UNIVERSITY OF EAST ANGLIA

ATHENA SWAN

SILVER APPLICATION

April 2019

Athena SWAN Silver Department Award Application

Name of Institution: University of East Anglia

Date of Application: April 2019

Award Level: Silver

Date joined Athena SWAN: October 2011

Current Award: Bronze (Renewal, November 2015)

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Submission Notes:

1. Action points referenced in the body of the submission are set out in full in the detailed action plan **which we recommend is detached/kept separate and read alongside the main body of the narrative.**

2. Text in **bold** is there to highlight where impact has been achieved.

3. Data Sources are shown below.

4. Activities initiated as a result of our Bronze Renewal Action Plan are indicated with **BRAP** and the number of the action.

Regardless of the outcome of this submission the University of East Anglia would like to formally record its thanks to the hundreds of staff and students, of all genders, at all levels, particularly all those who are or have been Athena SWAN Leads or SAT participants, who have given time, commitment and enormous energy to the pursuit of gender equality at UEA.

Data Sources:
Data in the submission is drawn from these respective sources unless otherwise stated:

Student Data: UEA Data Warehouse/Tableau

Staff Data: UEA HR System

Sector Data: 2017/18 HESA Data, unless otherwise stated

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Glossary

Acronym	Description
~	Around/approximately
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AP	Action Plan
AS	Athena SWAN
AS-AP	Athena SWAN Action Plans
AS-BR	Athena SWAN Bronze Renewal Award
ASCSG	Athena SWAN Central Steering Group
ASCOG	Athena SWAN Central Operational Group
ASER	Athena SWAN Eastern Region
AS-ERN	Athena SWAN Eastern Regional Network
ATR	Academic, Teaching and Research
ATS	Academic, Teaching and Scholarship
BCFR	Baby Change & Feeding Room
BIO	School of Biological Sciences
BAME-SN	Black, Asian and Minority Ethnic Staff Network
BRAP	Bronze Renewal Action Plan (see Submission Notes, p2)
CD	Central Division
Cf.	Compared to/with
CHE	School of Chemistry
CROS	Careers in Research Online Survey
CSED	Centre for Staff and Educational Development
COO	Chief Operational Officer
CRO	Chief Resources Officer
ECO	School of Economics
E&D	Equality & Diversity
E&DPWG	E&D Policy Working Group
EDC	Equality & Diversity Committee
EDO	Equality and Diversity Office
EHRC	Equality and Human Rights Commission
EIA	Equality Impact Assessment
EIA-AP	Equality Impact Assessment Action Plan (related to REF)
EPA	Equal Pay Audit
ET	UEA Executive Team (VC, PVCs x 4, CRO, COO)
ETP	UEA Executive Team, plus Directors of Services
ENV	School of Environmental Sciences
FMH	Faculty of Medicine and Health Sciences
FT	Full-Time
FTC	Fixed-Term Contract
Head-E&D	Head of Equality and Diversity
HESA	Higher Education Statistics Agency
HoD	Head of Department
HoS	Head of School

HRD	Human Resources Division
HRM	Human Resource Manager
HRT	Human Resources Team
HSC	School of Health Sciences
HUM	Faculty of Arts and Humanities
ILM	Institute of Leadership and Management
JIC	John Innes Centre
LAW	Law School
MTH	School of Mathematics
MED	Norwich Medical School
NAP	New Action Plan
NBS	Norwich Business School
NRP	Norwich Research Park
OBAP	Original Bronze Action Plan
DIR-P&C	Director of People and Culture
DYK Slides	'Did You Know' Slides
P&CSG	People and Culture Strategy Group
PG	Postgraduate Student
PHA	School of Pharmacy
PI	Principal Investigator
PIRLS	Principal Investigators and Research Leaders Survey
PPL	School of Politics, Philosophy, Language and Communication Studies
P&S	Professional and Support (staff)
P&S-SS2017	Professional and Support Staff Survey 2017
PSY	School of Psychology
PSEN	Professional Services Equality Network
PT	Part-Time
PVC	Pro Vice-Chancellor
PVC-HUM	Pro-Vice Chancellor for Arts and Humanities
PVC-RI	Pro-Vice Chancellor for Research and Innovation
RA	Research Assistant
REC	Race Equality Charter
REF	Research Excellence Framework
ResNet	Grassroots Fairness and Equality Network
RSWG	Research Staff Working Group
SATs	Self-Assessment Teams
SCI	Faculty of Science
SSF	Faculty of Social Sciences
SS2016	Staff Survey 2016
SS2018	Staff Survey 2018
STEMM	Science, Technology, Engineering, Medicine and Mathematics
UEA	University of East Anglia
UG	Undergraduate Student
VITAE-AP	VITAE Action Plan (framework to support researchers)
WEI	Stonewall Workplace Equality Index
WIN	Well-Being Interest Network

1. LETTER OF ENDORSEMENT FROM THE VICE-CHANCELLOR (WORD COUNT 502)

University of East Anglia

Professor David J Richardson
Vice-Chancellor & President

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Athena SWAN Charter
Advance-HE
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

30 April 2019

Dear Dr Gilligan,

I am proud and delighted to support this submission reflecting our progress since UEA committed to Athena SWAN in 2011. I am personally committed to the promotion and implementation of the framework as a powerful driver for culture change at UEA. It is especially rewarding that equality has become increasingly central and is now taken into account in all our practices and policies as a natural part of what we do.

I can also confirm that information presented in this application, including all qualitative and quantitative data, is an honest, accurate and true representation of work undertaken in pursuit of gender equality at UEA.

The rigorous discipline of achieving Athena SWAN awards has been hugely beneficial in keeping our focus on deep cultural change. For some key issues, such as appraisal and promotion processes, we resisted 'quick fixes', preferring wide consultation and broad research into best practice to search out quality long-term solutions. We anticipate our new Academic Progression Framework and Handbook, for example, will prove the worth of this strategy to our academics and that improvements to our appraisal system, linking it to transformative personal development, will benefit all UEA staff.

Our Faculties of Science and Medicine & Health Sciences have forged strong practice in their long-standing work on AS, setting powerful examples for other areas. This has involved facing some uncomfortable truths, for example in detecting unconscious biases in processes around recruitment and firmly stamping out any remaining vestiges of appointment via the 'Old Boys Network'. However, facing up to these issues has made the University far stronger and better equipped to progress into the 2020s. We continue to benefit from significant culture change from the most senior level, in the composition of the Executive Team and Directors, to the systematic development of increasingly flexible working for professional and support staff.

…/2

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Committee membership across UEA has changed in almost all influential decision-making groups so that key decision-makers are now, virtually, 50%/50% women/men.   We are fully committed to improving further, sustaining this as we move into our next challenge of achieving broader diversity of representation at all levels.

Wherever possible, we achieve intersectional synergy by linking our Athena SWAN work with additional commitments to the Stonewall WEI and as we begin our journey on the Race Equality Charter.

I have personally set our Schools the target of achieving at least Bronze AS award by 2021, as only by complete involvement can we truly champion gender equality and tackle remaining challenges, such as occupational segregation, inside UEA and externally. All twenty Schools now have fully working, pro-active AS teams, indeed, eight have achieved Bronze and four have Silver awards already. Our newly established Professional Services Equality Network now closes the final 'gap', giving all areas the opportunity for active involvement in achieving the goals set out in our new, ambitious Silver Action Plan. As our new People and Culture Strategy Group also gets underway it is an exciting and dynamic time to address remaining challenges both here and in the wider sector.

Yours sincerely,

David Richardson

2. DESCRIPTION OF THE INSTITUTION

(i)   Information on where the institution is in the Athena SWAN process

Image 1: Arial view of UEA Campus and local environment

UEA joined the Charter in 2011, achieving its Bronze institutional award in April 2012, successfully re-accredited in 2015. **Eight Schools currently hold Bronze awards and four hold Silver.** We are proud that **100% of our STEMM Schools hold awards as do several of our AHBSSL Schools**. **Since 2017, all 20 Schools (in four Faculties) have pro-active self-assessment teams working towards awards**. Our aim is minimum Bronze award in every School by 2021 (Fig.10 p16, **SAP6.0).**

- **All four Faculties hold awards**,
- 16 awards (new/renewal) have been gained since 2012 (of which **12 are current), including four Silver.**

To support this work we have:
- Appointed two Faculty based Athena SWAN Co-Ordinators (+2f)
- Increased central staffing (+1f)
- Invested £16,250 p.a., excluding staffing costs, for central AS activity
- Agreed workload allocation for all AS Leads
- Established a new People and Culture Strategy Group (P&CSG) to provide oversight/ direction to the wide range of people-related work being undertaken
- Extended our work to link with ethnicity and the Race Equality Charter (**SAP 6.1**)
- Undertaken extensive work to support trans students and staff (also recognised via our work on the Stonewall Workplace Equality Index (WEI)).

(ii)   Information on its teaching and its research focus

UEA is a research intensive University with 4,230 staff and 18,872 students (Table3), ranked within the top 200 universities globally, in the Top 20 in all major UK league tables and recently awarded Gold TEF standard. UEA consistently rates highly in NSS results with 86% overall satisfaction in 2018. Located on a single campus, part of Norwich Research Park, UEA is on the outskirts of Norwich.

Academic roles at UEA comprise three key contract types:

- Academic Teaching and Scholarship (ATS) (**37%** academic staff)
- Academic Teaching and Research (ATR); primary focus on research activities/related teaching (**63%** academic staff)
- Research Associate (RA), researching specific projects, often related to defined funding streams.

(iii)   The number of staff. Present data for academic and professional and support staff separately

Staffing increased from 3,626 to 4,196, 2015-18. UEA has 57% women (Fig.1), although proportions differ between academic (43%F), RAs (54%) and professional & support (P&S) staff (63%F) (Fig.2).

UEA All Staff 2013 - 2018

	2013	2014	2015	2016	2017	2018	HESA 2017/18
■ MALE	1,594	1,603	1,672	1,735	1,767	1,807	189,615
■ FEMALE	2,060	2,168	2,283	2,339	2,364	2,423	211,735

Figure 1

Staff by Gender
2013 - 2018

ACADEMIC STAFF   RESEARCH STAFF   PROFESSIONAL, TECHNICAL AND SUPPORT STAFF

	2013	2014	2015	2016	2017	2018		2013	2014	2015	2016	2017	2018		2013	2014	2015	2016	2017	2018
MALE	641	618	602	622	643	659		240	245	261	265	257	239		713	740	809	848	867	909
FEMALE	475	477	511	541	551	577		256	266	272	267	261	276		1,329	1,425	1,500	1,531	1,552	1,570

Figure 2

UEA Academic Staff -v- HESA Sector Data (Full & Part-Time)
2009 - 2018

UEA   SECTOR

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
MALE	535	577	612	641	618	602	622	643	659		80,160	79,390	79,055	80,510	83,350	83,420	84,325	86,515	88,600
FEMALE	387	431	462	475	477	511	541	551	577		60,965	61,055	61,485	62,725	65,310	66,685	68,410	71,270	73,835

Figure 3

UEA Research Staff -v- HESA Sector Data (Full & Part-Time)
2009 - 2018

UEA   SECTOR

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
MALE	207	211	223	240	245	261	265	257	239		21,530	21,700	21,550	22,405	24,300	25,695	25,905	25,880	26,145
FEMALE	235	241	244	256	266	272	267	261	276		18,940	19,035	19,290	19,945	21,280	22,540	22,740	23,205	23,365

Figure 4

11

UEA Professional and Support Staff -v- HESA Sector Data (Full & Part-Time)
2009 - 2018

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
MALE	652	680	670	713	740	809	848	867	909		68,650	67,150	66,510	66,935	68,645	70,380	71,815	73,325	74,870
FEMALE	1,245	1,262	1,281	1,329	1,425	1,500	1,531	1,552	1,570		102,705	100,520	99,875	101,540	104,185	107,020	109,115	111,555	114,535

Figure 5

UEA has improved its proportion of female academics and is above sector, currently 50%F/50%M (Fig.3). Proportions of female Research/P&S staff have also been slightly above sector (Figs.4/5).

Staff by Gender						
		FEMALE	% FEMALE	MALE	% MALE	TOTAL
Academic Staff	**2013**	475	43	641	57	1,116
	2014	477	44	618	56	1,095
	2015	511	46	602	54	1,113
	2016	541	47	622	53	1,163
	2017	551	46	643	54	1,195
	2018	577	47	659	53	1,236
Research Staff	**2013**	256	52	240	48	496
	2014	266	52	245	48	511
	2015	272	51	261	49	533
	2016	267	50	265	50	532
	2017	261	50	257	50	518
	2018	276	54	239	46	515
Professional, Technical and Support Staff	**2013**	1,329	65	713	35	2,042
	2014	1,425	66	740	34	2,165
	2015	1,500	65	809	35	2,309
	2016	1,531	64	848	36	2,379
	2017	1,552	64	867	36	2,419
	2018	1,570	63	909	37	2,479

Table 1: Staff Numbers by Staff Group and Gender (Headcount and %)

P&S staff comprise four groups:
- ALC: Administrative, Library, Computing
- S&C: Secretarial and Clerical
- Technical: Technicians
- Campus Services: Estates, Maintenance, Catering, Cleaning, Sportspark, Dental and other essential support services

UEA employs its own cleaning/catering services, providing employment to the local community predominantly through part-time roles, contributing to the high proportion of female P&S staff (Table 1). The number of men is gradually increasing in such roles.

(iv)   The total number of departments and total number of students

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                              COUNCIL

                           Executive Team

   Faculty of Science    Faculty of Medicine and    Faculty of Social Sciences    Faculty of Arts and
                         Health Sciences                                          Humanities

   Biological Sciences   Health Sciences            Economics                     Art, Media and American
                                                                                  Studies

   Chemistry             Norwich Medical School     Education and Lifelong        History
                                                    Learning

   Computing Sciences                               International                 Interdisciplinary Institute
                                                    Development                   for the Humanities

   Environmental Sciences                           Law                           Language, Drama and
                                                                                  Creative Writing

   Mathematics                                      Norwich Business              Politics, Philosophy and
                                                    School                        Language &
                                                                                  Communication Studies

   Pharmacy                                         Psychology

                                                    Social Work
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Figure 6

Total UEA Departments and Total Number of Students (2017-18)						
Faculty	**No. of Dept**	**TOTAL**	**FEMALE**	**% FEMALE**	**MALE**	**% MALE**
Faculty of Arts and Humanities	5	4,180	2,626	63	1,554	37
Faculty of Medicine and Health Sciences	2	4,114	3,145	76	969	24
Faculty of Science	6	3,970	1,954	49	2,016	51
Faculty of Social Sciences	7	6,608	4,046	61	2,562	39
TOTAL	**20**	**18,872**	**11,771**	**62**	**7,101**	**38**

Table 2: UEA Faculties and Number/% of Students by Gender

At UG and PGT stages the proportion of women is ~5%, 10% above sector (60% and 70% respectively, Figs.7-8). PGR has been close-to gender-balanced (i.e. just over/under 50%) since 2012/13 (Fig.9).

Undergraduate Student Numbers 2012/13 - 2017/18

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	ECU - 2017
■ MALE	4,455	4,520	4,270	4,439	4,748	5,091	695,160
■ FEMALE	6,654	6,861	6,653	6,942	7,365	7,686	868,435

Figure 7

Postgraduate Taught Student Numbers 2012/13 - 2017/18

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	ECU - 2017
■ MALE	1,082	1,145	1,155	1,140	1,280	1,328	169,635
■ FEMALE	2,387	2,596	2,627	2,844	2,922	3,207	249,575

Figure 8

Postgraduate Research Student Numbers 2012/13 - 2017/18

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	ECU - 2017
■ MALE	768	731	689	656	668	645	59,100
■ FEMALE	869	840	852	825	861	819	54,030

Figure 9

(v) List and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

STEMM & AHBBSL Total Staff and Student Numbers								
		Total Staff	Academic (ATS)	Academic (ATR)	Research	Professional/ Support	Technical	Total Students
STEMM	FACULTY							
Faculty Staff	FMH	60	3		1	55	1	
School of Health Sciences	FMH	187	103	31	41	7	5	2,573
Norwich Medical School		318	61	78	130	27	22	1,541
Faculty Staff	SCI	261	4	11	73	76	97	
School of Biological Sciences		152	16	59	52	1	24	1,055
School of Chemistry		61	8	28	23		2	290
School of Computing Sciences	SCI	51	7	28	15	1		629
School of Environmental Sciences		137	4	60	68	1	4	737
School of Mathematics		41	6	27	8			368
School of Pharmacy		60	15	22	16	7		891
School of Psychology	SSF	67	10	32	11	6	8	734
STEMM TOTAL		**1,395**	**237**	**376**	**438**	**181**	**163**	**8,818**
AHSSBL								
Faculty Staff	SSF	87	1		5	78	3	
School of International Development		69	8	44	12	5		599
School of Economics		57	20	31	6			946
School of Education and Lifelong Learning	SSF	53	33	18	1	1		981
School of Law		42	17	25				730
Norwich Business School		122	43	67	11	1		1,591
School of Social Work		28	11	7	10			1,027
Faculty Staff	HUM	84	3	11	3	65	2	
School of Art, Media and American Studies		71	11	47	9	4		974
School of History		59	8	41	5	5		780
School of Literature, Drama and Creative Writing	HUM	104	29	52	10	11	2	1,092
School of Politics, Philosophy and Language and Comminication Studies		84	37	42	5			1,238
Interdisciplinary Institute for the Humanities		17	14	3				96
AHSSBL TOTAL		**877**	**235**	**388**	**77**	**170**	**7**	**10,054**
STEMM & AHSSBL COMBINED TOTAL		**2,272**	**472**	**764**	**515**	**351**	**170**	**18,872**

Table 3: STEMM & AHBBSL Total Staff and Student Numbers (Headcount)

SOURCE: 2017/18 STUDENT DATA & 2018 STAFF DATA.

Table 3: 61% academics are in STEMM. The School of Psychology is counted as a STEMM subject despite being within the Faculty of Social Sciences (SSF). Its Athena SWAN (AS) development has been in tandem with SCI/FMH whilst other SSF/AHBBSL Schools became involved post May 2015 (Fig.10).
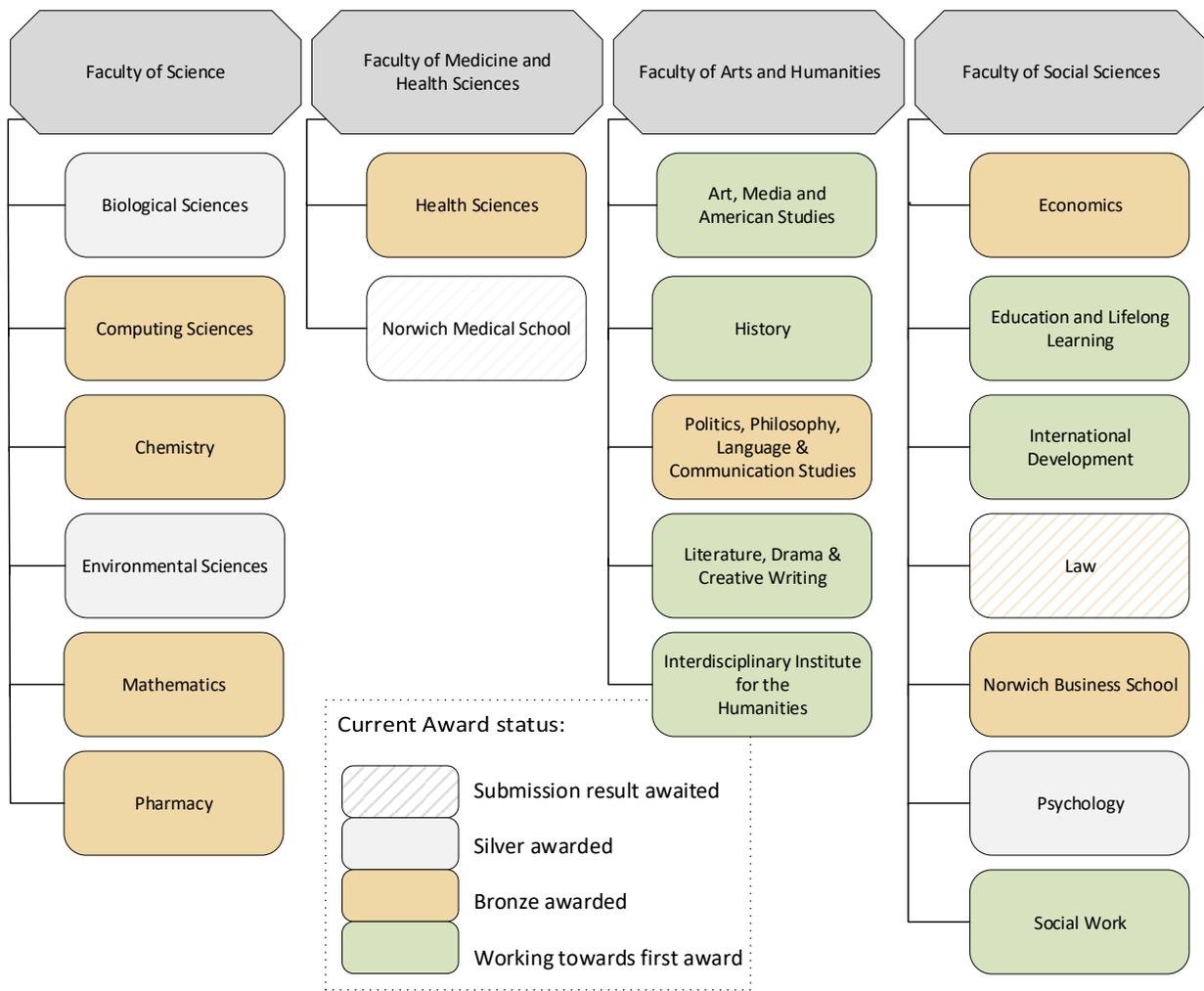
Figure 10

WORD COUNT: 494

3.   THE SELF-ASSESSMENT PROCESS

Describe the self-assessment process:

(i)   A description of the self-assessment team

UEA founded its strategic Athena SWAN Central Steering Group (ASCSG) in 2011; this has always been chaired by a PVC, currently PVC-HUM (also a member of ET), and reports to UEA's Equality and Diversity Committee (EDC) (Fig.11), also chaired by PVC-HUM.   Originally, ASCSG membership (all ex-officio) comprised:

- Four Deans (now titled PVCs)
- Four HRMs
- Head-E&D
- Chair of ResNet (Fairness and Equality Network)
- Athena SWAN Project Officer
- Senior Staff Development Officer
- All School Athena SWAN Leads.

Following the Registrar's retirement (2018) two new posts were created: Chief Resources Officer (CRO) and Chief Operations Officer (COO) between them responsible for all P&S staff. The CRO attends ASCSG on behalf of both post-holders and has become a key route for engaging P&S staff working in Central Divisions.

By 2016, all twenty Schools had become involved in AS, each establishing its own SAT. ASCSG consequently became very large. To improve our ability to focus direction and activity effectively, the group was split (2016). The new Athena SWAN Central Operational Group (ASCOG) became the forum for School Leads, meeting x3p.a. to exchange best practice, receive updates and hear invited speakers. ASCSG/ASCOG members are allocated time for AS duties in WLMs (pp9,166). Issues raised by Leads at ASCOG are brought to ASCSG and the Chair of ASCSG attends ASCOG at least annually, to hear feedback direct from the Leads enabling them to discuss issues directly at senior level.

Name	UEA Role	Self-Assessment Role
	PVC-Ats and Humanities	Chair of ASCSG and overview of HUM
	Chief Resources Officer	Member of ASCSG and overview of P&S areas
	PVC- Health Sciences and Medicine	Member of ASCSG and overview of FMH
	PVC - Science	Chair of Pharmacy SAT for four years, member for seven; overview of SCI
	SSF Faculty Manager	Overview of SSF and P&S staff perspective
	HRM	Family friendly practice specialist
	HRM/Equality Champion PSEN/Chairs Equality Working Group	Member of BAME Staff Network and HR-E&D specialist
	HRM - Faculty Arts and Humanities	Specialist on review of appraisal processes and practice
	HRM Faculty of Science	Equal Pay and flexible working specialist
	CSED Trainer	Member of BAME Staff Network and staff development specialist
	Athena SWAN Project Officer	Athena SWAN/Access specialist
	Head of E&D	SAT co-ordinator and Athena SWAN specialist
	Chair of ResNET	Chair of ResNET
	Senior Lecturer - NBS	Trades Union Representative
	Senior Lecturer - HSC	SAT Lead/ASCOG Member - FMH
	Lecturer - PPL	SAT Lead/ASCOG Member - HUM
	Senior Lecturer - ENV	SAT Lead/ASCOG Member - SCI
	Senior Lecturer - ECO	SAT Lead/ASCOG Member - SSF
	Assistant Head of Learning and Teaching	Co-Chair of Staff Pride
	Staff Development Officer	Co-Chair of Staff Pride
	VCO	PSEN Member - P&S Staff perspective
	USS	PSEN Member - P&S Staff perspective
	FPG	PSEN Member - P&S Staff perspective
	RIN	PSEN Member - P&S Staff perspective
	ARM	PSEN Member - P&S Staff perspective
	ITCS	PSEN Member - P&S Staff perspective
	EST	PSEN Member - P&S Staff perspective
	VCO	PSEN Member - P&S Staff perspective
	LTS	PSEN Member - P&S Staff perspective
	RA	RA perspective
	RA	RA perspective

Table 4 Self-Assessment Participants

 UEA-SAT (Table 4) includes experience of parenting, caring for elders and/or disabled dependents, part-time/full-time roles, single/dual-career/partnered life, has BME/LGBT/disabled representation and is 77%F/23%M.

(ii)   An account of the self-assessment process

ASCSG/ASCOG each meet x3.p.a., dates being closely aligned to ensure communication/connection between both groups. Ideas/information are continuously co-ordinated, fully involving all SATs. ASCSG meetings focus on key issues at University level, issues emerging from SATs and the Action Plan. ASCSG has been the steering group for development of the submission with a range of other contributors involved in the process (Table4). Successive drafts have been shared for comment with a wide range of staff.

- ASCSG has met 20 times since 2012;
- ASCOG has met 14 times (since separated from ASCSG in 2016)
- School SATs have held 400+ meetings, with feedback co-ordinated by EDO whose staff participate in leadership, advisory and co-ordination capacities in ASCSG, ASCOG, EDC and regional AS meetings;
- Head-E&D reports x3p.a to EDC (since 2012) and annually to ET and Council on AS progress;
- Progress on BRAP has been reported x2 p.a. to ASCSG
- ASCSG, ASCOG members: consulted/invited to contribute to drafting submission/Action Plan
- Draft shared with ET and Chair of Council for comment
- EDO staff and some ASCOG members participate/Chair Advance-HE AS Panels to improve expertise.

UEAs approach to consultation has been varied: biennial all-staff surveys are run centrally from UEA's Business Intelligence Unit. Response-rates for these are relatively low but improving (SS2016: 33%/SS2018: 42%) and, although AS-related questions are included (since 2016), we experienced far higher response-rates from AS-led School/P&S staff surveys/focus groups run since 2012 (AS response-rate: 2014 61%/2018 71%) (**BRAP25**). Additionally, a central 2017 P&S Staff Survey (P&S-SS2017) was run (25% response-rate). We have therefore incorporated results from all these consultations into this submission. School survey feedback has proven extremely useful as evidence to senior management of the need to change centrally-led processes/practice (e.g. appraisal, promotion). All School-led AS Surveys are created from an ethics-Committee approved bank of more than 150 questions which is drawn on for consistency by Schools.
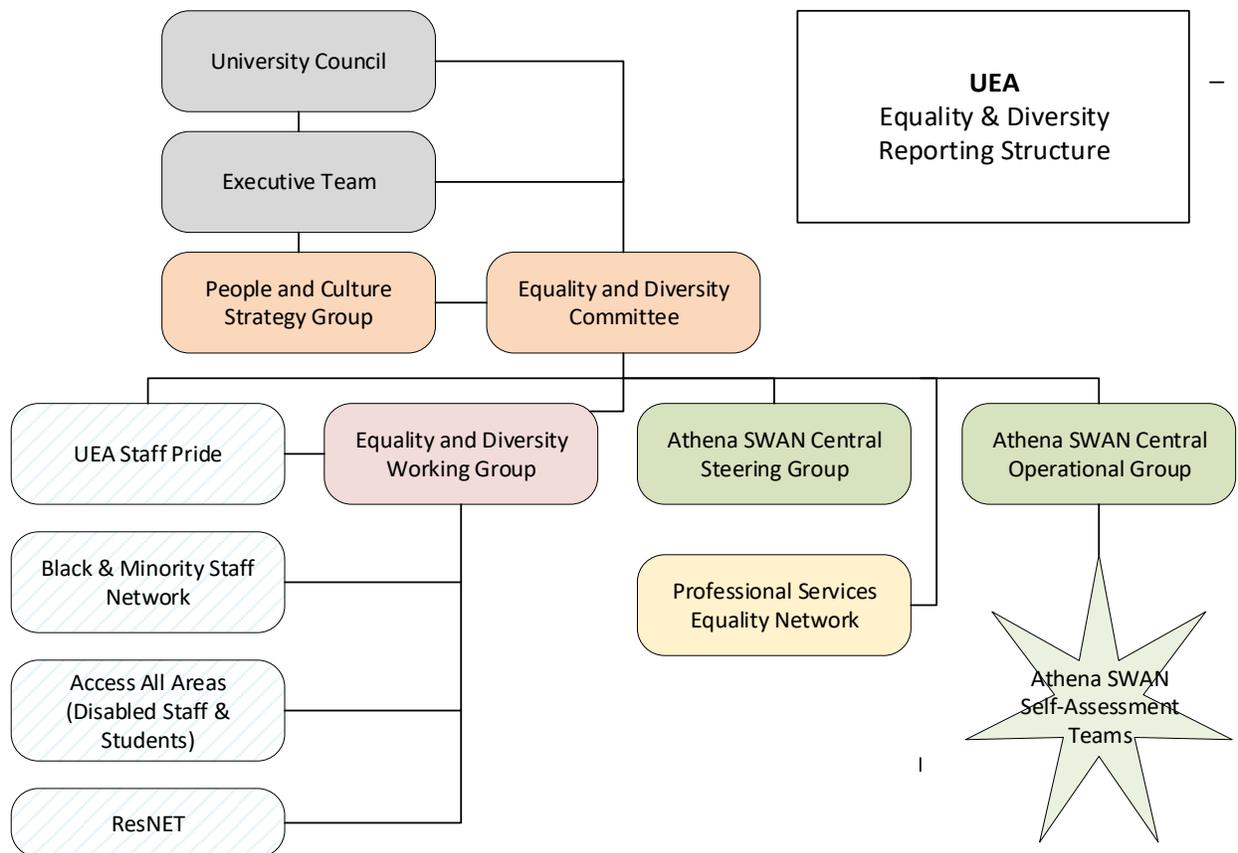
Figure 11

UEA uses Blackboard to share documents/papers from meetings for ASCSG/ASCOG (427 active members/users).

A Professional Services Equality Network (PSEN) has been established comprising an Equality Champion from each Central Division, reporting back to their Director, so good practice is gathered/ disseminated from and to each CD. This further improves consistency of practice and shares innovative work beyond Schools.

We engage regionally, nationally and internationally:

- Critical Friend to TSL, Birmingham, Essex,
- Hosted meetings for/participated in AS Eastern Regional Network
- Hosted talks by Dame Athene Donald (Cambridge), Paul Walton (York, Gold)
- Shared data/good practice with CSIRO (Australia), Universities of Aberdeen, Antwerp, Amsterdam, Bergen, Duisburg-Essen, Iceland (Reykjavik), Gothenburg, Vrije-Universitat Amsterdam and Grenoble-Alpes ('Aurora' collaboration) including presentations on Trans and Gender Identity (Norwich, 2017) and Athena SWAN/Gender Equality (Grenoble, 2019)
- Participated/Chaired AS Panels and pilot REC Panel
- Attend regional and national AS events. E.g. Annual conference, BAME Leadership Conference.

(iii)   Plans for the future of the self-assessment team

The current structure allows a useful combination of consultation, exchange of practice, and direction so will be maintained. ASCSG will be the main forum directing/monitoring the SAP (**SAP6.2**); ASCOG and PSEN will act as operational arms for the Plan, with continuous opportunities to review and suggest improvements/amendments to this work.

ASCSG/ASCOG/PSEN will each meet a minimum of x3p.a. All members are registered to Blackboard, serving as a focal point for sharing documents and communicating across our AS networks; all members of UEA-SATs are registered. The site has been well used since 2012 supporting Academic and P&S staff at every level.

ASCSG will continue to identify and review key themes emerging from consultation (surveys and qualitative feedback from focus groups where more detail is required) resulting in specific, deliberative actions (**SAP6.3**). **Such feedback has already led to reviews of our promotion, appraisal and induction processes among other practices (BRAP26) (Section 5).**

PSEN plays a pivotal role in extending AS principles/practices to all staff in CDs who are outwith the award system of the AS framework. Staff/students will be informed of progress against the AS Charter and our SAP annually (circulation of AS Progress Report, **SAP6.5**) and of new/retained awards via The Lasdun (UEA's all-staff bulletin) (**SAP6.5**).

Membership of ASCSG is ex-officio and ASCOG is comprised of all AS Leads. Where Lead-positions are vacant they are recruited through School calls for expressions of interest. From 2019 RA representatives from each Faculty will also be given the opportunity to attend ASCOG to enhance representation of RAs interests (**SAP6.6**).

The Head-E&D plans School award activity, liaising with HoSs and reporting plans/progress to EDC and ASCSG/ASCOG. As UEA begins the REC, ASCSG will broaden its remit ensuring cohesion in our approach (**SAP6.3**). Links with Stonewall's WEI already take place. SAP6.0 recognises our desire to improve external links and engage in Beacon Activity in the Sector (**SAP6.0**).

WORD COUNT: 1020

A PICTURE OF THE INSTITUTION

3.1 Academic and research staff data

(i) Academic and research staff by grade and gender

UEA

	Numbers of Academic Staff and Research Staff by Gender - ATR/ATS, Full and Part Time Combined																			
HEADCOUNT	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	31	43	42	52	60	60	64	71	84	95	133	140	151	160	173	174	173	178	182	188
Reader	16	13	15	18	20	21	24	19	19	18	49	48	41	44	41	40	39	37	40	40
Senior Lecturer	60	72	77	90	100	108	121	124	137	161	111	126	135	153	172	162	166	168	181	187
Lecturer	239	254	286	298	294	287	301	326	312	303	188	219	248	255	255	242	224	239	240	246
Researcher (RA)	218	235	241	244	256	266	272	267	261	276	211	207	211	223	240	245	261	265	257	239
FULL-TIME TOTAL	564	617	661	702	730	742	782	807	813	853	692	740	786	835	881	863	863	887	900	900

Table 5: Academic and Research Staff, ATR/ATS, Full and Part Time Combined (Headcount)

Combined ATR/ATS, Full and Part Time Career Pipeline % Gender UEA - 2009

FEMALE
MALE
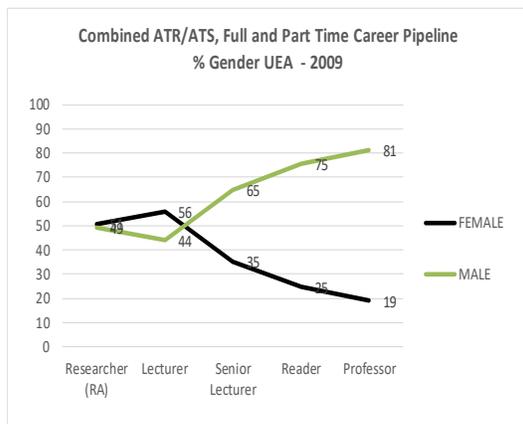
	Researcher (RA)	Lecturer	Senior Lecturer	Reader	Professor
MALE	211	188	111	49	133
FEMALE	218	239	60	16	31

Figure 12

Combined ATR/ATS, Full and Part Time Career Pipeline % Gender UEA - 2018

FEMALE
MALE
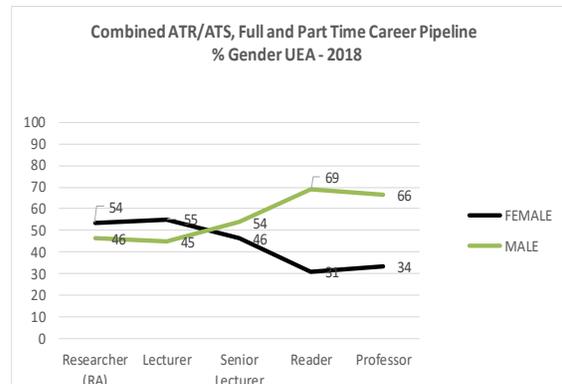
	Researcher (RA)	Lecturer	Senior Lecturer	Reader	Professor
MALE	239	246	187	40	188
FEMALE	276	303	161	18	95

Figure 13

Figure 14

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
MALE	133	151	160	173	174	173	178	182	188		14,055	14,010	14,670	14,010	15,335	15,065	15,195	15,500	15,595
FEMALE	31	42	52	60	60	64	71	84	95		3,320	3,455	3,790	3,870	4,415	4,535	4,775	5,050	5,345

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	174	143	104	44	115
FEMALE	149	162	48	13	23

Figure 15

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	172	202	166	35	146
FEMALE	151	190	131	15	69
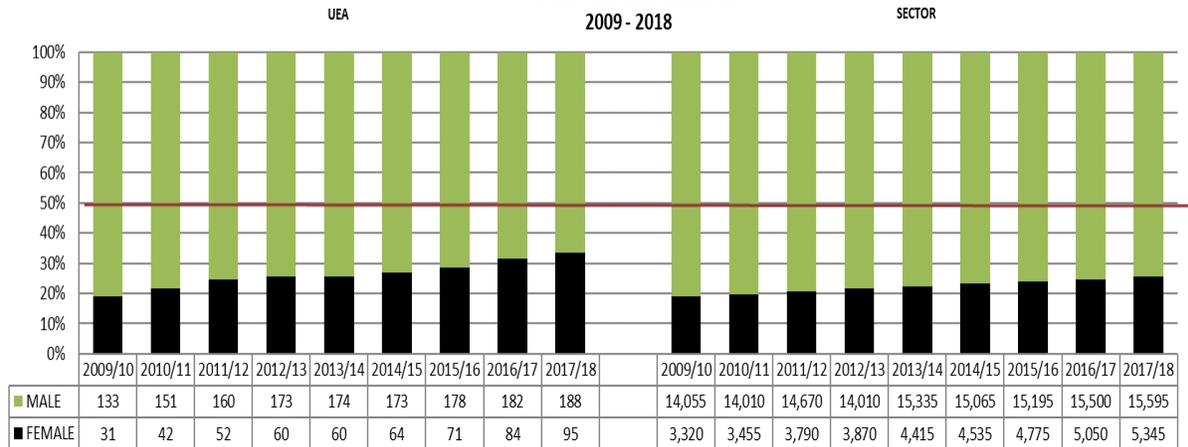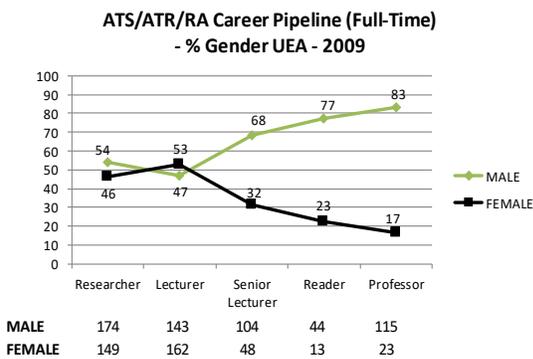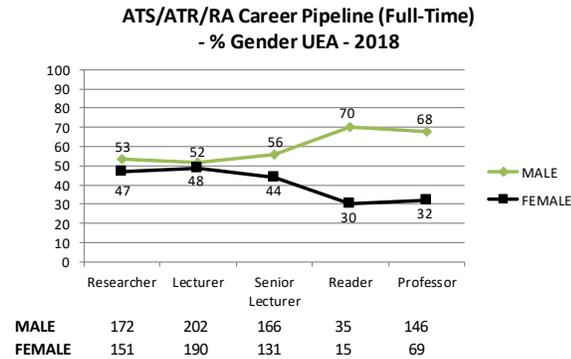
Figure 16

Table5/Figs.12-16 show the ATR/ATS/RA career pipeline, (Researcher-Professor), in which the impact of Athena SWAN-related work can be seen:

- **Senior Lecturer improved (+12%)**
- **Reader (+7%)**
- **three times the number of female professors (2009/2018):**
    - **~double the proportion (+15%) and**
    - **8% above Sector benchmark of 25.6%.**

Details of initiatives which directly influenced improvements are in Section 5, (p105).

ATS/ATR/RA Career Pipeline (Part-Time) - % Gender UEA - 2009

Figure 17 (MALE / FEMALE)

Researcher: Male 35, Female 65
Lecturer: Male 37, Female 63
Senior Lecturer: Male 37, Female 63
Reader: Male 63, Female 38
Professor: Male 69, Female 31

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	37	45	7	5	18
FEMALE	69	77	12	3	8
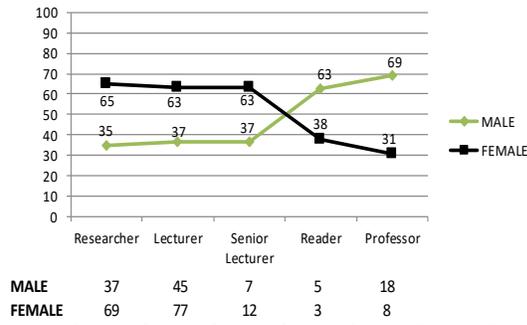
Figure 17

ATS/ATR/RA Career Pipeline (Part-Time) - % Gender UEA - 2018

Figure 18 (MALE / FEMALE)

Researcher: Male 35, Female 65
Lecturer: Male 28, Female 72
Senior Lecturer: Male 41, Female 59
Reader: Male 63, Female 38
Professor: Male 62, Female 38

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	67	44	21	5	42
FEMALE	125	113	30	3	26
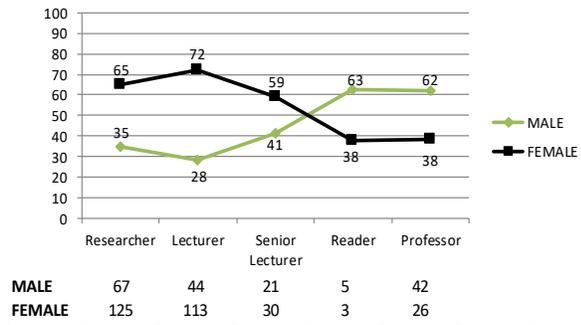
Figure 18

Part-time data (Figs.17-18) also show impact:

- +9% female Lecturers
- -4% SLs, but at 59% still a high proportion of women; 2.5 times the number cf. 2009
- +7% female Professors; numbers have tripled
- At 38% the proportion of part-time female Professors compares favourably (+12%) with the sector benchmark of 25.4%.

ATR STAFF

Numbers of Academic Staff and Research Staff by Gender and Staff Category (ATR/RA) - FULL TIME																				
HEADCOUNT	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	23	32	31	37	44	43	47	48	54	57	115	121	129	134	137	130	134	139	137	138
Reader	13	12	14	17	17	17	18	15	14	13	43	42	34	37	34	34	32	31	30	30
Senior Lecturer	37	40	42	49	49	50	55	53	63	72	86	94	93	102	112	105	101	101	116	123
Lecturer	81	86	94	91	90	78	84	105	98	98	92	103	117	118	113	112	113	129	129	134
Researcher (RA)	149	151	148	147	149	143	146	157	150	151	174	162	173	180	182	176	198	206	187	172
FULL-TIME TOTAL	303	321	329	341	349	331	350	378	379	391	510	522	546	571	578	557	578	606	599	597

Table 6: FULL TIME Academic and Research Staff (ATR/RA) by Gender and Staff Category (Headcount)

ATR Career Pipeline (Full-Time) - % Gender UEA - 2009

Figure 19 (MALE / FEMALE)

Researcher: Male 54, Female 46
Lecturer: Male 53, Female 47
Senior Lecturer: Male 70, Female 30
Reader: Male 77, Female 23
Professor: Male 83, Female 17

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	174	92	86	43	115
FEMALE	149	81	37	13	23

Figure 19

ATR Career Pipeline (Full-Time) - % Gender UEA - 2018

Figure 20 (MALE / FEMALE)

Researcher: Male 53, Female 47
Lecturer: Male 58, Female 42
Senior Lecturer: Male 63, Female 37
Reader: Male 70, Female 30
Professor: Male 71, Female 29

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	172	134	123	30	138
FEMALE	151	98	72	13	57
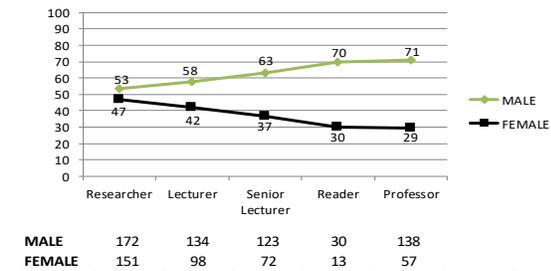
Figure 20

Numbers of Academic Staff and Research Staff by Gender and Staff Category (ATR/RA) - PART TIME																				
HEADCOUNT	FEMALE										MALE									
PART-TIME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	8	11	10	12	11	10	10	14	16	22	18	17	19	20	30	31	28	28	34	39
Reader	3	1	1	1	2	2	3	2	3	3	5	5	6	5	5	3	4	3	6	5
Senior Lecturer	8	8	7	7	8	8	6	6	6	9	4	6	11	15	13	12	10	12	9	6
Lecturer	8	8	8	12	13	9	10	8	11	10	5	5	5	6	9	5	2	1	2	7
Researcher (RA)	69	84	93	97	107	123	126	110	111	125	37	45	38	43	58	69	63	59	70	67
PART-TIME TOTAL	96	112	119	129	141	152	155	140	147	169	69	78	79	89	115	120	107	103	121	124

Table 7: PART TIME Academic and Research staff (ATR/RA) by Gender and Staff Category (Headcount)
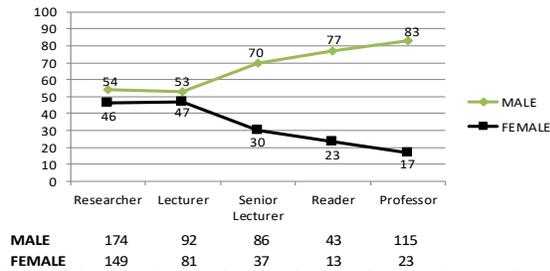

ATR Career Pipeline (Part-Time) - % Gender UEA - 2009

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	37	5	4	5	18
FEMALE	69	8	8	3	8

Figure 21

ATR Career Pipeline (Part-Time) - % Gender UEA - 2018

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	67	7	6	5	39
FEMALE	125	10	9	3	22
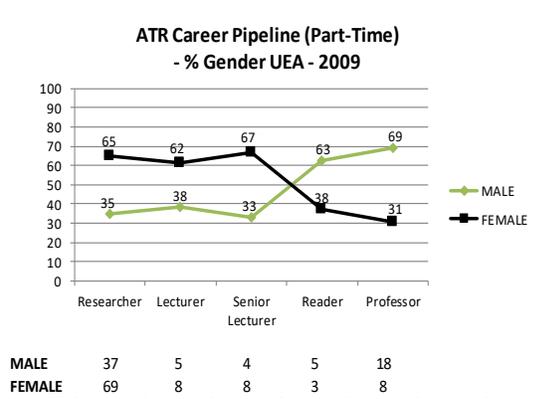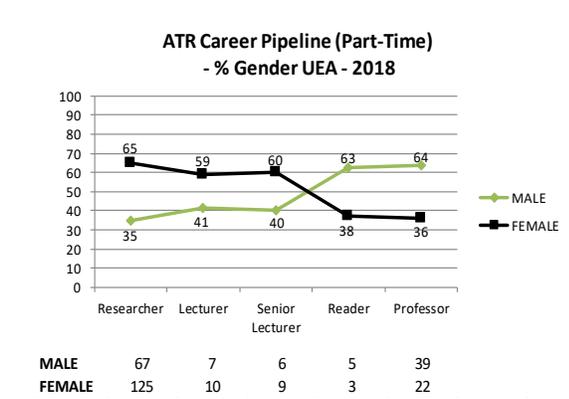
Figure 22

Table6/Figs.19-20 show definite impact for FT-ATR:

- **+7% SLs and ~double the number of women in these posts**
- **+7% Reader**
- **+12% Professor, with ~triple the number of female Professors in post.**

PT-ATR women predominate in early career stages (2009/2018). The proportion of female SLs is -7%, but very healthy at 60%F. Note low figures (both genders) mid-career. PT-Readers remain static, but PT-F Professors compare favourably with sector: UEA 38%/Sector 25.4%.

ATS STAFF

Numbers of Academic Staff by Gender and Staff Category (ATS) - FULL TIME																				
HEADCOUNT	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	0	0	1	3	3	6	6	8	11	12	0	1	1	4	5	11	8	7	7	8
Reader	0	0	0	0	1	2	3	2	2	2	1	1	1	2	2	3	3	3	4	5
Senior Lecturer	11	18	22	24	32	38	47	51	53	59	18	22	26	27	36	34	42	40	41	43
Lecturer	81	87	101	110	102	107	108	104	96	92	51	57	74	83	86	90	67	66	68	68
FULL-TIME TOTAL	92	105	124	137	138	153	164	165	162	165	70	81	102	116	129	138	120	116	120	124

Table 8: FULL TIME Academic Staff (ATS) by Gender and Staff Category (Headcount)

	Numbers of Academic Staff by Gender and Staff Category (ATS) - PART TIME																		
HEADCOUNT	**FEMALE**										**MALE**									
PART-TIME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	0	0	0	0	2	1	1	1	3	4	0	1	2	2	1	2	3	4	4	3
Senior Lecturer	4	6	6	10	11	12	13	14	15	21	3	4	5	9	11	11	13	15	15	15
Lecturer	69	73	83	85	89	93	99	109	107	103	40	54	52	48	47	35	42	43	41	37
PART-TIME TOTAL	73	79	89	95	102	106	113	124	125	128	43	59	59	59	59	48	58	62	60	55

Table 9: PART TIME Academic Staff (ATS) by Gender and Staff Category (Headcount)

ATS Career Pipeline (Full-Time) - % Gender UEA - 2009

	Lecturer	Senior Lecturer	Reader
MALE	51	18	1
FEMALE	81	11	0

Figure 23

ATS Career Pipeline (Full-Time) - % Gender UEA - 2018

	Lecturer	Senior Lecturer	Reader	Professor
MALE	68	43	5	8
FEMALE	92	59	2	12
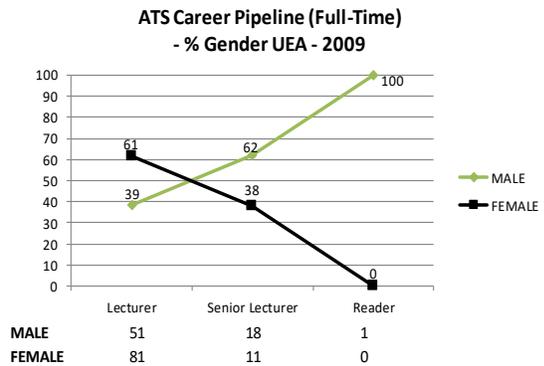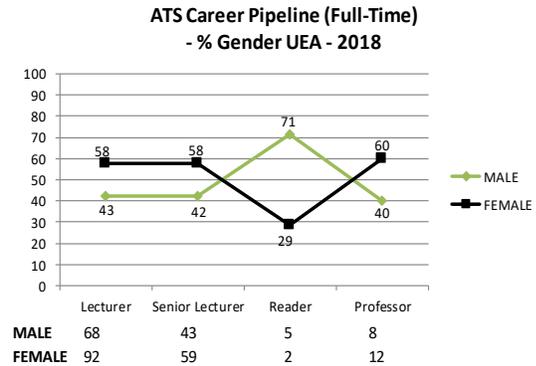
Figure 24

ATS pipeline (Figs.23-24) shows considerable impact:

- In 2009 there were no ATS Professors of either gender and only one (male) Reader; in 2018 there are **Professors of both gender: 60%F**.

- ~60%F/40%M at all stages except Reader, **rising +20% at SL (Fig 24)**, (**SAP2.0**).

ATS Career Pipeline (Part-Time) - % Gender UEA - 2009

	Lecturer	Senior Lecturer
MALE	40	3
FEMALE	69	4

Figure 25

ATS Career Pipeline (Part-Time) - % Gender UEA - 2018

	Lecturer	Senior Lecturer	Professor
MALE	37	15	3
FEMALE	103	21	4

Figure 26

- PT-ATS pipeline (Figs.25-26) **includes Professors by 2018** and despite disparity (74%F/26%M) at Lecturer (**SAP2.0**) **the pipeline shows a relatively narrow gender gap (14-16%) for SLs and Professors.**

STEMM

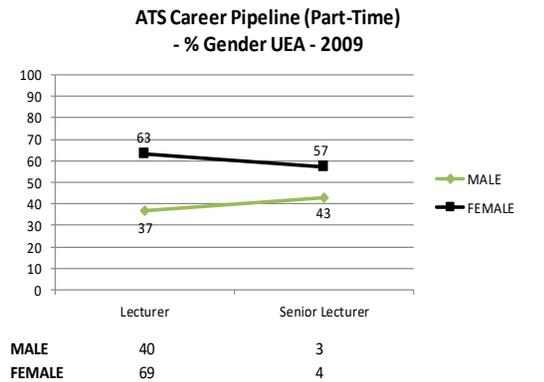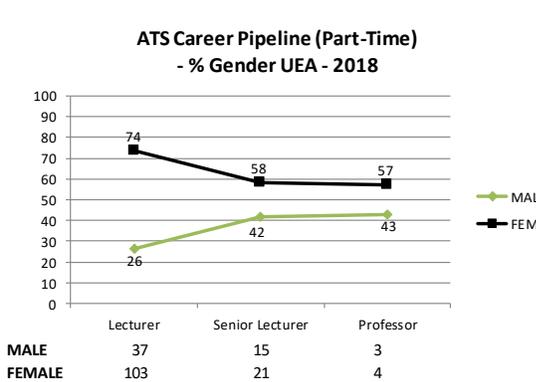| HEADCOUNT	Numbers of STEMM Academic Staff and Research Staff by Gender and Staff Category (ATR/RA)																			
	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	12	18	16	17	20	22	23	23	26	25	64	68	79	81	82	79	83	83	81	83
Reader	9	7	7	10	11	10	10	10	9	10	29	29	23	23	23	24	22	20	21	20
Senior Lecturer	18	21	21	25	23	23	27	26	29	28	45	50	50	53	60	53	46	46	51	52
Lecturer	28	37	41	39	39	33	33	41	39	35	40	44	55	56	56	52	49	62	70	71
Researcher (RA)	117	115	108	106	106	105	103	115	108	101	138	123	133	127	132	122	153	150	131	121
FULL-TIME TOTAL	184	198	193	197	199	193	196	215	211	199	316	314	340	340	353	330	353	361	354	347
	FEMALE										MALE									
PART-TIME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	2	5	4	5	3	3	3	5	5	8	8	9	10	12	14	12	12	12	15	18
Reader	2	1	1	1	1	1	1	-	1	1	2	2	4	4	4	3	3	2	2	2
Senior Lecturer	5	4	3	2	4	3	2	3	3	5	3	3	3	4	4	4	3	5	4	2
Lecturer	7	6	6	9	7	6	6	5	5	3	2	-	1	2	1	1	1	1	2	4
Researcher (RA)	44	56	68	73	77	87	93	76	77	93	29	34	27	33	44	52	47	36	47	52
PART-TIME TOTAL	60	72	82	90	92	100	105	89	91	110	44	48	45	55	67	72	66	56	70	78

Table 10: FULL TIME and PART TIME STEMM Academic and Research Staff (ATR/RA) (Headcount)

HEADCOUNT	Numbers of STEMM Academic Staff by Gender and Staff Category (ATS) - FULL TIME																			
	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	-	-	-	-	1	4	4	6	9	8	-	1	1	4	4	6	5	5	5	6
Reader	-	-	-	-	1	2	3	2	2	2	-	-	-	-	1	2	2	2	3	3
Senior Lecturer	7	11	13	13	18	20	23	28	26	29	11	14	15	14	17	14	18	18	19	21
Lecturer	53	52	48	48	39	46	48	49	49	51	24	28	29	25	24	28	22	20	21	21
FULL-TIME TOTAL	60	63	61	61	59	72	78	85	86	90	35	43	45	43	46	50	47	45	48	51

Table 11: FULL TIME STEMM Academic (ATS) Staff by Gender and Staff Category (Headcount)

HEADCOUNT	Numbers of STEMM Academic Staff by Gender and Staff Category (ATS) - PART TIME																			
	FEMALE										MALE									
PART-TIME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	-	-	-	-	-	-	-	-	2	3	-	-	-	-	-	-	1	1	1	-
Senior Lecturer	3	4	4	5	5	6	10	11	12	17	1	2	2	1	1	1	3	8	6	7
Lecturer	38	37	42	44	49	50	51	59	60	57	8	13	14	16	19	13	14	17	15	11
PART-TIME TOTAL	41	41	46	49	54	56	61	70	74	77	9	15	16	17	20	14	18	26	22	18

Table 12: PART TIME STEMM Academic (ATS) Staff by Gender and Staff Category (Headcount)

Female STEMM academics' pipeline (Tables10-12/Figs.28-29) shows impact:
- **female Professors increased +11%**
- **number of full and part-time STEMM female Professors increased: 14 to 44 (Tables10-12)**
- **data show increased appointments of female FT-ATR Professors and, post 2012 (UEA's first Bronze institutional award), an end to the glass ceiling for full-time and part-time female ATS staff.**
- **FT/PT female representation at SL has more than doubled and Lecturers remain ~50%, creating a healthy succession route.**

Section 5 (p105) details reviews of recruitment processes which took place post-2012 tackling potential systemic bias.

Fig.27 shows **percentage female professors exceeding sector STEMM full-time benchmark by 10%:**

- **UEA 31% cf. Sector 21%**

UEA STEMM Professors -v- HESA Sector Data - Combined: ATR/ATS, Full and Part-Time 2009 - 2018

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
■ MALE	72	90	97	100	97	101	101	102	107		8,675	8,630	9,125	8,920	9,605	9,545	9,655	9,890	10,025
■ FEMALE	14	20	22	24	29	30	34	42	44		1,535	1,590	1,795	1,925	2,175	2,275	2,405	2,575	2,715

Figure 27

ATS/ATR/RA Career Pipeline (Full-Time) - % Gender STEMM - 2009

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	138	64	56	29	64
FEMALE	117	81	25	9	12

Figure 28

ATS/ATR/RA Career Pipeline (Full-Time) - % Gender STEMM - 2018

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	121	92	73	23	89
FEMALE	101	86	57	12	33

Figure 29

ATS/ATR/RA Career Pipeline (Part-Time) - % Gender STEMM - 2009

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	29	10	4	2	8
FEMALE	44	45	8	2	2

Figure 30

ATS/ATR/RA Career Pipeline (Part-Time) - % Gender STEMM - 2018

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	52	15	9	2	18
FEMALE	93	60	22	1	11

Figure 31

Figs30-31 (PT-STEMM) show high proportions of women RA-Reader (note low numbers: -1F Reader = -17%). **% STEMM PT female Professors increased (+18%, +9F) to 38% (Sector PT-**

STEMM Professors: 22.8%). Future communications of career development and promotion activity will more explicitly address part-time academics, to eliminate persisting pipeline inequalities (**SAP2.0).**

STEMM ATR

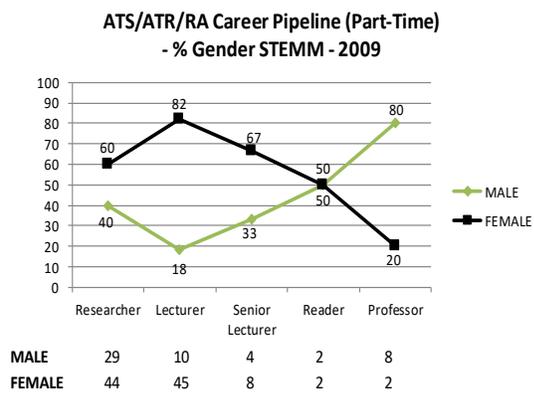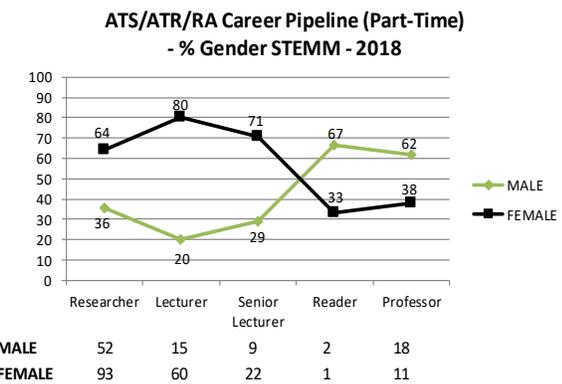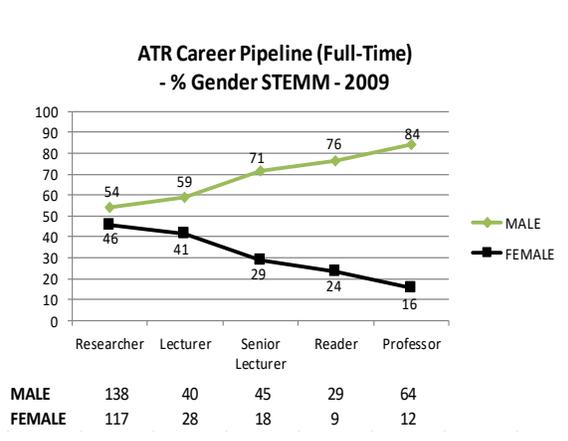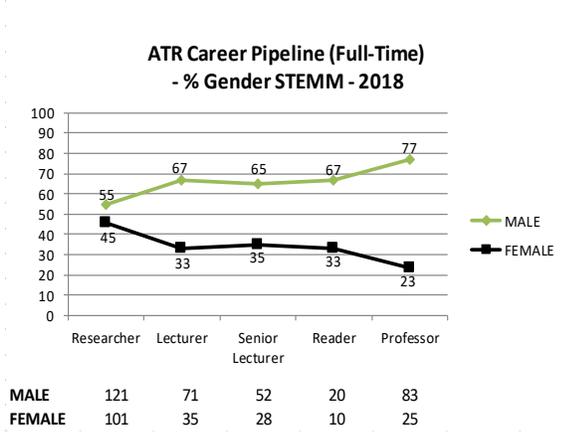| HEADCOUNT	Numbers of STEMM Academic Staff and Research Staff by Gender and Staff Category (ATR/RA) - FULL TIME																			
	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	12	18	16	17	20	22	23	23	26	25	64	68	79	81	82	79	83	83	81	83
Reader	9	7	7	10	11	10	10	10	9	10	29	29	23	23	23	24	22	20	21	20
Senior Lecturer	18	21	21	25	23	23	27	26	29	28	45	50	50	53	60	53	46	46	51	52
Lecturer	28	37	41	39	39	33	33	41	39	35	40	44	55	56	56	52	49	62	70	71
Researcher (RA)	117	115	108	106	106	105	103	115	108	101	138	123	133	127	132	122	153	150	131	121
FULL-TIME TOTAL	184	198	193	197	199	193	196	215	211	199	316	314	340	340	353	330	353	361	354	347

Table 13: Full Time STEMM Academic Staff (ATR/RA) by Gender (Headcount)

MALE	138	40	45	29	64
FEMALE	117	28	18	9	12

Figure 32

MALE	121	71	52	20	83
FEMALE	101	35	28	10	25

Figure 33

Figs.32-33/Table13: gender gap wider at Lecturer (higher increase in men than women), but **improvement at SL(+6%) to Professor(+7%)**.

HEADCOUNT	Numbers of STEMM Academic Staff and Research Staff by Gender and Staff Category (ATR/RA) - PART TIME																			
	FEMALE										MALE									
PART-TIME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	2	5	4	5	3	3	3	5	5	8	8	9	10	12	14	12	12	12	15	18
Reader	2	1	1	1	1	1	1	-	1	1	2	2	4	4	4	3	3	2	2	2
Senior Lecturer	5	4	3	2	4	3	2	3	3	5	3	3	3	4	4	4	3	5	4	2
Lecturer	7	6	6	9	7	6	6	5	5	3	2	-	1	2	1	1	1	1	2	4
Researcher (RA)	44	56	68	73	77	87	93	76	77	93	29	34	27	33	44	52	47	36	47	52
PART-TIME TOTAL	60	72	82	90	92	100	105	89	91	110	44	48	45	55	67	72	66	56	70	78

Table 14: Part Time STEMM Staff (ATR/RA) by Gender (Headcount)
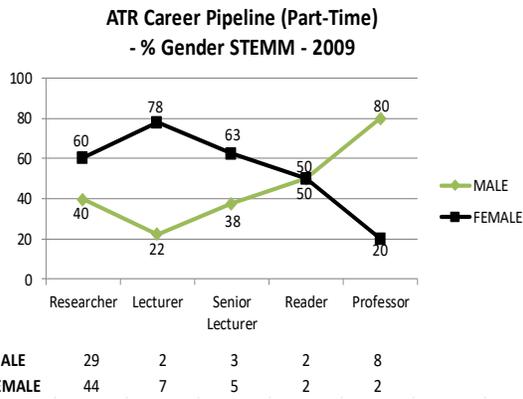
Figure 34
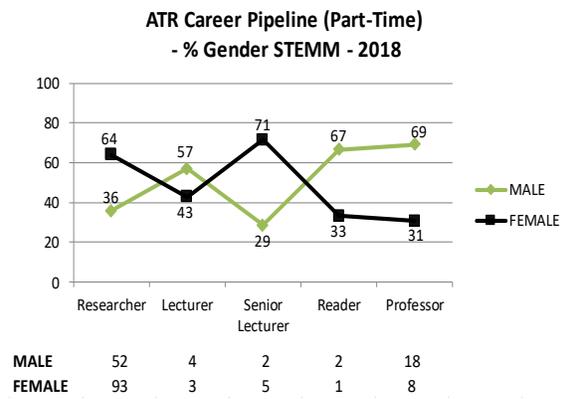
Figure 35

Table 14/Figs.34-35: high F% in early PT pipeline (RA & L). Low numbers of SLs create a dramatic reduction (-20%F: -2F/+1M). **+3F Professors indicate movement/promotion (Reader to Professor (+5%))**. Note: low numbers post-Researcher.

STEMM ATS

Numbers of STEMM Academic Staff by Gender and Staff Category (ATS) - FULL TIME																				
HEADCOUNT	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	-	-	-	-	1	4	4	6	9	8	-	1	1	4	4	6	5	5	5	6
Reader	-	-	-	-	1	2	3	2	2	2	-	-	-	-	1	2	2	2	3	3
Senior Lecturer	7	11	13	13	18	20	23	28	26	29	11	14	15	14	17	14	18	18	19	21
Lecturer	53	52	48	48	39	46	48	49	49	51	24	28	29	25	24	28	22	20	21	21
FULL-TIME TOTAL	60	63	61	61	59	72	78	85	86	90	35	43	45	43	46	50	47	45	48	51

Table 15: Full Time STEMM Academic (ATS) Staff by Gender (Headcount)
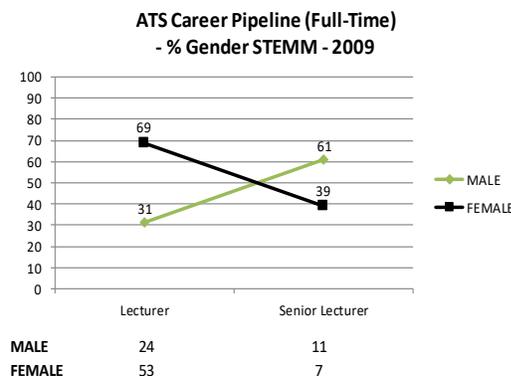
Figure 36
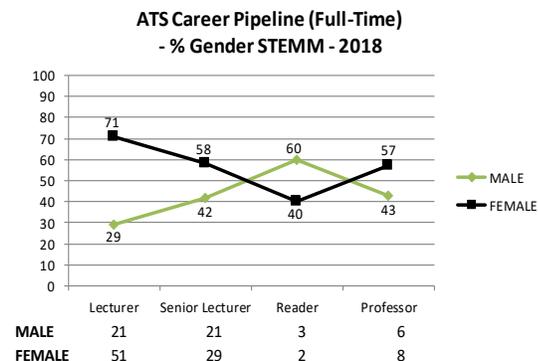
Figure 37

The FT-ATS-STEMM pathway (Table 15/Figs.36-37) shows impact (both genders):

- **by extending to Professor.**
- **small difference M/F Readers (1 person)**
- **female SLs position substantially improved (+19%, ~3 times the number 2018 cf. 2009).**

30

However, ATR/ATS data raise questions of occupational segregation. We will specifically target this with extension of role models/action at/pre-recruitment, extension of UUB training and support for female-ATRs and introduction of work-shadowing (**SAP2.1**).

Numbers of STEMM Academic Staff by Gender and Staff Category (ATS) - PART TIME																				
HEADCOUNT	**FEMALE**										**MALE**									
PART-TIME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	-	-	-	-	-	-	-	-	2	3	-	-	-	-	-	-	1	1	1	-
Senior Lecturer	3	4	4	5	5	6	10	11	12	17	1	2	2	1	1	1	3	8	6	7
Lecturer	38	37	42	44	49	50	51	59	60	57	8	13	14	16	19	13	14	17	15	11
PART-TIME TOTAL	41	41	46	49	54	56	61	70	74	77	9	15	16	17	20	14	18	26	22	18

Table 16: Part Time STEMM Academic Staff (ATS) by Gender (Headcount)
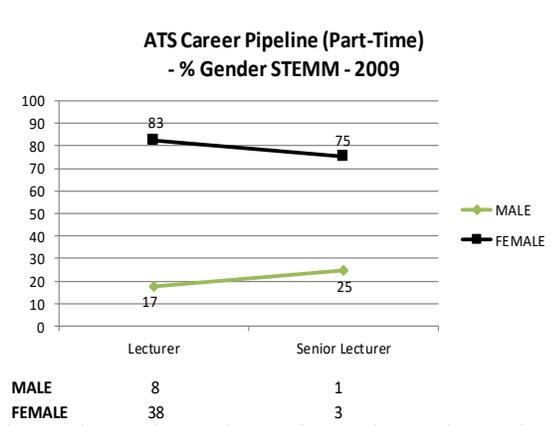
Figure 38
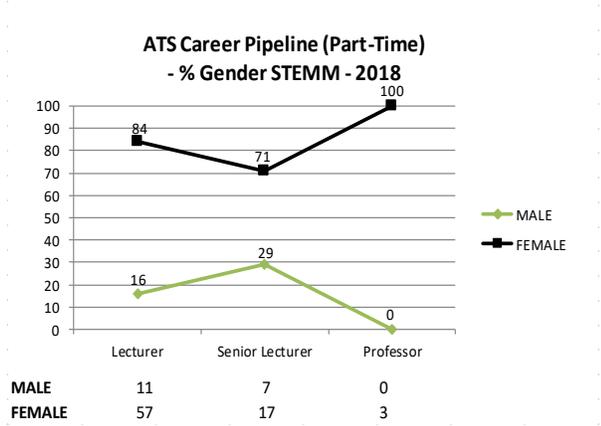
Figure 39

A full career path for PT-ATS-STEMM staff exists (2018). Five times as many women as men are PT-ATS-Lecturers (**SAP2.0, 2.1**). **All PT-ATS Professors are women (Table 16/Figs. 38-39)**.

AHSSBL
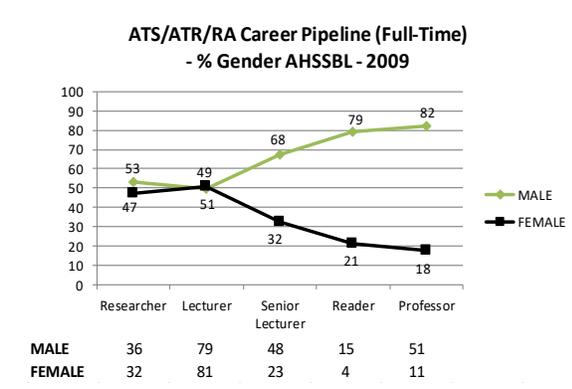
Figure 40
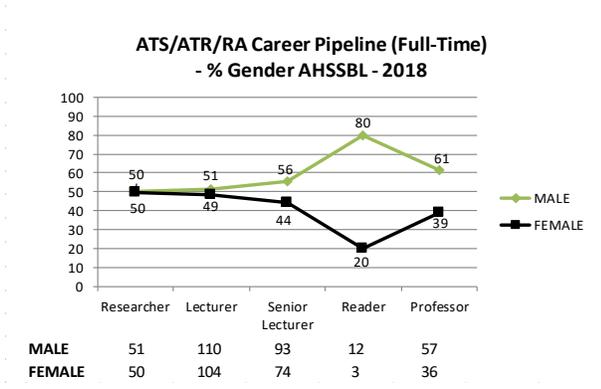
Figure 41

31

ATR/ATS/RA-Full-Time pipeline shows impact (SL upward) (Figs.40-41): Female Professors tripled 2009-2018; UEA (39%) is +7% higher than sector (32%).

- Figs.42-43 (combined PT-ATR/ATS/RA) is stabilising. Movement L to SL is slow; female-SL have doubled but male-SL quadrupled.

- HESA 2017/18 **PT**-AHSSBL Professors: 29%/UEA 38%.

ATS/ATR/RA Career Pipeline (Part-Time) - % Gender AHSSBL - 2009

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	8	35	3	3	10
FEMALE	25	32	4	1	6

Figure 42

ATS/ATR/RA Career Pipeline (Part-Time) - % Gender AHSSBL - 2018

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	15	29	12	3	24
FEMALE	32	53	8	2	15
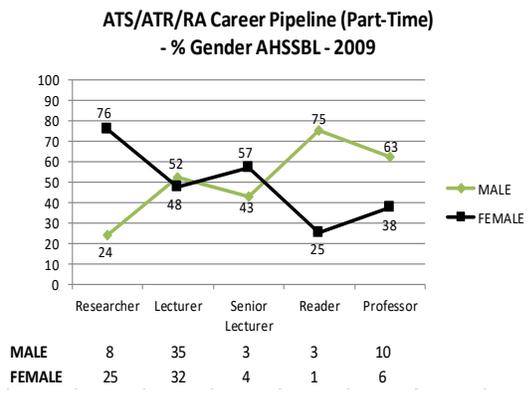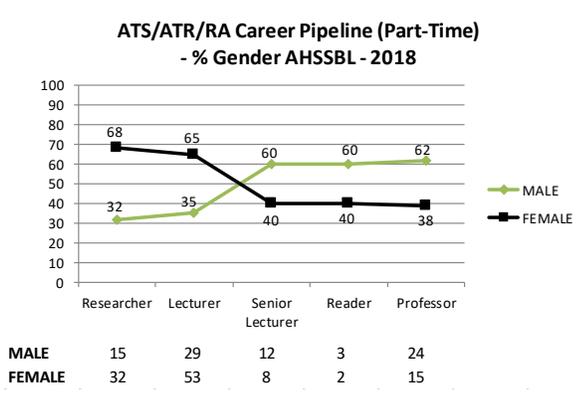
Figure 43

AHSSBL ATR

	Numbers of AHSSBL Academic Staff and Research Staff by Gender and Staff Category (ATR/RA) - FULL TIME																			
HEADCOUNT	**FEMALE**										**MALE**									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	11	14	15	20	24	21	24	25	28	32	51	53	50	53	55	51	51	56	56	55
Reader	4	5	7	7	6	7	8	5	5	3	14	13	11	14	11	10	10	11	9	10
Senior Lecturer	19	19	21	24	26	27	28	27	34	44	41	44	43	49	52	52	55	55	65	71
Lecturer	53	49	53	52	51	45	51	64	58	63	52	59	62	62	57	60	64	67	59	63
Researcher	32	36	40	41	43	38	43	42	42	50	36	39	40	53	50	54	45	56	56	51
FULL-TIME TOTAL	119	123	136	144	150	138	154	163	167	192	194	208	206	231	225	227	225	245	245	250

Table 17: Full Time AHSSBL Academic and Research Staff (ATR/RA) by Gender (Headcount)

ATR Career Pipeline (Full-Time) - % Gender AHSSBL - 2009

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	36	52	41	14	51
FEMALE	32	53	19	4	11

Figure 44

ATR Career Pipeline (Full-Time) - % Gender AHSSBL - 2018

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	51	63	71	10	55
FEMALE	50	63	44	3	32
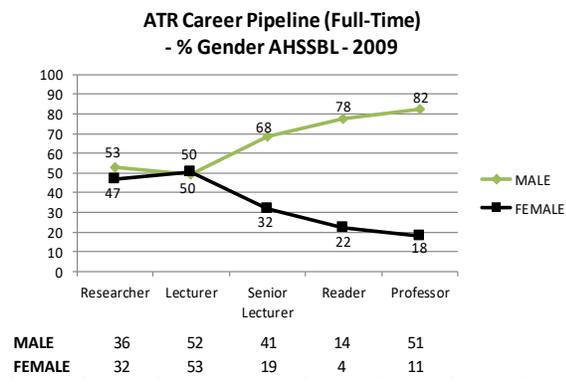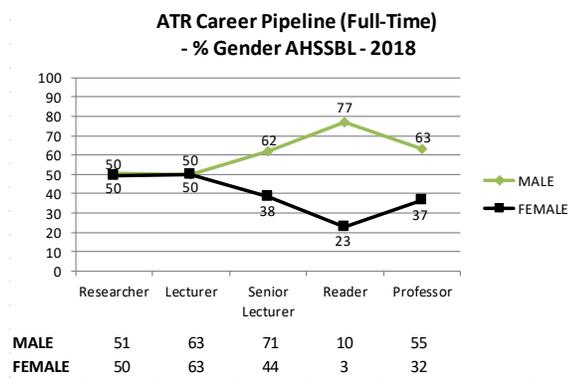
Figure 45

FT-ATR pipeline improved for women at SL (+6%F) and Professor (+19%F, +21F), (+5M) (Figs.44-45).

Numbers of AHSSBL Academic Staff and Research Staff by Gender and Staff Category (ATR/RA) - PART TIME																				
HEADCOUNT	FEMALE										MALE									
PART-TIME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	6	6	6	7	8	7	7	9	11	14	10	8	9	8	16	19	16	16	19	21
Reader	1	-	-	-	1	1	2	2	2	2	3	3	2	1	1	-	1	1	4	3
Senior Lecturer	3	4	4	5	4	5	4	3	3	4	1	3	8	11	9	8	7	7	5	4
Lecturer	1	2	2	3	6	3	4	3	6	7	3	5	4	4	8	4	1	-	-	3
Researcher	25	28	25	24	30	36	33	34	35	32	8	11	11	10	14	17	16	23	23	15
PART-TIME TOTAL	36	40	37	39	49	52	50	51	57	59	25	30	34	34	48	48	41	47	51	46

Table 18: Part Time AHSSBL Academic and Research Staff (ATR/RA) by Gender (Headcount)

ATR Career Pipeline (Part-Time) - % Gender AHSSBL - 2009

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	8	3	1	3	10
FEMALE	25	1	3	1	6

Figure 46

ATR Career Pipeline (Part-Time) - % Gender AHSSBL - 2018

	Researcher	Lecturer	Senior Lecturer	Reader	Professor
MALE	15	3	4	3	21
FEMALE	32	7	4	2	14
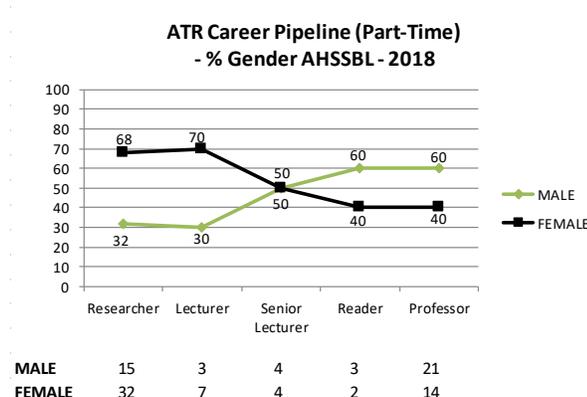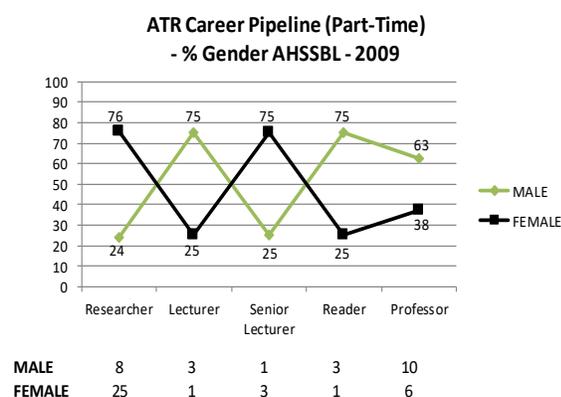
Figure 47

2018 PT-ATR pipeline appears more stable (Fig.47cf.Fig.46). However, number of PT-F Professors is a third lower than PT-M.

AHSSBL ATS

Numbers of AHSSBL Academic Staff by Gender and Staff Category (ATS) - FULL TIME																				
HEADCOUNT	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	-	-	1	3	2	2	2	2	2	4	-	-	-	-	1	5	3	2	2	2
Reader	-	-	-	-	-	-	-	-	-	-	1	1	1	2	1	1	1	1	1	2
Senior Lecturer	4	7	9	11	14	18	24	23	27	30	7	8	11	13	19	20	24	22	22	22
Lecturer	28	35	53	62	63	61	60	55	47	41	27	29	45	58	62	62	45	46	47	47
FULL-TIME TOTAL	32	42	63	76	79	81	86	80	76	75	35	38	57	73	83	88	73	71	72	73

Table 19: Full Time AHBBSL Academic Staff (ATS) by Gender (Headcount)
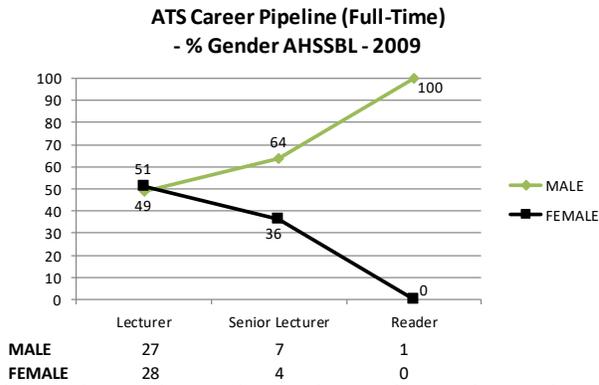
Figure 48
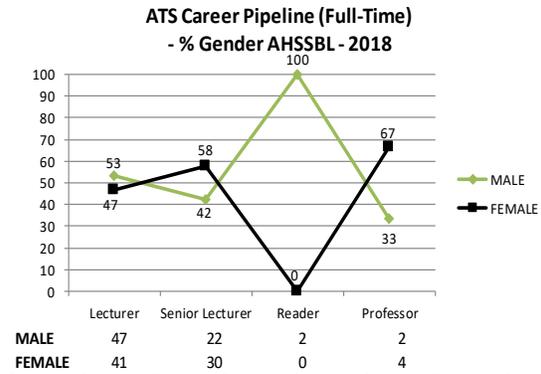
Figure 49

2018 FT-ATS-AHSSBL career path (Figs.48-49) shows impact for women at SL (+22%) and Professor (67%F/33%M). Some AHBBSL Schools hold AS-awards, working on AS for several years (e.g ECO, PPL, NBS, AMA) contributing to impact.

Numbers of AHSSBL Academic Staff by Gender and Staff Category (ATS) - PART TIME																				
	FEMALE										MALE									
PART-TIME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	-	-	-	-	2	1	1	1	2	1	-	1	2	2	1	2	2	3	3	3
Senior Lecturer	1	2	2	5	6	6	3	3	3	4	2	2	3	8	10	10	10	7	9	8
Lecturer	31	36	41	41	40	43	48	50	50	46	32	41	38	42	28	22	28	26	26	26
PART-TIME TOTAL	32	38	43	46	48	50	52	54	55	51	34	44	43	52	39	34	40	36	38	37

Table 20: Part Time AHSSBL Academic (ATS) Staff by Gender (Headcount)
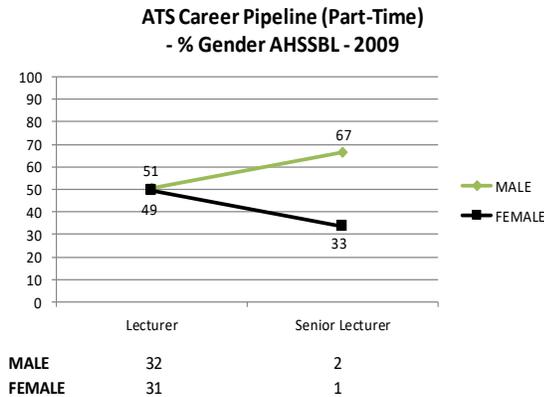
Figure 50
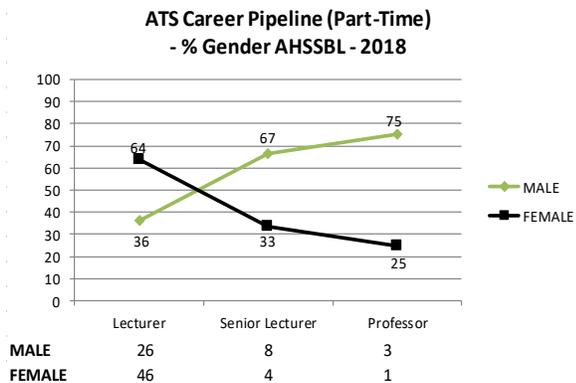
Figure 51

PT-career pathway extended (2018) (Figs.50-51) but uncharacteristic predominance (in ATS) of senior male staff (**SAP2.0**). Note, low numbers post-Lecturer. UEA will continue to work towards gender parity and reduction in occupational segregation (**SAP2.1**).

Visiting Academics and Honorary Staff

UEA has:

- Emeritus Professors/Readers: retired Professors/Readers who maintain a connection/use facilities.

- Senior Fellows/Fellows: as above, but SL/Lecturers

- Senior Research Fellows/Research Fellows: as above, but previously SRA/RAs.

- Honorary Academics (all levels): academics working elsewhere but with a connection to UEA.

Table 21/Fig.52 show proportions of women. Emeritus positions are particularly male-dominated, partly from historical factors, but most groups show improving trends for women. Criteria/processes for offering Emeritus/other honorary positions will be reviewed to ensure opportunities are equally available to all genders and annually audited by ASCSG (**SAP2.0**).

Total Number of Emeritus, Honorary and Fellows (Academic) by Gender (2009-2018)						
	FEMALE			MALE		
	Emeritus	Honorary	Fellows	Emeritus	Honorary	Fellows
2009	4	147	-	72	312	-
2010	6	160	-	80	375	-
2011	9	165	-	88	372	3
2012	10	176	2	93	405	4
2013	11	221	3	91	483	5
2014	12	223	4	92	458	7
2015	15	257	7	94	476	7
2016	17	258	13	98	484	14
2017	17	248	13	100	506	15
2018	17	300	16	103	512	28

Table 21: Emeritus, Honorary Academics and Fellows by Gender (Headcount)
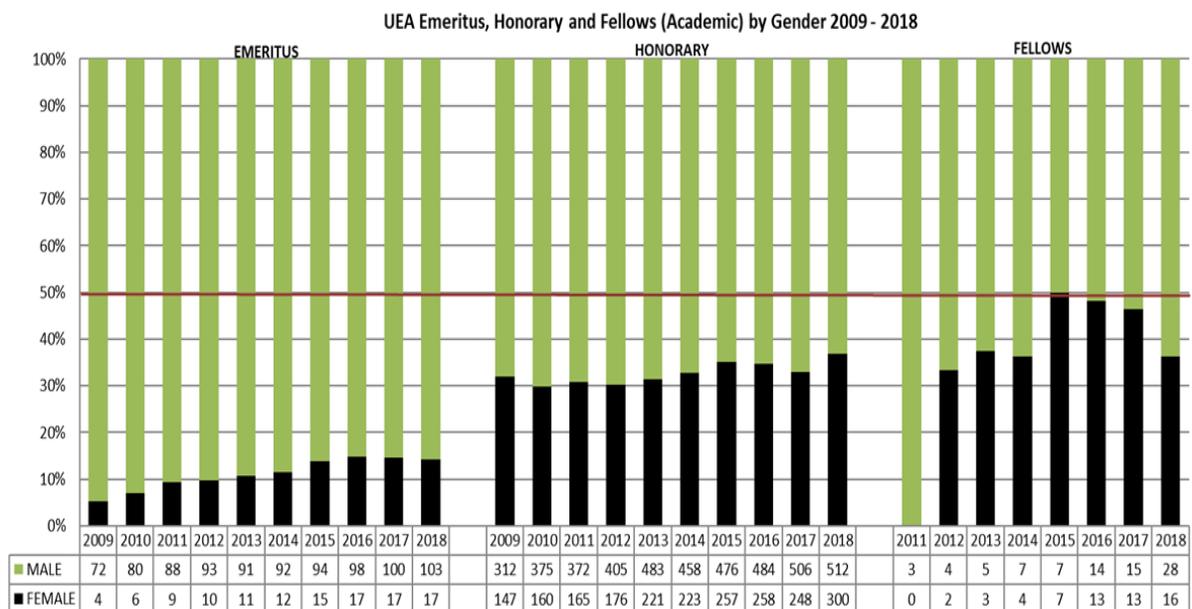
Figure 52

Intersectionality: Gender and Ethnicity

HEADCOUNT	All UEA Academic Staff by Gender and Ethnicity											
	FEMALE						MALE					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
BAME	35	40	45	44	48	52	56	56	59	61	67	65
White	428	427	454	482	485	500	551	524	500	511	523	541
Not Known	12	10	12	15	18	25	34	38	42	48	51	53
TOTAL	475	477	511	541	551	577	641	618	601	620	641	659
% BME	7.4	8.4	8.8	8.1	8.7	9.0	8.7	9.1	9.8	9.8	10.5	9.9

Table 22: All UEA Academic Staff by Gender and Ethnicity (Headcount)

Table 23: Female UEA Academic Staff by Ethnicity (Headcount and Percentage)

Table 24: Male UEA Academic Staff by Ethnicity (Headcount and Percentage)

UEA All Academic Staff by Gender & Ethnicity 2013 - 2018

	FEMALE						MALE					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
Not Known	12	10	12	15	18	25	34	38	42	48	51	53
White	428	427	454	482	485	500	551	524	500	511	523	541
BAME	35	40	45	44	48	52	56	56	59	61	67	65
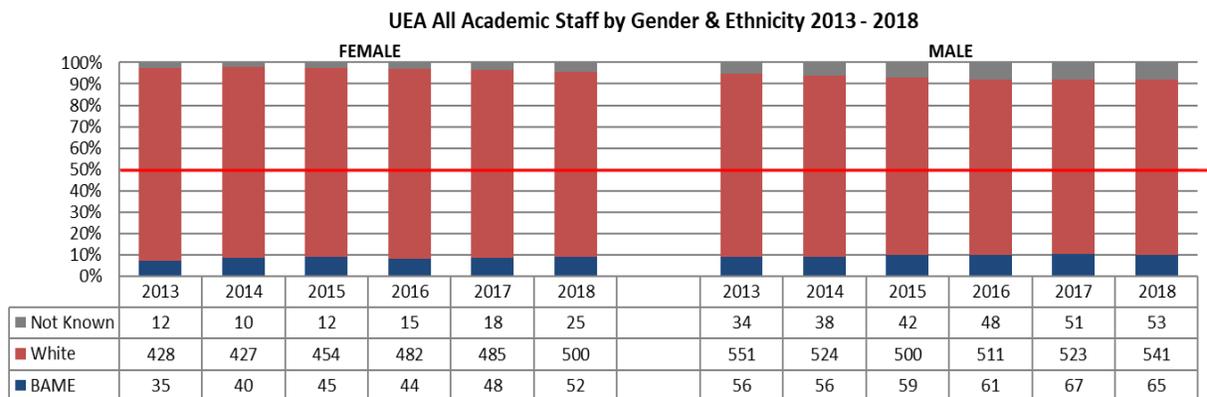
Figure 53

BAME academic staff, (M&F), slightly increased 2013-18 (Fig.53): +1.6%f/+0.8%m; total proportion: 9%F/10%M. As a non-urban University, proportions of BAME academic staff are not significantly less than the sector including many urban-based Universities (**HESA Academic Staff % BAME: F12%/M13%**).

Ethnicity profiles differ (F/M):

- very few staff identify as Arab; no male academics/male/female RAs (Tables 23/24);

- number of Black female academics is increasing; numbers of Black male academics almost static 2013-18;

- more than double the number/proportion of Chinese men than women;

- double proportion male academics PNTS their ethnicity (8%M/4%F).

UEA signed the REC (2018), aiming to make its first submission by April 2021. The SAP intersects with action planning for the REC (**SAP6.1**).

All UEA Research Staff by Gender and Ethnicity													
HEADCOUNT	**FEMALE**						**MALE**					
	2013	2014	2015	2016	2017	2018	2013	2014	2015	2016	2017	2018
BAME	32	30	31	35	32	36	32	30	36	42	49	43
White	213	217	227	219	214	218	193	191	203	203	188	175
Not Known	11	19	14	13	15	22	15	24	22	20	20	21
TOTAL	256	266	272	267	261	276	240	245	261	265	257	239
% BAME	12.5	11.3	11.4	13.1	12.3	13.0	13.3	12.2	13.8	15.8	19.1	18.0

Table 25: All UEA Research Staff by Gender and Ethnicity (Headcount)

Proportion of RA-BAME men is rising faster than RA-BAME women (Tables25/26).

HESA BAME-RAs: F18%/M23% (UEA: F13%/M18%).

Table 26: Female UEA Research Staff by Ethnicity (Headcount and Percentage)

37
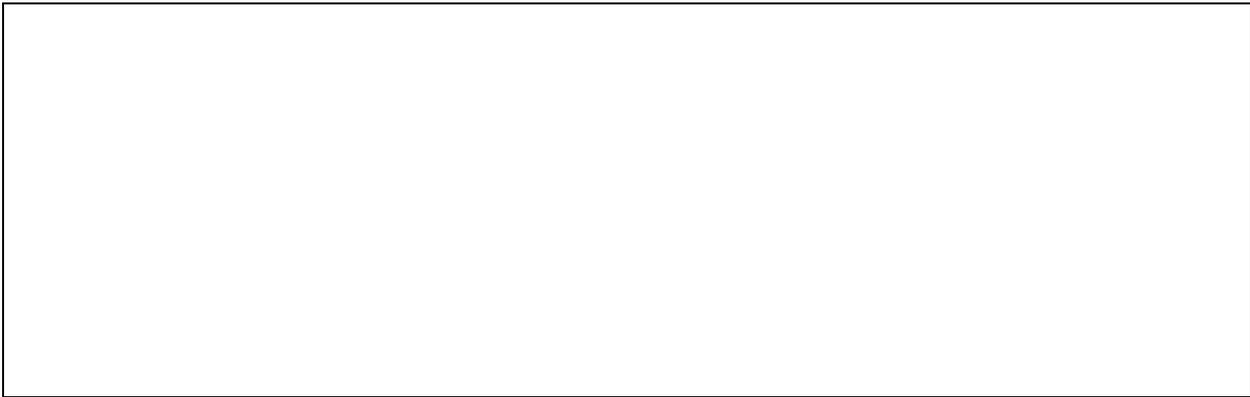
Table 27: Male UEA Research Staff by Ethnicity (Headcount and Percentage)

UEA All Research Staff by Gender & Ethnicity 2013 - 2018

	FEMALE							MALE					
	2013	2014	2015	2016	2017	2018		2013	2014	2015	2016	2017	2018
Not Known	11	19	14	13	15	22		15	24	22	20	20	21
White	213	217	227	219	214	218		193	191	203	203	188	175
BAME	32	30	31	35	32	36		32	30	36	42	49	43
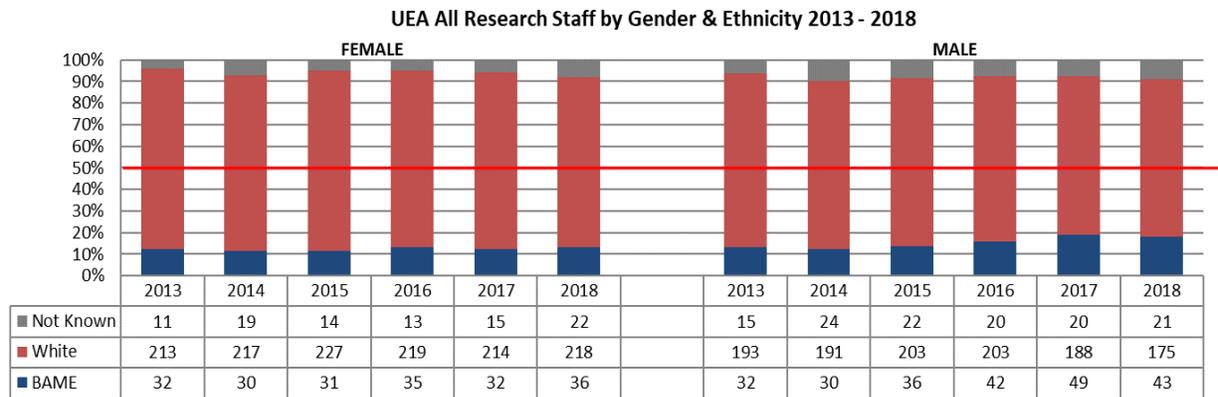
Figure 54

RA-specific points for our SAP/REC-AP:

- no staff have identified as Arab (Table 27);

- proportions of Black RAs are very low;

- Not Known/PNTS is high (8%F/9%M) and is rising (Fig.54).

UEA established a BAME Staff Network (BAME-SN) (2017), meeting every two months (22 members), providing networking and opportunities to review policy, identify and prioritise areas of work.

Detailed staff ethnicity data will be reviewed annually (**SAP6.1, 6.3**). Staff can update their personal equality information online (since April 2010). UEA will continue to encourage self-reporting via its people-centred communication strategy and promote how data is used to identify issues which we then consult on, to foster a campus-wide culture of involvement and engagement (**SAP3.4, 6.1**).

(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

UEA (NB. UEA does not use zero hour contracts)

FULL-TIME	HEADCOUNT				PART-TIME	HEADCOUNT				COMBINED	HEADCOUNT			
	FIXED TERM		INDEFINITE			FIXED TERM		INDEFINITE			FIXED TERM		INDEFINITE	
	FEMALE	MALE	FEMALE	MALE		FEMALE	MALE	FEMALE	MALE		FEMALE	MALE	FEMALE	MALE
2009	132	147	268	435	**2009**	68	54	101	58	**2009**	200	201	369	493
2010	140	152	291	453	**2010**	84	66	107	71	**2010**	224	218	398	524
2011	148	173	312	477	**2011**	98	63	114	75	**2011**	246	236	426	552
2012	144	179	337	508	**2012**	106	71	119	77	**2012**	250	250	456	585
2013	149	199	339	508	**2013**	125	95	118	79	**2013**	274	294	457	587
2014	153	191	332	504	**2014**	138	99	120	69	**2014**	291	290	452	573
2015	152	202	362	496	**2015**	139	89	130	76	**2015**	291	291	492	572
2016	165	206	378	516	**2016**	126	85	139	80	**2016**	291	291	517	596
2017	154	189	387	530	**2017**	130	95	142	86	**2017**	284	284	529	616
2018	154	180	402	541	**2018**	146	83	151	96	**2018**	300	263	553	637

Table 28   **Table 29**   **Table 30**

Academic Staff on FIXED TERM Contracts by Gender and Staff Category (ATR)																				
HEADCOUNT	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	-	-	-	-	-	-	1	1	2	1	1	-	-	1	1	-	-	-	-	-
Senior Lecturer	-	-	-	-	-	-	-	-	-	-	-	1	2	1	2	2	1	1	1	2
Lecturer	5	5	4	5	7	8	10	8	8	9	5	11	12	15	16	14	17	11	15	15
FULL-TIME TOTAL	5	5	4	5	7	8	11	9	10	10	6	12	14	17	19	16	18	12	16	17

Table 3: Full Time Academic Staff (ATR) on Fixed Term Contracts by Gender (Headcount)

Academic Staff on FIXED TERM Contracts by Gender and Staff Category (ATR)																				
	FEMALE										MALE									
PART-TIME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	-	-	2	2	2	1	-	-	-	1	7	8	9	10	14	14	8	8	10	11
Reader	-	-	-	-	-	-	-	-	-	-	1	1	1	1	1	-	-	-	-	-
Senior Lecturer	1	1	-	-	-	-	-	-	-	-	-	1	5	6	4	4	3	3	3	2
Lecturer	1	2	1	4	6	4	1	1	2	1	1	-	1	2	6	3	-	-	-	2
PART-TIME TOTAL	2	3	3	6	8	5	1	1	2	2	9	10	16	19	25	21	11	11	13	15

Table 32: Part Time Academic Staff (ATR) on Fixed Term Contracts by Gender (Headcount)

Academic Staff on FIXED TERM Contracts by Gender and Staff Category (ATS) - FULL TIME																				
HEADCOUNT	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	3	1	-	-	-
Senior Lecturer	-	-	-	-	-	-	-	2	-	-	-	-	-	-	1	-	-	-	-	-
Lecturer	5	7	14	10	9	14	7	11	11	11	10	15	18	9	13	16	5	8	6	12
FULL-TIME TOTAL	5	7	14	10	9	14	7	13	11	11	10	15	18	10	15	19	6	8	6	12

Table 33: Full Time Academic Staff (ATS) on Fixed Term Contracts by Gender (Headcount)

Academic Staff on FIXED TERM Contracts by Gender and Staff Category (ATS) - PART TIME																				
	FEMALE										MALE									
PART-TIME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	-	-	-	-	1	-	-	-	-	-	-	1	1	1	1	2	2	2	2	2
Senior Lecturer	-	-	-	1	1	-	-	-	1	2	-	-	-	2	3	4	4	2	3	2
Lecturer	20	17	23	25	28	28	30	29	28	27	17	20	18	17	20	15	20	20	16	7
PART-TIME TOTAL	20	17	23	26	30	28	30	29	29	29	17	21	19	20	24	21	26	24	21	11

Table 34: Part Time Academic Staff (ATS) on Fixed Term Contracts by Gender (Headcount)

Percentages in graphs below calculated by men/women in specified job categories and contract types

	F Fixed Term ATR	M Fixed Term ATR	F Fixed Term ATS	M Fixed Term ATS
2009	3.9	4.1	17.6	25.2
2010	4.0	5.6	15.3	26.8
2011	3.4	7.2	21.0	23.9
2012	4.9	8.2	16.5	17.1
2013	6.4	9.7	16.2	20.7
2014	6.0	8.6	16.2	21.5
2015	5.2	6.8	13.3	18.0
2016	4.0	5.2	14.5	18.0
2017	4.5	6.3	13.9	15.0
2018	4.2	6.6	13.7	12.8
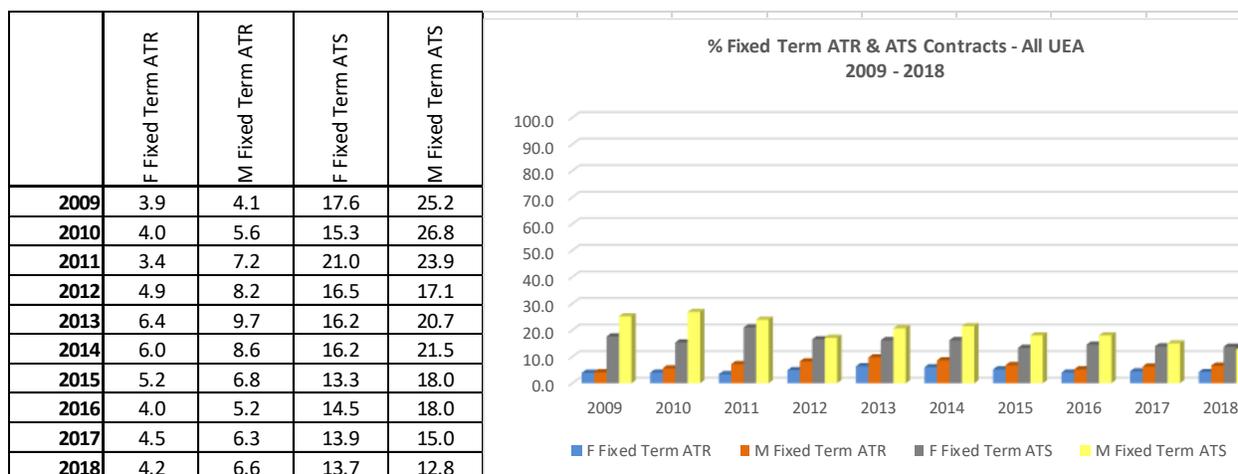
Table 35: % Academic Staff on Fixed-Term Contracts by Gender

	F Fixed Term - UEA	F Fixed Term - Sector	M Fixed Term - UEA	M Fixed Term - Sector
2009/10	7.7	26.0	7.4	21.0
2010/11	11.1	25.5	7.1	21.0
2011/12	8.6	30.5	5.2	24.1
2012/13	8.5	29.5	6.5	23.6
2013/14	9.1	29.5	6.9	23.7
2014/15	7.4	28.0	5.6	22.6
2015/16	7.9	26.8	5.3	21.7
2016/17	7.4	26.5	4.4	21.3
2017/18	7.1	25.9	3.7	21.2
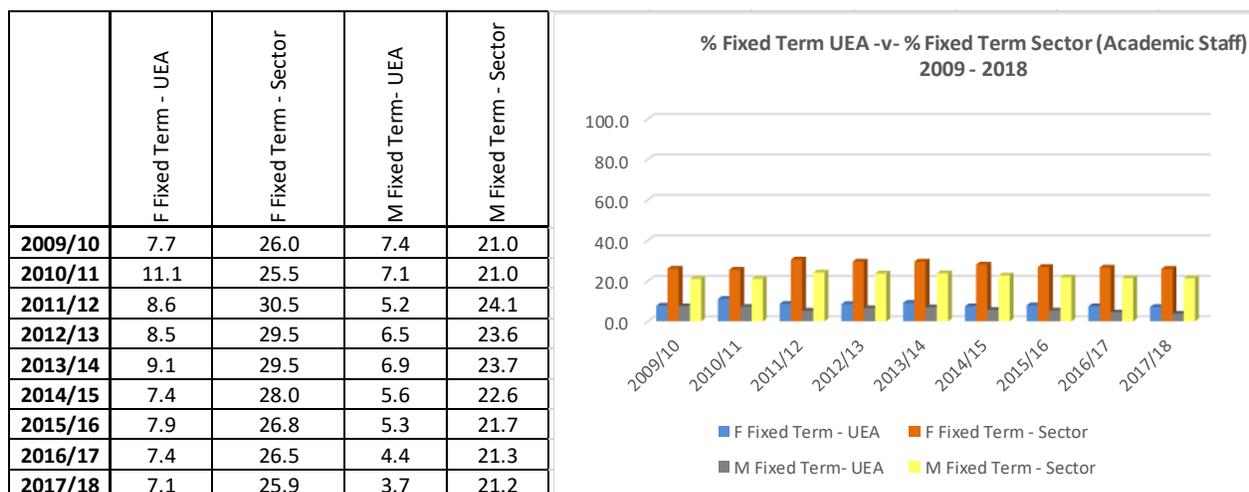
Table 36: % Academic FTCs by Gender vs Sector

Tables 35/36: **UEA is substantially below Sector levels for FTC usage.**

%F/M on ATS FTCs (Table 35) have gradually reduced although remain 7–9% higher than fixed-term-ATR contracts. Slightly more men are on FTCs (1-3%); the difference between genders has reduced (2009-2018) (**SAP3.0**).

Research Staff on INDEFINITE Contracts by Gender and Staff Category (RA) - FULL AND PART TIME																				
	FEMALE										MALE									
FULL AND PART-TIME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Researcher (RA) - Full Time	32	28	24	20	16	12	12	14	17	18	45	39	34	28	17	20	20	20	20	21
Researcher (RA) -	23	20	25	24	20	18	18	14	12	10	9	10	10	11	12	12	11	9	9	10
TOTAL	55	48	49	44	36	30	30	28	29	28	54	49	44	39	29	32	31	29	29	31

Table 37: Full and Part Time Research Staff on Indefinite Contracts by Gender (Headcount)

Research Staff on FIXED TERM Contracts by Gender and Staff Category (RA) - FULL AND PART TIME																			
	FEMALE										MALE									
Researcher (RA) - Full Time	117	123	124	127	133	131	134	143	133	133	129	123	139	152	165	156	178	186	167	151
Researcher (RA)	46	64	68	73	87	105	108	96	99	115	28	35	28	32	46	57	52	50	61	57
TOTAL	163	187	192	200	220	236	242	239	232	248	157	158	167	184	211	213	230	236	228	208

Table 38: Full and Part Time Research Staff on Fixed Term Contracts by Gender (Headcount)

	F Fixed Term RAs	M Fixed Term RAs	F Indefinite RAs	M Indefinite RAs
2009	74.8	74.4	25.2	25.6
2010	79.6	76.3	20.4	23.7
2011	79.7	79.1	20.3	20.9
2012	82.0	82.5	18.0	17.5
2013	85.9	87.9	14.1	12.1
2014	88.7	86.9	11.3	13.1
2015	89.0	88.1	11.0	11.9
2016	89.5	89.1	10.5	10.9
2017	88.9	88.7	11.1	11.3
2018	89.1	87.0	10.9	13.0

% Fixed Term and Indefinite RA Contracts - All UEA 2009 - 2018
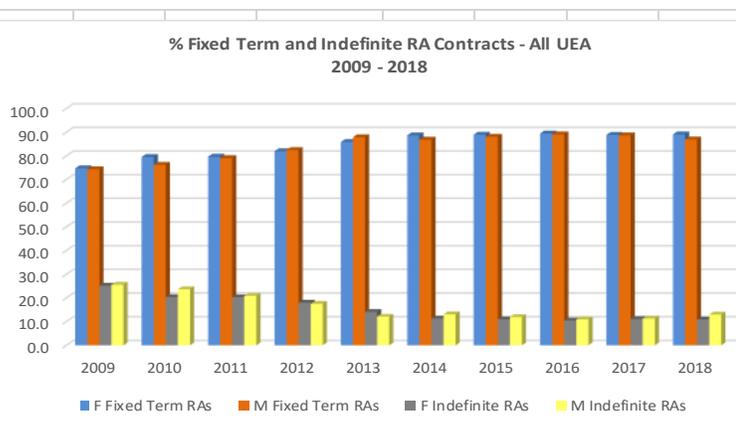
Table 39: RAs - % Fixed-Term and Indefinite Contracts – Full and Part-Time

	F Fixed Term - UEA	F Fixed Term - Sector	M Fixed Term - UEA	M Fixed Term - Sector
2009/10	79.6	70.6	76.3	71.0
2010/11	79.7	68.4	79.1	69.3
2011/12	82.0	67.6	82.5	69.0
2012/13	85.9	66.9	87.9	67.5
2013/14	88.7	66.1	86.9	67.4
2014/15	89.0	66.7	88.1	68.0
2015/16	89.5	66.3	89.1	67.8
2016/17	88.9	65.7	88.7	66.7
2017/18	89.9	66.0	87.0	67.1

% Fixed Term UEA -v- % Fixed Term Sector (Research Staff) 2009 - 2018
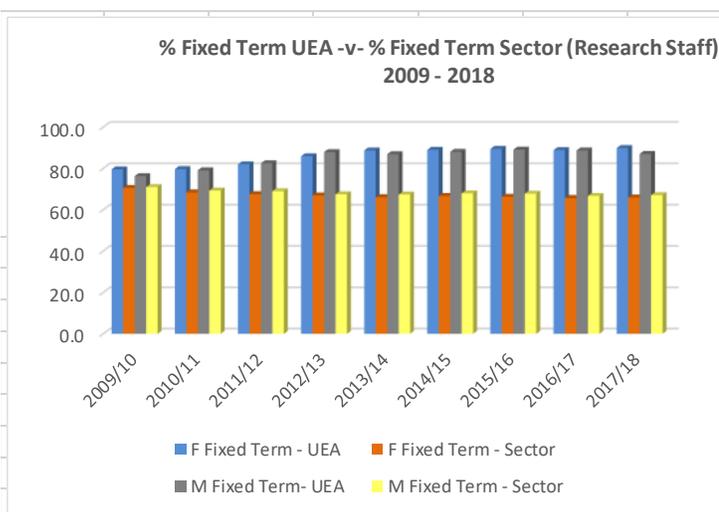
Table 40: % Research Staff FTCs by Gender vs Sector

RA-FTCs (Table39) increased (2009-18) (+10%F/+11%M) driven by fixed-term funding.

~90% of RAs were on FTCs (2013-18).   Bridging funds connecting contracts can be used (pp46,166). Table40 shows higher usage by UEA than the Sector average indicating UEA's research intensive environment. UEA will investigate a strategy for RAs to improve career progression opportunities, bridging arrangements and relocation assistance (**SAP3.0**).

STEMM

Table 41 (FULL-TIME)

FULL-TIME	HEADCOUNT			
	FIXED TERM		INDEFINITE	
	FEMALE	MALE	FEMALE	MALE
2009	101	111	148	242
2010	102	112	164	247
2011	102	126	159	261
2012	103	123	158	260
2013	102	140	157	259
2014	115	132	151	248
2015	108	160	166	240
2016	121	152	179	254
2017	111	136	187	266
2018	99	125	190	273

Table 41

Table 42 (PART-TIME)

PART-TIME	HEADCOUNT			
	FIXED TERM		INDEFINITE	
	FEMALE	MALE	FEMALE	MALE
2009	42	29	59	24
2010	55	33	58	30
2011	62	31	70	30
2012	69	38	71	34
2013	79	50	67	37
2014	89	52	67	34
2015	93	50	74	34
2016	86	44	74	38
2017	88	56	72	36
2018	112	56	75	40

Table 42

Table 43 (COMBINED)

COMBINED	HEADCOUNT			
	FIXED TERM		INDEFINITE	
	FEMALE	MALE	FEMALE	MALE
2009	143	140	207	266
2010	157	145	222	277
2011	164	157	229	291
2012	172	161	229	294
2013	181	190	224	296
2014	204	184	218	282
2015	201	210	240	274
2016	207	196	253	292
2017	199	192	259	302
2018	211	181	265	313

Table 43

STEMM Academic Staff on INDEFINITE Contracts by Gender and Staff Category (ATR) - FULL TIME

HEADCOUNT	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	12	18	16	17	20	22	22	22	25	25	64	68	79	81	82	79	83	83	81	83
Reader	9	7	7	10	11	10	10	10	9	10	29	29	23	23	23	24	22	20	21	20
Senior Lecturer	18	21	21	25	23	23	27	26	29	28	45	49	48	52	59	52	45	45	50	51
Lecturer	25	33	38	34	33	26	26	35	34	32	35	33	44	42	42	41	36	55	59	60
Researcher	27	24	18	13	11	7	7	9	12	11	37	33	29	23	13	11	11	10	11	13
FULL-TIME TOTAL	91	103	100	99	98	88	92	102	109	106	210	212	223	221	219	207	197	213	222	227

Table 44: Full Time STEMM ATR Staff on Indefinite Contracts by Gender (Headcount)

STEMM Academic Staff on INDEFINITE Contracts by Gender and Staff Category (ATR) - PART TIME

PART-TIME	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	2	5	3	4	3	3	3	5	5	7	4	4	5	6	8	7	7	8	10	12
Reader	2	1	1	1	1	1	1	-	1	1	2	2	3	3	3	3	3	2	2	2
Senior Lecturer	4	3	3	2	4	3	2	3	3	5	3	3	2	2	2	2	2	4	3	1
Lecturer	6	4	5	5	3	3	5	4	3	2	1	-	-	1	1	1	1	1	2	3
PART-TIME TOTAL	26	24	30	29	24	22	24	20	20	22	18	18	18	21	24	24	22	22	24	27

Table 45: Part Time STEMM ATR Staff on Indefinite Contracts by Gender (Headcount)

STEMM Academic Staff on INDEFINITE Contracts by Gender and Staff Category (ATS)

HEADCOUNT	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	-	-	-	-	1	4	4	6	9	8	-	1	1	3	3	5	4	5	5	6
Reader	-	-	-	-	1	2	3	2	2	2	-	-	-	-	1	2	2	2	3	3
Senior Lecturer	7	11	13	13	18	20	23	26	26	29	11	14	15	14	16	14	18	18	19	21
Lecturer	50	50	45	45	38	36	44	43	41	45	21	20	22	22	20	20	19	16	17	16
FULL-TIME TOTAL	57	61	58	58	58	62	74	77	78	84	32	35	38	39	40	41	43	41	44	46
PART-TIME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	-	-	-	-	-	-	-	-	1	3	-	-	-	-	-	-	1	1	1	-
Senior Lecturer	3	4	4	4	4	6	10	11	12	16	1	2	2	1	1	1	2	7	6	7
Lecturer	30	30	36	38	39	39	39	42	39	34	5	10	10	12	12	9	9	8	5	6
PART-TIME TOTAL	33	34	40	42	43	45	49	53	52	53	6	12	12	13	13	10	12	16	12	13

Table 46: Full Time and Part Time STEMM ATS Staff on Indefinite Contracts by Gender (Headcount)
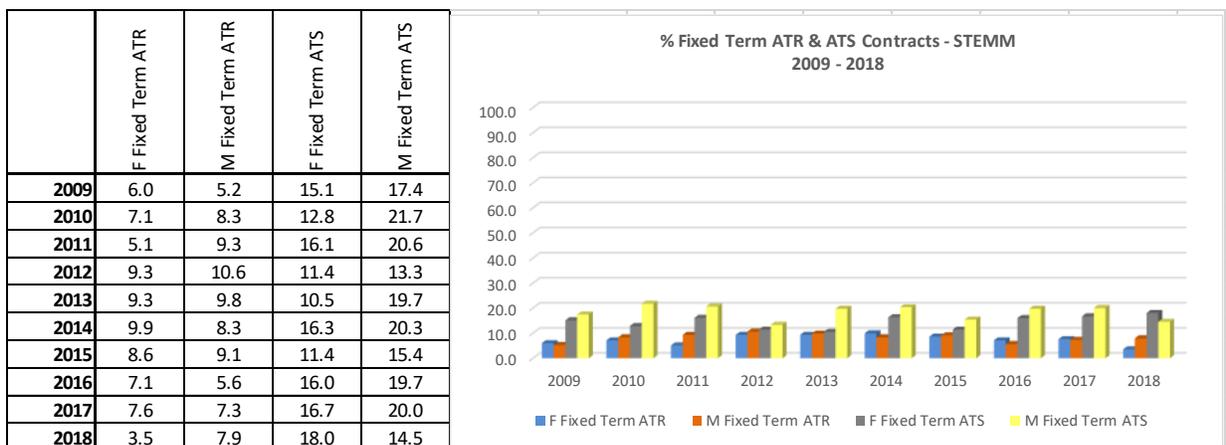
STEMM Academic Staff on FIXED TERM Contracts by Gender and Staff Category (ATR)																					
HEADCOUNT	**FEMALE**										**MALE**									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	-	-	-	-	-	-	1	1	1	-	-	-	-	-	-	-	-	-	-	-
Senior Lecturer	-	-	-	-	-	-	-	-	-	-	-	1	2	1	1	1	1	1	1	1
Lecturer	3	4	3	5	6	7	7	6	6	2	5	11	11	14	14	11	13	7	11	11
FULL-TIME TOTAL	93	95	93	98	101	105	104	113	103	92	106	102	117	119	134	123	156	148	132	120
PART-TIME	**FEMALE**										**MALE**									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	-	-	1	1	-	-	-	-	-	1	4	5	5	6	6	5	5	4	5	6
Reader	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	-	-	-	-	-
Senior Lecturer	1	1	-	-	-	-	-	-	-	-	-	-	1	2	2	2	1	1	1	1
Lecturer	1	2	1	4	4	3	1	1	2	1	1	-	1	1	-	-	-	-	-	1
PART-TIME TOTAL	34	48	52	61	68	78	81	69	70	88	26	30	27	34	43	48	44	34	46	51

Table 47: STEMM Full Time and Part Time ATR Staff on Fixed Term Contracts by Gender (Headcount)

STEMM Academic Staff on FIXED TERM Contracts by Gender and Staff Category (ATS) - FULL TIME																					
HEADCOUNT	**FEMALE**										**MALE**									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1	-	-	-
Senior Lecturer	-	-	-	-	-	-	2	-	-	-	-	-	-	-	1	-	-	-	-	-
Lecturer	3	2	3	3	1	10	4	6	8	6	3	8	7	3	4	8	3	4	4	5
FULL-TIME TOTAL	3	2	3	3	1	10	4	8	8	6	3	8	7	4	6	9	4	4	4	5

STEMM Academic Staff on FIXED TERM Contracts by Gender and Staff Category (ATS) - PART TIME																					
HEADCOUNT	**FEMALE**										**MALE**									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Senior Lecturer	-	-	-	1	1	-	-	-	-	1	-	-	-	-	-	-	1	1	-	-
Lecturer	8	7	6	6	10	11	12	17	18	23	3	3	4	4	7	4	5	9	10	5
PART-TIME TOTAL	8	7	6	7	11	11	12	17	18	24	3	3	4	4	7	4	6	10	10	5

Table 48: STEMM Full Time and Part Time ATS Staff on Fixed Term Contracts by Gender (Headcount)

Percentages in graphs below calculated by men/women in specified job categories and contract types

	F Fixed Term ATR	M Fixed Term ATR	F Fixed Term ATS	M Fixed Term ATS
2009	6.0	5.2	15.1	17.4
2010	7.1	8.3	12.8	21.7
2011	5.1	9.3	16.1	20.6
2012	9.3	10.6	11.4	13.3
2013	9.3	9.8	10.5	19.7
2014	9.9	8.3	16.3	20.3
2015	8.6	9.1	11.4	15.4
2016	7.1	5.6	16.0	19.7
2017	7.6	7.3	16.7	20.0
2018	3.5	7.9	18.0	14.5

% Fixed Term ATR & ATS Contracts - STEMM 2009 - 2018

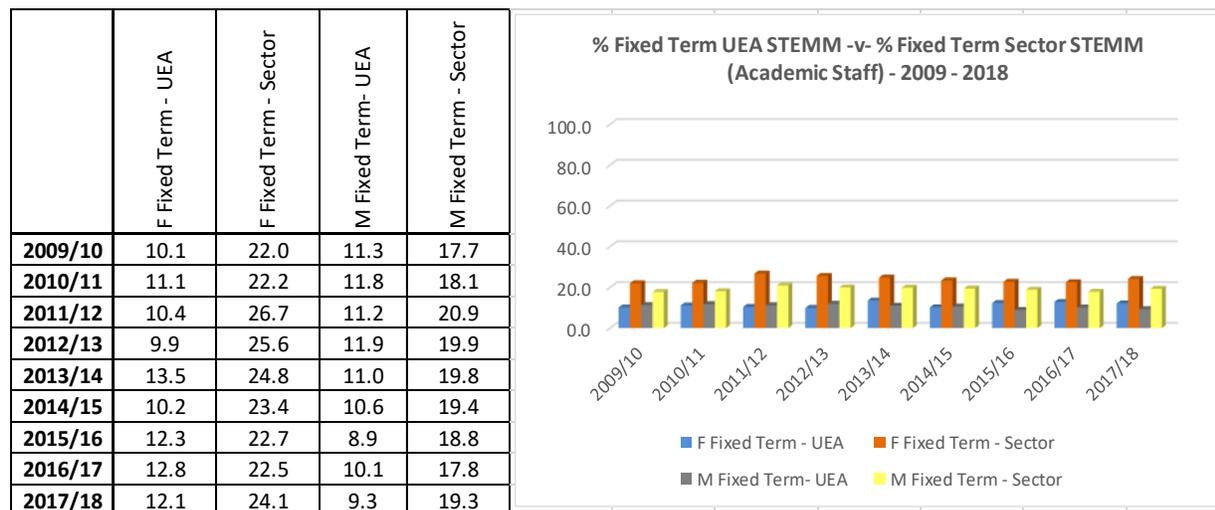■ F Fixed Term ATR ■ M Fixed Term ATR ■ F Fixed Term ATS ■ M Fixed Term ATS

Table 49: % STEMM Academic ATR and ATS Staff on Fixed Term Contracts

FTCs are used to cover maternity/adoption, sabbaticals, long-term sick. Academics may take six months sabbatical/study leave (full pay) in every six semesters. Teaching is usually covered with a FTC-Lecturer.

FTCs may be used when piloting new courses. Men are as likely (ATR)/more likely (ATS) to be on FTCs (Tables47-49) as women.

% sector FTC STEMM-Academics is double UEA's (Table50).

	F Fixed Term - UEA	F Fixed Term - Sector	M Fixed Term- UEA	M Fixed Term - Sector
2009/10	10.1	22.0	11.3	17.7
2010/11	11.1	22.2	11.8	18.1
2011/12	10.4	26.7	11.2	20.9
2012/13	9.9	25.6	11.9	19.9
2013/14	13.5	24.8	11.0	19.8
2014/15	10.2	23.4	10.6	19.4
2015/16	12.3	22.7	8.9	18.8
2016/17	12.8	22.5	10.1	17.8
2017/18	12.1	24.1	9.3	19.3

% Fixed Term UEA STEMM -v- % Fixed Term Sector STEMM (Academic Staff) - 2009 - 2018

Table 50: % Fixed Term UEA STEMM compared with % Fixed Term Sector STEMM Staff

STEMM Research Staff on INDEFINITE Contracts by Gender and Staff Category (RA) - FULL AND PART TIME																				
	FEMALE										MALE									
FULL AND PART-TIME	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Researcher - FULL TIME	27	24	18	13	11	7	7	9	12	11	37	33	29	23	13	11	11	10	11	13
Researcher - PART TIME	12	11	18	17	13	12	13	8	8	7	8	9	8	9	10	11	9	7	7	9
TOTAL	39	35	36	30	24	19	20	17	20	18	45	42	37	32	23	22	20	17	18	22

Table 51: Full and Part Time STEMM Research Staff on Indefinite Contracts by Gender (Headcount)

STEMM Research Staff on FIXED TERM Contracts by Gender (RA)																				
	FEMALE										MALE									
HEADCOUNT	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Researcher - FULL TIME	90	91	90	93	95	98	96	106	96	90	101	90	104	104	119	111	142	140	120	108
Researcher - PART TIME	32	45	50	56	64	75	80	68	68	86	21	25	19	24	34	41	38	29	40	43
TOTAL	122	136	140	149	159	173	176	174	164	176	122	115	123	128	153	152	180	169	160	151

Table 52: Full and Part Time STEMM Research Staff on Fixed Term Contracts by Gender (Headcount)
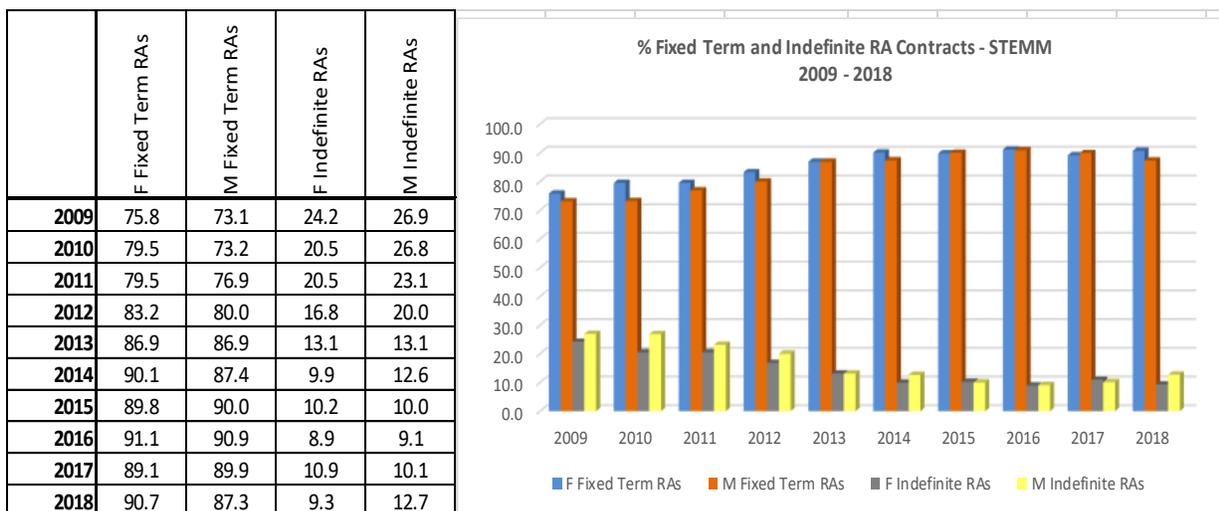
	F Fixed Term RAs	M Fixed Term RAs	F Indefinite RAs	M Indefinite RAs
2009	75.8	73.1	24.2	26.9
2010	79.5	73.2	20.5	26.8
2011	79.5	76.9	20.5	23.1
2012	83.2	80.0	16.8	20.0
2013	86.9	86.9	13.1	13.1
2014	90.1	87.4	9.9	12.6
2015	89.8	90.0	10.2	10.0
2016	91.1	90.9	8.9	9.1
2017	89.1	89.9	10.9	10.1
2018	90.7	87.3	9.3	12.7

% Fixed Term and Indefinite RA Contracts - STEMM 2009 - 2018

Table 53: % Fixed Term and Indefinite Contracts – STEMM RAs

	F Fixed Term - UEA	F Fixed Term - Sector	M Fixed Term- UEA	M Fixed Term - Sector
2009/10	79.5	71.1	73.2	71.4
2010/11	79.5	68.7	76.9	69.6
2011/12	83.2	67.6	80.0	68.9
2012/13	86.9	66.6	86.9	67.3
2013/14	90.1	65.6	87.4	67.0
2014/15	89.8	66.0	90.0	67.6
2015/16	91.1	66.1	90.9	67.6
2016/17	89.1	64.8	89.9	66.2
2017/18	90.7	64.9	87.3	66.6

% Fixed Term UEA STEMM -v- % Fixed Term Sector (Research Staff) - 2009 - 2018
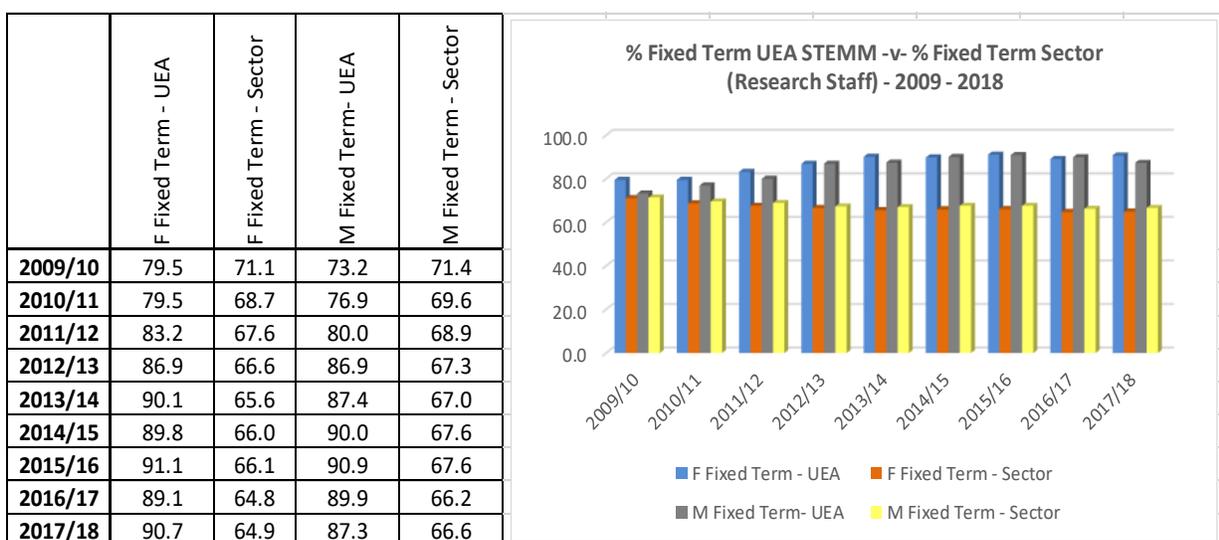
Table 54: % Fixed Term and Indefinite Contracts - UEA STEMM RAs compared with % Sector

Individuals finishing an FTC can join the redeployment register gaining access to current/on-going vacancies. Following issues highlighted in RAs' feedback **guidance was reviewed (BRAP6) and, promoted via the RSWG/email/School Bulletins and the Researcher webpages. Since Bronze-Renewal, ET agreed 'Principles of Bridging Funding',** allowing the PI/HoS to ask the PVC for short-term bridging funding, allowing UEA to retain specific skill-sets and providing the individual with additional stability. Attrition rates will be monitored to check longer-term impact of this agreement (**SAP2.2**). **Examining RA-FTCs is a future priority (SAP3.0).**

AHSSBL

FULL-TIME	HEADCOUNT			
	FIXED TERM		INDEFINITE	
	FEMALE	MALE	FEMALE	MALE
2009	31	36	120	193
2010	38	40	127	206
2011	46	47	153	216
2012	41	56	179	248
2013	47	59	182	249
2014	38	59	181	256
2015	44	42	196	256
2016	44	54	199	262
2017	43	53	200	264
2018	55	55	212	268

Table 55

PART-TIME	HEADCOUNT			
	FIXED TERM		INDEFINITE	
	FEMALE	MALE	FEMALE	MALE
2009	26	25	42	34
2010	29	33	49	41
2011	36	32	44	45
2012	37	33	48	43
2013	46	45	51	42
2014	49	46	53	36
2015	46	39	56	42
2016	40	41	65	42
2017	42	39	70	50
2018	34	27	76	56

Table 56

COMBINED	HEADCOUNT			
	FIXED TERM		INDEFINITE	
	FEMALE	MALE	FEMALE	MALE
2009	57	61	162	227
2010	67	73	176	247
2011	82	79	197	261
2012	78	89	227	291
2013	93	104	233	291
2014	87	105	234	292
2015	90	81	252	298
2016	84	95	264	304
2017	85	92	270	314
2018	89	82	288	324

Table 57

AHSSBL Academic and Research Staff on INDEFINITE Contracts by Gender and Staff Category (ATR)																					
HEADCOUNT	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	11	14	15	20	24	21	24	25	27	31	50	53	50	52	54	51	51	56	56	55
Reader	4	5	7	7	6	7	8	5	5	3	14	13	11	14	11	10	10	11	9	10
Senior Lecturer	19	19	21	24	26	27	28	27	34	44	41	44	43	49	51	51	55	55	65	70
Lecturer	51	48	52	52	50	44	48	62	56	57	52	59	61	61	55	57	60	63	55	59
FULL-TIME TOTAL	85	86	95	103	106	99	108	119	122	135	157	169	165	176	171	169	176	185	185	194
PART-TIME	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	6	6	5	6	6	6	7	9	11	14	7	5	5	4	8	10	13	12	14	16
Reader	1	-	-	-	1	1	2	2	2	2	2	2	2	1	1	-	1	1	4	3
Senior Lecturer	3	4	4	5	4	5	4	3	3	4	1	2	4	7	7	6	5	5	3	3
Lecturer	1	2	2	3	4	2	4	3	6	7	3	5	4	3	2	1	1	-	-	2
PART-TIME TOTAL	11	12	11	14	15	14	17	17	22	27	13	14	15	15	18	17	20	18	21	24

Table 58: Full Time and Part Time ATR AHSSBL Staff on Indefinite Contracts (Headcount)

AHSSBL Academic Staff on INDEFINITE Contracts by Gender and Staff Category (ATS)																					
HEADCOUNT	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	-	-	1	3	2	2	2	2	2	4	-	-	-	-	1	3	3	2	2	2
Reader	-	-	-	-	-	-	-	-	-	-	1	1	1	2	1	1	1	1	1	2
Senior Lecturer	4	7	9	11	14	18	24	23	27	30	7	8	11	13	19	20	24	22	22	22
Lecturer	26	30	42	55	55	57	57	50	44	36	20	22	34	52	53	54	43	42	45	40
FULL-TIME TOTAL	30	37	52	69	71	77	83	75	73	70	28	31	46	67	74	78	71	67	70	66
PART-TIME	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	-	-	-	-	1	1	1	1	2	1	-	-	1	1	-	-	-	1	1	1
Senior Lecturer	1	2	2	5	6	6	3	3	2	3	2	2	3	6	7	7	7	6	6	6
Lecturer	19	26	24	22	22	26	30	38	40	42	18	24	24	19	15	11	13	15	20	24
PART-TIME TOTAL	20	28	26	27	29	33	34	42	44	46	20	26	28	26	22	18	20	22	27	31

Table 59: Full Time and Part Time ATS AHSSBL Staff on Indefinite Contracts (Headcount)

AHSSBL Academic Staff on FIXED TERM Contracts by Gender and Staff Category (ATR)																				
HEADCOUNT	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	-	-	-	-	-	-	-	-	1	1	1	-	-	1	1	-	-	-	-	-
Senior Lecturer	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	1
Lecturer	2	1	1	-	1	1	3	2	2	6	-	-	1	1	2	3	4	4	4	4
FULL-TIME TOTAL	29	33	35	34	39	34	41	39	40	50	29	33	36	50	50	49	40	50	51	48
PART-TIME	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	-	-	1	1	2	1	-	-	-	-	3	3	4	4	8	9	3	4	5	5
Reader	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-
Senior Lecturer	-	-	-	-	-	-	-	-	-	-	-	1	4	4	2	2	2	2	2	1
Lecturer	-	-	-	-	2	1	-	-	-	-	-	-	-	1	6	3	-	-	-	1
PART-TIME TOTAL	14	19	19	18	27	32	28	28	31	29	11	15	17	17	28	30	19	27	28	21

Table 60: Full Time and Part Time AHSSBL ATR Staff on Fixed Term Contracts (Headcount)

AHSSBL Academic Staff on FIXED TERM Contracts by Gender and Staff Category (ATS)																				
HEADCOUNT	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																				
Professor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-
Lecturer	2	5	11	7	8	4	3	5	3	5	7	7	11	6	9	8	2	4	2	7
FULL-TIME TOTAL	2	5	11	7	8	4	3	5	3	5	7	7	11	6	9	10	2	4	2	7
PART-TIME											MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	-	-	-	-	1	-	-	-	-	-	-	1	1	1	1	2	2	2	2	2
Senior Lecturer	-	-	-	-	-	-	-	-	1	1	-	-	-	2	3	3	3	1	3	2
Lecturer	12	10	17	19	18	17	18	12	10	4	14	17	14	13	13	11	15	11	6	2
PART-TIME TOTAL	12	10	17	19	19	17	18	12	11	5	14	18	15	16	17	16	20	14	11	6

Table 61: Full Time and Part Time AHSSBL ATS Staff on Fixed Term Contracts (Headcount)

Percentages in graphs below calculated by men/women in specified job categories and contract types

	F Fixed Term ATR	M Fixed Term ATR	F Fixed Term ATS	M Fixed Term ATS
2009	2.0	2.9	21.9	30.4
2010	1.0	2.7	18.8	30.5
2011	1.9	4.8	26.4	26.0
2012	0.8	5.4	21.3	19.1
2013	4.0	1.0	21.0	21.3
2014	2.6	8.8	16.0	21.3
2015	2.3	4.4	15.2	19.5
2016	1.4	4.7	12.4	16.8
2017	2.0	5.1	10.7	11.8
2018	4.1	5.2	7.9	11.8

% Fixed Term ATR & ATS Contracts - AHSSBL 2009 - 2018
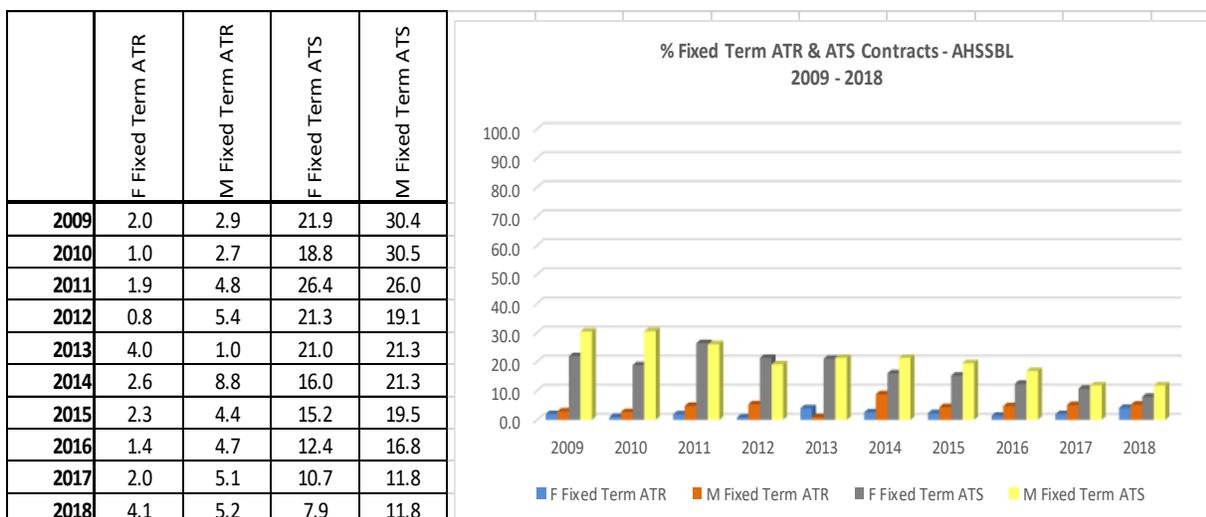
Table 62: % Fixed Term Contracts, AHSSBL ATR and ATS Staff

Use of AHSSBL-ATS-FTCs has declined steadily (Tables55-62); women in ATR/ATS positions are more likely to be on indefinite contracts. Fewer FTCs are used for ATR than ATS positions.

The gaps between genders and ATR/ATS have substantially reduced. Use of FTCs for Academics at Sector level is substantially above that at UEA (Table 63).
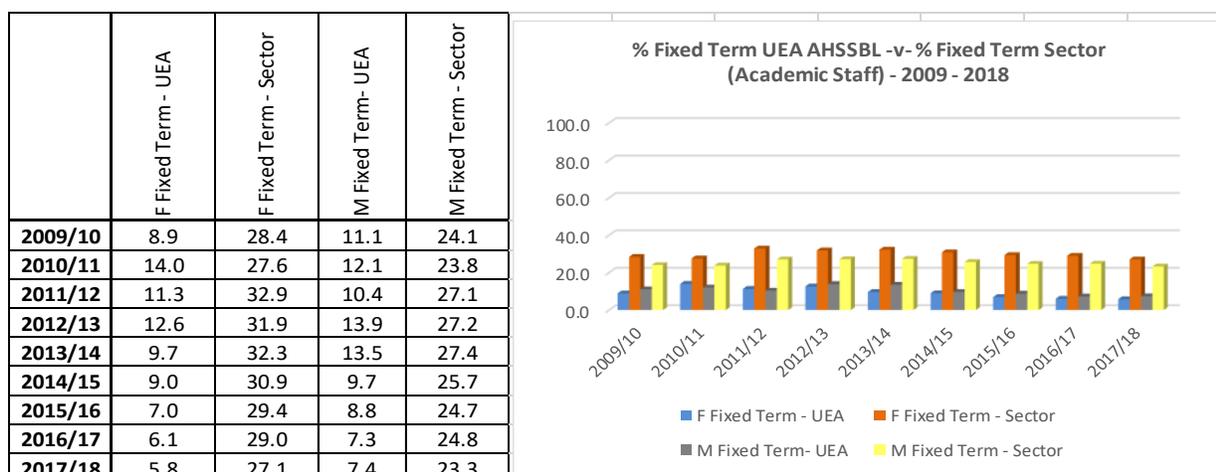
	F Fixed Term - UEA	F Fixed Term - Sector	M Fixed Term- UEA	M Fixed Term - Sector
2009/10	8.9	28.4	11.1	24.1
2010/11	14.0	27.6	12.1	23.8
2011/12	11.3	32.9	10.4	27.1
2012/13	12.6	31.9	13.9	27.2
2013/14	9.7	32.3	13.5	27.4
2014/15	9.0	30.9	9.7	25.7
2015/16	7.0	29.4	8.8	24.7
2016/17	6.1	29.0	7.3	24.8
2017/18	5.8	27.1	7.4	23.3

% Fixed Term UEA AHSSBL -v- % Fixed Term Sector (Academic Staff) - 2009 - 2018

Table 63: % Fixed Term Contract at UEA compared with % Sector Fixed Term Contracts

AHSSBL Research Staff on INDEFINITE Contracts by Gender (RA) - FULL AND PART TIME																				
HEADCOUNT	**FEMALE**										**MALE**									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Researcher - FULL TIME	5	4	6	7	5	5	5	5	5	7	8	6	5	5	4	9	9	10	9	8
Researcher - PART TIME	11	9	7	7	7	6	5	6	4	3	1	1	2	2	2	1	2	2	2	1
TOTAL	16	13	13	14	12	11	10	11	9	10	9	7	7	7	6	10	11	12	11	9

Table 64: Full and Part Time AHSSBL Research Staff (RA) on Indefinite Contracts (Headcount)

AHSSBL Research Staff on FIXED TERM Contracts by Gender (RA) - FULL AND PART TIME																				
HEADCOUNT	**FEMALE**										**MALE**									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Researcher - FULL TIME	27	32	34	34	38	33	38	37	37	43	28	33	35	48	46	45	36	46	47	43
Researcher - PART TIME	14	19	18	17	23	30	28	28	31	29	7	10	9	8	12	16	14	21	21	14

Table 65: Full and Part Time AHSSBL Research Staff (RA) on Fixed Term Contracts (Headcount)

	F Fixed Term RAs	M Fixed Term RAs	F Indefinite RAs	M Indefinite RAs
2009	71.9	79.5	28.1	20.5
2010	79.7	86.0	20.3	14.0
2011	80.0	86.3	20.0	13.7
2012	78.5	88.9	21.5	11.1
2013	83.6	90.6	16.4	9.4
2014	85.1	85.9	14.9	14.1
2015	86.8	82.0	13.2	18.0
2016	85.5	84.8	14.5	15.2
2017	88.3	86.1	11.7	13.9
2018	87.8	86.4	12.2	13.6
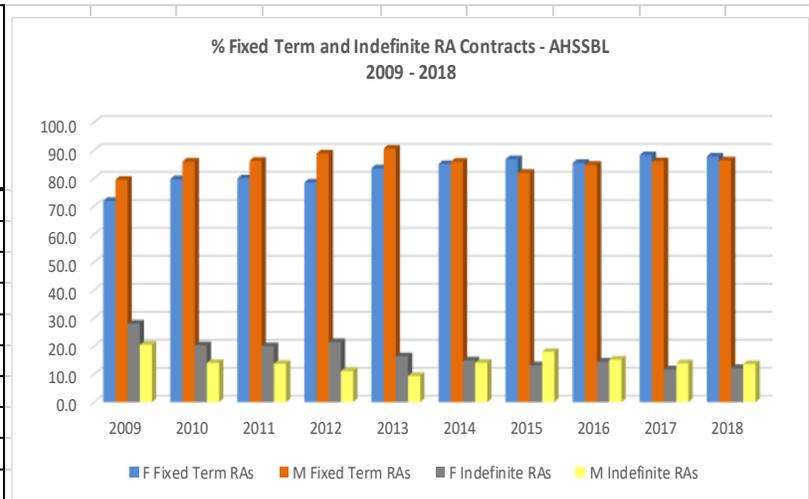
Table 66 : % AHSSBL RA staff on Fixed Term and Indefinite Contracts

	F Fixed Term - UEA	F Fixed Term – Sector	M Fixed Term- UEA	M Fixed Term - Sector
2009/10	79.7	68.3	86.0	68.1
2010/11	80.0	66.8	86.3	67.0
2011/12	78.5	67.7	88.9	68.9
2012/13	83.6	68.5	90.6	69.2
2013/14	85.1	68.9	85.9	71.2
2014/15	86.8	70.4	82.0	71.1
2015/16	85.5	67.6	84.8	70.5
2016/17	88.3	70.4	86.1	71.0
2017/18	87.8	72.1	86.4	71.7
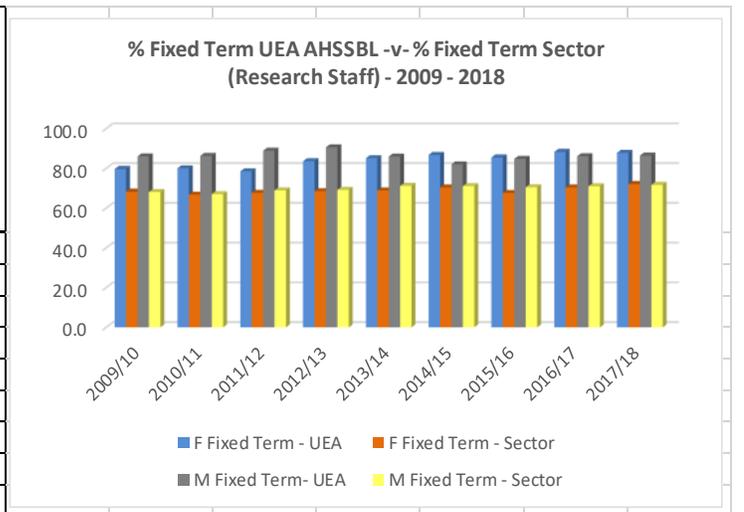
Table 67: %% AHSSBL RA Staff on Fixed Term Contract comparted with % Sector usage

As in STEMM Schools, RA-FTCs are ~15% higher at UEA than in the Sector (**SAP3.0**).

FTC usage/data will be reviewed (**SAP3.0**). More men are in short-term, ATR positions **(SAP2.0, 2.1).**

(iii)   Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

% Women in Academic Staff Groups
2008 - 2018

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
ATR	35.3	35.1	34.6	34.4	34.2	33.4	34	33.7	35.5	35.9	36.1
ATS	66	64	60.4	59.2	58.8	57.8	58	61.7	61.4	62.1	61.8
RA	49	48.9	52	51.8	50	48.5	50.9	50	50.7	49	49.2
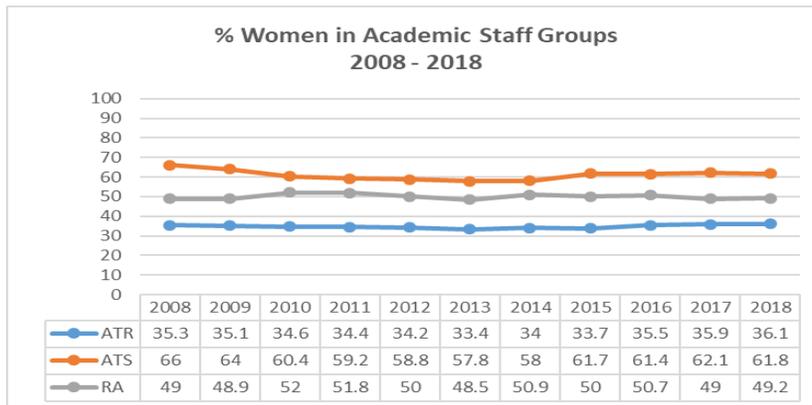
Figure 55

Fig.55 shows a sustained 25 percentage point difference between women's participation in ATS/ATR, despite a 50/50 gender balance in RA positions. Similar trends are present in the sector in relation to ATR but to a lesser extent and not evident in ATS equivalent roles:

UEA Academic Staff (ATR) -v- HESA Sector Data (Full & Part-Time)
2009 - 2018

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
MALE	393	414	437	453	432	424	444	463	482		57,235	57,240	56,645	56,950	57,280	57,775	58,535	59,020	58,650
FEMALE	198	207	226	234	217	233	251	265	284		36,645	37,515	37,315	37,645	37,200	38,775	40,090	41,145	41,450

Figure 56

UEA Academic Staff (ATS) -v- HESA Sector Data (Full & Part-Time)
2009 - 2018

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
MALE	142	163	175	188	186	178	178	180	179		22,920	22,150	22,410	23,560	26,070	25,640	25,795	27,495	29,950
FEMALE	189	224	236	241	260	278	290	287	293		24,315	23,535	24,170	25,075	28,110	27,910	28,320	30,125	32,385

Figure 57

UEA Research Staff -v- HESA Sector Data (Full & Part-Time)
2009 - 2018

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18		2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
MALE	207	211	223	240	245	261	265	257	239		21,530	21,700	21,550	22,405	24,300	25,695	25,905	25,880	26,145
FEMALE	235	241	244	256	266	272	267	261	276		18,940	19,035	19,290	19,945	21,280	22,540	22,740	23,205	23,365

Figure 58

Support measures have been created to encourage early-career academics:

- mentoring via the MA-HEP (MA in Higher Education Practice),
- CCEN/Faculty grant writing and funding scheme workshops,
- sessions highlighting transition routes from RA to ATR,
- career and promotion workshops.

However short-term contracts and projects, particularly via external funding with varied provision around Maternity/Adoption Leave particularly affect women. UEA will investigate these areas to provide greater support (**SAP3.0**).

This as a key focus in our next phase of work. SAP2.0, 2.1 are designed to help encourage change towards greater equality in occupational strands.

(iv) Academic leavers by grade and gender

UEA

UEA Academic Staff Overall Leavers						
	% LEAVERS		EMPLOYEES		LEAVERS	
FULL-TIME	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	6.0	4.9	251	408	15	20
2010	3.9	6.5	280	443	11	29
2011	6.1	7.2	312	447	19	32
2012	7.5	7.3	334	507	25	37
2013	7.7	9.0	339	525	26	47
2014	6.7	9.4	342	519	23	49
2015	7.6	6.4	368	500	28	32
2016	5.7	5.0	386	516	22	26
2017	4.9	3.4	391	532	19	18
2018	3.7	5.1	405	549	15	28
PART TIME						
2009	3.0	6.3	169	112	5	7
2010	6.3	10.9	191	137	12	15
2011	6.1	8.7	212	138	13	12
2012	9.8	8.8	225	148	22	13
2013	9.9	12.6	243	174	24	22
2014	5.0	15.5	258	168	13	26
2015	5.9	10.3	269	165	16	17
2016	7.2	7.9	265	165	19	13
2017	7.7	9.9	272	181	21	18
2018	5.4	5.0	297	179	16	9

UEA Academic Staff Headcount and Leavers by Gender						
	% LEAVERS		EMPLOYEES		LEAVERS	
YEAR	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	4.8	5.2	420	520	20	27
2010	4.9	7.6	471	580	23	44
2011	6.1	7.5	524	585	32	44
2012	8.4	7.6	559	655	47	50
2013	8.6	9.9	582	699	50	69
2014	6.0	10.9	600	687	36	75
2015	6.9	7.4	637	665	44	49
2016	6.3	5.7	651	681	41	39
2017	6.0	5.0	663	713	40	36
2018	4.4	5.1	702	728	31	37

Table 68: Leavers All Academic Staff, Headcount and % by Gender

ATR Leavers – All UEA, Full-Time and Part-Time

UEA Academic Staff Leavers by Gender and Staff Category (ATR)																				
	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	1	5	-	5	6	3	5	2	-	2	9	16	11	10	20	18	12	11	5	10
Reader	1	-	-	1	-	-	-	1	-	-	3	1	2	3	4	2	2	1	1	-
Senior Lecturer	1	1	1	5	5	1	6	1	1	3	3	5	2	6	8	6	6	4	5	9
Lecturer	8	5	6	7	13	9	3	12	6	9	4	6	8	13	11	14	7	7	3	9
Total ATR Leavers	11	11	7	18	24	13	14	16	7	14	19	28	23	32	43	40	27	23	14	28
Employees	181	198	207	226	234	217	233	251	265	284	368	393	414	437	453	432	424	444	463	482
% ATR Leavers	6.1	5.6	3.4	8.0	10.3	6.0	6.0	6.4	2.6	4.9	5.2	7.1	5.6	7.3	9.5	9.3	6.4	5.2	3.0	5.8

Table 69: Total ATR Leavers, Headcount and % by Gender

Leaving Reasons 2014-2018	FEMALE	MALE	TOTAL	% FEMALE	% MALE	% of TOTAL
Resignation	50	88	138	36	64	70
Redundancy	2	6	8	25	75	4
End of Contract	1	2	3	33	67	2
Retirement	6	15	21	29	71	11
Other	5	21	26	19	81	13
TOTAL	64	132	196	33	67	100

Table 70: Leaving Reasons for ATR Staff from HR Data, Numbers and %

% UEA ATR Leavers (Full-Time)
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	4.5	6.7	5.4	7.2	8.1	6.8	5.0	4.8	2.7	5.6
FEMALE	5.8	4.1	3.3	6.2	8.0	5.9	6.4	6.8	3.1	4.6

Figure 59

% UEA ATR Leavers (Part-Time)
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	12.5	12.1	7.3	8.7	19.3	27.5	18.2	9.1	5.9	7.0
FEMALE	7.4	14.3	3.8	18.8	23.5	6.9	3.4	3.3	0.0	6.8
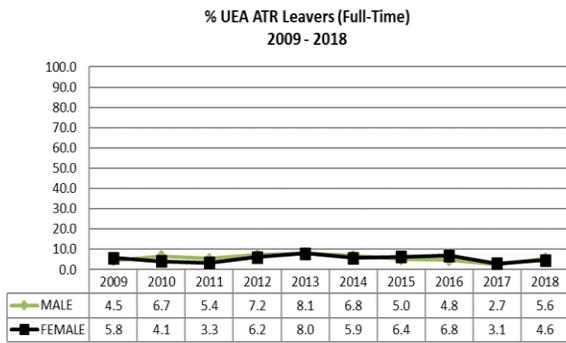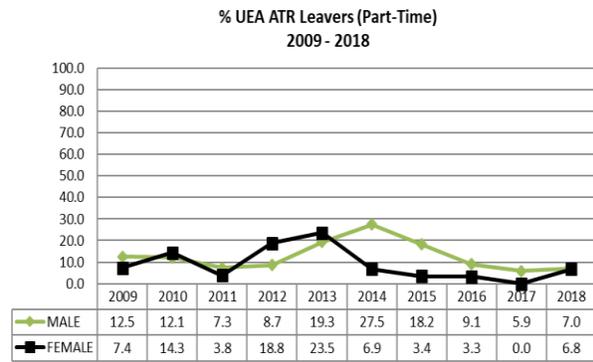
Figure 60

Full-time ATR attrition (Table69/Fig.59) is consistently below 10% with little gender difference (2009-2018). Leavers peaked in 2013 following substantial restructuring/pre-REF.

Low numbers create large variations in PT-ATR attrition (Fig.60), peaking in 2013/14 (restructuring/REF).

2018 PT attrition (7% M&F) is comparable with FT staff.

Most leavers resign (Table70).

ATS Leavers – All UEA, Full-Time and Part-Time

UEA Academic Staff Leavers by Gender and Staff Category (ATS)																				
	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	-	-	-	1	1	-	1	-	-	-	-	-	-	-	-	2	1	1	1	2
Senior Lecturer	-	-	1	2	2	2	4	4	1	5	-	1	1	2	6	6	7	5	4	1
Lecturer	6	10	17	23	23	21	26	20	32	12	8	14	19	16	20	27	14	10	17	6
Senior Demonstrator	3	2	7	3	-	-	-	1	-	-	-	1	1	-	-	-	-	-	-	-
Total ATS Leavers	9	12	25	29	26	23	31	25	33	17	8	16	21	18	26	35	22	16	22	9
Employees	170	189	224	236	241	260	278	290	287	293	115	142	163	175	188	186	178	178	180	179
% ATS Leavers	5.3	6.3	11.2	12.3	10.8	8.8	11.2	8.6	11.5	5.8	7.0	11.3	12.9	10.3	13.8	18.8	12.4	9.0	12.2	5

Table 71: Total ATS Leavers, Headcount and % by Gender

% UEA ATS Leavers (Full-Time)
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	6.9	6.0	11.5	7.8	11.6	16.7	10.8	6.0	5.8	3.2
FEMALE	6.2	3.6	9.9	9.3	7.2	7.8	9.8	4.2	7.4	2.4

Figure 61

% UEA ATS Leavers (Part-Time)
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	7.0	18.6	15.3	15.3	18.6	25.0	15.5	14.5	25.0	9.1
FEMALE	4.1	10.1	12.9	16.7	15.7	10.4	13.2	14.4	16.8	10.2
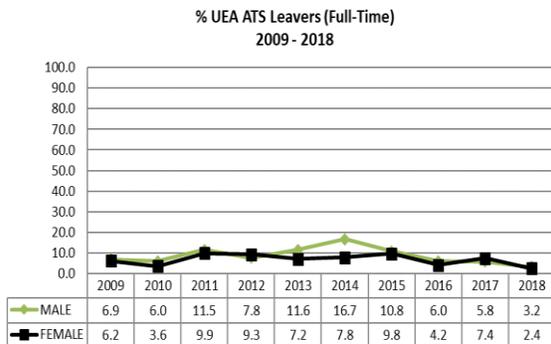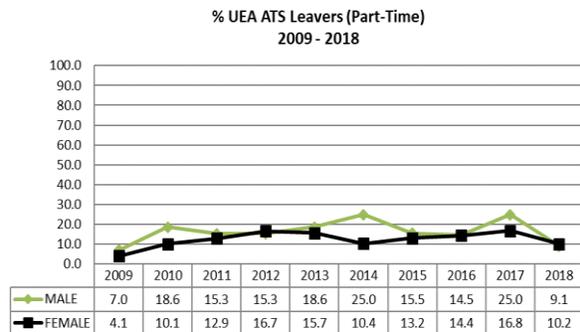
Figure 62

Leaving Reasons 2014-2018	FEMALE	MALE	TOTAL	% FEMALE	% MALE	% of TOTAL
Resignation	65	46	111	59	41	48
Redundancy	14	16	30	47	53	13
End of Contract	4	6	10	40	60	4
Retirement	14	7	21	67	33	9
Other	31	29	60	52	48	26
TOTAL	128	104	232	55	45	100

Table 72: Leaving Reasons for ATS Staff from HR Data, Numbers and %

ATS attrition is similar to ATR (Table71/72, Fig.61/Fig.62). PT-ATS attrition is more variable than FT. **SAP2.3**.

RA Leavers – All UEA, Full-Time and Part-Time

UEA Research Staff Overall Leavers						
	% LEAVERS		EMPLOYEES		LEAVERS	
FULL-TIME	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	24.8	24.1	149	174	37	42
2010	19.9	24.1	151	162	30	39
2011	23.6	20.8	148	173	35	36
2012	27.9	25.0	147	180	41	45
2013	27.5	30.2	149	182	41	55
2014	24.5	22.2	143	176	35	39
2015	19.2	22.2	146	198	28	44
2016	24.2	23.8	157	206	38	49
2017	32.7	27.3	150	187	49	51
2018	29.8	26.2	151	172	45	45
PART TIME						
2009	20.3	18.9	69	37	14	7
2010	26.2	37.8	84	45	22	17
2011	32.3	23.7	93	38	30	9
2012	32.0	20.9	97	43	31	9
2013	29.0	25.9	107	58	31	15
2014	36.6	39.1	123	69	45	27
2015	34.1	34.9	126	63	43	22
2016	28.2	15.3	110	59	31	9
2017	21.6	20.0	111	70	24	14
2018	28.0	29.9	125	67	35	20

UEA Research Staff Headcount and Leavers by Gender						
	% LEAVERS		EMPLOYEES		LEAVERS	
YEAR	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	23.4	23.2	218	211	51	49
2010	22.1	27.1	235	207	52	56
2011	27.0	21.3	241	211	65	45
2012	29.5	24.2	244	223	72	54
2013	28.1	29.2	256	240	72	70
2014	30.1	26.9	266	245	80	66
2015	26.1	25.3	272	261	71	66
2016	25.8	21.9	267	265	69	58
2017	28.0	25.3	261	257	73	65
2018	29.0	27.2	276	239	80	65

Table 73: Full Time and Part Time RA Leavers (Headcount and %)

UEA Research Staff Leavers by Gender (RA)																				
	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total RA Leavers	51	52	65	72	72	80	71	69	73	80	49	56	45	54	70	66	66	58	65	65
Employees	218	235	241	244	256	266	272	267	261	276	211	207	211	223	240	245	261	265	257	239
% RA Leavers	23.4	22.1	27.0	29.5	28.1	30.1	26.1	25.8	28.0	29.0	23.2	27.1	21.3	24.2	29.2	26.9	25.3	21.9	25.3	27.2

Table 74: RA Leavers by Gender (Headcount and %)
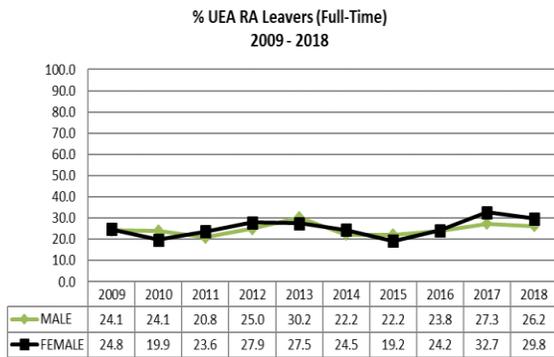
Figure 63
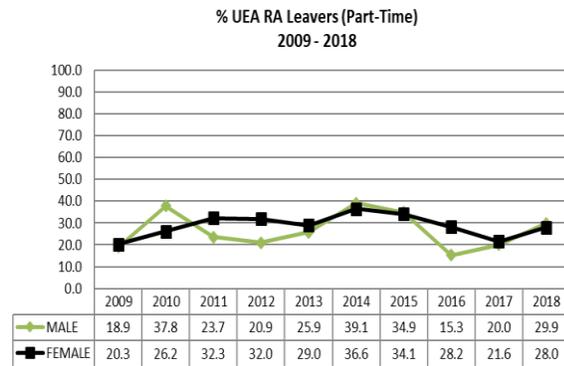
Figure 64

Leaving Reason	FEMALE	MALE	TOTAL	% FEMALE	% MALE	% of TOTAL
Resignation	127	120	247	51	49	36
Redundancy	153	140	293	52	48	42
End of Contract	34	19	53	64	36	8
Retirement	5	2	7	71	29	1
Other	54	39	93	58	42	13
TOTAL	**373**	**320**	**693**	**54**	**46**	**100**

Table 75: Leaving Reasons for RA Staff from HR Data, Numbers and %

FT/PT-RA's attrition (19%-39%) is high due to short-term funding (Figs.63/64). FT-RA attrition shows little gendered difference. PT-RA attrition shows more than double the number of part-time women than men leaving (Table74).   Both genders peak in 2014 (REF-related). F/M proportions of resignation/redundancies are close (Table75). No detailed information held on 'other' reasons (**SAP2.3**).

STEMM

STEMM Academic Staff Overall Leavers						
	% LEAVERS		EMPLOYEES		LEAVERS	
FULL-TIME	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	5.3	3.3	132	215	7	7
2010	3.3	4.2	151	236	5	10
2011	6.5	6.7	153	254	10	17
2012	6.5	7.0	155	256	10	18
2013	7.8	9.0	153	267	12	24
2014	5.6	8.1	161	258	9	21
2015	7.0	6.5	171	247	12	16
2016	6.5	4.3	185	256	12	11
2017	5.3	3.0	189	271	10	8
2018	3.2	6.1	188	277	6	17
PART TIME						
2009	5.3	16.7	57	24	3	4
2010	12.3	6.9	57	29	7	2
2011	10.9	8.8	64	34	7	3
2012	16.4	10.3	67	39	11	4
2013	11.6	20.9	69	43	8	9
2014	7.2	23.5	69	34	5	8
2015	6.8	16.2	74	37	5	6
2016	16.7	19.6	84	46	14	9
2017	10.2	17.8	88	45	9	8
2018	9.6	9.1	94	44	9	4

STEMM Academic Staff Headcount and Leavers by Gender						
	% LEAVERS		EMPLOYEES		LEAVERS	
YEAR	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	5.3	4.6	189	239	10	11
2010	5.8	4.5	208	265	12	12
2011	7.8	6.9	217	288	17	20
2012	9.5	7.5	222	295	21	22
2013	9.0	10.6	222	310	20	33
2014	6.1	9.9	230	292	14	29
2015	6.9	7.7	245	284	17	22
2016	9.7	6.6	269	302	26	20
2017	6.9	5.1	277	316	19	16
2018	5.3	6.5	282	321	15	21

Table 76: STEMM Full and Part Time Leavers (Headcount and %)

STEMM Academic Staff Leavers by Gender and Staff Category (ATR)																				
	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	-	3	-	2	1	2	1	1	-	-	2	4	5	6	13	9	8	5	2	9
Reader	1	-	-	1	-	-	-	-	-	-	2	-	1	1	2	1	2	1	-	-
Senior Lecturer	-	1	1	3	2	-	3	-	-	1	1	2	1	2	2	3	3	1	2	5
Lecturer	1	3	3	3	7	3	3	5	3	3	1	3	5	7	5	4	2	2	2	4
Total ATR Leavers	2	7	4	9	10	5	7	6	3	4	6	9	12	16	22	17	15	9	6	18
Employees	83	99	99	108	108	101	105	113	117	115	193	205	225	235	244	228	219	231	246	252
% ATR Leavers	2.4	7.1	4.0	8.3	9.3	5.0	6.7	5.3	2.6	3.5	3.1	4.4	5.3	6.8	9.0	7.5	6.8	3.9	2.4	7.1

Table 77: STEMM ATR Leavers by Gender (Headcount and %)

% STEMM ATR Leavers (Full-Time) 2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	2.2	4.2	5.3	6.6	8.1	6.3	5.5	2.8	1.8	7.1
FEMALE	1.5	3.6	4.7	5.5	8.6	4.5	7.5	6.0	2.9	4.1

Figure 65

% STEMM ATR Leavers (Part-Time) 2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	13.3	7.1	5.6	9.1	17.4	20.0	21.1	15.0	8.7	11.5
FEMALE	6.3	25.0	0.0	23.5	13.3	7.7	0.0	0.0	0.0	0.0
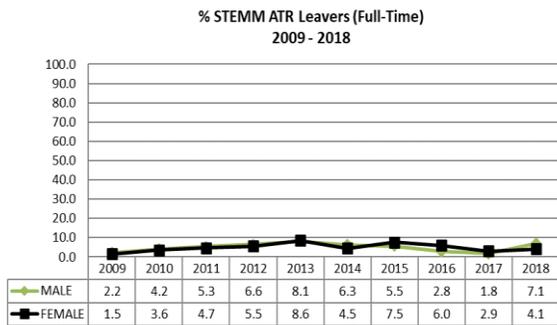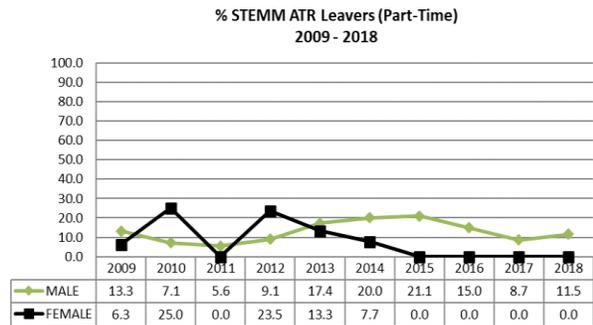
Figure 66

Leaving Reasons 2014-2018	FEMALE	MALE	TOTAL	% FEMALE	% MALE	% of TOTAL
Resignation	19	37	56	34	66	62
Redundancy	1	3	4	25	75	4
End of Contract	-	2	2	0	100	2
Retirement	3	9	12	25	75	13
Other	2	15	17	12	88	19
TOTAL	**25**	**66**	**91**	**27**	**73**	**100**

Table 78: Leaving Reasons for STEMM ATR Staff from HR Data, Numbers and %

Full-time STEMM attrition closely follows AHBSSL-ATR trends, below 10% (Fig.65). F-PT-ATR-STEMM attrition has steadily declined since 2012; none left 2015-18 (Fig.66). Resignation is the most frequent reason given (62% all/34%F/66%M).

STEMM Academic Staff Leavers by Gender and Staff Category (ATS)																					
	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-
Senior Lecturer	-	-	1	1	1	-	1	4	1	4	-	1	1	2	3	1	1	3	2	-
Lecturer	5	3	5	8	9	9	9	15	15	7	5	1	6	4	8	11	5	7	8	2
Senior Demonstrator	3	2	7	3	-	-	-	1	-	-	-	1	1	-	-	-	-	-	-	-
Total ATS Leavers	8	5	13	12	10	9	10	20	16	11	5	3	8	6	11	12	7	11	10	2
Employees	106	109	118	114	114	129	140	156	160	167	46	60	63	60	66	64	65	71	70	69
% ATS Leavers	7.5	4.6	11.0	10.5	8.8	7.0	7.1	12.8	10.0	6.6	10.9	5.0	12.7	10.0	16.7	18.8	10.8	15.5	14.3	3

Table 79: STEMM ATS Leavers by Gender (Headcount and %)

% STEMM ATS Leavers (Full-Time) 2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	8.1	4.4	12.8	9.3	13.0	16.0	10.6	11.1	8.3	2.0
FEMALE	9.2	2.9	8.8	7.8	6.7	6.8	6.4	7.1	8.1	2.2

Figure 67

% STEMM ATS Leavers (Part-Time) 2009 - 2018
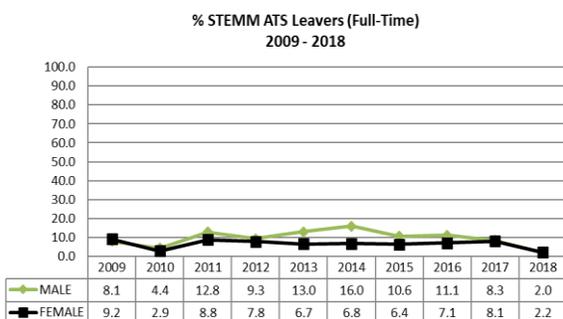
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	22.2	6.7	12.5	11.8	25.0	28.6	11.1	23.1	27.3	5.6
FEMALE	4.9	7.3	14.0	14.0	11.1	7.1	8.1	19.7	12.2	11.7
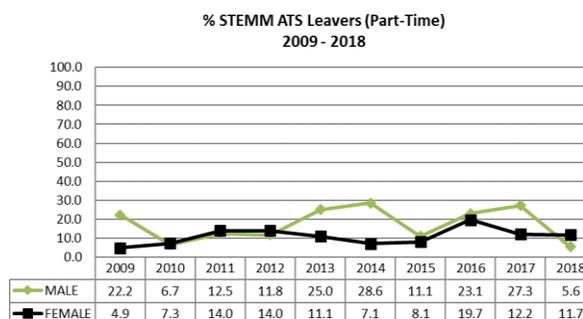
Figure 68

Leaving Reasons 2014-2018	FEMALE	MALE	TOTAL	% FEMALE	% MALE	% of TOTAL
Resignation	41	25	66	62	38	57
Redundancy	3	5	8	38	63	7
End of Contract	2	2	4	50	50	3
Retirement	7	2	9	78	22	8
Other	15	14	29	52	48	25
TOTAL	**68**	**48**	**116**	**59**	**41**	**100**

Table 80: Leaving Reasons for STEMM ATS Staff from HR Data, Numbers and %

Female FT-ATS-STEMM (Fig.67)/FT-ATR-STEMM staff (Fig.65) attrition is lower than men's (2012-16). Lower numbers of M-PT staff result in more variable percentages/higher proportions (Fig.68). Patterns of Leaving Reasons (Table80) reflect overall staff proportions and are similar to other leaver data.

STEMM Research Staff Overall Leavers						
	% LEAVERS		EMPLOYEES		LEAVERS	
FULL-TIME	FEMALE	MALE				
2009	23.1	24.6	117	138	27	34
2010	18.3	27.6	115	123	21	34
2011	24.1	21.8	108	133	26	29
2012	26.4	21.3	106	127	28	27
2013	30.2	34.8	106	132	32	46
2014	21.9	16.4	105	122	23	20
2015	18.4	24.2	103	153	19	37
2016	24.3	24.0	115	150	28	36
2017	37.0	28.2	108	131	40	37
2018	25.7	26.4	101	121	26	32
PART TIME						
2009	20.5	17.2	44	29	9	5
2010	25.0	41.2	56	34	14	14
2011	29.4	22.2	68	27	20	6
2012	32.9	21.2	73	33	24	7
2013	29.9	20.5	77	44	23	9
2014	36.8	34.6	87	52	32	18
2015	38.7	38.3	93	47	36	18
2016	23.7	13.9	76	36	18	5
2017	18.2	10.6	77	47	14	5
2018	28.0	28.8	93	52	26	15

STEMM Research Staff Headcount and Leavers by Gender						
	% LEAVERS		EMPLOYEES		LEAVERS	
YEAR	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	22.4	23.4	161	167	36	39
2010	20.5	30.6	171	157	35	48
2011	26.1	21.9	176	160	46	35
2012	29.1	21.3	179	160	52	34
2013	30.1	31.3	183	176	55	55
2014	28.6	21.8	192	174	55	38
2015	28.1	27.5	196	200	55	55
2016	24.1	22.0	191	186	46	41
2017	29.2	23.6	185	178	54	42
2018	26.8	27.2	194	173	52	47

Table 81: Full Time and Part Time STEMM RA Leavers (Headcount and %)

STEMM Research Staff Leavers by Gender (RA)																				
	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total RA Leavers	36	35	46	52	55	55	55	46	54	52	39	48	35	34	55	38	55	41	42	47
Employees	161	171	176	179	183	192	196	191	185	194	167	157	160	160	176	174	200	186	178	173
% RA Leavers	22.4	20.5	26.1	29.1	30.1	28.6	28.1	24.1	29.2	26.8	23.4	30.6	21.9	21.3	31.3	21.8	27.5	22.0	23.6	27.2

Table 82: RA Staff Leavers by Gender (Headcount)
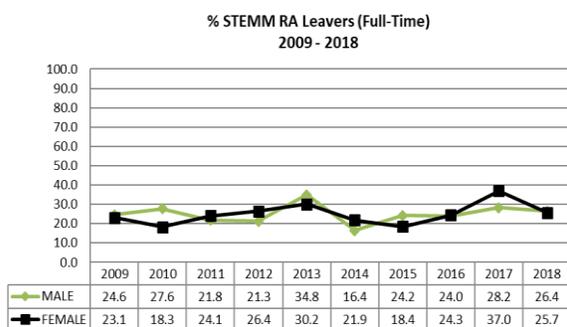
Figure 69

Figure 70

58
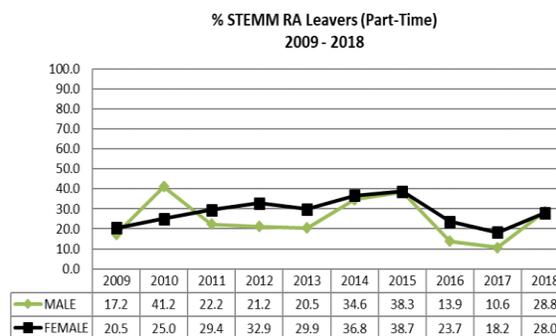
Leaving Reasons 2014-2018	FEMALE	MALE	TOTAL	% FEMALE	% MALE	% of TOTAL
Resignation	78	73	151	52	48	31
Redundancy	118	105	223	53	47	46
End of Contract	25	15	40	63	38	8
Retirement	1	2	3	33	67	1
Other	40	28	68	59	41	14
TOTAL	**262**	**223**	**485**	**54**	**46**	**100**

Table 83: Leaving Reasons for STEMM RA Staff from HR Data, Numbers and %

Female FT-RA attrition peaked in 2017 (Fig.69) but otherwise closely followed male-leaver trends. Leaving reasons are mainly resignation/redundancy and reasonably gender-balanced (Table83).

AHBBSL

AHSSBL Academic Staff Overall Leavers						
	% LEAVERS		EMPLOYEES		LEAVERS	
FULL-TIME	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	6.7	6.7	119	193	8	13
2010	4.7	9.2	129	207	6	19
2011	5.7	6.7	159	223	9	15
2012	8.4	7.6	179	251	15	19
2013	7.5	8.9	186	258	14	23
2014	7.7	10.7	181	261	14	28
2015	8.1	6.3	197	253	16	16
2016	5.0	5.8	201	260	10	15
2017	4.5	3.8	201	261	9	10
2018	4.1	4.0	217	272	9	11
PART TIME						
2009	4.7	5.9	43	51	2	3
2010	10.0	20.6	50	63	5	13
2011	10.9	13.6	55	66	6	9
2012	18.0	11.8	61	76	11	9
2013	22.4	17.8	67	73	15	13
2014	12.1	27.7	66	65	8	18
2015	15.9	16.9	69	65	11	11
2016	7.0	6.7	71	60	5	4
2017	15.6	15.2	77	66	12	10
2018	9.0	7.4	78	68	7	5

AHSSBL Academic Staff Headcount and Leavers by Gender						
	% LEAVERS		EMPLOYEES		LEAVERS	
YEAR	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	6.2	6.6	162	244	10	16
2010	6.1	11.9	179	270	11	32
2011	7.0	8.3	214	289	15	24
2012	10.8	8.6	240	327	26	28
2013	11.5	10.9	253	331	29	36
2014	8.9	14.1	247	326	22	46
2015	10.2	8.5	266	318	27	27
2016	5.5	5.9	272	320	15	19
2017	7.6	6.1	278	327	21	20
2018	5.4	4.7	295	340	16	16

Table 84: Full Time and Part Time AHSSBL Staff Leavers (Headcount and %)

AHSSBL Academic Staff Leavers by Gender and Staff Category (ATR)																				
	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Professor	1	2	-	3	5	1	4	1	-	2	7	12	6	4	7	9	4	6	3	1
Reader	-	-	-	-	-	-	-	1	-	-	1	1	1	2	2	1	-	-	1	-
Senior Lecturer	1	-	-	2	3	1	3	1	1	2	2	3	1	4	6	3	3	3	3	4
Lecturer	7	2	3	4	6	6	-	7	3	6	3	3	3	6	6	10	5	5	1	4
Total ATR Leavers	9	4	3	9	14	8	7	10	4	10	13	19	11	16	21	23	12	14	8	9
Employees	98	99	108	118	126	116	128	138	147	169	175	188	189	202	209	204	205	213	217	230
% ATR Leavers	9.2	4.0	2.8	7.6	11.1	6.9	5.5	7.2	2.7	5.9	7.4	10.1	5.8	7.9	10.0	11.3	5.9	6.6	3.7	3.9

Table 85: Total AHSSBL ATR Leavers by Gender (Headcount and %)
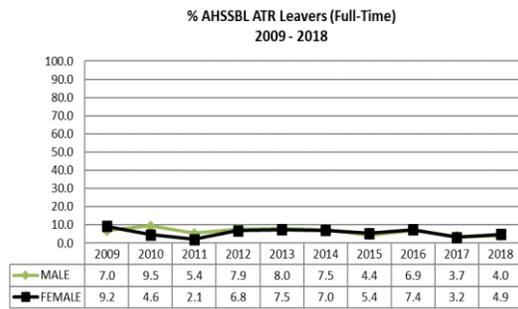
Figure 71
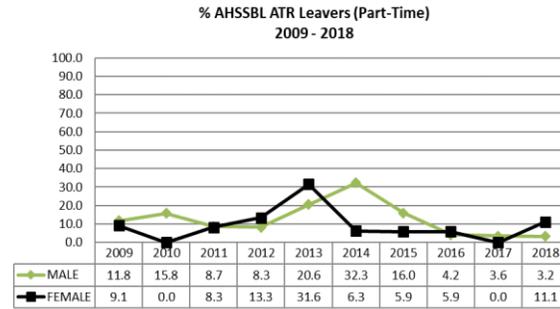
Figure 72

Leaving Reasons 2014-2018	FEMALE	MALE	TOTAL	% FEMALE	% MALE	% of TOTAL
Resignation	31	51	82	38	62	78
Redundancy	1	3	4	25	75	4
End of Contract	1	-	1	100	0	1
Retirement	3	6	9	33	67	9
Other	3	6	9	33	67	9
TOTAL	**39**	**66**	**105**	**37**	**63**	**100**

Table 86: Leaving Reasons for AHSSBL ATR Staff from HR Data, Numbers and %

FT-ATR-AHBSSL attrition is similar to STEMM; little difference between genders (Fig.71).

PT-ATR trends (Fig.72) are variable with higher male attrition; background data (Table84) shows fewer men in PT positions (2018: 78F/68M); low attrition has greater percentage impact. Reasons for leaving are similar proportions to STEMM (Table 86).

AHSSBL Academic Staff Leavers by Gender and Staff Category (ATS)																					
	FEMALE										MALE										
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	
Professor	-	-	-	1	-	-	1	-	-	-	-	-	-	-	-	2	-	-	1	2	
Senior Lecturer	-	-	-	1	1	2	3	-	-	1	-	-	-	-	3	5	6	2	2	1	
Lecturer	1	7	12	15	14	12	16	5	17	5	3	13	13	12	12	16	9	3	9	4	
Total ATS Leavers	1	7	12	17	15	14	20	5	17	6	3	13	13	12	15	23	15	5	12	7	
Employees	64	80	106	122	127	131	138	134	131	126	69	82	100	125	122	122	113	107	110	110	
% ATS Leavers	1.6	8.8	11.3	13.9	11.8	10.7	14.5	3.7	13.0	4.8	4.3	15.9	13.0	9.6	12.3	18.9	13.3	4.7	10.9	6	

Table 87: Total AHSSBL ATS Leavers by Gender (Headcount and %)
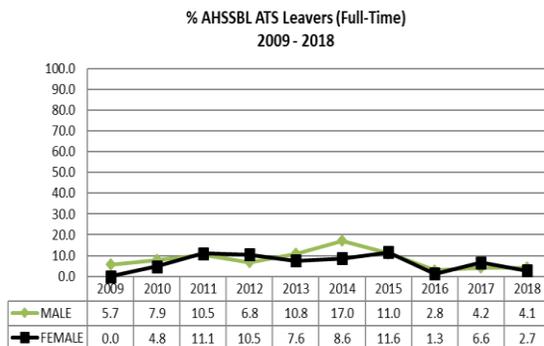
Figure 73
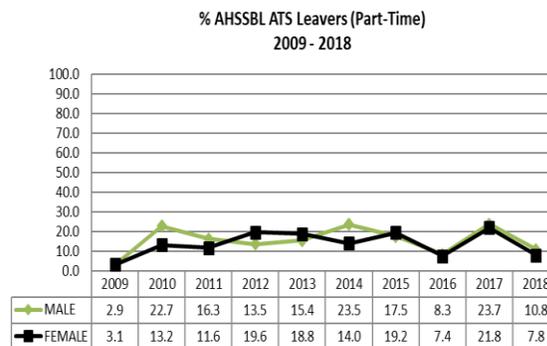
Figure 74

Leaving Reasons 2014-2018	FEMALE	MALE	TOTAL	% FEMALE	% MALE	% of TOTAL
Resignation	24	21	45	53	47	39
Redundancy	11	11	22	50	50	19
End of Contract	2	4	6	33	67	5
Retirement	7	5	12	58	42	10
Other	16	15	31	52	48	27
TOTAL	**60**	**56**	**116**	**52**	**48**	**100**

Table 88: Leaving Reasons for AHSSBL ATS Staff from HR Data, Numbers and %

FT-ATS trends closely follow FT-ATR attrition and leaving patterns. (**SAP2.3**).

AHSSBL Research Staff Overall Leavers					
	% LEAVERS		EMPLOYEES		LEAVERS	
FULL-TIME	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	31.3	22.2	32	36	10	8
2010	25.0	12.8	36	39	9	5
2011	22.5	17.5	40	40	9	7
2012	31.7	34.0	41	53	13	18
2013	20.9	18.0	43	50	9	9
2014	31.6	35.2	38	54	12	19
2015	20.9	15.6	43	45	9	7
2016	23.8	23.2	42	56	10	13
2017	21.4	25.0	42	56	9	14
2018	38.0	25.5	50	51	19	13
PART TIME						
2009	20.0	25.0	25	8	5	2
2010	28.6	27.3	28	11	8	3
2011	40.0	27.3	25	11	10	3
2012	29.2	20.0	24	10	7	2
2013	26.7	42.9	30	14	8	6
2014	36.1	52.9	36	17	13	9
2015	21.2	25.0	33	16	7	4
2016	38.2	17.4	34	23	13	4
2017	28.6	39.1	35	23	10	9
2018	28.1	33.3	32	15	9	5

AHSSBL Research Staff Headcount and Leavers by Gender						
	% LEAVERS		EMPLOYEES		LEAVERS	
YEAR	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	26.3	22.7	57	44	15	10
2010	26.6	16.0	64	50	17	8
2011	29.2	19.6	65	51	19	10
2012	30.8	31.7	65	63	20	20
2013	23.3	23.4	73	64	17	15
2014	33.8	39.4	74	71	25	28
2015	21.1	18.0	76	61	16	11
2016	30.3	21.5	76	79	23	17
2017	24.7	29.1	77	79	19	23
2018	34.1	27.3	82	66	28	18

Table 89: Full Time and Part Time AHSSBL Research Staff Leavers (Headcount and %)

AHSSBL Research Staff Leavers by Gender (RA)																				
	FEMALE										MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total RA Leavers	15	17	19	20	17	25	16	23	19	28	10	8	10	20	15	28	11	17	23	18
Employees	57	64	65	65	73	74	76	76	77	82	44	50	51	63	64	71	61	79	79	66
% RA Leavers	26.3	26.6	29.2	30.8	23.3	33.8	21.1	30.3	24.7	34.1	22.7	16.0	19.6	31.7	23.4	39.4	18.0	21.5	29.1	27.3

Table 90: AHSSBL RA Staff Leavers by Gender (Headcount and %)
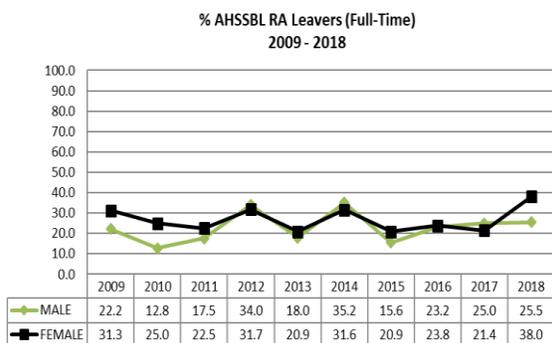
Figure 75
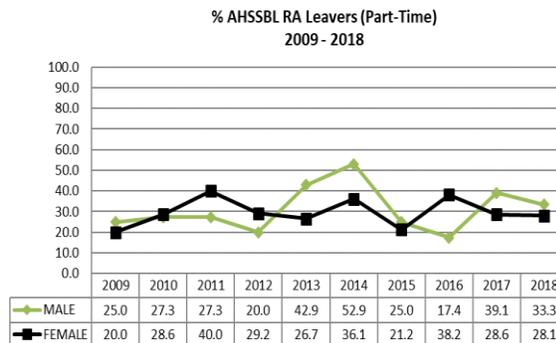
Figure 76

Leaving Reasons 2014-2018	FEMALE	MALE	TOTAL	% FEMALE	% MALE	% of TOTAL
Resignation	49	47	96	51	49	46
Redundancy	35	35	70	50	50	34
End of Contract	9	4	13	69	31	6
Retirement	4	0	4	100	0	2
Other	14	11	25	56	44	12
TOTAL	111	97	208	53	47	100

Table 91: Leaving Reasons for AHSSBL RA Staff from HR Data, Numbers and %

FT/PT-RA trends (F&M) reflect short-term funding. Men's attrition peaked 2013/14, (REF-related) (Fig.75-76). Leaving reasons match STEMM-RAs; same actions apply (**SAP2.3**).

(v) Equal pay audits/reviews

UEA has conducted biennial EPAs since 2003, reporting to EDC for scrutiny/discussion/action. Pay gaps are calculated using (mean) average female salaries expressed as a percentage of male salaries. Differences of 5%+ are investigated (EHRC model). *Overall* **UEA eliminated eight existing pay gaps**, leaving one (connected with shift/bonus payments and length of service).

Within *grade*, three base/total pay gaps remain in favour of female staff relating to starting salaries/length of service and ATS-Professorial Salaries caused by three higher-than-average salaries. It remains a priority to examine these regularly to ensure that we continue to eliminate bias/promote fairness (**SAP2.4**).

Standardisation of incremental values/fewer increments significantly reduced the potential for pay gaps. Other factors include:

• mandatory E&D training/additional training for recruiters raising awareness of potential gender-bias in starting salaries;
• less flexibility around 'market premiums' (individually negotiated salaries are scrutinised; tightened practices/clarified parameters for such decisions);
• rigour and consistency in promotions/job grading processes (HERA methodology);
• campus-wide awareness of gender equality issues emerging from in-depth Athena SWAN engagement.

UEA will:

- Review/enhance training including elements of UUB for recruitment panellists;
- tackle occupational segregation in connection with activity identified from EPAs;
- Further improve transparency by showing EPA analysis by occupational grouping (**SAP2.4**).

4.2   Professional and support staff data

(i) Professional and support staff by grade and gender

UEA: OVERVIEW

		Numbers of UEA Professional and Support Staff by Gender and Staff Category																			
HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																					
Administrative, Library & Computing	ALC	182	167	163	168	188	201	207	208	205	221	189	193	193	194	200	201	202	205	210	219
Secretarial & Clerical	SC	340	349	357	388	410	408	423	420	452	441	88	88	94	95	108	121	139	138	151	180
Technical	TC	37	33	34	37	40	45	46	43	48	42	101	102	104	106	105	110	116	123	120	115
Campus Services	CS	90	87	85	86	89	101	94	91	85	80	166	161	166	161	171	172	184	193	185	187
FULL-TIME TOTAL		649	636	639	679	727	755	770	762	790	784	544	544	557	556	584	604	641	659	666	701

Table 92: Full Time Professional and Support Staff by Staff Category and Gender (Headcount)

UEA Professional and Support Staff (%) by Gender 2009 (Full-Time)

	ALC	SC	TC	CS
MALE	50.9	20.6	73.2	64.8
FEMALE	49.1	79.4	26.8	35.2

Figure 77

UEA Professional and Support Staff (%) by Gender 2018 (Full-Time)

	ALC	SC	TC	CS
MALE	49.8	29.0	73.3	70.1
FEMALE	50.2	71.0	26.7	29.9
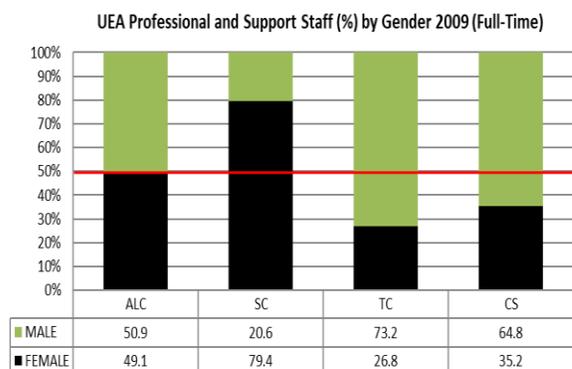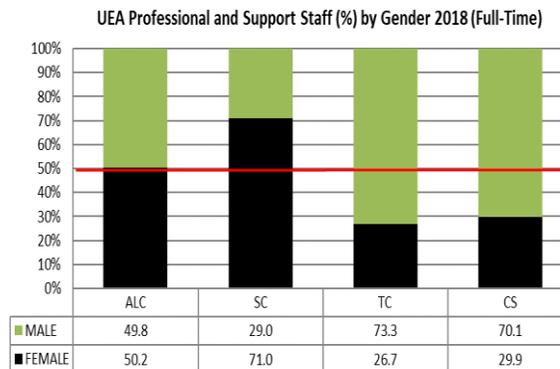
Figure 78

Numbers of UEA Professional and Support Staff by Gender and Staff Category																						
HEADCOUNT		FEMALE										MALE										
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
PART-TIME																						
Administrative, Library & Computing	ALC	66	90	80	76	76	79	82	89	87	103	18	22	28	23	26	29	31	29	26	25
Secretarial & Clerical	SC	241	248	263	239	248	282	296	314	311	310	31	32	40	41	41	29	30	38	47	45
Technical	TC	22	23	30	38	31	33	32	33	36	44	8	9	12	6	9	12	18	20	19	23
Campus Services	CS	233	248	250	249	247	276	320	333	328	329	38	45	43	44	53	66	89	102	109	115
PART-TIME TOTAL		562	609	623	602	602	670	730	769	762	786	95	108	123	114	129	136	168	189	201	208

Table 93: Part Time Professional and Support Staff by Gender and Staff Group (Headcount)
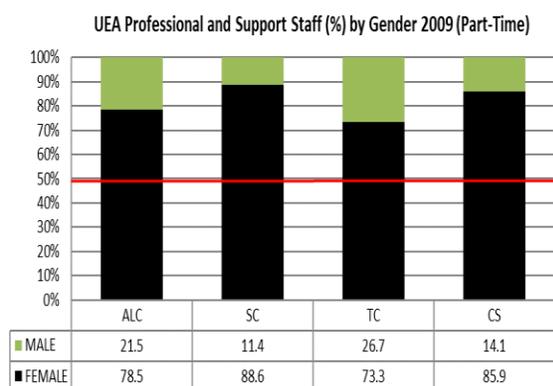
Figure 79
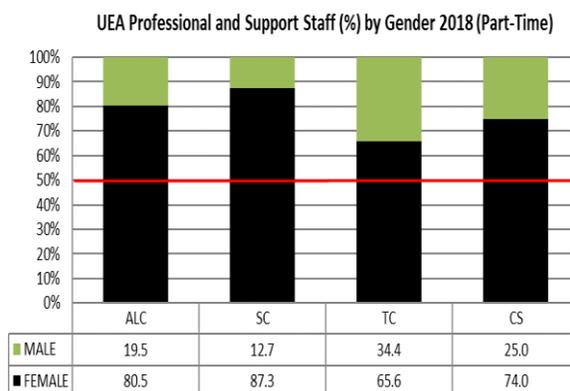
Figure 80

UEA has four main job families, employing 963 staff in Central Divisions and Faculties. Figs77-80 show FT/PT overall gender split between staff categories. Women predominate in part-time positions in all groups.

UEA – FULL-TIME ALC (ADMINISTRATIVE, LIBRARY AND COMPUTING) STAFF
ALC staffing has been closely gender-balanced over a sustained period (Figs.81-83).
Most ALC staff are employed in CDs; staff attributed to STEMM/AHSSBL work in Faculties. **Fig.81/Table94 show Grades 7, 8 and 9 on/near 50%F (2014-18).** Fewer staff occupy Grade 6; the majority are women although **this predominance has decreased by c20%** since 2009. There are also few staff on G10 or Individual Salary **but the proportion of women is increasing (+13%F 2018/2009).**

This very positive picture **shows impact due to greater rigour in recruitment and promotion processes (BRAP12) and improvements in training (E&D module: 97% completion rate, UUB training sessions).**

Numbers of UEA Professional and Support Staff by Gender, Grade and Staff Category																					
HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																					
Individual Salary	ALC	4	6	6	6	7	6	6	5	5	6	9	11	8	9	10	10	8	7	6	8
Grade 10		4	1	-	1	1	1	2	2	3	3	11	8	5	5	3	3	4	5	5	5
Grade 9		19	17	16	18	21	22	21	22	22	25	14	15	19	18	24	26	22	21	19	19
Grade 8		60	63	58	52	55	61	55	56	57	64	67	68	65	66	69	60	60	62	61	65
Grade 7		76	62	68	76	89	95	106	112	105	109	83	85	89	88	88	96	101	103	112	117
Grade 6		19	18	12	12	14	16	17	11	13	14	5	6	4	6	5	6	7	7	7	5
Protected		-	-	3	3	1	-	-	-	-	-	-	-	3	2	1	-	-	-	-	-

Table 94: Full Time Professional and Support Staff by Gender and Grade (Headcount)

	F 2009	F 2010	F 2011	F 2012	F 2013	F 2014	F 2015	F 2016	F 2017	F 2018
Individual Salary	30.8	35.3	42.9	40.0	41.2	37.5	42.9	41.7	45.5	42.9
Grade 10	26.7	11.1	0.0	16.7	25.0	25.0	33.3	28.6	37.5	37.5
Grade 9	57.6	53.1	45.7	50.0	46.7	45.8	48.8	51.2	53.7	56.8
Grade 8	47.2	48.1	47.2	44.1	44.4	50.4	47.8	47.5	48.3	49.6
Grade 7	47.8	42.2	43.3	46.3	50.3	49.7	51.2	52.1	48.4	48.2
Grade 6	79.2	75.0	75.0	66.7	73.7	72.7	70.8	61.1	65.0	73.7

Figure 81

Figure 82

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Individual Salary
MALE	5	83	67	14	11	9
FEMALE	19	76	60	19	4	4

Figure 83

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Individual Salary
MALE	5	117	65	19	5	8
FEMALE	14	109	64	25	3	6

Figure 84

Figure 85

Figure 86
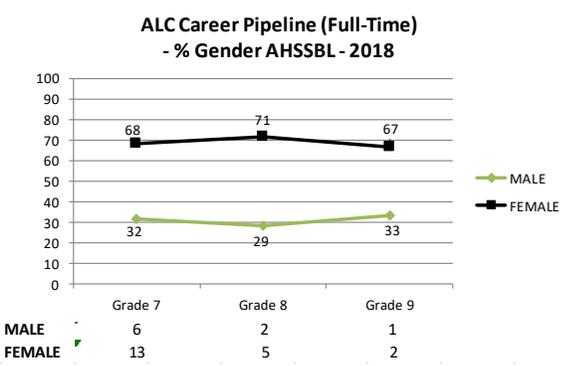
Figure 87

Figs.84-87 show relatively few staff in Faculty-based positions; addition/removal of one person significantly alters percentages.

Figs.82-85 show impact at senior levels. STEMM-ALC (Figs.84-85), shows 'drift' (G7) **but equal positions at G8 and G10 (2018).** Women predominate in AHSSBL throughout **(SAP2.1)**.

UEA – PART-TIME ALC STAFF
OVERVIEW

Numbers of UEA Professional and Support Staff by Gender and Staff Category																					
HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
PART-TIME																					
Administrative, Library & Computing	ALC	66	90	80	76	76	79	82	89	87	103	18	22	28	23	26	29	31	29	26	25
Secretarial & Clerical	SC	241	248	263	239	248	282	296	314	311	310	31	32	40	41	41	29	30	38	47	45
Technical	TC	22	23	30	38	31	33	32	33	36	44	8	9	12	6	9	12	18	20	19	23
Campus Services	CS	233	248	250	249	247	276	320	333	328	329	38	45	43	44	53	66	89	102	109	115
PART-TIME TOTAL		562	609	623	602	602	670	730	769	762	786	95	108	123	114	129	136	168	189	201	208

Table 95: Part Time Professional and Support Staff by Gender and Staff Group

ALC Career Pipeline (Part-Time) - % Gender UEA - 2009

	Grade 6	Grade 7	Grade 8	Grade 9	Individual Salary
MALE	0	6	9	2	1
FEMALE	4	29	30	2	1

Figure 88

ALC Career Pipeline (Part-Time) - % Gender UEA - 2018

	Grade 6	Grade 7	Grade 8	Grade 9	Individual Salary
MALE	1	12	9	2	1
FEMALE	4	79	17	0	3

Figure 89

ALC Career Pipeline (Part-Time) - % Gender STEMM - 2009

	Grade 6	Grade 7	Grade 8
MALE	0	0	3
FEMALE	2	4	9

Figure 90

ALC Career Pipeline (Part-Time) - % Gender STEMM - 2018

	Grade 7	Grade 8	Grade 9
MALE	1	1	1
FEMALE	4	1	0

Figure 91

ALC Career Pipeline (Part-Time) - % Gender AHSSBL - 2009

	Grade 7	Grade 8
MALE	1	0
FEMALE	3	4

Figure 92

ALC Career Pipeline (Part-Time) - % Gender AHSSBL - 2018

	Grade 7	Grade 8
MALE	2	1
FEMALE	12	2

Figure 93

PT-ALC Faculty career pipelines appear polarised due to very low numbers. High volume of female staff at G7 (Fig.91) is noted as this will have implications for future pipelines (**SAP2.1**).

SECRETARIAL AND CLERICAL STAFF – FULL TIME

**SC Career Pipeline (Full-Time)
- % Gender UEA - 2009**

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	10	33	24	21
FEMALE	34	108	137	61

Figure 94

**SC Career Pipeline (Full-Time)
- % Gender UEA - 2018**

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	12	71	45	51
FEMALE	27	186	137	91

Figure 95

**SC Career Pipeline (Full-Time)
- % Gender STEMM - 2009**

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	5	4	4
FEMALE	1	37	42	9

Figure 96

**SC Career Pipeline (Full-Time)
- % Gender STEMM - 2018**

	Grade 4	Grade 5	Grade 6
MALE	8	6	8
FEMALE	26	15	5

Figure 97

**SC Career Pipeline (Full-Time)
- % Gender AHSSBL - 2009**

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	17	6	2
FEMALE	7	30	32	16

Figure 98

**SC Career Pipeline (Full-Time)
- % Gender AHSSBL - 2018**

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	2	6	4	7
FEMALE	8	14	13	7

Figure 99

In all pipelines, notably STEMM, **proportions of men are climbing at most levels; the majority in Grade 6 STEMM/50% AHSSBL.** Substantial efforts have been made to remove gendered wording in all job adverts, descriptions and further particulars which, with other attention to training in recruitment and promotion has helped improve pipelines and gender balance. **There has been a 103% increase in men in FT-S&C roles since 2009 (Figs.94-95).**

SECRETARIAL AND CLERICAL STAFF - PART TIME

SC Career Pipeline (Part-Time) - % Gender UEA - 2009

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MALE	2	15	6	7	1
FEMALE	8	76	97	46	14

Figure 100

SC Career Pipeline (Part-Time) - % Gender UEA - 2018

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MALE	5	11	13	11	5
FEMALE	12	50	103	97	48

Figure 101

SC Career Pipeline (Part-Time) - % Gender STEMM - 2009

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	4	1	2	0
FEMALE	18	41	12	2

Figure 102

SC Career Pipeline (Part-Time) - % Gender STEMM - 2018

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	2	1	0
FEMALE	13	30	25	5

Figure 103

SC Career Pipeline (Part-Time) - % Gender AHSSBL - 2009

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	2	1	0
FEMALE	6	22	12	4

Figure 104

SC Career Pipeline (Part-Time) - % Gender AHSSBL - 2018

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	1	3	0
FEMALE	11	16	24	11

Figure 105

More men are entering S&C part-time, lower grade roles (Figs.100-101). PT-STEMM-S&C roles show male percentages and AHSSBL roles the greatest increases. **Men accessing part-time S&C roles increased by 45% (2009-2018) (SAP2.1).**

69

CAMPUS SERVICES – FULL TIME and PART TIME

CS Career Pipeline (Full-Time) - % Gender UEA - 2009

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MALE	41	25	12	27	35	6
FEMALE	21	3	15	7	1	1

Figure 106

CS Career Pipeline (Full-Time) - % Gender UEA - 2018

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MALE	28	28	25	28	31	7
FEMALE	25	3	6	10	2	1

Figure 107

CS Career Pipeline (Part-Time) - % Gender UEA - 2009

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
MALE	34	0	1	1	0
FEMALE	189	1	23	1	4

Figure 108

CS Career Pipeline (Part-Time) - % Gender UEA - 2018

	Grade 1	Grade 3	Grade 4	Grade 5
MALE	93	6	0	5
FEMALE	240	27	1	7

Figure 109

Campus Services comprise the most gendered areas of work with either male/female extremes: catering, cleaning, maintenance, dental work, nursery employees (**SAP2.1**). FT women's positions (Figs.106-107) have improved at G1, G4, G5; G2 and G6 remain static. In FT G2&G6, more men have been appointed; this may slow progress for equality. Recruiters practice/training will be pro-actively revisited in CS to tackle unconscious bias (**SAP3.8**).

For PT-CS (Figs.108-109) all grades except G4 show some movement towards greater balance. **UEA recently became a Living Wage Employer creating wage parity in G1&G2, which positively impacting women.**

TECHNICAL STAFF – FULL TIME

TC Career Pipeline (Full-Time) - % Gender UEA - 2009

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MALE	2	1	5	23	44	26
FEMALE	1	0	2	13	14	7

Figure 110

TC Career Pipeline (Full-Time) - % Gender UEA - 2018

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	9	22	50	34
FEMALE	8	12	16	6

Figure 111

TC Career Pipeline (Full-Time) - % Gender STEMM - 2009

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MALE	2	1	5	11	16	13
FEMALE	1	0	1	7	8	6

Figure 112

TC Career Pipeline (Full-Time) - % Gender STEMM - 2018

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	9	12	32	15
FEMALE	8	10	12	6

Figure 113

UEA signed up to HEaTED (Higher Education and Technician's Educational Development) (June 2016), the Technician's Commitment (April 2018) and has an active Technicians' Forum (p143). Data will be monitored annually and female role models included in recruitment exercises (**SAP4.0**).

Most PT-Technicians are female, (cf. FT-Technical roles). The PT career-path has substantially improved for men, and is moving towards equal proportions F/M at all grades (Figs.110-113).

TECHNICAL STAFF – PART TIME

TC Career Pipeline (Part-Time) - % Gender UEA - 2009

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	1	0	5	2	0
FEMALE	2	2	6	5	6	1

Figure 114

TC Career Pipeline (Part-Time) - % Gender UEA - 2018

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	7	4	8	4
FEMALE	3	11	7	19	4

Figure 115

TC Career Pipeline (Part-Time) - % Gender STEMM - 2009

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	2	1	0
FEMALE	6	5	5	1

Figure 116

TC Career Pipeline (Part-Time) - % Gender STEMM - 2018

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	7	2	6	3
FEMALE	1	11	7	18	4

Figure 117

STEMM – FULL TIME

Numbers of STEMM Professional and Support Staff by Gender and Staff Category																					
HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																					
Administrative, Library & Computing	ALC	23	21	16	10	13	11	14	14	13	15	18	18	11	7	11	10	14	17	17	22
Secretarial & Clerical	SC	89	96	49	41	48	49	50	50	48	46	13	12	6	7	7	9	14	11	16	16
Technical	TC	23	19	19	20	23	28	29	25	31	36	48	48	50	51	47	44	46	53	58	68
FULL-TIME TOTAL		135	136	84	71	84	88	93	89	92	97	79	78	67	65	65	63	74	81	91	106

Table 96: STEMM Professional and Support Staff by Gender and Staff Category (Headcount)

		FEMALE										MALE									
HEADCOUNT		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																					
Grade 10	ALC	1	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	1
Grade 9		-	-	-	-	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	3
Grade 8		12	12	11	7	4	5	6	7	6	6	8	10	5	2	5	3	3	6	6	7
Grade 7		10	9	5	3	8	5	7	6	6	7	8	7	5	4	4	5	9	9	9	11
Grade 6		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Protected		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6	SC	9	10	2	2	1	2	4	4	4	5	4	4	3	4	3	3	2	1	3	2
Grade 5		42	44	23	18	24	21	19	18	16	15	4	2	1	1	1	2	3	4	6	6
Grade 4		37	40	22	19	21	24	25	26	27	26	5	6	2	1	2	4	9	6	7	8
Grade 3		1	2	1	1	2	2	2	2	1	-	-	-	-	1	1	-	-	-	-	-
Protected		-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6	TC	6	6	5	6	4	7	5	5	6	6	13	13	11	12	13	12	14	15	15	15
Grade 5		8	7	9	8	10	12	13	10	11	12	16	17	16	18	15	17	18	24	26	32
Grade 4		7	6	5	5	6	6	6	6	9	10	11	10	15	12	10	8	4	7	10	12
Grade 3		1	-	-	1	3	3	5	4	5	8	5	5	7	8	8	7	10	7	7	9
Grade 2		-	-	-	-	-	-	-	-	-	-	1	1	1	1	1	-	-	-	-	-
Grade 1		1	-	-	-	-	-	-	-	-	-	2	2	-	-	-	-	-	-	-	-
FULL-TIME TOTAL		135	136	84	71	84	88	93	89	92	97	79	78	67	65	65	63	74	81	91	106

Table 97: Full Time STEMM Professional and Support Staff by Gender, Staff Category and Grade (Headcount)
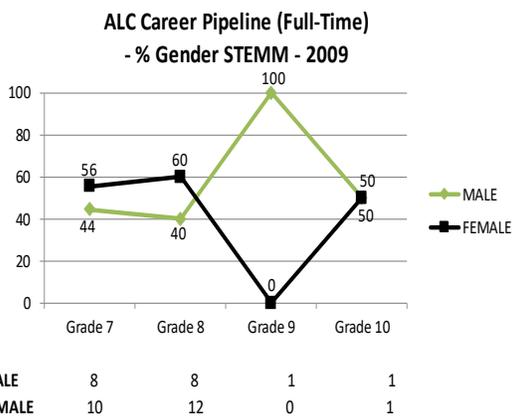
Figure 118
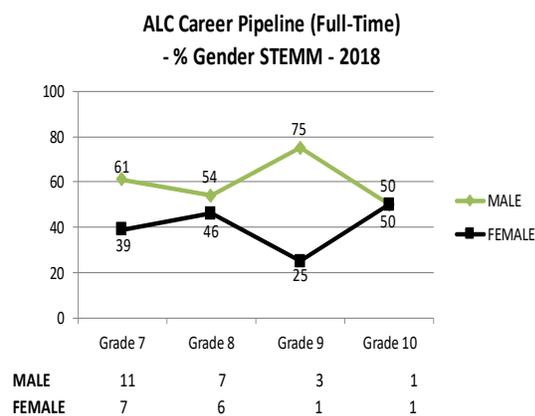
Figure 119

Figure 120

Figure 121

TC Career Pipeline (Full-Time) - % Gender STEMM - 2009

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MALE	2	1	5	11	16	13
FEMALE	1	0	1	7	8	6

Figure 122

TC Career Pipeline (Full-Time) - % Gender STEMM - 2018

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	9	12	32	15
FEMALE	8	10	12	6
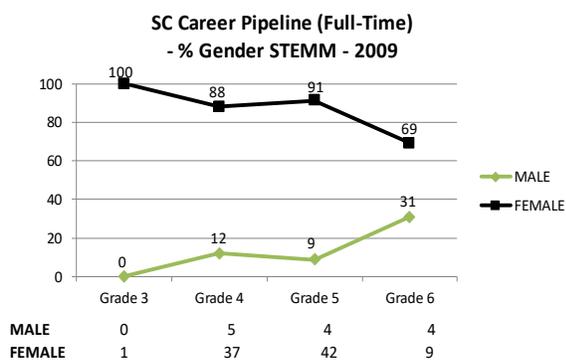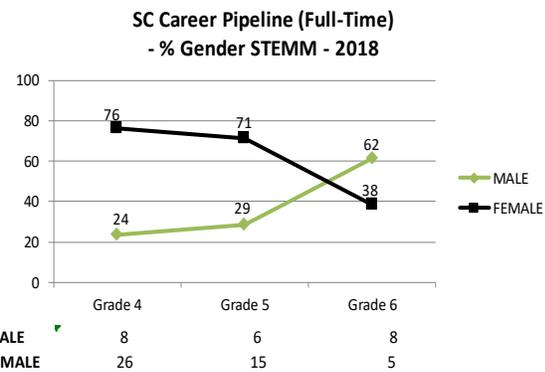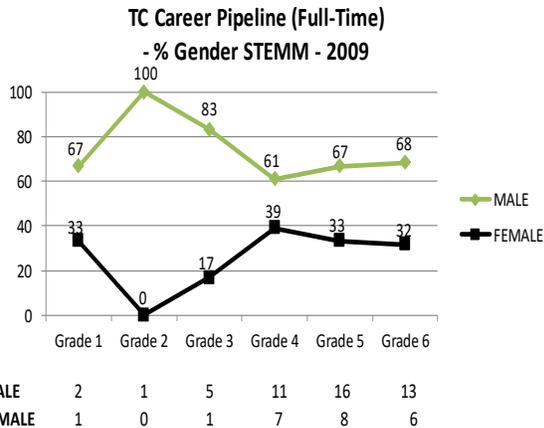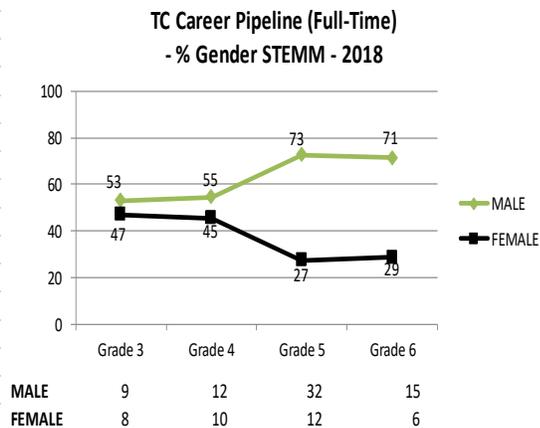
Figure 123

Figs.118-123: men's career paths in all groups, due to small numbers, create sharper percentage shifts (e.g. all grades ALC, G6 S&C).

Technical positions are directly affected by short-term funding (**SAP3.0**). Women are better represented in earlier stages. Recruitment practices for Technical Services will be specifically revisited **(SAP4.0).** ASCSG will monitor STEMM/AHSSBL-P&S data and UUB training delivered to recruiters in these areas **(SAP1.0)**.

AHSBBL – FULL TIME

HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																					
Administrative, Library & Computing	ALC	23	20	8	9	13	13	12	12	17	20	16	14	7	5	3	4	4	5	6	9
Secretarial & Clerical	SC	85	88	41	38	37	35	38	44	47	42	25	28	9	7	7	9	11	13	12	19
Technical	TC	1	3	4	2	3	3	2	1	-	-	4	5	4	2	3	4	4	3	3	3
FULL-TIME TOTAL		109	111	53	49	53	51	52	57	64	62	45	47	20	14	13	17	19	21	21	31

Table 98: Full Time AHSSBL Professional and Support Staff by Gender and Staff Category (Headcount)

Numbers of AHSSBL Professional and Support Staff by Gender and Staff Category

		Numbers of AHSSBL Professional and Support Staff by Gender, Grade and Staff Category																				
HEADCOUNT		FEMALE										MALE										
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																						
Grade 10	ALC	2	1	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-
Grade 9		-	-	-	-	2	2	1	1	1	2	1	1	1	-	1	1	1	1	1	1
Grade 8		9	9	4	3	5	5	5	4	5	5	5	3	3	4	2	1	1	1	1	2
Grade 7		12	10	4	6	6	3	3	7	11	13	9	9	3	1	-	2	2	3	4	6
Grade 6		-	-	-	-	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Protected		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6	SC	16	15	3	3	2	4	4	4	7	7	2	2	1	1	2	2	3	4	3	7
Grade 5		32	30	18	18	18	16	16	18	14	13	6	9	3	2	2	2	1	1	2	4
Grade 4		30	35	13	8	10	9	10	15	17	14	17	17	5	3	-	3	6	8	5	6
Grade 3		7	8	6	8	7	6	8	7	9	8	-	-	-	1	3	2	1	-	2	2
Protected		-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6	TC	-	-	-	-	1	1	-	-	-	-	3	3	3	2	2	2	2	2	2	2
Grade 5		-	-	-	-	-	-	-	-	-	-	1	1	-	-	1	1	1	-	-	-
Grade 4		1	3	3	1	2	1	1	1	-	-	-	1	1	-	-	1	1	1	1	1
Grade 3		-	-	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FULL-TIME TOTAL		109	111	53	49	53	51	52	57	64	62	45	47	20	14	13	17	19	21	21	31

Table 99: Full Time AHSSBL Professional and Support Staff by Gender, Grade and Staff Category (Headcount)

ALC Career Pipeline (Full-Time) - % Gender AHSSBL - 2009

	Grade 7	Grade 8	Grade 9	Grade 10
MALE	9	5	1	1
FEMALE	12	9	0	2

Figure 124

ALC Career Pipeline (Full-Time) - % Gender AHSSBL - 2018

	Grade 7	Grade 8	Grade 9
MALE	6	2	1
FEMALE	13	5	2

Figure 125

SC Career Pipeline (Full-Time) - % Gender AHSSBL - 2009

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	17	6	2
FEMALE	7	30	32	16

Figure 126

SC Career Pipeline (Full-Time) - % Gender AHSSBL - 2018

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	2	6	4	7
FEMALE	8	14	13	7
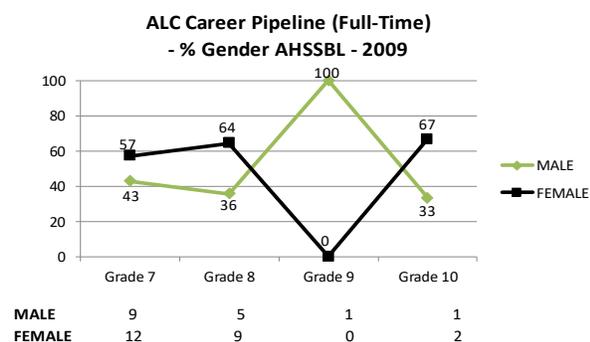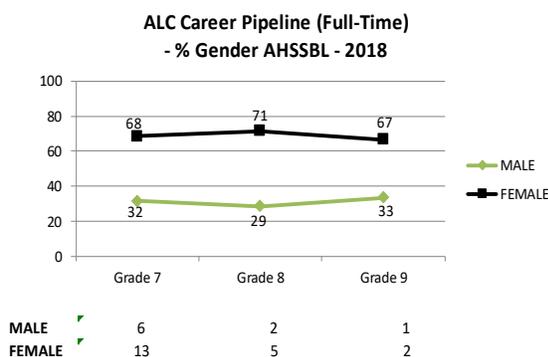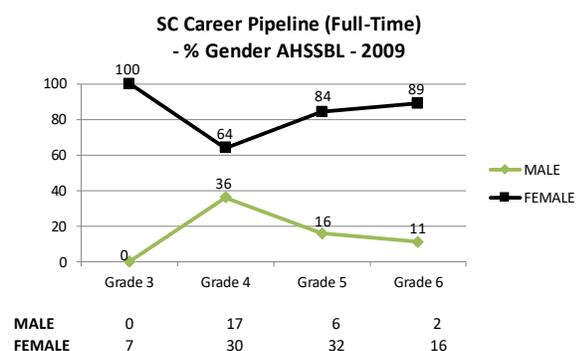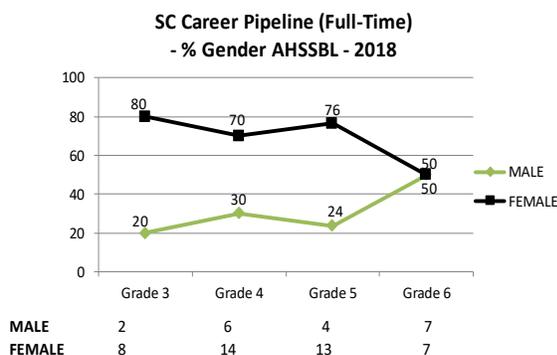
Figure 127

Percentage women in FT-AHBBSL posts is opposite to STEMM (Figs.124-127); **there is also evidence of ALC/S&C pipeline improvements**. Consideration will be given to offering P&S-staff opportunities to move between Faculties to improve the position of P&S men in AHSSBL/women in STEMM (**SAP2.1**).

HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Numbers of STEMM Professional and Support Staff by Gender and Staff Category																					
PART-TIME																					
Administrative, Library & Computing	ALC	15	22	8	6	6	6	3	4	4	5	3	3	5	4	4	4	5	2	2	3
Secretarial & Clerical	SC	73	67	52	43	39	49	60	67	67	73	7	3	-	3	3	3	3	4	4	3
Campus Services	CS	1	1	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technical	TC	17	20	27	28	23	25	28	26	28	41	3	3	8	3	7	7	11	13	15	18
PART-TIME TOTAL		106	110	88	78	69	81	91	97	99	119	13	9	13	10	14	14	19	19	21	24

Table 100: Part Time STEMM Professional and Support Staff by Gender and Staff Group (Headcount)

HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Numbers of STEMM Professional and Support Staff by Gender, Grade and Staff Category																					
PART-TIME																					
Grade 9		-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	1
Grade 8		9	14	4	1	2	2	1	1	1	1	3	2	1	-	-	-	2	2	2	1
Grade 7	ALC	4	6	4	5	4	4	2	3	3	4	-	-	2	3	4	4	3	-	-	1
Grade 6		2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Protected		-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-
Grade 6		2	2	1	1	1	2	3	3	2	5	-	-	-	-	-	-	-	-	-	-
Grade 5		12	14	5	4	4	7	14	19	24	25	2	-	-	-	-	-	-	-	-	1
Grade 4	SC	41	44	36	27	24	30	33	34	30	30	1	3	-	3	3	3	3	4	4	2
Grade 3		18	7	8	9	10	10	10	11	11	13	4	-	-	-	-	-	-	-	-	-
Protected		-	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 1	CS	1	1	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6		1	1	3	3	2	2	1	1	2	4	-	-	1	1	-	1	2	2	2	3
Grade 5		5	8	9	13	11	13	17	17	16	18	1	2	3	1	3	3	5	6	6	6
Grade 4	TC	5	5	4	2	1	1	2	1	2	7	2	1	1	-	1	2	2	1	1	2
Grade 3		6	6	10	8	8	9	8	7	8	11	-	-	3	1	2	1	2	4	6	7
Grade 2		-	-	1	2	1	-	-	-	-	1	-	-	-	-	1	-	-	-	-	-
PART-TIME TOTAL		106	110	88	78	69	81	91	97	99	119	13	9	13	10	14	14	19	19	21	24

Table 101: Part Time STEMM Professional and Support Staff by Gender, Grade and Staff Category (Headcount)

ALC Career Pipeline (Part-Time) - % Gender STEMM - 2009

	Grade 6	Grade 7	Grade 8
MALE	0	0	3
FEMALE	2	4	9

Figure 128

ALC Career Pipeline (Part-Time) - % Gender STEMM - 2018

	Grade 7	Grade 8	Grade 9
MALE	1	1	1
FEMALE	4	1	0
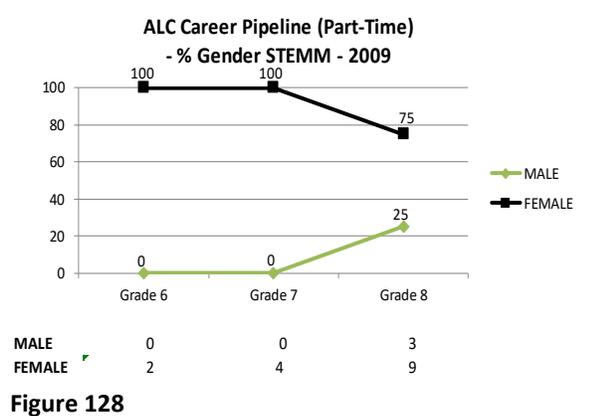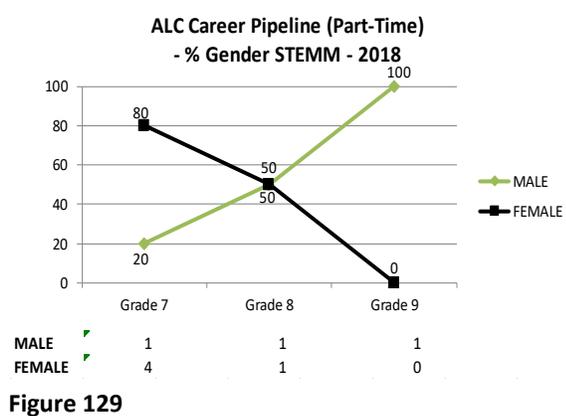
Figure 129

There are few PT-ALC posts. G8 has reduced (9F-1F). The pipeline now extends to G9 but with only 1M.
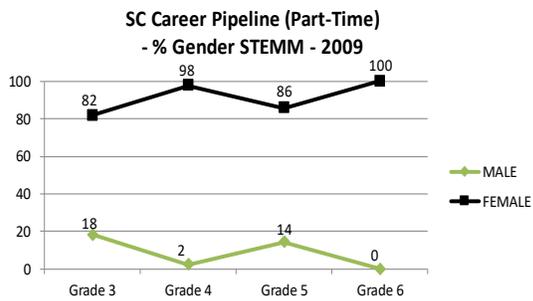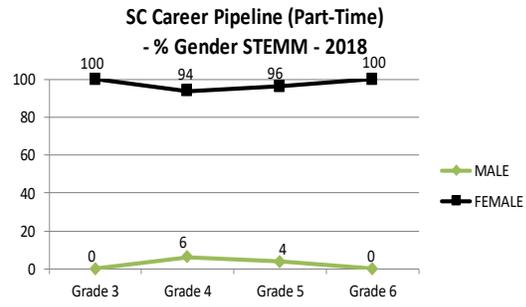
SC Career Pipeline (Part-Time) - % Gender STEMM - 2009

Figure 130

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	4	1	2	0
FEMALE	18	41	12	2

(% values: FEMALE 82, 98, 86, 100; MALE 18, 2, 14, 0)

SC Career Pipeline (Part-Time) - % Gender STEMM - 2018

Figure 131

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	2	1	0
FEMALE	13	30	25	5

(% values: FEMALE 100, 94, 96, 100; MALE 0, 6, 4, 0)

TC Career Pipeline (Part-Time) - % Gender STEMM - 2009

Figure 132

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	2	1	0
FEMALE	6	5	5	1

(% values: FEMALE 100, 71, 83, 100; MALE 0, 29, 17, 0)

TC Career Pipeline (Part-Time) - % Gender STEMM - 2018

Figure 133

	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	7	2	6	3
FEMALE	1	11	7	18	4
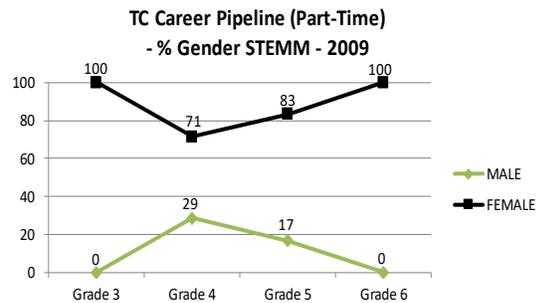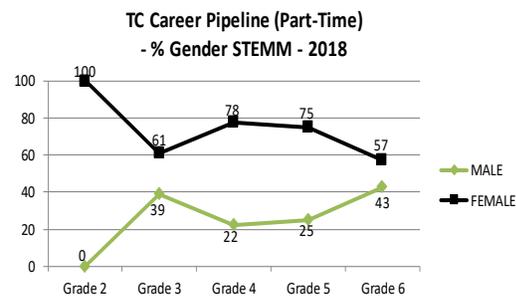
(% values: FEMALE 100, 61, 78, 75, 57; MALE 0, 39, 22, 25, 43)

PT-S&C posts are female-dominated: Recruitment material will be scrutinised for gendered language; shortlisting data will be reviewed (**SAP2.1**); UUB training will be prioritised; inclusion-riders/male role models in further particulars will be ensured (**SAP5.4, 2.1**).

PT-Technical posts have become more equitably distributed (Table101).

AHSBBL – PART TIME

Numbers of AHSSBL Professional and Support Staff by Gender and Staff Category																						
HEADCOUNT		**FEMALE**										**MALE**										
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
PART-TIME																						
Administrative, Library & Computing	ALC	7	11	8	9	8	12	14	15	8	14	1	2	2	1	3	4	3	4	3	3
Secretarial & Clerical	SC	44	51	39	31	32	45	49	53	49	62	3	6	7	7	8	5	6	5	7	4
Technical	TC	2	1	1	-	-	-	-	3	2	3	1	1	2	2	2	3	2	1	2	1
PART-TIME TOTAL		53	63	48	40	40	57	63	71	59	79	5	9	11	10	13	12	11	10	12	8

Table 102: Part Time AHSSBL Professional and Support Staff by Gender and Staff Category (Headcount)

Numbers of AHSSBL Professional and Support Staff by Gender, Grade and Staff Category																						
HEADCOUNT			FEMALE											MALE									
			2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
PART-TIME																						
Grade 8	ALC		4	5	3	4	4	3	2	3	-	2	-	1	1	1	2	3	1	1	1	1
Grade 7			3	6	4	4	4	9	12	12	8	12	1	1	1	-	1	1	2	3	2	2
Protected			-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6	SC		4	6	2	-	2	4	6	4	10	11	-	-	-	-	-	1	2	1	1	-
Grade 5			12	17	15	12	10	15	18	19	19	24	1	1	3	3	2	1	2	1	2	3
Grade 4			22	23	14	11	10	13	13	17	10	16	2	4	3	2	3	1	-	2	4	1
Grade 3			6	5	7	7	10	13	12	13	10	11	-	1	1	2	3	2	2	1	-	-
Protected			-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5	TC		-	-	-	-	-	-	-	-	-	1	-	-	1	1	1	1	-	-	-	-
Grade 4			-	-	-	-	-	-	-	2	1	-	-	-	-	-	-	1	1	1	2	1
Grade 2			-	-	-	-	-	-	-	1	1	2	1	1	1	1	1	1	1	-	-	-
Grade 1			2	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PART-TIME TOTAL			53	63	48	40	40	57	63	71	59	79	5	9	11	10	13	12	11	10	12	8

Table 103: Part Time AHSSBL Professional and Support Staff by Gender, Staff Category and Grade (Headcount)

ALC Career Pipeline (Part-Time) - % Gender AHSSBL - 2009

	Grade 7	Grade 8
MALE	1	0
FEMALE	3	4

Figure 134

ALC Career Pipeline (Part-Time) - % Gender AHSSBL - 2018

	Grade 7	Grade 8
MALE	2	1
FEMALE	12	2

Figure 135

SC Career Pipeline (Part-Time) - % Gender AHSSBL - 2009

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	2	1	0
FEMALE	6	22	12	4

Figure 136

SC Career Pipeline (Part-Time) - % Gender AHSSBL - 2018

	Grade 3	Grade 4	Grade 5	Grade 6
MALE	0	1	3	0
FEMALE	11	16	24	11
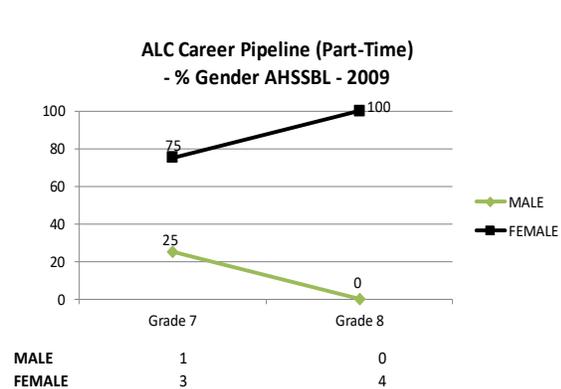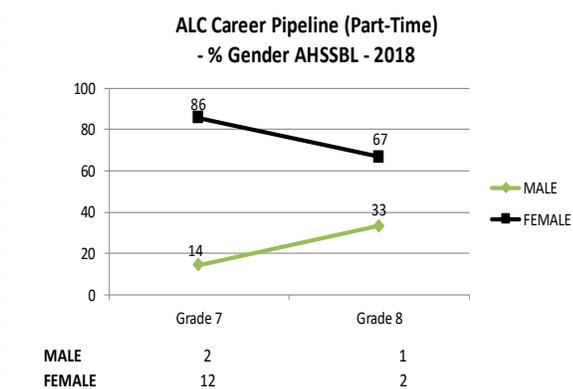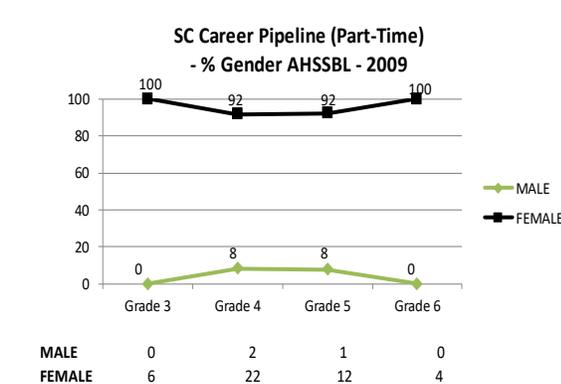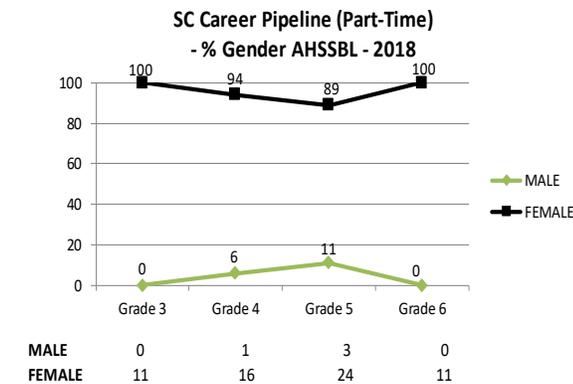
Figure 137

PT-ALC/S&C-AHSSBL posts remain polarised, numbers of women in G7-ALC posts quadrupled (2009-2018) cf. +1M (**SAP2.1**).

The picture throughout this Section is complex due to entrenched issues of occupational segregation. To improve our understanding we will run a Faculty Support Staff survey looking at attitudes to role choices (**SAP1.1**).

In P&S-SS2017, 47%F/50%M/36%PNTS respondents indicated they were interested in work-shadowing but only 5%F/8%M/8%PNTS had had this opportunity. We will introduce formalised work-shadowing opportunities to encourage greater interest in non-traditional pathways (**SAP2.1**). P&S positions will be widely promoted with explicit inclusion riders/success stories (**SAP2.1**) to tackle occupational segregation, centrally and in Faculties.

Intersectionality: Gender and Ethnicity

UEA All Professional and Support Staff by Gender & Ethnicity 2013 - 2018

| | FEMALE | | | | | | | MALE | | | | | |
	2013	2014	2015	2016	2017	2018		2013	2014	2015	2016	2017	2018
■ Not Known	25	44	49	45	42	45		20	34	29	28	27	32
■ White	1,257	1,328	1,388	1,412	1,431	1,437		668	680	750	779	796	827
■ BAME	47	53	63	74	79	88		25	26	30	41	44	50

Figure 138
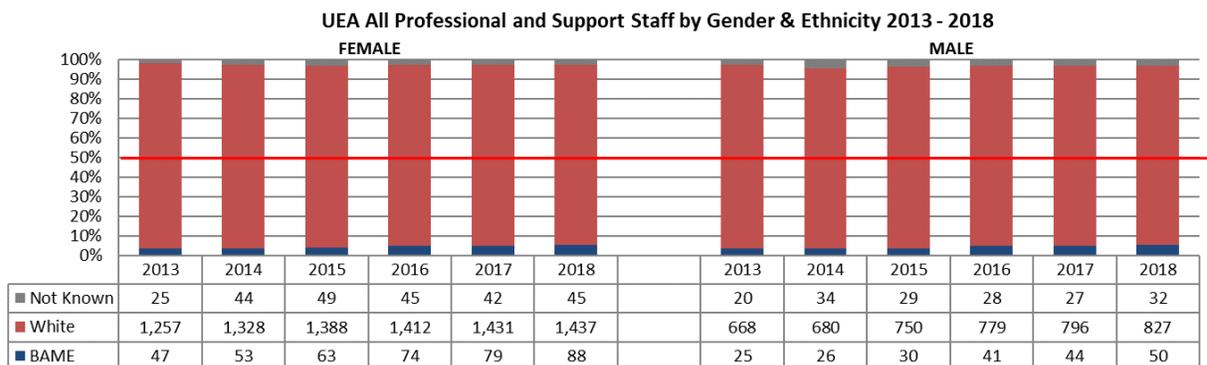
UEA All Professional and Support Staff by Gender & Ethnicity 2013 - 2018
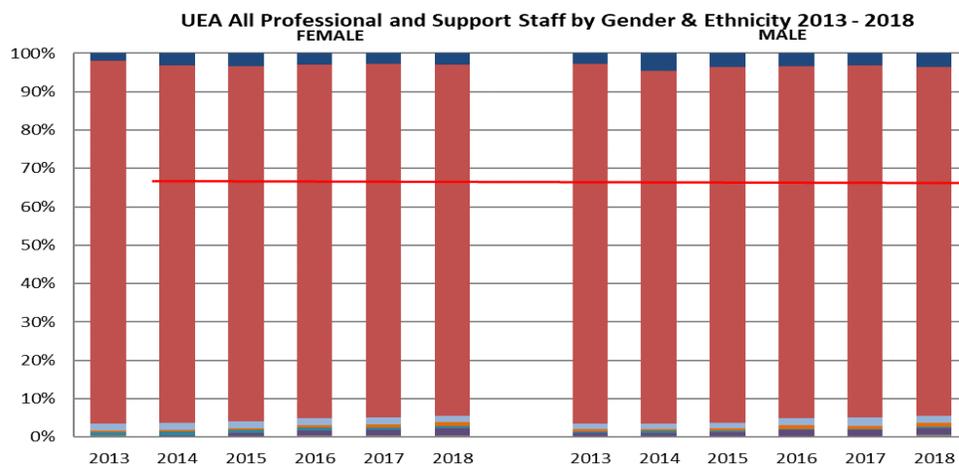
Figure 139

P&S staff ethnicity profiles (BAME 5.5%, 2018) are driven by the local population profile (Norfolk: 96.5%White/England 85% White). Black P&S staff form the largest group within total UEA-BAME staff with 'Other' the second largest group (Tables104-105). Many staff have chosen not to identify or have not updated records. Declaration will be actively encouraged in coming months (**SAP3.4**) via the self-serve online option.

Table 104: Female Professional and Support Staff by Ethnicity (Headcount and %)

Table 105: Male Professional and Support Staff by Ethnicity (Headcount and %)

(ii) **Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender**

UEA

NB: UEA does not use zero hour contracts.

HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME (FIXED TERM)																					
Administrative	ALC	13	9	11	10	12	9	10	13	10	18	13	12	12	11	12	14	11	11	10	17
Secretarial & Clerical	SC	23	28	27	35	40	29	42	34	44	73	4	7	8	12	14	11	15	18	17	28
Technical	TC	8	6	10	13	15	18	18	19	24	22	16	15	16	17	14	15	22	28	18	24
Campus Services	CS	-	-	3	4	2	5	7	2	1	3	2	1	2	1	3	8	3	6	6	3
FULL-TIME TOTAL		44	43	51	62	69	61	77	68	79	116	35	35	38	41	43	48	51	63	51	72

UEA Professional and Support Staff on Fixed Term Contracts by Gender and Staff Category

Table 106: Full Time P&S Staff on Fixed Term Contracts by Gender and Staff Category (Headcount)

ALC - Full Time Staff - Fixed Term Contracts - By Gender % of Headcount

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	6.9	6.2	6.2	5.7	6.0	7.0	5.4	5.4	4.8	7.8
FEMALE	7.1	5.4	6.7	6.0	6.4	4.5	4.8	6.3	4.9	8.1

Figure 140

SC - Full Time Staff - Fixed Term Contracts - By Gender % of Headcount

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	4.5	8.0	8.5	12.6	13.0	9.1	10.8	13.0	11.3	15.6
FEMALE	6.8	8.0	7.6	9.0	9.8	7.1	9.9	8.1	9.7	16.6

Figure 141

TC - Full Time Staff - Fixed Term Contracts - By Gender % of Headcount

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	15.8	14.7	15.4	16.0	13.3	13.6	19.0	22.8	15.0	20.9
FEMALE	21.6	18.2	29.4	35.1	37.5	40.0	39.1	44.2	50.0	52.4

Figure 142

CS - Full Time Staff - Fixed Term Contracts - By Gender % of Headcount

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	1.2	0.6	1.2	0.6	1.8	4.7	1.6	3.1	3.2	1.6
FEMALE	0.0	0.0	3.5	4.7	2.2	5.0	7.4	2.2	1.2	3.8

Figure 143

Figs.140-143: **FT-**ALC/CS/S&C show low FTC usage with little gendered difference. However, there is significant difference in the use of Technical-FTCs between genders with a disproportionate impact on women (Table107). FTCs in **PT-**ALC/S&C/Technical roles are also particularly high (Figs.144-147).

SAP3.0 will investigate the use of FTC in these areas to ensure essential-only usage.

HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
PART-TIME (FIXED TERM)																					
Administrative	ALC	4	13	8	7	8	7	7	10	7	16	6	8	9	7	9	10	7	7	4	6
Secretarial & Clerical	SC	43	50	57	44	36	40	51	59	52	57	9	11	13	12	9	7	6	7	10	7
Technical	TC	10	10	10	16	13	15	16	14	15	22	2	3	3	1	2	5	9	11	9	8
Campus Services	CS	1	-	1	2	3	12	6	6	7	17	-	-	-	3	3	3	5	3	4	11
PART-TIME TOTAL		58	73	76	69	60	74	80	89	81	112	17	22	25	23	23	25	27	28	27	32

UEA Professional and Support Staff on Fixed Term Contracts by Gender and Staff Category

Table 107: Part Time P&S Staff on Fixed Term Contracts by Gender and Staff Category (Headcount)
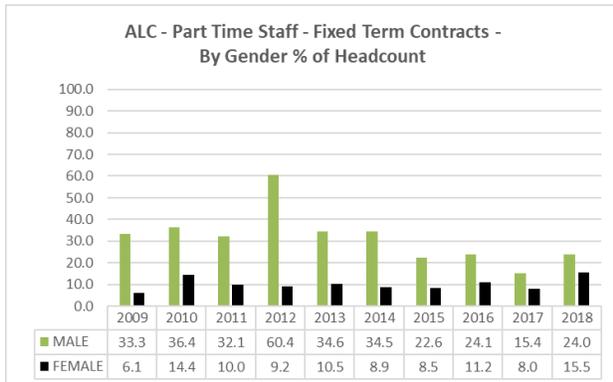
Figure 144
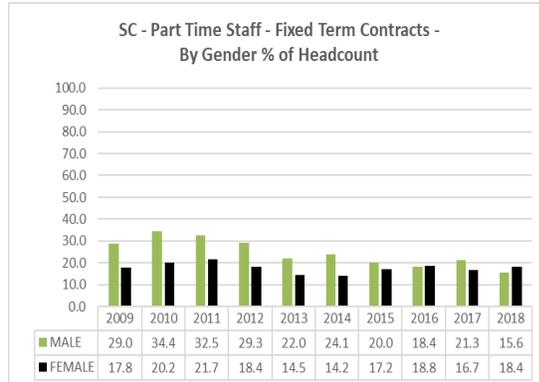
Figure 145

Figure 146

Figure 147

HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME (INDEFINITE)																					
Administrative	ALC	169	158	152	158	176	192	197	195	195	203	176	181	181	183	188	187	191	194	200	202
Secretarial & Clerical	SC	317	321	330	353	370	379	381	386	408	368	84	81	86	83	94	110	124	120	134	152
Technical	TC	29	27	24	24	25	27	28	24	24	20	85	87	88	89	91	95	94	95	102	91
Campus Services	CS	90	87	82	82	87	96	87	89	84	77	164	160	164	160	168	164	181	187	179	184
FULL-TIME TOTAL		605	593	588	617	658	694	693	694	711	668	509	509	519	515	541	556	590	596	615	629

UEA Professional and Support Staff on Indefinite Contracts by Gender and Staff Category

Table 108: Full Time P&S Staff on Indefinite Contracts by Gender and Staff Category (Headcount)

HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
PART-TIME (INDEFINITE)																					
Administrative	ALC	62	77	72	69	68	72	75	79	80	87	12	14	19	16	17	19	24	22	22	19
Secretarial & Clerical	SC	198	198	206	195	212	242	245	255	259	253	22	21	27	29	32	22	24	31	37	38
Technical	TC	12	13	20	22	18	18	16	19	21	22	6	6	9	5	7	7	9	9	10	15
Campus Services	CS	232	248	249	247	244	264	314	327	321	312	38	45	43	41	50	63	84	99	105	104
PART-TIME TOTAL		504	536	547	533	542	596	650	680	681	674	78	86	98	91	106	111	141	161	174	176

UEA Professional and Support Staff on Indefinite Contracts by Gender and Staff Category

Table 109: Part Time P&S Staff on Indefinite Contracts by Gender and Staff Category (Headcount)

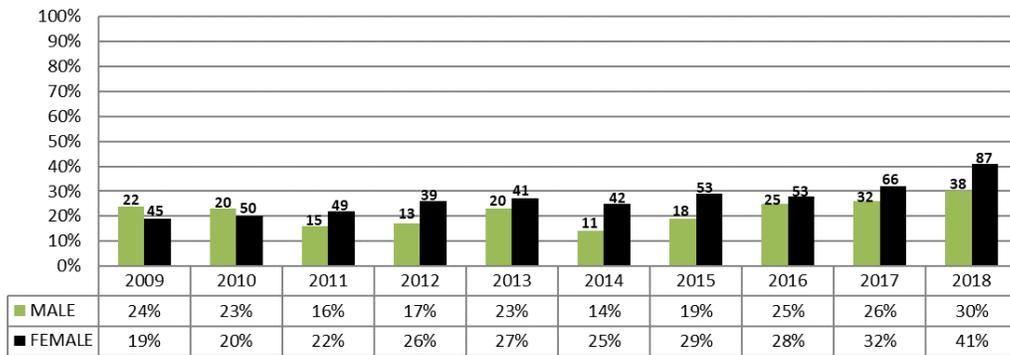| UEA Professional and Support Staff on Fixed Term and Indefinite Contracts by Gender								
FULL-TIME	**HEADCOUNT**				**% GENDER POOL**			
	FIXED TERM		**INDEFINITE**		**FIXED TERM**		**INDEFINITE**	
	FEMALE	**MALE**	**FEMALE**	**MALE**	**FEMALE**	**MALE**	**FEMALE**	**MALE**
2009	44	35	605	509	7	6	93	94
2010	43	35	593	509	7	6	93	94
2011	51	38	588	519	8	7	92	93
2012	62	41	617	515	9	7	91	93
2013	69	43	658	541	9	7	91	93
2014	61	48	694	556	8	8	92	92
2015	77	51	693	590	10	8	90	92
2016	68	63	694	596	9	10	91	90
2017	79	51	711	615	10	8	90	92
2018	116	72	668	629	15	10	85	90

Table 110: Full Time P&S Staff on FTC/Indefinite Contracts (Headcount and %)

UEA Professional and Support Staff on Fixed Term and Indefinite Contracts by Gender								
PART-TIME	**HEADCOUNT**				**% GENDER POOL**			
	FIXED TERM		**INDEFINITE**		**FIXED TERM**		**INDEFINITE**	
	FEMALE	**MALE**	**FEMALE**	**MALE**	**FEMALE**	**MALE**	**FEMALE**	**MALE**
2009	58	17	504	78	10	18	90	82
2010	73	22	536	86	12	20	88	80
2011	76	25	547	98	12	20	88	80
2012	69	23	533	91	11	20	89	80
2013	60	23	542	106	10	18	90	82
2014	74	25	596	111	11	18	89	82
2015	80	27	650	141	11	16	89	84
2016	89	28	680	161	12	15	88	85
2017	81	27	681	174	11	13	89	87
2018	112	32	674	176	14	15	86	85

Table 111: Part Time P&S Staff on FTC/Indefinite Contracts (Headcount and %)

UEA Professional and Support Staff on Fixed Term and Indefinite Contracts by Gender								
COMBINED	**HEADCOUNT**				**% GENDER POOL**			
	FIXED TERM		**INDEFINITE**		**FIXED TERM**		**INDEFINITE**	
	FEMALE	**MALE**	**FEMALE**	**MALE**	**FEMALE**	**MALE**	**FEMALE**	**MALE**
2009	102	52	1,109	587	8	8	92	92
2010	116	57	1,129	595	9	9	91	91
2011	127	63	1,135	617	10	9	90	91
2012	131	64	1,150	606	10	10	90	90
2013	129	66	1,200	647	10	9	90	91
2014	135	73	1,290	667	9	10	91	90
2015	157	78	1,343	731	10	10	90	90
2016	157	91	1,374	757	10	11	90	89
2017	160	78	1,392	789	10	9	90	91
2018	228	104	1,342	805	15	11	85	89

Table 112: Full and Part Time P&S Staff on FTC/Indefinite Contracts (Headcount and %)

Professional & Support Staff Fixed Term Contracts (Full/Part-Time)
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
(values)	52 102	57 116	63 127	64 131	66 129	73 135	78 157	91 157	78 160	104 228
■ MALE	8%	9%	9%	10%	9%	10%	10%	11%	9%	11%
■ FEMALE	8%	9%	10%	10%	10%	9%	10%	10%	10%	15%
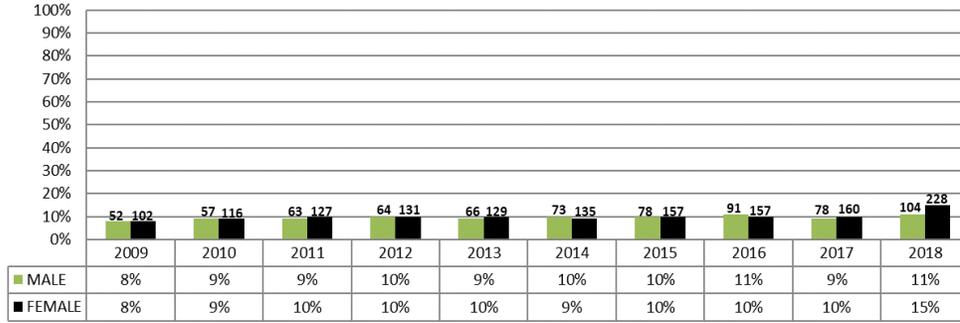
Figure 148

Professional & Support Staff Indefinite Contracts (Full/Part-Time)
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
(values)	587 1109	595 1129	617 1135	606 1150	647 1200	667 1290	731 1343	757 1374	789 1392	805 1342
■ MALE	92%	91%	91%	90%	91%	90%	90%	89%	91%	89%
■ FEMALE	92%	91%	90%	90%	90%	91%	90%	90%	90%	85%
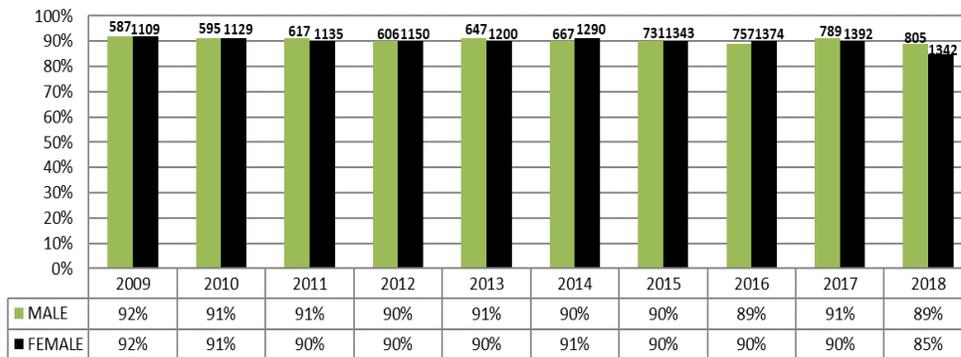
Figure 149

STEMM

Professional and Support Staff on Fixed Term Contracts by Gender and Staff Category																					
HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME (FIXED TERM)																					
Administrative	ALC	1	-	3	-	3	-	-	-	-	1	2	2	-	-	-	-	1	1	1	1
Secretarial & Clerical	SC	8	14	8	7	10	10	12	12	11	16	1	1	-	-	1	1	3	2	6	5
Technical	TC	4	2	5	6	10	11	10	9	19	22	10	11	11	12	9	5	6	13	12	23
FULL-TIME TOTAL		13	16	16	13	23	21	22	21	30	39	13	14	11	12	10	6	10	16	19	29

Table 113: STEMM, Full Time P&S Staff on Fixed Term Contracts by Gender and Staff Category (Headcount)

84
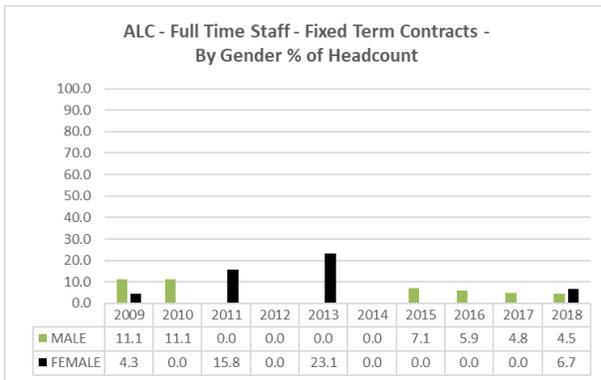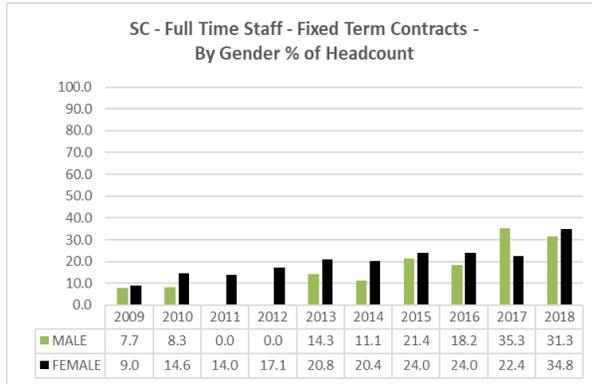
Figure 150

Figure 151
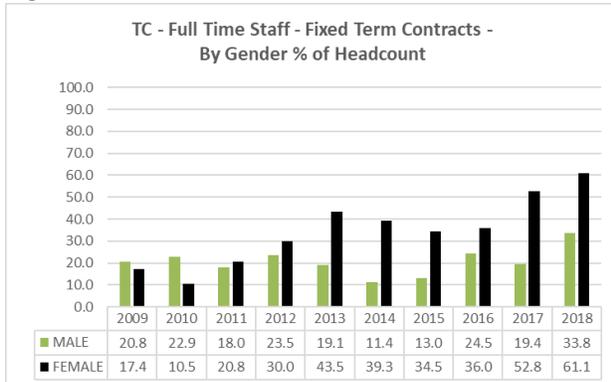
Figure 152

FT-S&C/Technical (Figs.151-152) roles show increasing FTC usage. Women appear disproportionately affected. We will determine whether continued use of FTCs to these levels is appropriate. **SAP3.0**.

		Professional and Support Staff on Fixed Term Contracts by Gender and Staff Category
HEADCOUNT		\multicolumn{10}{c}{**FEMALE**}									\multicolumn{10}{c}{**MALE**}
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
PART-TIME (FIXED TERM)																					
Administrative	ALC	-	5	3	-	-	-	-	1	1	3	1	2	2	-	-	-	-	-	1	1
Secretarial & Clerical	SC	24	20	21	15	10	11	17	19	20	24	6	2	-	1	1	2	2	3	4	1
Technical	TC	8	9	9	11	8	10	14	12	15	21	2	2	2	-	9	3	6	6	8	7
PART-TIME TOTAL		**32**	**34**	**33**	**26**	**18**	**21**	**31**	**32**	**36**	**48**	**9**	**6**	**4**	**1**	**10**	**5**	**8**	**9**	**13**	**9**

Table 114: STEMM, Part Time P&S Staff on Fixed Term Contracts by Gender and Staff Category (Headcount)
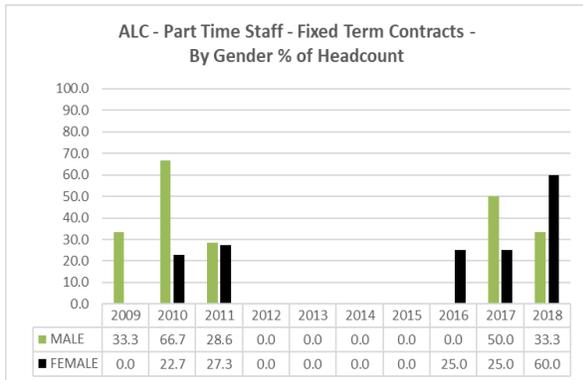
Figure 153
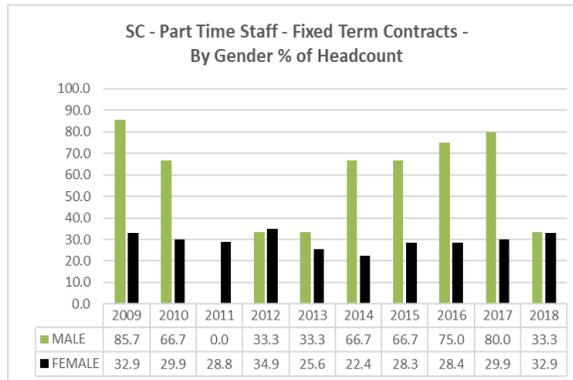
Figure 154
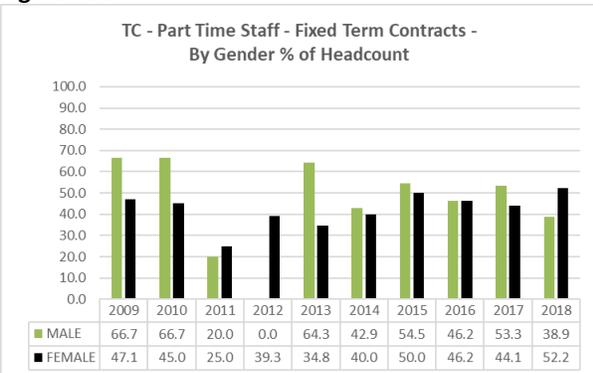
Figure 155

Table 114/Figs.153-155: Some caution is required in interpretation as numbers of PT staff in ALC posts are few (<5) as are men in PT-S&C roles (<8).

HEADCOUNT		Professional and Support Staff on Indefinite Contracts by Gender and Staff Category																			
		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME (INDEFINITE)																					
Administrative	ALC	22	21	16	10	10	11	14	14	14	14	16	16	11	7	11	10	13	16	20	21
Secretarial & Clerical	SC	81	82	49	34	38	39	38	38	38	30	12	11	6	7	6	8	11	9	11	11
Technical	TC	19	17	19	14	13	17	19	16	17	14	38	37	50	39	38	39	40	40	50	45
FULL-TIME TOTAL		122	120	84	58	61	67	71	68	69	58	66	64	67	53	55	57	64	65	81	77

Table 115: Full Time P&S Staff on Indefinite Contracts by Gender and Staff Category (Headcount)

HEADCOUNT		Professional and Support Staff on Indefinite Contracts by Gender and Staff Category																			
		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
PART-TIME (INDEFINITE)																					
Administrative	ALC	15	17	8	6	6	6	3	3	3	2	2	1	5	4	4	4	5	2	1	2
Secretarial & Clerical	SC	49	47	52	28	29	38	43	48	47	49	1	1	-	2	2	1	1	1	1	2
Campus Services	CS	1	1	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technical	TC	9	11	27	17	15	15	14	14	19	20	1	1	8	3	5	4	5	7	7	11
PART-TIME TOTAL		59	59	80	46	45	54	57	62	66	69	2	2	8	5	7	5	6	8	8	13

Table 116: Part Time P&S Staff on Indefinite Contracts by Gender and Staff Category (Headcount)

Professional and Support Staff on Fixed Term and Indefinite Contracts by Gender							
	HEADCOUNT				% GENDER POOL		
FULL-TIME	FIXED TERM		INDEFINITE		FIXED TERM		INDEFINITE	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	13	13	122	66	10	16	90	84
2010	16	14	120	64	12	18	88	82
2011	16	11	84	67	16	14	84	86
2012	13	12	58	53	18	18	82	82
2013	23	10	61	55	27	15	73	85
2014	21	6	67	57	24	10	76	90
2015	22	10	71	64	24	14	76	86
2016	21	16	68	65	24	20	76	80
2017	30	19	69	81	30	19	70	81
2018	39	29	58	77	40	27	60	73

Table 117: Full Time P&S Staff on Fixed Term/Indefinite Contracts by Gender (Headcount and %)

Professional and Support Staff on Fixed Term and Indefinite Contracts by Gender							
	HEADCOUNT				% GENDER POOL		
PART-TIME	FIXED TERM		INDEFINITE		FIXED TERM		INDEFINITE	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	32	9	74	4	30	69	70	31
2010	34	6	76	3	31	67	69	33
2011	33	4	88	13	27	24	73	76
2012	26	1	52	9	33	10	67	90
2013	18	10	51	11	26	48	74	52
2014	21	5	60	9	26	36	74	64
2015	31	8	60	11	34	42	66	58
2016	32	9	65	10	33	47	67	53
2017	36	13	69	9	34	59	66	41
2018	48	9	69	13	41	41	59	59

Table 118: Part Time P&S Staff on Fixed Term/Indefinite Contracts by Gender (Headcount and %)

Professional and Support Staff on Fixed Term and Indefinite Contracts by Gender							
	HEADCOUNT				% GENDER POOL		
COMBINED	FIXED TERM		INDEFINITE		FIXED TERM		INDEFINITE	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	45	22	196	70	19	24	81	76
2010	50	20	196	67	20	23	80	77
2011	49	15	172	80	22	16	78	84
2012	39	13	110	62	26	17	74	83
2013	41	20	112	66	27	23	73	77
2014	42	11	127	66	25	14	75	86
2015	53	18	131	75	29	19	71	81
2016	53	25	133	75	28	25	72	75
2017	66	32	138	90	32	26	68	74
2018	87	38	127	90	41	30	59	70

Table 119: Full and Part Time P&S Staff on Fixed Term/Indefinite Contracts by Gender (Headcount and %)

THERE ARE NO ZERO HOUR CONTRACTS

Professional & Support Staff Fixed Term Contracts (Full/Part-Time) 2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	24%	23%	16%	17%	23%	14%	19%	25%	26%	30%
FEMALE	19%	20%	22%	26%	27%	25%	29%	28%	32%	41%

(Bar values — MALE: 22, 20, 15, 13, 20, 11, 18, 25, 32, 38; FEMALE: 45, 50, 49, 39, 41, 42, 53, 53, 66, 87)

Figure 156

Professional & Support Staff Indefinite Contracts (Full/Part-Time) 2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	76%	77%	84%	83%	77%	86%	81%	75%	74%	70%
FEMALE	81%	80%	78%	74%	73%	75%	71%	72%	68%	59%

(Bar values — MALE: 70, 67, 80, 62, 66, 66, 75, 75, 90, 90; FEMALE: 196, 196, 172, 110, 112, 127, 131, 133, 138, 127)
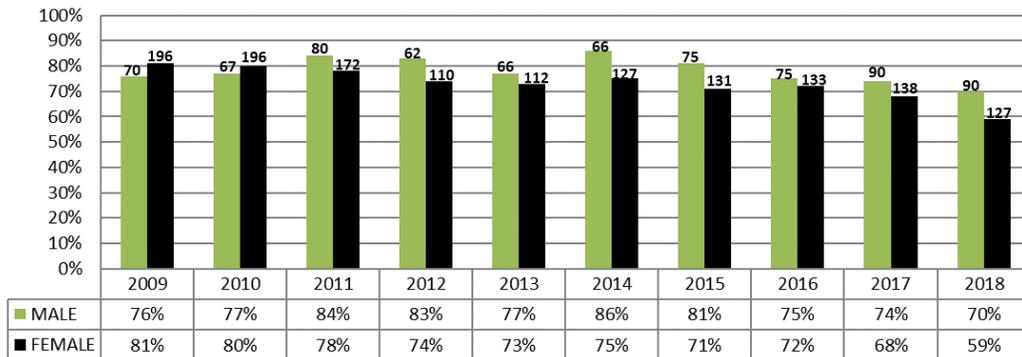
Figure 157

AHSSBL

Professional and Support Staff on Fixed Term Contracts by Gender and Staff Category																					
HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME (FIXED TERM)																					
Administrative	ALC	1	1	2	1	4	2	1	-	1	4	2	3	3	2	1	-	-	-	1	3
Secretarial & Clerical	SC	8	10	6	1	4	1	4	1	1	4	2	5	3	1	1	1	4	3	-	6
Technical	TC		2	2	-	-	1	1	1	4	-	-	1	1	-	-	-	-	-	1	4	-
FULL-TIME TOTAL		9	13	10	2	8	4	6	2	6	8	4	9	7	3	2	1	4	4	5	9

Table 120: Full Time AHSSBL P&S Staff on Fixed Term Contracts by Gender and Staff Category (Headcount)

88
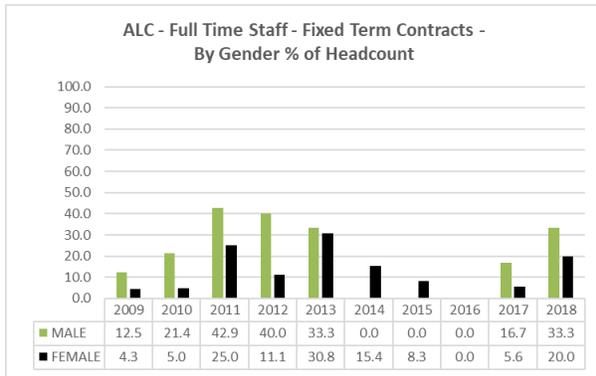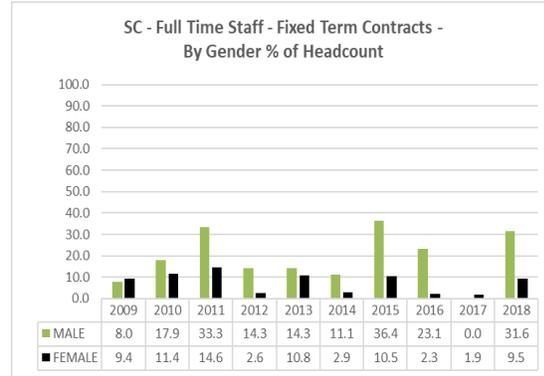
Figure 158

Figure 159
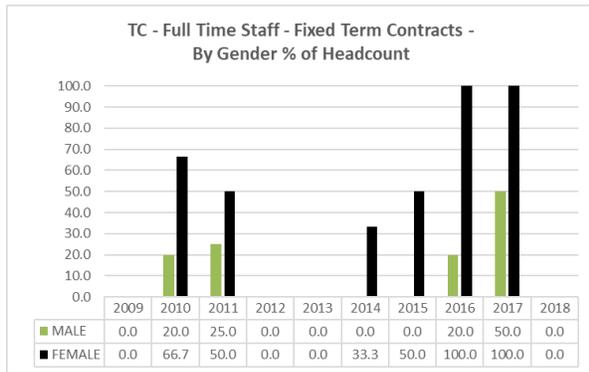
Figure 160

FT-ALC/S&C/Technical roles in AHSSBL Schools use few FTCs (<10) so data is inconclusive. Understanding gained via actions **(SAP3.0)** will be applied in all areas.

Professional and Support Staff on Fixed Term Contracts by Gender and Staff Category																					
HEADCOUNT		**FEMALE**										**MALE**									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
PART-TIME (FIXED TERM)																					
Administrative	ALC	-	2	1	2	2	4	6	6	4	6	1	2	2	1	2	2	1	2	1	1
Secretarial & Clerical	SC	5	8	15	12	11	14	17	20	22	20	1	3	5	4	4	3	4	2	3	2
Technical	TC	2	1	1	-	-	-	-	1	-	1	-	-	-	-	-	1	1	1	1	-
PART-TIME TOTAL		**7**	**11**	**17**	**14**	**13**	**18**	**23**	**27**	**26**	**27**	**2**	**5**	**7**	**5**	**6**	**6**	**6**	**5**	**5**	**3**

Table 121: Part Time AHSSBL P&S Staff on Fixed Term Contracts by Gender and Staff Category (Headcount)

89
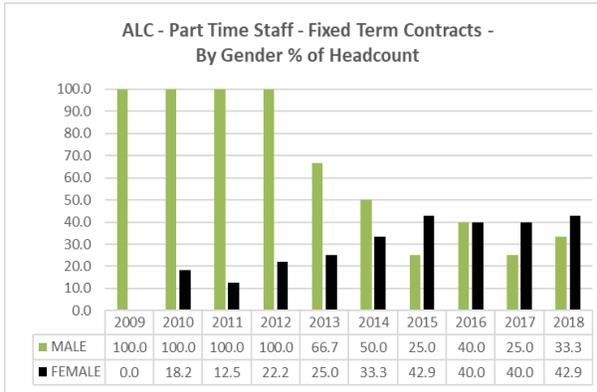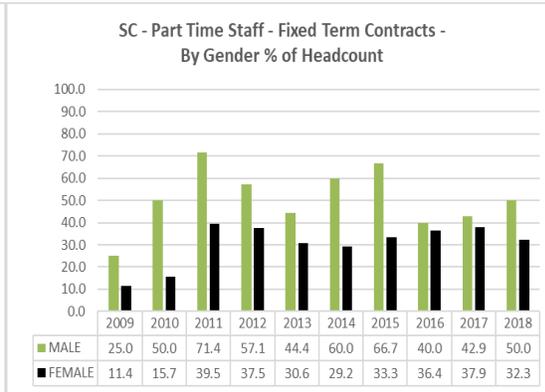
Figure 161

Figure 162
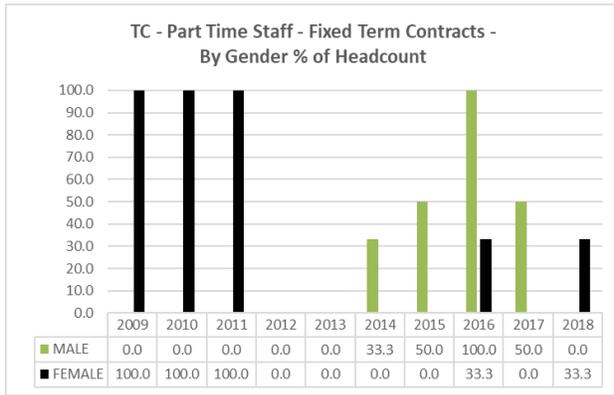
Figure 163

PT-Fixed-Term Technical AHSSBL roles (<3) and men in PT-ALC roles (<5) are too few to infer any trend. FTC usage in S&C-AHSSBL appears high for both genders **(SAP 3.0)**.

		Professional and Support Staff on Indefinite Contracts by Gender and Staff Category																			
HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME (INDEFINITE)																					
Administrative	ALC	22	19	6	8	9	11	11	12	17	16	14	11	4	3	2	4	4	5	5	6
Secretarial & Clerical	SC	77	78	35	37	33	34	34	43	52	38	23	23	6	6	6	8	7	10	13	13
Technical	TC	1	1	2	2	3	2	1	-	-	-	4	4	3	2	3	4	4	4	4	3
FULL-TIME TOTAL		100	98	43	47	45	47	46	55	69	54	41	38	13	11	11	16	15	19	22	22

Table 122: Full Time AHSSBL P&S Staff on Indefinite Contracts by Gender and Staff Category (Headcount)

		Professional and Support Staff on Indefinite Contracts by Gender and Staff Category																			
HEADCOUNT		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
PART-TIME (INDEFINITE)																					
Administrative	ALC	7	9	7	7	6	8	8	9	6	8	-	-	-	-	1	2	3	3	3	2
Secretarial & Clerical	SC	39	43	23	20	25	34	34	35	36	42	3	3	2	3	5	2	2	3	4	2
Technical	TC	-	-	-	-	-	-	-	2	2	2	1	1	2	2	2	2	1	-	1	1
PART-TIME TOTAL		46	52	30	27	31	42	42	46	44	52	4	4	4	5	8	6	6	6	8	5

Table 123: Part Time ASHSSBL P&S Staff on Indefinite Contracts by Gender and Staff Category (Headcount)

90

Professional and Support Staff on Fixed Term and Indefinite Contracts by Gender								
	HEADCOUNT				% GENDER POOL			
FULL-TIME	FIXED TERM		INDEFINITE		FIXED TERM		INDEFINITE	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	9	4	100	41	8	9	92	91
2010	13	9	98	38	12	19	88	81
2011	10	7	43	13	19	35	81	65
2012	2	3	47	11	4	21	96	79
2013	8	2	45	11	15	15	85	85
2014	4	1	47	16	8	6	92	94
2015	6	4	46	15	12	21	88	79
2016	2	4	55	19	4	17	96	83
2017	6	5	69	22	8	19	92	81
2018	8	9	54	22	13	29	87	71

Table 124: Full Time AHSSBL P&S Staff on Fixed Term/Indefinite Contracts by Gender (Headcount and %)

Professional and Support Staff on Fixed Term and Indefinite Contracts by Gender								
	HEADCOUNT				% GENDER POOL			
PART-TIME	FIXED TERM		INDEFINITE		FIXED TERM		INDEFINITE	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	7	2	46	4	13	33	87	67
2010	11	5	52	4	17	56	83	44
2011	17	7	30	4	36	64	64	36
2012	14	5	27	5	34	50	66	50
2013	13	6	31	8	30	43	70	57
2014	18	6	42	6	30	50	70	50
2015	23	6	42	6	35	50	65	50
2016	27	5	46	6	37	45	63	55
2017	26	5	44	8	37	38	63	62
2018	27	3	52	5	34	38	66	62

Table 125: Part Time AHSSBL P&S Staff on Fixed Term/Indefinite Contracts by Gender (Headcount and %)

Professional and Support Staff on Fixed Term and Indefinite Contracts by Gender								
	HEADCOUNT				% GENDER POOL			
COMBINED	FIXED TERM		INDEFINITE		FIXED TERM		INDEFINITE	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	16	6	146	45	10	12	90	88
2010	24	14	150	42	14	25	86	75
2011	27	14	73	17	27	45	73	55
2012	16	8	74	16	18	33	82	67
2013	21	8	76	19	22	30	78	70
2014	22	7	89	22	20	24	80	76
2015	29	10	88	21	25	32	75	68
2016	29	9	101	25	22	26	78	74
2017	32	10	113	30	22	25	78	75
2018	35	12	106	27	25	31	75	69

Table 126: Full and Part Time AHSSBL P&S Staff on Fixed Term/Indefinite Contracts by Gender (Headcount/%)

Professional & Support Staff Fixed Term Contracts (Full/Part-Time)
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ MALE	12%	25%	45%	33%	30%	24%	32%	26%	25%	31%
■ FEMALE	10%	14%	27%	18%	22%	20%	25%	22%	22%	25%
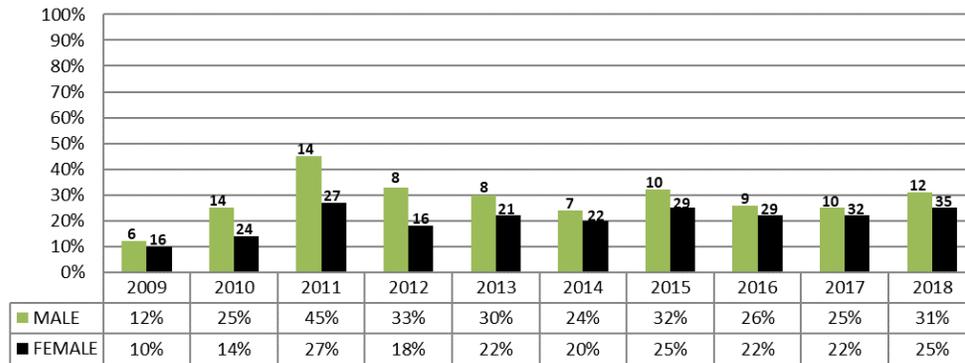
Figure 164

Professional & Support Staff Indefinite Contracts (Full/Part-Time)
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ MALE	88%	75%	55%	67%	70%	76%	68%	74%	75%	69%
■ FEMALE	90%	86%	73%	82%	78%	80%	75%	78%	78%	75%
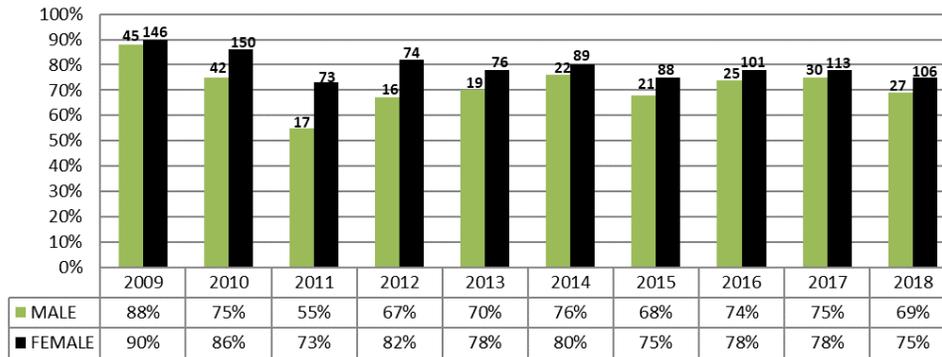
Figure 165

(iii)   Professional and support staff leavers by grade and gender

UEA

UEA Professional and Support Staff Leavers by Gender and Staff Category																						
LEAVERS		**FEMALE**										**MALE**										
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																						
Administrative, Library & Computing	ALC	13	11	19	8	11	14	20	21	14	19	10	14	24	10	25	14	16	16	16	23
Secretarial & Clerical	SC	28	35	39	29	48	51	50	43	66	57	9	8	11	13	10	17	24	18	16	26
Technical	TC	9	5	7	6	8	11	15	10	16	7	8	4	17	9	8	11	16	15	13	12
Campus Services	CS	9	9	11	8	9	18	9	12	17	10	24	16	18	12	25	18	28	32	28	26
FULL-TIME TOTAL		59	60	76	51	76	94	94	86	113	93	51	42	70	44	68	60	84	81	73	87
Employees		649	636	639	679	727	755	770	762	790	784	544	544	557	556	584	604	641	659	666	701
% UEA Leavers		9.1	9.4	11.9	7.5	10.5	12.5	12.2	11.3	14.3	11.9	9.4	7.7	12.6	7.9	11.6	9.9	13.1	12.3	11.0	12.4

Table 127: Full Time P&S Staff Leavers by Gender and Staff Category (Headcount and %)

UEA Professional and Support Staff Leavers by Gender and Staff Category																					
LEAVERS		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
PART-TIME																					
Administrative, Library & Computing	ALC	8	13	6	10	10	13	13	9	13	6	3	3	7	3	2	7	7	3	7	9
Secretarial & Clerical	SC	34	37	52	40	38	47	42	44	52	56	12	4	9	7	16	8	7	3	12	7
Technical	TC	6	2	6	8	2	8	5	3	3	6	3	4	4	2	2	5	2	4	5	6
Campus Services	CS	12	21	24	24	21	26	40	35	40	40	7	7	7	4	13	13	15	17	12	21
PART-TIME TOTAL		60	73	88	82	71	94	100	91	108	108	25	18	27	16	33	33	31	27	36	43
Employees		562	609	623	602	602	670	730	769	762	786	95	108	123	114	129	136	168	189	201	208
% UEA Leavers		10.7	12.0	14.1	13.6	11.8	14.0	13.7	11.8	14.2	13.7	26.3	16.7	22.0	14.0	25.6	24.3	18.5	14.3	17.9	20.7

Table 128: Part Time P&S Staff Leavers by Gender and Staff Category (Headcount and %)

Leaving Reason	FEMALE	MALE	TOTAL	% FEMALE	% MALE	% of TOTAL
Resignation	680	385	1,065	64	36	69
Redundancy	62	30	92	67	33	6
End of Contract	14	10	24	58	42	2
Retirement	82	42	124	66	34	8
Other	142	88	230	62	38	15
TOTAL	980	555	1,535	64	36	100

Table 129: P&S Staff Leaving Reasons from HR Data, Numbers and %

FT-P&S turnover is relatively low: 8–14% (2014-2018) (Table127/Fig.166).   Turnover of PT-F turnover is similar to FT, and lower than PT-M (Fig.167); PT-male staff-leavers' trend is particularly variable due to low numbers. 69% of P&S leavers resign (Table129); leavers (64%F/36%M) reflect overall P&S staff composition (63%F/37%M).

Destination/exit data requires improvement (**SAP3.4**). SS2018 shows positive attitudes by PT-P&S staff overall (NB. Survey results cannot be disaggregated by FT/PT **and** gender):

	Response by PT Staff	
	SS2018	+/- SS2016
Question in Survey	%	%
I am proud to work at UEA	78	+3
I enjoy my work	82	+1
I enjoy working with my immediate team	89	+4
I feel respected by my colleagues	78	+5
I feel I have the right resources to do my job effectively	92	+3
I am looking to leave my current job	15	-8

Table 130: Part Time P&S Staff Survey Feedback

UEA Professional and Support Staff - Full-Time -
% Leavers based on Headcount
2009 - 2018

%	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	9.4	7.7	12.6	7.9	11.6	9.9	13.1	12.3	11.0	12.4
FEMALE	9.1	9.4	11.9	7.5	10.5	12.5	12.2	11.3	14.3	11.9
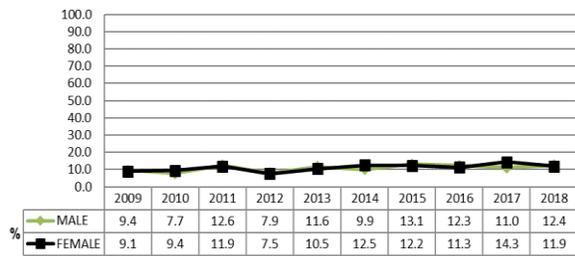
Figure 166

UEA Professional and Support Staff - Part-Time -
% Leavers based on Headcount
2009 - 2018

%	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	26.3	16.7	22.0	14.0	25.6	24.3	18.5	14.0	17.9	20.7
FEMALE	10.7	12.0	14.1	13.6	11.8	14.0	13.7	12.0	14.2	13.7
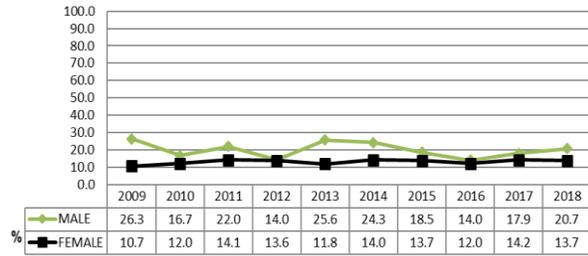
Figure 167

UEA Professional and Support Staff - Full/Part-Time -
% Leavers based on Headcount
2009 - 2018

%	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	11.9	9.2	14.3	9.0	14.2	12.6	14.2	13.0	12.6	14.3
FEMALE	9.8	10.7	13.0	10.4	11.1	13.2	12.9	12.0	14.2	12.8
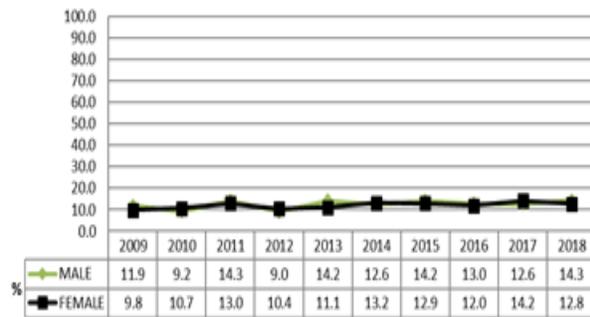
Figure 168

UEA Professional and Support Staff Overall Leavers					
	% LEAVERS		**EMPLOYEES**		**LEAVERS**
FULL-TIME	**FEMALE**	**MALE**	**FEMALE**	**MALE**	**FEMALE**	**MALE**
2009	9.1	9.4	649	544	59	51
2010	9.4	7.7	636	544	60	42
2011	11.9	12.6	639	557	76	70
2012	7.5	7.9	679	556	51	44
2013	10.5	11.6	727	584	76	68
2014	12.5	9.9	755	604	94	60
2015	12.2	13.1	770	641	94	84
2016	11.3	12.3	762	659	86	81
2017	14.3	11.0	790	666	113	73
2018	11.9	12.4	784	701	93	87
PART TIME						
2009	10.7	26.3	562	95	60	25
2010	12.0	16.7	609	108	73	18
2011	14.1	22.0	623	123	88	27
2012	13.6	14.0	602	114	82	16
2013	11.8	25.6	602	129	71	33
2014	14.0	24.3	670	136	94	33
2015	13.7	18.5	730	168	100	31
2016	12.0	14.0	769	189	91	27
2017	14.2	17.9	762	201	108	36
2018	13.7	20.7	786	208	108	43

All UEA Staff Headcount and Leavers by Gender					
	% LEAVERS		**EMPLOYEES**		**LEAVERS**
YEAR	**FEMALE**	**MALE**	**FEMALE**	**MALE**	**FEMALE**	**MALE**
2009	9.8	11.9	1,211	639	119	76
2010	10.7	9.2	1,245	652	133	60
2011	13.0	14.3	1,262	680	164	97
2012	10.4	9.0	1,281	670	133	60
2013	11.1	14.2	1,329	713	147	101
2014	13.2	12.6	1,425	740	188	93
2015	12.9	14.2	1,500	809	194	115
2016	12.0	13.0	1,531	848	177	108
2017	14.2	12.6	1,552	867	221	109
2018	12.8	14.3	1,570	909	201	130

Table 131: Full and Part Time Leavers by Gender (% and Headcount)

Numbers of Leavers – Full Time STEMM Staff

STEMM Professional and Support Staff Leavers by Gender and Staff Category																						
LEAVERS		FEMALE										MALE										
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																					
Administrative, Library & Computing	ALC	1	1	6	1	-	1	2	1	-	-	2	2	4	-	2	-	-	2	3	-
Secretarial & Clerical	SC	7	7	14	4	3	12	5	8	4	7	3	2	-	2	-	1	4	1	1	3
Technical	TC	5	1	4	2	2	5	9	5	10	7	3	-	8	3	5	3	2	5	4	9
FULL-TIME TOTAL		13	9	24	7	5	18	16	14	14	14	8	4	12	5	7	4	6	8	8	12
Employees		135	136	84	71	84	88	93	89	92	97	79	78	67	65	65	63	74	81	91	106
% UEA Leavers		9.6	6.6	28.6	9.9	6.0	20.5	17.2	15.7	15.2	14.4	10.1	5.1	17.9	7.7	10.8	6.3	8.1	9.9	8.8	11.3

Table 132: Full Time STEMM P&S Staff Leavers by Gender and Staff Category (Headcount and %)

STEMM Professional and Support Staff - Full-Time -
% Leavers based on Headcount
2009 - 2018

%	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	10.1	5.1	17.9	7.7	10.8	6.3	8.1	9.9	8.8	11.3
FEMALE	9.6	6.6	28.6	9.9	6.0	20.5	17.2	15.7	15.2	14.4
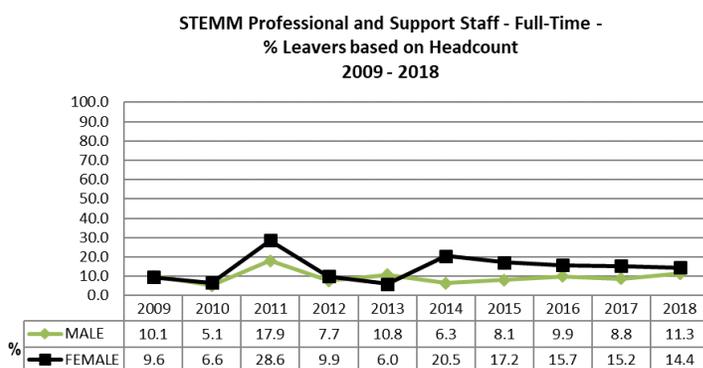
Figure 169

Few ALC staff left (13F/15M) (Table132). S&C female turnover is relatively low except during 2011 (restructuring) and 2014 (REF). Technical staff turnover is directly linked to FTCs (Section 4.1) (**SAP3.0**). Resignation (which can include 'end of contract') accounts for most turnover (**SAP3.4**) (Table133).

Leaving Reasons 2014-18	FEMALE	MALE	TOTAL	% FEMALE	% MALE	% of TOTAL
Resignation	86	47	133	65	35	66
Redundancy	21	11	32	66	34	16
End of Contract	1	1	2	50	50	1
Retirement	6	3	9	67	33	4
Other	23	4	27	85	15	13
TOTAL	137	66	203	67	33	100

Table 133: Full Time P&S STEMM Staff, Leaving Reasons from HR Data (Numbers and %)

Numbers of Leavers – Part Time STEMM Staff

STEMM Professional and Support Staff Leavers by Gender and Staff Category																					
LEAVERS		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
PART-TIME																					
Administrative, Library & Computing	ALC	-	3	3	1	-	2	1	-	2	-	1	-	2	-	-	-	2	-	1	2
Secretarial & Clerical	SC	16	8	17	4	4	6	9	9	8	9	6	-	-	-	2	1	-	-	2	1
Campus Services	CS	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Technical	TC	4	1	5	2	2	3	3	3	2	5	1	-	3	1	2	3	2	-	4	6
PART-TIME TOTAL		20	12	25	7	6	12	13	12	12	14	8	0	5	1	4	4	4	0	7	9
Employees		106	110	88	78	69	81	91	97	99	119	13	9	13	10	14	14	19	19	21	24
% UEA Leavers		18.9	10.9	28.4	9.0	8.7	14.8	14.3	12.4	12.1	11.8	61.5	0.0	38.5	10.0	28.6	28.6	21.1	0.0	33.3	37.5

Table 134: Part Time STEMM P&S Staff, Leaving Reasons from HR Data, by Gender and Staff Category (Headcount and %)

STEMM Professional and Support Staff - Part-Time - % Leavers based on Headcount 2009 - 2018

%	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	61.5	0.0	38.5	10.0	28.6	28.6	21.1	0.0	33.3	37.5
FEMALE	18.9	10.9	28.4	9.0	8.7	14.8	14.3	12.0	12.1	11.8
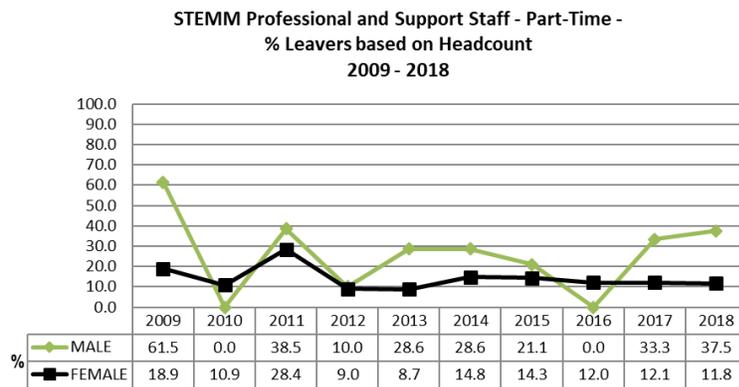
Figure 170

FT/PT F-S&C posts show highest turnover (Tables132/134). Table133 includes PT staff and the main reasons for leaving (from HR records).

STEMM Professional and Support Staff - Full/Part-Time - % Leavers based on Headcount 2009 - 2018

%	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	17.4	4.6	21.3	8.0	13.9	10.4	10.8	8.0	13.4	16.2
FEMALE	13.7	8.5	28.5	9.4	7.2	17.8	15.8	14.0	13.6	13.0

Figure 171
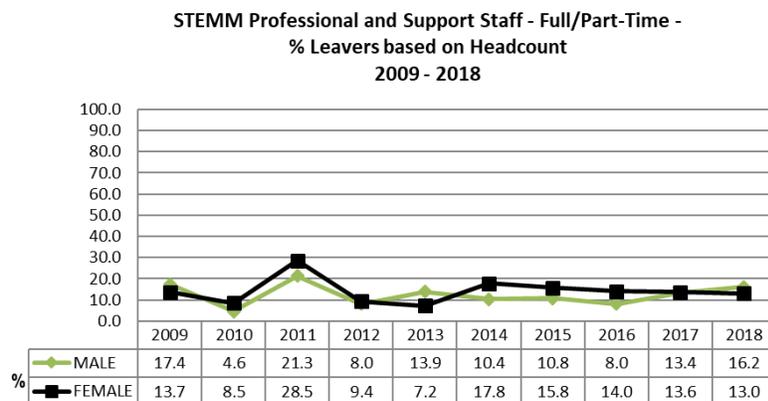
	% LEAVERS		EMPLOYEES		LEAVERS	
STEMM Professional and Support Staff Overall Leavers						
FULL-TIME	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	9.6	10.1	135	79	13	8
2010	6.6	5.1	136	78	9	4
2011	28.6	17.9	84	67	24	12
2012	9.9	7.7	71	65	7	5
2013	6.0	10.8	84	65	5	7
2014	20.5	6.3	88	63	18	4
2015	17.2	8.1	93	74	16	6
2016	15.7	9.9	89	81	14	8
2017	15.2	8.8	92	91	14	8
2018	14.4	11.3	97	106	14	12
PART TIME						
2009	18.9	61.5	106	13	20	8
2010	10.9	0.0	110	9	12	0
2011	28.4	38.5	88	13	25	5
2012	9.0	10.0	78	10	7	1
2013	8.7	28.6	69	14	6	4
2014	14.8	28.6	81	14	12	4
2015	14.3	21.1	91	19	13	4
2016	12.0	0.0	97	19	12	0
2017	12.1	33.3	99	21	12	7
2018	11.8	37.5	119	24	14	9

All STEMM Staff Headcount and Leavers by Gender						
	% LEAVERS		EMPLOYEES		LEAVERS	
YEAR	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	13.7	17.4	241	92	33	16
2010	8.5	4.6	246	87	21	4
2011	28.5	21.3	172	80	49	17
2012	9.4	8.0	149	75	14	6
2013	7.2	13.9	153	79	11	11
2014	17.8	10.4	169	77	30	8
2015	15.8	10.8	184	93	29	10
2016	14.0	8.0	186	100	26	8
2017	13.6	13.4	191	112	26	15
2018	13.0	16.2	216	130	28	21

Table 135 & 136: STEMM P&S Full and Part Time Leavers by Gender (Headcount and %)

AHSSBL

Numbers of Leavers – Full Time AHSSBL Staff

AHSSBL Professional and Support Staff Leavers by Gender and Staff Category																					
LEAVERS		FEMALE										MALE									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
FULL-TIME																					
Administrative, Library & Computing	ALC	3	1	1	-	3	-	2	-	1	2	1	1	3	1	1	-	-	-	-	-
Secretarial & Clerical	SC	5	12	12	4	4	3	5	5	8	4	1	3	2	2	-	1	2	4	-	2
Technical	TC	-	1	2	-	1	1	1	-	-	-	-	-	2	-	-	-	-	-	-	-
FULL-TIME TOTAL		**8**	**14**	**15**	**4**	**8**	**4**	**8**	**5**	**9**	**6**	**2**	**4**	**7**	**3**	**1**	**1**	**2**	**4**	**0**	**2**
Employees		109	111	53	49	53	51	52	57	64	62	45	47	20	14	13	17	19	21	21	31
% UEA Leavers		7.3	12.6	28.3	8.2	15.1	7.8	15.4	8.8	14.1	9.7	4.4	8.5	35.0	21.4	7.7	5.9	10.5	19.0	0.0	6.5

Table 137: Full Time AHSSBL P&S Staff Leavers by Gender and Staff Category (Headcount and %)

AHSSBL Professional and Support Staff - Full-Time -
% Leavers based on Headcount
2009 - 2018

%	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	4.4	8.5	35.0	21.4	7.7	5.9	10.5	19.0	0.0	6.5
FEMALE	7.3	12.6	28.3	8.2	15.1	7.8	15.4	8.8	14.1	9.7
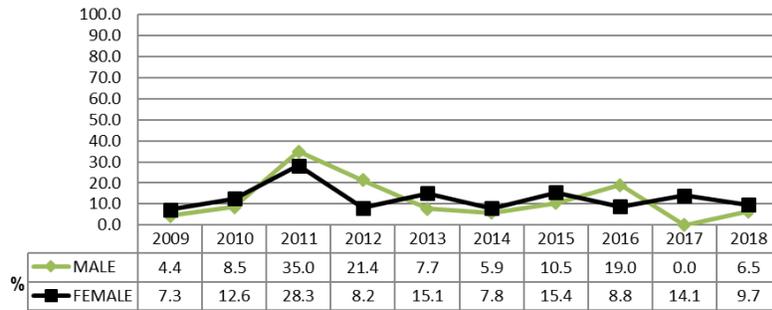
Figure 172

FT-ALC F/M turnover (Table137) has been relatively low (2013-18). Rates of F/M S&C leavers vary, reaching 25% (F&M), reflecting use of FTCs for short-term cover. (Section 5/**SAP3.0**). Technical staff turnover is very low.

Numbers of Leavers – Part Time AHSSBL Staff

AHSSBL Professional and Support Staff Leavers by Gender and Staff Category																						
LEAVERS		**FEMALE**										**MALE**									
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
PART-TIME																						
Administrative, Library & Computing	ALC	1	-	-	2	1	-	5	5	1	-	-	-	1	-	-	2	-	-	-	1
Secretarial & Clerical	SC	5	6	11	8	4	11	9	7	9	17	-	-	2	1	4	1	2	-	3	1
Technical	TC	1	-	1	-	-	-	-	-	1	1	-	-	-	-	-	1	-	-	-	-
PART-TIME TOTAL		**7**	**6**	**12**	**10**	**5**	**11**	**14**	**12**	**11**	**18**	**0**	**0**	**3**	**1**	**4**	**4**	**2**	**0**	**3**	**2**
Employees		53	63	48	40	40	57	63	71	59	79	5	9	11	10	13	12	11	10	12	8
% UEA Leavers		13.2	9.5	25.0	25.0	12.5	19.3	22.2	16.9	18.6	22.8	0.0	0.0	27.3	10.0	30.8	33.3	18.2	0.0	25.0	25.0

Table 138: Part Time AHSSBL P&S Staff Leavers by Gender and Staff Category (Headcount and %)

AHSSBL Professional and Support Staff - Part-Time -
% Leavers based on Headcount
2009 - 2018

%	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	0.0	0.0	27.3	10.0	30.8	33.3	18.2	0.0	25.0	25.0
FEMALE	13.2	9.5	25.0	25.0	12.5	19.3	22.2	17.0	18.6	22.8
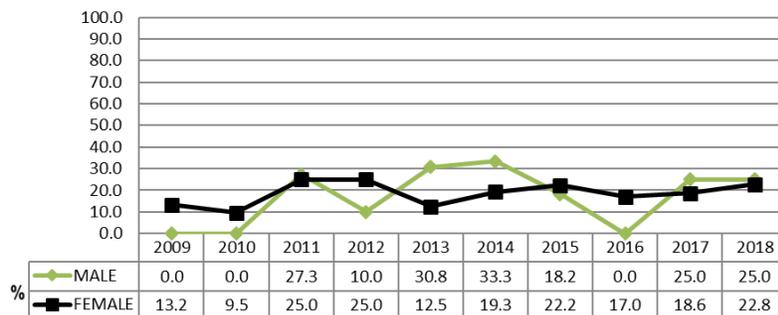
Figure 173

Leaving Reasons 2014-18	FEMALE	MALE	TOTAL	% FEMALE	% MALE	% of TOTAL
Resignation	65	13	78	83	17	70
Redundancy	10	1	11	91	9	10
End of Contract	0	0	0	0	0	0
Retirement	4	0	4	100	0	4
Other	14	4	18	78	22	16
TOTAL	**93**	**18**	**111**	**84**	**16**	**100**

Table 139: Part Time AHSSBL P&S Staff Leavers, Reasons from HR Data (Numbers and %)

Most PT-P&S staff are women employed in S&C roles. Turnover is regularly ~a third of these roles, largely due to use of FTCs (Table138). HR-coded leaving reasons do not show detail (Table 139). We will revise codes to improve quality of leaver data (**SAP3.0/SAP2.3**). Few men are PT in any job category; any leaver creates a large impact (Table 140-41/Fig167a/Fig.173).

AHSSBL Professional and Support Staff Overall Leavers					
	% LEAVERS		EMPLOYEES		LEAVERS
FULL-TIME	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	7.3	4.4	109	45	8	2
2010	12.6	8.5	111	47	14	4
2011	28.3	35.0	53	20	15	7
2012	8.2	21.4	49	14	4	3
2013	15.1	7.7	53	13	8	1
2014	7.8	5.9	51	17	4	1
2015	15.4	10.5	52	19	8	2
2016	8.8	19.0	57	21	5	4
2017	14.1	0.0	64	21	9	0
2018	9.7	6.5	62	31	6	2
PART TIME						
2009	13.2	0.0	53	5	7	0
2010	9.5	0.0	63	9	6	0
2011	25.0	27.3	48	11	12	3
2012	25.0	10.0	40	10	10	1
2013	12.5	30.8	40	13	5	4
2014	19.3	33.3	57	12	11	4
2015	22.2	18.2	63	11	14	2
2016	17.0	0.0	71	10	12	0
2017	18.6	25.0	59	12	11	3
2018	22.8	25.0	79	8	18	2

All AHSSBL Staff Headcount and Leavers by Gender					
	% LEAVERS		EMPLOYEES		LEAVERS
YEAR	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
2009	9.3	4.0	162	50	15	2
2010	11.5	7.1	174	56	20	4
2011	26.7	32.3	101	31	27	10
2012	15.7	16.7	89	24	14	4
2013	14.0	19.2	93	26	13	5
2014	13.9	17.2	108	29	15	5
2015	19.1	13.3	115	30	22	4
2016	14.0	15.0	125	27	17	4
2017	16.3	9.1	123	33	20	3
2018	17.0	10.3	141	39	24	4

Tables 140 and 141: Full and Part Time AHSSBL P&S Staff Leavers (Headcount and %)

AHSSBL Professional and Support Staff - Full/Part-Time -
% Leavers based on Headcount
2009 - 2018

%	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	4.0	7.1	32.3	16.7	19.2	17.2	13.3	15.0	9.1	10.3
FEMALE	9.3	11.5	26.7	15.7	14.0	13.9	19.1	14.0	16.3	17.0
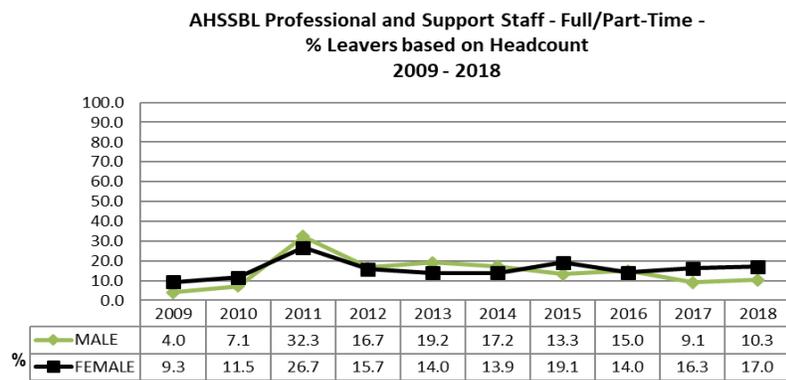
Figure 174

4. SUPPORTING AND ADVANCING WOMEN'S CAREERS

4.1 Key career transition points: academic staff

(i) Recruitment

Since 2012 (UEA-Bronze) 40% total academic applications comprised women (Fig.175), (up to 5% lower in previous years). Female applicants consistently received a higher proportion of offers. There is slightly higher attrition of women than men in acceptance of offers over the period shown (F4%/M1%, Figs.176-177).

Staff Applications by Gender
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
UNKNOWN	332	353	378	357	219	130	108	155	47	0
MALE	2,454	2,323	2,834	2,117	1,531	1,777	1,882	2,197	1,614	2,001
FEMALE	1,475	1,479	1,791	1,557	1,186	1,148	1,308	1,460	1,137	1,367
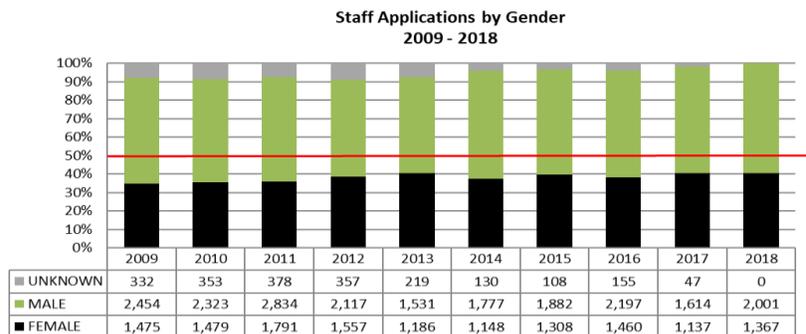
Figure 175: Combined ATR/ATS/RA

Staff Offers Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
UNKNOWN	1%	1%	2%	1%	1%	0%	1%	0%	0%	0%
MALE	6%	5%	5%	6%	7%	6%	6%	6%	5%	3%
FEMALE	7%	9%	7%	8%	8%	10%	11%	8%	7%	7%

Figure 176

Staff Acceptances Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	5%	5%	5%	6%	7%	6%	6%	6%	5%	3%
FEMALE	7%	8%	6%	7%	8%	10%	10%	8%	7%	7%
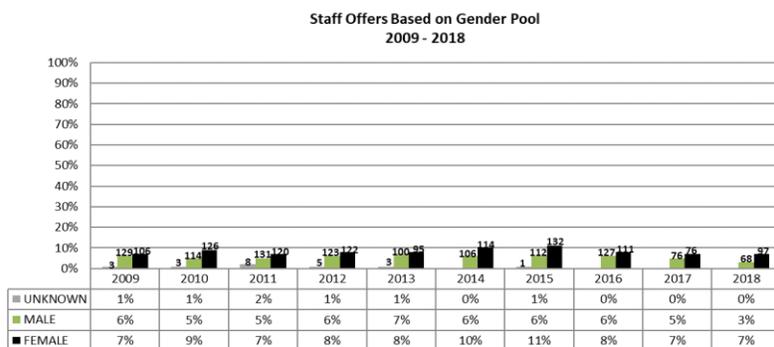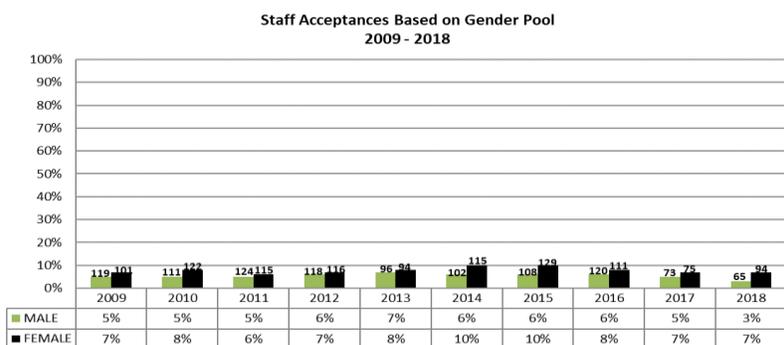
Figure 177

F-ATR applications have varied: 28-36%. Women are, proportionately, often more successful than men (range: 3-6%F/3-4%M) although this can still mean fewer women than men appointed (Fig.180). There is lower attrition between offer/acceptance for women (-13) than men (-32) **SAP4.0**

ATR Staff Applications by Gender
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ UNKNOWN	220	172	179	198	79	50	61	99	11	0
■ MALE	1,334	993	1,118	1,101	615	785	1,084	1,539	820	1,219
■ FEMALE	683	438	518	640	293	321	658	811	380	639

Figure 178

ATR Staff Offers Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ UNKNOWN	1%	0%	1%	1%	3%	0%	2%	0%	0%	0%
■ MALE	4%	4%	4%	4%	3%	4%	4%	3%	3%	2%
■ FEMALE	5%	6%	4%	5%	4%	6%	6%	3%	3%	3%

Figure 179

ATR Staff Acceptances Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ MALE	3%	3%	4%	4%	3%	4%	4%	3%	3%	2%
■ FEMALE	4%	6%	4%	5%	4%	6%	6%	3%	3%	3%

Figure 180

F-ATS applications improved (2012-2018) to ~50% (Fig.181). Since 2012 female attrition has been low (1F, 2018) between offer/acceptance (cf.-5M) (Figs.182-183).

101

ATS Staff Applications by Gender
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ UNKNOWN	60	109	154	86	42	25	23	23	10	0
■ MALE	655	746	1,271	600	346	333	362	235	292	474
■ FEMALE	403	520	846	445	341	329	297	233	300	401
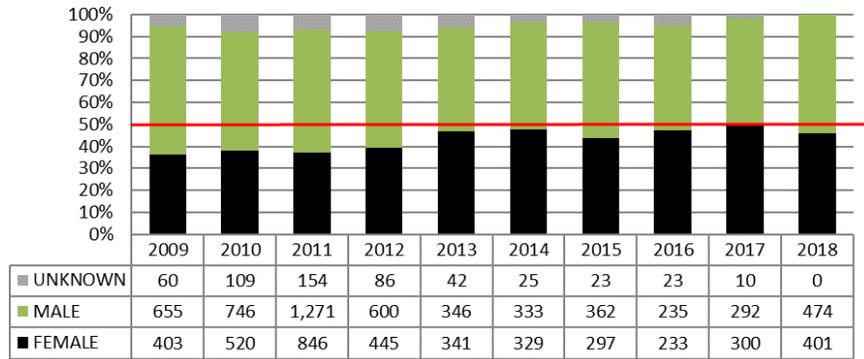
Figure 181

ATS Staff Offers Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ UNKNOWN	0%	2%	0%	1%	0%	0%	0%	0%	0%	0%
■ MALE	5%	5%	4%	5%	7%	6%	7%	10%	6%	5%
■ FEMALE	7%	9%	6%	9%	7%	12%	9%	14%	8%	8%
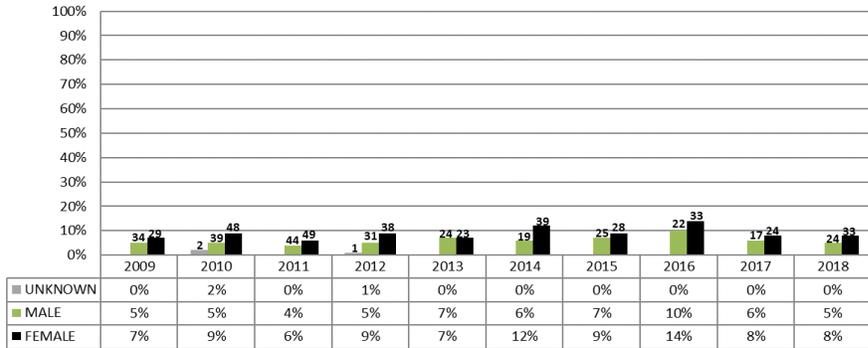
Figure 182

ATS Staff Acceptances Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ MALE	5%	5%	3%	5%	7%	6%	6%	9%	6%	5%
■ FEMALE	7%	9%	5%	8%	7%	12%	9%	14%	8%	8%
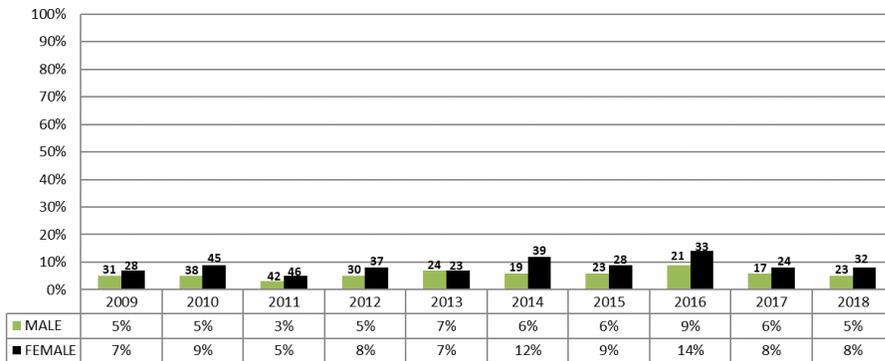
Figure 183

F-RA applicants (Fig.184) increased: 41%-51% (2014-18).   In 7/10 years a higher percentage of women received offers.   Attrition between offer/acceptance is lower for women (1f/6m) (Figs.185-186).

Researcher (RA) Staff Applications by Gender
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ UNKNOWN	52	72	45	73	98	55	24	33	26	0
■ MALE	465	584	445	416	570	659	436	423	502	319
■ FEMALE	389	521	427	472	552	498	353	416	457	333
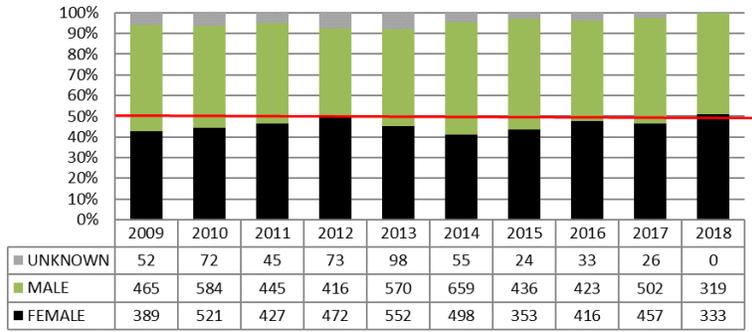
Figure 184

Researcher (RA) Offers Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ UNKNOWN	2%	1%	4%	4%	1%	0%	0%	0%	0%	0%
■ MALE	9%	7%	9%	11%	10%	9%	11%	13%	7%	6%
■ FEMALE	12%	10%	11%	11%	10%	11%	18%	12%	9%	13%
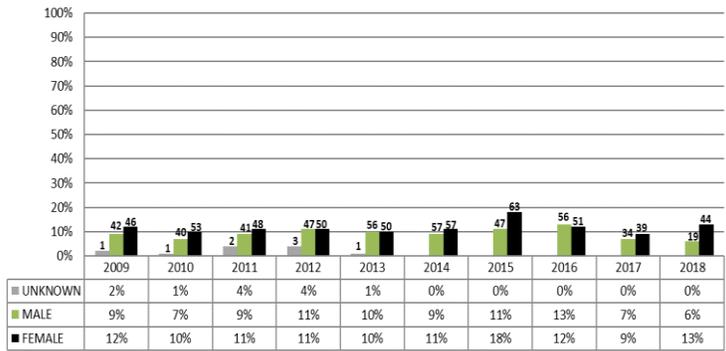
Figure 185

Researcher (RA) Acceptances Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ MALE	9%	7%	9%	11%	10%	9%	11%	13%	7%	6%
■ FEMALE	12%	10%	11%	10%	11%	11%	18%	12%	9%	13%

Figure 186

103
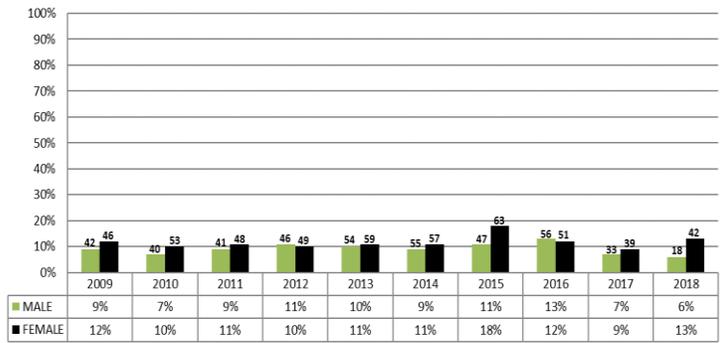
Academic, Teaching & Research (ATR) Recruitment Summary Table (2017-2018)									
		Applications		Shortlisting		Offers		Acceptances	
	Year	No.	%	No.	%	No.	%	No.	%
FEMALE	2017	380	32	28	7	13	3	12	3
	2018	633	34	69	11	20	3	20	3
TOTAL		1,013	33	97	10	33	3	32	3
MALE	2017	820	68	69	8	25	3	23	3
	2018	1,208	66	101	8	25	2	24	2
TOTAL		2,028	67	170	8	50	2	47	2

Table 142: Recruitment, ATR, by Gender, 2017-18 (Headcount and %)

Academic, Teaching & Scholarship (ATS) Recruitment Summary Table (2017-2018)									
		Applications		Shortlisting		Offers		Acceptances	
	Year	No.	%	No.	%	No.	%	No.	%
FEMALE	2017	300	53	78	26	24	8	24	8
	2018	401	46	58	14	33	8	32	8
TOTAL		701	49	136	19	57	8	56	8
MALE	2017	262	47	41	16	17	6	17	6
	2018	474	54	53	11	24	5	23	5
TOTAL		736	51	94	13	41	6	40	5

Table 143: Recruitment, ATS, by Gender, 2017-2018 (Headcount and %)

Research Associate (RA) Recruitment Summary Table (2017-2018)									
		Applications		Shortlisting		Offers		Acceptances	
	Year	No.	%	No.	%	No.	%	No.	%
FEMALE	2017	457	48	109	24	39	9	39	9
	2018	333	51	106	32	44	13	42	13
TOTAL		790	49	215	27	83	11	81	10
MALE	2017	502	52	102	20	34	7	33	7
	2018	319	49	62	19	19	6	18	6
TOTAL		821	51	164	20	53	6	51	6

Table 144: Recruitment, RA, by Gender, 2017-2018 (Headcount and %)

Overall (ATR, ATS, RA) Recruitment Summary Table (2017-2018)									
		Applications		Shortlisting		Offers		Acceptances	
	Year	No.	%	No.	%	No.	%	No.	%
FEMALE	2017	1,137	42	215	19	76	7	75	7
	2018	1,367	41	233	17	97	7	94	7
TOTAL		2,504	41	448	18	173	7	169	7
MALE	2017	1,584	58	212	13	76	5	73	5
	2018	2,001	59	216	11	68	3	65	3
TOTAL		3,585	59	428	12	144	4	138	4

Table 145: Recruitment, ATR, ATS and RA combined, by Gender, 2017-2018 (Headcount and %)

NB. SHORTLISTING DATA NOT ROBUST BEFORE 2017 (BRAP10); TABLES ABOVE SHOW 2017-18.

Participation in AS has had a **wide impact on recruitment practice as all of the following have been introduced, contributing to considerable improvement in our female staff demographic (Figs.12-16, pp22,23)**:

- recruitment advertisements reviewed by HR for gender-neutral wording;
- AS logos/inclusion riders used where appropriate/lawful to widen recruitment.
- Further particulars/job descriptions reviewed for inclusivity; now include links to School/University Equality/HR policy webpages; choice of male/female contacts.
- Schools holding AS awards have AS page in recruitment material.
- Recruitment materials contain family-friendly information/policies (**BRAP11**).
- Interview panels are gender-inclusive, routinely checked by HR; Chairs must review Panels where/if inclusivity appears overlooked. Skype/video-conferencing used where candidates unable to attend.
- All panellists complete mandatory online training: Recruitment (introduced 2013), E&D (2014).
- HRMs/high number academics have attended UUB training, including ET/ETP and all key REF2021 decision-makers (who also participate in recruitment). UEA will improve recruitment training-module by ensuring comprehensive section on UUB is included (**SAP3.8**).
- Several Schools/central EDO are trialling 'bias interrupters' (based on UB research (Prof.P.Devine, Wisconsin-Madison)) during recruitment. (Panellists receive information about UB/its effects pre-interview. Before starting interviews, the Chair prompts panellists to think about UB and emphasises inclusivity). Impact is hard to extract against other initiatives, but intention is to eventually include this in every recruitment exercise (**SAP4.0**).
- ATR/ATS/ALC staff reference requests include UB information for referees (since 2018) which will be extended to all staff groups (2019) (**SAP3.8**).

Attracting a higher proportion of female applicants remains a major challenge (**SAP2.1**). This is particularly acute for ATR/ATS Professors (Figs.187-191).

UEA will review/refine ATR/professorial recruitment material; where gender proportions of applicants are below the discipline's sector benchmark, positions will be re-advertised/passed to Search Committees **SAP4.0**.

Recruitment by Grade:

Professor (ATS) Staff Applications by Gender
2009 - 2018

	2009	2011	2012	2014	2018
■ UNKNOWN	0	3	0	1	0
■ MALE	12	16	0	3	10
■ FEMALE	11	6	1	0	1

Figure 187

Professor (ATS) Offers & Acceptances Based on Gender Pool
2009 - 2018

	2009	2011	2012	2014	2018
■ MALE	17%	19%	0%	33%	20%
■ FEMALE	0%	0%	100%	0%	0%

Figure 188

Professor (ATR) Staff Applications by Gender
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ UNKNOWN	10	16	27	22	16	5	14	8	2	0
■ MALE	59	52	129	106	78	99	101	105	54	56
■ FEMALE	23	23	35	49	13	28	43	20	11	16

Figure 189

Professor (ATR) Offers Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ UNKNOWN	0%	0%	15%	5%	0%	0%	7%	0%	0%	0%
■ MALE	7%	13%	9%	7%	4%	5%	9%	5%	4%	2%
■ FEMALE	13%	9%	14%	10%	15%	11%	7%	5%	18%	25%

Figure 190

Professor (ATR) Acceptances Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ MALE	6%	12%	9%	7%	2%	5%	9%	5%	2%	2%
■ FEMALE	13%	9%	14%	9%	15%	11%	5%	5%	9%	25%
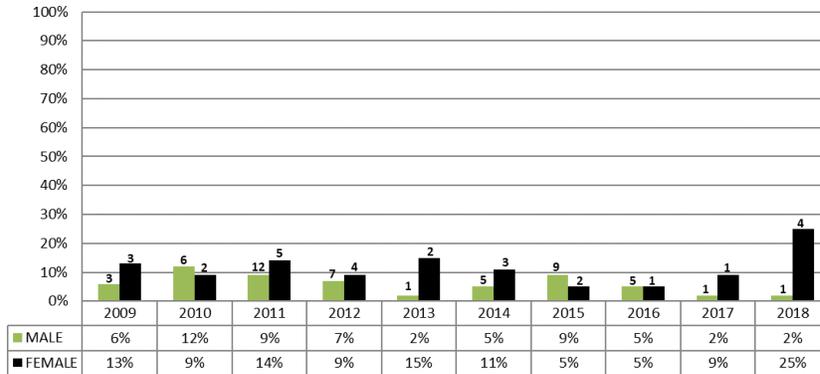
Figure 191

Senior Lecturer (ATR) Staff Applications by Gender
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ UNKNOWN	20	8	21	12	11	7	13	4	6	0
■ MALE	172	47	205	44	55	72	301	48	269	17
■ FEMALE	81	19	81	33	37	23	151	42	120	9
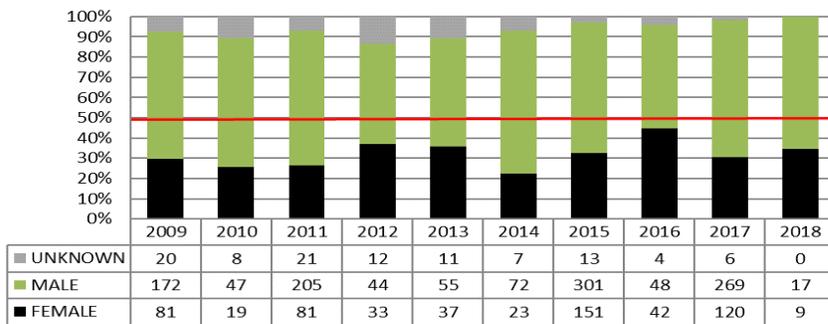
Figure 192

Senior Lecturer (ATR) Offers Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ UNKNOWN	5%	0%	0%	0%	0%	0%	0%	0%	0%	0%
■ MALE	5%	9%	5%	10%	5%	11%	3%	8%	0%	12%
■ FEMALE	7%	11%	7%	12%	5%	4%	5%	7%	2%	0%
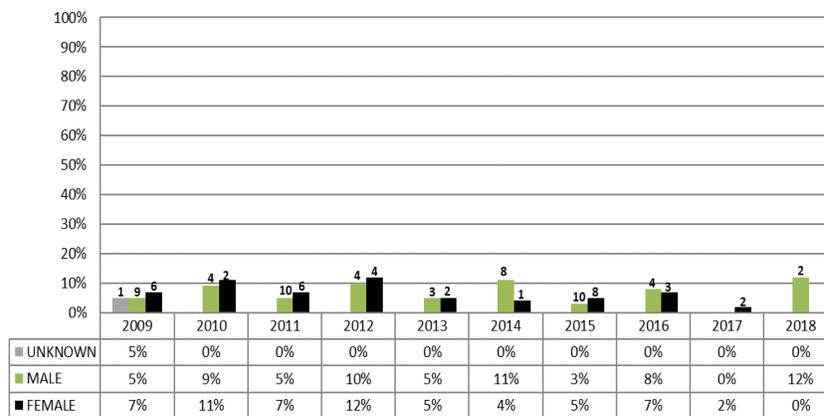
Figure 193

Senior Lecturer (ATR) Acceptances Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	4%	9%	2%	7%	5%	11%	3%	8%	0%	6%
FEMALE	5%	6%	7%	10%	5%	4%	4%	7%	2%	0%
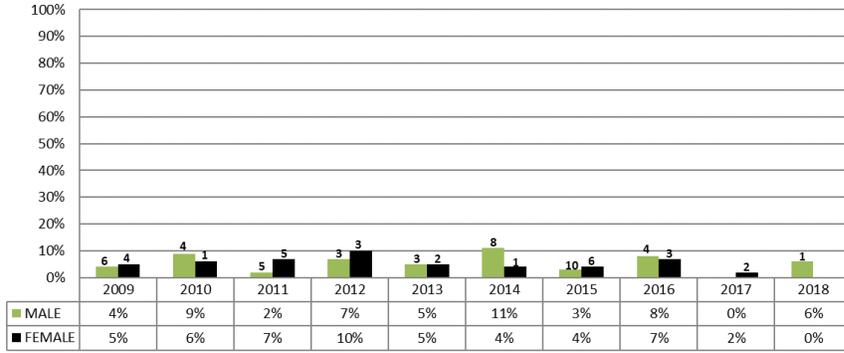
Figure 194

Senior Lecturer (ATS) Staff Applications by Gender
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
UNKNOWN	3	0	7	6	0	0	6	1	0	0
MALE	20	3	67	26	12	7	59	52	22	27
FEMALE	9	3	22	13	11	16	27	31	9	14
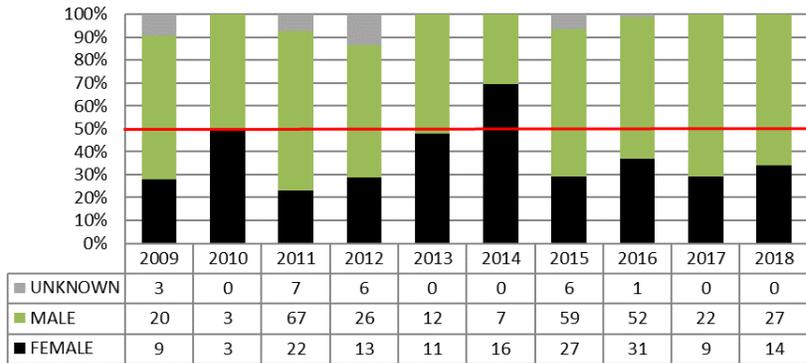
Figure 195

Senior Lecturer (ATS) Offers Based on Gender Pool
2009 - 2018
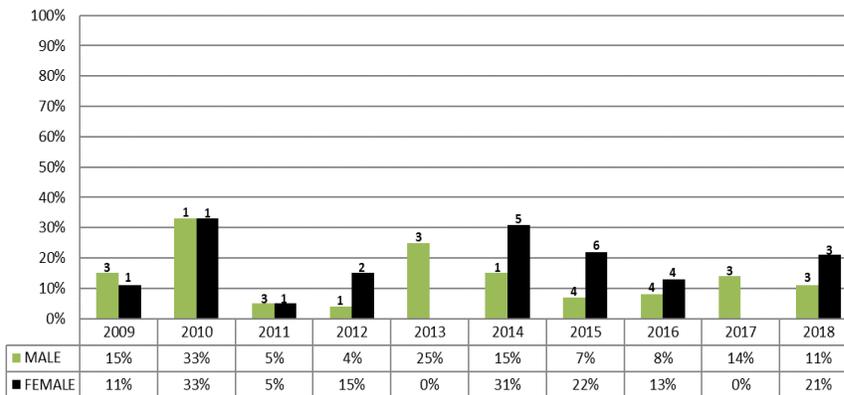
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	15%	33%	5%	4%	25%	15%	7%	8%	14%	11%
FEMALE	11%	33%	5%	15%	0%	31%	22%	13%	0%	21%

Figure 196

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Senior Lecturer (ATS) Acceptances Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ MALE	15%	33%	5%	4%	25%	15%	6%	8%	14%	11%
■ FEMALE	11%	33%	5%	15%	0%	31%	22%	13%	0%	21%
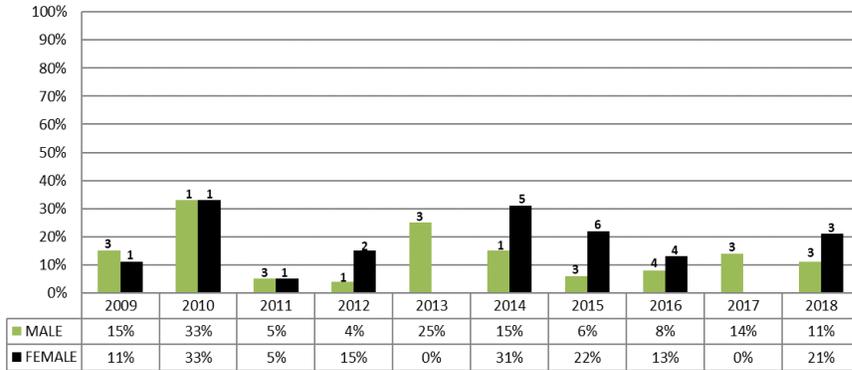
Figure 197

Lecturer (ATR) Staff Applications by Gender
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ UNKNOWN	190	148	131	164	52	38	34	87	3	0
■ MALE	1,100	894	783	951	482	613	682	1,386	497	1,135
■ FEMALE	578	395	402	558	243	270	464	746	249	608
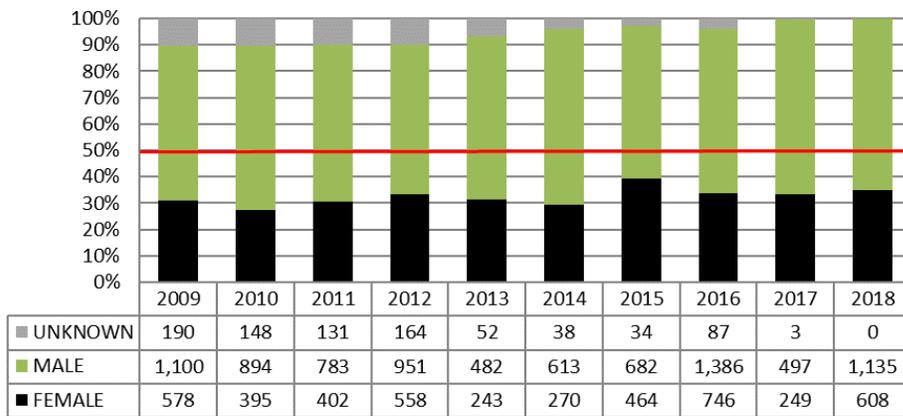
Figure 198

Lecturer (ATR) Offers Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ UNKNOWN	1%	0%	1%	0%	4%	0%	0%	0%	0%	0%
■ MALE	4%	3%	4%	4%	3%	3%	4%	3%	5%	2%
■ FEMALE	4%	6%	3%	5%	4%	6%	7%	3%	4%	3%

Figure 199

109

Lecturer (ATR) Acceptances Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	4%	3%	4%	4%	3%	3%	3%	3%	4%	2%
FEMALE	4%	6%	3%	4%	4%	6%	7%	3%	4%	3%
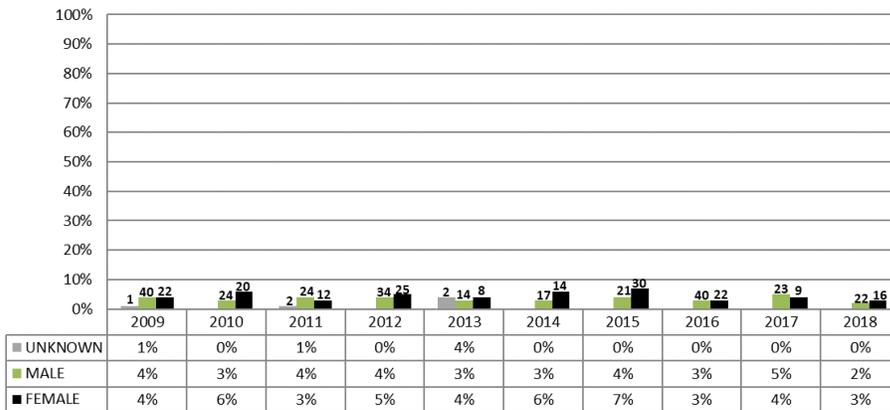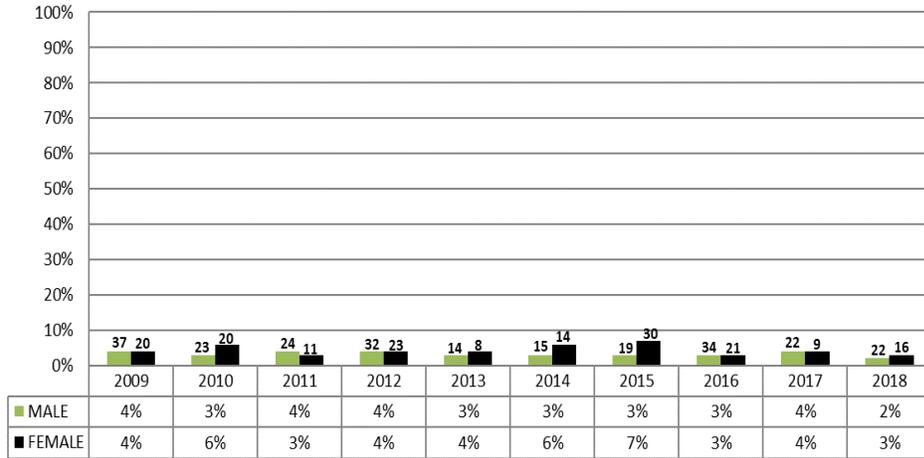
Figure 200

Lecturer (ATS) Staff Applications by Gender
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
UNKNOWN	57	109	144	80	42	24	17	22	10	0
MALE	621	743	1,188	574	334	323	303	183	270	437
FEMALE	380	517	818	431	330	313	270	202	291	386
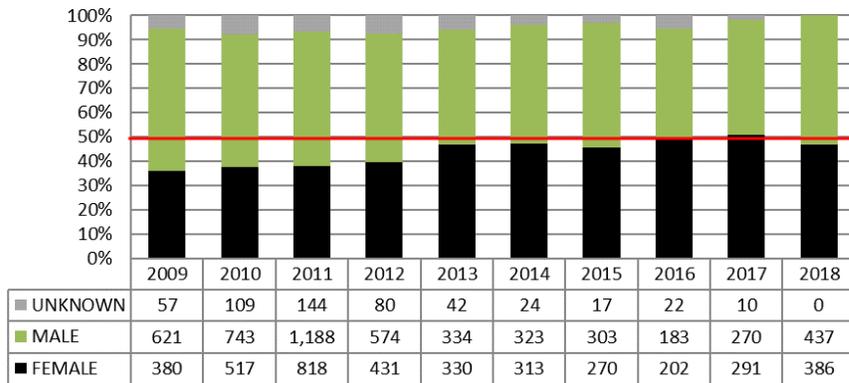
Figure 201

Lecturer (ATS) Offers Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
UNKNOWN	0%	2%	0%	1%	0%	0%	0%	0%	0%	0%
MALE	5%	5%	3%	5%	7%	6%	7%	10%	5%	4%
FEMALE	8%	10%	6%	8%	7%	11%	9%	14%	8%	8%
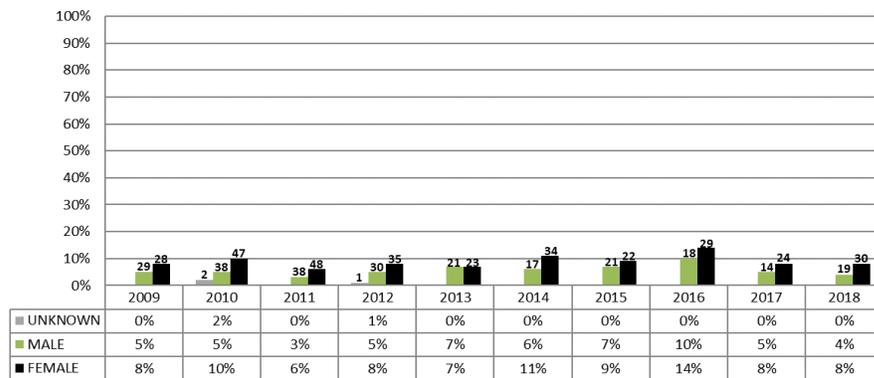
Figure 202

Lecturer (ATS) Acceptances Based on Gender Pool
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ MALE	5%	5%	3%	6%	7%	6%	7%	10%	5%	4%
■ FEMALE	7%	9%	6%	8%	7%	11%	9%	14%	8%	8%

(Bar chart data labels: 2009: 27/26; 2010: 37/44; 2011: 36/45; 2012: 29/34; 2013: 21/23; 2014: 17/34; 2015: 20/22; 2016: 17/29; 2017: 14/24; 2018: 18/29)
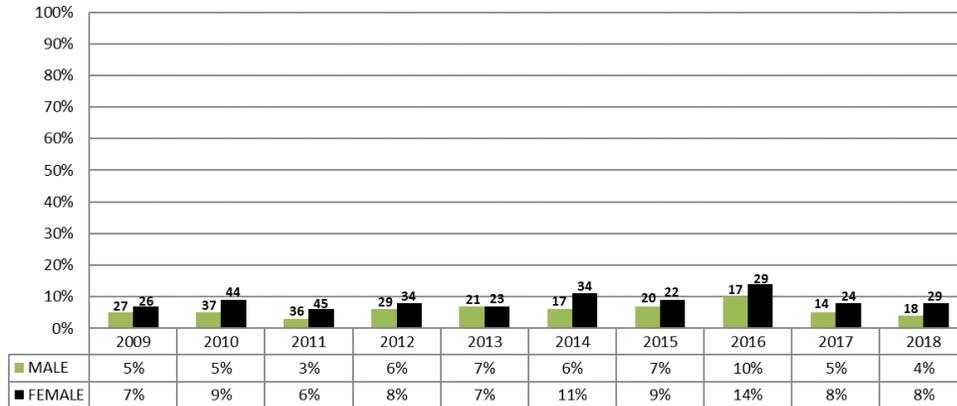
Figure 203

NB. SHORTL203ISTING DATA NOT ROBUST BEFORE 2017, SO NOT INCLUDED IN GRAPHS ABOVE (ROBUST SINCE 2017: BRAP10).

(ii) Induction

New employees receive an information pack and on-line Induction module (completion rates shown pp127/140); information includes local nursery provision, Baby Change and Feeding Room (BCFR) and signposts to family-friendly policies. A half-day delivered induction (3xp.a.) includes VC's welcome and information about ResNet, Staff Pride/LGBT+ Allies, Access All Areas and the BME Staff Network. New starters must complete mandatory online E&D training within a month. The module was introduced in 2014 and **within 2 years completion reached 97%;** this has been sustained. SS2018 reflects impact: **94% staff believe they have a good understanding of E&D issues (cf. 89% 2016, +5%)**.

All new lecturers undertake the MA-HEP and receive a mentor (female/male mentor can be requested, depending on availability/subject area).
MA-HEP is currently under review to improve provision for new academics, with:
- An enhanced taught programme
- Increased face-to-face teaching
- Enhanced mentoring provision (**SAP3.9**).

Schools/Divisions conduct 'local' inductions. AS consultations in Schools since 2014 revealed Induction was very variable (Table 146):

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Do you feel that the arrangements made and/or your Induction Programme were appropriate?

2014		FEMALE	MALE	PNS	TOTAL
No.	Yes	32	27	10	69
	No	51	46	9	106
	TOTAL	83	73	19	175
%	Yes	38.6	37.0	52.6	39.4
	No	61.4	63.0	47.4	60.6

2018		FEMALE	MALE	PNS	TOTAL
No.	Yes	65	63	12	140
	No	62	35	13	110
	TOTAL	127	98	25	250
%	Yes	51.2	64.3	48.0	56.0
	No	48.8	35.7	52.0	44.0

Table 146: Athena SWAN School Survey responses: Induction, 2014 compared with 2018 (Numbers and %)

Following a pilot in SCI, UEA agreed a standard induction 'model' which all Faculties have adopted, with local variations. New starters and their LM have an Induction Checklist ensuring Welcome information meets a consistent standard.   Many Schools include 'New Starter Welcome' Packs with a small gift. Good induction practice is re-enforced via ASCOG/PSEN/SATs. **Table 146 shows improved perceptions of induction 2014 cf.2018, F+12.6%/M+27.3% impact.**

SS2018 also indicates staff are experiencing improvements: 66%F (**Impact: +13%**)/71%M felt they received effective guidance in their first year **(+8%).** 63% PT staff felt they received effective induction in their current role (SS2016: 47%, **+17%**) **(SAP4.1).**

(iii) Promotion

NB. Application data only recorded in HRD since 2016.

Total Promotion Successes by Gender, Grade and Staff Category:

	APPLICATIONS			SUCCESSES			% SUCCESS		
	2016	**2017**	**2018**	**2016**	**2017**	**2018**	**2016**	**2017**	**2018**
FEMALE	41	46	47	35	41	36	85	89	77
MALE	40	57	43	29	46	36	73	81	84

All Promotion Applications and Successes by Gender

Table 147: All Academic Promotion Applications and Successes, by Gender 2016-2018 (Headcount and %)

Table 148: ATR Promotion, Successful Applications, by Gender and position (Headcount)

Table 149: ATS Promotion, Successful Applications, by Gender and position (Headcount)

FULL-TIME PROMOTIONS ATR	FEMALE						MALE					
	2016 F % apps	2016 %F Success Rate	2017 F % apps	2017 %F Success Rate	2018 F % apps	2018 %F Success Rate	2016 M % apps	2016 %M Success Rate	2017 M % apps	2017 %M Success Rate	2018 M % apps	2018 %M Success Rate
Professor	41	46	9	33	33	30	59	70	71	67	69	70
Reader	0	0	5	40	40	50	100	50	75	60	60	50
Senior Lecturer	22	40	42	31	35	38	78	62	70	69	65	62
Lecturer B	50	43	3	50	0	0	50	100	50	50	100	100
TOTAL	32	37	30	33	33	36	68	64	70	67	67	64

Table 150: ATR Promotion Success Rates, by Gender, 2016 – 2018 (%)

FULL-TIME PROMOTIONS ATS	FEMALE						MALE					
	2016 F % apps	2016 %F Success Rate	2017 F % apps	2017 %F Success Rate	2018 F % apps	2018 %F Success Rate	2016 M % apps	2016 %M Success Rate	2017 M % apps	2017 %M Success Rate	2018 M % apps	2018 %M Success Rate
Professor	67	67	75	67	100	100	33	25	25	33	0	0
Reader	0	0	0	0	100	0	100	100	100	0	0	0
Senior Lecturer	60	69	73	69	50	58	40	44	27	31	50	42
Lecturer B	83	67	67	67	67	50	17	0	0	33	33	50
Lecturer A	50	0	0	0	0	0	50	50	100	0	0	0
TOTAL	64	67	71	68	60	60	36	33	29	32	40	40

Table 151: ATS Promotion Success Rates, by Gender, 2016-2018 (%)

With few exceptions, **more women in FT-ATR/ATS positions have been promoted than pre-2012 levels** (Tables 150/151).   Parity of entry (F/M) into either career path remains a concern. Men dominate FT-ATR positions and a higher proportion gain promotion (Table150)**.** Additionally, men appear to be gaining ground within ATS (Table151) but proportions of women gaining ATR promotion appear static at all levels (Table150).

Addressing this forms a key part of our Silver Action Plan SAP2.1, 3.1.

More women than men in PT-ATS/ATR positions were promoted at all levels (including Professor) during the period shown (Tables154-155).   Information circulated annually explicitly encourages PT-staff applications.

Female promotions have risen (Fig.204); however, ATR/ATS gendered differences remain challenging; women's career development beyond LecB/SL levels is a priority **(SAP3.1).**

Academic & Research Staff Promotion Applications & Successes by Gender 2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	32	22	22	39	45	32	31	29	46	36
FEMALE	13	22	9	22	42	29	22	35	41	36

Figure 204
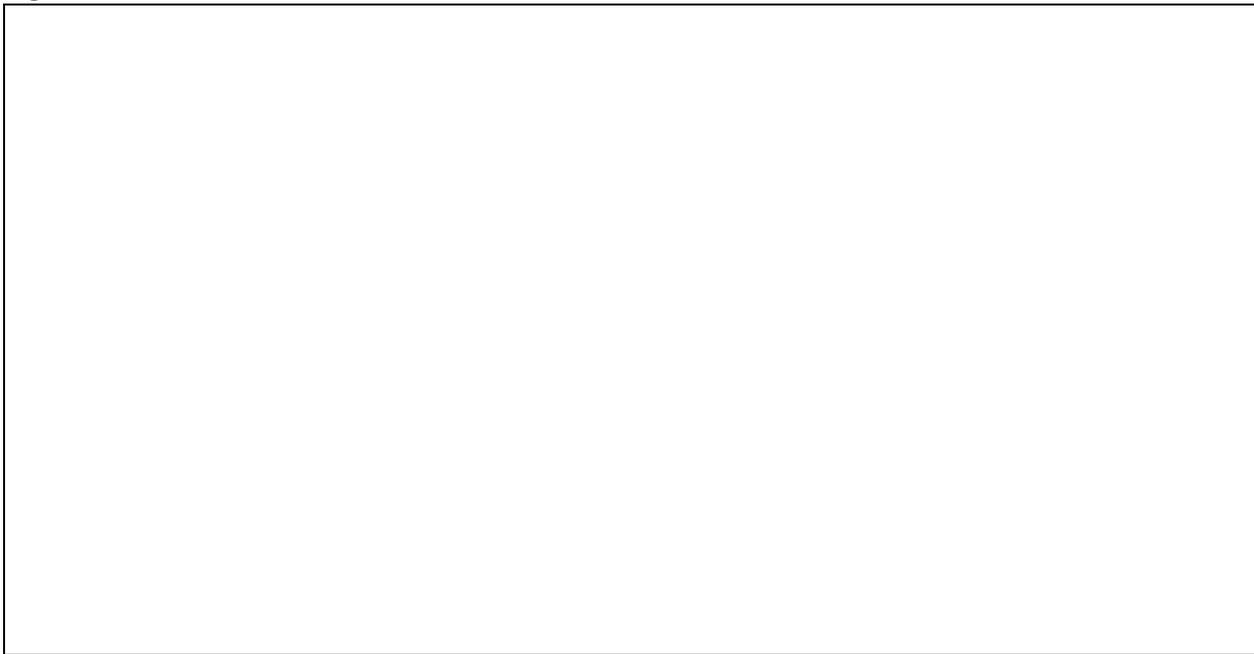
Table 152: Full Time and Part Time RA Promotion, Successful Applications, by Gender, 2009 – 2018 (Headcount)

FULL-TIME PROMOTIONS RA	FEMALE						MALE					
	2016 F % apps	2016 %F Success Rate	2017 F % apps	2017 %F Success Rate	2018 F % apps	2018 %F Success Rate	2016 M % apps	2016 %M Success Rate	2017 M % apps	2017 %M Success Rate	2018 M % apps	2018 %M Success Rate
Researcher (Grade 10)	0	0	0	0	0	0	0	0	100	100	100	100
Researcher (Grade 9)	0	0	0	0	0	0	0	0	0	0	100	100
Researcher (Grade 8)	100	100	50	50	60	67	0	0	50	50	40	33
Researcher (Grade 7)	0	0	0	0	50	50	0	0	100	100	50	50
TOTAL	100	100	25	25	44	43	0	0	75	75	56	57

Table 153: RA Promotion Success Rates by Gender, 2016-2018 (%)

Slightly more male FT&PT-RAs were promoted 2009-2018 (F 6FT/2PT:
M 8FT/3PT, Tables152-153). RAs expressed confusion (AS-Surveys 2014-16) over promotion processes; addressing this, **criteria were clarified (2016) directly impacting promotions (2017: 1F/3M, 2018: 4F/5M, Table 152).**

Table 154: ATR Part Time Promotions, by Gender and position, 2009 – 2018 (Headcount)

Table 155: ATS Part Time Promotions, by Gender and position, 2009 – 2018 (Headcount)

PART-TIME PROMOTIONS ATR	FEMALE						MALE					
	2016 F % apps	2016 %F Success Rate	2017 F % apps	2017 %F Success Rate	2018 F % apps	2018 %F Success Rate	2016 M % apps	2016 %M Success Rate	2017 M % apps	2017 %M Success Rate	2018 M % apps	2018 %M Success Rate
Professor	100	100	0	0	100	0	0	0	100	0	0	0
Reader	0	0	50	50	100	0	0	0	50	50	0	0
Senior Lecturer	100	100	0	0	100	50	0	0	0	0	0	0
TOTAL	100	100	33	50	100	20	0	0	67	50	0	0

Table 156: ATR Part Time Promotion Success Rates, by Gender and position, 2016 – 2018 (%)

PART-TIME PROMOTIONS ATS	FEMALE						MALE					
	2016 F % apps	2016 %F Success Rate	2017 F % apps	2017 %F Success Rate	2018 F % apps	2018 %F Success Rate	2016 M % apps	2016 %M Success Rate	2017 M % apps	2017 %M Success Rate	2018 M % apps	2018 %M Success Rate
Professor	0	0	100	0	0	0	0	0	0	0	0	0
Senior Lecturer	50	50	100	0	75	75	50	50	0	0	25	25
Lecturer B	100	67	67	67	100	100	0	0	33	33	0	0
Lecturer A	100	33	0	0	75	67	0	0	0	0	25	33
TOTAL	89	86	75	75	83	82	11	14	25	25	17	18

Table 157: ATS Part Time Promotion Success Rates, by Gender and position, 2016 – 2018 (%)

Most part-time academics are female. Note: low numbers overall (Tables154-55); women and men perform similarly in PT-ATR and ATS promotions (Tables156/157).

Until 2019 'the Green Book' provided process/criteria for each level of ATR/ATS/RA posts. Annually, the HR Director emails academics, providing relevant guidance/deadlines. Academics can make their case to School, Faculty or University level.

Schools' practice was originally variable; HoSs personally selected academics to apply. However, through AS work, HoSs now put out a general call, encouraging all to consider applying and, offering advice on case-building.

Early STEMM AS-surveys revealed deep discontent (Tables158-159), feedback suggesting processes were hard to satisfy/criteria unclear, particularly for ATS. A thorough review was instigated through a PVC-led Working Group, with a strong focus on feedback received from cross-campus consultation. A draft Academic Progression Handbook/new Framework (APH&F) were produced. Key differences are:

- Greater delineation between criteria for ATR/ATS promotion;

- Reduction in essential criteria for some grades;

- School-level process to be replaced with annual review of all academics to identify best cases;

- Explicit criteria accommodating special circumstances (e.g. adoption/maternity/parental leave, long-term sickness) and part-time roles.

- Recognition of AS work/leadership, administrative and pastoral work.

Drafts were circulated widely for further consultation (2018); the APH&F was approved (2019).

New criteria will be fully disseminated for 2019/20 promotions (**SAP1.2,1.6, 3.1**). Until 2022, academics can choose whether to use Green Book or APH&F criteria; anyone already aiming for progression under Green Book criteria will not be disadvantaged.

Promotion data (including applications) will be monitored annually, disaggregated by gender, disability and ethnicity (**SAP1.0)**.

A number of HR-supported workshops have been run in Faculties to ensure academic and research staff understand promotion criteria and how to build a case **– these helped improve staff engagement with the existing system** (Tables158&159):

AS Survey Question: Do you feel that more support is needed to enable you to engage with the promotions process?

2014		FEMALE	MALE	PNS	TOTAL
No.	Yes	82	54	16	152
	No	54	58	17	129
	TOTAL	136	112	33	281
%	Yes	60.3	48.2	48.5	54.1
	No	39.7	51.8	51.5	45.9

2018		FEMALE	MALE	PNS	TOTAL
No.	**Yes**	48	41	16	105
	No	134	107	32	273
	TOTAL	182	148	48	378
%	**Yes**	26.4	27.7	33.3	27.8
	No	73.6	72.3	66.7	72.2

Tables 158 & 159: AS Survey Responses, Promotions Process, 2014 compared with 2018 (Numbers and %)

Introductory APF&H Workshops will run (**SAP3.1**); perceptions will be reviewed in SS2020 (**SAP1.1**).

RAs have usually been reliant on the extent of external funding for specific research and required to show their role has significantly changed. UEA will investigate the possibility of 'decoupling' RA advancement from external funding, establishing a clear promotion pathway, particularly more supportive of women in early career stages (**SAP4.6**).

(iv)   Staff submitted to the Research Excellence Framework (REF) by gender

UEA	FEMALE			MALE		
	Headcount	Eligible & Submitted	Eligible & Not Submitted	Headcount	Eligible & Submitted	Eligible & Not Submitted
RAE 2008	307	170	137	443	351	92
%	100	55	45	100	79	21
REF 2014	216	148	68	431	330	101
%	100	69	31	100	77	23

RAE 2008 & REF 2014 Data by Gender

Table 160: REF Return Rates, by Gender 2008/2014 (Headcount and %)

Figure 205

STEMM	FEMALE			MALE		
	Headcount	Eligible & Submitted	Eligible & Not Submitted	Headcount	Eligible & Submitted	Eligible & Not Submitted
RAE 2008	171	88	83	233	186	47
%	100	51	49	100	80	20
REF 2014	101	64	37	231	184	47
%	100	64	37	100	80	20

RAE 2008 & REF 2014 Data by Gender

Table 161: STEMM RAE/REF Return Rates, by Gender (Headcount and %)

Figure 206

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AHSSBL	RAE 2008 & REF 2014 Data by Gender					
	FEMALE			MALE		
	Headcount	Eligible & Submitted	Eligible & Not Submitted	Headcount	Eligible & Submitted	Eligible & Not Submitted
RAE 2008	136	82	54	210	165	45
%	100	60	40	100	79	21
REF 2014	115	84	31	200	146	54
%	100	73	27	100	73	27

Table 162: AHSSBL RAE/REF Return Rates by Gender (Headcount and %)
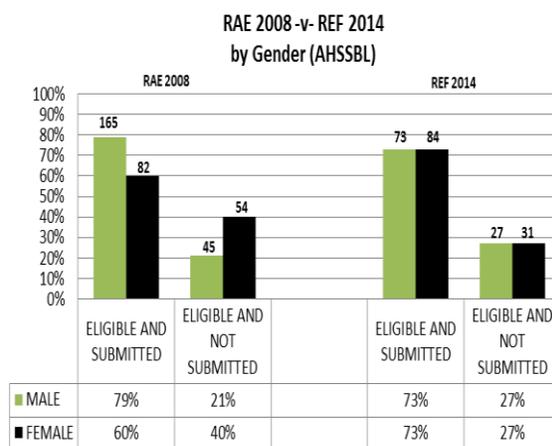
Figure 207

Tables 160-162/Figs.205-207 show fewer eligible women than men were submitted to RAE2008 and REF2014. **However, in REF2014 women submitted were +14% against RAE2008 (cf. m-2%).** The proportion of female-AHBSSL academics submitted was higher (+9%) than in STEMM (same differential as RAE2008). AHBSSL men eligible/submitted dropped (-7% REF2014). Data (Table 138) compare well with national averages: 51%F/67%M selected (HEFCE) cf. 69%F/77%M (UEA).

Underlying reasons for M/F selection rates are complex. Actions from REF2014's EIA-AP (**BRAP4**) have been implemented including:

- dissemination of specific mock/final-EIA results to HoSs,
- subsequent discussions with HoSs/HR/H-E&D and
- the rolling programme of delivered UUB training to all decision-makers in REF2021 (with specific content considering results from the EIA-REF2014).

CSED introduced an 'Effective Research Grant Applications' course developing early career academics' essential, underpinning expertise (uptake: F58% (F 108 headcount)).

An EIA will be carried out on Mock/Final REF2021 exercises; further actions will be developed relative to findings **(SAP3.2).**

4.2 Key Career Transition Points: Professional and Support Staff

(i) Induction

P&S staff have role/team-specific inductions using the same model as Academics (p111). Checklists are provided for managers, enabling consistency.

New starters meet key colleagues and can shadow roles to understand internal team functions as well as wider contexts.

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Staff can also request a mentor to support them. SS2018 showed 70% P&S staff joining in 2017-18, felt they had had an effective induction (F72%/M100%/58%PNTS) cf. 50% of respondents who had held roles for longer.

More women (678F/351M) attended delivered central Inductions 2009-2018 (Table192, p140). The online module is mandatory with completion tracked in CSED. PSEN's first meeting included Induction practice to improve on Divisions' practice. Surveys will continue monitoring impact on individual experience. **SAP3.3, 4.1.**

(ii) Promotion

P&S staff have no promotion in the manner available for academics but can apply for a:

- re-grade
- ex-gratia payment
- special/discretionary payment.

All are annual processes; all-staff reminders of process/deadlines for submission are emailed from the HR-Director. Although SS2016/2018 show high awareness by staff of opportunities to apply, and data show over 50% P&S staff received at least one of the three award-types since 2009, qualitative feedback in P&S-S2017 indicates some confusion in how to build a case and a lack of clarity in how decisions are reached. UEA will improve information and support for P&S staff seeking recognition and feedback to those who try but are unsuccessful **(SAP3.5)**.

REGRADE:

Used where roles have significantly developed/altered. An all-staff email reminder is sent. Managers can nominate staff/individuals may apply.   Application data has not been reliably recorded so is not included below **(SAP3.4).**

76F/62M (full-time) were successfully regraded (2009-18); 20F were regraded in part-time posts but no men. ~201 men were employed in PT-P&S roles 2009-2018 and this requires attention (**SAP3.5).**

Results reflect staff profiles: ALC data are most gender-balanced/S&C results are heavily female-biased/vice versa in Technical roles.

No PT-women were regraded 2017/18 (**SAP3.5**).

Table 163: Full and Part Time Successful P&S Staff Regrades by Gender and Staff Group (Headcount)

<50% successful regrades p.a. except 2013/2017 are women (Fig.208/Table 163). Limited data (2016-18) for unsuccessful applications show 7F/7M.
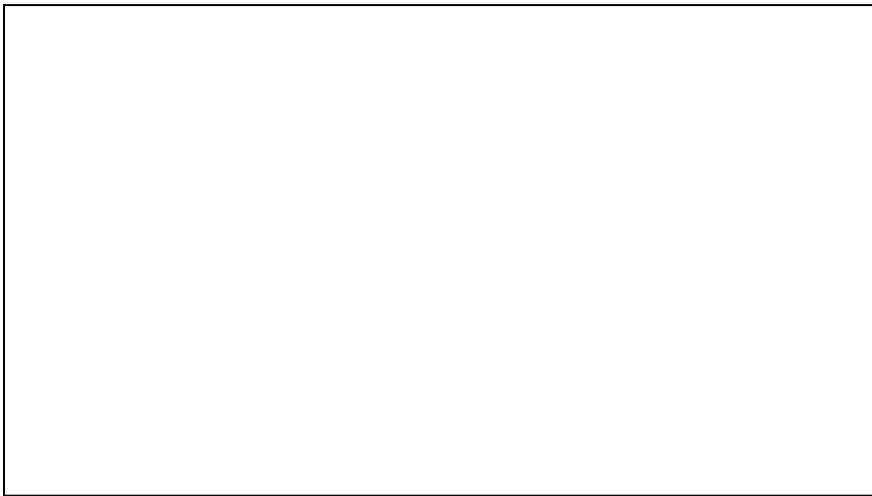
Figure 208

Table 164: Unsuccessful P&S Staff Regrade Applications, by Gender and Staff Group, 2016 – 2018 (Headcount)

121

EX-GRATIA:

Awarded when an individual greatly exceeds expectations of their role. Individuals/LMs can make a case.

60% respondents (F/M) SS2016/SS2018 were aware of criteria. UEA needs particularly to encourage M-PT staff applications and ensure all staff understand processes/how to make a case **(SAP3.5)**.
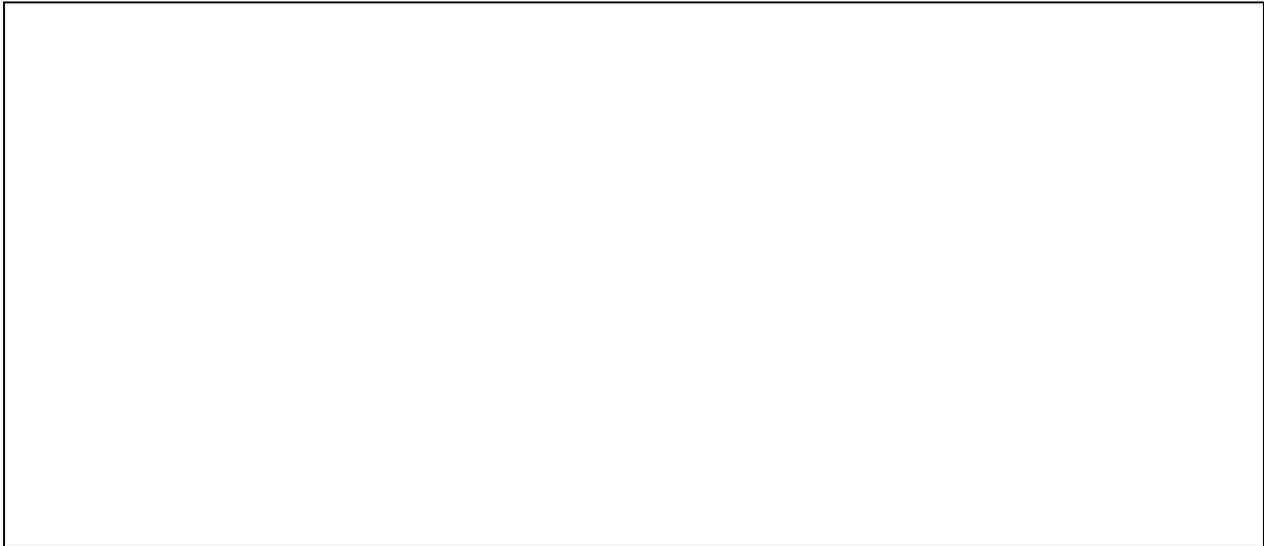
Table 165: Ex-Gratia Payments to Full and Part Time P&S Staff, Successful Applications, by Gender and Staff Group, 2009 – 2018 (Headcount)

273F (FT) applied (224M). More men applied from CS/Technical roles. ALC applications were relatively gender-balanced, S&C applications female-dominated (178F/45M, 4:1) reflecting gender profiles. Many PT-F applied (97F/19M, 5:1) but applications from PT-M are increasing **(SAP3.5).** Women achieved 49% or more successful applications (Fig.209).

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	4	14	13	28	13	30	35	28	32	46
FEMALE	42	29	17	26	49	37	35	51	43	70
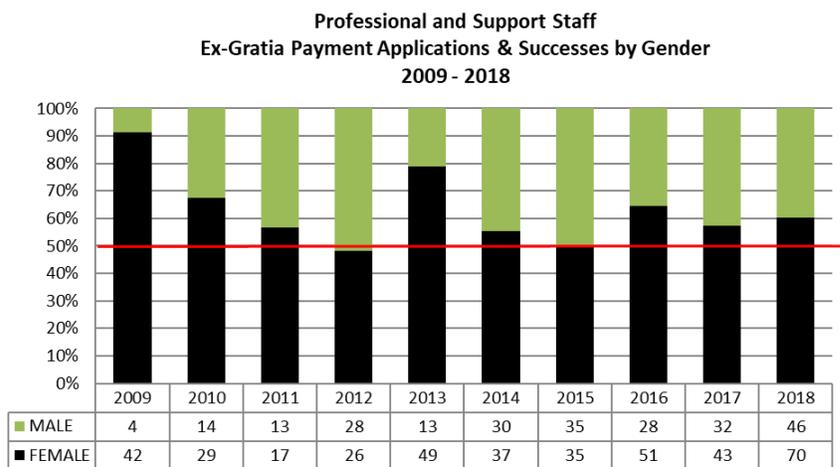
Figure 209

Table 166: Ex-Gratia Payments to Full and Part Time P&S Staff, Unsuccessful Applications by Gender and Staff Group, 2016 – 2018 (Headcount)

SPECIAL/DISCRETIONARY INCREMENT

These have a permanent impact, lifting pay up a spine-point. Substantially more women than men received Special/Discretionary Increments 2009-2018.

ALC/S&C awards reflect gender profiles (Table167). Female Technicians have successfully applied in every year shown although in a lower ratio to men (1:3).

Combined applications for Regrade/Ex-Gratia/Special Increments equal 9%F/9%M total headcount.

Table 167: Special or Discretionary Increments, Successful Applications by Full and Part Time P&S Staff, by Gender and Staff Group, 2009 – 2018 (Headcount)

Professional and Support Staff
Special/Discretionary Increment Applications & Successes by Gender
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
■ MALE	13	19	13	14	20	31	22	34	36	28
■ FEMALE	36	35	15	40	38	45	30	48	51	49
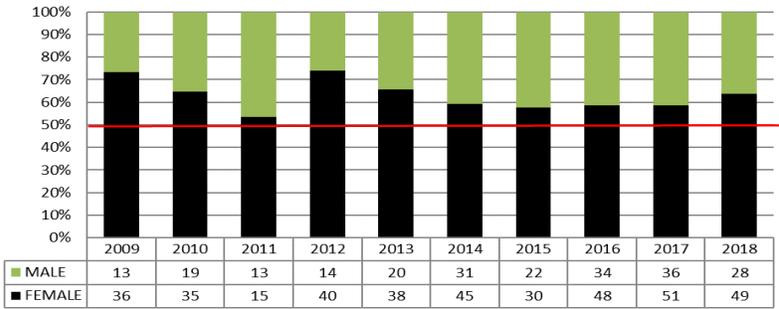
Figure 210
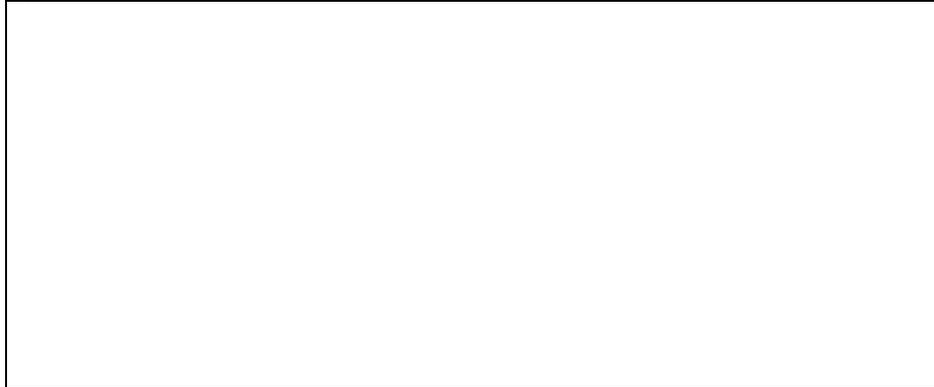
Table 168: Unsuccessful Applications for Special or Discretionary Increments, by Full and Part Time P&S Staff, by Gender and Staff Group, 2016 – 2018 (Headcount)
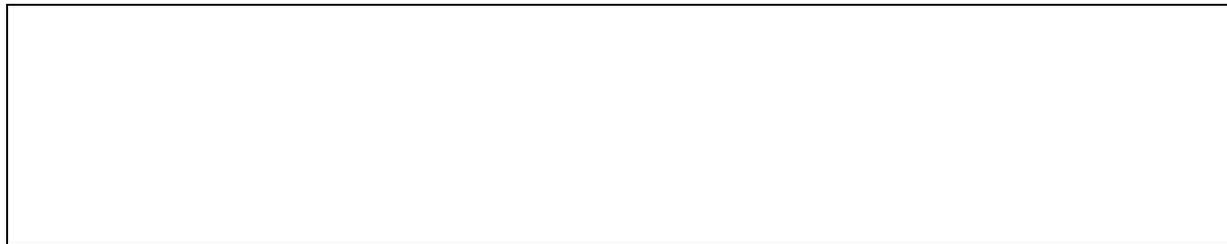
Table 169: All Regrade Applications and Successes/Success Rate, by Gender, 2016 – 2018 (Headcount and %)

All Ex-Gratia Payments Applications and Successes by Gender									
	APPLICATIONS			SUCCESSES			% SUCCESS		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
FEMALE	51	47	76	51	43	73	100	91	96
MALE	28	34	48	28	32	46	100	94	96

Table 170: All Ex-Gratia Applications and Successes/Success Rate, by Gender, 2016 – 2018 (Headcount and %)

All Special or Discretionary Increments Applications and Successes by Gender								
	APPLICATIONS			SUCCESSES			% SUCCESS		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
FEMALE	48	57	55	48	51	49	100	89	89
MALE	34	38	30	34	36	28	100	95	93

Table 171: All Special or Discretionary Increment Applications and Successes/Success Rate, by Gender, 2016 – 2018 (Headcount and %)

Summary of All Regrade/Ex-Gratia/Discretionary Increment Applications and Successes by Gender								
	APPLICATIONS			SUCCESSES			% SUCCESS		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
FEMALE	107	111	135	107	95	125	100	86	93
MALE	67	79	82	66	71	76	99	90	93

Table 172: Combined Applications and Successes/Success Rate, by Gender, 2016 – 2018 (Headcount and %

4.3   Career Development: Academic Staff

(i)   Training

% Academic and Research Staff Training Completions (By Gender)
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	35	31	40	53	52	80	58	57	54	69
FEMALE	47	39	56	67	63	87	76	69	68	79
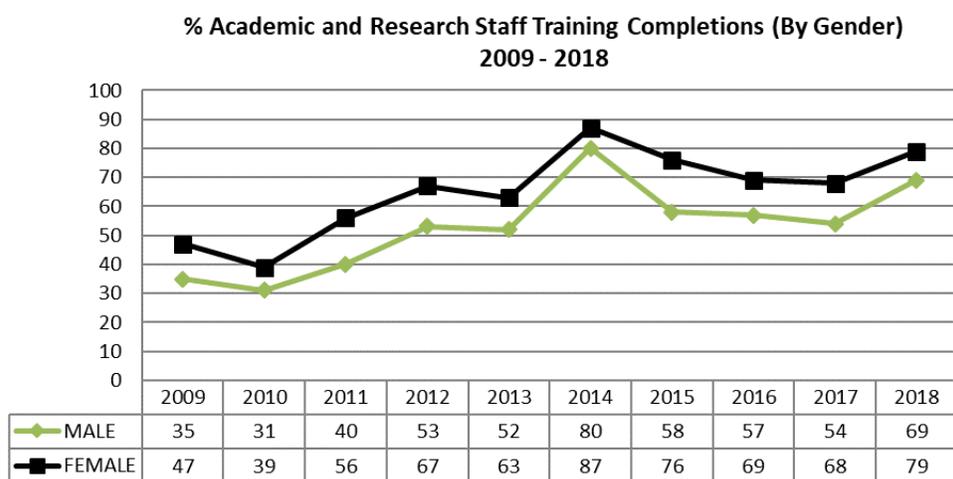
Figure 211

Internal training is organised/delivered by CSED.   Staff participate in other types of development not currently recorded (**SAP1.3**). CSED-courses are promoted via website, weekly UEA-wide bulletin, email-bulletins.

Proportions of academics participating have steadily increased (Fig.211).   CSED evaluate demand annually based on feedback, waiting lists/uptake; trainers engage with national fora/networks to improve practice. Training is promoted via the web-based training brochure and regular email-bulletins to all staff. **Increasing proportions of, particularly female, staff engaging with training evidences positive impact from this approach of continuous improvement.**

Training peaked in 2014 (mandatory online-E&D training introduced). Female academics have consistently engaged to a higher extent than men (**SAP3.7**).

% (ATR) Academic Staff Training Completions (By Gender)
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	38	34	40	63	59	83	58	62	56	69
FEMALE	45	40	55	80	67	92	78	71	61	77

Figure 212

% (ATS) Academic Staff Training Completions (By Gender)
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	40	36	62	59	62	81	70	64	62	76
FEMALE	51	40	64	68	73	89	81	77	76	84

Figure 213

% (RA) Research Staff Training Completions (By Gender)
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	25	22	20	24	28	71	49	41	44	64
FEMALE	44	39	50	50	46	80	68	55	66	75

Figure 214

Uptake by men is consistently lower and by RAs lower than ATR/ATS (Figs.212-214) (**SAP3.7**).

UEA Training Data										
ACADEMIC & RESEARCH STAFF	**FEMALE**									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Equality & Diversity Online	-	3	1	52	49	388	197	206	178	410
Learning & Teaching	163	124	312	316	477	621	522	421	400	376
Personal/Career Development	94	91	105	139	205	220	201	235	206	224
Research	61	76	115	270	172	156	215	184	185	141
Recruitment Online					54	129	85	75	75	116
Appraisal Online								42	38	88
IT Skills	63	47	60	38	107	191	146	39	72	81
Induction Online									40	61
ResNET			82	131	170	219	200	164	91	54
New Staff Conference	17	8	14	28	30	25	17	27	18	25
Equality & Diversity	10	9	5	29	6	17	10	14	27	21
Leadership & Management	4	32	57	64	53	25	25	29	33	19
Appraisal	21	10	26	38	16	33	19	6		
Recruitment	29	49	32	76	33					
Total Number of Partcipations in Training	462	449	809	1,181	1,372	2,024	1,637	1,442	1,363	1,616
Total Number of Participants	232	216	324	392	383	547	507	481	474	587
% of Headcount	47	39	56	67	63	87	76	69	68	79
	MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Equality & Diversity Online	2	2	-	32	46	468	206	196	212	408
Learning & Teaching	134	111	236	307	346	436	316	311	226	212
Recruitment Online					57	170	83	79	72	135
Appraisal Online								42	42	111
Personal/Career Development	42	49	61	59	99	142	110	131	90	105
Research	60	53	46	287	163	136	127	188	159	90
Induction Online									47	51
New Staff Conference	20	16	19	23	14	10	11	25	17	16
IT Skills	25	21	40	20	50	100	70	12	26	15
Equality & Diversity	1	4	1	28	-	1	3	2	4	6
Leadership & Management	5	38	26	21	52	22	23	18	25	5
ResNET			-	12	9	37	20	15	6	2
Appraisal	16	10	40	23	20	41	14	8		
Recruitment	59	54	53	75	77	1				
Total Number of Partcipations in Training	364	358	522	887	933	1,564	983	1,027	926	1,156
Total Number of Participants	216	201	278	387	389	575	435	447	432	553
% of Headcount	35	31	40	53	52	80	58	57	54	69

Table 173: Academic and Research Staff, Attendances at Training by Gender, 2009 – 2018 (Staff numbers and %)

ET agreed (2017) **two staff p.a. would be funded per Faculty** (**BRAP14**) on the Aurora Leadership Programme. **20 staff have attended, 20% above minimum commitment (STEMM: 9/AHSSBL: 11). 4 attendees (2017/18 cohort, 8 total) since gained promotion (50%); 88% reported feeling significantly more confident as a direct result of attending:**

'I found the whole experience very empowering… since completing the course I have been promoted to SL and took on the role of HoD'. – **Aurora participant, 2017**

An informal network of Aurora mentors has been formed; this group will feed into future E&D action planning **(SAP6.2)**.

ILM courses are promoted to staff outwith Aurora's criteria. Aurora is promoted via CSED/AS-SATs and championed by PVC-HUM (1F).
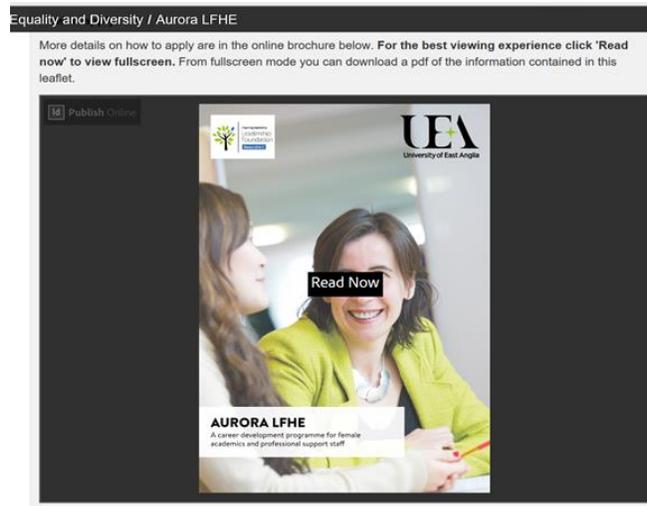
Image 2

UUB training is co-delivered (CSED/EDO). ET/ETP attended two sessions (2014/2018), as have all senior managers/HoSs/HRMs/REF decision-makers. Calculations from 2018/19 UUB attendee data (not fully disaggregated) show 66%F (**SAP1.3**).

Evaluations have been highly positive:

No of Staff Trained on Understanding Unconscious Bias	
2014/15	58
2015/16	146
2016/17	110
2017/18	84
2018/19	218
Total	616

Average Evaluation Score: 4.5 out of 5 (1= poor, 5= excellent)

Table 174: Numbers of staff Trained on internally-delivered sessions of 'Understanding Unconscious Bias'

All new Lecturers complete the MA-HEP. Data show good gender balance sustained over time (Table175/Fig.215). The course develops research and teaching practice:

MA-HEP Course Attendance Numbers (2009-2018)					
	FEMALE	**MALE**	**TOTAL**	**% FEMALE**	**% MALE**
2009	92	93	185	50	50
2010	103	118	221	47	53
2011	102	119	221	46	54
2012	83	97	180	46	54
2013	95	119	214	44	56
2014	132	139	271	49	51
2015	131	112	243	54	46
2016	150	115	265	57	43
2017	141	113	254	56	44
2018	94	91	185	51	49

Table 175: MA-HEP Course Attendance by Gender, 2009 – 2018, (Numbers and %)

% MA HEP Attendance Numbers 2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	50	53	54	54	56	51	46	43	44	49
FEMALE	50	47	46	46	44	49	54	57	56	51
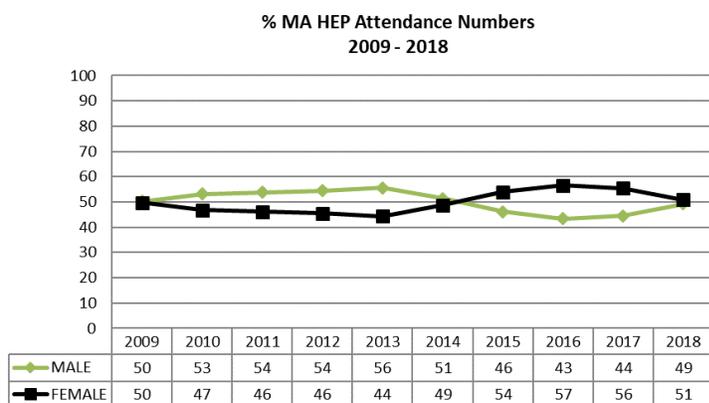
Figure 215

A Training Records element will be introduced in the 'self-serve' HR system enabling better use of staff feedback on training needs in appraisal. Managers and staff will be able to update/view training records/needs (**SAP3.6**).

% Academic and Research Staff Training Completions (Overall) 2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
%	40	35	47	59	57	83	67	62	61	74
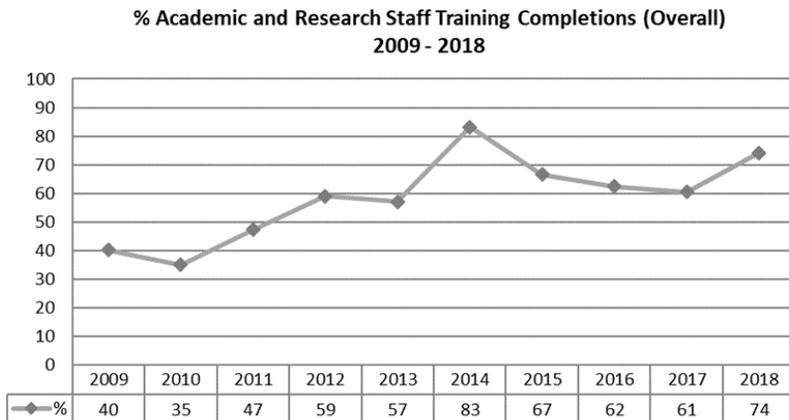
Figure 216

Due to detailed course improvements, using feedback to develop a greater range of relevant courses, Academic/Research staff uptake has increased by +30% since 2009.

(ii)   Appraisal/development review

UEA Academic Staff (ATR/ATS) Appraisal Data by Staff Category & Gender 2014 - 2018		FEMALE					MALE				
		2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Academic, Teaching and Research	ATR	69	69	100	163	210	154	135	148	269	345
Academic, Teaching and Scholarship	ATS	51	137	137	206	226	58	70	77	109	146
TOTAL		120	206	237	369	436	212	205	225	378	491
HEADCOUNT		452	472	503	519	535	594	561	580	613	617
% HEADCOUNT		26.5	43.6	47.1	71.1	81.5	35.7	36.5	38.8	61.7	79.6

Table 176: ATR and ATS Staff Uptake of Appraisal, by Gender, 2014 – 2018 (Headcount and %)

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UEA Research Staff (RA) Appraisal Data by Staff Category & Gender 2014 - 2018										
	FEMALE					MALE				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
TOTAL	46	67	57	110	93	33	62	52	82	78
HEADCOUNT	152	171	162	165	153	144	165	162	164	136
% HEADCOUNT	30.3	39.2	35.2	66.7	60.8	22.9	37.6	32.1	50.0	57.4

Table 177: RA Staff Uptake of Appraisal, by Gender, 2014 – 2018 (Headcount and %)

When AS work began UEA's annual appraisal policy was unused; most staff had not been appraised due to combined issues of process, practice and culture. Thus there has not been a 'quick fix'. We have consciously adopted a deeper 'culture change' approach.

Processes to monitor completion had broken. Prevailing perceptions in Schools were that appraisal was not useful. **We have worked to address these issues and Figs.217-218 show considerable impact has already been achieved (BRAP13).**
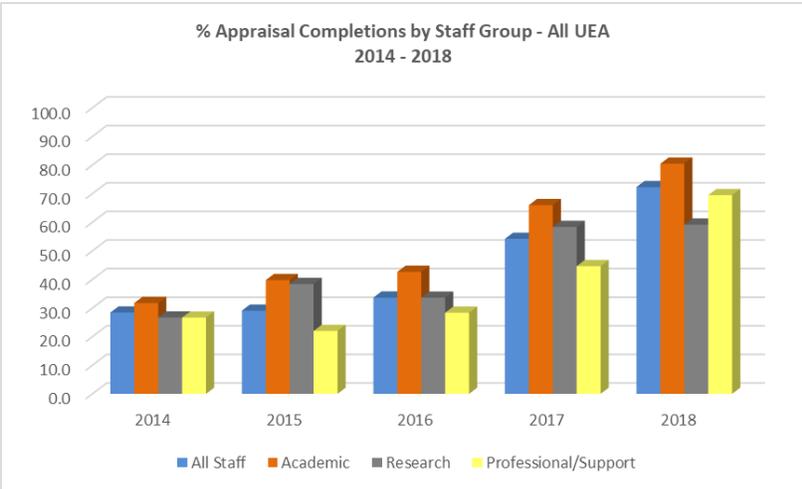
Figure 217
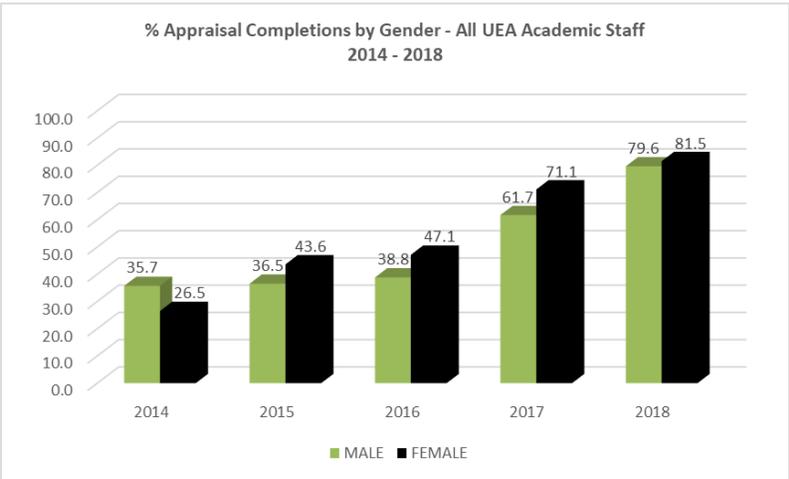
Figure 218

Appraisal review began in 2018 and is on-going, using AS-survey feedback and consulting with different staff groups to determine effective appraisal for all. **Impact can be seen in AS Survey results summarised below (Table178):**

Do you feel the appraisal process is effective/not effective?

	2014	FEMALE	MALE	PNS	TOTAL
No.	Effective	38	55	10	103
	Not Effective	73	63	11	147
	TOTAL	111	118	21	250
%	Effective	34.2	46.6	47.6	41.2
	Not Effective	65.8	53.4	52.4	58.8

	2018	FEMALE	MALE	PNS	TOTAL
No.	Effective	139	118	30	287
	Not Effective	23	37	12	72
	TOTAL	162	155	42	359
%	Effective	85.8	76.1	71.4	79.9
	Not Effective	14.2	23.9	28.6	20.1

Table 178: AS Survey Responses about Effective Appraisal, 2014 compared with 2018 (Numbers and %)

Appraisal Completion Summary - Academic			
	Completed	Headcount	% Completed
2014	332	1,046	31.7
2015	411	1,033	39.8
2016	462	1,083	42.7
2017	747	1,132	66.0
2018	927	1,152	80.5

Appraisal Completion Summary - Research			
	Completed	Headcount	% Completed
2014	79	296	26.7
2015	129	336	38.4
2016	109	324	33.6
2017	192	329	58.4
2018	171	289	59.2

Table 179: Appraisal Completion Rate – ATR/ATS

Table 180: Appraisal Completion Rate – RA (Headcount and %)

Processes for recording completion have been fully re-established. Completion rates show impact from this work (Tables 179/180). Lack of an automated, multi-level system for recording completion, visible in Schools/Divisions/HRD respectively, results in considerable rework. UEA is, therefore, investigating an automated system (**SAP3.6**). Regular prompts now remind HoSs to schedule time to attain full completion. Appraisal rates will be reported to P&CSG 3xp.a. and ET/Council annually (**SAP3.6**). Several Schools/CDs achieved 100% completion in 2018. Next steps include: revising forms, using feedback from recent consultation and linking identified training needs into CSED records **(SAP3.6).**

Question in Survey	Response by PT Staff			
	SS2018		+/- SS2016	
	%F	%M	%F	%M
My most recent appraisal facilitated personal development	44	41	+1	+4
My most recent appraisal helped me clarify my future objectives	56	51	+4	-2
My most recent appraisal helped me identify my training needs	48	41	+5	-
My most recent appraisal helped me to review my performance	64	58	+1	+1

Table 181: Part Time Staff Response Rates to Appraisal Survey Questions

Surveys show impact from appraisal improvements (Table181). Qualitative feedback (SS2016/2018) shows discussion of work/life balance and promotion is variable. Following Appraisal Review, forms will include prompts; training/guidance will clarify these elements are essential to appraisal **(SAP3.6)**.

Table192 shows appraisal online-training uptake (F&M) has increased (2015-18). 2017's P&S Staff survey showed 57%F/77%M/77%PNTS had completed it with 77%F/60%M/50%PNTS finding it 'useful'/'very useful'. Training monitoring will be improved, uptake analysed by area ,reporting completion to P&CSG/EDC annually **(SAP1.3)**.

(iii)   Support given to academic staff for career progression

All new Lecturers take the MA-HEP. Mentors are allocated and help new academics develop a Personal Development Plan. New Lecturers enhance teaching skills, explore emotional intelligence, resilience, student support, diversity in the curriculum, and widening participation.

CSED training focusses on academic career development, including:

	F	M	Total	%F	%M
Learning and Teaching Day	276	194	470	59	41
Effective Research Grant Applications	108	78	186	58	42
Teaching for Critical thinking	13	10	23	57	43
Performance Element of Lecturing	46	47	93	49	51
Being a Member of an Exam Board	18	20	38	47	53

Table 182: Uptake of Training Events by Academic/Research Staff, by Gender

The RA Advisory Network, established in 2012 to oversee implementation of Concordat and Vitae/Research Award APs, disbanded in 2017 as ASCSG/ASCOG/SATs addressed the same issues (Induction/Appraisal/Career Development). BRAP/Vitae-AP were combined to consolidate resources/activities for greater effectiveness (**BRAP4**). This has worked well.

The inaugural half-day Research Staff Forum (2019, led by PVC-RI) attracted 82 Researchers (Image3). Career development was central with an overview of E&D/progress on AS (Image4) from PVC-HUM.

Image 3

Image 4

For every six semesters worked, academics can apply for one semester of Study Leave on full pay. **91%F/92%M successfully applied (2015–2018)** (a third more men applied, proportionate with F/M ATR representation) **(SAP2.5)**.

Those with caring responsibilities, returning from long absences (6m+), can apply to their Faculty's Return to Work Fund (RTWF) for support (detail: p145).

CareerCentral (UEA's Career's Service) offers a number of workshops/events relating to post-doctoral/RA development:

Activity Name	2016/7				2017/8				2018/9			
	Percentage		Number		Percentage		Number		Percentage		Number	
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
Workshops run x3 p.a.:												
From PGR to Post-Doc	58	42	18	13	55	45	11	9	60	40	15	10
Introduction to Research Fellowships	52	48	34	31	56	44	30	24	58	42	21	15
Getting that First Lectureship	48	52	10	11	68	32	13	6	55	45	6	5
Effective Academic Applications	65	35	22	12	76	24	22	7	50*	50*	4*	4*
Effective Academic Interviews	45	55	14	17	57	43	12	9	33*	66*	1*	2*

Table 183: Career Central Workshops, uptake by PD-RAs

* indicates more workshops due to run this year

Support (face-to-face or via phone/Skype/email) and one hour mock-interviews are also offered.

'Moving On in your Academic Career' is specifically for female researchers/returners from career breaks. This receives consistently positive feedback:

Image 5: Feedback from Moving On in Your Academic Career Attendee (F)

> The session today … reminded me a career develops over decades.   This makes me feel much calmer and more resilient.

ResNet provides additional learning/networking opportunities.   Many events explore understanding/addressing structural obstacles affecting female academic careers, promoted across campus using plasma screens/emails/Lasdun and via ASCOG; AS Leads promote events in Schools.

Image 6/6a: 'Did You Know…' Slide promoting ResNet and attendance at ResNet event

Attendance is predominantly female; although evaluations are not logged, feedback is overwhelmingly positive:

> All the speakers were inspirational – I felt reassured by their stories….makes me more determined to see my hard work through!"

Image 7: Feedback from ResNet event Attendee (F)

There are ten EMCC-trained Coaches, from all staff groups (academic/P&S (8F/2M)). Coaching is promoted to all staff via bulletin, poster and website. Since 2015 overall uptake has been F85% (F: 66/M: 12), Academic only F87% (Table184).

	F	M	Total	%F	%M
Total uptake	66	12	78	85	15
Academics	41	6	47	87	13
P&S Staff	25	6	31	81	19

Table 184: Academic/P&S Staff undertaking coaching

Staff Undertaking Coaching	F	M	Total	%F	%M
2015/16	6	2	8	75	25
2016/17	16	0	16	100	0
2017/18	11	2	13	85	15
2018/19	33	8	41	80	20
Total	**66**	**12**	**78**	**85**	**15**

Table 185: Participation in Coaching (Coachees) 2015/16 – 2018/19

Demand for coaching recently increased being popular with maternity returners, those changing job/career, or improving work/life balance; 60% participants are academics:

2015/16: 8 participants

2018/19: 41 participants

Selection processes for new Coaches will be reviewed as the core group expands (**SAP3.9**).

Image 8: Did You Know….' Slide promoting Coaching Scheme

UEA provides mentoring via local schemes drawing on central guidance. There is an increasing need however, for a centrally-co-ordinated, University mentoring strategy/scheme (**SAP3.9**).

4.4   Career development: professional and support staff

(i)   Training

CSED is the main internal training-provider for P&S Staff; communication of provision is as for academics. Bespoke training is also arranged (e.g. IT or E&D-specific courses) using internal experts/external trainers. P&S staff engage widely with available opportunities although a proportion do not **(SAP3.7)**

External training is not recorded thus the percentages (Fig.219) represent a minimum **SAP1.3**.

Coaching is open to P&S Staff whose engagement with it is similar to academics'.

% Professional and Support Staff Training Completions (By Gender)
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	30	31	34	36	33	69	46	62	62	67
FEMALE	44	40	48	43	43	70	49	60	70	71
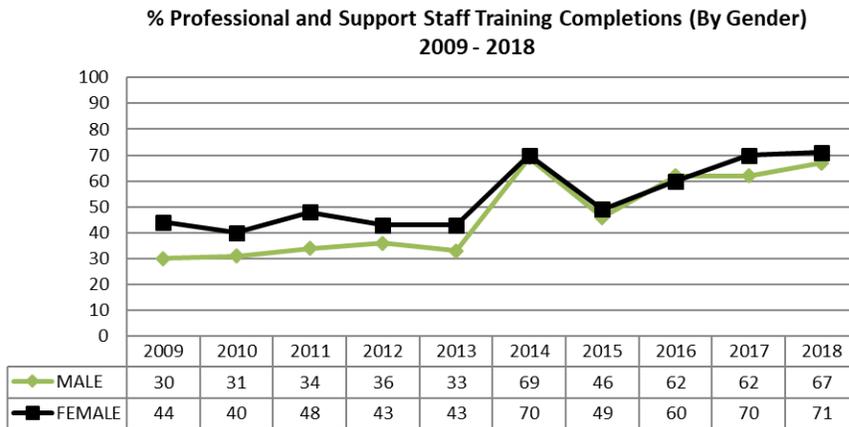
Figure 219

Uptake between F/M P&S staff is similar (Fig.219) increased (since 2015) to 60-70% of P&S staff completing at least one development session p.a. (**SAP2.0, 3.7**).

% (ALC) Professional and Support Staff Training Completions (By Gender)
2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	40	41	45	51	45	84	54	71	59	78
FEMALE	61	56	63	63	63	87	70	76	77	84

Figure 220

% (SC) Professional and Support Staff Training Completions (By Gender) 2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	56	56	65	51	46	96	64	79	73	81
FEMALE	57	56	65	55	55	92	61	75	77	87
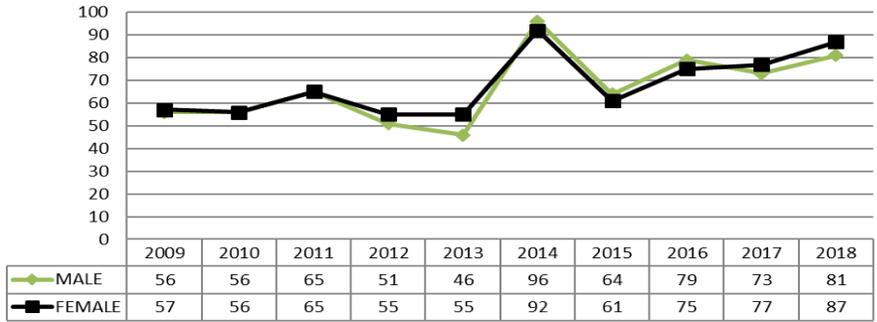
Figure 221

% (TC) Professional and Support Staff Training Completions (By Gender) 2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	20	23	17	36	28	78	41	59	67	69
FEMALE	23	18	35	25	23	71	40	51	51	53
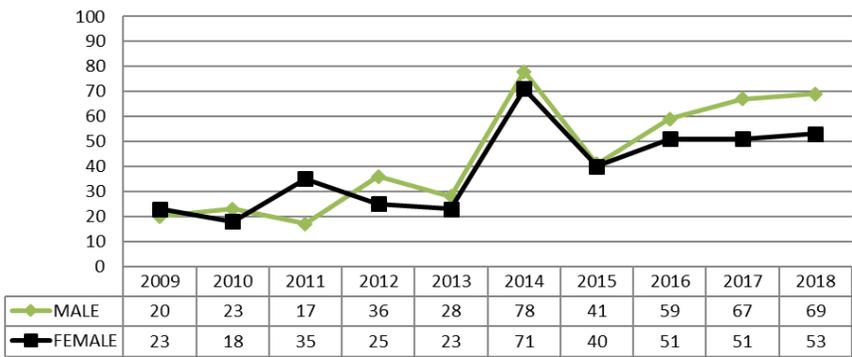
Figure 222

% (CS) Professional and Support Staff Training Completions (By Gender) 2009 - 2018

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
MALE	9	11	13	11	12	33	31	43	56	45
FEMALE	11	5	10	9	9	20	15	24	56	33
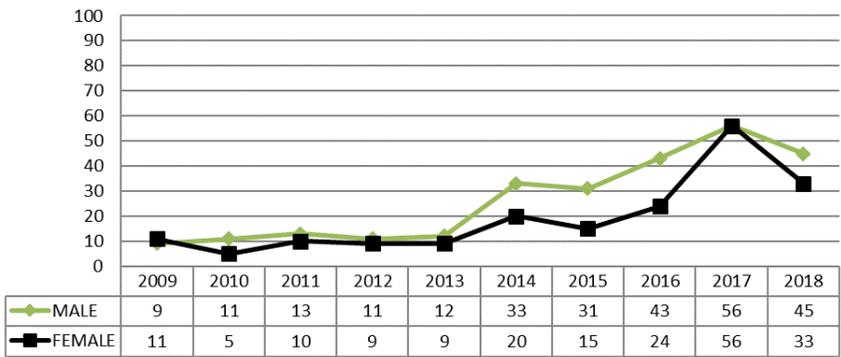
Figure 223

Uptake differs by staff group (CS staff engage least) and by gender (lower uptake: male ALC staff/female CS staff) (**SAP2.0, 3.7**).

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Aurora is open to P&S staff; usually women's predominance in S&C/ALC grades prevents using (lawful) positive action. Therefore ILM Courses are promoted as alternatives. **Since 2012 F135/M61 P&S staff completed these courses, of which 28%F/30%M received subsequent regrade/ex-gratia/discretionary increments (Tables 186/187):**

Table 186: Promotions/Recognitions Post-ILM Attendance 2012 - 2018, by Gender (Numbers and %)

Table 187: P&S Staff only, Regrade/Recognitions Post-ILM Attendance 2012-2018, by Gender (Numbers and %)

UEA runs 'Flightplan', for non-management staff (four days/eight weeks). Flightplan covers work-life demands, career development, stress management, presentation skills, self-projection and personal effectiveness. Participation is F83%, (Table188).

Flightplan Professional and Support Staff Attendance by Gender (2011-2018)							
Staff Category	FEMALE			MALE			Grand Total
	FT	PT	TOTAL	FT	PT	TOTAL	
ALC	3	1	**4**	1	-	**1**	5
SC	61	30	**91**	8	2	**10**	101
TC	1	-	**1**	3	-	**3**	4
CS	-	-	**0**	5	-	**5**	5
Grand Total	65	31	96	17	2	19	115
% of Total	57	27	83	15	2	17	

Table 188: Flightplan Attendance, P&S Staff by Gender 2011-2018 (Headcount and %)

Feedback is highly positive (average Likert score: 4.7/5) with numerous participants going on to achieve regrade/ex-gratia's as a direct result of feeling empowered by the course:

Professional and Support Staff Promotions/Recognitions by Gender (Post Flightplan Attendance) (2011-2018)						
FEMALE			MALE			Overall % Success
Flightplan Completions	Promoted/ Recognition	%	Flightplan Completions	Promoted/ Recognition	%	
96	40	41.7	19	9	47.4	42.6

Table 189: Promotions/Recognitions post-Flightplan Attendance (Number and %)

Table 190: Promotions/Recognitions post-Flightplan Attendance by Gender and type (Number and %)

Communication of Training - from P&S Staff Survey 2017	F	M	PNTS	Total	% F	% M	% PNTS
CSED Prospectus (online)	79	12	13	104	76	12	13
Guidance from Manager	42	5	4	51	82	10	8
School Bulletins	15	6	4	25	60	24	16
Discussions at Appraisal	34	5	3	42	81	12	7
Searching the Portal	22	2	7	31	71	6	23
Total	192	30	31	253			

Table 191: P&S Staff Survey responses: How do staff find training and development opportunities?

By gender (Numbers and %)

Table191 shows how staff find internally-provided courses. Qualitative feedback highlighted professional bodies as additional routes for development.

Qualitative feedback in P&S-SS2017 suggests some staff feel work-pressure prevents them taking training/development. We will introduce a mandatory minimum level of two days career development p.a. for P&S staff (**SAP3.10)**.

UEA Training Data										
PROFESSIONAL & SUPPORT STAFF	**FEMALE**									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Equality & Diversity Online	8	8	-	1	46	766	238	524	503	695
Personal/Career Development	356	431	524	246	398	404	418	597	606	606
IT Skills	191	184	220	214	220	280	230	317	467	345
Recruitment Online					100	172	119	131	113	165
Induction Online									105	144
Learning & Teaching	165	125	318	162	149	136	144	127	93	117
Equality & Diversity	102	50	25	37	57	33	34	50	116	92
Appraisal Online								90	82	88
New Staff Conference	67	54	32	49	80	77	67	81	85	86
Leadership & Management	79	45	28	65	71	102	80	83	68	38
ResNET			25	22	24	68	57	66	46	30
Research	3	8	8	10	13	20	9	13	8	14
Appraisal	64	70	59	88	84	78	68	23		
Recruitment	84	96	89	114	36					
Total Number of Partcipations in Training	**1,119**	**1,071**	**1,328**	**1,008**	**1,278**	**2,136**	**1,464**	**2,102**	**2,292**	**2,420**
Total Number of Participants	479	446	531	494	512	871	639	814	931	967
% of Headcount	44	40	48	43	43	70	49	60	70	71
	MALE									
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Equality & Diversity Online	2	1	-	4	20	412	145	299	274	420
Personal/Career Development	69	105	140	97	96	108	134	230	242	214
IT Skills	58	69	84	56	57	90	80	111	167	112
Recruitment Online					47	105	58	67	62	87
Induction Online									51	70
Appraisal Online								52	44	54
New Staff Conference	46	26	33	26	27	30	35	46	43	39
Learning & Teaching	30	35	91	48	67	68	64	78	71	33
Equality & Diversity	29	15	8	12	19	9	22	20	35	32
Leadership & Management	16	15	13	26	38	31	39	33	20	26
Research	1	2	2	7	-	2	10	10	2	8
ResNET			2	2	4	6	5	4	2	3
Appraisal	31	38	29	30	43	35	35	5		
Recruitment	38	59	40	77	24					
Total Number of Partcipations in Training	**320**	**365**	**442**	**385**	**442**	**896**	**627**	**955**	**1,013**	**1,098**
Total Number of Participants	168	186	200	219	199	446	322	456	473	519
% of Headcount	30	31	34	36	33	69	46	62	62	67

Table 192: Professional and Support Staff Attendances at Training/Development (Numbers, Headcount and %)

E&D online training is mandatory (refreshed every two-three years (97% completion rate)). Delivered sessions, suiting shift patterns, are run for staff without computers (Cleaning, Catering, Maintenance staff).

UUB is mandatory for those involved in REF2021 including P&S support staff. Admissions, Marketing and Outreach Staff also received bespoke sessions (22F/11M) due to their core influence on students, staff and visitors (**BRAP22**).

CSED mainly provides for ALC/S&C; others, e.g. Grounds/Technical staff, are supported in career-specific qualifications. Despite prevalence of ALC/S&C participants, some CS/Technical staff have completed ILM qualifications (Table193) and TC/CS staff will be specifically encouraged in future (**SAP2.0**):

ILM Professional and Support Staff Attendance by Gender (2012-2018)							
Staff Category	FEMALE			MALE			Grand Total
	FT	PT	TOTAL	FT	PT	TOTAL	
ALC	27	6	**33**	16	-	**16**	49
SC	79	17	**96**	27	2	**29**	125
TC	2	-	**2**	10	-	**10**	12
CS	-	4	**4**	4	2	**6**	10
Grand Total	108	27	135	57	4	61	196

Table 193: ILM Attendance by P&S Staff, by Gender and Staff Group (Numbers and %)

PSEN will also regularly promote training opportunities to CDs **(SAP3.7).**

Figure 224:

Professional and Support Staff Training Overall			
	%	Participants	Headcount
2009	39	647	1,655
2010	37	632	1,704
2011	43	731	1,681
2012	41	713	1,758
2013	40	711	1,794
2014	70	1,317	1,884
2015	48	961	2,000
2016	61	1,270	2,094
2017	67	1,404	2,089
2018	69	1,486	2,148

Table 194: P&S Staff Training Uptake

(Numbers, Headcount and %)

Impact: P&S staff engagement with training increased +30% (2009-2018) following improved course provision based on staff feedback/evaluations.

(ii)   Appraisal/development review

UEA Professional and Support Staff Appraisal Data by Staff Category & Gender 2014 - 2018												
		FEMALE					MALE					
		2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	
Administrative, Library and Computing	ALC	116	89	119	162	235	79	72	49	127	155	
Secretarial and Clerical	SC	166	196	252	389	450	30	37	48	117	131	
Technical	TC	4	3	2	10	37	39	28	7	42	80	
Campus Services	CS	3	7	28	2	203	2	8	20	2	104	
TOTAL		289	295	401	563	925	150	145	124	288	470	
HEADCOUNT		1,097	1,307	1,202	1,221	1,282	550	694	648	685	726	
% HEADCOUNT		26.3	22.6	33.4	46.1	72.2	27.3	20.9	19.1	42.0	64.7	

Table 195: P&S Staff Appraisal Uptake by Gender and Staff Category, 2014 – 2018 (Headcount and %)

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P&S staff appraisal is as for academics. Central recording of appraisal was reviewed (2018) and systems improved.   Forms and discussion format are under review. **Data demonstrate increasing impact from this work (Tables195/196/Fig.225) as completion rose: 26%-72%(F)/27%-65%(M)**.

While most respondents (77%F/60%M/50%PNTS) found appraisal Very Useful/Useful qualitative comments indicated the form assumes completion by/for academic staff rather than P&S (P&S-SS2017 (**SAP3.6**)).

Appraisal Completion Summary - Professional/Support			
	Completed	Headcount	% Completed
2014	439	1,647	26.7
2015	440	2,001	22.0
2016	525	1,850	28.4
2017	851	1,906	44.6
2018	1,395	2,008	69.5

Table 196: Appraisal Completion Summary
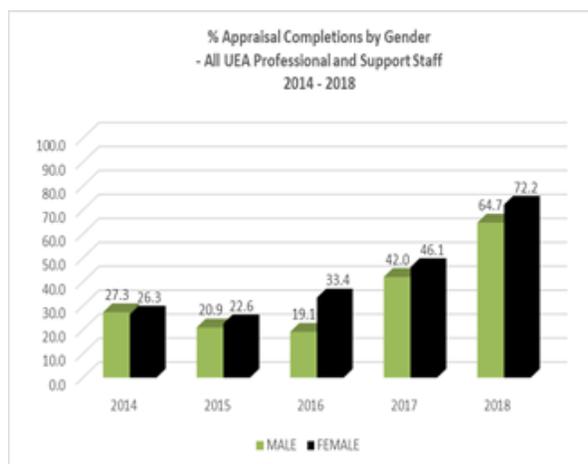
Figure 225

Q. In your last appraisal were any of the following discussed (tick all that apply):	F	M	PNTS	Total	% F	% M	% PNTS
Work performance since last appraisal	57	11	10	78	69	85	77
Career development	33	8	3	44	40	62	23
Long term career aspirations	16	4	3	23	19	31	23
Promotion	7	3	2	12	8	23	15
Work/life balance	11	2	3	16	13	15	23
Training Opportunities	53	10	5	68	64	77	38
Flexible working	6	1	2	9	7	8	15
Workload	43	9	5	57	52	69	38
Help and hindrances in your role	57	11	8	76	69	85	62
Total: F/M/PNTS respondents	83	13	13	109			

Table 197: P&S Staff Survey 2017 – Appraisal discussions

Table 197 shows appraisal discussion content reported by P&S staff. Male respondents appear to be consistently more likely to be asked about career development, aspirations, promotion, training opportunities and workload than female respondents. Our appraisal training review will include prompts about the necessary range of discussion and guidance/training for UUB **(SAP3.8).**

Image 9: 'Did You Know….' Slide promoting Appraisal

(iii)   Support given to professional and support staff for career progression

CSED provision is open to P&S staff and communicated as for academics. Data is not easily disaggregated; UEA will investigate a system to improve this **(SAP1.3).**

ILM qualifications/Flightplan/Aurora are covered at pp127, 138.   CSED will identify/support ILM participants as mentors for other staff (**SAP3.9**).

Through our commitment to Stonewall, their conference opportunities are circulated and one place (minimum) funded centrally, annually since 2015 (3F/2M (2015-19)).
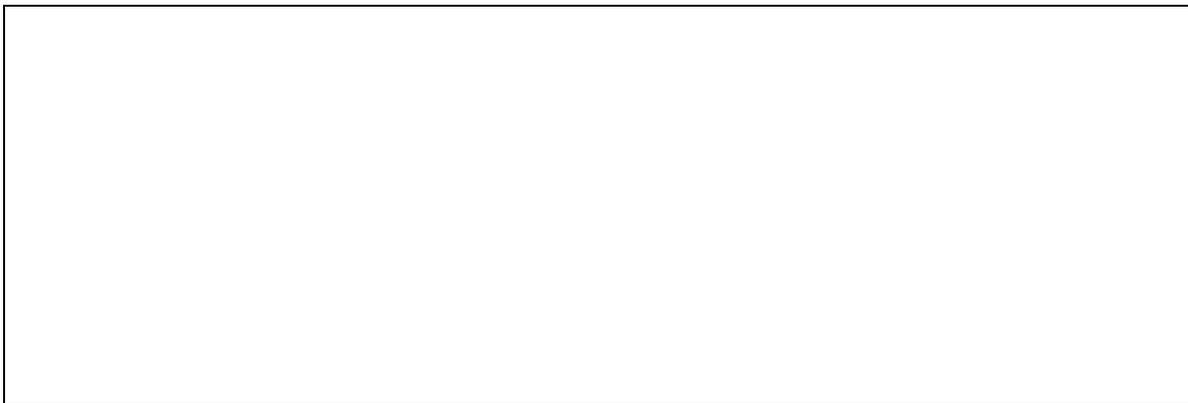
Image 10: ⬚ **Senior Technician   Image 11: Technician's meeting about receives her professional Registration   sustainability from** ⬚

UEA signed up to the Technicians Commitment (TC) (April 2018). A Technician's Forum (TF), established 2015, meets x3 p.a. 30-40 (~F50%/M50%) Technicians attend. Events are themed e.g. Sustainability, Working in Drama. UEA is a member of HEaTED (Higher Education and Technician's Educational Development). P&S support for these initiatives is needed due to growth **(SAP3.11).**

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Time for staff participating in equality networks (Staff Pride, AAA, BME Staff Network) has been recognised as part of the working day and in appraisal/regrades since 2018 enabling a wider range of staff to be involved (e.g. shift workers); this will be extended to include the TF **(SAP3.11)**.

Image 12: Slide from Induction Presentation

Flexible working and managing career breaks

(i)   Cover and support for maternity and adoption leave: before leave

A pack is sent to the expectant/adopting person explaining entitlements.

The LM arranges maternity cover. UEA's Nursery, BCFR (currently 28 active key-holders) and links to local providers of childcare, are promoted within maternity/adoption information. An additional BCFR will be identified due to demand and the increasing size of campus (**SAP4.7**). We will review Maternity and Shared Parental Leave payments (**SAP4.9**).

Image 13: Baby Change and Feeding Room

Image 14: 'Did You Know….' Slide promoting Nursery

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(ii)   Cover and support for maternity and adoption leave: during leave

Mat.Pay is above statutory minimum for staff continuously employed for a year:

- 8 weeks full pay
- 16 weeks half pay
- Matched pension contributions during half-pay/unpaid periods

KIT days are by mutual agreement and can include catching up on recent team/campus/work developments, or discussing return arrangements.

Based on attendees' 'Returning from Maternity' workshop feedback we will:
- upskill managers for consistent 'return to work' practice (**SAP4.10**)
- implement regular LM reviews with maternity returners post-return (**SAP4.2**).
- introduce a guidance document for LMs to promote best use of KIT days (**SAP4.2**).

(iii)   Cover and support for maternity and adoption leave: returning to work

Staff can agree temporary/indefinite changes to working hours/patterns with their LM/HRM.

There is no way I would have been able to go (to the conference) had I not taken my 8 month old son and my childcare helper – this Athena SWAN grant really does what it says on the tin...successfully supports women to retain every opportunity

Image 15: Return to Work Fund feedback

UEA has established a Return to Work Fund (RTWF) for absences of 6m+, ring-fencing funds of between £7-10K depending on Faculty size. To date, £17,181 (total) has been spent. Most requested support has been: funding accompanying persons for child support at conferences (8F) and specialist equipment to accelerate career/facilitate flexible working following lengthy break (5F). We will investigate extending funding to CDs (**SAP4.8**).

BIO – Did you know that…

…there is a **Return to Work Fund** to support the career development of any staff member in SCI who is returning from a significant period of absence.

www.uea.ac.uk/biological-sciences/athena-swan   UEA

Image 16: 'Did You Know….' Slide promoting Return To Work Fund

UEA's Nursery (p153), is promoted to maternity-returners via email, School/central Web pages and plasma screens. The Well-Being Service has run workshops for returners from maternity-leave with highly positive feedback. Building on this initiative, a Parent & Carer's Network is planned (**SAP4.2**).

(iv)   Maternity return rate

Academic and Research Staff Maternity Leave (FULL-TIME)											
		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Reader		-	-	1	-	-	-	-	-	-	-
Senior Lecturer	ATR	1	-	-	1	1	1	2	-	-	3
Lecturer		5	2	5	8	5	5	9	3	4	7
Researcher	RA	2	3	3	6	5	1	-	-	2	1
Senior Lecturer	ATS	-	-	-	-	-	-	2	-	1	1
Lecturer		-	3	-	-	2	5	2	3	1	4
Total Maternity		8	8	9	15	13	12	15	6	8	16
Total Return		8	8	9	15	12	11	15	6	7	
%		100	100	100	100	92	92	100	100	88	
6 Months Post Leave		6	7	8	9	10	8	15	6	7	
%		75	88	89	60	83	73	100	100	100	
12 Months Post Leave		6	5	6	8	10	8	15	6	7	
%		75	63	67	53	83	73	100	100	100	
18 Months Post Leave		5	5	6	6	8	8	15	6	7	
%		63	63	67	40	67	73	100	100	100	

Table 198: Full Time Academic Staff Maternity Leave and Return Rates (Headcount and %)

The return/retention rate has improved (**BRAP23**) (Table198) with increased support for maternity returners. 2015-18 show 100% retention at 18mths. **The following actions have positively impacted retention**:

- **Changes to working hours and working patterns.**

- **Core hours (10.00-16.00) allowing parents more flexibility in arriving/leaving.**

- **Teaching adjustments so that early/late lectures are not tabled.**

- **Workshops for returning parents.**

    UEA will establish a Parent's and Carer's Network **SAP4.2**.

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Academic and Research Staff Maternity Leave (PART-TIME)		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Senior Lecturer	ATR	-	-	-	-	-	-	-	1	-	2
Lecturer		2	1	3	-	-	-	-	2	-	1
Researcher	RA	2	3	1	3	1	5	5	-	6	4
Senior Lecturer	ATS	-	-	1	-	-	-	-	-	-	-
Lecturer		4	3	1	4	1	1	4	3	1	3
Total Maternity		8	7	6	7	2	6	9	6	7	10
Total Return		7	5	6	7	2	6	9	6	5	
%		88	71	100	100	100	100	100	100	71	
6 Months Post Leave		7	5	6	7	2	6	8	6	5	
%		100	100	100	100	100	100	89	100	100	
12 Months Post Leave		7	4	5	5	2	6	8	6	5	
%		100	80	83	71	100	100	89	100	100	
18 Months Post Leave		6	4	5	5	2	6	7	6	5	
%		86	80	83	71	100	100	78	100	100	

Table 199: Part Time Academic Staff Maternity Leave and Return Rates (Headcount and %)

Part-time data (Table199) show significant improvements 2012-18, with just two resignations (2015) (no further information held).

Professional and Support Staff Maternity Leave (FULL-TIME)		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Administrative, Library & Computing	ALC	13	2	6	5	7	9	6	3	8	3
Secretarial & Clerical	SC	6	4	3	7	14	12	7	13	14	13
Technical	TC	1	1	1	-	2	-	3	-	1	-
Campus Services	CS	2	-	3	3	2	2	1	5	2	3
Total Maternity		22	7	13	15	25	23	17	21	25	19
Total Return		20	6	13	14	25	21	16	19	23	
%		91	86	100	93	100	91	94	90	92	
6 Months Post Leave		18	6	11	13	24	21	14	15	22	
%		90	100	85	93	96	100	88	79	96	
12 Months Post Leave		18	6	10	12	23	19	13	15	22	
%		90	100	77	86	92	90	81	79	96	
18 Months Post Leave		18	6	9	10	16	18	12	15	22	
%		90	100	69	71	64	86	75	79	96	

Table 200: Full Time P&S Staff Maternity Leave and Return Rates (Headcount and %)

Professional and Support Staff Maternity Leave (PART-TIME)		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Administrative, Library & Computing	ALC	1	4	5	2	-	2	-	3	5	6
Secretarial & Clerical	SC	4	9	6	7	4	8	6	5	6	3
Technical	TC	-	1	-	-	2	2	-	3	2	1
Campus Services	CS	2	2	2	5	4	5	4	4	11	1
Total Maternity		7	16	13	14	10	17	10	15	24	11
Total Return		7	16	12	13	8	14	10	15	19	
%		100	100	92	93	80	82	100	100	79	
6 Months Post Leave		6	14	11	11	6	14	9	14	18	
%		86	88	92	85	75	100	90	93	95	
12 Months Post Leave		6	13	11	10	6	13	8	13	18	
%		86	81	92	77	75	93	80	87	95	
18 Months Post Leave		6	13	11	8	5	12	8	13	18	
%		86	81	92	62	63	86	80	87	95	

Table 201: Part Time P&S Staff Maternity Leave and Return Rates (Headcount and %)

P&S retention is lower than academics' (Tables200/201). P&S roles often have less flexibility than academic impacting adjustment for new parents. Pilots are taking place to extend a range of flexible working to P&S staff (e.g. compressed hours, term-time working), and core hours (10.00-16.00) improve the position for P&S parents (2018) (**SAP4.3).** Maternity return will be monitored annually via P&CSG to determine impact on staff of these improvements (**SAP4.3**).

(v)   Paternity, shared parental, adoption, and parental leave uptake

Academic and Research Staff Paternity Leave (ATR/RA)												
FULL-TIME		**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
Professor	ATR	1	-	-	-	-	1	-	-	2	-
Reader		1	1	-	2	2	2	-	1	-	-
Senior Lecturer		4	3	1	1	1	2	2	4	2	2
Lecturer		1	2	8	5	2	5	5	3	6	2
Researcher	RA	2	-	6	3	2	2	1	4	5	1
TOTAL		**9**	**6**	**15**	**11**	**7**	**12**	**8**	**12**	**15**	**5**
PART-TIME											
Professor	ATR	-	-	1	-	-	-	-	-	-	-
Senior Lecturer		-	-	1	-	-	-	-	1	-	1
Lecturer		-	-	-	-	-	1	-	-	-	-
Researcher	RA	2	-	-	1	1	-	1	-	1	1
TOTAL		**2**	**0**	**2**	**1**	**1**	**1**	**1**	**1**	**1**	**2**

Table 202: ATR/RA Full and Part Time Staff Paternity Leave Uptake (Headcount)

Academic and Research Staff Paternity Leave (ATS)												
FULL-TIME		**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
Professor	ATS	-	-	-	-	-	-	1	-	-	-
Senior Lecturer		-	-	-	-	1	-	1	1	1	2
Lecturer		-	-	1	1	2	2	1	4	-	-
TOTAL		**0**	**0**	**1**	**1**	**3**	**2**	**3**	**5**	**1**	**2**
PART-TIME											
Senior Lecturer	ATS	-	-	-	-	-	1	-	-	-	-
Lecturer		-	-	1	1	-	-	-	-	1	1
TOTAL		**0**	**0**	**1**	**1**	**0**	**1**	**0**	**0**	**1**	**1**

Table 203: ATS Full and Part Time Staff Paternity Leave Uptake (Headcount)

Professional and Support Staff Paternity Leave												
FULL-TIME		**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**
Administrative, Library & Computing	ALC	8	2	3	9	7	4	5	5	8	6
Secretarial & Clerical	SC	1	1	2	2	5	2	2	5	7	4
Technical	TC	-	-	1	2	-	2	3	-	2	4
Campus Services	CS	3	-	4	2	3	3	2	1	2	4
TOTAL		**12**	**3**	**10**	**15**	**15**	**11**	**12**	**11**	**19**	**18**
PART-TIME											
Administrative, Library & Computing	ALC	1	-	1	-	-	-	-	-	-	-
Secretarial & Clerical	SC	-	1	-	1	-	-	1	2	-	1
Technical	TC	-	-	-	-	-	-	-	-	1	-
Campus Services	CS	1	-	-	-	-	-	-	-	3	1
TOTAL		**2**	**1**	**1**	**1**	**0**	**0**	**1**	**2**	**4**	**2**

Table 204: Full and Part Time P&S Staff Paternity Leave Uptake (Headcount)

UEA provided one week/full pay, second week/statutory pay after one year's service (otherwise SPP applies).

AS-surveys revealed that due to Week2's pay reduction, men took annual leave or just one week. **In December 2018 policy was changed, providing two weeks at full pay after one year's service (BRAP24),** supporting new fathers and families **(SAP4.4).**

Take-up rates of PL are marginally higher across P&S staff than academic (average 2.0% cf. 1.8% academic).

Total Paternity Leave for Period 2009-2018		
Professor	ATR	5
Reader		9
Senior Lecturer		25
Lecturer		40
Researcher	RA	33
Professor	ATS	1
Senior Lecturer		7
Lecturer		15
Administrative, Library & Computing	ALC	59
Secretarial & Clerical	SC	37
Technical	TC	5
Campus Services	CS	29
TOTAL		265

Table 205: Total Paternity Leave 2009-2018   **Image 17: 'Did You Know...' Slide promoting Paternity/ Parental Leave**

Adoption Leave - All Staff Groups - ALL FEMALE											
FULL-TIME		2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Administrative, Library & Computing	ALC	-	1	1	-	-	-	-	-	-	-
Researcher	RA	-	-	-	-	1	-	-	-	-	-
TOTAL		0	1	1	0	1	0	0	0	0	0
PART-TIME											
Administrative, Library & Computing	ALC	1	-	-	1	-	-	-	-	-	-
Lecturer	ATS	1	-	-	-	-	-	-	-	-	-
Researcher	RA	-	-	-	-	-	-	-	-	1	-
TOTAL		2	0	0	1	0	0	0	0	1	0

Table 206: Adoption Leave uptake – All Staff Groups, 2009 – 2018 (Headcount)
ALL TAKEN BY FEMALE STAFF

Adoption Leave pay/benefits are as for Mat.Leave, including qualifying periods. Uptake data are too few for comment.

Shared Parental Leave - All Staff Groups				
FULL-TIME		2016	2017	2018
Senior Lecturer	ATR	-	-	1
Administrative, Library & Computing	ALC	1	1	-
Secretarial & Clerical	SC	-	1*	-
TOTAL		1	2	1
PART-TIME				
Secretarial & Clerical	SC	-	1	-
Researcher	RA	1	-	-
TOTAL		1	1	0

Table 207: Full and Part Time, All Staff Categories, Shared Parental Leave Uptake 2016 – 2018 (Headcount)
ALL TAKEN BY MEN EXCEPT WHERE INDICATD BY A * WHICH DENOTES TAKEN BY A WOMAN

Shared Parental Leave data are too few to draw conclusions. UEA offers statutory Shared Parental Leave Pay; this will be reviewed **(SAP4.9)**.

Staff receive family-friendly policies/information at application/appointment/induction and via dedicated HR/School-E&D webpages.
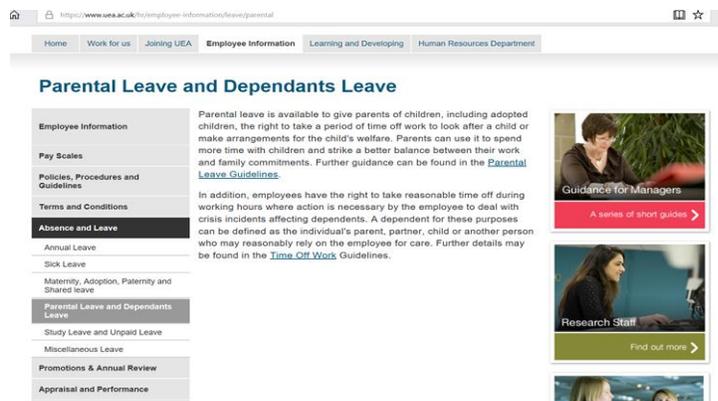
Image 18: Web information with Parental and Dependents Leave information

(vi) Flexible working

Formal and informal flexible working are available. The formal process involves a contractual change to working arrangements. P&S staff had, until recently, fewer informal options than academics. Current flexible working pilots for P&S staff are intended to improve flexibility without requirement for formal requests and determine which are feasible in front-facing services.

Academics are significantly more likely to have informal flexible working via local agreements with HoSs, promoted via Induction, Staff Handbooks, School E&D webpages and slides on campus-wide plasma screens (**BRAP2**).

Image 19: 'Did You Know…' Slide promoting flexible working

Tables 208-212: Women submit more applications but, overall, have a lower success rate than men; academic women have a higher success rate than female P&S staff (Tables208-209). Data will be collected/analysed for gendered patterns annually; LMs will receive briefings to improve successful application of policies (**SAP4.10**)

UEA Formal Flexible Working Applications by Staff Category & Gender 2014 - 2018		FEMALE							MALE						
		2014	2015	2016	2017	2018	TOTAL	%	2014	2015	2016	2017	2018	TOTAL	%
Academic, Teaching and Research	ATR	6	1	4	1	4	16	67	1	3	1	3	-	8	33
Academic, Teaching and Scholarship	ATS	1	6	6	3	5	21	84	-	3	-	-	1	4	16
Researcher	RA	-	3	1	1	-	5	63	-	1	-	1	1	3	38
Administrative, Library and Computing	ALC	3	7	7	3	5	25	74	1	2	2	3	1	9	26
Secretarial and Clerical	SC	7	22	27	23	22	101	86	1	6	5	3	1	16	14
Technical	TC	1	-	-	2	2	5	42	-	1	-	4	2	7	58
Campus Services	CS	1	7	2	4	1	15	54	5	3	3	2	-	13	46
TOTAL		19	46	47	37	39	188	76	8	19	11	16	6	60	24
%		70	71	80	70	87			30	29	20	30	13		

Table 208: Formal Flexible Working Applications by Staff Category and Gender, 2014 – 2018 (Headcount/%)

UEA Formal Flexible Working Successful Applications by Staff Category & Gender 2014 - 2018		FEMALE							MALE						
		2014	2015	2016	2017	2018	TOTAL	%	2014	2015	2016	2017	2018	TOTAL	%
Academic, Teaching and Research	ATR	6	1	4	-	4	15	94	1	3	1	3	-	8	100
Academic, Teaching and Scholarship	ATS	1	4	6	3	5	19	90	-	2	-	-	1	3	75
Researcher	RA	-	3	1	1	-	5	100	-	1	-	1	1	3	100
Administrative, Library and Computing	ALC	2	3	4	2	5	16	64	1	2	2	2	1	8	89
Secretarial and Clerical	SC	7	14	22	22	20	85	84	1	5	5	3	1	15	94
Technical	TC	1	-	-	2	2	5	100	-	1	-	4	2	7	100
Campus Services	CS	-	2	2	2	1	7	47	3	2	3	1	-	9	69
TOTAL		17	27	39	32	37	152	81	6	16	11	14	6	53	88
%		89	59	83	86	95			75	84	100	88	100		

Table 209: Formal Flexible Working, Successful Applications by Staff Category and Gender, 2014 - 2018

UEA Formal Flexible Working Applications -v- Success (2014-2018) - ALL STAFF GROUPS	FEMALE				MALE			
	Applications	%	Success	%	Application	%	Success	%
2014	19	70	17	89	8	30	6	75
2015	46	71	27	59	19	29	16	84
2016	47	80	39	83	11	20	11	100
2017	37	70	32	86	16	30	14	88
2018	39	87	37	95	6	13	6	100

Table 210: All Formal Flexible Working Applications Success Rates by Gender 2014 – 2018 (Numbers and %)

UEA Formal Flexible Working Applications -v- Success (2014-2018) - ALL PROFESSIONAL AND SUPPORT STAFF								
	FEMALE				MALE			
	Applications	%	Success	%	Application	%	Success	%
2014	12	63	10	83	7	37	5	71
2015	36	75	19	53	12	25	10	83
2016	36	78	28	78	10	22	10	100
2017	32	73	28	88	12	27	10	83
2018	30	88	28	93	4	12	4	100

Table 211: P&S Staff Formal Flexible Working Applications Success Rates by Gender 2014 – 2018 (Numbers and %)

UEA Formal Flexible Working Applications -v- Success (2014-2018) - ALL ACADEMIC AND RESEARCH STAFF								
	FEMALE				MALE			
	Applications	%	Success	%	Application	%	Success	%
2014	7	88	7	100	1	13	1	100
2015	10	59	8	80	7	41	6	86
2016	11	92	11	100	1	8	1	100
2017	5	56	4	80	4	44	4	100
2018	9	82	9	100	2	18	2	100

Table 212: Academic and Research Staff, Formal Flexible Working Applications Success Rates by Gender 2014 – 2018 (Numbers and %)

(vii)   Transition from part-time back to full-time work after career breaks

LMs are encouraged to contact staff ensuring supportive arrangements are in place for return following any lengthy absence. These include phased return, commitment that new courses are not planned from initial return date, gradual increase in teaching hours, agreed with the individual. Flexible arrangements are promoted through Schools' bespoke E&D pages/plasma screens across campus (**SAP4.5**) however, we will establish a central HR policy, for greater consistency (**SAP4.5**).

Faculty/School staff can request support from the RTWF, a successful scheme which we aim to extend to P&S staff **(SAP4.8)**.

(viii)   Childcare

UEA's Nursery facility, rated 'A' by Ofsted, opens 8.30am–5.30pm, Monday-Friday. UEA-Nursery cares for 60 babies/children aged 3+months-4yrs. Inspection reports emphasise high-quality outcomes for children, staff skills, and that views of parents *and* children are included in planning. Children learn some signing and participate in out-door 'Forest School' activities (adjacent to premises).
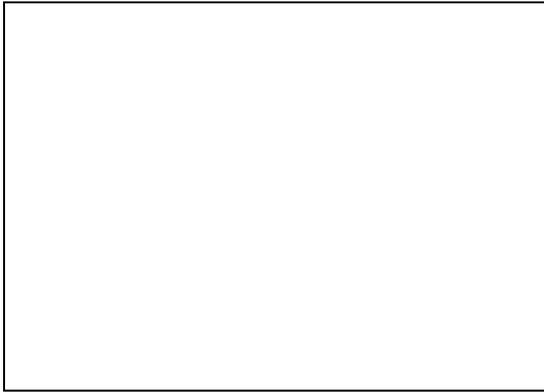
Image 20: Forest School activities

Nursery information is included at recruitment, induction (including Relocation Guide), HR website/School-E&D pages and promoted on plasma screens (Image 21). Places are available to staff and students' children although demand is high. Information about local facilities for those who cannot access the Nursery will be promoted more widely (**SAP4.2**).

Image 21: 'Did You Know….' Slide promoting the Nursery

(iv)   Caring responsibilities

5 days p.a. paid Dependents Leave is available to deal with crises/emergencies involving a person who depends on the employee. Policy also highlights that minor emergencies can, be accommodated through flexible arrangements *if* preferred. There is no set unpaid leave limit. P&S-SS2017 indicated low awareness of DL (19 staff had needed to care for a dependent but 50%F/100%M/25%PNTS were unaware of policy); however, all those who had applied had received it. DL will be widely promoted and data collected systematically (**SAP4.4**).

SportsCamps run at our Sportspark during all School/half-term Holidays offering a wide variety of activities to children (5-13 years) (Image 22) and promoted via website/Lasdun. In future, Sportscamp activities will be promoted via ASCOG/PSEN, School Bulletins and plasma Slides (**SAP4.4**).

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Image 22: Sportscamp participants

Image 22a: 'Did You Know…' Slide promoting 'Stay and Play'

4.5   Organisation and culture

(i)   Culture

UEA is a friendly institution; staff feel positive about working here (89%F/88%M enjoy working with their team/colleagues, SS2018).

The Vice-Chancellor is explicit in his commitment to AS, requiring all Schools hold an award by 2021. ET is supportive of all AS-related initiatives, also clearly committing to Stonewall WEI/ REC. PVCs/CRO are pro-actively involved via ASCSG in all AS initiatives, ensuring these are followed through in Schools/CDs.

Monthly VC's Messages go to all staff via The Lasdun in which regular reference/commitment to equality issues/activities are stated. **95%F/94%M respondents (SS2018) feel they have a good understanding of E&D issues.**

Consultation is a key part of major initiatives including UEA's Strategic Plan.

EDC was established in 2008 meeting 3xp.a. Membership is ex-officio and includes all PVCs/Directors and SU/TU representatives; Equality network Chairs report at least once p.a. **(SAP6.4).**

#NeverOK Campaign (estd.2017) united UEA/SU in tackling sexual harassment/violence on campus in response to UUK's 'Changing the Culture' report.   UEA's VC was on the national taskforce, subsequently establishing a UEA 'Changing the Culture' Working Group (meeting x5 p.a), including Managers, SU representatives and partners from Leeway (Domestic Abuse Support charity).

Image 23: Never OK Business Card

Image 24: VC spray campus graffiti to promote NeverOK and tweets

Students receive NeverOK cards setting standards for mutual respect, with contact points for help, or support.

From 2017 all Y1-UGs take online 'Consent Matters' training. Drop-In Sessions by Leeway take place on campus; take-up since November 2017: 21F/1M; 36% staff/64% students. UEA will introduce its first Domestic Violence Support policy in 2019/20, promoted via ASCOG/PSEN/website/The Lasdun (**SAP4.4).**

The 'Time to Change' Pledge (signed 2015) established a pro-active Mental Health AP, with impact regularly reported to EDC.
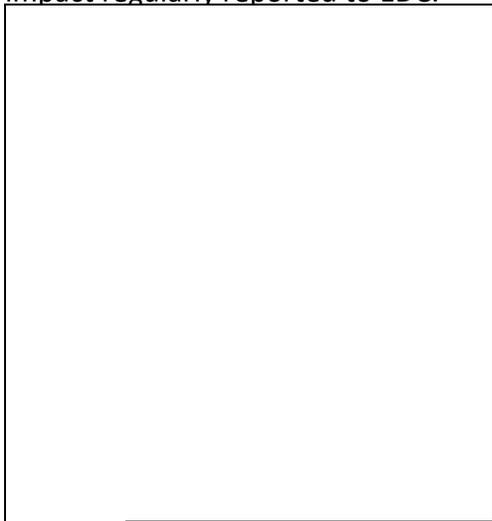
Image 25: [   ]**, signs Time to Change Pledge**

In 2018 a People and Culture Strategy Group was established. Membership includes staff from all levels/categories who applied through an open, all-staff call, selected by PVC-HUM/CRO (1F/1M, co-Chairs). P&CSG will take forward issues from our Staff Surveys/People Strategy and link with EDC/ASCSG.

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The Well-Being Interest Network was established (2019), linking with the P&CSG to share initiatives on student/staff mental health/well-being and bring mixed P&S/Academic expertise to our well-being strategy. There are a range of other staff equality networks (see also pp111/160/165, Fig.11) meeting regularly, feeding into policy, informing practices (**SAP6.4**):

- Access All Areas (consultation group of disabled staff and students working to improve campus access);

- Black and Minority Ethnic Staff Network (estd. 2017);

- Staff Pride (LGBT+ staff group);

- ResNet (Researchers network).

UEA actively tweets, using Twitter to promote a range of successes on equality:

Images 26 & 27: International Women's Day Tweets, #SheCan events

All staff are invited 3xp.a. to VC's Open Forum, an opportunity to hear about current priorities and ask questions of senior management/VC. This, and most inaugural/specialist lectures, is video-casted to the website for staff who cannot attend.

UEA pays £20 per person towards a Christmas/Winter function; local team requirements determine the timing/event. Many events have been moved to daytime to be inclusive of family members or ensure the widest range of engagement from staff.

Athena SWAN has improved an already-positive culture into one in which inclusion is a primary consideration in all aspects of study and work.

(ii)   HR Policies

Numerous E&D policies, including the Dignity & Respect CoP, have been reviewed since 2016; revised documents are clearly written, divided into shorter, better-focussed components. Consultation on draft policies has taken place with staff equality networks (AAA, ASCOG, BAME-SN, Staff Pride, TUs, SU) (SAP6.4); final approval is by EDC.

The D&R CoP was linked to our #NeverOK Campaign. In 2017 members of Staff Pride were trained as D&R Champions and their availability for informal discussion/signposting promoted via the Staff Bulletin (Image X) and cross-campus posters:
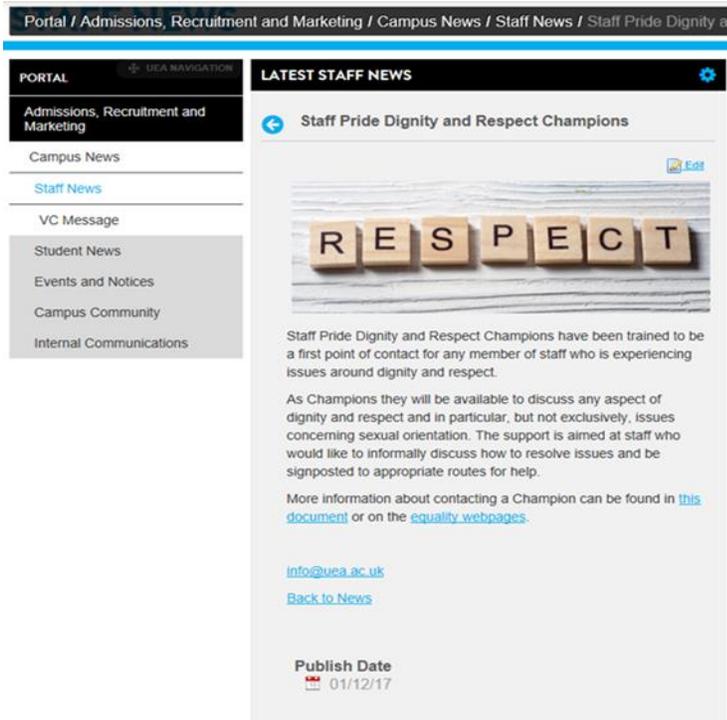
Image 28: D&R Champion web information

All documents link to the online E&D training. They are also held on a single web page, linked to School-E&D webpages.

P&S Staff are informed by Staff Bulletin and intra-Departmental communications; all areas are represented on the EDC.   PSEN provides a P&S forum in which such information is discussed/disseminated.   All policies are on the HR website; P&S-S2017 showed: 78%F/85%M/85%PNTS would search HR website for policies; 70%F/62%M/62%PNTS would consult their LMs.   We will achieve higher visibility and awareness of all, through a communications campaign (2019-2021) to ensure managers/staff are fully aware of provision (**SAP4.4**).

(iii)   Proportion of Heads of School/Faculty/Department by gender

UEA Heads of Schools & PvCs of Faculty by Gender 2009/10 - 2018/19																				
	FEMALE										MALE									
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Heads of School	5	5	5	5	5	4	4	4	5	6	12	12	12	13	15	16	16	16	15	14
PvC of Faculty	-	-	-	1	2	2	2	2	2	2	3	4	4	3	2	2	2	2	2	2
TOTAL	5	5	5	6	7	6	6	6	7	8	15	16	16	16	17	18	18	18	17	16

Table 213: Heads of Schools and Faculty PVCs by Gender 2009/10 – 2018/19 (Headcount)

Data revealed gendered differences in uptake of HoS/Pro-Vice Chancellor positions. This was raised as a serious concern by the VC/ET; positive action statements/inclusion riders/briefed Search Committees are now used to attract more women to HoS/PVC posts.
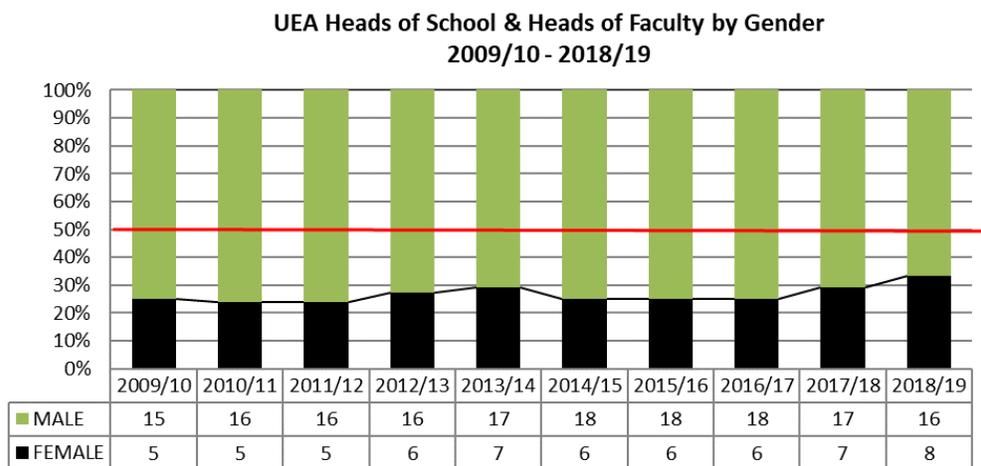
Figure 226

The proportion of female HoSs rose, 25-33%, 2009-2018 (BRAP17). This proportion matches % UEA female Professors (33%), and compares well with sector F-Professors (25%). Recent vacancies (2016+) were advertised externally, positioning the role for those wishing to gain management experience. This has worked well in some areas **(SAP5.0).**

STEMM Heads of Schools & PvCs of Faculty by Gender 2009/10 - 2018/19																				
	FEMALE										MALE									
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Heads of School	3	2	2	2	2	1	1	1	1	1	6	7	7	8	8	8	8	8	8	8
PvC of Faculty	-	-	-	-	-	-	-	-	-	-	2	2	2	2	2	2	2	2	2	2
TOTAL	3	2	2	2	2	1	1	1	1	1	8	9	9	10	10	10	10	10	10	10

Table 214: STEMM Heads of School and Faculty PVCs by Gender 2009/10 – 2018/19 (Headcount)

STEMM Heads of School & Heads of Faculty by Gender
2009/10 - 2018/19

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
MALE	8	9	9	10	10	10	10	10	10	10
FEMALE	3	2	2	2	2	1	1	1	1	1
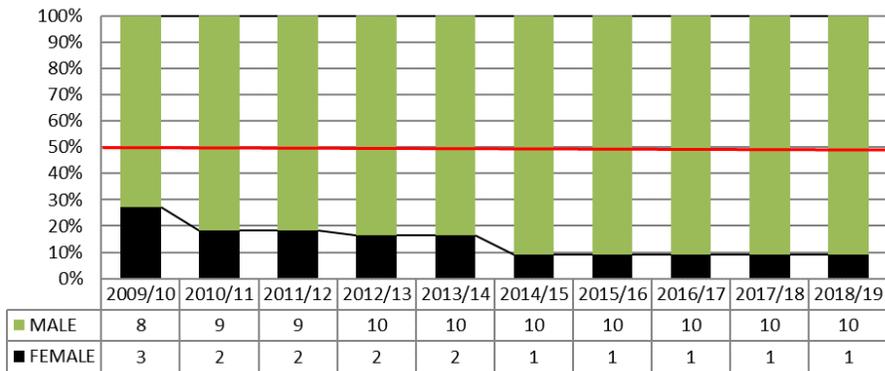
Figure 227

Despite SCI's long involvement in AS (2012) appointing female HoSs remains a significant challenge (Table214, Fig.227) **(SAP5.0).**

AHSBBL

AHSSBL Heads of Schools & PvCs of Faculty by Gender 2009/10 - 2018/19																					
	FEMALE										MALE										
	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	
Heads of School	2	3	3	3	3	3	3	3	4	5	6	5	5	5	7	8	8	8	7	6	
PvC of Faculty	-	-	-	1	2	2	2	2	2	2	1	2	2	1	-	-	-	-	-	-	
TOTAL	2	3	3	4	5	5	5	5	6	7	7	7	7	6	7	8	8	8	7	6	

Table 215: AHSSBL Heads of Schools and Faculty PVCs by Gender 2009/10 – 2018/19 (Headcount)

AHSSBL Heads of School & Heads of Faculty by Gender
2009/10 - 2018/19

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
MALE	7	7	7	6	7	8	8	8	7	6
FEMALE	2	3	3	4	5	5	5	5	6	7
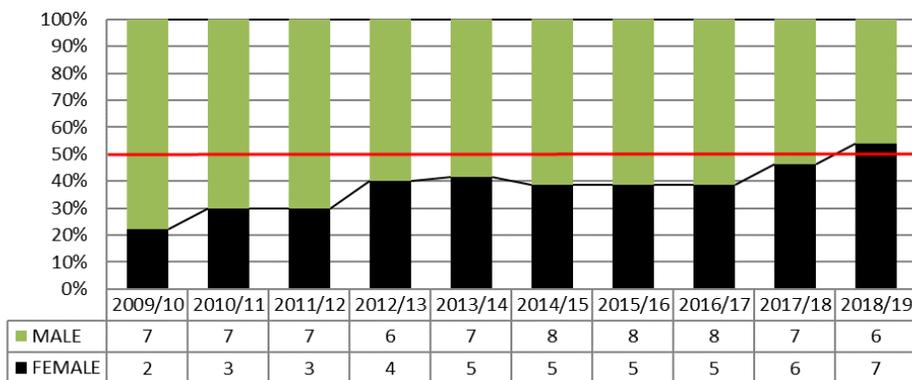
Figure 228

Impact in AHSSBL Schools: +24% since 2011/12, +16% since 2015/16 (AS-BR) due to a larger pool of female staff from which to attract applicants (Table215/Fig.228) and positive action undertaken (Section 5). Attraction to STEMM HoS posts is a priority (**SAP5.0**).

(iv)   **Representation of men and women on senior management committees**

POSITION EXECUTIVE TEAM	GRADE	FEMALE 2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	MALE 2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2019/19
Vice-Chancellor	Professor	-	-	-	-	-	-	-	-	-	-	1	1	1	1	1	1	1	1	1	1
Pro-Vice-Chancellor	Professor	-	-	-	-	-	-	-	1	1	1	2	2	2	2	2	2	2	1	1	1
Pro-Vice-Chancellors (Faculties)	Professor	-	-	-	1	2	2	2	2	2	2	4	4	4	3	2	2	2	2	2	2
Chief Operating Officer	COO										1										-
Chief Resource Officer & Secretary	CRO										-										1
Registrar and Secretary	R&S	-	-	-	-	-	-	-	-	-		1	1	1	1	1	1	1	1	1	
TOTAL		**0**	**0**	**0**	**1**	**2**	**2**	**2**	**3**	**3**	**4**	**8**	**8**	**8**	**7**	**6**	**6**	**6**	**5**	**5**	**5**
EXECUTIVE TEAM 'PLUS'																					
Director of Admissions	ALC								1	1	1								-	-	-
Director of Estates	ALC	-	-	-	-	-	-	-	-	-	-	1	1	1	1	1	1	1	1	1	1
Director of Human Resources	ALC	1	1	1	1	1	1	1	1	1	1	-	-	-	-	-	-	-	-	-	-
Director of Information Services	ALC								-	-	-								1	1	1
Director of Research and Enterprise	ALC								1	1	1								-	-	-
Director of Student Academic Services	ALC								1	1	1								-	-	-
Director of Planning	ALC	-	-	-	-	-	-					1	1	1	1	1	1				
Director of Finance	ALC	-	-	-	-	-	-					1	1	1	1	1	1				
Director of Finance & Planning	ALC							-	-	-	-							1	1	1	1
TOTAL		**1**	**1**	**1**	**1**	**1**	**1**	**1**	**4**	**4**	**4**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**	**3**	**3**

Table 216: UEA Senior Management Team (ET and ET 'Plus' (Directors)) by Gender 2009 – 2018

UEA Executive Team by Gender 2009/10 - 2018/19

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
MALE	8	8	8	7	6	6	6	5	5	5
FEMALE	0	0	0	1	2	2	2	3	3	4
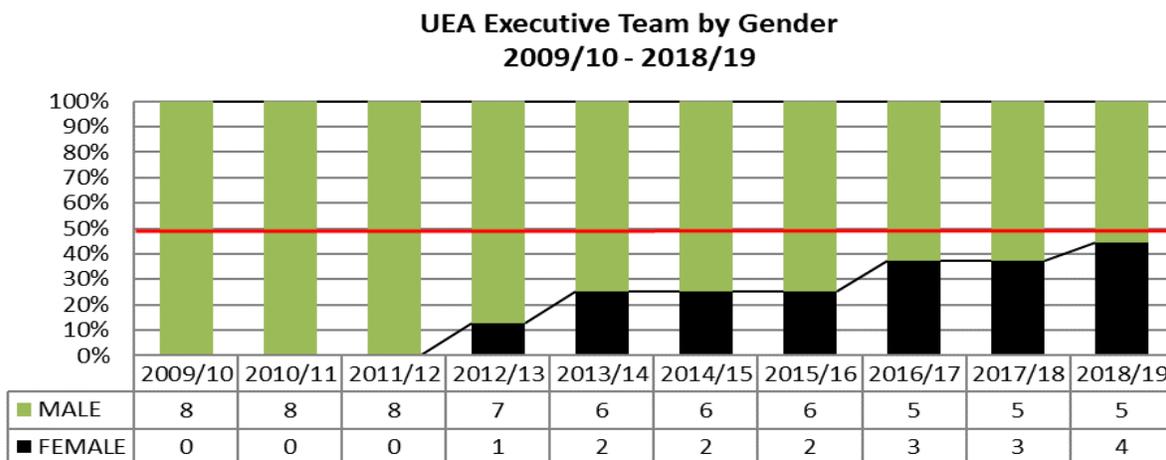
Figure 229

UEA Executive Team & Executive Team Plus by Gender 2009/10 - 2018/19

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
■ MALE	11	11	11	10	9	9	8	8	8	8
■ FEMALE	1	1	1	2	3	3	3	7	7	8
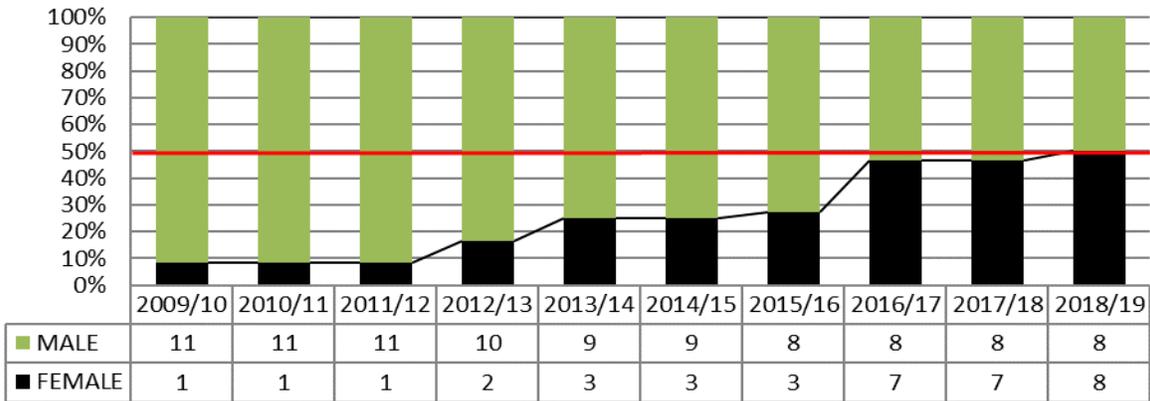
Figure 230: Executive Team Plus (ET and the Directors)

Impact: ET now has 4F/5M (45%F/55%M) (Table 216).

Membership of senior committees is ex-officio but latitude exists in the range of 'ex-officio' from which to select. Chairs are reminded annually to review gendered membership. This reminder will include a broader call to diversity in future **(SAP4.6)**.

Table216/Figs.229/230 show impact evident in a continuous positive trend from 2012/13 onwards so that positions on ET/ETPlus in 2018/19 are almost equal, with recent appointments of female PVCs to HUM (2017) and SSF (2018) and a female COO (2018). Benefits from wider perspectives in Senior Management have been strongly evident and created a highly supportive, positive culture in recent years resulting in participation in Stonewall's WEI (2016) and commitment to REC (2018).

Although ethnic diversity is low (**SAP5.1**) there are/have been several out-LGB members of ETP.

(v)   Representation of men and women on influential institution committees

UEA Influential Committees by Gender 2009/10 - 2018/19

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
■ MALE	168	165	164	163	158	172	178	176	164	166
■ FEMALE	48	62	81	80	96	112	130	143	150	153
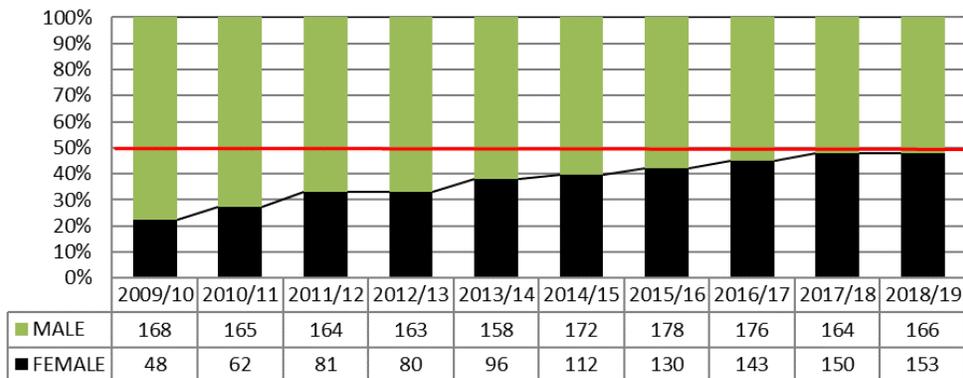
Figure 231

UEA Influential Committees by Gender																				
No.	FEMALE										MALE									
COMMITTEE	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Senate	7	11	13	12	13	17	18	15	16	16	26	22	20	20	16	16	17	20	22	19
Senate Discipline Committee	2	9	9	8	7	13	12	18	21	19	3	10	12	10	10	12	9	13	11	14
Equality & Diversity Committee	6	7	8	9	9	10	14	11	11	11	9	10	8	7	6	7	7	10	12	12
Student Affairs Group	6	6	7	4	6	10	10	10	10	4	4	4	2	8	5	10	10	10	10	4
Learning and Teaching Committee	5	7	9	9	9	9	9	14	10	10	11	8	8	9	9	12	12	13	11	12
Council	6	4	4	4	5	6	6	10	10	10	11	13	13	13	10	11	13	13	13	10
Information Strategy and Services Committee	3	4	6	6	7	6	7	8	9	10	13	12	12	11	14	12	15	8	6	6
Recruitment, Admissions and Marketing Committee	2	2	4	4	6	6	7	7	7	7	9	9	7	7	10	7	7	7	7	7
Sainsbury Centre Board	3	2	1	5	6	6	6	6	6	5	11	11	10	11	12	12	12	12	12	12
Student Experience Committee	2	3	5	3	8	5	5	5	7	13	8	6	5	5	7	12	12	12	9	10
Standing Committee of the Assembly	1	2	2	2	1	4	7	8	8	8	6	8	9	6	4	5	4	3	3	6
University Health and Safety Executive	0	0	1	2	4	4	4	3	3	3	6	6	5	6	6	6	6	7	5	6
Senate Appeals Committee		3	4	4	5	4	5	6	7	7		2	2	2	4	3	3	3	1	3
University Research Ethics Committee			5	4	4	3	4	4	7	8			7	5	6	9	9	10	7	7
Honorary Degress & Appointments Committee	0	0	0	0	1	2	5	4	4	6	7	7	7	7	6	6	7	4	3	5
University Promotions Committee	0	0	0	1	2	2	3	4	4	4	7	7	7	6	5	5	5	4	4	4
Academic-Related Staff Review Committee	1	0	1	1	1	1	2	3	3	4	6	6	6	6	6	6	6	5	5	4
Senior Officer Remuneratoin Committee	0	0	0	0	0	1	2	2	2	2	4	4	4	4	4	3	3	3	3	3
Audit Committee	1	1	1	1	1	1	1	2	3	4	9	9	9	9	8	8	8	8	9	12
Governanace Committee	1	1	1	1	1	1	2	2	1	1	6	6	6	6	5	5	7	5	5	4
Finance Group		0	0	0	0	1	1	1	1	1		5	5	5	5	5	6	6	6	6
Planning and Resources Committee	2										12									
TOTAL	48	62	81	80	96	112	130	143	150	153	168	165	164	163	158	172	178	176	164	166

Table 217: UEA Influential Committees by Gender

	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
% Female Membership in UEA Influential Committees	22.2	27.3	33.1	32.9	37.8	39.4	42.2	44.8	47.8	48.0

Table 218: % Female Membership in UEA Influential Committees

Tables 217-218, Fig.231, clearly demonstrate impact in female representation on influential UEA committees (2009–2018). A remaining improvement is needed on the Finance Group (**SAP4.6/5.2**). Nevertheless, we are greatly encouraged by impact to date.

EDC will extend membership to Chairs of staff networks (i.e. Staff Pride/BAME-SN/AAA/ResNet) (**SAP6.4**).

(vi)   Committee workload

Membership of senior committees is role-dependent; PVCs are initially appointed for 5 years, extendable for an additional term with VC approval. A greater gender-balance on senior teams has improved overload issues. However, where issues persist, usually on School Committees, specific actions have been taken via AS-Plans to address this using WLMs, and associate/co-membership with another colleague aiding succession planning and spreading the load.

(vii)   Institutional policies, practices and procedures

All policies submitted to key decision-making committees carry a front sheet requiring the paper's author to detail equality-related impact. Papers affecting staff terms/conditions are submitted to EDC, many originating via the E&DPWG; all are considered for their impact on protected/WP characteristics. All relevant draft papers/policies are shared with Staff Pride, BAME-SN, AAA. Progress reports against all major initiatives are produced for/discussed at EDC, ET and Council. Impact Assessments are carried out on all policies with wide and/or very specific impacts.

(viii)   Workload model

External auditors, Deloitte Touche undertook an audit of existing WLMs (2015), recommending that whilst standardisation of WLM principles was needed, due to significant differences between Schools no single model should be imposed.

Gendered work was investigated by auditors liaising with HoSs, HRMs, Head-E&D and UEA's Audit Committee. The final report contained good practice recommendations; **Athena SWAN priorities were clearly outlined in the first recommendation and have been consistently actioned** (**BRAP20**).

All Schools use WLMs, reviewed annually.   AS-Surveys revealed concerns about fairness of allocation, largely eliminated through better communication by HoSs, (transparency being a key recommendation by the auditors) usually via School Board meetings involving all staff and/or (increasingly) appraisal discussions **(SAP5.3)**.

(ix)   Timing of institution meetings and social gatherings

AS-award Schools gradually introduced core hours from 2012. In 2018 standard UEA core hours (10.00–16.00) were approved by ET for consistent, fair practice and to better support P&S staff with caring responsibilities (**BRAP21**). For those staff on non-standard shifts, a flexible working model is promoted. It is now policy that key decision making meetings should not be held outside core hours. Staff surveys will check experience of this across campus (**SAP6.3**).

Schools have substantially revised their practices in respect of Winter/Summer parties/other social events. A wider range of people are invited, as standard practice, including RAs (who had felt excluded in some areas), and family members.   Most Schools/Divisions now hold Christmas/Winter lunches rather than evening dinners. In a recently-established annual event P&S staff are invited for Mince Pies and networking by the CRO/COO on two occasions before Winter Break maximising inclusivity, particularly of PT staff.

(x)   Visibility of role models

Many Schools developed 'role model' web pages/posters campaigns as part of AS-award work. UEA developed its own examples, sited with HR ('Inside Working Lives') and EDO (Success@UEA) webpages. Success@UEA is work-in-progress, developing a bank of examples (people from diverse backgrounds at all professional/academic levels, from every staff group) so any staff member can find an inspirational person, at the next step of the career ladder **(SAP5.4).**
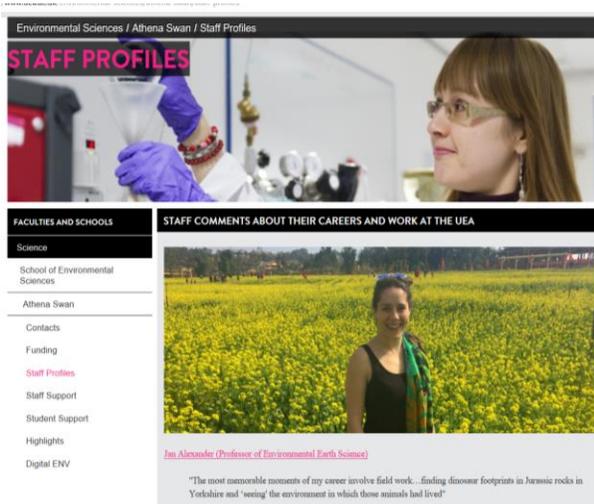
Image 29:   ENV Staff Profiles
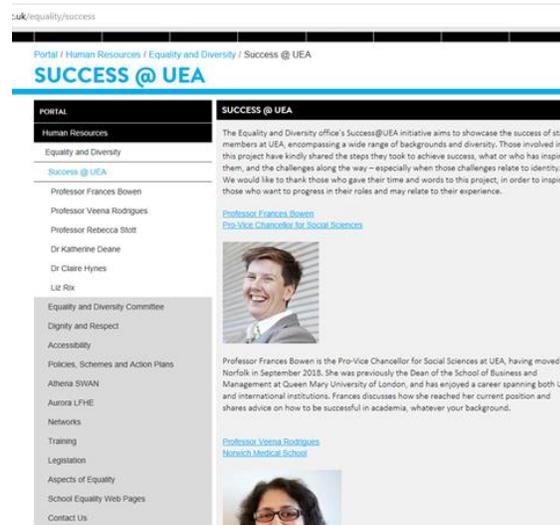
Image 30: Success@UEA profile bank

Key staff in ARM, central 'gatekeepers' of imagery, attended 3.5hr UUB training (Jan2019, average evaluation: 4.7/5).

Gender balance of invited speakers at University level is not currently recorded but will be introduced **(SAP1.4)**.
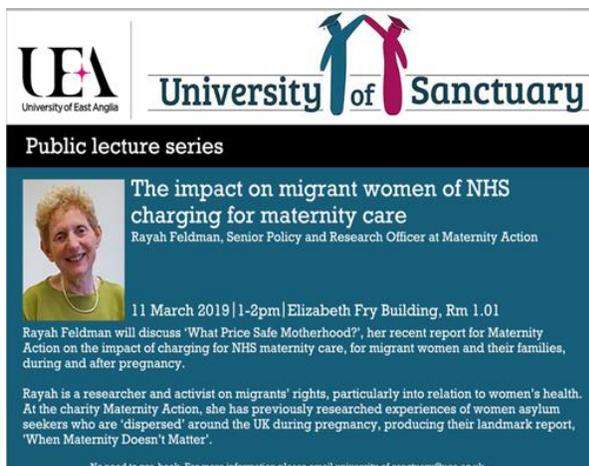
Image 31: Promoting external speakers

(xi)   **Outreach activities**

UEA's central Outreach team (5F/2M staff) organises/participates in University level activities and supports Faculties. Outreach programmes work with 31,000 students aged 10+ and 115 Schools across Norfolk/North Suffolk. 2018's engagement was 55%F/45%M.

Gender priority varies by School: Health Sciences encourage men/minority groups; most STEMM Schools focus on engaging girls/women.

For 'individual sign-up' events a greater proportion of young women attend, for example:
- Summer Schools:
  o Looked after children event: 7F/3M
  o Yr9 event: 43F/28M
  o Yr10 event: 56F/27M
  o Yr11 event: 21F/7M
- Mentoring /HE Workshops: 31F/38M/2PNTS.

HECanWeCan was launched 2018/19, responding to research showing that white, young men from WP backgrounds are the least likely demographic to progress to HE.

Image 32: Outreach Promotional Poster

HECanWeCan engages 400M students (Y7-Y13) p.a. from Outreach-target schools, focusing on subject areas with few men, e.g. Health, Social Work, Psychology.

Residentials/Taster Days are held by the Recruitment Team (13F/2M), welcoming ~500 students (Y12/13). Data collected for these events show 175F/51M/34PNTS.   Data are sometimes incomplete **(SAP1.5)**.

School staff's Outreach involvement is formally recognised within most WLMs (**SAP5.3**), appraisal and promotion criteria.

There are also two tiers of student workers:
- Student Recruitment Reps: ~800 active, working Open/Applicant Days, mainly delivering campus tours. Currently gender data is not easily accessible (**SAP1.5**).

- Student Ambassadors: trained intensively, work in schools and on events/projects, and are DBS checked. ~280 active (207F/68M). More male Ambassadors will be established **(SAP2.6)**

Alongside activity raising awareness of HE and encouraging student applications, we offer a comprehensive programme of subject-specific activities (e.g. Medical Aspirations). These are led by our WP Academic Officer Team (5F/4M).

Current systems do not allow for collection of gender data for participants or staff. We aim to include this in HEAT (Higher Education Access Tracker) and our Student Worker System (**SAP1.5**).

(xii) **Leadership**

Impact: UEA's 20 Schools are involved in Athena SWAN (Fig.10, p16) with established SATs and a timeline for preparing either a first award or renewal/upgrade. Our VC established the vision that all Schools should hold at least a Bronze award before REF2021, helping to push forward the initiative.

Schools' on-going support from central E&D/HR Teams includes receiving centrally-held, formatted data and attendance by E&D/HR at SAT meetings. EDO established an 'Internal Protocol' setting deadlines for School submissions allowing review/polishing prior to submission; EDO works intensively with Schools in the final period to deadline. EDO co-ordinate AS-surveys, supporting Leads in creating them from a 'bank' of questions, established 2012 onward, with Ethics' approval. EDO expanded by +1F (2017, total: 2F/1M) to provide support to all Schools. EDO facilitates EDC, ASCOG, ASCSG and PSEN.

UEA funded 2x Faculty AS Project Co-Ordinators in STEMM areas (SCI, FMH) who help establish projects from AS-APs, monitoring/recording results. STEMM Faculties have established Faculty groups and share good practice with AHSSBL Schools, assisting consistency of practice. 'Lasdun' is used regularly to communicate initiatives and consultation exercises to all staff.

As remaining Schools gather momentum towards an award our focus has extended ensuring we gather from/share practice with Central Divisions, who play an essential part in our work towards equality; hence PSEN was established.

In 2018, ET discussed a range of practice piloted within SCI/FMH and agreed each item to be standard for all UEA:

- workload allocations for AS Leads/SAT members;
- Principles of Bridging Funding for RAs for all Faculties
- Induction practice
- RTWFs
- core hours for core business
- Recognition of time/work by staff in equality networks (ResNet, Staff Pride, BAME Staff Network, AAA Group) in WLM/Appraisal/Promotion.

Each year, a progress report is provided to Council who take an active interest in impact achieved by the extensive series of actions adopted since 2011.

Image 33: 'Did You Know…' Slide promoting Staff Networks

WORD COUNT: 6466

5.   SUPPORTING TRANS PEOPLE

(i)   Current policy and practice

UEA has had a trans policy for over a decade and a strongly supportive history, having hosted a national, bi-ennial Trans Conference for ten years. Policy includes:

- legal rights
- responsibilities of staff and students in respect of trans colleagues/students,
- confidentiality,
- links to regional support groups
- a glossary.

Wording has been broadened to cover non-binary people as well as those transitioning gender.

We have three additional guidance documents covering:

- **staff transitioning**
- **students transitioning**
- **staff supporting transitioning colleagues/students.**

Each covers practical issues a person might encounter, such as disclosure (whether to/how to) changing records, obtaining new campus cards, regional support, who to speak to in event of problems, etc.   EDO worked closely with the SU on these documents.

Self-declaration options at recruitment/registration stage have been widened, including non-binary options and the title Mx (Mixter) (BRAP27). Staff can change personal records at any time on-line without involving HR.

Policy/guidance is supported by training. Our mandatory E&D e-learning includes several screens relating to gender reassignment.

A 'delivered' training course 'Trans & Gender Identity Awareness' is run x2p.a.with additional bespoke sessions (including a forthcoming event at JIC (May 2019) to share good practice). Our 3.5 hour course uses an audience-response system so delicate topics can be safely explored.

Feedback has consistently rated the session 4.5/5; comments such as 'think this should be mandatory for all staff' are frequent in evaluations.
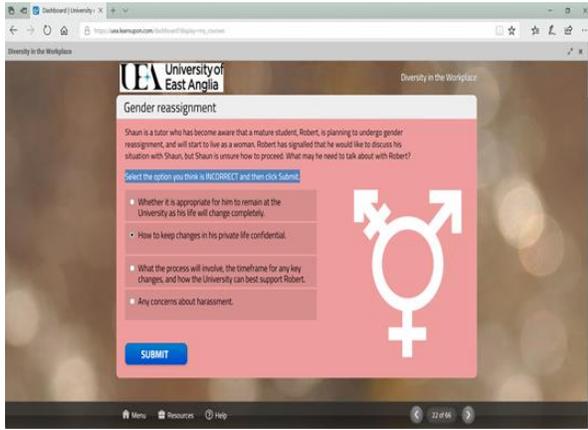
Images 34 & 35: Slide from Training Session and delivery of presentation on Trans and Gender Identity Work at UEA, Aurora University Conference 2017

UEA has a policy of converting existing toilets into GNTs across campus (since 2015). Subsequently, basic requirements for GNTs have been written into the Estates Building Design Guide and a commitment made that all new buildings will include GNTs. Consultation takes place via Staff Pride and SU Welfare/Gender Identity Representatives. Care is taken in planning locations which will not result in inadvertently 'outing' people.

(ii)   Monitoring

Numbers of staff transitioning gender are not recorded due to sensitivity. All current policies/guidance were shared with SU representatives/trans people (via Staff Pride/SU) for comment/feedback during drafting. This was extremely helpful; such consultation will take place again at policy review stage. UEA also works closely with transitioning staff, arranging (with agreement) training/workshops with LMs/teams to help broaden collective understanding/acceptance.

Trans/non-binary+ individuals are welcomed to Staff Pride, providing a safe space for people to bring any issues.
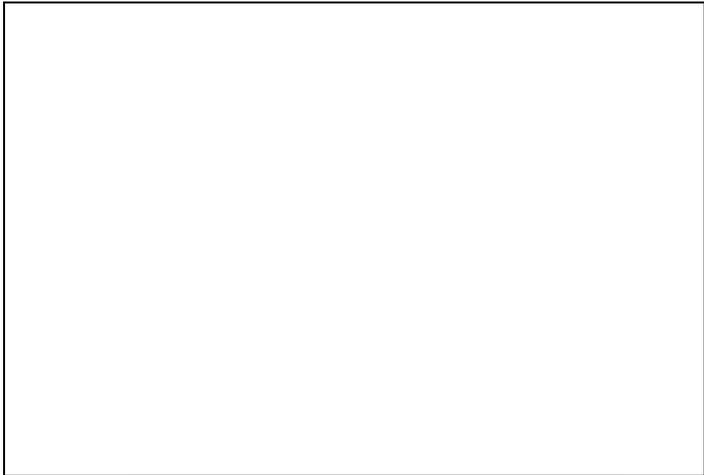
Image 36:   cuts the cake at a celebration of UEA Staff Pride's 10th Anniversary (2018)

For those needing a more confidential discussion, members of Staff Pride have trained as D&R Champions, promoting this network via posters and plasma screens across UEA as well as via Staff Pride (Image 37).
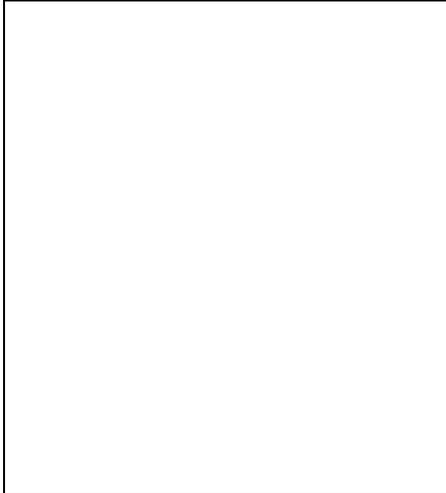
Image 37: Poster promoting Staff Pride Dignity and Respect Champions

(iii)   Further work

UEA has participated in Stonewall's WEI since 2016 rising 89 places (2017), partly due to work providing a safe campus for trans people. Our goal is to attain Top 100 status **(SAP6.7)**.

A 'Flag Policy' was introduced (2016) guaranteeing the rainbow flag will be flown from the main flagpole during LGBT+ History Month, during Norwich Pride (annually, June) and on IDAHOBIT/Bi-Visibility Days, the Trans Flag on Trans Day of Remembrance (and the Pan-African Flag during Black History Month).

In 2017 we launched our LGBT+ Allies Network providing a rainbow lanyard/rainbow pin to members who receive a bi-annual bulletin about UEA activity on the LGBT+ agenda. This was enthusiastically received; over 200 staff signed up within six weeks of launch.

Impact: **In respect of sexual orientation/gender transition less than 1% of staff (SS2018) reported experiencing discrimination on this basis. (- 1% since SS2016).** Our goal is to eliminate the issue but this is an encouraging result.

WORD COUNT: 554

GRAND TOTAL WORD COUNT: 12,156 LESS 161 SAP REFERENCES = 11995

6.   **FURTHER INFORMATION**
Not used.

UNIVERSITY OF EAST ANGLIA – ATHENA SWAN SILVER ACTION PLAN						
Action & Page no.	Action	Rationale	Responsibility	Timeframe	Measure of success/ Outcome	Priority
1.0 pp 74, 117	**Annual update of Silver Trends**	To raise awareness of the range of trends covered by Silver criteria by reporting annually to EDC, ET and Council, discussing with ASCSG and ASCOG and via improved evaluation of and benchmarking against impact of actions.	Head of E&D	Annually from April 2020	Improved impact for range of activities through greater attention to and benchmarking against trends and actions	M
1.1 pp 79, 118	**Survey to determine factors affecting role choice/career path**	Review questions in SS2020/2022 in light of trends from Silver submission and new P&CSG Run Faculty Support Staff Survey looking at decisions for role choices Ditto for ATR staff	Survey Office Manager Central Athena SWAN Project Officer Central ASPO	Jan 2020/2022 April 2021 May 2020	Response rate improves +10% SS2020, SS2022/better institutional understanding of issues Qualitative data re. gendered career choices and decisions	H
1.2 p117	**Internal Central Athena SWAN Communications Plan**	To develop a detailed plan of communication of Athena SWAN milestones and activities	Head of E&D with Head of Comms	June 2019	Monthly communication of key issues and advances in institutional work on AS	M

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UNIVERSITY OF EAST ANGLIA – ATHENA SWAN SILVER ACTION PLAN						
Action & Page no.	Action	Rationale	Responsibility	Timeframe	Measure of success/ Outcome	Priority
1.3 **pp 125, 128, 132, 136, 143**	**Improve system for training and career development data capture**	Investigate means of capturing training data so it can be easily disaggregated and analysed on equality/staff category factors	Director of People and Culture	2020/2021	Capability to easily analyse disaggregated training data annually is established:	H
		Improve records of those undertaking Understanding Unconscious Bias training capturing gender and staff group	Head of E&D/Trainer	Report annually to EDC	100% of training data is easily retrievable split by gender and staff category;	
		Improve uptake-rate of staff taking Understanding Unconscious Bias Training	Head of E&D/Head of CSED	Annually	Positive action taken to improve uptake by under-represented groups	
		Report training uptake to P&CSG/EDC/ET annually	Head of CSED	2020 and ongoing	Meaningful training uptake report to P&CSG and EDC annually	

UNIVERSITY OF EAST ANGLIA – ATHENA SWAN SILVER ACTION PLAN						
Action & Page no.	Action	Rationale	Responsibility	Timeframe	Measure of success/ Outcome	Priority
1.4 **p164**	**Establish central data on diversity of invited speakers**	To establish central recording of diversity of invited speakers to central/high profile UEA events and collate Schools data centrally for overview.	Head of Events (ARM) and Faculty Offices ASCSG	2020 and on-going	100% of data captured and disaggregated and reported annually; evidence of increasing diversity of speakers	**M**
1.5 **pp165, 166**	**Establish system with disaggregated data for staff/students/participants involved in Outreach work**	Currently some data held but not easily accessible and some events not measured Improvements to HEAT and Student Worker System	Head of Outreach	2020 - 2022	100% of data captured, disaggregated and can be reported without gaps annually; Positive action taken if overload by any group becomes evident.	**H**
1.6 **p117**	**Communication of the revised Academic Progression Framework and Handbook**	To fully promote the revised Academic Progression Framework and Handbook	ET lead for E&D with new UEA Director of People and Culture	June 2019	Academic staff are fully aware of the new criteria/process (SS2020/SS2022 100% staff aware); 95% staff agree	**H**

UNIVERSITY OF EAST ANGLIA – ATHENA SWAN SILVER ACTION PLAN						
Action & Page no.	Action	Rationale	Responsibility	Timeframe	Measure of success/ Outcome	Priority
					the new process is fair and transparent; trend for female/male promotion is broadly equal (ie. Within 3-4% difference between them over a sustained period of time).	
SECTION 2						

2.0
 	
pp 26, 29, 31, 35, 50, 136, 137, 140
	To improve communication of career development and promotion opportunities to specific under-represented staff groups	Women in ATR posts, part-time staff, ATS Lecturers, Readers, Emeritus and Honorary positions all show disparity for either women or men.
		  a) Targeted promotion of career development opportunities for such groups;
		  b) Encouragement
			Director of People and Culture with Faculty PVCs
			
			Faculty
				From Summer 2019 and annually
				
				2019/2020
					Data show increasing participation of minority gender in specific staff groups targeted over five year period (e.g. increase of women in ATR positions +10%);	H

UNIVERSITY OF EAST ANGLIA – ATHENA SWAN SILVER ACTION PLAN						
Action & Page no.	Action	Rationale	Responsibility	Timeframe	Measure of success/ Outcome	Priority
		of minority gender to consider non-traditional pathways	PVCs/Directors	academic year and ongoing		
		c) Case studies of successful minority group careers at all levels (Success@UEA)	Head of E&D	June 2019 and ongoing		
		d) Investigate via surveys what barriers exist and what additional support may be needed.	Survey Office Manager/Director of People and Culture	2020/2022		
		e) Promote opportunities to TC/CS staff groups to improve uptake	Head of CSED	2019 onwards		
2.1 pp 31, 35, 67, 68, 70, 71, 77,	To explicitly tackle issues of occupational segregation between a variety of job families (academic and P&S)	Range of data highlights groups which are less balanced than the sector (e.g. ATR) or extremely gendered (e.g. Dental, maintenance, Sportspk).	Director of People and Culture and promoted via PVCs/Directors	2020/2021 academic year and ongoing.	Data show increasing participation of minority gender in specific staff groups targeted	H

UNIVERSITY OF EAST ANGLIA – ATHENA SWAN SILVER ACTION PLAN						
Action & Page no.	Action	Rationale	Responsibility	Timeframe	Measure of success/ Outcome	Priority
79, 105, 114		a) Ensure use of minority gender success stories in job ads, and inclusion riders, logos, positive action statements as standard b) Wider promotion of role models in non-typical jobs via Success@UEA c) Investigate additional support needed for F-ATR to sustain this career pathway for wider proportion of women; d) Improve use of gender neutral job descriptions and Further Particulars; e) Workshadowing opportunities for P&S/Academic			over five year period (e.g. increase of women in ATR positions +10%); 'polarised' trends show positive trend towards gender balance	

UNIVERSITY OF EAST ANGLIA – ATHENA SWAN SILVER ACTION PLAN						
Action & Page no.	Action	Rationale	Responsibility	Timeframe	Measure of success/ Outcome	Priority
		staff in respect of non-traditional pathways (e.g. HoS-STEMM)				
2.2 p46	**Ensure equitable use of Bridging Funds by Faculty and gender**	Need to produce disaggregated data by gender, ethnicity, School and Faculty on application and success rates Option to formally apply for bridging funding was introduced 2018 – need to monitor use and impact of this action. Activity to promote the policy widely will take place	Faculty Offices	Annually, 2019 onwards	Egalitarian demographic for those obtaining bridging funding roughly mirroring the demographic of RAs in the Faculty; 100% of data (applications and successes) are captured by gender; 100% awareness of RAs of the policy in AS Surveys	M
2.3 pp 55, 56, 62,	**Improve institutional knowledge on attrition and reasons for leaving**	We have numerical data but not much qualitative information about leavers, their reasons and	Director of People and Culture		100% leavers complete exit survey; UEA understands	M

UNIVERSITY OF EAST ANGLIA – ATHENA SWAN SILVER ACTION PLAN						
Action & Page no.	Action	Rationale	Responsibility	Timeframe	Measure of success/ Outcome	Priority
63, 99		their destinations. a) Monitor attrition annually and report to EDC/ET b) Improve options on HR system to better reflect reasons for leaving (more granulated) c) Improve exit conversations and data including next destination for staff with online form for all leavers		From 2019/2020 2020/2021 2020/21	reasons for leaving and next destinations, all academic and P&S staff groups. UEA will improve understanding of the way reasons for leaving connect with current practices (e.g. family friendly policies) and undertake relevant positive action to address emergent themes from exit information	
2.4 **pp 63, 64**	**Eliminate remaining avoidable pay gaps**	Biennial Equal Pay Audits have been carried out since 2003. Remaining pay gaps may be connected to length of service between staff members. Disability,	Director of People and Culture	2021 and every two years subsequently	No gaps exist linked to gender, ethnicity, disability or other measurable protected characteristic	**M**

UNIVERSITY OF EAST ANGLIA – ATHENA SWAN SILVER ACTION PLAN						
Action & Page no.	Action	Rationale	Responsibility	Timeframe	Measure of success/ Outcome	Priority
		ethnicity and avoidable gaps removed. Staff involved in recruitment trained/upskilled, including UUB, to avoid re-appearance of gaps in future. Connect work on EPA with that of occupational segregation. EPA analysis to be transparent on differences between groups (e.g. ATR, ATS).				
2.5 p 133	**Promote criteria for Study Leave to female ATR staff**	Although success rates in applications are almost the same, two thirds more men than women ATR staff apply Study Leave – wider promotion of SL may have a positive impact on F-ATRs. Include in prompt list to discuss at Appraisal	Faculty PVCs HRMs	2019 onward 2019/2020	Proportion of female ATRs applying for and obtaining Study Leave is equal to or greater than the rate for men	M

UNIVERSITY OF EAST ANGLIA – ATHENA SWAN SILVER ACTION PLAN						
Action & Page no.	Action	Rationale	Responsibility	Timeframe	Measure of success/ Outcome	Priority
2.6 p 166	**Increased positive action to engage more male Student Ambassadors**	Male Student Ambassadors currently one third of volunteers. Intensive campaign needed to increase numbers.	Head of Outreach/ARM	2020 onward	Male Student Ambassadors increase to ~50% of SAs.	**M**
SECTION 3						
3.0 pp 41, 42, 50, 52, 74, 81, 85, 89, 95, 99, 173	**Review use of Fixed Term Contracts for RAs and in STEMM and Technical roles**	Use of FTCs was reviewed in several Schools earlier in the process where data had revealed high usage and usage was effectively reduced. Silver submission data reveals new issues: usage for RAs, P&S and part-time Technical roles in particular will be reviewed. Progression opportunities, bridging arrangements and	PVC-RI with Director of People and Culture	2020 onward	Proportions of staff on FTC will be more aligned with Sector data for research-intensive institutions (+/- 3%). RA engagement will improve and feedback from consultation will evidence effectiveness of strategy by >80%	**M**

UNIVERSITY OF EAST ANGLIA – ATHENA SWAN SILVER ACTION PLAN						
Action & Page no.	Action	Rationale	Responsibility	Timeframe	Measure of success/ Outcome	Priority
		relocation assistance will be investigated as part of new RA support strategy.				
3.1 **pp 114, 118**	**Review success of new Academic Progression Framework and Handbook**	a) Establish Faculty Promotion Workshops following introduction of APF&H b) Extensive consultation has taken place across all academic grades and areas. A fully revised Framework and Handbook are being launched in Spring 2019. c) Promotion results, disaggregated by gender, ethnicity and staff category, to be reviewed	Director of People and Culture with Faculty PVCs	2019 onward	Improved proportions of under-represented groups will be evident over 5 year time-frame from initial launch of new framework. Trend for women's promotion success rate is equal to or better than that for men over rolling five year period. 100% of data (applications and successes) are captured, disaggregated,	M

UNIVERSITY OF EAST ANGLIA – ATHENA SWAN SILVER ACTION PLAN						
Action & Page no.	**Action**	**Rationale**	**Responsibility**	**Timeframe**	**Measure of success/ Outcome**	**Priority**
		annually.			and reported to in include ethnicity, gender and staff category.	
3.2 **p 119**	**Compare results of REF2021 EIA with those of REF2014 and introduce any restorative action required**	EIAs are undertaken of REF exercises, however, provide a 'snapshot' in time. EIA results from REF2021 to be linked back to EIA-REF2014 to determine focus or direction of any remedial activity required in light of results. Improved career support for under-attaining groups.	PVC-RI	2021/22	Reduction of 'outliers' in EIA analysis; improved career support in place and functioning for any groups under-achieving in the process.	
3.3 **pp 80, 93, 95, 120**	**Further development of the Professional Services Equality Network (PSEN)**	Need to extend AS work beyond Faculty academic staff. PSEN has been established with Equality Champions from each Central Division. To develop further and establish effective on-going links between PSEN and ASCSG, ASCOG, the	Head of E&D	2019 onward	Evidence of good practice established in CDs and from CDs outward to other areas of UEA, on continuous basis.	**H**

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		People and Culture Strategy Group and EDC				
3.4 p 39	**Promote benefits of self-declaration on MyView**	Reduce proportion of staff who 'prefer not to say' on equality data, by building trust on use of data and promoting benefits gained. Raise awareness of Self-Serve options via PSEN, ASCOG, SATs, and in all-staff communications	Director of People and Culture/Head of E&D	2019 – 2023	Reduction of Prefer Not To Say from SS2018 level: 17.5% to below 5%	M
3.5 pp 120, 122	**Explicitly promote annual opportunity to apply for regrades/ex-gratia payments and improve applicant feedback**	a) Data shows no part-time male staff have been regraded over ten year period. Explicitly promote part-time staff groups in opportunities for recognition. b) Ensure unsuccessful applicants	HR & Central Division Directors	2019 - 2023	Improved balance in demographic of those receiving recognition, approximately reflecting the demographic of part-time staff and other under-represented groups. 95%+ awareness by staff of reward	M

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		understand why their case was not supported and how to improve c) Run HR led sessions for P&S staff to attend			opportunities in SS2020/SS2022	
3.6 **pp 129, 131, 132**	**Full review of Appraisal process including forms, training for appraisers and data collection**	Review of system has begun. Full review will include: a) Forms developed for different staff groups to be more relevant b) Upskilling of appraisers/apprai sees c) Computer system which can be populated/viewe d atindividual level, School, Faculty and University levels	Director of People and Culture/ET Lead for People/HR Project Lead	2019 – 2022	Appraisal completion rate is above 95% annually. Survey results show 95+% staff believe appraisal is useful exercise. >90% of staff have completed appraisal training (online module)	H

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		d) Linking of training needs identified in appraisal to CSED e) Annual reminders and data collection				
3.7 **pp 125, 126, 141**	**Promote training opportunities via PSEN and ASCOG**	a) Ensure new/forthcoming Training Opportunities are on the agenda for both groups b) improve take-up of career development opportunities by men c) improve take-up of career development opportunities by P&S Staff	H-E&D Directors/PVCs Directors	2019 onwards	Raise awareness /improve uptake of relevant training by +15%	**M**
3.8 **pp 71, 105, 141**	**Embed 'understanding unconscious bias' materials in existing training, e.g. MA-HEP, online recruitment module and introduce**	a) Improve training provision for new academics via MA-HEP to include	Head-CSED	2020/2021	Evidence from consultation shows staff have good understanding of	**H**

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	separate online module for staff	understanding unconscious bias and diversity in the curriculum;			issues and their relevance in recruitment, appraisal, teaching and curriculum design (95%+ evaluating as useful/very useful/improved understanding)	
		b) Update existing Recruitment and appraisal e-learning modules;		2020-2022		
		c) introduce stand-alone e-learning module on Understanding Unconscious Bias for staff	Head of E&D/Head of CSED	2021	Consultation questions to specifically investigate responses to improved training	
		d) investigate online module for students covering E&D/UB	Head of E&D	2021-23		
		e) Ensure regular evaluations gathered and included, disaggregated by gender, in annual	Director of People and Culture			

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		report to EDC				
		f) Revisit recruitment practices in Campus Services to tackle unconscious bias	Director of People and Culture			
		g) Extend provision of unconscious bias information to referees in remaining groups of staff.	Director of People and Culture			
3.9 **pp 111, 135, 143**	**a) Review UEA Coaching Scheme** **b) Development of central Mentoring Strategy and Scheme**	Method of selecting coaches to be reviewed Overarching strategy and priniciples to be established for mentoring and central scheme established to complement existing mentoring and coaching	Head of CSED Director of People and Culture	2020	More rigorous training implemented for coaches and standardised selection in place resulting in improved evaluation/ successes from coaches	**M** **M**

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	c)Develop ILM participant Mentoring Scheme	provision Establish Mentoring scheme for ILM participants	Head of CSED		Central and ILM mentoring provision established and receiving consistently high evaluation from participants (4.5+ Likert)	M
3.10 pp 139	Introduce mandatory minimum level of career development annually for P&S staff	P&S Staff Survey 2017 revealed staff felt they were under too much pressure of work to attend training Introduce minimum 2 days to be made available as standard part of working year for P&S staff to attend career development events	Executive Team	2020/2021	Minimum of 2 days p.a. career development for P&S staff introduced and acted on. 100% attendance rates for at least two development events by P&S Staff evidenced by data	M
3.11 p 143	Establish dedicated admin support/staff time for ResNet/Technician's Forum	Need for more established support in order to ensure professional standards, sustainability and	CRO/Head-E&D	2020	Workload by volunteers is replaced with dedicated support	M

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		credibility internally and across the sector				
4.0 **pp 72, 74, 101, 105**	**Attraction of female applicants to ATR, senior academic and full- time Technical roles.**	Review use of: a) logos, b) inclusion riders, c) positive action statements, d) family friendly policies, career development opportunities, e) early career support provision f) success case studies in specifically under-represented groups; review search and head-hunting briefs; g) use of bias interrupters in recruitment exercises; training of recruiters in targeted areas.	Director of People and Culture via Head of CSED/Head of E&D/PVCs and HRMs	2019 -2023	Under-represented groups attain sector level proportions or better by 2023	H

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		h) Review of application/ shortlisting data by HRM/ASCSG				
4.1 p 112	**Achieving consistency of induction practice in all areas of UEA**	Through ASCOG and PSEN ensure consistent standard of induction is achieved for all levels of staff on a continuous basis. Improved basis is there already, but need to ensure consistency remains.	PVCs/Directors	2019-2023	Survey results in SS2020/2022 reflect 95%+ of recently-joined staff have high satisfaction level with induction experience.	
4.2 pp 145, 146, 153	**Establish and sustain a Parent's and Carers Network and additional family friendly practices**	a) Take up of and feedback from recent maternity returners workshop demonstrates a need for new parents to connect. b) Create guidance for managers promoting best use of KIT days c) Pilot a 'New and Soon-To-Be Dad's	Head-E&D E&D Working Group Head-E&D	2020 onwards	Surveys and feedback provide qualitative evidence of enhanced support for new parents; uptake data for events provides quantitative evidence of usefulness of the initiatives (100% of those attending find the network	M

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		Workshop			useful/very useful)	
4.3 p 148	Improve standard flexible working options for P&S staff	a) Pilot currently in hand; Roll out range of options to Managers and staff early 2020; Review impact via SS2020 and SS2022/P&S staff survey b) Promote Core Hours amongst P&S managers for consistency of access	Director of People and Culture/Faculty PVCs/ All Directors COO/CRO	2020 onwards	Greater flexibility in working patterns reported by P&S staff via survey results; measureable connection between this and perception of individual well-being; SS2020/2022 show 100% P&S staff are aware of flexible working options; and show 100% P&S staff believe processes for this are fair and transparent	H
4.4 pp 149, 153, 155,	Improve promotion of family supportive policies and facilities	Widely promote: a.new two weeks Paternity Leave at full pay policy	Head of E&D	2019-2023	Greater uptake of PL and DL; higher demand for SportsCamps;	M

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157		c.Dependent's Leave d.SportsCamps e.Local Childcare facilities f.Domestic Violence support Dignity and Respect Policy and Champions Network Need to promote widely through SATs/ASCOG/PSEN/People and Culture Strategy Group/EDC and communication channels such as plasma screens across campus and 'The Lasdun' all-staff bulletin. VC to include in messages Collate Dependents' Leave data centrally so it is easy to retrieve annually and can be disaggregated by gender, disability, ethnicity and sexual orientation.			improved satisfaction in SS2020, SS2022, P&S SS2021 of f-f provision	

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4.5 **p 152**	**Consistency in management of transition from part-time to full-time work or return to work after significant break (6m+)**	Line managers upskilled in managing staff through such transitions by provision of a) Central policy and guidance to establish greater consistency; b) Initial briefings on policy and how to apply it with successful outcomes for individual, team and LM; c) Briefings repeated annually for new LMs	PVCs/Directors HRMs/Heads of E&D and CSED		SS2020/2022 show 100% staff who have worked through such transitions have had positive experiences of managerial support; exit information does not show lack of such support as a leaving reason; 100% LMs aware of new policy and confident in application of it SS2020/2022 and P&S-SS2021	M
4.6 **pp 118, 161, 162,**	**Broaden diversity on Committees**	Chairs to be asked annually to review Committee membership and achieve broader diversity where possible thinking beyond immediate confines of ex-	VCO email	2019 onwards	Increasing trend of broader diversity on committees evident by 2023 so that % participation	H

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		officio where there is latitude to do so			reflects that of % staff profile in ethnicity, disability and gender data by 2023	
4.7 p 147	**Find space for additional Baby Change and Feeding Room**	Demand has risen to ~30 regular users of this space and due to the increasing size of the campus an additional space to north would be useful.	COO/Director of Estates	By 2022	Additional designated space in use as BCFR	M
4.8 pp 145, 152	**Promotion/Extension of Return to Work Fund**	a) Promotion of existing RTWF; b) Explore extension of RTWF to P&S staff c) Central recording of all applications/successes to RTWF	Faculty PVCs Head-E&D Faculty PVCs	2020/2021	95% staff awareness in SS2020/2022, P&S SS2021 100% of data caputured, disaggregated and reported annually. Positive action to raise awareness of RTWF to any particular group	M

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					which becomes evident by data.	
4.9 pp 144, 150	**Review Maternity, Adoption and Shared Parental Leave payments**	Compare benefits with wider sector to determine if we are remaining competitive	Director of People and Culture	2020/21	All policies reviewed and changes successfully implemented; wide staff promotion; improved ability to attract minority group staff	**M**
4.10 pp 145, 151	**Introduce Line Manager briefing sessions for fully consistent approach to family friendly/flexible working**	Line Managers do not always receive specific upskilling with examples of how to apply policy resulting in sometimes inconsistent practice	Director of People and Culture	2020-2023	Improved staff experience (+20%) reflected in SS2020, 2022, P&S SS2021, 2023	**M**
SECTION 5						
5.0 pp 158, 159, 160	**Improve proportion of female HoSs particularly in STEMM Schools**	This remains an area of significant challenge. a) Explore succession planning b) Explore options for advertising externally c) Ensure all staff adverts	PVCs/PVC SCI/PVC FMH	2020 - 2023	50% of HoS in STEMM subjects are female	**H**

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		have positive action statements and inclusion riders, and materials promote family friendly working widely.				
5.1 p 161	Improve broader diversity in ET/ETP/PVC/HoS/Director positions	Gender balance has improved through AS work – this needs to be sustained and broader diversity improved; b) connect this action with work on REC	VCO/PVCs/HoSs/ Directors	2019 - 2023	% BAME staff/ % staff with disabilities are represented in key decision making positions to % sector benchmark; positive trends are established and sustained in future	H
5.2 p 162	Achieving balanced gender-representation in Finance Committee/sustaining good practice in all other Committees/achieving broader diversity in key decision making committees	a) Gender balance has improved through AS work – this needs to be sustained and broader diversity improved on key committees; b) Where ex-officio status does not permit membership, minority group members offered shadowing opportunities	VCO/PVCs/HoSs/ Directors	2019 - 2023	% BAME staff/ % staff with disabilities are represented in key decision making groups to % sector benchmark; positive trends are established and sustained in	M

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					future	
5.3 pp 163, 165	Consistent transparency and bias-proofing of WLMs	To ensure WLMs are operated in a fair and transparent manner, recognise broad range of work and are regularly bias-proofed. All HoSs report mean average hours by gender annually to ASCSG	Faculty PVCs/SFMs, with HoSs and School Managers	2019/20 academic year and annually thereafter	100% AS Survey's to check staff opinion of WLM; High % (95%+) women and men see WLM as fair and transparent in AS Surveys Mean averages for F/M in WLA is broadly equal and consistently so over four year period.	
5.4 pp 77, 164	Develop extensive bank of case studies under Success@UEA banner	Several Schools have established small ranges of examples. Work in progress to establish extensive group of studies for central website – to include men in minority groups as well as women achieving in non-traditional roles/career paths. Links to be established with E&D web site and	Head of E&D, with Faculty PVCs and Head of Communications	2019-2023	Staff at all levels from wide range of backgrounds will be able to find an inspiring case study at the next level of progress Awareness (90%+) revealed through responses to	H

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		examples to be included in The Lasdun.			SS2020/2022	
6.0 pp 9, 21,	**University-wide achievement in Athena SWAN framework**	All Schools have established SATs which meet regularly. All Schools are proactively taking action to address issues of gender equality, having a profound effect on the culture at UEA. - All Schools to have achieved Bronze or Silver awards by November 2020. - UEA to begin Beacon Activity, supporting other Universities more widely.	Head of E&D	2019 - 2023	Awards successfully achieved; data trends show improvement of +10% towards 50% for minority gender positions at all grades within four years	**H**
6.1 pp 38, 39	**University to undertake extensive work on race/ethnicity via participation in Race Equality Charter**	UEA signed REC in October 2018; Aiming to submit award in April 2021

Ensure Action Planning in REC intersects with SAP | Head of E&D to co-ordinate

Director of People and Culture/CRO | 2019-2021

2019-2023 | Award submitted within time-frame with activity evidenced in all areas; award achieved
Effective outcomes are | |

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		to gain synergy where feasible Detailed data on trends for gender and ethnicity/race are reviewed annually at ASCSG	Head E&D/PVC-HUM	2019-2023	achieved in REC/SAP and evidence strategic approach	
6.2 pp 21, 127	**ASCSG to be main body steering work on AS Silver Action Plan**	ASCSG to steer work, consulting and collaborating on a continuous basis with the following: • ASCOG • PSEN • EDC • People and Culture Strategy Group	Chair of ASCSG (currently PVC-HUM)	2019-2023	SS2020, 2022, P&S-SS2019, 2021, 2023 and other consultation shows improved experience and consistency of practice (minimum +10% increase in positive staff improvement across all practices	H
6.3 pp 21, 163	**ASCSG to review key themes and results from consultation annually**	To ensure the key steering group remains alert to emergent issues in respect of gender and race (and more broadly	Head of E&D	2019-2023	Increasing response rate as ASCSG evidences responsiveness to key emergent	M

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		where feasible)			issues from consultation – questions to be added to SS2020, 2022 and P&S-SS2021	
6.4 pp 154, 156, 162	**Chairs of Equality Networks to have permanent places on Equality and Diversity Committee**	To improve reporting mechanisms/allow direct input to decision-making for specific minority groups (extension of current practice) and to include PSEN in this.	PVC-HUM	2019/20 academic year onwards	Attendance from 2019/20 onward by Chairs Inclusion of PSEN in opportunities to comment on draft policies.	H
6.5 p 21	**AS Progress – Communication Strategy (connected to AP 1.2)**	Progress against our SAP to be formally communicated to Council, ET, students and staff via: • Council meeting • ET meetings • People and Culture Strategy Working Group • EDC	Head of E&D with Head of Comms	June 2020 onwards	All key groups are aware of AS work and progress against SAP (100% awareness in SS2020/2022/P&S SS2021)	M

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		• The Lasdun • UEA Portal/webpages • ASCOG • PSEN				
6.6 **p 21**	**Extend membership of ASCOG**	To ensure RAs have proactive opportunity to hear/exchange best practice and comment on direction; to be nominated via Open Call for expressions of interest	Head of E&D/Athena SWAN Leads	2019	Additional feedback gained from RA representatives during life of SAP	**M**
6.7 **p 170**	**To attain Top 100 status in our LGBT+ work on Stonewall Workplace Equality Index**	Annual submissions started three years ago with the goal of attaining best standards possible for our LGBT+ staff	Head of E&D	By 2023	UEA in Stonewall Top 100	**M**