



School of Health and
Related Research
(ScHARR)

University of Sheffield

Department Application
Silver Award



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 recommendations as a guide.

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Sheffield
Department	School of Health and Related Research (SchARR)
Focus of department	STEMM
Date of application	28 April 2017
Award Level	Silver
Institution Athena SWAN award	Date: April 2016 Level: Silver
Contact for application Must be based in the department	Professor Eva Kaltenthaler
Email	e.kaltenthaler@sheffield.ac.uk
Telephone	0114 2220810
Departmental website	http://www.sheffield.ac.uk/scharr

GLOSSARY

A	Academic staff
AS	Athena SWAN
C	Completed action
DRP	Departmental Review Panel
E & D	Equality and Diversity
EG	Executive Group
GTA	Graduate Teaching Assistants
HESA	Higher Education Statistics Agency
HR	Human Resources
HSR	Health Services Research
JACS	Joint Academic Coding System
IG	Information Governance Committee
IKT	Information and Knowledge Transfer Committee
IM	Information Manager
KIT	Keeping in Touch Days
P	Previous action
PI	Principal investigator
PPI	Patient Public Involvement
PS	Professional services staff
PVC	Pro Vice Chancellor
R	Research staff
RSC	Recruitment and selection coordinator
SCHARR	School of Health and Related Research
SRDS	Staff Review and Development Scheme
SWIM	Sheffield Women in Medicine
T	Teaching only staff
TUOS	The University of Sheffield
WAM	Workload Allocation Model
WARP	Women Academic Returner's Programme

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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



The
University
Of
Sheffield.

School Of
Health
And
Related
Research

Dean of ScHARR
Professor J P Nicholl

School of Health and Related Research
The University of Sheffield
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Sheffield, S1 4DA
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Dear Equality Charters Manager

I am writing to express my continued enthusiastic support for our Athena SWAN strategy and the action plan we have been developing as part of this application for an Athena SWAN Silver award. I remain wholly committed to championing the Athena Swan vision and our plans to enhance our support and opportunities for everyone.

The process of making this application, which is the third Athena SWAN award we have applied for, has made me realise both how far we have come and how much we could still do to improve. Using the action plans we developed in 2012 and 2014 as a blueprint, I believe our Self-assessment Team and our Equality and Diversity Committee, both of which I have been a member of since their inception, have been making good strides to address many of the issues raised. Staff are undertaking Equality and Diversity training and nearly 90% of all staff have now completed their training. We have also been promoting Unconscious Bias training and 2/3rds of our staff have now attended some training sessions. We have increased the number of female chairs of our core committees since our previous applications from 25% in 2011 to 44% in 2013 and now to 73% in 2016, and as a consequence half the members of our School Executive, which is partly made up of the chairs of some of our core committees, are women. In our 2016 annual staff survey, to which 68% of staff responded, women rated their overall job satisfaction as highly as men (mean rating 3.9 vs 3.8 on a 6 point scale), and both men and women gave an astonishing mean rating of 5.7 to the statement 'I feel that ScHARR is a great place to work for women'.

There are many other achievements highlighted in the attached application, which I believe is an honest and accurate description of the School. These include a number of developments to support promotions and help plug our "leaky" pipeline such as the introduction of explicit guidance on expected levels of achievement for academic and research staff seeking promotion, and support for the preparation of their CVs. However, I am aware that there are many improvements that still need to be made which is evident from the fact that we still have fewer female applicants for higher grade posts than we would expect and in consequence still have fewer female readers and professors than I think we should. Furthermore, we must begin to pay much more attention to the needs of our Professional

Services staff, and although we have initiated some policies around training, secondments, and work shadowing we need to do much more. However, using the action plan we have set out in our application, I'm confident that led by its new Dean the School will continue to make further progress on the commitments set out in the Athena SWAN principles.

Yours sincerely,



Professor Jon Nicholl
Dean of SchARR (until 31 March 2017)

(Word count: 485)

Letter of Endorsement from the incoming Dean



The
University
Of
Sheffield.

School Of
Health
And
Related
Research

Dean of ScHARR
Professor John Brazier

School of Health and Related Research
The University of Sheffield
Regent Court
30 Regent Street
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Telephone: +44 (0) 114 222 5453
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Email: j.e.brazier@sheffield.ac.uk

Dear Equality Charters Manager,

Statement of Endorsement from Incoming Dean

I am personally committed to promoting the principles of Athena Swan in ScHARR and have seen how Athena SWAN activities have had a big impact on ScHARR. I have joined the Self-Assessment Team and the Equality and Diversity Committee to ensure this is a core activity in my role as the new Dean. To improve the gender balance across school wide committees, for example, I have already implemented a new system of appointments to key roles including the Directors of Research and Learning and Teaching, and to Heads of Section, through open competition by inviting CVs and statements of intent from applicants. Appointment decisions will be undertaken by a mixed panel including myself to ensure an appropriate gender balance on the School's Executive Group.

Other initiatives I have already started include introducing systems to ensure equity in engaging PGRs in teaching and addressing problems of females progressing from G8 to G9 and Readership positions through a qualitative investigation into the reasons and identifying appropriate actions. ScHARR has made significant progress over the last two Athena Swan applications, but I will make it my priority to ensure ScHARR meets the commitments set out in the action plan in this application.

Yours Faithfully

A handwritten signature in black ink, appearing to read 'J. Brazier'.

Professor John Brazier
Dean of ScHARR (from 1 April 2017)

(Word count: 199)

Data cut off points

Unless otherwise specified, all staff and student data show headcount with data cut off points of July 2016 for staff and December 2016 for students. Census date for staff is 31 July and for students is 1 December.

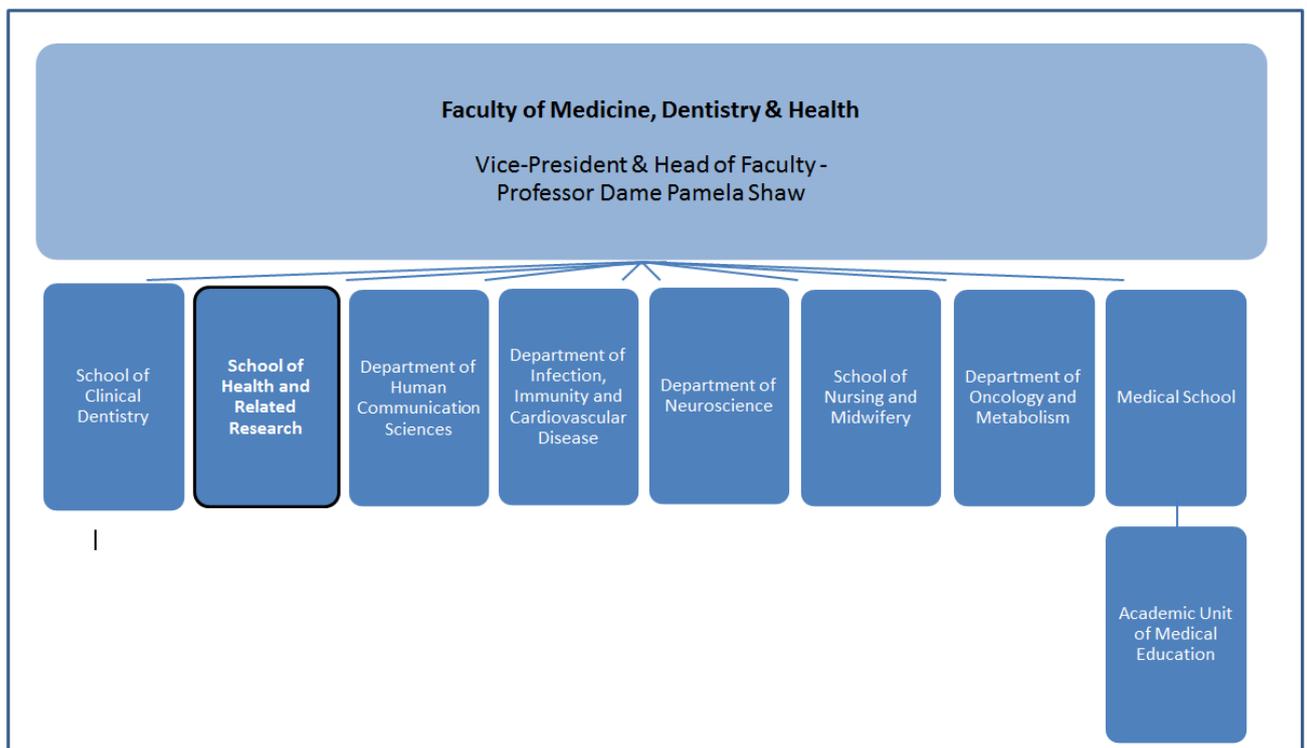
2. DESCRIPTION OF THE DEPARTMENT

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

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The School of Health and Related Research (SchARR) is part of the Faculty of Medicine, Dentistry and Health at the University of Sheffield along with eight other departments as shown in Figure 1.

Figure 1. Faculty of Medicine, Dentistry and Health



SchARR is the largest department in the Faculty and brings together a wide range of health-related skills in public health and health services research (HSR). In addition, it has clinicians and allied health professionals in public health, emergency medicine, rehabilitation and mental health working alongside a wide range of researchers from many different academic disciplines. SchARR is primarily a research focused department. Currently 339 (226F, 113M) staff are employed in SchARR comprising 50 (23F, 27M) academic staff, 164 (111F, 53M) research staff, 19 (12F, 7M) teaching only staff and 106 (80F, 26M) professional services (PS) staff. Overall, 67% of staff are

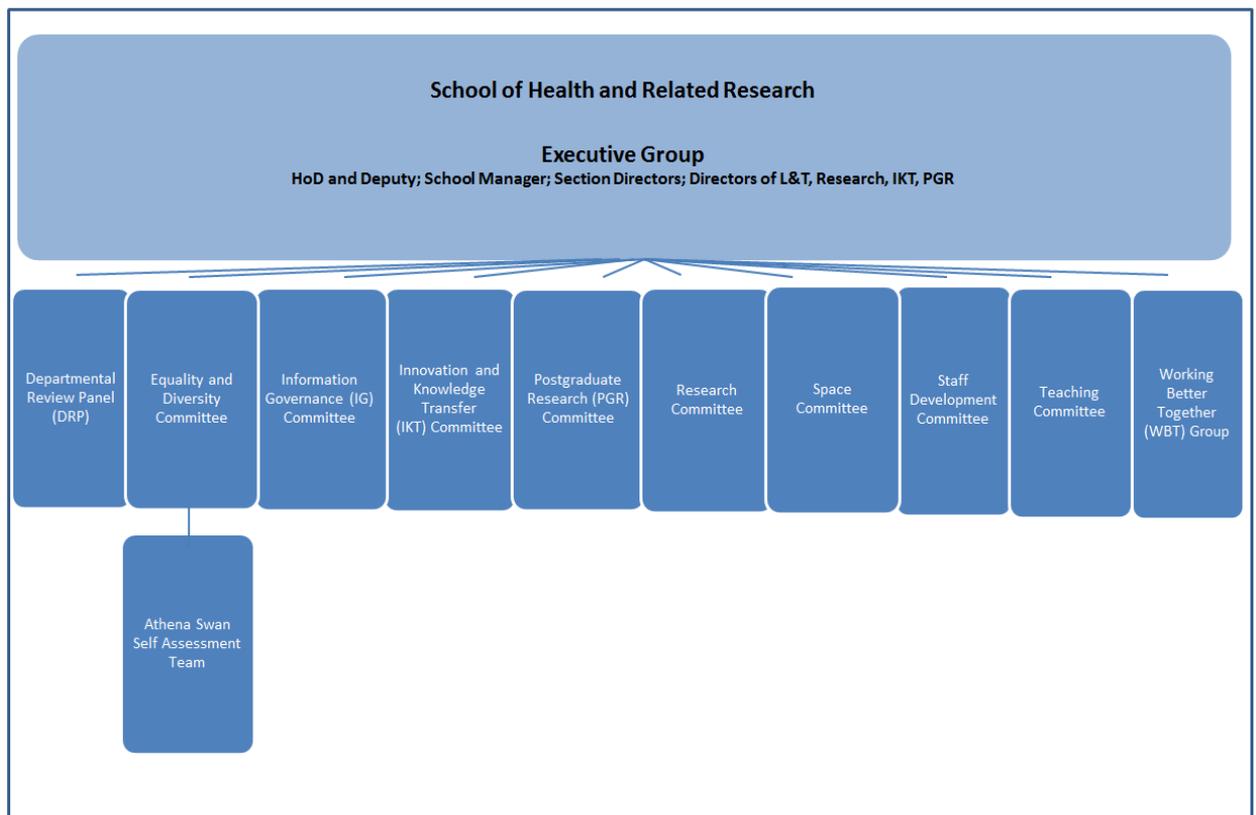
female, 63% of academic, research and teaching staff and 76% of PS staff. There are 137 (110F, 27M) staff working part time in SchARR (40% overall). SchARR attracts in excess of £10 million per year in external research awards and in REF 2014 were ranked in the top four for power.

SchARR is divided into four academic sections alongside a Central Resources Group:

- Design Trials and Statistics
- Health Economics and Decision Science
- Health Services Research
- Public Health

SchARR has a Dean and Executive Group (EG) and 11 core committees. A new Dean has recently been appointed (1 April 2017).

Figure 2. Diagram of SchARR committees reporting mechanisms



SchARR provides research training and support for health professionals and other health researchers. We carry out a wide range of knowledge transfer activities with industry, the third sector, the Department of Health and the NHS.

SchARR delivers challenging and flexible learning opportunities for students, in a wide range of courses related to health. Within the School, we offer 14 postgraduate taught (PGT) programmes with 383 PGT students. Additionally, SchARR offers extensive postgraduate research (PGR) opportunities with 63 PGR students currently in the School.

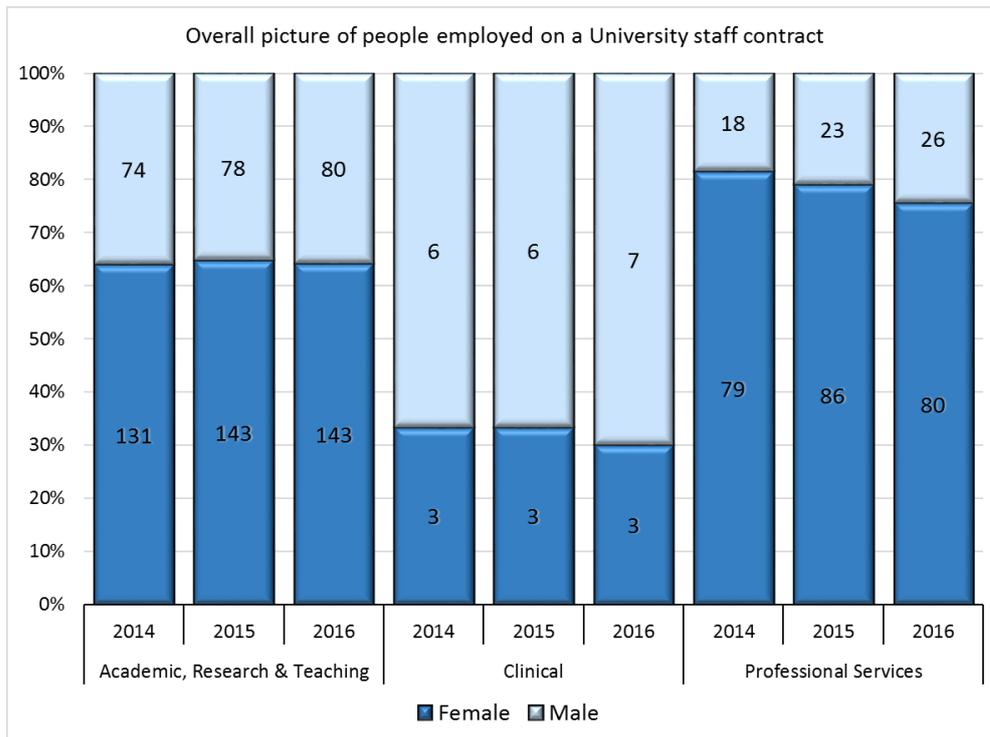
Table 1. Staff categories in SchARR

Category	Type of Staff	Shown as
Academic	Lecturers, Senior Lecturers, Readers with teaching + research contracts (unless shown separately), Professors (unless shown separately)	A
Clinical	Staff who have joint contracts with the NHS to work in SchARR. They are mainly medical doctors.	Clinical
Professional Services	Clerical staff, Management & Professional staff, Administrative & Technical staff, Information Specialists, Other non-academic support staff	PS
Research	Research Assistants, Senior Research Assistants Research Associates, Senior Research Associates Research Fellows, Senior Research Fellows, Readers with research-only contracts (unless shown separately)	R
Teaching-only	Graduate Teaching Assistants, University Teachers, Senior University Teachers	T

Figure 3. Proportion of female/male SchARR members of staff

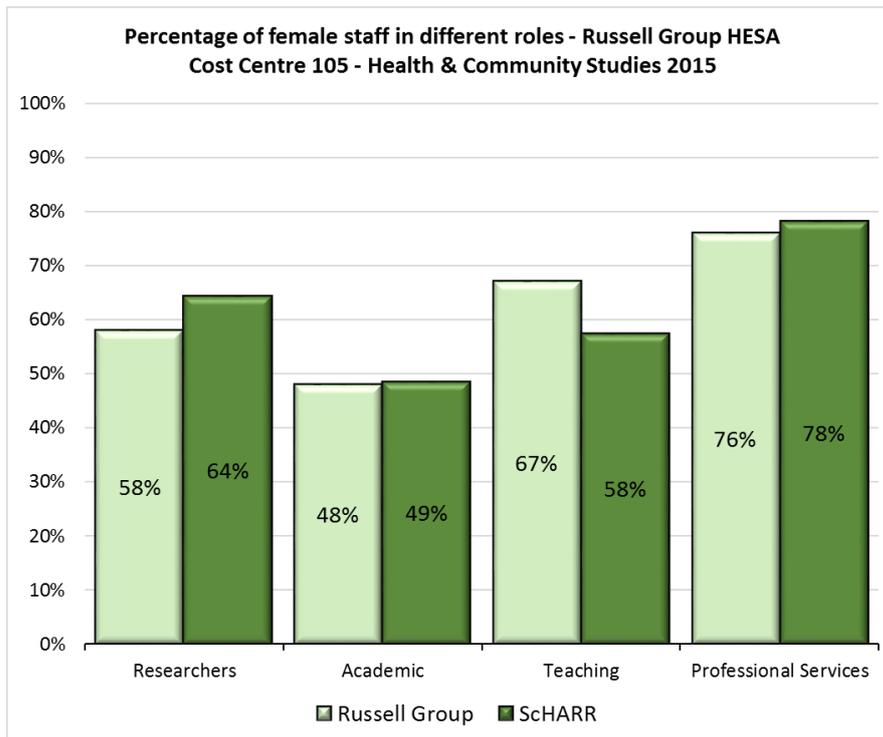


Figure 4. Proportion of female/male staff for all staff types in SchARR



With regard to benchmarking, the average percentage of female academic, research and teaching staff across the UK in 2015 was 57%, compared with 61% in SchARR, using the Higher Education Statistics Agency (HESA) category Health and Community Studies. A more detailed breakdown of roles, which includes Professional Services (PS) staff is shown below. In all staff categories, SchARR has more female staff than the national average, apart from Teaching only staff. We will continue to monitor our staff gender ratio.

Figure 5. Benchmarking of staff types with Russell Group universities



Action 1.1: Continue to monitor staff gender ratio in comparison with HESA data-annually.

For students, the Joint Academic Coding System (JACS) code used is B9, "Others in Subjects Allied to Medicine." For full time PGT students, SchARR has a roughly equivalent percentage female to the HESA average. For part time PGT students, SchARR has a slightly lower percentage of female students than the HESA average. This may be due to the type of courses in SchARR that attract part-time students. We aim to explore this issue in more detail in our action plan (Action 2.1).

Figure 6. Proportion of female/male PGT and PGR students in SchARR

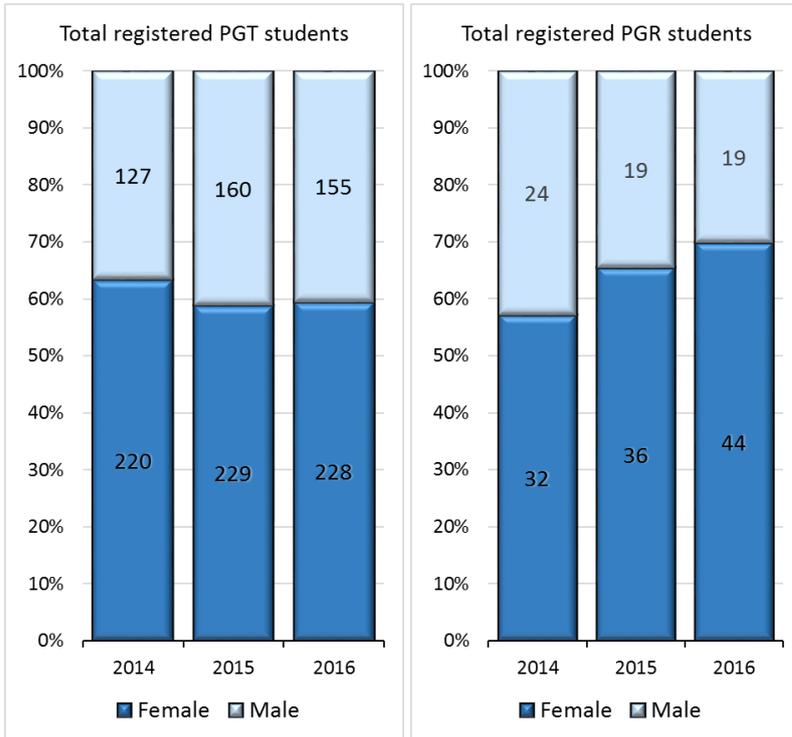
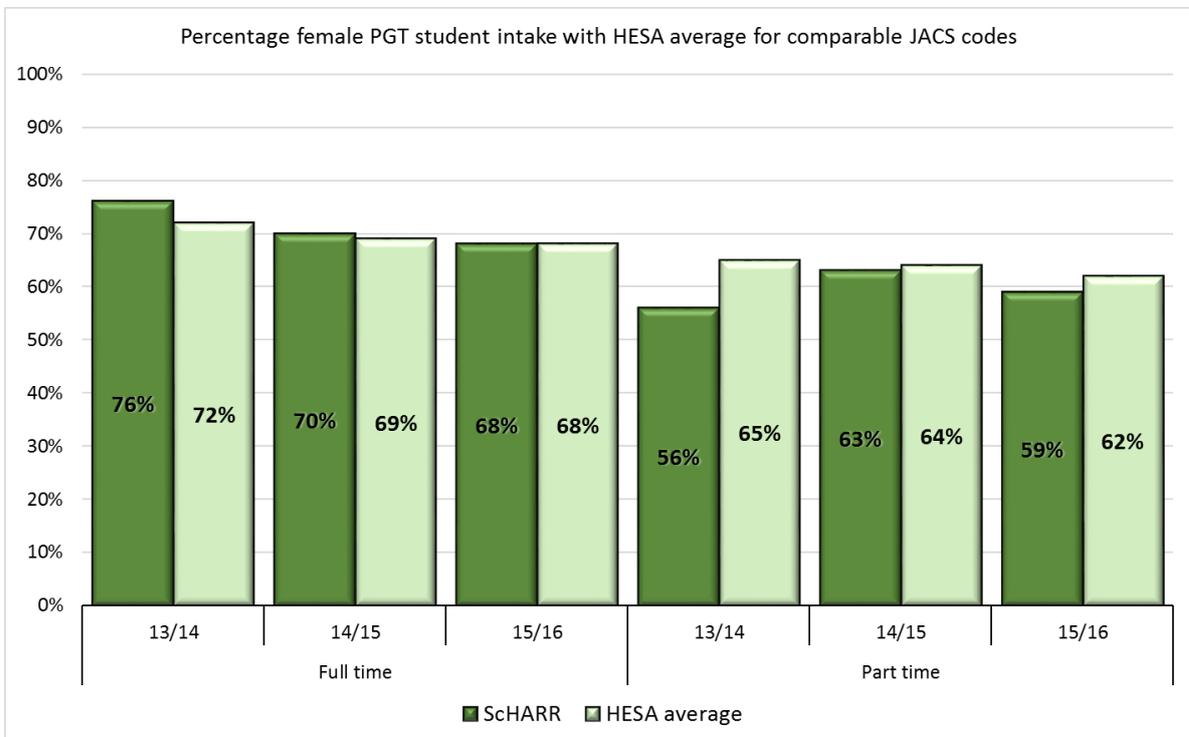
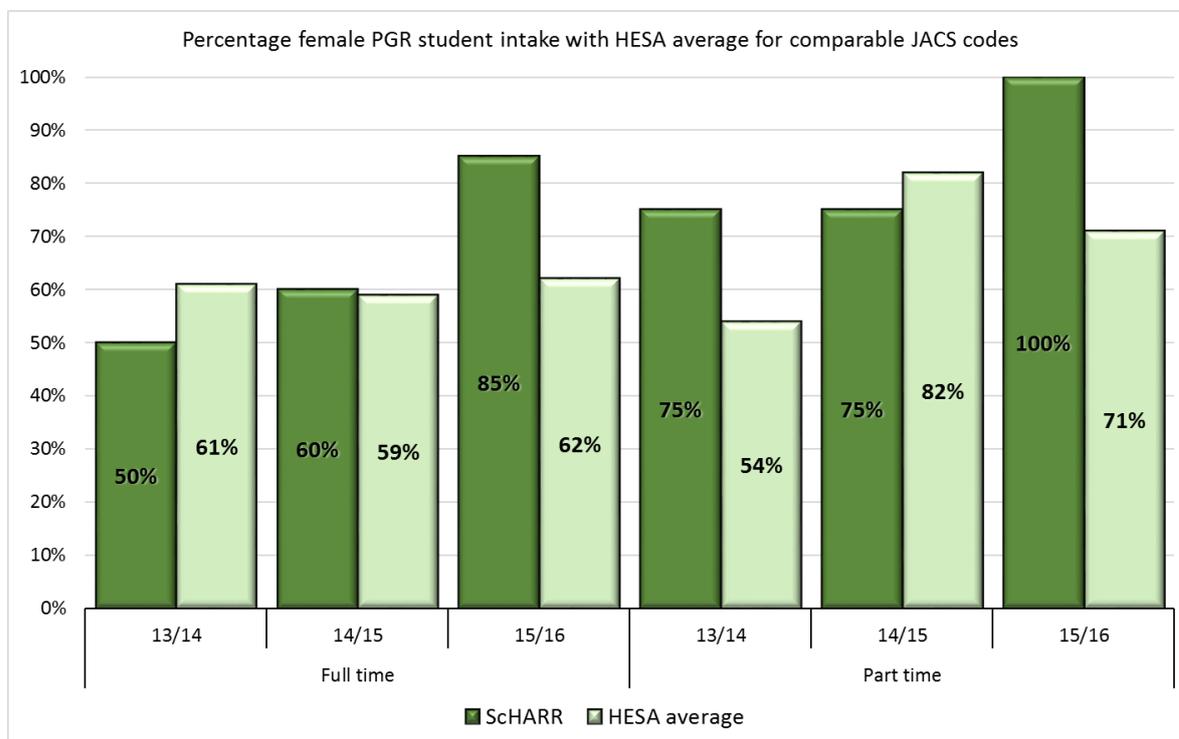


Figure 7. Benchmarking of PGT student intake (JACS code B9)



Action 2.1: Analysis of female/male ratio of part time students on SchARR PGT courses to ensure gender balance on our courses.

Figure 8. Benchmarking of PGR student intake (JACS code B9)



SchARR's PGR intake now has a higher percentage of female students than the national average for both part and full time.

Action 1.2: Continue to monitor gender ratio of PGR students

(Word count: 499)

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team-20 words for each team member*

The SchARR self-assessment team (SAT) was initially set up in 2012. SchARR was awarded Athena SWAN (AS) Bronze in 2013 and Silver in 2014. An Equality and Diversity (E & D) Committee was formed in SchARR in 2014 and the SAT became part of the E & D committee. There is an annual budget of £2000 for training events and workshops for the SAT and E & D Committee.

For this application, members of the E & D Committee were invited to take part. An open invitation for new members was sent out to SchARR staff. The previous Dean (Jon Nicholl) has been actively involved with SchARR Athena SWAN activities since they began in 2012. The new Dean (John Brazier) has been involved since his appointment.

New SAT members for this application were chosen by a panel from the E & D committee to ensure that the full range of staff grades and roles in SchARR were represented and included full and part-time, academic, research and PS staff. Representatives from across the five SchARR sections were included. Both male and female staff members, recently recruited and promoted staff, early career researchers and staff returning from maternity leave were included. SAT staff members have been allocated 24 hours each per annum in the SchARR Workload Allocation Model (WAM). The SAT has 20 members and the roles are summarised below. Applicants to become members of the SAT who were not successful were invited to join the SchARR Athena SWAN virtual panel which has 12 members and was used as a source of information for specific questions related to this application.

Figure 9. SchARR Self Assessment Team



Table 2. SchARR SAT membership

SAT member	Job title	Part /full time	Role in SchARR	Working pattern and other commitments
Richard Cooper	Senior Lecturer in Public Health	FT	Lead for student recruitment group; senior academic	2 boys (aged 9 and 11); wife works part time
Emma Cordell	Learning and Teaching Manager	FT	Manages the team responsible for providing support to PGT and PGR students	2 teenage children; enjoys playing in an orchestra
Munira Essat	Research Fellow in systematic reviewing	PT	Part time G8 researcher	2 children (aged 6 and 10), works from home one day each week; one period of maternity leave since joining SchARR.
Denise Faulkner	School Administrator	FT	Deals with HR issues in SchARR; member of Faculty Excellence through Inclusion Committee	1 daughter aged 10, works compressed hours (10 days in 9).
Alexis Foster	Research Associate	FT	NIHR Doctoral Research Fellow	1 son (aged 2); works compressed hours over 4 days.
Duncan Gillespie	Research Associate	FT	G7 researcher	Wife works and two young children (2 months and 2 years); works flexible hours to fit in with family life
Dale Griffin	HR Coordinator	FT	First point of contact for HR enquiries and promotions	Volunteers for local charities
Madeleine Harrison	Research Associate	FT	Early careers researcher; Recently promoted to G7; awarded Fellowship and undertaking a PhD in SchARR.	Married and enjoys a range of hobbies; pregnant with first child due in September.
Eva Kaltenthaler	Professor	PT	SAT chair	4 grown up daughters, husband retired, 2 grandchildren, care for elderly relatives.
Rachel King	PhD student in Public Health	FT	PGR representative	2 children (aged 13 and 11); works flexibly some days to be home early; also teaches at School of Nursing and works as a nurse 2 shifts/month
Jon Nicholl	Dean of School (until April 2017)	FT	Member of Exec Group and Dean	Taking flexible retirement from 1 April 2017 and working 3 days/week

SAT member	Job title	Part /full time	Role in SchARR	Working pattern and other commitments
Rachel O'Hara	Senior Lecturer	PT	Teaching and research; senior academic	3 school age children and husband works full time
Abdullah Pandor	Senior Research Fellow	FT	Senior G 9 researcher	2 school age children (6 and 10 years); wife works part time, works flexible hours, 2 days at home per week
Louise Preston	Research Fellow, Information Resources	PT	Three periods of maternity leave; G8 researcher	Works compressed hours over 2.5 days, has three children (7, 5 and 2 years old)
Angie Rees	University Teacher	PT	Teaching only staff; dual roles as information specialist and University teacher	2 children under 11 years
Karen Smith	University HR Adviser	PT	Provides liaison with University HR	Works part time and has 2 young children.
Jane Spooner	Information Manager	FT	Coordinates Information Governance activity, SchARR workload model	Cares for elderly parents ; works flexibly to fit in with sparse public transport from her village; C of E Lay Reader
Aki Tsuchiya	Professor of Health Economics	FT	Professor; Coordinator for U of Sheffield Women Professors' Network	Works in SchARR (50%) and Department of Economics (50%); Enjoys playing the violin in her spare time; lives alone with no caring responsibilities..
Stephen Walters	Professor of Medical Statistics and Clinical Trials	FT	Section Director; member of Exec Group	Married, wife works part time two girls, 7 and 11.
Sue Ward	Senior Research Fellow in Decision Modelling	PT	Senior G9 researcher	Two grown children, spends considerable amounts of time caring for her elderly mother. Enjoys the flexibility of being able to work at home.

In addition to those listed, Maxine Kuczawski, was briefly a member of the group and is currently on maternity leave. John Brazier, the incoming Dean has been involved in developing the action plan.

Table 3. SAT membership summary

Staff characteristic	Number of staff
Researchers	7
Academics	6
Professional services staff	5
University teachers (teaching only staff)	1
PGR students	1
Gender mix	14F/6M
Full/part time	13 full time/7 part time
Equality and Diversity Committee members	11
New members for this application	10

(ii) an account of the self-assessment process

The current SAT has met monthly since April 2016. The day and time of meetings was rotated to ensure part timers could attend. Minutes were displayed on staff webpages. Regular e-mails were sent to staff with progress on the application. Meetings focussed on working through data and development of subgroups to deal with specific issues needing more in depth analysis. The six subgroups were:

- **Data** – to collect and present data in the application
- **Maternity** – to feedback on maternity checklist use and any other maternity related issues
- **Media** – to explore how female role models are represented and conduct gender analysis for SchARR webpages, posters and publicity materials.
- **Student** – to interact with PGT and PGR students, collect student data on specific issues, including culture
- **Outreach** – to collect information on the range of outreach activities taking place in SchARR
- **Action plan** – to ensure development of SMART objectives based on previous action plan and actions arising from data analysis for this application.

Some members are in more than one subgroup. Membership of the SAT and subgroup membership are illustrated below.

Figure 10. ScHARR Self-Assessment Team subgroups



The ScHARR SAT has close links with the E & D committee and the Staff Development Committee. The chair of the SAT (EK) reports on Athena SWAN progress and seeks input from the EG as a regular standing agenda item (every three months).

Staff were sent an open invitation via e-mail to discuss any issues they considered relevant to the application. Several methods of consultation with staff and students were used to inform this application including:

Induction survey: sent to those staff who had started working in ScHARR within the past year (9 respondents).

Maternity leave survey: sent out to all staff returning from maternity leave over the past year (15 respondents).

Outreach questionnaire: sent to all staff to gather information on the range of outreach activities undertaken in SchARR (32 respondents).

SchARR annual staff satisfaction survey: SchARR has had an annual staff satisfaction survey since 2012 (C1.2). Several questions relating to gender issues, promotion, equality and diversity, unconscious bias, bullying, harassment and equality and diversity are included in the survey (220 respondents).

Student focus groups: two focus groups were held with PGT and PGR students to gain insight into student related issues, particularly related to SchARR culture (14 participants).

University of Sheffield staff survey: the University sends out a staff survey every other year, 2014 & 2016 data included here (244 respondents).

Virtual panel questionnaire: members of the SchARR virtual panel were surveyed on a range of issues (12 participants).

The SchARR SAT also works closely with the Faculty Excellence through Inclusion Committee and a member of the SAT (Denise Faulkner) regularly attends their meetings. A colleague from this committee, has acted as a “critical friend,” and read and commented on this application. In addition, the deputy Dean of SchARR, Professor Liddy Goyder has assessed our previous application and feedback and commented on this application. The EG and E & D committee commented on drafts of this submission.

Members of the SAT attend University wide Athena SWAN activities. A member of the SchARR SAT (Louise Preston) is chair of the Parents Network, is on the Women@TUOS NET Steering Group and is a member of the University Gender Equality Committee. Aki Tsuchiya is one of the three coordinators of the Women Professors’ Network of the University and is on the Women@TUOS NET Steering Group.

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

After submission, the SAT will continue to meet every three months to work through the action plan, monitor progress, identify further issues to consider, liaise with staff and work closely with the E & D Committee. Meetings will escalate to monthly one year before the next Athena SWAN submission. Regular updates to the EG will continue. Minutes of the meetings will continue to be available to staff. Membership of the SAT will be refreshed via open advert and with a three year term of office for members as per SchARR Committee Guidance recommendations (described in Section 5.6iii). The SAT will continue to work with Faculty and the University Equality and Diversity Committee and Athena SWAN initiatives to share good practice and continue to liaise with SchARR core committees to ensure actions are on target.

Action 1.3: Refresh SAT membership; add PGT student and appoint new chair.

(Word count: 997)

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

(i) Numbers of men and women on access or foundation courses

N/A

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

N/A

(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

SCHARR currently offers 14 PGT courses, including four joint courses with other departments. All courses are offered on either a part or full-time basis and many are offered online. PG Diploma and PG Certificate versions of each course are also offered.

Table 4. SCHARR Post graduate Taught Courses

SCHARR Post Graduate Taught Courses	
Face to face courses	MSc in Clinical Research MSc Health Economics and Decision Modelling Master of Public Health Master of Public Health (Health Services Research) Master of Public Health (Management and Leadership) European Public Health Masters
Courses by online learning	MSc Advanced Emergency Care MSc International Health Management and Leadership Master of Public Health MSc International Health Technology Assessment
Joint programmes with other departments	MSc Economics and Health Economics MSc Health Informatics (online) Master of Public Health (International Development) MSc Statistics with Medical Applications

Data presented below are for students on our 10 Masters, PG Diploma and PG Certificate courses and do not include those courses jointly undertaken with other departments as the data for these are not maintained by SCHARR.

Figure 11. Proportion of female/male PGT students full and part time

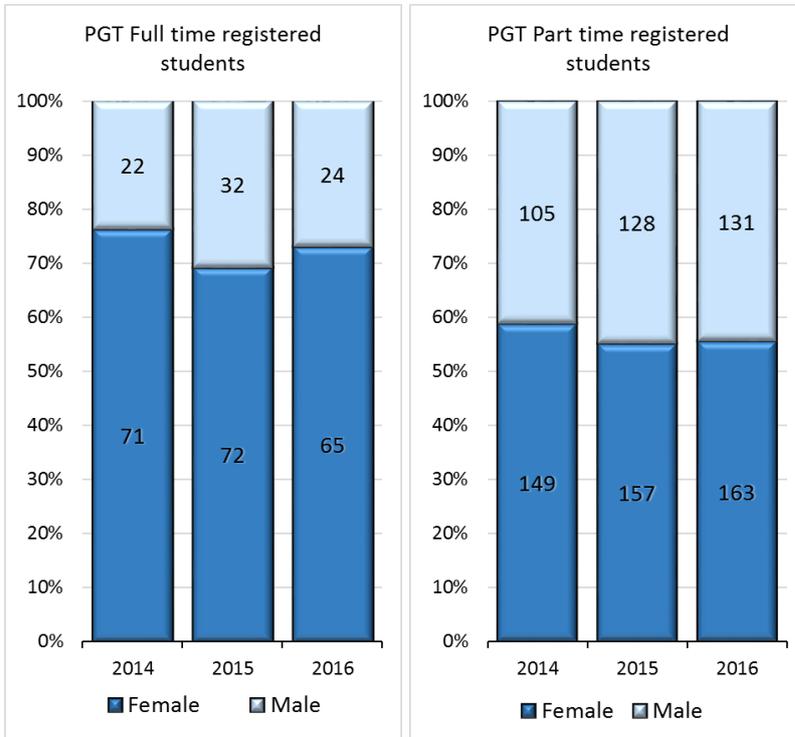
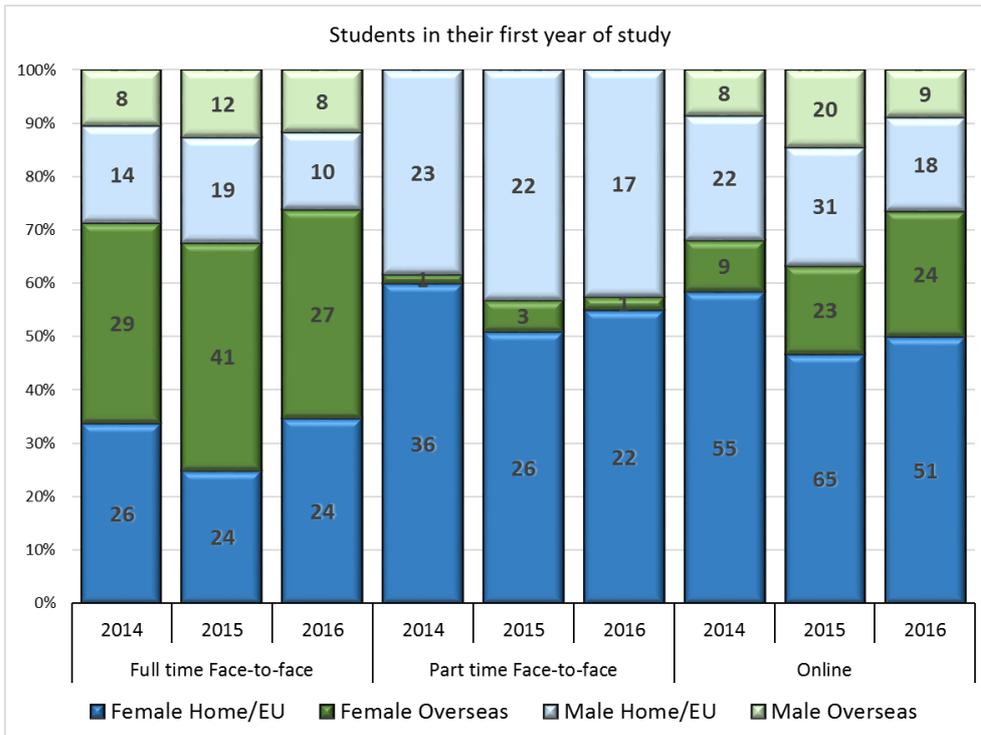


Figure 12. Proportion of female/male and home/overseas SchARR PGT students



A large percentage of our full time face to face students are females from overseas. For part time face to face and online courses, home/EU females predominate.

Figure 13. Proportion of female/male full time PGT students: applications, offers and registrations

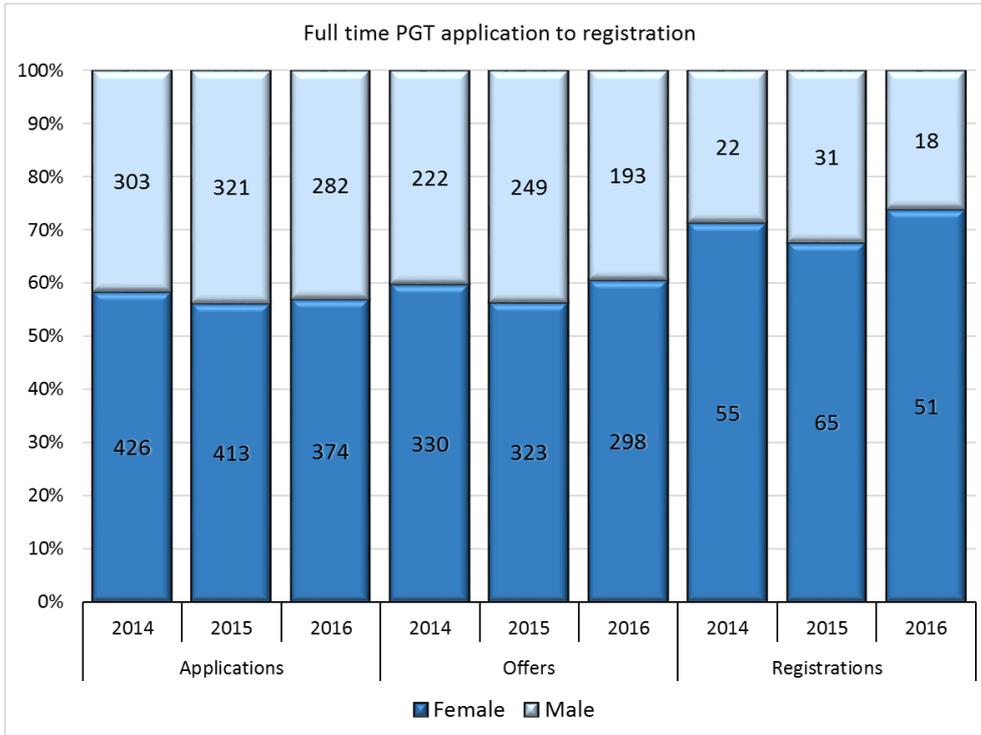
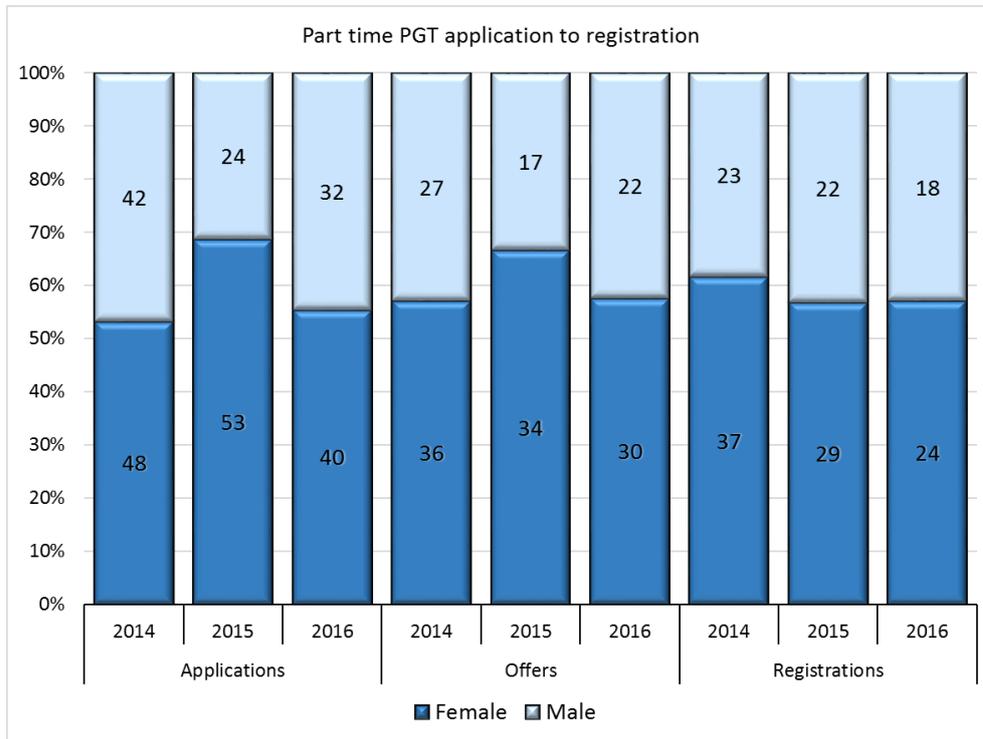
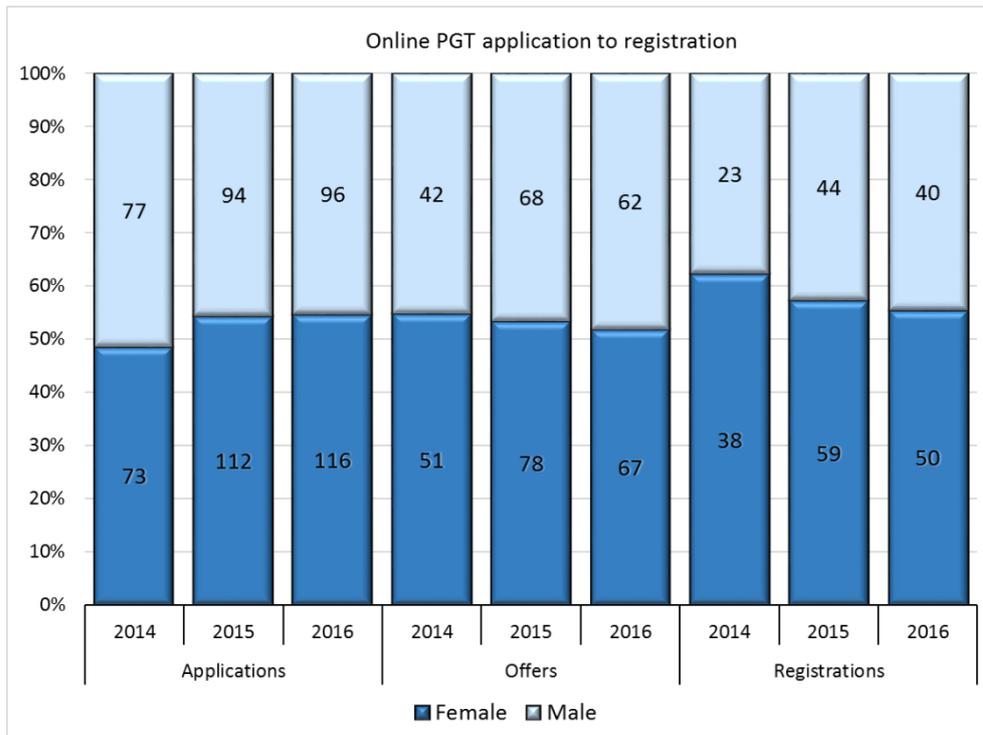


Figure 14. Proportion of female/male part time PGT students: applications, offers and registrations*



*there are more registrations than offers in 2014 because some earlier offers were deferred.

Figure 15. Proportion of female/male online PGT students: applications, offers and registrations

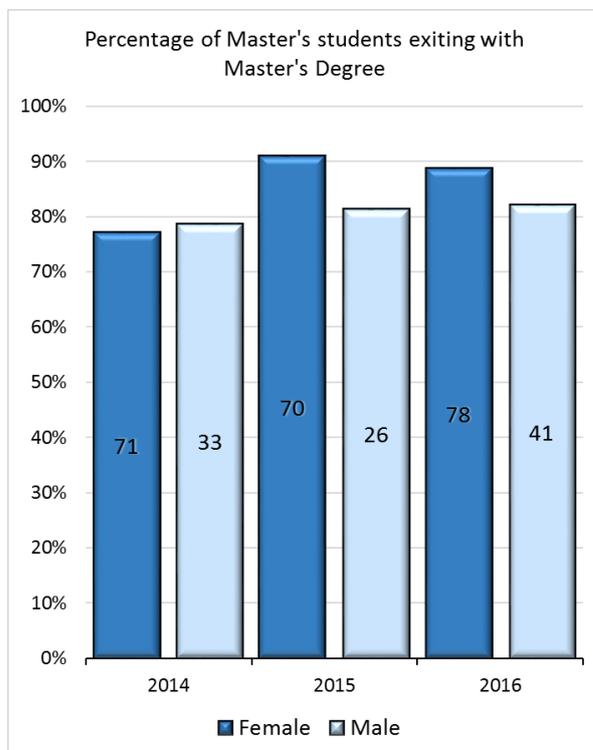


We have increased our online learning courses to enable more flexible access for students to allow study to fit in with work and family commitments. All of our online courses are part time.

Applications, offers and registrations for PGT students (full time, part time and online) have remained more or less consistent over the past three years. We will continue to monitor this.

Action 2.1: Continue to monitor female/male ratio for our PGT courses

Figure 16. PGT Masters completion rates for registered PGT students



Staff-student committees meet each semester and include representatives from each PGT course. Representatives from the online courses attend via skype. The Pamela Enderby prize for the best part time student in SchARR was established in 2014. The award was founded to support part time students (mostly female) who have managed exceptional achievement having had personal challenges.

Figure 17. 2016 Pamela Enderby Prize winner



SCHARR is sensitive to the need for students with caring responsibilities to arrive late or leave early and accommodates such requests by arrangement with the relevant staff. Students with caring responsibilities are provided with considerable support via the SchARR student handbook and dedicated web pages for such students. We have also created a specific 'student with caring responsibilities' officer role in SchARR who liaises with teaching and administrative staff and other university services. Teaching materials are available via the online learning environment. PGRs and PGTs can seek an extension for coursework or leave of absence for difficult circumstances, life events and maternity or paternity leave. Assistance is provided with re-integration and module choice on return from leave, providing realistic and mutually negotiated timescales. Every student has a personal tutor who makes contact with them each semester with whom they can discuss any issues related to either academic or personal circumstances.

Figure 18. Student graduation 2016



(iv) Numbers of men and women on postgraduate research degrees

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

SchARR has a total of 63 PGR students (44F, 19M) including 45 full time (31F, 14M) and 18 part time (13F, 5M). Sixteen PhD students are in their first year of study. PGR students have two supervisors and a separate personal tutor. Thirty six (57%) of our first supervisors are female. Since 2014, 13 of our PGR students have come from our PGT programmes (12 F, 1 M). Informal feedback from PGT students has suggested that PGR opportunities in SchARR could be better advertised.

Action 2.2: Raise awareness of PGR programmes in SchARR with PGT students.

The option for University members of staff to complete a PhD by publication is actively supported and has been taken up by four members of staff in 2013-2016 (2F, 2M) with one ongoing (female). Staff are able to do this on a part-time basis and study leave may be used. The School pays submission fees on completion of the PhD.

Figure 19. Proportion of female/male SCHARR PGR students full and part time

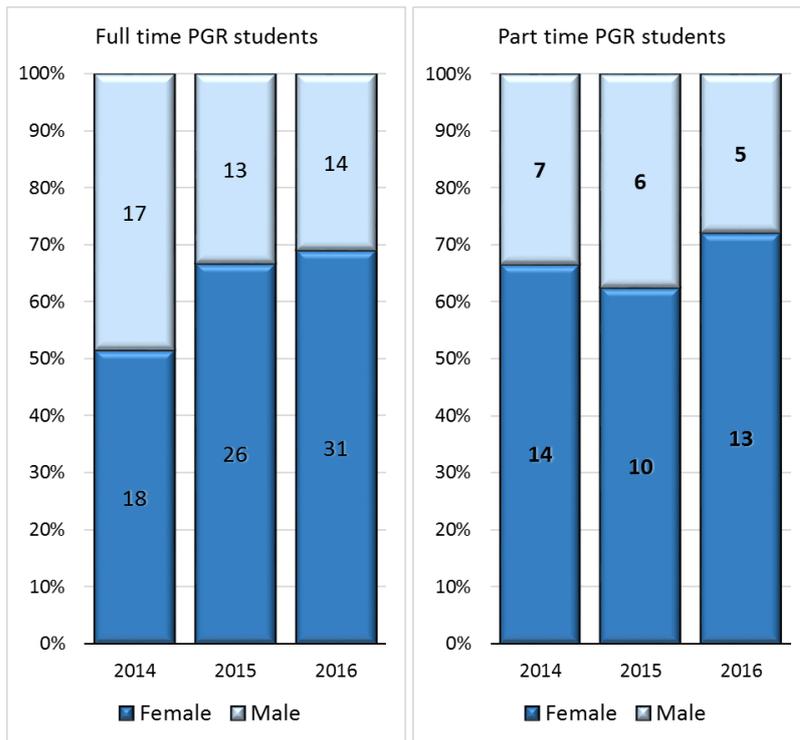
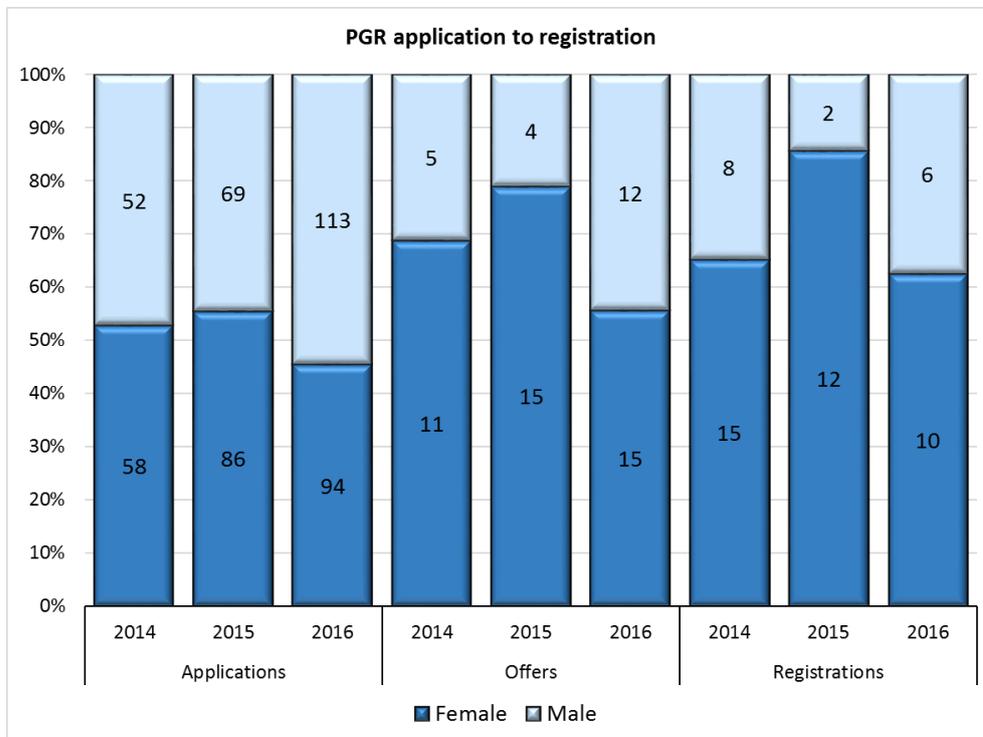


Figure 20. Proportion of female/male PGR students: applications, offers and registrations



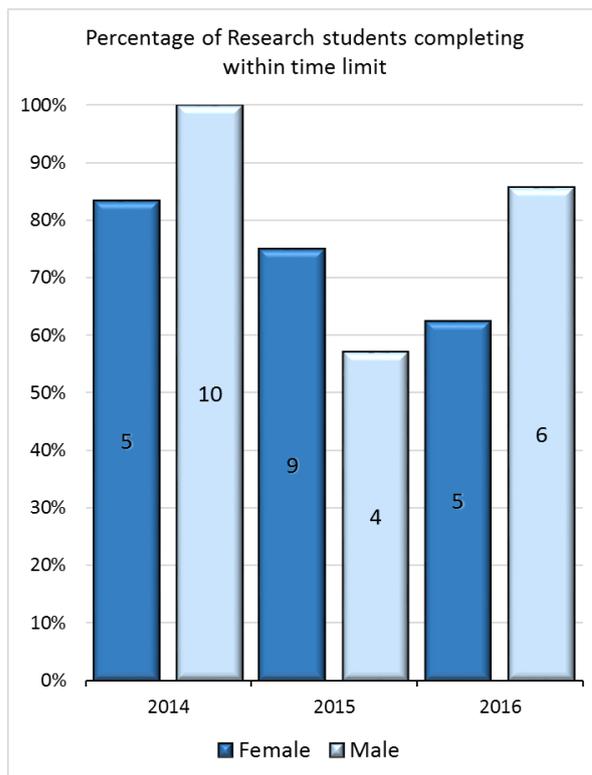
In 2010-11, 33% of our PGR student registrations were female. This is now 63% and partly due to the number of senior female academics in the department as well as the

option of studying part time and remotely. In our previous action plan, we aimed to monitor PGR applications to ensure that over 50% of applications were from females (P1.1). This has been achieved for 2014 and 2015 but has fallen slightly under 50% for 2016. We will continue to monitor this. A greater proportion of applications from females are accepted, however, resulting in more female registrations.

Action 1.2: Continue to monitor female PGR applications

As part of our previous action plan, the SAT has worked closely with the PGR committee to ensure that systems are in place to monitor completion of PGR students (P1.3). Figure 21 shows that completion rates for female PGR students appear to be decreasing. Only three years of data are presented here and there is considerable variability. More work is needed to understand why some students do not complete on time (four years full time, eight years part time) and whether there are any gender differences and reasons why completion has not been achieved.

Figure 21. PGR completion rates



Action 2.3: Monitor PGR completion rates and analysis to determine reasons for non-completion.

In order to determine destination of PGR students after degree completion, the University Research and Innovation Service has recently introduced an exit questionnaire at Faculty level, which records this information, enabling us to have a record of destination for completing PGR students.

Action 2.4: Monitor PGR destination data.

There are currently six student representatives on the PGR Committee. PGRs are able to apply for maternity or paternity leave. As part of our last action plan (P2.1), systems were put in place to ensure that PGR students who did not receive funding to cover their maternity leave from their funder would be eligible to receive such funding from SchARR.

SchARR PGR students may take part in teaching activities as Graduate Teaching Assistants (GTAs). The SchARR Teaching Committee has recently developed a policy to ensure that these posts are advertised, that training is provided and that all GTAs have an annual appraisal and pay is standardised.

Action 2.5: GTA processes implemented to ensure equity, training and appropriate pay.

- (v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

N/A

4.2. Academic and research staff data

- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

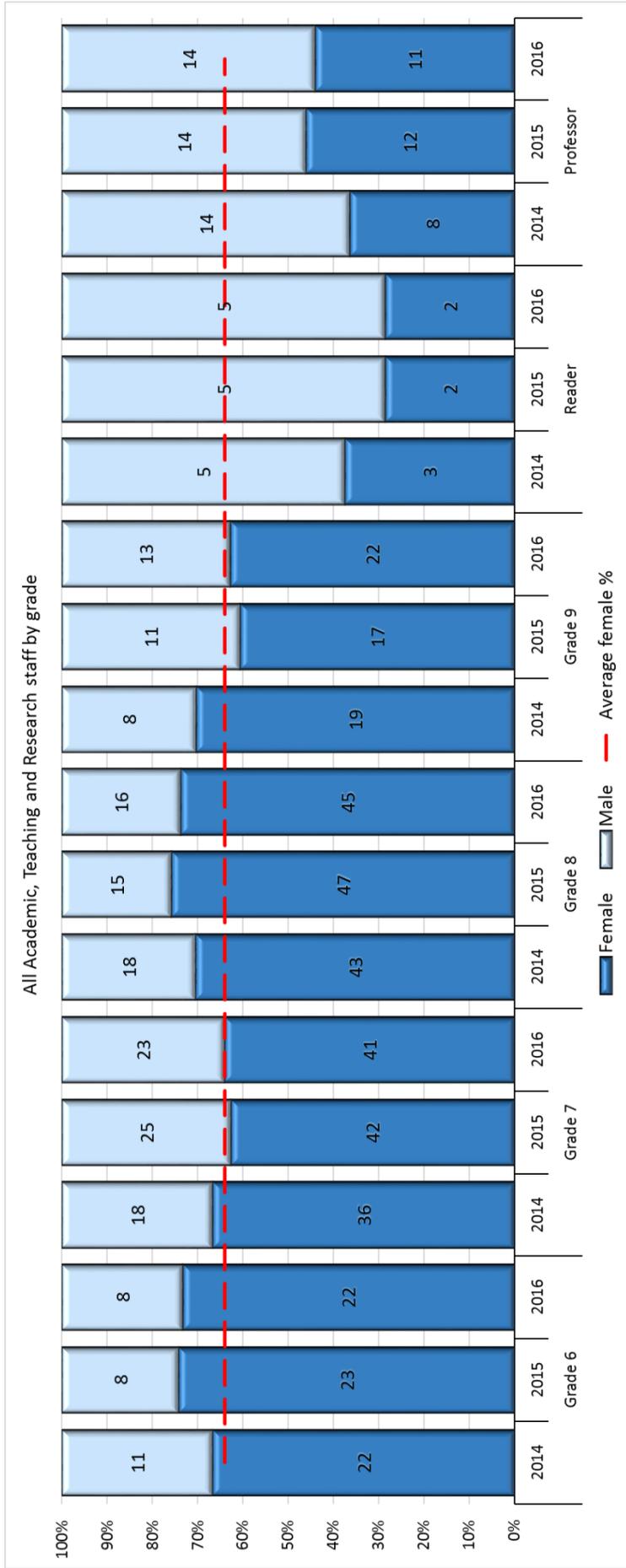
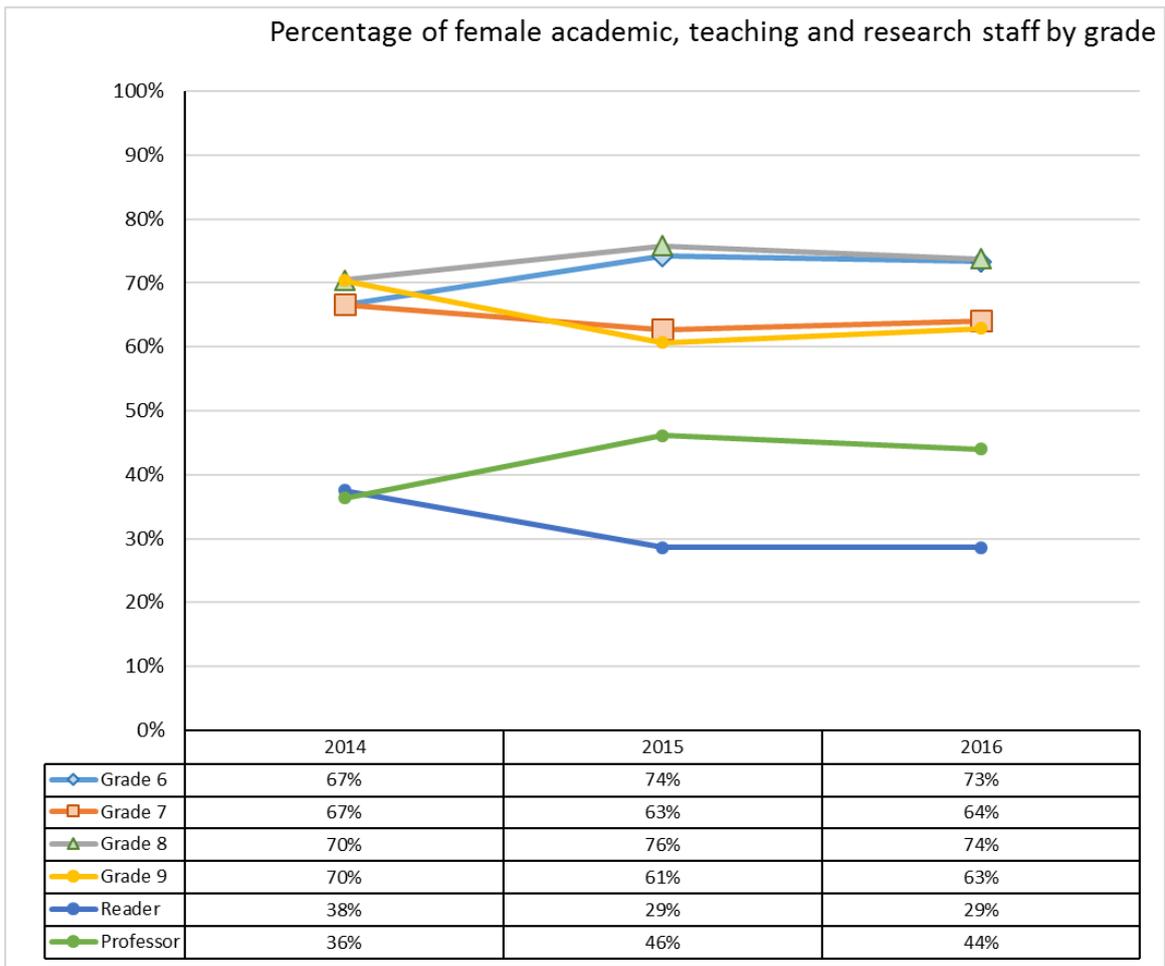


Figure 22. Proportion of female/male research, academic and teaching staff by grade

Figure 23. Female academic, teaching and research staff by grade



The percentage of women at all grades is either increasing or staying the same, apart from at G9 and Reader, where there have been decreases since 2014, although this is improving for G9. In SchARR, 44% of professors are women compared to 22% for national HESA data for 2013/14. Most of our women professors have been promoted “in house” rather than appointed and include both research and academic staff.

We have undertaken a preliminary analysis of the length of time staff remain at G8 and G9 before promotion. For G8, this is 35.5 months for men and 49 months for women and for G9, 34 months for men and 47 months for women. We aim to undertake further analyses to determine reasons for this, such as part time working or career breaks.

The majority of SchARR staff are researchers. Due to the promotions work for our previous action plan, (P3.1 and P3.2) we have seen some improvements in the number of G9 female staff, especially for Academic staff (Figure 25) and a high proportion of our Academic staff overall are female. However, there is still room for improvement and we have focussed actions to address promotion for senior female staff. All professors are included with Academic staff in Figure 25 below. Academic staff may progress directly to Professor. There were no Teaching only staff at G7 for 2014-2016 (Figure 26).

Figure 24. Proportion of female/male research staff by grade

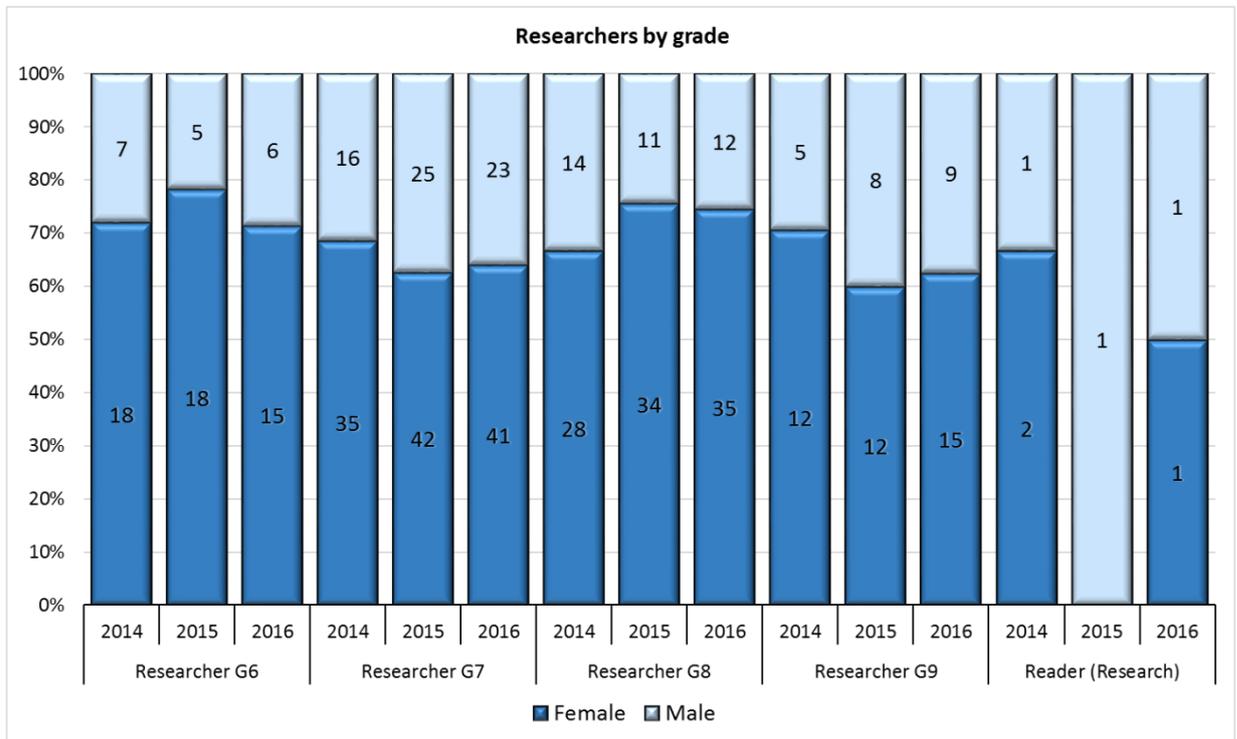


Figure 25. Proportion of female/male academic staff by grade

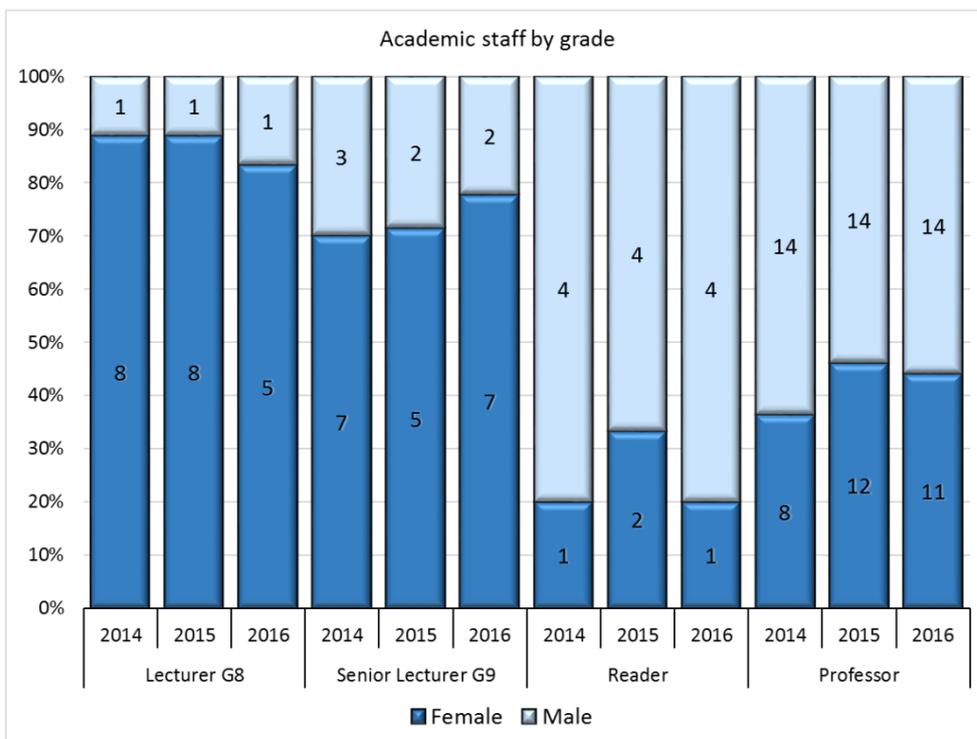
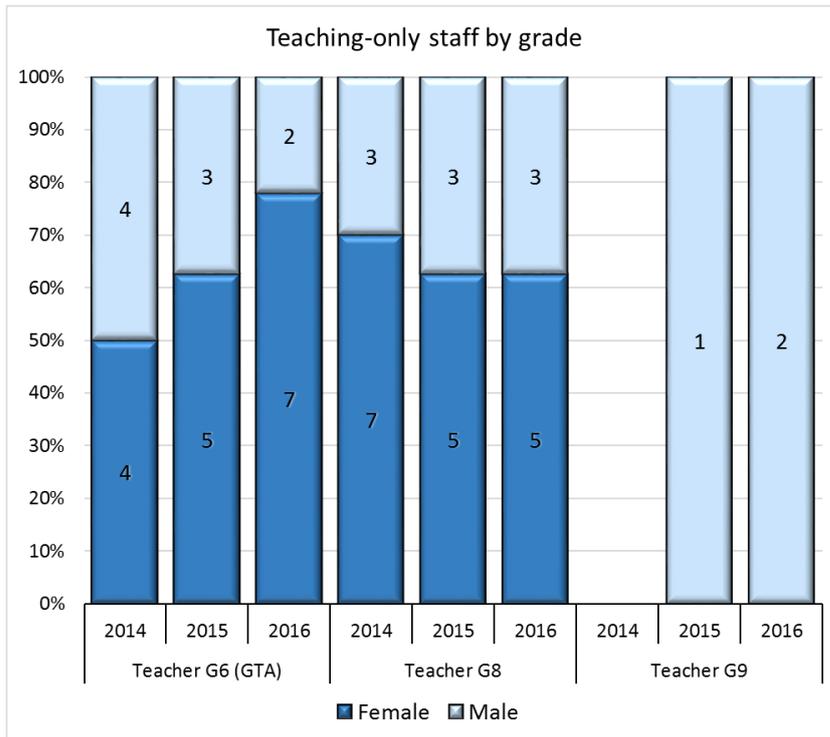


Figure 26 Proportion of female/male teaching staff by grade



Action 3.1: Address pipeline issue for G8 to G9 and G9 to reader/professor with individualised early support.

Table 5 Clinical Staff in SchARR

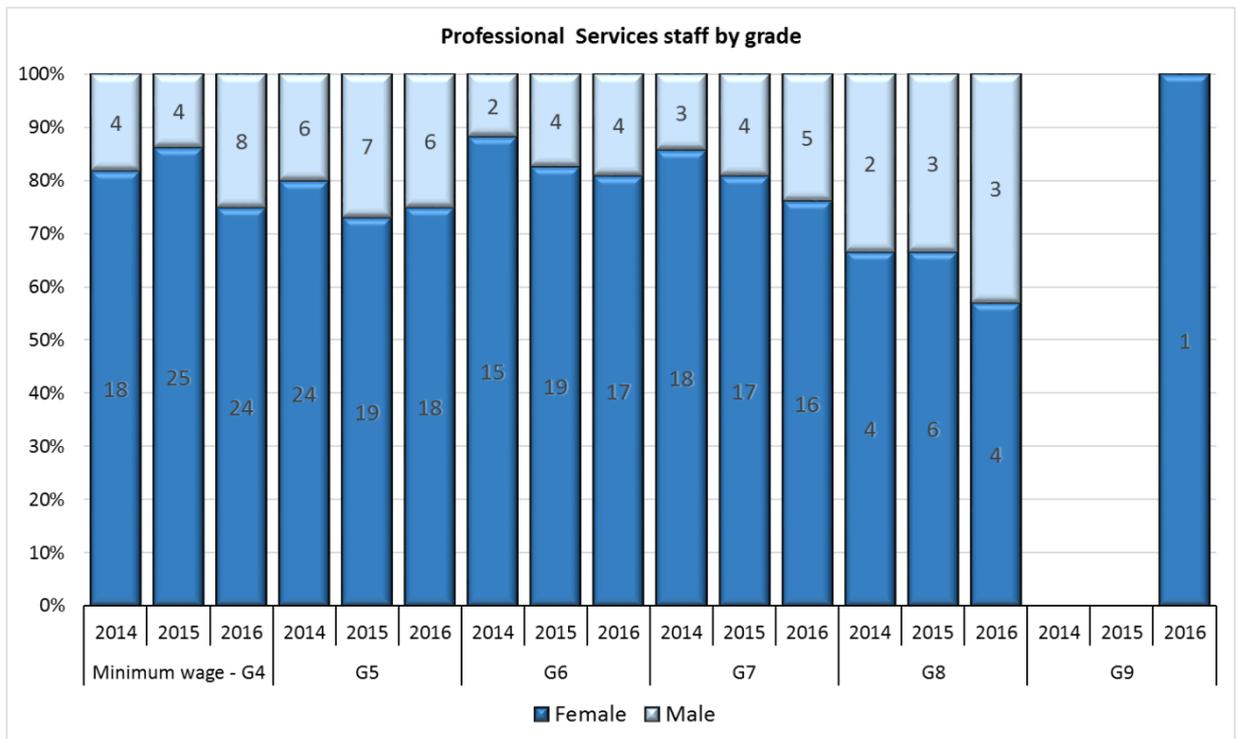
Clinical staff		Female	Male
Clinical Researcher G8	2014	0	1
	2015	0	1
	2016	0	1
Clinical Lecturer G8	2014	0	0
	2015	0	0
	2016	0	1
Clinical Senior Lecturer G9 / Reader	2014	0	4
	2015	0	3
	2016	0	3
Clinical Professor	2014	3	1
	2015	3	2
	2016	3	2

SCHARR has very few clinical staff as clinical work is not part of our core business. However, there are no female clinical staff at G8 or G9, indicating a potential pipeline issue. We plan to increase recruitment of female clinical staff through our action plan, including collaboration with Sheffield Women in Medicine (SWIM) to explore ways to attract female clinical staff to our posts.

Action 3.2: increase recruitment of female clinical staff

Professional services staff in SchARR work in a wide range of roles including as project and data managers, learning technologists, information specialists, teaching support, finance, clerical and administration positions. The majority of professional services staff in SchARR are women.

Figure 27. Proportion female/male professional services staff by grade



Transition of technical staff to academic roles

SchARR does not have staff working in technical roles, as is common in other STEM departments. However, there are many staff who work in specialist roles, such as data managers and information specialists. Staff in these roles are able to move onto research or teaching contracts, if their role changes sufficiently. Specialist staff may apply for relevant research or teaching posts. Alternatively, if the focus of their work changes they may develop a new job specification, reflecting their new role which is approved by their Head of Section, the Dean and the University HR department. Since 2010, two information specialists (both female) have moved onto research contracts and two (both female) became University Teachers. Three have gone on to promotion to G8.

The percentage of female and male part time researchers is increasing as shown below. Approximately 50% of female academics were part time over the past three years whereas the majority of male academics worked full time. The majority of teaching only staff, both female and male, work part time, with the percentage of male full time teaching staff increasing. There is a similar pattern of part/full time working for PS staff.

Figure 28: Proportion of female/male research staff by working pattern

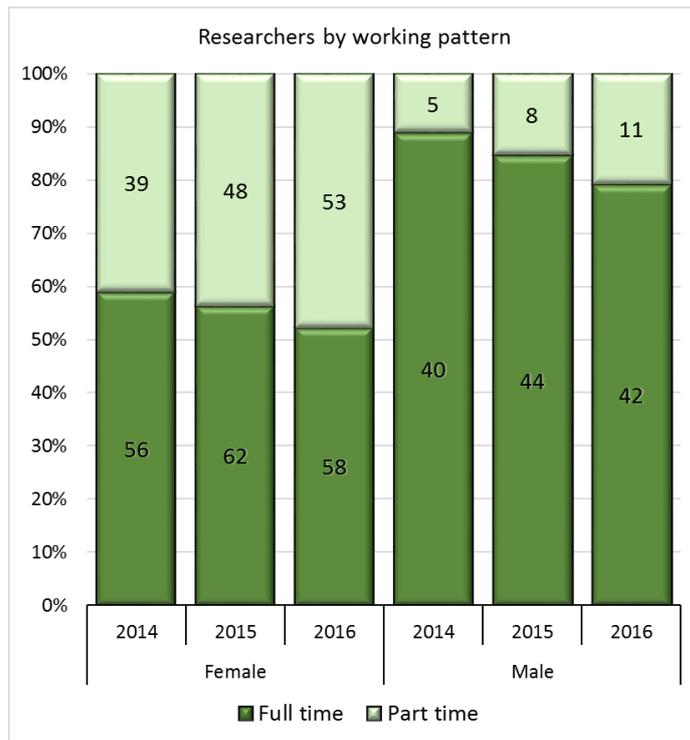


Figure 29. Proportion of female/male academic staff by working pattern

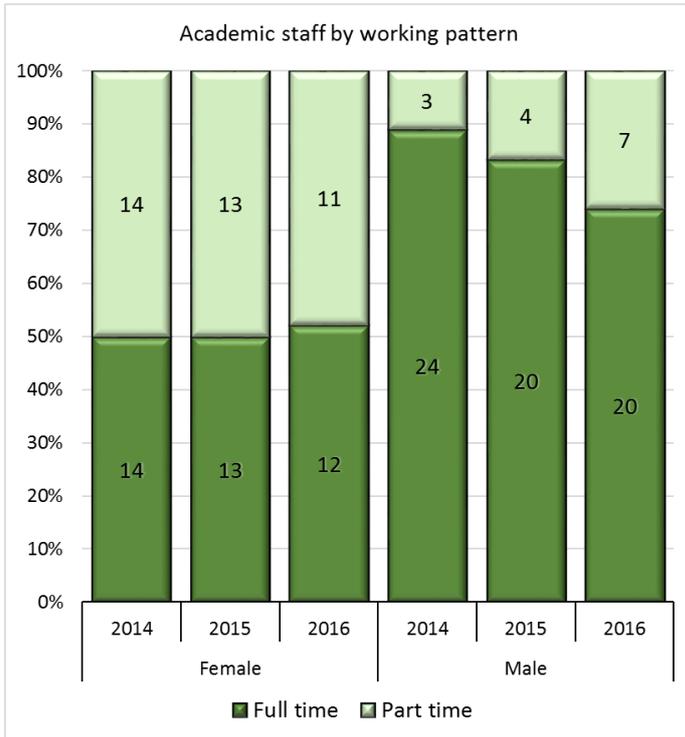


Figure 30. Proportion of female/male teaching staff by working pattern

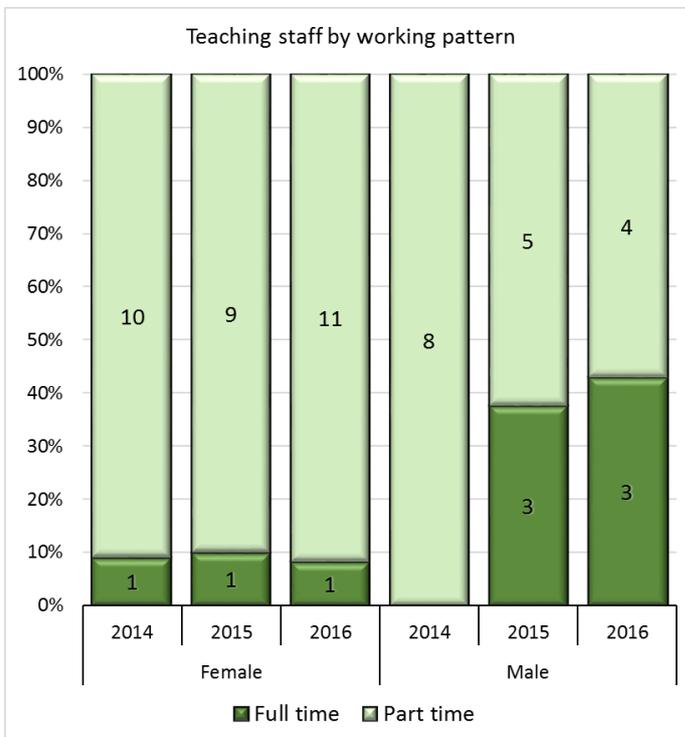
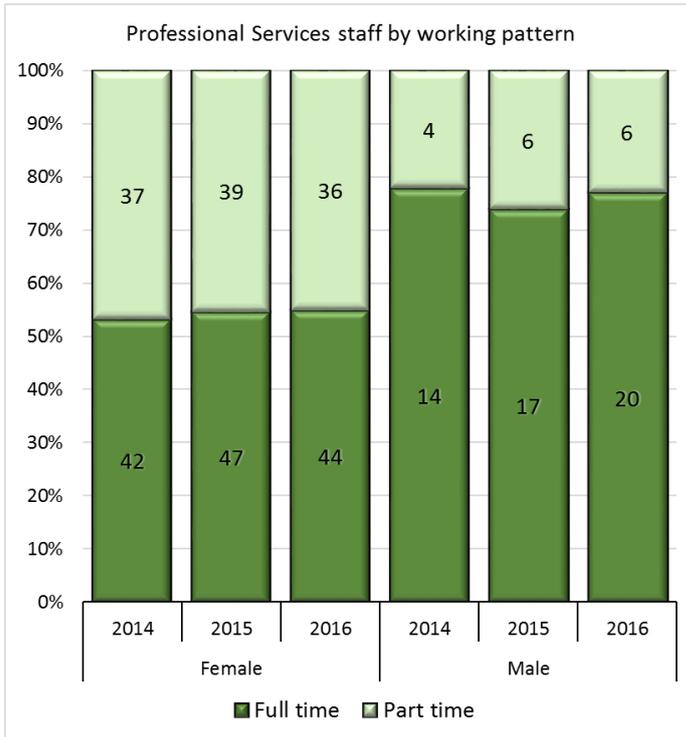


Figure 31. Proportion of female/male professional services staff by working pattern



(ii) *Academic and research staff by grade 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.

Figure 32. Research staff with fixed and open ended contracts

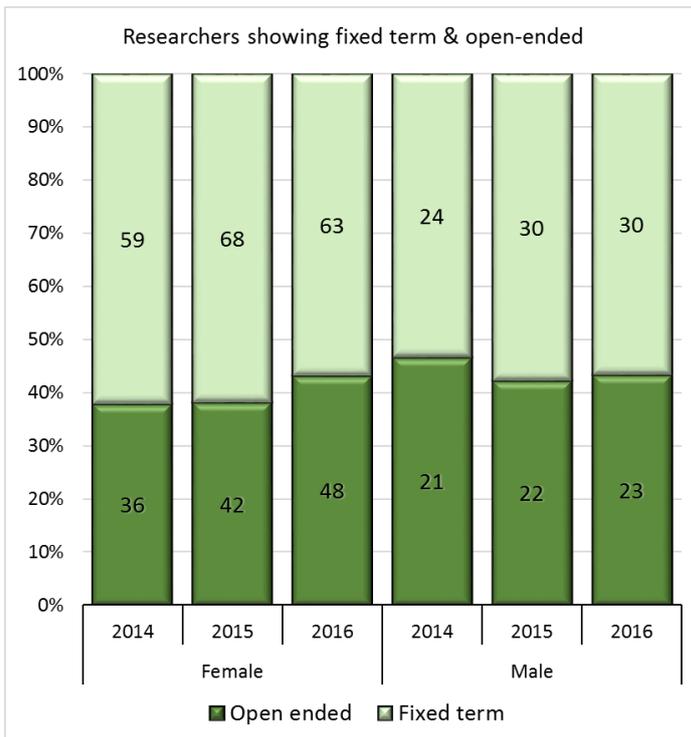


Figure 33. Academic staff with fixed and open ended contracts

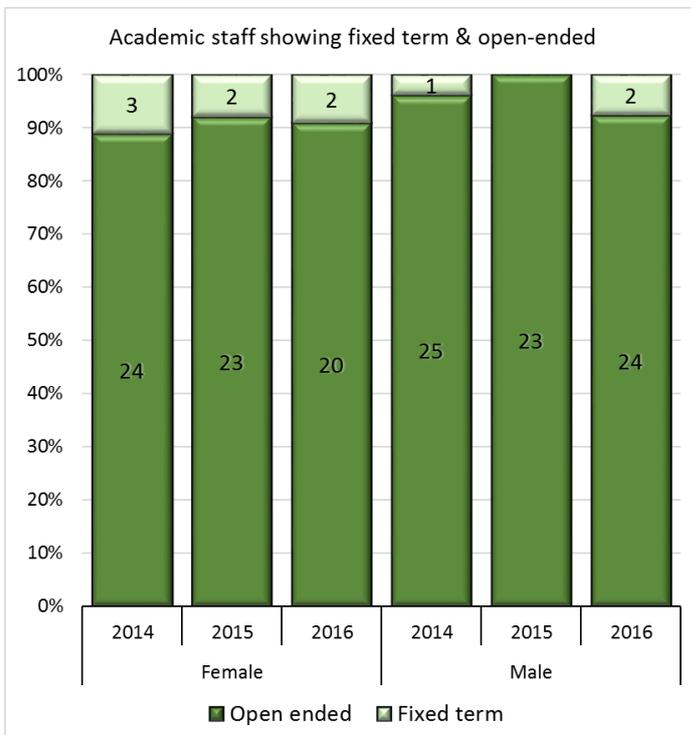


Figure 34. Teaching only staff with fixed and open ended contracts

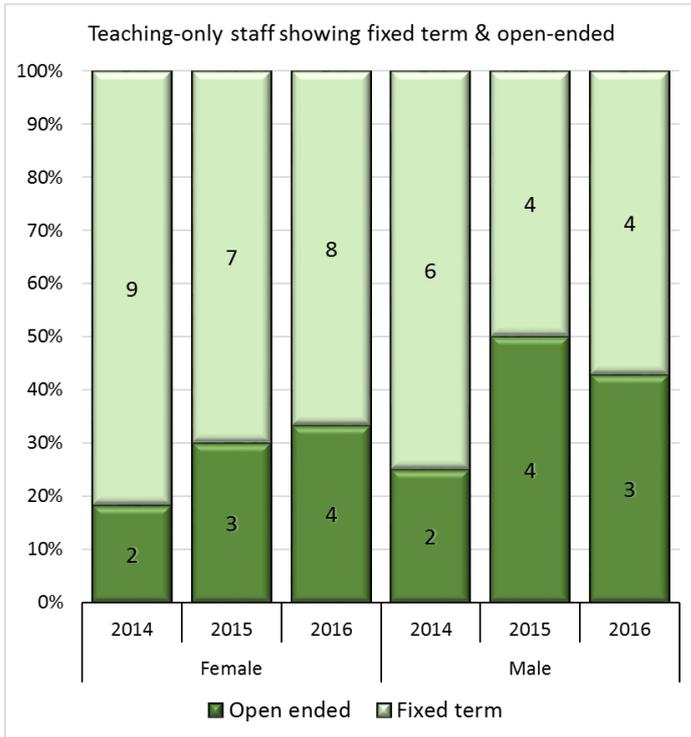
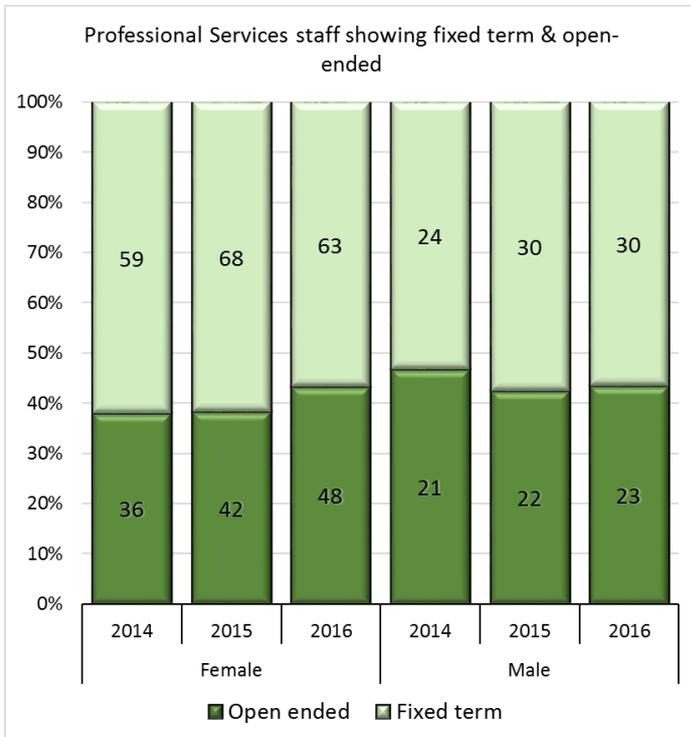


Figure 35. Professional services staff with fixed and open ended contracts

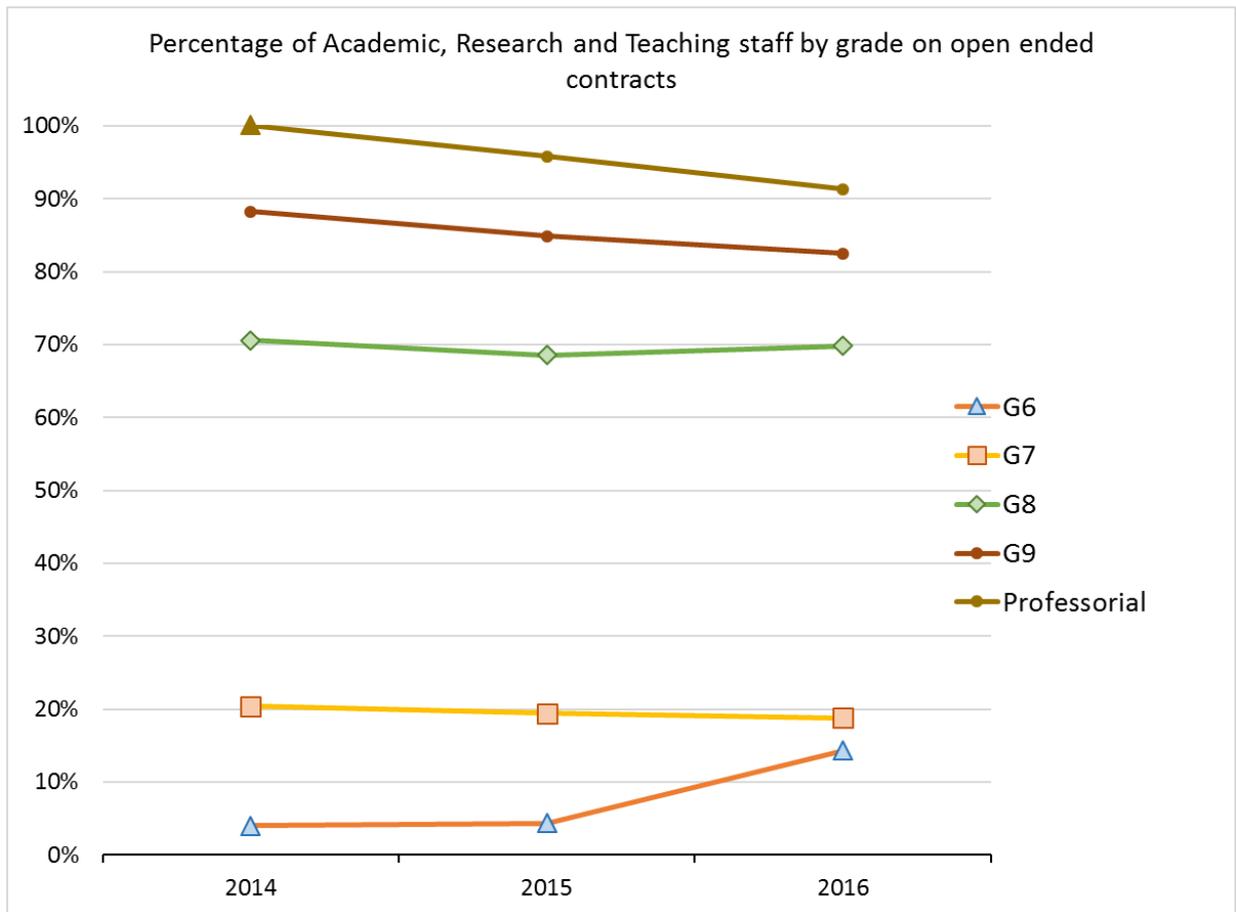


There has been an increase in the number of women on open ended contracts this year for researchers, teaching only and PS staff. This is in part due to contract process improvement work. This was undertaken by a team from ScHARR, under the "Working Better Together" (WBT) initiative, described in section 5.6i, and won the University's Value for Money Award in 2016. This project aimed to develop a clear process for managing contracts with fixed term funding and involved staff at the earliest opportunity. It removed unnecessary duplication of effort, reduced process time and the number of redundancy notifications sent out to staff where there was an ongoing business need and funding could be identified. All staff on fixed term contracts are now assessed six months before the end of their contracts and where possible further funding is identified. This ensures plans are put in place for extending contracts well in advance. The University has a standard redeployment process which aims to be equitable and fair and is followed in ScHARR. The majority of our academic staff are on open ended contracts.

Figure 36. Working better together logo and team receiving award



Figure 37. Staff on open ended contracts



Most staff on fixed term contracts are junior staff at G6 and G7, as expected. Staff newly appointed are on fixed term contracts, usually for the first four years. After which they are considered for open ended contracts where there is an ongoing business need for the role and funding has been identified.

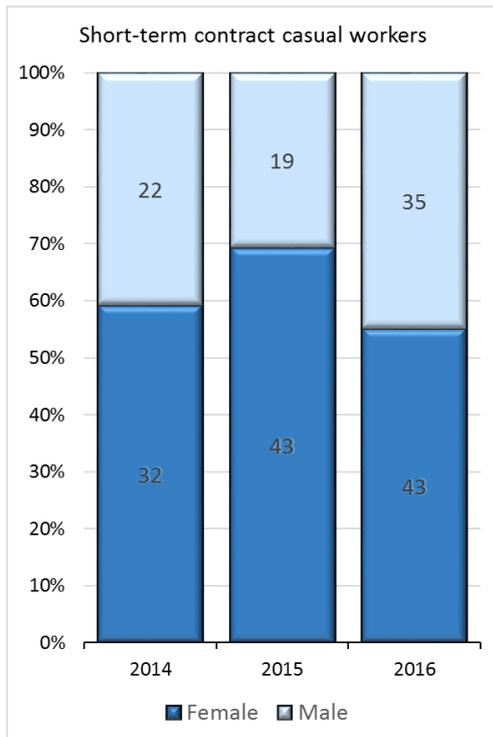
*Since our last AS application:
Contract process improvement strategy work has been undertaken. Staff satisfaction with the process increased from 38% (old process) to 82% (new process).*

Action 3.3: Ensure process consistently followed for contract renewal & ensure percentage of women on fixed term contracts in line with percentage of female staff.

With regard to zero hours contracts, a number of PGR students are given the opportunity to gain experience in teaching. They are paid for the hours they work as GTAs (see Action 2.5). SchARR also employs casual workers and numbers are shown below. Contracts may be for 1-3 months and casual workers may only work a day within this time frame. Some of SchARR's casual workers are patient representatives

employed to undertake Patient Public Involvement (PPI) work. Casual workers are encouraged to apply for posts that become available in SchARR, where appropriate. At least two posts have converted from casual to fixed term contracts in SchARR over the past three years.

Figure 38. Casual workers in SchARR



(iii) Academic leavers by grade and gender and full/part-time status

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Tables 6 and 7 show information on staff who have left SchARR. “Average Employed” is calculated by averaging the number of Academic, Research and Teaching staff employed on the 31st of July in a given year and the number of staff employed on the 31st of July in the following year and is used by the University to determine turnover rates.

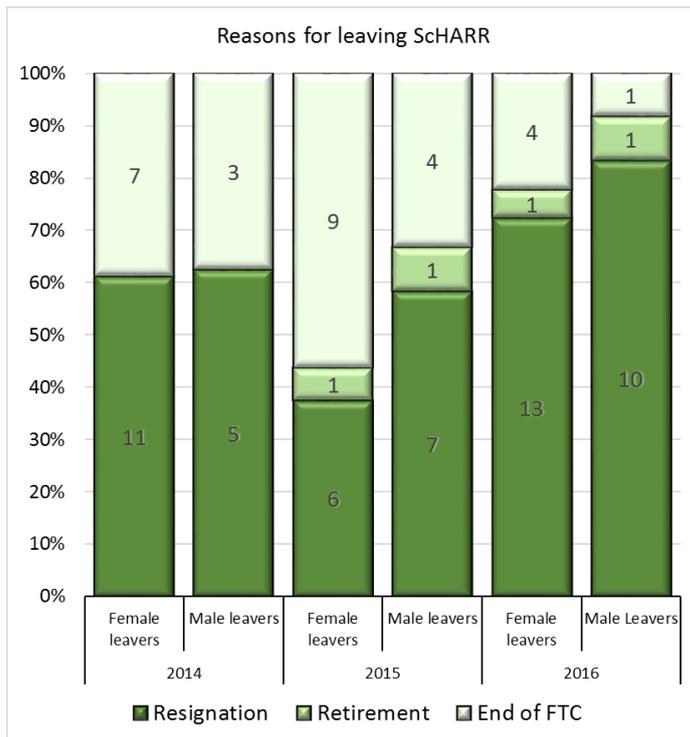
Table 6. Leavers Data for Academic, Research and Teaching Only Staff

Staff		2013/14			2014/15			2015/16		
		Average Employed	Leavers	Turnover	Average Employed	Leavers	Turnover	Average Employed	Leavers	Turnover
Grade 6	Female	15	3	20%	18	2	11%	16	3	19%
	Male	7	2	29%	6	1	17%	6	1	17%
Grade 7	Female	37	7	19%	39	3	8%	42	6	14%
	Male	17	2	12%	21	1	5%	24	7	29%
Grade 8	Female	42	4	10%	45	2	4%	46	3	7%
	Male	19	2	11%	15	4	27%	16	1	6%
Grade 9	Female	21	1	5%	21	1	5%	21	1	5%
	Male	11	0	0%	13	2	15%	15	1	7%
Professor	Female	7	1	14%	7	0	0%	10	2	20%
	Male	13	0	0%	13	0	0%	13	0	0%

Table 7. Leavers Data for Academic, Research and Teaching Only Staff (Part time and Full time)

Staff	2013/14			2014/15			2015/16		
	Average Employed	Leavers	Turnover	Average Employed	Leavers	Turnover	Average Employed	Leavers	Turnover
Full time Female	66	10	15%	69	4	6%	70	7	10%
Full time Male	56	4	7%	59	7	12%	61	9	15%
Part time Female	56	6	11%	65	6	9%	71	9	13%
Part time Male	13	3	23%	13	3	23%	16	3	19%

Figure 39. Proportion of female/male leavers and reasons for leaving



Turnover is low in SchARR and higher at lower grades reflecting the association with leaving and the end of fixed term funding for researchers. In Figure 39, the resignations may in part be due to staff leaving before the end of their fixed term contract because the availability of bridging funding has been reduced due to the current financial climate.

In 2015, the University introduced a leaver’s portal where staff can record their reasons for leaving. However, in 2016 we had 30 staff leave and have data for only three staff. This was part of our previous action plan (P1.4). Completion is not mandatory and as respondents can request that information is not shared there has been little useful information obtained so far. Of the three respondents, only two gave information on reasons for leaving including: “dissatisfaction with role and desire to move into a more challenging position” and “gained career advancements elsewhere.” We need to further explore ways to ensure that useful information is obtained to understand why people leave SchARR.

Action3.4: Ensure useful information is obtained to understand why people leave.

(word count: 2000)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff (includes research and teaching staff)

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Figure 40 shows the number of people who have applied for all posts, those interviewed (shortlisted) and appointed.

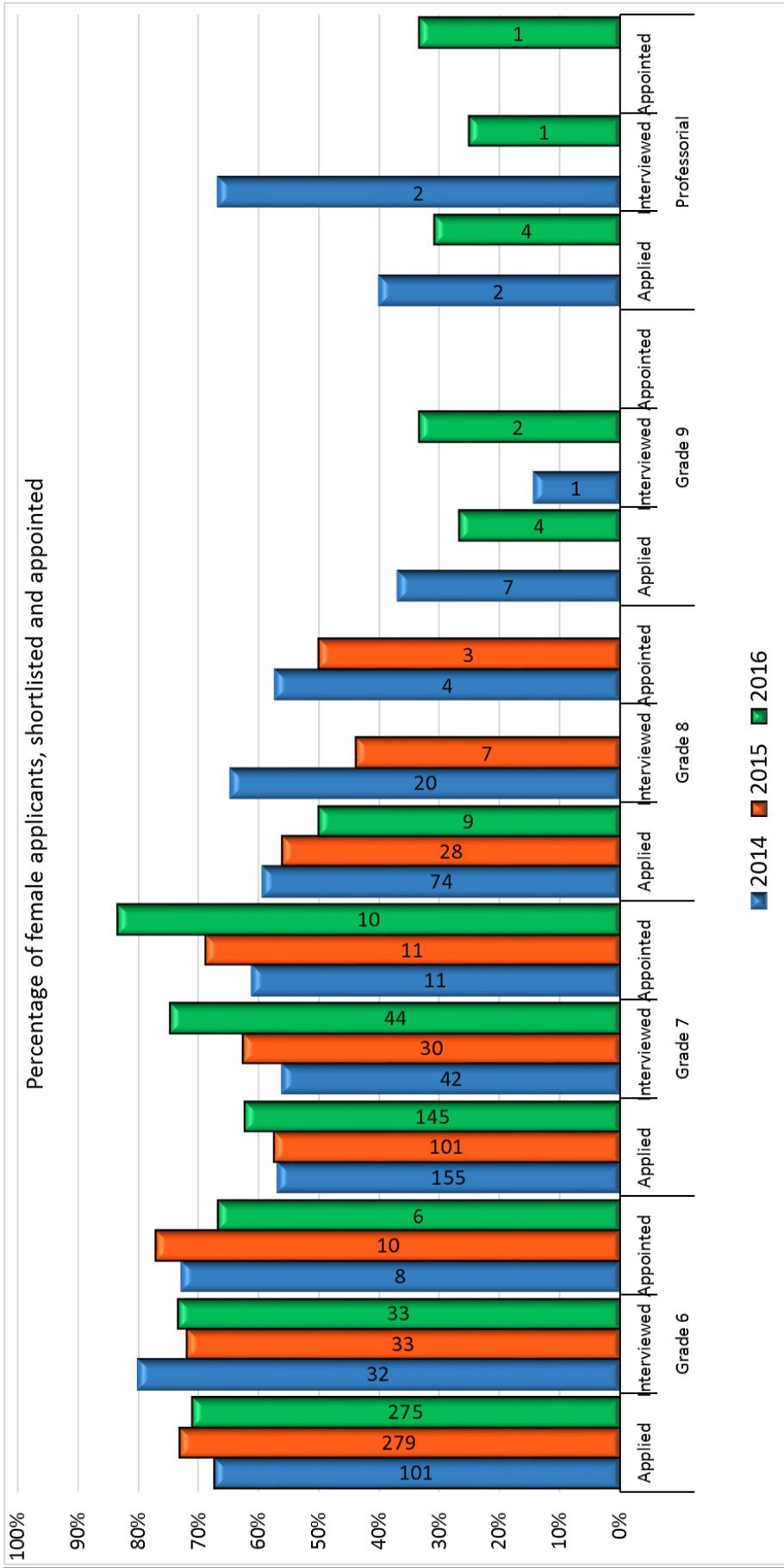


Figure 40. Percentage of female applicants, shortlisted and appointed for all posts

There were fewer applications from females for higher grade posts. As the proportion of women decreases with seniority we would expect fewer applicants for higher posts. It is also possible that women are less likely to be interviewed or appointed at senior levels. The number of posts and applicants are small and it is therefore difficult to determine if there is a cause for concern here. We aim to address this in our action plan.

Action 3.5: Increase number of female applications for higher grade research/academic posts.

All job advertisements are approved by the University's HR Department. The University and the ScHARR Athena SWAN Silver logos appear on all recruitment materials. Recruitment materials contain information on the University's Equality and Diversity and flexible working policies. All panel chairs are required to undertake University training covering equality and diversity. All recruitment panel chairs in ScHARR have also been encouraged to undertake unconscious bias training. Each recruitment panel has a recruitment and selection coordinator who has had training covering equality and diversity. Their role is to ensure that a standard and fair process is followed throughout the recruitment process. ScHARR requires that interview panels are gender balanced. This is now standard for research, academic and teaching only posts (P5.4) although the gender balance is not currently recorded. This will be addressed in our action plan.

Action 3.6: Record gender balance of all ScHARR recruitment panels.

There is a transparent and auditable trail for all candidates through application, selection, short listing and offers through the use of an electronic recruitment system. Alternative arrangements can be made to accommodate candidates who cannot attend the interview, such as through Skype and teleconference and who require attendance at certain times of the day due to other responsibilities. Where possible, alternative interview dates are considered for candidates unable to attend.

(ii) **Induction**

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

ScHARR has staff induction webpages and new staff work through the induction checklist on the webpages. Equality and Diversity training is now part of induction. The induction webpages direct staff to the University flexible working scheme. A key part of induction is regular meetings and support from line managers. Part of the induction process ensures that new staff are introduced to their colleagues and given a tour of their building and work area. Induction is required of all ScHARR staff and uptake is 100%. Induction of PGR students is through the Faculty Induction module and uptake is 100%. Supervisors use an induction checklist.

We undertook a survey of induction among new staff who have joined SchARR since 2016 (37 staff members). A survey was also sent to the line managers of new starters. Nine new starters responded to the survey and all found the induction useful.

“thorough overview, made me feel welcomed and valued” (induction survey respondent, researcher)

“induction felt really well organised” (induction survey respondent, academic)

Six line managers responded to the survey and overall found the induction process useful and had some suggestions for improvement including making the induction checklist easier to find and further streamlining. Revisions will be made based on these suggestions.

Since our last AS application:

The induction process has been streamlined across sections and now includes equality and diversity training.

Action 3.7: Continue to collect feedback from new starters to ensure that induction is fit for purpose.

(iii) 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 how staff are encouraged and supported through the process.

Promotion is discussed with all staff at their Staff Review and Development Scheme (SRDS) appraisal and the six month review. The process is outlined in Figure 41 below. CV advisors have been appointed for each section, including at least one senior female per section. This ensures that all staff can ask for CV advice from someone apart from their line manager. Our virtual panel were not all aware that CV advisors were available. We therefore have an action to publicise this more widely. A guidance document has been developed to outline the criteria for promotion at each grade for research and academic staff. The University also highlights grade profiles on their webpages for all staff.

SCHARR has a Departmental Review Panel (DRP) that considers all applications for promotion and gives advice, where appropriate, on the revision of applications. A member of the University HR Department sits on the DRP. There is a teaching only route for promotion. The DRP considers research, teaching and administrative roles as appropriate. Maternity leave, part time working and long term sick leave are also taken into account when considering promotion cases. Unsuccessful applicants are given clear and specific feedback on their case by the DRP and Faculty and this feedback is

considered when they next apply. Line managers and section directors work with staff who have been unsuccessful to ensure that systems are in place to address the issues identified in their unsuccessful application.

Figure 41. Flow diagram of promotions process

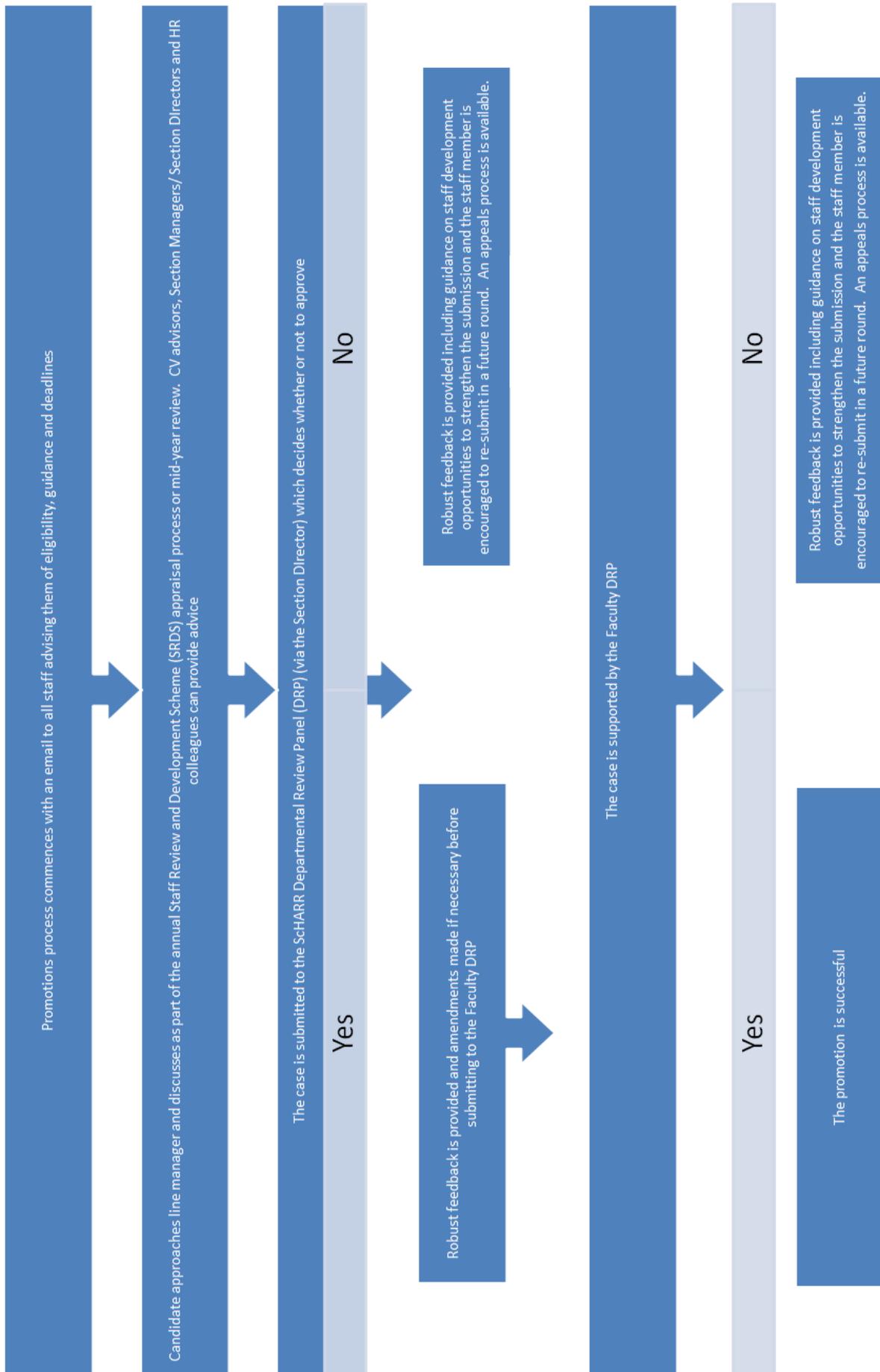
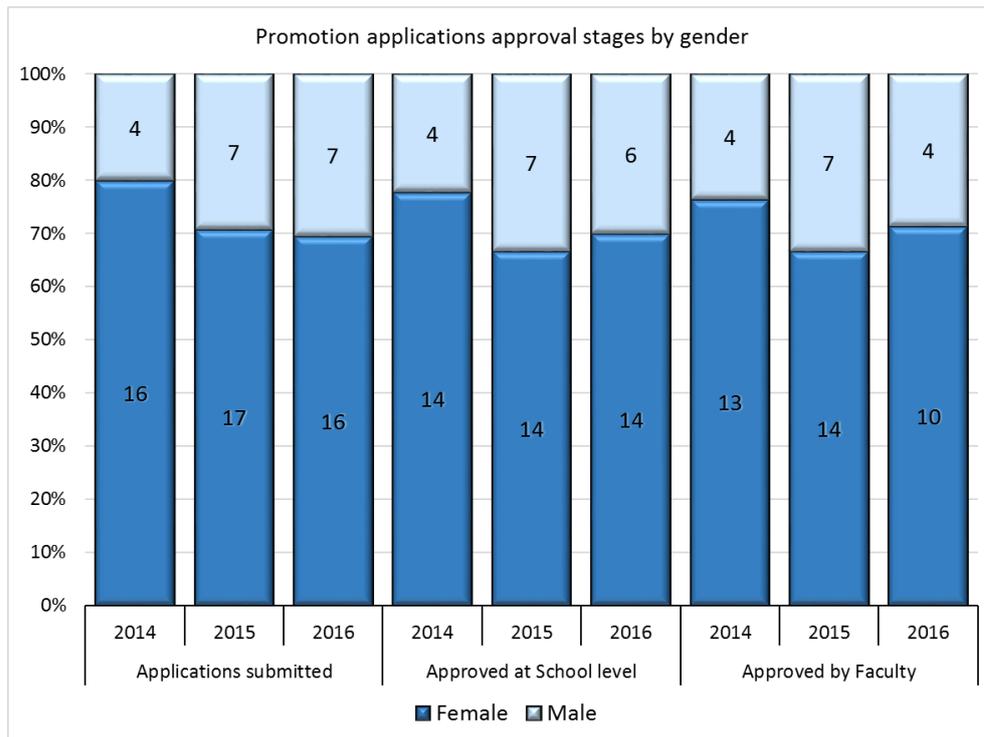


Figure 42. Promotions applications and approvals



Over the past three years we have had 67 applications for promotions, 49 from female staff (73%). Of these, 52 were approved at Faculty level, 37 from female staff (71%). Support for promotions was a high priority in our previous action plan (P3.1) as the number of promotions applications was lower than expected. This included a Promotions workshop for women, encouraging the use of CV advisors and the SchARR grade specific promotions criteria. We also undertook an analysis of promotions application by section which showed that one section had fewer applications than the others (P3.2). This has now been addressed and a representative number of applications is received at each promotions round. These actions have had a real impact on the number of promotions applications (and approvals) over the past three years.

*Since our last AS application:
73% of our promotions applications were from women in 2013-2016, compared to 49% in 2010-2013.*

Figure 43 shows that part time promotions applications are as successful as full time applications.

Figure 43. Promotions applications and approvals for full and part time staff

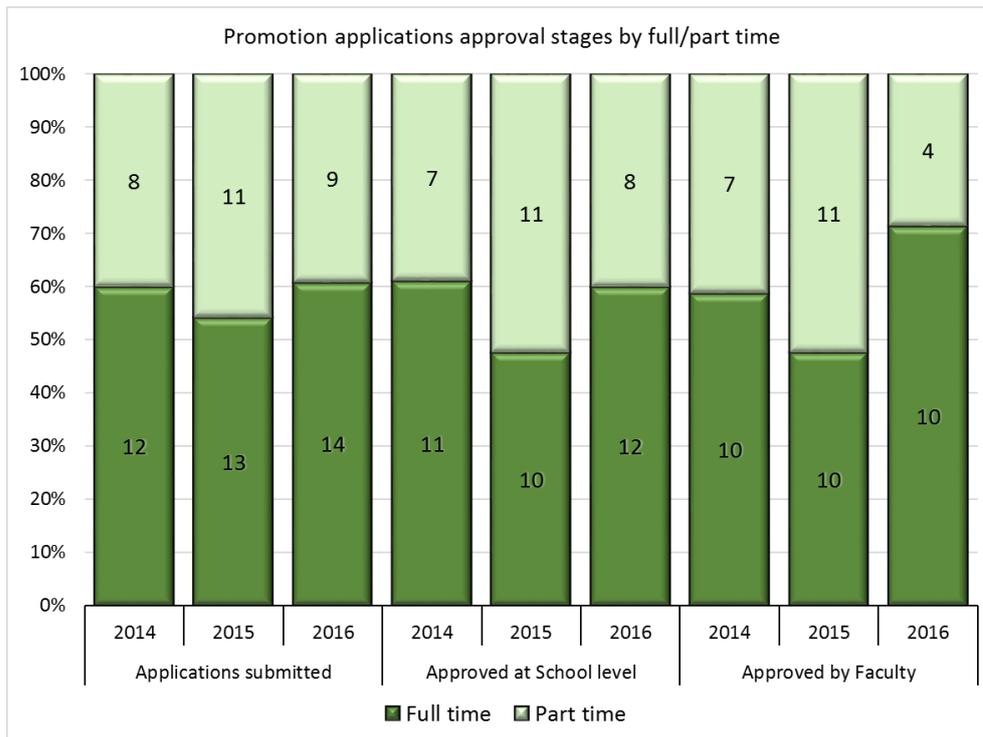
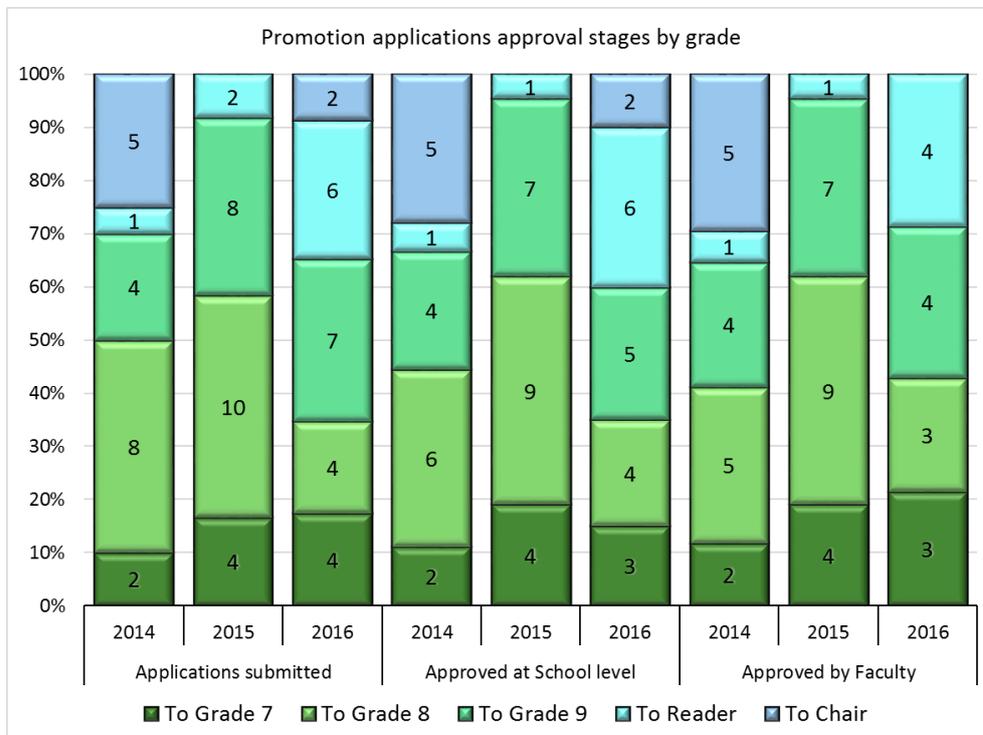


Figure 44. Promotions applications and approvals by grade



The Women@ TUOS NET regularly runs “Resilience for promotion” workshops which female staff are encouraged to attend. The Network also runs a CV+ scheme, which aims to provide confidential objective expert advice from a senior peer from across the University. The scheme is available to all women at the university including researchers

and PS staff. Perceptions about promotion are measured in the annual staff satisfaction survey as shown below.

Table 8. Staff perceptions of promotion from staff satisfaction survey (including professional services staff responses)

Staff satisfaction survey question (% who agree)	2014			2015			2016		
	Female	Male	overall	Female	Male	overall	Female	Male	overall
There are good opportunities for career progression in my role.	58%	57%	56%	56%	69%	59%	55%	55%	52%
I understand the promotion process and criteria in SchARR	75%	72%	72%	77%	74%	74%	79%	84%	80%
When considering promotions, SchARR values the full range of an individual's skills and experience	48%	45%	47%	51%	48%	47%	49%	45%	47%

There has been a decrease in staff who think there are good opportunities for career progression. This may partly be due to recent changes at University and Faculty level in the promotions process. However, the percentage of staff who understand the promotions process and criteria is increasing mainly because of the initiatives undertaken through our previous action plan (P3.1), such as the availability of promotions criteria for each grade and CV advisors.

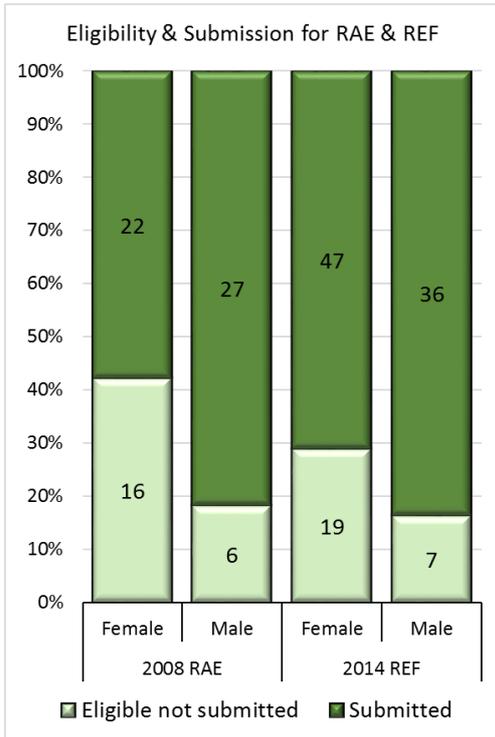
Action 4.1: Improve staff satisfaction with promotions process.

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

In the 2008 RAE, SchARR had 71 research-active members of staff Grade 8+; 38 (54%) were female. Of the 49 members of staff who were submitted to RAE, 22 (45%) were female. In the 2014 REF, SchARR had 109 research-active members of staff Grade 8+; 66 (61%) were female. Of the 83 members of staff who were submitted to REF, 47 (57%) were female. Therefore a higher percentage of female staff were submitted in 2014.

Figure 45. RAE and REF data for SchARR



5.2. Key career transition points: professional and support staff

(i) Induction

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

PS staff receive the same induction training and support as academic, research and teaching staff in SchARR and work through the induction checklist on the webpages. Uptake is 100%. The induction survey sent to new starters (section 5.1 ii) included PS respondents. Some comments received from the survey include:

“it was all helpful” (Induction survey respondent, PS staff)

“Gave a good overview” (Induction survey respondent, PS staff)

(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 how staff are encouraged and supported through the process.

The University approach to promotion of PS staff has changed significantly since our last AS application, with an increased focus on business need. Promotion is now more frequently by appointment to a higher grade role through a competitive recruitment process. Options for regrading and career progression also exist. This new approach, and ways in which staff could be supported through the process, was disseminated to PS staff through a Faculty workshop, held in July 2016 (24F, 5M SchARR attendees). We will continue to explore ways to support PS staff with career progression.

Within SchARR, promotions applications via the regrading and career progression routes are considered in the same way as those for other members of staff. Until 2016, the working pattern of PS staff seeking promotion was not recorded. We will address this in our action plan.

Table 9. Professional services promotions in SchARR

Year	Submitted		Approved at School level		Approved by Faculty	
	Female	Male	Female	Male	Female	Male
2014	6	0	5	0	5	0
2015	10	1	6	1	6	1
2016	2	0	1	0	1	0

Action 1.4: Record part/full time status for PS staff promotions

Action 4.2: Increase PS staff career development opportunities

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender 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?

Staff training numbers in this section are for all SchARR staff, including PS.

Equality and Diversity Training

All SchARR staff are now required to undertake online Equality and Diversity training every three years (P5.2). The number of staff undertaking Equality and Diversity training has steadily increased according to the staff satisfaction survey results, showing the impact of this action. These results reflect attendance at a variety of training programmes available in the University, including on-line training.

Table 10. Equality and Diversity Training

2014 (n=204)			2015 (n=222)			2016 (n=220)		
F	M	All	F	M	All	F	M	All
79%	63%	75%	85%	76%	82%	88%	90%	89%

Since our last AS application: 89% of SchARR staff have had equality and diversity training in 2016, compared to 22% in 2013.

Unconscious bias training

SchARR staff are encouraged to undertake unconscious bias training and several workshops and seminars have been held in SchARR (P3.3). The number of staff receiving unconscious bias training has steadily increased to 67%, showing the impact of this action. As part of our previous action plan all members of our Executive Group, Promotions Panel and chairs of core committees have had unconscious bias training and we have provided workshops for staff.

Table 11. Unconscious bias training

2014 (n=204)			2015 (n=222)			2016 (n=220)		
F	M	All	F	M	All	F	M	All
24%	22%	24%	36%	44%	38%	71%	60%	67%

*Since our last AS application:
67% of SchARR staff have had unconscious bias training in 2016, compared to 11% in 2013.*

We aim to further increase the number of staff having E & D and unconscious bias training.

Action 5.1: Increase number of staff having Equality and Diversity training

Action 5.2: Increase number of staff having Unconscious Bias training

University training opportunities

There are a wide range of University training programmes available to all SchARR staff (<http://www.sheffield.ac.uk/hr/sld/developmenteverywhere>) to attend either in person courses or on line (and all are available to PS staff). There are regular e-mails about these programmes and they are discussed at the annual SRDS round. A series of workshops for women at the University of Sheffield, as part of the Women@TUOS NET, are held each year. SchARR staff are encouraged to attend these events. Two key University training programmes are described below.

Sheffield Leader

Leadership development is offered through four different levels of training aimed at a range of staff, including PS staff, from new line managers (Level 1) to departmental heads (Level 4). Over the past three years, 19 SchARR staff have attended (15F, 4M).

Table 12. Sheffield Leader attendees from SchARR

Level	2014		2015		2016	
	Female	Male	Female	Male	Female	Male
Sheffield Leader 1	3	0	1	0	1	1
Sheffield Leader 2	2	0	3	1	1	0
Sheffield Leader 3	1	0	1	0	1	1
Sheffield Leader 4	1	0	0	1	0	0

Some staff have had difficulties attending these courses due to lack of sufficient places. The programme is difficult for part-time staff to access due to the need for attendance full time on specific days. We aim to work closely with the University of Sheffield HR to enable more staff to take part.

Action 4.3: Lobby to improve access to Sheffield Leader and other leadership training opportunities.

Manage

A new package of management courses was made available to the Faculty in 2016. SchHARR attendees are shown below (51 F, 4M).

Figure 46. Manage Logo



Table 13. Manage courses attended by SchHARR staff

MANAGE course	2016	
	Female	Male
Faculty: Building resilience & managing in the context of change	9	1
Faculty: Coaching skills & giving feedback	5	0
Faculty: Costing research & grant application	5	1
Faculty: Delegating	7	1
Faculty: Finance overview	1	1
Faculty: HR overview	4	0
Faculty: Manage meetings	7	0
Faculty: Performance enhancement & difficult conversations	7	0
Faculty: Understanding & managing diverse teams	6	0

SchHARR Training Opportunities

SchHARR holds an annual Staff Training Day with topics identified by staff. All staff are welcome to attend and sessions are attended by research, academic, teaching and PS staff. Feedback from staff has been consistently positive for the five years the training day has been held.

Figure 47. Attendance at SchARR Staff Training Day

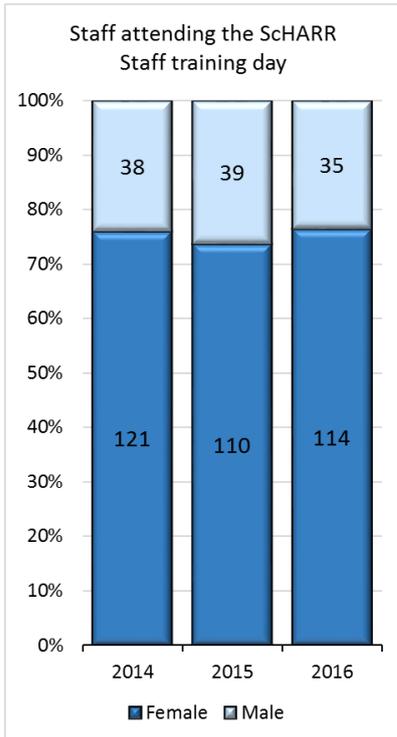


Figure 48. Staff training day events



Weekly Bitesize sessions, are held in SchARR which provide staff training in 30 minutes lunchtime slots. The days of the Bitesize sessions are rotated to ensure part time staff

can attend some sessions. Topics covered are identified by staff and all grades and types of staff attend.

The effectiveness of training opportunities can be assessed through some questions in the University staff survey (2016). Responses from SchARR staff are:

1. I am happy with the range of opportunities available for me to improve my skills and performance at work (82%)
2. I find it easy to identify the development opportunities and resources available to me (81%)
3. I find it easy to access the development opportunities and resources available to me (75%)

We will continue to assess training needs each year through SRDS and identification of training needs for the annual Staff Training Day. Career development activities were part of our previous action plan (P4.1) and we will continue to monitor this through action 4.3.

(ii) *Appraisal/development review*

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

SchARR follows the University's SRDS which consists of an annual appraisal for each staff member as well as a six-monthly review meeting. During the annual appraisal objectives are set and development needs are identified and discussed. SchARR has developed checklists for use at the annual meeting as well as the six-month review meeting. The SRDS process is used to advise on CVs, training and development needs and identify a plan of development. Both type and amount of workload are discussed as well as work life balance.

Table 14. SRDS uptake for all SchARR Staff 2014-2016

	Number of staff required to undertake an SRDS	Number of eligible staff completed	% eligible staff completed
2014			
Female	84	81	96%
Male	182	177	97%
Total	266	258	97%
2015			
Female	91	90	99%
Male	196	196	100%
Total	287	286	99.5%
2016			
Female	203	196	96.5%
Male	105	103	98%
Total	308	299	97%

SRDS reviewers and reviewees receive University training. A new system has recently been implemented to deliver training online. We will also run lunchtime sessions in house as a refresher. In the 2016 University survey, the question “Was your SRDS or annual review/appraisal useful for you?” SchARR staff responded with 77% (169 people) yes and 23% (50 people) no.

Action 4.4: Refresh SRDS training and evaluate effectiveness

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

SchARR was the first department in the Faculty to introduce writing weeks. These continue to be held twice a year and no staff meetings are held during this time. Write Clubs are held every month in SchARR on several days in a dedicated space, mostly during core hours. In 2016, over 95% of attendees were female staff. Courses are regularly held for junior researchers on “how to write a paper”.

Think Ahead Programme

The programme is aimed at Grade 6-8 researchers within the Faculty and is a comprehensive blend of training workshops, career mentoring, and work-based opportunities. The programme aims to ensure that every researcher has a career trajectory and access to tailored development activities. It is guided by the Faculty Early Career Researcher Group. SchARR has two representatives on this group who ensure staff are aware of all training opportunities available to them. The Think Ahead

Programme was rated as “outstanding” support for early career researchers in the Times Higher Education Awards in 2014.

Figure 49. Think Ahead logo



Table 15. Think Ahead Programme SchARR attendees

Year	Staff Female	Staff Male
2013-2014	41	12
2014-2015	36	21
2015-2016	39	18

The Think Ahead Mentoring Scheme has proven to be very popular, although the number of mentees has decreased in the past few years. Staff are allocated a trained mentor for six months. Women can request a female and/or part-time mentor.

Table 16. Think Ahead Mentoring participants-SchARR participants

Year	Mentors		Mentees	
	Female	Male	Female	Male
2014	10	7	24	4
2015	12	7	9	4
2016	13	5	6	7

Impact Programme

A University wide six month mentoring programme for junior female academic staff. Female Lecturers are mentored by professors or other senior staff members. Two members of staff attended in 2013/14 and, 2 in 2015/16.

Figure 50. Impact logo



Springboard for Women

This programme is offered to women in research across the Faculties of Science and Medicine for personal and professional development and consists of four one day workshops held over a three-month period. SCHARR has had 13 participants over the past three years.

Futures

A University-wide scheme for senior female academics interested in pursuing senior governance and leadership roles. This is a six-month programme where participants are mentored by, and in some cases, work shadow one of the University's Senior Leaders. It aims to increase the pool of female academics contributing to the University's governance and leadership. This programme is aimed at female senior lecturers who have been in post for at least two years, but is also open to newly promoted readers and professors. One member of staff has attended in in the past three years (2015).

Figure 51. Futures logo



We monitor satisfaction with mentoring opportunities through the staff satisfaction survey. Results show that 62, 71 and 64% of staff were satisfied with mentoring opportunities available for 2014-2016 respectively. Take up for all mentoring programmes has been low and we aim to ensure that suitable mentoring opportunities are available to all staff and will address this in our action plan.

Action 4.9: Ensure adequate mentoring opportunities are available for all staff.

Study leave

All research and academic staff in SchARR are eligible to take study leave as long as they have completed a minimum period of tenure of seven semesters. This allows time for writing publications, developing research grants and undertaking PhDs by publication. Applications are considered by the SchARR Executive Group. Promoting study leave was part of our previous action plan (P4.2) and we will continue to increase awareness.

Table 17. Staff taking study leave

Year	Number of staff taking study leave		Total number of days taken	
	Female	Male	Female	Male
2013-2014	2	2	202	270
2014-2015	0	3	0	232
2015-2016	1	1	128	65

Action 4.5: Increase awareness of study leave.

Funding for conferences

SchARR currently sends out regular e-mails to actively promote policies such as those of Research Councils UK to allow childcare or caring responsibility costs outside working hours to be claimed from grants. We aim to have a system in place to cover caring responsibility costs for those not funded by Research Council grants.

Action 4.6: Funding to cover childcare costs.

(iv) Support given to students (at any level) for academic career progression

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

All female students can opt for a female personal tutor. Support for students by staff is included in the School's teaching tariff. Networking opportunities for students include attendance at seminars, inaugural lectures, the annual Pemberton lecture and other training and development events.

The Doctoral Development Programme (DDP) is a required training plan for all University of Sheffield PGR students, tailored to the individual needs of the student. It is SchARR policy that students can request a female supervisor. PGR students are also encouraged to attend the Springboard for women programme described above. We organise both social and academic events for PhD students. Academic events are usually during the day and social events are typically in the evening and advance notice is given for both. Coffee mornings are held every month. There is a PGR Forum for all

PGR students, ensuring that students' opinions are heard. Further support activities, including regular pizza talks (where students present their research in an informal setting) and peer mentoring are offered by the Faculty Graduate School, as is an annual Faculty PGR Day. SchARR holds an annual PGR Research Day where students present their work. All staff, particularly supervisors and PGR students are encouraged to attend. Students are also encouraged to display posters of their work. The Think Ahead programme includes a thesis mentoring programme and both PGT and PGR students can attend Think Ahead sessions.

Table 18. Think Ahead Thesis mentoring programme

Year	Mentors		Mentees	
	Running totals Female*	Running totals Male*	Female	Male
2013-2014	0	0	2	4
2014-2015	0	1	2	1
2015-2016	0	1	5	1

* Number of active mentors by end of the year

Table 19. Think Ahead Programme SchARR student attendees

Year	Staff Female	Staff Male	PGR student Female	PGR student Male	PGT student Female	PGT student Male
2013-2014	41	12	11	7	0	0
2014-2015 (Includes DDP)	36	21	12	12	2	0
2015-2016 (Includes DDP)	39	18	12	6	0	0

In the recent student focus groups, participants felt that SchARR provided good training opportunities.

"I think SchARR provides a lot of training opportunities for everyone to fill in their whatever gaps" (PGR student, focus group participant)

More work is needed to determine whether the level of support is sufficient for PGR students to become researchers.

Action 4.7: Develop career progression training for PGRs to prepare for researcher careers.

For our last Athena SWAN application, we conducted a survey of PGR students who had taken maternity leave and identified inconsistencies across students in how maternity

leave was managed and funded. Recommendations included the need for standardisation of the process and collection of data on students taking parental leave. A guidance document was developed to ensure that all ScHARR female PGR students have funding to cover maternity leave and have access to all relevant information (P2.1). We aim to ensure that this is sufficient.

Action 2.6: Ensure PGR students coming back from maternity leave-have enough support.

(v) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

The Think Ahead programme described above includes a range of courses for early career researchers covering research grant applications. ScHARR has dedicated staff who provide support for developing grant applications including help with costings and access to examples of successful grants. Senior staff peer review applications prior to submission. Discussions are held with the PI and senior staff for unsuccessful grants to explore opportunities for future applications. In 2015-16 30% of research applications were submitted by part-time staff, yielding 28% of ScHARR's awards. ScHARR has a research stimulation competition which encourages applications from early career researchers. ScHARR has a Fellowship Officer dedicated to supporting staff developing fellowship applications, both doctoral and post-doctoral. From 2013-2016, there have been 48 fellowship applications (30F/18M) and 15 awards (9F, 6M).

Figure 52. Proportion of female/male staff: research applications and awards

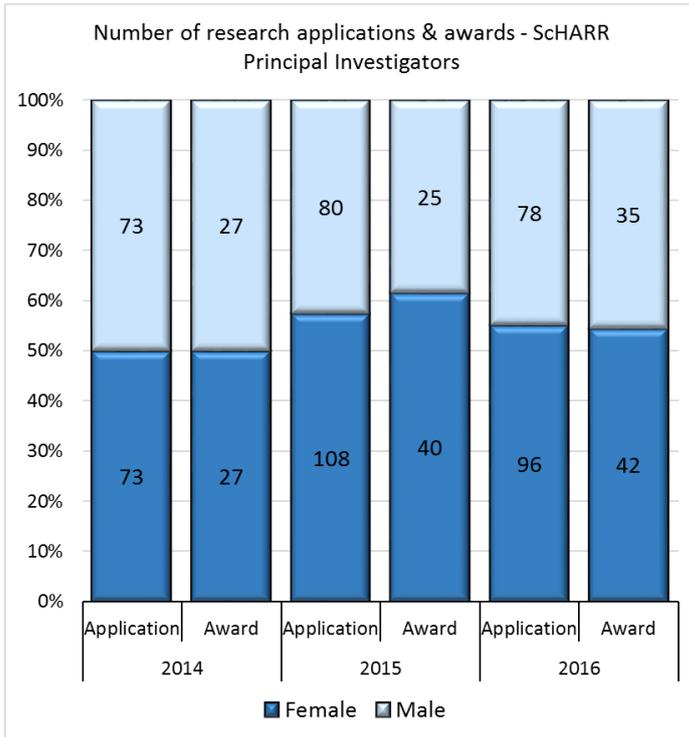


Figure 53. Average amount of research applications and awards

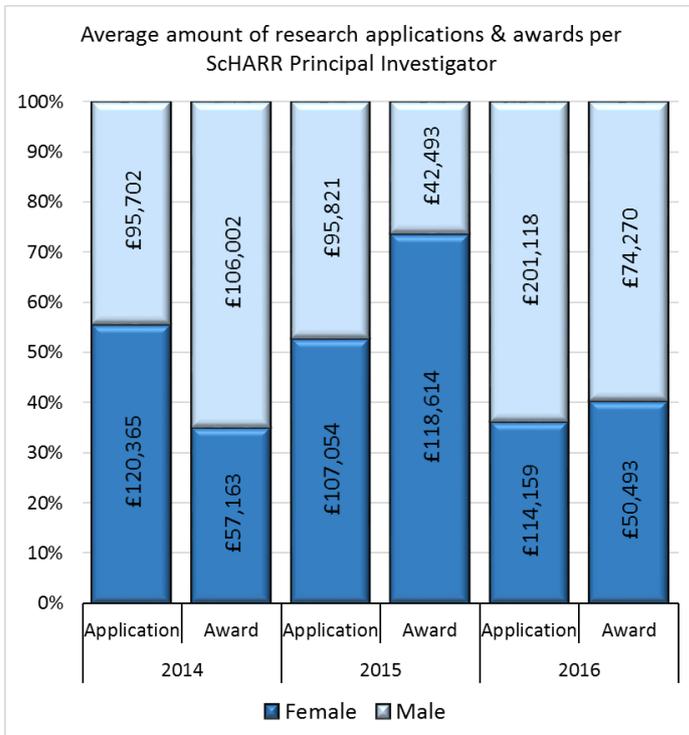
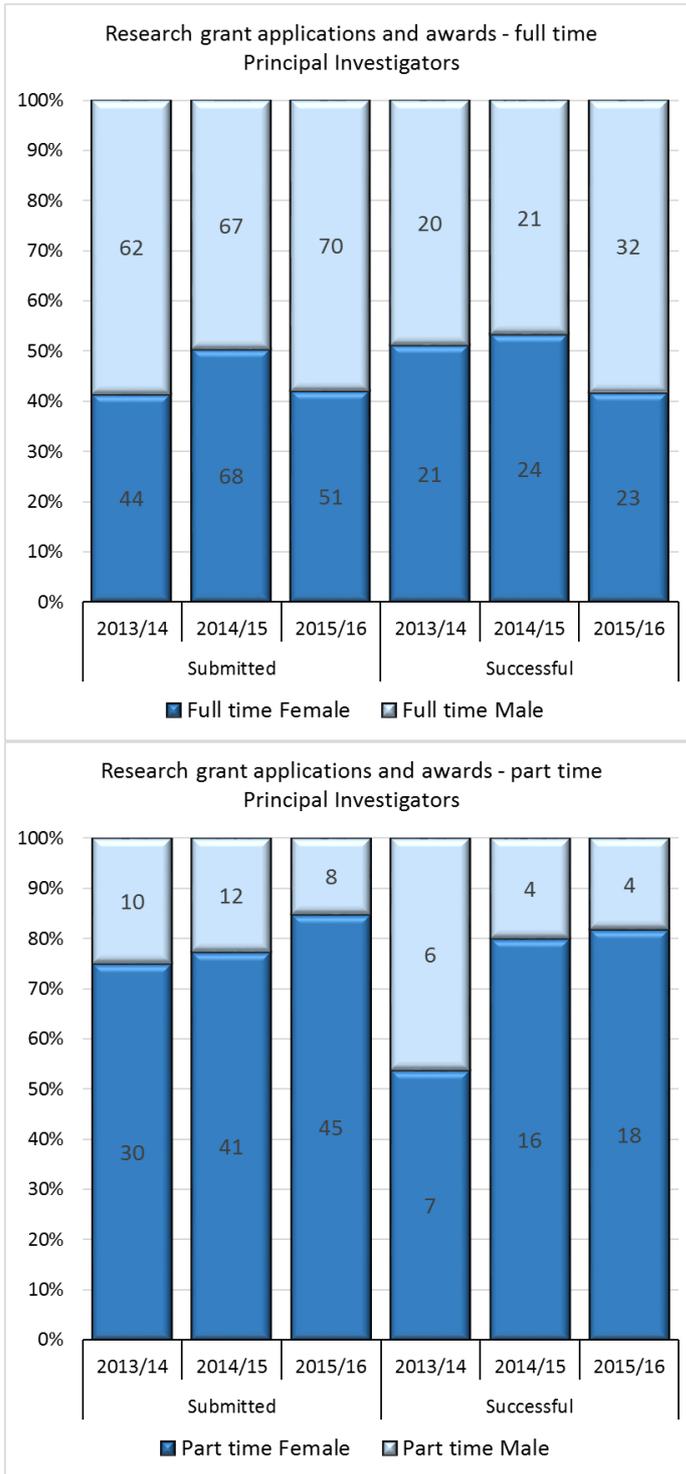


Figure 54. Research applications and awards full and part time investigators



SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender 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?

Training needs are identified through SRDS and on an ongoing basis. Staff are encouraged to attend relevant University courses selected from a broad range of sessions publicised. Typically, these courses are open to staff of all categories. Sessions may be task-specific or more generally developmental. The Faculty's Professional Services Training and Development Group, which includes a SchARR representative, runs an annual training day and Faculty Forums throughout the year; SchARR PS staff are actively encouraged to participate, including through targeted emails and prompts from line managers. SchARR and the Faculty, through its Training Fund, recently supported PRINCE2 training (10 SchARR attendees, all female; four other attendees, 2F, 2M). This fund has also supported attendance at the Association of University Administrators Conference in previous years. Five PS staff have obtained Higher Education Academy accreditation.

Training effectiveness is monitored through the University survey (although data is not broken down by staff category), through SRDS discussion and, in relation to Faculty funding, through feedback collected from both participant and line manager. The training programmes described in Section 5.3i above include PS staff.

(ii) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

SRDS follows the same process for PS staff. In 2014, 94% of PS staff had an SRDS, in 2015, 100% and in 2016 93%.

(iii) 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.

As well as ongoing support from line managers, a number of specific schemes are available:

GROW-mentoring programme

This is a six month cross-faculty mentoring scheme for all PS staff, aimed at helping staff to enhance skills, maximise potential, expand networks and consider career paths. SchARR has had 16 mentees (14F, 2M) and 9 mentors (8F, 1M) over the past three years.

Figure 55. GROW logo



Secondments

Secondments for PS staff provide training and development opportunities for staff who are seeking promotion or, who want the opportunity to develop their skills and knowledge further. Opportunities are advertised internally and staff are encouraged to submit applications. Since 2013, SchARR has seen the first four successful PS staff applications with grades ranging from Grade 4 to 6 (3F, 1M).

Work-Shadowing

In 2015 the Faculty of Medicine, Dentistry and Health launched a Faculty wide Work-Shadowing scheme for PS staff. Across the Faculty, the scheme had 22 people signed up to shadow or to be shadowed with 15 confirmed pairings, 100% of those who wanted to shadow someone. Two female members of staff from SchARR took part. In 2017 the scheme is being extended to include more staff as feedback has been favourable.

Action 4.8: Ensure work shadowing and secondment opportunities are available for professional services staff.

5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

The maternity sub-group for our last Athena SWAN application developed a SchARR maternity leave checklist to be used before, during and after maternity leave. This is used by all staff preparing for maternity leave and their line managers. Feedback has been positive:

*“Very useful to have all of the information available in one place and up-to-date to be sure everything had been planned that needed to be done”
(maternity leave survey respondent).*

University HR also has a detailed tool kit on their webpages to cover all aspects of maternity and adoption leave. There is a named member of staff who is a point of contact in SchARR to help with any queries and provide advice where needed. Funding is provided to ensure maternity and adoption cover. Staff are available to cover the teaching and research responsibilities of staff away on maternity leave or new staff recruited, where needed. Short-term work and teaching responsibilities are distributed among colleagues equitably.

*Since our AS last application:
All staff completing the maternity leave survey were aware of the maternity leave checklist and all found it helpful.*

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

Explain what support the department offers to staff during maternity and adoption leave.

Staff on maternity and adoption leave can choose how much contact they have with the Department while they are away. All staff on maternity or adoption leave are entitled to 10 Keeping In Touch (KIT) days. SchARR offers a one off payment (£75), called the Whyte payment, which can be used to reimburse childcare costs for one KIT day. PGR students are also eligible to receive this payment. In our recent maternity survey, not all respondents were aware of the Whyte payment and therefore this has now been added to the maternity leave checklist and information added to the SchARR maternity webpage. There is currently no system in place for recording who takes the Whyte payment and this is part of our action plan.

Action 6.1: Raise awareness of Whyte payment and develop recording system.

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

The Women Academic Returners' Programme (WARP) awards funding to provide targeted support to returning women academics and researchers in the University. The objective is to assist with relieving returning academics or researchers from teaching and/or administrative duties or to provide additional support, either during their absence or upon their return to work. It is intended that this support will allow the participants to have a clearly defined opportunity to concentrate on their research activities, thus minimising the impact their absence may have on their long-term career development/progression. In practical terms this has meant staff have been able to concentrate on research projects and publications when returning from maternity leave. A summary of guidance for staff has been produced by the SAT maternity sub-group to ensure staff are familiar with the process of applying for WARP well in advance of the maternity or adoption leave. We have had 11 WARP applications over the past three years, 2 in 2014; 5 in 2015 and 4 in 2016. All applications were successful.

"I have been able to submit two journal papers since my return and am now working on grant applications. I also intend to begin work on a further journal paper. Had I not received WARP funding I would not have had the time to complete these tasks." (Maternity survey respondent)

Research and academic staff returning from maternity or adoption leave with teaching responsibilities are offered three months of time protected from teaching in order to concentrate on research, as part of our previous action plan (P 6.1). In the maternity survey, of the 15 respondents, two staff who would have been eligible were unaware of this opportunity and one felt it was difficult to refuse requests for marking. The process was newly in place and arrangements were not made to cover teaching before maternity leave. The others (6 staff) who were eligible took up the offer.

Action 6.2: Raise awareness of protected time from teaching and marking after maternity leave.

The University's Parents @TUOS programme runs quarterly coffee mornings for women and men who have families or are thinking about starting a family and SchARR staff regularly attend these events. An annual event on preparing for and taking parental leave is also run. A buddy system is now in place for maternity leave returners (C6.3).

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Table 20. Maternity leave returners

Grade of staff-A, R, T staff	2013/14 (n=8)				2014/15 (n=15)				2015/16 (n=9)			
	Returners who left within:			Remain	Returners who left within:			Remain	Returners who left within:			Remain
	6m	12 m	18m		6 m	12 m	18 m		6 m	12 m	18 m	
Grade 6	0	0	0	0	0	0	0	0	0	0	0	1
Grade 7	2	0	0	0	1	0	0	5	0	0	0	4
Grade 8	1	0	0	3	0	0	0	8	0	0	0	3
Grade 9	0	0	0	2	0	0	0	1	0	0	0	1
Professor	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	3	0	0	5	2	0	0	14	0	0	0	9
Grade of staff – PS staff	2013/14 (n=2)				2014/15 (n=5)				2015/16 (n=0)			
	Returners who left within:			Remain	Returners who left within:			Remain	Returners who left within:			Remain
	6m	12 m	18m		6 m	12 m	18 m		6 m	12 m	18 m	
Grade 3	0	0	0	0	0	0	0	1	0	0	0	0
Grade 4	0	0	0	0	0	0	0	1	0	0	0	0
Grade 5	0	0	0	0	1	0	0	0	0	0	0	0
Grade 6	0	0	1	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	1	0	0	0	2	0	0	0	0
Grand Total	0	0	1	1	1	0	0	4	0	0	0	0

Staff on fixed term contracts have the same maternity leave provision as those on open ended contracts. If their contract is due to expire while on maternity leave, discussions are held with their line manager before they go on leave and wherever possible their contract is extended where funding is available.

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Table 21. Paternity/partner leave

Grade of staff A, R, T staff	2013-14	2014-15	2015-16
	Paternity/ Partner	Paternity/ Partner	Paternity/ Partner
Grade 6	0	0	0
Grade 7	4	2	0
Grade 8	2	0	1
Grade 9	1	0	0
Professor	1	0	0
Grand Total	8	2	1

Grade of staff – PS staff	2013-14	2014-15	2015-16
	Paternity/ Partner	Paternity/ Partner	Paternity/ Partner
Grade 5	0	0	1
Grade 6	0	0	1
Grade 7	0	1	0
Grand Total	0	1	2

All staff taking paternity/partner leave from 2014-2016 were male. Staff may take up to two weeks paternity/partner leave at full pay. The University has information and guidance on their Family Leave webpages (<http://www.sheffield.ac.uk/hr/guidance/family>) for paternity/partner leave. In 2011-13, a total of seven men took paternity leave. Numbers have increased as shown above to 14 for 2013-16. We will continue to raise awareness of paternity leave.

Shared parental leave

The profile of shared parental leave has been raised by the SchARR Equality & Diversity Committee and a parental leave checklist has been developed. E-mails have gone out to staff and University guidance shared. The University has a toolkit to guide staff through the organisation and management of shared parental leave. Since 2013, we have had one member of staff (female) who has taken shared parental leave.

Action 6.3: Monitor and raise awareness of paternity/parental leave and shared parental leave uptake.

Adoption leave

The University has an adoption/surrogacy leave toolkit. Staff going on adoption leave are directed to the toolkit to ensure they are aware of their options and can plan accordingly before, during and after adoption leave. No SchARR staff have taken adoption leave in 2013-2016.

(vi) Flexible working

Provide information on the flexible working arrangements available. Formal arrangements and informal arrangements- guidance notes and checklist available.

All SchARR staff, including PS, are eligible to apply for flexible working. A formal process is followed where there is a change to the contracted hours of work and applications are approved by the Dean. SchARR supports other, more informal, arrangements for flexible working and new guidance has recently been developed with a flow diagram to guide staff in deciding on an informal/formal arrangement and recording both arrangements. There is also SchARR guidance on working at home. The documents are clearly marked on the staff web pages. Staff are also able to request alterations to contracts to either increase (where funding allows) or decrease working hours, with the agreement of their line manager. The University also has policies on leave for dependents and compassionate leave, which are linked on the SchARR staff web pages. The SAT has worked to increase awareness of flexible working and has added this to the SchARR induction materials, the maternity checklist, staff webpages and regular e-mails to staff. It is also mentioned in the University recruitment materials. These efforts will continue to ensure all staff are aware of the option to work flexibly. Our virtual panel respondents felt that the SchARR flexible working policy was very useful. The University no longer collects information centrally on flexible working. As a result, we have recently started to collect this data within the School. In 2015/16, we had nine applications from Professional Services staff (8 F, 1 M) and 19 academic and research staff (17F, 2 M). These included formal requests (reduction in hours) and informal requests (compressed hours). All applications were approved.

Action 6.4: Ensure staff are aware of flexible working options.

Since our last AS application:

In the recent University staff survey, 96% of SchARR staff respondents said that they could openly approach their line manager about flexible working (up from 90% in 2014).

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

All staff are entitled to request to work part time after a career break through the flexible working policy. A trial period of up to three months is allowed, occasionally longer. All requests to increase hours are carefully considered and if funding is available and there is a business need, this is usually granted. From informal conversations with

staff it appears that not all staff are aware of the trial period and the process for increasing hours, and therefore we have an action to address these issues (Action 6.4).

5.6. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Athena SWAN principles are embedded in SchARR's culture and reflected in the School priorities and objectives. Athena SWAN issues are a regular item on the EG agenda. The E&D committee is a core committee and works closely with the SAT. The gender profile of the School indicates that SchARR is an attractive place for female staff to work. In our recent staff satisfaction survey, 81% men, and 88% women (82% overall) agreed that SchARR is a great place to work for women.

SchARR provides a room for breastfeeding mothers to express milk and breastfeed. All staff and students are aware of this room and the process for booking it. A fridge is available for milk storage. Information on this is included in the student handbook and student webpages and the maternity checklist.

Figure 56. Breastfeeding sign in SchARR and Sheffield Breastfeeding Friendly Award from Sheffield City Council



A "Good News" note is sent out on a regular basis describing staff achievements. Coffee mornings are frequently held as well as cake sales. All staff are invited to the SchARR Christmas party, held during the day. Each year on the Staff Training Day, a shared

lunch is held in the common room. The four sections of SchARR also organise their own Away Days and social events. An extensive programme of well-being activities and courses are provided through the University and through SchARR. Some examples are:

- The University offers a wide range of well-being services for staff (<http://www.shef.ac.uk/hr/wellbeing>) including Juice (<https://juice.group.shef.ac.uk/>)
- Mindfulness in the Workplace workshops (six held since 2014)
- A SchARR weekly lunch time meditation session since 2012
- Staff yoga and pilates sessions
- SchARR musicians' group

Figure 57. Library coffee morning



Research staff are fully integrated in SchARR and have the same opportunities as academic staff. Many research staff are on open-ended contracts and all take part in teaching, administrative duties and training and development events.

The Dean and School Manager hold monthly drop in sessions where staff are free to raise any concerns. These are held in core hours and advertised well in advance. The Dean also regularly attends section meetings.

Perceptions of SchHARR culture from the staff satisfaction survey (2016):

*“I don't think SchHARR could do any more as an equal opportunity employer.”
(Survey respondent)*

“I find it a very good employer, allowing flexible working and working from home. It feels there are equal opps for women and lots of female role models e.g professors. I like the fact that people work there from all different nationalities/races/backgrounds and feel it enriches us all. I know I am very lucky to work somewhere which is a genuine equal opportunities employer.” (Survey respondent)

The WBT group is responsible for the generation of ideas and implementation of practices throughout SchHARR that adopt a positive and inclusive environment for its staff and students to work in.

The group:

- developed and adopted four Behaviours for Excellence – valuing others, working together, leading by example and communicating effectively;
- developed a New Comers Trail for new starters,
- organised volunteering activities,
- produces “Even Better News” a newsletter which helps staff get to know each other.

SchHARR is committed to supporting the Faculty’s R.E.S.P.E.C.T. statement shown below. The statement is displayed publicly in SchHARR and is attached to the committee guidance notes.

Figure 58. Faculty RESPECT statement

- To create and maintain this culture, as staff and students of the Faculty, we will:
- **Respect individual differences, cultures, beliefs and customs**
- **Ensure that everyone is treated with dignity in the workplace**
- **Strengthen our understanding of cultural and individual differences**
- **Promote inclusion for all staff and student communities**
- **Employ practices that are fair and open**
- **Celebrate diversity and equality**
- **Tackle inequality or prejudice where we identify it**

Student culture

The student focus groups with both PGR and PGT students included consultation on the culture of the Department. In summary, all the PGR students who participated were

very positive about SchARR's culture in relation to gender with no perceived biases being identified.

"I don't see any kind of gender bias or even cultural bias so I think it's good and we're doing well in SchARR." (PGR focus group participant)

PGT students felt that SchARR's overall culture in relation to gender was a positive one and for many, a greater difference was perceived to lie not in relation to gender at all, but rather their nationality and we have an action to address this.

Action 5.3: Develop greater understanding of perceived cultural issues for students in SchARR and address any issues.

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

Members of the University HR team provide support, advice and guidance on all University HR policies and best practice. They work closely with HR staff in SchARR to ensure consistency in the application of policies. New policies and procedures are disseminated to staff through the EG, Section Directors and Section Managers to ensure that staff and line managers are up to date. The University webpages provide toolkits, including flowcharts and guidance documents, on a range of issues such as Dignity at work (incorporating bullying, harassment, discrimination and victimisation), Dispute Resolution, Disciplinary, Capability and Sickness Absence Management.

The University of Sheffield holds an institutional Silver Athena SWAN award and is committed to its Equality and Diversity agenda. The University Reward and Recognition allows us to reward staff excellence and exceptional contributions. Staff are nominated by other members of staff and a review panel in SchARR makes decisions on the level of award.

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

SCHARR has 11 core committees as shown below. SCHARR's Executive Group is 45% female. This has recently changed to 50% with the appointment of a female Director of Learning and Teaching.

Figure 59. SCHARR Core Committees

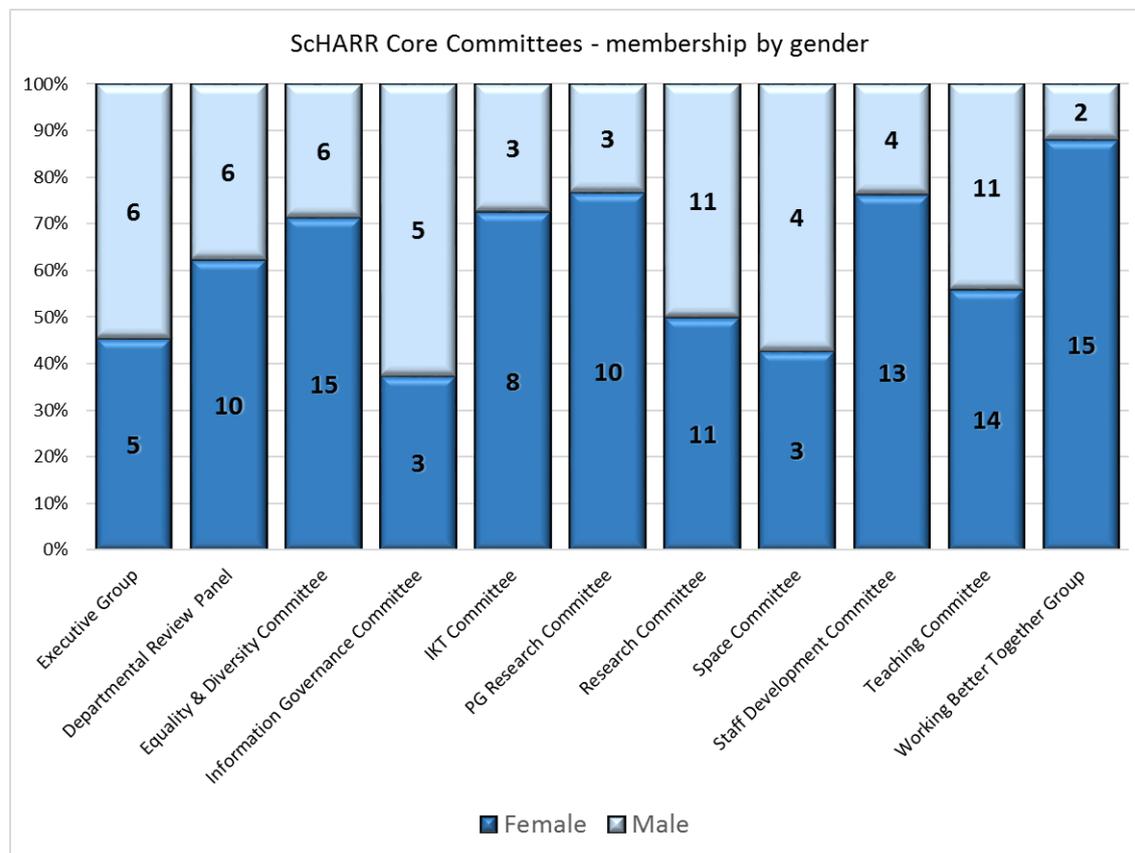


Table 22. SCHARR Core Committees Chairs

Core Committee	Committee Chairs		
	2014	2015	2016
Executive Group	Male	Male	Male
Departmental Review Panel	Male	Male	Male
Equality & Diversity Committee	Female	Female	Female
Information Governance Committee	Male	Male	Male
IKT Committee	Male	Male	Female
PG Research Committee	Male	Female	Female
Research Committee	Male	Male	Male
Space Committee	Female	Female	Female
Staff Development Committee	Female	Female	Female
Teaching Committee	Female	Male	Male
Working Better Together Group	Female	Female	Female

Since our last AS application:

55% of our core committees now have female chairs compared to 33% in our last application. This has further increased recently to 73% with female appointments to Research and Teaching Committee chairs.

The SchHARR Equality & Diversity Committee developed guidance notes for the core committees (C 3.4). These encourage committees to advertise positions where possible, ensure gender balance and representation from under represented equality groups on committees, rotate days and times of meetings, and encourage job share of positions as well as shadowing for leadership roles. The notes also encourage rotation of chairs and three year terms of office. All core committees have terms of reference and processes in place for dissemination of information to staff displayed on the staff only webpages. The guidance notes are used by all committees and steering groups in SchHARR, as well as the core committees. Each of the core committees has a representative from the E & D Committee and Equality and Diversity is a regular item on all core committee agendas. The continued use of these guidance notes underlines the commitment from SchHARR senior staff to gender equality and the wider Equality and Diversity agenda. They have had a real impact on the number of core committee chairs as shown above in Table 22. We will continue to publicise and update the committee guidance notes.

Action 5.4: Ensure gender balance on SchHARR core committees and use of guidance notes.

Discussions are held at SRDS to consider which committees are most relevant for staff to apply for (C5.1).

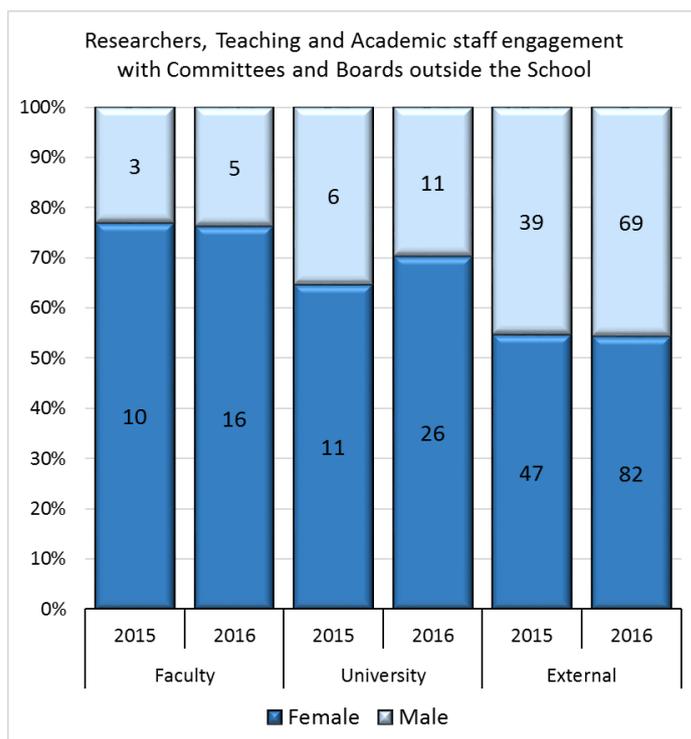
(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

As part of our previous action plan (P5.3), guidance notes have been developed to provide information on applying to external committees, including discussions with line managers and planning workload accordingly. These notes are sent out before each SRDS round, where it is suggested that such opportunities are considered.

From 2015 members of staff have been encouraged to record their membership on committees and boards outside the School on WAM. From 2016 the use of WAM has been extended to include PS staff.

Figure 60. Proportion of female/male staff and external committee membership



Women appear more likely to hold university and Faculty roles than external roles, this requires further action and ways to encourage women to apply for more relevant external committees.

Action 5.5: Increase appropriate external committee membership for female staff.

(v) **Workload model**

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

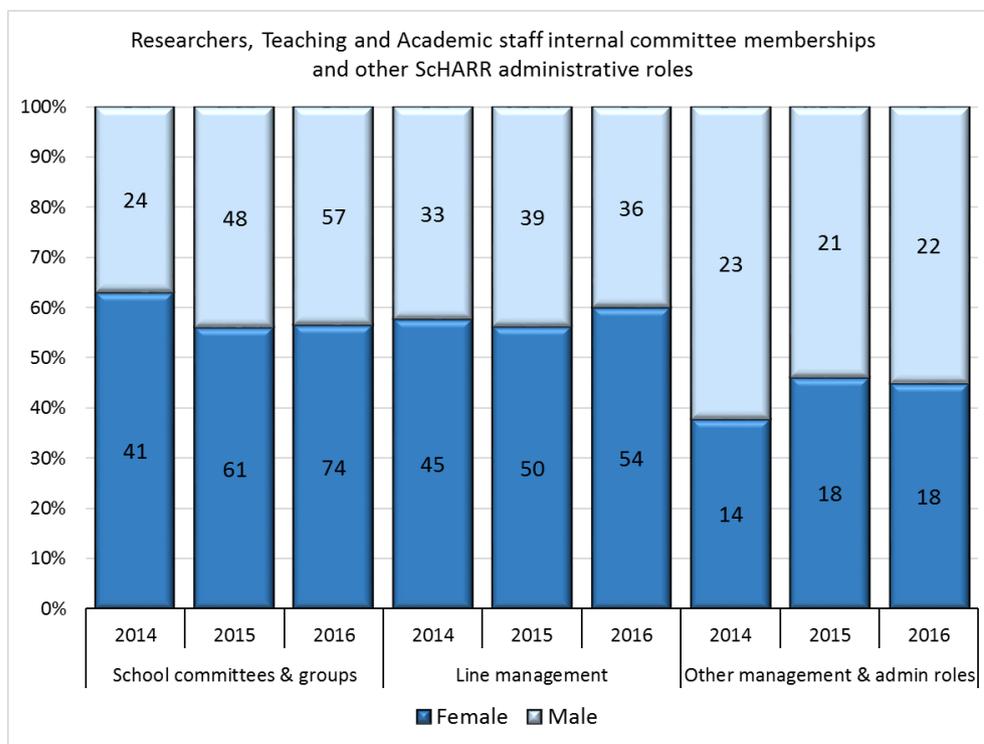
WAM includes teaching, committee membership and administrative duties. It is used to inform discussions around activity planning and at SRDS. WAM is updated annually by the SchARR Information Manager. WAM was reviewed as part of our last action plan (P5.5). Outreach activities are currently not included and this is an action.

Action 5.6: Include outreach activities in WAM; record data on attendees

We used WAM to undertake an analysis of administrative roles by gender for research, academic and teaching staff. This shows a lower than expected percentage of women in

other management and admin roles. We explore this more fully in our action plan as well as an analysis of teaching roles by gender.

Figure 61. Proportion of female/male staff and administrative roles in SchARR



Action 5.7: Analysis of WAM to assess distribution of administrative and teaching roles.

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

SchARR has 9:30am-3:30pm core hours for meetings. Staff are strongly encouraged to use Google Calendar to record availability and this is taken into account when planning meetings and activities and ensures that part-time staff's hours and days of work are taken into account. Substantial notice is given for important events such as the Research Day, inaugural lectures and the Pemberton lecture. Inaugural lectures are now recorded so that staff unable to attend are able to have access to them.

All social activities are planned well in advance. The meeting days and times for many committees and groups are rotated to ensure that part-time staff are able to attend regularly. All research seminars are held at lunchtime and all training events take place during core hours.

In 2014, an analysis of room bookings in SchARR was used as a proxy measure of the number of meetings taking place in core hours as part of our previous action plan (P5.7). The results showed that there were still some meetings held outside of core

hours. In the most recent staff satisfaction survey 84% women and 90% men agreed that meetings are held in core hours, an improvement from the 2013 survey (75% women and 79% men). We will continue to monitor this.

Action 5.8: Continue to monitor core hours.

(vii) **Visibility of role models**

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

Two of the 16 women featured in the University's "Portrait of a Woman 2017" were from SchARR. This exhibition celebrated women who have made a special contribution to the life of TUOS.

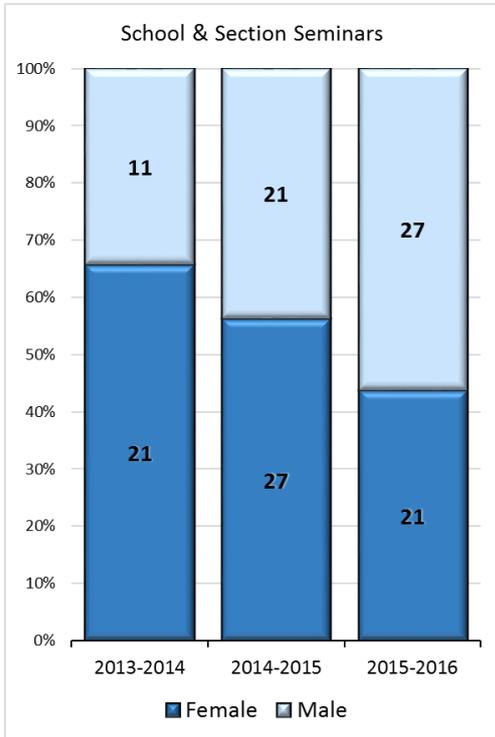
Figure 62. Portrait of a Woman 2017 from SchARR (Prof Alicia O'Cathain, left, and Prof Glenys Parry, right)



Efforts are made to ensure gender equality at key SchARR events such speakers at inaugural lectures, the annual research day and the annual Pemberton lecture. Speakers for the Pemberton lecture were all male from 2011-2013. However, this has changed now due to our previous action (P5.6) and since 2013, three of four speakers have been female. Diversity is monitored on all course leaflets and student webpages.

We now have a system for accurately recording speakers for our seminar series (P5.8) and have undertaken an analysis of speakers at SchARR seminars. This shows that the number of female speakers is decreasing. The percentage had been increasing from 25% in 2011, 48% in 2012 and 58% in 2013. We will address this in our action plan.

Figure 63. Proportion of female/male speakers at SchARR seminars



Action 5.9: Ensure 50% female seminar speakers.

We have undertaken an audit of SchARR webpages, images and posters in SchARR buildings (hallways and meeting rooms). The following issues were identified.

Table 23. Analysis of images used in SchARR

Issue identified	Actions to resolve
Many old posters displayed and most with male first authors	Designated responsibility for specified areas and a rotation system now in place to ensure more staff are represented and that there is gender balance.
News stories on main webpage have been male dominated	Currently there is a self-report system for news items. A new system is being developed to ensure balance (including identification of new research grants and sending e-mails to staff to remind them to report work for the website)
Lack of publicising of female role models	News team is being proactive in ensuring female role models are publicised through initiatives such as SchARR Chain Reaction and portrait of a woman campaign. Now more images of prominent women on webpages and in SchARR.

SchARR Chain Reaction

The SchARR Chain Reaction is an opportunity to showcase SchARR staff and enable them to describe their career path. A new interview is posted on the webpage every two months and currently includes only female staff.

Figure 64. SchARR Chain Reaction Photos



Action 5.10: Continue work to increase female role models in SchARR.

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student

*contribution to outreach and engagement activities formally recognised?
Comment on the participant uptake of these activities by gender.*

Our outreach survey identified a range of activities being undertaken in SchARR. These are shown below.

Table 24. Outreach activities in SchARR

Description of outreach activity	SchARR presenters	Audience
Teaching		
Online courses made freely available to the public (5x MOOCs)	7F:3M	General (Data from 1 MOOC: global outreach, 66F:34M)
Placements for students (UK and overseas)	3F:1M	A mix of the public, researchers and professionals; some activities target women's health.
Research		
Communication of research to the public	5F:1M	General (UK); some activities target women and young girls to promote involvement in science.
Media mentions: Authors on top 100 SchARR articles on Altmetric in 2016)	56F:44M	General.
Patient and public involvement (PPI) in research	7F:2M	General (UK).
Engagement with regional stakeholders - Launch of new SchARR Centre for Urgent and Emergency Care (CURE)	7F:5M	Attended by over 50 researchers, health professionals, commissioners, managers and PPI representatives from across the UK.
Community		
Careers Fair	2F	Year 10 and 11 school students of both sexes.
Volunteering and fundraising activities Food Bank, Baby Basics, Sheffield Big Walk) and national charities (e.g. Juvenile Diabetes Research Foundation, Phase Nepal).	5F:1M	General (local).

We are extremely proud of SchARR's Massive Open Online Courses [MOOCs] that reach around the world. Our most popular MOOC, 'Health Technology Assessment: Choosing Which Treatments Get Funded' attracts over 100 students per year.

Figure 65. MOOC presenter



Figure 66. British Science Festival, member of staff promoting women in science



Figure 67. SchARR patient and public involvement work with stroke survivors and carers



Figure 68. Centre for Urgent and Emergency Care, working with local Emergency department and ambulance services



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6. CASE STUDIES: IMPACT ON INDIVIDUALS

Case study 1: Louise Preston, Research Fellow



My entire academic career from undergraduate to Research Fellow has been at the University of Sheffield. I have worked in SchARR since 2006 as a Research Associate, Information Specialist and Research Fellow.

Since 2009, I have had three maternity leaves (2009, 2011 and 2014). Since my first child was born, I have made a number of changes to my working hours and working pattern, have taken up new opportunities, have had my role reclassified and have

been promoted.

Taking maternity leave in SchARR was a stress-free process. I took between 10 and 12 months maternity leave. Each time, prior to going on maternity leave I agreed to stay in touch with work whilst off, so that I had an easier return to work – this was my choice and was not expected by my line manager. When I returned from my third maternity leave, my role allowed me to apply for and receive the Women Academic Returners Programme funding, to buy out some of my time to work on re-establishing my research career through writing grants and publications. SchARR also supports the return to teaching for staff returning from maternity leave by providing a three month break from teaching commitments. SchARR provides support for staff on maternity leave to attend Keeping in Touch days and the Whyte payment paid for a day of nursery provision for my daughter whilst I attended KIT day.

SchARR has supported me working flexibly since having a family. I have varied my working hours (between 3 and 3.5 days) and have been able to change the days I work, depending on family circumstances. I now work a non-standard working pattern (3.25 days in 2.5) to maximize the time I spend with my children whilst also allowing me sufficient time to engage with my role.

Career development opportunities, such as ‘Springboard’ are equally offered to part time staff. Support from SchARR has allowed me to contribute to activities such as chairing the University Parents Network, and attending the Gender Equality Committee and SchARR Athena Swan Self-Assessment Panel. Together with colleagues, I developed

the ScHARR Maternity checklist, now used across the University. The opportunity to pursue both academic commitments and other activities benefits me and ScHARR.

Over time my job evolved to include more research and my role was reclassified from Information Specialist to Research Associate in 2013. In 2014, I submitted an application for promotion to Research Fellow which was successful. I believe that the success of this application was helped by the informal ScHARR metrics which allowed me to benchmark my achievements and present my working life in a positive manner to the Promotions Panel.

ScHARR have always been understanding of the challenges of balancing a career with the demands of raising a family and the ScHARR ethos of supporting parents and women in the workplace has meant that I have been able to advance my career and manage my working commitments, along with my husband to best meet the needs of my family.

(Word count: 498)

Case study 2: Petra Meier, Professor of Public Health



I joined SchARR in 2006 and was promoted to Senior Lecturer in 2008 and to Professor in 2010. This quick succession of promotions could not have happened without significant support from SchARR, formally via the Dean and, more importantly through a highly collaborative and supportive working culture. Junior researchers are routinely given opportunities to get involved in grants, and are both supported and

expected to lead papers and bids.

In my early years at SchARR, what helped me most was flexibility with regard to teaching versus research time that allowed me to build strong links with policy stakeholders and international collaborators from which I still benefit. This required national and international travelling and working to others' timescales. I think SchARR is quite unusual in agreeing to requests to fit my teaching hours around advisory groups, select committees, expert summits and media work.

In 2011, I had to leave abruptly due to serious pregnancy complications. SchARR could not have been more supportive. The Dean and my team worked hard to cover external commitments and quickly put strategies in place to keep my various research projects and PGR supervisions going - a great relief for me at the time. I returned part-time after 21 months away (70%, increased to 80% when my son started school). I feel I benefited a lot from the Women Academic Returners Programme, flexible funding that I decided to use to fund a part-time PA to allow me to focus on writing bids.

In 2016/7, SchARR provided me with the opportunity to join the university-wide Futures Programme for senior female academics interested in university leadership roles. Mentorship by a PVC has been incredibly useful in providing insight into the workings of central university, highlighting the range of opportunities and pathways to such roles.

For my everyday working life, SchARR's strong commitment to flexible working is crucial for me, especially regarding working from home and scheduling committee meetings. With a small child and very long commute, I would not be able to work here otherwise. Working at home 2-3 days a week allows me to spend time with my son

whilst working almost full-time hours. Committee meetings in core hours make it possible for me to hold major School roles – I was Acting Director of Research, and am currently Director of Postgraduate Research and PI of the Wellcome Trust Doctoral Training Centre.

Leading a busy research group, combining School roles and external editorial and government advisory roles have made it increasingly difficult to focus on my research and lead-authored grant and paper outputs have suffered. I am taking a period of study leave from September 2017. Whilst the usual time allocated is 6 months, my request for flexibility was once again considered favourably, so I plan to take the equivalent number of days over a period of 9 months to allow me to continue limited involvement in internal and external roles. In summary, SchARR's enabling atmosphere is a key reason I have stayed in the department for over 10 years.

(Word count: 501)

7. FURTHER INFORMATION

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

Please comment here on any other elements that are relevant to the application.

SCHARR has a wider Equality and Diversity agenda. The Equality and Diversity Committee, formed in 2014, includes representatives from under-represented equality groups such as people from minority ethnic communities, people with disabilities, faith communities and lesbian, gay, bisexual or transgender (LGBT) communities. The committee has used a range of initiatives to engage with staff including online forms, suggestion boxes, staff satisfaction survey questions, lunch time drop in sessions, presentations and discussions at section meetings as well as informal conversations with staff. The committee works very closely with the SAT. A range of issues have been brought to the attention of the committee and these have included:

Difficulties with car parking this is mainly an issue for staff driving in after dropping children off at school. Meetings have been held with the University representatives and a number of suggestions taken forward. For example, staff can now share parking permits, maps of car parks are available and notices sent out when car parks are closed. Initiatives are underway to keep a certain number of parking places reserved for parents arriving after 9 am.

Work life balance staff have reported challenges with balancing their work commitments and responsibilities and interests outside of work. Work life balance workshops are currently being planned to help support staff with this issue.

Mental health issues staff have reported lack of awareness of resources available to deal with mental health issues either for themselves or for those who they line manage. A series of "Tea and talks" sessions have been held to address this issue. PGR students are encouraged to use relevant University services and supervisors and personal tutors are made aware of services available.

Part time workers those who work part time sometimes feel that they are overlooked for key opportunities, such as leading important projects. Line management training is currently being planned. The work life balance workshops currently being developed will also help to address this as will our unconscious bias training.

The E & D committee will continue to regularly engage with staff to identify further equality issues. There will be a particular focus on intersectionality. Initiatives currently being considered include a group for older women staff and to raise awareness of the University Staff and Disability Network. Other areas will be identified after staff engagement. Another area of focus is the under representation of men in certain aspects of SCHARR, for example the Working Better Together Group, which has male under representation. Efforts will be made to ensure gender balance and consideration of intersectionality across SCHARR.

Action 1.5: continue to work closely with the E & D committee.

(Word count: 422)

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application. Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion. The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART). See the awards handbook for an example template for an action plan.

Our action plan is presented in three sections. **Part 1** is our new action plan. **Part 2** is our previous action plan describing actions to date (actions prefaced with P) and **Part 3** is our completed actions (actions prefaced with C). Our actions in Part 1 are prioritised by colour.

High priority actions	
Medium priority actions	
Low priority actions	



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Part 1. New Action Plan

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible (including job title)	Success criteria and outcome
1	Self-assessment process & baseline data and supporting evidence					
1.1	Continue to monitor staff gender ratio and HESA data.	It is important to ensure SchARR data stays in line with HESA benchmarking.	Annual report to EG comparing SchARR staff data with most recent HESA data.	May 2018 and annually thereafter	Information Manager	SchARR data is in line with HESA data.
1.2	Continue to monitor gender ratio of PGR students. Continue to monitor PGR applications from females.	Current fluctuation in % f/m PGR students Continue to monitor proportion of female PGR applications as this was lower than male PGR applications in 2016.	Annual analysis of proportions, steps to encourage balance if required such as advertising, revised recruitment materials and webpage design.	January 2018 onwards	PGR Committee Chair	Annual assessment of PGR gender balance (within 20% female/male balance); monitor trends. Monitor applications from females to ensure 50% and revise recruitment materials if required.
1.3	Refresh SchARR SAT, add PGT student and appoint new chair.	SchARR policy to refresh committee membership every 3 years; PGT student to be included	New members and chair in place.	July 2017-April 2020	Current and new SAT chair	50% new members; PGT student included; new SAT chair.
1.4	Record part/full time status of PS staff for promotions.	Currently, working pattern for PS staff applying for promotion not recorded. Important to know whether promotion rate is the same for part/full time PS staff	System in place for recording, part of report generated on promotions stats.	July 2017	SchARR HR coordinator	Collect data for presentation to DRP annually.
1.5	Work with E & D Committee on equality issues.	There is overlap for many initiatives between SAT and E & D Committee including: work-life balance, part-time workers, intersectionality.	Identify priorities through staff consultation Implement specific actions identified Monitor progress on actions and identify additional priorities	July 2017-July 2018 July 2018-July 2019 July 2019-April 2021	SAT chair & E&D chair	Set of agreed priorities to focus on; workshops, training, resources delivered; actions implemented accordingly.

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible (including job title)	Success criteria and outcome
2	PGT and PGR students					
2.1	Continue to monitor female/male ratio for PGT courses. Analysis of female/male ratio on SchARR PGT courses; Understand reasons for female/male ratio part time PGT students.	Ensure PGT gender ratio maintained. Not clear why part-time PGT student f/m ratio is different-from full time (more males part time)	Analysis of gender split on PGT courses, full and part time to understand reasons. Specific actions for each course where needed, such as adverts, webpage design.	January 2018- analysis and report to Teaching Committee September 2018-focussed actions in place as needed.	Director of Learning and Teaching	Analysis complete Actions in place if needed and impact monitored by Teaching Committee.
2.2	Raise awareness of PGR programmes with PGT students	Low numbers of PGT students moving on to PGR programme; this is the beginning of the “pipeline” so important to ensure access to PGR programme for female PGT students.	PGR Committee to determine best approach. Planned strategy to target PGT students. Implementation of strategy.	May 2018 October 2018 January 2019	PGR Committee Chair	Increase in number of PGT students applying for PGR programme (3/year; at least 1 female) by Oct 2020.
2.3	Monitor PGR completion rates and analysis to determine reasons for non-completion.	Data now collected but need to understand why some students are not completing on time and any gender imbalance.	Further analysis of completion data: monitor gender; part/time full time status. Strategies developed focussed on reasons for delay in completion. Monitor completion rates.	October 2017 June 2018 October 2018-October 2020	PGR Committee Chair	Annual analysis of completion data highlighting reasons for non-completion. Package of support strategies by 2018 and reduction in non-completion rates by 2020.
2.4	Monitor PGR destination data to develop appropriate PGR career progression training.	Until recently destination of PGRs was not captured but important to know for future planning of career progression support.	Report of PGR destinations annually and analysis of results.	May 2018	PGR Committee Chair	Annual destination report to PGR Committee. Information used to develop PGR career training by September 2018 (link with Action 4.7).

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible (including job title)	Success criteria and outcome
2.5	GTA process to ensure equity, training and appropriate pay for PGR students engaged in teaching.	Currently no process to ensure equity of opportunities, no training, appraisal and pay not standardised.	GTA process in place. Teaching adverts go out. GTAs training in place. GTAs appraisal in place. Standard pay process in place.	June 2017 Sept 2017 October 2017 June 2018 Sept 2017	PGR Committee Chair	All opportunities advertised, 100% of GTAs receive training and annual appraisal; standard payment process in place.
2.6	Ensure PGR students coming back from maternity leave have adequate support.	Systems in place but not clear if all students access available support.	Survey of PGR students returning from maternity leave. Report to PGR Committee. Action taken as required, such as guidance notes developed.	November 2017 January 2018 June 2018	PGR Committee Chair	Report to PGR Committee; all actions from survey addressed.
3	Key career transition points, appointments and promotions					
3.1	Address pipeline issues for female G8 to G9; G9 to reader with individualised early support.	Progression slow between female G8-G9 and female G9 reader /professor.	Further analysis of data on G8 and G9 staff. Qualitative investigations (focus groups or questionnaires) Individualised early support developed. Increase in applications.	June 2017 June 2018 Sept 2018 Sept 2019	EG and Dean	Analysis and qualitative investigation to identify points for action by June 2018. Process for individualised early support in place by September 2018. Increase in applications by 5% by Sept 2019 for G9 and Reader/Professor.
3.2	Increase recruitment of female clinical staff.	SCHARR has few clinical staff and no females at lower grades.	Develop strategy to increase female applicants (run job adverts through de-biasing software; female SCHARR HR contact on all relevant job adverts; work with SWIM.	September 2017	School Administrator and Lead Recruitment and Selection Coordinator (RSC)	Aim to increase the number of clinical female staff applicants when posts become available. Aim for at least 2 female applicants/ job advert.

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible (including job title)	Success criteria and outcome
3.3	Ensure process consistently followed for contract renewal & ensure percentage of women on fixed term contracts in line with percentage of female staff.	Contract process improvement now in place. Decrease in number of fixed term contracts seen.	All contracts managed using a transparent and equitable process.	May 2017 and then annually	School Manager	Standard process in place for all contract renewals. Monthly assessment of contracts for renewal to ensure where possible staff move on to open ended contracts.
3.4	Ensure useful information is obtained to understand why people leave.	Leaver's portal has been developed and is in use but little information provided from the Exit questionnaire. Develop in house Exit survey for anonymised feedback, if needed.	Useable data from staff leaving to identify reasons why. Work with HR to develop plan. Report generated annually of leavers' data or exit survey developed. Monitor and address any recurring themes	November 2017 August 2018 November 2019	HR Advisor and School Administrator	Anonymised annual report from HR detailing reasons for staff leaving. Actions in place to address any recurring themes by November 2019. Develop SchARR's own exit survey to monitor recurring themes if required.
3.5	Increase number of female applicants for higher grade research/academic posts.	Lower number of applications from females for academic/research posts at higher grades.	Develop strategy including female SchARR HR contact named for all applications for senior posts; de-biasing software of adverts; work with HR to ensure adverts are female friendly. Re-evaluate and adjust accordingly.	September 2017 September 2019	School Administrator	Increase in female applicants at higher grades (10% increase) when posts become available.
3.6	Record gender balance on all SchARR recruitment panels.	Recommended good practice to have gender balance but records not currently kept to ensure this is always happening.	Recording process in place for all recruitment panels.	December 2017	SchARR HR Coordinator and RSC Coordinator	All recruitment panels to be gender balanced and a record maintained. HR coordinator to refer to EG any panels where this has not been the case.

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible (including job title)	Success criteria and outcome
3.7	Continue to collect feedback from new starters to ensure that induction is fit for purpose.	An induction survey was sent out to new starters in March 2017. Limited data available on induction effectiveness.	Induction survey for new starters every quarter; analysis of responses; changes to induction process made as required.	June 2017-March 2021	School Administrator and HR Coordinator	Induction survey for new starters quarterly; actions to change process as required; link with WBT new starters SchARR Trail.
4	Career development					
4.1	Improve satisfaction with promotions process.	Staff satisfaction survey data shows lack of satisfaction with promotions process.	Promote CV advisors and promotions criteria more widely. Annual section analysis. Discussions at section meetings and at SRDS.	June 2017 Sept 2017 and annually thereafter October 2017	School Administrator Dean/Section Directors	Info on CV advisors and promotions criteria advertised twice yearly. Improvement in staff satisfaction survey results: 60% of staff feel there are good opportunities for career progression.
4.2	Increase Professional Services (PS) staff career development opportunities.	Recent changes to promotions process for PS staff mean that emphasis is now on career development.	Survey of PS staff to identify training needs and satisfaction. Training opportunities identified and provided where possible. Satisfaction measured and further actions identified.	February 2018 October 2018 October 2020	School Manager; Chair of Staff Development	At least 20 staff taking up training opportunities identified and provided.
4.3	Lobby to improve access to Sheffield Leader and other leadership training opportunities.	Sheffield Leader recognised as extremely useful but access limited due to number of places available and difficulties for part-time staff.	Sheffield Leader is available to all staff where they and their line managers deem it to be useful. Other leadership training is available to staff unable to undertake Sheffield Leader.	September 2018-April 2021	HR Advisor and Dean	Increase in Sheffield Leader uptake by 2019 by 10%. Alternative leadership training available to SchARR staff.

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible (including job title)	Success criteria and outcome
4.4	SRDS training refresh.	SRDS training required for reviewers and reviewees.	Refresher training through Bitesize lunch time sessions for reviewers and reviewees; use of online resources from University HR publicised more widely.	June 2018 then annually Reminders sent out each June 2017-2021	School Administrator	Question in staff satisfaction survey on satisfaction with SRDS training- to be added Oct 2017. Bitesize session held each year. Online resources advertised each year at SRDS time.
4.5	Increase awareness of study leave.	Study leave available to all academic and research staff in SchARR yet few people take up the opportunity.	Continue to record numbers for both calls for applications each year. Advertise availability and process for study leave more widely.	January 2018 February 2018 and twice annually thereafter.	HR Coordinator	50% of study leave applicants are women, at least 2/year.
4.6	Payment for childcare costs to attend conferences.	Those funded by RCUK grants have access to funding to cover childcare costs but others do not.	Continue to promote RCUK funding annually; Explore options for funding for other staff System in place	Feb 2018 onwards January 2020 January 2021	Dean	All staff requiring funding will have access to it.
4.7	Develop career progression training for PGRs to prepare for researcher careers.	Some support already in place with Think Ahead Faculty programme although suggestions that more is needed	Focus groups with students to identify priorities and preferred approach Develop strategy Implement and evaluate strategy & survey students	March 2018 October 2018 October 2019 October 2020	PGR Committee Chair	Annual PGR student survey shows that students are satisfied with career progression training available.
4.8	Ensure work shadowing and secondment opportunities are available for PS staff.	Career development for PS staff includes work shadowing and secondment opportunities.	Opportunities disseminated. Staff take up work shadowing opportunities.	June 2017- June 2020	School Administrator	Encourage PS staff to take up work shadowing and secondment opportunities. Measure satisfaction through survey to PS staff on training opportunities. At least 2 staff take up work shadowing/year

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible (including job title)	Success criteria and outcome
4.9	Ensure adequate mentoring opportunities are available for all staff.	There has been a reduction in the number of people taking up some available mentoring opportunities; not clear why so exploration needed of acceptability of current programmes as well as raising awareness.	Focus groups or surveys to determine acceptability of available programmes. Twice yearly e-mails to staff detailing programmes available. Bitesize session on positive outcomes from mentoring annually.	November 2017 January 2018 onwards June 2018	Chair of Staff Development	Assess impact by Increase in mentoring satisfaction as measured in staff satisfaction survey from 62% to 70%.
5	Culture, communications and departmental organisation					
5.1	Increase number of staff having Equality and Diversity training and three year renewal.	All SchARR staff should have E & D training. Explore range of options for training. Renewal every 3 years.	Explore options for alternative modes of delivery. Process in place for renewal. Targeted e-mails.	December 2017 November 2018 January 2018 and annually thereafter.	E & D Committee Chair/HR Advisor	100% staff report having E & D training; all staff renew training every 3 years.
5.2	Increase number of staff having Unconscious Bias training.	All SchARR staff should have unconscious bias training. Current training is delivered only in person. Explore on-line option	Advertise on line option Run in house training (at least 1 per year)	March 2018 January 2019	E & D Committee Chair	Over 80% of staff report having unconscious bias training.
5.3	Develop greater understanding of perceived cultural issues for students in SchARR and address any issues.	Some culture related issues identified in the focus groups and informal conversations with students including difficulties for overseas students	Focus groups/surveys to define issues to address. Develop strategy. Implement strategy. Evaluate strategy.	November 2017 February 2018 October 2018 October 2019	Director of Learning and Teaching	Changes made to address potential cultural issues; resources available. Impact assessed through focus group with students to confirm identified issues have been addressed.

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible (including job title)	Success criteria and outcome
5.4	Ensure gender balance on core committees and use of guidance notes.	Processes are in place to ensure steps are taken for gender balance on committees, but some are predominately female and some mostly male.	Ensure gender balance 50-65% female on all committees to reflect staff ratio. Discussions with each core committee. Gender ratio taken into account when selecting new members.	May 2018- April 2021	Dean	All core committees have 50-65% female members by 2021.
5.5	Increase appropriate external committee membership for female staff.	Guidance document on external committee membership has been developed. An e-mail reminder sent out regularly. Work needed to assess optimal committee choice and increase female membership on influential external committees.	Regular e-mail sent to staff about external committee membership. "Find a buddy" system as a contact for more information from someone currently a member. Recording of applications.	December 2017 February 2018 January 2018	EG and Dean Information Manager Information Manager	Increase in female staff applicants (5 applications/year) on influential and relevant external committees (outside of university/faculty committees).
5.6	Include outreach activities in WAM; record data on attendees.	Outreach activities not currently recorded in WAM. Information recorded on outreach activities is incomplete.	System developed for recording outreach activities in WAM. E-mail sent out annually to staff with google form link.	July 2017 January 2018	Information Manager with support from SAT outreach subgroup	Outreach activities recorded in WAM. Information requested on outreach activities using form.
5.7	Analysis of WAM to assess distribution of administrative and teaching roles.	WAM has been substantially revised and updated. Allows analysis of teaching and administrative roles by gender to ensure equitable distribution.	WAM is regularly updated and accurate reflection of activities undertaken. Analysis of teaching and administrative roles by gender.	September 2017	Information Manager and Dean	WAM up to date; able to analyse teaching/administrative roles per person; used in SRDS discussions to allocate roles.

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible (including job title)	Success criteria and outcome
5.8	Continue to monitor core hours.	Over 80% of staff feel that most meetings are held in core hours although some meetings still appear to be held outside of core hours.	Monitor staff satisfaction survey results. Work with Section Managers.	October 2017 onwards January 2018	School Administrator and Section Managers	All staff can request meetings to be held in core hours. 85% or more of staff report that most meetings are held in core hours in staff satisfaction survey.
5.9	Ensure 50% female seminar speakers.	Decrease in female seminar speakers recently although previously there had been improvements	Discussions with seminar organisers. Monitor every six months. System developed to oversee seminar series across SchARR and ensure gender balance.	June 2017	Director of Research	At least 50% of speakers at SchARR seminars are female by June 2018 and annually thereafter.
5.10	Continue work to increase female role models in SchARR.	Images of role models are not well displayed. Some initiatives in place but needs monitoring.	Chain reaction continues. Monitor of posters annually. Assessment of webpages and images used.	April 2017 September 2018 September 2017	SAT chair School Administrator with support from SAT media subgroup	Chain Reaction updated every two months. Posters assessed annually for gender balance. Inventory of web page images annually.
6	Flexible working and career breaks					
6.1	Raise awareness of Whyte payment and develop recording system.	The Whyte payment has been available for staff and PGR students on maternity leave since 2014, but not all staff are aware of this or how to apply.	System in place for recording All eligible staff and PGR students are aware of process for Whyte payment	June 2017 June 2018	SchARR HR coordinator PGR administrator	Clarify awareness through maternity and PGR maternity survey 2018 and 2020. All Whyte payments recorded.
6.2	Raise awareness of protected time from teaching and marking after maternity leave.	Protected time from teaching after maternity leave has been available since 2014, not all eligible staff are aware of this.	Raise awareness through maternity checklist for action <u>before</u> mat leave. Course directors made aware and becomes part of planning.	October 2017- October 2020	SchARR HR Coordinator Director of Learning and Teaching	Maternity survey in 2018 and 2020 records 100% of eligible staff aware and able to take this leave.

Reference	Planned action/objective	Rationale	Key outputs and milestones	Timeframe	Person responsible (including job title)	Success criteria and outcome
6.3	Monitor and raise awareness of paternity/parental leave and shared parental leave uptake.	Not clear that all those eligible are taking paternity leave/parental leave or shared parental leave.	Meet with Section Managers to raise awareness. Regular e-mails to staff	September 2017	SCHARR HR coordinator and Section Managers	All eligible staff take and record paternity/parental leave; to be monitored by Section Managers.
6.4	Ensure staff are aware of flexible working options.	Already high level of awareness of flexible working but could be improved; process for going back to full time has not been clear to all staff as well as the availability of a trial period.	Revisions to flexible working policy to incorporate changes. Staff made aware via e-mail.	May 2017 June 2017	Section Administrator	Information is available to staff and they are made aware when reducing hours; University survey results every two years to continue to show over 95% of staff happy to discuss flexible working with their line manager.

Part 2. Previous action plan from April 2014 submission

Action	Description of action	Action taken already and outcome at April 2014	Further action planned	Outcome (April 2017)
1.	Baseline Data and Supporting Evidence			
P1.1	Increase number of PGR students	Previous action: Monitor ratio of female/male PGR students on biannual census dates. Outcome: Information on female/male ratio now routinely recorded and presented to PGR Committee biannually.	Increase number of female PGR applications by re-development of recruitment materials; web pages revamp to ensure they are Athena SWAN friendly.	Increase the proportion of PGR applications from women to over 50% by 2017. This was achieved for 2014 (55%) and 2015 (57%) but fell below 50% in 2016 (45%). Further action planned to monitor this. Action 1. 2.

P1.3	Monitor PGR students for completion of PhD and destination	Previous action: Develop systems for monitoring completion and destination. Outcome: Recording systems have been developed. Pilot being run to establish if all data is recorded appropriately.	Evaluate set of definitions to ensure fit for purpose; recording and analysis of completion, sources of funding and destination	Completion is now recorded and system in place to record destination has been developed by the Faculty. Work is ongoing and will continue as Actions 2. 3 and 2.4.
P1.4	Monitor staff turnover and destinations through exit interviews to determine reasons for leaving.	Previous action: Develop an exit interview process and form. Outcome: Data is collected by University HR through current forms although poor return rate. SchARR HR Officer working closely with University HR to revise process and new on-line Leaver's Portal has been developed to record reasons for leaving (to go live in July 2014).	Assess data collected through Leaver's portal to determine reasons for leaving.	University leaver's portal now in place although data collected has not been useful. Information for less than 10% of leavers has been collected. This is an ongoing action and the SAT will work closely with University HR to ensure useful data is collected on why people leave SchARR, Action 3.4.
2	Post Graduate Students			
P2.1	Ensure systems are in place to ensure PGR students have appropriate information for maternity leave.	Previous action: Assess current process for PGR students taking maternity leave through survey. Outcome: No standard process in place and students have experienced difficulties; recommendations made.	Standard process in place Use U of Sheffield Pregnancy and Maternity Support Planning Tool Collect data on students taking parental leave	Standard process is now in place and use of planning tool. Data is collected on students taking parental leave. Funding in place for students going on maternity leave and they are eligible for the Whyte payment. Further action to survey students coming back from maternity leave to ensure they have the support they need, Action 2.6.

3	Key Career Transition Points, Appointments and Promotions			
P3.1	Identify further ways to prepare and support staff for promotion and ensuring all relevant information is available to staff	<p>Previous actions: Promotions workshops held at University level and SchHARR staff encouraged to attend. SAT and EG identified ways to support staff.</p> <p>Outcome: CV advisors identified for each section SchHARR specific grade criteria guidance to supplement University information Promotion discussed with all staff at 6 month review in January.</p>	In house promotions workshop for women; analysis of staff survey results on promotion.	<p>Promotions workshop for academic and research women staff was held in February 2015. CV advisors and grade criteria used regularly by all staff. Promotions discussion is part of 6 month SRDS review for all staff.</p> <p>Increase in number of promotions applications from female academic and research staff has been achieved.</p> <p>Staff satisfaction survey results show improved understanding of promotions criteria. Further action to address bottle neck, Action: 3.1.</p>
P3.2	Analysis of promotions data to ensure consistency	<p>Previous action: Promotions data has been analysed at SchHARR level</p> <p>Outcome: Higher percentage of male promotions cases in SchHARR identified; potential discrepancies across sections and cases rejected by PP.</p>	<p>In-depth analysis of promotions data at section level to identify any discrepancies In-depth analysis of rejected promotions cases Exploration of options to increase opportunities for promotion including possible focus groups</p>	<p>Evaluation report was presented to EG and Section Directors were informed of discrepancies identified across sections. Number of female promotions cases has increased to 73% of research/academic staff. Promotions cases rejected by DRP and at Faculty given in depth feedback. Promotion will continue to be monitored annually. Actions 3.1 and 4.1.</p>
P3.3	Unconscious bias training	<p>Previous action: Hold unconscious bias seminar in SchHARR.</p> <p>Outcome: Seminar held in Sept 2013 and University workshops in Nov/Dec 2013. Increase in percentage of staff having training from staff survey.</p>	Unconscious bias training for EG, DPP and offered to SchHARR staff	<p>All members of EG, DRP and core committees have received unconscious bias training. There has been an increase in percentage of staff receiving unconscious bias training to 67% of all staff in 2016. Continue to offer training and monitor uptake by staff satisfaction survey, Action 5.2.</p>

4	Career Advice and Support			
P4.1	Increase career development activities for women including annual career development workshops	<p>Previous action: Career development workshops held annually</p> <p>Outcome: Women@TUOS.net run career development activities specifically for women (started 2012) and ScHARR staff strongly encouraged to attend.</p> <p>Sheffield Leader available by Section Director recommendation</p> <p>Springboard for Women</p> <p>Think Ahead Programme</p>	<p>Targeted e-mails about Women@TUOS.net events;</p> <p>targeted e-mails about Springboard; Sheffield Leader and Think Ahead</p>	<p>Over the past three years, there has been a decrease in Think Ahead female attendees; a decrease in Sheffield Leader female attendees; a decrease in Springboard attendees and an increase in GROW attendees for PS staff.</p> <p>Variable results on “yes” to useful mentoring opportunities on staff satisfaction survey responses: 67% (2016); 76% (2015) and 68% (2016) for women.</p> <p>Mentoring and career development opportunities require further action, Actions 4.3 and 4.9.</p>
P4.2	Raise awareness of study leave	<p>Previous action: All staff made aware of study leave; explore potential barriers to taking study leave via survey.</p> <p>Outcome: Survey undertaken and analysed to identify barriers to study leave.</p>	<p>Lunchtime session on study leave.</p> <p>Set of resources to assist with applications including sample applications and guidance notes.</p>	<p>Seminar held and resources available.</p> <p>The proportion of staff who are female taking study leave to increase to over 50% of applications by November 2015. This has been achieved for 2 of the 3 previous years but numbers are low. Further action is required, Action 4.5.</p>

5 Culture, Communications and Departmental Organization				
P5.2	Improve awareness of Equality and Diversity (E & D): at induction amongst staff for members of recruitment panels	<p>Previous action: On-line E & D training part of induction checklist, information to staff via e-mail and webpages and provided to members of recruitment panels.</p> <p>Outcome: E & D training is part of induction; Chairs of recruitment panels required to undertake E & D training. SchARR E & D webpage linked from SchARR home page. All SchARR staff required to undertake on-line E & D training every 3 years.</p>	Ensure on-line E and D training undertaken by all staff at least every 3 years.	<p>Currently 90% of staff report in staff satisfaction survey that they have had E & D training.</p> <p>Further action to explore options to reach remaining 10% of staff and ensure renewal every 3 years. Action 5.1.</p>
P5.3	Encourage female staff to apply to sit on appropriate and relevant external committees	<p>Previous action: Increase awareness through career development workshops and SRDS.</p> <p>Outcome: Reminders sent to discuss this before each SRDS round; discussions held at career development workshops. Number of female staff on external committees now monitored.</p>	Increase applications of female staff to sit on external committees (including University committees) through focussed e-mails for SRDS and as opportunities arise; develop guidance document	<p>Guidance document on external committees has been produced and a reminder sent for each SRDS round.</p> <p>Females were 48% of external committee membership in last application, now 54%. Further action planned to continue to monitor and encourage in SRDS to ensure appropriate committees are chosen. Action: 5.5.</p>
P5.4	Gender mix of recruitment panel members and all chairs trained (including E and D training)	<p>Previous action: All recruitment panels have gender mix and all chairs to have training.</p> <p>Outcome: This usually but not consistently happens.</p>	Monitor gender mix of all recruitment panels and ensure all chairs have training	<p>Recruitment panels are gender balanced for academic and research roles but not consistently for professional services roles. All recruitment panel chairs are required to have E and D training.</p> <p>Further action required t: record gender mix and panel chair for each recruitment panel. Action 3.6.</p>

P5.5	Review WAM to ensure it takes into account all relevant information in a transparent manner and is regularly updated.	<p>Previous action: More regular updating of information by SA and IM; more explanation to staff on the purpose and processes used in WAM.</p> <p>Outcome: system has been substantially revised. Information meetings held with staff to explain purpose and processes. Dean has communicated information to staff at section meetings.</p>	Analysis of WAM data to ensure equitable distribution of teaching and administrative responsibilities across staff by gender.	IM has substantially revised and improved WAM and updates WAM regularly; data used to analyse teaching and administrative load. Action to use WAM at SRDS and for allocation of teaching and administrative roles. Action: 5.7.
P5.6	Raise profile of external and SchARR senior female academics	<p>Previous actions: 1. Senior female SchARR staff to present at SchARR Research Days.</p> <p>2. Pemberton lectures to include external female speakers.</p> <p>Outcome: Female speakers will present at the 2014 SchARR Research Day (internal SchARR staff and guest speaker) and the Pemberton lecture for 2014. SchARR webpage has a "Women in SchARR" section to highlight achievements.</p>	Ensure female speakers are regularly invited to these and other events. Women in SchARR webpage regularly updated.	<p>There has been an increase in female speakers at the Pemberton Lecture and Research Day: 75% of Pemberton speakers have been female over the past four years; female speakers are now always included in the Research Day.</p> <p>Plans for webpages have been superseded by new actions as described above in Action 5.10 to raise the awareness of female role models. .</p>

P5.7	SCHARR meetings to be held between 9:30-3:30pm	<p>Previous action: Extend core hours to other meetings where possible</p> <p>Outcome: Most SchARR meetings now take place between 9:30-3:30pm. This is regularly discussed at the Senior Administrators Group and section administrators monitor this. Good knowledge of core hours from staff survey.</p>	<p>Give plenty of notice for any meetings not taking place during core hours. Rotation of meeting days to ensure part-time staff can attend. Continue to monitor times of meetings and attendance.</p>	<p>Most meetings are held in core hours. Analysis of room bookings and staff satisfaction survey showed awareness of core hours; 81% in 2014 and 85% in 2015 and 84% in 2016. We will continue to monitor this in the staff satisfaction survey and analysis of room bookings. See Action 5. 8 above.</p>
P5.8	Record speakers and gender for all staff seminar series	<p>Previous action: Ensure gender balance for external speakers for SchARR seminars.</p> <p>Outcome: Analysis shows increase in number of external female speakers. Not all SchARR seminars are included, difficulties with finding data.</p>	<p>Ensure all data is collected in a central location and monitored for gender balance.</p>	<p>Systems are in place to record speaks for all SchARR staff seminar series. The percentage of female speakers has decreased for the first time in several years to 45% in 2016. See action to address this above Action 5. 9.</p>
6	Career breaks/flexible working			
P6.1	Reduction of teaching load post maternity leave	<p>Previous action: SAT work with Teaching Committee to ensure a period of protected time for staff returning from maternity leave.</p> <p>Outcome: 3 months protected time for female academic staff.</p>	<p>Protected time for research staff post maternity leave</p>	<p>3 months protected time for research staff with teaching responsibilities is now in place although all staff are not aware of this. Information has been added to the maternity leave checklist to clarify this and further action is planned to raise awareness. See Action 6.2 above.</p>

P6.2	Ensure cash allowance to cover one day for Keeping in Touch (KIT) during maternity leave per staff member	<p>Previous action: Maternity sub-group identified need for payment to cover childcare costs and liaised with University HR.</p> <p>Outcome: Payment to cover one day is available but system needed to ensure this is available to relevant staff and processed appropriately.</p>	Develop system to administer and record cash allowance payment for staff on maternity leave to cover a KIP day.	The Whyte payment is now in place. The maternity leave survey revealed that not all eligible staff are aware of this, so information has been added to the maternity leave checklist and to the maternity information on the staff only webpages. We will monitor awareness of the payment. System needed to record uptake, Action 6.1 above..
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Part 3. Completed actions as of April 2017

Completed action	Description of action	Action taken	Outcome	Success measure
C1.2	Ensure staff satisfaction survey run annually	Continue to run the survey on an annual basis and analyse results. Actions taken as needed	Survey run and data analysed by SAT annually with a report going to EG and any actions being put into the Action Plan.	Survey has been run annually since 2012 and analysis has informed this submission. Survey will continue to be run annually
C3.4	All SchARR core committees have Athena SWAN /Equality and Diversity agendas	Guidance notes for core committees developed. Designated E & D contact appointed for each committee	All core committees to have E & D as regular (at least every 3 months) agenda item and report to SAT	Regular agenda item for all core committees and annual reports to E & D committee and EG.
C5.1	Develop a transparent reporting process for the selection and rotation of members for the core committees in SchARR as well as any new committees formed	Increase number of female members of SchARR core committees through encouragement of self-nomination and recommendation by section directors for posts not associated with designated roles; Increase number of female chairs of SchARR core committees.	Increase in number of female committee members and increase in number of female committee chairs.	55% of core committee chairs are female; core committee membership 64% at data point (July 2016) female and currently 73% (April 2017).
C6.3	Buddy system for returner's from maternity leave	Buddy allocated to all women returning from maternity leave requiring one.	Maternity subgroup of SAT worked with HR to identify most appropriate buddy system.	University buddy scheme in place and maternity leave returners are directed to this when they return via the maternity checklist.