

Athena Swan Bronze application form for departments

Applicant information

Name of institution	University of Sheffield
Name of department	School of Law
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Section	Words used
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Additional words for revision	750
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	6431 /6500 (This includes additional 500 words to consider the impact of Covid-19)

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Section 1: An overview of the Department and its approach to gender equality

Total Recommended: 2500

1. Letter of endorsement from the head of the Department (400 words)



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31 March 2023

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Dear Colleagues,

It gives me great pleasure to support this application for the Athena Swan Bronze Award. The School of Law signed up to the Transformed Charter in October 2021. This submission represents our next step on the journey towards gender equality with Athena Swan. It also reflects a broader commitment to Equality, Diversity and Inclusion within the School.

The report that follows is testament to the hard work of the Athena Swan Self-Assessment Team as well as the ongoing support and insight of the department as a whole. This collaborative approach has created a clear analysis of our successes and challenges as well as

a strong sense of ownership over our Strategic Action Plan. I can attest that the contents of this report are honest and accurate.

As you will see in the text, we are on a positive trajectory in the School of Law. Over the last five years, we have built systems and processes to help push towards gender equality. We have reviewed our recruitment practices, our work-load allocation, and our promotion pathways to identify and mitigate structural issues. In doing so, we have tried to become a 'learning institution': an institution that both delivers learning and also models learning, through our own commitment to listening and change. Our data on staff's sense of belonging within the department is testament to how far we have travelled.

There is, however, still a distance left to cover. Our ambitious Strategic Action Plan will help us on this journey. This plan commits us to building a stronger evidence-base for change, strengthening inclusive recruitment, increasing the focus on tackling the 'glass ceilings' and 'sticky floors' that can hamper gender equality, solidifying the School of Law as an inclusive workplace, and creating inclusive classrooms. We believe that these measures will build gender inclusivity and equality in the School, with an awareness of the importance of intersectionality at their core.

I am proud of the targets to which we are committing and I am confident that our staff are both eager and able to achieve them. The fact that these measures draw upon staff and students from across the School is testament to the fact that we believe EDI work is everybody's work.

Thank you for the opportunity to consolidate our commitment to pursuing gender equality through the transformed Athena Swan charter. I look forward to hearing from you.

Sincerely,

Richard Kirkham
Head of School of Law

2. Description of the Department (367 words)

The School of Law (SoL) sits within the Faculty of Social Sciences (FOSS) at the University of Sheffield (TUoS), which holds a Silver Athena Swan award. We are a leading centre for teaching and research in law and criminology. Our reputation was confirmed in the 2021 Research Excellence Framework (REF) which ranked 92% of our outputs as world-leading or internationally excellent.

We are based in Bartolome House, which we share with the University of Law. In December 2022, the SoL employed ■ Academic Staff and ■ PS (Professional Services) Staff (T1.1). Across the SoL, recruitment has been high in recent years. A combination of departmental growth, staff turnover, research buy-outs, and parental leave has led to ■ academic and PS staff being recruited since January 2021.

In 2022-2023, 1266 students were registered at the SoL (1056 UGT, 194 PGT, and ■ PGR) (T8.1). Our teaching is research led, with a wide range of optional modules on offer. We offer six UG degrees and five PG taught degrees, as well as a PGR programme.

Since 2020, the SoL has consolidated the programmes that it provides. The University of Law now offers all professional qualifications. We also closed our Law (with French Law) and Law (with German Law) degrees, due to declining demand. Our remaining programmes have proven highly successful, with admissions rising in recent years. In an effort to widen participation, the SoL introduced a new LLB Law with a Foundation Programme, accepting the first cohort in 2022.

Through our teaching and research, we have forged links with the wider university, including Sociological Studies, Urban Studies and Planning, Geography, the School of Health and Related Research, and the Sheffield Political Economy Research Institute.

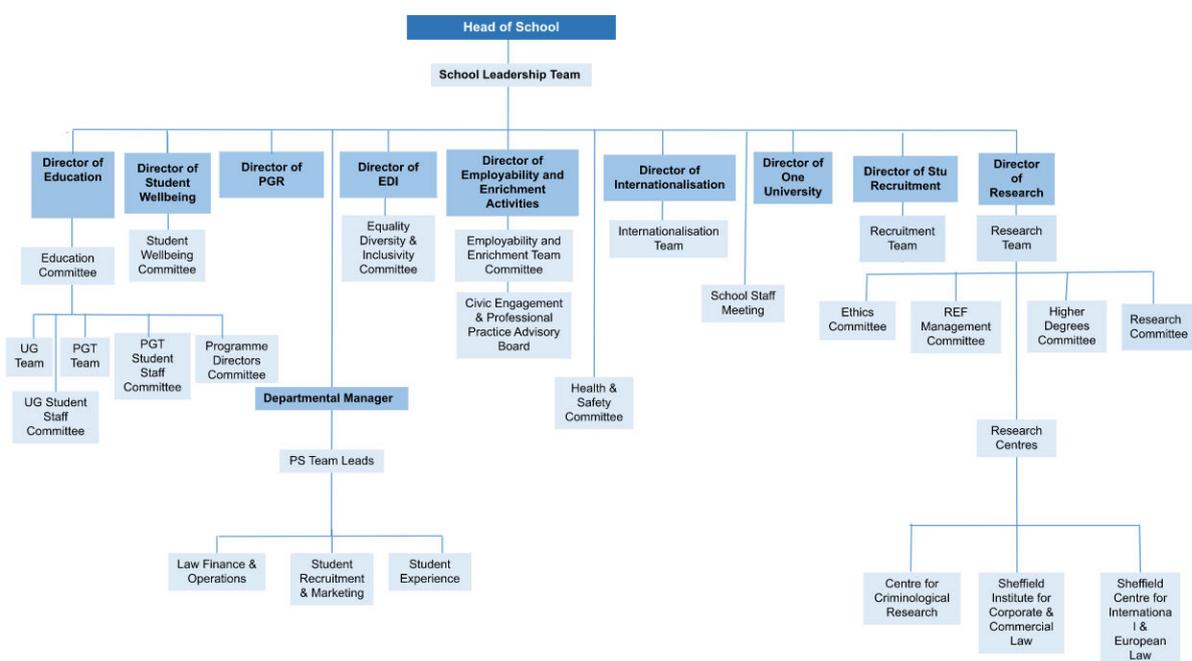
Our interdisciplinary ethos is supported by our three research centres: the Centre for International and European Law (SCIEL); the Sheffield Institute for Corporate and Commercial Law (SICCL), and the Centre for Criminological Research (CCR).

Importantly, we also have *pro bono* schemes, which are organised in collaboration with Support Through Court as well as Langsett Advice and Area Resources Centre. These schemes - including CommLaw, FreeLaw, and the Miscarriages of Justice Review Centre - enable our students to put their legal skills to use, improving access to justice.

3. Governance and recognition of equality, diversity and inclusion work (411 words)

The SoL established its first Equality, Diversity and Inclusion Committee (EDIC) in 2019. The Committee aimed to consolidate thinking and action on Equality, Diversity, and Inclusion (EDI) within the SoL and to collaborate with the broader university. The first EDI Director (EDID) was appointed on the basis of their existing role representing the SoL on Faculty EDI Committees (FEDIC).

The EDIC sits alongside a series of different committees, each of which report to a specific Director. In some cases, Directors have several committees reporting to them (see diagram).



Key: Roles in dark blue are members of the School Management Board (SMB)

In 2021, the SoL advertised for a new EDID, with a renewed Terms of Reference (TOR) for the EDIC. Coterminously, two EDI Deputy Directors were also appointed to support the EDIC's work. Under the new TOR, the EDIC aims to develop EDI policy and strategy; embed departmental work within faculty policy and initiatives; and generate, support, or implement departmental EDI initiatives.

To ensure strong collaboration between the Faculty and the School, the EDID sits on the FEDIC, communicating and shaping its EDI policy. EDI issues are also raised at faculty and institutional level via “One University” (OU), which brings together sustainability, EDI, philanthropy, and wellbeing. The SoL’s Deputy Head of School holds the role of Director of OU (DOU).

Alongside the EDID and Deputy Directors, the EDIC includes: the PGR Director, a Senior Student Experience Officer (Assessment); and the Director of Student Wellbeing. It has two academic and two PS staff representatives. These representatives serve a two-year term, with all staff invited to nominate themselves to join. If there are multiple nominations, elections are held amongst the relevant staff body (academic/ PS).

The EDID is allocated 200 hours per year in the Workload Allocation Model (WAM), which is equivalent to other core Director roles. Deputy Directors are allocated 75 hours per year, equivalent to other Deputy Director roles. Within the SoL, academic staff are allocated 110 hours for citizenship, which includes committee work. Academic EDIC members are allocated an additional 25 hours annually for their EDIC work. The work portfolios of PS staff are not measured by the WAM, so EDI work is allocated through line managers, as part of wider job planning.

EDI work is recognised as leadership work and citizenship work within the PS and Academic Career Pathways Frameworks (ACPFs). Since 2022, all annual SoL Staff Review and Development meetings (SRDS) have also asked staff to reflect upon their EDI work, which reflects our ethos that EDI work is everybody’s work.

Evidence of Senior Buy-In Within the Athena Swan Application

The School of Law’s Bronze Award has received broad and deep support from across the school. This includes consistent buy-in from our HoD and SLT.

Gender equality has long been a key priority for the School of Law. The school’s support for Athena Swan is testament to this fact. As HoD until 2022, and current Institutional Chair of the EDI Committee and senior LGBT+ Champion, [REDACTED] collaborated closely with the EDID to help publicise and promote the Athena Swan SAT. To ensure ongoing, senior support, Athena Swan updates were also regular agenda items in meetings of the Senior Leadership Team. This enthusiastic support continued under the leadership of [REDACTED], who became Head of Department in 2022. [REDACTED]’s letter of endorsement at the beginning of the Athena Swan application is testament to this support. As well as providing insight and encouragement throughout, strong senior buy in was critical to the creation of an ambitious Action Plan. By endorsing the Action Plan, the SLT have committed significant time, effort, and resources towards the pursuit of gender equality. During a busy time in the school, they also ensured that Athena Swan updates were prioritised in staff meetings, enabling the School to maintain a participatory approach to its application.

The value placed on equality work is also evident in the way that Athena Swan work has been recognised and rewarded. As we show above, colleagues who work on the EDIC and the Athena Swan Committee have this work recognised in the Work Allocation Model (for academic staff) or by their line manager (for professional services staff). Student work on EDI/Athena Swan is paid, in line with other forms of student work in the School of Law. Furthermore, all staff are asked to reflect on their EDI work as part of their annual review, which means that Athena Swan work (and EDI work more broadly) is clearly recognised in probation, review, and promotion processes.

This high-level buy-in will remain in the coming years. The Senior Leadership Team has already taken steps to incorporate the Athena Swan Action Plan into short, medium and long-term planning documents for the department. As we explain below, this is testament to the fact that work towards gender equality is seen as everybody's work within the School. Oversight of this work will continue through the reporting lines of the school, which feed up to the SLT (see diagram above).

4. Development, evaluation and effectiveness of policies (467 words)

Policy Development: Policies may be developed by University Principals, Heads of Faculty, or Heads of School. More usually, they are developed by an appropriate university, faculty, or departmental committee. SoL staff may shape policy by feeding up through Faculty Committees or designing policies through departmental committees.

During SoL policy development, committees consult with staff and students. This enables people with diverse lived experiences to shape policy design. SoL committees may also bring policies to Faculty Committees and the EDIC, whose members can offer support and signpost resources. For example, our PGR recruitment policy was brought to the EDIC for consultation in February 2023. In the future, the SoL will make EDIC consultation a requirement for departmental policy (1.3).

When the EDIC develops policy, it seeks input from the broader SoL and the FEDIC. In 2021, for example, the EDIC developed its EDI Principles (App 3). These were taken to FEDIC and shared with SoL staff and students at a town-hall meeting. SoL staff and students could also feed in to the policy through an anonymous feedback form and drop-in hours with the EDIC and Deputy Directors.

If there are topics that staff want to think through more systematically, which might have implications across multiple policies, they can request a Discussion Note from the EDIC. This

has enabled discussion on topics such as event timings and making events accessible for those who are Hard of Hearing or Deaf.

Evaluation: policy evaluation will usually be designed and coordinated by a policy's creators. Sometimes, metrics are used as an evaluation tool (as in Widening Participation (WP) Strategies). Given that many policies with EDI impacts are not created at a departmental level, there are two main routes for evaluation. First, through invited channels of feedback, such as the university-wide staff survey. Second, through *ad hoc*, proactive feedback. The latter might occur through committees, staff networks, line management structures, or emails. For example, the SoL EDID recently wrote to the Women Academic Returners' Programme (WARP) to ask about provision for academics with other gender identities returning to work after long-term parental leave (4.4). Feedback highlighted the need for further action, which the EDID pursued through TUoS' recent LGBTQ+ Review.

Since 2019, the SoL has worked to improve the effectiveness and fairness of policies at the heart of recruitment, workload allocation, and progression. In 2019, for example, the SoL invited TUoS's HR department to review its protocols to support more inclusive recruitment practices (2.3). Evaluation is also built into annual processes such as workload allocation, SRDS, and promotion. Ahead of each annual cycle, data from the previous year is assessed and possible improvements discussed. After each cycle, the leadership team on each process debriefs and suggests revisions for the following year. The EDID is a member of these teams, and EDI issues are central to this evaluation.

5. Athena Swan self-assessment process (490 words)

The SoL established a Self Assessment Team (SAT) for the Athena Swan Award in January 2022. This process has been informed throughout by the FOSS Athena Swan network, the FEDIC and supported by the Faculty Athena Swan Administrator (Full Time Position).

In August 2021, Athena Swan was introduced through discussion sessions at staff meetings, the SMB, and the SLT. In November 2021, all staff were invited to express an interest in joining the SAT. Initially, men were under-represented in the group. This was addressed through a second, targeted appeal for participation. The team included representatives from PS staff and academic staff. Our SAT included staff who were men, women, non-binary trans, and gender queer. We also had representatives from all career stages, staff with caring responsibilities, and staff with flexible working arrangements. In our recruitment process, we encouraged applicants with a diversity of lived experiences to apply. Our aim was not to gain an arithmetically representative team - this typically means that 'diversity work' is disproportionately undertaken with those who experience intersecting, structural inequality (Ahmed 2012). Rather, we sought a diverse, inclusive team. Each staff member was allocated 30 hours for SAT work. Changes in the committee membership were due to parental leave and research buyout.

Given the potentially sensitive nature of staff HR data and the SoL’s culture survey data, we initially worked as a staff-only team, splitting into three areas: HR Data Analysis, the culture survey, and the policy review team. Each team worked independently, with regular meetings to discuss findings. The data team reported first, shaping the Culture Survey. This was finalised and circulated to staff in November 2022, receiving a 77% feedback rate. The policy team used responses in the culture survey, finishing in December 2022.

The first report draft was brought together by the EDID. A focus group was held with PS Staff early in January 2022, to clarify some of the findings from the culture survey. In mid January, a staff ‘town hall’ was held to share the findings and discuss suggested priority areas for the strategic plan.

In January 2022, two students were recruited to review the staff report, discuss the Strategic Action Plan, and lead a student culture survey in February (N=31) and a student focus group in March. Finally an all-staff meeting was used to discuss the strategic plan to ensure collective ownership. This is referred to as the ‘AS staff meeting’ below.

After successful submission, responsibility for implementing our action plan will be delegated to specific committees across the SoL (see:SAP). The EDIC will assume responsibility for monitoring the SAP’s implementation. Members of the SAT will be given the opportunity to join the EDIC, without obligation. The Athena Swan SAT will be reconvened one year before our next submission. As mentioned above, one of the SoL’s EDI Principles is that EDI work is everybody’s work. The creation of task-and-finish groups for key EDI projects is in keeping with this ethos.

Name	Role in SoL	Role in SAT
[REDACTED]	UG Student	Student Co- Lead
[REDACTED]	Lecturer	Data Analysis
[REDACTED]	[PS staff member, managerial role]	Data Analysis
[REDACTED]	Senior Lecturer [Senior leadership role]	Data Analysis
[REDACTED]	Senior Lecturer	Lead in SAT and EDID Culture Survey
[REDACTED]	Lecturer	Policy Analysis
[REDACTED]	Lecturer	Policy Analysis
[REDACTED]	[PS staff member]	Data Analysis
[REDACTED]	University Teacher	Culture Survey
[REDACTED]	PG Student	Student Co-Lead
[REDACTED]	Professor	Culture Survey

██████████	Professor [Senior leadership role]	Data Analysis
██████████	[PS staff member, senior leadership role]	Data Analysis

Governance and Oversight

The principle that equality work is everybody’s work lies at the heart of the SoL’s Athena Swan application. This has also shaped its approach to the implementation and oversight of its Bronze Award Action Plan:

Implementation of the Athena Swan Action Plan

The Bronze Award Action Plan mainstreams gender equality work within the SoL. In cases where this work can be meaningfully undertaken by an individual, post-holders have been identified within the Action Plan. Where work will need to be undertaken by a collective, the appropriate committee has been named, with the committee director having ultimate responsibility for the work being taken forward, monitored and implemented.

Work will be undertaken within the dates specified on the plan. These dates have been carefully structured so that the Action Plan is well sequenced and it fits within the existing university planning cycle. Where an item is listed as ‘ongoing’ this is due to the fact that work is necessarily open-ended or cyclical. This ongoing work will be incorporated into existing reporting channels within the SoL, which includes regular (usually quarterly) reports to the SMB, as well as annual reflections on progress.

Details of the SoL’s Committees are available in the organogram in Section 1.3. All projects linked to the Action Plan will be incorporated into the agenda of the appropriate committee. Responsibility for a committee’s work lies with the director of that committee. Committee directors report to the SMB. They will also report to the EDID with progress on their Action Plan items.

Oversight of the Action Plan’s Implementation

The EDIC is responsible for catalysing and overseeing EDI work within the SoL. With this in mind, they have been given responsibility for overseeing the implementation of Gender Equality work through the Athena Swan Action Plan by monitoring and sharing its progress. This means that the Action Plan will be a standing agenda item within the EDIC (Section 1.3). The EDID - as head of the committee - will take responsibility for this agenda item. They, in turn, will report to the SMB on the progress of the action plan. The SMB is a site of accountability and support for all Directors across the SoL. They will ensure that management within the school has continued insight into the progress of the Action Plan and that they are

able to offer help where needed. An Athena Swan SAT will be appointed 18 months before the department's Silver Award application and, in collaboration with the EDIC, will review overall progress, decide on future priorities and write the new action plan and narrative.

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

6. Culture, Inclusion and Belonging (3564 words)

The following analysis draws on our staff and student culture survey, focus groups, AS staff meeting, Staff Townhall and broader university data. Beyond the culture survey, we lack the quantitative data necessary to comprehensively conduct an intersectional, gender-inclusive analysis of staff or student experience. Below, we use the data supplied with the categories used. Consequently, we sometimes discuss characteristics separately, despite knowing that lived experiences are intersectional (Crenshaw 1992). We also shift between comprehensive terms of gender identity (e.g. man, woman, gender queer) and binary, sex-based terminology (male and female). To protect anonymity - and in discussion with gender queer/ non-binary staff - we have grouped gendered data in 'men' and 'women and gender queer' categories. We recognise the shortcomings of this and, moving forward, we will work towards data sets that better support gender inclusive, intersectional analysis as well as meeting all mandatory minimums (1.1).

Overview

In the Staff Townhall and the staff culture survey, participants stated that there had been positive change in the SoL. This included: strengthened institutional processes, more transparent governance, and a more systematic integration of EDI work into everyday life. Overall, 81% of staff agreed or strongly agreed that 'I feel like I belong in my department' (82% Women and Gender Queer staff, 79% Men, 100% PS staff, 76% Academic Staff). Likewise, 80% of staff agreed or strongly agreed that 'my contributions are valued in my department' (80% WGQ, 79%M, 100%PS, 75%A). While a small percentage disagreed with these statements (4%), this did not vary substantially with gender identity (7% WGQ).

Meanwhile, nobody in SoL disagreed or strongly disagreed that 'departmental management is active in tackling bullying and harassment'. 7% (7% WGQ) agreed or strongly agreed that they had experienced bullying or harassment in SoL but comments suggested that these were historic cases and that institutional culture had substantially changed since then.

That said, more can be done to promote gender equality and inclusion. Targeted areas for change based on the findings below, include recruitment and progression (2, 3), workloads (4), and workplace/classroom inclusion (4, 5). Throughout the survey, a higher proportion of PS staff tended to agree or strongly agree with positive statements (App 1). There were also sizable differences between PS staff and Academic staff on the manageability of workloads (see below). This is in-keeping with university-wide surveys and highlights both the specific challenges of academic work and the opportunities for academic staff to learn from positive PS practices (see:SAP). In some cases, there were relatively high 'don't know' responses. Comments in the survey suggested that this reflected the degree of recent turnover in the SoL.

Student Profile and Recruitment

Our UG non-foundation numbers fluctuate slightly (3%) over the last five years but we have consistently recruited more female students (T8.2.2). The latest national data is available for 2021, when 64% of UG law students were female, compared to 69% of SoL students (HESA 2021). At PGT level, proportions also fluctuate slightly (5%) over the last five years (T8.2.3). In 2021, 63% of UK PGT law students were female, compared to 68% of SoL students (HESA 2021).

While we successfully recruit female students, we need to pay greater attention to intersecting inequalities, which may make admission less accessible or attractive for some (2.1, 5.3). Meanwhile, knowing that male students from disadvantaged backgrounds are less likely to apply to university (Guardian 2016), our recruitment strategies should try to counter this trend. Tracking data from our Foundation Year courses - where males currently represent 60% of registered students - will be important in this regard (T8.2.1) (1.1).

Finally, our PGR numbers are relatively small, making longitudinal analysis difficult (T6). Over the last five years, the proportion of female students has fluctuated between a high of 83% (2018/2019) and a low of 53% (2021/2022). Total numbers have also fluctuated between a high of ■ (2018/2019) and a low of ■ (2021/2022) (T8.2.4). In 2021, 52% of UK PGR law students were female, compared to 53% of SoL students (HESA 2021). Here too, we are concerned with intersecting inequalities. A review of PGR recruitment this year will aim to identify structural challenges and enhance inclusive recruitment (1.1, 2.2).

Our data from 2021/22 shows that 69% of our UK UGT students are white, 14% Asian, 8% mixed/multi racial, 6% Black, and 3% 'other' (T12). HESA data for all UK UG students show a student body that is 71% white, 13% Asian, 8% Black, 5% mixed/ multi racial and 2% other. In our data for non-UK students, race/ethnicity is mostly 'unknown'. At a PG level, data differs for our UK and non-UK students. Our proportion of white students is higher in our UK cohort 2021/22 (77%) but a minority of our non-UK cohort (9.3%) with Asian students being in the majority (79%) (T15). Our intersectional data on students is also limited by a large number of students whose race/ethnicity is 'unknown' and some small N data (T14).

We need both qualitative and improved quantitative data to understand how gender intersects with other inequalities (such as race/ethnicity, disability, and class) to shape our student registrations and student experience. This will help us to further diversify our student recruitment and create more secure, inclusive graduate pipelines (1.1, 5.3).

Student Attainment: 'Awarding Gaps'

'Awarding gaps' are an indicator of structural barriers and exclusions within the academy (Irvine 2017). While our awarding numbers have been broadly equal over time, a gendered gap has emerged in 2021/2022. 77% of male students achieved 'good honours' compared to 81% of female students. However, 23% of male students and 13% of female students received first class degrees (T10.1.1.). Conversely, amongst PGT students that year, 21% of female students compared to 11% of male students obtained a distinction (T11.1.1.). Monitoring these figures and reviewing our module-level assessment data to identify gendered attainment gaps will help us understand and address any emerging differentials (5.2). This action needs to occur in collaboration with work on awarding gaps for BAME students (T16) and work to support widening participation students more broadly (1.1, 5.3).

Student inclusion and inclusive classrooms

Formal channels for student input include the National Student Survey and the SoL's Staff Student Consultative Committee. Additionally, staff and students frequently collaborate on equality issues. Across the SoL, we have normalised payment for student representational work through student internships.

This year, one of our lecturers is collaborating with a student intern on a Gender and Sexualities Seminar Series. The library resource list from this series will play an important role in mainstreaming gender in our curriculum (5.1). The need for a more integrated approach to gender in our curricula was highlighted in our student focus groups and our AS staff meeting (App 4).

Secondly, during 2022 and 2023, our Decolonising Student Intern collaborated with SoL staff to organise a workshop on Decolonising Education and author a resource on the topic. We will continue this work (5.1). Decolonising work is a critical step towards intersectional gender inclusivity in research, teaching and learning (Govinda, forthcoming).

Finally, our Racial Equality Intern, co-curated a seminar series to highlight 'Legal Heroes' from under-represented groups in criminology and law. This series covered trans rights, sexuality and law, and women in legal education. Staff and Students nominated their Legal Heroes, whose pictures and stories will create a 'trail' around the SoL, to create a more proactively inclusive campus space (5.1).

That said, in the wake of COVID-19, student engagement on campus has dropped across the sector (Williams 2022). This is perhaps clearest in our PGR community, who have fewer

contact hours. While remote participation can facilitate flexible learning, declining in-person engagement in a campus-based learning environment can also amplify exclusion and weaken academic pipelines. Going forward, we are committed to encouraging student (re)engagement. In addition to refurbishing student spaces - like our PGR rooms - we are exploring neuro-inclusive measures to reward module engagement (5.2).

Staff Profile and Recruitment

■ new academic and PS staff members have been recruited in the SoL since January 2021.¹ Therefore, it is crucial to understand drivers of turnover and to ensure that our recruitment processes are as inclusive as possible.

There are no obviously gendered patterns in staff turnover over. To fully understand staff turnover, however, we need a more systematic approach to exit interviews (5.5). For PS staff particularly, turnover might be a positive story: PS staff are recruited into defined roles and often need to leave their role to achieve higher grades. This is not the case in academic roles. Here, historical difficulties with promotions may partly explain staff movement (see below). A more robust approach to exit interviews would enable us to learn from staff experience and identify potential best practice or inequalities (5.5).

In 2021/22, 51% of our Research & Teaching/ Research staff were female (T2.4). Meanwhile, 77% of our teaching staff were female (T2.4). Amongst PS staff, 69% of admin and clerical staff were female, 57% of management and professional staff were female, and 100% of technical staff were female (T2.5). Male/female grade comparisons are difficult amongst PS staff due to small numbers. Data on recruitment in 2020/21 suggests that appointments (50% female) are more gender equal than our applicant pool (33% female) (T16). For PS staff, appointments in 2021/22 (88% female) were slightly more differentiated than the applicant pool (45%) (T6.1.4).

More work can be done to build on positive trends in recruitment. Such an approach needs to be sensitive to how gender intersects with other inequalities. Data on race/ethnicity, for example, suggests that white staff continue to be over-represented, particularly at senior levels of academia (T17, T18, T19, T20). This suggests that there is more to be done on intersectional equality within our recruitment and promotion processes (2.3, 3.6).

¹ Due to the census date, not all new staff are reflected in data below.

The over-representation of female staff in PS roles is indicative of the sector (HESA 2020, HMRC 2019). Often, feminised labour sectors are underpaid and undervalued (Grimshaw and Rubery 2007). Where men do enter these sectors they may face judgement outside the workplace but tend to accelerate more quickly within the workplace (Williams 1992). There is evidence that this is challenged in the SoL: across the University, job titles and descriptors for PS roles have been changed to challenge gendered assumptions. Over the last five years, the SoL has increased male recruitment into admin, clerical, management and professional roles (T2.4). In focus groups, PS staff reported that their standing within the SoL had grown in recent years, with positive changes in culture and inclusion. Moreover, only 6% of PS Staff disagreed or strongly disagreed that 'The rate people progress in my department is not affected by their gender' (20% AS). We will confirm this positive story - and continue to learn where we can improve - through exit interviews (5.5). We will share positive practice with other TUOS departments (2.3).

Teaching also risks being a feminised sphere of labour (Savigny 2014). However, the promotion of women within teaching roles is a positive sign. Using focus groups and promotion data, we will explore the experiences of Teaching Staff in the coming years (3.6).

In addition to exploring the recruitment process it is important to consider the *terms* of people's recruitment. University-wide data shows a 15.8% mean gender pay gap in 2021, with a SoL gender pay gap of 15% (TUOS 2021). Some of this gap will be due to 'glass ceilings' - structural barriers preventing groups from accessing the most senior roles - but some will be due to 'sticky floors' (Berheide 1992). 'Sticky floors' means that women (and potentially non-binary staff) with equal experience to men may be placed on lower pay spines, and may struggle to take initial steps up the career ladder in terms of pay and responsibilities (Berheide 1992). This is relevant in the SoL where our professorial pay gap in 2021 was 1.6%, while our academic pay gap was 5.5%, suggesting that greater differentials exist amongst less senior grades. Given this, the SoL will work with University HR to support staff negotiating pay and terms at the point of hire (3.1) and work on promotional pipelines (see below). More detailed data on our gender pay gaps would help us to better understand whether there are other factors creating 'sticky floors' in the SoL. Going forward, we will disaggregate our pay gap data, to create a more useful diagnostic for understanding and action (1.2).

In 2020/21, 54% of all staff on an open-ended contract were female, but 70% of academic staff on fixed-term contracts were female (86% in 2019/20). Since 2019, the SoL has committed to minimising fixed-term employment contracts. Most of the fixed-term employees remaining are GTAs. Precarious employment can impact upon people's mental health, their economic standing, and career progression (Hadjisolomou et al 2022). Discussions in staff meetings, the staff townhall and our staff culture survey emphasised this (3.2). However, fairly paid, equally distributed, and well-supported GTA contracts can help PGR career prospects and economic wellbeing. The SoL will consult with GTA staff to ensure

that this is the case (3.4). We will also tackle the impact of fixed-term contacts on other workers, by advocating for changes to support (3.3)

Promotions and Pipelines

Promotion plays a vital role in recognising staff achievements. While there are many valid reasons people may *not* want promotion, equal and effective promotion processes play an important role in creating an inclusive work environment and lessening gendered pay gaps (Savigny 2014).

In 2018, none of the [REDACTED] staff [REDACTED] who applied for promotion were successful (T7.1). [REDACTED] of these were academic staff. Since 2019, the SoL has tied academic annual reviews (as part of the Staff Review and Development Scheme (SRDS)) more closely to the University's Academic Career Pathway Framework (ACPF), introduced by TUoS in 2018. This recognises all forms of leadership and labour, including EDI work and welfare roles (3.5). All Promotion Panel members in SoL must undertake EDI training, and the Committee annually reviews promotion processes and outcomes (3.6). The Departmental Promotion Panel encourages line managers and mentors to help candidates gather inclusive evidence of excellence and leadership, knowing that prestige positions are often more accessible to structurally privileged staff (Kandiko et al 2018) and student teacher evaluations can also be biased (MacNeil et al 2015) (5.7).

These reforms seem to have had a positive impact upon the promotion pipeline. In the following year, 2020, a small number of staff (50% male 50% female) were promoted, before promotions were frozen in 2020/21 due to the COVID pandemic (T7.1). Subsequently, there were [REDACTED] successful promotions (50% male and 50% female) and [REDACTED] unsuccessful cases (with no obvious gender trends) in 2021 and 2022 (T7.1). Staff reported that they felt their careers were supported by their line managers (71% all staff) and other colleagues (73% all staff).

In 2022, the SoL created the position of Director for Academic Staff Development (DASD) and all academics were invited to meet with this director and discuss their pathways to promotion. Separate workshops, led by the DASD and HoS, have also been held for academic staff seeking promotion to SL, Senior University Teacher, and Chair. Going forward, this will be combined with a more proactive approach to promotion rounds (3.4), knowing that people's willingness to apply for promotion is shaped by power structures (Manfredi et al 2014).

This work has been important, but challenges remain. 19% All Staff disagreed or strongly disagreed that 'Departmental decisions about promotion/ progression are made fairly'. While there is no obvious gender divide in our promotion statistics, our survey suggests that some staff feel there are disparities. 20% of WGQ staff disagreed or strongly disagreed that 'the

rate people progress in my department is not affected by their gender' (16% All Staff). This may mean that people are experiencing gender barriers *prior* to submitting a promotion application (3.6). Comments in staff meetings and the staff culture survey suggested some of these issues might stem from the impact of workloads on part-time staff and staff with care responsibilities. This will be explored in our ongoing review of the WAM (4.2).

Furthermore, 40% of staff agreed or positively agreed 'Equality, diversity and inclusion work is recognised in applications for promotion/progression'. 16% academic staff (11% all staff) disagreed or strongly disagreed with this statement. These figures suggest that more should be done to communicate the value placed on EDI work in promotions and ensure that this is realised at promotion (3.5).

Finally, 21% of staff disagreed or strongly disagreed that the university had 'taken action to mitigate the adverse gendered impact of COVID-19 on staff and students', and there were concerns that this might continue to impact promotion prospects. As well as bolstering specific support for carers in the SoL (4.4), we hope that reflections on long-term COVID impacts within SRDS, along with our ongoing review of workloads, will continue to strengthen our promotions pipeline (3.6).

Inclusive workloads

Unmanageable or unpredictable workloads adversely impact all staff. The greatest burden, however, may fall upon those navigating obligations beyond work - such as care work - and those who - due to structural discrimination - feel that they need to over-achieve in order to progress (Acker and Armenti 2007, Bourabain 2021). With this in mind, several participants in the staff culture survey and the AS staff meeting flagged that workloads may be having a gendered impact on staff wellbeing and progression.

In our survey, academic staff were far more likely to report that they had unmanageable workloads: 43% of academics (31% of all staff, 0% PS staff) disagreed or strongly disagreed that their workload was manageable. This echoes university and sector trends (HIVE 2022, UCU 2021). Meanwhile, 39% academic staff and 38% PS staff agreed or strongly agreed that 'Workloads in my department are allocated fairly'. That said, there were notable differences in disagreement rates with this statement. 25% Academic staff disagreed or strongly disagreed with this question (26% WCQ Academic Staff) compared to 0% of PS staff.

Since 2020, the SoL has sought to address concerns about workloads, particularly amongst academic staff. In 2022, a Workload Allocation Model (WAM) Review was undertaken, and created an ongoing Oversight Group to guard against individual or structural inequalities in workload management. Since 2019, Directorial positions in the SoL have been open for applications (rather than HoD appointment). While this has improved transparency, equality,

and accountability, our survey suggested there was more work to be done and our strategic plan will build on this work (3.5, 4.2).

Manageable workloads also enable better social connections. Currently, all staff have a one-hour lunch break stipulated in their contract. However, discussions in staff meetings and the staff townhall suggested that this was valued by staff but did not feel like a real option, particularly for academic staff. Normalising lunch hours by encouraging staff to name an hour that is not bookable, will improve wellbeing and facilitate social connections across the grades and sectors (4.3). This, in turn, can facilitate networks and mentorships to support gender-inclusive change (Casad et al 2021). A buddy system for PS and Academic staff launched in our Staff Wellbeing Strategy this year will also help in this regard.

The *structure* of workloads is also crucial for gender equality. Our survey raised two key points on this. First, some departmental events have been held outside core hours. While an EDI discussion note exists on inclusive meeting times, our survey suggested that this had yet to be implemented consistently (4.4). Second, staff welcomed flexibility at work. The COVID-19 pandemic demonstrated that working from home is not necessarily feasible or desirable for everybody (Couch et 2021). And yet, flexible approaches to working may be crucial for those with caring responsibilities (Chung et al 2020). 83% of staff agreed or strongly agreed that the SoL supported flexible working. Many staff in focus groups and surveys hoped that the SoL would continue to balance on-campus teaching with flexible working approaches. However, staff stressed that flexible work (including part-time work) was only tenable with manageable workloads (4.2).

Inclusive Cultures

The SoL is committed to being a 'learning institution': an institution that both delivers learning and models learning, through our own commitment to listening and change.

Stonewall named TUoS the most trans-inclusive institution in the UK in 2020. That said, there is still much work to do to ensure that gender inclusivity is proactively promoted. Three key areas emerged in the staff and student culture survey, staff town hall, and student focus groups. First, that normalising the sharing of pronouns in documentation and teaching would create a more gender-inclusive environment (App 4). Second, a gender neutral bathroom was needed. Third, that staff could be asked prior to arrival their chosen name for signage and documentation (5.4).

Ongoing training and engagement is part of a wider effort to ensure that the SoL forges departmental cultures and practices that are proactively inclusive and accessible for all staff. In March 2023, the SoL provided training on neurodiversity in the workplace and the classroom for all staff. As well as participating in the university-wide staff surveys, the SoL will be undertaking a BAME Staff and Student Experiences review, a review of disabled staff

experiences (a counterpart for disabled students has already occurred), and building on TUoS provision for staff and students experiencing menopause (5.3). Menopause has been overlooked in workplaces across the UK and yet can have a huge, gendered impact upon working lives (Beck et al 2021).

Finally, inclusive learning institutions must have strong mechanisms for support and redress. We need to strengthen information around our accountability processes. 23% WGQ staff (16% all staff) disagreed or strongly disagreed that 'I know how to report bullying and harassment' (5.6). We also need to strengthen access to support: 30% WGQ staff (35% Academic WGQ, 25% all staff) disagreed or strongly disagreed that 'I feel confident asking for mental health and/or wellbeing support at work' (4.1).

Key Priorities for Future Action (732 words)

Meaningful change will require us to work across multiple levels of our institution, to push for change in the structural barriers that operate at a macro level and to transform the 'seemingly inconsequential practices' that 'become cumulative' at a micro level (Savigny 2014). Therefore, we have **direct action**, **collaborative action**, and **advocacy** targets.

Below, we provide a summative rationale for each priority area, which links our priority areas to the analysis above. Full rationales, outcomes, and targets for these actions are provided in our Strategic Action Plan.

Priority One: Building a stronger evidence base for change

We will build evidence for understanding and change, and ensure that these insights are applied in policy.

Rationale: We have identified the need for data that enables us to discuss intersecting inequalities with greater accuracy (p.8). On important but complex issues, like the gender pay gap, we have recognised the need for better diagnostics (p.12). Finally, our positive experiences with consultation between the EDIC and PGR team on the PGR admissions review (p.5) and our awareness that other EDI resources are not being utilised (p.14), has highlighted the importance of institutional mechanisms to help translate evidence into action.

1.1 Collaborative Action: In collaboration with central HR, we will collect and collate an inclusive data set.

1.2 Direct Action: Our School Manager will disaggregate our gender pay gap calculations, providing a clear diagnostic for change.

1.3 Direct Action: New departmental policies will come to the EDIC for consultation. The EDIC is not considered as a panel of 'experts' but as a hub to facilitate reflections and signpost useful data and resources.

Priority Two: Strengthening inclusive recruitment

We will strive for a more diverse staff and student body, identifying and challenging the ways that gender intersects with other structural factors to create exclusion.

Rationale: Our analysis highlighted concerns about the impact of intersecting inequalities on our UGT, PGT PGR, and staff recruitment (pp.9,11). We have identified the need to embed our work on gender equality into wider, ongoing departmental work on equity and inclusion (pp.6,9,11,12).

2.1 We will continue to identify and tackle intersecting inequalities in UGT student recruitment and retention. This will include:

Direct Action: Strengthened collaboration between our EDIC and Widening Participation team.

Direct Action: A discussion of admissions within our BAME student experiences review. Gender-related actions will be incorporated into our SAP.

2.2 Direct Action: The PGR team will conduct a systematic review of PGR recruitment, to identify and address structural inequalities and facilitate a larger, more diverse PGR community.

2.3 We will build on work to improve recruitment inclusivity. Paying particular attention to the intersection between gender and race/ ethnicity. This is especially important for our most senior academic roles and our PS team.

Direct Action: Our SLT will learn from best practice in TUoS, and beyond.

Direct Action: Knowing that informal networks also shape academic recruitment (Van den Brink and Benschop 2014), our Research Director will work with our research centres to ensure that we are fostering inclusive academic networks and using visiting scholar posts to that end.

Direct Action: Where we have successes - such as increasingly gender-equal PS appointments - we will share this best practice across the university.

Priority Three: Tackling ‘glass ceilings’ and ‘sticky floors’

We aim to improve the terms on which people enter the SoL, and the processes by which they progress.

Rationale: While important work has improved staff development and promotion (p.13), our culture survey showed that concerns remain around the gender equity of career progression (p.13). Our analysis has demonstrated that attention to career progression must start early, enabling people to understand opportunities to negotiate the terms on which they are hired (p.12). Staff emphasised that we need to continue minimising our reliance on fixed-term contracts and mitigating negative impacts they may have on inclusion and progression (p.12). Fixed-term contracts may, however, play a potentially positive role - as they can in GTA work, which is predominantly undertaken by female staff in SoL. However, we do not currently know if this potential is being realised (p.12). Finally, our staff culture survey highlighted the need for proactive work to identify and tackle any remaining inequalities in development and promotion (p.13).

3.1 Advocacy: Knowing that marginalised groups are less likely to negotiate their pay upon recruitment (Biasi and Sarsons 2022) we will advocate for HR guidance on pay negotiation, enabling conversations over pay and conditions at point of hire.

3.2 Direct Action: Recognising the importance of contract types, we will continue to minimise fixed term contracts.

3.3 Advocacy: To support the integration and future careers of those on fixed-term contracts, we will advocate for these staff to have the same access to resources as those on open-ended contracts, such as relocation benefits. We will also advocate for university affiliation and access to library resources for a year after a fixed-term contract ends, aiding career progression.

3.4 Direct Action: The Education Committee will lead a GTA Review to ensure that GTA work is strengthening the academic pipeline and furthering gender equality.

3.5 Direct Action: The WAM Oversight Group will ensure that leadership roles are distributed in a gender-equitable fashion. Our promotion process will ensure that all forms of labour and leadership are fairly recognised.

3.6 Direct Action: Our DASD will support all staff on their pathways to promotion and will proactively approach those who may be within two years of possible promotions, to encourage them to consider applying. Simultaneously, the promotions committee will ensure that they identify and challenge any structural barriers to promotion.

Priority Four: Solidifying an Inclusive Workplace

We will continue to build a workplace that helps people of all genders to flourish inside and outside of the university, enabling them to meet their interests, needs and responsibilities in all areas of life.

Rationale: Our analysis shows that the SoL needs to continue its work to make workloads more manageable, equitable and transparent (p.14). Staff highlighted a desire to build more connections at work and the need to be able to balance work with life beyond work (p.14). Unmanageable workloads negatively affected both, particularly for those with care responsibilities (p.13). Our culture survey also showed that where mental health support was needed at work, a substantial portion of staff did not feel comfortable accessing it (p.15).

4.1 Direct Action: We will continue to strengthen our induction processes to ensure that they create an equitable foundation for work. A key priority will be to signpost and destigmatise mental health support with new starters, as part of a broader effort to make such support more accessible for all staff.

4.2 We will continue to improve the manageability of staff workloads, particularly amongst academic staff.

Direct Action: Our WAM Oversight Group will analyse WAM data to identify and mitigate any structural inequalities, paying attention to needs of the different working arrangements of staff.

Direct Action: This group will also review one fifth of academic tasks each year, so that all tariffs are checked once every five years.

Direct Action: PS staff workloads will be reviewed through existing line-management structures.

4.3 Direct Action: We will encourage social connections and wellbeing across the SoL by enabling staff to preserve a non-bookable lunch hour between 12 and 2pm, should they want one. Social connectivity can help to facilitate inclusive integration and provide opportunities for informal mentorship which are key to gender equality.

4.4 We will facilitate a more inclusive and supportive work environment for those with caring responsibilities. In addition to our WAM oversight work, we will take the following steps:

Direct Action: Our Director of Research will ensure that Research Centres are considering our EDI Inclusive Event Timings discussion note

Direct Action: Our School Manager will review protocols for the organisation of SoL meetings.

Direct Action: Our HR Team will ensure that leave policies are clearly and proactively communicated to all staff and support the LGBTQ+ Review's commitment to gender inclusive leave.

Priority Five: Nurturing a Learning Institution

We are committed to being a learning institution: One which delivers inclusive learning and demonstrates the power of action-oriented learning in the pursuit of gender equality.

Rationale: In terms of pedagogy, our student focus group, student culture survey and AS staff meeting demonstrated the need for a more mainstreamed approach to gender in our curriculum (p.10). In terms of attainment, gender gaps suggest the need to better understand if particular assignments lead to gendered outcomes (p.10). As a learning institution, we need to better understand how gender intersects with other forms of equality (p.8) and apply the learning we do have from staff and student culture surveys and student focus groups on improving inclusion for trans and non-binary people (p.15). Finally, we need to rectify potential barriers to learning and redress in our exit interviews (p.11), complaints processes (p.15), and feedback systems (p.13).

Delivering Inclusive Learning

5.1 We will continue to make our curriculum gender inclusive, taking intersecting inequalities seriously. This commitment will guide future pedagogical work, including:

Direct Action: The creation of a library resource list from the Gender and Sexuality lecture series, which will be embedded into SoL courses

Direct Action: Student-centred decolonising work, which will be led by our DDE

Direct Action: A commitment to 'transformation at the core' in our ongoing BA Criminology Curriculum Review. This commitment will also guide future programme reviews.

Direct Action: The creation of a Legal Heroes trail around SoL, highlighting the importance of minoritized groups in our representations of law within and beyond the classroom.

5.2 **Direct Action:** Our Student Experience Office will review our assessments to identify any gender differentials in particular modes of assessment. We will also explore neuro-inclusive measures of rewarding student engagement in modules.

Demonstrating Active Learning

5.3 **Direct Action:** Through consultations and training we will demonstrate our commitment to being a 'learning institution'. Understanding and pursuing gender equality with an awareness of intersecting inequalities, is an ongoing journey. We will encourage action-oriented reviews in the SoL. In the next year, these will include a BAME Staff and Student Experiences Review and a review of support for those experiencing menopause.

5.4 We will apply our learning from our SAT work to create a more proactively welcoming environment for non-binary and trans staff and students, by:

Direct Action: Creating space on staff profile templates to create the opportunity for staff to share personal pronouns

Direct Action: Normalising the opportunity to share pronouns in classroom introductions.

Direct Action: Asking people what their chosen name is for signage during induction.

Advocacy: Advocating for a gender neutral toilet with Estates and Facilities Management.

5.5 **Collaborative Action:** We will work with TUoS HR to create a new approach to exit interviews. Through them, we can learn from peoples' experiences and chart their trajectories. Together with HR, we will forge a formalised, systematic approach to exit interviews in which leavers are interviewed by people who are outside their lines of reporting and responsibility.

5.6 **Direct Action:** Knowing that learning includes accountability and redress, we will ensure that our complaints processes are accessible and that all staff feel able to receive informal complaints in a supportive manner.

5.7 **Direct Action:** Our teaching staff will use data on discrimination within teaching evaluations as an opportunity to engage students in wider conversations about equality, and promoting change.

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Future Action Plan

				Outcome
Action	Rationale	Key Actions, Milestones, and Outputs with dates	Responsibility	Outcomes and Evaluation
Priority One: Building a stronger evidence base for change				
1.2 Ma gen pro cha	We need data that enables an intersectional analysis and reflects the lived experience of our staff and students: data that better facilitates intersectional analysis and reflects gender identities, while maintaining all mandatory data .	Jun 23 - Dec 23 Work with TUoS HR to enable new recruits to express their gender identity in their own terms upon recruitment and enable staff to change their gender identity where applicable.	SLT EDI-C	Outcomes: HR able to record gender identity, alongside data on sex Staff able to change how they are identified in HR data Evaluation Metric: Non-binary gender category available for staff and students
1.3 dep con con 'ex faci sigr res:	1.1. Collaborative Action: In collaboration with central HR, we will collect and collate an inclusive data set, alongside the collection of mandatory minimums. Discussions in staff townhalls and the FSEEDIC have emphasised that we need to ensure that data collection gives staff as much control as possible over their own data records	Sep 23 - Sept 24 SoL HR will review data and combine data where possible to facilitate an analysis of intersecting inequalities. Where this is not possible SoL HR will work with TUoS to explore new measures for data collection. In this process, SoL HR will clearly communicate with staff how data is being collected and held. They will also maximise staff control over their data.	PS - HR	Outcome: SoL Committees can access (or HR can issue, on request) intersectional data to inform decision making SoL staff are aware of the data held on them and have meaningful control over how this data is used Evaluation Metric: There will be an institutional mechanism within SoL to access data on intersecting characteristics as well as an institutional mechanism by which staff can access and alter the data held on them. New questions on annual EDI survey will measure progress: Have you been able to access the data you needed to make evidence-based decisions on gender equality? Have you been able to access intersectional data in your committee work? Do you understand what data is held about you and why? To what extent do you feel that you have control over your personal data?

Priority Two: Strengthening Inclusive Recruitment

We will strive for a more diverse staff and student body, identifying and challenging the ways that gender intersects with other structural factors to create exclusion.

<p>2.1 We will continue to identify and tackle intersecting inequalities in UGT student recruitment. This will include:</p>				
<p>Direct Action: Strengthened collaboration between the Widening Participation team and the EDIC</p>	<p>TUOS Recognises the need for greater collaboration between WP Teams and EDICs to strengthen recruitment and retention of WP students.</p>	<p>Jun 23 - Ongoing Invite WP Team to join the EDIC</p> <p>Provide a standing agenda item for the WP, encouraging regular reviews of admissions data and collaborations with Discover Law</p>	<p>WP Team EDIC</p>	<p>Outcome WP and EDI initiatives will be more effectively coordinated to support the WP's strategic goals</p> <p>Evaluation Metric Increase in WP students applying to TUoS</p>
<p>Direct Action: A discussion of admissions within our BAME student experiences review.</p>	<p>UG entrants into SoL in 20/21 were 69% female, climbing to 72% in 21/22. (T8.2.2) However, we have little idea how different characteristics intersect to shape UG recruitment.</p>	<p>Apr 23 - May 23 Conduct Focus Groups with BAME students in SoL</p> <p>May 23 - Sept 23 Write up BAME Student Experience Review and Strategic Plan</p> <p>Sept 23 - Sept 24 Incorporate gender-relevant SMART goals into the AS action plan</p>	<p>EDID Racial Equality Intern</p>	<p>Outcome BAME Student Experiences Report clearly identifies successes and challenges at the intersection of gender and race/ethnicity, leading to actionable change.</p> <p>Evaluation Metric BAME Student Experience Report findings with gender focus identified and incorporated into Athena Swan Action Plan</p>
<p>2.2. Direct Action: The PGR Team will conduct a systematic review of PGR recruitment, to identify and address structural inequalities and facilitates a larger, more diverse PGR community.</p>	<p>PGR students are a crucial part of the graduate pipeline.</p> <p>At present, we have a very small PGR community. In 22/23 we had 16 PGR students, with 5 students starting that year. We want to be able to grow our PGR recruitment to build a diverse cohort. (T1)</p> <p>In the last year we did not have any PGT students converting to PGR status.</p> <p>PGR registrations from female students have significantly decreased in the past 5 years from 19 in 18/19 to 9 in 22/23 While we welcome the increased gender parity in our cohort, we strive for increased numbers of women, men and non-binary student admissions. (T6)</p>	<p>Jun 23 - Sept 23 Review current recruitment processes.</p> <p>Sept 23 - Ongoing Elicit best practice from other departments across TUoS and from our critical friends in other universities</p> <p>Jan 24- Feb 24 Send a survey to all PGR students who have offers but do not take them up and hold focus group with PGTs on graduate pipeline.</p> <p>Jan 24- Feb 24 Drawing this together, create SMART goals for change.</p> <p>Apr 23- Ongoing Ensure that those involved in PGR recruitment undertake implicit bias training and anti-racism training.</p>	<p>PGR Team SoL -HR</p>	<p>Outcome: Report that clearly identifies successes and structural barriers to PGR recruitment and produces a strategy plan for action.</p> <p>Evaluation Metric: PGR Review Report with SMART Goals</p> <p>20 % increase in successful applications from under-represented students between 2023 and 2028</p> <p>90% of those involved in PGR recruitment undertaking anti-racism training and implicit bias training.</p>

<p>2.3 We will build on work to improve recruitment inclusivity. Paying particular attention to the intersection between gender and race/ethnicity. This is especially important for our most senior academic roles and our PS Team.</p>				
<p>Direct Action: Our SLT will learn from best practice in TUoS, and beyond.</p>	<p>41% of female staff are in G9/Professorial positions. 77% of our teaching staff were female. (T2.4)</p> <p>Amongst PS staff, 69% of admin and clerical staff were female, 57% of management and professional staff were female, and 100% of technical staff were female. (T2.5)</p> <p>For example: The proportion of white staff within PS roles ranges between 83% and 88% over the last five years (T17), with the race/ ethnicity of 13% of staff being unrecorded.</p> <p>Meanwhile, 71% of academic staff in 2021/2022 were white, with a stark under-representation of BAME staff at the most senior levels (T18).</p>	<p>Sept 24- Annual SLT will annually liaise with other departments across the university and our critical friends to ensure that we are continuing to learn from best practice</p> <p>Sept 24 - Ongoing Ensure all staff on recruitment panels take part in implicit bias and race equality/anti-racism training - ensure this includes awareness of impact of intersectional biases on recruitment e.g. gender and race.</p>	<p>SLT</p>	<p>Outcome Applied understanding of best practice in recruitment</p> <p>Evaluation Metric Best practice doc, collating and sharing learning</p> <p>Annual reflection from SLT on how best practice should be applied</p> <p>Target: 90% of recruitment panellists take part in anti-racism training</p> <p>Increase in women and non-binary staff recruited/promoted into senior academic roles, with an awareness of the importance of also addressing intersecting inequalities.</p>
<p>Direct Action: Knowing that informal networks also shape academic recruitment (Van der Brink and Benschop 2014), our Research Director will work with our research centres to ensure that we are fostering inclusive academic networks and using visiting scholars posts to that end.</p>	<p>Over the last three years, we had greater racial/ ethnic diversity in our applications than our interviews and, often, our appointments (T19,T20).</p> <p>NB: Most PS staff are recruited within the Sheffield Region. The city of Sheffield is 79% white. Targets in this strategic plan are made with this demographic trend in mind.</p> <p>The majority of our visiting scholars (applicants and confirmed combined) are male. SoL is also aware of intersecting inequalities (although data currently limits our analysis).</p>	<p>Sept 24 - Ongoing Research Director to ask centre to review the speakers invited to seminars, to explore whether our invitations are reinforcing or disrupting intersecting forms of privilege.</p> <p>Research Centres to arrange events every two years that focus on building inclusive academic networks.</p> <p>RD to review how we use visiting scholar status to build inclusive academic networks</p>	<p>Research Director</p> <p>Research Centres</p>	<p>Outcome: Clear understanding of best practice amongst research centres in building inclusive networks</p> <p>Evaluation Metric Annual reports by each centre</p> <p>Evidence of biannual events by each centre to build inclusive networks</p> <p>Review characteristics of visiting scholars in 2028 compared to a baseline in 2024, as a measure of increased inclusivity.</p>
<p>Direct Action: Where we have successes - such as increasingly gender-equal PS appointments - we will share this best practice across the university.</p>		<p>Sept 24 - Ongoing SLT to identify successes in inclusive recruitment annually, for dissemination across the SoL, Faculty, or University, as appropriate.</p>	<p>SLT</p>	<p>Outcome: To foster learning and best practice on inclusive recruitment</p> <p>Evaluation Metric Evidence of policy transfer and learning across TUOS</p>

Priority Three: Tackling 'glass ceiling' and 'sticky floors'

We aim to improve the terms on which people enter the SoL, and the processes by which they progress.

<p>3.1 Advocacy: Knowing that marginalised groups are less likely to negotiate their pay upon recruitment (Blasi and Sarsons 2022) we will advocate for HR guidance on pay negotiation, enabling conversations over pay and conditions at point of hire.</p>	<p>TUOS had a gender pay gap of 16% in 2021. The sector has a race pay gap of 17% and a disability pay gap of 9% (UCU 2022).</p> <p>SoL gender pay gap of 15% (TUOS 2021)</p> <p>Sticky floors are as important as glass ceilings in shaping these gaps (Berheide 1992)</p> <p>We need to ensure that gender pay gaps are not being compounded by the terms on which people enter</p> <p>The AS Staff meeting confirmed that assistance with understanding pay negotiations would be helpful.</p>	<p>Sept 26 - March 28</p> <p>As part of the SoL's next five-year strat plan, the EDID to meet with HR and set out rationale for supporting document that explains the hiring process and tells staff when / on what grounds they can negotiate over pay and conditions.</p> <p>Focus Group in 2026 and 2028 compared to focus group in 2023 to explore whether new comers felt able to navigate the hiring process and advocate for pay where appropriate.</p>	<p>EDIC TUOS HR Law Ops</p>	<p>Outcome: Empowering environment for new hires</p> <p>HR to produce guidance for new hires OR to provide an alternative that they deem effective and appropriate</p> <p>Evaluation Metric Minutes of meetings between EDID and HR</p> <p>Output from HR</p> <p>Increase in positive responses from focus group.</p>
<p>3.2 Direct Action: Recognising the importance of contract types, we will continue to minimise fixed-term contracts</p>		<p>Ongoing</p> <p>SLT will continue to work to cover labour needs with open contracts wherever possible.</p>	<p>SLT</p>	<p>Outcome Maximised use of open-ended contracts in the SoL, with minimised reliance on fixed term contracts</p> <p>Evaluation HR Data on fixed-term contracts (excluding GTA contracts) demonstrates that the number of these contracts remains equal or lower.</p>
<p>3.3. Advocacy: To support the integration and future careers of those on fixed-term contracts, we will advocate for these staff (aside from GTAs) to have the same access to resources as those on open-ended contracts, such as relocation benefits. We will also advocate for university affiliation and access to library resources for a year after a fixed-term contract ends, aiding career progression.</p>	<p>Precarious employment can impact upon people's mental health, their economic standing, and career progression (Hadjisolomou et al 2022).</p> <p>69% of those on fixed term contracts are female (T3.2.2).</p>	<p>Sep 26 - Sep 27</p> <p>This action will form part of the advocacy goals in the SoL's next five year plan.</p> <p>EDID to advocate for change with Provost and Deputy Vice Chancellor (PDVC)</p>	<p>HoS</p>	<p>Outcome: Material change to facilitate fixed-term, post-doc inclusion.</p> <p>PDVC to agree to change OR to provide rationale for why this is not possible and an alternative that they deem effective and appropriate.</p> <p>Evaluation Metric Minutes of meetings between PDVC AND HoS</p> <p>Response from PDVC</p> <p>Evaluative focus group with post-docs ahead of 2028 submission</p>

<p>3.4 Direct Action: The Education Committee will lead a GTA Review to ensure that GTA work is strengthening the academic pipeline and furthering gender equality.</p>	<p>69% of our fixed term staff are female (T3.2.2). Most of our fixed term contracts are GTAs.</p> <p>We need to ensure that GTA work is playing a positive role in strengthening graduate pipelines</p>	<p>Sep 26 - Sept 28 This action will form part of the EC's next strategic plan.</p> <p>Education Committee to conduct review with GTAs to explore working experiences and implement the recommendations of this review.</p> <p>EC will create baseline data as part of their review, which measures opinions about GTA work.</p>	<p>EC</p>	<p>Outcome GTA Review Report will provide clear understanding of challenges and possible improvements in GTA working experience</p> <p>EC will work with EDIC and SMB to implement findings and integrate gender-related actions into the Athena Swan SAP.</p> <p>Evaluation Metrics GTA review Minutes of SMB Evidence of policy change (if appropriate)</p> <p>Improved % of GTA workers who agree/ strongly agree that 'GTA work is a positive experience' and 'GTA work has a positive impact upon my career prospects'</p>
<p>3.5 Direct Action: The WAM Oversight Group will ensure that leadership roles are distributed in a gender-equitable fashion. Our promotion process will ensure that all forms of labour and leadership are fairly recognised.</p>	<p>19% of staff disagree or strongly disagree that work is distributed fairly (App1)</p> <p>20% WGQ staff disagree or strongly disagree that 'the rate people progress is not affected by their gender.' (App 1)</p>	<p>April 23 - Annual WAM Oversight Group to continue reviewing distribution of labour, analysing data for structural inequalities in distribution. They will communicate this work regularly to staff.</p> <p>Promotions Panel will continue to ensure that all work is fairly rewarded in promotion cases.</p>		<p>Outcome Staff at SoL to believe that work is distributed evenly</p> <p>Evaluation Metrics Annual WAMOG reports to staff</p> <p>Reduction in the proportion of staff from disagreeing or strongly disagreeing that work is fairly distributed in culture survey from 19% in 2022 to 10% in 2028.</p> <p>Reduction in the proportion of staff agreeing or strongly agreeing that gender does not affect progress in culture survey from 41% in 2022 to 60% in 2028.</p>
<p>3.6 Direct Action: Our DASD will support all staff on their pathways to promotion and will proactively approach those who may be within two years of possible promotions, to encourage them to consider applying. Simultaneously, the promotions committee will ensure that they identify and challenge any structural barriers to promotion.</p>	<p>People's willingness to put themselves forward for promotion is shaped by power structures at work (Manfredi et al 2014).</p> <p>TUOS had a gender pay gap of 16% in 2021. The sector has a race pay gap of 17% and a disability pay gap of 9% (UCU 2022).</p> <p>Sticky floors are as important as glass ceilings in shaping these gaps (Berheide 1992)</p> <p>20% WGQ staff disagree or strongly disagree that 'the rate people progress is not affected by their gender.' (App 1)</p> <p>36% all staff agree or strongly agree with the state 'decisions on promotion / progression are made fairly' (App 1)</p>	<p>April 23 - Annual HoS and SDD will identify and proactively approach all staff who may be eligible for promotion within the next 2 years.</p> <p>These staff will be offered help towards promotion, should this be something that they want to pursue.</p> <p>Promotions Panel will annually review panel data to identify any structural patterns in promotion cases or their success, taking action where needed.</p> <p>Undertake focus groups with Teaching Staff to explore promotion.</p>	<p>DASD</p>	<p>Outcome Promotion will be an effective tool within the SoL for inclusive progression</p> <p>Evaluation Metrics Increase in proportion of staff who agree or strongly agree that 'decisions on promotion/ progression are made fairly' from 36% to over 50%.</p> <p>Decrease in WGQ staff disagreeing or strongly disagreeing that 'the rate people progress is not affected by their gender.' from 20% to under 15%</p> <p>Promotions data on promotion cases made and their success</p>

Priority Four: Solidifying an Inclusive Workplace

We will continue to build a workplace that helps people of all genders to flourish inside and outside of the university, enabling them to meet their interests, needs, and responsibilities in all areas of life.

<p>4.1 Direct Action: We will continue to strengthen our induction processes to ensure that they create an equitable foundation for work. A key priority will be to signpost and de-stigmatise mental health support with new starters, as part of a broader effort to make such support more accessible for all support.</p>	<p>42 new starters have joined the SoL since January 2021</p> <p>There are many positive practices already within induction processes, as a focus group with recent starters in March 2023 demonstrated. However, there are also areas in which we can improve.</p> <p>Our staff culture survey demonstrated the need for improving staff access to mental health support. 30% WGQ staff (35% Academic WGQ, 25% all staff) disagreed or strongly disagreed that 'I feel confident asking for mental health and/or wellbeing support at work'</p>	<p>April 24 - Dec 24 Law Ops will review their induction materials, building on a focus group with recent starters in March 2023</p> <p>Feedback will be integrated into induction practices and processes.</p> <p>This will include communications and signposting that de-stigmatises mental health support</p> <p>This communication will also be reflected in the staff handbook for all staff</p>	<p>Law Ops</p>	<p>Outcome Inductions will help to build an inclusive working environment in the SoL. This will include an improved environment for mental health support in the SoL.</p> <p>Evaluation Increase in the proportion of staff agreeing or strongly agreeing that they feel confident accessing mental health support from 25% to 40%.</p>
<p>4.2 We will continue to improve the manageability of staff workloads, particularly among academic staff.</p>				
<p>Direct Action: Our WAM Oversight Group will analyse WAM data to identify and mitigate any structural inequalities, paying attention to needs of the different working arrangements of staff.</p>	<p>43% of academics (31% of all staff) disagreed or strongly disagreed that their workload was manageable (App 1)</p> <p>39% of staff agreed or strongly agreed that workloads are fairly distributed. (App 1)</p>	<p>April 23 - Annual WAMOG will continue to analyse WAM data to check that systematic discrepancies are not emerging.</p> <p>Work of the WAMOG will be annually reported to staff</p>	<p>WAMOG</p>	<p>Outcome An environment in which workloads feel equitable and manageable</p> <p>Evaluation Metrics WAMOG Annual Reports</p> <p>Increase in number of staff who agree or strongly agree that workloads are manageable in culture survey from 60% in 2022 to 75% in 2028</p> <p>Increase in number of staff who agree or strongly agree that workloads are fairly distributed in culture survey from 39% in 2022 to over 50% in 2028.</p>

<p>Direct Action: This group will also review one fifth of academic tasks each year, so that all tariffs are checked once every five years.</p>	<p>43% of academics (31% of all staff) disagreed or strongly disagreed that their workload was manageable (App 1)</p> <p>39% of staff agreed or strongly agreed that workloads are fairly distributed. (App 1)</p>	<p>Ongoing WAMOG will review the WAM tariff on one fifth of academic tasks per year, so that every five years we check the accuracy of the WAM tariff for every task.</p> <p>Work of the WAMOG will be annually reported to staff</p>	<p>WAMOG</p>	<p>Outcome An environment in which workloads feel equitable and manageable</p> <p>Evaluation Metrics WAMOG Annual Reports</p> <p>Increase in number of staff who agree or strongly agree that workloads are manageable in culture survey from 60% in 2022 to 75% in 2028</p> <p>Increase in number of staff who agree or strongly agree that workloads are fairly distributed in culture survey from 39% in 2022 to over 50% in 2028.</p>
<p>Direct Action: PS staff workloads will be reviewed through existing line-management structures.</p>	<p>39% of staff agreed or strongly agreed that workloads are fairly distributed. (App 1)</p>	<p>SRDS processes will include an opportunity for PS staff to reflect on workload allocation. This information will be reviewed by the SM annually, with changes being made as appropriate.</p>	<p>SM</p>	<p>Outcome An environment in which workloads feel equitable and manageable</p> <p>Evaluation Metrics WAMOG Annual Reports</p> <p>Increase in number of staff who agree or strongly agree that workloads are manageable in culture survey from 60% in 2022 to 75% in 2028</p> <p>Increase in number of staff who agree or strongly agree that workloads are fairly distributed in culture survey from 39% in 2022 to over 50% in 2028.</p>
<p>4.3 Direction: We will encourage social connections and wellbeing across the SoL by enabling staff to preserve a non-bookable lunch hour between 12 and 2pm, should they want one. Social connectivity can help to facilitate inclusive integration and provide opportunities for informal mentorship, which are key to gender equality.</p>	<p>43% of academics (31% of all staff) disagreed or strongly disagreed that their workload was manageable (App 1)</p> <p>In January Focus Group, PS Staff related that their all-staff coffee drop-in sessions had helped to create a sense of connection and belonging between the team.</p> <p>Social connectivity can help to facilitate inclusive integration and provide opportunities for informal mentorship which are key to gender equality.</p>	<p>Timetabling team will enable all staff to have a non-bookable lunch hour between 12 and 2</p>	<p>Timetabling Team</p>	<p>Outcome A workplace in which staff feel able to take their lunchbreaks and staff have an opportunity to connect with other colleagues over lunch.</p> <p>Evaluation Metrics Timetabling data Staff culture survey shows an increase in staff belonging from 81% to 90%.</p> <p>Staff culture survey show number of staff who agree or strongly agree that workloads are manageable in culture survey from 60% in 2022 to 75% in 2028</p> <p>Increase in staff taking their lunchbreaks by 20% by 2028, compared to baseline data collected in 2024</p>

<p>4.4. We will facilitate a more inclusive and supportive work environment for those with caring responsibilities. In addition to our WAM oversight work, we will take the following steps:</p>				
<p>Direct Action: Our Director of Research will ensure that Research Centres are considering our EDI Inclusive Event Timings discussion note</p>	<p>Comments in the staff culture survey suggest that staff with caring responsibilities feel like they have unmanageable workloads and that they are less able to progress in their careers</p>	<p>Sep 23 - Annual Reminders RD to ensure that Research centres are engaging with the discussion note when deciding event timings</p>	<p>RD Research Centres</p>	<p>Outcome: A teaching and research environment with timings that are inclusive</p> <p>Evaluation Metrics Events schedules for SoL research centres</p> <p>Increase in staff who agree or strongly agree that 'the timing of departmental meetings and events takes into consideration those with caring responsibilities' from 56% to 75%.</p>
<p>Direct Action: Our School Manager will review protocols for the organisation of SoL meetings</p>	<p>57% of staff agree or strongly agree that 'The timing of departmental meetings and events takes into consideration those with caring responsibilities' (App 1)</p> <p>Ensuring that care leave and return-to-work support is clearly communicated and meaningfully accessible for all staff and students is a key to creating inclusive gender equality (Bodkin and Fleming 2021).</p> <p>TUOS' LGBTQ+ Review has highlighted the need for gender inclusive approaches to supporting leave.</p>	<p>Sep 23 - Annual SM to review protocols that guide the timing of SoL meeting times, ensuring that they are informed by the EDI Discussion Note on Inclusive Meeting Times</p>	<p>SM</p>	<p>Outcome: A working environment with timings that are inclusive</p> <p>Evaluation Metrics Events schedules for SoL core meetings</p> <p>Increase in staff who agree or strongly agree that 'the timing of departmental meetings and events takes into consideration those with caring responsibilities' from 56% to 75%.</p>
<p>Direct Action: Our HR Team will ensure that leave policies are clearly and proactively communicated to all staff and support the LGBTQ+ Review's commitment to gender inclusive leave.</p>		<p>Sep 23 - Five Year Repeat SoL HR to survey staff who have taken care leave every five years on the ease with which they could find info/ support</p> <p>SoL HR and our Director of Staff Development will ensure that our policies for all forms of leave are clearly and proactively communicated to all staff</p> <p>Sep 23 - Ongoing EDID will work with the FEDIC to advocate for gender inclusive support for returners after caring leave.</p> <p>SoL HR will provide training for line managers to ensure that they are enabled to advise on leave in a gender inclusive fashion.</p>	<p>EDID</p>	<p>Outcome A working environment in which people of all genders have substantive access to care leave, and support around this leave.</p> <p>Evaluation Metric Improvement in results of staff survey of those who have taken care leave between 2023 and 2028.</p> <p>Evidence of SoL HR training and feedback from training to measure its efficacy</p>

Priority Five: Nurturing a Learning Institution

We are committed to being a learning institution: One which delivers inclusive learning and demonstrates the power of action-oriented learning in the pursuit of gender equality.

Delivering Inclusive Learning

<p>5.1 We will continue to make our curriculum gender inclusive, taking intersecting inequalities seriously. This commitment will guide future pedagogical work, including:</p>		<p>Ongoing This is ongoing work that will evolve according to emerging needs. Below we have given examples from the next two years.</p>		
<p>Direct Action: The creation of a library resource list from the ongoing Gender and Sexuality lecture series, which will be embedded into SoL courses</p>		<p>April 23 - Oct 23 A library resource will be generated from the ongoing Gender and Sexuality Seminar Series. SoL will host a session in our future away day to explore the Gender and Sexualities Library Resource and discuss its integration in our curricula.</p>	<p>G & S Convenor</p>	<p>Outcome A gender inclusive curriculum that enables an inclusive classroom for staff and students. Evaluation Metrics Library Resource Lists Feedback from student focus groups in 2028 demonstrates that students believe that gender has been mainstreamed into their curricula</p>
<p>Direct Action: Student-centred decolonising work, which will be led by our DDE - SV</p>	<p>Classrooms are our staff's working conditions and our student's learning conditions. It is crucial that they model the inclusivity that we seek. The student focus group and culture survey and discussions in the AS staff meeting demonstrated the need for greater integration of gender into our curriculum.</p>	<p>April 23 - Dec 23 Our DDE(SV) will lead decolonising work with staff and students, which will lead to changes in the curricular of courses selected for this student-centred work.</p>	<p>DDE-SV</p>	<p>Outcome A more decolonised classroom that creates a more equitable learning environment, with an understanding of how gender intersect with other inequalities. Evaluation Metrics Decol Report Feedback from student focus groups in 2028 demonstrates that students are equipped to understand how gender intersects with other identities.</p>
<p>Direct Action: A commitment to 'transformation at the core' in our ongoing BA Criminology Curriculum Review. This commitment will also guide future programme reviews.</p>		<p>Ongoing - Sept 23 The BA Criminology Curriculum review will have 'transformation at the core' as one of the central tenants of its work.</p>	<p>BA Criminology Working Group</p>	<p>Outcome A gender inclusive curriculum that enables an inclusive classroom for staff and students. Evaluation Metrics Criminology Working Group Report Feedback from student focus groups in 2028</p>
<p>Direct Action: The creation of a Legal Heroes trail around SoL, highlighting the importance of minoritised groups in our representations of law, within and beyond the classroom</p>		<p>May 23 - Jun 23 Staff and our Racial Equality Intern will create a Legal Heroes trail to go around the SoL.</p>	<p>Racial Equality Intern</p>	<p>Outcome: A heightened awareness of the importance of minoritised groups in our representations of law, within and beyond the classroom. Evaluation Metrics Legal Heroes display</p>

<p>5.2 Direct Action: Our Student Experience Office will review our assessments to identify any gender differentials in particular modes of assessment. We will also explore neuro-inclusive measures of rewarding student engagement in modules.</p>		<p>Sep 23 - Sep 24 SSEO (Assessment) will review performance in our assessments by gender.</p> <p>SSEO (Assessment) will work with staff trialling participation grades in the classroom to create inclusive measures of assessment.</p>		<p>Outcome Assessment measures that are gender inclusive, supporting everyone to succeed.</p> <p>Evaluation Metric SSEO Report Data on attainment shows improvement in gender differential in awarding of firsts</p>
Demonstrating Active Learning				
<p>5.3 Direct Action: Through consultations and training, we will demonstrate our commitment to being a 'learning institution'. Understanding and pursuing gender equality in a way that is aware of intersecting inequalities, is an ongoing journey. Going forward we will encourage further action-oriented reviews. In the next year, these will include a BAME Student Experiences Review and BAME Staff Experiences Review, and a review of support for those experiencing menopause.</p>	<p>We need to continue to explore the experiences of staff and students to better understand their needs and to create good change.</p>	<p>Ongoing This is an ongoing action. Below we detail the specific consultations that will happen in the next year:</p> <p>The EDIC will explore the experiences and needs of staff and students experiencing menopause</p> <p>The EDIC will lead a consultation with the Race Equality Intern on BAME Student Experience and BAME Staff Experience</p>	<p>EDID Racial Equality Intern</p>	<p>Outcome To deepen the degree to which the SoL is a 'learning institution'.</p> <p>Evaluation Metric BAME Staff and BAME Student Report Menopause Staff and Student Report Gender-specific actions to be integrated into the SAP.</p>

<p>5.4 We will apply our learning from our SAT work to create a more proactively welcoming environment for non-binary and trans staff and students, by:</p>				
<p>Direct Action: Creating space on staff profile templates to create the opportunity for staff to share personal pronouns</p>	<p>In our staff and student culture survey and student focus group people raised the need for a more proactive approach to a gender-inclusive environment (App 4).</p> <p>NB: This will be a choice. Staff and students will not be required to share their pronouns but will be encouraged to do so if they feel comfortable in doing so.</p>	<p>Sep 23 - Sep 23 The SoL will create space on its staff IT profiles for pronouns</p>	<p>IT Team</p>	<p>Outcome The SoL will be more gender inclusive for staff and students in its communications.</p> <p>Evaluation Metric SoL website to include space for pronouns and guidance on gender inclusivity SoL staff board to include space for pronouns SoL email signature template to include space for pronouns Student focus groups in 2028 demonstrate that students feel that the SoL creates an actively welcoming environment for trans and non-binary staff.</p>
<p>Direct Action: Normalising the opportunity to share pronouns in classroom introductions</p>		<p>Oct 23 - Oct 23 The SoL will provide training on gender inclusivity and pronoun usage. The EDI-C will create and share guidance on pronoun usage in the staff handbook and student handbook</p>	<p>EDIC</p>	<p>Outcome SoL staff and students will better understand the importance of pronouns and feel more comfortable in creating a gender inclusive environment</p> <p>Evaluation Metric Training and feedback on training Staff handbook guidance Student handbook guidance</p>
<p>Direct Action: Asking people what their chosen name is for signage during induction</p>		<p>Aug 23 - Aug 23 The Operations Manager (OM) will include a question on chosen names in the email inviting new starters to an induction meeting.</p>	<p>OM</p>	<p>Outcome To create a welcoming environment that is gender inclusive.</p> <p>Evaluation Metric Email template from OM for new recruits Focus group with recent starters in 2028 demonstrates that recent starters feel that the SoL creates an actively welcoming environment for trans and non-binary staff.</p>
<p>Advocacy: Advocating for a gender neutral toilet with Estates and Facilities Management</p>		<p>Oct 24 - Oct 25 The EDID will work with the OM to create a case for support for gender neutral toilets that can be taken to EFM.</p>	<p>OM</p>	<p>Outcome SoL becomes an advocate for gender neutral toilets</p> <p>Evaluation Metric Case for Support for GN toilets Evidence of advocacy with Estates and Facilities Management</p>

<p>5.5 Collaboration Action: We will work with TUoS HR to create a new approach to exit interviews. Together with HR, we will forge a formalised, systematic approach to exit interviews in which leavers are interviewed by people who are outside their lines of reporting and responsibility.</p>	<p>42 new staff have been recruited into SoL since Jan 2021.</p> <p>Staff may leave for a mixture of positive and negative reasons.</p> <p>In a context of high turnover, we need a greater sense of why people leave and an opportunity to learn where structural improvements may be made in the future.</p>	<p>Sep 26 - Sep 27 This action will form part of the SoL's next strategic plan</p> <p>HoS will meet with TUOS HR to discuss exit interview protocols. .</p> <p>TUOS HR will propose a way forward to learn from leavers' experiences.</p>	<p>HoS</p>	<p>Outcome SoL has a more effective and systematic approach for learning from leavers' experiences</p> <p>Evaluation Metrics Minutes between HoS and TUOS HR</p> <p>Exit interview policy</p> <p>Institutional mechanism for linking exit interview data to action / reform.</p> <p>Evidence of action driven by insights from exit interviews</p>
<p>5.6 Direct Action: Knowing that learning includes accountability and redress, we will ensure that our complaints processes are accessible and that all staff feel able to receive informal complaints in a supportive manner</p>	<p>23% WGQ staff (16% all staff) disagreed or strongly disagreed that 'I know how to report bullying and harassment' (App 1)</p> <p>In staff meetings, staff have mentioned that they are not always confident in how to handle informal complaints that come to them from students.</p> <p>Knowing that learning includes accountability and redress, we will also ensure that our complaints processes are accessible and that all staff feel able to receive informal complaints in a supportive manner.</p>	<p>Jan 24 - June 24 The EDID will work with the OM to create clearer guidance for staff on complaints options and will work with TUOS HR to create supporting documents to help staff receive and handle informal complaints.</p>	<p>EDID and OM</p>	<p>Outcome To ensure that staff feel confident signposting and supporting students who have formal and informal complaints.</p> <p>Evaluation Metric Guidance on complaints process in staff and student handbook Support document from HR on handling informal student complaints.</p> <p>Decrease in WCQ who disagreed or strongly disagreed that 'I know how to report bullying and harassment' from 23% to under 15%</p>
<p>5.7 Direct Action: Our teaching staff will use data on discrimination within teaching evaluations as an opportunity to engage students in wider conversations about equality and promoting change</p>	<p>Academic staff who are involved in teaching will be assessed on this as part of their SRDS and promotion processes.</p> <p>We need to ensure that evidence of good teaching is not shaped by bias.</p> <p>By working with students on this topic, we demonstrate the value of being a 'learning institution'</p>	<p>Sep 24 - Sep 25 EC will develop guidance for students on inclusivity and unconscious bias</p>	<p>EC</p>	<p>Outcome A department that works collaboratively with students towards gender equality.</p> <p>Evaluation Metric EC Report on student training</p> <p>Feedback from students on training</p>

APPENDIX ONE: Culture Survey Data

Culture Survey Results	All Staff			Women and Gender Queer Staff			Men		
	Agree or strongly agree	Neither agree or disagree	Disagree or strongly disagree	Agree or strongly agree	Neither agree or disagree	Disagree or strongly disagree	Agree or strongly agree	Neither agree or disagree	Disagree or strongly disagree
I feel like I belong in my department	81%	13%	4%	82%	11%	5%	79%	17%	4%
I feel that people really care about me in my department	70%	23%	6%	73%	18%	7%	67%	29%	4%
My contributions are valued in the department	80%	14%	4%	80%	14%	5%	79%	17%	4%
I feel comfortable in speaking up and expressing my opinion	73%	21%	4%	70%	23%	5%	75%	21%	4%
Department communications are clear and relevant to my role	70%	26%	4%	73%	25%	2%	63%	29%	8%
Departmental leadership actively supports gender equality	64%	14%	9%	57%	20%	11%	75%	4%	4%
My department is committed to achieving gender balance in leadership positions	61%	19%	7%	55%	25%	7%	75%	4%	8%
The rate people progress in my department is not affected by their gender	44%	16%	16%	39%	20%	20%	54%	4%	8%
Equality, diversity and inclusion work is recognised when workload is allocated	43%	17%	13%	41%	18%	14%	46%	13%	13%
Equality, diversity and inclusion work is recognised in applications for promotion/progression	40%	17%	11%	43%	16%	14%	38%	13%	8%
My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff	37%	16%	21%	30%	20%	23%	54%	4%	17%
My department enables flexible working	83%	10%	4%	77%	14%	5%	92%	4%	4%
The timing of departmental meetings and events takes into consideration those with caring responsibilities	57%	19%	13%	57%	20%	9%	63%	17%	13%
My department provides staff with support around all types of caring leave	50%	16%	9%	43%	20%	9%	58%	4%	4%
Workloads in my department are allocated fairly	39%	27%	19%	34%	30%	20%	50%	17%	17%
Workloads in my department enable me to have a work/life balance	46%	23%	30%	48%	18%	32%	46%	29%	25%

I have experienced bullying and/or harassment in my department while in my current role	7%	7%	80%	7%	9%	82%	4%	4%	79%
I have witnessed bullying and/or harassment in my department while in my current role	11%	11%	70%	14%	11%	73%	8%	13%	63%
I know how to report bullying and/or harassment	66%	13%	14%	55%	18%	23%	83%	4%	0%
Departmental management is active in tackling bullying and harassment	46%	24%	0%	43%	30%	0%	54%	8%	0%
I am satisfied with how bullying and harassment are addressed in my department	47%	20%	0%	43%	25%	0%	54%	8%	0%
My line manager supports my career development	73%	17%	6%	73%	20%	5%	71%	13%	8%
Other colleagues support my career development (e.g. SRDS reviewer, formal/informal mentors)	71%	11%	4%	73%	11%	5%	67%	13%	4%
Departmental decisions about appointments are made fairly	56%	19%	9%	57%	18%	11%	58%	13%	4%
Departmental decisions about promotion/progression are made fairly	36%	20%	19%	30%	25%	18%	46%	8%	21%
I receive useful feedback on my career development through performance reviews	56%	13%	17%	50%	16%	18%	67%	4%	17%
My current workload is manageable	60%	7%	31%	59%	5%	36%	63%	8%	25%
My mental health and/or wellbeing are supported in my department	54%	27%	14%	57%	25%	14%	50%	29%	17%
I know where to seek support for mental health and/or wellbeing at work	64%	20%	11%	61%	23%	14%	71%	13%	8%
I feel confident asking for mental health and/or wellbeing support at work	53%	19%	25%	52%	18%	30%	54%	17%	17%

Culture Survey Results	Academic Staff			PS Staff		
	Agree or Strongly Agree	Neither Agree or Disagree	Disagree or Strongly Disagree	Agree or Strongly Agree	Neither Agree or Disagree	Disagree or Strongly Disagree
I feel like I belong in my department	76%	18%	6%	100%	0%	0%
I feel that people really care about me in my department	61%	31%	8%	100%	0%	0%
My contributions are valued in the department	75%	20%	6%	100%	0%	0%
I feel comfortable in speaking up and expressing my opinion	71%	24%	6%	81%	19%	0%
Department communications are clear and relevant to my role	67%	29%	6%	81%	19%	0%
Departmental leadership actively supports gender equality	63%	20%	10%	69%	0%	6%
My department is committed to achieving gender balance in leadership positions	61%	22%	10%	69%	6%	0%
The rate people progress in my department is not affected by their gender	41%	18%	20%	58%	6%	6%
Equality, diversity and inclusion work is recognised when workload is allocated	43%	20%	18%	44%	6%	0%
Equality, diversity and inclusion work is recognised in applications for promotion/progression	39%	20%	16%	44%	6%	0%

My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff	39%	18%	27%	31%	6%	6%
My department enables flexible working	82%	12%	6%	94%	6%	0%
The timing of departmental meetings and events takes into consideration those with caring responsibilities	63%	18%	12%	44%	25%	13%
My department provides staff with support around all types of caring leave	37%	20%	12%	81%	0%	0%
Workloads in my department are allocated fairly	39%	29%	25%	38%	19%	0%
Workloads in my department enable me to have a work/life balance	35%	24%	41%	81%	19%	0%
I have experienced bullying and/or harassment in my department while in my current role	8%	10%	80%	0%	0%	94%
I have witnessed bullying and/or harassment in my department while in my current role	16%	14%	69%	0%	6%	81%
I know how to report bullying and/or harassment	59%	18%	18%	88%	0%	6%
Departmental management is active in tackling bullying and harassment	43%	31%	0%	56%	0%	0%
I am satisfied with how bullying and harassment are addressed in my department	43%	25%	0%	63%	0%	0%
My line manager supports my career development	67%	22%	8%	94%	6%	0%

Other colleagues support my career development (e.g. SRDS reviewer, formal/informal mentors)	71%	14%	6%	75%	6%	6%
Departmental decisions about appointments are made fairly	49%	22%	12%	81%	6%	0%
Departmental decisions about promotion/progression are made fairly	37%	24%	20%	31%	6%	19%
I receive useful feedback on my career development through performance reviews	51%	16%	22%	75%	0%	6%
My current workload is manageable	47%	6%	43%	94%	6%	0%
My mental health and/or wellbeing are supported in my department	43%	33%	20%	94%	6%	0%
I know where to seek support for mental health and/or wellbeing at work	57%	24%	16%	94%	6%	0%
I feel confident asking for mental health and/or wellbeing support at work	45%	22%	31%	81%	6%	6%

APPENDIX TWO: Departmental Data

Please note that with staff data: Suppression rules have been implemented. 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.

PART ONE: Mandatory Staff Data

Staff Overview

Table 1.1: Overview of School of Law Staff by Category 2022

Staff Category			
Census Date: December 2022	FT	PT	Total
Academic Staff (Teaching / Teaching and Research/ Research Staff)			
PS Staff			
Total			

* PT: FTE is less than 100%.

Academic Staff by Grade and Function

Table 2.1.1: School of Law Research and Teaching Staff Headcount by Year, Grade

Academic Year	Gender	G7-8	G9 - P&E
2017/2018	Female		
	Male		

2018/2019	Female	
	Male	
2019/2020	Female	
	Male	
2020/2021	Female	
	Male	
2021/2022	Female	
	Male	

Table 2.1.2: School of Law Research and Teaching Staff by Year, Grade

% F and M (as a proportion of F and M across all categories)

Academic Year	Gender	G7-8	G9 - P&E
2017/2018	Female	55%	45%
	Male	50%	50%
2018/2019	Female	50%	50%
	Male	45%	55%
2019/2020	Female	56%	44%
	Male	48%	52%
2020/2021	Female	57%	43%
	Male	56%	44%
2021/2022	Female	61%	39%
	Male	41%	59%

Table 2.2.1: School of Law Research Only Staff Headcount by Year, Grade

Academic Year	Gender	G4-6	G7-8	Other
2017/2018	Female			
	Male			
2019/2020	Female			
	Male			
2021/2022	Female			
	Male			

**Table 2.2.2: School of Law Research Only Staff by Year, Grade
% F and M (as a proportion of F and M across all categories)**

Academic Year	Gender	G4-6	G7-8	Other
2017/2018	Female		100%	
	Male		50%	50%
2019/2020	Female	100%		
	Male			
2021/2022	Female		100%	
	Male		100%	

Table 2.3.1: School of Law Teaching Only Staff Headcount by Year, Grade

Academic Year	Gender	G7-8	G9 - P&E
2017/2018	Female		
	Male		
2018/2019	Female		
	Male		
2019/2020	Female		
	Male		
2020/2021	Female		
	Male		
2021/2022	Female		
	Male		

**Table 2.3.2: School of Law Teaching Only Staff by Year, Grade
% F and M (as a proportion of F and M across all categories)**

Academic Year	Gender	G7-8	G9 - P&E
2017/2018	Female	63%	38%
	Male	67%	33%
2018/2019	Female	61%	39%
	Male	63%	38%
2019/2020	Female	61%	39%
	Male	50%	50%
2020/2021	Female	75%	25%

	Male	33%	67%
2021/2022	Female	70%	30%
	Male	33%	67%

Table 2.4: School of Law Headcount and % Headcount (by gender) of Academic Staff by Year, Gender and Staff Category

		2017/18		2018/19		2019/20		2020/21		2021/22	
Staff Category	G	HC	%	HC	%	HC	%	HC	%	HC	%
Research and Teaching	F		48%		45%		46%		36%		51%
	M		52%		55%		54%		64%		49%
GTAs	F		74%		78%		88%		72%		69%
	M		26%		22%		13%		28%		31%
Research	F		50%				100%				75%
	M		50%								25%
Teaching	F		64%		69%		75%		73%		77%
	M		36%		31%		25%		27%		23%

Table 2.5: School of Law Headcount and % Headcount (by gender) of PS Staff by Year, Gender and Staff Category

		2017/18		2018/19		2019/20		2020/21		2021/22	
Staff Category	Gender	HC	%								
Admin and Clerical	Female		89%		79%		74%		69%		69%
	Male		11%		21%		26%		31%		31%
Mgt and Prof	Female		80%		80%		83%		67%		57%
	Male		20%		20%		17%		33%		43%

Technical	Female		100%		100%		100%		100%		100%
	Male		0		0		0		0		0

Academic Staff by Grade and Contract Type

Table 3.1: School of Law Academic Staff, Open-Ended Contracts, Year, Grade, and % Female

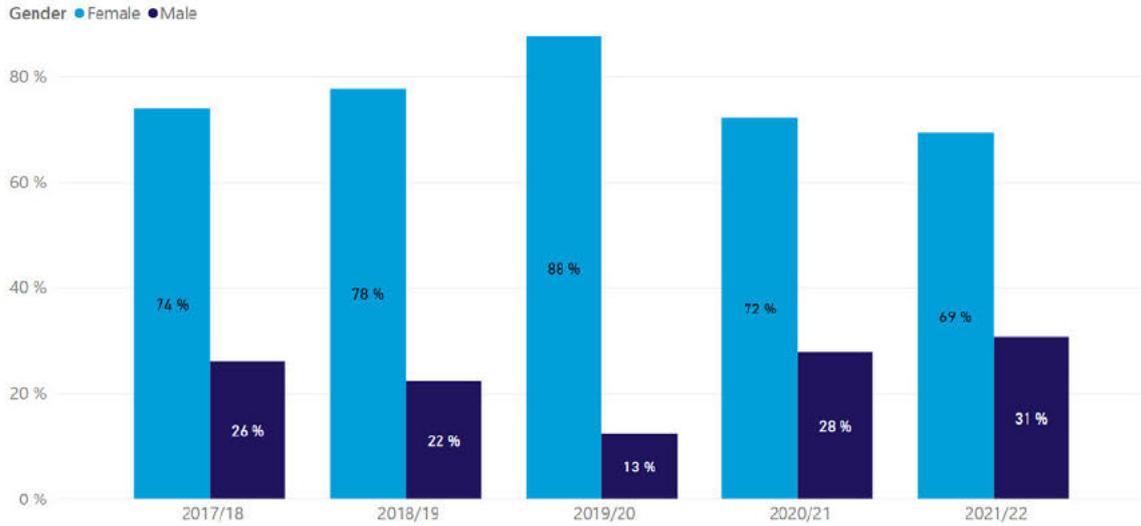
Year	G7 - G8			G9- P&E		
	Female	Male	%F	Female	Male	%F
2017/18			59%			59%
2018/19			59%			58%
2019/20			63%			56%
2020/21			52%			40%
2021/22			67%			48%

Table 3.2.1.: School of Law Academic Staff, Fixed-Term Contracts, Year, Grade, and % Female

Year	G4 - G6			G7- G8			G9- P&E		
	Female	Male	%F	Female	Male	%F	Female	Male	%F
2017/18			74%			53%			100%

2018/19		78%		50%	Numbers too small to report	100%
2019/20		88%		75%		100%
2020/21		72%		50%		
2021/22		69%		86%		

Table 3.2.2.: School of Law Academic Staff, Fixed-Term Contracts, Year, Grade, and % Female



PS Staff by Grade and Job Family

Table 4.1.1: School of Law PS Staff Headcount by Year and Category

Academic Year	Gender	Admin and Clerical	Mgt and Prof	Technical
2017/2018	Female			
	Male			
2018/2019	Female			
	Male			
2019/2020	Female			
	Male			
2020/2021	Female			
	Male			

2021/2022	Female	
	Male	

Table 4.2.2: School of Law PS Staff by Year, Category

% F and M (as a proportion of each category)

Academic Year	Gender	Admin and Clerical	Mgt and Prof	Technical
2017/2018	Female	89%	80%	100%
	Male	11%	20%	
2018/2019	Female	79%	80%	100%
	Male	21%	20%	
2019/2020	Female	74%	69%	100%
	Male	26%	31%	
2020/2021	Female	69%	67%	100%
	Male	31%	33%	
2021/2022	Female	69%	57%	100%
	Male	31%	43%	

Table 4.3.1: School of Law PS Staff Headcount by Year, Grade

Academic Year	Gender	NMW- G3	G4-G6	G7 - G8
2017/2018	Female			
	Male			
2018/2019	Female			

	Male	
2019/2020	Female	
	Male	
2020/2021	Female	
	Male	
2021/2022	Female	
	Male	

**Table 4.3.1: School of Law PS Staff by Year, Grade
% F and M (as a proportion of F /M across all categories)**

Academic Year	Gender	NMW- G3	G4-G6	G7 - G8
2017/2018	Female	22%	61%	17%
	Male	0	67%	33%
2018/2019	Female	27%	53%	20%
	Male	20%	60%	20%
2019/2020	Female	25%	50%	25%
	Male	33%	50%	17%
2020/2021	Female	29%	63%	19%
	Male	33%	33%	33%
2021/2022	Female	27%	53%	20%
	Male	0%	67%	33%

PS Staff by Grade and Contract Type

Table 5.1: School of Law PS Staff, Open-Ended Contracts, HC, Year, Category, and % Female and % Male

Headcount figures have not been reported for some categories, due to small numbers

	Admin & Clerical				Mgt & Prof		Technical	
	HC M	HC F	%M	%F	%M	%F	%M	%F
2017/2018			13%	88%	25%	75%		100%
2018/2019			27%	73%	25%	75%		100%
2019/2020			31%	69%	20%	80%		100%
2020/2021			27%	73%	33%	67%		100%
2021/2022			29%	71%	33%	67%		100%

Table 5.2: School of Law PTO Staff, Fixed-Term Contracts, Year, Grade, and % Female and % Male

Headcount figures have not been reported due to small numbers

	Admin & Clerical		Mgt & Prof	
	%M	%F	%M	%F
2017/2018		100%		100%
2018/2019		100%		100%
2019/2020		100%		100%
2020/2021				
2021/2022	50%	50%		100%

Applications, Shortlists and Appointment to Academic Jobs

Table 6.1.1: Applications, Shortlists, and Appointments for School of Law Academic Staff, Grade, Year, % Female (as a percentage of category)

Academic Year		Research and Teaching					
		Applied		Interviewed		Appointed	
2017/2018	G7-8	44%		57%		100%	
	G9-P&E	24%		0%		0	
2018/2019	G7-8	43%		29%		33%	
	G9-P&E	29%		18%		0%	
2019/2020	G7-8	44%		33%		33%	
	G9-P&E	-		-		-	
2020/2021	G7-8	46%		58%		75%	
	G9-P&E	27%		100%		100%	
2021/2022	G7-8	49%		88%		88%	
	G9-P&E	23%		100%		100%	

Table 6.1.2: Applications, Shortlists, and Appointments for School of Law Academic Staff, Grade, Year, % Female (as a percentage of category)

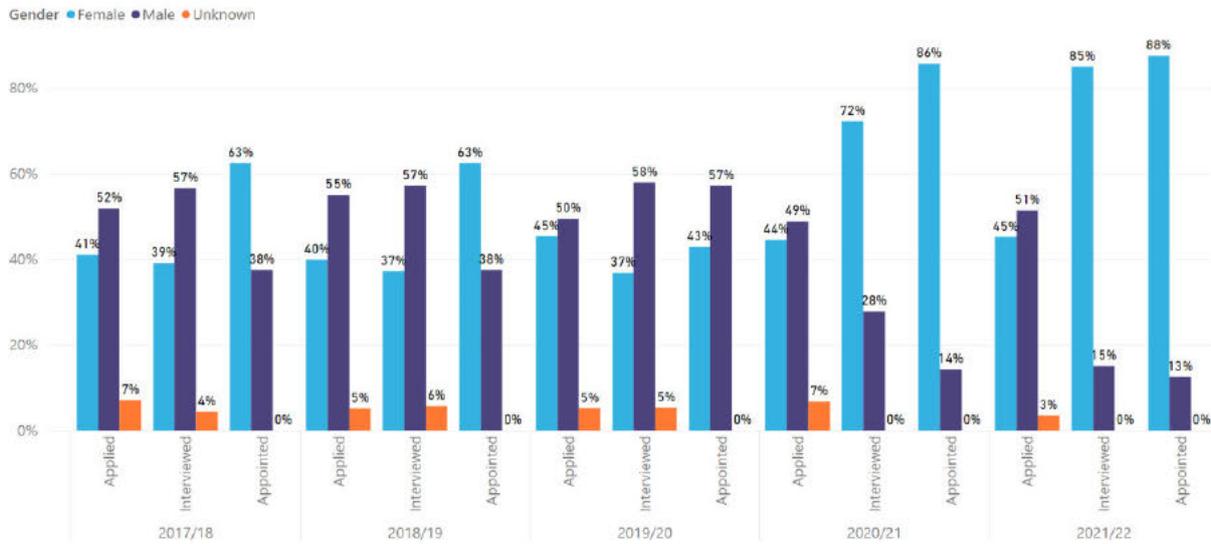
Academic Year		Research Only					
		Applied		Interviewed		Appointed	
2019/2020	G4-G6	59%		50%		100%	

2021/2022	G7-8	52%		75%		75%	
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Table 6.1.3: Applications, Shortlists, and Appointments for School of Law Academic Staff, Grade, Year, % Female (as a percentage of category)

Academic Year		Teaching Only					
		Applied		Interviewed		Appointed	
2017/2018	G7-8	43%		42%		50%	
	G9-P&E	-		-		-	
2018/2019	G7-8	50%		70%		100%	
	G9-P&E	-		-		-	
2020/2021	G7-8	63%		100%		100%	
	G9-P&E	-		-		-	
2021/2022	G7-8	47%		83%		100%	
	G9-P&E	100%		100%		100%	

Table 6.1.4: Applications, Shortlists, and Appointments for School of Law Academic Staff, %Gender



Applications, Shortlists and Appointments to PS Jobs

Table 7.1.1: Applications, Shortlists, and Appointments for School of Law Clerical PS Staff, Grade, Year, % Female (as a percentage of category)

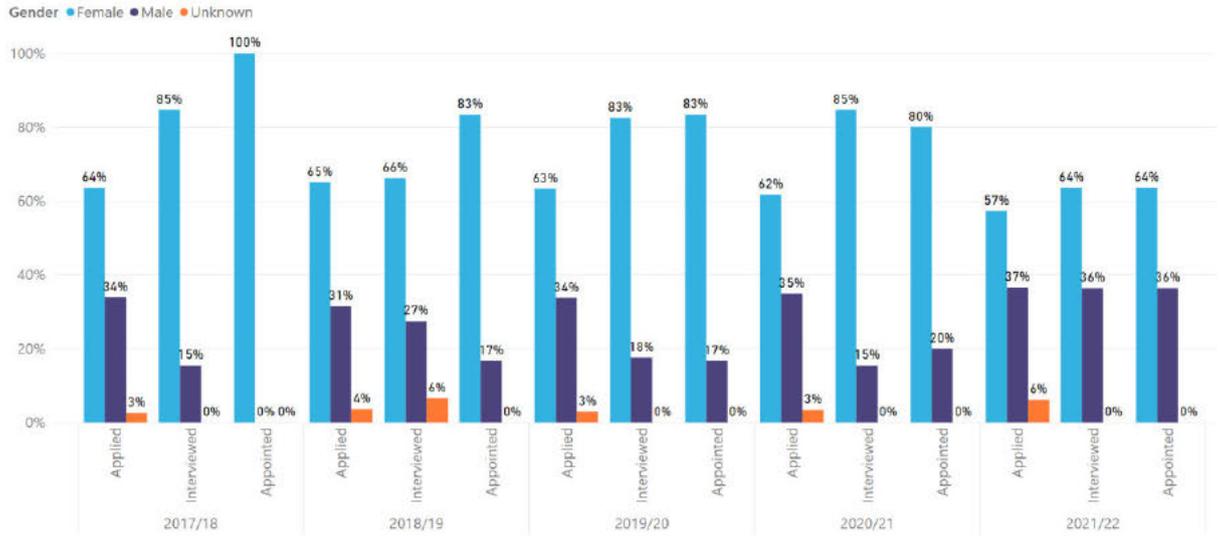
Academic Year		Clerical		
		Applied	Interviewed	Appointed
2017/2018	NMW-G3	56%	79%	100%
	G4-G6	70%	92%	100%
2018/2019	NMW-G3	55%	61%	75%
	G4-G6	67%	68%	88%
2019/2020	NMW-G3	63%	75%	67%
	G4-G6	-	-	-
2020/2021	NMW-G3	56%	100%	100%

	G4-G6	63%		82%		67%	
2021/2022	NMW-G3	66%		67%		67%	
	G4-G6	55%		71%		71%	

Table 7.1.2: Applications, Shortlists, and Appointments for School of Law Management PS Staff, Grade, Year, % Female (as a percentage of category)

Academic Year		Management					
		Applied		Interviewed		Appointed	
2017/2018	NMW-G3	-	-	-	-	-	-
	G4-G6	65%		85%		100%	
2019/2020	G4-G6	66%		100%		100%	
	G7-8	63%		88%		100%	
2020/2021	G4-G6	67%		100%		100%	
	G7-8	-	-	-	-	-	-
2021/2022	G4-G6	-	-	-	-	-	-
	G7-8		50%		0%		0%

Table 6.2.2: Applications, Shortlists, and Appointments for School of Law PS Staff, %Gender



Promotion Academic and PS Jobs

**Table 7.1 : Promotions for School of Law Staff
Year, % Female and % Male (as a percentage of category)**

*This data includes two PS staff who were re-graded within role
For the purposes of anonymity, data on all staff has been combined*

	Total applications (not including increment applications)	%M	%F	Total Successful	%M	%F
2022		60%	40%		33%	67%
2021		50%	50%		60%	40%
2020	<i>Promotions paused during COVID-19</i>					
2019		50%	50%		50%	50%
2018		57%	43%			

PART TWO: Mandatory Student Data

Table 8.1: School of Law Students by Category 2022

Student Category			
Census Date: December 2022	Home	Overseas	Total
UGT	944	112	1056
PGT	52	142	194
PGR	11	5	16
Total	1007	259	1266

Table 8.2.1.: School of Law Students by Category, Year, and % Female

	Foundation			UGT (without foundation)			PGT			PGR		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2022 /23	4	6	40	755	297	72	131	61	68			56
2021 /22				654	261	71	137	64	68			53
2020 /21				670	296	69	125	59	68			76

Table 8.2.2.: School of Law UGT Non-Foundation Registrations by Year, and %F

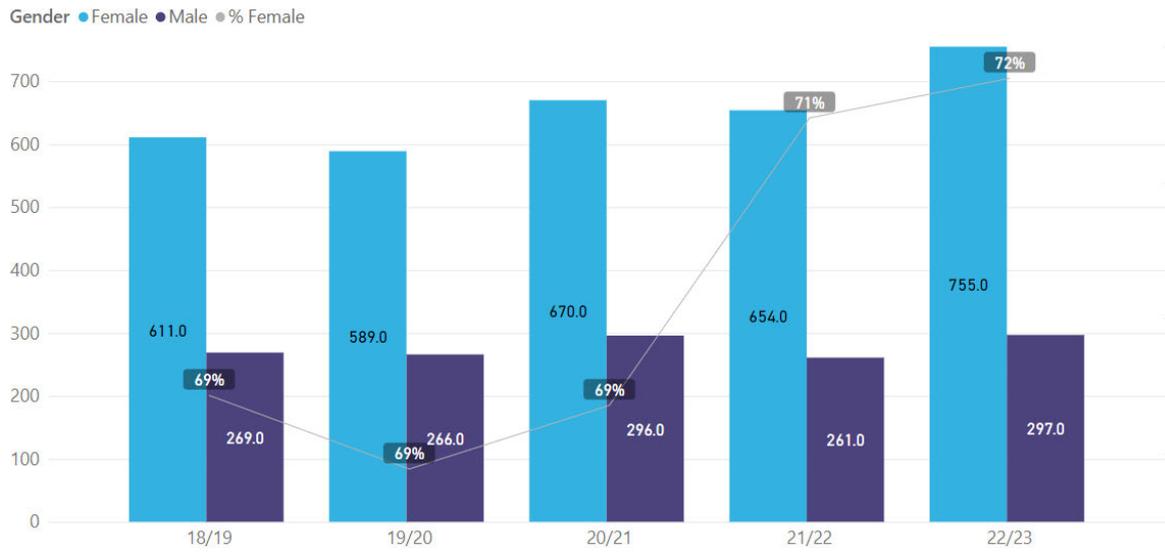


Table 8.2.3.: School of Law PGT Non-Foundation Registrations by Year, and %F

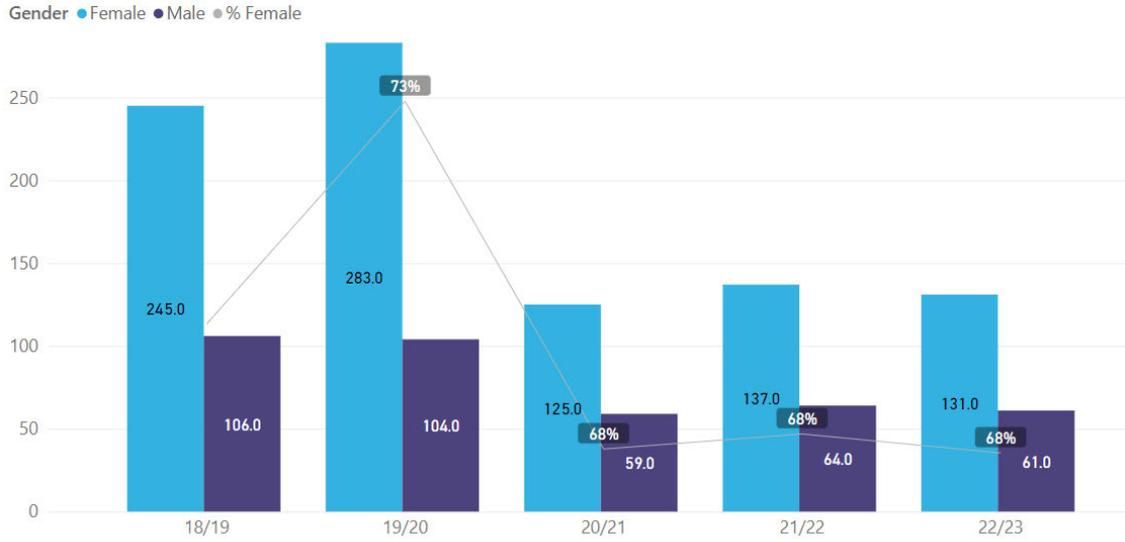
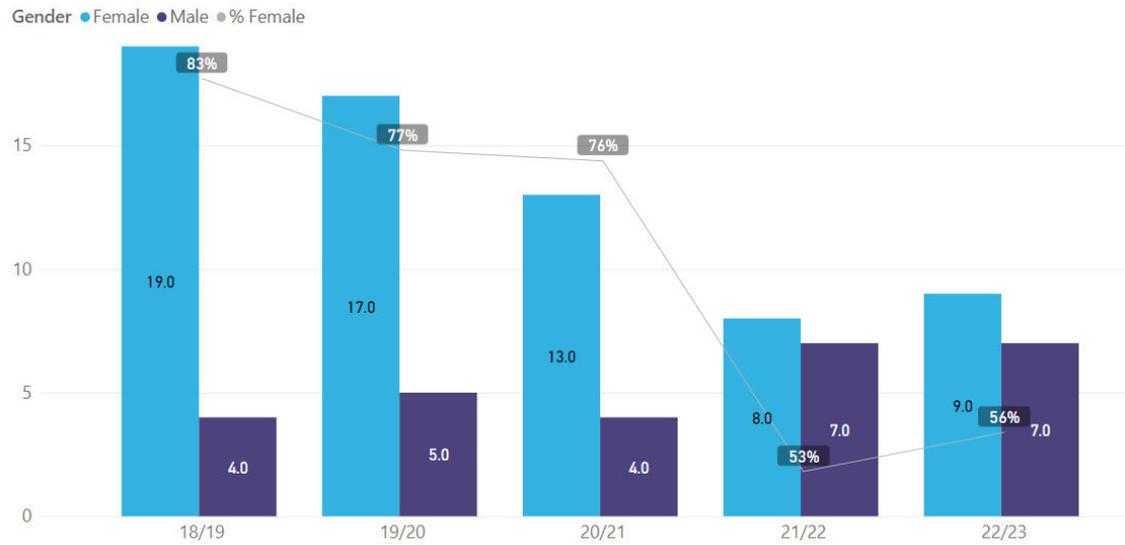


Table 8.2.4.: School of Law PGR Non-Foundation Registrations by Year, and %F



Student Attainment

Table 9: Total Qualifications Awarded by Year, Gender, and Programme
Where figures cannot be usefully presented due to small numbers, 'Small n' has been placed in the columns

Year	2017/2018			2018/2019			2019/2020			2020/2021			2021/2022		
	F	M	%F												
PG R	Small n		50%	Small n		25%	6	4	60%	5	4	56%	Small n		87%
PG T	148	90	62%	181	95	66%	180	75	71%	207	74	74%	98	37	73%
UG T	197	75	72%	181	61	75%	159	65	71%	201	96	68%	136	61	69%

Table 10.1.1: School of Law UGT Degree Class with % Female % Male (as a proportion of F/M across all grade categories)

	2017/2018		2018/2019		2020/2021		2021/2022	
	%M	%F	%M	%F	%M	%F	%M	%F
2:1 and First	85%	87%	80%	85%	88%	90%	77%	81%
First	20%	19%	8%	13%	16%	19%	23%	13%

Table 10.1.2: School of Law UGT Degree Class by year and % Female % Male (as a proportion of F/M across all grade categories)

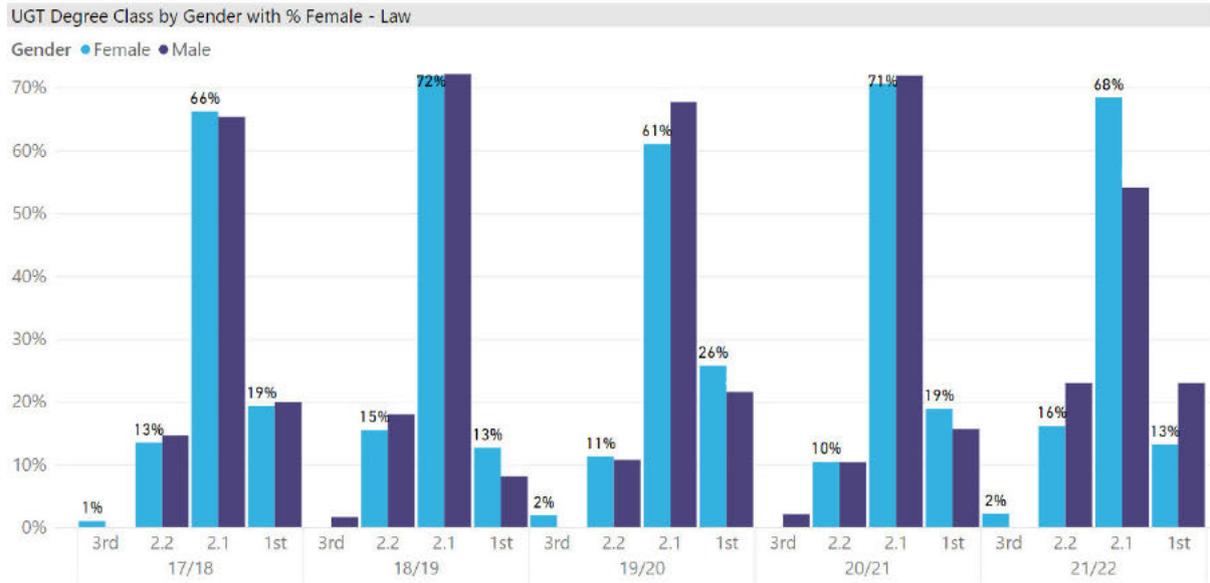


Table 11.1.1: School of Law PGT Degree Class with % Female % Male (as a proportion of F/M across all grade categories)

	2017/2018		2018/2019		2019/2020		2020/2021		2021/2022	
Gender	%M	%F								
Merit and Distinction	47%	47%	50%	56%	53%	60%	46%	71%	73%	72%
Distinction	17%	13%	18%	12%	13%	12%	11%	14%	11%	21%

Table 11.1.2: School of Law PGT Degree Class by year and % Female % Male (as a proportion of F/M across all grade categories)

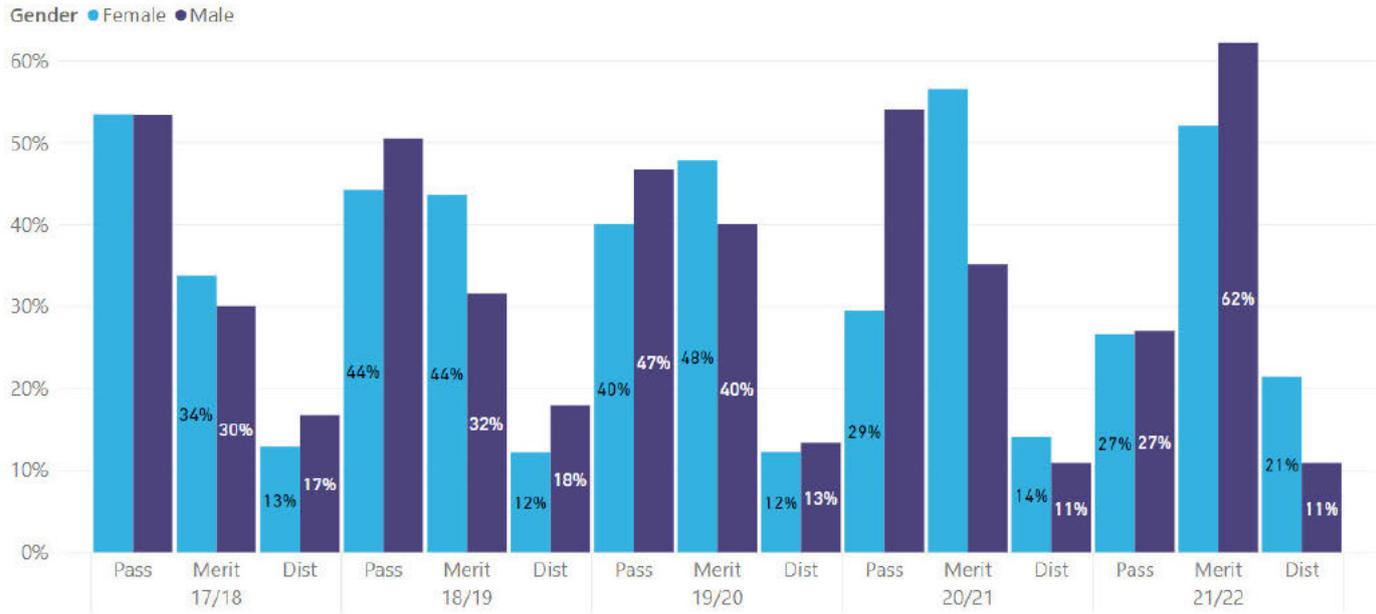


Table 12: School of Law PGR Completion by year and % Female % Male (as a proportion of F/M across all categories)
Due to small numbers, figures have been aggregated for 2019/2020

Gender	M	F	%M	%F
Finished in Time			79%	89%
Finished Beyond Time			21%	11%

PART THREE: Additional Quantitative Data

Table 12: School of Law UGT Registrations by Ethnicity: UK Students

Data not included for UGT non-UK students as this is 'unknown' in the majority of cases.

Academic Year	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
	FPE	%								
Asian	80	11%	90	14%	111	14%	108	14%	122	14%
Black	33	5%	30	5%	40	5%	42	6%	54	6%
Mixed/ Multi	50	7%	48	7%	59	8%	59	8%	65	7%
Other	17	2%	18	3%	21	3%	19	3%	31	3%
White	517	74%	459	71%	538	69%	520	69%	627	69%
Unknown	6	1%	5	1%	7	1%	7	1%	7	1%

**Table 13: School of Law UGT Registration
% of Female Students as a proportion of each category of race/ethnicity**

Race/ Ethnicity	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
White	71%	69%	70%	71%	71%
Asian	60%	62%	60%	65%	62%
Black	69%	69%	72%	73%	75%
Mixed/Multi	82%	77%	71%	76%	69%
Other	50%	60%	73%	86%	77%
Unknown	72%	76%	74%	71%	74%

**Table 14: School of Law PGT Registration
% of Female Students as a proportion of each category of race/ethnicity**

PGT Students	Total N of students	2018/2019	Total N of students	2019/2020	Total N of students	2020/2021	Total N of students	2021/2022		2022/2023
White	149	71%	142	77%	67	75%	43	61%	42	56%
Asian	113	74%	143	73%	89	67%	123	73%	121	73%
Black	<6	33%	7	86%	<6	68%	<6	0%	6	67%
Mixed Race	<6	100%	7	86%	6	50%	<6	50%	0	100%
Other	<6	75%	6	67%	7	43%	7	57%	6	50%
Unknown	60	67%	48	67%	<6	50%	24	72%	<6	88%

Table 15: School of Law PGT Registrations by Ethnicity: non-UK Students

Academic Year	2018/2019		2019/2020		2020/2021		2021/2022		2022/2023	
	FPE	%								
Asian	106	80%	135	82%	84	79%	118	77%	112	74%
Black	<3	1%	<3	2%	<3	2%	0	0	4	3%
Mixed/Multi	0	0	0	0	0	0	0	0	0	0
Other	4	3%	7	4%	8	8%	7	5%	6	4%
White	15	11%	12	7%	10	9%	8	5%	6	4%
Unknown	6	5%	7	4%	3	3%	21	14%	23	15%

Table 16: School of Law vs. Russell Group % Good Honours by BAME Status

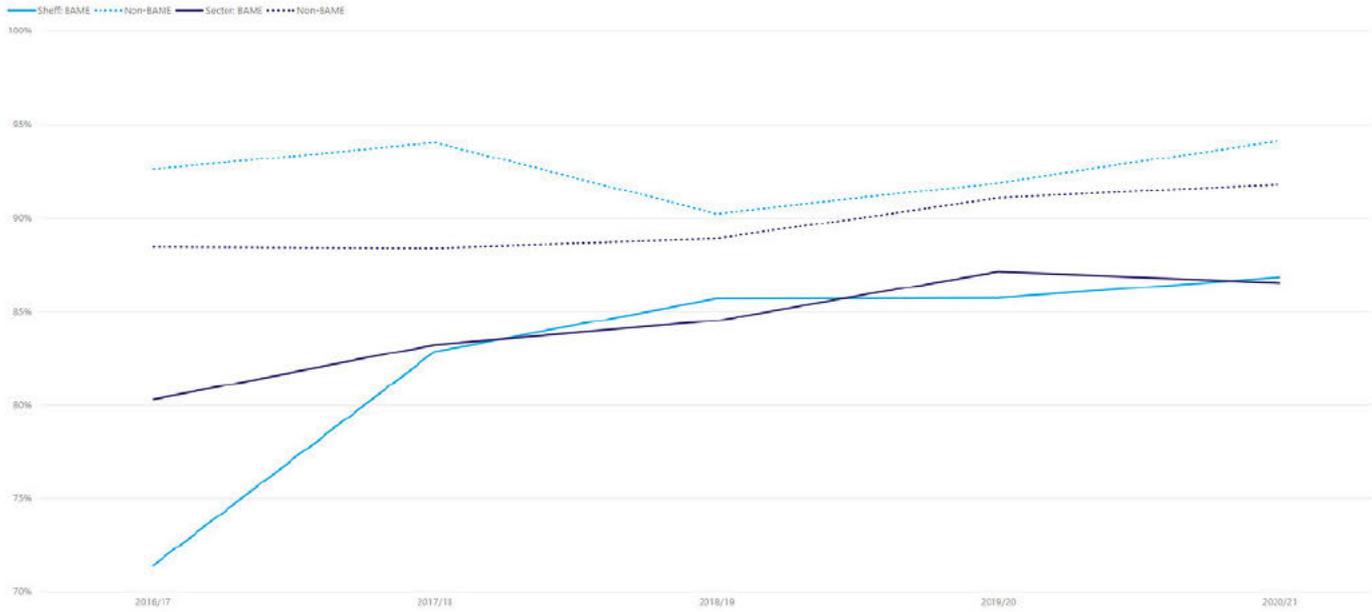


Table 17: School of Law PS Staff by Ethnicity and Year

Year	White	Asian	Unknown
2017/2018	83%	4%	13%
2018/2019	88%	8%	4%
2019/2020	85%	8%	7%
2020/2021	83%	13%	4%
2021/2022	88%	8%	4%

Table 18: School of Law Academic Staff by Ethnicity and Year

Where ethnicity is 'unknown' it is not included in the chart below

Numbers include the normal suppression of figures under 3



Table 19: School of Law Academic Staff Applications, Interviews, and Appointments by Ethnicity and Year

Where ethnicity is 'unknown' it is not included in the chart below

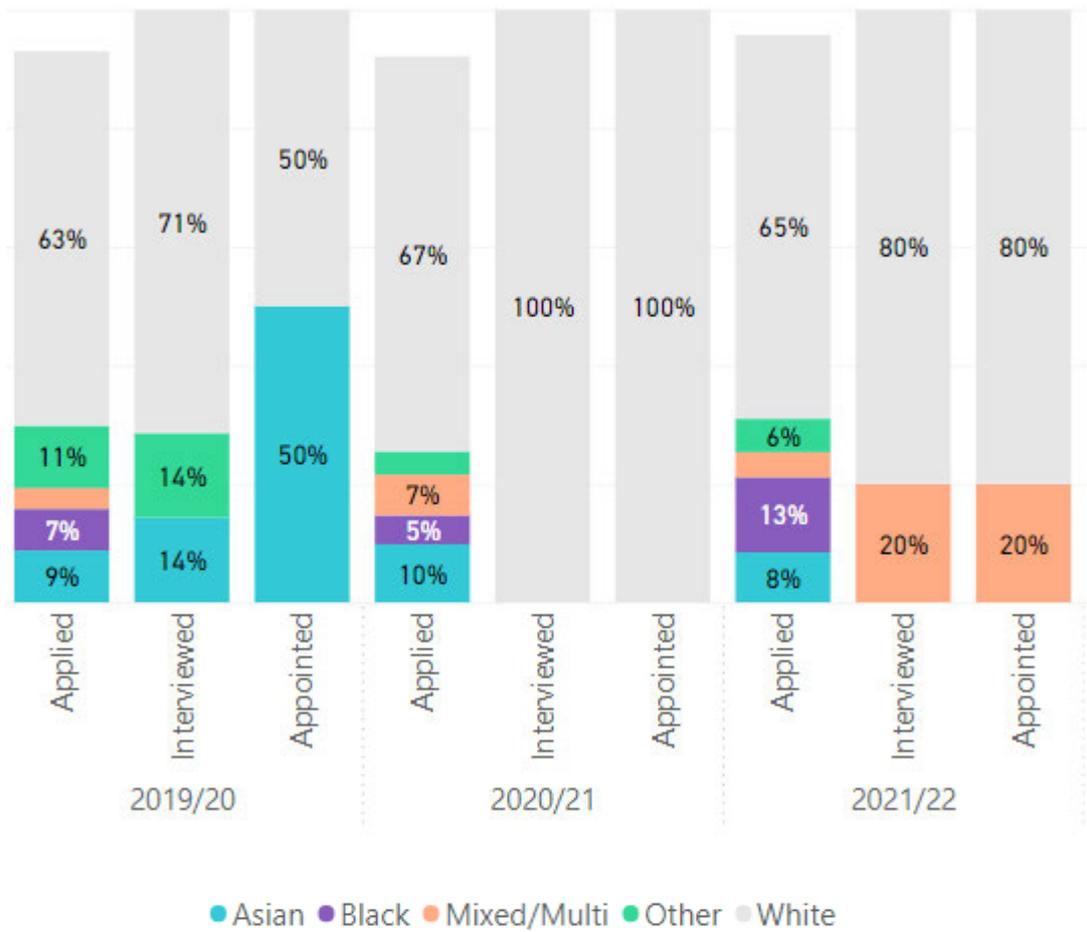
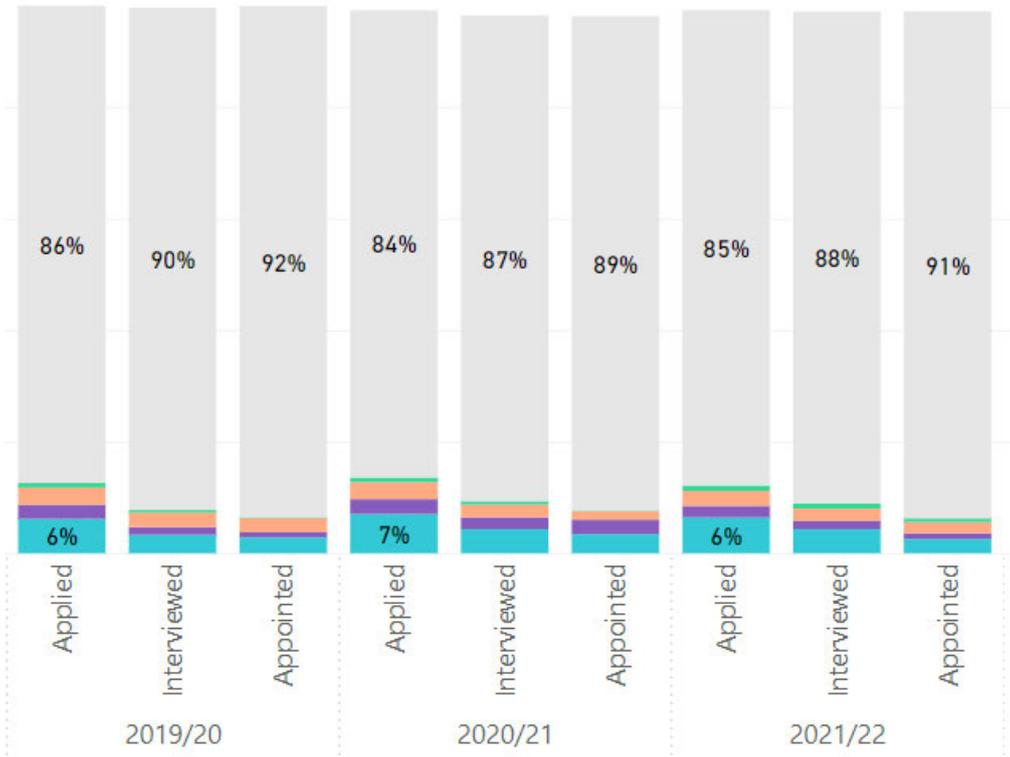


Table 20: School of Law PS Staff Applications, Interviews, and Appointments by Ethnicity and Year



Where ethnicity is 'unknown' it is not included in the chart below

PART FOUR : Qualitative Student Data

In March 2023, a student focus group and survey was sent out to students in the School of Law exploring issues of gender equality. 31 students participated in the survey and 7 students participated in the focus group. Most participants were women. Five men participated in the survey.

Quantitative data has not been shared from the student culture survey due to small sample sizes. However, it has informed the report and the focus group. Key themes from qualitative comments in the culture survey and the focus group are presented below.

Theme	Example quote
Gender representation in our staff and student body shapes student experience	<p style="text-align: center;">“When you are in a room full of women, your identity as a woman never really comes into question in the same way”</p> <p style="text-align: center;">“When you look online, and in the media, professors are typically like old, white, male. Very monotone. And that wasn’t really my experience. When I got here I thought... OK we could do this!”</p>
Gender is one of the intersecting identities that students hold: Sometimes, experience of difference or exclusion can bring an element of someone’s identity to the fore	<p style="text-align: center;">“I think I often forget about...gender being an issue... most of my issues that I, you know, have in the back of my mind, are about my class, about my economic position, and whether I’m gonna be able to into these things I want to whether I can make that leap but sometimes I just have this, like, crashing down moment... the first one I ever experienced was in a criminal law seminar room. And the guy in the room he said ‘well that just makes complete sense’ about a case where as woman[’s]... choice to wear a thong meant that she wanted to have sex and I just kind of sat down and I was like, ‘oh, these are future lawyers, and judges and people’ and I just had that moment of like ‘oh, it does play a role to be a woman in here’ and realising that there is definitely a divide between genders’</p>
The SoL could do more to ensure that classrooms enable gender equality	<p style="text-align: center;">Gender described as an “invisible dynamic” in the classroom: something that shapes experiences even when students are not always conscious of it</p> <p style="text-align: center;">[In my class there is a] very small group of three ...men... they do most of the talking in our lessons and quite often they will speak over [the</p>

	<p>women].”</p> <p>“For feminist criminology we had one lecture, that’s it, and then we never pretty much ever mentioned it ever again”</p>
<p>The SoL could do more to make the department gender inclusive</p>	<p>“Some members of staff ask for pronouns and remind us that we belong, that really helps”</p> <p>“None of my lecturers or tutors have ever talked about pronouns at all.”</p> <p>“I think that was really good that [x] had their pronouns in their email”</p> <p>“Why not?... It is just practical”</p>

APPENDIX 3: Glossary

A	Academic staff
AS	Athena Swan
ACPF	Academic Career Pathways Framework
CCR	Centre for Criminological Research
DASD	Director for Academic staff Development
DDE-SV	Deputy Director of Education - Student Voice
EDIC	Equality, Diversity and Inclusion Committee
EDID	Director of Equality, Diversity and Inclusion
EDI	Equality, Diversity, and Inclusion
FEDIC	Faculty EDI Committee
FoSS	Faculty of Social Sciences
OU	One University
PGR	Post-Graduate Research
PGT	Post-Graduate Taught
PS	Professional Services
REF	Research Excellence Framework
SAT	Self Assessment Team
SCIEL	Centre for International and European Law
SICCL	Sheffield Institute for Corporate and Commercial Law
Sol	School of Law
SRDS	Staff Review and Development
TOR	Terms of Reference
TUoS	The University of Sheffield
UGT	Undergraduate, Taught
WAM	Workload Allocation Model
WARP	Women Academic Returners' Programme
WCQ	Woman and Gender Queer