Nottingham Trent
University

Equality, Diversity and Inclusion Interim Annual Report 2021–2022

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Date: November 2022

Introduction

This interim report is intended to provide headline information surrounding the progress that we have made over the previous academic year in relation to equality and diversity.

As was the case in 2020/21, the 2021/22 academic year continued to be shaped significantly by the COVID-19 pandemic, however it has also been a year of seeking opportunities to embed EDI at all levels across NTU. This report outlines some of the work we have done so far and is one of the ways we make visible how we are meeting our obligations to recognise diversity and promote equality and inclusion.

2.   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 and non-belief; race and ethnicity; sex; sexual orientation; maternity/pregnancy; and marriage/civil partnership[1].

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 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 used effectively 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:

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[1] Marriage/civil partnership are specific to employment.

- 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.

During the 2021/22 academic year, the University reviewed its two equality objectives originally published in 2017/18. These 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 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.

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).

3.   Governance of Equality, Diversity and Inclusion (EDI)

EDI is delivered and managed through a matrix structure based upon focused strategic priorities and generalised service functions. NTU's EDI work is underpinned by comprehensive action plans, training and development and 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 (REAP), 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' as 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, Chart 1.

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 and will ensure that student and colleague voice is fully integrated within our future governance arrangements.

Chart 1. EDI Strategic Reporting and Governance Structure

Chart 1: EDI strategic reporting and governance structure
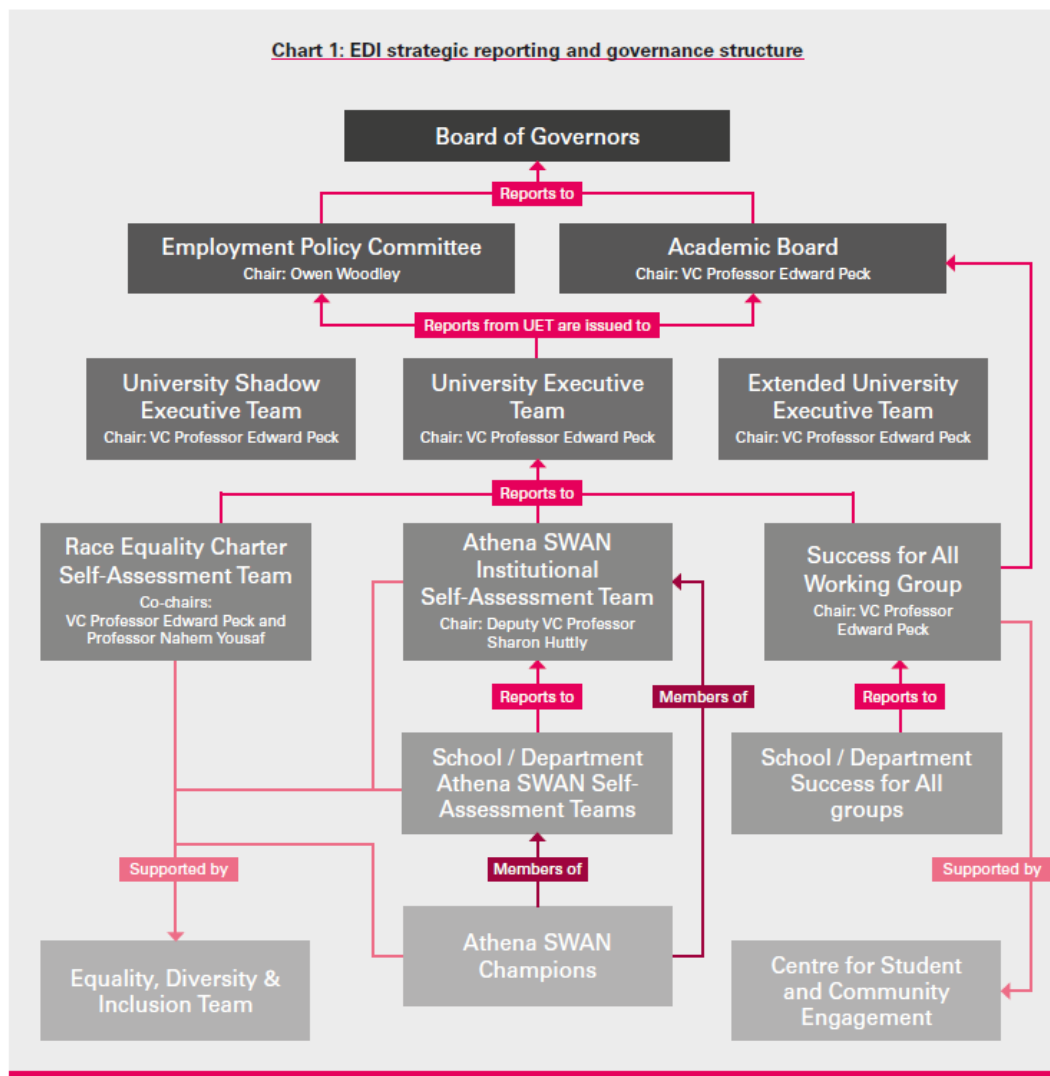
4.   2021/22 Equality, Diversity and Inclusion Activities

4.1   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* (introduced in May 2021).

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

Table 1. Online EDI training modules

Online module by title	Total No. of completions (based upon 4,582 current employees)
Introduction to Equality, Inclusion and Respect	3,131 (68.3%)
Unconscious Bias	3,379 (73.8%)
Anti-racism and White Privilege	2,945 (64.3%)

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 provides an annual programme of supplementary training opportunities. Some are delivered in-house by the EDI Team and others are coordinated by the EDI team which researches and commissions 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.

4.2   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.

4.3 Activity Spotlights

There have been a number of wide-ranging activities across NTU throughout this past year. Some 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, ensuring that there are a wide range of opportunities for our students and colleagues to engage, contribute and learn including;

Race
  o **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.

  o **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

- o **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

- o **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, produce a regular newsletter covering health, wellbeing and development, and have worked in partnership with the EDI team to develop initiatives such as Male Allyship.

LGBT+

- o **Challenging the barriers created by systems –** members of the employee LGBT+ network have worked to support NTU in exploring how to develop additional and more inclusive options for gender expression and sexual orientation within the HR system. For those employees who identify outside the female/male gender binary, options for "other" or "unknown" gender are neither accurate nor inclusive, and the available options for sexual orientation have been reviewed and expanded. Changes to gender and sexual orientation options in iTrent, NTU's HR system, and JobTrain, its job application management system, are in development**.**

- o **Trans Inclusive Development** – work has been done to identify areas that will help transgender and non-binary staff and students overcome systemic obstacles and barriers. This includes recommendations to audit the name change process on NTU systems, developing an HR policy to support transgender and non-binary colleagues who come out at work, and the location of inclusive and accessible toilets on each NTU site.

Disability

- o **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.

- o **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.

- o **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 has sponsored four colleagues to take part in the programme in 2021/22.

5. Athena SWAN

5.1 Athena SWAN submissions

We continue to deliver against the Athena SWAN Institutional Action Plan to drive progress in relation to gender equality at NTU and work towards the Institutional submission. During 2021/22 a further three schools have made their Athena SWAN Award submissions: Architecture, Design and the Built Environment, Nottingham School of Art & Design and Arts & Humanities. The schools' ambition in applying for the awards makes an important contribution to NTU's gender equality work as a whole.

5.2   Athena SWAN Measures

5.2.1 Women in the Professoriate

As part of NTU's Athena SWAN ambition, a target was set to increase the representation of women within the professoriate[2] 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.

5.2.2 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 in 2022 46% of NTU Aurora participants reported experiencing barriers in furthering their career (compared to 40%:2021, 62%:2020).

5.2.3 Support for Academic Returners (SOAR)

'Support for Academic Returners' (SOAR) scheme was introduced in 2019. This provides funding support of up to £5,000 to 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 10 applicants with a collective investment of £31,246.

6.   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

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[2] For the purposes of Athena SWAN the measure used; all staff who are a Professor in their substantive role.

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.

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.

7.   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. Summary

Our interim 2021/22 report highlights that this 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.

Appendix 1: Employee and Student Demographic Data

1.a.   NTU Employee and Student Gender Profile

Year	Group		Women	Men	Unknown
2020-21	Employee	Academic & Research	49.90%	50.10%	N/A
		Professional & Support	64.20%	35.80%	
		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%	N/A
		Professional & Support	64.10%	35.90%	
		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%	N/A
		Professional & Support	63.00%	37.00%	
		Total employee	**58.00%**	**42.00%**	
	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	**56.00%**	**43.80%**	**0.20%**
2017-18	Employee	Academic & Research	50.30%	49.70%	N/A
		Professional & Support	62.20%	37.80%	
		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%	48.00%	0.80%
		Total students	**57.70%**	**41.90%**	**0.40%**

1.b NTU Employee and Student Declared Disabled Profile

Year	Group	Declared Disabled	Not Disabled	Unknown
2020-21	Employee	7.70%	71.70%	20.50%
	Students	16.31%	83.58%	0.11%
2019-20	Employee	7.50%	69.50%	23.00%
	Students	15.80%	84.20%	0.00%
2018-19	Employee	5.80%	72.20%	22.00%
	Students	15.80%	84.10%	0.10%
2017-18	Employee	5.60%	77.00%	17.40%
	Students	11.50%	88.40%	0.10%

1.c 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%	8.18%	42.34%	54.92%	2.73%
		Total students	**9.82%**	**12.37%**	**5.18%**	**2.21%**	**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	*5.00%*	*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%**	**14.00%**	**80.90%**	**5.10%**
	Students	Undergraduate	*8.10%*	*9.50%*	*5.10%*	*1.30%*	*1.30%*	25.30%	73.70%	1.00%
		Postgraduate Taught	*11.30%*	*24.30%*	*3.60%*	*5.30%*	*2.70%*	47.20%	51.80%	1.00%
		Postgraduate Research	*11.70%*	*12.80%*	*3.90%*	*2.70%*	*9.90%*	41.00%	56.90%	2.10%
		Total students	**8.70%**	**11.90%**	**4.80%**	**2.00%**	**1.70%**	**29.10%**	**69.90%**	**1.00%**
2018-19	Employee	Academic & Research	*3.30%*	*4.60%*	*2.30%*	*3.10%*	*1.60%*	14.90%	80.00%	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%**	**1.00%**	**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	*3.00%*	*4.50%*	*2.20%*	*3.00%*	*1.60%*	14.40%	82.30%	3.30%
		Professional & Support	*4.70%*	*4.00%*	*1.50%*	*0.50%*	*0.50%*	11.20%	85.40%	3.40%
		Total employee	**4.00%**	**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	*11.00%*	*17.70%*	*4.30%*	*5.40%*	*3.60%*	42.10%	57.00%	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%**

1.d NTU Employee declared Religion/Belief Profile

Year	No religion	Christian	Other religion*	Unknown
2020-21	41.50%	29.00%	7.70%	21.80%
2019-20	40.30%	28.80%	7.10%	23.80%
2018-19	41.10%	29.70%	6.60%	22.60%
2017-18	41.20%	30.90%	7.00%	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

2021-2022 EDI Education and Awareness Calendar

NTU has worked to align education, awareness and celebrations of a wide variety of annual dates during 2021-22 and they have included:

September 2021
- National Inclusion Week
- Rosh Hashana (Jewish New Year)

October 2021
- Black History Month
- Hate Crime Awareness week

November 2021
- Islamophobia Awareness Month
- International Men's Day
- Diwali (Festival of Light)

December 2021
- International Day for Disabled Persons

January 2022
- Martin Luther King Jnr Day

February 2022
- LGBT+ History Month
- Time to Talk Day

March 2022
- International Women's Day
- Celebrating Easter
- International Transgender Day of Visibility

April 2022
- Stephen Lawrence Day Commemoration
- Celebrating Ramadan

May 2022
- Mental Health Awareness Week
- Deaf Awareness Week
- International Day Against Homophobia, Biphobia and Transphobia

June 2022
- Pride
- Men's Health Week

July 2022
- 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