Sheffield Hallam University
Knowledge Applied

Equality, Diversity and Inclusion (EDI) Annual Report 2019/20

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Contents

Reflections on 2019/20

As the Institutional lead for Equality, Diversity and Inclusion (EDI) at Sheffield Hallam University, I am pleased to introduce the 2019-20 Report. This account provides an overview of the work undertaken, a review of our Institutional performance over the last year and examines our aspirations and ambition for further work.

It is a large and complex agenda and there remains a lot of work still to do.

Whilst EDI has long been regarded as an important characteristic at Hallam, it has historically been segregated into student and staff as separate entities. In 2019, the approach was brought together so that there is now a combined plan of work that brings together students and staff under one direction. This act alone has been a large undertaking, as in re-designing the approach, we have started to implement a structure which supports the belief that EDI is everybody's responsibility and which must benefit from an all-inclusive profile. A key tenet of our ambition is that EDI becomes a clear commitment, shared by everyone at Hallam; that we have a diverse population with an inclusive environment that values every individual.

Appreciable strides have been made towards Hallam having a stronger, more visible EDI leadership structure and this heralds improvements across the full breadth of the EDI agenda whilst also delving more deeply in some areas. In the past year, we have refreshed our EDI governance processes to ensure that all aspects have closer oversight whilst also creating broader reach. We are committed to increasing the diversity of our staff, students, board, stakeholders and supporters.

We respect the individuality of each member of our Hallam community and we are committed to a place of work and study free of any kind of discrimination based on age, colour, disability, gender identity and expression, national or ethnic origin, race, religion, sex or sexual orientation.

Respect, inclusion and opportunity for people of all backgrounds, lifestyles and perspectives fosters a richness of ideas to drive forward our ambition of Transforming Lives.

Across the world, 2020 will be a year that is long remembered for its disruption, difficulty and for many, desolation. Whilst this 2019-20 report tells the story of progress and performance in many areas, it also tells the story of a global pandemic, the effects of which are continuing to be felt currently. As a University, we are keenly aware of the disproportionate impact of Covid-19 on marginalised communities, ethnic minorities and lower socio-economic groups and we are committed to embedding practice which addresses inequality for these, and other, groups.

2020 also bore witness to the murder of George Floyd in the US and the further international rise of the Black Lives Matter movement. Murderous attacks were also perpetrated in the UK on LGBT+ communities. Reports of domestic violence have surged. The pressure on women to manage work and home life has intensified and stress, anxiety and depression levels have soared under COVID-19 restrictions.

Our commitment to EDI has never been stronger, and we will be actively addressing widening inequality that has emerged this year in our plans.

Dr Sally Jackson
Chief People Officer

Our Values – the foundation for EDI at Sheffield Hallam University

Ambition	We believe that everyone can make an impact and our role is to encourage and inspire each individual to be the best they can be.
Collaboration	We nurture a supportive culture where working together is a part of everyday learning and problem-solving.
Inclusion	We speak up for equality and diversity so that every single person can feel they belong in our community.
Innovation	We encourage curious minds and creative solutions which can bring positive change in real-world settings.
Integrity	We cultivate an environment of openness, authenticity and compassion where everyone can thrive.

Equality, Diversity and Inclusion at Sheffield Hallam University 'Explained'

Positioning EDI as a strategic priority and leveraging the value of diversity, is critical to attracting and retaining talent, fostering creativity and building a workplace where everyone can thrive. The University has worked hard to prioritise the various tenets of EDI and has achieved this by placing EDI at the very heart of its planning and decision-making processes.
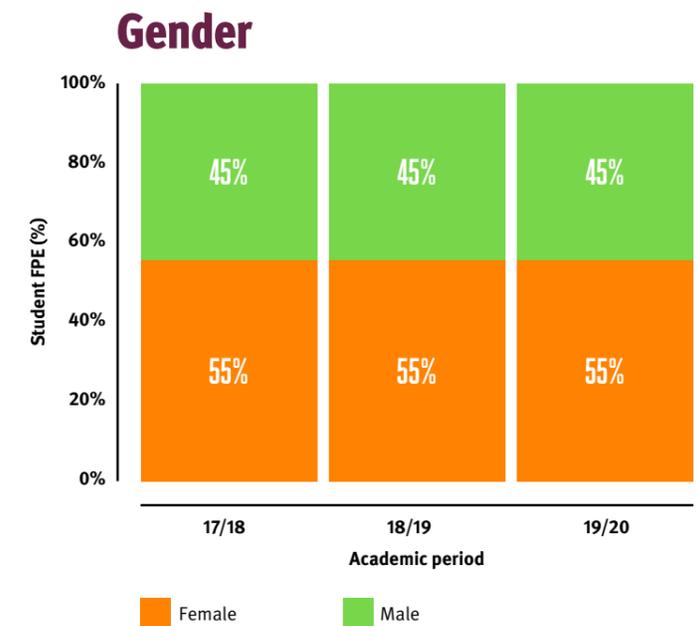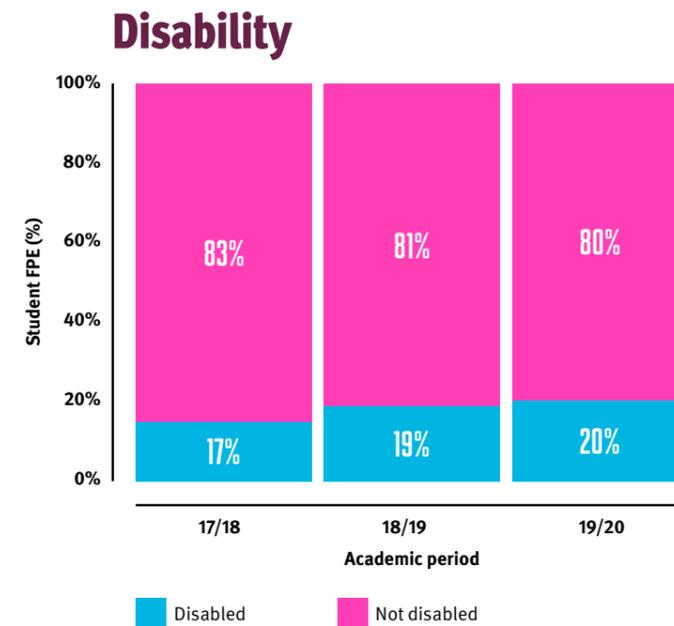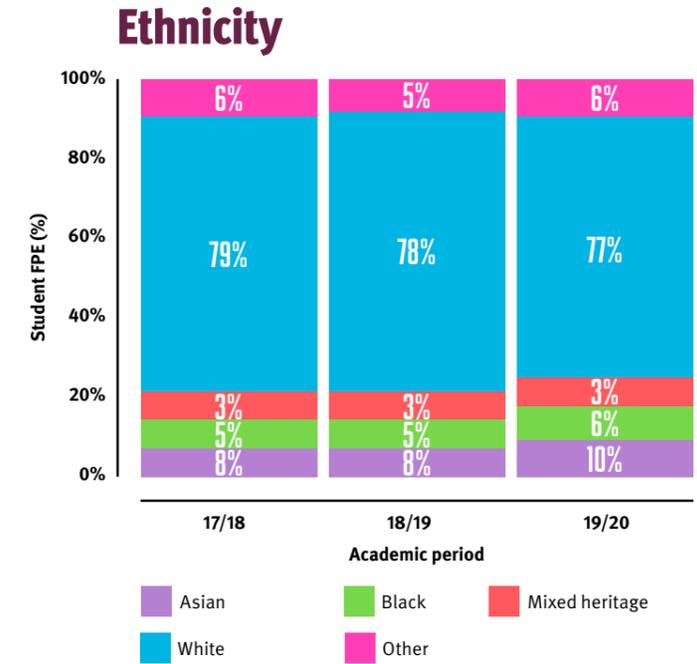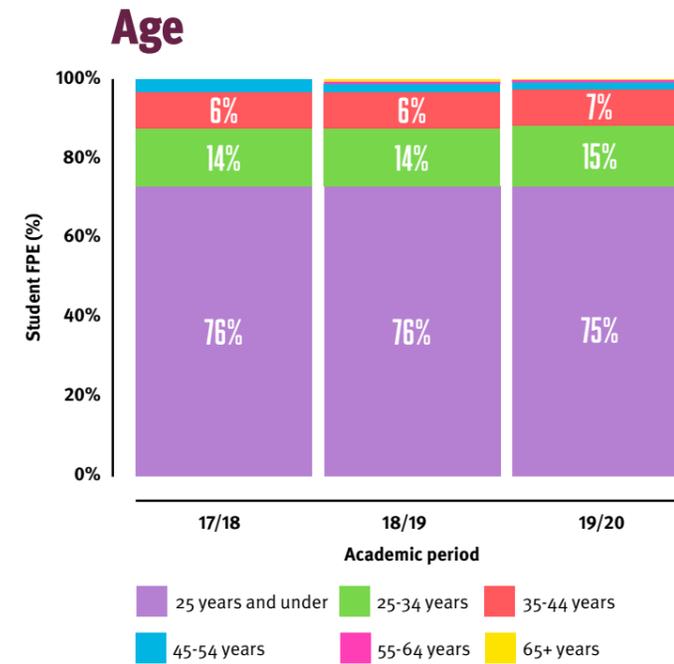
Equality means achieving fair and equitable outcomes for our staff and our students; acknowledging the 'lived' experience of individuals and groups and responding to need. The principles applied to treating people fairly, also extend way beyond compliance and those with protected characteristics.

Diversity is empowering people by respecting and valuing what makes them different, in terms of background, education, nationality, generation, age, working patterns, religion or belief, sexual orientation, gender identity, ability, skills and any other characteristic (protected or otherwise). At Sheffield Hallam the rich dimensions of diversity are explored and celebrated in order to generate new ideas, to encourage innovation and to improve decision making.

Inclusion is making sure everyone is taken into account. What this means is being able to engage different perspectives and creating work and learning environments where everyone feels valued. It is also implicit, which means we build inclusion into all we do and is thus a mindset as well as a value and a behaviour.

Our Student Profile: 2017–2020

Headcount: 30,962

Age

Student FPE (%) vs Academic period (17/18, 18/19, 19/20)

	17/18	18/19	19/20
25 years and under	76%	76%	75%
25-34 years	14%	14%	15%
35-44 years	6%	6%	7%

Legend: 25 years and under, 25-34 years, 35-44 years, 45-54 years, 55-64 years, 65+ years

Ethnicity

Student FPE (%) vs Academic period (17/18, 18/19, 19/20)

	17/18	18/19	19/20
Other	6%	5%	6%
White	79%	78%	77%
Mixed heritage	3%	3%	3%
Black	5%	5%	6%
Asian	8%	8%	10%

Legend: Asian, Black, Mixed heritage, White, Other

Disability

Student FPE (%) vs Academic period (17/18, 18/19, 19/20)

	17/18	18/19	19/20
Not disabled	83%	81%	80%
Disabled	17%	19%	20%

Legend: Disabled, Not disabled

Gender

Student FPE (%) vs Academic period (17/18, 18/19, 19/20)

	17/18	18/19	19/20
Male	45%	45%	45%
Female	55%	55%	55%

Legend: Female, Male

Our Staff Profile: 2019–2020

Headcount: 4,649

Age

Y-axis: Student FPE (%), 0% to 100%

- 4% (Not known, yellow)
- 20% (55-64 years, pink)
- 27% (45-54 years, blue)
- 28% (35-44 years, red)
- 17% (25-34 years, green)
- 9% (25 years and under, purple)

19/20
Academic period

Legend:
- 25 years and under
- 25-34 years
- 35-44 years
- 45-54 years
- 55-64 years
- 65+ years

Ethnicity

Y-axis: Student FPE (%), 0% to 100%

- 2% (Not known, yellow)
- 2% (Other, pink)
- 85% (White, blue)
- 2% (Mixed heritage, red)
- 2% (Black, green)
- 4% (Asian, purple)

19/20
Academic period

Legend:
- Asian
- Black
- Mixed heritage
- White
- Other
- Not known

Disability

- Disabled 6%
- Not disabled 94%

Gender

- Female 43%
- Male 57%

Sexuality

- Heterosexual 58%
- LGBT+ 4%
- Not known 38%
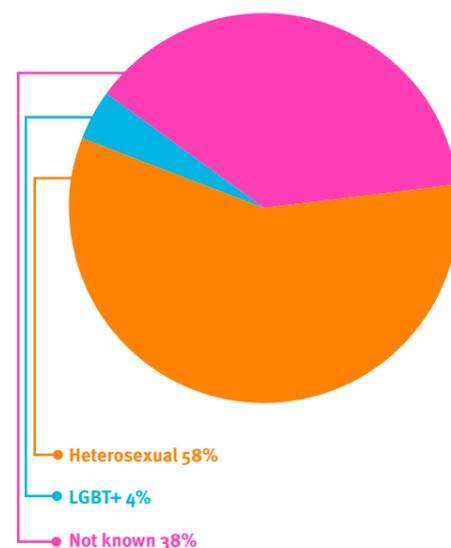
Equality, Diversity and Inclusion – 'Our Journey Begins'

The purpose of this report is to provide a detailed account of how the University has progressed its equality agenda for both staff and students during the preceding academic year, which ended on 31 July 2020.

The report begins with an overview of our purpose and structure and this is included to explain the delivery of EDI under the current and now established Chief People Officer portfolio. The alignment of staff and student EDI is a new arrangement following the implementation of the Professional Services Operating Model in October 2019 (PSOM), and this is the first time for the EDI annual report to be presented in this way.

The University's 2017-2020 Equality Objectives* provide a logical framework from which to report many of the activities the University has undertaken to promote a culture of fairness and equality, and a positive environment in which to work and study.

Objective 1: Ensure an inclusive, accessible and open working and learning environment for all staff and students,

Objective 2: Bring about a step change in race diversity and equality,

Objective 3: Continue to eradicate gender disparities.

*Equality Objectives to be renewed from July 2021.

This year the extraordinary events of 2019/20 are included in the narrative to illustrate their significance in the planning and delivery of EDI for now and for the future. Key achievements as well as challenges are also highlighted to demonstrate progress, the influence of wider political and societal factors and the increasing prevalence of EDI within the University.

Structure and Delivery of Equality, Diversity and Inclusion

The Professional Services Operating Model (PSOM) established a new level of strategic and operational accountability for staff and student EDI; and revised the delivery model for both areas.

Overall accountability for staff and student EDI now sits with the University's Chief People Officer who is also the institution's lead for EDI. The Director for HR and Organisational Development (HR&OD) and the Director for Academic Development and Diversity (AD&D)*provide oversight for staff and student EDI respectively and together make up the Chief People Officer Portfolio.

*Academic Development and Diversity team established following Academic Operating Project

The alignment of staff and student EDI represents a decisive change to the planning, decision making and prioritisation of EDI. The changes have aided the development of a stronger foundation from which to achieve the University's strategic ambitions for EDI, and more importantly, allow for the multi-dimensional relationship that exists between staff and student EDI to be explored in greater detail.

Governance for Equality, Diversity and Inclusion

Over the past twelve months resources have been invested to secure a new, and enhanced formal governance structure for EDI. Chaired by the CPO, the Equality, Diversity and Inclusion Committee (EDIC) is accountable to University Leadership Team (ULT) and the Board of Governors and provides critical oversight for all aspects of staff and student EDI. Membership includes staff members, the University Chaplaincy, representatives of the Staff EDI Networks and Trade Unions.

Steering Groups for Race, Gender, Disability and LGBT+ have also been established to facilitate scrutiny and positive challenge. Engaged as critical friends, each Steering Group is chaired by a senior leader who is responsible for ensuring full and fruitful consideration of the issues most pertinent to the group.

All of the steering groups are accountable to the University's EDI Committee and all have a role in ensuring productive and open discussions about EDI. The University also liaises with the Trade Unions and the University's Students Union and all groups have representation on the EDI Committee and the now established EDI Steering Groups.

Leadership of Equality, Diversity and Inclusion

Visible leadership is recognised as essential to advancing the EDI agenda for both staff and students and it is on this basis the University Leadership Team Inclusion Champion role was established.

ULT Inclusion Champions have successfully raised the profile of staff and student EDI across the University and provide a strategic steer for pending charter mark submissions for Disability, Gender, LGBT+ and Race. Each ULT Inclusion Champion is accountable for an EDI theme* and all have played an important role in engaging business areas, peers and staff members in conversations about the value of inclusion to both staff and students.

The role of ULT Inclusion Champion is a positive development and demonstrates one of the ways the University is engaging with its stakeholders, particularly senior leaders, to foster ownership and accountability for EDI.

Race; Gender; Disability; LGBT+; Wellbeing; Parents and Carers; Religion/Faith

Our Partners

EDI Networks

Receive an annual budget to support their activities and meet regularly with University colleagues to exchange information and aid decision making and planning.

EDI networks are essential to an inclusive workplace and provide a safe platform for staff to connect and debate key issues. This year staff networks have continued to establish a presence and have received increased support from the HROD team. Work will continue to strengthen the role of the networks and going forward each will be supported in establishing a set of strategic aims. We will also be inviting Chairs to help shape and sign up to a universal Terms of Reference, which will guide future ways of working and reinforce the importance of working collaboratively on EDI.

The five SHU EDI Networks are:

Genders Network

The Network's mission is to create an environment to facilitate communication, debate and research across and beyond the University and drive positive change. The genders network is open to both staff and students and invites participation and contribution from individuals across the gender spectrum.

Hallam LGBT+ staff network

Aims to drive positive change and to create and promote a safe, supportive environment for LGBT+ communities at the University.

The Hallam Race Network (HRN)

The Hallam Race Network (HRN) offers a platform for innovative discussion and debate on Race in relation to wellbeing, navigating HE environment, service design, service provision and practice and is attended by both staff and students.

Parent and Carer network

Aims to support parents and carers to maximise their potential at Sheffield Hallam University, to drive positive change and support the University to recognise and benefit from the talent this group has.

SHU Spark Staff Disability Network

The Network's mission is to support the University in becoming a sector leading employer for disabled people by informing and advising at all levels of practice and policy development using the principles of the social model of disability.

AdvanceHE

AdvanceHE enables the advancement of equality within the sector through its Charter Marks and development programmes which are designed to support BAME and female leadership pipelines. We utilise our relationship with AdvanceHE to enhance our approach to leadership and to support the work   currently underway to maintain Athena SWAN and to achieve the Race Equality Charter (REC).

Making EDI Accessible

EDI intranet site

A necessary step to making EDI more accessible and embedded into the University culture, has been to ensure that its presence on the intranet is accurate, relevant and clear.

The EDI intranet pages have been 're-created' to meet the immediate needs of staff. The user experience has been core to both the design and configuration of the pages and allows a person to see and access a range of resources for each of the protected characteristics, as defined in the Equalities Act 2010. The embedded 'contact' email also enables the EDI Team to gather data around its interactions and streamline the experience for staff by being able to offer assistance as quickly as possible.

Another important feature is the recently launched 'Cultural Calendar' which has been developed to raise awareness and to celebrate cultural diversity at Sheffield Hallam University. Each month key religious/cultural events are shared via the University's main communication channels and essentially demonstrates the University's commitment to welcoming staff and students of all cultural backgrounds. The Calendar is also our way of acknowledging the importance of inclusion and that we are One community.

Inclusive Hallam Series

Seeks to support open discussions about the lived experience of protected groups and includes 'Let's Get Comfortable Talking about Race', a three part series of events arranged following the murder of George Floyd earlier this year. Pitched as a safe space, and themed to reflect the importance of intersectionality, these regular large-scale events will launch this Autumn to illustrate how prejudice affects real lives. Each event will be designed to support a healthy exchange of ideas as well as a new way of learning about EDI.

The Inclusive Hallam Series is an opportunity to promote action and aims to remove some of the nervousness that so often surrounds EDI. The events are an opportunity for true reflection and discourse and will feature guest speakers who will speak candidly about their experiences in order to raise awareness and understanding of the issues affecting all protected groups. The events will also encompass a broad range of EDI topics and will consolidate the University's societal and civic role in giving a voice to the issues and challenges affecting communities today.

Inclusive Recruitment

Inclusive Recruitment is a further example of collaborative working and how the EDI and Recruitment Teams are working together to consider how we embed inclusion into the recruitment journey. The project's scope ranges from employer branding, through to interview, on-boarding and exit and will provide a robust foundation of updated training, communication, new guidance and policy to facilitate a positive shift towards inclusive recruitment practices. We are also embedding diversity in our panels, both for recruitment and promotions ensuring supporting processes encourage a diversity of candidates.

Athena Swan

The University has held an Institutional Athena Swan Bronze award since 2010 and currently three University departments hold a Departmental Athena Swan award, two at Bronze (Psychology, Sociology and Politics and Engineering and Maths) and one at Silver (Biosciences and Chemistry).

The University has a long-term aspiration to achieve Institutional Athena Swan Silver and work is currently underway to improve the processes around our gender equality work. The Departmental Athena Swan Champions Network has also been relaunched to share best practice and explore both the challenges and opportunities.
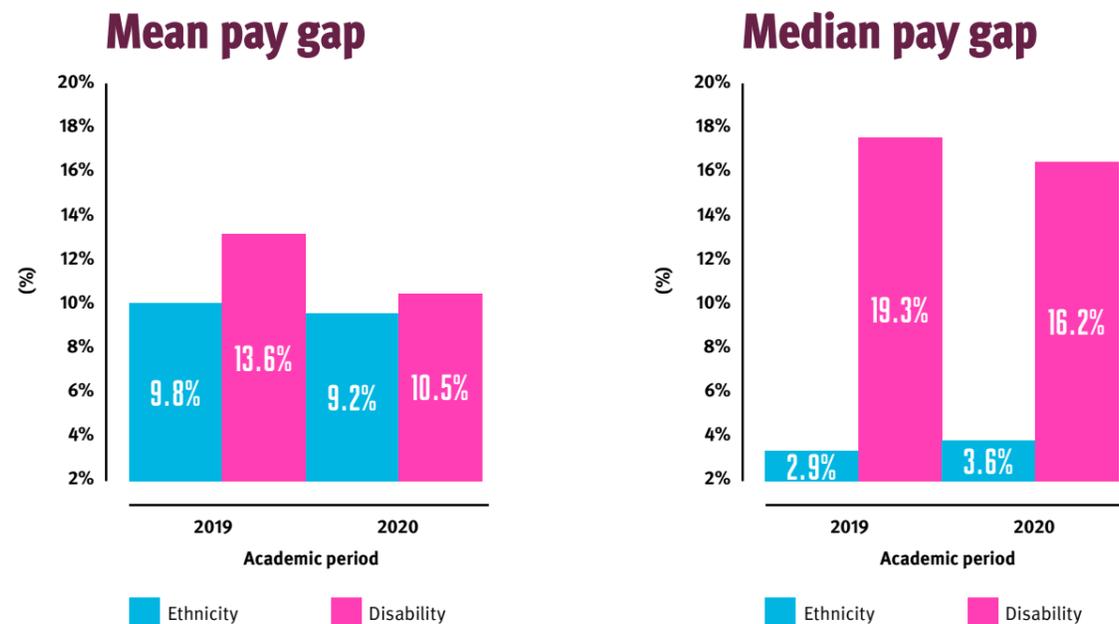
Eradicating the Pay Gap

Gender Pay Gap

The University has undertaken regular pay audits since 2017. The (mean) gender pay gap has reduced from 13.3% to 9.8% over the last 4 years. The median gender pay gap has also reduced in the same period from 16.2% to 13.7%. The results illustrate an improving situation and one that compares favourably against the higher education sector (15.5% across the HE sector for 2018/19 - UCEA June 2020).

9.8%
2020 Mean
Gender Pay Gap

13.7%
2020 Median
Gender Pay Gap

The trajectory of the gender pay gap is positive and the ambition is to strengthen the approach. This includes ensuring staff are engaged as key stakeholders in the development and implementation of targeted interventions to reduce the gender pay gap. We also recognise the existence of two key issues affecting the University's overall gender pay gap: a) females disproportionately represented in the lowest pay quartile and b) under representation of females in senior academic roles (Grade 9 and above) which is an area directly addressed in the University's Athena SWAN Action Plan.

Disabilty, Ethnicity and LGBT+ Pay Gap

Analysis of the disability and ethnicity pay gaps have been undertaken ahead of any regulatory requirements in order to increase transparency around diversity and inclusion. The aim is to also report on the LGBT+ pay gap from 2021.

Mean pay gap

Academic period	Ethnicity	Disability
2019	9.8%	13.6%
2020	9.2%	10.5%

Median pay gap

Academic period	Ethnicity	Disability
2019	2.9%	19.3%
2020	3.6%	16.2%

#BlackLives (Have Always) Mattered

A legacy of hope

The murder of George Perry Floyd Jr, an unarmed African-American man prompted a global response. People from all walks of life took to the streets to protest against police brutality and racism. His death and that of countless of others, ignited discussions and an awakening about the devastating effects of racial prejudice, and forced organisations across the world to review the action they have taken to combat racism.

Sheffield Hallam University is proud of its work with local communities and the work currently underway to improve the region's prospects. Our Values reflect our commitment to creating a rich and vibrant community of educators and learners; and we will continue to work with students and staff to build an inclusive culture. We will also continue to challenge ourselves to be bolder and braver – standing up for social justice and equality for all.

Let's Get Comfortable...

A statement of support and solidarity from the Executive for the #Black Lives Matter movement was communicated to staff and students and sparked a series of conversations titled 'Let's Get Comfortable Talking about Race'. The large scale events were delivered as part of the Inclusive Hallam Series and were well attended by both students and staff. The events centred upon the brave and honest experience of BAME participants and were designed to raise awareness and to support an open debate about the very real trauma that racism creates.

Leading into the Future

Is a BAME leadership talent programme designed to nurture the potential of aspiring BAME leaders. The 'pilot' programme will launch from the Autumn and is a first step in building a BAME leadership talent pipeline. Modular in design the programme explores the mindset and skills needed to lead successfully and centres upon the power of emotional intelligence and its role in influencing and engaging others. Following its evaluation, 'lessons learnt' will inform next steps including future leadership and management interventions for staff belonging to each of the protected characteristics.

Moving beyond the

#BlackLivesMatter has emphasised that this work is more vital than ever. Awareness raising events and workshops, inclusive recruitment and the improvement of formal and informal support structures to better address racism and all forms of discrimination, are all examples of how the University is delivering on its ambition to foster a culture which supports staff and students of all backgrounds to thrive.

The work now underway to achieve the Race Equality Charter (REC) is also testament of our commitment to achieve beyond legal compliance and do the right thing. For our students this means improving attainment and creating a learning environment which fosters innovation and a real sense of belonging. For our staff, it is about fostering respect and securing equity in terms of career progression, reward and development.

Disability 'Confident'

Next year the University will seek to achieve Disability Confident Leader status. The award enables the University to act as a champion for Disability Confident and demonstrates that we are leading the way in respect of supporting disabled students and staff.

Future priorities include updating of University polices and guidance, and this includes a new disability leave policy that allows staff to take paid leave for treatments relating to a disability. Also in the pipeline is a review of reasonable adjustments and accessibility requests.

LGBT+ Reasons to be Proud of the Progress at Sheffield Hallam University

Over the coming year, work will begin in earnest to submit to the Stonewall Workplace Equality Index (WEI). A draft LGBT+ action plan will be presented to the LGBT+ Steering Group, who are responsible for providing this programme of work with a clear, strategic steer. The action plan will draw on the positive work already underway and will seek to consolidate our achievements to date. The aim is for the submission to be presented in 2022 .

A task and finish group will be established to review the Allies Network which was established in October 2017. The group will focus primarily on understanding the needs and views of LGBT+ staff and students, and will use the intelligence gathered to formulate new priorities and objectives.

Transgender Awareness as well as being a highly emotive and political topic, is also highlighted as an important area for development.

Over the next few months, workshops will be rolled out to address the impact of misgendering, misinformation and stereotyping. The workshops will also equip all staff with an understanding of the issues faced by both Transgender staff and students and will begin to convey how the University is working with LGBT+ groups to give this community a voice.

Responding to a Global Pandemic – Covid 19

Covid-19 has changed the working and personal lives of people around the world, with certain groups identified as being classified as disproportionately impacted.

Covid -19 has intensified many of the inequalities that exist across society today. For younger people, minoritised groups, people with disabilities as well as members of the LGBT+ community, the emotional detriment that inequality creates has increased hugely because of the pandemic.

As thousands of staff and students have had to adapt to a 'new normal' of digitally-based engagement for work and study, we've ensured that people have remained at the heart of our response to this unprecedented crisis. Enshrining inclusivity into the University's response has ensured that students and staff have been supported throughout, particularly when movement, contact and interaction have been severely restricted.

The University has worked hard to expand its understanding of the relationship between EDI and wellbeing and will continue to work with partners to foster a sense of belonging amongst students and staff. The University will also continue to ensure the availability of support to students and staff that identify as belonging to one or more of the protected characteristics, and will work closely with our partners to facilitate this.

Securing Excellence

Access and Participation

The University's ambitious Action and Participation Plan (APP) 2020-2025 was accepted by the Office for Students (OfS) with targets focussing on areas of ethnicity, disability and socio-economic background.

Sample action points of the plan include:

- Create a more inclusive and diverse student body to address the under-representation and disadvantage of specific groups
- Reduce and eradicate differential outcomes
- Recruit, retain and promote more diverse talent
- Further collaborative working between the newly formed APP Delivery Group and the EDIC.

The aims of the APP Delivery Group whose membership includes researchers, academics and practitioners, is to track and monitor progress as well as provide constructive challenge and scrutiny. The group is also a platform for sharing information and practice and is cited as critical in supporting the University in progressing its plans for securing positive student outcomes.

The tasks identified in the Action and Participation Plan (2020-2025) are set as minimum targets – the aim therefore is to exceed these in order to secure good outcomes for students. A further ambition is for interventions to be driven by data gathered about the needs and demands of students and for this intelligence to aid the development of decisions and plans. The establishing of new alliances is also viewed as essential, and the aim here is for these to become a reality through our membership of the Regional Post 18 Education Partnership.

Attainment

The Office for Students (OfS) have identified attainment gaps, in particular the BAME Attainment Gap*, as a priority for the Higher Education sector. The findings of the Universities UK (UUK) and National Union of Students (NUS) report (May 2019) into BAME attainment also concludes that UK Universities must demonstrate their commitment to eliminating the so called BAME 'student attainment gap; and identifies five key steps for Universities to improve BAME student outcomes.

*Measures the % of students who receive a 'good' honours (2:1 or above) when graduating

Sheffield Hallam is proud of its diversity and in partnership with the Students Union has produced a Race Equity Corporate Action Plan (REACP) to prioritise the attainment of BAME student outcomes.

Sample action points of the plan include:

- Establish a University wide forum (Narrowing the Gap) to develop strategies for addressing the degree attainment gap
- Creation of a Race Equity CPD Staff Development Programme which aims to engage staff in creating inclusive learning and teaching environments
- Narrowing the Gap website to raise awareness and share good practice from across the University and the HE sector
- Targeted interventions to increase the awareness of diversity amongst academics

The University is currently in the process of implementing the Hallam Model which has at its core an inclusive approach to curriculum design and delivery. The AD&D service are also continuing to work with several of the groups that come under the Hallam Guild as well as the Hallam Race Network to improve student attainment.

Baselining Attainment

- The attainment gap between BAME and white students (achieving a 'good' honours) reduced by 4% from 19% to 15%
- Percentage of BAME students achieving a 'good' honours increased by 9% to 71% (590 out of 833), reducing the attainment gap to 15%
- Percentage of white students achieving a 'good' honours increased by 5% to 86% (3955 out of 4588)
- Chinese students identified as the best performing group (percentage achieving a 'good' honours increased by 11% to 91%)
- Percentage of Black students achieving a 'good' honours, 61% (110 out of 181); and identified as having the largest attainment gap (25%).

Local level action and response to improving attainment of BAME students

During 2019-20 Colleges have strengthened their governance of inclusive academic practice with the reinvigoration of College Race Equality Forums and \ or affording EDI more prominence. The Degree Awarding Gap is a strategic objective and is implicit to the planning and monitoring of all Teaching and Learning activity across all departments. Regular Race Equality Forums (or equivalent) meetings have also continued to take place at College level.

The following is a summary of local/college level activity:

College of Business, Technology & Engineering (BTE)

- BAME staff employed at Lecturer / Senior Lecturer level. Recruitment process designed to ensure applicants offered a genuine opportunity to demonstrate teaching skills.
- Researched reasons for fewer BAME students engaging with placement activity.
- Staff and students engaged in supporting local schools, charities and employer events, working with a very broad range of current and potential students.
- Development workshops to support all staff applications for progression to Associate Professor / Professor

College of Social Sciences and the Arts (SSA)

- New Departmental EDI lead created and a new EDI group established within Department of Natural & Built Environment
- BAME Principal Lecturers roles in five of the eight departments. All staff encouraged (and supported) to undertake CPD around the BAME agenda (Law & Criminology Dept.)
- BAME Education Group established within Teacher Education Department as well as a BAME Special Interest Group in Department of Art & Design
- Student Assessment Intervention (STAIR) Board – gives BAME students access to discussions with staff about placement setting (Teacher Education Department.)
- Works with external employers to provide positive BAME role models; BAME 'Listening Rooms; to understand lived experience of students of colour; and all departments engaged with the Principles of Success (BAME student leadership programme).

College of Health Wellbeing and Life Sciences (HWLS)

- Successful implementation of minoritised students network groups in Nursing and Midwifery (N&M) and Allied Health Professions (AHP). Award winning group has since expanded to include staff from non-BAME backgrounds to increase awareness and non-discriminatory behaviours - initiative has won a national award.

Research and Innovation

- Over 35% of full-time post-graduate research (PGR) students are non-white
- Contribute to development and operation of the Institute of Physics "Bell Burnell Graduate Scholarships" programme, providing PhD Scholarships to students from poorly represented and marginalised groups
- Worked with the Stuart Hall Foundation to develop a process to provide ring-fenced studentships for BAME applicants for future recruitment rounds

Looking Ahead

Stage One: Fixing the Foundations for EDI – 2020/21

A key focus is to build EDI capabilty amongst our staff and leaders, and continuing to pilot initiatives such as Reverse Mentoring. Training for University Leadership Team (ULT) and an objective reflection about the value of Unconscious Bias training are also recognised as important actions that will enable the development of an inclusive culture.

To engage the 'hearts and minds' of staff, a cohort of staff called the Inclusive Hallam Champions will be established and trained to share information and signpost colleagues to further sources of information. This group will be instrumental in helping wider staff members to understand EDI and will be a useful source of intelligence about the University's cultural climate.

We will continue to actively support our Staff Networks in bringing to the fore the views and lived experience of their members, so that they can continue to inform wider plans about how the University will operate in the future.

The University's Mediation Service will be refreshed to aid better workplace relationships and 'nip in the bud' disputes arising from communication problems, work-related stress and allegations of discrimination. Improving disclosure rates is crucial to understanding our students and staff populations and we will work with wider teams to address any barriers, including the fears individuals may have about revealing specific aspects of their identity.

Following the successful revision of the Equality Impact Assessment (EIA) process, work will now begin to train project leads in its application, so that programmes of work do not present barriers to participation or disadvantage any protected group.

Following the successful piloting of the Leading into the Future programme and increased calls to support the development of a BAME and female leadership pipeline, we will design and implement interventions to improve the diversity of our workforce so that it reflects the profile of our students and the region's communities.

We will leverage the momentum of the Inclusive Hallam Series to raise awareness of the lived experience of disabled and LGBT+ groups; and continue to build on the programme's success to foster further engagement with students and staff. A further aim will be to present Inclusive Hallam to external audiences and establish the University's profile as an institution committed to creating an inclusive environment for work and study.

The definition of AntiSemitism and Islamophobia will also be established in order to combat all manifestations of religious intolerance and more importantly, bring communities together.

A Women in Leadership Conference is planned for 2021 and our commitment to supporting women that are either aspiring or existing leaders will continue through Aurora, Advance HE's leadership development initiative designed to encourage institutions to address the under representation of women in leadership roles. A further aim will be to work with line managers to ensure each delegate is supported to reach their potential and we will continue to canvass delegates to understand how the University can strengthen its approach to building a female talent pipeline.

Work to either achieve/maintain Charter status will need to continue at pace to ensure we succeed in our ambitions to attain the Disability Confident Leader Award and the Race Equality Charter (REC); and from Spring 2021 work will begin to submit to the Stonewall Workplace Equality Index.

EDI Strategy: 2021-2024

A 'resetting' of our EDI Objectives is a vision for a new way of learning and represents a fundamental shift for EDI. Various stakeholders will be engaged to contribute to their development and an EDI Roadshow will be one of the ways that we will use to communicate to staff, our students and partners why EDI matters at Hallam. The EDI webpages will also be updated to reflect our ambitions as well as achievements to prospective students, staff and partners.

Setting Key Performance Indicators (KPIS) that reflect the breadth, depth and ambition of the University's diversity and inclusion agenda will be a vital step this year to providing clarity and demonstrating the value EDI adds to the business.

Stage Two: EDI Everyday

Seeks to create a reality where EDI moves from being a function, to becoming an ethos which is embedded through all our work. This stage is crucial to ensuring our foundations are truly embedded, particularly EDI training, inclusive recruitment and the work currently underway to review our policies and procedures so that they support the development of an inclusive culture. What this stage entails is working hard to monitor the progress and impact of the activities initiated in stage one.

And Finally

The newer, more robust challenges and perspectives from the varied array of stakeholders now engaged with staff and student EDI, are particularly cited as important outcomes for 2019/20. The deeper and perhaps more meaningful engagement with business areas, has also resulted in a richer appreciation of the contribution EDI has in creating a positive staff and student experience.

This year the University has laid the foundations for change and for further improvement. Whilst the University's commitment to eradicating all forms of inequality for both staff and students is neither easy or a quick win, what it has done is establish a renewed sense of purpose and urgency. It has also assisted the University in creating the momentum for change which centres upon the energy and willingness of many rather than just a few – and this will continue over the coming months and years.

The achievements of the past year highlight an important period for EDI and clearly delineate a marked departure from the approach previously adopted. Changes whether planned or emergent, have served to highlight the opportunities and revealed some challenges, and hard truths. The University recognises this as being for the greater good and we will continue to embrace this period as a time of learning and deeper reflection.