



**Sheffield  
Hallam  
University**  
Knowledge Applied

# EQUITY, EQUALITY, DIVERSITY AND INCLUSION (EEDI)

**Annual Report 2022-2023**

**H** Hallam  
Students'  
Union

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# Introduction

As Chief People Officer and Pro Vice-Chancellor (Diversity and Inclusion) I am delighted to introduce this report which shares our progress in terms of equity, equality, diversity and inclusion during the 2022-23 academic year.

This is our second-year reporting against our current institutional Equality Objectives which were refreshed in autumn 2021 to reaffirm our commitment to EEDI, with a strong focus on cultural competence, equality, inclusion, place, and safety for all. All of this is underpinned by our Hallam Values of ambition, collaboration, inclusion, innovation and integrity, and by an institutional delivery plan.

Our vision is 'Sheffield Hallam: A Culture of Inclusion'. This means that people should experience an inclusive environment in which to work and study; that we focus on activities that are measurable and will have impact; and that our commitment to EEDI is clear, coherent and visible.

This commitment will be stronger than ever from 2023/24, evidenced in part by our investment in a new EEDI team which will provide strategic oversight of this vitally important work right across the University. Using a business partner model, the team are working with key stakeholders to build upon the relationship between staff and student inclusion and understand, influence and embed EEDI priorities that will have lasting effect. The team will be critical to the promotion of the benefits of diverse and inclusive environments against the backdrop of financial sustainability.

We want Hallam to be a place where people can bring their whole selves to work and study, where everyone can succeed and thrive - whatever their identities or protected characteristics - and where intersectionality is a focus. We want all members of our community to feel a sense of belonging and to treat each other with dignity and respect.

**Professor Sally Jackson**  
**Chief People Officer and Pro Vice-Chancellor (Diversity and Inclusion)**

## Sheffield Hallam: A Culture of Inclusion

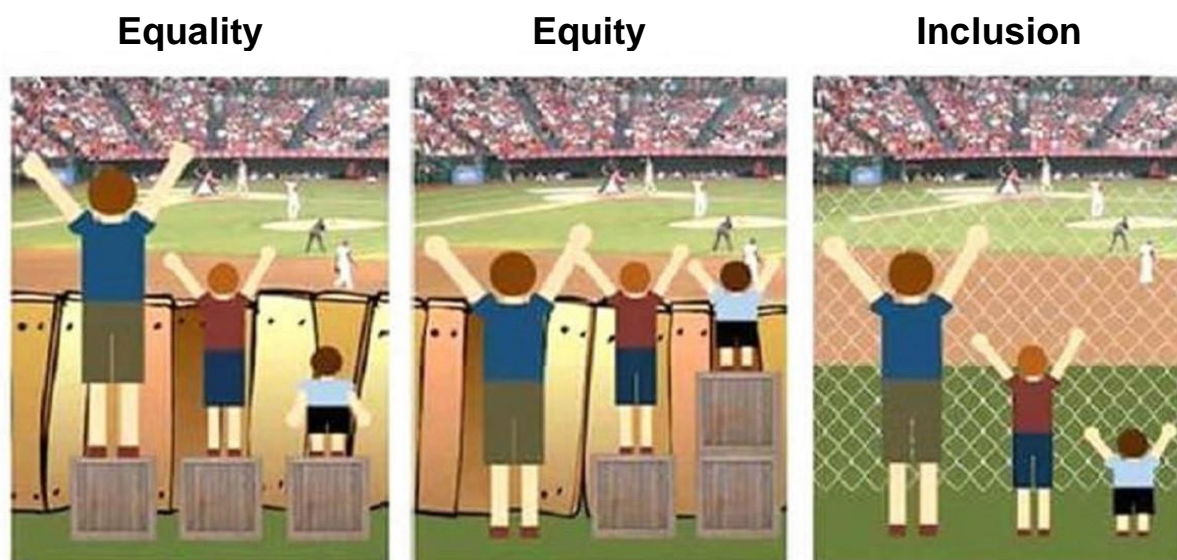
Positioning EEDI as a strategic priority and elevating the value of diversity is critical to attracting and retaining talent, fostering creativity and building a workplace where everyone can succeed and thrive.

**Equality** is about ensuring equality of access, treatment, outcomes and impact. It is rooted in ideas of justice and fairness and enshrined in the Equality Act 2010 which highlights that every individual must have an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of their background, personal identity or experience.

Equality is not the same as **Equity**, which treats people differently dependent on need in order to achieve equality of outcomes, acknowledging that people often have different starting places.

**Diversity** means empowering people by respecting and valuing what makes them different, in terms of background, education, nationality, generation, age, working patterns, religion or belief, sexual orientation, gender identity, disability, skills and any other characteristic (protected or otherwise). The rich dimensions of diversity are explored and celebrated to generate new ideas, to encourage innovation and to improve decision making.

**Inclusion** means making sure that everyone is considered. This means being able to engage different perspectives and creating work and learning environments where everyone feels valued. It is also implicit, which means we build inclusion into all we do and is thus a mindset as well as a value and a behaviour.



## Delivering our Equality Objectives

The objectives are underpinned by a fundamental position that all students and staff know that they belong at Hallam and can succeed and thrive. The objectives apply to all protected characteristics and recognise the intersectional nature of people's identity and experience.

The objectives also indicate a more expansive direction for EEDI at Hallam, which extend beyond compliance and legally defined protected characteristics to include areas such as caring responsibilities, gender expression/identity, menopause, neurodiversity and socio-economic circumstances.

Our 2021-24 objectives are:

1. **Cultural competence:** Empower students and staff with the skills to respect different cultures and to study, work and lead inclusively.
2. **Equality of access, outcome and experience:** Improve these for students and staff so that all can succeed and thrive.
3. **Inclusion:** Support all students and staff to bring their whole selves to study or work in order that everyone knows that they belong.
4. **Place:** Be a leader in inclusive practice, collaborating with individuals, stakeholders and society.

5. **Safety:** Provide an environment where all students and staff feel confident in raising concerns and receiving a response.

These are underpinned by Hallam's EEDI Delivery Plan which details the actions required to improve outcomes and experience for students and staff against each of the Equality Objectives as well as incorporating plans for the areas of Race, Gender, LGBTQ+ and Disability.

## **Equality Objective 1: Empower students and staff with the skills to respect different cultures and to study, work and lead inclusively.**

All members of Hallam's University Executive Board (UEB) and Executive Leadership Team (ELT) hold an additional responsibility as a University EEDI Champion for disability, faith, gender, LGBTQ+, parents and carers, race, or wellbeing.

### **Enhanced University EEDI Champion Model**

Since January 2022, all members of Hallam's University Executive Board (UEB) and Executive Leadership Team (ELT) have held an additional responsibility as a University EEDI Champion for disability, faith, gender,

LGBTQ+, parents and carers, race, or wellbeing. Several Champions support each area, working closely with colleagues in Human Resources and Organisational Development (HROD) to lead our EEDI steering groups, support our EEDI networks and create more visible leadership on EEDI issues. EEDI Champions have led and supported Pride, Black History Month, Stonewall, Athena Swan, the launch of the student trans policy, Inclusive Hallam events, Disability History Month, and Parent and Carers weeks as well as presenting internal Transforming Lives events.

### **EEDI Leads in Academic Departments**

Embedded in all academic departments, these specific academic roles provide leadership of departmental EEDI activity. An EEDI Lead network has been set up to establish a common purpose as well as areas of activity and share good practice. This role leads on the engagement with, interpretation of, and strategic use of departmental EEDI management information to have a good understanding of how the work in their department fits with broader institutional priorities such as narrowing the degree awarding gap.

### **EEDI Networks**

The networks hold regular meetings as well as organising and taking part in events and activities. They provide safe, welcoming spaces for people to meet, share ideas and experiences and to inspire and support each other. They also provide opportunities for a diverse range of staff to be influential in decision-making processes which engenders engagement and empowerment of different communities.

Network Co-chairs meet every six weeks with colleagues from the EEDI team to share information, give feedback on proposed changes and identify opportunities for collaboration. The networks, in collaboration with other university colleagues, have driven impactful changes, examples of which include the streamlining of a critical disability process and the creation of an online parental returner hub.

The networks are:

- Genders
- Race
- Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ+)
- Menopause
- Parents and Carers
- Disability

Each receives an annual budget to support their activities.

## **Inclusive Hallam**

The monthly Inclusive Hallam series continued into its third year. The series aims to improve the cultural competence of staff, students and external partners through discussion on a range of themes, protected characteristics and intersectionality. Feedback and engagement data help shape the series and resulted in the introduction in 2022/23 of shorter pre-recorded podcasts - which received much higher levels of engagement - to work in conjunction with the live online events, recordings of which are made available for those who can't attend. Nine events were held with an average of of c.200 attendees/viewers. Themes included race, disability, neurodiversity, freedom of speech, imposterism and Hallam's support for sanctuary seekers.

## **Equality Impact Assessments**

Hallam has continued to review and refine the process for Equality Impact Assessments (EIA). A set of frequently asked questions has been added to support staff and the EEDI Networks are regularly consulted on new policies and processes such as the EIA considering the new ways of working on campus. The EIA document library has grown steadily and is an accessible resource for all staff. In addition, revised templates for formal board papers now require authors to comment on how their work aligns with Hallam's culture and values. This includes EEDI and helps to remind staff of the need to undertake an EIA.

## **Equality Objective 2: Improve equality of access, outcome and experience for students and staff so that all can succeed and thrive.**

**71.4% of our students in 2021/22 came from one or more underrepresented student groups.**

### **Access and Participation Plan**

An approved Access and Participation Plan is a condition of registration with the HE regulator, the Office for Students (OfS), and must be in place if a university wants to charge the upper tuition fee limit of £9,250 for full-time undergraduate (UG) study.

Hallam's [Access and Participation Plan for 2020/21 to 2024/25](#) was approved by the Director for Fair Access and Participation in September 2019. It details how the University invests in measures to support access to H, student success, and progression to employment or further study for students from disadvantaged and underrepresented groups. It also includes targets to address the biggest disparities in access, continuation, attainment, and progression to employment.

Hallam is one of the largest providers of undergraduate courses in the UK and widening participation in HE is fundamental to its strategy of Transforming Lives. Hallam's student body is becoming more diverse and more likely to be from a disadvantaged or historically under-represented background: 71.4% of our students in 2021/22 came from one or more underrepresented student groups.

Hallam has an excellent track record of delivering innovative outreach and widening participation programmes to raise aspirations and awareness of the benefits of HE and to orient more students toward successful outcomes. In 2021/22, Hallam admitted the third largest number of students from low-participation neighbourhoods (LPN) in the sector and has supported more than 13,500 students from LPNs over the last six years (TUNDRA12). In 2022/23 more than £6.1 million was invested in financial support for students, with a significant proportion of this supporting students from disadvantaged and underrepresented groups.

### **Early Career Research and Innovation Fellowship (ECRIF)**

The scheme was launched in 2021 to help establish the portfolios of early career researchers and innovators with the potential to be future independent researchers.

Taking on board learning from the first cohort, including the positive effect of explicitly encouraging applications from females and ethnic minority staff, the value of drop-in sessions and workshops, and the benefit of mentoring and development support, the second cohort was launched in 2022. The

proportion of females who were successful in receiving an award increased from 55% (17) to 60% (9) and the proportion of staff from ethnic minority groups increased from 12% (3) to 27% (4).

Feedback from staff about the scheme is overwhelmingly positive however we are using feedback and focus groups to continue to improve our offer and researcher experience. For the first time, we invited our ECRIFs to join our academic peer review group and contribute to our Sheffield Hallam Research and Innovation Development Fund. Training and support were provided to ensure the fellows could confidently contribute to university decision making. Their involvement also helped to ensure our reviewer pool and panel meetings were more diverse.

## **Improving Access and Participation in Postgraduate Research (PGR) Study**

Current activities in this area have a focus on home students from ethnic minority groups who are under-represented in PGR study. Through work part funded by Office for Students (OfS) and Research England and in collaboration with other universities and HE organisations, we are piloting a range of activities across the student lifecycle and evaluating practice to improve access and participation for underrepresented groups. This work is overseen by the PGR Race Equity Group, and highlights to date include:

- The Accomplished Study Programme in Research Excellence (ASPIRE), led by Hallam in partnership with Manchester Metropolitan University and Advance HE, a programme of mentorship for black and black heritage UG and postgraduate (PG) taught students - of 46 participants, 9 have secured PhD studentships and 7 graduated from their course with distinction.
- Equity in Doctoral Education through Innovation and Partnership (EDEPI), led by Nottingham Trent University in partnership with Hallam, Liverpool John Moores University and the UK Council for Graduate Education. Working with local NHS Trusts to recruit NHS staff from ethnic minority groups onto a part-time PhD. Through a programme of pre-application workshops and support, 3 students have started their PhD in the first cohort at Hallam.
- Yorkshire Consortium for Equity in Doctoral Education (YCEDE), led by University of York with the universities of Bradford, Hallam, Leeds and Sheffield. A series of pre-application information sessions and 1:1 support for applicants from ethnic minority groups, and a new summer research experience internships scheme to enable potential PhD candidates to gain experience of research.

## **Athena Swan Charter**

Hallam is committed to gender equality having held an Institutional Athena Swan Bronze award since 2010. Hallam has successfully secured a bronze renewal in 2023 and maintains its aspiration to achieve an institutional silver award. Two academic departments currently hold Athena Swan awards. Psychology, Sociology and Politics hold a Bronze award and Biosciences and Chemistry has achieved Silver.

The Departmental Athena Swan Champions Network meets quarterly and provides a structure for staff to meet, share best practice, explore challenges, and learn from each other. A SharePoint page is hosted for Departmental Champions and over the last year Hallam has implemented collaborative and developmental improvements for submitting departments, including mock panels to refine submissions and develop action plans.

## **Race Equity and Equality**

Hallam has run two extensive and effective programmes of work to address race inequity. The programmes demonstrate our commitment to race inequity and will enable a future application to the Race Equality Charter.

### ***Race Equality Corporate Action Plan (RECAP)***

Hallam's strategic plan for reducing the degree awarding gap is now integrated into the University's Access and Participation Plan with leadership from the Pro Vice-Chancellor for Teaching, Learning and Student Success. The plan builds on the Race Equity Corporate Action Plan (RECAP) and draws from sector best practice. It includes five main themes: understanding our data, dissemination of effective practice, staff development, inclusive curriculum, and increasing capacity for evaluation.



In the Access and Participation Plan, the University's most pressing target is to address the degree awarding gap experienced by Black students. When the target was set in 2019, the gap sat at 32 percentage points (2017/18 data). In 2021/22, the most recent academic year with finalised data, the gap had reduced to 21 percentage points. Despite this progress, Hallam's ambition is to eradicate the gap entirely. The University also has a target to address the degree awarding gap for minoritised students from the most underrepresented postcodes, in recognition of the importance of recognising and supporting the intersectional experiences of the University's diverse student population.

### ***Inclusive Recruitment Project***

The University's Inclusive Recruitment Project specifically targets recruitment practices to address the under-representation of ethnic minority colleagues within the university. Examples include mandatory training for all recruitment panel members, tailored briefings with all hiring managers, including scrutiny of their team/department demographics and the introduction of an inclusive recruitment checklist for all hiring manager to work through. In addition, we are now using social media content, including "talking heads" videos, featuring ethnic minority colleagues. Job adverts are reviewed to ensure inclusive language and use positive action statements to encourage applications from underrepresented groups.

**The proportion of the University's workforce who are from an ethnic minority background has increased from under 7% in 2017; 9% (2021) to 12.1% (2023).**

The percentage of ethnic minority applicants shortlisted has increased from 24% (2021) to 30% (2023). The proportion of the University's workforce who are from an ethnic minority background has increased from under 7% in 2017; 9% (2021) to 12.1% (2023).

### **Stonewall UK Workplace Equality Index/Diversity Champions Scheme**

Stonewall is the UK's leading LGBTQ+ rights charity and plays an historic role in championing the rights of those communities in the UK. Hallam submitted to the Workplace Equality Index and Stonewall Diversity Champions Scheme for 2022, successfully securing a silver award in 2023. The scheme provides a constructive framework to measure our work on LGBTQ+ inclusion.

Following feedback from Stonewall, the LGBTQ+ steering group used recommendations to develop a wider LGBTQ+ action plan. Hallam was praised for its work on policies, external engagement and the employee lifecycle. Planned work includes development of a responsible supplier statement, standardisation of LGBTQ+ data and a focus on Bi representation.

### **Disability Confident Employer Scheme**

The Disability Confident symbol is a recognition given by the Department for Work and Pensions (DWP). Hallam has held Leader status since 2018, and in May 2021 achieved a successful renewal. An action plan has been developed that includes development of the reasonable adjustment process, disability friendly recruitment processes and inclusive and accessible contracts. Hallam will be applying to renew Disability Confident Leader status in May 2024.

### **University of Sanctuary**

As part of the City of Sanctuary initiative, Hallam gained accreditation as a University of Sanctuary in 2021. The University of Sanctuary Steering Group provides a strategic oversight of all activities across Hallam in relation to sanctuary seekers. The group's aim is to create an organisational culture and practice that is genuinely inclusive and welcoming. To support this aim, sanctuary seekers are mentored through the New Beginnings project in collaboration with Voluntary Action Sheffield.

Hallam has provided two full Sanctuary Scholarships – one UG and one PG - and provided an additional four partial sanctuary scholarships to sanctuary seeker students to enable them to complete their courses. The University has also supported three asylum seeker/refugee students with successful funding applications to charities.

## Continuing to Reduce Pay Gaps for Ethnicity, Gender, LGBTQ+ and Race

Hallam reports annually on its gender pay gap however, to demonstrate transparency, pay gaps for ethnicity, disability and sexual orientation are also published. Though not mandatory, this evidences the values of inclusion and integrity and Hallam's pledge to pay equitably, regardless of any protected characteristic.

The mean pay gap decreased from 11.0% in 2022 to 9.8% in favour of males in 2023 and the median pay gap decreased from 13.2% to 12.8% in favour of males. The ethnicity pay gap remains relatively constant. However, we can report that the proportion of employees from ethnic minority backgrounds has increased from 12.5% (582) in 2022 to 13.8% (654) in 2023\*. We are pleased to report a notable decrease in both the mean and median disability pay gaps, with the recorded figures standing at their lowest in the past five years. The proportion of staff who have declared a disability has also increased to 8.6% (407 employees) from 7.2% (334 employees) in 2022. The [2022-23 Pay Gap Report](#) was published in December 2023 and outlines in more detail the actions being undertaken.

*\* Pay Gap reporting is obliged to include casual staff as we have to calculate the hourly rate paid to all individuals employed by the University. Proportionately more individuals from a minoritised ethnic background are employed on a casual basis and we therefore see a larger figure within the pay gap report.*

## Transforming Lives Fellowships recruitment

In spring 2023 Hallam launched a recruitment campaign to appoint up to 40 professors and associate professors over three years. A stated aim was to help diversify the University's senior academic workforce and, therefore, every aspect of the attraction, application and selection process was developed to be highly inclusive. This included:

- Diverse representation of Hallam academics featured in promotional videos.
- Inclusive language and references to diversity used throughout the campaign.
- A 'Narrative CV' approach, allowing applicants to evidence a more diverse and wider range of relevant skills and experiences than can often be seen in a traditional academic CV.

Unprompted feedback from a diverse applicant pool, including those not appointed, attested to the inclusivity of the campaign. Two thirds of applicants were from an ethnic minority background and a third were female.

## Equality Objective 3: Support all students and staff to bring their whole selves to study or work in order that everyone knows that they belong.

### Professor and Associate Professor Progression

**More women than men have been awarded professorships and associate professorships.**

The annual progression process was updated in early 2020, including the introduction of a raft of measures aimed at addressing under-representation and inequality of access, outcome and experience. Since then:

- More women (16) than men (14) have been awarded professorships, and more women (21) than men (16) have been awarded associate professorships.

- The number of successful ethnic minority applicants has increased year-on-year, as has the proportion of all ethnic minority applicants who go on to be successful. (numbers below 5 so unable to report)
- 100% (7) of shortlisted applicants with a disability have gone on to be successful.

## **Aspiring Ambitions - Professor Mentor Scheme**

Linked to the progression outlined above, Aspiring Ambitions is a Positive Action mentoring programme, designed to support Hallam's next generation of professors from groups that are currently under-represented at professorial level. The scheme invites applications from those who aspire to be professors, who are matched with an appropriate senior mentor. Previous scheme participants have cited a positive impact on their career progression including an increase in personal confidence/self-efficacy, more clearly defined career trajectory priorities, and the identification of career-enhancing opportunities.

## **Aurora Programme**

Almost 150 aspiring Hallam female leaders have completed this AdvanceHE leadership development programme since its inception in 2013. Approximately half have received a promotion, in addition to many other intangible benefits such as a growth in confidence, building networks, adaptability and development in leadership skills e.g. power and influence.

Hallam's profile on the programme is well established, with senior representation as mentors, role models and guest speakers. The University is also represented on the advisory group driving the programme's strategic direction nationally and internationally.

## **Leadership and Management Essentials Development Programme**

Launched in April 2022, the programme is open to new and existing line managers across all staff groups and is built upon the Hallam Values. The programme extends across the breadth of leadership and management and includes modules on performance management, difficult conversations, cultural change and inclusive leadership. Inclusive leadership asks participants to reflect on their practice and explore how to strengthen their knowledge and skills in this important area. Approximately 700 managers have engaged with the programme since its launch, with over 200 attending the Inclusive Leadership course.

## **Equality Objective 4: Be a leader in inclusive practice, collaborating with individuals, stakeholders and society.**

### **Engagement with EEDI Networks and Partnerships Across the City Region**

Hallam is continually developing its approach to EEDI and engaging with partners externally. This has included work with other large employers on the Sheffield Race Equality Commission, designed to dismantle racism and racial disparities in the city.

Hallam supports the work of the local charity the Level Up Foundation by providing its kitchens for Black History Month activities. This aligns with the Civic University Agreement, delivering partnership work across the region under the four areas of:

- Economy and Jobs
- Education and Skills
- Health and Wellbeing

- Community and Regeneration

The work is underpinned by a commitment to empower Hallam's community with the skills to work and study inclusively and become a leading organisation in progressing EEDI in our region.

Work with Tempus Novo (a charity that supports ex-offenders) has resulted in guest speakers into departments and placements awarded to ethnic minority students.

There is also senior Hallam representation within the Association of Commonwealth Universities (ACU) where the University is a partner in the strategic direction of EEDI internationally.

Hallam are undertaking a thorough review of our Civic University Agreement with a view to having a refreshed agreement agreed by March 2024. EEDI is at the heart of our commitment to the region. As a university, we want to play our part to create a region that has dismantling racial disparities as a key goal. A key part of our refresh process is to ensure that our commitments support the Sheffield City Goals, the thrust of which is to create a city that works for everyone, recognises Sheffield's cultural diversity, and puts in place action to remove barriers that prevent certain groups within the city from achieving their potential.

### Antisemitism Training

A group of staff and students took part in the Holocaust Education Trust's 'Lessons from Auschwitz (Higher Education) Programme'

During April and May 2023, a group of staff and students took part in the Holocaust Education Trust's 'Lessons from Auschwitz (Higher Education) Programme' They joined representatives from HE Institutions across the UK to participate in a series of seminars leading up to a visit to Auschwitz Birkenau and then a subsequent lessons-learned event. The programme provides further insight to antisemitism in both its historical and contemporary context, the scale of the holocaust and the systemic collusion across Nazi occupied Europe which allowed it to occur. To share the learning gained by the participants, some are preparing short personal accounts of their experiences during the programme which will be used to help promote Holocaust Memorial Day in the University and the wider City.

### Embedding EEDI Considerations in Grant Applications

As part of our support processes for external bidding activity, Research and Innovation Services (RIS) introduced a "Grant Triage Form" to facilitate good quality research submissions. This is now embedded within practice and academics are encouraged to think about EEDI in their planning, particularly considerations and actions to reduce inequalities in research, for example, measures to ensure equal and meaningful opportunities for involvement of people of different genders, race and backgrounds; equality impact and risk assessments; and measuring relevant outcomes and outputs.

### Sheffield Hallam Research and Innovation Fund (SHRIF)

SHRIF is a three-year funding programme that aims to support inclusive, impactful research and innovation activities towards growth and sustainability. It supports transformative activity to transition a project, person, team, or activity from one stage to another - be they established, developing or emerging, including high-risk, unproven activities where we need to develop concepts, partnerships and markets. The framework is intended to provide access to R&I funding that is inclusive of all colleagues, regardless of research experience or career stage, and is open, flexible, and responsive. To do this, the SHRIF funds R&I activities across a framework of five interconnected domains: our Ideas, our Impacts, our People, our Connectivity and our Places and Communities.

A pilot was launched in Feb 2023 and awarded £350k of funding to 11 activities clustered around three core themes: a) sustainability and climate action; b) cultural heritage and c) social and economic research. Activities involve 33 staff across all Research Institutes and 17 external partners from the region. The second round has been refined in response to reviewer/panel feedback and outcomes will

be known in November 23. A full evaluation of staff experience and inclusivity is underway and will inform the next round in 2024.

## **Equality Objective 5: Provide an environment where all students and staff feel confident in raising concerns and receiving a response.**

### **Report and Support**

As previously reported Hallam has invested in Report and Support - a dedicated web site and reporting tool that is promoted as the route for staff and students to report incidents of sexual violence, harassment, domestic abuse and hate. Since it was implemented in 2018, Hallam has seen a steady increase in incidents being reported, although the rate of increase slowed in 2022/23 from around 30% in previous years to 13% in 2022/23.

The table below shows the number of reports received each year.

<b>Harassment, Sexual Misconduct and Hate Crime (OfS)</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>2022/23</b>
Total reports to Report and Support	<b>195</b>	<b>260</b>	<b>344</b>	<b>390</b>

The most common reasons for students making a report in 22-23 were bullying and harassment (159) and sexual assault (90). Reports were more likely to be made by female students 79% (308) than males. Reports of online incidents are down by 5%. 17% of all incidents are on campus, a 4% increase on last year. 67% were from students, 28% from staff and 5% other. The increase in reporting does not necessarily reflect an increase in incidents. It is more likely to reflect staff and student confidence in making a report and getting support if they do, giving Hallam more accurate data. Further evidence of this is that 76% (296) reports were made with personal details. However, it is important that Hallam takes steps to address the increase in numbers and the Report and Support annual report outlines a ten-point plan which covers improving reporting mechanisms, training and evaluation.

### **Protect and Respect**

Designed to complement Report and Support and implemented in 2021, the programme engages staff in building a safe and inclusive culture in which there is genuine respect for different viewpoints, a sense of belonging, community and wellbeing and in which harassment and hate is not tolerated.

Protect and Respect Phase One consists of a suite of three modules:

1. Actively Building a Safe and Inclusive Culture workshop.
2. Active Bystander E-Learning Module.
3. Responding to Disclosures E-Learning Module.

This first phase is also supported by the rollout of e-learning modules to students under the name 'Stand Together' and is designed to equip students with the skills to become active bystanders. This approach aims to move people from being a bystander i.e., a person who witnesses something but is not involved in it, to someone who acts.

These programmes will need to evolve and will need to be updated in line with the training requirements that will emerge from the proposed condition of registration of the University, linked to its work on Harassment and Sexual Misconduct. This will be done when the OfS announces its implementation plan of the condition of registration.

Taken together, these programmes support the work of the OfS although they have been designed separately and independently.

### **Equity Accomplices Programme**

The Equity Accomplice programme aims to enhance the equity and outcomes for ethnically minoritised students, support individuals to recognise and utilise their power, to foster and model solidarity for students and explore ways of continually promoting inclusive and equitable learning encounters. Around 150 staff engaged during the year with 460 staff being developed through the programme in total, which includes staff in academic and professional services roles, departmental leadership teams and staff at placement practice partners.

All course design teams are required to articulate their approach to inclusivity and map the four Inclusive Curriculum Principles at module level in their validation documentation.

## Creating an Inclusive Curriculum

The Inclusive Curriculum Principles are being adopted through Portfolio Redevelopment. All course design teams are required to articulate their approach to inclusivity and map the four Inclusive Curriculum Principles at module level in their validation documentation. Development opportunities are being provided, on an ongoing basis, to support course teams with the implementation of their inclusive curricula.

## Supporting Minoritised Student Groups (MSGs)

The MSGs aim to increase awareness of contemporary issues that ethnically minoritised students face. The groups aim to provide peer support, allyship and belonging and to address the needs of ethnically minoritised students. Hallam now has 13 MSGs in departments across

the university. Groups meet on a regular basis and a variety of other activities take place, such as: workshops on cultural awareness and navigating identity and microaggressions; talks from ethnically minoritised academics, recent graduates and conferences.

## Delivering the Harassment, Sexual Misconduct and Hate Crime Programme

The programme is supported by a steering group and has five strands of work each with a theme lead:

- Governance, policy and reporting
- Prevention
- Reporting, support and disciplinary processes
- Communication and engagement
- Training

We continued to promote our harassment module webpages as part of the [‘prepare’ welcome hub pages](#) for students. All newly enrolled students are signposted to these pages as part of their onboarding journey and can also access information through the returner’s pages on My Hallam. Information on reporting harassment, sexual misconduct and hate crime content was included in the ‘Being a Hallam Student’ section within the Your Hallam Welcome Module sent to all new students in both September 2022 and January 2023.

Hallam has been represented at the Sheffield Hate Crime Priority Group and staff have engaged with training provided through that group.

The University and the Students’ Union have been actively engaged in several preventative and harm reduction campaigns. The steering group continues to plan for new OFS condition of registration to tackle harassment and sexual misconduct in HE.

## **EEDI related projects at our Students' Union**

The relationship between Hallam and our Students' Union is a crucial and symbiotic one, centred around the shared goal of fostering a vibrant and inclusive community. This collaborative relationship contributes to a holistic and enriching educational environment, where both Hallam and the Students' Union work together to create a supportive and inclusive culture.

### **Sports & Societies Inclusion Working Group**

This group was formed through a collaboration between the Students' Union and Sport Hallam. As part of this partnership, the SU has refined its Inclusion Fund, where students can apply for costs to be covered for societies membership, Give It A Go or event attendance. This has included reviewing how students apply to make it as accessible as possible and ensuring alignment with, and learning from, Sport Hallam's Hardship Fund process.

### **Cost of Living Report**

**A community fridge and pantry and a swap-shop for books and clothes were set up to give students access to necessities and free ways to get new looks and feel good about themselves.**

In response to the findings in the Students' Union (SU) Cost of Living Report that at least 12% of our students cannot afford menstrual products, the SU secured Hallam Fund funding and are now delivering a Period Product Subscription scheme. A community fridge and pantry and a swap-shop for books and clothes were also set up to give students access to necessities and free ways to get new looks and feel good about themselves.

### **Work of the BAME\* Ambassadors**

The SU's BAME Ambassadors last year produced two reports, one on Black students at Hallam and the Degree Awarding Gap, and the second on BAME students' experiences in Clubs & Societies. The impact of these reports has resulted in the creation of the Sports and Societies Inclusion Working Group, working with the student led group in the department of Law & Criminology and with Hallam librarians on decolonising the curriculum.

### **LGBTQ+**

The SU worked with their LGBTQ+ Society President and staff networks to create two LGBTQ+ murals made by Hallam students that have now been installed at City and Collegiate Campus.

### **Disability**

The SU's Disabled Students' Rep, has been working with Disabled Students Services on an Inclusive Standards campaign and a change in learning contracts.

As part of their support and representation of Nursing and Midwifery students, work, the SU wrote a paper on disabled students experiences in the department that has led to institutional change in how reasonable adjustments are looked at for placements.

*\*BAME is a term currently utilised by the SU. Students were polled and confirmed they preferred BAME to other options. The SU are working with Hallam on an Institutional Inclusive Language Guide.*

## Reflections on 2022-23

Hallam is proud to have positioned Inclusion as one of its Values and an evident emphasis on EEDI for both students and staff can be seen throughout student and staff journeys at Hallam.

The Equality Objectives 2021-24 are designed to improve access, outcomes, and inclusion for everyone, and to enhance the lived experience of all students and staff. Throughout 2022-23, improvements have been delivered across all five objectives, reflecting a more coordinated approach to EEDI. Hallam has increased EEDI leadership and support with EEDI Champions from UEB and ELT, as well as embedding Departmental EEDI Leads in all academic departments and Inclusive Hallam Champions across all Colleges and Directorates. Whilst this encourages and supports the notion that EEDI is everyone's responsibility, there is a constant need to ascertain the level of dedicated support required.

The engagement of the EEDI networks and associated communities has strengthened in 2022-23, with the addition of the Menopause Network and increased collaboration between all the EEDI Networks in supporting marginalised groups and working jointly to tackle intersectional issues. There have been examples of excellent collaboration with EEDI Networks and other colleagues from across Hallam to resolve issues for groups of staff outlined above. A new Neurodiversity network is currently being developed that recognises Hallam's growth and breadth of support for staff.

Hallam has also enhanced its approach to developing cultural competence for all staff, through the implementation and evolution of programmes like Protect and Respect and the continuation of events like Inclusive Hallam.

Monitoring of progress continues, with two key performance indicators included in the quarterly University Performance Report (UPR). The first is the proportion of staff from ethnic minority backgrounds, which had increased to 12.1% by July 2022. The second is the median gender pay gap which was reduced to 12.8% in March 2022. Benchmarking across the sector indicates that our median pay gap is higher than the average (11.3%). However, our mean pay gap (9.8%) is lower. The median pay gap is higher because Hallam has a higher proportion of female staff in the lowest pay quartile than other universities; however, the mean pay gap is lower because the proportion of female staff in the highest pay quartile is also higher.

## Future Priorities

Hallam's EEDI Business Partner model, introduced in September 2023, seeks to embed EEDI as a priority for everyone. There is an ambition to link EEDI objectives to PDRs and to be able to monitor progress annually. This approach will allow us to extend the reach of EEDI and mobilise resource across the breadth of the university rather than through a core group of staff.

The EEDI team are developing a new vision and framework that will include a review of the 2021-24 Equality Objectives. The aim is to create a clear, streamlined and meaningful set of objectives scaffolded by resources and support to enable delivery. In addition, by using the expertise the Insight and Intelligence Manager brings to the EEDI team we can now make more data informed decisions and enable the effective use of data as a monitoring tool.

Hallam will continue to review and monitor progress against the current EEDI Delivery Plan, ensuring effectiveness through better collation, analysis and evidence of data. This will be used to inform our future EEDI priorities, in conjunction with continued networking, benchmarking, and horizon scanning.

The strategic oversight brought by the new EEDI team allows Hallam to prioritise and focus support for key EEDI initiatives. This now includes sight of both staff and student EEDI.

Hallam recognises that a level of under-representation and disadvantage of some staff groups persists, particularly at more senior levels of the organisation. Programmes such as Aurora and Aspire will maintain their focus to improve the diversity of Hallam's leadership pipeline.

Similarly, Hallam will prioritise work that seeks to remove the degree awarding gap. A critical element of this work is building on the partnership with the Students' Union.



Hallam will undertake an EEDI learning and development review to look at impact and value-added of the EEDI learning and development offer.

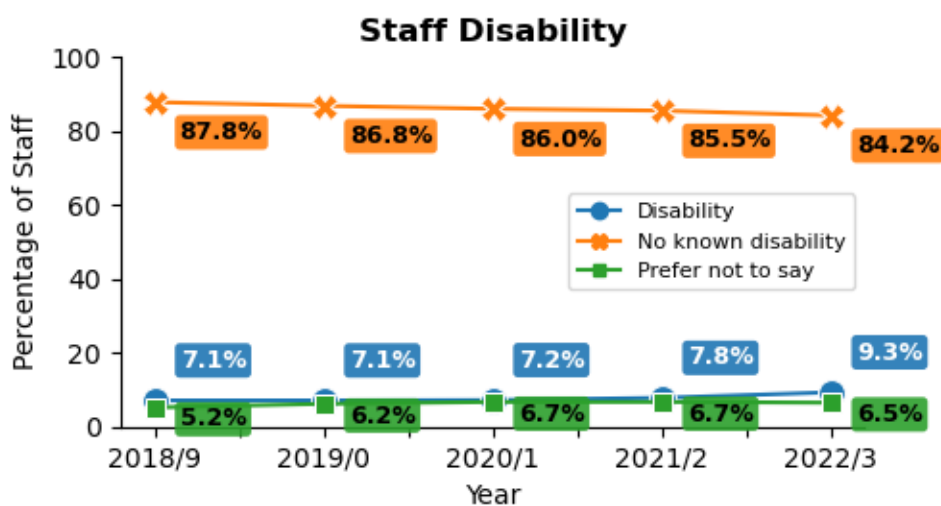
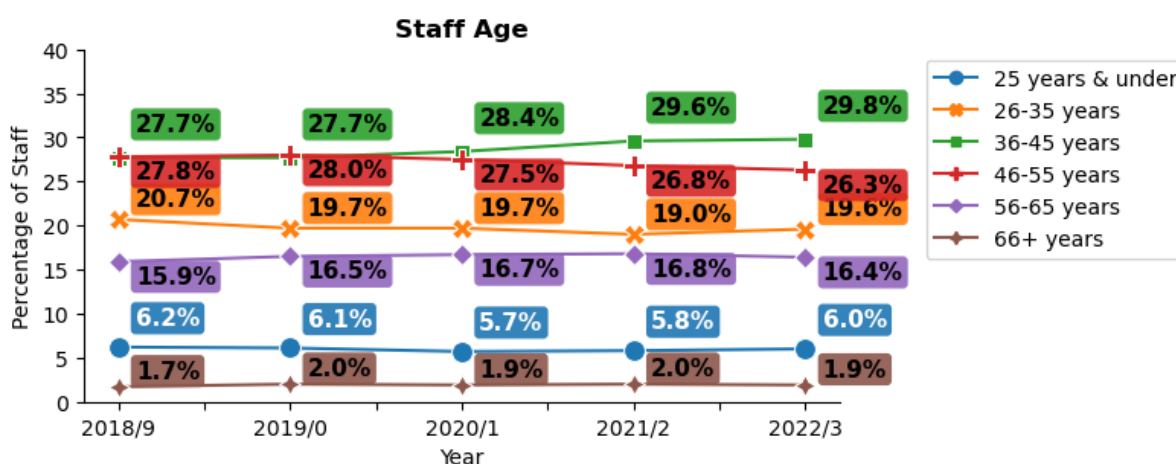
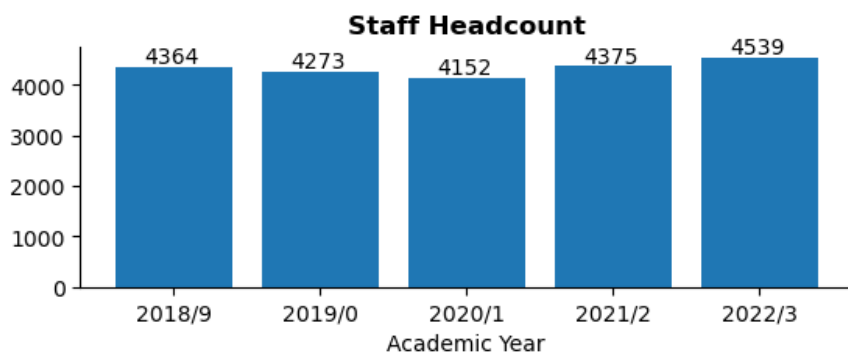
EEDI Leadership, Management and Governance is also a priority for Hallam. A review of current structures and roles will help to ensure stronger impact through clearer reporting and governance routes. A focus on EEDI operations within the structure will allow us to periodically monitor the progress of institutional action plans like Athena Swan, Disability Confident and the LGBTQ+ action plan.

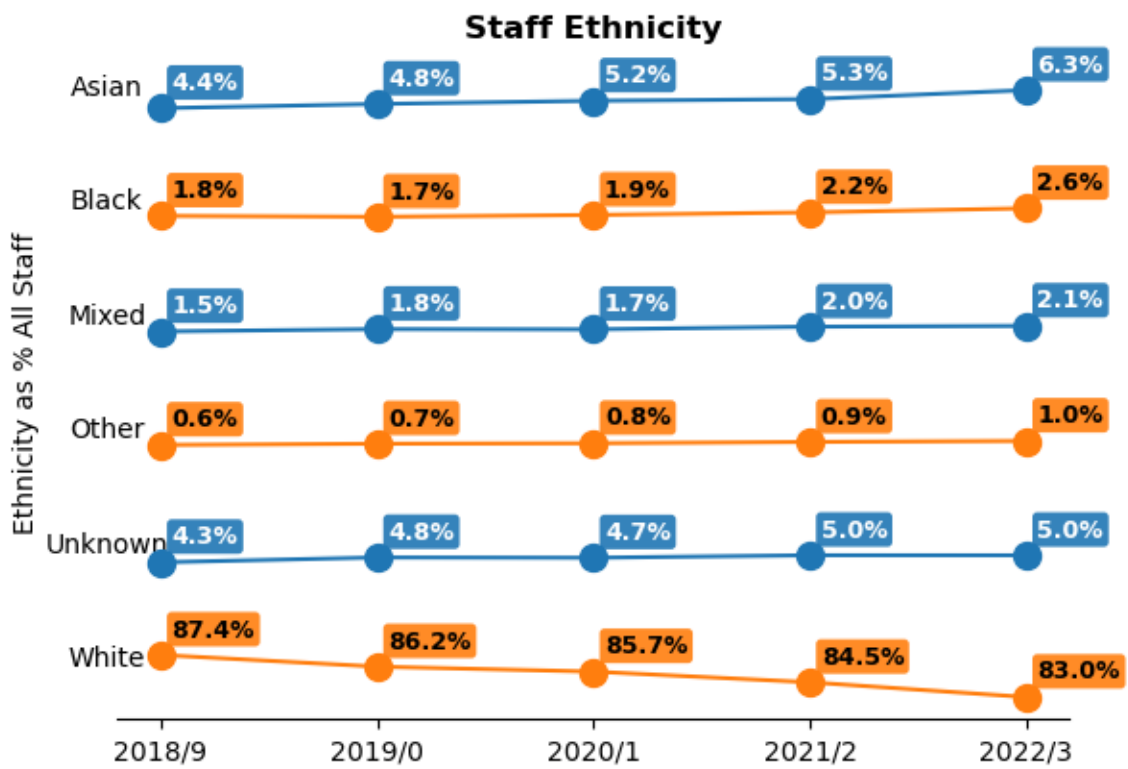
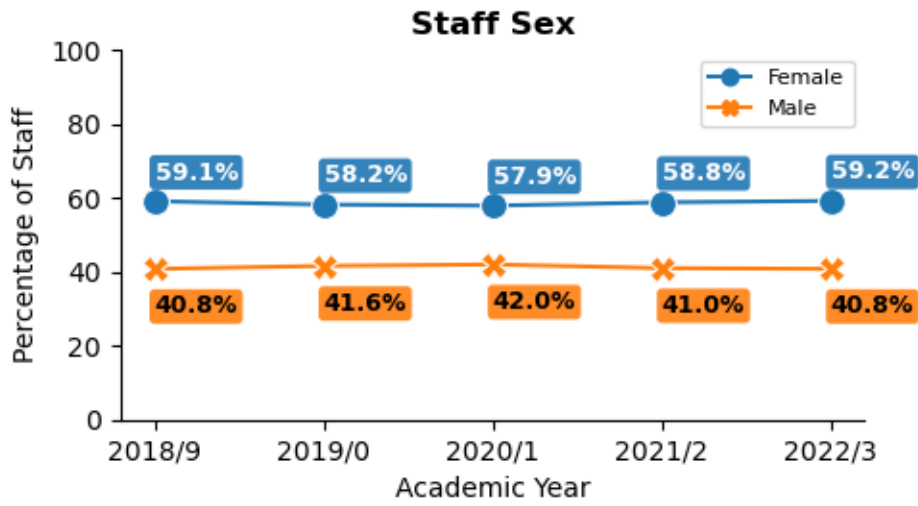
The safety of Hallam's students and staff continues to be a priority, particularly for minoritised communities. Programmes such as 'Protect and Respect' and 'Report and Support' will continue to play an essential role however, as indicated above, we will also need to increase engagement and awareness. This will be done through continuous engagement with staff and students, working closely with communications teams and using different channels, such as Inclusive Hallam events, to increase awareness and understanding of key issues.

We have achieved a lot over the past year, building on progress over previous years and introducing new measures and programmes such as Protect and Respect. We know we have more to do, and the introduction of the new EEDI team will ensure we focus on the key issues, creating and testing new initiatives and measurements, identifying clear actions and responsibilities, and working to realise the ambition of making Hallam a truly inclusive university.

# Hallam Staff Diversity

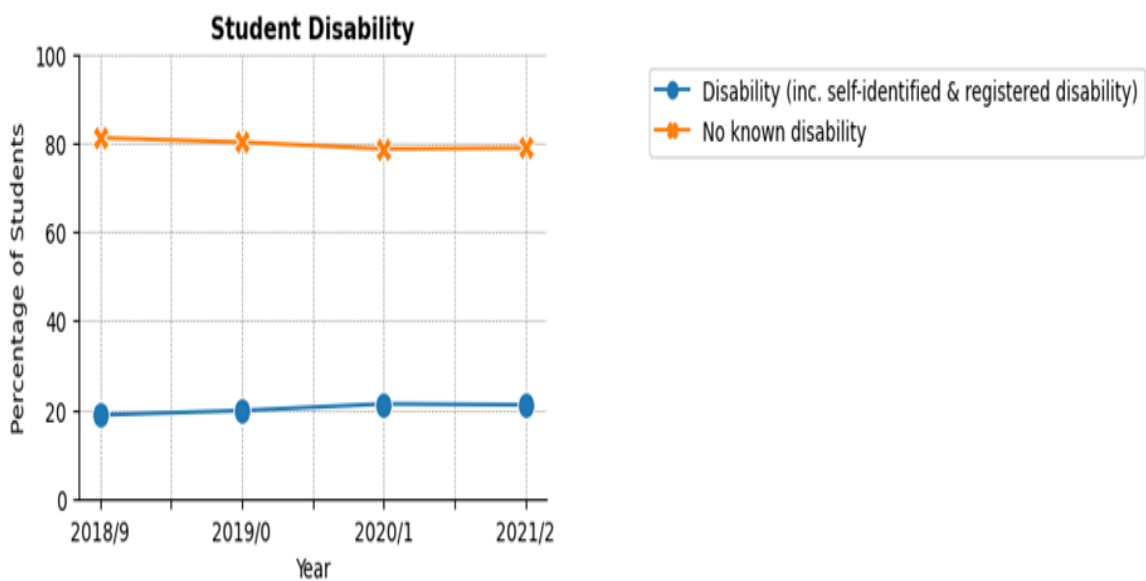
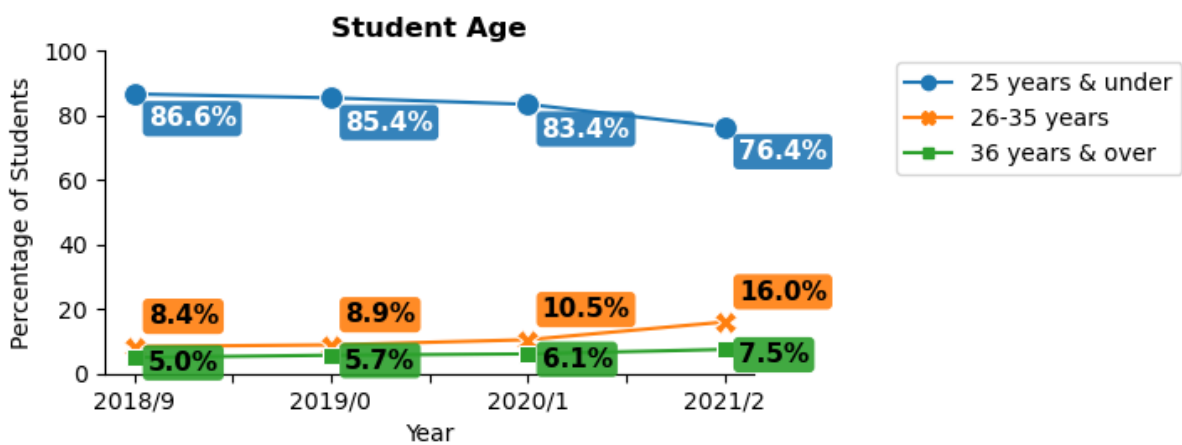
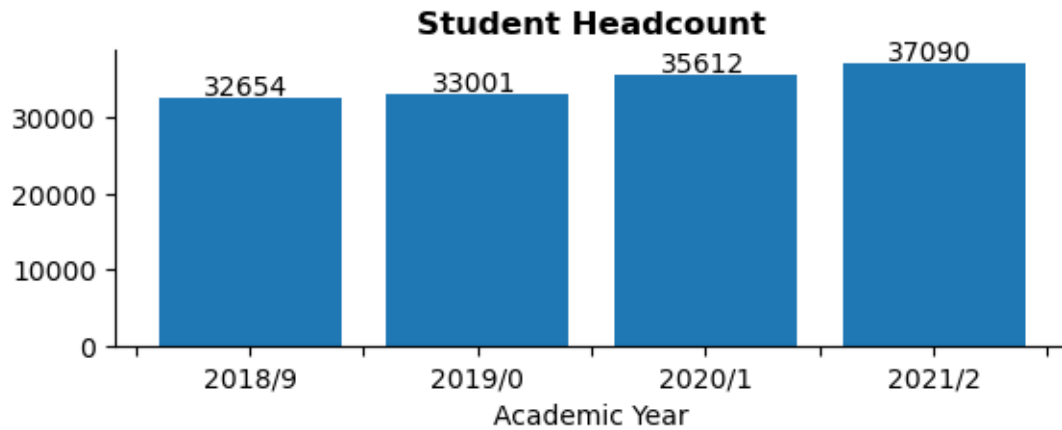
The charts below highlights some of the key characteristics of Hallam staff to aid understanding of the current EEDI position and provide context for the report.



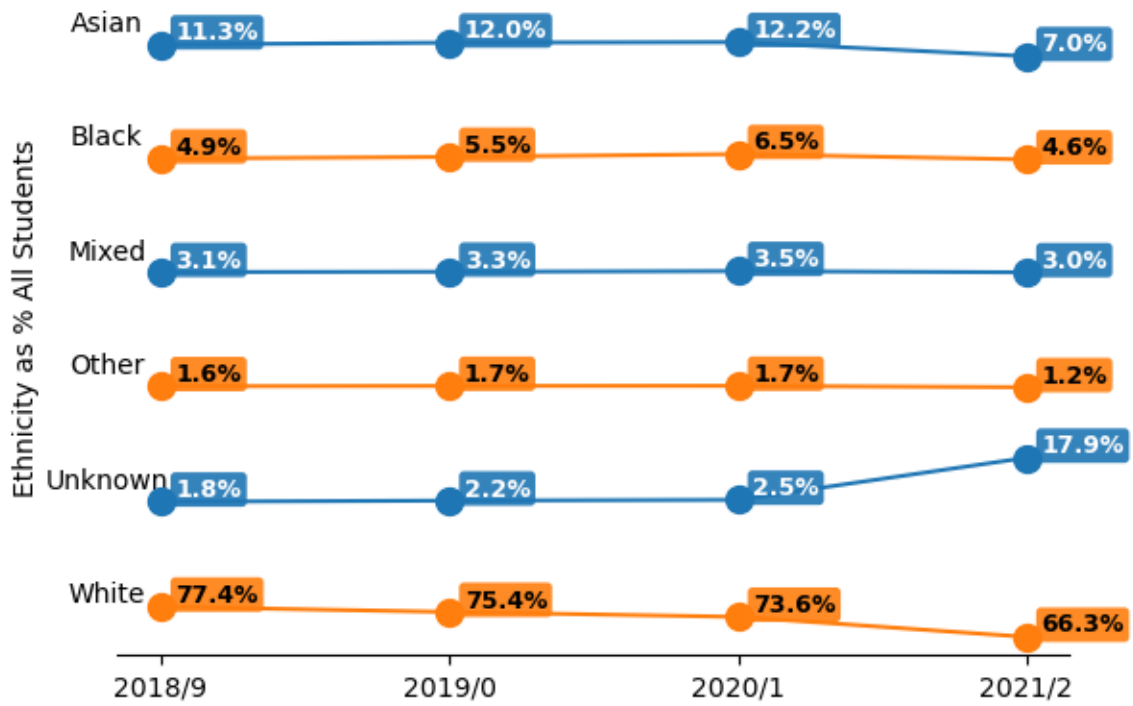


# Hallam Student Diversity

The infographic below highlights some of the key characteristics of Hallam students to aid understanding of the current EEDI position and provide context for the report.



### Student Ethnicity



### Student Sex

