



University of  
**Sheffield**



## **Equality, Diversity and Inclusion Annual Report 2024-25**

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# Foreword

We are pleased to share with you the University of Sheffield's Equality, Diversity and Inclusion Annual Report for 2024-2025.

The University of Sheffield's Equality, Diversity and Inclusion (EDI) Annual Report for 2024-2025 underscores our deep commitment to build a diverse community of staff and students from a broad range of backgrounds, demographics and cultures, and create an inclusive, supportive and collaborative environment in which they can succeed and flourish.

The report highlights significant progress during 2024-2025, we are proud to have achieved the **AdvanceHE Race Equality Charter Bronze Award** and been recognised as a **Disability Confident Leader**. We also launched our **Trans Inclusion, BAME and Muslim student hubs**. In addition to this, we have rolled out and further embedded a clear and improved process of **Equality Impact Assessments (EIA)**.

EDI sits within the One University Pillar of the University's vision alongside the Research, Innovation and Education Pillars. *One University* is our articulation of 'how we do things' and as such it underpins the other three pillars. There are five priorities within the One University strategy; Collaborative and Supportive Culture, Diversity and Inclusion, Wellbeing, Sustainability and Philanthropy.

This report aligns with the Diversity and Inclusion priority. It details ongoing efforts to identify and address issues specific to particular groups, improve staff diversity (especially in leadership roles), consistently integrate EDI into decision-making, and ensure accessible facilities. Looking ahead, the University acknowledges the need for renewed effort, particularly in navigating the implications of the UK Supreme Court ruling on the definition of 'sex' in the Equality Act 2010, and ensuring compliance with new Office for Students (OfS) condition of registration for all English Universities in relation to monitoring and eliminating issues of harassment and sexual misconduct within our communities, which is known as Condition E6.

This report celebrates our successes and identifies areas where further work is needed. We are proud of the progress that the University has made in the past year, and we recognise that we can and will continue to work towards a more inclusive community.

## **Ian Wright**

*Director of Human Resources and Chair of the UEB Equality, Diversity and Inclusion Sub-Group*

# SECTION 1 - Introduction and background

## 1.1 Introduction

Welcome to the University of Sheffield's Annual Report on Equality, Diversity and Inclusion (EDI) for 2024-2025. This report has been prepared by the University Executive Board (UEB) EDI Sub-Group, reviewed by the UEB and the Council Equality, Diversity and Inclusion Committee (EDIC), and considered and approved by the University Council.

Through our University Vision (2020-27) we state our commitment to build a diverse community of staff and students from a broad range of backgrounds, demographics and cultures, and create an inclusive, supportive and collaborative environment in which they can succeed and flourish.

This report summarises our work during 2024-2025 to realise that commitment through our work under the Diversity and Inclusion priority of the One University Pillar. It highlights our successes alongside areas of continuing challenge that require our ongoing attention and focus.



## 1.2 EDI Governance and Internal Audit

In 2024 the University introduced a new EDI Governance Framework to support the implementation of the Diversity and Inclusion priority actions. This work was, in part, driven by the outcome of an Internal Audit, commissioned by the University's Audit and Risk Assurance Committee. The audit was designed to assure Council that our statutory and legal EDI obligations were being met and as such sought to evaluate the University's approach to planning and delivering its EDI ambitions, including relevant supporting governance structures.

The internal auditor PriceWaterhouseCoopers (PwC) completed the audit in January 2024. The report assessed the overall level of risk to the University in respect of its EDI governance arrangements as a medium risk. This risk assessment reflected the importance of EDI within the University's Strategy. PwC identified several areas of good practice, including: the strength of the University's commitment to EDI, as reflected in its centrality in the Strategy and Vision; and commitment of senior leadership to EDI. Areas for improvement included:

- Scope to ensure all EDI work aligned with the University's Strategy;
- Scope to enhance the effectiveness and coherence of the remit, membership and escalation routes of EDI governance fora;
- Scope to improve action planning and monitoring; and
- Scope to enhance the management information and data reviewed in governance fora to assess progress on EDI work.

### Changes to EDI governance structures

Having considered the audit findings and recommendations, the University implemented several changes to its EDI governance structures including a review of the membership and structure of its EDI fora and the formal escalation and reporting links to UEB. This resulted in the establishment of a new UEB EDI Sub-Group to provide a direct escalation route to UEB. The University has also worked to ensure that all its EDI activities are aligned to the strategic objectives defined in the One University Strategy and the revised 'Diversity and Inclusion Priority' section of our One University Delivery Plan. We have also been working to improve the visibility of our EDI management information so that we can more effectively monitor and demonstrate progress against each of the actions under the overarching EDI strategy.

In July 2025, we reported to the Council that all the recommendations and actions arising from the audit had been implemented and PwC have confirmed that this audit is now closed.

## 1.3 One University Strategy

### Diversity and Inclusion

Diversity and Inclusion is one of the five priorities in the One University Strategy Delivery Plan 2024 - 27. Our ambition in this priority is that:

*“We will build a diverse community of staff and students that recognises and values the abilities, backgrounds, beliefs and ways of living for everyone. Our culture should ensure all members of the University community feel they belong and are treated with respect.”*

Our Diversity and Inclusion priority sets out the following commitments:

- We will work with our diverse community of students and staff to identify and address issues specific to particular groups.
- We will improve the diversity of our staff across the whole University, particularly in leadership roles through inclusive recruitment practices and support for career development.
- We will ensure that we consistently consider equality, diversity and inclusion in decision making across the University.
- We will ensure that the physical and digital facilities we provide for our staff and students are accessible and inclusive.

### Collaborative & supportive culture

In addition to Diversity and Inclusion, as set out above, there are a number of actions under the Collaborative and Supportive Culture priority within the One University Delivery plan which are closely linked to the EDI work. Our ambition in this priority is that:

*“We will foster a collaborative culture where staff and students are all active participants in the success of the University.”*

Our Collaborative and Supportive Culture priority sets out the following commitments:

- Ensure that our Codes of Conduct are visible, understood and used to promote the conduct required to create a collaborative culture.
- Ensure that students and staff know how to report behaviour that contravenes our code of conduct, where to seek support and what will happen as a result
- Ensure our campus culture is one characterised by good relations between staff and students from different backgrounds, where we work to promote cross - cultural understanding in a way consistent with our commitments to robust but free speech and academic freedom.
- Ensure that our managers have the knowledge, skills and support required to play their critical role in providing an inclusive and supportive culture
- Further developing a collaborative working culture in Schools, including improving practices and processes for example around work allocation in light of the new School structure.
- Embed and review the impact of our career pathways for professional and technical staff.

# **SECTION 2 - Progress made against the Diversity and Inclusion priority within the One University Strategy 2024-2025**

## **2.1 Our One University commitment: We will work with our diverse community of students and staff to identify and address issues specific to particular groups**

### **2.1.1. One University Action: Deliver our individual EDI action plans, including the Athena Swan and Race Equality Charter action plans, focused on different protected characteristics**

Our EDI action plans have been developed using an evidence-based and data driven approach, with clear impact measures in place to monitor progress. The actions and initiatives are specific to our institutional and sector context, and informed by the views and experiences of staff and students. Annual reviews of these plans ensure that our EDI work aligns with the statutory obligations outlined in the Public Sector Equality Duty and meets the tests laid out in the Equality Act (2010), regarding proportionality whilst also supporting our ability to meet the statutory obligations laid out in the Higher Education (Freedom of Speech) Act 2023.

The delivery groups are chaired by senior colleagues, and membership includes senior stakeholders responsible for the delivery of agreed actions and staff network chairs. These groups are further supported by advisory groups which are made up of staff and student stakeholders with lived experience. To ensure transparency and accountability for the work, publicly available dashboards are updated throughout the year to record and track the progress against agreed actions. Delivery group chairs attend the UEB EDI Sub-Group in which progress is reported and information is shared with Faculty One University leads and other sub-group members.

#### **i. Disability Equality**

The Disability Equality Strategy and Action Plan is now in its third year of delivery. It includes 86 separate actions which are assigned to key stakeholders from across the institution and monitored against agreed timeframes. Of the 86 actions, 30 are complete, 32 are in progress, 10 are ongoing and 14 are planned. Some highlights of the disability equality work undertaken in 2024-2025 include:

- The University was awarded a Disability Confident Leader level 3 award in recognition of our commitment to being a Disability Confident Employer. The government scheme is designed to encourage employers to recruit and retain disabled people and those with health conditions. In their assessment, the validator highlighted a number of examples of good practice, including our dedication to the Disability Confident Scheme through routinely offering reasonable adjustments for candidates as part of the recruitment processes, our comprehensive disability equality and mental health awareness training, our Inclusive Design Principles; and our ability to transform staff feedback from our staff survey and consultation with the Disability Staff Network into meaningful actions.
- Significant progress was made through the student centered timetabling project, which will give all students and staff an improved fairer experience whilst making the process more accessible. Deliberate sequencing of learning activities is now possible, which will put

students at the forefront of schedule planning and will allow for more flexibility in making accommodations for disabled staff, such as the consideration of reasonable adjustments and flexible working agreements. Timetables are now published earlier, allowing students to plan effectively and for appropriate consideration of individual staff circumstances from the outset.

- The introduction of 'Blackboard Ultra', an online teaching space where students can access weekly module content, participate in online teaching sessions and submit assessments, provides benefits for all but especially for disabled staff and students. Neurodiverse students were consulted during the development of standardised online learning materials, and clear/consistent marking criteria and assessment maps will be especially beneficial for that particular group of students.
- Work within faculties included the launch of an ADHD forum by the Faculty of Engineering, the establishment of a neurodiversity experience group by the Faculty of Health, and a pilot project conducted by the Faculty of Science to improve inclusivity in lab-based teaching by enabling advance viewing of teaching sessions, which is particularly helpful for neurodivergent students.

#### **Highlight: Stories from colleagues with chronic conditions:**

Reasonable adjustments are one form of support for colleagues living with long-term health conditions. To raise knowledge and awareness of this support, colleagues with experience of chronic conditions shared their experiences of reasonable adjustments through a series of case studies, where they discussed the positive impact these adjustments have had both on them professionally and personally. These case studies were shared through staff communications and the article has been viewed over 1,300 times since its publication:

*"Some people assume that because you're doing these 'normal' things, then you must be okay. Those two things - appearing 'normal' and chronic pain - can coexist, and I really hope that we can create more understanding and awareness of that."*

*"When my current manager took over the team I felt able to talk about and share more about my chronic conditions. His approach to leadership and being open to flexibility made me feel like I could start to be more open both with him and my wider team about my health, and this also gave me the space to consider how I could work flexibly to accommodate my conditions"*

*"My manager and I have an understanding that my adjustments have some flexibility to them and can evolve to meet my needs as my condition changes."*

The line manager of one of these colleagues also shared their experiences of implementing reasonable adjustments:

*"Team culture and department culture are so important and I'm really fortunate that the people in my team are incredibly supportive of each other. There's a shared understanding of how we support each other with our respective roles, and this extends to wellbeing."*

## ii. Gender Equality

Our Gender Equality Action Plan is in the second year of delivery. Out of the 29 actions within the plan, 2 actions have been completed, 19 are in progress, and 8 are planned. Some of highlights of the gender equality work undertaken in 2024-2025 includes the following:

- The 'Wall of Women' film series was produced as part of International Women's Day 2025 and showcased inspiring profiles celebrating Women in Engineering at the University. The newest series included 7 new videos and a compiled promotional video.
- A Women in Manufacturing Network (WIMN) was created with the aim of bringing together those who want to grow, inspire, empower, and drive change in the AMRC.
- Subject specific gender weightings were removed from student Experience Sheffield scholarship application considerations to address the underrepresentation of male applicants.
- To promote male mental health awareness, the Wellbeing Team in HR, in collaboration with specialist organisations, publicised a number of online events and Men's Mental Health month internal communications.

### Highlight: 'Engineering Society of the Year 2024' Engineering Talent award

The Women in Engineering Society (WiE) won the 'Engineering Society of the Year 2024' Engineering Talent Award in recognition of their efforts to promote inclusivity and shaping a brighter future for women in engineering. WiE also attended The Big Bang Fair, a 3 day science and engineering fair targeted at schools across the UK. The WiE society hosted a booth of activities introducing young people to engineering and showcasing the role of women and girls in engineering.

*"Receiving this award is such a great start to the academic year and I'm so glad the judges recognised the hard work and dedication of our committee and our members, who are committed to promoting inclusivity and supporting each other as women in engineering" - Bioengineering student and President of the Women in Engineering Society*



## Highlight: International Women in Engineering Day 2025

To celebrate International Women in Engineering Day 2025, the University held a two day event which offered an inspiring look at the remarkable achievements and varied journeys of women in engineering. The event featured an inspiring lineup of talks from academics, students, and industry leaders, exploring everything from cutting-edge research and faculty initiatives to the diverse career paths available in engineering.

*"This event was about more than celebration - it was about empowering women to grow in confidence, take up space, and thrive in their careers. By recognising achievements and creating opportunities to connect and be heard, we're not only challenging outdated stereotypes, but also helping to shape a more equitable and inclusive future for engineering."* - Faculty of Engineering Director for Equality, Diversity, Inclusion and Wellbeing



### iii. LGBT+ Equality

Our LGBT+ Strategy and Action Plan is in its second year of delivery. Since its launch, the LGBT+ Equality Delivery Group has completed 12 of its 51 priority actions, with 17 in progress, 11 ongoing and 11 planned. Some of highlights of the LBGT+ equality work undertaken in 2024-2025 includes the following:

- All recruitment and marketing materials, creative content and communications were reviewed in consultation with students to ensure full representation of LGBT+ communities with the aim of helping LGBT+ students feel valued and welcome from the moment they apply to study at the University to graduation and beyond.
- A Trans Inclusion Hub was launched to provide essential information, guidance, and resources for our trans, transitioning, and non-binary staff members, as well as for their managers and colleagues. It also includes a transitioning at work toolkit, to help identify and implement workplace changes to support a staff member's transition.
- To mark Pride Month, colleagues were asked to share their LGBT+ related research, which resulted in the publication of staff news articles featuring recent research on the trans voice

and what legal advocacy and queer activism means for the LGBT+ movement in South Korea.

- A video series and article were produced for the 2025 LGBT+ History Month. Led by the Faculty of Science in collaboration with the Faculty of Engineering, the series gave LGBT+ staff and students the opportunity to share their thoughts on activism and social change, as well as the challenges faced by their community and work that still needs to be done.
- A Trans Voice Cafe was established in partnership with colleagues and student volunteers in Human Communication Science and the Sheffield NHS Gender Identity Clinic. A trial of a new Trans Health module was also conducted by colleagues in the School of Medicine and Population Health.

### **Highlight: Kelham Pride 2025**

The University took part in and provided sponsorship and support for Kelham Pride 2024, an annual pride festival which brings together the best local talent to celebrate the LGBT+ community.

*“Marching with the LGBT+ Staff Network was a proud and moving moment for me. Being there together, as colleagues and as a University community, felt empowering. It was a way to show that we exist, we care, and we stand by one another.”* - Co-Chair of the LGBT+ staff network discussing the importance of Kelham Pride.

*“It was fantastic to connect with current students (who were so proud to see us), alumni, and both current and former staff, all of whom expressed immense pride (no pun intended) and pleasure at seeing the University's presence.”* - University of Sheffield colleague reflecting on hosting the University stall at Kelham Pride.



LGBT+ Staff Network members at Kelham Pride

#### iv. Race Equality

Our updated 5-year Race Equality Action Plan is in its first year of delivery and much of the initial work has focussed on establishing the relevant structures and governance processes. Out of the 70 actions within the Race Equality Action Plan, 5 are complete, 11 are in progress and 54 are planned. Some of the highlights of the race equality work undertaken in 2024-2025 include the following:

- In October 2024 the University was awarded the Race Equality Charter Bronze Award from AdvanceHE in recognition of our commitment to identify and address race-related issues. In their feedback, AdvanceHE praised our comprehensive action plan and high level of student, staff and local community engagement. Much of our race equality work over the 2024-2025 period was spent on the Charter application and subsequent establishment of the Race Equality Delivery Group.
- The University of Sheffield is a proud supporter of the White Rose Consortium Equity in Leadership Programme, a training and development programme which is offered alongside the Universities of Leeds and York aimed at fostering diversity within higher education leadership. This year University of Sheffield participants accounted for nearly half of the 2024-25 cohort.
- The University received the National Council of Training for Journalists (NCTJ) equality, diversity and inclusion award for our Inclusive Voices work. Teaching materials from across all courses were analysed by a team of students from diverse backgrounds to ensure representation, and new procedures were introduced to ensure ongoing consideration for inclusivity within teaching materials.
- The BAME and Muslim student ‘hubs’ were launched, details of which can be found in the case study included below.

#### **Highlight: BAME and Muslim student hubs**

*“The BAME and Muslim student hubs are a really innovative approach to supporting our prospective and current students, drawing together key resources into one easily accessible space. Many Universities are producing community specific resources but this project has embedded student voice and need at its heart, approaching a perennial issue of sharing key information at the right time in a digitally enabled way” - University of Sheffield Head of Access*

In 2025 the University launched two new online resources with the purpose of providing information, advice and guidance to BAME and Muslim students on key topics such as wellbeing, studies, finances and city life. The ‘hubs’ were co-created with students and developed through extensive research into the needs and challenges faced by BAME and Muslim students in higher education before, during and after their time studying at the University. Feedback from students, colleagues and potential applicants has been positive, and the hubs have been viewed over 2,500 times since their launch. Here is some feedback from prospective students who took part in our Y12 Access Summer School event:

*“Being aware that there are hubs designed to provide additional support for those of ethnic backgrounds already makes you feel seen and heard. As well as the large amounts of extensive support available in regards to various different aspects such as finance and employability, it makes you feel valued and included.”*

*“It’s necessary for people not to feel alienated in their ethnicity in what is a primarily white city; BAME hubs allows people to know that they are not alone”*

## v. Religion, Belief and No-Belief Equality

The University's Religion, Belief and No-Belief Strategy and Action plan builds upon learning outcomes from the Listening Project done by the Belief, No Belief and Religious (BNBR) Life Centre. Out of the 17 actions within the plan, 4 are complete, 8 are in progress and 5 are planned. Some of highlights of the religion, belief and no-belief equality work undertaken in 2024-2025 include the following:

- Information on religious observance days was produced and disseminated to better embed this knowledge within university structures and processes, and staff learning resources were updated with religion and belief now being included within the myDevelopment playlist.
- A review of the provision of prayer spaces on campus resulted in the opening of additional spaces in the medical school.
- A new Religion and Belief Guidance document was launched to raise awareness of the needs of those for whom religion and belief is a part of their identity. This guidance also supports members of the University community in making and processing requests relating to an individual's religion or belief and/or cultural identity.
- 'Ramadan 2025' included awareness sessions for some staff teams, communications across the university about Ramadan, and staff iftar in the Belonging Building which attracted around 40 people from all faiths.
- In celebration of Inter Faith Week and Islamophobia Awareness Month in November 2025, a number of events were held including a Religion and Belief learning briefing session, a Meditation session led by our Buddhist Associate Chaplain, and a worshiping session delivered by the BNBR. An information stall was also set up in the Students' Union, an exhibition was held in The Wave University building, and a staff news article was published which is highlighted in the case study below.

### **Highlight: Inter Faith Week and Islamophobia Awareness Month celebrations**

Below is a quote from an interview in which a colleague kindly shared how they observe their faith here in the UK and back home in Turkey:

*"The UK is far more mixed in terms of faith compared to Turkey, which is where I grew up, which is predominantly a Muslim country. I call myself a practising Muslim, I spend a lot of time reading about Islam and I like to approach my faith from both a spiritual and historical perspective.*

*I'm always interested to hear how different people from different faiths practice and explore their beliefs, and this includes people who have no belief as well. Opportunities for people to come together and have constructive dialogues about faith is incredibly important, and these conversations really make me consider how many different ways there are to look at the concept of faith and I learn so much from these discussions."*

## 2.1.2 One University Action: Support for staff networks through the staff network charter.

The University of Sheffield recognises the value of self-organised groups in creating an environment that respects the diversity of staff. The staff networks fulfil various functions including providing opportunities for social interaction, peer support and personal development. Network Chairs meet monthly with HR colleagues to discuss any relevant concerns, opportunities and issues. The Staff Network Charter is an agreement made between the University and staff networks to formalise expectations of roles, support and remit.

Highlights of work undertaken by the staff networks during 2024-2025 include the following:

- The **Women's Network** and Students' Union jointly organised and delivered a programme for the 16 Days of Activism against Gender Based Violence in the winter of 2024. The programme featured a screening of the film 'LOVE?' followed by a Q&A with the film maker and local domestic violence specialists; and a special edition of the staff book group which focused on the book "In Control" by Prof Jane Monckton-Smith.
- The **Carers Staff Network** was instrumental in the development and promotion of new resources for carers, including the carers passport, the Employer for Carers online resource and the Jointly app, which is a tool developed by the charity Carers UK designed to help carers organise and share information about the person they are caring for.
- The **Parents Network** held a number of popular events including "Understanding the incel ideology: A parent's guide to safeguarding children" and "Becoming who I want to be: Conversations with young people about character". The network also holds an annual drop-in event for parents whose children are getting ready to start or move school.
- The **LGBT+ Staff Network** holds weekly social events, ranging from casual coffee mornings to board game nights, in order to create a supportive and welcoming community, provide space for connection and solidarity, and contribute to policy and cultural change within the University. A highlight on this year's events programme was the 'LGBT+ Activism in Academia' session, which brought together academic voices for a powerful evening of talks and discussion during LGBT+ History Month.
- During the past year, the **Disability Staff Network** has worked across the University on behalf of its members on a number of issues including the introduction of improved accessibility sections within the internal building standards and regulations policy, the inclusion of an accessibility section within the upcoming University Transport policy, and ensuring the prioritisation of reasonable adjustments of disabled staff within the new timetabling system.
- A key priority for the staff **Race Equality Network** over the past year was to enhance network visibility and engagement through regular social events, workshops, and targeted marketing efforts. In addition to the launch of a popular book club and regular social events; the network has also established a new mentoring programme.

## Highlight: Feedback from network members:

*“I joined the Parents Network because there were not many parents with young children in my department, and I wanted to get advice on maternity leave and nurseries. Now, with two young children, I really value the support that the Network offers, particularly in terms of advice on childcare, work life balance and keeping children entertained. I always encourage my colleagues to join if they are parents too!”* - Parents Network member

*“I really appreciate the carer’s network, - it is encouraging and helpful to be in touch with other staff in similar situations and to share resources to support us all in balancing our care commitments with work successfully”* - Carers Network member

*“I thought it was great to meet the new Network and look forward to events and support from the group”* - Religion and Belief staff network member

*“I’m loving being able to give back to the community that has always been there for me”* - LGBT+ staff network member

*“I have really enjoyed meeting with Disability Staff Network members over the last year. It has been so fulfilling to meet with members and hear where they struggle in getting support and pointing them in the direction of the right processes to support them as well as working with the University to simplify access to this support or develop new processes”* - Disability staff network member



Parents  
Network



Religion and Belief  
Staff Network



Women's  
Network

## Measuring the impact of our work with diverse communities to identify and address issues specific to particular groups

The impact of the work done by the University to identify and address issues specific to particular groups is monitored via analysis of [staff satisfaction survey data](#). Although staff survey results from 2022 and 2024 show a general decrease across the majority of questions, analysis highlights positive movement in key culture indicator questions, such as 'feeling respected' and 'being able to be my authentic-self'. Specifically, improvements in these cultural indicators are observed among BAME colleagues across all three key culture questions, including above-average increases for 'I feel respected' and the employee Net Promoter Score (eNPS). Conversely, the survey indicates more pronounced drops in scores for female respondents and gender minorities, and mixed results are seen for sexuality and disability groups. Overall, the findings suggest that EDI actions are starting to influence University culture positively, even while broader factors contribute to a decline in general survey scores.

Whilst more work is clearly needed, the survey scores provide helpful insights on the impact of this work and the improvements in some areas underline the importance of our EDI work.

The full data and its analysis can be found in Appendix 1 of this report.

## **2.2 Our One University commitment: “Improve the diversity of our staff across the whole University, particularly in leadership roles through inclusive recruitment practices and support for career development”**

### **2.2.1 One University Action: Ensure that our recruitment process for staff (from advertisement to selection and onboarding/induction) encourages and supports a diverse pool of candidates to apply for and secure roles at the University.**

Below are some of the key improvements made to our recruitment processes made within the 2024-2025 academic year:

- Our new e-recruitment system SuccessFactors Recruiting (SFR) was launched which provided specific opportunities to improve the inclusivity of our recruitment processes through the improved functionality of the system. The following are now live within the system:
  - Anonymised shortlisting functionality via a solution called MeVitae.
  - A refreshed University of Sheffield jobs site which includes inclusive imagery and a prominent link to the “Inclusion at Sheffield” web pages.
  - An interview scheduling functionality which allows greater flexibility for candidates to choose an interview date/time slot suitable to their specific circumstances and requirements.
  - A reviewed online application form equal opportunities monitoring questionnaire which includes updated terminology in line with sector guidance and mandatory questions (with “prefer not to say” options available) which will aid better data collection to inform our future EDI and positive action initiatives.
  - Greatly enhanced digital accessibility features which will benefit all candidates but particularly those with disabilities.
- The creation of a new disabled job applicants web page which enables us to reiterate our commitment to supporting disabled applicants, highlight our Disability Confident status and encourage applicants to inform us of any reasonable adjustments.
- The launch of a new “sharing interview questions in advance” guidance for recruiting managers which encourages proactive advance sharing of interview questions as a reasonable adjustment.

### **Highlight: An excerpt from an article about the University of Sheffield in the Summer 2024 Jobs & Careers magazine:**

We've long known that the diverse nature of our staff plays a key role in our success. For more than 120 years, their unique backgrounds, perspectives and experiences have helped to make Sheffield a world-class university.

Wherever we're based and whatever our role, more than 8,000 of us work together as one university.

Here are some of our employees' stories:

*"I moved from Luxembourg to Sheffield. I love the collaborative work environment here. Alongside work meetings, our department also organises social events such as walks in the Peak District, and this makes us feel connected as a group. The University is a great place to work"* - Lecturer in Testing, Department of Computer Science

*"Since joining the University of Sheffield I've found the culture and environment to be incredibly inclusive and supportive." "Diversity is recognised, and how this is advantageous in helping us to be a leading research university"* - Head of Knowledge Exchange & Innovation

*"The University is a diverse organisation, which is ever changing and always brings challenges. It has provided me with opportunities to progress my career in HR. As a gay woman it's important for me to work for an inclusive employer. I'm grateful to work in a department where everyone is supportive and I have the opportunity to succeed whilst being my authentic self"* - HR Manager

### **2.2.2 One University Action: Support the career progression of all staff through the continued systematic identification of barriers to progression faced by specific groups of staff and the development of interventions to remove them.**

Responding to the recommendations made by a Gender, Race, Disability and LGBT+ in Academic Promotion Task and Finish group, the University made a number of improvements to its academic promotion processes and has taken action to address systemic barriers to progression for marginalised groups of staff. These actions include:

- Recruitment to all School Executive Teams now follows a transparent and inclusive recruitment process.
- The introduction of a new Academic Line Manager role which will provide line management experience and the opportunity to evidence 'High Quality Management'.
- Leadership Development for Academic Line Managers and 'new leaders' has been developed and will be introduced for the 2025-26 academic year.
- Academic Career Pathways (ACP) leadership and management criteria has been reviewed to allow scope for ability to recognise excellent leadership even if it hasn't been undertaken in a formal leadership role.
- The creation and launch of a core package of briefing and guidance which includes sessions for specific groups to ensure that all colleagues have a clear, shared and accurate understanding of promotion opportunities.

- Following staff concerns that complex or nuanced individual circumstances, especially in cases of intersectionality of different protected characteristics, were not receiving adequate consideration, the process for the consideration of individual circumstances was improved and 'Individual Circumstances Panels' chaired by the Faculty Directors of One University were established.

### **Measuring the impact of our work to improve the diversity of our staff across the whole University, particularly in leadership roles**

The University measures the impact of its work to improve the diversity of staff across the organisation by monitoring multiple data sets. Analysis of 2022-2024 **staff satisfaction survey data** indicates a general decline in career progression satisfaction, particularly for gender-minority staff, though positive trends are noted for some BAME and disabled academics. Analysis of **recruitment data** shows success in attracting applications from under-represented groups, but appointment conversion rates remain mixed. Findings on the **gender pay gap data** detail slow progress in reduction targets due to shifts in the mean gap, while the initial **ethnicity pay gap data**, collected since 2023, reveals that individuals from ethnic minority groups are less represented in higher pay quartiles and the largest gap persists for the "Black, Black British" group. Finally, **reward round data** suggests a decrease in the number of reward recommendations and highlights an under-representation of the Black, Black British group across most reward routes.

The full data sets and their analysis can be found within appendices 1, 2, 3, 4 and 5 of this report.

## **2.3 Our One University commitment: “*Ensure that we consistently consider equality, diversity and inclusion in decision making across the University*”.**

### **2.3.1. One University Action: Introduce and embed an improved process of Equality Impact Assessments (EIA)**

An **Equality Impact Assessment (EIA)** is a tool used to improve decision making by helping us to consider the potential impacts of new areas of work on traditionally marginalised groups. We have introduced and embedded an improved EIA process throughout operations, to introduce updated templates and guidance, and to engage Faculties and Professional Services in introductory training sessions in order to encourage local use.

New templates, FAQs and guidance have been launched, and training sessions have been held across Faculties and Professional Service departments to aid in implementation. The new process has been used in a number of areas including development of the new Schools change process, the implementation of the SuccessFactors Recruitment system (SFR), the redrafting of the Bullying, Harassment & Sexual Misconduct Policy, and supporting the Voluntary Severance scheme. Looking forward to the 2025/6 academic year, we will continue to run training sessions within key identified areas and to embed the EIA process.

### **2.3.2. One University Action: Improve the diversity of our decision making boards and committees**

In November 2024, Council approved recommendations arising from a review completed by AdvanceHE to support the implementation of earlier recommendations made in relation to governance under the University’s new Schools structure. Equality Impact Assessments (EIAs) were completed, and a number of actions aimed at increasing diversity of representation on committees and boards were identified. The University has completed a number of these actions, such as publicity encouraging staff to stand from underrepresented groups in Senate elections, publishing meeting dates far in advance, and publicising opportunities to contribute to Senate’s work via its committees. Part of this work also included the use of Qualtrics to collect more comprehensive and consistent data on University committee membership across all membership categories.

### **2.3.3. One University Action: Ensure that detailed staff and student equality data is readily available at a University, Faculty/Professional Services and Departmental level**

The University is currently developing data dashboards which show EDI and pay gap data, which can be analysed at a number of different levels and contract types. The intention is that when finalised, the dashboards will be accessible to all staff. An initial draft of the dashboard will be available in the autumn of 2025.

### **2.3.4 One University Action: Improve our processes for disclosing protected characteristics for staff and students to remove barriers to disclosure**

Improving our processes for disclosing protected characteristics for staff and students and removing barriers to disclosure is vital for improving the quality of data that we use to measure impact and assist us in our ability to properly represent and support our diverse community. To lay the foundations for this work, activity to date has included improvements to our reporting dashboards and a review of the equality monitoring data we collect to ensure consistency of language. Actions in this area include:

- The introduction of new reporting dashboards as set out in section 2.3.3 above.
- A review of data collection questionnaires and processes to collate equality monitoring data. This work took account of the recent UK Supreme Court judgment on the definition of 'sex' in the Equality Act 2010 and sought to standardise equality monitoring questionnaires across the organisation to strengthen the integrity of our data analysis. This required changes to our IT and reporting systems, which are currently in the final testing stages and are expected to be completed by autumn 2025.

Once this foundational work is complete, efforts to improve disclosure rates can commence (see future work). The University will continue to monitor levels of staff and student disclosure.

### **Measuring the impact of our work to increase the diversity of opinion within University decision-making**

The University measures the impact of its work to increase the diversity of opinion within decision-making by monitoring three key areas; **demographic composition of committees and boards, staff non-disclosure** and **student non-disclosure**. Firstly, an analysis of the demographic composition of committees and boards from October 2024 reveals overall gender parity but also highlights a lack of representation for certain ethnic groups, with ongoing encouragement for considering diversity in future recruitment. Secondly, data concerning staff non-disclosure of diversity data from between 2021/22 and 2023/24 indicates a positive trend toward increased self-declaration, despite some categories still having high non-disclosure rates. Finally, a review of student non-disclosure data for the same period shows high disclosure for categories like gender and disability, and a decreasing trend in ethnic non-disclosure. Support teams and actions within equality action plans will continue their work moving forward to encourage better disclosure rates and foster a sense of belonging.

The full data sets and their analysis can be found in appendices 6 and 7 of this report.

## **2.4 Our One University commitment: “*Ensure that the physical and digital facilities we provide for our staff and students are accessible and inclusive*”**

### **2.4.1. One University Action: Use the University’s Inclusive Design Principles to inform the design of all new buildings and major refurbishment projects**

The University is committed to fostering a welcoming and inclusive environment for all of our students, staff and visitors. The University’s **Inclusive Design Principles** seek to shape how we make decisions which reflect our commitment to create an accessible campus through improved physical space and facilities for all students, staff and visitors; and go beyond the minimum requirements set out in UK Building Regulations and other legislation. They are not just a standard to be reached but a springboard for constant improvement in inclusive design throughout all stages of newbuild and refurbishment projects during construction and beyond.

#### **Case study one: Elmfield Refurbishment** (Completed November 2024)

The scope of this refurbishment included internal alterations and refurbishment to shared spaces (toilets, tea bars, etc), construction of a new external passenger lift and essential replacement of the end-of-life building plant. Achievements against inclusion design principles include a new passenger lift and platform lift, mainly gender neutral facilities with designated male and female remaining only where insufficient space was available, remotely monitored assistance alarms, enhanced accessible student service reception desk, and hearing enhancement systems to various locations.

#### **Case study two: Faculty of Health Ph1 Newbuild scheme** (Construction commenced on site March 2025)

Being a significant new build scheme of approximately 2,600 sq m, it was anticipated that it would be possible to incorporate all the facilities identified within the Inclusive Design Principles. However, as the design developed, the constraints of the site meant that space became a key issue, resulting in the inclusion of a 'hygiene room' instead of a changing places toilet, and two bookable wellbeing rooms which doubled as meeting spaces. The constant review process and engagement with Building Users has led to the incorporation of further principles such as assisted opening doors to teaching and main circulation areas, and adjustable height lab benching as well as desk spaces.

### **2.4.2. One University Action: Commission inclusivity audits of campus to inform a programme of improvement works.**

#### **Campus information and improvement work planning**

The University is actively seeking to reduce and better utilise its built estate. An Estates Masterplan is being developed to map out how we will achieve this over a defined timeline and within a sustainable financial envelope. All buildings have been assessed against several criteria, including inclusivity and accessibility, and priority buildings and opportunities for development and/or disposal have been highlighted with a focus on enhancing the student and staff experience.

A 'Spaces Playbook' has been created which acts as a 'catalogue' for the future development of new and refurbished spaces, and provides design solutions in line with university policy and the Inclusive Design Principles.

#### **2.4.3. One University Action: Create accessibility guidance for procurement criteria**

The "[Accessibility by design](#)" guidance was published as part of the Technology Enabled Strategic Framework in August 2024, and is now included within the Vendor Management team assessments which are applied when building and/or buying new technologies. User Experience Principles are currently in development which will support the design of digital products and services in relation to accessibility, consistency, ease of use and stability.

#### **2.4.2. One University Action: Improve accessibility of teaching with implementation of the new VLE, lecture capture/transcription**

**Blackboard Ultra** is the University's Virtual Learning Environment (VLE). It supports the student academic experience by offering improved accessibility and consistency to teaching materials and assessments via a secure online environment which can be accessed from anywhere in the world. 22% of modules are currently on Blackboard Ultra with 100% targeted for the upcoming academic year. User testing and student feedback has highlighted multiple benefits for different groups, notably in supporting neurodiverse students through the enhanced digital accessibility.

##### **Samples from the Blackboard Ultra user testing report:**

The Gradebook layout was described as "*intuitive and easy to understand, presenting information clearly and accessibly*".

One participant described the Ultra quiz experience as "*a great improvement*" and the user journey through the quiz as "*smooth, logical and well-designed*".

In regards to the content presentation and readability, a participant noted that "*this particular (serif) font just doesn't work for me. I can't read it*".

Embedded vs downloadable content: one participant commented that they preferred to download content ahead of time, explaining that "*downloading and viewing slides and PDFs on my tablet was more accessible and less of a struggle*" for them.

## **2.4.5 One University Action: Join up recommended assistive technology with our Data Protection and Security Assessments so that tools are pre-assessed**

We are currently working to improve processes by embedding a pre-assessment of potential tools by joining up Assistive Technology, Data Protection and Security Assessments. To achieve this, key actions undertaken in 2024-25 included:

- Replacing legacy systems with more accessible alternatives,
- Conducting website accessibility audits,
- Integrating digital accessibility into user experience guidelines and data protection assessments.
- Working with our partners across the University we have arranged EDI and accessibility training sessions for all Product Managers to raise awareness and proactively promote our digital accessibility roadmap principles (both internally and externally with our third party suppliers). Future product releases will include digital accessibility enhancements.
- Discovery work has taken place to identify what assistive technology the University had readily available via the Software centre on University managed devices, what technology outside of the software centre had been requested and approved by the Information Security team, and what technology that had been requested but not assessed or had been assessed but declined.

The future aim of this work is to have a list of approved assistive technology with instructions on how to access it easily that can be promoted on the University's staff hub and within staff inductions. The IT and HR teams are now working together to consider how they might support each other throughout this work and transfer ownership of the information to the HR team.

## **SECTION 3: Collaborative and Supportive culture**

In addition to progress against the actions set out under the Diversity and Inclusion priorities, as set out above, there are a number of actions under the Collaborative and Supportive Culture priority within the One University Delivery plan which are closely linked to the EDI work. It is important to acknowledge and provide an update on the following important topics as part of the work that we do.

### **i. New harassment and sexual misconduct regulation**

In February 2023 the OfS launched a consultation on a new approach to regulating harassment and sexual misconduct affecting students in registered higher education providers in England. At the time, the University provided a detailed response to the consultation and undertook preparatory work in anticipation of needing to comply with new regulatory requirements.

Following the consultation, the OfS published '*Condition of Registration E6*' in July 2024, and compliance with Condition E6 was required by providers from 1 August 2025. Condition E6 has now replaced the Statement of Expectations, which the University had been fully adhering to since its introduction in 2021. Our adherence to the Statement of Expectations, along with preparatory work undertaken, provided a solid foundation for the transition to compliance with the new requirements.

Our Task and Finish Group has concluded its work and we now have a single source of information published ahead of the 1 August 2025 deadline. In July 2025, we reported to our Council that the University is assured that effective preparations are in train for the University to comply with Condition E6. Future work will include monitoring of our ongoing compliance after the 01 August 2025 deadline.

### **ii. Compliance with the Worker Protection (Amendment of Equality Act 2010) Act 2023**

In addition to the new OfS condition of registration E6, the Worker Protection (Amendment of Equality Act 2010) Act 2023 came into force on 26 October 2024. This introduced a new duty on employers to proactively take reasonable steps to prevent sexual harassment of their staff. Compliance actions have been undertaken alongside the One University Action plans in line with both the Act and updated EHRC guidance (September 2024). Steps taken include:

- Reviewing and updating the Bullying, Harassment and Sexual Misconduct policy.
- Updating the Personal Relationships policy and launching a new Intimate Personal Relationships between Staff and Students policy.
- Extracting relevant data and insights from Staff Survey results and undertaking an additional targeted survey (open October to December 2024) which explored staff experiences of bullying, harassment and sexual misconduct, ways of reporting and support received. Survey results have informed subsequent areas of focus.
- Carrying out a risk assessment of the factors that increase the likelihood of sexual harassment and implementing steps to minimise them.
- Ongoing awareness raising amongst staff (and students) of our routes to raising a concern about all harassment, including sexual harassment, including via our dedicated Report + Support platform.
- Training staff in recognising and responding to sexual harassment: incorporating harassment in the EDI baseline mandatory training module and delivery of commissioned

sessions on Trauma Informed Approaches for managers who investigate and make decisions about cases.

- Reviewing processes including documenting the actions to be taken when a student makes a complaint of harassment by a member of staff.

# **SECTION 4: The future of EDI work at the University of Sheffield**

## **i. Supreme Court Ruling on the Definition of ‘sex’ in the Equality Act 2010**

In April 2025, the UK Supreme Court ruled on the definition of ‘sex’ in the Equality Act 2010 and subsequently the Equality and Human Rights Commission (EHRC) released interim guidance, with final guidance for public sector bodies expected in the autumn of 2025. The ruling and guidance have implications for University facilities and policies, and work is underway to fully understand and address these. As part of its ongoing commitment to create an accessible and inclusive estate, the University has already agreed its Inclusive Design Principles, Toilet Principles and related decision-making processes, which provide a sound basis from which to respond to the EHRC guidance. These principles were developed in consultation with staff and students and we will continue to work with affected communities to inform our approach.

## **ii. Freedom of Speech**

Two years ago, the University undertook significant work following the enactment of the Higher Education (Freedom of Speech) Act. That work included:

- Adoption of a new Code of Practice on Free Speech and Academic Freedom.
- The launch of new student and staff webpages on free speech.
- A review by an external law firm of relevant policies for compliance with the new legislation, including EDI Strategies and actions.
- A programme of briefings for staff across the University, including a tailored session for those working on EDI.

This work meant that the University was prepared when it was confirmed that most of the legislation would commence in the summer of 2025, following a pause in summer 2024 due to the General Election. The University’s preparations for the new legislation are well underway and we are undertaking further work to ensure that our policies align with OfS guidance. An update will be shared with the UEB EDI Sub Group in October 2025 and reported on to the Council EDI Committee in November 2025.

## **iii. Next steps to improve inclusive recruitment**

Building on the foundations laid through the actions set out above, we continue to work to improve our recruitment processes, the next steps for this work include:

- A focus on selection methods. To date, actions have been predominantly focused on the “Defining the job” and “Talent Attraction” stages of the recruitment process and we now plan to update the selection guidance in line with best practice and promote a variety of selection methods relevant to the skills required for the role.
- Conduct a review of the current staff recruitment training modules to ensure they provide up-to-date and relevant information in line with current legislation, University policy and best practice.
- In collaboration with colleagues in HR, develop and deliver training in relation to positive action, and specifically how this can be applied to staff recruitment and selection.

- Continue to support and deliver the staff recruitment related priorities as identified in the University's individual EDI action plans.

#### **iv. Improving the way we deliver against our EDI priorities, by taking an intersectional approach**

Our improvements to the delivery and governance of the EDI priorities has further enhanced our ability to deliver a more intersectional approach to the work. This has enabled us to consolidate common actions in the specific EDI delivery plans into an overarching EDI strategy that is firmly embedded in the One University delivery plan.

This will enable delivery groups to focus on issues and concerns specific to the groups they represent, whilst common issues are addressed in the context of the broader intersectional context. Looking ahead, the next steps for these shared EDI priorities include:

- **Work to improve disclosure rates** for staff is planned, with a pilot project planned in the Faculty of Science, which aims to improve staff disclosure rates through an information and reassurance campaign. Materials and insights from the project will inform approaches in other areas.
- Building on the existing work to diversify the membership of decision-making committees, work is underway to look at alternative approaches to **ensure a diversity of opinions on our decision-making boards**. Thus far, our work has focussed on targeted promotion of available roles to under-represented groups and, in particular in the EDI space, adding roles for colleagues with relevant lived experience. However, this approach is not appropriate for some committees, in particular where membership is role based and thus dependent on the diversity of the relevant post-holders. To improve diversity of thought for these committees, we plan to pilot a reverse mentoring approach.

## **SECTION 5: Notes on Language and Data**

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

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

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

At the University we use identity-first language to follow the social model of disability (for example, disabled people). The social model is the principle that physical and mental conditions may not necessarily be disabling in themselves but often become so in the context of practices or environments that make it hard for disabled people to participate fully in society and/or restrict their opportunities. As a result, the term ‘disabled people’ is used to describe people with certain conditions who are disabled by barriers constructed by society. We recognise and respect other ways of identification such as person first identification (e.g. people with disabilities).

## SECTION 6: More Information

### Contact us

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

Email us at:

[hrequality@sheffield.ac.uk](mailto:hrequality@sheffield.ac.uk)

Write to us at:

Human Resources (Equality, Diversity and Inclusion Team)  
The University of Sheffield  
Western Bank Sheffield  
10 2TN

# Appendices

## Appendix 1 - Staff survey data

The Staff Survey is conducted bi-annualy, with the two most recent data sets available, being October 2024 and October 2022. The tables included below show the score breakdown and data trends by demographic group. The colour-coding used considers score changes in the context of the organisational average. Green indicates a positive result (i.e. improvement in score greater than organisational average or drop below the organisational average) and red indicates negative results (i.e. improvement in score lower than organisational average or drop above the organisational average).

### ***Commitment 1: Our One University commitment: We will work with our diverse community of students and staff to identify and address issues specific to particular groups***

*Progress will be measured against staff survey data for the following questions:*

- ‘I feel respected at work.’ (Shortened to ‘Respected’ in the table below)
- ‘I am able to be my authentic self at work.’ (Shortened to ‘Authentic-self’ in the table below)
- ‘How likely are you to recommend the University as a good place to work?’. (Shortened to ‘eNPS’ in the table below)

We are proud to say that our work with the Staff Networks and through our EDI Delivery Groups, seems to start to have a positive impact on the overall University culture. In the context of overall decreases in survey scores for the majority of questions, the culture indicator questions about feeling respected and being able to be my authentic-self have seen slight improvement across the organisation (Table 1, Appendix 1). The exception to this is the employee Net Promoter Score (eNPS) question, which has seen an overall decline. This drop is at least in part explained by the broader organisational changes at the University and the challenging sector environment. Importantly these improvements have also been reflected in the scores for marginalised groups. Across the survey colleagues from minority groups tend to score below the organisational average and where we observe drops in scores, these are often more pronounced for these groups.

It is therefore notable to see improved scores from BAME colleagues for all three culture indicator questions, including above average increases in scores from 2022 to 2024 for ‘I feel respected’ and the eNPS score. For gender, we have seen the biggest drops in scores for female respondents and gender minorities. The drop in scores for female colleagues is at least in part due to a restructure of Faculty Professional Services staff, which was

announced during the survey period. We have seen an overall drop in scores for Faculty PS colleagues (across all genders), and this may be reflected in the drop observed here. It will be important to review these figures after the next survey to understand the long-term impact of the structural changes.

In relation to sexuality, the scores for 'I feel respected' improved for homosexual colleagues, however scores for other minority sexuality groups including bi-sexual, declined. Disabled colleagues have seen a slightly above average decline for feeling respected, however it is encouraging to note that there has been an above average increase for the 'authentic-self' question. Whilst more work is clearly needed, the survey scores provide helpful insights on the impact of this work and we are seeing small improvements in some areas that underline the importance of our EDI work.

Table 1, Appendix 1: Staff Survey Data Table 2022/2024 - Inclusive Culture:

Note: The colour-coding used considers score changes in the context of the organisational average. Green indicates a positive result (i.e. improvement in score greater than organisational average or drop below the organisational average) and red indicates negative results (i.e. improvement in score lower than organisational average or drop above the organisational average).

		Respected	Authentic-self	eNPS	
Organisational data for context					
Organisation	2024	7.3	7.4	0	
	2022	7.2	7.3	7	
	Change	0.1	0.1	-7	
Data by ethnicity					
BAME	2024	8	7.8	35	
	2022	7.8	7.7	30	
	Change	0.2	0.1	5	
Mixed (including White Other)	2024	7.3	7.3	-8	
	2022	7.2	7.3	-5	
	Change	0.1	0	-3	
White	2024	7.5	7.6	8	
	2022	7.4	7.6	16	
	Change	0.1	0	-8	
Data by gender					
Female	2024	7.5	7.6	10	
	2022	7.6	7.7	22	
	Change	-0.1	-0.1	-12	
Data by gender (continued)					
Male	2024	7.4	7.5	6	
	2022	7.2	7.4	5	
	Change	0.2	0.1	1	

		Respected	Authentic-self	eNPS
Gender Diverse	2024	6.7	6.3	-25
	2022	7.5	6.6	13
	Change	-0.8	-0.3	-38
Data by sexual orientation				
Bisexual	2024	7.2	6.9	1
	2022	7.3	7.1	19
	Change	-0.1	-0.2	-18
Heterosexual	2024	7.6	7.7	11
	2022	7.5	7.6	16
	Change	0.1	0.1	-5
Homosexual	2024	7.6	7.8	7
	2022	7.2	7.7	15
	Change	0.4	0.1	-8
Diverse sexual orientation	2024	6.7	6.6	-18
	2022	6.8	6.5	-9
	Change	-0.1	0.1	-9
Data by disability				
Disability Y	2024	6.8	6.8	-10
	2022	6.9	6.6	-4
	Change	-0.1	0.2	-6
Disability N	2024	7.6	7.6	10
	2022	7.5	7.6	16
	Change	0.1	0	-6

## **2.2 Our One University commitment: “Improve the diversity of our staff across the whole University, particularly in leadership roles through inclusive recruitment practices and support for career development”.**

*Progress is measured against staff survey data for the following questions:*

- ‘I have had the same opportunities to progress my career as my peers.’ (Shortened to ‘Opportunities to progress’ in the table below)
- ‘Decisions about career progression and reward are made fairly at the University. (Shortened to ‘Fair decision making’ in the table below)’
- ‘There are no barriers to accessing the development I need.’ (Shortened to ‘Barriers to development’ in the table below)

Analysis of 2022-2024 Staff survey data reveals a general decline in scores across nearly all demographic groups for the three indicator questions used to measure staff experiences related to career progression and development at the University (Table 2, Appendix 1). It consistently highlights that minoritised groups tend to score below majority groups in most cases. It shows varied experiences across different demographic groups, for example colleagues from BAME backgrounds generally reported higher satisfaction in some areas but had lower response rates. Conversely, gender-minority staff consistently scored lowest, alongside significant declines in satisfaction for female respondents and bisexual colleagues. The data also indicates that disabled employees reported lower scores overall and experienced greater drops in specific areas, though progress was noted regarding opportunities for advancement.

The patterns observed in the staff survey data are consistent with broader feedback from the key stakeholder groups for the respective EDI delivery groups and work is already planned and/or underway to understand and address barriers to progression for specific demographic groups. The relevant delivery groups will utilise the 2024 Staff Survey results to assess progress against these actions and prioritise future work accordingly where appropriate. The table below shows the score breakdown and data trends by demographic group. In line with a wider pattern observed across the majority of survey questions, we have seen a drop in scores between the 2022 and 2024 results for nearly all demographic groups for the three indicator questions. The data also highlights that marginalised groups tend to score below the majority groups in nearly all cases. The exceptions to this are BAME colleagues whose average scores are above their ‘white’ and ‘mixed (including white other)’ peers and recorded a below average drop in scores about barriers to access development. However, some caution should be taken drawing conclusions from this data, as response rates for BAME staff were below the organisational average. It is also worth noting that BAME colleagues who did disclose their ethnicity recorded a slightly bigger drop in scores for fair decision making than their peers.

Looking at the data by gender, the lowest scoring group with the biggest drops in scores are colleagues from gender-minority backgrounds. Though this is a smaller group in comparison, both in absolute terms and as compared to 2022, the scores fall behind the organisational average. It is also

worth highlighting that while average scores for male and female respondents for all three questions are the same (or nearly the same), scores for female colleagues have dropped more than those for male respondents for all three questions.

Looking at sexuality, the biggest drops in scores when compared to the 2022 survey, were observed for bi-sexual colleagues and, for two out of the three questions, for minority sexual orientation groups. Once again, these groups are small and caution should be taken when interpreting the results. Notably, homesexual colleagues also recorded an above average drop in scores about barriers to development.

Disabled colleagues scored 0.9 to 1pt below their non-disabled peers for all three questions and for two out of the three questions also recorded an above average drop in scores, suggesting a widening of the gap for fair decision making and barriers to development. However, it is positive to note that drop in scores for 'opportunities to progress' is below the organisational average and amongst the lowest of any demographic groups considered here, which suggest at least in this instance a narrowing of the gap.

As much of the work to improve equity of access to progression opportunities for staff has focussed on academic colleagues thus far, we conducted a further analysis, looking specifically at the scores for academic colleagues, by demographic (Table 3, Appendix 1). Whilst the overarching patterns described above, remains true. It is notable that fair decision making and barriers to development questions have seen a drop in scores that is below the organisational average and this is largely reflected across the demographic groups. The exception are BAME academics, who whilst continuing to score more positively than their white and mixed ethnicity peers, have seen a more marked drop in scores as compared to 2022 results for 'opportunities to progress' (0.6 drop compared to 0.4 for white / mixed ethnicity) and 'fair decision making' (0.7 drop, compared to 0.4 for white /mixed). However, they have seen a below average drop for barriers to development.

Looking more broadly at the three indicator questions for academic colleagues, we observe the following:

- **Opportunities to progress:** Above average drops in scores have been observed for academics from BAME, gender diverse and diverse sexual orientation backgrounds. In contrast academics from mixed ethnicity backgrounds and female academics have seen a below average drop in scores. Whilst most others groups have seen drops in scores that are broadly in line with the organisation drop. Most notably disabled academics have seen an improvement in scores by 0.1, which in the context of an overall decline in scores is a very positive indicator of the impact of the work.
- **Looking at fair decision making:** Looking at fair decision, above average drops were observed for BAME academics, gender diverse academics and bisexual academics and those from diverse sexual orientations. In contrast disabled, homosexual, mixed ethnicity and female colleagues have recorded marginally below average drops in scores.
- **Looking at barriers to development:** Academics who are gender diverse and those from minority sexuality groups have seen above average drops in scores. It is important to interpret this data in the context of the overall academic scores. Academic colleagues have seen an overall below average drop in scores (0.4 drop for academics, compared to a 0.7 drop for the organisational average and 0.9 for PS colleagues), i.e. the organisational drop in score is driven by a declining in scores for PS colleagues. It is therefore also notable to highlight that female academics have seen a 0.7 drop in score, compared to the 0.1 drop for their male peers.

To better understand the causes of these score changes, free text comments have been reviewed and discussed by the relevant delivery groups to inform their priorities for the coming academic year.

Table 2, Appendix 1: Staff Survey Data Table 2022/2024 - Diversity in recruitment and career progression:

Note: The colour-coding used considers score changes in the context of the organisational average. Green indicates a positive result (i.e. improvement in score greater than organisational average or drop below the organisational average) and red indicates negative results (i.e. improvement in score lower than organisational average or drop above the organisational average).

		Opportunities to progress	Fair decision making	Barriers to development
<b>Organisational data for context</b>				
Organisation	2024	6.2	5.5	6.2
	2022	6.6	6	6.9
	Change	-0.4	-0.5	-0.7
<b>Data by ethnicity</b>				
BAME	2024	6.8	6.5	7.2
	2022	7.2	7.1	7.5
	Change	-0.4	-0.6	-0.3
Mixed (including White Other)	2024	6.1	5.3	6
	2022	6.4	5.6	6.8
	Change	-0.3	-0.3	-0.8
White	2024	6.4	5.7	6.4
	2022	6.8	6.2	7.1
	Change	-0.4	-0.5	-0.7
<b>Data by gender</b>				
Female	2024	6.4	5.7	6.4
	2022	6.8	6.3	7.3
	Change	-0.4	-0.6	-0.9
Male	2024	6.5	5.7	6.4
	2022	6.8	6	6.8
	Change	-0.3	-0.3	-0.4

		Opportunities to progress	Fair decision making	Barriers to development
Gender Diverse	2024	6	4.5	5.3
	2022	6.8	6.2	6.7
	Change	-0.8	-1.7	-1.4
Data by sexual orientation				
Bisexual	2024	6	5.2	6.1
	2022	6.7	6.1	7.3
	Change	-0.7	-0.9	-1.2
Heterosexual	2024	6.5	5.8	6.5
	2022	6.8	6.3	7.1
	Change	-0.3	-0.5	-0.6
Homosexual	2024	6.4	5.4	5.9
	2022	6.6	5.8	6.9
	Change	-0.2	-0.4	-1
Diverse sexual orientation	2024	6.3	4.8	5.4
	2022	6.1	5.4	6.4
	Change	0.2	-0.6	-1
Data by disability				
Disability Y	2024	5.6	4.8	5.5
	2022	5.7	5.5	6.5
	Change	-0.1	-0.7	-1
Disability N	2024	6.5	5.8	6.5
	2022	6.9	6.3	7.1
	Change	-0.4	-0.5	-0.6

Table 3, Appendix 1: Staff Survey Data Table 2022/2024 - Diversity in recruitment and career progression (Academics v PS):

*Note: The colour-coding used considers score changes in the context of the organisational average. Green indicates a positive result (i.e. improvement in score greater than organisational average or drop below the organisational average) and red indicates negative results (i.e. improvement in score lower than organisational average or drop above the organisational average).*

		Opportunities to progress			Fair decision making			Barriers to development		
		All	Academic	PS	All	Academic	PS	All	Academic	PS
<b>Organisational data for context</b>										
Organisation	2024	6.2	6	6.3	5.5	5.4	5.6	6.2	6	6.3
	2022	6.6	6.4	6.7	6	5.8	6.1	6.9	6.4	7.2
	Change	-0.4	-0.4	-0.4	-0.5	-0.4	-0.5	-0.7	-0.4	-0.9
<b>Data by ethnicity</b>										
BAME	2024	6.8	6.8	6.8	6.5	6.6	6.4	7.2	7.2	7.2
	2022	7.2	7.4	7	7.1	7.3	6.6	7.5	7.5	7.5
	Change	-0.4	-0.6	-0.2	-0.6	-0.7	-0.2	-0.3	-0.3	-0.3
Mixed (including White Other)	2024	6.1	6	6.4	5.3	5.1	5.5	6	5.9	6.2
	2022	6.4	6.3	6.7	5.6	5.5	5.9	6.8	6.5	7.4
	Change	-0.3	-0.3	-0.3	-0.3	-0.4	-0.4	-0.8	-0.6	-1.2
White	2024	6.4	6.3	6.5	5.7	5.6	5.7	6.4	6.2	6.4
	2022	6.8	6.7	6.9	6.2	6	6.3	7.1	6.6	7.3
	Change	-0.4	-0.4	-0.4	-0.5	-0.4	-0.6	-0.7	-0.4	-0.9

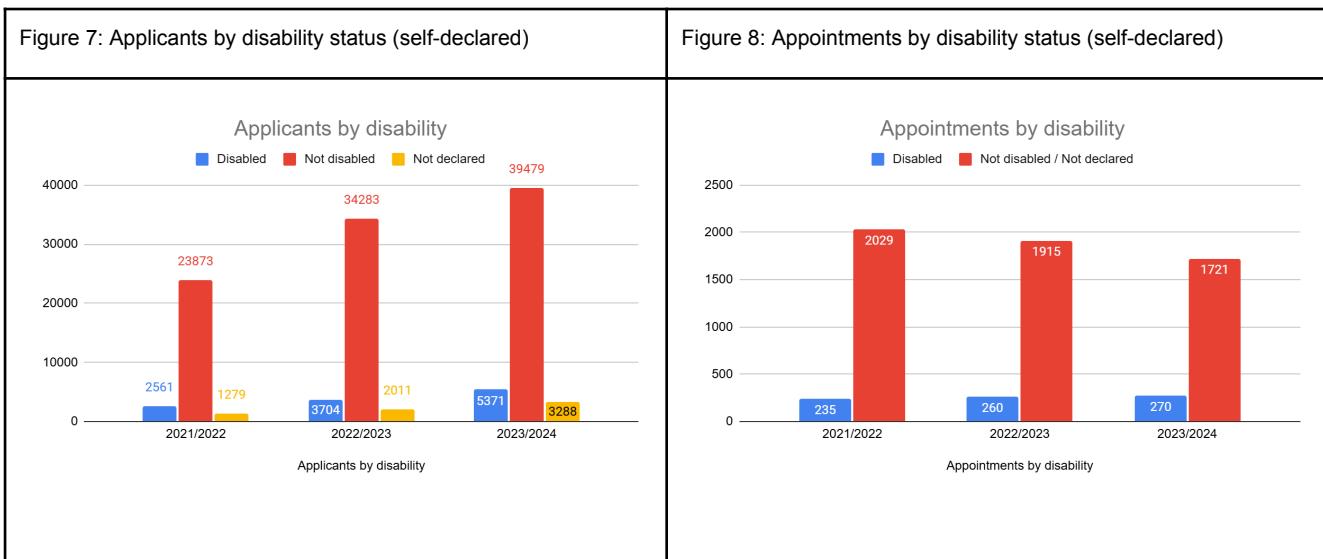
		Opportunities to progress			Fair decision making			Barriers to development		
		All	Academic	PS	All	Academic	PS	All	Academic	PS
Data by gender										
Female	2024	6.4	6.1	6.5	5.7	5.6	5.8	6.4	6.1	6.5
	2022	6.8	6.4	6.9	6.3	6	6.4	7.3	6.8	7.5
	Change	-0.4	-0.3	-0.4	-0.6	-0.4	-0.6	-0.9	-0.7	-1
Male	2024	6.5	6.5	6.5	5.7	5.7	5.7	6.4	6.4	6.4
	2022	6.8	6.9	6.8	6	6.1	6	6.8	6.5	7.1
	Change	-0.3	-0.4	-0.3	-0.3	-0.4	-0.3	-0.4	-0.1	-0.7
Gender Diverse	2024	6	5.7	6.3	4.5	4.2	4.8	5.3	4.9	5.8
	2022	6.8	6.7	6.5	6.2	5.9	6.2	6.7	6	7.2
	Change	-0.8	-1	-0.2	-1.7	-1.7	-1.4	-1.4	-1.1	-1.4
Data by sexual orientation										
Bisexual	2024	6	5.8	6.1	5.2	5.1	5.2	6.1	5.6	6.3
	2022	6.7	6.1	7	6.1	5.8	6.3	7.3	6.5	7.7
	Change	-0.7	-0.3	-0.9	-0.9	-0.7	-1.1	-1.2	-0.9	-1.4
Heterosexual	2024	6.5	6.5	6.5	5.8	5.8	5.8	6.5	6.4	6.5
	2022	6.8	6.8	6.9	6.3	6.1	6.3	7.1	6.7	7.4
	Change	-0.3	-0.3	-0.4	-0.5	-0.3	-0.5	-0.6	-0.3	-0.9

		Opportunities to progress			Fair decision making			Barriers to development		
		All	Academic	PS	All	Academic	PS	All	Academic	PS
Homosexual	2024	6.4	5.9	6.8	5.4	5.2	5.6	5.9	5.3	6.4
	2022	6.6	6.2	6.9	5.8	5.4	6.2	6.9	6.3	7.3
	Change	-0.2	-0.3	-0.1	-0.4	-0.2	-0.6	-1	-1	-0.9
Diverse sexual orientation	2024	6.3	5.6	6.6	4.8	4.7	4.8	5.4	5.1	5.5
	2022	6.1	6.4	5.9	5.4	5.3	5.4	6.4	6.2	6.7
	Change	0.2	-0.8	0.7	-0.6	-0.6	-0.6	-1	-1.1	-1.2
Data by disability										
Disability Y	2024	5.6	5.3	5.8	4.8	4.7	4.9	5.5	5.2	5.7
	2022	5.7	5.2	6	5.5	5	5.6	6.5	5.7	6.8
	Change	-0.1	0.1	-0.2	-0.7	-0.3	-0.7	-1	-0.5	-1.1
Disability N	2024	6.5	6.4	6.6	5.8	5.7	5.9	6.5	6.4	6.6
	2022	6.9	6.8	7	6.3	6.1	6.4	7.1	6.7	7.4
	Change	-0.4	-0.4	-0.4	-0.5	-0.4	-0.5	-0.6	-0.3	-0.8

## Appendix 2 - Staff recruitment data

Recruitment data is produced annually at an organisational level by demographic group at application, shortlisting and appointment stages as compared to the whole pool of candidates at each stage. See figures 1-8 below for the recruitment data by demographic group for the last 3 years (as of September 2024):





Analysis of 2021-2024 staff recruitment data reveals positive increases in application numbers on the whole for all marginalised groups. There are varying degrees of improvement, or in the case of gender no change, for applicant conversion rates for the marginalised groups.

BAME applications have increased over the three year period and their proportion has exceeded non-BAME applications for the past 2 years (51% BAME applications 2021/2022, 54% BAME applications 2023/2024). This suggests that the University's talent attraction initiatives have had a positive and sustained impact. Whilst the proportion of BAME appointments has increased (19% in 2021/2022 to 25% in both 2022/2023 and 2023/2024), when compared with non-BAME appointments the difference is much greater suggesting that further work is required for improvement in this area. As recruitment is a sequential process we know we need to investigate selection processes to identify any barriers that are preventing the positive numbers of BAME applications from being converted into appointments. Selection methods have been identified as a priority for future work.

Similarly for sexual orientation and disability applications there has been a general increase over the past 3 years and again this could be attributed to the talent attraction efforts. There is no pattern demonstrating a sustained increase of appointments for bisexual or gay/lesbian candidates and there is a slight increase in the proportion of appointments of disabled candidates (11% in 2021/2022, 12% in 2022/2023 and 14% in 2023/2024). Again we hope that the situation will improve in future years with selection methods being identified as a priority for future work. We also experience much lower disclosure rates for sexual orientation and disability and we hope that the work completed within SFR to refresh equalities monitoring questions within the online recruitment application form will improve this, along with our employer brand messaging, and in the case of disability, the recent recognition of the University as a Disability Confident Leader.

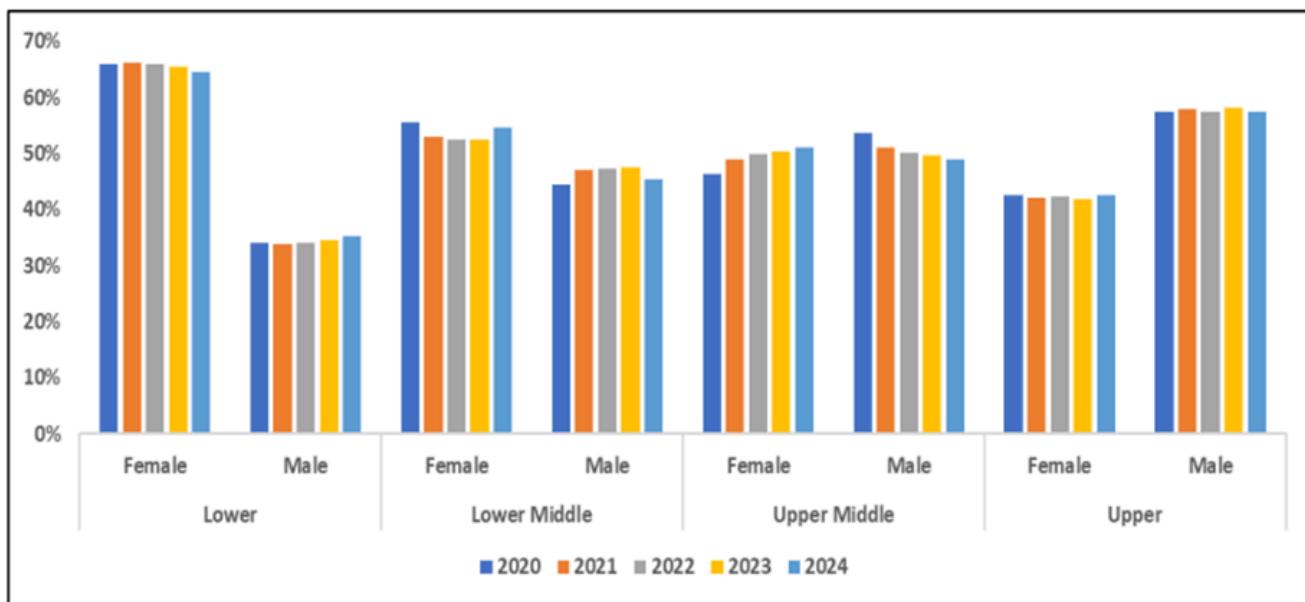
With regards to gender, whilst the number of applications from both males and females has steadily increased over the past 3 years, male applications are consistently higher than female applications. Although female application numbers are lower, the proportion of these converted into appointments is higher than for male candidates (55% female appointments in all 3 years).

It should be noted that the data is taken from the University's previous e-recruitment system. The introduction of the new SuccessFactors Recruiting system in December 2024 provided us with an opportunity to refresh our equalities monitoring questions and possible responses and also start to utilise improved reporting capabilities.

## Appendix 3 - Gender pay gap data

The University is required to calculate and report on its Gender Pay Gap each year, following strict criteria set out in legislation introduced in 2017. The gender pay gap shows the difference between the average (mean or median) earnings of men and women across the whole workforce. We are also required to report on the distribution of pay across the workforce (pay quartiles) by gender and gender bonus gap.

Percentage of males and females by pay quartile 2020-2024:



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.

The quartile data continues to show shifts in the gender balance across the quartiles:

- The upper middle quartile shows a continued increase in the proportion of females over time, while the proportion of males continues to decrease.
- The lower quartile shows a continued reduction in the proportion of females and a continued increase in the proportion of males.
- The upper quartile shows a slight increase in the proportion of females and a reduction in the proportion of males.

These shifts are contributing to the reduction of our gender pay gap. However, this year, the lower middle quartile shows a pronounced increase in the proportion of females and a decrease in the proportion of males. This change may have slowed or reversed the reduction of our pay gap this year.

Overall, 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).

2020-2024 mean and median gender pay gap:

Gender Pay Gap Snapshot	Legislative Snapshot				
Data Group	<ul style="list-style-type: none"> <li>- Based on the entire workforce (includes clinical academics and zero hours' employees and workers paid in March)</li> <li>- Excludes individuals who were on reduced/nil pay due to absence</li> <li>- Includes additional pay such as allowances</li> <li>- Based on pay after salary sacrifice deductions</li> </ul>				
PAY GAP	2024	2023	2022	2021	2020
Mean %	13.7	13.5	14.9	15.8	16.5
Median %	10.1	10.1	8.5	8.4	11.5

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 2024 figures show a slight increase in our mean gender pay gap compared with the previous years. This may be due to a shift in the proportion of females and males in the lower middle quartile.

There is no change to the median gender pay gap. 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.

The gap between male and female earnings continues to be lower for the median (midpoint) than the mean (average). This is because the mean is impacted by outliers (individuals with earnings higher than the norm) within our workforce.

We are disappointed to see a slight increase in our mean gender pay gap this year, and no change to our median gender pay gap. This will impact on our ability to meet our five year targets set to reduce our pay gap, and we recognise we need to do more to reduce the gap at a greater pace. We will be reviewing our targets and action plans over this year.

We continue to compare well with the gender pay gap figures published by other Russell Group universities.

Mean and median bonus gap:

	April 2023- March 2024	April 2022 - March 2023	April 2021 - March 2022	April 2020 - March 2021	April 2019 - March 2020
BONUS GAP					
Mean %	61.9	64.7	58.6	37.1	64.3
Median %	33.3	16.7	33.3	0	0

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

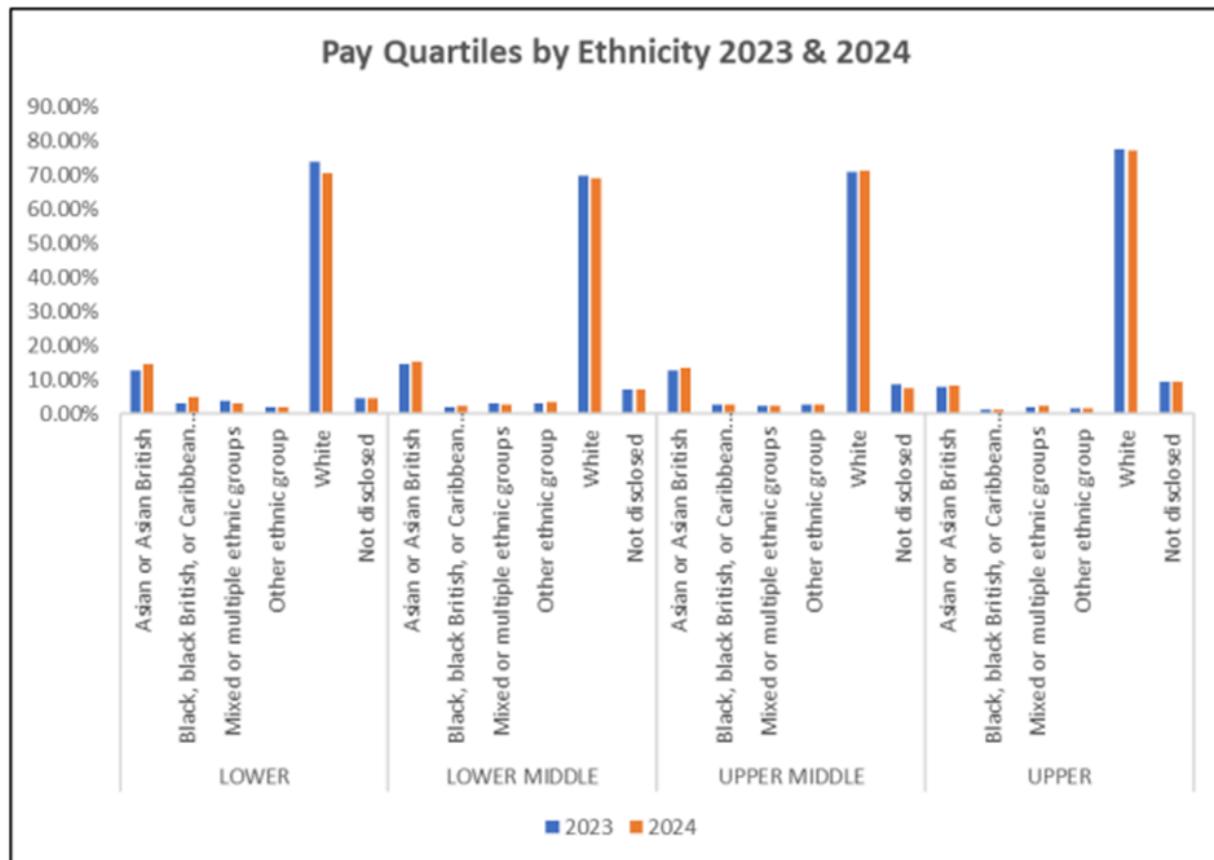
Our bonus gap figures for 2023-2024 are based on bonus, incentive and recognition payments from our standard reward schemes (listed below) paid from April to March. In 2020-2021 some of our standard schemes were paused, which is why the figure in this year is different from the other years.

## Appendix 4 - Ethnicity pay gap data

In April 2023, the government introduced guidance to support employers in calculating and monitoring their ethnicity pay gap. Publication of this data is voluntary. The methodology used to calculate ethnicity pay gaps is the same as for gender pay gap reporting, except that there are more categories. In gender pay gap reporting, average salaries of males and females are compared. In ethnicity pay gap reporting, the average salary is compared across 5 different ethnicity groups.

Disclosure rates by ethnicity group:

Ethnicity Group	Number	Percentage
Asian or Asian British	1406	12.9
Black, black British, or Caribbean background	303	2.8
Mixed or multiple ethnic groups	294	2.7
Other ethnic group	273	2.5
White	7843	71.9
Not disclosed	794	7.3
<b>Total</b>	<b>10913</b>	<b>100</b>



The quartile data continues to show that for most ethnicity groups, the proportion of individuals by ethnic group (excluding whites) gets lower towards the upper pay quartiles. The distribution of ethnicity groups across each pay quartile varies according to the group. For example, the proportion of 'Asian or Asian British' remains highest in the lower middle quartile.

#### Mean and Median Pay Gaps:

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

Our pay gap data continues to show that the mean and median pay gap is largest for the 'black, black British' group, when compared with the white group. The median figures also continue to show there is little variability between median pay of some ethnic groups.

There have been changes to both the mean and median pay gap across all ethnicity groups from the 2023 data. This includes increases in the mean and median pay gap across all ethnic groups, with the exception of the mean pay gap in the mixed or multiple ethnic group which has decreased.

Mean and Median Bonus Gaps:

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

The ethnicity bonus gap shows the difference between the average (mean or median) bonus received by individuals within each ethnicity group across the whole workforce, compared with the white ethnicity group. A positive bonus gap shows that individuals within the white ethnicity group have received, on average, a higher bonus value than individuals within the other ethnicity group.

As with gender pay gap reporting, our bonus gap figures for 2023-2024 are based on bonus, incentive and recognition payments from our standard reward schemes (listed on page 4) paid from April to March.

## Appendix 5 - Reward Round 2024 – outcome summary data

Table 1: Overview of total individual submissions against final individual outcomes with costs (by Scheme):

Reward Route	Original Applications/ Submissions	Submissions to the Faculty/PS Panel	Recommendations to URRP (Faculty submissions)	Final Outcomes	Cost of Outcomes (recurring) excludes on-costs	Cost of Outcomes (includes bonus) excludes on- costs
G2-9 Accelerated Increment	364	330	298	298	£368,985	£368,985
Academic G7-9 Promotion	145	96	75	75	£350,352	£350,352
Promotion to Personal Chair	71	47	37	37	£83,209	£83,209
Professorial Pay Review	181	180	164	164	£362,694	£461,694
Professorial Equivalent Pay Review	15	15	15	15	£61,248	£76,248
Academic Leader End-of-Term Uplift	N/A	N/A	5	5	£37,110	£37,110
Total	776	668	606	606	£1,263,598	£1,377,598
	% of Total Eligible Pool Basic Salary Costs				0.4%	0.4%

Table 2: Overview of total individual submissions against final individual outcomes with costs (by Function):

Faculty/PS	Original submissions	Recommendations to Faculty Panel (Department submissions)	Recommendations to URRP (Faculty submissions)	Final Outcomes	Final Outcomes as a % of staff	Final Recurring and bonus costs (excludes on-costs)	Cost as % of Eligible Pool Salary Cost
AMG	84	82	83	83	12.2%	£144,766	0.5%
Arts & Humanities	60	51	54	54	10.8%	£141,165	0.6%
Engineering	143	137	128	128	10.8%	£319,159	0.6%
Health	104	79	68	68	6.8%	£168,293	0.4%
Science	89	81	60	60	6.6%	£138,576	0.3%
Social Sciences	134	111	94	94	8.3%	£279,088	0.5%
Chief Operating Officer Services	121	90	85	85	3.5%	£140,319	0.2%
Finance, Accommodation & Commercial Services	24	22	22	22	6.4%	£27,151	0.2%
HR Group	10	8	8	8	7.5%	£9,015	0.2%
Other PS Departments	7	7	4	4	10.0%	£10,066	0.3%
Total	776	668	606	606	7.3%	£1,377,598	0.4%

\* Professional Services figures include recommendations for G2-9 accelerated increment and Professorial Equivalent Pay Schemes only.

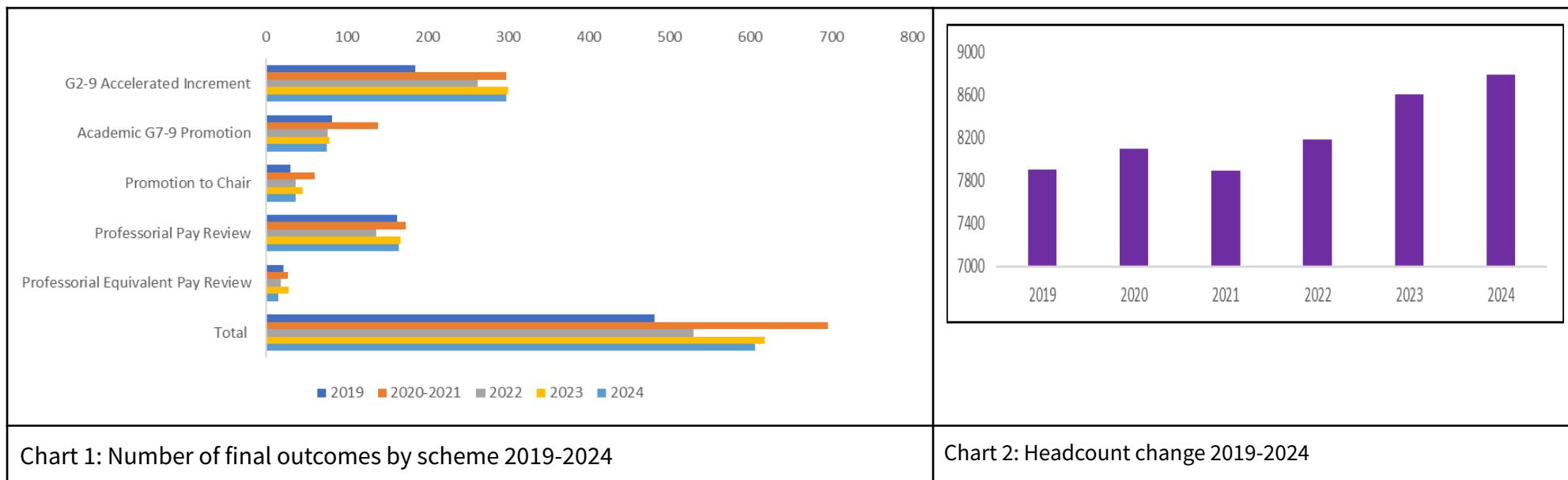


Table 3: Number of recommendations to headcount (2019-2024):

Reward Recommendation	2019	2020-2021	2022	2023	2024
<b>G2-9 Accelerated Increment</b>	185	297	262	300	297
<b>Academic G7-9 Promotion</b>	82	139	76	78	75
<b>Promotion to Chair</b>	30	60	37	45	36
<b>Professorial Pay Review</b>	162	173	136	166	164
<b>Professorial Equivalent Pay Review</b>	22	27	18	28	15
<b>Total</b>	481	696	529	617	592
<b>Headcount</b>	7904	7998	8182	8606	8786
<b>% of recommendations to headcount</b>	<b>6.1%</b>	<b>8.7%</b>	<b>6.5%</b>	<b>7.2%</b>	<b>6.7%</b>

Note: 2020-21 – cases from 2020 and 2021 considered, compared against average headcount across both years.

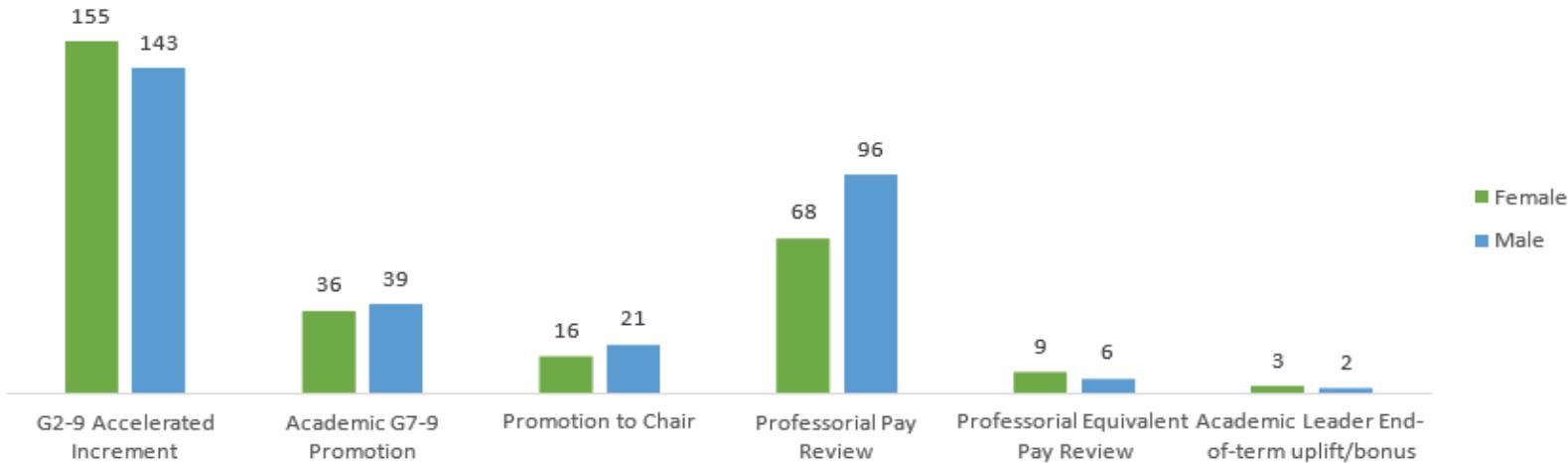


Chart 3: Final outcomes by gender and reward route (actual)

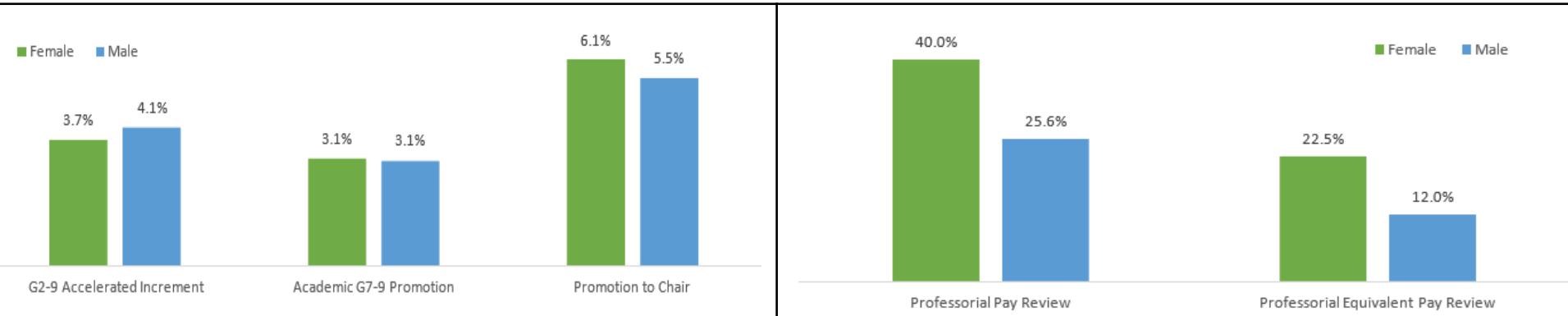


Chart 4: Final outcomes by gender as a proportion of eligible pool

Chart 5: Final outcomes by gender as a proportion of eligible pool (Professorial & Professorial Equivalent Pay Schemes)

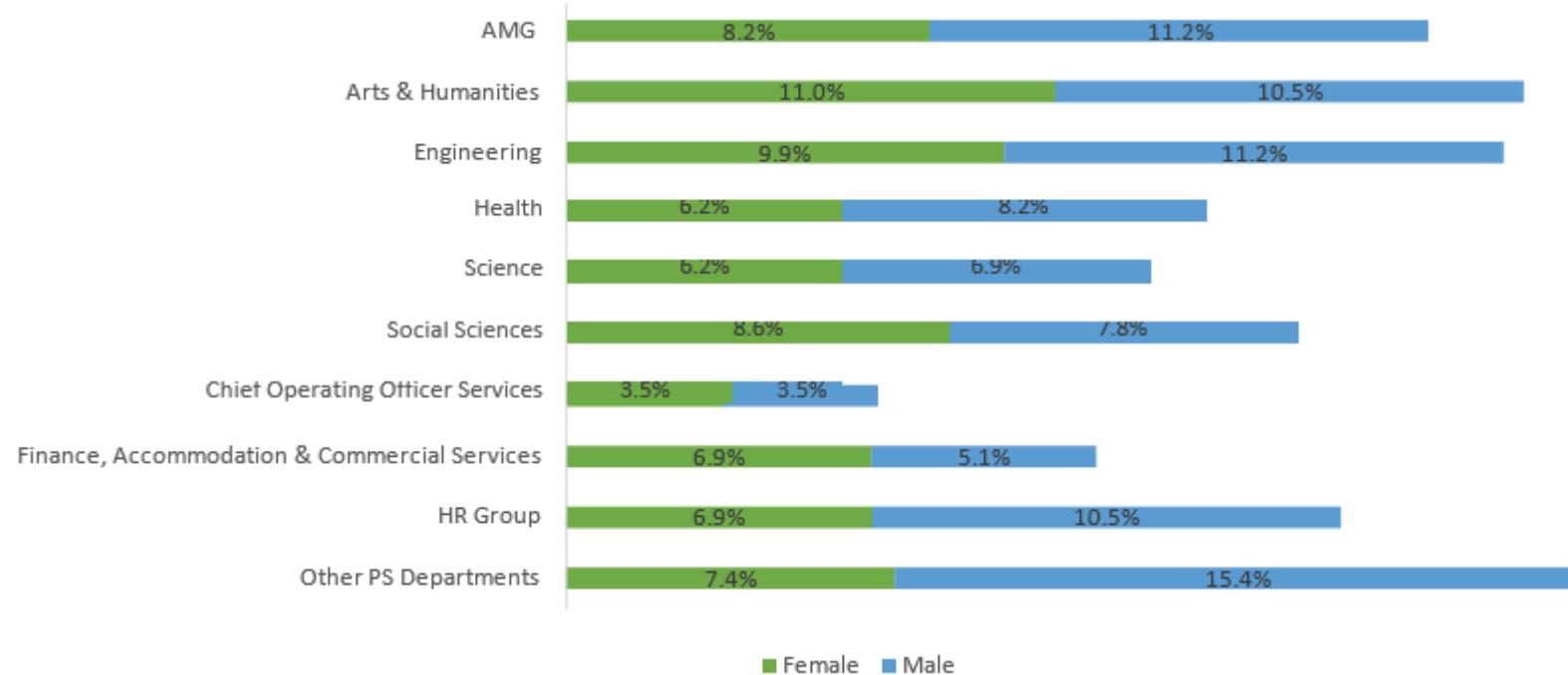


Chart 6: Final outcomes by Function and gender proportion

#### Gender Bonus Gap – Professorial and Professorial Equivalent Pay Scheme

- Mean gender bonus gap: 22.2%
- Median gender bonus gap: 33.3%
- Proportion of males and female receiving bonus payment (as a proportion of the eligible male/female pool at Professorial and Professorial Equivalent level): Male: 2.1% Female: 3.3%

The mean and median gender bonus gap are positive because the average bonus value recommended to males across the Professorial and Professorial Equivalent Pay Schemes is higher than the average bonus value recommended to females. This is a significant shift from last year when the gender bonus gap was negative. The proportional data shows that more females than males have been recommended for bonus as a percentage of the eligible gender pool.

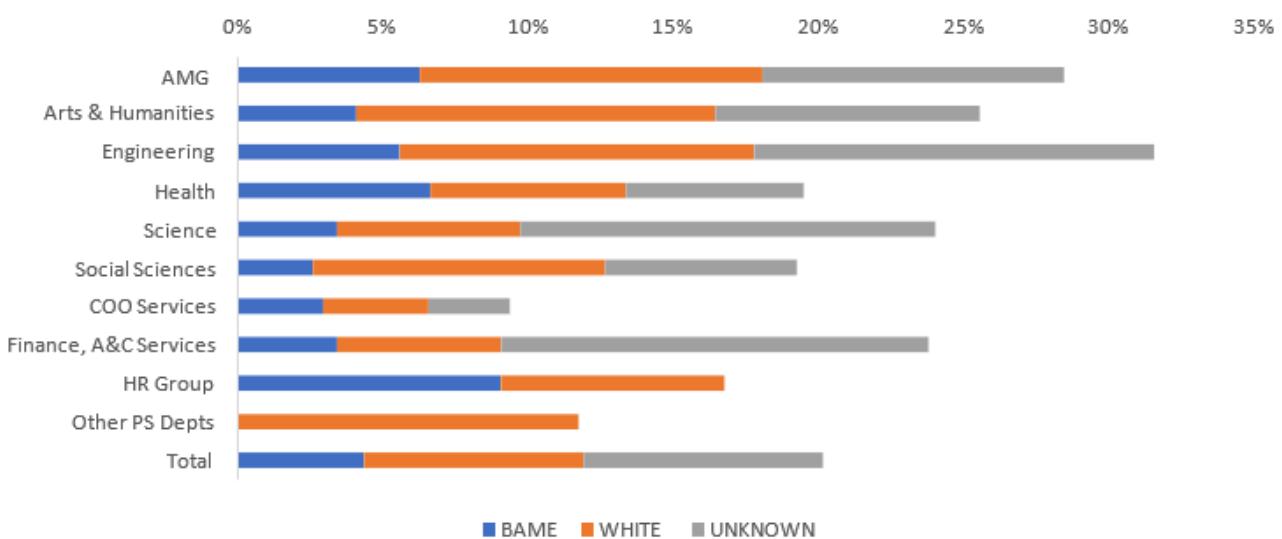


Chart 7: Final outcomes by Function and ethnicity proportion (high level)

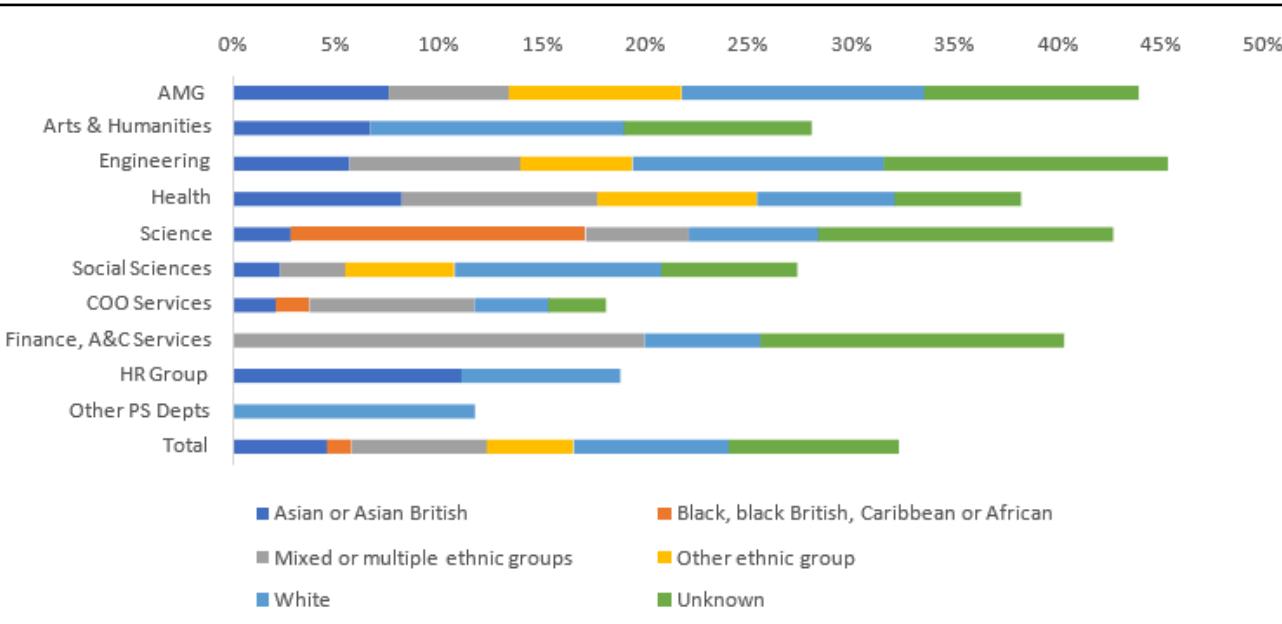


Chart 8: Final outcomes by Function and ethnicity proportion (ethnic group)

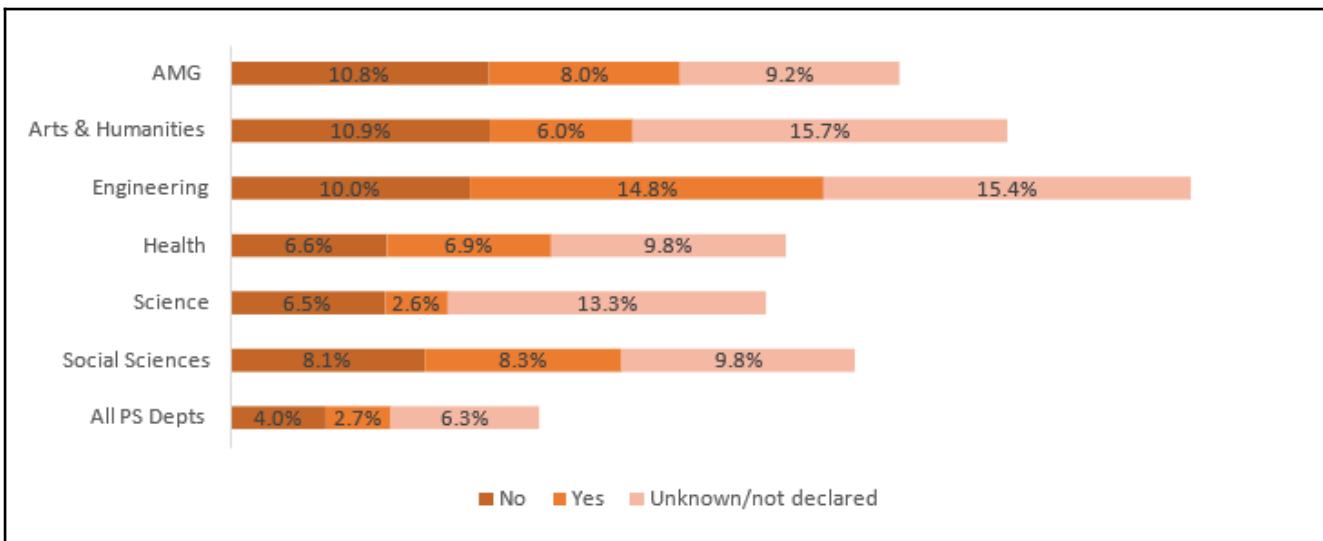


Chart 9: Final outcomes by Function and disability proportion

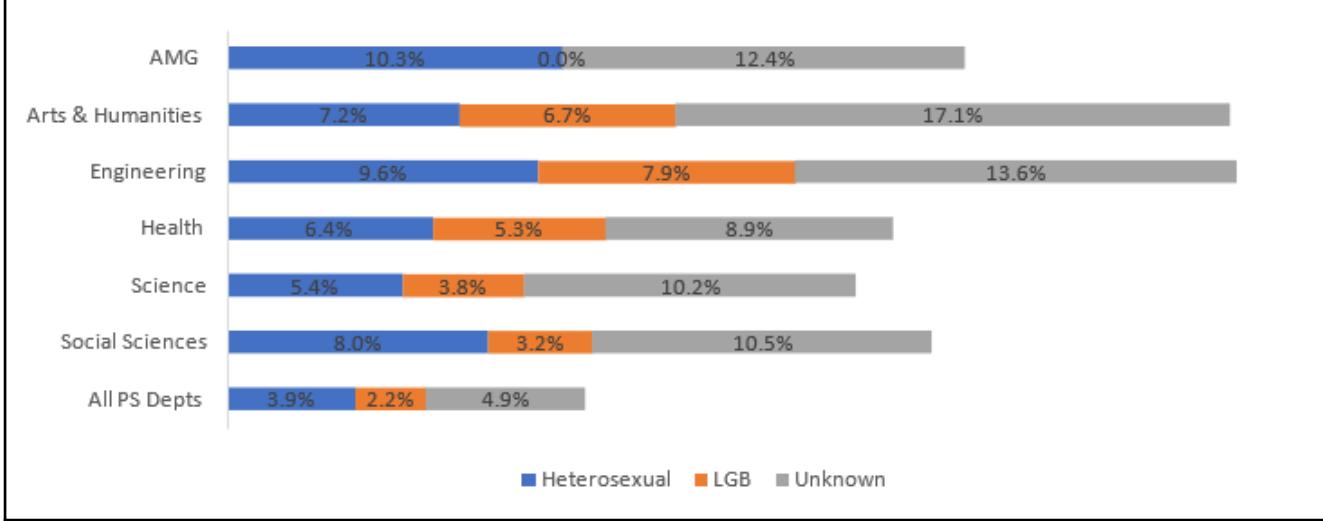


Chart 10: Final outcomes by Function and sexual orientation proportion

## Appendix 6 - Diversity within decision making

The University has developed a range of actions to increase the diversity of representation on its Committees. Data on committee composition is shared with all committees at the start of annual committee memberships and they are asked to consider making representation as diverse as they can while ensuring they achieve the appropriate skills mix. The University Secretary's Office works with staff networks to encourage people from as wide a group as possible to put themselves forward for positions. We are exploring the use of reverse mentoring for Committees. This is a developmental approach where a more junior colleague with a particular lived experience mentors a senior leader to share personal experiences that may help support the mentee's understanding of the impact of certain decisions.

Last year the Council Nominations Committee approved the University Secretary's Office use of Qualtrics, an online survey tool, to collect more comprehensive and consistent data on the University committee memberships across all membership categories. Collection of this data is a substantial piece of work which to date has simply been absorbed into an already stretched governance administration function, which reflects the importance the University and the team place on this activity. The below data is a snapshot as at October 2024 and is the first time that this information has been reported. It is the intention to report year on year comparisons and trend data in the future when the data becomes available.

Below is data relating to all individual committee members.

		ALL INDIVIDUAL COMMITTEE MEMBERS
EDI Characteristics	Total Number of Members	361*
	Percentage responded %	87.8%
Gender:  Which option best describes your gender identity?	Female	44.6%
	Male	40.7%
	Non-binary	1.1%
	Agender	0.0%
	Other	0.0%
	Prefer not to say	13.6%
Relationship Status:  Which option best describes your relationship status?	Civil partnership	1.7%
	Cohabiting	11.6%
	Married	57.9%
	Single	10.2%
	Other	3.6%
	Prefer not to say	15.0%
Age:  To which age group do you belong?	16-24	2.5%
	25-34	4.2%

	35-44	<b>16.6%</b>
	45-54	<b>32.1%</b>
	55-64	<b>26.6%</b>
	65+	<b>4.4%</b>
	Prefer not to say	<b>13.6%</b>
Ethnic Origin:  Which option best describes your ethnic group?	Asian English, Welsh, Scottish, Northern Irish or British	<b>1.7%</b>
	Indian or Indian English, Welsh, Scottish, Northern Irish or British	<b>2.8%</b>
	Pakistani or Pakistani English, Welsh, Scottish, Northern Irish or British	<b>1.1%</b>
	Bangladeshi or Bangladeshi English, Welsh, Scottish, Northern Irish or British	<b>0.0%</b>
	Chinese or Chinese English, Welsh, Scottish, Northern Irish or British	<b>0.6%</b>
	Any other Asian background	<b>1.1%</b>
	Black English, Welsh, Scottish, Northern Irish or British	<b>0.3%</b>
	Black African	<b>1.4%</b>
	Black Caribbean	<b>0.0%</b>
	Any other Black, Black British or Caribbean background	<b>0.3%</b>
	White and Black Caribbean	<b>0.6%</b>
	White and Black African	<b>0.3%</b>
	White and Asian	<b>0.8%</b>
	Any other Mixed or multiple ethnic background	<b>0.6%</b>
	White - English, Welsh, Scottish, Northern Irish or British	<b>65.9%</b>
	White - Irish	<b>1.4%</b>
	White - Gypsy or Irish Traveller	<b>0.0%</b>
	White - Roma	<b>0.0%</b>
	Any other White background	<b>6.1%</b>
	Arab	<b>0.0%</b>
	Hispanic or Latino / Latina / Latinx	<b>0.6%</b>
	Indigenous	<b>0.3%</b>
	Any other ethnic group	<b>0.3%</b>
	Prefer not to say	<b>14.1%</b>
Disability:  Do you consider yourself to have a disability under the Equality Act 2010?	Yes	<b>6.9%</b>
	No	<b>78.4%</b>
	Prefer not to say	<b>14.7%</b>
Mental Health:  Do you consider yourself to have a mental health condition?	Yes	<b>6.9%</b>
	No	<b>76.7%</b>
	Prefer not to say	<b>16.3%</b>
Sexual Orientation:  Which option best describes your sexual	Heterosexual / Straight	<b>72.9%</b>
	Homosexual / Gay or Lesbian	<b>3.3%</b>

orientation?	Bisexual	<b>3.6%</b>
	Pansexual	<b>1.4%</b>
	Asexual	<b>0.6%</b>
	Other	<b>0.3%</b>
	Prefer not to say	<b>18.0%</b>
Religion or Belief: With which religion or belief do you most identify with?	Buddhist	<b>0.0%</b>
	Christian	<b>29.4%</b>
	Hindu	<b>1.7%</b>
	Jewish	<b>0.0%</b>
	Muslim	<b>1.9%</b>
	Sikh	<b>0.8%</b>
	Agnostic	<b>2.2%</b>
	Humanist	<b>1.9%</b>
	No Religion (including Atheism)	<b>44.3%</b>
	Other	<b>1.4%</b>
	Prefer not to say	<b>16.3%</b>
Employment: What is your current employment status?	Student	<b>1.7%</b>
	Employed	<b>81.7%</b>
	Self-employed	<b>2.5%</b>
	Unemployed	<b>0.0%</b>
	Retired	<b>1.9%</b>
	Other	<b>0.0%</b>
	Prefer not to say	<b>12.2%</b>
Mode of Working: What is your current mode of working?	Full-time	<b>72.0%</b>
	Part-time	<b>13.9%</b>
	Not applicable	<b>1.9%</b>
	Prefer not to say	<b>12.2%</b>
Caring: Do you have caring responsibilities? (Select all that apply)	No	<b>42.7%</b>
	Primary carer of a child/children (under 18)	<b>30.2%</b>
	Primary carer of disabled child/children (under 18)	<b>1.9%</b>
	Primary carer of disabled adult (18 and over)	<b>1.7%</b>
Note that the numbers don't necessarily add up to 100% as respondents could select more than one option.	Secondary carer (another person carries out the main caring role)	<b>11.6%</b>
	Other	<b>1.4%</b>
	Prefer not to say	<b>13.9%</b>

Although the above data is relating to the three main university governing and management boards and committees, the university collates membership EDI data from across all of its governance structure. Key headlines from this overall data include:

### **Gender**

- As was the case for 2023/4, there remain more female than male members across the University's committees.
- The figures for all committees are broadly equivalent to the gender balance of the total of all the University's staff - 53% female and 47% male.
- However, there are more male members on Council (10/19 members). After the collation of this data Council filled the one outstanding vacancy and the numbers are now equal.
- Council's balance of 47% female and 53% male (at the time of the data collection) is marginally better than the sector figures for governing bodies of 44% female and 56% male.

### **Age**

- Just under three quarters (73%) of those committee members who responded are 45 or older.
- A direct read across on age data for all University staff is not available.
- The University's Council age profile is marginally younger than the sector figures for governing bodies. 47% of the University's Council members are older than 55 years, compared with 53% for the sector.

### **Ethnic origin**

- Just over three quarters of committee members are "White - including English, Welsh, Scottish, Northern Irish or British" and just under one quarter of committee members are from all other ethnic groups. These figures are broadly similar to the data for all University staff.
- However, some ethnic groups represented in the University's workforce have no representation on its committees (e.g. Bangladeshi, Black Caribbean, and Arab).
- The University's Council is 75% White and 26% BAME, which compares with sector data that shows governing bodies 90% White and 10% BAME.

## Appendix 7 - Non-disclosure rates for staff and students

Table 1: Non-disclosure rates for staff:

<b>Demographic group</b>	<b>21/22</b>	<b>22/23</b>	<b>23/24</b>
<b>Gender (self declared)</b>	53%	45.7%	41.7%
<b>Disability</b>	9.4%	8.7%	8.4%
<b>LGBT</b>	31.7%	29.2%	28.2%
<b>Ethnicity</b>	8.9%	8.4%	8.2%

The staff data presented here is as recorded in the staff database (SAP), and is collected via questionnaire when joining the University and can be updated manually at any time.

Non-disclosure data for staff encompasses responses of 'prefer not to say' and instances where data was not provided or left blank. It is noted that for 'gender' as self-declared, the metric is always 100% disclosed because it's a self-declared question with no option to leave it blank, unlike legal gender which is a binary choice.

The data reveals a consistent positive trend towards increased disclosure across all monitored diversity categories over the three-year period from 2021/22 to 2023/24.

Table 2: Non-disclosure rates for students:

<b>Demographic group</b>	<b>21/22</b>	<b>22/23</b>	<b>23/24</b>
<b>Gender (self declared)</b>	0.3%	0.1%	0.2%
<b>Disability</b>	1%	1%	1%
<b>LGBT</b>	12%	12%	14%
<b>Ethnicity</b>	7.3%	7.3%	5.8%

The student data presented here includes all student registrations in study period one. The data reveals significant variations in disclosure behaviour across different demographic groups. Gender and Disability have very high disclosure rates, consistently below 1% or at 1%. Ethnicity non-disclosure, while moderate, shows a positive trend of decreasing over the three years.