Race Equality Strategy and Action Plan.

We know that when people come together with different views, approaches and insights it can lead to richer, more creative and innovative teaching and research and the highest level of student experience.

Our Race Equality Strategy and Action Plan is a live document which will be reviewed, updated and amended over time, as we progress the actions and learn from our experience, our community and experts in this area.

We will continue to seek views and are setting up a University Race Equality Steering Group, which includes students and staff BAME colleagues to monitor and review the progress of our action plan and to shape the future development of this work.

We look forward to your continued engagement.

Inclusion is everyone's responsibility.

For ongoing updates: **sheffield.ac.uk/inclusion**

"Our challenge is to attract, engage and develop staff and students from many different backgrounds, and support them to reach their full potential. To do this, we need to fully understand the barriers, and develop strategies to overcome them.

"We have met with stakeholders and listened to our staff and students about the issues they face in relation to race equality. Our Equality, Diversity and Inclusion Committee has worked with colleagues to gather information about the issues at our University and has received reports from a number of staff engaged in undertaking research into the attainment gap.

"We have taken account of research and interventions at other universities and considered evidence from sector bodies; and in 2018, a University Task and Finish group on Tackling Racism was convened to specifically engage with student voices and gather further evidence and ideas of how to progress this key priority.

"Our University Race Equality Action Plan is the result of this partnership work between students, staff and the University. We aspire to address the main issues highlighted and focus on actions that aim to improve the representation, progression and success of Black, Asian and Other Minority Ethnic (BAME) students and staff, both home and overseas."

Professor Gill Valentine
Provost and Deputy Vice-Chancellor, and Chair of the Equality, Diversity and Inclusion Committee

Dr Afua O Twum-Danso Imoh
Lecturer in the Sociology of Childhood, and Chair of the Black, Asian and Other Minority Ethnic (BAME) Staff Network

Mayeda Tayyab
Women's Officer, University of Sheffield Students' Union

Our research

We set out to understand what was happening at our University. We looked at staff and student data, and met with senior managers, University committees, staff and student networks and Students' Union Officers.

We wanted to find ways to improve the representation, progression and success of BAME students and staff and to create an inclusive culture where all staff and students can fulfil their potential.

There is also growing scrutiny and expectation from national and sector bodies, and from our own staff and students, about the need for universities to demonstrate progress in closing the differential attainment gap, and in improving the representation and progression of BAME staff and students.

Significant issues coming out of sector research, supported by what our staff and students have told us, include, but are not limited to:

- the importance of creating a sense of belonging;

- the impact of micro-aggressions which takes the energy and focus of BAME staff and students away from studying and performing to a high standard;

- the necessity to understand the impact of white privilege before change can be made;

- the need to move away from a deficit model ('fixing the student') to a systemic, transformational strategy in relation to the attainment gap;

- the importance of all our staff becoming effective change agents, with a clear acknowledgement that this is everyone's responsibility.

Representation, progression and attainment

The issues with BAME staff and student representation and progression, and differential student attainment, are well known across the sector, and are reflected at our University.

Black students continue to be under-represented in applications to Russell Group universities
Black students made up 3.1 per cent of 18-year old applicants in 2017 compared to 4.5 per cent of the general young population (Russell Group, 2018).

Black, Pakistani and Bangladeshi applicants to Russell Group universities are substantially less likely to be offered places even when they have the same A-level grades as their White peers (Shiner & Modood, 2002).

In 2016–17 there was a 5 per cent gap in attainment between BAME students and their White counterparts amongst Russell Group universities. This widened to 11 per cent amongst non-Russell Group universities (Russell Group, 2018).

University of Sheffield attainment gap of 8.5 per cent in 2018
At a national level, several studies have shown that UK BAME students are less likely to achieve 'good' 1st/2:1 degree outcomes than their White peers. HEFCE data shows that this attainment gap exists even when prior attainment is taken into account (see Figure 1).
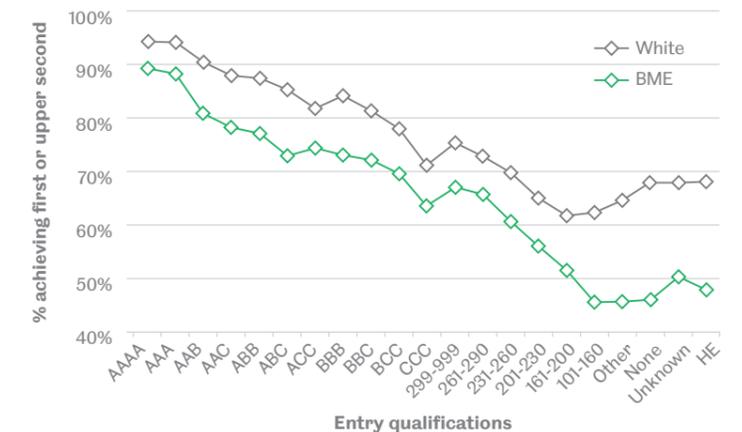

Figure 1: 2013–14 graduates by ethnicity, entry qualification and degree classification (HEFCE, 2015)

The University of Sheffield data reflected the national picture in demonstrating the persistence of an attainment gap after controlling for prior attainment.

UK BAME staff make up less than 10% of professors in universities
National data shows UK BAME staff make up 9.7 per cent of the professoriate, dropping to 3.7 per cent for non-UK BAME staff (Advance HE, 2018).

University workforce data shows little change in the overall representation of BAME staff since 2015
The low percentage of BAME professors nationally is reflected at the University where there has been only a small increase in the numbers of BAME professors between 2015 and 2017.

University data also shows a leaky pipeline for both academic and professional services roles. BAME staff are concentrated in certain grades, with low representation within professional services roles at all levels.

As one member of staff said to us:
"When you look at the diversity of Sheffield there is no reason why we shouldn't have more diversity in the make up of our professional services."

It is also clear from the data that staff BAME figures are being largely driven by international BAME staff, and that there are a large number of 'unknowns' in relation to workforce data (see Figure 2).
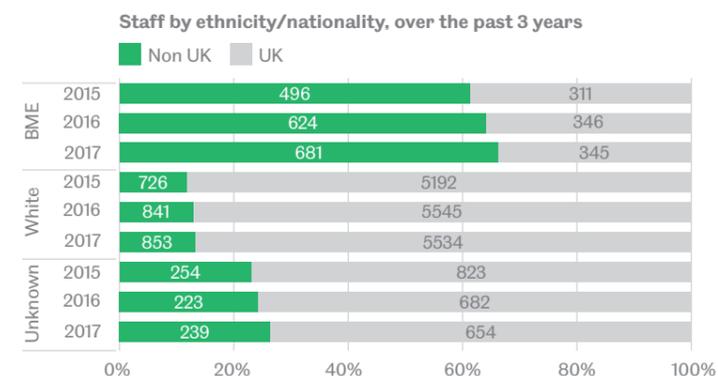
Staff by ethnicity/nationality, over the past 3 years

Non UK | UK

BME	2015	496 / 311
	2016	624 / 346
	2017	681 / 345
White	2015	726 / 5192
	2016	841 / 5545
	2017	853 / 5534
Unknown	2015	254 / 823
	2016	223 / 682
	2017	239 / 654

0%   20%   40%   60%   80%   100%

Figure 2: Ethnicity profile of University of Sheffield staff from July 2015—July 2017, split by nationality.

Our University culture

Our BAME students highlighted particular areas of concern. They reported that they sometimes felt 'othered' by the prevailing culture and environment of the institution.

"They just look at you like you're not the same as them because of how you wear your hair or just how you're different."

One student reported having to dedicate thinking space to: *"how to reduce our blackness"* with another saying *"You have to put on your white self to progress."*

The under-representation of BAME staff may have a double impact, resulting in both a potential lack of academic role models for BAME students, but also a lack of support staff with first-hand experience of the issues they face (Awan et al., 2017).

This is supported by what some University students told us during the consultations, and by wider research revealing high levels of anxiety experienced by many students who have successfully gained access to HE, connected to "the residual memory of shame from earlier educational experiences" (Burke 2014, p. 22, cited in Alexander & Arday, 2015).

"When you are from a specific community or ethnic background, you have to work that much harder just to make yourself stand out." (University of Sheffield student)

A significant minority of Black students feel that they are differentially treated and assessed compared to their White peers on account of racial stereotyping and implicit bias; with some also reporting experiences of direct racism (NUS, 2011).

Sector research highlights that BAME staff feel under greater scrutiny and have to do more to prove themselves than their White peers, with some reporting that different standards are applied to performance based on ethnicity (ECU, 2009, 2015; Bhopal, 2015).

University staff also raised issues around representation, progression and culture:
"Negotiating whiteness is the most challenging way to describe the everyday experience. The sense that whatever it takes to excel here, it's not quite you. I accept it's an insecurity but I think there are a thousand and one external messages that circulate TUoS culture that reinforce this sense." (University of Sheffield member of staff)

Summary and objectives

It is vital that we take a holistic approach to race equality if we are to effect transformational change. Our strategy specifically targets issues of under-representation, progression and attainment, and aims to create a University community which is diverse and inclusive. To achieve this, we have identified five key objectives to be delivered via an action plan, covering all aspects of University life:

1. Reduce the attainment gap between BAME and White students to zero.

2. Widen access to students from BAME backgrounds and support these students to succeed once at TUoS.

3. Improve graduate outcomes and progression to postgraduate education for BAME students.

4. Increase the diversity of the staff body and support the career progression of BAME staff.

5. Create an inclusive campus culture that facilitates belonging and promotes respect for BAME students and staff, and the wider BAME community.

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Race Equality Action Plan

1. Objective to reduce the attainment gap between BAME and White students to zero

	Action	Outcome	Responsibility	Review Date
1a	Continue to analyse degree classifications for each subject by specific group looking at % of all first-degree qualifiers who gained 1st or 2:1 (including dentistry and medicine – where unclassified).	Greater understanding of the scale and nature of attainment gaps.	VPE WPREU FDLTs working in partnership with FED&ICs	Annually
1b	Bring together expertise and evidence from across the University and externally, to develop context and discipline specific understanding of the issues and to identify appropriate interventions aligned with OfS requirements and wider University activity. For example: • Review of learning, teaching and assessment practices to develop and ensure an inclusive curriculum, as part of PLA processes. • Consideration of learning and outputs from the Raising Awareness, Raising Aspiration (RARA) project, including roll-out to the wider University.	Community of practice 'hub' in place, tasked with working collaboratively to address the issues, and with identifying and sharing good practice. • Inclusive curriculum where all students can see themselves in the curriculum, and improved understanding of how modes of assessment can impact on attainment. • Successful support for BAME students in order to tackle the attainment gap.	VPE	2019 for hub and project work mapped out
1c	Implicit Bias (IB) training integrated into all initial and ongoing programmes (for e.g.: Elevate, CILT etc.) as part of wider mandatory training on IB for all staff.	All teaching staff are aware of IB, and able to apply inclusive teaching methods.	VPE	2020

2. Objective to widen access to students from BAME backgrounds and to support these students to succeed once at TUoS

	Action	Outcome	Responsibility	Review Date
2a	Explore existing evidence and develop context and discipline-specific actions, including looking at patterns of applications, offers and acceptances (link to the good practice 'hub' on student attainment – as per action 1b).	Greater understanding of the issues at application, offer and acceptance stages.	VPE WPREU SAGSNAF FVPs and recruitment leads	Annually
2b	Develop targets at a University and faculty level, integrated into Access Agreement, and ensure staff involved in interviewing and admissions decisions receive Implicit Bias training.	Interventions developed as a result of analysis that addresses issues at each stage, in order to increase applications, offers and acceptances.	VPE WPREU SAGSNAF	2021
2c	Identify and develop interventions, including drawing on existing external good practice, to best support students whilst at the University.	Interventions developed, implemented and evaluated.	VPE FVPs FEDICs	2021
2d	Review open days and supporting materials, and develop faculty actions, to ensure authentic representation of diversity.	Increase applications / offer making and recruitment of BAME students.	SRA team FVPs & FDOs FED&ICs	2020
2e	Include training for Open Day Ambassadors on how to be actively inclusive, specifically as part of residences tours for all students.	Create more diverse communities within the residencies.	SRA team	2019
2f	Develop outreach activity to target students from BAME backgrounds – including BAME students from the local area - including recruiting BAME student ambassadors to take part in schools' outreach activities.	Increase applications / offer making and recruitment of BAME students.	SRA WP team	2020

3. Objective to improve graduate outcomes and progression to postgraduate education for BAME students

	Action	Outcome	Responsibility	Review Date
3a	Mobilise alumni to mentor/support BAME students.	Support & mentoring programme developed for BAME students, with a number of places across all faculties.	VPE, DARE, Careers Service, Corporate Communications	2021
3b	Identify and ring-fence work experience opportunities for BAME students where appropriate, and introduce and further develop targeted advertising to BAME students of such opportunities.	Work experience bursaries/ internships and scholarships targeted at BAME students, resulting in an increase in BAME student participation.	VPE, Careers Service, Students' Union to cascade information, Residence Life	2021
3c	Faculties to engage with their own BAME students to develop information, guidance and advice about PG study.	Guidance developed, with PG students reporting it is helpful for them.	VPE, FDLTs and PGR leads	2020
3d	Identify and proactively approach BAME students about further study, taking learning from HEFCE project on progression for BAME students and students from low socio-economic backgrounds.	Increase in numbers of BAME students continuing onto PG study.	VPE, FDLTs and PGR leads	Ongoing

4. Objective to increase the diversity of the staff body and support the career progression of BAME staff

	Action	Outcome	Responsibility	Review Date
4a	Review profile of senior BAME staff at University and faculty level, and identify actions to support the University's KPI of increasing the percentage of professorial and senior staff who are BAME.	UEB, FEBs and Professional Services heads to identify and implement local actions that aim to improve representation of senior BAME staff. Improved diversity of leadership and academic pipeline; improved representation of BAME staff University wide.	HR UEB	Sep 2019 for data review; Ongoing monitoring and review via ED&IC.
4b	Review profile of professional services BAME staff at University level – grades 1-5; develop and share good practice examples of actions that can be taken which aim to improve representation, taking local workforce data into account.	FVPs, PSF members and PSLG identify and implement actions that aim to improve representation. Improved ethnic diversity of professional services staff.	HR UEB PSLG PSF	Sep 2019 for data review; 2020 for target to be in place.
4c	Through the Power of Difference approach to recruitment and selection, continue to take positive actions including, for e.g.: targeted adverts and ATJs to specifically attract more BAME applicants and action taken to de-bias selection processes; use of role models to build advocacy; and sharing of case studies to build knowledge and share good practice via webpages.	Evidence of recruiting managers writing inclusive job adverts, and of diverse talent pools applying for jobs; improved success rate at shortlisting and appointment leading to improved workforce diversity.	HR FVPs Heads of Professional Services and Departments	Good practice examples on the web by Sep 2019 Ongoing action, reviewed annually.

	Action	Outcome	Responsibility	Review Date
4d	Develop and roll out mandatory Implicit Bias training for all staff, drawing on internal academic expertise and research to develop the training.	All staff undertake IB training, to better understand and mitigate against bias in decision making. Increase in BAME successful applicants until BAME applicants are successful at every stage of recruitment and selection, in proportion with their percentage.	HR	Developed by January 2020.
4e	Ongoing support for the BAME staff network (see actions under number Objective 5), including encouragement for BAME academic staff to participate in mentoring.	Improved access to professional networks/ development for BAME staff.	HR BAME staff network	Ongoing
4f	Introduce equality, diversity and inclusion objectives to be embedded into the academic planning round.	Planning document reflects and acts as a driver for workforce planning discussions that include a specific focus on diversity and inclusion, reflecting local and institutional needs.	Provost and DVC Director of Planning and Insight	February 2020 Review annually.
4g	Address the lack of diversity on Committees and Boards.	Improved representation of BAME staff on Committees and Boards, leading to increased contributions of BAME staff in decision making.	University Secretary	Ongoing, review annually.
4h	Develop guidance to support the career progression of BAME staff, with a particular focus on Early Career Researchers (ECR).	Guidance, developed jointly with BAME network and ECR sub-group.	HR Research Services Women's Network ECR sub-group	Jan 2020
4i	Consider and analyse progression data for BAME and non-BAME staff.	BAME staff progress at same rate and in proportion to the pool being drawn from.	HR (Policy and ED&I) URRP and UEDIC & FEDICs	First data reviewed by April 2019, and annually thereafter.
4j	Undertake analysis of ethnicity pay gaps, aligning to legislative developments as appropriate.	Identification of pay gaps where ethnicity may be a factor, resulting in targeted action.	HR GPG and Equal Pay working group	2020 and annually thereafter.

5. Objective to create an inclusive campus culture that facilitates belonging and promotes respect for BAME students and staff and the wider BAME community, measured by increased sense of belonging reported in staff and student surveys.

	Action	Outcomes	Responsibility	Timescale
5a	Run a number of events annually, including to mark national events such as Black History Month, Chinese New Year, etc.	Events to mark Black History Month in order to celebrate diversity, raise Black visibility, and engage students and staff to work together. Further events to be held throughout the academic year. Group of BAME staff who actively engage with the University on this priority, and who create a safe space for BAME staff to come together and discuss issues, working on specific awareness raising activities.	HR BAME staff and student networks, Students' Union, Residence Life	BAME network launched Oct 2018. Annually in October tied to Black History Month. Ongoing events at other times.
5b	Develop and run an online and poster campaign profiling BAME staff and students.	Increased visibility of BAME staff and students across campus and electronic screens etc.	Director of HR and Corporate Communications; Students' Union, BAME staff and student networks	Launched March 2019, and ongoing.
5c	Development of publicity materials to raise awareness of the BAME staff network and create a visual identity for use in University events and across social media, including a penguin banner, postcards, and a logo.	Sense of identity developed for the network, and strong visual branding that is easily recognised, to help create a safe space for BAME staff to engage with colleagues. Staff report in the Staff Survey that they are aware of the BAME staff network.	Director of HR and Corporate Communications; BAME staff network	June 2019 for materials.
5d	Inductions for all new students and for student support staff, to include sessions / information on anti-racism.	Training in place for all new students, as part of induction, to encourage active inclusion by students.	Director of Student Support Services	2019
5e	Residence Life Mentors in University accommodation to embed anti-racism information into existing training.	Clear anti-racism messages embedded into training events taking place in the Residencies. Students report confidence in understanding / able to talk about race.	ACS Residence Life	Reviewed annually.
5f	Review process for allocating accommodation to new students.	Diverse student body in University residences.	ACS	2019 and reviewed annually.
5g	Anti-racism / active bystander messages are clearly apparent in volunteering programmes and cohesion promoting activities.	Clear anti-racism messages embedded into student led programmes and societies.	Students' Union	Developed by 2019 for new academic year. Reviewed annually.

	Action	Outcome	Responsibility	Review Date
5h	Advance HE training on race equality held for key stakeholders across University and Students' Union staff.	Advance HE training in race equality attended by key stakeholders, including members of UEB, chairs of faculty ED&I committees, members of ED&IC, members of the BAME staff network, HR and Students' Union managers.	HR Students' Union	February 2019 Ongoing for further groups as required.
5i	Consideration of how BAME issues can be included in L&T conference.	Learning and Teaching conference includes a focus on BAME and inclusive curriculum.	VPE; FDLTS, and Students' Union	2021
5j	Engagement and knowledge exchange with other universities to learn and share good practice.	Connections established with universities who have good practice we can learn from, with wider network of H.E. developed.	BAME staff network WPREU HR UEDIC	Visits to take place during 2019-21.
5k	Open day ambassador training to include information on anti-racism.	Training embedded into support for Open Day Ambassadors.	Student Recruitment and Admissions	2019
5l	Establish BAME allies/champions for change community.	Promote inclusive behaviours Greater understanding of power of allies, with demonstrable improvements in culture measured by surveys / increased reporting. Network of diversity champions skilled and able to be active bystanders.	Provost & DVC UEDIC HR BAME staff network	Establish 2019 and review annually.
5m	Provide Anti-Racism Awareness/white privilege training [including bystander intervention training] – tied to allies programme.	Session well attended with high levels of engagement amongst allies, leading to improved confidence, and knowledge of white privilege.	HR BAME staff network	March 2019 and ongoing.
5n	Develop University level webpages to host the BAME strategy and action plan, Wall of BAME, information relating to career support, and links to BAME staff network, BME Student Committee and Community of Practice 'hub'. Site to include institutional race equality resources; and examples of best practice to be shared.	Knowledge sharing resource established, and used by faculty ED&I committees and others.	Corporate Communications HR BAME staff network	March 2019 for initial set up.
5o	Mapping of reporting routes, with campaign to encourage reporting.	Increased guidance on/ awareness of and confidence in hate crime reporting.	Student Support Services, Security Services, SU	2019 and reviewed annually.

The following institutional level actions aim to support the achievement of these objectives.

Action	Outcome	Responsibility	Timescale
Instigate a University level Race Equality Steering Group with representation from the SU, student BME committee and BAME staff network, to oversee strategy and action plan, reporting to ED&IC. Action plan to be reviewed annually, and aligned with the University strategy.	Strategic level steering group, leading on implementation of this action plan. Seen as a priority by staff and students.	Provost & DVC	Sep 2019 to be convened. Reviewed annually thereafter.
Annual staff and student data packs to be generated for consideration by the UEDIC and University Race Equality Steering Group.	Trend data analysed and actions developed accordingly.	Planning and Insight team	Annually
Faculty VPS to support FED&I committees and FDL&Ts to develop objectives and activities to support this priority.	Faculty focused targets and actions that contribute to the University strategy.	FVPs Faculty ED&I Chairs FDL&T	2021
Run disclosure campaign to improve equality data, to support ED&I agenda.	Improved disclosure rates across all Protected Characteristics.	HR	April 2019
Consider submitting to the Race Equality Charter – discussion for Race Equality Steering Group.	Vehicle to help progress this priority area, and provide recognition for ongoing work. Bronze level achieved three years after joining.	Provost & DVC Race Equality Steering Group	2021