



The
University
Of
Sheffield.

Department
Of
Human
Resources.

Female Academics' Progression Action Plan

Theme	Feedback:	The University will:	Progress on actions
Recruitment	<ul style="list-style-type: none"> Patterns of working other than full-time may be attractive to female (and male) academics if, for example, they have caring responsibilities. 	<ul style="list-style-type: none"> Discuss with recruiting managers the opportunities to offer different patterns of working and encourage them to consider patterns of working other than full-time. 	<ul style="list-style-type: none"> Recruitment guidance contains a prompt for managers to consider part-time or flexible working arrangements.
Role definition	<ul style="list-style-type: none"> Female academics can be discouraged from applying for more senior or additional roles because they are not perceived or presented as being conducive to work/life balance, or they feel they will not be able to maintain their research profile as well. 	<ul style="list-style-type: none"> Review how the University communicates the range of roles available to staff, and what these roles entail. Ask committee chairs to review terms of reference and actively reach out to females and other under-represented groups when seeking new members. Implement a PVC mentoring and work shadowing scheme for senior (Senior Lecturer, Reader & Professor) female academics. 	<ul style="list-style-type: none"> All University committees are required to review their terms of reference annually.
Development	<ul style="list-style-type: none"> Female-only training may be beneficial. 	<ul style="list-style-type: none"> Target communications to females, particularly at Lecturer level, on the availability of female-only training. Review current staff development provision and consider adding additional female-only training sessions. 	<ul style="list-style-type: none"> A number of female only training sessions are offered as part of the Staff Development Programme.
Work-life	<ul style="list-style-type: none"> Female academics recognise the value of 	<ul style="list-style-type: none"> Facilitate discussion amongst senior 	<ul style="list-style-type: none"> Biographies of successful

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balance and flexible working	<p>a culture of support in which managers openly and actively support flexibility.</p> <ul style="list-style-type: none"> The career-focussed support provided by the Women Academic Returners' Programme (WARP) in SETM disciplines is excellent and is both tangible and measurable. 	<p>managers about how they can create and manage a flexible culture.</p> <ul style="list-style-type: none"> Publicise good management practices and examples of successful flexible working. Raise awareness amongst managers of the University's work-life balance/flexible working policies. Continue to fund the Women Academic Returners' Programme in SETM disciplines until 2012, and evaluate the scheme. 	<p>female academics and role models for flexible working (both male and female) will be presented on the Human Resources website.</p>
Leadership behaviours	<ul style="list-style-type: none"> A number of women feel that a masculine culture can prevail in areas of the University and that this is reflected in some approaches to leadership and management. There is a need for senior staff to exhibit leadership and management behaviours that are more inclusive to women. 	<ul style="list-style-type: none"> Host mutual 'Learning Conversations' in order to allow the exchange of views around identified issues and improve mutual understanding of different roles and styles. Implement a PVC mentoring and work shadowing scheme for senior (Senior Lecturer, Reader & Professor) female academics. 	<ul style="list-style-type: none"> The Futures mentoring scheme for senior female academics continues to be offered.
Role models	<ul style="list-style-type: none"> It is felt that having visible role models would be beneficial for females throughout their academic career. 	<ul style="list-style-type: none"> Consider how we can best communicate the success of female academics across the University. 	<ul style="list-style-type: none"> Biographies of successful female academics and role models for flexible working (both male and female) will be presented on the Human Resources website.
Mentoring	<ul style="list-style-type: none"> Mentoring would be welcomed, and the opportunity for a mentor would be particularly useful at transition points in a female academic's career, for example, from Lecturer to Senior Lecturer. 	<ul style="list-style-type: none"> Continue to offer the Impact Mentoring Scheme for female Lecturers. 	<ul style="list-style-type: none"> Mentoring schemes continue to be offered.
Networking	<ul style="list-style-type: none"> Networks are valuable for staff at all 	<ul style="list-style-type: none"> Facilitate role-based networking events 	<ul style="list-style-type: none"> The fourth annual Female

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	<p>stages of their careers, but particularly useful for female and male staff at the beginning of their career.</p>	<p>for females and males, focussing in the first instance on Lecturers embarking on their academic career.</p> <ul style="list-style-type: none"> • Host an annual lunch with the Vice-Chancellor for female professors to share their experiences, and to discuss and review support for female academic colleagues. 	<p>Professors' lunch is scheduled for 8 July 2011.</p>
SRDS and career support	<ul style="list-style-type: none"> • A number of women say that they would generate a greater amount of research if administrative workload, for example, course leadership, was distributed more evenly. • Some women report real problems with esteem factors due to, for example, their inability to travel to conferences and more limited opportunities to network if they have caring responsibilities. • Some women say they are more modest about their achievements and less assertive about them than their male colleagues. • Females noted that some may wait for 'a tap on the shoulder' before putting themselves forward for promotions or positions on senior University committees, etc. 	<ul style="list-style-type: none"> • Review SRDS guidance and briefing sessions to ensure an emphasis on discussion about career development. • Provide faculty specific career development events for all Academic staff. 	<ul style="list-style-type: none"> • Staff Development have discussed the career development events with all faculties, with a view to running the events in 2011.
Promotion/ progression	<ul style="list-style-type: none"> • Female academics say they would welcome more information and understanding relating to promotions. 	<ul style="list-style-type: none"> • Continue to monitor promotions centrally and by faculty, by gender and other equality strands, to ensure non-discriminatory practice. • Review the promotions procedure to 	<ul style="list-style-type: none"> • The guidance for panel members has been updated to include the provision of feedback to successful candidates, in addition to

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		ensure that both unsuccessful and successful applicants are given feedback. <ul style="list-style-type: none"> • Review how information related to promotions is communicated to female academic staff. 	unsuccessful candidates.
Increasing the profile and understanding of women's career issues.	<ul style="list-style-type: none"> • Females felt that having the opportunity to discuss issues affecting them in their careers was positive, and they would welcome further opportunities to do so. 	<ul style="list-style-type: none"> • Continue to host events such as Women@TUOS to celebrate the achievements of females at the University and to encourage staff to discuss particular issues. 	<ul style="list-style-type: none"> • A week of events were held in March 2011 to mark the centenary of International Women's Day, recognising the achievements of women from the City and the University.

The five academic faculties are also developing equality and diversity action plans, as part of the University's equality and diversity strategy, Excellence Through Inclusion. These plans will help ensure that the needs of women are taken into account in conducting the faculties' activities.