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Equality, Diversity and Inclusion Strategic Delivery Plan

University of Nottingham 2019

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Draft for consultation
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This document is a draft that has been produced as a result of four months informal consultation by the Pro-Vice-Chancellor for Equality, Diversity and Inclusion which took place from September to December 2018.

During January and February 2019 a more formal consultation process will take place, where members of the staff and student community will have their opportunity to share their views and influence our future directions.

This document proposes a direction and rationale for the strategic delivery of our activities relating to Equality, Diversity and Inclusion for the future. After consultation a revised and final version of this document will be reviewed and approved by the University Equality, Diversity and Inclusion Committee and University Executive Board.

The value of Equality, Diversity and Inclusion in higher education

In 2018, Vice-Chancellor, Professor Shearer West, created the role of Pro-Vice-Chancellor for Equality, Diversity and Inclusion, in recognition of the importance of Equality, Diversity and Inclusion (EDI) to our University and its people. This Strategic Delivery Plan has been developed to sit alongside the developing University Strategy to ensure that we now build on this strong commitment to EDI through collaborative delivery of inclusive practice in all that we do. The EDI Strategic Delivery Plan aims to cover issues that impact across the University community, including issues that are specific to staff and students separately and those which apply holistically to both.

An embedded and strong consideration of Equality, Diversity and Inclusion is of importance to us as an institution because it will:

- Ensure that all students and staff feel safe and supported in all that they do
- Lead to better decision making, through a wider range of voices contributing to discussions in all parts of the University
- Improve the breadth of experience of all of our students at the University, through increased diversification of our student population
- Ensure that all staff and students are able to achieve their very best, regardless of their personal characteristics and heritage (eg background, culture, health, care responsibilities, age or experience)
- Enable those with protected characteristics to have an equal opportunity to progress in their studies and careers
- Enable the University to grow and thrive through the diversity and inclusivity of our workforce, student body and collectively the University community
- Deliver a happier, more effective institution

At the University of Nottingham we are very proud of our commitment to Equality, Diversity and Inclusion and the progress that we have already made. We are committed to making a submission to the Race Equality Charter, hold an Institutional Athena Silver Swan Award, and continue to make significant commitments such as our Working Forward pledge. There are also numerous examples of excellent work that has been conducted by individuals and teams to advance EDI for our staff and students across the University.

However, as a sector, we face significant challenges related to EDI. Matters that have been highlighted locally and nationally include: issues of harassment, dignity and misogyny; concerns around fairness of distribution of externally allocated research funding; and matters related to mental and physical health equality. Due to the divergent impact of previous education or work environments, background and privilege, the experiences of and opportunities for our staff and students are not currently equal for all.

Critically, currently, Equality, Diversity and Inclusion is not currently seen as 'core business' by all those responsible for implementing policies, values and behaviours. This Strategic Delivery Plan proposes a series of themes and activities which will enable our staff and student communities to work together to transform our approach to EDI.

This plan is focused on delivery of EDI at University of Nottingham UK (UNUK). However, we are a global institution, and EDI is core to our global challenges. Over 2019, as part of the wider development of our global University Strategy, we will work with colleagues at University of Nottingham Ningbo China, and University of Nottingham Malaysia to enable wider consideration of EDI in our global presence.

Our goal for Equality, Diversity and Inclusion

Through this Strategic Delivery Plan, we aim to achieve the following:

- All students and staff to feel comfortable, safe and included, and supported to be their very best in all that they do
- The University to be the best it can be, with a high performing and diverse staff and student body
- All students and staff to visibly contribute to the values of the University and its wider impact

This will be achieved through the adoption of four themes:

Theme one: Demonstrable equality in experience for all of our staff and students

Theme two: Transform the diversity and inclusive practice of our staff and student bodies

Theme three: Excellence and ambition in delivery of embedded EDI

Theme four: The University, Nottingham, and our Global Community

The philosophy that we will use to deliver Equality, Diversity and Inclusion (EDI) will begin by **enabling** all those within the University to build their **understanding** of the issues around EDI, and **helping** them to design and implement approaches that work in their own activities and teams within the University. We will provide **tools** to help people respond to requests for help and support, and to build the knowledge of all of us in how we can best study and work in a diverse community. We are aiming to embed EDI in all that we do at the University.

The purpose of this approach is to **empower** our University staff and students. This should help people to **build their confidence** in having some of the difficult conversations that might need to take place if we are to transform the way that **all staff and students** are supported. It will also ensure that we retain the ability of those within different parts of the University to design and deliver activities in support of specific EDI challenges that might be specific to their area, but we will improve the way that we **communicate** the good practice in EDI that happens in our large and diverse institution. We will also increase the extent to which we **celebrate** the impact of this work, and the way it makes our University better.

This will ensure that EDI is not delivered separately or independently of students and staff groups within the University, but instead, that it is fully **embedded** within all parts of the institution. From our student halls, to our sport activities, to our lectures, research and management teams, we should be able to recognise an automatic **consideration** of and **commitment** to EDI in all that we do.

To fully achieve this change in culture will take a long time, and the collaboration of us all. The themes and activities which are proposed in this Strategic Delivery Plan are just the start, but are intended to enable us to make rapid progress where this is possible, and begin a longer journey to culture change.

Question:

- Overall, do you have any comments or questions about the Equality, Diversity and Inclusion Strategic Delivery Plan or about EDI at the University in general?
- Have we identified the right thematic areas and approach?

Our staff and students

Typically, Equality, Diversity and Inclusion (EDI) strategies consider those with ‘protected characteristics’. These characteristics were defined by the Equalities Act 2010 and are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

However, our Strategic Delivery Plan for EDI at the University of Nottingham will move beyond an approach which delivers targeted interventions to support specific groups. Firstly, we will consider three characteristics in addition to those noted within the Equalities Act: **caring responsibilities, socio-economic background and temporary disability**. The inclusion of caring responsibilities recognises the diversity in types of care responsibilities that individuals might experience, including care for older relatives, relatives with disabilities and care for children. Socio-economic background is included to acknowledge the impact that coming from a less affluent background can have on being a staff member or student at the University. Including temporary disability as a focus allows us to consider the support to those with shorter-term health issues that may not be covered by the definition of disability.

In addition to recognising these three additional staff and student groups, we will also specifically consider the impact of **intersectionality**. Intersectionality recognises that there are frequently overlaps of multiple social identities which contribute towards increased experiences of discrimination and disadvantage.

Wherever possible, our EDI Strategic Delivery Plan will support all staff and students, however, in some

cases there are clear imperatives to deliver activities which are targeted to address experiences of particular staff and student groups. These will normally involve working directly with and consulting members of staff and/or student networks, and in many cases the activities may be initiated by the networks themselves. In other cases, these may arise from local, national or international focus on EDI issues. The University community, particularly the student community, is extremely diverse and we are aware that people will engage with the plan in different ways, depending on their perspective. As we engage further with our staff and students we expect this diversity to become increasingly recognised within our plan and the work to implement it.

The plan enables people to work together and to share challenges, best practice and learning across projects and themes.

We aim to be open and transparent in the development and implementation of the EDI Strategic Delivery Plan and will work closely with staff and students to embed EDI practice across the University. Engagement will come through general governance arrangements, specific EDI focused governance, staff and student networks and direct consultation.

The table below shows example challenges identified and examples of targeted activities which are already taking place. It is recognised that the notion of EDI is extremely broad, and it is not feasible to tackle all issues immediately. Therefore these challenges are intended to inform our strategic investment and delivery and to represent those matters which are of a priority to our University staff and student community.

The table below is illustrative of the areas of focus for the University and current staff and student activity. Consideration of additional activity more explicitly linked to these areas of focus is expected to develop as the University focuses on EDI and the implementation of the Strategic Delivery Plan.

Key challenges and targeted activities

Characteristic ¹	Areas of focus	Staff activity ²	Student activity ³
Sex	Progression of women staff to senior roles/ levels Gender pay gap Roles attached to gender historically Targeted recruitment of students to balance the gender mix in subjects where they one gender is under-represented Progression of women students to postgraduate study Misogyny, sexual harassment and hate crime	Athena SWAN institutional and local self-assessment teams International Women's Day Sexual Misconduct Working Group Women's Network and Senior Women's Network	Athena SWAN local self-assessment teams International Women's Day Graduate School EDI events and support University of Nottingham Students' Union (UoNSU) women's officer and network

Characteristic ¹	Areas of focus	Staff activity ²	Student activity ³
Age	Student experience for mature students Supporting staff at all stages of their career Impact of age-related health experiences (eg menopause)		UoNSU mature students' officer and network
Sexual orientation	Awareness of the experience of being an LGBTQ staff member or student Hate crime	LGBTQ+ Network Celebration of LGBT history month Support Nottingham Pride Training programme	UoNSU LGBT officers and network Celebration of LGBT history month Support Nottingham Pride
Race	Black and Minority Ethnic (BME) student attainment Low numbers of BME academics, particularly BME women academics Lower proportion of BME staff in APM and technical roles Micro aggressions and hate crime Staff progression and performance review	Black and Minority Ethnic (BME) Network Race Equality Charter Self-Assessment Team and working groups Black History Month	UoNSU BME officer and network Race Equality Charter Self-Assessment Team and working groups Black History Month
Religion	Support for religious observance and worship during study and work Hate crime Provision of appropriate food on campus	Chaplaincy support Provision of prayer facilities	Chaplaincy support Provision of prayer facilities Students' Union groups
Disability	Understanding of impact of disability on staff and students Low numbers of staff disclosing disability compared to societal figures (either due to low numbers of disabled staff employed and/or those with disabilities not choosing to disclose) Support requirements and managing adjustments for staff and students with disabilities	Disabled Staff Network Disabled staff support review (taking place early-mid 2019) Mental health first aid provision Disability December Month of the Mind Management guidance materials Calibre training programmes	Disabled students' officer Disability liaison officers Specialist services support for disabled students from student services and campus life Disability December
Gender reassignment	Low level of trans awareness Hate crime	Trans awareness training activities and guidance Trans Working Group recommendations	Trans awareness training activities Trans Working Group
Pregnancy and maternity	Management of impact of pregnancy and maternity leave on work/study activities before and after leave period	Working Forward pledge Activities identified within the Athena Swan Institutional Action Plan	Working Forward pledge
Care responsibilities	Awareness of diverse nature of care responsibilities and how to manage them appropriately and fairly	Working Forward pledge Carers' network Activities identified within the Athena Swan Institutional Action Plan	Working Forward pledge
Socio-economic backgrounds	Recruitment of students from diverse backgrounds Awareness of impact of socio-economic background on experience of being a student or staff member	Training and support	Awareness raising Campus Life

¹Note this table includes eight of the nine protected characteristics as determined by the 2010 Equality Act. The ninth – marriage and civil partnership – is not included (see equalityhumanrights.com/en/equality-act/protected-characteristics).

²Staff activities are also supported by the Human Resources Department, in collaboration with other teams as appropriate.

³Student activities are also supported by the Campus Life Department and linked closely to activity led by the Education and Student Experience Teams.

Questions:

- Are these the right areas of focus to prioritise? Are there others that should be included? Are there any that should be removed?
- The activities in the table are already in place or currently being planned. Are there any more that you would propose to address the needs of specific staff and/or student groups?

Theme one: Demonstrable equality in experience for all of our staff and students

The very nature of the experiences of staff and students from diverse backgrounds is that they are all different. In addition, many people have more than one protected characteristic or issue that they have to deal with to engage fully with all aspects of life as a student or member of staff at the University. We recognise that to deliver equality of experience does not mean that the same solution is appropriate for all. This requires local line managers and tutors to be supported in being able to make discretionary decisions to support staff and students with diverse needs most effectively, while still complying with our legal responsibilities, following quality guidance and being fair to all.

If someone has a protected characteristic, care responsibilities or is from a different socio-economic background, this will have affected their opportunities and experiences in the past. Therefore, by treating all people in the same way, we are not providing all with an equal opportunity.

This culture change will take some time, but can be achieved through a combination of increasing understanding of all of the types of adjustments that may enable staff and students to have equal opportunities to join the University, and by providing specialist guidance and support to empower decision makers to be able to make adjustments to support all.

We will:

- Be transparent in how we analyse and use data to understand our progress against Equality, Diversity and Inclusion (EDI) objectives, working towards conducting smart data analysis which allows rapid response to and prediction of trends
- Empower people to actively intervene where inequality is evident, reviewing and changing the way that we deliver leadership, research, education and the student experience as required

- Work to ensure that all staff and students feel safe, and that they feel that they have been treated fairly and equitably
- Create an environment where we listen to and share stories of EDI experiences, increasing understanding and awareness of the experience of our diverse staff and students for all
- Consider and deliver responses to address both specific individual characteristics and the impact of intersectionality

Key activities in support of this theme will include:

- Considering EDI in all internal allocation of financial, people and time resource through development of clear guidance and support for managers
- Reviewing our promotions and rewards for staff to ensure that all aspects of EDI are considered in our policies and processes
- Employ a distributed team of EDI officers who will be embedded within faculties to support local activity, and provide guidance and advice to support implementation of EDI policies and initiatives locally, but who will work together and with Professional Services to accelerate and enhance delivery and support of EDI initiatives locally
- Actively examining qualitative and quantitative data to ensure that we understand how different protected characteristics affect the experience of being a member of staff or a student at the University, and put in place interventions to make sure that all are able to have an equal experience
- Provide training and guidance to managers in all parts of the University to ensure that all requests for support or adjustment are carefully considered, and wherever possible, supported with the engagement and collaboration from relevant teams throughout the University

Questions:

- How should we share good practice, ideas and successes across the University?
- Are there any additional goals or activities that you see as a priority for this theme?
- Of the activities listed, can you state which (maximum three) you see as 'high priority'?

Theme two: Transform the diversity and inclusive practice in our staff and student bodies

People with protected characteristics are under-represented in many parts of the University. For example, students identifying as women are under-represented in STEM subjects, and there are fewer students identifying as male in some healthcare and arts subjects. We also wish to increase the number of students who study at the University who are from Black and Minority Ethnic (BME) backgrounds as well as the number of students from less affluent socio-economic backgrounds.

We recognise that in order to attract and support a more diverse body of students, we need to ensure that a diverse set of characteristics are represented among our staff. We currently have a low representation of women in senior leadership roles and very few people with BME backgrounds at senior grades or in leadership roles. A very small number of our staff have disclosed disabilities, and this number decreases with seniority of role.

We know that diversity improves decision making and performance in many different types of contexts. In order that all of our staff and students from diverse backgrounds have role models, friends, advisors and mentors with whom they can share an affinity and have common reference points, we aim to increase our diversity in all parts of the organisation.

Alongside increasing the diversity of our community, we also need to consider inclusivity to ensure all staff and student voices are heard and included.

We will:

- Be ambitious in encouraging a more diverse population to join our University, being prepared to take risks in recruitment approaches, and develop sector-leading initiatives
- Consider policy, governance and cultural developments that will support increased inclusivity
- Share challenges and best practice in leadership and delivery among colleagues and teams
- Ensure that all staff and students are supported in achieving their very best while studying and working at the University

Key activities in support of this theme will include:

- Working with our region to recruit from a diverse population to ensure that our University staff and student body increasingly reflects the diversity of our local population and specific challenges in diversity for different subject areas and disciplines
- Put specific interventions in place to reduce the BME degree awarding gap
- Increase support for local Equality, Diversity and Inclusion (EDI) activity and focus, including Athena SWAN submissions, dissemination of activities initiated through centrally-led assessments such as Race Equality Charter, Stonewall Workplace Diversity Index and Disability Confident, local delivery of institutional EDI objectives, and implementation through the locally based team of EDI officers
- Deliver targeted training, mentorship and support activities directed towards under-represented groups of staff and students
- Increase training for all staff on inclusive practice
- Conduct a review of currently available support for disabled staff, which will be followed by a dedicated action plan
- Support the marketing and communications of activities and events from our student and staff networks
- Conduct a review of staff networks to ensure that networks are appropriately supported and empowered, in alignment with our wider EDI Strategic Delivery Plan
- Work closely with staff and student networks to understand and act upon issues experienced by specific groups with protected characteristics

- Work with the Knowledge Exchange Team to increase the diversity of staff and students engaging in innovation and entrepreneurship
- Embed activity arising from the Race Equality Charter action plan
- Clarify mechanisms to enable all staff to engage with networks and other collegiate and University-wide activities with appropriate support and engagement from their line managers
- Identify specific support requirements for mature students to ensure retention and progression
- Ensure communication channels are open so staff and students are fully aware of the support they can access both within their specific area of the University and beyond it
- Clarify mechanisms to enable all staff to engage with networks and other collegiate and University-wide activities with appropriate support and engagement from their line managers

Questions:

- How do we increase inclusivity for staff and students?
- Are there any additional goals or activities that you see as a priority for this theme?
- Of the activities listed, can you state which (maximum three) you see as 'high priority'?

Theme three: Excellence and ambition in delivery of embedded EDI

Delivery of a successful Equality, Diversity and Inclusion (EDI) plan is about more than compliance with our legal and regulatory obligations. It is about questioning the way that we currently do things and recognising where and how we need to change. To enable this requires a clear and sound structure of support and governance, to ensure that issues that are raised are recognised and acted upon. We also need to ensure that people are empowered to raise issues without any fear of reprisal, and to carefully identify situations in which we should allow managers to adopt local adjustments to support staff and students which are fair to all but recognise the unique and often intersectional nature of diverse characteristics.

There are many activities that could be initiated in support of EDI. However, resources, particularly staff and student time, will always be limited, therefore it is important that we clearly prioritise what we do in support of EDI. We also need to develop confidence and skills to enable all to have the 'difficult conversations' that can sometimes be needed to fully understand the nature of requirements for those with protected characteristics, as well as to recognise when we can deal with an issue ourselves, and when it is more appropriate to seek expert support and guidance.



Questions:

- What do you think the priorities for staff training are? Are there any additional goals or activities that you see as a priority for this theme?
- How do we make training both attractive and effective?
- Are there any additional goals or activities that you see as a priority for this theme?
- Of the activities listed, can you state which (maximum three) you see as 'high priority'?

We will:

- Establish sound and proactive governance, ensuring that issues are raised, owned and acted upon
- Ensure that people have the confidence to constructively challenge, and take positive action to deliver transformation in our University
- Establish clear guidance for deciding whether action to address an EDI issue is needed, and then move towards an approach of always asking 'how' we can address the issue, changing standard practice if appropriate
- Deliver usable resources via our dedicated website to support all staff and students in responding to issues relating to EDI
- Conduct empirical research to develop new approaches to EDI
- Ensure all strategic programmes, projects and business developments have published Equality Impact Assessments in place
- Evaluate the success of our interventions through review of data, monitoring of objectives, and qualitative analysis

Key activities in support of this theme will include:

- Establish an operational EDI programme board, which will report to EDI Committee
- Develop a series of tools and resources available on the University web pages to enable staff and students to access materials that will support and empower them to work positively and proactively in a diverse community
- Annual review and agreement of priorities for EDI projects teams in HR, Campus Life and faculties through discussion at EDI Committee, HR and People Committee and People Strategy Committee
- Work with the EPSRC-funded Inclusion Matters Team to found a virtual grouping of all those actively conducting empirical research into matters relating to Equality, Diversity and Inclusion
- Provide carefully designed training to enable members of the University community to provide each other with as much support as they can

Theme four: The University, Nottingham, and our global community

Ensuring that we support all of our staff and students at the University in an equal and inclusive way requires culture change for us all. While the activity of this Equality, Diversity and Inclusion (EDI) Strategic Delivery Plan is focused on the UK campuses, the principles are for the whole University, including the campuses in China and Malaysia, and we will work to learn from, and support, each other. We also have the opportunity to work with external partners to learn from them, work with them and contribute to them. Key partners include our local community, City and County Council – particularly through the work led by PVC Kevin Shakesheff through the Civic and Regional University Committee. By working closely with our local community we will aim to build partnerships which will support recruitment and retention of staff and students from the local area.

We have an extensive network of external partners, through our University Council, industrial research collaborators and alumni, who we will work with to share experiences and listen to ideas. In many cases, local partners, stakeholders and other organisations have already developed strong strategies to support their staff which we can learn from. We are also active members in other networks, including those supporting staff in HR, academic leads for EDI and engagement with the research councils. We will learn from our colleagues who participate in these networks to ensure that our activities at the University of Nottingham are aligned with, and, where possible, taking a leading role in informing national and international best practice in EDI.

We will:

- Work with our external partners, the local community, and our alumni to achieve our ambitions in EDI
- Ensure our impact partners and industrial stakeholders are influenced by our excellence in EDI, and that they influence us in return

Questions:

- There is a proposal to identify EDI ambassadors, which will be reflected in total workload, to work across the University. Should they act as ambassadors for staff and students? Does it matter if they are APM or academic? What level of leadership would be required?
- Are there any additional goals or activities that you see as a priority for this theme?
- Of the activities listed, please state which (maximum three) you see as 'high priority'

- Embed all that we do within schools, student groups and professional service teams, ensuring empowerment of local groups to initiate and deliver EDI activities with appropriate support
- Learn from local and national, academic and non-academic, specialist groups in development of EDI initiatives
- Empower leaders and managers to support staff and students
- Recognise and celebrate staff and students who are leading and inspiring others in their work to support EDI and shape national and international EDI agendas

Key activities in support of this theme will include:

- Collaboration with the local community in delivery of events
- Work with external stakeholders to build partnerships to tackle specific EDI issues
- Engage with local schools through widening participation
- Appointment of fixed-term EDI staff and student ambassadors who will act as visible champions for EDI as well as supporting the University-wide EDI agenda through their insight and/or expertise
- Review of our EDI training plans for staff and students to ensure alignment with our EDI priorities and goals
- Clear and honest external and internal communications around EDI with dedicated support for EDI from our marketing and communications team
- Holding regular meetings between staff and student network leads and Pro-Vice-Chancellor for EDI to ensure University Executive Board-level awareness of issues emerging from the University community
- Holding open fora for staff and students to hear about EDI activities and share their own activities in support of EDI
- Recognise the efforts of our staff and students in supporting EDI through allocation of workload and protection of time, awards, celebration and thanks

Our commitment as a University

To deliver this Strategic Delivery Plan plan requires a commitment from us all.

Our Vice-Chancellor, Professor Shearer West, has demonstrated her commitment to this agenda through the creation of a University Executive Board role dedicated to Equality, Diversity and Inclusion; support for staff and student health and mental wellbeing; mentoring staff with protected characteristics; and addressing bullying, harassment and sexual misconduct.

Sarah Sharples, our Pro-Vice-Chancellor for Equality, Diversity and Inclusion (PVC for EDI) will lead the implementation of this Strategic Delivery Plan. She will work with those accountable for delivery of activities within local teams and faculties to ensure that the spirit and ethos of this plan is embraced and that appropriate support is provided to enable staff and students to deliver an embedded approach to EDI.

All members of the University Executive Board (UEB) will work with their strategic and operational teams to identify how they can prioritise and deliver activities in support of EDI. All will have specific objectives related to EDI. They will work with the PVC for EDI and other UEB colleagues to ensure that appropriate expertise, tools and resource is in place centrally to enable this.

A pledge for action by all

Our plan for delivering Equality, Diversity and Inclusion within the University aims to be ambitious and sector-leading. At its heart is an aim to change culture in all parts of the University. This requires commitment from all staff and students.

As well as this desired commitment from all those who lead teams, support students and manage staff to embrace EDI in their own leadership, collegiality and management, there are already excellent examples of individual schools and teams considering EDI in ways that ensures that it is embedded in ways that we work.

The goal of this EDI Strategic Delivery Plan is that all people, teams and departments within the University can clearly identify how they can make a change to consider EDI in the way that they work and study.

What will success look like?

The overall mission of the EDI Strategic Delivery Plan is for the University of Nottingham to be a place where students and staff are safe and supported; where they can achieve their very best in their work and study; and diversity is both celebrated and used to support the growth in the University. This mission will be supported by a SMART action plan and associated Key Performance Indicators (KPIs). By working together, we can deliver the culture change required for us to ensure that all are happy, safe and supported. This will result in:

- Visible role models, allies and advocates, reflecting diversity of staff and students, in all roles and contexts
- All those who implement policies and behaviours aware of where expertise sits within organisation, know what they can do for themselves, and when and how they can get help
- Achievement of EDI goals, including external benchmarking and charters
- Reduced gaps in attainment, pay and progression of staff and students with protected characteristics
- Recognition of University of Nottingham as a Centre of Excellence in EDI internally and externally, including cross faculty, cross-University, academically-validated expertise in EDI and demonstration of impact of EDI on core business
- An effective, respected and successful organisation, in which students and staff are happy to work and develop
- An effective, respected and successful organisation, in which students and staff are happy to work and develop