University of Nottingham

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Report

Equality, Diversity and Inclusion Annual Report
2021/22

Introduction

Starting my new role as Pro-Vice-Chancellor for Equality, Diversity and Inclusion, and People in January 2022 at the University of Nottingham has been one of the highlights of my career. In this role I am fortunate to be able to help create a culture where individuals can bring their authentic selves to work and study. I want everyone who comes to our many campuses, whether they are working, studying, or visiting to have a sense of belonging – to know, and to feel confident, that the University of Nottingham is a space that welcomes, recognises, and celebrates the diversity of its people and the contribution they make to our community.

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

The Equality, Diversity and Inclusion Annual Report is an opportunity to reflect on the work that has been undertaken in 2021/22. The range of activity in this report demonstrates how the University of Nottingham is working towards embedding Equality, Diversity and Inclusion into everything that we do. There are many activities, projects and events that I am incredibly proud of that have happened in 2021/22, including: the procurement of a Digital Accessibility System for the whole university (AccessAble), new student education courses on consent, hate crime and misogyny, progress flag lanyards to drive active allyship, our increased visibility of the Wellbeing support we have for staff and students, and *Crowns: An exhibition celebrating hair and head coverings*. However, I am conscious that it is not possible to capture all the Equality, Diversity and Inclusion activity that has happened in 2021/22 in this report and for that reason I want to extend my heartfelt thanks to all those colleagues and students that commit every day to upholding the university's values and help to make this an inclusive place to work, study and visit.

To improve visibility of the key priority areas of work and to enhance interconnectivity and intersectional working, I have introduced a new thematic approach to Equality Diversity and Inclusion this year, under the following themes:

- Disability Equality
- Gender Equality (Athena Swan)
- Intersectionality and Inclusion
- LGBTQIA+
- Race Equality (Race Equality Charter)
- Wellbeing.

Each of the theme leads will drive forward a small number of agreed priorities (see Figure 15), to create a clear roadmap for colleagues and rationalise the very large number of actions we currently have on our Equality, Diversity and Inclusion action plans. Over the coming year the main priority for the university will be embedding inclusive recruitment into all areas of business. I believe that diversifying our workforce is the key to unlocking inclusion at the University of Nottingham. It will drive the quickest cultural change in faculties and departments, it will reduce our gender and ethnicity pay gaps, it will provide diverse role models to our students, engender a sense of belonging for all, and reduce the awarding gaps.

Whilst I am pleased that we have many people who are actively engaged in Equality, Diversity and Inclusion at the university, I am aware that we still need to reach and connect with those that are unengaged (for whatever reason) to ensure that everyone benefits from the cultural changes we are actively working towards. It is important that we hear and listen to a range of voices and lived experiences, so that we can understand what we need to do to embed change and create a sense of belonging. During 2022/23, I will be exploring the different ways in which we begin to have conversations and discussions with those that traditionally do not engage with, or avoid, Equality, Diversity and Inclusion work.

Finally, I want to thank Professor Robert Mokaya, Pro-Vice-Chancellor for Global Engagement, for his work at the beginning of 2021/22, as Interim Pro Vice-Chancellor for Equality, Diversity and Inclusion, and People.

Professor Katherine Linehan
How to say my name
Pro-Vice-Chancellor for Equality, Diversity and Inclusion, and People

Equality, Diversity and Inclusion Annual Report one page Summary

University of Nottingham
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Equality, Diversity and Inclusion Annual Report 2021/22: Summary

Crowns: An exhibition celebrating hair and head coverings (image from Lakeside Café)

Don't Conform to Social Norms

Artwork from Unmuting Ourselves: an exhibition showcasing projects in support of the LGBT+ community

AccessAble
Your Accessibility Guide

AccessAble, the Digital Accessibility System procured by the University of Nottingham in 2021/22

Key Performance Indicators	Target 21/22	Performance 21/22
Gender split (level 6 women)	43%	41.61%
Gender split (level 7 women)	27%	29.79%
Ethnicity split (level 6 BAME)	12%	14.24%
Ethnicity split (level 7 BAME)	9%	10.21%
Staff with a disability	6%	6.10%

Institutional Key Performance Indicators for Equality, Diversity and Inclusion 2021/22

Background
Since the publication of the Equality, Diversity and Inclusion (EDI) Strategic Delivery Plan in 2019, we have annually reported our progress against these actions and highlighted other key EDI activity that has happened at the university. You can see previous year's reports on our EDI webpages.

What's in the Equality, Diversity and Inclusion Annual Report 2021/22

Section One:

Covid-19 Support for Staff and Students 2021/22

Covid-19 has changed the ways in which we work and study. During 2021/22, we continued to offer support to both staff and students to ensure individual wellbeing and improvements to both hybrid/flexible working and studying.

Section Two:

Equality, Diversity and Inclusion-Related Strategic Development Activities

Provides an update against some of the actions in the Equality, Diversity and Inclusion Strategic Delivery Plan.

One of the significant changes within the last year has been setting the following Institutional Equality, Diversity and Inclusion Priorities for 2022/23:
- **Priority 1**: Diversification of the workforce and career development
- **Priority 2**: Awareness raising and education
- **Priority 3**: Support

Thematic groups have also been established around: Disability Equality, Gender Equality (Athena Swan), Intersectionality and Inclusion, LGBTQIA+, Race Equality (Race Equality Charter), and Wellbeing to help improve visibility of the key priority areas and to enhance interconnectivity and intersectional working.

Other key highlights from 2021/22 include:
- The Institutional Key Performance Indicators (KPIs), which signals a positive trend in the work the University is doing in the EDI space.
- The procurement of AccessAble a Digital Accessibility System that will help to make our UK campuses more accessible.

Section Three:

Equality, Diversity and Inclusion Engagement and Events

Details of the numerous events that recognised, honoured and celebrated our diverse community. This includes:
- Diversity Festival
- Recognition months:
  - Black History Month (October)
  - Disability History Month (November-December)
  - LGBT+ History Month (February)
  - International Women's Day (March)
- African Summit, etc.
- *Unmuting Ourselves: An exhibition showcasing projects in support of the LGBT+ community*

Diversity festival
Embracing and celebrating difference

Section Four:

Equality, Diversity and Inclusion Delivery Reports from Faculties and Professional Services

Updates from the Faculties and Professional Services, on how they are embedding Equality, Diversity and Inclusion into everything they do. This includes how these areas are working towards gender and race equality within the principles of Athena Swan and the Race Equality Charter (REC). In addition, the section documents any Sphere Programme Funding and/or local initiatives they have delivered, such as *Crowns: An exhibition celebrating hair and head coverings*.

AdvanceHE Member
AdvanceHE Member

Section Five:

Reports on Formal/Informal Staff Networks

An update from each of the Network Chairs. During 2021/22, the Black, Asian and Minority Ethnic (BAME) Staff Network secured £5,000 to each one of the 6 Staff Networks for activities to improve Research Culture.

Most of the networks have moved to a co-chair model to effectively work with their members. All networks contributed towards the Diversity Festival and/or have offered specialist advice to the university.

Katherine Linehan, Pro-Vice-Chancellor for Equality, Diversity and Inclusion, People is meeting regularly with the Network Chairs. In addition, the Network Chairs are part of the new Intersectionality and Inclusion Oversight Group so they can contribute to the strategic vision of Equality, Diversity and Inclusion at the university.

nottingham.ac.uk

Athena SWAN | disability confident COMMITTED | Stonewall DIVERSITY CHAMPION | WORKING FORWARD

Figure 1: Equality, Diversity and Inclusion Annual Report 2021/22 one page summary

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Section One:	**On-going Covid-19 Support for Staff and Students 2021/22**

Support for Staff

Progress in 2021/22

During 2021/22 the university provided significant support to staff as they returned to campus. This included:
- Principles for returning to campus (updated as the Covid-19 situation evolved)
- Regular communications and guidance to staff
- Resources to support staff working in a hybrid environment

We updated the Equality, Diversity and Inclusion considerations guidance for managers including resharing best practice material, such as our toolkit for supporting disabled staff. We also launched a Reasonable Adjustments Passport, designed to structure and document discussions between managers and disabled staff requiring reasonable adjustments.

As the furlough scheme ended, we provided guidance and advice to managers and staff requiring more in-depth support, for example, neurodiverse staff adjusting to working on campus, staff still shielding family members at home, etc. We also: extended the temporary schemes put in place to offer staff greater flexibility to respond to the impact of Covid-19, and revised our Covid-19 Return to Campus Equality Impact Assessment.

The university also developed a series of new informal flexible working spaces (hubs) across our UK campuses to provide flexible, hybrid working locations at King's Meadow, University Park, Jubilee and Sutton Bonington campus sites. The work undertaken relating to hybrid working and the creation of the hubs provides a platform for the university to develop a vision for a further progression to agile working in the coming years.

For further information on our Covid-19 support and flexible working policy and practices please contact: hr@nottingham.ac.uk

Support for Students

Progress in 2021/22
Though government had eased restrictions by September 2021, the university still needed to ensure isolating students were supported and to help students to keep themselves and others safe.

The Residential Experience team support students in University of Nottingham halls of residence and are available seven days a week from the first day students arrive until the end of their first year. This team supports students to settle in and live well as a new community. In addition to their usual programme of events and providing support as and when students may require it, for the start of the 2021/22 academic year, when government still required people to isolate, the Residential Experience team delivered catering to isolating students and conducted wellbeing checks to ensure student safety and wellbeing.

For students outside the halls of residence, the Student and Campus Life Student Wellbeing team accessed student self-isolation data daily. A member of the team would call isolating students (who had given their permission to be contacted) to check-in and offer support and advice. When the team could not reach the student, they left voicemails and followed up with an email to offer an appointment. On average, this team reached 5-10 students per week.

For further information please contact:
Emma Rowsell, Director of Student and Campus Life
Emma.Rowsell@nottingham.ac.uk

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 an update against some of the actions in each of the Themed Areas.

Theme 1: Demonstrable equality in experience for all of our staff and students

Hybrid and agile working

Our Commitment: 1.01 Review and improve our approach to flexible working throughout the organisation

Progress in 2021/22

During 2021 and 2022 the university implemented a hybrid working policy, enabling staff to have greater freedom and flexibility in their working patterns. The principles of the policy, as well as guidance for managers and staff, can be found on the University of Nottingham's website, please see the link below:

[Hybrid working resources](#)

The policy was developed in-line with one of the core values which underpins the university strategy: *Inclusivity – We are a community where everyone can contribute and be appreciated for who they are.* As part of launching hybrid working, a range of new hub spaces were opened across our campuses, allowing more staff access to these resources.

The university has now also established an agile working project, with a focus on taking the foundations of the hybrid policy further. The project will look beyond pandemic working patterns and seek to establish a vision for working at the University of Nottingham that is rooted in flexibility, sustainability, accessibility, and staff wellbeing.

For further information please contact:
Alex Wright, Agile Working Lead
alexander.wright@nottingham.ac.uk

Support for Disabled Staff

Our Commitment: 1.02 Implement the action plan for disabled staff

Progress in 2021/22

The 2019 review of support for disabled staff proposed several short-term actions for delivery: https://www.nottingham.ac.uk/edi/review-of-support-for-disabled-staff.aspx

We have now developed and deployed a:
- **Toolkit for supporting disabled staff** – developed in partnership with disabled and neurodiverse staff and staff networks to provide guidance, links to training and case studies for managers and staff in order to seek support, resources and identify reasonable adjustments.
- **Reasonable adjustments passport** – to help steer and document discussions between managers and disabled staff around reasonable adjustments.

Both documents can be found at:
https://www.nottingham.ac.uk/edi/characteristics/disability.aspx

For further information please contact:
Julie Thomas, HR Project Officer
julie.thomas@nottingham.ac.uk

Student-focused interventions to tackle Harassment and Sexual Misconduct

Our Commitment: 1.03 Implement guidance and policies to strengthen our response to sexual misconduct

Progress in 2021/22

The university formed a specialist Sexual Harassment and Misconduct Working Group bringing together Wellbeing, Legal, Conduct and Investigations, Residential Experience, and Equality, Diversity and Inclusion colleagues. This group holds responsibility for the university's Harassment and Sexual Misconduct Action Plan.

Progress has been made this year in developing a mechanism to sensitively seek feedback from students and staff who have reported harassment and sexual misconduct through Report and Support so that we better understand their experiences and how we can develop this in the future.

The university has also developed three micro-learning courses in collaboration with Good Course, encouraging students to help tackle misogyny, hate crime and harassment on campus. This new approach, informed by research for police forces, will help educate students on how to keep each other safe via short, accessible videos to capture the attention of a new generation. Courses are specifically designed to feel like the familiar social media apps students use every day but will incorporate Nottingham's award-winning research on hate crime and misogyny led by Louise Mullany, Professor in Sociolinguistics at the University of Nottingham, and a leading expert on the language of hate crime.

The Group will continue its work throughout 2022/23.

For further information please contact:
Claire Thompson, Associate Director Student Wellbeing
claire.thompson@nottingham.ac.uk

Report and Support

Our Commitment: 1.04 Address bullying and harassment

Progress in 2021/22

Report and Support is a reporting platform provided by Culture Shift and was launched in May 2021. 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 staff and students affected.

Report and Support includes a support section which directs users to information on the university's reporting processes and the internal and external support available.

Section Two: Equality, Diversity and Inclusion-Related Strategic Development Activities
Theme 1: Demonstrable equality in experience for all of our staff and students

2021/22 saw the development of university safeguarding training which has been delivered to 767 student-facing University of Nottingham staff. The training communicated to staff how to report incidents through Report and Support that have happened to them and how to support students through the platform. The training will continue into 2022/23.

Various campaigns throughout the academic year such as *No Place for Hate* and *Sexual Consent Awareness Week*, publicised Report and Support through university's Social Media channels, screens within the Students' Union and on university buses.

2021/22 was the first full academic year using Report and Support, and within this academic period 527 reports were received, of which 23% (123) reports were anonymous.

For further information please contact:
Jasmine Hickman, Student Wellbeing Service Manager
jasmine.hickman@nottingham.ac.uk

Neurodiversity

Our Commitment: 1.05 Understand how we can better support students and staff who are neurodiverse

Progress in 2021/22

Neurodiversity was identified as one of the Equality, Diversity and Inclusion, four priorities for 2021/2022.

During 2021/22, a report *Overview of current support for neurodiverse staff and students and suggested next steps for 2021/22* was provided to the new Pro-Vice-Chancellor for Equality, Diversity and Inclusion, and People. This report provided an overview of current provision, highlighted sources of information to understand the experience of neurodiverse staff and students, key stakeholders to engage in future work, and made suggestions for next steps.

The report drew together a number of pieces of work from across the institution including:
- *Support for Neurodiverse Staff and Students at University of Nottingham*, a report produced by Claire Murphy.
- Findings from Finance and Infrastructure focus group discussions with neurodiverse staff and managers of neurodiverse staff.
- Information collated from the university's Neurodiversity at Nottingham MS Teams site for staff.
- Information contained with the *Neurodiversity focus groups report and roadmap for School of Veterinary Medicine Sciences*.
- Ideas contained within *A staged plan for line managers/specialist support* developed by Jodie Chatfield, Technical Services Manager.
- A draft business case for approval, developed by Jodie Chatfield, to create new Consultant Practitioner roles across the University of Nottingham.

Following the delivery of this report, the Neurodiverse Staff Network have indicated a wish to be considered within the new Equality, Diversity and Inclusion Themed Wellbeing Area, and as such, the report will be used to help shape the work being delivered by the new Wellbeing Steering Group in 2022/2023.

The main areas of focus suggested for further work were:
- Improve availability and accessibility of information and resources relating to supporting neurodiverse staff and students.

Section Two: Equality, Diversity and Inclusion-Related Strategic Development Activities
Theme 1: Demonstrable equality in experience for all of our staff and students

- Improve line manager and specialist services capability in supporting neurodiverse staff and students.
- Embed lessons learnt from return to campus and hybrid working, ensuring this informs ways of working that take account of the needs of neurodiverse staff and students.

Activities contributing to these areas of focus included:

- [What does neurodiversity look like in person?](#) – an event run as part of the Diversity Festival, co-delivered by the School of Computer Science and the Neurodiverse Staff Network and funded by the Sphere Programme, which was open to all staff and students.
- 'Understanding and supporting neurodiverse colleagues' a session delivered by Claire Murphy to the Campaign and Alumni Relations Office.
- Guidelines created by Lauren Marsh and Dani Ropar, as part of their STEMM-Change funded project, providing ['Recommended actions for inclusive virtual interactions'](#) and shared on the Neurodiversity page of the University of Nottingham Equality, Diversity and Inclusion website.
- Sharing of external resource ['Guide to making your online events accessible for autistic people'](#) on the internal MS Teams Equality, Diversity and Inclusion in Practice SharePoint.

Also see Neurodiversity section of [3.04 'Annually review and agree priorities for focussed activities, task and finish groups and review performance against KPIs'](#)

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

Trans support for staff and students

Our Commitment: 1.06 Improve inclusion for Trans staff and students

Progress in 2021/22

Having reviewed and updated our [guidance for trans students and for staff supporting trans students](#) in 2021/2022, various departments across the university have explored and implemented quicker and easier processes to ensure that students are more aware of how this process works.[1] Students were unclear, for example, on various aspects around required evidence and details such as how to access a new student card. This student feedback has been acted on with [clearer information](#) now available and training to our Student Services staff who support them in this process.

For further information please contact:
Janette Alvarado-Cruz, Associate Director EDI –Students and Campus Life
Janette.Alvarado-Cruz@nottingham.ac.uk

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[1] Athena Swan Action: S21.01.05: To systematically address issues raised by our trans colleagues via the TWP and to also facilitate alignment with emerging sectoral good practice, we will Continue to address issues raised by trans staff e.g. through the LGBTQ Network and other mechanisms e.g. Employee Relations casework.

Section Two: Equality, Diversity and Inclusion-Related Strategic Development Activities
Theme 1: Demonstrable equality in experience for all of our staff and students

Gender and ethnicity pay gap

Our Commitment: 1.07 Reduce gender pay gap and understand ethnicity pay gap

Progress in 2021/22

Pay gap reporting illustrates the difference in average pay between groups of staff regardless of grade or their level. The university publishes its gender pay gaps and voluntarily publishes its ethnicity pay gaps annually. Please note this is not the same as equal pay which looks at the difference of pay between two groups who carry out the same or similar roles.

In 2021/22, the university completed two major initiatives which we believe will have a positive impact on our pay gaps:
1. **Level 7 professorial banding review** – we have reviewed and implemented a new approach to Level 7 professorial pay so that pay is based on contribution going forward.
2. **Level 1-3 pay review** – we have reviewed our approach to Level 1-3 pay including increasing pay spine points to allow for better pay progression at lower levels.

The recommendations made by the gender and ethnicity pay gap task group are being explored to better support those with protected characteristics. We also recognise that a lot of the work relates to the Equality, Diversity and Inclusion Strategic Delivery Plan, as well as our commitments in the Institutional Athena Swan[2] and the Race Equality Charter[3] which will help reduce pay gaps.

Full details of our gender and ethnicity pay gaps can now be found on our new web pages (which was one of the recommendations to better communicate our pay gaps and the work towards reducing them).

Figure 2: Screenshot of the reducing gender pay gaps, University of Nottingham website

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[2] Athena Swan Action: 22.03.01: We will undertake a further equal pay audit in 2019 in-line with good practice bi-annual review processes and a gender pay gap analysis every 12 months in-line with regulatory requirements.
[3] Race Equality Charter Action: 1.6.1 Establish dedicated group with a clear process for monitoring and reviewing ethnicity pay gap data, voluntarily publishing this data in-line with University of Nottingham gender pay gap reporting. Develop & implement recommendations for required interventions and action plan on reducing / eliminating the ethnicity pay gap by September 2024.

Section Two: Equality, Diversity and Inclusion-Related Strategic Development Activities
Theme 1: Demonstrable equality in experience for all of our staff and students

For further information please contact:
Helen McNamara, Director of Organisational and People Development
helen.mcnamara@nottingham.ac.uk

Training and development for Operations and Facilities Staff

Our Commitment: 1.08 Develop a dedicated training and development approach for Operations and Facilities Staff

Progress in 2021/22

The Estates and Facilities Department run an Induction week for all new staff joining the Department. As part of this training the Department runs a course titled 'Equality For All' this course runs for 3 hours and covers topics such as the Equality Act 2010, sexual harassment, misogynistic behaviour, being an active bystander and detailed information regarding the behaviours expected from staff joining the department in-line with the university's core values. The course also includes discussions on acceptable and unacceptable language in the workplace and has a session on hidden disabilities and physical disabilities focusing on those with hearing impairments, visual impairments and those that are wheelchair users.

Equality, Diversity and Inclusion (EDI) is a thread throughout the induction process and is reinforced throughout our Customer Service Training and Health and Safety Training. The Department has an Equality, Diversity and Inclusion committee which meets 4 times a year and EDI is encouraged as an agenda item at local team meetings. Staff at all levels are encouraged to report any inappropriate behaviours they witness or raise any concerns they have to either their Line Managers or to the Departments Business Support Unit or HR.

In addition, there is a dedicated training manager for Operations and Facilities (O&F) staff, with bespoke training to meet the needs of specific roles. Career development resources available online are adapted into paper documents to ensure they can be accessed by all employees.

The Appraisal and Development Conversations (ADC) form has also been adapted, with straightforward questions that are easy to understand for all levels of staff, for example, those employees where English is not their first language. The approach is intended to enable line managers to have a meaningful development conversation with their direct reports, by understanding any support they need in order to achieve their best at work every day and realise their potential, whatever that looks like.

For further information please contact:
Helen McNamara, Director of Organisational and People Development
helen.mcnamara@nottingham.ac.uk

Nottingham Advantage Award

Our Commitment: 1.09 Explore opportunities to increase participation in Nottingham Advantage Award

Progress in 2021/22

A new student record system was created within UniHub that fully integrates the Nottingham Advantage Award within Careers and Employability Service systems. This provides information to students in a more accessible format and to better enable module choice and enrolment. This will be supported by additional resources to enhance student learning and

reflection, clearer articulation of the skills and professional competencies that are being developed, and direct signposting to broader Careers and Employability Service support. Further development is required, but it is hoped this will be piloted as a roll out in 2023/24.

A new digital student community space has also been developed for Nottingham Advantage Award participants to access peer support and advice. This will be piloted in spring 2023, ready for a roll out in 2023/2024.

In addition, digital badges have been created to provide immediate recognition of module completion. A pilot will be run throughout 23/24.

For further information please contact:
Vicky Harsant, Nottingham Advantage Award Manager
vicky.harsant@nottingham.ac.uk

Wellbeing

Our Commitment: 1.11 Review our support for wellbeing and mental health, in conjunction with the Wellbeing Strategic Delivery Plan consultation

Progress in 2021/22

In-line with the university's commitment in the Staff Wellbeing Delivery Plan 2020 to future proof its recommendations, a gap analysis exercise was conducted in Autumn 2021 to identify any potential ongoing gaps in wellbeing provision.

The gap analysis was undertaken by a combination of methods:
- External benchmarking across other universities and best practice outside of the Higher Education sector to understand the wider wellbeing landscape.
- A pulse survey in March 2022 of the staff population to understand the engagement level in existing wellbeing resources and perceived gaps.
- Input of a purposefully convened wellbeing steering group made up of university leaders and subject matter experts to endorse the proposed priorities and make their own suggestions informed by their lived experiences and areas of expertise.

Recommendations emerging from this exercise were approved for action by our People and HR Committee in May 2022. The recommendations are categorised in-line with the themes defined in the Delivery Plan (Healthy Mental Wellbeing, Healthy Lifestyle, Healthy Work Experience, Healthy Environment and Social Wellbeing) and are being progressed in-line with identified priority levels and within a realistic timeframe.

In 2021/22 there has been a focus on improving how current wellbeing services, activities and initiatives are communicated. This has included the introduction of a quarterly wellbeing newsletter, review of the Wellbeing Hub, scoping of new Wellbeing webpages to improve accessibility and searchability, and development of a SharePoint site to share wellbeing related news. A wellbeing calendar has also been developed to facilitate a cohesive and proactive approach to raising awareness around key dates. The communications plan will continue to rollout into the next academic year.

The university also signed up to the Mind Mental Health at Work Commitment in 2021/22 and by doing so has made a long-term commitment to support the mental health of university staff. An action plan is in progress which is based around a guidance framework provided by Mind which supports and compliments the wider gap analysis work. In 2022/23

this work will help inform the university's engagement with the University Mental Health Charter programme.

For further information please contact:
Jo Lambert, HR Project Officer
jo.lambert@nottingham.ac.uk

Career pathways

Our Commitment: 1.12 Develop post-doctoral research staff and career pathways

Progress in 2021/22

The succession planning pilot, which concluded in 2019, is currently being reviewed and revisited. The aim is that the project is expanded to incorporate the aspects required to ensure any processes align with the configuration of the Digital Core system – the online platform which will be used from 2024. The platform will be used as a tool to assist with succession planning, including the creation of talent pools and allocation of development goals. Career pathways, including those for the Research and Teaching job family, are available on the Staff Career Development Hub.

For further information please contact:
Helen McNamara, Director of Organisational and People Development

helen.mcnamara@nottingham.ac.uk

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

Access and Participation Plan

Our Commitment: 2.01 Increase proportion of POLAR4 Quintile 1 students

Progress in 2021/22

This action relates to the participation of local areas (POLAR4) classification groups areas across the UK based on the proportion of young people who participate in higher education. It measures how likely young people are to participate in higher education across the UK and shows how this varies by area. POLAR classifies local areas into five groups, or quintiles, based on the proportion of young people who enter higher education aged 18 or 19 years old. Quintile 1 shows the lowest rate of participation. Quintile five shows the highest rate of participation.

One of the institutional targets within the Access and Participation Plan is to increase the proportion of POLAR4 Quintile 5 students compared to POLAR4 Quintile 1 students as a ratio of our student population.

The Widening Participation Team use postcode data to target outreach programmes at students who live in a neighbourhood with a low rate of progression to higher education. These outreach programmes include the Pathway to Medicine, Pathways to Law, and University of Nottingham Summer Schools.

In addition to this, students from POLAR4 Quintile 1 areas are eligible for contextual admissions resulting in an offer that is one grade lower than the standard entry tariff.

As shown in the table below, this year's milestone target has been met and in 2021/22, there was 1 student from a POLAR4 Quintile 1 area for every 5.5 students from POLAR4 Quintile 5 area.

Progress against Targets			Yearly milestone targets					
Aim	Target group	Description	2020-21	OfS*Results 21-22 (actual)	2021-22	2022-23	2023-24	2024-25
To reduce the gap in participation in HE for students from underrepresented groups	Low Participation Neighbourhood (LPN)	Ratio in entry rates for POLAR4 quintile 5: quintile 1 students. All undergraduates.	5.9:1	5.5:1	5.5:1	5.1:1	4.7:1	4.3:1

Figure 3: Table showing progress against targets for the increase of POLAR4 Quintile 1 students

*OfS – Office for Students

For further information please contact:
Emma Szembek, Deputy Director of Student Recruitment
emma.szembek@nottingham.ac.uk

Degree awarding gap

Our Commitment: 2.03 Deliver activities to target BME degree awarding gap

Progress in 2021/22

The University of Nottingham has made a commitment to reduce Black and Minority Ethnic (BME) origin degree awarding gaps by 2030.[4] The approach is multifaceted and requires careful monitoring in all the aspects as shown in the figure below:
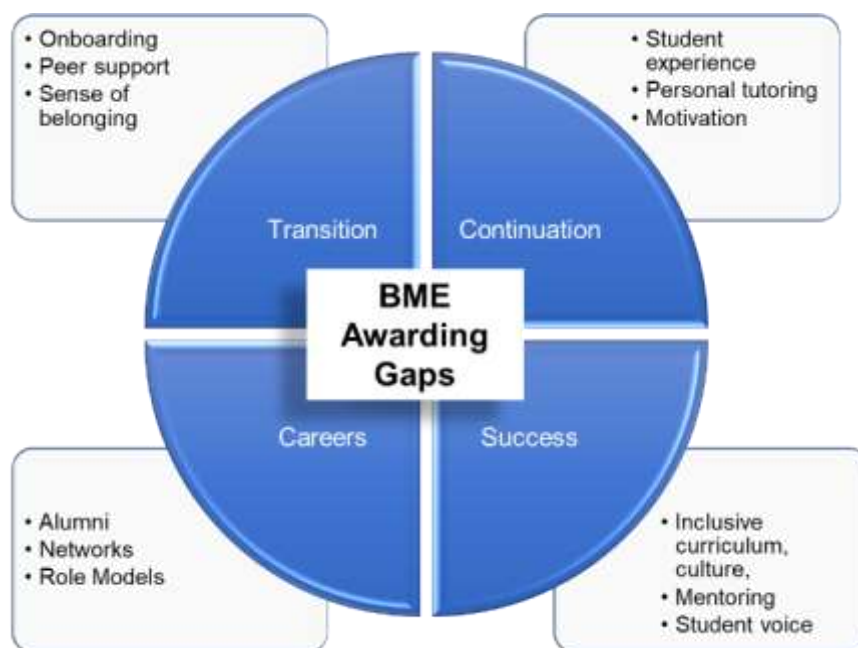
Figure 4: Diagram of the multifaceted approach to achieve success in BME awarding gaps

The aim is to increase the number of BME students achieving 'good degrees' (2:1 and First) to make them ready for highly competitive markets for graduate jobs. Systematic work in this direction has been implemented since 2021. Actions targeted in response to preliminary findings through data monitoring include access and transition, projects enhancing student experience, and sense of belonging. Incorporating inclusive approaches in our curriculum, enhancing the personal tutoring team awareness about experiences of students in ethnic groups and how these students can be better supported so that they effectively integrate with the University of Nottingham community.

The recent 'Teaching and Learning Conference' (2021) held at University of Nottingham emphasised several themes on diversification of the curriculum – through critical pedagogy aimed at reducing awarding gaps, that engage students and staff in shared approaches to curriculum diversity. Going beyond decolonisation the 'Curriculum Transformation Project' incorporates aspects of inclusive curriculum with high levels of student partnership in all that we do. This includes making the culture of the institution, and the curricula we offer, more inclusive and open to students with a wider range of life experiences.

As the institutional focus is on action, reflection and sharing of good practice. An 'Academic advisory group' was established in 2022 to report and action on institution wide progress on

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[4] Race Equality Charter Objective 1.7: To reduce the overall University of Nottingham degree awarding gap and the degree awarding gaps in each individual School by 2023 and establish a timeline for eliminating the gap.

BME awarding gaps. [Faculty specific events](#) were conducted that shed light on critical actions and reflection. [Role models and allies](#) are vital for BME success and events were held raising awareness to motivate students to achieve their best. In the recent [Black History Recognition Month](#), (October 2022) we had a number of alumni and black staff who contributed to what Black success means to them, what barriers they faced and how they have overcome them.

Going forward data insights will be used at each stage of the student journey through evidence-based approaches for institution wide initiatives. This data will be incorporated more coherently into annual monitoring processes, where the results will be disseminated, and used to develop more targeted interventions for 2022/23 and beyond.

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Diversity in Recruitment Action Plan

Our Commitment: 2.05 Implement the Diversity in Recruitment Action Plan

Progress in 2021/22

Background
The university is committed to attracting, recruiting and retaining a diverse workforce. In 2018 the university published its [Diversity in Recruitment Action Plan](#). Actions contained within the Diversity in Recruitment Action Plan intersect with other action plans (for example, [Athena SWAN](#),[5] [Race Equality Charter](#)[6] and the university's [EDI Strategic Delivery Plan](#)). To avoid duplication of effort, or tackling activity in isolation, the actions were themed and turned into work packages. Progress update in 2021/22 is as follows:

Recruitment attraction practices
- A new microsite is in development, with updated branding, imagery and case studies of those working at the university. [Volunteers](#) are being sought from across the university. The purpose is to demonstrate the variety of roles and careers available, and to attract a wide and diverse range of applicants to come and work at the university.
- Candidate guidance is being finalised. This is an opportunity for prospective applicants to understand the information that is required within the application, as well as further information on the recruitment and selection process (for example, assessment and interview), to maximise their success rate of being shortlisted and offered a position with the university.
- A review of the diversity statement is underway to ensure it captures the university's commitment to inclusion and flexibility.

Reducing opportunities for bias in the selection process
- The Inclusive Recruitment Panel guidance has been updated and published encouraging diverse panel composition and how this can be achieved.
- Anonymisation of applications has been enabled for professional services roles since November 2021 and a 12-month review will take place to evaluate the impact.
- Next steps include exploring how this capability can be extended to academic roles.

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[5] see Athena Swan Action Plan: Theme One Recruitment and Induction - Improved Recruitment.
[6] see Race Equality Charter Action Plan: Themes One and Four: Strong Leadership, and Developing racially diverse and inclusive environments.

For further information please contact:
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Support for students with disabilities

Our Commitment: 2.06 Support students with disabilities to ensure they are included in all that we do

Progress in 2021/22

Accessibility
University of Nottingham has worked with an external provider AccessAble to audit accessibility concerns. All residential and teaching and learning buildings have been assessed, mapped, and recommendations for improvement made. This will be an iterative process, where student groups have expressed that their voices on access issues are not being heard. The Disability Support Services team are co-creating an 'Accessible' student-led campaign and data-gathering exercise with University of Nottingham Students' Union. This student voice data will be looped back into the university to further improve this work.

Transition for students with Autism Spectrum Condition (ASC)
Disability Support Services have enhanced transition work for students who share that they are autistic. After another successful summer school event, they have implemented various meetups and events throughout the academic year with the help of University of Nottingham Students' Union and the Autism Social Network. Disability Support Services are also facilitating some targeted one-to-one work for this specific group of students to ensure they are supported through their transition.

For further information please contact:
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Equality, Diversity and Inclusion On-Boarding

Our Commitment: 2.07 Develop a programme in conjunction with University of Nottingham Students' Union to educate students about behaviour and practice as part of our inclusive university

As a step towards fostering an inclusive culture and embedding Equality, Diversity and Inclusion (EDI) in setting behavioural expectations in the classroom, an induction programme will be launched in 2022 to educate students in University of Nottingham's inclusive practices.[7]

This module on 'Cultural Humility' is sponsored by Vice Chancellor Professor Shearer West introducing students to the University of Nottingham's inclusive culture and core values. This will promote respect and dignity of others, engage students in safe and common physical spaces to facilitate a more welcoming and interactive community. We want all students to develop cultural humility, to understand the value of diversity at the University of Nottingham, to reduce separation of students across racial/ethnicity lines and create a community where

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[7] Race Equality Charter Action: 3.2.1 *BEACON ACTIVITY* Develop, pilot and evaluate a cultural on-boarding programme for new students, to be sponsored by the Vice Chancellor in the first 4 weeks of the academic year. This will build on the successful Nottingham Online Open Course (NOOC): My Nottingham and the recently developed Stronger Together student EDI induction.

everyone feels they belong and can progress and thrive. This onboarding induction will help students in practising their learning through reflection and action, by being active bystanders and supporting their fellow peers through strong allyship.

For further information please contact:
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Postgraduate Research (PGR) Programme

Our Commitment: 2.08 Develop dedicated coordination programme in support of PGR students to ensure that our recruitment and experience of PGR students is equal

Progress in 2021/22

Activities to support diversification of recruitment:
- Biotechnology and Biological Sciences Doctoral Training Programme (BBSRC DTP) has continued implementation of AMPlify and guaranteed interview schemes.[8] Overall home Black, Asian and Minority Ethnic (BAME) PGR recruitment for 2021 was 23.7% (9), and for 2022 was 23% (11) of cohort.
- Midlands4Cities is working in partnership with the Stuart Hall Foundation (SHF) to support at least two studentships a year for BAME candidates to undertake doctoral research in arts and humanities and also planning a summer school in 2022/23.
- Range of programmes to support undergraduates from under-represented and minoritised backgrounds gain research experience: Excel in Science, Wellcome Trust Vacation Bursaries, Engineering and Physical Sciences Research Council (EPSRC) Doctoral Training Programme Vacation Bursaries.

Practice sharing
- EDI in Postgraduate Researcher Recruitment guide launched on SharePoint in Autumn 2021, and interactive PDF guide launched in Spring 2022.
- Continued input into EDI plans for Doctoral Training Partnership (DTP)/Centre for Doctoral Training (CDT) bids, and provision of support to implement these plans via membership of advisory boards.
- Piloting of EDI advisory and strategy groups as part of governance structures in some CDTs and DTPs.
- Broad practice sharing internally and externally, including conference presentations on EDI work as part of the university's Diversity Festival, UK Council for Graduate Education (UKCGE) International Conference on Developments in Doctoral Education & Training (ICDDET) and UKCGE Annual Conference and practice sharing meetings with DTPs and CDTs around the country.

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[8] Race Equality Charter Action: 4.14.1 Investigate and develop actions to increase representation of BAME students at PGR level

Training
- Transition to PhD study training developed in BBSRC DTP and delivered for all PGRs as part of induction programme in 2021 and 2022.
- Continued roll out of Mental Health Awareness for Supervisors training with over 200 participants.
- [Arts and Humanities Research Council](#) DTP has funded student led initiatives addressing racism in the academy and developing effective allyship, and delivered training addressing questions of representation and empowerment including:
  1. Race, Resistance and the Future of Black Studies in the UK: A Cross-Regional Dialogue Stephen Lawrence Research Centre (SLRC).
  2. Beyond Binaries: A Study Day on New Frameworks in Sex and Gender Studies.
  3. Gender in/and design: Scoping challenges and opportunities in the Midlands.

National Education Opportunities Network (NEON)
- The university is part of a multi-institutional postgraduate widening participation data collection project, which started on 1 October 2022. The first year of the pilot includes 6 Universities, with plans for a wider second year pilot to run 2023/24. This data will be collected and analysed by researchers at the University of York.
- The work on developing the [NEON](#) criteria has allowed us to influence the development of the Wellcome Trust's Widening Participation criteria for its Doctoral Training Programmes.
- Via 'on course success' workstream leadership, put in a successful bid for Quality Assurance Agency Collaborative Enhancement Projects funding *[Defining, Measuring and Supporting Success for Postgraduate Researchers from Diverse Backgrounds](#)*.

Commendations
Feedback from Biotechnology and Biological Sciences Research Council (BBRSC) mid-term review (external panel):
> *The Panel commended the DTP's approach to EDI pre-recruitment and throughout the selection process, as evidenced by data on the diversity of student appointments, and the DTP's engagement locally and nationally to spread best practice on their approaches to EDI and training.*

For further information please contact:
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Rachel van Krimpen, Doctoral Training Partnership Manager (BBSRC and NERC)
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Staff Networks

Our Commitment: 2.09 Review the staff networks, to ensure they are well supported and embedded within our strategic delivery plan.

Progress in 2021/22

Carers', Disability, LGBTQIA+, and Women's staff networks have all seen leadership changes during 2021/22. This has facilitated a move away from the traditional chair/deputy chair approach towards co-chairs or distributed leadership models which will help to effect and enable a more sustainable approach to staff network leadership.

Section Two: Equality, Diversity and Inclusion-Related Strategic Development Activities
Theme 2: Transform the diversity and inclusive practice of our staff and student bodies

Our five formal Equality, Diversity and Inclusion staff networks each received annual budget allocations of £425 (in-line with the University-wide 15% budget savings required across all areas). Staff taking on leadership roles continued to have their time for network leadership activities recognised within their substantive duties by their respective line managers, for example, chair 50 hours, deputy chair 30 hours, co-chairs 40 hours each, distributed leadership model 80 hours total, determined by network leads (pro-rata for part time staff).

Following her appointment as Pro-Vice-Chancellor for Equality, Diversity and Inclusion, and People in January 2022, Professor Katherine Linehan introduced regular monthly meetings with the leads of formal and informal staff networks to ensure regular dialogue and facilitate collaborative working.

Our first ever networks' away day will be held at the start of the 2022/23 academic session and will explore opportunities for collaborative working and effect a refresh of the sponsorship agreement between the staff networks and the university. Professor Linehan has confirmed shared administrative support will be provided for the networks from 2022/23 onwards, and their annual budget allocation will be moved to sit within the Equality, Diversity and Inclusion budget.

The introduction of Equality, Diversity and Inclusion theme leads for gender equality, race equality, LGBTQIA+, disability equality, wellbeing, and intersectionality and inclusion from 2022/23 onwards, formal staff network leads will be members of the Equality, Diversity and Inclusion theme steering groups, and informal networks will also feed into the Intersectionality and Inclusion Oversight Group.

For further information please contact:
Julie Thomas, HR Project Officer
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LGBTQIA+

Our Commitment: 2.10 Increase awareness and understanding of experiences of LGBT staff and students

Progress in 2021/22

Introduction of the LGBTQIA+ Theme
In 2022, the university introduced a themed approach to Equality, Diversity, and Inclusion. The aim of this themed approach is to improve collaboration and communication between the senior leadership team and faculties, schools, and departments, by reducing duplication and siloed working.

As part of this new themed approach, six Equality, Diversity and Inclusion themes were identified as priority areas for the university, which included LGBTQIA+. To support and progress the delivery of this theme, two co-leads were appointed, Lucy Jones, Associate Professor in Sociolinguistics and Faculty Director of Equality, Diversity and Inclusion, and Sarah Wilson, EDI Coordinator, and a new LGBTQIA+ Steering Group was established. The strategic priorities for the steering group are in-line with the Equality, Diversity and Inclusion Priorities for 2022/23 (please see Figure 15), which are:

- (2.4) LGBTQIA+ data collection
- (3.3) Stonewall review

New Progress Flag

Upon advice and encouragement from the LGBTQIA+ Network, the University purchased a progress flag to fly from the Trent Building during LGBT+ History Month and key dates of celebration, commemoration, and remembrance for the LGBTQIA+ community. The flag was unfurled to open LGBT+ History month in February 2022 at a hybrid event to explain the importance and symbolism of the new flag.

Figure 5: University of Nottingham's Progress lanyards, ready to be worn by active allies

Figure 6: The Progress Flag flying at the Trent Building, University of Nottingham, February 2022 (source @UniofNottingham Twitter)

Progress Lanyards

The University of Nottingham purchased new branded lanyards with a progress flag design and the steering group, along with the LGBTQIA+ Staff Network, have been asked to consider how they should be distributed in a way that relates to a demonstration of active allyship.

The steering group members have been asked to submit their ideas to the LGBTQIA+ co-theme leads but have agreed that one option could be to distribute lanyards to people who attend and/or coordinate an event during LGBT+ History Month in February 2023.

For further information please contact:
Sarah Wilson, Equality, Diversity, and Inclusion Coordinator
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Estate's Masterplan

Our Commitment: 2.11 Enable to be embedded in the development of the Estate's masterplan.

Progress in 2021/22

During 2021/22, the Estate Office have been progressing various improvements to Equality, Diversity and Inclusion policies and procedures, these include the following:

- **Gender Neutral WC Policy**: The policy has been fully approved through the Equality, Diversity and Inclusion governance process and ensures that every floor in every building should have a gender-neutral WC in the fullness of time.
- **Digital Accessibility System**: After a tendering process, AccessAble were awarded the contract. AccessAble have now completed the surveying stage and the system is planned to have a full launch in March 2023. The Estates Office will be working with Comms and Marketing to ensure staff, students and the wider community are aware of this system.
- **Accessibility Improvement**: Following the introduction of the AccessAble, a programme of works will be planned annually to further improve accessibility issues on all campuses.
- **Reasonable Adjustment**: The process for reasonable adjustments is continually improving, including confirmation that the Estate's Helpdesk is the primary contact point for initial enquiries.

For further information please contact:
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james.hale@nottingham.ac.uk

Accessible technology

Our Commitment: 2.12 Ensure technology is accessible to all

Progress in 2021/22

Digital and Technology Services (DTS) is working collaboratively with University of Nottingham peers (External Relations, Governance and Assurance Central, and Planning, Performance and Strategic Change) to undertake discovery work to identify current practice and governance in this area across the organisation. An output of this work could include determining criteria/templates to assess technical accessibility and related governance/ownership, as well as considering whether this is a process that can be managed in-house or will need external support or training. A working group has been established to produce a proposal outlining an approach and to identify any tools, training, costs required for wider discussion/consideration.

For further information please contact:
Sharon Caine, Head of CDO
sharon.caine@nottingham.ac.uk

Procurement

Our Commitment: 2.13 Development of a procurement approach which embeds EDI

Progress in 2021/22

A review was undertaken of the university's Supplier Equality, Diversity and Inclusion Questionnaire resulting in several improvements to the information provided to suppliers and ensuring the questions were robust. In addition, a new process of undertaking an annual random audit to check the accuracy and validity of submission was put in place and following up with suppliers where they do not meet the required standards.

Updates to the questionnaire were made to:

- Strengthen the introductory paragraph to clearly communicate the university's commitment to Equality, Diversity and Inclusion and our legal duties in relation to procurement of goods and services, in-line with the Equality Act 2010.
- Provide further context around the specifics of the Public Sector Equality Duty and the university's responsibilities in this regard.
- Explain the process that will be followed, should the supplier not meet the required standards.
- Describe the annual random audit process which will be conducted by the Procurement team to ensure submissions are honest and accurate.
- Make it easier for a supplier to identify themselves as a highly relevant supplier.

For further information please contact:
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Theme 3: Excellence and ambition in delivery of embedded EDI

Sharing Equality, Diversity and Inclusion Best Practice

Our Commitment: 3.01 Share best practice and progress in with staff and student groups

Progress in 2021/22

EDI Student Board

Having had a temporary pause over the pandemic, the EDI Student Committee resumed in late 2021/22, ready to make real impact in 2022/23. The group is co-chaired by the Student Union's Liberation Officer and a university EDI Leader with membership that includes: staff from across the University, and Student representatives for mature, LGBT+, BME, disabled, women*s and social justice networks. The Board provides the opportunity for Faculty and Professional Services staff to share progress related to under-represented and disadvantaged groups, as well as to work with student liberation network representatives to share good practice. It acts as a forum for discussion and development of student equality, diversity and inclusion activity, supporting the university's drive for excellence in student experience and overseeing the institution's commitment to and progress on equality, diversity and inclusion.

EDI in Practice SharePoint

The EDI Coordinator team developed and launched the EDI in Practice SharePoint in late September 2021. The site is open to anyone at the university with an interest in Equality, Diversity and Inclusion and is a place to share EDI activity and best practice, and signpost important EDI related information and resources.
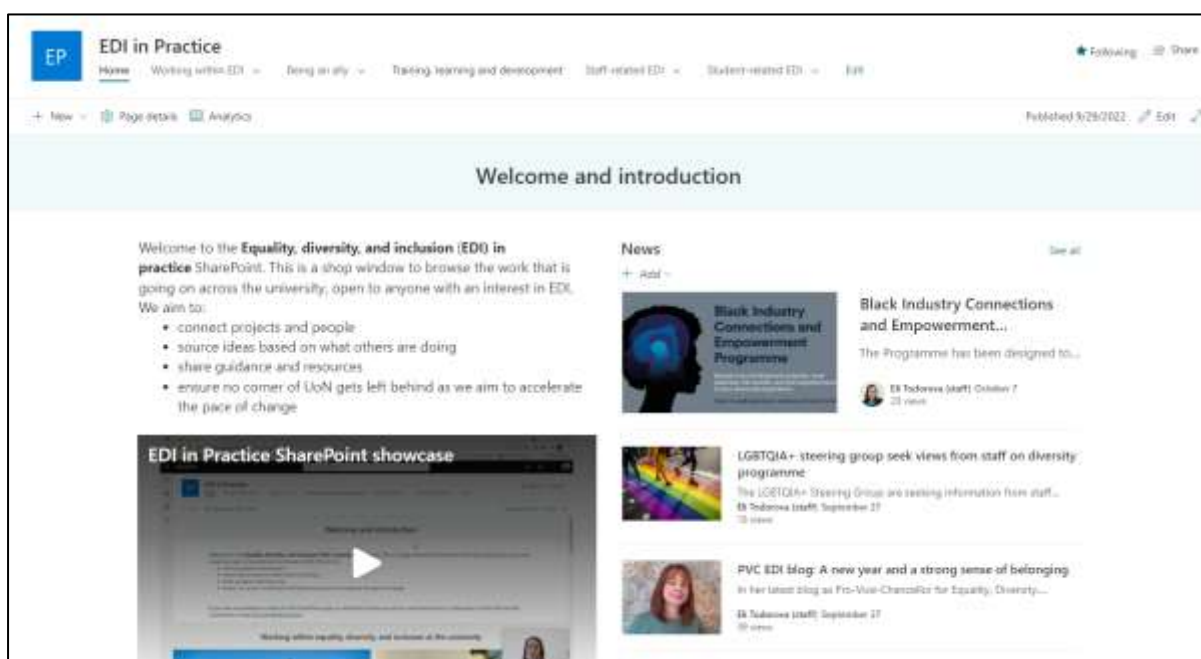

Figure 7: The EDI in Practice SharePoint site, landing page

Section Two: Equality, Diversity and Inclusion-Related Strategic Development Activities
Theme 3: Excellence and ambition in delivery of embedded EDI

The landing page includes a recorded 'walk-through' of the site and describes it's aims to:
- connect projects and people
- source ideas based on what others are doing
- share guidance and resources
- ensure no corner of the university gets left behind as we aim to accelerate the pace of change.

The site was launched via a Campus News article and through a series of presentations delivered by EDI Coordinators to staff at faculty and professional services committees, boards and meetings.

There have been 1,104 unique visitors to the site since its launch and 11,823 visits in total.

For further information please contact:
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Janette.Alvarado-Cruz@nottingham.ac.uk

Cathy Marshall, EDI Coordinator
cathy.marshall@nottingham.ac.uk

Sphere Programme Board

Our Commitment: 3.02 Bring together leaders through the Sphere programme

Progress in 2021/22

The Sphere Programme Board was created as an independent board to oversee and help develop the Equality, Diversity and Inclusion (EDI) activities at the university to feed into our wider EDI Strategy. In 2021/22, the Sphere Programme Board has significantly increased its membership as a call for new members in November 2021 provoked widespread interest from the university community to be part of the Board. Following this call, the Board now has representatives in all Faculties, and within Professional Services, as well as representatives from the Athena Swan Institutional Self-Assessment Team and the Bronze Race Equality Charter Implementation Group. The Board also welcomed the appointment of a new Deputy Chair, Jodie Chatfield, Technical Services Manager, Faculty of Medicine and Health Sciences, who co-chairs the Sphere Programme Board alongside Professor Raheela Khan, Professor of Cellular Physiology, Faculty of Medicine and Health Sciences. In addition, it was with great sadness that the Board marked the passing of Dr Amal Treacher Kabesh, who had been the previous Deputy Chair of the Sphere Programme Board.

One of Sphere's main objectives is to fund a small number of strategic projects which contribute to delivering change in Equality, Diversity and Inclusion at the university. These are low-cost initiatives or experimental opportunities that may help to influence long-term change. In 2021/22 projects were required to contribute towards one or more of the Equality, Diversity and Inclusion Priorities for the year, which were:
- Priority One: Support for staff with caring responsibilities (both parenting and carer)
- Priority Two: Socio Economic
- Priority Three: Faith and Religion
- Priority Four: Neurodiversity

In addition, applicants could bid for funding that contributed towards actions within the Race Equality Charter (REC) Action Plan, in the following thematic areas:
- Theme One: Strong Leadership

Section Two: Equality, Diversity and Inclusion-Related Strategic Development Activities
Theme 3: Excellence and ambition in delivery of embedded EDI

- Theme Two: Conversations About Race and Culture
- Theme Three: Racially Diverse, Inclusive Environments
- Theme Four: Evidence and Analysis
- Theme Five: Understanding What Works

Sphere funded the following 15 projects:

Sphere Projects (9 Projects)
- EDI Reading Group
- Navigating Disclosure of a Disability to Reasonable Adjustments within Existing University of Nottingham's Systems and Services: Developing Employee Guidance
- Caring to Support: Practical support for those with caring responsibilities
- Using 3-D Printer Technology to Support Children with Special Educational Needs in the Religious Education Classroom
- Experiences of Faith and Belief Students
- Enhancing Specialist Provision for our Autistic Student Community
- Quiet Spaces for Neurodivergent staff and students
- What does Neurodiversity look like in person?
- Development programme - Neuro diverse focus

REC Projects (6 Projects)
- How and what should we teach about ethnicity in pharmacology?
- The faculty of medicine and health sciences inclusive curriculum toolkit
- Crowns: An exhibition celebrating hair and head coverings
- Student's voice in Higher Education – Black and minority ethnic student's narratives
- Improving the research career pathway for BAME in the Centre for Children and Young People's Health Research (CYPHR)
- Ghost empire: British colonial laws & LGBTQ+ rights

The comparative data of funded projects across the last three years is:

Sphere Funded Projects
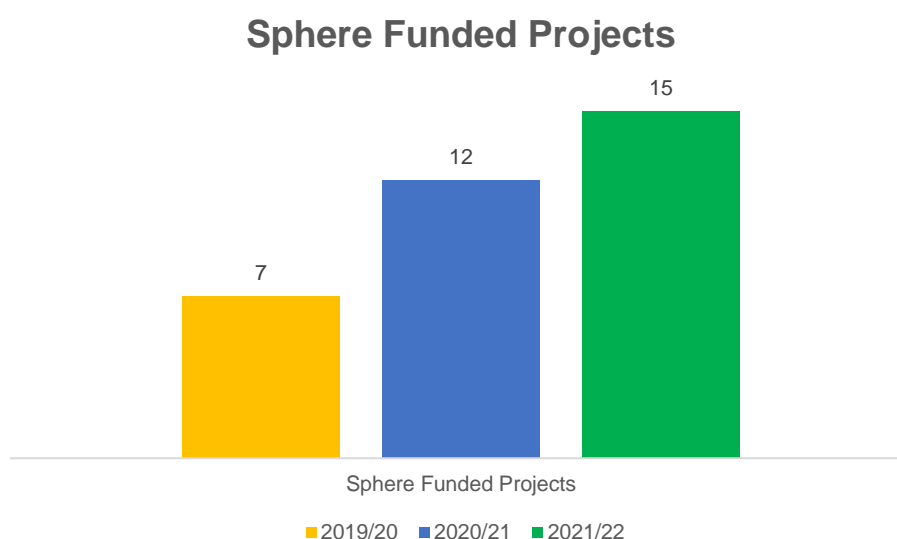
Figure 8: Chart showing the number of Sphere Funded Projects

The first round of funding offered up to £1000 for applicants, after 2019/20 the decision was made to limit this to £500, which accounts for the increase in the number of projects funded.

Section Two: Equality, Diversity and Inclusion-Related Strategic Development Activities
Theme 3: Excellence and ambition in delivery of embedded EDI

Projects funded by the Sphere Programme were showcased at the Sphere Conference on 23 June 2022. This was the closing keynote event at the University of Nottingham's Diversity Festival for 2022.

In 2022/23 Sphere will be reviewing the Sphere Fund and its impact and contribution to the Equality, Diversity and Inclusion Strategic Delivery Plan.

For further information please contact:
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raheela.khan@nottingham.ac.uk

Jodie Chatfield, Technical Services Manager
Jodie.chatfield@nottingham.ac.uk

University of Nottingham
UK | CHINA | MALAYSIA

Sphere Programme: Change in Action

What is the Sphere Programme?
The Sphere Programme Board was created as an independent board to oversee and help develop the Equality, Diversity and Inclusion (EDI) activities at the university which ultimately feed into our wider EDI Strategic Delivery Plan.

Is Sphere new?
Established just before the pandemic, Sphere has been working in the background by funding 34 EDI projects, such as *Crowns: An Exhibition Celebrating Hair and Head Coverings*, and *Promotional material to support Registry and Academic Affairs recruitment*, both examples of how small funding can make a big difference. In addition, Sphere has also overseen the university's response to recognition months.

What does that mean to me?
Sphere encourages all staff at the University to be innovative within the EDI space, it's not about treading the same path and reaching (or targeting) the same audience, we want forward thinking ideas that encourage belonging and inclusion and contribute towards our future EDI Institutional priorities and Key Performance Indicators (KPIs).

Crowns: An Exhibition Celebrating Hair and Head Coverings (Lakeside website)

Promotional material used by Registry and Academic Affairs

Key Activities in 2021/22
Board Membership
Board Membership increased to ensure Faculty and Professional Services representation, and links with both Athena Swan and Race Equality Charter (REC).
Funding EDI Projects
16 projects were funded which contributed towards the EDI Priorities for 2021/22 and REC.
Recognition Months
Recognition months were reviewed, which has contributed towards the decision of moving towards one central event for each recognition month.
Sphere Conference
As part of the Diversity Festival a Sphere Conference showcased Sphere funded projects.

Planned Activities for 2022/23
Review Sphere Fund
The Programme Board will review the Sphere Fund, its impact and contribution to the Equality, Diversity and Inclusion Strategic Delivery Plan. Sphere will report progress to the new Intersectionality and Inclusion Oversight Group.
Planning for EDI Priorities for 2023/24
Sphere will help to horizon scan for potential EDI Priorities for 2023/24.

Sphere Programme Board Members	
Chair	Raheela Khan raheela.khan@nottingham.ac.uk
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Engineering Representatives	Chenggong Sun Cheng-gong.Sun@nottingham.ac.uk Lucy Williams Lucy.Williams@nottingham.ac.uk
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Professional Services Representatives	Julian Tenney julian.tenney@nottingham.ac.uk Stavros Pourikas Stavros.Pourikas@nottingham.ac.uk Stephen Meek Stephen.Meek1@nottingham.ac.uk
REC Representative	Filip-sebastian Boicu Filip-sebastian.Boicu@nottingham.ac.uk
Athena Swan Representative	Donna Palmer Donna.Palmer@nottingham.ac.uk

nottingham.ac.uk/sphere

Figure 9: Sphere Programme Board one page summary

EDI Governance of Activities

Our Commitment: 3.03 Ensure robust governance to activities

Progress in 2021/22

The new Bronze Race Equality Charter (REC) Implementation Group, and the Athena Swan Institutional Self-Assessment Team (ISAT) created an opportunity to refresh governance arrangements around Race and Gender Equality, as both groups had actions where identifying intersectionality was critical to make best use of resources and to measure impact.[9] A new SharePoint/MS Teams site was developed so that all Members of REC and Athena Swan have access to the same information, which followed a consistent reporting and filing infrastructure, as well as a combined risk register, issues log and decisions log. Comprehensive Terms of References were developed for both groups that followed a similar format explaining: the purpose of the group, responsibilities, membership, meeting arrangements, accountability, and governance. Progress from both groups has been consistently reported to Equality, Diversity and Inclusion (EDI) Committee during 2021/22.

The new Pro-Vice-Chancellor for Equality, Diversity and Inclusion, and People, Katherine Linehan, introduced a strategic thematic approach to EDI in 2022, which focused on the following areas:

- Disability Equality
- Gender Equality (Athena Swan)
- Intersectionality and Inclusion
- LGBTQIA+
- Race Equality (REC)
- Wellbeing

Faculty Directors for EDI were allocated one of the thematic areas with support from an EDI Coordinator:

Faculty/Department	Faculty Director	EDI Theme	EDI Coordinator
Arts	Lucy Jones	LGBTQIA+	Sarah Wilson
Engineering	Charlotte Lush	Wellbeing	Mosina Susiwala
Medicine and Health Science	Jasmeet Kaler	Race Equality	Eli Todorova
Science	Rachel Van Krimpen	Gender Equality	Precious Taylor
Social Sciences	Elizabeth Walton	Disability Equality	Helen Creswick
Professional Services	Katherine Linehan	Intersectionality and Inclusion	Cathy Marshall

Figure 10: Table showing the Faculty Directors, EDI Theme and EDI Coordinators

This approach aims to improve collaborative working with clearer links to EDI priorities. The Spring and Summer terms of 2022 have been focused on targeting membership of the groups, establishing the governance, and the reporting infrastructures:

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[9] Race Equality Charter Action: 1.1.3 Establish agreed reporting routes within the REC/ University governance structure
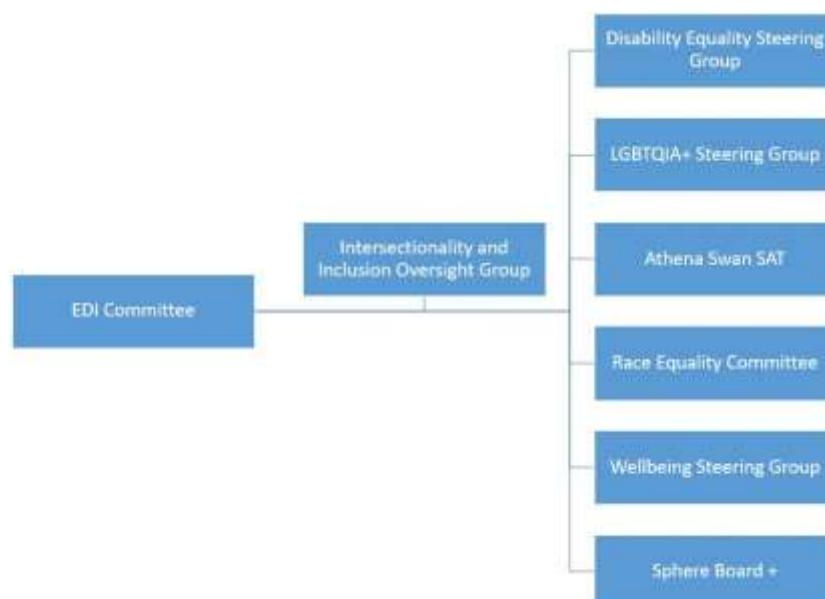
Figure 11: University of Nottingham's Equality, Diversity and Inclusion reporting structure

Progress from the EDI Themed Areas will be reported to the Intersectional and Inclusion Oversight Group, who in turn will report overall progress to EDI Committee. The SharePoint site that was developed for Athena Swan and REC has been expanded to include the new EDI Themed Areas, so that a similar infrastructure is followed by all those involved in EDI work.

In 2021/22 EDI Committee also reviewed and revised their Risk Register and Issue Log. Risks have been aligned to thematic risks that may impact on the delivery of actions/activities within the EDI Strategic Delivery Plan or have institutional/strategic implications. The issues log has been revised to focus on strategic issues that have happened and are linked to risks and their mitigation. EDI Committee review the Risk Register and Issue Log at each meeting.

In addition, significant work has been undertaken in 2021/22 to evaluate and rationalise the amount of Equality, Diversity and Inclusion actions, because there was a total of 563 actions across 7 different Action Plans. The diagram below illustrates the EDI Action Plans:
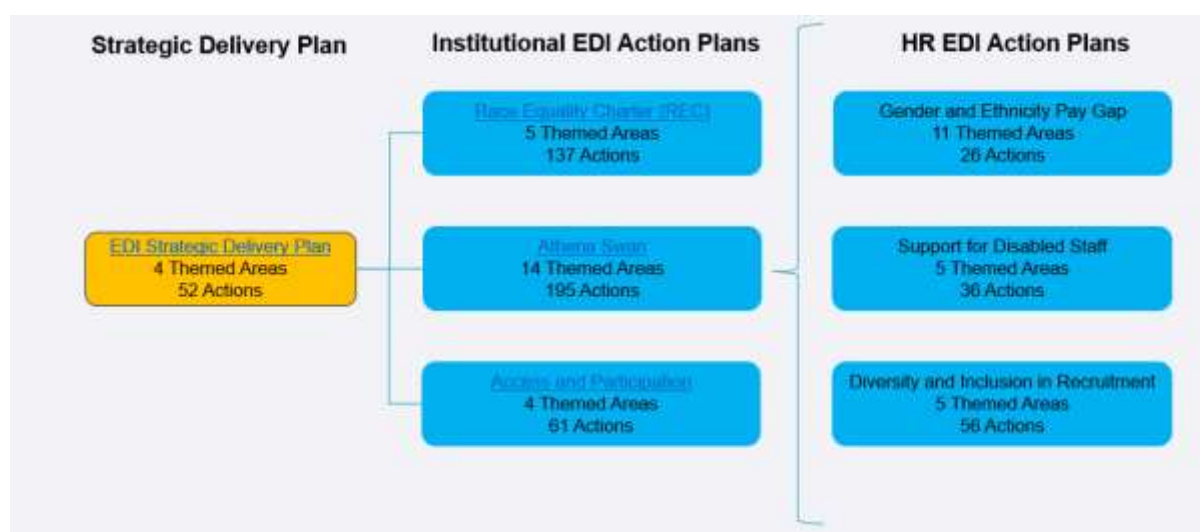

Figure 12: Equality, Diversity and Inclusion Actions across the University of Nottingham

However, none of these Action Plans were connected, there was duplication of actions and there was a temptation to create more Action Plans, because it was easier than working through the existing action plans to find action(s). An EDI Action Tracker has been developed to pull these actions together and to help highlight the intersectional impact of actions, so cross-cutting actions can be identified and that resources are used smarter. Below is a screenshot of the EDI Action Tracker from October 2022:

Figure 13: A screenshot of the EDI Action Tracker

The EDI Action Tracker has stopped the creation of new EDI Action Plans being developed in 2021/22 as those involved in EDI work use the same data source. Actions have been rationalised where duplication had occurred. The existence of the EDI Action Tracker has also made it possible to identify actions that are aligned to the EDI Priorities for 2022/23 (please see Figure 15). The EDI Action Tracker also allows for status updates to be provided at EDI Committee Meetings, Athena Swan Institutional Self-Assessment Team, Bronze Race Equality Charter (REC) Implementation Group, and various HR meetings. Work will continue to develop and improve the EDI Action Tracker in 2022/23 as it is used at the EDI Themed Area meetings and the Intersectional and Inclusion Oversight Group meeting.

For further information please contact:
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Annual Review of Equality, Diversity and Inclusion Priorities and Key Performance Indicators (KPIs)

Our Commitment: 3.04 Annually review and agree priorities for focussed activities, task and finish groups and review performance against KPIs

Progress in 2021/22

Published in 2019, the Equality, Diversity and Inclusion Strategic Delivery Plan was reviewed by EDI Committee in Summer 2021 and the following four new Equality, Diversity and Inclusion Priority Areas were identified for additional focus by the university:

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

During 2021/22 the following progress has been made against these priority areas:

Support for staff with caring responsibilities (both parenting and carer)
Following a scoping piece of work conducted by one of the EDI Coordinators, three reports were completed in February 2022 and provided to Katherine Linehan, Pro-Vice-Chancellor for Equality, Diversity, and Inclusion and People. These were:
- Support for carers: Outline of feedback from carers on the support available at the University of Nottingham.
- Support for staff with parenting responsibilities: Scoping of existing support for staff with parenting responsibilities at University of Nottingham.
- Support for student parents and carers: Outline existing support at University of Nottingham for students with parenting and caring responsibilities

These reports were informed by focus groups held with the Carer's Staff Network, and conversations with colleagues involved in delivering support to staff, student parents, and carers. Each report included several suggestions for future action, some of which have already been acted on, with the remaining actions to be incorporated into planning within the relevant theme areas of Gender Equality, Wellbeing, and Intersectionality and Inclusion.

As part of the Diversity Festival, the Carer's Staff Network ran an event:
The wonder of you – a panel session about caring with a focus on ageing well.

The Diversity Festival also featured an event, Life caring for neurodiverse children, to support parents of neurodiverse children and raise awareness of the experiences of someone caring for a neurodiverse child.

Socio Economic Disadvantage
EDI Coordinators undertook a scoping piece of work, by meeting with a range of stakeholders to identify existing provision in this area to support both staff and students, as well as to identify some of the barriers and challenges that these groups face. A report was produced that shed light on the barriers/challenges as well as including recommendations for potential work that the university could implement to support staff and students who face socio-economic inequality. The report was shared with Katherine Linehan, Pro-Vice-Chancellor or Equality, Diversity and Inclusion, and People, as well as Sarah Speight, Pro-Vice-Chancellor for Education and Student Experience.

Section Two: Equality, Diversity and Inclusion-Related Strategic Development Activities
Theme 3: Excellence and ambition in delivery of embedded EDI

Faith and Religion
The Faith and Religion Steering Group was created in 2021/22. The overall purpose of the Faith and Religion Steering Group is to:
- Identify ways to promote current activity in this area
- Support communications between the Chaplaincy and wider community
- Identify experiences of staff and students and focus on specific priority areas
- Develop a clear strategic action around faith and religion to be incorporated into the revised Equality, Diversity and Inclusion Strategic Delivery Plan

The group has also set up a working group to look at Antisemitism and Islamophobia on campus, and how the university can better ensure safe spaces for our Jewish and Muslim community members.

The main priorities for 2021/22 and moving forward are:
- Faith and mindfulness spaces
- Religious holidays/observances
- Religion expressions/university observances
- Awarding gap data

Neurodiversity
See update in relation to action 1.05 Understand how we can better support students and staff who are neurodiverse.

In addition, the following events, activities and interventions aligned with this priority area are intended to improve the experience of neurodiverse staff and students:

- Life caring for neurodiverse children – an event run as part of the Diversity Festival.
- A new 'Neurodiversity' webpage was created on the University of Nottingham EDI webpages signposting staff and students to support.
- Digital and Technology Services return to campus and open office working has included consideration for the needs of neurodiverse colleagues, including the provision of quiet zones and desk booking systems.
- Professional Services return to campus hubs also took account of neurodiverse colleagues and the planning team ensured inclusion within their Equality Impact Assessment.
- Equality Impact Assessment Overview (Tool) on the EIA SharePoint now includes a column to ensure consideration is given to the potential impact on neurodiverse people of any new policy, process, plan, procedure, or decision.

Key Performance Indicators (KPIs)

Following the University Executive Board's (UEB) agreement on the Institutional Equality, Diversity and Inclusion Key Performance Indicators. The EDI KPIs for 2021/22 are shown below:

Key Performance Indicators	Target 21/22	Performance 21/22
Gender split (level 6 women)	43%	41.61%
Gender split (level 7 women)	27%	29.79%
Ethnicity split (level 6 BAME)	12%	14.24%
Ethnicity split (level 7 BAME)	9%	10.21%
Staff with a disability	6%	6.10%

Figure 14: Table showing the Equality, Diversity and Inclusion Key Performance Indicators

Section Two: Equality, Diversity and Inclusion-Related Strategic Development Activities
Theme 3: Excellence and ambition in delivery of embedded EDI

Based on the university's scoring matrix, the EDI KPIs overall score is GREEN, which indicates a positive trend. However, work continues on inclusive recruitment practices with one of the key EDI Priorities for 2022/23 being: Diversification of the workforce and career development (please see Figure 15).

Staff Engagement KPI
In addition to the Equality, Diversity and Inclusion Key Performance Indicators a new staff engagement KPI has been agreed. We will run People surveys to provide baseline data and inform target setting. This will be followed by pulse surveys to gauge staff engagement and sense of belonging. The surveys will also consider demographic data, so that we can see and act on engagement gaps, especially for those with protected characteristics, and additional University of Nottingham considerations.

For further information please contact:
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katherine.linehan@nottingham.ac.uk

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Equality, Diversity and Inclusion Priorities for 2022/23

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

To create momentum and drive real change in Equality, Diversity and Inclusion (EDI) we need everyone to work collectively across the university on 3 key priority areas in 2022/2023. We will achieve the activities in these areas by working with our new theme leads and steering groups, which are:

- Disability
- Gender Equality (Athena Swan Institutional Self-Assessment Team)
- LGBTQIA+
- Race Equality (Bronze Race Equality Charter (REC) Implementation Group)
- Wellbeing

Actions against our institutional KPIs will be monitored by a new Intersectional and Inclusion Oversight Group, which will report progress against our strategic delivery plans directly to the EDI Committee.

Priority Area 1:
Diversification of the workforce and career development

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

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

Priority Area 2:
Awareness raising and education

(2.1) Disability awareness, disclosure and reasonable adjustments
We will raise awareness of the multifaceted nature of disability. This will include: how staff and students can benefit from disclosing their disability, what are reasonable adjustments and why they should be put in place, and what provisions are available for managers so they can support disabled staff.

(2.2) An antiracist university
We will roll out our onboarding module for students across the university and determine what other anti-racist training staff and students across the university need.

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

(2.4) LGBTQIA+ data collection
We will explore what current data exists across the university and how it could be used to inform and determine the setting of future strategic priorities for LGBTQIA+ equality.

Priority Area 3:
Support

(3.1) Wellbeing resources
We will ensure that staff are aware of wellbeing resources and know how to access them when they need them.

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

(3.3) Stonewall review
We will review our current membership of Stonewall to ensure best fit for the provision of specific support required in line with our LGBTQIA+ communities' needs, education for all, and our university values.

nottingham.ac.uk/edi

Figure 15: Equality, Diversity and Inclusion Priorities for 2022/23

Equality Impact Assessments

Our Commitment: 3.05 Ensure Equality Impact Assessments completed and published for all policy decisions made by University Executive Board Committees

Progress in 2021/22

The number of Equality Impact Assessments (EIAs) received centrally by Planning, Performance and Strategic Change Team was 53 in 2021/22. Thematically, these Equality Impact Assessments can be categorised into the following areas:

- Change to Existing Policy/Process
- Covid-19 related
- Events
- New or Updated IT Software/System
- New Policy
- Restructure
- Team Relocation
- Trip/Travel Related

The two highest number of Equality Impact Assessments were around *Changes to Existing Processes* and *Events*, as the university adapted processes to a post-Covid working environment, and as more in-person and hybrid events took place throughout the academic year.

The existing Equality Impact Assessment process has been in place since June 2020, and the comparative data across the academic years is:

Equality Impact Assessments Submitted to Planning, Performance and Strategic Change

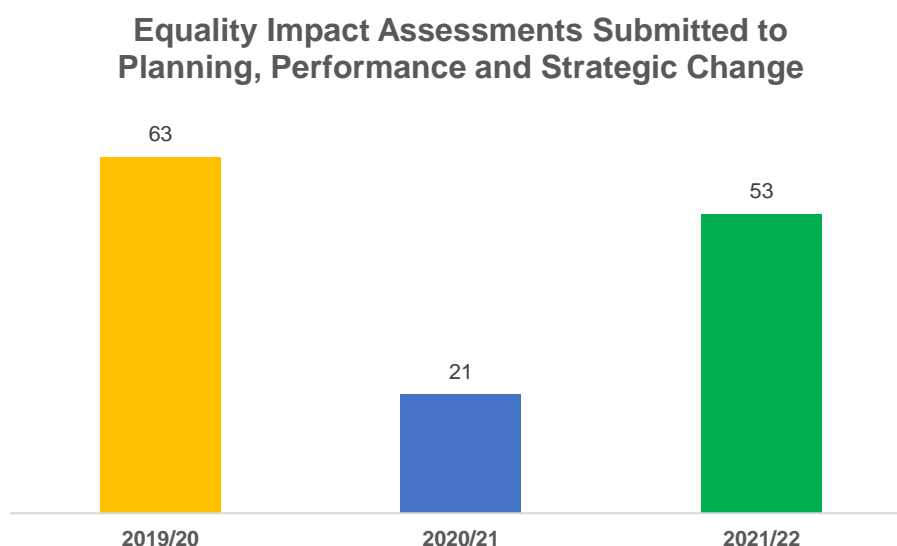|		
63	21	53
2019/20	2020/21	2021/22

Figure 16: Chart showing the number of Equality Impact Assessments received by Performance, Planning and Strategic Change (2019-22)

The impact of Covid-19 is reflective of the higher number of Equality Impact Assessments in 2019/20. The request both in the Equality Impact Assessment forms and in the training, is that staff submit their Equality Impact Assessment to Planning, Performance and Strategic Change (once signed off), but there is no obligation for staff to do this as part of the current

process. Therefore, these figures may not be fully representative of the number of Equality Impact Assessments conducted by the university during the past academic years.

The Equality Impact Assessment Training continued to be run in 2021/22, with a total of 73 staff attending three sessions during the academic year. In addition, a Project Management Community of Practice session was delivered in April 2022 to project managers and those who deliver and run projects for the university. The aim of the session was to highlight the importance of the Equality Impact Assessment as a living document, alongside other project templates, such as Risk Registers and Issue Logs, and to act as a reminder to submit the EIA to Planning, Performance and Strategic Change.

In addition, a small working group from Professional Services was also established in 2021 to review current training materials and the existing approaches to Equality Impact Assessments within the Department. The Equality Impact Assessment training materials have been updated in-line with feedback from the Professional Services Working Group. The Group have also established a SharePoint site to share Equality Impact Assessments in Professional Services.

Reflecting on the feedback from the Equality Impact Assessment Training, the Project Management Community of Practice, the Professional Services Working-Group, and those who have submitted Equality Impact Assessments it has highlighted the need to review the current Equality Impact Assessment process and training. Significantly, the current forms need to be more flexible and intuitive for those completing them and be able to respond to the different types of project management approaches used by the university, specifically PRINCE2 and Agile. HR will be undertaking this review in 2022/23.

For further information please contact:
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Institutional Athena Swan

Our Commitments: 3.07 Support the delivery of our Institutional Athena SWAN action plan; and 3.14 Support development of next Institutional Athena SWAN award

Progress in 2021/22

In May 2021, an Athena Swan and Equality, Diversity and Inclusion University Survey, was conducted. The university has been analysing and reviewing the responses, and this data, along with staff and student data, will be used to help shape and develop the Institutional Athena Swan Submission in 2023.

In September 2021, a new Athena Swan Institutional Self-Assessment Team was established and co-chaired by Professor Robert Mokaya, Pro-Vice-Chancellor for Global Engagement and Dr Tamsin Majerus, Associate Professor Life Sciences. The Team has representatives from each Faculty, Professional Services and Students' Union and worked in partnership with the Bronze Race Equality (REC) Implementation Group, and the Sphere Programme Board. This collaborative approach will continue to develop in 2022/23 as the university adopts a more thematic approach to further encourage intersectionality.

During 2021/22, the Athena Swan Institutional Self-Assessment Team have been working on reviewing the progress and validity of actions from the Athena Swan 2017 submission, as the impact of Covid-19, and the increased need to work from home along with the adoption

of hybrid working, may have altered some of the original actions. The Team along with the Race Equality Charter Group have monitored these actions through an Equality, Diversity and Inclusion Action Tracker that has enabled the groups to identify intersectional actions. A Data Sub-Group has also been formed to analyse the data from both the survey and staff/student data.

In addition, a one-page summary has been prepared and circulated on Athena Swan to the university community explaining: the aims of the framework, what has been the impact of Athena Swan, and what the plan is for 2022/23 (please see below).

For further information please contact:
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Tamsin Majerus, Associate Professor Life Sciences
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Athena Swan:
gender equality at the University of Nottingham

What is Athena Swan?

AdvanceHE's Athena Swan is a framework which is used across the globe to support and transform gender equality within higher education (HE) and research.

Gender equality – that's just for women?

No, gender equality impacts on all of us and improves everyone's working lives and the opportunities available. Whilst Athena Swan did start as a charter that focused on women in HE, it is now used as a framework to address gender equality more broadly.

What does that mean for the University of Nottingham?

The university is committed to challenging gender inequality at every level in the organisation. As an institution we have worked within the Athena Swan framework winning our first bronze award in 2006, and then achieved silver status in 2012 and 2017. In 2023 we will be looking to submit our next institutional application.

What does this mean to me?

Working at an institution that uses the Athena Swan framework gives you the confidence that we take gender equality seriously. Significant cultural change doesn't happen overnight, but with Athena Swan we are able to identify where there are barriers and what we need to focus on as an organisation.

How do I know Athena Swan has made a difference?

One of the key aspects of Athena Swan is that we have equality, diversity and inclusion data to evidence the impact of the work that we have done through the framework.

These are just some of the key highlights that we know have been achieved through the Athena Swan framework:

1 Senior representation

50% of our executive team are now women - up from just 30% in 2012. We have gender parity across our 130 senior leaders, and nearly double the number of women applying for academic promotions.

2 Improved academic pathway/senior banding

Athena Swan has been instrumental in helping us to develop a clear promotions pathway. The number of female professors has increased significantly, with women now accounting for 40% of Associate Professors, up from 28.5% ten years ago. A review of the senior banding has also increased the number of women now at grade C and D.

3 Technician Commitment

The university was one of the founder signatories of the Technician Commitment to ensure visibility, recognition, and career development for women across our large body of technical staff, which was supported by the framework provided by Athena Swan.

4 Level 1-3 pay and conditions

Work on the gender pay gap identified that men were less likely to be in level 1-3 jobs. Improvements to pay and conditions has encouraged a gender balance in level 1-3 jobs.

AdvanceHE Member 22-23

Athena Swan GENDER CHARTER

In 2022/23

We will:

1 Prepare the next institutional submission for Athena Swan

The Athena Swan Institutional Self-Assessment Team will work on preparing the Institutional Submission. The team will review the data, prepare the narrative and agree the next Athena Swan institutional action plan for the next five years.

2 Gender equality as an institutional EDI theme

The new thematic approach to equality, diversity and inclusion will include gender equality with theme group leads and representatives from the Athena Swan Institutional Self-Assessment Team being part of the new Intersectional and Inclusion Oversight Group. This approach will help to ensure greater intersectionality in the Athena Swan institutional submission.

3 Gender equality as an EDI priority for 2022/23

Gender equality is core to the three equality, diversity and inclusion priority areas for 2022/23, which are:

- Priority 1: diversification of the workforce and career development
- Priority 2: awareness raising and education
- Priority 3: support – which includes wellbeing resources, neurodiversity support, and a Stonewall review

Actions in these areas will include consideration of gender equality and how we can integrate lessons learnt into the future Athena Swan action plan. In addition, we will work with colleagues across the university to bring together a clear package of support materials and training opportunities which focuses on health and wellbeing for all staff.

nottingham.ac.uk/Athena_Swan

Figure 17: Athena Swan one page summary

Faculty Athena Swan Activities and Applications

Our Commitment: 3.11 Deliver ongoing support for staff and student initiatives and Athena SWAN action plan implementation locally

As part of our commitment to Equality, Diversity and Inclusion, each of our Schools and Faculties, as well as the University as a whole, make submissions to Athena Swan. An Athena Swan award represents a significant and specific commitment to gender diversity and inclusion. This involves a large amount of work in analysing data and developing and delivering action plans that respond to the priorities identified. Individual progress and support of Athena Swan initiatives at Faculty/School level are reported in Section Four: Equality, Diversity and Inclusion Delivery Reports from Faculties and Professional Services of this report.

The University of Nottingham currently holds a Silver Athena Swan award at an institutional level and has a number of academic departments with awards gained on a local level, including our Faculty of Engineering who hold a Gold award. A Gold award recognises significant and sustained progression and achievement in promoting gender equality, a well-established record of activity coupled with data demonstrating continued impact and those departments that champion and promote good practice to the wider community.

In 2022/23 the following Faculties/Schools achieved Athena Swan Awards:

* School of Geography – Silver Athena Swan Award – Renewal (August 2022)
* School of Computer Science – Bronze Athena Swan Award – Renewal (August 2022)
* School of Economics – Bronze Athena Swan Award (August 2022)
* School of Education – Bronze Athena Swan Award (August 2022)

The University is a very large organisation, and as such, working together on Athena Swan initiatives and actions, we can learn from one another and share good practice. Learning from this good practice and understanding what works is important as we can better support women throughout the institution. In addition to establishing a Gender Equality Theme, the university has made significant progress against the gender equality commitments in the year 2021/22, and we hope to make an ambitious institutional submission that acknowledges this progress in 2022/23.

For further information please contact:
Tamsin Majerus, Associate Professor Life Sciences
tamsin.majerus@nottingham.ac.uk

Equality, Diversity and Inclusion Training

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

Progress in 2021/22

We have reviewed our Equality, Diversity and Inclusion (EDI) training this year and we will continue to explore how to improve and clarify our offer in the year ahead. We removed the previous Equality, Diversity and Inclusion e-learning and have replaced it with an interim, up-to-date version that all staff are required to complete. This is to ensure a baseline level of knowledge in all our people. We have regular management information set up to ensure we maintain oversight of compliance.

On our specific Leadership and Management intranet site, there is Equality, Diversity and Inclusion eLearning for managers, and we have added additional material and expansion in the past year to ensure it is both relevant and impactful. Equality, Diversity and Inclusion specific webinars have also been run as part of the 'Let's be clear about EDI' campaign, this ran through 2021 and 2022 with 756 individuals accessing the Equality, Diversity and Inclusion campaign on a regular basis. The 'Being better allies' series began this year, launched in March.

For further information please contact:
Helen McNamara, Director of Organisation and People Development
Helen.mcnamara@nottingham.ac.uk

Bronze Race Equality Charter (REC) Implementation Group

Our Commitment: 3.16 Establish a Bronze REC Action Plan Implementation Group

Progress in 2021/22

The Bronze Race Equality Charter (REC) Implementation Group was established in November 2021 with Co-Chairs Professor Todd Landman, Pro-Vice-Chancellor - Faculty of Social Sciences, and Professor Emmanuel Adegbite, Head of the Accounting Department at the Business School. The Group has representatives from each Faculty, Professional Services and Students' Union, and has worked in partnership with the Athena Swan Institutional Self-Assessment Team, and the Sphere Programme Board. The Group is also supported by two Race Equality Theme Leads, Professor Jasmeet Kaler, Faculty of Medicine and Health Sciences Director of Equality Diversity and Inclusion, and Eli Todorova EDI Coordinator and Race Equality Charter Governance Committee Member.

During 2021/22, in agreement with AdvanceHE, the Group extended the 3-year action plan to 5 years. This decision was reflective of the complex and multi-layered Bronze REC Action Plan (with its 137 actions), which will allow more time to embed anti-racist practices at all levels within the university. Many of the actions are long-term or on-going, but the Group have selected 10 key actions that align with *Priority Area 1: Diversification of the workforce and career development* from the University of Nottingham's EDI Priorities for 2022/23 (see Figure 15). The aim being that if the workforce is more reflective of our diverse community, then cultural change and a sense of belonging will also improve amongst, staff, students and visitors.

Along with the Athena Swan Institutional Self-Assessment Team, the Bronze REC Implementation Group have also made use of the Equality, Diversity and Inclusion Action Tracker to identify actions that have intersectional impact.

REC also funded the following 6 projects through the Sphere Programme:

- How and what should we teach about ethnicity in pharmacology?
- The faculty of medicine and health sciences inclusive curriculum toolkit
- Crowns: An exhibition celebrating hair and head coverings
- Student's voice in Higher Education – Black and minority ethnic student's narratives
- Improving the research career pathway for BAME in the Centre for Children and Young People's Health Research (CYPHR)
- Ghost empire: British colonial laws & LGBTQ+ rights

Section Two: Equality, Diversity and Inclusion-Related Strategic Development Activities
Theme 3: Excellence and ambition in delivery of embedded EDI

These small-scale projects highlight the multifarious ways in which diverse voices, lives and lived experiences are shaping our teaching, processes and engagement with both the university and wider community.

In response to a request at the Diversity Festival's Keynote event: Acknowledging racism: towards inclusivity and change on 14 June 2022, a one-page summary of REC has been prepared to explain what REC is, what was achieved in 2021/22 and what the aims are for 2022/23 (please see below).

For further information please contact:
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Emmanuel Adegbite, Head of the Accounting Department at the Business School
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Race Equality Charter (REC)

AdvanceHE Member 21-22

Race Equality Charter Bronze Award

What is the Race Equality Charter (REC)?

AdvanceHE's Race Equality Charter provides a framework through which institutions work to identify and self-reflect on institutional and cultural barriers standing in the way of BAME (Black, Asian and Minority Ethnic) staff and students.*

Why is it important to the University of Nottingham?

The university is committed to becoming an anti-racist institution. A place where BAME students and staff can invest their trust in a community where they can thrive, feel like they belong and have the opportunities to succeed.

What does this actually mean?

At every level of the university, each Faculty, School, Department and all Senior Management Teams have committed to actions that have been developed by listening to our BAME staff and students. This means that we can deliver real cultural change.

How will this happen?

We have five years to show significant improvement in the following key areas:

1 Strong Leadership
Our leaders will lead by example.

2 Getting the evidence and analysing the data
We will improve our data to inform decisions.

3 Having conversations about race and changing culture
We will have open, meaningful and constructive conversations about race, racism, and the causes of racism and the solutions for addressing and eliminating racism.

4 Developing racially diverse and inclusive environment
We want to create an environment for all BAME students and staff to have a sense of belonging.

5 Understanding what works
We will share good practice in what makes tangible change in the institution.

Key Activities in 2021/22
We have:

1 Established a Bronze REC Implementation Group
Co-chaired by a member of the University Executive Board, and a staff member the group will monitor the Bronze REC Action Plan.

2 Set institutional and local KPIs
Key Performance Indicators have been set at an institutional and local level to monitor and report on BAME staff and student data.

3 Appointed a Degree Awarding Gap Lead
We will eliminate the degree awarding gap for BAME students with a number of key initiatives including the appointment of a Degree Awarding Gap Lead.

4 Hired extra HR capacity and appointed a Student On-Boarding Lead
This will give HR capacity to focus on HR actions in the REC Action Plan. We have also appointed an academic lead to focus on student on-boarding to ensure that students have equality, diversity and inclusion awareness when they join the university community.

5 Agreed to adopt a thematic approach to Equality, Diversity and Inclusion
A thematic approach to equality, diversity and inclusion will allow a focus on intersectionality. This includes a race equality theme, which focuses on actions that are part of REC Action Plan as well as other activities that are happening across the university.

6 Funded REC projects
Through the Sphere Programme Board we have funded five projects across the university, including an exhibition celebrating hair and head coverings and a project focused on what should we teach about ethnicity in pharmacology among others.

In 2022/23

1 Reward and recognition
Our aim is to improve the ADC experience for all staff so that EDI forms part of the discussion. However, we specifically want to understand, improve and monitor the ADC experience for BAME staff, and to encourage recognition through Nottingham Reward Scheme.

2 Career progression
Through a number of targeted initiatives such as: mentoring, training and development, promotional workshops within faculties, and work with the BAME Staff Network, we are committed to improve the number of BAME staff in senior roles at the university.

3 Inclusive recruitment
As part of our broader EDI Priorities for 2022/23 we will focus on the diversification of the workforce and career development to improve opportunities for BAME candidates and staff.

nottingham.ac.uk/REC

*The university is currently reviewing the use of BAME with the aim on potentially adopting racially minoritised and/or global majority as a preferred term.

Figure 18: Race Equality Charter (REC) one page summary

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

Equality, Diversity and Inclusion Communication Strategy

Our Commitment: 4.02 Celebrate and communicate past and current work in support of excellence EDI

Progress in 2021/22

Katherine Linehan, as the new Pro-Vice-Chancellor for Equality, Diversity and Inclusion has reviewed the comms associated with EDI at the university and created a robust and strategic EDI communications plan for 2022/23 in conjunction with the Communications Team. This strategy includes a range of different approaches to extend the reach and impact of our EDI work beyond what has been achieved previously. This approach is designed to embed EDI into the university's culture and business as usual. Regular PVC blogs remain a key feature of this communication to allow the community to 'get to know' Katherine. These run alongside 'guest blogs' which showcase our staff or provide an opportunity for them to share their EDI journey at the university. Recognition month events have been reimagined to incorporate staff and student development opportunities as well as spaces for our community to share their lived experiences and celebrate achievements. The new 'EDI on a page' series (see below) have been key to articulating the university's key priorities and to visibly show progress against our action plans.

Examples of some of the EDI comms include:

- Mental health: Time to start a conversation?
- EDI at Nottingham – bringing our authentic selves to work and study - The University of Nottingham
- Diversity Festival and Race Equality Charter (REC) Update - The University of Nottingham
- Athena swan progress and update - August 2022 - The University of Nottingham

For further information please contact:
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Equality, Diversity and Inclusion Priorities for 2022/23

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

To create momentum and drive real change in Equality, Diversity and Inclusion (EDI) we need everyone to work collectively across the university on 3 key priority areas in 2022/2023. We will achieve the activities in these areas by working with our new theme leads and steering groups, which are:

- Disability
- Gender Equality (Athena Swan Institutional Self Assessment Team)
- LGBTQIA+
- Race Equality (Bronze Race Equality Charter (REC) Implementation Group)
- Wellbeing

Actions against our institutional KPIs will be monitored by a new Intersectional and Inclusion Oversight Group, which will report progress against our strategic delivery plans directly to the EDI Committee.

Priority Area 1: Diversification of the workforce and career development

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

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

Priority Area 2: Awareness raising and education

(2.1) Disability awareness, disclosure and reasonable adjustments
We will raise awareness of the multifaceted nature of disability. This will include: how staff and students can benefit from disclosing their disability, what are reasonable adjustments and why they should be put in place, and what provisions are available for managers so they can support disabled staff.

(2.2) An antiracist university
We will roll out our onboarding module for students across the university and determine what other anti-racist training staff and students across the university need.

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

(2.4) LGBTQIA+ data collection
We will explore what current data exists across the university and how it could be used to inform and determine the setting of future strategic priorities for LGBTQIA+ equality.

Priority Area 3: Support

(3.1) Wellbeing resources
We will ensure that staff are aware of wellbeing resources and know how to access them when they need them.

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

(3.3) Stonewall review
We will review our current membership of Stonewall to ensure benefit for the provision of specific support required in line with our LGBTQIA+ communities' needs, education for all, and our university values.

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Sphere Programme: Change in Action

What is the Sphere Programme?
The Sphere Programme Board was created as an independent board to oversee and help develop the Equality, Diversity and Inclusion (EDI) activities at the university which ultimately feed into our wider EDI Strategic Delivery Plan.

Is Sphere new?
Established just before the pandemic, Sphere has been working in the background to fund 34 EDI projects, such as *Crowns: An Exhibition Celebrating Hair and Head Coverings*, and *Promotional material* to support Registry and Academic Affairs recruitment, both examples of how small funding can make a big difference. In addition, Sphere has also overseen the university's response to recognition months.

Crowns: An Exhibition Celebrating Hair and Head Coverings (Lakeside website)

Promotional material used by Registry and Academic Affairs

What does that mean to me?
Sphere encourages all staff at the University to be innovative within the EDI space, it's not about treading the same path and reaching (or targeting) the same audience, we want forward thinking ideas that encourage belonging and inclusion and contribute towards our future EDI Institutional priorities and Key Performance Indicators (KPIs).

Key Activities in 2021/22
Board Membership
Board Membership increased to ensure Faculty and Professional Services representation, and links with both Athena Swan and Race Equality Charter(REC).
Funding EDI Projects
16 projects were funded which contributed towards the EDI Priorities for 2021/22 and REC.
Recognition Months
Recognition months were reviewed, which has contributed towards the decision of moving towards one central event for each recognition month.
Sphere Conference
As part of the Diversity Festival a Sphere Conference showcased Sphere funded projects.

Planned Activities for 2022/23
Review Sphere Fund
The Programme Board will review the Sphere Fund, its impact and contribution to the Equality, Diversity and Inclusion Strategic Delivery Plan. Sphere will report progress to the new Intersectionality and Inclusion Oversight Group.
Planning for EDI Priorities for 2023/24
Sphere will help to horizon scan for potential EDI Priorities for 2023/24.

Sphere Programme Board Members

Role	Members
Chair	Raheela Khan
Deputy Chair	Jodie Chatfield
Arts Representative	Ute Hirsekorn
Engineering Representatives	Chenggong Sun, Lucy Williams
Medicine and Health Sciences Representatives	Liaque Latif, Lopa Leach, Sandeep Sidhu, Sonali Shah
Sciences Representative	Elizabeth Hufton, Graziela Figueredo
Social Sciences Representatives	Jelpa Ruparelia, Janet Wallace
Professional Services Representatives	Kay Fuller, Sandra Leigh, Julian Tenney, Stavros Pourikas, Stephen Meek
REC Representative	Filip-sebastian Boiou
Athena Swan Representative	Donna Palmer

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Race Equality Charter (REC)

AdvanceHE Member 21:22

What is the Race Equality Charter (REC)?
AdvanceHE's Race Equality Charter provides a framework through which institutions work to identify and self-reflect on institutional and cultural barriers standing in the way of BAME (Black, Asian and Minority Ethnic) staff and students.*

Why is it important to the University of Nottingham?
The university is committed to becoming an antiracist institution. A place where BAME students and staff can invest their trust in a community where they can thrive and feel like they belong and have the opportunities to succeed.

What does this actually mean?
At every level of the university, each Faculty, School, Department and all Senior Management Teams have committed to actions that have been developed by listening to our BAME staff and students. This means that we can deliver real cultural change.

How will this happen?
We have five years to show significant improvement in the following key areas

1. **Strong Leadership**
Our leaders will lead by example.

2. **Getting the evidence and analysing the data**
We will improve our data to inform decisions.

3. **Having conversations about race and changing culture**
We will have open, meaningful and constructive conversations about race, racism, and the causes of racism and the solutions for addressing and eliminating racism.

4. **Developing racially diverse and inclusive environment**
We want to create an environment for all BAME students and staff to have a sense of belonging.

5. **Understanding what works**
We will share good practice in what makes tangible change in the institution.

Key Activities in 2021/22
We have:

1. **Established a Bronze REC Implementation Group**
Co-chaired by a member of the University Executive Board, and a staff member the group will monitor the Bronze REC Action Plan

2. **Set institutional and local KPIs**
Key Performance Indicators have been set at an institutional and local level to monitor and report on BAME staff and student data.

3. **Appointed a Degree Awarding Gap Lead**
We will eliminate the degree awarding gap for BAME students with a number of key initiatives including the appointment of a Degree Awarding Gap Lead.

4. **Hired extra HR capacity and appointed a Student On-Boarding Lead**
This will give HR capacity to focus on HR actions in the REC Action Plan. We have also appointed an academic lead to focus on student on boarding to ensure that students have equality, diversity and inclusion awareness when they join the university community.

5. **Agreed to adopt a thematic approach to Equality, Diversity and Inclusion**
A thematic approach to equality, diversity and inclusion will allow a focus on intersectionality. This includes a race equality theme, which focuses on actions that are part of REC Action Plan as well as other activities that are happening across the university.

6. **Funded REC projects**
Through the Sphere Programme Board we have funded five projects across the university, including an exhibition celebrating hair and head coverings and a project focused on what should we teach about ethnicity in pharmacology among others.

In 2022/23

1. **Reward and recognition**
Our aim is to improve the ADC experience for all staff so that EDI forms part of the discussion. However, we specifically want to understand, improve and monitor the ADC experience for BAME staff, and to encourage recognition through Nottingham Reward Scheme.

2. **Career progression**
Through a number of targeted initiatives such as mentoring, training and development, promotional workshops within faculties, and work with the BAME Staff Network, we are committed to improve the number of BAME staff in senior roles at the university.

3. **Inclusive recruitment**
As part of our broader EDI Priorities for 2022/23 we will focus on the diversification of the workforce and career development to improve opportunities for BAME candidates and staff.

nottingham.ac.uk/**REC**

*The university is currently reviewing the use of BAME with the aim on potentially adopting racially minoritised and/or global majority as a preferred term.

Athena Swan: gender equality at the University of Nottingham

What is Athena Swan?
AdvanceHE's Athena Swan is a framework which is used across the globe to support and transform gender equality within higher education(HE) and research.

Gender equality – that's just for women?
No, gender equality impacts on all of us and improves everyone's working lives and the opportunities available. Whilst Athena Swan did start as a charter that focused on women in HE, it is now used as a framework to address gender equality more broadly

What does that mean for the University of Nottingham?
The university is committed to challenging gender inequality at every level in the organisation. As an institution we have worked within the Athena Swan framework winning our first bronze award in 2006, and then achieved silver status in 2012 and 2017. In 2023 we will be looking to submit out next institutional application

What does this mean to me?
Working at an institution that uses the Athena Swan framework gives you the confidence that we take gender equality seriously. Significant cultural change doesn't happen overnight, but with Athena Swan we are able to identify where there are barriers and what we need to focus on as an organisation

How do I know Athena Swan has made a difference?
One of the key aspects of Athena Swan is that we have equality, diversity and inclusion data to evidence the impact of the work that we have done through the framework.

These are just some of the key highlights that we know have been achieved through the Athena Swan framework

1. **Senior representation**
50% of our executive team are now women - up from just 30% in 2012. We have gender parity across our 130 senior leaders, and nearly double the number of women applying for academic promotions.

2. **Improved academic pathway/senior banding**
Athena Swan has been instrumental in helping us to develop a clear promotions pathway. The number of female professors has increased significantly, with women now accounting for 40% of Associate Professors, up from 28.5% ten years ago. At the senior banding has also increased the number of women now at grade C and D.

3. **Technician Commitment**
The university was one of the founder signatories of the Technician Commitment to ensure visibility, recognition, and career development for women across our large body of technical staff, which was supported by the framework provided by Athena Swan.

4. **Level 1-3 pay and conditions**
Work on the gender pay gap identified that men were less likely to be in level 1-3 jobs. Improvements to pay and conditions has encouraged a gender balance in level 1-3 jobs.

AdvanceHE Member

In 2022/23
We will:

1. **Prepare the next institutional submission for Athena Swan**
The Athena Swan Institutional Self-Assessment Team will work on preparing the institutional Submission. The team will review the data, prepare the narrative and agree the next Athena Swan institutional action plan for the next five years.

2. **Gender equality as an institutional EDI theme**
The new thematic approach to equality, diversity and inclusion will include gender equality with theme group leads and representatives from the Athena Swan Institutional Self -Assessment Team being part of the new Intersectional and Inclusion Oversight Group. This approach will help to ensure greater intersectionality in the Athena Swan institutional submission.

3. **Gender equality as an EDI priority for 2022/23**
Gender equality is core to the three equality, diversity and inclusion priority areas for 2022/23, which are:
- Priority 1: diversification of the workforce and career development
- Priority 2: awareness raising and education
- Priority 3: support – which includes wellbeing resources, neurodiversity support and a Stonewall review

Actions in these areas will include consideration of gender equality and how we can integrate lessons learnt into the future Athena Swan action plan. In addition, we will work with colleagues across the university to bring together a clear package of support materials and training opportunities which focuses on health and wellbeing for all staff.

nottingham.ac.uk/**Athena_Swan**

Figure 19: EDI one-page summaries

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

Culture change

Our Commitment: 4.03 Work in partnership with the University community to deliver relevant and meaningful culture change

Progress in 2021/22

The university has begun the work to transform our HR department, and in doing so have created a new team of Organisation and People Development. The team is expanding, and they have already aligned themselves to faculties and departments, offering team-based development activities for the first time and supporting wholesale culture change projects across three faculties. HR will continue and broaden as they move into 2023 with further team expansion.

Work has currently focused on enabling the right values and behaviours to be exhibited daily, challenging where those values are not aligned and undertaking some self-awareness activities to ensure we can put ourselves in other people's shoes and have empathy.

For further information please contact:
Helen McNamara, Director of Organisation and People Development
Helen.mcnamara@nottingham.ac.uk

EDI Advocacy Group

Our Commitment: 4.05 Establish an alumni advocates network to challenge and support our strategic delivery plan

Progress in 2021/22

The Volunteering and Advocacy team in the Campaign and Alumni Relations Office have established a new Faculty structure. This has included a focus on Equality, Diversity and Inclusion. The team have been working to establish relationships and networks with alumni who have established Equality, Diversity and Inclusion policies or guidance in their organisations and are leaders in their field. Over the next year we will be looking to establish a formal EDI Advocacy Group for the university. This group will be asked to advise us on the development of policies and implementation of activities to support Equality, Diversity and Inclusion activity at the University of Nottingham. A full role description will be established in early 2023. This initiative will provide staff at the University of Nottingham working on Equality, Diversity and Inclusion with an external group of experts to ask for advice and guidance in order to improve practice and activity plans.

For further information please contact:
Rachael Green, Head of Volunteering and Advocacy, Campaign & Alumni Relations Office
Rachael.green@nottingham.ac.uk

Section Three:	Equality, Diversity and Inclusion Engagement and Events

Recognition Months

Our Commitment: 4.01 Celebrate our diverse community of University students and staff

Progress in 2021/22

As the university started to reopen in 2021/22, and students and staff increasingly returned to campus. In response to this, the Equality, Diversity and Inclusion Recognition events, which are designed to celebrate our diverse community, took place in a variety of ways, both online and, in some cases, in person.

The University of Nottingham is committed to proactively creating an inclusive environment and works collaboratively with colleagues across the University to recognise the following recognition months on a yearly basis:
- Black History Month (October)
- LGBT+ History Month (February)
- International Women's Day (March)
- Disability Recognition Month (May)[10]

This work celebrates our diverse communities, provides opportunities to work on impactful activity with our staff liberation/EDI networks, and builds partnership and trust with historically and systemically excluded communities within the University and beyond. This year, recognition event work has included:
- Film screenings and live performances
- Keynotes, talks and roundtable events
- Inclusivity toolkit launches
- Social media campaigns
- Art and photography exhibitions

In addition, we have worked with local stakeholders and community members to collaborate on work such as the recognition of Holocaust Memorial Day (27 January) Stephen Lawrence Day (22 April), and Eid on the Downs (9 July).

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[10] The University of Nottingham had celebrated Disability Month in May as part of Mental Health Awareness week, but after the events in May 2022, and with feedback from the university community, the decision was made to move align with Disability History Month 18 November – 18 December.

Figure 20: University of Nottingham, Trent Building lit in orange for Stephen Lawrence Day, 22 April 2022

For further information please contact:
Janette Alvarado-Cruz, Associate Director EDI- Students and Campus Life
Janette.Alvarado-Cruz@nottingham.ac.uk

Diversity Festival: June 2022

In June 2022, the university delivered its second Diversity Festival. The festival was designed to '*embrace and celebrate difference*', enabling UK based staff, students, alumni, and the wider community to:
● Promote understanding and awareness of diversity and inclusion
● Enable challenging conversations
● Champion protected characteristics and beyond

Figure 21: Diversity Festival on-line promotional material

The festival ran over two weeks (Monday 13 - Friday 24 June 2022), in the UK offering:

● A launch day event: The Diversity Festival launched with an in-person celebratory event in the Portland Building, University Park, on Monday 13 June 2022 which embraced and

celebrated the diversity of our university community. Watch the <u>launch video</u> to find out more.
- Four keynote events:
  - <u>Social and economic challenges: into, in and out of higher education</u>
  - <u>Acknowledging racism: towards inclusivity and change</u>
  - <u>Inclusive leadership: leading by example</u>
  - <u>Sphere conference 2022: EDI change in action</u>
- Over 20 local events (more details provided in <u>Section Four</u> of this report)
- A food takeover across University of Nottingham UK catering facilities
- A music takeover across <u>University Radio Nottingham</u> (URN)

These events were a mixture of in-person, virtual and hybrid events.

Attendance at the 2022 Diversity Festival was lower than in 2021, which probably was due to the timing of the festival, but there was still engagement with almost 1,000 staff and students. The web hub for the Diversity Festival has received almost 5,000 unique home page views to date.

More information about the festival can be found here: <u>Diversity Festival 2022</u>.

For further information please contact:
Julie Thomas, HR Project Officer, Human Resources
<u>julie.thomas@nottingham.ac.uk</u>

Staff Network Engagement: Diversity Festival and Recognition Months

Our Commitment: 4.04 Deliver events and activities in partnership with our staff networks

Progress in 2021/22

As part of the Diversity Festival launch, this in- person celebratory event included stalls showcasing our diverse student societies and staff networks, a language café, free samples of diverse food and drink, live performances from K-pop, and an opportunity to try Tai chi.

Figure 22: Staff networks and student societies' stalls at the 2022 Diversity Festival Launch Event

Figure 23: Tai chi with Dr Lan Lo, Assistant Professor in Chinese Language and Society

Figure 24: Performances by K-pop society

In addition to our Diversity Festival, we also worked collaboratively with colleagues in our Staff Networks and across the University to recognise the following on a yearly basis:

Black History Month October 2021: Proud to Be

Our Black History month events included a film screening of *White Riot* (2019), hosted by the University of Nottingham BAME Staff Network in association with Mimm, a Black Led, Multicultural creative community in Nottingham. The film was introduced by Dr. Vincent Wilson and followed by a live Q&A with Roger Huddle, Co-founder of Rock Against Racism. The event attracted 107 colleagues and community members, with excellent engagement and participation from the audience.

LGBT+ History Month February 2022: Unmuting ourselves

The theme for LGBT+ History Month was Unmuting ourselves: creating an inclusive culture. The aim of the event was to raise up and amplify the voices of our LGBT+ community, provide opportunities to educate ourselves and promote and encourage active allyship.

Applicants for local event funding were encouraged to consider intersectionality within their events in relation to the four Equality, Diversity and Inclusion Priorities for 2021/22.

Upon asking participants: 'What are your key learning points from this event?', responses received included:

- *It was generally great to be able to listen to other peoples' views and experiences and what was refreshing was to see how honest people can be on subjects that the majority of people are scared to approach.*

- *That when you are in the dominant community in terms of media and political representation, you can end up being entirely oblivious. I'd like to be an ally from now on.*

- *I've always viewed representation in a vacuum. For me, any representation was better than none, but after attending this, I now know that's not the case. Harmful representation also exists.*

These indicate that the event was successful in its aim to increase awareness and understanding of the experiences of people within the LGBTQIA+ community.[11]

For further information please contact:
Julie Thomas, HR Project Officer, Human Resources
Julie.thomas@nottingham.ac.uk

Janette Alvarado-Cruz, Associate Director EDI- Students and Campus Life
Janette.Alvarado-Cruz@nottingham.ac.uk

Local Equality, Diversity and Inclusion Events

Our Commitment: 4.07 Support locally delivered EDI initiatives

African Summit: February 2022

On Wednesday 9 February 2022, Nottingham University Business School Africa Strategy Group (NUBS ASG) hosted an inaugural Africa Summit for students from across the University. The theme was: *Creating a Culture of Equality in a Global University*, the summit was student-led by Gordon Dugle (PhD in Business and Management student) and co-moderated by Nadia Bousmina, and Kilugala Malima, both PhD in Finance and Risk students. There were three main aims of the event:
- Provide an opportunity for open and frank conversations on tailoring student services to African contexts.
- Identify the key systemic barriers to equality for African students.
- Develop ideas on how African students can be part of the solution to creating a culture of equality in the university.

There were 48 attendees comprising of students and staff, including a number representing the different African student societies. Speakers included Professors Robert Mokaya, Professor Judy Muthuri and Strategic Delivery Lead for Equality, Diversity and Inclusion, Dr Steven Macnamara, and David Ouchterlonie, Head of Global Engagement. There was an additional discussion panel of staff and academics plus an opportunity to network in-person, (the first time for many in a post-Covid environment).

A detailed report was produced after the event that was received by key University Executive Board Members and other Boards, including the Bronze Race Equality Charter Implementation Group. Key elements of the feedback from the participants was to continue to have transparent and accountable feedback from the University. In addition, there were some headline recommendations of topics to continue to focus on as priorities from attendees, which included:
- Decolonise the curricula
- Make institutional management of racial harassment more transparent and speedier
- Review fee policy for international students
- Enhance international experience
- Intensify global engagement

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[11] EDI SDP Action 2.11: increase awareness and understanding of experiences of LGBT staff and students

Figure 25: Delegates at the African Summit, 9 February 2022

Since the summit there have been further discussions and meetings with Professor Katherine Linehan (Pro-Vice-Chancellor for Equality, Diversity and Inclusion, and People), Professor Todd Landman (Faculty Pro-Vice-Chancellor for Social Sciences), Professor Robert Mokaya (Pro-Vice-Chancellor for Global Engagement) and Professor Emmanuel Adegbite, Co-Chair of the Bronze Race Equality Charter Implementation Group to help embed changes. Many of the points raised are already being implemented as part of the University's Racial Equality Charter Action Plan.

For further information please contact:
Janet Wallace, Witty Entrepreneurial Scholarships Manager
janet.wallace@nottingham.ac.uk

Diversity Festival local level: Faculty, Professional Services level, community events

As part of the Diversity Festival, staff and students across the university designed and delivered more than 20 locally led events including:
- Webinars
- Exhibitions
- A menopause café
- A living library
- A preview of Talking Trees

See the Diversity Festival programme for more information on our locally led festival events and Section Four of this report for more details.

Section Three: Equality, Diversity and Inclusion Engagement and Events

One of these key events was *Crowns: An exhibition celebrating hair and head coverings*, which is discussed in greater detail in the Faculty of Engineering and Faculty of Science updates. Funded by Race Equality Charter (REC) and the Sphere Programme Board, the exhibition was free and open to the public at the Lakeside Café.

Figure 26: Project members from *Crowns Exhibition,* Lakeside Café, 14 June 2022

Figure 27: Esme Ireson, launching *Crowns Exhibition,* on 14 June 2022

For further information please contact:
Julie Thomas, HR Project Officer, Human Resources
Julie.thomas@nottingham.ac.uk

Section Four:	**Equality, Diversity and Inclusion Delivery Reports from Faculties and Professional Services**

Faculty of Arts

Our Commitment: (4.7) Support locally delivered EDI initiatives

Progress in 2021/22

In 2021/22, the Faculty of Arts developed a Faculty Equality, Diversity, and Inclusion (EDI) Action Plan for the first time. This allowed the faculty to streamline priorities informed by themes across the three Schools and patterns in the faculty data. These are:
- Increasing proportions of BAME staff.[12]
- Creating a more inclusive learning environment for BAME and overseas students.[13]
- Increasing disabled staff satisfaction and disclosure.[14]
- Student experience.[15]

Summary of EDI Activity in 2021/22

In response to our four priority areas, we have:
1. Developed plans for an Inclusive Recruitment Task and Finish Group, to run during 2022/23.
2. Developed the Faculty of Arts School Enhancement Plan and continued to progress on existing work on decolonisation of the curriculum.
3. Run a survey with disabled staff in all job families across Faculty of Arts, culminating in the development of a Disability Support Guide.
4. Engaged in activities to increase student engagement in EDI activities and amplify the student voice:
   (1) **At School level**: Student Ambassadors and Inclusivity Ambassadors (CLAS), Student-led EDI groups (Humanities), Staff Student Diversity Task Force (English).
   (2) **At Faculty level**: Several activities were planned across the faculty during Wobble week. (Wobble Week: Aims to foster a sense of belonging between all students across campus, by encouraging students to participate in events and activities). Recognition months events, Global Cultural International Festival week of events in Spring 2022 (aimed at encouraging students to develop a global mindset).

Progress on last year
The CLAS Curriculum Task Force has successfully run for its second year. We are now looking to expand this to the other Schools during 2022/23. CLAS students evaluate 3 modules per year for accessibility and inclusivity, and this directly influences the practice across the whole of CLAS.

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[12] Race Equality Charter Action: 1.4.4 Identify and deliver initiatives to increase the proportion of BAME staff at level 6 and 7 (for all job families) through innovative and positive action in recruitment, mentoring and promotion/re-grading and career workshops.
[13] Race Equality Charter Action: 1.7.3 Provide evidence driven support and a framework for Schools to monitor degree awarding gaps and generate actions to reduce them.
[14] EDI SDP Action: 1.02 Implement the action plan for disabled staff.
[15] EDI SDP Actions: 3.01 Share best practice and progress in with staff and student groups; and 4.01 Celebrate our diverse community of University students and staff.

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

Humanities and English have continued to develop their School Enhancement Plans and Access and Participation Plans, as well as ongoing work on decolonisation of the curriculum.[16]

Engagement with recognition months

Black History Month October 2021
The faculty took part in many activities and events, some of which are summarised below:
- English: *"I've never known a white person to live on Hill Street:" Racializing Gentrification through Framing and Erasure* (poetry reading and Q&A).
- Centre for Black Studies, CLAS: *If Black History was Every Month*. Speakers from different university backgrounds talked about the value of Black History Month, and the imperative to go beyond "representation months" to change the environment and conditions for staff and students of the future.
- CLAS and University of Nottingham Libraries: Black History Month Reading Group.

LGBTQ+ History Month
Each School ran activities for students during this month. A highlight: the CLAS Inclusivity Ambassadors developed postcards to encourage pronoun sharing for LGBTQ+ history month. They also ran an *Inclusive Mixer* event as part of the Diversity Festival, including a performance by local drag queens.

Faculty EDI Initiatives
Faculty of Arts Global Cultural International Festival week of events in Spring 2022 aimed at encouraging students to develop a global mindset.

The festival content itself gave opportunities for students to recognise and celebrate diversity of cultural identities and aspects of culture examined in research and teaching, and to develop inter-cultural understanding. The working group included staff from all three campuses, providing opportunities to foster good relations between students on our three campuses.[17]

Figure 28: Faculty of Arts Global best photograph competition winner

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[16] Race Equality Charter Action: 1.8.3 Require all five faculties to have made progress towards decolonising the curriculum by 2022-2023.
[17] EDI SDP Actions: 4.01 Celebrate our diverse community of University students and staff; A4.02 Celebrate and communicate past and current work in support of excellence; and EDI 4.07 Support locally delivered EDI initiatives

Localised Progress on Athena Swan

CLAS currently hold an Athena Swan award, which will be due for renewal in 2023. The school are progressing their Action Plan but are deliberating whether to focus on a renewal. Humanities hold an award, which runs to 2025, and are also working through their Action Plan. English do not hold an award and are focused in the immediate term on local priorities rather than an Athena Swan application.

Localised Progress on REC

All three Schools are actively engaged in developing their School Enhancement Plans and Access and Participation Plans. Primary contribution from EDI leads in the faculty has been focused on activities towards decolonising the curriculum and engaging students in EDI work.

Localised Sphere Challenges
- Disability Support Survey created and delivered in Spring 2022.
- Neurodiversity Training for staff has been secured in 2021/22 and will be delivered in 2022/23.
- Neurodiversity training resources awareness has been circulated across the faculty.

For further information please contact:
Mosina Susiwala, EDI Coordinator for Faculty of Arts
Mosina.susiwala@nottingham.ac.uk

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

Faculty of Engineering

Our Commitment: (4.7) Support locally delivered EDI initiatives

Progress in 2021/22

Engineering People Board
The new Faculty People Board was established in August 2021, and in the first six months of operation the board created the Engineering People and Culture Enhancement Plan to: further enhance and develop Engineering's people and culture, underpinning ambitions in education and student experience, and research and knowledge exchange.

Staff feedback was instrumental in shaping and defining the priorities and areas of focus for the plan. During summer 2021, all staff had the opportunity to participate in engagement sessions where the outcomes of the Gallup Staff Engagement Survey 2019 for their area were discussed. Staff reflected on the results and discussed opportunities to further develop staff engagement and our working environment. The board took the emerging themes from the previous engagement sessions to create a staff survey (October 2021) to understand the priority areas where staff wanted to see improvements. The feedback from this survey has shaped the priorities within the plan.

The Engineering People and Culture Enhancement Plan is a faculty level plan setting the priority areas for two key themes:
1. Culture, Community and Values
2. Nurturing our people to deliver their best

Since the plan was launched working groups have been created to deliver key projects against the plan, the projects listed have started and will continue throughout 2022/23:
- Inclusive recruitment[18]
- Staff induction[19]
- Embedding reward and recognition[20]
- Embedding professional development[21]
- Celebrating success and reconnecting staff[22]

Engineering and Physical Research Council (EPSRC) EDI expectations
Two members of the faculty, Emma Hadfield-Hudson (Equality, Diversity and Inclusion Co-ordinator), and Debra Fearnshaw (Research & Knowledge Exchange Strategic Delivery Manager), were seconded to help finalise EPSRC's expectations for Equality Diversity and Inclusion (EDI) for publication. These expectations included links to resources, to help guide researchers and innovators in creating a more inclusive culture in their local environment. The aim of this work was to provide more guidance and clarity into what embedding EDI in research actually looks like.[23]

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[18] EDI Priority 2022/23 Area 1: Diversification of the workforce and career development - (1.1) Inclusive recruitment
[19] ibid.
[20] EDI Priority 2022/23 Area 1: Diversification of the workforce and career development - (1.2) Reward, recognition and career progression
[21] ibid.
[22] ibid.
[23] EDI SDP Action: 3.15 Develop and deliver EDI Engagement programme

International Women's Day: Inspiring women in STEM virtual talk

To celebrate International Women's Day 2022, the faculty worked alongside the Faculty of Science to host I*nspiring Women in STEM: #BreakTheBias.* Hosted by Chemical and Environmental Engineering Professor Rachel Gomes, and Dr Nagamani Bora, Programme Director Biotechnology and University Academic Lead Race Equality Charter, Faculty of Science, this virtual talk aimed at current and prospective students, alumni, staff and the wider community explored the International Women's Day 2022 campaign theme: #BreakTheBias. Bringing together a panel of 4 female STEM graduates, this talk looked at how we can challenge stereotypes and discrimination, forge women's equality in Science Technology Engineering and Mathematics, whilst also celebrating successes, showcasing triumphs and identifying ways in which we can all contribute to making change.

Faculty EDI Initiatives

Peer-mentoring pilot

The faculty introduced an enhanced peer-mentoring pilot aimed at helping with performance in all groups, specifically aiming to reduce the degree awarding gap, but also for students entering with non-standard qualifications. An interim update (conducted April 2022) highlighted that after a strong start, with a good increase in numbers, diversity of mentors and some early interactions, activity has fallen off. This has mainly been due to timetable constraints and workload. A full review of lessons learned will be conducted during summer 2022 and areas for development considered to ensure that any new iteration of this project is fed back, and data informed.

Predicted grades

Following investigations, it was identified that using predicted grades as part of the offer process potentially discriminates against widening participation applicants, and those from underperforming schools. Therefore, during 2021/2022, A-level predicted grades were removed from the undergraduate offer making process. It is still early in the admissions cycle, but an interim review (conducted April 2022) highlighted that the overall rate has increased. A further review of the final data will be carried out once the cycle is complete.

Wellbeing activities

Wellbeing activities have continued to be adapted for new ways of working. Online resources have expanded to support staff when hybrid working. On campus activities have resumed, with the first wellbeing event since the pandemic taking place on 3 November 2021. Based on feedback, this was designed specifically for technical services staff, a job family who have, in many cases, continued to work on campus through the pandemic. The event consisted of information and resource stalls, wellbeing talks on topics including mental health, nutrition and stretching, as well as individual health 'MOT' check-ups, all of which received positive feedback.

The faculty ran the step challenge again this year along with a week-long wellbeing event in June/July, with each day offering health and wellbeing activities based on the five ways to wellbeing. Plans for next academic year include a new wellbeing calendar, including themed months where online and on-campus activities will be available.[24]

Neurodiversity working group

Neurodiversity was highlighted as a distinct area of priority for the faculty. Following a call for members a new Neurodiversity Working Group was established, with a view to the group

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[24] EDI SDP Action: 1.11 Review our support for wellbeing and mental health, in conjunction with the Wellbeing Strategic Delivery Plan consultation

identifying activities and initiatives to further support staff in the faculty.[25]. The working group is currently creating a plan to raise awareness of neurodiversity across the faculty with particular focus on awareness amongst line managers, giving examples of the impact adjustments have had on the working lives of neurodivergent staff to encourage supportive conversations.

EDI cards project
As part of Connected Everything (EPSRC funded network), a project was initiated to trial a card-based tool developed to enable researchers to engage with issues of Equality, Diversity and Inclusion in relation to their research and beyond. The development was based on a tested tool to support the integration of ethics into research (https://lachlansresearch.com/the-moral-it-legal-it-decks/). A number of testing sessions took place throughout 2022, including the delivery of an event at the Diversity Festival in June 2022. The main stage of the project concluded in May 2022. The cards will continue to be developed and evolve, as part of a wider responsible innovation project, within the School of Computer Science.[26]

Inspiring Women in Engineering (IWIE)
The IWIE programme continued for a further year. During 2021/22 IWIE ran over the course of one month. Students worked in groups with an alumni mentor to create and deliver engineering-themed outreach workshops for Year 9 and 10 female pupils in local secondary schools that supported the Key Stage 4 curriculum and GCSE topics. Nottingham students had the opportunity to enhance their professional competency skills such as problem solving, communication and presentation skills, teamwork, and creative thinking, whilst contributing to the educational development of Key Stage 4 pupils. Feedback to date has been positive with many commenting that their highlight of the programme was the opportunity to engage with other female students within the faculty.

Localised Progress on REC
Crowns: An exhibition celebrating hair and head coverings
Working alongside the School of Pharmacy, the faculty obtained Race Equality Charter funding through Sphere Programme Board towards a project that celebrates the university community's diverse identities. The initiative sought to champion the rights of staff and students to wear their natural hairstyles and head coverings whilst raising awareness of racial and religious discrimination associated with this. Two student photographers were commissioned to develop a public portrait exhibition, entitled *Crowns: An exhibition celebrating hair and head coverings*, launched on the 14 June 2022 at Lakeside Arts, as part of the Diversity Festival in June 2022.[27]

Following the *Crowns* project and exhibition, a proposal to consider next steps has been approved by Katherine Linehan (Pro-Vice-Chancellor for Equality, Diversity and Inclusion, and People). The university are hosting a virtual focus group comprised of UK staff and student reps to feed into the development of UK university guidance on hair and head coverings.

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[25] EDI SDP Action: 1.5 Understand how we can better support students and staff who are neurodiverse
[26] EDI SDP Action: 3.15 Develop and deliver EDI Engagement programme
[27] Race Equality Charter Action: 1.2.3 Review our current yearly programme of events to include more events that address the needs of BAME communities, topic representation and welcome subject-matter specialists (Partnership, Access, Cultures and Trust Programme (PACT) Programme) *BEACON ACTIVITY* with monitoring of impact.

Engineering Black Asian and Minority Ethnic Mentorship Programme

The Black Asian and Minority Ethnic Mentorship Programme in Engineering was piloted during 2021-2022. Ten students from BAME backgrounds (mentees) were paired with 10 alumni from BAME backgrounds and Engineering-related backgrounds (mentors). At the heart of this initiative are the University of Nottingham values of inclusivity and ambition. The 2018/19 awarding gap data shows an institutional awarding gap of 12% between BAME students and white students being awarded a good degree. This pilot programme contributes to wider institutional activity putting measures in place to ensure that we eliminate the attainment gaps and progression between students from diverse backgrounds. It also seeks to provide a demonstrable equality in experience for our students as set out within the Equality, Diversity and Inclusion (EDI) Strategic Delivery Plan. The programmes aim to provide tangible role models, mentorship and guidance for students from BAME backgrounds and is closely aligned with Race Equality Charter objectives.[28]

For further information please contact:
Sarah Wilson, EDI Coordinator for Faculty of Engineering
Sarah.wilson2@nottingham.ac.uk

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[28] Race Equality Charter Action: 4.05.4.1 Create opportunities and support for all students to engage in challenging conversations about race, ethnicity and racism by implementing personal developmental opportunities including mentoring, reverse mentoring, coaching and peer support across the institution, to build credibility and trust that we are an anti-racist university.

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

Faculty of Medicine and Health Sciences

Our Commitment: (4.7) Support locally delivered EDI initiatives

Progress in 2021/22

In 2021/22, the Faculty of Medicine and Health Sciences made progress towards implementing the Faculty Equality, Diversity and Inclusion (EDI) strategic delivery plan. The faculty created and recruited to roles with Equality, Diversity and Inclusion responsibilities, in addition structures were introduced to engage and communicate across the faculty.

Summary of EDI Activity in 2021/22

During this academic year we shared two Faculty EDI Newsletters to ensure transparency and accountability in our EDI work. The aim was also for wider engagement in EDI across the faculty generally, and this is proving successful as the membership of our EDI Teams Channel has increased significantly. The newsletters can be accessed here November 2021 edition and June 2022 edition.

The faculty has collated and investigated demographics data of those who participate in the faculty mentoring scheme and are putting in place plans to ensure equitable access and improve diversity of those who get involved in this development opportunity.

We recruited two LGBTQIA+ champions, who will increase our capacity for strategic action in this space. LGBTQIA+ flags were displayed at each school in February 2022 as part of LGBT+ History Month.

In Disability Recognition Month, the Faculty Disability Champions worked in collaboration with the School of Education to run a series of webinars delivered by the Nottinghamshire Deaf Society to raise awareness of the deaf community and deafness.

Session	Participants
Deaf Awareness	65
An introduction to British Sign Language (part one)	80
An introduction to British Sign Language (part two)	33

Figure 29: Table showing attendance numbers at various deafness awareness events

The Faculty Disability Champions have also conducted research to understand and map out the experiences of disabled staff and will be sharing learnings with the university community going forward.

Faculty EDI Initiatives

Inclusive curriculum toolkit
A key priority for the faculty this year was creating an inclusive curriculum toolkit. A Task and Finish Group was convened and chaired by Dr Rakesh Patel, Clinical Associate Professor, and Dr Yvonne Mbaki, Associate Professor. The Group had representatives from each school in the faculty and also engaged students through student forums. The Group's work was featured at a Faculty Teaching and Learning Away Day and at the University's Teaching and Learning Conference.[29] [30]

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[29] EDI SDP Action: 2.03 Deliver activities to target BME degree awarding gap
[30] Race Equality Charter Action: 1.8.3 Require all five faculties to have made progress towards decolonising the curriculum by 2022-2023

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

The Faculty of Medicine and Health Sciences inclusive curriculum toolkit (link only available to staff) was launched in June 2022 at a Diversity Festival event. The toolkit is hosted on SharePoint and is accessible to all University staff. Those who attended the toolkit launch said that on average their understanding of inclusive curriculum increased from 3.50 to 4.29
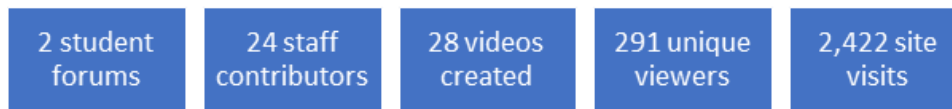
The Inclusive curriculum toolkit in numbers:

2 student forums	24 staff contributors	28 videos created	291 unique viewers	2,422 site visits

Figure 30: Numbers relating to the inclusive curriculum toolkit

Feedback from colleagues:

> "The site is totally user friendly and I think will be a massive benefit to the faculty going forwards."

> "I think that it is a major achievement and hopefully useful across the University."

> "Being part of the EDI group for my course, this has taught me more about what things we need to review to make the course more inclusive."
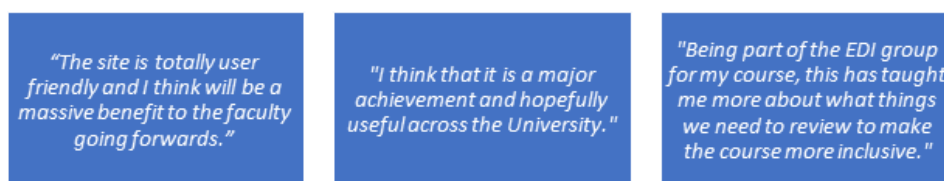
Figure 31: Feedback quotes from colleagues

Inclusive recruitment
Following the work of our Staff Race Equality Task and Finish Group, we will continue to focus on inclusive recruitment and equitable progression of staff.

Localised Progress on Athena Swan
The Schools of Health Sciences and Veterinary Medicine and Sciences are working towards upcoming Athena SWAN submissions.

Localised Progress on Race Equality Charter
The following projects within the faculty received Race Equality Charter funding during 2021/22:
- *How and what should we teach about ethnicity in pharmacology*, led by Dr Jennifer Koenig, Dr Olusola Olafuyi, Dr Rakesh Patel, Prof Michael Randall (funded by Race Equality Charter through the Sphere Programme).[31]
- *The Faculty of Medicine and Health Sciences inclusive curriculum toolkit*, led by Yvonne Mbaki and Rakesh Patel.[32]
- *Improving the research career pathway for BAME people in the Centre for Children and Young People's Health Research*, led by Sarah Redsell (funded by Race Equality Charter through the Sphere Programme).[33]
- Excel in Science organised a series of events in the School of Life Sciences aimed at improving BAME representation and role models.[34]

Sphere Programme Funding
The following projects within the faculty received Sphere Programme funding during 2021/22:

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[31] Race Equality Charter Action: 1.8.3 Require all five faculties to have made progress towards decolonising the curriculum by 2022-2023.
[32] ibid.
[33] Race Equality Charter Action: A 4.14.1 Investigate and develop actions to increase representation of BAME students at PGR level.
[34] Race Equality Charter Action: A 1.2.3 Review our current yearly programme of events to include more events that address the needs of BAME communities, topic representation and welcome subject-matter specialists (Partnership, Access, Cultures and Trust Programme (PACT) Programme) *BEACON ACTIVITY* with monitoring of impact)

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

- *Navigating Disclosure of a Disability to Reasonable Adjustments within Existing University of Nottingham Systems and Services: Developing Employee Guidance*, led by Dr Juliet Hassard
- *Caring to Support: Practical support for those with caring responsibilities*, led by David Charnock

For further information please contact:
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Section Four: Equality, Diversity and Inclusion Delivery Reports from Faculties and Professional Services

Faculty of Science

Our Commitment: (4.7) Support locally delivered EDI initiatives

Progress in 2021/22

Summary of EDI Activity in 2021/22

Governance
In 2021/22, the Faculty of Science (FoS) made a transition from Equality, Diversity and Inclusion (EDI) Committee to a People and Culture Committee. This was to ensure robust oversight and governance of staff-related activities, and to ensure that EDI is embedded in all aspects of faculty operations. The People and Culture Committee will still have oversight of student EDI. The committee is taking steps to be more representative of the student voice by inviting student representatives including Postgraduate Researchers and Post-doctoral Researchers to join the group.

Recognition Months
During 2021/22 the following activities were delivered in celebration of EDI recognition months:
- Black History Month: Film Screening of *Hairspray* (2007) at Sutton Bonington.
- International Women's Day: Film screening of *Hidden Figures* (2016) at
  Sutton Bonington; Women in Chemistry Annual Conference; Inspiring Women in STEMM event (jointly held with Faculty of Engineering).
- Disability Recognition Month: *Resilience: From Falling to Thriving* talked delivered by Disabled Adventurer, Darren Edwards.

Faculty EDI Initiatives

Autism Social Network
The faculty continued to support the work of colleagues delivering the Autism Social Network for students. The network engages with over 160 students through Moodle, Teams and other social events. They also support research on autism and create content to raise awareness of Autism Spectrum Conditions at the university.

Localised Progress on Athena Swan
School of Computer Science received their bronze Athena Swan award.

Localised Progress on REC

Mentoring Scheme for Black, Asian and Minority Ethnic 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. In 2021/22, a further 17 students were mentored on the scheme. Taking the total to 34 students mentored since its inception. The scheme has been expanded to the Faculty of Engineering.[35]

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[35] Race Equality Charter Action: 1.2.5 Establish and launch a visible programme of activity for community partnership and engagement and a shadowing/mentorship scheme targeted at the local BAME community – the PACT Programme *BEACON ACTIVITY* with monitoring of impact

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

Sphere Programme

The following projects within the faculty received Sphere and Race Equality Charter funding during 2021/22:

- *Quiet Spaces for Neurodivergent Staff and Students*, led by Professor Danielle Ropar and Dr Lauren Marsh.
- *Leonard Cheshire engagement*: The faculty has committed to offering 7 placement roles for disabled students and graduates through the Leonard Cheshire trust.
- *What does Neurodiversity look like in person?,* Led by Dr Pat Brundell and Dr Armaghan Moemeni – School of Computer Science
- *Crowns: An exhibition celebrating hair and head coverings*, led by Esmé Ireson, Dr Lisa White (School of Pharmacy) jointly with Faculty of Engineering

Figure 32: Crowns: An exhibition celebrating hair and head coverings

Faith space commitment and build

Based on feedback from, primarily, Muslim students and staff, a new multi-faith room with adjacent ablution facilities have been scoped and built ready for use in 2022. Community-informed planning was achieved by collaboration with University Multi-faith Chaplaincy, Islamic staff representatives, and Ghousia Masjid Beeston, a mosque local to University Park. The new facility will be available to any student, staff or visitor who may require it, and complements rather than replaces the brothers', sisters' and multifaith rooms already available at Portland building.

For further information please contact:

Precious Taylor, EDI Coordinator for the Faculty of Science
precious.taylor@nottingham.ac.uk

Faculty of Social Sciences

Our Commitment: (4.7) Support locally delivered EDI initiatives

Progress in 2021/22

Faculty EDI Conference
The Faculty of Social Sciences (FoSS) held their first Equality, Diversity and Inclusion (EDI) Conference in May 2022. The conference consisted of a range of online events (see below) across the month, and was open to staff and students from across the institution:
1. Opening Keynote titled: *Black and minority ethnic experiences in higher education: social justice, inclusion and white privilege*, given by Professor Kalwant Bhopal.
2. Understanding the landscape of Social Science Research.
3. Spotlight on EDI initiatives in the workplace; opportunities and challenges.
4. Student experience: Collaborative Hackathon.
5. Demystifying Decolonising the Curriculum. Insights from teaching practices in the faculty panel discussion and launch of faculty guidelines for critical actions and reflection.
6. Celebrating EDI Successes and Planning for the Future. An event was held to recognise and celebrate the EDI work that had taken place, to reflect on the progress made and to plan for the future. Staff were tasked to collaborate to consider our next steps for future EDI work.

Attendance across all events was just under two hundred people.

Local Engagement with Recognition Months

Black History Month
- Nottingham University Business School (NUBS) delivered an online conversation with Ken Kamoche, author of *Black Ghosts* (2013) on 22 October, and a live event called *Black at Experian – What's the Score* on 19 October 2021.
- The School of Sociology and Social Policy delivered a film screening of *Get Out* (2017) followed by a discussion of the issues raised on 27 October 2021.

International Women's Day
- The School of Politics and International Relations delivered a talk on *How can we stop forced marriage* on 3 March 2022, and also a presentation *Gender+ ad elections in India's most populous state* on 18 March 2022.
- The School of Economics delivered a public lecture on: *Decisions and outcomes of women- research in the School of Economics,* on 8 March 2022.
- The School of Education celebrated with a Padlet (an online collaborative tool) that documented women who had influenced staff and students' educational journeys.

Disability Recognition Month
- The School of Politics and International Relations delivered a talk and Q&A on: *Disability in Local Politics,* on 26 May 2022.
- The School of Education and Faculty of Medicine and Health Sciences delivered several sessions that provided an introduction to Deaf Awareness, hosted by Nottinghamshire Deaf Society in May 2022.

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

Faculty EDI Initiatives

Localised Progress on Athena Swan

The faculty is pleased to report that the School of Economic and School of Education were both awarded Athena Swan Bronze accreditations. The School of Geography also achieved Athena Swan Silver. All seven schools within the FoSS now have an Athena Swan award.

Supporting Women during Covid Sphere Challenge

Sub-working groups have analysed survey data to form a final report that sheds light on the experiences of women across the faculty in light of the Covid-19 pandemic, providing recommendations for actions to mitigate or improve experiences. Following the pilot of the Women's Career Support Groups in 2020/21, an evaluation form combined with a follow up event were used to create recommendations, which are in the process of also being included in the Faculty Report.

Survey data has informed Athena Swan applications and supported narrative on the impact of Covid-19 on women.

Localised Progress on REC

Decolonising the Curriculum: Sphere Programme Board Challenge

Figure 33: Faculty of Social Sciences Decolonising the Curriculum SharePoint Site

The Sphere Programme Board Challenge group has focused on diversifying and decolonising the curriculum through the creation of a digital 'Guide for Critical Reflection and Action'.[36] A total of 155 people have visited the 'how to use this guide' section of the SharePoint. Other work completed is listed below.

- Student engagement and feedback took place via focus groups, which will be integrated into the guide during 2022/23.
- A video was created to further promote the guide.
- A preliminary introduction of the guide was delivered on 9 November 2021 to key stakeholders.
- Inclusion of the guide into the Knowledge Exchange Hub.

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[36] Race Equality Charter Action: 1.8.3, requiring all five faculties to have made progress towards Decolonising the Curriculum by 2022-2023

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

For further information please contact:
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Professional Services

Our Commitment: (4.7) Support locally delivered EDI initiatives

Progress in 2021/22

The Professional Services Equality, Diversity and Inclusion (EDI) Committee continued to focus on the Departmental shared EDI priorities of:
1. Embedding Equality Impact Assessment processes[37]
2. Developing practices and local structures for shared EDI ownership
3. EDI Training and development for all staff
4. Reviewing and revising recruitment practices to increase diversity[38]
5. Supporting career progression to increase diversity

Local Engagement with Recognition Months

Black History Month 2021
- Lakeside Arts events included: a film screening and discussion on Rubika Shah's documentary about rock against racism *White Riot* (2019); musical theatre for family audiences about Josephine Baker; innovative storytelling from world-renowned Jan Blake; sharply honed comedy from Loyisa Gola.
- University of Nottingham Libraries developed a Black History Month reading list and hosted a reading group discussion, with Dr Hannah Robbins, on *Why I'm no longer talking to white people about race* (2018) by Renni Eddo-Lodge.

LGBT+ History Month 2022
- Lakeside Arts events included: *The Dan Daw Show* – a performance exploring shame, pride, care, intimacy and resilience; *Safe Distance* (2022) film Screening – exploring the experiences of queer Chinese people during the pandemic; *Holocaust: Untold Histories* - a discussion about the experiences of those in same sex relationships under the Nazi regime.
- University of Nottingham Libraries developed a LGBTQ+ reading list and hosted a reading group discussion, with Dr Hannah Robbins, celebrating LGBTQ+ writing.

International Women's Day 2022
- University of Nottingham Sport: International Women's Day Moves+ Challenges to promote health and wellbeing via the Moves+ app.
- Admissions and Enquiries Team hosted a guest speaker from POW Nottingham, (a charity supporting sex workers and ending stigma through education), followed by a book swap and craft sale.

Disability Recognition Month
- University of Nottingham Libraries hosted a film screening of *Then Barbara met Alan* (2022), the untold story of direct action that led to the 1995 Disability Recognition Act.

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[37] 3.05 Ensure Equality Impact Assessments completed and published for all policy decisions made by University Executive Board Committees
[38] Directly links to the Institutional EDI Key Performance Indicators relating to gender and ethnicity split, at levels 6 and 7, and increasing our proportion of disabled staff.

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

Professional Services EDI Initiatives

Priority 1: Embedding Equality Impact Assessment processes (EDI SDP Action 1.04)

A Professional Services Embedding Equality Impact Assessment (EIA) Working Group was established. Outputs were:

- Comprehensive feedback on the current EIA process to inform a review by HR and to enable a more user-friendly approach that would 'clarify, simplify and humanise the reason for the process', by clearly showing the impact on staff, students and the wider community.
- Ensure support was in place for colleagues to confidently complete EIAs.
- Feedback into the central EIA Training sessions to improve the training materials.
- The creation of a Professional Services 'EIA Community of Practice' on MS Teams including an EIA repository for professional services staff.

There has been significant work at department level, including:

- Promotion and increased attendance at EIA training sessions.
- Embedding the development of EIAs into 'business as usual' process requirements.
- Utilising departmental 'EIA Champions' to support colleagues.
- Senior Management messaging to communicate clear expectations.
- Adding EIAs to the risk register to increase compliance with completion expectations.
- Central storage of EIAs providing oversight and a repository of examples.
- Improved data collection leading to targeted EDI initiatives.

Between 2020/21 and 2021/22 there has been an increase in professional services led EIAs being submitted for central recording, from 14 to 21, and being reviewed by an EDI Coordinator from 11 to 16. These figures do not reflect all EIAs completed in Professional Services as there are many not submitted or where support has not been required due to growth in confidence and competence.

Priority 2: Developing practices and local structures for shared EDI ownership (EDI SDP Theme 3)

Practices and local structures developed over the last 2 years have been maintained through the continued commitment of the EDI Leads, embedded within each department.
To further facilitate personal responsibility for EDI, several departments now require all staff to include an EDI objective in their Appraisal and Development Conversations, and have used the 'Incorporating EDI in your ADC' guide to support this work.

Priority 3: EDI training and development for all staff (EDI SDP Theme 3)

EDI Leads continue to cascade EDI related training and development opportunities as well as EDI events.

Estates deliver face-to-face training 'Equality for all' to all new starters and 220 staff were trained last academic year.

Other departmental activity included:

- University of Nottingham Sport Sphere-funded project *Development programme - Neuro diverse focus* - front-facing staff received autism awareness training to help them better meet the needs of customers and share the learning with other colleagues.
- Student and Campus Life staff attended learner-centred EDI training.
- External Relations continued *Let's be clear about EDI* conversations, included EDI training in induction and External Relations EDI Working Group delivering an EIA session to all staff.
- Libraries EDI Lead delivering a session to the Strategy and Planning team.

- Registry and Academic Affairs staff event where colleagues shared their lived experiences.

Priority 4: Reviewing and revising recruitment practices to increase diversity

A Professional Services Inclusive Recruitment Working Group was set up. Following the completion of a SWOT analysis the group focused on 4 key areas:

1. Advertising – drafting the advert/language, places to advertise, considering local communities and those for whom English isn't their first language, recruitment open days, recruiting University of Nottingham graduates.
2. Diversity of recruitment panels (for shortlisting as well as interviewing).
3. Sharing good and best practice.
4. Role Profiles – language, simplifying, appropriate criteria, and accessibility.

Work accelerated within the HR Recruitment Team on the institutional approach and development of support and guidance for line managers. This meant less of a need for Professional Services colleagues to develop their own solutions but instead, opportunities to feed into this wider work, acting as a consultative group. The focus then moved to communicating and embedding the approach and resources at a local level.

Following requests from the working group the HR Recruitment team developed a checklist for recruitment managers, *Improving EDI through recruitment checklist*. EDI Leads for all Professional Services departments have committed to disseminating and embedding the principles of the checklist throughout their departments and reporting back to Professional Services EDI Committee in May 2023.

Libraries have a dedicated workstream with members working closely with the HR recruitment team to increase levels of understanding of inclusive recruitment and create libraries specific templates and processes to support recruiting managers.

Registry and Academic Affairs presented their work at the annual Sphere Conference, Why work with us? Promotional material to support Registry and Academic Affairs recruitment initiatives detailing a range of changes they have made to their recruitment processes. They
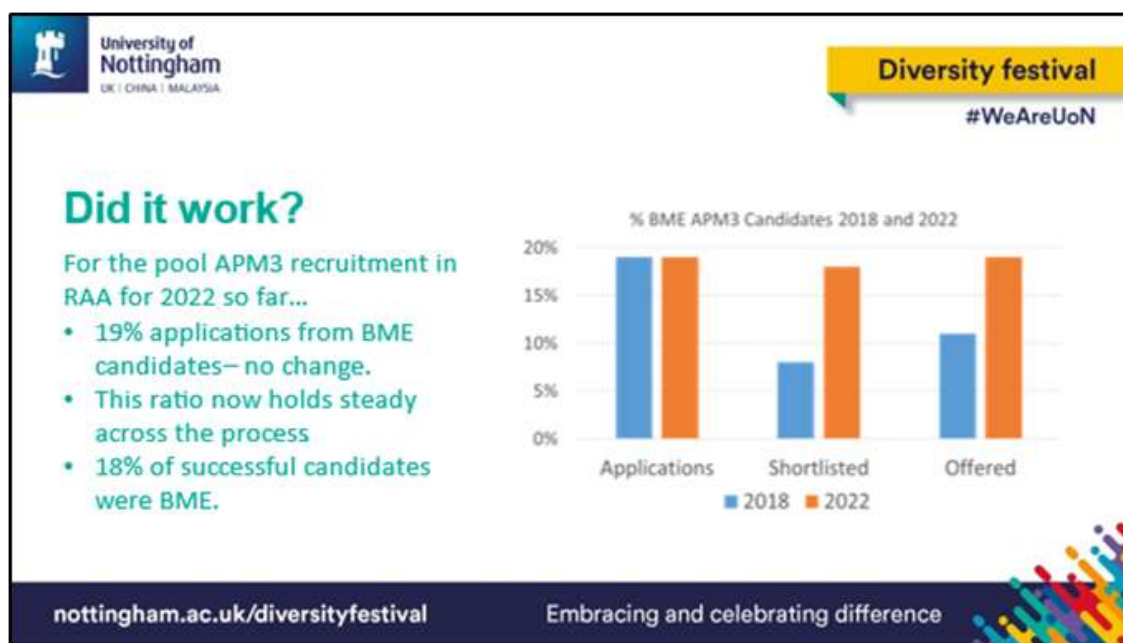

Figure 34: Percentage of BME APM3 candidates at application, shortlisted and offer stage in 2018-2022

demonstrated a considerable closing of the gap between BAME and white applicants during shortlisting and offer stage from 2018 and 2022.[39]

Priority 5: Supporting career progression to increase diversity

This priority will be a focus for 2022/23 and aligns with the new EDI Priority for reward, recognition and career progression.

Libraries have encouraged part time staff and other underrepresented groups to attend libraries specific training for line managers, and there are extensive recruitment drives for the Leadership and Management Academy's Aspiring Line Managers programme. They have introduced a job-shadowing pilot and where spaces are limited prioritising those with protected characteristics who are currently under-presented.

For further information please contact:
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cathy.marshall@nottingham.ac.uk

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[39] Race Equality Charter Action: 1.4.4 Identify and deliver initiatives to increase the proportion of BAME staff at level 6 and 7 (for all job families) through innovative and positive action in recruitment, mentoring and promotion/re-grading and career workshops

Section Five: Reports on Formal/Informal Staff Networks by Network Chairs

Section Five:	Reports on Formal/Informal Staff Networks by Network Chairs

4.4 Deliver events and activities in partnership with our staff networks

Formal EDI Staff Networks

Black, Asian and Minority Ethnic (BAME) Staff Network
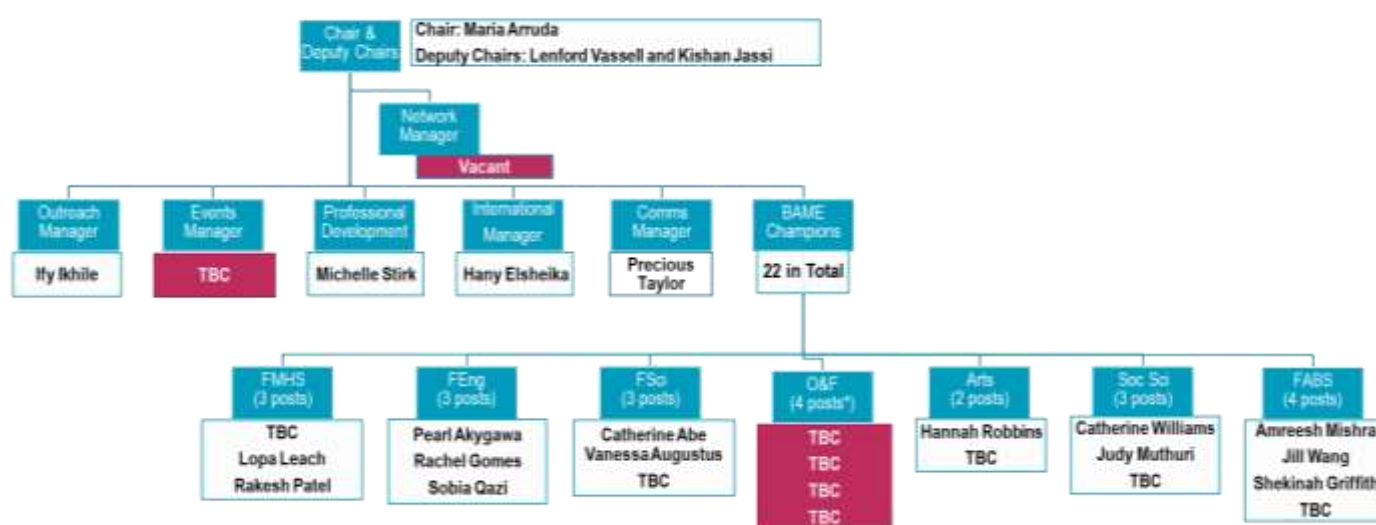
Progress in 2021/22

Figure 35: The University of Nottingham BAME Staff Network Organogram 2020-2023

The University of Nottingham BAME Staff Network had another active year, particularly signposting and supporting colleagues facing difficulties at the workplace and providing guidance and feedback to the university's leadership team. Through the BAME Network, we also secured £5,000 to each one of the 6 Staff Networks for activities to improve Research Culture, funded by Research England and managed by the University of Nottingham's Researcher Academy.

The University of Nottingham BAME Staff Network also sits in the Race Equality Charter Implementation Group, represented by the Chair, who has been vocal in expressing the concerns and aspirations of the community.

Membership

2019/20	2020/21	2021/22
113	120	125

Figure 36: Table showing BAME Staff Network Membership

Main Activities in 2021/22

Black History Month 2021
- Participation in the Black History Month 2021 Programme Board.
- *White Riot* (2019) Screening and Q&A (Network Lead: Dr Vince Wilson).

Section Five: Reports on Formal/Informal Staff Networks by Network Chairs

- Conversation on Race Inequalities (Network Leads: Professor Gina Higginbottom and Dr Ify Ikhile).

Diversity Festival 2022 – Main Activities
- University of Nottingham BAME Staff Network Stall at the Festival launch.
- Acknowledging Racism keynote event

Research England Research Culture workshop (facilitated by The Poetry Exchange)

ICARE4Justice Summer Summit (with the University of Connecticut and Dutch Consortium)

Focus for 2022/23
Renaming the University of Nottingham BAME Staff Network: The renaming of the BAME Staff Network is under discussion.

Upcoming University of Nottingham BAME Staff Network elections: Elections for the BAME Staff Network will be held in the first semester 2023.

Chair: Dr Maria Augusta Arruda
bme-staffnetwork@nottingham.ac.uk

Section Five: Reports on Formal/Informal Staff Networks by Network Chairs

Carers' Staff Network

Progress in 2021/22

The current co-chairs Katherine Beers, Isobel O'Neil, Caroline Emberson and Rachel Gomes took over management of the Staff Carers' Network from long standing chair June McCombie in the first quarter of 2022.

The new co-chairs spent time working through the transition and establishing what they could bring to the network, whilst being mindful to protect the established initiatives. Each co-chair has unpaid carer experience but had not previously worked within this capacity in a staff network. However, they brought to the network a keenness to champion and support all unpaid carers as they had benefited from June's support and advice in the past.

Initial actions undertaken by the new co-chairs included:

- Streamlining the network communications by establishing a new email inbox, BR-carers-network@exmail.nottingham.ac.uk.
- reviewing website information available to the university community.
- embedding the use of MS Teams within the network.

In addition to the above, the co-chairs have been active participants in engaging with all chairs of the staff networks with the aim of refocusing and collaborating across all the staff networks. Supported by Katherine Linehan, Pro-Vice-Chancellor of Equality, Diversity and Inclusion, and People, we are committed to working more effectively together, and to raising Staff Networks' visibility with the university leadership. One factor that does limit the Co-Chair efforts, is the nature of the workload allocations for chair roles and the administrative burden of chairing/co-chairing.

Following the departure of the previous chair, we have continued to host monthly meetups and offer network members a valuable space to share their experiences of unpaid caring (while also being an employee at the university) with openness and bravery. In addition, members were surveyed with the rest of the university in June 2022 to scope out how and where the network could continue to develop the network's remit and activities. The survey results suggest that:

- Continue to offer monthly drop-in sessions.
- Host a speaker event as part of Carer's Week in June 2023 (https://www.carersweek.org/), potentially on the theme of sandwich caring responsibilities.
- Continue to influence university HR policy and organisational culture to support the needs of Staff Carers. The network will concentrate on Hybrid/Agile/Flexible working practices, as well as ensuring that the carer lens is considered in any policy reviews.
- Learn from and contribute to the Staff Networks' chairs group so we can find common strength and themes (support for line managers appears to be a common cause for concern amongst the networks).

Membership

2019/20	2020/21	2021/22
n/a*	n/a*	36

Figure 37: Table showing Carers' Staff Network Membership

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

Section Five: Reports on Formal/Informal Staff Networks by Network Chairs

Our intention is to continue to promote and grow the network. By using MS Teams for drop-in monthly sessions, we tackle one of the challenges for carers, which is time, that limits carer's availability (e.g., reducing the need to travel to meetings). In June 2022, we hosted a trial in-person annual meeting but with the challenges on people's time there was a very low turnout. We will continue this activity as we recognise the network's role as a steady and constant presence for carers because their need is unpredictable and ever changing.

Further activity in 2022 was the development of new publicity material available for future events. The Carers' Staff Network attended the Diversity Festival launch with a stall and made connections with the other networks and staff members. The benefit of having four co-chairs is that personal networks across the university are broad and varied, which has also brought in more membership.

Recognition Month and/or Diversity Festival/Sphere Conference

The Wonder of You Panel Event: June 2022
As part of the Diversity Festival, the University of Nottingham's Carers' Network hosted a panel on 16 June 2022 about caring with a focus on ageing well. This theme was selected as caring is often emotional and hard work but receiving and/or giving care does not mean an absence of happiness and joy. The panel included the keynote speaker Peter Edwards, Leader of Therapeutic Musical Interventions at Alzheimer's Society, LinkAge Southwark and the Garwood Foundation. Peter was joined by Tracy Leach, a carer who regularly attends Peter's sessions.

In his keynote, Peter Edwards – a University of Nottingham alumnus - brought to life his experiences of leading therapeutic music interventions for those with dementia and their carers. Peter talked about how an important element of this process is the effect of the interventions on the carer, seeing their loved one suddenly re-engaging with others, responding to them, participating in a social occasion with joy and increasing self-confidence. The discussion panel also included Susie Ward from the University's Counselling service, June McCombie (founder and ex-chair of the Carers' Network) and two current co-chairs of the Carers' Staff Network who added to the insight from sharing their experiences of caring.

Figure 38: Carers' Staff Network co-chairs at 2022 diversity festival launch
Left to right: Isobel O'Neil, Katherine Beers and Caroline Emberson

Staff Network Initiatives and/or Events: Ongoing

The co-chairs frequently respond to requests to provide insight into Faculty/Departmental EDI initiatives, staff events and awareness raising opportunities. Where there is capacity, the Co-chairs are happy to contribute and find that these have a more direct impact than some of the university-wide events.

The Research Culture fund of £5,000 was secured by Maria Arruda, Chair of the BAME Staff Network. It has been used to host four workshops and individual 1-2-1 coaching sessions for unpaid staff carers at the university.

Interest from the university has been particularly high for this model of direct support. Should the feedback be favourable, the network would like the university to provide funding to offer further sessions in future years.

Co-chairs: Katherine Beers, Caroline Emberson, Rachel Gomes, Isobel O'Neil
carers-network@nottingham.ac.uk

Section Five: Reports on Formal/Informal Staff Networks by Network Chairs

Disability Staff Network (DSN)

Progress in 2021/22

- A new Disability Staff Network (DSN) MS Teams site was set up this year, encouraging more interactions from members.
- The New Estates Liaison member (Sarah Searle) has taken feedback from DSN members on matters such as, a new handrail in one of the Trent Building lifts, to be raised and addressed by Estates.
- Change from Chair and Deputy to a Co-Chair approach, and the creation of additional role information to encourage the network to move to a committee-type model.
- Sharing accessible local performances with the network.
- Setting up a small (30 or so) book library with the Neurodiversity Staff Network.
- Due to lockdown, there have been no DSN meetings, but these have started in September 2022.
- DSN continues to offer advocacy and peer to peer support on a confidential basis.

Membership

Type of contact	2019/20	2020/21	2021/22
Mailing list	Not available	82	94
O365 site	n/a	n/a	50

Figure 39 Table showing Disability Staff Network Membership

Recognition Month/Diversity Festival

As part of the university's Disability Recognition Month in 2022, Harry Moriarty and other disabled staff spoke on a panel on *How to be an ally*, in March 2022.

DSN contributes significantly to planning for both Disability Recognition Month and the Diversity Festival and at times regular members substitute for Chair. At the Diversity Festival Launch event network members maintained a physical presence at the DSN stall using (for the first time) bespoke DSN banner and DSN information cards.

Robert Gach (DSN Chair) and Chloe Bates (DSN member) were speakers on a panel with Katherine Linehan (Pro-Vice-Chancellor Equality, Diversity and Inclusion, and People) at a 90-minute Teams session attended by 98 delegates in May 2022 for the university's Disability Recognition Month. *Making the invisible visible: mental health and hidden disabilities.* Recording available at: https://exchange.nottingham.ac.uk/events/making-the-invisible-visible-mental-health-and-hidden-disabilities/

Staff Network Initiatives and/or Events

Successful Disability for Line Managers training took place as part of the Research England funded activity led by Juliet Hassard. The session was split into two shorter sessions due to high demand. There were ultimately over 90 attendees and a high number of messages from people seeking the link after the event to share with their wider team. The average rating for the training: 4.5/5.

The average person said that their understanding of the Equality Act was 2.5/5, raising to 3.4/5 after the session (increase of 0.9). The average person said that their confidence in implementing reasonable adjustments was 2.4/5 before the session and 3.3/5 after (increase

of 0.9 and was not expected because we might expect their confidence to drop in the face of new information). All comments and ideas have been shared with HR.

In January 2022, the Chair was invited to attend MS Awareness Training and has subsequently shared the training materials with DSN in their new Teams site.

Co-chairs: Robert Gach and Harry Moriarty
dsn@nottingham.ac.uk

LGBTQIA+ Staff Network

Progress in 2021/22

As staff gradually returned to campus, the network was able to start organising in-person and hybrid events. On 19 November 2021, the network hosted its first hybrid event, a vigil for Trans Day of Remembrance which was streamed from the Millennium Gardens on University Park. The Interim Chair, Craig Butterworth, delivered a message to those in person and online via Teams. While this day is a day of mourning and remembrance, it was also a day to reflect on contributions to the community and the power of survival. A minute's silence was then held to honour the vibrant lives lost to anti-trans hate.

The next significant event was for the launch of LGBT+ History Month on 1 February 2022, which was another hybrid event streamed from the Trent Building (in front of the lake). As the new Progress Pride Flag was revealed, and the network announced the additions to the existing acronym LGBTQ+ of: I (Intersex) and A (Asexual (Ace)) were to be included going forward. The network is now known as the LGBTQIA+ staff network (Lesbian, Gay, Bisexual, Trans, Queer, Intersex, Asexual). These changes have been welcomed by the community as being more inclusive.

Figure 40: Progress Flag raised at the Trent Building to mark the start of LGBT+ History Month 2022

Fundraising

At the launch of the Diversity Festival, we started a raffle in aid of the LGBT+ History Month charity *Schools Out UK.* The network was extremely grateful to the local businesses who kindly donated prizes. From those donations the Network were able to raise £129 which the charity has since received.

Section Five: Reports on Formal/Informal Staff Networks by Network Chairs

Membership

2019/20	2020/21	2021/22
Not known	85	115

Figure 41: Table showing LGBTQIA+ Staff Network Membership

An increase in numbers has been mainly down to being more visible both internally and externally.

The recent addition of a LinkedIn page, along with the existing Twitter profile have both been useful platforms to share updates and information to a wider audience. The Network have noticed a shorter time gap from new members of staff starting at the university to them joining the network.

Recognition Month

Network members were given the opportunity to join the organising team. Those who applied were then involved in the planning, creation, and delivery of the events that took place during LGBT+ History Month. Members also contributed to an eclectic and visually engaging exhibition titled *Unmuting Ourselves: an exhibition showcasing projects in support of the LGBT+ community.* A SharePoint site was also created to enable digital viewing. The image below is one of the posters on display.

Figure 42: Artwork from Unmuting Ourselves: an exhibition showcasing projects in support of the LGBT+ community

Section Five: Reports on Formal/Informal Staff Networks by Network Chairs

Staff Network Events

On 30 July 2022, the Network joined the Pride march at Nottinghamshire Pride with thousands of other people. Colleagues, family and friends marched with the Network to show their support. In addition, the Network took over the University's official Instagram account to share aspects of Pride and promote the staff network to its 83.5k followers.

The marketing team received positive feedback from prospective students who felt comforted by seeing staff members who they identified with, and who were being their authentic selves. The Instagram stories are in the highlights on the University of Nottingham Instagram profile. There is also a video of network member, Alex Mottier, who introduces themself during this event.

Co-Chairs: Craig Butterworth and Kay Paterson-Bassett
lgbtqia-staff@nottingham.ac.uk

Section Five: Reports on Formal/Informal Staff Networks by Network Chairs

Women's Staff Network (WSN)

Progress in 2021/22

The Women's Staff Network (WSN) have had a busy 2021/22 as new co-chairs Katy McKenzie and Elizabeth Hufton were appointed in April 2022. The Network has also reviewed the committee structure to include Reps for each Campus, and members with designated responsibility for the WSN SharePoint, comms, media, events, and outreach. In addition, the Network have started gathering photographs and biographies of all our committee members with the aim of updating them on the WSN SharePoint site.

Other key points of progress for the WSN include:
- **The WSN Parenting Café:** This initiative was extremely popular and well-received. As such, an informal University of Nottingham-wide network is being formed as a result of this to reflect the fact that this is an issue beyond people who identify as women. Members of the WSN were contacted and have contributed comments to inform the scope of the new informal parenting support network.
- **The Pregnancy Loss Pledge**: has been highlighted by the WSN and will be taken up by a new informal staff network at the university.
- **Herschel Programme for Women in Technical Leadership**: technicians who identify as women from across the university participated in the first national programme for the development of female technical leaders. Denise Mclean (WSN Committee) lead delivery of the module on *Culture and Context* to circa 200 participants over 6 months and was a panel member at the final celebration event. Katy McKenzie (WSN Co-Chair) was one of the programme participants, and has signed up to contribute to delivery of the 2023 course. The photographs below relate to the final celebration event of the Herschel Programme, a national programme, open to technical staff from any discipline who identify as women. This dedicated career development opportunity aims to address the lack of women in technical leadership positions across the sector. It provides a space for colleagues to learn new skills to develop themselves in a current technical leadership role or equip them if they aspire to be in the future. The programme is named after Caroline Herschel, a pioneer in the discovery of comets and other astronomy work, assisting her brother William. Caroline was an early 'technician' at the turn of the 19th century and paved the way for the women of the future to contribute to, and play key roles, in scientific endeavours. The structured six-month programme includes modules on: You as a leader, Context and culture, Influencing and negotiating, Confidence and empowerment.
- The WSN promoted Project Period with more university locations becoming trial sites for this initiative (led by Professor Chris Denning).
- The WSN continues to distribute relevant information and opportunities around the network members e.g., affiliated sessions such as: the Leadership and Management Academy menopause session, Lakeside Arts exhibition *Breast Cancer & Me* during Breast Cancer Awareness Month, University of Nottingham Ada Lovelace Day celebration of research and careers of women in computational sciences and engineering.
- The WSN has given its input into the campaign identity for the networks at University of Nottingham.

Section Five: Reports on Formal/Informal Staff Networks by Network Chairs

Figure 43: Photographs from the Herschel Programme for Women in Technical Leadership

Left photo: L-R: Dr Katy J. McKenzie CMgr FCMI, Denise Mclean
Right photo: Left to right: Panel Discussion on Career Development: Helen McNamara, Dr Lindsay Davies – MI TALENT Technical Training Manager, Sandy Sparks – MI TALENT Technical Training Manager, Dr Michelle Jackson – MI TALENT Technical Training Manager, Emma Colley – Organisational Development Manager, Keele University, Denise Mclean – Senior Research Technician and UEB EDI Sub-committee member, University of Nottingham

The WSN's strategy has also been reviewed and refreshed including updating the webpage and the newly developed SharePoint, and updated the Network's Social Media:
- Twitter: Look for UoNWomenStaffNetwork or @UoNWomen
- Instagram
- LinkedIn: LinkedIn University of Nottingham Women's Staff Network

The WSN is working more closely with other University of Nottingham Staff Networks on intersectionality and together we have met with Professor Katherine Linehan and Professor Sir Jonathan Van-Tam.

Membership

2019/20	2020/21	2021/22
568	612	537*

Figure 44: Table showing Women's Staff Network Membership

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

Recognition Month/Diversity Festival/Sphere Conference

The WSN has been involved in and delivered many events:

- WSN Committee Members supported events across the university for International Women's Day e.g. Women in Chemistry (Liz) and International Women in Engineering Day (Katy) working with the Engineering Research Futures team to update the Faculty's women in engineering webpage to showcase profiles of women in the Faculty.
- One of the WSN Co-Chairs (Liz) also sits on the Sphere Programme Board and provided input into the Sphere conference e.g., suggesting Dr Emma Chapman as the keynote speaker at this event.

Section Five: Reports on Formal/Informal Staff Networks by Network Chairs

- The WSN prepared a stall for the Diversity Festival launch and used the opportunity to meet new members and hear their suggestions for things they would like to see from the WSN.
- Activities, especially in person, are still building back up after Covid19.

Figure 45: Left to right – Elizabeth Hufton, Katherine Linehan, Kirsty Hyndes, WSN stall, Diversity Festival launch

Figure 46: WSN stall at the diversity festival launch hosted by Kirsty Hyndes

Other WSN initiatives/events

- On behalf of the WSN, Wendy Brennan (WSN Committee), Dr Kay Fuller and Jo Hancock (WSN Committee) secured Research England funding to investigate current and historical challenges and support for people who identify as women, working in any role related to research. The project *Women Working and Well in Research* involved a survey and the funding of events, well-supported by WSN members. In total 143 survey responses were received, and eight events were held across a range of faculties incorporating a huge variety of events from writing sessions to space physics. Data obtained from the surveys has proved very interesting and will have significant impact on the work of the WSN in the research field. The research will culminate in a report that will adopt an intersectionality and inclusionary frame to recognise people who identify as women (including but not limited to female, transgender, gender neutral, non-binary) and have different experiences relating to 'race' and ethnicity, their protected characteristics, and social class. The report is currently being written and is highlighting some very specific challenges and opportunities at the university for people who identify as women in a range of research-related roles. The Network are hopeful the report will be published as an article in the next year. We thank Kay Fuller for the extensive work she has put into this research.

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Figure 47: Women in Research – Let's thrive together event

Left to right: Karl Booker, Dr Li Guan (Grace), Sweta Munshi, Prof Rachel Louise Gomes MBE, Dr Katy J. McKenzie CMgr FCMI, Kelly Vere MBE, Prof Gavin Walker, Kerri Lindley

- One WSN Committee member (Kirsty) was awarded £200 for a pilot Community Cupboard in Health Sciences related to the cost of living for staff and students. The contents include toiletries, food and notepads. It is open in a corridor and has been going well. There is now a second cupboard, and these are becoming self-sustaining. An official opening is being planned. This initiative is going to be incorporated in a list of resources available to students relating to the cost-of-living crisis. The hope is this will expand across the university.
- The WSN continued to deliver the Menopause Café online. Going forward, the WSN will alternate these between online and in-person, based on feedback from those who attend the events.
- The WSN put a call out for SWAN Blankets for Hayward House and members have been knitting or crocheting SWAN blankets for Nottingham University Hospitals' End of life Care Patients. These are 1x1 metre square of any colour or pattern and bring such comfort and colour to patients and their families at a time of great sadness.

Activities 2022/23
- WSN Coffee and Chats have been initiated. The first event held on University Park on 6 September had 12 attendees and was a great success. The WSN aims to plan future Coffee and Chat events on other campuses.
- WSN Reading group has been reinstated for 2022/23.

Co-chairs: Katy McKenzie and Elizabeth Hufton
womens-staff-network-committee@nottingham.ac.uk

Section Five: Reports on Formal/Informal Staff Networks by Network Chairs

Informal EDI Staff Groups

Neurodiversity Staff Network

Progress in 2021/22

The Neurodiversity Staff Network has continued to grow, almost doubling its membership in 2021/22. The network has continued to provide peer support to members, information and be represented at school, faculty, and university level EDI committees.

Successful, though infrequent, social events have taken place and the network hope to expand these in the next year.

£5K was successfully secured from the Research Culture fund to support the network in providing equipment and books which members may find helpful, including noise cancelling headphones, and intelligent note taking devices.

Membership

2019/20	2020/21	2021/22
n/a*	60	96

Figure 48 Table showing Neurodiversity Staff Network Membership

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

Diversity Festival

As part of the Diversity Festival, the Neurodiversity Staff Network collaborated with the School of Computer Science to host the event *What does Neurodiversity look like in Person?* Supported by the Sphere Programme fund, the event was a day of sharing lived experiences, stories and information by those who identify as Neurodivergent. The aim was to bring people together for peer support, normalise disclosure and share the practical ways in which university life can be enhanced. A key aim was to highlight how teaching, learning and research experiences can be improved for everyone's benefit through practical steps to accommodate and support differences in individual and group working preferences, communication styles, research culture and sensory sensitivities.

The Neurodiversity Staff Network and the School EDI committee worked together on an in-person and online program of external keynote speakers from as far apart as Australia, Sutton Bonington and the Faculty of Engineering with over 100 in-person and online attendees (see Figure 49). The programme included an introduction by Computer Science Head of School, and the School EDI chair, and keynote presentation from Pat Brundell, chair of the Network, and two University of Nottingham students. The physical space was decorated with banners and posters publicising the event.

The team also provided a demonstration of a collaborative online environment designed for the event. This was developed to showcase posters, videos and other media in a virtual environment which also supported video and audio communication between visitors. The media was developed and curated in advance of the Diversity Festival (Figure 50).

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Figure 49: 37Live, in-person diversity festival local event in Computer Science

Figure 50: 51Live, Online Festival Space

Staff Network Initiatives

The chair of the staff network has initiated conversations with other Universities with the aim of creating a national network of Neurodivergent academic staff. Two meetings have taken

place with representatives from University of Bristol and UCL with plans to secure funding for a conference.

The chair of the network has delivered tutorial teaching to undergraduates and Masters students in the School of Computer Science to inform them about Neurodiversity, EDI and successful working in a diverse community.

The chair of the network was also invited to give an introduction to Neurodiversity as part of the Conversation series in Finance and Infrastructure in April 2022.

Chair: Pat Brundell, Research Fellow, School of Computer Science
pat.brundell@nottingham.ac.uk

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Technician network

Progress in 2021/22

[The technician network](#) was relaunched, post-Covid, at the *Vision for technical talent: progress, impact and next steps* event on 7 June 2022.

Following this relaunch, Clare Templey, Suzy Underwood and Matthew Calladine attended the Technicians Commitment signatory event in York on 15 June 2022. In addition, some technicians attended the Institute of Science and Technology (IST) conference in York on 14 September 2022.

Plans for 2022/23
A *TechsConnect* talk and willow weaving crafts by Kerry Truman of Nottingham Trent University went ahead successfully on 12 October 2022.

Chair: Clare Templey
claire.templey@nottingham.ac.uk

Appendix One: Athena Swan, Bronze Race Equality Charter, and Sphere Activities