Athena SWAN: Bronze and Silver department applications

Contents

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.

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	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Nottingham	
Department	Economics	
Focus of department		**AHSSBL**
Date of application	November 2021	
Award Level	**Bronze**	
Institution Athena SWAN award	**Date:** 2012 (renewal 17/18)	**Level:** Silver
Contact for application Must be based in the department	Dr Trudy Owens	
Email	Trudy.Owens@Nottingham.ac.uk	
Telephone	0115 951 54	
Departmental website	https://www.nottingham.ac.uk/economics/	

1. Letter of endorsement from the head of department

Recommended word count: Bronze: 500 words (493) | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

Dear Head of Athena Swan

I confirm my full endorsement of, and support for, this application for a Bronze Athena Swan award, and the proposed action plan; and confirm t*he information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.*

The Athena Swan process provided a timely and welcome opportunity to examine our practices back in 2018 when we first applied. We were able to reflect more formally in terms of equal opportunities and to engage in important discussions and activities relating to fairness and equality. As a consequence of developing the first application, we learned that the School was performing poorly in terms of gender balance. Even though we sit within a discipline that is characterised by these problems, we knew we could do better, and we have. Our overriding approach has been to avoid importing biases from our disciple into the School. As can be seen from our submission, we have seen many successes in the last few years and identified many initiatives that will improve the situation within our School further. We are aware we are at the beginning of the journey.

Through my chairing of the EDI committee, I have supported the development of this application by the Self-Assessment Team through staff surveys, focus group interviews and funding of a research paper on gender inequality in recruitment. I have included the SAT Lead and EDI Deputy Chair, Trudy Owens, as a member of the School Board, where key strategic decisions are discussed by the School's senior management. I have encouraged gender differentials within the School to be discussed often and across many contexts. Through self-reflection this application is able to report on some progress towards the objective of gender equality; has identified areas where we need further work; and prepared an action plan that we are committed to.

With respect to staff we have seen marked success in recruiting and promoting more women; we have changed the composition of our strategic committees to ensure female representation; improved transparency within our workload model; and changed our maternity-leave returns. With respect to students, we have identified and are working on three broad areas detailed in the submission to improve the recruitment of female UGs, PGTs and PGRs, namely, improving female visibility, highlighting the research diversity in the School and drawing attention to the broad career options available with a degree in economics. We are seeing some impact already but envisage we are laying the foundations for a better future.

I am pleased to confirm my commitment, and the School's, to upholding the values of gender equality in all that we do, to be mindful of this commitment across all our activities, and to rectify weaknesses identified in this submission. We are embracing this process and will ensure that our action plan will accelerate progress.

I endorse this application for a Bronze Athena Swan award in the strongest possible way.

Yours faithfully

Facundo Albornoz Crespo
Professor of Economics and Head of School

Abbreviations

ADC: Appraisal and Development Conversation

AdvanceHE: Incorporating ECU, the Higher Education Academy and the Leadership Foundation for Higher Education

AEA: American Economic Association

AP: Action Plan

APM: Administrative, Professional & Managerial members

AS: Athena SWAN

CAS: Centre for Advanced Studies

CeDEx: Centre for Decision Research and Experimental Economics

CFCM: Centre for Finance, Credit and Macroeconomics

CREDIT: Centre for Research in Economic Development and International Trade

E&EUoA: Economics & Econometrics' Unit of Assessment

FO: Funding Office

FT: Full-Time

EDI: Equality, Diversity and Inclusion

GEP: Centre for Research on Globalisation and Economic Policy

Global Job Market: Prior to COVID19, this involved 1st interviews at events in North America, Europe, and the UK followed by School visits for candidates short-listed for 2nd interviews; attracts over 700 applications to the School each year.

Grade 4: Post-doctoral fellows

Grade 5: Assistant Professors

Grade 6: Associate Professors

Grade 7: Professors

GTA: Graduate teaching assistant

GTF: Graduate teaching fellow

HoS: Head of School

HEU: Home and EU students

HR: Human Resources

LMA: Leadership and Management Academy

n/a: not available

MRes: 1 year taught followed by 4 year PhD

NEFS: Nottingham economics and finance society

NI: Not indicated

NICEP: Nottingham Interdisciplinary Centre for Economic and Political Research

NRF: Nottingham Research Fellowship

O/S: overseas students

PDR: post-doctoral researcher

PDPR: Personal Development Performance Review

PGCHE: Postgraduate Certificate for Higher Education

PGR: Postgraduate Research

PGT: Postgraduate Taught

PNS: Prefer not to say

PT: Part-Time

PVC: Pro-Vice Chancellor

RAE: Research Assessment Exercise

RES: Royal Economic Society

RT: Research and Teaching (sometimes referred to as R&T)

REF: Research Evaluation Framework

Russell Group: group of 24 UK public, research-intensive universities

SAT: Self-Assessment Team

TA: Teaching Associate

UG: Undergraduate

UoN: University of Nottingham

WLM: Workload Model

2. Description of the department

Recommended word count: Bronze: 500 words (482) | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The School of Economics ("the School" below), located in the Faculty of Social Sciences, is committed to the pursuit of excellence in both research and teaching. With regard to research, the School is 6th in the UK, 12th in Europe and 33rd in the world in the RePEC ranking of economics departments. With regard to teaching, The Complete University Guide 2019 and The Times and Sunday Times Good University Guide 2021 for Economics Schools ranked the School 15th out of 80 in the UK.

The School's governance structure is set out in Figure 1.

Figure 1: Governance structure of the School of Economics
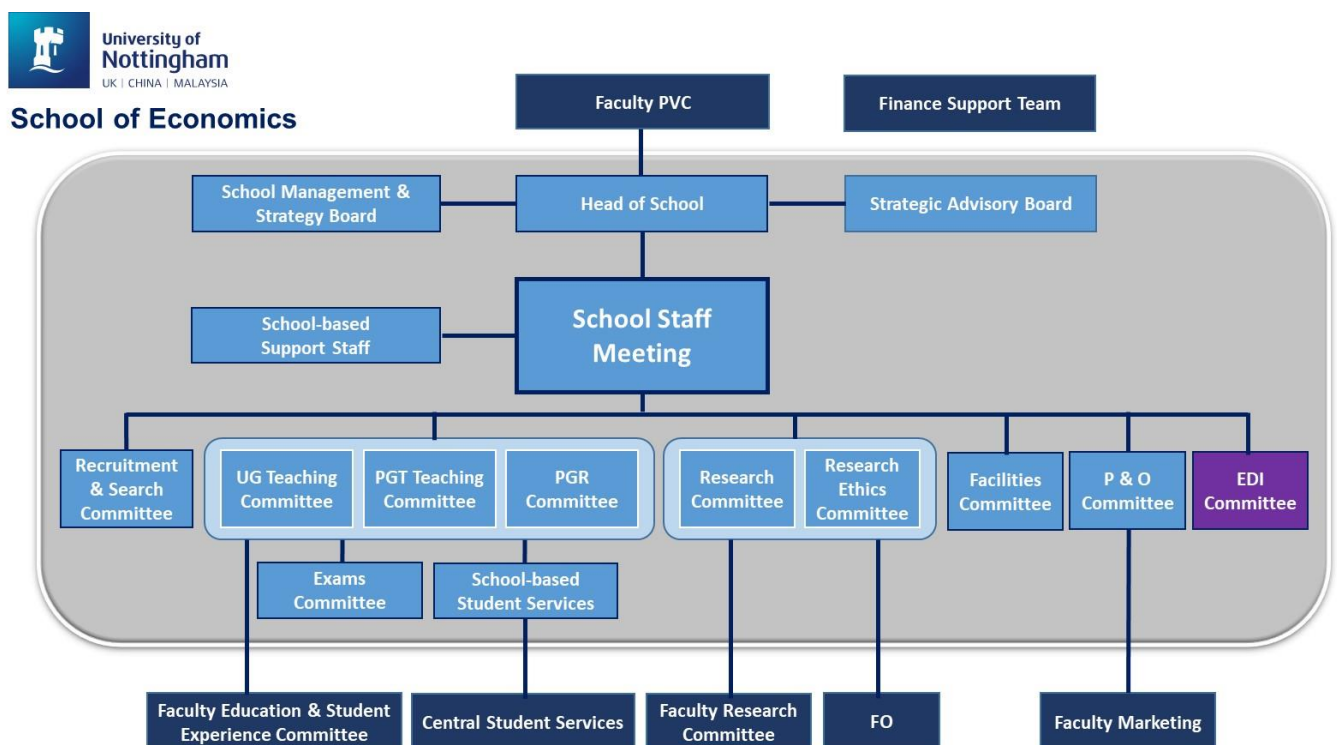
Note: For female representation on School committees see Section 5.6(iii).

2.1 People

The School is one of the largest economics departments in the UK. Currently, it employs 68 academic staff on full- or part-time research and teaching contracts and a further 14 on fixed-term, research or teaching contracts. There are 1,364 undergraduate students, 172 masters (PGT) students and 40 postgraduate research (PGR) students. Eight administrative staff support the academics from within the School. Additional support is provided by the Faculty's and University's centralised administrative teams.

Table 1: Numbers of students and staff by gender (at time of writing)

	Students			Staff						
	UG	PGT	PGR	Academic research and teaching		Academic Research (Post-doctoral researchers)	Academic Teaching (GTFs)	Administrative support	
				Full time	Part time			Full time	Part time
Female	402*	86	18	13	2	2 + 1 (0.6)	4	5	2
Male	962*	86	22	48**	5	3 + 1 (0.4)	3	1	0
Total	1,364*	172	40	61	7	7	7	6	2
Female%	29%	50%	45%	21%	28%	43%	57%	83%	100%

 Data from multiple sources. Notes: * headcounts including joint honours students; ** excludes 4 Emeritus Professors (4 male) and one member of staff (M) on secondment to Nottingham Ningbo.

2.2 Teaching

We offer students a strong foundation in the analytical and quantitative techniques at the core of economics plus the opportunity to tailor their degree programmes to suit their interests and aspirations through a wide choice of optional modules. To this end, we offer eight undergraduate degree programmes, eight 12-month long postgraduate taught programmes and a postgraduate research (PGR) programme with a full schedule of taught courses in the first year.

2.3 Research

The School hosts six research centres, the Centre for Decision Research and Experimental Economics (CeDEx), the Centre for Finance, Credit and Macroeconomics (CFCM), the Centre for Research in Economic Development and International Trade (CREDIT), the Nottingham Centre for Research on Globalisation and Economic Policy (GEP), the Granger Centre of Time Series Econometrics, and the Nottingham Interdisciplinary Centre for Economic and Political Research (NICEP). All staff belong to one or more research centre. Female staff and PGR students are generally well represented across the Centres with the exception of the small group of econometricians in the Granger Centre.

Table 2: Research centre membership

Research Centre	Female director	No. staff members	Female share	No. PGR student members	Female share
CeDEx	No	21	33%	17	41%
CFCM	No	23	13%	6	33%
CREDIT	No	20	30%	5	60%
GEP	No	23	13%	7	28%
Granger Centre	No	8	0%	5	0%
NICEP	Yes	19	31%	1	0%

Note: Several staff and students have multiple affiliations (balanced by women/men)

hence numbers exceed totals in Table 1; note number of female directors proportionate to number of female Professors

Every academic and PGR student in the School is a member of at least one research centre. Each MSc programme is linked to a research centre.

The School maintains a full schedule of seminars, hosting speakers from across the globe and across the complete range of sub-fields in economics. Two of the series are reserved for staff and PGR students. These facilitate feedback; a collective awareness of ongoing research; and future collaborations. The School also hosts regular workshops and conferences including the annual GEP/PGR conference pictured.

Participants at the joint GEP-CEPR PGR conference 2019

2.4 Facilities
The School's staff and PGR students all have offices within the Sir Clive Granger Building on the University Park Campus. Lectures, seminars, tutorials and computer classes run by the School usually take place at venues across the University Park Campus. During the pandemic the School rapidly moved to online teaching with staff and PGR students given necessary equipment to work from home.

3. The self-assessment process

Recommended word count: Bronze: 1000 words (996) | Silver: 1000 words

Describe the self-assessment process. This should include:

(i) A description of the self-assessment team

The School's Athena Swan Self-Assessment Team (SAT) and Equality, Diversity and Inclusion (EDI) committee are one-and-the-same. They were established in January 2015. Currently, Professor Facundo Albornoz Crespo (Head of School) chairs the EDI committee with Dr Trudy Owens as Deputy Chair and SAT Lead. The Head of School takes overall responsibility for ensuring that the principles of equality, diversity and inclusion are increasingly embedded within all School activities and that the SAT can carry out its evaluative work and facilitate change by making recommendations to the School Board and other School committees.

The SAT has 10 members with an even split by gender. Each is selected and appointed by the Head of School on the basis of other roles they hold in the School to ensure EDI issues are brought to bear throughout School committees. While the EDI chair is always the Head of School, the Deputy Chair and SAT lead are revolving roles. The previous lead, Professor Abigail Barr, held the position for three years until she took on the role of Deputy Head of School. At this point the SAT lead was passed on to an existing EDI committee member, Dr Trudy Owens, who was/is on the Faculty EDI committee. Professor Barr remains on the committee for continuity. Table 3 describes the members and their memberships on other School committees. Each member is given the standard workload allocation for committee membership with the Deputy Chair receiving double the load in line with other committee chairs.

Table 3: Members of the School of Economics Self-Assessment Team

Name	Gender	Role in School	Role on SAT and cross-cutting administrative responsibilities	Perspective
Facundo Albornoz Crespo	male	Professor, Head of School	EDI Chair	Joined School 2015, childcare responsibilities, member GEP
Anwar Adem	male	Post-doctorate Researcher	Post-doctorate and Graduate Teaching Fellows (GTF) representative	Joined School 2020
Abigail Barr	female	Professor, Deputy Head of School	School Board member	Joined School 2011, member CeDEx, CREDIT, NICEP
Sarah Bowen	female	PGR Student	PGR representative, Lead on PGR surveys and FGIs	Joined School 2017, member CEDEX
Markus Eberhardt	male	Associate Professor	PGR Admissions tutor, PGR and P&O committee member, Lead on data analysis	Joined School 2011, childcare responsibilities, member GEP, CREDIT
Nikola Halse	female	Operations Manager	Assists with data sourcing and analysis	Joined School 2021
Guy Hide	male	Administrative Assistant	Administrative support for the committee	Joined School 2021
Rahul Mukherjee	male	Associate Professor	Lead on FGI of ME students	Joined School 2020, member CCFM
Trudy Owens	female	Associate Professor	EDI Deputy Chair, SAT Lead, School Board member, on School Ethics Committee, and Faculty EDI Committees	Joined School 2004, childcare responsibilities, member CREDIT
Elke Renner	female	Associate Professor	Disability Liaison Officer, Lead on staff surveys and FGIs	Joined School 2003, childcare responsibilities, member CeDEx

Anwar Adem

Facundo Albornoz

Abigail Barr

Sarah Bowen

Markus Eberhardt

Nikola Halse

Rahul Mukherjee

Trudy Owens

Elke Renner

Guy Hide

(ii) An account of the self-assessment process

The School began this journey in 2017 with preparation for the first submission. Through presentations at staff meetings and the circulation of drafts the School has actively engaged in the development of both submissions. Despite not being awarded Bronze in 2019 the School committed to implementing the Action Plan. Equality Diversity and Inclusion is now a rolling item on staff meetings where progress towards meeting the original Action Plan is presented, and progress on the new application is discussed.

The SAT drew on many sources of data and information when conducting their assessment of the School including focus group interviews with female staff and students, a survey of staff, and the University's databases, made accessible via Tableau software. Where appropriate, administrative data held by the School was compiled into tables by members of the SAT or the School's administrative staff.

Two external sources were used to provide information about the environment in which the School aims to excel. The first are the statistics provided by the Royal Economic Society which collects data focusing on departments of economics within Russell Group universities (RES, 2017 and 2021), another was primary research by Eberhardt, Facchini and Rueda (2021) which established the headcount and gender split (by level) of all UK economics departments which was submitted to the last REF.

Two surveys, one of the School's academic staff in 2018 (response rate 51%M 50%F) and one of the School's PGR students in 2019 (response rate 50%M 83%F) were conducted by the EDI committee/SAT in 2018. In total four focus group interviews were conducted in 2021 with female staff (one group of six and one of four), post-graduate students (one meeting of six) and undergraduate students (one meeting of four). The focus group interviews were structured around the Athena Swan application. One-on-one interviews were also conducted from 2018 through to 2021 with several staff members across different levels and job families and PGR students. In some cases, these interviews were at the request of the interviewees (often after presentations in staff meetings), in others they were at the request of SAT members interested in hearing from staff with specific life circumstances, e.g. recently had a baby, undertook training, applied for promotion. The interviews focused on individual stories, decision-making and administrative processes within the School. Finally, the SAT, assisted by many of the School's academic staff and PGR students, endeavoured to keep abreast of the emerging literature on gender differentials within academia and, specifically, economics.

The SAT worked together to develop this submission. They met in person up to 2020 and then via Teams to discuss findings, progress, setbacks and next steps and to agree on task allocations moving forward.

(iii) Plans for the future of the Self-Assessment Team

Because the SAT and the School's EDI committee are one-and-the-same, the SAT is fully embedded within the organisational structure of the School. The EDI committee is one of nine mid-level committees reporting directly to School Staff Meetings (see Figure1). It is the only mid-level committee chaired by the Head of School. It meets at least three times a year. With smaller sub-sets meeting more regularly to complete specific tasks.

Most, if not all, of the School's mid-level committees will be involved in implementing the action plan set out in Section 8 of this document. The role of the EDI committee/SAT will include:
- monitor the School's progress towards and the successful and timely meeting of its objectives with regard to gender equality;

- report on progress towards and the meeting of those objectives to the School and the Faculty;
- if required, where progress is lacking, undertake investigations and analyses aimed at finding explanations and solutions;
- if required, revise the School's action plan and its implementation in response to any issues that arise; and
- continue its work as an advocate for gender equality, keeping the School informed about developments in and research about gender differentials within the discipline of economics across the globe.

Members of several of the School's other mid-level committees are also members of the SAT and EDI committee which has already and will continue to facilitate the implementation of the School's action plan. These cross-committee memberships will provide the basis for an early warning system that will allow us to address impediments to progress.

Turnover in EDI committee membership is inevitable. Alongside representativeness regarding gender, ethnicity, job level, contract type and life circumstances, cross-committee membership will be a guiding principle when recruiting new committee members.

The EDI committee has responsibilities relating not only to gender, but to all protected characteristics.

Box notes: Boxes like this appear throughout the submission. They list the key activities and milestones described in the action points related to the surrounding text. Some also contain notes on issues that have been raised in FGIs and surveys, rationales supporting actions and extra details about actions. For further information on timelines, performance measures and SMART targets see Section 8.

Action point (Section 8, point 1a)**:** Ensure female staff representation across committees

Action point (Section 8, point 1b)**:** Monitor implementation of Athena Swan action plan

Action point (Section 8, point 1c, 1g): Induction of all new staff and students to include introduction to Athena Swan

Action point (Section 8, 1d): All staff required to complete Unconscious Bias training

Action point (Section 8, point 1e, point 1f)**:** Regular staff and student surveys and focus group interviews (FGIs) to monitor effectiveness of action plan and, if required, to investigate reasons for any apparent ineffectiveness

Action point (Section 8, point 2c)**:** Track, analyse and report staff stated perceptions of discrimination within the School via the staff survey

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4. A picture of the department

Recommended word count: Bronze: 2000 words (1897) | Silver: 2000 words

A. Student data

If courses in the categories below do not exist, please enter n/a.

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

n/a

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

To place our figures in context, in 2017 36% of undergraduates in economics departments within Russell Group Universities were female (RES, 2017). Figures published in July 2021 show this has dropped to 32% (RES, 2021), with the biggest fall for UK domiciled female UGs (31% in 2002 to 27% in in 2018). We refer to these reports to illustrate the setting within which we operate.

We exclude part-time UG students from the analysis as there have been fewer than 3 in the School at any time during this period.

Figure 2 reveals that in 2019/20, the female UG student share was 30% which is just below the Russell Group average. After an initial fall in the female share of students from 33% in 2015/16 we have now stabilised at 30%. The initial fall was due to declining female Home and EU (HEU) UG student share combined with significant increases in the total number of HEU student numbers. The O/S UG student body is smaller but more gender balanced.

Figure 2: Undergraduate (UG) Student Numbers

UG Student Numbers: Home/EU and O/S

UG Student Numbers: Home/EU only
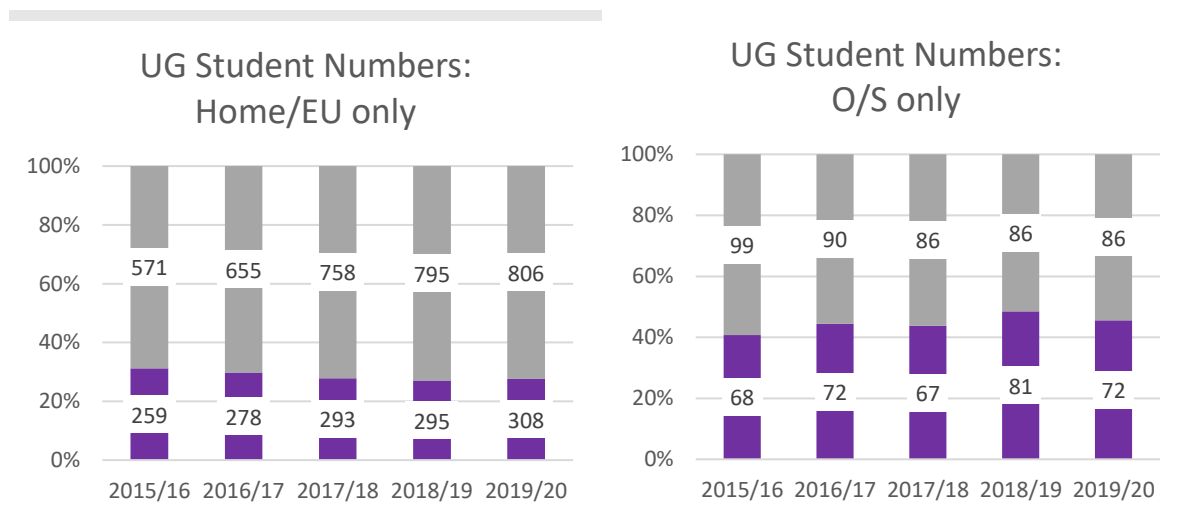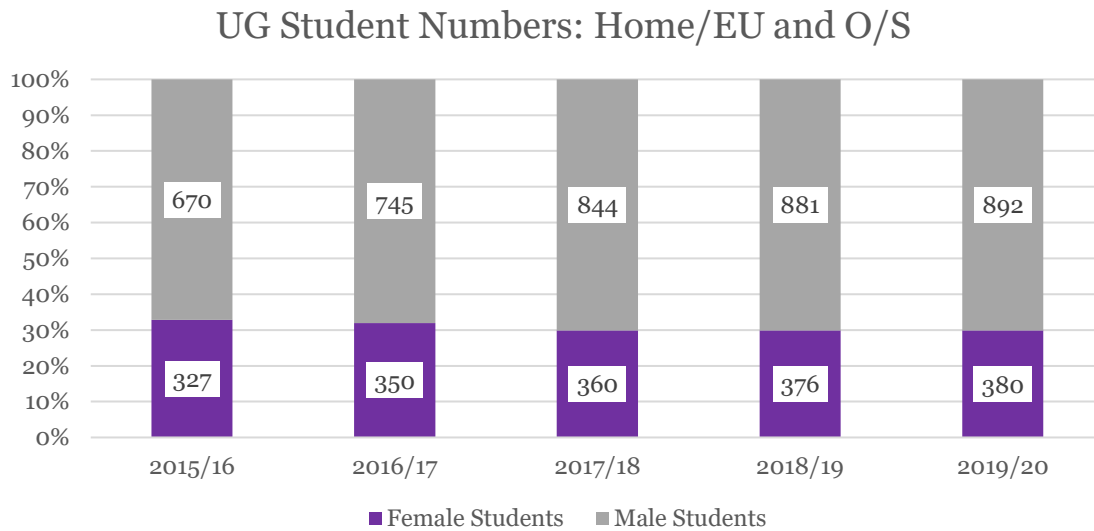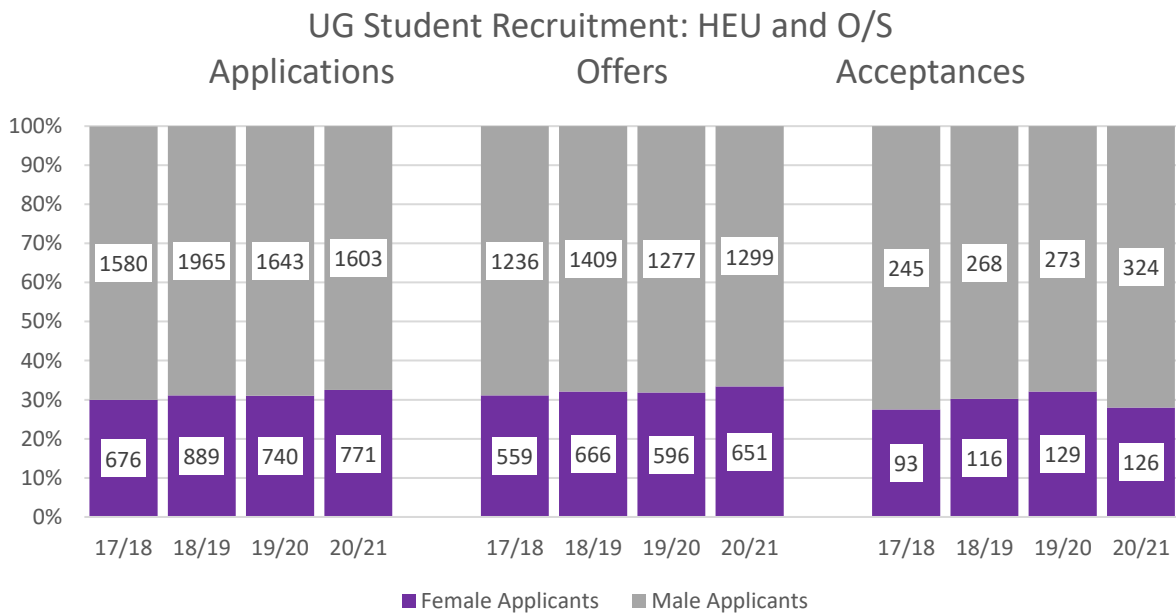

UG Student Numbers: O/S only

Figure 3 presents the female shares in UG applications, offers, and acceptances (numbers in white boxes) in 2017/18 to 2020/21. A comparison of the female shares in applications and offers reveals little gender bias in applicant selection by the School, and since we implemented our Action Plan of making sub-fields that tend to attract females more visible in open day presentations, we have seen a small but steady increase in acceptances, barring last year (more on sub-fields in following Blue Box and Section 8, point 4). With Covid, the focus of the university was entirely on reaching rising student number targets, while coping with a reduction in human resources. Outreach activities including summer schools and the recent introduction of gender matched telephone calls to offer holders by existing students which was introduced as part of our original Action Plan, were severely disrupted. These will be brought back next year.
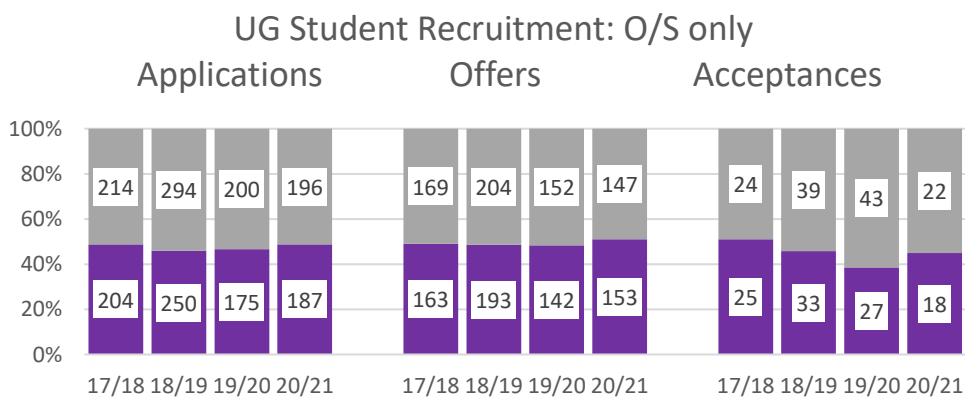
With regard to O/S UG student recruitment, the School had been close to the Russell Group average of just under 50% for applications and offers but saw a drop in acceptances in 2018/19 and 2019/20 which we slightly recovered from in 2020/21. However, it is important to bear in mind that acceptance of an offer is not the same as registering at the university. Together, Figures 2 and 3 indicate that the School loses around 60% of female O/S applicants between offer and registration compared to only 48% of male O/S applicants. As mentioned above to address this we have overrecruited female students to ensure

gender matching when calling offer holders. While this has been disrupted during the pandemic it is to be reinstated this year.

Figure 3: Undergraduate Student Recruitment: Applications, offers and acceptances

UG Student Recruitment: HEU and O/S

	Applications				Offers				Acceptances			
Male Applicants	1580	1965	1643	1603	1236	1409	1277	1299	245	268	273	324
Female Applicants	676	889	740	771	559	666	596	651	93	116	129	126
	17/18	18/19	19/20	20/21	17/18	18/19	19/20	20/21	17/18	18/19	19/20	20/21

■ Female Applicants ■ Male Applicants

Notes: UG recruitment (intake year) by fee status. "Acceptances" refers to students agreeing to hold NSE as their first choice.

UG Student Recruitment: HEU only

	Applications				Offers				Acceptances			
Male Applicants	1365	1671	1443	1407	1067	1205	1124	1152	220	229	238	302
Female Applicants	472	639	565	565	396	474	454	498	69	84	102	108
	17/18	18/19	19/20	20/21	17/18	18/19	19/20	20/21	17/18	18/19	19/20	20/21

UG Student Recruitment: O/S only

	Applications				Offers				Acceptances			
Male Applicants	214	294	200	196	169	204	152	147	24	39	43	22
Female Applicants	204	250	175	187	163	193	142	153	25	33	27	18
	17/18	18/19	19/20	20/21	17/18	18/19	19/20	20/21	17/18	18/19	19/20	20/21

We have identified three broad areas to improve the recruitment of female UGs (PGTs and PGRs): improving female visibility, highlighting the research diversity in the School and drawing attention to the broad career options available with a degree in economics.

Issue: From focus group discussions female UGs expressed a desire to be exposed to more female academics. Since our previous Action Plan we have seen an increase in female appointments (see Section 4. b Figure 10) which we will continue. We have also followed our plan to improve the number of female speakers invited to the school which has already improved exposure (see Section 5. e (vii)). We aim to build on these actions through the following:

Action point (Section 8, point 8a, 8b, 8c, 8d): Improve gender balance in academic staff recruitment

Action point (Section 8, point 3a, 3b, 3c, 3d): Improve visibility of females in the discipline

Action point (Section 8, point 4b): UG brochures and website to represent female role models

Issue: Males and females are attracted to different sub-fields in economics (Beneito et al, 2019). The School's staff have diverse research interests. However, until recently, open day presentations have emphasised the mainstream sub-fields (finance, monetary) that are more attractive to males. Despite improving our open days to highlight the sub-fields in economics (development, labour, behaviour), the FGIs with students revealed there is still a lack of knowledge regarding the diversity of research in the School which makes us realise we need to do more.

Action point (Section 8, point 4a)**:** Adjustment of UG open day presentations to ensure they better reflect diversity within School

Action point (Section 8, point 4d, 4e)**:** Showcase the diverse areas of research that both our male and female colleagues conduct by preparing short videos to be available on the School webpage

Action point (Section 8, point 4b): UG brochures and website to represent sub-fields

Issue: While female students noted they enjoyed the reputation of Nottingham being a place that leads to jobs in finance, the FGIs again revealed they were uninformed about the greater set of career opportunities. We need to do more to ensure, first, we do not lose female applicants who do not necessarily want to follow what has become seen as the traditional Nottingham employment path, and second, we need to advertise to existing students the variety of paths that are available. We have begun and will continue to revise the Career information we give through talks, alumni invitations and our website with the aim of highlighting the broad choice of career opportunities.

Action point (Section 8, point 4e, 4g)**:** Redesign of UG brochures (text and images) and School website to reflect diversity of careers available to graduate economists

Action point (Section 8, point 4g)**:** Invite alumni to give Careers talks ensuring gender balance and representation in diversity of career options

Action point (Section 8, point 4h)**:** Work with student society Nottingham Economics Finance Society (NEFS) to expose students to a wider range of career options via panel events

To ensure the UG voice is heard in relation to these actions, and to gather information on additional issues as they arise, we will conduct regular surveys and FGIs.

Action point (Section 8, point 1f)**:** Regular UG survey and FGIs to monitor effectiveness of action plan and, if required, to investigate reasons for any apparent ineffectiveness

Figure 4 indicates that there is no marked or consistent gender differential in UG degree outcomes. This is also reflected in School prizes.

Figure 4: Undergraduate Degree Outcomes
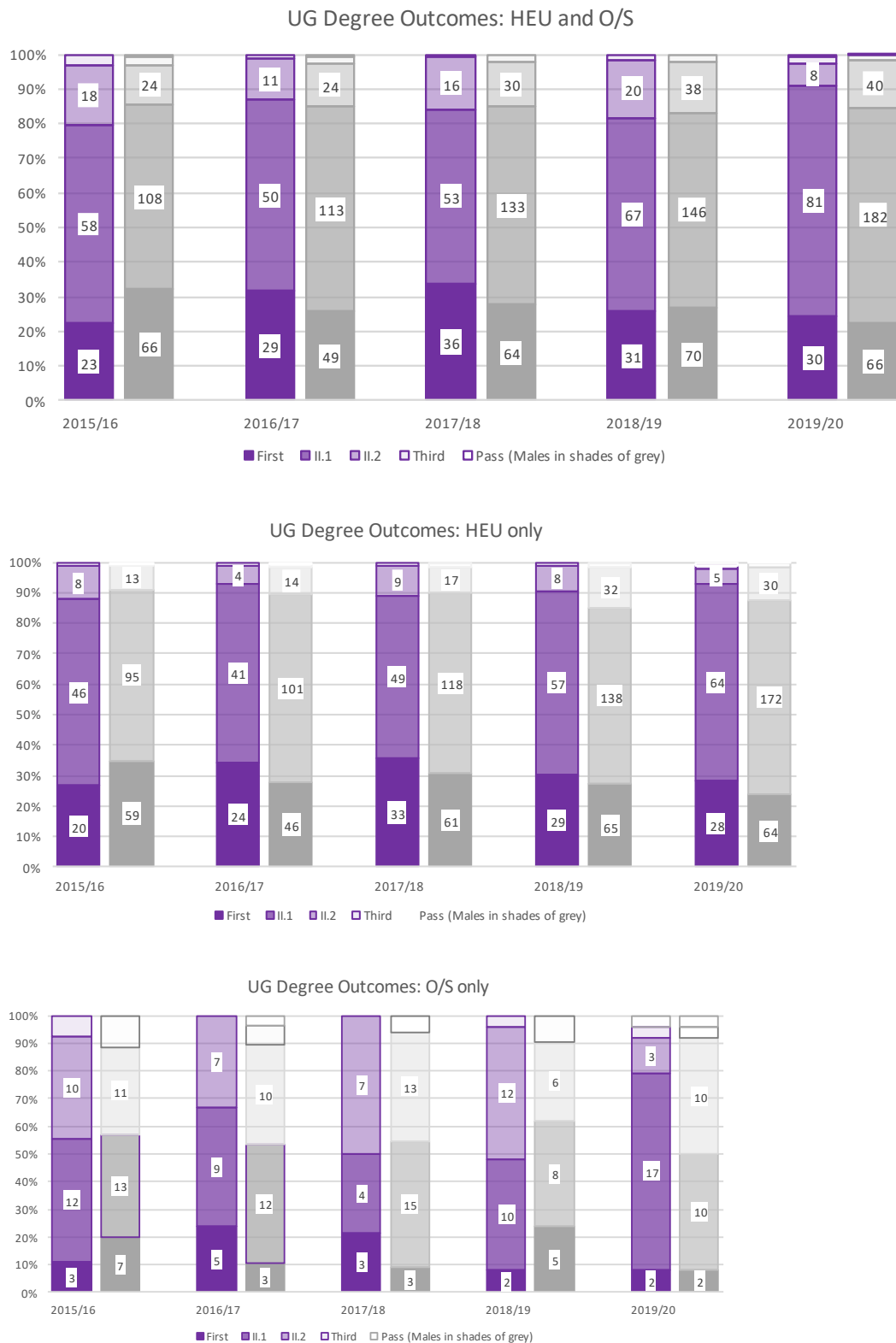
UG Degree Outcomes: HEU and O/S

UG Degree Outcomes: HEU only

UG Degree Outcomes: O/S only

Notes: Within each year-specific pair of stacked bars, the stack on the left (shades of purple) relates to females, the stack on the right (shades of grey) relates to males.

Fewer than five students drop out of the UG programme each year at the end of year one. Later dropouts are extremely rare. Fewer than five students each year complete late owing to extenuating circumstances.

(iii) Numbers of men and women on postgraduate taught degrees

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

The School has no part time PGT students. Figure 5 reveals that, in 2019/20, the female PGT student share was 46%. This is below the 2017/18 Russell Group average of 53%, and 2021 average of 52%. However, the gap has narrowed since 2015/16, owing to improvements in the O/S female PGT student shares.

Figure 5: Postgraduate Taught (PGT) Student Numbers

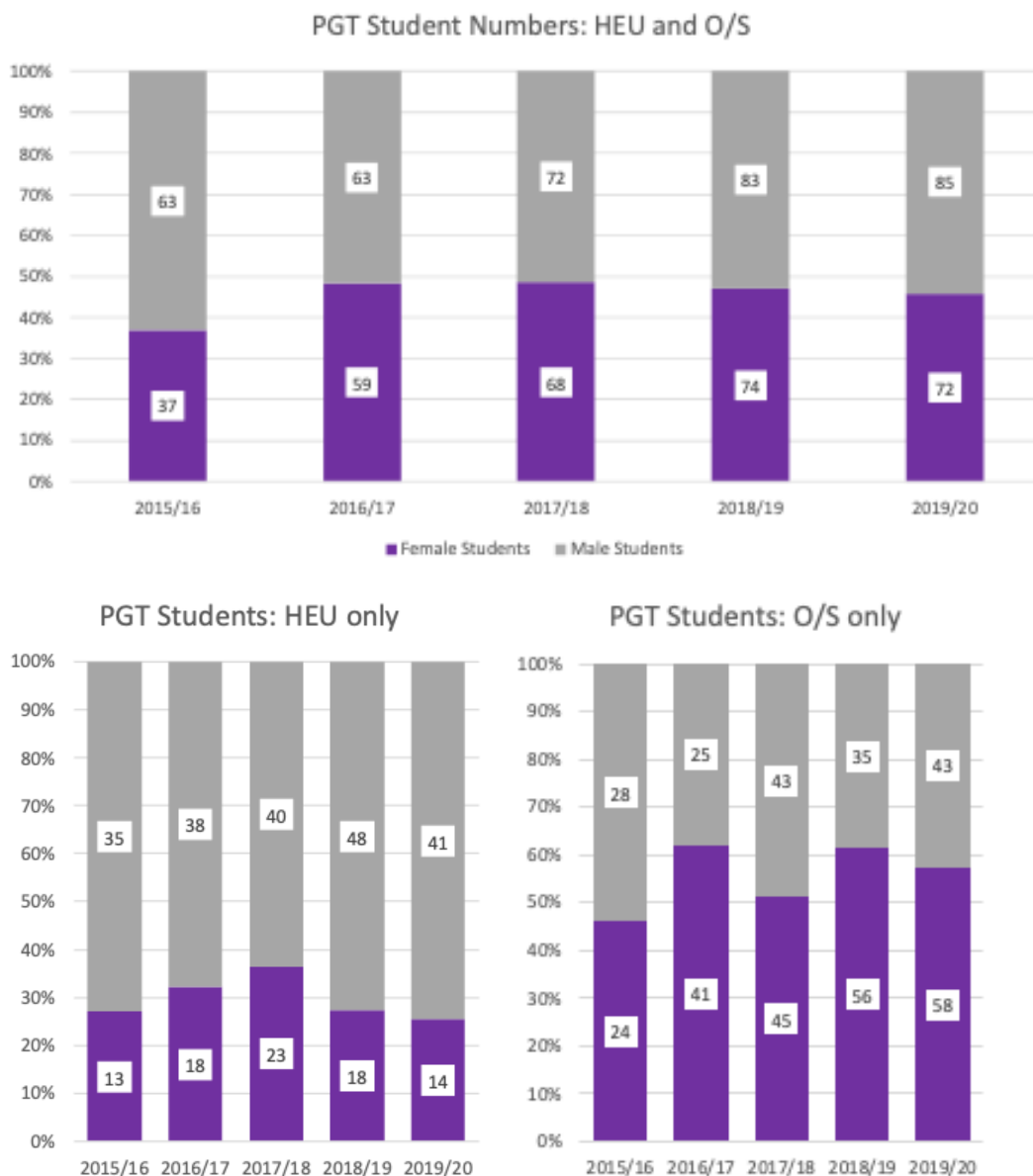Athena SWAN Bronze & Silver department application v1 Mar 20

Figure 6 indicates that, in 2020/21, the female share in O/S PGT applications, offers and acceptances improved. In contrast, the School's female share in HEU PGT applications fell in the past two years. This follows the Russell Group trend which also declined over this period (37% in 2002 to 31% in 2018). The same applies to the conversion of offers into acceptances. We suspect the reduction in outreach activities (summer school, gender matched calls to offer holders, invitations to UG students) due to the pandemic may be the cause of our recent drop which will be addressed this coming year. In addition, we envisage actions aimed at UG recruitment including improving female visibility, highlighting research diversity in the School and advising students on the broader career opportunities available will also impact on PGT recruitment.

Figure 6: Postgraduate Taught Student Recruitment: Applications, offers and acceptances

Athena SWAN Bronze & Silver department application v1 Mar 20
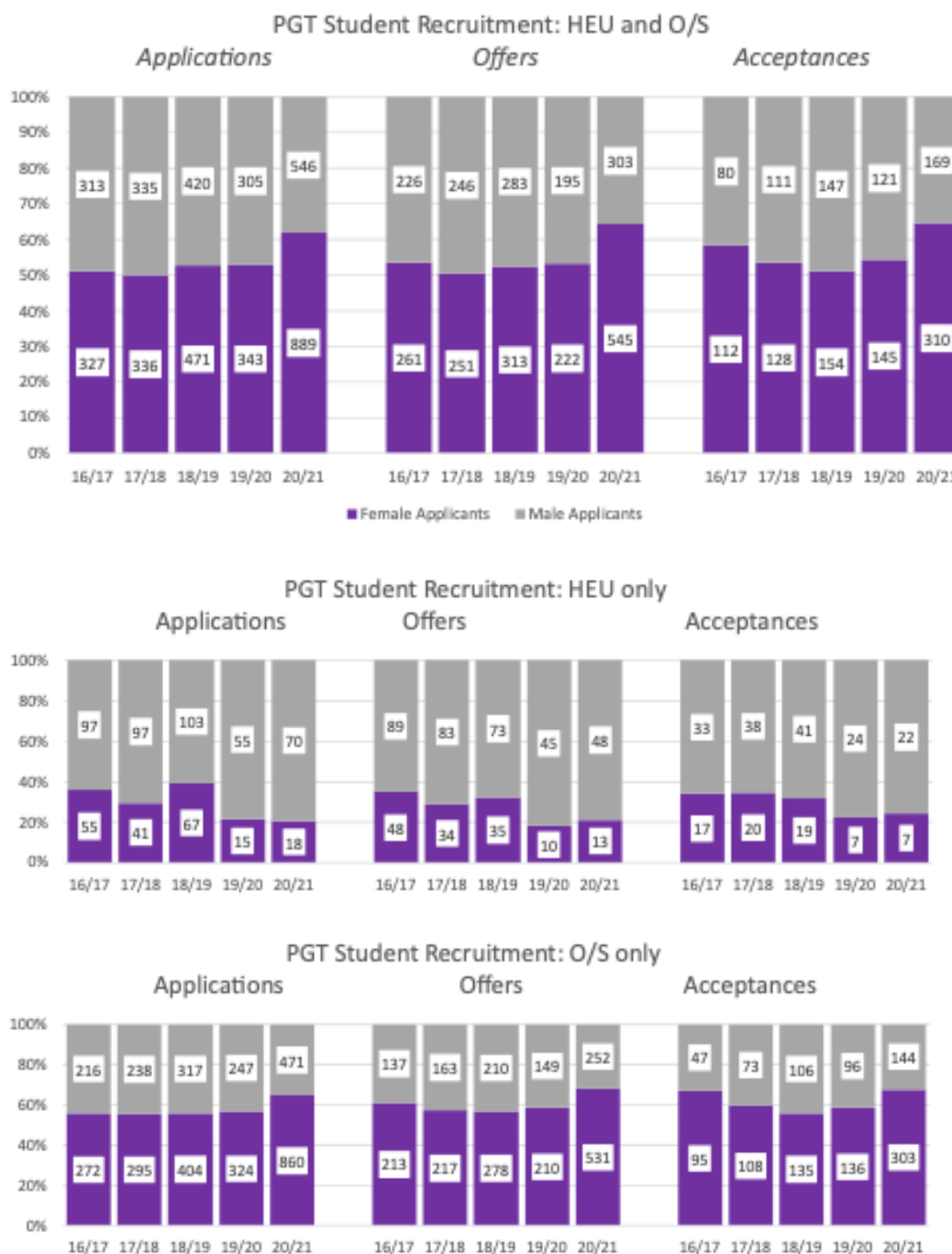
In addition to the three broad areas of action identified above (visibility, and highlighting both diverse research and career options which are also applicable to PGT students – 4d and 4e) we have specific PGT actions in place:

Action point: PGT brochures and website to represent sub-fields and female role models (Section 8, point 4b)

Action point: Review outreach emails to PGT offer holders (Section 8, point 4c)

Action point: Redesign of PGT brochures (text and images) and School website to reflect diversity of careers available to graduate economists (Section 8, point 4g)

To ensure the PGT voice is heard in relation to these actions, and to gather information on additional issues as they arise, we will conduct regular surveys and FGIs.

Action point: Regular PGT survey to monitor effectiveness of action plan and, if required, to investigate reasons for any apparent ineffectiveness (Section 8, point 1f)

Figure 7 reveals that, with the exception of 2017/18, in all years the proportion of female PGT students achieving a distinction was lower than the corresponding proportion of males. While numbers are small and fluctuate this appears to be driven by the OS students. OS students tend to be awarded fewer Distinctions than H/EU students. It is also the case that the majority of our OS students are female (of our female students 79% are international students compared to our male students where 53% are international). This lower proportion receiving distinctions could reflect a lowering of the English Language grade required for entry in 2016/17 rather than a gender issue; and our falling number of female HEU students. Econometric analysis shows across all modules, by year, international status rather than gender predicted the award of degree. This will be monitored and drives our action points 5a and 5b.

Figure 7: Postgraduate Taught Degree Outcomes
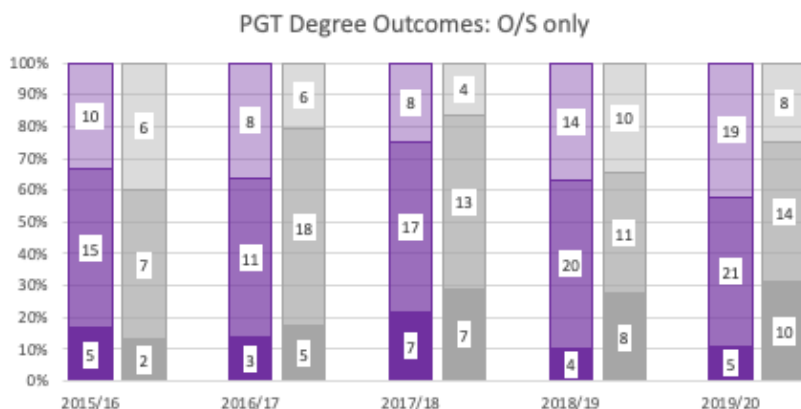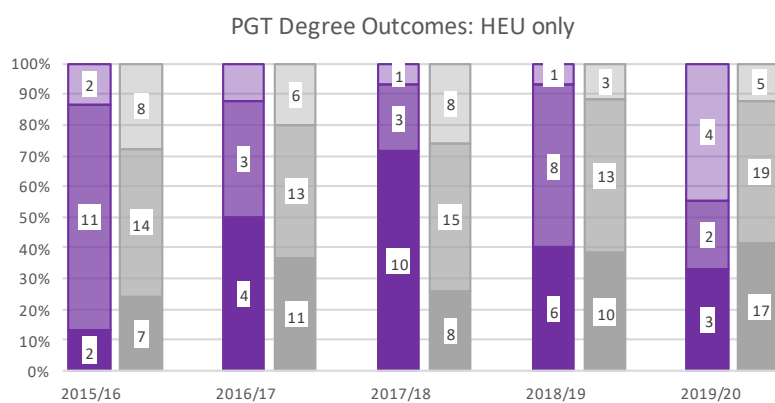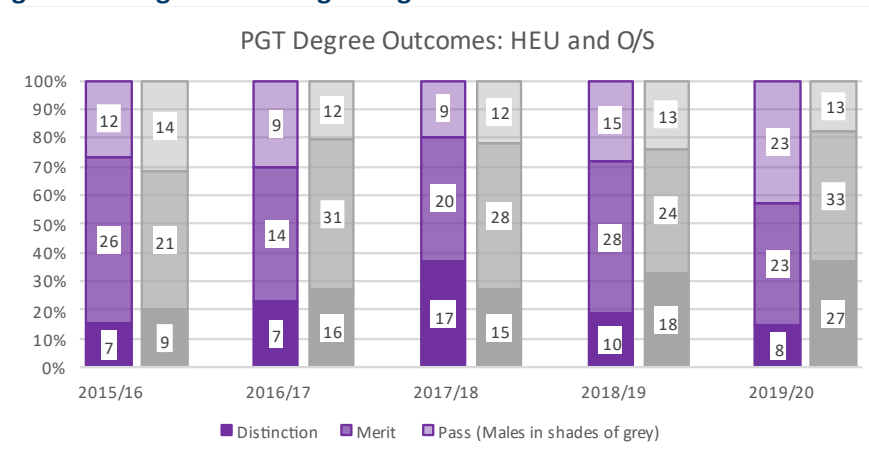
PGT Degree Outcomes: HEU and O/S

PGT Degree Outcomes: HEU only

PGT Degree Outcomes: O/S only

Notes: Within each year-specific pair of stacked bars, the stack on the left (shades of purple) relates to females, the stack on the right (shades of grey) relates to males.

The numbers for 2015/16 to 2019/20 include the results for 48 late completers (22 female, 26 male). Over the 2018/19 to 2020/21 period 20 students did not complete (7 female, 13 male), although more than half of these cases were in 2020/21.

Action point: Gender and H/OS outcomes to be reviewed at biannual PGT exam boards, summary to be submitted to EDI committee (Section 8, 5a)

Action point: Push back on further reductions in English Language requirements for PGT (section 8, 5b)

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

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

The School has no part-time PGR students. PGR student numbers have declined in the past five years. Figure 8 reveals that the female share has fluctuated in PGR student numbers, particularly so for overseas students. The female share peaked in 2015/6 at 40% and in 2019/20 was at 32%, marginally higher than in the previous three years.
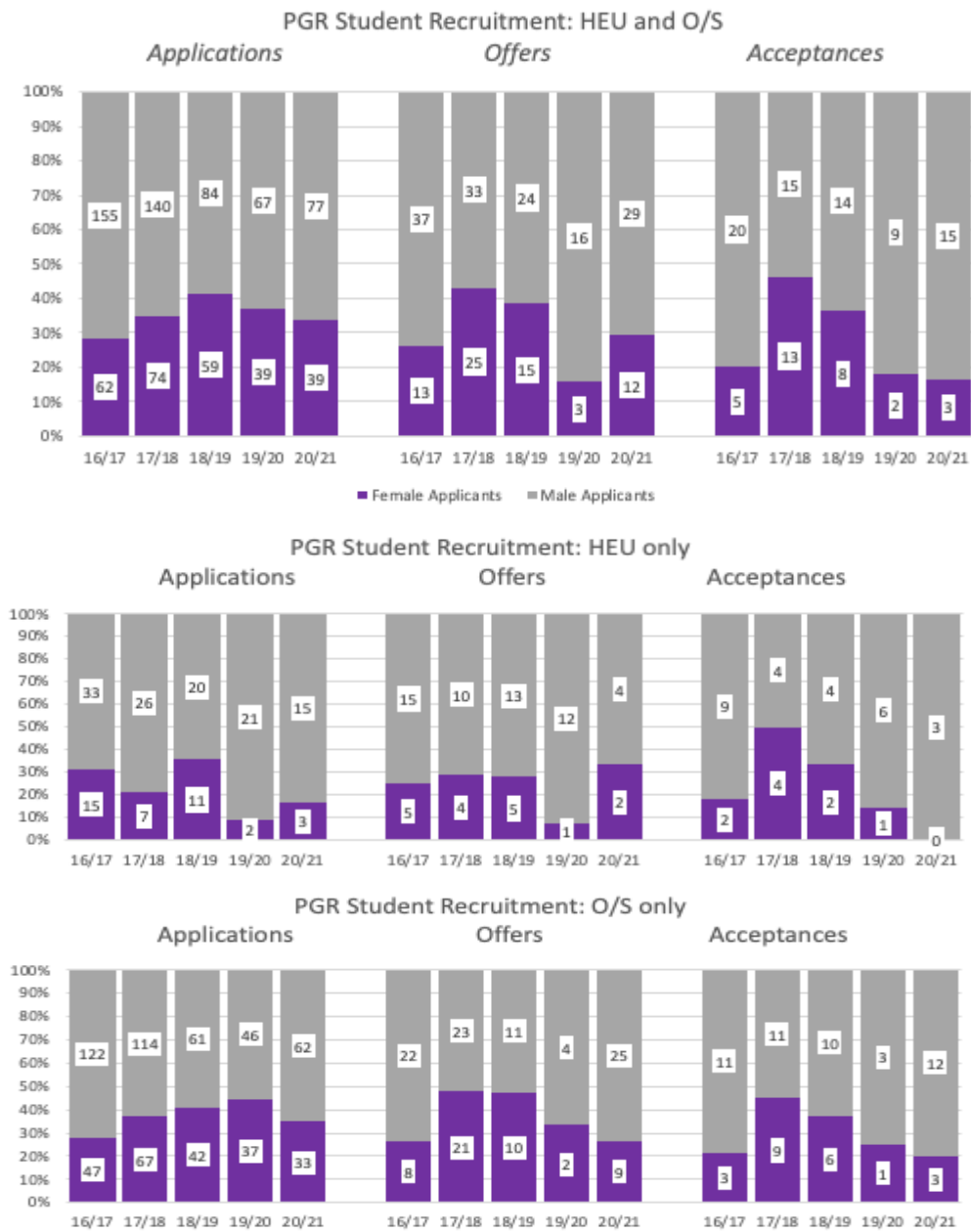
Figure 8: Postgraduate Research (PGR) Student Numbers

PGR Student Numbers: HEU and O/S

PGR Students: HEU only

PGR Students: O/S only
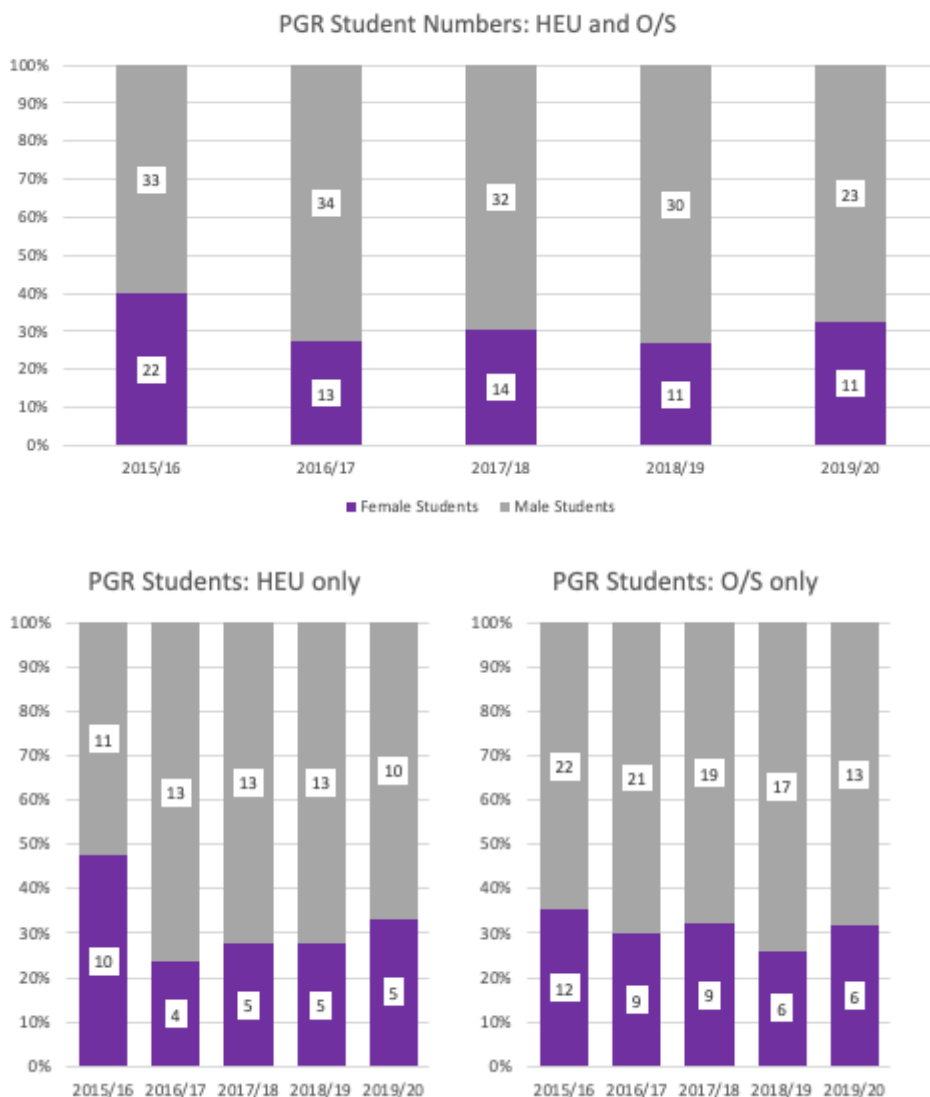
According to Figure 9, the female shares in PGR applications, offers and acceptances has fluctuated over the years. In 2017/18 and 2018/19 the number of acceptances were in line with the 2021 Russell Group average of 39%. However, the introduction of a 5-year MRes (1-year Master of Residence leading to 4-year PhD) in 2019/20 changed the offer and acceptance rates of female applicants. This was identified as a concern, as was the general decline in PGR enrolment, and resulted in a reorganisation of the programme in 2020/21. This has been reflected in this year's admissions where

38% of new MRes students are female and 50% of those that entered directly onto the traditional 3-year PhD programme.

Figure 9: Postgraduate Research Student Recruitment: Applications, offers and acceptance

PGR Student Recruitment: HEU and O/S

PGR Student Recruitment: HEU only

PGR Student Recruitment: O/S only

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Between 2013/14 and 2020/21, 9 people (2 female, 7 male) chose not to complete their PhDs.

Table 4: Numbers of completed PhDs by gender and time taken to completion 2013/14-2020/21

	Female	Male	Female share
Within 3 years	2	5	29%
Within 4 years	26	35	43%
Within 5 years	13	24	35%
Over 5 years	3	5	38%

Issue: To be in line with competitors, nationally and internationally, the School introduced a 5 year funded MRes programme in 2019/20. With only 10 scholarships available the advert was written with an emphasis on being competitive and seeking ambitious students. Applications were down significantly, particularly for women. This was recognised as an issue and has been addressed. Applications and offers are up. With 50% of offers made to female students.

Action point (Section 8, point 6a): Review of how the School allocates its PGR scholarships undertaken and revised. Monitor applications, offers and acceptances

Action point (Section 8, point 6b): Review of the support School gives to PGR offer holders seeking external funding

More generally, bearing in mind males and females are attracted to different sub-fields within economics (Beneito et al, 2019), allocation of scholarships across sub-fields may affect gender balance. In addition, brochures, web pages and newsletters should not overemphasise mainstream sub-fields and should afford females appropriate visibility.

Action point (Section 8, point 6c)**:** Redesign PGR brochure with the aim of making it more appealing to potential female applicants by highlighting diversity of research interests in the School and increasing the visibility of females in the discipline

Action point (Section 8, point 6d)**:** Comprehensive review and maintenance of web pages and newsletters, including link to video clips highlighting diversity in research

Action point (Section 8, point 1f)**:** Regular PGR survey to monitor effectiveness of action plan and, if required, to investigate reasons for any apparent ineffectiveness

(v) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The School encourages students to go on to further study in three ways: the Head of School invites 1st class UG students (among whom, in recent years, females are appropriately represented) to apply to the PGT programme; the PGT and PGR programme Directors give talks to current UG and PGT students respectively; and PGT students are encouraged to attend seminars and workshops organised by the School's research centres. Staff have also presented at student run career events such as the NEFS workshop. Many UG and PGT students go on to PGT and PGR studies at other institutions which is encouraged in the discipline.

Focus group interviews highlighted how female undergraduates felt economics was a practical degree leading to a career in banking. The very active student societies until recently focused almost entirely on banking. Careers has recently been reformed in the School through alumni talks and case studies presented on the webpage with a move in emphasis from banking to careers in the public sector, finance, consulting and academic options. The students asked for more sessions on alternative career options which is one of our action points.

Between 2015/16 and 2020/21, 32 students (6 female, 26 male) progressed from UG to PGT student status within the School. A small number of former undergraduates enrolled on PGT courses after a few years in employment. Over the same time-period, 14 students (8 female, 6 male) progressed from PGT to PGR student status.

While many UG and PGT students go on to PGT or PGR studies at other institutions, these transitions are difficult to monitor.

In addition to the action points noted in the boxes above that improve female visibility and sub-field diversity we have specific action points re the pipeline from UG to PG.

Rationale: The entry requirement for the School's PGT programmes is 2:1 and yet only those UGs with Firsts are sent a letter of invitation to apply. Evidence suggests that females may respond more positively to direct encouragement to apply.

Action point (Section 8, point 4i)**:** Lower cut-off grade above which Head of School writes to encourage an UG students to apply for a place on one of the School's PGT programmes from a 1st to a 2:1


B. Academic and research staff data

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Table 4 and Figure 10 present the numbers of academic staff in the School broken down by grade, contract function and gender. Staff on permanent contracts at Grades 5 to 7 are in the majority.

Since beginning the process in 2017 and implementing the Action Plan from late 2018 we have seen a marked increase in female staff at the entry level (Grade 5), a consistent above discipline average for Grade 6 and an improvement in the number of female professors. Notwithstanding this increase, in 2020, the School's female share at Grade 5 was still only 30%. Promotions increased the female share at Grade 6 to 38%, (to put in context the REF average was 26%). Between 2015 and 2020, the number of females at Grade 7 (Professor) increased from one to four (13% compared to the 2020 discipline average of 15%). This is encouraging and provides a foundation to build on in the future. Note that it is the Faculty (University in the case of promotion to Professor) that makes the decision; the School can only recommend and support candidates for promotion.

Figure 10: Academic staff by grade and gender 2015-2020
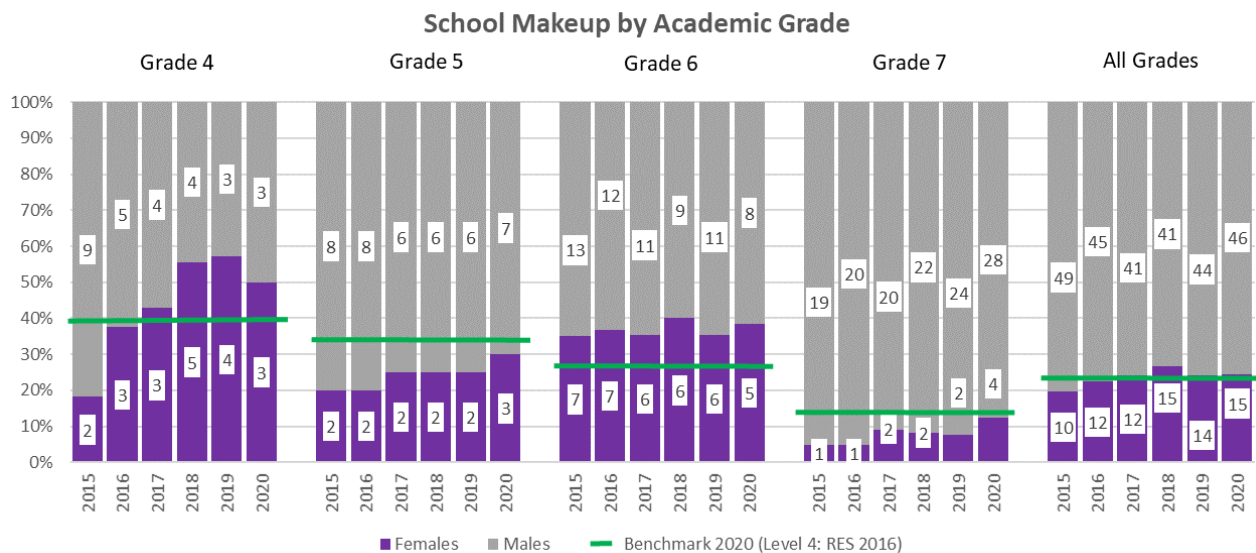
Note: Numbers of males and females (FTE) given in white boxes superimposed on relevant sections of stacked bars; horizontal lines indicate the female shares by grade in UK departments of economics in 2016, sourced from the 2017 RES Women's Committee Survey.

Table 5: Numbers of staff by fixed and permanent contract 2015-2020

	Fixed Contract				Permanent Contract						Total	
	Research Only		Teaching Only		Research and Teaching						All job types	
	Grade 4		Grade 4		Grade 5		Grade 6		Grade 7		All Grades	
	F	M	F	M	F	M	F	M	F	M	F	M
2015	2	6	0	3	2	8	7	13	1	19	12	49
2016	3	4	0	1	2	8	7	12	1	20	13	45
2017	2	3	1	1	2	6	6	11	2	20	13	41
2018	1	3	4	1	2	6	6	9	2	22	15	41
2019	1	2	3	1	2	6	6	11	2	24	14	44
2020	0	1	3	2	3	7	5	8	4	28	15	46
	Female Share				Female Share						Female Share	
2015	25%		0%		20%		35%		5%		20%	
2016	43%		0%		20%		37%		5%		22%	
2017	40%		50%		25%		35%		9%		24%	
2018	25%		80%		25%		40%		8%		27%	
2019	33%		75%		25%		35%		8%		24%	
2020	0%		60%		30%		38%		13%		25%	
Context	40%		40%		32%		28%		15%		25%	

Context is taken from a survey by Eberhardt, Facchini and Rueda (2021) which was funded by the School and University: share of female faculty by rank in UK economics departments which submitted to the REF in economics/econometrics (population: 1,204)

Except for Fixed Contract (postdocs/teaching fellows): RES 2016 survey (all UK economics departments)

All of the School's Grade 4 staff (Postdoctoral Researchers and Graduate Teaching Fellows) are on fixed term contracts. In the School and the discipline as a whole, such contracts are seen as a stepping-stone towards careers in academia. The number of staff at Grade 4 is small and varies substantially from year to year (11 in 2015, to only 6 in 2020) and depends on availability of funding. Across the entire period under review, the female share of Grade 4 staff on teaching only and research only contracts were 55% and 32%, respectively. Funding for research only contracts tends to be linked to individual academics and external grants, while funding for teaching is driven by the Faculty. While the small and variable numbers make it difficult to discern trends it is the case that recently women have been more likely to take teaching only positions. This is considered a positive outcome as it represents a good pipeline for future female academics. Both positions are seen as important for academic career development.

Historically the School had been underrecruiting female academics at all levels. Since the last Action Plan there has been a significant improvement. To continue with this trajectory, we have a number of action points in place. See Section 5(i) below for more details.

Action point (Section 8, point 2a)**:** Improve awareness within the School of gender biases in the discipline of economics

Action point (Section 8, point 1a)**:** Improve female representation on committees, especially those related to research and strategy

Action point (Section 8, point 1e)**:** Unconscious bias training events in School, 4-6 throughout the year, all staff required to complete training

Action point (Section 8, point 9a)**:** Increased encouragement of female members of staff to apply for promotion via ADC

Action point (Section 8, 9c): All staff given the option of being assigned a mentor

Action point (Section 8, 9e): Ensure proportion of applications for promotion to grade 6 or 7 be representative of the pipeline

Action point (Section 8, 9f): Encourage women to be on external committees to match that of male colleagues

Action point (Section 8, point 1e)**:** Regular staff survey and FGIs to monitor effectiveness of pipeline action plan and, if required, to investigate reasons for any apparent ineffectiveness

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

There are no staff on zero-hour contracts. All Grades 5-7 are on permanent contracts. All at Grade 4 are on fixed term contracts. As they near the end of their contracts, Grade 4 staff are encouraged to apply for Assistant Professorships outside the School. Changing institution at this point in one's career is widely encouraged within the discipline.

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

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Most Grade 4 staff leave at the end of their contract; during the period under review, 6 (3 female, 3 male) chose to leave prior to the end of their contracts, having found permanent or longer fixed-term academic posts elsewhere.

Table 7 reveals that, across the period under review, 0 female and 11 male academics on permanent contracts (Grades 5 to 7) left the School. Most of these moved to academic positions elsewhere, Level 6 leavers typically to chair positions.

Overall, 21% of leavers were female. RES Women's Committee (2017) reports a 26% female share in UK economics departments for 2016.

From one-on-one interviews we know one reason why female staff are less inclined to leave is that they are more likely to have partners with jobs at or near the university.

Table 7: Numbers and reasons for academic staff leaving the School (provisional)

	Female	Grade	Reason	Male	Grade	Reason
2016	**1**			**7**		
	1	4	Resignation	2	4	Resignation
				1	4	Expiry of contract
				1	5	Resignation
				1	6	Resignation
				1	7	Retirement
				1	7 T	Resignation
2017	**0**			**3**		
				1	4	Resignation
				1	4	Expiry of contract
				1	6	Resignation
2018	**4**			**2**		
	2	4	Resignation	1	4	Expiry of contract
	2	4	Expiry of contract	1	7	Resignation
2019	**0**			**4**		
				1	4	Resignation
				1	5	Resignation
				2	6	Resignation
2020	**0**			**2**		
				1	6	Resignation
				1	7	Resignation
Total	**5**		**21% of all leavers**	**18**		**78% of all leavers**
Total (excl R4)	**0**		**0% of all leavers (Level 5+)**	**11**		**100% of all leavers (Level 5+)**

Action point (Section 8, point 9b)**:** Survey Grade 4 staff about satisfaction with career development support during fixed term contract within School and next post secured

Action point (Section 8, point 9d)**:** Gather exit data and include questions on staff survey to identify strengths and weaknesses in the School's policies, practices, and culture that act as push or pull factors for male and female staff retention

5. Supporting and advancing women's careers

Recommended word count: Bronze: 6000 words (6,005) | Silver: 6500 words

A. Key career transition points: academic staff

(i)   Recruitment.

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Figure 11 presents data relating to the recruitment of Grade 5 staff (Assistant Professors) in 2017 to 2020. Since 2017, the School has been participating in the global economics 'Job Market'. Prior to COVID19, this involved 1st interviews at events in North America, Europe, and the UK followed by School visits for candidates short-listed for 2nd interviews. The figure excludes information on 'offers made' because, here, the data are unreliable.

The horizontal line in this and the following 2 figures indicates the female share of academic staff at each grade in 2020 in UK economics departments submitting to the REF (Eberhardt, Facchini and Rueda, 2021).

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**Figure 11: Recruitment of Grade 5 academic staff by gender**
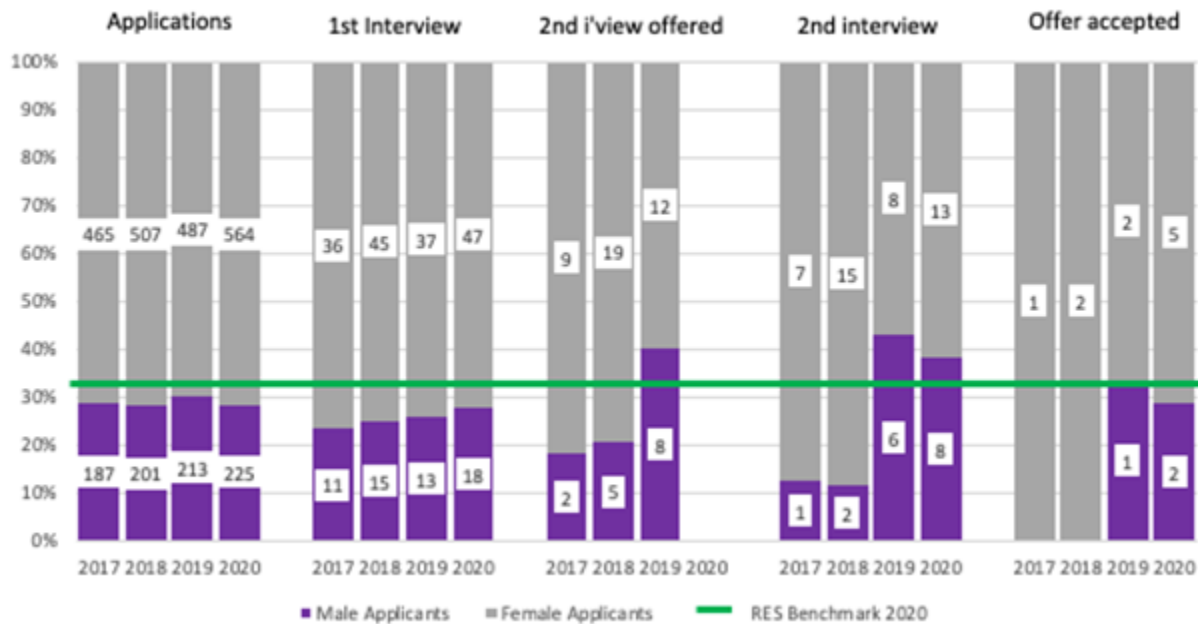
Notes: Data for the number and gender split of interviews offered in 2020 were unavailable.

Figure 11 shows that, since the School started implementing its Action Plan (AP) in late 2018, while the female share in applications has not changed, the female share among those receiving 1st interviews has increased marginally, the share among those receiving 2nd interviews has approximately tripled, and the share among those taking up jobs has shifted from zero to around a third. We attribute this significant improvement in gender balance in recruitment to our responses to concerns raised in one-to-one interviews with female members of staff and in the 2018 staff survey, both of which indicated that females in the School felt that gender biases in the discipline of economics at a global level, most notably gender discrimination in publication success (see Section 7 below), were being imported into the school, especially through their impact on recruitment decisions. To address this, the original and now revised AP have focused on improving awareness within the School of these gender biases through a shared folder on research papers addressing this issue; raising the issue in staff meetings; and ensuring the growth in female representation on School committees, especially those relating to strategy. We believe that AP2 has improved the quality of female applicants and AP2, AP8 and greater female representation has improved equity in shortlisting and interviewing.

The process whereby the School recruits academic staff at Grades 6 and 7 is more traditional; positions are advertised, applicants are shortlisted and invited for interview and then offers are made.

Figure 12 presents data relating to the recruitment of Grade 6 staff (Associate Professors) in 2015 to 2017. There was no recruitment of Grade 6 staff in 2019-20 and 2020-21. In 2015 and 2016, the female share in applications was above the RES benchmark. However, in both years, no females were recruited. In 2017, the female share in applications was below the RES benchmark, the one job offer made was to a woman, but the offer was declined (accepted a more prestigious position elsewhere).

Figure 12: Recruitment of Grade 6 academic staff by gender
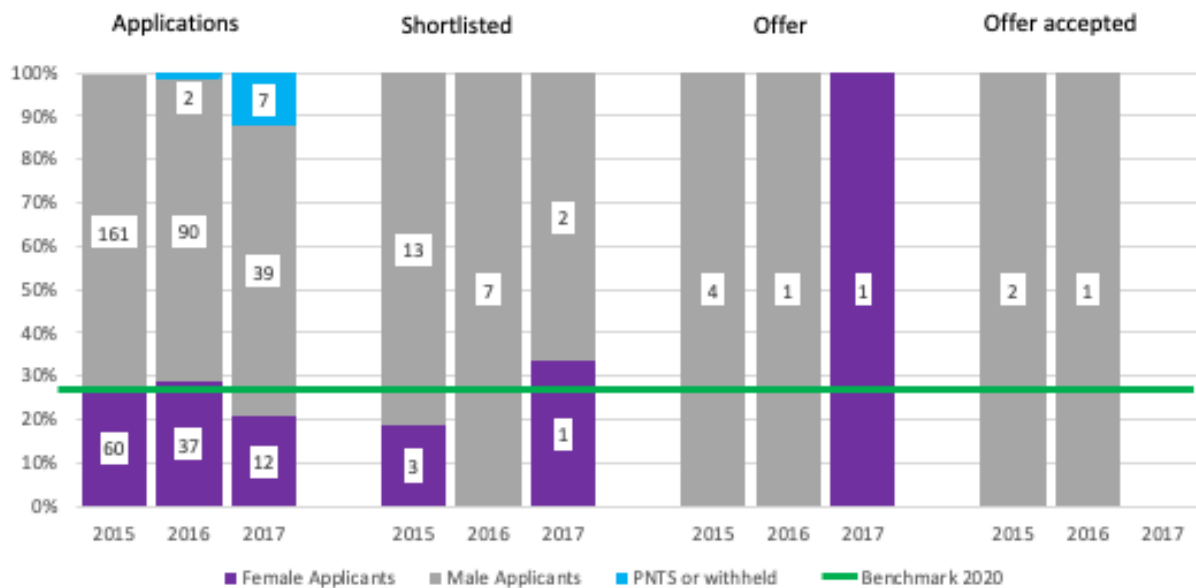
Notes: The horizontal line indicates the share of female associate professors in UK economics departments (RES Women Committee's 2017 Report; data for 2016).

Figure 13 shows data for recruitment of full-time Grade 7 staff (Professor) between 2015 and 2020. During this period, 14 percent of the applicants were female. Of the 9 females who applied none were shortlisted. In 2019 one part-time female professor was hired.

Figure 13: Recruitment of Grade 7 academic staff by gender 2015-20
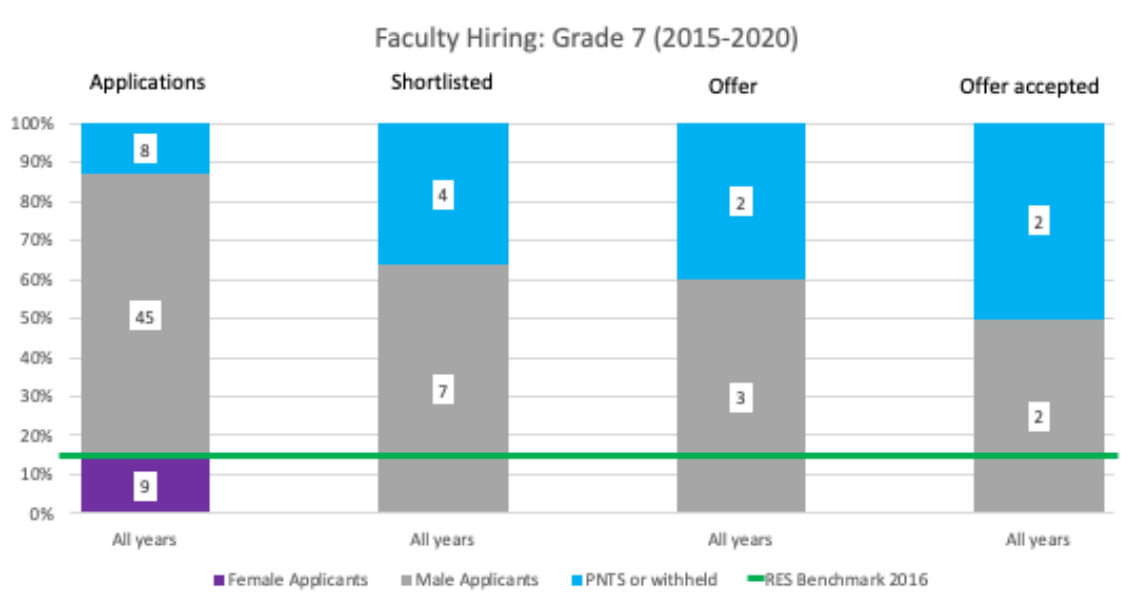
Rationale: We wish to minimise the importation of discipline-wide gender bias (see Section 7) into our School.

Action point (Section 8, point 2a)**:** Improve awareness within the School of gender biases in the discipline of economics

Action point (Section 8, point 1a)**:** Improve female representation on committees, especially those related to research and strategy

Action point (Section 8, point 8a): EDI committee representative on every recruitment round

Action point (Section 8, point 1e)**:** Unconscious bias training events in School, 4-6 throughout the year, all staff required to complete training

Action point (Section 8, point 8b): Improve the wording of job vacancy adverts, ensure that at least one female is named and available for enquiries on each advert

Action point (Section 8, point 8c)**:** Systematically review wording of short letters offering 1st and 2nd interviews

Action point (Section 8, point 8d)**:** Require Recruiting Committee to consider gender balance at each stage of recruitment process

Action point (Section 8, point 1e)**:** Regular staff survey to monitor effectiveness of recruitment action plan and, if required, to investigate reasons for any apparent ineffectiveness

Impact: In 2019, these actions lead to a marked improvement in the quality of female applicants for Grade 5 positions and female shares in interviewees and job offers. In autumn 2019, Professor Johanna Richne joined the School.

Professor Johanna Rickne, who joined the School in 2019 as a part-time Professor, giving lectures on the efficacy of gender quotas

(ii) Induction.

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

All new academic staff, who have received no training in teaching are encouraged to take the Postgraduate Certificate of Higher Education (PGCHE) course offered by the University (more in section 5.3). Having a PGCHE is a requirement for promotion. Until 2015/16 induction for new staff was limited to this plus a personal meeting with the HoS. Since 2016/17 new staff have also been given a welcome pack including information about teaching loads, sabbatical entitlements, internal research funding support and processes on reporting grievances or getting more support. Since 2020/21 the welcome pack further includes information on Athena Swan and compulsory unconscious bias training events. Following the FGIs where it was noted that the mentoring system was "ad hoc and only available to new staff", since 2020/21 all new staff have been assigned mentors, often sub-discipline matched but also by gender where possible; and existing staff have been offered the opportunity to have a mentor.

> **Action point** (Section 8, point 1c and 1d)**:** Induction of all new staff to include introduction to Athena Swan, and attendance at Unconscious bias training event
>
> **Action point** (Section 8, point 9c)**:** All staff given the option of being assigned a mentor
>
> **Action point** (Section 8, point 1e)**:** Regular staff survey to monitor induction and investigate reasons for any apparent ineffectiveness

(iii) Promotion.

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Table 8 indicates that, between 2015 and 2017, there were 7 applications for promotion to Grade 6 or 7. Of these, 2 (29%) were made by female staff. Between 2018 and 2020, there were 12 applications, 5 (42%) made by female staff. Across the entire period analysed, the promotion-to-application success rates for females and males were 77% and 83% respectively.

The Faculty manages the promotion process, which involves two Faculty promotions workshops per year, a Faculty Promotions Group (which provides feedback and support on application development), and a Faculty Promotions Committee. At the School level staff are encouraged to apply for promotion through the ADC process. Colleagues often share past successful applications and offer advice on submissions.

In the 2018 staff survey we found that, compared to their male colleagues, female academic staff were more likely to believe that women were at a disadvantage when it comes to promotion (M 16%; F 40%; PNS 33%) and career development opportunities (M 11% F 40%; PNS 33%). To address these concerns which were also echoed in the staff FGIs, we have introduced a more formal mentoring

scheme for all staff and discussed with ADC appraisers the importance of advising and encouraging female staff to apply for promotion. Improvements in outcomes following these interventions will be monitored through surveys and actual outcomes matching or bettering our discipline averages.

Relatedly, during FGIs female staff reported that, from the outset, they were more likely to prioritise immediate commitments such as teaching and administration over research without fully recognising the negative impact this would have on their career progression. This is especially disturbing given that in the 2018 staff survey female academic staff indicated they were also more likely to feel that their teaching and/or administrative workloads were disproportionately high (M 11%; F 40%; PNS 25%) and less likely to think that their teaching was valued (M 79%; F 40%; PNS 44%). The aforementioned option of mentoring for all, and improvements to the ADC process combined with efforts to enhance the transparency in the workload allocation system (more on this in section 5b(iii)) are expected to address this issue.

Table 8: Academic staff applications for promotion by outcome and gender

		Successful			Unsuccessful			Total	
		Applications		Fem.	Applications		Fem.		Fem.
	To Grade…	F	M	share	F	M	Share	Total	share
2015	7	-	1	0%	-	-	-	1	0%
2016	6	-	1	0%	-	1	0%	2	0%
	7	1	1	50%	-	-	-	2	50%
2017	6	-	1	0%	-	-	-	1	0%
	7	-	1	0%	-	-	-	1	0%
2018	6	-	2	0%	-	-	-	2	0%
2019	6	-	-	-	-	1	0%	1	0%
	7	1	1	50%	1	1	50%	4	50%
2020	6	2	2	50%	-	-	-	4	50%
	7	1	-	100%	-	-	-	1	100%
All years	6	2	6	25%	0	2	0%	10	20%
All years	7	3	4	43%	1	1	50%	9	44%
All years	6/7	5	10	33%	1	3	25%	19	32%

Rationale: More female professors means more potential female performance reviewers and mentors and, thus, enhanced capacity to encourage and support females applying for promotion.

Action point (Section 8, point 9a)**:** Increase encouragement of female members of staff to apply for promotion earlier via the new ADC annual review process

Action point (Section 8, point 9c)**:** All staff given the option of being assigned a mentor and with choice for who that mentor should be

Action point (Section 8, 9e): Ensure proportion of applications for promotion to grade 6 or 7 be representative of the pipeline

Action point: Encourage women to be on external committees to match representation of male colleagues (Section 8, 9f)

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

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

The University required that, to be submitted to REF 2014, a member of staff must have four publications in journals with at least a 3* rating (ratings predicted by the School based on outcomes of prior evaluation exercises). Journal ratings were communicated to staff and bilateral discussions between individual staff members and the HoS took place, before final decisions were made. 49 academic staff (9 female, 40 male), were eligible for REF submission (47 permanent staff and two PDRs) and, of these, 36 (6 female, 30 male) were submitted. (One male submitted under an alternative UoA.) Of the 13 not submitted, 3 were female.

Table 9 indicates that at Grades 5-7, the School submitted 70% and 76% of its female and male academic staff respectively. The corresponding submission rates for the 'Economics & Econometrics' Unit of Assessment (E&EUoA) across the UK were 52% and 64% of females and male respectively (2017 RES Women's Committee Survey).

Table 9: 2014 REF submission rates by Grade and gender

Grade	Submission rate	
	Female	**Male**
Grade 5: Assistant Professors		
School	50%	50%
E&EUoA	40%	54%
Grade 6: Associate Professors		
School	75%	82%
E&EUoA	57%	65%
Grade 7: Professors		
School	No females to submit	83%
E&EUoA	73%	72%
Grades 5-7		
School	70%	76%
E&EUoA	52%	64%

Compared to the E&EUoA as a whole, School's submission rates were uniformly higher and its overall gender gap was smaller. However, as was indicated above, the potential imbalance in pursuing admin/teaching versus research female staff reported in FGIs, suggests that reaching promotion milestones may take longer to achieve for female than male staff, further hampering or even jeopardising efforts to improve female representation at the professorial level. Although establishing tendencies in a very small sample is fraught with difficulty, it could be suggested that female staff have disproportionally 'waited longer' for promotion (5-9 years instead of 0-4).

All staff on research and teaching contracts within the School are research active and have been submitted to a relevant unit of assessment in REF 2021.

b. Career development: academic staff

(i) Training.

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Successful completion of 30 credits of the Post Graduate Certificate in HE (PGCHE) offered by the University is a requirement for Associate Fellowship of the Higher Education Academy (AFHEA). New staff undertaking the PGCHE have reduced teaching and administrative loads. Grade 6 and 7 staff who have been at the School for several years, or joined with considerable teaching experience, and do not have a PGCHE can apply for an AFHEA via the Nottingham Recognition Scheme. As of 2020, 3/11 Grade 5 staff have a teaching qualification (0/3 females; 3/9 males), with the remainder currently in or about to start training; 11/15 Grade 6 staff (5/5 females; 6/10 males), with the remainder currently in training; and 20/29 Grade 7 staff (4/5 females; 16/24 males).

The University offers Professional Development Short Courses for both academic and APM (Administrative, Professional & Managerial) staff across a wide range of areas. The courses are advertised via email and available through the Short Course Catalogue. As examples, some courses are targeted at Equality Diversity and Inclusion. Others include leadership and management courses (through the Leader and Management Academy's Programme) and more practical courses on specific computer programmes, running events, and using social media.

Training is encouraged and recorded via the Appraisal and Development Conversations (ADC) process.

Table 10 presents the proportions of female and male academic staff, Grades 4-7, who have completed training in current years.

Athena SWAN Bronze & Silver department application v1 Mar 20

Table 10: Staff training 2014/15 to 2020/21

Academic Year	Share of Staff Undergoing Training		
	All Staff	Females	Males
2014/15	30%	50%	25%
2015/16	42%	50%	40%
2016/17	46%	60%	42%
2017/18	46%	60%	41%
2018/19	55%	58%	52%
2020/21	79%	59%	80%

Note: The jump in percentage of men undergoing training refers to the uptake of unconscious bias training.

The proportion of academic staff undertaking training has grown since 2014. Until 2018/19 female staff have been more likely to undertake training. From October 2019 the School required all staff to undergo unconscious bias training (which 93% of male staff and 100% of female staff completed), which is reflected in the increased share of staff undertaking training and the stark rise in males undertaking training. During staff FGIs it was noted that staff training offered by the University but outside of the School was often not deemed fit for purpose and took up a significant amount of time. As part of our action plan, through staff surveys and ADCs, we intend to collect experiences and evaluations of training undertaken and gather information about the training that staff would like to have in the future. This will allow us to advise staff on the most appropriate training for their needs. We will also feed any concerns back to the central UoN training team and work with them to modify their offering as appropriate.

Action point: Unconscious bias training events in School, 4-6 throughout the year, all staff required to complete training (Section 8, point 1d)

Issue: Bearing in mind small numbers it is the case that women have been more likely to undertake training. Via its regular staff survey and FGIs, the School plans to collect data on: the types of training staff undertake; why staff do/don't use training opportunities; experiences/evaluations of training offered; and the training staff would like.

Action point: Regular staff survey to monitor effectiveness of action plan and, if required, to investigate reasons for any apparent ineffectiveness (Section 8, point 1e)

(ii) Appraisal/development review.

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

In the 2019/20 academic year, the University replaced the Personal Development and Performance Review (PDPR) process with the Appraisal and Development Conversation (ADC).

Advice on personal and career development is an integral part of the ADC process. Appraisers are members of the professoriate for academics and the Operations Manager for APM staff. With an improvement in numbers of female professors we now have more female appraisers. All appraisers receive training and the ADC process is explained on the Human Resources web site. Performance is measured against goals (relating to research, administration and teaching for academic staff) agreed during the previous year's review. Reviewers meet as a panel where any issues are flagged and responses agreed. The process is a dialogue in career development and not linked to monetary rewards. Staff FGIs showed there were mixed experiences in terms of the value of the ADC review and this was related to the quality of appraisers. To address this, a document was prepared to remind appraisers of their role and key areas where they could offer advice and encouragement. Through staff surveys the extent and drivers of variation and value of the ADC process will be tracked and any future/ongoing inadequacies identified and addressed.

One-off annual bonuses through the Nottingham Rewards Scheme are allocated by a committee including the EDI Chair and SAT lead. In 20/21 there were 35 awards in total, 15 to females and 20 to males. Of academic staff 62% of females (8/13) and 31% (15/48) of males received awards.

> The School will continue to track the extent to which staff do and do not feel encouraged, supported, valued and satisfied. A question in staff survey and FGI on appraisal process.
>
> **Action point** (Section 8, point 1e)**:** Regular staff survey and FGI to monitor effectiveness of appraisal/development and, if required, to investigate reasons for any apparent ineffectiveness

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

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

For their first two years, all new permanent members of academic staff have reduced teaching and administrative workloads and are encouraged to place more weight on their research and personal development.

The School's academic staff usually includes two or more teaching associates (TAs) and three or more PDRs on fixed term contracts. With few exceptions, the former have recently completed their PhDs

within the School. Teaching associateships offer an opportunity to acquire further

teaching experience, publish from PhD theses and prepare for the global 'Job Market' (described in Section 5(i)). The number of PDRs within the School at any given time depends on School grant application success. In 2019/20 the School had 1 male PDR; in 2020/21 5 (2 female); in 2021/22 7 (3 female). Most PDRs are on a full-time contract, except 1 female who has a 0.6 position, and 1 male on 0.4. PDRs engage in collaborative research with permanent staff. They also have the option to teach. Each PDR is allocated to a research centre and linked to a topic-specific permanent staff member.

The School's six research centres play an important role in career development. All members of staff, especially those early in their careers, are encouraged to present work in progress (with three seminar series reserved specifically for such presentations). Senior staff members show considerable commitment to attending and giving feedback. The centres also help new colleagues develop networks, navigate the University, access resources and offer informal input on professional development.

The University runs a mentoring and coaching scheme through its Leadership and Management Academy (LMA). The School arranges individually tailored mentoring for staff at any grade. It is offered to all newcomers and has recently been extended to all staff either on request from a prospective mentee or when prospective mentees are struggling with a particular aspect of their job.

Despite this, the staff survey conducted in 2018 indicated that, while the large majority of male staff believed that females faced no disadvantages with respect to promotion, career development opportunities and access to administrative support, female staff were split approximately 50:50 between those who did and did not believe that females were disadvantaged. Beliefs about such disadvantages appeared to be associated with some inequities in teaching and administrative workload allocations. Significant efforts were made to improve allocations by gender in conjunction with a move towards greater transparency. These actions have addressed these concerns, as acknowledged in the more recent FGIs (see section 5.6 (v)). Staff workload and teaching allocations by gender are now presented annually in staff meetings and show balance in allocations. Staff also receive information about their own allocation in comparison to the School distribution and are given an opportunity to discuss with the HoS. Satisfaction with these actions will be assessed via future staff surveys and FGIs.

The School will continue to track the extent to which staff and PDRs do and do not feel encouraged, supported, valued and satisfied.

Action point (Section 8, point 9c)**:** All staff, including PDRs, given the option of being assigned a mentor and having involvement in who that mentor should be

Action point (Section 8, point 9a)**:** Increased encouragement of female members of staff to apply for promotion via the ADC

Action point (Section 8, point 1e)**:** Regular staff survey and FGIs to monitor effectiveness of action plan with respect to career development and, if required, to investigate reasons for any apparent ineffectiveness

Action point (Section 8, point 2c)**:** Track, analyse and report staff stated perceptions of discrimination within the School via the staff survey

(iv) Support given to students (at any level) for academic career progression.

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

For UG students interested in academic careers, a Masters is the next step. Information about the School's Masters Programmes are circulated to all UG students in their final year and an early evening event after last lecture (with pizza) is held during which presentations are made about postgraduate study. In addition, many UG students engage in discussions with personal tutors and the lecturers about which Masters Programmes are likely to suit them best. Finally, the HoS writes to all students that achieve firsts and 2:1s, encouraging them to apply. However, during our FGI with female undergraduates we discovered that many still do not consider careers in academia. This finding has driven a number of initiatives in our Action Plan including amending careers talks and working with the student society, NEFS (see Section 8, points 4), to highlight academia as a career option.

The School holds an evening event for PGT students interested in continuing to PGR study within the School and personal tutors encourage those with the potential.

Action point (Section 8, point 4b, 4f)**:** Review of UG brochures (text and images) and School website to reflect diversity of careers available to graduate economists

Action point (Section 8, point 4g)**:** Invite alumni to give Careers talks ensuring gender balance and representation in diversity of career options

Action point (Section 8, point 4h)**:** Work with student society NEFS to expose students to a wider range of career options including academia via panel events

Rationale: Evidence suggests that females may respond more positively to direct encouragement to apply.

Action point (Section 8, point 4i)**:** Lower cut-off grade above which Head of School writes to encourage an UG student to apply for a place on one of the School's PGT programmes from a 1st to a 2:1

Each PGR student is allocated two academic supervisors who oversee their training, provide academic support, and advise on career-related matters. Each receives a minimum of 10 supervision meetings per year. Irrespective if enrolled on the MRes, all PGR students have to complete a series of mandatory taught courses designed to provide early career economists with a solid general knowledge of the discipline and in-depth knowledge of their fields of specialism. Additional masterclasses, taught either by staff members or visiting scholars, take students to the frontiers of new or very active sub-fields within the discipline. PGR students can also attend courses organised by the University through the Researcher Academy.

The School works hard to maintain and develop an active and inclusive research environment for its PGR students. Each PGR student is a member of at least one of the School's research centres and is expected to actively attend and participate in seminars, workshops and conferences both as presenters and organisers. Attendance, monitored via Supervision Record Forms, is excellent. Every year the School hosts two conferences, specifically for its PGR students. All PGR students are expected to present. Academic staff attend and give feedback on presentation content and style. PGR students are encouraged to apply for School funding to present at conferences and participate in Summer Schools and Workshops outside the University (which until Covid was used by the majority of the students).

All PGR students are offered the opportunity to become Graduate Teaching Assistants (GTAs) starting in the second year of the PGR programme (28 GTAs 2021/22 with female share 50%). For those receiving School scholarships, such teaching is an integral part of their agreement with the School. For others, it is voluntary and paid. All GTAs are required to attend a teaching for economists training session run by the Economics Network and are encouraged to attend further courses on teaching offered by the Graduate School. Each year, awards are given to the highest performing GTAs based on students' evaluations (2017-19, 80% and 76% of female and male GTAs respectively received awards. There were no awards in 2019-21 due to the pandemic).

For PGR students that express an interest in and show sufficient potential to launch on the global 'Job Market' (described above), the School offers: financial support for attending international job market conferences; seminar slots for 'Job Market' paper presentations; feedback on 'Job Market' papers from academic staff; and mock interviews. PGR students, with an interest in and the potential to pursue academic careers, who are not quite ready for the global 'Job Market', are encouraged to apply for PDR positions and are assisted by supervisors and other staff members in identifying suitable positions.

The 2019 survey of PGR students found that the large majority of the respondents indicated that they were satisfied with the support they receive from their supervisors (95% of males and 94% of females were happy with their supervisor) and the training and environment offered by the School (59% of males and 65% of females were positive about training opportunities). The students also acknowledged the encouragement and support they get to engage in conferences (59% of both male and female students responded positively to being encouraged to present at conferences) and workshops outside the University. In 2019 100% and 90% of the female and male respondents respectively wished to pursue academic careers, although around 80% of both agreed or strongly agreed that "academia is overly competitive" and 22% and 8% of females and males, respectively, believed that female staff were disadvantaged relative to their male colleagues. More recent FGIs indicate that, whilst still acknowledging satisfaction with their supervision and support, the number of

females wishing to pursue an academic career has fallen. Through PGR surveys and FGIs we will explore this further with the aim of identifying actions to address this issue.

Improving the visibility of successful women within the School and the discipline may encourage aspirations for an academic career (see Section 5e(vii)).

Action point: Improve visibility of females in the discipline (Section 8, point 3) – Shared folder containing academic papers about gender bias (Section 8, point 3a); Work towards gender representativeness in invited/accepted seminar speakers (Section 8, point 3b); Work towards gender representativeness in invited/accepted conference speakers (Section 8, point 3c); Work towards gender representativeness in invited/accepted public lectures (Section 8, point 3d)

Action point (Section 8, point 1b)**:** Seek out and invite academic speakers for public lectures and/or seminars who work on gender issues within the discipline (advertised/reported on web page)

Action point (Section 8, point 6d)**:** Comprehensive review and maintenance of web pages and newsletters, including link to video clips highlighting diversity in research

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

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

The School encourages all academic staff to apply for research funding. New recruits are especially encouraged to apply, and given support, for Early Career Fellowships. The School's Senior Administrative Officer for Research Support and the Research Development Manager for the Faculty of Social Sciences (Business and Economics) keep staff informed about funding opportunities via email. When developing and costing proposals, staff are supported by the Funding Office (FO), which also manages external grant applications for the Faculty of Social Sciences and offers advice to staff on sourcing and securing external funding. All grant applications must be submitted to the FO and the Research and Innovation Pre-Award Team for feedback and approval before being submitted to funding bodies. Occasionally, FO offers grant writing workshops that staff are encouraged to attend.

The School's Research Committee supports staff who are preparing grant applications, offering bespoke advice, feedback and peer support by suitable members of staff, seed corn funding support and research assistance. Staff preparing grant applications are encouraged to talk to the Chair of the Research Committee as soon as possible to ensure that such support can be supplied in a timely manner as needed. During FGIs it was noted that staff were unaware of the support offered to those preparing grant application. Information about this has been added to the induction pack for new staff and is now a regular agenda item in staff meetings. The importance of applying for grants for promotion has also been added to the document sent to appraisers prior to the ADC reviews.

In 2019/20 the School undertook a review of successful and unsuccessful applications with the aim of drawing lessons that could be applied both to new applications and recycling of unsuccessful old ones.

The review is available to all staff.

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Satisfaction with support for grant applications will be tracked and investigated.

Action point(Section 8, point 1e)**:** Regular staff survey to monitor effectiveness of action plan with respect to support for grant applications and, if required, to investigate reasons for any apparent ineffectiveness

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SILVER APPLICATIONS ONLY

C. Career development: professional and support staff

(i) Training.

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(ii) Appraisal/development review.

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

(iii) Support given to professional and support staff for career progression.

Comment and reflect on support given to professional and support staff to assist in their career progression.

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d. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately.

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

The School supports and enables all staff to follow the University's policies on maternity, paternity and adoption leave. Details of the policies can be found on the Human Resources (HR) web site. When a

member of staff notifies the School of their pregnancy, the line manager carries out a
risk assessment to identify any hazards to the staff member's health or that of the unborn child and reviews this assessment as the pregnancy progresses. Pregnant staff are encouraged to contact HR to talk through processes and discuss options for maternity leave arrangements, support, pay and benefits. The Employment Support Services team provides a further point of contact for advice on entitlements and other pregnancy related issues. Pregnant staff are entitled to attend antenatal care and medical appointments during normal working hours.

Satisfaction with support for pregnant staff will be tracked and investigated.

Action point (Section 8, point 1e)**:** Regular staff survey to monitor effectiveness of revised maternity provision and, if required, to investigate reasons for any apparent ineffectiveness (see Section 8, 11a)

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

Explain what support the department offers to staff during maternity and adoption leave.

Shortly before a member of staff goes on maternity or adoption leave, they and their line manager discuss and make arrangements for keeping in touch during the leave period. The University ensures staff can undertake up to ten "Keeping in Touch Days" (KIT). KIT days are not obligatory and may be used for training activities, conference attendance or team meetings. None of the four academic members of staff who were on maternity leave since 2014 undertook any KIT days. From interviews they felt they were not needed and that lines of communication were open throughout their maternity leave.

(iii) Cover and support for maternity and adoption leave: returning to work.

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

The University has a variety of Family Friendly & Worklife Balance Policies to support staff on return to work. These policies include flexible working, job-share, parental or special leave arrangements. The University offers on-campus childcare facilities, parenting rooms, a Nursery Tax Scheme and a Conference and Training Care Fund. School staff are encouraged to discuss plans regarding their return to work, post maternity leave, with the HoS.

The School's staff survey indicated that approximately one third of the academic staff who, over the last decade, became eligible for maternity or adoption leave either disagreed or strongly disagreed that they had been "supported by [their] department before, during and on return from [their] leave",

while over half "preferred not to answer" the question and only one agreed that they had been "supported".

Open comments via the survey and follow-up one-on-one interviews with staff indicated that the grievances related to: returning staff being assigned lecturing duties that they had not undertaken before, requiring them to prepare new lectures either while still on maternity leave or while coping with the combined stresses of returning to work and having a new infant to care for; or uncertainties regarding how much and what teaching would be assigned to them on their return to work.

> In the light of these findings, the School has improved the planning process for post-maternity-leave returns to work.
>
> **Action point** (Section 8, point 11a)**:** Improved planning of post-maternity-leave returns to work for staff: default plan set as (1) reduce teaching-hour-target for year proportionately to leave-time taken and (2) "pick up same teaching as before leave"; deviations from this proposed by either the leave-taker or Head of School to be discussed prior to leave being taken; plan agreed by leave-taker, Head of School and, if appropriate, the relief lecturer to be submitted to and held in writing by the School Operations Manager

The survey of PGR students undertaken by the School's EDI committee in 2019 indicated that 63% of students were unaware of their rights regarding maternity and adoption leave.

> The School now addresses this via the PGR student induction event held in September of each year and the PGR student handbook.
>
> **Action point** (Section 8, point 7a)**:** Maternity/paternity leave rights to be covered in induction lecture for new PGR students
>
> **Action point** (Section 8, point 7b)**:** Section on maternity/paternity leave rights to be added to PGR student handbook

(iv) Maternity return rate.

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

One member of the academic staff took maternity leave in 2014, 2 (1 a PDR) in 2018. One member of the administrative staff took maternity leave in 2016. All four staff members returned to work. At their request the PDR returned part-time, having been full-time before the leave. (One PGR student took maternity leave in 2018 and has returned to complete her dissertation.)

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

Staff are eligible for up to two weeks ordinary paternity leave. One member of staff took ordinary paternity leave in 2016, one in 2018, two members in 2020 and one in 2021. We estimate that academic staff could have taken ordinary paternity leave in a further five instances since the start of 2014. Despite being aware of paternity leave rights, these chose to make use of flexible work arrangements informally agreed with their line managers instead.

No shared parental, adoption or parental leaves were taken.

One-on-one interviews indicated that staff perceive the School to be very "hands-off", especially with regard to paternity and shared parental leave. Some staff viewed this, combined with the School's acceptance of informally agreed flexible working arrangements, as a good thing. However, there are concerns that the practise could lead to inequality in workload allocations (more on this Section 5.2(v)). Reasons given for opting for informally agreed flexible working arrangements instead of formally applying for shared parental leave referred to the leave application process as "a jungle" and the information provided by the University's HR department as "horrendous".

The School has raised the issue of how difficult it seems to be to source information about and arrange shared parental leave with the Faculty EDI committee.

Action point (Section 8, point 11b)**:** Raise issue of how difficult it seems to be to source information about and arrange shared parental leave with the Faculty EDI committee

(vi) Flexible working.

Provide information on the flexible working arrangements available.

The University has a Flexible Working Arrangements Policy. While notification is required before prolonged absences from the School, academic staff in the School of Economics are free to arrange their research time in the most sensible way around their other responsibilities. They also have some, but less, flexibility regarding teaching and administration. Administrative staff can adjust their working

hours to accommodate differing domestic arrangements through job-share and part-time 'formal flexibility'.

Staff and committee meetings within the School are usually arranged via online scheduling tools, which facilitates coordination on times that suit all attendees. Academic staff with caring responsibilities for school-age children can formally request that their teaching should not be timetabled before 10am or after 5pm. All staff can have flexible working. If staff need adjustments to working times, they can discuss these with their line manager or make a formal application through the Flexible Working Arrangements Policy.

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

Employees can request changes to their work pattern through the Flexible Working Arrangements Policy Changes.

Since 2014, no academic staff within the School have transitioned from part- to full-time work. One APM has moved to the School from a part-time position to full-time (when children reached school-age).

e. Organisation and culture

(i) Culture.

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

The School endeavours to provide a work environment that is inspiring, inclusive and friendly. For students, the Nottingham Economics and Finance Society (NEFS) runs its own calendar of events, including trips to financial centres across Europe, guest speakers and CV and interview workshops. It has also recently established a women's division which has invited female academics to speak to improve visibility of women in the profession. The Nottingham Economic Review is a journal for student-written papers managed by an all-student editorial board.

For academic staff and PGR students, the School's six research centres are essential for generating and maintaining a collegiate environment. Attendance at the seminars, workshops and conferences organised by the centres is not formally monitored, but the general impression is that it is high and representative. In addition, each (non-Covid) year, the School hosts the following social events for staff and students: a staff away day; a Christmas lunch and summer BBQ for staff and PGR students; welcome drinks for UG students; two early evening events for final year UG students, welcome drinks

for PGT students; information event for PGT students interested in School's PGR programme; social event for PGR students; and graduation and prize-giving events for UG/PGT/PGR students.

Since the setting up of the School's EDI committee, which doubles as the School's SAT, gender differentials within the School have been discussed often and across many contexts. Some progress has been made towards the objective of gender equality, most notably with regard to female representation on strategic committees. It is expected that the AP set out below will accelerate this progress.

In 2018, prior to starting the implementation of our AP, we undertook a baseline staff survey. This did not paint an inclusive picture. We found that, compared to their male colleagues, female academic staff were more likely to feel that, on occasions, they had been treated unfavourably because of their gender (M 5%; F 60%; PNS 67%); and disproportionally burdened with administrative tasks (M 26%; F 40%; PNS 33%). Finally, all female respondents to the staff survey and 83% of female respondents to the PGR survey believed that taking maternity leave damages one's career. Follow-up one-on-one interviews with female academics indicated that some of the relative dissatisfaction was due to specific negative past experiences (details omitted to preserve anonymity) and some was owing to the lack of transparency with respect to how teaching and administrative tasks were allocated within the school (more in section 5.6(v)).

With these findings in mind, we embarked on a strategy to improve the representation of women across all domains. We have made significant progress in the promotion of women which has aided representation on committees. We have improved the transparency of both teaching and administrative workload allocations, integrated cross-gender comparisons throughout the allocation processes and improved gender equality in allocations as a consequence.

More recent focus group interviews with female staff reflect these improvements with an acknowledgement that recently more women have been recruited, women are better represented on strategic committees and workloads are more equitable and transparent. There has also been ground made on changes to maternity leave where women returning from leave are not given new teaching. We have also seen female staff encouraged to apply for promotion which in most cases has been successful.

It should also be noted that many of the concerns raised in the focus groups appear to be due to the culture prevailing within the discipline of economics globally, rather than within the School. These concerns are backed up by recent research which indicates that, within economics, it is harder for females to reach any given benchmark relating to research outputs, even after controlling for the quality of their contributions, and, in at least some circumstances, females have to reach higher benchmarks in order to progress their careers (see section 7 for details). The School's planned response to this is to ensure that all staff, especially those involved in recruitment and career progression, are aware of these biases and refrain from making relative and absolute evaluations based on simple metrics that could import these biases into the School. We believe that female representation in all decision-making processes is also critical here.

The School provides good PGR supervision, has busy and well attended seminar programmes, and is working hard at employing more female academics. Ensuring we do not import the discipline wide gender bias within the School is key.

Action point (Section 8, point 2a)**:** Folder containing academic research papers about gender bias in School staff's shared folder, summary of key findings in papers presented to staff

Action point (Section 8, point 2b)**:** Seek out and invite academic speakers for public lectures and/or seminars who work on gender issues within the discipline

Action point (Section 8, point 1a)**:** Ensure female staff representation across committees

Action point (Section 8, point 1b)**:** Review implementation of action plan

Action point (Section 8, point 1c, 1g): Induction of all new staff and students to include introduction to Athena Swan

Action point (Section 8, 1d): All staff required to complete Unconscious bias training

Action point (Section 8, point 1e, point 1f)**:** Regular staff and student surveys and FGIs to monitor effectiveness of action plan and, if required, to investigate reasons for any apparent ineffectiveness

Action point (Section 8, point 2c)**:** Track, analyse and report staff stated perceptions of discrimination within the School via the staff survey

(ii) HR policies.

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices.

The HoS and Operations Manager have monthly meetings with the Faculty's HR Business Partner. Together through these meetings the School and HR ensure that appropriate policies are in place and are adhered to. Staff recruitment and equality and diversity issues are standing items at these meetings.

The School Executive Board which meets each term includes the Chair of EDI (HoS) and the Deputy Chair of EDI. Their role is to advise on EDI best practise and monitor implementation.

The School's Operations Manager attends fortnightly Faculty Operations Board meetings where changes in policy are disseminated and then communicated as appropriate to team members. Senior management is kept up-to-date at quarterly School Board meetings. All staff are kept informed at quarterly staff meetings, and/or by email for urgent matters.

The University has recently updated their Harassment Policy in response to concerns that the process lacked clarity. Staff and students are now given clear guidance on the University webpages on how to register any issues of bullying, harassment, grievance. This has been communicated through the EDI lead to all staff and students in the School.

Action Point (Section 8, point 7c): School Welfare Officer to be first point of contact for students in cases of harassment and discrimination: information included in presentation on welfare during revised PGR student induction; Harassment and discrimination policies updated/improved (https://exchange.nottingham.ac.uk/blog/guidance-for-new-staff-and-student-personal-relationships/)

Action point (Section 8, point 2c)**:** Track, analyse and report staff stated perceptions of discrimination within the School via the staff survey

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(iii) Representation of men and women on committees.

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

Figure 14 presents committee membership within the School. 'Strategy & Research' includes the School Board; the REF Strategy Group, Search and Recruitment, and the Research Committee. 'Teaching' includes the UG and PG Teaching Committees, the PGR Committee and two exams and the extenuating circumstances committees. 'Other' includes Research Ethics, EDI, Facilities, Publicity and Outreach and the International Committee (no longer in operation). The superimposed sloping lines indicate the trend in the female academic staff share between 2015/16 and 20/21. Excepting the School Board, the members of which are all directors, chairs or deputy chairs within the School, all staff grades and, where appropriate, student types, are represented on the committees. Committee membership has historically been by invitation from the HoS, however, there is discussion about moving to an expression-of-interest approach in the near-future.

The figure reveals that, in the past, females were under-represented on the Strategy and Research committees. In large part, this was owing to the under-representation of females in the School's professoriate. The School's efforts to address these imbalances are evident. In 2018, following a drive to encourage females to apply for promotion and with the explicit aim of improving female representation in high-level decision-making within the School, the number of female memberships on Strategy and Research committees was more than doubled (see action point 1a). Female professors express concerns about 'committee overload' but are aware of the importance of and effect that their presence is having. Continuing to encourage females to apply for promotion has begun to and will, in time, address this issue (see action points 8a-d and 9a).

Figure 14: School committee memberships by gender
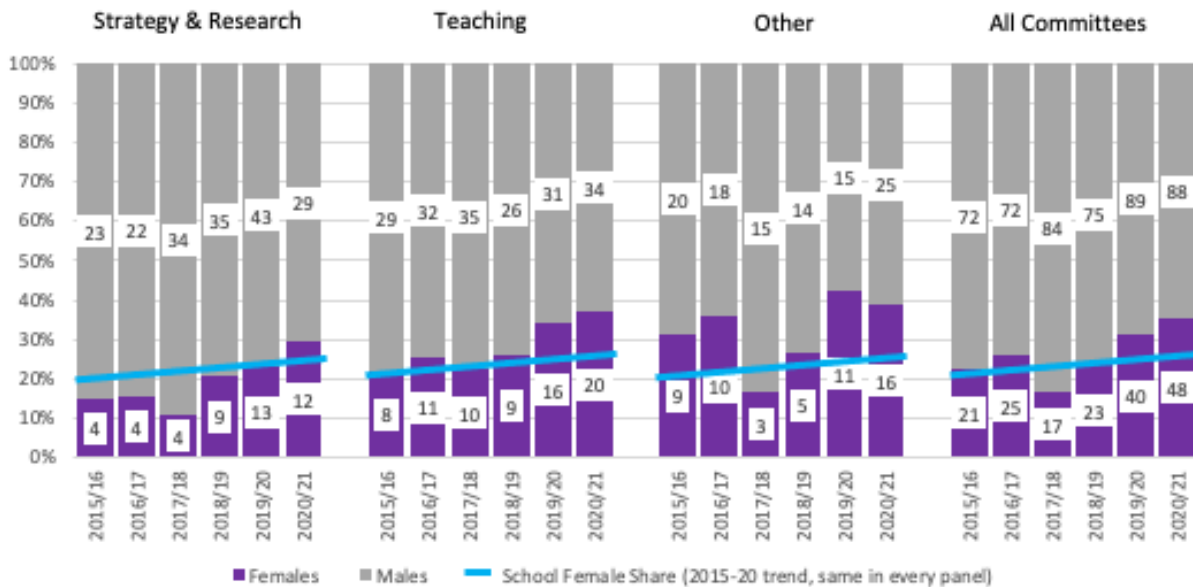
Note: Numbers in white boxes indicate memberships; individual meetings are representative of staff by male/female and grade

> **Impact and Action Point** (Section 8, point 1a): Target set in 2017 to ensure female representation across committees to be in line with percentage of female staff; this target has been met and will be monitored

(iv) Participation on influential external committees.

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Based on a review of staff CVs (data likely to be incomplete), at the time of writing, at least five of the School's professors (2 female, 3 male) were serving on the executive boards or management committees of national and international economics research associations and at least 21 (2 female (18%), 19 male (54%)) were serving on the editorial boards of internationally recognised, peer reviewed journals.

Participation on influential external committees and boards facilitates promotion and is encouraged via the ADC process. Participation on external committees is usually by invitation. Low numbers may therefore reflect bias in the discipline. Nevertheless, through the ADC process staff will be alerted of the importance of participating on external committees as a standing item during appraisals (AP 9f).

> **Action Point** (Section 8, point 9f): Through ADC female staff will be encouraged to join external committees to match that of male colleagues

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(v) Workload model.

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The staff survey in 2018 indicated that many staff viewed the Schools' approach to workload allocation as lacking in transparency (M 26%; F 60%; PNS 56%). Each year, the School Secretary sent each member of staff their workload allocation for the forthcoming year and where they fell in the distribution and asked them to confirm the allocation. However, no information about weights applied when aggregate distributions were constructed were circulated and this lack of transparency had become a source of dissatisfaction (see 5.6 (i)). The SAT raised this with the School Board which has resulted in detailed weightings being discussed at staff meetings for the last 2 years; and averages of teaching and administrative duties presented by gender. Analysis of the recent workload data that the School submits to the University shows an even distribution across male and female staff. The staff focus group interviews acknowledged the progress.

Rationale: To address historical concerns, the Head of School developed a new, equitable transparent workload allocation model. The first draft of the teaching allocation model was presented to staff in May 2019. Reactions were mixed. Various groups, including the SAT, challenged the assumptions underpinning the model. The model was revised in the light of this feedback. The allocation models for administrative and citizenship activities was presented to staff in early 2020. Now the new model is fully operational, the overall and gender-specific workload distributions are trackable and transparent.

Action point (Section 8, point 10a)**:** Revised workload allocation model used in the School to be presented at staff meeting annually

Action point (Section 8, point 10b)**:** Document fully describing individual workload allocation to be distributed to all staff annually

Action point (Section 8, point 10c)**:** Aim to achieve gender balance in workload distributions met; to be monitored

The EDI committee will also monitor staff satisfaction with the new allocation model.

Action point (Section 8, point 1e)**:** Regular staff survey to monitor effectiveness of workload allocation and, if required, to investigate reasons for any apparent ineffectiveness

(vi) Timing of departmental meetings and social gatherings.

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

School staff meetings and social gatherings are held at approximately the same times each year, often during the first and last weeks of term. Staff meetings, seminars and the School's Christmas lunch and

summer BBQ are all scheduled between the hours of 10:00 and 16:00 to maximise the likelihood of all staff being able to attend. Online scheduling tools are used when arranging most other meetings.

(vii)   Visibility of role models.

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

Across the last four academic years (2015/16 to 2020/21) the School has hosted 624 seminars with 133 (21%) female speakers. Female representation varies markedly across the seminar series, ranging from 67% in the CREDIT (development economics) series to 15% in the Senior Academic Seminar series.

Over the same period, the School organised 33 conferences and 45 public lectures. The female shares among conference speakers and givers of public lectures were 58% and 7% respectively. This latter figure represents the difficulty in attracting female public speakers who have been invited but are often over-committed.

In 2020 the School organised the 'Economics of Gender Norms' online workshop which had 551 registered attendees.

The School publicity material (website and brochures) documents these events.

Anna Soubry, MP, giving a public lecture in 2018

Action point (Section 8, point 4b)**:** Review and monitor UG and PGT brochures (text and images) with reference to representation of sub-fields and female role models

Action point (Section 8, point 6c)**:** Review and monitor PGR brochure with the aim of making it more appealing to potential female applicants by highlighting diversity of research interests in the School and increasing the visibility of females in the discipline

Action point (Section 8, point 3)**:** Improve visibility of females in the discipline

Action point (Section 8, point 2b)**:** Seek out and invite academic speakers for public lectures and/or seminars who work on gender issues within the discipline (advertised/reported on web page)

Action point (Section 8, point 4a)**:** Adjust UG open day presentations so that they better reflect diversity within School

Action point (Section 8, point 6d)**:** Comprehensive review of web pages and newsletters

(viii) Outreach activities.

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Until August 2015, one of the School's administrative staff members worked full-time on student admissions and outreach, organising events and conducting overseas trips and secondary school visits. In 2015, this administrative position ceased to exist due to University restructuring.

From 2016 outreach activities were administered part-time by a member of APM staff with input from the Chair of the Publicity and Outreach Committee. In 2020, in recognition of the importance of outreach and recruitment activities, an Open Day Committee was established to bring together a range of staff who could be called upon to assist at outreach events. Of the 17 staff members, 5 are female. Organisation of outreach events is now undertaken by the Chair and Secretary of the Open Day Committee (with an appropriate workload allocation) and it is expected participation in activities are equally distributed amongst committee members.

Outreach activities include university open days, offer-holder days, ad-hoc campus tours conducted by student ambassadors and student ambassadors contacting offer holders through the university's annual 'calling campaign'. The School participates in activities such as sample lectures and talks for secondary school pupils (either organised by the secondary school itself or by the University's outreach team), presentations to students coming from the University of Nottingham International College and the University's annual widening participation Summer School. Until 2020, for at least the past ten years, the School contributed two sessions to the widening participation Summer School, one presented by a female academic and one by a male. Covid restrictions in 2020 and 2021 meant that this was not possible but the plan will be to resume this going forward.

The School employs student ambassadors to work at most outreach events. Student ambassadors receive training and are paid. In 2019-20 there were 19 student ambassadors of whom 13 (68%) were female. In 2020-21 there were 16 student ambassadors, 8 of whom (50%) were female.

At the time of writing, the University's Marketing Department was unable to give us any data on open day attendance by gender.

Student Ambassadors available to answer questions at an Open Day

Silver Applications Only

Case Studies: Impact on individuals.

Recommended word count: **1,00 words.**

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

THE SECOND CASE STUDY SHOULD BE RELATED TO SOMEONE ELSE IN THE DEPARTMENT. MORE INFORMATION ON CASE STUDIES IS AVAILABLE IN THE AWARDS HANDBOOK.

7. Further information

Recommended word count: Bronze: 500 words (508) | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

In section 5.6(i), we referred to "the culture prevailing within the discipline of economics globally". Recent research about this has been of great value to the SAT and EDI committee when promoting awareness and discussion within the School and developing the School's action plan. When sitting on school committees, EDI members have often effectively strengthened their arguments for gender-equality-promoting adjustments to current or proposed policies and procedures by referencing this research. This, in combination with greater female representation in decision-making spaces, has been an especially important aspect of our successful strategy for enhancing gender balance in staff recruitment and career progression.

Here, we present some of the key findings.

The paper that kick-started research in this area found that, in anonymous online conversations related to the economics profession, when women, rather than men, are being discussed, academic or professional terms are less likely to be used and terms referring to physical attributes or personal characteristics are more likely to be used (Wu, 2020).

Since then, the focus has shifted onto gender-differentials in career-related outcomes:

- Articles submitted to top journals by female economists spend more time under review compared to those by males (Hengel, 2020);

- Articles by female economists are less likely to be accepted for publication in top journals relative to articles of comparable quality by males (Card, DellaVigna, Funk and Iriberri, 2020);

- Blinded review processes are insufficient to address this publication bias owing to gender differences in language use (Kolev, Fuentes-Medel and Murray, 2019);

- Among academic economists applying for presentation slots at major conferences, females are relatively unsuccessful even after controlling for academic standing (Chari and Goldsmith-Pinkham, 2017; Hospido and Sanz, 2020).

- In the US, compared to males, females need more publications in top journals to secure tenure in top departments (Heckman and Moktan, 2020), co-authored articles by females are heavily discounted in tenure decisions (Sarsons, et al, 2021), and females are more likely to be asked and undertake tasks with low promotability (Babcock, et al, 2017);

- In the US, female college students are less likely than males to major in economics if their introductory course was awarded any grade lower than an A (Avilova and Goldin, 2018);

- In the UK, female academics receive worse teaching evaluation scores than males providing tuition of the same quality (Mengel, Sauermann and Zölitz, 2019).

- "In the UK, women are under-represented in economics academia" (RES, 2021).

In response to this growing body of evidence pointing to a widespread culture of gender discrimination, professional associations such as the RES and the American Economic Association (AEA) have set up standing committees focusing on gender equality. We have been quick to respond to their initiatives. The AEA's Committee on the Status of Minority Groups in the Economics Profession has developed a Diversifying Economics Seminars Speakers List which our seminar organisers have used and our own female staff have very recently been encouraged to sign up to. Members of the SAT are also involved in some of the initiatives put in place by the RES (such as female mentoring).

> **Rationale:** Increasing awareness of the findings in this literature and the activities of the RES and AEA among senior staff could improve outcomes for early career female economists within our School (Boustan and Langan, 2019).
>
> **Action point** (Section 8, point 2a)**:** Folder containing academic research papers about gender bias in School staff's shared folder, summary of key findings in papers presented to staff
>
> **Action point** (Section 8, point 2b)**:** Seek out and invite academic speakers for public lectures and/or seminars who work on gender issues within the discipline

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.

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).

Landscape page

Action point	Planned action/objective	Rationale	Key activities and milestones	Timeframe	Person responsible	Success indicator/measure
1	Embed the Athena Swan action plan in the day-to-day functioning of the School by: appointing female representatives across strategic decision-making committees; raise awareness of the Athena Swan action plan; and review implementation of the plan	At baseline in 2017/18 percentage of females on strategic and research committees was 10.5% compared to females representing 26.8% of the staff	a. Target set in 2018 was to ensure female representation across committees Target currently met: see Figure 14 (representation of female staff on strategic committees now 29% compared to staff representation of 24.6%)	Review when allocations made in September 2022-2027	Head of School	Percent of females on strategic committees divided by percent of Research and Teaching female staff to be greater than or equal to 1 (currently 1.2)
			b. Review implementation and progress of Athena Swan Action Plan; Permanent standing item on School staff meeting agenda; Record of review in School shared folder (Minutes of EDI meetings	Annual review 2022-2027; Target - Action Plan to be implemented fully by 2027	SAT Lead/EDI Deputy Chair	>90% of Action Plan implemented

			reference review and progress, staff meeting pack and minutes reference review high and lowlights, Faculty EDI reporting)			
			c. Induction of all new staff to include introduction to Athena Swan; Recorded in EDI committee meeting minutes	To take place on arrival, 2022-2027	School Operations Manager	100% of new staff completed induction
			d. All staff required to complete Unconscious bias training; Recorded in EDI committee meeting minutes	Rolling (currently standing at 95%); Target to be met by 2027	School Operations Manager sends out reminders, recorded by School Administrator	>95% staff completion rate
			e. Regular staff surveys and FGIs conducted to monitor effectiveness of action plan (full survey every four years with smaller and more specific interim survey in 2024), Analysis of University staff survey outcomes; Reports recorded in EDI minutes	School staff survey in 2022 and 2026; Interim survey to be conducted 2024; FGIs as and when required but at least every four years; Target to record similar levels of satisfaction by gender by 2027	Designated EDI committee members	Satisfaction in staff surveys to be >4 on a 7-point Likert scale (where 1 indicates strongly disagree and 7 strongly agree; >4 indicates slight agreement or better); and balanced by gender

			and Staff meeting pack and minutes			
			f. EDI relevant questions to be integrated into School UG, PGT and PGR surveys, FGIs to be conducted by EDI committee, analysis of University student survey outcomes; Report recorded in EDI minutes and Staff meeting pack and minutes	School student surveys in 2022 and 2025, to complement University surveys; FGIs as and when required but at least every four years; Target to record similar levels of satisfaction by gender by 2027	Director of Teaching, Designated EDI committee member	Satisfaction in staff surveys to be >4 on a 7-point Likert scale; and balanced by gender
			g. EDI induction for all new students; Induction recorded in EDI minutes; Started September 2021 (attendance 14% of students); Satisfaction monitored through student survey	Annually 2022-2027; Target to increase enrolment to at least 50%; record similar levels of satisfaction by gender by 2027	EDI Deputy Chair	>50% of students enrolling on induction by 2027; Satisfaction in student surveys to be >4 on a 7-point Likert scale; and balanced by gender

2	In decision making spaces, especially relating to recruitment and progression, reduce reliance on simple metrics that may be subject to discipline-wide gender bias	Research indicates that: female academic economists are discriminated against; and outcomes for female academic economists are better in departments where there is greater awareness, among all academics, of this discrimination	a.	Staff shared folder containing academic research papers about gender bias, Summary of key findings in papers (see above) emailed to all staff involved in recruitment and progression decisions; staff survey question on access and usefulness; School Operation Manager to confirm emailing to EDI committee	First summary document to be emailed to staff in recruitment and progression round 2021/22; updated version sent annually 2022-2027; Target to record similar levels of satisfaction by gender by 2027	School Operations Manager, Monitoring by School Administrator	Satisfaction with access/usefulness to be >4 on a 7-point Likert scale; and balanced by gender
			b.	Seek out and invite academic speakers for public lectures and/or seminars who work on gender issues within the discipline, Target at least 1 per year	Rolling to 2027 (on target since 2019)	Research Director, Research Centre Directors and Seminar Series Convenors	Record of at least 1 public lecture/seminar per year with a relevant title appearing on School's events page
3	Improve the visibility of females in the discipline of economics within the School	Just under 30% of economists in UK universities are female: In the interest of equity, we need to ensure that they are as proportionately as visible as the males in	a.	Track, analyse and report staff stated perceptions of discrimination within the School via the staff survey; specific survey items to be reviewed: "Treated unfavourably because of gender";	Baseline staff survey 2018, next staff survey first half of 2022 and 2026; Interim survey in 2024; Target to record similar levels of satisfaction by gender by 2027	Designated EDI member	Halve the number of female staff reporting dissatisfaction (from 40% to 20%) to be in line with male dissatisfaction (18%)

		the discipline	"Women at disadvantage in promotion"; "Women at disadvantage in career development"; Report recorded in EDI minutes and Staff meeting pack and minutes			
			b. Work towards gender representativeness in invited/accepted seminar speakers, target to be reviewed annually; Female share in invited/accepted speakers reported in EDI minutes	Ensure gender representativeness by 2024, (2019/20 standing at 20%)	Research Centre Directors and Seminar Series Convenors	Match share of females in discipline - currently 30%
			c. Work towards gender representativeness in invited/accepted conference speakers; Female share in invited/accepted speakers reported in EDI minutes	Monitoring to start in 21/22, Ensure gender representativeness by 2024	Conference organisers, Research related Administrators	Match share of females in discipline - currently 30%
			d. Work towards gender representativeness in invited/accepted public lectures (33% of MPs	Monitoring to start in 21/22, ensure gender representativeness by	Head of School, Research Director	>30% of public lectures by females

			and 44% of public sector appointments are female); Female share in invited/accepted speakers reported in EDI minutes	2027		
4	**Objective**: Improve gender balance in UG and PGT admissions **Action**: Improve outreach to potential applicants	Currently we are lagging behind main competitors (see Figures 2 and 5), That females are attracted to different sub-disciplines in economics compared to males across the discipline and in the School, needs to be acknowledged in the strategy UG target for acceptances 36% female (currently 29%), PGT target for acceptances 53%	a. Adjust UG open day presentations so that they better reflect diversity within School research; Item on EDI committee minutes	First adjustment to Open Day in Jun 2019 (achieved); Pandemic has disrupted events over last 2 years; To be reinstated from 2022, then annually till 2027; Target to be met by 2027	Admissions Tutor, and Open Day presenters (Team of five split 2 female, 3 male)	Female acceptances to match Russell Group average – currently UG 36% female
			b. Redesign UG and PGT brochures (text and images) with reference to representation of sub-fields and female role models; Item on EDI committee minutes	First review completed 2019 (achieved); Next review to be completed by March 2022 in time for 2022/23 student recruitment; Further reviews at regular intervals; Target to be met by 2027	EDI committee member, Senior Administrative Officer for Admissions	Female acceptances to match Russell Group average – currently UG 36%, PGT 53% female

		female (currently 50%)	c.	Review outreach emails to PGT offer holders to ensure language is gender appropriate; Item on EDI committee minutes	First review to be completed by March 2022 in time for 2022/23 recruitment in accordance with University marketing timeline; Target to be met by 2027	PGT Chair	Female acceptances to match Russell Group average – currently PGT 53%
			d.	Video on School website highlighting academics research, ensure gender balance clips posted on website; two videos (1 Grade 5 female, 1 Grade 5 male) posted on website 20/21; Item on EDI committee minutes	Add two videos per year (1 female, 1 male) 2022-2027; Target of 10 videos; At first Learning Community Forum (LCF) of the year ping a mini survey to student representatives about awareness and satisfaction with videos	EDI Chair	LCF mini survey to student representatives on awareness/usefulness of videos to be >4 on a 7-point Likert scale
			e.	Animation video clips of current research to reflect diversity in research, Ensure gender balance in clips posted on website; first clip (female Grade 7) posted on website 20/21; Item on EDI committee	Add one video per year (alternate female and male) 2022-2027; Target of 4 clips; At first Learning Community Forum (LCF) of the year ping a mini survey to student representatives about	EDI Chair	LCF mini survey to student representatives on awareness/usefulness of clips to be >4 on a 7-point Likert scale

		minutes	awareness and satisfaction with clips		
Focus group interviews with female students indicated that, at the time of registration, they were unaware of the diversity of careers available to graduate economists and some still felt underinformed by end of year 2; Rationale for 50% rather than representativeness of the discipline is to ensure the visibility of females	f.	Post alumni case studies on School website, Case studies to be gender balanced and reflect the diversity of careers available to graduate economists; currently balanced; Item on EDI committee minutes, Posts available online	Additional case studies on career in academia to be added by 2022; then annually updated 2023-2027	School Careers Advisor	50% of case studies to be female
	g.	Invite alumni to give Careers talks ensuring gender balance and representation in diversity of career options; 2 female and 2 male alumni in 2021 (achieved); Item on EDI committee minutes	Annually 2022-2027	School Career Advisor	50% of alumni speakers female
	h.	Work with student society NEFS to expose students to a wider range of career options via panel events; Item on EDI committee minutes	First event 2020 (Grade 7 female on panel), one event per year 2022-2027; FGI with NEFS committee to monitor satisfaction	School Careers Advisor	FGI with NEFS committee to monitor satisfaction; student satisfaction to be >4 on a 7-point Likert scale

		Evidence suggests that females may respond more positively to direct encouragement to apply	i.	Lower cut-off grade above which Head of School writes to encourage an UG student to apply for a place on one of the School's PGT programmes from a 1st to a 2:1; Noted in EDI committee minutes	To be implemented in 2021/22, and annually to 2027	Head of School	100% of 1st and 2:1 students to be written to each year
5	Action aimed at improving gender equity in **PGT outcomes**	On further analysis, what appears to be a disparity in outcomes by female/male PGT students, is instead a disparity in OS/HEU students. Admissions recently reduced the English Language requirement for PGT students which may be driving this inequality.	a.	Gender and H/OS outcomes to be reviewed at biannual PGT exam boards, summary to be submitted to EDI committee; Push back on further reductions in English Language requirements for PGT students; recorded in PGT committee minutes	Monitoring Jan 2022, then every 6 months to 2026; target to achieve balance by 2027 Admissions requested lowering in 2020 (School pushback achieved); to keep in place for 2027	PGT Director PGT Admissions Tutor	Share of Distinctions to be representative of cohort Language requirement (ELS) not to go below 6.5
			b.	Review of how the School allocates its PGR scholarships undertaken and revised, monitor applications, offers and acceptances; Track female share in	New procedure in place for 2021/22 intake; Monitor annually; Representative by 2027	Head of School, PGR Director, Designated EDI committee member	Female share of awards to be representative of discipline average of 39% female

			scholarship awards; Report included in pack for staff meeting Sept/Dec each year			
6	Actions aimed at improving gender balance in **PGR** programme	Declining female proportion among PGR students. Introduction of MRes led to significant drop in applications, particularly females, partly due to language of advert and disorder in the first year of the programme. To track applicant numbers by gender with target to match discipline average of 39%	a. Review of how the School allocates its PGR scholarships undertaken and revised, monitor applications, offers and acceptances; Track female share in scholarship awards; Report included in pack for staff meeting Sept/Dec each year	New procedure in place for 2021/22 intake; Monitor annually; Representative by 2027	Head of School, PGR Director, Designated EDI committee member	Female share of awards to be representative of discipline average of 39% female
			b. Review of the support School gives to PGR offer holders seeking external funding; Report included in pack for staff meeting Sept/Dec each year	Review to be undertaken 2021/22; Balance by 2027	PGR Director, Designated EDI committee member	Gender balance in external awards
			c. Redesign PGR brochure with the aim of making it more appealing to potential female applicants by highlighting diversity of research interests in the	Review and revisions to be completed by March 2022 in time for 2022/23 student recruitment; Show diversity by 2024;	PGR Director, Senior Administrative Officer Admissions	Female acceptances to match Russell Group average – currently PGR 39% female

			School and increasing the visibility of females in the discipline; Review and adjustments noted in EDI committee minutes	Reach target of acceptances by 2027		
		d.	Comprehensive review and maintenance of web pages and newsletters, including link to video clip highlighting diversity in research; Review and adjustments noted in EDI committee minutes; Impact will be measured by specific question in student surveys	Review and revisions completed by March 2022 in time for 2022/23 student recruitment; Maintenance will be ongoing 2022-2027 and reflect changes in local and national diversity agenda; Student satisfaction measured by surveys in 2022 and 2025	PGR Director, Senior Administrative Officer Admissions	Student satisfaction to be >4 on a 7-point Likert scale; and balanced by gender
7	Actions aimed at informing and PGR students of their rights	Survey of PGR students revealed that: the majority of PGRs are unaware of their maternity/paternity leave rights; and unclear about who to go to and what support is available if they	a.	Maternity/paternity leave rights now covered in induction lecture for new PGR students; Student surveys to monitor knowledge and satisfaction; New content added to lecture given in Sep	New induction implemented from September 2020 intake; Annually to 2027; Student satisfaction measured by surveys in 2022 and 2025	Head of School	Knowledge and satisfaction to be >4 on a 7-point Likert scale; and balanced by gender

		become a victim of harassment or discrimination	2020; Item in EDI committee minutes		
			b. Section on maternity/paternity leave rights added to PGR student handbook; Student surveys to monitor knowledge and satisfaction; Section in handbook distributed in Sep 2020; Item in EDI committee minutes	New handbook implemented from September 2020 intake; Student satisfaction measured by surveys in 2022 and 2025	Senior Administrative Officer (PGR)	Knowledge and satisfaction to be >4 on a 7-point Likert scale; and balanced by gender
			c. School Welfare Officer to be first point of contact for students in cases of harassment and discrimination: information included in presentation on welfare during revised PGR student induction; Harassment and discrimination policies updated/improved (https://exchange.nottingham.ac.uk/blog/guidance-for-new-staff-and-student-personal-relationships/); New content in presentation given in September 2020 and	Implemented from September 2020 intake; University updated its policies on staff-student relationships and harassment in November 2020; Student satisfaction measured by surveys in 2022 and 2025	School Welfare Officer	Knowledge and satisfaction to be >4 on a 7-point Likert scale; and balanced by gender

			subsequent years; Item in EDI committee minutes			
8	Actions aimed at improving gender balance in academic staff recruitment	Historically the School had been underrecruiting female academics at all levels	a. EDI committee representative on every recruitment round; Item in EDI committee minutes	Start 2018/19 recruitment round (achieved), then annually (achieved 2019/20 and 2020/21); Annually to 2027	Head of School, Deputy Chair of EDI	1 EDI representative on every recruitment round
			b. Improve the wording of job vacancy adverts, ensure that at least one female is named and available for enquiries on each advert; Item in EDI committee minutes	First advert reviewed and adjusted Oct 2018 (achieved), then annually (achieved 2019 and 2020); Annually to 2026	EDI representative on recruitment committee, EDI Deputy Director	Discipline average in female applications: Grade 5 33%, Grade 6 26%, Grade 7 15%
			c. Systematically review and adjust wording of short letters offering 1st and 2nd interviews; Item in EDI committee minutes	First letters reviewed and adjusted Jan 2019 (achieved), then annually (achieved 2020 and 2021); Annually to 2027	EDI representative on recruitment committee, EDI Deputy Director	100% of 1st and 2nd offer letters to be reviewed

			d. Require Recruiting Committee to consider gender balance at each stage of recruitment process, aiming for at least discipline average at each grade (see Figure 10); Item in EDI committee minutes	Requirement established in early 2019; To be monitored annually with target to be achieved by 2027	EDI representative on recruitment committee	Discipline average by grade at each stage of recruitment process: Grade 5 33%, Grade 6 26%, Grade 7 15%
9	Actions aimed at improving gender balance in academic staff career progression	Historically, relatively few female staff members applied for promotion	a. Increased encouragement of female members of staff to apply for promotion via ADC process; Item on ADC review forms; Satisfaction with process measured via survey	Started (through PDPR, precursor to ADC) in 2018, annually since 2019 via ADC; Surveys in 2022 and 2026	Head of School, ADC reviewers	Satisfaction to be >4 on a 7-point Likert scale; and balanced by gender
			b. Survey Grade 4 about satisfaction with career development support during fixed term contract within school; Survey results to be reviewed annually by EDI committee; Item on EDI committee minutes; Annual report in EDI shared folder	Each Grade 4 staff member interviewed within 2 months of end of contract, 2022-2027	EDI committee develops questionnaire, School Operations Manager to implement	Satisfaction to be >4 on a 7-point Likert scale; and balanced by gender

c. All staff, including PDRs, given the option of being assigned a mentor and having involvement in who that mentor should be; Number of staff who take up opportunity by level reported in EDI minutes	In place from 2021, numbers taking up mentoring to be recorded by School Administrator; Satisfaction to be measured via staff survey 2022 and 2026	Co-ordinated by Head of School, School Administrator to monitor	Satisfaction with mentoring process to be >4 on a 7-point Likert scale; and balanced by gender
d. Gather exit data and include questions on staff survey to identify strengths and weaknesses in the School's policies, practices, and culture that act as push or pull factors for male and female staff retention; Item on EDI committee minutes, Annual report in EDI shared folder	Each leaving staff member surveyed within 2 months of end of contract; Individual satisfaction measured by short interview (measured on Likert scale 1-7); to begin 2022, with balance by 2027	EDI committee develops questionnaire School Operations Manager to implement	Satisfaction with to be >4 on a 7-point Likert scale; and balanced by gender
e. Proportion of applications for promotion to grade 6 or 7 submitted by females to be representative of previous grade pipeline	Target set and monitored for 2018-2021 (achieved); Target to be reviewed annually 2022-2027; Acknowledging promotions are outside	Head of School, ADC reviewers	Proportion of applications by females to be representative of previous grade (see Table 7)

				of School control the School will ensure proportions of applications are representative by encouraging females through the ADC process		
			f. Through ADC female staff encouraged to join eternal committees with aim to match that of male colleagues (currently 18% compared to 54% for males); Documented in EDI minutes	Target to match male representation by 2027	ADC Appraisers	Match male representation of 54%
10	Improve equity and transparency in workload allocation within the School	2018 staff survey indicated that female academics in the School perceived themselves to be at a disadvantage relative to males with respect to workload allocation. Survey also indicated a need for greater balance and	a. Revised workload allocation model designed and presented to staff; Staff meeting minutes report presentations and documents circulated	Teaching workload allocation model completed by and presented to staff in Oct 2019, Administrative and citizenship workload allocation model completed by and presented to staff in Dec 2019 (achieved); Workload presented	Head of School, Director of Teaching	Staff satisfaction with workload allocation to be >4 on a 7-point Likert scale; and gender balanced

		transparency		annually 2022-2027; Staff satisfaction measured in 2022 and 2026 surveys		
			b. Individual workload allocations and individuals location in School workload distributions to be emailed to individual staff members who then have the option to discuss with HoS; Individual workloads stored on School Secretary's computer; Satisfaction measured via School surveys and FGIs	First circulation to staff in Jun 2020 (achieved); Annually 2022-2027; Staff satisfaction measured in 2022 and 2026 surveys	Head of School, Director of Teaching, School Secretary	Staff satisfaction with individual workload allocation to be >4 on a 7-point Likert scale; and gender balanced
			c. Aim to achieve gender balance in workload distributions; Allocations presented in annual staff meeting pack	By 2020 (achieved), Ongoing 2022-2027	Head of School, Director of Teaching	Workload allocation distributions to be gender balanced
11	Improve management of career breaks	One-on-one interviews with women who have taken maternity-leave indicated that return	a. Improved planning of post-maternity-leave returns to work for staff: default plan set as	New approach to be implemented when next needed (has not been needed to date);	Head of School, School Operations	Measure of returning staff satisfaction via a short interview >4 on

| | | can be very difficult | (1) reduce teaching-hour-target for year proportionately to leave-time taken and (2) "pick up same teaching as before leave"; deviations from this proposed by either the leave-taker or Head of School to be discussed prior to leave being taken; plan agreed by leave-taker, Head of School and, if appropriate, the relief lecturer to be submitted to and held in writing by the School Operations Manager; Item on EDI committee | Satisfaction with process to be measured in staff surveys 2022 and 2026; Individual satisfaction measured by short interview for returning staff (measured on Likert scale 1-7) | Manager | 7-point Likert scale |
| | | | b. Pursue issue of how difficult it is to source information about and arrange shared parental leave with the Faculty EDI committee and HR; Staff surveys to measure satisfaction with information and ease of arranging leave; | Raise at Faculty EDI committee meeting in (achieved); Pursue issue at subsequent Faculty EDI committee meetings (ongoing); Target 2027 | School representative on Faculty EDI committee | Satisfaction to be >4 on a 7-point Likert scale; and balanced by gender |

			Progress with resolution of issue tracked via minutes of Faculty EDI committee meeting			

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