



**University of
Nottingham**

UK | CHINA | MALAYSIA

Equality, Diversity and Inclusion

Strategic Delivery Plan 2019

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Introduction

from Vice-Chancellor, Professor Shearer West

At the University of Nottingham, we are strong supporters of equality, diversity and inclusion for all of our people and in everything we do. These principles are crucial in supporting our culture as a University; they are also integral to delivering successful research, innovation and teaching.

This Strategic Delivery Plan is the product of a great deal of work by many colleagues across the institution under the leadership of our Pro-Vice-Chancellor for Equality, Diversity and Inclusion, Professor Sarah Sharples. They have looked at how we currently support our students and staff, listened to their experiences, understood where we could do more and prioritised our areas of focus.

The ideas and actions set out in this document will underpin our new University Strategy, so that we can be certain that equality, diversity and inclusion are embedded in everything that we do.

Best practice in this area means covering issues across our University community in a holistic manner, as well as addressing the specific needs of different groups of staff and students. I am pleased therefore that this plan will bring renewed focus to our work in promoting wellbeing and flexible working practices, supporting good mental health in our staff and student communities and tackling bullying and harassment.

At the core of this plan is an ambition to change our culture across the University. This will require a commitment from all staff and students to take responsibility in embracing the principles of equality, diversity and inclusion and applying them in our daily activities as a community.

I am confident that we can make real and meaningful change, so that all of us within our diverse University community feel equally able to achieve our very best.



Professor Shearer West
Vice-Chancellor

The Value of Equality, Diversity and Inclusion in Higher Education

At the University of Nottingham, we are rightly proud of our commitment to Equality, Diversity and Inclusion (EDI). By continuing to increase the focus and widespread consideration of EDI in all that we do, we will:

- ensure all students and staff feel safe and supported at all times
- encourage better decision making, through a wider range of voices contributing to discussions throughout the University
- enhance the experience that our students gain, through an increasingly diverse student population
- empower all staff and students to achieve their very best, regardless of their personal characteristics and heritage
- enable those with protected characteristics to have an equal opportunity to progress in their studies and careers
- nurture the growth of the University, through the diversity and inclusivity of our academic, professional service, support and student communities
- meet our legal obligations in line with the 2010 Equality Act
- and most importantly, deliver a happier, more effective institution.

The story so far

We have already made significant progress in fostering an inclusive culture throughout the institution. Some of the successes so far include our commitment to making a submission to the Race Equality Charter, our Institutional Athena Silver Swan Award, and our engagements with initiatives such as our Working Forward pledge. Across the University, there are also numerous examples of excellent work that individuals and teams have conducted for our staff and students.

However, as a sector, universities face significant EDI-related challenges. Some of those that have been highlighted locally and nationally include: issues of harassment, dignity and misogyny; concerns around how externally allocated research funding is distributed fairly; and matters related to mental and physical health equality. The historic impact of education or work environments, as well as background and privilege, mean that the experiences of – and opportunities for – our staff and students are not equal for all. Critically, equality, diversity and inclusion is not currently seen as a ‘core business’ by all those responsible for implementing policies, values and behaviours.

Following extensive consultations with staff and students, we have developed this Strategic Delivery Plan. This proposes a set of themes that will enable our staff and student communities to work together to transform our approach to EDI. These themes are global and will apply to our institution as a whole, in all of our campuses – as a global institution, EDI is core to addressing our global challenges. The activities within this plan are specific to UNUK, and during 2019/20 we will be developing further detailed delivery plans, aligned with our global themes, for UNMC and UNNC. As the needs and priorities of our students and staff change, our plan will evolve to match.

What our community said

The consultation period took place between September 2018 and March 2019; the overall response was positive and the vast majority of our 350 student and staff participants supported our proposed approach. As a University community, we were keen to see progress towards making Equality, Diversity and Inclusion a core business – and deeply embedded in everything we do.

The consultation helped us to understand what we are already doing well, and where we need to improve. Equality, Diversity and Inclusion is the responsibility of all staff and students, and within this plan we have included activities and approaches that will help all of us to ensure that the University of Nottingham is an inclusive place to study and work.

What we need to do

Participants requested more clarity about planned activities, resource requirements and expected outcomes and so we have included the initial action plans in alignment with our strategic themes in on the web site which hosts this document. These plans will be regularly reviewed and revised by the University Executive Board's Equality, Diversity and Inclusion Committee.

Consultation responses also emphasised that for all concepts to be clearly understood, language and terminology should be accessible for and inclusive to everyone. This document describes the more detailed rationale behind our plans and future directions, we have also created a more accessible, shorter form of the plan.

Participants also recognised the importance of achieving the right balance between pilot activities and existing best practice. This means exploring new ways of addressing EDI while evaluating our interventions and approaches based on good practice – deploying our resource in a way that will truly make a difference. We will develop an evaluation framework so that we can measure the impact of the changes we make. We are also introducing a series of resources that will help those actively working to support EDI to share their experiences and best practices.

Responses also indicated that we need to deliver our plan in a streamlined and integrated way. Our goal is to coordinate our communications so that no matter which part of the University is delivering or supporting an event, we are all aligned to the same strategic objectives, and information, support and tools are easy to find. Through working in partnership to deliver communications, events and activities we will deliver a structure that unites our activities, while retaining delivery and oversight in a wide range of teams across the University. We also aim to, wherever possible, deliver activities that support both our staff and students together.

There was also strong support for more specialist EDI coordinators to be appointed to support local delivery of our action plan and activities, alongside an agreement that we should recognise the work of all of those who provide leadership and activity in this area.

These roles have now been confirmed and will be appointed during 2019-20. We know that many staff and students contribute to our EDI work through diverse ways: preparing submissions to Athena SWAN; becoming committee members to consider and inform EDI activities; leading networks and delivering events; as well as advocating and supporting our EDI work. Because of the huge contribution our people make, we have included an increased focus on recognition and celebration in this plan, as well as introducing clarity around EDI leadership roles in faculties, schools, professional services and support teams.

Although this plan is focused on the delivery of our EDI strategy within the University's UK campuses (UNUK), we are also developing our model of delivery of EDI for our campuses in Malaysia (UNM) and China (UNNC). While our overseas campuses have different cultural and legal contexts, and are structured on different governance models, we are all one university – and we all have the same shared commitment to EDI themes. We will be working with our colleagues in UNNC and UNMC to develop local strategic delivery plans, which will retain the same four core themes, but may have different priorities.

The newly-established Sphere programme, which will be initially run with a focus on activities that deliver change in our culture and practice in the UK, will also include activities that support our global presence. Global activities, such as our collaborative 'Inspirational Women' campaign - which was highly commended by the International Women's Day global campaign - will be jointly delivered and communicated with our colleagues in China and Malaysia.

Finally, our consultation showed that there is strong support for considering characteristics beyond the nine protected characteristics set out within the Equality Act, and so we have expanded our coverage of staff and student diversity in this plan, as well as ensuring the cross-cutting impact of many of the initiatives we propose.

The insights gathered from consultation have proved invaluable, and as we embark on our new EDI Strategic Delivery Plan, we will continue to talk with and listen to you, our community.

Equality, Diversity and Inclusion: our goals

Our Strategic Delivery Plan will ensure that all students and staff feel comfortable, safe, included and supported to be their very best in all that they do; that the University is the best it can be, with a high performing and diverse staff and student community; and that all students and staff visibly contribute to the values of the University and its wider impact.

We will achieve this by adopting four clear themes:

Theme one:

Demonstrable equality in experience for all of our staff and students.

Theme two:

Strengthen our diversity and improve inclusion across student and staff communities.

Theme three:

Excellence and ambition in delivery of embedded Equality, Diversity and Inclusion.

Theme four:

The University, Nottingham, and our Global Community

The philosophy that we will follow to deliver Equality, Diversity and Inclusion (EDI) will begin by **enabling** everyone within the University to increase their **understanding** of the issues around EDI and its importance for all of us, no matter what our personal characteristics. The purpose of this approach is to **empower** our University staff and students. At the moment, many people do not feel they have the training and support necessary to enable them to make the difficult and nuanced decisions needed to appropriately provide support and adjustments for those with protected characteristics, and ensure that diverse teams can work together effectively.

Our aim is to help people **build up the confidence** to have some of the difficult conversations that might need to happen if we are to transform the way that **students and staff** are supported. We also want to enable them to feel more confident making decisions that support individuals, and ultimately create a better workplace and study environment for us all. We want to develop a culture where people feel able to raise concerns around discrimination and to challenge positively if they feel that certain behaviours are not appropriate.

But we will not over-centralise this activity - it must be delivered locally, in teaching rooms, accommodation, offices, courses and laboratories, and it must reflect the specific and local challenges we face. An extended and **embedded** approach will provide people with the support to feel empowered to challenge discrimination or other negative issues positively. But we also need to avoid working in silos - there is an abundance of good practice across the University that could be shared much more effectively.

This commitment will see us undertake the following approaches, which will underpin everything we do in delivering this plan, wherever, and whoever, we are within the University of Nottingham.



The diverse characteristics of our students and staff

Equality, Diversity and Inclusion (EDI) strategies are usually centred around those with 'protected characteristics'. The Equality Act 2010¹ defines these as: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Our Strategic Delivery Plan for EDI goes beyond just delivering targeted interventions to support specific groups.

We will consider three characteristics in addition to the ones identified in the Equalities Act: **caring responsibilities, socio-economic background and temporary impairment**. Caring responsibilities acknowledges individuals who act as carers for older relatives, those with disabilities or who care for children. Socio-economic background recognises the impact that coming from a less affluent background can have on being a staff member or student at the University. And including temporary impairment allows us to consider the support we can give those with shorter-term health issues that may not be covered by the definition of disability.

We will also emphasise that our EDI strategic approach is **inclusive of transgender individuals** and free from the binary notion of gender. We will ensure that our work encompasses staff and student groups who may have particular needs, such as those who are **neurodiverse**, are **young carers**, or those who have **invisible disabilities**.

We will ensure that our EDI plans align with the wider University support for **mental health and wellbeing**, and work with experts from our own University community to guide our support for the mental health of our students and staff. This will be distinct from, but complementary to, our more general proactive support of physical health and wellbeing.

The importance of **linguistic diversity** also should not be forgotten. Speaking a different language is not a protected characteristic, it is a strength of our institution and its diversity. We should remain mindful of the way we communicate, especially if students or staff do not speak English as their first language.

As well as recognising these additional characteristics and what we need to do to approach these in a successful and inclusive way, we will also specifically consider the impact of **intersectionality** - recognising that multiple social identities and therefore levels of discrimination can overlap.

Wherever possible, the activities delivered through our EDI Strategic Delivery Plan will support all of our staff and students, whether they hold a specific characteristic or not. However, in some cases there are clear imperatives to deliver activities that are targeted to address the 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.

1. <https://www.legislation.gov.uk/ukpga/2010/15/contents>

A proactive approach to deliver change

Taking positive action

Positive action is not positive discrimination. Positive discrimination is unlawful in the UK and refers to the specific selection of an individual for a place in a study programme, or a job, on the basis of their protected characteristics. However, positive action recognises the systemic bias that places certain groups at a disadvantage, and takes steps to address this inequality, and ensure that all have an equal opportunity of achieving their very best.

An example of positive action is through the way that we write and target our advertising for courses or job roles. If evidence shows that a particular course is biased towards one gender, we may choose to target groups from an under-represented gender to encourage a more equal balance of applications. All those applications are considered in the same way, but we may look at the information that we request in an application to ensure that we do not introduce or exacerbate systemic bias. We will encourage the adoption of positive action where possible, basing decisions on a clear evidence base to ensure that appropriate actions are being taken to address a real problem, and evaluate the impact of our actions through assessment of our progress against our success framework.



▲ Our Anne McLaren and Nottingham Research Fellowships apply positive action to encourage applications from women and diverse backgrounds, with a particular focus on increasing representation of Women in Science, Technology, Engineering, Maths and Medicine (STEMM).



▲ We host three INTOUniversity centres in Nottingham. The INTOUniversity scheme targets areas with higher levels of social deprivation, and 75% of INTOUniversity students progress to University.

Empowering and supporting our University community

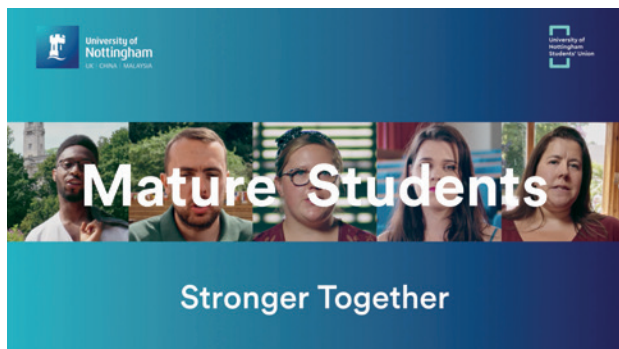
Dealing with matters relating to equality, diversity and inclusion can be difficult. It may need us to share and hear things that are private and personal, and a person's unique requirements may mean that it is best for them to be treated differently to others. But treating people differently can raise attention to the presence of a protected characteristic, which may be invisible, and may result in perception that things are 'not fair'. A core tenet of a strong approach to EDI is that equality of experience is not the same as equality of solution. However, leading an organisation or team that delivers different solutions for different people can be challenging.

Our aim is to develop a culture of sharing, support, and honest communication. This means admitting when things are difficult and asking for help. This might make an open and non-judgemental conversation necessary, but that can also result in real behaviour change, too. But through these requests, we aim to ensure that the appropriate tools and training are in place to support individuals in decision making, whether it is understanding how to raise an issue of concern or responding to a request for an adjustment to be made to a workplace.

Our staff and student networks are key to this work, and we will collaborate with them to ensure that we are delivering real change; making sure that those who are under-represented or experiencing disadvantage are able to voice their concerns, take ownership of the issues that are affecting them, so that we can work in partnership to deliver change. We also need to ensure that every one of us undertakes the collective responsibility in changing our environment and culture for us all.

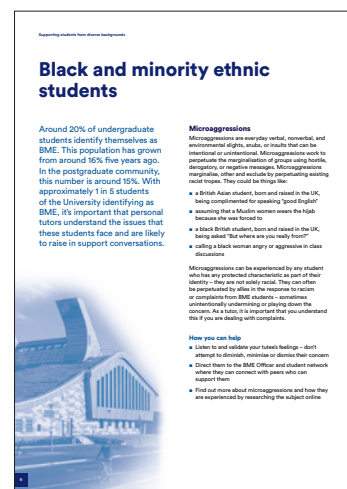
We will deliver this support through a combination of locally embedded EDI coordinators, who will work alongside our central teams in Human Resources, Campus Life, and other professional services, to support academics, supervisors and managers in responding to student and staff needs appropriately. We are already developing a set of training materials that can either be taken as a package within our Leadership and Management Academy, or referred to selectively when needed.

Our website is being developed to act as an information hub, not only improving access to policies and processes, but enabling access to best practice guidance and research from external experts. We are also planning an EDI data dashboard, which will increase transparency in our data, and help leaders of courses and teams understand where there might be bias within their own parts of the organisation.



▲ The University of Nottingham Students' Union have worked with our Campus Life team to deliver the Stronger Together campaign, highlighting the experiences of different members of our diverse student community

▶ The same team have collaborated on the production of a guide to Supporting Students with Diverse Backgrounds, a tool which helps personal tutors and supervisors support students from EDI backgrounds



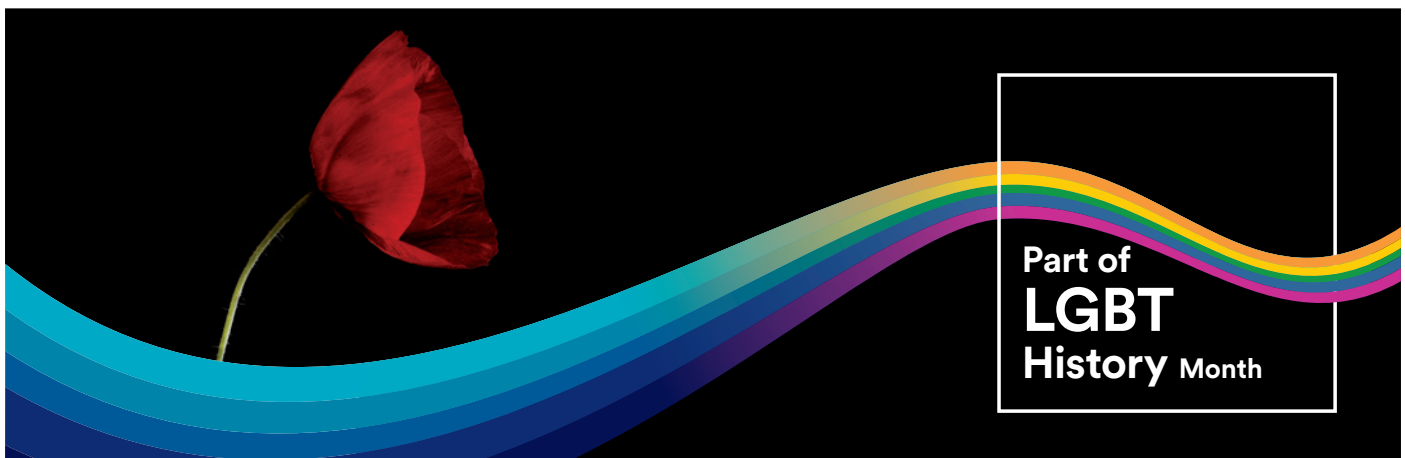
Deliver locally, collaborate widely

Our University is a large, complex and distributed organisation. This often means that people are confused about where and how support is provided, and may miss opportunities to engage in events or activities they may be interested in, or that might provide them with the vital support they need. The experience that many of our academic staff and our students have is also very focused within their own schools and local communities. Our teams in Human Resources, Campus Life and Student Services are key to our cross-cutting delivery of this work, along with all of our other professional services teams. We will work in close partnership with the Communications team to make sure we are telling our students and staff about all events and activities in an accessible and timely way.

EDI has a legal focus on specific protected characteristics, however, our consultation showed that we should consider wider factors such as care responsibilities, short-term impairment, and socio-economic background, alongside a wider commitment to support wellbeing and mental health across our community.



▲ Working with Nottingham City Council and Nottinghamshire Police, we host a Trans Picnic on campus every year.



▲ Working in partnership our LGBTQ+ Staff network and Lakeside Arts delivered an event that explored the concept of 'romantic friendships' amongst soldiers during the Great War as part of LGBT history month.



For International Women's Day 2019, our University community delivered a wide range of activities. These were delivered by individual groups including teams from Human Resources, Women's Network, External Relations and individual staff members and students. The result was a programme of events that engaged with thousands of people, through use of social media and our 'Inspirational Women' campaign

So as well as ensuring we deliver activities that support local teams or groups, we will share information and experience as much as possible, identifying where activities can have a cross-cutting effect so that our work can gather momentum have greater impact.

We will also regularly bring together teams who are working to support EDI, whether addressing challenges within their own area, or developing solutions that could be used outside of their area. Our activities will embody an ethos of working together: across different staff and student groups, across academic disciplines, across University teams and across different levels of seniority. Regular forums will not only enable us to learn from each other and share best practice, but will also provide mutual support for those who are tackling the difficult issues associated with some types of EDI work.

An inclusive University environment

While a lot of our EDI work focuses on behaviours and feelings, these are shaped by the physical and virtual environments we work in and their associated cultures. That is why we will work closely with those who manage our University's digital and physical environments to deliver this plan. It will require attention to detail, as we know that a single, small 'blocker', such as inappropriate language, or the failure to provide suitable toilet facilities, can exclude people.

At the moment, we know that some of the technologies we ask people to use for study and work could be more accessible, and we will work to improve this. We also know that the way that technologies are designed can affect the extent to which people feel included. For example, there are still many technology systems that do not allow flexibility in reporting of gender, or of use of gender-neutral titles such as Mx. By raising the profile of these kinds of issues, we can work through the systems we use, and where we have control over the way that our University systems and data collection activities ask for information, ensure that we are as inclusive as we can be in how we ask those questions.

The physical design of our campus and our buildings can present some significant challenges for inclusivity, particularly for those who have disabilities. While there are some aspects of our physical environment, such as our heritage buildings or areas that have very steep gradients, which will continue to be very difficult to change, we will work in partnership to do the best we can, and will deliver an environment that is inclusive through innovative ways.

Our physical environment also encompasses our student accommodation and the provision of food and catering around campus. We realise the impact of the physical environment on mental health, wellbeing, and neurodiversity, as well as the inclusion of those from different races, religions and cultures. We will develop a diverse set of 'personas', in partnership with our Estates team, to reflect these diverse needs, and factor their requirements into the Estates Masterplan. In all of this work, we are aiming to go well above and beyond our legal and compliance responsibilities, working in partnership with our staff and student networks to develop innovative and pragmatic solutions to make our physical and digital environments the best they can possibly be.



▲ We have now worked on two exhibitions that celebrate our diverse staff and alumni.

▲ Our Student transport service provides support for students with disabilities who are unable to access the other transport services that we provide within the university.

Recognise, celebrate and thank

Fully achieving this culture change will take a long time. We need to work together and the themes and activities proposed in this Strategic Delivery Plan are just the start. They enable us to make rapid progress where possible, and begin a longer journey to a complete culture change. While we are making progress in changing our University, it is important to recognise, celebrate and thank those who are working so hard to help us achieve this.

We will do this through recognising commitment to EDI as a core part of some roles, and ensuring that this is reflected when considering pay, reward and promotion. We will also bring together all those students and staff who take on EDI leadership roles - identifying them as Sphere Leaders - either as part of their formal role, or in a voluntary capacity. We will bring our Sphere leaders together three times a year to share best practice and provide support, and will hold an annual Sphere conference that showcases and celebrates the previous year's activity.

However, it is also important to ensure that EDI is embedded in all that we do. We will therefore commit to ensure that not only do we consider diversity in all of our internally managed awards, but we will also look at the award categories themselves, firstly to ensure that they are not inherently biased and secondly, where appropriate, to include new awards that recognise contribution to EDI.



▲ Our Staff Oscars are run by the University of Nottingham Students' Union and include awards which recognise contribution to University life.



▲ We hold annual events which recognise the contribution of our student volunteers, as well as the contributions of many alumni who get involved in a wide range of volunteering activities

▲ Dr. Mark Jabbal from Engineering is a finalist in this year's Women in Science and Engineering (WISE) Man award – recognising men who are agents of change.

Overall priorities

When we consulted with the University community in UNUK, we asked them to prioritise the different activities that will sit under each of our themes. These UNUK priorities are shown here, in order in which they emerged through the consultation process.

As well as the priorities within individual themes, a number of practical and strategic actions emerged, which we have listed in our online EDI action plan. The action plan will be a living document, owned, regularly reviewed and revised by the University Executive Board's EDI Committee. The plan enables people to work together and to share challenges, best practice and learning across projects and themes. We will use these insights to continually evolve our activities in response to the changing needs of our students and staff.

We aim to be open and transparent in developing and implementing the EDI Strategic Delivery Plan, and will work closely with staff and students to embed good practice across the University. EDI is a rapidly evolving area and we are constantly learning, so, we will constantly review, revise and communicate our EDI activities to make sure they are as effective and impactful as they can be.



1

Theme 1: Demonstrable equality in experience for all of our staff and students

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 all staff and students feel safe and that they feel that they have been treated fairly and equitably

Actively and transparently examine and use quantitative and qualitative data

Create an environment where we share and listen to stories of EDI experiences

Encourage and expect inclusive and respectful behaviours from all

Be honest and open about things that need improving, and work together to make things better

Theme 2: Strengthen our diversity and improve inclusion across both student and staff communities

2

Be ambitious in encouraging a more diverse population to join our University

Change our culture to support all staff and students in achieving their very best while studying and working at the University

Share challenges and best practice in leadership and delivery amongst colleagues and teams

Consider policy, governance and cultural developments that will support increased inclusivity

Work with our region to recruit from a diverse population

Design our buildings, campuses and technologies to be inclusive

3

Theme 3: Excellence and ambition in delivery of embedded EDI

Ensure that people have the confidence to constructively challenge, and take positive action to deliver transformation in our University

Deliver training and education to all of our University staff to support each other and embed inclusive practice in all that we do

Evaluate the success of our interventions through the review of data, monitoring of objectives, and qualitative analysis

Establish clear guidance for deciding whether action to address an EDI use 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 to support all staff and students in embedding EDI

Conduct empirical research to develop new approaches to EDI

Theme 4: The University, Nottingham, and our Global Community

4

Embed all that we do within schools, student groups and professional service teams, ensuring local groups initiate and deliver EDI activities with appropriate support

Recognise and celebrate staff and students who inspire others in their work to support EDI and shape national and international EDI agendas

Learn from local and national, academic and non-academic, specialist groups in development of EDI activities

Empower and expect leaders and managers to support staff and students

Hold regular meetings and forums to ensure Executive Board awareness of issues emerging from the University community

Collaborate with and learn from our local and global community and external stakeholders

Celebrate and represent the diversity of our students and staff

Engaging staff and students and embedding our delivery

Our consultations revealed that people strongly believe we should increase our focus on specialist training. Training forms part of a wider programme of work to support the culture change. It needs to be seen as part of a wider perspective, where we consider elements such as the impact of our environment, systems and practice on behaviour; the way our policies and processes are designed and implemented; and the availability of specialist knowledge, information and advice.

It is also critical that any training or development programmes are carefully designed in partnership with a range of different stakeholders from across our University community. That way we can ensure all of our approaches and materials are well-designed and targeted to the diverse needs of our teams and their specialisms.

We were also asked to include consideration of EDI in induction programmes, as well as to consider making some elements of EDI training mandatory. However, we know that although training can generally increase awareness, on its own it is less likely to change behaviour² than some other measures. We also received requests for future programmes to raise awareness around specific EDI characteristics, including mental health, disability and race (including notions of white privilege and structural racism).

Specific compulsory training that ensures that we are all aware of our legal responsibilities under the Equality Act 2010 was also recommended, and that where appropriate we should work in partnership with external organisations (e.g. Stonewall, Department for Work and Pensions) to tackle issues associated with specific staff and student groups.

Because of these recommendations, we have agreed with our Professional Development department and Leadership and Management Academy to spend 2019-20 developing an **EDI Engagement Programme**. The goal of the programme is to deliver a range of materials and tools to help individuals tackle EDI-related issues that are relevant and important to them and their teams. This will include a mandatory element which will ensure that all staff are aware of their legal responsibilities. We will also align the EDI engagement programme with our events programmes.

We want as many of our research community as possible to engage with our training programmes and materials, so we will work closely with our senior leaders, Campus Life team, staff networks, trades unions and Students' Union to ensure that the tools and training programmes we develop are engaging and sustainable.

Our goal is that during the year 2020-21 all members of our student and staff community at the University participate in at least one part of our EDI Engagement Programme. Embedding EDI is not something that can be achieved through a 'quick fix'. Our work over the next few years will provide the foundations of support and development that can enable all to remain engaged in delivering and supporting EDI for many years to come.

² <https://gender-pay-gap.service.gov.uk/actions-to-close-the-gap>

Leadership and Governance of Equality, Diversity and Inclusion

As our University has grown and our focus on EDI has increased, a number of different functions and roles have emerged. Although this reflects our size and complexity as an organisation, it means we have to reconsider how we co-ordinate our work in a coherent way.

In September 2018, we formed the EDI Committee as a new committee of University Executive Board (UEB). It comprises members from UEB, specialist professional teams, and five independent members who applied to participate in University-level committees as part of the Vice-Chancellor's revised University governance frameworks. The EDI Committee are responsible for owning and approving the Strategic Delivery Plan, as well as for the institutional success framework and progress indicators which will be maintained and communicated through our online resource.

To ensure the EDI Committee is focused on strategic-level work, we will introduce two new operational streams of governance. The first, our EDI governance board, will take oversight of the activities that fulfil our legal responsibilities, as well as those on which we report through external charters. Its main role will be to make sure the right core processes and teams are in place to enable everyone to deliver against our agenda locally. It will receive and review regular reports and annual action plans from faculties, student EDI groups, staff networks and the professional services EDI groups, and act on issues raised by our staff and student community.

There will be two forms of the EDI governance board. The full board will meet three times a year, and include members of Staff and Students' Unions, Staff Networks, Faculties, Professional Services teams, Chaplaincy, Security, Widening Participation and the Chair of Athena Leads' Group, Human Resources, Campus Life and Communications. A smaller sub board will meet more regularly to quickly respond to any issues raised, and ensure we are fully aware of how we are performing against the actions we have committed to.

We will also introduce the Sphere programme. This change programme will not only help us lead this change of culture in a structured way, recognising where we could improve and what we can do to improve it, but stimulate and challenge cross-cutting activity. It will also provide an opportunity to focus on our global partnership with our campuses in China and Malaysia, too.

The Sphere programme will be the overarching theme that joins up the different activities delivered across the University. Activities within the Sphere programme include task and finish groups to address specific challenges, our events programme, and targeted short-term interventions and projects that will enhance our knowledge, understanding and delivery of EDI. All of our faculties, professional services teams and the Students' Union will adopt Sphere challenges annually, visibly highlighting their distinct areas of priority and delivery.

An independent Sphere Programme Board will make sure these activities are coordinated and fed into our wider strategy, and champion activities funded through external schemes, such as those offered by UK Research and Innovation (UKRI) or Advance HE. The board will also manage a small discretionary fund that will support pilot project activities in collaboration with local teams. Board members will mainly be volunteers from our wider University community, and be chaired by an independent member of the University community.

Empowering an EDI-focused community

Throughout the University, each of our schools and faculties has its own dedicated Director of EDI. These roles will follow a broadly consistent role profile and they will be allocated time for this role within their workload model. All Directors of EDI will sit on the Faculty EDI groups and play a key role within local school or department management structures.

All Professional Services teams will appoint EDI leads, and they will all sit on the Professional Services EDI board, which will share best practices across the University.

SPHERE LEADERS

All those who have roles or activities that deliver leadership relating to Equality, Diversity and Inclusion, including those who actively conduct research in this area.

Sphere leaders will support short term programmers of work to develop and deliver new thinking and activities. Eligible to bid for funding to support specific initiatives which will be evaluated against the Sphere framework.

SPHERE ALLIES

Individual staff and students with a commitment to support EDI in whatever way they can, big or small. Invited to events to develop UoN thinking around EDI, and asked to support dissemination of information about EDI activities within the University.

SPHERE PROGRAMME

Staff and Student Networks
UONSU Officers
Student EDI Ambassadors
Directors of EDI and EDI PS leads
Any staff and any students and any alumni-open to all

University Executive Board
Senior Leaders
Faculties and Schools
Human Resources
Campus Life
Profession Service teams

SPHERE CHALLENGES

Specific commitments made by all Faculties and Professional Services teams within the University which will deliver specific action in support of student and staff EDI within a campaign year.

SPHERE ACTIVITIES

Activities led within all parts of the University which are in support of the key actions and challenges identified annually.

A whole community of practice

Our EDI Strategic Delivery Plan will be led by those who formally have EDI as part or all of their role in collaboration with key people, teams and networks across our global institution. Dedicated EDI roles include School/Faculty Directors of EDI, Professional Services EDI leads, a new, distributed team of **EDI Coordinators**, and specialists in EDI within Human Resources and our Campus Life team. Working alongside these specialists, across the University, our students and staff have shown outstanding examples of support for EDI, increasing the extent to which EDI is embedded in our work.

Our **staff networks** play a key role in advocacy, consultation and support for specific staff groups. With support from Human Resources, they deliver events aligned to our strategic priorities, and with a focus on externally recognised dates and celebrations. We have recently reviewed our staff networks, and will be building on the work of the review group in the near future.

Our **Students' Union**, particularly our Welfare and Equalities Officers, ensure that the student voice informs our approach to both EDI generally and the specific activities we deliver. They work closely with our Campus Life team and play a key role in challenging us to do our best to advance EDI across the institution. They also lead networks which ensure strong engagement with our student communities.

For specific missions and activities, we appoint **Student EDI Ambassadors**. They work with us to shape our approach to new Sphere Programme initiatives, and support of our work towards external charters. Finally, we work in collaboration with the **Unions** that represent the views and experiences of our staff. Representatives from the UCU, Unite and Unison will be associate members of our EDI Governance Board and take part in our task and finish activities.

Sphere Leaders' Forum

Delivery of the EDI strategy relies on everyone working in unison, which is why we will hold regular meetings to unite and inspire leaders, supporters and advocates for EDI. Three **Sphere leaders' forums** will be held each year, and will act as a mechanism to share best practice and discuss issues that have been raised by our student and staff community. These forums will be open to all who have a role that relates to EDI, either as part of their formal job or as a volunteer. We will also invite EDI leaders from UNMC and UNNC to join our Sphere leaders programmes and events. Wherever possible, we commit to delivering all of our Sphere leadership activities in an accessible and inclusive way, and will share outputs from these sessions externally to ensure engagement in our work is felt as widely as possible among our community.

Sphere allies

In addition to those who directly work to support EDI, there are many students and staff who are passionate supporters of EDI initiatives and want to help us embed EDI into our culture in any way that we can. We encourage you to sign up as Sphere allies. We will ensure that all of our **Sphere allies** are kept informed of all our EDI activities, and hope that you will engage in our EDI events regardless of whether you hold a protected characteristic or not. Our hope is that this approach will encourage students and staff to engage with all aspects of our EDI agenda, increase the integration of our EDI activities where possible, and provide the levels of support and advocacy needed to reduce the burden on our staff and students who are in minority groups.

We hope that informal self-starting networks that supplement ones we are supporting more formally will evolve from these groups. Our goal is that 10% of our staff and 5% of our students register as Sphere allies.

Our commitment as a University

Successful delivery of this Strategic Delivery Plan relies on positive action 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.

All members of the University Executive Board (UEB) will take personal responsibility of promoting and leading EDI within their own areas of the University. In partnership with central delivery teams, they 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 ensure that our expectations of behaviours are consistent with our goal to create an inclusive environment that we can all be proud to be part of.

As UEB lead for Equality Diversity and Inclusion and Pro-Vice-Chancellor for Equality, Diversity and Inclusion, I am responsible for the leadership of this Strategic Delivery Plan. I will work with those accountable for delivery of activities in local teams and faculties to ensure that the spirit and ethos of this plan is embraced and that appropriate support is provided to help staff and students deliver an embedded approach to EDI.

A pledge for action by all

Our plan for delivering Equality, Diversity and Inclusion in 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. From those who lead teams, support students and manage staff, everyone has a responsibility to embrace EDI in their own leadership, collegiality and management. The goal of this EDI Strategic Delivery Plan is that all people, teams and departments in 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:

- all students and staff are safe and supported
- they can achieve their very best in their work and study
- diversity is both celebrated and used to support the University's growth.

This mission will be supported by an action plan and associated success framework that will be publicly available, and continually reviewed and refreshed as required. By working together, in partnership with those who hold protected characteristics and who represent the groups that we are aiming to support, we can deliver the culture change required for us to ensure that we are all happy, safe and supported. This will result in:

- visible role models, allies and advocates, reflecting the diversity of our staff and students, in all roles and contexts

- all those who implement policies and behaviours are aware of where expertise sits within the organisation, understand their own responsibilities, and know when and how they can get help
- a reduction of gaps in attainment, pay and progression of staff and students with protected characteristics
- increased diversity in our staff and student population, where individual groups are currently under-represented
- an improved culture, where people can understand each other's perspectives and experiences, and where we have clear expectations around behaviour, respect and kindness
- recognition of the 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
- the achievement of EDI goals, including external benchmarking and charters
- an effective, respected and successful organisation, in which students and staff are happy to work and develop.

We know that this plan is ambitious. Its delivery will take time and a huge commitment from a large number of people. We may also discover new challenges along the way, ones that require us to revise our approach. But we will make sure that this focus does not over-burden anyone, particularly if they are already in a minority or have to work to overcome disadvantage because of their personal circumstances or characteristics.

What next?

After a significant period of consultation, our work will now focus on developing our support networks and resources to enable Equality, Diversity and Inclusion to be embedded in all that we do.

For students, we aspire to consistent standards of behaviours and values that ensure that all are able to thrive in our diverse environment. A culture of challenge will mean that we need to continue to listen and respond to our University community, and ensure that our Strategic Delivery Plan continues to evolve. This may mean tackling difficult or sensitive issues. For staff, we expect all to work towards inclusion, kindness and respect, supporting others, and working together within our University environment. Our EDI ambitions centre around delivering a better University for us all.

I am very much looking forward to this next phase of our EDI delivery. We know that some of our activities will be hard, might make us feel uncomfortable at first, and may require us to change the way that we do things. Some changes will have a short term and visible impact, but others may take a much longer time to make a real difference, or they may not work at all. We commit to learning from these challenges, and incorporating it into our future plans. We are committed to ensuring that through continual evaluation and reflection on the impact of our actions, we deliver a programme that makes the University of Nottingham a safe, happy, inclusive and diverse place to study and work – for everyone.



A handwritten signature in black ink, reading 'Sarah Sharples'.

Professor Sarah Sharples
Pro-Vice-Chancellor for Equality, Diversity and Inclusion

Equality, Diversity and Inclusion

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