

# Athena Swan Bronze application form for departments

## Applicant information

Name of institution	University of Sheffield
Name of department	Urban Studies and Planning
Date of current application	Bronze
Level of previous award	N/A
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Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
<b>Overall word count</b>	<b>6,392</b>

\*These sections and appendices should not contain any commentary contributing to the overall word limit

**Overall word limit: 6000 words**

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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**



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24 January 2023

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Dear Colleagues

I am delighted to support this application for the Athena Swan Bronze Award and can confirm that the information presented is an honest and accurate representation of the Department.

As Head of Department, I have worked closely with the Department Executive team and the wider staff base to support the efforts of colleagues to understand and challenge gendered inequalities. We established the role of Director of EDI in January 2020 and our EDI Committee (EDIC) first met in May 2020. Since this time, our Department has undergone a step change in relation to gender equality. We have agreed a set of guiding principles and made a public commitment to work toward greater equality, opportunity and inclusion. We have developed an EDI Action Plan that mainstreams EDI within our research and teaching and strives to embed EDI throughout the staff and student journey. Work to develop the Department's first Bronze Athena Swan application, led by the Athena Swan Coordinator, has been underway since the formal constitution of the Self-Assessment Team, in September 2021.

Despite the significant progress that we have made in recent years, we are very aware that as a Department we continue to face numerous challenges and have more work to do. These challenges have been revealed by the data gathered to support this application, and include significant concerns about how staff and students of different genders experience life in the Department, with female colleagues tending to report a more negative experience than male in relation to workload, leadership and career 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.

This application has been developed during a particularly challenging time. The impact of the pandemic resulted in the decision to pause development of the application until the pressures and challenges posed had subsided. In the event, this delay proved helpful. The gendered impacts of Covid served to bring into even sharper relief various challenges that are addressed directly within the ambitious action plan. Scrutinising our Department's policies and practices 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.

Our Athena Swan Action Plan identifies five key areas of priority and ambitious associated goals: improving student inclusion in a changing landscape; more inclusive staff recruitment; supporting women's career development through progression and promotion; ensuring supportive and inclusion practices; and working towards a more equitable departmental culture.

Improving our practice under these five areas will require engagement at all levels, and as Head of Department I am fully supportive of the ongoing work of the Self-Assessment Team as part of EDIC. These priorities will be integrated into our next annual planning round statement and Department committees, groups and role holders will be charged with setting objectives and priorities for supporting delivery. Embedding gender equality within Department life will ensure progress and support effective delivery within a plausible timeframe.

Your sincerely

A handwritten signature in black ink, appearing to read 'D.R.', with a long horizontal flourish extending to the right.

Professor David Robinson  
Head of Department  
Urban Studies and Planning

## 2. Description of the department

The Department of Urban Studies and Planning (USP) is internationally renowned for the study of planning and real estate. Our ethos is to make fairer, healthier and more sustainable places and this guides our four research themes: Planning, People and Place; Urban Inequalities and Social Justice; Housing and Real Estate; and Environment and Infrastructure. The 2021 Research Excellence Framework rated 95% of our research and its real-world impact as world-leading or internationally excellent. The Department is situated within the Faculty of Social Sciences, and staff work with a range of Faculty research centres such as the Urban Institute and Institute for Global Sustainable Development.

In 2021/22, 61 staff worked in the Department (including 16 Professional and Support staff), of which 30 are women (49%) (Table 3.2, Appendix 2). This overall parity sits alongside unevenness within the workforce: only 35% of staff on teaching-and-research contracts are women; and only 29% of staff at Grades 9 to Professorial Equivalent are women (Table 4.3, Appendix 2). The Department also employs 19 graduate teaching assistants (GTAs) on part-time, fixed-term contracts, of whom 15 (79%) are women, recruited from its PGR cohort (Table 3.8, Appendix 2).

USP's student body has grown in the last five years, reflecting a thriving undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR) programme. The Department was rated as the top Russell Group planning school for overall undergraduate satisfaction in the 2022 NSS. USP offers three UG programmes, a four-year MPlan and two BAs; five one-year PGT degrees in urban and regional planning, design, real estate and GIS; and a PhD programme. The current student body numbers 558.5 (full-time equivalents)<sup>1</sup> across UG, PGT and PGR programmes, of which 49% are female (Table 1.1, Appendix 2).

## 3. Governance and recognition of equality, diversity and inclusion work

Governance and recognition of EDI work has recently been mainstreamed in the department. The Director of EDI role (DEDI) was created in January 2020 (workload allocation 70 hours) to chair the Department's EDI Committee (EDIC), which was created in May 2020 and constituted in September 2020. EDIC's remit is to '*determine the Department's principles in relation to EDI, particularly in relation to governance, research, teaching, appointments, promotion and student recruitment and retention*', consulting with relevant Departmental Committees. Based on USP's first EDI survey (January 2021), and in consultation with all staff, in 2020/21 EDIC developed a set of USP EDI Principles, summarised in a Public Statement on our website, and USP's first EDI Action Plan.

EDIC membership includes a balance of career stage, gender, ethnicity and other protected characteristics (workload allocation 15 hours). At least one ECR and one member of professional services (PS) staff are members, as well as a PGR representative. As PS, ECR and PGR members are not in the workload allocation model, they are not asked to take on excessive work. The Department Athena Swan Coordinator (workload allocation 70 hours) is a member of EDIC, as is the Director of One University (DOU), a new role created in 2022/23,

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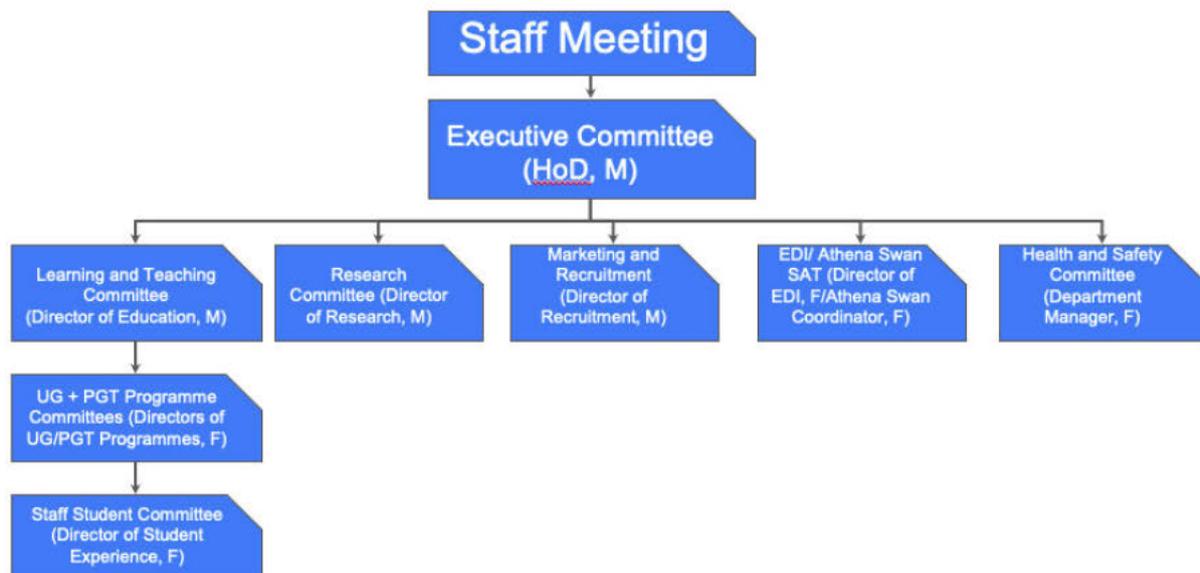
<sup>1</sup> Students on joint programmes with other departments are represented as 0.5.

focusing on staff and student inclusion and diversity. The Head of Department attends when appropriate.

EDIC is one of five substantive departmental committees (see Figure 1). Committees meet quarterly and report to the Executive Committee, USP’s highest decision-making body, which is composed of the HoD, Department Manager, and Directors of Education, Research, One University and Recruitment. Committee chairs also report to the quarterly Staff Meeting. EDI is embedded in USP’s governance structure in multiple ways: the DEDI reports to HoD and DOU to inform the Executive Committee; EDI is a standing item on the Executive Committee and Staff Meeting agendas; all departmental committees have at least one EDIC member among their membership; and the EDI Action Plan allocates priorities to each committee, reviewed annually by committee chairs and overseen by EDIC.

USP’s DEDI attends the quarterly Faculty of Social Sciences (FSS) EDIC meeting which discusses University and Faculty EDI policies, cutting across a range of committees (including the Faculty Executive Board). USP’s Athena Swan Coordinator attends the bi-monthly Athena Swan Faculty Network meeting, also chaired by the Faculty EDI Director. Workload allocation for USP’s DEDI, Athena Swan Coordinator, and EDIC members is in line with Faculty guidance. In the University’s Academic Career Pathway (ACP) framework, used for promotion, EDI activities are recognised in the ‘leadership’ category under ‘academic citizenship’ (for example, USP’s ██████████ was promoted from Grade 8 to Grade 9 in 2022). Since 2022/23, USP staff must identify an EDI objective in their annual Staff Review and Development Scheme (SRDS) meeting, using the EDI Action Plan.

Figure 1: Department of Urban Studies and Planning Committee Structure (committee chairs and gender in brackets)



#### 4. Development, evaluation and effectiveness of policies

Policies developed at departmental level are reviewed in relevant committees before being submitted to the Executive and then shared at Staff Meeting. For example, policy changes

and developments to learning and teaching practice may begin as discussions in a working group; these recommendations are then discussed in Staff-Student Committee and Department Learning and Teaching Committee prior to submission to the Executive, where they are discussed, agreed or amended, and cascaded as appropriate. Departmental policies are reviewed on an annual basis in relevant committees.

Institutional policies are included in all new starters' inductions and updated on the Staff Hub; these are predominantly held on the HR webpages unless related to a specific area of business. Line managers are required to be familiar with institutional policies, particularly on Equal Opportunities, Dignity at Work, Disability, Domestic Abuse, Flexible Working, Part-Time Working and Academic Career Pathways. Proposed new institutional policies are discussed at Faculty Managers Group (FMG) and Faculty Executive Board (FEB). Planned changes to institutional policies (such as promotions) are drafted by the University HR Working Group, shared with relevant unions and then communicated to Faculty colleagues for review and feedback. New or updated policies are communicated to all staff through weekly University emails, reinforced departmentally via emails and Staff Meeting. Staff can feed back on new policies to the policy lead (usually Faculty HR Representative) via the Departmental Manager. Once implemented, policies are circulated on an annual basis.

USP encourages staff to engage with institutional policies. For example, for promotions, since 2020 USP's HoD has organised an informal departmental briefing to accompany Faculty information sessions which run between March and May. Similarly, USP actively encourages flexible working agreements, both for particular working days/times and for condensed hours (such as the Departmental Manager who works 35 hours in four days), to support staff whole life balance.

## **5. Athena Swan self-assessment process**

USP's Athena Swan Coordinator was first appointed in October 2019: the role was suspended between April and September 2020 due to the pandemic, and reinstated with 50% of workload allocation during 2020/21. Preliminary work during 2019/20 included presentations to the Executive and two Staff Meetings, attending Faculty Network meetings, and initiating a pandemic support group for staff with childcare responsibilities (meeting three times in 2020/21). From October 2021 the role was fully reinstated, and development of USP's Bronze application was identified as a key EDI priority in 2021/22, supported by the HoD and Executive. This built on strong institutional and departmental processes in place to support the application, particularly EDI structures developed in the preceding year.

The USP AS Self-Assessment Team (see Table 1) was formally constituted in September 2021, based on EDIC membership, following consultation with members (who receive an additional 5 hours workload allocation). Within the SAT, an Athena Swan Writing Group was formed to develop the application, with an additional workload allocation (20 hours), through a call for volunteers at EDIC and Staff Meeting, and targeted recruitment of a data analysis expert. The AS Coordinator presents analysis/drafts for discussion with SAT at quarterly EDIC meetings, as a standing agenda item. EDIC/SAT's 12 current members encompass a range of career stages and job types; 100% are cis-gender, 75% are female, 83% have caring roles and 8% are BAME. Composition is largely determined by EDIC membership, which aims to balance factors

such as career stage and gender (see above), but is subject to external factors, particularly the female-dominated nature of PGR, PS and ECR cohorts. Taught students are not SAT members due to the sensitive data discussed, but their views were incorporated via focus groups and surveys. Improving future SAT representativeness to better reflect USP's composition, particularly in terms of gender/seniority, is a future area of action [AP5.2].

Table 1: SAT membership

Name	Job Title/ Type	Grade	Role on SAT
[REDACTED]	Senior Lecturer, Athena Swan Coordinator (T&R)	G9	Chair of AS Writing Group
[REDACTED]	Senior Lecturer, EDI Director (T&R)	G9	AS Writing Group Member
[REDACTED]	Departmental Manager (PS)	G8	AS Writing Group Member
[REDACTED]	University Teacher (TO)	G8	AS Writing Group Member
[REDACTED]	Reader (T&R)	G9	AS Writing Group Member
[REDACTED]	Professor (T&R)	Professor	EDIC/SAT Member
[REDACTED]	Reader, Director of One University (T&R)	G9	EDIC/SAT Member
[REDACTED]	University Teacher (TO)	G8	EDIC/SAT Member
[REDACTED]	Senior University Teacher (TO)	G9	EDIC/SAT Member
[REDACTED]	Senior Research Fellow (RO)	G9	EDIC/SAT Member
[REDACTED]	Placements, Employability and External Relationship Manager (PS)	G7	EDIC/SAT Member
[REDACTED]	PGR Representatives 2021-22 (Student)	N/A	EDIC/SAT Member (alternating until Nov 2022)
[REDACTED]	PGR Representative 2022-23 (Student)	N/A	EDIC/SAT Member (from November 2022)

Data collection on EDI began prior to SAT formation in September 2021 via USP's first EDI Survey (January 2021). This canvassed all staff and PGR students about their perceptions of EDI issues, allowing early identification of potential action areas. Findings were discussed at Departmental Committees and presented at Staff Meeting (October 2021), forming the basis for USP's EDI Action Plan. Since SAT formation, alongside secondary data analysis, further primary data collection has included USP's first Culture Survey, focus groups with specific cohorts (conducted by paid PGR and UG students, resourced by Faculty funding), and a student EDI survey (see Table 2). Data analysis undertaken by the AS Writing Group and SAT was supported by the Faculty AS Administrator, drawing on earlier activities including focus groups with international PGT students (2019) and the Covid-19 childcare support group (2020/21).

The draft application was discussed at the Staff Meeting in December 2022. EDIC will continue to act as SAT, via its AS standing item, overseeing completion of the Action Plan through regular review of actions: Committee Chairs will be responsible for implementing actions. Ongoing updates at Staff Meeting, including a new annual EDI-dedicated meeting, will ensure engagement beyond EDIC/SAT, supported by key colleagues, particularly the HoD and DOU [AP5.2].

Table 2: Primary data collection in USP

<i>Date</i>	<i>Activity</i>	<i>Aim/description</i>	<i>Participants</i>
Jan 2021	USP EDI Survey	Initial survey informed EDI strategy (public statement, principles, actions) Findings presented at EDIC and Staff Meeting	All staff and PGR students, n=35 (16 F, 10 M, 9 prefer not to say), 36% response rate
Jan 2022	USP Culture Survey	Used AS culture survey pilot with additional questions regarding ongoing EDI work Findings presented at EDIC and Staff Meeting	All staff, n=43 (18 F, 23 M, 2 prefer not to say), 77% response rate
May 2022	Student EDI Survey	Based on AS culture survey, revised and extended to capture taught student experiences Report (of survey and focus groups) presented to SSC and shared at EDIC, L&T and Staff Meeting	UG and PGT students, n=82 (46 F, 33 M, 3 other gender identity), 15% response rate
June-Oct 2022	Student focus groups	To refine student survey findings, including: <ul style="list-style-type: none"> <li>• UG June/July/Oct 2022</li> <li>• PGT July/Oct 2022</li> </ul> Report (survey/focus groups) presented to SSC and shared at EDIC, L&T and Staff Meeting	15 UG and PGT students (13 F, 2 M)
July-Oct 2022	Staff focus groups,	To refine Culture Survey findings, including: <ul style="list-style-type: none"> <li>• PSS Staff July 2022</li> <li>• Teaching-only staff Oct 2022</li> <li>• Research-only staff Nov 2022</li> </ul>	10 PSS (5 F, 5 M); 4 TO (3 F, 1 M); and 2 RO staff (1 F, 1 M)
Sept-Oct 2022	PGR focus groups	To refine/ update EDI survey findings, including <ul style="list-style-type: none"> <li>• PGRs Sept 2022</li> <li>• PGR Childcare Sept 2022</li> <li>• GTAs Oct 2022</li> </ul>	13 PGR students (12 F, 1 M)

## **Section 2: An assessment of the department's gender equality context**

### **1. Culture, inclusion and belonging**

This section explores USP's gender equality context, based around analysis of secondary data (from 2017/18 to 2021/22) and primary sources. Five key priorities (underlined) are identified with associated objectives and action points (cross-referenced with the Action Plan in Section 3), which are further specified in Part 2.

#### **Student profile**

USP aims to foster an inclusive environment for students of all genders and from diverse cultures. Since 2017/18, the student body has grown by 35%, from 411 to 558.5 (271.5 UG, 260 PGT, and 27 PGR) in 2021/2022 (Table 1.2, Appendix 2). At both undergraduate (UG) and postgraduate taught (PGT) level, growth has been driven by an 82% increase in international students<sup>2</sup>, from 187 (79 UG and 108 PGT) in 2017/2018, to 340.5 (139.5 UG and 204 PGT) in 2021/2022 (Tables 1.3 and 1.4, Appendix 2), whereas PGR student numbers have decreased slightly over the same period. In 2021/22, 49% of all students were female: 46% at UG level, 51% at PGT, and 67% at PGR (Table 1.2, Appendix 2). Gender attainment gaps are small in USP, suggesting this is not a priority area. At UG level, for both First Class and 2:1 awards, the picture is mixed and attainment between males and females varies over time (Table 2.1, Appendix 2). For PGT degrees, awards of all three grades (Distinction, Merit and Pass) are generally relatively equal between male and female students, with only small annual variations (Table 2.2, Appendix 2).

#### ***Recruiting and supporting diverse undergraduate populations***

Despite increasing UG numbers, from 2017/2018 to 2021/2022 USP has seen a slight decline in the proportion of female UG students from 55.5 (43%) to 50 (38%), whereas male home UG students have increased from 73 to 83. The increase in female international UG (from 49.5 to 76) has been outstripped by faster growth in male international UG students (from 29.5 to 63.5) (Table 1.3, Appendix 2). We ranked eighth out of nine Russell Group Urban Studies Departments, based on 2020/21 data for numbers of home female UG new entrants. While these are relatively small numbers, further analysis of recruitment patterns is needed [AP1.1].

USP's Widening Participation Action Plan aims to increase the proportion of BAME students, and support existing WP students to progress and succeed. Widening Participation data from 2020 shows that 14% of USP's home UG students were from low participation neighbourhoods (where fewer than 20% of residents have an HE qualification) and 32% were the first in family to attend university, above Faculty average for both indicators (11% and 29% respectively); 16% were from BAME groups, slightly below Faculty average (20%); and 10% had a disability, similar to Faculty (9%). While gender data on USP's WP students is not available, Student EDI Survey data indicated that female working-class students felt out of place and unsupported in what they viewed as a middle-class environment. This suggests the

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<sup>2</sup> As indicated by fee status.

need to enhance existing support for students, particularly those experiencing intersectional inequalities, in an increasingly diverse cohort [AP1.2].

The Student EDI Survey indicated that four students' gender is different to that they were assigned at birth, and three indicated a gender identity that was not listed. Data analysis has revealed multiple student inclusion issues, including a need to initiate discussion on institutional gender identity policies, and gendered and intersectional experiences of the classroom. Improving student inclusion in a changing landscape is therefore USP's first key priority [Action Plan Priority 1, AP1].

### ***Including and supporting PGR students***

From 2017/18 to 2021/22, the proportion of female PGR students has increased from 56% to 67% (Table 1.2, Appendix 2). Continued strong female recruitment (including four out of six University-funded scholarships in 2022/23) suggests that our PGR application process supports female applicants. Female dominance among PGRs is reflected among GTAs (in 2021/22, 79% were female; Table 3.8, Appendix 2) and PGR representatives (from 2016 to 2022/23, 13 of 15 PGR representatives have been women). Retention and completion also reflect this cohort composition and do not show gender bias: of 28 on-time completions from 2017/18 to 2021/22, 61% were female students and 39% male students (Table 2.3, Appendix 2). Out of nine PhD student withdrawals during the same period, four (44%) were female (FSS data, 2022). Withdrawal circumstances were highly individualised and not gender-related.

Beyond supervision, formal PGR support from the PGR Director and Support Officer is augmented by a weekly term-time programme discussing academic research practices. However, although elected PGR representatives actively participate in departmental and Faculty committees (including EDIC/SAT), qualitative data suggests that PhD students feel disconnected from wider departmental life (PGR reps' meeting, June 2022). Institutional/sectoral factors such as timely PhD completion, the limitations of Leave of Absence as a mechanism to respond to PGR issues (particularly affecting students with caring or financial responsibilities), and limited academic job opportunities were additional concerns expressed by PGRs in the survey and focus groups. While such factors are often beyond the control of the department, there is a need to further explore PGR concerns, working with the PGR Director, to establish a baseline in support of formulating responses [AP1.3].

### **Staff profile**

Academic staff are fairly evenly split by gender. Between 2017/18 and 2021/22, the proportion of female staff fluctuated between 42% and 49%; in 2021/22 it was 44% (Table 3.3, Appendix 2). Greater gender imbalances emerge across contract functions. Women consistently dominate a relatively small teaching-only (TO) cohort (Table 3.6, Appendix 2), but held only 35% of teaching-and-research (T&R) contracts despite representing 44% of all academic staff in 2021/22 (Table 3.2, Appendix 2). This figure has increased annually since 2017/18 (when women held 21% of T&R contracts; Table 3.4, Appendix 2), and is in line with other ARCT (Architecture, Built Environment and Planning) departments where women average 35% of T&R contracts (Advance HE 2022). To continue this trajectory, improved practices around recruitment and conversion of female candidates to these roles is a priority area [AP2.1, AP2.2].

Analysis of staff by grade also reveals gender imbalances, with fewer women at higher grades. For T&R contracts (total headcount 26), in 2021/22 women represented 50% of staff at Grade 8, and 30% at Grade 9 (Table 3.5, Appendix 2). Conversely, for TO contracts (total headcount four), women represented 67% of staff at Grade 8, and 100% of staff at Grade 9 (Table 3.6, Appendix 2). For research-only (RO) staff (total headcount 16), predominantly on fixed-term contracts (often without direct promotion opportunities, discussed further below), women represented 50% of G7 staff, and 100% of G8 staff (Table 3.7, Appendix 2).

Under-representation at higher grades is even more marked at Professorial and Equivalent grade: in 2021/2022 there was one (17%) female professor compared to five (83%) male professors (Table 3.5, Appendix 2). This is compared with an average gender split for Professor class of 27% female to 73% male in other ARCT departments (Advance HE 2022). From USP's foundation in 1965 until 2020/21, there had only been one female professorial appointment, compared to 16 male professors. While the 2021/22 internal professorial promotion of a female staff member is positive, action is needed in this area [AP2].

### ***Staff recruitment***

Recruitment to academic positions in USP by gender has fluctuated. For T&R contracts, between 2017/18 and 2021/22, the proportion of female appointments ranged from 25% to 50%; in 2021/22 it was 33% (Table 7.1, Appendix 2). For RO posts, four of the years between 2017/18 and 2021/22 showed an equal or positive conversion rate for female applicants (meaning a female applicant was more likely than a male to be interviewed and appointed), highlighting USP's success in achieving gender balance among high-quality early career (ECR) applicants (Table 7.2, Appendix 2). By contrast, since 2017/18 T&R posts have had fewer female applicants (between 29% and 40%) and generally negative conversion rates (in four out of five years) (Table 7.1, Appendix 2). For TO posts, there have been no appointments except for 2021/22, when a female colleague was appointed (Table 7.3, Appendix 2).

This suggests that USP is attracting fewer female applicants to teaching-related posts (T&R/TO contracts), which are more likely to be open-ended, than to generally fixed-term RO posts. This shapes USP's overall composition of academic staff, with implications for the gender profile of more senior roles. More inclusive staff recruitment is USP's second key priority for future action [AP2].

### ***Staff progression and career development***

Data on applications and success rate by gender is not available from the University, so was obtained from HR via the Head of Department, covering a slightly longer period. Between 2016 and 2022, 17 applications for academic promotion were submitted, of which 11 (65%) were from women and six (35%) were from men; 12 of these were successful, nine (75%) women and three (25%) men (Table 9.1, Appendix 2). This positive trend suggests that female academic staff are being encouraged to apply and supported through the promotion process. Due to female over-representation at lower grades (Tables 3.5-3.7, Appendix 2), five out of nine female promotions during this period were staff moving from Grade 7 to Grade 8 (Tables 9.2 and 9.3 in Appendix 2).

Staff survey findings (2021, 2022) flagged rate of progression for female staff as an issue of concern. EDI Survey responses highlighted gendered and potentially intersectional (BAME, working class) disparities in career development, noting the lack of diverse representation at higher grades. In USP's Culture Survey, only 37% of all respondents agreed with the statement, '*Departmental decisions about promotion/ progression are made fairly*' (Table 1, Appendix 1). Qualitative comments supported this, for example: [REDACTED]. However, the lack of available gendered data on applications/success rates, and rate of progression, suggests a need for further data collection to establish a baseline [AP3.3]. Sharing data on promotion successes widely is also important to ensure that perceptions do not become a barrier in themselves.

Potential causal factors for slow progression of female staff include the gendered effects of maternity leave, the Covid pandemic (Kovarovic et al. 2021), and part-time working, all difficult to address at departmental level. University policies to mitigate these factors' impact on promotion are applied in USP, such as the individual circumstances statement which details mitigating circumstances; reduction in requirements for part-time contracts; and implicit bias training for promotion panel members. At departmental level, respondents highlighted the importance of fairness around workload allocation in relation to career progression; valuing all promotion categories equally; and supporting staff through better mentoring and review practices, particularly developing confidence to pursue promotion (Culture Survey).

Qualitative Culture Survey responses also highlighted differentiated promotion opportunities for certain groups, such as (largely female) TO staff, who have limited study leave, and suffer from perceived lack of recognition, despite heavy teaching loads that significantly contribute to departmental income. Under ACP, TO staff can seek promotion under the Teaching Pathway. However, focus group discussions highlighted the need for targeted mentoring for this group [AP3.1]. Supporting career development for under-represented groups, particularly women, through promotion and progression is USP's third key priority [AP3].

### ***Career development for staff on research-only contracts***

From 2017/18 to 2021/22, RO staff numbers have varied between 14 and 17, with a majority of women most years, although in 2021/22 gender balance was almost even, with eight women and seven men (Tables 3.2 and 3.7, Appendix 2). While RO contracts are often a springboard for early career academics, they are usually fixed-term, which prohibits putting down roots (RO focus group), and limits integration in the department (Culture Survey). Reflecting this precarity, RO staff had the least positive (56%) responses to Culture Survey questions on 'Belonging and inclusion' relative to other staff, and also on 'Managing work-life balance' (36%) (Table 2, Appendix 1). Qualitative comments under the 'Workload and wellbeing' theme indicated, '[REDACTED]' (Culture Survey). Short-term contracts were described as [REDACTED] in financial and mental health terms (EDI Survey). While early career precarity is not driven by gender, respondents noted its effects were likely to be gendered, racialised and class-specific.

RO staff were also critical of gender equality within the Department more generally. In the Culture Survey, only 33% agreed with the statement *Departmental leadership actively*

*supports gender equality, and only 11% with My department is committed to achieving gender balance in leadership positions* (Table 2, Appendix 1). However, efforts made within the Department to address these challenges were recognised, with RO staff reporting strong career development guidance from line managers, backed up by an active ECR urban network (established 2018), a structured bespoke training programme with peer-to-peer support, and away days aimed at collaboration and research development.

RO staff are integrated within departmental research governance and development processes, including representation on USP's Research Committee. However, the structural challenges faced by this cohort and their negative responses to some survey questions suggests action areas. The new departmental mentoring programme will be extended to RO colleagues, and an ECR colleague will be recruited to each departmental committee, to ensure that ECR/RO colleagues are informed about practices and processes in the Department. Additionally, further data collection will be undertaken (through focus groups) to explore the challenges faced by this cohort [AP3.2].

### ***Professional Support staff progression***

University policy limits PS staff progression to applying for higher-grade roles across the institution, re-grading within post, or applying for an accelerated increment. USP has strongly supported PS staff progression through re-grading, enabling staff retention: since 2016 USP has had five successful re-grading cases (█ male, █ female). Additionally, █ female colleague/s secured a role at a higher grade within the department (G4 to G5), and █ female colleague/s received an accelerated increment. This active support was reflected in Culture Survey responses, with 100% of PS colleagues agreeing/strongly agreeing that their line manager supports career development (Table 2, Appendix 1). From 2017/18 to 2021/22, 100% of PS staff at Grades 7 and 8 were female (Table 5.3, Appendix 2) and this representation in senior PS roles was noted as an area of strength (Culture Survey).

### **Departmental culture**

Culture Survey responses revealed a positive culture of inclusiveness and collegiality in USP, with 72% positive responses to the 'Belonging and inclusion' theme. There was no direct experience of bullying or harassment reported among staff in the last 12 months, although significant numbers responded 'don't know' to questions on how bullying is addressed in the department (Table 3, Appendix 1). This suggests the importance of maintaining and extending supportive and inclusive practices for all staff in USP, which is USP's fourth key priority [AP4].

### ***Flexible working***

USP supports flexible working opportunities for PS staff, 100% of whom responded positively to this survey question (Table 2, Appendix 1). Four PS staff currently have flexible working arrangements (█ male and █ female), and there is good take up among PS and academic colleagues of the Faculty Hybrid Working Policy (where colleagues can work 40% FTE at home). The PS staff focus group praised the inclusive and supportive working environment, and 91% responded positively to the 'Belonging and inclusion' theme (Culture Survey). Qualitative responses identified the need to ensure meetings are scheduled at appropriate times [AP4.2]. Culture Survey responses also showed that staff with caring responsibilities would like information about relevant University policies (e.g. policy on time

off for emergency caring responsibilities), suggesting the need for improved discussion and dissemination of relevant policies [AP4.1].

### **Leadership and workloads**

Culture Survey findings revealed a strong perception of male dominance in academic leadership roles. Overall, only 40% of staff agreed with the statement, ‘*My department is committed to achieving gender balance in leadership positions*’, although this varied by staff type: 78% of PS staff responded positively, compared to 42% T&R/TO staff and 11% RO staff (Table 2, Appendix 1). Qualitative comments suggested that, [REDACTED] and, [REDACTED] (Culture Survey).

*Table 3: Executive and non-Executive leadership roles by gender*

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Executive leadership roles</b>							
Head of Department (workload allocation 770)	Male (2 staff members held post during this period)						
Department Manager (PS)	Female	Male	Female (2 staff)				
Director of Education (400)	Female		Male				
Director of Research (300)	Male (2 staff)						
Director of One University (300)	New role from 2021/22						Female
Director of Recruitment (250)	New role from 2021/22						Male
<b>Non-Executive leadership roles</b>							
Director of Student Experience (not on Exec from 2022, reports via DoE) (257)	New role from 2020/21				Female (2 staff)		
Director of EDI (not on Exec from 2022, reports via DOU) (70)	New role from 2020/21				Female		
Director of Impact & Innovation (300)	New role from 2021/22						Female
PGR Director (300)	Male (2 staff)						
PGT Programmes Director (307)	Male						Female
UG Programmes Director (307)	Female (2 staff, except for 0.5 role share 19/20)						

The perception of male dominance in USP’s senior leadership roles reflects gender imbalance in USP’s Executive and non-Executive leadership roles (see Table 3). In 2022/23, women hold seven of 12 leadership roles; yet only two women (one PS member, one academic) sit on the six-member Executive. Of the six non-Executive leadership roles, five (83%) are held by women. Since 2016/17, HoD and DoR roles have been held by men, suggesting gendered allocation of roles. In 2020/21 the incoming HoD restructured Executive Committee membership to include the new roles of Directors of EDI and of Student Experience (both held by women); however, following University guidance in 2021/2022, these roles were made

non-Executive, and the new Director of One University role (also a woman) was included in the Executive Committee.

Qualitative data revealed a perceived link between types of leadership roles and promotion, with Executive/ research-related roles perceived as more significant than non-Executive/ teaching-related/ pastoral roles. Given the current gender imbalance in leadership roles, this perception may be impacting on women's career progression. Work in this area is already underway as part of the EDI Action Plan, which tasks the Executive to *'Explore ways to better inform staff about particular roles and engender confidence in seeking to undertake these'*. Actions taken since 2020/21 include providing job descriptions and an Expression of Interest process for all major academic administrative roles (200+ hours workload allocation), alongside postholder handover arrangements and an induction programme for the Executive. The first gender and seniority audit of workload allocations was conducted in 2021/22, and will be revised annually in consultation with EDIC. Gender balance has improved in other administrative roles such as UG Year and Personal Tutors, which since 2020/21 have a job description and increased workload allocation matching that of PGT Programme Directors.

Given these positive changes, gendered role allocation may be the product of a more complex set of factors; for example, no women applied for the DoR or DLT roles last time they were advertised. It is important to understand the reason for this in order to support women to apply in the future. Additionally, departmental AS discussions have revealed that colleagues who have taken on key leadership roles have suffered in relation to promotion due to undercutting of research activity (Staff Meeting, December 2022). This suggests further reflection and data gathering in this area, alongside supporting female colleagues to move into leadership roles. Building on existing work and linked to AP3, moving towards an equitable departmental culture is USP's fifth key priority area [AP5].

## **2. Key priorities for future action**

Building on the five priority areas identified above [AP1-5], here we briefly specify the objectives which structure the action plan (Section 3).

### **AP1: Improving student inclusion in a changing landscape**

USP's student population is changing to include increasing numbers of international students, a declining proportion of female home students, and small numbers of students disclosing trans and non-binary status. Three specific objectives aim to improve inclusionary recruitment, student experience and support:

#### **AP1.1: Targeted analysis of student recruitment from an intersectional perspective, building on existing work**

To better understand what motivates or discourages applicants from under-represented groups we will gather and analyse data on attendance, materials and staffing at Open Days, online presentation of courses, and messaging about inclusion on webpages.

**AP1.2: Review and address the needs of students in an increasingly diverse cohort**

We will support students of all genders, nationalities, ethnic and class backgrounds to feel included through provision of physical and social spaces for discussion, community building and training, and support staff through training.

**AP1.3: Work with PGR cohort to explore issues around belonging and improve their integration into USP post-pandemic**

Further data collection will explore concerns around belonging and inclusion. PGR office space will be maintained, recognising the importance of face-to-face contact for PGR peer groups. Supervisors will be required to discuss and assess the needs of PGRs with caring responsibilities. Budget will be ringfenced for PGR activities.

**AP2: More inclusive staff recruitment**

Gender imbalances according to contract function and appointment conversion rates suggest the need to attract more female academic applicants through more inclusive and transparent staff recruitment processes. We will focus on two objectives:

**AP2.1: Recruit high-quality applicants from under-represented groups**

Job adverts and materials will be reviewed using Textio, drawing on existing good practice, alongside wider and more diverse dissemination of job adverts. Good practice will be shared as guidance.

**AP2.2: Improve our recruitment practice relating to recruitment panels**

We will monitor take-up of implicit bias training (required for all recruitment panel members), and ensure gender balance on recruitment panels where possible.

**AP3: Supporting career development for under-represented groups, particularly women, through progression and promotion**

Survey analysis highlighted career progression as a priority for female and other under-represented members of staff. We will address this through three objectives:

**AP3.1: Design and implement new academic staff mentoring programme**

The DOU is currently exploring staff experiences and aspirations around department mentoring to inform provision of differentiated support. In particular, the promotion pathway for staff on TO contracts is infrequently used, suggesting the need for mentoring with senior TO staff across the Faculty. We will also ensure staff are aware of existing mentoring offers such as GROW (for PS staff) and SREN (for BAME staff).

**AP3.2: Extend mentoring offer to RO staff**

Recognising the structural issues faced by ECRs, RO colleagues will be provided with training and support to take the next steps in their academic career, including structured teaching opportunities and mentoring. Inclusion of ECRs on all committees will support information sharing, and further data collection will explore how to address structural issues.

### **AP3.3: More inclusive identification of promotion candidates**

Promotion applications from groups who are under-represented at higher grades will be supported to ensure that academic staff are going for promotion at the same career stage. Promotion will be systematically included in annual SRDS reviews, involving annual review of CVs to identify potential candidates for promotion, supported by discussion with HoD. Further analysis of HR data on how long eligible staff have been at a specific grade will also support identification of potential candidates. We will support PS staff by continuing to identify potential re-grading cases and signposting to the University's 'Shared Skills Framework' and forthcoming 'PTO Career Routes'.

### **AP4: Maintaining and extending supportive and inclusive practices for all staff**

USP's inclusive and collegial environment will be maintained through recognising and supporting good practice, such as flexible working, and raising awareness and effective application of existing University policies (e.g. paternity leave). Two objectives have been identified:

#### **AP4.1: Extend flexible working for all staff, and ensure policy dissemination**

We will maintain flexible working for PS staff, and promote this to academic staff. We will also disseminate key University policies and training on values, caring responsibilities and staff diversity along with the new Staff Code of Conduct: Living our Values, to promote increased awareness and take-up of these.

#### **AP4.2: Extend inclusionary spaces to diverse staff groups**

Based on PS focus groups, suggestions for a more visibly inclusive working environment will be gathered and implemented, such as the use of rainbow lanyards, gender affirming pronouns, gender neutral toilets, clear displays of USP's EDI Principles, and clear guidance for scheduling and managing meetings. The DOU is implementing a new programme of inclusionary network building, including organising working lunches for particular groups such as female staff with child caring responsibilities.

### **AP5: Towards an equitable departmental culture**

Analysis showed perceptions of male bias in leadership roles, with certain roles perceived as being valued more than others in relation to promotion and progression. Meanwhile, leadership roles may also affect promotion prospects given diminished research time. We will take action in three areas:

#### **AP5.1: Improve reward and recognition of administrative roles**

Building on the new WAM gender/seniority audit, we will gather data on the realities of academic administrative roles, and compare WAM allocation with other departments if possible, in order to adjust the WAM as necessary. We will also clarify communication to colleagues around what forms of leadership/role are relevant to the different ACP criteria for each grade.

**AP5.2: Extend EDI mainstreaming to include AS action plan**

We will monitor engagement with the EDI standing item in departmental committees, to support implementing action plan objectives, through quarterly reporting to EDIC. We will also establish an annual EDI-dedicated staff meeting to review progress and inform design of culture surveys (see below). SAT membership will be reviewed to ensure it is representative of USP.

**AP5.3: Ongoing data collection in support of improved practice**

The USP culture survey will be undertaken every two years (alternating with the University's staff survey) to avoid survey fatigue. On this basis, we will measure success in achieving action plan outcomes, in support of applying for AS Silver in 2028.

**References**

Advance HE benchmarking data 2022 <https://www.advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-reports-2022>

Kovarovic, K., Dixon, M., Hall, K., and Westmarland, N. (2021) The impact of Covid-19 on mothers working in UK Higher Education Institutions, Durham University, Durham.

## Section 3: Future action plan

USP Action Plan May 2023 - Jan 2028

<i>Objective and rationale</i>	<i>Actions/outputs and timescale</i>	<i>Role/committee responsible</i>	<i>Success criteria and outcome</i>
<b>1. Improving student inclusion in a changing landscape</b>			
<p>1.1 Targeted evaluation of UG and PGT recruitment from a gendered/ intersectional perspective</p> <p><i>USP ranks eighth out of nine RG competitor departments for home female UG recruitment; WP data shows USP is below Faculty average in recruiting students from BAME backgrounds.</i></p>	<p>i) Collate and analyse Open Day attendance data (on gender, ethnicity, WP); marketing materials (for accessibility and representation of diversity in USP); staffing (by gender, grade and ethnicity) (initial review June 2023 then annually; discuss at MR&amp;C Sept 2023 then annually).</p> <p>ii) Review and update online presentation of courses for digital accessibility (review begins June 2023, updates completed Aug 2023; online prospectus and other changes by Sept 2024).</p> <p>iii) Review diversity representation on website, working with Women in Planning and BAME Planners Network (May 2023 then annually).</p>	<p>Director of Recruitment/ M&amp;RC;</p> <p>Widening Participation Lead/ EDIC;</p> <p>Director of Education/ LTC;</p> <p>with support from Insight Team with data collection.</p>	<p>i) Establish baseline for attendance of under-represented groups at Open Days (ongoing).</p> <p>ii) USP website meets digital accessibility and diversity standards (by September 2024).</p> <p>iii) USP improves position among RG competitors for home female UG recruitment from eighth to seventh (by September 2025).</p> <p>iv) USP increases proportion of students from BAME backgrounds to above Faculty average (20%) (by September 2027).</p>

<p>1.2 Support students in an increasingly diverse cohort, including students of all genders, nationalities, class and disability backgrounds</p> <p><i>82% increase in international students (UG/PGT) and small but significant increase in transgender/ non-binary students; 'representing diversity' scored below average (76%) in EDI student survey.</i></p>	<ul style="list-style-type: none"> <li>i) Use existing fora (SSC/newsletter) to disseminate existing policy on trans/non-binary inclusion (quarterly SCC, monthly newsletter).</li> <li>ii) Provide gender neutral toilets in G&amp;P Building (Sept 2023) and dedicated common space for community building activities (Sept 2023).</li> <li>iii) Design and deliver new session for students on respect for difference and diversity on Professional Skills module (drawing on Code of Conduct) (by Sept 2023, for 2023/24 module).</li> <li>iv) Monitor take up of relevant EDI training for all teaching staff (Sept 2023 then annually).</li> </ul>	<p>Director of Student Experience/SSC;</p> <p>DoE/ LTC;</p> <p>Director of EDI/ EDIC;</p> <p>Director of UG Progs/ UGC;</p> <p>Director of PGT Progs/ PGC.</p>	<ul style="list-style-type: none"> <li>i) Increase student survey positive responses to 'representing diversity' theme, from 76% to 80% (by January 2027).</li> <li>ii) 85% compliance with EDI training for teaching-related staff (by September 2024).</li> </ul>
<p>1.3 Further data collection and analysis with PGR cohort to explore whether their concerns are related to departmental practice or reflect wider factors beyond USP's control</p> <p><i>Qualitative data from FGs showed that PGR students feel disconnected from the life of the department</i></p>	<ul style="list-style-type: none"> <li>i) Run additional focus group with PGR students (July 2023).</li> <li>ii) Include PGR students in next EDI student survey with specific question on PGR belonging (June 2024).</li> <li>iii) Ringfence part of Student Experience budget for USP PGR events to increase sense of belonging (September 2023 then annually).</li> <li>iv) Maintain dedicated PGR shared office space in the Geography and Planning Building and expand its use (ongoing).</li> <li>v) Update PGR induction guidance to require initial assessment of PGR students' caring responsibilities by supervisors, followed by annual review if necessary (at start of PhD, annually as appropriate).</li> </ul>	<p>Exec;</p> <p>DEDI/ EDIC;</p> <p>Director of PGR/ RC;</p> <p>PGR reps.</p>	<ul style="list-style-type: none"> <li>i) Establish baseline for satisfaction levels among PGR students (September 2024).</li> <li>ii) Improvement balance in positive to negative qualitative comments in responses about PGR integration (by January 2025).</li> <li>iii) 100% of PGR students offered dedicated desk space in years 1 and 3, and hot-desking opportunities in year 2 (by September 2023 then annually).</li> <li>iv) 100% of new PGR students offered initial assessment of caring responsibilities by supervisors (by September 2023 then annually).</li> </ul>

2. More inclusive staff recruitment			
<p>2.1 Recruit high quality applicants from under-represented groups, particularly women</p> <p><i>In 2021/22, T&amp;R posts attracted 29% female applicants, and TO posts 15%.</i></p>	<ul style="list-style-type: none"> <li>i) Continue to review and update job adverts and About the Job materials using Textio; ensure visibility of EDI information in recruitment information, eg EDI Public Statement/Principles (as necessary).</li> <li>ii) Actively disseminate job adverts to female prospective candidates, including current USP PGRs and ECRS (as necessary).</li> <li>iii) Diversify where adverts are placed (research suitable places Sept - Dec 2023, roll out from March 2024).</li> <li>iv) Write and trial a guide to diversifying staff recruitment within department (writing and approval Jan 2024, roll out March 2024, review March 2025 and 2026).</li> </ul>	<p>Head of Dept and Departmental Manager/ Exec;</p> <p>DEDI/ EDIC;</p> <p>FSS HR lead.</p>	<ul style="list-style-type: none"> <li>i) Increase proportion of women applicants for T&amp;R posts from 29% to 40% (between 2023 and 2028 compared to the previous 5-year period).</li> <li>ii) Increase proportion of women applicants to TO posts from 15% to 40% (between 2023 and 2028 compared to the previous 5-year period).</li> </ul>
<p>2.2 Improve our recruitment practices relating to recruitment panels</p> <p><i>Negative conversion rate for female applicants to T&amp;R posts in three out of five years.</i></p>	<ul style="list-style-type: none"> <li>i) Monitor take-up of (mandatory) implicit bias training for recruitment panel members (as necessary/annually).</li> <li>ii) Ensure gender balance on recruitment panels where possible (as necessary).</li> <li>iii) Explore provision of targeted application support/ workshop for under-represented groups, modelled on departmental ACP sessions (May 2023).</li> </ul>	<p>DM/ Exec;</p> <p>DEDI/ EDIC.</p>	<ul style="list-style-type: none"> <li>i) Establish baseline for take up of implicit bias training (September 2023); ongoing monitoring to achieve 100% compliance with implicit bias training for recruitment panel members (ongoing, subject to data availability).</li> <li>ii) Pilot targeted application support workshops (by Sept 2024).</li> <li>iii) Overall positive conversion rate for female applicants to T&amp;R posts (between 2023 and 2028 compared to the previous 5-year period).</li> </ul>

3. Supporting career development for under-represented groups, particularly women, through promotion and progression			
<p>3.1 Improve mentoring offer for all staff, tailored for staff on specific contract functions, particularly those which are female dominated</p> <p><i>Qualitative survey data shows need for mentoring to provide more tailored and flexible support for women; mentoring offer is currently different for T&amp;R/TO/RO staff; within Culture Survey, only 74% of academic staff agreed 'other colleagues support my career development' (below 77% USP average).</i></p>	<ul style="list-style-type: none"> <li>i) Implement new mentoring programme in 2022/23, with continued tailoring of arrangements to individual circumstances change (underway since Sept 2022, review as necessary).</li> <li>ii) Signposting to non-Departmental/ University-wide mentoring and support, including GROW for PS staff and SREN for BAME staff, via page on new Staff Matters Blackboard site (see under 4 below) (initial review Sept 2023, then updated annually).</li> </ul>	<p>Director of One University/ Exec</p>	<ul style="list-style-type: none"> <li>i) 100% of staff who request a mentor will be matched with one, from baseline of 0 when new scheme was set up (by September 2024).</li> <li>ii) Monitoring of site visits to Staff Matters Blackboard mentoring site (at least an average of at least 5 hits per staff member by September 2025).</li> <li>iii) Improve Culture Survey positive responses to career development theme for academic staff from 74% to above USP average (77%) (by January 2026).</li> </ul>
<p>3.2 Supporting ECR career development through training and mentoring in support of retention where possible</p> <p><i>While 89% of RO staff agreed 'other colleagues support my career development', qualitative survey responses highlighted structural issues, particularly fixed term contracts.</i></p>	<ul style="list-style-type: none"> <li>i) Run additional focus group with ECR staff to assess concerns and needs (July 2023).</li> <li>ii) Provide structured teaching opportunities for ECRs (from September 2023 and then annually).</li> <li>iii) Extend mentoring offer to ECRs on fixed-term contracts (see 3.1) (from Sept 2023, then annually).</li> <li>iv) Include an ECR representative on each departmental committee, and update ToR to reflect this (from September 2023).</li> </ul>	<p>DoE/ LTC; DoR/ RC</p>	<ul style="list-style-type: none"> <li>i) 100% of ECRs requesting a mentor will be matched with one (annually).</li> <li>ii) Maintain positive responses from RO staff to career development statement at between 85% and 90% (by January 2026).</li> <li>iii) Improvement in balance of positive to negative qualitative Culture Survey responses relating to RO staff support (by January 2028).</li> </ul>

<p>3.3 Inclusive identification of staff eligible for promotion, linked to targeted support for promotion cases through SRDS and mentoring</p> <p><i>There is a perception that female staff progress at a slower rate to men; while 9 women and 3 men successfully applied for promotion since 2016, most female promotions (5) were from Grade 7 to Grade 8, while all male promotions were to Grade 9 and above. Culture Survey data showed that 68% of academic staff agreed 'I receive useful feedback on my career development through performance reviews'.</i></p>	<ul style="list-style-type: none"> <li>i) Update SRDS guidance to require review of promotion CV and familiarisation of reviewers with ACP guidance (May 2023, for annual SRDS round Summer 2023).</li> <li>ii) SRDS reviewers/mentors signpost support for staff interested in applying for promotion via initial conversation with HoD (from Summer 2023 then annually as necessary).</li> <li>i) Request HR data on how long staff have been at specific grade (March 2023 then annually); Exec to review data and offer HoD conversation to staff on same grade for 3+ years (subject to data availability).</li> <li>ii) Support PS staff by continuing to identify potential re-grading cases and signposting to the University's 'Shared Skills Framework' and forthcoming 'PTO Career Routes'.</li> </ul>	<p>HoD, DM and DOU/ Exec; DEDI/ EDIC; FSS HR lead.</p>	<ul style="list-style-type: none"> <li>i) Increase in number of female staff applying for promotion to Grade 9 and above (between 2023 and 2028 compared to the previous 5-year period).</li> <li>ii) Improvement in positive Culture Survey response relating to career development theme from 68% to 75% (by January 2026).</li> </ul>
<b>4. Maintaining and extending supportive and inclusive practices for all staff</b>			
<p>4.1 Promote and apply relevant inclusive University policies (e.g. flexible working) for staff (particularly those with caring responsibilities)</p> <p><i>Overall, 74% of staff agreed 'I feel like I belong in my department'; but only 44% agreed 'My department provides staff with support around all kinds of caring leave'. Significant 'don't know' responses for reporting bullying and harassment.</i></p>	<ul style="list-style-type: none"> <li>i) Updated SRDS guidance to include reference to Flexible Working policy (May 2023).</li> <li>ii) Include discussion of flexible working in HoD conversations for staff returning from parental leave (and other forms of leave) (as necessary).</li> <li>iii) Disseminate relevant policies and procedures (eg Report and Support) via Staff Matters Blackboard site (Sept 2023, then annually).</li> <li>iv) Use EDI agenda item at staff meeting to promote and discuss new and existing relevant policies (quarterly).</li> </ul>	<p>DM/ Exec; Director of EDI/ EDIC; PSS.</p>	<ul style="list-style-type: none"> <li>i) Monitoring of Staff Matters Blackboard site on inclusive policies (average of at least 5 hits per staff member by September 2025).</li> <li>ii) Maintain Culture Survey positive responses relating to Belonging and Inclusion theme at 75% or higher (by January 2026).</li> <li>iii) Improve positive Culture Survey responses to caring leave statement from 44% to 60% (by January 2026).</li> <li>iv) Reduce 'don't know' Survey responses to bullying and harassment (by January 2026).</li> </ul>

<p>4.2 Maintain and extend supportive and inclusive working practices, particularly for under-represented/diverse groups and staff on different contract functions.</p> <p><i>Positive responses to the statement 'I feel like people really care about me in my department' resulted in 61% agreement from women compared to 70% from men; only 53% of all staff agreed that 'The timing of departmental meetings and events takes caring responsibilities into consideration'.</i></p>	<ul style="list-style-type: none"> <li>i) Formulate guidance on meeting timings (during core hours of 10:00-15:00) and delivery (online and/ or in person) (from June 2023, reviewed annually).</li> <li>ii) Gender neutral toilets (see 1.2) (Sept 2023).</li> <li>iii) Signposting trans inclusion policy and guidance on Staff Matters site (from Sept 2023, review/update annually).</li> <li>iv) Ensure USP's EDI Public Statement is clearly displayed on website and in hard copy (from September 2023).</li> <li>v) Maintain sanitary products in women's toilets, introduce into gender neutral toilets (ongoing, monthly).</li> <li>vi) Continue programme of inclusionary network building (ongoing, monthly); review and make any changes (July 2023).</li> </ul>	<p>DM/Exec; PSS; DOU/Exec/ DES/SSC</p>	<ul style="list-style-type: none"> <li>i) Improvement in Culture Survey positive female responses to the statement 'I feel like people really care about me in my department', to the same rate as men (by January 2026).</li> <li>ii) Improve Culture Survey positive responses to the meeting timing statement, from 53% to 65% (by January 2026).</li> <li>iii) Feedback from inclusionary lunches is positive and they are mentioned in qualitative Culture Survey comments (by January 2024/ongoing).</li> </ul>
<b>5. Towards an equitable departmental culture</b>			
<p>5.1 Better reward and recognition of administrative/leadership roles through WAM revision</p> <p><i>Only 49% of staff agreed 'workloads in my department are allocated fairly'; low numbers of academic staff (42% T&amp;R/TO and 10% RO) agreed 'there is a commitment to achieving gender balance in leadership roles'. Data since 2016 shows greater proportion of women in</i></p>	<ul style="list-style-type: none"> <li>i) Undertake WAM gender and seniority audit (annually after initial workload allocation, likely to be April 2023).</li> <li>ii) Where there is a perceived underestimate, gather data on realities of roles (from September 2023, via committees, quarterly); where necessary, compare roles with other departments (eg EDI roles WAM allocation) (July 2023, then annually).</li> </ul>	<p>DM/ Exec; DEDI/ EDIC</p>	<ul style="list-style-type: none"> <li>i) Inclusion of new categories on intersectionality (e.g. ethnicity) to extend WAM analysis (from April 2023).</li> <li>i) Increase number of women in Exec leadership roles, especially 'non-traditional' roles e.g. Director of Research (50% of Exec roles held by women between 2023 and 2028).</li> <li>ii) Increase in positive Culture Survey responses among academic staff to 'my</li> </ul>

<p><i>non-Exec roles compared to men who have greater proportion of Exec roles.</i></p>	<p>iii) Discuss findings with WAM Committee to determine whether WAM allocation needs to be readjusted (annually)</p>		<p>department is committed to achieving a gender balance in leadership positions', from 10% to 30% (RO), and 42% to 62% (T&amp;R) (by January 2028).</p>
<p>5.2 Extend mainstreaming of EDI work through incorporating relevant Athena Swan actions into each committees' EDI actions</p> <p><i>Only 53% of staff agree that 'Departmental leadership actively supports gender equality'</i></p>	<p>i) EDI a standing item at all committee meetings (ongoing, quarterly).</p> <p>ii) Progress on and update of actions reviewed annually by EDIC and discussed at a dedicated annual staff meeting, to review findings/inform design of EDI/ culture survey (from Sept 2023, annually).</p>	<p>DEDI/EDIC</p>	<p>i) AS actions embedded into Committee planning (September 2023, then annually).</p> <p>ii) Increase in Culture Survey positive responses to statement that 'departmental leadership actively supports gender equality' from 53% to 65% (by January 2028).</p>
<p>5.3 Ongoing data collection is needed to track progress against baseline of initial EDI and culture surveys</p> <p><i>USP's EDI Public Statement makes a commitment to becoming 'a more equal, diverse and inclusive place to study and work' (USP EDI Public statement).</i></p>	<p>i) Increase SAT representativeness (from September 2023).</p> <p>ii) Biennial staff EDI/ culture survey (every two years) will provide one way to measure of the success of above actions relating to staff (January 2024, then every two years).</p> <p>iii) Biennial student EDI survey (every two years, alternating with staff survey) to measure success of above actions relating to students (January 2025, then every two years).</p>	<p>DEDI/ EDIC</p>	<p>i) At least 2 Executive members on SAT and gender balance reflective of wider department (by September 2023).</p> <p>ii) USP makes good progress with Athena Swan actions and is ready to apply for Silver by 2027/28 (by September 2027).</p>

## Appendix 1: Culture survey data

Table 1: Responses by gender

	Overall % agree	Female	Male	Female	Male	Prefer not to say	Grand Total
<b>Total respondents</b>	43	18	23				
<b>Belonging and Inclusion</b>	72%	64%	78%				
I feel like I belong in my department	74%	67%	83%				
I feel that people really care about me in my department	65%	61%	70%				
<b>My contributions are valued in my department</b>	74%	72%	78%				
I feel comfortable speaking up and expressing my opinions	70%	61%	78%				
Departmental communications are clear and relevant to me and my role	74%	61%	83%				
<b>Gender Equality</b>	33%	35%	32%				
<b>Departmental leadership actively supports gender equality</b>	53%	56%	57%				
My department is committed to achieving gender balance in leadership positions	40%	44%	39%				
The rate people progress in my department is not affected by their gender	21%	22%	17%				
Equality, diversity and inclusion work is recognised when workload is allocated	33%	33%	30%				
Equality, diversity and inclusion work is recognised in applications for promotion/progression	21%	22%	17%				
<b>My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff</b>	33%	33%	30%				
<b>Managing Work-Life Balance</b>	58%	56%	60%				
<b>My department enables flexible working</b>	86%	83%	87%				
Workloads in my department are allocated fairly	49%	44%	52%				
The timing of departmental meetings and events takes into consideration those with caring responsibilities	53%	50%	57%				
My department provides staff with support around all types of caring leave	44%	44%	43%				
<b>Bullying and Harassment</b>	63%	58%	69%				
I have experienced bullying and/or harassment in my department while in my current role	91%	83%	96%				
I have witnessed bullying and/or harassment in my department while in my current role	84%	83%	83%				
I know how to report bullying and/or harassment	74%	67%	83%				
Departmental management is active in tackling bullying and harassment*	30%	28%	35%				
<b>I am satisfied with how bullying and harassment are addressed in my department*</b>	37%	28%	48%				
<b>Career Development</b>	65%	64%	69%				
<b>My line manager supports my career development</b>	77%	78%	83%				
Other colleagues support my career development (e.g. SRDS reviewer, formal/informal mentors)	77%	78%	78%				
Departmental decisions about appointments are made fairly	65%	61%	74%				
Departmental decisions about promotion/progression are made fairly	37%	39%	35%				
I receive useful feedback on my career development through performance reviews	70%	67%	74%				
<b>Workload and Wellbeing</b>	61%	58%	67%				
My current workload is manageable	60%	50%	74%				
<b>My mental health and/or wellbeing are supported in my department</b>	51%	50%	57%				
I know where to seek support for mental health and/or wellbeing at work	84%	83%	87%				
I feel confident asking for mental health and/or wellbeing support at work	49%	50%	52%				

**Table 2: Responses by job type**

	Overall % agree	Academic	Professional Se Researcher	Academic PSS	Researcher	Grand Total
<b>Total Respondents</b>	<b>43</b>	<b>19</b>	<b>9</b>	<b>9</b>		
<b>Belonging and Inclusion</b>	<b>72%</b>	<b>95%</b>	<b>91%</b>	<b>56%</b>		
I feel like I belong in my department	74%	94%	89%	67%		
I feel that people really care about me in my department	65%	94%	89%	44%		
<b>My contributions are valued in my department</b>	<b>74%</b>	<b>94%</b>	<b>100%</b>	<b>67%</b>		
I feel comfortable speaking up and expressing my opinions	70%	94%	89%	56%		
Departmental communications are clear and relevant to me and my role	74%	100%	89%	44%		
<b>Gender Equality</b>	<b>33%</b>	<b>33%</b>	<b>56%</b>	<b>20%</b>		
<b>Departmental leadership actively supports gender equality</b>	<b>53%</b>	<b>53%</b>	<b>100%</b>	<b>33%</b>		
My department is committed to achieving gender balance in leadership positions	40%	42%	78%	11%		
The rate people progress in my department is not affected by their gender	21%	11%	56%	11%		
Equality, diversity and inclusion work is recognised when workload is allocated	33%	37%	33%	22%		
Equality, diversity and inclusion work is recognised in applications for promotion/progression	21%	21%	22%	22%		
<b>My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff</b>	<b>33%</b>	<b>37%</b>	<b>44%</b>	<b>22%</b>		
<b>Managing Work-life Balance</b>	<b>58%</b>	<b>64%</b>	<b>64%</b>	<b>36%</b>		
<b>My department enables flexible working</b>	<b>86%</b>	<b>84%</b>	<b>100%</b>	<b>67%</b>		
Workloads in my department are allocated fairly	49%	53%	44%	56%		
The timing of departmental meetings and events takes into consideration those with caring responsibilities	53%	74%	44%	22%		
My department provides staff with support around all types of caring leave	44%	47%	67%	0%		
<b>Bullying and Harassment</b>	<b>63%</b>	<b>62%</b>	<b>80%</b>	<b>64%</b>		
I have experienced bullying and/or harassment in my department while in my current role	91%	95%	100%	89%		
I have witnessed bullying and/or harassment in my department while in my current role	84%	68%	100%	100%		
I know how to report bullying and/or harassment	74%	68%	100%	78%		
Departmental management is active in tackling bullying and harassment*	30%	37%	44%	22%		
<b>I am satisfied with how bullying and harassment are addressed in my department*</b>	<b>37%</b>	<b>42%</b>	<b>56%</b>	<b>33%</b>		
<b>Career Development</b>	<b>65%</b>	<b>64%</b>	<b>76%</b>	<b>71%</b>		
<b>My line manager supports my career development</b>	<b>77%</b>	<b>68%</b>	<b>100%</b>	<b>100%</b>		
Other colleagues support my career development (e.g. SRDS reviewer, formal/informal mentors)	77%	74%	78%	89%		
Departmental decisions about appointments are made fairly	65%	74%	78%	56%		
Departmental decisions about promotion/progression are made fairly	37%	37%	44%	33%		
I receive useful feedback on my career development through performance reviews	70%	68%	78%	78%		
<b>Workload and Wellbeing</b>	<b>61%</b>	<b>55%</b>	<b>86%</b>	<b>69%</b>		
My current workload is manageable	60%	47%	89%	89%		
<b>My mental health and/or wellbeing are supported in my department</b>	<b>51%</b>	<b>37%</b>	<b>89%</b>	<b>67%</b>		
I know where to seek support for mental health and/or wellbeing at work	84%	84%	100%	78%		
I feel confident asking for mental health and/or wellbeing support at work	49%	53%	67%	44%		

\*Under 'bullying and harassment' theme, these two statements elicited many 'don't know' responses which are not represented in this table (see Table 3).

**Table 3: Bullying and harassment responses**

'Departmental management is active in tackling bullying and harassment' had 35% (15) 'don't know' responses; and 'I am satisfied with how bullying and harassment are addressed in my department' had 36% 'don't know' responses. Breakdown by role and gender is provided below.

<u>*Dept management is active in tackling bullying and harassment - "Don't know" responses</u>				
Academic		21%		
Prefer not to say		67%		
PSS		33%		
Researcher		44%		
<b>Grand Total</b>		<b>35%</b>		
<u>*I am satisfied with how bullying and harassment are addressed in my department</u>				
Academic		32%		
Prefer not to say		67%		
PSS		22%		
Researcher		33%		
<b>Grand Total</b>		<b>35%</b>		
<u>*Dept management is active in tackling bullying and harassment - "Don't know" responses</u>				
Female		39%		
Male		26%		
Prefer not to say		100%		
<u>*I am satisfied with how bullying and harassment are addressed in my department</u>				
Female		39%		
Male		26%		
Prefer not to say		100%		
<b>Grand Total</b>		<b>35%</b>		

## Appendix 2: Data tables

For GDPR reasons, the University of Sheffield applies small number adjustments for numbers  $\leq 3$  to some of the data we have used for our analysis. However, percentages throughout have been calculated using the underlying numbers.

### 1. Students at foundation, UG, PGT and PGR level

Table 1.1 Total size of student body (including Foundation year, UG, PGT and PGR students) by gender. Percentage of female students is indicated in brackets. Students enrolled on joint programmes are allocated 0.5 of a student in both Departments.

	17/18	18/19	19/20	20/21	21/22
<b>Female</b>	217.5 (53%)	243.5 (52%)	268.5 (53%)	230 (46%)	276 (49%)
<b>Male</b>	193.5	223	242.5	266	282.5
<b>Total</b>	<b>411</b>	<b>466.5</b>	<b>511</b>	<b>496</b>	<b>558.5</b>

Table 1.2 Student numbers by level of study and by gender. Percentage of female students is indicated in italics. Students enrolled on joint programmes are allocated 0.5 of a student in both Departments.

		2017/18		2018/19		2019/20		2020/21		2021/22	
<b>Foundatio n</b>	Female	0.5	33%	1	50%	-		-		-	
	Male	1		1		2		1		-	
<b>UG</b>	Female	105	51%	97.5	46%	106.5	49%	111	45%	126	46%
	Male	102.5		114		110.5		133		145.5	
<b>PGT</b>	Female	94	55%	127	57%	141	55%	99	45%	132	51%
	Male	76		94		117		121		128	
<b>PGR</b>	Female	18	56%	18	56%	21	62%	20	65%	18	67%
	Male	14		14		13		11		9	
<b>All</b>	Female	217.5	53%	243.5	52%	268.5	53%	230	46%	276	49%
	Male	193.5		223		242.5		266		282.5	
<b>Total</b>		<b>411</b>		<b>466.5</b>		<b>511</b>		<b>496</b>		<b>558.5</b>	

Table 1.3 UG student registrations by fee status and gender. Percentages of female students by fee status is indicated in italics.

Fee status	Gender	2017/18		2018/19		2019/20		2020/21		2021/22	
<b>Home</b>	Female	55.5	43%	48	36%	49.5	39%	41.5	33%	50	38%
	Male	73		85		76.5		82.5		83	
<b>Total</b>		<b>128.5</b>		<b>133</b>		<b>126</b>		<b>124</b>		<b>132</b>	
<b>Overseas</b>	Female	49.5	63%	49.5	63%	57	63%	68	58%	76	54%
	Male	29.5		29		34		50		63.5	

<b>Total</b>		<b>79</b>		<b>78.5</b>		<b>91</b>		<b>118</b>		<b>139.5</b>	
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Table 1.4 PGT student registrations by fee status and gender. Percentages of female students by fee status is indicated in italics.

Fee status	Gender	2017/18		2018/19		2019/20		2020/21		2021/22	
Home	Female	28	<i>45%</i>	23	<i>40%</i>	32	<i>52%</i>	18	<i>37%</i>	23	<i>41%</i>
	Male	34		34		29		31		33	
<b>Total</b>		<b>62</b>		<b>57</b>		<b>61</b>		<b>49</b>		<b>56</b>	
Overseas	Female	66	<i>61%</i>	104	<i>63%</i>	109	<i>55%</i>	81	<i>47%</i>	109	<i>53%</i>
	Male	42		60		88		90		95	
<b>Total</b>		<b>108</b>		<b>164</b>		<b>197</b>		<b>171</b>		<b>204</b>	

## 2. Degree attainment and/or completion rates for students at foundation, UG, PGT and PGR level

Table 2.1 Undergraduate attainment by award class and gender. Percentage of gender cohort in each award class is indicated in italics.

	Class	2017/18		2018/19		2019/20		2020/21		2021/22	
<b>Female</b>	1st	4	<i>13%</i>	3	<i>9%</i>	4.5	<i>17%</i>	4.5	<i>20%</i>	6	<i>22%</i>
	2.1	22	<i>69%</i>	17	<i>52%</i>	14.5	<i>56%</i>	15.5	<i>70%</i>	16	<i>59%</i>
	2.2	5	<i>16%</i>	11.5	<i>35%</i>	4.5	<i>17%</i>	2	<i>9%</i>	5	<i>19%</i>
	3rd	1	<i>3%</i>	1	<i>3%</i>	2.5	<i>10%</i>	-	<i>0%</i>	-	<i>0%</i>
	<b>Total</b>	<b>32</b>		<b>32.5</b>		<b>26</b>		<b>22</b>		<b>27</b>	
<b>Male</b>	1st	1	<i>4%</i>	11.5	<i>33%</i>	3	<i>15%</i>	5	<i>20%</i>	4	<i>15%</i>
	2.1	18.5	<i>70%</i>	21	<i>61%</i>	14	<i>70%</i>	18.5	<i>73%</i>	21	<i>78%</i>
	2.2	7	<i>26%</i>	1	<i>3%</i>	3	<i>15%</i>	2	<i>8%</i>	1	<i>4%</i>
	3rd	-	<i>0%</i>	1	<i>3%</i>	-	<i>0%</i>	-	<i>0%</i>	1	<i>4%</i>
	<b>Total</b>	<b>26.5</b>		<b>34.5</b>		<b>20</b>		<b>25.5</b>		<b>27</b>	

Table 2.2 Postgraduate Taught student attainment by award class and gender. Percentage of gender cohort in each award class is indicated in italics.

	Award	2017/18		2018/19		2019/20		2020/21		2021/22	
<b>Female</b>	Dist.	9	<i>11%</i>	8	<i>9%</i>	9	<i>7%</i>	26	<i>22%</i>	11	<i>10%</i>
	Merit	34	<i>43%</i>	47	<i>55%</i>	70	<i>55%</i>	56	<i>47%</i>	58	<i>55%</i>
	Pass	36	<i>46%</i>	30	<i>35%</i>	48	<i>38%</i>	37	<i>31%</i>	37	<i>35%</i>
	<b>Total</b>	<b>79</b>		<b>85</b>		<b>127</b>		<b>119</b>		<b>106</b>	
<b>Male</b>	Dist.	14	<i>19%</i>	4	<i>7%</i>	6	<i>7%</i>	10	<i>10%</i>	13	<i>12%</i>
	Merit	29	<i>40%</i>	33	<i>55%</i>	43	<i>52%</i>	57	<i>56%</i>	54	<i>48%</i>
	Pass	29	<i>40%</i>	23	<i>38%</i>	34	<i>41%</i>	35	<i>34%</i>	46	<i>41%</i>
	<b>Total</b>	<b>72</b>		<b>60</b>		<b>83</b>		<b>102</b>		<b>113</b>	

Table 2.3 Completion in time of Postgraduate Research Students by gender. Percentages of students by gender completing in time is indicated in italics.

	2017/18			2018/19			2019/20			2020/21			2021/22		
Completed in time	No	Yes	% Yes												
Female	1	6	86%	1	4	80%	-	4	100%	1	3	75%	-	-	-
Male	-	3	100%	0	3	100%	-	1	100%	1	1	50%	-	3	100%

### 3. Academic staff by grade and contract function

Table 3.1 USP Staff headcount. Note that some PS staff have split roles with another department or faculty position.

	2017/18	2018/19	2019/20	2020/21	2021/22
Academic	39	43	43	39	45
PS Staff	13	16	15	15	16
<b>Total</b>	<b>52</b>	<b>59</b>	<b>58</b>	<b>54</b>	<b>61</b>

Table 3.2 USP Staff headcount in 2021/22. Note that some PS staff have split roles with another department or faculty position. Note: small number adjustments have been used for headcounts of <=3.

	Female	Male	%Female	Total
Teaching & Research	9	17	35%	26
Teaching	3	3	75%	4
Research	8	7	53%	15
PS	10	6	63%	16
<b>Total</b>	<b>30</b>	<b>31</b>	<b>49%</b>	<b>61</b>

Table 3.3 Academic staff headcount by gender (excluding GTAs). Figures in italics show % staff headcount by gender.

	2017/18		2018/19		2019/20		2020/21		2021/22	
Female	18	46%	21	49%	18	42%	19	48%	20	44%
Male	21	54%	22	51%	25	58%	20	51%	25	56%
<b>Total</b>	<b>39</b>		<b>43</b>		<b>43</b>		<b>39</b>		<b>45</b>	

Table 3.4 Academic staff headcount by gender and staff category. Figures in italics show % staff category headcount by gender. Note: small number adjustments have been used for headcounts of <=3.

	2017/18			2018/19			2019/20			2020/21			2021/22		
Staff category	F	M	%F												
Teaching & Research	4	15	21%	5	15	25%	8	16	33%	8	14	36%	9	17	35%
Research	9	5	64%	11	6	65%	7	8	47%	9	5	64%	8	7	53%

<b>Teaching</b>	5	3	83%	5	3	83%	3	3	75%	3	3	75%	3	3	75%
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Table 3.5 Teaching-and-research staff by grade and gender with percentage female. Note: small number adjustments have been used for headcounts of <=3.

Grade	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F												
<b>G8</b>	3	4	20%	3	4	33%	4	4	50%	4	3	57%	5	5	50%
<b>G9</b>	3	7	30%	3	7	30%	4	7	36%	4	7	36%	3	7	30%
<b>P</b>	-	4	0%	-	4	0%	-	5	0%	-	4	0%	3	5	17%

Table 3.6 Teaching-only staff by grade and gender with percentage female. Note: small number adjustments have been used for headcounts of <=3.

Grade	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F												
<b>G7</b>	3	-	100%	3	-	100%	3	-	100%	0	-	0%	-	-	0%
<b>G8</b>	3	3	67%	3	3	75%	3	3	50%	3	3	67%	3	3	67%
<b>G9</b>	-	-	0%	-	-	0%	3	-	100%	3	-	100%	3	-	100%

Table 3.7 Research-only staff by grade and gender with percentage female.

Grade	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F												
<b>G7</b>	9	5	64%	11	6	65%	7	8	47%	9	5	64%	7	7	50%
<b>G8</b>	-	-		-	-		-	-		-	-		3	-	100%

Table 3.8 GTAs by grade and gender with percentage female. All GTAs are on fixed-term contracts.

Grade	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F												
<b>G6</b>	3	5	38%	11	4	73%	15	3	83%	19	4	83%	15	4	79%

#### 4. Academic staff by grade and contract type

##### Fixed-term contracts

Table 4.1 Teaching-and-research staff on fixed-term contracts by grade and gender. Note: small number adjustments have been used for headcounts of <=3.

Grade	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F												
<b>G8</b>	-	3	0%	0	3	0%	0	3	0%	-	-	-	-	-	-

NB: All Research-only staff since 2017/2018 are on fixed-term contracts (see Table 3.7 above).  
All GTAs are on fixed term contracts (see Table 3.8 above).

## Open-ended contracts

Table 4.2 Teaching-and-research staff on open-ended contracts by grade and gender. Note: small number adjustments have been used for headcounts of <=3.

Grade	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F												
<b>G8</b>	3	3	25%	3	3	40%	4	3	57%	4	3	57%	5	5	50%
<b>G9</b>	3	7	30%	3	7	30%	4	7	36%	4	7	36%	3	7	30%
<b>P</b>	-	4	0%	-	4	0%	-	5	0%	-	4	0%	3	5	17%

NB: All Teaching-only staff since 2017/2018 are on open-ended contracts (see Table 3.6 above). No research staff are on open-ended contracts.

Table 4.3 All academic staff on open-ended contracts by grade and gender. Note: small number adjustments have been used for headcounts of <=3.

Grade	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F												
<b>G7-G8</b>	6	4	60%	7	4	64%	6	4	60%	6	4	60%	8	6	57%
<b>G9-P</b>	3	11	21%	3	11	21%	5	12	29%	5	11	31%	5	12	29%

## 5. Professional, technical and operational (PTO) [PS] staff by job family

Table 5.1 PSS staff headcount by gender; this includes some staff with split roles shared with other department or faculty offices and may not align directly with other reported numbers in this appendix. Figures in italics show % female.

	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F												
<b>PS</b>	9	4	69%	7	9	44%	8	7	53%	8	7	53%	10	6	63%

Table 5.2 Admin & Clerical staff by grade group and gender with percentage female. Note: small number adjustments have been used for headcounts of <=3.

Grade group	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
<b>NMW-G3</b>	3	-	100%	3	3	50%	3	-	100%	-	-	-	-	-	-
<b>G4-G6</b>	3	3	50%	3	3	67%	3	3	50%	5	3	71%	10	3	77%

Table 5.3 Management & Professional staff by grade group and gender with percentage female. Note: small number adjustments have been used for headcounts of <=3.

Grade group	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
<b>G4-G6</b>	4	-	100%	3	-	100%	3	-	100%	-	-	-	-	-	-

<b>G7-G8</b>	3	3	50%	3	-	100%	3	-	100%	3	-	100%	3	-	100%
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Table 5.4 Technical staff by grade group and gender with percentage female

	2017/18			2018/19			2019/20			2020/21			2021/22		
Grade group	F	M	%F												
<b>G4-G6</b>	-	-		-	-		-	-		-	-		-	3	0%

## 6. PTO [PS] staff by grade and contract type

Table 6.1 PSS staff on fixed-term contracts by grade and gender with percentage female. Note: small number adjustments have been used for headcounts of <=3.

	2017/18			2018/19			2019/20			2020/21			2021/22		
Grade group	F	M	%F												
<b>NMW-G3</b>	3	-	100%	3	-	100%	3	-	100%	-	-		-	-	-
<b>G4-G6</b>	3	-	100%	3	-	100%	3	-	100%	3	-	100%	3	3	60%
<b>G7-G8</b>	3	3	50%	-	-		-	-		-	-		3	-	100%

Table 6.2 PSS staff on open-ended contracts by grade and gender with percentage female. Note: small number adjustments have been used for headcounts of <=3.

	2017/18			2018/19			2019/20			2020/21			2021/22		
Grade group	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
<b>NMW-G3</b>	-	-		-	3	0%	-	-		-	-		-	-	
<b>G4-G6</b>	3	3	67%	3	3	67%	3	3	50%	3	3	50%	7	3	78%
<b>G7-G8</b>	3	3	50%	3	-	100%	3	-	100%	3	-	100%	3	-	100%

## 7. Applications, shortlist and appointments made in recruitment to academic posts

Table 7.1 Applications, interviews and appointments to teaching-and-research roles by gender (numbers where gender has not been specified are not shown). Figures in italics show percentage female at each stage. Note: small number adjustments have been used for headcounts of <=3.

	2017/18			2018/19			2019/20			2020/21			2021/22		
Recruitment stage	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
<b>Applied</b>	65	124	33%	34	71	31%	15	34	29%	36	50	40%	23	61	26%
<b>Interviewed</b>	4	10	29%	3	3	50%	-	-	0%	-	3	0%	3	3	33%
<b>Appointed</b>	3	3	25%	3	3	50%	-	-	0%	-	3	0%	3	3	33%

NB: Analysis excludes 2019-2020 due to a University-wide hiring freeze.

Table 7.2 Applications, interviews and appointments to research-only roles by gender (numbers where gender has not been specified are not shown). Figures in italics show percentage female at each stage. Note: small number adjustments have been used for headcounts of <=3.

Recruitment stage	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Applied	72	83	46%	37	34	50%	-	4	0%	84	65	56%	59	55	50%
Interviewed	14	11	56%	7	7	47%	-	4	0%	5	3	63%	6	8	40%
Appointed	6	4	60%	4	4	50%	-	4	0%	4	3	67%	5	5	45%

Table 7.3 Applications, interviews and appointments to teaching-only roles by gender (numbers where gender has not been specified are not shown). Figures in italics show percentage female at each stage. Note: small number adjustments have been used for headcounts of <=3.

Recruitment stage	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Applied	-	-		-	-		13	10	57%	-	-		3	9	15%
Interviewed	-	-		-	-		-	-		-	-		3	3	25%
Appointed	-	-		-	-		-	-		-	-		3	-	100%

## 8. Applications, shortlist and appointments made in recruitment to PTO [PS] posts

Table 8.1 Applications, interviews and appointments to PSS roles by gender (numbers where gender has not been specified are not shown). Figures in italics show percentage female at each stage. Note: small number adjustments have been used for headcounts of <=3.

Recruitment Stage	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
Applied	103	114	45%	202	163	53%	75	80	47%	48	46	49%	38	39	46%
Interviewed	16	17	48%	27	12	68%	16	6	70%	6	9	40%	7	3	64%
Appointed	8	7	53%	8	5	62%	7	3	70%	4	5	44%	7	3	64%

## 9. Applications and success rates for academic promotion

Table 9.1 Applications and successful cases (at Departmental panels 1 & 2, Faculty panel and University panel)

Panel	DRPP1		DRPP2		Faculty		University		Successful Cases	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2016										
2017										
2018										
2019										
2020/21**										
2021/22										
<b>Total</b>	<b>11</b>	<b>6</b>	<b>10</b>	<b>5</b>	<b>9</b>	<b>4</b>	<b>9</b>	<b>3</b>	<b>9</b>	<b>3</b>

\* One case was withdrawn by the candidate after DRPP2 and was not submitted to Faculty.

\*\* These two annual promotion rounds were folded into one process, which took place in 2021.

Candidates were able to apply under either the 2020 or the 2021 promotion round. One USP candidate (female) applied under the 2020 round and was successful.

Table 9.2 Promotion of teaching-and-research staff by grade and gender. Note: small number adjustments have been used for headcounts of <=3.

Grade	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F												
<b>G9</b>	-	-		-	-		-	-		-	-		-	3	0%
<b>P</b>	-	-		-	-		-	-		-	-		3	3	50%

Table 9.3 Promotion of teaching-only staff by grade and gender. Note: small number adjustments have been used for headcounts of <=3.

Grade	2017/18			2018/19			2019/20			2020/21			2021/22		
	F	M	%F	F	M	%F									
<b>G8</b>	3	-	100%	3	-	100%	3	-	100%	3	-	100%	-	-	
<b>G9</b>	-	-		-	-		3	-	100%	-	-		-	-	

## 10. Applications and success rates for PTO [PS] progression

This data is not collected as there is not currently a clear progression pathway for PTO/ PS staff at the University of Sheffield.

## Appendix 3: Glossary

ACP	Academic Careers Pathway (UoS academic promotions criteria)
AS	Athena Swan
BAME	Black and Minority Ethnicity
CPD	Continuing Professional Development
DEDI	Director of Equality, Diversity and Inclusion
DLT	Director of Learning and Teaching
DM	Departmental Manager
DoR	Director of Research
DOU	Director of One University
DPGR	Director of PGR
DPGT	Director of PGR Programmes
DSE	Director of Student Experience
DSG	Departmental Strategy Group
DUG	Director of Undergraduate Programmes
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
EDIC	EDI Committee
FEB	Faculty Executive Board
FMG	Faculty Management Group
FSS	Faculty of Social Sciences
GTA	Graduate Teaching Assistant
HoD	Head of Department
NSS	National Student Survey
PGR	Postgraduate Research (also known as PhD students)
PGT	Postgraduate Taught
PS	Professional Services
RO	Research-only
SAT	Self-Assessment Team
SRDS	Staff Review and Development Scheme
SSC	Staff-Student Committee
T&R	Teaching-and-research
TO	Teaching-only
UG	Undergraduate
UoS	University of Sheffield
USP	Urban Studies and Planning
WAM	Workload Allocation Model
WP	Widening Participation