



University of
Sheffield



**Equality, Diversity and Inclusion
Annual Report 2023-24**

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Foreword

We are pleased to share with you the University of Sheffield's Equality, Diversity and Inclusion Annual Report for 2023/24.

At the University of Sheffield, we are committed to creating a welcoming and inclusive campus where everyone feels respected, supported and able to thrive. To achieve this, and to be a world-class university, we must recruit a diverse body of students and staff, tackle discrimination and barriers to success wherever they exist, and promote good relations between all parts of our community.

In the past year, the University has continued to make good progress with this. Highlights include successfully renewing our Silver Athena Swan Award and finalising our submission for a Bronze Race Equality Charter Award. Important progress has been made on implementing our Disability Equality, LGBT+ Equality and Religion, Belief and No-Belief Action Plans. We have also taken steps to update and strengthen EDI governance at all levels of the University. Finally, in the summer we launched *Our People: Inspirational Women*, a joyful initiative showcasing women from across the University, sharing their stories and celebrating their contributions.

We thank everyone who has contributed to EDI work over the last 12 months. The visibility of senior leaders is an important ingredient in making real and lasting progress on EDI. We want to acknowledge our deep gratitude to Professor Gill Valentine, who after several years leading the University's EDI work stepped down as Provost and Deputy Vice Chancellor in December 2023.

This report celebrates our successes and identifies areas where we need to renew our efforts. We are proud of the progress the University has made in the past year, and we recognize that there is still much to do.

Professor Robert Mokaya
Provost and Deputy Vice Chancellor

Professor Graham Gee
Chair of Council EDI Committee

Introduction

Welcome to the University of Sheffield's Annual Report on Equality, Diversity and Inclusion (EDI) for 2023/24. This report has been prepared by the Council Equality, Diversity & Inclusion Committee (EDIC), reviewed by the new University Executive Board (UEB) EDI Sub-Group, and considered and approved by the University Council.

As a higher education institution, we are subject to the public sector equality duties in the Equality Act 2010, but our commitment to fostering a diverse and inclusive community extends beyond these legal requirements. We aim to ensure that all students and staff are treated with respect and feel a sense of belonging.

This report summarises our work during 2023-24 to realise that commitment. It highlights our successes while also identifying areas of continuing challenge that require renewed attention.

Our Progress during 2023/24

Below we highlight some progress and achievements over the last year, but we do so recognising there is still much more to do to build deep and sustained change.

- In March 2024, we were successful in renewing our **Athena SWAN Silver Award**, which is an external benchmarking scheme which recognises our commitment to supporting and transforming gender equality. Working on the application to renew our award helped us to plan our future work and we have now launched our refreshed **Gender Equality Action Plan**. We have already completed two priority actions, with 15 in progress and a further 12 planned.
- Departments are also able to apply for Athena SWAN Awards, and during 2023/24 **eight of our departments secured Bronze Awards** and **two achieved Silver Awards** (including renewal of existing awards), which took our total departmental awards to 16 Bronze and 9 Silver.
- We achieved a **further reduction in our mean Gender Pay Gap**, falling from 14.9% in 2022 to 13.5% in 2023. In 2018 our mean was 17.9%, so our latest data shows a fall of 4.5% over five years. This year the median increased slightly, from 8.5% in 2022 to 10.1% in 2023. This is likely caused by a fluctuation in some variables that impacted us during 2023, including casual workforce data. We analysed the median pay gap excluding casual workforce and it continued to fall. Overall, we are pleased to see that our mean gender pay gap continued to shrink by an average of approximately 1% per year, which aligns with our target. While we outperform many other Russell Group universities, we are committed to more ambitious efforts to eliminate the gap at a faster pace.
- In December 2023, the University received confirmation that it had received a **Silver Award for the Teaching Excellence Framework (TEF)**. Feedback from the TEF panel **commended the University's work to prioritise a truly inclusive culture** that supports students from a range of backgrounds with a very high quality student experience which applies broadly to all our groups of students, including students from underrepresented groups and across most subject areas.
- We were successful in our application to the **National Network for the Education of Care Leavers (NNECL) Quality Mark**, which compliments our existing Care Leaver Covenant status. The NNECL Quality Mark has a specific, holistic and in-depth focus on support for care experienced students as they progress into and through further and higher education.
- We continue to implement our **LGBT+ Strategy and Action Plan**, which seeks to unlock the full potential of our LGBT+ students and staff. Since its launch in February 2023, we have already completed 7 of our priority actions, with 25 in progress, and a further 19 planned. We have reviewed and begun to refresh the Action Plan in light of our learning over the last 18 months.

- To accelerate our work to eliminate racial inequalities at the University, we have signed up to the **Race Equality Charter**, which is a framework which enables universities to identify where institutional and cultural barriers stand in the way of Black, Asian and Minority Ethnic (BAME)* staff and students. We submitted our application for a Bronze Award in the summer, and expect the outcome towards the end of 2024. Working on our application has helped us to identify the areas where we have the greatest need to improve.
- In 2023/24 we **published ethnicity pay gap data for the first time**. Our data shows that the pay gap is largest for the “Black, Black British or Caribbean” group, when compared with the white group, with a mean gap of 12.2%. The median figures show little variability between median pay of some ethnic groups. Summary data from other universities which have begun to publish this data show similar trends. This data points to the work we need to do to support the progression and success of our Black, Asian and minority ethnic staff at all career stages. This work features centrally in the action plan we have prepared as part of our submission for a Race Equality Charter Bronze Award.
- During 2023/24, we refreshed our **Disability Equality Strategy and Action Plan**, which was launched in 2022. We have made good progress this year and have completed 20 of our priority actions, with 6 ongoing, 39 in progress, and a further 21 planned.
- In February 2024 we launched our **Mental Health Strategy Action Plan**, which follows the award in 2023 of the University Mental Health Charter Award from Student Minds, the UK’s leading student mental health charity.
- In 2024, we established a new **Religion and Belief Staff Network** to provide networking opportunities for staff to find out about the support available to them and to share their experiences.
- In June 2024, we launched **Our People: Inspirational Women** initiative, which celebrated the achievements and stories of women from across our University. Over 320 women were nominated, which is a testament to the impact of women across our community. A panel of students, staff and members of the University Council discussed the nominations and selected 21 women to feature in a series of portraits across campus. An exhibition with the portraits toured campus during the summer.

EDI and the University's Vision and Strategy

In the University's Vision and Strategy for 2020-2025, we committed to building "a diverse community of staff and students from a broad range of backgrounds, demographics and cultures, to create an inclusive, supportive and collaborative environment in which they can succeed and flourish". This is a cornerstone of the "One University" pillar of the Vision, which was inspired by conversations with our students and staff. This pillar emphasises a supportive environment where everyone feels valued, respected, and empowered to reach their full potential and to contribute to the University's successes.

Our Priorities for 2020-2025

The One University Strategy Delivery Plan prioritises equality, diversity, and inclusion as key components of our efforts to create a more inclusive and supportive environment. In that plan we committed to do the following during 2020-2025:

- Address systemic barriers to inclusion through a series of targeted strategies (e.g. the Race Equality Strategy; Disability Strategy; Gender Equality Strategy; and Religion, Belief and No Belief Strategy);
- Develop and support a range of consultation and engagement mechanisms with staff and students, using the insights from these to help inform policy and strategy development;
- Enhance awareness and understanding of key EDI themes through a programme of development activity for staff and students;
- Use innovative recruitment practices to remove bias from recruitment processes and improve the diversity of our staff base to support our Race Equality Strategy, Disability Strategy and Gender Pay Gap Action Plan;
- Address challenges around pay inequality and representation in leadership positions by introducing an annual review of all professorial staff as part of changes to the Professorial Pay Review Process;
- Introduce and embed an improved process of Equality Impact Assessment;
- Invest in a Student Equality, Diversity and Inclusion function to enhance, promote and celebrate the diverse University community and support students to achieve their potential;
- Enhance the academic and social opportunities for International students that considers their unique experience and journey; and

- Ensure that strategic EDI initiatives are embedded locally through the introduction of a programme of “Diversity Audits” of Departments, the purpose of which are to understand and address the barriers to inclusion at a local level.

Over the past five years, the University has adopted a series of tailored strategies and action plans to help advance this work. Co-created with our students and staff, these address specific protected characteristics and feature public dashboards for transparency and accountability:

2019	Race Equality Strategy and Action Plan
2022 (refreshed in 2024)	Disability Equality Strategy and Action Plan
2023	LGBT+ Equality Strategy and Action Plan
2023	Religion, Belief and No-Belief Strategy and Action Plan
2024	Gender Equality Strategy and Action Plan

Our dedicated action plans focus on specific protected characteristics, but we recognize the need to address the impact of intersecting inequalities (i.e. the unique ways in which different forms of disadvantage and discrimination can be mutually reinforcing). In 2022, we adopted an Overarching EDI Strategy which identifies and tracks core actions across all protected characteristics. It includes work in areas such as business planning, recruitment, progression, and institutional culture. We are now updating this to incorporate lessons learned about how to drive cross-cutting priorities. We expect to finalise the refreshed Overarching Strategy during 2024/25.

Implementation and Governance

The Vision and Strategy has helped foster a more strategic approach to EDI across the University, and in 2023/24 we recognised the need to update our EDI governance to reflect this.

The University Council is the governing body and is ultimately responsible for ensuring that the University meets its legal duties under the Equality Act and realises its EDI strategy and targets. In practice, it delegates much of this work to the Council Equality Diversity and Inclusion Committee (EDIC).

EDIC’s role is to provide oversight of the University’s EDI work. One of its core functions is to hold a newly created University Executive Board (UEB) EDI Sub-Group to account. The UEB EDI Sub-Group is responsible for setting the strategic direction of the University’s EDI work and driving progress on it.

This new UEB EDI Sub-Group is chaired by the Deputy Vice Chancellor and includes representatives from the Faculties, the Students' Union, the Staff Networks, and Human Resources. It oversees the EDI Delivery Groups, which are responsible for implementing our EDI action plans. The Human Resources EDI Team lead on the Overarching EDI Strategy.

Our EDI Delivery Groups work closely with Advisory Groups to ensure that lived experience informs how we implement our action plans. In 2024, we established a Gender Equality Delivery Group to

oversee our new Gender Equality Action Plan, with the Gender Equality Committee reconstituted as the Gender Equality Advisory Group.

Our EDI work falls under the One University Pillar of the Vision and Strategy. To foster a consistent approach to EDI, each faculty appoints a Faculty Director of One University to oversee initiatives within their faculties. They work closely with School Directors of One University, who focus on EDI at the school level. The Professional Services Director of One University plays a similar role for professional services, and in 2024 we appointed the first Faculty Director of One University for the Advanced Manufacturing Group.

In line with the University's Strategy and Vision for 2020-25, the faculties, the professional service team, and the AMG have established EDI targets. The Faculty Directors of One University chair new Faculty Committees of One University, which are responsible for monitoring progress toward these targets.

In 2023/24, the University agreed plans to create a new school structure. This aims to create more evenly sized schools, which will provide a more consistent and high quality student experience as well as a better and fairer environment for staff. To support this, we have developed consistent terms of reference and membership requirements for new School One University Committees. These committees are chaired by the School Directors of One University and oversee EDI work within the new schools.

EDI, Freedom of Speech and Academic Freedom

In 2024, we adopted a new Code of Practice on Freedom of Speech and Academic Freedom, reflecting the importance of these principles to our education and research missions. The Code outlines how we comply with our legal duties, which include supporting the free exchange of ideas, even if they shock, offend or cause discomfort.

The hallmark of a genuinely inclusive culture is where everyone feels able to exchange conflicting views with mutual respect, in a spirit of curiosity and with the desire to learn. This is especially important when debating divisive and contentious topics. We will therefore continue to encourage our students and staff to listen to and learn from each other, especially when discussing issues which relate to beliefs at the heart of individual or group identities. We will also continue to ensure diverse voices are heard in all debates, particularly from under-represented and marginalised groups.

In addition to adopting our new Code of Practice, we reviewed our EDI strategies and action plans during 2023/24 to ensure they align with our legal duties. We also provided tailored briefings on freedom of speech and academic freedom to staff with heightened EDI responsibilities.

Gender Equality

We're committed to fostering gender equality by talking openly about our challenges and ambitions and by reducing the Gender Pay Gap

In 2023/24, we prioritised work on our application to renew the University's **Silver Athena SWAN Award**. This is a sector-led accreditation scheme to support gender equality in higher education, with awards made at Bronze, Silver or Gold level. We achieved a significant milestone in March 2024 when our Silver Award was renewed. This award recognizes our awareness of the structural inequalities that are barriers for women in workplaces and our commitment to advancing gender equality. A Gender Equality Data Working Group has been created to address feedback from the Athena SWAN review panel about the scope to enhance our data with relation to staff and student progression.

Not only did we renew our institutional-level Athena SWAN Silver Award, **eight of our academic departments also secured Bronze Awards** and a further **two Silver Awards**. This means that by the end of 2023/24, there were 9 academic units with Silver Awards and 16 with Bronze Awards (out of a total of 40 academic units which were sufficiently large to apply for a department-level award). These awards are important because they outline specific changes we want to make and help to hold us accountable. We also launched an updated Athena SWAN Dashboard, which will help us to track gender equality metrics more consistently.

In the spring, we launched our new **Gender Equality Action Plan**. This work is led by our Gender Equality Delivery Group, supported by a Gender Equality Advisory Group, which replaces the now disbanded Gender Equality Committee. As with our other EDI action plans, our Gender Equality Action Plan has a **live dashboard** to monitor progress on key areas of activity. We have already completed two priority actions, with 15 in progress and a further 12 planned.

Our Objectives

1. *External Engagement and Standing:* Offer greater support for local organisations and communities with a focus on gender equality, including by acting as champions for diversity and inclusivity of all genders and by supporting local stakeholders to progress equality work.
2. *Inclusive data:* Improve the ways we collect, analyse, share and implement findings from data about our staff and students by taking a holistic approach to the processes we undertake from start to finish to identify and remedy any barriers to engagement.
3. *Inclusive Recruitment:* Take a holistic approach to the recruitment process from start to finish to identify and remedy any barriers to attracting the best applicants from a broad and diverse background.

4. *Culture and Environment*: Ensure there is an embedded inclusivity to all work that is undertaken and actively remove barriers affecting under-represented groups, using an annual review framework for policy and process across the organisation.
5. *Progression and Promotion, Career and Education Support*: Foster a representational balance of staff in all roles across the university, with a focus on removing barriers across the university journey, and investigate pipeline opportunities from student to staff.

Some Highlights

- In March 2024, the University celebrated **International Women's Day** with a special event organised by the Womens' Network, where staff and students shared their experiences, research and work to improve gender equality.
- On International Women's Day, the University launched an initiative titled **Our People: Inspirational Women**. This showcased and celebrated women from across the University. One its aims was to increase the number of women represented in portraits and photography around campus. Colleagues from across the University were invited to nominate women who inspire them. Over 320 nominations were received. A panel of students and staff selected 21 women to feature in a series of portraits. A special photography exhibition showcased the portraits of the women selected to feature and displayed the names of all the women nominated.
- In June 2024, we held an **Athena SWAN celebration** to recognise the University's and departmental awards and to launch our new Gender Equality Action Plan. At the event attendees heard about initiatives in the Department of Geography to make field trips more inclusive, the *Diversity Confidence in Engineering* (DiCE) project, and the University's efforts to promote inclusive recruitment practices.
- In August 2024, we launched an updated **Women Academic Returners' Programme**, which aims to minimise the impact of maternity, adoption, surrogacy leave on research activities and therefore the career development of female academics. This has streamlined internal processes, increased the funding available, and simplified application materials.
- In September 2024, the **new Academic Tutoring policy** was launched. This should ensure students receive high quality academic support while helping to address the gendered imbalance of academic workload relating to academic tutoring.

Gender Pay Gap Report

Our ambition is to eliminate the Gender Pay Gap, with a target for a reduction between 2020 and 2025 of 5%, with specific targets at faculty and departments levels.

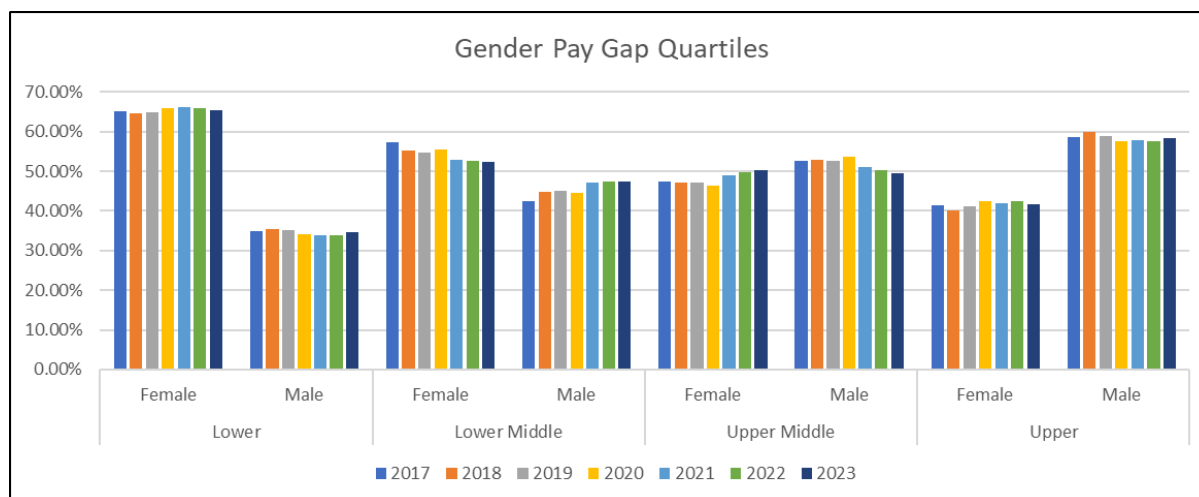
Since 2018 the University has published annual data on the Gender Pay Gap (GPG) based on data at 31 March each year, as required by law. The data reports on the following across our workforce:

- Proportion of males and females within pay quartiles (GPG)
- Gender pay gap
- Proportion of individuals who received a bonus or recognition payment by gender
- Gender bonus pay gap

Pay Quartiles

Pay quartiles show a breakdown of the percentage of males and females by pay quartile – where the workforce is split into equal quarters according to level of pay:

Chart 1: Percentage of males and females by pay quartile 2017-2023



The quartiles broadly equate to our grade structure (lower G1-4, lower middle G4-7, upper middle G7-8, upper G8+). The quartile data continues to show some shifts in the gender balance in the lower middle (showing a shift towards a lower proportion of females and a higher proportion of males) and upper middle quartiles (showing a shift towards a higher proportion of females and a lower proportion of males). These shifts are likely to have contributed to a further reduction in our gender pay gap in 2023. However, our pay quartile figures continue to show the root cause of our pay gap: we have a higher proportion of females in our lower pay grades and a higher proportion of males in our upper pay grades.

Gender Pay Gap

The GPG shows the difference between the average (mean or median) earnings of men and women across the whole workforce, expressed as a percentage of men's earnings. Our 2023 figures show a

further reduction in our mean GPG compared with the previous years.

Table 1: 2017-2023 mean and median gender pay gap.

Gender Pay Gap Snapshot	Legislative Snapshot						
Data Group	<ul style="list-style-type: none"> - Based on the entire workforce (includes clinical academics and zero hours' employees and workers paid in March) - Excludes individuals who were on reduced/nil pay due to absence - Includes additional pay such as allowances - Based on pay after salary sacrifice deductions 						
PAY GAP	2023	2022	2021	2020	2019	2018	2017
Mean %	13.5	14.9	15.8	16.5	17.8	17.9	19.0
Median %	10.1	8.5	8.4	11.5	10.7	10.7	11.1

Mean = average, Median = the mid-point value of a sorted list of values.

The gap between male and female earnings is lower for the median (mid-point) than the mean (average). This is because the mean is impacted by outliers (i.e. individuals with earnings higher than the norm) within our workforce.

The median tends to be a better indicator of the most typical figure, where a range of figures have an outlier, and is the normal salary measure used by the Office for National Statistics. This year, the median increased slightly. This is likely to be caused by a fluctuation in some of the variables that impacted on pay in March 2023, including casual data. We have analysed the median pay gap excluding casual data and it has continued to reduce.

Overall, we are pleased to see that our mean gender pay gap continues to fall by an average of approximately 1% per year, which is in line with our targets. We also compare well with the gender pay gap figures published by other Russell Group universities. However, we recognise we still need to do more to reduce the gap at a greater pace.

Gender Bonus Gap

The gender bonus gap shows the difference between the average (mean or median) bonus received by men and women across the whole workforce. A positive bonus gap shows that males have received, on average, a higher bonus value than females.

Our bonus gap figures for 2022-2023 are based on bonus, incentive and recognition payments from our standard reward schemes (i.e. Clinical Excellence Award Scheme, Recognition Award Scheme, One- Off Recognition Award Scheme) paid from April to March. In 2021-2022 some of our standard schemes were paused, which is why the figure in this year is different from the other years.

Table 2: Mean and median bonus gap

	April 2022-March 2023	April 2021-March 2022	April 2020 – March 2021	April 2019 – March 2020	April 2018 – March 2019	April 2017 – March 2018	April 2016 – March 2017
BONUS GAP							
Mean %	64.7	58.6	37.1	64.3	64.4	64.5	68.6
Median %	16.7	33.3	0	0	20	6.3	40.0

Table 3: Proportion of workforce by gender who received a bonus award

	April 2022-March 2023	April 2021-March 2022	April 2020 – March 2021	April 2019 – March 2020	April 2018 – March 2019	April 2017 – March 2018	April 2016 – March 2017
PROPORTION RECEIVING BONUS							
Female	34.3	35.2	71.1	26.2	23.6	22.8	20.3
Male	26.4	27.2	76.8	20.5	20.1	19.3	16.2

The legislation requires us to report on the bonus gap of the schemes together. The impact of this is to create a higher overall mean bonus gap than if each scheme is assessed separately. When the bonus gap of the schemes are calculated separately, the results are very different as the tables below show:

Table 4: Mean gender bonus gaps by scheme

Mean GPG	2023	2022	2021	2020	2019	2018	2017
All	64.7	58.6	37.1	64.3	64.4	64.5	68.6
Senior	-9.9	-9.2	N/A	5.7	18.4	23.7	27.1
Clinical Excellence Awards	-0.1	-2.4	-4.5	-2.7	-0.6	2.4	7.3
Recognition Award Scheme	0.0	4.5	-12.3	-2.9	4.3	-6.1	8.17
2020 one-off recognition scheme/other	N/A	N/A	1.0	N/A	N/A	N/A	N/A

Table 5: Median gender bonus gaps by scheme

Median GPG	2023	2022	2021	2020	2019	2018	2017
All	16.7	33.3	0.0	0.0	20.0	6.3	40
Senior	5.9%	0.0	N/A	0.0	25.0	0.0	3.6
Clinical Excellence Awards	-36.6	-50.0	20.0	-27.5	-37.5	-18.3	34.9
Recognition Award Scheme	0.0	16.7	0.0	-20.0	0.0	0.0	37.5
2020 one-off recognition scheme/other	N/A	N/A	0.0	N/A	N/A	N/A	N/A

The 2023 mean and median gender bonus gaps when calculated by scheme, are very low and often negative, meaning the bonus value within each scheme was, on average, higher for females than for males.

Fluctuations in the mean or median bonus gap of the differing component schemes can have an impact on the overall bonus gap, particularly the median bonus gap. For example, changes in the recognition award scheme can significantly impact on our overall median bonus gap figure. We therefore continue to report on our bonus gap as a combined figure and by scheme.

Race Equality

We're committed to improving our race equality and culture for all students and staff through the creation of an even more culturally inclusive and diverse university community

The University published its **Race Equality Strategy and Action Plan** in 2019. Following extensive collaboration with staff and students, and some difficult but crucial conversations, we relaunched the strategy in 2021. This aimed to update and clarify the content of actions, identify responsible stakeholders, set clear and realistic timelines for outcomes, and establish clear ways to assess the effectiveness of our work.

The relaunch enabled us to align our Strategy and Action Plan with the requirements of the **Race Equality Charter** (REC). This sector-led framework helps universities to identify, reflect on and address the institutional and cultural barriers impeding the representation, progression and success of Black, Asian and minority ethnic staff and students. Universities can apply for a Bronze or Silver award based on their progress.

Preparing our REC application has been the focus of our race equality work over the last two years, with extensive consultation with our students and staff (via surveys, focus groups and workshops). This work will culminate in a new action plan to guide our future work.

We submitted our REC application in the summer, and expect to receive the outcome towards the end of 2024. In the meantime, we are reviewing the composition of the Race Equality Delivery Group to ensure that the colleagues tasked with delivering the new action plan are represented alongside those with lived experience. The self-assessment team which contributed to the REC application will be reconstituted as an Advisory Group.

Our Objectives

1. *Culture and Belonging:* We are committed to creating an equitable, inclusive and open culture that facilitates belonging and promotes respect for ethnic minority staff, students and the wider community.
2. *Recruitment and Progression:* We commit to addressing the under-representation of BAME colleagues, in particular at higher grades, by increasing the diversity of our staff body, reducing bias in the recruitment process and removing barriers to progression.
3. *Leadership and Accountability:* In order to ensure transparent accountability for the actions set out in this plan, we commit to improved reporting structures, mechanisms to monitor impact and share good practice, led by colleagues at senior management level.
4. *Learning and Teaching:* We commit to creating an inclusive learning and teaching environment for students from BAME backgrounds, ensuring their voices are heard and

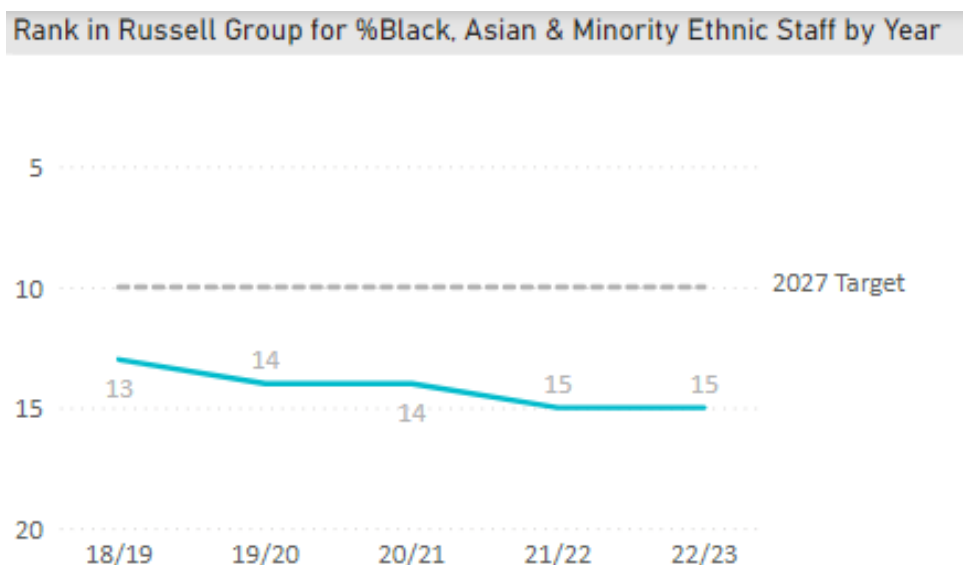
barriers to course progression and attainment are addressed at all levels of the organisation.

5. *Inclusive Data*: Throughout our REC self-assessment process we have noted that data, and ethnicity data in particular, is not readily available; is out of date and/or is incomplete. We must enhance our data collection and reporting processes to ensure that our approach to race equality is evidence-based and to transparently monitor and evidence the impact of the actions set out in the plan.

Update on Staff Profile Key Performance Indicator

One of our key performance indicators for the period 2020-2027 concerned the racial make-up of our workforce. We set ourselves the target of ranking in the top 10 of the Russell Group by 2027 for the percentage of BAME staff. The chart below shows that we have not made satisfactory progress, with our ranking falling from 13th in 2018/19 to 15th in 2022/23, leaving us in the bottom half of the Russell Group. Our REC application commits us to actions which we anticipate will help us to make progress on this important target.

Chart 2: Progress against Key Performance Indicator to rank inside top 10 of Russell Group for Percentage of BAME Staff by 2027



Some Highlights

- **Black History Month** in October 2023 was dedicated to the achievements of black women and their contributions to shaping history, inspiring change and building communities. To mark this, colleagues from the School of Education and the School of English shared the stories of seven black women whose work and contributions shaped history in untold ways.

- Black History Month also saw **two exhibitions on campus**. The first was in the Information Commons, and featured poetry, artwork and curated collections, all representing the lived experiences of Black students. The Faculty of Arts and Humanities held an exhibition in Jessop West entitled 'Ten True Stories of Dutch Colonial Slavery', which was originally developed by the Rijksmuseum in Amsterdam. This told the intimate stories behind slavery in the Dutch Empire's 250-year history, with the stories of those involved in slavery.
- In March, Sheffield hosted a student workshop as part of **Project Generation Delta**, which is a four-year project to improve the experiences and outcomes for Black, Asian and minority ethnic female students through key phases of the postgraduate research life cycle. The workshop's focus was training for careers.
- Since its launch on myDevelopment in September 2023, 496 members of staff have completed the **Introduction to Race Equality** training. This is a promising start, but we recognise the need to support and encourage more staff to engage with this training.

Ethnicity Pay Gap Report

In April 2023, the UK Government introduced guidance to support employers in calculating and monitoring their ethnicity pay gap. Publication of this data is voluntary. The methodology used to calculate ethnicity pay gaps is the same as for gender pay gap reporting, except that there are more categories. For the gender pay gap, average salaries of males and females are compared, whereas for reporting on ethnicity pay gaps the average salary is compared across five different ethnicity groups.

The report below provides the outcomes of our ethnicity pay gap reporting based on 2024 data. It reports on the following across our entire workforce:

- Proportion of ethnicity groups within pay quartiles
- Ethnicity pay gap
- Ethnicity bonus pay gap
- Proportion of individuals who received a bonus or recognition payment by ethnicity.

The table below shows the number and proportion of our workforce (including casual workers) who have disclosed their ethnicity.

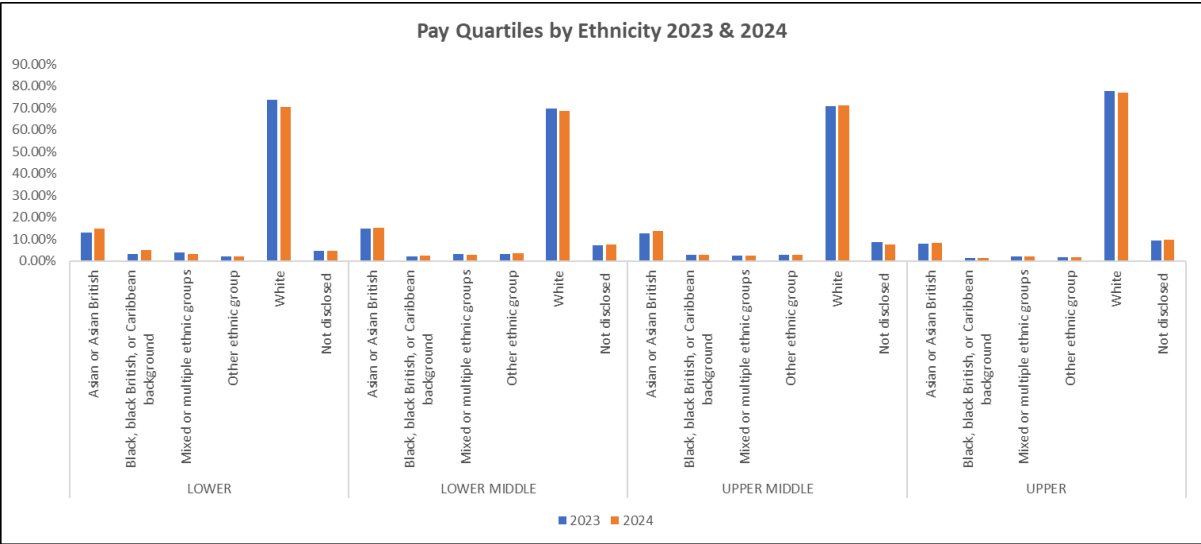
Table 6: Disclosure by ethnicity group 2024

Ethnicity Group	Number	Percentage
Asian or Asian British	1406	12.9%
Black, black British, or Caribbean background	303	2.8%
Mixed or multiple ethnic groups	294	2.7%
Other ethnic group	273	2.5%
White	7843	71.9%
Not disclosed	794	7.3%
Total	10913	100.0%

Pay Quartiles

Pay quartiles show a breakdown of the percentage of individuals in ethnicity group by pay quartile – where the workforce is split into equal quarters according to level of pay:

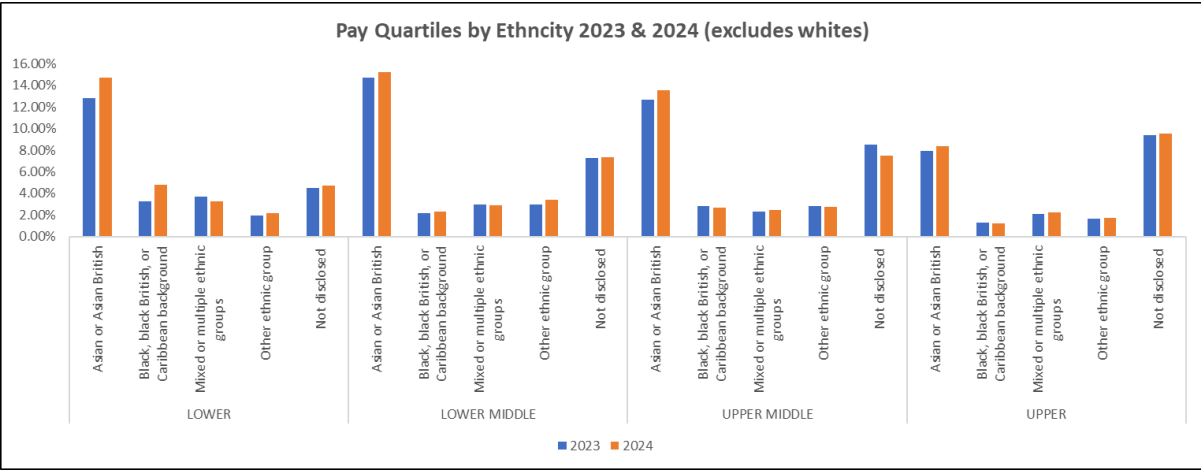
Chart 3: Percentage of individuals within each ethnicity group by pay quartile



Note: The quartiles broadly equate to our grade structure (lower G1-4, lower middle G4-7, upper middle G7-8, upper G8+) but this is variable given that pay is based on gross pay after salary sacrifice, so individuals who are in salary sacrifice schemes may be in a lower pay quartile than we would expect for their grade.

Due to the low proportions of other ethnicity groups compared to the white group, it is clearer to show the quartile proportions excluding the white group as below.

Chart 4: Percentage of individuals within each ethnicity group (excluding white) by pay quartile



The quartile data continues to show that for most ethnicity groups, the proportion of individuals by ethnic group (excluding whites) gets lower towards the upper pay quartiles.

Ethnicity Pay Gaps

The ethnicity pay gap shows the difference between the average (mean or median) earnings of individuals in each ethnicity group, across the whole workforce, expressed as a percentage of the earnings of the individuals within the white ethnicity group. The University now has two years of comparison data.

Table 7: Mean and Median Ethnicity Pay Gaps

Ethnicity Pay Gap Snapshot	Legislative Snapshot			
Data Group	<ul style="list-style-type: none"> - Based on the entire workforce (includes clinical academics and zero hours' employees and workers paid in March) - Excludes individuals who were on reduced/nil pay due to absence - Includes additional pay such as allowances - Based on pay after salary sacrifice deductions 			
	MEAN %		MEDIAN %	
YEAR	2024	2023	2024	2023
Asian or Asian British	9.2%	8.5%	7.4%	4.4%
Black, black British, or Caribbean background	17.9%	12.2%	12.2%	4.4%
Mixed or multiple ethnic groups	8.8%	10.3%	7.4%	5.2%
Other ethnic group	6.8%	-8.1%	7.4%	2.7%

Our data shows that the pay gap is largest for the 'black, black British or Caribbean' group when compared with the white group. The median figures suggest that there is little variability between median pay of some ethnic groups.

Summary data from Universities who have published their ethnicity gaps show similar trends to our data, including a higher pay gap for the Black, black British or Caribbean background. Some Universities have reported a decrease in their ethnicity pay gaps since they have begun to monitor it and some have reported pay gaps in favour of ethnic groups.

We recognise that like much of the sector, we need to do more to address ethnicity pay gaps. We expect that voluntarily publishing this data, together with the actions we have agreed as part of our Race Equality Charter application, will catalyse our progress on this.

Ethnicity Bonus Gap

The ethnicity bonus gap shows the difference between the average (mean or median) bonus received by individuals within each ethnicity group across the whole workforce, compared with the white ethnicity group. A positive bonus gap shows that individuals within the white ethnicity group have received on average a higher bonus value than individuals within the other ethnicity group. As with gender pay gap reporting, our bonus gap figures for 2022-2023 are based on bonus, incentive and recognition payments from our standard reward schemes (listed on page 4) paid from April to March.

Table 8: Mean and Median Bonus Gaps

Ethnicity Group	Mean		Median	
	2023-2024	2022-2023	2023-2024	2022-2023
Asian or Asian British	-33.1%	-49.7%	-25.0%	16.7%
Black, black British, Caribbean or African	-307.0%	-240.7%	16.7%	16.7%
Mixed or multiple ethnic groups	50.5%	58.6%	16.7%	-33.3%
Other ethnic group	62.5%	37.6%	-12.5%	16.7%

Table 9: Proportion of workforce by ethnicity group who received a bonus award

Ethnicity Group	Proportion receiving bonus (as % of total ethnicity group)	
	2024	2023
Asian or Asian British	16.2%	15.0%
Black, black British, Caribbean or African	13.9%	18.7%
Mixed or multiple ethnic groups	23.6%	21.9%
Other ethnic group	20.5%	13.9%
White	33.6%	33.7%

Note: *The mean and median bonus gaps have not been calculated for separate schemes due to the small data sizes (for senior and Clinical Excellence Award, 'CEA' schemes).*

We know from the gender bonus gap data, that the overall bonus gap data is not useful or reliable as the extreme positive or negative pay gaps are an effect of calculating a single bonus gap figure from a combination of very different schemes. The bonus gaps for separate schemes have not been calculated due to the small data sizes in some of the schemes (senior and CEA).

The proportion data is more useful, showing us that the white group proportionally receives more bonus payments than any other group.

Again, we recognise that there is work for us to do to ensure that our bonus schemes reward the exceptional contributions of all our staff. Publishing this data will enable us to monitor our progress with this over time and will be a way to hold ourselves to account.

Disability Equality

We're working to address the challenges experienced by disabled students and staff, particularly those experiencing mental health difficulties.

Our Strategy and Action Plan

We launched our **Disability Equality Strategy and Action Plan** in 2022 to transform our University by creating a more inclusive, accessible and supportive environment for disabled students and staff. By addressing the challenges they face, we aim to eliminate environmental, attitudinal and organisational barriers, ensuring that their needs are fully met.

During 2023/24, we consulted with students and staff to update our Action Plan. We reflected on our progress since 2022, refined existing actions, and identified new areas of focus. Key changes included new actions relating to accessibility audits and the creation of an Inclusive Estate Group to manage improvements to our estate. The Action Plan now also includes work on accessible parking spaces and staff training for front-facing campus services. Additionally, we identified actions to improve inclusivity of neurodiverse staff and those who are Deaf and hard of hearing. We have also produced disability pay gap data and have committed to doing so annually. We will continue to work to improve disclosure rates, which will enhance the quality of the pay gap data we report.

To date, we have made good progress implementing the Action Plan, with 20 of our priority actions completed, 6 ongoing, 39 in progress, and a further 21 planned.

Our Objectives

1. Create an equitable, inclusive and open culture that facilitates belonging and promotes respect for disabled staff, students and wider community.
2. Maintain and develop accessible flexible teaching, learning and assessment to best support disabled students' academic experiences.
3. Create an accessible campus through improved physical and digital space to all staff, students and visitors.
4. Provide a clear pathway of equitable support for disabled students. including Postgraduate Research students (PGRs).
5. Attract and retain disabled staff, supporting their personal development and career progression.

Student and Staff Mental Health

We are committed to creating a culture that reduces the stigma associated with mental health illness by providing accessible and timely support to staff and students. In 2023 we were awarded the University **Mental Health Charter Award** from Student Minds, the UK's student mental health charity. Building on this, we launched our **Mental Health Strategy and Action Plan** in February 2024. This uses the Charter framework to shape a whole-university approach to mental health and wellbeing and will guide our future work.

Some Highlights

- Semester 1 saw the launch of **Disability Matters**, a major 6-year pan-national programme of disability, health and science research funded by the Wellcome Trust. A key ambition of the programme is to make disability the driving subject of research across a host of fields, including medicine, medical humanities, sociology, education, law, business, psychology and social work.
- In December 2023, we launched a new **Introduction to Disability Awareness training module**. This aims to enhance understanding of disability, challenge attitudes to disabled people and identify potential barriers to disabled student's learning.
- In March 2024, we relaunched our **Disabled and Ill Researchers Network**, a researcher-led network for postgraduate and early career researchers.
- In May 2024, we launched a new **Introduction to Mental Health Awareness module**, which aims to promote a greater awareness of what mental health is and how to support your own, and others, mental health.
- To mark **Disability History Month** we held various events, including a webinar on Enabling Disabled Students to Succeed and an online session for anyone that supports a disabled child on the support available for disabled students entering Higher Education.

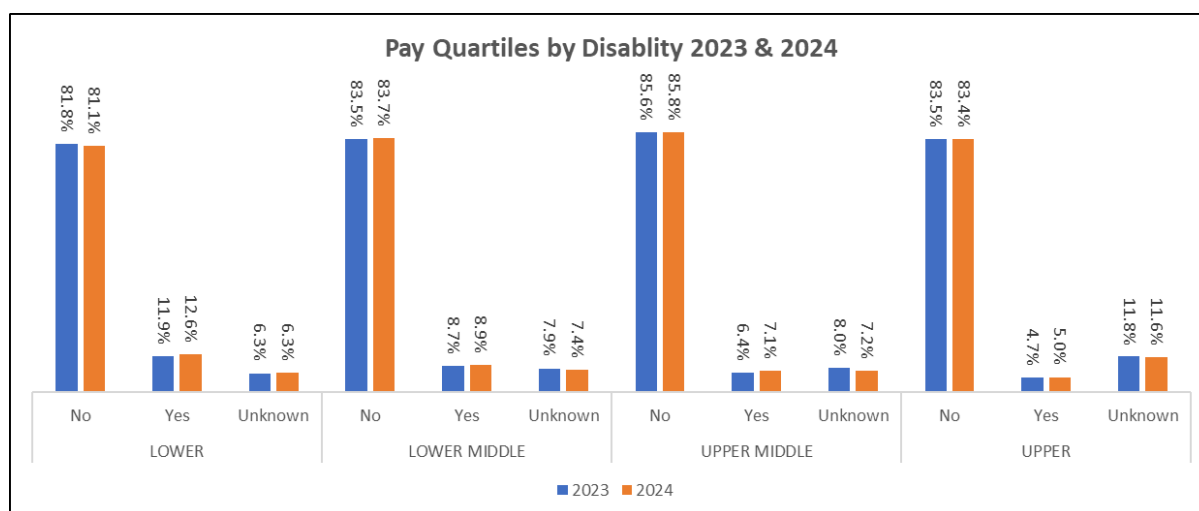
Disability Pay Gap Report

Despite no legal requirement to do so, we conducted a review during 2023/24 to explore if there is evidence of a disability pay gap. Following a similar approach to how the Government calculates Gender Pay Gaps, we compared the pay of staff who disclose a disability and those who do not.

Table 10: Disability Disclosure Rate 2024

Disability declared	Number	Percentage
No	9104	83.4%
Yes	924	8.5%
Information not provided/Prefer not to say	885	8.1%
Grand Total	10913	100.0%

Chart 5: Pay Quartiles by Disability



Note: The quartiles broadly equate to our grade structure (lower G1-4, lower middle G4-7, upper middle G7-8, upper G8+) but this is variable given that pay is based on gross pay after salary sacrifice, so individuals who are in salary sacrifice schemes may be in a lower pay quartile than we would expect for their grade

The quartile data shows that the percentage of individuals who have declared a disability continues to decrease the higher the pay quartile. There is little change between the 2023 and 2024 data.

Table 11: Mean and median disability pay gaps

Disability Pay Gap Snapshot	Legislative Snapshot	
Data Group	<ul style="list-style-type: none"> - Based on the entire workforce (includes clinical academics and zero hours' employees and workers paid in March) - Excludes individuals who were on reduced/nil pay due to absence - Includes additional pay such as allowances - Based on pay after salary sacrifice deductions 	
PAY GAP	2024	2023
Mean %	13.7	13.2
Median %	11.9	10.7

Disability Pay Gap Snapshot	Alternative 'regular paid' Snapshot	
Data Group	<p>As Legislation but removes potential variables to provide a better year on year comparison.</p> <ul style="list-style-type: none"> - Excludes zero hours' employees and workers - Includes individuals on reduced/nil pay due to absence based on their full notional pay. - Based on pay before salary sacrifice deduction 	
	2024	2023
Mean %	15.9	15.5
Median %	13.7	11.7

The pay gap figures show that mean and median pay continues to be higher for those who have not declared a disability compared to those who have. The pay gap has increased slightly from 2023. The alternative mean and median pay gaps are higher, suggesting that the legislative figures are influenced by some of the variables within the data, such as casual data or pay after salary sacrifice.

Table 12: Disability Bonus Gap - all bonus schemes combined (Senior bonus (UEB & Prof/Prof Equivalent), CEAs, Recognition Awards (monetary and voucher) and other bonus).

	April 2023 – March 2024	April 2022 - March 2023
BONUS GAP		
Mean %	39.1	30.3
Median %	16.7	16.7
PROPORTION RECEIVING BONUS (as a % of disability group)		
Yes	30.3	29.1
No	30.3	31.0

Note: The mean and median bonus gaps have not been calculated for separate schemes due to the small data sizes (for senior and CEA schemes).

As we noted in the context of the ethnicity bonus gap data, our experience of monitoring gender bonus gap data suggests that the overall bonus gap data is not useful or reliable (since the extreme positive or negative pay gaps are an effect of calculating a single bonus gap from a combination of very different bonus schemes). The bonus gaps for separate schemes have not been calculated due to the small data sizes in some of the schemes (senior and CEA).

As with the ethnicity bonus gap, the proportion data is more useful, showing us that the group who have not declared a disability proportionally have received the same amount of bonus payments than the group who have.

Our reporting on disability pay and bonus gap data is new, and we are committed to continuing to report on it. We recognise the need to improve disclosure rates in order to improve the quality of the data we use for reporting. We also recognise that the disability pay gap data shows that mean and median pay continues to be higher for those who have not declared a disability compared to those who have. By reporting on this data, we will be able to monitor our progress on reducing disability pay gaps, wherever they exist.

LGBT+ Equality

Improving the representation, progression, retention, experiences and success of LGBT+ students and staff

Our Strategy and Action Plan

In early 2023 we launched our refreshed **LGBT+ Strategy and Action Plan**, which aims to promote a supportive environment where our LGBT+ students and staff can be their authentic selves and thrive. Much of our LGBT+ work in recent years focused on meeting the needs of LGBT+ staff, and so a key priority now is to address the challenges faced by LGBT+ students.

Since its launch in February 2023, we have completed 7 of our priority actions, with 25 in progress, and a further 19 planned. In June and September 2024, we consulted with students and staff to update our Action Plan based on insights gained over the previous 18 months. Feedback from that consultation will inform our priorities for 2024/25.

Our Objectives

1. Build on previous work to further develop a fully equitable, inclusive and open culture that facilitates belonging and promotes respect for LGBT+ staff, and taught, research and apprenticeship students, and the wider community.
2. Embed LGBT+ inclusion throughout the taught, research and apprenticeship student experience to best support LGBT+ students in academic, residential, social and wellbeing contexts from pre-application to graduation and beyond.
3. Enhance our LGBT+ inclusion work to meet the needs of all LGBT+ staff communities throughout the employee lifecycle.
4. Position the University as an institution of choice for LGBT+ students and staff, building on and enhancing our reputation at the vanguard of LGBT+ equality to external audiences, including as a positive advocate in the HE sector and Sheffield City Region.

Some Highlights

- We have created an online **LGBT+ Hub for students**, with comprehensive information on support, events and activities for LGBT+ students to help them get the best out of their student life. It includes engaging content and stories together with key information on health, mental health and wellbeing, LGBT+ accommodation, how to change personal details, inclusive toilet facilities, financial support, and the staff LGBT+ allies scheme. The Hub is now a public facing web page, visible to prospective students via the University's inclusion external-facing web pages at [Inclusion at Sheffield](#).

- We have used feedback from staff and students to develop **LGBT+ Equality training** for staff. This training module is being reviewed by the LGBT+ Staff Network ahead of its launch later in 2024.
- Inadequate toilet facilities, or facilities where users feel uncomfortable, present barriers to participation in life at the University. This can affect many different groups of students and staff, including those in our LGBT+ communities. During 2023/24, we therefore published the **Inclusive Toilet Principles** to steer future decision-making together with new guidance to support schools and teams which are considering changes to toilet provision. This aims to ensure a range of toilet facilities are available on campus to meet the diverse needs of students and staff.
- We heard from LGBT+ students that our IT systems are a barrier to their sense of belonging because those systems prevent a “tell us once” approach to updating student records, for example where a student wants to record a change of name. To address this, we mapped the data fields that need to be updated for name, gender and pronouns changes. **We are working on an interim ‘tell us once’ approach for name changes.** We have also added a new option to our booking system for students applying for accommodation for 2024/25. Students in University accommodation can now choose a “name to be used” if they wish to add an alternative to their contracted name. Significant work has also been undertaken to support estranged students, especially during welcome week and induction.
- Over the last 12 months, we’ve made good progress around the support for LGBT+ students who use the University Health Service, which now has **a dedicated primary care team with expertise to support transgender students.**
- The Faculty of Science hosted a **LGBT History Month** event that is open to all staff. This comprised talks from staff and students in STEM disciplines about their experiences as an LGBT+ person working or studying in their fields and a panel with LGBT+ students sharing their stories and experiences of studying and living in Sheffield.
- The University sponsored **Kelham Island Pride** event on 1 June 2024. The LGBT+ staff network took part in the parade, contributing to our outreach work.

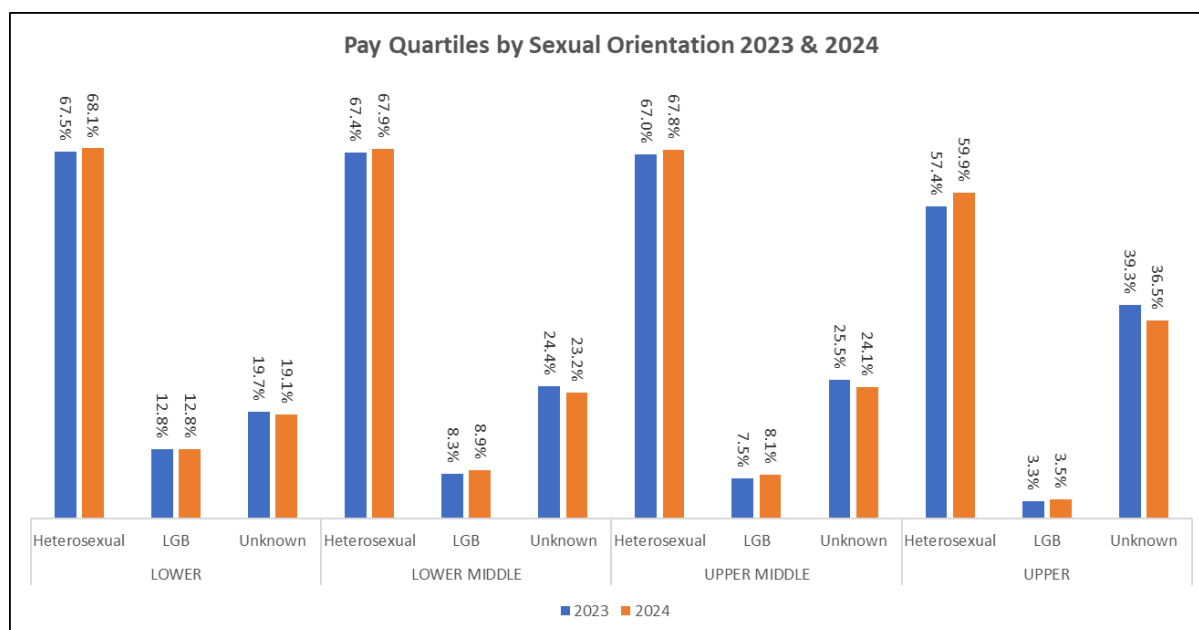
Sexual Orientation Pay Gap Report

Despite no legal requirement to do so, we conducted a review during 2023/24 to explore if there is evidence of an LGBT+ pay gap. We followed a similar approach to how the UK Government calculates Gender Pay Gaps by comparing the pay of LGB and heterosexual staff. When reviewing this data, it is important to keep in mind that disclosures are low.

Table 13: Sexual Orientation Disclosure Rate 2024

Sexual Orientation	Number	Percentage
Heterosexual	7198	66.0%
LGB	906	8.3%
Unknown	2809	25.7%
Grand Total	10913	100.0%

Chart 6: Pay Quartiles by Sexual Orientation



Note: The quartiles broadly equate to our grade structure (lower G1-4, lower middle G4-7, upper middle G7-8, upper G8+) but this is variable given that pay is based on gross pay after salary sacrifice, so individuals who are in salary sacrifice schemes may be in a lower pay quartile than we would expect for their grade

The quartile data continues to show that the percentage of LGB individuals decreases the higher the pay quartile. There has been little change between 2023 and 2024.

Table 14: Mean and median sexual orientation pay gaps

Sexual Orientation Pay Gap Snapshot	Legislative Snapshot	
Data Group	<ul style="list-style-type: none"> - Based on the entire workforce (includes clinical academics and zero hours' employees and workers paid in March) - Excludes individuals who were on reduced/nil pay due to absence - Includes additional pay such as allowances - Based on pay after salary sacrifice deductions 	
PAY GAP	2024	2023
Mean %	14.1	13.4
Median %	8.4	10.4

Sexual Orientation Pay Gap Snapshot	Alternative 'regular paid' Snapshot	
Data Group	<p>As Legislation but removes potential variables to provide a better year on year comparison.</p> <ul style="list-style-type: none"> - Excludes zero hours' employees and workers - Includes individuals on reduced/nil pay due to absence based on their full notional pay. - Based on pay before salary sacrifice deduction 	
	2024	2023
Mean %	13.5	11.8
Median %	5.7	2.7

The pay gap figures continue to show that mean and median pay is higher for those who are heterosexual compared to those who are LGB. The alternative mean and median pay gaps are lower (very low for the median), suggesting that the legislative figures are influenced by some of the variables within the data, such as casual data or pay after salary sacrifice.

Table 15: Sexual Orientation Bonus Gap - all bonus schemes combined (Senior bonus (UEB & Prof/Prof Equivalent), CEAs, Recognition Awards (monetary and voucher) and other bonus).

	April 2023 - March 2024	April 2022- March 2023
BONUS GAP		
Mean %	69.6	85.5
Median %	0.0	16.7
PROPORTION RECEIVING BONUS (as a % of disability group)		
Heterosexual	29.9	30.7
LGB	29.6	31.4

Note: The mean and median bonus gaps have not been calculated for separate schemes due to the small data sizes (for senior and CEA schemes).

As noted in our reports on the ethnicity and disability bonus gap data, we know from the gender bonus gap data that the overall bonus gap data is not useful or reliable because extreme positive or negative pay gaps are an effect of calculating a single bonus gap figure from a combination of very different bonus schemes. The bonus gaps for separate schemes have not been calculated due to the small data sizes in some of the schemes (senior and CEA). The proportion data is more useful, showing us that the LGB group proportionally receive very similar bonus payments than the heterosexual group.

We are committed to continuing to report on sexual orientation pay gap data. We will continue our work to improve disclosure rates, which will enhance the quality of data we have to report. We will also monitor the pay gap data to establish whether and what trends can be discerned from them and what this suggests about the action we need to take.

Religion, Belief and No-Belief Equality

Improving the representation, progression, retention, experience and success of students and staff for whom religion, belief and no-belief is an important aspect of their identity

Our Strategy and Action Plan

In April 2023, we launched our new Religion, Belief and No-Belief Strategy and Action Plan. This expresses our commitment to supporting those who have religion or belief identities and those with no belief identity, alongside those who are atheist, agnostic or undecided.

This is an important new area of concerted work for us, but we are mindful that we need to raise people's awareness and knowledge of religions and beliefs, and what these can mean for different people. We also know that we have more to do to create a culture where individuals feel confident and comfortable to talk openly about their religion or belief and the support that they need, or to ask questions to better understand someone else's religion or belief.

During 2023/24, we launched our new *Religion and Belief Guidance*, which aims to raise awareness of religion and belief together with the needs of those for whom religion and belief is a part of their identity. Amongst the topics covered are: food, dietary requirements and catering; dress codes; contemplation, meditation, prayer and reflection; and time off from work and bereavement. It also includes advice on how to deal with requests related to a person's religion and belief and/or their cultural identity and signposts staff and managers to relevant support and resources.

We have started work on 'Explainers', which will complement the guidance document. These aim to provide a deeper understanding on various religions and beliefs, including information on areas such as prayer, festivals, and practices. This is a key tool in improving the challenge of literacy around religion, belief and no belief.

Our Objectives

1. Create an environment to maximise access, experience and learning for students for whom religion, belief and no-belief is an important aspect of their identity.
2. Create an environment where applicants and existing staff members for whom religion, belief and no-belief is an important aspect of their identity, are supported with their personal development and career progression.
3. Create an equitable, inclusive and open culture that facilitates belonging and promotes respect for staff, students and the wider community for whom belief, no-belief forms an important part of their identity.

4. Address religious hatred and intolerance to ensure that our culture remains equitable, inclusive and open.

Some Highlights

- A key priority in our Action Plan is the provision of spaces for contemplation, meditation, prayer, quiet and reflection. We have developed **guidance on establishing temporary Muslim prayer facilities**. Permanent Muslim prayer facilities are included in the Inclusive Design Principles, which the University adopted in 2023.
- We completed the update of our **One University Calendar**, which includes key dates and events, including awareness days and religious and cultural holidays.
- In November 2023, the Belief, No Belief and Religious (BNBR) Life Centre held a number of events to mark and celebrate **Inter Faith Week and Islamophobia Awareness Month** with a focus on celebrating faith, culture and identity. This included ‘a random acts of kindness evening’, a meditation session and a ‘What is Islamophobia?’ workshop.
- During 2023/24, the BNBR Life Centre ran a **Religion and Belief Tandem Learning programme**, which pairs members of our university community with someone with a different belief or religious identity to engage in conversation and learn from each other.
- In 2024, we established a new **Religion and Belief Staff Network** to provide networking opportunities for staff to find out about the support available and to share their experiences. The aims of the Network are to provide platforms for discussion, mutual support, interfaith conversations and sharing relevant material for staff who have a faith or belief identity.

Our Overarching EDI Work

We are taking a “One University” approach to our EDI work to drive lasting change consistently across our community and are seeking to understand the impact of intersecting inequalities

Many EDI challenges cut across our individual strategies and action plans. To address this, we adopted an Overarching EDI Strategy in 2022. This aims to help us avoid duplication of effort and siloed working, and also enables us to keep in clearer sight the impact of intersecting inequalities. Our Overarching EDI Strategy is built on three themes:

1. *Strategic Planning* - encompassing Business Planning, Equality Impact Assessments, Disclosure, and Data;
2. *Recruitment and Progression* - Recruiting Staff; Career Progression; Recruiting Students; and Student Progression and Outcomes; and
3. *Environment and Culture* - Code of Conduct for Staff; Training; Governance; Report and Support; and Physical Environment.

During 2023/24, we worked on a light touch review of the Overarching Strategy to see how we can refine it in light of our learning over the last two years. We anticipate approving a revised version during 2024/25.

Strategic Planning

- Equality Impact Assessments (EIAs): The need to enhance our approach to EIAs was first identified as part of our work on our Disability Equality Strategy and Action Plan. During 2023/24, we launched our new EIA template and guidance, which is designed to help us to make better decisions that anticipate the impacts upon different groups across our community and to enhance how we justify and evidence those decisions. Training on the importance of EIAs as a tool to improve decision making and to develop a collective EDI mindset has also been developed and is being delivered across Faculties and Professional Services teams.

Recruitment and Progression

- Staff Recruitment: We continued work on our Talent Attraction Project, with EDI as a key theme. We launched a new on-line Recruitment Hub with practical advice on fair, effective, and inclusive recruitment processes, including guidance to support applicants with specific disabilities, such as guidance on sharing interview questions in advance. Our new e-Recruitment system is designed to improve the accessibility of our recruitment process; it is built and ready to launch later in 2024.

The table below outlines the percentage of job applications and appointments by ethnicity and gender for the last two years. The data shows only small changes between 2022/23 and 2023/24, with a slight negative trend in the proportion of BAME appointments and a slight positive trend for the proportion of female applications and appointments. This aggregated data can of course obscure material differences, for example in the proportion of candidates who succeed in securing senior roles at the University. Nevertheless, this data provides a baseline against which we can measure future progress. Actions in our Gender Equality and our Race Equality Action Plans reflect our commitment to diversifying our workforce and should help to drive progress.

Table 16: Percentage of Job Applications and Appointments by Ethnicity and Gender

	2022/23	2023/24
Applicants by Ethnicity		
BAME	53%	54%
Non-BAME	47%	46%
Appointments by Ethnicity		
BAME	27%	25%
Non-BAME	73%	75%
Applicants by Gender		
Male	53%	50%
Female	46%	49%
Other	1%	1%
Appointments by Gender		
Female	44%	45%
Male	55%	54%
Other	1%	1%

- **Student Recruitment (Access and Participation):** During the last year the Office for Students (OfS) required all providers to submit new Access and Participation Plans (APPs) for 2025 to 2029. APPs set out how providers will improve equality of opportunity for students from disadvantaged backgrounds to access, succeed in and progress from higher education. Preparing this was a priority for us in 2023/24, and in August the OfS approved our [new APP](#).

In the meantime, the University continued to analyse the most recent data published by the OfS which shows our progress against the targets we set in our APP for 2020-25. That

data suggests a mixed picture, with positive progress against some targets, but a backward trend for others, which mirrors patterns across many parts of the sector.

- Progress to reduce the gap in participation in higher education for students from underrepresented groups slowed, with recent steady progress reversed in 2022/23 and the ratio (4:3:1) for the first time exceeding the 2017/18 baseline year (4:2:1).
- Progress to reduce the non-continuation gap for students from underrepresented groups remains strong, with the University's performance (2.3% in 21/22) now very positive against the target we set in our APP for 2020-25 (4.9%).
- The Black award gap (i.e. the percentage difference in degree attainment between Black and white students) continues to cause concern. The gap reduced marginally from 24% in 2021/22 to 22.5% in 2022/23, but remains above both the baseline of 17% in 2017/18 and the 9% gap achieved in 2019/20. Similarly, the award gap for Asian students increased from 13% in 2021/22 to 14% in 2022/23.

Understanding and addressing these gaps is a priority in the new APP. Other areas of focus will be older students and students with disability, who according to the data are less likely to complete their programme compared to younger students and those without a disability.

Students from lower socio-economic groups remain a focus for our new APP, where the data shows that students from those groups are less likely to come to Sheffield, to attain the highest grades and to progress to graduate or further study compared to their more advantaged peers.

The new APP also outlines how we will continue to use degree apprenticeship programmes as an accessible route for students from lower socio-economic programmes, with this a key consideration as we expand our degree apprenticeship provision.

During 2024/25, we will plan the management and governance processes to support delivery, monitoring and reporting of the new APP, ready for it to commence later in 2025.

Environment and Culture

- Physical Environment: We are committed to ensuring our estate and facilities meet the diverse needs of our community. In September 2023 we formally adopted the *Inclusive Design Principles*, which itemise the standards that apply to all our newbuild and major refurbishment projects. These Principles go beyond the minimum requirements set out in UK Building Regulations and other legislation, and aim to redefine what best practice in inclusive and accessible design looks like for us. To supplement these Principles, we have updated the project management manual for estates development projects to embed the

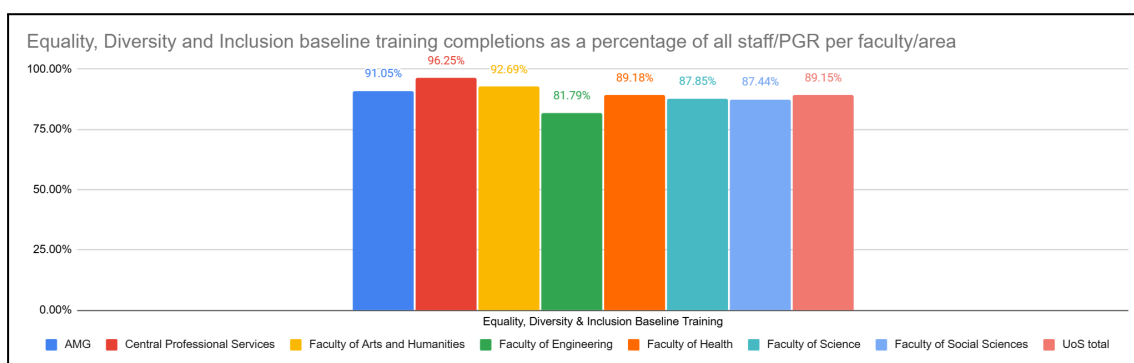
use of EIAs and updated the membership of Project Executive Groups (i.e. the groups which oversee large estate projects) to include an EDI specialist.

- **Training:** Training and development is an important part of our EDI work to ensure every member of our community feels they belong and are treated with respect. To this end we have developed various training modules. In this year's report, we detail completion rates across our various training modules as of October 2024. This is intended to be a baseline against which we will measure progress in future years.

Completion rates on the mandatory training module are relatively high, but rates vary across different parts of the University. Completion rates on the optional training modules are very low. We will continue to reflect on the reasons why rates vary and on how we can support and encourage staff and students to engage with relevant training opportunities. We will strive to do this mindful that there are competing views about the value of EDI training initiatives.

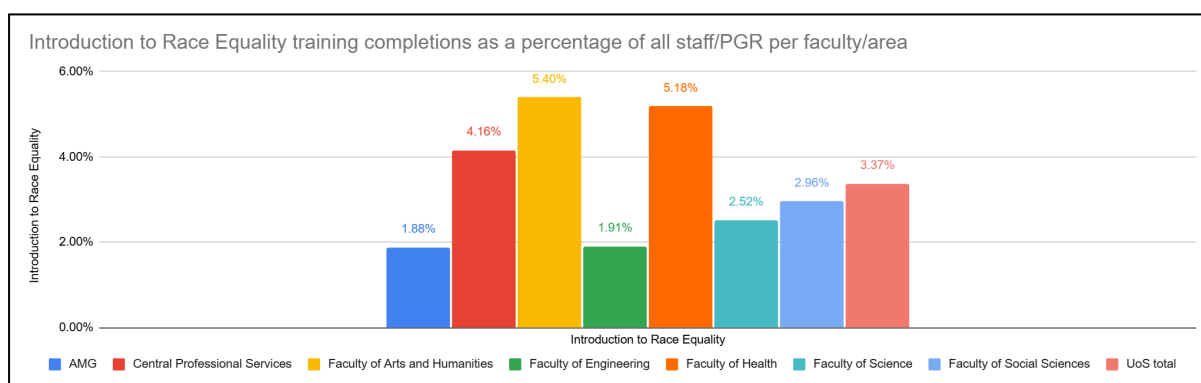
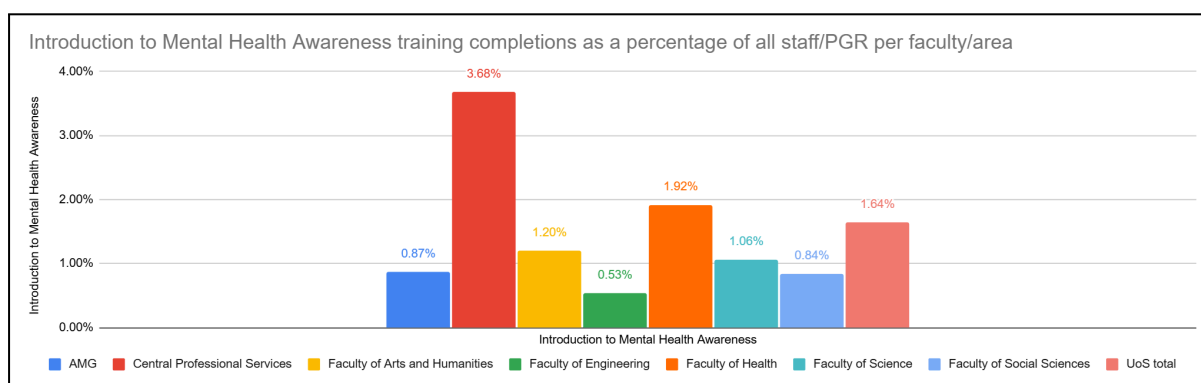
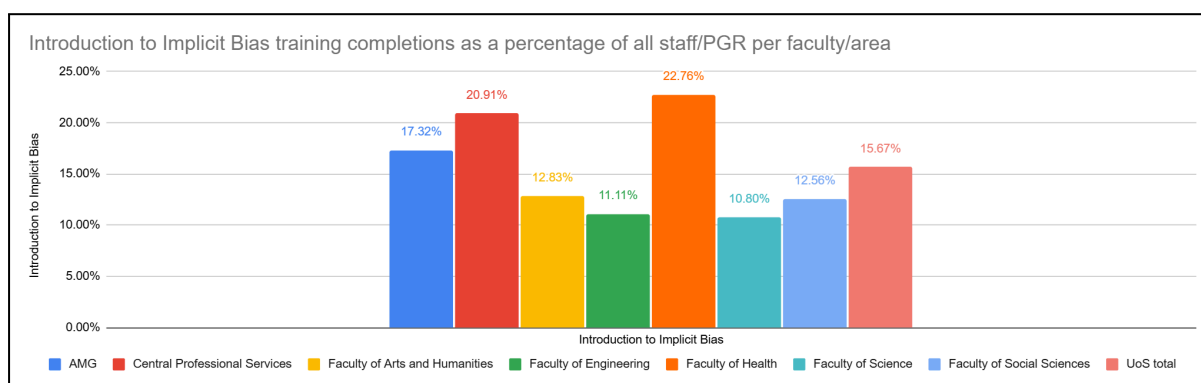
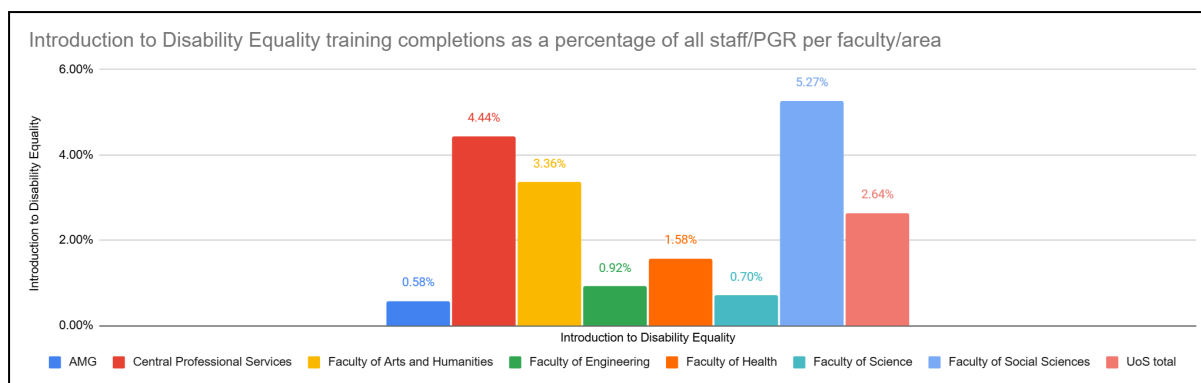
EDI Baseline Training is mandatory for all staff and postgraduate research students, and must be completed every two years. This course covers our legal requirements and offers an introduction to the relevance of EDI across university life. 89% of staff and PGR have completed the training (as of October 2024). But as noted above, the rates vary across different parts of the University, ranging from 81% to 96%.

Chart 7: Staff and PGRs percentage completion of EDI Baseline Training



We have developed a suite of optional “*Introduction to...*” modules, which cover the following topics: Disability Equality, Implicit Bias, Mental Health Awareness, and Race Equality. Completion rates for these optional modules are low, ranging from 1.64% for Mental Health Awareness to 15.67% for Implicit Bias. Again, we see variability across the University.

Charts 8 - 11: Staff and PGRs percentage completion of optional “Introduction to...” modules



- **Governance:** During 2023/24, we reviewed and refreshed the University's EDI governance. We have created a new UEB EDI Sub-Group, to be chaired by the Deputy Vice Chancellor and Provost. This will set the strategic direction of, help to coordinate, and provide visible leadership of our EDI work. It will report into a new streamlined Council EDI Committee,

whose role is to hold the UEB EDI Sub-Group to account for our EDI work. At school level, we have introduced new School One University Committees, with consistent terms of reference and core membership requirements. These committees will be responsible for steering EDI work in our schools, and will report into newly created Faculty One University Committees.

- Committee Representation: A review in 2023/24 showed an overall majority of female members on university committees and a high percentage of White members (75% of lay members and 93% of staff members are White). Levels of diversity vary across committees, with higher levels of representation of members from Black, Asian and minority ethnic backgrounds on some committees (up to 25%). The review showed that 6% of staff who sit on university-level committees declared a disability. Again, we see variability, with some committees with several disabled members and others with none. Of the committee members who declared their sexual orientation, 5% identified as LGBT+.

We continue to work closely with the Chairs and Secretaries of the University's committees to consider diversity in succession planning, recruitment and when inviting Expressions of Interest. We also recognise the need to improve the robustness of our data on committee representation, and to this end the Council Nominations Committee has approved a new process for collecting this data.

- Report and Support: The *Report+Support* system provides a visible route for reporting and accessing support relating to incidents of bullying, harassment and victimisation. In last year's annual report, we noted our plans to launch an awareness raising campaign around the role of *Report+Support*. That campaign took place at the end of 2023. It included visual reminders on screens around campus, a staff and student communications campaign, and the development of a new "Introduction to Report and Support" page hosted on the Staff Hub, with links to the platform and relevant policies. We plan to supplement this campaign with regular reminder communications in September and January each year.

In September 2024, we launched our new Bullying, Harassment and Sexual Misconduct policy. This gives clear definitions of bullying, harassment and sexual misconduct and worked examples. This policy also helps us to raise the profile of *Report+Support* further and reinforces the Staff Code of Conduct's expectations around fostering a collaborative and supportive culture.

The policy launch was accompanied by a survey open to all staff with the purpose of better understanding the prevalence of instances of bullying, harassment, sexual harassment and sexual misconduct experiences by staff, why these chose to report (or not report it), and their awareness and understanding of the *Report+Support* platform. Voluntary "About You" data requested as part of the survey will enable us to identify where there are disproportionate impacts on particular protected groups and shape our future work.

- Sexual Harassment: In 2021, the OfS published a Statement of Expectations on preventing and responding to harassment and sexual misconduct. The University's Sexual Violence and Harassment Steering Group (SVHSG) reports to Council (through EDIC) to ensure compliance with these expectations. In October 2023, EDIC considered an update from the SVHSG on the University's activities against each statement of expectation, identifying risks and required actions. The University has clear processes and action plans in place to identify risk areas and an internal review in 2024 showed a low risk rating for compliance with each statement.

Alongside our commitment to the OfS recommendations, we also maintain an ethos of continuous improvement and work to ensure that our approach reflects sector best practice and guidance from experts in the field. For example, in 2024, our Student Mental Health, Counselling and Therapies Service worked with the Student Welfare and Wellbeing team to develop a specific care pathway for students who have experienced sexual violence and harassment. This gives students access to support and specialist counselling or therapy from our embedded and experienced practitioners.

- Staff Networks: We continue to support our Staff Networks to increase their membership, to provide a safe space for staff with specific protected characteristics, and to enable them to provide critical input via our EDI Delivery Groups into the design and implementation of policy. We now have seven EDI Staff Networks, with a combined 1635 members, equating to approximately 17% of our staff body. One of our newest Staff Networks, the Carers Staff Network, doubled their membership through a programme of activities during Carer's Week in 2024. They now support 70 members. The Disability Staff Network and LGBT+ Staff Network represent an impressive 30% and 39% respectively of their staff groups. From the start of 2024-25 we are also pleased to welcome a new Religion and Belief Staff Network.

Notes on Language

Throughout our work, we use 'BAME' to stand for people from Black, Asian and Minority Ethnic groups within the UK. We recognise the profound limitations of this term as it groups together a wide range of people and their lived experiences. When monitoring progress on our race equality work, we check to see whether a particular ethnicity or ethnicities face distinct challenges that need to be recognised and addressed. We still need to use some classification such as BAME, and the racial classifications that make up BAME, to analyse how ethnicity affects our processes, our experiences and, ultimately, our lives. We strive to take a path that enables the careful balancing of progressing race equality whilst not racializing further.

'LGBT+' is used to refer to people who identify as lesbian, gay, bisexual or transgender, and those who identify as any other diverse sexual or gender identity, which includes but is not limited to asexual, bigender, pansexual, gender fluid, non-binary and queer.

Language can influence how we perceive and categorise reality and is a powerful way of expressing and communicating parts of our identity. It is also ever changing. It is therefore important for us to continually reflect on the terms we use in a spirit of curiosity and with the courage to learn.



Contact Us

We are keen to hear from you and welcome your feedback, so if you have comments or questions on this Annual Report, or any other suggestions for how we can improve, please email or write to us at the details below.

Email us at:

hrequality@sheffield.ac.uk

Write to us at:

Human Resources

(Equality, Diversity and Inclusion Team)

The University of Sheffield

Western Bank

Sheffield 10 2TN