

SMAH Equity, Diversity & Inclusion Strategy

Our Vision

The Faculty of Science, Medicine and Health (SMAH) aims to be an equitable, diverse, and inclusive place to work and study. We strive to be welcoming and supportive of all staff and students and commit to an ongoing culture of improvement, applying best practice, and measuring and reflecting on our progress.

Our People

The SMAH Equity, Diversity and Inclusion Strategy applies to all members of the Faculty: academic staff, professional staff, postgraduate students, undergraduate students and visitors.

Our Goals

Five goals comprise our strategy for achieving our vision:

1. The Faculty's values are broadly agreed upon, widely upheld and incorporated in decision-making processes.
2. Diversity is visibly and audibly valued and celebrated at all levels. All people feel welcome in and a sense of belonging to the Faculty.
3. Processes and procedures promote equity, diversity and inclusion and are applied consistently across the Faculty.
4. Postgraduate research students have a voice in the Faculty and feel like their voice is heard.
5. Faculty leaders are active and visible role models for equity, diversity and inclusion.

More details about what each goal entails can be found in the following pages.

Our Plan

Following adoption of the SMAH Equity, Diversity and Inclusion Strategy, we will implement and monitor actions that will specify responsibilities, timescales and evaluation plans. These actions will not be static but will be reviewed by the Faculty EDI Committee to ensure they remain relevant.

Strategic Goal 1

The Faculty's values are broadly agreed upon, widely upheld and incorporated in decision-making processes.

We will achieve this goal by:

- Working together to define and review broad Faculty values that align with the values of individual schools.
- Making our values visible, both as written statements and in the actions of staff and students within the faculty.
- Developing an onboarding process (including a buddy system) that familiarises new staff with our values and how they influence work within the Faculty.
- Clearly articulating how new initiatives and/or changes to existing processes are aligned with our values.
- Evaluating staff and student experience within the Faculty with reference to our values and to the other goals of this strategy¹.

¹ Staff and student perception of belongingness, fairness and consistency, HDR student empowerment, and the role of Faculty leaders in promoting equity, diversity and inclusion.

Strategic Goal 2

Diversity is visibly and audibly valued and celebrated at all levels. All people feel welcome in and a sense of belonging to the Faculty.

We will achieve this goal by:

- Recruiting and retaining staff and students from backgrounds and identities that are currently underrepresented in the Faculty.
- Showcasing and sharing the stories, research outcomes, and achievements of role models from diverse backgrounds and identities through a variety of means.
- Ensuring images used in online and printed materials represent the diversity of our staff and students, and that these do not reinforce existing stereotypes.²
- Centering inclusion and considering the different needs of diverse individuals when designing official events.³
- Faculty and school leaders publicly acknowledging the value of diversity, both with their words and with their actions.⁴

² For example, not all nursing students are white women, not all scientists are men, etc.

³ Including, for example, accessibility, carer's responsibilities, presence of alcohol, etc.

⁴ For example, by appointing diverse membership to new committees and working groups.

Strategic Goal 3

Processes and procedures promote equity, diversity and inclusion and are applied consistently across the Faculty.

We will achieve this goal by:

- Developing a formal process for raising EDI issues and regularly reporting de-identified outcomes from investigating these issues to both Faculty leadership and the broader Faculty community.
- Considering EDI and documenting transparently the EDI implications of new initiatives, decisions, and strategies, along with solutions to address any potential negative consequences.
- Ensuring managers and supervisors receive training following major changes to policies that affect staff or students⁵ so that they understand the changes and can implement them fairly and consistently.
- Reforming governance within the Faculty so that committee and governance selection is a process where all can apply and takes into account diversity⁶.
- Ensuring that employment processes, including casual appointment⁷, are conducted transparently, with competitive recruitment and wide advertisement.
- Considering equity and diversity when allocating staff workloads and identifying mechanisms to reduce workload inequities,⁸ support career development⁹ and respond to support needs for demographics that are traditionally less likely to apply for promotion.

⁵ For example: promotions, Academic Promotion Framework, Career Development Interviews, workloads, etc.

⁶ For example, gender, career stage, etc.

⁷ Including demonstrator positions

⁸ Including marking, 1st-year subject coordination and delivery, outreach activities, and governance roles.

⁹ Supplementing existing policies and programs run by Human Resources

Strategic Goal 4

Postgraduate research students have a voice in the Faculty and feel like their voice is heard.

We will achieve this goal by:

- Regularly communicating to HDR students as to how they can provide feedback to Faculty committees via their representatives.
- Providing postgraduate students with consistent information about resources they can access.
- Providing a mechanism for HDR students to anonymously provide feedback and raise issues with school and Faculty leadership.
- Supporting a student-led postgraduate EDI working group to identify HDR-specific issues and possible solutions for action by the Faculty EDI Committee.

Strategic Goal 5

Faculty leaders are active and visible role models for equity, diversity and inclusion.

We will achieve this goal by:

- Delivering evidence-based EDI education and resources to Faculty leaders and managers.
- Supporting an active and visible EDI leader (Associate Head of School – EDI) in each school.
- Including EDI updates and reporting as a standing item in Faculty and school meetings.
- Providing EDI education to members of the Faculty EDI Committee so that they can visibly support EDI and serve as positive role models in their schools/units.
- Establishing processes to collect and report EDI data for all units in the Faculty.