



Equality Priorities 2014–2020

Values

Academic ambition

Being practical and applied

Supportiveness and inclusion

Collaborative, flexible, innovative thinking

Honesty, integrity, high professional standards

Mission

To deliver excellent outcomes for all our students, enabling to succeed in a diverse and complex world

Vision

To be recognised as a University that adds value to the futures of all our students, staff, and partners by leveraging their unique and diverse talents

Provide an excellent and inclusive educational experience

Objectives

- To improve the outcomes for, and experience of, BME students
- To widen access to STEM subjects and STEM careers for women
- To effectively anticipate and manage reasonable adjustments
- To raise awareness of the LGBT student experience

Attract, retain, support and develop a diverse workforce

Objectives

- To encourage disclosure in all equality monitoring activity
- To ensure that attraction and recruitment activity is inclusive
- To improve engagement and recognising everyone's contribution to University life
- To provide development which enables our staff to recognise their responsibilities and contribution to equality and diversity

Integrate and embed equality into our business processes

Objectives

- To ensure due regard is given to equality, diversity, and inclusion in all University activity including policy development, planning, corporate change projects, procurement, and decision-making processes through the implementation of robust and systematic processes
- To evaluate our practice and profile externally and act to improve our performance in comparison to external exemplar organisations

Develop an inclusive and supportive University culture

Objectives

- To raise the profile of the equality, diversity and inclusion agenda, making clear the responsibilities at all levels of the University
- To support faculties, academic departments, and services to integrate and implement equality priorities into their local plans
- To effectively communicate the outcomes from the monitoring of equality information to faculties, departments and services

Introduction

Sheffield Hallam University is committed to advancing equality of opportunity, experience and outcome, ensuring that students and staff realise their full potential. This is reflected through the University's values of inclusion and supportiveness, with equality, diversity and inclusion acting as key enablers to the University Strategy.

Our Equality and Diversity vision

To be recognised as a University that adds value to the futures of all of our students, staff and partners by drawing on their unique and diverse talents and providing an environment that allows everyone to flourish and succeed.

Our values

The University sets out its values in the University Strategy. This states that inclusion and supportiveness are key values for the University and that they are integral to the future sustainability of Sheffield Hallam University.

The refreshed Sheffield Hallam Equality Priorities aim to demonstrate the University's commitment to equality, diversity and inclusion incorporating the values of

- academic ambition
- inclusion and supportiveness
- being collaborative, flexible and innovative in our thinking
- honesty, integrity and high professional standards
- being practical and applied.



Our objectives

We have produced specific objectives with targets for each of our priorities, so we can measure our progress.

Priority 1: Provide an excellent and inclusive educational experience

Objective 1: Improve the outcomes for, and experience of, BME students

- Reduce the current BME attainment gap, firstly to bring it in line with the sector average, before working to eliminate it.
- Increase the number of students disclosing their ethnicity.
- Increase the NSS satisfaction rate of BME students particularly in the areas of academic support, assessment and feedback.
- Support the future prospects of BME students by making year-on-year increases in the percentage of BME students who undertake work placements, internships or participate in graduate schemes.
- Support improvements in BME attainment by identifying whether there are patterns in BME student withdrawal and implementing interventions to increase the retention rate for BME students.
- Increase the numbers of BME students in schools who are engaged by the University via outreach activities to ensure we raise the aspirations of students and continue to encourage applications to the University from BME students.

Objective 2: Widen access to STEM subjects and STEM careers for women

- Increase the number of girls in schools and colleges engaged in outreach activities around STEM subjects and careers.
- Through targeted recruitment activities increase the numbers of female students studying STEM subjects.
- Support the transition of women in STEM into jobs in related industries by increasing the numbers of women undertaking STEM placements, internships or graduate schemes and ultimately increasing the numbers of female students who enter a STEM graduate job.

Objective 3: Effectively anticipate and manage reasonable adjustments for disabled students

- Increase the number of students disclosing a disability so that adjustments can be anticipated and managed.
- Decrease the numbers of formal complaints relating to disability.
- Increase satisfaction rates relating to disabled students in the area of academic support.

Objective 4:
Raise awareness of the LGBT student experience

- Increase the disclosure rate for sexual orientation amongst students and staff.
- Maintain the University's Gay by Degree league table score of 10 out of 10.

Priority 2: Attract, retain, support and develop a diverse workforce

Objective 1:
Improve the diversity of the workforce

- Change the workforce composition to bring it in line with sector benchmarks for diversity in the workforce.
- Increase recruitment success rates for staff in under-represented groups.
- Improve recruitment success rate for BME applicants so that it is the same as non-BME applicants.
- Maintain the number of graduate entry routes into the University in order to diversify the age profile of the University.

Objective 2:
Improve engagement and staff experience outcomes for staff with protected characteristics

- Ensure that the variation in the results for all staff and those with protected characteristics in the Employee Opinion Survey is not significant.
- Increase the percentage of staff who agree that "people at the University treat each other with fairness and respect".
- Improve satisfaction and engagement rates for LGBT, BME and male staff.

Objective 3:
Ensure all staff are aware of their responsibilities and how they can contribute to a diverse and inclusive culture

- Ensure all staff complete the online diversity module.
- Increase the percentage of staff who agree that "the University shows through its actions that it is committed to being an equal opportunities employer".
- Increase the percentage of staff who are "clear about their part in delivering the University's Equality Priorities".
- Increase the percentage of staff who "know what to do if they observe inappropriate behaviour within the University community".
- Increase the percentage of staff with protected characteristics who agree they feel they are a valued member of the University community.

Objective 4:
Improve progression to more senior roles where particular groups are under-represented

- As measured by the Employee Opinion Survey, ensure that the variation in the results for all staff and those with protected characteristics is not significant for the percentage of staff who agree they have "equal access to promotion and secondment opportunities".
- Increase the proportion of professors who are women.
- Achieve a University Athena Swan Silver Award by 2016.
- Increase the number of BME staff in senior roles.

Objective 5:
Encourage disclosure in all equality monitoring activity so that we fully understand the composition and needs of our diverse workforce

- Increase the percentage of staff who disclose information on protected characteristics.

Priority 3: Integrate and embed equality into the business processes of the University

Objective 1:
Ensure due regard is given to equality, diversity and inclusion in all University activity including policy development, planning, corporate change projects, procurement, infrastructure development and decision-making processes through the implementation of robust and systematic equality analysis

Objective 2:
Evaluate our practice and profile and act to improve our performance in comparison to external exemplar organisations

- Increase the number of corporate projects (process improvement, infrastructure developments etc) which have equality analysis built into their business case.
- Increase the percentage of tenders awarded to organisations who have an equality and diversity policy.
- Achieve a University Athena SWAN Silver Award by 2016.
- Increase our position in the Stonewall Workplace Equality Index year on year.
- Increase our position in the Race for Opportunity benchmarking exercise.

Priority 4: Developing an inclusive and supportive University culture

Objective 1:
Raise the profile of the equality, diversity and inclusion agenda, making clear the responsibilities at all levels of the University

Objective 2:
Support faculties, academic departments and services to integrate and implement equality and diversity actions into their local plans

Objective 3:
Monitor information on our staff and student population in line with our obligations under the public sector equality duty

- Increase the percentage of staff who have undertaken unconscious bias development.
- Ensure all staff complete the online diversity module.
- Increase the percentage of line managers who have undertaken equality and diversity training.
- Increase awareness of the University's membership of Stonewall, Race for Opportunity and the Athena SWAN Charter.
- Increase the number of senior leaders and managers who have equality and diversity integrated into their annual appraisal objectives.
- Ensure all faculty and directorate plans include objectives to advance equality, diversity and inclusion.

Our roles and responsibilities

Implementing the priorities and achieving our objectives will require collaboration across the University, with everyone having some responsibility. Here we set out how the whole Sheffield Hallam community, from the governors to the students, can work towards our goals.

Board of Governors

- Assure itself that mechanisms are in place through which the Equality Priorities can be delivered.
- Receive reports of the University's performance against the Equality Priorities.

Vice-Chancellor

- Ensure that the University has in place Equality Priorities that are communicated to all staff, students and visitors.
- Ensure that appropriate structures, systems and processes are in place to support the implementation of the Equality Priorities and associated equality and diversity policies and procedures.

Secretary and Registrar

- Provide leadership in strategic matters relating to equality, diversity and inclusion.
- Oversee the development and implementation of the Equality Priorities.

Equality and Diversity Board

- Provide governance and management support to the implementation of the Equality Priorities.
- Advise and make recommendations to the Vice-Chancellor and Board of Governors.
- Oversee institutional compliance with relevant equality legislation.
- Consider, advise and act upon recommendations by faculties and directorates that require strategic direction.
- Promote good practice, innovation and flexibility in the delivery of the Equality Priorities through all University functions and activities.

Equality and Diversity team

- Support the development and implementation of the Equality Priorities.
- Provide a policy development and an advisory service covering the legal and business aspects of the equalities agenda to the University.
- Anticipate and respond appropriately to legislative requirements that will impact on the University.
- Facilitate the incorporation of equality and diversity into strategic thinking and day-to-day business activity.

Pro Vice-Chancellors and Directors

- Provide leadership and monitor equality and diversity activity locally.
- Ensure University equality policies are disseminated to staff and students and are effectively and consistently implemented.
- Champion equality in order to establish an inclusive working and learning environment.
- Embed equality activity and actions in faculty/directorate plans.

Heads of academic departments or professional services

- Ensure University equality policies are disseminated to staff and students and are effectively and consistently implemented.
- Champion equality in order to establish an inclusive working and learning environment.
- Embed equality activity and actions in local plans.

Line managers

- Disseminate information to ensure staff are aware of their equality and diversity responsibilities.
- Work to promote equality and diversity as an integral part of the service(s) they provide and the policies and procedures they develop and implement.
- Support the individual needs of staff so they can participate and perform effectively.
- Ensure staff recruitment and appraisal activity is carried out fairly, transparently and consistently.

Faculty and directorate equality co-ordinators

- Undertake projects and, where appropriate, lead on activity to promote equality and diversity.
- Contribute to consultation on the development of University policy and good practice guidelines.
- Promote equality and inclusion across the faculty/directorate through cascading information and contributing to University-wide events.
- Signpost managers, staff and students to appropriate sources of guidance and support.

Academic staff

- Disseminate information to ensure students are aware of their equality and diversity responsibilities.
- Support the individual needs of students so they can participate and perform effectively.
- Understand and fulfil their responsibilities in relation to disability, reasonable adjustments and learning contracts.
- Ensure student recruitment and assessment procedures are fair, transparent and consistently applied.

All staff

- Take personal responsibility for familiarising themselves with the Equality Priorities and adhering to the University's equality policies.
- Treat other members of staff, students and visitors fairly, with dignity and respect.
- Respond positively to the different needs and circumstances of members of the University community.
- Encourage practices that foster equality, diversity and inclusion, and report any incidents of behaviour that fail to comply with the University's equality policies and equality legislation.

All students

- Familiarise themselves with and adhere to the University's equality policies.
- Treat members of staff, other students and visitors fairly, with dignity and respect.
- Encourage practices that foster equality, diversity and inclusion and report any incidents of behaviour that fail to comply with the University's equality policies and equality legislation.

Supporting policies and frameworks

The following policies and frameworks are in place which will support and inform the implementation of the Equality Priorities.

- University Access Agreement
- University Admissions Policy
- Learning Teaching and Assessment Framework
- Student Support Framework
- Chapters B1 and B8 QAA Quality Code
- Dignity at Work Policy

Reporting against the Equality Priorities

The implementation of the Equality Priorities will be overseen by the Equality and Diversity Board. This board will receive updates on progress from those with assigned actions, supported by a cycle of equality information and analysis to monitor the indicators outlined within the plan.

Equality and Diversity statements will be developed by faculties and directorates which will set out how they will implement and who has responsibility for local equality priorities. These will also set out the responsibilities and reporting arrangements for equality and diversity within each faculty and directorate.

The Equality and Diversity Board will report to the University Executive Group and the Board of Governors annually in July each year on progress towards the implementation of the Equality Priorities including any significant positive or negative changes to the indicators and measures within the plan. The plan will be reviewed and refreshed annually in September each year.



