

**EDC14D008**

**Title:** *Athena SWAN – Report on Progress and Next Steps*  
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**Issue**

To inform the Committee of progress within the Athena SWAN initiative pursuing gender equality for women in STEMM subjects at UEA

**Recommendation**

The Committee is asked to note content for information

**Resource Implications**

None beyond those already established by this work.

**Risk Implications**

Achievement within this framework to Silver standard is linked to NIHR funding. Additionally, other funding bodies view Athena SWAN as evidence demonstrating activity supporting equality, which is becoming a requirement linked to funding.

**Equality and Diversity**

The focus of this initiative is the pursuit of gender equality within STEMM subjects, widening to other subject areas in 2015.

**Timing of decisions**

n/a

**Further Information**

The first paper to the Committee about Athena SWAN was in November 2011 addressing the question of membership (EDC11D001)

**Background**

Athena SWAN is a framework, very widely adopted within the Higher Education Sector as a means of progressing equality for women in STEMM subjects. Achievement within this framework has recently been linked to funding streams, principally from the NIHR, with HEFCE and RCUK also making clear statements about the need to evidence progress in equality as part of funding applications/awards.

## Athena SWAN – Report on Progress and Next Steps

ATHENA SWAN SUBMISSION LOG AT FEBRUARY 2015				
YEAR	ROUND	UNIVERSITY/ SCHOOL	LEVEL	STATUS
2015	NOV	UEA	BRONZE/SILVER ?	TBC
		PSY	SILVER?	TBC
	APRIL	CMP	BRONZE	WIP
		MTH	BRONZE	WIP
2014	NOV	BIO	SILVER	SUBMITTED
		PHA	SILVER	SUBMITTED
		MED	SILVER	SUBMITTED
		CHE	BRONZE	SUBMITTED
		PSY	BRONZE	SUBMITTED
	APRIL	ENV	BRONZE	ACHIEVED
		NSC	BRONZE	ACHIEVED
		RSC	BRONZE	ACHIEVED
2013	NOV	MED	BRONZE	ACHIEVED
2013	APRIL	BIO	BRONZE	ACHIEVED
2013	APRIL	PHA	BRONZE	ACHIEVED
2012	APRIL	UEA	BRONZE	ACHIEVED

OTHER WORK		
ECO	TEMPLATE	SAT MEETING
LAW	TEMPLATE	SAT MEETING
PPL	TEMPLATE	SAT MEETING

### 1. Current Position

The tables above show the **likely** submission pattern to the end of 2015 calendar year, the immediate aim being that two Schools are put forward for the April 2015 submission round.

It should be emphasised that the above plan is indicative only and timings may shift. The central E&D Office supports a measured approach, NIHR pressures notwithstanding, partly because a failed submission can have a detrimental impact on morale within a School but also because of the substantially increased length of time before results and feedback are received from the Equality Challenge Unit. This can delay the chance to resubmit by at least a year.

Normally, discussions are held during the final month of the submission's preparation and a decision reached between the School and the Equality Office, however, if there is a difference of opinion between the School and the Equality Office regarding the

timing or standard of a submission it has been agreed that a short paper reflecting both views will be put from the Equality Office to the Chair of the Athena SWAN Central Steering Group and the Chair of the Equality Committee along with copies of the submission, and that their decision will be final. The Equality Office continues to develop expertise by participation in national judging panels in each round held by the Equality Challenge Unit.

A paper covering the 'Common Themes' emerging from all Schools engaged in Athena SWAN will be brought to the May meeting of the Equality and Diversity Committee which will help direct work towards the next institutional award at either Bronze or Silver level depending on progress achieved. Due to a one year extension the University will need to submit by April 2016 at the latest, the current aim being to submit in November 2015.

Activity is now taking place in every School in the Faculties of Science and Medicine & Health Sciences together with the School of Psychology. More broadly, ECO, LAW and PPL are at various early stages of work in preparation of the Gender Equality Charter Mark (GEM). ECU trials at national level in preparation for this new standard have been completed with full and final details expected by mid 2015.

## **2. UEA Bronze Action Plan**

The Bronze Action plan for the University is attached with a table at the top summarising actions achieved and work in progress. It is anticipated that by Easter 2015 significant progress will have taken place on those actions 'started'. Although aiming for Silver in November 2015 the University will need to take a detailed review of how much 'distance travelled' can be demonstrated at that point, and, if we feel a Silver submission would be borderline, submit for a renewal Bronze award with a view to achieving University Silver in 2017, at which point many actions will be embedded and we will also have begun submissions under the new Gender Equality Charter Mark.

The Athena SWAN Central Steering Group (ASCSG) continues to meet every six weeks and has meetings scheduled in advance over the next academic year. The group is now chaired by Prof. Dave Petley, PVC – Research and Enterprise who has had experience and direct involvement in equality work, including the REF Equality Impact Assessment, at Durham University prior to joining UEA. He has established a clear affirmation of the value of the Athena SWAN initiative and a commitment to equality and diversity which has set a positive tone for the group moving forward.

## **3. Gender Equality Charter Mark**

It should be noted that November 2015 is the last date at which Athena SWAN submissions can be made. Thereafter, the Gender Equality Charter Mark (GEM) will be fully established. As Athena SWAN awards come up for renewal, submissions will be made for the GEM. Although the GEM was piloted in 2014 it is understood a high level of feedback was received from participants, particularly in regard to the data sets required. The review of the revised Charter Mark is on-going and a launch of the new standard will take place in April 2015. Submissions under GEM will be accepted in November 2015 for the first time.

## **4. Norwich Research Park**

The John Innes Institute holds a Silver award and Carole Thomas, the Director and Athena Lead has been very committed in attending the Athena SWAN Central Steering Group in support of development here at UEA. It is also understood that the Institute for Food Research is planning to submit at a Bronze level in the November 2014 round. The Lead is to be contacted and invited to attend the ASCSG in future.

## **5. Conclusion**

The University is making clear and timely progress within the Athena SWAN framework with at two Bronze submissions going forward in April 2015 at which point results will also be received for the five submissions made for Bronze and Silver awards in November 2014 with any delayed at that point moving forward in 2015. The Bronze Action Plan is likely to make significant steps forwards over the next six months in particular as well as development of work under GEM. The Committee will be kept informed of progress.

9. UNIVERSITY OF EAST ANGLIA – ATHENA SWAN ACTION PLAN

Action	Description of Action	Action already taken at March 2012	Further action planned	Next steps	Responsibility	Timescale	Start date	Success measure
<b>1. Baseline Data and Supporting Evidence</b>								
<b>1.1</b>	<b>Monitor student data by gender. Annual report to Equality and Diversity Committee</b>	Admissions data and data on gender profile of students at University, Faculty and School level produced each year since 2008, presented in two reports, now to be annual and discussed as part of annual meeting with each Head of School. Reports also go to Equality and Diversity Committee and Council.	Data to be extended to cover degree classification and career destination. Next Annual Report to be produced in first quarter 2013 and presented to Equality & Diversity Committee/Council.	Link to internal data warehouse project.	Head of E&D	To be included in next annual report in 2013	Ongoing – adding in more detailed data and creating a pipeline	To enable low female participation or success levels to be identified and to help measure success of interventions to address issues
<b>1.2</b>	<b>Monitor staff data by gender. Report as above</b>	Staff profile information and analysis has been produced and presented to Equality and Diversity Committee, Executive Team and Council in Annual Reports from HR and the Equality Office	To monitor by gender and report to Equality and Diversity Committee, Executive Team and Council on the following areas:	Work with HR Data analyst to ensure reports are focussed on relevant aspects of information	Head of E&D/HR Data Analyst	To be included in next annual report in 2013	As above	To identify 'leaks' in career pipeline and help determine if action taken to address issues has in impact where needed.
			a. Turnover rates by grade					Greater awareness amongst Heads of Schools and consistency of attitude and approach
			b. Fixed Term vs Indefinite Contracts					Achievement of greater transparency of processes and outcomes, for example, determining whether, if changes are made to Promotion Process, interventions result in changes in gender balance at senior levels, apparent in data

			c. Part time and Full time					
			d. Academic and research applications and appointments					
			e. Promotion rates					
			f. Senior management roles					
			g. All parental leave and retention levels					
	<b>Produce summary of data at 1.2 for use by Heads of School and Self Assessment Group</b>							School specific actions and initiatives to address issues highlighted by data trends. Also, to determine if action taken is effective over time.
<b>1.3</b>	<b>representatives</b>	Self assessment team established	Report to be provided annually for use in discussions to enable School-specific actions.	As above and scheduling in Equality work plan for year ahead.	Head of E&D	First quarter of 2013	As above	
<b>1.4</b>	<b>Equal Pay Audit</b>	Equal Pay Audits have taken place bi-annually since 2003. Last one produced in 2011.	Results of Equal Pay Audits to be presented to EDC.	Next Audit to take place in 2013.	Human Resources	To be completed by end of fourth quarter, 2013.	Jun-2013	Aim to have no pay gaps over 5%
<b>1.5</b>	<b>REF Equality Impact Assessment</b>	Equality Monitoring in hand with current REF process.	Analysis to be undertaken for mock review 2012 and full REF submission in 2013	Mock REF analysis during 2nd quarter 2012	Head of E&D	To be completed by end of third quarter 2012 and prior to final submission in 2014	Jun-2012	To highlight any apparent inequalities in the pattern of submissions and where there may be biases at play to address these ensuring a fully fair submission

2 Key Career Transition Points								
2.1	<b>Monitor staff application and appointment success rates at University, Faculty and School level</b>	A range of information is already collated in respect of staff recruitment but can be enhanced with streamlined and transparent reporting to all three levels annually	To report on data to EDC, with particular attention to appointments at key transition points: at lower grades where junior Research Associates may apply and at Senior Grades including Professors	Data report exists and can be further enhanced to ensure efficient reporting method	Head of E&D/HR Data Analyst	Report to be in place ready for Annual Report in first quarter 2013	Jun-2012	To highlight any apparent inequalities in conversion from application to appointment on the basis of gender; to use monitoring to determine if action taken to address any identified issues is effective
2.2	<b>Use of 'positive action' wording in recruitment advertising for posts in Schools where there is a known gender bias</b>	Thus far positive action wording has been used on relevant occasions to address the specific situation.	Review wording and use positive action statements as required to encourage women in areas of under-representation (and men where the opposite polarity exists)	This is an action within the Single Equality Action Plan, currently under review. Action to be retained and actively pursued as a consistent practice	Director of Human Resources	Immediate and on-going	May-2012	Improvement in application rate by women to appointments in SET subject areas
2.3	<b>Review of training provided for those involved in assessing cases for promotion to include unconscious bias in addition to awareness of equality issues, policies and legislation</b>	Training already includes a session on equality issues;	Review will enable different approaches to be considered and inclusion of additional information on Unconscious Bias	This is an extension of action no. 30 in the Single Equality Action Plan, currently under review. Action to be retained and actively pursued as a consistent practice	Head of Centre for Staff Development	During second quarter, 2012	May-2012	Higher conscious awareness of unconscious bias will help to eliminate residual unwitting discrimination where it may exist; and give Panel this intervention will underpin our other actions with overall impact measured in % of women achieving senior positions

			To review with a particular goal of detecting parts of the underlying construct which may particularly deter women from applying or being considered. Feedback from the Talent Leadership and Contribution (TLC) project and feedback via Self Assessment Group Contacts will be useful in informing the next stage of equality analysis	This is an extension of action no. 31 in our Single Equality Action Plan, currently under review. Action to be retained and actively pursued.	Director of Human Resources	During second half of 2012	Jun-2012	An increase in the number of women achieving promotion and participating in decision/policy making roles
<b>2.4 Review Promotion processes</b>								
<b>3. Career Development</b>								
			Partially in place – assess new courses and initiatives focussed on advancement in gender minority areas (e.g. Maths, Computing etc)	To form part of discussions between Head of Centre for Staff Development and Head of Equality involving Schools and SAGCs	Head of Centre for Staff Development	Ongoing	Ongoing	Courses provide skills required which contribute to altering progression of women in SET subjects longer term
<b>3.1 Research career support and training</b>								
			To review and relaunch in view of feedback from TLC project and via SAGCs	Gather information across Schools, via SAGCs , of what practices exist locally and share best practice to enable best delivery per School	Head of Centre for Staff Development	During second half of 2012	Jun-2012	An increase in mentoring with more women (or men in areas of under-representation) benefitting by achieving career aspirations
<b>3.2 Mentoring and networking</b>								

	<b>Appraisal and career 3.3 guidance</b>	Appraisal scheme in place but in practice not used consistently across the University	To review and relaunch appraisal and career guidance meetings for new and existing staff	Review to include awareness raising within appraisal training of equality issues and ways of supporting career development for women in SET and other under-represented groups	Director of Human Resources	During second half of 2012	Jun-2012	A demonstrably consistent approach to appraisal by all Schools
<b>4. Organisation and Culture</b>								
	<b>Monitor gender balance of Heads of School and Faculty 4.1</b>	Monitored on an adhoc basis to date	To include in annual report	To agree annual timing of report with HR Data Analyst	Head of Equality and Diversity	Apr-2012	Ongoing annually	Heighten awareness of gender balance with aim of improving number of female Heads of School and Faculty
	<b>Monitor gender balance on influential committees 4.2</b>	Gender balance reported for Athena Swan submission	To include in annual report.	To heighten awareness of current situation to Chairs of all influential Committees; to encourage balance to be sought where Committee places are not ex officio	Head of Equality and Diversity	Jun-2012	Ongoing annually	Heighten awareness of gender balance with aim of improving number of women on influential committees
	<b>Chairs of all influential committees to participate in training on equality issues/unconscious bias 4.3</b>	Chairs of some Committees not currently given training on equality issues as a matter of course in relation to the role	To implement an initial programme for Chairs prior to the end of the 2011/12 academic year in readiness for review of Committee membership before start of next academic year.	To identify external trainers to deliver short high impact programme	Heads of Equality and Diversity and Centre for Staff Development	By September 2012	May-2012	Improve knowledge of equality issues amongst Chairs so a) 4.2 above is achieved more readily and b) they are better able to facilitate productive participation once women are in place.

	<b>4.4 Monitor workloads</b>	Each school has a system of workload modelling in place for academic staff. These models vary between schools to suit the different cultures and environments in which they work. Considerations include time spent on teaching, research, E&E, school/faculty administrative roles, time spent in other organisations (e.g. NHS for health schools), etc.	Investigate workloads, with analysis by gender to ensure they are transparent and equitable	Paper summarizing the investigation to be presented to the Equality and Diversity Committee	Head of Equality and Diversity	During 2012- 13 academic year	Oct-2012	To ensure long hours culture is not considered 'normal' and workloads between men and women are equitable
	<b>4.5 Web Resources</b>	Suite of equality pages have been developed since 2008 and some Schools have promoted women through imagery on their sites	Collate and develop web pages as a 'one stop' career development resource for women in SET subject areas /women seeking promotion at UEA more generally; also to link to SET School intranet pages	To be developed with input and feedback from ResNet and SAGCs	Head of Equality	During 2012- 13 academic year	Jun-2012	To ensure information /support on promotion becomes more transparent; staff have increased confidence in the system
<b>5. Flexibility</b>								
	<b>5.1 Monitor parental leave</b>	Information collated on HR monitoring spreadsheet	Run automated report annually and include in annual staff Equality Report	To run in Jan 2013	Head of Equality	During 2012 – 13 academic year	Jun-2012	
	<b>Monitor Carer leave</b>	Information previously gathered manually	Run automated report annually and include in annual staff Equality Report	To run in Jan 2013	Head of Equality	During 2012 – 13 academic year	Jun-2012	

	<b>Promote flexible working policies</b>	Policies exist and links are on HR website	Feature in Broadview (cross campus publication); review training to ensure Heads of School know practices; feature in info@ (cross campus communications ); include take up figures in annual review; promote in School meetings etc	This is an extension of action no. 33 in our Single Equality Action Plan, currently under review. Action to be retained and actively pursued.	Head of Equality	During 2012 – 13 academic year	Jun-2012	More consistent and confident use of family friendly policies across campus also reflected in take up figures over time
	<b>Review Nursery hours</b>	Nursery has been established and runs providing staff with quality care for their children	Cost analysis of extending Nursery hours to support staff teaching until 6.00 pm	Project to be undertaken and paper to be presented to Equality and Diversity Committee during 2012 – 13	Head of Equality and Diversity with Nursery Manager	During academic year 2012 - 13	Sep-2012	
<b>6. Athena Swan</b>								
	<b>Apply for further 6.1 awards</b>	Self Assessment Group and Steering Group established for Bronze award to continue to meet to monitor action plan and provide support for individual faculty award applications	Faculty Self Assessment Teams to be established in May 2012	Faculty Self Assessment Teams to define their Self Assessment Plans and determine specific next steps and actions for achievement of Silver status with Athena Swan	Vice Chancellors Office/Head of Equality and Diversity	Ongoing	May-2012	Schools, Faculties to achieve Silver level

	<b>29 Actions in Plan</b>		<b>%</b>							
	<b>Started</b>	<b>10</b>	<b>47.6</b>							
	<b>Completed</b>	<b>8</b>	<b>38.1</b>							
	<b>Outstanding</b>	<b>3</b>	<b>14.3</b>							
		<b>21</b>								
<b>9. UNIVERSITY OF EAST ANGLIA – ATHENA SWAN ACTION PLAN</b>										
<b>Action</b>	<b>Description of Action</b>	<b>Action already taken at March 2012</b>	<b>Further action planned</b>	<b>Next steps</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Start date</b>	<b>Success measure</b>	<b>PROGRESS AT: February 2015</b>	<b>Progress - Quick View</b>
<b>1. Baseline Data and Supporting Evidence</b>										
1.1	Monitor student data by gender. Annual report to Equality and Diversity Committee	Admissions data and data on gender profile of students at University, Faculty and School level produced each year since 2008, presented in two reports, now to be annual and discussed as part of annual meeting with each Head of School. Reports also go to Equality and Diversity Committee and Council.	Data to be extended to cover degree classification and career destination. Next Annual Report to be produced in first quarter 2013 and presented to Equality & Diversity Committee/Council.	Link to internal data warehouse project.	Head of E&D	To be included in next annual report in 2013	Ongoing – adding in more detailed data and creating a pipeline	To enable low female participation or success levels to be identified and to help measure success of interventions to address issues	Data Warehouse - now up and running - E&D have working access to Admissions Cube; will be using in future update	✓
1.2	Monitor staff data by gender. Report as above	Staff profile information and analysis has been produced and presented to Equality and Diversity Committee, Executive Team and Council in Annual Reports from HR and the Equality Office	To monitor by gender and report to Equality and Diversity Committee, Executive Team and Council on the following areas:	Work with HR Data analyst to ensure reports are focussed on relevant aspects of information	Head of E&D/HR Data Analyst	To be included in next annual report in 2013	As above	To identify 'leaks' in career pipeline and help determine if action taken to address issues has in impact where needed.	Report to be produced first quarter 2015 - Started	Report almost completed - to be complete by end May 2015
			a. Turnover rates by grade					Greater awareness amongst Heads of Schools and consistency of attitude and approach		Included above



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1.5	REF Equality Impact Assessment	Equality Monitoring in hand with current REF process.	Analysis to be undertaken for mock review 2012 and full REF submission in 2013	Mock REF analysis during 2nd quarter 2012	Head of E&D	To be completed by end of third quarter 2012 and prior to final submission in 2014	Jun-2012	To highlight any apparent inequalities in the pattern of submissions and where there may be biases at play to address these ensuring a fully fair submission	Done - on web. Reported to Research Staff Working Group 3 July 2014	✓
<b>2 Key Career Transition Points</b>										
2.1	Monitor staff application and appointment success rates at University, Faculty and School level	A range of information is already collated in respect of staff recruitment but can be enhanced with streamlined and transparent reporting to all three levels annually	To report on data to EDC, with particular attention to appointments at key transition points: at lower grades where junior Research Associates may apply and at Senior Grades including Professors	Data report exists and can be further enhanced to ensure efficient reporting method	Head of E&D/HR Data Analyst	Report to be in place ready for Annual Report in first quarter 2013	Jun-2012	To highlight any apparent inequalities in conversion from application to appointment on the basis of gender; to use monitoring to determine if action taken to address any identified issues is effective		✓
2.2	Use of 'positive action' wording in recruitment advertising for posts in Schools where there is a known gender bias	Thus far positive action wording has been used on relevant occasions to address the specific situation.	Review wording and use positive action statements as required to encourage women in areas of under-representation (and men where the opposite polarity exists)	This is an action within the Single Equality Action Plan, currently under review. Action to be retained and actively pursued as a consistent practice	Director of Human Resources	Immediate and on-going	May-2012	Improvement in application rate by women to appointments in SET subject areas	Introduced Feb/March 2014 by HR - additionally document developed by HR in BIO to be used across SCI Faculty	✓

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Action	Description of Action	Action already taken at March 2012	Further action planned	Next steps	Responsibility	Timescale	Start date	Success measure	PROGRESS AT: February 2015	Progress - Quick View
	Review of training provided for those involved in assessing cases for promotion to include unconscious bias in addition to awareness of equality issues, policies and 2.3 legislation	Training already includes a session on equality issues;	Review will enable different approaches to be considered and inclusion of additional information on Unconscious Bias	This is an extension of action no. 30 in the Single Equality Action Plan, currently under review. Action to be retained and actively pursued as a consistent practice	Head of Centre for Staff Development	During second quarter, 2012	May-2012	Higher conscious awareness of unconscious bias will help to eliminate residual unwitting discrimination where it may exist; and give Panel this intervention will underpin our other actions with overall impact measured in % of women achieving senior positions	HM -pilots delivered with good feedback received; delivering briefing to ET in Jan 2015; training dates finalised for PHA; central E&D Courses in place; dates to be arranged for training Chairs in 2015 - HM to gather names and secure training dates by end May 2015	Started
	Review Promotion 2.4 processes	Revision of Green Book and promotions criteria in 2007-08 included particular regard to potential gender imbalance. Equality Impact Assessments took place in 2010	To review with a particular goal of detecting parts of the underlying construct which may particularly deter women from applying or being considered. Feedback from the Talent Leadership and Contribution (TLC) project and feedback via Self Assessment Group Contacts will be useful in informing the next stage of equality analysis	This is an extension of action no. 31 in our Single Equality Action Plan, currently under review. Action to be retained and actively pursued.	Director of Human Resources	During second half of 2012	Jun-2012	An increase in the number of women achieving promotion and participating in decision/policy making roles	Examination of this to tally with work on corporate plan and direction from ET.	Spring - Summer 2015. Review of aspects of documentation and process currently taking place.
<b>3. Career Development</b>										
	Research career 3.1 support and training	Training and development for career progression	Partially in place – assess new courses and initiatives focussed on advancement in gender minority areas (e.g. Maths, Computing etc)	To form part of discussions between Head of Centre for Staff Development and Head of Equality involving Schools and SAGCs	Head of Centre for Staff Development	Ongoing	Ongoing	Courses provide skills required which contribute to altering progression of women in SET subjects longer term	Substantial range of training in place for Researchers including career development - awareness raising to be undertaken 2015	Started

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3.2	Mentoring and networking	Mentoring scheme in place but in practice not used consistently across the University	To review and relaunch in view of feedback from TLC project and via SAGCs	Gather information across Schools, via SAGCs, of what practices exist locally and share best practice to enable best delivery per School	Head of Centre for Staff Development	During second half of 2012	Jun-2012	An increase in mentoring with more women (or men in areas of under-representation) benefitting by achieving career aspirations	CSED to source and pilot a mentoring administration and matching system, to trial via Coaching scheme/MED and then gradually across Campus. Starting 2015	Started
3.3	Appraisal and career guidance	Appraisal scheme in place but in practice not used consistently across the University	To review and relaunch appraisal and career guidance meetings for new and existing staff	Review to include awareness raising within appraisal training of equality issues and ways of supporting career development for women in SET and other under-represented groups	Director of Human Resources	During second half of 2012	Jun-2012	A demonstrably consistent approach to appraisal by all Schools	Schools now undertaking appraisal. Ongoing monitoring to ensure work is being undertaken in Schools consistently	Started
<b>4. Organisation and Culture</b>										
4.1	Monitor gender balance of Heads of School and Faculty	Monitored on an adhoc basis to date	To include in annual report	To agree annual timing of report with HR Data Analyst	Head of Equality and Diversity	01/04/12	Ongoing annually	Heighten awareness of gender balance with aim of improving number of female Heads of School and Faculty	HM - short paper	✓
4.2	Monitor gender balance on influential committees	Gender balance reported for Athena Swan submission	To include in annual report.	To heighten awareness of current situation to Chairs of all influential Committees; to encourage balance to be sought where Committee places are not ex officio	Head of Equality and Diversity	01/06/12	Ongoing annually	Heighten awareness of gender balance with aim of improving number of women on influential committees	HM - to include in Statutory Annual Staff Equality Profile report 2015	Started

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Action	Description of Action	Action already taken at March 2012	Further action planned	Next steps	Responsibility	Timescale	Start date	Success measure	PROGRESS AT: February 2015	Progress - Quick View
4.3	Chairs of all influential committees to participate in training on equality issues/unconscious bias	Chairs of some Committees not currently given training on equality issues as a matter of course in relation to the role	To implement an initial programme for Chairs prior to the end of the 2011/12 academic year in readiness for review of Committee membership before start of next academic year.	To identify external trainers to deliver short high impact programme	Heads of Equality and Diversity and Centre for Staff Development	By September 2012	May-2012	Improve knowledge of equality issues amongst Chairs so a) 4.2 above is achieved more readily and b) they are better able to facilitate productive participation once women are in place.	HM/GG to arrange	Started
4.4	Monitor workloads	Each school has a system of workload modelling in place for academic staff. These models vary between schools to suit the different cultures and environments in which they work. Considerations include time spent on teaching, research, E&E, school/faculty administrative roles, time spent in other organisations (e.g. NHS for health schools), etc.	Investigate workloads, with analysis by gender to ensure they are transparent and equitable	Paper summarizing the investigation to be presented to the Equality and Diversity Committee	Head of Equality and Diversity	During 2012- 13 academic year	Oct-2012	To ensure long hours culture is not considered 'normal' and workloads between men and women are equitable	HM gathering information - paper to be written/liaison with HR planned	Project scheduled for summer 2015
4.5	Web Resources	Suite of equality pages have been developed since 2008 and some Schools have promoted women through imagery on their sites	Collate and develop web pages as a 'one stop' career development resource for women in SET subject areas /women seeking promotion at UEA more generally; also to link to SET School intranet pages	To be developed with input and feedback from ResNet and SAGCs	Head of Equality	During 2012- 13 academic year	Jun-2012	To ensure information /support on promotion becomes more transparent; staff have increased confidence in the system	All Schools in all Faculties now have their own Equailty /Athena/GEM web pages and central E&D have now moved onto Liferay and are actively reviewing central content	✓
<b>5. Flexibility</b>										
5.1	Monitor parental leave	Information collated on HR monitoring spreadsheet	Run automated report annually and include in annual staff Equality Report	To run in Jan 2013	Head of Equality	During 2012 – 13 academic year	Jun-2012		HM to liaise with SG - Autumn 2014	✓

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5.2	Monitor Carer leave	Information previously gathered manually	Run automated report annually and include in annual staff Equality Report	To run in Jan 2013	Head of Equality	During 2012 – 13 academic year	Jun-2012		HM to liaise with SG - Autumn 2014	Autumn 2014
5.3	Promote flexible working policies	Policies exist and links are on HR website	Feature in Broadview (cross campus publication); review training to ensure Heads of School know practices; feature in info@ (cross campus communications ); include take up figures in annual review; promote in School meetings etc	This is an extension of action no. 33 in our Single Equality Action Plan, currently under review. Action to be retained and actively pursued.	Head of Equality	During 2012 – 13 academic year	Jun-2012	More consistent and confident use of family friendly policies across campus also reflected in take up figures over time	Equality Office web pages migrating to Liferay early Sept 2014 - slide to be produced for cross campus screens - Autumn 2014	Started draft slides produced. Final versions to be in place by end April 2015
5.4	Review Nursery hours	Nursery has been established and runs providing staff with quality care for their children	Cost analysis of extending Nursery hours to support staff teaching until 6.00 pm	Project to be undertaken and paper to be presented to Equality and Diversity Committee during 2012 – 13	Head of Equality and Diversity with Nursery Manager	During academic year 2012 - 13	Sep-2012		Work in progress between Nursery Manager and HR Manager	Started
<b>6. Athena Swan</b>										
6.1	Apply for further awards	Self Assessment Group and Steering Group established for Bronze award to continue to meet to monitor action plan and provide support for individual faculty award applications	Faculty Self Assessment Teams to be established in May 2012	Faculty Self Assessment Plans and determine specific next steps and actions for achievement of Silver status with Athena Swan	Vice Chancellors Office/Head of Equality and Diversity	Ongoing	May-2012	Schools, Faculties to achieve Silver level	Started	✓