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### Update and EDI Vision for 2024/25

In times of change and transformation, clear institutional priorities become even more critical to keep momentum and pace in the work that we do. The Equality, Diversity, and Inclusion (EDI) Priorities for 2024/25 are aligned with the [People and Culture Strategy](#) to ensure that our commitment to being inclusive by design as a university is realised.

Each year we review and revise the priorities so that we can respond to feedback from the university community and changes in the internal and external landscape. We also keep a core of consistent priorities each year to drive embedded inclusive practices across the university. Through this approach, we aim to ensure everyone can bring their authentic self to work or study and feel they belong to the University of Nottingham community.

Our performance against the EDI Priorities is reported in the [EDI Annual Report](#).

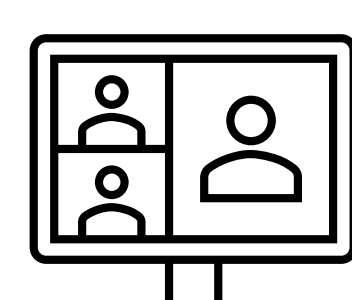
## Priority Area 1: Diversification of the workforce and career development Impact on: Staff, Students, and Community

### REVISED/UPDATED (1.1) Inclusive recruitment

We will continue to work with faculties, schools, and departments to embed inclusive recruitment practices.

### REVISED/UPDATED (1.2) Reward, recognition and career progression

We will ensure a more intersectional and joined-up approach to addressing systemic and cultural inequalities experienced by those with protected characteristics (including class, socioeconomic status, and age). Through a new Talent Management Framework, we will create a fairer and more inclusive career development, reward, and recognition opportunities.



## Priority Area 2: Awareness raising and education Impact on: Staff, Students, and Community

### NEW (2.1) Implementation of the Institutional Disability Equality Action Plan

The new Institutional Disability Action Plan will be launched, and delivery of actions will start at pace. The plan includes actions to ensure parity of experience for all who are neurodivergent across the institution.

### REVISED/UPDATED (2.2) An antiracist university

We will use multiple interventions, including delivering our flagship reverse mentoring programme, to enable open conversations about race across the institution at all staff levels, across all job families, and with our student community.

### NEW (2.3) Design return-to-work support

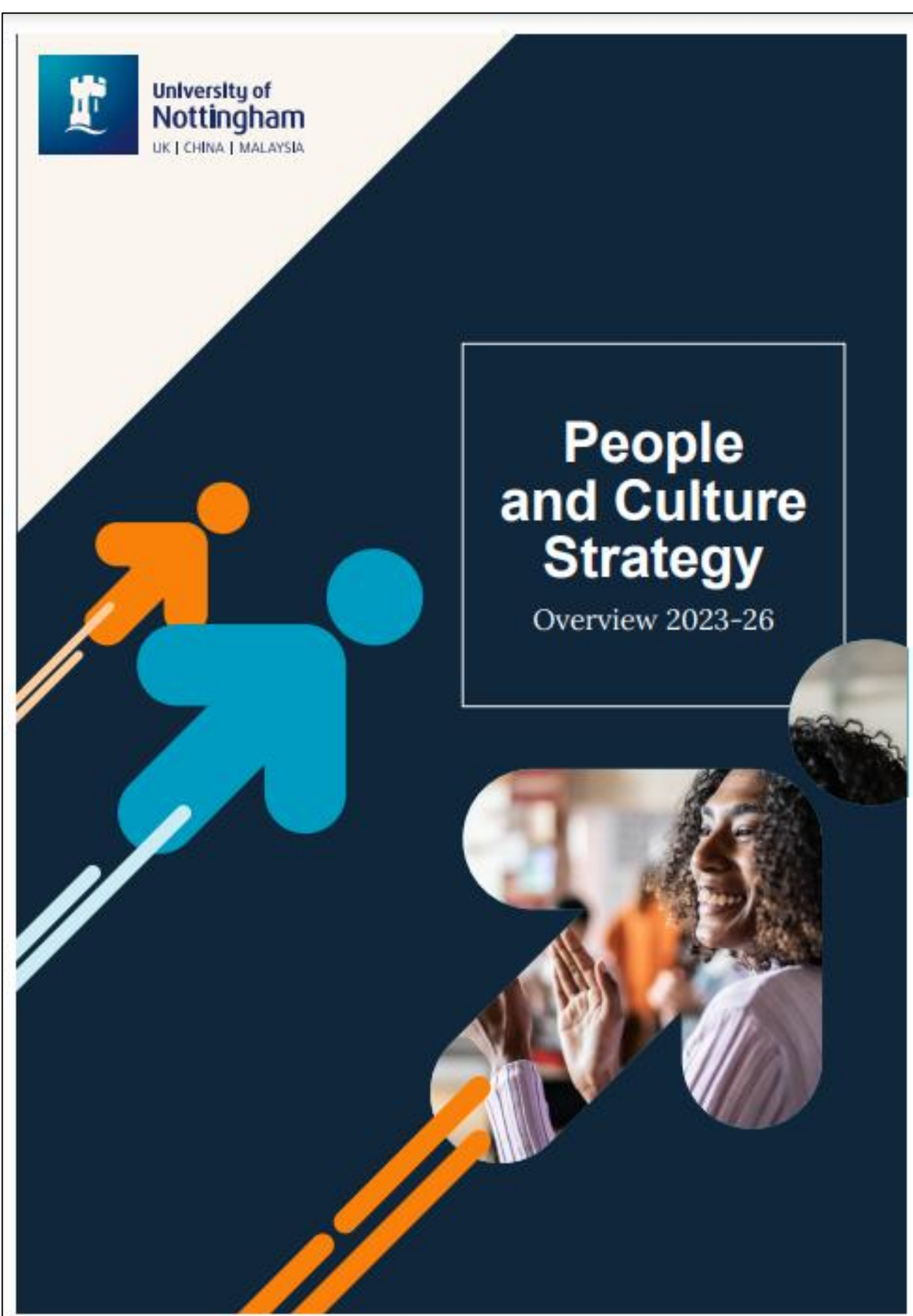
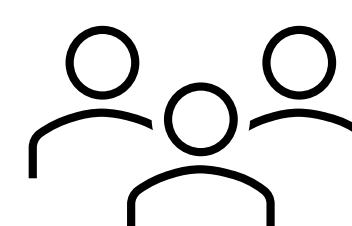
We will work with colleagues across the university to bring together a package of support for staff returning to work after a break (for example, parenting, sick leave, sabbatical, or caring responsibilities) and enable them to achieve their full potential.

### NEW (2.4) Develop clear expectations of training and support for harassment and sexual misconduct

We will educate the university community and provide training and support around harassment and sexual misconduct.

### NEW (2.5) Write an Institutional LGBTQIA+ Equality Action Plan

We will create an Institutional LGBTQIA+ Equality Action Plan to ensure our LGBTQIA+ staff, students, and visitors feel supported at the university and can be their authentic selves.



## Priority Area 3: Support Impact on: Staff, Students and Community

### REVISED/UPDATED (3.1) Promote understanding of our student and staff wellbeing provision

We will continue to provide proactive interventions to improve the wellbeing of our university community, in accordance with our existing staff and student wellbeing strategies.

### NEW (3.2) Understanding Antisemitism and Islamophobia on campus

We will proactively engage with our Muslim and Jewish communities to further understand the lived experiences of our staff and students. We will use these insights to build greater trust by the university community in [Report + Support](#) to ensure the university can effectively address bullying, harassment, and hate crimes.

### REVISED/UPDATED (3.3) Understanding and learning from the lived experiences of our university community

We will create opportunities to listen, hear, and understand the lived experiences of our staff and students, for example through the open conversations programme and enhanced partnership with our staff networks. We will use this understanding to make changes to the way we do things so that we can become truly inclusive and ensure all members of our university community feel they belong.

