



The
University
Of
Sheffield.

EXCELLENCE THROUGH INCLUSION

The University of Sheffield Equality and Diversity Strategy and Action Plans

December 2006

* Given the timing of the University's committee cycle this strategy was ratified by the University Council on 9 July 2007. We continue to welcome feedback and will give your comments full consideration

Alternative formats of this document are available upon request, for example, large print, braille, audio/visual, other languages.

Please contact:

Gill Tait, Department of Human Resources, Telephone 0114 222 1604, E-mail g.tait@sheffield.ac.uk

or

Alan Phillips, Student Services, Telephone 0114 222 4136, E-mail alan.phillips@sheffield.ac.uk

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Foreword from the Vice Chancellor

If we are to meet the challenges of Our Shared Vision, the University's new corporate plan, we must reflect and interact with the richness of the world around us and become a truly inclusive University.

Our vision for equality and diversity is clear; we want to achieve Excellence through Inclusion. The social justice argument for inclusion is plain; staff and students must be able to flourish at the University of Sheffield and feel that they have a fair and equal chance to reach their potential. The business case is also compelling; to achieve excellence we need to have the best talent; a motivated, diverse workforce who can thrive in a changeable global market, responding to the huge range of needs expressed by our stakeholders and customers and who can exploit the benefits of difference.

As a truly inclusive University we will recruit talent from all sectors of society, fully develop the talent of all our staff and students and build collaboration and a sense of community. We aim to go beyond statutory requirements to ensure our staff, students and partners have the best experience possible.

We aim to create a corporate culture that is inclusive at all levels and in every system and process. Through our Equality and Diversity Strategy and Action Plans we will work with people from across the University and beyond, to hear and help them tell the positive stories about what we have achieved already through inclusion and what we will be doing even better in the future.

I am confident that by building firm foundations in this first Equality and Diversity Strategy we will become a noted fully inclusive University in the future.

Professor Bob Boucher
Vice Chancellor

SECTION 1

Our Vision for equality and diversity at the University of Sheffield:

Excellence through Inclusion

We will:

- Value all our staff and students for what they achieve
- Ensure that our staff and students belong to a diverse and inclusive university
- Attract the very best staff and students with high potential from diverse backgrounds, lifestyles and nations
- Interact with staff, students and other stakeholders to create a supportive community which encourages all to develop their talents and contribute fully to the success of the University
- Work towards eliminating all forms of discrimination by promoting the highest standards of behaviour; respect, integrity and personal responsibility.
- Help our staff and students to understand and appreciate the roles and contributions of others and the importance of diversity and collaboration

Goal

Our goal is a motivated and diverse University community, where staff and students demand the highest standards from each other and work together to maximise the benefits of difference.

Measure

We will recognise our success by the extent to which independent surveys confirm that our staff and students' recommend our University as proactively working towards achieving excellence through inclusion.

SECTION 2

Establishing the Strategy to Achieve the Vision

Key Challenges

- Integrating inclusion into Our Shared Vision; the University's corporate plan.

If we are to meet the challenges and aspirations of Our Shared Vision we must reflect and interact with the richness of the environment around us and draw staff and students from the widest possible talent pools. Being a truly inclusive university is essential for future success in a highly competitive, changeable global market place.

- Superseding baseline legislation

To ensure that we operate as a fully inclusive university, and offer our staff, students and partners the best experience possible, we proactively embrace equality legislation and aim to go beyond legal compliance in all our diversity and inclusion work.

- Involving people

We need to engage all staff and students in a dialogue about diversity and inclusion through sharing their stories and experiences of good practice and areas for improvement. Engaging managers at all levels, will be essential to forging a common culture supportive of excellence through inclusion.

- Culture change

We need to create a culture that is inclusive at all levels and in every system and process. We need all staff and students to understand what the vision of "Excellence through Inclusion" means to them personally and what their responsibilities are. To enable staff and students to do this, we need to prepare them for the challenges that difference brings, help them appreciate the benefits of diversity and celebrate success stories.

- Embedding equality and diversity support and scrutiny

To facilitate change we must have transparent, high profile support for challenging the status quo and embedding diversity and inclusion. Transparent and consistent scrutiny is also essential to confirm that real action with long term impact is being made across the University.

- Ownership of metrics

Measuring and analysing data must be considered by all to be a catalyst for action. Metrics will guide managers' action by identifying areas of strength and vulnerability.

SECTION 3

Our Approach – a Single Equality and Diversity Strategy

Our approach has been determined by our belief that if diversity and inclusion are not first integrated into our business strategy, very little will change. Whilst compliance with the relevant equality legislation is obviously a must, we believe that the achievement of 'excellence through inclusion' demands a step change in the culture of the University in the long term, as well as ensuring shorter-term equality and diversity compliance.

The University is fully aware of its particular legal responsibilities and obligations in respect of eliminating unfair and unlawful discrimination, promoting equality of opportunity and good relations between all and involving people in the development of its equality and diversity strategy and action plans.

Our desire is to move beyond compliance with statutory requirements. Equality and diversity is fundamental to delivering Our Shared Vision and we have developed a single Equality and Diversity Strategy which supports the achievement of our corporate goals by bringing together all the major equalities strands into one coherent framework:

- Age
- Disability
- Gender (including transsexuals)
- Race, Ethnic Origin or Nationality
- Religion or Belief
- Sexual Orientation

During the lifespan of our first Equality and Diversity Strategy we are concentrating on the 3 equality areas of Race, Disability and Gender and we are fully committed to meeting the general and specific duties under the Race Relations Amendment Act (RRAA) 2000, the Disability Discrimination Act 2005 and the Equalities Act 2006.

The Race, Disability and Gender Equality Duties require the University to have 'due regard' to the need to eliminate discrimination and to promote equality and good relations. There are many similarities between the duties, such as assessing and consulting on the impact of proposed policies, monitoring existing policies and monitoring key employment processes. There are also a number of specific requirements, for example, under the race equality duty to promote good race relations and under the disability equality duty to treat disabled people preferentially if necessary in order to deliver equality, to involve disabled people in developing our strategy and action plan; and to promote positive attitudes towards disabled people.

Race Equality Policy and Disability and Gender Schemes must be published which demonstrate how the University will meet its equality duties and include an action plan. In the context of our University we are using the term 'strategy' instead of the legislative terms 'policy' or 'scheme'. Our Equality and Diversity Strategy incorporates all the specific legislative elements, including our existing Race Equality Policy, and demonstrates how we will meet, or exceed, our statutory requirements.

A more detailed overview of our Equal Opportunities Policy and relevant legislation is given in Appendix 1.

SECTION 4

Working towards our vision

Below are some of the highlights of recent equality and diversity activity designed to address areas where we know we need to improve. In all our work to achieve excellence through inclusion we aim to:

- enable staff and students to contribute to the life of the University and steer its success at all levels.
- develop a University community in which discrimination and harassment are unacceptable and inclusion and recognition of all are promoted, irrespective of race, gender, disability, age, or background.
- involve our staff, students and other partners in developing our future.

1. Raising awareness and profile

We have made significant inroads into raising the profile of diversity and inclusion for staff and students.

Staff Learning and Development

We have embedded diversity, equality and inclusion principles into University learning and development including recruitment, and promotion skills. We offer a suite of programmes focusing on raising knowledge levels, including Cultural Awareness, Diversity Awareness and Diversity for Managers which are on offer throughout the year to all staff. Equality and Diversity Essentials and Managing Diversity are two brand new e-learning courses designed specifically for the University of Sheffield. These will form part of the induction of all new staff and pre-course preparation for relevant courses. We have also run targeted sessions on diversity and inclusion issues for individual departments across the University. The Certificate in Learning and Teaching includes a session on Diversity matters, as does the training for Medical School interviewers.

The University's senior management, including the Vice-Chancellor, Pro-Vice-Chancellors, Heads of Departments and Deans, have participated in our new approach to engaging staff in diversity and inclusion by attending drama based training. This was also enjoyed by over 300 ancillary staff during our Diversity Breakfast event on Diversity Day for staff.

Recognising talent, potential and contribution is essential to our Excellence through Inclusion Strategy. This is being practically applied in our preparations for the Research Assessment Exercise 2008, with the training of Heads of Departments and their RAE management teams on ensuring that all excellent contribution is recognised.

Diversity Day for Staff 2006

8 events were held and 700 staff participated

Members of staff were encouraged to explore issues around diversity and equality and events focused on helping them understand why diversity action is needed at the University and their personal responsibilities.

2. Involving People

Consultation and involvement of our staff and students is fundamental to all our action on diversity and inclusion. We also proactively involve a range of other partners in our work from the local community and the wider Higher Education and UK arena. This is implemented through a number of routes.

This year, involving staff has been a key factor in the development of the University's corporate plan – Our Shared Vision. Extensive consultation with staff directed the development of the plan, from which we have established the first ever set of shared values – the benchmark by which we will be measured. This open and inclusive approach has been a continued theme in our Excellence through Inclusion strategy.

- Staff and students have participated in focus groups examining diversity issues across the University, raising concerns and sharing best practice from their own experiences.
- Annual student focus groups focus on induction experience and highlight areas for improvement.
- To guide the development of our Excellence through Inclusion strategy, we formed an Engagement Group, with representatives from staff and students and University partners from the local area. This group has contributed fully to shaping of the Excellence through Inclusion strategy and was invited to fully participate in the consultation exercise for Our Shared Vision
- Inviting expert speakers from the public and private sectors to contribute to our diversity events and inform the debate at the University on these issues, through to direct input into the development of policy and planning.
- Close liaison with the Union of Students and support for the Awareness weeks.

Full details of how we have involved people throughout 2006 can be found in Section 7.

3. Engaging

Engaging staff and students, to make sure they understand how diversity and inclusion will impact upon their personal experience and its role in the University's success, is essential to cultural change. We have developed a specific action plan to take forward this critical area of work which will develop an active dialogue on diversity and inclusion across the University.

Our culture change action plan can be found in Section 8.

4. Representing all staff and students

Gender balance

Women's Week 2005

16 events 800 staff participated.

The range of events on offer aimed to celebrate the contribution of women staff, inspire women at the University, challenge barriers experienced by women in the workplace and change perceptions and enhancing skills in order to allow women to reach their potential at the University.

Women's Network

Following on from the success of Women's Week 2005, the Women's Network was launched in March 2006 as part of the University's long term commitment to supporting women staff at the University. It aims to provide all women staff with opportunities to network internally and externally and develop personally and professionally within a supportive and rewarding framework. The Network is focused around five key strands: Business; Development; Women in SET and Medicine (SETM); Wellbeing and Extra (the social strand e.g. volunteering, book/film clubs).

The Women Academic Returners' Programme - WARP

It has been recognised across the Higher Education sector that periods of maternity or carer leave can have a considerable negative impact on women's academic/research career progression, particularly in the SET and Medicine (SETM) areas. Following consultation with women staff, this scheme was devised to provide departments with new financial support to recruit the additional staffing needed to support women in developing their research profiles following such absences. It is anticipated that positive intervention at this stage will have long-term benefits on the career development of these women.

Attracting female students into engineering

A specific marketing strategy has been implemented in the Department of Automatic Control and Systems Engineering to strengthen links with schools and to attract women to apply.

Recognition

We have received external recognition for our innovative work to reduce gender inequality.

In September 2006 we were named by The Times newspaper as one of the top 50 organisations Where Women Want to Work.

Also in September 2006 we were named as an exemplar company by Opportunity Now, an organisation which works towards reducing gender inequality in the workplace. They were particularly impressed with the Women Academic Returners' Programme and the Women's Network.

Diverse racial mix

The University has undertaken action in line with its Race Equality Action Plan, including:

Employment Outreach

To raise the University's profile as an employer of choice with prospective black and minority ethnic applicants on a national level, we have advertised in a range of ethnic based media titles and "Ethnic Britain – A Diversity Directory" for a number of years. The last graduate intern programme, successfully encouraged applicants from black and minority ethnic to apply through positive statements in the advertising and a targeted media campaign.

Locally, we have worked on raising the University's profile as an inclusive employer through creating an on-going visible presence at local events such as jobs fairs etc. We have also established relationships with employment action groups working with black and minority ethnic people to offer targeted support, such as the Work Placement Scheme.

Student Outreach

The University of Sheffield is working in collaboration with five other Yorkshire universities to provide Impact; a career development programme for under-represented students.

There are currently over 160 students on the programme which provides workshops, guidance and mentoring to;

- UK black and minority ethnic students,
- disabled students,
- mature students,
- and those whose families have no experience of university

Locally, we have raised the profile of higher education to potential students from under-represented groups. University staff have contributed to Ethnic Minority Study Support Activity within local schools and have worked with the Sheffield City Council Ethnic Minority Achievement Service to introduce 30 young people to higher education via structured activity. Links with local community groups have also been developed through joint working with the Union of Students' Sheffield Volunteering group.

Over 300 students and families attended a local students' induction in September 2006 with half of the students potentially being the first generation to attend in full. Induction events for new mature and local students were held in September 2006. 65 students attended the mature student induction, 10 of whom were from minority ethnic groups.

Sheffield's Outreach and Access to Medicine Scheme (SOAMS) is an established and exciting initiative, which makes a career in medicine a possibility for able students from all backgrounds.

SOAMS provides support and guidance to local Year 9-13 students with an interest in medicine or science, through a range of programmes and activities aimed at raising awareness, aspirations and levels of achievement.

Students who have completed the scheme are eligible for a guaranteed interview at Sheffield's School of Medicine. Successful applicants are then considered for one of the 20 ring-fenced places.

Building on the success of SOAMS, the University has launched outreach activities in four other professions where there is under representation in terms of parental occupation and social class: architecture, accountancy, law and journalism.

Disability

We recognise that it is essential that new, and existing, members of staff with disabilities receive the correct support from the University to help them perform to their potential. We have a successful record of the Department of HR collaborating with recruiting departments to support the varied needs of disabled staff across the University and provide additional financial support to help departments cover costs where adjustments are required.

Accessibility is a key issue for all buildings and resources development and our flagship learning and resources centre, the Information Commons, will provide high calibre facilities for all staff and students from 2007.

To help raise our profile as an employer committed to attracting applicants with disabilities, we have hosted a number of work experience placements for people with disabilities and have advertised in the Disability Now wallplanner 2006/07.

In 2003 the university opened a new suite - the Hillsborough Centre - specifically to house its Disability and Dyslexia Support Service. The suite contains office accommodation for its support team, rooms in which tutorials can be held and support workers can meet their student clients and IT facilities with access to assistive technology.

In 2006 a Support Worker Coordinator was appointed to lead and develop a service to provide support workers to disabled students.

Disability Champions have been appointed to organise support for students with disabilities in each academic department and provide a contact/liaison point with the Disability Team.

The Dyslexia Support Tutors Team, part of the English Language Teaching Centre, has received a Senate Award for excellence in Learning and Teaching, in the category of Excellence in Collaboration. The awarding panel were particularly impressed by the complementary strengths of the team, and its effective and innovative engagement with issues of dyslexia. The strong impact of the team's work on the student experience was also recognised.

SECTION 5

Key Facts and Figures

Sheffield is England's fourth largest city with a total population of over half a million people. 65% (333,600) of Sheffield's population are of working age and of those 48% are women and 5.4% are of minority ethnic origin. 4.5% of the city's population have classified themselves as permanently sick or disabled.

The University of Sheffield is the city's third largest employer with almost 6,000 members of staff. The University educates approximately 27,000 students, most of whom study on a campus a mile long (1.6km), across 468 buildings.

Disability

- Nearly 1 in 5 people of working age in Britain have a declared disability (7 million people – 19% of working age population).
- Only half the people of working age with a disability are in work compared to 80% of the working age population without a disability.
- Approximately 9.5% (3.5 million people) of the national working population have a declared disability.
[Reference – all 3 bullets: UK Office for National Statistics' Labour Force Survey – 2005, as cited by The Shaw Trust 2006].
- 4.5% of the city's population have classified themselves as permanently sick or disabled.

- 4.2% of the University's staff have a declared disability.
- 3.6% of senior staff at the University have a declared disability.
- 3.5% (4 from 114) of staff with a declared disability were promoted with effect from 1/10/05.
- During the year to 31 July 2006, applicants to the University for staff vacancies were more likely to be interviewed if they had a declared disability than those without (18% of candidates with a declared disability were interviewed compared with 16% without). Of those interviewed 4% of candidates with a declared disability were appointed compared to 5% of candidates without a disability, University wide. In academic departments, during the same time period, the percentage of appointees with a declared disability was 2%, down from a three year average of 3%.
- 6.1% (1676) of the university's students have a declared disability.
- 1238 are undergraduates, 146 on taught postgraduate programmes and 292 are engaged in postgraduate research.

Race

5.5% of the working age population of England and Wales and 5.4% of Sheffield are of minority ethnic origin:

- 7.6% of staff at the University of Sheffield are of minority ethnic origin.
- 4% of senior staff at the University are of minority ethnic origin and 8% of those promoted with effect from 1/10/05 were of minority ethnic origin.
- 8% of Academic roles at the University are held by staff of minority ethnic origin, significantly exceeding both the Sheffield and national averages. However, the proportions of minority ethnic origin staff in academic roles vary across the different

subject areas. 15% of Engineering academics are of minority ethnic origin compared to none in Law (total 38 academic staff).

- 17.2% (4751) of the university's students are of minority ethnic origin. 2544 are on undergraduate programmes, 1053 on taught postgraduate programmes and 1154 are engaged in postgraduate research.

Gender

- 48% of Sheffield's working population are women compared to 54% of staff at the University.
- 25% of senior staff at the University are women and 41% of the promotions with effect from 1/10/05 were women.
- In Academic and Research roles there are representative numbers of women in the areas of Arts (43%), Law (51%), Medicine (52%) and the Social Sciences (47%). Currently, only 16% of Academic and Research roles in Engineering are held by women but the percentage of female appointments in this area is increasing annually from 19% in 02/03 to 27% in 05/06.
- 54% of the university's students are female and 46% male. On undergraduate programmes the split is 54%/46%, on taught postgraduate programmes 54%/46% and in postgraduate research 43%/57%.

More detailed equality and diversity statistics can be found in Appendix 2.

SECTION 6

Governance Arrangements – the Equality and Diversity Board (EDB)

The EDB reports directly to the University Council and is chaired by Professor Tony Crook, Senior Pro Vice Chancellor. Its terms of reference and membership are as follows:

Terms of Reference

1. To oversee the development of, and monitor the implementation of, the University's equality and diversity strategy, policies and action plans.
2. To receive and consider reports from relevant committees and specialist groups to:
 - a) ascertain that they are implementing Council's policies relating to equality and diversity and complying with statutory requirements
 - b) to offer support and guidance.
3. To make recommendations to Council regarding University equality strategies.

Membership

Chair: A Pro-Vice-Chancellor

One Lay Member

One Representative of the Students' Union

One Representative of the Campus Trades Unions

One Head of an Academic Department

Three Heads of Support Service Departments

One Representative of the Deans of Faculties

One Director of Learning and Teaching Development

Secretary: Assistant Director of HRM

Scrutiny of University equality and diversity activity

The Equality and Diversity Board (EDB) is responsible for considering progress towards Excellence through Inclusion and for the ongoing review and development of our diversity and inclusion strategy and action plan. The Board is chaired by the senior Pro-Vice-Chancellor and reports directly to the University Council.

The Board prioritises those business areas that it sees as being critical to the success of our diversity and inclusion strategy and sets a rolling timetable of enquiry. The Chair and Secretary of relevant University Committees, and Heads of key business areas, are invited to meet the Board to report on their current work, the outcome of their Excellence through Inclusion Impact Audit and future plans for equality and diversity in their business area. An action plan will be agreed and this will be monitored by the EDB on an ongoing basis.

The EDB meets at least twice each year and, as the process of in-depth scrutiny continues, all areas of the University will develop clear and wide-ranging Excellence through Inclusion action plans.

Priority areas of scrutiny for the period of this strategy are:

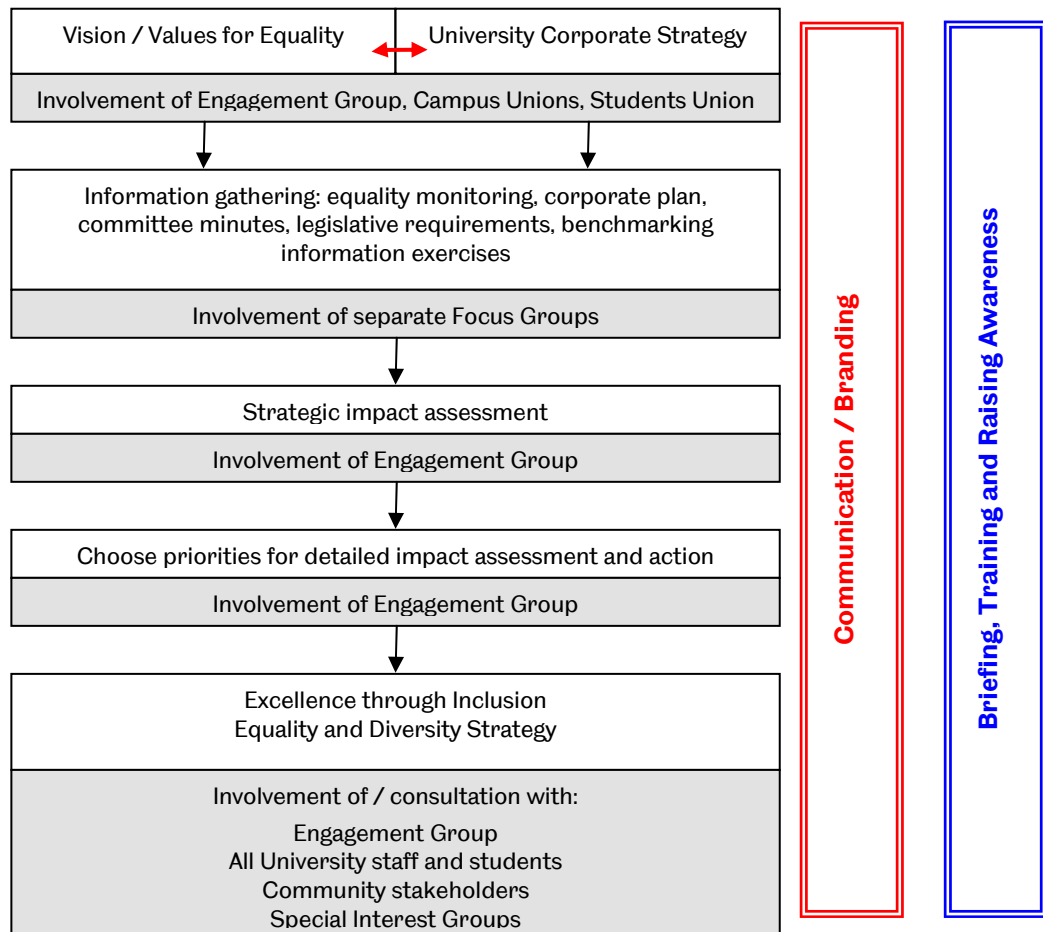
Student Recruitment and Admissions, Student Services, Strategic Planning, Procurement, Teaching and Learning, Estates, Staff Promotions, Marketing and Communications, External Liaison, Governance

SECTION 7

Involving People

We have been able to secure the genuine and meaningful involvement of people from different equality groups by offering a range of involvement mechanisms at different stages in the development of our Equality & Diversity Strategy. Please refer to Figure 1.

Fig 1: Development Process for Equality and Diversity Strategy



Equality Engagement Group

Our Equality and Diversity Strategy reflects the diversity of our University community and encompasses all the major equality groups. We have set up an Equality Engagement Group as a means of communicating with and receiving feedback from these key stakeholders. The Group is chaired by Dr Margaret Llewelyn, Dean of Law, and draws its membership from staff and students, both from the different equality groups and those with an interest in equality and diversity matters at the University, representative bodies including the campus trades unions and the Students Union, and stakeholder organisations from the Sheffield community. We recognise that the membership of this group will change as we develop our capacity to communicate effectively with those who want to work with us to shape our equality and diversity strategy and actions.

The Group's terms of reference are:

1. To act as a forum for the exchange of information and generation of ideas on matters relating to equality and diversity.
2. To work in partnership with the Project Group in establishing a University Equality and Diversity Strategy, by:
 - Providing constructive comment on proposals put forward by the Project Group
 - Contributing to the information gathering/audit process
 - Generating ideas and providing creative input into the Strategy's vision and values
3. To steer the proposals for the University Equality and Diversity Strategy through:
 - Endorsement of the priorities for action arising from the strategic assessment process
 - Supporting recommendations on the Strategy to the Equality and Diversity Board and other relevant committees
 - Overseeing the implementation of the Strategy

At its first involvement event, members of the Equality Engagement Group carried out an initial impact assessment. Members were asked to 'fast forward' to 2011 when the University had achieved excellence through inclusion and consider what the University would look like. They were then asked to bring themselves back to the present day and consider the key changes which would be necessary to enable the University to achieve this vision.

Some key strategic themes emerged; commitment, training, scrutiny, culture change and communication. We have acted upon these suggestions as follows:

Key strategic theme	Equality Engagement Group suggestion	Action update
Commitment	Identify a senior equality champion.	<ul style="list-style-type: none"> • Pro-Vice-Chancellor champion at Senior Management Group level – Professor Micheline Beaulieu.
	Equality & diversity to be prominent part of the appointment of the new Vice-Chancellor	<ul style="list-style-type: none"> • “Ensure equality and diversity issues are integral to University strategy, culture and community” is a confirmed responsibility.
Training	Compulsory training for all staff.	<ul style="list-style-type: none"> • Development of a new on-line module in equality and diversity matters for all staff. This will form part of staff induction and will be a pre-cursor to, for example, training and briefing sessions.
Culture Change	Provide the support needed to change the culture across the University.	<ul style="list-style-type: none"> • A culture change programme relating to equality and diversity has been designed and supported by the Senior Management Group. • A culture change project group is in place led by a Pro-Vice-Chancellor.

Key strategic theme	Equality Engagement Group suggestion	Action update
Scrutiny	Have an open and challenging look at what we do.	<ul style="list-style-type: none"> • Confirmed ownership of the Equality and Diversity Strategy within the University structure by the Equality and Diversity Board, chaired by Pro-Vice-Chancellor, Professor Tony Crook. • Process for scrutiny of performance agreed. • Timetable for scrutiny drafted.
Communication	Have ways of communicating with all equalities groups which are culturally sensitive.	<ul style="list-style-type: none"> • A communication strategy relating to the Equality and Diversity Strategy has been drafted.

At its second involvement event the Group considered in greater depth the strategic themes of culture change and scrutiny and their role in helping the University reach its strategic aim of “Excellence through Inclusion”.

The Group drew from its far reaching collective experience as staff, student and local partners, to identify factors/tools which would be essential for effective culture change and scrutiny at the University. Essential action identified by the Group included:

Cultural Change:

- Raising awareness through leadership from the top
- Clear communication in all directions, top down, laterally, and bottom up
- Sharing good practice across the organisation
- Have in place a range of relevant training; compulsory if needed
- Establish diversity champions at all levels

Scrutiny:

- Defining clear achievable targets
- Supporting staff to achieve targets
- Rewarding achievements
- Making use of data and benchmarking
- Measuring improvement

All of these points have been included within the development of the University's Cultural Change Action Plan and Scrutiny Action Plan (see Section 8).

Next steps for the Equality Engagement Group

We will be working with the group on an on-going basis. This final version of our Equality and Diversity Strategy will be revised in the light of feedback from Equality Engagement Group members. Members of the group will be involved in a range of future work including the development of the training and development framework which will support the implementation of the strategy and other focus groups.

World Cafés

Members of the Equality Engagement Group were invited to take part in these large scale appreciative inquiry events, held to consult upon Our Shared Vision, the University's new Corporate Plan. 19 members attended the events.

Integrating inclusion into Our Shared Vision is a key strand of our Equality and Diversity Strategy and the World Cafés presented an opportunity for representatives from different equality groups to become better informed about the University's corporate goals and to influence the discussion towards consideration of the link between these goals and equality and diversity.

Our Shared Vision embeds diversity and inclusion as strong themes in achieving our corporate goals. "The Sense of Belonging" is one of the six key strands of Our Shared Vision and clearly states our desire to be a dynamic, diverse and inclusive University.

Focus Groups

During the summer of 2006 a number of focus groups were held to involve staff and students from different equality groups and those who had an interest in a particular equality area.

To enable greater freedom of expression separate staff and student groups focused on race, disability and gender. 37 members of staff attended 6 focus groups, representing 11 academic and 7 non-academic departments. 18 students were involved in 4 focus groups, representing 13 academic departments.

Each group was asked a series of questions:

1. Are there examples of good practice which could be built upon across the University?
2. What issues, if any, does the University need to direct attention to?
3. Are you aware of any particular barriers to working at the University?
4. Are there any changes that could be made to make you feel more valued as a member of staff/student?
5. Do you think the University is effective in terms of equality and diversity?

Key points emerging from the Focus Groups were:

- There is a wide range of good practice already in place in the University, including widening participation outreach work, building accessibility into new capital schemes, policies on flexible working, special equality and diversity events such as Diversity Day and Women's Week, equality training for new lecturers, the work of the Student Services Disability Team and the Aim Higher Impact project. Nevertheless, good practice tended to be found in pockets across the university and work was needed to iron out variations.
- More work was also needed to ensure that minority groups – both staff and students – felt more included in the life of the institution; that accessibility to buildings, facilities, equipment, working environments, services and information was improved for all groups.

- General awareness of equality and diversity issues, including appropriate behaviour for inclusion, needed to be raised across the institution, with a particular focus on staff training.

Change Academy

In September 2006 a team from the University went to the Higher Education Academy's 'Change Academy 06' and developed an action plan to facilitate the engagement and involvement of individuals, in all their different capacities, right across the University.

Led by staff from HR and Student Services the diverse team included Micheline Beaulieu, Pro-Vice-Chancellor, who will lead the implementation of the culture change action plan, an academic Head of Department, the Head of Accommodation and Campus Services, which employs 13% of all University staff and has frontline contact with our students, the lay member of the Equality and Diversity Board, the Women's Officer from the Union of Students, and our Head of Media and Communications.

This diverse team thus included those who would take a lead in taking forward the Equality and Diversity strategy, as well as those affected by it. This proved invaluable in challenging the thinking of the group and shaping the Culture Change Action Plan (see Section 8).

More details of our Change Academy project can be found in Appendix 3.

Future involvement

The University knows that involvement, engagement and commitment of people are absolutely essential for the achievement of our Equality and Diversity strategy.

Our ideas about how best to achieve meaningful involvement are constantly developing and we shall develop and implement an involvement strategy in 2007.

Involvement will take a number of forms and may include:

- A continuation of the Equality Engagement Group and mechanisms such as Focus Groups and surveys.
- Increased dialogue with community and special interest groups within Sheffield.
- Continued development of already established channels of communication on equality and diversity, with campus trades unions and the Union of Students.
- The creation of a specific communications strategy on equality and diversity to support dialogue with the institution.
- Representation of equality groups on the Equality and Diversity Board, the University's primary mechanism for monitoring performance on equality and diversity.
- Holding appreciative inquiry events specifically about equality and diversity in the University, as a means of supporting dialogue which will lead to cultural change.
- Continuing to factor equality and diversity matters into University-wide consultative processes.

SECTION 8

Managing our Performance

Open communication and information are the keys to changing behaviour. We have set in place a number of mechanisms to encourage and challenge thinking and behaviour in relation to equality and diversity issues and to ensure that equality and diversity is considered and included in the activities we undertake to achieve Our Shared Vision:

Equality and diversity metrics

The University has an immense statistical archive of data covering gender, ethnicity, disability and age, for both staff and students. The challenge is to present this information in a way which will effect change.

Championed by an academic head of department we have developed an innovative way of presenting equality and diversity facts to enable heads of departments and others to know whether there is a problem and whether it is getting better or worse.

For each of gender, disability and race, for a number of key metrics, we give:

- A Faculty Snapshot setting out the current position of each Faculty benchmarked against each other.
- A Planning Unit Snapshot, showing the position of all the University's planning units.
- A Parity Plot for each individual planning unit, where an input variable is compared with an output variable (for example, applications and appointments).
- A Direction of Travel Plot for individual planning units, showing last year's performance normalised by the average

The information is designed to stimulate thought; the data themselves are not conclusions. During the 2007 Academic Planning round, each planning unit will be asked to consider the implications of the data and comment on the reasons behind them. Planning units will also be asked to consider what they could be doing better in the future and their plans for this.

Excellence through Inclusion Impact Audit Toolkit

We all play a role in helping to achieve excellence through inclusion through everything that we do at work – from deciding the business priorities of the University, to creating policies for staff and students, to dealing with enquiries.

To make sure that we are doing the best we can to promote our equality and diversity commitments throughout all our work, we need to have in place steps which make us stop and think about how our activities impact upon the University's ability to include, not exclude, all sectors of society.

By investing time at the beginning of any decision-making process to consider this, we will ensure that all our decisions have a positive impact on improving our performance on inclusion. If we are not aware of our impact, we could be unconsciously discriminating against individuals on grounds which are not relevant to what we're trying to achieve. When discrimination does occur, it often leads our University into a position where not only is there the threat of possible legal action, but it also deprives us of

potential talent or business gain. We could be losing out on the best staff, students and business opportunities if we don't take time to consider the needs of the equality markets – that is to consider if our actions are discriminating against anyone on grounds that aren't truly relevant to the decision in hand.

To help us review and assess the impact that our decision-making has on different equality markets, we will use our Excellence through Inclusion Impact Audit Toolkit. By using the toolkit framework as the foundation to review all our decision-making activity – from strategic policy development right through to departmental operational procedures – we can confirm our commitment to inclusion. All key areas of the University will carry out a thorough and systematic analysis of their business function to screen for points of vulnerability or opportunity, involving those from different equality groups as appropriate.

Existing policies and practices:

Using the toolkit to review existing policies and practices means that we can audit our current position regarding positive and negative impact on all the equality markets for that area. We can then act on improving on areas where improvement is needed and learn from existing good practices which are already creating positive impact.

New work:

The toolkit should be incorporated into the development of all work on new policies, processes and decision making overall. This will ensure that our future activities embrace inclusion and are free from unnecessary discrimination, thereby enhancing our interaction with all sectors of society. In doing so we will have strengthened our position with all equality markets as a University of Choice.

Measuring our success in achieving Excellence through Inclusion

The EDB is the corporate 'owner' of the Equality and Diversity Strategy, and the findings of scrutiny and review will feed into the ongoing development of the strategy.

Figure 1 shows how the process of scrutiny and the ongoing development of the Equality Strategy will converge.

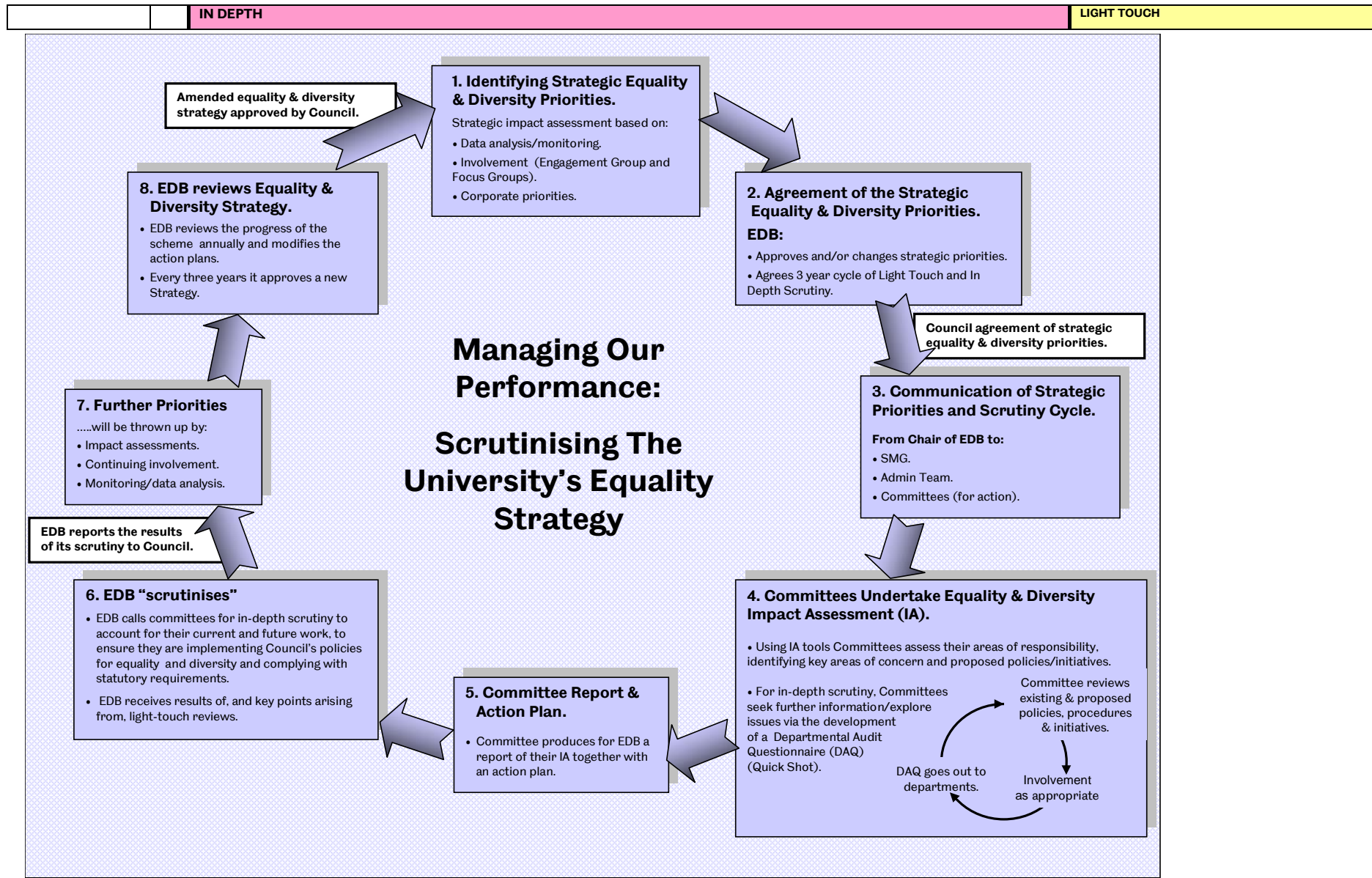
- EDB will approve the university's equality action plan every 12 months and the overall strategy every 3 years.
- Each committee or key business area will be asked, on the basis of a rolling timetable, to report to EDB on their current work and future plans for equality and diversity in their area. Their first "in depth" report to EDB will include the findings of a comprehensive Excellence through Inclusion impact audit of policies, procedures and working practices.
- Following in-depth scrutiny, an ongoing action plan will be agreed and progress on the implementation of the action plan will be reported to future meetings of the EDB. If progress has been satisfactory, the reporting committee/business area will provide regular "light touch" progress reports to EDB. If progress has not been satisfactory, the committee will be required to return for further detailed reports and discussions.

Figure 2 shows the University's priorities for in-depth scrutiny during the first stages of our scrutiny process to 2009 and illustrates the process of "in depth" and "light touch" reporting.

Carrying out Excellence through Inclusion impact audits and developing detailed action plans will be a demanding task. Full support will therefore be offered to the committee/business areas involved, including EO training and briefing, the equality impact audit tool, templates, etc.

FIG 1: Scrutinising the University's Equality Strategy

Figure 2



EDB meets twice a year	EDB select strategic areas for scrutiny by relevant committee	Report 1 In-depth scrutiny by EDB	Report 2 Post-scrutiny follow-through and evaluation	Report 3 Further post-scrutiny follow-through and evaluation (only if required)	Report 4 Annual update* by committee to EDB for light-touch scrutiny
2007 Meeting 1	Stud R & A (ADC) Student Services (SSET)				
2007 Meeting 2	Strategic PI (SPC) Procurement (Finance)	Stud R & A (ADC) Student Services (SSET)			
2007 Meeting 3	Teaching & Learning (TLC) Estates	Strategic PI (SPC) Procurement (Finance)	Stud R & A (ADC) Student Services (SSET)		
2008 Meeting 1	Research (RC) Information Services	Teaching & Learning (TLC) Estates	Strategic PI (SPC) Procurement (Finance)	Stud R & A (ADC) Student Services (SSET)	
2008 Meeting 2	Marketing & Comms Staff Promotions (HRMC)	Research (RC) Information Services	Teaching & Learning (TLC) Estates		Stud R & A (ADC) Student Services (SSET)
2008 Meeting 3	External Liaison Governance	Marketing & Comms Staff Promotions (HRMC)	Research (RC) Information Services	Teaching & Learning (TLC) Estates	Strategic PI (SPC) Procurement (Finance)

* Committees responsibility to identify areas of risk, consult with appropriate stakeholders and to use data to inform analysis

SECTION 9

Action planning

Two major action plans will be implemented during our first Equality and Diversity Strategy. The Scrutiny Action Plan will ensure that each of the University's business areas can demonstrate to the Equality and Diversity Board that they have integrated inclusion into their operating strategies and activities.

The Culture Change Action Plan recognises that change cannot be imposed upon people from the top or the centre and through it we will work with people from across the University to help them tell new and positive stories about what can be achieved by excellence through inclusion, and helping them adapt these to their own circumstances.

For the period 2006 - 2009 each major business area has identified a number of strategic equality and diversity objectives. As the process of impact audit and detailed scrutiny takes progressive effect, each area will develop more detailed actions plans. In 2009, when the EDB approves the next Equality and Diversity Strategy, it will contain both strategic objectives and wide-ranging, detailed action plans.

**Excellence through Inclusion
Scrutiny Action Plan**

	Action	Overall responsibility	Action by	Target date	Success indicators/ measures
1.	EDB programme of scrutiny, involving all university business areas, put in place and implemented.	PVC Equal Opportunities	PVC. Assistant Director of HR (Secretary to EDB)	Autumn 06 onwards	Calendar/programme created Programme and process made known to all business areas. Business areas report to EDB. Local action plans resulting from impact assessment and scrutiny are created and implemented.
2.	Support offered to business areas coming forward for scrutiny.	PVC Equal Opportunities	PVC. Assistant Director of HR (Secretary to EDB)	Autumn 06 onwards	Business areas receive support from members of Equality Strategy Working Group or from Equality Mentors (See culture change action plan).
3.	Support programme offered to business areas in raising awareness of responsibilities under new and existing legislation and in developing local equality action plans.	PVC Equal Opportunities	PVC. Assistant Director of HR (Secretary to EDB) Associate Director of Student Services	January 07 onwards	Awareness of new responsibilities raised and local action plans developed and implemented.

**Excellence through Inclusion
Culture Change Action Plan**

Action	Rationale	Type of change anticipated	Lead Responsibility	Timescale
1. Ownership and responsibility for the plan to be clear – lead SMG responsibility	In moving from the Change Academy back into the institution, ownership for the plan needs to be crystal clear.		Micheline Beaulieu to take lead responsibility, as agreed with SMG.	Urgent. Late 2006
2. Draft the University Equality Strategy.	The university is compelled to produce this strategy to comply with current and forthcoming legislation.	Largely focused on changing processes and systems; ensuring that procedures, processes and working practices are legally compliant.	Alan Phillips, Gill Tait, Margaret Llewelyn	Urgent. Law requires that the Equality Scheme be in place by 4 th December 06
3. Create a series of University inclusion/equality metrics which will be made publicly available within the institution (to feed into 2), and will form part of the planning round for both academic and service departments.	This will give us a quantitative grasp of the university's current performance, allow us to set measurable targets and track progress.	At one level this is simply a systems/procedural change, ensuring that we have data about the issue so that we can manage it. But having that data in the public domain also supports the development of cultural change in respect of equality.	Mike Hounslow, supported as appropriate.	Urgent/important Late 2006/Early 2007
4. Refocusing the work of EDB.	As EDB "owns" the University's equality strategy, it can set the tone and convey a message to the university. At present that message is more about scrutiny and compliance. To ensure greater	A process/systems change in the first instance, with longer term cultural change in mind.	Zahid Hamid, as lay member of EDB, to speak to Tony Crook in the first instance.	Urgent (scrutiny process for 2007 about to be confirmed).

Action	Rationale	Type of change anticipated	Lead Responsibility	Timescale
	engagement it is suggested that the EDB should have a supportive role in ensuring that the “excellence and inclusion” vision is met. And, without losing its scrutiny role, find ways of taking a more developmental approach to creating equality in the Univ.			
5. Pilot – equality mentors (in line with 4. above these may work initially with those called to report to EDB).	Example of the more developmental approach noted above.	A process/systems change in the first instance, with longer term cultural change in mind – to ensure that we engender a supportive, not a blame culture.	Gill Tait	Urgent/important – early 2007: working with early candidates for EDB scrutiny.
6. Seek leadership from senior managers, e.g. include excellence through inclusion in Our Shared Vision event planned for HoDs in November.	It will help enormously if key senior managers (especially SMG) demonstrate a clear personal commitment to equality. This kind of leadership is a vital dimension of any cultural change process.	Cultural change.	Change Academy Group	Urgent Early 2007 onwards
7. Hold Inquiry Based Events within the university, to discuss inclusion/equality/diversity in University life (builds on 6).	The intention is to create a dialogue about equality in the institution, so as to better understand the current situation and create new stories and ideas.	This is meant to create cultural and behavioural change through an emergent, rather than top down, process. We hope to create a critical mass of ‘champions’ or ‘change agents’ to spread the stories and ideas.	Micheline Beaulieu and Paula Borowiak.	Important Mid-2007

Action	Rationale	Type of change anticipated	Lead Responsibility	Timescale
8. Set up a group to explore the impact on existing development and induction activities (builds on 7).	To ensure that the university conveys a clear message about inclusion to both staff and students, through its training and induction activities.	A cultural change activity.	Gill Tait to take forward staff aspect, working with key stakeholders such as Rosie Valerio, Janet Orgill. Alan Phillips to take forward student aspect working with key stakeholders such as Andrew West.	Medium importance. Early 2007 onwards.
9. Put in place a communications strategy (draws on all the above)	A professional communications strategy is a vital tool in underpinning a dialogue – helping to spread positive messages and creating channels for feedback. Communications in this sense is two way; listening as well as telling.	Communications is a vital part of the cultural change process.	Paula Borowiak	Important. Should be developed from the start of the project.
10. Identify lines of responsibility	Clear lines of responsibility are essential for major change projects, e.g. for managing the process of embedding e&d issues, communication, accountability and action. The key line of responsibility will be from the VC and PVCs to HoDs to staff.	A process/systems change in the first instance, with longer term cultural change impact.	Change Academy Group.	Important Late 2006.

**Excellence through Inclusion
Business Area Action Plans**

Corporate Area: Academic Division - Corporate Planning

Progress to date
<p>Since 2005 staff equality and diversity statistics have been included in academic planning documentation.</p> <p>With the launch of 'Our Shared Vision' inclusion becomes a central theme in the University's new corporate plan.</p> <p>Ongoing work will focus on embedding equality and diversity into all corporate planning activity.</p>

	Equality objective	Overall responsibility	Action by	Target date	Success indicators/ measures	Disability	Race	Gender
1.	To include consideration of equality and diversity metrics within the academic planning round.	Academic Division	Head of Corporate Planning	Jan 08	Planning by academic planning units for achieving excellence through inclusion.	√	√	√
2.	To consider how those from different equality groups can be meaningfully involved in the University's corporate strategy development and planning processes.	Academic Division	Head of Corporate Planning	Jan 08	All equality groups have the opportunity to input into University strategy development.	√	√	√

	Equality objective	Overall responsibility	Action by	Target date	Success indicators/ measures	Disability	Race	Gender
3.	To consider how inclusion can be considered in the development of all new University strategy and decision making.	Academic Division	Head of Corporate Planning	Jan 08	Equality and diversity is incorporated into the development of all University strategy and decision making. All University activities embrace inclusion and are free from unnecessary discrimination.	√	√	√
4.	To ensure progress on achieving Excellence through Inclusion is included in operating strategy updates.	Academic Division	Head of Corporate Planning	Sept 08	Equality and diversity reporting is embedded in operational planning processes.	√	√	√

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
1.3	To review the uniform policy to ensure that all specific needs are considered.	Develop a new uniform policy to reflect the diverse labour market.	General Managers	01/02/2010	Ensure all staff are aware of the revised Uniform Policy.	X	X	X	X	X		X	X
1.4	To review the range of menus offered to students and conference guests to ensure that all specific needs are met.	Revisit the existing menus that have been designed to target diverse markets and specific religious groups. Menus to continue to reflect the needs of our diverse international market.	General Manager	01/02/2011	Ensure that all students and conference guests are aware that specific dietary needs can be met.		X					X	
1.5	Review the ACS workforce to consider appropriate action to address any imbalance.	Develop a new plan to increase the diversity of ACS staff, which reflects the diversity of the student and conference market.	General Managers	01/08/2010	An action plan with measurable milestones that gives focus to this ongoing aspect of diversity.	X	X	X	X	X	X	X	

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
1.6	To review the opportunities for staff to gain workplace support in line with their specific needs	Develop a plan that would facilitate the opportunity for ACS staff to engage with support networks across the community.	Training and Development Manager	01/08/2011	Ensure that all staff are aware of the opportunity to attend support groups within the University or wider community.	X	X	X	X	X	X	X	X

**Excellence through Inclusion
Business Area Action Plans**

Corporate Area: Careers Service

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
Careers Service													
1.1	Ensure Careers Service premises are as accessible as possible to all students	Undertake full disability audit of the Careers Service to assess accessibility of CS's premises	SF	Annual	Careers Service offices are compliant with legislation and open and accessible to all visitors	X							
1.2	Ensure all Careers Service materials both physical and web based meet the needs of as many students as possible	Undertake full disability audit to assess Careers Service materials	HW	Annual		X							

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
1.3	Ensure Careers Service staff are aware of disability issues	Deliver regular training sessions in liaison with D&DS. HW to attend Disability Liaison Officer regular meetings	SF HW	November 2009 Ongoing	CS staff have access to relevant information to support students with disabilities	X							
1.4	Provision of careers information for students with disabilities	Produce Briefing Sheet – Support for Disabled Students	HW/MZ	September 2009	Briefing Sheet produced	X							
1.5	Provision of careers information for students with dyslexia	Produce Briefing Sheet – Dyslexia and Employment	HW/MZ	September 2009	Briefing Sheet produced	X							
1.6	Provision of careers guidance to widening participation students at pre-entry stage	Participation in Higher Futures project delivering careers guidance to those on work based FE courses and those in employment	LM	August 2010	To help to increase number of adults from vocational backgrounds who undertake courses at the University	X	X	X	X	X	X	X	X

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
1.7	Enhance support for current students recruited through widening participation initiatives	Deliver employer based mentoring scheme	ES	May 2010	Minimum of 15 students supported through mentoring scheme	X	X	X	X	X	X	X	
1.8	Enhance support for International Students	Deliver a range of targeted services for International Students	JE	Ongoing		X	X	X	X	X	X	X	
1.9	Support from the Careers Service for all groups	Review extent to which Careers Service reaches relevant client groups	SF	April 2010	Monitoring information available to inform Careers Service Equality Action Plan 2010/11	X	X	X	X	X	X	X	

**Excellence through Inclusion
Business Area Action Plans**

Corporate Area: Estates

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
Estates													
1.1	Further improve access to buildings and facilities for the physically disabled and other groups with access mobility issues such as pregnant women, older people, and mothers with buggies.	Provide training for in-house staff to assess accessibility issues in existing and new buildings	Director of Estates	Apr-10	Ensure all building projects achieve best possible access for the disabled	X			X				X
1.2	Further improve facilities for other disadvantaged groups such as hearing impaired, dyslexia etc.	Provide awareness training for internal and external staff in designing for the disabled	Director of Estates	Aug-10	Ensure all building projects achieve best possible access for the disabled	X							

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
1.3	Investigate why Estates professionals and Contractors are under represented for female and MEO.	Establish expected norms. Discuss with external consultants and contractors	Human Resources/Estates	Feb 09/Aug 10	Provide data to establish whether intervention actions possible or practicable		X	X					
1.4	Continue to provide disability advice to project managers on all project work	Two members of staff will be trained to provide access assessment and disability advice to Project Managers	Estates	Feb-09	Accessible buildings and environments	X							
1.5	Continue to provide advice to Student Services and Department colleagues on individual student and staff disability issues	Two members of staff will be trained to provide access assessment and disability advice to Student Services, students and staff	Estates	On-going	High quality service to the University disabled community	X							

**Excellence through Inclusion
Business Area Action Plans**

Corporate Area: Human Resources

Monitoring/ benchmarks	Impact	Equality Targets	Outcome of Achieving Targets	Action	Collaboration	Progress to Dec 06
DISABILITY						
<ul style="list-style-type: none"> • 4.4% of University staff have a disability. • On average 2.4% of HEI staff have a disability (HESA 2003/04). • 3.6% of Civil Service staff have a disability (2002). • 4.5% of University UK staff have a disability. • 9.5% of the UK working age population are disabled and in work. 	<p>Overall, the University is well represented in this area. We need to build on this success, in the context of the forthcoming duty promoting disability equality.</p>	<p>Achieve Two Tick status by 2007.</p>	<p>Increased marketing of the University as an Employer of Choice, welcoming of all people, including those with disabilities.</p>	<p>Fulfil Two Tick Scheme requirements as part of implementing Equality Scheme and forthcoming duty on disability:</p> <ul style="list-style-type: none"> • Implement a commitment to interview all disabled job applicants who meet the minimum criteria for a vacancy and consider them on their abilities. • Ensure there is a mechanism to discuss, at least once a year, with disabled employees what they can do to make sure they develop and use their abilities. • Ensure that wherever possible employees who become disabled are able to stay in employment. • Ensure that all employees develop an appropriate level of disability awareness needed for the University to fulfil the above action points. • Review, each year, progress against the above and plan further steps to be taken and communicate this to staff and Jobcentre Plus. Publicise all of the above. 	<ul style="list-style-type: none"> • HR Operation Team • Heads of Departments • Line managers • Departmental Recruitment and Selection Co-ordinators • Student Services Disability Adviser • Job Centre Plus • Disability organisations • Specialist recruitment advertising agencies • ECU 	<p>Project Group set up within Recruitment, Policy and Diversity Team.</p>

Monitoring/ benchmarks	Impact	Equality Targets	Outcome of Achieving Targets	Action	Collaboration	Progress to Dec 06
RACE						
<p>Overall representation When comparing MEO staff levels against proportions within the population of the relevant recruitment market (national or local), MEO staff are under-represented in all staff categories except Clinical. This is most noticeable in the Ancillary category where the MEO population in the relevant recruitment market (Sheffield) is 5.4% compared to 1.7% MEO staff in this category.</p> <p>Recruitment</p> <ul style="list-style-type: none"> • There is a significantly lower success rate at the interview stage for Minority Ethnic Origin (MEO) job applicants in the Academic Related, Clinical, Technical and Health staff categories. (Ac Related MEO appointed = 19.2%, non-MEO appointed = 31.8%. Clinical MEO appointed = 36.8%, non-MEO appointed 65.0%. Health MEO appointed = 20.0%, non MEO appointed = 63.6%. 	<p>Overall representation Pockets of under-representation are identifiable, the most stark being the ancillary category and to a lesser extent the academic and academic-related staff categories. These require further investigation to confirm where the issues lie; i.e. through attracting MEO applications, improving the success rate of MEO applicants and short-listed candidates and/or improving the retention rate of MEO staff appointed.</p> <p>Recruitment As MEO candidates are being short listed but not appointed at the interview stage the University is at risk of discrimination claims as part of the recruitment process. Further understanding of the reasons for not appointing MEO candidates is therefore required.</p>	<p>Overall representation</p> <ul style="list-style-type: none"> • Achieve a proportion of MEO staff which reflects the market from which the applicants are drawn. <p>Recruitment</p> <ul style="list-style-type: none"> • Achieve the same success rate at the interview stage of the recruitment process for MEO and non-MEO applicants across all staff categories. 	<p>Raise the profile of the University as an Employer of Choice by removing the ethnicity imbalance in priority areas of staffing and achieve a diverse workforce.</p> <p>Race equality will be promoted through all University policies and practices.</p>	<ul style="list-style-type: none"> • Targeted recruitment marketing and outreach work with minority ethnic origin communities. • Staff diversity fair in May 2006 (tie in with Diversity Day). • Training for recruitment panels. 	<p>Student Recruitment and Admissions Sheffield Futures (Careers Advisers) Job Centre plus Employers Forum</p> <p>SMG Heads of Departments Women in SET Marcomms Print Service ACS Equality campaigning organisations e.g. ECU Local businesses Voluntary and Community Groups</p> <p>Specialist recruitment advertising agencies.</p>	<ul style="list-style-type: none"> • Attendance at external events is ongoing • Successful event held on 3 May 2006 <p>Review of organisational approach to recruitment training is well underway.</p>

Monitoring/ benchmarks	Impact	Equality Targets	Outcome of Achieving Targets	Action	Collaboration	Progress to Dec 06
<p>Technical MEO appointed = 13.6%, non-MEO appointed = 34.9%). Factors such as poor quality speculative on line applications from overseas should have been eliminated at the shortlisting stage.</p> <p>Progression</p> <ul style="list-style-type: none"> In the Ancillary staff category, out of 41 MEO staff, there are no MEO staff in senior posts although MEO staff represent 5.2% of the staff in this category (which would equate to 2 senior posts). In the Academic and Clerical staff categories the percentage of MEO staff in senior posts is roughly half the percentage of MEO staff in each of these staff categories. 	<p>Progression</p> <p>Progression of MEO staff is a particular issue in the ancillary, academic and clerical categories. In the ancillary category there is a lack of role models for all other MEO staff</p>	<p>Progression</p> <p>Achieve the same success rate at each stage of the promotion process, in all staff categories, for MEO candidates as for non MEO candidates.</p>	<p>Provide role models of successful MEO staff, thereby attracting potential MEO staff to the University and encouraging the career aspirations of existing MEO staff at the University.</p>	<ul style="list-style-type: none"> Consult with MEO staff as part of the proposed Equality and Diversity Strategy to identify issues and action. Training for promotion panels 		<ul style="list-style-type: none"> MEO staff consulted as part of Engagement Group and specific focus groups.
GENDER						
<p>Overall representation</p> <ul style="list-style-type: none"> The proportion of women is below 35% in the Academic, Clinical and Technical staff categories. Across all staff equal proportions of applications received and equal success rates for men and women. 	<p>Overall representation</p> <p>For academic, clinical and technical categories women are under-represented and for academic and clinical we are not receiving sufficient proportions of applications from women to redress this.</p>	<p>Overall representation</p> <ul style="list-style-type: none"> Increase the proportion of women, through appointment and retention, across academic staff categories by 10% (to 42%). 		<ul style="list-style-type: none"> Implement a University Women's Network and Mentoring Scheme. Establish a Women's Development Programme. 	<p>Senior women Women in SETM Opportunity Now Sheffield Hallam University</p> <p>Staff Development Women in SET Private sector consultants</p>	<ul style="list-style-type: none"> Women's Network launched and a number of successful events held. Plans have been drawn up within HR

Monitoring/ benchmarks	Impact	Equality Targets	Outcome of Achieving Targets	Action	Collaboration	Progress to Dec 06
<ul style="list-style-type: none"> • Proportions of applications for academic, clinical and research approximately 2:1 in favour of men. • The proportion of women in Academic and Research staff categories is lower in SET than non SET areas. <p>Career progression</p> <ul style="list-style-type: none"> • The proportion of women in senior positions is less than the overall proportion of women in the staff category: <ul style="list-style-type: none"> ○ In SET areas in the academic and clinical categories. <p>In non SET areas in the academic-related, ancillary and technical categories.</p>	<p>For research, whilst women are reasonably well represented, the low proportion of applications from women means that action may also need to be taken in relation to attracting research applications from women.</p> <p>Career progression</p> <ul style="list-style-type: none"> • In order for the proportion of women in senior positions to reflect the overall proportions of women steps need to be taken to enhance progression of female staff and ensure their retention. 	<ul style="list-style-type: none"> • Increase the proportion of academic, clinical and research women, through appointment and retention, in SETM areas by 10% (to 37%). • Increase the proportion of women, through appointment and retention, in the technical roles by 5%. • Achieve the Athena Swan Awards for Employers of Women in SET. <p>Career progression</p> <p>Achieve the same success rate at each stage of the promotion process, in all staff categories, for women candidates as for male candidates.</p>	<p>Provide role models of successful female staff, thereby attracting potential female staff to the University and encouraging the career aspirations of existing female staff at the University.</p>	<ul style="list-style-type: none"> • Pilot the Women Academic Returners Programme (WARP). <ul style="list-style-type: none"> • Become Athena Swan members (sign up to Athena Swan statements at SMG level). • Achieve Athena Bronze award by June 2006. <p>Review timetable for achieving Athena Silver award.</p> <ul style="list-style-type: none"> • Training for promotion panels under the new Pay and Reward Structures. 	<p>SMG Heads of SET Departments Women in SET The Royal Society/Athena Swan.</p>	<ul style="list-style-type: none"> • WARP was formally launched in January 2006. 16 places have been taken up. <p>HR and Women in SETM have attended an Athena Swan briefing. Plans for Swan membership are being drawn up within HR.</p>

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
4	To improve the proportion of under-represented applicants reaching the shortlisting and appointment stage.	Incorporate the guidelines and processes of the University eRecruitment system into all future recruitment.	Head of HR and Staff Development.	2009-12	Increase in the proportion of under-represented applicants.	X	X	X	X	X	X	X	X
5	To improve the possibilities for progression through the grades within the Library structure.	Complete Workforce Development Plan to map out the mid- and long-term proposals for the structure of the Library's workforce.	Head of HR and Staff Development.	2009-12	Clearer and more regular progression of staff from the lower grades.	X	X	X	X	X	X	X	X
University Library – Services 2009													
1	Library buildings have accessibility issues.	St George's Library now has automatic doors.	Head of Corporate Services	July 2009	Statements about accessibility on Library website.	X							

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
2	Expectation that fines should be waived for dyslexic and visually impaired students and students with a mental health problem.	New lending policy introduced in September 2009 allows up to 20 renewals if book is not reserved. Self-service renewal possible online via Library personal account or by telephone. Pre-overdue sent to alert customers before a book is due. Extended loans introduced for dyslexic and disabled students from September 2009.	Head of Customer Services	September 2009	Extended loans service in place, multiple online renewal and pre-overdues service in place.	X							
3	Library doesn't automatically get information that a student has an additional support requirement making it difficult to provide the full range of services to disabled and dyslexic students.	Library work closely with the DDSS and have now devised an efficient way to share information about students without compromising confidentiality.	Head of Service Development	September 2009	Information sharing system in place. Library automatically receives emails listing students who have declared their disability and have agreed to provide this information to the Library.	X							

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
University Library – Services 2009-2012													
1	Library policies, processes and procedures need to support services to all customers equally.	Identify prioritised list of Library policies, procedures and processes to receive full equality impact assessments and then identify appropriate staff to carry them out. Act as pilot department for Human Resources to roll out the use of the Marshalls EIA Toolkit to all departments.	Members of Library Equality and Diversity Group.	2010-2012	EIA reports on each policy, process and procedure to be published on Library website.	X	X	X	X	X	X	X	X
2	Support for students and an awareness of emerging technologies in order to support the use of assistive software.	Work with CiCS to establish procedures and develop training for supporting use of software and acquisition of new technologies and equipment where appropriate.	Head of Service Development/CiCS.	Software acquired September 2009. Full service from December 2009.	Assistive software fully operational with support from IC staff in its use.	X							

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
3	Improve accessibility to and security of the Western Bank Library.	Make improvements to the lift to enable access to all levels.	Head of Corporate Services.	February 2010	Western Bank Library fully accessible. Accessibility statement on website.	X							
		Improve the lighting and create more open space on the lower levels and provide female customers with personal alarms.			Western Bank Library environment perceived as less threatening, especially by female customers			X					
4	Manage impact of religious holidays or festivals on service provision to customers.	Ensure service point managers pro-actively manage the rotas to accommodate staff wishing to observe religious holidays or festivals.	Head of Customer Services.	2009-2012	Service points able to accommodate impact.							X	
5	Library catalogue and e-resources not accessible to dyslexic and partially sighted customers.	Library will be introducing a new version of the catalogue in 2010. This new version will be equality impact assessed to ensure it is accessible to all customers.	Head of Collections and e-Strategy.	April 2010	Fully accessible Library catalogue	X							

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
6	Students with a mental health difficulty need a room for mentoring, or for private study.	Identify potential options and take account of this need in future space planning.	Information Commons Manager.	January 2010	Room available in the Information Commons, bookable by mentors.	X							
7	Use of toilets by transgender customers	Review options for securing unisex accessible toilets.	Head of Corporate Services.	September 2010	Appropriate facilities in place.					X			
8	Cultural awareness – students behaving according to their own culture – e.g. towards women at service points.	Library and Student Services work together to promote cultural awareness for Library staff.	Head of HR and Staff Development	2009-2012	Cultural awareness session held for Library staff.		X	X				X	

**Excellence through Inclusion
Business Area Action Plans**

Corporate Area: Student Services

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
Student Services													
1	Take forward the “Embracing Equality” theme of the department’s strategy, (Conditional upon strategy review).		Director of Student Services. All Section Heads	Strategy review summer 2010	Positive culture on equality embedded in department. Section/service action plans in place.								
2	Ensure that equality plays a significant role in service action plans, backed up by impact assessments as appropriate.		Director of Student Services. All Section Heads.	Reviewed annually as development plans are created.	Action plans in place. Evidence of continual improvement on equality. Aim to retain to “light touch” scrutiny status from EDB.								

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
3	Further develop the role and activity of the Equality Action Group.		Associate Director of Student Services and all group members.	Stocktake in 2010, (Following strategy review)	Clear understanding of role of Group in department. Clear targets and areas for action.								

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
4	Develop the Disability and Dyslexia Support Service, in terms of both its staff resources and services provided.		Associate Director of Student Services. Disability Coordinator	Ongoing.	Staffing levels congruent with demands placed upon Service and in line with comparable HE institutions. (University resources allowing). Services provided also in line with university needs and comparable with other, similar, institutions. Implementation of service action plans within the Disability and Dyslexia Support Service for students, including the introduction of a new induction programme for incoming disabled students and their families.								

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
	Develop the university's student mental health provision, based on a Student Mental Health Strategy, in collaboration with internal and external stakeholders.		Associate Director, plus others inside and outside the department.	Ongoing. Progress in this area is regularly reviewed by the Student Services Strategy Group and the Student Support Forum. Second report on student mental health to be submitted to SSF in autumn 2010.	<p>Evidence that we continue to meet the changing mental health needs of the student population.</p> <p>Staffing levels congruent with demands placed upon Services and in line with comparable HE institutions. (University resources allowing).</p> <p>Evidence of appropriate integration of services.</p> <p>Publication, in 2010, of research into the needs of students with complex mental difficulties, with recommendations for action.</p>								

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
	Take a lead role in the implementation of the University's Widening Participation Strategy, based on the strategic assessment published in 2009.	Director of Student Services	Head of Outreach & UK Recruitment. Head of Admissions Assistant Director, SSG Associate Director	New Widening Participation Strategy covers 2009-12. Progress reviewed regularly in various fora, in and outside department.	Specific goals are included in the WPSA, focusing on: <ul style="list-style-type: none"> • Transitions support • Widening participation • Fair admissions 								

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
5	Take forward measures to improve campus cohesion.		Assistant Director, SSG Associate Director	Ongoing, with significant measures to be in place in 2010-11.	<p>A student community in which minority ethnic and faith groups can experience a sense of belonging and integration and in which differences can be constructively expressed and explored.</p> <p>Introduction of improvements to international student integration, based upon research carried out in 2010, with benefits for multi-cultural and multi-ethnic community building.</p> <p>Explore possibility of appointing a Muslim Chaplain (provisional target date for appointment April</p>								

	Key Issues to be addressed	Actions	Lead Responsibility	Timescale	Our target/outcome	Disability	Race	Gender	Age	Transgender	Sexual Orientation	Religion/Belief	Maternity Pregnancy
					2011). Improve data collection on student religious identity, as a basis for future service improvement and in preparation for the single equality act. (From September 2010)								

Excellence through Inclusion Business Area Action Plans

Corporate Area: Academic Division - Teaching and Learning

Progress to date

The university has strong existing strategies in the areas of Teaching and Learning and Widening Participation.

The Teaching and Learning Support Unit works in partnership with academic and other central services staff to ensure and enhance the quality of the learning experience for all taught students.

Important recent developments include:

- The introduction of departmental Learning, Teaching and Assessment Strategies which will enable the University to support and monitor the relevant aspects of its delivery at local level;
- The introduction last session of a network of departmental Learning and Teaching Advocates who work closely with the Directors of Learning and Teaching Development and colleagues in professional support services to encourage collaboration and involvement in learning and teaching development at departmental level;
- Increased collaboration between professional support services and academic colleagues to enable provision of a focused, cohesive series of learning and teaching activities and events aimed at encouraging collaboration and innovation and increasing dissemination and the sharing of good practice.

These initiatives are designed to foster a community of practice in learning and teaching and to support a network of individuals from both academic and professional support departments who are working together to drive forward the learning and teaching agenda and encourage collaboration and dissemination across the institution.

An important aspect of the work of this community has been to respond to the needs of students who need support in pursuing their courses of study.

The University has a long-standing commitment to widening participation and fair access, not only to its own programmes of study, but also to the HE experience in general.

The University's Widening Participation Strategy for 2005-2010 will build on the University's successes and experiences to date and seeks to:

- increase the opportunities for students from those groups currently under-represented in Higher Education to benefit from studying at the University of Sheffield.
- help to ensure that students from these groups have the capacity, motivation and resources to benefit from higher education, and to fulfil their potential, whether or not they choose to study at Sheffield.

The university's Widening Participation Strategy is led by a collaboration of the Teaching and Learning Support Unit, Student Recruitment and Marketing department, Careers Service and Student Services department, together with colleagues from academic departments. Many outreach activities have been instigated, with programmes and initiatives aiming to attract students from minority groups into HE, to raise their aspirations and to develop their academic and personal skills.

An important objective for the future is to integrate priorities for widening participation into departmental Learning and Teaching Strategies. (See action plan below).

	Equality objective	Overall responsibility	Action by	Target date	Success indicators/ measures	Disability	Race	Gender
1.	Support departments to integrate their priorities for widening participation into their Learning, Teaching and Assessment strategies and recruitment strategies	TLSU/ Recruitment and Admissions	TLSU/Directors of Teaching and Learning/SRAM	Ongoing – Oct 2006 onwards	Individualised LTA and recruitment strategies are developed that include departmental priorities in respect of widening participation. Links between the related agenda for equal opportunities and widening participation are explored and established.	√	√	√

	Equality objective	Overall responsibility	Action by	Target date	Success indicators/ measures	Disability	Race	Gender
					<p>The establishment of a mechanism through which inclusive pedagogical practice in respect of widening participation and equal opportunities can be developed and supported is considered.</p> <p>Training opportunities for staff (including Personal Tutors) supporting students from under-represented groups are considered and developed.</p> <p>A 'guide to good practice' for academic departments to assist them in hosting open days etc is developed Good practice is shared, to maximise effectiveness.</p>			
2.	Develop and enhance partnerships with stakeholders to ensure that the WP Strategy reflects their needs:	SRAM/Careers	SRAM/Careers	Ongoing – Oct 2006 onwards	Partnerships with key schools, further education colleges, parents, employers, advice and guidance networks, community groups and training providers	√	√	√

	Equality objective	Overall responsibility	Action by	Target date	Success indicators/ measures	Disability	Race	Gender
3.	Expand the University's existing outreach activity to continue to raise awareness and aspirations.	SRAM/Careers	SRAM/Careers	Ongoing – Oct 06 onwards	Existing outreach activity maintained and developed. Support provided to minority ethnic groups and to local first-generation students and parents in Sheffield.	√	√	√
4.	Prioritise the development of existing and new achievement raising initiatives up to GCSE and also at post-16 study.	SRAM/Careers	SRAM/Careers	Ongoing – Oct 06 onwards	Existing outreach activity to raise GCSE achievement developed. Support for raising achievement at post-16 level enhanced.	√	√	√
5.	Introduce a new bursary scheme, from 2006, which provides financial assistance to students from households with incomes of less than £33,000.	Student Services	Director of Student Services Assistant Director of Student Services (SSG)	Ongoing – Oct 06 onwards	Support to existing bursary provision for students from widening participation backgrounds continued. New bursary provision introduced Autumn 06 onwards.	√	√	√
6.	Provide clear/targeted information to prospective and registered students about the financial and non-financial support available to them.	SRAM	SRAM	Ongoing – 06/07	Range of paper and web based material produced, in variety of formats. Staff training introduced.	√	√	√

	Equality objective	Overall responsibility	Action by	Target date	Success indicators/ measures	Disability	Race	Gender
7.	Offer enhanced support for transition into the University and throughout the course of the study via a series of targeted programmes.	SRAM/Careers/ Student Services	SRAM/Careers/ Student Services	Ongoing – 06/07	<p>Opportunity to participate in a one-day induction programme provided to all students entering the University via its outreach schemes.</p> <p>Channels of communication maintained with students from under-represented groups in 1st semester.</p> <p>Current mentoring scheme extended.</p> <p>Enhanced personal support within academic departments provided.</p> <p>Opportunities for students to enhance their skills provided.</p>	√	√	√

**Excellence through Inclusion
Business Area Action Plans**

Corporate Area: Academic Division - Research

Progress to date								
<p>Over the last year full attention has been give to the development of the RAE 2008 EO Code of Conduct and the delivery of EO training for all those involved in the RAE selection process. The implementation of the code will take place in the forthcoming planning period. A longer-term priority is to ensure we grow our own world-leading researchers and we are launching a Research Leadership Programme and a new Careers Development Framework for Research Staff.</p>								

	Equality objective	Overall responsibility	Action by	Target date	Success indicators/ measures	Disability	Race	Gender
1.	Implement the RAE EO Code of Practice	Research Office/ Human Resources	Head of Planning & Operations, Research Office / Assistant Director of HRM	2006/07 - 2008	Impact audit of the equality profile of the RAE submission. Sharing of good practice to maximise effectiveness. Action plan to address any vulnerabilities/opportunities identified.	√	√	√
2.	Ensure that inclusion is embraced in the development of the Research Leadership Programme.	Research Office	Head of Research Development, Research Office	Dec 2007	Launch of a programme which is free from unnecessary discrimination and which is promoted to all prospective applicants, whatever their background.	√	√	√

	Equality objective	Overall responsibility	Action by	Target date	Success indicators/ measures	Disability	Race	Gender
3.	Ensure that the Career Development Framework for Research Staff is fully inclusive.	Research Office / Graduate Research Office	Head of Research Development, Research Office / Head of GRO	Dec 2007	Provision of skills development training is available to all researchers, whatever their background or stage of career.	√	√	√
4.	Equality and diversity training for academic selectors.	Academic Division	Head of Graduate Research Office	Sept 08	Knowledge and awareness of equality and diversity matters in the selection of postgraduate students.	√	√	√
5.	To consider equality and diversity module as part of the Research Training Programme.	Academic Division	Head of Graduate Research Office	Sept 08	Research students take equality and diversity matters into account in their research and beyond.	√	√	√
6.	To consider holding focus groups to seek feedback from Research students from all equality groups regarding barriers to study and good practice	Academic Division/SRAM	Head of Graduate Research Office with Director of SRAM	Dec 07	Action to remove any identified barriers or market positive outcomes	√	√	√

**Excellence through Inclusion
Business Area Action Plans**

Corporate Area: Procurement

Progress to date
<p>Past action has concentrated on ensuring that the University uses suppliers who operate inclusively and adhere with race equality legislation.</p> <p>Future action will continue to ensure that all the University's contractors and suppliers embed equality and diversity in their organisation.</p>

	Equality objective	Overall responsibility	Action by	Target date	Success indicators/ measures	Disability	Race	Gender
1.	To ensure that all contractors and suppliers operate inclusively.	Resources Division	Director of Procurement	Dec 07	Suppliers and contractors are inclusive employers who will support the University's achievement of Excellence through Inclusion.	√	√	√
2.	To review the diversity of current suppliers and identify actions to increase this.	Resources Division	Director of Procurement	Dec 07	The University procures goods and services from a diverse range of suppliers	√	√	√

	Equality objective	Overall responsibility	Action by	Target date	Success indicators/ measures	Disability	Race	Gender
3.	To consider monitoring data to measure our performance in relation to 1 and 2 above	Resources Division	Director of Procurement	Dec 07	Accurate data and information on which to base future planning	√	√	√

Appendix 1

The legal context

The University has a comprehensive Equal Opportunities Policy and Codes of Practices for Staff and Students which encompass the requirements of the legislation below. These demonstrate our commitment to eliminating all forms of unfair discrimination and promoting equality of opportunity in all of our activities, and in respect of all students, staff, visitors, contractors, members of Council and other committees, and its governance arrangements and relationships with the wider community.

Race Equality: The Race Relations (Amendment) Act 2000

The Race Relations Amendment Act 2000 was developed in response to the Stephen Lawrence inquiry (The Macpherson Report) which introduced the concept of 'institutional racism' within public bodies and the detrimental effect that it had on the way that public bodies carried out their functions.

The Race Relations (Amendment) Act 2000 imposes a three-stranded general duty on institutions to:

- eliminate unlawful discrimination;
- promote equality of opportunity;
- promote good race relations between persons of different racial groups.

This duty is known as a positive duty. It requires institutions to pre-empt unlawful discrimination before it occurs. The elements of the duty are complementary and therefore all three strands need to be addressed in order to show that the duty is being complied with.

In addition to this, Higher Education Institutions have to fulfill certain specific duties, which help meet the general duty. These are:

- having a race equality policy which sets out how we intend to meet the general duty outlined above and to review the scheme every three years. Our race equality policy is integrated within our Equality and Diversity Strategy.
- monitoring the admission and progress of students and staff recruitment and career progression by racial group
- assessing the impact of all institutional policies for their impact on different racial groups
- publishing the results of all its work on race equality

Disability Equality: The Disability Discrimination Act 2005

The DDA 2005 places a general duty, the Disability Equality Duty (DED), on public authorities to promote disability equality.

The duty requires that every public authority, in carrying out all relevant functions, shall have due regard to the need to:

- promote equality of opportunity between disabled people and other people
- eliminate discrimination that is unlawful under the DDA

- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than others.

In addition to this, Higher Education Institutions have to fulfill certain specific duties, which help meet the general duty. These are:

- Having a disability equality scheme, including an action plan, which demonstrates how we intend to fulfil our general and specific duties. Our disability equality scheme is encompassed within our Equality and Diversity Strategy.
- Stating how we have involved disabled people in producing the scheme and action plan
- Demonstrating our arrangements for gathering information on the recruitment, development and retention of disabled employees and the educational opportunities available to and achievements of disabled students
- assessing the impact of policies and practices on disability equality and where improvements can be made
- reporting on progress and how information gathered will be used, in particular to review the effectiveness of the action plan, and prepare subsequent schemes
- publishing the results of all its work on disability equality

Gender Equality: The Equality Act 2006

The Equality Act will establish a Commission for Equality and Human Rights and also places a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need to:

- eliminate discrimination and harassment that is unlawful under the Sex Discrimination Act and discrimination that is unlawful under the Equal Pay Act
- promote equality of opportunity between men and women

This Gender Equality Duty (GED) is the general duty and comes into force in April 2007.

There are also specific duties to help meet the general duty. The specific duties include:

- publishing a gender equality scheme, including equal pay policies, in consultation with employees and stakeholders
- monitoring progress and publishing progress reports every three years
- conducting and publishing gender impact assessments on major new legislation and policy

Our gender equality scheme is part of our Equality and Diversity Strategy.

There are also recent and developing legal obligations in respect of the equality strands of religion or belief, sexuality and age. Whilst there are currently no statutory equality duties in respect of these strands, such legislation may be enacted in the future. The legislation listed below provides a context for the inclusion of religion or belief, sexuality and age in our Equality and Diversity Strategy.

Equality in Employment Regulations - Religion or belief & Sexual Orientation

The regulations, which came into effect in December 2003, apply to all staff in the University, and throughout the employment relationship, including recruitment, terms and conditions, pay, promotion, transfers and dismissals.

They cover direct and indirect discrimination, harassment and victimisation and include discrimination on the grounds of the real or perceived sexual orientation, religion or belief of an individual, or of people with whom an individual associates.

Part 2 (Religion or belief) and Part 3 (Sexual orientation) of the Equality Act 2006 makes it unlawful for a public authority involved in providing goods, facilities or services to discriminate on grounds of religion or belief and sexual orientation by:

- refusing to provide a person with goods, facilities or services if they would normally do so to the public, or a section of the public to which the person belongs; and
- providing goods, facilities or services of an inferior quality rather than those which would normally be provided, or in a less favourable manner (for example, hostile or less courteous) or on less favourable terms than would normally be the case.

Gender Recognition Act 2004

The Gender Recognition Act 2004 (GRA 2004) provides for the legal recognition of the transsexual person in their acquired gender and their opportunity to acquire a new "birth" certificate for their new gender. This is called a Gender Recognition Certificate (GRC) and this will replace the originating birth certificate in all official documentation. This also creates an offence of unauthorised disclosure in Clause 22 of the Act. It is now an offence for a person to disclose information acquired in an official capacity about the gender history of the holder of a Gender Recognition Certificate (GRC) as this is "protected information". The holder of a GRC is not obliged to inform their employer that they have one, but if they choose to do so this information on their gender history must be clearly established as "protected information".

It is not possible to hold a GRC until two years "post transition" and even then valid reasons exist for some transsexual people not to apply for legal recognition in their acquired gender. They may be married, for example and not intending to divorce. Nonetheless, in respect of either situation, it is good practice and in keeping with the letter of the law to regard all those who have transitioned gender identity as if a GRC is held, from the point of social (or presenting) gender change onwards.

Age Equality Regulations October 2006

From 1 October 2006, the Employment Equality (Age) Regulations make it unlawful to discriminate against workers, employees, job seekers and trainees because of their age. The regulations cover recruitment, terms and conditions, promotions, transfers, dismissals and training.

All Human Resource policies and practices have been reviewed and amended if necessary to ensure that they are compliant with the new Age Regulations.

Human Rights Act, Article 14

Article 14 refers to the prohibition of discrimination and states that the enjoyment of the rights and freedoms set out in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.

Appendix 2

Detailed Equality and Diversity Statistics

Staff

- Figures refer to the position as at 31 July 2006 or the 12 month period to 31 July 2006, unless otherwise stated.
- All figures are based on disclosed information, including:
 - Ethnicity, which is known for 91.7% (5458) of staff;
 - Disability status, which is known for 94.3% (5612) of staff;
 - Gender, which is known for 100% (5951) of staff;
 - Age, which is known for 99.7% (5932) of staff.

Summary		
Number of staff	5951	-
Male	2753	46.3%
Female	3198	53.7%
Disabled	235	4.2%
Minority ethnic status	416	7.6%
Under 30 years of age	830	14.0%
Over 50 years of age	1759	29.7%
Working part-time	1414	26.1%
With a fixed-term contract of employment	1655	28.0%
Average length of service	5.2 years	

Disability
4.2% (235) of University staff have a disability. On average 2.4% of staff in higher education institutions have a disability (<i>HESA 04/05</i>) and 9.5% of the UK working age population are disabled and in work (UK Office for National Statistics' <i>Labour Force Survey - 2005</i>).
44.3% (104) of disabled staff have an unseen disability, such as diabetes, epilepsy, asthma etc. 17.9% (42) are deaf or hearing impaired and 11.9% (28) have dyslexia.
17.9% (69) of disabled applicants for jobs at the University were interviewed and of these 20.3% (14) were appointed. 16% (2552) of non-disabled applicants were interviewed and 28.3% (722) were appointed.
3.6% (14 from 386) of disabled applicants were appointed, compared with 4.6% (722 from 15854) of non-disabled applicants.
25.5% (60) of disabled staff work part-time.
3.6% (34 from 932) of senior staff at the University have a declared disability.
12.9% (27 from 210) of staff with a declared disability have a fixed-term contract of employment.
3.5% (4 from 114) of staff promoted had a declared disability (with effect from 1/10/05).
Gender
Women represent 53.7% (3198) of University staff.
17.8% (1584 from 8911) of female applicants and 14.6% (1248 from 8539) of male applicants are interviewed. From these 27.5% (435 from 1584) of women and 31.1% (388 from 1248) of men are appointed.
The proportion of applications for academic, clinical and research posts are 2:1 in

favour of men.
Women account for: 31.7% (378) of academic staff 41.9% (419) of research staff 62.6% (147) of teaching only staff 81.5% (1341) of administrative support staff 34.5% (224) of technical staff 68.1% (504) of facilities staff
15.7% (62) of professors are female.
40.6% (1297 from 3198) of women and 8.4% (232 from 2753) of men work part-time.
24.6% (240 from 975) of senior staff are women.
26.3% (836 from 3174) of women and 30.0% (819 from 2734) of men have a fixed term contract.
33.0% (595) of academics and researchers in SETM (science, engineering, technology and medicine) are female compared with 42.7% (244) in non-SETM.
94.4% (318 from 337 between 1/10/01 and 30/09/06) of women return after maternity leave.
7.4% (204) of current staff (men) have taken paternity leave while at the University.
0.1% (4) of current staff (men and women) have taken adoption leave while at the University.
41.2% (47) of staff promoted were female, including 20 to senior lecturer, 4 to professor (with effect from 1/10/05).
Race
7.6% (416) of staff are of minority ethnic origin. People of minority ethnic origin represent 5.4% of Sheffield's population, 2.9% of South Yorkshire's population and 5.5% of the population of England and Wales (<i>2001 Census for England & Wales</i>).
9.5% (494 from 5202) of minority ethnic origin applicants were interviewed and 22.3% (110) of these were appointed. 19.3% (2277 from 11793) of non-minority ethnic origin applicants were interviewed and of these 30.3% (690) were appointed.
Staff of minority ethnic origin account for: 7.3% (81) of academic staff 17.4% (153) of research staff 6.7% (14) of teaching only staff 4.2% (65) of administrative support staff 4.5% (26) of technical staff 4.7% (31) of facilities staff
21.9% (91 from 416) of minority ethnic origin staff work part-time.
4.0% (39 from 975) of senior staff are of minority ethnic origin.
52.3% (215 from 411) of minority ethnic staff have a fixed-term contract. 75.8% (163) of these staff are non-UK research staff.
7.9% (9 from 114) of staff promoted were of minority ethnic origin, including xx to senior lecturer, xx to professor.
Age
The total number of appointments during 05/06, for whom age was known, was 846, with the following age profile: 16 – 29 years – 44.0% (372) 30 -49 years – 48.5% (410) 50 -59 years – 6.1% (52) 60+ years – 1.4% (12)

<p>Our current staff age profile is:</p> <p>16 – 29 years – 14.0% (832)</p> <p>30 -49 years – 56.3% (3341)</p> <p>50 -59 years – 23.3% (1383)</p> <p>60+ years – 6.4% (376)</p>
40.8% (398) of staff aged 40 – 49 years and 36% (351) aged 50 – 59 years hold senior posts.
39.8% (678) of staff aged 30 – 39 have a fixed term contract.
67.7% (63) of academic staff promoted were aged 36 - 50 years, including 29 to senior lecturer, 13 to professor (with effect from 1/10/05)..

Students

- Figures refer to the academic year 2005/6 (except destination data, based on 2004/5)
- All figures are based on disclosed information, including:
 - Ethnicity, which is known for 92.7% of students
 - Disability status, which is known for 100% of students
 - Gender, which is known for 100% of students;

Summary		
Number of students	27,555	-
Undergraduate students	20,537	74.5%
Postgraduate (taught) students	3410	12.4%
Postgraduate (research) students	3608	13.1%
Male	12723	46%
Female	14832	54%
Declaring a disability	1676	6.1%
Minority ethnic status	4751	17.2%

Disability

- 6.1% (1676) of the university's students have declared a disability. 1238 of students are undergraduates, 146 are on taught postgraduate programmes and 292 are engaged in postgraduate research.
- Destination: 50.3% of those completing undergraduate courses went into full time paid work and 25.6% into further study only. 3.4% were assumed unemployed. Of those completing higher degrees, 41.9% went into full time paid work and 30.3% into further study only. 4.1% were assumed unemployed.

Race

- 17.2% (4751) of the university's students are of minority ethnic origin. 2544 are on undergraduate programmes, 1053 on taught postgraduate programmes and 1154 are engaged in postgraduate research.

- Destination: 60.2% of those completing undergraduate courses went into full time paid work and 15.6% into further study only. 6.9% were assumed unemployed. Of those completing higher degrees, 51.5% went into full time paid work and 11.4% into further study only. 9.1% were assumed unemployed.

Gender

- 54% (14832) of the university's students are female and 46% (12723) male. On undergraduate programmes the split is 56%/44% (11406/9131)), on taught postgraduate programmes 54%/46% (1858/1552) and in postgraduate research 43%/57% (1568/2040).
- Destination: 55.3% of males and 57.5% of females completing undergraduate courses went into full time paid work; 19.4% of males and 17.1% of females went into further study only. 5.7% of males and 2.7% of females were assumed unemployed. Of those completing higher degrees, 63.3% of males and 66% of females went into full time paid work; 10.8% of males and 10% of females went into further study only. 5.5% of males and 3.3% of females were assumed unemployed.

APPENDIX 3

The Change Academy Project - Engendering Strategic Engagement

We have set out quite deliberately to take a strategic approach in creating the University Equality and Diversity Strategy. Whilst we are committed to introducing detailed processes such as impact assessment of policies and procedures and a complementary scrutiny process, at the same time we feel that attention has to be paid to cultural change within the institution, such that there is greater support for real equality and diversity.

In 2006 a team from the university attended a major event supported by the HE Leadership Academy, known as the “Change Academy”. This event provides a forum in which teams from university can be introduced to new and challenging ideas about leadership and change, using these to inform real institutional change projects.

We chose as our project the development of a strategic approach to equality and diversity in the University of Sheffield.

Project vision

Our project vision has been to design and put in place a change programme which will engender a step change in the relationship between the University’s strategic business objectives and the equality and diversity agenda.

In parallel with the creation of a University Equality and Diversity Strategy, beginning in 2006, is a longer term transformational change agenda, in 2007 and the years ahead, when we set out not only to create a more inclusive university community but also to create really strong links between the strategic business objectives of the university and the equality and diversity agenda. At the heart of this will be changes in levels of understanding, engagement and accountability.

We have set out to approach this as a real transformational change project but recognise that the traditional tools of centrally-driven, top-down change management may be inappropriate here – something radically different may be required. We were keen to use the Change Academy experience to find an innovative and more helpful approach.

Project goals:

Our goals as we went to the Change Academy were:

1. To accelerate the university’s development as a modern and inclusive community, attractive to students and staff of all backgrounds and a real “University of Choice”.
2. To create strong conceptual and practical links between the University Equality and Diversity Strategy and the university’s recent work on mission, vision and values and the revision of its corporate plan and objectives.
3. To help the university, through its E&D Strategy, realise its corporate objectives and to establish E&D as having added-value in this respect.
4. To gain wide-ranging commitment to this vision, reflecting the diverse nature of the university community.

5. To find ways of reframing core E&D processes like impact assessment so that they are seen to be processes leading to constructive change, helpful to the people involved.
6. To find a different form of “change management” to deal with the issues of involvement, commitment and increasing workload arising from the E&D Strategy.

We deliberately took a diverse team to the Change Academy event, which proved to be enormously helpful in challenging our thinking. The team’s members were:

Professor Micheline Beaulieu - Pro Vice Chancellor

Zahid Hamid - Lay Member of the Equality and Diversity Board

Dr Margaret Llewelyn – Dean of Law

Professor Mike Hounslow – Department of Chemical and Process Engineering

Gill Tait – Assistant Director of HR

Jennifer Rickard – Women’s Officer, Union of Students

Pat McGrath – Head of Accommodation and Campus Services

Paula Borowiak – Head of Media and Communications

Alan Phillips – Associate Director of Student Services

An important outcome of our work at the Change Academy was the development of a goal for equality and diversity at the university, “Excellence through Inclusion”. In this we attempted to bring together the university’s primary aim of “The Achievement of Excellence” with the notion of an inclusive university community, setting out the business as well as the moral and legal case for equality, that true excellence cannot be achieved by an institution without removing barriers to inclusion.

We also developed the idea of moving from “require to desire”. By this we meant that we need in the university to move from a position in which people aim mainly to comply with legislative requirements to one in which they really supported equality and diversity because they understand and feel committed to it. This highlighted the need to focus on cultural change in the university as well as basic processes for compliance.

The team produced a Cultural Change Plan, now approved by the university’s Senior Management Group, which is set out in detail in Section 8. Its principal features are:

- Providing visible support and leadership from the very top of the institution
- Putting in place a robust University Equality and Diversity Strategy
- Creating an active dialogue on equality and diversity within the institution, as a means of bringing about cultural change
- Developing performance measures for equality and diversity
- Matching this with a developmental approach – setting out to create a supportive culture around equality and diversity and helping people learn how to bring about real improvements in their own areas.

Work is already underway on the various strands of this plan and over time we aim to extend the range of staff involved.