

Equality, Diversity and Inclusion (EDI) Annual Report 2020/21





Sheffield
Hallam
University

Contents

Reflections on 2020/21	4
Our Values	5
Equality, Diversity and Inclusion at Sheffield Hallam University	6
Our Student Profile: 2017-2021	7
Our Staff Profile: 2020-2021	8
Equality Objectives	9
Our Partners	10
Equality Objective 1	11-15
Equality Objective 2	16-17
Equality Objective 3	18-19
Looking Ahead	20

Reflections on 2020/21



Hallam is a great University; a wonderful place to work and study. We have dedicated and talented people from diverse backgrounds who desire and aspire to creating and maintaining an inclusive culture; one that provides an environment where all individuals can thrive, knowing themselves to be valued and respected for who they are and the unique gifts they bring.

I am delighted to introduce our 2020-21 EDI report, which reflects a period of renewed focus following a comprehensive review of EDI provision in 2019. For the first time, this brought together student and staff EDI under one direction, creating the conditions for us to bring more ambition and scope into our plans.

At Hallam, we believe that EDI is everybody's responsibility. The work outlined in this report reflects the importance of supporting students and staff with the tools to take ownership of this critical work and to know where support can be found when needed. In 2020-21 we introduced several roles dedicated to developing EDI communities and leadership at Hallam, so that there are multiple touch points throughout the organisation. We also continued to deliver projects targeted at ensuring equality of access, outcome and experience for all our students and staff so that every member of our Hallam community can thrive.

Our future direction will be shaped by the University's Equality Objectives for 2021-24, which are laid out at the end of this report. The objectives were developed in 2021 by a cross-university working group and shaped by a significant period of consultation and engagement, reflecting our Hallam Values of Inclusion and Collaboration. The objectives apply to all protected characteristics and take our commitments in a new direction, with a strong focus on cultural competence, equality, inclusion, place, and safety for all.

The 2020-21 academic year was a period of significant societal upheaval and widening inequality as the Covid-19 pandemic continued to affect people globally. The pandemic compounded existing inequalities and revealed new divisions across the whole of society, in areas as diverse as age, education, gender, race, and social class. The legacy of Covid-19 means we must redouble our efforts to build and sustain an environment where everybody can thrive, where students and staff have skills to work inclusively and where the right support is available for those who need it.

A handwritten signature in black ink that reads "Sally A. Jackson" with a stylized flourish underneath.

Dr Sally Jackson
Chief People Officer and
Pro Vice-Chancellor (Diversity and Inclusion)

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

Positioning EDI as a strategic priority is critical to attracting and retaining talent, fostering creativity and building a workplace where everyone can thrive. The University has worked hard to prioritise EDI and has achieved this by placing it 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.

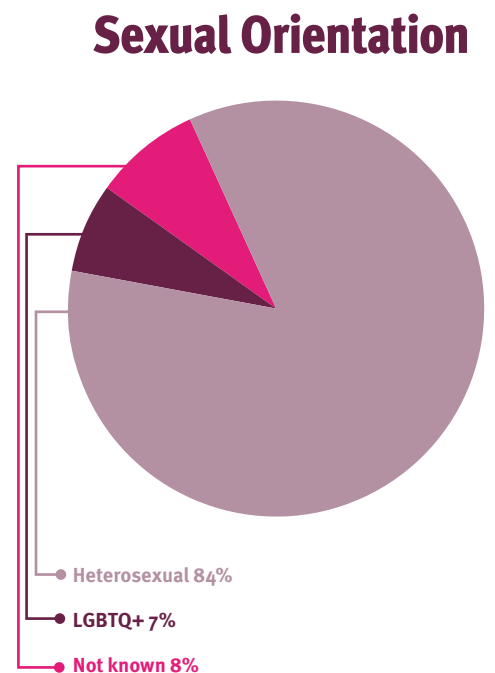
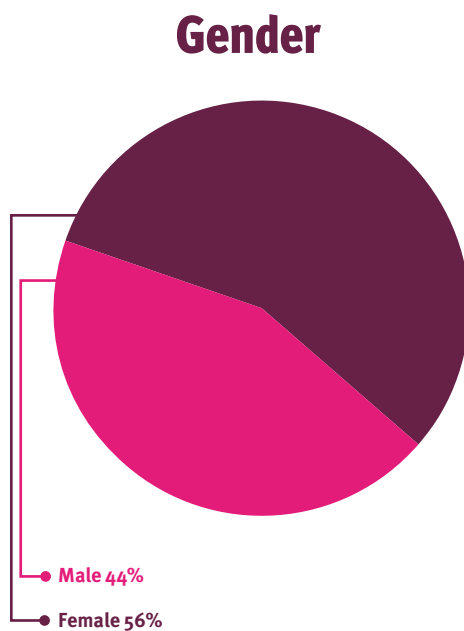
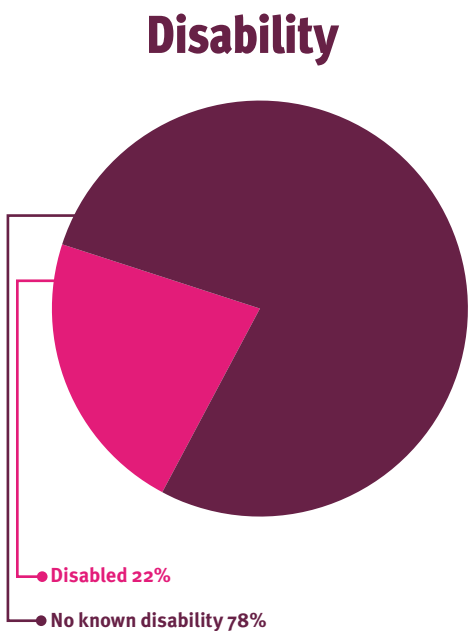
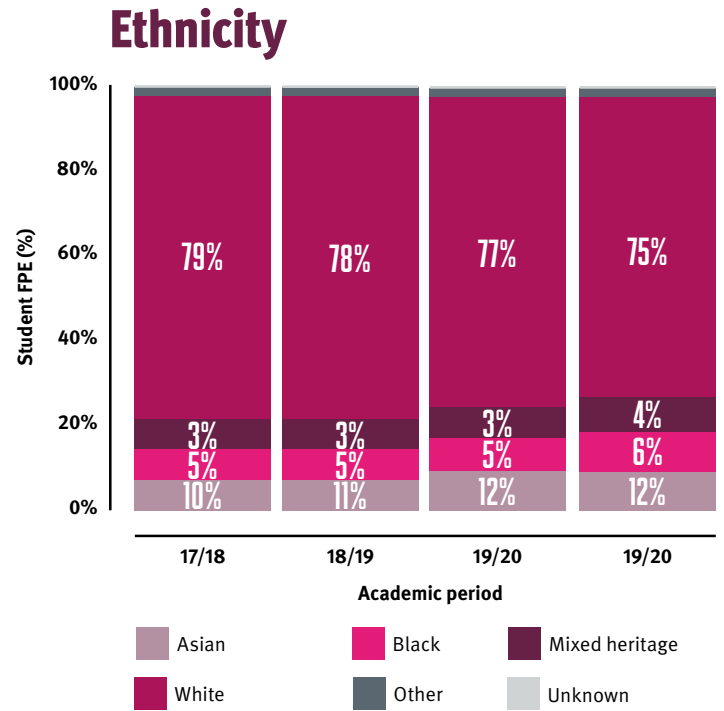
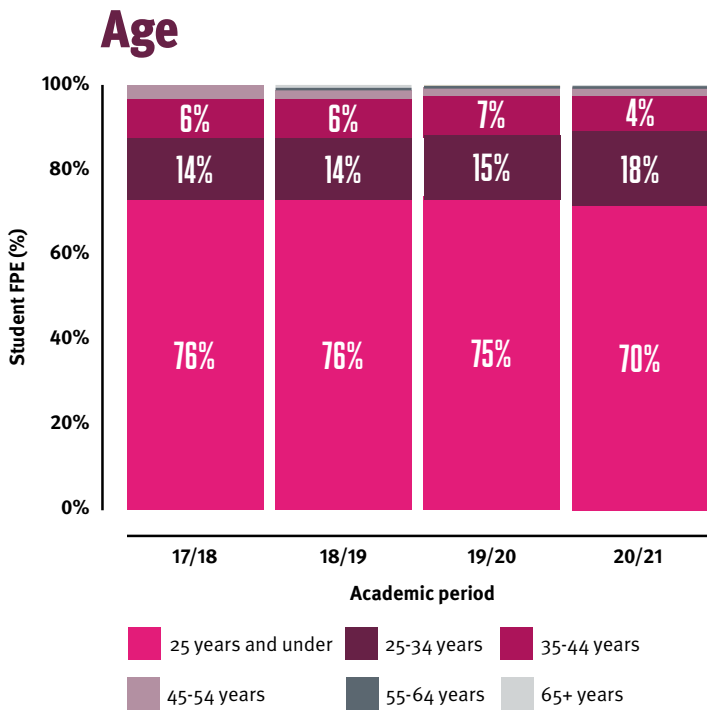
Diversity is empowering people by respecting and valuing what makes them different, in terms of background, education, nationality, generation, age, working patterns, religion or belief, sexual orientation, gender identity, ability, skills and any other characteristic (protected or otherwise). At Sheffield 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: 2017-2021

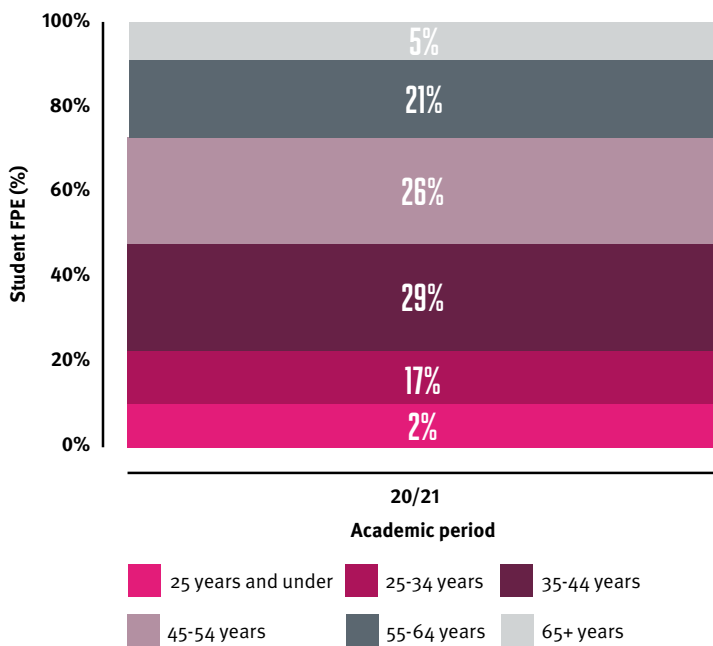
Headcount: 33,268



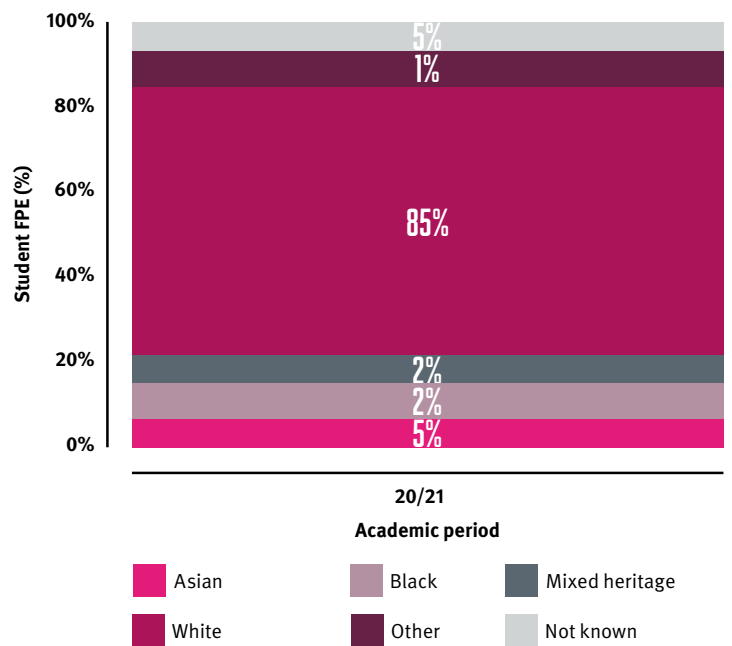
Our Staff Profile: 2020-2021

Headcount: 4,659

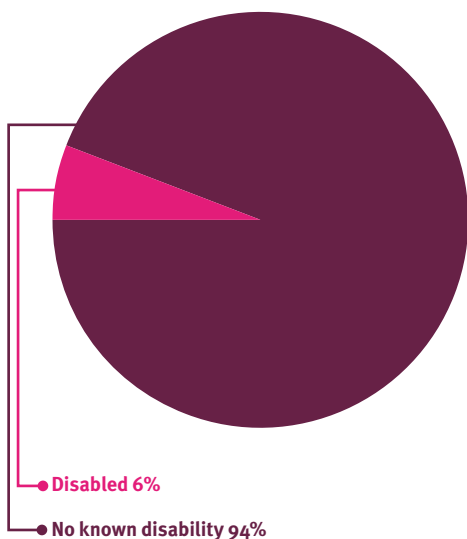
Age



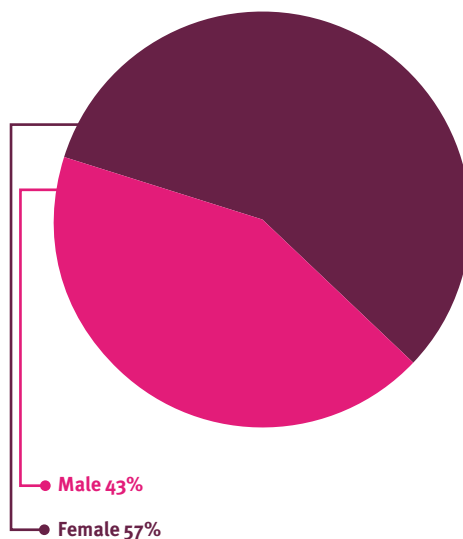
Ethnicity



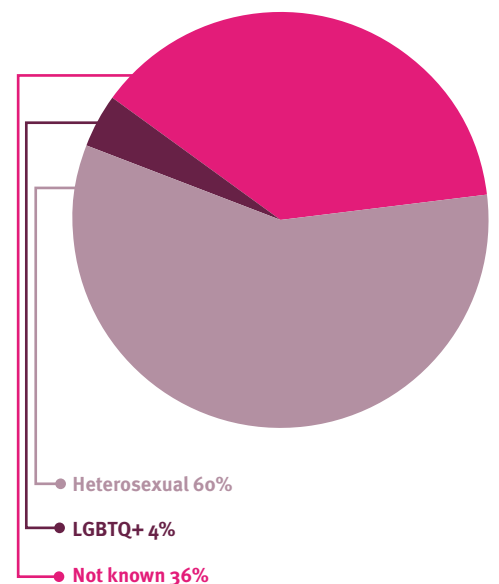
Disability



Gender



Sexual Orientation



Equality Objectives

This report updates on progress in the academic year 2020-21 against the University's 2017-20 Equality Objectives for staff and students. These objectives provide a framework for reporting the University's activities to promote a culture of inclusion and a positive work and study environment.

Equality Objectives 2017-2020

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.

The University's Equality Objectives have been updated for 2021-24; subsequent years will report against these revised objectives.

Structure and Delivery of Equality, Diversity and Inclusion

Staff and student EDI was aligned under the Chief People Officer's (CPO) Portfolio in the 2019-20 academic year, establishing a new level of strategic and operational accountability. The CPO Portfolio includes Human Resources and Organisational Development (HROD) and Academic Development and Diversity (AD&D) who work together to provide oversight for staff and student EDI.

Overall accountability for staff and student EDI sits with the University's Chief People Officer and Pro Vice-Chancellor (Diversity and Inclusion) .

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

Governance for Equality, Diversity and Inclusion

Governance for EDI is overseen by the EDI Committee (EDIC). This is chaired by the University's Chief People Officer and Pro Vice-Chancellor (Diversity and Inclusion) 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.

The EDIC is supported by steering groups for disability, gender, LGBTQ+ and race. The steering groups identify actions for each area, support policy development and make recommendations to the EDIC. Each area is supported by a University EDI Champion and an EDI Network.

University EDI Champions

The University recognises that strong and visible leadership is vital to ensure advancement of EDI for students and staff. At Sheffield Hallam, EDI is considered everybody's responsibility, and this is reinforced by a distributed leadership model where members of the Extended University Leadership Team (ULT) take on the role of University EDI Champion for disability, faith, gender, LGBTQ+, parents and carers, race and wellbeing.

The University EDI Champions are visible role models and provide leadership for the different protected characteristics.

The role of University EDI Champions 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.

Our Partners

EDI Networks

EDI networks are essential to an inclusive workplace and provide a safe platform for staff to connect and debate key issues. The networks receive an annual budget to support their activities and meet regularly with University colleagues to exchange information and aid decision making and planning.

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.

LGBTQ+ Staff Network

Aims to drive positive change and to create and promote a safe, supportive environment for LGBTQ+ 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

The Parent and Carer network's mission is to support parents and carers to maximise their potential at Sheffield Hallam University. The network works collaboratively to drive positive change to enable the University to recognise and benefit from the talent of this staff and student group.

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).



Equality Objective 1:

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

Equality Objective 1 applies to students and staff from all backgrounds. The work detailed here is wide-ranging and reflects an emphasis on creating an inclusive environment that sets the direction for the new Equality Objectives.

Inclusive Hallam Events

The Inclusive Hallam series of online events was launched in autumn 2020 and is designed to reflect a broad range of EDI themes including disability, gender, LGBTQ+ and race as well as exploring intersectional issues. The series explores challenging EDI issues and asks 'What can we all do to help make inclusion the norm within our communities and wider society?'. In addition, the series is designed to broaden the scope and impact of our EDI work in the Sheffield City Region.

Seven events were held in 2020-21, with the majority of these events open to staff, students, alumni and the wider city region.

Inclusive Hallam Champions

In late 2020, the University launched Inclusive Hallam Champions, a new network of staff volunteers to support and promote an inclusive culture and positive working environment for all staff. Since inception, over 50 staff volunteers have joined the scheme to listen to staff concerns, signpost them to appropriate support and help to promote a positive working environment for all. The Inclusive Hallam Champions have undergone a comprehensive training and induction programme to support them within their role.

Departmental EDI leads

There are now 17 Department EDI Leads in post, tasked with coordinating departmental EDI activity. The networks will be developed as a shared workstream across the Portfolio.

An EDI Leads network has now been created to support these roles with a programme of activities: communications, development programme and sharing best practice.

Staff induction

As part of the University's Strategy and Culture Events for New Starter Induction, colleagues from the CPO Portfolio developed an EDI induction workshop in 2020. The workshop is designed to help new staff understand the University's commitment to advancing EDI in order to enable students and staff to realise their full potential. The workshop also provides an overview of all the essential resources available to staff and information about how to get involved in EDI work.

Four workshops were delivered between April and August 2021, and the module is now integrated into the induction process for new staff.

Equality Impact Assessments

The University refreshed its approach to Equality Impact Assessments (EIAs) in July 2020 to ensure new policies, practices and decision-making processes do not disadvantage any protected group. The approach includes a clearer set of EIA forms, comprehensive guidance documents and an EIA document library all of which are hosted on a dedicated EIA SharePoint site. The refreshed approach was launched with a comprehensive stakeholder engagement plan delivered jointly between colleagues in HROD and AD&D.

To ensure the process remains visible, an EIA communications plan has been developed for 2021-22 by colleagues from across the CPO Portfolio.



Protect and Respect

Protect and Respect is a new staff learning and development programme that focuses on building a safe and inclusive culture, with a genuine respect for different viewpoints and a sense of belonging, togetherness and wellbeing. It will be delivered via a series of virtual sessions and e-learning modules. The design of this new programme started in July 2021 and the rollout of phase 1 of the programme commenced in October 2021.

Phase 1 consists of a workshop called 'Actively Building a Safe and Inclusive Culture' which is delivered online or in-person, and two E-Learning modules titled 'Being an Active Bystander' and 'Responding to Disclosures'. The content of the workshop is underpinned by the Hallam Values and the 2021-24 Equality Objectives. Phase 2 of Protect and Respect will focus on key themes that cover all protected characteristics. Some examples of the key themes that will be covered in phase 2 are Inclusive Behaviours, Microaggressions (indirect, subtle or unintentional discrimination against members of a marginalised group) and skills in having an effective conversation (when responding to disclosures).

Report and Support

The University has invested in Report and Support - a dedicated website and reporting tool that is promoted as the route for staff and students to report incidents of sexual violence, harassment, domestic abuse and hate incidents. It has been used since September 2018 and since then there has been a steady increase in the use of Report and Support, and the demand for support.

Users can report anonymously, or request support or formal action. Anonymous reporting is acknowledged as a step towards increasing confidence in reporting. Reports can be made on behalf of another person, either anonymously or with their consent. This encourages the reporting of 'witnessed' incidents, for the purposes of capturing data and measuring prevalence.

Recently, 'racism' as an incident type in itself was introduced, where previously it was only available as an option under hate crime characteristics. This aims to make the reporting of racist incidents and discrimination based on race and ethnicity easier. This will be monitored in future reports.

Since the launch of the Protect and Respect training, there has been a small increase in the number of staff reports. We might expect this to increase as the training reaches more staff.

The Race Equality Charter (REC) Action plan commits to:

- continue to raise awareness of the Report and Support online tool to capture racist incidents when they occur and offer support to victims;
- deliver training to all staff and students on hate incidents and how to recognise, report, deal with a disclosure and offer support;
- produce written guidance to support this training; and
- ensure a coordinated approach to compiling racist incident data.

University of Sanctuary



In June 2021 the University gained accreditation as a University of Sanctuary. The accreditation programme is part of the City of Sanctuary initiative and recognises good practice in welcoming people seeking sanctuary into university communities. The University was commended for its excellent provision for students of sanctuary backgrounds to safely access higher education and for its joined up and embedded support processes. The panel also recognised the tremendous difference made by initiatives such as the SHU Progress team and the Helena Kennedy Centre, acknowledging these as excellent examples of the impact that universities can have on the lives of people seeking protection.

During the three-year process of working towards gaining accreditation, the University has provided:

- eight Sanctuary scholarships;
- three partial fee waivers for refugee or asylum seeker students;
- advocacy in student cases – e.g. three years of tuition fees and maintenance loans were reinstated after supporting a student to challenge a decision by the Student Funding Company;
- additional support with funding applications - US\$ 20k secured from the Western Union Foundation;
- funds raised through the Hallam Fund for the Sanctuary Scholarship

The University of Sanctuary Steering Group provides a strategic oversight of all activities across Sheffield Hallam University in relation to refugees and asylum seekers. The group's aim is to achieve an organisational culture and practice that is genuinely inclusive and welcoming to sanctuary seekers. The steering group works under the EDIC and reports to ULT and BoG.

EDI Communications

During this period, colleagues in the CPO Portfolio and Marketing and Communications have continued to work closely together. This includes regular strategic and operational meetings to review and align the overall direction for EDI and to embed the Cultural Calendar as a shared tool for coordinating EDI activity. Regular communications about cultural celebrations and events are shared via various channels (e.g. We are Hallam, Twitter) to ensure an inclusive atmosphere which acknowledges and celebrates the diversity of our staff. The calendar is also used to coordinate University-wide activity around significant cultural events such as International Women's Day and Black History Month, and a Marketing and Communications EDI Group works together to ensure consistent messaging for students and staff.



Inclusive Recruitment

Embedding a more inclusive approach to recruitment was a key priority for the Resourcing and Reward team (HROD) in 2020-21, and the team developed an Inclusive Recruitment Implementation Plan in February 2021. The plan builds on a range of initiatives that have already been implemented, such as:

- specific training for chairs and all panel members;
- a strengthened approach to attraction using social media, video adverts and talking heads to showcase a diverse staff base;
- adverts, job descriptions and person specifications being reviewed to include inclusive language. Criteria which could create unnecessary barriers are challenged;
- using positive statements in adverts to encourage applicants from under-represented groups, depending on the breakdown of the staff in the area we are recruiting to;
- active discussion and challenge as part of EDI recruitment briefings with recruiting managers, including examining the diversity profile of their area; and
- ensuring that EDI has a primary focus in any relationship with external recruitment agencies including as part of any procurement or tendering process

The plan also introduced a number of new initiatives:

- **Community Engagement and Outreach Work:** Outreach activity has been scaled up in order to raise the profile of the University as an employer of choice and to ensure Hallam is more accessible to a wider candidate pool. This activity includes actively engaging with educational settings and community groups to broaden understanding of and engagement with the University. The team has developed a relationship with Springs Academy and has already delivered two events with plans for further activities in the coming year.
- **Equal Merit Principle:** The Equal Merit Principle - an approach to positive action - has been adopted at the interview stage of our recruitment process to help increase the diversity of our workforce. This means, where two or more candidates are deemed to be of equal merit following selection, we can select one of them for the purpose of increasing diversity. The Equal Merit Principle is used where there is 20% or less representation of staff from racially minoritised communities within a college department or directorate.



Pay Gap

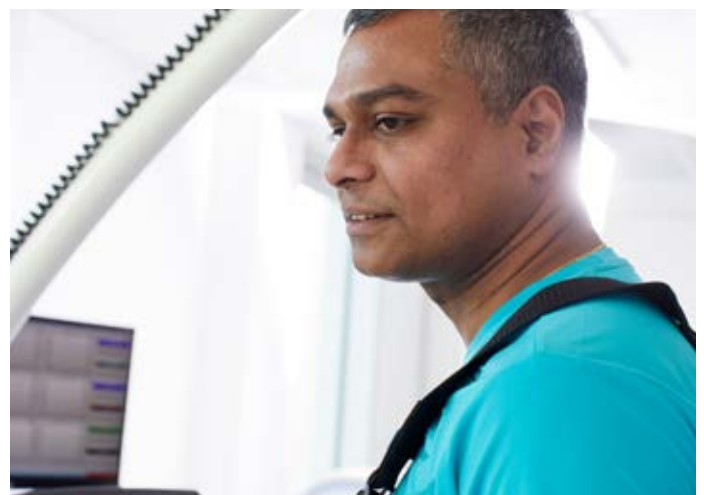
The University reports annually on our gender pay gap. We have also voluntarily published our ethnicity and disability pay gaps for several years and this year, for the first time, we have included our Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ+) pay gap. Though not mandatory, we believe this demonstrates our values of inclusion and integrity, and our commitment to pay equity for all employees, regardless of any protected characteristic.

At 13.7% our median gender pay gap (in favour of males) is lower than the 14.0%* average across the Higher Education sector for academic year 2019/20. Our mean pay gap is also lower than sector average of 15.8% and in line with the pay gap for post 1992 universities of 10.8%.

* Source UCEA Intersectional Pay Gaps in Higher Education 2019/20 (based on 75 institutions).

The University remains committed to closing the pay gap for all groups and is undertaking a number of longer-term actions to address this, including developing our leadership and management development offer to support fully all employees and undertaking more outreach activity to widen the pool of potential candidates for vacancies.

The [2020-21 Pay Gap Report](#) was published in December 2021 and outlines in more detail the actions that we are prioritising to address this.



Professor and Associate Professor Progression

The University updated its Professor and Associate Professor Progression process in early 2020. The changes included embedding the Academic Careers Framework (ACF) within the Professor/Associate Professor progression process, moving from a biannual to an annual call for applications and aligning the processes for Professor and Associate Professor (formerly Reader) progression.

Another change, moving the application process online, helped facilitate the collection of applicant diversity data. This has enabled us to analyse outcomes by protected characteristics and identify where there is under-representation of certain groups at Professor and Associate Professor levels.

Data from the two most recent processes, during 2020/21, shows that women and BAME colleagues are under-represented at both levels and that BAME applicants are significantly less likely to be successful than white applicants. During 2020/21 we have taken the following steps to address these issues:

- re-introducing application workshops that all academic colleagues are invited to attend
- emailing all eligible black, Asian and minority ethnic academics to encourage them to apply / attend application workshops
- ensuring black, Asian and minority ethnic representation on all panels / committees considering applications
- including messaging in promotional communications to encourage black, Asian and minority ethnic and / or female academics to apply and / or attend the workshops mentioned above
- adding a section to the application form where applicants are encouraged to detail personal / family circumstances (e.g. periods of parental leave, caring responsibilities etc.) or part-time working that may have reduced their output over time, so that panels can take this into account.

- publishing online profiles showcasing current black, Asian and minority ethnic, female and / or disabled Professors and Associate Professors, promoted through We Are Hallam, EDI network newsletters etc.

Given the process only runs annually, measuring the true impact of these actions will take time. However, data analysis to date suggests there are reasons to be cautiously optimistic. During the first of the revised processes (2020) more women were successful than men – although the opposite was the case for the following process (2020/21). In addition, whereas no black, Asian and minority ethnic applicants were successful during the first process, this was not the case in the most recent process.

Clearly much more progress needs to be made, and we will continue to monitor the data to analyse the extent to which these measures are addressing the differential outcomes for, and under-representation of, certain groups.

Inclusive Digital Essentials

To grow digital capabilities and bridge the gap between accessible resource production (documents, presentations, etc.) and inclusive working practices, AD&D have launched a series of 40-minute online workshops. Current sessions explore PowerPoint, Word and Excel. These sessions:

- highlight the features and practices that help staff to work in an inclusive manner;
- outline the steps staff can take to ensure their content is accessible to all students; and
- signpost the resources and support available to help staff develop these skills further.



Support for students and staff with Disabilities

The Disability Steering Group is chaired by the University EDI Champion for Disability and oversees support for students and staff with disabilities. The steering group has developed a disability roadmap and has established task and finish groups to look at priority issues and make appropriate recommendations.

The Disability Confident symbol is a recognition given by the Government Department for Work and Pensions and was brought in to replace the two ticks scheme for UK employers. Hallam has held Disability Confident Leader status since 2018. In May 2021 we successfully renewed our Disability Confident Leader status, and we are one of only three Sheffield employers to hold the award at this level. The award reflects the University's commitment to ensuring that disabled people can fulfil their potential and realise their aspirations at Hallam. Future priorities will be coordinated through the Disability Steering Group and an annual review has been built into the Disability roadmap.

We regularly publicise events relating to disability and this activity is coordinated through a Disability and Wellbeing calendar. Examples from this period include:

- Inflammatory Bowel Disease Day – awareness raising video from a member of ULT talking about their personal experience of living with Colitus
- Myalgic Encephalomyelitis (ME)/Chronic Fatigue Syndrome (CFS) and Fibromyalgia Awareness Event – awareness event and link to a pilot wellbeing programme with the Salus Fatigue Foundation
- 'Not all Disabilities are Visible' - an Inclusive Hallam Event featuring two staff members and a guest speaker exploring the theme of the 2020 International Day of People with Disabilities.
- surviving and thriving as dyslexic in academia – blogpost from an academic member of staff at Hallam

The University also ran a number of Improving Access to Psychological Therapies (IAPT) sessions to support student and staff mental health during the pandemic and commissioned two specific sessions for staff on 'Life after Lockdown' and 'Managing in Difficult Times' which were each attended by approximately 65 staff.

We continue to develop policies which support staff and students with disabilities. In 2020 we refreshed our manager and employee guidance and introduced a new Disability Leave policy. This policy supports staff with paid time away from work for treatment, rehabilitation or assessment related to their disability. In March 2021 we developed a new policy on assistance dogs for staff and students.



Support for LGBTQ+ students and staff

The LGBTQ+ Steering Group oversees support for LGBTQ+ students and staff. In March 2021 the group recommended that Hallam adopt the 'LGBTQ+ Progress Flag' and replace the Pride Flag displayed on campus. This was done with respect for the origins of the original Pride Flag, while also recognising minoritised groups within LGBTQ+ communities.

In 2021, the group also recommended adding the 'Q' to LGBTQ+ as a more inclusive approach. This was agreed by the EDIC and has now been adopted as standard terminology within the University.

The University continues to regularly communicate and celebrate significant events on the LGBTQ+ calendar, such as Pride Month, Lesbian Visibility Day and Trans Remembrance Day. An Inclusive Hallam in-conversation panel event on 'The Power of LGBTQ+ Voices in the Workplace' was held in February 2021 to celebrate LGBTQ+ History Month with guest speakers from LGBTQ+ communities.

Colleagues in HROD undertook a significant consultation on introducing a Trans Staff Policy during this period, engaging with the LGBTQ+ steering group, the Gender Equality Steering Group (GESG), the LGBTQ+ EDI Network as well as Trans members of staff. The policy was approved and launched in 2021. A similar piece of work is now underway for students.

The University is working towards a submission to the Stonewall Workplace Equality Index in September 2022 and has recently undertaken a 'Listening Rooms' exercise with LGBTQ+ staff to understand their lived experience and shape future priorities and direction.

Faith, Religion and Belief

Work commenced in autumn 2019 to consider the adoption of the International Holocaust Remembrance Alliance (IHRA) definition of antisemitism.

A Working Group on Religion and Belief was established with a brief to look initially at the IHRA definition and subsequently consider a definition of Islamophobia and a wider Religion and Belief policy. The Working Group consulted individuals and groups with a wide range of opinions on the IHRA definition, both those who supported its use as an aid to understanding and tackling antisemitism and those who raised concerns that the definition could be used to limit freedom of speech. Additionally, considerable research was conducted using scholarly and media articles to assess what can be a contentious and polarising issue. Whilst the group could not achieve a unanimous position, views were shared respectfully and constructively, and the BoG agreed the adoption of the definition in February 2021.

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

Support for students and staff from minoritised communities is overseen by the Race Equality Steering Group (RESG) and the University Race Equity Forum (UREF).

Race Equality Charter (REC)

In this period the University has been working towards its first submission to the Race Equality Charter which includes a clear three-year action plan. To support this work, a multi-disciplinary Race Equality Charter Self-Assessment Team (RECSAT) was convened and met regularly throughout 2020-21 to develop an action plan which addressed the key issues at Hallam.

The REC Action Plan intends to drive several actions and projects aimed at tackling the systemic issues contributing to race inequality at Hallam.

Halpin Report

The Halpin Report, published on 19 November 2020, aimed to provide the UK higher education sector with best practice on how to better support Black lives within their institutions and beyond. The report was authored by Osaro Otobo and Sheffield Hallam was one of the universities included in the work. The report contains 31 recommendations, including;

- Everyone's responsibility – Anti-racism should be built into all strategies and all staff and students should understand they have a part to play.
- A dedicated senior role – Institutions recommended to create a new senior leadership role to focus on anti-racism.
- Bringing in the Board – Board of Governors should be aware of the issues around racial inequality and should actively hold itself and senior leadership to account on this topic.
- Formal accountability - Anti-racism work needs to go beyond the REC, and report recommends that best practice should be considered to be those institutions that do more than just comply.

- Working together - Higher education sector needs a collective way to work on anti-racism.
- The top of the agenda – Anti-racism should be a priority for all institutions.

The recommendations of this report and those of the UUK review into tackling racial harassment in Higher Education were the subject of discussions at the EDIC and subsequently considered in the development of the REC action plan.

Leading into the Future (LiTF)

Increasing the diversity of our staff remains a priority and in 2020-21 the proportion of staff from minoritised communities remained at 9%, compared to the Sheffield City Region Black, Asian and Minority Ethnic (BAME) working age population (16%). In Senior Staff Grade (SSG) roles the issue is more pronounced with only 7% of staff from a minoritised community.

Since the 2018-19 academic year, the University has supported staff from racially minoritised backgrounds to attend 'Stellar HE' and 'Diversifying Leadership' - two external leadership programmes aimed at current and potential future leaders. To build on this success, and to support a larger cohort of future leaders, in 2020 the University commissioned LiTF, an in-house leadership development programme for aspiring leaders from minoritised communities. The programme is one of a range of measures, detailed in the REC Action Plan, that we have undertaken to address the low numbers of racially minoritised staff in leadership roles. It is designed to mitigate the risk that some of our future leaders may grow impatient with the speed of progress and leave the organisation as many of the projects in the REC Action Plan are long-term.



We recognise that structural, societal and organisational issues can impede the progress of racially minoritised staff and that this can, in turn, affect an individual's confidence in the organisation and their ability to progress within it. The programme recognised the talents of participants and aimed to promote these and sponsor their progress through the organisation.

LiTF ran from December 2020 to March 2021 with 14 participants from across academic and professional services. A review of the course was carried out six months after completion and the overall feedback was positive, with modules on organisational awareness and building powerful relationships proving to be the most popular. Delegates also worked with a mentor from the University and reported that this worked well.

Further monitoring will be carried out to assess the programme's long-term impact on individuals' careers. We are also reviewing how this programme can be rolled out to other staff in future.

Degree Awarding Gap

There is a significant difference between the percentage of good honours degrees awarded to students from racially minoritised communities and the percentage awarded to white students. This is referred to as the degree awarding gap (previously called the attainment gap) and it has been a persistent challenge in the UK HE sector since it was first reported by AdvanceHE in 2005. However, the gap has reduced in each of the last two academic cycles, by three percentage points in 19/20 and by a further percentage point in 20/21.

Following the publication of the highly influential NUS/UUK #closingthegap report (2019), the University developed its Race Equity Corporate Action Plan (RECAP), aimed at reducing the awarding gap at Hallam. This comprises five elements: strong leadership; changing culture; developing racially diverse and inclusive environments; analysing data; and understanding what works. The RECAP is articulated in College-level plans and these are aligned with the University's recent submission for the Race Equality Charter. Significant progress has been made in the following areas during the current year:

- University Race Equity Forum – this was formed in September 2019 to facilitate the RECAP, to identify and prioritise mandatory University-wide interventions and evaluate any outcomes and impact. The effectiveness of the Forum was reviewed in 2021 with progress reported with the concerted approach being made by senior leadership and the changing of the culture of the institution. Two key recommendations included the need to establish a robust evaluation framework and to embed further the University-wide oversight of the forum.
- Equity Accomplice Programme – this supports staff to develop their racial literacy, through a challenging and supportive development programme. This is being rolled out via the departmental EDI leads to Departments and central services, which has increased both reach and engagement with staff. Successfully piloted in March-July 2021 with the Business Engagement & Student Employability (BESE) directorate, it has now been delivered in recruitment teams, departmental leadership teams and with external placement providers. An evaluation of the pilot showed that staff described increased awareness and confidence regarding their own race literacy and cultural competence. A further impact evaluation of this work is now underway.

- Developing groups for minoritised students – these groups have been created to support the institution in eradicating the degree-awarding gap by creating what are termed 'principled spaces' to unpack experience, take meaningful action and foster a sense of belonging. Currently there are seven groups in progress across the institution. These include Nursing & Midwifery, Allied Health Professionals, Social Work, Law and Criminology. This initiative is set to be rolled out across all 17 departments and the doctoral school in the academic year 2021/2022. An evaluation of the impact of this work is now underway to understand how these groups can support a student's sense of belonging and capacity to thrive.
- Hallam Model – this is the University's curriculum design framework, which now contains a series of inclusive prompts and challenges to consider how the curriculum can be made more inclusive and equitable. This challenges the idea that teaching is culturally neutral and raises awareness that teaching from a White-dominant standpoint can undermine the value and importance of different perspectives. Monitoring of the curriculum framework within course improvement plans will help to evaluate the impact of this approach.

Sheffield City Council Race Equality Commission

In May 2021 the University gave evidence at the Education hearing of the Sheffield Race Equality Commission. Recommendations from the commission will be published later in the year and we will work with the Commission and City Council to implement relevant findings.

Inclusive Hallam Events - Let's get Comfortable Talking About Race

In response to the international outcry over the death of George Floyd, a series of all-staff events was launched in July 2020 with the title 'Let's get Comfortable Talking About Race'. The first session shared powerful messages about the lived experience of people from minority ethnic backgrounds, bringing into sharp focus the overt and covert racism faced by our colleagues and students. This was followed by two further all-staff sessions which focused on 'White Privilege and Microaggressions' and 'Inclusive Leadership'. These sessions gave colleagues an opportunity to talk about their own experiences and gain valuable insight into the many forms that racism takes, to support with our aim of equipping staff with skills to lead equitably and inclusively.

To continue the momentum established by 'Let's Get Comfortable Talking About Race', a guide for managers to undertake constructive conversations about race with their teams was developed in October 2020. The guide is a prompt for managers to undertake dialogue within their teams about race equality and anti-racism and recognise their role in advancing the agenda to support the University's race equality objectives at a team and individual level.

Equality Objective 3: Continue to eradicate gender disparities

The University is committed to gender equality and has held an Institutional Athena Swan Bronze award since 2010. This was most recently renewed in 2017 and we are working towards renewal in May 2023.

Sheffield Hallam has a predominantly female workforce overall (57%), although this proportion is not reflected in Senior Staff Grade roles (49% female, 51% male) and we regularly undertake positive action to attract and encourage more females into senior roles.

Gender priorities

Institutional gender priorities are led by the Gender Equality Steering Group (GESG) which has membership from different staff groups across the University. Throughout this period, the GESG has monitored the impact of Covid-19 on gender equality and female career progression. The group regularly discusses emerging trends and works closely with the Athena Swan Self-Assessment Team to ensure the action plan reflects this.

Athena Swan

Activity relating to Athena Swan is led by the Athena Swan Self-Assessment Team (SAT). We maintain a long-term aspiration to achieve Institutional Athena Swan Silver and throughout this period have improved the processes around our gender equality work to better support our departmental and institutional submissions.

Currently five of our academic departments hold Athena Swan awards. Nursing and Midwifery, Natural and Built Environment, Engineering, Maths and MERI all hold an Athena Swan Bronze award and Biosciences and Chemistry hold Athena Swan Silver. Throughout 2020-21, the Department of Psychology, Sociology and Politics worked towards renewal of their Athena Swan Bronze award, which they successfully renewed in November 2021. Two further departments are planning to submit to Athena Swan in 2022.

During 2021 we have revitalised our support for Departments. The Departmental Athena Swan Champions Network meets quarterly and is co-chaired between the CPO and a Departmental Champion. This meeting is very well attended by Champions from all academic departments and provides a vital structure and space for Champions from across the University to come together, share best practice, explore challenges and learn from each other. HROD hosts a SharePoint page for Departmental Champions and we have implemented improved processes for submitting departments, including a mock panel process to refine submissions and support the development of action plans.

Inclusive Hallam Events

The Inclusive Hallam Events series highlighted some important and inspiring female success stories in 2020-21.

The inaugural Inclusive Hallam Event in 2020 was 'An audience with Carol Bernard CBE' which explored Carol's compelling life and career story through a gender and race lens. Carol is an alumna of Hallam and is currently Director of People and Places for the Cabinet Office. In recognition of her achievements, Carol was awarded an Honorary Doctorate at the 2021 Graduation Ceremonies.

In March 2021, Inclusive Hallam celebrated International Women's Day (IWD) with an event hosted by the University's Chancellor Baroness Helena Kennedy QC. The event was open to staff, student and the general public and explored the IWD theme 'Choose to Challenge'. It included a series of presentations by female academics from Hallam who have done extraordinary work for gender equality around the world, tackling such issues as gender-based violence (Dr Suni Toor), maternal and infant health (Professor Hora Soltani MBE) and gender inequality in the accounting profession (Dr Bridget Ogharanduku). The presentations were followed by a rich and informative panel discussion.



Networks and Support Groups

Staff at Hallam are supported by a range of networks and support groups which offer support and advice, as well as advancing gender-based issues.

We have an active Genders Network who proactively share gender-related research and information and run regular events for their members, and our Parent and Carers' Network is open to people of all genders. Its mission is 'to support parents and carers to maximise their potential at Sheffield Hallam University'. Both networks actively engage with their communities and are supported by University EDI Champions in raising issues.

Hallam is a member of the Women's Higher Education Network (WHEN) and colleagues can access its mentoring scheme, a range of events, networking spaces and an online community space.

During this period the University also supported the introduction of two support groups for staff – the Menopause Support Group and an Infertility and Baby Loss Support Group.

Early Career Research and Innovation Fellowship Scheme

The Early Career Research (ECR) and Innovation Fellowship Scheme was launched in 2021 to assist those at a relatively early stage of their research career to establish their research and innovation portfolio and/or develop a new research area or collaboration. The scheme was open to a number of categories of ECR, including those who have been significantly affected by the Covid-19 pandemic (e.g. where activity has been affected by additional caring responsibilities). Females and other underrepresented groups were actively encouraged to apply and as a result, there was high engagement from female applicants (58% of applications); this was also observed for awards (55% of total awards).

Research Excellence Framework

The Research Excellence Framework (REF) is the UK's system for assessing the quality of research in higher education institutions. The Equality Impact Assessment for the 2021 REF assessed whether the submission was as representative of the overall academic population as possible. Historic trends of under-representation have been monitored over several years and a significant marker of progress is that female staff made up 47% of our REF 2021 submission compared with 41% in 2014 (2014 return data is used as a baseline in the REF EIA, representing a seven-year period). This work has been presented to the Gender Equality Steering Group as a positive indicator of progress.

Remote working

The results of the Staff Pulse Survey results reflected that staff have welcomed the flexibility of remote working during the pandemic, and this has been particularly notable amongst parents and carers. Whilst staff from all genders are parents and carers, we recognise that this often affects female staff more than male staff. Messages to staff during national lockdowns have supported positive work-life balance and mental wellbeing.



Looking Ahead

In Autumn 2021 the University launched a new set of Equality Objectives for 2021-2024. These were developed in consultation with students and staff from across the University and reflect the Hallam Values.

The objectives set out our EDI ambitions for the next three years and we will report on progress against these in our next Annual EDI Report. The objectives are underpinned by a detailed EDI Delivery Plan to track progress and ensure that we are meeting our ambitions.

Sheffield Hallam: A culture of inclusion

Our Equality Objectives 2021-24 embody the university's ambition to create a transformational and aspirational culture of inclusion for all students and staff. We are proud of the rich diversity of our Hallam community, and value a culture where every individual can succeed and thrive.

We aspire to be a place of belonging where everyone is treated with dignity and respect, and which recognises the multiple identities people have. We are committed to creating an environment that celebrates the diversity of students, staff and other stakeholders and enables everyone to achieve their full potential. We believe that excellence will be achieved through recognising the value of every individual and empowering everyone to contribute fully and to derive maximum benefit and enjoyment from their involvement in the life of the university.

We believe that equality, diversity and inclusion is everybody's responsibility and that the whole Hallam community is responsible for delivering a safe and respectful environment for our students and staff.

Equality Objectives 2021-24

Cultural Competence	Equality	Inclusion	Place	Safety
Empower students and staff with the skills to respect different cultures and to study, work and lead inclusively.	Improve equality of access, outcome and experience for students and staff so that all can succeed and thrive.	Support all students and staff to bring their whole selves to study or work so that everyone knows they belong.	Be a leader in inclusive practice, collaborating with individuals, stakeholders and society.	Provide an environment where all students and staff feel confident in raising concerns and receiving a response.

Our future actions will be driven by the Equality Objectives and will focus on developing the rights skills, culture and environment to enable EDI to be embedded in all we do. We are committed to building a culture of inclusion at Sheffield Hallam and we will continue to listen to and learn from our Hallam community as we go forward, in order to deliver a safe, inclusive and diverse place of study and work for everyone.