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Engineering and
Physical Sciences
Research Council

Equality, Diversity and Inclusion: A Technician Lens



Technician **Commitment**





For the first time, utilising quantitative data and qualitative feedback from national workshops and presentations, this report identifies the equality, diversity and inclusion (EDI) challenges facing the technical community in UK higher education and provides sector recommendations to advance equality, diversity and inclusion for all.





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Methodology

311 Science and engineering technicians

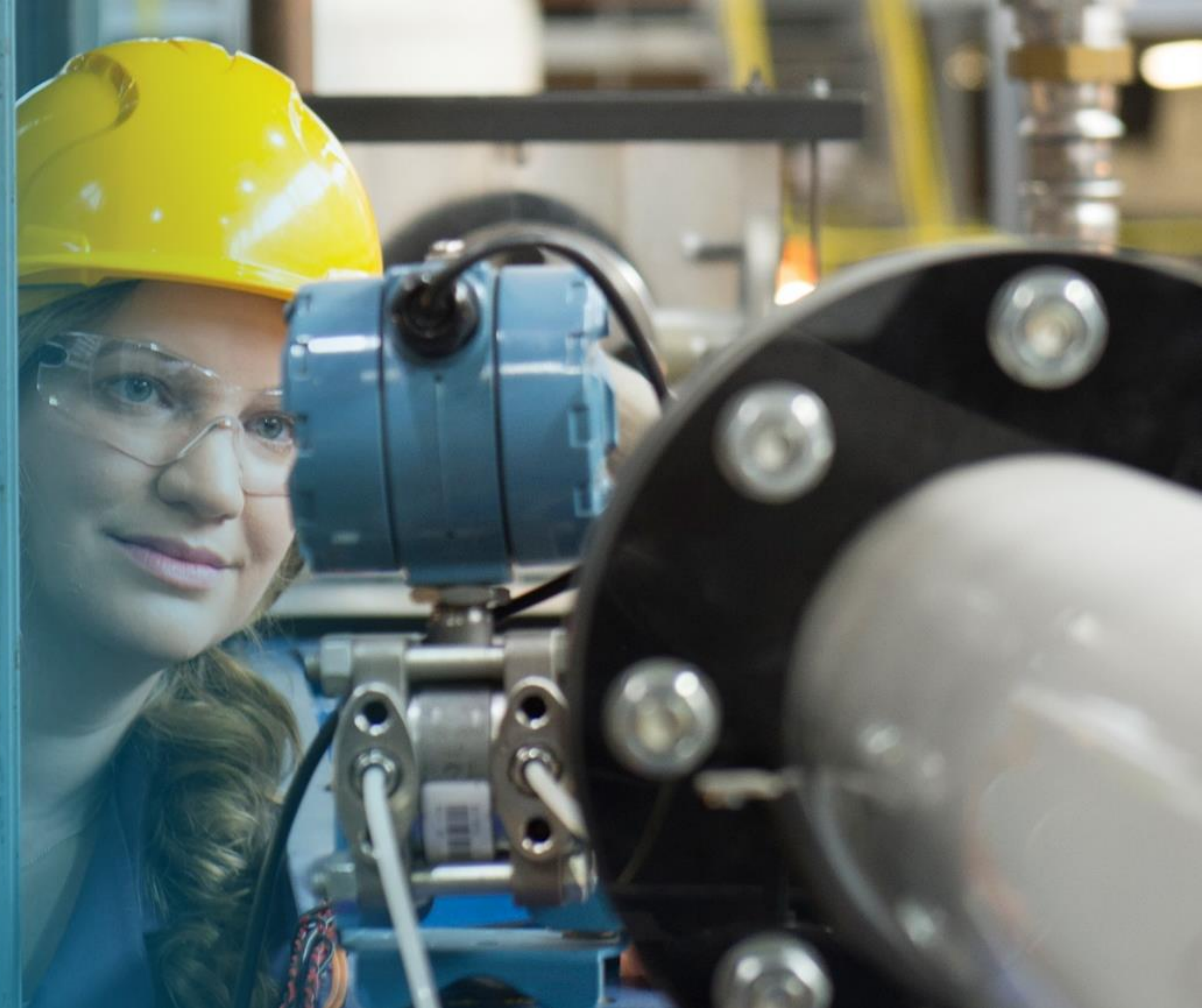
312 Architectural technicians

321 Medical technicians

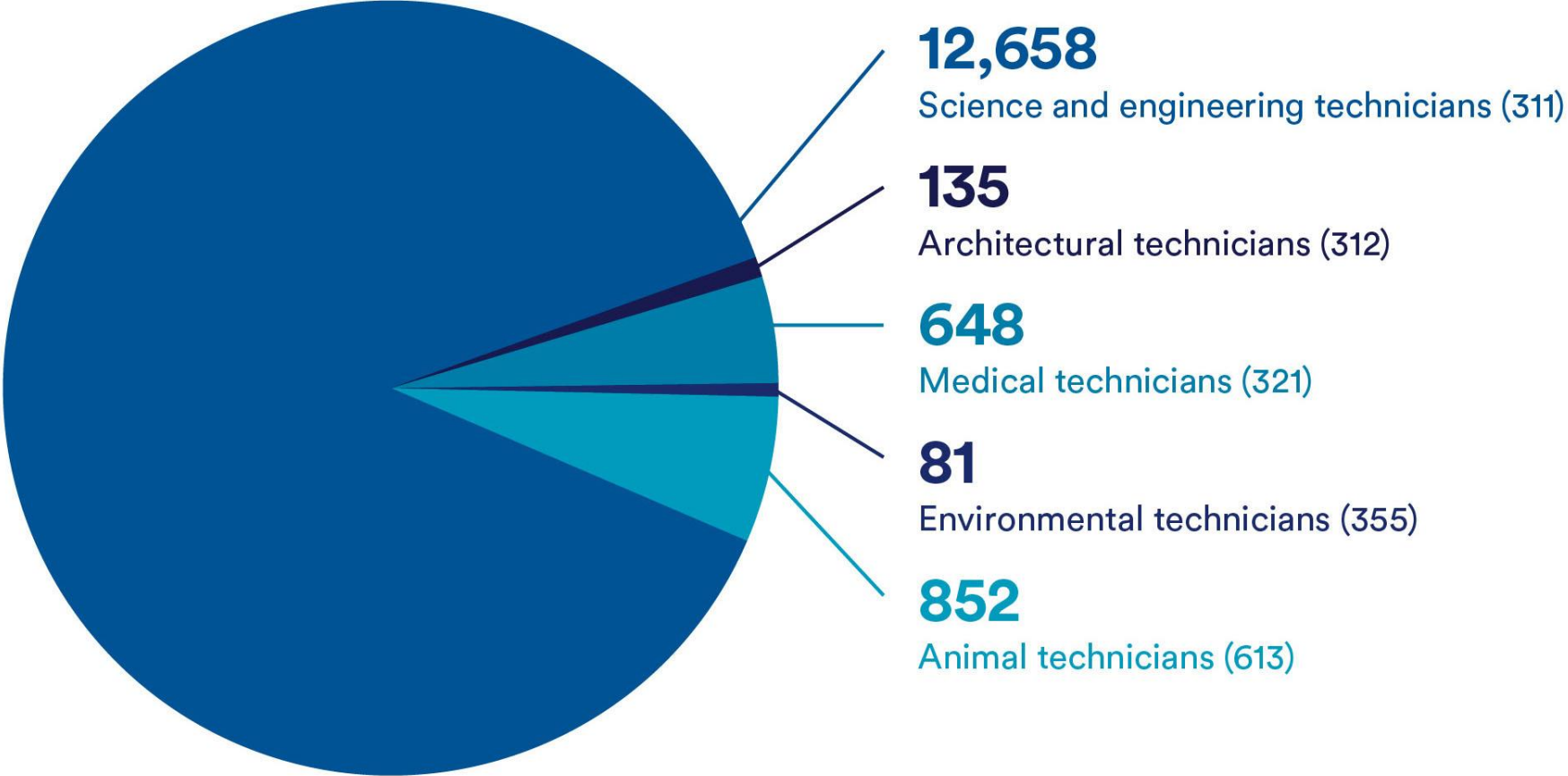
355 Environmental technicians

613 Animal technicians

- Age
- Sex
- Ethnicity
- Disability
- Mode of working
- Career level
- Subject discipline



Total numbers FTE 2017/18

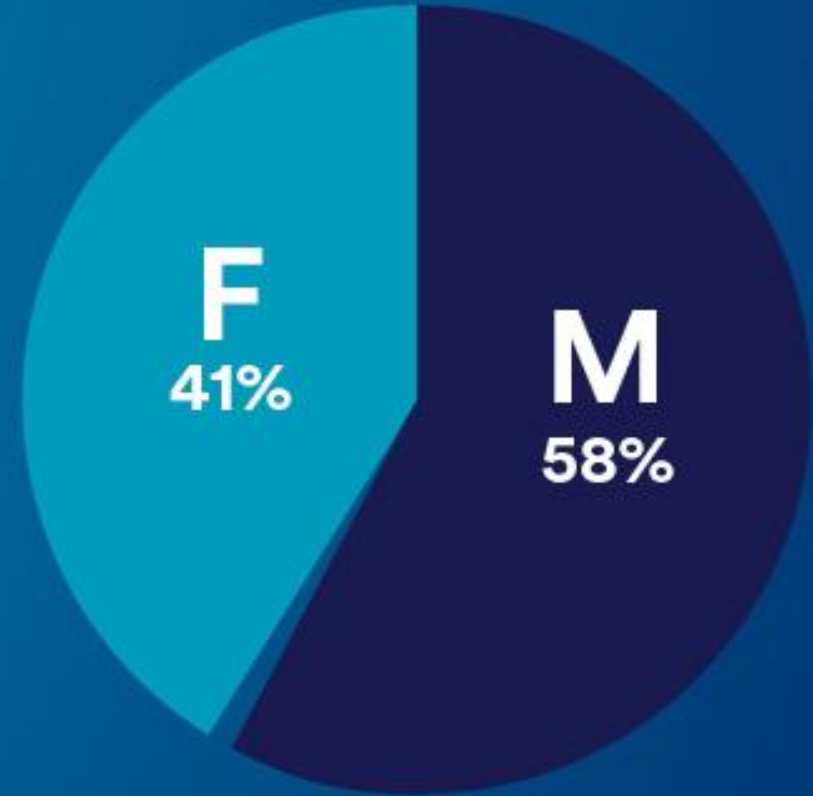




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**Overall, the majority
of technicians are
male (58%).**





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In both Physics and Engineering, only 11% of technicians are female.





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**The majority of technicians are white.
Just 10% are of BAME ethnicity.**

This is lower than the proportion of academics
of BAME ethnicity.

84%

White

10%

BAME

6%

Unknown

Disability

6%

of technicians
have a known
disability.



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30% of technicians are over the age of 51.

Overall technicians



Physics and Engineering technicians

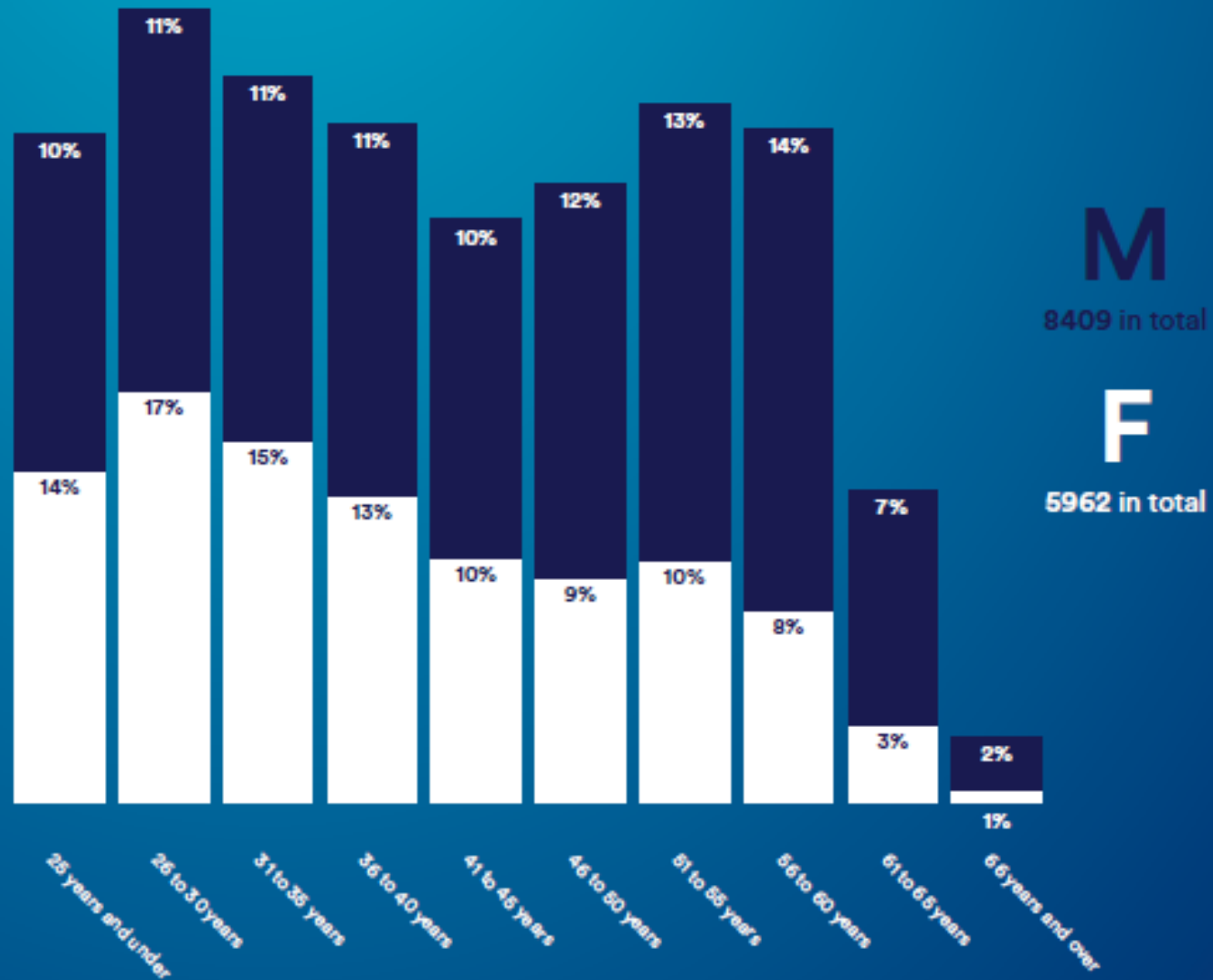


Age

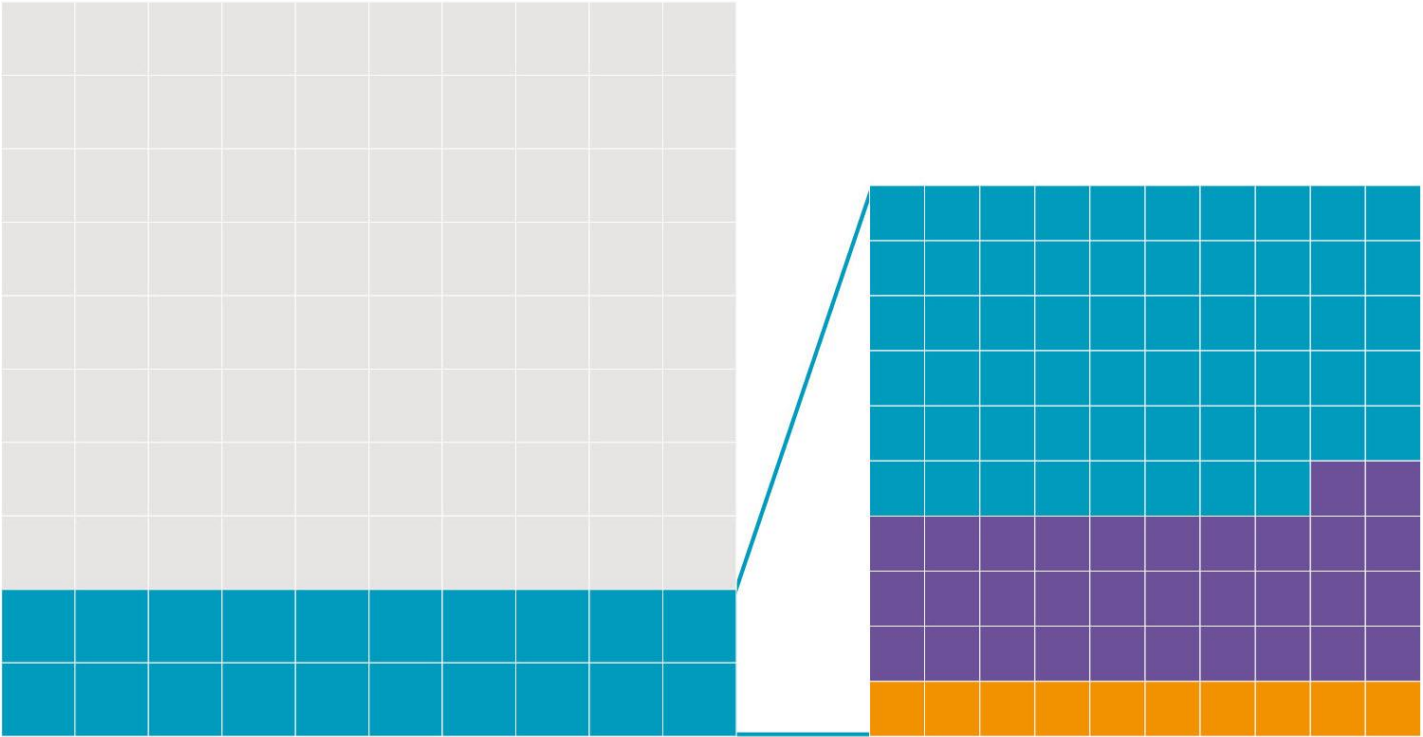
11.4%
are 25 years
or below

30%
are 51 or over

Age split for Females and Males



Career level



20% of technicians are working at level K0 or above

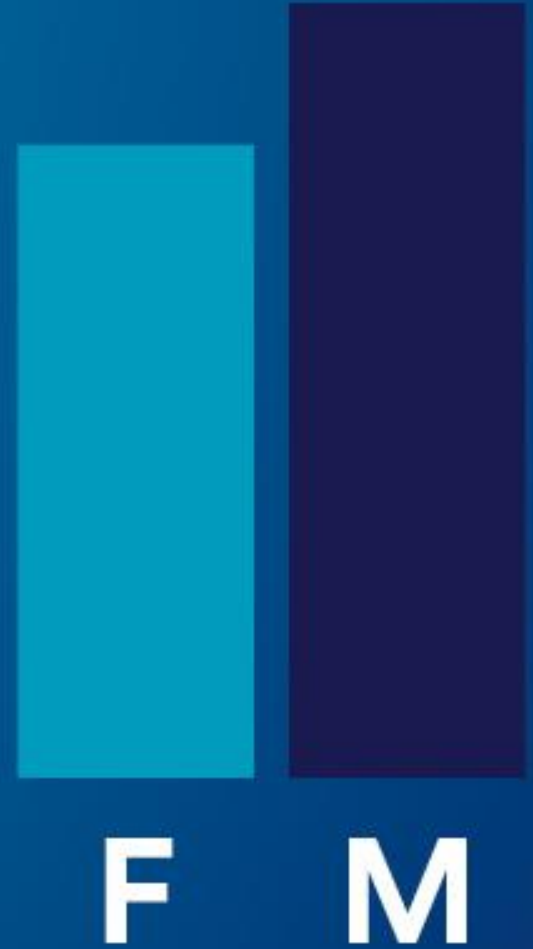
of these 32% are female and 10% are Black, Asian and Minority Ethnic (BAME)



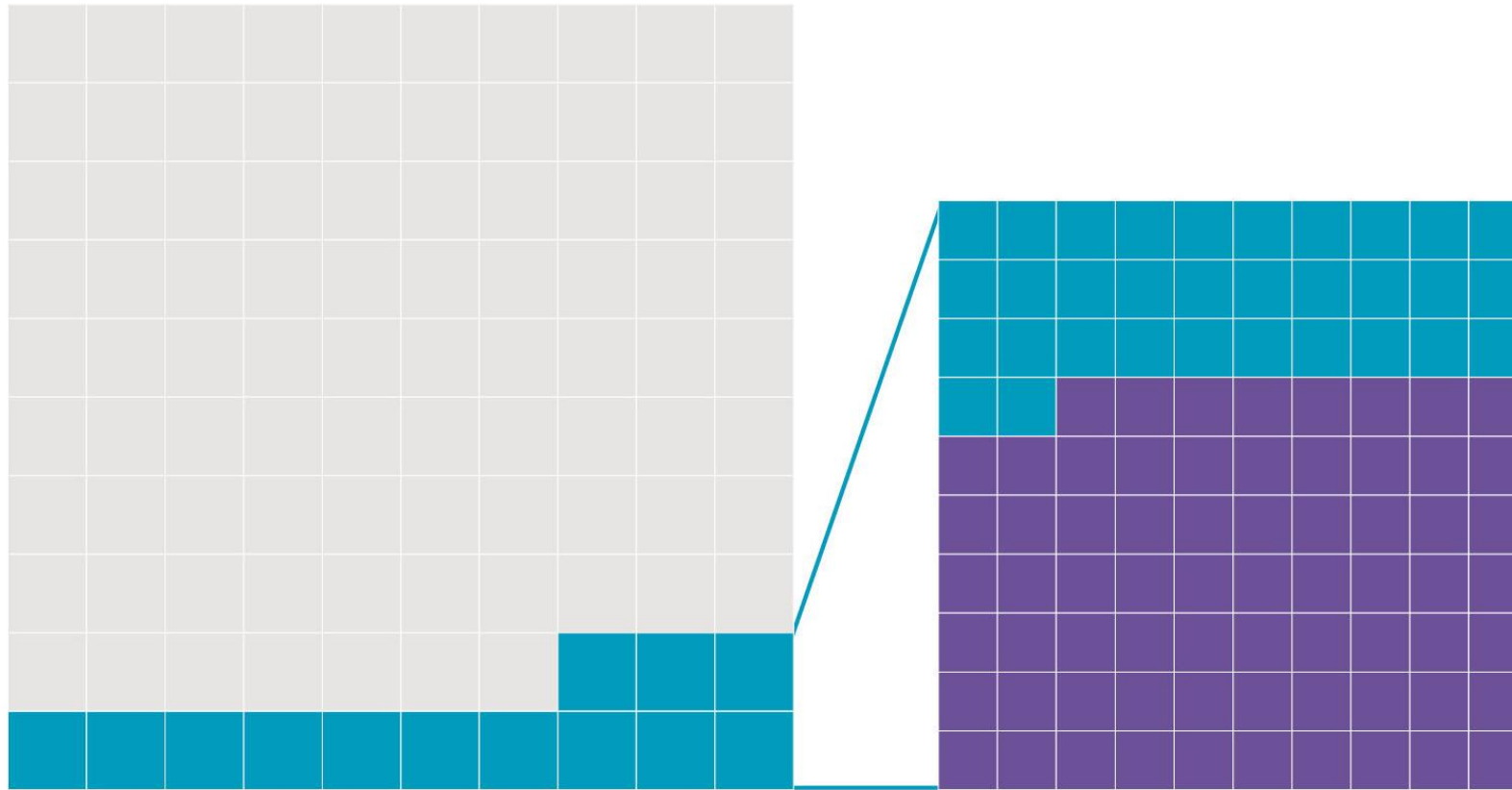
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**The majority of technicians
with managerial positions
are male.**



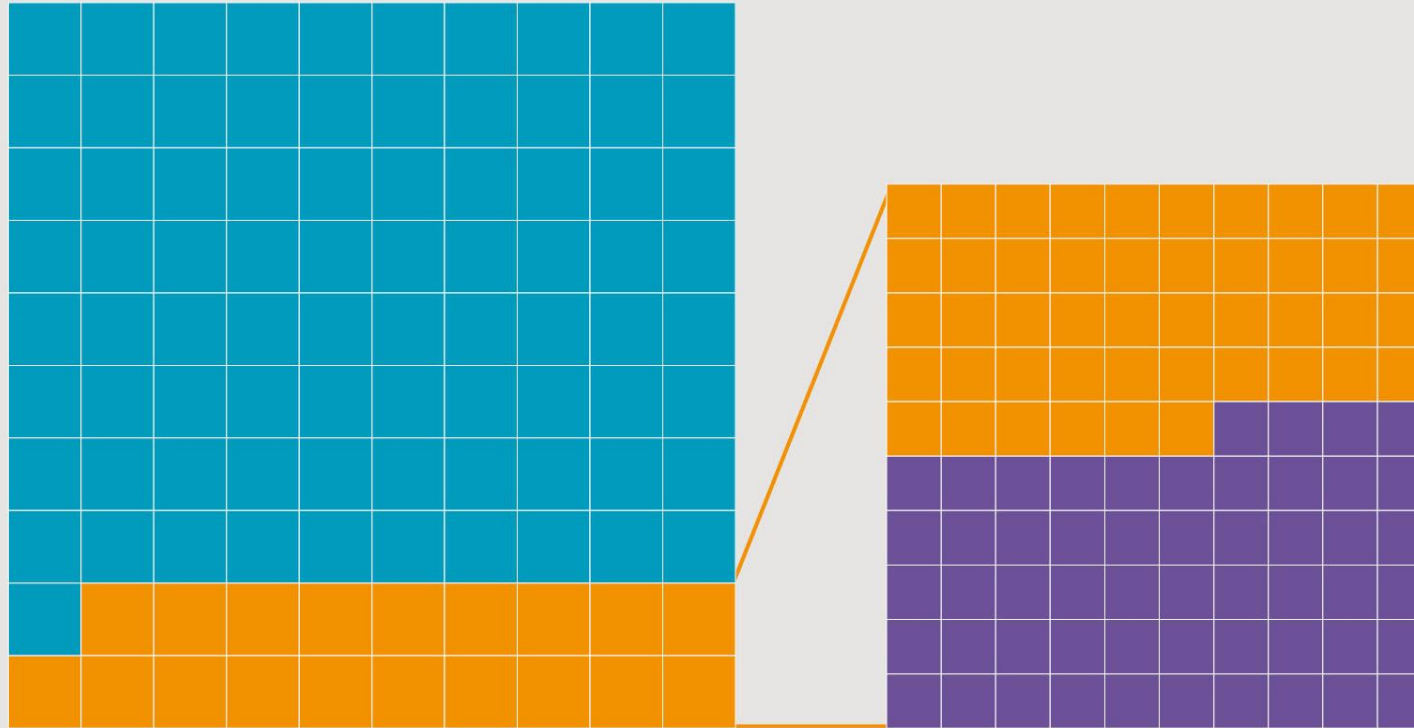
Part time



13% of technicians work part time

of these **68%** are female

Contract type

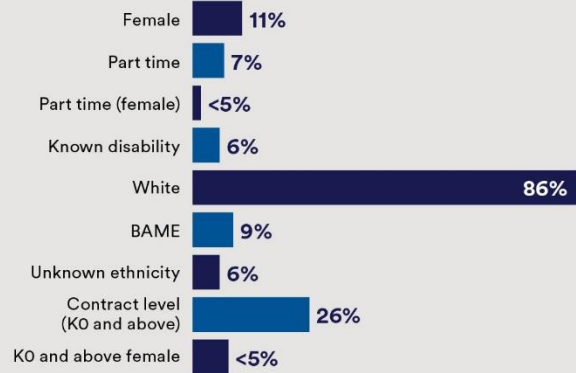


81% of technicians are on permanent or open-ended contracts

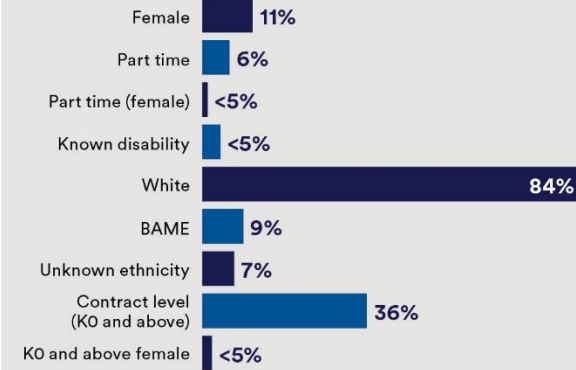
19% are on fixed term contracts

of these **54%** are female

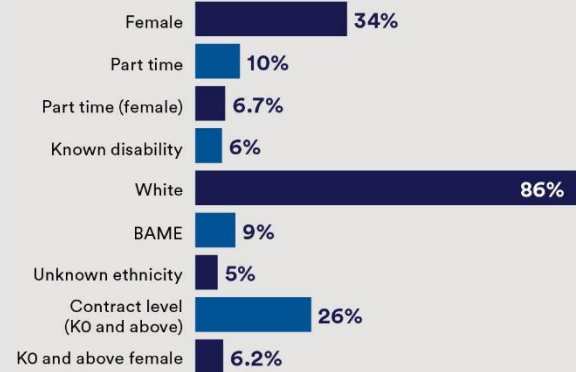
Engineering (2200)



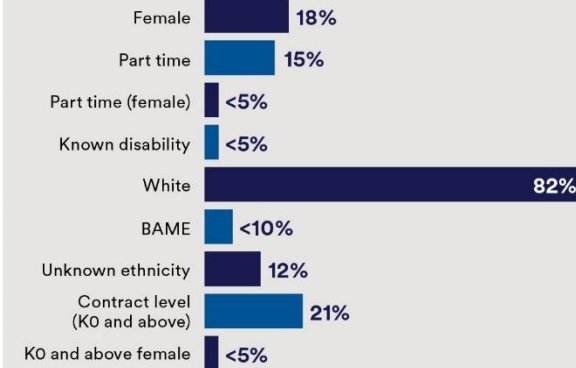
Physics (593)



Chemistry (647)



Mathematics (34)





Qualitative data



These workshops highlighted a number of key points:

- In some cases, it was clear that technical colleagues were unaware of the EDI challenges they faced within their own community and were unfamiliar with initiatives such as Athena Swan and the Race Equality Charters.
- Where technical colleagues were aware of institutional programmes of activity, many reported a lack of inclusion of technical staff and consequently a lack of technical representation on institutional EDI committees.
- Inequity in working arrangements (i.e. flexible working) between academic and technical staff groups were cited by some technical colleagues as a barrier to advancing EDI in the technical community.
- Female technical colleagues in engineering and physical sciences reported a lack of practical considerations in traditionally male dominated subject areas. Examples given included a lack of changing facilities and PPE equipment and safety wear/footwear being unavailable in appropriate sizing.
- A number of institutional equality and diversity champions/professionals demonstrated a lack of awareness of the roles of technical colleagues. This is perhaps unsurprising given the historical invisibility of technical roles. It was evident that the two communities rarely came together.



Conclusions

- Data is limited
- 59% technicians in medicine, biosciences and engineering
- Majority are male (58%)
- Majority are white (84%)
- 30% of technicians are over 51 (in physics & engineering 45% are over 51)
- 11.4% under 25
- No difference in proportion of BAME technicians across age brackets indicating work is needed
- The majority of technical managers are male, even in disciplines where there are more female technicians





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Recommendations

The findings from this report highlight the important and potentially overlooked EDI challenges in the technical community. The following recommendations are made to the higher education and research sector and to individual institutions to ensure awareness, recognition and interventions where appropriate to advance equality, diversity and inclusion in the technical community.





Recommendations

- A need for improved data collection, both nationally and locally
- EDI initiatives, both sector and institutional should be inclusive of all roles within UK HE
- The Technician Commitment should request EDI information in HEI returns
- There should also be a focused effort to support technicians from underrepresented groups into technical leadership and management roles





Recommendations

- **Provision of PPE and changing facilities for all**
- **Technical staff to be represented on institutional EDI committees**
- **EDI training for all technical colleagues**
- **Positive action to ensure advertisements for technical roles appeal to and attract an inclusive pool of applicants**





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Interventions – The Changemaker Programme

Technicians from underrepresented groups are able to participate in a work-shadowing/placement programme consisting of 2 to 4 days with colleagues at project partners.

Opportunities to develop leadership skills and gain advice on their next career steps but also to transfer work at UoN to other partners and vice-versa.





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Deliverable: This initiative will support at least 30 technical colleagues across the consortium (but we'd like to support more!).

www.stemm-change.co.uk



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