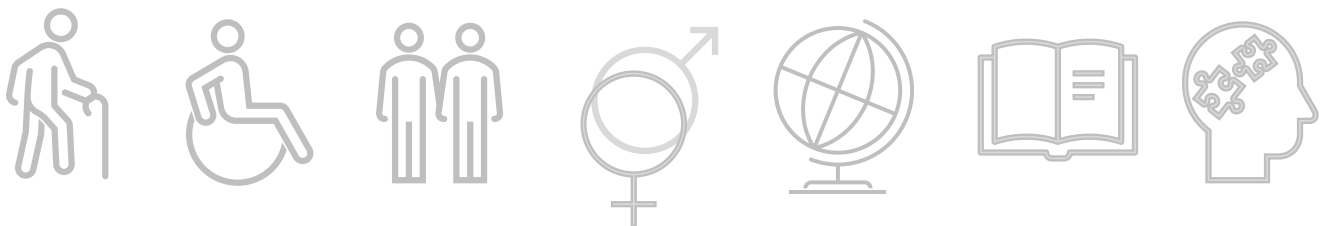


Annual Equality, Diversity, and Inclusion Report

2021-22



If you have any comments or recommendations, please email the Equality, Diversity, and Inclusion (EDI) Office via edi@herts.ac.uk.

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Foreword from the Vice-Chancellor



I am pleased to present our latest Annual Equality, Diversity, and Inclusion (EDI) Report which highlights our key achievements and the work undertaken in 2021-22 to create an equal, diverse, and inclusive culture at Herts. Our vision is to ‘transform lives by finding and powering potential, giving people the opportunity to succeed with us whatever their background’. Our strategic EDI objectives are integrated within our

Strategic Plan which promotes an inclusive learning and working environment for our students and staff. This report summarises the progress against our strategic EDI objectives and priorities across the University. It also highlights some excellent work undertaken in the last academic year to eliminate disadvantage and potential discrimination, advance equality of opportunity, celebrating our diverse community and fostering a cohesive culture.

I am proud of the work undertaken, and the excellent progress made in the last academic year. However, we understand there is much more work to be done and the importance of sustained commitment and action across several aspects to drive continuous improvement. We are conscious that we have a long way to go to improving the diversity across our staff population at all levels, further improving our gender and ethnicity pay gaps and reducing the Black Asian Minority Ethnic awarding gap for our students.

The Board of Governors and University Executive Group are committed to drive improvement across the University for our student and staff community.

Introduction

As this report highlights, we have continued to make important progress in advancing equality of opportunity, embracing, and proactively celebrating the diversity of our community, and fostering a cohesive inclusive culture. We have made some excellent progress against our strategic EDI objectives for both our student and staff community. We were successful in achieving Level 2 (Disability Confident Employer) of the Disability Confident Scheme and continue to implement our Athena Swan and Race Equality Charter Mark action plans. In 2021, for the first time, we held events to mark Disability History Month and South Asian Heritage Month in 2022. We continue to support our Staff Networks who have developed and grown in the last year. We produce and publish Gender and Ethnicity Pay Gap Reports and report every six months to the University's Strategic EDI Board.

The EDI Office continues to work closely with the Board of Governors (BoG), Chief Executive Group (CEG), Strategic Business Units (SBU) EDI Teams, Hertfordshire Students' Union (HSU), Human Resources (HR) and the Learning and Teaching Innovation Centre (LTIC) to monitor progress against our Strategic Equality Objectives and implement initiatives to achieve these.

The University publishes an overview of key equality and diversity statistics on an annual basis (as of 31 July) relating to the protected characteristics of its staff and student body. This annual report is published separately, and data from it used in this accompanying progress report.

The following sections provide an update against our strategic equality objectives, Charter Marks and other projects and initiatives to advance EDI at the University.

Our key achievements in 2021-22

In the last academic year, we have continued to make progress by championing equality of opportunity, celebrating the diversity of our community and fostering inclusion and cohesion. Some of the highlights include:

- Increased the percentage of Black Asian Minority Ethnic staff at salary scale UH9 and above to 17%, exceeding our key performance indicator of 16% agreed in 2019
- Increased the percentage of Black Asian Minority Ethnic teaching staff to 25% (2025 target is 25%)
- Increased the percentage of senior academic women (salary scale AM1 and above) to 50%, exceeding our key performance indicator of 49.2%
- Our Black Asian Minority Ethnic awarding gap is slightly above (16%) our target for 2021-22 at 16% (down from 20% in 2018-19)
- Achieving Level 2 of the Disability Confident Scheme
- Established a Black Asian Minority Ethnic Staff Success working Group to advance race equality for staff
- Successful bid for Minority Ethnic Advocates to assist UH in enabling access and participation in postgraduate research
- 3064 instances of engagement with our EDI training, including a combination of both workshops and online modules (an increase from 1792 last year)
- Continued to support Advance HE's Aurora and Diversifying Leadership programmes
- Over 500 staff engaged with the Active Bystander training led by the Learning and Organisational Development team
- Undertook a comprehensive consultation exercise on the term BAME
- Established a Diversity Events Working Group and organised and hosted a comprehensive Diversity Calendar of Events
- Developed partnership working with Herts LGBT Partnership, Herts Equality Council and the Police

Our diverse community

As at 31 July 2022, the University employed a total of 2,602 (2,227.6 FTE) substantive appointments comprising 51.4% academic and 48.6% professional contracts.

Table 1: Staff declaration against Protected Characteristics

Protected Characteristics	Declared PC	Prefer Not to Say	Unknown
Disability	98%	2%	-
Gender Reassignment	70.8%	13.1%	12.6%
Race	98.1%	1.8%	0.1%
Religion or Belief	77.0%	12%	11%
Sexual Orientation	82.2%	8.2%	9.6%

We continue to have a low prefer not to say rate for Disability at 2%. There has been an increase in the percentage (23%) PNTS and the unknowns compared to last year, however this is still lower than the sector average at 37.6% (HESA 2022). There has been a continues reduction in the percentage (8.2%) of staff who have chosen the PNTS for sexual orientation from 11.7% in 2019-20.

Table 2: Student declaration against the Protected Characteristics

Protected Characteristics	Declared PC	Prefer Not to Say / Unknown
Disability	10%	0%
Gender Reassignment	96.5%	3.5%
Race	97.4%	2.6%
Religion or Belief	95.8%	4.2%
Sexual Orientation	90.7%	9.3%

Age

The **highest** percentage (13.1%) of staff fall within the 56-60 age group, followed by the 36-40 age group (12.8%) and 41-50 (12.7%). **Only** 4.5% of our staff are **under** the age of 25. The majority (55.1%) of our students are aged between 18-24, and 13.1% aged over 40.

Disability

9.5% of our staff have **declared** a disability which is **above** the sector average of **6%** (HESA, 2022). The **three most** reported disabilities are the **same** for both academic and research and professional categories: long standing illness/health condition; specific learning difficulties and mental health condition. **10.4%** of our students have **declared** a disability, this includes 2.9% who have declared a mental health condition, such as depression, schizophrenia or anxiety disorder, and 3.7% with a

learning difficulty such as dyslexia, dyspraxia or attention deficit hyperactivity disorder. 0.4% have a physical impairment or mobility issues.

Gender Reassignment

1.1% of staff have recorded their gender different to that assigned at birth. Our percentage of unknowns has **decreased** from 14.9% to 13.1%, however, we will continue to explore how we can bring this number down by understanding the reasons for not declaring and encourage staff to provide this information. **0.3%** students have recorded their gender different to that assigned at birth.

Race

There has been an **increase** of Black Asian Minority Ethnic staff from **21.5%** to **23.2%** which is above the sector average of 14.3% (HESA, 2021). **65.9%** of our students identify as Black Asian Minority Ethnic. This includes 37.5% Asian/Asian British, 18.9% Black/Black British, 4.4% mixed and 1.5% Chinese.

Religion or Belief

A high percentage of our staff (34.7% all staff) do not follow a religion, 33.4% are Christian, 4.6% Muslim, 2.5% Hindu and 0.9% Jewish. 19.9% of our students do not follow a religion, 32.8% are Christian, 22.1% Muslim, 15% Hindu and 0.4% Jewish. There continues to be a significant difference in the percentage of our Muslim and Hindu staff in comparison to our student body.

Sex

Female contracts are currently **57.4%** in total which is higher than the sector with 54.7% (HESA, 2021). The staff profile below identifies higher full-time equivalent (FTE) for female academics (26.9%) compared to males (24.4%). The sector shows that proportionally there are typically more male academics (30.6%, HESA, 2021). Our student community is similar in female/male proportional split to the staff community with **50.9%** female and **49.1%** male students.

Sexual Orientation

The **majority** (76.9%) of staff are heterosexual, 1.7% bisexual, 1.7% gay men and 0.9% gay woman/lesbian (**4.3%** LGB compared to a sector average of 2.6%). The **majority** (83.8%) of our students identify as heterosexual, **4.2%** as lesbian, gay, bisexual, with 9.3% not known/information refused.

Progress against our institutional equality objectives

Increase senior Black Asian Minority Ethnic staff (salary scale UH9 and above) to 16% (from 13%) by 2025

Table 3: Staff at UH9 and above

Ethnicity Band	Ethnicity Group	2019/20	2020/21	2021/22
Black, Asian, Minority Ethnic	Asian	5.2%	4.9%	5.5%
	Black	3.3%	3.6%	3.7%
	Chinese	3.6%	3.7%	3.9%
	Mixed	1.4%	2.4%	2.4%
	Other	2.0%	1.9%	2.0%

	Total	15.5%	16.6%	17.6%
Not Available	Not Available	0.2%		0.2%
	Prefer not to say	-	-	1.7%
prefer Not to Say	Total	0.2%	-	1.8%
Refused	Refused	1.5%	1.7%	-
	Total	1.5%	1.7%	-
White	White	82.8%	81.7%	80.6%
	Total	82.8%	81.7%	80.6%
	Total			
	Total	100%	100%	100%

It is really encouraging to see from the table above that we have steadily increased the percentage each year, and exceeded our target set in 2019. We will not become complacent and will be agreeing an aspirational target to work towards till 2025. It is important to be mindful that this can also reverse with just small numbers of individuals leaving.

Diversifying Leadership

For the fifth year in a row, the University has sponsored a cohort onto the Advance Higher Education Diversifying Leadership programme. The aim of the programme is to develop Black Asian Minority Ethnic colleagues to help them progress their careers at the University. Each participant was matched with a senior sponsor of their choice, to help provide that support during the course.

On completion of the programme, we supported the participants to help embed the learning from the programme. The unsuccessful applicants have been offered opportunities such as: sitting on recruitment presentation panels for some of the HR roles, enabling more diversity to the panels, and to join the Black Asian Minority Ethnic mentoring scheme.

Increase Black Asian Minority Ethnic teaching staff (salary scale UH9 and above) to 25% (from 19%) by 2025

Table 4: Teaching staff at UH9 and above

Ethnicity Band	Ethnicity Group	2019/20	2020/21	2021/22
Black, Asian, Minority Ethnic	Asian	7.0%	8.1%	9.1%
	Black	5.4%	5.6%	6.5%
	Chinese	2.6%	4.8%	4.5%
	Mixed	2.0%	1.9%	2.4%
	Other	2.6%	2.6%	2.4%
	Total	19.6%	23.0%	24.9%
Not Available	Not Available	1.3%	0.3%	0.3%
	Prefer not to say	-	-	1.5%
	Total	1.3%	0.3%	1.8%
Refused	Refused	1.5%	2.0%	0.0%
	Total	1.5%	2.0%	1.8%
White	White	77.6%	74.7%	73.3%

	Total	77.6%	74.7%	73.3%
	Total	100%	100%	100%

Academic Promotions

Last year, the University reviewed its academic promotion process with the aim of ensuring fairness and transparency. The aim of the academic promotion cycle is to encourage academic and research staff progression/promotion for Professor, Reader and Associate Professor roles. The Deans/Heads of Strategic Business Units (SBU) ensure the SBU panel is as diverse and representative as possible, and the Chair of the panel has completed relevant EDI training beforehand. For the 2021-22 round, we have seen an increase in applications from women and Black, Asian, Minority Ethnic staff who have also been successful in promotion.

From the total (46) applications received, 16 (35%) were from Black, Asian, Minority Ethnic and 30 (65%) were from White and applicants. Of these, 16 were for Professorship (5 Black, Asian, Minority Ethnic and 11 White), and 30 for Associate Professorship / Readership (11 Black, Asian, Minority Ethnic and 19 White).

45% of the total applications received were successful in promotions, and of these 43% were Black, Asian, Minority Ethnic and 57% White.

Table 5 below breaks down the numbers as they progressed through the stages.

Table 5: Academic Promotions (Race)

From the 46 applicants, 33 were successful at SBU Stage			
Applicants	Level	Black, Asian, Minority Ethnic	White
33	Professorship (10)	5	5
	Associate Professorship / Readership (23)	7	16
From the 33 applicants, 25 were successful at PF Stage			
25	Professorship (7)	5	2
	Associate Professorship / Readership (18)	6	12
From the 25 applicants, 21 were successful at interview			
21	Professorship (6)	4	2
	Associate Professorship / Readership (15)	5	10

We also witnessed an increase of applications that were also successful from female staff.

From the total (46) applications received, 27 (59%) were from females and 19 (41%) were from males. Of these, 16 were for Professorship (6 female and 10 male), and 30 for Associate Professorship / Readership (21 female and 9 male).

45% of the total applications received were successful in promotions, and of these 62% were female and 38% male.

Table 6 below breaks down the numbers as they progressed through the stages.

Table 6: Academic promotions (sex)

From the 46 applicants, 33 were successful at SBU Stage			
Applicants	Level	Female	Male
33	Professorship (10)	5	5
	Associate Professorship / Readership (23)	15	8
From the 33 applicants, 25 were successful at PF Stage			
25	Professorship (7)	4	3
	Associate Professorship / Readership (18)	12	6
From the 25 applicants, 21 were successful at interview			
21	Professorship (6)	4	2
	Associate Professorship / Readership (15)	9	6

Increase senior academic women (salary scale AM1 and above) by 10% (from 44.7% to 49.2%) by 2025

This KPI was reviewed towards the end of 2020/21 to include academic women in professional SBU's, hence the change in target (originally 42.7% to 47%).

Table 7: Senior Academic Women

SEX	2019/20		2020/21		2021/22	
	FTE	%	FTE	%	FTE	%
Female	63.29	44.4%	59.19	44.5%	75.09	49.00%
Male	79.3	55.6%	73.72	55.5%	79.01	51.00%

It is positive to see a steady increase over the last three years, and to have achieved the target this year. However, we will continue to maintain the momentum through actions from the institutional and School Athena Swan action plans.

Aurora

To support women into leadership, since 2013-14, we have sponsored a cohort for Advance HE's Aurora programme for eight years. Aurora is for women, up to senior lecturer level or the professional services equivalent, working in a university, college or related organisation who would like to develop and explore issues relating to leadership roles and responsibilities. Participants should have the endorsement of their institution (either their Aurora Champion, Human Resource department or line manager) and be committed to developing and enhancing their career.

For the 2021/22 programme, we sponsored twelve women to participate in the programme. Each were endorsed for their Head of Strategic Business Unit (SBU) and fully supported by their line manager.

Reduce the Black Asian Minority Ethnic awarding gap by half by 2025 (baseline 2019-20 18% - target 9%)

The University has several plans in place that include actions to reduce the BAME awarding gap for students. These include the:

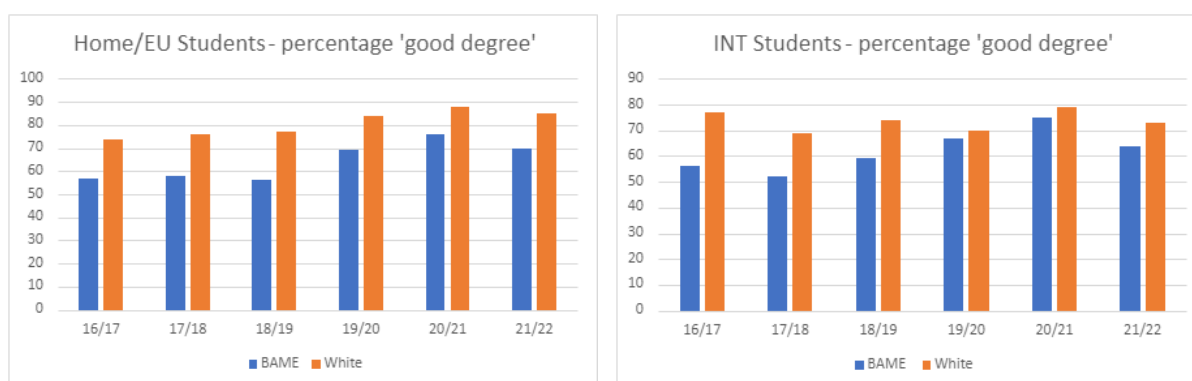
- [Access and Participation Plan \(APP\)](#)
- [Race Equality Charter \(REC\) Mark](#)
- Annual School Student Educational Experience action plans
- Annual Monitoring and Evaluation Reports (AMER) at programme level

Caution must be taken when comparing 2021/22 with data from previous years (2020/21 and 2019/20) as the application of the 'Safety Net policy' due to the Covid pandemic no longer applies in 2021/22.

Table 8. University data from 2016/17 – 2021/22 Percentage of students achieving a good degree according to residential status and ethnicity.

Home/EU (data rounded to nearest percent)	16/17	17/18	18/19	19/20	20/21	21/22
White	74	76	77	84	88	85
Black Asian Minority Ethnic	57	58	56	68	76	70
Awarding gap	17pp	18pp	21pp	15pp	12pp	15pp
International (data rounded to nearest percent)	16/17	17/18	18/19	19/20	20/21	21/22
White	77	69	74	70	79	73
Black Asian Minority Ethnic	56	52	60	67	75	64
Awarding gap	21pp	17pp	14pp	3pp	4pp	9pp

Figure 2 and 3: Awarding gap graphs for Home/EU and International students



Considering Home/EU and International student data separately (table 8, figures 2 and 3); the University's awarding gap for **Home/EU** students has reduced from **15**

percentage points in 2019/20 to **12** percentage points in 2020/21 but had a slight increase to **15** percentage points for 2021/22 (calculations from un-rounded data). The awarding gap for **International** students has reduced from **3** percentage points in 2019/20 to **4** percentage points in 2020/21 and then increased to **9** percentage points in 2021/22.

Table 9. School awarding gap data (2019/20, 2020/21 and 2021/22)

	HBS			CTA			PECS			*EDU		
	19/20	20/21	21/22	19/20	20/21	21/22	19/20	20/21	21/22	19/20	20/21	21/22
BAME	73%	74%	68%	71%	67%	62%	73%	77%	69%	68%	72%	
WHITE	91%	91%	89%	84%	88%	85%	87%	86%	83%	79%	73%	
Gap	-18%	-17%	-21%	-13%	-21%	-23%	-15%	-9%	-14%	-12%	-1%	

	HSK			*HUM			LAW			LMS		
	19/20	20/21	21/22	19/20	20/21	21/22	19/20	20/21	21/22	19/20	20/21	21/22
BAME	50%	75%	76%	76%	82%		70%	77%	58%	69%	79%	75%
WHITE	75%	90%	91%	86%	89%		80%	94%	74%	86%	89%	87%
Gap	-25%	-15%	-15%	-10%	-7%		-10%	-17%	-16%	-17%	-10%	-12%

	SHE		
	19/20	20/21	21/22
BAME			67%
WHITE			78%
Gap			-11%

One school (HLS) showed a reduction of 1 percentage point in their awarding gap for 2021/22 compared to 2020/21 and one school (HSK) remained the same and four schools showed an increase (HBS, CTA, PECS and LMS). **Awarding gap data for EDU and HUM for 2021/22 are now merged under SHE.*

The University has seen a slight increase in the awarding gap for 2021/22 by 4 percentage point (12 pp in 2020/21 to 16pp in 2021/22). We must continue to strive to reduce the gap in ensuring we meet our annual Key Performance Indicator targets.

Learning and Teaching Innovation Centre

Throughout the year, our LTIC continued to support blended learning approaches, ensuring our practice was as inclusive as possible. The roll out of Herts Learning continued apace with 78 programmes having a Herts Learning curriculum design workshop. Inclusive and accessible practice is embedded within Herts Learning, and programme teams are required to demonstrate how their curriculum design meets the principles.

Inclusive Assessment project

The University took part in a Quality Assurance Agency (QAA) funded collaborative project. Led by Teesside University and as one of eight partner University Alliance institutions, the 15-month project enabled the development of 9 attributes which support inclusive assessment. Each partner identified undergraduate programmes that had closed either awarding gaps and/or continuation gaps across a range of

different student demographic groups during the Coronavirus pandemic. The leaders of these programmes were interviewed about any changes that they had made to their programme. Students on these programmes were interviewed to explore their experiences of assessment and any barriers they experienced in the assessment process as well as positive experiences of assessment. Thematic analysis of the transcripts of the interviews and focus groups was carried out, leading to the identification of 9 inclusive attributes that were common across the programmes identified in the eight institutions. The institutions also critiqued policy and practice changes that were made during the pandemic to identify how policies were made more inclusive. The project outputs include a toolkit for institutions to use with leaders, academics and students in order to critique and enhance their assessment practice as well as a series of inclusive assessment case studies. The project report, toolkit and case studies have been [published](#) by the QAA.

Fig 4: Inclusive Assessment Attributes

Inclusive Assessment	
Embeds support	Academic and wellbeing support is integrated within teaching and assessment. It is easily accessible, dialogic, responsive, and considerate of individual student needs.
Develops assessment literacy	Students are actively engaged with assessment processes with a focus on clarifying learning outcomes and expectations. Students and staff share an understanding of the purposes, requirements, and approaches and assessments.
Provides formative opportunities	Assessment is framed as a development process within which students engage in formative tasks and receive timely, relevant, and manageable feedback. Students feel safe to fail, knowing they will be supported to learn from experiences.
Communicates meaningfully	The assessment process is clear and transparent to all developed through a constructive dialogue between staff and students. Different levels, and modes of communication are managed to ensure timely and accessible information.
Enables personalisation	Assessment is designed to facilitate ownership and flexibility in how students demonstrate learning outcomes. Students feel empowered to make informed choices over what, when, and how they are assessed where appropriate.
Fosters digital capabilities	Assessment design is alive to the opportunities of different technologies. It creates a culture in which students and staff can develop and extend their digital capabilities, facilitating learning and teaching in diverse contexts and environments.
Promotes authenticity	The assessment tasks are relevant to students' subject areas, employment sectors and contexts of further study to which students will progress. The assessment culture encourages multi-model and creative assessment design.
Assumes considerate policies and processes	The design of assessment policies and processes are informed by an awareness of student needs, understanding of external pressures, and insights into structural and societal barriers.
Requires continuous reflection	Assessment is continuously reviewed and critiqued, using feedback and discussion with students, staff and key stakeholders, to ensure ongoing enhancement of policies, practices and processes.

Widening Access and Student Success – Black, Asian and Minority Ethnic Student Advocates

Our Black, Asian and Minority Ethnic Student Advocate programme has Advocates working in all academic schools and in a number of central departments including Careers and Employment, Hertfordshire Sports Village and the Learning and Teaching Innovation Centre.

Black Asian Minority Ethnic Careers event

For the fourth year in a row, the advocates, with support from staff in Widening Access and Student Success (WASS), LTIC and Careers and Employment, organised and ran our Careers Event for Black, Asian, and Minority Ethnic students, which had over 280 student sign-ups. The programme ran over 2 days with face-to-face sessions on day one and then online sessions on day two. The programme included talks and workshops from a range of speakers representative of the diversity of our student body and included session topics aimed to help student navigate their careers after graduation (e.g., employers discussing career opportunities as well as their commitment to diversity within the workplace, an alumni panel, and routes into research)

Collaborative project – Developing best practice in engaging student to enable and support inclusive cultural changes in HEIs.

Led by Kingston University and funded by Advance HE as a Collaborative Development project, we were one of six University Alliance institutions to take part in a project exploring the various drivers for the development, methods of implementation and key elements of success, of student partnership projects. Our Black Asian Minority Ethnic Student Advocate Programme and our Student Technology Mentor scheme were 2 of 9 case studies within the project along with Wellbeing Champions at the University of Brighton and Inclusive Curriculum Consultants at Kingston University. Through a number of online project workshops and then a 'sandpit' event for students and project leads, we collectively identified some key ingredients for projects which make a difference for staff and students in enabling a more inclusive culture. The project outputs include a portfolio of case studies, a student engagement toolkit and a short video outlining a range of recommendations from students to students about the benefits of participating in student engagement projects. The materials will also be available shortly on the Advance HE [website](#)

Advancing equality of opportunity

The University is committed to tackling inequality through identifying opportunities and addressing barriers faced by our student and staff community.

EDI Charter Marks

The University is committed to advancing equality for both our student and staff community and holds several equality charters marks to help achieve this.

Athena Swan

The Athena Swan charter mark is a national initiative that recognises commitment to tackling gender inequality in higher education and research. Originally designed to target improvement for women within science, technology, engineering, mathematics

and medicine subjects, and senior positions, it has now been extended to include arts, humanities, social science, business, and law. We hold an Institutional Bronze award and are working towards the Silver award in 2024. Several of our schools including Hertfordshire Business School, Hertfordshire Law School, School of Creative Arts, Education, Engineering and Computer Science, Humanities, and Life and Medical Sciences currently hold a Bronze award. The School of Health and Social Work, and Physics, Astronomy and Mathematics hold a Silver award.

The School of Life and Medical Sciences has recently submitted for a Silver award, and the newly merged School of Social Sciences, Humanities and Education (SSHE) are preparing their submission for a Bronze renewal.

Disability Confident Scheme

In April 2022, we were successful in achieving Level 2 (Disability Confident Employer) of the Disability Confident Scheme, which reaffirms our commitment to further to ensuring a positive experience for our disabled students and staff. This required undertaking a self-assessment against a set of criteria, and developing a challenging and comprehensive action plan to attract, retain and support disabled people so they can flourish at Herts.

HR Excellence in Research

We have held the HR Excellence in Research (HREiR) award since 2010, recognising our efforts to enhance working conditions for our researchers. Part of the Research Strategy 2020-2025 is to develop a diverse community of research engaged staff, students, and innovators. Working towards this, the EDI board was established which reports EDI data quarterly. Attendance at mandatory EDI training for all staff, including researchers, has improved significantly to 93%. There is a strong partnership between the EDI Office and Learning and Organisation Development in the delivery of EDI related development sessions. An EDI for managers workshop has been introduced to clarify management responsibility. A wide range of protected characteristics are being covered by EDI training, including disability, race, sexual orientation, and more general EDI awareness. The evaluations and feedback comments are very good and show a high standard of delivery and knowledge from the facilitators. 78% of respondents completing the Culture, Employment and Development in Academic Research Survey (CEDARS) believe UH is committed to EDI. 65% of respondents believe they are treated fairly irrespective of their protected characteristics, which reflects feedback from the Researcher Development Group.

HR have completed the review of policies to ensure they are inclusive, equitable and transparent. Fifteen policies have been reviewed with Equality Impact Assessments conducted on all.

Race Equality Charter

Since our submission in 2021, we have made some good progress against the Institutional Action Plan and regularly report progress against this to the REC Self-Assessment Team. A few highlights include:

- Establishing the Black Asian Minority Ethnic Staff Success Working Group

- Implemented an anonymous complaints system for staff and students
- Implemented anonymous shortlisting and diversifying interview panels
- Achieved the race equality KPI's

STUC

We are one of only 21 UK institutions to partner with Stammerers Through University Consultancy (STUC). We hope to focus on this charter mark by working in collaboration with STUC to shine a spotlight in stammering and how we can support our staff and student community.

Stonewall Diversity Champions Programme

Stonewall's Diversity Champions programme ensures that all LGBTQ+ staff are accepted without exception in the workplace. We have continued our commitment by renewing our membership of the programme in 2022 to further embed LGBTQ+ inclusion for our staff and students. Discussions are taking place with regards to participating in the Workplace Equality Index (WEI).

Strategic Business Units

The University has strengthened its EDI governance to help mainstream EDI across the institution. Each Strategic Business Unit (SBU) has an EDI Team (EDIT) in place that works closely with the central EDI Office to support the University achieve its strategic EDI objectives and priorities. In June 2022 the EDI Office held an away day for the EDITs to help them identify key EDI issues in their respective areas and develop a comprehensive SBU Action Plan to address the issues.

A comprehensive list of the achievements is available on our website. Some of the key achievements across the University include:

- Academic Registry worked with the EDI Office to review the Trans Inclusion Guidance for students.
- The Dean of Students Office continued to offer Prevent training and safeguarding Level 1 training to all University Staff and will continue for 22/23.
- EBD reviewed their recruitment to ensure diverse panels, adverts are worded appropriately, and opportunities are promoted through channels that reach a wider and diverse target audience.
- Estates have established a Disability Forum to review and improve access across the University.
- The Law School continued to develop its LGBT Law Clinic and attended Herts Pride with the EDI Office.
- The School of Education delivered trans awareness training for staff.
- The School of Humanities continued to sponsor three Black Asian Minority Ethnic PhD scholarships (expected that these PhD students will teach once their studies have progressed sufficiently).
- The Business School continued work in organising safe space conversations, 'Racial Justice' and allyship training for staff.
- The School of Life and Medical Sciences commissioned Stonewall to deliver LGBT Awareness for staff, with excellent engagement and feedback
- HR's fortnightly Morning EDITion (30-minute EDI awareness sessions) have run throughout the year and are well attended (approx 60% of SBU at any one

time) highlighting several different topics and experiences and raising awareness such as hidden disabilities, menopause, Ramadhan, Easter, LGBTQ+ topics, allyship, trans awareness and many others.

- OVC organised a Wellbeing and Sustainability Fair which was well attended and received.
- HR reviewed the reward practices covering all protected characteristics to ensure fairness and consistency. As a result, a new Honorarium policy has been drafted and will soon be going through a consultation process. Other reward related policies are also being reviewed.
- The Research Office were successful in a bid to recruit Ethnic Minority (EM) Advocates to assist UH in enabling access and participation in postgraduate research.
- Finance supported two members of staff to complete the reverse mentoring programme.
- Marcomms supported the Diversity Calendar ensuring promotion to staff and students via internal/external webpages and social media.
- SPECs have implemented a School Women's network, supporting day to day work in the school as well as support for career development including progression and wider networking.

Ethnic Minority (EM) Advocates enabling access and participation in postgraduate research

The EM advocates worked with the three Associate Directors (Doctoral College) (ADDCs) and thus aligned with their respective Schools/Departments for which they have PGR oversight. An indicative(not definitive) list of activities for the role included: feeding into strategic development for increasing diversity as well as increasing overall numbers of PGRs (e.g. in relation to marketing, recruitment, careers fairs etc); liaising with similar counterparts on taught programmes (e.g. BLACK ASIAN MINORITY ETHNIC advocates) to ensure that students know that PGR degrees are an option and to demystify the process of application; supporting and guiding ADDCs to ensure issues for ethnic minorities are embedded in DC practices and training provision.

The general impact was that we were subsequently successful in getting planning round support and we now are advertising two new roles to run in 2022/23 incorporated lessons learned from the pilot.

Staff training and development

We continue to have a firm commitment to the Continuous Personal Development (CPD) of our staff, and completion of EDI mandatory, refresher and optional training ensures staff are equipped with the right skills, tools and understand the responsibilities required of them to undertake their role and reach their full potential. In 2021/22, there was a total number 3064 staff course completions, which is a significant increase from last year (1792). The table below summarises the training offered and completion rates.

Table 10: Staff Training and Development

Title	Times run	Participants	Previous 12 months
Active Bystander	14	520	N/A
Disability Confident/Awareness	3	33	45
EDI Essential workshop	21	427	465
LGBTQI+ Awareness	1	25	N/A
Online Equality and Diversity	Online	1023	437
Online Unconscious Bias	Online	983	611
Pronoun workshop	1	19	N/A
Racial Justice	3	34	156
Total:	43	3064	1792

We monitor staff recruitment to ensure we offer timely Central Induction and EDI workshops, which has meant adding considerably more workshops this year to meet demand. There has also been an increase in the completion of the **mandatory EDI training** which all new starters are required to complete. This includes an online EDI Essentials module (71.73 completion) and Unconscious Bias (75.97%). New starters are also required to attend a half day EDI Essentials workshop (77.74%) during their probation period.

To improve the completion rate, we have incorporated actions within each SBU EDI Action Plan to encourage and monitor completion of the training.

Active Bystander Training

The Active Bystander training helped participants to overcome fear and paralysis in challenging situations, using the right words and expressions when challenging behaviours, and how to tackle 'micro-inequities', including eye-rolling, sighing, constant interruptions, and unconscious bias.

More than 500 staff attended the workshops with some excellent feedback received.

"This was one of the most useful sessions I have ever been to on this topic", "Sometimes you feel uncomfortable to speak out, but with this training, I will certainly do my very best",

"Should be essential training for all employees"

Wellbeing

Covid 19 has had a significant impact on the health and wellbeing of individuals, disproportionately affecting minority communities. Staff and student wellbeing was at the forefront of our work and how we supported our community. A Wellbeing Strategy and Steering Group was established to discuss, agree, and implement a programme of events to support the wellbeing of our staff and students.

Engagement in Occupational Health (OH), Workplace Wellbeing, Active Staff and Sports Village services

Over 58% of UH staff have engaged in wellbeing activities over the last year. This exceeds the university's target of 50% participation.

Below are highlights some of the initiatives on offer to staff:

- More than 260 OH appointments for support and wellbeing services
- All staff under 50 offered free flu vaccinations, resulting in an impressive 326 vaccinations given
- 79 staff signed up for a Health MOT
- 21 staff accessed Occupational Physiotherapy
- 52 staff engaged with the Employee Assistance Programme
- 175 staff engaged with the numerous opportunities at the Wellbeing and Sustainability Fair
- 249 staff members completed the stress awareness module on iHasco
- A network of 58 Wellbeing Champions continued to actively support and share relevant information with SBUs and departments
- Over 200 staff engaged with other campaigns and events
- 120 staff held Herts Sports Village gym memberships
- 921 attendances at Active Staff sessions.
- A further 539 staff, making up 120 teams took part in the Big Team Challenge, collectively walking over 170 million steps!

Active Staff

In addition to the hybrid weekly programme, staff were also able to engage in physical activity through the continued offering of Big Team Challenge in November and the launch of Active Teams in March.

Big Team Challenge engaged a further 202 staff (who formed 44 teams). Since the first challenge in 2020, Big Team Challenge has engaged nearly 700 staff.

Active Teams invites all schools and SBUs to enter teams in to friendly sport-based competition after work. Points are awarded for participation but also for spectators, heads of SBUs and Wellbeing Champions being in attendance. Active Teams was the best attended initiative and alone engaged nearly 60 new staff at 356 attendances with increases in male participants (from 14% to 21%).

Active Wellbeing

The peer led referral scheme, run in collaboration with Student Wellbeing, delivered by specifically train activators is designed to help students struggling with mild mental health issues (isolation, loneliness etc) to become more active. It offered bespoke 1:1 session to 25 students (13 female: 12 male) and helped them transition into the main Active Students programme.

Active students

Semester A 2021 saw the return of the main in-person Active Students weekly programme which offered 70 hours of activity in over 30 sports and activities to students. In response to feedback, the programme continued to feature online sessions to make sessions as accessible as possible. In anticipation of an increase in international students, new sessions including Kabaddi were added to the programme along with more cricket sessions.

Engagement in the programme recovered significantly quicker than anticipated and attendances were comparable with pre-Covid times (~close to 900 weekly visits) within a few weeks.

Semester B saw even greater engagement with the addition of events including a UV party, After Hours, Life on Wheels and Holi Colour Run.

The year in total delivered over 1200 hours of activity, attracted 14,447 attendances by 2983 unique users. Sixty-four percent of all participants were from ethnically diverse backgrounds with twenty-five percent were white. Female participation is high when compared to other higher education programmes at 38% with male participants making up 53%. There was a **significant rise in international students** (50%), and postgraduates (24%) attending sessions compared to previous years. **Eight percent** of students had a known **disability**.

Campus Sport

In semester C we organised 2 extremely successful sporting tournaments, cricket and football. Funding from the Equal Opportunities fund from Sport England awarded to us by Herts Sports Partnership enabled us to provide a different colour HertSquad t-shirt for each team and fund external officials. The Campus Cricket Tournament was run in conjunction with the Hertfordshire Students' Union Indian Society.

6 teams comprising of 58 students competed in our Campus Cricket tournament and 12 teams consisting of 100 students competed in our Campus Football 6-a-side tournament.

Supporting our students

Dean of Students

Our Dean of Students worked collaboratively with various teams including the Students' Union to ensure students were supported in terms of their accommodation, wellbeing and time at the University.

- Across all three (Counselling, Disability and Mental Health Support) the team met and supported **1481** students over **4115** hours with **662** hours of service where students did not attend.
- In addition, the partnership with Endsleigh Health Assured continues to now provide a 24-hour support line, which offers in-the-moment support to our student body, in conjunction with online support, webinars, video chats and ongoing counselling sessions
- Working closely with Student Support and Welfare, Student Wellbeing have supported students in accommodation to remain safe and to access the support they needed either through emotional support through internal and external support mechanisms, and access to a year-round activities calendar both virtually and in person.

- The Autism Support Group continues to meet monthly and thoroughly enjoyed returning to in person social events, meals out and daytime meetings.
- The new Equality, Diversity Inclusion and Sexual Violence adviser is now in post and has delivered campaigns on safe sex, hate crime and gender-based violence and we look forward to more campaigns in the future.
- The Report and Support system is now live, to ensure students feel better able to seek advice and support via the non-traditional routes. So far, the system has seen 43 reports, of which 22 have been named and 21 have been anonymous.
- Welfare and discipline cases have been incredibly demanding over the past year, with key topics being mental health, financial distress, fraud, money mulling and concerns with landlords/quality of accommodation outside Welwyn Hatfield.
- Our Community Liaison and Support officer has continued to work in partnership with Groundwork on our allotment project and community garden project, with weekly sessions open to staff and students.
- The Dean of Students team has also put together a comprehensive list of training for the next year open to any staff member to attend, with sessions on Mental Health, Safeguarding and Prevent.

Widening Access and Student Success (WASS)

WASS support students who are underrepresented in Higher Education, this includes students who are socio-economically disadvantaged, students from minoritised ethnicities, students who have experience of being in care (Care Leavers) and students who have become estranged from their parents (Independent/Estranged)). The team's work is focussed on promoting equality of outcomes in relation to access, success, or progression. As well as addressing barriers that inhibit academic progression, we promote student empowerment and equal opportunities.

Bursaries for students

In 2021, we gave out over £720,000 in the form of bursaries to Care Leavers (36 students), Independent/Estranged (77 students), and students from low-income households and areas of low progression into Higher Education (294 students). We also made one-off payments of over £45,000 to our bursary recipients to support them with their accommodation costs. In addition, our students received over £35,000 in the form of ad-hoc payments for things like food, travel, and field trips.

Celebrating the diversity of our community

The diversity of our community is an asset to our university. We therefore take pride in not only embracing this but celebrating it throughout the year. In 2021-22, we collaborated with the Student's Union, Staff Networks, and teams from across the University to host or sponsor a diverse programme of events. As well as celebrating the diversity of our community, the aim of our calendar is to improve awareness, education and understand. We witnessed an increase in the level of engagement with the events which was very encouraging.



Throughout October, our staff, students and external partners and stakeholders enjoyed several events to mark and celebrate **Black History Month**.

In collaboration with the Chaplaincy, in November the EDI Office hosted a panel discussion to mark Interfaith Week titled **Importance of Interfaith Dialogue to Promote Respect and Diversity for a Cohesive Society**.



For the first time at Herts, we organised a programme of events to mark Disability History Month. This included talks and events led by internal and external speakers including a talk by **Alex Manners - My Life Living with Asperger's**, and a session on **Parenting Children with different abilities** with the Co-Chair of our

DisAbility and Wellbeing Network (DAWN), Deputy Group Finance Director Susan Akhtar and the Dean of Herts Business School and Senior Champion for DAWN Professor Damian Ward.

In February 2022, we delivered an impactful programme of events and activities to mark **LGBT+ History Month**. We wanted to create a space where together we could challenge prejudice and drive positive change. We invited Khakan Qureshi, a prominent South Asian member of the LGBTQ+ community to talk about **Being LGBTQ+ in the Workplace (Coming Out and Mental Health)**, and events focused on **Allyship** and creating **inclusive workplaces**.

We marked **Neurodiversity Week** in March by hosting a daily webinar on different topics to improve awareness and understanding of the *benefits* of neurodiversity using Hertfordshire 'experts by experience'.



In June 2022 we celebrated **Pride** month with several activities including workshops for staff and students, a panel discussion **What Does Pride Mean Today** with members of our LGBTQ+ community, the unveiling of the **Uno Pride Bus** which is permanent feature throughout the year and wrapping up the month with a **Pride** march across campus.

Another first at Herts was celebrating **South Asian Heritage Month** with a panel discussion exploring South Asian culture and a cultural dance and food festival.

Fostering inclusion and community cohesion

We continue to strive towards building an inclusive and cohesive culture at Herts, where everyone can bring their whole self to work and study.

Staff Networks and Senior Champions

Staff networks play a key role in providing a safe space, supporting their members, and offering a voice for often disadvantaged groups. They are integral to the University's governance to mainstream and embed EDI. We are proud of the engagement of our staff networks and the difference they make.

To support Staff Networks, we established **Senior Champions** who are members of the Chief Executive Group (CEG) and play an important role not only advocating and championing the network but closely with Staff Networks to make a difference. Some of the highlights of partnership working include:

- Implementation of diverse interview panels which is now expected across the University
- Implementation of the Black, Asian, Minority Ethnic Mentoring and Reverse mentoring programme
- Attending flag raising and other events including Menopause, Disability History Month, LGBT+ History Month, and International Women's Day to celebrate the diversity of our community.
- Participated as speakers at events for Disability History Month.
- Naming of the Law Court Building after Grace Ononiwu CBE (Herts law graduate to Director of Legal Services at the Crown Prosecution Service (CPS))
- Promoted a discussion about running training on the menopause for UH managers and UH students on our HR courses
- Appointment of a young, Black Alumni to the Board of Governors to represent the student voice.
- Support to develop the networks increasing membership.

Law Court Building named after Herts alumna, Dr Grace Ononiwu CBE

The University's Law Court Building on our de Havilland campus has been renamed after Dr Grace Ononiwu CBE, Herts alumna and the first Afro-Caribbean person to serve as Chief Crown Prosecutor in the UK.

The new name, Grace Ononiwu Law Court Building, was celebrated at an event



on campus and was attended by Grace and the Chair of the University's Board of Governors Dr Lynn Drummond. Grace said:

"I am so proud to be recognised by the University of Hertfordshire and associated with one of the most diverse and inclusive Law Schools in the country. This building symbolises the start of my professional journey and its doors will remain wedged open for all future aspiring lawyers regardless of background or circumstance. Thank you for all of the support, it's truly appreciated."

The naming of the building is in recognition of Grace's outstanding contribution to the justice and legal system, including her ongoing work to promote legal education. We are immensely proud that Grace is a former graduate of the University of Hertfordshire and her commitment and continued support to Herts, particularly the Law School, has meant she has become an inspiring role model for our student community.

Staff Networks

Academic Women's Advancement Group (AWAG) has two active co-chairs and continue to meet on a regular basis and seen their membership increase. The network worked closely with the **Network of Women+ Professors** and organised their annual **Women Rise** event which was a huge success with increased engagement and excellent feedback.

The **Black Asian Minority Ethnic Staff Network** continued to work closely with their Senior Champion and contribute to the Universities Race Equality agenda, including the Diversifying Leadership Programme, diverse interview panels and the REC.

The **Carers (UHCARERS) Network** has recently elected two new co-chairs and will be working with the EDI Office to relaunch the network with some exciting ideas and initiatives to take forward.

The DisAbility and Wellbeing Network (DAWN) organised a very comprehensive programme for the inaugural celebration of Disability History Month, which was well supported. They have also delivered three Disability Awareness sessions in SBUs which were well received and supported the submission for Disability Confident level 2 for the University.

The Staff **Lesbian, Gay, Bisexual, Trans, and Queer + (LGBTQ+) Network** worked the EDI Office to organise LGBTQ+ History Month and continue to contribute to advancing LGBTQ+ equality at Herts.

The **Men's Health Network** worked closely with the |EDI Office to organise an event for International Men's Day highlighting key issues affecting men and the support available.

The **Menopause (positivepause) Network** has supported HR to create Menopause support resources for colleagues and their managers and delivered several 'Menopause Matters' talks about lifestyle, symptoms and managing changes.

The **Network of Women+ Professors (NW+P)** collaborated with AWAG to deliver a successful Women Rise event and celebrated the IWD#2022 through their online platform-Twitter. Members contributed quotations and videos generating 15 tweets that were re-tweeted and liked by various groups/individuals, including UH. The Network continued to develop their mentoring scheme pairing ten mentors and mentees.

Multifaith prayer space in the Learning Resource Centres

Following requests from the Islamic Society, the university trialled multifaith prayer facilities during March-May 2021. Two spaces were set aside for prayer in the College Lane LRC, one each for male and female students. A third space was set aside in the De Havilland LRC with room dividers to designate male and female use. The rooms were designated as 'multi-faith prayer spaces' to promote inclusivity. Signage and communications reflected the 'open to all'. Several project success criteria were defined ahead of the trial period including student use, impact on the wider faith provision, operational impact, working relationship between LRC staff, security, housekeeping, and the faith communities and user feedback. 157 responses were received to an online survey, with overwhelmingly positive feedback.

"It was so convenient and helpful. Otherwise, you have to walk from the LRC to multi faith space when you might not want to pack up your stuff etc. or saves you from praying in a random place in library where some people could feel 'intimidated' / you could feel nervous to do so."

"I'm very happy that the University has allowed us to have a prayer room in the LRC as it is very convenient and inclusive for us".

"Couldn't thank the people enough who took this decision thank you everyone".

Discussions are now taking place to extend the provision throughout the year.

UH Chaplaincy



The Chaplain supported the parade as part of Pride Month, as well as the Trans awareness parade. As a UH LGBTQ+ Ally, the Chaplain has been invited by the student LGBTQ+ Society to speak on faith in the coming academic year (2022/2023).

During Inter Faith week the Students' Union and the Chaplaincy hosted the 'Pick up a Prayer' stall and the Chaplain was also supported by the Students' Union at a 'Wear a Hijab' event at the Key. Prayers from different faiths were disseminated throughout the week on social media.

The Chaplaincy, the Jewish Society (JSoc) and the Students' Union held a joint Holocaust Memorial event, with readings and reflections. There was a metal barrier placed outside the Key for a week, on which anyone could tie ribbons of 'hope and prayer'.

The Chaplain continued to advocate for a Friday prayer space on the second campus, de Havilland. Changes to the student demographic (considerably more international students and an increase of Muslim students) mean that this will be an important provision going forward.



For Black History Month, the Chaplain interviewed diocesan colleague Reverend Rickey Simpson-Gray online about his faith heroes growing up and what he would say to BLACK ASIAN MINORITY ETHNIC students wanting to follow a vocation. This was disseminated on social media.

Partnership and Collaboration

During 2021-22, we continued to collaborate and develop our working relationship with several partners.

The EDI Office continued to work closely with **Herts SU** to celebrate the diversity of our community including collaborating on events for Black History Month, LGBT History Month, Trans Awareness Week and Pride. We're also collaborating on the development and roll out of EDI and Unconscious Bias training for student leads.

For the second year in a row, the EDI Office, and colleagues from across the University (Staff LGBTQ+ Network, Student LGBT Society, Careers and Herts Law Clinic) attended **Herts Pride** providing us the opportunity to network and celebrate the diversity of our community.

We continued to work with **Herts Police** and arranged refresher Hate Crime training for relevant staff within the University and are planning a joint event to mark Hate Crime Awareness Week.

The Head of EDI was a panellist at Herts County Council's Diversity Forum discussing '*What are the key diversity and inclusion considerations as we enter the covid recovery phase?*'

The EDI Office also attend the Herts LGBT Forum contributing to discussions and strategy to advance LGBTQ+ equality in Herts.

Looking ahead

During 2022/23, we will continue to build on the progress we have made this year and make a difference for our diverse student and staff community. Some of the upcoming projects and initiatives include:

- Implementation and monitoring the progress of our REC Action Plan
- Implementation and monitoring the progress of our Disability Confident Scheme Action Plan
- Implementation of our Institutional Black Asian Minority Ethnic Action Plan and continuation of reducing the Black Asian Minority Ethnic Awarding Gap
- Consider participation in Stonewalls Workplace Equality Index
- School of Life and Medical Sciences submission of Athena Swan Silver award
- School of Social Science, Humanities and Education submission of Athena Swan Bronze award
- Undertake an accessibility audit of the Estate
- Implement the accessibility project for the external website
- Continue to support attendance at Advance HE's Aurora and Diversifying Leadership programmes
- Continue to roll out the Active Bystander workshops for staff
- Deliver a range of EDI workshops in collaboration with EDITs
- Dean of Students Office to roll out Mental Health Awareness training for staff
- Deliver EDI Essentials and Unconscious Bias training for student volunteers
- Continue to collaborate and develop partnership working with Herts SU, Herts County Council, the Police, Herts Equality Council and Herts LGBT Partnership and others
- Work in partnership to agree, host and implement a diverse calendar of events