

# EQUALITY, DIVERSITY AND INCLUSION

## ANNUAL REPORT 2022-23

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## Foreword from the Vice Chancellor, Quintin McKellar

“I am pleased to present our latest Annual Equality, Diversity, and Inclusion (EDI) Report which highlights our key achievements and work undertaken in 2022-23 which has built on a strong foundation in creating an equal, diverse and inclusive culture at Herts.

This year has seen a dramatic increase in global conflict with the war continuing in the Ukraine and the conflict in the Middle East, and the tragic loss of life that is associated with both situations. Whilst protecting the interests of Freedom of Speech, we must also ensure that students and staff affected by both situations feel that University of Hertfordshire is welcoming and inclusive to all. Islamophobia or anti-Semitism has no place in our university and will not be tolerated. We welcome students and staff of all religious beliefs and ethnicities and will continue to do so.



I am pleased to announce that Melanie Crofts started with us on 8 January 2024 as our new head of EDI. I understand that she has an academic background in Law, but has also worked as a practitioner in Equality, Diversity, and Inclusion. She has done great things at De Monfort University and worked with them attaining a Silver Award in their Racial Equality Charter. I am looking forward to meeting with Mel and discussing with her the plans for EDI at Herts.

Over the last year, we have seen Black, Asian, and Minority Ethnic applicants for roles at the University of Hertfordshire increase in diversity to almost 50%. This tells me that Herts holds an appeal to people with diverse backgrounds and that the positive action statements we use in our recruitment practices are having an impact. This year we have moved to make having diverse recruitment panels mandatory at both shortlisting and interview stage. This will demonstrate to applicants the diversity at Herts as well as hopefully allowing candidates with protected characteristics to perform at their best in interviews.

Lastly, we are about to submit for our Institutional Athena Swan Silver Charter application. Following the outcomes of our 2018 award, we have continued to evidence progress through our EDI key performance indicators, transparency of gender pay gap work, revised the academic promotion process to ensure it is equitable, and introduced the flexible location principles for staff.

In 2022/23, we continue to perform well against our key performance indicators to:

- increase senior academic women (AM1 and above) by 10% (increase from 44.7% to 49%) 31% of professors in UK HEIs are female and 42% of other senior academics and female (Advance HE Higher Education Staff Statistics: UK, 2022/23).
- increase senior Black Asian Minority Ethnic staff (UH9 and above) to 16% (this figure is currently at 19%). 13% of professors in UK HEIs are from ethnic minority

backgrounds and 10.4% other senior academics are from known ethnic minority backgrounds (Advance HE 2022/23)

- increase Black Asian Minority Ethnic teaching staff to 25% by 2025 (this figure is currently at 28%). 22% of academic staff in UK HEIs were from ethnic minority backgrounds (Advance HE 2022/23).

In addition, we have proposed that a new KPI to increase senior Black Asian Minority Ethnic staff at grade AM1 and above, be introduced and monitored alongside the current UH9 KPI, to continue our work on senior representation.

We will identify new or continuing priorities for the University to address over the next five years, to continue to progress gender equality.”

Quintin McKellar  
Vice-Chancellor, University of Hertfordshire

## Introduction

Herts has continued to make solid progress in advancing equality of opportunity, embracing and proactively celebrating the diversity of our community, as well as fostering an inclusive culture. We continue to make good progress against our strategic EDI objectives for both our student and staff community. We are getting ready to submit our Athena Swan Institutional Silver Charter Mark in May 2024, and continue to make good progress on the Race Equality Charter Mark and Disability Confident Scheme action plans. We have also submitted our Stonewall Workplace Equality Index application to progress LGBTQ+ equality. The University has also created a working group to move forward work on submission to the University Mental Health Charter. We continue to support and collaborate with our nine active staff networks many of which have grown their memberships over the last year. As well as hosting a Diversity Calendar of events throughout the year to celebrate the diversity of our community we have also increased the number of instances of engagement with EDI training.

The EDI Office continues to work closely with the Board of Governors (BoG), Chief Executive Group (CEG) Strategic Business Units (SBU) EDI Teams (EDITs), Herts Student Union (Herts SU), Human Resources (HR) the Dean of Students Office (DoS), and the Centre for Learning Access and Student Success (CLASS) to monitor progress against our Strategic Equality Objectives and implement initiatives to achieve these.

Our key equality and diversity statistics are published on an annual basis (with data on 31 July) relating to the protected characteristics of our staff and student body.

The following sections provide an update against our strategic equality objectives, charter marks, and other projects and initiatives that advance EDI across the University.

## Our Key Achievements (Sept 2022- August 2023)

Listed in chronological order:

- Herts ran Equality Act 2010 training led by Mills & Reeve on 31 January 2023 which was attended by over 90 staff members.
- The EDI Office ran its inaugural EDI Conference on 13 June 2023 which was attended by 83 staff members from across the institute. The conference focused on sharing ideas and best practice and empowering staff to take action to champion EDI and be a critical friend. The conference included keynote speaker Dr Arun Verma who spoke about “Intersectionality in motion – designing for impact”.
- In June 2023, the EDI Governance was reviewed and streamlined so that EDI issues are reported into the EDI Committee which in turn reports to CEG. In addition, the Athena Swan Self-Assessment Team and Race Equality Charter Mark Self-Assessment Team have been merged into an intersectional EDI Self-Assessment Team which looks at issues from across the board from an intersectional lens and incorporates our Disability Confident work.
- The University attended Pride in London for the first time, on 1 July 2023. 50 people from across the University marched alongside the UNO Pride Bus with representation from university staff and students including the LGBTQ+ staff network, Herts SU LGBTQ+ student society, the EDI Office, Herts SU, and UNO Bus. The theme for Pride in London was ‘Never March Alone’ in support of the trans community.
- Herts became a member of the Hidden Disabilities Sunflower to support staff and students living with a non-visible disability. The University is a Sunflower-friendly institution and Sunflower lanyards are now available for staff and students.
- The University also joined the Business Disability Forum to advance disability equality at Herts and provide staff with helpful advice and guidance on disability related matters.
- We continue to run the Black Lives Matter: Activism and Race Equity short course. The short course runs from January to June and provides staff and students with the opportunity to enhance their knowledge of Black culture and History.
- The LGBTQ+ Staff Network continues to run the LGBTQ+ Mentoring programme which is open to staff and students who identify as LGBTQ+ and provides a safe space for people to explore and discuss challenges.
- The EDI Office has co-ordinated a calendar of Diversity events including but not limited to LGBTQ+ History Month, Pride, Black History Month, and Disability History Month. We marked South Asian Heritage Month (in 2022) and Deaf Awareness Week (in 2023) for the first time.



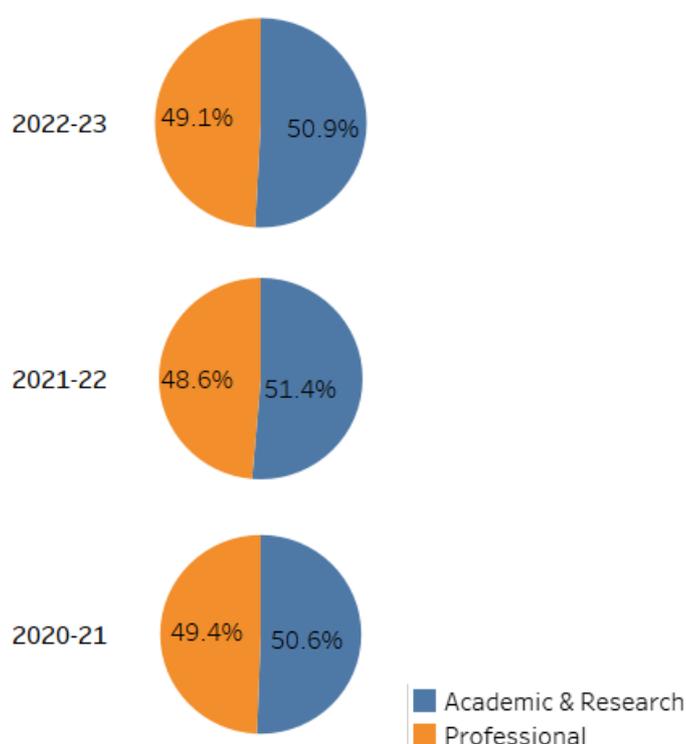
University of Hertfordshire staff and students attending Pride in London 2023

## Our Diverse Community

On 31 July 2023 the University employed a total of 2,408 (full-time equivalent FTE) staff comprising of 50.9% academic staff and 49.1% professional staff.

Our staffing population broken into professional and academic staff has remained relatively static and professional staff continue to make up just under half of the total staffing population at the University of Hertfordshire. The graphs below track the changes between professional and academic staff:

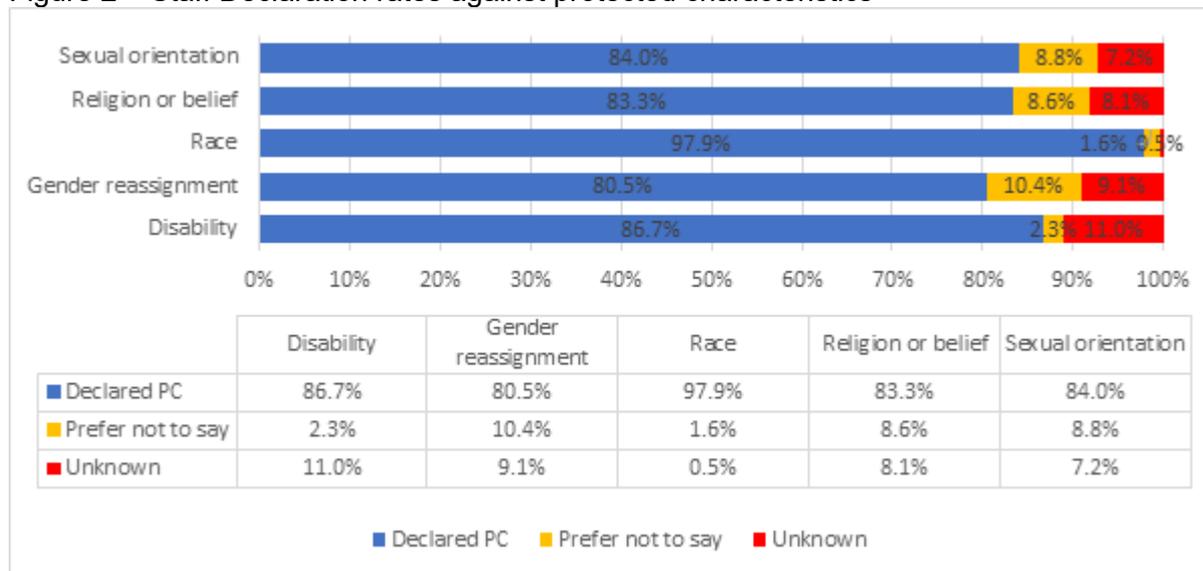
Fig1 Academic/Professional Staff Profile



### Our staff declaration rates against protected characteristics:

Declarations for sexual orientation, religion or belief and gender reassignment have all increased. However, declarations against race are fractionally down (from 98.1% on 31 July 2022 to 97.9% by 31 July 2023) and disability has fallen (from 98% in 2022 to 86.7% in 2023). Progress, albeit incremental, has been made against all characteristics against “prefer not to say” and against all “unknown” categories (other than disability). The Advance HE Equality in Higher Education - Statistical reports 2023 suggests a varying picture in UK HEIs across protected characteristics in relation to disclosure rates and where information is unknown. Trans status was unknown for 62.3% of all staff working in UK HEIs, with regards to religion and belief, 9.1% refused to provide information, and for 27.0% the data field was blank. In relation to ethnic groups, unknowns amounted to 6.4% (UK) and 10.5% (non-UK). Sexual Orientation was unknown for 40.9% of staff working in HE. We will continue to look at ways to improve declaration rates for our staff and student community.

Figure 2 – Staff Declaration rates against protected characteristics

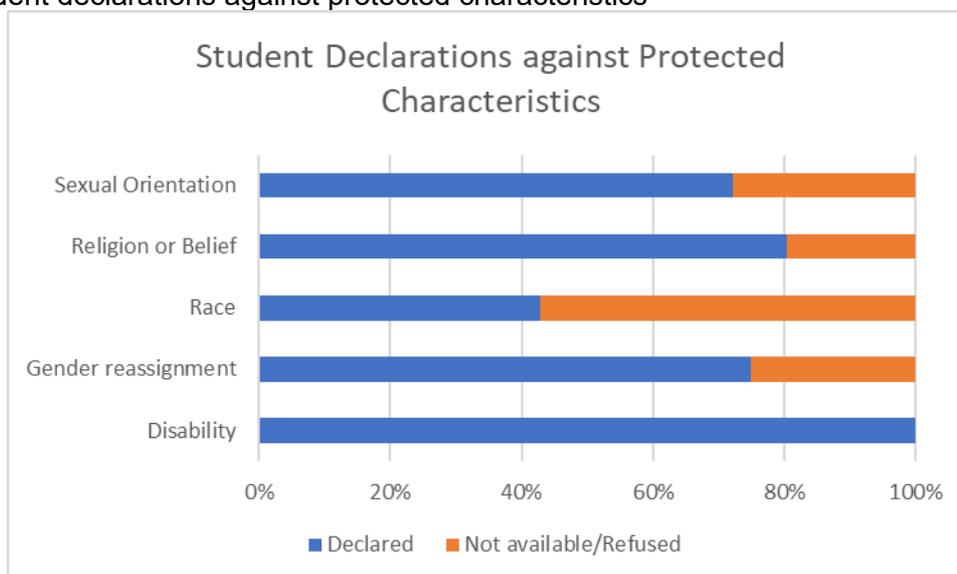


**Our student declarations against protected characteristics:**

It is noted that in the 2022/23 academic year there have been issues with protected characteristic data in Hert's system where Confirm a Place (CAP) was not mandatory during registration. Since this survey was not mandatory, there has been a massive increase in applicants/students who didn't declare various pieces of information. This has included disability, sexual orientation, religion or belief and gender identification. Work is ongoing to fill the gaps in the current data set.

Even though this system issue has left some large gaps in our data, it has been interesting to see what the applicants/students are willing to declare when given the choice. The categories that have been impacted most in the data are race and ethnicity, sexual orientation, gender identification and religious belief where we have seen a large increase in the data not being available/information refused when compared to previous years.

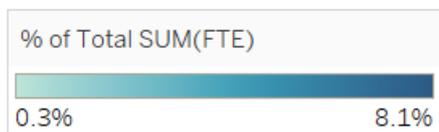
Figure 3 – Student declarations against protected characteristics



**Our staff age profile looks like this:**

**Table 1 – our staff age profile**

Year	Category	Age Range									Grand Total	
		25 and under	26-30	31-35	36-40	41-45	46-50	51-55	56-60	61-65		66>
2022-23	Academic & Research	0.3%	2.6%	5.4%	7.3%	7.8%	7.3%	6.8%	6.9%	4.3%	2.3%	50.9%
	Professional	5.2%	6.7%	5.6%	5.5%	5.2%	5.8%	5.5%	5.6%	3.5%	0.6%	49.1%
	Total	5.5%	9.3%	11.1%	12.8%	13.0%	13.0%	12.3%	12.4%	7.8%	2.9%	100.0%
2021-22	Academic & Research	0.4%	2.2%	5.8%	6.6%	8.1%	7.0%	7.0%	7.0%	4.9%	2.4%	51.4%
	Professional	4.1%	6.2%	6.0%	6.2%	4.6%	5.7%	5.4%	6.2%	3.5%	0.7%	48.6%
	Total	4.5%	8.4%	11.8%	12.8%	12.7%	12.7%	12.3%	13.1%	8.4%	3.1%	100.0%
2020-21	Academic & Research	0.3%	2.7%	5.8%	6.1%	7.6%	6.9%	7.2%	7.4%	4.6%	2.0%	50.6%
	Professional	4.1%	6.3%	6.1%	6.2%	4.8%	5.6%	5.8%	6.5%	3.1%	0.8%	49.4%
	Total	4.5%	9.0%	11.9%	12.3%	12.4%	12.5%	13.1%	13.9%	7.6%	2.8%	100.0%



The greatest concentration of academic and research staff has remained within the 41-45 age bracket, although this is not as pronounced as it was in the previous year. In the academic and research staffing group there continues to be comparatively fewer staff in the “25 and under” and “26-30” age brackets. Conversely, the 26-30 age bracket remains the highest level of concentration for professional staff.

**Our Student Age profile looks like this:**

**Table 2 – our student age profile**

Age Group	19/20		20/21		21/22		22/23	
	Student Count	%						
18-20	11858	46.5%	11740	39.0%	10451	32.7%	7600	21.9%
21-24	5706	22.4%	6857	22.8%	7142	22.4%	9857	28.5%
25-29	2710	10.6%	4446	14.8%	6094	19.1%	7676	22.2%
30-39	2243	8.8%	3069	10.2%	3914	12.3%	5722	16.5%
40+	2878	11.3%	3840	12.8%	4194	13.1%	3629	10.5%
Under 18 years	126	0.5%	147	0.5%	147	0.5%	152	0.4%
	<b>25521</b>		<b>30099</b>		<b>31942</b>		<b>34636</b>	

## 9 Annual EDI Report 2022-23

The table above shows that our greatest increases in students by age is in the 25-29 and 30-39 categories which have both nearly doubled as a percentage since 2019/20.

### Disability (Staff Data)

Our staff disability profile is below. This shows that there has been an increase in staff with a declared disability from 9.4% in 2020/21 to 10.1% in 2022/23. (The sector average is 6.8% for 2021/22, Advance HE (2023).

Table 3

Category		Declared disability	Declared no disability	Not Available	Prefer not to say	Grand Total
2022-23	Academic & Research	4.1%	40.5%	5.0%	1.4%	50.9%
	Professional	6.1%	36.1%	6.0%	1.0%	49.1%
	Total	10.1%	76.6%	11.0%	2.3%	100.0%
2021-22	Academic & Research	4.2%	46.0%		1.2%	51.4%
	Professional	5.3%	42.4%		0.9%	48.6%
	Total	9.5%	88.5%		2.0%	100.0%
2020-21	Academic & Research	4.0%		45.5%	1.2%	50.6%
	Professional	5.5%		42.9%	1.0%	49.4%
	Total	9.4%		88.4%	2.2%	100.0%

■ 2022-23    ■ 2021-22    ■ 2020-21

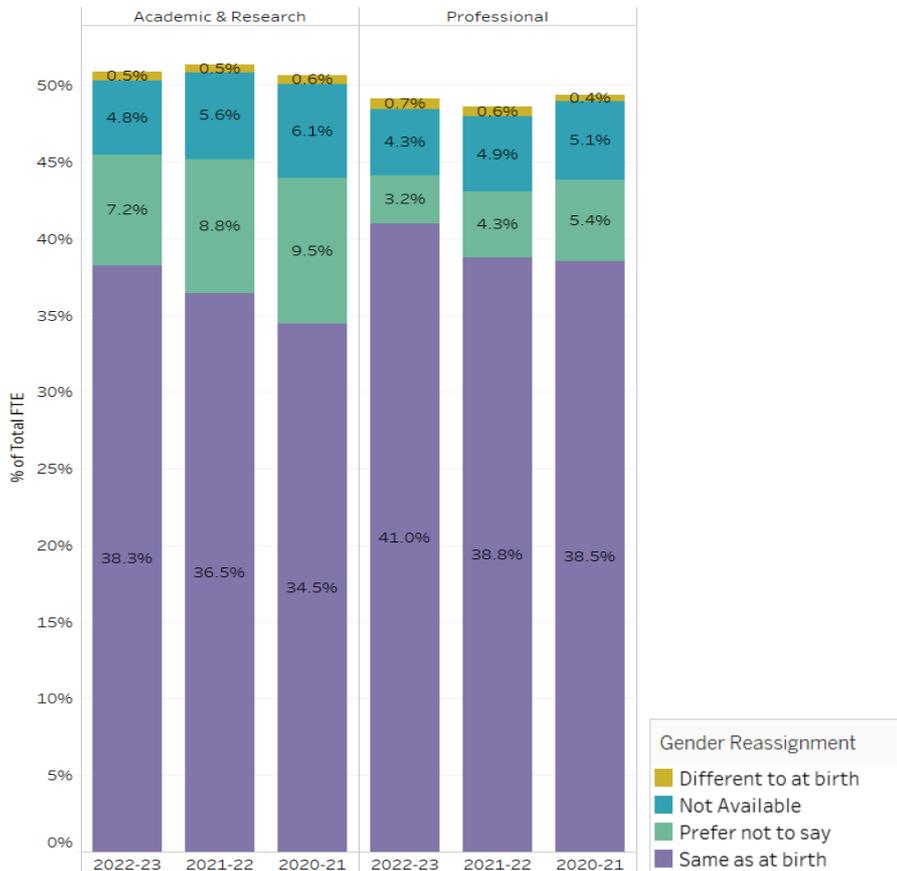
### Disability (Student Data)

Table 4

Disability	19/20		20/21		21/22		22/23	
	Student Count	%						
Disability Declared	2998	11.7%	3391	11.3%	3307	10.4%	2943	8.5%
No known disability	22523	88.3%	26708	88.7%	28635	89.6%	31693	91.5%
	<b>25521</b>		<b>30099</b>		<b>31942</b>		<b>34636</b>	

### Gender reassignment (Staff Data)

Figure 2



1.2% of staff have recorded their gender different to that assigned at birth. This is a 0.1% increase from the previous year. Our percentage of unknowns has fallen to 9.1% and the number of prefer not to say has likewise dropped from 13.1% in the previous year to 10.4% this year. We will continue to explore ways of reducing prefer not to say and build on an inclusive culture at Herts so that more staff feel comfortable in disclosing this information. Notably, in the recent staff survey staff were given the opportunity to skip protected characteristic questions, and noticeably disclosure rates increased from previous surveys as a result.

**Gender reassignment (Student data)**

Table 5

Gender ID	19/20		20/21		21/22		22/23	
	Student Count	%						
Same gender as when you were born	24222	94.9%	28989	96.3%	30730	96.2%	25603	73.9%
Changed gender since birth	54	0.2%	83	0.3%	89	0.3%	324	0.9%
Not available/Information refused	1245	4.9%	1027	3.4%	1123	3.5%	8709	25.1%
	<b>25521</b>		<b>30099</b>		<b>31942</b>		<b>34636</b>	

**Race (Staff data)**

Table 6

Ethnic Band	2020-21	2021-22	2022-23
Black, Asian, Minority Ethnic			
Academic & Research Staff	12.3	13.3	14.7
Professional Staff	9.2	9.9	10.7
<b>Total</b>	<b>21.5</b>	<b>23.2</b>	<b>25.4</b>
White			
Academic & Research Staff	37.5	37.1	35.2
Professional Staff	39.3	37.9	37.3
<b>Total</b>	<b>76.8</b>	<b>75.0</b>	<b>72.5</b>
Not available	-	0.2	0.4
Prefer not to say	1.6	1.5	1.6
<b>Total</b>	<b>1.6</b>	<b>1.7</b>	<b>2.0</b>

The chart above shows that Black, Asian and Minority Ethnic academic and research staff proportionately have continued to increase from 12.3% of staff in 2020/21 to 14.7% of staff in 2022/23. This roughly translated to a one percent increase each year. Black, Asian and Minority Ethnic professional staff has also increased albeit at a slower pace from 9.2% in 2020/21 to 10.7% in 2022/23. Staff who “prefer not to say” has remained consistent at 2% for both academic & research staff and professional staff throughout the period. Combined our staff profile is comprised of 25.4% Black, Asian and Minority Ethnic staff, 2% not available or prefer not to say, and 72.5% of staff are white or other white background. This maintains the steady increase of diversity at Herts from 23.2% this time last year.

## Race (Student data)

Table 7

Ethnicity	19/20		20/21		21/22		22/23	
	Student Count	%						
Asian/Asian British	7264	28.5%	9670	32.1%	11980	37.5%	2188	6.3%
Black/Black British	4416	17.3%	5123	17.0%	6046	18.9%	2633	7.6%
Chinese	796	3.1%	470	1.6%	482	1.5%	90	0.3%
Information refused/Unknown	564	2.2%	1461	4.9%	832	2.6%	19826	57.2%
Mixed	1201	4.7%	1322	4.4%	1390	4.4%	662	1.9%
Other Ethnic background	1118	4.4%	1097	3.6%	1136	3.6%	1550	4.5%
White	10162	39.8%	10956	36.4%	10076	31.5%	7687	22.2%
	<b>25521</b>		<b>30099</b>		<b>31942</b>		<b>34636</b>	

## Religion or belief (Staff data)

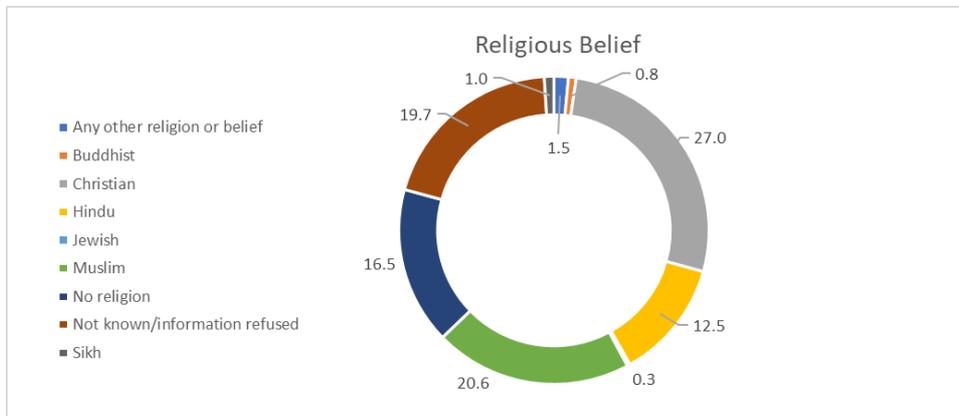
Table 8

Religion	2022-23			2021-22			2020-21		
	Academic & Research	Professional	Total	Academic & Research	Professional	Total	Academic & Research	Professional	Total
Any other Religion or Belief	1.7%	1.2%	3.0%	0.9%	0.9%	1.8%	0.9%	0.9%	1.7%
Buddhist	0.7%	0.4%	1.1%	0.6%	0.5%	1.1%	0.4%	0.5%	0.9%
Christian	16.1%	16.7%	32.8%	16.0%	17.4%	33.4%	15.5%	17.9%	33.4%
Hindu	1.3%	1.4%	2.7%	1.2%	1.2%	2.5%	1.3%	1.0%	2.3%
Jewish	0.6%	0.3%	0.9%	0.7%	0.1%	0.9%	0.7%	0.2%	0.9%
Muslim	3.7%	2.5%	6.2%	2.6%	2.0%	4.6%	1.9%	1.6%	3.5%
No Religion	16.5%	19.4%	35.9%	16.6%	18.2%	34.7%	16.5%	18.0%	34.6%
Not Available	4.5%	3.6%	8.1%	5.1%	4.2%	9.2%	5.4%	4.5%	9.9%
Prefer not to say	5.4%	3.2%	8.5%	6.2%	3.3%	9.5%	6.7%	4.0%	10.7%
Sikh	0.4%	0.3%	0.7%	0.3%	0.3%	0.7%	0.3%	0.2%	0.5%
Spiritual				1.0%	0.6%	1.6%	1.0%	0.5%	1.5%
Grand Total	50.9%	49.1%	100.0%	51.4%	48.6%	100.0%	50.6%	49.4%	100.0%

A high percentage of our staff do not follow any type of religion at 35.9% of combined academic & research and professional staff. 32.8% of staff are Christian, 6.2% are Muslim, 2.7% are Hindu, 1.1% are Buddhist, 0.9% are Jewish, and 0.7% Sikh. There has been a decline in staff who “prefer not to say” or “not available” over the period with figures falling from 20.6% in 2020/21 to 16.6% in 2022/23.

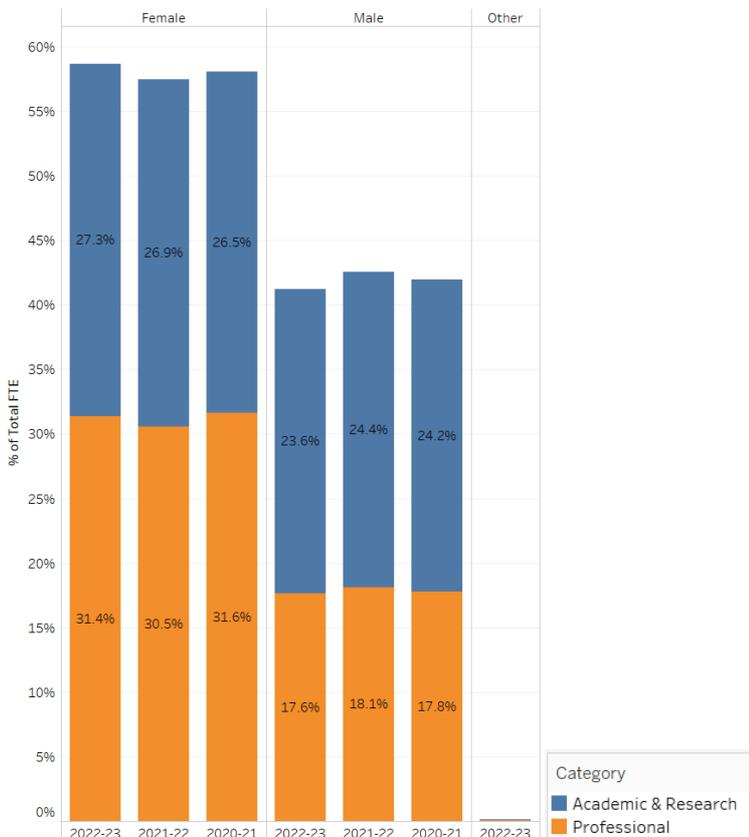
### Religion or belief (Student data)

Figure 3



### Sex (staff data)

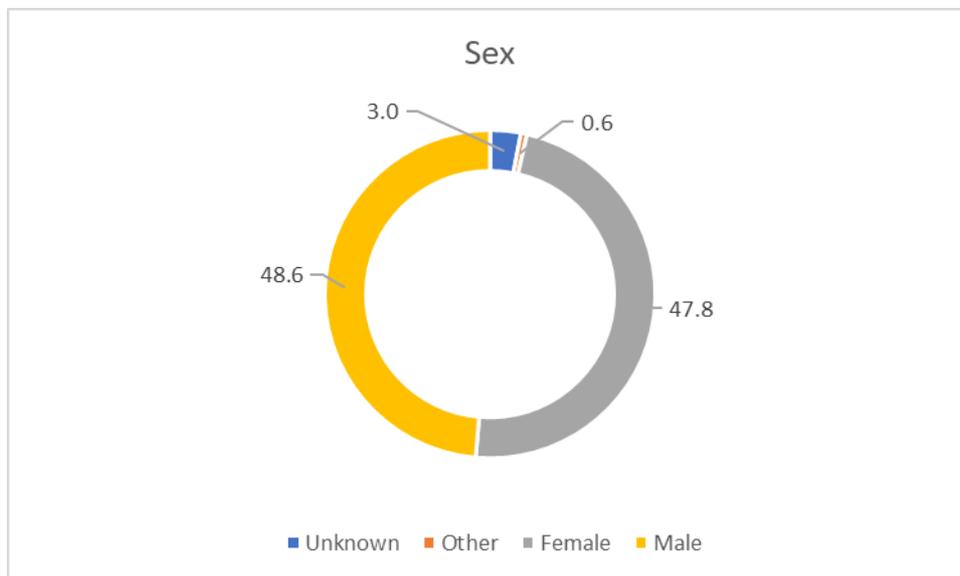
Figure 4



Currently 58.7% of the University staff are female. Proportionately there are more males working in academic and research, and fewer males in professional services, although the proportion of female staff categorised as academic and research is the highest it has been over the reporting period at 27.3%.

### Sex (Student data)

Figure 5



### Sexual Orientation (Staff data)

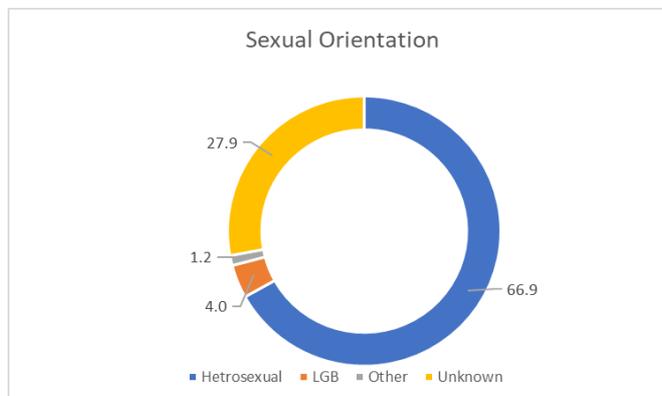
Table 9

Category	Bisexual	Gay Man	Gay Woman/ Lesbian	Heterosexual or straight	Not Available	Other sexual orientation	Prefer not to say	Grand Total
2022-23 Academic & Research	1.9%	1.9%	0.9%	76.2%	8.1%	0.8%	10.2%	100.0%
2022-23 Professional	2.9%	1.4%	0.7%	80.3%	6.3%	1.0%	7.4%	100.0%
2022-23 Total	2.4%	1.6%	0.8%	78.3%	7.2%	0.9%	8.8%	100.0%
2021-22 Academic & Research	1.9%	1.8%	1.1%	73.6%	9.0%	0.9%	11.7%	100.0%
2021-22 Professional	1.6%	1.6%	0.7%	80.3%	7.4%	0.9%	7.5%	100.0%
2021-22 Total	1.7%	1.7%	0.9%	76.9%	8.2%	0.9%	9.6%	100.0%
2020-21 Academic & Research	1.8%	1.8%	1.0%	72.2%	9.7%	0.8%	12.6%	100.0%
2020-21 Professional	1.4%	1.5%	0.7%	79.3%	7.6%	1.0%	8.5%	100.0%
2020-21 Total	1.6%	1.7%	0.9%	75.7%	8.7%	0.9%	10.5%	100.0%

The majority (78.3%) of staff are heterosexual, 2.4% bisexual, 1.6% gay men, and 0.8% gay woman/lesbian. This gives a combined total of 4.8% for our LGB staff community. It is also noted that the percentage of staff who prefer not to say has dropped from 10.5% to 8.8% over the 3-year reporting period.

### Sexual Orientation (Student data)

Figure 6



## Progress against our Institutional Equality Objectives

### KPI 1: To increase senior Black Asian Minority Ethnic Staff at grade UH9 and above to 16% (from 13% by 2025)

The numbers of Black, Asian, Minority Ethnic staff each year has continued to increase, with the largest annual increase being made in the 2022-23 academic year (from 17.5% in 2021-22 to 19.0% in 2022-23). The aspirational target for this KPI is to achieve 20% Black, Asian, Minority Ethnic staff representation at UH9 and above by 2025, which appears achievable given the trend in Black, Asian and Minority Ethnic representation at UH9 and above. Noticeably the number of staff indicating that they would prefer not to say has also increased from 1.7% to 2% which may have an impact on the increases in reported numbers here.

There has also been discussion regarding this KPI regarding amending or also including Black, Asian, Minority Ethnic at grade AM1 and above. Currently Black, Asian, Minority Ethnic staff representation at AM1 and above is 13.4%. Re-framing this KPI would bring it in line with the Herts' Senior Academic Women KPI and has been sought by the Race Equality Success working group. For the purpose of consistency and comparison, both KPI's have been reported here.

Table 10 below shows the year-on-year trend of Black, Asian and Minority Ethnic staff at grade UH9 and above.

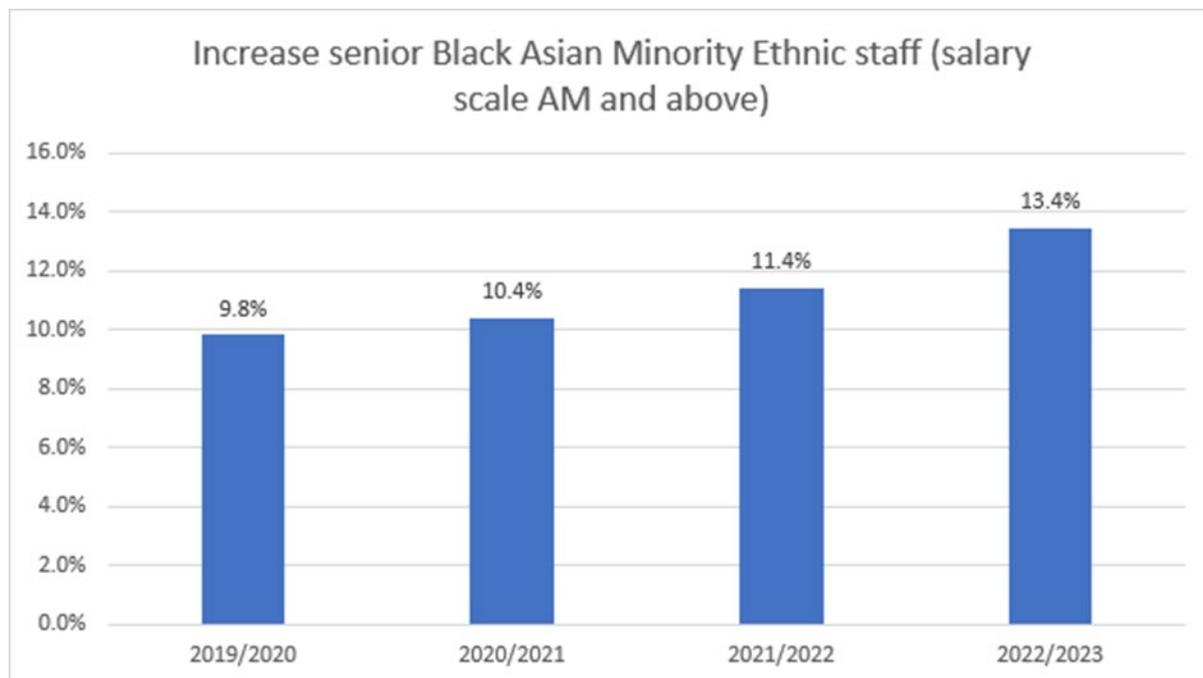
<b>Ethnic Band</b>	<b>Ethnic Group</b>	<b>% 2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Black, Asian, Minority Ethnic	Asian	5.5	4.9	5.5	6.0
	Black	3.3	3.6	3.7	4.0
	Chinese	3.6	3.7	3.9	4.0
	Mixed	1.4	2.4	2.4	3.0
	Other	2.0	1.9	2.0	2.0
	<b>Total</b>	<b>15.5</b>	<b>16.6</b>	<b>17.5</b>	<b>19.0</b>
Not Available	Not Available	0.20	-	0.20	1.0
	Prefer not to say	-	-	1.7	2.0
	<b>Total</b>	<b>0.2</b>	<b>-</b>	<b>1.9</b>	<b>3.0</b>
Refused	Refused	1.50	1.7	-	-
White	White	82.80	81.7	80.6	78%
<b>Total</b>		<b>82.6</b>	<b>81.7</b>	<b>80.6</b>	<b>78%</b>

Table 11 below shows the year-on-year trend of Black, Asian and Minority Ethnic staff at grade AM1 and above.

Ethnic Band	Ethnic Group%	2019-20	2020-21	2021-22	2022-23
Black, Asian, Minority Ethnic	Asian	3.6	4.1	4.4	5.0
	Black	0.4	0.9	1.8	2.5
	Chinese	1.8	1.8	2.2	2.1
	Mixed	1.8	2.3	1.8	2.5
	Other	2.2	1.4	1.3	1.3
	<b>Total</b>	<b>9.8</b>	<b>10.4</b>	<b>11.4</b>	<b>13.4</b>
Not Available	Not Available	-	-	-	-
	Prefer not to say	1.8	1.8	1.8	1.7
	<b>Total</b>	<b>1.8</b>	<b>1.8</b>	<b>1.8</b>	<b>1.7</b>
White	White	88.4	87.8	86.8	84.9
<b>Total</b>		<b>88.4</b>	<b>87.8</b>	<b>86.8</b>	<b>84.9</b>

Table 11 shows the comparative percentage of Black, Asian and Minority Ethnic staff at salary scale AM1 and above which shows a steady increase of approximately a 1% increase in representation year on year with a 2% increase in representation in 2022/23. The KPI target for Black, Asian and Minority Ethnic staff at AM1 and above will be set as part of the People Strand of the University’s overall strategy.

Figure 7



**KPI 2: To increase Black Asian Minority Ethnic Teaching Staff (Salary Scale UH9 and above) to 25%**

This target was close to being met at the end of the 2022-23 academic year when the figure was 24.9% and an aspirational target was set to 27% by 2025. It is noted that this aspirational target has already been achieved. Representation of all ethnic groups has shown an increase in representation with the exception of staff identifying as Chinese which has decreased slightly from its highest point of 4.8% in 2020-21 to 4.0% in 2022-23.

It is noted that the University is seeing greater diversity in applications for roles (approximately 48% of applicants are from Black, Asian and Minority Ethnic candidates). Positive action statements, which encourage applications from underrepresented groups, coupled with an anonymous shortlisting process has helped increase representation in this regard. Also noted, that from January 2024 the University has made it mandatory to have diverse shortlisting and interview panels, as well as for chairs of panels to have attended Unconscious Bias and EDI Essentials training. While it is too soon to see the impact of some of these later initiatives the trends regarding Black, Asian and Minority Ethnic representation in teaching staff continues to be positive.

Table 12

<b>Ethnic Band</b>	<b>Ethnic Group%</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Black, Asian, Minority Ethnic	Asian	7.0	8.1	9.1	11.0
	Black	5.4	5.6	6.5	7.0
	Chinese	2.6	4.8	4.5	4.0
	Mixed	2.0	1.9	2.4	3.0
	Other	2.6	2.6	2.4	3.0
	<b>Total</b>	<b>19.6</b>	<b>23.0</b>	<b>24.9</b>	<b>28.0</b>
Not Available	Not Available	1.3	0.3	0.3	0.0
	Prefer not to say	-	-	1.5	2.0
	<b>Total</b>	<b>1.3</b>	<b>0.3</b>	<b>1.8</b>	<b>2.0</b>
Refused	Refused	1.50	2.0	1.8	
White	White	77.6	74.7	73.3	
<b>Total</b>		<b>77.6</b>	<b>74.7</b>	<b>73.3</b>	

**Academic Promotions**

There have been further reviews of the academic promotions for Readership and Associate Professor applications, to make this process less onerous for applicants. At the Readership and Associate Professor level the process will be a paper-based exercise without the need for the applicant to attend a face-to-face interview.

The University continues to mandate for academic promotion Interview panels to be diverse and representative as possible, and that the Chair of the promotion interview panel has completed the relevant EDI training beforehand. This is especially important at the SBU stage interview where there is the greatest level of applicants being rejected, as could be expected at the first stage of the process.

The 2022/23 Round saw 65 applications for promotion made – a substantial increase from the previous year where there were 46 Applications. The University of Hertfordshire ran workshops on the process of academic promotions and some hints and guidance on how to be successful in the process. Attendance

at the workshops significantly increases the success rate of applicants and staff considering making an application for academic promotion and attendees have the benefit of hearing from peers who were successful in this process the year prior.

**Academic Promotions: Ethnicity**

A total of 19 Applications (29%) were from Black, Asian Minority Ethnic staff who represented 19% of successful candidates. The percentage of successful Black, Asian, Minority Ethnic staff in the academic promotions process is substantially down on the previous year when 43% of successful applications were made from Black, Asian and Minority Ethnic staff members. For a year-on-year comparison please see the table below:

Table 13

Applicants	Level	Black, Asian, Minority Ethnic	White
From the 65 applications of which 39 were successful at SBU Stage (Last year's figures were 46 applicants of which 33 were successful at SBU stage)			
39	Professorship (18)	4	19
	Associate Professorship/Readership (21)	4	21
From the 39 Applicants 36 were successful at PF Stage (Last year's figures were 33 applicants of which 25 were successful at PF Stage)			
36	Professorship (16)	4	12
	Associate Professorship/Readership (20)	3	17
From the 36 Applicants 32 were successful at interview (Last year's figures were 25 applicants of which 21 were successful at interview)			
32	Professorship (15)	3	12
	Associate Professorship/Readership (17)	3	14

**Academic Promotions: Sex**

Successful applicants were 53% male and 47% female this is down on the previous year where 62% of successful applicants were female and 38% were male.

Table 14

Applicants	Level	Female	Male
From the 65 applications of which 39 were successful at SBU Stage (Last year's figures were 46 applicants of which 33 were successful at SBU stage)			
39	Professorship (18)	9	9
	Associate Professorship/Readership (21)	9	12
From the 39 Applicants 36 were successful at PF Stage (Last year's figures were 33 applicants of which 25 were successful at PF Stage)			
36	Professorship (16)	7	9
	Associate Professorship/Readership (20)	9	11
From the 36 Applicants 32 were successful at interview (Last year's figures were 25 applicants of which 21 were successful at interview)			
32	Professorship (15)	7	8
	Associate Professorship/Readership (17)	8	9

**KPI 3: Increase Senior Academic Women (grade AM1 and above) by 10% (from 44.7% to 49.2%) by 2025.**

This KPI was reviewed in 2020/21 to also include academic women working within professional SBU's. Consequently, the KPI target was changed (from 42.7% to 47%) to 49.2% when taking into consideration the additional women working in professional SBU's. The aspirational target is to increase Senior Academic Women at grades AM1 and above to 50% by 2025. The steady progress that has been made against this KPI has tapered off from the substantial gains made in the 2021/22 academic year. The 2022/23 saw a substantial increase in staff numbers of 410 staff (364 FTE). It is noted that females make up 46.5% of academic and research staff and the current figures that we have suggest that representation of female staff at AM1 is proportionate. Further intersectional analysis should be undertaken to determine the extent to which staff in the AM1 and above groups are underrepresented.

Table 15

	2019/20	2020/21	2021/22	2022/23
<b>Sex</b>	%	%	%	%
<b>Female</b>	44.4	44.5	49.00	49.00
<b>Male</b>	55.6	55.5	51.00	51.00

The University of Hertfordshire is aiming to achieve Silver in the Athena Swan Charter Mark and there have been numerous actions undertaken to assist in achieving this.

- Revised the academic promotion process (as stated above this is now what is hoped to be a less onerous process for staff applying for Readership/Associate Professor level appointments).
- Continued use of academic promotion workshops with one workshop aimed at Women+ staff to positively reinforce applications from this staffing community.
- Offering all staff who apply for academic promotion a mentor to assist them with this process, thereby increasing chances of success.

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

This is a Board of Governors KPI. It should be noted that the awarding gap is the difference between the proportion of students getting a 2:1 or a 1<sup>st</sup> a "good degree" and therefore only applies to undergraduate students. It is noted that the combined awarding gap for Home/EU and International undergraduate students is 20 percentage points (which is what our KPI is based on).

The University has several plans in place that include actions to reduce the Black, Asian and Minority Ethnic awarding gap for students. These include:

- **Institutional Action Plan**
- Race Equality Charter (REC) Mark
- Annual School Student Educational and Student Experience action plans
- Continuous Enhancement Process plans at programme level

Caution must be taken when comparing the academic year 20/21 and 21/22 with data for academic years prior and subsequently, as during this period the "Safety Net Policy" was applied to mitigate against the impact of the Covid pandemic. This policy no longer applies to the data from the academic year 22/23 onwards.

Table 16

<b>Awarding Gap</b>	<b>16/17</b>	<b>17/18</b>	<b>18/19</b>	<b>19/20</b>	<b>20/21</b>	<b>21/22</b>	<b>22/23</b>
data rounded to nearest %							
<b>HOME/EU</b>							
White	74	76	77	84	88	85	85
Black, Asian and Minority Ethnic	57	58	56	68	76	70	62
Awarding Gap	17	18	21	16	12	15	23
<b>International</b>							
White	77	69	74	70	79	73	76
Black, Asian and Minority Ethnic	56	52	60	67	75	64	66
Awarding Gap	21	17	14	3	4	9	10

Our Awarding Gap for Home/EU students at 23 percentage points is the highest that it has been within the reporting period. It is noted that the percentage of Black, Asian and Minority Ethnic students passing with a good grade is up 5 percentage points from pre-pandemic levels but remains significantly behind the proportion of White students over the same period.

The Race and Ethnicity Equity Student Success working group is examining the causes for the increase in the awarding gap, which are varied and complex, but early evidence suggests that contributing factors are:

- Anecdotal evidence of the disproportionate effect of the cost-of-living crisis on Black, Asian and Minority Ethnic students with additional employment impacting on study time.
- A reduction in attention to the awarding gap work in response to competing agendas within the University.
- A significant number of new staff have joined the University, who had not participated in the intense period of work initially done which led to developing of the Institutional Action Plan.

## School awarding gap data

Table 17

		20/21		21/22		22/23	
Awarding Gap Split by School ALL Students		% of First/2:1 degree	Gap	% of First/2:1 degree	Gap	% of First/2:1 degree	Gap
data rounded to nearest %							
Herts Business School	Black, Asian and Minority Ethnic	74	17	68	21	66	22
	White	91		89		88	
Creative Arts	Black, Asian and Minority Ethnic	67	21	62	23	62	20
	White	88		85		82	
Physics, Engineering & Computer Science	Black, Asian and Minority Ethnic	77	9	69	14	63	19
	White	86		83		82	
Education	Black, Asian and Minority Ethnic	72	1		0	65	10
	White	73				75	
Health & Social Work	Black, Asian and Minority Ethnic	75	15	76	15	62	27
	White	90		91		89	
Humanities	Black, Asian and Minority Ethnic	82	7		0		0
	White	89					
Law	Black, Asian and Minority Ethnic	77	17	58	16	62	22
	White	94		74		84	
Life & Medical Science	Black, Asian and Minority Ethnic	79	10	75	12	64	13
	White	89		87		77	
*SHE	Black, Asian and Minority Ethnic		0	67	11		0
	White			78			

\*Please note in the table above that the School of Humanities and Education (SHE) has been disbanded and staff have moved to Schools of Law, Creative Arts and Life and Medical Sciences as a result. Also please note that Education is still shown separate to the Law School in the table above.

Further work needs to be completed on the awarding gap to better understand the reasons for the recent increases so that we can work to reduce this gap moving forward.

## Advancing Equality

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

### EDI Charter Marks

The Charter Marks that the university has attained recognise the good practice and impact of various initiatives put in place to increase equality, diversity and inclusion. They are critical for the progression of equality work at the University. We currently hold awards for Athena Swan (Bronze), the Race Equality Charter (Bronze), and level 2 Employer status on the Disability Confident scheme.

#### Athena Swan

The Athena Swan Charter is a national initiative that recognises commitment to tackling gender inequality in higher education and research. Originally designed to target improved access and outcomes for women in science, technology engineering, mathematics, medicine, from 2015, it was extended to include arts, humanities, social science, business, and law.

The charter now recognises work undertaken to address gender equality more broadly as a spectrum, to support greater inclusivity for people in all roles, of all gender identities, and those facing intersectional inequalities.

We currently hold an Institutional Bronze award and will be submitting for a silver award in 2024. In addition to the work on academic promotions (above), Herts has also undertaken the following initiatives:

- Human Resources has updated the exit questionnaire process to make this compatible with the questions in the staff survey which will allow a comparison between staff leaving Herts and staff survey results. There has also been greater clarity gained in terms of the destination of staff leaving i.e. whether staff are going to another HEI or leaving the Higher Education sector altogether.
- Improvements have been made to the appraisal cycle, with increased training and support available to staff and managers on conducting effective appraisals, preparing for appraisal meetings, as well as objective setting. This ongoing work is part of a wider initiative to assist in preparing Herts to move to an online appraisal system which will be a latter part of development within the new HR system.
- Ensuring that our data is disaggregated by gender e.g. our Herts-wide surveys, such as the Staff Opinion Survey (2022) and Pulse Survey (2023) have the ability to disaggregate results by sex and ethnicity, to improve the quality of monitoring.
- We continue to sponsor our staff to attend Advance HE's Aurora programme which supports women into leadership. The course is aimed at women up to Senior Lecturer level (or the professional staff equivalent) working in a college, university, or related organisation who would like to explore and develop into leadership roles and responsibilities. It is noted that this year Herts has increased the number of participants from 12 to 16 in the 2023/24 intake.

Across our Academic Schools we hold bronze awards for Hertfordshire Business School, Hertfordshire Law School, School of Creative Arts and Engineering, and Computer Science. Life and Medical Science were successful in attaining their silver award in August 2023, and in this regard join

the School of Health and Social Work and Physics, Astronomy and Mathematics for holding a silver award. Our Physics, Astronomy and Mathematics department applied for a silver renewal in November 2023.

### Disability Confident Scheme

The University currently holds Level 2 (Disability Confident Employer status) of the Disability Confident Scheme.

In order to achieve Level 2, we undertook a self-assessment against a set of criteria, highlighting what we are already doing/have in place to advance disability equality at Herts, and what additional steps we may need to take. In the past year we have continued to tackle inequality through a number of actions:

- Membership with Business Disability Forum and Hidden Disabilities
- Launched the Hidden Disabilities Sunflower to promote and support staff and students living with a non-visible disability.
- Developed a new Key Performance Indicator for disability - **Increase senior staff grades (UH9 and above) with a declared disability from 6.4% to 8% by 2025.**
- Organised external training 'Managing Neurodivergent Individuals for Line Managers' workshop for line managers to understand more about neurodiversity in order to support their staff and colleagues better. 62 staff have attended this workshop.
- Created a new staff society, Herts All-Inclusive Neuro Diverse Society (HANDS) as a sub-group of our DAWN network, which is a vibrant and welcoming community dedicated to fostering understanding, support, and unity among individuals with neurodiverse conditions at the University of Hertfordshire.

Additionally, Herts has teamed up with specialist accessibility company AccessAble to launch a series of Detailed Access Guides aimed at ensuring all visitors to campus can plan their visit with confidence. The new Detailed Access Guides provide accurate, up-to-date venue access information on buildings, teaching spaces, libraries, sports facilities, accommodation residences and bus routes across the University's three sites: College Lane Campus, de Havilland Campus and Bayfordbury Campus.

Each guide contains specific details and photographs to help students, staff and visitors plan their journey to and around the campus, including information on parking facilities, accessible toilets, step-free access, ramp sizes and weight limits, hearing loops, Braille signage, tactile paving, and walking distances. The guides are designed to assist people with a wide range of needs: for example, detailing colour contrast between areas to aid people with visual impairments and describing building environments to support neurodivergent people.

You can view the University of Hertfordshire Accessibility Guide on the [AccessAble website](#). In the future, the University aims to integrate the guides into the Herts Mobile app, giving students and staff access to all the information they need in one place.

Alongside the new AccessAble guides, the University has recently joined the [Hidden Disabilities Sunflower](#), to support members of our community living with a non-visible disability.

Non-visible disabilities are not always visible by looking at or talking to someone. Non-visible disabilities are wide-ranging and can be temporary, situational, or permanent. They can be neurological, cognitive, and neurodevelopmental as well as physical, visual, auditory and including sensory and processing difficulties. They also include respiratory, rare diseases, and chronic conditions such as asthma, diabetes, multiple sclerosis, and Crohn's disease.

Many people living with a non-visible disability choose to wear a Sunflower lanyard, badge or wristband, as a discreet way for individuals to indicate that they have a non-visible disability and may need additional assistance, kindness, or simply a little more time. Herts is a Sunflower-friendly institution and Sunflower lanyards are now available from the University for staff and students.

Visit the [Hidden Disabilities Sunflower website](#) for more information.

### **Race Equality Charter**

The University achieved a Bronze Race Equality Charter award in 2021 and continues to make good progress against the Institutional Action Plan. Some of the recent initiatives we have undertaken include:

- Making diverse panels in recruitment (both shortlisting and interview panels) a mandatory criterion to continue to attract a wider applicant pool and diversify the staff workforce.
- Including a Black, Asian, Minority Ethnic workshop to encourage and support Black, Asian, Minority Ethnic staff for applying for academic promotion. This initiative as can be seen in table 3 has had a significant impact on the number of applications from Black, Asian, Minority Ethnic staff.
- The Race and Ethnicity Equality Staff Success Group (formerly known as the Black, Asian, Minority Ethnic Staff Success Group) continues to be active and has formed a prioritised action plan, the first of which was making diverse recruitment panels mandatory. Other recommendations taken forward are to review our KPI for Black, Asian and Minority Ethnic representation from UH9 to AM1 and above and remove bar progression from staff salary scales.

### **Stonewall**

In November 2023, we submitted for the Stonewall Workplace Equality Index 2024. The Index is a definitive benchmarking tool for employers to measure their progress on lesbian, gay, bisexual, trans, non-binary, and other gender identities inclusion in the workplace. The submission included a survey for staff to complete. Feedback will be given to us in Spring 2024, and from this, we will develop an action plan to address LGBTQ+ inequalities.

Our LGBTQ+ Allies programme continues with just over 150 staff signed up to help support LGBTQ+ staff and student colleagues.

### **Stammerers Through University Consultancy (STUC)**

Herts is one of only 21 UK institutions to partner with STUC. We hope to focus on this Charter Mark by working in collaboration with STUC to shine a spotlight on stammering and how we can support our staff and student community.

### **HR Excellence in Research**

Part of the Research Strategy 2020-2025 is to develop a diverse community of research engaged staff, students, and innovators. We continue to organise and facilitate development sessions, including the EDI Managers workshop and EDI Essentials training. All staff who undertake research, manage researchers are a research leader or are engaged in research activities also have the opportunity to complete the Culture, Employment and Development in Academic Research Survey (CEDARS), which provides valuable information on how we can create a healthy and supportive research culture, and continue to implement the Principles of the revised Researcher Development Concordat.

## Strategic Business Units

- School staff and students provided a mock hate crime court trial for 'Herts against Hate' event for Hate Crime Awareness Week, 'Don't ignore it, report it' (October 2023). The filmed mock hate crime trial, a partnership project with the Crown Prosecution Service and Hertfordshire County Community Safety unit, was well received by attendees. (Hertfordshire Law School).
- Successful Cultural Diversity Event took place on 2 February 2023 (the second event of this kind) with contributions from staff and students, with the aim of celebrating diversity and fostering community and promoting inclusion (Hertfordshire Law School).
- Preparation of the Athena Swan application for a May 2024 deadline including the culture survey (School of Health and Social Work)
- Supporting a small group of facilitators internally to offer workshops to discuss race, racism and implications for student and staff success (School of Health and Social Work).
- Julia Warrener and her colleague Vida Douglas published [a paper](#) in April 2023 on "Black Lives Matter in higher education: conversations about race to transform the lived experience of Black (African-Caribbean) staff in UK universities". (School of Health and Social Work)
- Successful Athena Swan Silver award in August 2023 (School of Life and Medical Sciences).
- 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 (School of Physics, Engineering and Computer Science).
- Allyship training for the whole Strategic Business Unit (Academic Registry).
- EDI guidelines included in the Incubator Handbook, given to all new business tenants (Enterprise and Business Development).
- Diversity Calendar embedded into Library and Computing Services processes – with a 'lighting up' the LRC calendar, book displays and reading lists for all major EDI events and a 'flagship' event once a year (e.g. author visit).
- Digital Skills Community – developed Digital Wednesday series of training sessions (Library and Computing Services).



Hertfordshire Law School staff and students at the 'Herts Against Hate' event for Hate Crime Awareness Week, October 2023.

## Staff Training and Development

We continue to have a firm commitment to the Continuous Professional Development (CPD) of our staff, and completion of EDI mandatory, refresher and optional EDI bespoke training helps to ensure that staff have an understanding of EDI and the right skills and tools needed in the workplace. In 22/23 there were a total of 3751 EDI training completions which is a significant increase on the last year. The table below summarises the EDI training offered and completion rates, looking at the training taken from 1 August 2022- 31 July 2023.

Table 18

Course Title	Times Run	Participants	Previous 12 months
Active Bystander	11	390	520
Deaf Awareness	1	21	0
Disability Confident Managers	N/A	0	33
EDI Essentials (mandatory for all new starters)	27	546	427
EDI for Managers	2	27	41
The Equality Act	1	93	0
Equality Impact Assessments - Getting them Right	3	85	0
iHASCO Equality & Diversity (mandatory for all new starters)	Online	1197	1023
iHASCO Unconscious Bias for Employees (mandatory for all new starters)	Online	1178	984
LGBTQI + Awareness	N/A	0	25
Managing Neurodivergent Individuals for Line Managers (new for 2023)	3	62	0
Neurodiversity Awareness (new for 2023)	2	39	0
Pronouns Workshop	N/A	0	19
Racial Justice	N/A	0	34
The Importance of Allyship in Creating Inclusive Places of Work	1	113	0
<b>Total</b>	<b>51</b>	<b>3751</b>	<b>3106 (43 courses)</b>

## Wellbeing

We continue to enhance our workplace wellbeing offering for staff by enhancing successful initiatives from recent years as well as introducing new and innovative ideas for growing engagement in the wellbeing space. Over 63% of staff engaged in wellbeing activities in 2022-23, a 5% increase from the previous year and well above the university's target of 50%. This is mainly due to **101% increase** in engagement in wellbeing events (including Active Staff) and a **4% increase** in Learning and Development engagement. Engagement in SBUs and Schools has **increased by over 7%** compared to 2021/22.

The workplace wellbeing team has enhanced connections and established new working relationships with internal and external partners to pool resources and utilise expertise. There have been new initiatives that have been successful including longer- campaigns for Stress Awareness Month (April) and Mental Health Awareness Week (MHAW) (May). A month's free trial for Leafyard, an evidence-backed, web-based tool to improve mental resilience, was launched as part of MHAW. Over 100 staff signed up and the evaluation report demonstrated some very encouraging results in how it had assisted staff in supporting their mental health. In addition, Forest Bathing sessions at Bayfordbury Campus have offered a new and different approach to how staff can explore ways to support their mental health. Development opportunities in the mental health space are met with positivity and staff are willing to develop their knowledge in this area for personal use, but also to feel equipped to feel confident to assist colleagues and students when needed. The growing team of Wellbeing Champions continues to support colleagues at a local level and provide valuable insight to shape the programme going forward.

Active Staff continues to attract an impressive number of staff (881 unique users) to its varied programmes (Active Staff Timetable, Active Virtual, Active Teams), an **increase of 59%** compared to last year as the team encourages staff to try new ways of looking after their physical health, while benefitting from all the associated positive health outcomes of being physically active.

## Supporting our Students

### Dean of Students

The Dean of Students (DoS) continues to work collaboratively with various teams including Herts Student Union to ensure that our students are supported during their time with the University. Staff are spread between the Nursery and Student Wellbeing which covers Counselling and Mental Health and Disability.

- Disability Service – had a total of 678 appointments (228 were online, 145 were face-to-face, 278 were over the telephone and 27 were support to study meetings)
- The Service has run training on ADHD, Neurodiversity, Dyslexia, and Disability.
- Counselling and Mental Health Service – completed 195 service intake forms. Waiting times were on average 7.7 days for Counselling and 7.6 days for mental health appointments with anxiety, depression and academic pressure cited as the highest rated issues. The team has also delivered emotional resilience workshops to students.
- A Student Pregnancy Policy was also developed by Kate Rhodes in the DoS and the EDI Team to assist students who are pregnant and advise academic staff in providing support. Over the last period, we have seen a marked increase in student pregnancy and have had approximately 85 pregnancies in the last academic year.
- The DoS training programme continues to run with a number of sessions including Sleeping Well, Safeguarding Adults at Risk, Understanding Self Harm, Prevent Briefing which is a thematic briefing covering White Nationalism in the UK. Emotional Wellbeing and Coping Strategies, What

is ADHD and how can it affect studies? Spiritual and Sexual Abuse in Belief Systems, Reducing Isolation and Social Anxiety, What is Neurodiversity? & Supporting Victims of Sexual Violence.

- The Disability Student Advocate programme has progressed, and appointment offers were made to 7 current students. Advocates will commence their training in January 2024. Their role will be vital in gaining insight into the experience of disabled students and working with staff to help develop inclusive practice in the curriculum.

## Fostering Inclusion and Community Cohesion

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

## Staff Networks

The staff networks form a vital means of support for staff, give a platform to disadvantaged groups and challenge and provide feedback on the university's approach - each is also supported by a Senior Champion from the Senior Leadership Team. They are integral to the University's governance to mainstream and embed EDI. We are proud of the engagement of our staff networks, the passion and dedication of all the Chairs and the difference they make.

- The Academic Women's Action Group (AWAG) and the Network of Women+ Professors (NW+P) collaborated to host the Women Rise Conference – 'How you can stand out from the crowd' on 7 July 2023 to 60 delegates. There were three excellent plenary talks (leadership, networking, visibility/branding) from a diversity of internal and external speakers.
- The Network of Women+ Professors continue their mentoring scheme which has formed 15 mentor-mentee pairs since its initiation and worked with the University to ensure job titles can be accurately reflected across internal systems.
- The Carers' Network re-launched in November 2022 and supports regular get-togethers for its members as well as a range of sessions from speakers, including breathwork, neurodiversity and dyslexia.
- The Disability and Wellbeing Network (DAWN) relaunched in September 2022 and hosts regular meetings with members and hosts an active online group sharing updates and events. A joint summer social was held in August 2023 with the Carers' Network.
- The LGBTQ+ Staff Network continued to be very active – attending Pride in London (1 July 2023), Herts Pride (19 August 2023) and a Stonewall network training event as well as key university events including flag raisings and the Pride march with the student community. The LGBTQ+ Mentoring Programme, established by the network, as well as the Book Group both continued to prove popular and new Network Reps were established for specific community groups.
- The Menopause Network hosted numerous sessions from nutrition, alternative health to 'future-proofing your body' with colleagues from Herts Sports Village who also led on an 'Active Staff' programme aimed at women – 'This Girl Can'. They are also looking to World Menopause Day in October 2023 to host a special event.
- The Race and Ethnicity Equality Staff Network adopted a new name (formerly the BAME Staff Network), following the University's BAME terminology institutional consultation. The network continued to host an active online group, sharing events and professional development

opportunities and hosted sessions including ‘how to build the brand called you’, opportunities to hear from staff members’ personal lived experiences, as well as a network social on 7 July for all members.

- The Working Parents Network will be re-launched in early 2024. New Co-Chairs and a Deputy Chair are in place for the Men’s Health and Wellbeing Network, also aiming to relaunch in 2024.



LGBTQ+ Staff Network attending Pride in London 2023 with colleagues including the Chaplain and students

## Herts Chaplaincy

The ethos of the Herts Chaplaincy is to support the work of EDI wherever possible and appropriate.

For #TransgenderAwarenessWeek, the Chaplain baked a birthday cake for the Chaplaincy’s delayed 50<sup>th</sup> birthday celebrations and decorated it with the colours of the transgender flag.

The Chaplain was given space on the Student LGBTQ+ Society’s Pride stall at the Pride Market, organised by the Students’ Union.

In May the Chaplain supported the raising of the Pride flag at the University and attended the subsequent march around campus. In June the Chaplain attended the Equality, Diversity and Inclusion Office’s conference and presented a workshop, ‘But it’s against my religion’, looking at what does or doesn’t constitute a religious imperative and how to handle situations where queries arise. This is to be rolled out as training available to all staff in the coming academic year. In July she was delighted to be invited to be part of the University’s first participation in the Pride in London march.

The Chaplain ran three workshops on ‘Spiritual and Sexual Abuse in Belief Systems’ (for the Students’ Union Development team, School Community Officers and the Dean of Students Office) including how to spot high pressure religion on campus and what to do. This too would be offered as training to the whole institution in 2023 – 2024.

The Chaplain received a ‘highly commended’ for Diversity and Inclusion in the Vice-Chancellor’s Awards (VCAs).



The Chaplaincy supporting events throughout the year

## Partnership and Collaboration

During 2022-23, we continued to collaborate and develop our working relationship with internal and external partners:

- In October 2022, we ran a 'Sweets not Hate' event for National Hate Crime Awareness Week to raise awareness about Hate Crime and the support available at Herts. The event was led by our Student Support Advisor (EDI & Sexual Violence) in collaboration with local organisations and the Herts police.
- We also arranged a refresher Hate Crime training session for relevant staff members and the EDI Office attended a Hate Crime conference along with local Hertfordshire organisations in October 2022.
- In November 2022, a group of Film and Television students created a Trans Awareness Week documentary, in collaboration with Herts SU LGBT+ student society and the EDI Office. The documentary showcases our commitment and the support available for the Trans community. The documentary is available to view online [here](#).
- In February 2023, the Head of EDI was a speaker at the D&I Leaders LGBT+ at Work conference.
- In August 2023, the EDI Office along with the LGBTQ+ staff network and Herts SU and UNO bus attended Herts Pride in Cassiobury Park, Watford.
- The EDI Office also attended the Herts LGBT+ Forum contributing to discussions and strategy to advance LGBTQ+ equality in Herts.

## Looking Ahead

During 2023/24 we will continue to build on the progress we have made this and previous years and strive to continue to make a difference for our diverse student and staff community. Some of the upcoming projects and initiatives include:

- Looking to sign up for the University Mental Health Charter.
- Development of a Wellbeing strategy.
- Feedback on our Stonewall Workplace Equality Index Application.
- Monitoring and implementing our Disability, Race Equality, and Athena Swan action plans.
- Co-ordinating and supporting the EDI Diversity Calendar of events.
- Implementing a new Athena Swan institutional action plan.

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