



Athena SWAN Bronze award application template

Name of institution: Sheffield Hallam University

Year: 2010

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Number of SET departments as a proportion of all university departments:

Sheffield Hallam University has a total of 21 departments plus 21 Research Centres including two Centres of Industrial Collaboration, and several specialised research groups featuring key research platforms such as Materials Science, Art and Design, Sports Science and Engineering, Biomedicine, and Economic and Social Research. 23 of the 42 Departments and Research Centres are in the Science, Engineering, Technology and Built Environment sectors, representing 55%. The SET Departments/ Centres are spread across all four Faculties, namely Arts, Computing, Engineering & Sciences (ACES); Development & Society (D&S); Health and Wellbeing (HWB) and the Sheffield Business School (SBS).

An Athena SWAN Bronze award demonstrates that an institution as a whole has a solid foundation of policies and practices to eliminate gender bias and an inclusive culture that values female staff. We also look for evidence of commitment to the 6 Athena SWAN principles at a senior level.

At the end of each section state the number of words you have used.

Click [here](#) for additional guidance on completing the template.

Letter of endorsement from a Vice-Chancellor

An accompanying letter of endorsement from your Vice-Chancellor (or equivalent) should explain how SWAN plans and activities contribute to the overall university strategy (maximum 500 words). The letter is an opportunity for the Vice-Chancellor to confirm their support for the application and to endorse and commend any activities which have made a significant contribution to the achievement of the university mission in relation to science, engineering and technology (SET).

1. Description of the institution

Provide a summary of your institution (maximum 300 words), including information such as whether it is research or teaching focussed, the number of students and staff (academic and support staff separately), association with university mission

groups (e.g. 1994 group, Russell Group, Million+), the size of the SET departments and any other relevant contextual information.

Sheffield Hallam University is a post-1992 university, part of the University Alliance* and one of the largest UK universities with over 30,000 students, of which 75% are undergraduates. With approximately 37% of our students coming from the local region our 'regional roots' are of vital importance. We have been particularly successful in opening up opportunities for local people and the quality of our applied research and consultancy is widely recognised as playing a pivotal role in the region's economic and social development.

The university directly employs around 4,100 staff (full and part time) of whom 49% are non-academic. SET Departments are spread across all 4 Faculties (see above) so the disaggregation of staff data on a SET basis is not straightforward.

ACES brings together art, design, technology, engineering and sciences to create new forms of academic experience. D&S brings together disciplines in social sciences, education, the built and rural environment, humanities and law. HWB is based upon a long tradition of providing applied education programmes in the areas of health, social care, bioscience and sport. The new Sheffield Business School brings together the subject areas of the former Faculty of Organisation and Management to be a national and regional leader in business innovation, enterprise and employer engagement.

Each Faculty undertakes an element of world-leading research - with 12 out of 15 UoAs submitted in 2008 judged to be world leading, with 68% of submissions at international quality and above. The university has 21 Research Centres including a number of specialised research groups. Activities within Centres and Institutes cover a wide range of consultancy and innovation, often working with external partners and cross disciplinary activity as well as knowledge transfer. While the University Executive is male dominated (30% female) 3 of Faculty Deans are female. (295)

* the University Alliance represents 22 pre and post 1992 universities with a balanced portfolio of teaching, research, enterprise and innovation. The group has a clear business focus and a deep-rooted commitment to corporate social responsibility.

2. Institutional policies and procedures

Provide evidence of the following policies, preferably through hyperlinks to your website. Briefly explain (maximum 200 words for each) how these policies are disseminated and communicated and what training is given on implementing them.

(i) Gender Equality Scheme (GES) and/or action plan.

The first Gender Equality Scheme (2007-2010) was developed in 2007 and provided an overview of gender data at that time, drawn up with extensive consultation across the University. A University-wide initiative to increase the number of applicants from women for Professorships was used as an example of work to promote gender equality, along with comprehensive consultation with groups across the university and the

introduction of a Diversity Coordinator. The Gender Equality Action Plan included actions relating to student participation and the introduction of an Equality and Diversity Forum. The draft Gender Equality Scheme for 2010-2013 is awaiting approval from the University's Board of Governors. The Action Plan has been developed with the involvement and participation of staff, students, relevant stakeholders, and partners in order to set out the actions Sheffield Hallam will take to achieve and maintain an inclusive environment informed by gender equality. Members of the Athena SWAN Self-Assessment Team have been involved in the development of the GES, and have provided an insight into the experience of women working in Science, Engineering and Technology where there has been an under-representation of women. Care had been taken to ensure that the two Action Plans complement one another for maximum impact. (200)

(ii) Equal Opportunities Policy.

A comprehensive equality and diversity section and a document about the benefits of working at Sheffield Hallam University are available on the external website <http://www.shu.ac.uk/university/diversity/index.html> and <http://www.shu.ac.uk/jobs/>. SHU's equality and diversity statement and accompanying equal opportunities policy are found on the intranet <https://staff.shu.ac.uk/hr/equality/equalitystatement.asp> .

The induction programme attended by all new staff addresses the main issues around equality & diversity including individuals' responsibilities. There is an active and regularly updated equality and diversity online training module which is promoted and undertaken across the University. Recruitment and selection training includes a section on relevant equalities legislation. Other courses (e.g. management development, appraisal, coaching, assertiveness) have an underpinning commitment to equality and diversity and this approach is embedded in the training.

SHU has introduced Equality Impact Assessments to evaluate business activities by assessing the impact of policies in relation to their consequences for equality.

In developing employment policies, SHU managers consult with a management consultative body, the University's information and consultation committee and an employment policy development group. Once approved, new or changing employment policies are promoted, as appropriate, via internal newsletters, core and executive briefings, workshop and the HR web pages. See Action plan for further developments around equality and diversity. (200)

(iii) Flexible Working Policy.

The university introduced the Right to Request Flexible Working (Parents and Carers) Policy to provide parents and carers with the opportunity to balance work and family life, whilst being compatible with and beneficial to, business efficiency. The University recognises the advantages of a balanced approach to work and family life. Managers are therefore encouraged to view a request for flexible working under

this policy in a positive manner and should endeavour to accommodate a request for flexible working wherever this is feasible.

A policy and associated guidance for staff and managers can be found on the staff intranet: <https://staff.shu.ac.uk/hr/StaffHandbook/SHflexibleworking.asp>

University job vacancies are offered on a job-share basis unless it is determined by a robust business case that this would not be appropriate for a specific post. Flexible working schemes include job-sharing, flexitime and flexible working hours for certain roles.

In areas where there is a low percentage of women applicants, job adverts and information packs should place greater emphasis on rewards and benefits, especially in relation to flexible working. See Action Plan for further information. (176)

(iv) Harassment Policy and Procedures.

Clear policies and procedures are in place to try and prevent bullying and harassment, or to manage claims of bullying and harassment with separate schemes for students and staff.

The University's policy is promoted via the intranet: <https://staff.shu.ac.uk/hr/equality/bullying.asp>. This forms part of the Problem Resolution Framework (PRF) for addressing issues in the workplace which was endorsed by ACAS as an exemplar of good practice.

SHU is committed to maintaining a safe environment for all staff and students. Harassment or bullying in any form will not be tolerated. The University has a number of harassment advisers who staff can talk to in confidence. Also, there is an employee support helpline to help those who feel they are being harassed or bullied. Staff are encouraged to discuss workplace issues with their manager and have access to HR colleagues, union representatives, mediation and the University counselling service.

Mediation is offered as an alternative and early intervention which allows people to explore resolution options before invoking formal Problem Resolution methods. It enables staff to discuss issues together with the aid of a facilitator to agree a way forward by working collaboratively on the workplace issue and giving the individuals ownership of their situation. (200)

(v) Maternity/parental/adoption/paternity leave policies.

Information on the University's policy and procedures can be found at <https://staff.shu.ac.uk/hr/maternity.asp>. SHU offers additional provision beyond statutory rights. Furthermore, staff may take a five year career break and support is provided to those returning to work within this period to find a University post. This policy includes reinstatement on the payroll for a number of months whilst seeking a new post.

Time off for emergencies is incorporated into parental leave guidance, together with the option of taking unpaid leave at a manager's discretion. 'Keep in Touch' days and meetings are promoted widely across the University to ensure those on maternity/ adoption/ paternity leave do not lose touch with the Institution and/ or developments in their area of work. (119)

(vi) Training and development policies.

The University aims to support people throughout their career through induction, individual career development, annual appraisals, and while preparing for retirement or voluntary redundancy. Details of the development options are at <https://staff.shu.ac.uk/hr/staffdevel/staffdevelopment/newdevpage.asp>. In addition to cross-University training, the People Development team in HR design and provide appropriate development to support restructures, such as career and leadership development for the recent restructure affecting the four academic Faculties. University training courses and staff development opportunities are advertised regularly through the scrolling news service on the staff intranet and in newsletters that go to all staff.

As part of its commitment to staff development and training the University recognises that there are increasing numbers of staff who wish to take advantage of the University's portfolio of courses. In response to this and to widen opportunities for staff, the University operates a 'Headstart' scheme that enables staff to study part-time on undergraduate and postgraduate courses, programmes or units without having to pay tuition fees. With the exception of those on casual contracts, all staff, including part-time and temporary staff are eligible to apply.

<https://staff.shu.ac.uk/hr/staffdevel/staffdevelopment/head.asp>

'Jumpstart' provides opportunities for people to learn a skill or study something that is unrelated to their current job.

<https://staff.shu.ac.uk/hr/staffdevel/staffdevelopment/Jumpstartscheme.asp> (200)

(vii) Work-life balance policy.

SHU brings together its support for staff with work-life balance via its employee wellbeing policies and practices - <https://staff.shu.ac.uk/hr/employee+wellbeing/> Wellbeing is a key theme of the current Corporate Plan, driven by the University Executive Group. The Employee Wellbeing Steering Group oversees a pro-active approach to delivering this agenda. Practical options to support staff having a good work-life balance include:

- the University's award winning Wellness Centre for staff. This service includes annual health and fitness screening and workshops and short courses, advice on exercise, nutrition, relaxation and general quality of life issues.
- discounted membership to SHU gyms and fitness studios
- physiotherapy clinic run by University physiotherapists
- Cycle to work scheme
- access to the Universities and Colleges Personal Healthcare Scheme

In addition, the University promotes work-life balance on management development programmes and staff may access the Occupational Health service and the counselling and multi-faith chaplaincy.

Staff are made aware that they can request flexible working and there is generous holiday provision for staff (25 days minimum + 12 extra statutory holidays). (174)

(viii) Equal pay reviews and action plans.

The National Framework Agreement required all UK universities to move their staff onto a single grade structure to promote equal pay for work of equal value. This was achieved by undertaking analytical job evaluation of benchmark roles. The job evaluation exercise produced a hierarchy of roles within the organisation, and once this was complete, the grade structure was developed around this hierarchy. This approach ensured that jobs of similar size would be within the same grade, and therefore the staff in those jobs would be paid equitably. Following pay modernisation and the introduction of the new pay and grading structure, an Equal Pay Audit has been scheduled to take place in 2010. It was not feasible to undertake the audit any earlier to this as the ResourceLink rebuild in 2009 needed to take place to allow the required data to be reported from the payroll system. However, the use of a job evaluation system is widely recognised as an important element in avoiding any pay inequities so the introduction of HERA will have helped to address any historical issues. New policies and procedures were produced alongside the new grade structure to ensure that staff are rewarded fairly. (196)

(ix) Other relevant policies and procedures (see guidance).

Equality and diversity online module

SHU has an online diversity module which has been available to all staff since 2005 and is an accessible, clear module for staff. It aims to ensure people are familiar with equalities legislation, understand the broader issues regarding equality and diversity and their rights and responsibilities as University staff members. Since the module was introduced at the University, 410 people have completed it. The attached plan includes an action to ensure that completion of this module is embedded into University and local induction practice, and communicated with managers to reinforce their responsibilities.

Recruitment and Selection Training

Human Resources have recently reviewed recruitment and selection training practices to identify and ensure consistent best practice to encourage applications from men and women. Revisions to content have led to increased emphasis on the changes to UKBA regulations and what this means to ensure we do not discriminate whilst carrying out recruitment practices. In addition a second day was introduced in 2009 to demonstrate attribute-based behavioural criteria and to enable managers to fairly select and use effective interview questioning techniques, thereby adopting these methods to take subjectivity out of the process. (192)

3. Baseline gender data and analysis

Provide data for the past three years (including clearly labelled graphical illustrations where possible) on the data sets listed below. Then evaluate and comment on the trends, drawing out noteworthy points (maximum of 200 words per question).

- (i) **Female:male ratio of academic staff at each grade** – researcher, lecturer, senior lecturer, reader, professor (or equivalent) – across the whole institution and in SET departments. Comment on the main areas of concern on gender balance and how you plan to address them. For example, is there evidence that women and men are appropriately represented at all levels of the workforce? Are there differences in SET departments?

The representation of women in SET within the university is lower than the overall representation of women at all levels, although some evidence of growth in a number of grades is evident and university levels of representation are higher than national figures (25% in 2007/8) (ECU, 2009) apart from at Lecturer level in 2009 (23%). Further disaggregation of statistics between departments is needed to determine any differences and this is highlighted in our Action Plan. We are unable to disaggregate information about Associate lecturers as their subject discipline is not recorded in the staff database ResourceLink. The attached data therefore relates to the gender balance of Associate Lecturers across the whole institution. This issue is also addressed in our Action Plan. (121)

- (ii) **Female:male ratio of Heads of School/Faculty/Department** across the whole institution and in SET departments. Comment on the main areas of concern and achievement and how you plan to address them. For example, are women and men appropriately represented at this level? Are there any differences in SET departments?

The percentage of women professors in SET at SHU (20%) was above the national average of women in general at professor level in 2007 and 2008 (18%)(ECU, 2009). However changes in Departmental structures and new appointments within the SET Departments have meant that female representation at Professor level in SET has decreased. The Action Plan includes a reference to the need to review applications for professorships. Female representation at Head of Department level (22%) is higher than national average according to ECU (8%) in 2007/8. The university has recognised that the initial improvement in progression to Professor for women (generally) has plateaued and needs to be refreshed. (106)

- (iii) **Female:male ratio of academic staff job application and success rates** – across the whole institution and in SET departments. Comment on any implications of this for the institution and how you plan to address any disparities. For example, are women and men equally successful at all stages of the job application process? Are there differences in SET departments?

There are no perceived differences between male and female success during recruitment and stages of job applications, however there is a need to further disaggregate the data collected in order to ensure SET departments are operating similarly to other departments. Collection of this data is included in the action plan as a priority. (53)

- (iv) **Female:male ratio of academic staff promotion rates** across the institution and in SET departments. Comment on any implications of this for the institution and how you plan to address any disparities. For example, are men and women equally likely to be put forward? Are male and female applicants for promotion equally successful at all levels? Are there differences in SET departments?

Disaggregated gender data on promotion rates has not been collected previously and is included in the Action Plan as a priority. The 2010 Athena Survey (ASSET) revealed (with a small number of 62 respondents of whom 40% were women) that there was a perception of disadvantage from women (61%) in comparison with little such perception amongst men (6%). The Action Plan also includes an item to review and take appropriate action relating to female representation on recruitment panels, recognising that involvement in the processes themselves provide a valuable insight for potential applicants, and serve as a development opportunity. (98)

- (v) **Gender balance on the senior management team** at university level. Comment on the numbers of men and women on the SMT and how you plan to address any disparity.

With 30% women on the senior management team, and with three faculties having female deans the university is ahead of the national picture of female representation at senior levels. Within the Business School, the whole executive is female (see vi). The visibility of these senior women within the university needs to be raised to encourage further progression and this should help to address perceptions of lack of opportunity for women raised in the ASSET survey. The Action Plan refers to a 'role model project' to tackle this issue. (88)

- (vi) **Gender balance on influential committees** at university level. Comment on the main areas of concern and how you plan to address them. For example, are women and men appropriately represented on senior decision-making committees? How do you avoid committee overload where numbers of women are small? How are vacancies filled and women encouraged onto committees, especially where turnover is low? Are the positions advertised?

Representation of women on all significant committees is healthy and above national levels within and without SET, with ACES having the lowest representation (33%) of women on its Executive Group. There is further scope for raising the profile of the women in SET at senior levels and the Action Plan includes points to address this issue particularly with reference to promoting opportunities to join committees. (65)

- (vii) **Female:male ratio of academic staff on fixed-term contracts vs. open-ended (permanent) contracts** – across the whole institution and in SET departments. Comment on the implications of the gender balance for the institution and for women’s career development. For example, is there evidence that women are overrepresented on fixed-term contracts? Are there differences in SET departments?

The university has a very positive record for academic employment contracts with the large majority of staff, both men and women on permanent contracts. The number of fixed term contracts in SET departments is higher than in non-SET departments. However there is no evidence that women are receiving different treatment to men. There needs to be some exploration to ascertain why there is a difference between SET and Non-SET departments and the Action Plan includes a reference to this issue. (80)

- (viii) **Female:male academic staff turnover rates** by grade and maternity return rates – across the whole institution and in SET departments. What are the implications of this for the institution and how you plan to address any disparity? For example, are women and men equally likely to leave the institution (unplanned turnover of staff)? Are there any differences in SET departments? Are the reasons for leaving picked up in exit interviews? Comment on whether turnover affects recruitment and promotion.

The University has collected some preliminary data which is not disaggregated by gender that points to a low overall turnover rate for the University. There are indications that there may be Faculties and Departments across the Institution with higher turnover rates where further interrogation is required to establish if action is needed. The roll-out of exit interviews across the Institution and the further analysis of turnover data is included in the Action Plan to address these issues. (77)

- (ix) Evidence from **equal pay audits/reviews**. Comment on the findings from your most recent equal pay audit and how you plan to address any disparities

Following pay modernisation and the introduction of the new pay and grading structure, an Equal Pay Audit has been scheduled to take place in 2010. It has not been feasible to undertake the audit any earlier than this as the ResourceLink rebuild in 2009 needed to take place to allow the required data to be reported from the payroll system. However, the use of a job evaluation system is widely recognised as an important element in avoiding any pay inequities so the introduction of HERA will have helped to address any historical issues. The Action Plan points to the need to review the equal pay audit findings and to agree actions to address any disparities identified. (116)

- (x) **Female:male ratio of staff in the Research Assessment Exercise (RAE) 2008** – across the whole institution and in SET departments. Comment on any implications of this for the institution. For example, does the gender balance of

staff included in the RAE 2008 broadly reflect the gender balance across the institution? Are there any differences in SET departments?

The University developed a Code of Practice to provide a framework within which recommendations and decisions were made regarding the selection and submission of the University's RAE 2008 return. Furthermore, equality and diversity training was provided for all those involved in the selection and submission process to ensure a fair transparent process and that extenuating staff circumstances outlined in the RAE guidance were fully considered.

At an institutional level women represented 43% of staff who were considered for inclusion in the RAE 2008; in the final return 38% of staff were women showing a small decrease in women following staff selection. Results are similar for SET and non SET subjects; although if nursing were to be included in the SET analysis then the proportion of women included within SET rises to 43%, reflecting the gender balance at an institutional level. University analysis showed no consistent bias against women across the individual units of assessment. The Action Plan includes a reference to ensuring that good practice is carried through to the new REF process and that gender remains highlighted as an issue throughout. (154)

- (xi) Other relevant data, e.g. results from staff surveys. Comment on any other data you have provided, detailing how you plan to address any gender disparities.

Employee Opinion Survey

An Employee opinion survey was completed in 2008 by 58% of staff yielding a reasonably positive view of the university, with strengths in the experience of working at SHU, appraisal procedures and implementation, and high levels of job satisfaction. Concerns are linked to university change and lack of consultation, as well as implementation of policies and procedures. 72% of respondents thought that men and women were treated equally in the University and there was no significantly different response from men and women regarding fair treatment according to gender.

<https://staff.shu.ac.uk/Staffexperience/EmployeeOpinionSurvey2008+2009/Executive+summary.asp> (89)

4. Supporting and advancing women's careers

Describe the following activities in your institution that are supportive to women's career progression in your SET departments (maximum 300 words per section).

- (i) **Career development training at key transition points** – describe any additional support given to women at the key career transition points across the institution, and in SET departments, such as support for new lecturers or routes for promotion through teaching and learning. Are women encouraged to participate in conferences and attend other external events where there are opportunities for networking?

Career Development is offered to support progression at SHU through open sessions on career confidence for all staff, briefings on progressing to senior academic posts and individual coaching. New lecturers are required to complete the Post Graduate Certificate in Higher Education, and time off timetable is ringfenced to make this possible.

The University provides a wide-range of career and leadership development which aims to enhance leadership and management capability at SHU. The cross-University management development programme to build skills and confidence for middle managers has been running since 2005. In the last two years, 153 people have attended on 8 cohorts of whom 58% were women.

The University implemented a restructure affecting the four Faculties which resulted in the formation of 21 academic departments led by new senior management Head of Department posts.

To support people interested in applying for these posts, the University ran a number of application and interview support workshops which were attended by 21 people - 8 of them female. 21 appointments were made. Of these, there are now 10 female Heads of Department.

A bespoke leadership development programme for the Heads of Department offered leadership workshops with external consultants and internal staff, 360 degree feedback, leadership coaching and Faculty-specific training. All the new Heads attended and are continuing to benefit from ongoing leadership development.

Senior leaders have been taking part in a number of leadership and management workshops, including performance management, coaching and challenging conversations. 75% of the 28 participants were women.

In 2009, 29 people (15 women) received 360 degree feedback. This has enabled people to identify strengths and development areas and get a clear understanding of how they are performing at the University. They are then able to develop a positive action plan to further enhance their academic / administrative work. (298)

- (ii) **Researcher career support and training** – describe any additional support provided for researchers at the early stages of their careers, such as networks and training.

The University is committed to the development of research capability and careers. University-wide training courses provide development opportunities for researchers

throughout their career. Courses include the Leadership and Management Development Programme, designed to equip senior staff with appropriate management skills, the Supervisor Training Programme to support new staff with limited research supervisor experience, and research/knowledge transfer courses aimed at early career researchers to develop grant writing and commercialisation skills.

As with all staff, researchers at Sheffield Hallam are encouraged to take part in a range of development opportunities. The Enterprise Centre staff development programme was especially designed to offer tailored in-house courses to support research and business development activity.

The University offers training for the development of transferable skills, e.g. project management and presentation skills, and our Research Methods Training Programme has recently been awarded Economic and Social Research Council (ESRC) recognition. Specialist careers advice is available and recommended for researchers on fixed-term contracts, and staff at all levels are encouraged to take part in these activities.

Within the research centres staffing policies provide support and mentoring to staff who are new to research. Support can include funding to support research activities (e.g. writing publications and grant applications) and mentoring support from more senior colleagues. Further research support and development sessions are held at research centre away days and faculty conferences.

All staff should have an annual appraisal and the University has set the target of achieving 100% coverage for 2010. This provides a useful way for staff to monitor their own progress, raise any difficulties they are experiencing and identify additional training or support needs including long term planning of research objectives.

The University's Research Concordat Task Group has recommended that the University develops a dedicated website as a 'one stop shop' for information and advice for research staff. (300)

- (iii) **Flexible working** – describe how eligibility for flexible and part-time working is advertised to staff and the overall uptake across the university. What training is provided for managers? How do you monitor the policy and how successful it has been?

The University recognises the advantages of a balanced approach to work and family life and therefore encourages line managers to view a request for flexible working in a positive manner and accommodate a request wherever this is feasible. Training is provided for Managers within the various development and leadership programmes which highlight employees' rights and employers' responsibilities in respect of flexible working, and staff are alerted to their right to request flexible working as part of the recruitment and induction process.

A policy and associated guidance for staff and managers can be found on the staff intranet: <https://staff.shu.ac.uk/hr/StaffHandbook/SHflexibleworking.asp> including a comprehensive overview of flexible working.

University job vacancies are offered on a job-share basis unless it is determined by a robust business case that this would not be appropriate for a specific post. Flexible working schemes include job-sharing, flexitime and flexible working hours for certain roles.

Findings from the ASSET survey of SHU staff together with discussions from the Athena SWAN focus group and in one-to-one meetings reveal that staff find SHU to be a very flexible employer. In response to the ASSET survey question 9.2.3a, 'Reported availability of flexibility', the following results for Academics were recorded:

- Time off at short notice: 74% (Females), 76%, (Males), 72% (All)
- Flexibility in hours/days worked/ work pattern: 87% (F), 89% (M), 88% (All)
- Home/ remote working: 100% (F), 100% (M), 100% (All) (232)

- (iv) **Parental leave** (including maternity, parental, adoption and paternity leave) – how many women are returning full-time and part-time? How is teaching and research covered during parental leave? What support is given after returning from parental leave or a career break? What funding is provided to departments to support returning staff?

There are currently 69 women on maternity leave at the University. Our approach to flexible working means that a significant number of them will return to work part time at the University as a matter of choice. Our policies on paternity, adoption and parental leave are clear and accessed by staff as required. We encourage staff who are on maternity or parental leave or on career breaks to maintain contact with colleagues and their manager to facilitate communication through 'Keep in Touch' meetings. Evidence from the focus group and one-to-one discussions, together with findings from the ASSET survey reveal that women find the University to be a supportive employer. Two women who had returned to Sheffield Hallam following maternity leave said: "*The best thing about working here is the flexibility and autonomy - I can carve my career out in the way I want to and focus on the things I'm interested in*" and "*SHU offers a supportive and caring environment in which to work*". (165)

- (v) **Mentoring and networking** – describe any mentoring programmes, including any SET-specific mentoring programmes, and opportunities for networking. Comment on their uptake and effectiveness.

The University runs a mutual mentoring scheme for senior and middle managers called Thinking Partners. Since 2008, 58 people have been matched into mutual mentoring relationships to support their leadership development. 66% of these were women. This scheme has given people with significant leadership roles support and

guidance in tackling complex issues, building confidence, setting direction for their areas and supporting them in new roles or challenges.

In 2008, 79 people - 51 of them women - had individual coaching sessions with internal coaches on areas including leadership development, assertiveness, career development and performance. While it is not possible to provide male-female ratio for coaching sessions in 2009, there were more than 100 people who were coached. The qualitative information regarding the effectiveness of these relationships suggests that the coaching has had real impact in building individuals' confidence, that it has helped people make the transition into more senior roles and build their capacity in leading and managing in the University.

The Women in SET team within the University also provide one-to-one mentoring for women working in SET to support their career development, and they also offer informal development opportunities and networking events. (193)

- (vi) **Transparent workload models** – describe the systems in place to ensure that work, including pastoral and administrative responsibilities, is allocated transparently and equitably.

The University has a well-developed and carefully monitored Academic Work-planning (AWP) policy and process which is designed to bring together the career development needs of individual academics with University and Faculty business needs. Managers should endeavour to ensure that each member of academic staff has a balanced and developmental work plan.

The policy states that AWP should be fair, transparent and open within a peer group. The peer group will normally be an academic subject group or specialist centre (e.g. research, consultancy, CPD). If there are problems in identifying a peer group, advice should be sought from the senior management of a faculty. Very small subject groups are unsatisfactory for AWP purposes and are encouraged to arrange for a cooperative subject group process with a neighbouring subject group.

Line Managers must ensure that they are familiar with all the relevant contractual parameters, relating to teaching hours and patterns of work. These must be strictly observed in the AWP process. If in doubt, advice should be sought from the Human Resources Adviser for your Faculty.

The Academic Work Planning Implementation Strategy Group are currently holding discussions about work-planning policy and practice across the University. Among issues under discussion are allowances in relation to module leadership and transparency and parity across the University.

- (vii) **Work-life balance** – describe the measures taken by your institution to ensure that meetings and other events are held during core hours and to discourage a long hours culture.

SHU staff seek to ensure that all committee / department / team meetings are held within core working hours. Meetings are often scheduled to coincide with times when

the majority of staff (full-time and part-time) are able to attend. There are times when staff may be requested to work on events such as open days at weekends or in evenings. They will generally be given sufficient notice about these events so they can make arrangements to cover caring responsibilities, as necessary. In addition, they may take time off in lieu.

The issue of a long hours culture was raised at the focus group. Here, it was acknowledged that this culture can work against flexibility. But women returning from maternity leave in Biosciences reported they had slotted in well. To address the perception or reality of a long hours culture, SHU is considering actions to tackle this, e.g. identifying key transition points and offering appropriate support; addressing this area through a role model project, highlighting the successes and approaches of SHU's female academics.

Furthermore, staff can attend workshops on work-life balance and are encouraged to speak up to managers if they have issues with long working hours. (196)

- (viii) **Childcare** – describe the institution's childcare provision and how it is communicated to staff. What is the take up? How do you plan to address any shortfalls in provision?

SHU staff are responsible for taking up the greatest number of places at the University's nursery for their children. Information about the nursery can be found on the external website, the staff intranet and the student VLE/ blackboard. Information is also included in the 'Benefits of working at SHU' and student prospectus documents. The nursery offers places under the Government funded free hours scheme. Children of SHU staff tend to remain at the nursery until they go to school, and often take up places for holiday care in the summer which are available for children up to 8 years old. Opening hours from 8 am -5.30pm are largely suited to those working full and part-time however the nursery is considering extending the evening until 6pm and offering half-day sessions. The nursery achieved a 'Good' Ofsted rating and has received positive feedback from staff parents. Term-time contracts enable staff to limit their childcare expenditure to the teaching year. The nursery is currently considering new ways of promoting the service to staff to increase take-up.

<http://www.shu.ac.uk/services/sls/support/childcare/> (174)

5. Raising the profile of women

Describe any activities in your institution that raise the profile of women in SET generally and also help female staff to raise their own profile such as (maximum 500 words for all four sections):

- (i) Conferences, seminars, lectures, exhibitions and other events.
- (ii) Publicity materials, including the institution's website or images used.

- (iii) Providing spokeswomen for internal and external media opportunities.
- (iv) Nominations to public bodies, professional bodies and for external prizes.

Sheffield Hallam University is a core partner of the UK Resource Centre for Women in SET, and their representative group WiSET have been involved since 2004 in raising the profile of women in SET outside and within the university. Within the university the following are examples of initiatives and schemes that have been developed:

- i. Via the JIVE project (2006 & 2007) - a series of academic networks for women in SET (attended by women in SET from Sheffield University as well as SHU) with outside speakers.
- ii. a series of posters and a DVD for use in schools that promote the visibility of women in SET and Built environment - drawing on SET women from SHU - still current and now widely in use across the region and beyond.
- iii. Hosting a visit by the University of Oslo (2009) who were considering their gender equality policies and came to SHU to learn about work of WiSET and meet SET women academics and researchers at SHU.
- iv. Media training for women in SET funded by UKRC and seminar to promote the participation of women in SET Public Bodies.
- v. Case studies of SET women provided by SHU for UKRC publications.
- vi. Events on International Women's Day and during Diversity Week to promote the role of women in SET within SHU e.g. in 2010 a joint open event with Welding and Joining Society to meet women working and studying in Sustainability and Engineering.
- vii. Working with the local STEMNET broker to increase the number of female STEM Ambassadors - drawing on academic staff, researchers and students within the university - and developing and delivering additional training for the role models in careers and equality and diversity.
- viii. Working with the Graduate Office to ensure female SET nominations are encouraged for Honorary Graduates of SHU and for special speaker events. The list of Honorary Graduates includes Professor Susan Greenfield, Professor Dame Julia Higgins, Elizabeth Rasekola, Sandi Rhys-Jones and Rosalind Wollen.
- ix. SHU Science and Engineering Week is the largest in the country and draws on a wide range of SET women for speaking and demonstration events from within SHU as well as outside SHU e.g. Professor Jan Evans-Freeman in 2009 and Marilyn Brodie in 2010. (373)

6. Further SET-specific initiatives

Describe any other SET-specific initiatives of special interest that have not been covered in the previous sections, including past initiatives that did not work and lessons learnt (maximum 250 words).

SET-specific Initiatives

1. www.WiSET.org.uk - Mentoring and support for staff and students - Girls' day activities and regular promotion of STEM to girls and women e.g. bridging course with ACES - publicity and recruitment, Aim Higher Summer School, Bloodhound and EDT Girls' Days.
2. ACES developing Staff Satisfaction working groups to address priorities including Career development and support
<http://portal.shu.ac.uk/faculties/faces/staffsat/default.aspx>
3. FDS had Equality and Diversity conference in May 2010 - staff identifying needs and priorities - including recruitment, progression, student needs and Equality Bill.
4. Support for applications to Professoriate - workshops being run and mentoring available
https://staff.shu.ac.uk/university_secretariat/profcourse.asp
5. SBS - all executive female...During University reorganisation (previous) Head Hunters were used with a specific brief to increase applications from women.
6. Pam Walton - visiting fellow <http://www.workingfamilies.org.uk/about-us/whos-who/working-families-pioneers-1979-2009>
7. Engineering student network - initiative to support minority female students - but funding was time limited.
8. STEM Careers project - STEM Careers E&D toolkit developed and published www.stem-e-and-d-toolkit.co.uk and Teacher TV programme on E&D - plus an E&D Advisory Group drawn from a wide range of stakeholders - including WP staff from D&S.
9. UKRC activities include Strategic Partner, Delivery of Gender Equality Training (including to SHU built environment staff) and working with businesses to promote Gender Equality in SET. Plus - development of Careers Adviser Training for SET women clients.
10. Number of Awards in the area of Gender and SET: WISE Award 2008, Wider Horizons ICG Award 2007, National Adult Learner Awards 2008 and 2010 (244)

7. The self-assessment process

Describe the Self-Assessment Team members and the action planning process, including any consultation processes that were undertaken with staff (maximum 750 words in total).

The Self-Assessment Team reflected all four Faculties and included staff from central departments within the University. The Equality and Diversity Co-ordinators within each Faculty helped to promote the opportunity for involvement in the Team widely across the Institution and a fully representative team was established. The membership is provided below:

Andrea Nollent	Assistant Dean	Development & Society
Denise Eaton	Project Manager WiSET (Athena SWAN Coordinator)	Development & Society
Caroline Dalton	Senior Lecturer (Biosciences)	Health & Wellbeing
Helen Kay	Head of Institutional Research	Learning and Teaching Institute
Anita Gurney	Research Development Manager	Enterprise Centre
Maxine Greaves	Equality & Community Engagement Manager	Development & Society
Trish Elwis	Diversity Support Officer (Athena SWAN support)	University Secretariat
Martin Howarth	Head of Engineering	Arts, Computing, Engineering & Science
Liz Croft	Head of External Accreditation	Sheffield Business School
Rihana Ishaq	Principal Lecturer (Engineering)	Arts, Computing, Engineering & Science
Caroline Cripps	Researcher	Development & Society
Richard Umpleby	MI Process and Budget Manager	Human Resources
Lucy Owens	People Development Manager	Human Resources

The process was co-ordinated by a Project Manager from the Women in SET team with support from the University's Diversity Support Officer. The University's Equality and Diversity Strategy Group oversaw the process and ensured tie-in with the Gender Equality Strategy. The Team included a mix of men and women with a range of experiences and at different stages of their careers.

The team met on three occasions to decide on the most appropriate mode of operation and drive the process forward. Their role involved the interpretation of data, agreeing necessary action to address inequalities and inconsistencies found, and reviewing progress against proposed actions. A focus group of academic staff was also held and a number of one-to-one meetings were arranged to draw out personal experiences of working in SET within the University. Findings from these discussions, together with analysis of the ASSET survey for the University, were reviewed by the Self-Assessment Team and appropriate actions were identified to address issues and concerns.

The Self-Assessment Team found that there were difficulties in extracting some of the information required in appropriate and sufficient detail. This highlighted issues of concern and gave rise to a substantial number of actions relating to appropriate data collection to enable effective disaggregation and analysis. It was particularly helpful to have members of the Human Resources Department involved in the Self-Assessment process who are now working towards collecting the information identified.

The Team also agreed that the Athena SWAN application was particularly timely in that it coincided with the production of a new Gender Equality Scheme for the period 2010-2013. The Action Plans for both pieces of work complement each other to ensure consistency and clarity across the Institution. The Equality and Diversity Strategy Group are keen to ensure that the Athena SWAN process and findings are reported to the Executive Group and disseminated widely across the Institution. The Action Plan points to the continued existence of a cross-faculty group to drive the work forward and to oversee continued development. (496)

8. Action plan

Provide an action plan as an appendix. This should be a table or a spreadsheet comprising plans to address the priorities identified by the data and within this application, the person responsible for each action and a timeline for completion. It should cover current initiatives and your aspirations for the next three years.

9. Any other comments

Please comment here on any other elements which you think relevant to the application, e.g. recent mergers between departments (maximum 250 words).

University Reorganisation

During the period of this study the University experienced a reorganisation from Schools to Faculties. Comparisons over the last three years have been problematic to a degree due to structural reorganisation and consolidation.

Professional Development Framework for Academic and Learning Support Staff

The University is currently producing a Professional Development Framework which will provide a range of formal, informal, non-accredited, and accredited activities structured around three stages in the careers of academic and learning support staff in line with the UK Professional Standards Framework:

1. **Staff new to the University** – staff new to higher education teaching with no prior qualification or experience, staff whose professional role includes a range of teaching and learning support.
2. **Experienced staff** – Staff who have a substantive role in learning and teaching / learning support to enhance the student experience.
3. **Academic Leadership** – experienced staff who have a leadership role in promoting learning and teaching / learning support and mentoring colleagues to enhance the student learning experience.

The purpose of the Framework is to highlight the value that Sheffield Hallam University places on Professional Development, to make explicit what the institution has to offer, and to provide a clear structure to enable academic and learning support staff to prioritise their own development. The Framework is in draft form currently and is being presented to the Academic Board in June for adoption by the Institution.