

**Equality Data Report Narrative Summary**

*January 2013*





# **Students**

## **Demographic Profile**

In 2011/12 Sheffield Hallam University had 37,066 students, an increase of 5% largely due to the increase in undergraduate students, which rose by 1,646 from 35,420 in 2009/10. However, over the past three years there has been a decrease in the numbers of students on other undergraduate courses (14%), whilst numbers have remained consistent for those on postgraduate courses.

### **Age**

Age is defined for the purposes of this report in terms of young (<21 yrs) and mature (>21yrs) at undergraduate level. At postgraduate level young is defined as (<25 yrs) and mature as (>=25yrs). Furthermore, age is calculated as at the start of the student's study, and unknown ages were excluded from the analysis.

Over the past three years across all level and modes, there has been an increase in the numbers of students who are defined as young. An increase of 3% points from 56% in 2009/10 to 59% in 2011/12. Whilst the numbers of mature students has decreased by 3% points from 44% to 41% over the same period.

In 2011/12 the largest proportion of young students were studying on full-time sandwich undergraduate courses (85%) and the majority of mature students were on part-time other undergraduate courses (89%).

Enrolments for full-time sandwich undergraduate courses in 2011/12 showed that young enrolments were over five times that of mature enrolments, and this constitutes the largest gap between young and mature students. The age profile varied most significantly for those on part-time other undergraduate courses, postgraduate (inclusive of masters-level postgraduate certificate in education) and full-time other undergraduate courses, with mature students more likely to undertake either a postgraduate or other undergraduate part-time course and young students more likely to be studying on a full-time other undergraduate courses.

At sector level, over the eight-year period 2003-2011 the proportion of students in the 21 years and under group and those in the 22-25 years group increased. This is in contrast to the proportion of students in the 26-35 years group and the 36 years and overs, which have decreased. Furthermore, the under 21 years group increased by 3.9% points from 45.4% in 2003/04 to 49.3% in 2010/11.

### **Disability**

Only those for which disability status is known have been included within the analysis and over a three year period the numbers of students who have declared a disability and chosen to study at Sheffield Hallam has increased by 28% (795 students). This demonstrates an increase of 2% points.

In 2011/12 10% of the student population at Sheffield Hallam had a declared disability. The largest proportion of students declaring a disability in 2011/12 were those studying full-time other undergraduate courses (12%). The smallest number of students declaring a disability were those on full-time postgraduate courses (6%). Of those students declaring a disability in 2011/12 the majority stated that they had a specific learning disability, and 22% of disabled students had a longstanding illness or health condition e.g. diabetes, cancer, HIV. These trends continued across all levels and modes.

At sector level the proportion of students who declared a disability in 2010/11 was 8%. The proportion of those students who declared that they had a specific learning disability increased from 3.3% in 2007/8 to 3.8% in 2010/11. At every level a lower proportion of first year students were disabled than the proportion of all students, except at the postgraduate research level where it was the same. In addition, the proportion of disabled students studying a postgraduate taught course (5.1%) and postgraduate research course (5.9%) was lower than for first degree graduates (9.2 %) and other undergraduate courses (7.7%).

## **Ethnicity**

For the purposes of this report ethnicity analysis of students is restricted to UK domiciled students only, and is reported for approx 85% of the student population.

Over the three year period 2009/10-2011/12 there has been an increase in the number of students who declare their ethnicity. This has meant that the figure for those who have an unknown ethnicity has decreased from 420 to 186.

The Sheffield Hallam British Black and Minority Ethnic (BME) student population has remained at 12% of students for the three year period 2009/10-2011/12, the Sheffield Hallam White British population has also been consistent over the same period at 88%. Between 2009/10 and 2011/12 the White student population increased by 1,444 and the BME student population by 151.

In 2011/12 the Sheffield Hallam BME population of students consisted of 3% (1,114) Black British students, 5% (1,629) British Asian, 1% (171) British Chinese, and 3% (968) Mixed/Multiple ethnicity students, the largest ethnic group being the British Asian group.

In terms of trends the largest difference between White British and British BME students can be seen at full-time sandwich undergraduate level, with the largest gap occurring in 2011/12 due to the significant increase in the numbers of White British students compared to only a slight increase of British BME students.

A significant number of students from a BME background are located on postgraduate courses (inclusive of postgraduate certificate of education), full-time sandwich

undergraduate courses, part-time, and other undergraduate full-time courses. With respect to full-time sandwich undergraduate courses, British Asian students had the highest level of participation compared to other BME groups.

Between 2009/10-2011/12 the numbers of BME students studying on part-time other undergraduate courses has decreased and this is the level and mode that BME students are least likely to undertake.

At sector level over the past eight years the proportion of UK domiciled BME students increased from 14.9% in 2003/04 to 18.4% in 2010/11. Black British students were the ethnic group which increased the most from 4.4 % in 2003/04 to 5.9% in 2010/11. During that same period the proportion of UK domiciled mixed ethnicity students has doubled from 1.4% to 2.8% (2003 -11).

## **Gender**

For three consecutive years female students have shown higher participation rates than male students at Sheffield Hallam. In 2011/12 across all levels and modes, 56% of students were female and 44% were male.

Male students were predominantly located on undergraduate part-time courses and female students on other undergraduate full-time courses. The gender difference at full-time sandwich undergraduate courses was minimal, with female students achieving a slight majority. (Female 10,449 versus Male students 9,746, a difference of 703).

In relation to postgraduate part-time courses (inclusive of postgraduate certificate of education), other undergraduate and undergraduate part-time courses, there was a significant decrease in the numbers of female students studying on those courses. However, female participation in postgraduate full-time courses rose by 9% points over the three year period from 2009/10 to 2011/12.

At sector level the proportion of male students rose over the eight year period between 2003/4 to 2010/11 from 42.7% to 43.6%, and the gender participation gap is currently 12.8% in favour of female students. Furthermore, a high proportion of female students were concentrated in part-time other undergraduate courses (64.7%), and the lowest were found in full-time postgraduate courses (45%).

Female students were predominantly situated in non-Science, Engineering and Technology courses and were in the majority overall with the exception of Business and Administrative Studies and 74.4% of those studying education were female. This was followed by those students who were studying Languages of whom 67.8% were female. Women were generally in the majority across all levels in terms of non-Science, Engineering and Technology subjects. However, the proportion decreases from first degree other undergraduate levels to postgraduate research/taught. For

example women comprise 70.8% of first degree undergraduates compared to 59% of postgraduate research students.

# Student Journey Indicators

## Age

### Attainment

Across all courses mature and young students achieved the same percentage of first class honours (15%). However, young students obtained a higher rate of 2:1 awards (51%) compared to mature students (42%) and a lower rate of 2:2 awards (27%) than mature students (34%). Mature students also received a higher percentage of third class degrees (5%) compared to only young students (4%).

Attainment figures for full-time sandwich undergraduate courses presented a different picture, with 21% of mature students obtaining a first class (Hons) degree compared to only 16% of young students. However, young students obtained a higher percentage of 2:1 degrees (53%) compared to mature students (36%), mature students also received a higher percentage of 2:2 awards (32%) and third class awards (7%) compared to young students (26% and 3% respectively).

At sector level, of those aged 21 years and under, (12%) obtained a first class degree compared to 16.2% of 22-25 year olds, 17.6% of 26-35 year olds, and 19.7% of those aged 36 years and over. In addition, a higher percentage of those aged 21 and under received a 2:1 (54%) compared to all other age groups. In 2010/11 those aged 26-35 years of age received the highest percentage of 2:2 degrees (29.8%) and third class degrees (10.9 %).

### Employment

In 2010/11 69% of leavers who were "in work" were young and 71% were mature. However, the percentage of mature students who were in work has decreased by 2.7 % points from 73.7% in 2008/09. Young students were more likely than mature students to take up further study, but were also more likely to be unemployed. In 2010/11 12.8% of young students were unemployed compared to 9.6% of mature students, and this trend had been consistent over the 3 year period from 2008/9-2010/11.

At sector level those aged between 26-35 years were more likely to be in full-time paid employment and those aged 21 years and under were least likely to be in full-time paid employment and most likely to be unemployed (8.5%, 4.3% points below the SHU figure of 12.8%) or go onto further study (21.7%).

### Graduate Employment

In 2010/11 across all levels and modes, mature students had a higher graduate employment rate (84%) in comparison to young students (57%), and young students had a higher "in other work" rate (43%) compared to mature students (16%).

At sector level those aged 21 years or under had the lowest rates of graduate employment (25.2%) and those aged 26-35 years had the highest (54.2%).

## **Disability**

### **Attainment**

Overall across all courses disabled students either slightly outperformed non-disabled students or had attainment levels that were equal to those who had not declared that they had a disability.

16% of disabled students obtained first class degrees compared to 15% for those who did not declare they had a disability. 48% of disabled students received a 2:1 which equalled the number obtained by non-disabled students. Furthermore, disabled students received a lower percentage of 2:2 honours degrees, and both non-disabled and disabled students received an equal percentage of third class honours degrees (4%).

In terms of good honours (1<sup>st</sup> or 2:1) at sector level disabled students obtained 61.4%, 2.7% points lower than non-disabled students (64.1%). They also obtained a higher number of 2:2 and third class degrees (38.6%) compared to 35.9% of non-disabled students, a 2.7% point difference.

Those with a mental health condition received the highest percentage of good honours (64.4%) which was above the sector average. In terms of those disabled students who were in receipt of Disabled Students Allowance at sector level, 62.2% received a good honours degree compared to 60.75% of those who were not in receipt of Disabled Students Allowance, a positive 1.5% point difference.

At Sheffield Hallam in the academic year 2011/12 those who fell within the wheelchair users/mobility difficulty group had the highest proportion of students who had a declared disability in receipt of a good honours degree (80%). Those students who declared that they had autistic spectrum disorder and those who were blind or partially sighted had the lowest percentage of good honours degrees (52.9% and 66.7% respectively).

With respect to those students who were in receipt of Disabled Students Allowance, they were consistently more likely to receive a good honours degree over the three year period from 2009/10 - 2011/12, than those who were not in receipt of Disabled Students Allowance. 70.2% of those disabled students who obtained a good honours degree were in receipt of Disabled Students Allowance compared to only 61.8% who were not. The Sheffield Hallam figure for those who obtained a good honours degree and who were in receipt of Disabled Students Allowance was 8% points above the sector average of 62.2%.

## **Employment**

In 2010/11, regardless of level of study, 66% of disabled students declared that they were "in work" compared to 71% of students who did not declare a disability. The variation is greater for undergraduate students with a negative 5% point difference between disabled and non-disabled graduates. This compares to 44.5% of disabled students who were "in work" at sector level and 52% of non-disabled students, which is lower than the Sheffield Hallam averages, with a difference of 21.5% and 19% respectively.

In 2010/11 those with an unseen disability (75.7%) were most likely to be "in work" than other disabled students. Those with autistic spectrum disorder (25%) (sector average 21.9%) or those who were blind or partially sighted (25%) (sector average 37.3%) were least likely to be "in work". The aforementioned groups were also more likely to be unemployed with both groups having a 50% rate of unemployment, this compares to a sector unemployment average of 22.9% and 13.9% respectively for those who had autistic spectrum disorder or who were blind or partially sighted. These groups were also more likely to be in work or further study with both groups having a work or further study rate of 25%.

Disabled students who were wheelchair users were most likely to be in further study out of all disability groups, 18.2% compared to a sector average of 17.2%.

## **Graduate Employment**

In 2010/11, there was a slight difference between disabled and non-disabled students in terms of graduate level employment, with disabled students having a graduate employment rate of 68.6% compared to those students who declared that they did not have a disability (69.9%).

In the same year those disabled students with an autistic spectrum disorder had the highest graduate employment rate of all disabled students (100%), and those who declared that they were blind or partially sighted had the lowest (50%).

## **Ethnicity**

### **Attainment**

The Sheffield Hallam BME attainment gap has remained at 24% and has not changed from the previous year and there is a 5.6% negative point difference between the sector average of 18.4%. Furthermore, a lower proportion of BME students achieved a first class degree (11%), but this is 1.7% points above the sector average (9.3%). This figure is also in comparison to 18% of White students who received a first class. There was a 17 % point difference between BME (35%) and White students (52%) who



achieve a 2:1, in favour of White students. These percentages are in contrast to 41.6% of BME students and 52.5% of White students who were awarded a 2:1 at sector level. With respect to those students who received a 2:2, BME students were in receipt of a higher proportion (39%) compared to White students (25%). The sector average for BME students who received a 2:2 was (37.7%) compared to 25.2% of White students.

Part-time BME students had predominantly lower attainment rates compared to the University average.

When comparing average tariff points on entry with attainment rates, British Chinese students had a higher average entry tariff (325) than White Students. However, 25% of British Chinese students studying part-time received a third class degree and 25% received a 2:2, and no British Chinese students studying part-time received a 2:1 or first class degree. With respect to students studying full-time 9% of British Chinese students were awarded a first class honours degree, 44% a 2:1, 41% a 2:2 and 3% a third class degree. However, Black students on full-time undergraduate courses received the highest number of third class degrees. Within the BME group Asian students received 6% of first class honours degrees as did those students of Mixed Ethnicity. Overall students of Mixed Ethnicity for the second year running had similar attainment rates to those of White students.

## **Employment**

Overall there has been little change in the employment circumstances of students who graduated from Sheffield Hallam University in the three year period 2008/9 - 2010/11. In 2010/11, 69% of undergraduate students were "in work", 10% were "in work" or had undertaken "further study", 9% were in "further study" and 12% were in "other employment or assumed to be unemployed". However, in 2010/11 there were differences in the employment rates of BME and White students. Across all levels and modes 10% of White graduates declared that they were in other employment or unemployed, this compares to a sector average of 7.4%. Whereas, almost a quarter of BME students declared the same status, and this is in comparison to a sector average of 14.8%. Furthermore, significant variation can be seen in the proportion of students declaring they are "in work". With 79% of White postgraduate students stating that they were "in work" compared to 68% of BME postgraduate students, an 11% point difference. The same can be said at undergraduate level, where 55% of BME students were "in work" compared to 71% of White students. There was also a higher proportion of BME students who went on to further study (11%) compared to the University average of 9%. However, the sector average for BME students who go on to further study was higher (15.7%).

In terms of individual ethnic group, British Chinese students had the highest rates of "other employment or unemployment" at 33%, whereas the sector average for this group is 13.2%. Furthermore, 74% of Black postgraduate students were "in work" compared to only 50% of British Chinese students.

Across all levels and modes White graduates (72%) and graduates of Mixed Ethnicity (67%) had the highest levels of employment, and this was evident at undergraduate level in particular with 71% of White graduates and 66% of Mixed Ethnicity graduates in employment.

### **Graduate Employment**

In terms of graduate employment rates, for academic year 2010/11 62% of BME students and 65% of White students entered graduate level employment. Within the BME group, Black graduates for a second year running had the highest graduate employment of all of the ethnic groups (74%). This figure also exceeded the graduate employment rate for White students of 65%, and was above the University average of 65%. Furthermore, Black students at Sheffield Hallam also had a higher graduate employment rate than the sector average for that ethnic group which was 31.3%, which represents a 42.7% point difference.

Graduates of mixed ethnicity had the second highest graduate employment rate (68%) within the BME group and also exceeded that of White graduates, the University and sector averages being 65% and 36.5 % respectively. British Chinese students had the lowest graduate employment rate of all ethnic groups at 47%. This is 18% points below the Sheffield Hallam University average, but 12.4% points higher than the sector average for this ethnic group.

## **Gender**

### **Attainment**

In 2011/12 in terms of first degree attainment across all modes, female students continued to outperform male students in terms of the percentage of first class degrees obtained. Women received 17% of the first class degrees awarded and male students 14%. In relation to the percentage of 2:1 degrees awarded across all modes, a slightly higher proportion of women (49%) were awarded 2:1 degrees compared to male students (47%). Male students received a higher percentage of 2:2 degrees. The same trends in terms of gender and attainment can also be seen with regard to students on full-time sandwich undergraduate courses.

However, with respect to those studying on part-time undergraduate courses this general trend was reversed with men being awarded a lower percentage of 2:2 degrees and a higher number of 2:1 degrees compared to women. With respect to the percentage of third class degrees awarded to students on full-time sandwich undergraduate courses, male students were awarded a higher proportion but this position did not continue at part-time undergraduate level with men and women receiving an equal number of third class degrees (6%).

At sector level in 2010/11, women studying at a higher education institution in England received a slightly lower proportion of first class degrees (15%) than men (15.8%). However, female students did receive a higher percentage of 2:1 degrees (50.7%) in comparison to 44.9% awarded to male students. Furthermore, male students received a higher proportion of 2:2 and third class degrees, and these positions reflect patterns of attainment at Sheffield Hallam.

## **Employment**

Over the three year period from 2008/9 - 2010/11 female students were more likely to be "in work" than male students, and they were also less likely to be unemployed. In 2011/12, 2380 female graduates were "in work" in comparison to 1649 male graduates. Female students (279) were also more likely to be in further study than male students (200). Figures relating to unemployment also show that a slightly higher number of male graduates (349) compared to female graduates (322) were unemployed.

## **Graduate Employment**

The percentage of all undergraduates gaining graduate level employment between 2008/09 - 2010/11 has dropped from 68% to 65%, and in 2010/11 approximately 35% of leavers were in work that is not deemed to be at graduate level. This is an increase of 3% points over a three year period from 32% in 2008/09.

In 2010/11 across all courses male graduates had a graduate employment rate of 66% compared to that of female graduates which was 65%. In comparing the sector averages for graduate employment by gender, the average graduate employment rate for women was 24.9% points lower than the Sheffield Hallam average at 40.1%. The sector average for male graduates was 24% points lower than the Sheffield Hallam average at 42%.

# Staff

## Demographic Profile

In November 2012, 4,676 staff worked for Sheffield Hallam University. Of these 2,357 were academic staff, and 2,319 were professional and support staff. With regard to staff type, 851 staff were Associate Lecturers, 1,798 were Administrative, Professional and Clerical (AP&C) staff, 15 were members of the University Executive, 142 were Research staff, 340 were Support (Manual) staff, 1,364 were Teaching staff and 166 were Technical staff.

The largest staff group at Sheffield Hallam was the s Administrative, Professional and Clerical staff group which constituted 38% of all staff. Staff within the research staff group represented the smallest academic group.

## Age

The majority of staff at Sheffield Hallam University fall within the 45-49 age group (55%), and the overall profile of staff by age group shows that academic staff are on average older than professional and support staff. At sector level the majority of UK higher education staff were located within the 41-45 and 46-50 years age groups, 13.4% and 13.3% respectively.

Of the total staff population those aged between 16-20 years and those aged 65 years and over are the least likely to be represented within the professional and support staff group. Furthermore, in terms of academic staff, the largest age group represented within this staff group is the 40-49 years age group.

## Disability

3% of Sheffield Hallam staff declared that they had a disability, and for 7% of staff there was a return of disability unknown. At sector level 96.8% of higher education staff declared that they had did not have a disability and 3.2% of staff declared that they had a disability.

Across the majority of staff groups between 1% - 7% of staff have a declared disability. The staff group with the smallest proportion of staff with a declared disability is the manual support staff group.

A small percentage of the University Executive Group declared that they had a disability, and 5% of associate lecturers.

## Ethnicity

In November 2012, 6% of Sheffield Hallam University staff have declared that they are from a BME (Black and Minority Ethnic) background. This figure is 11% points below the census figure for the Sheffield City BME population in 2010 which was 17%, and 8% points below the UK census figure for 2011 which was 14%. At sector level in



2010/11, 92.8% of UK higher education staff were White and 7.2% were from a BME background.

In terms of ethnic group, 3% of BME staff at Sheffield Hallam were from an Asian ethnic background, 1% were from a Black background, 1% from a Chinese background and 1% from a mixed ethnic background.

92% of academic staff were from a White ethnic background and 96% of professional and support staff. This compares to 8% of academic staff who were from a BME background and 4% of professional and support staff. The largest proportion of BME staff were located within research roles, where 8% of staff are Asian and 5% are Chinese.

There is only one staff group within which all members are White, the University Executive.

## **Gender**

The majority of staff at Sheffield Hallam were female 2,716 (58%) compared to 1,960 (42%) of staff who were male. At sector level in 2010/11 53% of all higher education staff were female compared to 46.3% who were male.

At Sheffield Hallam in terms of staff group, 50% of academics were female, whereas 67% of the professional and support staff were female.

Within the professional and support staff group 72% of Administrative, Professional and Clerical staff were female in comparison to only 13% of the University Executive Group. However, men dominated the technical staff group (79%) and men have the highest representation within the University Executive (87%).

## Recruitment metrics by protected characteristic

### Age

In 2011/12 the majority of applications for Sheffield Hallam vacancies were received from those aged 20-29 years; however, figures for 2011/12 are lower than in 2010/11 as there was an increase in applications from those in the 30-39 age group. Over the period of 2008/9 - 2011/12 more than half of all applicants aged over 60 years applied for teaching vacancies. The majority of applications for all age groups were for Administrative, Professional and Clerical vacancies.

The majority of those shortlisted for Sheffield Hallam vacancies in 2011/12 were aged 30-39 years. The majority of shortlisted candidates applied for Administrative, Professional and Clerical vacancies. In relation to those who were appointed to Sheffield Hallam posts in 2011/12 the majority were aged 30-39 years (34%), and of those aged between 20-39 years, a large majority were appointed to Administrative, Professional and Clerical vacancies. Those aged between 40-59 years were most likely to be appointed to teaching posts.

### Disability

Applicants who declare a disability are more likely to apply for Administrative, Professional and Clerical vacancies as opposed to teaching vacancies, and the report suggests that there continues to be an even spread of applications across all grades for those applicants who declare a disability. In 2006 the University introduced the Two Ticks policy and this has had an impact on the numbers of shortlisted applicants who have declared a disability and met all of the essential criteria of the person specification. The Two Ticks policy has been in place for the duration of the analysis timeline.

In 2011/12 93% of all applicants to Sheffield Hallam University did not have a declared disability, compared to 5% who did declare that they had a disability. In the same year the disability status of 2% of applicants who applied to Sheffield Hallam was unknown. Regardless of disability status, most applications were made for Administrative, Professional and Clerical posts, with 59% of applications made by applicants who did not declare a disability compared to 66% of applications made by disabled applicants. The proportion of applications for teaching vacancies from disabled applicants and those who did not declare a disability increased in 2011/12 - 6% of disabled applicants were shortlisted for Sheffield Hallam vacancies compared to 91% of those who did not declare that they had a disability. In terms of those appointed to Sheffield Hallam posts, 4% had a disability and 90% did not have a disability. The majority of disabled appointees received Administrative, Professional and Clerical posts. The proportion of appointments to teaching vacancies for those who declared that they did have a disability decreased in 2011/12 from 29% in 2010/11 to 19% in 2011/12.

## **Ethnicity**

In 2011/12 18% of all applications were from BME applicants, compared to 78% of applications received by White applicants. The largest amount of applications for Administrative, Professional and Clerical vacancies were from White applicants (62%). However, a larger proportion of applications from BME applicants compared to White applicants, were received for teaching vacancies.

In 2011/12 85% of White applicants were shortlisted for Sheffield Hallam posts, compared to 11% of BME applicants. The majority of White applicants were shortlisted for Administrative, Professional and Clerical posts (64%) compared to 40% of BME applicants. A greater proportion of BME applicants were shortlisted for Manual support posts, and a greater percentage of BME applicants compared to White applicants were shortlisted for teaching posts.

With respect to appointments, a greater proportion of White applicants were appointed in 2011/2 than in any of the previous years (86%); BME applicants represented 8% of appointments.

In absolute terms, the number of appointees from BME backgrounds grew from 37 in 2008/9 to 49 in 2011/2, a 32% increase. The number of White appointees increased by 56% in the same period.

## **Gender**

In 2011/12, 53 % of all applications received were from female applicants, and 47% from male applicants. This represents a 3% point reduction from the 2008/9 figure of 59%. In the same year 62% of all applications for Administrative, Professional and Clerical vacancies were from female applicants compared to only 38% from male applicants. This is in contrast to applications received for technical vacancies, where 68% of applications were from men and on 31% from women. Overall, male applicants were more likely to apply for research, teaching or technical positions.

Over half of shortlisted candidates were female, 58% in 2011/12. This was particularly evident within the Administrative, Professional and Clerical staff group where the number of women shortlisted was double that of men over the four year period from 2008/9-2011/12. The greatest proportion of shortlisted candidates for research, teaching and technical vacancies in 2011/12 were men.

The Administrative, Professional and Clerical staff group is the only area where a larger proportion of women were appointed in 2011/12, and the smallest gap in relation to appointments by gender is seen within teaching appointments.

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