**Sheffield Hallam University**

**Equality, Equity, Diversity & Inclusion Annual Report**

**2021-22**

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**Introduction**

As Chief People Officer and Pro Vice-Chancellor (Diversity and Inclusion) I am delighted to introduce our 2021-22 Equality, Equity, Diversity and Inclusion (EEDI) report which shares our progress in enhancing inclusion and belonging for all our staff, students and stakeholders over the last academic year.

The achievements in this year’s report have strong foundations. In 2019, I brought together staff and student Equality, Diversity and Inclusion under the Chief People Officer portfolio, which paved the way for a more coordinated approach this year, to include the additional aspect of equity, an essential component for to our overall ambitions. Our work since 2019 has been focused on shaping our aspiration and vision of a culture of inclusion; an environment where everyone can thrive and know that they belong and whilst equity has long been part of our work, it has not benefited from the same heightened profile and has been absorbed into EDI generally. To provide that profile and to make explicit, it is appropriate to bring equity overtly into the domain.

My vision is ‘Sheffield Hallam: A Culture of Inclusion’. Hallam is strengthening its culture and embracing social responsibility. Diversity enriches Hallam and our civic community; it is crucial to our development as an institution.

Our commitment to EEDI is underpinned by our values; ambition, collaboration, inclusion, innovation, integrity which were developed and launched in the spring of 2021. That autumn, the refreshed institutional equality objectives were launched which extend Hallam’s commitments more broadly with a strong focus on cultural competence, equality, inclusion, place, and safety for all.

This is our first year of reporting against our 2021-24 Equality Objectives and they are already shaping the lived experience of our Hallam communities. The objectives are underpinned by a comprehensive institutional EEDI Delivery Plan and we have made significant achievements across our academic and professional services. Notable achievements include expanding the role of the University EEDI Champions to comprise all members of our University Executive Board and Leadership Team, launching our staff and student transgender policies and creating the role of academic departmental EEDI Leads.

Our focus for the 2022-23 academic year will be to consolidate the relationship between staff and student EEDI, strengthening our links with local communities and developing the role that all staff, students and stakeholders play in EEDI by extending discussions and action planning into all teams.

The environment for achieving EEDI remains challenging with immense societal upheaval and inequality giving continuing urgency to our work. We will continue to strive to build an inclusive and enabling environment for all members of our community. The past three years have witnessed the way that the pandemic has affected delivery of services and the way we work, study and interact. New work has begun that can be seen to bring benefits, such as working more flexibly and creatively. Sadly, the world has also seen an increase of cases of domestic abuse, hate crime and a rise in the need for mental health support.

Our commitment to EEDI remains strong. We want an inclusive environment where people can bring their whole selves to work and study and where intersectionality is a focus. We want to create a sense of belonging and for all members of our community to treat each other with dignity and respect.

In addition to the unparalleled circumstances of the last three years, higher education faces unprecedented change. Notwithstanding the uncertainties that we face, we will continue our endeavour in driving EEDI and investing in the communities we serve, within Hallam and externally across our city and region.

**Dr Sally Jackson**

**Chief People Officer and Pro Vice-Chancellor (Diversity and Inclusion)**

**Hallam Values – The Foundation for EEDI 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. |

**Sheffield Hallam University: A Culture of Inclusion**

Positioning EEDI as a strategic priority and elevating the value of diversity is critical to attracting and retaining talent, fostering creativity and building a workplace where everyone can thrive.

***Equality*** is about ensuring equality of access, treatment, outcomes and impact in both employment and service delivery. It is rooted in ideas of justice and fairness and enshrined in the Equality Act 2010 which highlights that every individual must have an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of their background, personal identity or experience.

Equality is not the same as equity. ***Equity*** is concerned with the actions taken to achieve a state of equality of outcomes. ***Equity*** acknowledges the challenge that people often have different starting places and is linked to justice and proportional fairness. ***Equity*** treats people differently dependent on need – and this different treatment may also be important to reaching equality.

***Diversity*** means 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). The rich dimensions of diversity are explored and celebrated in order to generate new ideas, to encourage innovation and to improve decision making.

***Inclusion*** means making sure that everyone is considered. This means 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.[[1]](#footnote-1)

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**Equality Objectives 2021-24**

The objectives are underpinned by a fundamental position that all students and staff know that they belong at Hallam and can succeed and thrive. The objectives apply to all protected characteristics and recognise the intersectional nature of people’s identity and experience.

The objectives also indicate a more expansive direction for EEDI at Hallam, which extends beyond compliance and those with protected characteristics to include areas such as caring responsibilities, gender expression/identity, menopause, neurodiversity and socio-economic circumstances.

* 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 in order that everyone knows that 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.

**Equality Objective 1: Empower students and staff with the skills to respect different cultures and to study, work and lead inclusively**

**Implementing an Enhanced University EEDI Champion Model**

Since January 2022, all members of Hallam’s University Executive Board (UEB) and Executive Leadership Team (ELT) have held an additional responsibility as a University EEDI Champion for disability, faith, gender, LGBTQ+, parents and carers, race, or wellbeing. Several Champions support each area, working closely with colleagues in Human Resources and Organisational Development (HROD) to lead our EEDI steering groups, support our EEDI networks and create more visible leadership on EEDI issues. EEDI Champions have led and supported Pride, Black History Month, Stonewall, Athena Swan, the launch of the student trans policy, Inclusive Hallam events, Disability History Month, and Parent and Carers weeks as well as presenting internal Transforming Lives events.

**EEDI Leads in Academic Departments**

EEDI leads have been introduced in all academic departments. These roles are undertaken as a specific responsibility by academics and cover the range of EEDI work with staff and students. A support network has been established as a means of establishing common areas of activity and ensuring that all protected characteristics are covered. The leads are encouraged to be well acquainted with their departmental data and to have a good understanding of how the work in their department fits with broader priorities such as narrowing the degree awarding gap. An EEDI Leads Network has been established as a means of achieving common purpose.

**Support for EEDI Networks**

Hallam has several EEDI networks which hold regular meetings as well as organising and taking part in events and activities. The networks provide safe, welcoming spaces for people to meet, share ideas and experiences and to inspire and support each other. They also provide opportunities for a diverse range of staff to be influential in decision-making processes which engenders engagement and empowerment of different communities.

The EEDI Network Co-chairs meet every six weeks with colleagues from HROD and Academic Development and Diversity (ADD) to share information, give feedback on proposed changes and identify opportunities for collaboration. A priority has been to develop a more intersectional approach and a ‘Rights at Work’ event, and ‘Making Part-time Working Work’ event have been jointly organised and delivered. The EEDI Networks have also promoted the National Day for Staff Networks.

The University’s EEDI networks are:

* Genders Network
* Hallam Race Network
* Hallam Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ+) Staff Network
* Parents and Carers Staff Network
* SPARK! Staff Disability Network

A new Menopause Network was launched in 2021-22, recognising the growing relevance of this issue for our workforce.



**Staff Induction**

All new staff are required to attend four strategy and culture events:

* Transforming Lives and Introduction to the Higher Education Sector
* The Hallam Difference (Becoming the World’s Leading Applied University)
* Measuring Impact and Success
* Introduction to Equality, Diversity and Inclusion

Each event gives an insight into an important aspect of mission, vision and culture. The ‘Introduction to Equality, Diversity and Inclusion’ provides insight into Hallam’s diverse communities and an overview of EEDI support for staff and students. There is an emphasis on how staff can set themselves personal objectives around EEDI, what their overall responsibility is and how they can get involved to make a difference.

Five ‘Introduction to Equality, Diversity and Inclusion’ events took place in 2021-22 which were attended by 22.8% of new starters (110/482). This proportion is disappointing, and we will be working to increase the percentage of new starters attending through more targeted advertising of induction sessions and working with line managers.

**Inclusive Hallam**

The monthly Inclusive Hallam event series continued into its second year. The events aim to improve the cultural competence of staff, students and external partners through discussion on a range of themes, protected characteristics and intersectionality. All events are delivered online and recorded in order that they may be accessed asynchronously. Nine events have been held reaching an average audience of c.300. Themes include race/ethnicity and racism; Hallam’s support for refugees and asylum seekers; menopause; women and authenticity in the workplace; recruiting for diversity; neurodiversity; part-time/flexible working; and coming out as LGBTQ+. Staff feedback suggests that the events are valuable with one employee commenting on a recent session: ‘It was fantastic. It is brilliant that we get such good quality speakers who give brilliant food for thought’. The feedback from attendees is used to help shape future programmes and is reviewed by a small steering group. Events are promoted via internal communications and through the Inclusive Hallam Champions, a network of staff volunteers who help to support and promote an inclusive culture within their local areas.

**Equality Impact Assessments**

Hallam has continued to review and refine the process for Equality Impact Assessments (EIA). A set of frequently asked questions has been added to support staff and the EEDI Networks are regularly consulted on new policies and processes such as the EIA considering the new ways of working on campus. The EIA document library has grown steadily and is an accessible resource for all staff.

**Cultural Calendar**

Hallam continues to use its Cultural Calendar to drive EEDI campaigns; since 2019 this valuable shared resource has been produced annually with partners in the Students’ Union, the Chaplaincy, and the University of Sheffield to celebrate and highlight significant religious and cultural events. The calendar is used across the University and the Students’ Union, and plays a vital role in raising cultural awareness, highlighting significant events and celebrating a diverse range of activities.

**Equality Objective 2: Improve equality of access, outcome and experience for students and staff so that all can succeed and thrive**

**Access and Participation Plan**

An approved Access and Participation Plan is a condition of registration with the higher education regulator, the Office for Students (OfS), and must be in place if a university wants to charge the upper tuition fee limit of £9,250 for full-time undergraduate study.

Hallam’s [Access and Participation Plan for 2020/21 to 2024/25](https://www.shu.ac.uk/about-this-website/legal-information#:~:text=25%20(see%20below).-,Access%20and%20Participation%20Plan%202020%E2%80%9321%20to%202024%E2%80%9325,-View%20our%20Access) was approved by the Director for Fair Access and Participation in September 2019. The plan details how Hallam invests in measures to support access to higher education, student success, and progression to employment or further study for students from disadvantaged and underrepresented groups. It also includes targets to address the biggest disparities in access, continuation, attainment, and progression to employment.

Hallam is one of the largest providers of undergraduate courses in the UK and widening participation in HE is fundamental to its strategy of Transforming Lives. Hallam’s student body is becoming more diverse and more likely to be from a disadvantaged or historically under-represented background: 75% of our students in 2020/21 came from one or more underrepresented student groups.[[2]](#footnote-2)

Hallam has an excellent track record of delivering innovative outreach and widening participation programmes to raise aspirations and awareness of the benefits of higher education and to orient more students toward successful outcomes. In 2020/21, Hallam admitted the largest number of students from low-participation neighbourhoods (LPN) in the sector and has supported more than 7,500 students from LPNs over the last five years. In 2021/22 more than £5.3 million was invested in financial support for students, with a significant proportion of this directed into support for students from disadvantaged and underrepresented groups.

**Race Equality Corporate Action Plan (RECAP)**

Hallam’s strategic plan for reducing the degree awarding gap is set out in the Race Equity Corporate Action Plan (RECAP), which draws on sector best practice. The RECAP has five themes; strong leadership, understanding what works, getting evidence and analysing data, developing racially diverse and inclusive environments, having conversations about race and changing culture. The approach is to work with students to enable their voice to be heard through minoritised student groups and other channels, and with staff to develop their racial literacy and cultural awareness through such programmes as Equity Accomplice and Protect and Respect.

**Early Career Research and Innovation Fellows**

Our Early Career Research and Innovation Fellowship (ECRIF) scheme was launched in 2021 to help establish the research and innovation portfolio of those at an early career stage and who have potential to be a future independent researcher or who had been significantly impacted by the Covid-19 pandemic. Applications from under-represented groups, including females and members of minority ethnic groups were encouraged.

Taking on board some of the learning from the first cohort in 2021, including the positive effect of targeting females and minority ethnic groups, the value of drop-in sessions and workshops, and the benefit of mentoring and development support, the second cohort was launched in 2022. Fewer awards were made in the second cohort but the proportion of females who were successful in receiving an award increased from 55% (17) to 60% (9) and the proportion of staff from minority ethnic groups increased from 12% (3) to 27% (4).

**Athena Swan Charter**

Hallam is committed to gender equality having held an Institutional Athena Swan Bronze award since 2010, which was renewed in 2017. Hallam is working towards renewal in May 2023 and maintains its aspiration to achieve an institutional silver award. Two academic departments currently hold Athena Swan awards. Psychology, Sociology and Politics hold an Athena Swan Bronze award and Biosciences and Chemistry hold Athena Swan Silver.

The Departmental Athena Swan Champions Network meets quarterly and provides a structure for staff to meet, share best practice, explore challenges, and learn from each other. A SharePoint page is hosted for Departmental Champions and over the last year Hallam has implemented collaborative and developmental improvements for submitting departments, including mock panels to refine submissions and develop action plans.

**Race Equality Charter (REC)**

Hallam is committed to race equality and made a submission for Bronze Charter Mark status which was unsuccessful. Another application has been encouraged from the AdvanceHE assessors as there was much to commend within the application, Hallam remains committed to achieving the REC bronze award and is currently reviewing its race action plan to strengthen future applications.

**Stonewall UK Workplace Equality Index/Diversity Champions Scheme**

Hallam’s last submission was in 2018 and this was used to benchmark and understand best practice within the sector and more widely. The LGBTQ+ steering group was able to use this information to develop a wider LGBTQ+ action plan which is built on Hallam’s values and prioritises the areas that are important. The submission for 2022 highlighted work on: HROD policies and training; support for the staff network and their work with communities and groups across the South Yorkshire region; celebrating lived experiences through a series of awareness raising events and implementing a new set of policies for trans students and staff, highlighting guidance for line managers.

**Disability Confident Employer Scheme**

The Disability Confident symbol is a recognition given by the Department for Work and Pensions (DWP). Hallam has held Disability Confident Leader status since 2018, and in May 2021 achieved a successful renewal.

**University of Sanctuary**

As part of the City of Sanctuary initiative, Hallam gained accreditation as a University of Sanctuary in 2021.

The University of Sanctuary Steering Group provides a strategic oversight of all activities across Hallam in relation to refugees and asylum seekers. The group’s aim is to create an organisational culture and practice that is genuinely inclusive and welcoming. To support this aim, refugees and asylum seekers are mentored through the New Beginnings project in conjunction with Voluntary Action Sheffield.

In 2021-22, Hallam provided two full Sanctuary Scholarships – one undergraduate and one postgraduate - and provided an additional four partial sanctuary scholarships to refugee/asylum seeker students to enable them to complete their courses. Hallam has supported three asylum seeker/refugee students with successful funding applications to charities raising £30,000 and $20,000 towards their tuition fees and maintenance costs.

**Inclusive Recruitment Implementation Plan**

The University’s Inclusive Recruitment Implementation Plan specifically targets recruitment practices and builds on a range of initiatives that have been implemented, such as:

* Specific training for chairs.
* Specific panel members.
* Use of social media, video advertisements and “talking heads” to showcase a diverse staff base.
* Adverts, job descriptions and person specifications include inclusive language and criteria.
* Using positive statements in advertisements to encourage applicants from under-represented groups.
* Recruitment briefings with all managers, which include scrutiny of the diversity profile of their relevant area.
* Ensuring that external recruitment agencies understand our position on diversity.
* The Equal Merit Principle - an approach to positive action - at the interview stage of our recruitment process to help increase the diversity of our workforce.
* All recruiting managers are encouraged to work through the Inclusive Recruitment Checklist which details EEDI considerations throughout the recruitment lifecycle.
* Delivering an Inclusive Hallam session which focused on the importance of inclusive practice during recruitment and selection, followed up by sessions with a number of leadership teams

Outreach activity and community engagement has also been delivered to raise Hallam’s profile as an employer of choice and to ensure Hallam is seen as accessible to a wider candidate pool. To date this includes engagement with Sheffield Springs Academy to broaden understanding and engagement. Hallam has delivered four events in the last two years, predominantly with Year 10 pupils. The aim is to raise career aspirations, outline careers opportunities, consider what makes a good job application and build CVs.

**Continuing to Reduce Pay Gaps for Ethnicity, Gender, LGBTQ+ and Race**

Hallam reports annually on its gender pay gap however, to demonstrate transparency, pay gaps for ethnicity, disability and sexual orientation are also published. Though not mandatory, this act evidences the values of inclusion and integrity and Hallam’s pledge to pay equitably, regardless of any protected characteristic.

The [2021-22 Pay Gap Report](https://www.shu.ac.uk/-/media/home/about-us/our-values/equality-and-diversity/files/gender-pay-gap-report-2022.pdf) was published in December 2022 and outlines in more detail the actions being undertaken.

**Equality Objective 3: Support all students and staff to bring their whole selves to study or work in order that everyone knows that they belong**

**Creating an Inclusive Curriculum**

The Hallam Model has been created as an integrated curriculum development framework over the last two academic cycles. The model has been applied to all new courses validated in 2021/2022, including those delivered with collaborative partners.

**Expand Leading into the Future (LiTF) to Other Protected Characteristics**

Increasing the diversity of staff remains a challenge, although steady progress is being made. The proportion of Hallam staff from minoritised communities has increased to 10.1%, reflecting a steady increase over the last five years (from just under 7%).

Hallam has previously supported small numbers of 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 in 2020, an in-house leadership development programme named Leading into The Future (LiTF) for aspiring leaders from minoritised communities was designed and delivered. The programme recognised the talents of participants and aimed to promote these and sponsor their progress through the organisation.

In 2021-22, LiTF was expanded to include other groups who are underrepresented at senior leadership level; people with a disability, people who are LGBTQ+ and women.

**Professor and Associate Professor Progression**

Progression for Professors and Associate Professors was updated and aligned in early 2020. The changes included embedding the Academic Careers Framework (ACF) within the process and moving from a biannual to an annual round for applications.

In 2021-22, of the 17 awards made, more than half were for women (9 females, 8 males). Colleagues who declared a disability made up nearly one-fifth of all successful applicants (three successful applicants declared a disability). The number of successful ethnic minority applicants increased from the previous year (one successful applicant in 2020-21 and two successful applicants in 2021-22).

The raft of measures to address the under-representation of, and/or differential outcomes for, these groups at Professor and Associate Professor levels, includes:

* Ensuring panels are more diverse and are aware of the context of their decisions from an EEDI perspective.
* Actively encouraging these groups to participate in the process e.g., through direct emails and by showcasing successful Professors and Associate Professors from these backgrounds.
* Putting on applicant workshops to ‘demystify’ the progression process.
* Enabling applicants to cite, as part of their application, personal/family reasons for reduced output e.g., periods of parental leave and have these considered by panels.

**Hallam Aspire**

Closely linked to the progression outlined in the previous section, Aspire is an inclusive mentoring programme, designed to support Hallam’s next generation of professors from groups that are currently under-represented at professorial level. Whilst the previous Aspire programmes were targeted specifically to support women, Hallam Aspire is now also open to academics at Grade 8 or above who identify as one or more of the following: (a) from an ethnic minority background, (b) female and/or (c) have a disability.

**Aurora**

Aspiring female leaders have been supported on the AdvanceHE Aurora programme for leadership development since its inception in 2013 and 106 members of staff have now completed this programme.

Hallam’s profile is well established with AdvanceHE on this programme where there is senior representation as mentor, role model and guest speaker. Hallam also has representation on the Aurora Advisory Group driving the strategic direction of this programme nationally and internationally.

**Leadership and Management Essentials**

In April 2022, the first modules in Hallam’s new leadership and management development programme were launched. The programme is open to new and existing line managers across all staff groups and is built upon the Hallam Values. One module in particular focuses on Inclusive Leadership, asking participants to reflect on their practice and explore how to strengthen their knowledge and skills in this important area. A total of 392 managers have engaged with the programme so far, with 130 managers attending the Inclusive Leadership module. One manager reflected: *‘It really highlighted the behaviour in myself that I’d like to work at changing and behaviour I’d like to challenge’.*

**Equality Objective 4: Be a leader in inclusive practice, collaborating with individuals, stakeholders and society**

**Engagement with EEDI Networks and Partnerships Across the City**

Hallam is continually developing its approach to EEDI and engaging with partners externally, across the city, region and sector to maintain and develop further a reputation for inclusion. This has included work with anchor institutions on the Race Equality Commission; work that is designed to dismantle racial disparities and is of paramount importance in consideration of Sheffield’s diverse population.

Hallam supports the work of the local charity the Level Up Foundation by providing its kitchens for Black History Month activities. This aligns with the Civic University Agreement, delivering partnership work across the region under the four areas of:

* Economy and Jobs
* Education and Skills
* Health and Wellbeing
* Community and Regeneration

The work is underpinned by a commitment to empower Hallam’s community with the skills to work and study inclusively and become a leading organisation in progressing EEDI in our region.

**Antisemitism Training**

All Senior Leadership Group members (83) were asked to attend a session delivered by the Community Security Trust to raise awareness of antisemitism. The session covered information on Jewish communities within the UK, the history of antisemitism and historical and contemporary antisemitic tropes. An introduction to the work of the Community Security Trust in relation to the Higher Education sector was also provided and stressed the importance of identifying, reporting and addressing antisemitism on campus.

This work built on Hallam’s adoption of the International Holocaust Remembrance Alliance (IHRA) definition of antisemitism in 2020 as a tool to assist our understanding and recognition of this issue. Our Faith, Religion and Belief group has a focus on policy/practice and the Chaplaincy and faith advisors are a delivery agent that the group works with and through. Hallam is working towards submitting to the Inspires Index self-assessment, a tool that measures, evaluates, and represents an institution’s efforts towards, and commitment to, establishing a welcoming climate for students of different worldview identities. Our aim is to use this tool to develop a gap analysis and inform a future programme of work, including a definition of Islamophobia.

**Embedding EEDI Considerations in Grant Applications**

As part of our support processes for external bidding activity, Research and Innovation Services (RIS) introduced a “Grant Triage Form” to facilitate good quality research submissions. Academics are encouraged to think about EEDI in their planning, particularly considerations and actions to reduce inequalities in research, for example, measures to ensure equal and meaningful opportunities for involvement of people of different genders, race and backgrounds; equality impact and risk assessments; and measuring relevant outcomes and outputs.

**Equality Objective 5: Provide an environment where all students and staff feel confident in raising concerns and receiving a response**

**Report and Support**

As previously reported Hallam has invested in Report and Support - a dedicated web site 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. Hallam has seen a steady increase in the use of Report and Support, and the demand for support.

The increase in the number of incidents reported does not necessarily reflect an increase in the number of incidents. It is more likely to reflect that staff and students are more confident in making a report and more confident in the support they will receive if they do, giving Hallam more accurate data. It is also positive that 80.1% reports were made with personal details. However, it is important that Hallam takes steps to address the increase in numbers and the Report and Support annual report outlines a ten-point plan which covers improving reporting mechanisms, training and evaluation.[[3]](#footnote-3)

**Protect and Respect Phase 1**

To support Report and Support, Hallam has designed its own ‘Protect and Respect’ programme, which engages staff in building a safe and inclusive culture and stresses the lack of tolerance of harassment or hate crimes. Shaped by the Hallam Values and the Equality Objectives, Protect and Respect focuses on how Hallam can continue to build a safe and inclusive culture, with a genuine respect for different viewpoints and a sense of belonging, togetherness, and wellbeing. As the Protect and Respect programme helps Hallam work towards a culture of inclusion, there should be a reduction in internal incidents raised with Report and Support.

Protect and Respect Phase One consists of a suite of three modules:

1. Actively Building a Safe and Inclusive Culture workshop.

2. Active Bystander E-Learning Module.

3. Responding to Disclosures E-Learning Module.

Feedback from staff who have attended the workshop has been positive with one member of staff commenting: *‘It made me feel more empowered to speak up and it was eye-opening in terms of what constitutes a hate crime and what doesn't.’*

This first phase is also supported by the rollout of e-learning modules to students under the name ‘Stand Together’ and is designed to equip students with the skills to become active bystanders. This approach aims to move people from being a bystander i.e., a person who witnesses something but is not involved in it, to someone who takes action.

Taken together, these programmes support the work of the OfS although they have been designed separately and independently. They also complement the Equity Accomplices programme, which is designed to improve the racial literacy of academic staff across the institution. This has had significant engagement during the year with in excess of 280 staff being developed through the programme.

**Delivering the Harassment, Sexual Misconduct and Hate Crime Programme**

The University’s Harassment, Sexual Misconduct and Hate Crime Programme is supported by a steering group and has five strands of work each with a theme lead:

* Governance, policy and reporting
* Prevention
* Reporting, support and disciplinary processes
* Communication and engagement
* Training

In 2022, Hallam created harassment module webpages as part of the [‘prepare’ welcome hub pages](https://www.shu.ac.uk/welcome/prepare/active-bystander) for students. All newly enrolled students are signposted to these pages as part of their onboarding journey and can also access information through the returner’s pages on My Hallam. Information on reporting harassment, sexual misconduct and hate crime content was included in the ‘Being a Hallam Student’ section within the Your Hallam Welcome Module sent to all new students in both September 2021 and January 2022.

**Future Priorities**

Many of the activities outlined in this report form part of Hallam’s ongoing commitment to, and delivery of, EEDI. Processes such as induction, EIAs and the cultural calendar have been embedded as standard practice, supported by an effective EEDI governance structure.

The University’s EEDI Delivery Plan runs until 2024 and each of the projects identified supports delivery of the 2021-24 Equality Objectives. Projects are regularly reviewed and discussed at the EDI Committee.

Future priorities include:

* The launch of the first in a programme of EEDI presentations to develop engagement and awareness of EEDI issues within teams. Presentations will be delivered locally in departmental/subject teams to generate focused discussion of EEDI issues, starting with Inclusive Recruitment, and to identify opportunities for enhanced engagement.
* A project to improve the disclosure rates of protected characteristics will enable the University to deliver targeted projects and support to the groups who need it most.
* An enhanced approach to EEDI data analysis and targeted action will be developed. This will be supported by improved resource for data analysis.
* Improved alignment of student and staff EEDI. While clear progress has been made, this continues to be a challenge.

Hallam will continue to review and monitor progress against the plan, ensuring effectiveness through better collation, analysis and evidence of data. This will be used to inform our future EEDI priorities, in conjunction with continued networking, benchmarking, and horizon scanning.

1. Equality, diversity and inclusion (EDI) in the workplace – Chartered Institute of Personnel and Development (Nov 2022) [↑](#footnote-ref-1)
2. [Underrepresented student groups](https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/access-and-participation-glossary/), as defined by the Office for Students, are students who have historically been under-represented in higher education in England or identified as being more likely to face barriers to ‘access’ and ‘succeed’ in higher education. [↑](#footnote-ref-2)
3. Report and Support at Hallam, Annual Report 2018 - 2022 [↑](#footnote-ref-3)