



Athena SWAN Silver department award application

Name of university: Sheffield Hallam University
Department: Natural and Built Environment

Date of application: 30th November 2016
Date of university Bronze Athena SWAN award: August 2010
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Athena SWAN **Silver Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

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Abbreviations used in the submission:

AL	Associate Lecturer
AS	Athena SWAN
ASSET	Athena Survey of Science Engineering and Technology
DAP	Department of Architecture and Planning
BE	Built Environment
CL	Course Leader
CRESR	Centre for Regional, Economic and Social Research
DNBE	Department of the Natural and Built Environment
ECU	Equality Challenge Unit
E & D	Equality and Diversity
GIS	Geographical Information Systems
HC	Head Count
HESA	Higher Education Statistics Agency
HoAD	Head of Academic Development
HoAO	Head of Academic Operations
HoD	Head of Department
HR	Human Resources
L	Lecturer
PGT	Post-graduate taught
PL	Principal Lecturer
REF	Research Excellence Framework
SAT	Self-assessment team
SET	Science, Engineering and Technology
SHU	Sheffield Hallam University
SL	Senior Lecturer
SMT	Senior Management Team
SPI	Strategic Planning and Intelligence
SSG	Senior Staff Grade
SSO	Student Support Officer
SLG	Strategic Leadership Group

As Head of the Department of Natural and Built Environment (DNBE), I am pleased to endorse this application for an Athena SWAN (AS) Silver Department award. This is a resubmission and aims to articulate our full commitment to AS principles and to clearly demonstrate the very real actions that have shaped our identity since our original involvement with the process in 2012. The history of that process has a major bearing on our current position:

- 2012, the Department of Architecture and Planning (DAP) received a Bronze award.
- 2013, the DAP merged with the Department of the Built Environment (BE) to form DNBE. The merger presented new challenges in relation to the gender balance of staff and students.
- 2015, DNBE submitted an application for a Silver Department award - unsuccessful.

Technically, our 2015 submission was 'new' but as it clearly built on our previous Bronze experience, it could in some circumstances also be considered as a continuation of good practice established as a result of the award. We have taken on board the feedback from the 2015 submission and analysed new data from 2014/15 to incorporate into this application.

My letter of endorsement in 2012, stated that "we entered this process with confidence in our overall position on gender equality but emerged with a heightened and refreshed sense of our responsibility". The subsequent Bronze award accurately recognised our emergent position. The feedback and our engagement with the core principles impacted greatly on the merger that followed a year later, including:

- Key changes to recruitment practices ensuring transparency.
- Profiling of female role models.
- Inclusive decision making, ensuring engagement.

In planning the merger, AS principles were adopted from the outset, informing our shared thinking as it brought together two dissimilar cultures while doubling staff numbers. Aspects of the previous Action Plan were used to underpin the approach so that progression onto a 2015 submission was relatively straightforward, incorporating:

- Comparison of staff gender representation within subject areas.
- Ensuring gender awareness in course curricula.
- Scrutinising the staff gender representation at all levels in the department.
- Encouraging women and men from diverse ethnic backgrounds to apply to the department.
- Promoting uptake of SHU leadership development programmes.
- Creating timetable space to enable all staff to attend meetings.

Understanding and addressing the changing student profile post-merger has taken longer to achieve. Female student representation remains below the sector average presenting a number of challenges. We not only need to address recruitment issues particularly in male dominated areas, where female numbers remain stubbornly low, but also to mainstream inclusive approaches. This has already been addressed to some extent in our course design and promotion processes, but it is clear that this is insufficient. In addition to reviewing the impact of recent initiatives to promote female student representation and progression, more work will be undertaken with professional

bodies, schools and colleges to ensure young women from primary school upwards are aware of the subject areas and potential careers particularly in architecture and construction.

The departmental Self-Assessment Team (SAT) is chaired by a dedicated AS champion (0.1 FTE) supported by the departmental administrator, the student experience manager and a diverse group of academic staff. Our AS champion facilitates communication between the SAT, myself and our Senior Management Team (SMT). This has led to a fundamental difference in how we function. Department practices now generate change. For example, at departmental away days SAT members have run workshops focusing on equality and diversity issues linked to pedagogy, student and staff experience. As a strong advocate of unconscious bias awareness, I am confident that we are heading towards a more profound understanding of intersectionality and welcome the planned expansion of AS around race, disability, class and other characteristics. Our recruitment process now has compulsory unconscious bias training embedded and a policy of reviewing each advert ensures an iterative process of continual focusing on diversity sensitive factors.

The Action Plan is core to ensuring that all the good ideas and intentions are adopted and operationalised to secure the required impact. Five key objectives inform this process:

- To achieve greater integration of the SAT and AS principles into Department operations.
- To effectively interrogate and utilise student information
- To recruit more female students
- To build on recent success in female staff recruitment and continue to improve the gender balance of the department
- To fully support all staff, particularly female

In summary, the AS principles are established within our departmental ethos and the SAT is keeping the concepts live, current and focused. The process has involved the SAT learning from discussions with other university AS champions advisers, and has prioritised which feed into the DNBE and University annual planning process. Whereas our previous applications noted the opportunity to review existing attitudes, assumptions and working practices, we evidence here impact through concrete and effective practice as well as a commitment to furthering the principles of AS. I support this application unreservedly and am fully committed to the implementation of the Action Plan.



Professor Norman Wienand
Head of the Department of the Natural and Built Environment

823 words
(added words see Appendix B)

1. The self-assessment process: maximum 1000 words (additional words see Appendix B)

2.1 The self-assessment team

The original DAP SAT was formed in 2011. After the AS Bronze award in 2012 and the formation of DNBE in 2013, the SAT was refreshed. Expressions of interest, publicised through department meetings and the staff newsletter, were invited from all DNBE staff. The experience of the previous DAP SAT members provided continuity and there was significant interest from department colleagues including associated administrative staff. Representation (9 women/5men) from across DNBE's subject areas was achieved as a result. SAT meetings involved contributions from colleagues new to the process alongside input from staff experienced in analysing the department through the AS lens. The SAT (Table 1) is chaired by the department's Head of Academic Operations (HoAO). In addition to course, programme and academic staff leadership experience, she has a strong track record in gender and public policy research. Two course leaders (CLs) represented on the SAT have worked in the construction sector. Student representation on the SAT was strengthened in the latter stages of the submission. A graduate intern and a MSc Geographical Information Systems (GIS) student (both female) assisted with focus groups, and with analysis and presentation of the student data. Further contributors came from SHU directorates, including Human Resources and Strategic Planning (Table 2). Going forward, expressions of interest in SAT roles will be publicised annually and membership will be rotated. Established sub-groups working on particular issues in the Action Plan will be reviewed according to their strengths and interest. Particular attention will be given to gaining stronger student representation from across the subject areas and year levels.

Table 1 The DNBE self-assessment team

Name and departmental role	Details / experience of work-life balance	SAT Role
Colm Campbell	Full-time member of administrative staff who enjoys the work-life balance that flexible working offers. Recently taken paternity leave following birth of first child.	Providing information and setting up new systems to monitor AS activities on behalf of HoD
Sarah Cardwell	Course Leader for MSc Real Estate, Tutor for Level 6 Real Estate. Involved in the arrangement of a number of off-site activities throughout the year (including field trips abroad). Currently on maternity leave.	Student statistics analysis and commentary especially in relation to Real Estate student experience and Women in Property initiatives
Jill Collins*	Project Manager, Women in SET Team.	Involved in advising the SAT in early days and working with the chair to ensure learning from AS central team and other SHU SATs is fed into the discussions.
Karen Escott	DNBE Head of Academic Operations (HoAO) Job shared/worked PT when three children were young. Now helps own elderly parents.	SAT chair/ AS Champion Academic staff analysis and responsible for taking forward staff changes in the department post-merger

Jenny Fortune*	Senior Lecturer 0.5 FTE Equality and Diversity Co-ordinator for DNBE. Has juggled career with being a single parent, now grandmother to 5 grandchildren.	Various sections including culture, informed by longstanding interest and activism in E&D
Ann Franks	DNBE Head of Academic Development (HoAD). Studied as a mature student (a full-time mother to 3 children). Now a grandmother to 5.	Leadership team , academic development and student experience
Bee Yee Gan	Principal Lecturer International Development Studied MSc in Property Appraisal Management at SHU. Appointed as lecturer. Recently promoted and travels widely in new role.	Student engagement and international perspective. Understanding and experience of career progression routes at SHU fed into SAT
Jennie Gray	BSc Geography from SHU. Current student - progressed to study MSc GIS full time due to complete. To be employed as AL from 2017.	Student profile analysis and graphics using skills developed in her MSc study
David Gubbins	Student Experience Manager Work-life balance is supported by flexible working. Involved with daughter's nursery drop-offs/pick-ups.	Student statistics analysis and commentary. Links between academic and professional/administrative staff and student progression.
Emma Harrison	Senior Lecturer in Quantity Surveying. Prior to joining SHU in 2011 worked in contracting organisation as QS and contract administrator. 2 children, currently on maternity leave	Course leader and student engagement. Case study participant and involvement in setting objectives around student recruitment
Daniela Hawryliuk*	Principal Lecturer and UK Business Lead Currently working full-time and studying for a PhD at SHU. Spent four years as an independent consultant	Reviewer and critical friend for current application
Norman Watts	Senior Lecturer Collaborative and International Student Development Lead Has 3 grown up children. Joint carer for father in-law.	Curriculum development focus on E&D
Norman Wienand*	Head of Department (HoD) Married with two grown up children	AS lead, previously led on DAP application and feeds into SHU institutional SAT
Andrew Wilson	Principal Lecturer Architecture subject lead Partner has three children.	Staff experience and resourcing.

* Previous SAT members for Architecture and Planning Bronze Award

Table 2 Contribution to the SAT from SHU directorates

Keir Blockley	Human Resources People Management Information Data Specialist	Staff data profiling
Laura Bramhall	Human Resources People Development Advisor	Needs assessment for unconscious bias training and delivery of subsequent course
Sam Coulby	Human Resources Senior Recruitment Advisor	Web pages - staff profiles
Rhodri Rowlands	Senior Administrator Strategic Planning and Intelligence	Student data profiling
John Somers	Human Resources Head of HR Management Services	Strategic HR data trawl

The previous DAP Bronze Action Plan (Section 8) informed early discussions in the new group. The SAT exercised caution in identifying direct Bronze Award impact as the staff group and student cohort was previously half the size, and representation of staff and student views at that time was limited. In addition, the setting up of DNBE in 2013 involved establishing five new subject groups.

Nevertheless key areas of progress since the DAP action plan include:

- Comparison of gender representation within subject areas.
- Ensuring inclusive approaches and gender awareness in course design.
- Analysing the staff gender balance at all levels in the department.
- Removing obstacles so that female staff and students from diverse ethnic backgrounds are encouraged to apply to the department, e.g. providing the option of skype interviews for applicants.
- Furthering uptake of SHU leadership development programmes.
- Creating timetable space to enable all staff to attend meetings so that monthly subject group meetings, department briefings and development workshops are accessible for all staff.

Areas still to be developed from the previous Action Plan and taken forward in this submission's action plan include:

- Appropriate target setting for female staff and students across subject areas in DNBE.
- Addressing gender differences in research and scholarship and implementing areas for improvement in PhD student recruitment and REF related outputs.
- Ensuring applications from a diverse cohort are attracted and selected for shortlisting in all staff recruitment.

In undertaking the student data analysis, the SAT recognised that there is severe female underrepresentation in some subject areas. In order to start to address this we:

- Involved a graduate intern to undertake focus groups with foundation students.
- Ensured that women academics working in male dominated areas undertake recruitment and outreach activities.

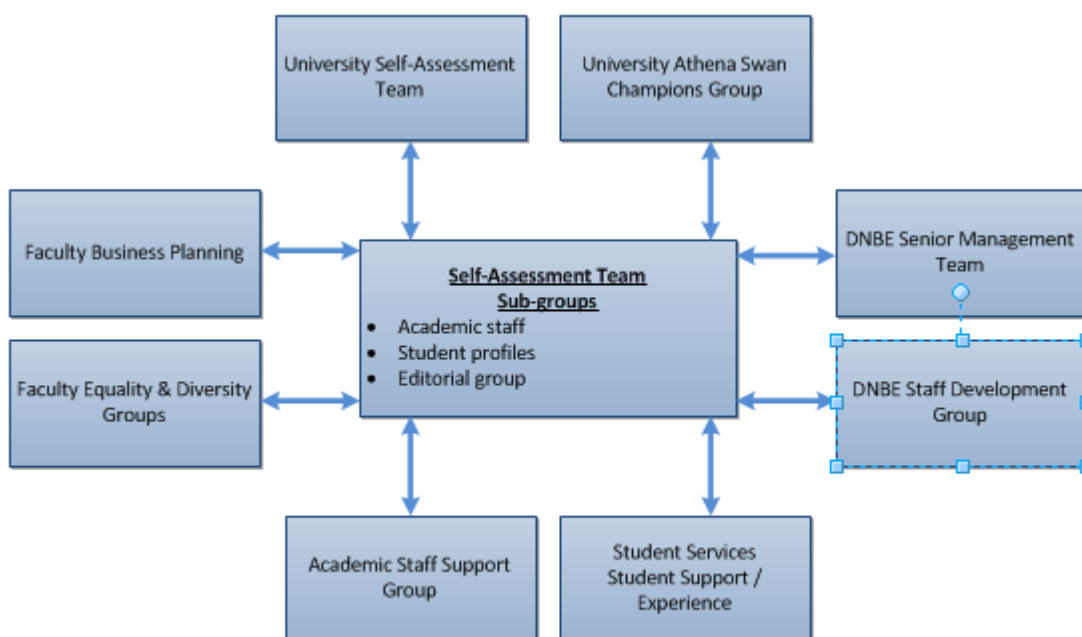
- Appointed more female course leaders to represent courses in recruitment and progression activities.
- Promoted female role models in course documents, web profiles and student experience activities.
- Promoted Women in Property and Women in Construction awards.
- Engaged a female postgraduate student on a male dominated MSc to assist with data analysis.

Recognition that much more needs to be done, particularly working with the schools and colleges around the early choices young women take about potential courses and careers, is reflected in the Action Plan.

Constitution:

The DNBE SAT, established in September 2014, meets monthly. Members report on a range of activities feeding into wider department and university structures (Figure 1). Sub-groups work outside the meetings engaging colleagues in informal discussions on particular topics including staff perspectives and student profiles.

Figure 1 DNBE SAT reporting structures



Data sources:

The submission draws on data from a number of university sources; the key statistical information coming from HR, Registry and Student Services. Further evidence was gathered from a number of AS consultation activities (Tables 3 and 4). Given the diversity of the department, Section 3 data are also highlighted in relation to the five DNBE subject groups. Each subject group includes undergraduate, postgraduate and non-standard provision, with specialist subject staff often working across groups to deliver courses.

ASSET Survey:

A total of 53 DNBE staff (61%), 47% female, completed an ASSET questionnaire (adapted from the original national AS survey) in March 2015. Key results from this and the 2015 SHU

Employee Opinion Survey (EOS) informed discussion at SAT meetings and are incorporated in the report. Further data were gathered through staff meetings, workshops and discussions, to investigate specific issues including perceptions and culture of the department, embedding equality and diversity into course design, and student experiences within male-dominated sectors.

Subject level analysis:

Qualitative data from a pilot focus group of 16 students (two women/14 men) from a construction course highlighted opportunities and constraints on women's entry and progression into male dominated areas which now informs work with employers and prospective students in the construction field. A female graduate intern piloted questions aimed at final year undergraduate and postgraduate students to deepen our understanding of equality issues, particularly in male- dominated sectors. DNBE's academic group leaders regularly meet to ensure that AS principles established in the Bronze award are integrated into staff recruitment and employment practices.

Unconscious bias training:

The SAT volunteered to take part in a half-day trial of a SHU unconscious bias training module, completing an online assessment. Meetings with the developer resulted in amendments to the module; the exercise helped clarify the SAT's shared understanding of the issues and how we would address these; for example, lecturers in the department already adopting inclusive practice were identified, and shared experience at a subsequent staff training session.

Communication:

Actions from SAT meetings are communicated with the wider AS programme at SHU through the Champions' Network and the Central SAT and to the department through meetings and the staff bulletin. Individual staff communicate and raise issues with SAT members or the HoAO and where appropriate agenda items are included in meetings.

Table 3 DNBE AS activities 2012-2015

Activity	Frequency/dates	Notes
University AS Champions' Network meetings	6 times a year	SAT chair (KE) attends - shares experience of NBE with AS agendas.
University AS Self-Assessment Team	Every 6 weeks	AS lead (NW) attends, contributing to university wide gender equality agenda.
Open Days - UG and PG students	6 times a year	Gender mix for all course teams involved in open days.
Women in Property Awards	Annual	SAT members and course teams mentor students.
Geography award	Annual RGS event	2016 Lecture by Professor Susan Buckingham, Gender Consultant to the EU URBAN-WASTE project who gave a talk to 50
Geography Society	Monthly events	

		students, two thirds female, on Climate change, gender and activism.
Architecture degree show	Annual SHU event	Female students well represented in the student society SHARC.
AT awards	Annual CIAT event	Female student nominated for CIAT prize for Excellence in Architectural Technology
Outreach events	Number of annual events with key feeder schools and colleges. Primary focus years 11, 12 and 13. Plan for schools and colleges ambassadors from amongst students	Designed and run by SLs - ensure gender mix.
Forgotten Spaces	Competition for school children - annual	Architecture Group.
NBE staff bulletin	Weekly	News items profiling students and staff achievements and AS updates.
SHU annual AS Lecture	March 2015	Lecture by Professor Tom Welton, Imperial College, London at SHU as part of Science week.

Table 4 Summary of consultation activities and data sources

Data source	Date	Notes
Student data	Annual report updated in February	Accessed through the SHU Source: business intelligence portal.
Staff data	Annual report updated in September	Obtained from HR based on the standardised AS data collection toolkit plus specific subject area requests.
Employee Opinion Survey	November 2014	University-wide survey.
Benchmarking data	Annual	Drawn from national ECU HESA data.
ASSET survey	March 2015	Completed by 61% (53) staff (47% women).
Staff focus groups	September 2014/January 2015	Departmental away days - run by two SAT members.
Student focus group	February 2015	Kier students on non standard provision.
Feedback on draft Silver award application	November 2015	Draft circulated to SAT members, senior staff and AS leads at university level. Amendments made following comments.
Feedback on Silver Award submission	May 2016	Written feedback and skype discussion between AS

		lead/champion and ECU representative.
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Culture:

The culture of the department is a high priority for the DNBE's strategic leadership group (SLG). For this reason activities to increase DNBE's transparency and openness at a time of significant change included department-wide away-days, the first of which focused on the values and vision of the department. Equality and diversity were strongly featured and we have captured key findings on staff views from these events in the submission.

2.3 Review of progress since 2012

The SAT undertook a comprehensive review of the DAP Bronze actions (section 8) and concluded that more needs to be done now that we are out of the transition period for the new department. Thus the SAT has sought to embed the learning from the analyses undertaken over the last three years into a series of ambitious objectives and action points (Section 6).

2.4 Future plans of the self-assessment team

This well established SAT group, which won the Faculty team award 'Contribution to a Sustainable University' in June 2016 (Figure 2), will continue with monthly meetings and standing items mapping across to wider SHU AS and faculty processes. Specific agenda items will be added according to DNBE's AS priorities and will be incorporated in the wider faculty annual business planning process.

Figure 2 - Faculty Award to the DNBE Athena SWAN SAT



DNBE's HoAO, reporting to the HoD, now leads on ensuring implementation of the Action Plan. A

wider equality agenda in the department going forward supports a number of sub-groups working on student recruitment, staff development and diversity initiatives. A particular focus is to attract more black and ethnic minority staff and to support UK and international students from diverse backgrounds. To this end, an equality agenda item is a standing item at the department's SMT meetings, reporting to the SLG and Faculty Equality group from September 2016.

Objective 1: To achieve greater integration of the SAT and AS principles into Department operations

AP 1.1 Review constitution of SAT to include student representatives from all levels, ALs and technical/admin staff.

AP 1.2 Issue regular AS briefings (Blackboard/email/face -to -face).

AP 1.3 Measure awareness of AS activities and identify issues supporting staff and students through surveys and focus groups.

AP 1.4 Annual update of staff and student data from HR and SPI presented to Department Board.

AP 1.5 Annual agenda of activities and progress against action points presented to Department Board and Faculty E&D committee.

AP 1.6 Annual agenda of dissemination plans and consultation arising from the SAT presented to Department Board and Faculty E&D Committee.

AP 1.7 WISE 'People like me' (<https://www.wisecampaign.org.uk/about-us/wise-projects/people-like-me>) training for SAT to then cascade to other SMT members and course teams.

1328 words

3. A picture of the department: maximum 2000 words (additional words see Appendix B)

3.1 Introduction

DNBE, part of the Faculty of Development and Society (D&S), is located on SHU's city-centre campus, and has 83 permanent academic staff (40% female). Women work across all grades including senior leadership and professorial roles, the latter achieved since 2013. Teaching, scholarship and research inform our course portfolio (full-time and part-time) in Construction, Quantity Surveying, Human Geography, Planning, Architectural Technology, Real Estate, Building Surveying, Geography, Environmental Science and Architecture. The department is supported by student services (71% female) and technical teams (31% female).

1,788 (27% female) students including 124 on Foundation degrees, 1,348 undergraduates, 313 postgraduates and 30 doctoral students are currently studying in DNBE, from the UK and overseas. We deliver courses with partners in the UK and overseas in both the Middle East and the Far East. Academic staff and students work closely with SHU's internationally renowned Centre for Regional, Economic and Social Research (CRESR).

When DNBE was created in 2013, staff and courses were organised into five subject groups (Tables 5 and 6). In addition to line management leads, Staff Development and Student Engagement roles were created to assist with greater understanding of and response to the diverse needs of staff and students (Section 4.1.2)

Table 5 Departmental structure pre and post-merger, 2013

Pre September 2013	Subject Groups	Post September 2013	Subject Groups
Department of Architecture & Planning (DAP)	Architecture. Geography & Environment. Housing & Sustainable Communities. Planning & Regeneration.	Department of Natural & Built Environment (DNBE)	Architecture
	Building Surveying & Property Development. Construction. Economics & Cost Studies. Real Estate.		Construction & Quantity Surveying
Department of Built Environment (BE)			Human Geography & Planning
			Physical Geography & Environment
			Real Estate & Building Surveying

Table 6 DNBE courses by subject group

Subject Group	Course
Architecture	BSc Hons Architectural Technology BSc Hons Architecture Master in Architecture MSc Technical Architecture
Construction Management and Quantity Surveying	BSc Hons Construction Project BSc Hons Quantity Surveying MSc Construction Project Management MSc Project Management MSc Quantity Surveying
Human Geography and Planning	BA Hons Human Geography BA Hons Planning and Geography MSc Urban Planning MSc Urban Regeneration
Physical Geography and Environment	BSc Hons Environmental Science BSc Hons Geography MSc Environmental Management MSc Geographical Information Systems
Real Estate and Building Surveying	BSc Hons Real Estate BSc Hons Building Surveying MSc Building Surveying MSc Real Estate

NB All DNBE courses are attached to one of five subject groups (Table 6) and form the basis of our more detailed student profile analysis below.

The SMT includes the HoD (male), the HoAD and HoAO (both female), five academic group leads (two female) and the Head of Research (male), who directly line manage staff. The remaining Principal Lecturers (PLs) have management roles focusing on specific areas. Senior Lecturer (SL) roles include course leader, admissions tutor, placement lead, health and safety lead, international student support lead and link tutors for DNBE's collaborative provision.

We work closely with our associated research centre, CRESR, and collaborate with practitioners nationally and regionally through professional bodies, partnership boards, trusts and accrediting organisations. In collaboration with CRESR, our subject area (Architecture, Planning and Built Environment Unit of Assessment 16) was ranked first among 23 modern universities and eleventh of all UK universities in the Research Excellence Framework (REF) 2014 exercise. DNBE has six research groups: Environmental, Planning, Housing and Neighbourhoods, Space and Place, Sustainable Design, Architecture and Construction.

3.2 Student Data

This section analyses:

- enrolment and qualification data from the Higher Education Statistics Agency (HESA) Student

Return.

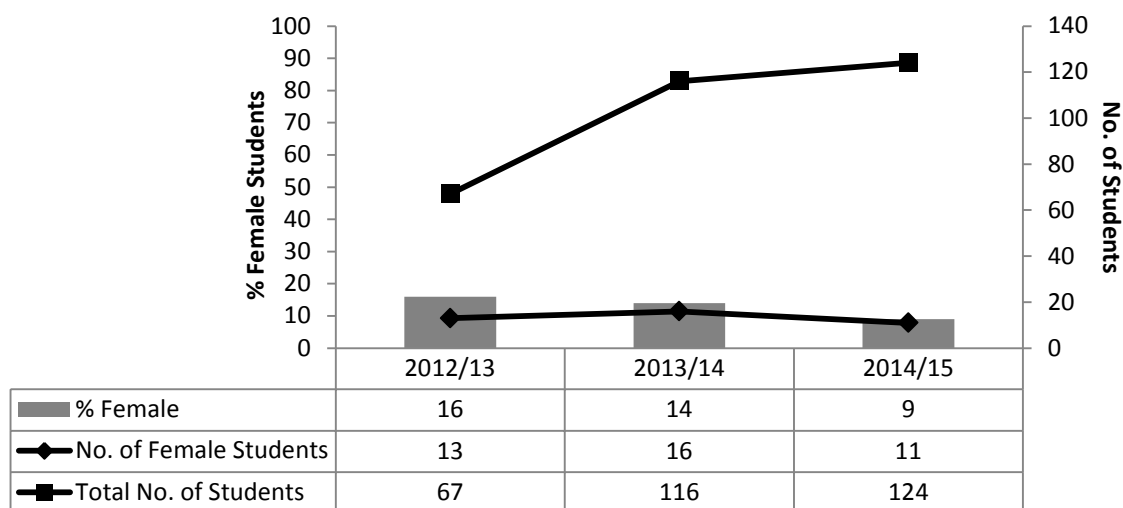
- applications data from Sheffield Hallam internal systems.
- data supplied by DNBE course leaders and the leads for Recruitment and Research.

Sector comparisons have been made by matching data against Higher Education Institutions from England with a similar subject mix over three years (2012-15).

3.2.1 Numbers of males and females on access or foundation courses

The department runs three foundation degrees through partnerships with Kier Group and Barratt Developments. These professionally accredited courses involve block-week study to enable employees to use experiential learning alongside work-based learning. As overall students numbers rise, targeted interventions to address the declining proportion of female (Figure 2) will be introduced, building on shared values around encouraging women into construction careers. This is already demonstrated through employer involvement in DNBE's annual careers fair (403 attendees November 2016, 38% female) and a networking organisation, Built by Both¹, inviting female construction and built environment students to tailored work experience days.

Figure 2 Students on Foundation Degrees

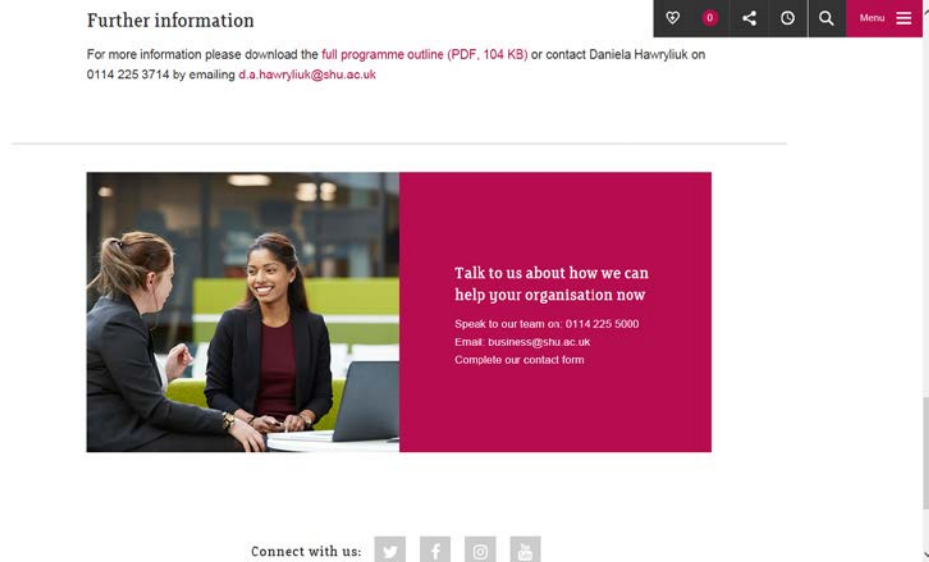


% Female Sector Average 2012 - 2015 = 19%

Building on the foundation provision, degree apprenticeships are now available in Quantity Surveying and Construction managed by our UK Business Development Lead, a SAT member. Web promotion of these awards (Figure 3) includes a testimonial from a Barratt's female senior manager.

¹ <http://www.thebigidea.co.uk/barratt-developments-built/> The network, launched by a group of graduates from Barratt Developments, promotes gender parity across the built environment sector.

Figure 3 DNBE Degree apprenticeship recruitment web page, 2016



Objective 2: To effectively interrogate and utilise student information

AP 2.1 Survey students on foundation/undergraduate courses to ascertain gender differences in choices of award and progress

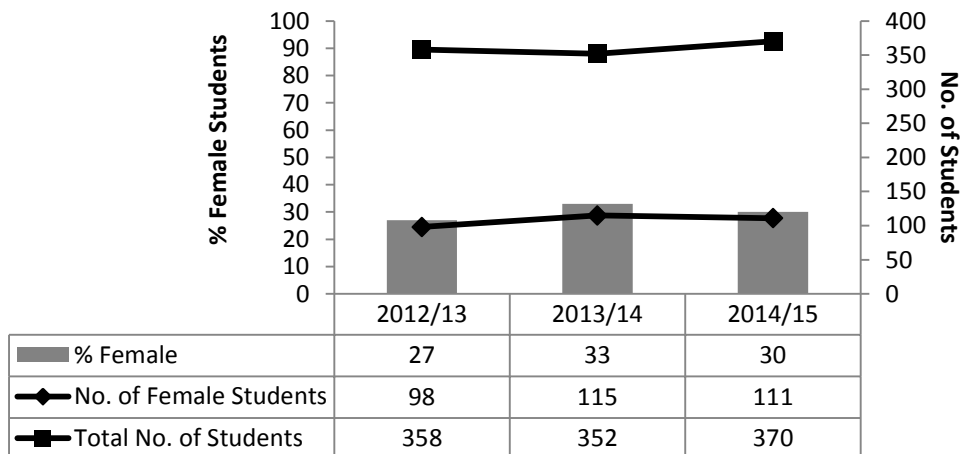
AP 2.5 Use the application and recruitment data on the incoming Degree Apprenticeship awards to investigate gender equality issues.

AP 2.6 Use data from above to drive the dialogue with employers and to inform outreach work.

3.2.2 Undergraduate male and female numbers

Analysis of undergraduate student numbers demonstrates that despite a number of initiatives, female representation on DNBE courses overall remains below one third, illustrating that our actions are not having the desired effect. Below sector averages for both full-time and part-time courses is, in part, explained by the inclusion of social sciences as well as construction and architecture in sector comparisons. Numbers have been relatively stable over the last three years, though there has been some variability in the proportion of female students over the period (figure 4) and in the gender ratio of specific DNBE courses (Figures 6-12 below).

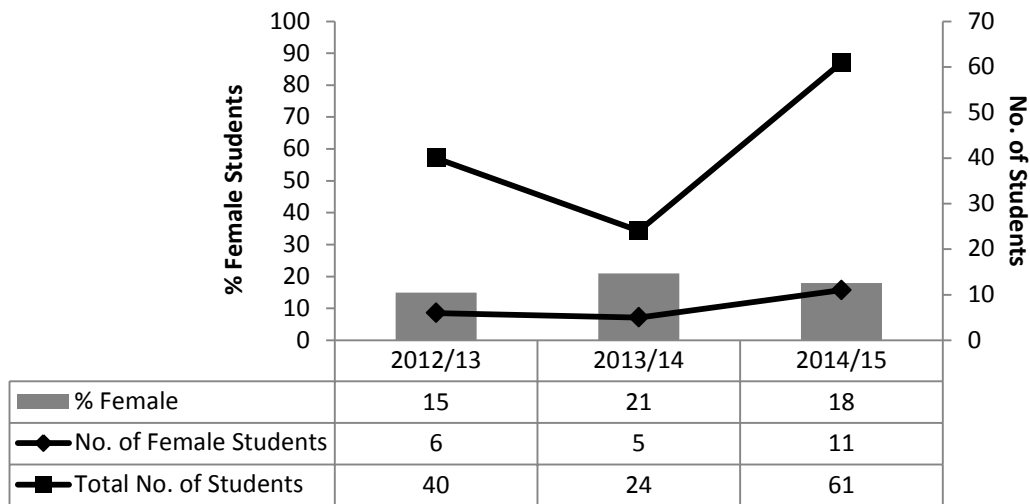
Figure 4 Full-time students on all DNBE courses (new enrolments) 2012-15



% Female Sector Average 2012 - 2015 = 44%

The undergraduate part-time market for DNBE subjects remained small and fluctuating over the last three years following the wider recession in the sector. Recent increases reflect DNBE's work on inclusion and relationships with employers highlighting the value of part-time study, but the proportion of female students declined (Figure 5). The part-time market could improve as a result of loans being available, but it remains highly dependent on the engagement of employers and opportunities for financial support for day release.

Figure 5 Part-time students on all DNBE undergraduate courses (new enrolments) 2012-15



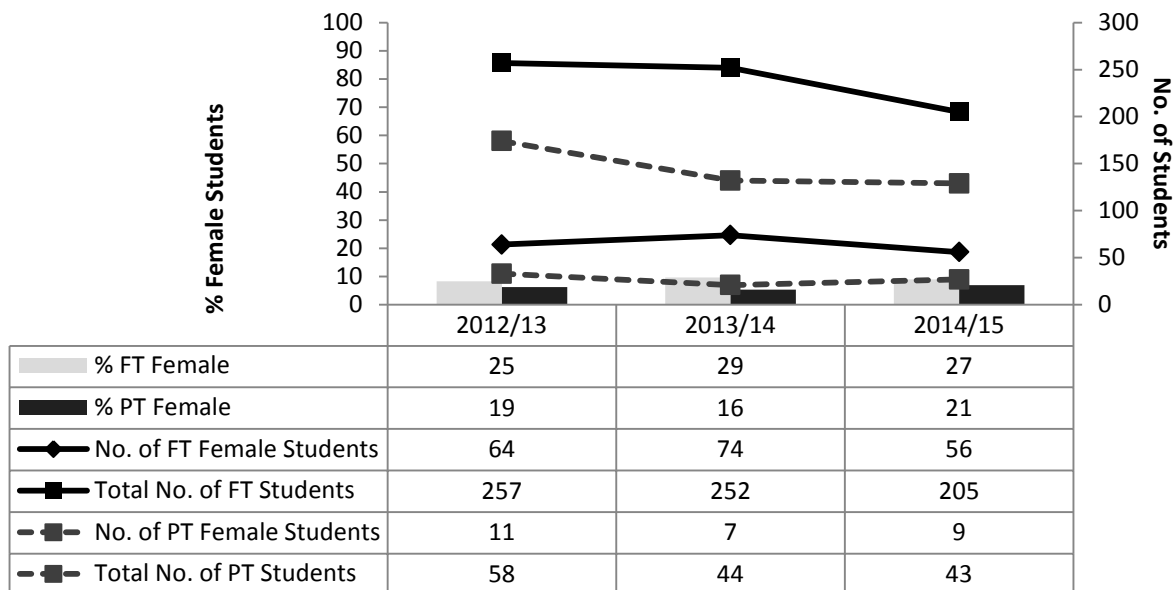
% Female Sector Average 2012 - 2015 = 23%

In order to understand the impact of overall trends in female representation, further analysis was undertaken to explore the position of full-time and part-time groups by subject area.

Architecture and Architectural Technology - summary

Proportion of full-time female students	Remained fairly stable
Part-time proportion	Gradually increased, but female representation remains below the sector average (Figure 6)
Examples of initiatives to attract more women	Tutor/student discussions, available on our online course pages about SHU's learning experience (Figure 7)

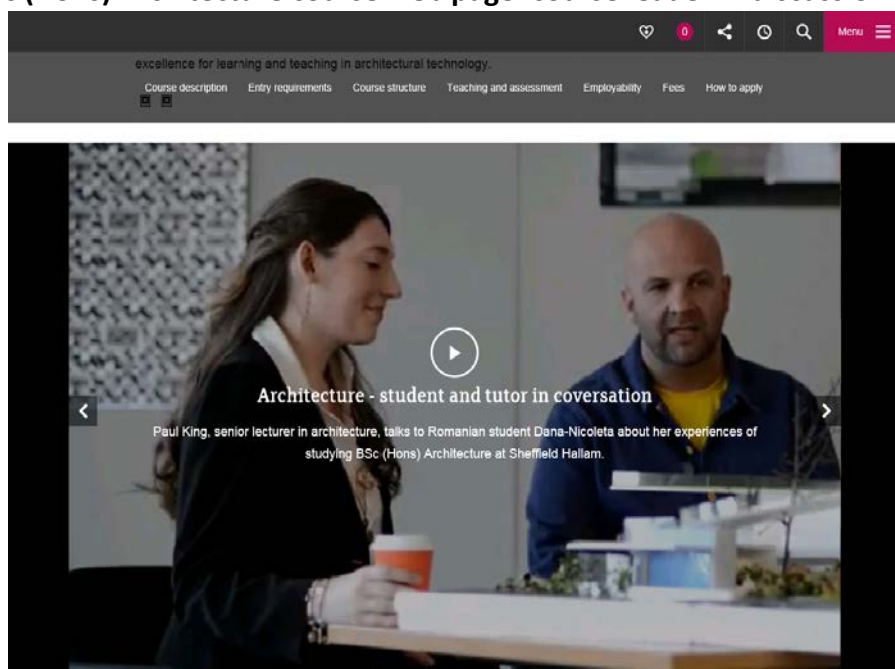
Figure 6 Students on Architecture and Architectural Technology undergraduate courses 2012-15



% Female Sector FT Average 2012 - 2015 = 36%

% Female Sector PT Average 2012 - 2015 = 20%

Figure 7 BSc (Hons) Architecture course web page: course leader in discussion with student

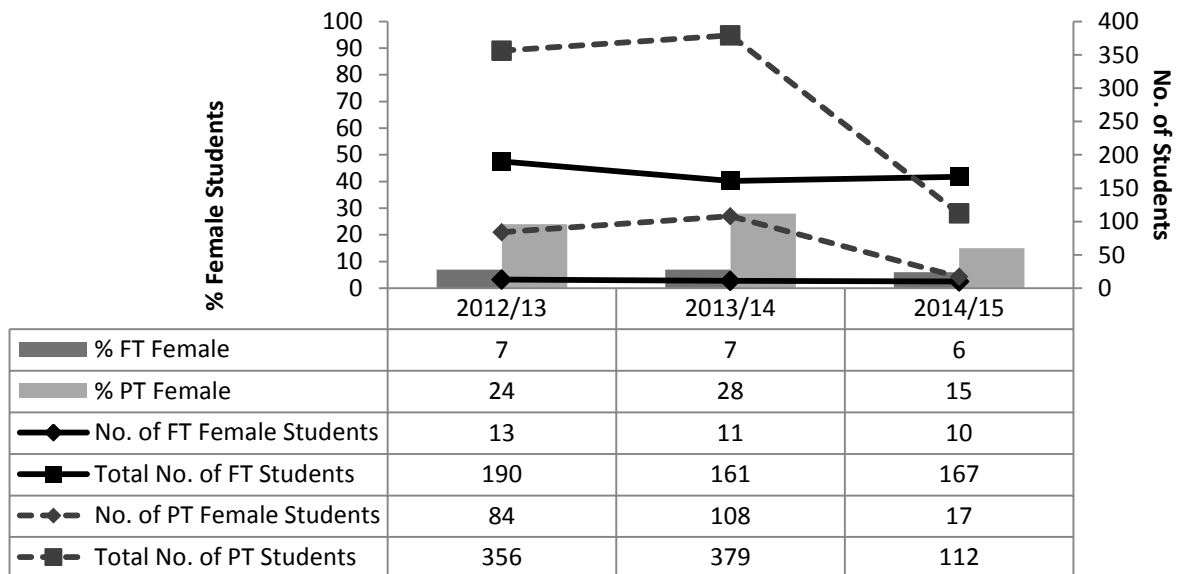


Construction and Quantity Surveying - summary

Proportion of full-time women students	Remains below the sector average (Figure 8)
Part-time students	Large decline in part-time students resulted from major changes to awards delivered by DNBE in partnership with a Malaysian college during this period.
Future developments	Work to be undertaken to assess the gender

impact of both the full-time and part-time trends.

Figure 8 Students on construction and quantity surveying undergraduate courses 2012-15 (includes collaborative award delivered by SHU and overseas)

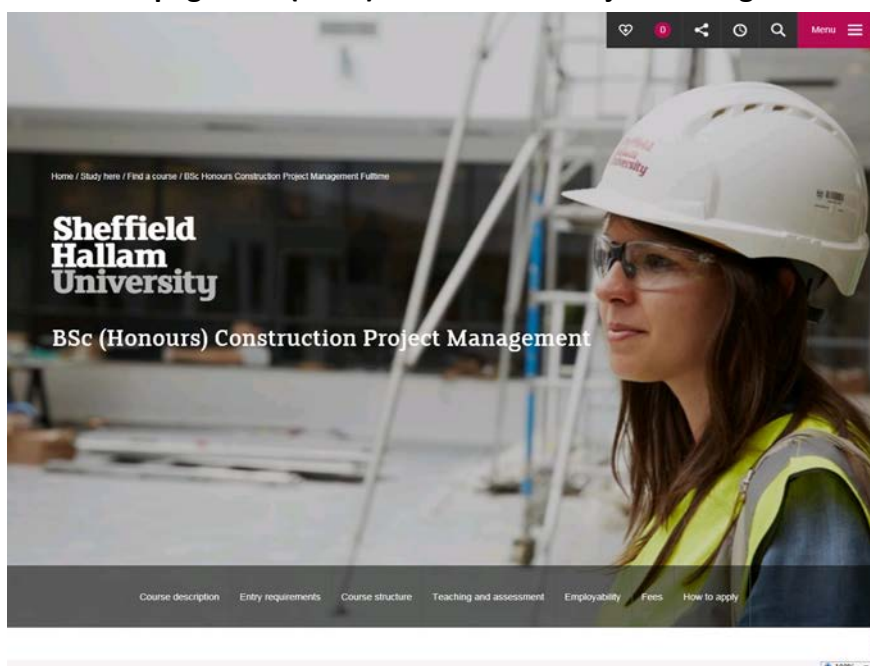


% Female Sector FT Average 2012 - 2015 = 15%

% Female Sector PT Average 2012 - 2015 = 15%

The department's ambition to recruit and upskill students in construction and quantity surveying, particularly female students who are often older than the standard undergraduate, has been maintained for the home market despite external sector pressures. Further efforts, such as our most recent online course finder information, promoting female construction students and their employability prospects (Figure 9) are now required as the market recovers.

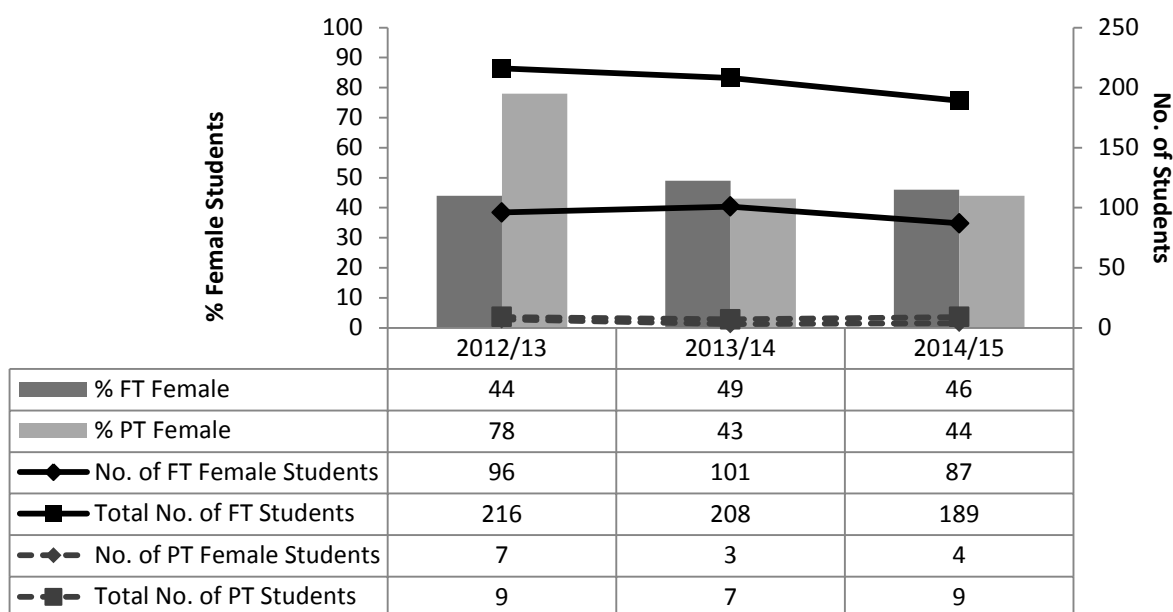
Figure 9 SHU course finder page: BSc (Hons) Construction Project Management



Human Geography and Planning - summary

Proportion of full-time female students	Fluctuated slightly over the period but remained above the sector average (Figure 10)
Planning courses	Historically popular for part-time students seeking progression from administrative to professional roles, but affected by local authority funding cuts from 2010.
Future developments	Recent revival of part-time numbers to be taken forward as a course team priority.

Figure 10 Students on Human Geography and Planning undergraduate courses 2012-15



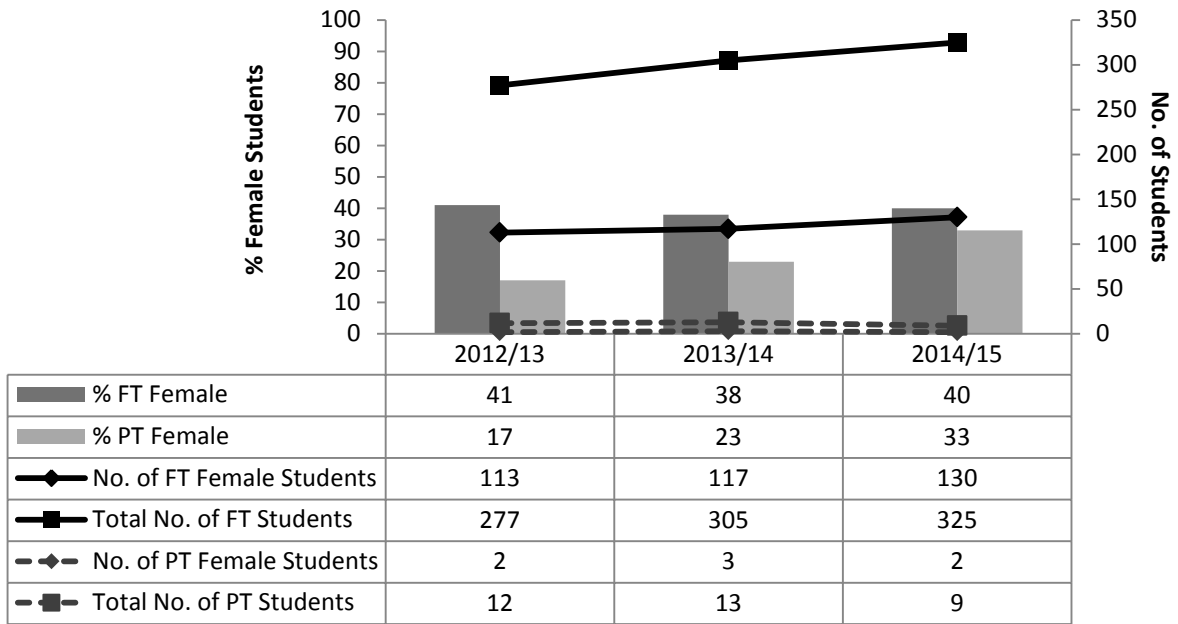
% Female Sector FT Average 2012 - 2015 = 40%

% Female Sector PT Average 2012 - 2015 = 49%

Physical Geography and Environment - summary

Full-time students	Consistent proportion of female students as numbers grow (Figure 11).
Course distinctions	Differentiate between BSc Geography where the gender ratio remains fairly consistent and the BSc Environmental Science course which recruits 2:1 male:female.
BSc Environmental Science	Two main feeder A levels, Chemistry (female 48%) and Geography (female 50%). Targeted action to ensure gender balance is improved in Environmental Science.
Recruitment developments	A female course leader, appointed in 2016, is providing a strong role model for recruitment activities.

Figure 11 Students on Physical Geography and Environment undergraduate courses 2012-15

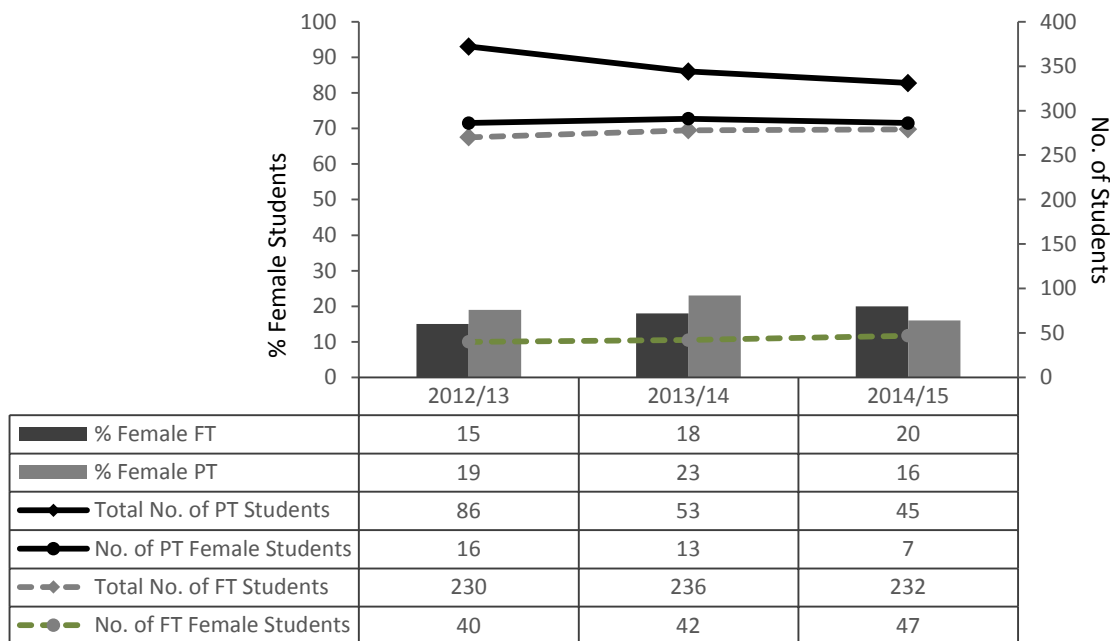


% Female Sector FT Average 2012 - 2015 = 48%
 % Female Sector PT Average 2012 - 2015 = 47%

Real Estate and Building Surveying - summary

Proportion of female students	Exceeds the sector average (Figure 12) 2015/16: 11 of the thirty one Building Surveying new entrants were female. Three women also joined the second year of the course.
Future developments	Build on targeted action to recruit female applicants by continuing to engage female course ambassadors in open days and outreach activity.

Figure 12 Students on Real Estate and Building Surveying undergraduate courses 2012-15



% Female Sector Average FT 2012 - 2015 = 14%

% Female Sector Average PT 2012 - 2015 = 14%

Steps to raise the female profile in Real Estate include mentoring nominees for the "Women in Property" annual student award. Female students take a prominent role at open days and advocate the student voice through staff-student committees.

Objective 3 To recruit more female students (undergraduate)

AP 3.1 Survey level 4 students to explore reasons for below sector average recruitment in Architecture, Construction and Quantity Surveying.

AP 3.2 Target recruitment activity to improve the number enrolling on to Environmental Science.

AP 3.3 Review changes to course promotion and open day material and profiling of female role models to address predominantly male-dominated courses.

AP 3.4 Find reasons for the lower percentage of female students accepting offers in certain subject areas by analysing data with specific reference to the selection of first choice and insurance universities.

AP 3.5 Use data comparisons from above to prioritise specific outreach work and to inform course marketing to evaluate impacts.

AP 3.6 Undertake survey and follow up focus groups of level 4 female students in male-dominated courses to assess the issues influencing their decisions to apply for the course at SHU.

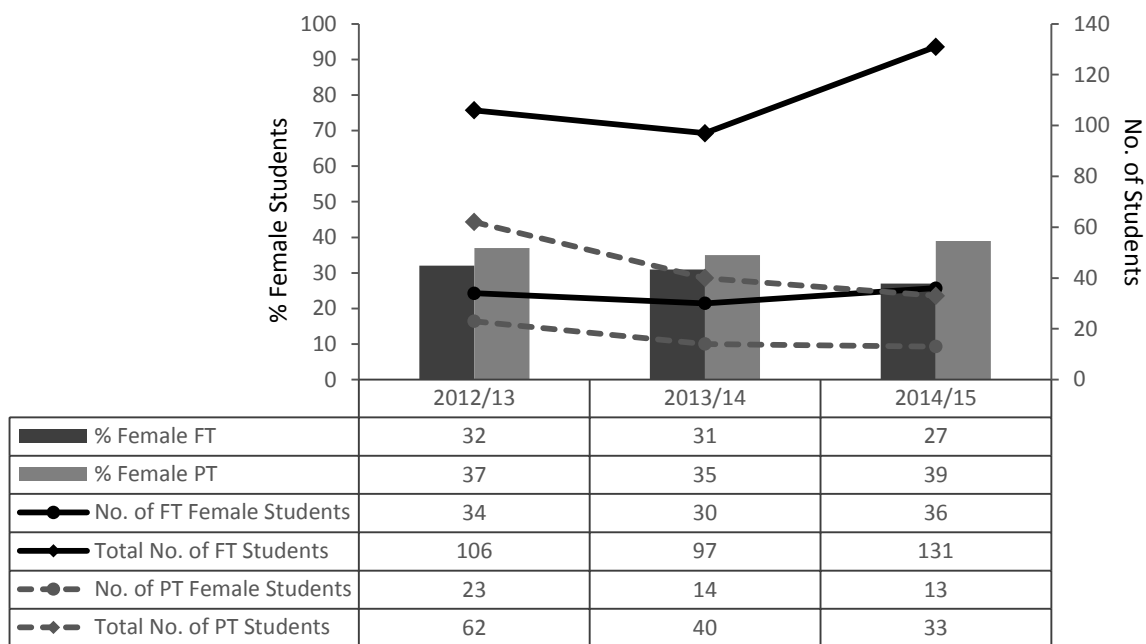
AP 3.7 Prioritise work with existing partners and professional sectors to ensure activities to promote women into construction and architecture are supported and delivered/monitored effectively.

AP 3.8 Form focus group to identify and advocate success factors that improved female recruitment to Building Surveying.

3.2.4 Postgraduate male and female numbers completing taught courses

Each of DNBE's subject groups runs MSc awards which together attracted 131 FT (27% female) and 33 PT (39% female) students (Figure 13). The proportion of women is generally below sector averages, though there are difficulties in direct comparison given the breadth of DNBE provision. Two thirds of our full-time postgraduates are international students (33% female), in contrast with part-time students who tend to be female home students, combining their studies with employment. Subject area analysis below reveals further differentiation in terms of female representation.

Figure 13 Students on all taught DNBE postgraduate courses

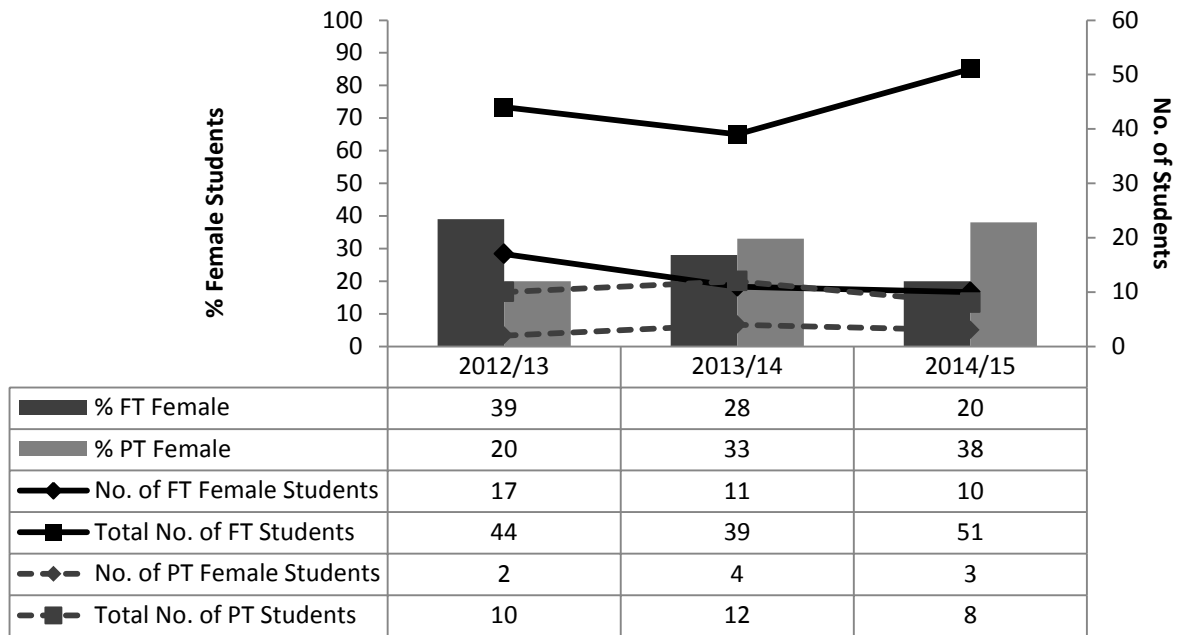


% Female Sector Average FT 2012 - 2015 = 44%
 % Female Sector Average PT 2012 - 2015 = 37%

Architecture and Technical Architecture

Whilst full-time numbers on these courses increased (Figure 14) female ratios which were consistent with the sector following concerted efforts by the course teams reduced in the last year, suggesting a need to investigate the reasons behind this and the low proportion of part-time students.

Figure 14 Students on taught Architecture and Technical Architecture postgraduate courses



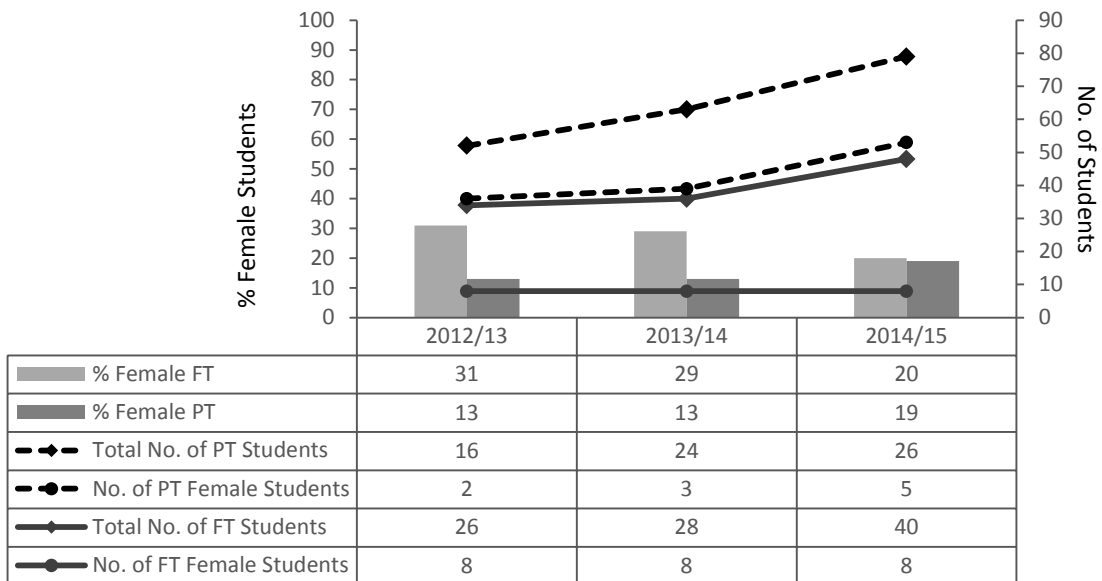
% Female Sector FT Average 2012 - 2015 = 43%

% Female Sector PT Average 2012 - 2015 = 36%

Construction Management and Quantity Surveying

The proportion of full-time female students on these courses is below the sector average (Figure 15). Recent success in increasing the visibility of female academics in course promotion is already appearing to improve the part-time student numbers and female representation of this group.

Figure 15 Students on taught Construction and Quantity Surveying postgraduate courses



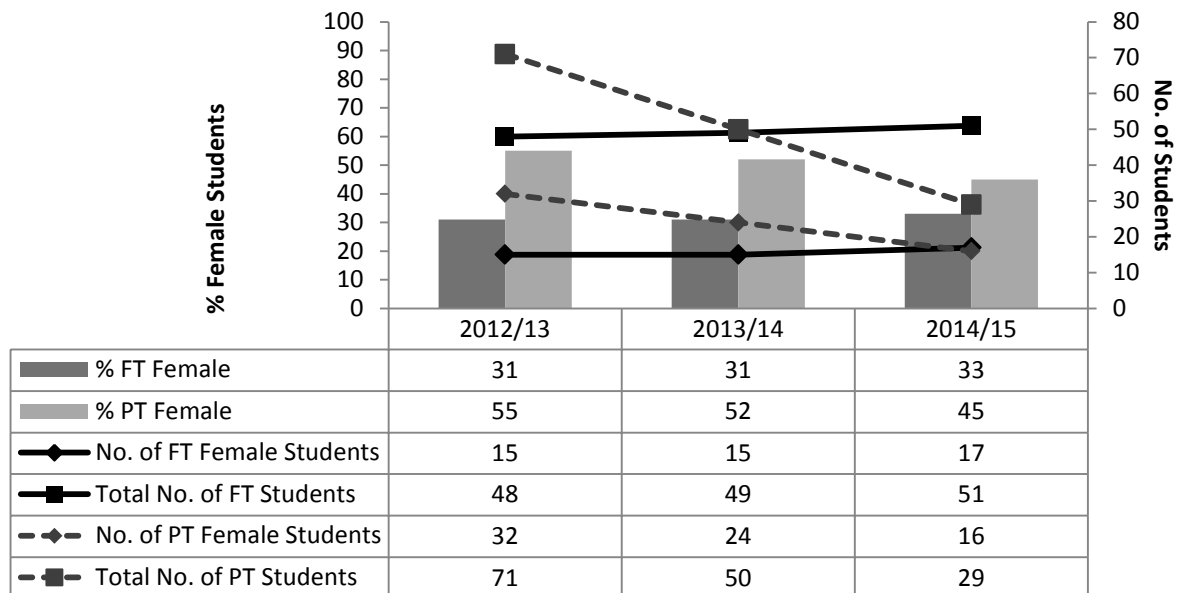
% Female Sector Average FT 2012 - 2015 = 26%

% Female Sector Average PT 2012 - 2015 = 25%

Human Geography and Planning - summary

Student numbers	Particularly part-time, on our postgraduate courses in Urban Planning and Regeneration declined due to government funding reductions during this period.
Gender ratio on the full-time route	Remained fairly consistent and in line with the sector (Figure 16)
Part-time female ratio	Has recovered during 2015/16 as more students receive support from employers or are self-funding while working
Next steps	Student loans taken up by nine of the current cohort of Urban Planning students.

Figure 16 Students on taught Human Geography and Planning postgraduate courses



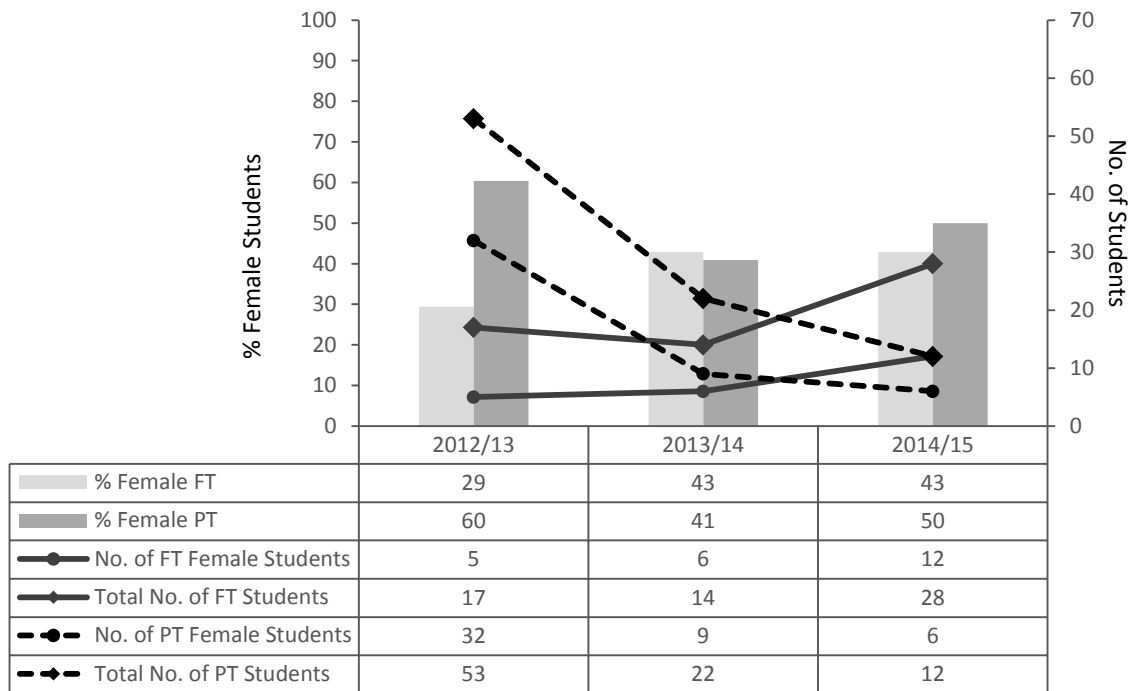
% Female Sector FT Average 2012 - 2015 = 52%

% Female Sector PT Average 2012 - 2015 = 53%

Physical Geography and Environment

Both courses in this subject area experienced growth in student numbers on full-time but a decline on part-time routes (Figure 17) where female representation was around the sector average.

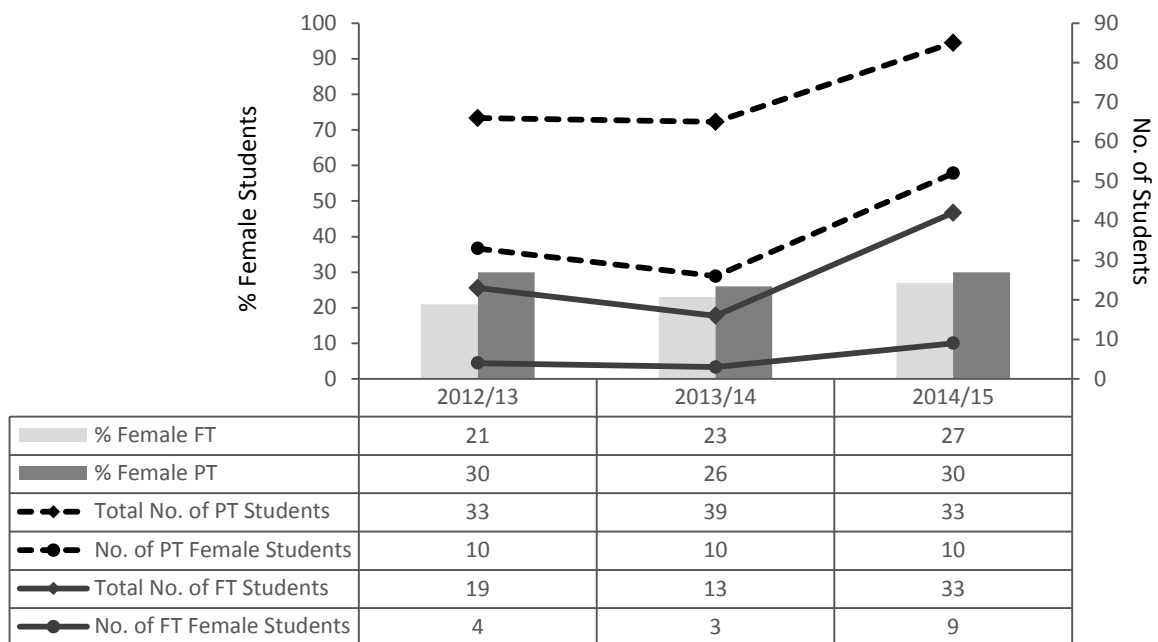
Figure 17 Students on taught Physical Geography and Environment postgraduate courses



Real Estate and Building Surveying

The female ratio on these courses increased to above the sector average as the overall numbers increased (Figure 18). As well as wider sectoral changes, enhanced female representation in the Real Estate team may have had an impact on recruitment.

Figure 18 Students on taught Real Estate and Building Surveying postgraduate courses



% Female Sector Average FT 2012 - 2015 = 25%

% Female Sector Average PT 2012 - 2015 = 25%

Objective 3: To recruit more female students (PGT).

AP 3.15 Review impact of specific actions to reverse the decline in female participation in our PGT courses.

AP 3.16 Examine the impact of recent student loan arrangements on the part-time provision by examining trends in uptake across PGT programme and interview students with loans to inform the widening participation agenda.

AP 3.14 Identify and advocate success factors that improved female representation including positive female role models at recruitment events and as course leaders.

3.2.5 Postgraduate male and female numbers on research degrees

31 students (12 female) are currently registered on PhDs. Another 12 students (eight female) are supervised by DNBE staff and registered in CRESR. Seven students (one female) qualified with a postgraduate research degree over the past three years. A former DNBE Human Geography student, recently awarded a doctorate in gender related research, progressed to research associate.

Objective 3: To recruit more female students (research degrees).

AP 3.17 Find the reasons for low female interest in PhD routes.

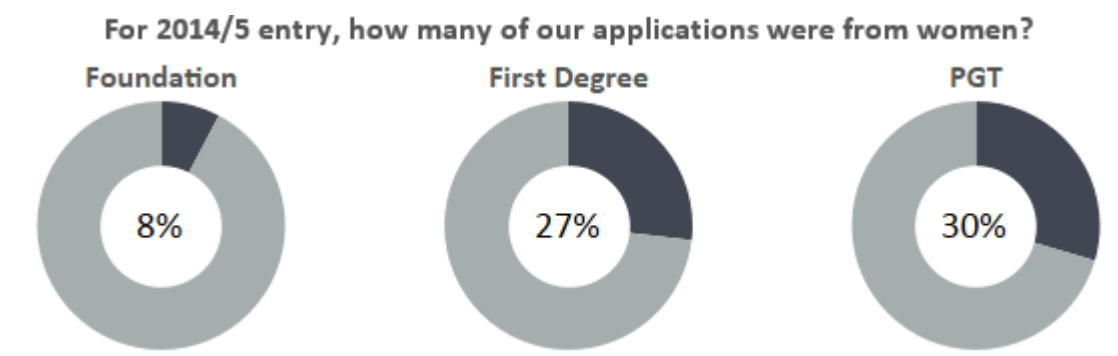
AP 3.18 Target recruitment activity to promote the postgraduate research offer, profiling success and working with the Graduate School.

AP 3.19 Investigate the rate of PhD completions by gender annually.

3.2.6 Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees

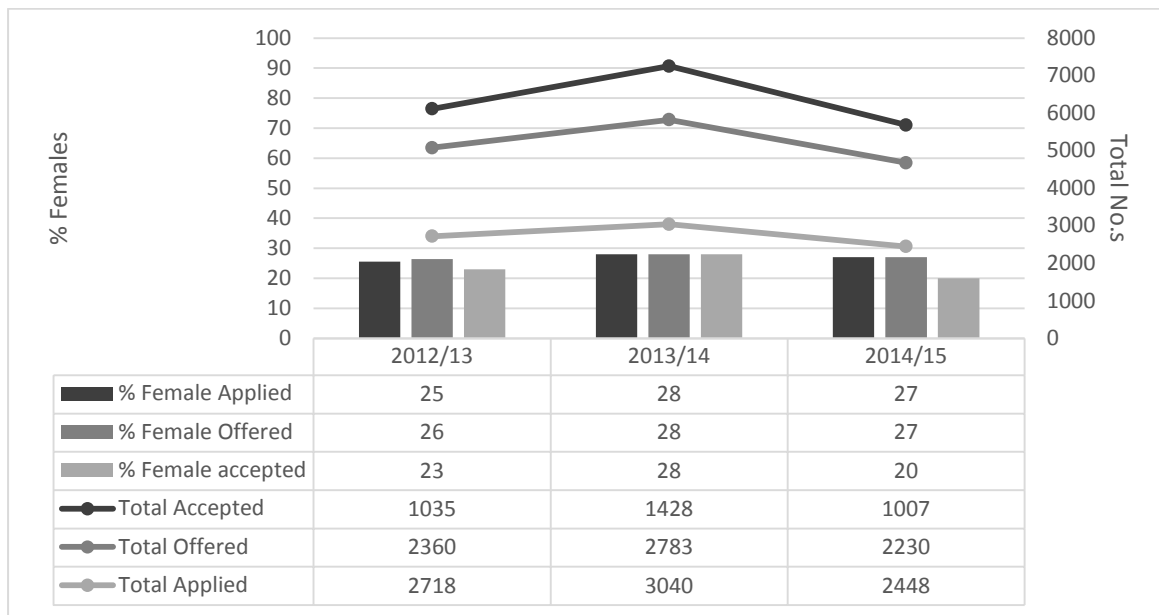
The female ratio of applications to DNBE courses (Figure 19) remains relatively low at all levels.

Figure 19 Female applications for DNBE awards by level, 2014/15



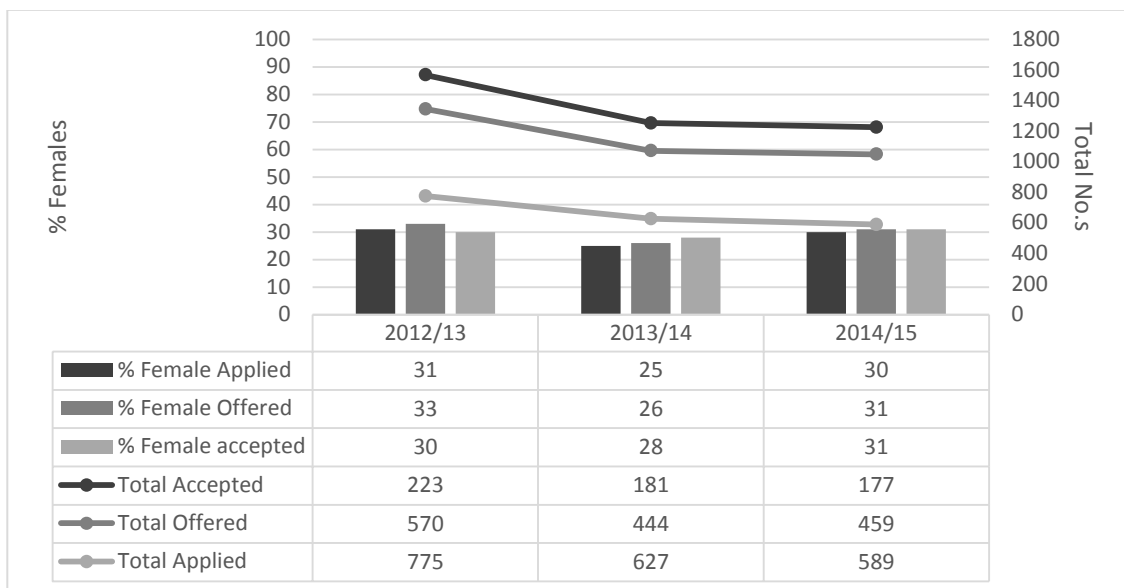
Although the ratio of applications to offer for DNBE's undergraduate courses amongst female applicants was maintained (Figure 20), the significant dip in female acceptances in the most recent year requires further interrogation. A possible explanation is that females have become more likely to choose SHU as an insurance offer, achieving the grades required by the first choice university and accepting offers elsewhere.

Figure 20 Applications, offers, and acceptances for Undergraduate Students 2012-2015



At postgraduate level, applications declined overall and fewer students accepted offers in the period 2012-2015. Actions to address the trend for just less than a third of applicants to be female, to be offered places and to accept them (Figure 21) will be integrated into a 2016/17 review.

Figure 21 Applications, offers, and acceptances for Postgraduate Students 2012-2015



Objective 3: To recruit more female students (PGT)

AP 3.3 Review changes to course promotion and open day material and profiling of female role models to address predominantly male dominated courses.

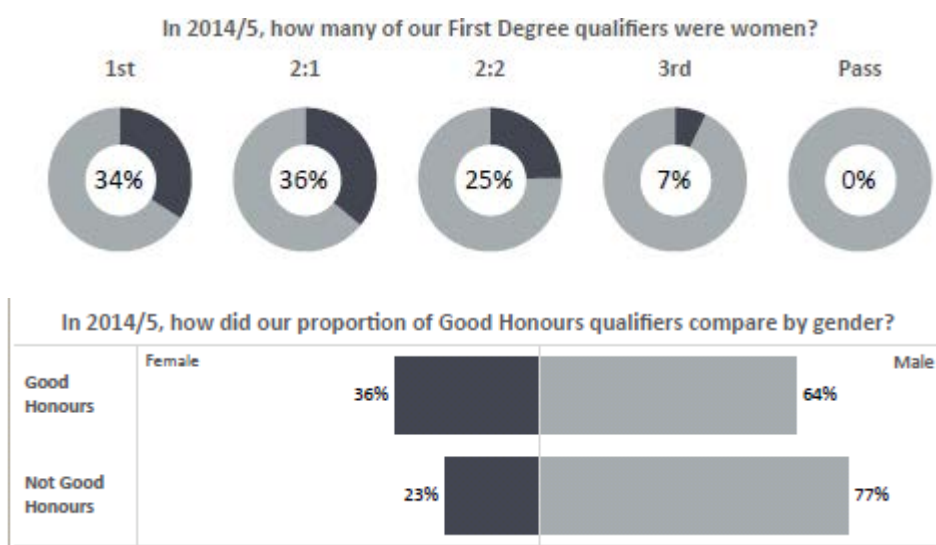
AP 3.4 Look at experience of female students accepting offers in certain subject areas by analysing data with specific reference to the selection of first choice and insurance universities.

AP 3.16 Examine the impact of recent student loan arrangements on the full-time and part-time provision by examining trends in uptake across PGT programme and interview students with loans.

3.2.7 Degree classification by gender

Female students tend to perform more strongly than male students once enrolled on our courses and more likely to achieve a good degree (1st or 2:1) (Figure 22 and Table 7).

Figure 22 - Proportion of female undergraduate students gaining 'good honours' in DNBE courses, 2014/15



Given the drop in high performance amongst all students, particularly male, further monitoring of student performance, progression and support by gender will be undertaken.

Table 7 DNBE Undergraduate student degree classifications 2012-15

Class	2012/13		2013/14		2014/15	
	Female	Male	Female	Male	Female	Male
Student numbers	161	450	192	463	200	453
1 st	19%	11%	13%	7%	15%	12%
2:1	63%	65%	51%	44%	56%	44%
2:2	13%	18%	34%	43%	29%	39%
3 rd /Pass	4%	5%	2%	5%	1%	5%
Good Honours (1 st or 2:1)	83%	75%	64%	53%	71%	56%
Sector Good	73%	66%	N/A	N/A	N/A	N/A

Honours						
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Objective 3: To recruit more female students

AP 3.9 Evaluate student progression and employability factors by gender and BME indicators to inform student experience and attainment.

AP 3.11 Prioritise outreach to schools to promote women in construction courses aimed at increasing full-time female student numbers.

AP 3.12 Ensure that all external work, offsite activities, field trips, outreach and widening participation activities are undertaken by balanced gender group.

AP 3.13 Hold focus group discussions and survey students in their final year on their views of women academics on their aspirations and gender awareness.

AP 3.14 Identify success factors including induction activities where position of female students improved as a result of positive female role models at recruitment events and as course leaders.

3.3 Staff data

3.31 Female:male ratio of academic staff and research staff

DAP's AS Bronze award informed the creation of DNBE from two departments (DAP and BE). Whilst there were similar staff numbers in each department, the proportion of both full-time and part-time female staff in DAP was higher than in BE (Table 8). This was particularly marked at principal lecturer (PL) grade and amongst part-time staff.

Table 8 Staff by department (BE and DAP) pre-merger, 2012

Academic Staff	Full Time			Part Time*		
	BE	DAP	Total	BE	DAP	Total
Total No. of Lecturers	4	1	5	1	0	1
% Female Lecturers	25	100	60	0	0	0
Total No. of Senior Lecturers	22	25	47	4	8	12
% Female Senior Lecturers	40	32	36	25	62	50
Total No. of Principal Lecturers	7	11	18	0	1	1
% Female Principal Lecturers	14	55	39	0	0	0
Total No. of Professors	2	2	4	0	0	0
% Female Professors	0	50	25	0	0	0
Total No. of Staff	35	39	74	5	9	14
% Female Staff	34	41	38	20	56	43

* Part-time figures include ALs (on SL equivalent spinal points)

The immediate post-merger period provided little opportunity to appoint new staff and overall there was a slight reduction in full-time staff and a small increase in part-time staff. This trend has since been reversed (see 4.1.1).

The staff profile post-merger has been relatively stable. We employ 83 permanent academic staff (40% female) (Table 9). 7 men and 9 women work part-time. We employ 42 ALs, half teach into Architecture. Most combine professional practice with a teaching workload of 10%-40%. Female representation increased between 2012-2015, particularly at senior levels. Researchers contributing to some department teaching are employed by SHU research centres, including CRESR (run as a separate unit and not included in this data). They contribute to teaching and jointly supervise PhD students with DNBE staff. This year a female PL was seconded to CRESR to develop our expertise in sourcing and applying for funding and a female researcher from CRESR was seconded to the department to strengthen our research links and support research across the department. Given these close links our Action Plan recommends that, in order to strengthen career progression and gender equality, CRESR applies for an AS award in its own right.

AP 5.16 CRESR (research centre) recommended to apply in its own right for AS award.

Table 9 DNBE academic staff By Gender 2012-15

Academic Staff	Full-time			Part-time		
	2012/13*	2013/14	2014/15	2012/13	2013/14	2014/15
Total No. of Lecturers	5	3	2	1	0	0
% Female Lecturers	60	0	50	0	0	0
Total No. of Senior Lecturers	47	47	41	12	14	15
% Female Senior Lecturers	36	36	32	50	57	60
Total No. of Principal Lecturers	18	18	19	1	1	0
% Female Principal Lecturers	39	39	42	0	0	0
Total No. of Professors	4	5	5	0	1	1
% Female Professors	25	40	40	0	0	0
Total No. of Staff	74	73	67	14	16	16
% Female Staff	38	36	36	43	53	56
Sector average**	30	31	na	38	33	na

*The 2012/13 data is pre-merger (as per table x)

**The sector average is a based on ECU AS Benchmarking data (figure 10a) calculated from an average from records for Architecture, Built Environment and Planning and the Geography and Environmental Studies, 2012/13 and 2013/14

NB excludes researchers who are employed by CRESR and other SHU research centres

The momentum gained from the previous DAP Bronze has resulted in DNBE's gender balance exceeding the sector average with 42% of DNBE's 18 strong senior management team being female. The merger of two departments where the previous BE department was male dominated at senior level, alongside a priority to secure existing positions rather than creating new PL opportunities represented a challenge. However on creation of DNBE in 2013 a competitive selection process resulted in two female PLs being promoted to new deputy HOD posts. DAP's action plan also influenced female progression to PL and professorial level (see section 4 .1.4).

In 2014-15, 39% of the 56 SLs (the largest staff group) were women. The slight decline on previous years in female representation for full-time SL staff was due to female promotions, one to PL and one to professor. This imbalance reflected in the previous AS action plan (Section 8 AP 3.2) has been addressed through the most recent L/SL recruitment. In the last two years, female-friendly national adverts attracted more women applicants and of 14 new L/SL appointments, 64% were female (Table 10). This included female appointments into traditionally male dominated areas

including Real Estate and Quantity Surveying. Two requests from new recruits to work part-time due to their personal circumstances, one for childcare and the other for completion of doctoral studies were approved.

Table 10 New appointments to DNBE by subject area 2014-16

Appointments	Architecture	Construction/Quantity Surveying	Physical Geography/Environment	Real Estate/Building Surveying	Total DNBE
L/SL grades	4	1	4	5	14
% female	50	100	50	100	64

Our commitment to an open and transparent recruitment processes for internal as well as external appointments resulted in two DNBE SLs (one female, one male) being appointed to PL grade in 2015 following competitive internal interviews.

40% of ALs are female. Previous gender imbalance has been successfully addressed in architecture which has the highest proportion of ALs (53% female). Informed by the previous AS Bronze award, significant work has taken place since the merger to make AL recruitment and appointment more rigorous. The success of recent recruitment of women into full-time and part-time roles suggests there is a case for applying our recruitment methods to ALs particularly in the built environment sectors.

AP 4.14 Target AL recruitment at a wider pool of applicants including professional networks and female alumni.

Architecture, Construction, Quantity Surveying, Real Estate and Building Surveying disciplines all have a gender imbalance in favour of men, particularly at senior levels (Table 11). This has recently improved in Architecture where a female PL is now a line manager, but further work is required to ensure career progression for female staff. By contrast, the Geography, Planning and Environment subject areas are more evenly balanced, largely reflecting wider sectoral trends (ECU, 2015) with a higher proportion of women at senior levels.

Table 11 Academic staff by gender and subject area, 2014/15

Academic staff	Architecture	Construction/QS	Physical Geography/Environment	Human Geography/Planning	Real Estate/Building Surveying
ALs (Total 42)	19	6	11	5	1
% female	53%	17%	36%	40%	0
Lecturers (Total 3)	0	1	0	0	2
% female	0	0	0	0	0
SLs (Total 61)	13	13	9	13	13
% female	31%	38%	33%	46%	46%
PLs (Total 16)	2	3	3	5	3
% female	0	0	66%	40%	0
SSG/Professor (Total 4)	1	1	2	0	0
% female	0	0	100%	0	0

3.3.2 Turnover by grade and gender

Turnover rates amongst permanent academic staff (Table 12) are generally low, with retirement being the primary reason. Most leavers were male, but the SAT found that exit interviews are not undertaken consistently. There is a higher turnover of ALs, routinely as a result of fluctuating student numbers and course adaptations. Further analysis is required on whether this is higher than the SHU average.

Table 12 DNBE staff turnover 2012-15

Academic Staff		Female			Male		
		2012/13	2013/14	2014/15	2012/13	2013/14	2014/15
Associate Lecturer	Turnover %	17	7	12	5	16	11
	Leavers HC	2	1	2	1	4	3
	Average HC	12	15	17	22	25	27
Lecturer	Turnover %	0	0	0	50	0	0
	Leavers HC	0	1	0	1	0	0
	Average HC	3	1.5	0.5	2	3	2
Senior Lecturer	Turnover %	0	0	9	16	5	2
	Leavers HC	0	0	2	6	2	1
	Average HC	21	24	24	39	37	5
Principal Lecturer	Turnover %	0	0	0	7	0	0
	Leavers HC	0	0	0	1	0	0
	Average HC	7.5	7	7.5	14	11.5	11
Professor	Turnover %	0	0	0	0	0	0
	Leavers HC	0	0	0	1	0	0
	Average HC	0.5	1.5	2	3	3.5	4

AP 4.12 Develop exit interviews as standard practice for those leaving NBE.

AP 4.13 Feedback findings from exit interviews into staff development strategy.

2104 words

4. Supporting and advancing women’s careers: maximum 5000 words

4.1 Key career transition points

4.1.1 Job application and success rates by gender and grade

The DAP Bronze action plan included activities to improve the gender balance and widen the applicants pool for academic posts. Steps were taken to increase transparency ensuring that:

- All job descriptions and adverts are vetted by the HoD and AS champion;
- Jobs are advertised widely.
- Shortlisting is undertaken with HoD and AS champion input and challenges around any unconscious bias.
- Interview panels, chaired by the HoD (male) or HoAD/HoAO (both female), are gender balanced.

Women typically make up less than a third of applicants to DNBE L/SL posts. However they are now much more likely to be appointed (Table 13). Most of the new starters have been early career academics and some previously worked in industry, bringing a contemporary practitioner and more gender-balanced perspective to the department. Four of the female academics (two full-time and two part-time) recently recruited to the Real Estate and Architecture groups are SHU graduates with practitioner experience, and were attracted to DNBE job opportunities through professional networks.

Table 13 DNBE applications to appointments 2012-2015

Year	Level	Female				Male			
		Applicants	%	Appointment	%	Applicants	%	Appointment	%
2012/13	L/SL	0	0	0	0	0	0	0	0
	PL*	0	0	0	0	0	0	0	0
2013/14	L/SL	5	36	2	100	9	64	0	0
	PL*	2	67	0	0	1	33	0	0
	Prof*	3	60	0	0	2	40	0	0
2014/15	L/SL	14	29	4	80	34	71	1	20
	SL	1	100	1	100	0	0	0	0
	PL*	2	20	1	50	8	80	1	50
Total		27		8		45		2	

* PL and Professorships have only been open to internal applicants over the period.

Comparison using AS Benchmarking data (ECU 2015) found that DNBE achieves above the sector average female representation in recruitment. This has been achieved by ensuring all panel members involved in shortlisting and selection are fully aware of the gender implications and unconscious bias potentially influential in recruitment.

4.1.2 Applications for promotion and success rates by gender and grade

The formation of DNBE brought together a number of subject areas into a new management structure. Although transition of staff from pre-existing roles provided limited opportunities for promotion significant improvement of the gender balance at senior level was achieved.

The HoD (male) and two deputies (female) were recruited in November 2013 from the existing senior management team. The remaining SMT applied for, and were appointed to, the new management structure. Female Staff Development and Student Experience leads have remits to improve the culture and equity of experience for staff and students respectively. Since then two PLs, Markets and Recruitment (male) and International Development (female) leads have been appointed using the same transparent internal recruitment process involving advertising, application, shortlisting and interview. Two SLs (both male) have recently been promoted to Readership roles.

4.1.3 Recruitment of staff

Success in attracting and recruiting more female staff in the last two years results from a range of targeted initiatives. In addition to SHU's standard recruitment policies, vacancies are advertised widely in professional journals and networks, for example, Women in Property. AS principles implemented as a result of the DAP Bronze award include:

- Revision of recruitment adverts and job specifications to ensure the language appeals to a broad audience including early career academics and women/black ethnic minority applicants.
- Adverts include links to SHU '*Benefits of working for us*' which includes flexible working, annual leave entitlement and parental leave.
- Shortlisting and interviews undertaken by panels of male and female DNBE staff in accordance with the university's Equal Opportunities policies.
- All panel chairs and panel members have undertaken gender and diversity training.
- Appointments are based on the candidate's ability to match the knowledge, competencies, attributes and experience as set out in the person specification, removing gender bias.
- Management of recruitment activities through an electronic system (Core Portal) enable gender analysis at each stage.
- Skype interviews are facilitated to enable those shortlisted candidates who are unable to attend in person.
- A system of 'blind' shortlisting for posts will be trialled and assessed in terms of its impact on equality and diversity.

As a result a higher proportion of female staff have been shortlisted and appointed since 2014 (Table 13). In addition to standard induction and mentoring programmes, the HoAO has established a 'new staff' network with regular meetings and updates as requested by the group. Initial meetings have received positive feedback, including recognition that the DNBE culture is receptive to understanding the needs of staff combining work with family and caring responsibilities in a busy work environment. Future ASSET surveys will be used to measure this qualitative feedback.

AL recruitment has been formalised across the university and DNBE's Staff Development Lead has specific responsibility for their management and development. All ALs are offered appraisals and staff development opportunities, including the potential to apply for permanent roles.

Objective 4: Build on recent success in female staff recruitment and continue to improve the gender balance of the department

AP 4.1 Annual reporting on staff recruitment by gender and other representation within subject areas as compared with the existing 40% NBE baseline presented to Department Boards.

AP 4.2 Advertise all NBE posts through Women in Property and WISE.

AP 4.3 Use professional networks and data bases to contact women who may be potential candidates for vacant posts.

AP 4.4 Consolidate regular iterative review of the recruitment process including advertising, selection and interview panels to remove potential bias. AP 4.5 Audit the recruitment process on an annual basis to measure the impacts of recruitment actions and report to the Department Board.

AP 4.6 Trial blind shortlisting as a method for increasing diversity in recruitment.

AP 4.7 Ensure that all recruitment panels without exception, are fully E&D and unconscious bias trained. Target 100%

AP 4.8 DNBE culture analysed through ASSET surveys

4.1.4 Support for staff at key career transition points

Staff are supported through mentoring, appraisal and staff development activities informed by the AS principles adopted following the Bronze award to ensure progression through key transition points (L to SL and SL to PL) as opportunities arise. Suitably qualified staff are encouraged to pursue SHU programmes aimed at female academics as part of DNBE's ambition to improve female representation among professors. SHU's Women Professors' Group provides coaching, mentoring and networking opportunities. In addition to the HoD (male) DNBE has four full-time professors on a Senior Staff Grade (SSG), two female. A fifth professor, male, works part-time. This represents increased female representation at senior level from a position of no females on SSG prior to the merger in 2013.

One female SL (now a PL) completed the Aurora programme, a women-only leadership development scheme initiated by the Leadership Foundation for Higher Education. Three DNBE staff (one now a professor) have participated in the ASPIRE mentoring scheme, a joint initiative from the Central AS SAT and SHU's Women Professors Group aimed at female academics aspiring to secure senior leadership roles. Two DNBE staff (Quantity Surveying and Real Estate lecturers) are involved in ASPIRE aimed at early career women academics and two professors mentor colleagues in other departments as part of the programme.

DNBE made six successful nominations (four female) to SHU's Academic Leaders Programme which commenced in March 2015. The programme also involves senior DNBE female staff mentoring colleagues in other faculties.

4.2 Career development

4.2.1 Promotion and career development

DNBE's formal appraisal process involves each academic being appraised by their line manager annually. Appraisals include discussion and objective setting around career development, work plans, progression against agreed objectives and objective setting for the following year. Appraisers focus on research and scholarship aimed at supporting the achievement of individual aspirations. Mid-year review meetings allow staff to revisit objectives. In 2014-15 DNBE achieved 100% staff

appraisals with career development as a key part. However, ASSET survey results found that less female than male staff agreed with the statement "I am encouraged to undertake activities that contribute to my career" indicating that further clarity of communication about the potential opportunities and support for female academic staff is required.

The ASSET survey found that more men would like to be a member of senior management in the department 54% (15 male) compared to 28% (7 female). More women responded that they "don't know". This may be linked to confidence levels, lack of information about the roles (24% compared to 11%) or other personal/professional reasons. Although there was less interest in university level roles, more men (39%) than women (16%) wished to become a SHU senior manager perhaps reflecting gender differences in career aspirations which need recognition in future staff development strategies.

As in the 2012 ASSET survey, women appear less satisfied with the appraisal system. 40% disagreed somewhat or strongly with the statement "my appraisal is useful/valuable" (compared to 32% of males). This is an area for further exploration in relation to expectations and staff development opportunities.

Objective 5: To fully support all staff, particularly female

AP 5.1 Commission a specialist to investigate the reasons behind lower satisfaction with the appraisal system among female staff.

AP 5.2 Ensure line managers are supported and trained to increase the effectiveness of the appraisal system.

AP 5.3 Review and develop appropriate mentoring arrangements as a key part of staff development.

AP 5.4 Conduct continuing research into the experience of staff to identify further actions.

AP 5.15 Promote progression of female staff through university initiatives including ASPIRE/Aurora, Management and Leadership training, Professorship and Readership development programmes.

DNBE's staff development strategy has involved opening up course leadership roles and positions with special responsibilities to all staff. Criteria based assessments of 'expressions of interest' and feedback and suggestions about career development, including those who were not successful, are undertaken. More women have taken on course leader roles and staff have taken on responsibilities which support progress from L to SL grade drawing on their wider expertise.

In addition to engagement with wider university teaching initiatives, all staff engage in peer-supported observation of their teaching practices, either on an individual basis or as a group activity. Managed by the HoAD, voluntary pairing of staff or group formation based on team teaching principles and mixed gender groups is encouraged. The majority (62% ASSET Survey) of DNBE staff who have taken part in "teaching, lecturing and e-learning" training found it useful. Good practice and areas for improvement are discussed at the DNBE Board and course team meetings. Appraisals identify training needs and workshops on topics where more inclusive practices are required, including addressing international student needs and issues that affect part-time students result in change of practice. Two out of the four DNBE staff in receipt of university Inspirational Teaching Awards over the last two years have been female.

Staff can book up to 23 days for Professional and Scholarly Activity (PSA). Where staff highlight difficulties allocating time, this is discussed and strategies are identified, e.g. working at home one day per week. Take-up is monitored through appraisals and recorded on an online booking system.

DNBE staff are entitled to an annual sum (£400.00 plus travel/subsistence) to participate in staff development activities. Individuals can apply for further funding to support presenting conference papers, research activities and professional networking. Formalisation of the staff development process, aimed at ensuring transparency and fairness, involves applications being considered by a staff development group including the HoD and Research Lead. As a result, 47 staff (51% female) undertook staff development activities in 2015-16 and we have increased the numbers undertaking higher degrees and participating in research activities. DNBE supports 15 staff (five female) with part-time PhD study through payment of fees and ring fenced time (half a day per week) in work plans. In addition, 18 staff (seven female) receive REF releases (work planned hours) to produce outputs (four female staff regularly publish articles on gender issues in the built environment). Given that fewer female academics have a long standing research track record further work needs to be done to sustain and improve engagement. Both of DNBE's women professors act as mentors on the SHU ASPIRE programme and are involved in the SHU Women Professors group and the Faculty's Professor and Readers Forum.

AP 4.9 Reinforce recruitment to departmental roles using a transparent process based on clear selection criteria and feedback to applicants.

AP 4.10 Continue to encourage and support female staff taking part in SHU management and leadership training.

4.2.2 Induction and training

Staff induction is co-ordinated by the department administrator liaising with HR, the Faculty and the relevant DNBE senior staff. The programme includes an equality and diversity (E & D) theme run by the HR department with induction checklists for new starters and an online induction module. Induction involves line managers appointing a mentor, usually in the subject area to provide advice and guidance. New staff members also receive support from colleagues, since they are strategically located in mixed gender offices with experienced staff. DNBE's new staff group this year meets bi-monthly to discuss topics of relevance to new staff. AS and related action planning is a meeting topic for early 2017.

All new academic staff without previous certified teaching experience are supported on a one year postgraduate certificate in Learning and Teaching. A reduced teaching load (0.8 FTE) enables them to complete the course in one year. DNBE staff can attend SHU's PhD supervisor's course. As a result of encouraging female staff to take up this opportunity 31% of PhD supervisors for our current pool of students are female. This represents an improvement on 2015/16 when only 15% of the supervisors for eight PhD completions were female.

AP 4.11 Timetable bi-monthly meetings with new and recent staff recruits.

AP 4.12 Mentors assigned to each staff member and monitored for effectiveness in preparing for promotion.

4.2.3 Support for female students

DNBE provides a number of services designed to support female students. Student Support Officers (SSOs) offer meetings to discuss options around maternity leave and family difficulties/care

responsibilities. This might involve arranging a break in study, signposting to relevant support services or providing coursework extensions. Students with learning contracts meet with Course Leaders and a SSO to discuss requirements and next steps. Typical support might involve teaching materials provided prior to taught sessions, deadline extensions, extended library loans, technological support and note takers.

In addition to standard teaching delivery, DNBE supports students with specific needs to enhance their academic skills, including guidance for essay writing, oral presentations and approaches to study. All students have an academic tutor throughout their degree. Some students (four out of five were female in 2014/15) also take part in a career mentoring scheme with local employers. Active student societies organise regular social and academic gatherings; for example, the Geography Society has very well attended weekly events. Student representatives form an important part of the department's academic communities and assist at open days and participate in outreach activities. Of the 81 student representatives on DNBE courses this year, 37% of are female and two out of three student society presidents are female (Geography and Environment) (Table 14). Three female staff recruits to the department are former MSc Property Appraisal Management (now Real Estate) students who worked in the profession prior to successfully gaining academic posts. The postgraduate student and graduate intern assisting the SAT (both female SHU graduates) who have progressed well in male-dominated areas.

Table 14 DNBE course representatives 2015-16 by gender (all years)

Course Title	Female	Male
BA Human Geography	5	4
BA Planning and Geography	1	2
BSc Architectural Technology	0	8
BSc Architecture	2	2
BSc Architecture and Environmental Design	5	2
BSc Building Surveying	2	0
BSc Environmental Science	1	4
BSc Geography	2	5
BSc Quantity Surveying	2	9
BSc Real Estate	6	8
Master in Urban and Environmental Planning	0	1
MSc Building Surveying	1	3
MSc Quantity Surveying	1	0
MSc Real Estate	1	2
MSc Urban Planning	1	1
Total	30	51

DNBE undergraduate students are supported to go on placements and some are supported by our alumni. The largest cohort of students on placement over the last three years (geography, environment and planning) is 49% female (Table 15). Working with professional bodies, employers and alumni, DNBE will seek to improve the gender balance of placements in male-dominated courses through guidance to female students.

Table 15 DNBE Placement students by gender 2013-2016

Course	2013-14			2014-15			2015-16		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Building Surveying	15 (100%)	0	15	15 (94%)	1 (6%)	16	17 (89%)	2 (11%)	19
Quantity Surveying	19 (90%)	2 (10%)	21	17 (100%)	0	17	18 (90%)	2 (10%)	20
Construction Project Management	10 (91%)	1 (9%)	11	8 (80%)	2 (20%)	10	11 (100%)	0	11
Real Estate	14 (67%)	7 (33%)	21	14 (67%)	7 (33%)	21	20 (74%)	7 (26%)	27
Architectural Technology	34 (87%)	2 (13%)	15	16 (94%)	1 (6%)	17	9 (64%)	5 (36%)	14
Geography, Environment & Planning	34 (51%)	32 (49%)	66	31 (57%)	23 (43%)	54	42 (51%)	41 (49%)	83
Total	105 (70%)	44 (30%)	149	101 (75%)	34 (25%)	135	117 (67%)	57 (33%)	174

AP 3.10 Annual reporting of placements take up and networking including alumni network of successful graduates presented to Department Boards.

4.3 Organisation and culture

4.3.1 Male and female representation on committees

Women are well represented on departmental, faculty and university committees (Tables 16 and 17). A further feature of the department's work is with professional bodies and employers; several women represent the department on national organisations outside the university. One DNBE member is a Director of Women in Engineering Science & Technology (WEST) a charity established to offer financial support to women seeking training. Another staff member is one of the founders of Women in Property awards and a mentor for the scheme. Opportunities such as these are promoted across the department with existing post holders offering to act as mentors for those new to the role.

Overall, women are more active in external positions than men in the department. More women than men are external examiners on degree programmes (7 of the 12). Just over half (51%) are in a professional body. Roles include reviewing and editorship of professional/academic journals and board membership of public companies/charitable organisations.

DNBE has six management committees—(Table 16). Apart from the two recent PL recruits joining SMT, membership has been stable (45% female) . A wider group of women are encouraged to train for management positions through the ASPIRE and Aurora leadership programmes (4.1.4)..

The gender imbalance of DNBE's Research and Scholarship committee reflects a longer tradition of research activity among male academics within subject groups. In order to support and extend research activity, staff can focus their research through six informal DNBE Special Interest Groups. Half of DNBE's staff are represented on these groups, particularly popular with earlier career researchers and with a better gender balance than the research committees. Research seminars

also provide the opportunity for staff to report on their findings.

Table 16 DNBE Management Committees by Gender, 2015/16

Committee	Chair	Group members		% female including chair
		Female	Male	
Strategic Leadership Group (SLG)	HOD	3	2	60%
Senior Management Team (SMT)	HOD	9	11	45%
Academic Operations Group	HoAO	5	6	45%
Academic Development Group	HoAD	3	8	27%
Research & Scholarship Group	Research Lead	5	14	27%
Business development Group	HoD	8	7	53%
Communications Group	Communications Lead	7	11	39%

DNBE has a number of fora focusing on specific departmental priorities and open to all staff. This includes the Communications Group (chaired by a female SSG Professor) with representation from seven female and eleven male SLs from across the department. Improvements, including ensuring all staff have dedicated timetable space to share good practice, are planned.

4.3.2 Female:male ratio of academic and research staff on fixed-term contracts and open-ended permanent contracts

Apart from one 12 month maternity cover post all DNBE staff (Table 9) are on permanent contracts. ALs are permanent employees who work variable hours depending on the needs of the department and professional/personal circumstances. ALs are offered induction and annual appraisal by the Staff Development Lead. Their hours and patterns of work are monitored and are recorded on the work planning system to ensure fairness and transparency.

4.3.3 Representation on decision-making committees

The department is strongly represented by women on a number of faculty and university committees (Table 17).

Table 17 DNBE Representation on University and Faculty Committees, 2015

University/Faculty committees	Gender	
	Female	Male
Equality and Diversity	1 SL	
Partnerships and Portfolio Operations Group	1 HoAO	
Markets and Recruitment Group		1 PL
Faculty Executive Group		1 HoD
Student Experience Learning & Teaching Committee	1 HoAD	
Academic & Student Processes Improvement Board		1 HoD
Academic Board Faculty	1 HoAD	1 HoD
Faculty Leadership Forum	1 HoAO 1 HoAD	1 HoD
Complaints Forum	1 HoAD	
Placement Implementation Group	1 HoAD	1 PL
Timetabling Group	1 HoAD	
Student Survey Working Group	1 HoAD	
International Group	1 PL	
Athena SWAN Champions Network	1 HoAO	
Information & Consultative Committee	1 professor	1 PL
Faculty Professors Forum	1 professor	
University Ethics Committee	1 PL	
Faculty Ethics Committee	1 PL	
Faculty Student Survey Group	1 PL	
Higher Apprenticeship Steering Group	1 PL	
Business Engagement Forum	1 PL	

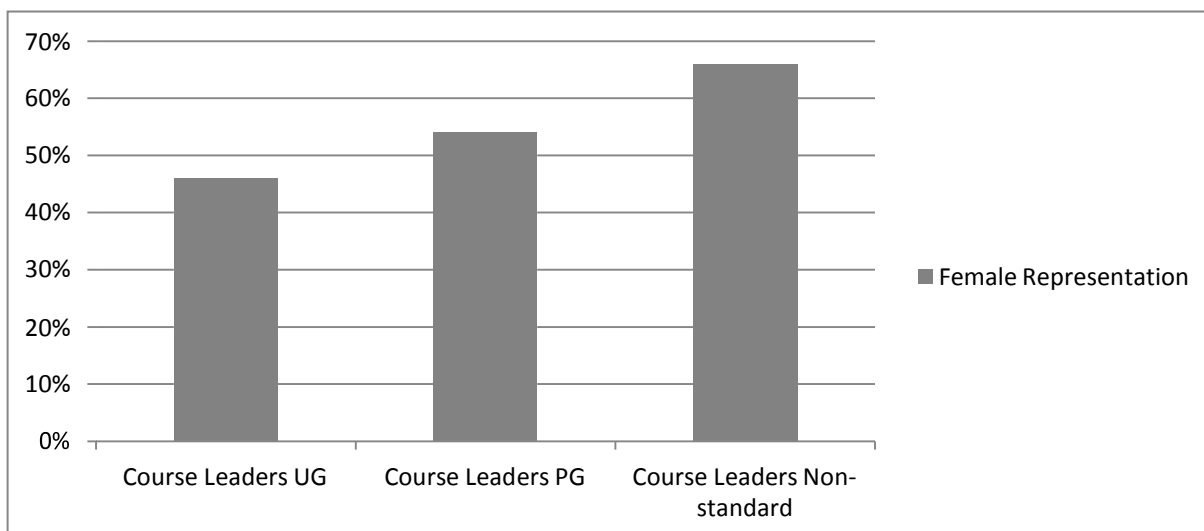
Several SLs have significant roles involving wider university decision making committees. These include:

- Equal Opportunities and Diversity Lead (female)
- Health and Safety Lead (female)
- Placement Lead (male)
- International Student support Leads (1 female/1 male).

An annual employers fair, led by a female PL, is coordinated by a faculty team. Each of the department's 26 standard courses are represented by a CL (50% female) (Figure 23). There are also six CLs for our collaborative provision, four of whom are women. When course leaderships and other roles are available, staff are invited to express interest; respondents are assessed against criteria and, where appropriate, interviews take place. This allows for managers to provide constructive suggestions for skills development and potential for demonstrating progress in assisting future applications. Unsuccessful applicants are encouraged to work with/shadow colleagues to develop their knowledge and experience. Female CL representation has increased since introducing this more transparent process.

DNBE CLs are also supported by training events. For example, a Faculty away day on 'Managing students and student relationships' presented scenarios including homophobia, bullying and mental illness - all cases that staff had been involved with. CLs were able to discuss these as a group, as well as obtaining feedback from senior staff.

Figure 23 Female representation of DNBE Course Leaders, 2015/16



Objective 5: To fully support all staff, particularly females

AP 5.5 Senior Leadership Group to address over-burdening of staff in university and faculty committees.

AP 5.6 Address gender issues around administrative burden and committee memberships.

4.3.4 Workload model

Using the university and faculty academic workplanning guidelines, staff workloads are recorded on an accessible database, to ensure the openness of the process. Staff workplanning, undertaken by line managers, is expected to be included in discussions during and following appraisal. However of the ASSET survey respondents 60% of women (46% of men) disagreed with the phrase "workload is allocated openly and fairly". This is an area for further exploration and development in the department and more widely with the central teams responsible for the model. DNBE line manager approaches and practice will also be reviewed.

AP 5.12 Measure the effect of workload changes using annual staff survey.

AP 5.17 Ensure that work planners engage with staff in fair and transparent way on work planning.

AP 5.18 Survey staff to measure the effect of workload processes and changes.

Teaching is generally organised in groups of two or more staff making it possible to swap teaching slots if necessary due to changes in personal circumstances. A contingency allowance in the work planning model is designed for unexpected changes during the year including cover for staff absence and illness.

4.3.5 Timing of departmental meetings and social gatherings

Since the DAP Bronze award, DNBE has alternated meetings on two days of the week to increase involvement. Teaching-free periods between 1-3pm on Wednesday afternoons have been timetabled so that departmental and academic group meetings can take place when the majority of

staff, including part-time staff, are available. When departmental away-days are planned, as much notice as possible is given so that staff can make any necessary arrangements, for example changes to child-care, to attend. Meeting attendance is monitored to identify any issue which may cause difficulties. Key information is communicated through a staff newsletter and minutes of meetings are available on the DNBE intranet site.

Many department staff participate in social gatherings. Arrangements for these are as inclusive as possible and are usually held mid-week, after work. Drinks and meals are generally in locations close to the university and the station so that those staff who commute into Sheffield can readily join in. Informal activities include popular coffee clubs, "bake off" and desk decorating competitions. Administrative and academic staff of all grades are involved.

4.3.6 Culture

Given that DNBE includes a range of disciplines with markedly different cultures, including historically male -dominated disciplines (architecture, building surveying, real estate, quantity surveying) and more gender equal subjects (environment, geography and planning), initiatives have been instigated to ensure diverse groups of staff work across subjects and more widely in the department. This has been particularly applied to staff recruitment, promotion, committee representation, AL management and new staff induction. Since the merger, female staff in the previous BE department have commented that they have noticed a culture change in departmental meetings with more participation by other women making confident contributions.

The DNBE ASSET survey found that, overall, staff are positive about the working environment, feeling that they are supported by peers and that they are working in a friendly environment. However a fifth of men (21%) feel that successes in their working life are not celebrated in the department, compared to 12% of women, possibly reflecting differences in workplace expectations and the need to ensure that successes of all staff are celebrated.

Female staff in senior roles and the balanced gender profile of CLs and most course teams contributes to the department's inclusivity and female -friendliness with the ASSET survey finding that more women than men (64% compared to 57%) agree or strongly agree with the statement "Senior colleagues are supportive".

Module Leaders have taken specific steps to embed gender awareness in their courses **(Table 18)**.

Table 18 Examples of recent teaching initiatives incorporating gender awareness in the curriculum

Role	Subject area	Quotes/comments
Course leader (male)	Human Geography	<i>'We have two core modules that refer explicitly to feminist issues and bring these into a discussion of the feminist critique of male dominated academic practices, and male domination of space and place. These issues are not formally disseminated outside of Human Geography, but there have been chats with other lecturers in architecture about the issues.'</i>
Senior Lecturer (male)	Environmental Science	<i>'We cover some of this (gender issues) in the second year module (Geographies of Sport, Leisure and Tourism) when we are discussing barriers to</i>

		<i>participation and social inclusion issues.'</i>
Principal lecturer (female)	GIS	<i>'I promote Women in Science in lectures.'</i>
Course leader (female)	Architecture	<i>'In relation to the curriculum, the student architecture society 'SHARC' has been given a list of prominent female architects and been encouraged to invite more women speakers'.</i>
UG students	Real Estate	BSc Real Estate second year student who won a 'special commendation' in the Women in Property Award 2015 (Yorkshire and North East region). Judges commended SHU on having provided either the winner or runner up every year for the last five years.
PGT Student (female)	GIS	<i>'I'm ecstatic with my MSc grades, so much better than undergrad, so I'm pleased to have found something that I enjoy, and am also rather good at! I have an AL role from January semester onwards to hopefully teach some GIS modules, as it's something I'm very passionate about, and being a female in a male dominated sector makes me want to strive for the best.'</i>

As part of the department's review of undergraduate and postgraduate courses, staff are engaged in ensuring that gender equality issues are embedded in course development and module writing. Workshop resources and guidelines developed over the last year are available to staff as considerations in course design. In addition to this, specific staff discussion groups have been held to address some of the gender equality concerns about student behaviour and potentially discriminatory issues such as 'laddism' and sexist remarks arising in the classroom.

Issues of concern to staff and students are taken up by colleagues or higher up in the department through informal discussions between line managers and staff or, in the case of students, between the student and their Module or CL.

Two SHU e-learning modules to provide understanding of equality and diversity issues, up-to-date knowledge about the Equality Act 2010 and an understanding about roles and responsibilities in addressing diversity related matters for staff. All new starters in the department are automatically enrolled onto the Equality and Diversity and Unconscious Bias online modules. However, given the ASSET survey result that 30 respondents (57%) were not aware of this training there wider department engagement with these resources is e required.

Teaching, particularly in the geography, planning and architecture subject areas, is underpinned by feminist theories and an equality ethos practiced by both male and female staff. Added to this, several members of staff are equality trainers and activists in their own right and their influence creates opportunities for debate around inclusivity including areas of potential discrimination. As part of staff support in addressing challenging behaviour and embed gender equality in the department, we held a 'Promoting Positive Behaviour' half-day session attended by 50% of academic staff in March 2015. The event introduced participants to the principles of promoting positive behaviour in higher education learning environment. It explored the underlying causes of disrespectful references to women/BME people and the importance of understanding social, emotional and behavioural skills of students and ourselves. Feedback included suggestions that the

session had equipped staff with techniques to address challenging behaviour.

4.3.7 Outreach activities

DNBE's extensive outreach programme involves professional bodies and societies and its profile includes senior women practitioners recognised nationally and internationally. Important role models for women students include Alison Nimmo CBE, FRICS, MRTPI, FICE now Chief Executive of the Crown Estate and a long standing Visiting Professor. SHU awarded Louise Brooke-Smith FRICS, a SHU graduate and the first woman president of the Royal Institute of Chartered Surveyors, an honorary doctorate following a nomination by the department. Quarterly conferences run in partnership with the RTPI are chaired by a female DNBE PL.

Recruitment activities include ten undergraduate open days annually, pre and post offer, and three evening postgraduate events. The gender balance of course teams is a consideration in planning for these events and in DNBE's course promotion through the web and social media. Staff take time off in-lieu of out-of-hours recruitment and outreach activities. Such involvement can assist staff seeking to become CLs or for other roles in the department.

DNBE has strong links with local schools and colleges. Examples of gender awareness in outreach work include:

- Ensuring that female academics have positive input at five SHU-based schools and colleges events held annually and regular visits to schools and colleges, to encourage courses take-up.
- Gender balanced representation at UCAS conventions (primarily Sheffield).
- Running specific events aimed at schools and colleges including 'Forgotten spaces' (Architecture).
- Geographical Association taster days and a recent talk to girls in 6th form college about careers in natural hazards activities.
- Running final year projects for construction, surveying and real estate students in collaboration with contractor (Bellway homes) and a local school (King Egberts) who teach construction and the built environment and actively promote these sectors careers to girls.

Several DNBE female staff are experienced in running bespoke activities. As well involving technicians, lecturers and students in activities targeting school girls, DNBE has longstanding links with the Women in Science, Engineering and Technology (WiSET) group at SHU. For example, students from the department have delivered events for girls as part of the National Science and Engineering Week, and staff have facilitated practical/technical activities such as CAD drawing. DNBE has a women-only prize for best achieving female in final year (Michael Heller prize) which this year went to a BSc Building Surveyor.

The recently appointed female MSc Building Surveying CL has undertaken visits to schools and colleges as well as running a week-long event in Sheffield to raise awareness of the course. Although not specifically targeted at young women, the fact that female senior academics with experience of commissioning construction-related projects lead on such courses helps to raise awareness/expectations and broadens aspirations. This has been articulated back to course teams through feedback to tutors.

DNBE's collaboration with Barratt Developments PLC and Kier Group PLC who actively promote increased female participation in the industry, includes monitoring recruitment and attainment of

female employees. Two recent DNBE graduates, currently Kier Construction Ambassadors, promote construction jobs to young women through schools talks and discussion groups about women in construction. Both graduates agreed that as role models they can explain first-hand experiences of opportunities available for women in construction. A focus group of 16 (2 female/14 male) students in the third year of their studies at SHU felt that whilst jobs could be done by both men and women the long hours culture in the sector was a particular deterrent for women.

AP 5.10 Ensure all representations of the Department, internally and externally, effectively and positively represent the diversity of the Department staff and students.
AP 5.11 Use focus groups of students and employers to gain views of how DNBE's public profile can be improved.

4.4 Flexibility and managing career breaks

The DAP AS Bronze Award highlighted the way in which family-friendly policies were encouraged. The DNBE leadership embraced this approach, making sure that line managers and individuals are aware of flexibility around caring responsibilities. Staff are made aware of entitlements, including SHU maternity, paternity and adoption policies. Time off for emergencies is incorporated into parental guidance, together with the option of taking unpaid leave at a manager's discretion. More men (84%) than women (52%) are parents and care for, or have cared, for parents/spouses (ASSET Survey). Staff with young children and other caring roles can facilitate care arrangements and school pickups/drop offs where practical through timetabling. Some module tutors make local arrangements to provide cover when needed.

A strong departmental ethos where unexpected commitments are recognised and supported, includes viewing applications for compassionate leave flexibly so that staff can make necessary arrangements with their families. Although the ASSET survey found that most DNBE staff (94%) said that the 'area of work/interest/research' influenced their current choice of employment, other high scoring reasons included flexible working and autonomy/self-direction (Table 19).

Table 19 Influences in choice of employment

Criteria	% female	% male	Number
Areas of work/interest/research	96	93	50
Geographical location	68	89	42
Intellectual challenge	80	75	41
Flexibility of working hours	80	61	37
Autonomy / self-direction	64	64	34

The survey also showed very similar responses across the board to a more specific question about flexibility, in that both male and female staff felt that they can ask for leave at short notice, work flexibly and work at home.

The ASSET survey revealed positive responses regarding cover being arranged for parental leave. The majority said it was available and ten female staff had such leave, taking advantage of meetings with HoD/line manager to discuss practicalities and 'keep in touch' days. Just over half of returners said flexible working was available to them and all felt that they had support from colleagues. Anecdotally, we know staff feel positive about DNBE's 'family-friendly' approach but we would like more specific data.

AP 5.7 Reinforce the Department meeting process to permit more open discussion of staff satisfaction issues.

AP 5.8 Monitor staff with caring responsibilities and staff with AL contracts

AP 5.9 Reinforce dedicated timetable space for staff meetings.

4.4.1 Maternity return rate

DNBE currently has three staff on maternity leave (in the Real Estate and Quantity Surveying groups), all three of whom expressed informally their desire to return to work in the department either full-time or part-time. Cover has been provided by a one year full-time, a 0.6 post and ALs. Two DNBE staff have taken maternity leave and returned in the last 3 years. One has been promoted twice since returning full-time (Case study 1).

4.4.2 Paternity, adoption and parental leave uptake

Three male staff (one Architect group and two Physical Geographers) have taken paternity leave in the last three years. No staff have taken adoption leave. Recent parental leave legislation is promoted as part of a SHU initiative.

4.4.3 Numbers of applications and success rates for flexible working by gender and grade

Whilst there have been no formal requests for flexible working from DNBE under the provisions of the Children and Families Act 2014, some staff have teaching-free periods to undertake research and professional. In such circumstances staff complete a timetable 'unavailability form' which is then considered by a DNBE panel who make recommendations to SHU's timetabling team. SHU policy does not consider childcare to be reason for being unavailable for teaching but there is local understanding of issues and needs when planning work and timetabling across courses. Module teams may organise their teaching collaboratively to meet personal situations. Promotion of a culture of support and cooperation is also facilitated through course review, module design and interdisciplinary teams.

DNBE staff can work in a flexible way, managing their own time. Shared electronic calendars are encouraged to indicate availability and inform students of times when module staff are available. The ASSET survey found that 91% of staff (96% female) make use of home/remote working and 66% of staff (67% female) consider that they have flexibility in the way they use their time and their work pattern. The contracts for part-time staff vary from 0.3 to 0.8 FTE. In recent years part-time staff have had increases following changes in student numbers/changes in personal circumstances and all those who were previously on temporary uplifts to higher proportions have had their positions made permanent.

4.4.4 Cover for maternity and adoption leave and support on return

Staff about to take maternity leave are entitled to time off work to attend antenatal care and those taking maternity/paternity leave are supported on return by their line managers. Five L/SL maternity leavers over the last four years have been covered by temporary contracts or ALs during their absence. Following the previous Bronze action plan DNBE has clear arrangements for keep in touch days (entitlement to 10 KIT days), site visits and office accommodation. Returners can make use of the SHU breastfeeding rooms

<http://www4.shu.ac.uk/mediacentre/university-breastfeeding-friendly?filter=Society>

Staff who are on maternity leave, or planning to take maternity leave, are able to apply for course leaderships and staff development applications.

AP 5.13 Increase awareness of SHU/departmental policies on parental leave.
AP 5.14 Promote and measure the take up of carers leave.

4989 words

5. Other comments: maximum 500 words

Profiling women

DNBE has taken a number of steps to increase the profile of female staff and students, particularly those in male-dominated sectors. In addition to course promotion (Section 3.2) the four themes highlighted in the examples here relate to:

- Staff recruitment
- International Women's Day
- Women in Property Awards
- Graduation

Staff Recruitment

Two female staff were profiled on the university's recruitment pages during 2015, Bee Gan (now Principal Lecturer in International Recruitment) and Professor Liz Laycock (Figure 24).

During the last year the university web pages were updated and the recruitment pages include a video clip of Dr Camila Bassi, Course Leader in Human Geography (Figure 25) discussing what it is like to be a lecturer at SHU.

Figure 24 Staff profiles of Bee Gan and Liz Laycock on the University's recruitment pages, 2015

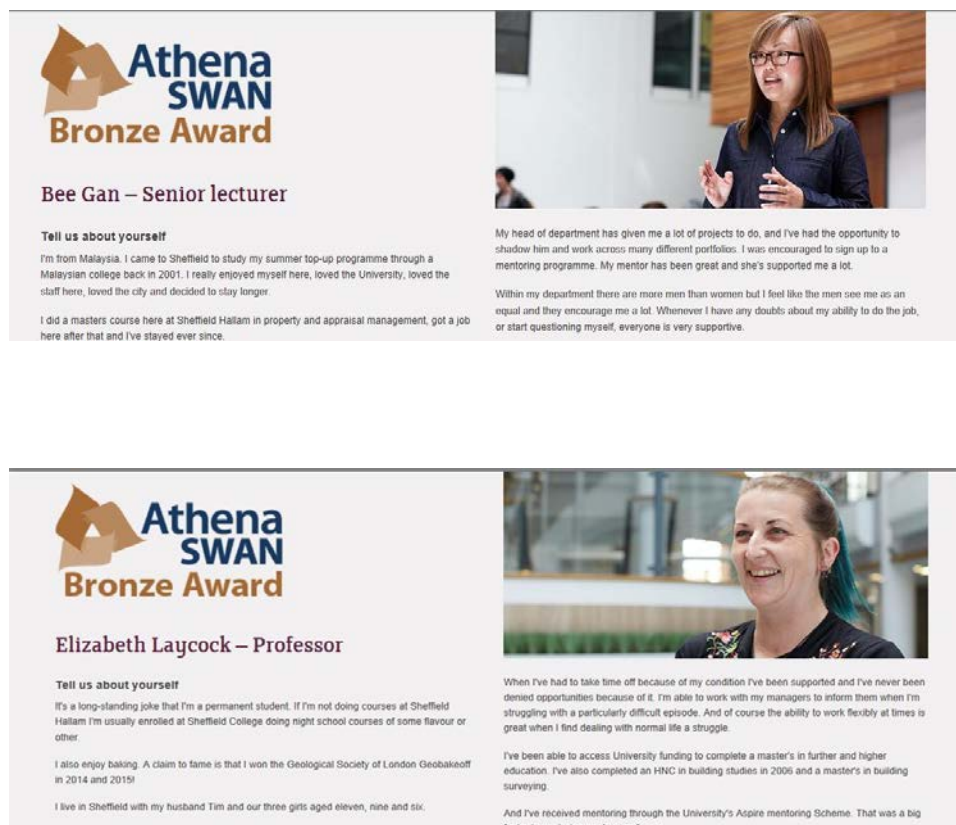
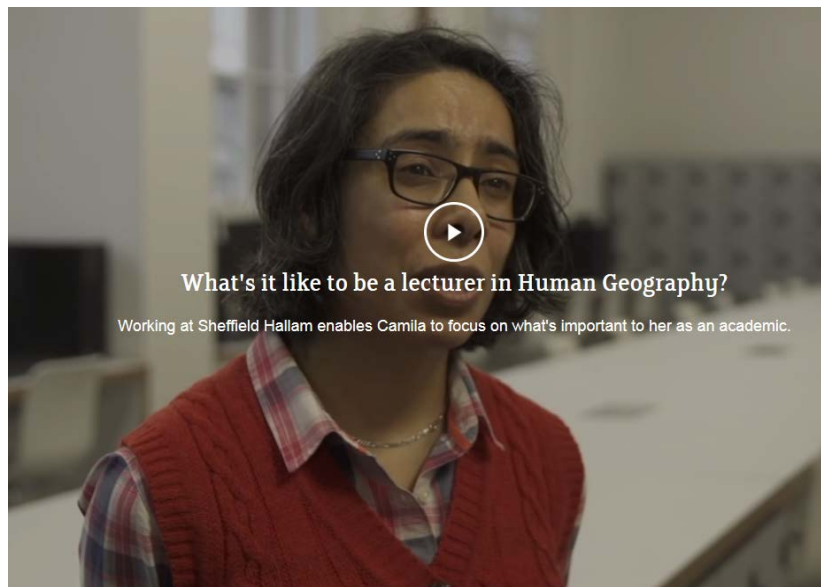


Figure 25 Video Clip of Dr Camila Bassi on the University's Recruitment pages, 2016



International Women's Day

In 2015 Lecturer Bee Gan and MSc Technical Architecture student Hala Adnaji (Figure 26), were nominated by colleagues to share their inspirational stories for International Women's Day. Clips of both speaking were available on the SHU web pages.

BSc Real Estate student Georgia Pirbhai was nominated in 2016 as an Inspirational Woman to promote her success in winning the Women in Property Award 2014, setting up the Real Estate student society and her drive and focus towards a career (Figure 26).

Figure 26 Promoting staff and students for International Woman's Day 2015 and 2016



Hala Alnaji, student, MSc Technical Architecture



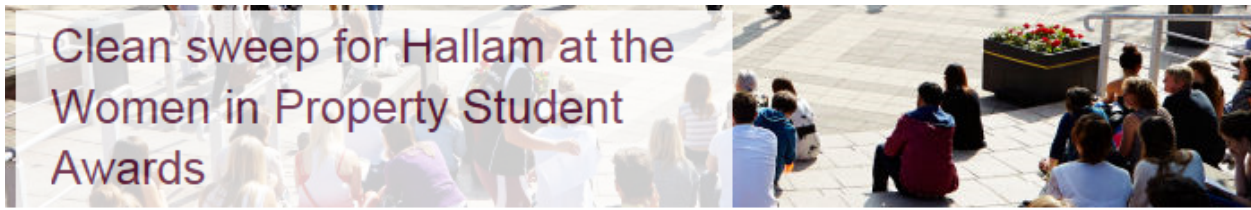
Women in Property Awards

A further example of our external profile is developed through student involvement in the national Women in Property awards in which 48 Universities take part (Table 20 and Figure 27).

Table 20 Women in Property Awards Winners, 2011-16

Year	Name	SHU Course	Ranking
2011	Bethan Lewis	Building Surveying	Regional Winner
2012	Catherine Barnard	Real Estate	Regional Winner
2013	Katy Howes	Real Estate	Regional Runner Up
2014	Georgia Pirbhai	Real Estate	Regional Winner
2015	Alice Thompson	Real Estate	Regional Runner Up
2016	Yasmine Lunn	Real Estate	Regional winner

Figure 27 Woman in Property Award Winner 2016



[Media centre home](#) > [News](#) > Clean sweep for Hallam at the Women in Property Student Awards

Tags:

• [Architecture](#) • [Awards](#)

Issued:29/04/16

Sheffield Hallam University students have taken the top three prizes at the regional heat of the Women in Property (WiP) National Student Awards.

Yasmine Lunn, studying real estate, was the overall winner in the Yorkshire and North East competition, and will now go through to the national final in London.

Charlotte Dennish, studying quantity surveying and Jenna Whitehead, studying building surveying, were both runners-up and received 'Highly Commended' certificates in the awards.



Graduation

At DNBE's November 2015 graduation event, the first female global president of the Royal Institution of Chartered Surveyors (a SHU graduate), Louise Brooke-Smith, was awarded an honorary doctorate.

Figure 28 Honorary Doctorate awarded to Louise Brooke-Smith, November 2015

Issued:20/11/15



SHUmediacentre
Louise Brooke-Smith honorary doctorate

SOUNDCLOUD
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2:11

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Twenty-nine years after stepping on stage to collect her own undergraduate degree, Louise Brooke-Smith returned to Sheffield City Hall to collect an honorary doctorate yesterday.

Louise, who was the first woman president and first Sheffield Hallam University alumnus to be named president of the Royal Institution of Chartered Surveyors (RICS), collected her own degree from the former Sheffield City Polytechnic in 1986.



Word Count: 309

6. Athena SWAN Silver Application Action Plan 2016-2019:

Department of Natural and Built Environment, Sheffield Hallam University

Objective	Rationale	Planned Action	Key outputs/milestones (reference number AP)	Timeframe		Person responsible (+ job title)	Success criteria and outcome
Action points: Section 2							
<p>1. To achieve greater integration of the SAT and AS principles into Department operations</p>	<p>Under-representation of students and ALs in the initial post-merger SAT.</p> <p>Support staff should be included in the AS process from 2016 onwards - some progress but not representative enough.</p> <p>SAT membership opportunity for wider range of staff and students to engage in AS and wider equality/diversity activities</p>	<p>Enhance SAT membership</p> <p>Widen the remit of SAT aimed at engaging student representatives, ALs, technical and admin staff in the AS process.</p> <p>Request that managers and course leaders gain AS representation from staff and students in subject area where there is weaker engagement.</p>	<p>1.1 Review of constitution of SAT to include students from all levels, Associate Lecturers and technical/admin staff</p> <p>1.2 Issue regular AS briefings (Blackboard site/email/face to face)</p> <p>1.3 Measure awareness of AS activities and identify issues supporting staff and students through surveys and focus groups.</p> <p>1.7 WISE 'People like me' https://www.wisecampaign.org.uk/about-us/wise-projects/people-like-me training for SAT to then cascade to other SMT members and course teams.</p>	2016	2019	HOAD/HoAO with Professional services lead	<p>SAT involves minimum of 5 students and 4 representatives of admin/technical services.</p> <p>ASSET surveys 2017/2018 demonstrate increased understanding and benefit (target over 60% of staff).</p> <p>Integration of AS agenda items into induction and annual student rep briefings.</p> <p>Annual review of progress on actions.</p> <p>All courses to have a minimum of one team representative complete WISE training</p>

Objective	Rationale	Planned Action	Key outputs/milestones (reference number AP)	Timeframe Start/end date		Person responsible (+ job title)	Success criteria and outcome
	<p>Securing relevant and timely gender disaggregated data has been inconsistent.</p> <p>Equality data need to be core to academic business and annual action planning.</p>	<p>Integrate AS data analysis and action planning into DNBE governance including the Departmental Board chaired by HOD (3 times a year).</p>	<p>1.4 Annual update of staff and student data from HR and SPI presented to Department Board.</p> <p>1.5 Annual agenda of activities and progress against action points presented to Department Board and Faculty E&D Committee.</p> <p>1.6 Annual agenda of dissemination plans and consultation arising from the SAT presented to Department Board and Faculty E&D Committee.</p>	2016	2019	HoD	<p>Department board receives annual staff and student data broken down by gender and other equality indicators/success achieved.</p> <p>Ratio of female students matches or exceeds the sector average on all courses. Target 30% min.</p> <p>All DNBE action planning includes E&D targets..</p>
Action points Section 3							
<p>2. To effectively interrogate and utilise student information</p>	<p>Percentage of female students below sector, static or falling on some of our courses.</p>	<p>Explore/analyse the data on foundation, UG and PGT courses including part-time to identify patters which may be impacting on current female recruitment and develop initiatives to address this.</p>	<p>2.1 Survey students on foundation/UG courses to ascertain gender differences in choices of award and progress.</p> <p>2.2 Annual reporting on UG and PG applications and recruitment by gender and other characteristics presented to Department Boards.</p>	2016	2019	Recruitment lead/course leaders	<p>Increase percentage of female students on courses in Architecture Construction/QS/Real Estate/Building Surveying Environment to sector average or above.</p> <p>Annual review of</p>

Objective	Rationale	Planned Action	Key outputs/milestones (reference number AP)	Timeframe Start/end date		Person responsible (+ job title)	Success criteria and outcome
			<p>2.3 Regular reporting on part- time applications and support to these students once at SHU presented to Department Boards.</p> <p>2.4 Use data from above to identify barriers for female applicants and prioritise specific outreach activities, course marketing, websites and course team engagement including contacting all female applicants to male dominated courses to provide advice/reassurance.</p>				<p>target setting by course teams</p> <p>· Increase female part-time student numbers. Target UG (25%)Target PG (40%)</p>
	Degree apprenticeships introduced in male dominated subjects - Quantity Surveying and Construction Management	Examine gender equality in the incoming Degree Apprenticeship awards and work with employers to address any issues	<p>2.5 Use the application and recruitment data on the incoming Degree Apprenticeship awards to investigate gender equality issues.</p> <p>2.6 Use data from above to drive the dialogue with employers and to inform outreach work.</p>	2016	2019	UK Business Development lead	Set target for DA female students on QS and CM once recruitment targets clarified.
3. To recruit more female students.	A lower percentage of female students accept offers compared to percentage of applications and offers made.	Find reasons for the lower percentage of female students accepting offers in certain subject areas	3.1 Survey level 4 students to explore the reasons for below the sector average recruitment in Architecture, Construction and Quantity Surveying.	2016	2017	Recruitment lead/course leaders Course leader	Increased female representation on all DNBE courses where either below sector averages and/or declining

Objective	Rationale	Planned Action	Key outputs/milestones (reference number AP)	Timeframe Start/end date		Person responsible (+ job title)	Success criteria and outcome
			<p>3.2 Target recruitment activity to improve the number enrolling on to Environmental Science.</p> <p>3.3 Review changes to course promotion and open day material and profiling of female role models to address predominantly male dominated courses.</p> <p>3.4 Find reasons for the lower percentage of female students accepting offers in certain subject areas by analysing data with specific reference to the selection of first choice and insurance universities.</p>	2016	2017	<p>Recruitment lead</p> <p>SAT</p>	<p>numbers of female students (Target particularly Arch/CM/QS/RE/BS/Env).</p> <p>Annual review/refresh of recruitment materials/activities.</p> <p>Increase in female students selecting DNBE courses as 1st choice (Target to be confirmed)</p>
	Falling female representation at recruitment stage particularly in QS, construction and architecture	Understand impacts of recent and develop further positive action activities to promote women into construction and architecture	<p>3.5 Use data comparisons from above to prioritise specific outreach work and to inform course marketing to evaluate impacts.</p> <p>3.6 Undertake survey and follow up focus groups of level 4 female students in male dominated courses to assess the issues</p>	2016	2018	Recruitment and UK business development leads	<p>As above</p> <p>Target 30% minimum female students on all DNBE courses by 2019</p>

Objective	Rationale	Planned Action	Key outputs/milestones (reference number AP)	Timeframe Start/end date		Person responsible (+ job title)	Success criteria and outcome
			<p>influencing their decisions to apply for the course at SHU.</p> <p>3.7 Prioritise work with existing partners and professional sectors to ensure activities to promote women into construction and architecture are supported and delivered/monitored effectively.</p> <p>3.8 Form focus group to identify and advocate success factors that improved recruitment to Building Surveying.</p>				
	<p>Proportion of students gaining good honours varies annually.</p> <p>Lack of understanding of why female students perform better than male students and initial analysis of BME attainment shows weaker progression and attainment levels.</p>	<p>Ensure that strong female attainment, including among BME students, at UG level is maintained and fed into student experience strategies.</p>	<p>3.9 Evaluate student progression and employability factors by gender and BME indicators to inform student experience and attainment.</p>	2016	2018	Student experience lead	<p>Increase the numbers of female students gaining 'good honours' to 40% of total.</p> <p>Improve female BME student attainment. Target to be added once analysis undertaken.</p>
	<p>Information on female student progression into professional fields from SHU courses is</p>	<p>Improve our alumni networks as part of</p>	<p>3.10 Annual reporting of placements take up and</p>	2016	2019	Student experience	<p>Female student placement target</p>

Objective	Rationale	Planned Action	Key outputs/milestones (reference number AP)	Timeframe Start/end date		Person responsible (+ job title)	Success criteria and outcome
	<p>anecdotal.</p> <p>Student feedback suggests that role models are important to female student employability and career progression aspirations.</p>	<p>wider student experience and promotion of women in male-dominated sectors</p>	<p>networking including alumni network of successful graduates presented to Department Boards.</p>			<p>lead</p>	<p>40% of overall total.</p> <p>Set specific targets for male dominated subject areas.</p> <p>Annual DNBE AS lecture and alumni networking events to be attended by UG and PGT students. Gender/BME monitoring</p>
	<p>Focus groups and sector information suggested that decisions to discount courses in construction and other built environment courses by young women are made at school.</p>	<p>Work with primary and secondary schools on career choices and promotion of young women across our vocational courses</p>	<p>3.11 Prioritise outreach to schools to promote women in construction courses aimed at increasing full-time female student numbers.</p>	<p>2016</p>	<p>2017</p>	<p>Recruitment lead/AS champion</p>	<p>DNBE holds two events annually on courses/careers annually for female school students</p>
	<p>Revised course design in the built environment sectors include more practice based and off site activities where female students may be a small minority.</p>	<p>Enhance and promote the student experience of female students especially in practice based learning activities.</p>	<p>3.12 Ensure that all external work, offsite activities, field trips, outreach and widening participation activities are undertaken by balanced gender group.</p>	<p>2016</p>	<p>2017</p>	<p>HoAO</p>	<p>Quarterly briefings and updated guidance disseminated by SAT members in subject group meetings.</p>
	<p>Young women lack role models in male dominated sectors</p>	<p>Assess the impact of women academics and inspirational speakers</p>	<p>3.13 Hold focus group discussions and survey students in their final year on their views of</p>	<p>2016</p>	<p>2017</p>	<p>SAT</p>	<p>Employ graduate intern to undertake 4 focus groups and survey of all</p>

Objective	Rationale	Planned Action	Key outputs/milestones (reference number AP)	Timeframe Start/end date		Person responsible (+ job title)	Success criteria and outcome
		as role models on student aspirations and gender awareness	<p>women academics on their aspirations and gender awareness.</p> <p>3.14 Identify success factors including induction activities where position of female students improved as a result of positive female role models at recruitment events and as course leaders.</p>				UG/PGT students and report to SAT/SMT in summer 2017.
	Declining recruitment of female PG students and introduction of new student loan system	Improve female, including part-time participation in all PGT courses.	<p>3.15 Review impact of specific actions to reverse the decline in female participation in our PGT courses.</p> <p>3.16 Examine the impact of recent student loan arrangements on the full-time and part-time provision by examining trends in uptake across PGT programme and interview students with loans to inform widening participation agenda.</p>	2016	2019	HoAO	<p>Increase percentage of female students across all DNBE PG courses. Target 40%</p> <p>Increase take up of student loans among female students on DNBE courses Target 40%</p> <p>Specific targets to be established in male-dominated subjects once further analysis undertaken.</p>

Objective	Rationale	Planned Action	Key outputs/milestones (reference number AP)	Timeframe		Person responsible (+ job title)	Success criteria and outcome
				Start/end date			
	Low female recruitment to PGR	Improve female interest in PhD routes.	<p>3.17 Find the reasons for low female interest in PhD routes by carrying out survey of existing students and those who applied but did not take up places at SHU.</p> <p>3.18 Target recruitment activity to promote the postgraduate research offer, profiling success and working with the Graduate School.</p> <p>3.19 Investigate the rate of PhD completions by gender annually.</p>	2016	2019	Research & Scholarship lead	Increase percentages of female PGR student applications and recruitment. Target 30%
Action Points - Section 4							
4. To build on recent success in female staff recruitment and continue to improve the gender balance of the department	At present 29% of applications to posts in the department are female	Increase the number of women applying for academic posts in male dominated subject areas and improve auditing of the recruitment process to increase data analysis by subject area.	<p>4.1 Annual reporting on staff recruitment by gender and other representation within subject areas as compared with the existing 40% NBE baseline presented to Department Boards.</p> <p>4.2 Advertise all NBE posts through Women in Property and WISE.</p>	2016	2019	HoD, Line managers	Increase in percentage of women applying for academic posts (Target 40%)

Objective	Rationale	Planned Action	Key outputs/milestones (reference number AP)	Timeframe Start/end date		Person responsible (+ job title)	Success criteria and outcome
			<p>4.3 Use professional networks and data bases to contact women who may be potential candidates for vacant posts.</p> <p>4.4 Consolidate regular iterative review of the recruitment process including advertising, selection and interview panels to remove potential bias.</p> <p>4.5 Audit the internal and external recruitment process on an annual basis to measure the impacts of recruitment actions and report to the Department Board.</p>				
	<p>Applications from black and ethnic minority women remain low.</p> <p>Positive feedback from those involved in selection events including option for skype interviews</p>	<p>Increase the number of black and ethnic minority women applying and recruited to academic posts</p>	<p>4.6 Trial blind shortlisting as a method for increasing diversity in recruitment.</p> <p>4.7 Ensure that all recruitment panels without exception, are fully E&D and unconscious bias trained.</p> <p>4.8 DNBE culture analysed through ASSET survey.</p>	2016	2019	HoAO	<p>Increase percentage of black and ethnic minority women applying for academic posts (target 10%).</p> <p>Set target for black and ethnic minority staff once SHU BME development plan 2016 finalised.</p> <p>Increase in</p>

Objective	Rationale	Planned Action	Key outputs/milestones (reference number AP)	Timeframe Start/end date		Person responsible (+ job title)	Success criteria and outcome
							proportion of staff feeling supported ASSET Surveys 2017/18
	ASSET Survey found that a lower proportion of female staff were aware of career opportunities	Continue to improve the career progression processes for female staff	<p>4.9 Reinforce recruitment to departmental roles using a transparent process based on clear selection criteria and feedback to applicants.</p> <p>4.10 Continue to encourage and support female staff taking part in SHU management and leadership training.</p>	2016	2019	HOD	Increase percentage of women in senior roles - PL and professorships particularly in male dominated areas (Target: 40%)
	ASSET survey found gaps in induction/mentoring support	Continue to develop induction processes to support new staff.	<p>4.11 Timetable bimonthly meetings with new and recent staff recruits.</p> <p>4.12 Mentors assigned to each staff member and monitored for effectiveness in preparing for promotion.</p> <p>5.15 Promote progression of female staff through university initiatives including ASPIRE/Aurora and other Professorship and Readership development programmes.</p>	2016	2017	HoAO/line managers	Integration of new staff into DNBE subject groups. Measure gender differences through ASSET survey 2017.

Objective	Rationale	Planned Action	Key outputs/milestones (reference number AP)	Timeframe Start/end date		Person responsible (+ job title)	Success criteria and outcome
	Low level of shared understanding of reasons for leaving academic posts	Maintain low staff turnover and assess reasons for leaving DNBE	<p>4.12 Develop exit interviews as standard practice for those leaving NBE.</p> <p>4.13 Feedback findings from exit interviews into staff development strategy.</p> <p>4.14 Target AL recruitment at a wider pool of applicants including professional networks and female alumni.</p>	2016	2019	HoAO/line managers	Report feedback on exit interviews to DNBE staff development group annually.
Action Points Section 5							
5. To fully support all staff, particularly our female staff	ASSET survey found that only 48% of female staff agreed/strongly agreed that their appraisal was useful. 66% felt senior colleagues were supportive.	Increase effectiveness of appraisals	<p>5.1 Commission a specialist to investigate the reasons behind lower satisfaction with the appraisal system among female staff.</p> <p>5.2 Ensure line managers are supported and trained to increase the effectiveness of the appraisal system.</p>	2016	2017		Increase in staff reporting that their 'appraisal is useful' ASSET surveys 2017/18.
	ASSET survey found lower proportion of female staff felt encouraged to undertake activities	Establish mentoring scheme available to all	5.3 Review and develop appropriate mentoring	2016	2017		Staff report that mentoring has

Objective	Rationale	Planned Action	Key outputs/milestones (reference number AP)	Timeframe Start/end date		Person responsible (+ job title)	Success criteria and outcome
	contributing to their career.	staff	arrangements as a key part of staff development. 5.4 Conduct continuing research into the experience of staff to identify further actions.				increased confidence and readiness to apply for promotion in ASSET surveys 2017/18.
	Senior DNBE staff (73%female) representation on faculty/university committees	Address gender inequality in administrative burden at senior level.	5.5 Senior Leadership Group to address over-burdening of staff in university and faculty committees. 5.6 Address gender issues around administrative burden and committee memberships.	2016	2017	HoD	Female senior staff report less administrative burden. ASSET surveys 2017/18.
	More female than male staff disagreed that work planning was be open and fair		5.17 Ensure that work planners engage with staff in fair and transparent way on work planning. 5.18 Survey staff to measure the effect of workload processes and changes.	2016	2017	HoAO	More female staff agree that work planning is open and fair. Target 60% minimum ASSET surveys 2017/18
	EO Survey showed lower than average staff satisfaction in DNBE.	Improve staff satisfaction by continuing to support flexible working, part-time and addressing overburdening of	5.7 Reinforce the Department meeting process to permit more open discussion of staff satisfaction issues.	2016	2017	HoD	Increase staff satisfaction, attendance at departmental meetings. (ASSET

Objective	Rationale	Planned Action	Key outputs/milestones (reference number AP)	Timeframe Start/end date		Person responsible (+ job title)	Success criteria and outcome
		academics administrative tasks.	<p>5.8 Monitor staff with caring responsibilities and staff with AL contracts.</p> <p>5.9 Reinforce dedicated timetable space for staff meetings.</p>				and EO surveys 2017/18)
	Progress made on web profile promotion of women staff and students should be maintained and enhanced utilising new forms of social media and promoting BME women.	Celebrate success of staff, continue to promote female role models in department and with external organisations.	<p>5.10 Ensure all representations of the Department, internally and externally, effectively and positively represent the diversity of the Department staff and students.</p> <p>5.11 Use focus groups of students and employers to gain views of how DNBE's public profile can be improved.</p>	2016	2019		Increase the proportion of staff reporting that the department celebrates success (ASSET surveys 2017/18).
		Improve work life balance	<p>5.12 Measure the effect of workload changes using annual staff survey.</p> <p>5.13 Increase awareness of SHU/departmental policies on parental leave.</p> <p>5.14 Promote and measure the take up of carers leave.</p>	2016	2019	HoA/line managers	Staff report improved work life balance (EOS 2017/18 and focus groups feedback in 2017).

Objective	Rationale	Planned Action	Key outputs/milestones (reference number AP)	Timeframe Start/end date		Person responsible (+ job title)	Success criteria and outcome
	<p>Lower proportion of female staff involved in research committees/activities.</p> <p>Research staff contributing to DNBE research/teaching but employed by CRESR.</p>	<p>Increase female involvement in research and scholarship and awareness and impact of AS activities for research staff working with DNBE.</p>	<p>5.15 Promote progression of female staff through university initiatives including ASPIRE/Aurora and other Professorship and Readership development programmes.</p> <p>5.16 CRESR (research centre) recommended to apply in its own right for an AS award.</p>	2017	2018	HoD/Research lead	<p>Improved participation rates for female staff in research/scholarship activities (target 40% female), research secondments (1 per annum), involvement in ASPIRE/Aurora programmes and progression to Readerships/Professor level (1 per annum).</p> <p>CRESR submits for AS award 2017/18.</p>

7. Case studies

Case Study 1 Emma Harrison, Senior Lecturer and SAT member (case study written prior to current period of maternity leave)

I work full-time and am married with a two year old daughter and a second baby on the way. In my first period of maternity leave I chose to take 24 weeks and my husband then took a further 14 weeks paternity leave as we felt it was important for us both to get the chance to bond with my daughter. Before becoming a mother for the first time, I was concerned that coming back to work and requiring more flexibility in my working hours than previously, my career would be adversely affected. This has not been the case and I have felt fully supported by the university during periods where I have needed to be with my daughter and when I have required flexible working hours. Since joining the university in 2011 my work has included teaching, module leadership, course leadership of the BSc (Hons) Quantity Surveying (QS) course and responsibility for international student support across DNBE.

Prior to joining DNBE, I worked for a tier 2 contracting organisation as a QS and contract administrator. Other than the receptionist, I was the only female employee in the organisation. Although working as woman in the construction industry can be challenging, I found it rewarding and constantly interesting. I managed several contracts and up to 40 operatives at any time. However, my work was spread across the country and I often left the house before 7am and did not return until 7pm. SHU offered the opportunity to teach, something I was keen to do, with a flexible approach to work load management which meant that I could, to a certain extent, make the job fit my lifestyle.

During my time in DNBE, my line managers and colleagues have been encouraged me to advance and I was appointed as a QS course leader during my second year, progressing to become course leader in September 2013 and as a result was promoted to senior lecturer grade.

Staff development opportunities have enabled me to study for an MA Education. I am keen to progress within the university sector and DNBE offers many opportunities for staff that are keen to develop their careers. This year I have taken on the international student support co-ordinator role to ensure that we do everything we can for international students.

I am very proud of my students, especially those who achieve against the odds. They make all the hard work worthwhile. As a course leader I have a direct input into their student experience and have helped many students struggling with the course or the bigger question of future careers you support them to make the best decision.

Working within DNBE you feel supported and know that there is help available should you need it. I have never worked in another organisation where I felt that my gender was not a negative in some way. Therefore I really value the working environment here at SHU.

486 words

Case Study 2 Professor Elizabeth Laycock

I'm Elizabeth Laycock, although most people know me as Liz. I am a Professor in Stone Conservation and live in Sheffield with my husband and three girls aged 11, 9 and 6½. I began lecturing at Sheffield Hallam in 1994, while in the second year of doctoral study at the University of Sheffield. Staff illness meant that I was invited to teach Soil Mechanics classes for 40 mature part-time students who had six weeks of the semester's teaching left. All but one of my students passed first time and one student took the time to write to the head of department with a very positive review of the teaching I had provided in challenging circumstances. This led to further Associate Lecturer work to cover sick leave the following year, then to a part-time research assistant post and eventually to a full-time lectureship in 1997. A teaching week usually involves delivering to a lecture theatre full of final year students, seeing students on one to one to give them support and feedback on their work and trying to juggle a myriad of administrative tasks. Dull moments are few and far between!

I have taken several developmental opportunities including SHU's 'Headstart' programme to complete a MEd in Further and Higher Education (2004). Following re-organisation to a new department I signed up for an HNC in Building Studies to further my subject knowledge. I then enrolled on the MSc in Building Surveying during which time I received mentoring from the Aspire scheme and award of my personal chair in 2014.

My main barrier to achieving anything is a long-standing susceptibility to clinical depression. I don't believe my condition is very widely known about within the department, although it has a great effect on my life and career. When the condition has led to me having to take time off, I have been supported through HR processes and have never been denied opportunities because of this. I am able to work with my managers when I am struggling with a particularly difficult episode and of course the ability to work flexibly at times is of great benefit when I find dealing with normal life a struggle.

The thing that makes me most proud of what I do here is student feedback. I've been nominated by students annually from 2011 to 2015 for the Inspirational Teacher Award and won a university level Inspirational Teaching Award in 2013. In my office, I am fortunate to be surrounded by supportive and wonderful people who are genuinely passionate about their subject. We have low points in the year where we band together to look after each other, and high points where we celebrate. I value the academics I work with as friends as well as colleagues.

I would say that my gender has been largely irrelevant to my experience here. I love working with my colleagues and think of them as people first and by other 'labels' second and expect that they treat me in the same way.

500 words

8. Appendix A

Department of Architecture and Planning ACTION PLAN 2012: Progress since Athena SWAN Bronze Award (2013)

Progress code: **Good progress*****/**Moderate progress****/**Limited/no progress***

Action	Description	Responsibility	Success Measure	Outcomes since 2013
1	UG and PG Students			
1.1	Monitor the effect of changing fees structure on part time applications and cohort	Markets and Recruitment Lead	Measures to counteract any negative impact on female students will be in place. Outcomes will support SHU Bronze Award actions	<ul style="list-style-type: none"> • Undergraduate part-time routes were maintained despite external drivers to the contrary.*** • Postgraduate loans for part-time students already taking up on NBE courses**
1.2	Develop a department wide policy and data system for identifying courses with low female representation and a process for sharing good practice	SAT with HoD Leadership	More females will apply for and commence on courses and good practice will be mainstreamed	<ul style="list-style-type: none"> • Post departmental merger - the SAT has undertaken analysis by subject group and used this to inform open days and course team management.***
1.3	Consider the imbalance in postgraduate (research) enrolments and PhD cohort and develop an action plan to address this	HOD & Research, Scholarship Lead	Action plan in place and increased participation in PhDs and postgraduates. Retention rates will be improve as result of actions taken	<ul style="list-style-type: none"> • Research and scholarship group are tasked with analysing the gender differences and will work alongside the graduate school on PhD recruitment*
1.4	Use gender disaggregated data by course from 1 st year student entrants to monitor recruitment and retention rates	SAT	Survey completed, data gathered, measures put in place if necessary	<ul style="list-style-type: none"> • Gender awareness has increased among the recruitment teams including ensuring that leadership takes action. For example, ensuring system for female role models at open days and outreach.***
2	Baseline Data and Supporting Evidence			
2.1	Compare the staff gender representation within subject areas across the	HOD & Group Leaders	Systems will be in place to address under-representation, including	<ul style="list-style-type: none"> • HOD and AS Champion have worked with HR and departmental managers to ensure this is embedded across the department***

Action	Description	Responsibility	Success Measure	Outcomes since 2013
	department with sector data to compare the staffing profile within the professions and consider measures to address any shortfalls (e.g. emphasising on advertisements that females are under-represented and applications would be welcome)		staff consultation if appropriate	<ul style="list-style-type: none"> • Unconscious bias training has taken this beyond gender**
2.2	Continue to develop the Department meeting process to allow discussion of staff satisfaction areas found to be unfavourable and identify long term success measures such as improved staff survey results	HOD	Staff satisfaction survey results will improve	<ul style="list-style-type: none"> • Post departmental merger involved the subject group leaders working with the AS champion and HoD on improving staff development.** • This is part of a continuing work package around scholarship, and career development, including encouraging more women to be involved in research ** • Senior managers to set targets with Research and scholarship lead and report to SAT on progress**
2.3	Embed good practice in gender awareness and issues in course curriculum and validation to be disseminated across the disciplines. This will be achieved by measures such as open discussion of the issues and building into the appraisal process an item asking how staff address diversity issues through curriculum content	Programme Leaders, EOD Co-ordinator	Group set up and elements of curriculum identified as good practice, reviewed annually, students and staff benefit from gender awareness across courses.	<ul style="list-style-type: none"> • Post-merger staff development days included session on AS principles and gender awareness in the curriculum, including space for experienced curriculum leads to describe best practice.*** • Subsequent staff development activities around addressing 'laddish' behaviour and challenging discrimination has taken place and will continue.*** • Appraisers checklist includes Athena SWAN principles and line managers feed issues into the senior leadership group.**

Action	Description	Responsibility	Success Measure	Outcomes since 2013
3	Key Career Transition Points, Appointments and Promotions			
3.1	Monitor the staff gender representation at all levels in the department keeping track of progression for women and men in PT roles for comparison (and establish 'Gender Lens')	HOD & Group Leaders	Clear picture of department will be available and obvious to staff. Future actions identified as a result will be disseminated at departmental meetings	<ul style="list-style-type: none"> • Appointments to senior roles in the department post-merger included appointment of two women deputy HODS and increased proportion of female PLs and a professor role.*** • Recent appointments at L and SL roles have resulted in a higher proportion of females in male dominated areas in 2015/16.***
3.2	Consider ways to encourage women from diverse ethnic background to apply to the department (reflecting the local population). For example through advertising differently and using local networks to promote the department's desire to recruit a more diverse workforce	HOD & Group Leaders	Advertisements for new posts will be circulated through networks identified with support from community engagement team within SHU and others	<ul style="list-style-type: none"> • More applications from diverse cohort have been received and selected for shortlisting.** • Networks have been established but this area needs further work *
3.3	Ensure that the department brochures, websites and recruitment material reflect the aim to encourage women from a diverse background	HOD & Group Leaders	Statements aimed at encouraging applications from under-represented groups will be on departmental website	<ul style="list-style-type: none"> • New brochure and web pages include women from diverse backgrounds and will continue to do so***
3.4	Ensure that our offer to staff and analysis of their conditions extends to our ALs as well ensuring transparency and consistency	AL Group Leader	ALs will be treated equitably	<ul style="list-style-type: none"> • A staff development lead was appointed post merger with responsibility for AL management.*** • She liaises with ALS and offers appraisals and supports them on behalf of the senior management team***
4	Career Advice and Support			
4.1	Ensure that increased			<ul style="list-style-type: none"> • The staff development offer is an annual process linked

Action	Description	Responsibility	Success Measure	Outcomes since 2013
	transparency allows all staff to perform fairly and equitably	HOD & Group Leaders	Explanation of systems and processes around work allocation, promotion etc will be available through departmental meetings.	<p>to appraisals with opportunities for staff to attend conferences and undertake professional development. The staff development lead monitors and reports progress and take up across the subject areas (disaggregated by gender) for senior management.***</p> <ul style="list-style-type: none"> • Further work required around appraisals and work allocation in context of wider SHU framework*
4.2	Monitor the new induction process to ensure engagement with research and mentoring process	Group Leaders	Data will be available on the number of people inducted and mentored and feedback obtained	<ul style="list-style-type: none"> • The research and scholarship lead works with the line managers and their subject group leads to ensure all staff, including new starters, have access to opportunities to progress.** • This is linked to work planning to ensure equity of opportunity across subject areas.**
4.3	All mentors will receive gender awareness training	Group Leaders	Gender awareness training delivered to all mentors	<ul style="list-style-type: none"> • Staff are expected to engage with equal opportunities policies and the Athena SWAN principles.** • Senior management team have established good practice and this needs to be rolled out across the department to all mentors and mentees.**
4.4	Monitor uptake of SHU leadership development programme (by members of department) and disaggregate by gender to decide if further action is required	HOD	Monitoring system established and measures in place to ensure equal access to programme	<ul style="list-style-type: none"> • Take up of Leadership programmes and Aspire aimed at early career academics strong amongst female academics in male dominated subject areas.*** • Monitoring needs to be reported to DNBE board.**
5	Culture, Communications and Departmental Organization			
5.1	Continue to create timetable space to enable all staff to attend meetings		Meetings times will be established to allow optimum levels of attendance and this will be reviewed	<ul style="list-style-type: none"> • Wednesday afternoons have been established as the best time to meet. We will continue to consult with staff and timetabling to ensure this is the optimum time and address if necessary. **

Action	Description	Responsibility	Success Measure	Outcomes since 2013
			every 6 months	
5.2	Ensure that the outreach activities are reaching out to a balanced gender group and delivered by mixed groups		Outreach is monitored and groups are targeted	<ul style="list-style-type: none"> • Course teams promote their subject areas (eg young female geographers enthusiastic and engaging school students). ** • SHU leads outreach work with professional bodies in male dominated professions (eg Women in Property)**
5.3	<p>Monitor trends and ensure actions to inform establishing targets:</p> <p>5% improvement on gender balance on all courses</p> <p>5% increase on gender equality at all staff levels. Student and Staff profile to be monitored annually</p>	HOD and EOD co-ordinator, Programme Leaders	Group established and targets set which department staff commit to	<ul style="list-style-type: none"> • These targets were appropriate for DAP however, these are more challenging across the subject areas in the new NBE department and are addressed in the new action plan.*
6	Career breaks/flexible learning			
6.1	<p>Consult with staff to ensure that informal and flexible family first procedures are clarified and made explicit.</p> <p>Discussion of this issue to feed into Athena Swan SHU wide group</p>	HOD & Group Leaders	Induction and appraisal processes include clarification of p/t and flexible working options and how to request it.	<ul style="list-style-type: none"> • This has been a major theme since the last AS application and the department has fed back to the central SHU SAT on the implications of existing systems for people with caring responsibilities. ** • The staff development lead, the HoAO and HOD review any specific requests for flexible working and ensure that staff needs are accommodated where possible.*** • The most recent ASSET survey showed that flexibility was one of the main advantages identified by staff working in the department.***

9. Appendix B

Dear Karen,

I can confirm that the Department of Natural and Built Environment at Sheffield Hallam University can have an extension of 1000 for its submission in November 2016. Please append the content of this email to the submission, for ease of conformation of this allowance by the review panel.

We look forward to receiving your submission.

Best regards,
Eleanor

Athena SWAN Team

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From: Escott, Karen
Sent: 04 November 2016 10:01
To: 'Athena Swan'; Escott, Karen
Subject: RE: Athena Swan application round November 2016

Dear Stacey and colleagues, In the context of your guidance about word limits (Athena SWAN will accept applications from faculties and schools, including entire medical schools, and will extend the word limit by 1000 words for larger units/schools/faculties to help with this (the additional words must be requested by email and approved by Athena SWAN in advance of the application) I am writing to request a 1000 word limit extension on the grounds that:

1. This is a resubmission for a silver award which failed to reach the required standard in the November 2015 round. The feedback suggested that further explanation was required about the pre and post department merger context and subsequent changes. This particularly applied to the letter of endorsement

and explanation of the self assessment process.

2. The department is a large and diverse academic unit representing a number of disciplines and for this reason we are required to provide explanations about particular subject details in the section on the picture of the department.

It is for these two key reasons that we would like to extend the word limit by 1000 words.

I look forward to hearing from you.

Best wishes, Karen Escott (AS Champion)

Karen Escott

Head of Academic Operations

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