



The  
University  
Of  
Sheffield.

Equality,  
Diversity &  
Inclusion  
Committee.

## **The Council, 12 February 2018**

# **Power of Difference: proposals to University Council from the Equality, Diversity & Inclusion Committee (ED&IC), for agreement and implementation**

### **UEB Sponsor**

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### **Action for Council**

University Council is asked to consider and support the proposals outlined below, noting that some are subject to further work on costing and affordability. These proposals were discussed by the UEB in December 2017, and all were supported. In particular Council are asked to actively support and implement proposals A and B, and endorse proposals C-L.

### **Background and Context**

In 2016 the Provost and Deputy Vice-Chancellor, as Chair of the ED&IC, reconstituted the committee to enable it to align more closely and strategically with University aims and objectives and to respond to the increasing emphasis on the performance of institutions in respect of equality, diversity and social mobility. Its membership now comprises those who can provide a steer or leadership in the institution's diversity and inclusion agenda and drive forward action across the university and includes the Chairs of Staff Networks, the Chairs of Faculty ED&I Committees and Professional Services leads.

The ED&IC has identified key priorities to progress collectively in response to institutional challenges. These include:

- Improving the representation, progression and success of black and minority ethnic 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.
- Embedding diversity into workforce planning to create high performing teams.

Twelve months after the changes, and following a review of how the committee is now operating, this paper presents a number of proposals from the ED&IC. These proposals have been developed within the context of the University's Power of Difference narrative for diversity and inclusion, they align with other university campaigns including #weareinternational and are cognisant of the need for increased efficiency and effectiveness across this key strategic area.

The proposals are outlined below and seek to: create a common operating framework for ED&I across the university; create more consistency in approaches to ED&I activity; offer clarity with regards to accountability and responsibilities and; accelerate progress by eliminating duplication of effort and enabling sharing of good practice. A more detailed paper regarding the proposals is available in the related Council Reading Room (Appendix A).

<b>Proposal</b>	<b>Owner</b>	<b>Next steps</b>
A. That as part of the annual review of their ToR, all Council and Senate Committees ensure their ToR include reference to how they will progress ED&I within their remit. Members of key Council and Senate committees to attend meetings of the ED&IC according to a rolling timetable, to discuss how they are progressing ED&I within their areas, and to enable ED&IC to give assurances to University Council.	Chair of ED&IC, Provost and DVC	Recommend proposal to Council and Senate for discussion and agreement.  Chair of Council to write to Committee Chairs to implement.
B. That any significant review or decision / change of university policy should be accompanied by an Equality Impact Assessment (EIA). All EIAs to be considered by the relevant committees and/or management teams.	Chair of ED&IC, DVC and Provost	Recommend proposal to Council and Senate for discussion and agreement.  Chair of Council to write to Committee Chairs to implement. Template and guidance on undertaking EIAs to be provided.
C. That all faculties adopt a 20% Faculty model for Chairs of Faculty ED&I Committee, with clear ToR to support University ED&I priorities.	Faculty VPs	VPs to implement action.  Faculty ED&I committees to develop ToR and priorities (for discussion at the next ED&IC).
D. That Faculty ED&I Committee Chairs are responsible for setting and cascading local targets relating to University ED&I objectives, reporting against these to their own faculties and to the ED&IC.	Chair of ED&IC, Provost and DVC	Request Chairs of Faculty ED&I Committees to review their ToR to include this proposal.
E. That a Professional Services ED&I committee is convened, as a sub-group of the PSF; reporting back to the PSF and the ED&IC.	Chair of ED&IC, Provost and DVC	Discuss this proposal fully with the PSL.
F. That the Chairs and Vice-Chairs of Staff Networks receive a 5% workload allocation to carry out their role. Roles to be undertaken on a three-year basis. Note: 5% equates to circa 1 day per month.	Chair of ED&IC, Provost and DVC	Guidance is developed to clarify that roles be undertaken on a 5% basis, and accounted for in WAMs where appropriate. Chairs and vice-chairs to seek support from their line managers before taking on these roles.
G. That the Staff Networks review and agree their ToR and priorities with the Chair of ED&IC, Provost and DVC, and include that the Network links with the appropriate Student Committee or Network. Support from VPs and PSF is vital for this to work, to ensure HoDs are supportive and allow this time.	Chair of ED&IC, Provost and DVC	Work with Chairs of Staff Networks and secretary of ED&IC to review ToR, and consider process for appointing Chairs to Staff

Proposal	Owner	Next steps
		<p>Networks.</p> <p>Discuss with PSF and seek their support.</p>
<p>H. That an appropriate allocation of time is awarded to the Chair of departmental Athena Swan SATs of 5% per year, rising to 10% in a submission year, funded by departments and faculties.</p>	<p>Faculty VPs / Chairs of Faculty ED&amp;I Committees.</p>	<p>Recommendation is implemented within own faculties for Athena Swan departments. Faculty ED&amp;I committee chairs to cascade and work with HoDs on this.</p>
<p>I. That all departments undertake an initial review and reflection of ED&amp;I, and the Faculties of Arts and Humanities, and Social Sciences, are encouraged to consider whether to seek formal Athena Swan recognition, in the context of support for the University's REF preparation and submission. FDRIs asked to reflect on the implications of requirements about the research environment in REF 2021.</p>	<p>Faculty VPs / PSF / HoDs / FDRIs</p>	<p>Complete work on staff datasets (including professional services staff) and make available to departments and faculties, to facilitate review and action planning.</p>
<p>J. That there is a 5% allocation, facilitated via the WAM, for the Chair of the GEC to lead on Institutional Athena Swan activity, and other gender related activity.</p>	<p>Chair of ED&amp;IC, Provost and DVC</p>	<p>Recruit new Chair of the GEC, with clarity over the workload allocation.</p>
<p>K. Set up a central procedure to coordinate intuitional bids and projects relating to ED&amp;I, ensuring relevant stakeholders are involved.</p>	<p>Chair of ED&amp;IC, , Provost and DVC / University Secretary</p>	<p>Discuss the development of the procedure with the University Secretary &amp; Director of Strategy and Governance.</p>
<p>L. Support for the principle of online and face-to-face mandatory training for staff, to include Unconscious Bias, ED&amp;I essentials, and training relating to mental health. This work to include the consideration of an appropriate system to host, book and report training and development across the institution.</p>	<p>Director of HR &amp; CCs</p>	<p>Scope out mandatory training with relevant stakeholders, and report back to UEB.</p>

February 2018



## **Background for Council**

# **Power of Difference: proposals to the UEB from the ED&IC**

## **Issues and Proposals**

### **1. Effective Governance and Impact Assessment (see Proposals A-E)**

#### **1.1 University Governance of ED&I**

As a public sector body, the University is subject to Public Sector Equality Duties (PSED) under the Equality Act, and must therefore have due regard to the need to (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under [the Equality] Act; (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

ED&I is a key enabler of the University's strategic plan. Diversity is one of the eight Guiding Principles and is mentioned explicitly in relation to four of the five key inter-connected themes of the Plan. However, ED&I is not explicitly included in the terms of reference for any University Committee bar the ED&IC. This may lead to a perception that ED&I is not the responsibility of all committees but only the responsibility of the ED&IC.

#### **1.2 Equality Impact Assessments**

In order to meet the PSED, the University must demonstrate 'due regard' to the duties: this means giving advance consideration to issues of discrimination on the different PCs before making any policy decision. There is no one prescribed way to demonstrate this has been done, and at the University we have Equality Impact Assessment templates to guide policy makers through the thinking process.

In order to give this the weight required, policy makers should undertake an EIA at the very beginning of discussions, and evidence how their considerations have impacted upon the policy, rather than carrying it out later in the process of policy development, often as a 'tick-box' exercise.

#### **1.3 Governance at Faculty and Departmental Level**

Each of the faculties have a Faculty E&D committee. Although each committee is active, there is currently no consistency of ToR or level of support for this work, and there is a lack of clarity about accountability with regards the contribution of these committees to University ED&I priorities.

In three faculties the Chair of the Faculty ED&I Committee holds a faculty role, with a 20%-40% allocation (depending on faculty). This leadership role in Engineering was created circa four years ago, and a positive impact has been demonstrated on gender equality in particular. The public sector equality duty covers all areas of the University, as does our Charter Mark work such as Athena Swan and Stonewall. The five faculties have their own ED&I committees, but central Professional Services departments do not.

## **2. Staff Networks (see proposals F-G)**

There are a number of Staff Networks at the University, each of which has grown out of ground roots action with HR support – Women@TUOS, LGBT, Staff and Disability, and Parents (including Adopters).

The networks are supported by HR in terms of budget, and some administrative support. They currently do not all have formal ToR; the Chairs and Vice-chairs do not have time allocated to this role, relying instead on local agreements with line managers; and the networks do not have clear objectives or lines of accountability regarding their ED&I roles.

As ED&I activity expands to meet growing demand and to contribute to University ambitions, the need for positive and active engagement from these networks is essential. It is important that Network Chairs and vice-chairs are recognised for their contribution, and that there is clarity of expectation and accountability from the University regarding the contribution that networks make.

Additionally, we currently do not have a BME staff network, although this has been raised by some members of BME staff who would like support to set one up. This is an important, emerging area of work, and the setting up of a BME network is highly likely.

## **3. Awards and Recognition (see proposals H-K)**

### **3.1 Athena Swan**

The University is committed to maintaining its Silver Level Athena Swan award, and to supporting departments who wish to submit for Athena Swan awards. However, the award criteria have recently expanded, and additionally all academic departments are now eligible to submit for an award.

Leading a departmental Athena Swan award is an important leadership role. Chairs of departmental Self-Assessment Teams should be recognised for their contribution. Anecdotally, we know that this impacts disproportionately on female staff, some of whom have reported that the role of SAT Chair is impacting on their research and progression. These issues are not confined to the University of Sheffield, and some other universities are investing heavily in support for Athena Swan and other chartermarks.

In light of REF 2021 guidance which outlines how Equality, Diversity and Inclusion should be taken into account in the panel nominations process, and the expectation that evidence of ED&I factors will need to be included in submissions, there is a decision to be made whether all academic departments should engage in Athena Swan, to provide a systematic vehicle for considering and improving gender equality, and the research environment across the institution.

Additionally (and unusually for a University Committee Chair), the Chair of the GEC plays a vital and active role outside of committee meetings, leading on and inputting into the University level AS, analysing data, action planning, etc. this input is critical to success at silver level, and for future ambitions to gain an institutional gold.

### **3.2 Stonewall**

The University is equally committed to maintaining its Top 100 place in the Stonewall Workplace Equality Index, which has acted as a catalyst for much of our LGBT activity, and is a highly regarded award both within and outside of the University.

The submission criteria have recently changed and requires much more active, and visible, involvement from senior staff, from departments other than HR, and from the LGBT staff network. One of the main challenges is that staff involved in leading on this outside of HR (members of the LGBT Staff Committee)

are not always given support or recognised for their contribution. (*SEE PROPOSAL FIN RELATION TO THIS POINT*)

### **3.3 Submissions to external bodies (for example, HEFCE) for funding for institutional E&D activity**

There are a number of calls from external agencies (often HEFCE and other funders) for Universities to bid for funding to undertake institutional ED&I related work. These go to a variety of staff members, and there is no central awareness of the range of projects University staff are involved in, and therefore of any cross over between the projects.

For example, there are currently a number of BME Student Attainment projects taking place across the University, and it would be advantageous and more efficient if these projects were connected.

### **4. Delivering mandatory training effectively and reporting relating to training under the Equality Act Code of Practice (see proposal L)**

We have a number of online ED&I packages that are available to and accessible for all staff. However, there is currently no University wide ED&I mandatory training.

The Faculty of Engineering have hosted their own face to face Unconscious Bias sessions for a number of years, and have now made UB training mandatory for a large number of staff. Similarly, the Faculty of MDH have made the online E&D Essentials package mandatory for staff. Additionally, Mental Health is growing as a priority area, including the training of staff groups. The need for awareness raising and training for staff across the University on these important areas has been identified by the ED&IC, HR and Student Services.

Understanding completion rates for ED&I related training is important for the University, to help us meet our Public Sector Equality Duties, to support our Athena Swan and Stonewall submissions, and to effectively direct our own efforts. The University is currently unable to comply with the Equality Act Code of Practice regarding the reporting of equal access and take up of training and development by Protected Characteristics.

The University does not have a single LMS that can host or report on all training and development undertaken by staff. This would include any mandatory training linked to diversity and inclusion, as well as other mandatory training such as Bribery, Information Security, Health and Safety, and Student Safeguarding.

A single LMS that will address these issues is being considered by learning and development teams from across the University, with a costed proposal being considered by HRET in the next few months.

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