



**Department Application**  
Bronze and Silver Award



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

## **COMPLETING THE FORM**

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.**

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## **WORD COUNT**

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Word Count
<b>Word limit</b>	<b>10,500</b>	<b>10,483</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	578
2. Description of the department	500	537
3. Self-assessment process	1,000	933
4. Picture of the department	2,000	1,941
5. Supporting and advancing women's careers	6,000	6,063
6. Case studies	n/a	n/a
7. Further information	500	431

<b>Name of institution</b>	University of Bath	
<b>Department</b>	Economics	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of application</b>	December 2019	
<b>Award Level</b>	<b>Bronze</b>	
<b>Institution Athena SWAN award</b>	<b>Date: April 2017</b>	<b>Level: Bronze</b>
<b>Contact for application</b> Must be based in the department	Jörg Franke	
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## **GLOSSARY**

AS Athena SWAN

AP Action Point

CT Curriculum Transformation

DHoD Deputy Head of Department

DSAT Departmental Athena SWAN Self-Assessment Team

DoR Director of Research

DoS Director of Studies

DoTL Director of Teaching and Learning

EBIS Economics for Business Intelligence and Systems

EDI Equality, Diversity, and Inclusion

ExeC Executive Committee

HESA Higher Education Statistics Agency

HoD Head of Department

HR Human Resources

LTQC Learning & Teaching Quality Committee

OS Overseas

PGR Post-Graduate Research students

PGT Post-Graduate Taught students

Q Question from surveys

RCT Randomised Controlled Trials

REF Research Excellence Framework

RES Royal Economic Society

SDPR Staff Development and Performance Review

STEM Science, Technology, Engineering and Mathematics

UG Undergraduate Students

USAT University Athena SWAN Self-Assessment Team

WG Working Group

WAMS Workload Allocation Management System

## LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Word Count: 578

Dear Athena SWAN Assessment Panel,

I am delighted to support wholeheartedly this Athena SWAN Bronze award application. As an openly gay non-UK economist, I have experienced personally the importance of the values underpinning the Athena SWAN Charter. Inclusion, respect for diversity, and openness to a wide range of experiences and points of view are crucial in giving everyone the best chance to fulfil their potential. Since becoming Head of Department in August 2017, I have felt an especially strong responsibility to develop and advance our approach to equality and diversity, making it core to the strategic planning for our continued success as a top-rated department for teaching and research.

I am a member of our self-assessment team. We approached the task with honesty and enthusiasm. The team's composition reflects our diversity and international background. The team discussed regularly our evidence base and action plans, embedding contributions from the whole department through regular staff meetings. Working together, we will address a number of priority issues:

- 1. Student recruitment.** The proportion of female undergraduate economics students nationwide has been stubbornly low at around 33%, and ours is consistently five percentage points below this. Discussions with the Royal Economics Society's Women's Committee Chair and members of the Conference of Heads of Departments of Economics (CHUDE) suggest that Bath's strength in year-long industry placements (predominantly in financial and professional services firms) may contribute to this imbalance. We seek to rebalance our student intake through our curriculum transformation process, widening participation activities, and proactive showcasing of the diversity of economists' careers in and outside academia.
- 2. Staff career advancement and development.** Gender bias persists in the academic economics profession.<sup>1</sup> While promoting a female colleague to Reader in 2019 is a promising start, there are still too few women in the Department, especially in senior positions. To address issues of progression into leadership positions, we are transforming our annual staff appraisals into personal career development plans. A new mentoring coordinator will provide constructive feedback on draft applications for promotion and sabbaticals.
- 3. Staff recruitment.** Successes since August 2017 notwithstanding (one third of new hires in 2017/18 were female, and half in 2018/19), we must do more to attract women economists by improving the diversity and gender-balance of our shortlists. Unconscious bias training will be mandatory for recruitment panel members.
- 4. Departmental organisation.** To advance our E&D agenda, a new committee (arising from DSAT) will formally become part of our organisational structure. It will oversee the implementation of our action plan, alongside broader E&D issues.

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<sup>1</sup> Mumford, K. and C. Sechel, 'Pay and job rank among academic economists in the UK: Is gender relevant?', *British Journal of Industrial Relations*, forthcoming 2019.

Many further steps will be taken, e.g. more workload flexibility and resources around parental leave, staff development, mentoring, public engagement and widening participation. Collectively, we will improve communication of support opportunities, aspirations, and strategic goals at University-level, and their relation to disciplinary norms in Economics. Departmental events (e.g. the upcoming workshop on *Diversity and Organizational Performance*) will bring together staff and students in appreciating that diversity (of gender, thinking styles, background, and other protected characteristics) creates better organisations.

I confirm that the information presented below is an honest, accurate and true reflection of our Department as informed by the data collected. I will ensure personally the resourcing for the implementation of our action plan, and that equality is central to all aspects of our departmental activities.

With best regards,



Dr Peter Postl

Head of Department

## 1. DESCRIPTION OF THE DEPARTMENT

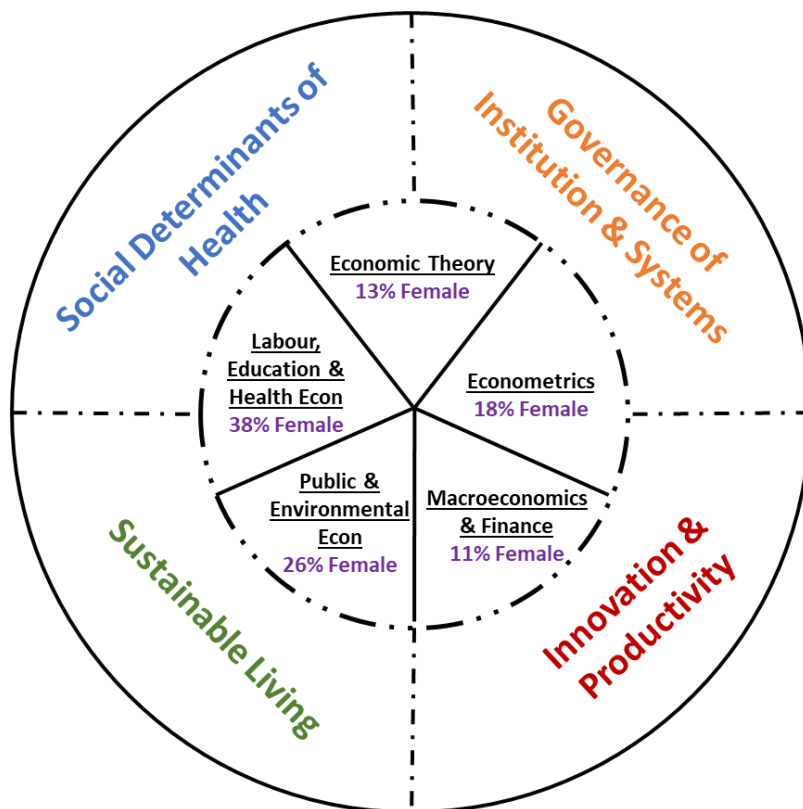
Recommended word count: Bronze: 500 words | Word Count: 537

The Department of Economics is one of six Departments in the Faculty of Humanities and Social Sciences. It has grown from a Political Economy Group in 1966, via an Economics Group in 1995, a combined Department of Economics and International Development in 1997, into a dedicated Department of Economics in 2009. Our research covers the main sub-disciplines of economics and informs our teaching. The year-long industry-placements on our undergraduate programmes foster links with business and government, helping us achieve consistently high rankings in national league tables.

The Department shares a building with the Department of Social Policy Sciences, and presently there is a dedicated and individual office within this building for each colleague with research responsibility as part of their contract. Teaching fellows are spread across two generously-sized shared offices, with four colleagues in the larger of the two, and three colleagues in the somewhat smaller one. In terms of office space, the Department is now at capacity, so careful consideration will need to be given in any future expansion to issues such as office-sharing, or the spreading of Department-members across two sites on campus, with all the challenges this will present in terms of fostering a single Departmental culture.

There are four Departmental Research Themes in the Department (see Figure 2.1) and five active Research Groups comprising academic staff (and PhD students) from the different sub-disciplines of Economics.

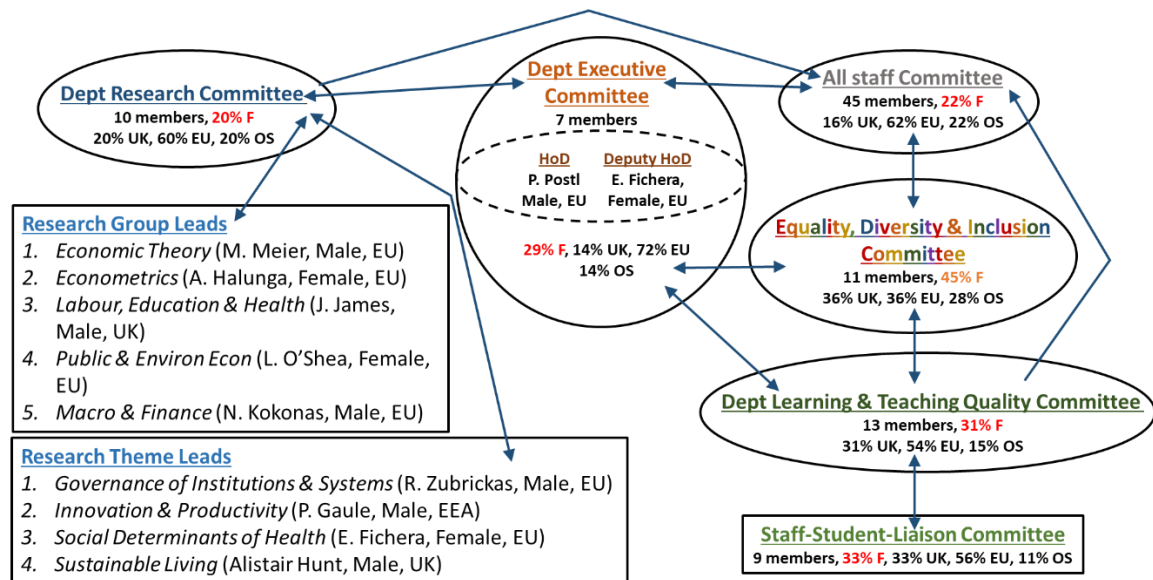
Figure 2.1: Research themes and research groups in the Department of Economics





The Department's Committee structure is depicted in Figure 2.2 below. The Head of Department (HoD) chairs the Department Executive Committee (DEC) and the Department All-staff Committee (DAC).

**Figure 2.2: Committee structure of the Department of Economics**



The DAC meets five times throughout the academic year (twice in each of the two teaching terms, and once during the summer term) and engages staff with the core business of the committees and other matters arising. Each of the committees is chaired by a different member of staff. There are Deputies for each committee to avoid 'single points of failure' and help devolve and nurture leadership. Committee chairs and research theme/group leaders do not have line management responsibility. Each committee is represented on the DEC.

All Department staff on research and teaching contract and teaching-only staff are line-managed by the HoD. Research staff who are funded by external sources are line managed by the colleague who secured the funds. Informally, week-to-week teaching operations are supervised by Directors of Studies for each degree programme, and the HoD meets with these and other senior colleagues on a routine basis to inform any decisions pertinent to line management. All professional support staff working in the Department are employed and managed by the Faculty.

Our goal for curriculum transformation and new programme development is to build a strong, diverse, and inclusive culture in the Department and beyond through collaborations and partnerships.

We have three highly successful and well-established undergraduate Economics programmes (one single honours, and two joint honours programmes). All programmes feature a high standard entrance requirement of A\*AA at A level, or equivalent, and provide the opportunity of a year-long industry placement or study abroad period.

At the postgraduate level, we run successful and sizeable MSc programmes in Applied Economics (of which an online variant was launched in 2018/19) and in Economics and Finance, along with smaller MSc and MRes programmes in Economics.

**Table 2.1: Department of Economics: Students, academic and support staff by gender 2018-19**

Group	Subgroup	Female	Male	% Female
Students	UG	273	632	30%
	PGT	104	65	62%
	PGR	11	15	42%
	<b>Total</b>	<b>388</b>	<b>712</b>	<b>65%</b>
Academic Teaching Only, Research Only, and Academic & Teaching Staff	Research only	█	█	█
	Teaching only	█	6	█
	Lecturer (L)	█	10	█
	Senior Lecturer (SL)	█	13	█
	Reader (R)	█	█	█
	Professor	█	█	█
	<b>Total</b>	<b>9</b>	<b>35</b>	<b>21%</b>
Professional & Support Staff (2018-19 figures, managed by Faculty of Humanities and Social Sciences)	Department Coordinator	█	█	█
	Programme Officer	█	█	█
	Programme Administrator	█	█	█
	Programme Admin Assistant	█	█	█
	<b>Total</b>	<b>6</b>	<b>█</b>	<b>█</b>

<sup>2</sup> For concerns regarding anonymity all numbers lower than 5 as well as personal information are blocked from this information

### 3. THE SELF-ASSESSMENT PROCESS



Recommended word count: Bronze: 1000 words | Word Count: 933 words

(i) A description of the self-assessment team

The Department Self-Assessment Team (DSAT) consists of two co-chairs (one female, one male) and 9 permanent members, (4 females, 5 males, including three students and one member from professional services staff). The HoD of the Department is member of DSAT, which indicates the importance of the AS principles for the department and allows for direct feedback with and from the Department Executive Committee. Our objective with respect to team composition was to obtain a representative sample of the department with respect to gender, roles, and seniority levels. Candidates for co-chairs were invited by the HoD with the advisory support of the Department Executive Committee. Other DSAT members were invited subsequently by the HoD in consultation with the co-chairs.

The department recognises and values the work of DSAT members and therefore assigns hours in the workload model (50-200 hours per year) proportional to their contributions to the AS application process.

Table 3.1: Department of Economics Athena SWAN DSAT

Name	Department Role	Dsat Role	Work-Life Balance
<p><b>Elnaz Bajoori</b></p> 	Lecturer	DSAT co-chair	[REDACTED]
<p><b>Jorg Franke</b></p> 	Senior Lecturer	DSAT -co-chair	[REDACTED]

<p><b>Peter Postl</b></p> 	<p>Head of Department</p>	<p>Head of Department</p>	
<p><b>Fiona Alexander</b></p> 	<p>Department coordinator</p>	<p>Coordinating and collating information for DSAT meetings</p>	
<p><b>Maria Cubel</b></p> 	<p>Senior Lecturer</p>	<p>Responsible for issues related to career breaks</p>	
<p><b>Peter King</b></p> 	<p>Former MRes student and current PhD student.</p>	<p>Running focus groups with MSc and MRes students</p>	

<p><b>Mohammad Lone</b></p> 	<p>UG student</p>	<p>Running focus groups with UG students</p>	
<p><b>Anne Marie Go</b></p> 	<p>Former PhD student</p>	<p>Running focus groups with PhD students</p>	<p>Recent PhD graduate with interests in game theory and political economy and a strong commitment towards equality and inclusivity</p>
<p><b>Martin Meier</b></p> 	<p>Professor</p>	<p>Responsible for issues related to career development</p>	
<p><b>Imran Shah</b></p> 	<p>Teaching Fellow</p>	<p>Responsible for surveys data analysis</p>	
<p><b>Catherine Winnett</b></p> 	<p>Senior Lecturer</p>	<p>Responsible for students and staff data analysis</p>	

(ii) An account of the self-assessment process

The self-assessment process was launched in April 2018 with the first inaugural DSAT meeting on 25<sup>th</sup> April 2018, where the Athena SWAN Faculty Champion and the University EDI officer introduced the participants to the Athena SWAN principles and objectives. Subsequent meetings of DSAT were held every 5 to 6 weeks, except during the summer break. Protocols and notes of each meeting were produced and distributed to all team members.

Beyond the formal DSAT meetings, there have been frequent informal meetings between co-chairs and the HoD, as well as between the co-chairs and other individuals with key roles inside and outside the Department, for instance, the admission tutor, placement officer, or members from the University EDI team. The co-chairs also participated regularly in AS events such as the Annual Athena SWAN Lecture and workshops organised by the University EDI team. An internal shared drive (on Moodle, a virtual learning environment) for depositing all data and draft documentation for the Department has been established. Athena SWAN has featured on the agenda of several staff meetings so as to guarantee the involvement of all members of the Department and to reflect the importance of gender equality and diversity to us.

In order to provide an informed and effective Athena SWAN process, we relied on an extensive data-set provided by the University EDI team based on centrally sourced administrative data. Furthermore, we organised and conducted Departmental Surveys on Organisational Culture in autumn 2018 to obtain complementary information on the perceptions and opinions about gender equality and diversity of our undergraduate, postgraduate, and research students, as well as academic research and teaching staff. Table 3.2 below shows the response rates of the different surveys.

**Table 3.2: Department of Economics culture survey responses**

	Recipients	Responses				
		Total	Female	Male	GNI	Response Rate
<b>AR&amp;T</b>	44	28	█	20	█	64%
<b>UG</b>	746*	112	39	54	19	15%
<b>PGT</b>	118	26	18	5	█	22%
<b>PGR</b>	26	13	9	█	█	50%

Remark Table 3.2: "GNI" = Gender not indicated, \* = Students on placement excluded from the data.

Combining administrative data with survey insights allowed us to evaluate the status-quo and identify relevant issues and challenges that informed further discussions within DSAT and the department. Key insights from the analysis of the survey data and the administrative data have been shared and disseminated in the department staff committee meetings to encourage feedback from staff and to discuss potential remedies to adopt an effective action plan.

The survey responses were also instructive to guide the discussion within focus groups, involving students and staff, where our objective was to provide a confidential space such that more sensitive issues could be addressed. Hence, some focus groups involved only women while other consisted of men and women. For the same reason focus groups involving students were organised and led by the student members of the DSAT. Six focus groups, three for staff (11 females and 11 males attending) and three for UG, PGT and PGR students (5 females and 5 males attending), were held in autumn 2018.

After adoption of the complete Action Plan by DSAT, the plan has subsequently been circulated to all colleagues to seek feedback and to demonstrate that the AS self-assessment process leads to visible and relevant changes and improvements in department policies. The Athena SWAN application and the Action Plan have been formally approved by the Department Executive Committee.

Another source of advice and feedback with respect to gender-related issues has been the Departmental Women in Economics Network, which has been recently established by Elnaz Bajoori (DSAT co-chair). This network provides an opportunity to discuss specific challenges for women in economics in an informal setting with a view to sharing and communicating relevant activities and initiatives.

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

After submitting the Athena SWAN Bronze application, DSAT will become the departmental EDI team to signal our ongoing commitment for equality, diversity and inclusion. We will form working groups within the EDI team that correspond to key sections of the action plan (**AP 3.1.2**), guiding its implementation and monitoring progress, for instance, through future surveys and further focus group discussions. (**AP 3.1.3-4**). One of the EDI working groups will also be responsible for creating a webpage displaying the final version of the AS action plan and the AS principles (**AP 3.2.1**).

**AP 3.1.2:** Create EDI working groups (WG) corresponding to respective actions, e.g. webpage, surveys, students, events, evaluation

**AP 3.1.3:** Conduct and analyse departmental staff surveys and staff focus groups every two years

**AP 3.1.4:** Conduct and analyse student surveys and student focus groups each year

**AP 3.2.1:** Create departmental AS webpage, publishing AS action plan, AS principles, AS blog and a link to University EDI and AS webpage

The EDI team will meet at least three times annually to manage the working groups, evaluate progress with respect to the identified objectives and therefore ensure successful and timely implementation of the action plan. These meetings will also include the departmental research group leaders to guarantee that AS principles are more visible within the respective research groups (**AP 3.1.1**). Moreover, EDI membership will be reviewed annually to maintain broad representation of the Department, especially since student members will be graduating and moving on.

The EDI team will regularly report back to the Department Executive Committee with respect to updates, challenges and progress in our implementation of the action plan. Moreover, all staff will be briefed annually with an AS progress report during staff meetings (**AP 3.2.2**).

**AP 3.1.1:** Transform DSAT into EDI committee after AS submission with regular meeting schedule (at least 3 times a year), including departmental research group leaders

**AP 3.2.2:** EDI update standing item on staff meetings and away days, including annual progress report on AS Action Plan



## 4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Word Count: 1941

### 4.1. Student data

(i) Numbers of men and women on access or foundation courses

N/A

(ii) Numbers of undergraduate students by gender

We currently offer three undergraduate honours programmes: Economics, Economics and Politics in cooperation with the Department of Politics, Languages and International Studies, and Economics and Mathematics in cooperation with the Department of Mathematical Sciences. Each is available as a three-year programme or four-year programme with the third year spent on industry placement. The degree programme in Economics and Mathematics was introduced in 2015/16, and a prior degree programme, Economics and International Development, was phased out from 2013/14. All UG programmes are offered as full-time programmes.

Table 4.1 presents the student numbers in UG programmes. Key insights from this table can be summarised as follows:

- Women are underrepresented on average in UG Economics programmes in the UK.
- The proportion of female UG students at Bath is typically 5% below the national benchmark. This difference is small but persistent across the data period, and is an issue of significant concern.
- Economics combined with other subjects has higher representation of female students – between 40% and 50% (at Bath).
- The proportion of female students studying single honours Economics has remained stable at around 28%; single honours economics is more popular among men than women, with 74% of women studying single honours economics compared to 83% of men (2017/18).

**Table 4.1: UG student numbers by gender**

Economics: UG STUDENTS		BSc Econ*	BSc Econ** with other subjects	Proportion on BSc Econ Course	Total	HESA*** Benchmark
2014-15	Female	170	44	79%	214	
	Male	430	46	90%	476	
	% Female	28%	49%		31%	37%
	Total	600	90		690	
2015-16	Female	185	49	79%	234	
	Male	461	68	87%	529	
	% Female	29%	42%		31%	36%
	Total	646	117		763	
2016-17	Female	192	53	78%	245	
	Male	501	88	85%	589	
	% Female	28%	38%		29%	36%
	Total	693	141		834	
2017-18	Female	190	67	74%	257	
	Male	527	106	83%	633	
	% Female	26%	39%	79%	29%	35%
	Total	717	173		890	

Remark Table 4.1: "BSc Econ\*" includes BSc Economics & BSc Economics with Placement, "BSc Econ\*\*" includes BSc Economics & International Development (with/without Placement), BSc Economics & Maths (with/without Placement) and BSc Economics & Politics (with/without placement), CertHE Economics with Placement in 2016/17, "HESA\*\*\* Benchmark" data is based on Full Time Equivalent for Economics among all Higher Education Institutions.

Several factors might explain why the percentage of female UG students is lower than the national benchmark. One factor, for instance, can be related to our distinctive and successful placement programme, unusual in Economics degrees historically, that seemed to be more attractive to male applicants, possibly because placements were predominantly available in the banking and finance sector, which is still dominated by men. In the year 2017/18, for example, only 25% of the cohort registering for BSc Economics with placement option was female. In the last decade we have worked hard to create placement opportunities with a greater diversity of organisations, roles and locations, including international placements, and we operate a flexible policy of transfer between programmes in the students' first year. From the data in Table 5.4, section 5.3 (iv), it can be seen that our efforts led to a substantially higher percentage of female students opting into the placement option during their career as between 32% and 41% of the cohort on placement were female. Other potential explanations for relatively low percentages of female UG students might be due to the historical focus of the University

of Bath on STEM subjects, and/or the fact that UG programmes at Bath are predominantly full-time programmes (part-time status is granted in case of specific circumstances, for instance, ill health or sports commitments).

While it is hard to disentangle the specific driving factors in students' decisions to study Economics at the University of Bath, there is an urgent need to address the low percentage of female UG students, for instance, through interventions in the application process (see section 7 and **AP 4.2** for further details). We also appointed an admissions tutor (female) in 2017, who is a member of the academic staff tasked with representing the department on UCAS applicant visit days, a visible role model for sixth form female students. Moreover, we will use a more systematic and gender-focussed approach based on our newly established outreach/widening participation team (see section 5.6(viii) for further details) and review the structure and content of our courses accordingly (as part of the Curriculum Transformation Initiative, see Section 7).

**AP 4.2:** Conduct RCTs to causally evaluate impact of various policies on offer acceptance rates, e.g. (i) presence of female role models at Applicant Visit Days, (ii) gender of student ambassadors during informal phone contacts with offer holders during application process, (iii) information provision on gender-related initiatives in offer letters to female applicants

### **UG Course applications, offers and acceptance rates**

Table 4.2 presents data on applications, offers and acceptance rates. Key insights from this table can be summarised as follows:

- On average, around 34% of applications are from women.
- Women are more likely to receive offers than men, albeit not significantly so.
- Men are more likely to accept offers than women and this difference is statistically significant ( $\chi^2$ ,  $p=0.07$ ). We understand the need to encourage female offer holders to accept their respective offer. The objective of **AP 4.2** is to improve the acceptance rates of female offer holders using different interventions.

Data for 2017/18 suggests that this trend has been reversed at least to some extent because the acceptance rate of 35% for female offer holders is close to the national benchmark of female UG students in Economics. Moreover, entry figures for female students in 2018/19 on the single honours Economics programme reveal a similar percentage of 34% female students in the respective cohort.

**Table 4.2: UG Course applications, offers and acceptance rates by gender**

UG Students		Apps	Offers	Accepts	Offers/ Apps	Accepts/ Offers	Accepts / Apps
<b>2014-15</b>	<b>Female</b>	479	390	70	81%	18%	15%
	<b>Male</b>	882	717	160	81%	22%	18%
	<b>% Female</b>	35%	35%	30%			
	<b>Total</b>	1361	1107	230			
<b>2015-16</b>	<b>Female</b>	671	566	76	84%	13%	11%
	<b>Male</b>	1,260	1,003	170	80%	17%	13%
	<b>% Female</b>	35%	36%	31%			
	<b>Total</b>	1931	1559	246			
<b>2016-17</b>	<b>Female</b>	737	609	81	83%	13%	11%
	<b>Male</b>	1,541	1,212	185	79%	15%	12%
	<b>% Female</b>	32%	33%	30%			
	<b>Total</b>	2278	1821	266			
<b>2017-18</b>	<b>Female</b>	656	569	97	87%	17%	15%
	<b>Male</b>	1,327	1,103	184	83%	17%	14%
	<b>% Female</b>	33%	34%	35%			
	<b>Total</b>	1983	1672	281			
<b>Overall</b>	<b>Female</b>	2543	2134	324	84%	15%	13%
	<b>Male</b>	5010	4035	699	81%	17%	14%
	<b>% Female</b>	34%	35%	32%			
	<b>Total</b>	7553	6169	1023			

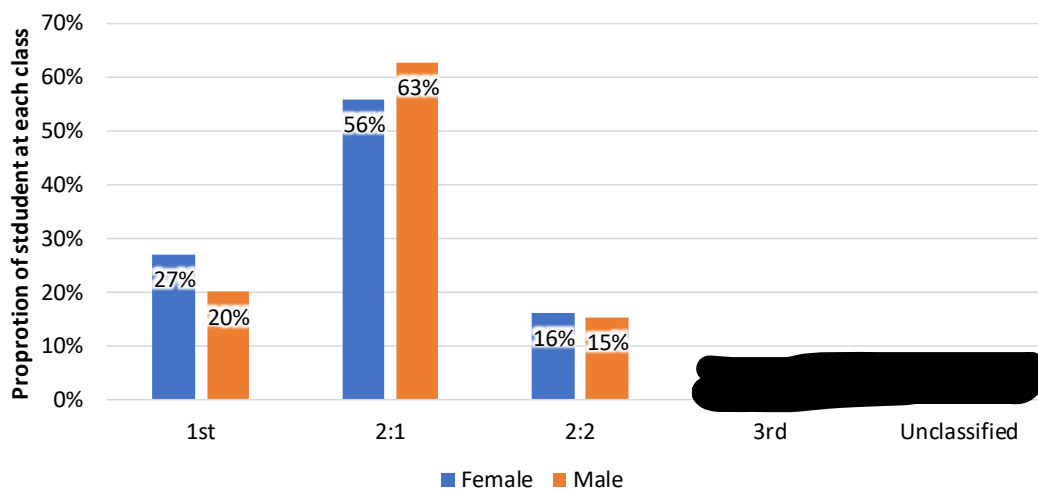
#### **Degree attainment by gender**

Tables 4.3 and Fig 4.1 demonstrate that female students are slightly more likely to gain a first-class honours degrees, while male students are slightly more likely to obtain a second class (2:1) degree. However, a Chi-squared test showed that these differences are not statistically significant.

**Table 4.3: Numbers (and distribution between degree classes) of women and men attaining each degree class (UG)**

Gender	Degree Class	2014-15	2015-16	2016-17	2017-18	Overall
Female	1st	8 (20%)	15 (27%)	17 (30%)	19 (30%)	59 (27%)
	2.1	20 (50%)	31 (55%)	35 (57%)	36 (57%)	122 (56%)
	2.2	12 (30%)	8 (14%)	7 (13%)	8 (13%)	35 (16%)
	3rd	██████	██████	██████	██████	██████
	Unclassified	██████	██████	██████	██████	██████
	<b>Total</b>		40	56	59	63
Male	1st	19 (20%)	23 (23%)	20 (15%)	33 (23%)	95 (20%)
	2.1	62 (63%)	66 (65%)	87 (65%)	84 (58%)	299 (63%)
	2.2	13(13%)	11 (11%)	24 (18%)	25 (15%)	73 (15%)
	3rd	██████	██████	██████	██████	██████
	Unclassified	██████	██████	██████	██████	██████
	<b>Total</b>		98	101	133	144

**Figure 4.1: Degree attainment UG by gender**



(iii) Numbers of taught postgraduate students by gender

We offer three full-time one-year taught MSc postgraduate degree programmes: Economics, Economics and Finance, and International Money and Banking (last entry 2016-17), which has been replaced with Applied Economics (first year of entry in 2017-18). Student numbers are presented in Table 4.4, which suggests a somewhat different picture to the UG programmes: Female postgraduate students represent now between 64-72% of the cohort, well above the HESA average of 51-53%. This is essentially due to the very high proportion of overseas students, which comprise a higher percentage of female students: Based on the fee status of PGT students (Home/EU vs. Overseas), between 90-91% of the PGT students were from Overseas in 2015-2018, of which between 67-74% were female. Considering home PGT students separately, female students accounted for between 33% and 50%.

**Table 4.4: PGT student numbers by gender**

PGT Students		Full Time	Part Time	Total	Total	HESA Benchmark
2014-15	Female	68	■	■		
	Male	33	■	■		
	% Female	67%	■	67%		51%
2015-16	Female	89	0	89		
	Male	35	0	35		
	% Female	72%		72%		53%
2016-17	Female	75	0	75		
	Male	37	■	■		
	% Female	67%	0%	66%		52%
2017-18	Female	118	0	118		
	Male	66	■	■		
	% Female	64%	0%	64%		53%

**Course applications, offers and acceptance rates**

Table 4.5 presents data on PGT applications, offers and acceptance rates. Around 62% of applicants are female and overall offer rates are the same for women and men, while female offer holders were slightly more likely than men to accept offers.

**Table 4.5: Applications, offers and acceptance rates for PGT students**

PGT Students		Apps	Offers	Accepts	Offers/ Apps	Accepts/ Offers	Accepts/ Apps
<b>2014-15</b>	<b>Female</b>	667	205	58	31%	28%	9%
	<b>Male</b>	418	129	39	31%	30%	9%
	<b>% Female</b>	61%	61%	60%			
	<b>Total</b>	1085	334				
<b>2015-16</b>	<b>Female</b>	773	258	84	33%	33%	11%
	<b>Male</b>	434	137	34	32%	25%	8%
	<b>% Female</b>	64%	65%	71%			
	<b>Total</b>	1207	395	118			
<b>2016-17</b>	<b>Female</b>	647	193	60	30%	31%	9%
	<b>Male</b>	387	111	30	29%	27%	8%
	<b>% Female</b>	63%	63%	67%			
	<b>Total</b>	1034	304	90			
<b>2017-18</b>	<b>Female</b>	639	391	105	61%	27%	16%
	<b>Male</b>	402	248	57	62%	23%	14%
	<b>% Female</b>	61%	61%	65%			
	<b>Total</b>	1041	639	162			
<b>Overall</b>	<b>Female</b>	2726	1047	307	38%	29%	11%
	<b>Male</b>	1641	625	160	38%	26%	10%
	<b>% Female</b>	62%	63%	66%			
	<b>Total</b>	4367	1672				

Remark Table 4.5: In 2017/18 offer rates are higher in comparison to the previous years in order to satisfy a higher entry target.

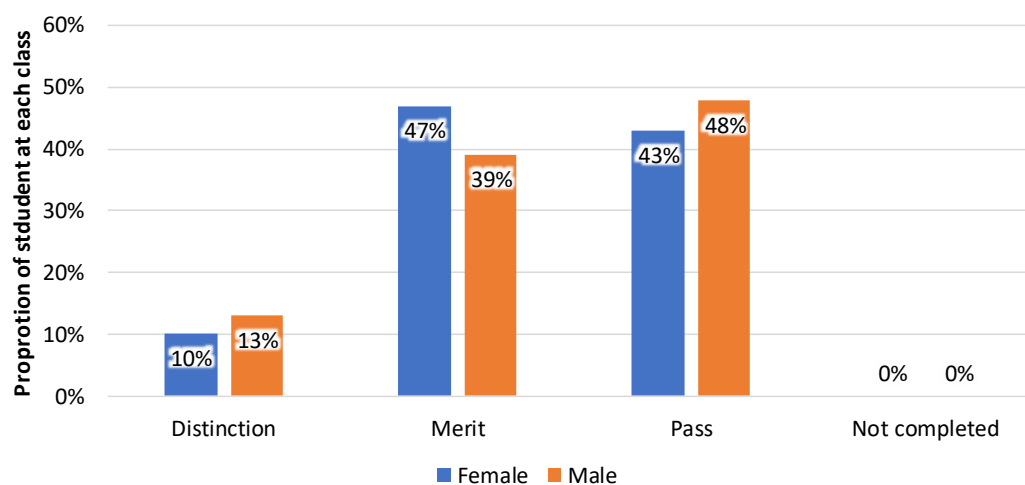
## Degree attainment by gender

With respect to degree attainment, Tables 4.6 and Fig 4.2 suggest that there is no indication of a persistent difference between female or male PGT students (a corresponding Chi-square test remained statistically insignificant at conventional levels).

**Table 4.6: Numbers (and distribution between degree classes) of women and men attaining each degree class (PGT)**

Gender	Degree Class	2014-15	2015-16	2016-17	2017-18	Overall
Female	Distinction	5 (10%)	7 (9%)	█	12 (13%)	28 (10%)
	Merit	23 (47%)	35 (47%)	30 (55%)	41 (43%)	129 (47%)
	Pass	21 (43%)	33 (44%)	21 (38%)	43 (45%)	118 (43%)
	Not completed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	49	75	█	96	275
Male	Distinction	█	6 (19%)	█	5 (9%)	18 (13%)
	Merit	7 (26%)	8 (25%)	13 (57%)	26 (46%)	54 (39%)
	Pass	17 (63%)	18 (56%)	6 (26%)	25 (45%)	66 (48%)
	Not completed	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	Total	█	32	█	56	138

**Figure 4.2: Degree attainment PGT by gender**





(iv) Numbers of men and women on postgraduate research degrees

Table 4.7 presents data on PGR students and HESA benchmarking. Similar to the case of PGT students, PGR students are predominantly from overseas (each cohort had less than 7 Home/EU students in each year), and the overseas cohort has relatively high female representation (between 50-67% each year). There are no female home students in this data period. As the numbers involved are small, there is some fluctuation in the percentage of female representation. There is, however, no indication of a systematic and persistent gender bias with respect to PGR students, which also holds for the PhD submission rates presented in Table 4.8.

**Table 4.7: PGR students by gender and HESA benchmarking data**

PGR Students		Full time	Part time	Total	HESA Benchmark
2014-15	Female	5	0	5	36%
	Male	11	█	█	
	% Female	31%	0%	█	
2015-16	Female	10	0	10	36%
	Male	9	█	█	
	% Female	53%	0%	█	
2016-17	Female	11	0	11	36%
	Male	9	█	█	
	% Female	55%	0%	█	
2017-18	Female	11	0	11	36%
	Male	6	█	█	
	% Female	65%	0%	█	

**Table 4.8: Postgraduate (PhD) submission rates by gender**

Economics: PhD submission rates (*)		Submitted within 4 years	Submitted after 4 years	Not submitted (in time)	Not submitted (out of time)	Total	% submitted
2011-12	Female	0	0	0	█	█	█
	Male	█	█	0	█	█	█
	% Female	█	█	-	█	█	
	Total	█	█	0	█	█	
2012-13	Female	█	█	█	█	█	█
	Male	█	█	█	█	█	█
	% Female	█	█	█	█	█	
	Total	5	0	0	0	5	
2013-14	Female	█	█	0	█	█	█
	Male	█	█	0	█	█	█
	% Female	█	█	-	█	█	
	Total	█	█	0	█	6	
2014-15	Female	█	0	0	█	█	█
	Male	█	0	0	█	█	█
	% Female	█	-	-	█	█	
	Total	█	0	0	█	5	

NB: This is a Cohort analysis which looks at the entry points, instead of the year the PGR degree was completed. Hence, for the 2017/18 uptake we have 2014/15 entry point data. \* Full time entry point data.

**(iv) Progression pipeline between undergraduate and postgraduate student levels**

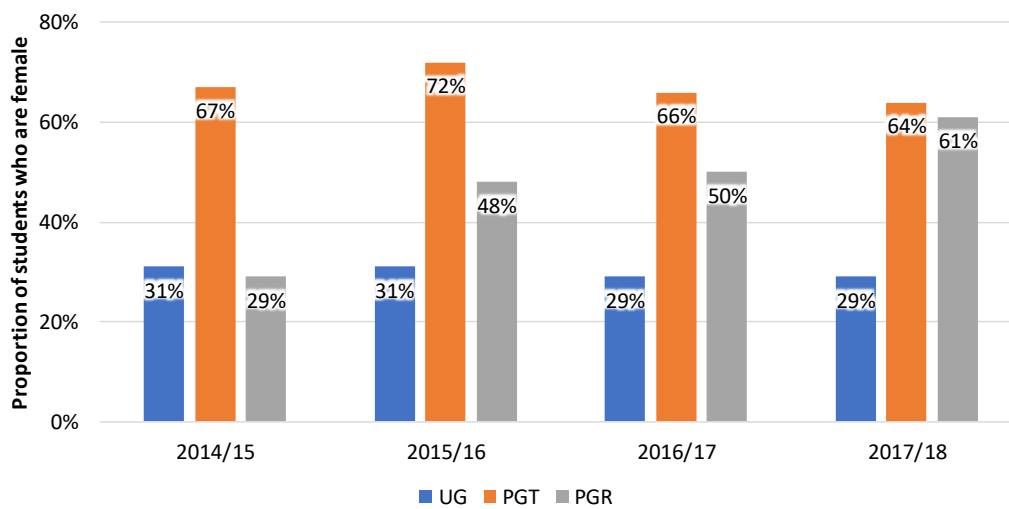
Figure 4.3 summarises the data with respect to female representation among UG, PGT, and PGR students. Key insights from this comparison are as follows:

- Among UG students around 30% of students are female.
- Female representation at the PGT level is substantially higher than at the UG level, which can be attributed to the fact that female representation is high among overseas students, who form a large proportion of those studying at this level.
- Female representation at PGR level has risen significantly, driven by overseas students, albeit numbers are small leading to greater volatility in the data.

Most of the UG students in Economics programmes decide to start a career outside academia after obtaining their degree (frequently related to a job offer from their previous placement host). Relatively few of our undergraduates progress directly to one

of our Masters programmes each year, most preferring to apply elsewhere for postgraduate studies (see section 5.3.(iv), that elaborates on this point). We will launch a taught postgraduate programme in 2020 with an interdisciplinary focus, integrating computer science, management, and economics with business applications. We anticipate that this programme will be an attractive additional postgraduate option for first degree Bath UG graduates that are seeking to develop applied technical skills related to employability.

Figure 4.3: Proportion of female students in UG, PGT, PGR programmes



## 4.2. Academic and research staff data

- (i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only.

Table 4.9, 4.10 and Figure 4.4 present information regarding title and grade of all staff, separated by gender, and provide the corresponding HESA benchmarking data. Key insights from this data are as follows:

- The overall representation of female staff is below the national average.
- There is indication of a leaky pipeline with respect to career progression resulting in the absence of women at senior levels in the period 2014-18. In July 2019 a female senior lecturer was successfully promoted to reader; that individual has also become DHoD recently (from January 2019).
- There is an increase in staff numbers (male and female) over the period. The proportion of female staff started from a very low base before 2014/15, and increased steadily, with the year 2017/18 being an exception (see section 5.1(i) for details).
- There are low numbers of research-only staff and none in 2017/18. They are variously classified as Research Assistant (grade 6), Research Associate (grade 7) and Research Fellow (grade 8).
- There are between five and six teaching-only staff (■ female). All were on grade 7 contracts.
- Among teaching and research staff, the proportion of female lecturers (grade 8) rose to 25% in 2017/18 and the proportion of female senior lecturers (grade 9) is constant at around 20%. However, there are no women at reader/professorial level in the period 2014-18. These are issues of concern that we have to address either through recruitment (see section 5.1 (i)) or through internal promotion (see section 5.1 (iii), 5.3(ii) and 5.3(iii)).

**Table 4.9: Grade and gender of all staff in the teaching and research job family**

All Staff		Grade 6	Grade 7	Grade 8	Grade 9	Professor	Total	HESA Benchmark
2015-16	Female	0	■	■	■	0	8	
	Male	■	■	12	8	8	34	
	% Female	0%	33%	■	■	0%	19%	28%
2016-17	Female	0	■	■	■	0	9	
	Male	0	■	10	13	7	34	
	% Female	0%	33%	■	■	0%	21%	30%
2017-18	Female	0	■	■	■	0	8	
	Male	0	5	10	15	6	36	
	% Female	0%	■	■	■	0%	18%	31%

**Table 4.10: Title and gender of all staff in the teaching and research job family**

		Total	Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Other*	HESA Benchmark
2014-15	Female	6	0	█	█	█	0	0	█	
	Male	35	█	█	11	8	█	8	█	
	% Female	15%	0%	20%	█	█	0%	0%	50%	29%
2015-16	Female	8	█	█	█	█	0	0	█	
	Male	34	█	█	10	7	█	8	█	
	% Female	19%	25%	20%	█	█	0%	0%	50%	28%
2016-17	Female	9	█	█	█	█	0	0	█	
	Male	34	0	█	9	11	█	8	█	
	% Female	21%	100%	20%	█	█	0%	0%	50%	30%
2017-18	Female	8	0	█	█	█	0	0	█	
	Male	36	0	5	9	12	█	7	█	
	% Female	18%	0%	█	█	█	0%	0%	50%	31%

Remark Table 4.10: "Other\*" refers to a male Director of Studies (grade 8) and female Director of Undergraduate Teaching (grade 9).

**Figure 4.4: Proportion of staff who are female**

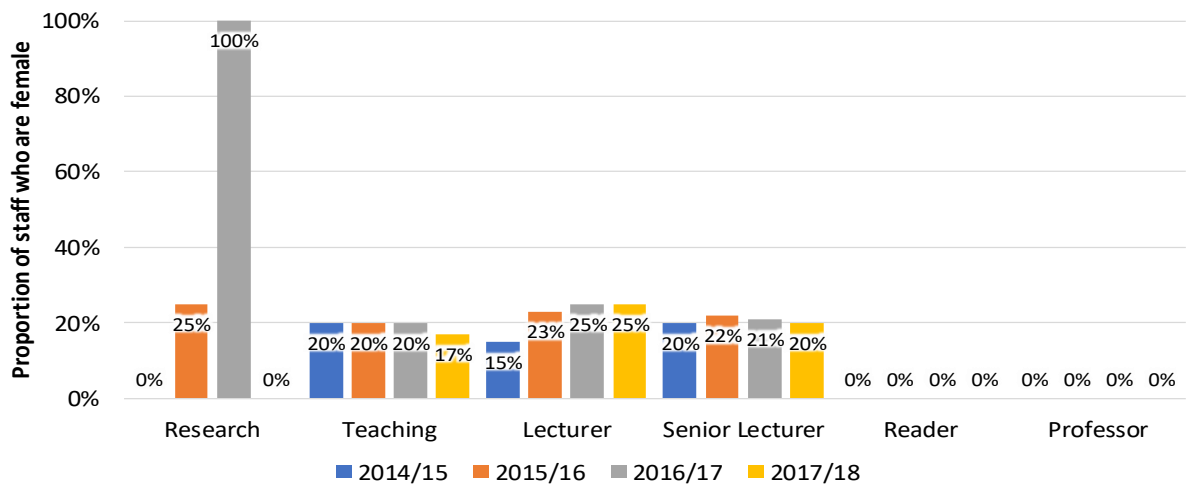


Table 4.11 provides data on gender and ethnicity for each research group at the Department and the corresponding HESA benchmarking figures. This gives a snapshot of the extent of current diversity in the department and shows research areas that are in need of future adjustments. Including the departmental research group leaders into the DSAT/EDI-committee will be a first step to analyse and address potential gender or ethnicity imbalances in each research group **(AP 3.1.1)**.

**AP 3.1.1:** Transform DSAT into EDI committee after AS submission with regular meeting schedule (at least 3 times a year), including departmental research group leaders

**Table 4.11: Ethnicity of staff in departmental research groups in 2018/19**

Research Groups	Staff	UK	EU	OS	Visitors	Female	HESA**
Economic Theory	15	7%	56%	37%	0	13%	22%
Econometrics	6	9%	64%	27%	█	18%	22%
Macroeconomics and Finance	9.5	26%	74%	0%	0	11%	23.5%
Public and Environmental Econ	10	32%	63%	5%	█	26%	29%
Labour, Education and Health Econ	7.5	15%	62%	23%	█	38%	37%
<b>Total</b>	44*				5		

Remark Table 4.11: “\*” Some staff are members in more than one research group, “HESA\*\*” data is the aggregate numbers based on Journal Economic Literature codes for the respective research group subcategories.

Table 4.12 demonstrates that the proportion of staff who are part-time has fallen over time, mainly due to the change in teaching fellow contracts from ten months (part-time) to full year, starting from 2015/16. The staff who remain part-time are past retirement age and have chosen a flexible part-time work pattern.

**Table 4.12: Full-time and part-time academic staff by gender**

		Female	Male	Total
2014-15	Full Time	5	30	35
	Part Time	█	5	6
	% Part Time	█	14%	15%
2015-16	Full Time	8	32	40
	Part Time	0	█	█
	% Part Time	0%	█	█

2016-17	Full Time	9	33	42
	Part Time	0	█	█
	% Part Time	0%	█	█
2017-18	Full Time FT	8	34	42
	Part Time	0	█	█
	% Part Time	0%	█	█

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

Table 4.13 shows that most male and female staff in the Department are on permanent, open-ended, full-time teaching and research contracts. The following list summarises key observations and provides additional information with respect to specific aspects of the data:

- There are no fixed term contracts in the teaching and research category.
- Fixed term contracts are driven by research or teaching-only career path rather than by gender.
- There is a trend towards fewer fixed term contracts and there were none in 2017/18.
- ████ teaching fellow on a fixed term contract for three years obtained an open-ended contract in 2017/18.
- For the two-year period 2015/17, there was ████ member of staff on a research only contract (grade 7). ████ left when the respective research project terminated (shown in Table 4.15).
- ████ research assistants (grade 6) were on fixed term contracts from 2014/15; ████ left after the research project terminated (September 2016). ████ research fellow (grade 8) on a fixed term contract in 2015/16 obtained ████ lectureship in the department from 2016/17 (shown in Table 4.15).

There are no zero-hour contracts in the department, while a few general teaching assistants, mainly PhD students, are employed on fixed-term hourly contracts.

**Table 4.13: Number of staff on fixed term and open-ended contracts by career path**

Year	Gender	Research Only			Teaching & Research			Teaching Only		
		Fixed Term	Open Ended	% Fixed Term	Fixed Term	Open Ended	% Fixed Term	Fixed Term	Open Ended	% Fixed Term
2014-15	Female	0	0	0%	0	█	0%	█	█	0%
	Male	█	0	100%	0	28	0%	█	█	25%
	% Female	0%	0%		0	█		█	█	
	Total	█	0		0	█		█	█	
2015-16	Female	█	0	100%	0	█	0%	█	█	0%
	Male	█	0	100%	0	26	0%	█	█	25%
	% Female	25%	0%		0%	█		█	█	
	Total	█	0		0	█		█	█	
2016-17	Female	█	0	100%	0	6	0%	█	█	0%
	Male	█	0	0%	0	29	0%	█	█	25%
	% Female	█	0%		0%	17%	0%	█	█	
	Total	█	0		0	35		█	█	
2017-18	Female	0	0	0%	0	6	0%	0	█	0%
	Male	0	0	0%	0	30	0%	0	5	0%
	% Female	0%	0%		0%	17%		0%	█	
	Total	0	0		0	36		0	█	

(iii) Academic leavers by grade and gender and full/part-time status

Tables 4.14 and 4.15 show that the number of leavers is small, with no discernible gender pattern. Reasons for leaving are mostly due to attractive options outside the department, due to retirement, or because a fixed-term contract (linked to a time-limited research project) ended. For instance, of the █ professors that left in 2017/18 █ resigned to take up a chair at another university while █ retired. In future we will establish a routine for adopting exit interviews with leavers in order to obtain more detailed information on their underlying motives (see AP 5.7.4).

**AP 5.7.4:** Establish a routine on conducting (formal and informal) exit interviews with leavers



Table 4.14: Academic leavers by role and gender

		Research	Teaching	Lecturer	Senior Lecturer	Reader	Professor	Total
2014-15	Female	■	■	■	0	0	0	■
	Male	■	■	■	0	0	0	■
	% Female	■	■	■	-	-	-	■
	Total	■	■	■	0	0	0	■
2015-16	Female	0	0	0	0	0	0	■
	Male	0	0	■	■	0	0	■
	% Female	-	-	■	■	-	-	■
	Total	0	0	■	■	0	0	■
2016-17	Female	■	0	0	0	0	0	■
	Male	■	0	0	0	0	0	■
	% Female	■	-	-	-	-	-	■
	Total	■	0	0	0	0	0	■
2017-18	Female	0	0	0	0	0	0	0
	Male	0	0	0	■	0	■	■
	% Female	0%	0%	0%	■	0%	■	■
	Total	0	0	0	■	0	■	■

Table 4.15: Academic leavers by contract type and gender

		Fixed-Term	Open-Ended	Full-Time	Part-Time	Total
2014-15	Female	■	■	■	■	■
	Male	■	■	■	■	■
	% Female	0%	50%	50%	0%	33%
	Total	■	■	■	■	■
2015-16	Female	0	0	0	0	0
	Male	0	■	■	0	■
	% Female	-	0%	0%	-	0%
	Total	0	■	■	■	■

<b>2016-17</b>	<b>Female</b>	█	0	█	█	█
	<b>% Female</b>	█	0	█	█	█
	<b>% Female</b>	25%	-	33%	0%	25%
	<b>Total</b>	█	0	█	█	█
<b>2017-18</b>	<b>Female</b>	0	0	0	0	0
	<b>Male</b>	0	█	█	0	█
	<b>% Female</b>	-	0%	0%	-	0%
	<b>Total</b>	0	█	█	0	█

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Word count: 6063 words

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

The Department of Economics expanded substantially in the last 4 years triggered by the introduction of several new PGT programmes in 2016-2019. This was accompanied by a significant demand for new staff resulting in several major recruitment rounds. The overall recruitment numbers for the years 2014-18 are presented in Table 5.1. Applications by female candidates at the Department of Economics fluctuate roughly between 28-38% with the major recruitment round in 2016/17 being an exception, where only 23% of applicants were female (which could be attributed to the fact that two of those positions were advertised at the Professor level, which potentially led to gender-biased self-selection into these levels). Beside 2016/17, application rates have been slightly higher than the percentage of female staff in Economics in all Higher Education Institutions (28-31% in 2014-17) and slightly below the percentage of female PhD students in Economics in all Higher Education Institutions (36% in 2014-17). Similar values can be observed for the gender of shortlisted candidates, which suggests that there is no systematic gender bias in shortlisting. The fact that the proportion of female and male shortlisted candidates among those that applied is roughly similar confirms this interpretation. Considering new starters, the percentage of females among new staff is roughly in line with the percentage of female applicants in the respective recruitment rounds, although the proportion of female new starters among those that applied is substantially lower in the major recruitment rounds in 2014/15 and 2016/17. In order to rule out these imbalances in the future, members of the recruitment committee will be better and more appropriately trained with respect to equality and diversity issues (**AP 5.1.2**).

**AP 5.1.2:** Training on Unconscious Bias and Diversity in the Workplace mandatory for all members of departmental recruitment panels, SDPR reviewers, admission tutor, and promotion advisor. Additionally offering face-to-face training opportunities run by University's ED&I team.

The recruitment process at the Department is conducted in compliance with University protocol and procedures: Applications are submitted to the University of Bath online jobs portal and then evaluated by the members of the recruitment panel who draw up shortlists and decide on final offers using the job description and person specification. University procedures require the chair and the member of the recruitment panel to complete specific recruitment and interview training, which is verified by the HoD before the recruitment panel membership is confirmed.

Table 5.1: Staff recruitment (applications, shortlisted and new starters) by gender

Economics (ACADEMIC & RESEARCH)		APPLICANTS					SHORTLISTED					NEW STARTERS					Shortlisted: Applications	New Starters: Shortlisted	New Starters: Applications
		Total	Research Fellow	Teaching Fellow	Lecturer / Senior Lecturer / Reader	Professor	Total	Research	Teaching	Lecturer / Senior Lecturer / Reader	Professor	Total	Research	Teaching	Lecturer / Senior Lecturer / Reader	Professor			
2014/15	Female	110	10	15	85	0	5	0	0	5	0	0	0	0	0	0	7%	25%	2%
	Male	254	20	44	190	0	6	0	6	10	0	0	0	0	0	0	7%	41%	3%
	% Female	30%	33%	25%	31%	-	32%	67%	0%	33%	-	22%	-	0%	29%	-			
2015/16	Female	73	21	0	52	0	0	0	0	0	0	0	0	0	0	7%	40%	3%	
	Male	119	22	0	97	0	0	0	0	0	0	0	0	0	0	7%	38%	3%	
	% Female	38%	49%	-	35%	-	38%	29%	-	50%	-	40%	33%	-	50%	-			
2016/17	Female	52	0	0	48	0	8	0	0	8	0	0	0	0	0	15%	13%	2%	
	Male	171	0	0	141	0	30	0	0	19	11	0	0	0	0	18%	27%	5%	
	% Female	23%	-	-	25%	12%	21%	-	-	30%	0%	11%	-	-	0%	-			
2017/18	Female	116	0	11	105	0	9	0	5	0	0	0	0	0	0	8%	11%	1%	
	Male	293	0	17	276	0	18	0	7	0	0	0	0	0	0	6%	11%	1%	
	% Female	28%	-	39%	28%	-	33%	-	-	27%	-	33%	-	-	33%	-			
Overall	Female	351	31	26	290	0	30	0	6	20	0	6	0	0	5	9%	20%	2%	
	Male	837	42	61	704	0	73	0	13	43	0	20	0	0	14	9%	27%	2%	
	% Female	30%	42%	30%	29%	12%	29%	40%	32%	32%	0%	23%	33%	0%	26%	0%			

Remark Table 5.1: Most positions were advertised as multiple level post, e.g. Lecturer/Senior Lecturer or Senior Lecturer/Reader. In order to maintain consistency in the trajectory between the categories Applicants, Shortlisted, and New Starters, all positions on Lecturer, Senior Lecturer and Reader are pooled.

The fact that the overall number of female staff in the Department is still below the national average is an issue of concern. It is our objective to close this gap in the following years, where one important channel is external recruitment. Increasing the number of applications by suitable female candidates (**AP 5.2.1-3**) in combination with a fair selection process (**AP 5.1.2**) should allow us to increase the proportion of female staff in the next four years.

**AP 5.2.1:** Department commits to no all-male or all-female recruitment panels

**AP 5.2.2:** Create a dedicated landing page for job applicants using gender-neutral language based on online gender-decoder tool; ensure departmental job advert template is in line with equality, diversity and inclusion criteria; advertisement of posts on RES Women's network

**AP 5.2.3:** Pro-active approaching of suitable female candidates utilizing internal and external networks established by current staff members, research groups and inclusive recruitment websites

Addressing the issue of the very low representation of women at reader and professorial levels through external recruitment is difficult in the present financial climate because the Faculty is limiting replacement and newly approved academic positions to Reader level or lower in the next future. Hence, we have to rely on the internal promotion channel (see section 5.1 (iii)) to increase the number of female staff in senior positions.

#### (ii) Induction

The induction process for new starters in the Department of Economics is organised at three different levels. At the University and Faculty level there are specifically designed one-day workshops for all new starters to make them aware of the different services and support opportunities at the University/Faculty level. The induction process at Department level has a more informal structure and consists of the following elements:

- A meeting with the department coordinator who conducts a tour of the department. New starters are also provided with the recent version of the Staff Handbook.
- Separate one-to-one meetings with the HoD, DoR, and DoTL to clarify questions regarding teaching, research, and probation as well as other relevant department policies and support mechanisms, and to encourage them explicitly to participate in departmental coffee-mornings and away-days.

Responses from the staff survey and focus groups suggest that the induction process at the University and Faculty level is perceived as satisfactory and helpful (40% of respondents agreed or strongly agreed, while 8% disagreed or strongly disagreed), which

is not the case on the Department level (only 20% of respondents agreed or strongly agreed that the induction to the Department has been helpful, while 16% disagreed or strongly disagreed).<sup>3</sup> More specifically, a substantial number of new starters claimed that there was no induction process at all on the Department level. To address this lack in Departmental induction effectiveness, we plan to re-organise the induction process in a systematic way, using the structured induction processes at the University and Faculty levels as templates. Hence, departmental induction will be provided in a comprehensive joint information session for all new starters **(AP 5.3)**.

**AP 5.3:** Improve departmental induction process: Organise a joint induction session with HoD, DoR, and DoTL for all new staff; presentation slides and staff handbook uploaded in Moodle for future reference

### (iii) Promotion

Promotions are considered at least twice per year according to the schedule provided to all staff by HR. Staff are reminded and encouraged to apply in an annual email from HR and the HoD, providing links to the central promotion website which details promotion criteria for each academic grade. Promotion criteria are flexible in the sense that beyond the mandatory criteria for research, leadership, and teaching, candidates can tailor their application to their individual strengths and experience selecting from additional criteria like teaching, leadership, impact, outreach, knowledge transfer, consultancy work, etc. Potential candidates can discuss their eligibility before applying as part of the SDPR-review or, if applicable, with their personal mentor. Staff that wish to apply then work on their promotion case, supported by colleagues through a formal consultation process which is organised by the Department ExeC in order to strengthen each individual case. After finalising the application, it is submitted to the University's Academic Staff Committee and considered by them with reference to the established promotion criteria. Unsuccessful candidates are provided with feedback from the Academic Staff Committee and the HoD, who arranges for Personal Action Plans to be developed for the respective candidates.

Table 5.2 provides an overview of promotion applications and their success rates (due to small numbers, further details on grade of staff who applied and were unsuccessful have been omitted to maintain confidentiality). Overall, the number of promotions and the success rate in the last four years is rather low and the number of applications by female candidates is actually zero in this period (however, there were successful promotions by female staff in 2013/14 as well as in 2018/19). Both observations are issues of concern, especially the zero-application rate by female staff during this period (especially since the number of females in senior positions has been and is still very low). One explanation for the low application rate of female staff is that new female colleagues joined relatively recently, mostly as lecturers and/or on probation, such that they are not in a sufficiently

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<sup>3</sup> Whenever results from the surveys are reported in this text, they have been tested for differences between male and female responders using two-sided t-tests and non-parametric Mann-Whitney tests. If the difference is statistically significant at the 5%-significance level, this is reported. If not, this information is omitted.

advanced academic career position to apply for promotion. Nevertheless, there is an urgent need to increase the application numbers of female candidates and to improve the success rate of our promotion applications. Our proposed actions (**AP 5.5.1-3**) are expected to result in an increase in female promotion applications and we commit to promoting at least one additional female colleagues to Reader or Professor by the end of 2024.

**Table 5.2: Applications for and successful promotions by gender**

Academic Promotions	Applications				Promotions				Success rate		
	Female	Male	% Female	Total	Female	Male	% Female	Total	Female	Male	Total
2014-15	0	█	0%	█	-	0	-	0	-	0%	0%
2015-16	0	█	0%	█	-	0	-	0	-	0%	0%
2016-17	0	█	0%	█	-	█	-	█	-	67%	67%
2017-18	0	█	-	█	-	█	-	█	-	-	-
<b>Overall</b>	0	█	0%	█	-	█	-	█	-	50%	50%

Responses from the staff survey and focus group discussions raised concerns regarding perceived fairness of the promotion process in general: Only 18% of respondents agreed or strongly agreed with the statement that the promotion process is fair, while 28% disagreed or strongly disagreed. As information on the promotion process and the evaluation criteria are publicly available on the University webpage, it is hard to disentangle to what extent the negative perception of the promotion process is due to the fact that one particular individual in the Department submitted two unsuccessful promotion applications, or whether colleagues perceive more systematic biases in the promotion process. The staff survey indicated that female respondents (in comparison to male respondents) were significantly more likely to believe that women are disadvantaged with respect to promotion (14% of respondents perceived women to be significantly or slightly disadvantaged, 7% perceived men to be significantly or slightly disadvantaged, and 79% perceived no gender difference with respect to promotion). In order to address these issues, we will overhaul the departmental promotion process in a systematic and comprehensive way by providing better support for promotion applications in general and by identifying and addressing the specific needs and circumstances of female staff members in particular (**AP 5.5.1-4**).

**AP 5.5.1:** Appoint a departmental promotion advisor to help all candidates for promotion and sabbaticals with their application preparation. Run focus groups with female staff members to identify the specific needs and challenges of female candidates in the promotion process

**AP 5.5.2:** Encourage female staff to apply for the Aurora Program

**AP 5.5.3:** Organise a promotion workshop in the department with a specific focus on external income generation as an important promotable factor; advertise to all staff, record the number and gender of participants, and collect feedback after the workshop

**AP 5.5.4:** Support staff by offering departmental-financed access to the Research Development Framework (RDF) Planner and monitor uptake

#### (iv) Department submissions to the Research Excellence Framework (REF)

The Department did not submit to the Economics stream of REF 2014 as an independent entity. However, some contributions of staff members were submitted to Units of Assessment through other departments, such as the Management School or Computer Science. These department made the final decision on what contributions to submit based on their specific circumstances and criteria. Table 5.3 presents the number of staff eligible and those who were finally submitted to REF 2014.

We refrain from a comparison with RAE 2008 because there was a major change in the department structure thereafter (i.e. the Department of Economics and International Development was split into two separate Departments), which limits substantially the significance of a comparison between RAE 2008 and REF 2014.

The Department is well under way with its planning for REF 2021 and will submit to the Economics and Econometrics Sub-Panel as independent entity. Hence, all eligible researchers will be submitted as required under the REF2020 format.

**Table 5.3: REF 2014 submission by gender**

REF 2014	Submitted to REF	Total eligible	% of eligible staff submitted
Female	9	9	100%
Male	6	25	24%
Total	9	28	-



### 5.3. Career development: academic staff

#### (i) Training

There is a broad range of training opportunities available for staff on all levels, organised and publicised by different University services and units, for instance, the Centre for Learning and Teaching, Staff Development, Human Resources, Research and Innovation Services, etc. Staff at all levels are encouraged by the HoD via email and staff meetings to attend relevant training courses and enhance their skills. Most of these training opportunities are voluntary; however, there is also a number of mandatory courses. The HoD is periodically informed on training uptakes of mandatory and recommended training through a Training Compliance Report to help monitor and ensure compliance. In general, the uptake for these and other courses varies substantially in the Department, which can be at least partially attributed to the time-constraints of staff members.

Specific training opportunities related to equality and diversity are mainly 'Diversity in the Workplace' (Uptake 2018: 13% of all staff) and 'Unconscious Bias' (Uptake 2018: 13% of all staff). These courses are mandatory for staff in management roles. However, in order to address specific issues identified through the DSAT process (comp. sections 5.1(i) and 5.6(i)), these courses will now be compulsory for a larger subset of staff, for instance, staff on recruitment panels and SDPR reviewers (**AP 5.1.1-5.1.3**). The HoD will monitor the uptake and make it part of the annual staff development and performance review (SDPR) meeting in order to achieve a higher compliance rate.

The University funds 10 places annually on the Aurora Leadership programme aimed at women up to Senior Lecturer level to develop the leadership side of their careers. These are awarded in a competitive process at the University level. Our objective is to embrace this opportunity in a more active way by encouraging female staff proactively to apply (**AP 5.5.2**).

**AP 5.1.1:** Encourage all staff to carry out training on Unconscious Bias and Diversity in the Workplace, offering additionally a face-to-face option conducted by the University's EDI team instead of online options

**AP 5.1.2:** Training on Unconscious Bias and Diversity in the Workplace mandatory for all members of departmental recruitment panels, SDPR reviewers, admission tutor, and promotion advisor. Additionally offering face-to-face training opportunities conducted by the University's EDI team

**AP 5.1.3:** Training on Bringing in the Bystander mandatory for members of departmental executive committee

**AP 5.5.2:** Encourage female staff to apply for the Aurora Program

## (ii) Appraisal/development review

The Staff Development and Performance Review (SDPR) is an opportunity for staff to receive feedback on their performance, discuss and set objectives for the coming year, and to explore and support their training needs and career aspirations. All colleagues are required to undertake a SDPR annually which is typically carried out by the HoD or senior colleagues. Completed SDPR reports are signed off by the HoD before they are uploaded to the 'Employee Self Service' portal where colleagues and the HoD can access it. Colleagues on probation complete an annual probation report with their mentor and the HoD, which is subsequently reviewed by the Dean and the University's Academic Staff Committee.

Our recent staff survey has uncovered some dissatisfaction with the SDPR process: 48% of respondents who had a recent SDPR review agreed or strongly agreed with the statement that their SDPR was helpful, while 19% disagreed or strongly disagreed. Moreover, 63% of respondent claimed that discussing promotion and work-life balance would have been useful in the process. Focus group discussions revealed that some staff consider SDPRs rather as a box ticking exercise. We take these observations as encouragement to implement an alternative, more conversational and effective SDPR-method, which is more focused on individual career development, including appropriate training for SDPR reviewers (**AP 5.4.1-3**).

**AP 5.4.1:** Implementation of new SDPR process with focus on career development and promotion

**AP 5.4.2:** Mandatory training for SDPR reviewers by Staff Development Team

**AP 5.4.3:** Allocation of appropriate hours for mentoring/ reviewers in WAMS

## (iii) Support given to academic staff for career progression

Support for career progression is provided through different channels, tailored to the respective circumstances and job characteristics. For staff on probation, there is a comprehensive package of support in place that includes a teaching reduction in the first year, a staged reduction in workload during their three-year probation period and an increased research budget. Staff on probation are also assigned a mutually agreed upon personal mentor, who is an experienced senior member of the Department. There is also a comprehensive training package with respect to teaching and learning (The Bath Course) provided by the University for all probationary staff, aimed at bestowing a Fellowship of the Higher Education Academy. This forms part of the mandatory probation requirements. Colleagues on probation are required to complete annual probation reports which are discussed with their respective mentor and the HoD. These are also presented to the Dean for comment and then discussed and approved by Academic Staff Committee.

Staff that are not on probation receive support for career progression through various channels, for instance, the SDPR process (see section 5.3(ii)) and the revised promotion

support initiative. As research accomplishments play an important role in promotion decisions, having the opportunity to focus exclusively on research is an important feature to support career progression. In this regard, the Department aims to support research by allocating (wherever possible) each academic no more than two teaching units per year, aiming to concentrate these (whenever possible) in one semester. In this context, we are also planning to use the sabbatical leave scheme as a strategic tool to support career progression **(AP 5.5.1)**.

Teaching-only staff have access to, and are supported by, the same initiatives and training opportunities as other academic staff, for instance the Bath Course, a dedicated mentoring scheme, as well as the SDPR/Career conversation process. Recently, [REDACTED] teaching fellows were successfully promoted to Grade 8, and [REDACTED] teaching fellow was hired directly into Grade 8.

The Department mentoring scheme is open for all staff not on probation on a voluntary basis. The staff survey revealed, however, that some staff members are not aware of this possibility: Three respondents ([REDACTED]) would have liked to have a mentor, while another [REDACTED] would have liked to act as a mentor. We take this observation as an encouragement to raise the awareness of the existing mentoring scheme **(AP 5.4.4)**.

There is also a number of career progression-related training opportunities offered by various units at University level, for instance, the Academic Leaders programme (Uptake 2014-2018: 1 female, 3 male), the Women in Leadership programme (Uptake 2014-2018: 2 female), and others, see section 5.3(i) for further information.

**AP 5.4.4:** Promoting the Departmental Mentoring scheme through improved information provision, inclusive training possibilities for mentors and mentees, i.e. annual email by Mentoring Coordinator, ensuring mentoring is discussed during induction process and promoted at Departmental staff meetings

**AP 5.5.1:** Appoint a departmental promotion advisor to help all candidates for promotion and sabbaticals with their application preparation.

**(iv) Support given to students (at any level) for their career progression (including the transition to an academic career)**

All undergraduate students that are enrolled in one of the Department's degree programmes have the option of undertaking a year in industry (Placement Year) during the third year of their degree. This placement provides students a unique opportunity to utilise their academic skills in a practical context. Support is given throughout all stages of the placement process as part of the Professional Development Programme (PDP), which includes, for instance, sessions on writing cover letters and CV, developing skills for the workplace, as well as interview skills and commercial awareness. These sessions are run by our dedicated Placement Officer, members of the University Careers Service and guest speakers from placement providers. Employer presentations are a regular feature of the programme and an annual speed networking event allows students to

experience group interview scenarios and meet potential placement employers. Before the students embark on their placements, they are given pre-placement briefings and during placement they are visited by their dedicated Placement Tutor, who is an academic staff member of the Department of Economics. Students are also given the opportunity to write a dissertation on a topic related to their placement experience in order to experience the type of work typically associated with an academic career path.

Table 5.4 below shows the number of students who undertook a placement over the last three academic years, split by gender.

**Table 5.4: Number of students on placement by gender**

Year	Male	Female	% Female	Total
<b>2018 - 19</b>	126	42	33%	168
<b>2017 - 18</b>	119	47	40%	166
<b>2016 - 17</b>	116	48	41%	164
<b>2015 - 16</b>	96	46	32%	142
<b>2014 - 15</b>	84	40	32%	124
<b>Total</b>	541	223		764

The placement programme is highly successful in the sense that a significant part of the students participating in this programme finds a job after graduation at their previous placement employer. This also contributes to the high demand of this option among the UG students in general: In 2017/18, for instance, 83% of the UG students were enrolled in a degree programme that included the placement option.

Besides this tailored placement programme, there are also other services and procedures that support the career decision of all UG and PGT students, irrespectively of the placement option. All students are assigned to a member of academic staff as their personal tutor who they meet regularly during the academic year. Moreover, the University Careers Service offer support for students on all career levels, including advice on writing CVs, personal statements and interviewing practise. In the beginning of each academic year, students are directly informed about these services on offer by a member of the Careers Service team. UG students who start their programmes are also assigned a peer mentor, which is a more experienced UG students offering informal advice and facilitate induction to student and campus life.

Our student survey and student focus group discussions revealed that UG students were highly satisfied with respect to received support for non-academic career progression through the placement programme. However, some UG and PGT students pointed out that they preferred to have received more detailed information on options for academic career progression. We will therefore improve information provision to all students regarding specifically academic career options (**AP 4.3** and **AP 4.4**).

**AP 4.3.1:** Improve information provision (by email) to all students regarding the Departmental PhD program, including academic and non-academic career options with PhD

**AP 4.3.2:** Organise annual workshop on academic opportunities for UG and PGT students at the Department, e.g. MRes, MSc EBIM, and PhD; record attendance rates

**AP 4.4:** Include information on MSc/PhD institutions of all staff members in newly-created staff-profile booklet and disseminate booklet to students

The PGR student survey and focus group discussions suggested that some PGR students expressed a desire for better information provision about PGR-related policies and support mechanisms, as well as a closer connection to the academic life of the department. We plan to address these issues as part of the planned improvement of the PGR programme environment (**AP 4.6**).

**AP 4.6.1:** Assign mentors to all interested PhD students

**AP 4.6.2:** Invite PhD students to some of the departmental social events and coffee mornings

**AP 4.6.3:** Create PhD welcome pack including detailed information regarding guidelines, policies and support possibilities

Finally, we are going to implement targeted ways of improving the personal tutor system (**AP 4.5**) because focus group discussions with UG students revealed different concerns regarding the effectiveness of the personal tutor system.

**AP 4.5.1:** Clearer signposting to students through the personal tutor system of the range of student support available in the wider university

**AP 4.5.2:** Evaluate students' demand for choosing the gender of their tutor and/or student mentor (by including a respective question in the next student survey)

**AP 4.5.3:** Analyse modifications of the tutor system to create a more interactive tutor-student relationship; e.g. through early tutorial essay enabling academic feedback from tutor to tutee, or additional group meetings with tutees

(v) Support offered to those applying for research grant applications

Departmental staff on all levels are encouraged to submit applications for research grants from external funding bodies. Each individual is member in at least one of five departmental research groups where themed activities encourage staff to share and co-develop fundable research ideas. This support is complemented by a dedicated Research Grant Officer (RGO) within the department – a member of staff with experience of a variety of funding channels. The RGO is available to help with the development of a grant application from the formulation of the research questions through to submission of the final grant proposal and a review of the application in case it is not successful. In addition, the Research and Innovation Services (RIS) provide tailored information about available funding calls, support with the logistics of the application, workshops, training courses and writing retreats, and offers monthly department-based drop-in sessions to offer direct guidance on specific requirements of individual funding calls.

Table 5.5 summarises the number of grant applications made by staff. It can be observed that there is an upwards trend in both the number of applications in total, and the proportion of those applications made by female Principal Investigators. This positive trend signals the effectiveness of our efforts to support staff with applications.

**Table 5.5: Grant applications by gender**

Year	Applications as PI	Male	Female	%Female
2015-16	16	14	■	■
2016-17	23	19	■	■
2018-19	28	21	7	25
<b>Total</b>	67	54	13	55

### 5.5. Flexible working and managing career breaks

(i) Cover and support for maternity and adoption leave: before leave.

The Department offers support before, during, and after maternity or adoption leave. Once the HoD has been informed by the member of staff taking leave, they plan jointly the transition period and discuss support available the Department and the University. This includes continuity of teaching, how research and administrative duties will be managed during their absence, for instance, by hiring maternity/adoption cover where needed. In the case of maternity leave, the HoD and respective colleague undertake a joint risk assessment following standardised University protocols to ensure that the working environment is suitable before, during and after pregnancy. During the entire process, informal mentoring is offered by other members of staff who have previously taken parental leave.

(ii) Cover and support for maternity and adoption leave: during leave.

During leave, the HoD offers to discuss arrangements for reasonable contact with the Department during the leave period, including the possibility to undertake up to 10 days paid work (Keeping in Touch-days). While this scheme has not been actively used in 2014-2018 (██████ staff members took maternity leave in this time period), there is recent uptake in 2018/19 by ██████████ on maternity leave. Staff on leave are invited to all social events organized by the Department and obviously remain in the department mailing list. Prior to returning to work the staff on leave will meet with the HoD to discuss support measures including possible flexible working patterns once they return to work.

(iii) Cover and support for maternity and adoption leave: after leave.

After return from maternity or adoption leave, the HoD and the returning colleague work together to plan flexibly for a reduced load of teaching and/or administrative duties. Priority is given to a smooth, flexible and supportive transition period for the returning colleague. The University of Bath is also a breastfeeding friendly University, providing special lockable rooms for expressing milk and a fridge to store it, and offers a salary-sacrifice childcare voucher scheme.

The Department is fully supportive of flexible working schemes. All academic staff are given the opportunity to request teaching exemptions due to childcare or other caring obligations, under which their teaching activities are restricted to certain hours or days of the week. In year 2018/19, for instance, 10 staff (██████████) requested exemptions and in 2019/20 8 staff (██████████). All submitted teaching exemption requests were granted. More formal flexible working arrangements are also offered, see section (vi) for details.

Our staff survey demonstrated that staff on leave (██████████) felt mostly well supported by the Department before, during, and after taking their leave, although ██████████ reported that there was no follow-up meeting with the HoD. Focus group discussions also revealed that conditions of maternity and paternal leave schemes are perceived as not overly generous and somewhat inflexible. We will address these issues through **AP 5.12.2-4**.

**AP 5.12.2:** After return from maternity leave the assignment of duties is considered with the HoD in a follow-up meeting. The approach is flexible with a focus on the need to re-establish research momentum, e.g. offering substitution of teaching units by marking, etc.

**AP 5.12.3:** Lobby on university level (e.g. USAT) for more generous condition regarding maternity, paternity and shared parental leave

**AP 5.12.4:** Staff on maternity or, if applicable, shared parental leave can access their individual research budgets while on leave

#### (iv) Maternity return rate

With respect to uptake and return rates of maternity or adoption leave in the period 2014-2018, there were two individuals on maternity leave from academic staff and one individual from professional and support staff. All leavers returned to work after their leave.

#### (v) Paternity, shared parental, adoption, and parental leave uptake

The University has recently launched a family friendly package of policies which offers all the mentioned leave policies. Paternity leave allows up to 2 weeks of paid leave while parental leave allows for 18 weeks of unpaid leave per parent per child. Shared parental leave allows for an additional 1 to 50 weeks of shared leave. In the period 2014-18, academic colleagues used the option of paternity leave.

Our focus group discussions indicated that colleagues do not feel well-informed regarding about the various leave options and family-friendly policies in general. We are therefore going to improve information provision through workshops and emails. **(AP 5.8.1 and 5.12.1).**

**AP 5.8.1:** Signposting of staff to University family-related policies during the induction, by email from HoD and during staff meetings

**AP 5.12.1:** Promote all family-friendly policies offered by the University, including the newly updated University's Shared-Parental Leave to all staff through annually organised information session and staff meetings

#### (vi) Flexible working

The nature of academic work allows for a degree of flexibility over working hours and working from home. In this regard, the Department has always demonstrated great understanding and support for colleagues with caring responsibilities who have taken advantage of this flexibility. All academic staff with caring responsibilities are given the opportunity to request teaching exemptions, which implies that their teaching activities are restricted to certain hours or days of the week. Requests for teaching exemptions are reviewed by the HoD and finally considered by a panel in HR. Once approved, they are implemented by the University's timetabling team (for data on teaching exemptions, see section 5.5 (iii)).

In addition, the University offers more formal flexible working arrangements, including part-time working, flexi-time, flexible retirement, homeworking, job-sharing, and others. When a colleague is interested in one of these arrangements, they submit an application to the HoD and the different possible arrangements are then discussed. During the period 2014-2018, there has been one flexible working request by a male colleague, which was approved.



### (vii) Transition from part-time back to full-time work after career breaks

The Department fully supports transitions from part-time to full-time work. The process is covered by the University Flexible Working and Leave Policy available on the HR web pages. The Department manages these requests on an individual basis. However, in the period 2014-18 all staff returning from a career break preferred to work full-time.

## 5.6. Organisation and culture

### (i) Culture

Responses from our staff survey suggested that most colleagues perceive the Department culture as positive and inclusive (70% agreed or strongly agreed, while 14% of staff disagreed with this statement). One factor contributing to this positive perception could be the recently introduced social events, like regular coffee-mornings or the interactive away-days. In September 2018, for instance, the away-day involved a team endurance go-karting race at Castle Combe Racetrack and in September 2017 colleagues actively participated at a bobsleigh push track and a sports psychology session to improve teamwork (see photos). The away-day includes all staff from the Department – academic as well as professional support staff. Another positive step has been the improved transparency with respect to departmental decision-making in the sense that formal notes from ExeC-meetings have recently been made public for all staff. Following positive staff feedback, this policy will be extended more widely (**AP 5.9.1**) in combination with providing more flexible access to the HoD (**AP 5.9.3**).



**AP 5.9.1:** Notes from all departmental committee meetings made public for all staff through dedicated Moodle page, including summary containing key points and decisions

**AP 5.9.3:** Implement HoD drop-in session to guarantee flexible access channel

The departmental self-assessment exercise, including staff and student survey and focus group discussions, has been an important instrument for identifying opportunities for improvement of our Department's culture. Colleagues participating in our focus group discussions, for instance, expressed a preference for having more opportunities to meet in an informal context and for more advance notice of regular events, like coffee-mornings. We will address these concerns by explicitly time-tabling such events, and by lobbying at the University level for a dedicated social space. We also plan to organise family-friendly social events (**AP 5.7.2, 5.7.5, 5.8.2**).

**AP 5.7.2:** Departmental coffee mornings in dedicated space with formal time-tabling to establish informal networking opportunities among colleagues

**AP 5.7.5:** Lobby for a new communal area at faculty/university level

**AP 5.8.2:** Organising an annual Departmental family-friendly social event. Collect information on interest and attendance rates.

With respect to gender equality and diversity, our staff survey revealed that the department is perceived to support gender equality (83% of respondents agreed or strongly agreed to this statement, while none disagreed). Another, more important insight from the staff survey relates to the perception of 'being heard' in the department. 20% of respondents disagreed or strongly disagreed with this statement which has also been confirmed by some (mostly female) participants in the focus groups discussions. This is an issue of concern, that we will address by installing a suggestion box (**AP 5.7.6**), and by making relevant training courses mandatory for all staff in management roles (**AP 5.1.3**). Staff focus group discussions also revealed some instances of occasional sexist remarks in private conversations by colleagues, although this is not reflected in the survey responses (where 93% percent agreed or strongly agreed to the statement that 'Sexist language and behaviour are considered unacceptable in the Department', while the remaining ■■■ responses were 'Don't know'). We decided to act upon these observations by encouraging all staff to enrol in appropriate training (**AP 5.1.1**) and by developing a guide for dealing with unacceptable behaviour (**AP 5.7.1**).

**AP 5.1.1:** Encourage all staff to carry out training on Unconscious Bias and Diversity in the Workplace, offering additionally a face-to-face option conducted by the University's EDI team instead of online options

**AP 5.1.3:** Training on Bringing in the Bystander mandatory for members of departmental executive committee

**AP 5.7.1:** Develop a guide raising awareness of what constitutes unacceptable behaviour and clearly signpost to internal support mechanisms for staff and students in distress

**AP 5.7.6:** Suggestion box (to facilitate anonymous comments/suggestions additional to verbal contributions in staff meetings)

The AS process has also been successfully integrated into the fabric of the Department. The Department will be updated with respect to progress and further developments in the AS process through various channels, for instance, in staff meetings, a dedicated webpage, and other means. (AP 3.2.1-3, 3.1.5).

**AP 3.2.1:** Create departmental AS webpage, publishing AS action plan, AS principles, and a link to University EDI and AS webpage

**AP 3.2.2:** EDI update standing item on staff meetings and away days, including annual progress report on AS Action Plan

**AP 3.2.3:** Include AS and EDI presentations on student Open Days and staff induction event

**AP 3.1.5:** Include AS and EDI in students and staff handbook

#### (ii) HR policies

HR policies and corresponding training opportunities are implemented by the University to support managers and staff in a coherent and systematic way, spanning areas like probation, recruitment, pay and reward, leave, equality and diversity, management information, among others. Each department has access to an HR Business Partner who supports and guides the department and its HoD to ensure that policies and good practice are followed. All students and staff can access the HR policies directly from the University website.

Most staff felt confident that the Department/HoD would deal effectively with complaints about harassment, bullying, etc. (78% of respondents agreed or strongly agreed, while 7.2%, that is two respondents, disagreed). Similar results have been observed in our three student surveys. However, the surveys also revealed that there are still singular cases of perceived (partially gender-related) harassment or situations, where staff and students felt uncomfortable or treated unfairly because of their gender: Staff reported █ cases (out of 28 responses), while students reported █ cases (out of 153 responses).

In order to address this issue and cultivate a zero-tolerance policy in our Department for harassment, bullying, and unfair treatment, we will cover this issue in the student

**AP 4.1:** Provide information (during student induction events) and signpost students (as part of student-tutor conversations) to University's Report and Support tool to report any kind of inappropriate behaviour and get support from Student Services, Student Union, or Department

**AP 5.1.1:** Encourage all staff to carry out training on Unconscious Bias and Diversity in the Workplace, offering additionally a face-to-face option conducted by the University's EDI team instead of online options

**AP 5.7.1:** Develop a guide raising awareness of what constitutes unacceptable behaviour and clearly signpost to internal support mechanisms for staff and students in distress

induction process and during student-tutor interactions (**AP 4.1**), through appropriate training (**AP 5.1.1**), and by adopting relevant guidelines, including signposting (**AP 5.7.1**).

(iii) Representation of men and women on committees

The Department of Economics has five committees, whose gender balance is specified in Table 5.6. All committees had at least one female member during the years 2015-18. While the gender representation in two of them (Research Committee and the Executive Committee) reflects the current female staff representation, there is female overrepresentation in three of the committees. This might either indicate female administrative overload, or alternatively, reflect personal preferences for these types of administrative roles (as administrative duties are acknowledged in WAMS). Hence, achieving a gender-balanced representation while simultaneously maintaining influence in important committees must be balanced with individual constraints, for instance, flexible arrangements after maternity and other career breaks. We are going to track and analyse these gender imbalances in committee representation in the future to understand underlying factors and address potential systematic imbalances (**AP 5.9.2**).

**AP 5.9.2:** Achieve gender-balanced representation (in line with current female staff percentage) within departmental committees and address potential female admin overload

New committee members are identified either by self-nominations in response to open calls, or alternatively, suitable candidates are invited by the HoD after consultations in the Executive Committee. Although not explicitly detailed in Table 5.6, the Executive Committee by now consists of representatives from all career levels. This has been a deliberate policy choice, which will also be maintained in the future.

**Table 5.6: Committee memberships by gender**

Committee	2015-16				2016-17				2017-18			
	Male	Female	% Female	Chair	Male	Female	% Female	Chair	Male	Female	% Female	Chair
Research Committee (RC)	■	■	33	M	■	■	25	M	■	■	25	M
Executive Committee (EC)	■	■	14	M	■	■	10	M	■	■	20	M
Learning & Teaching Quality Committee (LTQC)	■	■	25	M	■	■	14	M	■	■	33	M
DSAT	-	-	-	-	-	-	-	-	■	■	44	F&M
Staff/ Student Liaison Committee (SSLC)	Staff members		■	■	50	■	■	33	■	■	43	M
	Student members		■	■	56	■	■	8	■	■	42	M

#### (iv) Participation on influential external committees

We encourage participation in influential external committees at the University level and outside the University. Whenever there are specific opportunities or vacancies, all staff members are informed by email and encouraged to put themselves forward. ██████████ female colleagues has been a member of most external committee within the University during ██████████ career ██████████. More recently, ██████████ male colleagues became member of the Academic Staff Committee and the Programmes and Partnerships Approval Committee, respectively, while ██████████ female ██████████ became member of the Economics Advisory Panel for the Ministerial Department of Environment, Food and Rural Affairs.

#### (v) Workload model

The Department has recently adopted the new web-based Workload Allocation Management System (WAMS), which is standardised across all departments at the University of Bath. WAMS is managed by the DHoD and allocations are discussed by the HoD and DHoD with colleagues, taking into account contributions from teaching, research, doctoral supervision, management and administration.

Workload allocations for a given academic year are discussed in advance with individual colleagues, taking into account measures to work towards the equalisation of workloads, support for early career researchers, as well as gender equality and diversity in the workloads. Detailed workload allocations are then recorded into WAMS with all staff having the option to review or correct their individual workload allocation entries based on detailed explanations about how each of their contributions has been calculated. Compulsory verification takes place twice a year across all Departments, with colleagues having to approve their individual workload allocation records electronically. Colleagues can access not only their own individual workload, but also summary information about that of their colleagues’.

WAMS facilitates monitoring average workload allocation by gender, job grade, or research group. The average workload allocation for the academic year 2017/18, the first year after implementation of WAMS where data is available, is presented in Table 5.7, separated by gender and job grade. The table reveals that there is some indication of gender imbalance in workload allocation. The DHoD in cooperation with DSAT will analyse the underlying reasons for this discrepancy and monitor the workload allocation in subsequent years with the objective to reduce systematic imbalances in the future (**AP 5.6.1**).

**Table 5.7: 2017-18 WAMS-hours by level and gender**

2017-2018	Female	Male	Total
Senior Lecturer	1821	1665	3486
Lecturer	1863	1777	3640
Teaching Fellows	1834	1887	3721

Responses from the staff survey suggested that the perception of fairness and transparency of the workload allocation is still improvable (65% of staff agree or strongly agree that workload allocations are transparent, while 14% disagree; 50% of staff agree or strongly agree that workload allocations are fair, while 14% disagree; female respondents are significantly more convinced of the transparency than male). We attribute this to the fact that the WAMS system is still relatively new and unfamiliar and aim to achieve higher transparency and fairness results (80% satisfaction rates) in future surveys.

From focus group discussion we were also made aware that some specific contributions, that do not fall into the pre-specified WAMS-categories, cannot be accounted for. **AP 5.6.2** will address this issue by allowing for more flexibility within the WAMS system.

**AP 5.6.1:** Establish an annual workload allocation analysis by gender on WAMS entries as a basis to address potential imbalances

**AP 5.6.2:** Establish a more flexible approach in recognising individual contributions to department culture (e.g. open day stand duties, outreach activities, etc.) by allocation of extra hours in WAMS

#### (vi) Timing of departmental meetings and social gatherings

Responses from the staff survey suggested some dissatisfaction with respect to the timing of meetings and social events (71% of respondents agreed or strongly agreed that meetings are scheduled in core hours, while 11% disagreed; 61% of respondents agreed or strongly agreed that social events are timed such that all staff have the opportunity to attend, while 18% disagreed). Hence, in the academic year 2018/19 the timing of the research seminar has been changed accordingly from 16.15-18.00 to 14.15-16.00 and we are going to extend this policy to all other staff events, like committee meetings, internal seminars, etc. (**AP 5.7.3**).

**AP 5.7.3:** Timing of staff meetings, seminars, and all other staff events in core hours (from 10am to 4pm) to support colleagues with caring or other commitments

#### (vii) Visibility of role models

Historically, the number of female staff at the Department of Economics has been very low, which has been improved to some degree in the last years. Female staff members play active and visible roles in the Department, for instance, as DoS, DHoD, or Admissions Tutor. Student surveys confirm this to some extent (80%/50%/46% of UG/PGT/PGR students agree or strongly agree with respect to visibility of female role models, while 5%/7%/23% disagree; for comparison, 83%/50%/62% of UG/PGT/PGR students agree or strongly agree with respect to visibility of male role models, while 2%/15%/8% disagree).

To increase the visibility of female role models further, we will rely on female visiting professors as external role models (**AP 5.11.1**) and create a dedicated webpage on “Women in Economics” as part of our AS webpage (**AP 5.11.3**). The gender balance of female speakers at external and internal seminars in the academic years 2017/18 and 2018/19 was 21% and 20%, respectively, and therefore in line with the gender proportion in the department but below the UK sector average of female staff proportion (28%). We are going to address this gender imbalance among seminar speakers by setting an appropriate target (**AP 5.11.2**).

The Department also maintains a diversity-driven perspective with respect to publicity material and the department’s website, which is regularly checked by DSAT and the University EDI team.

**AP 5.11.1:** Appoint at least one (of four) female visiting professor per year as part of our distinguished visitor’s scheme

**AP 5.11.2:** Achieve more balanced gender representation among the speakers at external and internal departmental research seminars, taking into account gender imbalances in the different research groups

**AP 5.11.3:** Include dedicated section on “Women in Economics” in AS webpage

#### (viii) Outreach activities

The role of the Department’s outreach officer has historically been performed on an ad-hoc basis by the admissions tutor and other Department members, using their specific personal contacts with schools, associations, etc. With the start of the academic year 2019/20, a dedicated outreach/ widening participation team (consisting of ■ female and ■ male Senior Lecturer) will be performing this role, drawing on close links with the current Chair of the Royal Economics Society Women’s Committee. The newly appointed team will provide a more systematic approach to our outreach activities, focusing on ways how to correct stereotyping male attributions in economics with the aim to attract more female school children to the study of economics. The outreach team will also ensure that there is a fair representation of women among those delivering outreach (**AP 5.10**).

**AP 5.10:** Achieve balanced female representation in outreach activities through monitoring of gender balance in outreach engagement by newly established Outreach / Widening Participation Team



## 7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Word count: 431 words

In this section we would like to elaborate on two facets of the AS process that demonstrate the specific challenges but also the resulting opportunities of the self-assessment exercise.

Firstly, the DSAT process has been conducted during a period of substantial change with respect to the teaching and learning environment in the Department of Economics as part of the Curriculum Transformation initiative. As an ambitious university-wide change project, its objective is to modernise the teaching experience by using the specific strengths, values, and strategies of each institution to equip students with the knowledge, skills, and vision they need to master the specific challenges of the present and the future. All undergraduate and postgraduate courses at the Department of Economics should be redesigned by 2022, making course content more applied and guided by real-world applications, but also reforming the respective assessments structure with a focus on the overall learning outcome instead of being narrowly focused on isolated course units. Within this transformation process, we are going to incorporate AS perspectives and principles to recognise the differing needs of the student population and to make the learning experience more inclusive, for instance, by allowing for more diverse assessment structures (**AP 4.7.1**) and by reviewing course content and course description with respect to potentially gender-biased language (**AP 4.7.2**).

**AP 4.7.1:** Review substantive content and diversity of assessment structures to recognise the differing needs of students, e.g. using courseworks, group work activities, and presentations

**AP 4.7.2:** Review gender-biased language in course/unit descriptions

Secondly, the DSAT process has also been instrumental in shaping concrete and specific research activities at the Department of Economics. As part of the self-assessment exercise, DSAT co-Chairs became aware of the existence of a persistent bias with respect to female representation in the UG economics degree programmes in comparison to the national average. While there are different explanations/drivers for this phenomenon that are hard to disentangle in this specific case (see section 4 for details), they agreed to address this issue applying methods from Behavioural Economics as part of a research project (**AP 4.2**). Using the entire cohort of female applicants to the economics degree programmes at the University of Bath as a subject pool, they will implement Randomised Controlled Trials (RCTs) to test the potential of several interventions to increase the proportion of female economics students. This specific research method will allow them not only to establish causal relations between interventions and outcomes but also to evaluate their relative effectiveness. Hence, this research project has the potential to identify simple and cost-efficient interventions that can effectively address gender imbalances which is therefore also of relevance in other contexts where females under-



representation is an issue of concern. The project has recently obtained external funding by the Women and Science Chair at the Dauphine University Paris.

**AP 4.2:** Conduct RCTs to causally evaluate impact of various policies on offer acceptance rates, e.g. (i) presence of female role models at Applicant Visit Days, (ii) gender of student ambassadors during informal phone contacts with offer holders during application process, (iii) information provision on gender-related initiatives in offer letters to female applicants



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## 8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

No	Objective	Proposed Action(s)	Timescale	Responsibility	Success Criteria
<b>3. The Self-Assessment Process</b>					
<b>3.1</b>	<b>Implement the Action Plan, track progress and identify deficiencies</b>	1. Transform DSAT into EDI committee after AS submission with regular meeting schedule (at least 3 times a year), inviting departmental research group leaders	March 2020 – July 2020	DSAT/EDI chairs	Notes and agendas for at least 3 annual meetings provided
		2. Create EDI working groups (WG) corresponding to respective actions, e.g. webpage, surveys, students, events, compliance	May 2020 – August 2020	EDI chairs	All DSAT members participate in at least one EDI Working Group
		3. Conduct and analyse departmental staff surveys and staff focus groups every two years	September 2020 – January 2021,	EDI WG, EDI chairs	Survey responses and data presented and discussed in EDI and staff meetings
		4. Conduct and analyse student surveys and student focus groups each year	February 2021 – July 2021 annually thereafter	EDI WG, EDI Chairs	
		5. Include AS and EDI in students and staff handbook	September 2020 – January 2021	EDI WG	AS and EDI promoted in handbooks

No	Objective	Proposed Action(s)	Timescale	Responsibility	Success Criteria
3.2	<b>Increase staff and student engagement and awareness of AS and EDI in the department</b>	1. Create departmental AS webpage, publishing AS action plan, AS principles, and a link to University EDI and AS webpage	September 2020 – September 2021	EDI WG	Updated webpage and staff emailed by EDI Chairs with a link
		2. EDI update standing item on staff meetings and away days, including annual progress report on AS Action Plan	April 2020 – March 2024	HoD, EDI chairs	EDI update is standing item in all staff meetings and away days, >80% of respondents are aware of EDI initiatives and Action Plan as evidenced in future staff surveys
		3. Include AS and EDI presentations on student Open Days and staff induction event	May 2020 – September 2020	HoD and UG admissions tutor	AS/EDI promoted during open days and staff induction, >80% of respondents are aware of AS policies and Action Plan as evidenced in future student surveys

## 2. STUDENT DATA AND SUPPORTING EVIDENCE

4.1	<b>Awareness on what students need to do in case of harassment</b>	Provide information (during student induction events) and signpost students (as part of student-tutor conversations) to University's Report and Support tool to report any kind of inappropriate behaviour and get support from Student Services, Student Union and Department	September 2021- December 2021	EDI chairs, admissions and student tutors	>90% feel confident that the Department would deal effectively with complaints regarding harassment, bullying or offensive behaviour (Q. 18.2)
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No	Objective	Proposed Action(s)	Timescale	Responsibility	Success Criteria
4.2	<b>Address gender imbalance in UG applicants' offer acceptance rates</b>	Conduct RCTs to causally evaluate impact of various policies on offer acceptance rates, e.g. (i) presence of female role models at Applicant Visit Days, (ii) gender of student ambassadors during informal phone contacts with offer holders during application process, (iii) information provision on gender-related initiatives in offer letters to female applicants	Implementation: November 2019 – September 2021  Analysis: September 2021 – January 2022	EDI chairs	Increase percentage of female UG students by at least 5% points in line with national benchmark
4.3	<b>Academic Career Opportunities for current students</b>	1. Improve information provision (by email) to all students regarding the Departmental PhD programme, including academic and non-academic career options with PhD	September 2022 – December 2022	PGR DoS	>70 % of respondents are aware of academic opportunities beyond current UG programme (Q. 7.3)
		2. Organise annual workshop on academic opportunities for UG and PGT students at the Department, e.g. MRes, MSc EBIM, and PhD; record attendance rates	September 2022 – December 2022	PGR DoS and PGT DoS	>70 % of respondents are aware of academic opportunities beyond current UG programme (Q. 7.3); at least 30 students attend workshop
4.4	<b>Signposting study possibilities for UG and PGT students outside Bath</b>	Include information on MSc/PhD institutions of all staff members in newly created staff-profile booklet and disseminate booklet to students	July 2020 – October 2020	EDI WG, HoD, department coordinator, all staff	All staff provide personal profile and booklet is provided to students
4.5	<b>Improve the personal tutoring systems</b>	1. Clearer signposting to students through the personal tutor system of the range of student support available in the wider university	September 2020 – December 2020	LTQC, Senior tutors, all tutors	>80% student satisfaction with respect to personal tutoring in future annual student surveys

No	Objective	Proposed Action(s)	Timescale	Responsibility	Success Criteria
		2. Evaluate students' demand for choosing the gender of their tutor and/or student mentor (by including a respective question in the next student survey)	September 2020 – December 2020	LTCQ, EDI WG, senior tutors	Adapting tutor system based on analysis of responses from modified future student survey
		3. Analyse modifications of the tutor system to create a more interactive tutor-student relationship; e.g. through early tutorial essay enabling academic feedback from tutor to tutee, or additional group meetings with tutees	January 2021 – July 2021	LTCQ, senior tutors	>80% student satisfaction with respect to personal tutoring in future annual student surveys
<b>4.6</b>	<b>Improve the PGR programme environment</b>	1. Assign mentors to all interested PhD students	September 2021- January 2022	PGR DoS, doctoral college	>80% satisfaction with respect to mentoring support in future annual student surveys
		2. Invite PhD students to some of the departmental social events and coffee mornings	September 2021 – January 2022	PGR DoS, department coordinator	>80% satisfaction with respect to integration in the department in future annual student surveys
		3. Create PhD welcome pack including detailed information regarding guidelines, policies and support possibilities	September 2021- January 2022	PGR DoS	>80% satisfaction with respect to induction to the department in future annual student surveys
<b>4.7</b>	<b>Systematic revision of course and assessment structure (Curriculum Transformation Process)</b>	1. Review substantive content and diversity of assessment structures to recognise the differing needs of students, e.g. using courseworks, group work activities, and presentations	UG: September 2019 – Jan 2020 PGT: September 2019 – April 2020 Implementation in September 2020	CT coordinators, directors of studies, unit convenors	>80% satisfaction with respect to diversity of assessment in future annual student surveys

No	Objective	Proposed Action(s)	Timescale	Responsibility	Success Criteria
		2. Review gender-biased language in course/unit descriptions	UG: September 2019 – Jan 2020 PGT: September 2019 – April 2020 Implementation in September 2020	EDI WG, CT coordinators, unit convenors	EDI WG checks that course descriptions are appropriate

### 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

<b>5.1</b>	<b>Training Opportunities and Uptake</b>	1. Encourage all staff to carry out training on Unconscious Bias and Diversity in the Workplace, offering additionally a face-to-face option conducted by the University's EDI team instead of online options	March 2020 – January 2021	EDI department officer, Central EDI team	>80% of academic staff completed online or face-to-face training
		2. Training on Unconscious Bias and Diversity in the Workplace mandatory for all members of departmental recruitment panels, SDPR reviewers, admission tutor, and promotion advisor. Additionally offering face-to-face training opportunities conducted by the University's EDI team	March 2020 – July 2020	EDI department officer, Central EDI team	All members of mentioned panels completed the mandatory online training
		3. Training on Bringing in the Bystander mandatory for members of departmental executive committee	August 2020 – December 2020	EDI department officer	All members of executive committee completed training
<b>5.2</b>	<b>Improve female staff recruitment</b>	1. Department commits to no all-male or all-female recruitment panels	January 2021 – May 2021	ExeC, chair of recruitment panel	At least one female and one male member in recruitment panel at each recruitment round

No	Objective	Proposed Action(s)	Timescale	Responsibility	Success Criteria
		2. Create a dedicated landing page for job applicants using gender-neutral language based on online gender-decoder tool; ensure departmental job advert template is in line with equality, diversity and inclusion criteria; advertisement of posts on RES Women's network	September 2020 – January 2021	HoD, EDI WG, Central EDI team, HR Recruitment team	Landing page online and running; EDI WG checks job advert template satisfies criteria and has been advertised accordingly
		3. Pro-active approaching of suitable female candidates utilizing internal and external networks established by current staff members, research groups and inclusive recruitment websites online	September 2020 – January 2021	Chair of recruitment panel, EDI WG	EDI WG verifies that panel chair has ensured that informal networks have been accessed to identify female candidates
5.3	Improve departmental induction process	Organise a joint induction session with HoD, DoR, and DoTL for all new staff; presentation slides and staff handbook uploaded in Moodle for future reference	July 2020 – September 2020	HoD, DoR, DoTL and department coordinator	>80% of new staff agree departmental induction process is helpful in future staff surveys
5.4	Improve SDPR process and mentoring scheme	1. Implementation of new SDPR process with focus on career development and promotion	March 2022- January 2023	HoD	>80% of staff participating in new SDPR agree process is helpful as evidenced in future staff surveys (Q. 9)
		2. Mandatory training for SDPR reviewers by Staff Development Team	September 2022 – September 2023	HoD, Staff Development Team	100% of SDPR reviewers trained
		3. Allocation of appropriate hours for mentoring/ reviewers in WAMS	September 2020 – September 2021	DHoD	All reviewer activities incorporated into WAMS
		4. Promoting the Departmental Mentoring scheme through improved information provision, inclusive training possibilities for mentors and mentees, i.e. annual email by	March 2021 – December 2022	Mentoring Coordinator	>80% of staff perceive it useful to have a personal mentor as evidenced in future staff surveys (Q. 12)

No	Objective	Proposed Action(s)	Timescale	Responsibility	Success Criteria
		Mentoring Coordinator, ensuring mentoring is discussed during induction process and promoted at Departmental staff meetings			
5.5	<b>Better support for promotion and sabbatical applications to address gender imbalances at senior staff level</b>	1. Appoint a departmental promotion advisor to help all candidates for promotion and sabbaticals with their application preparation. Run focus groups with female staff members to identify the specific needs and challenges of female candidates in the promotion process	March 2020 – July 2020	HoD, EDI department officer	Promotion advisor appointed, insights from focus groups discussions shared with promotion advisor, >75% perceive promotion process and evaluation criteria as fair and transparent as evidenced in future staff surveys (Q 16.1-2); at least one additional female staff member is promoted to reader/professor by 2024, At least one female staff member obtains sabbatical by 2024
		2. Encourage female staff to apply for the Aurora Programme	July 2021	EDI department officer	At least one female staff participates in Aurora programme
		3. Organise a promotion workshop in the department with a specific focus on external income generation as an important promotable factor; advertise to all staff, record the number and gender of participants, and collect feedback after the workshop	July 2021	Promotion advisor, feedback analysed by EDI Chairs	Workshop organised with at least 50% uptake by staff, >75% agree promotion process and evaluation criteria is fair and transparent as evidenced in future staff surveys (Q 16.1-2); at least one additional female staff



No	Objective	Proposed Action(s)	Timescale	Responsibility	Success Criteria
					member is promoted to reader/professor by 2024; at least one female staff member obtains sabbatical by 2024
		4. Support staff by offering departmental-financed access to the Research Development Framework (RDF) Planner and monitor uptake	July 2021	HoD, EDI chairs	>50% uptake of RDF planner by eligible staff
5.6	Workload model	1. Establish an annual workload allocation analysis by gender on WAMS entries as a basis to address potential imbalances	September 2020	DHoD, EDI committee	Report by DHoD discussed in EDI committee; potential gender imbalances detected and addressed. >80% of survey respondents perceive workload allocation as transparent and fair as evidenced in future staff surveys (Q. 27.1,2)
		2. Establish more flexible approach in recognising individual contributions to department culture (e.g. open day stand duties, outreach activities, etc.) by allocation of extra hours in WAMS	March 2020 – July 2020	DHoD	Policy on extra hours implemented. >80% of survey respondents perceive workload allocation as transparent and fair as evidenced in future staff surveys (Q. 27.1,2)
5.7	Working environment	1. Develop a guide raising awareness of what constitutes unacceptable behaviour and clearly signpost to internal support mechanisms for staff and students in distress	January 2022 – March 2022	EDI department officer	>80% awareness of unacceptable behaviour and available support

No	Objective	Proposed Action(s)	Timescale	Responsibility	Success Criteria
					routes in student and staff surveys
		2. Departmental coffee mornings in dedicated space with formal time-tabling to establish informal networking opportunities among colleagues	March 2020 -July 2020	HoD and department coordinator	>70% of staff respondents agree to have a personal network within the department as evidenced in future staff surveys (Q. 14.2)
		3. Timing of staff meetings, seminars, and all other staff events in core hours (from 10am to 4pm) to support colleagues with caring or other commitments	March 2020 – December 2021	HoD and department coordinator	>80% of respondents agree that timing of meetings is in core hours as evidenced in future staff surveys (Q. 25.5)
		4. Establish a routine on conducting (formal and informal) exit interviews with leavers	July 2023- December 2023	EDI chairs, HoD, HR	More than 70% of leavers provide (formal or informal) feedback
		5. Lobby for a new communal area at faculty/university level	September 2021 – December 2021	EDI chair, HoD	Obtain easily accessible communal area for social events like coffee morning. >80% of respondents agree that the Department has a positive working culture as evidenced in future staff surveys
		6. Suggestion box (to facilitate anonymous comments/suggestions additional to verbal contributions in staff meetings)	March 2020	Department coordinator	Input provided through suggestion box

No	Objective	Proposed Action(s)	Timescale	Responsibility	Success Criteria
5.8	<b>Departmental family-friendly culture</b>	1. Signposting of staff to University family-related policies during the induction, by email from HoD and during staff meetings	September 2021 – September 2022	HoD, mentors, EDI department officer	>80% awareness of family-related policies in staff survey as evidence in future staff surveys
		2. Organising an annual Departmental family-friendly social event. Collect information on interest and attendance rates.	June 2022	EDI WG	Event takes place and staff survey indicates >75% of respondents agree Department is a great place for staff with family commitments.
5.9	<b>Transparency in departmental decision-making process</b>	1. Notes from all departmental committee meetings made public for all staff through dedicated Moodle page, including summary containing key points and decisions	October 2020 – July 2021	HoD, department coordinator	>70% of respondents perceive communication between management and staff as clear and effective, as evidenced in future staff surveys (Q. 24.1)
		2. Achieve gender-balanced representation (in line with current female staff percentage) within departmental committees and address potential female admin overload	September 2021 – July 2022	HoD, EDI chairs	Balanced representation (23%) of female staff in all committees
		3. Implement HoD drop-in session to guarantee flexible access channel	March 2020 – July 2020	HoD	Positive uptake of sessions
5.10	<b>Outreach activities</b>	Achieve balanced female representation in outreach activities through monitoring of gender balance in outreach engagement by newly established Outreach / Widening Participation Team	March 2022 – November 2022	Outreach team, EDI chairs	Balanced gender representation in outreach activities at least in line with national benchmark (28 %)

No	Objective	Proposed Action(s)	Timescale	Responsibility	Success Criteria
5.11	Visibility of female role models	1. Appoint at least one (of four) female visiting professor per year as part of our distinguished visitor's scheme	March 2021 – July 2021	Research theme leaders	At least one female visiting professor appointed
		2. Achieve more balanced gender representation among the speakers at external and internal departmental research seminars, taking into account gender imbalances in the different research groups	September 2020 – July 2021	Seminar organisers, research group leaders	Achieve at least the same gender proportion among seminar speakers (28 %) as in national benchmark
		3. Include dedicated section on “Women in Economics” in AS webpage	November 2020 – December 2021	EDI WG	Inclusion of section in webpage
5.12	Career break policies	1. Promote all family-friendly policies offered by the University, including the newly updated University's Shared-Parental Leave to all staff through annually organised information session and staff meetings	June 2021	EDI WG	>80% awareness of family-friendly policies as evidenced in future staff surveys
		2. After return from maternity leave the assignment of duties is considered with HoD in a follow-up meeting. The approach is flexible with a focus on the need to re-establish research momentum, e.g. offering substitution of teaching units by marking, etc.	September 2020 – July 2021	HoD	All staff members on maternity break feel supported before, during, and after their leave and meet in advance and after with HoD as evidenced in future staff surveys (Q. 20-22)
		3. Lobby on university level (e.g. USAT) for more generous condition regarding maternity, paternity and shared parental leave	September 2022 – January 2023	EDI Chairs	USAT made aware of staff views. EDI Chairs to request an update from USAT on any change in policies to improve conditions of maternity,

No	Objective	Proposed Action(s)	Timescale	Responsibility	Success Criteria
					shared parental and paternity leave
		4. Staff on maternity or, if applicable, shared parental leave can access their individual research budgets while on leave	September 2020 – September 2021	DoR, HoD	All staff members on maternity break feel supported during their leave as evidenced in future staff surveys (Q. 20.2)