



Athena SWAN Bronze award application form

Name of institution: The University of Sheffield
Year: 2009

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SET departments: Faculty of Science; Faculty of Engineering; Faculty of Medicine, Dentistry and Health

An Athena SWAN Bronze award demonstrates that an institution as a whole has a solid foundation of policies and practices to eliminate gender bias and an inclusive culture that values female staff. We also look for evidence of commitment to the [6 Athena SWAN principles](#) at a senior level.

Click [here](#) for additional guidance on completing the form.

Letter of endorsement from a Vice-Chancellor

An accompanying letter of endorsement from your Vice-Chancellor (or equivalent) should explain how SWAN plans and activities contribute to the overall university strategy (maximum 500 words). The letter provides the opportunity for the Vice-Chancellor to confirm their support for the application and to endorse and commend any activities which have made a significant contribution to the achievement of the university mission in relation to science, engineering and technology (SET).

1. Description of the institution

Provide a summary of your institution (maximum 250 words), including information such as whether it is research or teaching focussed, the number of students and staff (academic and support staff separately), association with university mission groups (e.g. 1994 group, Russell Group, Million+), the size of the SET departments and any other relevant contextual information.

The University of Sheffield is a world-class institution and a creative and inspiring place to work. We pride ourselves on offering outstanding opportunities for personal and professional development and are committed to developing a culture of excellence, innovation and respect right across the University. We want all staff to be proud to work for the University and work hard to ensure staff feel a strong sense of belonging and commitment.

We are a member of the Russell Group Universities and one of the UKs leading Universities with an international reputation for excellence. Official teaching quality assessments rate us very highly across a wide range of subjects, and excellent research assessment results confirm our reputation as a centre for a wide variety of world-class research.

We have almost 25,000 students from 124 countries, and almost 6000 staff. The University of Sheffield is a popular choice with applicants for university places, and once they arrive, our students enjoy the experience so much that many settle in Sheffield after they graduate.

The ratio of academic & research staff to support staff is 2:1 in academic departments. 41% of staff (almost 2,500) work in SETM departments. 44% of under-graduates and 42% of post-graduates are based in SETM departments.

Our research partners and clients include Boeing, Rolls Royce, Unilever, Boots, AstraZeneca, GSK, ICI, Slazenger, and many more household names, as well as UK and overseas government agencies and charitable foundations. Our academic partners include leading universities around the world. International partnerships include Worldwide Universities Network (USA, Europe and China) and our partnership with Leeds and York Universities (the White Rose Consortium) has combined research power greater than that of either Oxford or Cambridge.

The University's history stretches back to 1828, when the Sheffield School of Medicine was founded, and our University Charter was granted in 1905.

2. Institutional policies and procedures

Provide evidence of the following policies, preferably through hyperlinks to your website. Briefly explain (maximum 100 words for each) how these policies are disseminated and communicated and what training is given on implementing them. (E – Expected)

(i) Gender Equality Scheme (GES) and/or action plan. (E)

The University has a single equality and diversity strategy - Excellence Through Inclusion - that covers all key areas of equality legislation and is firmly integrated into the University's corporate vision Our Shared Vision. Gender is addressed within the strategy as part of action plans relating to all key business areas of the University. Our planned 2009 review will integrate actions from the Female Academic's Progression Action Plan (see Appendix) into the overall strategy, thereby covering faculties' as well as business areas. All SETM faculty Pro-Vice-Chancellors support the Action Plan and have identified female professors and lecturers to work with the University to deliver on the actions. Excellence Through Inclusion strategy: www.shef.ac.uk/equalityanddiversity

(ii) **Equal Opportunities Policy. (E)**

The University's Equal Opportunities Policy specifically outlines how discriminatory behaviour may lead to disciplinary action. The policy is regularly reviewed to ensure full compliance and is used to demonstrate our commitment to excellence through inclusion - for example, it was recently amended to include specific reference to mental health following consultation with mental health service users. All staff have access to the policy via the University's website. Training includes central and targeted diversity training sessions, training specific to lecturers (CILT) and on-line training for all new staff and senior managers. The University has mandatory training for all chairs of recruitment panels which is underpinned by EO principles. www.shef.ac.uk/hr/policies/az/eopolicy.html

(iii) **Flexible Working Policy. (E)**

The University's Flexible Working Policy is designed to enable staff with small children or other caring responsibilities to apply to alter their working patterns around their family commitments. The policy is directed at staff whose requests could not be accommodated under the University's Work-Life Balance policy. All new Heads of Department receive two HR led sessions as part of a wider training programme and the 2009 programme will include a focussed session on work-life balance and flexibility. Discussions with staff in SETM departments highlight a clear culture of support for both formal and informal flexibility, regardless of gender or seniority, and flexible behaviours are demonstrated by staff at all levels.

www.shef.ac.uk/hr/policies/wlb/flexworking.html

(iv) **Harassment Policy and Procedures. (E)**

The University's Harassment Network has recently been reviewed and re-launched. All members of the network will undertake a formal induction programme, including four training sessions, during 2009. The sessions are due to cover Trade Union support, the Counselling Service support and Occupational Health support. Details of the network were advertised on the HR News web pages.

The harassment policy outlines general, sexual and racial harassment, and both a formal and informal procedure. The policy and additional information can be found at: www.shef.ac.uk/hr/policies/eamp/harassment

(v) **Maternity/parental/adoption/paternity leave policies. (E)**

In addition to University policies covering maternity, paternity, adoption and parental leave (see <http://www.shef.ac.uk/hr/policies/leave>), our award winning Women Academic Returners Programme (WARP) provides support for female academic staff in SETM returning after maternity leave. We buy out their

teaching and administrative duties enabling them to focus on research for six months. Women have benefited from 60 awards over 3 years: the majority did not change their hours on returning to work. Discussions with staff from SETM departments highlight the positive difference this scheme has had for female returners at the University - www.shef.ac.uk/hr/diversity/warp.html
All are advertised in myBenefits leaflets which go to all new starters and on www.shef.ac.uk/hr/services/mybenefits/core

(vi) **Training and development policies. (E)**

The annual 'Staff Review and Development Scheme' for all staff considers development as part of objective setting. The 'Female Academic's Progression Action Plan' includes an action to review SRDS guidelines to ensure discussions focus on career development and progression and a clear action to target communications to women about training.

PMD courses are advertised via emails, the website and an annual leaflet sent to all staff.

We run IMPACT for Women training sessions, specific training for Contract Research Staff, and are planning 'bite-sized' single topic training sessions for female academics, in direct response to consultations with female professors.

www.shef.ac.uk/hr/policies/review

www.shef.ac.uk/hr/development/pmd

www.shef.ac.uk/hr/policies/review/sdpolicy.html

(vii) **Work-life balance policy.**

The University encourages all staff to maintain a healthy work-life balance and has a number of policies and initiatives that support this. See:

www.shef.ac.uk/hr/policies/wlb

Our Childcare Vouchers, Flexible Working Policy and Time off for Dependants policy all fall under this umbrella. We also have a specific work-life balance policy: <http://www.shef.ac.uk/hr/policies/wlb/wlbpolicy.html>

Placing all of these policies in one place ensures staff are able to access all relevant information quickly and easily.

Our Rewards and Benefits team advise on additional benefits outside of the core policies - for example on purchasing Additional Annual Leave. Our benefits are regularly updated and widely advertised at events and via leaflets sent to all staff and new starters.

(viii) **Equal pay reviews and action plans.**

The University has a robust single grading structure, underpinned by job evaluation, which has been designed with equal pay considerations embedded and ensures that all positions are graded by the size of the job. The department of HR has an oversight and quality assurance role in the setting of pay and managers cannot determine pay on their own. Pay gaps have not been identified

for like work or work of equal value within our Grading Scheme. Overall pay gaps can be attributed to long-term factors and occupational segregation - we have senior women programmes and WARP to try and address these. Comprehensive training is given to all staff who grade jobs, and knowledge on equal pay is embedded across all teams in HR.
www.shef.ac.uk/hr/policies/pay

(ix) **Other relevant policies and procedures (see [guidance](#)).**

Structured promotions and progression processes can be found at:
www.shef.ac.uk/hr/policies/promotion

The procedure is communicated through HR webpages and annual reviews, and promotion panel members receive training. Promotion panels for senior posts are encouraged to have a female professor on the panels

Since 2001 the University has carried out annual staffing reports enabling us to identify under-representation of women in SETM. Reports are published on
<http://www.sheffield.ac.uk/hr/az/asr.html>

The University has a Council Level group - the Equality and Diversity Board - which scrutinises business areas from across the University on how they are progressing the E&D agenda. The EDB also advises the University on EO policy and meeting our obligations.

www.shef.ac.uk/diversity/edb.html

3. Baseline gender data

Provide data for the past three years (including appropriately labelled graphical illustrations where possible) on the data sets listed below. (E – Expected)

Tables and graphical illustrations should be included in a separate spreadsheet with the data clearly labelled.

- (i) **Female:male ratio of academic staff at each grade** – researcher, lecturer, senior lecturer, reader, professor (or equivalent) – across the whole institution and in SET departments. (E)
- (ii) **Female:male ratio of Heads of School/Faculty/Department** across the whole institution and in SET departments. (E)
- (iii) **Female:male ratio of academic staff job application and success rates** – across the whole institution and in SET departments. (E)
- (iv) **Female:male ratio of academic staff promotion rates** across the institution and in SET departments. (E)
- (v) **Gender balance on the senior management team** at university level. (E)
- (vi) **Gender balance on influential committees** at university level. (E)

- (vii) **Female:male ratio of academic staff on fixed-term contracts vs. open-ended (permanent) contracts** – across the whole institution and in SET departments. (E)
- (viii) **Female:male academic staff turnover rates** by grade and maternity return rates – across the whole institution and in SET departments. (E)
- (ix) Evidence from **equal pay audits/reviews**.
- (x) **Female:male ratio of staff in the Research Assessment Exercise (RAE) 2008** – across the whole institution and in SET departments.
- (xi) Other relevant data, e.g. results from staff surveys.

4. Analysis of baseline data

Please evaluate and comment on the data from the previous section where applicable (maximum of 100 words per question).

- (i) **Gender balance of academic staff** – comment on the main areas of concern and how you plan to address them. For example, is there evidence that women and men are appropriately represented at all levels of the workforce? Are there differences in SET departments? (E)

Over three years the percentage of female researchers and lecturers across the University has decreased very slightly; this is reflected in SETM departments. The sharp drop in women moving from lecturer to senior lecturer has improved since 2007, again reflected across SETM (the slight increase within Engineering can be explained by a reduction of 1 female lecturer in 2008). The impact of this is clear with only 13% female professors in SETM (17% across the University). Consultations with senior staff focussing on this key issue have resulted in some specific actions to address this.

- (ii) **Gender balance at Head of School/Faculty/Department level** – comment on the main areas of concern and achievement and how you plan to address them. For example, are women and men appropriately represented at this level? Are there any differences in SET departments? (E)

The number of female Heads of Department across the University has increased over the period 2006 to 2008. This trend is not reflected in SETM departments. We will address this by supporting female academics to develop their careers and progress, by reviewing existing processes and guidance, and by encouraging more female academics to put themselves forward for promotion.

The process of appointing senior managers has changed in Engineering: all posts are clearly advertised and applicants go through a formal recruitment process.

We will work with faculties to provide workforce information as part of the planning process, and review promotions processes to ensure unsuccessful applicants receive appropriate and meaningful feedback.

- (iii) **Job applications and success rates** – comment on any implications of this for the institution and how you plan to address any disparities. For example, are women and men equally successful at all stages of the job application process? Are there differences in SET departments? (E)

During the 2006 - 2008 reporting period, there has been a steady increase in the success rate of female applicants across the University. This is mirrored in SETM departments. In particular, the Faculty of Medicine, Dentistry and Health has had the largest increase in success rates. This may be in part attributable to awareness raising activities such as sponsorship of the UKRC and raised awareness amongst recruitment and selection panel members. The University has recently introduced mandatory training for all recruitment and selection panels which highlights equality and inclusion as underpinning a fair and transparent recruitment process. Recruitment success rates will continue to be monitored in light of this, to gauge impact.

- (iv) **Promotion rates** – comment on any implications of this for the institution and how you plan to address any disparities. For example, are men and women equally likely to be put forward? Are male and female applicants for promotion equally successful at all levels? Are there differences in SET departments? (E)

In 2007 research into the gender distribution among staff promoted across academic departments showed that female lecturers were significantly less likely to be promoted than male lecturers.

The promotion rate of male and female staff across the University over the three year period is roughly equal. SETM departments show a vast improvement. In Science and Medicine the majority of promotions are women.

Promotion panel members receive training in job matching, and we intend to roll out equality and diversity training to promotion chairs following the evaluation of the mandatory training for recruitment panel chairs.

- (v) **Gender balance on the senior management team** – comment on the numbers of men and women on the SMT and how you plan to address any disparity. (E)

The University's Senior Management Team – the University Executive Board (UEB) – was expanded under the faculty re-structure. It currently has 2 female members which equates to 15% of the team.

The University undertook positive action measures to try to increase the number of female applicants for the Pro-Vice-Chancellor posts on the UEB, directly contacting external organisations. The Equality and Diversity Board discussed the issue in April 2008, and welcomed both the actions taken and wider plans focussing on the progression of women into senior appointments at the University.

- (vi) **Gender balance on influential university committees** – comment on the main areas of concern and how you plan to address them. For example, are women and men appropriately represented on senior decision-making committees? How do you avoid committee overload where numbers of women are small? How are vacancies filled and women encouraged onto committees, especially where turnover is low? Are the positions advertised? (E)

The gender balance on the most senior decision making committees shows a steady increase whilst the actual numbers of committee members has fallen. The University-wide 'Call for expressions of interest' includes specific reference to the University's 'Excellence Through Inclusion' strategy, and we are working with staff in the governance team to identify committees that have a low representation of women, and encourage Chairs of committees to address this. The University Council, University Executive Board, Human Resource Management Committee and the Equality and Diversity Board have all received EO training delivered by Employment Law specialists, and further sessions are planned for Committee chairs.

- (vii) **Fixed-term contracts** – comment on the implications of the gender balance for the institution and for women's career development. For example, is there evidence that women are overrepresented on fixed-term contracts? Are there differences in SET departments? (E)

The percentage of women on fixed term contracts (FTC) has reduced slightly over the three year reporting period. This is the case both across the whole university and for SETM departments. The percentage of FTC staff is less within Science and Engineering than the overall University figure. Medicine has a higher number of FTC's being held by females. The University recognises that the use of fixed term contracts may have a detrimental impact on career development and has a number of initiatives in Medicine to address this (see 5.ii and 5.v).

- (viii) **Staff retention rates** – comment on any implications of this for the institution and how you plan to address any disparity. For example, are women and men equally likely to leave the institution (unplanned turnover of staff)? Are there any differences in SET departments? Are the reasons for leaving picked up in exit interviews? (E)

The turnover rate for female staff across the University is much lower than for male staff. This is the case in Engineering and Science faculties also. The faculty of Medicine, Dentistry and Health has a greater turnover at researcher, lecturer and senior lecturer level.

- (ix) **Equal pay audits** – comment on the findings from your most recent equal pay audit and how you plan to address any disparities.

Due mainly to occupational segregation, the 2006 equal pay audit identified an overall gender pay gap in favour of male staff. This was an improvement on the 2003 audit where the pay gap was considerably larger. A number of actions are being used to address this imbalance, particularly to recruit more men into the lower paid jobs and to encourage more women to move into the higher paid jobs. At the lower end, jobs are being marketed in a way that is more appealing to men, while at the higher end women, and particularly those in Science, Technology, Engineering and Medicine, are being supported to further their careers through a number of initiatives including: mentoring, the women's network and the Women Academic Returners' Programme (WARP).

- (x) **RAE 2008** – comment on any implications of this for the institution. For example, does the gender balance of staff included in the RAE 2008 broadly reflect the gender balance across the institution? Are there any differences in SET departments?

The University return rate for RAE 2008 was 89.8% of the total eligible pool of staff. The number of eligible female staff was almost the same. The University undertook further analysis at Unit of Assessment Level. There were a very small number of potential imbalances which were explained following discussions. None of the very small number of appeals were from SETM departments.

- (xi) Comment on any other data you have provided, detailing how you plan to address any gender disparities.

From the recent staff survey, a higher percentage of women than men in SETM rated their Wellbeing and Equality and Diversity at work as positive. We have also included the paper relating to 'lecturer to senior lecturer' promotions, as referred to in section 4(iv).

5. Supporting and advancing women's careers

Describe the following activities in your institution that are supportive to women's career progression in your SET departments (maximum 200 words per section).

- (i) **Career development training at key transition points** – describe any additional support given to women at the key career transition points across the institution, and in SET departments, such as support for new

lecturers or routes for promotion through teaching and learning. Are women encouraged to participate in conferences and attend other external events where there are opportunities for networking? (E)

Our mentoring pilot scheme for female academics in SETM was aimed at female lecturers, in direct response to data highlighting a barrier for academic women at the point of moving from lecturer to senior lecturer posts. Further details of the scheme are in section 5 (v).

Our 'Certificate in Learning and Teaching' is the University's initial professional development programme for academic staff on probation, and is in addition to formal mentoring received by academic staff on probation. The course is specifically designed to meet both the needs of staff new to higher education teaching and new to the research-led environment of Sheffield University. The course includes specific workshops on Equality and Diversity, and Employability. <http://www.shef.ac.uk/lts/lt-supp/cilt.html>

Good practice in SETM departments includes ensuring funding for development and travel is included in grants, using the SRDS process to look for 'gaps' in CVs and offer advice on how to develop these areas, and monitoring research twice a year to ensure a focus on both research encouragement and development.

We run several Impact for Women Courses each year, designed to help women increase their personal impact at work. The courses have a very high uptake and feedback is extremely positive.

www.shef.ac.uk/hr/development/pmd/topics/womdevnet.html

- (ii) **Researcher career support and training** – describe any additional support provided for researchers at the early stages of their careers, such as networks and training. (E)

The Sheffield Leaders' Programme offers training in both research and generic, transferable skills for early career researchers to aid their career progression, whether they intend to stay in academia or not.

www.shef.ac.uk/rlp/mainpage.html

The Faculty of Medicine, Dentistry and Health's Early Career Group, which is composed of academic staff, post-doctoral researchers and the research team aims to ensure that postdoctoral researchers on fixed term contracts have a career trajectory and are provided with specific training and skills, which meet the employers' needs. The tailored training programme includes a departmental induction process, workshops linked to working-based learning opportunities, employer lead career days and tailored support for successful further employment.

Researchers are encouraged to attend seminars and lectures that are often organised by students but open to all.

- (iii) **Flexible working** – describe how eligibility for flexible and part-time working is advertised to staff and the overall uptake across the university.

What training is provided for managers? How do you monitor the policy and how successful it has been? (E)

Eligibility for flexible and part-time working is advertised to staff mainly via the website, <http://www.shef.ac.uk/hr/policies/wlb/flexworking.html>

The University has over the last 3 years held a number of large, organisation wide, culture change events, including Women's Week, Diversity Day and Excellence Through Inclusion Week. At each of these, flexible working sessions have been available to all staff.

During Excellence Through Inclusion week we invited staff to nominate people they felt demonstrated flexibility and inclusivity in their everyday behaviour.

Details of our diversity champions are at:

<http://www.shef.ac.uk/hr/diversity/champions.html>

As outlined in section 2(iii) all new Heads of Department receive two HR led sessions as part of a wider training programme and the 2009 programme will include a focussed session on work-life balance and flexibility.

- (iv) **Parental leave** (including maternity, parental, adoption and paternity leave) – how many women are returning full-time and part-time? How is teaching and research covered during parental leave? What support is given after returning from parental leave or a career break? What funding is provided to departments to support returning staff? (E)

The Women Academic's Returners Programme (WARP) provides targeted support to academic women and researchers in SETM departments on their return from maternity leave. The programme aims to:

- relieve returning Science, Engineering, Technology and Medicine (SETM) academics from teaching and/or administrative duties or to provide additional support, either during their absence or upon their return to work. This will allow participants to have a clearly defined opportunity to concentrate on their research activities, thus minimising the impact their absence may have on their long-term career development/progression.
- offer departments the practical resource support needed to allow them to accommodate this reallocation of responsibilities.
- create a working environment that encourages female academics to flourish professionally, thus benefiting the performance of both the department and the University.
- continue to develop forward thinking, innovative staffing practices, which will ensure the future success of both the individual member of staff and the organisation.
- contribute to existing University targets of improving the representation of women in SETM.

The funding is available to SETM female academics and researchers on both open-ended and fixed-term contracts. In addition, staff with fixed-term contracts must be returning to work for a minimum of six months before their contract end date to be eligible for the programme.

<http://www.shef.ac.uk/hr/diversity/warp.html>

Women have benefited from 60 awards over 3 years: the majority did not change their hours on return

- (v) **Mentoring and networking** – describe any mentoring programmes, including any SET-specific mentoring programmes, and opportunities for networking. Comment on their uptake and effectiveness.

- Pilot mentoring programme for women lecturers in SETM for six months from October 2008. 10 women were given the opportunity to be in a mentoring relationship with a more experienced colleague (a female professor), to help mentees identify where they want to get to in their career, explore strategies of how to achieve this, and provide advice, support and encouragement to progress their career and fulfil their potential.

Mentoring is a positive step towards the promotion and encouragement of staff, especially helping to develop and support women in their careers so that they feel able to put themselves forward for more senior positions. A number of networking events are planned for Summer 2009 which will also be used to encourage more mentees and both male and female mentors to participate in the scheme. From October 2009 the pilot will be extended.

- Science and Engineering networking programme, aimed at postdoctoral researchers, early career academic staff and final year postgraduate research students. The programme provides participants with an understanding of networking techniques and benefits, real opportunities for networking and a chance to form new interdisciplinary connections/scope out possible research projects.

<http://www.shef.ac.uk/rlp/networkscieng.html>

- A newly developed career mentoring programme will contain academic, industrial and alternative careers' strands giving practical support for career development.

Good practice around the University includes lab group journal clubs and formal mentoring for clinical staff.

- (vi) **Transparent workload models** – describe the systems in place to ensure that work, including pastoral and administrative responsibilities, is allocated transparently and equitably.

- The University has clear Job Design and Workload allocation guidelines which include how to take account of Equal Opportunities, the responsibilities of Heads of Department and individual staff, and a specific section for staff with teaching and research responsibilities.

<http://www.shef.ac.uk/content/1/c6/06/39/66/Guidelines%20on%20Job%20Design%20and%20Work%20Allocation.pdf>

- Ensuring that staff performance is managed appropriately and that fair workload allocation processes are in place forms a key part of a Head of Department's list of duties: <http://www.shef.ac.uk/hr/services/academic/hodduties.html>

Further information for academics can be found at:

http://www.shef.ac.uk/hr/info/policy/acad_rel_hdbk/hods-allocation-of-workload.html

- Fair workload allocation is linked explicitly with employee wellbeing:

<http://www.shef.ac.uk/hr/services/wellbeing/wellbeingman2.html>

- The University is looking at workload allocation models, which will be analysed by gender.

- The Female Academics' Progression Action Plan includes a specific action to define the range of roles available to staff, and consider how best to communicate them to encourage female staff to take them on; and an action for managers to encourage women to take up developmental roles and discuss their workload within this context.

(vii) **Work-life balance** – describe the measures taken by your institution to ensure that meetings and other events are held during core hours and to discourage a long hours culture.

Discussions with SETM staff have highlighted very strongly the importance of considering work-life balance in the context of University business. Staff including senior managers, are very much aware of the importance of effective work life balance policies for all staff, and there is evidence that this is happening within departments.

All new Heads of Department receive two HR led sessions as part of a wider training programme and the 2009 programme will include a focussed session on work-life balance and flexibility. This session will include the sharing of good practice that will be beneficial to women and to all staff - for example, the scheduling of meetings within core business hours.

(viii) **Childcare** – describe the institution's childcare provision and how it is communicated to staff. What is the take up?

Pay plus for childcare is the University's salary sacrifice scheme for childcare vouchers. The vouchers are exempt from income tax and National Insurance (NI), up to a maximum of £243 per month. Staff can use their vouchers as payment towards a variety of childcare provision including:

- Home based care – such as childminders, nannies and au pairs.
- Pre-school care – such as nurseries, play schools and crèches.
- Care for older children – such as breakfast clubs, after school clubs and holiday clubs.

This is advertised via the web, and in leaflets sent to all staff, including new starters.

<http://www.shef.ac.uk/hr/services/mybenefits>

Since 1 January 2006, 569 University staff have taken childcare vouchers. 293 were women and 276 were men.

The University Nursery provides a subsidised facility for students, with places also available for other parents on a commercial basis. The nursery offers full day care for the children of students of the University of Sheffield, aged 6 months to 5 years. Places are offered on a sessional basis, which can be any combination of mornings, afternoons or full days. Student's fees are subsidised according to family income.

<http://www.shef.ac.uk/union/nursery/>

6. Raising the profile of women

Describe any activities in your institution that raise the profile of women in SET generally and also help female staff to raise their own profile such as (maximum 250 words for all four sections):

(i) Conferences, seminars, lectures, exhibitions and other events.

The University held a SETM symposium in January 2007 focussing on Research Grants, Career Planning and 'Making your mark as a lone voice'. Our recent consultations highlight the very positive impact this event had on female staff, and the Female Academics Progression Action Plan contains an action to hold another one.

The University sponsored the UKRC conference for the past 3 years (2006, 2007, 2008)

Sheffield Research Leaders' Programme is working with HR to provide a session for Women's Week: "Academic Question Time". An opportunity for female postdoctoral researchers to share experience and discuss academic career paths with senior (professorial) female staff. They also assist applicants to 'female only' fellowship schemes upon request.

(ii) Publicity materials, including the institution's website or images used.

The University always aims to use positive images of women on websites and in publicity materials.

Websites within SETM departments include positive images of women. At the research group level, images often reflect the research focus of the group. Some departments display staff photographs on boards alphabetically, rather than by seniority, to overcome the often striking visual of the 'top layer' all being men.

Prospectuses also contain a good balance of male and female images active in research.

(iii) Providing spokeswomen for internal and external media opportunities.

The University does not have a formal policy for providing spokeswomen - if a request is made, the University will approach the best person or people for that role. Speaking to women in SETM departments, they felt women would be considered very positively for this if they had appropriate knowledge.

(iv) Nominations to public bodies, professional bodies and for external prizes.

In October 2006 The University of Sheffield was named as one of the top 50 companies where women want to work in the Times Newspaper. The Where Women Want to Work Top 50 companies is a list of organisations from across all sectors in which women will find more equality, diversity and ground-breaking initiatives that match their career needs and interests.

The unranked TOP 50 further consolidates the University's track record of actively recruiting, retaining and developing female talent. The entry covered ten categories including Inspiring Leaders, Training and Development, Networking Opportunities and Innovative Recruitment.

7. Further SET-specific initiatives

Describe any other SET-specific initiatives of special interest that have not been covered in the previous sections, including past initiatives that did not work and lessons learnt (maximum 200 words).

- The Open Spaces Development Programme was designed to help women academics take responsibility for their own career development. A pilot programme was successfully run in Summer 2008. www.shef.ac.uk/hr/diversity/openspaceprogramme
However, we took the decision to focus our resources on a mentoring programme targeted at SETM women, which was also piloted. Roll-out of the mentoring scheme is a key action in our Female Academics' Progression Action Plan.
- The University is planning a further event similar to the 2007 SETM Symposium aimed at female academics and researchers.

8. The self-assessment process

Describe the Self-Assessment Team members (maximum 40 words per member) and the action planning process, including any consultation processes that were undertaken with staff (maximum 500 words in total).

A number of men and women from across SETM departments and in HR have been instrumental in putting this submission together. This included people from researcher level up to Pro-Vice-Chancellor level, and some staff who joined the University as researchers and have been promoted up the ranks. The submission was co-ordinated by HR and championed by PVC Professor Mike Hounslow. We undertook a process of individual and group meetings to assess where departments were currently at, what staff thought about University policies and practices, and what staff felt could be improved. This was then fed into the submission and added to our Female Academics' Progression Action Plan.

The action plan is a result of ongoing consultations with staff, including with female professors at a lunch hosted by the Vice-Chancellor, and detailed analysis of Equal Opportunity data collected year on year.

Professor Mike Hounslow:

Mike is a chemical engineer with BE and PhD degrees from the University of Adelaide in South Australia. He is a Chartered Engineer and Fellow of the Institution of Chemical Engineers. In 1990 he moved to the University of Cambridge to take up a lectureship becoming a Fellow and then Dean of Selwyn College. In 1998 he moved to Sheffield and became Professor of Chemical Engineering. Prior to taking on the post of Pro-Vice-Chancellor he was Head of the Department of Chemical and Process Engineering for nearly eight years.

Professor Richard Jackson:

Head of Department of Chemistry from 2003-2007, having moved from the University of Newcastle in 2001. Hosted a visit from the Athena Swan group in 2007 as part of their ongoing review of good practice in University Chemistry Departments, and familiar with the operation and benefits of the WARP scheme.

Jane Grasby:

Jane is a Reader in the department of chemistry. She has worked in the Chemistry Department for 13 years. Since 2004 she has worked part-time and has twin 5 year old girls.

Julie Hyde:

Julie is a Teaching Fellow in the Department of Chemistry. She has worked in the department for 2 years and her role is teaching undergraduates. Prior to joining the Department of Chemistry Julie taught post-16 Chemistry in a College for a number of years.

Paula Farthing:

Paula was recruited to the School of Clinical Dentistry Sheffield from Barts and the London, Queen Mary's, University of London in 2003 and was promoted to a Chair in Oral and Maxillofacial Pathology in 2007. She has an honorary consultant contract in diagnostic oral histopathology with Sheffield Teaching Hospitals Foundation NHS Trust and is Chair of the Curriculum Implementation Group in the School of Dentistry.

Rhonda Snook:

Dr. Rhonda Snook is an evolutionary biologist. She received her PhD in 1995 from Arizona State University and after a lectureship at the University of Nevada, she moved to the University of Sheffield in 2001, where she now holds the post of Senior Lecturer. She has been on two maternity breaks and was the recipient of a WARP Award

Jenny Burnham:

Jenny was the first in the department of Chemistry to be promoted under the new teaching only promotion route and has been a "University Teacher" since January 2009. Worked as a Teaching Fellow in the Department of Chemistry for 4 years before that.

Jess Edwards

Jess is a Contract Research Technician working in Animal & Plant Sciences alongside Rhonda Snook for the past 4 years.

Lucy Wyatt:

Lucy has been the Head of the Department of Applied Mathematics since September 2007 and previously Jan 2003-Sept 2004. She was promoted to Professor in 1999, promoted to Reader in 1997, to Senior Lecturer in 1995, appointed as Lecturer in 1987.

Previous appointments:

- University of Birmingham, Department of Electronic & Electrical Engineering, 1981 - 1987.
- University of Reading, Department of Meteorology, 1979 - 1980.
- The John Hopkins University, Department of Earth and Planetary Sciences, 1976 - 1978.

9. Action plan

Provide an action plan as an appendix. This should be a table or a spreadsheet comprising plans to address the priorities identified by the data and within this application, the person responsible for each action and a timeline for completion. It should cover current initiatives and your aspirations for the next three years.

10. Any other comments

Please comment here on any other elements which you think relevant to the application, e.g. recent mergers between departments (maximum 200 words).

The University underwent a re-structure in 2008, firmly aligning departments under a faculty structure and enabling faculty PVCs to take a helicopter view across all their departments, and thereby ensuring actions around increasing the number of women can be consistently embedded into departmental, faculty and University plans.