



## **Athena Swan Silver Application**

September 2025

## Athena Swan Silver Application

### Applicant information

<b>Name of university</b>	<b>Nottingham Trent University</b>
Date of current application	September 2025
Level of previous award	Bronze
Date of previous award	2018
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## Table of Contents

Athena Swan Silver Application .....	1
Applicant information .....	2
Table of Contents .....	3
SECTION 1 Overview of the University and its approach to gender equality .....	5
1.1 Letter of endorsement .....	5
1.2 Description of the University and its context .....	7
1.3 Governance and recognition of Equality, Diversity and Inclusion (EDI) work .....	8
NTU Governance .....	8
‘One NTU’ approach to EDI .....	9
1.4 Development, evaluation and effectiveness of policies .....	11
1.5 Athena Swan self-assessment process .....	12
Evolution of our Self-Assessment Team (SAT) .....	12
Self-assessment for Silver Award submission .....	13
The next 5 years.....	13
SECTION 2 Evaluation of the University’s progress and success.....	14
2.1 Evaluating progress against the previous action plan .....	14
Summary of Key Impacts .....	14
Challenges .....	15
Main learning and outcomes from the evaluation of the action plan .....	15
Bronze Action Plan 2018.....	16
2.2 Evaluating success against the University’s key priorities.....	27
Developing Gender Equality in Academic Schools .....	27
Women in Senior Leadership .....	28
SECTION 3 An assessment of the University’s gender equality context.....	31
3.1 Culture, inclusion and belonging.....	31
Supporting Leadership to Be Inclusive.....	31
A Whole Colleague Approach .....	32
Student belonging .....	34
Student Co-production .....	34
Making our campuses safer .....	35
Gender Diversity .....	36
Supporting caring responsibilities, flexible working and career breaks .....	36
Student data [Appendix 2: 2.1].....	37
Staff Data [Appendix 2: 2.2] .....	37
Staff Pay .....	39
COVID Years .....	39

3.2 Key priorities for future action.....	40
KP1: Comprehensive Integration of Athena Swan work across NTU and into EDI Intersections.....	40
KP3: Comprehensive Development of the Internal Pipeline to Leadership Roles .....	41
KP4: Respect in our Community .....	42
SECTION 4 Action Plan 2025 – 2030 .....	43
APPENDIX 1 Culture Survey Data .....	63
University surveys .....	63
Subunit Surveys.....	67
APPENDIX 2 Mandatory Data Tables .....	70
APPENDIX 3 .....	71
Glossary.....	71

Note:

Terminology used in the presentation of staff and student data reflects whether the data is collected by sex (ref AS Charter V1.5 June 2025) – where we use female (F) / male (M) - or gender – where we use woman (W) / man (M) - or by declared gender identity – where we use (DGI).

Recognising that the language used to represent gender identity evolves regularly, we use the term *Trans and Gender Diverse* (TGD) as the standard nomenclature throughout the document for anyone who identifies with a gender different to that assigned to them at birth. This is the terminology currently used in the published work of our scholars in the LGBTQ+ Health and Wellbeing Research Group, who use it to capture all identities including those who have transitioned and those who have not.

## SECTION 1

# Overview of the University and its approach to gender equality

## 1.1 Letter of endorsement



Ms Dani Glazzard  
Head of Athena Swan  
Advance HE

Steve Denton  
Vice-Chancellor  
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23 September 2025

Dear Ms Glazzard

### **Nottingham Trent University's Athena Swan Silver Submission**

As Vice-Chancellor, I am pleased to provide my support for Nottingham Trent University's (NTU) institutional Athena Swan Silver submission. The significant progress we have made towards gender equality since our 2018 Bronze award reflects a collective, whole University endeavour by the entire NTU student and staff community.

NTU's progress has been driven by our institutional strategic plan - *University, reimagined*, underpinned by our core values – *we are bold, we do the right thing, and we change lives*. As outlined in our submission, our commitment to gender equality extends across our University where subunit awards are now held within each of our 7 academic Schools. This achievement reflects sustained and strategic effort to localise gender equality work throughout the Academy, reinforced by disciplinary level Silver awards held by NTU Psychology and Arts & Humanities.

In 2018 we set out to improve gender balance among our senior staff and have made positive inroads. In 2023/24, women held 52% of senior roles and made up 36% of our professoriate. This exceeded our 2018 ambitions and has been achieved through initiatives such as the Aurora programme, inclusive promotion routes, and updated recruitment practices. Our senior governance structures now show gender parity, with women making up 50% of the Board of Governors, Academic Board, and the University Executive Team.

Our commitment to inclusion reaches beyond gender equality. Alongside our Race Equality Charter Bronze Award, we are a Disability Confident employer and champion LGBTQ+ inclusion as a Stonewall Diversity Champion. As we showcase in our submission, a significant development has been creation of our University Shadow Executive Team (USET) in 2021. USET plays an important role in supporting our executive leadership to reflect on the diversity of our community and has become a respected mechanism – inputting into institutional strategic thinking, the decisions we take, and strengthening how we embed inclusive practice across NTU.

Looking ahead, our 2025–2030 Action Plan sets a clear and ambitious agenda. We will extend the reach of Athena Swan across our Professional Services Directorates – enabling focused, ownership, structured reflection, and local recognition for gender equality action beyond our academic Schools. We will advance intersectional equity, determined that our work reflects the nuanced and overlapping identities of our colleagues and students. Our 'One NTU' approach to EDI, supported by our strengthened EDI governance and recently introduced self-serve data systems for leaders, provides the tools necessary to progress our ambitions further.

*cont./.*

NTU's Athena Swan journey is one of universal commitment, shaped by the voices of our community and underpinned by our values. I am confident that our submission showcases the positive strides we have made since 2018; and through our 2025 – 2030 action plan, NTU will continue to be a champion for, and deliver on, the principles of the Athena Swan.

Yours sincerely

A handwritten signature in black ink that reads "Steve Denton". The signature is written in a cursive, slightly slanted style.

Steve Denton  
Vice-Chancellor

## 1.2 Description of the University and its context

Nottingham Trent University (NTU) is the UK's fourth-largest recruiter of undergraduate students, and seventh-largest overall (HESA, 2023/24). Founded in 1843 as Nottingham Government School of Design, NTU has grown into a comprehensive University that serves as an anchor institution for the East Midlands, recruiting locally, nationally and internationally, and conducting world-leading research.

Currently 25<sup>th</sup> in the Guardian University Guide 2026, and five-time UK 'University of the Year'— voted for by students and major publications like the *Times and Sunday Times Good University Guide* — since receiving our Athena Swan (AS) Bronze award in 2018, other recognition includes: 'University of the Year' (Social Mobility Awards 2019); 'Outstanding Support for Students' (Times Higher Education Awards 2020); Teaching Excellence Framework (TEF) 'Gold' ranking (attained 2018, retained 2023); and 1st in the UK for Employability (Uni Compare 2025).

We have a substantive workforce of c.4,400: 58% female, 11% have declared disability, 19% are from minority ethnic backgrounds. Of our 40,767 students, 55% are female, 30% have declared disability, 36% come from disadvantaged backgrounds, 42% from minority ethnic backgrounds, and 39% are local to Nottinghamshire/East Midlands<sup>1</sup>.

NTU has five campuses, each distinct in subject mix and student community. City and Clifton sites are the largest, followed by our rural Brackenhurst campus. The Mansfield Hub, 15 miles north of Nottingham (opened 2020), serves one of the most socially and educationally deprived UK areas; NTU London, based in Whitechapel (opened 2023), delivers cutting-edge digital media courses.

Academic activity is organised across Schools, with some integration from 2025/26 [Table 1]. All Schools (analogous to "faculties" at many HEIs) have School Executive Teams (SETs) and associated departmental structures.

**Table 1: NTU's Academic Schools**

NTU Academic Schools
Confetti Institute of Creative Technologies (CICT) (integrated into Nottingham School of Art & Design from 1 August 2025)
School of Animal, Rural & Environmental Sciences (ARES)
School of Architecture, Design & Built Environment (ADBE)
School of Arts & Humanities (AAH) (integrated into School of Social Sciences from 1 August 2025)
School of Social Sciences (S3)
School of Science & Technology (SST)
Nottingham Business School (NBS)
Nottingham Law School (NLS)
Nottingham School of Art & Design (NSAD)

<sup>1</sup> Colleague and Student numbers as at 2023/24



**Our priorities are directed by NTU’s *University, reimagined* strategy [Section 3.1]; our core principles – ‘We are bold’, ‘We do the right thing’, and ‘We change lives’ – underpin our values and shape our work. Together, these strategic priorities and ways of working sustain a truly diverse environment: one characterised at every level by fairness, equality and respect, built on personal agency and accountability.**

Our NTU AS Award accelerated gender initiatives across the University, and AS awards are now held in every School [Table 2].

**Table 2: School/Department Athena Swan Awards**

School	Award Level	Date
School of Animal, Rural & Environmental Sciences	Bronze	August 2024
School of Architecture, Design & Built Environment	Bronze	October 2022
School of Arts & Humanities	Silver	July 2023
Nottingham Business School	Bronze	January 2025
Nottingham Law School (NLS)	Bronze	September 2023
Nottingham School of Art & Design	Bronze	November 2022
<b>School of Science &amp; Technology*</b>		
Biosciences	Bronze submission	July 2025
Engineering	Bronze	August 2025
Chemistry & Forensics	Bronze	June 2025
Computing	Bronze – pending corrections	Resubmit Sept 2026
Physics & Mathematics	Bronze submission	July 2025
Sport Science	Bronze Bronze	October 2020 September 2024
<b>School of Social Sciences*</b>		
Criminology & Criminal Justice	Bronze	May 2025
Psychology	Bronze Silver	April 2019 July 2024
Social Work, Care & Community	In progress	Submit Feb 2027
Social & Political Sciences	In progress	Submit Sept 2026
Institute of Health & Allied Professions	In progress	Submit Feb 2027
Nottingham Institute of Education	In progress	Submit Feb 2027

\*Large Schools: Unit submissions made at departmental level

Other charter marks reflect this institutional commitment to our core values, including:

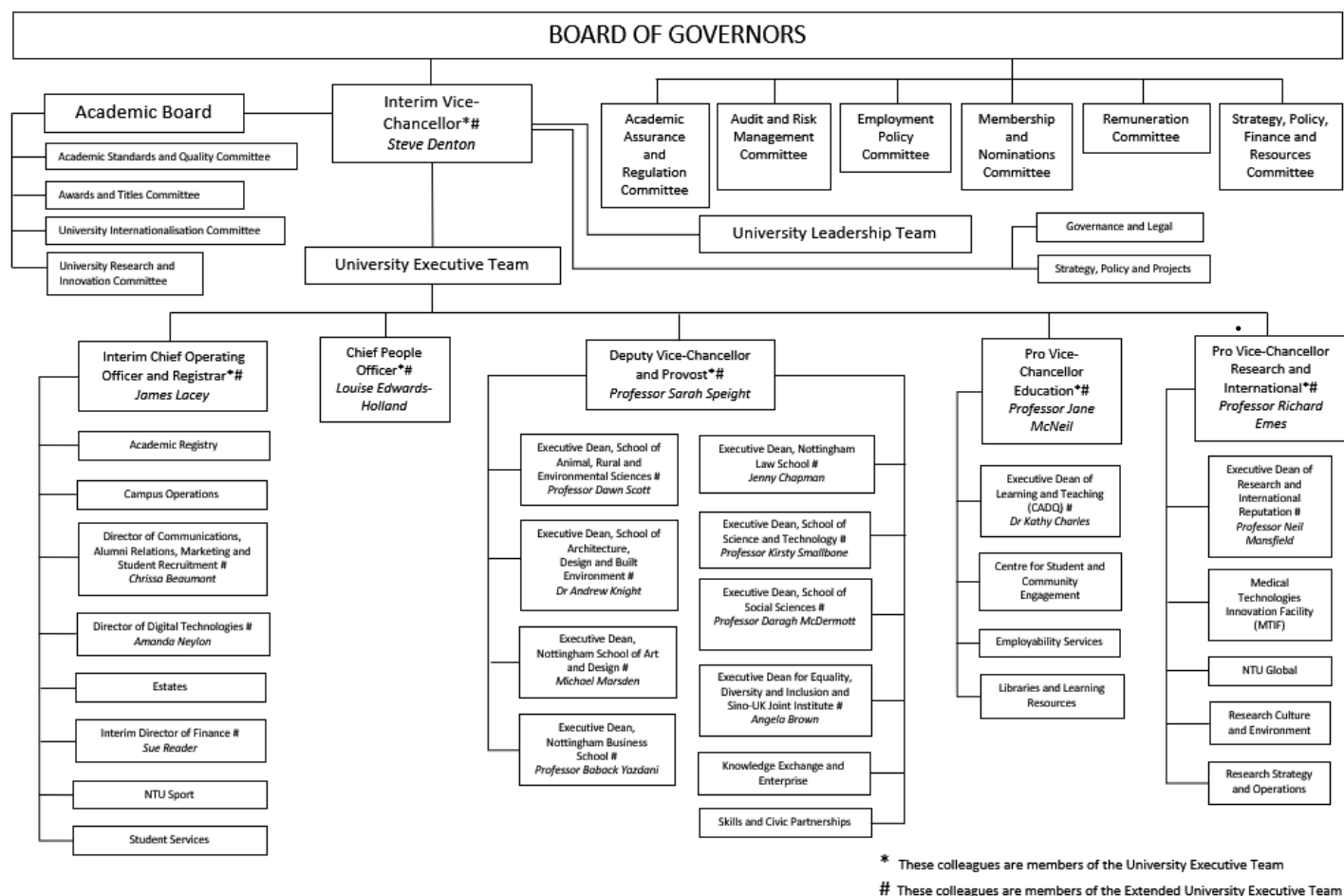
- Race Equality Charter (REC) Bronze Award 2022-2027
- Stonewall (LGBTQ+) – Diversity Champions programme
- Disability Confident employer, Level 2
- University of Sanctuary – 2022 to NTU and University of Nottingham
- Mental Health Charter Award 2025-2030

### 1.3 Governance and recognition of Equality, Diversity and Inclusion (EDI) work

#### NTU Governance

Together, our Board of Governors and sub-committees (50% female, including Chair of Board), University Executive Team (UET – 50% female), and Academic Board (50% female) are responsible for the governance of NTU [Figure 1 below]. UET is supported by the Extended University Executive Team (EUET – 50% female) and University Shadow Executive Team (USET – 67% women). EUET membership includes Executive Deans of EDI and Schools, and Professional Services (PS) Directors. USET, established in 2021 [Section 3.1] with membership from across our colleague community, provides UET/EUET with diverse perspectives from lived experience, informing institutional decision-making.

**Figure 1: Organisational Structure**



## 'One NTU' approach to EDI



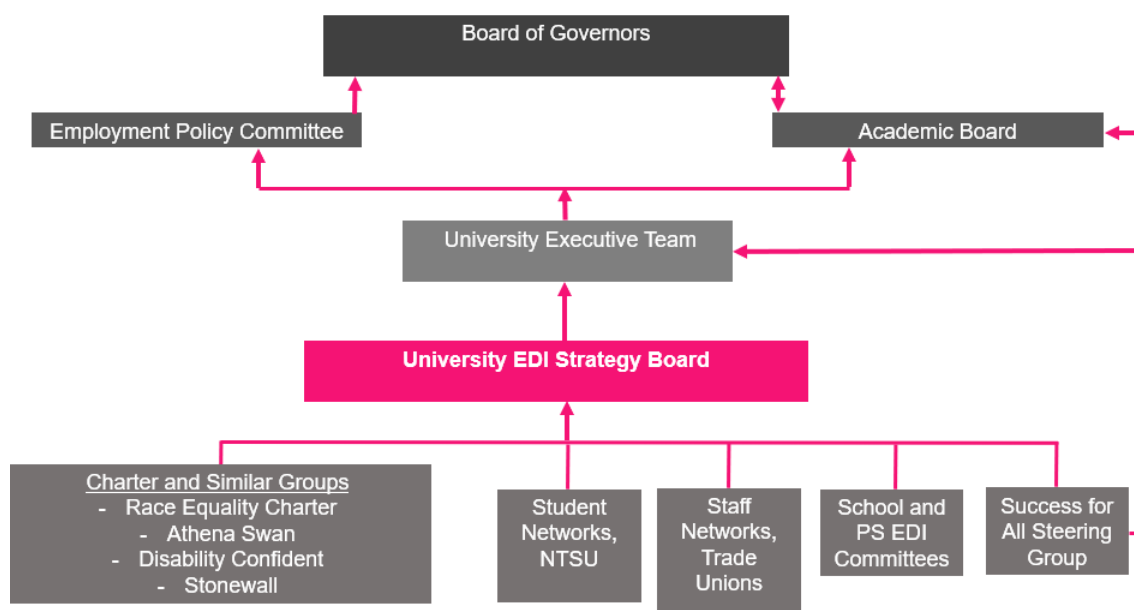
**Following an exploratory 2022 review considering the University's next steps in its EDI development, we introduced 'One NTU': positioning EDI at the heart of everything we do, and fostering a culture where colleagues and students can feel assured and comfortable discussing EDI-related matters openly.**

We have:

- Appointed an Executive Dean for EDI, reporting to the Deputy Vice-Chancellor & Provost (DVC), providing dedicated senior leadership to help drive forward our ambitions.
- Relocated the EDI team into the DVC's Directorate and expanded their remit to include students.
- Implemented (2023/24) an EDI Strategy Board, responsible for development of the long-term EDI Plan.
- Co-created our University-wide EDI Plan '*Inclusion in Action: Empowering People and Embracing Diversity*' with our colleagues, students and stakeholders.

EDI strategic focus is directed towards our diverse University community; our inclusive environment and culture; and how we embed diversity and inclusion.

**Figure 2: EDI governance, from 2023/24**



The EDI Strategy Board [Figure 2]:

- Leads development and delivery of the EDI strategy and plan.
- Reports annually to UET on progress and impacts of the plan.
- Will provide meeting minutes to EUET/USET from 2025/26.
- Acts as conduit to - and receives/provides reports to - formal NTU bodies including focus steering committees (e.g. AS/SAT; Success for All), Staff Networks, and other related workstreams.
- Ensures a 'One NTU' approach to EDI, reflecting the needs of our whole University and wider community.

Senior leadership spearheads our 'One NTU' ethos. Our Chief Operating Officer and Registrar leads an EDI subgroup group across NTU Professional Services. Meeting monthly, the group shares initiatives supporting development and promotion of underrepresented colleagues across PS portfolios (60% of PS Departments led by female colleagues).

Reporting on gender and other EDI KPIs is embedded in bi-annual planning. EDI priorities are embedded in management practice, HR People Plans (workforce plans for recruitment, development, progression and promotion) across all areas, and My Academic Portfolio (MAP – our academic work allocation system). Gender impacts are considered in academic and service planning, delivery and practice.

Our commitment to EDI is evidenced through investment in leadership, development, training and infrastructure. Examples include: leadership initiatives (e.g. USET); policy entitlements needing financial support to implement (e.g. day one maternity/paternity leave/pay); Aurora; Where Women Work, an initiative supporting positive action; Support of Academic Returners; Unconscious Bias/Trans and Gender Diverse training; and Estate (e.g. non-gendered facilities and initiatives such as *Safe Spaces on Campus*).

The EDI team supports Schools in their EDI ambitions. School Action Plans – through which most strategic actions are delivered – always include EDI actions. School EDI Champions lead local EDI activities and report to SETs; EDI work is acknowledged in performance appraisal for colleagues appointed to such roles.

## 1.4 Development, evaluation and effectiveness of policies

Human Resources (HR), custodians of Colleague Information Topics (CITs – include policy, guidance and processes), update and develop CITs in line with legislative change (e.g. leave/pay entitlement). Biennial review includes benchmarking to assess what other HEIs and regional employers offer, and whether NTU is market competitive and doing the right thing by our employees.



**In 2023 we increased maternity pay to 18 weeks full pay equivalent/statutory pay for remaining period up to the 39th week, and entitlement from day one of employment.**

There are other examples (e.g. Neonatal Care Leave, Adoption Leave) whereby our employee offer exceeds both statutory requirement and that of many employers (e.g. extending day one employment rights, linked directly to our principle of '*Doing the Right Thing*'). HR also create new topic information covering concerns such as domestic abuse, menopause, and suicide prevention to support colleagues facing significant life events.

HR's Policy Review Forum (HRPRF) meet bi-monthly to consider CITs. Membership includes representation from all Staff Network groups [Section 3.1], EDI, HR Business Partnering, Management, and our three recognised Trade Unions (GMB, UCU, UNISON). Network representation reflects NTU's strong base of colleague voice and communities of experience helping to shape approaches before implementation (e.g. *Developing Trans Inclusion Guidance*, improving performance, and hybrid working). Overall, HRPRF ensures that representative views from across our workforce are heard when considering content and gathers feedback from stakeholders on effectiveness of CITs and how these have been received by colleagues.

CITs relating to equality analysis, guidance and process, are supported through EDI (represented on HRPRF). Equality analysis is required for all new or updated policies, procedures, activities and services affecting students, colleagues or visitors, and are regularly reviewed to take account of circumstantial changes and impact of national policy and legislation.

*Illustrative Example: Impact of HRPRF*

### **Developing Trans Inclusion Guidance**

The EDI Team with advice from Stonewall informed content, terminology and structure of a draft document, alongside knowledge of other institutions' approach and information in the public domain. Our LGBTQ+ and Women's Network Groups were invited to consider the initial draft, with feedback leading to extensive iterative revision before a final draft was agreed and shared with our three joint Trade Unions for comment.

After final sign-off by UET, release to all colleagues included opportunity to feedback, which generated universal approval. Commitment to review the guidance again after 12 months, made at the outset, allowed time for the guidance to be embedded, and evolving terminology and content to be considered. Network Groups were invited to provide feedback again; University-wide communication informed colleagues of wider feedback opportunity.

*Note: Supreme Court gender ruling April 2025 [KP2 Objective 2.2]*

Questions addressing terms and conditions of employment and employment practice are asked routinely by colleagues via monthly, livestreamed, Vice-Chancellor’s Q&A – typically c.1,000 colleagues join in real time – and prompt immediate action where appropriate. Annual local negotiations on pay, terms and conditions are also informed by questions raised in these fora. Colleagues are invited to feedback directly to any member of UET.

Student-facing policies are developed in consultation through specific student focus groups or by engaging with student representatives within NTU’s governance structures and undergo thorough equality impact analysis (EIA). All policies relating to academic standards are considered and approved by the Academic Standards and Quality Committee (ASQC). Other student-facing policies (e.g. Student Code of Behaviour) are considered/approved through Academic Board – the senior academic committee of the University. Student policies are endorsed by UET; all are formally cyclically reviewed.

### 1.5 Athena Swan self-assessment process

#### Evolution of our Self-Assessment Team (SAT)

Emerging from COVID, along with repositioning EDI and focus on supporting colleagues and students (who were facing new financial pressures compounding their anxiety to achieve academically while trying to sustain personal wellbeing), meant we needed to adapt how we delivered our priorities.

Our SAT is core to our AS successes. Since the start of our AS journey in 2015, it has evolved to both reduce overall membership, while increasing PS representation [Table 3]. With breadth of experience [Table 4] across membership and insight to drive initiatives across NTU, SAT has supported successful local award development and championed University-wide acceleration of our AS plans. SAT meetings provided opportunities for discussion and challenge.

**Table 3: Evolution of SAT**

Membership	Headcount 2015	Headcount 2018	Headcount 2025	Movement since 2018
Male	4 (15%)	7	5 (23%)	-2
Female	22 (85%)	20	17 (77%)	-3
<b>Total</b>	<b>26</b>	<b>27</b>	<b>22</b>	<b>-5</b>
Academic Voice	12	16	13	-3
Professional Services Voice	10	6	9	+3

**Table 4: Colleague NTU roles represented across SAT membership 2025**

No.	Role	No.	Role
19	Full-time (FT)	13	Academic
3	Part-time (PT)	9	Professional Services (PS)
SAT members bring multiple experiences to the team			
2	University Executive Team (UET)	5	Early career
2	Extended UET (EUET)	7	Mid-career
2	University Leadership Team (ULT)	10	Established senior position
7	Experience of flexible working or PT		
9	Experience of maternal/paternal/SPL		
8	Experience of caring responsibilities		

## Self-assessment for Silver Award submission

Collaborative authoring of our Silver Award submission began in 2022/23. In May 2024 the SAT reviewed and noted progress but recognised further consolidation was needed considering our transformed approach to EDI (EDI Plan launching that autumn). This led to a submission extension request and approval. An AS Steering group (subgroup of the SAT) established (August 2024) to lead this process has since met 9 times, and further 12 times in working sets. Consultation on key priority areas included:

- The EDI Strategy Board
- Co-leads of Staff Networks
- USET
- EUET
- SAT and School Champions' Group

In developing our 2025 AS Action Plan – acknowledging distinct experiences of the intersection of race with gender in HE for both staff and students – we have integrated elements from the REC Action Plan and will implement opportunities to co-produce actions addressing multiple EDI characteristics in an intersectional manner. [\[KP1 Objective 1.2\]](#)

## The next 5 years

Our SAT will maintain senior leadership and voice at the centre of NTU Governance, and build on our strong connectivity to the 'One NTU' approach set out through EDI. The new Chair of SAT is Executive Dean of EDI and member of EUET. Membership includes both the DVC and Chief People Officer (lead for *Empowering People* strategic theme, and member of EDI Strategy Board).

Along with strengthened voice of PS, SAT membership will continue to include School AS Champions, who bring their link into local EDI Committees (which include students thus securing the link to the student body) and SETs, and connect the breadth of work taking place across Schools. We will hold the SAT under review, acknowledging its insight into our strengths and where we could do better, as we work together to deliver our next AS Plan. We recognise the need to embed our AS governance and operations within EDI updated governance structures. [\[KP1 Objective 1.1\]](#)

## SECTION 2

### Evaluation of the University's progress and success

#### 2.1 Evaluating progress against the previous action plan

Events such as the COVID pandemic and extant financial pressures are difficult to quantify (e.g. vacancy management processes and Mutually Agreed Resignation Schemes have been required, utilising EIAs). Reprioritised activities meant some actions took longer to deliver, others longer to realise success, or success measures were not wholly within our control. However, we have taken significant strides in progressing gender equality across the breadth of our activity. Of 33 action points: 29 are green, 3 amber, 1 red [Table 5 and 2018 Action Plan pg. 16-26].

**Table 5: RAG rated Action Points**

Action Plan	Green	Amber	Red
Self-assessment process	2		
Picture of the Institution	4		1 (AP3)
Supporting and advancing women's careers	13	3 (APs12,13,21)	
Organisation and culture	7		
Supporting Trans & Gender Diverse (TGD) people	3		
<b>Total Actions 33</b>	<b>29</b>	<b>3</b>	<b>1</b>

#### Summary of Key Impacts

The impact of our comprehensive approach to gender equality [AP1&2] is clear – it has both embedded a culture of gender equality across NTU and been fundamental in delivery of our AS ambitions.

As a result of implementing initiatives across a wide range of areas and consequent impact of our actions – from improving recruitment practices [AP12&13], promoting and advancing women's career development opportunities [AP14&15], introducing family friendly policies [AP17&19] and supporting colleagues returning from parental leave [AP16&18] – combined with ongoing endeavour to drive good practice across all these areas – we see:



**58% of our entire workforce (52% of leadership positions) are women; we have near parity of female representation across senior committees of the University [AP22]; and representation of female colleagues within NTU's professoriate exceeds the institutional KPI target we set ourselves in 2018/19 (2023/24: 36%) [AP4].**

Although increasing external applications from women to senior roles has been more challenging than anticipated – with fewer recruitment opportunities available – we have achieved notable improvement through internal promotion.

Rooted through our Strategy, *University, reimagined*, and the aligned 'One NTU' approach to EDI, we have a lived experience of inclusivity at NTU. This is underpinned by initiatives such as mandatory training that supports cultural change [AP8,9&10] including particular focus on Trans and Gender Diverse (TGD) inclusivity [AP29&30]; visible and tangible inclusivity demonstrated in the events we promote and celebrate [AP23,26&27]; and the accessibility of our built environment [AP30].

Further discussion of progress is provided in Section 2.2 which follows.

## Challenges

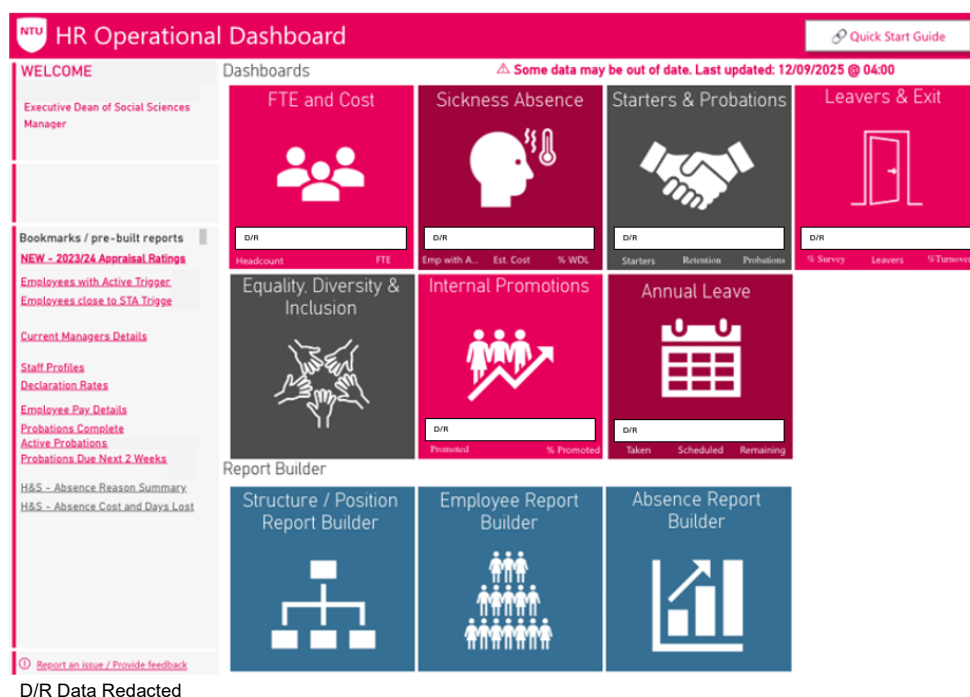
Institutional action addressing male senior lecturer (SL) retention and progression in specific Schools [AP3] was suspended during COVID. Following discussion of how this could be progressed, and views that localised approaches may see more traction, attention was focused through NSAD's AS action plan (AS Bronze awarded 2022). Findings to inform approaches in other Schools. Notwithstanding this, the proportion of male SLs in the Schools has risen (from 35.8% in 2018/19 to 42% 2023/24).

With childcare providers unable to offer preferential rates [AP21], and otherwise recommending provision beyond scope, our Parents & Carers Staff Network (established 2023) is empowering colleagues to share experiences and support one another. For example, the Network has developed and delivers mentor training under NTU's Maternity Mentor scheme providing trained mentors to help colleagues preparing for/returning from maternity leave to manage the transition effectively.

## Main learning and outcomes from the evaluation of the action plan

Notwithstanding EDI organisational changes [Section 1.3], EDI at NTU has evolved over the last 5 years to embed a holistic and intersectional approach across our work. Our systems and governance support provision of sophisticated evidence. September 2024 saw management dashboard access rolled out to Schools/PS providing real-time workforce data including EDI metrics [Figure 3].

**Figure 3: HR Management Dashboard**



Building on our 'One NTU' vision, we have identified areas of strategic focus for EDI [Section 1.3]. Our AS Action Plan key priorities (also REC action plan and in the next 2 years LGBTQ+ and Disability plans) speak to these areas. In this context, whilst maintaining the importance of gender specific AS priorities and action plan [Sections 3.2 and 4], we have also focused some of our AS energy to ensure synergies across plans help to elevate the strategic focus overall. [KP1 Objective 1.2]

## Bronze Action Plan 2018

At the time of achieving our Award in 2018, NTU Schools were structured under 3 Colleges. From 2019/20, the College structure was dismantled, increasing autonomy within Schools. Previous structures (e.g. College reviews/workforce planning) now reside at University or School level and are reported as such here. Our action plan has been a dynamic point of reference. It reflects activity taken place over the life cycle of this submission. Some actions were revisited both in response to changes in the institutional context and in adjustment to a post-COVID environment. Some actions points have combined through symbiotic delivery, impact and success measures.

Application Section 3. The Self-Assessment Process			
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.1 &amp; 2 High</b> 3(iii) Plans for the future.	<p>Advance NTU's Athena Swan journey at School level.</p> <ul style="list-style-type: none"> <li>Secure funding to buyout 0.2 FTE for AS Champions</li> <li>Appoint School Champions</li> <li>Develop support programme</li> <li>Develop programme of AS School/Dept submissions starting April 2019 onward</li> <li>Publish NTU AS submission</li> </ul>	<p><b>No.1 &amp; 2</b> (Composite objectives &amp; actions leading to output/success measures)</p> <ul style="list-style-type: none"> <li>Funding secured; Champions in post (November 2018)</li> <li>Support programme implemented and ongoing</li> <li>Schedule for AS School/Dept level awards in place.</li> <li>AS submission published on NTU website (2018)</li> </ul>	<p>The impact of a comprehensive approach to gender equality has been clear – it has resulted in both an embedded culture of gender equality across NTU and has been fundamental to enabling us to deliver our AS agenda these past five years.</p> <p>All Schools have Champions who lead EDI Committees within Schools, and report into SETs. Since 2018 0.2 FTE funding for each School to support 'championing' roles. All Schools now hold an AS award [Section 1.2, Table 2] School/Dept submissions published for NTU colleagues /students to access.</p>
Application Section 4. A picture of the Institution			
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.3 Medium</b> 4.1(i) Academic pipeline  <b>REVISED</b>	<ul style="list-style-type: none"> <li>Reduce leaky male pipeline within AHSSBL Schools between RA to SL grades.</li> <li>Identify why male pipeline within AHSSBL areas RA to SL appears to be leaking</li> <li>Ensure sustainability of male retention and progression - now embedded in NSAD's Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>Review male pipeline within AHSSBL areas RA to SL.</li> <li>Share findings / recommendations to inform local AHSSBL Action Plans / workforce strategies.</li> </ul> <p>NSAD findings to be shared with Schools to inform locally tailored approaches.</p>	<p>Embedded in NSAD's Action Plan, Item 4B 4.15 (Bronze Award 2022). Survey conducted Winter 2022. Findings/recommendations implemented Spring 2023. Impacts to be monitored 2024/25. NSAD findings to be shared with other Schools to inform tailored approaches.</p> <p>Notwithstanding this, the proportion of men in AHSSBL Schools at SL has risen (2018: 38.5%; 42% 2023/24).</p>

Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact																											
<b>No.4 High</b> 4.1(i) Academic pipeline 5.1(i) Recruitment & (iii) Promotion	<ul style="list-style-type: none"> <li>Address persistent underrepresentation of women at Assoc Prof and Prof levels across STEM &amp; AHSSBL disciplines.</li> <li>Implement programme of Academic Career Advancement workshops targeted at women at SL to promote 'academic career advancement' from SL to Assoc Prof and above.</li> <li>Implement a Prof Potential Pipeline (PPP) Scheme</li> </ul>	<ul style="list-style-type: none"> <li>Institutional KPI: Increase percentage representation of women within NTU professoriate to 32% by 2022/23.</li> <li>Increase percentage of applications received from women through academic promotion [Assoc Prof to Prof roles]</li> </ul> <p><i>5-year aggregated data to 2016/17: 12 female applications; 4 promoted to Prof.</i></p>	<p>One of the impacts of our concentrated efforts to enhance support for women's career development is seen in the increased representation of women within NTU professoriate – this exceeds the institutional KPI target: 2023/24: 36%.</p> <p><u>Female Applications &amp; Promotions - Assoc Prof to Prof (2018-2025)</u></p> <table border="1"> <thead> <tr> <th>Year</th> <th>No. Applicants</th> <th>Promotion to Prof</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>4</td> <td>3</td> </tr> <tr> <td>2018/19</td> <td>3</td> <td>2</td> </tr> <tr> <td>2019/20</td> <td>7</td> <td>5</td> </tr> <tr> <td>2020/21</td> <td>7</td> <td>7</td> </tr> <tr> <td>2021/22</td> <td>6</td> <td>4</td> </tr> <tr> <td>2022/23</td> <td>7</td> <td>1</td> </tr> <tr> <td>2023/24</td> <td>8</td> <td>3</td> </tr> <tr> <td>2024/25</td> <td>11</td> <td>Not yet known</td> </tr> </tbody> </table> <p>[Also see <b>No.22</b> Near gender parity across senior management and influential committees]</p> <p>Women in Higher Education Network (WHEN) career accelerator programme pilot project (Summer 2025): Reviewing 20 promotion applications across 2 Schools (M&amp;F) to better understand the equity &amp; efficacy of our promotions process for women.</p>	Year	No. Applicants	Promotion to Prof	2017/18	4	3	2018/19	3	2	2019/20	7	5	2020/21	7	7	2021/22	6	4	2022/23	7	1	2023/24	8	3	2024/25	11	Not yet known
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Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact																											
<b>No.5 High/Medium</b> 4.1 Intersectionality	<ul style="list-style-type: none"> <li>Achieve Race Equality Charter award</li> <li>Recruit EDI (Race) officer</li> <li>Create sponsorship opportunity via Advanced HE Diversifying Leadership Black, Asian &amp; Minority Ethnic programme for staff in partnership with our staff network</li> </ul>	<ul style="list-style-type: none"> <li>Achieve Race Equality Charter award</li> </ul>	<p>Race Equality Charter Bronze award achieved 2022. Charter awards – such as REC – signify commitment to our values and uphold continued improvement [Section 1.2]. Awards include:</p> <ul style="list-style-type: none"> <li>Stonewall (LGBTQ+) – member of Diversity Champions programme</li> <li>Disability Confident employer, Level 2</li> </ul>																											

	REACH (Race, Ethnicity and Cultural Heritage).		University of Sanctuary – 2022 to NTU and University of Nottingham Colleagues have also been sponsored to undertake the Advance HE Diversifying Leadership Programme  Student facing: Mental Health Charter – 2025-2030 Black Leadership Programme BLP (Students) - a collaboration between NTU & NTSU, for 2 <sup>nd</sup> year Black heritage students to support development of leadership skills; students have the option to connect with a Black mentor who will support and guide them throughout the university journey and beyond. [Section 3.1 Student Belonging]
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.6a</b> <b>Medium</b> 4.1(ii) Academic Researchers on Fixed-term Contracts	Reduce use of fixed-term contracts and/or create transition opportunities for sustainable and stable employment and Researcher security.	Reduce use of fixed-term contracts Develop workforce planning strategies	Fixed term contracts (FTCs) for academic staff overall fallen from 12.0% (2018) to 10% (2023/24). Use of FTC's is driven by the nature of time limited research funding. We are content that this is a proportionate balance for us. Use of FTC's must meet the legal requirement for the contract to be time limited. HR People Plans (workforce & succession planning) incl. recruitment, development, progression & promotion across Schools/PS Departments in place & considered in bi-annual (Spring/Autum) review & planning.
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.6b</b> <b>Low</b> 4.1(iv) Academic Leavers	Understand why staff are leaving <ul style="list-style-type: none"> <li>• Improve data relating to leavers</li> <li>• Identify missed opportunities in relation to gender</li> <li>• Insight gained to inform policy and practice in relation to gender equality and retaining talent.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase percentage of exit surveys completed from ≤10% (2018) to ≥30% (2022)</li> <li>• Annual data report made available by area to Executive Deans and School Champions</li> </ul>	Leavers' survey redeveloped & systemised; implemented 2021. Pilot: July 2021 to April 2022, Evaluation considered 430 leavers. Completion rate 24.7% Feb 2024: 30.1% Feb 2025: 32% Annual data report made available by area to Executive Deans & School Champions; relevant feedback shared enabling areas of concern to be identified and addressed. Data included in the annual workforce report to UET/ EPC.

Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.7 Medium</b> 4.1(v) Equal Pay	Ethnicity Pay Gap data published as part of statutory duty for gender pay gap reporting by 2019. Expand gender pay gap activities to include ethnicity pay gap monitoring.	Ethnicity pay gap and intersectional data published in annual Gender Pay Gap report	Ethnicity pay gap data published since 2020 (2019 data reporting); Disability pay gap data published since 2022 (2021 data). Both included in pay gap action plan. Ethnicity pay gap and intersectional data published in annual Gender Pay Gap report. Report published to staff (Section 3.1).  NTU has made progress narrowing pay gaps, consistent with the changing profile of our workforce. Key focus (EDI Plan) continues on growing representation of ethnic minority and disabled colleagues in roles in the upper middle and upper pay quarters incl. professors, associate professors, heads of area and heads of service, as well as highly skilled and technical roles in PS. e.g. HR worked with Estates Dept. to review profile/career aspirations of colleagues in lowest quartile to understand how we can support career development.

**Application Section 5. Supporting and Advancing Women's Careers**

Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No. 8, 10 &amp; 11 High</b> 5.1(i) Recruitment & (iii) Promotions 5.3(i) Training 5.6(i) Culture & (ii) HR policy	Mandatory training to drive and support cultural change. <ul style="list-style-type: none"> <li>Mandatory Training (delivered Online &amp; through workshops):</li> <li>UB Unconscious Bias</li> <li>EDI</li> <li>Selection &amp; Recruitment (by recruitment panels)</li> <li>Appraisee/Appraiser (by leaders)</li> <li>Application of Policy to increase awareness, drive and support cultural change.</li> </ul>	<b>No. 8, 10 &amp; 11</b> (Composite objectives & actions leading to output/success measures) <ul style="list-style-type: none"> <li>Institutional KPI: Completion of mandatory training by staff incl. 3-year refresher training:</li> <li>Reward policy changed to connect completion of mandatory training to appraisal performance ratings.</li> </ul>	We have a lived experience of inclusivity at NTU underpinned by initiatives such as the mandatory training that continues to drive cultural change.  Initially focused on only UB including supplementary face to face training for line managers: 2019 UB completion rate 48% 2022/23 UB Completion rate 81.8% (+33.8pp)  Since 2024/25 Essential learning (UB & EDI) completion linked to appraisal; colleagues cannot achieve bonus payment if they have outstanding essential learning. New training platform, Thrive, enables detailed analysis of completion rates (top-level to granular - teams & individuals). Completion data (at April 2025)

			UB & EDI: 99.9% completion Appraisee/Appraiser: 99.6% completion by leaders Selection & Recruitment training implemented 2023; mandatory for interview panel chairs (147 colleagues trained over 2023 & 2024). Following review, recruitment requirements integrated in mandatory EDI Essential learning (UB), supplemented by extensive inclusive hiring toolkit for hiring managers (also available to all staff).
Action Point	Objective and planned actions	Output/Success Measure	RAG
<b>No.9</b> <b>Medium</b> 5.1(ii) Induction	Review induction process	Analysis and review of induction conducted as part of review of our onboarding process.	Streamlined communication through upgrade to the JobTrain system & portal. JobTrain portal shares a welcome note from NTU's VC & information e.g. EDI commitments, also specific to the School /Department. Revised 'New Colleague Welcome Event' Implemented 2024. New starter survey launched March 2025, data shared with relevant parties. Feedback shows onboarding experience seen as informative, clear and welcoming. Welcome Event data shows that 100% of attendees who responded, would recommend the Welcome Event to a new colleague.
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.12 &amp; 13</b> <b>High</b> 5.1(i) Recruitment & 5.5 (i)-(ix) Flexible working & managing career breaks 4.1(v) Equal Pay	Increase number of applications received from women for advertised academic roles, particularly for senior academic roles. <ul style="list-style-type: none"> <li>Pilot alternative advertising platform directly targeting women: <i>Where Women Work</i>.</li> <li>Roll out Recruitment and Selection Training.</li> <li>Policy change within employer branding to eliminate implicit bias (gender and Black, Asian &amp; Minority Ethnic); e.g. language and imagery used.</li> </ul>	<b>No. 12 &amp; 13</b> (Composite objectives & actions leading to output/success measures) <ul style="list-style-type: none"> <li>By 2020 increase the number of applications received from women by 5%.</li> <li>Aspiration that over the lifespan of the AS Action Plan a 20% increase can be realised.</li> </ul> Aggregated data 2012/13 - 2016/17 for Female applications to senior roles: Prof 28.4% Assoc/Prof 22.8% Assoc Prof 18.2% Principal Lecturer 30.2%	Increasing external applications from women to senior roles has been more challenging than anticipated; fewer recruitment opportunities have been driven by financial considerations. We have extensively revised recruitment practice & career development opportunity, incl. introduction of HR People Plans for all areas. Notable improvement through internal promotion; 58% of entire workforce - 52% of leadership roles - held by females. Revised recruitment practices & enhanced career development/support include: <ul style="list-style-type: none"> <li>We adhere to Fawcett Society principles for recruiting senior women in particular e.g. recent VC recruitment (all key personnel had development including coaching)</li> </ul>

	<ul style="list-style-type: none"> <li>• Celebrate and raise the profile of women at NTU.</li> <li>• Promote gender equality activity e.g.: AS Commitments, Action Plan, International Women's Day.</li> </ul>		<ul style="list-style-type: none"> <li>• Executive Resourcing Provider must ensure diversity is a KPI in service delivery, and T&amp;Cs of contract.</li> <li>• <i>Where Women Work</i> partnership established.</li> <li>• Recruitment and Selection Training incl. Inclusive hiring toolkit</li> <li>• Gender-decoder tool used in job descriptions to reduce bias through <i>gendered language</i>.</li> <li>• Roles promoted e.g. WISE (Women in Science and Engineering) network to circulate Job adverts.</li> <li>• Champion NTU role models within content for new vacancy campaign and media #ISeePossibilities.</li> <li>• Employee case studies: family friendly, flexible working offer used throughout NTU communication channels internal and external.</li> </ul>
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.14 High</b> 5.1(iii) Promotion & 5.3(iii) Career development: academic staff 4.1(iv) Academic leavers	Establish a 'Women in the Academy' programme to support career development. <ul style="list-style-type: none"> <li>• Deliver programme incl. networking opportunities, share knowledge &amp; practice; include topics such as readiness for academic promotion.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic lead as Chair of Women in the Academy to oversee a programme of work in place (2018/19)</li> <li>• Target 5 sessions per year</li> </ul>	Initial activity led through the Co-Chairs of Women's Networks. Extended through establishment of dedicated NTU SharePoint site 'Women in Academia'. Topics include: Development Opportunities, Mentoring networks supporting woman's career development, Inspiring women, Wellbeing, and What's Going On events.
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.15 High</b> 5.1(iii) 5.3(iii) 4.1(iv) (as above)	Grow NTU Aurora cohorts.	Increase central budget to £20k p.a. to provide a critical mass injection to the NTU cohort Aurora By 2019 Increase current numbers from 10 to 30, and by 20 year-on-year thereafter.	Annual cohorts well established. 146 women supported to access this programme 2018-2024, 66% Academic; 31% PS; 3% Technical Services. 58% NTU workforce population are female. 52% of senior leadership positions held by females, 8% of whom have been participants on our Aurora programme.
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.16 High</b> 5.3(ii) (iii) Career	Introduce an NTU 'Early Stage Parenthood and Research Fund' support scheme.	Launch 'Early Stage Parenthood and Research Fund' Scheme	NTU SOAR scheme (introduced 2019/20): Funding up to £5,000 to academic colleagues returning from caring leave (e.g. maternity/shared parental leave) to support research,

development 5.5 (i)-(iii) Flexible working & managing career breaks		<i>Note: NTU Support of Academic Returners (SOAR) scheme; launched 2019</i>	teaching, and scholarly activities. SOAR funds held by EDI. Colleagues apply within their Schools and, if agreed by Exec Dean, applications are progressed to EDI for allocation of funds.  Since implementation 17 colleagues have benefitted from SOAR Funding (most benefit from full funding allocation). Additionally, 4 pipeline applications pending (to date) for 2025/26 funding round.
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.17</b> <b>Medium</b> 5.5(i) – (ix) Flexible working & managing career breaks	Improve awareness and ease of access to information regarding support for family friendly provisions to assist all employees in ‘managing career breaks, and flexible working’. <ul style="list-style-type: none"><li>Develop resources to raise awareness and practical understanding for both line managers and employees. Including:<ul style="list-style-type: none"><li>KIT and SPLIT Days</li><li>Maternity return to work</li><li>Flexible working</li></ul></li></ul>	100% of eligible staff take up and make use of the KIT / SPLIT Day provision. KIT - Keep in Touch SPLIT - Shared Parental Leave in Touch  % of staff on maternity leave taking KIT days 2014/15 62% 2015/16 76% 2016/17 67%	Ease of access – all guidance documents revised through HRPRF. All eligible staff are offered KIT/SPLIT days and encouraged to take these up. While take up has improved (KIT) it is personal choice to do so.  KIT - % of staff on maternity leave taking KIT days 2021/22 74% (54 of 73) 2022/23 91% (60 of 66) 2023/24 86% (54 of 63)  SPLIT (% of staff on SPL taking SPLIT days) No data shown SPL take-up very low [see <b>No.19</b> ]  Support of Academic Returners SOAR [see <b>No.16</b> ] Maternity leave & family friendly policies published online and promoted.
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.18</b> <b>Medium/Low</b> 5. 5(i) – (ix) Flexible working & managing career breaks	Establish network for returning parents.	Establish network for returning parents.	Parents & Carers Staff Network established 2023, for colleagues who are parents/carers to share experience, gain advice and provide support to each other e.g. developed and delivered mentor training as part of the NTU Maternity Mentor scheme offering colleagues preparing for and/or returning from maternity leave trained mentors to help them manage the transition.

Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<p><b>No.19</b>  <b>Medium</b>            5.5(v) Paternity            5.6(ii) HR Policy</p> <p><b>REVISED</b></p>	<p>Increased take-up of Shared Parental Leave.</p> <ul style="list-style-type: none"> <li>• Provide 'options service' for employees (new parents) to make informed decisions about caring arrangements in relation to NTU policy and provision.</li> <li>• Update Policy/guidance; promote and share.</li> </ul>	<p>Increase take-up of Shared Parental Leave (SPL).</p> <p>SPL Take-up            2014/15 1            2015/16 7            2016/17 5</p> <p>Increase Institutional Staff Survey score (91%)  <b>+3%</b> for Question:  <i>'I believe the University is committed to equality of opportunity for all of its staff'</i></p> <p>Staff survey changes implemented during COVID.            Revised staff survey &amp; process approved by UET Sept 2024:            Biennial comprehensive survey, supplemented by a pulse survey in the intervening years. Both the pulse and comprehensive surveys fulfil our commitment to tracking and reporting aligned to Empowering People strategic KPI.</p> <p>AY 2023/24 - Full survey            AY 2024/25 - Pulse            AY 2025/26 - Full</p> <p>Question Changes include:  <i>'I feel treated with respect and dignity by my colleagues'</i>  <i>'I feel the culture at NTU encourages colleagues at NTU to treat others with respect and dignity'</i>  <i>'I feel proud to work at NTU'</i></p>	<p>Mapping tool introduced and promoted; new parents encouraged to use the tool to make informed decisions about caring arrangements in relation to NTU provision (incl. SPL).</p> <p>(Gov stats indicate only 1% of eligible mothers and 5% of eligible fathers/partners take up SPL).</p> <p>All eligible applications for SPL are encouraged &amp; supported.            SPL Take-up:            2021/22 4            2022/23 7            2023/24 5</p> <p>In 2024:            81% felt treated with respect and dignity            77% felt the culture at NTU encouraged colleagues at NTU to treat others with respect and dignity            75% felt proud to work at NTU</p>

Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.20 High</b> 5.5(v) Paternity 5.6(ii) HR Policy	Increase take-up of paternity leave. <ul style="list-style-type: none"> <li>Support broader recognition for the increasing supportive role fathers/same sex partners play in relation to caring responsibilities and the value this adds.</li> <li>Update Policy/guidance; promote and share.</li> </ul>	Increase take-up of Paternity leave.  Paternity leave take-up 2014/15 45 2015/16 51 2016/17 41	Policy/guidance updated (Paternity leave pay provision increased from 2 weeks to 3 weeks as a day one right); provision promoted. Managers actively encourage take up.  All eligible applications for Paternity leave are encouraged & supported. (Take-up is colleague choice) Paternity leave take-up: 2021/22 24 2022/23 41 2023/24 37
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.21 Medium</b> 5.5(viii) Childcare  <b>REVISED</b>	Canvas local childcare/nursery providers to secure NTU employee discount and communicate to staff via My Benefits internal platform.  Establish network to support/empower parents & carers	Secure NTU employee discount Communicate to staff via My Benefits internal platform.  Establish support network for Staff who are parents/carers to share experience, gain advice and provide support to each other.	Local providers could not offer preferential rates, and otherwise recommending childcare provision was beyond scope.  Parents & Carers Staff Network established 2023 provide a support network [see <b>No 18</b> ]
<b>Application Section 5.6. Organisation and culture</b>			
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.22 Medium</b> 5.6(iv) & 5.6(v) Representation of men & women on senior management committees & in influential committees	Terms of Reference for Academic Board and the University Research & Innovation Committee to include positive action statement for the need to improve gender representation and achieve parity by 2022.	Improve gender representation on senior management and influential committees (parity by 2022).	Near gender parity across senior management and influential committees: <ul style="list-style-type: none"> <li>Board of Governors – 50% Female including Chair of Board</li> <li>University Executive Team (UET) - 50% Female</li> <li>Academic Board – 50% Female</li> <li>Extended UET (EUET) - 50% Female</li> <li>University Shadow Exec Team (USET) - 67% Women</li> <li>University Leadership Team (ULT) - 47% Female</li> <li>Academic Standards &amp; Quality Committee (ASQC) - 65% Female</li> <li>University Research &amp; Innovation Committee (UR&amp;IC) - 41% Female</li> </ul>

Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.23</b> <b>Medium</b> 5.6(i) Culture	Provision of nursing mothers'/carers facilities across all campuses; available to employees, students & visitors.	Provision of nursing parents/carers facilities across all campuses. <i>Note: at the time of setting measures NTU 'all campuses' referred to City, Clifton and Brackenhurst.</i>	Part of Estates Management inclusivity approach: Nursing / expressing facility provided at City, Clifton and Brackenhurst campuses. We endeavour to align Estate standards/facilities across all NTU sites; pursuing suitable locations Mansfield/Confetti pending space availability.
<b>No.24a &amp; 24b</b> <b>Medium</b> 5.6(ix) Timing of key institution meetings	Inclusivity through leadership <ul style="list-style-type: none"> <li>• Key meetings to follow Code of Practice (CoP) for inclusivity hours.</li> <li>• Leadership to adopt email footer re response expectations</li> </ul>	Adopt and apply: <ul style="list-style-type: none"> <li>• Code of Practice for inclusivity hours for key meetings</li> <li>• Leadership to adopt email footer regarding response expectations</li> </ul>	CoP implemented across identified key meetings Email footer adopted by the leadership; applied to internal staff email communications "Sometimes my messages arrive outside of your working hours ... but normally I don't expect a reply from you outside of those hours".
<b>No.25</b> <b>Medium</b> 5.6(viii) Workload	Introduce gender analysis reporting within in NTU Managing Academic Workload (MAW) system.	Report made available to Executive Deans of Schools.  <i>NOTE: MAW System reviewed, updated – relaunched as My Academic Portfolio (MAP), the academic work planning and allocation system now in use with a refreshed set of principles published alongside to support enhanced fairness in allocation.</i>	Monitoring and reporting on gender and other EDI KPIs embedded in bi-annual School & PS planning and review processes; we have embedded consideration of EDI across management practice, incl. People Plans (workforce and succession plans) & MAP. Gender impacts considered in and inform academic and service delivery, local planning and practice.
<b>No. 26 Medium &amp; No. 27 Medium</b> 5.6(x) Visibility of role models	Advance the visibility of role models e.g. through celebration of IWD and IMD.	(Composite objectives & actions leading to output/success measures) International Women's Day IWD and International Men's Day IMD part of annual calendar of events.	An Annual calendar of events recognise and celebrate our diverse community, support inclusivity, and raise visibility of role models. Events include: <ul style="list-style-type: none"> <li>• IWD (March) and IMD (November)</li> <li>• LGBTQ+ History month (February)</li> <li>• Black History Month (October)</li> <li>• School events include: <ul style="list-style-type: none"> <li>• EDI campaign – S3</li> <li>• Year-long black history seminar series – AAH</li> <li>• International Union of Pure and Applied Chemistry Day (IUPAC) annual Global Women's breakfast – SST</li> <li>• International Women in Engineering Day (INWED) SST/ADBE</li> <li>• Women in the Built Environment (WIBE) campaign – ADBE</li> </ul> </li> </ul>

Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.28</b> <b>Medium</b> 5.6(xi) Outreach activities	Create institutional wide data repository system to record, monitor & report on academic outreach activities.	Data system created, outreach activity collated and reported.	NTU subscribe to Higher Education Access Tracker (HEAT) service to record, track & report on pre-16 school outreach activity. Post-16 outreach similarly tracked - separate system with view to potentially bring this within HEAT. Tracking and reporting (pre- & post-16 activity) are enabling us to monitor activity impact and inform targeted outreach activity.
<b>Application Section 6. Supporting Trans People</b>			
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.29 High</b>	Part of the broader staff development offering, ensure opportunity for all staff to attend TGD Awareness workshops at regular intervals within the academic year.	Target 1 per term (increased number of sessions as appropriate to serve demand).	Sessions delivered include: <ul style="list-style-type: none"> <li>• Gendered intelligence: 4 x half-day events - November 2022 to April 2023. 29 attendees</li> <li>• TGD awareness the basics: 6 x events - May 2022 to June 2023; 119 attendees</li> <li>• All Equality, Inclusion &amp; Respect training focuses on how to foster a sense of belonging at NTU and includes a specific Trans case study within the mandatory training. 8 x events - June 2024 to March 2025; 107 attendees</li> <li>• LGBTQ+ training 2024/25: 3 x events: 37 attendees (to date)</li> </ul>
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.30</b> <b>Medium</b>	Develop TGD policy and supporting guidance. 1. Policy & Practice working group to develop NTU Policy in consultation with TGD colleagues & students	Trans policy and guidance in place and available to colleagues and students.  <i>Note: Supreme Court gender ruling April 2025; EHRC guidance awaited.</i>	Trans Inclusion Guidance developed and in place [Section 1.4]
Action Point	Objective and planned actions	Output/Success Measure	Success Indicators, Outcomes and Impact
<b>No.31</b> <b>Medium</b>	Provision of gender-neutral toilets across the estate.	Gender neutral toilets across all campuses. <i>Note: (as above) We are reviewing relevant areas (e.g. change rooms – incl. labs/sport; prayer facilities etc) to ensure universal facilities are available / provide these as soon as possible, so colleagues &amp; students have access to the facilities they need.</i>	Part of the Estates Management inclusivity approach. Total 54% of buildings, covering all NTU campuses, have dedicated universal toilets (82% incl. accessible toilets), provision included for all new building plans. (Also provide free sanitary products for staff and students).
<b>End</b>			

## 2.2 Evaluating success against the University's key priorities

Since receiving our Bronze award, key priority areas have included: implementation of a comprehensive approach to gender equality integrated throughout NTU Schools (fundamental to delivery of our AS ambitions including embedded culture of gender equality); and strong female representation in senior leadership (in concert with our AS ambitions, workforce and student gender profiles).

### Developing Gender Equality in Academic Schools

Outlined in Section 1.2, most academic activity at NTU is delivered through our Schools' structure. Our 2018 AS award was our first institutional recognition, thus the first time academic subunits could seek independent accreditation. The 2018 award enabled us to invest in extension of our institutional values to localised adoption of AS principles.

Allocation of resources enabled each School to kickstart development of their approach to gender equality specifically and EDI more broadly. Since 2018 each School received funding, equivalent to 0.2FTE of a senior academic role, to deploy individuals into Champion roles and embed processes into established practice. Schools' approaches varied; some allocated this to a single colleague (e.g. AAH), others engaged School-/Department-level colleagues to support specific aspects (e.g. S3). In all cases funding released colleagues from elements of workload, with at least one specific *AS Champion* identified in each School.

The EDI team ensured that Champions had support and central steering to develop and implement their plans. EDI-facilitated monthly meetings engaged Champions in peer support-and-challenge processes to enable meaningful progress towards institutional ambitions, and develop and share good practice for local implementation of AS principles.

The expansion of subunit awards across NTU demonstrates our success – at least one award now held in every School [Section 1.2 Table 2].



**Six School-level Awards: Five Bronze; one directly to Silver.  
Two Schools are significantly larger – submissions at department level:  
SST: four Departments hold Bronze awards,  
S3: one Departmental Bronze award, and one Silver in 2024.**

Schools have used their commitment to AS principles – and preparation for subunit submissions – to focus their processes on governance and implementation of EDI-related activity. School EDI committees have direct links to their SETs; in larger Schools, this is delegated to department level. Academic subunits have engaged in local culture surveys [Section 3 and Appendix 1] as part of their EDI approaches, developing action points in response to issues raised. Alongside review of HR and Student data, this has informed School-based initiatives, such as:

- **ADBE:** Women in the Built Environment (WiBE) campaign (linked to WiBE professional network encouraging women to join and work within the sector).
- **S3:** Poster campaign highlighting female colleagues with intersectional identities.
- **NLS:** Practice Network bringing colleagues together to discuss IP Commercialisation, nurture female entrepreneurs and support colleagues in working with the IP Commercialisation team.
- **NBS:** Creation of a *Women in Research* network.

However, we also want to ensure our University-level action plans and strategic direction reflect emerging issues identified through local data so that we develop robust, effective structures to address and monitor arising pockets of concern. **KP4 Objective 4.1** clarifies how this mapping from both directions will work in practice.

As part of the cycle between central and local AS processes, our preparation of this submission has included review of local action plans. Identified themes within these [Table 6] are represented within our institutional key priorities [Section 3.2].

**Table 6: Thematic Review of Local Athena Swan Action Plans**

Theme	School/Department	Linked Key Priority
Inclusive Recruitment & Progression	NBS, NLS, S3 – Criminology, SST, ARES	KP1 & KP3
Career Development & Progression	NLS, ARES, ADBE, SST, S3 – Psychology & Criminology	KP3
Data Driven EDI Monitoring	NLS, ARES, SST, S3 – Psychology & Criminology	KP1 & KP2
Work-Life Balance & Wellbeing	ADBE, AAH, S3 - Psychology	KP2 & KP4
Student Inclusion & Belonging	AAH, SST, S3 - Psychology & Criminology	KP1 & KP2
Bullying & Harassment	ADBE, NLS, S3 - Psychology	KP4
Decolonisation & Global Citizenship	AAH, NLS, S3 - Criminology	KP1 & KP2
Communication & Transparency	All	KP1 & KP4

We recognise there are nuances particular to Schools and/or PS Directorates (e.g. HR worked with Estates to review profile and aspirations of colleagues in lowest pay quartile to understand how we can support their career development). Although PS colleagues deployed within Schools have been considered within self-assessments (e.g. AAH and Psychology), there have not yet been AS submissions from our PS Directorates. Our action plan will empower such work, building on developing trajectories (e.g. PS areas already have EDI committees in place). **[KP1 Objective 1.3]**

### Women in Senior Leadership

The 2018 Bronze submission identified an imbalance in representation of women in senior leadership roles compared to the overall staff group. In response, four initiatives were implemented to align gender balance at senior levels more closely with staff composition.

- Investment in gender-specific training.
- Improved visibility of gender role-models.
- Enhancing processes for academic promotion.
- Addressing bias in recruitment processes.

Procurement of Advance HE’s Aurora programme has been our primary leadership development investment. Since 2018 we have supported 147 women to access this programme: 66% Academic, 31% PS; 3% Technical Services. When surveyed, impact on their professional development was clear: 90% of respondents endorsed 6 out of 10 key indicators of impact, most particularly having put themselves forward for career advancement and acting as a role model for others. Two thirds of respondents reported at least one positive career move post-Aurora; 20% reported two or more moves. In addition to benefits this brings NTU – gender specific targeted investment, role-model visibility and career development opportunities – narrative feedback illustrates the value this programme has for participants. **[KP3 Objective 3.1].**

*“The Aurora experience was incredibly rewarding. It raised my awareness of challenges and behaviours I have faced and not questioned, and provided space to reflect and re-evaluate in both a broad and personal context. I still meet every few months with the women on my cohort and have learned so much from them”*  
(NTU Aurora participant 2024)

Resources promoted via our digital platform, MyHub, and during events like International Women’s Day reinforce a culture supporting women’s advancement. For example:

- *Women’s Staff Network* (c.500 members) - colleague-led, groups include *Women in Technology* and *Menopause Café*.
- *Women in Academia* – HR-developed SharePoint resource, including *Inspiring Women* – profiling academic women, and women in research.
- *Nottingham Women Experts’ Network* – female academics, media-ready to provide expertise in their fields.

From empowering women in development, we improved processes for applying into such opportunities – clarified expectations regarding academic promotion routes within paperwork and during annual promotion rounds; workshop-based training and panel discussions support removal of barriers to ‘hidden knowledge’ which may have underpinned previously lower promotion rates. Whilst intended to equalise the field for applicants, these actions are anticipated to benefit women in particular within our workforce.

Under-representation resulting from promotion and recruitment practice is addressed in *EDI Dignity and Respect* and *Unconscious Bias* training, now mandatory for all colleagues (48% completion in 2019; 99.9% April 2025). EDI/UB essential learning cover all aspects required from a recruitment perspective and are supplemented by comprehensive guidance and resources for hiring managers through our inclusive hiring toolkit. We have also established ourselves in the *Where Women Work* partnership.

The impact of these interventions is evident in two key areas [Section 3]:

- **Application and success balance:** In the most recently reviewed round (2023/24), 48% of all applicants for academic promotion (Professor/Associate Professor) were female, close to our 50.4% female academic staff ratio (Appendix 2: Table 2.2.1).



**Female success rates for internal academic promotions have now been consistently higher (equivalent in one year) than male proportions for the four years since we monitored this data [Data Table 2.7].**

This positive skew towards female applicants allows us to hypothesise that we are now enabling a backlog of female colleagues previously disempowered from the promotion process to come forward, which we anticipate to level out over time. Female success continues in our most recently announced awards (July 2025), though we do not yet have the full dataset to determine rates as above.

- Proportionality: Our professors are now 36% female (Appendix 2: Table 2.2.1), exceeding our initial 32% target; a 10%pt increase in five years. When combined with our Senior Heads (Directors and Executive Deans), female representation stands at 40% in our senior leaders; a 5%pt increase from 2019/20 data.

Despite progress, there are still milestones to achieve towards balanced gender representation in leadership. Although numbers of female professors exceed target, more men applying for promotion at associate professor level push the balance away from women in this grade. We did not see a rise in applications rates from women for externally advertised senior roles [Section 2.1]; and cannot presume a different outcome in the current external recruitment landscape. How we square such factors so as to build and sustain equitable gender representation, in roles in the upper-middle and upper pay quartiles including professors, associate professors, heads of department and heads of service, as well as highly skilled and technical roles in PS, will be an area of focus going forward. [KP3 Objective 3.1 and 3.3]

## SECTION 3

### An assessment of the University's gender equality context

#### 3.1 Culture, inclusion and belonging

Our inclusive principles, embedded through the themes of *University, reimagined* are fundamental to who we are as a community; underpin and foster all our work in regard to culture, inclusion, and belonging, from the values and behaviours of our most senior leaders, through investment, policies, processes and practices, and into the formal structures and lived experiences of colleagues and students.

**This is NTU. This is University, reimagined.**



#### Supporting Leadership to Be Inclusive

Within NTU's governance structure the Vice-Chancellor/UET lead on core operational and strategic decisions. Two additional structures – EDI Strategy Board and USET – help to embed inclusive practice into UET [Section 1.3].

USET's intentionally diverse membership [Table 7] brings important gender and intersectional perspectives through a diversity and inclusion lens. USET challenge UET/EUET through views based on lived experiences. USET members also gain insight into working at strategic management level, and pair with EUET members for reciprocal mentoring. Chaired by the VC or DVC, USET meets monthly and have advised on significant developments (e.g. the EDI Review; REC; this AS application; and revised EDI and Dignity and Respect CITS). USET were key contributors to the collaborative consultation process which led to development of the 2024-26 EDI Plan.

**Table 7: USET Membership 2025**

Declared Gender Identity	White	Ethnic Minority
Women		
Men		
TGD		
Total Membership: 18		

[Data redacted]

Meaningful incorporation of USET (majority women/minority White) into executive decision-making processes allows cautious confidence of a direction more mindful of the needs of women and those whose intersectional identities have been marginalised historically within HE.

### A Whole Colleague Approach

Five Staff Networks related to protected characteristics foster an inclusive environment across NTU:

- Disabled Employees' Network
- LGBTQ+ Staff Network
- Parents and Carers Network
- Race, Ethnicity and Cultural Heritage Network
- Women's Staff Network *[illustrative example below]*.

The *Network Framework* aligns Network activity with EDI strategic ambitions. Networks can access funds for specific initiatives via businesses cases. Leads and members have protected time for activity promoting EDI. Networks:

- Provide spaces to share information, support and inspire each other and colleagues.
- Bring intersectional employee voice to NTU consultations.
- Interface with wider community (e.g. National Staff Network Day 2024, Network executive teams joined partners from university and council neighbours).

*Illustrative example*



#### **Women's Staff Network activities include:**

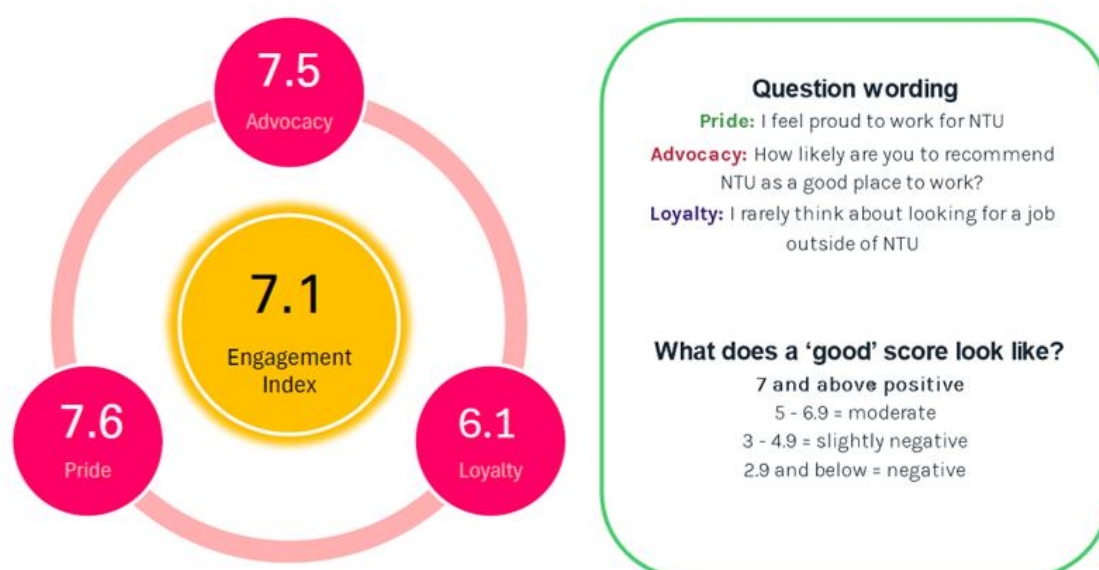
- **Empower Programme Series: Raising awareness/addressing issues related to misogyny from award-winning research by NTU Professor Loretta Trickett.**
- Menopause Cafes: Safe spaces to share experience and raise awareness.
- Panel discussions: Shared experiences of menopause, premature menopause, menopause induced by gender transition treatment.
- CIT: Menopause and impact in the workplace.
- International Women's Day 2024: Bringing together NTU community to support 'Inspire Inclusion' theme: Afro Coils & Yoruba Crowns: Celebrating Natural Hair, by award winning Yoruba-Nigerian writer, poet & lecturer Abiodun Olatokunbo Abdul.

Essential EDI e-learning (mandatory completion linked to appraisal) exemplifies our inclusive principles. 'Equality, Inclusion and Respect at NTU' in-person workshops, delivered by EDI, build on the e-learning, share lived experiences and learning from difference, and breathe life into the principles, expectations and behaviours underpinning our ethos of inclusive practice.

NTU systematically collects feedback – centrally and locally – from colleagues regarding their workplace experience. Our central approach has evolved recently to implement a system from external specialists (Hive) enabling sector comparisons against published benchmarks<sup>2</sup>. Our 2024/25 pulse survey data [Figure 4 and Appendix 1] show good and improving colleague engagement.

  
**Our engagement index is 4% higher than benchmarked education averages and rose 1% this year, with each of the three relevant questions receiving 2-4% stronger endorsement than sector.**

**Figure 4: Colleague Experiences**



Our performance against organisations with 1,000–4,999 employees is comparatively less favourable – currently below benchmark across all areas – however we occupy the upper end of the range, and our results surpass those of organisations with more than 5,000 employees.

Our comprehensive survey in 2023/24 indicated that women report a more positive experience than men in our sample, however TGD colleagues are lower than both, a fact reflected further in our key priorities. Free text responses elicited 26 comments referencing EDI, mostly indicating NTU is heading in the right direction but should be doing more. [KP2 Objective 2.1, 2.2 and 2.3]

With local approaches to gathering feedback developed in line with local AS submissions [Section 2.2] and risk of survey burden, we adopt a pulse approach to central surveys. We conduct our comprehensive survey biennially, and ask only the three core quantitative questions for calculating the engagement index in alternate years allowing trend data analysis over time (the next comprehensive survey takes place in 2025/26).

The reduced level of feedback collected centrally aligns with improved approaches to School-level feedback. School SATs are empowered to make local decisions about degree and frequency of feedback collected, although communication through our AS Champions' group

<sup>2</sup> <https://www.hive.hr/the-employee-engagement-benchmarks-q2-2025/>

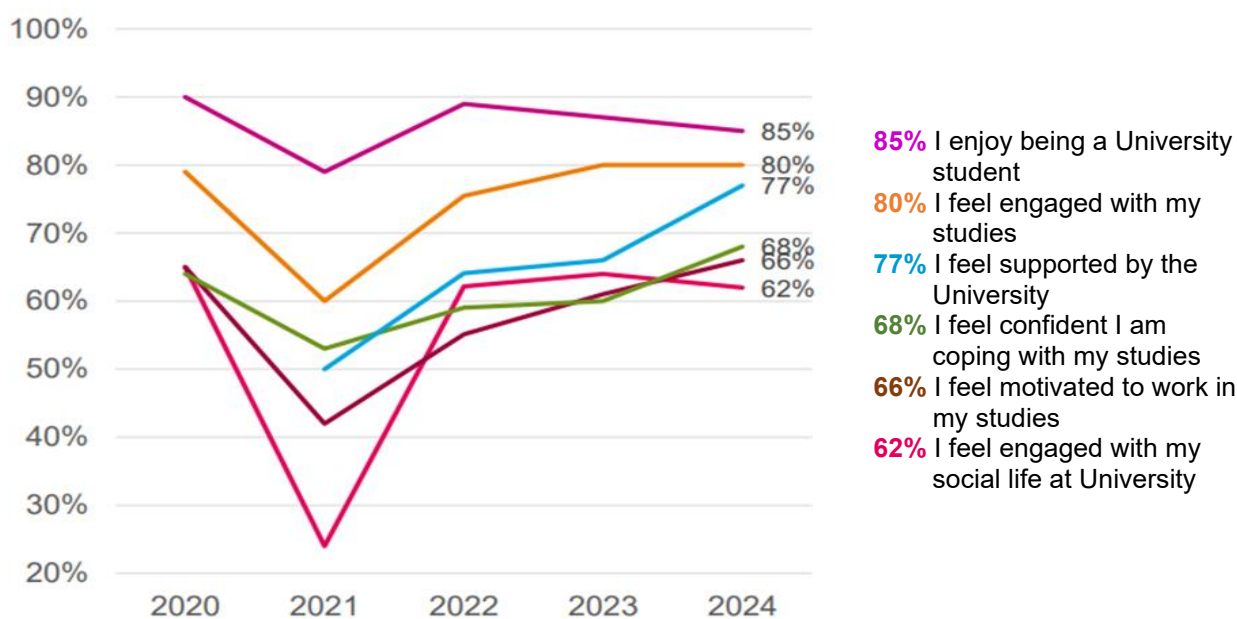
indicates all now collect (or plan to collect) at least the 28 items derived by Advance HE [Appendix 1]. HR Organisational Development & Culture (OD) will use the combination of central and local data to support identification of areas for specific development. [KP4 Objective 4.1]

### Student belonging

Research into understanding our students informs support interventions, e.g. the Student Transitions Survey delivered to first year UG students since 2009 informed ‘Transition, Welcome & Induction’ processes for new students. In 2024 while 80% of respondents felt that they belonged at university (78%F; 84%M), and 86% felt they made the right choice to study with us (85%F; 88%M) in both cases female students report lower rates.

Belonging indicators [Figure 5] have returned to pre-COVID levels, however fewer female students report confidence in coping with their studies (65%F; 75%M) and less likely to be engaged with social life (60%F; 66%M) at university – a contraindicator shows they are more likely than male peers to feel stressed/anxious about their studies (53%F; 37%M). However female students report both higher motivation to work in their studies (68%F; 64%M) and engagement with studies (80%F; 79%M). [KP2 Objective 2.3]

**Figure 5:** Overall belonging indicators



### Student Co-production

Our commitment to student belonging has led us to adopt a co-production approach, enabling students to shape their university experience, share their perspectives, and feel valued (see illustrative examples below).

Illustrative Example



### Consent is Everything

A local and national success, designed in collaboration with NTSU Feminist Society, the Programme has been discussed as a best-practice example at 18 national conferences and consultation meetings to date.

- c.100 colleague and student volunteer peer-educators have to date (including academic year 2024/25) co-delivered over 1,000 Consent workshops to more than 26,000 NTU undergraduate students.
- Evaluation indicates:
  - 85% of students feel more confident giving consent in situations which require it
  - 94% are more confident in signposting fellow students to support
  - 86% are more aware of sexual violence myths in society

Illustrative Example

### Black Leadership Programme

*'Life Changing' 'Enriching' 'Inspiring' 'Encouraging' 'Pivotal'*

A collaboration between NTU & NTSU – independently evaluated by an independent body supporting the HE sector to reduce equality gaps – for 2<sup>nd</sup> year Black heritage students, supporting development of leadership skills. The programme includes:

- Mentorship from Black professionals in industry including option to connect with a Black mentor to guide them throughout the university journey and beyond
- Personal and professional development workshops
- Networking with peers, industry leaders, and employers
- Employability modules and skills workshops

### Making our campuses safer

Our *EDI* and *Dignity and Respect* policies set out standards and expectations for colleague behaviour at NTU, including how negative practice is addressed. Similarly, the *Student Code of Behaviour* articulates student behavioural expectations and potential consequences for failing to uphold these. Our *Report and Support* platform enables individuals to report negative experiences and behaviours, including option to do so anonymously. Data are reported annually to UET and the Employment Policy Committee (EPC). We have also revised the student complaints process so that if a complaint is made e.g. in relation to sexual harassment by a member of staff, this is picked up directly as a matter of misconduct and investigated under disciplinary procedure.



### **NTU Safe Spaces**

An initiative in collaboration between the Estates team and students to provide additional 'out of normal working hours' provision which may previously have been less available.

'Safe Spaces' are accessible from 9pm to 9am, located near 24/7 Security to support students who access these areas e.g. waiting for a taxi, feel unsafe, are anxious or seek reassurance. Spaces are stocked with snacks, water, hot beverage facilities, disposable slippers and blankets, and first-aid kits. The Women's Staff Network advocated for Emergency Security Points (ESP) with intercoms and CCTV, allowing Security Officers to respond or contact emergency services as needed.

### **Gender Diversity**

We aspire to be inclusive of all gender identities and expressions and have taken several steps to support this approach. Members of the LGBTQ+ Staff Network aided NTU in exploring more inclusive options for gender identity within the HR system (improving non-binary options for colleagues to describe themselves as "non-binary, genderqueer, genderfluid, agender" and "not sure/questioning"). The Network supported development of Trans Inclusion Guidance underpinning the inclusion of TGD colleagues and outlining NTU's commitment to inclusion, the practical steps we take to support individuals who transition, and supporting colleagues wishing to improve their inclusive practice and understanding of TGD and transition.

Our '*Declaration Week - Help us build a more inclusive NTU*' campaign promotes the importance of understanding the diversity our colleague community to shape and take meaningful action where needed. NTU encourages colleagues and students to add their pronouns on their emails, modelled by leadership including the Vice-Chancellor (VC). Estates have an embedded inclusivity approach which directs space accessibility. **[KP2 Objective 2.1]**

### **Supporting caring responsibilities, flexible working and career breaks**

Changes since our Bronze submission to improve support for parents and families are captured in our '*Becoming a Parent*' guidance. All parental leave is now provided as a day one right; colleagues on maternity or adoption leave receive 18 weeks full pay/statutory pay up to the 39th week of leave, mirrored for shared parental leave (SPL).

Our Support of Academic Returners (SOAR) scheme – available to colleagues resuming academic roles after caring-related leave of 26 weeks or more – provides funding up to £5,000 for practice, scholarship or research activity supporting career progression.

*"Teaching buyout helped to kick start my research after maternity leave ... giving me some breathing space in October 2023 to train a newly started PGR in research techniques, which will be essential to the success of his PhD project" (SOAR recipient, SST)*

## Student data [Appendix 2: 2.1]

While student gender balance remains broadly stable, we see changes across other factors.

NTU continues to have more female students (c.55%) year-on-year. Undergraduate students are our largest group but declined from 75% of total student population in 2019/20 (55%F) to 70% (52%F) in 2023/24. PGT is our second largest cohort: 15% of total student population in 2023/24 (57%F). Doctoral students comprise 2% of our total student population (56%F).

We have significant change in the heritage profile of our students. White student intake has fallen from 68% in 2019/20 to 56% in 2023/24; Asian and Black student intakes have risen from 15% to 20%, and 9% to 14%, respectively. This shift is evident across most qualification types. We are leading diversity change in our postgraduate research (PGR) population (doctoral students) and running national programmes to diversify this community e.g. through the OfS/Research England funded Equity in Doctoral Education Partnership and Innovation (EDEPI) programme: 8% of PGR students are from minority ethnic backgrounds; 26% have declared disability; 8% are aged over 50.

More than a third of our students come from disadvantaged backgrounds, and we are accepting more students with alternative qualifications. Our analysis demonstrates that intersectionality is a compounding factor in the degree outcomes gap between Black and White students at NTU. For example, our Black students, in comparison to our White students, are five times more likely to have been eligible for free school meals; twice as likely to have a BTEC qualification; and twice as likely to have entered via Clearing. Each of these characteristics is, individually, associated with lower rates of academic success.

Due to statutory processes, such data underpins our Access and Participation Plan (APP) interventions. As part of the assessment of performance for identifying our APP strategic interventions, we have found that, on average, female undergraduates have higher rates of continuation and completion, and higher degree outcomes than male undergraduates. However, female graduates have lower rates of progression to highly skilled occupations. We intend to ensure that we do not lose sight of the potential for factors such as subject choice and effects of intersectionality to impede our commitment to equality of opportunity for all student/graduate outcomes, as our diversity increases more broadly. [KP1 Objective 1.4]

## Staff Data [Appendix 2: 2.2]

Review of staff data has identified important trends regarding the gender equality context.

Gender mix amongst academic colleagues remains even at c.50% F/M over the census period +/-1% [Appendix 2: Table 2.2.1], higher in 2023/24 at 50.4%F than the 48.6% HESA benchmark. There are differences within job groupings [Figure 6 below]. For example, the percentage of female professors has increased sharply over the period [discussed in Section 2.2]; and we see a dip in associate professor ratios – likely attributable to increased success in professor applications – but this proportion is now returning to original levels.

Following 2018 action to increase the number of female associate professors and professors, we have revised academic promotions process including progression to Associate Professor or Professor role [Appendix 2: Table 2.2.7]. These roles do not require vacancy; they are awarded by achieving and evidencing excellence in a specialism supporting delivery of the NTU Strategy. Prior to 2022/23 (Associate Professors) and 2023/24 (Professors) such promotions were evaluated through a single pathway focused on REF eligible research and

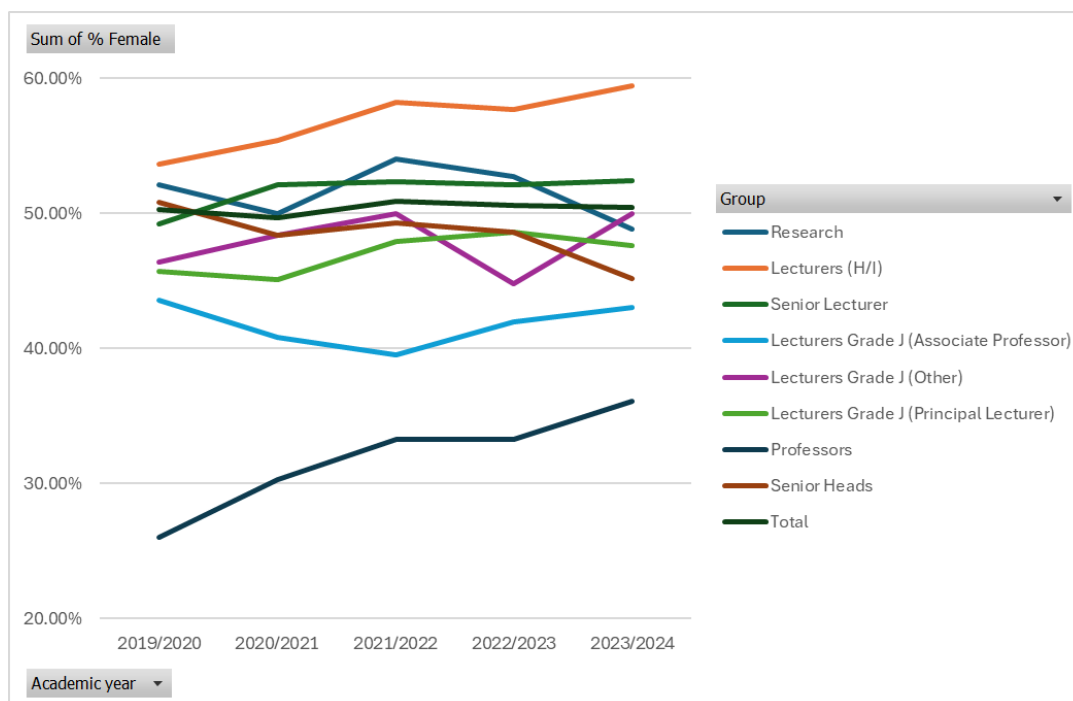
funding. Working with experts, explicit criteria were developed to extend pathway options from a single route to three academic 'Teaching and – 'routes' (Research, Scholarship, Practice). 2023/24 has seen the most female applications since 2020/21 and 49% success rate – of six appointed professors, one was from a 'Teaching and Practice' route, three (66%F) in 'Teaching and Scholarship' (one from a PS contract). Associate Professors were appointed in 'Teaching and Practice' (33%F) and 'Teaching and Scholarship' (75%F).

Our proportion of lecturers – entry-level to our academic careers – shows an increase in female ratio above rates in other job types; this indicates a potential pipeline sustaining an academic staff base gender ratio near matching our student gender ratio and holds a positive pipeline to female professors and leadership. The data show a big jump in senior lecturer roles from 2019/20 – 2020/21 due to grade progression based on performance from lecturer to senior lecturer. The gender split of research assistants is dynamic, moving between M/F having higher percentage; this could be due to research specialism and/or availability of researchers.

As discussed in review of our previous action plan, we have reduced the total number of academic colleagues on fixed term contracts; this has been stable at around 10% each year between 2019/20-2023/24 [Appendix 2: Table 2.2.2]. However, regarding fixed term contracts, in 2019/20 the gender balance was 64.3%F:35.7%M moving to 41.7%F:58.3%M over the reporting period.

In Professional, Technical and Operational (PTO) staff [Appendix 2: Table 2.2.4] the gender spilt is consistent at 2/3rds F to M; this is reflected also in senior head roles throughout the data period.

**Figure 6:** Proportion of females holding specific academic roles



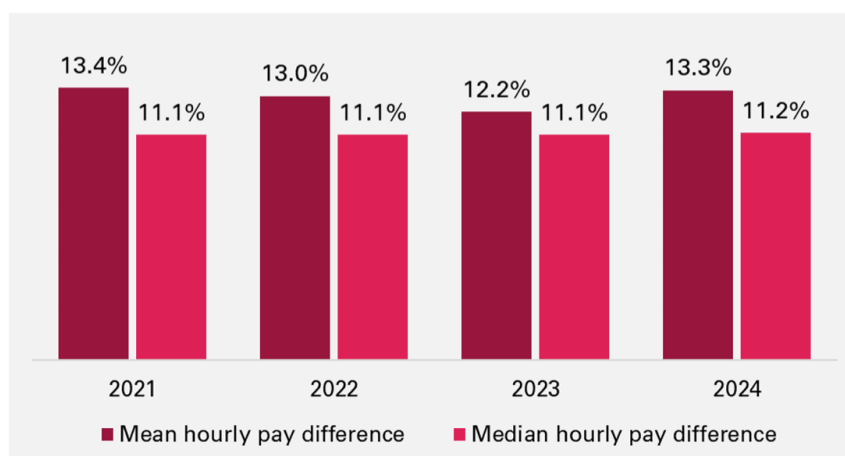
Promotion rates amongst PS colleagues [Appendix 2: Table 2.2.8] indicate that across the five years, men and women have a probability of promotion that is within 1% of each other, normally (but not always) favouring women slightly.

[KP3 Objectives 3.1, 3.2 and 3.3]

## Staff Pay

NTU has published Ethnicity pay gap data since 2020 (2019 data), and Disability pay gap data since 2022 (2021 data), preceding anticipated mandating of such pay gap reporting, and in February 2025 published a combined Gender, Ethnicity and Disability Pay Gap report for 2024. Regarding gender, this process reveals that our pay gap has shown minimal movement over the last four years [Figure 7]. While these data indicate there are milestones yet to achieve, our analysis demonstrates that the most recent rise was driven by increased recruitment in the lowest quartiles of pay generally – this having been predominantly female, with a large cohort of female cleaning staff. A more progressive picture emerges from analysis of bonus data – we have reduced the Mean bonus gap over the last two years from 28.0% to 16.2%, and have 0% Median gap; our data also indicates that women were proportionally slightly more likely than men to receive a bonus over both of the last two years. A key point to note is that we complete an EIA following each round of appraisals. This means we challenge managers both at the onset and throughout the subsequent round.

**Figure 7:** Pay Gap Data



## COVID Years

Our focus between March 2020 (first 'lock-down') and September 2021 ('all restrictions ended') can be distilled into two parallel ambitions: delivering our courses to our students such that they could continue their learning; and supporting the physical safety and mental wellbeing of our students and colleagues.

NTU pivoted from a largely in-person, campus-based mode of teaching to on-line delivery requiring scale-up and acceleration of on-line learning. Our well-established digital learning platform, the NTU Online Workspace ('NOW'), routine practices such as lecture capture, and use of Microsoft Teams, meant that the tools to enable this were in place.

Extensive support for colleagues less confident with on-line delivery and development of digital learning material was facilitated through the Centre for Academic Development and Quality (CADQ) and School Learning Support Co-ordinators, along with accelerated support in use of digital technologies. NTU also helped colleagues to establish home working environments, providing necessary or specialist computer equipment and furniture where required.

With a third of our students from disadvantaged backgrounds – and our aim that no student should have their learning compromised through inability to access learning material or engage with on-line sessions – a free 'no questions asked' laptop loan scheme was made available to all students. As the UK alternated between lock-downs, tiers, and social distancing,

we transitioned our campuses, maximising access to resources and specialist spaces while also keeping these spaces safe for colleagues and students. Mental wellbeing support was accelerated through Student Support Services for our students and HR for colleagues through an enhanced Employee Assistance programme.



**A key feature of colleague support was immediate cessation (during COVID) of any limit to the days of Special Leave required to care for children – enabling colleagues who were parents to plan to oversee their children’s home education if required through collaborative conversations with their line managers to ensure that core University business could still be maintained.**

A report to the Board of Governors concluded with ‘... we have been guided by the physical, virtual and emotional experience of our students ... [and the need] ... to protect colleagues from becoming overburdened ...’.

Throughout the pandemic, termly Pulse surveys provided a temperature check of how colleagues were feeling. Additionally, monthly live on-line Q&A sessions introduced and hosted by the Vice-Chancellor alongside other members of UET enabled colleagues to engage in meaningful two-way dialogue with the executive. These sessions were so well received they remain a key NTU feature of colleague engagement in place today.

### **3.2 Key priorities for future action**

Our Key Priorities have been developed through five key factors:

- Review of University-level staff and student demographic data and our survey results from a range of sources, as reflected on above.
- Our EDI plan and areas of strategic focus therein [Section 1.3].
- Reflection upon process and procedural issues identified through the process of self-assessment in regard to this submission.
- Thematic consideration of subunit AS action plans and priorities [Section 2.2].
- Consultation with key University stakeholder groups [Section 1.5].

#### **KP1: Comprehensive Integration of Athena Swan work across NTU and into EDI Intersections**

Described in Section 1, our centralised EDI team lead on EDI strategy, embed practice within Schools and PS departments, and provide leadership to co-produce and align EDI actions across NTU. This demonstrates our firm commitment to progress in building and maintaining a culture of EDI and in particular, belonging and equity regarding all protected characteristics.

However – for reasons noted above – this approach has suffered from lapses in momentum of specific streams, due partly to parcelling of responsibility for streams that have not always been sufficiently integrated. Our current NTU Strategy will be completing its cycle within two years, whilst related EDI work (e.g. REC) is also due for renewal in a similar timeframe, presenting a time-specific opportunity to align approaches (including gender equality) more clearly.

In this context, we will adopt a more sustainable strategy for advancing gender equality through effectively aligning responsibilities and systems as we evolve our procedures. For

example this includes integrating intersectional action points (e.g. as our Race Equality Action Plan is reviewed and developed), and having a shared approach to intersectional monitoring. Alongside this, we will identify where the strongest opportunities for local AS submission within PS exist, and direct support to these.

Our capacity to evaluate student outcomes has accelerated in recent years. We have begun to identify where there are specific shortfalls related to progression and awards amongst particular groups, often characterised by specific combinations of gender and ethnicity. Over this next cycle, we will use this data along with the drivers of NTU's Access and Participation Plan (APP) to undertake quality improvement projects supporting our aims to address gender-based intersectionality concerns impacting student outcomes.

### **KP2: Addressing Belonging and Engagement for Colleagues and Students Minoritised on the Basis of Gender**

NTU has taken a range of positive steps towards improving inclusion of TGD colleagues [Section 2.2]. However, our quantitative survey data indicate that this group of staff have a less favourable experience at work than their cisgender colleagues. We are mindful too that the recent Supreme Court ruling on gender-based terminology in reference to the Equality Act has provoked concern amongst TGD individuals across society; it will be important for our colleagues that NTU responds to changes resulting from this judgement in a considered and compassionate manner. As such, within the next two years we will engage in consultation with our communities to better understand their needs in the context of employment at NTU, and co-produce guidance and procedures that are both compassionate and comply with our legal duties.

Additionally, similar data in our survey indicate that colleagues belonging to certain ethnic groups, with particular types of disability or mental health difficulty, and with TGD orientation are reporting poorer experiences at work. Alongside and within the process of intersectional co-production identified above, we will determine the extent to which these differences intersect with gender identity and engage with consultation to determine how to best represent these specific needs within our policies and practices where reasonably practicable.

### **KP3: Comprehensive Development of the Internal Pipeline to Leadership Roles**

Noted in Section 2.2, we have made good progress since our last submission regarding gender representation in senior roles within University leadership, including the professoriate. However, we are ambitious about our capacity to improve this further, and therefore maintain pipeline to leadership as a key priority into the next cycle and action plan.

Based on data already considered, this means focus on the pipeline into Associate Professor; our gender balance in these roles has remained stagnant in comparison to our success in professorial promotions. More broadly, we will continue to improve internal recruitment processes, so that progress made in exceeding our previous target for senior leadership roles in Academic and PS continues until we see gender balance representative of our comparable staff group make-up, taking into consideration differences in particular disciplines or job functions. This will include identifying opportunities that support demonstration of leadership into such roles, e.g. academic leadership in research centres.

#### KP4: Respect in our Community

We have a robust approach to communicating the importance of respect for all – to all our colleagues and students. Noted earlier [and in our 2018 Action Plan], one of our implementations since our Bronze award was development of mandatory “Respect” and Unconscious Bias training, now completed by most colleagues. Sexual harassment reports are also annually collated. However, as demonstrated [Section 2.2, Table 6], School-level surveys as part of their AS submissions report still some colleagues experiencing or witnessing bullying and harassment in the workplace. In this context, OD colleagues will extend work underway with local AS Champions to better understand potential drivers for such data and help to create interventions supporting reduction in these experiences.

## SECTION 4

### Action Plan 2025 – 2030

Our University-wide EDI Plan, *'Inclusion in Action: Empowering People and Embracing Diversity'* [Section 1.3], co-created with our colleagues, students and stakeholders emphasizes strategic focus directed towards our diverse University community; our inclusive environment and culture; and how we will embed diversity and inclusion. This focus is fundamental to and underpins our AS Key Priority areas, objectives and actions:

#### **Key Priority 1** Comprehensive Integration of Athena Swan work across NTU and into EDI Intersections

Objectives:

- 1.1 Developing and implementing sustainable processes for communication and integration of EDI strategy from the EDI Board through to School-level committees
- 1.2 Identifying and implementing opportunities to co-produce actions that address multiple EDI characteristics in an intersectional manner
- 1.3 Supporting Professional Services to embed Athena Swan principles
- 1.4 Ensuring appropriate consideration of intersections between gender and other characteristics within student data

#### **Key Priority 2** Addressing Belonging and Engagement for Colleagues and Students Minoritised on the Basis of Gender

Objectives:

- 2.1 Improving data quality regarding minoritised gender identities
- 2.2 Analysing data and engaging with colleagues to understand disparities
- 2.3 Implementing appropriate action planning to improve belonging and engagement

#### **Key Priority 3** Comprehensive Development of the Internal Pipeline to Leadership Roles

Objectives:

- 3.1 Implementing sustained career development opportunities for Women<sup>3</sup>
- 3.2 Taking action to identify and address gender and intersectional imbalances across the career pipeline
- 3.3 Creating experiential opportunities to enhance trans and gender diverse colleagues' preparedness for senior roles

#### **Key Priority 4** Respect in our Community

Objectives:

- 4.1 Data deep dive on culture survey
- 4.2 Training and development to address harassment and sexual misconduct

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<sup>3</sup> Defined as women, including TGD women and TGD people comfortable in female-centred spaces.

## Priority 1: Comprehensive Integration of Athena Swan work across NTU and into EDI Intersections

### Objective 1.1: Developing and implementing sustainable processes for the communication and integration of EDI strategy from the EDI Board through to School-level committees

As noted in Section 1, NTU's approach to EDI work – including AS – has evolved since our Bronze submission. This has been due to a range of factors, including required responses to the COVID-19 Pandemic and its impact on all our operations, and some changes in the personnel whose portfolios held EDI responsibility. We recognised the need to improve the lines of sight and governance regarding EDI work, and this led to the creation of our EDI Strategy Board in 2023; however, our appraisal of that process whilst completing this AS self-assessment is that whilst the right roles are present to consider strategy and direction, there have not yet been sufficiently clear pathways to implementation from this Board, meaning that EDI work – including gender-based projects and initiatives – are not always operationalised as fully as they could be. As such, a core foundation to actions outlined across this plan is creation of effective implementation pathways, ensuring that the centralised vision regarding gender equality is able to lead to meaningful activity at the point of delivery in Schools and Professional Service (PS) Directorates, whilst also receiving communication in the other direction to allow for co-production. Effectiveness in this regard will rely on pathways – which might include committees, self-assessment teams, and working groups – staffed and supported in a manner that enables members to be fully engaged in the expectations that the roles require. The design of these pathways will be incorporated into School and PS Directorate People Plans in order to ensure appropriate accountability without creating duplication or unnecessary additional burden.

Actions	Rationale	Timescale and Milestones	Responsibility	Success Measures
1 Source, research, and consult on best practice with regard to ensuring active engagement with EDI implementation activity.	Active engagement with resources such as Advance HE's repository will provide an evidence-base from which to develop ideas, with local consultations ensuring that they are implemented in an NTU way.	<b>Academic Year (AY) 2025/26</b> <ul style="list-style-type: none"> <li>• Consultation with colleagues recently engaged in EDI activity.</li> <li>• Evaluation and summary of external resources to inform best approach.</li> <li>• Paper endorsed by EDI Strategy Board.</li> </ul>	Head of EDI Operations  Associate Director Organisational Development & Culture (OD)	<ul style="list-style-type: none"> <li>• Evidence of increased engagement in EDI implementation activity and of integration of best practice.</li> </ul>
2 Define Terms of Reference for operational groups – including AS Self-Assessment – which reflect this best practice.	Strong Terms of Reference provide clear accountability for all involved in processes and systems that are institutionally valued. Through ensuring that the central processes have such accountability and that these are appropriately integrated into more localised processes, we will reduce the chance of drift away from both this plan and other charter-mark actions across the University.	<b>AY 2025/26</b> <i>Following completion of Action 1 above</i> <ul style="list-style-type: none"> <li>• Clear structure and process for groups required completed.</li> <li>• Terms of Reference completed for all groups (including sustainability for unexpected absences).</li> </ul>	Executive Dean EDI	<ul style="list-style-type: none"> <li>• Structural paper presented for ratification at EDI Strategy Board.</li> <li>• Institutional Terms of Reference ratified at Academic Board.</li> <li>• Local Terms of Reference ratified at School/Directorate executive teams.</li> </ul>

**Priority 1: Comprehensive Integration of Athena Swan work across NTU and into EDI Intersections**

<p>3 Codify minimum requirements to ensure sufficient consistency in groups and engagement with EDI strategy at School- and PS Directorate-level, whilst maintaining sufficient local flexibility to enable meaningful local action.</p>	<p>Noted in Section 2.2, one of our strengths has been the support towards development of local activity in regard to AS and EDI more broadly. Local activity is most effective when locally meaningful, and this needs to be maintained; however, without minimum expectations, there is a risk that the staff in particular areas may not experience equity in line with University aspirations. Development of a “right-touch” approach to such monitoring (e.g. templating core local terms of reference) will support both local and University agendas.</p>	<p><b>AY 2026/27</b></p> <ul style="list-style-type: none"> <li>• Equivalent groups established.</li> <li>• Local Action Plans developed that are complimentary to University plans, which are also responsive to local plans and needs.</li> <li>• Activity undertaken meeting both University and local requirements.</li> </ul>	<p>Executive Dean EDI</p> <p>Head of EDI Operations</p>	<ul style="list-style-type: none"> <li>• Action plans submitted for ratification at appropriate point in communication pathway by 80% of Schools/PS Directorates in 26/27.</li> <li>• Process for reporting on action plans and activity established and acted upon by 80% of Schools/PS Directorates in 26/27.</li> <li>• Actions at 100% within 27/28.</li> </ul>
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**Objective 1.2: Identifying and implementing opportunities to co-produce actions that address multiple EDI characteristics in an intersectional manner**

As is common across the sector, NTU’s commitment to improving the equity of its processes for students and colleagues was inspired initially primarily by the principles of the AS movement and processes but has since expanded in an active and progressive response to wider factors, from sector-specific issues – such as the Race Equality Charter (REC) – to broader societal movements. Although we are proud to have been an institution that is prepared to consider a range of such factors, we are also aware that our institutional procedures have sometimes existed in parallel rather than in an integrated manner. This carries some challenges; for example, opportunities to learn from each other can be missed, and the benefit of pooling resources to move more strongly on factors that actually have a shared goal may not always happen. With our strategic governance oversight already improved and with the improved communication flow that will be in place following Objective 1.1, we will now improve the integration of planning and resources across our various EDI-focused forums in order to create progress in our institution that meets the intersectional needs of colleagues.

Actions	Rationale	Timescale and Milestones	Responsibility	Success Measures
<p>1 Formalise relationship between SATs (AS and REC) so that each group remains actively aware of what the other is working on.</p>	<p>Operationalisation of the means by which these groups work together will ensure appropriate accountability and reduce the risk of drift over time.</p>	<p><b>AY 2025/26</b></p> <ul style="list-style-type: none"> <li>• In line with 1.1.2, Terms of Reference include appropriate lines of accountability and activity between the SATs.</li> <li>• Meetings between appropriate SAT members commence.</li> <li>• Paper ratified at EDI Strategy Board confirming implementation of process and initial plans for next stages.</li> </ul>	<p>Executive Dean EDI</p> <p>AS SAT &amp; REC SAT Chairs</p>	<ul style="list-style-type: none"> <li>• Evidence that collaboration between the SATs (AS and REC) is working effectively with joint actions progressing.</li> </ul>

## Priority 1: Comprehensive Integration of Athena Swan work across NTU and into EDI Intersections

<p>2 Scope additional opportunities and requirements for active integration of discussion and actions in appropriate EDI forums.</p>	<p>Through maintaining an active outreach position with regard to the Athena Swan plan and actions, opportunities for integrated intersectional activities will not be missed, and the implementation of the plan will be more effective.</p>	<p><b>AY 2025/26</b></p> <ul style="list-style-type: none"> <li>• In line with 1.1.2, ensure that such opportunities are identified and incorporated into planning.</li> <li>• Paper ratified at EDI Strategy Board confirming implementation of process and initial plans for next stages.</li> </ul>	<p>Executive Dean EDI  Head of EDI Operations</p>	<ul style="list-style-type: none"> <li>• Evidence of opportunities for integrated intersectional activities being realised and progressing.</li> </ul>
<p>3 Confirm integration of planning through the co-production of significant actions that are shared across SAT/Forum action plans and will meaningfully address intersectional challenges.</p>	<p>AS action plans will be reviewed regularly to ensure they maintain contemporary relevance and create sufficient momentum to progressive change, the relationships and processes developed above will ensure that actions addressing intersectional factors are written in a manner that “works” for both parties and makes use of the benefits of combined resources.</p>	<p><b>AY 2026/27</b></p> <ul style="list-style-type: none"> <li>• AS and REC action plans are updated to include mirrored co-produced intersectional activity.</li> </ul>	<p>AS SAT &amp; REC SAT Chairs</p>	<ul style="list-style-type: none"> <li>• Updated action plans published with mirrored intersectional activity.</li> </ul>
<p>4 Intersectional action plans lead to demonstrable change.</p>	<p>The specifics of this action cannot be determined until the processes above have been complete, but all steps will be based on developing plans that have meaningful impact.</p>	<p><b>AY 2026/27</b></p> <ul style="list-style-type: none"> <li>• Data process for monitoring intersectionality identified during planning stage.</li> </ul> <p><b>AY 2028/29</b></p> <ul style="list-style-type: none"> <li>• Data indicates impact within identified area.</li> </ul>	<p>AS SAT &amp; REC SAT Chairs</p>	<ul style="list-style-type: none"> <li>• Specific success measure to be determined during planning process above.</li> </ul>

## Priority 1: Comprehensive Integration of Athena Swan work across NTU and into EDI Intersections

### Objective 1.3: Supporting Professional Services to embed Athena Swan principles

As noted in Section 2, one of NTU's most significant areas of progress in this period has been the establishment of improved local procedures for AS within our academic Schools, and/or specific departments within those Schools. Whilst such progress has included consideration of Professional Service (PS) colleagues within activity planning, we have not yet had the same progress for the University's four Directorates, where the majority of PS colleagues are deployed. This represents a significant risk to overarching equity amongst our colleagues, given that PS colleagues outnumbered academic colleagues in our 2023/24 data by 2,600 (Appendix 2: Table 2.2.3) to 1,893 (Appendix 2: Table 2.2.2), and with a higher proportion of females (c.64% compared with 51% respectively). We shall therefore undertake work to ensure that PS Directorates are supported to develop their EDI strategy and governance procedures – including an appropriate specific focus on gender – to a similar degree as academic Schools have been able to develop. Underlying this, we shall continue to identify the most appropriate ways of supporting all local groupings to build on momentum regarding EDI work generally (and gender specifically), whilst ensuring that academic Schools maintain their momentum with local Athena Swan (AS) work.

Actions	Rationale	Timescale and Milestones	Responsibility	Success Measures
1 Refresh and reinvigorate the AS Champions working group to improve the capacity for peer-to-peer learning in the development and improvement of local AS self-assessment teams.	The School Champions had been an active forum that provided a lot of mutual support in the process of previous local submissions. Having lost momentum in recent years without central steering, it will be an important forum to refresh as we seek to extend our local AS achievements.	<b>AY 2025/26</b> <ul style="list-style-type: none"> <li>Working group formally reconstituted in line with 1.1.2.</li> <li>Guidance developed for the internal and external promotion of successful AS work.</li> </ul>	EDI team – Athena Swan lead	<ul style="list-style-type: none"> <li>Institutional repository of local AS internally.</li> <li>50% of awarded groups have their submissions available externally.</li> <li>Rising to 100% in 2026/27.</li> </ul>
2 EDI structures – including AS self-assessment – are constituted across PS Directorates.	None of our PS Directorate currently have formal AS SATs, and so instigation of these structures along with accompanying central support will be an important foundation to our aspiration to increase AS submissions.	<b>AY 2025/26</b> <ul style="list-style-type: none"> <li>Central EDI team identify internal resource to support the project.</li> <li>Task &amp; Finish (T&amp;F) group – including all Directorate leads – is constituted.</li> <li>Structures in place across all four Directorates.</li> </ul> <b>AY 2026/27</b> <ul style="list-style-type: none"> <li>EDI/AS working groups/SATs operational in each Directorate</li> </ul>	Head of EDI Operations	<b>2025/26</b> <ul style="list-style-type: none"> <li>Paper to EDI Strategy Board confirming constitution and plans for next stages.</li> </ul> <b>2026/27</b> <ul style="list-style-type: none"> <li>Cycle of working group meetings complete for 2 Directorates and having commenced for 2.</li> </ul> <b>2027/28</b> <ul style="list-style-type: none"> <li>Cycle of working group meetings complete for all Directorates.</li> </ul>

**Priority 1: Comprehensive Integration of Athena Swan work across NTU and into EDI Intersections**

3 All PS Directorates (including NTU Mansfield) submit local AS submissions.	Completion of our institutional profile requires every colleague to have a clear sense of local activity related to gender equality, manifest through locally-owned AS submissions.	<b>AY 2027/28</b> <ul style="list-style-type: none"> <li>• First Directorate AS submission.</li> </ul> <b>AY 2028/29</b> <ul style="list-style-type: none"> <li>• Four Directorate AS submissions.</li> </ul>	Directorate leads EDI team – Athena Swan lead	<ul style="list-style-type: none"> <li>• One AS Bronze award received by September 2028. Five by September 2029.</li> </ul>
4 Academic Schools maintain momentum in achieving and/or maintaining AS accreditation including e.g. progression to Silver where relevant.	Although all Schools have at least one AS award, the two larger Schools have a slightly patchwork picture; ensuring that all departments in these Schools achieve an AS award will complete the aspiration that every colleague has a locally-driven commitment to gender equality.	<b>AY 2028/29</b> <ul style="list-style-type: none"> <li>• Remaining departments in SST &amp; S3 make AS submissions.</li> </ul> <b>Ongoing:</b> Schools/Depts resubmit.	Executive Deans	<ul style="list-style-type: none"> <li>• All S3/SST departments achieve at least Bronze AS status.</li> <li>• Existing programme of AS awards maintained.</li> </ul>

**Objective 1.4: Ensuring appropriate consideration of intersections between gender and other characteristics within student data**

NTU's Access and Participation Plan (APP) 2025-2029 has a comprehensive plan to undertake specific quality improvement projects aimed at supporting students from a range of disadvantaged backgrounds in their access to, progression within, and completion of higher education. Whilst data indicates that gender is not one of the biggest factors impacting on these particular data (female students outperform their male peers at University), on average female students have *lower* graduate progression rates (i.e. to highly skilled occupations). Nonetheless, with our improved access to analysis of trends in student data due to the investment and improvement in our PowerBI dashboard, we are keen to maintain an active position in regard to monitoring and responding to any change in such data, and also to identifying whether there are any elements of intersectionality where specific groups would benefit from active intervention.

Actions	Rationale	Timescale and Milestones	Responsibility	Success Measures
1. EDI Delivery Group will decide who should lead on the consideration of gender data intersectionality alongside the current processes of data and action plan reviews.	As the CenSCE team (who monitor APP) do not have capacity for this data work, a new workstream will need to be created with alternative data management processing.	<b>AY 2026/27</b> <ul style="list-style-type: none"> <li>• Agreement between SAT and [TBC] leads for plan to integrate gender into [TBC] actions.</li> </ul>	Co-Chairs: EDI Delivery Group	<ul style="list-style-type: none"> <li>• Plan for analysis and reporting of gender data into EDI Strategy Board is established.</li> </ul>
2. Processing of data is undertaken with an intersectional gender-based analysis in line with decisions made above.	Through applying a gender-based perspective to the APP reporting post-hoc, a richer perspective on the presence (or not) of gender-based drivers behind the identified APP priority areas can be developed.	<b>AY 2027/28</b> <ul style="list-style-type: none"> <li>• Reporting identifies existence of any particular trends of gender-based intersectionality with groups focused on within APP processes.</li> <li>• Specific actions resulting from this data are developed.</li> </ul>	As determined by Co-Chairs in Action 1.4.1	<ul style="list-style-type: none"> <li>• Gender intersectionality integrated into EDI Operations reporting to EDI Strategy Board.</li> </ul>

**Priority 1: Comprehensive Integration of Athena Swan work across NTU and into EDI Intersections**

<p>3.Actions from 1.4.2 to address gender-based differences - where intersectionality issues have been identified – are implemented as decided in 1.4.2.</p>	<p>If data analysis has derived any gender-based intersectional factors, then an implemented action plan is an illustration of meaningful reflective institutional practice.</p>	<p><b>AY 2028/29</b></p> <ul style="list-style-type: none"> <li>• Actions as identified above are undertaken by appropriate working groups.</li> </ul>	<p>As determined by Co-Chairs in Action 1.4.1</p>	<ul style="list-style-type: none"> <li>• Plan for integration of gender into EDI Operations reporting to EDI Strategy Board is established.</li> </ul>
<p>4.Revised APP plan is supported by findings of previous actions, in potentially including consideration of gender-based intersectionality if previously found successful.</p>	<p>Although gender has not been a strong APP driver in previous data, intersectional nuance may help improve the impact of plans derived from APP processes.</p>	<p><b>AY 2029/30</b></p> <ul style="list-style-type: none"> <li>• Gender intersectionality is fully incorporated within next cycle of EDI Operations activity planning.</li> </ul>	<p>As determined by Co-Chairs in Action 1.4.1</p>	<ul style="list-style-type: none"> <li>• Ratified EDI Operations plan for 2029-2034 includes clear incorporation of gender-based intersections within rationale and actions created.</li> </ul>

## Key Priority 2: Addressing Belonging and Engagement for Colleagues and Students Minoritised on the Basis of Gender

### Objective 2.1: Improving data quality regarding minoritised gender identities

In line with trends across society, education, and large organisations, we expect that colleagues and students at NTU who hold TGD) identities of any sort are less likely to have this recorded within their HR or student data profile. Although it is hard to be certain of this statement due to the challenges nationally in understanding what an expected gender profile would be, we believe that as a responsible employer and educator, we should assume that the drivers which cause individuals to choose not to share their TGD identity in any context are likely to be operating within our own organisation; this may be reflected in our high levels of “Not known” gender identity amongst Professional Services colleagues, at just over 20%. As noted above [Section 3.1], we have taken active steps to create an environment that communicates an institutional welcoming of diverse gender identities, with a belief that this will translate into colleagues being more comfortable to share their gender identity, and from which we can begin to build our intelligence regarding what is and is not working; as such, this objective is primarily about bringing such a belief into practice.

Actions	Rationale	Timescale and Milestones	Responsibility	Success Measures
1 Review onboarding documentation and induction process to encourage gender disclosure amongst new colleagues.	An increase in gender disclosure empowers the institution to address the needs of the staff population on an ongoing basis and actively seek to review policies and guidance in light of this.	<p><b>AY 2025/26</b></p> <ul style="list-style-type: none"> <li>From Sept 2025 processes changed so that all new colleagues must share their data or prefer not to say at onboarding.</li> <li>Baseline data and trend identified. Focus on increasing disclosure from existing colleagues.</li> <li>Undertake a focus group of recently employed colleagues to gather their experience of the onboarding documentation in relation to gender disclosure.</li> </ul> <p><b>AY 2026/27 &amp; 2027/28</b></p> <ul style="list-style-type: none"> <li>Review success of previous year to identify trend trajectory for 2027/28 and set appropriate target for disclosure rate.</li> </ul> <p><b>AY 2028/29 &amp; 2029/30</b></p> <ul style="list-style-type: none"> <li>Continue to review success and trajectory and revisit and rerun the action as appropriate.</li> </ul>	<p>Chief People Officer</p> <p>Associate Director OD</p>	<ul style="list-style-type: none"> <li>The feedback from the focus group is actioned and visible within the documentation.</li> <li>Higher rate of disclosure from new colleagues – target to be set each year on review.</li> <li>Increased rate of disclosure from existing colleagues.</li> <li>&gt;80% disclosure rate for all colleagues by 2027/28.</li> </ul>

## Key Priority 2: Addressing Belonging and Engagement for Colleagues and Students Minoritised on the Basis of Gender

<p>2 Communicate the disclosure system and opportunities to complete personal data to all colleagues.</p>	<p>Making the system and reporting mechanisms of the disclosure process transparent and accessible is required to build confidence in the need and confidentiality of the system.</p>	<p><b>AY 2025/26</b></p> <ul style="list-style-type: none"> <li>• Develop a system process map infographic to accompany the written communications to all colleagues.</li> <li>• Identify most effective means to engage line managers with the disclosure system.</li> <li>• Provide resources to Line Manager that can be used in one-to-one meetings with line reports.</li> </ul> <p><b>AY 2026/27 &amp; 27/28</b></p> <ul style="list-style-type: none"> <li>• Review success of previous year and amend approach accordingly.</li> </ul>	<p>Associate Director OD</p> <p>Governance and Legal Services (GALS)</p> <p>Executive Deans</p> <p>Directors of PS Departments</p>	<ul style="list-style-type: none"> <li>• Hive survey results show awareness of the system through a dedicated question.</li> <li>• &gt;80% disclosure rate by 2027/28.</li> </ul>
<p>3 Undertake required system changes to enable students to self-serve and update self-declared protected characteristics and promote the system to enrolling students.</p>	<p>Enable the technical systems to support a culture of belonging and self-identity.</p>	<p><b>AY 2025/26</b></p> <ul style="list-style-type: none"> <li>• Include gender identity and sexual orientation identity fields on student records.</li> <li>• Operationalise the student self-serve system.</li> <li>• Effectively promote new system to students.</li> </ul>	<p>Director of Digital Technologies</p> <p>Academic Registrar</p> <p>NTSU President</p>	<ul style="list-style-type: none"> <li>• Confirmation through formal student feedback that the change to the system is widely known and is fit for purpose.</li> </ul>

## Key Priority 2: Addressing Belonging and Engagement for Colleagues and Students Minoritised on the Basis of Gender

<p>4 Campaign current students to encourage disclosure of gender identity and raise awareness of the impact of doing so.</p>	<p>Being able to focus our strategic actions and evaluate impact of disclosure how understanding the make-up of our NTU community enables meaningful institutional action and strategy to build belonging.</p>	<p><b>AY 2025/26</b></p> <ul style="list-style-type: none"> <li>Identify most effective means to create campaign in collaboration with internal marketing team.</li> <li>Extend Declaration Week campaign.</li> </ul> <p><b>AY 2026/27 &amp; 2027/28</b></p> <ul style="list-style-type: none"> <li>Review success of previous year to identify trend trajectory for 27/28 and set appropriate target for disclosure rate.</li> </ul> <p><b>AY 2028/29 &amp; 2029/30</b></p> <ul style="list-style-type: none"> <li>Continue to review success and trajectory and revisit and rerun the action as appropriate.</li> </ul>	<p>Executive Dean EDI</p> <p>Executive Deans</p> <p>NTSU President</p>	<ul style="list-style-type: none"> <li>Year-on-year trend fall in non-disclosure rate by students.</li> <li>20% non-disclosure by end of 2027/28 academic year.</li> </ul>
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### Objective 2.2: Analysing data and engaging with colleagues to understand disparities

Although data fidelity (Objective 2.1) is vital to developing the picture of how our colleagues and students with minoritised gender identities feel about their experiences at NTU (surveys) and levels of difference in access to opportunities (outcome data), they are only the first step in understanding the phenomenology underlying this data, which is a necessity in order to build appropriate action planning. In order to develop this stronger understanding, we can already identify specific areas of activity where input from colleagues and students with minoritised gender identities should be further consulted. Additionally, we will plan to undertake broader consultation as part of our intent to better understand the experiences of such colleagues and students, and how best to create plans to redress identified difficulties going forward.

Actions	Rationale	Timescale and Milestones	Responsibility	Success Measures
<p>1 Review and undertake consultation and audit exercise regarding NTU's current Trans Inclusion Guidance following publication of ECHR code of practice.</p>	<p>Ensuring institutional guidance is compliant with ECHR code of practice.</p>	<p><b>AY 2025/26</b></p> <ul style="list-style-type: none"> <li>T&amp;F group develop NTU specific guidance.</li> <li>Continue to audit availability of gendered facilities.</li> <li>Consultation exercise complete to ensure appropriate co-production with directly affected individuals.</li> </ul>	<p>Executive Dean EDI</p> <p>Head of EDI Operations</p>	<ul style="list-style-type: none"> <li>Revised NTU-specific guidance launched and approved by EUET, following consultation with USET and appropriate staff networks.</li> <li>Identify programme of work to achieve appropriate access to facilities for gender minoritised colleagues and students.</li> </ul>

## Key Priority 2: Addressing Belonging and Engagement for Colleagues and Students Minoritised on the Basis of Gender

<p>2 Undertake colleague and student focus groups to gather insights on the experiences of gender minoritised members of NTU communities.</p>	<p>Ensuring institutional guidance is personalised and developed to support the results of local and institutional culture surveys and reflects the lived experience of minoritised members of NTU communities to support visibility and belonging.</p>	<p><b>AY 2026/27</b></p> <ul style="list-style-type: none"> <li>Engage with sector expertise to identify existing standards and norms in the appropriate approach to supporting engagement for colleagues with minoritised gender identities.</li> <li>Convene task and finish group to develop consultation process, number of focus groups needed and appropriate demographic.</li> <li>Task and finish group work with key stakeholders to confirm membership of the focus groups.</li> <li>Focus groups run and completed.</li> </ul>	<p>Executive Dean EDI</p> <p>Head of EDI Operations</p> <p>REC SAT chairs</p>	<ul style="list-style-type: none"> <li>Report presented to EUET and staff networks for discussion and identification of next actions.</li> <li>Sector good practice is integrated and referenced within the report.</li> </ul>
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### Objective 2.3: Implementing appropriate action planning to improve belonging and engagement

Although we are not yet able to fully articulate what actions or measures might be taken against this objective – as we want our data analysis and colleague engagement to represent a meaningful process of co-production of action plans – we nonetheless include this broader objective here as an indicator of our wider intention to take meaningful steps to not just understand but improve also the experiences of our colleagues. In the context of the recent Supreme Court judgement, there is one clear step to be taken in regard to action planning and which can and should happen soon; beyond this, we will refine the details of this objective in the process of our mid-term reviews and also alongside the process of co-production with staff networks and other EDI groups as specified in Key Priority 1.

Actions	Rationale	Timescale and Milestones	Responsibility	Success Measures
<p>1 Develop our estate to ensure appropriate levels of access to legally defined gender-specific spaces for both cisgender and gender minoritised colleagues and students.</p>	<p>The successful completion of action point 2.1 will allow us to develop on-campus spaces which align with statutory guidance, institutional expectations arising from our focus groups, and build safe psychological spaces to support colleagues and students.</p>	<p><b>AY 2026/27</b></p> <ul style="list-style-type: none"> <li>Implement plan of work as identified.</li> </ul>	<p>Executive Dean for EDI</p> <p>Director of Estates</p>	<ul style="list-style-type: none"> <li>Achieve and evidence appropriate access to facilities for gender minoritised colleagues and students.</li> </ul>

## Key Priority 3: Comprehensive Development of the Internal Pipeline to Leadership Roles

### Objective 3.1: Implementing sustained career development opportunities for Women<sup>4</sup>

As noted in Section 2.2 we recognise that there are still milestones to achieve towards balanced gender representation, including in academic areas. Although numbers of women professors have exceeded target, we did not see a rise in application rates from women for externally advertised senior roles; and cannot presume a different outcome in the current external recruitment landscape; however, we have strong gender representation across our workforce. How we build and sustain equitable gender representation, in particular in roles in the upper-middle and upper pay quartiles including professors, associate professors, heads of area and heads of service, as well as highly skilled and technical roles in Professional Services, will be an area of focus going forward. We will therefore ensure impactful career development for women in Academic and PS and prepare future leaders, building and sustaining female and intersectional representation in senior leadership levels. Our use of Aurora previously (see Section 2.1) has seen some success and is therefore worthy of continued input; we will also put resource into the WHEN Career Accelerator Programme (WCAP) as a means to enhance the development that colleagues will have achieved within Aurora.

Actions	Rationale	Timescale and Milestones	Responsibility	Success Measures
1 Continued investment in Aurora as a development programme for women colleagues.	<p>The Aurora programme has run since 2018; anecdotal feedback and reflections from attendees continue to demonstrate a positive impact of the programme on women's confidence and identity building. The continued investment in this programme is due to the value it brings to both NTU and participants e.g.:</p> <ul style="list-style-type: none"> <li>• gender specific targeted investment.</li> <li>• role-model visibility.</li> </ul>	<p><b>AY 2025/26 - 2029/30</b></p> <ul style="list-style-type: none"> <li>• Aurora runs annually with a defined number of places funded centrally and also central support for any Schools or departments which wish to support specific women outside of the central funding.</li> </ul>	<p>Chief People Officer</p> <p>Executive Dean EDI</p> <p>Head of EDI Operations</p> <p>School Senior Executive Teams</p> <p>Directors of PS Departments.</p>	<ul style="list-style-type: none"> <li>• Annual survey of Aurora alumni demonstrates self-defined career progression for 80% of attendees.</li> <li>• Annual review of and report to UET on Aurora, including participation data, monitoring of outcomes, provides comprehensive analysis on the benefits of these programmes, their impact on career progression for female staff, and their cost effectiveness.</li> </ul>

<sup>4</sup> Defined as women, including TGD women and TGD people comfortable in female-centred spaces.

### Key Priority 3: Comprehensive Development of the Internal Pipeline to Leadership Roles

<p>2 Centrally fund and implement the WHEN Career Accelerator Programme (WCAP) for cohorts of women from academic and professional services.</p>	<p>To support women in developing their personal career goals and aspirations individually and in small teams with a dedicated career coach.</p> <p>This will enable and empower women to clearly identify internal career opportunities that align with their articulated goals. It will provide a pipeline for senior Academic and PS roles.</p>	<p><b>AY 2025/26</b></p> <ul style="list-style-type: none"> <li>• Late summer 2025: first WCAP cohort of 30 participants targeted at F Senior Lecturers/Senior Research Fellows who wish to progress to Associate Professor.</li> <li>• Spring 2026: second WCAP cohort of 30 participants targeted at F Professional Services, grades H and I, who wish to progress to senior manager/leadership roles.</li> </ul> <p><b>AY 2026/27</b></p> <ul style="list-style-type: none"> <li>• Autumn 2026: one further cohort of 30 participants planned for WHEN Career Accelerator Programme.</li> <li>• Evaluation of pilot three cohorts in WHEN Career Accelerator Programme.</li> <li>• Continue to monitor the extent to which Aurora alumnae are successfully applying for promotion internally and externally.</li> </ul> <p><b>AY 2027/28 - 2029/30</b></p> <ul style="list-style-type: none"> <li>• Aurora and WHEN Career Accelerator Programmes run annually for targeted cohorts to be defined based on workforce demographic data.</li> </ul>	<p>Chief People Officer</p> <p>Executive Dean EDI</p> <p>Head of EDI Operations</p>	<ul style="list-style-type: none"> <li>• 30-45 SLs/SRFs completing the Career Accelerator programme by end of 2026.</li> <li>• 30-45 Professional Services (Grades H and I) completing the Career Accelerator programme by end of 2026.</li> <li>• Annual review of and report to UET on WHEN, including participation data, monitoring of outcomes, provides comprehensive analysis on the benefits of these programmes, their impact on career progression for F staff, and their cost effectiveness.</li> <li>• Data reveals positive promotion rates for Aurora/WHEN alumnae within three years of participation in one of the programmes.</li> <li>• Achieving a balanced gender profile of APs.</li> <li>• Achieving a balanced gender profile of PS leadership roles.</li> </ul>
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## Key Priority 3: Comprehensive Development of the Internal Pipeline to Leadership Roles

### Objective 3.2: Taking action to identify and address gender and intersectional imbalances across the career pipeline

Whilst our representation of women in Senior roles has improved and the application rates of women into our annual academic promotion cycle is fairly proportional (see Section 2.2), our staff data (Appendix 2: Table 2.2.5) indicates that for all advertised academic roles other than casual Hourly Paid Lecturers, we have a lower proportion of female applicants at every level. Although the gender split in offers made is not so unequal, the application data does indicate that our current processes do not encourage female applicants across the pipeline.

Actions	Rationale	Timescale and Milestones	Responsibility	Success Measures
<p>1 Investigate and address potential influencing factors where gender imbalance exist in particular disciplines or job functions, including:</p> <p>1.1 statistical and benchmarking analysis</p> <p>1.2 identifying and addressing potential or perceived barriers (which may include cultural, values, principles, and ways of working) that may be creating imbalances within the academic promotions process.</p> <p>1.3 Improving transparency in progression outcomes through EDI lenses.</p> <p>1.4 Enhancing feedback to applicants in the academic progression process.</p>	<p>In order to ensure that actions to improve the proportional application rates are appropriately targeted, we need to ensure that the factors which inform the imbalance are fully understood.</p>	<p><b>AY 2025/26 - 2029/30</b></p> <ul style="list-style-type: none"> <li>Establish task &amp; finish working group with female academic staff.</li> <li>Introduce guidance and support measures for those providing verbal and written feedback, to provide consistency across Schools and to frame feedback via a template across key domains.</li> </ul> <p><b>AY 2025/26 - 2029/30</b></p> <ul style="list-style-type: none"> <li>Publish annually from 2025/26 application and success rates for all staff, with gendered and intersectional analysis.</li> </ul>	<p>Executive Dean EDI</p> <p>Recruiting Managers</p> <p>Associate Director Strategic Employee Relations &amp; Workforce Planning</p> <p>HR Business Partners</p>	<ul style="list-style-type: none"> <li>Factors influencing gender and intersectional imbalances are identified and monitored annually. Where possible, actions are implemented to reduce imbalances within Schools, PS departments, and in job families.</li> <li>Annual publication of application and success rates via NTU EDI Annual Report.</li> <li>Support measures in place - positive feedback from senior leaders/recruiting managers.</li> <li>Positive experience reported by applicants on the quality and usefulness of feedback.</li> </ul>

### Key Priority 3: Comprehensive Development of the Internal Pipeline to Leadership Roles

<p>2 Continued refinement of guidance for staff on the academic promotions process, with a particular focus on equipping women and those in underrepresented groups for promotion, focused on building confidence and skills, and empowering colleagues.</p>	<p>A barrier to equity in progression across any workforce is the enactment of “hidden knowledge” in approaching any next step. By continually working on the development of our promotion guidance to be explicit about the requirements and communicated in an accessible manner, the impact of such hidden knowledge is reduced or eliminated, creating a more even playing field for all candidates.</p>	<p><b>AY 2025/26</b></p> <ul style="list-style-type: none"> <li>• Undertake an open consultation on previously issued guidance around promotions.</li> <li>• Identify themes indicating specific problems for women who respond.</li> </ul> <p><b>AY 2026/27</b></p> <ul style="list-style-type: none"> <li>• Publish new guidance based on learning from action 3.1.1.</li> </ul>	<p>Associate Director OD</p> <p>Executive Deans &amp; Directors of PS Departments</p>	<ul style="list-style-type: none"> <li>• Increase the proportion of women and minoritised ethnic staff applying for Associate Professor and Professor.</li> <li>• Achieve and maintain an equal gender proportion of Associate Professors.</li> <li>• Achieve and maintain an equal gender proportion of Professors.</li> </ul>
<p>3 Continued development and refinement of institutional, School and Professional Service department People Plans that enables the delivery of key strategic priorities related to gender within the career pipelines.</p>	<p>Our People Plans set the direction for recruitment and retention at local levels and are a high-tariff point of reference for executive teams within Schools and Directorates. By ensuring that the principles and actions of this Athena Swan plan are reflected as far as appropriate within such plans, actions that improve the career pipeline for women will become more frequent and standard practice at the local level.</p>	<p><b>AY 2025/26</b></p> <ul style="list-style-type: none"> <li>• Disseminate guidance to executive teams and Directorates that will support the development of People Plans in line with this action.</li> </ul> <p><b>AY 2026/27</b></p> <ul style="list-style-type: none"> <li>• Review of People Plans across the University to support ongoing development and identified success measures in individual People Plans for Schools and Directorates.</li> </ul>	<p>Executive Deans &amp; Directors of PS Departments</p> <p>Associate Director OD</p>	<ul style="list-style-type: none"> <li>• 100% of People Plans include actionable reference to at least one element of this Athena Swan plan.</li> </ul>

### Key Priority 3: Comprehensive Development of the Internal Pipeline to Leadership Roles

<p>4 Introduce enablers for senior female Academic and PS staff to take on rotational leadership roles to develop experience, and to build and sustain gender balance at UET, EUET, ULT, School Executive Teams, and in PS leadership teams.</p>	<p>Whilst we are proud to have demonstrated an improvement in representation of women at a senior level (as noted in Section 2.2), we are mindful of the risk that this be a temporary change, and we need to ensure there are sustainable processes to maintain the benefits of this equity.</p>	<p><b>AY 2025/26 - 2029/30</b></p> <ul style="list-style-type: none"> <li>• Schools and PS Departments make visible the opportunities for existing, rotational or time-defined project-based leadership roles to facilitate planning and raise awareness of opportunities.</li> <li>• Introduce planned handover periods.</li> <li>• Facilitate dual/shared roles to enable balance of teaching, research, scholarship, or practice, alongside personal/caring responsibilities.</li> <li>• Produce detailed role descriptions, including time commitment and support available within role, e.g. access to administrative support where appropriate.</li> <li>• Recognition of role within overall workload, incl. agreed removal or reduction of other duties.</li> </ul>	<p>Associate Director OD</p> <p>Executive Deans &amp; Directors of PS Departments</p>	<ul style="list-style-type: none"> <li>• Gender balance achieved and sustained on committees and groups.</li> <li>• Visibility of rotational and time defined project-based leadership roles opportunities.</li> <li>• Handovers embedded in planning.</li> <li>• Roles advertised as being open as dual or shared opportunities.</li> <li>• Routine inclusion of time commitment and available support, as appropriate, in role descriptions when opportunity advertised.</li> <li>• 100% of Executive Deans and Directors report on the above measures in their annual review of People Plans by 2026/27 academic year.</li> </ul>
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## Key Priority 3: Comprehensive Development of the Internal Pipeline to Leadership Roles

### Objective 3.3: Creating experiential opportunities to enhance trans and gender diverse colleagues' preparedness for senior roles

As described in Section 1, NTU has already engaged in some development of opportunities for enhancing preparedness with our University Shadow Executive Team (USET), which has received good feedback from colleagues both on the team and within the University executive. However, with our culture survey indicating that TGD colleagues have lower satisfaction across all elements explored, we can extrapolate that a targeted scheme to increase their experience of opportunity for development – alongside an increased visibility within leadership structures – will contribute to improved satisfaction with the workplace amongst the community as a whole, and support the University through the diversity of perspectives that a more diverse leadership profile allows.

Actions	Rationale	Timescale and Milestones	Responsibility	Success Measures
1 Identify and invest in Trans and Gender Diverse (TGD) Leadership Development, based on a communities of practice approach, for Academic and PS staff who identify as TGD to provide routes into leadership and to drive inclusive practice.	With the success of USET, we have confidence that the principles of this approach will bring value to the TGD community within our staff group.	<p><b>AY 2025/26</b></p> <ul style="list-style-type: none"> <li>• Scope, co-create and design the programme with senior NTU TGD colleagues (incl. LGBTQ+ leaders and Staff Networks) drawing on good practice in the HE sector (and in other sectors where helpful).</li> </ul> <p><b>AY 2026/27</b></p> <ul style="list-style-type: none"> <li>• Launch with first cohort</li> <li>• Evaluate through participant feedback.</li> </ul> <p><b>AY 2027/28 - 2029/30</b> Runs annually.</p>	<p>Associate Director OD</p> <p>ULT Sponsors of LGBTQ+ Staff Network.</p> <p>Co-chairs of LGBTQ+ Staff Network.</p> <p>EDI team</p>	<ul style="list-style-type: none"> <li>• Provide routes into leadership for TGD academic and PS staff, via visible role-modelling and mentorship.</li> <li>• Positive experience reported by participants on impact of the development approach on enhancing skills and confidence.</li> </ul>

## Key Priority 4: Respect in our Community

### Objective 4.1: Data deep dive on culture survey

In the 2018 action plan achievements, we reflect in section 2.2 that we have been successful in embedding the institutional AS criteria in most of the local area action plans. As we start to mature with our plans and with each of our Schools holding either a School or departmental AS award, we want to ensure that at an Institutional level, we are aware of any cultural concerns emerging from the local surveys. By using the local data we will be to inform University level action plans and strategic direction and ensure we are building a robust process to achieve a holistic and in-depth picture of the University

Actions	Rationale	Timescale and Milestones	Responsibility	Success Measures
1 Local level AS culture surveys and responses to be included in a deep dive of the institutional data enabling a cohesive understanding and awareness of the cultural landscape within NTU and nationally.	To ensure that the institution is identifying key areas for development, that there is a formal overview of these priorities and progress made and that this progress is transparent in its reporting and outcomes. This action will contribute to the institutional culture of belonging and enable the institution to be strategic in its EDI and Athena Swan priorities.	<b>AY 2025/26 - 2029/30 (Actions below all happen annually):</b> <ul style="list-style-type: none"> <li>Aggregate the reported local AS culture survey themes.</li> <li>Compare and contrast the local survey data with the bi-annual staff survey data and generate a data-based report.</li> <li>Undertake desk-based analysis comparing the institutional data-based report against sector benchmarks to identify areas of excel or concern.</li> </ul>	Executive Dean EDI  Associate Director OD  Head of EDI Operations  AS Champions	<ul style="list-style-type: none"> <li>Clear signposting from local AS culture survey results consolidated with the institutional staff survey data.</li> <li>Trends in staff survey data to be reported and where actions are identified, these will be built into the EDI strategic plan with clear timelines.</li> <li>The desk-based analysis report generated by the EDI Strategy Board forms part of the annual reporting to the institution.</li> </ul>

### Objective 4.2: Training and development to address harassment and sexual misconduct

Addressing the Office for Students E6 condition of registration "Harassment and sexual misconduct" is a regulatory requirement from August 2025. Alongside our established initiatives outlined in section 3, the actions below will complement this programme by developing and embedding further actions and processes to support the OFS E6 condition and continue to develop a culture of trust and respect. <https://www.officeforstudents.org.uk/for-providers/student-protection-and-support/harassment-and-sexual-misconduct/condition-e6-harassment-and-sexual-misconduct/>

Actions	Rationale	Timescale and Milestones	Responsibility	Success Measures
1 Policies and codes of behaviour 1.1 Review the existing staff facing 'sexual misconduct' and 'bullying, harassment	Alongside the regulatory and legal requirements of these policies and code of behaviour are reviewed, updated and transparent, is the effect on the culture of awareness and respect which	<b>AY 2025/26 - 2029/30</b> <ul style="list-style-type: none"> <li>Annual review of all staff policies relating to Conduct and Behaviour.</li> </ul>	Associate Director HR  Head of EDI Operations	<ul style="list-style-type: none"> <li>OFS E6 condition of registration compliance requirements maintained.</li> <li>Employment law compliance maintained.</li> </ul>

## Key Priority 4: Respect in our Community

<p>and victimisation' policies, which are a subset of the Conduct and Behaviour Policy, to ensure regulatory compliance.</p> <p>1.2 Review the existing student facing code of behaviour to ensure expected standards of behaviour remain appropriate.</p> <p>1.3 Training in place for colleagues on how to respond to harassment and sexual misconduct concerns.</p>	<p>underpins NTU. This action needs to be collaborative to ensure appropriateness and empowering of all colleagues and students to challenge behaviours, and to ensure the policies are fair and they do not present barriers to participation or disadvantage any protected groups from participation.</p>	<ul style="list-style-type: none"> <li>• Student consultation on the published student facing single comprehensive source of information regarding codes of conduct.</li> </ul> <p><b>AY 2025/26 - 2029/30</b></p> <ul style="list-style-type: none"> <li>• Annual review of student code of behaviour.</li> </ul> <p><b>AY 2025/26 - 2029/30</b></p> <ul style="list-style-type: none"> <li>• Undertake annual Equality Impact Assessments on each reviewed policy and code of behaviour.</li> </ul>	<p>NTSU President</p>	<ul style="list-style-type: none"> <li>• CITs, codes of behaviour and decision-making processes are written clearly, supportively, in line with NTU's approach to compassionate communications.</li> <li>• Training attended by 100% of colleagues through essential learning.</li> </ul>
<p>2 Investigating Officers</p> <p>Rationalise the existing list of Investigating Officers (IO), increase the active number of IOs and achieve a gender balance of IOs that lead on staff/student complaints, and of Chairs of Serious Disciplinary Meetings which are convened under the terms of the Student Code of Behaviour.</p>	<p>Develop a core number of colleagues who have been specially trained to investigate complaints and disciplinary meetings in order to continue a consistent approach to investigations and sanctions and so that the pool of investigating officers is representative of our University community.</p>	<p><b>AY 2025/26</b></p> <ul style="list-style-type: none"> <li>• Review of recorded IOs and list rationalised with a set of predeveloped criteria.</li> <li>• HR partners to undertake focused recruitment.</li> </ul> <p><b>AY 2026/27 - 2029/30</b></p> <ul style="list-style-type: none"> <li>• Annual review of active IOs &amp; Chairs of SDM and gender split.</li> </ul>	<p>Associate Director OD</p> <p>HR Business Partners</p>	<ul style="list-style-type: none"> <li>• Increase active IOs and with a representative gender split from the current 58%F / 42%M.</li> <li>• Collect data for Chairs of Serious Disciplinary Meetings and monitor with a view towards achieving a representative gender split.</li> </ul>

**Key Priority 4: Respect in our Community**

<p>3 Sexual misconduct training and development</p> <p>3.1 Identify external training to deliver enhanced development for existing IOs, current Chairs, current Chairs and members of Student Serious Disciplinary Panels (which are convened under the terms of the Student Code of Behaviour), and NTSU Executive Officers, regarding sexual harassment and sexual misconduct.</p> <p>3.2 Develop mandatory online training for all NTU colleagues.</p> <p>3.3 Develop online training for NTU students.</p>	<p>Educating colleagues and students on how to recognise instances of sexual misconduct and the legal responsibilities and reporting procedures that are laid out in the institution guidance and policies.</p> <p>How to initially support any of the institutional population who disclose being a victim of sexual misconduct and to ensure all colleagues are aware of wider support and how to signpost.</p> <p>This education may result in more incidents being formally reported and therefore it is important there is a strong core of specially trained colleagues to lead on any formal complaints regarding sexual harassment and sexual misconduct.</p>	<p><b>AY 2025/26</b></p> <ul style="list-style-type: none"> <li>• Complete programme of training, commenced July 2025, for current Investigation Officers, Chairs and members of Student Serious Disciplinary Panels, and NTSU Executive Officers.</li> <li>• Roll out mandatory training for all NTU staff in September 2025, as part of NTU's Essential Learning, for completion by 31 March 2026.</li> <li>• Roll out training - all students October 2025.</li> </ul> <p><b>AY 2025/26 - 2029/30</b></p> <ul style="list-style-type: none"> <li>• Continue annual reporting of the analysis of cases reported, investigated, and completed, to highlight where further strategic intervention may be necessary.</li> </ul> <p><b>AY 2026/27 - 2029/30</b></p> <ul style="list-style-type: none"> <li>• Training delivered annually for new cohorts.</li> </ul>	<p>Associate Director OD</p> <p>HR Partners</p> <p>Head of EDI Operations</p> <p>Academic Registrar (Student Code of Behaviour)</p>	<ul style="list-style-type: none"> <li>• 100% completion of the mandatory training by all colleagues each year.</li> <li>• All IO, NTSU executive or disciplinary panel members involved in sexual harassment and sexual misconduct cases have undertaken the enhanced development training.</li> <li>• Completion of online training by all NTU students in 2025/26.</li> <li>• Completion of online training by new students each year from 2026/27.</li> <li>• Strategic interventions applied – confirmed through case analysis.</li> </ul>
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## APPENDIX 1 Culture Survey Data

Since NTU achieved Bronze status in 2018, the University has undertaken centralised surveys to support higher level understanding of colleague engagement as a foundation to understanding institutional culture [Section 3, page 30]. Alongside this, our academic subunits (Schools or Departments) have made progress in their own AS accreditation [Section 1.2, Table 2, page 7]; following Advance HE guidance, these subunits completed culture surveys under their own processes. This appendix reflects on the information that can be derived from each of these processes

### University surveys

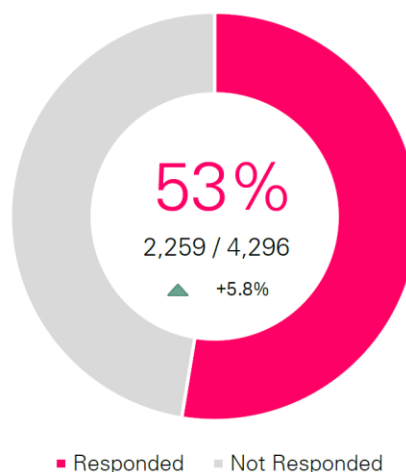
Our most recent survey data (2024/25) available for reflection [Section 3, page 32] provide us with a useful perspective on colleague experiences in a manner that can be compared with the sector. As this is our second year using this format, it also enables us to observe some emerging trends, including our increased participation rates.

#### All Colleague Survey 2024/25 - NTU

### Participation

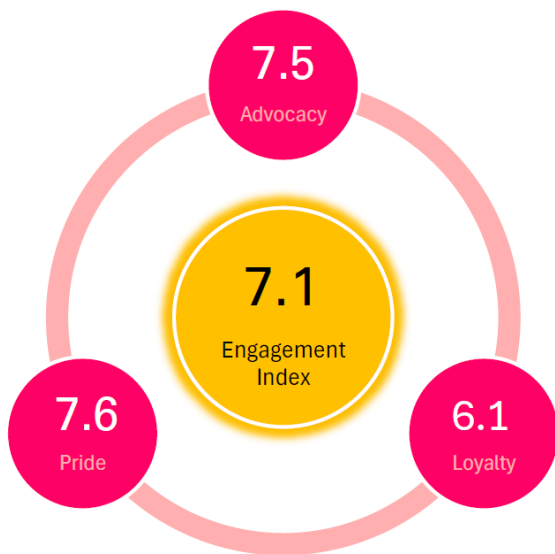
Within NTU 4,296 salaried employees were invited to participate in the survey, of which 2,259 (52.6%) responded.

A further breakdown of your response rate is provided in the table below.



	2023-24			2024-25			+ / -
	Invited	Responded	%	Invited	Responded	%	
<b>NTU</b>	<b>4,567</b>	<b>2,136</b>	<b>46.8%</b>	<b>4,296</b>	<b>2,259</b>	<b>52.6%</b>	▲ +5.8%
Academic Schools	2,568	1,008	39.3%	2,368	1,141	48.2%	▲ +8.9%
Professional Services	1,999	1,128	56.4%	1,928	1,118	58.0%	▲ +1.6%

Given these increased participation rates, we are pleased to see that our overall *Engagement Index* has improved since the previous year (2023/24) – this is particularly noteworthy in the context of having had to reduce our workforce in this period, a factor that would normally be expected to reduce colleague engagement. A slightly less positive picture in this context is that there are a lower proportion of colleagues who respond with a particularly high engagement index.



**Question wording**

**Pride:** I feel proud to work for NTU

**Advocacy:** How likely are you to recommend NTU as a good place to work?

**Loyalty:** I rarely think about looking for a job outside of NTU

**What does a 'good' score look like?**

- 7 and above positive
- 5 - 6.9 = moderate
- 3 - 4.9 = slightly negative
- 2.9 and below = negative

	2023-24		2024-25		Change
<b>Engagement Index</b>	7.0		7.1		▲ +0.1
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>%</b>
<b>High</b>	607	28%	588	26%	▼ -2.4%
<b>Positive</b>	694	32%	757	34%	▲ +1.0%
<b>Moderate</b>	435	20%	543	24%	▲ +3.7%
<b>Low</b>	400	19%	371	16%	▼ -2.3%

The available benchmark data<sup>5</sup> is as follows, where we perform better than the education sector averages across all data. Our comparison with organisation size is less favourable; however, we are at the upper end of this range, and there is a drop across the benchmarks when using organisation sizes above 5000 employees.

Benchmark	Engagement Index	Loyalty	Advocacy	Pride
Education	6.7	5.7	7.1	7.4
Organisation Size (1000-4999)	7.3	6.6	7.5	7.7

The data presented above have been taken from our most recent survey (2024/25), which was a "Pulse" survey asking solely the three questions that load onto the Engagement Index score. However, in the previous year's data, with a larger range of questions were able to identify what particular experiences are driving colleagues' sense of engagement.

<sup>5</sup> <https://www.hive.hr/the-employee-engagement-benchmarks-q2-2025/>

## Key Drivers of Engagement

Below are the three areas that have the greatest impact on engagement. This is calculated by comparing average scores for those within the 'positive' and 'high' engaged groups and those within the 'low' and 'moderate' engaged groups to determine what engaged employees experience that sets them apart from less engaged employees.

	Low / Moderate	Positive / High	Difference
I receive praise and recognition when I do a good job	5.2	7.8	+2.6
I am able to maintain a healthy work-life balance working here	4.8	7.3	+2.5
I understand the reasons behind any organisational changes being made	5.7	8.2	+2.5

Similarly, 2023/24 data enabled us to explore data in more granularity, with seven statements that particularly reflect equality, inclusion, respect and a sense of belonging at NTU. For each of these statements, the percentage of positive responses was calculated across multiple demographic groups and categories. Specifically, four of the demographic categories analysed were Gender, Ethnicity, Disability and Sexual Orientation. Each of these categories contain a number of specific groupings relevant to each category. For Gender, average results were determined for the four groups of Female, Male, Non-Binary and Other (plus a group of respondents who did not provide information on their gender). This allows for data trends to be analysed when comparing average scores recorded by the Female group with each of the other three categories or a combination of all three. Where appropriate, an intersectional lens is adopted in this analysis and significant trends relating to Ethnicity, Disability and Sexual Orientation will be identified.

### 1. How likely are you to recommend NTU as a good place to work?

In response to the question 'How likely are you to recommend NTU as a good place to work', the question that returns an indication of colleague Advocacy, an average positive response of 74% was recorded across all respondents. In the Gender category, Female colleagues recorded the most positive average score with 82%. In contrast, Male colleagues recorded an average positive response score of 72%, Non-Binary colleagues recorded an average positive response score of 56%, and colleagues who selected Other in the Gender category recorded an average positive response score of 50%. This suggests that Female colleagues feel a strong sense of loyalty towards NTU, whereas Male colleagues feel a less strong sense of loyalty towards NTU, and Non-Binary colleagues and those who selected Other in the Gender category on average feel a low sense of loyalty towards NTU.

## 2. I feel proud to work for NTU

In response to the statement 'I feel proud to work for NTU', similar trends appear. An average positive response percentage of 75 was recorded across all respondents. In the Gender category, Female colleagues recorded the most positive average score with 83%. In contrast, Male colleagues recorded an average positive response score of 74%, Non-Binary colleagues recorded an average positive response score of 50%, and colleagues who selected Other in the Gender category recorded an average positive response score of 58%. This suggests that Female colleagues feel a strong sense of Pride towards NTU, whereas Male colleagues feel a less strong sense of Pride towards NTU, and Non-Binary colleagues and those who selected Other in the Gender category on average feel a low sense of Pride towards NTU.

## 3. I rarely think about looking for a job outside of NTU

In response to the statement 'I rarely think about looking for a job outside of NTU', the statement that returns an indication of colleague Loyalty, the average positive responses trended low across all demographics. An average positive response percentage of 51 was recorded across all respondents. In the Gender category, Female colleagues again recorded the most positive average score with 59%. In contrast, Male colleagues recorded an average positive response score of 49%, Non-Binary colleagues recorded an average positive response score of 28%, and colleagues who selected Other in the Gender category recorded an average positive response score of 33%. When taking the average positive response percentage of each of the demographic groups from all categories, the 59% average recorded by Female colleagues was the third most positive result, behind only colleagues who selected Other and Black

in the Ethnicity category, which recorded scores of 60% and 66% respectively. However, the 28% recorded by Non-Binary colleagues and 33% recorded by colleagues who selected Other in the Gender category were the two lowest scores in response to this statement.

## 4. I have good conversations with my manager regarding my performance and development

In response to the statement '*I have good conversations with my manager regarding my performance and development*' an average positive response percentage of 69 was recorded across all respondents. In the Gender category, Female colleagues recorded an average score of 73%. However, this was not the most positive average score from groups in the Gender category, as colleagues who selected Other recorded an average score of 75%. Male colleagues then recorded an average positive response score of 70%, and Non-Binary colleagues recorded an average positive response score of 67%. In all, the average positive response score from any group in the Gender category do not deviate significantly from the average recorded by all respondents.

## 5. I feel treated with respect and dignity by my colleagues

In response to the statement '*I feel treated with respect and dignity by my colleagues*' the average positive responses trended higher across all demographic groups. An average positive response percentage of 81 was recorded across all respondents, and all demographic groups recorded average response scores of 72% or higher. In the Gender category, Female colleagues recorded an average score of 86%, which is the joint highest positive response score (tied with Asian colleagues and Non-Disabled colleagues). Male colleagues, Non-Binary colleagues and colleagues who selected Other in the Gender category recorded average scores of 81%, 78% and 75% respectively.

## 6. I feel the culture at NTU encourages colleagues to treat others with respect and dignity

In response to the statement '*I feel the culture at NTU encourages colleagues to treat others with respect and dignity*' an average positive response percentage of 77% was recorded across all respondents. In the Gender category, Female colleagues recorded an average score of 84%, which was the most positive average score from groups in the Gender category. Male colleagues then recorded an average positive response score of 78%, and both Non-Binary colleagues and colleagues who selected Other in the Gender category each recorded an average positive response score of 67%. When taking the average positive response percentage of each of the demographic groups from all categories, the 84% average recorded by Female colleagues was the second most positive result, behind only colleagues who selected Black in the Ethnicity category, who recorded a score of 85%. In contrast, the 67% average recorded by Non-Binary colleagues and colleagues who selected Other in the Gender category are the joint second lowest, with only colleagues who selected Other in the Sexual Orientation category recording a lower average positive response score of 55%, which is notable for the large difference in these two scores.

## 7. We regularly use both colleague and student feedback to improve the way we do things

In response to the statement '*We regularly use both colleague and student feedback to improve the way we do things*' an average positive response percentage of 64% was recorded across all respondents. In the Gender category, Female colleagues recorded an average score of 69%, which was the most positive average score from groups in the Gender category. Male colleagues then recorded an average positive response score of 65%, and both Non-Binary colleagues and colleagues who selected Other in the Gender category each recorded an average positive response score of 67%. These average scores are not vastly different from the average positive response score taken from all respondents. However, notable outliers in the dataset are identified in the Ethnicity and Sexual Orientation categories. In the Ethnicity category, the average positive response score recorded by Asian and Black colleagues were markedly higher than the overall average, with scores of 75% and 84% respectively. In the Sexual Orientation category, the average positive response score recorded by Bisexual colleagues was 49%, which is markedly lower than the overall average.

## Subunit Surveys

As described in detail in Section 2, a key element of progress at NTU has been our improved level of subunit activity with regard to AS. Aligned to this, each subunit has taken responsibility for their own approach to culture survey, as detailed below in Table 1. As outlined in Section 3, this data is then shared and considered by colleagues in HR OD, so that thematic trends in local data can be brought together at the central level. With this data available within those subunit submissions, we are not re-reporting the data here, as we could not do justice to the context which has already been actioned by those subunits when they made their submissions. For Schools where departments are large enough to make individual submissions (SST and S3), the departments which have not yet made their own Athena Swan progress are evaluated for culture by Executive Deans through the Hive data made available at a departmental level from the central University.

**Table 1: Approaches to Culture Survey at Subunit level**

School or Department	Award	Date
<b>School of Animal, Rural &amp; Environmental Sciences (ARES)</b>	<b>Bronze</b>	<b>May 2024</b>
Process: Single culture survey in Nov 22 to support Bronze application		
Key Findings: Positive overall - 100% of respondents Strongly Agree/Agree that they feel they belong, other staff care about them, contributions are valued, and are confident to speak up. Some concerns about manageable workload - 23% disagree/strongly disagree that workloads are manageable across the year.		
<b>School of Architecture, Design &amp; Built Environment (ADBE)</b>	<b>Bronze</b>	<b>Oct 2022</b>
Process: Surveyed with core questions in 2024 [need to ask again to determine ongoing plan, as preparing for silver in 2027]		
Key Findings: Most concerned around Bullying (19% endorsement), belonging and inclusion strongest theme, reported at question level only		
<b>School of Arts &amp; Humanities (AAH)</b>	<b>Silver</b>	<b>May 2023</b>
Process: Data collected in January 2020 and June 2021, used to inform Silver submission in conjunction with institutional staff surveys.		
Key Findings: Very good engagement from staff. Still evidence of perceived gender bias, but reducing over the two collections		
<b>Nottingham Business School (NBS)</b>	<b>Bronze</b>	<b>Jan 2025</b>
Process: Culture survey undertaken with Advance HE questions in 2024 to prepare for 2025 submission; next planned in 2028 for the 2029 submission. Data are summarised in NBS appendix (by question, not theme, and not all 28 questions)		
Key Findings: Mainly positive, especially inclusion and belonging. More negative responses noted around transparency, fairness and manageability of work-loading, some issues around bullying and harassment		
<b>Nottingham Law School (NLS)</b>	<b>Bronze</b>	<b>Sept 2023</b>
Process: Biennial surveys in 2022 and 2024 with a mix of mandatory "core" questions, NTU/Advance HE endorsed questions and questions that had arisen from SAT/EDI discussions; moving to annual collection in 2025.		
Key Findings: NLS is a key participant in NTU strategies on Success for All, Race Equality and decolonisation; findings coalesce around these areas e.g. robust support for EDI monitoring incl. more nuanced staff/student data on all gender identities/intersectional data; decolonisation as it relates to gender and ethnicity. Colleague responses mostly high positive (agree/strongly agree) across departmental culture questions; incl. strong sense of belonging and department that has strongly inclusive environment.		
<b>Nottingham School of Art &amp; Design (NSAD)</b>	<b>Bronze Submit for Silver</b>	<b>Nov 2022 Oct 2027</b>
Process: Surveyed in 2021, 2023, plan for biennial in Septembers 2025 and 2027		
Key Findings: Positive belonging and inclusion (grown)		
<b>School of Science &amp; Technology (SST)</b>		
<i>Department of Sport Science</i>	<i>Bronze Bronze (renewal)</i>	<i>Oct 2020 Sept 2024</i>
Process: Collected last in March 2024 (had been planned biennially, but on hold during COVID). 28 Advance HE questions, plus four extras		
Key Findings: Priorities include inclusive student experience & support incl. progression and attainment from an intersectional perspective; and support for career development targeted particularly for women and other underrepresented members of staff;		

School or Department	Award	Date
<i>Five other SST Departments</i>	<i>Bronze</i>	<i>Submissions planned in 2025</i>
Process: Collected for the first time in March 2024 academic year, and to re-run biennially. All departments run survey at the same time, but results are collected and analysed at a departmental level		
Key Findings: Too early to report		
<b>School of Social Sciences (S3)</b>		
<i>Department of Psychology</i>	<i>Bronze</i> <i>Silver</i>	<i>Apr 2019</i> <i>July 2024</i>
Process: Have collected the 28 questions annually since 2022 and will continue to do so. Predominantly considered and reported by theme, not question		
Key Findings: Strongest consistent performance for belonging, gender equality, and work-life balance themes. Bullying and career development both indicate a downward trend. Sex difference is reducing; marginalised identity difference is increasing		
<i>Department of Criminology and Criminal Justice</i>	<i>Bronze</i>	<i>May 2025</i>
Process: Survey in 2024 in preparation for 2025 submission using the 28 questions. Plan to repeat biennially		
Key Findings: Belonging and inclusion strongest theme, but quite a notable sex difference in most themes. Same pattern of theme strengths as Psychology		

## APPENDIX 2

### Mandatory Data Tables

Note:

- Data covering the five-years 2019/20 to 2023/24 for both staff and students are provided in order to present complete year data sets as well as align census periods.
- NTU 2018 AS Bronze award did not require student data within mandatory data sets.
- NTU 2018 AS Bronze award provided staff data 2012/13 to 2016/17. NTU HR data systems were extensively upgraded between 2017-19. This means that data prior to 2019/20 require bespoke drawdown. While we have not included these two earlier years within the mandatory data set, we have referenced these data where relevant [e.g. 2018 Action Plan].
- The terminology used in the presentation of staff and student data reflects whether the data is collected by sex (ref AS Charter V1.5 June 2025) – where we use female (F) / male (M), or gender – where we use woman (W) / man, or by declared gender identity – where we use (DGI).

#### 2.1 Student data tables

Table 2.1.1 Opening Headcount: By qualification type by sex

#### 2.2 Staff data tables

Table 2.2.1 Academic staff by grade and contract function

Table 2.2.2 Academic staff by grade and contract type

Table 2.2.3 PTO staff by contract type

Table 2.2.4 Professional, Technical and Operational (PTO) by grade and job family

Table 2.2.5 Applications, short lists and appointments made in recruitment to academic posts by grade

Table 2.2.6 Applications, short lists and appointments made in recruitment to PTO posts by grade

Table 2.2.7 Application and success rates for academic promotion by grade

Table 2.2.8 Application and success rates for PTO progression by grade (where there are formal routes for progression)

#### POST-AWARD NOTE

**Data tables have been redacted. Please contact EDI directly for further information in relation to the data**

## APPENDIX 3

### Glossary

A	Academic
AAH	Arts & Humanities (School of)
AB	Academic Board
ADBE	Architecture, Design & the Built Environment (School of)
AHSSBL	Arts, Humanities, Social Sciences, Business & Law
ARES	Animal, Rural & Environmental Sciences (School of)
AS	Athena Swan
ASQC	Academic Standards and Quality Committee
Assoc Prof	Associate Professor
AY	Academic Year
CADQ	Centre for Academic Development & Quality
CenSCE	Centre for Student and Community Engagement
CICT	Confetti / Confetti Institute of Creative Technologies
CITs	Colleague Information Topics
COOR	Chief Operating Officer and Registrar
DGI	Declared Gender Identity
DVC	Deputy Vice-Chancellor & Provost
EDI	Equality, Diversity and Inclusion
EPC	Employment Policy Committee
EUET	Extended University Executive Team
Exec Dean	Executive Dean
F	Female (sex)
FE	Further Education
FT	Full-time
FTE	Full Time Equivalent
GMB	One of 3 NTU recognise trade unions
HE	Higher Education
HEI/s	Higher Education Institution/s
HESA	Higher Education Statistics Agency
HPL	Hourly Paid Lecturer
HR	Human Resources
HRPRF	Human Resources Policy Review Forum
KIT	Keep in Touch (days)
KPI/s	Key Performance Indicator/s
L	Lecturer
L/SL	Lecturer/Senior Lecturer
LGBTQ+	Lesbian, Gay, Bisexual, Trans & Queer (where the '+' denotes all diverse expressions of sexuality and gender identity)
M	Male (Sex)
MAW	Managing Academic Workload (replaced by MAP)
MAP	My Academic Portfolio
MHC	Mental Health Charter
NBS	Nottingham Business School
NLS	Nottingham Law School
NSAD	Nottingham School of Art & Design
NTSU	Nottingham Trent Students' Union
NTU	Nottingham Trent University
OD	Organisational Development & Culture
OMP	Occupational maternity pay

## Glossary

PGCAP	Postgraduate Certificate in Academic Practice
PL	Principal Lecturer
Prof	Professor
PS	Professional Service/s
REC	Race Equality Charter
S3	School of Social Sciences
SAT	Self-Assessment Team
SET/s	School Executive Team/s (in Academic Schools)
SLT/s	Senior Leadership Team/s (in PS Departments)
SOAR	Support of Academic Returners
SPC	Strategic Planning & Change (Department of)
SPL/IT	Shared Parental Leave/Shared Parental Leave keep in touch
SSS	Student Support Services
SST	School of Science & Technology
STEM	Science, Technology, Engineering & Mathematics
TEF	Teaching Excellence Framework
TGD	Trans and Gender Diverse
UCU	One of 3 NTU recognise trade unions (University and College Union)
UET	University Executive Team
UHR	University HR (Human Resources) network
ULT	University Leadership Team
UNISON	One of 3 NTU recognise trade unions
USET	University Shadow Executive Team
VC	Vice-Chancellor
W	Women (gender)

### ***NTU Schools***

AAH	School of Arts & Humanities
ADBE	School of Architecture, Design & the Built Environment
ARES	School of Animal, Rural & Environmental Sciences
CICT	Confetti / Confetti Institute of Creative Technologies
NBS	Nottingham Business School
NLS	Nottingham Law School
NSAD	Nottingham School of Art & Design
S3	School of Social Sciences
SST	School of Science & Technology