



Institution Application
Bronze and Silver Award



ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- = an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- = a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- = the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommended word counts as a guide.

Institution application	Bronze	Used
Word limit	10,500	10,482
<i>Recommended word count</i>		
1. Letter of endorsement	500	640
2. Description of the institution	500	685
3. Self-assessment process	1,000	894
4. Picture of the institution	2,000	2,187
5. Supporting and advancing women's careers	5,500	5,254
6. Supporting trans people	500	506
7. Further information	500	316

Abbreviations

ACES	Arts, Computing, Engineering and Sciences Faculty
AHSSBL	Arts, Humanities, Social Science, Business and Law
AL	Associate Lecturer
AS	Athena SWAN
ASSET	Athena Survey of Science, Engineering and Technology
AWP	Academic Work Plan
BME	Black & Minority Ethnic
BG	Board of Governors
CPD	Continuing Professional Development
D&S	Development and Society Faculty
E&D	Equality and Diversity
ECR	Early Career Researcher
ECU	Equality Charters Unit
EDC	Equality and Diversity Committee
EDT	Engineering Development Trust
EPA	Equal Pay Audit
FT	Full-Time
FTE	Full-Time Equivalent
GESG	Gender Equality Steering Group
GEOG	Gender Equality Operational Group
HE	Higher Education
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
HoD	Head of Department
HROD	Human Resources and Organisational Development
HWB	Health and Wellbeing Faculty
KIT	Keeping in Touch
LFHE	Leadership Foundation for Higher Education
LGBT+	Lesbian, Gay, Bisexual & Transgender (+ all diverse expressions of sexuality and gender identity)
PDR	Performance Development Review
PGR	Postgraduate Research
PGT	Postgraduate Taught
PL	Principal Lecturer
PS	Professional Services
PT	Part Time
PVC	Pro Vice Chancellor
RAE	Research Assessment Exercise
REF	Research Excellence Framework
SAT	Self-Assessment Team
SBS	Sheffield Business School Faculty
SHU	Sheffield Hallam University
SL	Senior Lecturer
SSG	Senior Staff Grade
SU	Students Union
STEMM	Science, Technology, Engineering, Mathematics and Medicine
TPWG	Transgender People Working Group
UB	Unconscious Bias
ULT	University Leadership Team
VC	Vice-Chancellor
WiSET	Women in Science, Engineering and Technology

Name of institution	Sheffield Hallam University
Date of application	30 November 2017
Award Level	Bronze
Date joined Athena SWAN	2010
Current award	Date: April 2013 Level: Bronze
Contact for application	Susan Wood
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1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

Recommended word count: **Bronze: 500 words** | **Silver: 500 words**

Note: Please insert the endorsement letter **immediately after** this cover page.

CH/RSV

30 November 2017

Equality Charters Manager
Equality Challenge Unit
7th Floor, Queens House
55/56 Lincoln's Inn Fields
London
WC2A 3LJ

Dear Equality Charters Manager

In the eighteen months since I became Vice-Chancellor, I have taken measures to ensure that gender equality is integrated into our Strategy. Our mission to transform lives depends on our being an inclusive, diverse organisation with equality and diversity deeply embedded. We will be bolder and more confident advancing gender equality.

I require all senior leaders to set equality and diversity expectations, modelling inclusive behaviours and leading change across the University. In 2016 I appointed a Pro Vice-Chancellor for Academic Staffing and Equalities who is accountable for the delivery of the University's equality objectives, and chairs our Gender Equality Steering Group. I have also appointed champions from within the University Leadership Team to advance equalities issues. The Pro Vice-Chancellor for Research and Global Engagement has been appointed as gender equality champion.

Since 2013 when the University secured the Athena SWAN Bronze award, we have secured three Bronze departmental awards and one Silver award. Progress needs to accelerate and I am determined that it will. We have invested in the Equality and Diversity team and appointed an Equality Charters Manager, with a remit to co-ordinate the Athena SWAN Charter, to support submissions and facilitate institutional change. We are committed to reaching Silver Athena SWAN status by 2020 and are committing resources to ensure that we do.

We have made progress in improving professorial gender imbalances. We now have above sector average female representation at professorial level. But there is much more to do across all bands and all categories of staff. Our submission has highlighted a number of issues regarding:

- Progression within the grading structure from grade 8 to grade 9 and the challenge this presents particularly for part-time academic staff.
- Women are over represented in lower grades and under represented at higher grades at SHU (and in STEM and AHSSBL).
- Under-representation of academic staff from Black and Minority Ethnic backgrounds at all levels.

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Vice-Chancellor
Professor Chris Husbands
MA PhD PGCE

- Average salaries for female staff are lower than for male staff.
- Female staff are more likely to be on part-time contracts than in other Universities.
- Women are under-represented amongst Research only staff.

In our institutional action plan we have articulated our commitment to addressing these issues and advancing equality over the next four years.

We have set institutional objectives to:

- Address gender imbalances in STEMM subjects by 2020:
 - increasing male representation in Nursing and Allied Health Professions to 23% (baseline 17% in 2015/16)
 - increasing female representation in Engineering, Mathematics and Computing to 20% (baseline 14% 2015/16).
- Support senior BME and female staff and improve pay differentials at all levels
 - As a proxy the target is to increase the percentage of staff earning a salary above £60k from a baseline of 37% for female staff compared to 53% male staff and 4% BME compared to 62% white (34% unknown) in 2015/16.

We have significantly enhanced our visible leadership of equalities. In October 2017 we formally opened our new STEM Centre named after pioneering female engineer Hertha Ayrton. Professor Carolyn Griffiths, President of The Institute of Mechanical Engineers opened the building, with speeches also from some of our female engineering students who are recipients of scholarships we have secured aimed at advancing female participation in STEMM.

We established an annual Athena SWAN lecture series in 2013. I opened this year's lecture delivered by Professor Laura Serrant, our Professor of Nursing, a 2017 Florence Nightingale Scholar and ranked in the top ten in the UK's BME powerlist.

In October, we launched our Allies programme supporting LGBT+ equality through a network of staff committed to creating an environment where colleagues feel included and accepted and to challenging inappropriate language, behaviours and attitudes. Over 200 staff have signed up to the programme.

I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

Yours sincerely



Professor Chris Husbands
Vice-Chancellor

Word count: 640

2. DESCRIPTION OF THE INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words

(i) information on where the institution is in the Athena SWAN process

Sheffield Hallam University (SHU) joined the Athena SWAN (AS) charter in 2008 and was awarded its first bronze institutional award in 2010, successfully renewed in 2013.

Professor Chris Husbands joined SHU as Vice-Chancellor in January 2016. He initiated a programme for step-change transformation with equality and diversity at its heart, including the appointment of Professor John Leach as PVC for Academic Staffing and Equalities. The new strategy *Transforming Lives* was launched after extensive consultation in February 2017, and ambitious new Equality Objectives followed in July 2017. These are at the centre of our work on equality and diversity, including work towards the Athena SWAN charter mark.

Specific deliverables have been identified to address gender equality relating to the career pipeline and the student lifecycle. The targets focus on priority areas such as increasing the representation of underrepresented genders in particular subject areas. We have also committed to targets for the advancement of women into senior roles and creating an inclusive environment for transgender staff and students.

Developments specific to Athena SWAN include:

- a review of University E&D governance processes inclusive of our AS SAT (Spring 2017);
- the appointment of an Equality Charters Manager to project manage AS (August 2017);
- and the development of a new internal Athena SWAN process to accelerate the advancement of gender equality in April 2017.

Four of our academic departments hold Athena SWAN awards:

Table 1 SHU Departments with Athena SWAN awards

Department name	Award level	Valid until
Department of Biosciences	Silver	April 2019
Department of Nursing and Midwifery	Bronze	April 2019
Psychology Group	Bronze	April 2019
Department of Natural and Built Environment	Bronze	November 2019

(ii) information on its teaching and its research focus

SHU is one of the largest universities in the UK with 30,948 students and 4,509 staff.

We are a large, comprehensive university and place equal focus on STEMM and AHSSBL disciplines. As a leading applied University we focus on educating students for professions and practice and are amongst the UK's largest providers for health professions and teacher education. Our portfolio spans foundation degree provision to Masters and Doctoral level, with a range of full and part-time routes.

We serve our region but have national and global reach. Whilst many of our students come from within 50 miles of Sheffield (64% of students), we recruit nationally (27% of students) and internationally (9% of students) and undertake trans-national education.

In the 2014 Research Excellence Framework (REF) 65% of our research was judged as world-leading or internationally excellent. In 2015/16, the University was awarded over £7.9m in external research income, and over £7.5m in Knowledge Transfer income.

(iii) the number of staff. Present data for academic and professional and support staff separately

In 2015/16 there were 4,509 staff members at SHU, comprising of 928 academic staff in STEMM, 1,194 academic staff in AHSSBL and 2,387 professional and support staff (see Tables 2 - 4).

Table 2 Total Staff in SHU from 2011/12 to 2015/16

Year	Women	%	Men	%	Total
2011/12	2,416	57.3%	1,803	42.7%	4,219
2012/13	2,607	57.9%	1,895	42.1%	4,502
2013/14	2,650	57.9%	1,927	42.1%	4,577
2014/15	2,654	58.1%	1,916	41.9%	4,570
2015/16	2,603	57.7%	1,906	42.3%	4,509

Between 2011/12 and 2015/16, the overall number of academic staff who were women increased while numbers who were men remained stable (Tables 3 and 4). The proportion of women in STEMM areas has increased, and the overall gender split across both STEMM and AHSSBL is evenly balanced.

Table 3 Total STEMM academic staff from 2011/12 to 2015/16

Year	Women	%	Men	%	Total
2011/12	396	44.3%	498	55.7%	894
2012/13	421	45.7%	500	54.3%	921
2013/14	438	46.6%	501	53.4%	939
2014/15	447	47.0%	504	53.0%	951
2015/16	450	48.5%	478	51.5%	928

Table 4 Total AHSSBL academic staff from 2011/12 to 2015/16

Year	Women	%	Men	%	Total
2011/12	554	49.2%	571	50.8%	1,125
2012/13	578	49.7%	586	50.3%	1,164
2013/14	580	49.7%	588	50.3%	1,168
2014/15	622	51.0%	598	49.0%	1,220
2015/16	603	50.5%	591	49.5%	1,194

The majority of professional and support staff are women (see Table 5). The numbers of both women and men in this staff group have increased, but the proportion of women has decreased slightly over the last five years.

Table 5 Total Professional and Support Staff from 2011/12 to 2015/16

Year	Women	%	Men	%	Total
2011/12	1466	66.6%	734	33.4%	2200
2012/13	1608	66.5%	809	33.5%	2417
2013/14	1632	66.1%	838	33.9%	2470
2014/15	1585	66.1%	814	33.9%	2399
2015/16	1550	64.9%	837	35.1%	2387

(iv) the total number of departments and total number of students

SHU has four faculties, 18 departments and 10 research institutes (see Table 6).

In 2015/16, SHU had 31,483 students:

- 78% UG, 20% PGT, 2% PGR
- Of the student population 55% were women (54% studying AHSSBL subjects and 46% studying STEMM subjects).

Table 6 Faculty and department breakdown:

Arts, Computing, Engineering and Sciences (ACES)

Art and Design
 Computing
 Engineering and Mathematics
 Media Arts and Communication
 Cultural, Communication & Computing Research Institute (C3RI)
 Materials and Engineering Research Institute (MERI)
 National Centre of Excellence for Food Engineering

Health and Wellbeing (HWB)

Academy of Sport
 Biosciences and Chemistry
 Allied Health Professions
 Nursing and Midwifery
 Social Work, Social Care and Community Studies
 Biomolecular Sciences Research Centre
 Centre for Sport and Exercise Science
 Centre for Sports Engineering Research
 Sport Industry Research Centre
 Advanced Wellbeing Research Centre

Development and Society (D&S)

Sheffield Institute of Education

- Centre for Development & Research in Education
- Education Childhood and Inclusion
- Teacher Education

Humanities
 Law and Criminology
 Natural and Built Environment
 Psychology, Sociology and Politics
 Centre for Regional Economic and Social Research

Sheffield Business School (SBS)

Department of Management
 Department of Service Sector Management
 Department of Finance, Accounting and Business Systems

- (v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

The gender profile for academic staff across our four faculties is as follows:

- ACES: 30% women
- D&S: 58% women
- HWB: 63% women
- SBS: 51% women

Gender imbalances are greatest in the departments of Computing, Engineering and Mathematics, where men are in the majority, and Allied Health Professions, Nursing and Midwifery where women are in the majority. A similar pattern is reflected in the student base, with imbalances also seen in Education and Social Work (see Table 7).

In three of our faculties, professional and support staff are predominantly women, while in ACES the split is more even, with 53% men.

Table 7 SHU department & research institute staffing and student breakdown by gender (October 2017)

Faculty	Department or Research Institute	STEMM or AHSSBL	No of Academic Staff		No of Prof Services & support staff		No of UG Students				No of PG Students**			
			W	M	W	M	W (FT)	W (PT)	M (FT)	M (PT)	W (FT)	W (PT)	M (FT)	M (PT)
ACES	Art and Design	AHSSBL	54	77			705	10	336	15	47	17	19	12
	Computing	STEMM	15	80			166	9	1166	92	40	6	114	34
	Engineering and Mathematics	STEMM	29	104			234	75	1332	682	47	6	217	65
	Media Arts & Communication	AHSSBL	45	63	73	81	527	12	570	18	51	20	36	24
	Cultural, Communication & Computing Research Institute (C3RI)	AHSSBL	21	35			0	0	0	0	0	0	0	0
	Materials & Engineering Research Institute (MERI)	STEMM		33			0	0	0	0	0	0	0	0
	National Centre of Excellence – Food Engineering	STEMM					0	0	0	0	0	0	0	0
	Total		172	396	73	81	1632	106	3404	807	185	49	386	135
D&S	Sheffield Institute of Education - Education Childhood & inclusion	AHSSBL	76	39			799	143	64	12	15	322	7	132
	Sheffield Institute of Education - Teacher Education	AHSSBL	131	65			487	42	136	11	491	37	276	20
	Humanities	AHSSBL	67	62			661	13	458	12	9	37	8	10
	Law and Criminology	AHSSBL	46	38			1067	36	395	16	9	9	7	
	Natural and Built Environment	STEMM	54	75	106	45	402	48	853	342	43	48	96	60
	Sociology and Politics*	AHSSBL	22	19			727	9	267	8	77	78	24	42
	Psychology*	STEMM	44	20										
	Centre for Regional Economic & social research	AHSSBL	14	15			0	0	0	0	0	0	0	0
Sheffield Institute of Education - centre for development & research	AHSSBL	13	11			0	0	0	0	0	0	0	0	
	Total		467	344	106	45	4143	291	2173	401	644	531	418	268
HWB	Academy of Sport	STEMM	39	49			385		1116	41	23	14	50	39
	Bioscience and Chemistry	STEMM	32	25			452	14	467	25	79	29	80	22
	Allied Health Professions	STEMM	108	41			730	15	341	19	88	774	31	214
	Nursing and Midwifery	STEMM	114	31			1725	621	121	64	164	526	35	177
	Social work, social care & community studies	AHSSBL	20	14	118	48	388	12	38		46	13		
	Advanced Wellbeing Research centre	AHSSBL					0	0	0	0	0	0	0	0
	Biomolecular Sciences Research Centre	STEMM	10				0	0	0	0	0	0	0	0
	Centre for Sport & Exercise Science	STEMM	11	10			0	0	0	0	0	0	0	0
	Centre for Sports Engineering Research	STEMM		14			0	0	0	0	0	0	0	0
Sport Industry Research Centre	STEMM	8	10			0	0	0	0	0	0	0	0	
	Total		346	201	118	48	3680	664	2083	151	400	1356	200	456
SBS	Department of Management	AHSSBL	94	85			1007	131	1348	185	234	167	227	175
	Department of Service Sector Management	AHSSBL	63	54	79	25	1125	52	297	106	240	33	104	50
	Department of Finance, Accounting & Business Systems	AHSSBL	23	36			292	26	564	38	75	34	103	45
	Total		180	175	79	25	2424	209	2209	329	549	234	434	270
	Total		1165	1116	376	199	11879	1270	9869	1688	1778	2170	1438	1129

Table 7 notes:

*Psychology, Sociology and Politics are one department but treated separately for AS. Both rows include the HOD in their totals (one man)

**260 students are not included in the above total; 133 HWB and 124 SBS PHD students who are assigned supervisors rather than departments.

Table 8 lists staff based in central directorates and illustrates there is a higher proportion of women (65% on average) working in our directorates, with the exception of Digital Technology Services which has 72% staff who are men.

Table 8 SHU directorate staffing breakdown by gender, October 2017

Directorate	Academic Staff		PS staff	
	Women	Men	Women	Men
Digital Technology Services	-	-	50	131
Directorate of Corporate Affairs	-	-	151	49
Directorate of Education & Employer Partnership	0	1	39	15
Directorate of Human Resources & Organisational Development	-	-	48	17
Facilities	-	-	345	253
Finance & Planning	-	-	102	33
Global Engagement Directorate	-	-	22	1
Governance Services	-	-	11	1
Learning Enhancement & Academic Development	7	6	31	8
Library & Student Support Services	13	1	210	72
Professional Services Operating Model	-	-	1	0
Registry Services	-	-	123	26
Research and Innovation Office	1	0	22	9
Student Engagement Evaluation & Research	1	1	6	0
The Vice Chancellor's Office	1	1	9	1
Total	27	16	1,172	622

Word count: 685

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i) Description of the self-assessment team

From 2013 until mid-2016 our Self-Assessment Team (SAT) was led by Helen Best (Deputy Dean, Faculty of HWB) and our Athena SWAN champion at University Executive level was Professor Karen Bryan (PVC, Faculty of HWB). The SAT had 20 members, (15 women and 5 men). Eleven were academic staff from STEMM areas, one from AHSSBL and seven professional service staff, with one student representative (UG). The group met seventeen times during this three-year period. There was an interim period between mid-2016 until June 2017 where Professor Nicola Woodroofe acted as interim Chair of the SAT and supported the transition to the new governance arrangements for AS.

The SAT was replaced by a two-tier governance structure:

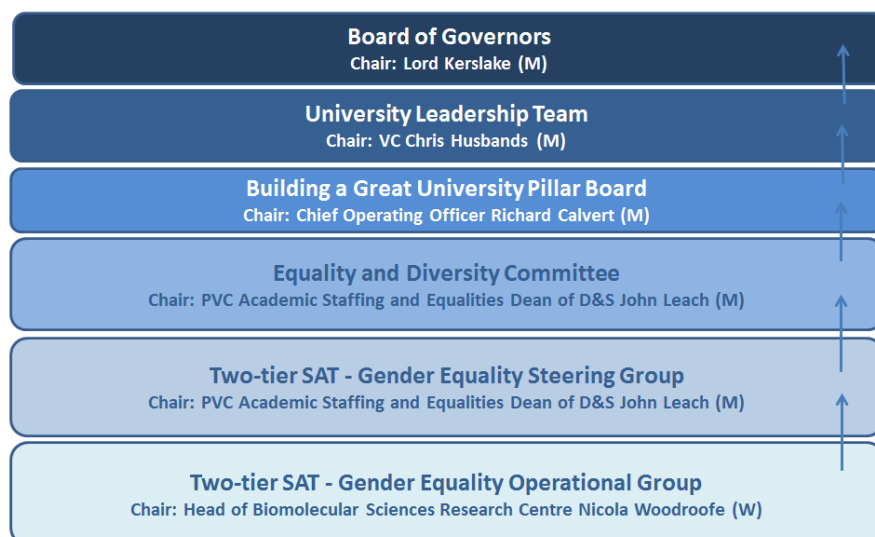
- The Gender Equality Steering Group (GESG) with strategic oversight and accountability.
- The Gender Equality Operational Group (GEOG), delivering and reporting on the action plan.

Together these two groups now make up the SHU SAT and will be referred to as the SAT throughout this document.

This change was introduced following the expansion of the AS Charter and the new leadership and governance arrangements for E&D within the University.

The SAT reports into our *Equality and Diversity Committee* (see Figure 1) and includes cross-University representation. The change has been positive, bringing fresh perspectives and broadening involvement across the University, (see Table 9 and 10). Membership of the SAT will be reviewed every two years with a clear focus on succession planning and allowing participation from a broad range of colleagues of diverse backgrounds and at all levels (see Action A1).

Figure 1 SHU Athena SWAN SAT reporting structure



ACTION: A1

Review membership of the SAT every two years and ensure that succession planning is built into our AS SAT process.

See Table 9 and 10 for the SAT membership breakdown where consideration to the make-up of the group in terms of gender balance, work/life balance and role within the University was given. However, there are more members who are women and more members from STEMM departments, which we are aware needs to be addressed to achieve a more balanced SAT (see Action A2). In addition we plan to encourage more representation from BME colleagues on both the GESG and GEOG.

ACTION: A2

a) Increase membership on the SAT of men and BME staff so this aligns to the representation of those groups within our workforce.

b) Increase representation from AHSSBL academics on the SAT.

Table 9 Membership of SHU SAT - Gender Equality Steering Group

Name	Job title	Staff type* & working pattern	Area of AS responsibility	Experience of work life balance
[REDACTED]	Pro Vice-Chancellor (Academic Staffing and Equalities) Dean of D&S	A (FT)	ULT; Chair of GESG and E&D Committee LGBT+ Champion	[REDACTED]
[REDACTED]	Head of Biomolecular Sciences Research Centre (HWB)	A (FT)	Chair of GEOG	[REDACTED]
[REDACTED]	HoD of Engineering (ACES)	A (FT)	Acting Assistant Dean for Student Experience	[REDACTED]
[REDACTED]	HoD, Biosciences and Chemistry (HWB)	A (FT)	HOD with Silver AS award	[REDACTED]
[REDACTED]	HoD of Education, Childhood and Inclusion (D&S)	A (FT)	Responsible for departmental AS submission.	[REDACTED]
[REDACTED]	Doctoral School Manager	PS (PT)	Provides a link to initiatives that support research staff and students	[REDACTED]
[REDACTED]	Head of Faculty Professional Services, (ACES)	PS (FT)	Ensures E&D embedded in people projects	[REDACTED]
[REDACTED]	Interim director of HR and Organisational Development	PS (FT)	HROD	[REDACTED]
[REDACTED]	Head of Equality & Diversity	PS (FT)	Strategic E&D advice and guidance	[REDACTED]
[REDACTED]	Head of Employee Change & Communications	PS (FT)	University-wide communication	[REDACTED]
[REDACTED]	LGBT+ Student Representative	S (FT)	Provides student and trans, non-binary perspective.	[REDACTED]
[REDACTED]	Equality Charters Manager	PS (FT)	AS coordinator	[REDACTED]
[REDACTED]	DBA Student	S (FT)	Student representative	[REDACTED]

*Staff Type = Academic (A) Professional Services (PS) Student (S)

**Members of previous SAT

Summary; 6 PS staff, 5 Academics and 2 Students
10 W and 3 M. 10 FT and 1 PT staff and 2 FT Students

Table 10 Membership of SHU SAT - Gender Equality Operational Group

Name	Job title	Staff type* & working pattern	Area of AS responsibility	Experience of work life balance
[REDACTED]	As Table 9	A (FT)	Chair, Member of GESG & Silver AS Department SAT	[REDACTED]
[REDACTED]	As Table 9	PS (FT)	As Table 9	[REDACTED]
[REDACTED]	Senior Business Intelligence Analyst	PS (FT)	Staff data expert	[REDACTED]
[REDACTED]	Senior Lecturer Engineering & Maths (ACES)	A (FT)	AS Champion. Chartered Engineer (IMechE), FHEA	[REDACTED]
[REDACTED]	Head of Academic Operations , Natural & Built Environment	A (FT)	AS Champion. Course, subject & programme group leader.	[REDACTED]
[REDACTED]	Senior Lecturer Psychology (D&S)	A (FT)	Bronze AS Department	[REDACTED]
[REDACTED]	Principal Lecturer Allied Health Professions (HWB)	A (FT)	Staff development Lead	[REDACTED]
[REDACTED]	Lecturer in Nursing (HWB)	A (FT)	AS Champion	[REDACTED]
[REDACTED]	Senior Lecturer Biosciences & Chemistry (HWB)	A (PT)	AS Champion	[REDACTED]
[REDACTED]	UG Student Representative (ACES)	S (FT)	UG Student representative	[REDACTED]
[REDACTED]	PG Student Rep	S (FT)	PhD Student representative	[REDACTED]
[REDACTED]	PG Student Rep	S (FT)	PhD Student representative	[REDACTED]
[REDACTED]	Assistant Director Employee Development HR	PS (FT)	Leading and co-ordinating HR activity	[REDACTED]
[REDACTED]	Head of Widening Participation and Outreach	PS (FT)	Student outreach and widening participation	[REDACTED]
[REDACTED]	Senior Lecturer (SBS)	A (PT)	Previous AS Champion	[REDACTED]
[REDACTED]	HR Business Partner	PS (FT)	Lead within HR for E&D work.	[REDACTED]

*Staff Type = Academic (A) Professional Services (PS) Student (S)

**Members of previous SAT

Summary; 5 PS staff, 8 Academics and 3 Students
13 W and 3 M. 11 FT and 2 PT staff and 3 FT Students

(ii) an account of the self-assessment process

Since the governance review the SAT has met monthly to plan for the institutional submission and to support the departmental submissions. In between meetings, the SAT use email and a SharePoint site where action plans and documents from meetings are held. The SAT has organised and coordinated surveys and workshops to understand and take account of the views of staff and students at SHU (see Table 11).

Table 11 SHU Athena SWAN key events & consultation activity since last submission in 2013 to present

Date	Details (included in word count for section 3)	Consultation Activity (Y/N)
Apr 13	Awarded Institutional Bronze renewal.	N
	University SAT meeting bimonthly.	N
Mar 14	AS annual lecture - Dame Athene Donald	N
Nov 14	SHU Employee Opinion Survey.	Y
Mar 15	AS annual lecture - Professor Tom Welton	N
Dec 15	Review of departmental submission process: 44 colleagues (28W, 16M) from 10 STEMM and 1 AHSSBL departments, plus the SAT (12W, 5M).	Y
Jan 16	New VC appointed new strategy and committee structures developed.	N
Mar 16	AS annual lecture - Jo McNamara	N
Jun 16	ASSET survey, 53Men, 82Women.	Y
Nov 16	PVC equalities role established.	N
Feb 17	ECU consultation workshop focusing on plans for AS at SHU. (19W, 10M).	Y
	E&D Team take on coordination and support of AS work	N
Mar 17	AS annual lecture - Professor Laura Serrant	N
Mar 17	AS process development session. University SAT, students, data experts, E&D and professional services took part - 11W, 4M.	Y
Apr 17	Introduction of mock panels.	Y
June 17	New University governance structure established.	N
	Two-tier SAT established.	N
	AS focus groups and telephone interviews conducted by external consultants. Promoted to all staff with targeted emails sent to staff networks; <ul style="list-style-type: none"> • AS champions • LGBT+ Signal • Genders • Disabled staff • BME staff • Parents Three focus groups and 6 telephone interviews conducted. 27 members of staff across grades were involved, 10 academic, 1 researcher, 1 technician, 15 professional services: <ul style="list-style-type: none"> • HWB (8) • ACES (3) • D&S (7) • SBS (1) • Central Professional Services (8) 2 men, 24 women	Y
July 17	Two data analysis workshops delivered to departmental AS champions and HoDs.	N

Aug 17	Equality Charters Manager appointed.	N
Oct 17	Hertha Ayrton STEMM Centre opened (see section 5.6 i).	N
Oct 17	Institutional SMART objectives setting workshop. Cross functional, role and grade attendees developed and agreed final actions. (13 F and 3 M)	Y
Nov 17	Institutional and departmental mock panels.	Y

In preparation for the current submission we have had external peer review from the University of Reading and the University of Hull.

Findings from our 2015 Employee Opinion Survey, together with ASSET survey (June 2016) and information from focus groups undertaken (May 2017) were reviewed and analysed by the SAT in order to feed into our submission and action plan.

In October 2017 a SMART objectives setting workshop facilitated by our Head of Strategic Planning was held with SAT members and other SHU staff from across functions roles and grades. Attendees agreed the key issues and developed the final actions for the submission.

(iii) plans for the future of the self-assessment team

The SAT will continue to meet every 8 weeks, with sub-groups working on specific actions from the action plan, coordinating events and activities and linking to other University groups such as the SAT for the Race Equality Charter and HR Excellence in Research Working Group. Clear communication channels will facilitate cross working between the GESG and the GEOG.

Our new institutional Athena SWAN process will ensure that the SAT will conduct an annual performance review (see Action A3). This review will inform our annual Athena SWAN report which will be communicated through our University governance process set out in Figure 1 above.

ACTION: A3

Undertake an annual Athena SWAN review of progress against plans and performance.

The SAT reviewed the amount of consultation since the last award and recognised that we do not yet have a continuous engagement and consultation approach in place (see Action A4).

ACTION: A4

Develop an AS consultation and engagement plan which facilitates the development of targeted qualitative research, and the embedding of AS into mainstream consultation and engagement activities.

Word count: 894

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 words

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

In 2015/16 1,087 (49.5%) of the University's academic staff were women and 1,108 (50.5%) were men, compared to 2011/12 where there were 48.5% women and 51.5% men (see Chart 1). The gender profile of the SHU academic staff group is similar to the sector average, where 45.0% of academics were women in 2015/16 and 55.0% were men (see Table 1). The pattern at SHU has been consistent for the past 5 years, though the gap between genders has narrowed very slightly.

We have used headcount within the submission, as this is our standard measure when reporting on diversity.

Chart 1 Gender of academic staff at SHU 2011-2016

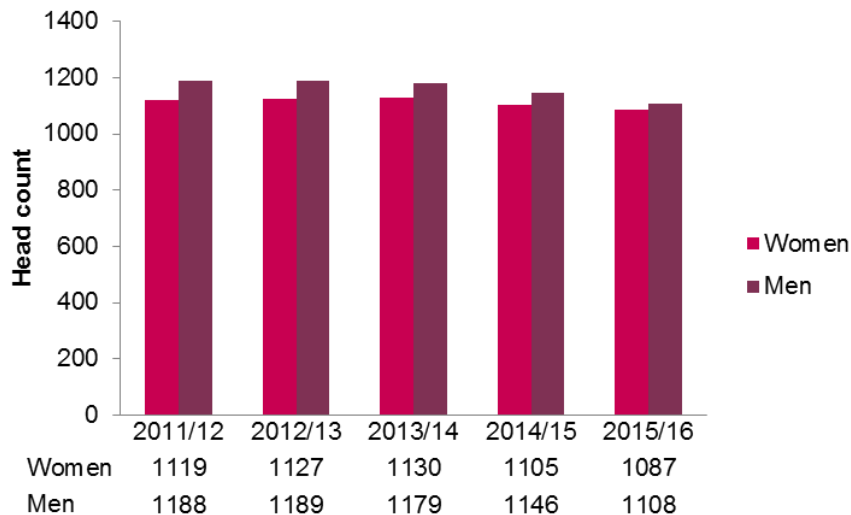


Figure 2 SHU Academic grade structure compared with national grade structure

National model	SHU grade	SHU roles		
		Research	Teaching and Research	Teaching
Grade 10 AC5	SSG	Head of Research Centre	Professor Head of Department	
	10		Deputy Head of Department Head of Academic Development Head of Academic Operations Head of Academic Planning and Resources	
Grade 9 AC4	9	Principle Research Fellow	Principal Lecturer Subject Group Leader Reader	
Grade 8 AC3	8	Senior Research Fellow	Senior Lecturer Course Leader	
Grade 7 AC2	7	Research Fellow	Lecturer	Associate Lecturer
Grade 6 AC1	6	Researcher Impact Researcher		

Chart 2 below shows that in 2015/16 women were under-represented amongst grade 6 staff where the majority of academic positions at this grade are research assistant posts. This may highlight a pipeline issue with fewer women progressing from postgraduate and doctoral level research studies into these positions. Of the total number of PGR students (558) in 2015/16, 303 (54.3%) were women and 255 (45.7%) were men. Further work needs to be undertaken to establish why, (see Action A5).

ACTION: A5

Investigate why so few women are entering grade 6 research assistant academic posts.

There is a concentration of women at grade 8 (senior lecturer) level, however, there is a significant decline at grade 9 where the gender imbalance shifts in favour of men. We will undertake a qualitative exploration of this issue to identify any barriers and enablers to progression in to a grade 9 role for both men and women, (see Action A6). In addition we will build on initial equality analysis of our Academics Expectations Framework, which will be implemented in early 2018 and assess the actual impact on gender and other equality areas (see Action A17 in section 5.1).

ACTION: A6

Identify and analyse the workforce profile and progression to grade 9 and above at institutional, STEM and AHSSBL department levels.

Chart 2 Gender split by staff grade 2015/16 (SHU)

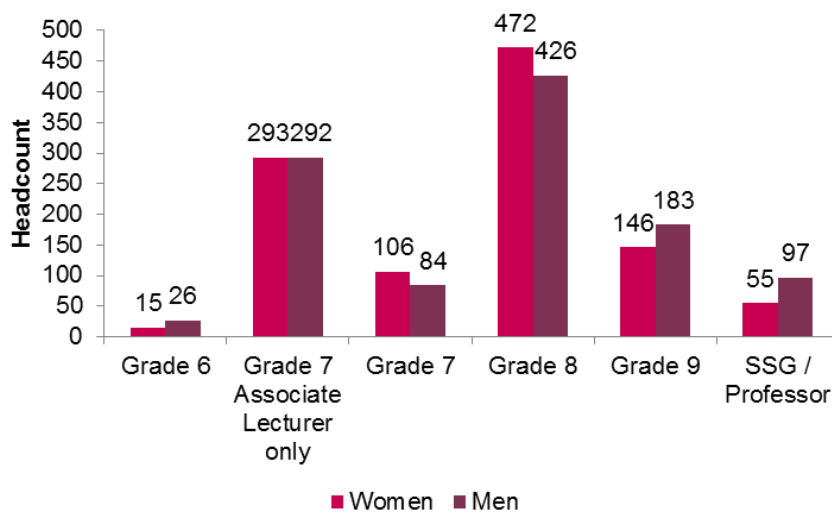


Chart 3 Academic split by staff grade as a % of Total (SHU) Women

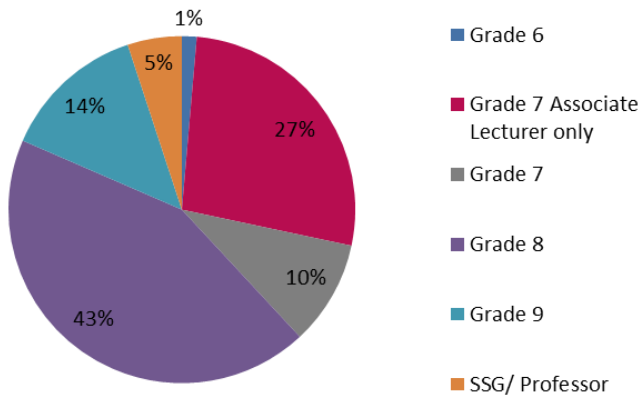
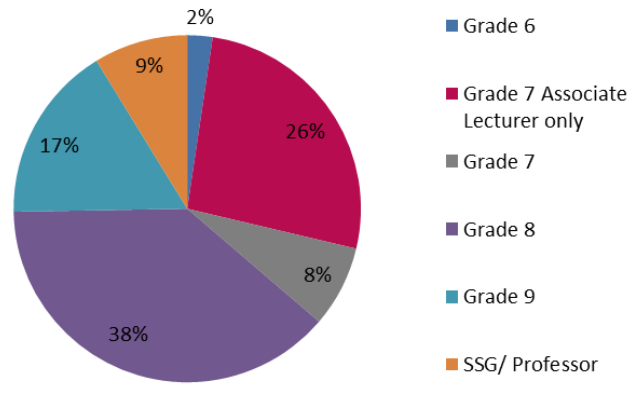


Chart 4 Academic split by staff grade as a % of Total (SHU) Men



Whilst we recognise the need to continue to address pipeline issues where gender imbalances remain, we have seen a gradual shift in the numbers of women at more senior levels (see Chart 5). The proportion of women at grade 9 has increased by 6.6% and the proportion of women who are SSG/professor level has increased by 83.3%.

From 2011/12 there has been an increase in the number of women from 30 to 55 at SSG/Professor level (see Chart 5 and 7). In 2015/16 there were 152 employees at SSG/Professor level, of which 55 were women and 97 were BME women. The Aspire Mentoring Programme appears to have contributed to this increase, as has changes to professorial promotion at SHU, (see section 5.1iii for more information).

Over the same five-year period the proportion of SSG/professors who are men has increased by 31.1%, with headcount increasing from 74 to 97 (see Chart 6).

Chart 5 Academics split by staff grade over time (SHU) Women

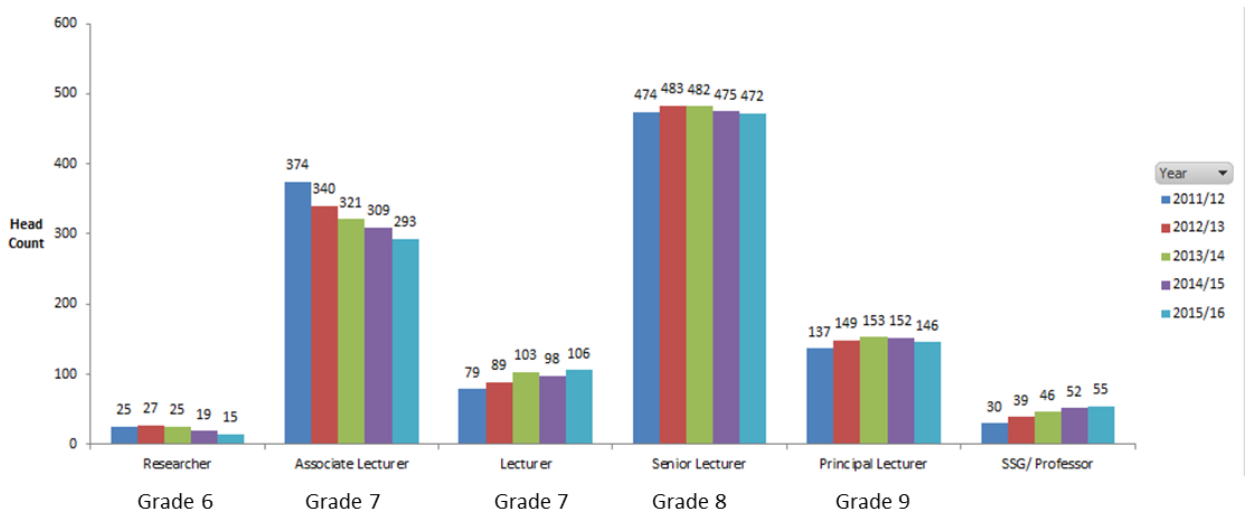


Chart 6 Academics split by staff grade over time (SHU) Men

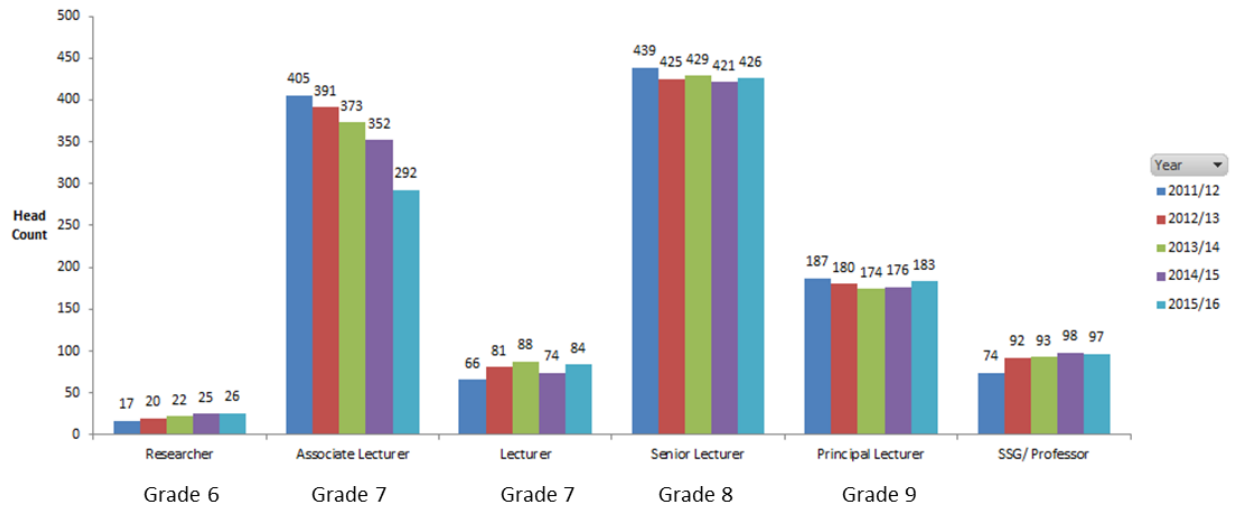


Chart 7 SSG/Professors split by gender over time (SHU)

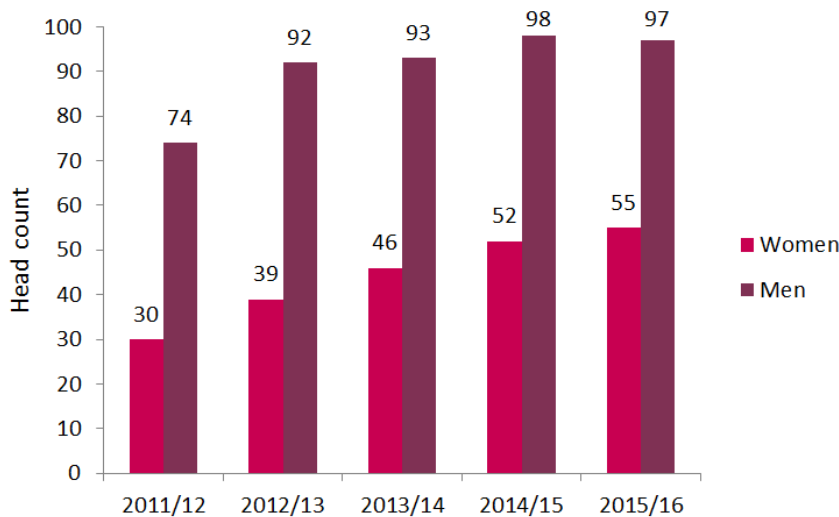


Table 12 shows that the overall gender and ethnicity profile of our academic staff has remained largely constant over the past 5 years. The percentage of academic staff who are white women (42%) is above the sector average (36%). There has been a slight increase in the proportion of BME academic staff: from 3% to 4% for BME women and 4% to 5% for BME men. However, this remains below the sector benchmark of 5.6% for BME women and 8% for BME men.

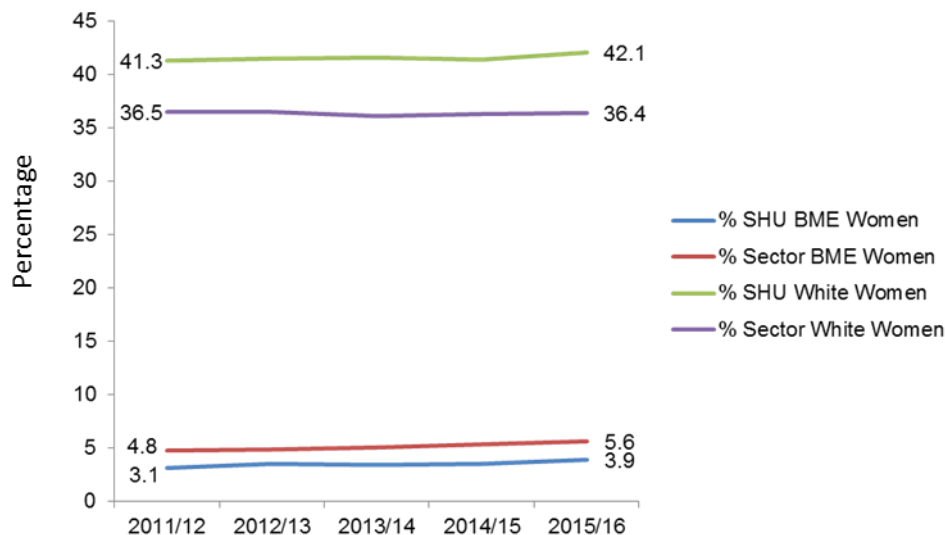
Table 12 Academic staffing profile by gender and ethnicity at SHU against benchmark (Heidi plus HESA)

Year	1. BME						2. White					
	Women			Men			Women			Men		
	No	%	BM*	No	%	BM*	No	%	BM*	No	%	BM*
2011/12	72	3.1	4.8	96	4.2	6.9	952	41.3	36.5	982	42.6	44.0
2012/13	80	3.5	4.9	104	4.5	6.9	961	41.5	36.5	972	42.0	43.9
2013/14	78	3.4	5.0	105	4.5	7.2	960	41.6	36.1	952	41.2	43.1
2014/15	79	3.5	5.3	102	4.5	7.5	933	41.4	36.3	924	41.0	42.5
2015/16	86	3.9	5.6	109	5.0	7.8	925	42.1	36.4	893	40.7	42.2

Year	3. Unknown					
	Women			Men		
	No	%	BM*	No	%	BM*
2011/12	95	4.1	3.2	110	4.8	4.6
2012/13	86	3.7	3.1	113	4.9	4.6
2013/14	92	4.0	3.5	122	5.3	5.2
2014/15	93	4.1	3.4	120	5.3	5.0
2015/16	76	3.5	3.2	106	4.8	4.7

*BM = benchmark, HESA Heidi plus 2015/16

Chart 8 BME and White academic staffing as a percentage of the workforce against sector (Women)



BME staffing at SHU is also below the Sheffield City working age population (16.1% BME). However, it is recognised the academic recruitment market covers a national and international talent pool, see Action A7.

ACTION: A7

a) Increase understanding of attraction and recruitment of BME applicants (men and women). Explore the recruitment and turnover rates for BME candidates (men and women) at institutional level, identifying any disparities in STEMM and AHSSBL areas.

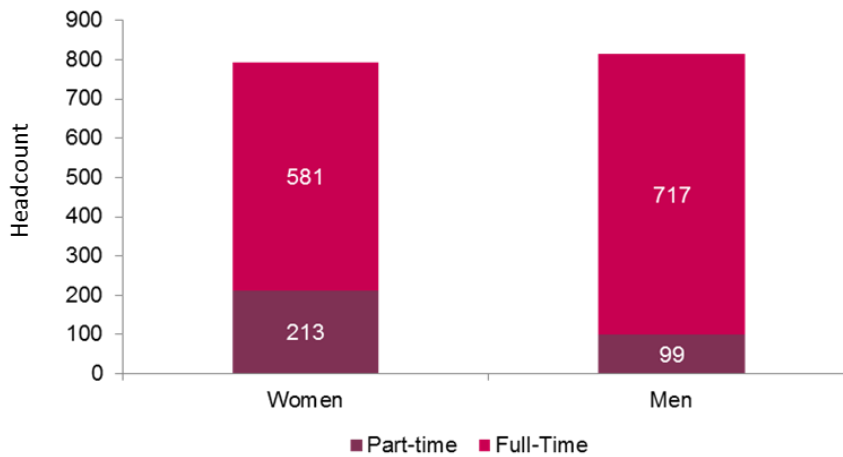
b) Design and develop appropriate and proportionate targeted interventions to address under-representation and put appropriate evaluation measures in place to monitor impact.

Part-time academic staff

Women are more likely to be in part-time roles than men. In 2015/16 68.3% of all part-time academic staff (excluding Associate Lecturers, who by their very nature are part-time) were women and 31.7% were men, whereas across the sector 55.1% of all part-time academics were women and 44.9% were men (Source: Heidi plus, HESA).

Of all women in academic roles in 2015/16, 26.8% were on part-time contracts, compared to 12.1% of all men. This compares to the sector average of 24.4% of all women in academic roles and 13.5% of all men respectively (Source: Heidi plus, HESA).

Chart 9 Part-time academic staff (excluding Associate Lecturers) at SHU (2015/16)



Overall, women make up a greater proportion of part-time staff than men at all staff levels and grades, the exception is at SSG/Professor level where 38.1% of the part-time staff at this grade are women (head count of 8) and 61.9% are men (head count of 13). See Chart 10. This pattern has been consistent over the last five years (both in absolute terms and proportionally).

Chart 10 Part-time academics split by staff grade and gender 2015/16 (SHU)

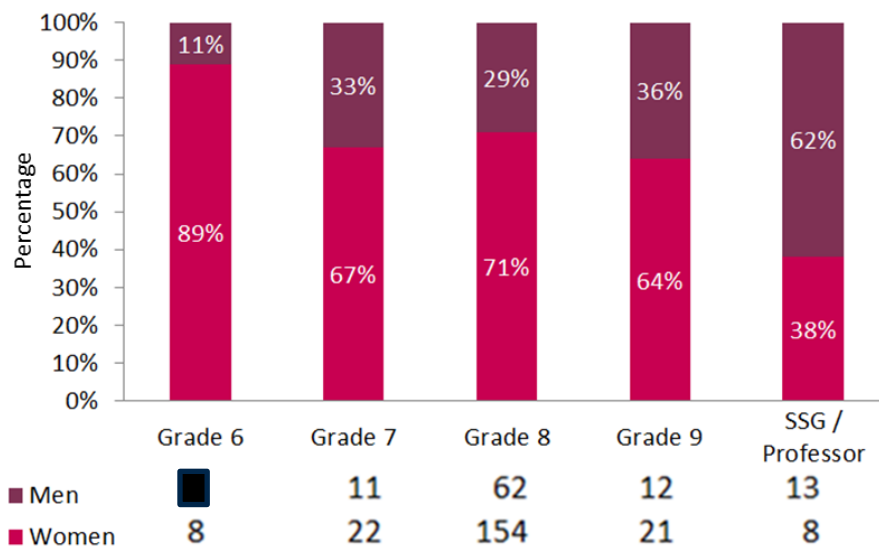


Table 13 shows that women are more likely to work part-time in grade 8 roles and below. This differs to the proportions of men who work part-time at the same levels. The focus for future actions will be to understand barriers for both women and men working part-time at higher grades (see Actions A8 and A9).

Table 13 Proportion of SHU Academic staff by grade, gender and PT status 2015/16

Grade	Women			Men		
	HC* All	HC* PT	Proportion PT contracts	HC* All	HC* PT	Proportion PT contracts
Grade 6	15	8	53.3%	26	0	0%
Grade 7 AL only	293	0	0%	292	0	0%
Grade 7	106	22	20.8%	84	11	13.1%
Grade 8	472	154	32.6%	426	62	14.6%
Grade 9	146	21	14.4%	183	12	6.6%
SSG/ Professor	55	8	14.5%	97	13	13.4%
<i>2015/16 total</i>	<i>1087</i>	<i>213</i>	<i>19.6%</i>	<i>1108</i>	<i>99</i>	<i>8.94%</i>
<i>Total minus ALs</i>	<i>794</i>		<i>26.8%</i>	<i>816</i>		<i>12.13%</i>

*HC = headcount

ACTION: A8

Identify barriers to progression and working at grade 9 and above on part-time contracts at institutional, AHSSBL and STEMM levels, and assess the impact on both men and women.

ACTION: A9

Review existing HR guidance and information for managers regarding part-time working, in order to include good practice and actively promote information on part-time working to all.

STEMM and AHSSBL staff

In 2015/16 48.5% (450) of STEMM academic staff were women and 51.5% (478) were men. Women are slightly under-represented in STEMM departments compared to the University overall. In AHSSBL departments in 2015/16, 50.5% (603) of academic staff were women and 49.5% (591) were men. Women have increased in numbers in both areas since 2011/12.

The percentage of BME women and men in STEMM and AHSSBL departments has increased marginally, (see Tables 14 and 15). In STEMM departments the headcount increase of BME women is very small from 26 staff in 2011/12 to 28 staff in 2015/16. For BME men the headcount has increased from 61 staff in 2011/12 to 70 in 2015/16.

Table 14 Breakdown of STEMM academic staff by gender and ethnicity

Year	BME						White					
	Women			Men			Women			Men		
	HC	%	BM*%	HC	%	BM*%	HC	%	BM*%	HC	%	BM*%
2011/12	26	2.9	5.1	61	6.8	8.9	351	39.3	34.1	388	43.4	44.8
2012/13	28	3	5.2	66	7.2	8.9	369	40.1	33.9	385	41.8	44.7
2013/14	27	2.9	5.2	69	7.4	9.2	381	40.6	33.4	377	40.2	43.8
2014/15	25	2.6	5.4	69	7.3	9.5	384	40.4	33.4	376	39.5	43.2
2015/16	28	3	5.7	70	7.5	9.9	390	42	33.6	359	38.7	43
Year	Unknown						STEMM =					
	Women			Men			Agriculture, forestry & veterinary science / Architecture & planning / Biological, mathematical & physical sciences / Engineering & technology / Medicine, dentistry & health					
	HC	%	BM*%	HC	%	BM*%	HC	%	BM*%	HC	%	BM*%
2011/12	19	2.1	2.5	49	5.5	4.6						
2012/13	24	2.6	2.5	49	5.3	4.8						
2013/14	30	3.2	3	55	5.9	5.4						
2014/15	38	4	3	59	6.2	5.4						
2015/16	32	3.5	2.8	49	5.3	5.1						

*BM = benchmark, HESA Heidi plus 2015/16

Table 15 Breakdown of AHSSBL academic staff by gender and ethnicity

Year	BME						White					
	Women			Men			Women			Men		
	HC	%	BM*%	HC	%	BM*%	HC	%	BM*%	HC	%	BM*%
2011/12	45	4	4.4	29	2.6	4.5	467	41.5	39.3	496	44.1	43.1
2012/13	50	4.3	4.7	34	2.9	4.7	486	41.8	39.4	497	42.7	43
2013/14	48	4.1	4.9	33	2.8	4.9	483	41.4	39	495	42.4	42.3
2014/15	52	4.3	5.2	32	2.6	5.1	516	42.3	39.6	506	41.5	41.8
2015/16	56	4.7	5.6	38	3.2	5.3	504	42.2	39.7	496	41.5	41.4
Year	Unknown						AHSSBL =					
	Women			Men			Administrative & business studies / Social studies / Humanities & language based studies & archaeology / Design, creative & performing arts / Education					
	HC	%	BM*%	HC	%	BM*%	HC	%	BM*%	HC	%	BM*%
2011/12	42	3.7	4	46	4.1	4.6						
2012/13	42	3.6	3.7	55	4.7	4.5						
2013/14	49	4.2	4	60	5.1	5						
2014/15	54	4.4	3.8	60	4.9	4.5						
2015/16	43	3.6	3.7	57	4.8	4.3						

*BM = benchmark, HESA Heidi plus 2015/16

Women are under-represented at grade 9 and above in both STEMM and AHSSBL and in grade 6. The pattern mirrors the overall academic profile within the University, with the exception to this in AHSSBL where there are more women on Associate Lecturer grade than men (see Chart 11 and 12).

Chart 11 Gender split by staff grade 2015/16 (STEMM)

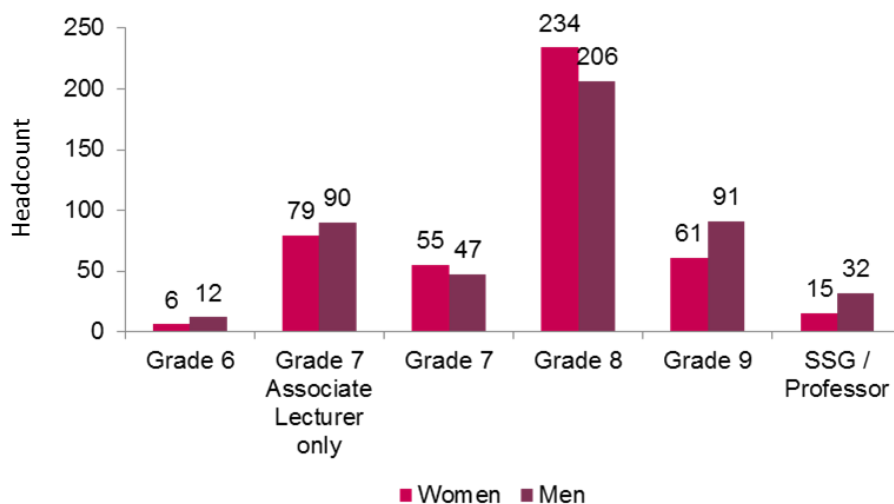
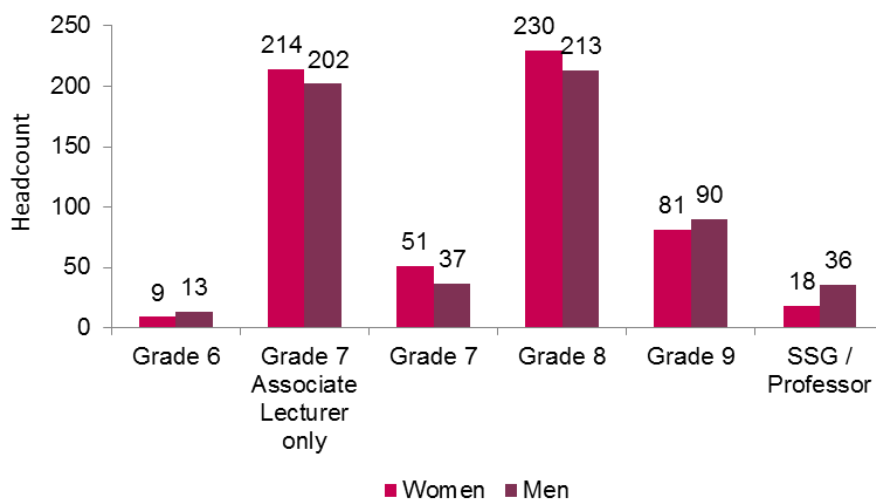


Chart 12 Gender split by staff grade 2015/16 (AHSSBL)



Whilst numbers are low compared to men, the proportion of women in senior roles within STEMM departments is broadly in line with the University overall, and have been increasing over time (see Chart 13).

In AHSSBL the number and proportion of women in senior roles is lower than those of men, but has been increasing. The numbers of women in AHSSBL SSG/Professor roles increased by 157% from 7 in 2011/12 to 18 in 2015/16 (see Charts 14 and 16).

Chart 13 Academics split by staff grade (STEMM) Women

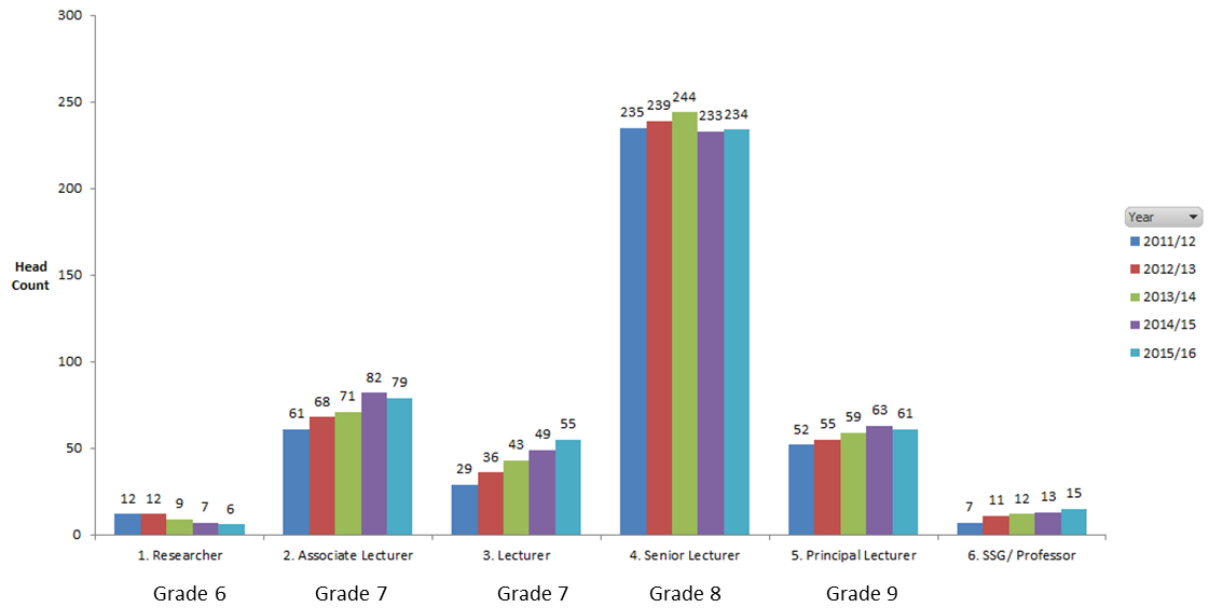


Chart 14 academics split by staff grade (AHSSBL) Women

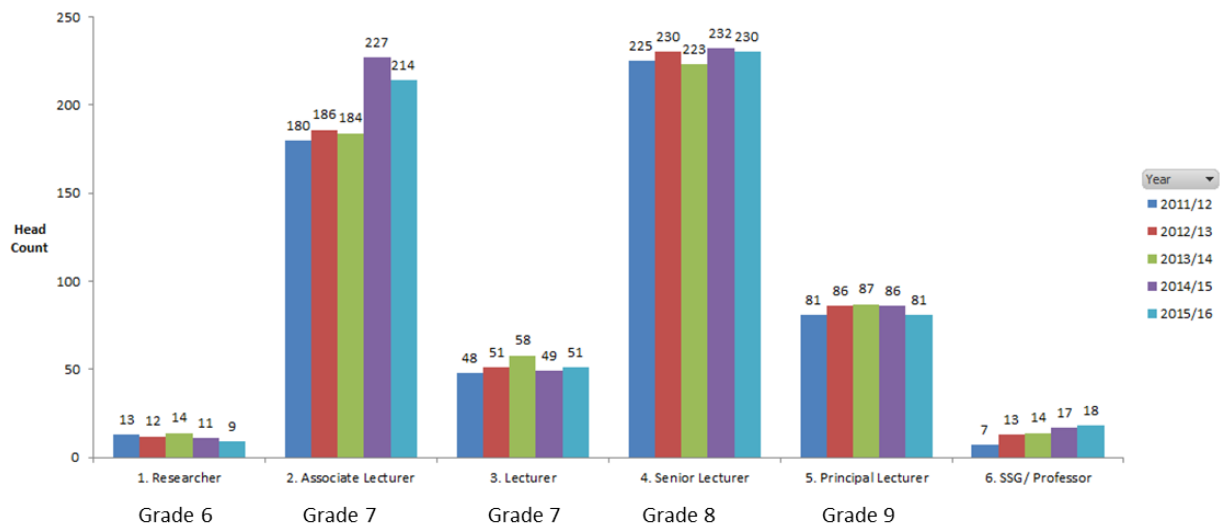


Chart 15: Academics split by staff grade (STEMM) Men

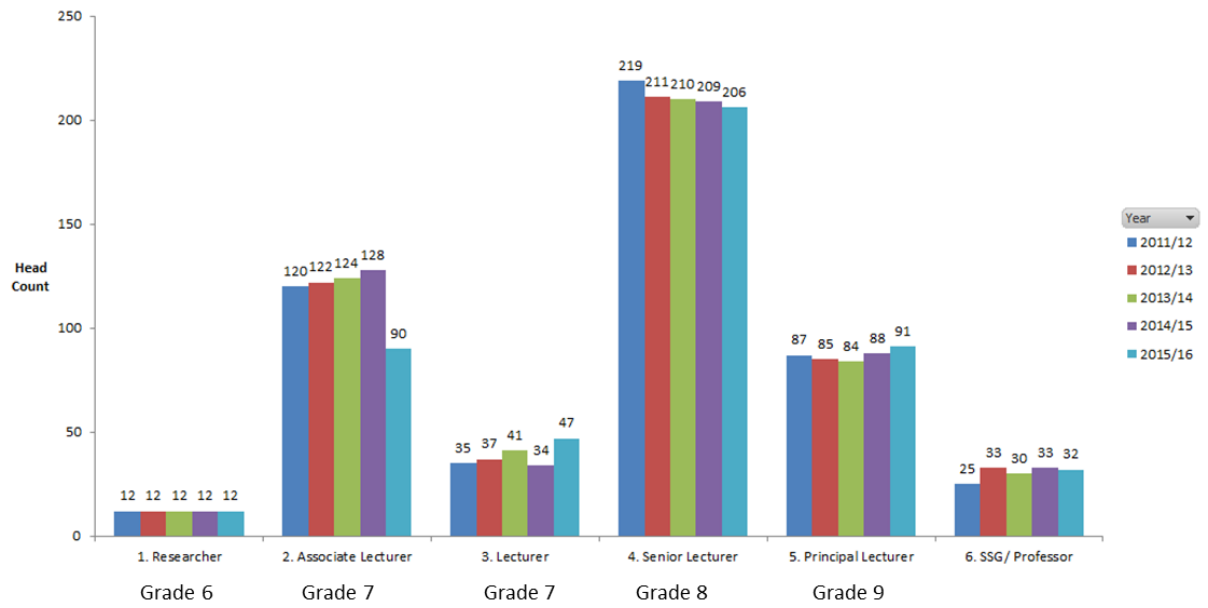
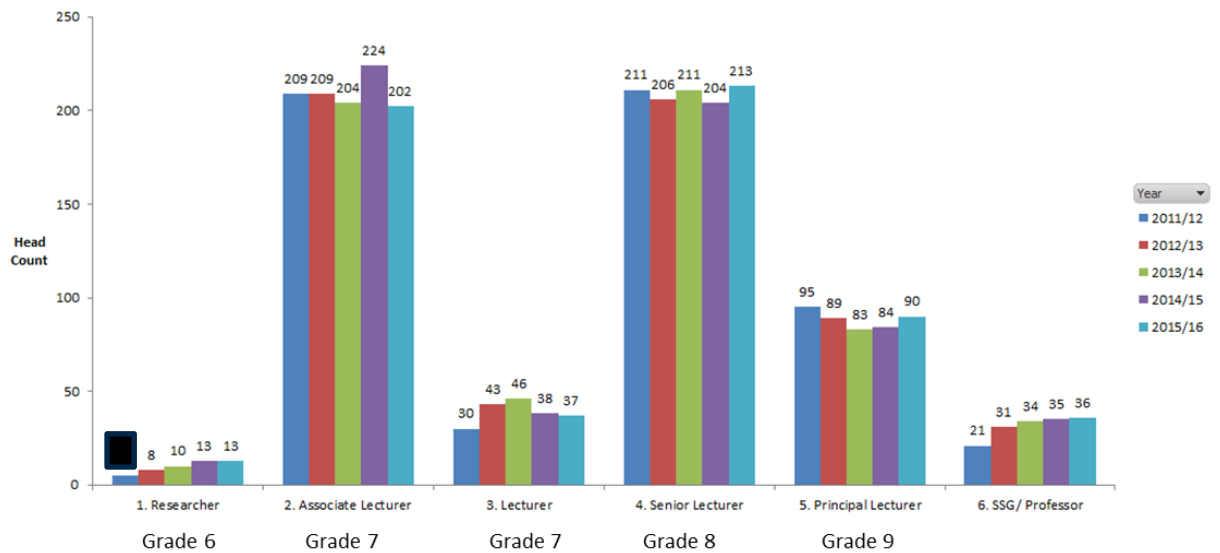


Chart 16 Academics split by staff grade over time (AHSSBL) Men



Part-time

Within STEMM 73% of all part-time academics in 2015/16 were women and 27% were men. 26% of all women academics in STEMM departments were on part-time contracts in 2015/16 compared to 9% of men (see Chart 17).

Within AHSSBL departments 65% of all part-time academics in 2015/16 were women and 29% were men. 29% of all women academics were on part-time contracts in 2015/16 compared to 16% of men (see Chart 18).

Chart 17 Part-time academic staff 2015/16 (STEMM) excluding Associate Lecturers

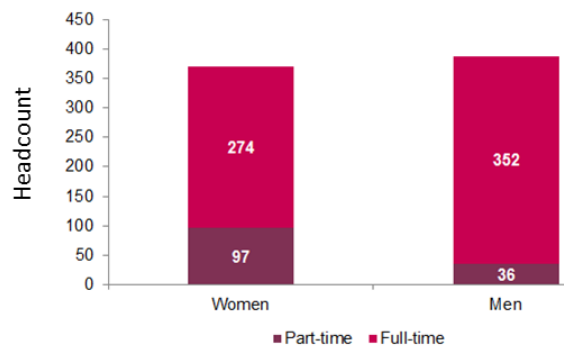
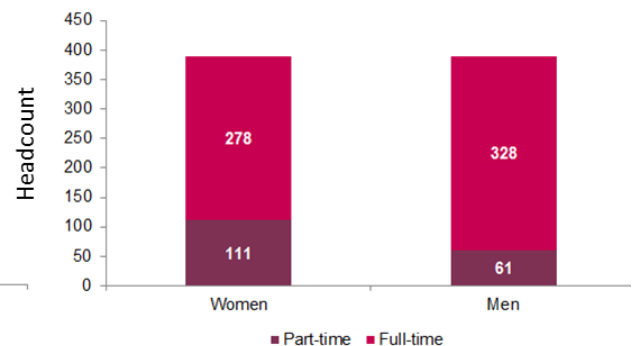


Chart 18 Part time academic staff 2015/16 (AHSSBL) excluding Associate Lecturers



Further exploration of the part-time working patterns and their relationship to progression needs to be undertaken at institutional and STEMM and AHSSBL department levels, (see Actions A6, A8 and A9).

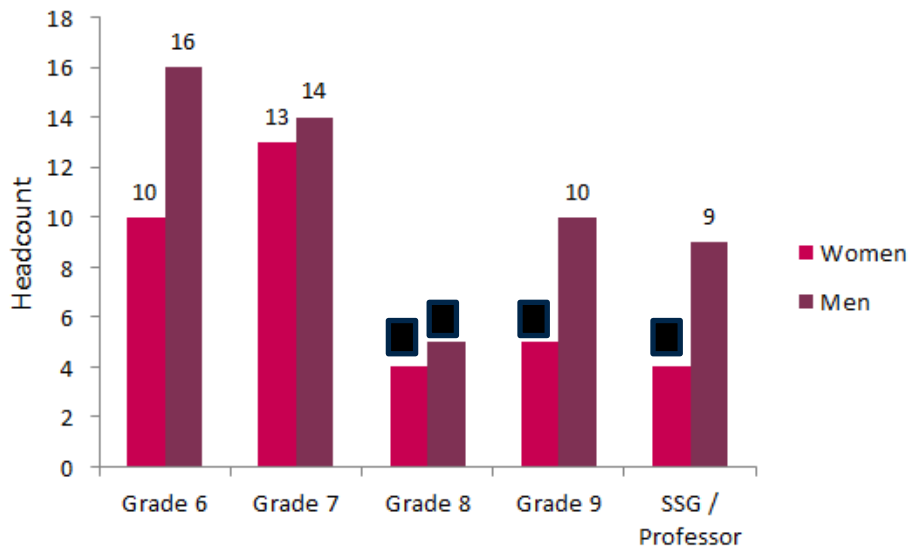
- (ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Current staff contract type

In 2015/16, 40% of all staff on fixed-term contracts were women and 60.0% were men. This compares to the overall sector average where 48.1% of staff on fixed term staff were women and 51.9% were men (Source: *Heidi plus*, HESA).

When looking at the total academic staff population at SHU, 3.3% of all academics who are women were on fixed-term contracts in 2015/16, compared to 4.8% of all academics who are men. This compares favourably to the teaching and research sector figures of 9.1% women and 8.2% men on fixed term contracts.

Chart 19 Fixed term academic staff split by gender and grade 2015/16 (SHU)

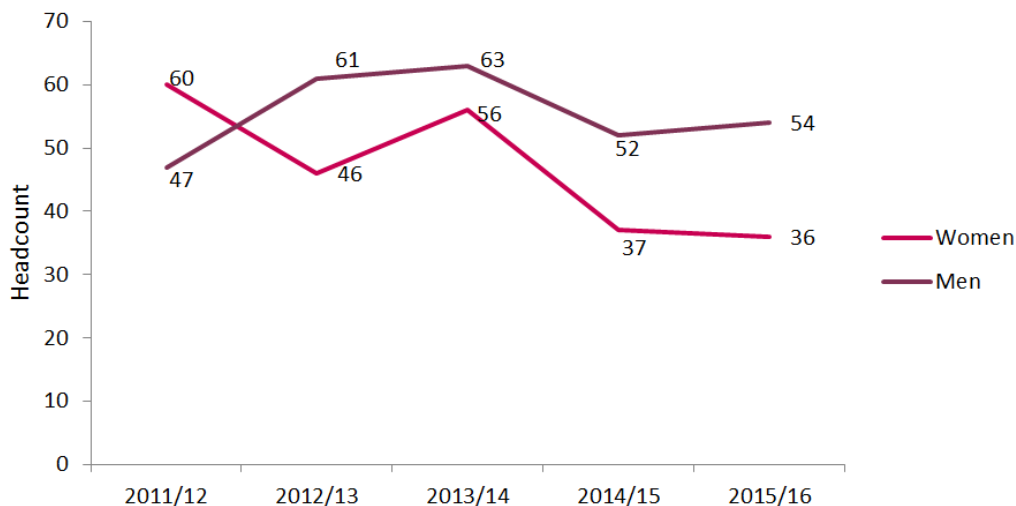


When this data is interrogated further it shows that:

- within STEMM 34.5% of all academics on fixed-term contracts were women and 65.5% were men; and
- within AHSSBL 44.2% of all academics on fixed-term contracts were women and 55.8% were men.

Greater proportions of men are on fixed-term contracts across the whole University, in both STEMM and AHSSBL areas. This represents a substantial change from five years ago when greater proportions of fixed-term staff were women at the majority of staff levels/grades (see Chart 20).

Chart 20 Fixed-term academic staff split by gender 2011/12-2015/16



Associate Lecturers at SHU hold permanent contracts, with variable hours offered each academic year. In the academic workforce 27.0% (293) of all women and 26.4% (292) of all men were on this contract type in 2015/16. This pattern has been relatively stable over the last five years, though numbers of this contract type overall are decreasing.

Nearly 75% of ALs work fewer than 100 hours a year and there is little difference between men and women overall, although the gender split is different by STEMM and AHSSBL (see Tables 16, 17 and 18).

Table 16 Headcount of staff on Associate Lecturer contracts, by hours worked 2015/16

Hours Category	Women		Men	
	HC	%	HC	%
0-99	219	74.74%	212	72.60%
100-199	42	14.33%	54	18.49%
200+	32	10.92%	26	8.90%
Grand Total	293		292	

Table 17 Headcount of staff on Associate Lecturer contracts, by hours worked in STEMM 2015/16





Hours Category	Women		Men	
	HC	%	HC	%
0-99	64	81.01%		85.56%
100-199	9	11.39%		11.11%
200+	6	7.59%		3.33%
Grand Total	79			

Table 18 Headcount of staff on Associate Lecturer contracts, by hours worked in AHSSBL 2015/16

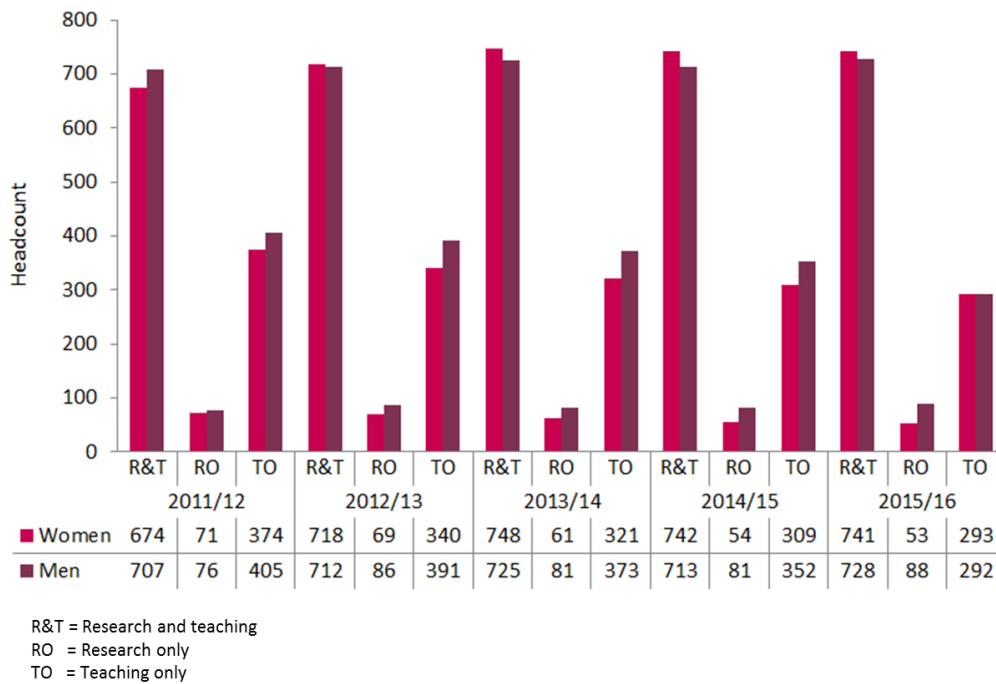
Hours Category	Women		Men	
	HC	%	HC	%
0-99	155	72.43%	135	66.83%
100-199	33	15.42%	44	21.78%
200+	26	12.15%	23	11.39%
Grand Total	214		202	

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Similar numbers and proportions of men and women held research and teaching, or teaching-only contracts in 2015/16, though women are under-represented amongst staff on research-only contracts where 53 are women and 88 are men. The pattern at SHU has been relatively consistent for the last five years (see Chart 21).

Associate Lecturers hold teaching-only contracts at SHU, therefore these numbers correspond to the numbers and proportions of staff on in section 4.ii. 50.1% of teaching-only contracts were held by women and 49.9% by men in 2015/16. Across the sector 52.3% of teaching-only contracts were held by women, and 47.7% by men (Source: *HEIDI plus*, HESA).

Chart 21 Academic contract type split by gender over time



In 2015/16 at SHU 36.8% (53) of research-only contracts were held by women and 88 by men (63.2%). This compares to sector figures of 46.7% held by women and 53.3% by men (Source: *HEIDI plus*, HESA). At SHU the difference between the numbers of men and women on Research-only contracts has become greater over time. In 2011/12, there were 71 women and 76 men on research-only contracts compared to 53 women and 88 men in 2015/16: a decrease of 18 women and an increase of 12 men, spread across a range of disciplines.

There are likely to be a number of reasons for this reduction in the proportion and number of women on research-only contracts, including a reduction in total research funding awarded to the University, as a reduction in research funding can have a direct correlation to the number of research posts. The University will undertake action to understand this, (see Action A10).

ACTION: A10

Complete an equality analysis to explore whether reductions in research income received by the University have impacted on the number of women researchers.

(iv) Academic leavers by grade and gender

At grade 7 (Lecturer level), the turnover of women is higher than for men in every year over the last five years. However, there is some variance at SSG/Professor level, with the turnover of women 9.1% higher than that of men in 2011/12 and 4.6% higher in 2012/13. Over the last 3 years, this has stabilised with turnover rates decreasing for women and men, and becoming broadly similar at SSG/Professor level (see Table 19).

Table 19 Staff turnover split by gender and staff grade 2011/12 - 2015/16 (SHU)

Year	Role	Grade	Leavers (headcount)		Turnover %	
			Women	Men	Women	Men
2011/12	Lecturer	Grade 7	█	█	7.0	1.6
	Senior Lecturer	Grade 8	13	30	2.8	6.8
	Principle Lecturer	Grade 9	8	6	6.0	3.2
	SSG/Professor	SSG/Professor	█	█	15.9	6.8
2012/13	Lecturer	Grade 7	7	8	8.2	10.7
	Senior Lecturer	Grade 8	18	36	3.8	8.3
	Principle Lecturer	Grade 9	█	11	2.8	6.0
	SSG/Professor	SSG/Professor	█	11	8.6	13.2
2013/14	Lecturer	Grade 7	12	█	12.5	4.7
	Senior Lecturer	Grade 8	21	30	4.3	7.0
	Principle Lecturer	Grade 9	8	10	5.3	5.6
	SSG/Professor	SSG/Professor	█	10	9.4	10.9
2014/15	Lecturer	Grade 7	7	█	7.1	6.3
	Senior Lecturer	Grade 8	27	28	5.7	6.6
	Principle Lecturer	Grade 9	10	9	6.5	5.1
	SSG/Professor	SSG/Professor	█	█	6.1	5.3
2015/16	Lecturer	Grade 7	█	█	5.0	2.6
	Senior Lecturer	Grade 8	31	29	6.5	6.8
	Principle Lecturer	Grade 9	10	10	6.8	5.6
	SSG/Professor	SSG/Professor	█	7	5.6	7.2

Over the last 5 years, voluntary redundancy and retirement have accounted for the main reasons for leaving. More men than women resign, but more women leave due to the end of fixed term contract (see Table 20). Please note, Associate Lecturers and research-only staff have been excluded from this data and information is provided separately below.

Table 20 Staff reasons for leaving SHU 2011/12 - 2015/16

Leave Reason	Women		Men	
	Headcount	%	Headcount	%
End of temporary contracts	28	58.3	20.0	41.7
Redundancy	23	52.3	21.0	47.7
Resignation	100	45.3	121.0	54.8
Retirement	44	50.6	43.0	49.4

The current exit interview process does not provide information on reasons for leaving in greater detail than is presented in Table 20. We recognise that this process needs to be updated (see Action A11).

ACTION: A11

- a) Amend the exit interview process to record diversity monitoring information and more detailed reasons for leaving.
- b) Explore the reasons why there is a higher proportion of women than men leaving the university who are on fixed terms contracts.

As researchers are predominantly on a fixed-term contract, these have been separated (see Table 21). The proportion of leavers who are women has been consistent over the 5 year period, with the turnover percentage increasing as the average number of researchers who are women has decreased.

Table 21 Researcher turnover split by gender and staff grade 2011/12 - 2015/16 (SHU)

Year	Role	Grade	Leavers (headcount)		Turnover %	
			Women	Men	Women	Men
2011/12	Researcher	Grade 6	█	█	15.4	35.0
2012/13	Researcher	Grade 6	█	█	19.2	10.3
2013/14	Researcher	Grade 6	█	█	15.4	19.5
2014/15	Researcher	Grade 6	█	█	25.6	0.0
2015/16	Researcher	Grade 6	█	█	24.2	16.7

Associate Lecturers are subject to an annual review to determine whether hours have been allocated and if they are required on an ongoing basis, so turnover rates are higher than other staff (see Table 22).

Table 22 Associate Lecturer split by gender and staff grade 2011/12 - 2015/16 (SHU)

Year	Role	Grade	Leavers (headcount)		Turnover %	
			Women	Men	Women	Men
2011/12	Associate Lecturer	Grade 7	47	36	12.9	10.0
2012/13	Associate Lecturer	Grade 7	78	69	21.8	17.5
2013/14	Associate Lecturer	Grade 7	60	73	18.2	19.1
2014/15	Associate Lecturer	Grade 7	92	90	29.2	24.7
2015/16	Associate Lecturer	Grade 7	59	95	19.8	29.5

(v) **Equal pay audits/reviews**

The Equal Pay Audit (EPA) based on staff data at 1 January 2017 shows that the gender pay gap for SHU (11.56% in favour of men) is below the HE pay gap (14.1%, Source: ONS, 2016) and has improved slightly since 2014 (13.13%). In order to undertake the EPA, we have compared average (mean) base salary, with part-time employees' pay *pro-rata* to full-time to enable a like-for-like comparison.

Table 23 SHU Gender pay gap 2017

Gender	Women	Men
Average Salary	£33,238	£37,583
Pay Gap*	11.56%	

**Rate of pay for all employees is compared irrespective of grade*

There are only two grades with a gender pay gap of more than 3%. Both of these are less than 5%: a gap of 3.78% in favour of men in SSG Band 2 and a gap of 3.03% in favour of women within the Professoriate (see Table 24).

Table 24 SHU Gender pay gap by grade

Grade/Gender	Women	Men	Pay Gap Percentage*
NFA Grade 02	£15,646	£15,679	0.21%
NFA Grade 03	£17,756	£17,550	1.18%
NFA Grade 04	£20,395	£20,294	0.50%
NFA Grade 05	£24,409	£24,187	0.92%
NFA Grade 06	£30,036	£29,788	0.83%
NFA Grade 07	£35,711	£35,764	0.15%
NFA Grade 08	£45,454	£45,567	0.25%
NFA Grade 09	£55,361	£55,503	0.26%
NFA Grade 10	£62,097	£62,747	1.04%
SSG Band 1	£53,637	£54,899	2.30%
SSG Band 2	£62,454	£64,910	3.78%
SSG Band 3&4	£78,276	£76,216	2.70%
Professorial Staff	£62,598	£60,759	3.03%

*Red = pay gap in favour of men and Green = pay gap in favour of women

Further investigation indicates that part of the reason for the gap in SSG Band 2 is that 92.13% of women in the band are in roles that have been evaluated at the lower end of the range, whereas 39.13% of men are in roles that have evaluated at the higher end. This would suggest that the University should continue to monitor and investigate why there is a higher proportion of men in roles which are at the higher grade.

Contribution Pay

The purpose of the contribution pay process is to reward individuals whose contribution, on a sustained basis, has exceeded that normally expected in their role. The gender breakdown and success rates are outlined below (see Table 25).

Table 25 Contribution pay for 2016 by gender and success rates

Gender	Number applied	Number successful	% successful
Women	67	53	79%
Men	51	36	71%
Total	118	89	75%

As a percentage of the relevant population, equal proportions of men and women received a permanent increment. However, women were more successful in receiving one-off payments (see Table 26).

Table 26 One-off payment for 2016 breakdown by gender

Gender	Contribution zone/accelerated progression	%	One-off payment	%	Unsuccessful	%
Women	16	23.88%	37	55.22%	14	20.90%
Men	12	23.53%	24	47.06%	15	29.41%

We do not currently break down our gender pay gap data to explore differentials between staff in different subject areas or by ethnicity. This is an area we will be exploring further, (see Action A12).

ACTION: A12

Gain further insight into gender pay gap differentials at institutional, STEMM and AHSSBL levels.

Word count: 2,187

SILVER APPLICATIONS ONLY

4.2. Professional and support staff data

(i) Professional and support staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.

(ii) Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

(iii) Professional and support staff leavers by grade and gender

Comment on the reasons staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. Key career transition points: academic staff

(i) Recruitment

Data have been analysed to identify specific issues in relation to gender throughout the recruitment process: applications, conversion from application to shortlisting, and conversion from shortlisting to appointment.

In 2015/16 key findings were:

- 20.1% of all women who applied for academic roles were shortlisted, compared with 15.7% of men who applied;
- 8.4% of all women received a job offer, compared with 4.7% of men;
- although there were lower numbers of applicants who are women than men, higher proportions of women were shortlisted for interview and received a job offer after interview than men;
- this was consistent across the range of staff levels/grades and, when exploring trend data, has is consistent for the last 5 years.

Looking at these data by subject areas in 2015/16:

- 30% of all applications to STEMM academic roles and 44% for AHSSBL were from women (see Tables 27 and 28).
- The largest difference in application rates was in STEMM for grades 7 and 8 (200 women compared to 620 men).

- At grade 8 (Senior Lecturer level), almost a quarter of applicants who were women received a job offer, compared to only 6% of men who applied.

Table 27 Recruitment data by gender for STEMM academic staff, 2011/12 - 2015/16

Year	Application		Shortlist		Offer	
	Women %	Men %	Women %	Men %	Women %	Men %
2011/12	35	65	44	56	53	47
2012/13	28	72	35	65	42	58
2013/14	38	62	49	51	64	36
2014/15	27	73	40	60	49	51
2015/16	30	70	42	58	42	58

Table 28 Recruitment data by gender for AHSSBL academic staff, 2011/12 - 2015/16

Year	Application		Shortlist		Offer	
	Women %	Men %	Women %	Men %	Women %	Men %
2011/12	45	55	53	47	61	39
2012/13	44	56	50	50	54	46
2013/14	47	53	51	49	52	48
2014/15	41	59	44	56	50	50
2015/16	44	56	47	53	58	42

The success rates of women are evident in the graphs below (Charts 22 and 23), with the green bars indicating higher offer rates than the number of applicants for women, and the reverse is seen for men, (see Action 13).

Chart 22 Progress of women through the recruitment stages at SHU split by grade for 2015/16

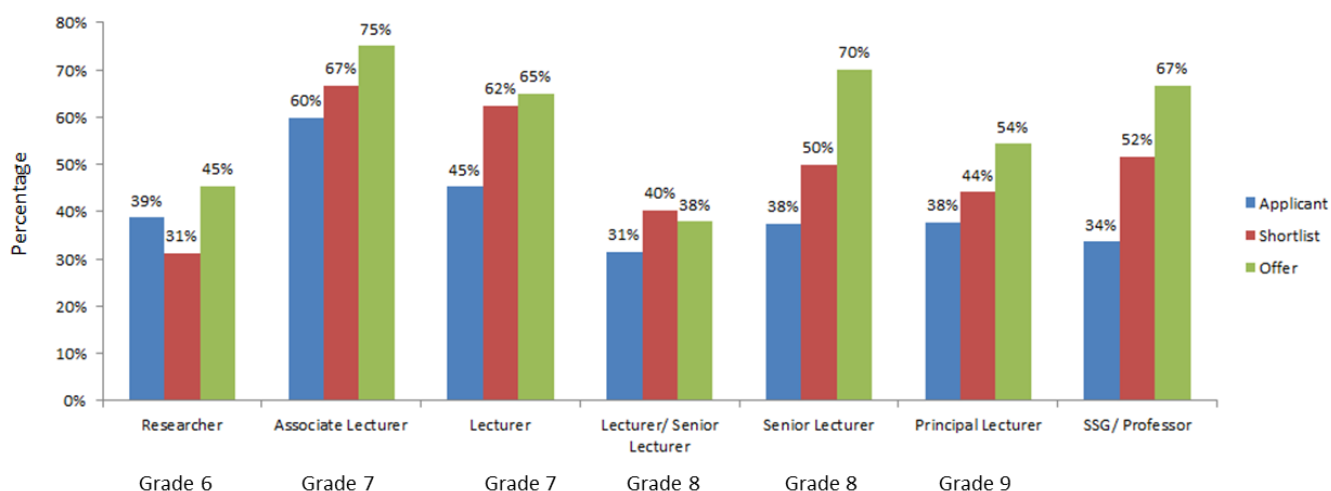
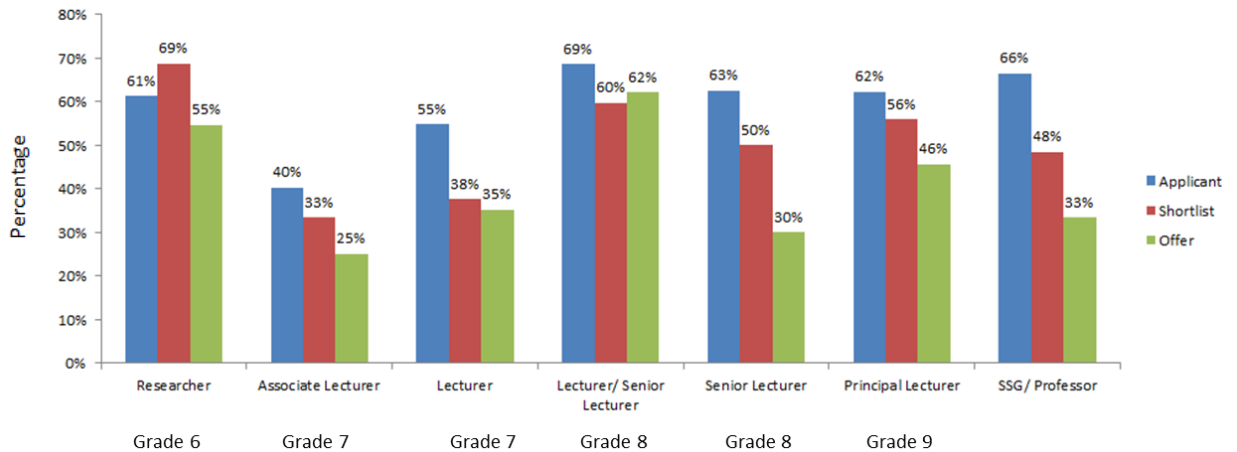


Chart 23 Progress of men through the recruitment stages at SHU, split by grade for 2015/16

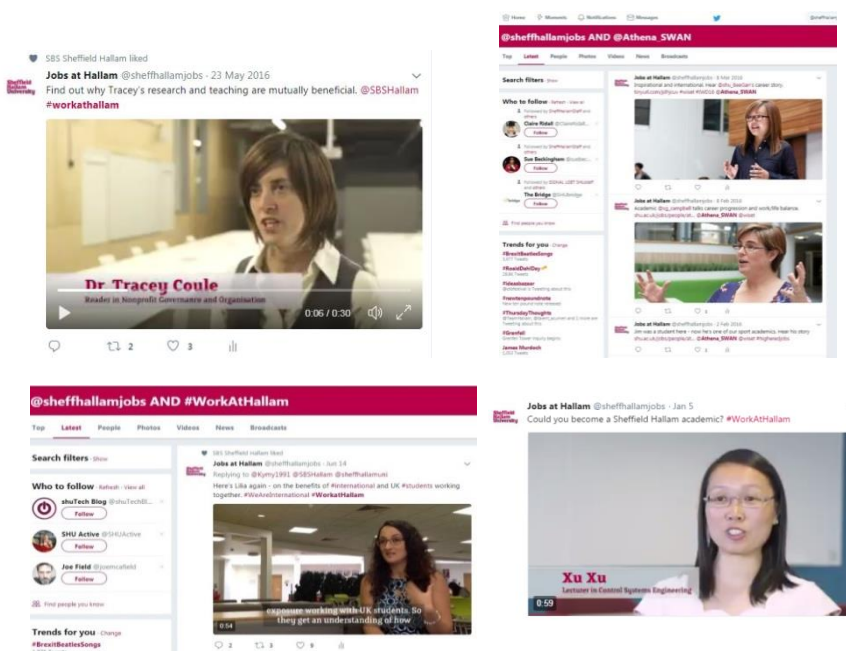


ACTION: A13

Increase the proportion of women in STEM academic roles by identifying opportunities to increase the number of applicants who are women to STEM roles and identifying the reasons why progression for women through the recruitment process is lower for STEM than for AHSSBL and overall. Monitor their progress through the recruitment process.

We ensure all material sent to applicants and shortlisted candidates portrays a mix of gender and other protected characteristics with profiles and video content on our recruitment website. We have used Twitter to highlight academic women talking about how they balance their research activity alongside teaching, career progression, barriers they experience and how the University had supported them (see Image 1 below).

Image 1 Screenshots of SHU recruitment webpages



An academic selection framework will be implemented in 2018 and guides managers on a range of selection methods for each academic role and activity, such as micro-teaching, and provides advice to improve the candidate experience. Recruitment panel chairs will be asked to read (or forward electronically if the panel is shortlisting separately) an agreed equality statement to all staff involved in the decision making process at each stage i.e. shortlisting and selection, reminding them of their responsibilities in relation to equality, diversity and inclusion, and to avoid unconscious bias.

HROD colleagues discuss panel diversity with every recruiting manager to ensure that, wherever possible, panels are mixed gender, represent a broad age range and have ethnic minority representation. We ask all members of recruitment panels to complete online unconscious bias (UB) training and this will become mandatory in 2018 (see Action 14). Since its launch in July 2015, 1,643 staff have completed UB training. 60% of selection panels during the period January 2015 to mid- February 2017 were mixed gender with 15% all men, and 25% all women (see Action A15 to address this).

ACTION: A14

Implement mandatory unconscious bias training for all staff on recruitment panels with an annual evaluation process in place.

ACTION: A15

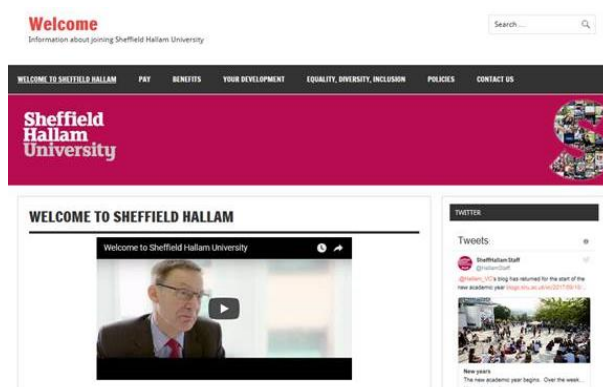
Put measures in place to ensure that recruitment panels are gender balanced.

(ii) Induction

All new staff receive a welcome e-mail prior to their start date that includes a link to our online welcome portal so staff can start to learn more about working at the University prior to arrival. The portal includes information on key policies and benefits as well as on developing your teaching, leadership development and performance and developments reviews (PDRs).

On joining the University, corporate induction is supported by local department and faculty processes. Induction checklists are provided for staff and managers to ensure all areas are covered. The induction programme includes essential training online through e-learning modules including E&D and Unconscious Bias.

Image 2 Screenshot of online welcome portal



(iii) Promotion

The June 2017 AS consultation exercise praised SHU for making progress in achieving transparent and fair academic promotion pathways with training and support provided. It was noted that attempts had been made to create diverse panels, however, the culture for senior level academics to be constantly available to work was raised as unappealing for women, (see Action 16).

ACTION: A16

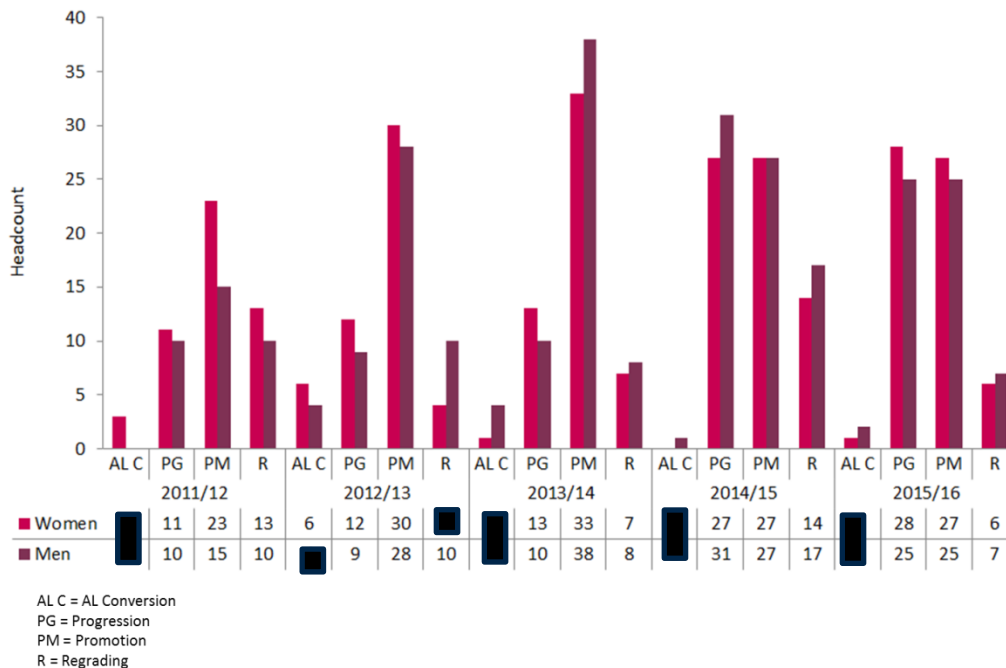
Deliver workshops at department level highlighting women in leadership roles, with role models from diverse backgrounds, explaining the selection process and encouraging women to consider their suitability and explaining the benefits of holding a position of influence.

From 2011/12 to 2015/16, 85.7% of all academic promotions have been to full-time academic positions, and 14.3% to part-time, whilst over the same period 83.2% of academic women who were promoted were full-time and 16.8% were part-time and 88.3% of academic men who were promoted were full-time and 14.3% were part-time.

The proportions of men and women obtaining promotions in 2015/16 breaks down as follows (and see Chart 24 for the number of promotions):

- 5.7% of women were promoted compared to 5.3% of men.
- 2.8% of all part-time women were promoted, compared to 4.0% of all part-time men. (See Actions A8-A9).
- 6.4% of all full-time women were promoted, compared to 5.4% of all full-time men.

Chart 24 Promotions split by gender and staff grade 2011/12-2015/16



Progression from Lecturer to Senior Lecturer is led by the appropriate Faculty or Directorate line manager. A Lecturer who has demonstrated the potential to undertake duties of a Senior Lecturer, will progress either after 3 years' service, or on reaching the top of the grade for a period of six months or more. Progression at an earlier date is also possible through the re-grading process.

The Academic Expectations Framework being introduced in 2018 should provide an opportunity for progression based on performance in a role rather than when staff members leave. The University will review the impact of this framework (see Action A17).

ACTION: A17

Undertake an Equality Analysis of the new Academic Expectations Framework to assess potential effects on equality at the development stage and actual impact during implementation.

The roles of Reader and Professor are awarded by the Professoriate Committee. This enables the Professoriate Committee to identify potential at Reader level (based on a set of criteria) and ensure appropriate support is in place for onward progression to Professor. This is a two stage process introduced in 2015.

A smaller number of women applied for Readership over the last 3 years and have a higher success rate than men (50% vs 43% over the last three years, see Table 29). For Professor appointments, there are lower numbers of applications from women, but their success rate is significantly higher: 59% compared with applications from men at 42% over the last three years, (see Table 30).

Table 29 Applications and Awards for Readerships by gender for the last 3 years, after the scheme was introduced

Academic Year	Gender	No of applications	Applications not shortlisted	%	Applications not awarded	%	Readerships awarded	%
2014/15	Women	13	■	38%	■	0%	■	62%
	Men	28	■	57%	■	4%	■	39%
	Total	41	■	51%	■	2%	■	46%
2015/16	Women	6	■	67%	■	0%	■	33%
	Men	17	■	47%	■	12%	■	41%
	Total	23	■	52%	■	9%	■	39%
2016/17	Women	9	■	33%	■	22%	■	44%
	Men	16	■	44%	■	6%	■	50%
	Total	25	■	40%	■	12%	■	48%

Table 30 Applications and Awards for professorships

Academic Year	Gender	No of applications	Applications not shortlisted	%	Applications not awarded	%	Professorial titles awarded	%
2014/15	Women	8	■	25%	■	25%	■	50%
	Men	8	■	63%	■	0%	■	38%
	Total	16	■	44%	■	13%	■	44%
2015/16	Women	3	■	33%	■	0%	■	67%
	Men	8	■	50%	■	25%	■	25%
	Total	11	■	45%	■	18%	■	36%
2016/17	Women	6	■	33%	■	0%	■	67%
	Men	8	■	25%	■	13%	■	63%
	Total	14	■	29%	■	7%	■	64%

Women currently represent 28.3% of the Professoriate at SHU compared to the national position (21.7%). The University's Women Professors Group initiated the development of an internal mentoring scheme (Aspire) designed to support women academics with professorship/senior leadership aspirations, which is in its third year. All participants are supported by skills sessions, and career and mentoring development advice. 28 mentors have mentored 55 women to date. Seven mentees have successfully secured their professorship following the programme and two attained readership.

(iv) Staff submitted to the Research Excellence Framework (REF) by gender

Following the RAE 2008, the University implemented:

- mandatory E&D training for all those involved in staff selection for REF 2014;
- a central, confidential process to encourage greater disclosure of staff circumstances - 57% of staff circumstances disclosed were from women; and
- monitoring of the gender balance in REF preparations to allow implementation of actions to obviate gender imbalance.

Significant improvements for the inclusion of women were made for REF 2014, in particular, the disclosure of special circumstances. For REF 2014 our eligible staff pool was broadly balanced for gender (see Table 31). However, the proportion of women who put themselves forward for selection was only 23% compared with 31% of eligible men. The final REF submission was comprised of 13% of eligible women and 19% eligible men. Positive steps as detailed above, were taken to ensure that the risk of discrimination was minimised in the selection process resulting in 60% of women and 60% men selected for inclusion.

Table 31 Number of eligible, considered and included staff by gender for A) the REF 2014 and B) the RAE 2008. Data in parentheses show staff (women and men) as a proportion of the total for each pool.

A) REF 2014

Gender	Eligible	Considered	Included	Considered (% eligible)	Included (% considered)	Included (% eligible)
Women	752 (49%)	169 (41%)	102 (41%)	23%	60%	13%
Men	786 (51%)	244 (59%)	147 (59%)	31%	60%	19%
Total	1538	413	249	27%	60%	16%

B) RAE 2008

Gender	Eligible	Considered	Included	Considered (% eligible)	Included (% considered)	Included (% eligible)
Women	638 (47%)	196 (43%)	110 (38%)	31%	56%	17%
Men	728 (53%)	260 (57%)	180 (62%)	36%	69%	25%
Total	1366	456	290	33%	64%	21%

Following REF 2014, the University has implemented further initiatives to bring about a step change in the support and training offered to researchers at SHU. We have taken a developmental approach, providing mentoring support to individuals to enhance their research through regular research assessment. Interventions have been designed to enhance the quality of research outputs, increase skills notably around research impact and to increase the satisfaction levels of researchers. Our preparations for REF 2021 show a positive direction of travel with the gender gap further decreasing, (see Actions 18-19).

ACTION: A18

Undertake an equality impact assessment on the University's regular research assessment exercise (mini-REF 2017) against protected characteristics.

ACTION: A19

Assess the impact of the HEFCE REF 2021 proposal that HEIs should identify staff with a "significant responsibility for research" on the gender balance of the submission in relation to the authorship of outputs returned.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to new all staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

(ii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

5.3. Career development: academic staff

(i) Training

The University offers a wide-ranging development programme, which covers leadership and management development, career life-cycle and wellbeing. Staff can also access development from specialist teams across the University.

Data on take up of these development activities (Charts 25 and 26) shows that more women than men are participating. This is consistent across the types of training offered (e.g. leadership and management training) and across the five year period explored. The number of women participating in this training has declined by 31.5% (from 321 to 220) between 2011/12 and 2015/16, and numbers of men participating in University training has declined by 9.5% (from 241 to 218) over the same period.

Chart 25 Staff training and development activity undertaken and recorded for women 2011/12-2015/16 (SHU)

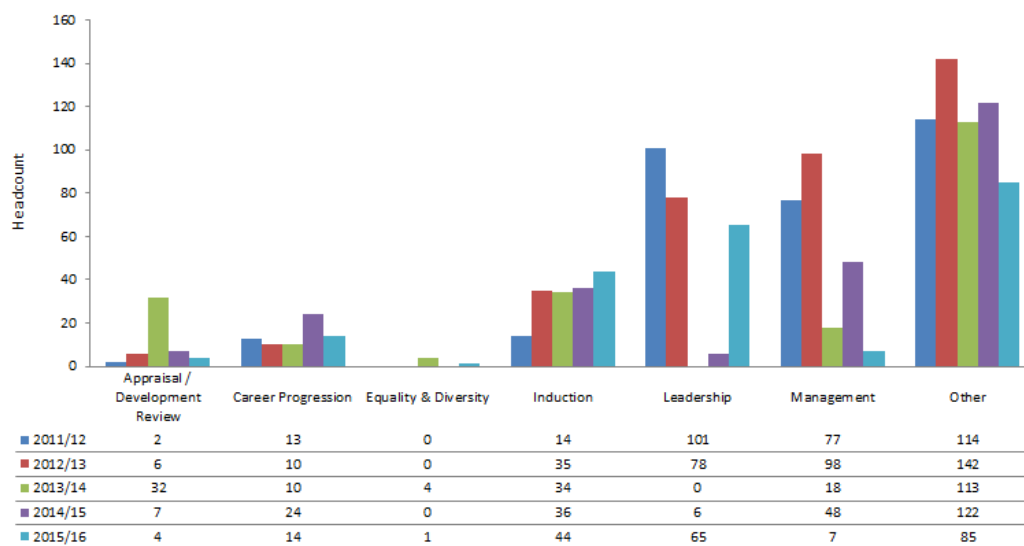
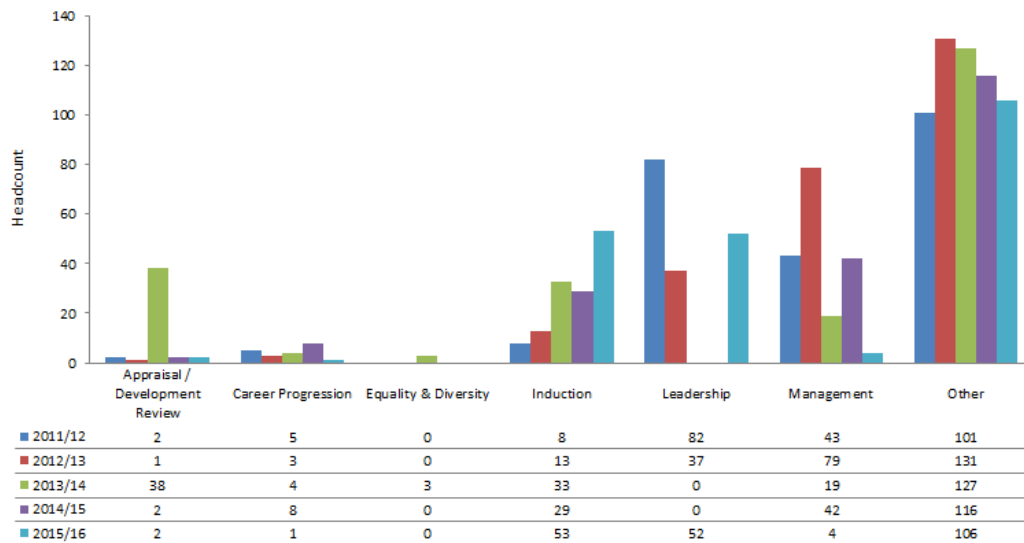


Chart 26 Staff training and development activity undertaken and recorded for men 2011/12-2015/16 (SHU)



In terms of the proportions of academic staff participating, in 2011/12, 28.7% of women participated in training (43.1% when Associate Lecturers are excluded), compared to 21.6% of men (33.8% when Associate Lecturers are excluded). By 2015/16 this had declined to 20.2% of women (27.7% when Associate Lecturers are excluded), compared to 19.7% of men (26.7% when Associate Lecturers are excluded).

ACTION: A20

Explore how professional development can be collated and reported back out to help plan training programmes and provide development opportunities.

The Academic Leaders Programme (developed in 2014) focuses on the issues, challenges and expectations of academic leadership. It includes events delivered by a range of external and internal speakers, network groups, access to self-directed learning resources and peer mentoring. Two cohorts have completed, in March 2016 and April 2017 and 130 (57%) of the 225 participants completing the programme were women.

The University is an active participant in the LFHE Aurora programme and is about to support its 5th cohort. Every participant selected by the University is matched with a mentor (9 of these mentors are from academic roles and 19 are women). 14 (30%) of the 47 participants were from academic roles. Of these, 11 have been promoted since completing the programme and 1 has achieved two promotions. Annually the Aurora champion hosts a celebration event for participants, mentors and role models.

Academic CPD and HEA Accreditation

In 2015/16, 61% of staff held teaching qualifications, a 20% increase in the last 4 years. New staff are supported to complete the Postgraduate Certificate in Teaching and

Learning leading to fellowship of the HEA. In 2016/17 there were 60 registered students on this programme of which 47% were women. In addition we have developed a new accredited and certificated module leading to Associate Fellow (AFHEA) for PGRs, professional services staff and ALs.

The University has developed a central CPD programme open to all academic staff. The annual programme reflects key institutional and sector priorities. 348 women and 187 men took part in CPD open workshops in 2016/17.

(ii) **Appraisal/development review**

We have developed a new academic Performance and Development Review (PDR), which provides a consistent framework for all academic staff across the University. The PDR is aligned to four strategic themes with a focus on quality review conversations with an online toolkit for managers and staff. There is a focus on career development and individual wellbeing and the PDR encourages staff to talk about other activities such as outreach and public engagement. The project was led by the PVC for Academic Staffing and Equalities and was supported by an academic reference group. The June 2017 AS consultation exercise highlighted the recent appraisal developments as positive, although some concern was expressed that the review they had experienced had focussed too much on work planning. Full embedding and evaluation, and a further internal audit are planned for 2017/18 (see Action A21).

ACTION: A21
Embed the PDR and evaluate the impact and success one year on.

(iii) **Support given to academic staff for career progression**

The University has put in place a range of support for academic career progression, (please see details in section 5.1iii).

In addition we provide an accredited route to HEA fellowship at Associate, Fellow, Senior and Principal levels. The scheme is open to all staff. Support is provided through workshops and writing retreats as well as a range of guidance resources and exemplars, (see Table 32 for participation figures).

Table 32 Participation figures by gender in HEA training events August 2016 – July 2017

Gender	No.	%
Women	175	56%
Men	139	44%

Table 33 Attendance at institutional wide events for staff HEA development

Gender	January 2017	June 2017
Women	65	217
Men	25	104
Unknown	4	16
Total	94	337

In 2015 a scheme was created to identify, support and mentor potential National Teaching Fellowship (NTF) candidates. This has been very successful, with 7 awards made to SHU in three years. The gender balance is:

- 7 successful: [REDACTED]
- 2 unsuccessful: [REDACTED]

In 2016 SHU set up a scheme to develop leadership criteria in relation to learning and teaching. A mentor from the educational development unit supported individuals to identify excellent practice, researching it more formally and exploring how it could be extended and applied beyond their immediate disciplinary area. This scheme has provided two of the successful 2017 NTFs and one 2018 nominee, as well as two others with a one year development plan towards future nomination.

Over the last four years we have been working towards a genuine step change in the support and training we have offered to researchers, including:

- introducing the SHU Researcher Development Programme in November 2013;
- hosting an annual Academic CPD conference (with three held to date); and
- conducting staff consultation through the Careers in Research Online Survey (CROS) in 2013, 2015 and 2017, and the Principal Investigator and Research Leader Survey (PIRLS) in 2015 and 2017.

Our pool of postdoctoral researchers on fixed-term contracts is small, and we adopt a flexible definition of Early Career Researcher (ECR) at SHU. These can be established academics who would not consider themselves 'early career' yet may still be relatively new to research. An annual Impact Fellowship programme is in place to provide a mechanism for researchers to work with research and knowledge exchange leaders from industry, public sector, third sector and cultural organisations. The fellowships of up to £6,000 are awarded through a competitive process led by the PVC Research and Innovation; 29 fellows, [REDACTED] women and [REDACTED] men, were supported over the period 2014 to 2017, (see Table 34).

Table 34 Grants awarded through the Annual Impact Fellowship programme 2016 by gender

	Men	Women
Total value	[REDACTED]	[REDACTED]
Number	[REDACTED]	[REDACTED]
Average £	£5,665.81	£5,076.00

In 2015 we established a travel fund to support the development of international research collaborations. Since its introduction the University has awarded £51k to 57 researchers (23 women). 96% of women applicants to the fund were successful, compared with 86% of men.

There are explicit actions in the University's Research Concordat action plan to promote this career development offer to research students and postdoctoral researchers (see Action 22).

ACTION: A22

Work with the Concordat for research careers subcommittee to ensure the concordat is delivering actions through a gender lens and the Athena SWAN SAT are considering early career researchers, specifically those on fixed term contracts.

ACTION: A23

Ensure that gender monitoring is included in all centrally funded calls for internally funded research and knowledge exchange opportunities and reported annually to the SAT

SILVER APPLICATIONS ONLY**5.4. Career development: professional and support staff****(i) Training**

Describe the training available to staff at all levels. Provide details of uptake and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current professional development review for professional and support staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

(ii) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

5.5. Flexible working and managing career breaks**(i) Cover and support for maternity and adoption leave: before leave**

The maternity policy applies to employees regardless of length of service and entitlement to statutory maternity benefits. Entitlement to the University's occupational maternity leave is based on length of service and on the condition that the employee returns to work for a minimum of 13 weeks following their maternity leave.

(ii) Cover and support for maternity and adoption leave: during leave

During maternity and adoption leave, all staff are eligible for up to 10 Keeping in Touch (KIT) Days and are encouraged to keep in touch with their Line Managers. Absence due to maternity leave will usually be covered by temporary arrangements such as fixed term contracts, temporary promotion or additional responsibility, where a development opportunity has been identified.

The AS consultation exercise fed back that, in some areas, parental leave was seen as a way to make savings, whilst in others there was a policy of normally providing cover (see Action A24).

ACTION: A24

Review where and when cover is agreed or not agreed for staff on maternity, shared parental or adoption leave. Provide further information and guidance to managers on University policy for covering staff, best practice and support.

(iii) **Cover and support for maternity and adoption leave: returning to work**

Keeping in Touch (KIT) days are used to prepare people for their return to work. 62.2% of respondents in the ASSET Survey (June 2016) had the option to take KIT days on their return, 66.7% had the option to work flexible hours and 15.2% had access to a parent's network or support group. We use annual leave flexibly on return to work so that staff are able to phase their return over a period of weeks to support childcare arrangements. A new Parental Returners Group is being formed which will offer support and advice to those members of staff that are returning from a period of parental absence (see Action A25).

ACTION: A25

Parents Staff Network to be embedded to offer support and advice to staff returning from a period of parental absence.

(iv) **Maternity return rate**

In the last three years, 11 academic and research staff and 15 professional and support staff did not return from maternity leave. We see a trend over time of higher numbers leaving at 6, 12 and 18 months after maternity leave with the number of academic and research staff leaving increasing to 7 and for professional and support staff to 35 in total, 18 months after maternity leave (see Table 35 -36). We do not currently have any information about the reasons why people have opted to leave and are addressing this in our exit interview action (see Action A11 in section 4).

Table 35 Academic and Research staff maternity rate for returners up to 18 months

	End of leave				After 6 months				After 12 months				After 18 months			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
2011/12	■	96%	■	4%	■	96%	■	4%	■	96%	■	4%	■	96%	■	4%
2012/13	■	95%	■	5%	■	95%	■	5%	■	86%	■	14%	■	86%	■	14%
2013/14	■	100%	■	0%	■	96%	■	4%	■	92%	■	8%	■	88%	■	12%
2014/15	■	95%	■	5%	■	95%	■	5%	■	95%	■	5%				
2015/16	■	89%	■	11%												

Table 36 Professional and Support Staff maternity return rate

	End of leave				After 6 months				After 12 months				After 18 months			
	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%	Yes	%	No	%
2011/12	■	98%	■	2%	■	83%	■	17%	■	81%	■	19%	■	77%	■	23%
2012/13	■	97%	■	3%	■	91%	■	9%	■	88%	■	12%	■	83%	■	17%
2013/14	■	93%	■	7%	■	86%	■	14%	■	84%	■	16%	■	79%	■	21%
2014/15	■	91%	■	9%	■	89%	■	11%	■	84%	■	16%				
2015/16	■	92%	■	8%												

SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(v) Paternity, shared parental, adoption, and parental leave uptake

Small numbers of staff take paternity, adoption and parental leave each year (see Tables 37-38). The University recognises that more parents want to be involved in supporting their partner around the time of their child’s birth or around the time of the adoption of their child. The maximum period of paternity/co-parenting leave is two weeks with one week at the rate of full pay. Anecdotally staff extend this period by taking annual leave. The ASSET survey (June 2016) shows that 38% of men and 61% of women responded to having taken maternity, paternity, adoption, shared parental or unpaid parental leave.

Table 37 Academic and Research staff paternity, shared parental, adoption and parental leave uptake

	Paternity				Adoption			
	W	%	M	%	W	%	M	%
2011/12			■	100%				
2012/13			■	100%				
2013/14	■	6%	■	94%				
2014/15			■	100%	■	100%		
2015/16			■	100%	■	100%		

N.B No shared parental or parental leave has been taken

Table 38 Professional and Support staff paternity, shared parental, adoption and parental leave uptake

	Paternity				Adoption				Parental			
	W	%	M	%	W	%	M	%	W	%	M	%
2011/12				100%								
2012/13				100%						67%		33%
2013/14				100%						17%		83%
2014/15				100%		100%				17%		83%
2015/16				100%				100%		100%		

N.B No shared parental leave has been taken

(vi) Flexible working

Formal and informal approaches to flexible working are in place at SHU and all staff have the right to request flexible working. Employees are encouraged initially to discuss their request for flexible working with their line manager and most requests are agreed informally. If the informal approach has failed then the formal procedure can be used (see Table 39 and 40). We also have job-share opportunities for certain roles within the University.

Table 39 Academic and Research staff flexible working by gender

	Flexible working				Total
	W	%	M	%	
2014/15		100		0	
2015/16		100%		0	

Table 40 Professional and Support staff flexible working by gender

	Flexible working				Total
	W	%	M	%	
2014/15		100		0	
2015/16		100		0	

The AS staff consultation exercise (in June 2017) highlighted a culture that embraces flexible working in most areas and staff see this as one of the University's biggest strengths and benefits. A number of staff reported that they had been able to negotiate reduced hours (see Table 41) and many had been able to tailor their daily work patterns to enable them to achieve a better work-life balance. The only exception was professional service staff at grade 8 or higher, as flexitime is only available up to grade 7, which staff felt made it less likely they would apply for a higher grade (see Actions A26 and 27).

Table 41 Academic staff feedback from the ASSET Institutional report for SHU June 2016 on availability and use of flexible work options by gender

Flexible hours and work patters	Men		Women		Total	
	No	%	No	%	No	%
Not available	■	6%	■	7%	■	7%
Available but have not used	■	50%	■	25%	■	35%
Available and used	■	37%	■	59%	■	50%
Availability unknown	■	7%	■	8%	■	8%
Total	■		■		■	

ACTION: A26

Evaluate the implementation of informal flexible working and the consistency of managers in their understanding of and application of the Flexible Working policy.

ACTION: A27

Support managers to ensure best practice is followed in implementing the flexible working policy.

(vii) Transition from part-time back to full-time work after career breaks

The University does not currently have in place a Career Break scheme. It is difficult to comment on the transition from part-time back to full-time in this context. In the absence of a career break, there are a few cases of changes from part time to full time hours but our data on this is incomplete.

(viii) Childcare

SHU runs a childcare voucher scheme to help make savings on childcare costs. We have an on-campus Nursery open 50 weeks a year. The Nursery takes children age 6 months to 5 years and offers full day care (8am-6pm) for up to 74 children. The nursery aims to support parents by providing a comprehensive service of the highest quality.

Breastfeeding rooms are provided on campus and the University has met criteria set by the *Sheffield Breast Feeding Awards* (see Image 3) regarding staff training, signage etc. to make the campus a breastfeeding-friendly venue.

Image 3 Breast feeding friendly publicity



Sheffield Hallam University has been formally recognised as a Breastfeeding Friendly institution and presented with the Sheffield Breastfeeding Friendly Award.

Breastfeeding rates in the city and to raise awareness of the positive impact the mother has on the physical and emotional well-being of infants and their families, as well as the economic and social benefits for the wider community. Mark Swales, Director of Estates and Facilities at

(ix) Caring responsibilities

There are a range of policies in place to support staff with caring responsibilities and information regarding these are widely available on the staff intranet. The policies include: maternity; adoption; flexible working; parental leave; and time off for dependants. Positive feedback on these policies was received in the ASSETS survey (June 2016).

"I have great flexibility in my job and am always very well supported if family issues require me to be elsewhere when I should be in work. I feel I am trusted to manage my own time"

5.6. Organisation and culture

(I) Culture

Image 4 Sheffield Hallam University City Campus



We have made progress on gender imbalances in the workforce and initiatives such as Aspire and our active engagement with Aurora are having a positive impact. The University's Women Professors Group has a high profile and, in collaboration with the University of Sheffield, has held events to celebrate International Women's Day for last 4 years.

However, we recognise there is still work to do to eradicate gender disparities and ensure equal representation of women and men within the University. The majority of our workforce are women but they are not distributed equally across structures. Most staff we consulted agreed that at entry level there was a reasonable gender balance. However, perceptions are that there is progressive over-representation of men at higher levels and in specific Faculties. In the ASSET survey (June 2016), in response to the question on the equal treatment of men and women in a department, on average respondents who were men scored 5.92 and women scored 5.39 (where 7 = strongly agree). Similar scores were received for "my department is committed to promoting equality", with men scoring 5.92 and women 5.36 on average.

Our Employee Opinion Survey in 2014 showed that the 'majority group' within each protected characteristic are frequently and significantly more satisfied and engaged than their 'minority' colleagues, and in 2014 this was true for women. As well as a general endorsement of University efforts to create an equal opportunities environment, individuals recognise their personal responsibilities with:

- 70% agreeing that they are clear on their part in delivering the University's equality and diversity responsibilities (6% disagree);
- 67% saying they are clear on what to do if they observe inappropriate behaviour (11% disagree).

The theme of equality and diversity is also reflected in open comments.

"The diversity of work and people. Along with fair benefits (pay, flexible working, annual leave and University closures)"

"The respect between most employees at all levels"

Comments on where improvement could be made also focus on perceived inequalities:

"Fairness and equity in roles within a team and fair pay to reflect that"

"Real visible, practical and tangible commitment from senior leaders in support of equality and diversity throughout the organisation"

Within our University Strategy we have a priority to create an outstanding environment in which to study, research and work and have recently begun to develop and articulate the 'Hallam Deal' which sets out both our commitment to our staff and what the University should expect in return. Equality, diversity and inclusion is a fundamental element of the 'Hallam Deal':

"We will embed equality, diversity and inclusion into individual objectives as we embed the performance and development review in academic areas and re-launch it within professional services. Our E&D priorities identify a number of actions that are designed to address gender equality with ambitious targets to address imbalances at senior level."

We have also been looking at our physical and digital estate and the way in which this portrays the values and mission of the University. An example of this is the Hertha Ayrton STEM Centre opened in Spring 2017, (see Image 5). Following consultation with

staff the centre is named after Hertha Ayrton, an award-winning engineer, mathematician, inventor and physicist who was active in the late 19th and early 20th century.

Image 5 Professor Nicola Woodroffe, Professor Susan Laird, Professor John Leach and Aloma Onyemah at the opening of the Hertha Ayrton STEM Centre

A further illustration of the culture we are developing across the University is the University Genders Network, set up in May 2015, which encourages all to participate in the advancement of gender equality. There are currently 70 members with a planned programme of speakers for the academic year in place.

(ii) HR policies

All HR Policies are taken through a thorough governance process. We use the Employment Policy Development Group, made up of senior managers, Trade Unions and HR as a forum to review, discuss and develop policies. When new policies are produced an initial equality analysis, exploring the possible impact of a policy on staff with protected characteristics, is completed for discussion. If it is felt that there are disadvantaged groups then it is recommended that a full equality analysis takes place. Recently equality analysis has been completed for the Transitioning at Work Staff Policy.

All policies are communicated via the staff intranet and HR Brief newsletter which alerts managers to changes and new policy decisions. If required, training is provided to make sure that the policies are introduced and implemented in a consistent and correct way.

(iii) Proportion of heads of school/faculty/department by gender

There are 4 Faculty Pro Vice-Chancellors; 3 men and 1 woman. Across departments and research institutes there are 28 Heads of Department: 20 men and 8 women. In STEMM, 9 Heads of Department are men and 4 are women. In AHSSBL, 11 are men and 4 are women (see Table 42). The University recognises that there is a gender imbalance in this staff group and action will be taken to redress this (see Action A28).

ACTION: A28

HROD to identify and design a programme of development for HOD's in both professional service and academic roles, working with the Leadership foundation for Higher Education.

Table 42 Breakdown by gender of SHU Heads of faculty and departments/Research Institutes /Centres

Faculty	Head of Faculty	Department or Research Institute	STEMM or AHSSBL	Head of Department
ACES	Roger Eccleston (M)	Art and Design	AHSSBL	Claire Lockwood
		Computing	STEMM	Tony Clark
		Engineering and Mathematics	STEMM	Nasser Sherkat
		Media Arts & Communication	AHSSBL	Brian Hamilton-Tweedale
		Cultural, Communication & Computing Research Institute (C3RI)	AHSSBL	Paul Chamberlain joint with David Waddington
		Materials & Engineering Research Institute (MERI)	STEMM	Alan Smith
		Centre of Excellence – Food Engineering	STEMM	Martin Howarth
D&S	John Leach (M)	Humanities	AHSSBL	John Francis
		Law and Criminology	AHSSBL	Sital Dhillon
		Natural and Built Environment	STEMM	Luke Desforges (
		Sociology and Politics*	AHSSBL	John Reidy
		Psychology*	STEMM	
		Centre for Regional Economic & social research	AHSSBL	Edward Ferrari
		Sheffield Institute of Education:	AHSSBL	Samantha Twiselton (Director of SloE)
		- Centre for Development & Research in Education	AHSSBL	Mike Coldwel
		- Education Childhood & inclusion	AHSSBL	Iain Garner
		- Teacher Education	AHSSBL	David Owen
HWB	Helen Best (W)	Sport	STEMM	Dave Morley
		Bioscience and Chemistry	STEMM	Susan Laird
		Allied health professions	STEMM	Ruth Allarton
		Nursing and midwifery	STEMM	Toni Schwarz
		Social work, social care & community studies	AHSSBL	Chandi Patel
		Advanced Wellbeing Research centre	AHSSBL	Stephen Haake
		Biomolecular Sciences Research Centre	STEMM	Nicola Woodroofe
		Centre for Sport & Exercise Science	STEMM	Simon Shibli
		Centre for Sports Engineering Research	STEMM	Steve Haake
Sport Industry Research Centre	STEMM	Simon Shibli		
SBS	Kevin Kerrigan (M)	Management	AHSSBL	Ann Norton
		Service Sector Management - Events management, hospitality & tourism*	AHSSBL	Emma Martin
		Service Sector Management -Food*	STEMM	
		Finance, Accounting & Business Systems	AHSSBL	Lucian Tipi

(iv) Representation of men and women on senior management committees

The University's governing body, the Board of Governors (BG) consists of nineteen members; 14 men and 5 women. The members are a mixture of external appointees, students and staff representatives and are drawn from nominated, elected and ex officio categories. Members of the BG also serve on the Board's sub-committees, (see Figure 3 and Table 43). The Audit and Risk Committee includes external representatives not on the BG (8 men and 3 women).

At the July 2017 meeting of the BG, it was noted that the current Chairs of the Board's committees were all men and whilst some improvements in gender balance had been made, further improvement was required (see Action A29).

Governors are invited to complete an annual equality monitoring form. The information provided is used to create and inform de-personalised statistics which are shared with the Nominations Committee to inform its review of the balance of Board membership and with the BG in relevant reports.

Figure 3 The Board of Governors and Committee structure

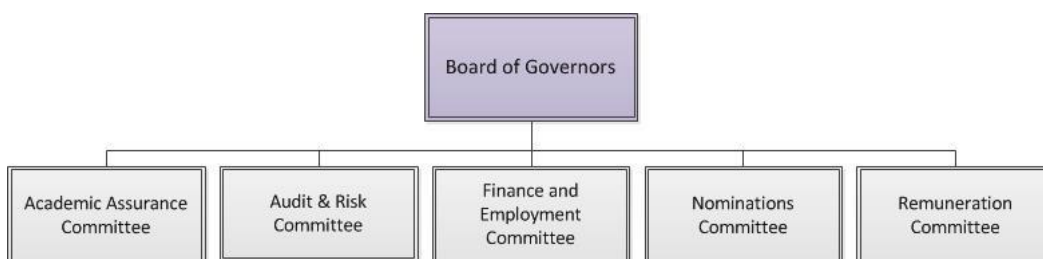


Table 43 The Board of Governors and its Committees

Committee	Women	Men	Staff Type
Board of Governors	■ (26%)	■ (74%)	3 staff members 2 students 14 external
Audit and Risk	■ (27%)	■ (73%)	3 staff members 8 external
Academic Assurance	■ (25%)	■ (75%)	3 staff members 5 external
Finance and Employment	■ (45%)	■ (55%)	4 staff members 7 External
Nominations	■ (33%)	■ (67%)	2 staff members 1 student 6 External
Remuneration	■ (17%)	■ (83%)	3 staff members 3 External

ACTION: A29

Ensure a gender and BME balance on Board of Governors in line with University staffing.

(v) Representation of men and women on influential institution committees

The University Leadership Team (ULT) chaired by the VC currently comprises 11 members: 5 women and 6 men. In 2017 four new Strategic Boards were established reporting to the ULT to support the delivery of the new University Strategy (see Figure 4 and Table 44). Board membership are based on contribution rather than strictly on role or position in the structural hierarchy and gender balance was a consideration in composing the memberships. Across these four Boards 39 places are occupied by men and 24 by women. Membership will be reviewed and updated on an eighteen month basis. As the composition of these groups is not simply based on the current occupants of particular roles there is flexibility to shape them in response to different considerations, including gender (see Action A30).

Figure 4 University Leadership Structure

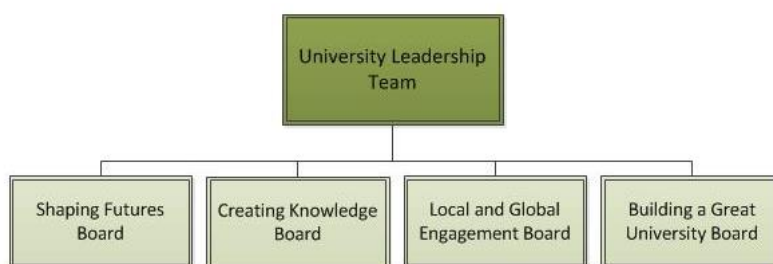


Table 44 SHU influential committees

Committee	Women	Men	Staff Type
University Leadership Team	■ (45%)	■ (55%)	7 Academics 5 Professional and support staff
Shaping Futures Pillar Board	■ (37%)	■ (63%)	10 Academics 9 Professional and support staff 3 ULT
Creating Knowledge Pillar Board	■ (36%)	■ (64%)	9 Academics 5 Professional and support staff 3 ULT
Building a Great University Pillar Board	■ (50%)	■ (50%)	8 Academics 9 Professional and support staff 5 ULT
Leading Locally Engaging Globally Pillar Board	■ (31%)	■ (69%)	6 Academics 8 Professional and support staff 5 ULT

ACTION: A30

Identify measures to maintain a good gender and ethnicity representation on ULT and on the University Pillar Boards.

(vi) Committee workload

When assigning roles on committees and boards we take workload into consideration and do review annually for committees of the Board – for all the boards this is taken into consideration in annual review, to ensure that responsibilities are shared and members aren't overburdened.

(vii) Institutional policies, practices and procedures

The University has developed a new policy development and review framework which has Equality Analysis embedded within it. An equality analysis must be completed as the policy is developed to ensure that we explore whether the proposed policy will have any adverse impacts on staff and/or students with protected characteristics, and if so, what can be done to mitigate the effects of the policy. We are currently developing an Equality Analysis toolkit to be rolled out in early 2018 to support this (see Action A31).

All new policies should be reviewed a year after implementation to consider the positive and negative impact on staff with protected characteristics following its introduction. Policies are reviewed every three years subsequently.

ACTION: A31

Roll-out the new Equality Analysis Framework and Toolkit and deliver a series of development workshops to support implementation.

(viii) Workload model

The University's Academic Board ratified a new Framework for Academic Work Planning in 2015. Principles addressed include:

- Academic work planning will ensure appropriate time is allocated to teaching, research and innovation, professional and industrial engagement, and academic leadership.
- The academic work plans of individual staff will be transparent, and balanced across activities.
- Work plans are transparent in local areas.
- Faculties are responsible for the oversight of work planning.
- Local arrangements are consistent with the corporate framework.

The Asset Survey (June 2016) identified some workload concerns with a difference in responses by gender. With 7 being 'strongly agree', men returned slightly more favorable responses when asked if workload is allocated transparently, an average rating of 4.83 compared to an average of 3.78 given by women. A similar (but less

significant gap) resulted when respondents answered if workload is allocated fairly. Both women and men indicated that they worked long hours (5.79 and 5.92 scores reported respectively).

Work plans are now explicitly discussed in the new PDR process. Monitoring of work planning data by gender has not previously been undertaken. However, new software is being implemented at the time of writing to manage this data and this will enable monitoring by gender at subject, department, faculty and institutional level.

(ix) Timing of institution meetings and social gatherings

Departments at SHU which have been awarded an AS award, or are in the process of applying, follow best practice with meetings held between 9.30-16.30. Regular meetings are encouraged to be scheduled in advance on alternate dates, e.g. Monday one week, Wednesday the following and so on, to ensure staff who work part time do not regularly miss out on a meeting. Meeting papers are circulated in advance, which specifically supports anyone who cannot attend and, as such, can review and raise questions.

(x) Visibility of role models

Our Corporate Affairs team are developing ways to enhance the physical and digital estate of the University to ensure it reflects diversity and showcases our staff and students. Some examples of this work include:

- Reviewing the gender and diversity balance as part of the brief when establishing new alumni and fundraising campaigns and events.
- Ensuring visibility of role models at University Student Recruitment events. The team have been working on the gender balance of the scheme, where men are under-represented, through their recruitment and selection activity. To date this has increased male student participation from 8% in 2014/15 to 38% in 2016/17.
- The photographs of our Inspirational Teaching award winners in our main University entrance. There have been 243 awards made between 2011 and 2017: 50% to men and 49% to women, (1% unknown).
- The Science and Engineering festival (in early 2017) committee chair and vice chair were both women and women professors were involved.

We ensure that our video content features a mix of academic staff and students and is mixed in terms of gender. Currently 15 videos are led by men and 13 by women. On the website there are approx. 1,300 images which contain people. Table 45 and 46 below show a breakdown of gender representation in this digital content.

Table 45 Breakdown of gender representation on SHU website

Gender	Number of images	Percentage
Men	420	32
Women	540	41
Mixed	350	27

Table 46 Breakdown by gender of representation in videos

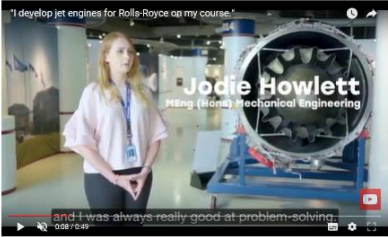
Playlist	Women	Men	Mixed	% with majority women	% with majority men
Students talk about clearing	6	4	0	60%	40%
Inspirational student stories	2	3	0	40%	60%
Student life in Sheffield	0	3	9	0%	25%
How do I become a university student	5	6	0	45%	55%
Students in the workplace	4	1	3	50%	13%
Making ideas happen	4	1	1	66%	17%
Learn from our experts	3	5	1	33%	56%
Total	24	23	14	39%	38%

Image 6 Screenshots from SHU website

How did a student become one of the top 50 UK female engineers?

FRIDAY 13 OCTOBER 2017 - READING TIME: 2 MINUTES

Jodie Howlett spent the third year of her course developing jet engines for Rolls-Royce.




"I develop jet engines for Rolls-Royce on my course."

Jodie Howlett
Mechanical Engineering

and I was always really good at problem-solving.

'At the most difficult moment, Richard was so kind and encouraging.'



Jen's story

"During childbirth I was in an extreme amount of pain when Richard arrived. He was brilliant from the minute he came in. He was so kind and encouraging that he just smiled when I barked 'Give me drugs, I can't do this any more', and responded with: 'You are doing this, you're about to push out the head.'"

Richard's story

"Midwifery isn't all about delivering babies. But without a shadow of a doubt, that's my favourite thing to do. It's amazing to see what women like Jen can achieve. When they're screaming and in pain, I need to be there to encourage them to think positively and reassure them.

"Being able to share that special time with women and their partners and families is so great. I can go home at the end of the day and say, 'Today I did this.'"

[Read more student stories.](#)

(xi) Outreach activities

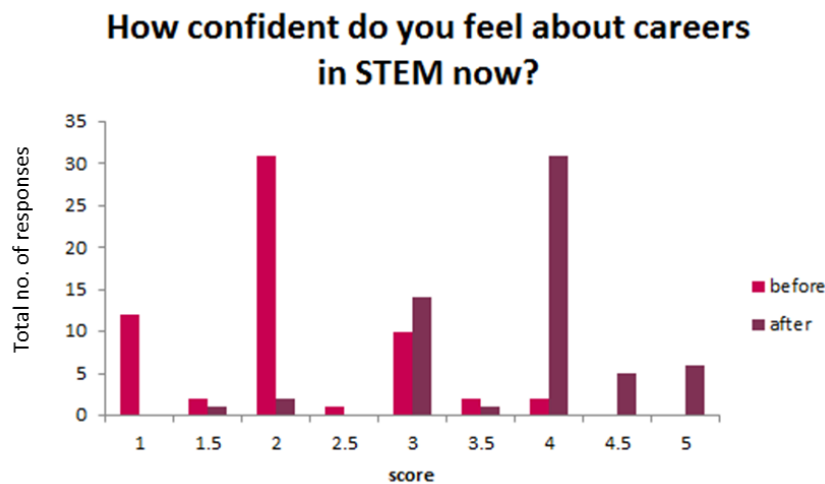
The University delivers a variety of outreach activity including local and national initiatives. Of our 29 staff directly engaged with delivering outreach there are currently 22 women and 7 men.

Outreach work undertaken by the Women in Science, Engineering and Technology (WiSET) team includes:

- STEMM Teacher Awareness raising workshops over the past 3 years, on how to encourage girls into STEMM.
- International Women in Engineering Day, Co-sponsored by the Royal Air Force since 2015 to 2017. 218 girls attended from 25 schools over the past three years
- Bespoke work experience placements, designed and delivered for Year 10 pupils in 2016 and 2017
- Outreach in schools in Darley Dale area in 2016 and 2015, Girls into engineering days
- EDT Day of Disasters in 2016 and 2015, delivered by WiSET team at SHU on behalf of EDT

Feedback indicated that the International Women in Engineering Day was one of the most successful to date (see Chart 27).

Chart 27 How confident do you feel about careers in STEMM now?



We monitor outreach participants to gauge our effectiveness. In 2015/16, our first full year of collecting participant data, 57% of those engaging in outreach were girls and 43% boys.

(xii) Leadership

The University has set itself an ambitious target to support all academic departments to progress to AS award status by 2020. A new process is being developed to ensure the effective co-ordination of the department submission process. Accountability for progress will be held at the departmental and faculty level.

We will also be introducing an annual review and report to track the progress of individual departments and the implementation of our institutional action plan. This work will be overseen by our Gender Equality Steering Group (see Action 32).

AS actions will be embedded into Faculty and Directorate plans to ensure sustainability and contribute to achieving our Equality Objectives.

In 2015 an AS champions network was introduced for AS representatives from all departments that currently hold awards or are planning to apply for awards (there are currently 10 champions across the University), to offer mutual support and to share good practice.

ACTION: A32

Develop and implement a new quality assurance process and development programme for departmental who participate in the AS Charter.

Word count: 5,254

6. SUPPORTING TRANS PEOPLE

Recommended word count: Bronze: 500 words | Silver: 500 words

(i) Current policy and practice

A Transitioning at Work policy has been developed and published by HROD in October 2017 to support staff who are transitioning at work. As this is a new policy, a review will take place after the first full year of implementation to assess the impact against its intended outcomes, (see action A33).

ACTION: A33

Review the Transitioning at Work policy one year post-implementation (October 2018).

This year we published revised student disciplinary regulations where inappropriate language and behaviour towards trans people is now considered a major infringement of the disciplinary procedures.

SHU has a LGBT+ staff network (SIGNAL), who this year worked with HROD and the E&D team to develop and launch the SHU Allies network (October 2017). SHU Allies is a network for colleagues to pledge their commitment to helping create a working environment where LGBT+ colleagues feel included and accepted and commit to championing LGBT+ equality.

SIGNAL and the E&D team regularly collaborate to organise and promote a range of awareness raising events and activities including; Transgender Day of Remembrance, LGBT History Month, International Day Against Homophobia, Biphobia and Transphobia, Pride Sheffield and National Coming Out Day.

A Transgender Policy Working Group (TPWG) was established in October 2015 to inform the development of a transgender student policy and guidance. Membership includes representation from staff across a wide range of business areas and representatives from staff and student LGBT+ networks. The TPWG undertook a student journey mapping exercise which explored the lived experience of transgender students from outreach activities through to alumni to gain a comprehensive understanding of the support we can provide and the particular challenges our transgender students may experience. As a direct result of this work the University is developing and will publish a Student Transgender Policy in April 2018, (see Actions 34-35).

ACTION: A34

Develop, and implement our Transgender (students) policy in consultation with TPWG.

ACTION: A35

Design and deliver a series of trans inclusive development workshops for SHU staff in collaboration with Trans Health, SAY it and The Safe and Zone Project.

In 2011 SHU reviewed its student names policy to ensure it was transgender inclusive. This policy governs the practices and procedures which inform the official name and known as name of students to ensure that names can be changed to match student's

gender identity. Access to such records is restricted so that details are kept secure to the Registry Services Team. Names changes can be made for current students and alumni who have a different gender identity post-graduation.

Our Student Success Scholarship (SSS) allows us to allocate financial awards (typically ranging from £200-£2,000) to students with multiple indicators of disadvantage. Following an equality analysis groups of students were identified as priority groups in need of financial support, with transgender students being one of the group identified, as a priority in need of financial support, often due to parental estrangement.

(ii) **Monitoring**

SHU does not currently undertake monitoring of gender identity, however, anecdotal feedback and advice from the staff LGBT+ network suggests that there is a need to do so, (see Action A36).

ACTION: A36

Conduct a consultation with staff, students, regarding the collection and reporting data of gender identity.

(iii) **Further work**

As discussed in section 6i, SHU will publish and communicate the Student Transgender Policy in April 2018 and we will be rolling out a series of development workshops as part of a wider communication and engagement plan for our trans inclusion work, along with consultation on monitoring of gender identify (Actions 35-38).

Word count: 506

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

SHU established a project team to take forward a Sexual Violence, Harassment and Hate Crime project. The project was developed in response to the Universities UK Changing the Culture Report published in October 2016 which explored and made recommendations as to what could be done to support the HE sector to prevent and respond to incidents of Sexual Violence and Hate Crime.

The SHU project was led by the Head of Student Support Services and the project outputs are detailed below;

- A new website providing information about disclosure, reporting and support, launched September 2017 and to be further developed during 2017/18.
- Investment in a new post of Senior Wellbeing Practitioner (Sexual Violence) with a remit to lead and coordinate this area of work and develop a 'wrap around' support service.
- 35 staff have been trained by colleagues from Durham University/Rape Crisis. Durham are recognised as being one of the leaders of this work within the sector. Further training will be being offered during 2017/18 for staff in key roles.
- A short staff briefing has been developed to confirm the steps to take if you receive a disclosure.
- Clearer referral pathways and accountability for relationship management with the police, Sexual Assault Referral Centre (SARC) and other specialist support agencies.
- The University's disciplinary regulations have been amended approved and implemented following receipt of revised guidance on how we should investigate disciplinary offences which may also constitute a criminal offence.
- The Directorate of Student Engagement, Evaluation and Research (STEER) secured HEFCE catalyst funding to develop an online course (Don't Stand by) for students covering consent, digital citizenship and academic integrity. Twenty four students have been recruited and trained to act as peer educators to support completion of the online course and it is currently being delivered to a number of pilot cohorts as part of transition activities. The course is now available onto which staff and students can self-enrol.

Word count: 316

8. ACTION PLAN



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Ref	Planned action	Rationale	Key outputs and milestones	Timeframe Start / End		Person responsible (include job title)	Success criteria and outcome
3. THE SELF-ASSESSMENT PROCESS							
A1	Review membership of the SAT every two years and ensure that succession planning is built into our AS SAT process.	SHU has undertaken a major governance review, and created a new AS two-tier governance structure, to ensure membership is effective to deliver the action plan under the post-May 2015 AS principles and criteria. It is important to ensure the sustainability of the SAT.	<p>i) Review SAT membership in July 2019 and 2021 to ensure the effective working of the two-tier AS governance structure.</p> <p>ii) Develop protocols which determine who will succeed current members of the SAT in the event of a change in role or circumstance.</p> <p>iii) Review and report completed and submitted to ULT on the effectiveness, impact and progress made by the SAT.</p>	Jul 19	Jul 21	Chair of SAT - Gender Equality Steering Group	<p>A functional and effective two-tier governance structure for AS.</p> <p>Action plan has progressed and met the targets due by November 2019.</p>
A2	<p>a) Increase membership on the SAT of men and BME staff so this aligns to the representation of those groups within our workforce.</p> <p>b) Increase representation from AHSSBL academics on the SAT.</p>	<p>There is a disproportionately low number of men and BME staff represented on the SAT compared to their representation within the workforce profile.</p> <p>Following the expansion of the AS Charter to include AHSSBL departments, it is important that colleagues from within</p>	<p>i) Request for Faculty PVC Deans to nominate one member of each faculty (men/BME) to join the SAT.</p> <p>ii) When departments begin the Athena SWAN process, a department representative joins the SAT and gender balance is considered.</p> <p>iii) Introduction of a 2-year term of office to the SAT which can be renewed for one further term or member(s) can step down, agree at next SAT meeting.</p>	Dec 17	Nov 18	Chair of SAT - Gender Equality Steering Group	<p>Membership increased by minimum 4 members who are men.</p> <p>BME membership on GEOG increased to 4 members.</p> <p>AHSSBL representation on GESG is increased to 4 members.</p>

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe Start / End		Person responsible (include job title)	Success criteria and outcome
		those departments are represented on the SAT.					
A3	Undertake an annual Athena SWAN review of progress against plans and performance.	Alignment to the implementation of our gender equality objectives and targets. Reporting progress against action plan to the SAT, Equality and Diversity Committee, University Leadership Team and Board of Governors.	i) To produce an annual Athena SWAN report detailing progress against institutional and departmental action plans. ii) Providing a summary of key priorities for the preceding year. ii) Analyse equality data annually to evaluate the impact of actions that have been implemented.	Annually to July 2021		Equality Charters Manager	Effective monitoring and report performance.
A4	Develop an AS consultation and engagement plan which facilitates the development of targeted qualitative research, and the embedding of AS into mainstream consultation and engagement activities.	Need for more targeted engagement on gender equality with a wider range of staff. Low response rates to existing consultation exercises.	i) Creation, dissemination and analysis of a gender equality survey every year. ii) Develop and conduct a series of focus groups and 1-1 interviews to gain a deeper-level of understanding of the experience of staff of all genders. iii) Equality -Summit 2019 (annual thematic SHU diversity summit, with gender the focus for 2019)	Apr 18 Nov 18 Jan 19	Jul 18 Jan 19 Jul 19	Equality Charters Manager	High-level of engagement and completion of the gender equality survey. High-levels of participation in focus groups and 1-1 interviews. Increased awareness of gender equality and the Athena SWAN principles within the University.

4. A PICTURE OF THE INSTITUTION

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe Start / End		Person responsible (include job title)	Success criteria and outcome
A5	Investigate why so few women are entering grade 6 research assistant academic posts.	Women have a relatively high representation on our PGR courses but this is not reflected in the ECR staff group at grade 6.	<p>i) Complete evaluation of progression rates -from PGR to G6 research assistant posts by gender.</p> <p>ii) Targeted positive actions interventions in place to address this gender imbalance.</p>	Feb 18	Feb 19	Director of Human Resources and Organisational Development	Increased representation of women at G6 (research assistant posts).
A6	Identify and analyse the workforce profile and progression of women to grade 9 and above at institutional, STEMM and AHSSBL department levels.	Better understanding is needed as to what the perceived barriers are to progression of women to senior grades.	<p>i) Assess the impact of the introduction of the Academic Expectation Framework on gender profiles and grades.</p> <p>ii) Analyse our data on:</p> <ul style="list-style-type: none"> the number of grade 8's (by gender, role and STEMM/AHSSBL) who have moved from grade 8 to grade 9. number of grade 9's recruited (by gender, role and STEMM/AHSSBL). <p>iv) Hold focus groups (minimum 2) with academic staff (at least 10 women) at grade 8 to discuss potential barriers to progression and understand perceptions of working at a higher grade.</p> <p>v) Information to be included in</p>	Feb 18	Periodically review	Director of Human Resources and Organisational Development	Improved representation of academics who are women at grade 9 and above at institutional and AHSSBL and STEMM department level.
				Apr 18	Jun 18		
				May 18	Jun 18		
				Sep	Sept		

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start / End			
			annual report and reviewed by SAT with action taken to address barriers identified and positive action to increase the proportion of academics who are women above grade 8 at institutional and AHSSBL and STEMM department level.	18	18		
A7	<p>a) Increase understanding of attraction and recruitment of BME applicants (men and women). Explore the recruitment and turnover rates for BME candidates (men and women) at institutional level, identifying any disparities in STEMM and AHSSBL areas.</p> <p>b) Design and develop appropriate and proportionate targeted interventions to address under-representation and put appropriate evaluation measures</p>	<p>Staffing figures for BME men and women at SHU are below the sector average. White women are significantly above the sector average. The data on ethnicity is not available on international and UK BME staff. We do not currently analyse if there are issues specifically with attraction, recruitment or retention (or all three).</p>	<p>i) Work with the REC SAT to gather and analyse data around attraction, recruitment or retention.</p> <p>ii) Focus group held for BME staff at SHU to discuss experiences (attraction, recruitment and retention).</p> <p>iii) Identify specific actions that will aid the recruitment of BME academic women and men.</p> <p>iv) Improved exit questionnaire implemented to understand reasons for leaving in more detail.</p> <p>v) Design and run a disclosure campaign which includes video content highlighting the importance of disclosure and review impact of campaign for the rest of the award period</p>	<p>April 18</p> <p>Jul 18</p> <p>Sept 18</p> <p>Nov 17</p> <p>Jan 18</p>	<p>Jun 18</p> <p>Jul 18</p> <p>Nov 18</p> <p>Jul 18</p> <p>Jul 18</p>	<p>Director of Human Resources and Organisational Development</p>	<p>Reduction of unknown reporting on ethnicity.</p> <p>Increase in BME men and women at SHU in line with the sector average.</p>

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start / End			
	in place to monitor impact.		vi) Analyse leaver information for BME academic women and exit questionnaires to understand why staff leave the university and identify specific actions that will aid the retention of BME academic women - annually.	Yearly Apr 18 - 21	Jul 18 - 21		
A8	Identify barriers to progression and working at grade 9 and above on part-time contracts at institutional, AHSSBL and STEMM levels, and assess the impact on both men and women.	Women are twice as likely to work part-time at grade 8 which could be impacting on progression.	i) Consult with HODs, Heads of research institutes/centres and directorates to identify perceived barriers to PT working. ii) Analysis of the grade 8 PT workforce to aid identification of actions that would support their progression.	Dec 17	Jul 18	Director of Human Resources and Organisational Development	Barriers to progression for staff who work part-time. Actions put in place to remove barriers. Recognition by managers of career breaks and PT working is built into promotion process in relation to criteria.
A9	Review existing HR guidance and information for managers regarding part-time working, in order to include good practice and actively promote information on part-time working to all.	As above.	i) Updated guidance for line managers on supporting staff specifically around PT working.	Aug 18	Jul 19	Director of Human Resources and Organisational Development	Clear guidance agreed and communicated about fulfilling higher grade roles as a PT member of staff created. Increase in applications of women who work part-time to higher grades. Increase in promotions of

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start /	End		
							women who work part-time to a higher grade.
A10	Complete an equality analysis to explore whether reductions in research income received by the University have impacted on the number of women researchers.	Women are under-represented amongst Research-only contracts. The pattern at SHU has been relatively consistent for the last five years.	i) Equality Analysis initiated and period reviews taking place as the rate of research income changes.	Mar 18	Jul 21	Director of Research and Innovation Office	Understanding of the research-only recruitment practice. Provided a report to the Knowledge Board and the SAT to inform and implement further actions.
A11	a) Amend the exit interview process to record diversity monitoring information and more detailed reasons for leaving. b) Explore the reasons why there is a higher proportion of women than men leaving the university who are on fixed terms contracts.	We have little information on staff leavers, which means we do not know the reasons why staff leave and if gender or race play a role. Knowing the reasons why should allow for a better understanding and actions to be implemented as needed.	i) Exit interview process/method amended. ii) Amends made to be communicated to faculties and departments alongside a disclosure campaign. iii) Data reviewed annually.	Nov 17 Jan 18 Apr 18 - 21	Jul 18 Jul 18 Jul 18 - 21	Director of Human Resources and Organisational Development	Quantitative and qualitative data on staff reasons for leaving presented to the SAT. If gender and/or race are reasons for a staff members leaving, this can be identified and appropriate actions put in place to mitigate.
A12	Gain further insight into gender pay gap differentials at institutional, STEM	More detailed analysis required to fully understand pay disparities at specific	i) Continue to monitor pay differentials within SSG Band 2 and undertake a further investigation as to why 92.13% of women in SSG	Apr 18	review annually	Director of Human Resources and Organisational	Improved understanding of gender and race pay differentials.

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe Start / End		Person responsible (include job title)	Success criteria and outcome
	and AHSSBL levels.	levels and the intersection of gender and race and its relations to pay outcomes.	Band 2 have been evaluated at the lower end of the range ii) Monitor and evaluate any pay differentials at all levels between: <ul style="list-style-type: none"> • BME men and BME women. • White women and BME women • White men and BME men. • White men and White women. 	Apr 18	review annually	Development	Increase the proportion of women and BME staff earning over 60K.
5. SUPPORTING AND ADVANCING WOMEN'S CAREERS							
5.1. Key career transition points: academic staff							
A13	Increase the proportion of women in STEMM academic roles by identifying opportunities to increase the number of applicants who are women to STEMM roles and identifying the reasons why progression for women through the recruitment process is lower for STEMM than for AHSSBL and overall. Monitor their progress through the recruitment process.	There are less women applying for academic roles than men. Specifically in STEMM roles where 30% of applicants to STEMM academic roles in 2015/16 were women. The largest difference in application rates was for Lecturer/ Senior Lecturer.	i) Hold a focus group with recently recruited academic staff in STEMM departments to feedback on current job adverts, job description and person specifications to identify what attracted them to apply and what may have been off putting. ii) Review advertisement content and job descriptions to ensure advertisements are gender neutral. Create examples of good practice for sharing with recruiting managers and heads of departments in STEMM areas. iii) Review where advertisements are placed and look at alternative routes	Apr 18	Jun 18	Head of Recruitment and Admin HROD <i>(working with HR and Heads of STEMM departments)</i>	Increased pool of applicants who are women for selection to posts. HoDs and recruiting managers are better informed on recruitment practices which enhance recruitment of women.
				May 18	Jul 18		
				May 18	Jul 18		

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start /	End		
			<p>which might be more visible to women e.g. on career breaks etc.</p> <p>iv) Consider and challenge essential criteria in person specifications that could create unnecessary barriers.</p> <p>v) Work towards implementing shortlisting gender targets for STEMM subjects.</p> <p>vi) Report based on STEMM recruitment activity and findings presented to the SAT and further actions agreed.</p> <p>vii) Implement agreed actions and assess impact to end of award period.</p>	<p>May 18</p> <p>Aug 18</p> <p>Sept 18</p> <p>Sept 18 onwards</p>	<p>Jul 18</p> <p>Sept 18</p> <p>Sept 18</p>		
A14	Implement mandatory unconscious bias training for all staff on recruitment panels with an annual evaluation process in place.	Unconscious bias training is currently only mandatory for new staff, and not existing staff.	<p>i) Communicate to all heads of departments and directorates about mandatory requirements.</p> <p>ii) Method/system developed to monitor staff completing unconscious bias training.</p> <p>iii) Targeted development for STEMM departments, where single</p>	<p>Nov 17</p> <p>Nov 17</p> <p>Jul 18</p>	<p>Apr 18</p> <p>Apr 18</p> <p>Jul 19</p>	Director of Human Resources and Organisational Development	<p>100% of staff on recruitment panels have completed unconscious bias training.</p> <p>Staff in faculties and directorates to get 95% completion rates of unconscious bias training by 2020.</p>

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start /	End		
			gender staff are in a significant majority e.g. computing and nursing.				Refresher courses for recruitment panels every two years.
A15	Put measures in place to ensure that recruitment panels are gender balanced.	40% of interviews had single gender panels between January 2015 to mid- February 2017.	<p>i) Disseminate message to all heads of faculties and departments heads (who will be responsible for signing off all interview panels) and the requirement to report back on progress to the SAT, identifying if any single gender panels have been held and why.</p> <p>ii) Undertake review to identify where single gender panels are prevalent/have been used in the last 2 years.</p> <p>iii) Provide guidance to faculties and departments on how to ensure mixed gender interview panels are used, specifically to those identified as using single gender panels on multiple occasions in (ii) above.</p> <p>iv) Yearly report to the SAT on activity identifies the progress made and % of single gender panels. SAT discusses and agrees future actions if the % is not decreasing year on year</p>	<p>Jan 18</p> <p>Jan 18</p> <p>Jan 18</p> <p>Sept 18 - 21</p>	<p>Mar 18</p> <p>Mar 18</p> <p>Mar 18</p> <p>Sept 18 - 21</p>	Director of Human Resources and Organisational Development	100% of interview panels are mixed gender by 2021.

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start / End			
			v) Yearly report submitted to E&D committee from the SAT on progress made.	Sept 18 - 21	Sept 18 - 21		
A16	Deliver workshops at department level highlighting women in leadership roles, with role models from diverse backgrounds, explaining the selection process and encouraging women to consider their suitability and explaining the benefits of holding a position of influence.	There is a lack of women in senior roles proportionate to the number of women who work at SHU. There is consultation feedback that the culture at senior grades in terms of workload and work/life balance could be putting off women from applying for higher grades.	<p>i) Workshop developed in conjunction with the People Development Team and the Women's Professor group.</p> <p>ii) 4 workshops delivered (1 per faculty as a minimum) by the Women's Professor group.</p> <p>iii) Feedback from the workshops reviewed by the SAT, decision made whether more workshops needed in 18/19 academic year.</p> <p>iv) Impact of the workshops analysed via application for promotion and appointment data and feed into annual report for the SAT.</p> <p>v) SAT makes recommendation (based on feedback and impact) to the E&D committee about if the workshops should be implemented into faculty plans as a yearly activity.</p>	Jun 18	Jul 18	Chair of Women's Professor Group	<p>Feedback from workshops demonstrates an increase in knowledge around progression and promotion.</p> <p>Increase in applications for promotion from women for senior roles.</p>
A17	Undertake an Equality	The Academic	i) Equality Analysis initiated and	Mar	Jul	PVC Academic	The E&D committee can

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start / End	Start / End		
	Analysis of the new Academic Expectations Framework to assess potential effects on equality at the development stage and actual impact during implementation.	Expectations Framework being introduced in 2018 should provide an opportunity for progression based on teaching, for example, rather than when staff members leave. This should be a priority to review the impact and conduct an Equality Analysis	periodically reviewed. ii) Information to be included in AS annual report and reviewed by SAT and the E&D Committee with actions identified.	18 Sept 18	18 Sept 18	Staffing and Equalities (Chair of SAT - Gender Equality Steering group)	make an informed decision about the Academic Expectations Framework and implement any changes needed.
A18	Undertake an equality impact assessment on the University's regular research assessment exercise (mini-REF 2017) against protected characteristics.	Improvements were made in the representation of women for REF 2014 compared with RAE 2008 but women were still under-represented (13% of eligible women compared with 19% eligible men). Preparations for REF 2021 (mini-REF 2015) showed a positive direction of travel with the gender gap decreasing by 2% in the considered staff pool as	i) Report on the equality impact assessment of the second mini REF in relation to gender to the SAT. ii) Meeting of REF Management Group and the UoA Coordinators Forum to disseminate findings, discuss and identify actions to further reduce gender differences for REF 20201. iii) Discussion group between REF Management Group and WPG to identify actions arising from any specific concerns identified in the EIA.	Dec 2017 Mar 2018 Apr 2018	Feb 2018 Apr 2018 May 2018	Head of Research Support, Research and Innovation Office	A further 2% reduction in the gender gap compared with the eligible pool, maintaining the positive direction of travel. To highlight any equality and diversity issues and to make any recommendations to the Women's Professor Group with a view to improving participation of women in assessment exercises.

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start /	End		
		a proportion of the eligible pool compared with REF 2014.					
A19	Assess the impact of the HEFCE REF 2021 proposal that HEIs should identify staff with a "significant responsibility for research" on the gender balance of the submission in relation to the authorship of outputs returned.	REF 2021 will move away from staff selection to the inclusion of outputs (ranging from 1-5) authored by eligible staff. The impact of this approach on the selection of outputs, notably the contribution of authors who are women is unknown and the University wishes to ensure there are no negative consequences.	<p>i) Internal first draft of REF submission analysed for gender equality of output authorship.</p> <p>ii) 2021 Code of practice developed and submitted to HEFCE.</p> <p>iii) EIA on final REF 2021 submission.</p>	<p>Jan 2019</p> <p>Jul 2018</p> <p>Feb 2021</p>	<p>Feb 2019</p> <p>Mar 2019</p> <p>Mar 2021</p>	Head of Research Support, Research and Innovation Office	<p>Authorship of outputs submitted to REF 2021 is balanced in terms of gender compared with the eligible staff pool.</p> <p>All those responsible for output selection to have received E&D and unconscious bias training to remove potential gender or other bias in the review process.</p>
5.3. Career development: academic staff							
A20	Explore how professional development can be collated and reported back out to help plan training programmes and provide development opportunities.	SHU does not have a system to monitor and record centrally all professional development activities that are on offer, outside of those recorded in the central hr database. Leading to lack of transparency around which staff	<p>i) Review the options/rationale presented for a process/system to be implemented in the future.</p> <p>ii) Options presented to the SAT and action agreed.</p>	<p>Dec 18</p> <p>Dec 18</p>	<p>Dec 18</p> <p>Dec 18</p>	Director of Human Resources and Organisational Development	<p>The SAT has the ability to see if there are any discrepancies within staff groups and access to training and development.</p> <p>Take up of training and development equal for men and women.</p> <p>Gaps in training and</p>

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome	
				Start /	End			
		members have undertaken what development and training and if there is gender and/or race disparities.					development identified and new delivery to meet gap developed.	
A21	Embed the PDR and evaluate the success one year on.	A personal development review (PDR) process has been created and in the summer of 2017 it was introduced to academic staff but has not been fully integrated and embedded for all staff.	<ul style="list-style-type: none"> i) Communication plan developed- to embed the PDR further. ii) Complete an internal audit on the number of staff who have completed a PDR. iii) Evaluation report on uptake of PDR and its effectiveness to the SAT. iv) Dissemination of report findings to senior managers for implementation of actions needed. 	Nov 17	Jan 18	HR business partner for each faculty (x4)	75% of academic staff have had a PDR by Aug 2018.	
				May 18	May 18			100% of academic staff have a PDR by Aug 2019.
				Oct 18	Oct 18			Feedback in surveys e.g. Employee Opinion Survey, Asset surveys demonstrate greater satisfaction by all staff and in particular women with their annual review with line manager.
A22	Work with the Concordat for research careers subcommittee to ensure the concordat is delivering actions through a gender lens and the Athena SWAN SAT are considering early career researchers,	There is cross over of work between the Athena SWAN SAT and the Research Concordat. Best practice needs to be shared.	<ul style="list-style-type: none"> i) Method of communication and action planning agreed upon between the SAT and concordat subcommittee. ii) Agree roles and responsibilities for information gathering, actions and reporting between the SAT and research concordat. iii) Breakdown provided by gender 	Jan 18	May 18	Chair of the Concordat for research careers subcommittee and Researcher Development Advisor	Systematic gathering of information.	
				Jan 18	May 18			Streamlined processes to support the SAT and research concordat.
				May	Aug			Learning from the groups is shared. The SAT is able to make

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe Start / End		Person responsible (include job title)	Success criteria and outcome
	specifically those on fixed term contracts.		on take up of training and development opportunities by gender, from the concordat subcommittee to the SAT.	18	18		more informed decision making.
A23	Ensure that gender monitoring is included in all centrally funded calls for internally funded research and knowledge exchange opportunities and reported annually to the SAT	Currently no institutional gender monitoring on success rates by gender for internally funded research and knowledge exchange opportunities.	<p>i) Introduce reporting structure for internal research and knowledge exchange funding opportunities on success rates by gender.</p> <p>ii) Analyse the data to understand the success rates of applications by gender compared with the gender balance of submitted applications and the eligible pool.</p> <p>iii) Data reported annually to the SAT and Creating Knowledge University Board.</p>	<p>Sept 18</p> <p>Jun 19</p> <p>Sept 19, 20 and 21</p>	<p>Sept 18</p> <p>Jun 19</p> <p>Sept 19, 20 and 21</p>	Director Research and Innovation Office	<p>Clarity around success rates of internal funding by gender</p> <p>Ability to identify areas where there are problems in order to develop specific interventions, e.g. specific workshops for women on applying for research funding delivered by senior research staff, including members of WPG</p>
5.5 Flexible Working							
A24	Review where and when cover is agreed or not agreed for staff on maternity, shared parental or adoption leave. Provide information and	Survey results indicate that cover for maternity leave is not consistent. Some staff are covered by a colleague or multiple colleagues. If work is not adequately	<p>i) Review completed and results of the review presented to SAT.</p> <p>ii) Guidance circulated to all managers.</p>	<p>Oct 18</p> <p>Jan 19</p>	<p>Oct 18</p> <p>Jan 19</p>	Director of Human Resources and Organisational Development	<p>Staff survey and ASSET survey results no longer indicating maternity leave cover is inconsistent.</p> <p>All managers have knowledge and</p>

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start	End		
	guidance to managers on University policy for covering staff, best practice and support.	covered by investing in maternity cover, this could impact on colleague relationships between the staff who covered the work and the returning staff member from maternity leave.					understanding of how to cover maternity, parental and adoption leave, reported via staff survey.
A25	Parents Staff Network to be embedded to offer support and advice to staff returning from a period of parental absence.	Only 15.2% of respondents to the ASSET survey had access to a parent's network or support group.	i) Consultation with staff and best practice reviewed from the sector. ii) Communication plan created to promote the Parents Staff Network	Oct 17 Jan 18	Dec 17 Mar 18	Head of Equality and Diversity	ASSET survey responses for 'access to a parents network or support group' increase from 15.2%, year on year with an aim to reach 100% by 2020.
A26	Evaluate the implementation of informal flexible working and the consistency of managers in their understanding of and application of the Flexible Working policy.	SHU has a formal flexible working process and an informal flexible working policy allowing staff to manage work/life balance at all grades. The informal policy allows managers at a local level (using their discretion) to approve or deny requests for working flexibly. We do not understand the take up	i) Survey managers about flexible working arrangements in their departments to find any differences and identify good practice. ii) Report based on the survey reviewed by the SAT. iii) Monitor jobs deemed unsuitable for flexible work and use this to monitor progress in establishing a flexible working culture.	Apr 18 Jul 18 Annually	May 18 Jul 18	Director of Human Resources and Organisational Development	Increased consistency relating to managers discretion.

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start / End			
		of informal requests and if all managers are following the application of the policy in a consistent and fair way.					
A27	Support managers to ensure best practice is followed in implementing the flexible working policy.	SHU has a formal flexible working process and guidance allowing staff to manage work/life balance at all grades. The informal policy allows managers at a local level (using their discretion) to approve or deny requests for working flexibly. We do not understand the take up of informal requests and if all managers are following the application of the policy in a consistent and fair way.	i) Produce four case studies (one per faculty) about teams who work flexibly, including good practice around normalising flexible working to support work life balance e.g. rotate meetings on days of the week, smarter use of technology to allow /home working.	Oct 18	Jan 19	Director of Human Resources and Organisational Development	Managers feeling confident in managing flexible working, as measured by staff survey and ASSET survey responses.
5.6 Organisation and Culture							
A28	HROD to identify needs for, and design a programme of development for	29% of heads of departments and research institutes are women, 71% men.	i) Needs analysis completed by LFHE. ii) Programme commissioned and	Nov 17	Jan 18	Director of Human Resources and Organisational	Capabilities and confidence increased. Embedding EDI in

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start	End		
	HOD's in both professional service and academic roles. Working with the Leadership foundation for Higher Education.		designed, based on a needs analysis. iii) Programme delivered. iv) Consideration of refresher programmes - needs identified and programme designed.	18 May 18 May 18	18 Ong oig July 18	Development	management decisions. Increase diversity of HoDs by 2021.
A29	Ensure a gender and BME balance on Board of Governors in line with university staffing.	The Board of Governors is 74% men and 79% White British or other White background and 10% unknown.	i) Evaluate where we currently advertise for board members. ii) Make it mandatory for the nominations committee involved in making appointment and selection for the boards to complete unconscious bias training for all. iii) Ensure that nominations for elected positions are diverse and sought from a wider pool of staff members using proportionate positive action measures.	Nov 17 Nov 17 Nov 17	Aug 21 Aug 21 Aug 21	University Secretary	Gender and ethnic balance achieved on Board of governors and its subsequent committees in line with University staffing representation.
A30	Identify measures to maintain a good gender and ethnicity representation on ULT and on the University Pillar Boards.	Whilst the Pillar board gender balance is more evenly balanced than the BoG, there is room for improvement and the BME representation of men and women is unknown. A balanced	i) Agreed ULT strategy regarding improving gender balance and BME representation.	Jan 18	Dec 18	PVC Academic Staffing and Equalities (Chair of SAT - Gender Equality Steering Group)	ULT strategy agreed.

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start	End		
		group should mitigate the risk of 'group think' with respect to strategic decisions. (Mckinsey 2015)					
A31	Roll-out the new Equality Analysis Framework and Toolkit and deliver a series of development workshops to support implementation.	SHU does not consistently conduct Equality Analysis to the same depth.	i) Launch new Equality Academic Framework. ii) Develop and roll-out communications regarding the new framework. iii) Design and publish toolkit. iv) Design and deliver equality analysis workshops.	Feb 18 Feb 18 Mar 18 Mar 18	Feb 18 Feb 18 May 18 Dec 18	Head of Equality and Diversity	New Equality Analysis framework implemented.
A32	Develop and implement a new quality assurance process and development programme for departmental who participate in the AS Charter.	SHU aims to engage all departments with Athena SWAN. Currently there is no standard process for departments to follow. Departments have lacked clarity and support.	i) Process design workshop held ii) Process developed inclusive of development programme iii) Process communicated and implemented	Jan 18 Dec 17 Feb 18	Jan 18 Feb 18 Apr 18	Equality Charters Manager	1 - 3 departments applying for Athena SWAN award every 'round' (April/Nov). The majority departments to have the Athena SWAN award by 2020.
6. SUPPORTING TRANS PEOPLE							
A33	Review the	Transitioning at Work is	i) Desk based review of the policy to	Sept	Oct	HR Manager	Transitioning at Work Policy

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe		Person responsible (include job title)	Success criteria and outcome
				Start	End		
	Transitioning at Work policy one year post-implementation (October 2018).	a new policy and as such should be reviewed after one year.	<p>ensure it is in line with new updates from relevant organisations in this area.</p> <p>ii) E&D team to review and feed into HR advice, based on developments in the sector and advice from external specialist organisation or charity.</p> <p>iii) Findings presented to the SAT who agree if and what amends/updates to be made are.</p> <p>iv) Policy updated/amended (if needed).</p>	<p>18</p> <p>Sept 18</p> <p>Oct 19</p> <p>Nov 19</p>	<p>18</p> <p>Oct 18</p> <p>Oct 19</p> <p>Dec 19</p>	(Wendy Key)	is agreed to be fit for purpose or is amended/updated in line with best practice across the sector.
A34	Develop, and implement our Transgender (students) policy in consultation with TPWG.	A policy to support the trans student experience and covers the whole lifecycle is currently being developed. Advance trans equality within SHU and advance equality of opportunity for trans students and ensure their success.	<p>i) Policy Developed.</p> <p>ii) Develop communication plan around the policy in consultation with TPWG.</p> <p>iii) Publish transgender student policy.</p> <p>iv) Review policy one year after implementation to assess suitability, best practice against the sector and amend/updates.</p>	<p>Oct 17</p> <p>Feb 18</p> <p>Apr 18</p> <p>Apr 19</p>	<p>Feb 18</p> <p>Mar 18</p> <p>Apr 18</p> <p>Apr 19</p>	PVC Student Experience	Policy effectively implemented.

Ref	Planned action	Rationale	Key outputs and milestones	Timeframe Start / End		Person responsible (include job title)	Success criteria and outcome
A35	Design and deliver a series of trans inclusive development workshops for SHU staff in collaboration with Trans Health, SAY it and The Safe and Zone Project.	To increase knowledge and awareness of the experience of trans people.	<p>i) Design trans inclusivity workshops in collaboration with local trans organisations.</p> <p>ii) Deliver rolling programme of workshops.</p> <p>iii) Undertake pre- and post-workshop evaluation to assess understanding, awareness and confidence around transgender inclusion.</p>	<p>Jan 18</p> <p>May 18</p> <p>May 18</p>	<p>Mar 18</p> <p>Ong oing</p> <p>Ong oing</p>	Head of Equality and Diversity	Improved knowledge and understanding of the experience of trans people.
A36	Conduct a consultation with staff, students, regarding the collection and reporting data of gender identity.	Currently there is not data monitoring on gender and little consultation on if and how SHU should start this.	<p>i) Consultation with local trans groups.</p> <p>ii) Staff Consultation (to include LGBT+ Staff group representation)</p> <p>iii) Student consultation (to include LGBT+ Student group representation).</p> <p>iv) Report presented to the SAT and the E&D Committee for decision to be made and further actions agreed.</p>	<p>Feb 18</p> <p>Mar 18</p> <p>Mar 18</p> <p>Jun 18</p>	<p>May 18</p> <p>May 18</p> <p>May 18</p> <p>Jun 18</p>	Head of Equality and Diversity	<p>Agreement made as to if and how SHU will monitor gender at SHU for staff and students and actions to implement monitoring agreed.</p> <p>Data monitoring and analysis is more robust and detailed.</p> <p>Inequality gaps can be identified.</p>

