

Sheffield Hallam University Equality Objectives 2017-2020

Equality, diversity and inclusion matters to us

It brings value to our university: We will only truly be able to attain our vision of being the world's leading applied university if we embrace greater diversity in our workforce and support students from a wide range of backgrounds to succeed.

We are a diverse community and we work with a wide range of communities: In order to make the most of these relationships we must ensure that our learning, teaching, research and external engagement activity responds to their needs

It enables us to innovate in new ways: ensuring that all ideas are valued and considered in order to help us deliver our mission to transform lives.

We have an opportunity to improve

- Around 6% of our staff are from a BAME background compared to 16.1% in the working age population of the Sheffield City region and 12% in the higher education sector.
- Our conversion rates from application to offer vary between students of different ethnic background. 69% of white students are made offers on application compared to 54% of BAME students.
- We have an attainment gap between BAME and white students attaining the higher degree classifications of 18%.
- This continues as students' progress into employment. Graduates from BAME background do not achieve highly skilled employment at the same levels as white graduates (white graduates 68%, all BAME graduates 66% with further disparities evident when disaggregated further for example, black graduates 63%).
- We have achieved above the sector average for the percentage of professors who are female (29% compared to 22%), but we have not yet achieved equal representation of women and men across all pay bands within the University for academic, professional service and support staff.
- The gender balance of students in different subject areas, particularly women in STEM subjects has improved (4% over the last 3 years), but difference still exist across a range of subject areas.
- Our attraction, retention and attainment outcomes for disabled students are not significantly different to that of students with no disability. There are still differences when our students enter the labour market with employment outcomes, particularly highly skilled employment, for disabled students lagging behind students with no declared disability (63% for disabled graduates compared to 69% for graduates who have not declared a disability).

We must all challenge ourselves to make equality, diversity and inclusion a priority in all our work

As an individual...

- In my teaching, learning and support for students
- In my research
- In my outreach and external engagement work
- In my work on our systems, policies and processes
- In the way I lead and manage
- In my interactions with students, colleagues and external partners

As an organisation...

- By developing a culture where equality, diversity and inclusion is everyone's responsibility and everyone benefits
- Through visible role models and stories of diversity within the University
- Through strong leadership to implement a programme of change
- By providing appropriate training, development and support for all staff
- In ensuring our key policies reflect and support our equality aims
- By sharing best practice internally and from other HEIs and organisations

Our Equality Objectives: the focus for the next 3 years

Organisational dimension	Students	Staff	Organisation
Equality Objectives			
1. To bring about a step change in race diversity and equality	<ul style="list-style-type: none"> • Increase the proportion of BAME students represented within the overall student body. • Address gender representation imbalances subjects at undergraduate and postgraduate. 	<ul style="list-style-type: none"> • Increase the ethnic diversity of our workforce at all levels so that it is more reflective of the surrounding community and our students. • Regularly survey our staff and hold focus groups to understand the impact and validity of our actions. 	<ul style="list-style-type: none"> • Ensure all leaders and managers are aware they need to bring about change and it is incorporated into their work plans and objectives. • Ensure that all leaders and managers have undergone appropriate equality and diversity development by 2020.
2. To continue to eradicate gender disparities	<ul style="list-style-type: none"> • Increase the percentage of BAME and disabled students participating in placements. • Regularly hold focus groups and interviews with student groups and analyse the outcomes of surveys to understand the impact and validity of our actions. 	<ul style="list-style-type: none"> • Support the development of senior BAME and female academic and professional service staff and improve gender and ethnicity pay differentials at all levels. 	<ul style="list-style-type: none"> • Increase completion rates for unconscious bias and equality and diversity training by 2020 • Create a safe and welcoming environment evidenced by feedback from staff and students with protected characteristics on their positive experience of working and studying at the University.
3. To ensure an inclusive, accessible and open working and learning environment for all staff and students	<ul style="list-style-type: none"> • Make significant steps to eradicate the attainment gap between BAME and white students. • Make significant steps to eradicate differences in highly skilled employment between different graduate groups. 		<ul style="list-style-type: none"> • Use external benchmarks such as Athena SWAN, the ECU Race Equality Charter Mark, Disability Confident and the Stonewall Top 100 Workplace Equality Index, to benchmark our progress.

To measure progress and monitor if the changes we deliver are having an impact we have identified some key measures and targets within these objectives. These measures are both quantitative, where we have set stretching but achievable targets to be achieved, and qualitative measures, where we will seek to understand the impact that our actions are having.