Equality, Diversity and Inclusion
Annual Report 2021-22

Nottingham Trent University

As Vice-Chancellor of Nottingham Trent University (NTU), I am pleased to present our Equality, Diversity, and Inclusion (EDI) Annual Report for the academic year 2021-22. NTU is committed to creating an inclusive culture where all our community can reach their full potential.

The six themes of our 'University, reimagined' strategy state loud and clear that we believe in creating opportunity, valuing ideas, enriching society, embracing sustainability, connecting globally and empowering people. We aim to be bold and to do the right thing. These commitments are as fundamental to the happiness, security, and thriving of our colleagues as they are of our students; addressing inequality is at their core.

In this report you will find summaries of just some of the activities which have contributed to our sustained progress in advancing equality, valuing diversity, and fostering inclusion within our university. It sets out the initiatives we are taking forward in the year ahead to ensure continued progress, alongside key datasets which support and inform our EDI programme.

We recognise that while we have achieved much, there is still work to be done. That work will get done.

Professor Edward W. Peck
Vice Chancellor

1.0   Introduction

We are pleased to present the NTU Equality, Diversity and Inclusion (EDI) Annual Report 2021-22. This report represents NTU's work over the last year as it builds on its commitment to make EDI a part of all that we do.

2021-22 has been a year of seeking opportunities to embed EDI at all levels across the University. The goal of this work is to create a space which ensures that people can talk about disability, race, sexuality, mental health and gender equality freely. To talk about the issues that people face and how and what we can do to make a difference.

This report outlines the work we have done so far and the work that we are planning over the next year to ensure that those changes are happening. Seemingly small changes can make a large, material difference to the inclusive experience of our colleagues, students, NTU guests and visitors.

Collectively, we can ensure that we are making EDI a part of our culture through our everyday practice.

Over the past five years NTU has made positive progress. We have increased levels of representation for those with a declared disability and of members from underrepresented ethnic diversity profiles for both our student and colleague communities.

Chart 1

In **2017-18** 11.5% of students declared a disability. By **2020-21** this had increased to 16.3% (+4.8pp)

In **2017-18** 5.6% of employees declared a disability. By **2020-21** this had increased to 7.7% (+2.1pp)

In **2017-18** 28.3% of students were either Black, Asian and or identified as being of another ethnically diverse profile. By **2020-21** this had increased to 31.9% (+3.6pp)

In **2017-18** 12.4% of our workforce were either Black, Asian and/or identified as being of another ethnically diverse profile. By **2020-21** this had increased to 14.8% (+2.4pp)

Appendix 1 provides the latest available NTU profile data for gender, disability, ethnicity, and religion, inclusive of 2017/18, 2018/19, 2019/20, and 2020/21. We recognise that our disclosure rate for colleagues disability status is lower than we would like and will be taking action in 2022-23 to encourage disclosure of equality data by all staff at NTU.

2.0 The Equality Act (2010) and the Public Sector Duty

The Equality Act (2010) legally protects people from discrimination. It replaced the historic myriad of anti-discrimination laws that went before. As a single Act it was designed to make the law easier to understand and rationalise the various pieces of legislation to bring further clarity regarding rights, protections, and responsibilities.

Under the Act, it is unlawful to discriminate against people with one or more of the nine 'protected characteristics' on the grounds of that/those characteristic(s).

The nine protected characteristics are:

Age	Disability	Gender reassignment
Religion / belief	Ethnicity	Sex
Sexual orientation	Maternity / pregnancy	Marriage / civil partnership

As a university, NTU has certain legal responsibilities it must adhere to concerning equality, diversity and inclusion – but more than that, we believe that our work in this space is essential to us as a university community. We strive to go above and beyond our legal duties because it is the right thing to do, and because we recognise the richness and positive impacts that this work has for our students, colleagues, stakeholders and local community.

As a higher education institution, NTU must comply with the Public Sector Equality Duty (section 149) of the Act: the 'General Duty'. This requires the institution to have 'due regard', in the exercise of its functions, to the need to:

1. **eliminate unlawful discrimination**, harassment and victimisation and other conduct prohibited by the Act;

2. **advance equality of opportunity** between people who share a protected characteristic and those who do not; and

3. **foster good relations** between people who share a protected characteristic and those who do not.

'Due regard' is the expectation placed upon an organisation to consciously consider the organisation's ability to meet the three obligations listed above in relation to how it delivers its functions. There are multiple ways for an organisation to achieve this. There is no legally prescribed tool or format; however, there must be an evidence base.

One method is through the undertaking of an Equality Impact Assessment (EIA). NTU provides a template format and supporting guidance material for colleagues to readily use.

Another method that can be effectively used to demonstrate 'due regard' is through the application and use of data monitoring and analysis, consultation and other forms of information gathering exercises e.g. surveys and focus groups that help inform decision making. Clear examples of this approach in action at NTU are the Athena SWAN, Race Equality and Success for All strategic priorities.

We are also legally required to demonstrate our compliance with the 'General Duty' (Public Sector Equality Duty) through the 'Specific Duty' to:

- Publish information, in particular relating to persons who share a relevant protected characteristic who are: a) employees; and b) other persons affected by its policies and practices (i.e. students) on an annual basis; and

- Prepare and publish, by no later than 30 March 2018, one or more equality objective(s) that must be reviewed at least every four years.

The latest year of published data, inclusive of 2017/18, 2018/19, 2019/20 and 2020/21, is contained within Appendix 1.

In the academic year 2017/18, the University published two equality objectives as follows:

Equality Objective 1

Understand the student academic experience for equality groups in order to enhance this experience where appropriate and possible. Focusing on application, to offer, acceptance, progression, achievement and employability. With specific attention given to progression and achievement for Black Minority Ethnic (BME) students, male students and BME male students.

Equality Objective 2

Map the journey of staff equality groups from application through to appointment and throughout the employee experience. Focusing on developing an in-depth understanding of areas of apparent disadvantage and investigating possible causes and solutions.

These equality objectives were proactively reviewed by the University Executive Team and the Employment Policy Committee on behalf of the Board of Governors and were considered to be of continued relevance in relation to the ongoing EDI work that is being undertaken at NTU. Consequently they were republished during the 2021/22 academic year.

The following sections of this report provide an overview of NTU's structural approach to managing equality, diversity and inclusion, along with the activities undertaken over the past 12 months which demonstrate how NTU is meeting its Public Sector Duty obligations under the Equality Act (2010).

Other specific duties under the Equality Act (2010) include the requirement to undertake and publish organisational Gender Pay Gap data. Although this legal duty does not currently extend to other protected characteristics, following a government consultation in 2019 there continues to be anticipation that mandatory ethnicity pay gap reporting duty will be introduced. At present the timescale remains unknown. In advance of any legal duty being imposed, and as part of good practice at NTU, the decision to include its organisational Ethnicity Pay Gap data in the annual pay gap report was supported by the Board. In 2022, we also published for the first time, data in relation to the Disability Pay Gap. It was acknowledged that we will need a minimum of three years of data to begin to identify trends, however, it was considered to be the right thing to do and is further evidence of NTU going above the legal minimum position.
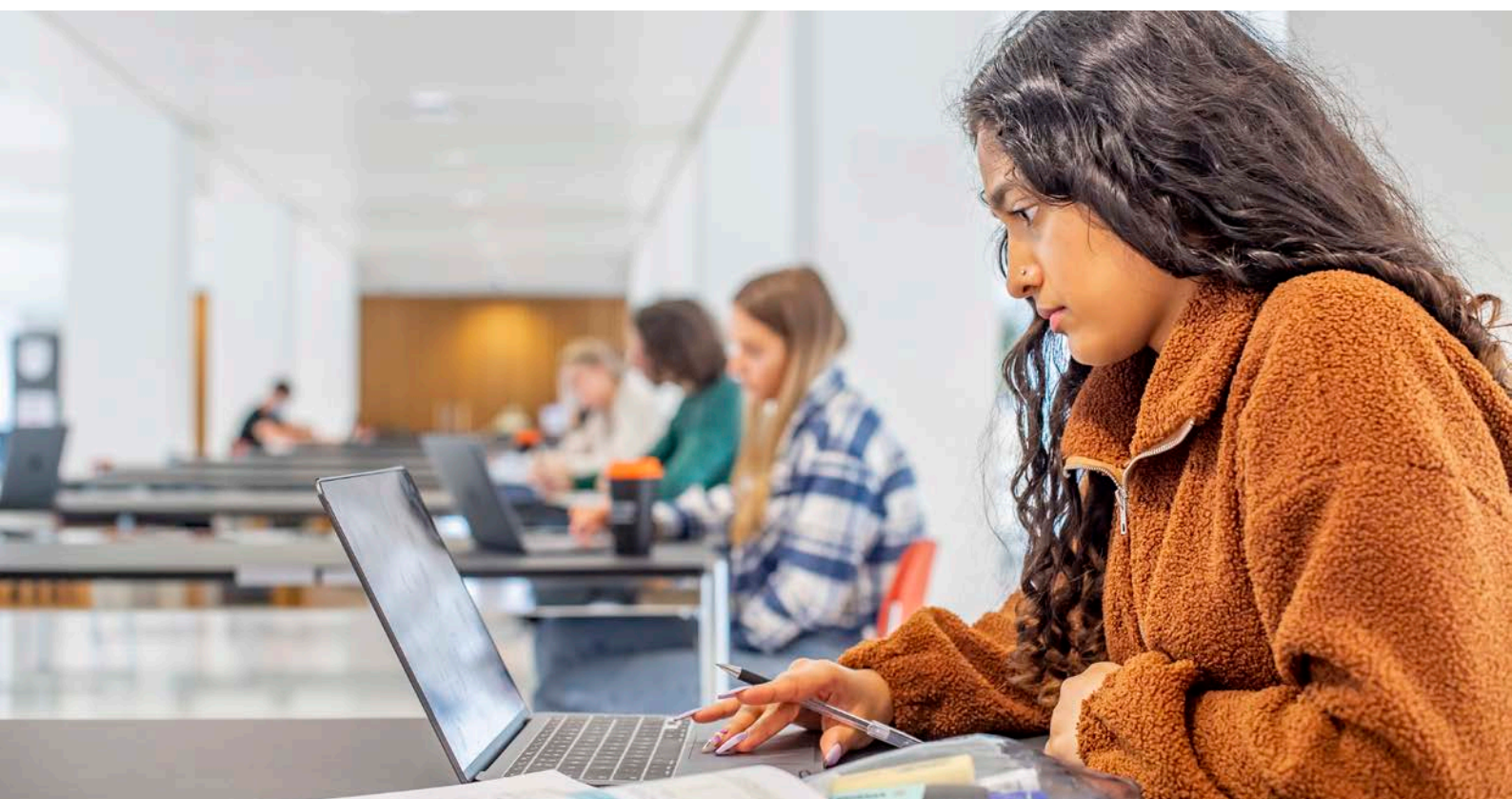
3.0 Governance of Equality, Diversity and Inclusion (EDI)

EDI is delivered and managed through a matrix structure based upon focussed strategic priorities, and generalised service functions. NTU's EDI work is underpinned by comprehensive action plans, training, policy, along with the provision of supporting guidance, toolkits and other supporting resource materials.

The following strategic agendas: NTU's Action and Participation Plan, Success for All, Athena SWAN and Race Equality Charter (REC) along with each of the associated action plans have been developed based upon data analysis and stakeholder consultation and feedback. This has provided the evidence base for the identified actions and areas of focus, and demonstrate NTU's application of 'due regard' to how NTU exercises its functions in relation to students and colleagues. Furthermore, the various workstreams contained within each of these strategic agendas directly support the delivery of the two equality objectives stated under section 2 above.

Each of the strategic agendas has a clear reporting and governance structure which can be found in Chart 2.

Chart 2: EDI strategic reporting and governance structure
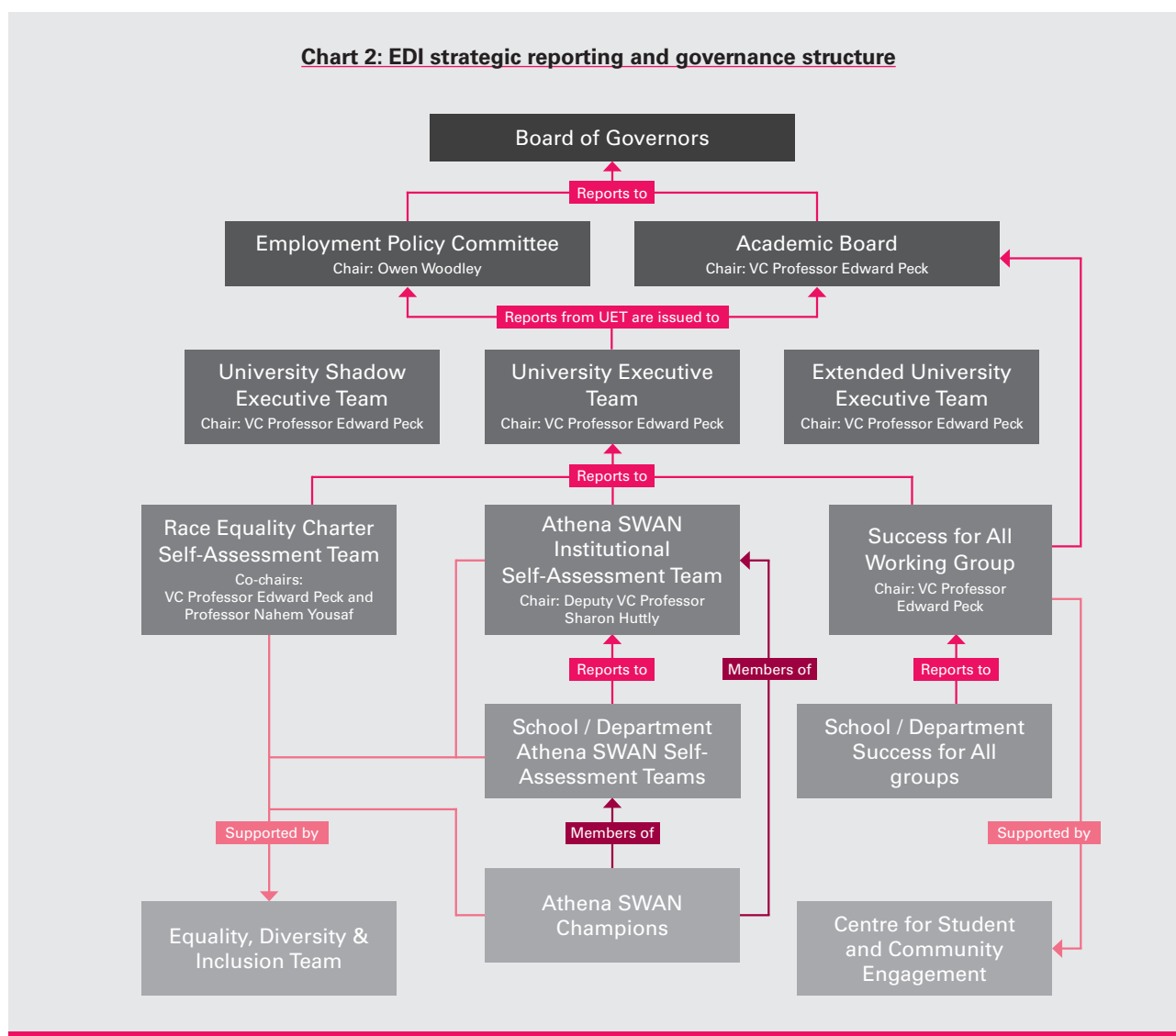
In addition to the above, an EDI work review was conducted during the 2021/22 academic year. The outcome of this review provided several recommendations and NTU have begun to take steps to implement these including the appointment of an Executive Dean EDI and the implementation of a revised governance structure that will give greater oversight of EDI at NTU. We are confident that these changes will enable a more integrated and holistic approach to EDI across our student and colleague populations. In addition, a number of academic schools have developed local EDI committees which report into school executive teams, and as part of this a number of actions and initiatives are being developed and incorporated into local practices.

Inspired by open thinking.

What happens if your wheelchair has a puncture whilst visiting the City Campus?

For many members of the NTU community, this thought would never cross our minds because it doesn't feature as part of our everyday lives. However, this is what it would potentially mean for you if you were a wheelchair user.

- You would need to go back home or visit the nearest wheelchair maintenance store in the city.

- This would mean needing to arrange some form of transportation to collect you and your wheelchair.

- It would mean everything you planned and needed to do e.g. attend work meetings, attend or deliver lectures, complete that report or assignment would all need to be delayed.

- You'd probably start to feel very frustrated and feel under pressure as a result – and being honest you'd probably be thinking that you could really do without it happening, not to mention the unplanned knock-on expense.

During 2020/21 a student wheelchair user found them self in this situation and just so happened to know about NTU's Cycle Workshop and approached them for assistance. The team were more than happy to offer assistance and they were able to fix the puncture. Meaning the student could avoid the negative impacts of the points listed above and just get on with their daily business, empowered by a simple inclusive service solution. This experience got the team thinking, as they recognised the potential positive impact this service could offer to all wheelchair users on or visiting the city campus and as such have made this service a standard part of the NTU Cycle Workshop offer. Inclusive practice, simply through inspired open thinking.

University Shadow Executive Team (USET)

USET was formed in 2021 as a shadow board to the Extended University Executive Team, as part of our commitment to embed diversity and inclusion at the heart of NTU. The membership is deliberately diverse in its demographic profile so that the University Executive Team hears a wide range of views based on lived experiences.

The views of USET members inform considerations about important strategic initiatives and operational issues at NTU, while providing advice and guidance through a diversity and inclusion lens.

Some of the areas USET have consulted on over the past year include:

- NTU's Race Equality Action Plans 2 and 3

- The revised EDI and Dignity and Respect policies

- The review of approach to EDI at NTU

4.0 2021-22 Equality, Diversity and Inclusion Activities

4.1 Activity Spotlights

There have been a number of wide-ranging activities across NTU throughout this past year, including opportunities for NTU students and colleagues to engage with a variety of lived experiences- some have been co-ordinated by the EDI Team, others inspired by individual schools, departments, our employee networks and students. This activity is integral to our approach to EDI at NTU, and enables a wide range of opportunities where all our students and colleagues are encouraged and supported to engage, contribute and learn including:

Race

- **Islamophobia Awareness Month, November 2021** – The School of Arts and Humanities ran a student-led and inspired programme of events to discuss the experiences of Muslim students at NTU and to recognise and celebrate their contributions to our NTU community.

- **Stephen Lawrence Day Commemoration, 22 April 2022** – In partnership with the Stephen Lawrence Foundation, and *Universities for Nottingham* partners University of Nottingham and the City Council we marked the date to raise awareness. NTU illuminated orange the Newton and Arkwright Buildings in commemoration of the life and loss of Stephen Lawrence. **#ALegacyofChange**

Gender

- **International Women's Day, 8 March 2022** – a range of events throughout March explored topics such as the role of male allyship and the ways in which everyone can play a part in supporting gender equality. It looked at the experiences and challenges women have faced, and their successes. #BreaktheBias

- **Women's Staff Network** – with an active membership of over 200 colleagues, the WSN host, and contribute to, a number of events throughout the year that support and raise awareness of issues faced by women at NTU. The network produces a regular newsletter covering health, wellbeing and development, and have worked in partnership with the EDI team to develop initiatives such as the Empower Programme, an annual series of events and workshops aiming to raise awareness and encourage discussion of gendered and intersectional subjects, and to support members of the NTU community to take an active role in striving for equality.

LGBT+

- Members of the employee LGBT+ network and USET have identified the following key areas for development:

  - More inclusive options for gender expression and sexual orientation within NTU systems, in particular iTrent, the university's HR system, and JobTrain, its job application management system. For those employees who identify outside the female / male gender binary, options for "other," "unknown" or "unspecified" are neither accurate nor inclusive.

  - An audit of the name change process in NTU systems, to ensure that once a colleague has changed their name these systems do not revert to the previous name. This intersectional development will support transgender and non-binary colleagues who have chosen a new name; colleagues who use different professional and personal names; or any colleague who has changed their name through marriage or for reasons of personal safety.

  - An HR policy to support transgender and non-binary colleagues who come out and transition at work.

  - A map of inclusive and accessible toilets on each NTU site, including City campus, Clifton campus, Brackenhurst campus, Confetti campus, and the Mansfield Hub.

Disability

- **Hidden Disabilities Staff blogs, December 2021** – colleagues across NTU blogged about their lived experiences of hidden disabilities, published on the NTU Newsroom and website, as part of NTU Disability Month.

- **Purple Partner** – NTU have joined Purple, a leading UK disability support organisation. Purple's mission is to change the conversation about disability and to bring disabled people and employers together. This builds on NTU's ambition to become a Disability Confident Leader as part of the UK Government's scheme to support employers.

- **Calibre Programme** – a leadership development programme specifically designed to help colleagues with disabilities gain the skills and confidence that will enable them to pursue their leadership ambitions. NTU is sponsoring four places for colleagues to take part in the programme.

NTU has worked to align education, awareness and celebrations of a wide variety of annual dates during 2021-22, details can be found in Appendix 2 and 3.

NTU Faith Ambassadors and students who participated in a 'Faith Walk'

NTU Faith

In June 2022, NTU Faith provided an opportunity for students to discover the different places anyone can practise their faith in Nottingham by organising a Faith Walk, exploring the rich diversity and heritage of our multi-cultural, multi-faith city. This event was open to everyone, of any faith or none, and let students interact with local faith leaders at their respective place of worship and reflect on the experience of being amongst a different community from their own.

Jennifer Bell, co-chair of The Disabled Employees Network (DEN)

"DEN's collaboration over the last year with NTU to raise awareness, especially during Disability History Month, has been very positive. We have worked hard with key colleagues in HR and Estates to achieve tangible impacts, such as increased capacity of accessible parking particularly around the City Campus."

4.2 Training provision for employees

NTU has a blended provision of equality, diversity, and inclusion training for employees. The provision includes 30-minute online modules; Introduction to Equality, Inclusion and Respect, Unconscious Bias and Anti-racism and White Privilege.

Table 1 provides the total number of colleagues who have completed the online modules and displays this as a percentage of the workforce as of 12 October 2022.

<table>
<tr><td colspan="2" align="center">Table 1. Online EDI training modules</td></tr>
<tr><th>Online module by title</th><th>Total No. of completions
(based upon 4,582 current employees)</th></tr>
<tr><td>Introduction to Equality, Inclusion and Respect</td><td>3,131 (68.3%)</td></tr>
<tr><td>Unconscious Bias</td><td>3,379 (73.8%)</td></tr>
<tr><td>Anti-racism and White Privilege</td><td>2,945 (64.3%)</td></tr>
</table>

The online modules are supported by interactive webinar sessions to enable broader and reflexive discussions. NTU recognises that training and development which supports the development of our work in EDI is vital to ensure colleagues feel both confident and competent to challenge discrimination and to promote a greater understanding of the issues involved. Additional measures to monitor and review engagement and participation have been put in place for the 22/23 academic year.

In addition to the core offering, NTU provide an annual programme of supplementary training opportunities, some are delivered in-house by the EDI Team, others are co-ordinated by the EDI team who research and commission external experts to provide knowledge, lived experiences and insights into the specialist and broad range of topics. A full list of titles alongside our other education and awareness activities has been made available at Appendix 2 and 3.

4.3 Training provision for students

In 2021/22, the Centre for Students and Community Engagement (CenSCE) team introduced an NTU citizenship module, which was designed to help students reflect on their identity, culture and values, and understand how their sense of self impacts their view of the world around them. The module encompasses NTU's expectations in relation to inclusion and respect.

In addition, a new set of digital resources have been developed and introduced this academic year in the form of an online module, to support students' understanding of anti-racism, led by Dr Deanne Bell (Senior Lecturer in Psychology). Whilst originally intended for students only, a version of the syllabus has also been made available to colleagues.

5.0 Athena Swan

NTU is proud to hold an Athena SWAN Bronze Award. We continue to deliver against the Athena SWAN Institutional Action Plan to drive progress in relation to gender equality at NTU, and work towards an institutional submission for a silver award.

Alongside our institutional award, academic schools and departments are empowered to apply for their own awards. The Department of Psychology and the Department of Sports Science are both bronze award holders, and in 2021-22 the School of Architecture, Design & the Built Environment and Nottingham School of Art & Design both achieved bronze awards; the School of Arts & Humanities has made their submission and are awaiting the outcome. All other Schools have plans in place to apply for their own awards over the next 2-3 years. The Schools' ambition in applying for the awards makes an important contribution to NTU's gender equality work as a whole.

5.1 Women in the Professoriate

A key target of NTU's Athena SWAN work was to increase the representation of women within the professoriate from 28% in 2018 to 35% by 2022. As of September 2022, 37% of our Professors are women. This is an achievement we are incredibly proud of as an institution, one which reflects multiple workstreams and the hard work and tenacity of colleagues across the institution in order to achieve this ambitious goal. We are not complacent however, and work is ongoing to identify NTU's next target for women's representation at Professor level.

5.2 Aurora (Leadership Development Programme)

An important part of enabling women into leadership positions is our funding of twenty places per year for NTU colleagues on the Aurora Programme. The programme is a sector specific leadership development programme for women facilitated by Advance HE. By the summer of 2022, 135 NTU women will have participated in the programme.

After six years of participation, we are now seeing the impacts and value of Aurora. Almost two-thirds of participants are making positive career moves (e.g. promotion, sideways move or secondments). However 46% of NTU Aurora participants reported experiencing barriers in furthering their career (compared to 40%:2021, 62%:2020).

Developmentally, Aurora participants' confidence to apply their leadership skills and take on leadership roles has been increasing over the past 3 years. Furthermore, a consistent and positive percentage of women are putting themselves forward for career advancement activities.

5.3 SOAR

Support of Academic Returners' (SOAR) scheme was introduced in 2019. This provides funding support of up to £5,000 for those academic colleagues returning from more than 26 weeks of a caring leave period (e.g. maternity leave, adoption or shared parental) to aid their research, practice and teaching, and scholarly activities in support of their career progression. The fund is designed to be flexible and can be used in a number of ways, for example to buy-out specific duties and or time of the returner to enable to focus on specific elements of their job role and to cover or contribute to the costs associated with travel to attend conferences or visit collaborators.

Over the last three years SOAR has supported:

- **2019/20** – 3 applications, total awarded for the year **= £11,327**

- **2020/21** – 3 applications, total awarded for the year **= £14,619**

- **2021/22** – 2 applications, total awarded for the year **= £5,300**

In total, since the scheme's inception, it has supported 10 applicants with a collective investment of **£31,246.**

Increase in the representation of women within the professoriate

2018	2022
28%	**35%**

As of September 2022, **37%** of our Professors are women.

6.0 Race Equality Charter (REC)

6.1 Race Equality Action Plan (REAP) 2021-22

Throughout 2019-2020, the Vice-Chancellor listened to the views of students and colleagues from Black, South Asian, South East Asian and other ethnically and culturally diverse communities. These conversations led the University Executive Team (UET) to consult on a draft Race Equality Action Plan (REAP1), a programme of short-term actions to underpin the medium-term achievement of a step change in race equality within NTU. NTU is committed to building upon the work of REAP1 and maintaining its focus and momentum with the Race Equality Action Plan 2 (REAP2), which was launched in December 2021.

6.2 End-of-Year Progress: Race Equality Action Plan (REAP2)

REAP2 is the foundation for the work that is being undertaken by the Race Equality Charter Self-Assessment Team (RECSAT), which is part of NTU's commitment to achieving Advance HE's Race Equality Charter. REAP2 identifies auditing and reporting interventions to ensure that race equality is embedded within NTU practice at all levels.

Workstream 12: Increase participation in the Black Leadership Programme. The 2021/22 Black Leadership Programme (BLP) has recruited 101 participants to take part in this year's programme. An increase of 48 students compared to 2021.

REAP2 has been developed and shaped through a broad consultation and review exercise, encompassing:

- Race Equality Charter Self-Assessment Team (RECSAT) (including NTSU membership)
- University Shadow Executive Team (USET)
- University Executive Team
- Academic Board
- Board of Governors

Workstream 21: Further development of the supportive complaints process: digital platform to report and support complaints. NTU's online Report and Support platform will launch in September 2022, providing a means for students and colleagues to report incidents with confidence, anonymously if they so wish. This platform enables data analysis to be undertaken to identify any systemic issues and action taken to mitigate against the issues re-occurring.

Workstream 22: Learning about curricula de-colonisation Workshops. 175 colleagues from eight Schools attended either the launch and/or the five-workshop series which launched in January 2022.

REAP2 contained 24 areas of work over calendar year 2022, albeit some were initiated within REAP1. Progress has been made against 92% of the plan (22 out of the 24 workstreams) and 14 workstreams have been completed, such as launching NTU's Student Anti-Racism online learning syllabus and a programme of activities to raise awareness and challenge Islamophobia. Progress is being made on a further 8, and two workstreams are behind schedule.

"The "Changing Perceptions" project has been a key area of work for NTU Sport. All sports club committees have engaged in EDI training and the NTU Sport staff team participated in Anti-Racism training. Having a student raise the question 'how could we make disadvantage impossible?' directed the next steps of our challenge – finding the answer to this question is our ultimate goal."

James Hayter, Director of Sport

6.3 Moving forward

NTU is on a much longer and deeper journey to tackle racism and racial inequalities. We have committed to improving Black, Asian and Minority Ethnic representation within our leadership group from 12.9% (2020) to 20% by 2025, it currently stands at 13.4% (+0.5pp). Progress across NTU has been made, but clearly there is more to do.

Some upcoming activities for 2022-23 include:

- **Diversifying the Professoriate** by exploring lived experiences and perceptions of the challenges, and barriers in achieving internal promotion to the professoriate and applying actionable recommendations to inform future promotion processes for 2022/23 onwards.

- **Addressing the attainment gap** between different ethnic groups and in particular Black and White students. Annual impact reporting by all schools will demonstrate how their Success for All initiatives contribute to reducing the gaps in student outcomes.

- **Monitoring our colleague appraisal outcomes** to ascertain whether there are differences in ratings profiles and what might explain any differences; working to understand any trends and putting in place any resultant action as necessary.

- **Decolonising the curriculum** building on work already undertaken, by developing a community of practice and scholarship to explore the legacy of colonisation on the British Academy, facilitating an open space to discuss coloniality of knowledge and providing space for engagement with knowledge, pedagogies, research and rating beyond the Euro-American perspective.

- **Raising the profile of BAME and in particular Black academic and research colleagues** by creating a task and finish group to develop interventions aimed at sharing good practice, increasing profile, and monitoring impact, through the lens of REF (Research Excellence Framework) preparation and academic promotion.

- **An inclusive curriculum toolkit** will be co-designed with cross-disciplinary NTU BAME students and colleagues.

This is the last year that the REAP will stand alone; in future years, many of the actions will be embedded within the Race Equality Charter action plan and more broadly within a wider EDI plan. NTU made its submission for a REC Bronze Award in July 2022 and we are currently awaiting the outcome.

7.0 Policy review and updates

Two revised and simplified policies, the EDI Policy and the Dignity and Respect Policy, have been approved following consultation with key stakeholder groups i.e. Trade Unions and the Staff Networks.

They will both help shape NTU's EDI work in the upcoming years.

8.0 2022/2023 Areas of Focus for Continued Advancement of NTU's Equality, Diversity and Inclusion Work

The EDI agenda continues to be challenging in terms of the depth, breadth and pace that is required to deliver against the strategic agendas; Access and Participation Plan, REC and Athena SWAN action plans, along with the Empowering People theme whereby engaging the diverse voice of our NTU community is a core principle. NTU will continue to build on the EDI work carried out so far, with several initiatives and workstreams in progress, and new opportunities opening up.

The following EDI activities will form the focus for the academic year 2022/2023:

- The creation of an Institutional EDI action plan
- Implementation of new EDI governance
- Implementation of a refreshed approach to the Staff Networks
- Develop and launch REAP 3
- Preparation for the Institutional Athena SWAN Silver Award submission
- Successful submission of the 2022/23 University Mental Health Charter
- Advance current NTU status from Disability Confident Employer to Disability Confident Leader Status

9.0 Summary

2021/22 has been a year in which we are clearly able to evidence that we have made progress in a number of key areas. It is also a time in which we have proactively reviewed our approach to EDI and have started to transition to a holistic university wide approach overseen by a Dean of Diversity. It is an exciting time in which we have listened to what our colleagues have told us and as a consequence are refreshing the approach to our staff networks, including how they operate and access the resources they need to make a difference.

Our work in 2021/22 clearly demonstrates our ongoing commitment to making the University a place where people can talk freely and openly about the challenges they face, share good practise and support each other. In adopting a holistic approach from 2022/23, the aim is to further strengthen our position and deliver against our commitment to be truly inclusive and representative of both our student body and our local community.

EDI Annual Report Supporting Appendices

Appendix 1: Employee and Student Demographic Data

NTU Employee and Student Gender Profile

Year	Group		Women	Men	Unknown
2020-21	Employee	Academic & Research	49.90%	50.10%	
		Professional & Support	62.20%	35.80%	N/A
		Total employee	**58.30%**	**41.70%**	
	Students	Undergraduate	53.48%	46.48%	0.04%
		Postgraduate Taught	56.11%	43.70%	0.19%
		Postgraduate Research	50.42%	48.99%	0.59%
		Total students	**54.45%**	**45.33%**	**0.22%**
2019-20	Employee	Academic & Research	50.30%	49.70%	
		Professional & Support	64.10%	35.90%	N/A
		Total employee	**58.40%**	**41.60%**	
	Students	Undergraduate	54.60%	45.30%	0.10%
		Postgraduate Taught	57.90%	41.80%	0.30%
		Postgraduate Research	50.80%	48.60%	0.60%
		Total students	**55.10%**	**44.80%**	**0.10%**
2018-19	Employee	Academic & Research	50.30%	49.70%	
		Professional & Support	63.0%	37.0%	N/A
		Total employee	**58.0%**	**42.0%**	
	Students	Undergraduate	55.60%	44.30%	0.10%
		Postgraduate Taught	59.10%	40.50%	0.40%
		Postgraduate Research	50.20%	49.30%	0.50%
		Total students	**56.0%**	**43.80%**	**0.20%**
2017-18	Employee	Academic & Research	50.30%	49.70%	
		Professional & Support	62.20%	37.80%	N/A
		Total employee	**57.60%**	**42.40%**	
	Students	Undergraduate	57.40%	42.20%	0.40%
		Postgraduate Taught	59.90%	39.40%	0.70%
		Postgraduate Research	51.20%	48.0%	0.80%
		Total students	**57.70%**	**41.90%**	**0.40%**

NTU Employee and Student Declare Disabled Profile

Year	Group	Declared Disabled	Not Disabled	Unknown
2020-21	Employee	7.70%	71.70%	20.50%
	Student	16.31%	83.58%	0.11%
2019-20	Employee	7.50%	69.50%	23.0%
	Student	15.80%	84.20%	0.0%
2018-19	Employee	5.80%	72.20%	22.0%
	Student	15.80%	84.10%	0.10%
2017-18	Employee	5.60%	77.0%	17.40%
	Student	11.50%	88.40%	0.10%

NTU Employee and Student Ethnicity Profile

Year	Group		BAME						White	Unknown
			Black	Asian	Mixed	Chinese	Arab/other	BAME Total		
2020-21	Employee	Academic & Research	4.20%	6.20%	2.90%	3.30%	2.20%	18.80%	76.80%	4.40%
		Professional & Support	4.60%	4.50%	1.90%	0.70%	0.40%	12.10%	82.70%	5.20%
		Total employee	**4.50%**	**5.20%**	**2.30%**	**1.70%**	**1.10%**	**14.80%**	**80.30%**	**4.90%**
	Students	Undergraduate	9.24%	9.69%	5.53%	1.73%	2.10%	28.30%	70.40%	1.30%
		Postgraduate Taught	12.29%	25.80%	3.40%	4.53%	2.76%	48.76%	49.80%	1.43%
		Postgraduate Research	12.81%	4.86%	2.96%	2.96%	8.81%	42.34%	54.92%	2.73%
		Total students	**9.82%**	**12.37%**	**5.18%**	**2.12%**	**2.33%**	**31.92%**	**66.83%**	**1.37%**
2019-20	Employee	Academic & Research	3.70%	5.70%	2.80%	3.50%	2.10%	17.80%	77.70%	4.50%
		Professional & Support	5.0%	3.70%	1.70%	0.50%	0.40%	11.30%	83.10%	5.60%
		Total employee	**4.40%**	**4.50%**	**2.20%**	**1.80%**	**1.10%**	**14.0%**	**80.90%**	**5.10%**
	Students	Undergraduate	8.10%	9.50%	5.10%	1.30%	1.30%	25.30%	73.70%	1.0%
		Postgraduate Taught	11.30%	24.30%	3.60%	5.30%	2.70%	47.20%	51.80%	1.0%
		Postgraduate Research	11.70%	12.80%	3.90%	2.70%	9.90%	41.0%	56.90%	2.10%
		Total students	**8.70%**	**11.90%**	**4.80%**	**2.0%**	**1.70%**	**29.10%**	**69.90%**	**1.0%**
2018-19	Employee	Academic & Research	3.30%	4.60%	2.30%	3.10%	1.60%	14.90%	80.0%	5.10%
		Professional & Support	4.80%	4.10%	1.40%	0.50%	0.50%	11.40%	84.30%	4.30%
		Total employee	**4.20%**	**4.30%**	**1.80%**	**1.60%**	**1.0%**	**12.80%**	**82.60%**	**4.60%**
	Students	Undergraduate	7.80%	9.40%	4.80%	1.80%	1.10%	24.80%	74.30%	0.90%
		Postgraduate Taught	11.60%	20.60%	3.70%	5.10%	3.30%	44.30%	54.80%	0.90%
		Postgraduate Research	11.30%	12.40%	4.40%	2.70%	11.30%	42.20%	55.90%	1.90%
		Total students	**8.50%**	**11.20%**	**4.60%**	**2.30%**	**1.70%**	**28.40%**	**70.70%**	**0.90%**
2017-18	Employee	Academic & Research	3.0%	4.50%	2.20%	3.0%	1.60%	14.40%	82.30%	3.30%
		Professional & Support	4.70%	4.0%	1.50%	0.50%	0.50%	11.20%	85.40%	3.40%
		Total employee	**4.0%**	**4.20%**	**1.80%**	**1.50%**	**0.90%**	**12.40%**	**84.20%**	**3.40%**
	Students	Undergraduate	7.90%	9.30%	4.90%	1.90%	1.10%	25.20%	74.10%	0.70%
		Postgraduate Taught	11.0%	17.70%	4.30%	5.40%	3.60%	42.10%	57.0%	0.90%
		Postgraduate Research	11.90%	11.70%	4.70%	3.30%	13.00%	44.60%	53.70%	1.70%
		Total students	**8.50%**	**10.70%**	**4.80%**	**2.50%**	**1.80%**	**28.30%**	**71.00%**	**0.70%**

NTU Employee first declared Religion/Belief Profile

Year	No religion	Christian	Other religion*	Unknown
2020-21	41.50%	29.0%	7.70%	21.80%
2019-20	40.3%	28.80%	7.10%	23.80%
2018-19	41.10%	29.70%	6.60%	22.60%
2017-18	41.20%	30.90%	7.0%	20.90%

*includes Muslim, Hindu, Spiritual, Sikh, Buddhist, Jewish, Pagan, and any other religion or belief

**Data in relation to student religion and/or belief is not captured/recorded

Appendix 2

2021-22 EDI Education and Awareness Calendar

Month	Awareness/Celebration
September	National Inclusion Week Rosh Hashana (Jewish New Year)
October	 Hate Crime Awareness week
November	 Islamophobia Awareness Month Diwali (Festival of Light)
December	
January	Martin Luther King Jnr Day
February	LGBT+ History Month Time to Talk Day

Month	Awareness/Celebration
March	 Celebrating Easter International Transgender Day of Visibility
April	Stephen Lawrence Day Commemoration Celebrating Ramadan
May	Mental Health Awareness Week Deaf Awareness Week International Day Against Homophobia, Biphobia and Transphobia
June	Pride
July-August	South Asian Heritage Month

Appendix 3

Mandatory and Supplementary Development Sessions

Development Sessions by Title
Anti-Racism and White Privilege module (essential learning)
Equality, Inclusion and Respect (essential learning)
Unconscious Bias module (essential learning)
Anti-Racism and Allyship Programme
Trans Awareness – The Basics
Introduction to Trans Awareness
Unconscious Bias Webinar
An Introduction to Disability Confident Line Management
Disability Awareness – Epilepsy
Disability Awareness – Dyslexia and Neurodiversity
Disability Awareness – Autism
Disability Awareness – Depression and Anxiety
Disability Awareness – Working with Cancer
Disability Awareness – Chronic Fatigue Syndrome
Disability Awareness – Deaf / Hearing Loss
Conversations for Line Managers – Mental Health

Nottingham Trent University

For further information please visit **ntu.ac.uk/equality** or email **equality@ntu.ac.uk**