus on content notices, and teaching sensitive material.

New Guidance

- Dr Onni Gust from the Department of History has co-authored a brief guide to making university classrooms more accessible to trans and gender non-conforming students. This public

document acts as a guide for academic teachers who want to get the best out of their trans and gender non-conforming students, and to ensure that they can fully participate in the classroom and in their studies. You can read the guide here; https://www.diverseeducators.co.uk/men-women-and-the-rest-of-us-a-brief-guide-to-making-university-classrooms-more-accessible-to-trans-and-gender-non-conforming-students/

Student Engagement

All School have supported student engagement in inclusivity initiatives.
- Encouraging Student reps to join Equality, Diversity and Inclusion Committees is still ongoing.
- English trialled a series of 'Challenge and Change Groups' which focused on Equality, Diversity and Inclusion issues and gathered student feedback and input on activities.
- In keeping with the guidance from the University's central Equality, Diversity and Inclusion team, English School ran a 'Stronger Together' session during the second week of term. The session introduced Equality, Diversity and Inclusion, and Equality, Diversity and Inclusion activities in the school and wider University, new University systems for reporting harassment, and opportunities for students to be involved in School-level Equality, Diversity and Inclusion work.
- Culture, Languages and Area Studies Now have Inclusivity Ambassadors and have also introduced Nottingham Advantage Award module.
- The Culture, Languages and Area Studies have also implemented the Equality, Diversity and Inclusion Focus Group for Students.

Black History Month (BHM) Recognition Month- Arts Events 2020

Events for Black History Month included:
- "Black people online are undefeated": African American language, culture, and activism on social media
- **Private Revolutions and Reinventions:** Becoming 'Free' and the Perils of Freedom in Jamaica, 1756 - A Virtual Question and Answer session with Dr Sheryllynne Haggerty on her research paper as part of Black History Month + (Black Lives Matter beyond Black History Month)
- *What is the 'Black Student Experience?'* An Open Conversation. This one-off event was designed to create an open conversation about what the 'Black student experience' involves. In the context of the Black Lives Matter movement, growing awareness of the BAME attainment gap, and increasing vocalisation from Black student bodies about higher education experiences. The virtual panel explored the complexities of both individual and collective Black student experiences.
- *In Safe Hands – The Voices of Black Britain* presented by the Faculty of Cultural, Media and Visual Studies. This was an online exhibition with an audio documentary that celebrated the Black pioneers who claimed necessary spaces in British radio broadcasting from 1920s-1990s.

Spotlight on...

The Culture, Languages and Area Studies Curriculum Task Force (CTF) (2021)

Tara Webster-Deakin led on this project. The Culture, Languages and Area Studies curriculum task force comprised of four students across the departments. The purpose of the task force is to engage student voice in evaluating the inclusivity of curricular approaches, content, and modes of assessment.

The students examined three modules using Moodle content and resources, interviewed the module convenors, and produced three evaluation documents (one per module). They fed back to all staff at the most recent Culture, Languages and Area Studies Away Day (29 March 2021) to share their experience and their general recommendations. As part of the process, the

CTF students have presented about their work at external and internal conferences (University of Nottingham Breakfast Club and Open University Access and Participation bi-annual conference). Following on from the conference, the CTF have a paper about their work in review for the Open University Lifelong Learning journal.

Comments from the students about their experience on the CTF reveal the benefits they felt they gained from their experience, as well as the expertise they have brought to the process:

> *"Personally, I really appreciate the opportunity to participate in this initiative because it has allowed me to voice my opinions and express what I feel should be made a priority. More importantly, the most valuable part of this experience has been hearing other's perspectives and considering opinions besides my own. Being challenged in our mindset or way of approaching things can be such a useful learning tool and it's really the whole point of the task force".*
> (Jesney, Y2)

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Faculty of Engineering

Our Commitment: (4.7) Support locally delivered EDI initiatives

Progress in 2020-21

Governance

Four Deputy Directors of Equality, Diversity and Inclusion, from all job families within the faculty, commenced their roles in September 2020. The initial focus of the deputies included setting up working groups with a view to driving forward the Athena Swan actions and Key Performance Indications.

Charlotte Lush was appointed as the Faculty Director for People and Equality, Diversity and Inclusion. This 0.5fte role was created to draw together leadership in both staff experience and Equality, Diversity and Inclusion as the faculty seek to foster a safe and inclusive environment which supports staff mental and physical wellbeing. Equality, Diversity and Inclusion is central to the role leading the development, implementation, monitoring and review of the people elements of the faculty strategic delivery plan.

Following consultation, the faculty introduced a new People Board, with the first meeting taking place in August 2021. This board makes up one of the main boards which reports directly to the Faculty Executive Board (FEB) and will have responsibility for development and delivery of a people strategy delivery plan for employees within the faculty.

Recognition Month and Celebratory Activities

- *Role Models and Allies*
  A dedicated area on the faculty webpages was developed in order to raise awareness of the importance of role models and allies, including images and statements from staff across the faculty.
- *Black History Month*
  As part of Black History Month celebrations a dedicated space was created on the faculty webpages showcasing the achievements of Black engineers and architects, alumni, staff and students.
- *International Women in Engineering Day*
  To celebrate International Women in Engineering Day, a number of focus groups were held with staff and students to identify what a campaign for the day should look like. As a result, a dedicated space was created on the faculty webpages to celebrate women as engineers. An Engineering Heroes event also took place including talks from inspirational women from industry and the faculty as well as structured networking sessions and career advice.

Wellbeing Activities for Staff

A plan was created with the goal of cultivating a supportive and empowering wellbeing culture across the faculty. In response to focus group feedback, a new Staff Wellbeing Toolbox was created to promote health and signpost staff to all wellbeing related support available. A faculty Wellbeing Teams space was established to regularly communicate updates and information related to wellbeing activities and resources. The yearly Virgin Pulse Global Challenge was replaced with a 'home-grown' step challenge in 2020 with 134 people taking part and a Moves+ based Summer Step Challenge ran in 2021. Wellbeing webinars were launched early 2021 to offer staff the chance to consider what holistic wellbeing means to them as individuals and in the collective context, as well as promote self-care considerations.

Student Disability Action Plan (DAP)

The faculty Student DAP was created to cover all teaching departments across the faculty, this is to ensure student accessibility and inclusiveness of a departments' practices and culture; identifying where change might be required and to develop longer term actions plans. Academic staff undertake the role of Disability Liaison Officer (DLO) who primarily lead the work contained in the Student Disability Action Plan alongside the Education and Student Experience Department Support manager.

The management and government of implementing the Student Disability Action Plan has been brought under the remit of the faculty Equality, Diversity and Inclusion Board. It is envisaged that task and finish groups will be formed to implement key actions. The Student Disability Action Plan will be reviewed as an annual process to ensure the document remains current and up to date and transitions to implementing longer term action plans.

Student Experience Activity

Stephanie Baxter, the faculty Volunteering and Advocacy Manager (situated within the Campaign and Alumni Relations Office), worked with the faculty Careers and Employability team and Student Experience team to deliver student-focussed activities that place Equality, Diversity and Inclusion at their centre:

- *Black Asian and Minority Ethnic Virtual Networking Event*
  A virtual event was facilitated where BAME students met role models within the alumni community. The event created a supportive space for over 40 students to ask questions about how to start their careers and navigate the world of work. For the volunteers this event was a chance to network with fellow alumni, plus an opportunity to reflect on their careers and impart advice and wisdom to the next generation of graduates. Two volunteers, IJ Samuel and Robertina Ashu-Ayem further provided profiles that were featured during Black History Month.

- *Lunch with a Leader – Shash Patel and Karen McKee*
  Lunch with a Leader was an event aimed at giving students the opportunity to sit down with an industry leader and ask them questions about their career. Two events took place, focussed on highlighting Equality, Diversity and Inclusion within engineering. The first session featured Shash Patel who was previously Director, Information Risk Management and Privacy for Air Products and was Co-Chair of Spectrum Europe (The European chapter of Air Products' LGBT+ Employee Resource Group). The second session featured Karen McKee, President of ExxonMobile Chemical Company.

- *Inspiring Women in STEM Programme*
  The Inspiring Women in STEM programme aims to encourage Year 10 and 11 girls to consider pursuing an education and career in STEM, by providing them with female role models and showcasing the range of careers available. The programme runs over 5 weeks, from January to February. 6 alumni volunteers were included from the faculties of Engineering and Science to work with students in 6 groups. Each group also included 1 PhD student to help act as team lead, or mentor. 50 students signed up for the programme and 45 completed the programme creating outreach content that has since been shared with secondary schools.

- *'Where are they now?' events*
  The annual 'Where are they now?' faculty-wide series of events, which runs in February, showcases the range of careers a students' engineering degree can take them into. This included a diverse range of speakers, from a variety of backgrounds and cultures, who delivered inspiring presentations to over 170 students over the course of two evenings.

- *Inspiring Women in STEM: Celebrating the journey talk*
  The Inspiring Women in STEM: Celebrating the journey talk took place on International

Women's Day. This was a joint project between the faculties of Engineering and Science. Over 70 attendees tuned in to watch live. The event was hosted by Sarah Sharples and Rachel Gomes and the panel discussed the realities and challenges of being women in male dominated fields. The talk was open and honest but overall empowering and positive.

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Faculty of Medicine and Health Sciences

Our Commitment: (4.7) Support locally delivered EDI initiatives

Progress in 2020-21

In 2020-21, the Faculty of Medicine and Health Sciences: created its Equality, Diversity and Inclusion strategic delivery plan (aligned to the University Equality, Diversity and Inclusion Strategic Delivery Plan); worked on improving its governance structure; created and recruited to roles with Equality, Diversity and Inclusion responsibilities; created structures to engage and communicate across the faculty. There were also a number of local initiatives, piloting innovative ideas in schools, which are highlighted below.

Strategy and Planning

In January 2021, the faculty appointed a new Equality, Diversity and Inclusion Director, Professor Jasmeet Kaler, Equality, Diversity and Inclusion lead for the School of Veterinary Medicine and Sciences.

In March 2021, the faculty's strategic delivery plan for Equality, Diversity and Inclusion was created. The faculty's strategic priorities have been informed by data insights, consultation with schools and mapped to the University Equality, Diversity and Inclusion Strategic Delivery Plan. There are 5 key strategic priorities:
1. Integrate Equality, Diversity and Inclusion in practices and decision making.
2. Embed Equality, Diversity and Inclusion in student experience and enhance students' sense of belonging.
3. Improve opportunities and experience of under-represented staff groups across Academic, Technical, Administrative, Professional and Managerial, and Operations and Facilities staff.
4. Develop and share good practice.
5. Demonstrate accountability and transparency.

Integrate Equality, Diversity and Inclusion in practices and decision making

- Work on embedding Equality Impact Assessments (EIAs) within operations including creating a process flowchart for Equality Impact Assessment has been approved. A faculty Equality, Impact Assessment repository has been set up.
- The faculty also produced a list of suggestions on incorporating Equality, Diversity and Inclusion in staff development conversations (ADC).
- Majority of schools have been able to hold conversations aligned with the 'Let's be clear about EDI' programme, further embedding Equality, Diversity and Inclusion thinking across different teams and roles.

Embed EDI in student experience and enhance students' sense of belonging
- An Inclusive Curriculum Task and Finish Group has been formed.
- Bystander Moodle training for all new students joining us in 2021 was rolled out across all schools in the faculty.

Improve opportunities and experience of under-represented staff groups across Academic, Technical, Administrative, Professional and Managerial, and Operations and Facilities staff
Over the past year, there have been two main streams of work for staff inclusion: disability and race equality.

Disability:
- A new position of Faculty Disability Champion was created and two champions were recruited to share the role.
- To support Disability Recognition Month (May, 2021), the Disability Champions hosted an online event focused on exploring the lived experiences and challenges faced by staff in Higher Educational Institutions regarding the disclosure of a disability, long-term health condition, neurodivergence or chronic mental health challenge.
- The Disability Champions have also collated, analysed and presented disclosure data, comparing the faculty figures to other faculties, the University and the UK population.

Race equity:
- A task and finish group with representatives from every school has been formed. The group's focus is on actions to reduce structural inequity from recruitment processes, in particular at the shortlisting stage. The group is also looking at staff inclusion and progression, to remove barriers for minority ethnic staff within the faculty.

Develop and share good practice
- The faculty has created structures to encourage collaboration and sharing of good practice across schools, including a MS Teams space open to anyone within the faculty.
- Recognition months and the diversity festival were also seen as opportunities to learn and share good practice, with events organised across different topics and schools.

Demonstrate accountability and transparency
- The faculty Equality, Diversity and Inclusion group has committed to publishing an Equality, Diversity and Inclusion newsletter 3 times per year, with the first newsletter issue going out in May 2021.

Spotlight on local initiatives

School of Health Sciences
The School of Health Sciences organised a month-long celebration for Black History Month in 2020, including on-demand lectures, a virtual exhibition of Black healthcare heroes, and weekly culture cafes exploring Black Joy.

School of Medicine
The School of Medicine introduced a mentoring opportunity aimed at students interested in surgery, who are currently underrepresented within the field. They are planning on publishing the outcomes of this work, so more information will be available at a later date.

School of Life Sciences.
School of Life Sciences organised a Black, Asian and Minority Ethnic Careers in Life Sciences virtual event, which featured 5 alumni of the school, who talked about their careers and any challenges they have faced and were also able to respond to current students' questions.

School of Veterinary Medicine and Sciences
The School Equality Diversity and Inclusion Committee, in collaboration with British Veterinary Ethnicity and Diversity Society, have developed the diversity and inclusion regarding race and ethnicity in the veterinary profession course. The aim of the course is to ensure that students understand diversity issues and have a higher level of awareness and appreciation of the co-existence of different ethnicities and cultures in society.

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Faculty of Science

Our Commitment: (4.7) Support locally delivered EDI initiatives

Progress in 2020-21

Sphere Challenges

The faculty continued to work on the challenges set in 2019-20 to making courses accessible to disabled students and providing mentorship for Black Asian and Minority Ethnic (BAME) students.

- **Supporting disabled staff and students**: The faculty is now reviewing current provisions for disabled students in schools and identifying where support gaps exist and what actions are needed to resolve these.
- **BAME Students**: The faculty has continued to deliver BAME Careers in Science event in which BAME alumni who share their experience at the University, their career journey, and top tips for the students. This is now a launch event for the BAME student mentoring.

Sphere Funded Projects

- School of Chemistry delivered an event on 'Allyship in Academia', targeted at senior academics to focus on improving how they think about allyship, inclusive recruitment, Equality, Diversity and Inclusion discussions in research groups.
- School of Maths received funding for active bystander training delivered by the award-winning 'Active Bystander Training Company'. The session was attended by 30 members of staff and PhD students.
- School of Physics received funding to update the Sixty Ideas database and webpage. This resource links videos on the Sixty Symbols YouTube channel to topics in the A-level curriculum to support students who are learning remotely or who are not taught by specialist Physics teachers

Athena Swan

The School of Chemistry successfully renewed their silver award. Following Advance HE's review of Athena Swan, School of Computer Science's renewal date was extended to May 2022.

Spotlight On…

Pilot Mentoring Scheme for Black, Asian and Minority Ethnic (BAME) Students
In 2020-21 the faculty piloted a mentoring scheme for BAME students. The scheme was developed out of BAME students' feedback that they would like to specifically be connected to BAME mentors. 17 students were paired with BAME alumni who either studied a similar degree or had the experience and expertise to support the student's development needs. Mentoring relationships ran from February – May 2020. Mentors and Mentees provided positive feedback and recommended that we repeat the scheme over a longer period. In 2021-22 the scheme will run from December 2021 – May 2022.

Other Equality, Diversity and Inclusion Activities in Science

Inclusive curriculum activities:
- An inclusive curriculum survey was conducted with responses from 260 students across the faculty. The survey sought to ascertain students' understanding of an inclusive curriculum and their views on what they would like to see in their curriculum. The findings were shared with each School and are being used to inform local activities on decolonising and diversifying the curriculum.
- Students in the School of Psychology led on Two Students as Change Agents projects on Diversifying the curriculum. One which made recommendations for changes to the Developmental Psychology module content and images in relation to gender and race. The other which looks at barriers to diversifying the curriculum as identified by staff and students.
- School of Pharmacy delivered a student-staff partnership co-redesign of their curriculum to promoting racial inclusion.

Inclusive recruitment
- School of Chemistry adopted a values-based approach to the recruitment of academics that led to successful diversity in the appointments.
- A University of Nottingham microsite was developed with an Equality, Diversity and Inclusion focus for the recruitment of Administrative, Professional and Managerial roles.

Equality, Diversity and Inclusion in Postgraduate Research
- The Centres for Doctoral Training (CDT) in Sustainable Chemistry and in Transformative Pharmaceutical Technologies reviewed their Equality, Diversity and Inclusion approaches to ensure their recruitment and selection was inclusive, and that students with protected characteristics were supported during their doctoral training.
- Biotechnology and Biological Sciences Doctoral Training Programme (BBSRC DTP) launched Amplify, its applicant mentoring programme for Black and mixed Black heritage applicants, in 2020-21. This, in combination with broader Equality, Diversity and Inclusion interventions introduced in the previous academic year, has increased the proportion of UK BAME students registering on the programme in 2021 from under 6% to 23.7%, with 14% of UK-domiciled DTP students coming from Black backgrounds.
- The BBSRC DTP also hosted Allyship training and Decolonisation training, delivered by Addy Adelaine from Ladders4Action to DTP students in 2020-21.

In addition to the above activities:
- School of Biosciences established a joint student and staff Equality, Diversity and Inclusion committee with the Vet school. The committee ensures student voice and engagement in Equality, Diversity and Inclusion on Sutton Bonington campus.
- School of Computer Science worked with Code First Girls to deliver an 8-week skills course on coding for female and non-binary students.
- The School of Psychology successfully continued the Autism Social Network online through the lockdown periods in 2020-2021.
- The Faculty also delivered events for Black History Month, LGBT+ History Month, Diversity Festival and other EDI events.

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Faculty of Social Sciences

Our Commitment: (4.7) Support locally delivered EDI initiatives

Progress in 2020-21

Athena Swan

Nottingham University Business School (NUBS) as well as the School of Sociology and Social Policy (S&SP) were both successful in achieving Bronze Athena Swan awards. The Schools of Economics (SoEc), Education (SoEd) and Geography (SoG) are on schedule to submit their Athena Swan applications in January 2022 (the deadline was extended due to COVID-19).

Faculty Sphere Challenges

The Faculty Equality Diversity and Inclusion Committee agreed to support two Sphere Challenges for the academic year 2020-21, Supporting Women during COVID-19, and Decolonising the Curriculum.

Supporting Women during COVID-19
In recognition of the lack of women in level 7 positions in the Faculty of Social Science and the unequal impact that COVID-19 is having on women, a Sphere Challenge was set up to support women in the Faculty during the pandemic. The following has been achieved:
- Created a statement of intent, which outlines the importance of wellbeing and protected time for wellbeing initiatives each week for all colleagues at all levels.
- Conducted consultations with women in the faculty through a survey, with a view to providing guidelines and recommendations to School Leadership Teams.
- Offered peer-to-peer support through the launch of a pilot programme of 'Women's Career Support Groups', which offers an opportunity for colleagues to support each other by exploring ways to progress, reflect on and develop their careers.

The FEDIC agreed to continue the Sphere Challenge into 2021-22 due to the wealth of data gained from the survey, the ongoing COVID-19 pandemic and the success of the Career Support groups.

Decolonising the Curriculum
The second Sphere Challenge focused on diversifying and decolonising the curriculum. Their aim was to create 'Guidelines for Critical Reflection and Action', which offer guidance towards ensuring that the Faculty is inclusive of staff and students, and that it is continually challenging and reflecting upon accepted cultures, pedagogical practices and knowledge.

The Faculty Equality, Diversity and Inclusion Committee (FEDIC) approved the continuation of the Sphere Challenge into 2021-22, to further refine the Guidelines and to convert the guidelines into a digital tool, to be communicated across the Faculty of Social Science.

Equality, Diversity and Inclusion Activities and Initiatives

- Nottingham University Business School launched a Carers' Forum, which meets at least twice a year, to support staff.
- A Carers' Champion was also appointed in Nottingham University Business School to provide advice, support and guidance for staff and students in the school about issues pertaining to caring responsibilities.
- A "Parental Leave Champion" role has been created in the School of Geography – appointed 2 members of staff (with workload allocation) to start in 2021-22 academic year.
- The School of Sociology and Social Policy undertook a Sphere Project to conduct interviews with BAME students about their experiences of being taught within school.

- Focus group interviews with minority ethnic students are being prepared within the School of Education to find out more about the student experience within the school.
- A reading group within Nottingham University Business School met in March with focused discussion on 'what prevents underrepresented groups 'stepping up' in the workplace'.
- Two reading groups have been launched in the School of Education: one on working through *Me and White Supremacy,* and another focused on decolonising the curriculum.
- The School of Law finalised their EDI statement.
- An "EDI Statement of Commitment" was developed to initiate dialogue and data gathering to inform the development of the School of Geography "EDI Statement of Commitment".
- A mentoring scheme was launched in the School of Politics and International Relations (SPIR) for all new staff and any existing staff, to take into account the individual needs of colleagues and provide ongoing support.
- To celebrate LGBT+ History Month, the School of Geography launched a digital and social media campaign, which encouraged the University of Nottingham community to share their pronouns on social media, within lectures and on email signatures.
- A LGBTQ+ Student Peer Mentoring scheme was launched in the School of Geography.
- The School of Economics careers website and alumni events has been revamped, to highlight the many careers available, which is hoped to attract a diverse student body.
- Cascade funding was awarded in the School of Geography for the following "Building a culture of care: A capacity-building programme for mental resilience" (another student-staff collaboration) to develop a bespoke mental resilience training for School of Geography students.
- Social Sciences Scholarships were launched in 2020-21, to recognise students who have encountered and overcome barriers to their educational journey. The scholarships are intended to assist students whose household incomes are less than £42k with their essential living costs.
- Education Student Experience Placements successfully secured the support of faculty funding to pilot a paid placements programme in summer 2021, exclusively for students from widening participation backgrounds.
- School of Politics and International Relations offered two sets of scholarships for PGT and PGR students. The five PGT scholarships were for home students and aimed to support students from a diverse range of backgrounds.

Equality, Diversity and Inclusion Events

- The School of Education held an online event called 'Ubuntu: A decolonial epistemic shift for education' on Wednesday 21st October 2020 to celebrate Black History Month.
- The School of Geography held a BME in Geographical Careers event, which was co-hosted with the Students' Union BME Officer in November 2020.
- The School of Education held an event called 'Becoming a Disability Ally' on 27 May 2021 to celebrate Disability Recognition month.

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Section Five: Human Resources

Human Resources Leadership and Management Academy (LMA) Equality, Diversity and Inclusion Resources

Our Commitment: (4.3) Work in partnership with the University community to deliver relevant and meaningful culture change

Progress in 2020-21
A new range of bespoke [Equality, Diversity and Inclusion resources](#) via Moodle (a learning software system) were launched on the Leadership and Management Academy Hub in 2020. These aimed to provide information, guidance and practical tools to enable staff to feel more equipped to think about and act on Equality, Diversity and Inclusion issues at the university.

Developed in collaboration with colleagues across the university, there are case studies, videos, downloadable fact sheets and interactive modules that cover different aspects of Equality, Diversity and Inclusion. From facts, figures and myth busting to developing an inclusive mindset. Core concepts related to issues such as privilege and microaggressions are provided in easy-to-follow downloadable documents which can be used by individuals and teams to stimulate conversation and develop understanding. There is also a resource library, links through to staff guides, information about Equality Impact Assessments and toolkits to help develop better practices that support equality, diversity and inclusion.

Since being launched, the site has been accessed over 4000 times by 1189 individuals who access on average 5.4 resources each. The Equality, Diversity and Inclusion stories/videos and 'Having an inclusive mindset' interactive module have been the most popular resources viewed/downloaded.

	Core concepts: Privilege	
Equality Diversity and Inclusion ▶ **Core concepts: Privilege**	⊙ Duration	1:13
	🖹 Source	UoN
	❶ Overview	Sarah Sharples explains the idea of privilege and how this functions.
		If you want to look into privilege more deeply this article explains how one person has come to terms with their own privilege:
		Why it's important to think about privilege

	An unexpected tool for understanding inequality: Abstract math	
	⊙ Duration	11:12
	🖹 Source	TED
	❶ Overview	In this suprising TED talk Eugenia Cheng describes how concepts from abstract mathematics can help to understand how privilege functions and how we can start to feel more empathy towards each other.

	The urgency of intersectionality	
	⊙ Duration	18:42
	🖹 Source	TED
	❶ Overview	Kimberlé Crenshaw coined the term intersectionality in the late 80's to describe how different aspects of a person's identity can combine to create unique forms of discrimination. In this moving talk, she calls on us to bear witness to this reality and speak up for victims of prejudice. Please be aware that the video contains graphic images of police violence against black women and girls that may be upsetting.

Professional Development: Equality, Diversity and Inclusion short courses

Our Commitment: (3.13) Review our plans for EDI Training to ensure alignment of training with the EDI strategic delivery plan

Progress in 2020-22

Expanding and reviewing online EDI training
In September 2020 Professional Development reviewed and significantly expanded the range of online Equality, Diversity and Inclusion courses available to all staff and Post Graduate Researchers through the Central Short Courses programme. This now provides a full set of 'industry standard' awareness-level courses to support the aims of the Equality, Diversity and Inclusion Strategic Development Plan. In total, 2,969 people have engaged with these over the past academic year.

Online Equality, Diversity and Inclusion training packages will continue to be reviewed through the course of 2021-22 to identify where additional resources would be useful, or minor amendments made to packages, to best meet the context and specific needs of our university staff. This work is being carried out in partnership with the EDI Coordinator network and being discussed with a wider range of stakeholders, including Academic, Professional Services, and Student-focussed colleagues, where appropriate.

In addition to courses providing a broad understanding, such as 'EDI in the Workplace' and 'unconscious bias', there is new provision to help staff to understand and meet legal requirements, for example 'Safeguarding in Higher Education', 'Inclusive campus (safeguarding and awareness of extremism)', and 'The law and wellbeing conversations'. These courses are being expanded to support issues mapped to Equality, Diversity and Inclusion Strategic Delivery Plan priorities and charter mark implementation planning, for example 'Let's talk about race in the workplace'; 'Diversity for Managers' and 'Disability Awareness' courses.

Professional Development continue to identify areas where there is need for additional training and aim to add new courses to the 17 currently available. Professional Development are currently investigating, along with the EDI Coordinator Lead and Communications and Marketing, the viability for staff and students to use a newly released Santander Universities/Open University online education programme 'Union Black: Britain's black cultures and steps to anti-racism', designed to drive cultural change.

Mental Health First Aid

Professional Development have continued to deliver a significant amount of Mental Health First Aid training, supporting a growing community across the institution, across a range of packages, which includes: Adult 2-day Mental Health First Aider; Half day Awareness Training; Youth 2-day Mental Health First Aider; Mental Health First Aider refresher training. Over the past academic year 85 colleagues completed the 2-day programme, giving a combined institutional total of 646 Mental Health First Aiders. Academic staff in particular have found this provision very useful during 2020-21, often referring to the rise in reported student mental health issues, and impact of the pandemic on students and colleagues. There are often waiting lists for these courses and feedback often includes comment such as:

"I think every member of staff should do this programme"

Embedding Equality Diversity and Inclusion awareness within courses for PGRs who teach/ seeking accreditation of practice

Equality, Diversity and Inclusion issues are now made more visible within our programmes for PGRs who are new to teaching, or who are seeking accreditation through the Nottingham Recognition Scheme. Specific workshops addressing inclusive teaching and assessment have recently been informed by Professional Development membership of the University's 'Accessibility of Learning Materials' working group, with feedback from the Preparing to Teach programme 'Creating an inclusive environment' workshop being overwhelmingly positive:

"Thank you so much for your insightful and delicately handled session! Lots to learn!"
"Thank you so much for this session, greatly appreciate it"
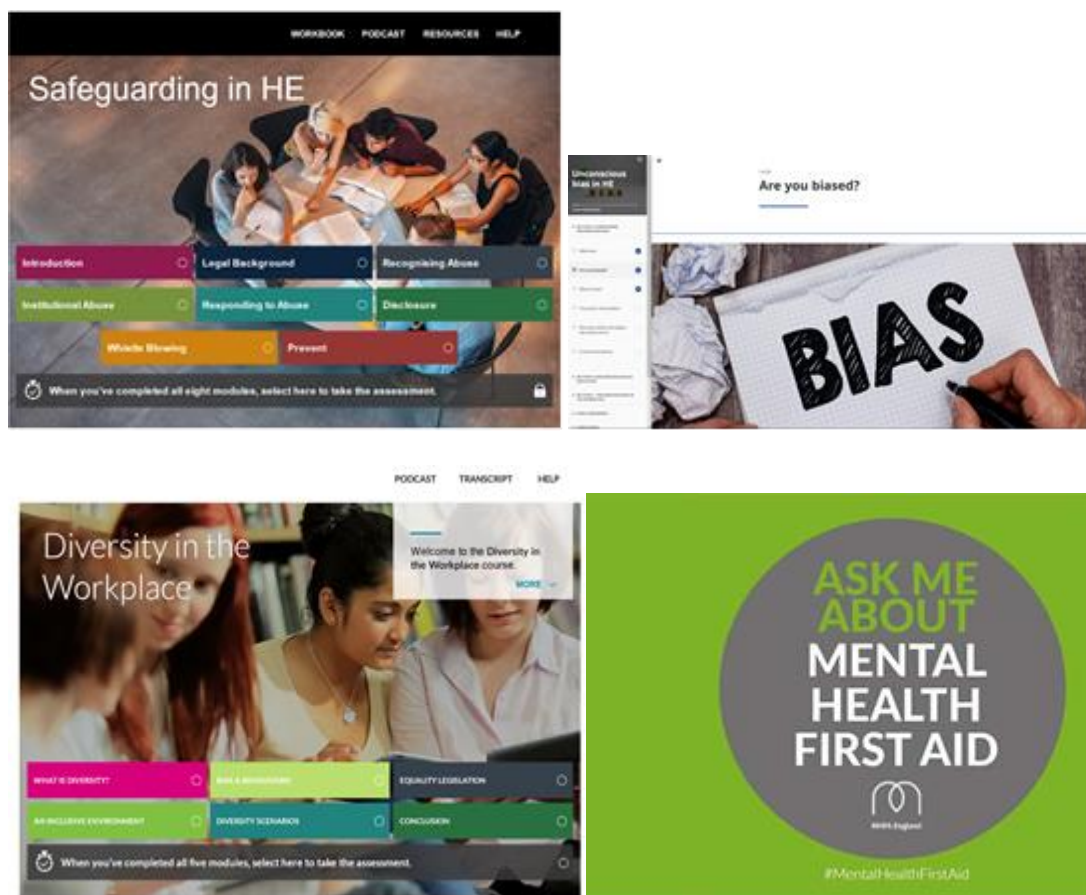
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Section Six: Reports on Formal Staff Networks by Network Chairs

Black, Asian & Minority Ethnic (BAME) Staff Network

Progress in 2020-21

New structure:
To effectively work across the University, the BAME Staff Network have implemented a new reporting structure into the network:

Institutional activities:
In addition to regular research activities, sitting on governance boards and working groups, the network provided unreserved support to the Pro Vice-Chancellor for Equality, Diversity and Inclusion, and People, and the Vice-Chancellor in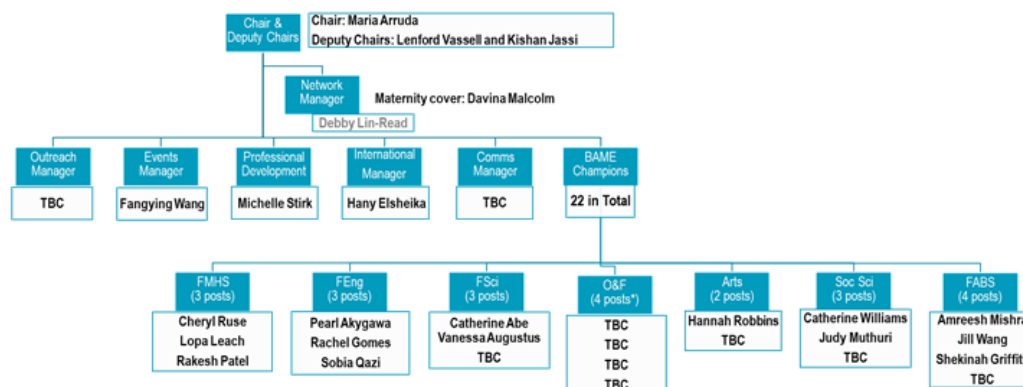 dealing with the crisis triggered by the murder of George Floyd and the disproportional impact of the COVID-19 pandemic on Black and Asian Communities. The BAME Staff Network also supported activities that led to the successful Bronze Race Equality Charter submission, worked together with the Leadership and Management Academy in promoting the participation of our members in their leadership courses and in their "Let's be Clear about EDI" series.

The Chair of the BAME Staff Network also supported the selection of Committee Members as a panel member.

Black History Month October 2020:
The global impact of COVID-19 had a major detrimental effect on the BAME Community as a whole, exposing the deep roots of inequality and systemic racism.

However, the relentless violence against the Black Community, as graphically portrayed in George Floyd's murder, resulted in the re-emergence of the Black Lives Matter movement and triggered a number of uncomfortable and urgent conversations.

University of Nottingham's theme for Black History Month 2020 was **Black Joy**. Although it was strange to focus on joy when everything looked so bleak, it gave us the opportunity to reflect on what has been one of the cornerstones of our community - being defiantly Joyful as these amazing 4 young women showed us!

There was also an in conversation with our wonderful Honorary Chair of our Network, the Val Watson, The Legend! Shanaz Pottinger, organised this amazing series of conversations with members of the network.

Working with the Institute of Policy and Engagement, we started a great collaboration with the University of Connecticut. Our first joint event Is the University Colonial? Critical Conversation on its Past followed many weeks of preparation and we were wonderfully represented by our activist-in-chief, Professor Cecile Wright (more resources here). It followed other ground-breaking events, such as Why we need Black Radicalism? led by Hannah Robbins, and Conversations on race in science and medicine: what can we learn from history today?, organised by our Errolinda Ward and Sara Sleigh in the School of Life Sciences.

We discussed race through Brazilian lenses with the event Black, Other: underappreciated narratives on Race & Science. Stacy Johnson chaired the conversation between our Chancellor and Vice-Chancellor, bringing to an end a month packed with events. This is not a comprehensive list of everything that happened - from Ubuntu to BAME Careers in Science we had a bit of everything!

The BAME Staff Network would also like to highlight Judy Muthuri's beautiful work, championed by Nottingham University Business School, on the origin of primary school children's African names, whose award ceremony was a very touching experience that gave us the confidence that an important part of the work is to raise strong, confident children, proud of their origins. May they grow like the beautiful Roshni, daughter of our member Manish Makhecha, who very kindly shared this beautiful poem on her family's journey to UK, and how her grandparents painted a landscape for their family to thrive and prosper.

The Race (In)Equality Pandora's box, is wide open and progress is inevitable. And Black History Month, in the ethnic and political sense, is every month. The community has been a Beacon of Strength and Solidarity. Special thanks to Esther Mukuka, Raheela Khan and Amal Treacher Kabesh for leading this initiative at institutional level, supporting all these events.

Diversity Festival and First Sphere Conference:
The BAME Staff Network is part of the Diversity Festival Board, and contributed with the work led by Victoria Waring and Julie Thomas, from the scoping exercise to championing and promotion. Our Champion for the Faculty of Medicine and Health Sciences and Head of Operations for the Precision Imaging Beacon, Cheryl Ruse, took part in the First Sphere Conference panel discussion.

Maria Arruda, Chair

Disabled Staff Network (DSN)

Progress in 2020-21

Deputy Chair, Fiona Hinchley, kept the Disabled Staff Network (DSN) going whilst myself, Chair, Robert Gach, was on a 3-month sickness absence from March to June 2021 after a car accident. The latter taught me to have a huge amount of respect for the DSN members, who must manage constant pain and medication. In my role as DSN Chair it has been a privilege to hear the range of challenges and triumphs of DSN members, navigating their impairments day to day in these exceptional times. The number of DSN members (who receive the bcc email) is steadily increasing, as is the number of people choosing to be more visible to others by joining Mahara DSN. In October 2021, the DSN homepage was updated after input from members and now reflects current state of play.

DSN would like to praise and acknowledge the efforts made by the university in terms of resources that have been deployed over the year to help us. For example: The Disability Toolkit, The Reasonable Adjustments Passport, The Tick Box on the Sickness Absence Form for Disability Related Leave and the facility in our MyView (the University's Human Resources system) webpage for declaration of Disability. Also, the new Report and Support webpage.

In the future DSN will seek to obtain feedback from members on how they are experiencing and engaging with these resources. To this end DSN is currently working to ensure that MyView disability declarations generate the appropriate Human Resources follow up. Also, DSN is in the process of liaising with Human Resources about data relating to disabilities, support, bullying, grievances and disciplinaries, to understand if the University of Nottingham can do more to help disabled staff.

Finally, it is clear from DSN members, especially in terms of Mahara DSN forum comments, that the issue of our university, not having paid and dedicated Disability Officer/Adviser personnel for staff, is still a cause of major concern to members.

Forwarding resources, surveys and opportunities

- A Simple Guide to Working / Learning From Home: HOW TO ADJUST
- Wheeling to Transform: Call for Participants
- Liaise with Disabled Students Office on UK Disability History Month 2020.
- Chance for members to apply for a role as a Nominated Member on a University Executive Board Sub-Committee
- Call for Disability Champions in the Faculty of Medicine and Health Sciences
- The chance to work on an intersectionality event with Women's Network
- Researchers with disabilities and the UK Parliament: online discussion groups, February 2021
- Diversity festival - keynote event focused on the impact of COVID-19 on minority groups - seeking advice

Building inclusivity in specific schools/departments
- DSN supported and liaised with Lisa Yon Disability Champion for the Vet school at University of Nottingham
- Presentation to Financial Management Team Staff meeting by Deputy Chair Fiona Hinchley on details of DSN
- Presentation to School of Law and School of Medicine Equality, Inclusion and Diversity/Athena Swan Sub-Committee by Chair Robert Gach on details of DSN

Participation in university-wide staff consultations
- DSN members contribute to Development of Disability Toolkit Videos (especially DSN member Susan Inness)

- A Question and Answer session for the DSN with Pro Vice-Chancellor Sarah Sharples: Health & Safety Controls to support staff in returning to the campus in Autumn 2020
- Attendance at Equality, Diversity and Inclusion Governance Board Meetings
- Consultation on relocation of University of Nottingham's Occupational Health facility
- Chronic or persistent pain at work – develop toolkit for employees
- March 2021 first Diversity Festival
- DSN Chair and Deputy Chair attended planning meetings for Disability Recognition Month to shape the title theme 'Disability finding our way' and sought to involve all DSN members in this process.
- Contributing to Let's be clear about EDI webinars
- Deputy Chair Fiona Hinchley did three webinars on Getting to know our Staff Networks, Intersectionality and Reasonable Adjustments:
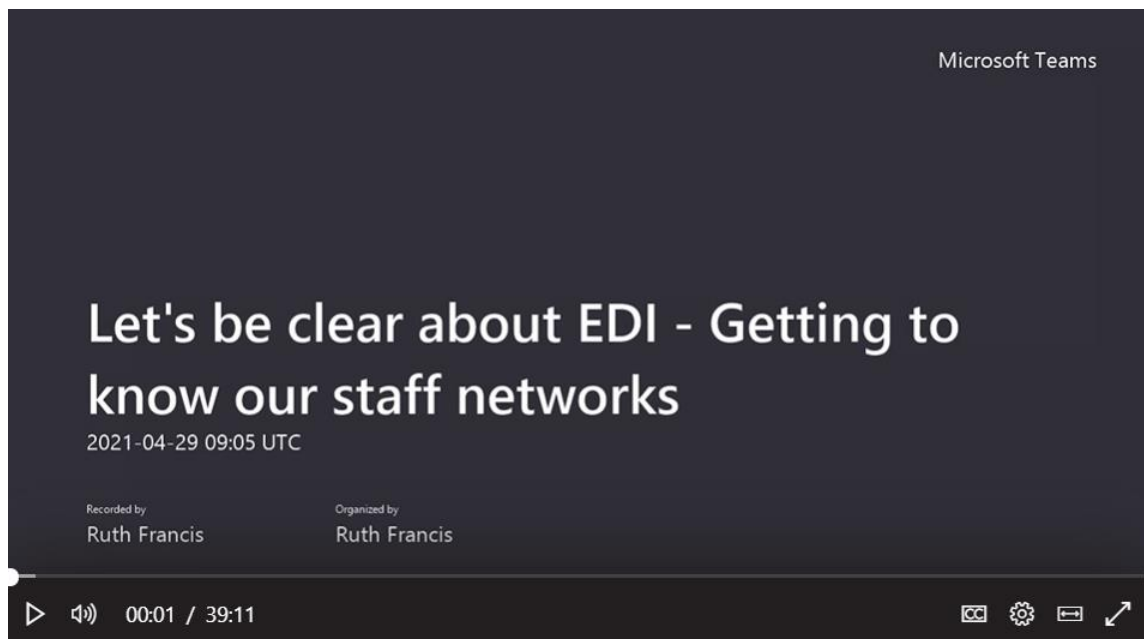
- DSN member Harry Moriarty informed others about the support and community available from staff networks in the April 2021 Finance & Infrastructure newsletter.
- August 2021 Chair Robert Gach sat on the recruitment panel for the position of new Pro-Vice-Chancellor for Equality, Diversity and Inclusion & People.

Robert Gach, Chair

Lesbian, Gay, Bisexual, Transexual & Questioning (LGBTQ+) Staff Network

Progress in 2020-21

2020-21 was another year full of change for the LGBTQ+ staff network. As the pandemic continued and various levels of Tier restrictions and lockdowns were implemented, the network continued to engage via the newly created Microsoft Teams site. Several informal and formal channels were created from Book, Film, and Game Clubs to informal chats and the very popular 'Introductions' channel. Seeing the diversity of network members across the entire university engaging has been wonderful to witness, especially those working on the same campus who have been unaware of this previously. A key development during this was the University of Nottingham's Pride Mentoring scheme hosted by the network. This scheme facilitates peer-to-peer support between members on their identity and workplace experiences and perspectives. Well done and thank you to those involved in setting up this useful scheme.

The 2021 LGBT+ History Month proved to be a triumph hosting six centrally organised events attracting over 180 attendees. In addition, six event funding applications from staff members were received, and a total of £1,050 was awarded for the delivery of these events.

For the second year, Nottinghamshire Pride was unable to go ahead. The organisers did decide however to run their Pride march later in the year where some network members attended. Unfortunately, there was no opportunity to have a presence with stalls as in previous years, but we look forward to making up for that at the Nottinghamshire Pride 2022 event.

A significant change to the Network in September 2021 was the departure of our Chair Kay who left for parental leave. They have since brought a human into the world and Kay, baby daughter, and family are all doing well. We look forward to their return in the New Year. The baton (of interim Chair, not human creator) was then passed on to existing committee member Craig who is excited to look after the position during Kay's parental leave.

Craig Butterworth, Interim Chair

Women's Staff Network (WSN)

Progress in 2020-21

This report summarises the key work done by the Women's Staff Network (WSN) during the past 12 months and some of our plans for the next 6 months.

Membership now stands at 508 and was 612 last year. We lost a lot of members during the redundancy round and we will focus again on increasing numbers and promoting the network next year. We aim to produce a short video which can support and promote the WSN explaining the purpose and remit of the Network and have already started planning and holding meetings.

The Network budget has been fully committed this year supporting the Reading Group, and the 'Choose to Challenge Bench' which was also supported by Sphere funding and the School of Medicine and Health Sciences. The bench is sited outside the Queen's Medical Centre, near the Medical School car park. An event is planned near Christmas 2021 to officially launch the bench with a carol service whilst also fund raising or collecting donations for charity. We are hoping to get benches on all campuses over the next few years aligning to the International Women's Day theme, but this will be reliant on Sphere Funding again due to the high costs involved.

The WSN has had a busy year of events held in Microsoft Teams. The Menopause Café was run monthly until August and going forward will be run once a quarter. Regular Parenting Cafés were also held and *Childless Not by Choice* group was launched on International Women's Day.

A Reading Group has been held regularly focussing on female authors and included books such as *My Dark Vanessa* (2020), by Kate Elizabeth Russell, *The Guilty Feminist* (2018) by Deborah Frances-White, *Notes to Self* (2018),by Emilie Pine and *VOX* (2018) by Christina Dalcher.

WSN Committee Members supported events for the first Diversity Festival and International Women's Day.

Dr Meghan Gray gave a talk on Impostor Phenomenon: so you think you're a fraud? Attended by 90 people with one person giving the feedback that this was the best talk she had ever attended.

WSN has supported a number of EDI Webinars such as Closing the Attainment Gap, Getting to know our staff networks, Intersectionality – Understanding Microaggressions, Career Progression and Women in Research.

Some Committee members took part in workshops run by Human Resources to help develop new policies such as the use of Chatbots, Equality Impact Assessment and Hybrid Working.

Succession planning meetings will be held in December 2021. The Menopause/Parenting Cafes/Childless not by Choice and Reading Group will continue to run on a regular basis. We are going to start the safeguarding discussions in the wake of the situation with Sarah Everard. Dr Emma Chapman will give a talk on 'Tackling Harassment and Sexism in Academia: How to

moan effectively, find solutions and create change' on 8 December 2021. We also plan to have a career focus with guest presenters articulating their 'journeys'.

We were delighted that both Co-Chairs have been awarded the VC Medal in recognition of their work for WSN.

We welcome suggestions and ideas for future activity and would value any feedback following this report about our work so far and potential developments.

Wendy Brennan & Jo Hancock, Co-Chairs

Section Seven: Reports on Informal Staff Groups/Networks by Network leads

Neurodiversity Staff Network (NSN)

Progress in 2020-21

After an initial positive enquiry with Pro-Vice-Chancellor for Equality Diversity and Inclusion, & People Sarah Sharples in 2020, and very helpful guidance from Julie Thomas in the HR Specialist Services Team, the Neurodiversity Staff Network (NSN) was initiated in March 2021. The network is still in somewhat formative stages, but as of October 2021, over 50 members of staff have joined the Microsoft Team's site. We have also received great support from Dani Ropar and Lauren Marsh (Psychology) through the **Neurodiversity at Nottingham** Microsoft Team site and also Hayley Gosling and Claire Murphy from Human Resources and Information Services.

The network was primarily conceived as an informal platform for peer support and information sharing for anyone self-identifying as Neurodivergent and many wide-ranging discussions have taken place. A hybrid face-to-face and online meeting took place during the summer which also brought members together. Many people have joined the NSN following University wide events which members of the network have led or taken an active part in. These events have helped build a more inclusive University of Nottingham by raising the profile of Neurodiversity and have included:

- The Leadership and Management Academy webinars "**Let's be clear about EDI: Neurodiversity**" in February and October 2021. Pat Brundell and Liza Aspell of the network produced lived experience videos and took part in a Questions and Answers session with the audience.
- The Engineering and Physical Sciences Research Council (EPSRC) and Science Foundation Ireland Research Centre for Doctoral Training in Sustainable Chemistry ([SFI CDT](#)) in Sustainable Chemistry and School of Psychology organised "**Lets talk about Neurodiversity**" as a part of the diversity festival with over 100 members of University staff, students and alumni in attendance on 16 March 2021. Pat Brundell and Liza Aspell joined Postgraduate students Patrick Morgan and Oska Pugh for presentations and a panel discussion.
- As part of Disability Recognition Month 2021 members of the NSN took part in a live Q&A: **Understanding and Embracing Neurodiversity**, chaired by Blandine French of the Institute of Mental Health. **13th May 2021**
- Pat Brundell wrote a guest Equality, Diversity and Inclusion blog: **Introducing the Neurodiversity Staff Network** - The University of Nottingham. May 2021.

Members of the network have taken part in focus groups and meetings organised by **Human Resources**, and **Finance and Infrastructure** to contribute to the development of:

- Staff induction materials
- The 'Hybrid Working' approach developed by Professional Services (PS)
- The toolkit for supporting disabled staff

The network lead is attending Science Faculty Equality, Diversity and Inclusion meetings and has presented activities of the network to the Faculty of Medicine & Health Sciences.

We hope next year will include further social and networking meetings for the members, further increasing membership and improving peer support throughout the University for Neurodivergent staff. Members of the network will also continue to take an active role in Equality, Diversity and Inclusion in schools, faculty and management spheres.

Pat Brundell, Network lead

Technician Network

Progress in 2020-21

The Technician Network had a calendar of events planned for 2020-21 which were unfortunately cancelled due to COVID-19. We plan to rebook these activities and events in the near future. These will include mental health first aid training, professional registration workshops, wellness sessions in conjunction with UoN Sports, mindfulness workshops and technical tours.

Other sub-committees have continued to meet during 2020-21, including the sustainability group who are striving hard to implement greener processes into our everyday roles as technicians.

There have been a number of films made highlighting the roles of technicians at the University over the last year and there has been very positive feedback from the implementation of the Technician Commitment, so we are relaunching a refreshed Vision for Technical Talent strategy in Spring 2022.

Joanne Green, Network Lead