

How the University of Sheffield complies with the requirements for a Gender Equality Plan (GEP)

****Note the following document addresses the Horizon Europe GEP requirements****

The University of Sheffield is committed to promoting and securing gender equality, continually seeking to identify and mitigate disparities. We align with the Horizon Europe Gender Equality Plan (GEP) requirements as follows:

Mandatory requirements:

Public document

“The GEP must be a formal document published on the institution’s website, signed by the top management and actively communicated within the institution. It should demonstrate a commitment to gender equality, set clear goals and detailed actions and measures to achieve them.”

Advance HE’s Athena Swan Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research.

In May 2015 the charter was expanded to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL), and in professional and support roles, and for trans staff and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

The University of Sheffield has an excellent track record, being members of Advance HE since 2011 and with 18 of our individual schools holding either a bronze or silver award alongside our institutional silver award. Our longstanding membership of the Athena Swan Charter demonstrates the University’s commitment to gender equality. It also provides a framework for our gender equality action plan against which we measure our progress and success.

Dedicated resources

“A GEP must have dedicated resources and expertise in gender equality to implement the plan. Organisations should consider what type and volume of resources are required to support an ongoing process of sustainable organisational change.”

Each faculty and school has a Director of One University with responsibility for EDI and Wellbeing, some schools also have an appointed EDI representative which covers responsibility for gender equality alongside other protected characteristics or, in the case of Athena Swan award holding schools, a dedicated gender equality lead. Responsibility for the

gender equality action plan lies with the Gender Equality Delivery Group who report to the University Executive Board's EDI Sub-Group. We also hold a Council EDI committee with representatives from education, research and HR/professional services, which is responsible for promoting diversity and inclusion (including along gender lines), one of the priorities of our [One University vision](#).

In addition, in order to contribute to existing University targets to increase the representation of women at professorial level, there are a number of initiatives aimed at facilitating female progression:

Women Academic Returners' Programme (WARP)

WARP is designed to support academics and researchers on their return from maternity/surrogacy/adoption leave, and aims to enable women to concentrate on their research activities and continued professional development on return from maternity leave, thus facilitating career development/progression.

Women@TUOS

The Women@TUoS network supports initiatives that help women to reach their potential in the Science and Engineering disciplines and links women together to run events, promote women in STEM, share information and develop support.

Women Professors network

The Women Professors Network, a subsidiary of the women's network, aims to provide an informal environment in which to discuss topics of mutual interest and share areas of good practice in a range of areas, as well as share their experience to the wider network and support progression

Women in Engineering

The Women in Engineering initiative by the Faculty of Engineering is over 10 years old and is dedicated to encouraging, inspiring and supporting female staff and students by aiming to redress gender imbalance and raise the profile of talented female engineers.

Data collection and monitoring

“Organisations must collect sex/ gender disaggregated data on personnel (and students, for the establishments concerned) with annual reporting based on indicators. Organisations should consider how to select the most relevant indicators, how to collect and analyse the data, including resources to do so, and should ensure that data is published and monitored on an annual basis. This data should inform the GEP's objectives and targets, indicators, and ongoing evaluation of progress.”

Pay Gap data is published annually and a report is available on the [University's website](https://sheffield.ac.uk/inclusion/gender/priorities):
<https://sheffield.ac.uk/inclusion/gender/priorities>.

Further gender disaggregated data for our Athena Swan submission is collated and produced by the Strategic Planning and Change department and is available to Athena Swan leads and schools via an interactive dashboard which is updated annually. This data

is also used to inform wider University work and monitoring of impact, including changes to our recruitment and promotions systems and processes.

The following information is contained in the dashboard:

Student data

- Applications, offers and accepts
- Students registered to the department across all years
- Students who have completed their degree and what grade they received
- Students who have progressed from undergraduate study to postgraduate study
- Information on students registered at competitor institutions

Staff data

- A breakdown of staff numbers
- Staff turnover
- Numbers of promotions and other types of recognition reward.
- Parental leave
- Recruitment, shortlisting and appointments
- Numbers of staff working at competitor institutions

Menopause data

We have recently updated our sickness absence monitoring to include a category for menopause related absence. We will be able to begin tracking this data in the next few years to help us identify gendered issues related to staff absence.

Training records data

This includes how many people have completed training relevant to staff development or equality and diversity. Five-year data that includes:

- The percentage of female academic staff who participated in mentoring programmes
- The percentage of staff by gender who participated in other relevant training

Training

“The GEP must also include awareness-raising and training actions on gender equality. These activities should engage the whole organisation and be an evidence-based, ongoing and long-term process. Activities should cover unconscious gender biases training aimed at staff and decision-makers and can also include communication activities and gender equality training that focuses on specific topics or addresses specific groups.”

All Staff are required to undertake a mandatory online training module on Equality, Diversity and Inclusion, which includes an overview of the UK Equality Act 2010 including sex and pregnancy/maternity protections. In addition, a suite of e-learning relating to equality and diversity is available to all staff and promoted on a regular basis through line management training and staff communications. This includes a recently added module on active allyship, which is broken down into different content depending on how much time trainees have to

spare and building on previous learning. In addition to this online training offering, face to face training is also organised.

Recommended requirements

In addition to meeting the mandatory process-related requirements, we are committed across all five of the thematic areas recommended by the European Commission. These are:

Work-life balance and organisational culture

This is covered in the Institutional Gender Equality Action Plan (<https://tools.sheffield.ac.uk/hr/gender/gender-equality-action-plan/>) under priority 4: Culture and Environment and also our commitment under action 5.4 to guiding principles on core hours for decision-making meetings. See also the following pages:

- <https://www.sheffield.ac.uk/jobs/benefits#work-life>
- <https://www.sheffield.ac.uk/inclusion/disability/improving-disability-equality>
- <https://staff.sheffield.ac.uk/hr/policies/code-conduct>

Gender balance in leadership and decision-making

We have data dashboards to monitor gender balance at all grades. We have been working towards more inclusive recruitment (Action Plan, priority 3: Inclusive Recruitment) and supporting women's progression and promotion (Action Plan, priority 5: Progression, Promotion, Career and Education Support). We anticipate these actions will lead to improved gender balance at senior levels in the future.

We have systems in place to monitor gender balance (and other protected characteristics) on our boards and committees, all formal committees are required to include safeguards or assurances to ensure that equality, diversity and inclusion considerations are reflected in decision making. For example, a committee might:

- Require Equality Impact Assessments for all or key decisions it takes.
- Have representation from staff or students to ensure their input into the decision making process.
- Have an Executive Summary Sheet for papers that include the equality, diversity and inclusion implications of proposed decisions, and this is routinely completed with relevant information.
- Ask for assurance from sub-groups that they consider equality, diversity and inclusion in working up proposals to be brought to the committee.

Gender equality in recruitment and career progression

- This is covered in the Institutional Athena Swan application under sections 4.1 Academic and research staff data, 5.1 Key Career Transition Points: Academic Staff, and 5.2 Career Development: Academic Staff.

Integration of the gender dimension into research and teaching content

Please see the relevant websites below:

- <https://www.sheffield.ac.uk/inclusion/gender/stories>
- <https://staff.sheffield.ac.uk/events/gender-equality-challenges-within-research>
- <https://www.sheffield.ac.uk/ihuman/our-work/marginalised-humans>

Measures against gender-based violence including sexual harassment

- This is covered in the Institutional Gender Equality Action Plan under Priority 4: Culture and Environment. Our Bullying, Harassment, Sexual Harassment and Sexual Misconduct policy outlines our approach to the prevention of, and response to, incidents of sexual harassment and sexual misconduct.
- We have an easy to access reporting service for staff and students, Report and Support, which links those making reports directly to relevant services and signposts to a range of support services and information. Individuals can report either anonymously or by providing their name and contact details. Data related to reports helps us to understand staff and student experiences, informs our work to prevent future incidents and enables us to take proactive steps to address concerning behaviours in our community. High level data is reviewed regularly by the Report and Support Oversight group and shared with senior leaders via the UEB EDI Sub group
- The following webpage has further information about our measures against gender-based violence including sexual harassment:
<https://sheffield.ac.uk/harassment-sexual-misconduct>