The University Of Sheffield.

The Council, 3 July 2017

Annual Report of the Equality Diversity and Inclusion Committee 2016-17

Date: 3 July 2017

Chair: Professor Gill Valentine

Secretary: Ms Gill Tait

1 Introduction

The Higher Education Code of Governance, December 2014, sets out expectations of University Governors, including specific expectations in relation to Equality, Diversity and Inclusion. The achievement of equality of opportunity and diversity throughout the institution is one of the core values of the Code.

Governing bodies are expected to go further than simply avoiding discrimination; the Code requires the active promotion of equality in a number of defined areas. The governing body **must** therefore satisfy itself that agreed actions to progress and implement the equality and diversity strategy are progressed throughout the institution. The governing body must also routinely reflect on its own composition and consider taking steps to ensure that it reflects societal norms and values.

The Code suggests that in order to meet these requirements, the governing body should:

1) Receive an annual reporting detailing work done by the institution, and summarizing data that the University is required to produce.
2) Should demonstrate, through its own behavior, its commitment to ED&I in all aspects of its affairs, and specifically in creating diversity within its own membership.
3) Take responsibility for approving, reviewing and reporting on the University's approach to ED&I and its agreed indicators that measure performance.

Framework for action

The ED&I Committee has responsibility to support the Council in executing the University's Strategic Plan with regard to diversity and inclusion and its legal equality duties. The Committee actively champions the University's equality and diversity strategy, fostering a culture of inclusivity.

The ED&IC consists of members in key positions that can act as catalysts for action to enable the University's ambitious plans and create closer alignment of the Committee with the University's strategic aims and objectives. Membership comprises the Chairs of Faculty E&D Committees and Staff Networks; the Chair of the Gender Equality Committee; representatives of professional services areas including; Student Services, Human Resources, Learning and Teaching Services, Research and Innovation Services, Corporate Information and Computing

Services, Estates and Facilities Management, Accommodation and Commercial Services, Outreach and Widening Participation; trade unions; the Students Union Officers; and three lay members.

Faculty Equality and Diversity Committees

Each of the 5 academic faculties has an Equality & Diversity Committee to progress equality, diversity and inclusion within their own area. Faculties have worked to develop their own targets for female professors, to be monitored by the Gender Equality Committee and FEBs, and some faculties are recommending mandatory training around Unconscious Bias and wider E&D training.

The Committee is planning a new and broader University strategy for ED&I. In order to create a more consistent and supportive framework for action, the ED&IC will develop proposals for UEB that each faculty agree to common actions that will contribute to, and support, University priorities.

Gender Equality Committee

The Gender Equality Committee is a sub-group of the Equality Diversity and Inclusion Committee, with a clear focus on the implementation and further development of the University level Athena Swan action plan and award. The Committee chair sits on the ED&IC.

2.1 Institutional indicators to measure performance

2.1.1 University KPIs

University ED&I KPIs, under the Power of People theme, are to:

- improve the percentage of female staff represented in leadership
- to improve the percentage of female professorial staff; and
- to reduce the gender pay gap.

2.1.2 Additional Priorities

In addition to University KPIs, the ED&IC has identified, and focused on, three key areas, under the active leadership of members of the committee.

- Improving the representation, progression and success of black and minority ethnic (BME) students and staff, both home and overseas, within the University.
- Addressing the challenges experienced by disabled students and staff; particularly those experiencing mental health difficulties.
- Building Diverse Teams with the relative skills, strengths and identities to make a positive impact on the University and the world, solve problems better and develop broader and more creative solutions.

2.1.3 Enablers

- Chartermarks to measure progress and help focus future activity – specifically Stonewall Top 100 and Athena Swan.
- Improving disclosure rates, to provide us with a complete profile of staff, and enable targeted action.
- Build capacity in the workforce by developing skills and raising awareness, initially through our training and development modules.
- Encouraging further ownership and engagement via agreed and shared faculty goals, to support the University KPIs and additional ED&IC identified priorities.

2.2 Promote equality and diversity throughout the institution, including in relation to its own operation

University Council has begun to address its own composition via positive action to attract a more diverse membership. In July 2017, Council will have a session with Simon Fanshawe, a diversity and inclusion specialist, to consider further its role and responsibilities in relation to both its own operation, and in further supporting and challenging the ED&IC and the University to progress equality, diversity and inclusion.

2.3 Annual update detailing work done by the institution

2.3.1 Update on University KPIs

- The 2016 report on the University's KPIs notes how the continuation of positive interventions by the University has resulted in a positive change in diversity in the University's leadership. Progress has occurred at different rates with, for example, the proportion of females leading large departments increasing from 5.5% to just 10.4% between 2013/14 and 2014/15 compared with an increase in representation in the leadership of small Departments of 46.4% to 63.4% in the same period.
- The proportion of Professorial staff who are female has remained relatively stable, moving from 22.2% to 22.1%, although there has been a dip in rank in the Russell Group from 9th to

12th. Other universities have made significant progress in this area, which we need to learn from. Work on the Academic Careers Pathway project to develop clear criteria for progression will help to address this.

- The median gender pay gap was 13.7% at the University in 2015 (the only year that data is available for). This compares to a gender pay gap of 19.2% for all UK employees and a gap of 14.7% in the UK HE sector, placing the University one percentage point below the sector median. The overall pay gap at the University is due to staff distribution as oppose to unequal pay.
  The University is subject to new legislation with regards reporting on the Gender Pay Gap. Members of the ED&IC, together with HR and the TUs, have convened a small group to develop and consider the data set, and develop further actions to address the pay gap.

2.3.2 Update on Additional Priorities

2.3.2.1 Improving the representation, progression and success of black and minority ethnic students and staff, both home and overseas, within the University.

- Student Services and the Faculty of Engineering are undertaking work to explore and understand the BME attainment gap. The Faculty of Engineering has a 17% attainment gap: upon analysis, an attainment gap was identified after the first year of 12%. The Widening Participation Research & evaluation Unit (WPREU) are working on a project with the Faculty of Arts and Humanities on increasing the proportion of Black and Minority Ethnic (BME) students in that Faculty. A paper from RIS on attainment data for BME PGT/PGR students has highlighted differences in completion rates between white and BME PGT students (with BME students less likely to complete), and differences in those awarded a distinction as oppose to a merit (with BME students less likely to receive a distinction). This was the case in all faculties, bar the Faculty of Arts. For PGR students across the University, 10% more BME students withdraw than their white peers.
- Focus Groups with BME professors have been held to investigate potential barriers to progression for academic staff. Key themes are emerging from the conversations that may need further explorations via a workshop or with Lecturers and Senior Lecturers. Issues identified include the importance of qualities such as resilience and confidence; the importance of an inclusive, welcoming and supportive environment; clarity around expectations for progression is key; and mentoring is seen as important. Further conversations are planned with other BME staff groups to explore some of these key themes.
- A subgroup of ED&IC is working with Strategy Planning and Governance colleagues to develop a data pack for faculties, to help them consider their own circumstances and set targets, for both staff and students, with a view to increasing the size of underrepresented groups.
- The committee also believes that training around unconscious bias is important to raise awareness, and are considering recommending UB training for all staff, to be devolved to faculties and PSE departments.

2.3.2.2 Addressing the challenges experienced by disabled students and staff; particularly those experiencing mental health difficulties.

- The strategic framework for staff mental health at the University sits within the staff Health and Wellbeing agenda and is primarily delivered through Juice. The University signed up to the 'Time to Change' pledge in 2014, a national campaign encouraging organisations to address mental health issues. As part of actions under Time to Change, the Staff and Disability Network have been jointly hosting 'Tea and Talk' lunchtime sessions with HR, focussing on a different Mental Health related topics, to share information, and begin to tackle the stigma around mental health. These sessions will continue.

- Additionally, the University continues to partner with Health Management Limited for the provision of occupational health services, so staff have free access to counselling and independent support. Training is taking place in ACS and EFM to address mental health.
- A committee member is working on an ECU funded research project, exploring how to support students with mental health and learning disabilities. An audit has been completed, and the project team are moving to the next stage which will be student-led research exploring how support provision is viewed by students with these disabilities.
- Currently, a suite of webpages to host resources, case studies, and information on local and national campaigns and organisations, and to clearly direct staff to sources of help, is being developed. A recurrent theme throughout discussions on mental health is the growing demand for mental health support and the need for a minimum knowledge amongst all staff to signpost to sources of support. With this is mind, we are scoping a potential programme of development for staff to support them to look after their own mental wellbeing, and the mental wellbeing of those around them.

2.3.2.3 Power of Difference – Excellence Through Diversity

- Building diverse teams directly supports the University's Strategic Plan and the Power of People. ED&IC aims to support and champion activity that will contribute to building high performing, diverse teams. Current work being led by HR is focusing on articulating the benefits of a diverse workforce, developing positive ways of actively attracting diverse talent, creating new ways of interviewing and selecting staff, and ensuring diversity is a key consideration as part of the Academic Careers Pathways work. The Power of Difference is being championed by Provost Shearer West. In addition to these specific actions, all ED&I activity (detailed below) contributes to this goal.

    - **Athena Swan**

      All of our science, technology, engineering, medicine and mathematics (STEMM) departments plus our Department of Archaeology hold an Athena SWAN award (which recognizes the commitment to the support and progression of gender balance), with eight now holding silver and 13 with bronze. In 2017 a further six departments will work towards submissions for upgrades or renewals, including departments within the Faculties of Arts and Humanities and Social Sciences who will be submitting for the first time.

    - **LGBT equality**

      The University was named as a Stonewall Top 100 Employer, for lesbian, gay, bi and trans staff, for the fourth year running in January 2017. Working with Stonewall is a way to measure our efforts to tackle discrimination and create an inclusive workplace for lesbian, gay, bi and trans employees. From 2018, the Stonewall Index will include trans related questions for the first time. We have been seeking feedback from individual trans people and external organisations on a trans policy for staff and are planning training and awareness-raising related to trans inclusion. Over 1,000 colleagues from across the University have signed up to Open@TUoS (our LGBT allies initiative), many of whom are wearing rainbow lanyards showing their support for LGBT equality and inclusion. The programme remains a key focus for us this year with the aim of reaching a broader range of supporters and the development of support and further information for allies.

      We launched a new e-learning module on transgender awareness, available to all staff, to coincide with 'International Transgender Day of Visibility' (dedicated to celebrating trans people and raising awareness of discrimination faced by trans people worldwide). We have also developed a trans policy, with input and consultation with relevant stakeholders including trans individuals, which will be launched in 2017.

- **Recognition from HEFCE**

Our ongoing commitment to equality and diversity was recognised by the Higher Education Funding Council for England (HEFCE) who selected eight projects to be used as case studies for a national report into sector-leading equality and diversity practice. Our projects were among a selection of 68 chosen from 120 individual submissions from 36 institutions.

- Seeking Education Equity and Diversity (SEED) programme
- Women in Engineering
- Inspiring the next generation of engineers – Suzie and Ricky
- Impact and Futures mentoring scheme
- Open@TUOS: allies supporting LGBT
- Full and part-time degrees with foundation year for mature students
- Disability and Dyslexia Support Service – supporting transition for applicants on the autism spectrum
- Women Academic Returners' Programme (WARP)

- **International Women's Day 2017**

The University of Sheffield and Sheffield Hallam University celebrated International Women's Day 'Be Bold For Change' with a joint event on Wednesday 8th March, with keynote speakers Natalie Bennett, former leader of the Green Party and Professor Christina Hughes, Pro-Vice-Chancellor (Student Experience), Sheffield Hallam University.

- **Portrait of a Woman 2017**

During 2017 we developed a photographic exhibition celebrating women who have made a special contribution to the life of the University. This exhibition is made up entirely of women that have been nominated by staff or students, and demonstrates the University's ongoing commitment to recognising the achievements of our outstanding female colleagues. Portraits of Kathryn Riddle and Lady Justice Rafferty are also being produced and will hang in Firth Hall. This project has been championed and led by Shearer West, who held a small gathering for the women who were nominated.

- **Staff Survey**

In our most recent staff survey in 2016, 92% of staff told us they are treated with fairness and respect and some of the highest positive scoring questions were related to equality and diversity areas.

3. Staff Data: as at 31.07.16

Gender		
Female	4112	50%
Male	4160	50%
unknown	1	0%
Total	8273	

Gender Reassignment: Is your gender identity the same as the gender you were assigned at birth?'		
No	17	0%
Yes	3842	46%
Prefer not to say	36	0%
Information not provided	4378	53%
Total	8273	

Disability		
Yes	391	5%
No	6646	80%
Prefer not to say	32	0%
Information not provided	1204	15%
Total	8273	

Ethnicity		
MEO	977	12%
NON MEO	6389	77%
Unknown	907	11%
Total	8273	

Sexual Orientation		
Bisexual	80	1%
Gay man	86	1%
Gay woman/lesbian	49	1%
Heterosexual/straight	3971	48%
Prefer not to say	136	2%
Other	35	0%
Information not provided	3916	47%
Total	8273	

Religion or Belief		
Buddhist	42	1%
Christian	1324	16%
Hindu	68	1%
Jewish	17	0%
Muslim	200	2%
No Religion	2471	30%
Other	112	1%
Prefer not to say	130	2%
Information not provided	3854	47%
Sikh	13	0%
Spiritual	42	1%
Total	8273	

Age		
16-24	428	5%
25-34	2547	31%
35-44	2160	26%
45-54	1829	22%
55-64	1183	14%
65+	126	2%
Grand Total	8273	

Equality Training & Completion Rates	
Disability confident	49
Equality & Diversity in Practice	582
Gender Matters	34
Sexual Orientation	26
Transgender Awareness	116
Understanding Unconscious Bias	190

Engagement with faculties would improve rates of training.

Disclosure Rates

Actions to improve equality data have resulted in increases in staff disclosure rates between May 2014 and May 2017 across all Protected Characteristics.

	2014	2017
Ethnicity	83%	89%
Disability	76%	86%
Sexual Orientation	23%	56%
Religion or Belief	23%	57%
Gender Identity	21%	50%

This is positive progress, and we have found that the greatest gains in departments result from targeted communications from HoDs to their staff, explaining why the University collects the data and how it is used, and encouraging staff to update their data. Engagement with faculties and departments would further improve disclosure rates.

Julie Campbell
HR Manager E&D

Martin Ford
HR Advisor E&D

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