



The
University
Of
Sheffield.

THE UNIVERSITY OF SHEFFIELD
ANNUAL REPORT OF THE EQUALITY, DIVERSITY AND INCLUSION COMMITTEE
2019-20

1. Introduction

As a Higher Education Institution the University is required to meet specific Public Sector Equality Duties under The Equalities Act 2010. The Council has devolved responsibility to develop and implement actions to meet these duties to the Equality, Diversity and Inclusion Committee (ED&IC). These duties require the organisation to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. The University is also obligated to publish equality information on an annual basis. This Annual Report, for the 2019-20 session, provides Council with an update on the activities of ED&IC, and its sub-committees, and assurance that the organisation is meeting its obligations.

To meet these obligations and to progress ED&I across the University, the Committee has continued to focus on its three strategic priorities to:

1. Improve the representation, progression and success of Black, Asian and other Minority Ethnic (BAME) students and staff, both home and overseas.
2. Address the challenges experienced by disabled students and staff; particularly those experiencing mental health difficulties.
3. Embed diversity into workforce planning to create high performing teams.

The Committee has focused on four significant work streams; progress against the Race Equality Action Plan, the development of a Disability Equality Strategy and Action Plan, the development of a Gender Pay Gap Action Plan and LGBT+ equality. The Committee has also received reports and updates on Athena SWAN, Sexual Harassment, ED&I Training, Mental Health, updates from the Antisemitism Working Group and, most recently, an Institutional Equality Impact Assessment of the Covid-19 pandemic.

Council are requested to:

- Approve the Annual Report 2019-20
- Note the progress made towards championing ED&I at all levels of the institution and to specifically note progress with the Race Equality Strategy and Action Plan.
- Note the external recognition of our continued commitment to ED&I through the Athena SWAN Awards, remaining a Stonewall Top 100 Employer for the seventh consecutive year, with our highest ever ranking of 11th position, and being named a top Trans-inclusive Employer for the second year running.
- Reflect on the extent to which the activity set out in the report is sufficient as a basis for assurance, and/or whether any further monitoring or reporting may be desirable.

2. Membership

Two new categories have been added to the Committee's membership this year; A Representative of the University Chaplaincy and the Chair of the Race Equality Steering Group (RESG); The RESG recently became an official sub-Committee of ED&IC and the Chair has been added as an ex-officio member, on a par with the Gender Equality Committee (GEC) in terms of representation on the Committee.

The Ex-officio and Lay Member membership during the year was as follows:

Ex-Officio Members

Professor Gill Valentine, Provost and Deputy Vice Chancellor (Chair) 2018-2021*
Professor Wyn Morgan, Vice President for Education*
Professor Susan Fitzmaurice, Chair of the Race Equality Committee
Professor Katherine Linehan, Chair of the Gender Equality Committee
Ms Rosa Tully, Women's Officer, Students' Union
Ms Mengya (Sissi) Li, International Students Officer, Students' Union
Mr Beren Maddison, Welfare Officer, Students' Union
Ms Martha Evans, Activities Officer, Students' Union
Dr Lauren Selfe and Dr Mark Pendleton, Representatives for the Campus Trade Unions.

Lay members

Professor Keith Layden, Lay member of the Council - 2019-2022*
Mr Luke Staniland, Lay member approved by the Council - 2018-2021
Professor Dame Athene Donald, Lay member approved by the Council – 2018-2021
Mr Gurpreet Durha, Lay member approved by the Council – 2019-2022

*denotes members of the University Council during the period.

The membership also includes representation from Professional Services, including the HR Manager for ED&I, two members appointed by the Senate, the Chairs of the Faculty Equality and Diversity Committees, a representative of the University Chaplaincy and the University Staff Network Chairs.

3. Committee Meetings and Terms of Reference

The Committee met three times during the session and there has been good representation from members across the membership categories. The Committee is grateful for their input. Ms Kate Sullivan has acted as Secretary to the Committee and we would like to thank her for her support. There were no changes to the Committee's terms of reference during the year.

4. Sub-Committees

There are two formal Sub-Committees of ED&IC; the Gender Equality Committee (GEC) and the Race Equality Steering Group (RESG). Each has delegated responsibility from ED&IC to oversee the development and implementation of specific areas of the ED&IC agenda. Over the course of 2019-2020, the Chair has continued to meet regularly with the Chair of the GEC, the Chair of the RESG as well as the HR Manager for ED&I and the Chairs of the Faculty Diversity and Equality Committees. This has provided a dedicated space to raise awareness of key issues facing their particular areas.

5. Update against the three strategic priorities:

5.1 Improving the representation, progression and success of Black, Asian and Other Minority Ethnic (BAME) students and staff, both home and overseas.

Events in the USA and beyond, and the fact that the Covid-19 pandemic has disproportionately affected Black, Asian and Minority Ethnic (BAME) communities, has brought issues of race, inequality and racism to the forefront of everyone's mind. Our commitment to progress race equality precedes these events and will continue in the future, even when the topic is not as prominent on social media or in the news.

Our objectives and commitments are set out in our [Race Equality Strategy and Action Plan](#), which was launched in March 2019 in partnership with students and staff. The five overarching aims of the strategy are to:

1. Reduce the awarding gap between BAME and White students to zero
2. Widen access to students from BAME backgrounds and support these students to succeed once studying at the University of Sheffield
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

To mark one year on, in March 2020, we organised two workshops to create the space and opportunity needed to conduct a critical review of the past 12 months, to update our plans for the future and to inform the wider community of the progress made. The Covid-19 pandemic and the lockdown meant that we had to postpone these workshops and this update. The workshops will be rearranged for the next academic year.

The RESG has delegated responsibility from ED&IC to oversee the implementation of the University's Race Equality Strategy and Action Plan. ED&IC receives regular updates on this work and since the official launch of the Strategy and Action Plan, in March 2019, significant work has been taken forward. Key aspects include:

Covid-19 - Work is being undertaken in HR to ensure that BAME staff members, among other groups, are not more severely affected by the impact of Covid-19 and that appropriate consideration is paid to the risks for BAME staff when returning to work on campus (see Covid-19 Equality Impact Assessment below)

Advance HE Race Equality Workshops - 129 staff members in senior and critical positions have attended eight full-day Introduction to Race Equality workshops facilitated by Advance HE. The feedback received from attendees has been overwhelmingly positive. Due to the Covid-19 lockdown, the last workshop, scheduled in June, has been postponed until the next academic year.

Student Race Awareness - A three-phase student race awareness programme was implemented in the 2019/20 academic year for new undergraduates. Due to the shift to online learning and teaching during Covid-10 lockdown, this is being updated to work via an online delivery model in Autumn 2020/21.

Staff Training - An updated e-learning course for all staff on ED&I basics is being produced and a plan to centralise Implicit Bias training is also being developed.

Race Equality Charter – At the June 2020 meeting, ED&IC confirmed support for work to begin towards gaining the Race Equality Charter. The Race Equality Charter is one of the five institutional action points in our Race Equality Strategy and Action Plan. Working towards gaining this Charter Award is important because it not only allows the University to benchmark progress against a set standard, but also, and crucially, it helps to drive real institutional change that is needed for the University to become a more inclusive and fairer organisation in terms of race equality.

Addressing the Attainment and Progression Gaps for BAME students – To address the attainment and progression gaps the University is working to better understand what kind support and interventions are needed and the appropriate stage for these to take place. Work is underway to analyse student data and compare it against entry grades, with the aim of identifying which students are most at risk in terms of the attainment gap. Alongside this work, the University is rolling out centralised implicit bias training and has made Inclusive Learning (decolonising the curriculum) a priority theme for Departments in 2019/20 and for 2020/21 in terms of implementing the Programme Level Approach (PLA), and as the focus for next year's Learning and Teaching Conference. A full review of the race Equality Action Plan will be undertaken to better identify areas requiring more support; this work will also align the University's work to be benchmarked against the Race Equality Charter.

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

Disability Equality Task & Finish Group - ED&IC set disability as a key priority for 2019-20 and in October 2019 the Disability Equality Task and Finish Group was established with the key aims of taking forward a staff and student consultation and developing an action plan. The group has met three times this session and its work has focussed on four key themes to provide a framework for consultation with the wider University community. The outcome of the consultation will inform the development of a Disability Inclusion Strategy Document and recommendations for its implementation. Prior to the Covid-19 Pandemic, a series of staff and student consultation mechanisms and events had been planned to begin after the Easter break. These are currently being re-designed to take account of social distancing measures. During the pandemic disabled staff and students have been invited to share experiences directly related to Covid-19, as a first step to engagement in the wider strategy work, and through this the University has received valuable information enabling us to better support disabled staff and students at this time.

Disability Staff Network – Significant interest has been expressed in (re-)establishing a Disability Staff Network and, as a part of the Network, a peer support community. An initial meeting with approximately 40 participants took place with this group of staff on 11th June. The first stage of this work will be to establish a virtual 'hub' and 'online community' for staff with a disability to share experiences, provide peer support and a mechanism for staff to shape the University's response to the pandemic, and open up dialogue about the Strategy itself. Feedback from the staff and student consultation will also feed into this work.

Mental Health - In 2019, The University of Sheffield was successful in an application to work in partnership with MIND and participate in their Mentally Healthy Universities Pilot Programme. The programme of work reaches across staff and students and will be supported by MIND and the work delivered in a partnership between HR and colleagues in Student Services. There are 11 Universities participating with the pilot programme including Sheffield, with the aim of identifying strategies, interventions and cultural change that shifts the focus of mental health support towards prevention and early intervention. The programme has five main goals, of which Goals 3 and 4 relate primarily to staff. Goal 3 relates to establishing a scheme of Mental Health Champions to include training that will be delivered by MIND across the University and Goal 5 is concerned with embedding the Thriving at Work Standards across the organisation. The work links with the recently

reinvigorated UUK Mentally Healthy Universities Framework (previously the Stepchange Framework) and the Student Minds Mental Health Charter. As a part of this scheme of work and commitment to supporting positive mental health in the working environment at the University we have also recently signed the Mental Health at Work Commitment.

5.3 Embedding diversity into workforce planning to create high performing teams

The University's Vision Green paper recognises that our people are the key to our success. It sets out the aim to attract a diverse community of staff and students from a broad range of backgrounds, demographics and cultures, and create an inclusive environment in which everyone can succeed and flourish. To support this aim significant work has been undertaken within HR and across the University to develop our approach to debiasing the recruitment and selection process, providing guidance about the use of positive action, and developing job adverts and About the Job (ATJ) to attract high quality, diverse talent.

ED&IC established an ED&I Training Task and Finish Group in October 2019 to investigate the potential for developing and delivering EDI training to all staff across the institution. Over the last year the Group has considered the institutional wide training requirements for Race Equality, LGBT+ inclusion and Implicit Bias and has worked to establish mandatory baseline training requirements for all staff and more in depth training requirements for groups of staff with certain management, decision making and leadership responsibilities. Work undertaken to date includes the mapping of existing EDI training and an exercise to identify roles and activities that would require an enhanced level of training. The group has developed an Introduction to ED&I mandatory e-learning product and a draft outline Implicit Bias training module, which is being trailed with the Promotion Appeals Panels this year. Over the next year the Group will develop and deliver a pilot training programme for online delivery and engage with key stakeholders to investigate how to best embed the ED&I training offer within existing people management processes, such as SRDS, Promotion, Recruitment and the development of the People Management development offer.

6. Other Activities

6.1 Covid-19 – Equality Impact Assessment

The Covid-19 global pandemic has had a significant impact on the way we live and work. There has been an immediate impact associated with the global response to the pandemic, and whilst the most extreme phase of the measures are expected to be time limited, the medium and long term impacts on the way we live and work are likely to be felt for a long time to come. The pandemic itself is impacting on some parts of the population more than others. Its effects are more acute for the most physically vulnerable members of our society but there have been differing impacts on different groups in society, for example infection rates appear to be proportionally higher in BAME groups.

The University continues to consider this inequality of impact and experience when considering how we support our own workforce and students, and is also seeking to ensure that actions taken by the University in response to the pandemic do not negatively impact on traditionally disadvantaged groups. Significant work has been undertaken to develop an Institutional Equality Impact Assessment (EIA) which covers all protected characteristics. The EIA, which has been reviewed by ED&IC, is intended as a tool to ensure that we understand the potential effects of the policies, practices and decision-making processes by assessing the impacts on different groups, that we identify and any adverse impacts and identify actions to remove or mitigate them and that decisions are transparent and based on evidence with clear reasoning. Work on the EIA is ongoing and will remain under review.

6.2 Athena SWAN

In May 2019, the University successfully renewed its institutional Athena SWAN Silver Award. This recognises our ongoing commitment to progressing gender equality. The renewal of our Silver award continues our track record since our first Bronze award in 2008, and first Silver award in 2016. Since that time, the University has considered a report commissioned by Advance HE to evaluate the impact of the Athena Swan Charter across HE and determine its effectiveness as a vehicle for sustainable change. Over 1500 people across the sector were consulted. The report focussed on five key aspects of impact in UK higher education and research: gender profiles, recruitment and promotion of women, culture change, engagement with the charter in the sector, and experiences and perceptions of the awards process and charter implementation. The review has been seen as a positive step by the Sector and a reform of the scheme is planned, to be based on 3 pillars; Policy & Practice, Culture and Impact Case Studies. The Gender Equality Committee, which has devolved responsibility from ED&IC to oversee the implementation and further development of the University's Athena SWAN action plan and the application of good practice to all departments (STEM and non-STEM), continues to take forward the Athena SWAN Action Plan.

6.3 Sexual Harassment

On 12 May 2020, the University Executive Board (UEB) approved the strengthening of the University's approach to addressing sexual violence and harassment by appointing a UEB lead and enhancing the current governance arrangements through the establishment of a Sexual Violence and Harassment Steering Group. The Group is responsible for oversight of existing activity, approving an updated and strengthened action plan and monitoring the progress of actions and impacts, having regard to forthcoming Office for Students (OfS) regulation in this area. This group is a UEB Sub-Group, reporting directly to UEB. The Group is chaired by the Deputy Vice-Chancellor and has representation from the five faculties, professional services and the Students' Union. The Group had its first meeting on 23 June 2020.

6.4 Gender Pay Gap

The University is required to calculate, report and publish its gender pay gap (GPG) each year, following strict criteria set out in legislation introduced in 2017. The calculation is based on a snapshot of data taken on 31st March and must be published by the end March the following year. Due to the outbreak of Covid-19, the Government suspended the requirement to report on GPG in March 2020 and it is unclear when this suspension will be lifted. The University of Sheffield has already reported and published its [2019 GPG](#) (appendix 1).

The GPG figures for 2020, yet to be published, show a gradual reduction in the mean gender pay gap and, until this year, a gradual reduction in the median gender pay gap. A draft Gender Pay Gap Action Plan has been developed this year. The plan identifies opportunities to improve career progression for female staff through making improvements to existing processes, alongside opportunities to develop new approaches to tackling issues associated with gender equality. It is based on information and feedback obtained from a wide range of sources including the SRDS review consultation and the first round of academic promotions using the ACP criteria.

Attention has been drawn to the potentially disproportionate impact of the Covid-19 pandemic on female staff. The Gender Equality Committee is working with relevant colleagues to ensure that the proposed actions have the capacity to adequately mitigate such impacts and assess whether any additional action is necessary.

6.5 LGBT+ Equality

The University is ranked 11th in the 2020 Stonewall Top 100 Employers, the UK's leading benchmarking tool for LGBT inclusion in the workplace, and the University received positive and encouraging feedback from Stonewall on our workforce Equality Impact submission and on the Staff Feedback Questionnaire. Stonewall will not be running its Top 100 Employers ranking this year and so the University is considering the development of a University-wide action plan, based on feedback received from Stonewall, to replace this for 2020/21.

6.6 Antisemitism

The Committee has considered a report which advised on the University's responsibilities in response to a letter from the Minister of State for Universities, Science, Research and Innovation urging the sector to tackle unacceptable religious hatred in higher education and calling on universities to adopt of the International Holocaust Remembrance Alliance (IHRA) definition of antisemitism. The University is committed to tackling unacceptable behaviour and it is important that it offers leadership, for example through demonstrating commitment to Jewish staff and students on campus, and by taking actions to address antisemitism, all forms of intolerance, harassment and hate-crime. To better understand the key issues relating to antisemitism on campus, the Committee commissioned the establishment of a Task and Finish Group to oversee a process of consultation with our Jewish community and to consider the findings so that we can explore initiatives to make the University a safer and better environment for Jewish members in which they can thrive. This group will also explore opportunities to raise awareness and provide support on campus. ED&IC will consider the consultation findings and agree key recommendations to present to Council.

7. Staff Data by Protected Characteristics: as at 31.07.19

As part of the Public Sector Equality Duties, Universities must publish annual data on their workforce by protected characteristic; This can be found at appendix 2.

July 2020



1. Regulations:

Regulations make it mandatory for all organisations with more than 250 employees to report their gender pay gap on an annual basis. Universities, along with other public sector bodies, are required to report their gender pay gap based on data at 31 March each year. The gender pay gap measures differences in pay between men and women across the entire workforce, which includes jobs of different size and level.

This report provides the outcomes of our mandatory gender pay gap reporting requirements and is based on 2019 data. It reports on the following across our entire workforce:

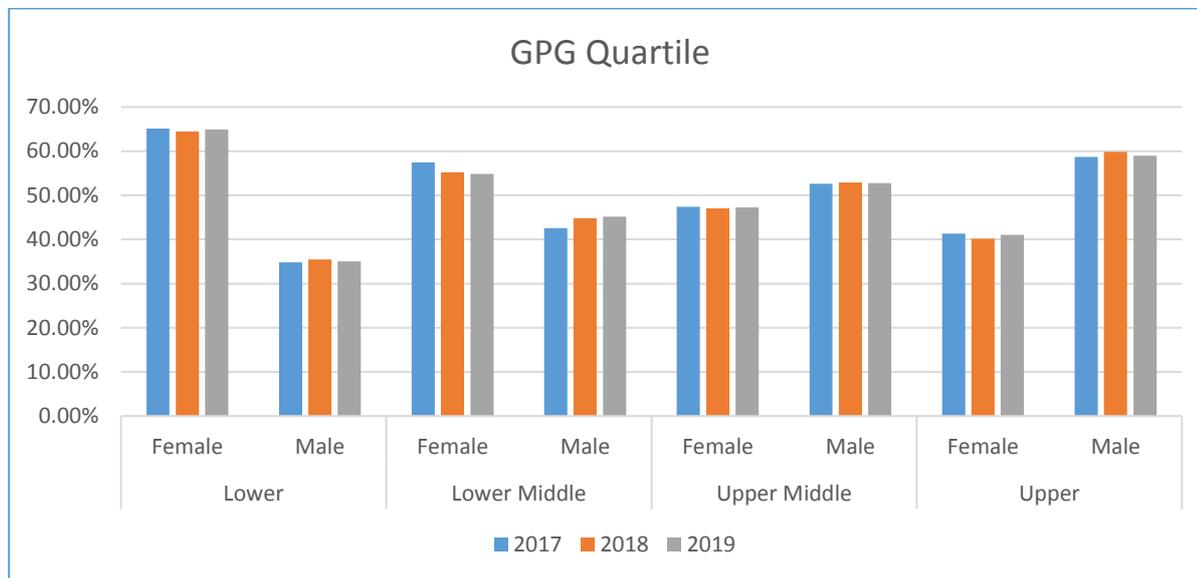
- Proportion of males and females within pay quartiles
- Gender pay gap
- Bonus pay gap
- Proportion of males and females who received a bonus or recognition payment.

We take a partnership approach to our gender pay gap analysis and action planning, working closely with senior academic colleagues, Human Resources, trade unions, our Gender Equality Committee and Equality, Diversity and Inclusion Committee.

2. 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:

Table 1: Percentage of males and females by pay quartile 2017-2019



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.

There are only subtle changes in the quartile data from the two previous years. Our pay quartile figures continue to show the root cause of our gender pay gap – we have a higher proportion of females in our lower pay quartiles (our lower pay grades) and a higher proportion of males in our upper pay quartiles (our higher pay grades).

3. Gender Pay Gap:

The gender pay gap 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 2019 figures show a further slight reduction in our mean and median gender pay gap compared with the two previous years.

Table 2: 2017-19 mean and median gender pay gap.

Gender Pay Gap Snapshot	Legislation 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	2019	2018	2017
Mean %	17.8	17.9	19.0
Median %	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 (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.

Although we are pleased to see that our gender pay gap continues to fall and compare well with the gender pay gap figures published by other Russell Group universities last year, we recognise that the reduction is still small and we need to do more to reduce it at a greater pace.

We are currently working on an action plan to do just that, and we plan to publish further details on this as soon as possible, alongside our March 2020 figures.

4. 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 are based on bonus, incentive and recognition payments from a number of different schemes (listed below) paid from April to March.

Our 2018-19 figures show a continued reduction in our mean bonus gap compared to previous years.

The median bonus gap has fluctuated in the three years we have measured it. This is due to fluctuating median bonus gaps in the component schemes that make up the overall gender bonus gap.

Table 3: Mean and median bonus gap 2016-17, 2017-18 and 2018-19

	April 2018 – March 2019	April 2017 – March 2018	April 2016 – March 2017
BONUS GAP			
Mean %	64.4	64.5	68.6
Median %	20.0	6.3	40.0

Our 2018-19 figures show a continued trend of more females receiving bonus/awards over one year than males, with a higher proportion of bonus received by both males and females than in previous years.

Table 4: Proportion of workforce by gender who received a bonus award in 2016-17, 2017-18 and 2018-19.

	April 2018 – March 2019	April 2017 – March 2018	April 2016 – March 2017
PROPORTION RECEIVING BONUS			
Female	23.6	22.8	20.3
Male	20.1	19.3	16.2

In line with the legislation, our bonus pay gap figures are based on the combined bonuses and awards paid from a number of very different schemes listed below:

Clinical Excellence Awards Scheme: This scheme applies to clinical academics in our employment but who are on NHS terms and conditions and pay scales, and is not controlled by the University. We have classified these awards as bonus pay in line with the NHS.

Recognition Award Scheme: This scheme is available to all staff and enables departments to nominate individuals and teams to receive awards throughout the year for a job well done. In line with the legislation, this only includes monetary and voucher awards for individuals, not team awards or individual non-monetary gifts.

Senior Pay Schemes: This includes our Executive Bonus Scheme, Professorial and Professorial Equivalent Pay Schemes, which are subject to strict governance and scrutiny (including gender equality monitoring) with delivery against pre-agreed objectives and criteria assessed by independent reward panels.

The impact of combining these very different schemes is to create a higher overall mean bonus gap than if they were each assessed separately.

As with our pay gap, the bonus gap between males and females is lower for the median (midpoint) than the mean (average). This is because, overall, the mean is impacted by outliers (males with higher bonus or award values) across the above schemes.

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.

We highlighted last year how our Recognition Award Scheme had a significant impact on the overall median bonus gap. In 2016 to 2017, more males were awarded monetary payments, rather than vouchers, which normally have a higher value (despite more females getting awarded through the scheme overall). In 2017 to 2018, the reverse happened and more females received overall a higher average value of award than males through the Recognition Award Scheme. In 2018 to 2019, the median bonus gap has been influenced by our senior bonus schemes, where the median bonus paid to males was higher, than the median bonus paid to females.

These shifts lead to fluctuations in the overall median bonus gap, and continue to demonstrate how a change in one scheme can have a significant impact on our overall bonus gap from year to year. It also illustrates how important it is that we continue to monitor the impact of each of the component bonus and recognition award schemes each year.

5. Next Steps:

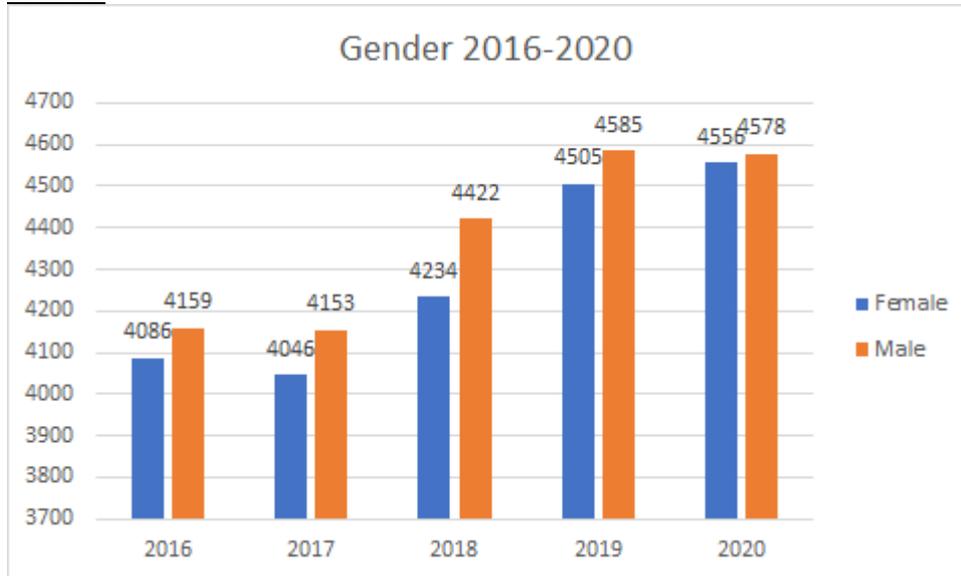
In April 2020, the University will be going to analyse its latest gender pay figures based on a snapshot of 31 March 2020, with a commitment to publish these figures with a revised and refreshed action plan as soon as possible. The action plan will aim to accelerate progress in the reduction of both the gender and bonus gaps. This year, the University will also begin to review internally its ethnicity data and any ethnicity pay gaps.

We will continue to take a partnership approach to both our gender pay gap analysis and action planning, working closely with senior academic colleagues, Human Resources, trade unions, our Gender Equality Committee and Equality, Diversity and Inclusion Committee.

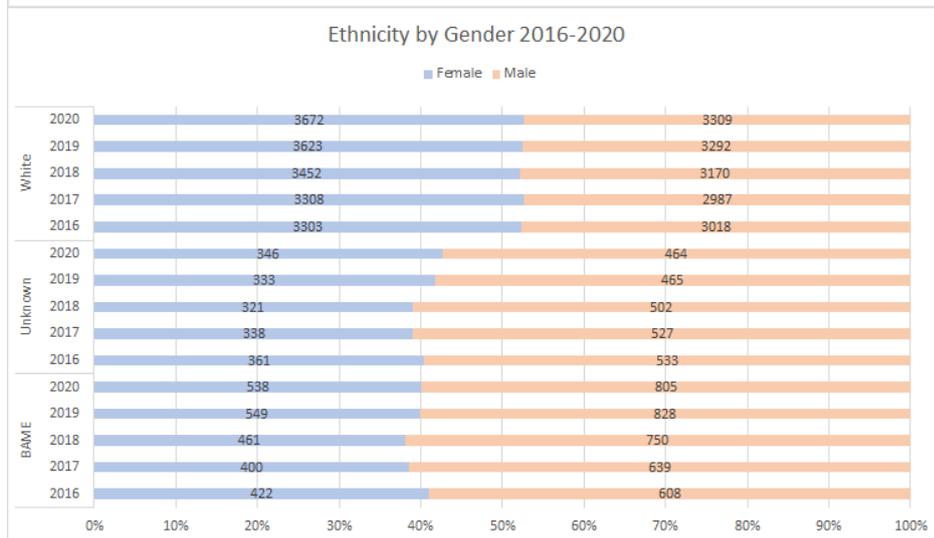
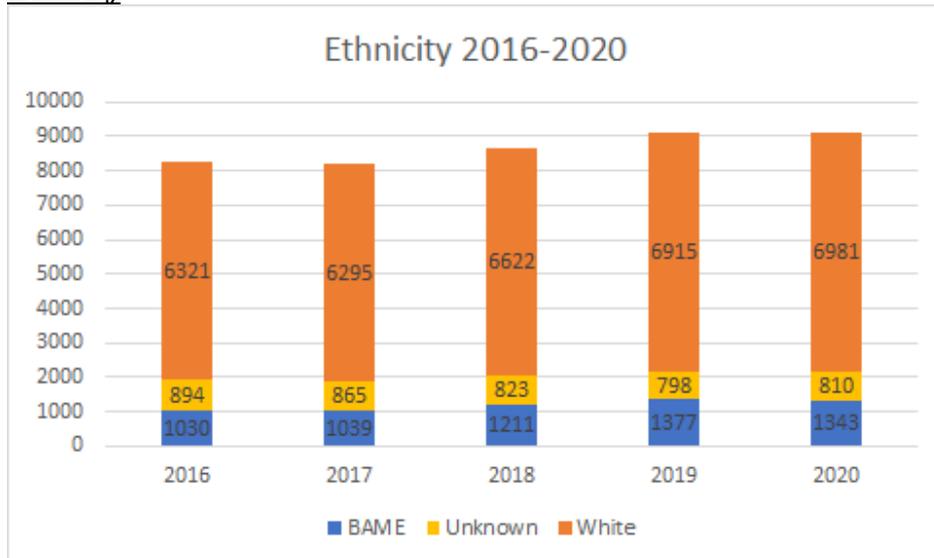
Appendix 2

The University of Sheffield's annual data on their workforce by protected characteristic.

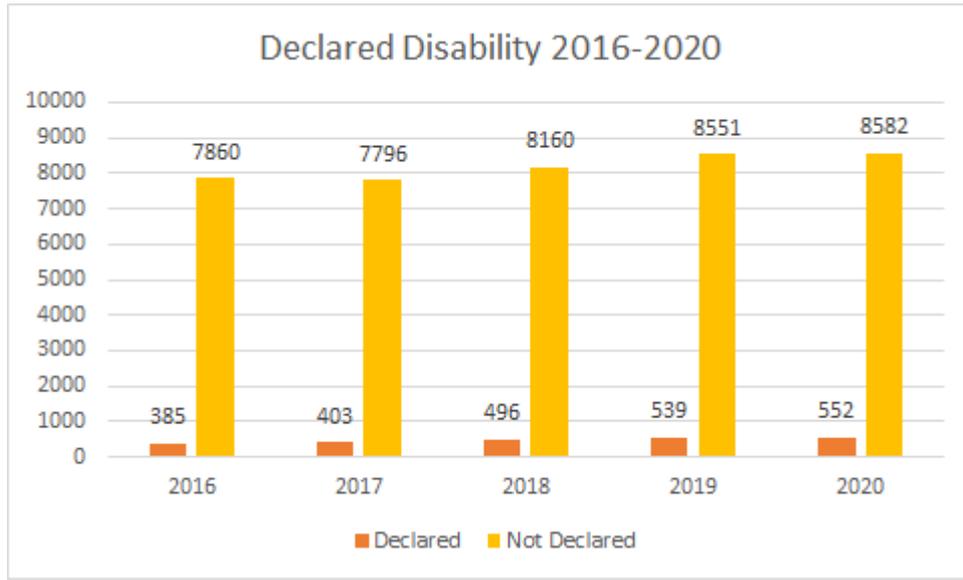
Gender



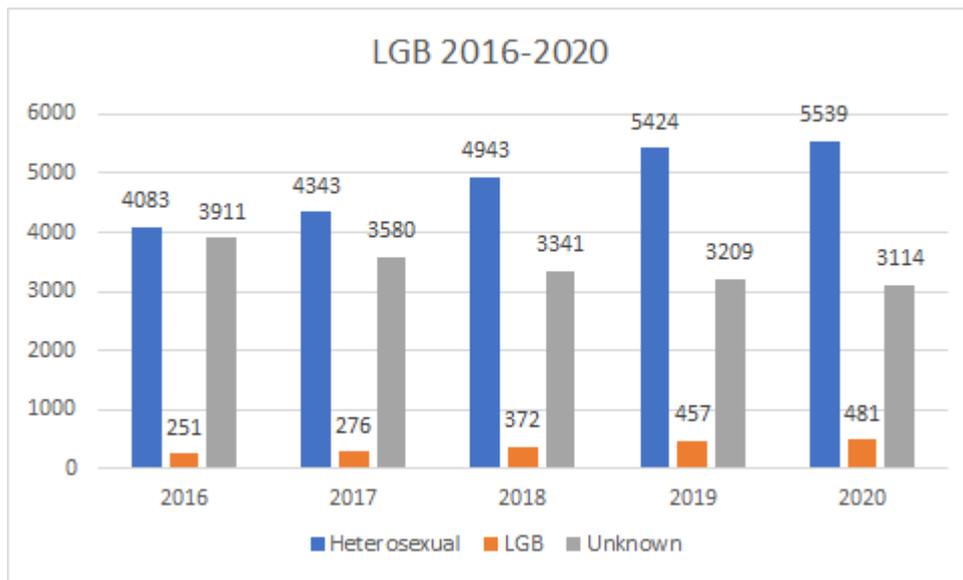
Ethnicity



Disability



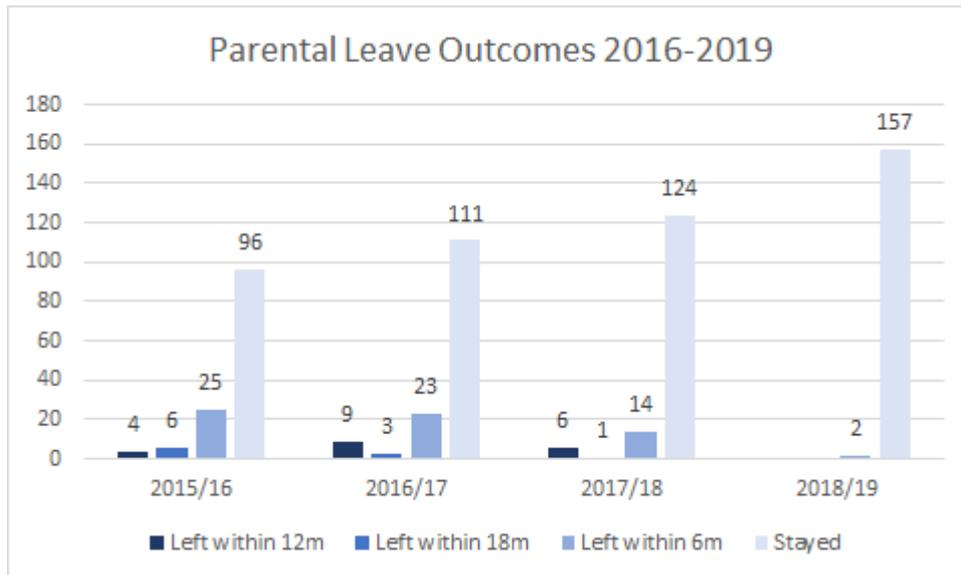
Sexual Orientation



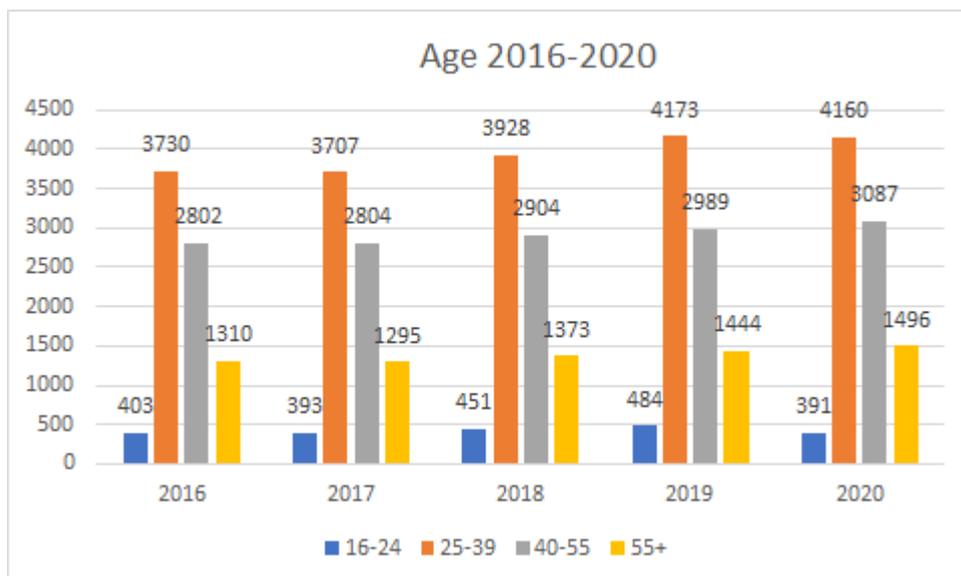
Transgender

Does your gender identity match your sex as registered at birth?	Count
No	37
Yes	5964
Prefer not to say	55
Information not provided	3078

Pregnancy & Maternity



Age



Religion

