

Athena Swan Bronze application form for departments

Applicant information

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| Name of department | Department of Politics and International Relations |
| Date of current application | March 2022 |
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| Future action plan* | |
| Appendix 1: Culture survey data* | |
| Appendix 2: Data tables* | |
| Appendix 3: Glossary* | |
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Section 1: An overview of the Department and its approach to gender equality

1. Letter of endorsement from the head of the Department (441 words)



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March 2022

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Dear Colleagues,

I am delighted to support this application for the Athena Swan Bronze Award and have enthusiastically signed up to the principles of the renewed Athena Swan Charter. I can confirm the information presented is an honest and accurate representation of the Department. Since 2017, when our Department established its inaugural EDI Committee (EDIC), the Department has undergone a step change in regards to gender equality. When I first joined the Department in 2017, it was clear this was still a very male-dominated environment in which very little attention had been paid to the representation, experiences and progression of women staff. In recent years, and under my leadership as Head, we have taken urgent steps to address this culture, and have undertaken significant work in the form of a new Staffing Strategy that embeds EDI at all stages of a staff member's journey, from recruitment through to induction, probation, progression, promotion, retention and retirement.

Despite the significant progress made in recent years, we are aware of the many challenges that continue to face the Department. As shown through our data gathering for this application, there remain significant concerns about how staff and students of different genders experience life in the Department, with women colleagues tending to report a more negative experience than men in relation to workload, leadership and development opportunities, and students raising concerns around culture. These challenges speak to ongoing gender inequities, but also the intersectional experiences of our staff and students.

Our application was undertaken at a particularly challenging time, being directly affected by the pandemic. Taking the decision to pause our application until the additional strains of the pandemic had passed, our awareness of the gendered impacts of COVID19 has subsequently

informed the ambitious action plan developed as part of this application. The opportunity to carefully scrutinise our Department's policies and practises and their impacts on gender equality has led us to think through, at a structural level, how we can create a stronger, more gender conscious Department in which all staff can thrive.

As our submission shows, there is still much work to be done and we have identified five ambitious and yet achievable areas of action. These relate especially to: diversity in recruitment of staff and students; establishing a more inclusive culture; and ensuring we have mechanisms and data for ongoing self-evaluation and monitoring of our practice and progress, especially in relation to intersectionality. By embedding responsibility for these priorities across the Department's structures and staff, we will ensure we can make progress in embedding equality in all aspects of Department life.

Sincerely,

Head of Department of Politics and International Relations

2. Description of the Department (364 words)

The Department of Politics and International Relations is one of the UK's most successful centres for teaching and research. Our reputation for world-leading research has been confirmed in successive Research Assessment Exercise (RAE) and Research Excellence Framework (REF) exercises. The Department has a strong, pluralistic ethos focused around five research clusters on International Relations, Environmental Politics, Political Theory, Political Economy and Governance and Public Policy. In 2019/20, the census date for this application, the Department employed 87 staff: 14 professional service (PS) staff, 39 research and teaching academics, 12 researchers, 5 teaching only academic staff and 17 graduate teaching assistants.

The Department is situated in the Faculty of Social Sciences (FoSS) as one of 13 departments. We have strong ties beyond the Department, with staff working with a range of Faculty and University research Centres such as SPERI and SIID. The Department is based at a single site - the Elmfield building - where staff maintain offices. Some teaching is delivered within this building, but most occurs elsewhere on campus.

In 2019/20 the Department was home to 703 UG, PGT and PGR students. We place emphasis on the importance of research-led teaching and offer 2 core undergraduate programmes: Politics; and International Relations & Politics. We also offer 6 dual degrees with other departments. At the MA level we offer three degrees: International Relations; International Political Economy; and Politics, Governance and Public Policy. We also offer two joint degrees: International Relations and East Asia; and Political Theory. We were also home to 22 PGR students in 2019/20. The Department has a strong student community, with an award winning Politics society.

The University of Sheffield (UoS) had its silver Athena Swan (AS) award re-validated in 2019. Within the FoSS just one department has been successful in obtaining a bronze award (Information School) in 2020. We have proactively responded to institutional support for AS, beginning our application in October 2020. This period has included the Covid pandemic which led us to take the decision to pause qualitative data collection due to considerations regarding staff's workload - which increased dramatically due to pandemic pressures. For this reason we report quantitative data from 2019/20, but incorporate qualitative insights from 2020/21.

3. Governance and recognition of equality, diversity and inclusion work (374 words)

In 2017 the Department established its first Equality, Diversity and Inclusion Committee (EDIC) and appointed a Director of EDI (DEDI). As set out in annually reviewed terms of reference, the role of the committee is to *'review the Department of Politics' practice in relation to EDI, and to advance policies and practices that advance wider Faculty and University EDI goals'*.

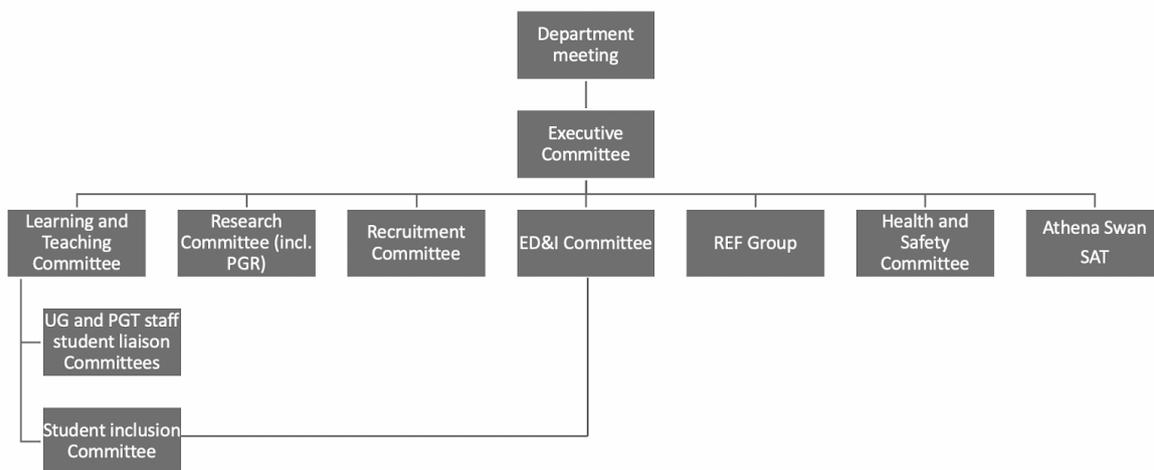
EDIC is one of 6 core Departmental committees which exists as a separate entity to the AS Self-Assessment Team (SAT) (Figure 1). Each committee reports to the Executive Committee (EC) and in turn the Departmental meeting (attended by all staff). We also have two sub-committees, a staff/student liaison committee (SSLC) and a Student Inclusion Committee (SIC), that report to the Learning and Teaching Committee (L&TC) and/or EDIC. Committees are responsible for reviewing, designing and implementing cognate policy, and their decisions and actions are overseen by the 8 members of the EC; comprising the Head of Department (HoD) and Department Manager (DM) as well as key office holders, including the DEDI. To

embed EDI into wider Departmental activities the DEDI sits on ad-hoc committees and reviews ongoing Departmental processes, such as workload allocation.

The DEDI is appointed following an application and interview process and works with the HoD to appoint EDIC members, including a balance of stage of career, gender, race and other relevant protected characteristics whilst mindful of workloads. At least one PGR student and one member of PS staff sit on EDIC. All members sign a confidentiality protocol and have to make themselves familiar with University and Departmental policy. The DEDI also sits on Faculty EDIC, reporting back on key developments and disseminating Departmental best practice.

The DEDI receives an allocation of 150 hours workload, in line with other core Director roles. Academic members of EDIC are allocated 70 hours for citizenship, which includes sitting on a committee. Individuals who sit on more than one committee get an additional allocation of 20 hours. Additional allowances for academic staff, detailed below, are awarded for SAT membership. EDI is recognised within academic promotions guidelines as an important element of teaching and citizenship, with key criteria including contributing ‘to the development of practice that improves accessibility and inclusion’ and ‘Demonstrating responsibility for diversity and inclusion.’

Figure 1: Departmental Committee Structure



4. Development, evaluation and effectiveness of policies (583 words)

Departmental policy originates primarily from Department staff and committees, the Faculty or wider University.

Departmentally, policy can be developed by individual staff, committees, the DM or HoD. Most commonly, policy originates within committee structures, whereby committee members identify policy gaps. Usually the relevant Director will take the lead in developing proposals, and consulting with committee members. Once approved at committee level, proposals are tabled at EC, with either the relevant Director, or the responsible staff member leading discussion. At this stage the DEDI provides specific feedback in relation to EDI priorities, but there is a shared responsibility amongst EC members for raising concerns. These discussions can result either in a request for further revisions to the new policy (with the possible

requirement that it needs to be re-tabled to the EC), or sign-off. The EC decides whether to table the paper at the Departmental meeting as an item for discussion (with a view to allowing further amendments) or as a point of information (for awareness raising with staff). At this point any actions to facilitate implementation are identified, and responsibility is given to the appropriate staff member to enact the new policy. Any new practice or policy is then reported to the wider University through Faculty and University level committees, or by the HoD or DM, helping to share best practice.

At the Faculty and University level, policies can originate from committees, directors or senior leaders beyond the Department. Policies formulated at this level are disseminated through different routes. First, policies can be promoted through Faculty Committee structures - whereby Departmental Directors are informed about new policies and procedures. Second, new policies can be communicated to the DM or HoD and either implemented or cascaded to staff by email or at Departmental meetings. Finally, new policy can be directly communicated to staff - often through a weekly all staff email. Faculty and University policies are often developed via University committee structures, or following programmes of open consultation and staff and trade union engagement.

A number of key policies, in areas such as Workload Allocation Management (WAM), study leave and health and safety, are reviewed annually to ensure procedures and practices are up to date and in line with University guidance. Key consultation exercises - such as the annual staff survey - are used to identify areas of concern and can lead to policy review. Similarly, committees help identify concerns with existing policies and can trigger review. These practices notwithstanding, the Department has no systematic and embedded review process through which to evaluate the success of all its policies. In part this is because, whilst the majority of policies are stored centrally on the Department's shared drive, this resource is not comprehensive. There is accordingly a need to consolidate a record of all Departmental policies and to more clearly task Directors or other appropriate staff to conduct regular review of policies to ensure they are fit for purpose (AP3).

Feedback on University level policies is done by the HoD who sits on Faculty Executive Board (FEB) and provides insight into the implementation of policies. Other avenues for feedback are afforded by standing or ad-hoc University committees where staff can raise concerns and offer feedback. Occasionally feedback is provided via direct contact between Departmental and University staff. For example, our SIC chair recently contacted the University's Director of Student Support Services to provide feedback on student record procedures - raising the need to accommodate trans students in changing their name on their student record.

5. Athena Swan self-assessment process (731 words)

In October 2020 a SAT was convened as a separate entity to EDIC. An initial presentation about AS was made at the Departmental meeting and all staff and PGR students were invited to express interest in being involved by sending in a short personal statement. In total 29 staff and 1 PGR student volunteered. Each academic member was allocated 10 hours to participate in the Committee, with the DEDI given an increased allowance of 60 hours to lead the writing process. Another SAT member was given 20 hours for data analysis. As there is no official workload allocation model for PS staff and PGR representatives, and they were not able to receive these workload hours, their contribution was accommodated alongside their day-to-day work.

Because of wide-ranging interest in SAT membership we took the decision to adopt an inclusive approach, allowing all interested members of the Department to participate. This decision means the SAT is not fully representative of the Department profile, and women and

academics on permanent contracts are over-represented. Where we identified a complete lack of representation (Appendix 2, Tables 12.1-3), such as amongst research only staff, we sent personalised invitations to staff with relevant characteristics, resulting in just one additional staff member agreeing to participate. Going forward, we will address the representativeness of the SAT to ensure future iterations are more representative of the Department (AP4c).

On student engagement, we took the decision not to directly appoint students to the SAT because of the sensitive nature of some of the data within our Departmental culture survey. Instead, we used the SIC and L&TC to engage undergraduate (UG) students in discussion about key SAT themes, explicitly focusing on Departmental culture, staff and student diversity and teaching practice. We also drew on 'town hall' consultations conducted in 2020 to identify wider student concerns, NSS and L&TC feedback and conducted a focus group with PGRs. These contributions were reviewed by the SAT to inform this application.

A core writing team composed of the DEDI and HoD drafted the application, with input from the SAT chair, Directors and Professional Service (PS) staff. The initial draft was shared with the SAT in stages, allowing discussion of key findings and potential action points. The draft was also circulated to Directors and committees, ensuring consultation beyond the SAT. The work of the SAT has been consistently supported by the University through the Faculty's AS Network, and the application was subject to Faculty peer review.

Throughout the application we have utilised HR records which provide data on men/ women and do not reflect self-identification. As part of our action plan, we will review this practice ahead of our next submission to determine whether self-identification is more appropriate (AP4c).

In addition to quantitative data provided by Faculty, we drew on:

| Date | Activity | Description | Participants |
|-----------------------|---|--|--|
| 2018-2021 | National Student Survey | Reviewed survey responses. | All UG respondents. Gender breakdown unavailable. |
| 2020/21 | 3 SIC meetings | Student forum discussing culture and inclusion. | Attendance 15-18 students. Demographic data unavailable. |
| May 2020 | Internal staff survey on the impact of Covid-19 | Departmental survey to assess the impact of Covid of staff work and wellbeing. | Completed by 39 staff, 26% women, 23% on short-term or fractional contracts. |
| Nov 2020 | Student Town Halls | 2 student forums to raise concerns. | Not recorded. |
| Dec 2020 - March 2022 | Anonymous Athena Swan input | Email form regularly circulated to staff and PGRs to raise concerns anonymously. | 1 respondent, gender unknown. |
| Feb 2021 | PGR focus group | Input from PGR community. | 8 women PGR students. |

| | | | |
|------------|------------------------------|--|--|
| April 2021 | Departmental survey | Survey fielded to inform Athena Swan. | Completed by 42 members of staff. 33 academic, 9 professional services. 42% women. |
| Nov 2021 | Team meetings with PS staff. | To gather more focused input of PS concerns. | All PS staff in the Department attended one of three meetings offered. |

Following this application, we will incorporate the SAT into existing Departmental structures and plans. EDIC will take administrative responsibility for monitoring progress, with AS becoming a standard agenda item at quarterly EDIC meetings. Responsibility for implementation of action points will be spread across and beyond the senior leadership team, with the relevant office holder tasked with responsibility through the Department's strategic plan, job specifications and committee terms of reference. We will ensure ongoing Departmental engagement by providing updates at Departmental meetings. The DEDI will also continue to engage in Faculty initiatives around AS, learning from and spreading best practice

Table 1: Overview of the SAT Membership [Names removed for anonymity]

| Name | Woman / Man | Staff Type | Work pattern | Contract type | Contract Grade | Role in Department | Dates on SAT |
|------|-------------|-----------------------|--------------|---------------|----------------|--------------------|--------------|
| | W | Academic | FT | P | Professor | | 2020/2022 |
| | W | Academic | FT | P | G9 | | 2020/2022 |
| | M | Academic | FT | P | Professor | | 2020/2022 |
| | W | Professional Services | FT | P | G8 | | 2020/2022 |
| | M | Academic | FT | P | G8 | | 2020/2022 |
| | W | Academic | FT | P | G9 | | 2020/2022 |
| | M | Academic | FT | P | Professor | | 2020/2022 |
| | M | Academic | FT | P | Professor | | 2020/2022 |
| | W | Academic | FT | FT | G7 | | 2020/2022 |
| | W | Academic | FT | P | G8 | | 2020/2022 |
| | M | Academic | FT | P | G8 | | 2020/2022 |
| | W | Professional Services | PT | P | G5 | | 2020/2022 |

| | | | | | | | |
|--|---|-----------------------|----|---|-----------|--|-----------|
| | M | Academic | FT | P | G9 | | 2020/2022 |
| | W | Academic | FT | P | Professor | | 2020/2022 |
| | W | Academic | FT | P | G8 | | 2020/2022 |
| | M | Academic | FT | P | G8 | | 2021/2022 |
| | W | Academic | FT | P | G8 | | 2020/2022 |
| | W | Academic | FT | P | G8 | | 2020/2022 |
| | W | Professional Services | PT | P | G6 | | 2020/2022 |
| | W | | FT | P | G8 | | 2020/2022 |
| | M | Academic | FT | P | G8 | | 2020/2022 |
| | M | Academic | FT | P | Professor | | 2020/2022 |
| | M | Academic | FT | P | G8 | | 2020/2022 |
| | M | Academic | FT | P | G8 | | 2020/2022 |
| | W | Professional Services | PT | P | G7 | | 2020/2022 |
| | W | PGR Student | - | - | - | | 2020/2022 |

Section 2: An assessment of the Department's gender equality context

Culture, inclusion and belonging (3,499 words)

Our 2020 staff survey showed 78% of staff agree the Department is committed to promoting EDI (95% men; 65% women). Yet, AS revealed areas for improvement.

Student profile

The Department strives to be pluralistic, diverse and inclusive. In 2019/20 703 students registered (555 UGT, 126 Postgraduate Taught (PGT), 22 PGR). Our recruitment numbers are constant, but at UG we fall slightly below Russell Group (RG) Politics Departments in terms of women students. In 2017/18, 47.3% of our students were women, compared to 52% at RG competitors, a trend also found in application numbers (Appendix 2, Table 1.1; Figure 2). Conversion rate analysis shows prior to 2019/20 slightly higher number of women applicants got an offer compared to men, with % of acceptance roughly equal (Table 1.5, Appendix 2).

In 2019/20, 55% of our PGT students were women. Here numbers of women students have fluctuated, with a low of 37.1% in 2017/18. Compared to HESA data on all students conducting PGT Politics degrees, 51% of students were women in 2019/20, suggesting we are recruiting above the national average. This reflects a slightly higher number of % of offers and acceptances by women (Table 1.6, Appendix 2).

In terms of PGR, we currently have 22 students, a number in steady decline since 2015/16 (Appendix 2, Table 1.4). Of these students, in 2019/20 41% are women, mirroring Higher Education Statistics Authority (HESA) data (42%). Conversion analysis shows a higher % of women gaining and accepting offers. At all levels, conversion analysis does not, therefore, suggest systematic bias against female applicants.

In terms of intersectional student characteristics, data on Black, Asian, Minority Ethnic (BAME)¹ students for our two UG programmes (Table 10.1, Appendix 2) shows we have comparatively small numbers of Black (1.7% in 2019/20 compared to 8.7% nationally) and Asian (6.2% in 2019/20 compared to 12.2% nationally) students compared to national statistics for *all* students. Recruitment committee are committed to increasing diversity and in 2019 took a number of actions designed to recruit BAME and Widening Participation (WP) students, including updating the Department's web presence and promotion materials to use images of staff and students that more accurately reflect our profile. However, these interventions were not informed by analysis of available data on ethnicity or disability. To highlight areas where we are falling behind other institutions, recruitment committee will review this data to develop strategic interventions (AP5). We will also explore gathering additional data from those applying to the Department to assess initiatives' success (AP1c).

Awarding gap

¹ The SAT discussed the appropriate terminology to use here and examined alternatives such as BIPOC. No single terminology was viewed to be entirely satisfactory so we have used this term throughout for consistency and because it is widely recognised.

Awarding gap data demonstrates some variance by gender, but shows women tend to perform better than men. In 2019/20 95% of our UG students obtained a 2:1 or first class degree, but our women students slightly out-performed men, with 49.1% achieving a first class grade compared to 34.5% of men (Appendix 2, Table 2.1). At PGT (Appendix 2, Table 2.2), the majority of our students obtained a merit grade (53.8% women and 52.1% men), with slightly higher numbers of men achieving a distinction (20.5% women, 25% men). At PGR, in 2019/20 5 students completed on time, 2 of whom were women. In the last 4 years, only 1 student has not completed on-time, who was a woman (Appendix 2, Table 2.3).

The University gathers data on the BAME awarding gap. In comparison to national data from 2019/20 which showed 78% of BAME students obtained a 2:1 or 1st (compared to 93% of non-BAME students), at Sheffield 96% achieved this result (compared to 98% of non-BAME students), suggesting a minimal awarding gap. The University does not currently gather data on the intersectional relationships between groups, or on the awarding gap for students from WP backgrounds - a practice we will explore and use to inform future action (AP5).

Student inclusion

Historically, the Department has relied on course representatives, L&T committee and the NSS survey to gather student feedback and identify concerns. NSS has shown high levels of satisfaction, particularly with our learning community, with 89% agreeing in 2019/20 they felt part of a community of staff and students. The Department has also staged town hall events to identify student concerns around industrial action and the coronavirus.

In 2020, we created a new forum for identifying student concerns: the SIC. Using University data we recruit students with protected characteristics or from a WP background to discuss inclusive teaching practice and culture. Students gain formal recognition for participation and have raised issues including the Departments' treatment of BAME students, inclusive classroom teaching practice, student pronouns and diversity anniversary events (such as Black History Month). This has provided a forum for identifying intersectional student concerns, and has informed action points for EDIC, L&T and the SAT (AP2). We will expand this committee to MA students in 2022/3 (AP2c).

A majority of staff (66%; 57% men; 72% women) believe the Department is committed to promoting EDI amongst the student body, but only 29% (33% Men; 23% Women) agreed the Department provides sufficient training on how to promote EDI when teaching, and just 22% (28% men; 14% women) believe the Department provides clear guidance on how to be inclusive to gender diverse students (Appendix 1). Fewer than half (45%; 61% men; 23% women) agreed the Department offers an inclusive curriculum that adequately addresses issues of gender and race, with permanent academic staff substantially more critical of the Department's learning environment and inclusivity. Accordingly, we commissioned training for all staff on how to tackle issues of race in the classroom, and have designed and consulted on a new policy on student pronouns. This policy provides direct guidance for staff on how to initiate conversations around pronouns in the classroom, and has been accompanied by ongoing University level work to change the systems for recording student names on attendance lists. EDIC has also taken on work around decolonisation and creating an inclusive curriculum, supporting 'champions' to revise their modules and spread best practice. We will continue to invest in these efforts to create a more inclusive curriculum (AP2).

The Department has historically experienced challenges creating an inclusive and welcoming environment for PGR students. PGR student representatives on Departmental committees, and participants in our PGR focus group said they felt excluded from Departmental life and

voiced concerns about professional boundaries between staff and PhD students. Reacting to these concerns remains an ongoing task. The Department has developed a number of policies through EDIC around staff-student boundaries and the Deputy-Director of PGR has been given a more pastoral role to support PGR students. At the PGR focus group participants reflected the Department was “much better in recent years”, but there was a desire for social activities perceived to be less traditionally ‘male’, for more guidance on how to navigate processes around parental leave, and clearer guidance for supervisors on how to offer PGRs support (AP4d).

Staff

The Department has recently focused on academic staffing, seeking to rectify historic imbalances in staff profile. 2019/20 data suggests a relatively even gender balance with 48% of all staff women (Appendix 2, Table 6.6), but 93% of our PS staff are women and just 40% of academics. Our number of women PS staff is high compared to HESA data suggesting 78% of role holders are women nationally. We gathered qualitative data from PS staff as to why this may be occurring - and staff cited the higher numbers of women applicants for these roles. We will look in more detail at this data to explore trends and develop appropriate responses (AP1a).

Looking at the seniority of women academics, women are over-represented at more junior levels (with 67% at G7²) and less prominent at G9 (22%) or Professorial levels (23%) (Appendix 2, Figure 3). Comparing to Politics Departments nationally, statistics from 2018/19 show our overall academic profile to be comparable (39% nationally, 40% Sheffield), but Sheffield has lower women representation amongst Grade 9 staff (22.2% versus 33.8% nationally) (Appendix 2, Table 4.2).³

Across staff type in 2019/20 the Department had a higher percentage of women research staff (Appendix 2, Table 4.7), and lower percentage of research and teaching, and GTA staff (Appendix 2, Table 4.7; 4.6). In terms of contract type, in 2019/20 27 academic staff were on part-time contracts (Appendix 2, Table 4.1). The majority of these were GTAs (17), of which 35% were women (Appendix 2, Table 4.6), whilst 4 were on research only contracts (all of whom were women) and 5 were on teaching only contracts (50% of whom were women at Grade 8, with one Grade 9 male staff member). Recognising these trends, we have put in place a new staffing strategy to help women staff progress and will monitor data to track impact (AP1b). This work aims to help advance the University's commitment to reducing the gender pay gap to 5% by 2025.

We currently have limited data on staff's other traits. Additional insights will become available in Spring 2022 as part of the University's Race Equality strategy. Available data suggests that since 2017/18 we have fallen below RG competitors in terms of the number of BAME staff (10% Sheffield, 14% RG in 2019/20) (Appendix 2, Table 11.3). We do not currently have more detailed data on the seniority or contract type of our BAME staff, or data on other attributes (AP5).

Academic Recruitment

² For details of Grades see Appendix 3.

³ Hanratty, C. (2021) *Career Trajectories in UK Departments of Politics and International Relations*, <https://www.psa.ac.uk/psa/news/report-launch-career-trajectories-uk-departments-politics-and-international-relations>.

74% of staff survey respondents agreed the Department 'should be proactively working to hire staff from more diverse backgrounds when making future appointments'. To promote this goal, in 2019 EDIC developed a 'recruitment toolkit' which implemented a standardised procedure for shortlisting candidates. All members of the shortlisting panel undergo implicit bias training and panels strive to be representative of the Department. We have also worked with HR to revise our 'About the Job' statements to encourage a more diverse range of applicants. These interventions are monitored by EDIC who annually report on trends in recruitment data.

Between 2015/16-2019/20 we saw an increase in women applicants interviewed and appointed, with a particular rise in 2019/20 (Appendix 2, Table 7.1) when 50% of Lectureships appointees were women (Appendix 2, Table 7.2). In 2020/21 80% of our Lecturer appointments (4/5) have been women and all are foreign nationals. In future years we will focus on increasing diversity around other attributes in addition to gender (AP1a).

PS Recruitment

There is an imbalance in the gender of PS staff in favour of women that appears to reflect the higher number of women applicants for PS roles (Appendix 2, Table 8.1). This suggests that male applicants are systematically excluded. In seeking to address this imbalance, in Autumn 2022 EDIC will review the recruitment process for PS staff and develop interventions (AP1a).

Staff promotions and career development

For academic staff, we are focusing on supporting women through the promotions pipeline. Since 2019 the University has made academic promotions using the Academic Career Pathway (ACP) framework which allows academics to pursue promotion via one of 3 pathways: 1. teaching and research, 2. research specialist, 3. teaching specialist, to promote staff with different expertise.

Table 9.1 (Appendix 2) shows the number of applicants for promotions has increased since 2017. Conducting a 'survivor analysis' to compare the proportions of eligible men and women full time academic staff who apply for and receive a promotion we don't find evidence of a significant difference between groups (Appendix 2, Table 9.2), however it's important to note the small numbers here. Staff survey responses show whilst 80% of staff (77% men; 84% women) agree the Department provides opportunities to learn about promotions, 42% were uncertain about the process, with women staff and those with caring responsibilities voicing higher levels of uncertainty (62%). This may be a product of the new system, suggesting a need to continue informing staff about the ACP (AP1b).

Under our new staffing strategy, academic staff are encouraged to discuss promotions at Staff-Review and Develop Scheme (SRDS) meetings and to have an informal conversation with the HoD ahead of an application. Applicants receive support from their Departmental mentor and women applicants can use the CV+ mentoring scheme to gain feedback. The Department's women's and non-binary network also run career development events to support applicants. These processes encourage staff to identify gaps in their application and to strategically plan to address these. Encouragingly, our staff survey showed 77% of staff feel they are regularly encouraged to build their CVs through career development opportunities (AP1b), with 92% of women staff (66% men) feeling this way (Appendix 1). Given the low number of men agreeing with the statement, we will monitor this data to see whether more specific support aimed at male colleagues is required.

The staff survey revealed 63% of all staff agreed 'the same career development opportunities are available regardless of gender', with 57% of women staff selecting this response (66%

men). 37% of all staff felt they are offered the same opportunities regardless of whether they work part-time or flexibly, with 30% of women staff giving this response. When asked about career support for academics there were high levels of agreement that the Department encourages staff to represent the Department on external committees, to get involved in internal committees, and provides support for funding and for early career researchers, with women staff more likely to agree with these statements (Appendix 1). 67% of staff also reported feeling they were made aware of training opportunities (63% men; 69% women). It is therefore not currently clear what people feel is affecting career development, so we will ask for further detail in the next staff survey (AP1b).

For PS staff, in line with University policy, the Department does not have the opportunity to offer promotions. Staff can instead be re-graded, awarded an accelerated increment or apply for a new post (most commonly in another department). In the last three years there has been one regrade and one accelerated increment case submitted, both by women, and both successful. The survey showed 50% of PS staff or colleagues on fixed-term contracts did not feel encouraged to build their CV, a finding confirmed in meetings with PS staff. From spring 2022 EDIC will use this data to develop actions (AP1b).

In SAT discussions of career support, we identified a gap in terms of support for GTA staff as current career support is not targeted at this group. We will review practice here as part of our action plan (AP1b).

Staff workload and support

The Department strives to set clear expectations around culture, workload and support. New staff receive a formal induction from the DM involving an overview of Departmental structure, contacts, research and teaching support, staff policies and resources, mandatory training and, for academics, the WAM process. New starters are welcomed at their first Department meeting and added to relevant Departmental email lists. Academics are asked to join a research group and are assigned a probation advisor to support them through the 3-year probationary period. All staff also have a mentor to offer informal advice. For PS staff colleagues are directed to join the University's GROW mentoring scheme and more inexperienced colleagues are paired with experienced colleagues from other departments. Only 50% of staff believe this induction is useful, and whilst this figure is comparable among men and women, permanent academic staff are 33% less likely than professional services' staff and fixed-term employees to agree with this statement (Appendix 1). We will revise the staff survey to solicit open text comments on induction and review current processes (AP4f).

All staff undertake an annual SRDS appraisal and complete an SRDS or probation form that provides an opportunity to review the previous year, identify SMART objectives and support needs. At meetings progress, objectives and feedback are discussed, with staff subsequently offered a mid-year SRDS. 55% of staff found SRDS useful and 53% believe the SRDS process helped them advance career goals. Staff with caring responsibilities are substantially less likely to find utility in SRDS (Appendix 1). Since the survey, the Department has piloted a new SRDS process, with a more diverse pool of reviewers from the SLT and more focus on career planning in line with promotions criteria. We will analyse the staff survey and solicit open text comments on SRDS to see if these changes improve confidence (AP4f). We will also ensure that SRDS reviewers receive appropriate training in managing the needs of careers and are aware of relevant policies and support processes.

Academic staff work is allocated according to the WAM which aims to achieve equitable workloads, whilst PS staff workload is monitored via 1-1 meetings with line managers. 55% of staff believed work is allocated on a consistent and fair basis, but women colleagues and PS

staff were more likely to agree male employees are allocated jobs that demand less time or lower levels of pastoral care (Appendix 1). This finding is striking as the Department has made efforts to increase workload allocation transparency, publishing the WAM and reviewing allocations to identify EDI concerns. We will continue to promote transparency and will use mentoring and SRDS meetings to encourage staff to raise concerns (AP4e). For PS staff, there is no equivalent workload monitoring. In additional data gathering PS staff raised the challenge of increasing workloads and a two-tier system where PS staff are less able than academics to resist work. We have raised this issue with the Faculty who are setting up a working group to explore this issue. The DEDI and DM will sit on this group and implement any emerging actions within the Department (AP4b).

Workload pressures have been exacerbated by Covid. Our Covid impact survey showed the pandemic to have an unequal effect on the workforce. Amongst survey respondents 41% reported working more hours, whilst 23% were working less, and 31% were unaffected - with those with caring responsibilities particularly seeing their time for work affected. The University has taken steps to offer dispensations related to Covid in promotions processes, and the HoD revised staff workload in response to personal circumstances. The legacy of the pandemic is uncertain, so we will monitor staff concerns about workload (AP4e).

Our survey also found concerns around flexible working and paternity leave. Whilst 78% of staff (67% men; 86% women) agree their line manager is supportive of requests for flexible working, only 26% (35% men; 33% women) believe taking maternity, adoption, paternity or shared parental leave would *not* damage their career. We will undertake a specific piece of work exploring the Department's parental leave policy to determine staff concerns and appropriate interventions (AP3b).

Department culture

Historically the Department has focused limited attention on its cultural norms and there has been little discussion of issues like event inclusivity or seminar speaker diversity. Staff survey data shows 71% of staff (84% men; 59% women) agree the Department is thinking proactively about the gender profile of guest speakers and the composition of its committees. 71% of staff (63% men; 77% women) agree meetings in the Department are completed in core hours to enable everyone to attend, with 46% (50% men; 43% women) agreeing this occurs for Departmental social, team-building and networking events. Women and those with caring responsibilities are much less likely to believe these events are held in an inclusive manner than men or those without caring responsibilities. The last two HoDs have taken action in this space, moving the timing of the Christmas meal to occur in working hours and implementing an annual Departmental walk in summer. Despite this, additional data gathering with PGRs and PS staff revealed concerns around the diversity of available social activities. To address these concerns we will develop guidelines around group (social) activity, monitoring effectiveness through the staff survey (AP4b;d).

On trans-inclusive culture the University has been recognised as a trans-inclusive employer and events such as trans-visibility day are publicised to staff via internal communications. The Department promotes University policy which stipulates all staff will be treated with dignity and respect, and that individuals have the right to choose whether they wish to be open about their gender identity in the workplace. We uphold the privacy of all transgender members of staff, publicising LGBT+ support and resources to all staff and students through the student and staff handbooks. As part of a wider process of policy review, we will explore developing a Departmental gender identity policy covering staff and students and will continue to promote trans-inclusive practices (AP3b).

Concerningly, 15% of staff (11% men; 17% women) agreed they had been in a workplace situation where they have been made to feel uncomfortable because of their gender. Little additional detail emerged in our qualitative data collection about what precise form of discomfort people felt, hence future surveys will include an open text response to gather more data (AP4a) and will deploy focus groups where appropriate. We will also publicise the University's Report and Support Service to staff to ensure those in this situation are aware of where to get support.

Key priorities for future action (1,945 words)

1. Increase diversity in the staff and student population, particularly in regards to gender and ethnicity

As shown in our data analysis, our Department profile is skewed in a number of regards. Amongst academic staff, we have a lack of senior women staff, and we have fewer staff from BAME backgrounds than RG competitors. Our PS staff are overwhelmingly women. Amongst our student body, we recruit fewer women students at UG than our competitors, and we have a desire to increase the diversity of our intake.

To advance change, we will undertake four specific actions. First, we will review current recruitment and promotion practises for academic and PS recruitment, including consideration of recruitment inequalities for BAME applicants (AP1a). In recent years, the Department has reviewed its academic recruitment strategy, and we have begun to see an increase in the number of women staff. To advance further change EDIC will continue to produce an annual report that maps recruitment trends over time. This will identify patterns in recruitment strategies and will be used to promote interventions designed to result in higher numbers of applications and appointments from individuals with (intersectional) protected characteristics. We will also embed a commitment to diversity in our staffing strategy and will use a bi-annual recruitment review process to identify possible changes to our recruitment processes that can advance diversity.

Second, we will work to increase representation of women at senior level within the Department, and promote career development for all staff (AP1b). For academic and PS staff we will use SRDS and line-management conversations, mentoring schemes, Departmental and Faculty career development seminars, and central University support for CV checks to encourage women staff in particular to consider making an application for promotion or to pursue career development. In addition, we will expand the staff survey to ask for additional detail on barriers to career development, and will undertake a specific piece of work to consider additional support that could be offered to women GTA staff.

Third, at the student level, Departmental data shows that for UG we recruit lower numbers of women students than our competitors. To promote diverse recruitment, recruitment committee will review available data on the protected characteristics of applicants to inform future recruitment strategy. They will also continue to invest in initiatives to promote diversity at UG, PGT and PGR levels. Recruitment committee will also explore creating new feedback mechanisms for gathering data on student recruitment, working with the central University team and to see whether additional questions around EDI recruitment efforts can be added to the post-open day survey (AP1c).

2. More staff and students feel that the teaching environment is inclusive of people of all backgrounds

Over the past year the Department has invested in a new area of work around students' experience of discussing race in the classroom. Work on decolonising the curriculum has shown that our reading lists are dominated by white, male scholars. Other data collection activity has shown a need to focus more extensively on inclusive classroom practice. In particular, the staff survey shows that only 33% of men and 23% of women staff feel the Department provides sufficient training to staff on how to promote equality, diversity and inclusion when teaching. In progressing work around inclusive teaching practice we identify three specific actions.

First, in terms of course design, we have identified a need to ensure that our courses reflect a diverse range of perspectives. This means extending our focus beyond decolonisation to incorporate more work by women and those with different gender identities, but also focusing on teaching the ideas and experiences of these and other marginalised groups. We also recognise a need to work on *how* teaching is delivered to ensure it is inclusive. At present, we are rolling out decolonisation work and have appointed sub-disciplinary 'champions' who are leading discussion around implementation of this work across the Department. This work is incremental in nature and hence needs to be monitored to ensure that all modules are updated, and that staff are supported in their work. Accordingly, we will continue to convene meetings of champions, and EDIC will undertake a review of progress on decolonisation in 2022/3 (AP2a).

Second, in terms of classroom practice, our staff survey identified that staff do not feel they have sufficient training on how to promote EDI in the classroom. We will therefore continue to invest in ongoing staff training in this area and will consult staff and the SIC about areas for future training including continuing to support various gender identities. Progress on equipping staff will be monitored through the annual staff survey (AP2b).

Third, at present the Department's focus on inclusive teaching has concentrated on the UG experience. There is a long-term need to expand this work to also focus on PGT. For this reason we will expand membership of the SIC to PGT students and ensure a good gender balance (AP2c).

3. Unifying, publicising and reviewing Departmental policy

One particularly striking finding of the AS process was the lack of a central Departmental depository of existing policies, ad hoc processes of policy review, and the limited use of available data to inform strategic decision making. To address this situation, we will undertake two specific actions.

First, we will gather our existing policies in one place. This process will provide a single repository which can be advertised to staff via the staff handbook - helping to increase awareness of existing policy (AP3a).

Second, as part of compiling this database, we will also seek to establish a process of regular review (AP3b). We will create a single spreadsheet detailing each Departmental policy and the person and/or committee responsible for overseeing that policy. This spreadsheet will in turn be used to revise Job Descriptions and Committee Terms of Reference to establish a process of policy review. We will use the process of reviewing policies to identify gaps in existing provision - allowing us to highlight areas to either draft our own policies, or to push for future action from the University. Initial steps to implement this process have, for example, revealed the lack of policy around gender identity at the Departmental and University level, suggesting that this is a topic where we should conduct some additional work. It has also

shown that we lack guidance around research culture, with no existing documentation outlining the need for diverse speakers, and guidance on appropriate social activity. Where gaps are identified, relevant Directors and Committees will be tasked with developing new policies and guidance.

4. More staff feel that the Department's working culture is inclusive

Our review of Departmental culture suggests that most staff feel the Department to be committed to EDI, but there was also evidence of discomfort and a feeling that the Department's culture had suffered as a result of Covid. Identifying a need to create a more inclusive and collective culture, we outline six specific action points.

First, data collection showed that 15% of staff had been made to feel uncomfortable because of their gender. We were, however, unable to uncover further qualitative data about the nature of this discomfort. We will accordingly revise the staff survey to gather additional data via an open text question and will use this data to develop strategic initiatives that reduce the prominence of this feeling (AP4a). We will also promote the University's Report and Support service to ensure that staff know where to get support.

Second, conversations with PS colleagues revealed a particular set of concerns around Departmental culture, and a lack of shared culture between PS and academic colleagues (AP4b). Having written a report detailing concerns, we have escalated this work to Faculty (as many issues are not specific to the Department). Over Summer 2022 we will participate in a newly established working group that will examine these issues in more detail and will implement proposed changes. Subsequently, we will monitor the effectiveness of the interventions proposed by this group via the staff survey and informal consultation with PS colleagues.

Third, our review of the SAT showed that there were some perspectives not represented, and that the team was not representative of the Department. In preparation for our next AS application, we will work to appoint a more representative SAT to ensure that all perspectives are represented. In addition, EDIC will discuss whether self-identification should be used to determine gender and assess the representativeness of the SAT (AP4c).

Fourth, our data gathering identified that many PGR students feel excluded from Departmental life. We will undertake additional consultation with the PGR community to understand and address these concerns. This work will be used to inform a new policy developed by Research Committee around Departmental research culture and social activity, and we will ensure that PGRs are engaged in this work (AP4d).

Fifth, a particular set of concerns around Departmental culture emerged in relation to workload allocation and the impact of Covid. In response to these concerns we will take a number of actions. For academic staff (who operate under a WAM) we will spread awareness of existing practice in relation to workload allocation by promoting WAM transparency, and in particular the annual EDI review of WAM in Departmental communications and at meetings. We will also encourage staff to raise concerns with the Director of EDI, HoD or DM. For PS staff (who don't have a WAM), staff will be encouraged to raise concerns about workload with their line manager. As part of this work, we will also use SRDS meetings and mentoring to promote conversations about time management and workload planning (AP4e).

Finally, we also identified concerns about the staff induction and SRDS process, with only 50% of staff feeling that the induction process is useful, and only 55% thinking the same of

SRDS. What is less clear is why these processes are not seen to be valuable. For this reason we will revise the staff survey to include an open text comment to gather more data (APf).

5. Increased use of data on gender and intersectionalities in strategic decision making

The Athena Swan process has shown that whilst the Department has access to some valuable data about our staff and student profile, this data is currently underutilised in strategic decision making and planning. This has led interventions to be guided by the sensibilities of particular staff.

Going forward we will seek to identify and utilise data to guide strategic decision-making, building on an approach we have trialled through the creation of a new staffing strategy. At the first level, committees will be asked to consider useful data that could inform their work. For example, recruitment committee may want data on student profile and intersectional characteristics, L&T will want data on student awarding gap by protected characteristics, and Research Committee may want data on grant applications by gender. We will then work with HR, the Faculty Athena Swan administrator and with appropriate University teams to attempt to secure access to data, or to set up appropriate data gathering exercises (mindful of GDPR). If data can be secured, we will set up processes for regular reporting of data to committees. This approach has been pioneered by the EDIC committee who have worked with HR to secure access to data on the protected characteristics of candidates applying, being shortlisted for, and being appointed to academic posts. This data is reviewed annually each September and informs discussions about EDICs work on academic recruitment strategy. In a similar vein, we will ask each committee to review available data and use this to inform strategic priorities and plans for the coming year. Adopting this approach we will be better equipped to monitor the impact of strategic interventions on Departmental culture and diversity (AP5a).

Section 3: Future action plan

SMART Action Plan April 2022 - March 2027

| Planned Action | Rationale | Key Actions, Outputs and Milestones | Start date | End date | Person Responsible | Success Criteria and Outcome |
|---|--|---|---|------------|-------------------------------------|--|
| 1. Increase the diversity of the staff and student population, particularly in regards to gender and ethnicity | | | | | | |
| a) Review current recruitment and promotion practises for academic and PS recruitment, including consideration of recruitment inequalities for BAME applicants. | <p>The Department is currently lacking diversity, with a particular lack of senior women academic staff.</p> <p>Initial data shows we have lower numbers of BAME staff than other Russell Group Politics Departments.</p> <p>Low numbers of men apply for PS posts resulting in PS workforce which is almost entirely women (93%).</p> | Review Departmental data on recruitment process (i.e. look at whether women and specifically women BAME applicants are shortlisted and appointed) to identify biases in selection process for all posts (i.e. expand to PS appointments) and monitor its effectiveness. | Annually at initial EDIC meeting in September 2022. | Sept 2026. | EDIC and DEDI. | Produce annual report (each September) that maps historic trends over time. This data will be used to identify priorities and will ultimately result in higher numbers of applications and appointments from individuals with protected characteristics. |
| | | Rewrite Departmental staffing strategy to embed commitment to a more diverse staff base. | Summer 2022. | Sept 2022. | HoD, DM, DEDI, Executive Committee. | Staffing strategy creates and maintains targets for future recruitment, monitored annually by the DM. |

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| | | Seek feedback (disaggregated by gender and ethnicity/race) from staff recruited in the last 3 years about the recruitment process, particularly with regards to the job advert, then maintain such review bi-annually | Fielded in November 2021 - analysis in early 2022, with a view to establishing a bi-annual process to survey newly appointed staff. | Jan 2027. | EDIC. | Bi-annual reports on staff recruitment used to inform future recruitment practices within the Department. Any changes made will be formalised in template job advertisements and recruitment guidelines provided to all staff by the Departmental operations manager. |
| | | For PS posts review why the recruitment process results in low numbers of male applicants. Actions recommended by the review will be implemented. | Review in Autumn 2022, actions from Spring 2023, reviewed annually to monitor effectiveness | Jan 2027 | EDIC. | Increase number of men applying to PS roles by 2024. 30% PS posts filled by men by 2027. |
| b) Increase representation of women at senior level within the Department, and promote career development for all staff. | Women are currently under-represented at Grade 9 (22%) or Professorial levels (23%). 42% of Politics staff are uncertain about the promotion process and | Support staff to prepare for promotion via annual SRDS or probation meetings. | Bi-annually at SRDS and mid-year SRDS meetings, or at probation meetings June 2022 Jan 2023. | June 2026 Jan 2027. | HoD, SRDS reviewers and Probation reviewers. | Achieve 30% or more women staff at G9 and Professorial levels. |

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| | <p>related criteria. This figure is much higher among women colleagues (62%)</p> <p>63% of respondents agreed that 'the same career development opportunities are available regardless of gender' and only 37% felt that staff are offered the same opportunities regardless of whether they work part-time or flexibly, with just 30% of women giving this response.</p> <p>50% of PS staff or colleagues on fixed-term contracts did not feel encouraged to build their CV.</p> | <p>Raise awareness of academic promotion process by holding Departmental seminars and promoting Faculty promotions events, and promote PS career development opportunities, and discuss in SRDS meetings.</p> | <p>Annually ahead of promotions round opening (i.e. March-July each year).</p> | <p>March 2027.</p> | <p>HoD, DM.</p> | <p>Lower levels of uncertainty about the promotion process to 30% in staff survey, and to below 40% for women colleagues.</p> |
| | | <p>Promote Departmental and University mentoring as a source of careers advice and planning for academic and PS staff.</p> | <p>Bi-annually at SRDS and mid-year SRDS meetings, or at probation meetings June 2022 Jan 2023.</p> | <p>June 2026 Jan 2027.</p> | <p>HoD, SRDS reviewers and Probation reviewers.</p> | <p>Lower numbers of women staff reporting uncertainty about the promotion process in staff survey to 40%.</p> <p>Increase % of PS staff who feel encouraged to build their CV to 60%.</p> |
| | | <p>Set up local Departmental system of data gathering on promotions outcomes, detailing outcomes at Departmental panel, Faculty panel and University level.</p> | <p>From Spring 2022.</p> | <p>March 2027.</p> | <p>Departmental operations manager.</p> | <p>New data available on promotions outcomes.</p> |

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| | | Ask for additional detail on barriers to career development (e.g. as an open question) to gain a better understanding of this response in the next staff survey. | May 2022. | July 2022. | HoD, DM, DEDI. | Report on barriers to career development gained from staff survey responses. |
| | | Conduct a review of support provided to women GTA staff in regards to recruitment and career progression. | September 2023. | November 2023. | DEDI, DM, HoD, DLT. | Conduct review, resulting in a report with recommendations on the form of support the Department can offer GTAs in terms of career progression. |
| c) Continue to invest in diverse recruitment practices, particularly focused on boosting number of women students at UG and PGT in line with national averages. Also promote wider diversity in terms of BAME and other protected characteristics. | Current data shows below average numbers of women students at UG. Data on other student attributes is not currently systemically reviewed by recruitment committee or used to inform recruitment strategy. Currently we do not gather data on student perceptions of the | Recruitment committee to review available data on the protected characteristics of applicants to inform recruitment strategy. | Annually from 2022. | March 2027. | HoD, Director of UG and PGT Recruitment, HR. | Bring recruitment of women students at UG in line with national average. |
| | | Recruitment committee to continue to invest in initiatives to boost diversity at UG, PGT and PGR. | March 2022. | March 2027. | Director of UG and PGT Recruitment, Recruitment Committee. | Improved recruitment practices aimed at boosting the number of BAME applicants at UG, PGT and PGR. |
| | | Recruitment committee to work with the University recruitment | Annually from 2022. | March 2027. | Director of UG and PGT Recruitment, | New data available on perceptions of recruitment to inform |

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| | Department's efforts to promote EDI and diversity in recruitment. | team to explore the option of adding questions to post- open day feedback forms, including questions on the Department's approach to EDI and what changes, if any, are needed to encourage more diverse candidates to apply. | | | Recruitment Committee. | future recruitment strategy. |
| 2. More staff and students feel that the teaching environment is inclusive of people of all backgrounds | | | | | | |
| a) Create a more inclusive curriculum. | Fewer than half of staff (45%) agreed that the Department offers an inclusive curriculum that adequately addresses issues of gender and race. | Continue to roll out and support for decolonisation work via decolonisation 'champions' who are leading discussion around implementation of this work across the Department. | Ongoing from 2021, reviewed annually each March by EDIC. | March 2025. | EDIC, DEDI, Decolonisation champions, Director of QA. | 60% of staff agree in staff survey that the Department offers an inclusive curriculum that adequately addresses issues of gender and race All Departmental modules reviewed to promote decolonised and diverse perspectives, verified by EDIC and Director of QA. |
| b) Provide ongoing | The staff survey | Deliver ongoing staff | Initial training | March | DEDI, Chair | Staff survey shows an |

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| training for staff in how to foster an inclusive teaching environment. | revealed that only 28% of staff agreed that the Politics Department provides sufficient training to staff on how to promote equality, diversity and inclusion when teaching. | training around how to teach diverse perspectives, and how to create inclusive teaching resources and an inclusive classroom environment. Use SIC and staff consultation to identify training needs | in Nov 2021, new training provision under review based on feedback. | 2027. | of SIC, Director of QA. | increase from the 28% to 45% in those who agree that the Politics Department provides sufficient training to staff on how to promote equality, diversity and inclusion when teaching. |
| | | Use future iterations of the staff survey to solicit views of specific forms of training desired. | May 2022, annually recurring . | March 2027. | DEDI, EDIC, Director of L&T and Deputy Director of L&T. | Staff survey shows an increase in staff agreement that they are offered sufficient support to 45%. |
| c) Expand remit of SIC to include PGT students. | At present there is no forum for PGT students to raise concerns around inclusive teaching practice. | Invite PGT students to join the SIC in September 2023. | September 2023. | September 2027. | Chair of SIC. | PGT students attend SIC from 2023 onward. |
| 3. Unifying, publicising and reviewing Departmental policy | | | | | | |
| a) Create a central repository of all Departmental policies. | When reviewing our policies, it became apparent that there is no central repository for Departmental policies. | Create a centralised repository for all policies, and an associated master-spreadsheet which outlines when the policy was created, who | Spring semester 2022. | September 2022. | Departmental Operations Manager, with input from Executive | A consistent resource detailing existing resources is created, that is linked to the staff handbook. |

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| | | is responsible for it, when it was last reviewed, and how often a review should occur. | | | Committee members and Departmental office holders. | |
| | | Update Departmental handbook to provide information to staff around key policies. | From September 2022. | | Departmental Operations Manager, DEDI, HoD, DM and wider staff consultation and input. | Updated Departmental handbook with clear guidance on Departmental policies and procedures. |
| b) Policy review identifying gender data gaps. | <p>There is currently no systematic approach to reviewing our existing policy base at a Departmental and/or University level to identify gaps.</p> <p>We have identified a gap in terms of a gender identity policy, and in terms of research group culture. There have also been calls to review and clarify our parental leave policy.</p> | Each Departmental committee and office holder will be tasked, via terms of reference, with reviewing the central repository of Departmental and university policies on an annual basis to identify gaps and areas of future work. | Autumn Semester 2022, then annually once a year. | Annually until March 2027. | <p>DM and Departmental Operations Manager to review job specifications for office holders to add this role.</p> <p>Directors and/or Departmental committees to review policies and identify gaps</p> | <p>Updated Terms of reference for Committees and Director posts to include a new review process that will ensure policies are kept up to date.</p> <p>Annual review process to identify and fill gaps in current provision.</p> |

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| | | | | | in provision and necessary updates. | |
| | | EDIC to lead process of developing gender identity policy or pushing for University level policy. | Spring 2023. | Spring 2024 | EDIC, DEDI. | New policy on gender identity. |
| | | Research Committee, Director of Research and Director of EDI to develop research group culture policy. | Spring 2023. | Spring 2024 | Research Committee, Director of Research, Director of EDI. | New policy on research group culture. |
| | | EDIC to lead piece of work exploring the Department's parental leave policy to determine staff concerns and appropriate interventions. | Autumn 2025 | Autumn 2026. | EDIC, DEDI. | Report on parental leave with possible interventions arising from report. |
| 4. More staff feel that the Department's working culture is inclusive | | | | | | |
| a) Gather additional data about staff concerns relating | 15% of staff agreed that they had been made to feel uncomfortable | Revise the staff survey to gather additional data as to the nature of | April 2022 (ahead of survey | June 2023. | EDIC, DEDI, DM, HoD. | New question added to Departmental survey and analysed to offer |

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| to Departmental culture. | because of their gender. | discomfort staff have felt because of their gender - adding an open text question on this. | circulation in May 2023). | | | additional insight that can guide further action. Use new data to develop initiatives that decrease the number of staff made to feel uncomfortable because of their gender to less than 10%. |
| | | Publicise the University's Report and Support Service to staff to ensure those in this situation are aware of where to get support. | Spring 2022. | Annually until 2027. | DM and HoD. | Staff awareness of Report and Support increases (as monitored through Central University survey). |
| b) Take action to address PS concerns around Departmental culture. | Qualitative data gathered through focused meetings with PS staff revealed a sense of detachment from academic staff, and a feeling of distinct as opposed to shared cultures. | Participate in a newly established Faculty task and finish group on PS workload and implement resulting actions | March 2022. | December 2022. | DEDI, DM, volunteers from PS staff. | Attend Faculty task and finish group and implement arising actions within Department. |
| | | Trace effectiveness of interventions through staff survey and informal consultation. | May 2023. | Annually each May until 2027. | DEDI, EDIC. | Positive feedback on action taken in staff survey and gathered via informal consultation. |
| c) Ensure that future SATs are | The AS process was widely supported by | When forming next SAT, actively recruit | 2024. | March 2027. | HoD, AS lead. | Future SAT is representative of the |

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| more representative of the Department. | Departmental staff, recruiting 29 staff and 1 PGR student. Whilst including a range of perspectives, our SAT was not fully representative of the Department, particularly lacking representation from staff on fractional contracts and teaching only staff. In future years we will recruit an SAT that better represents the Department. | individuals from different backgrounds and ensure that the SAT is representative of the Department's profile. | | | | Department and includes students. |
| | In monitoring the representativeness of the SAT (and within the wider data reporting in this application) we have used gender identifiers within HR records. | Discuss whether self-identification should be used to determine gender and assess the representativeness of the SAT. Possible resulting action to move towards self-identified gender reporting to allow a wider range of gender identities to be reflected in our data reporting. | 2023. | 2027. | EDIC. | The SAT recognises and represents more gender identities. |
| d) Address PGR concerns about exclusion from Departmental life. | Our PGR focus group demonstrated that many PGR students feel excluded from Departmental life, and | Undertake additional consultation with the PGR community to identify the nature of concerns. | Autumn 2022. | Autumn 2027. | Deputy Director of PGR, Director of PGR. | Future PGR focus groups and feedback events show higher levels of student inclusion. |

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| | often shut out by perceived 'male oriented' social activities. | Director of Research, Research Committee and DEDI to work on policy around Departmental research culture, to ensure the representation of PGR views. | Spring 2023. | Spring 2024. | Deputy Director of PGR, Director of PGR, Director of Research, Director of EDI, Research Committee. | |
| e) Monitor staff concerns about workload allocation. | 55% of staff believe that work is allocated on a consistent and fair basis, with women colleagues and PS staff are more likely to agree that male employees are allocated jobs that demand less time or lower levels of pastoral care. | For academic staff, promote WAM transparency and the annual EDI review of WAM via Departmental meetings and communications, encouraging staff to raise concerns with the DEDI, HoD or DM. | Annually when WAM is released for subsequent year | Annually until 2027. | HoD, DM, Departmental operations manager, DEDI | Increase to 75% those who feel that staff are offered the same opportunities regardless of whether they work part-time or flexibly, especially amongst women staff. |
| | 41% of all staff reported working more hours during the Covid pandemic, whilst 23% were working less, and 31% were unaffected. | For PS staff, encourage staff to raise concerns about workload with their line manager. | Use mentoring and SRDS meetings to initiate conversations | Ongoing | 2027. | Departmental mentors, SRDS |

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| | | about time management and workload planning. | | | reviewers | |
| f) Gather further data on perceptions of staff induction and SRDS. | Only 50% of staff believe that the staff induction is useful, permanent academic staff are 33% less likely than professional services' staff and fixed-term employees to agree with this statement. In the staff survey just 55% of participants found the SRDS appraisal system useful and only 53% believe that the SRDS process helps them to advance their career goals. | Revise the staff survey in future years to solicit open text comments specifically on the induction process. | May 2022. | 2027. | EDIC, DEDI, DM. | Improved data on staff concerns around induction and SRDS. |
| | | Revise the staff survey in future years to solicit open text comments specifically on the SRDS process to see if these changes improve confidence. | May 2022. | 2027. | EDIC, DEDI, DM. | Report on staff concerns around induction and SRDS, used to inform strategic interventions, if required. |
| | | Ensure that SRDS reviewers receive appropriate training in managing the needs of careers and are aware of relevant policies and support processes. | September 2023. | Annually until 2027. | HoD, DM, SRDS Reviewers. | All SRDS reviewers have appropriate training on managing the needs of careers and are aware of relevant policies and support processes. |
| 5. Increased use of data on gender and intersectionalities in strategic decision making | | | | | | |
| a) Increase use of data on gender and intersectionalities in Departmental | The Athena Swan process has shown that whilst the Department has access to some valuable data about our | Consult with Departmental committees to identify useful data that could guide their activity. | Spring semester 2023. | Annually until 2027. | DM, Departmental operations manager, Departmental | List of required data sources. |

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| decision making. | staff and student profile, this data is often not widely available and is currently under-utilised in strategic decision making and planning. | | | | Committees. | |
| | | Work with HR, the Faculty Athena Swan co-ordinator and Central University teams to broker access to datasets for committees. | Autumn Semester 2023. | Annually until 2027. | DM and Departmental operations manager. | Secure recurring access to required data for committees. |
| | | Design and implement processes for gathering data not currently available. | From Autumn Semester 2023. | Annually as require until 2027. | Departmental Committees, Departmental operations manager. | Curate relevant data |
| | | Committees to utilise data in developing policy and ongoing work. Uptake of data to be monitored through 1-2-1 meetings between senior leadership team and office holders. | Spring Semester 2024 - ongoing. | Annually until 2027. | Departmental Committees and office holders. | 1-2-1 meetings with the Senior Leadership Team. used to gather detail on current practice and to identify best practice on utilising gender and intersectional data to inform activity. |

Appendix 2: Data tables⁴

⁴ In this data suppression rules have been implemented. This means that where the headcount is less than 3, we have rounded to 3. Any calculations have used the unrounded data. This is to prevent the identification of individual members of staff from the data in compliance with GDPR.

Appendix 3: Glossary

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| ACP - Academic Career Pathway |
| AS - Athena Swan |
| BAME - Black, Asian and Minority Ethnic |
| DEDI - Director of Equality, Diversity and Inclusion |
| DM - Departmental Manager |
| EC - Executive Committee |
| EDI - Equality, Diversity and Inclusion |
| EDIC - Equality, Diversity and Inclusion Committee |
| FEB - Faculty Executive Board |
| FoSS - Faculty of Social Sciences |
| FT - Fixed Term contract |
| FT - Full time |
| GDPR - General Data Protection Regulation |
| GTA - Graduate Teaching Associate |
| HESA - Higher Education Statistics Agency |
| HoD - Head of Department |

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| HR - Human Relations |
| L&T - Learning and Teaching |
| L&TC - Learning and Teaching Committee |
| LSP - Learning Support Plan |
| NSS - National Student Survey |
| P- Permanent contract |
| PS- Professional Services |
| PGR - Postgraduate Research |
| PGR - Postgraduate Research Student |
| PGT - Postgraduate Taught |
| PT- Part time |
| PTO - Professional or Technical Operative |
| RAE - Research Assessment Exercise |
| REF - Research Excellence Framework |
| RG - Russell Group |
| SAT - Self-Assessment Team |
| SIC - Student Inclusion Committee |
| SIID - Sheffield Institute for International Development |

SLP - Student Learning Plans

SLT - Senior Leadership Team

SPERI - Sheffield Political Economy Research Institute

SRDS - Staff Review and Development Scheme

SSC - Staff Student Committee

UG - Undergraduate

UoS - University of Sheffield

WAM - Workload Allocation Model

WARP - Women Academic Returners Programme

WP - Widening participation

WRDTP - White Rose Doctoral Training Partnership

Appendix 4: Details of pay grades at Sheffield University

Additional details of grade descriptors can be found here: <https://staff.sheffield.ac.uk/reward-recognition/pay-and-grading/salary-scales#profiles>



The below grade structure applies from 1 August 2013.

| Grades and salaries with spine points | | | | |
|---------------------------------------|---------|--------|--------|--------|
| Grade 9 | 10 | 54 | 62,306 | |
| | 9 | 53 | 60,496 | |
| | 8 | 52 | 58,738 | |
| | 7 | 51 | 57,031 | |
| | 6 | 50 | 55,375 | |
| | 5 | 49 | 53,765 | |
| | 4 | 48 | 52,204 | |
| | 3 | 47 | 50,688 | |
| | 2 | 46 | 49,216 | |
| | 1 | 45 | 47,787 | |
| Grade 8 | 44 | 46,400 | 8 | |
| | 43 | 45,053 | 7 | |
| | 42 | 43,745 | 6 | |
| | 41 | 42,476 | 5 | |
| | 40 | 41,242 | 4 | |
| Grade 7 | 12 | 39 | 40,046 | |
| | 11 | 38 | 38,907 | |
| | 10 | 37 | 37,756 | |
| | 9 | 36 | 36,661 | |
| | 8 | 35 | 35,597 | |
| | 7 | 34 | 34,565 | |
| | 6 | 33 | 33,562 | |
| | 5 | 32 | 32,590 | |
| | 4 | 31 | 31,644 | |
| Grade 6 | 3 | 30 | 30,728 | |
| | 2 | 29 | 29,837 | |
| | 1 | 28 | 28,972 | |
| | 27 | 28,132 | 6 | |
| | 26 | 27,318 | 5 | |
| | 25 | 26,527 | 4 | |
| | Grade 5 | 9 | 24 | 25,759 |
| | | 8 | 23 | 25,013 |
| | | 7 | 22 | 24,289 |
| 6 | | 21 | 23,585 | |
| 5 | | 20 | 22,927 | |
| 4 | | 19 | 22,240 | |
| Grade 4 | 3 | 18 | 21,597 | |
| | 2 | 17 | 20,972 | |
| | 1 | 16 | 20,374 | |
| | 15 | 19,802 | 5 | |
| | 14 | 19,247 | 4 | |
| | 13 | 18,708 | 3 | |
| Grade 3 | 7 | 12 | 18,185 | |
| | 6 | 11 | 17,678 | |
| | 5 | 10 | 17,184 | |
| | 4 | 9 | 16,705 | |
| | 3 | 8 | 16,252 | |
| | 2 | 7 | 15,814 | |
| Grade 2 | 1 | 6 | 15,456 | |
| | 5 | 15,054 | 3 | |
| | 4 | 14,665 | 2 | |
| | 3 | 14,344 | 1 | |
| Grade 1 | 3 | 3 | 14,344 | |
| | 2 | 2 | 13,977 | |
| | 1 | 1 | 13,621 | |

| Points | Description |
|--------|-------------------|
| | Normal range |
| | Exceptional range |

All staff on the University of Sheffield Grading Scheme have an incremental date of 1 January.

In the normal range, the expectation is that staff progress through the increments on an annual basis.

In the exceptional range, staff progression is on the basis of sustained exceptional contribution through the use of Exceptional Contribution Awards.

New appointments starting between 1 January and 30 June inclusive are paid their first increment on the following 1 January.

New appointments starting between 1 July and 31 December inclusive are paid their first increment on the next but one 1 January.