



Athena SWAN: Bronze and Silver department applications



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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
<i>Recommended word count</i>		
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

Submission Details

Name of institution	University of Warwick	
Department	Economics	
Focus of department	AHSSBL	
Date of application	April 2021	
Award Level	Bronze	
Institution Athena SWAN award	Date: April 2018	Level: Silver
Contact for application Must be based in the department	Dr Michela Redoano	
Email	Michela.Redoano@warwick.ac.uk	
Telephone	024 76523277	
Departmental website	www.warwick.ac.uk/fac/soc/economics	

List of Abbreviations

AFS	Advisor to Female Students
AOS	Advisor to Overseas Students
AP	Action Plan
APP TE	Academic and Professional Pathway for Teaching Excellence
AS	Athena Swan
ASC	Academic Staffing Committee
ASSA	American Social Science Association
B&R	Business and Research
CAL	Centre for Applied Linguistics
CEDAR	Centre for Educational Development, Appraisal and Research
CES	Centre for Education Studies
CIM	Centre for Interdisciplinary Methodologies
CLL	Centre for Lifelong Learning
COLE	Course for Online Learning in Economics
CSA	Conference Support Award

CTE	Centre for Teacher Education
DCS	Department Culture Survey (Staff), 2020
DGS	Director of Graduate Studies
DHoD	Deputy Head of Department
DoE	Department of Economics
DoR	Director of Research
DoS	Director of Studies
DRM	Department Research Manager
DSEP	Director of Student Engagement and Progression
ECU	Equality Challenge Unit
EDI	Equality, Diversity, and Inclusion
EEA	European Economic Association
EIO	Economics and Industrial Organisation
EPAIS	Economics, Politics and International Studies
EWC	Expected Week of Confinement
FSS	Faculty of Social Sciences
FT	Full-Time
FTC	Fixed-Term Contract
FTE	Full Time Equivalent
GTA	Graduate Teaching Assistant
JHC	Junior Hiring Committee
KIT Days	Keeping in Touch Days
HESA	Higher Education Student Data
HoA	Head of Administration
HoD	Head of Department
HRO	HR Officer
IAS	Institute of Advanced Study
IATL	Institute for Advanced Teaching and Learning
IER	Institute for Employment Research
ILS	Impact Leave Scheme
IWD	International Women's Day
MCM	Marketing & Communications Manager
MRes	Master of Research (PGT degree)
MSc	Master of Science (PGT degree)
NGO	Non-Government Organisation
OD	Organisational Development (formerly the Learning and Development Centre)
PAIS	Politics and International Studies (the Department of)
PDM	Personal Development Module

PDR	Personal Development Review
PT	Part-Time
PGR-DCS	Department Culture Survey (PGR students)
PG-DSEP	Postgraduate Director of Student Engagement and Progression
PG-ST	Postgraduate Senior Tutor
PGR	Postgraduate (Research)
PGT	Postgraduate (Taught)
PSS	Professional Support Staff
R&S	Report and Support
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RES	Royal Economics Society
RIS	Research and Impact Services
RF	Research Fellow
R-Focus	Research Focus
RG	Research Groups
RG	Russell Group
SAT	Self-Assessment Team
SCA	Senior Careers Advisor
SEEC	Student Engagement & Experience Coordinator
SEO	Student Experience Officer
SHC	Senior Hiring Committee
SMT	Senior Management Team
SPWG	Student Progression Working Group
SRF	Senior Research Fellow
SSLC	Student Staff Liaison Committee
ST	Senior Tutor
STF	Senior Teaching Fellow
T-Focus	Teaching Focus
TBB	Time Back Benefits
T&L	Teaching and Learning
T&R	Teaching and Research
TF	Teaching Fellow
UG	Undergraduate
UoW	University of Warwick
VLS	Voluntary Leavers Scheme
WARF	Warwick Academic Returner's Fellowship
WAW	Warwick Applied Workshop

WWiE	Warwick Women in Economics Student Society
WEDGG	Wellbeing, Equality, Diversity, and Gender Group
WISE	Warwick Internship Scheme for Economists
WFS	Warwick Foundation Studies
WP	Widening Participation
WPE	Women in Political Economy

1. Letter of endorsement from the head of department

Recommended word count: Bronze: 500 words | 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.*

27 May 2021

Dear Athena SWAN Managers,

As Head of the Department of Economics, I strongly endorse this application for an Athena Swan Bronze award. Throughout my academic career, across my teaching, research, and leadership roles, I have sought to promote a fair and equitable environment for all, irrespective of gender or any other protected characteristic. The work of the Department to address gender issues is of vital importance, and it has been a privilege to be an active member of both WEDGG and the SAT. I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department, and that I and the SMT are fully committed to the Action Plan.

Gender imbalance is significant throughout the discipline of economics. This is reflected in the Department, where 38% of students and 30% of academics are female. The gender imbalance originates early in the education cycle with a low proportion of women applying to study Economics. Only 25% of all applications to UK Economics programmes are from UK female students. This is discussed at the national level, particularly through the Royal Economic Society (RES), and Department staff serve as key members and actively engage with RES outreach programmes (**AP4Aii.1**).

Other key challenges are the leaky pipeline of female economists from PhD study to an academic career and the support the development and progression of female academic staff. As detailed in this submission, we have implemented several initiatives to address these issues, including gender balance in recruiting (**AP5ai.1 and AP5ai.3**), flexible work (**AP5dv.1**) and mentoring for students and academic staff (**AP5aiii.6 and AP4Aiv.1**). The process of data analysis and the writing of this application helped identify further areas where initiatives can be implemented to focus on promoting equality and diversity in student recruitment and performance and staff recruitment, progression and retention. We will continue to scrutinise the data to identify areas to inform our focus and subsequent actions.

Underpinning this work is the drive to promote a positive inclusive environment. Our aim is for everyone to be recognised for their contributions to the wider community, and we are committed to ensuring all individuals are able to be their 'whole self' and are afforded the opportunity to achieve their full potential in both work and study.

As Head of Department, I recognise that there is much work to be done. As a community we are committed to tackling the challenges identified, and the Action Plan details how we will achieve this. There will be engagement at all stages from everyone within the Department's community, ensuring that the positive steps taken are embedded into departmental culture. The progress of this work will be the responsibility of the whole Department, led and monitored by WEDGG and reported regularly at SMT and Staff Meetings. I am confident that this ambitious Action Plan is both achievable and sustainable, and I look forward to realising our ambitions.

Yours faithfully



Professor Jeremy Smith
(Head of Department)

Wordcount: 501

2. Description of the department

Recommended word count: Bronze: 500 words | 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 DoE was established in 1965 and has become one of the largest and most well-regarded economics departments, consistently ranked in the top 5 in the UK and in the top 30 worldwide for both teaching and research.

Figure 2.1: DoE Building



The DoE’s innovative research extends the frontiers of the discipline, contributing to a deeper understanding of how economies function and how they can adapt to future challenges. Research covers most fields of theoretical and empirical economics, working with collaborators from other disciplines and beyond academia to generate knowledge that can be used to improve economic growth and wellbeing worldwide. Our academics collaborate with organisations including the Bank of England, international and local governments, think tanks and NGOs. They are sought after in public service roles, regularly providing advice to parliamentary committees and serving on government advisory boards.

Our innovative curriculum across undergraduate and postgraduate programmes provides outstanding and intellectually challenging training in economics, preparing students for their entry into the graduate job market or on to further study with professional skills and confidence. Our students come from all over the world due to the DoE’s reputation for offering rigorous and exciting training. We offer many extra-curricular activities to enrich the student experience, including guest lectures, student conferences and social events.

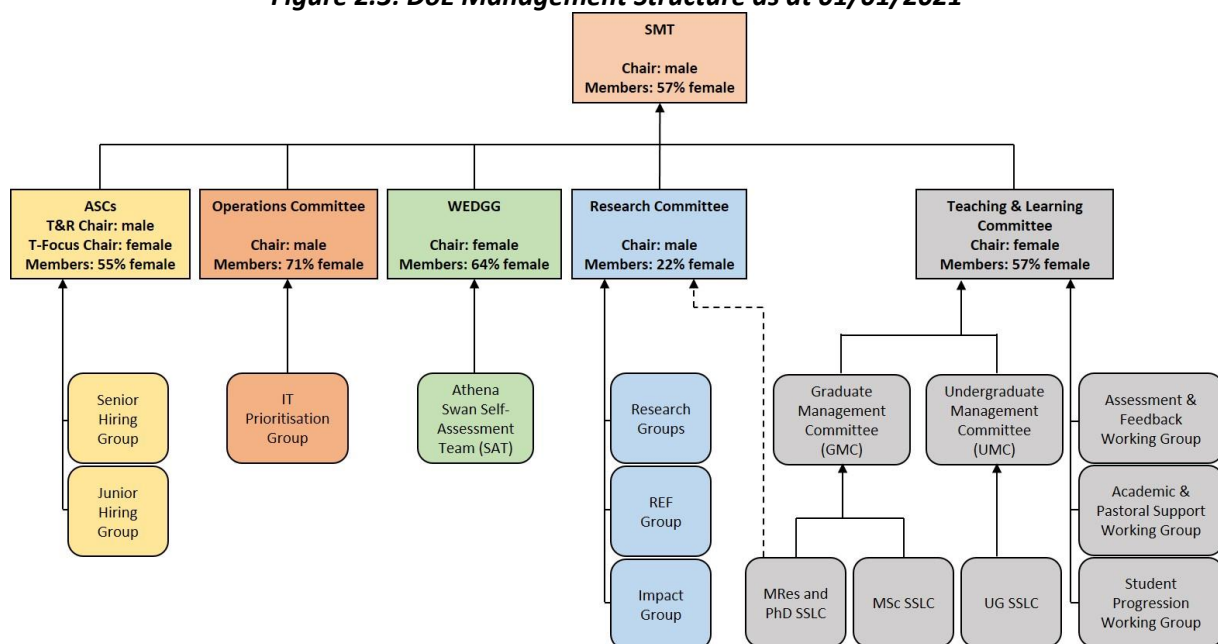
Figure 2.2: The Women in Economics Workshop, 18-19 January 2020, brought the students' perspective into the debate on female under-representation in the discipline



We strongly believe that excellence in research and teaching can only be achieved in a diverse and inclusive community, based upon core values of respect, integrity and accountability, in which all students and staff, irrespective of their personal characteristics, are encouraged and supported to reach their full potential. We do not tolerate prejudices or socially unacceptable behaviours of any kind. We celebrate differences in culture, and we welcome and respect difference of opinion.

The primary governing body is the SMT, chaired by the HoD (**Figure 2.3**). SMT include members in academic and senior administrative roles. Additionally, the DoE elects two academic staff members of which at least one must be female. A termly staff meeting provides a forum for discussion between the SMT and all staff, which ensures awareness and discussion of priorities and key issues. EDI is a standing agenda item for every meeting of the departmental committees.

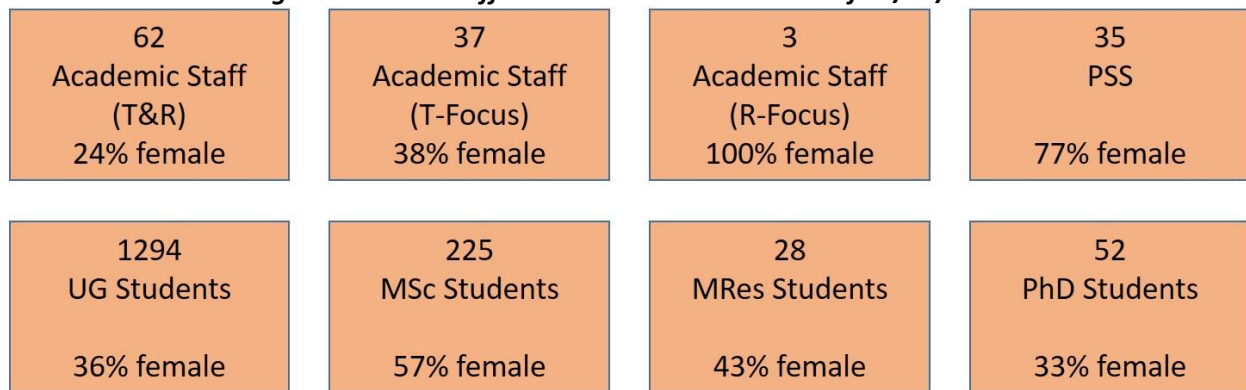
Figure 2.3: DoE Management Structure as at 01/01/2021



There are currently 102 academic staff and 35 PSS employed in the DoE (**Figure 2.4**). By staff population it is the second largest department in the FSS and the ninth largest in the UoW.

The DoE has 1599 students across 3 single-honours and 6 joint-honours UG programmes, 4 MSc programmes, and a 2+4 MRes/PhD programme (**Figure 2.4**). By total student population, it is the second largest department in both the FSS and in the UoW.

Figure 2.4: DoE Staff and Student Headcount as of 01/09/2020



Source: DoE database

Wordcount: 432

3. The self-assessment process

Recommended word count: Bronze: 1000 words | Silver: 1000 words

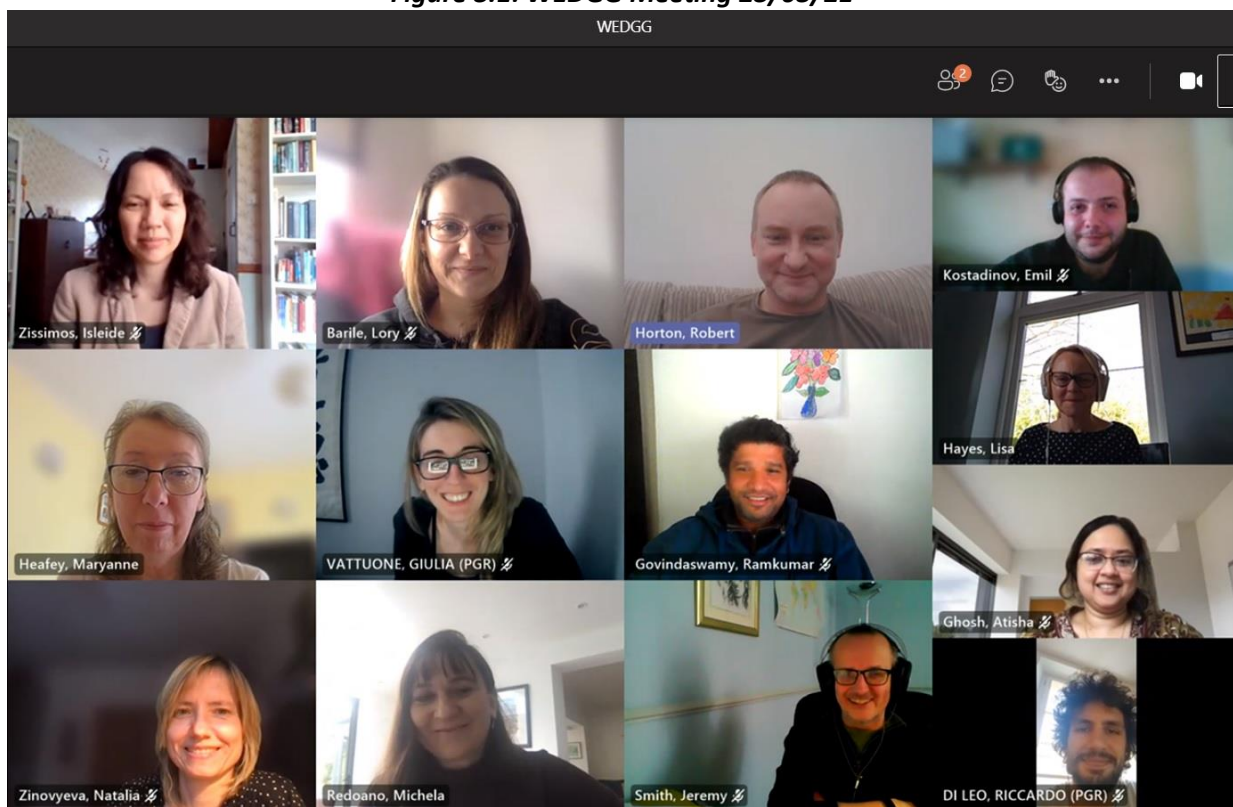
Describe the self-assessment process. This should include:

- (i) A description of the self-assessment team.

WEDGG was created in 2018. Membership includes a balance across genders, role types and grades. The Chair of WEDGG, appointed by the HoD, must fulfil the criteria of passion for the work, an understanding of EDI issues, and the ability to engage with EDI principles and work to embed these into departmental practice. Members are appointed to WEDGG either as part of their role (HoD, HoA (B&R), HRO), or in response to a call for volunteers communicated through the Staff Newsletter and at Staff Meetings. WEDGG meets monthly (**Figure 3.1**), reports directly to SMT, and has an annual budget of £10k to fund initiatives in support of its remit:

- a) To promote wellbeing, equality, and diversity within the DoE.
- b) To report on gender, equality, diversity and wellbeing issues.
- c) To oversee the preparation and submission of the AS application.
- d) To oversee the implementation and monitoring of the progress of the AS action plan.
- e) To embed AS principles throughout the DoE.

Figure 3.1: WEDGG Meeting 23/03/21



The Core SAT is drawn from the WEDGG membership and leads on the preparation and submission of the AS application. All WEDGG other members provide additional input (**Figure 3.2**).

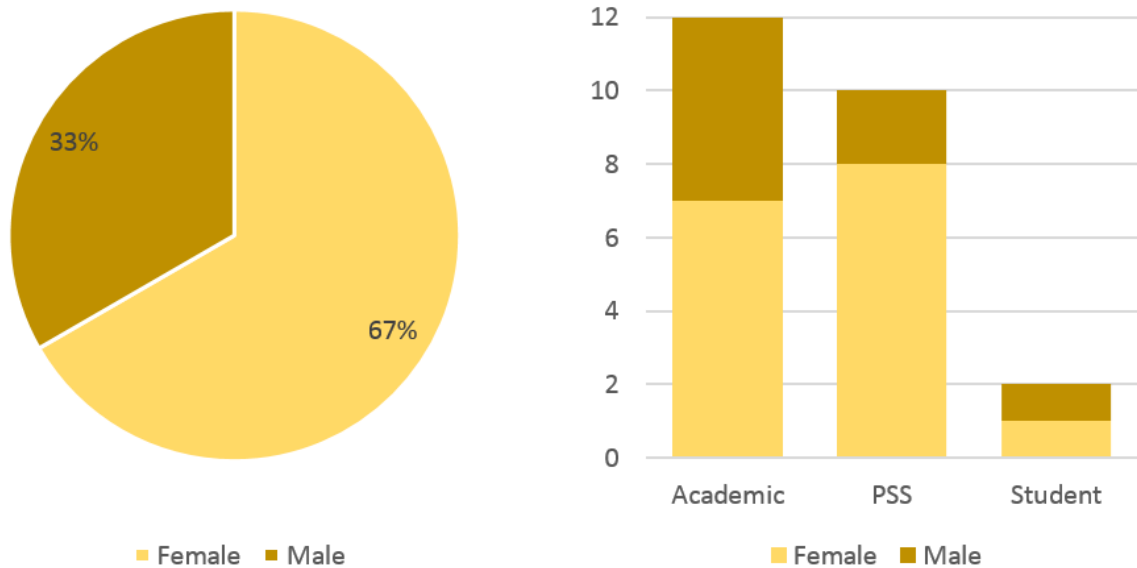
Figure 3.2: WEDGG Members and split between Core SAT and Other WEDGG Members

	Name	Gender	Role	Staff Type	FT/PT	Caring Role	Additional Information
Core SAT	Sarah Duggan	F	Former HoA (B&R)	PSS	FT	No	SAT member; one son at university.
	Lisa Hayes	F	HRO	PSS	PT	Yes	SAT member; three children; School Governor; MAT Associate Director; Irish heritage.
	Sinem Hidir	F	Associate Professor (T&R)	Academic	FT	No	Joined Warwick in 2016.
	Robert Horton	M	HoA (B&R)	PSS	FT	No	Husband; mixed English/Scottish heritage; six godchildren; magistrate.
	Maryanne Heafey	F	Programme Manager (PGR)	PSS	PT	No	Two daughters at university, Irish heritage, SAT member 5 years.
	Michela Redoano	F	Chair of WEDGG; Associate Professor (T&R)	Academic	FT	Yes	Two teenage daughters; member of WPE group; European.
	Isleide Zissimos	F	TF; Advisor to Female Students	Academic	FT	No	Mentor to female entrepreneurs in small businesses, Brazilian
Other WEDGG Members	Claire Algar	F	ED&I Officer, Wellbeing & Safeguarding	PSS	FT	No	Athena SWAN Panellist; Institutional Athena SWAN Advisor.
	Lory Barile	F	Associate Professor (T-Focus); PGT Director; WP Coordinator	Academic	FT	Yes	Mother of two little girls, European.
	Bozena Beauclair	F	Marketing & Comms Manager	PSS	FT	Yes	Dual nationality Polish/British; mother, 30 years' university administration experience.
	Riccardo di Leo	M	PhD Student	Student	n/a	No	Studying the impact of motherhood on women's careers in UK academia.

Emil Kostadinov	M	TF	Academic	FT	No	Year 2 tutor. European.
Atisha Ghosh	F	TF	Academic	FT	No	Joined Warwick in 2018. Indian.
Clement Imbert	M	Associate Professor (T&R); Research Group Coordinator	Academic	FT	No	Joined Warwick in 2015.
Nivaria Morales Salas	F	Web Developer	PSS	FT	No	Joined Warwick 2017.
Rosalyn Narayan	F	Student Engagement & Experience Coordinator	PSS	FT	Yes	Joined Warwick in 2019. Mother of a 5-year-old.
Stefania Paredes Fuentes	F	Associate Professor (T-Focus); Deputy Director of UG Studies	Academic	FT	Yes	Joined Warwick 2015
Roland Rathelot	M	Associate Professor; Research Group Coordinator; CAGE Research Theme Leader	Academic	FT	No	European. Joined Warwick 2014.
Jeremy Smith	M	Professor (T&R); HoD	Academic	FT	No	Joined Warwick 1991.
Ramkumar Govindaswamy	M	Senior Programme Administrator	PSS	FT	Yes	Joined Warwick 2007; Father of two (10- and 4-year-old).
Giulia Vattuone	F	PhD Student	Student	FT	No	Studying the role of women in top academic positions.
Mike Waterson	M	Professor; Recognised Teacher	Academic	PT	No	Representing older colleagues; originally joined 1991.
Charlotte White	F	Student Recruitment & Comms Officer	PSS	FT	No	Current role supports WP and Outreach activity.
Natalia Zinovyeva	F	Associate Professor (T&R)	Academic	FT	Yes	Researching gender economics with particular focus on gender inequality in academia

The Chair of WEDGG is allocated 60 hours and other staff members of WEDGG allocated 20 hours in the workload model to ensure sufficient time to devote to the important work of the committee. The current composition of WEDGG is 67% female and 33% male (**Figure 3.3**).

Figure 3.3: WEDGG Composition



(ii) An account of the self-assessment process.

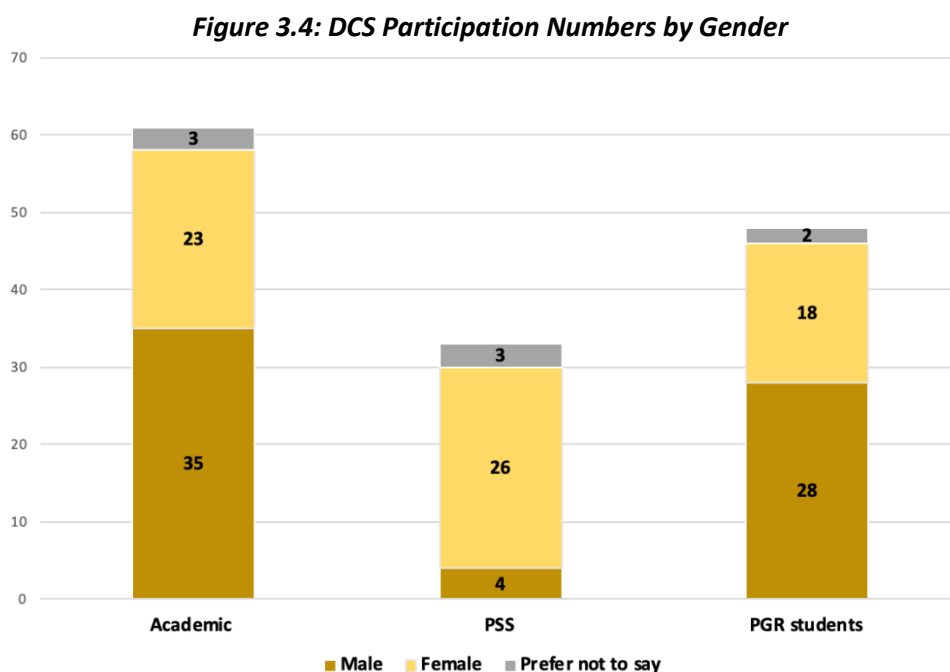
WEDGG meetings are held monthly, and Core SAT meetings have been held fortnightly since June 2020. The DoE has taken a holistic approach to the self-assessment process, not solely as an exercise in applying for an award, but as an opportunity to reach greater understanding of the complex gender issues within the DoE and in academia more generally. Underpinning this work is the desire to address any instances of gender inequality, to further promote female career progression, and to guarantee that the AS principles are embedded within the culture of the DoE.

Consultation with DoE staff and students regarding EDI issues has been an integral part of the self-assessment. Engagement was provided through:

- a) Discussion at all DoE committees, where EDI is a standing agenda item.
- b) Discussion at SSLCs, to hear student views on EDI issues.
- c) Discussion at WEDGG working groups focussed on gender issues of specific areas of the DoE, including career development, curriculum design, survey design, event organisation, and communications strategy.
- d) Publication of all WEDGG agendas and minutes on the Staff Intranet.
- e) Announcement of, and requests for participation in, all EDI initiatives included in the regular staff and student newsletters, and departmental noticeboards.
- f) Engagement of WEDGG members with Faculty and UoW EDI meetings and networks, and the sharing of best practice. These include the FSS's AS Committee, the UoW EDI Network, and the University AS Network.

- g) The draft AS submission circulated to all WEDGG members for feedback.
- h) The appointment of staff and PGR members to WEDGG.

A key element of the self-assessment process has been the use of staff and student surveys. The DCS was designed by a WEDGG subgroup and disseminated across all DoE staff and PGR students in the Autumn 2020. The DCS collects data relating to departmental culture, satisfaction with work, career support, gender issues, and identifying and managing (mis)behaviours. To ensure inclusivity, non-binary and prefer-not-to-say gender options are provided, with no submissions for the former. Participation was 114 staff (83%) and 48 MRes/PhD students (60%) (**Figure 3.4**).



A variety of EDI resources, the latest news on the broader debates of gender equality, details of related events, and engagement with AS and the progress of the SAT, are all collated on the DoE’s AS publicly available webpages. Students and staff are encouraged to periodically review the webpages, and to provide input into the DoE’s EDI work by contacting the Chair of WEDGG.

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

Following submission of the AS application, a redacted version of the final AS application will be made available to all DoE staff and students on the UoW public AS webpages (**AP3.1**).

WEDGG will create working groups in summer 2021 to implement the AS action plan (**AP3.2**), led by the members of the Core SAT. If staff or students leave the Core SAT or WEDGG, they will be replaced by new members, encouraging volunteers, and ensuring an appropriate gender balance and representation of DoE’s constituent groups is maintained (**AP3.3**). Monthly WEDGG meetings will address ongoing and future gender issues, with progress on the AS action plan as a standing agenda item (**AP3.4**).

WEDGG will conduct annual DCSs, and will analyse the results of this and other surveys with an EDI component, e.g. the Pulse staff survey (**AP3.5**). WEDGG will produce an annual EDI report, to be presented for discussion at SMT, staff meetings, and SSLCs, to report on the progress of the AS action plan, to identify areas of good practice and areas of concern, and to inform EDI strategy (**AP3.6**).

The Chair of WEDGG will continue to report on EDI issues at every Staff Meeting and will attend welcome meetings for cohorts of new students and meet with all new staff to ensure they are aware of the DoE's commitment to EDI and wellbeing, and the expectations for students and staff in these areas (**AP3.7**).

Action Points

AP3.1: The final version of the final AS application to be available to all staff and students on the UoW and DoE public AS webpages to raise awareness of gender-related issues, and the work of the DoE in addressing them.

AP3.2: Create 3 working groups, each led by a member of the SAT, to be responsible for the delivery of an area covered by the action plan (Governance and infrastructure, staff, students) to maintain focus on gender related issues.

AP3.3: Members who leave WEDGG are replaced ensuring membership remains representative of the gender, roles and career stage in the DoE to ensure the work on gender related issues is adequately and appropriately resourced.

AP3.4: Progress on the AS action plan is a standing agenda item for the termly WEDGG meetings to ensure progress is made to improve the gender balance in the DoE.

AP3.5: WEDGG to conduct an annual DCSs for staff and PGR students to monitor and review progress in addressing gender-related issues, and to adapt action plans accordingly.

AP3.6: WEDGG to produce an annual departmental EDI report, to be presented for discussion at SMT, Staff Meetings, and SSLCs, to demonstrate areas of good practice and areas of concern, and to inform EDI strategy.

AP3.7: Welcome meetings for cohorts of new students and staff to inform them of the University and DoE's commitment to EDI and the expectations for students and staff in these areas.

Wordcount: 878

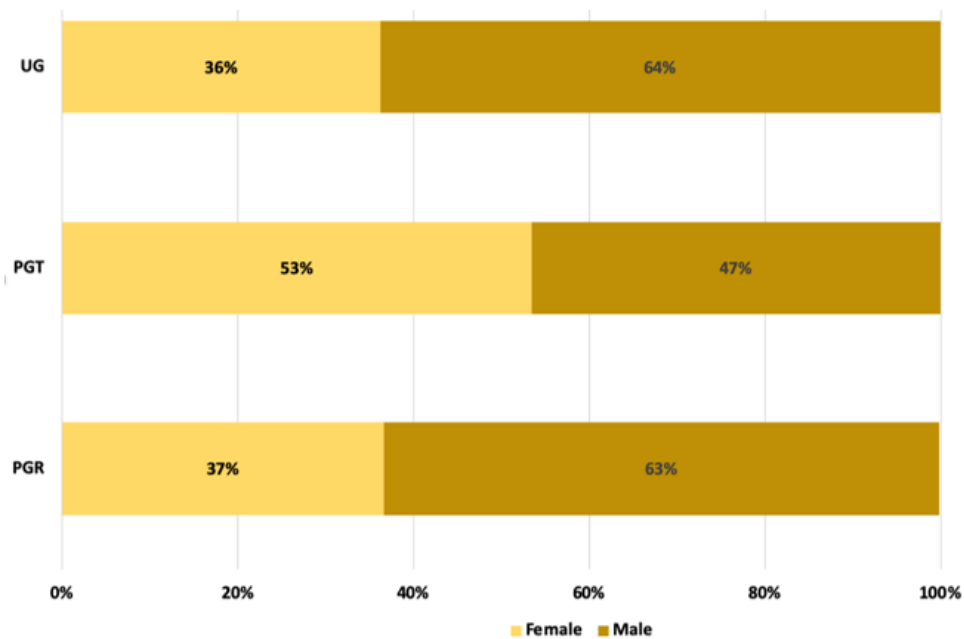
4. A picture of the department

Recommended word count: Bronze: 2000 words | Silver: 2000 words

A. Student data

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

Figure 4.1: Student Benchmark Data, Gender Composition of Students in RG Economics Departments



Notes: Source HESA (Heidi plus) data, averages over 2015/16-2018/19 (latest available years)

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

n/a

(ii) Numbers of undergraduate students by gender.

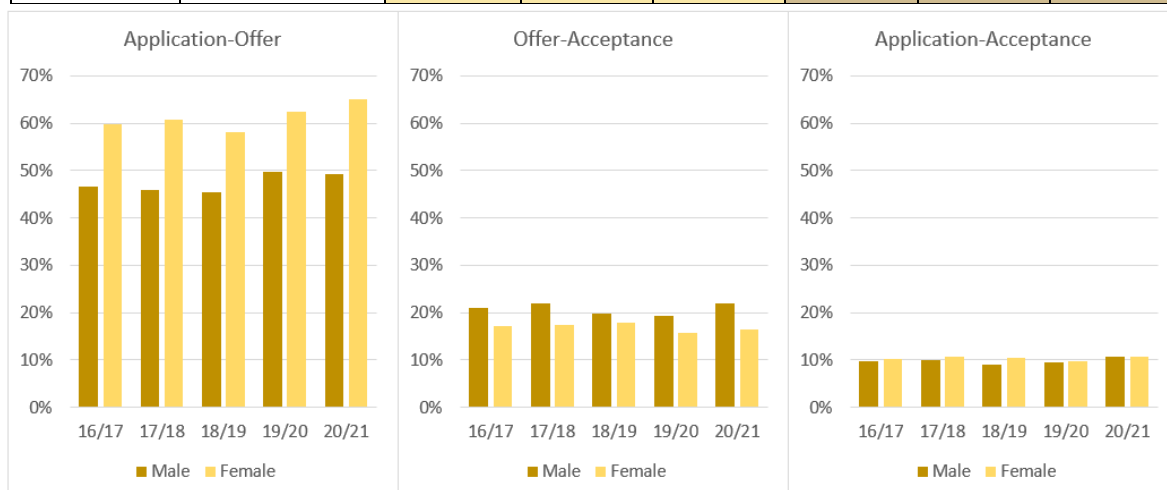
Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

Recruitment

The DoE's UG intake has increased from 394 in 2016/17 to 498 in 2020/21 (**Figure 4.2**), driven by an increase in the number of applications and an increase in the application-offer rate. The 2020/21 increase for UK students is partly attributable to A Levels awarded on predicted grades after the cancellation of exams due to the pandemic.

Figure 4.2: UG Student Recruitment 2016/17-2020/21

Year of Admission	Recruitment Stage	Female	Female %	Conversion	Male	Male %	Conversion
2016/17	Applicants	1359	34%		2611	66%	
	Offers	812	40%	60%	1218	60%	47%
	Acceptances	139	35%	17%	255	65%	21%
2017/18	Applicants	1352	34%		2651	66%	
	Offers	820	40%	61%	1215	60%	46%
	Acceptances	143	35%	17%	266	65%	22%
2018/19	Applicants	1499	36%		2657	64%	
	Offers	871	42%	58%	1206	58%	45%
	Acceptances	156	39%	18%	239	61%	20%
2019/20	Applicants	1528	36%		2770	64%	
	Offers	954	41%	62%	1375	59%	50%
	Acceptances	149	36%	16%	264	64%	19%
2020/21	Applicants	1663	36%		2979	64%	
	Offers	1081	42%	65%	1470	58%	49%
	Acceptances	177	36%	16%	321	64%	22%



Source: UoW admissions data.

Of female applicants, 60-65% receive an offer compared with 40-49% of male applicants. However, only 16-18% of female offer-holders accept their offer, compared with 19-22% for males, resulting in application-to-acceptance rates of 10-11% for females and 9-11% for males.

To encourage and motivate more females to study economics, the DoE is engaged in a range of long-term initiatives aimed at correcting misperceptions that economics is a male-centric discipline. Recent initiatives include:

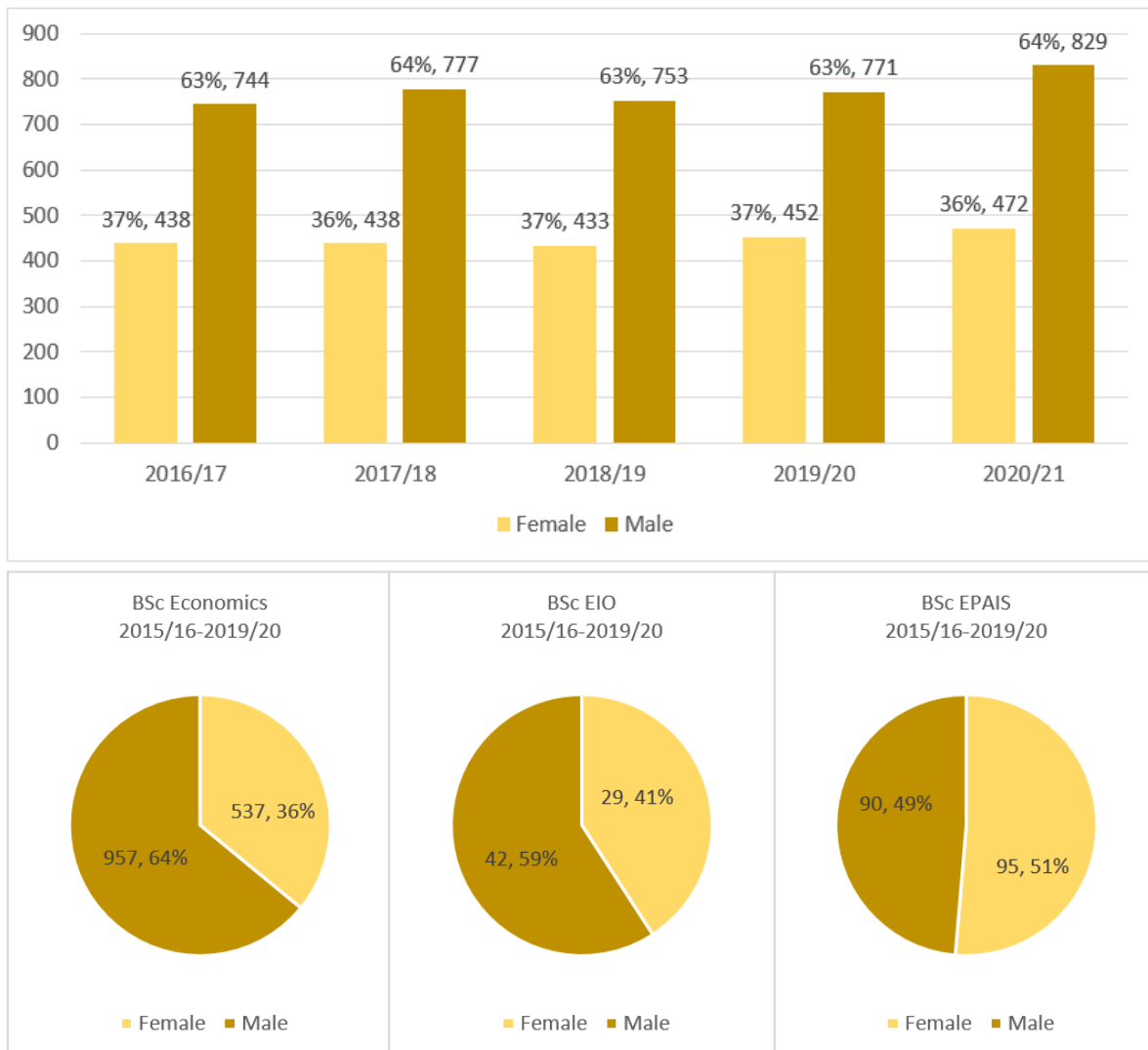
- The Discover Economics Virtual Series Programme.
- The Coffee with Economists event.
- The Maths and Beyond conference.

At the university recruiting level, the DoE conducts complementary activities for prospective female students, which include showcasing female DoE role models, advertising Women in Economics recruitment sessions, and featuring the DoE’s core values. We will further review our marketing materials to ensure they are not intimidating to those from under-represented backgrounds (**AP4Aii5**).

Population

There are 1301 FT students enrolled in the DoE’s three UG degree programmes in 2020/21. The DoE does not offer any PT UG programmes. In the past five years, the proportion of UK female students has been 26%, and 44% for female overseas students. The overall proportion of female students in the DoE has remained constant at 36%-37% (**Figure 4.3**) which reflects the average for all RG economics departments (**Figure 4.1**).

Figure 4.3: UG Population



Source: UoW admissions data.

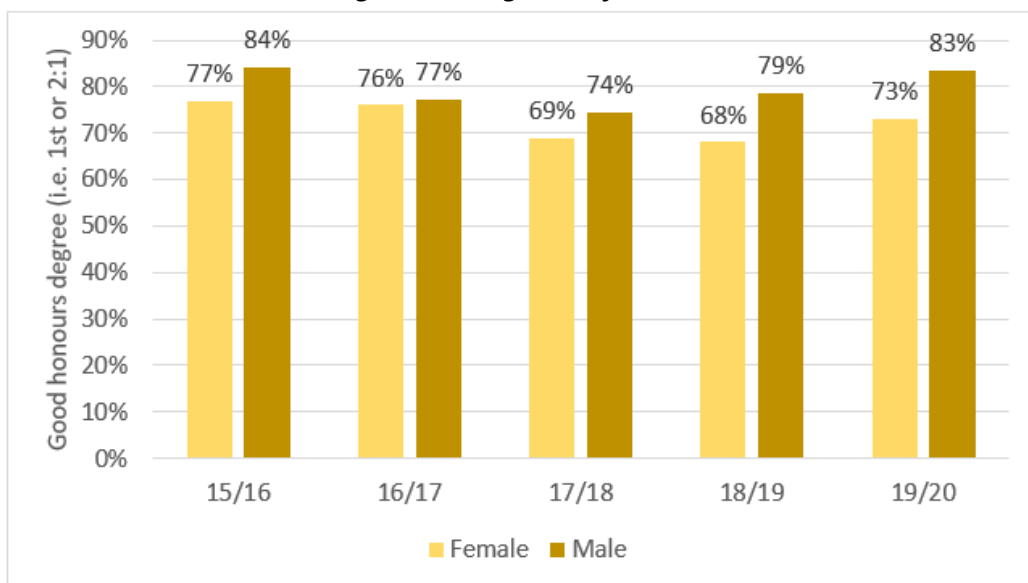
The underrepresentation of female students in the DoE is an ongoing concern, particularly for the Economics and EIO degrees. To support these students the DoE conducts targeted initiatives, which include sponsoring workshops dedicated to gender issues; interacting with and mentoring members of women’s student societies (e.g., the Warwick Women in Economics Society); organising job market recruiting events for 3rd-year female students; and organising public lectures featuring female economists as role models. In addition, the DoE introduced the role of Advisor to Female Students in 2018, held by a female senior academic staff member with the remit to:

- Provide support for female students.
- Develop and implement strategies to attract more female students.
- Consider the performance of female students across the DoE’s degree programmes and develop and implement any additional support required for female students to achieve their full potential.

Performance

On average, a higher proportion of male students obtain a good honours degree compared to females (**Figure 4.4**). The performance gap has fluctuated, with a 10%-point gap in the most recent cohort of graduates.

Figure 4.4: Degree Performance



	2015/16-2019/20					
	BSc Economics		BSc EIO		BSc EPAIS	
	Female	Male	Female	Male	Female	Male
1st	23%	37%	17%	31%	17%	21%
2:1	49%	43%	45%	43%	62%	57%
2:2	23%	16%	34%	21%	18%	18%
3rd	4%	3%	0%	5%	2%	2%

Source: Departmental awards data.

Across the DoE degrees, female students are more likely than male students to be awarded a 2:1 and male students are more likely to be awarded a 1st. However, for the EPAIS degree, with an almost even gender balance, the proportion of good honours degrees is almost identical with 79% for females and 78% for males. This is clearly a matter of concern (**AP4Aii4**).

Action Points

AP4Aii.1: To promote economics as a broad and diverse discipline in order to increase the attractiveness of studying economics to female students.

AP4Aii.2: To include a campaign targeting prospective female students in the departments marketing and recruitment strategy to increase the number of applications from UK female students.

AP4Aii.3: To introduce online gender bias training all student cohorts to raise awareness of gender-related issues from an early point in their student life.

AP4Aii.4: To further investigate the UG attainment gap and see how students' characteristics and module records (e.g., types of assessments, learning resources, and students' engagement) impact on students' performance in order to identify trends and issues to enable the difference in performance to be addressed.

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

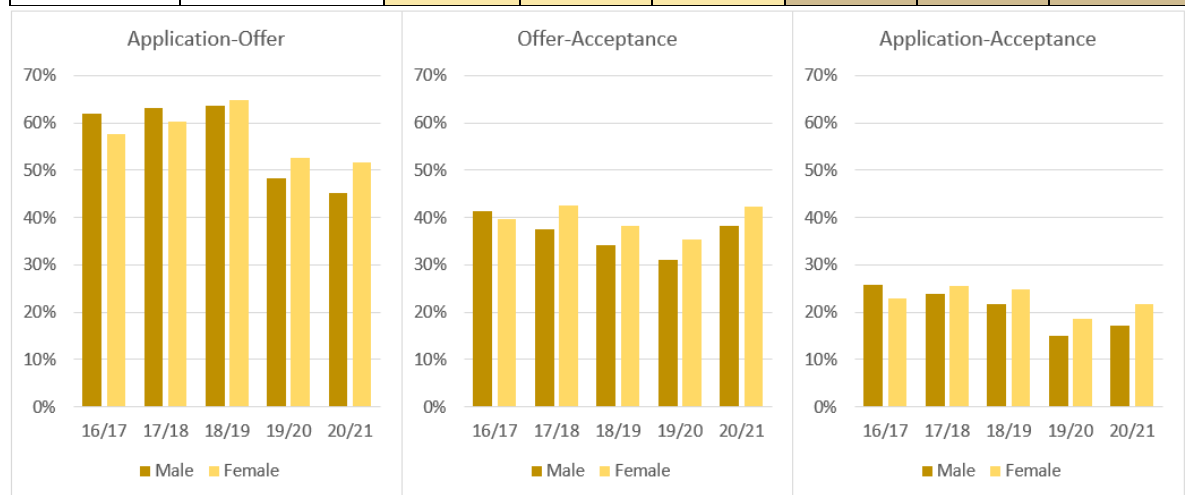
Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

Recruitment

The proportions of applications, offers, and acceptances for female applicants have been consistently higher than those for male applicants since 2017/18, as are the application-to-acceptance rates (**Figure 4.5**).

Figure 4.5: PGT Student Recruitment 2016/17-2020/21

Year of Admission	Recruitment Stage	Female	Female %	Conversion	Male	Male %	Conversion
2016/17	Applicants	667	50%		674	50%	
	Offers	385	48%	58%	418	52%	62%
	Acceptances	153	47%	40%	173	53%	41%
2017/18	Applicants	742	53%		657	47%	
	Offers	447	52%	60%	415	48%	63%
	Acceptances	190	55%	43%	156	45%	38%
2018/19	Applicants	881	55%		725	45%	
	Offers	572	55%	65%	461	45%	64%
	Acceptances	219	58%	38%	157	42%	34%
2019/20	Applicants	1103	56%		858	44%	
	Offers	580	58%	53%	414	42%	48%
	Acceptances	205	61%	35%	129	39%	31%
2020/21	Applicants	1262	57%		939	43%	
	Offers	651	61%	52%	424	39%	45%
	Acceptances	275	63%	42%	162	37%	38%

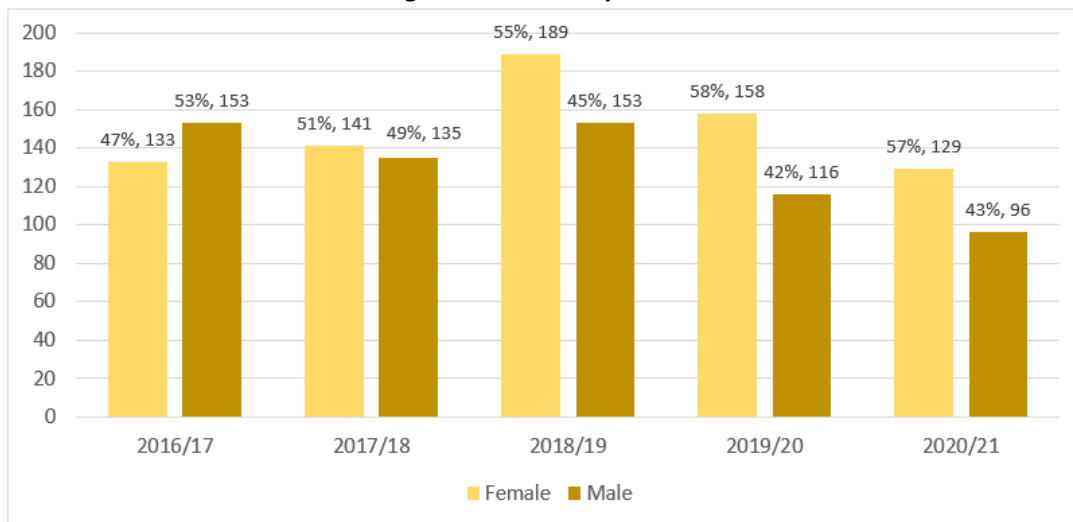


Source: UoW admissions data.

Population

There are 225 FT students enrolled in the DoE’s PGT programmes in 2020/21 (**Figure 4.6**). The DoE does not offer any PT PGT programmes (this would require additional course development for which there is limited demand currently). The proportion of female PGT students is currently 63%, (compared to 53% for all RG economics departments (**Figure 4.1**)). 82% of PGT population is non-UK, predominantly from China, which may account for the high percentage of females.

Figure 4.6: PGT Population



Source: UoW admissions data.

Performance

Female PGT students are less likely to gain a distinction than male students and more likely to obtain a pass (**Figure 4.7**). This reflects a similar finding at UG level and will be investigated as part of a larger project on the attainment of female students (**AP4Aiii.1**). Performance by female students was higher for UK students than non-UK, but the proportion of UK students is too small for meaningful analysis. Two new academic administrative roles (Advisor to Female Students, Advisor to Overseas Students) have been created to offer further support.

Figure 4.7: PGT Performance, 2015/16-2019/20

	Female	Male
Distinction	10%	20%
Merit	36%	36%
Pass	54%	44%
Total	2,172	2,076

Source: UoW academic statistics

Action Points

AP4Aiii.1: To investigate the reasons for the performance gap between female and male students at PGT level using the university's administrative information on student demography and modules' records (e.g. types of assessments and performance), to identify actions to address the difference in performance.

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

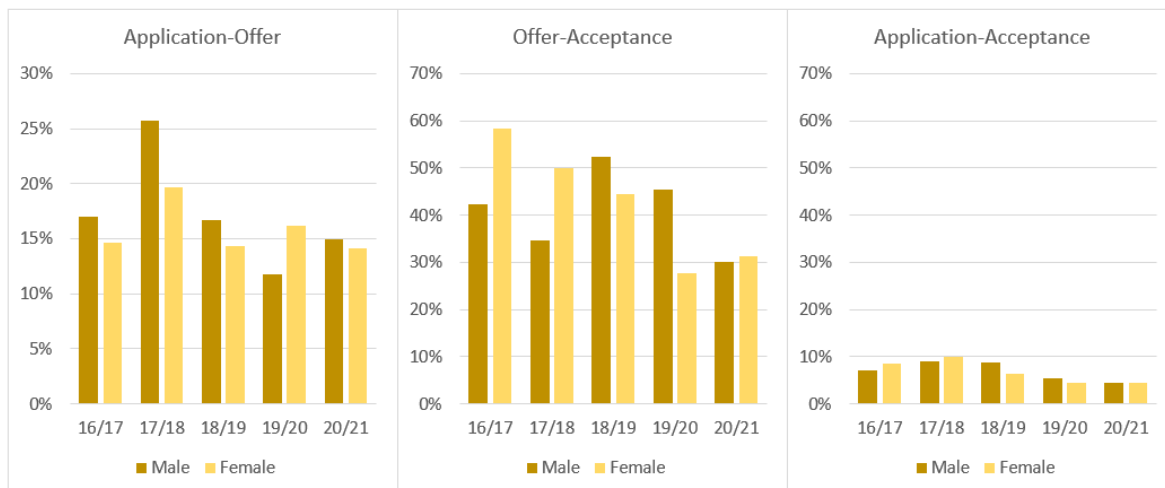
Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Recruitment

The DoE’s PhD programme consists of a rigorous and selective 2+4 year MRes/PhD. All PGR students are awarded a DoE scholarship including fees and stipend, unless they have external funding. They receive a £1.2k research budget and can apply for paid teaching and marking. Around a third of applicants and a third of entrants to the programme are consistently female, but acceptance rates by gender tend to vary year to year (**Figure 4.8**).

Table 4.8: PGR Student Recruitment 2016/17-2020/21

Year of Admission	Recruitment Stage	Female	Female %	Conversion	Male	Male %	Conversion
2016/17	Applicants	82	35%		153	65%	
	Offers	12	32%	15%	26	68%	17%
	Acceptances	7	39%	58%	11	61%	42%
2017/18	Applicants	71	41%		101	59%	
	Offers	14	35%	20%	26	65%	26%
	Acceptances	7	44%	50%	9	56%	35%
2018/19	Applicants	63	33%		126	67%	
	Offers	9	30%	14%	21	70%	17%
	Acceptances	4	27%	44%	11	73%	52%
2019/20	Applicants	111	37%		187	63%	
	Offers	18	45%	16%	22	55%	12%
	Acceptances	5	33%	28%	10	67%	45%
2020/21	Applicants	113	36%		201	64%	
	Offers	16	35%	14%	30	65%	15%
	Acceptances	5	36%	31%	9	64%	30%



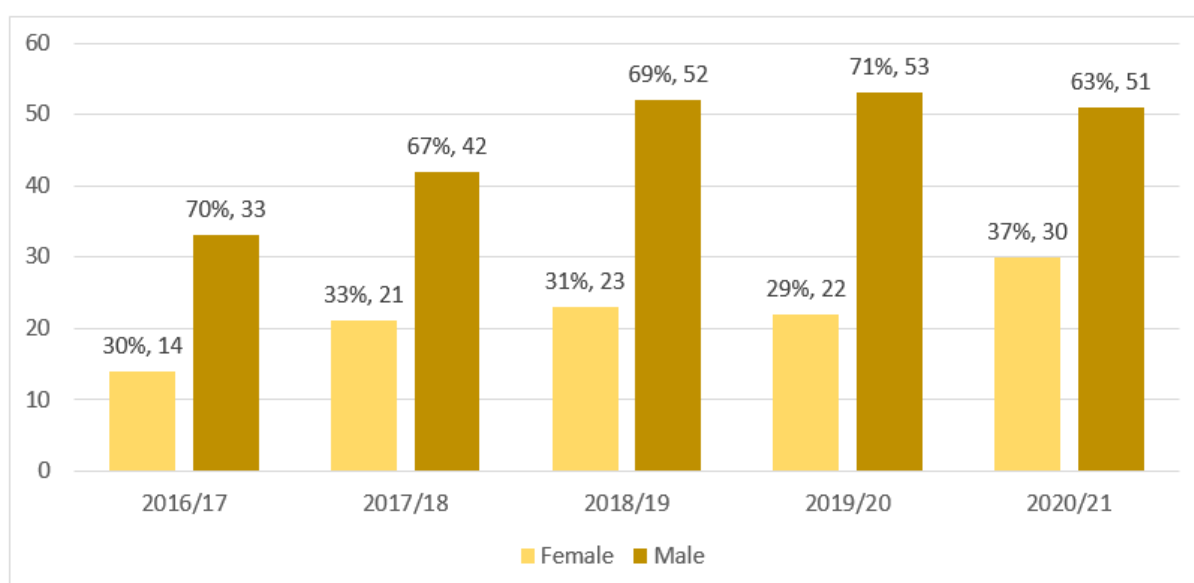
Source: UoW and DoE admissions data.

Aiming at increasing the application rate, the DoE targets female applicants through online materials, including a suite of photographic images of female students and academics, and by demonstrating the support available from the DoE to female students. We put offer holders in touch with existing students and staff. Building on this, we will implement a formal mentoring arrangement for female offer holders with female students.

Population

All current PGR students are FT, although PT study is possible once students enter the PhD, and all timetabled teaching is completed. In 2020/21, there were 29 MRes (45% female) and 52 PhD students (33% female) in the DoE (**Figure 4.9**).

Figure 4.9: PGR Population



Source: DoE's PG Office.

The underrepresentation of female students in the MRes/PhD programme is of concern. For 2016/17-2020/21, female research students account for around one third of the cohort. The overall trend is upward but still low. Several initiatives have been implemented to support female students (**AP4Aiv.1**):

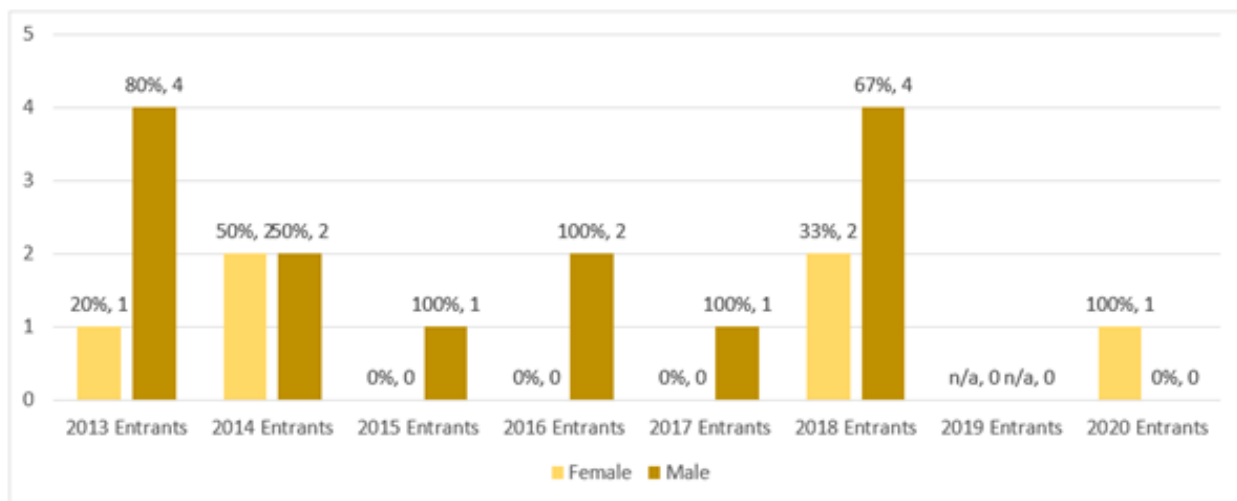
- Sponsoring mentoring sessions in our research workshops.
- Encouraging research groups to invite female economists as speakers.
- Organising social events for females where students can seek and receive advice from female faculty members.

Feedback through the DCS was positive, with over 90% of participants finding female mentoring events useful or very useful.

Performance

All PGR students must demonstrate a strong performance in the MRes programme to proceed to the PhD. Students whose performance does not meet the required standard, or who choose not to continue, receive support from the Director of MRes/PhD and DoE Senior Careers Consultant. Student feedback is used to inform action plans to improve progress rates. Since 2013, 1 female and 2 male students have not met the requirements to progress from MRes to PhD and 17 have chosen not to continue (**Figure 4.10**).

Figure 4.10: Non-Continuation from MRes to PhD



Source: UoW and DoE admissions data.

Each PhD student is assigned a supervisory committee of their choice, comprised of a main supervisor and up to two co-supervisors. Students are required to meet with their supervisor to discuss their academic progress at least monthly, to submit biannual progress reports to the Director of the MRes/PhD programme, to present their most recent paper at the annual PhD forum, and to join one of the DoE research groups. PhD non-completion rates are almost zero.

Following the annual PhD forum, any student who is not developing their research as expected meets with the Director of MRes/PhD and the Programme Manager to identify the reasons for insufficient progress and to arrange additional support.

The DCS showed overall positive satisfaction, with female PhD students reporting slightly higher satisfaction than male PhD students during remote working (see Section 5e(i)).

Action Points

AP4Aiv.1: To continue to develop initiatives to support female PGR students, e.g. sponsoring mentoring sessions in our research workshops, encouraging research groups to invite female economists as speakers, and organising social events where students can seek and receive advice from female faculty members to support female career development.

AP4Aiv.2: To use the DoE's academic networks to actively seek talented female students from other institutions to recruit onto the MRes/PhD programmes to increase the proportion of female MRes/PhD students.

AP4Aiv.3: To create a new space on the departmental web page to promote the study of economics to potential female PGR applicants to increase the attractiveness of the DoE to prospective female students.

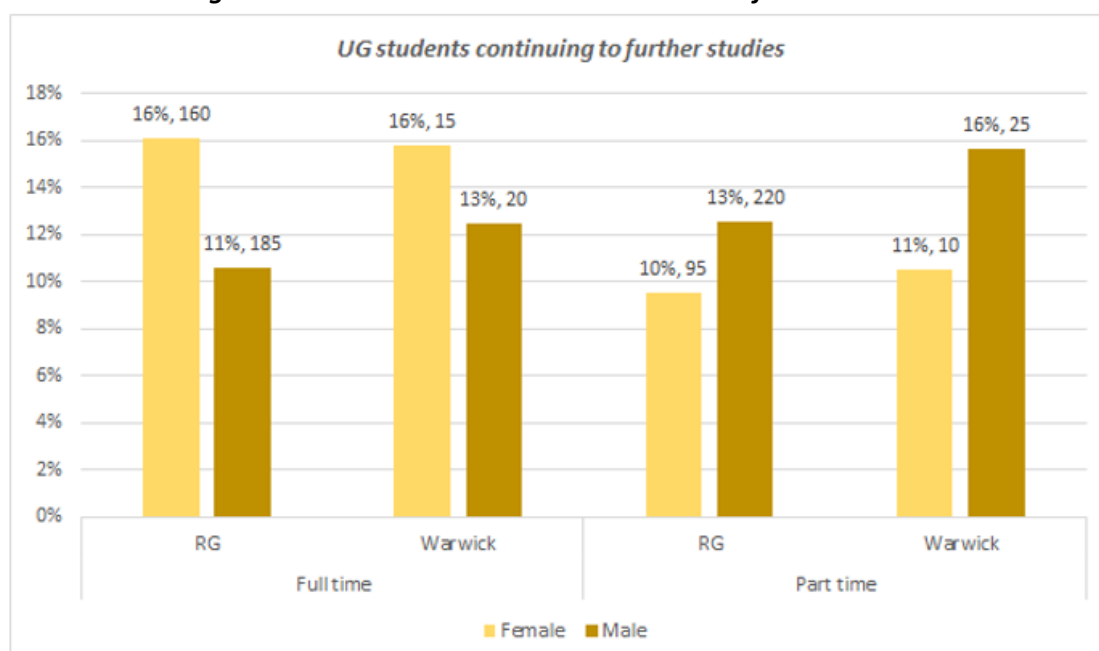
AP4Aiv.4: To set up formal mentoring arrangements for MRes/PhD applicants, linking female offer holders with existing female research students and/ or faculty to raise the acceptance rate for females.

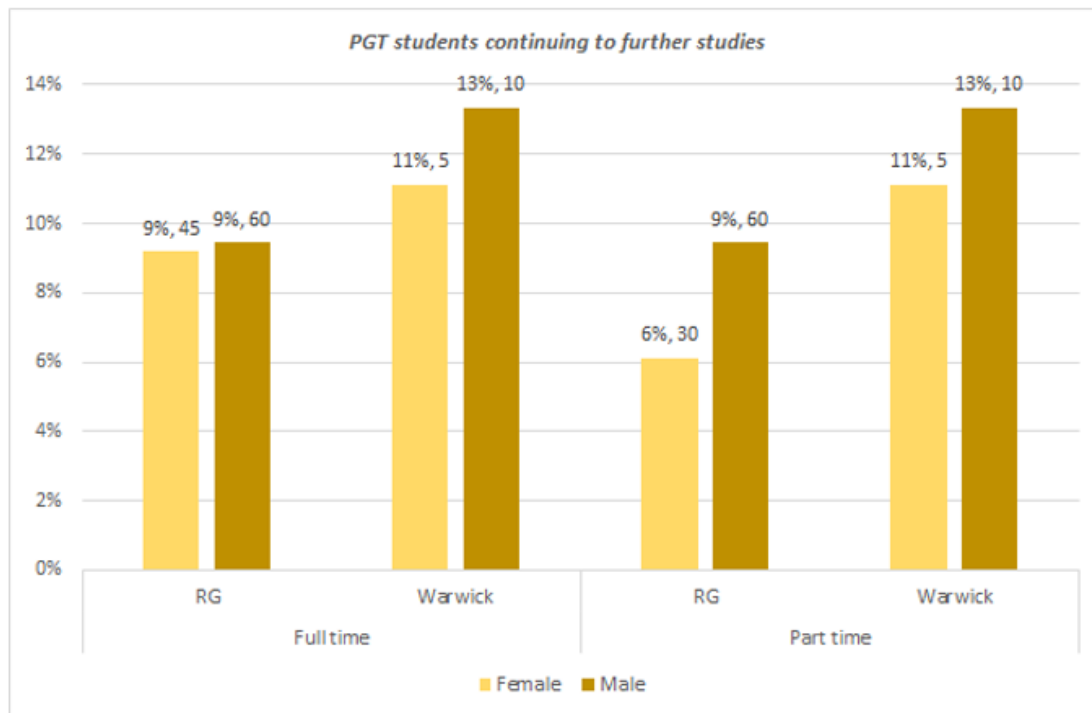
(v) Progression pipeline between undergraduate and postgraduate student levels.

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

Although the absolute numbers of males who progress to further studies is higher than females in both UG and PGT, the percentages of males and females who opt for further studies are similar, ranging from 10% to 16%. Shares are also similar for the DoE and RG institutions (**Figure 4.11**).

Figure 4.11: Benchmark Data: Continuation to further studies

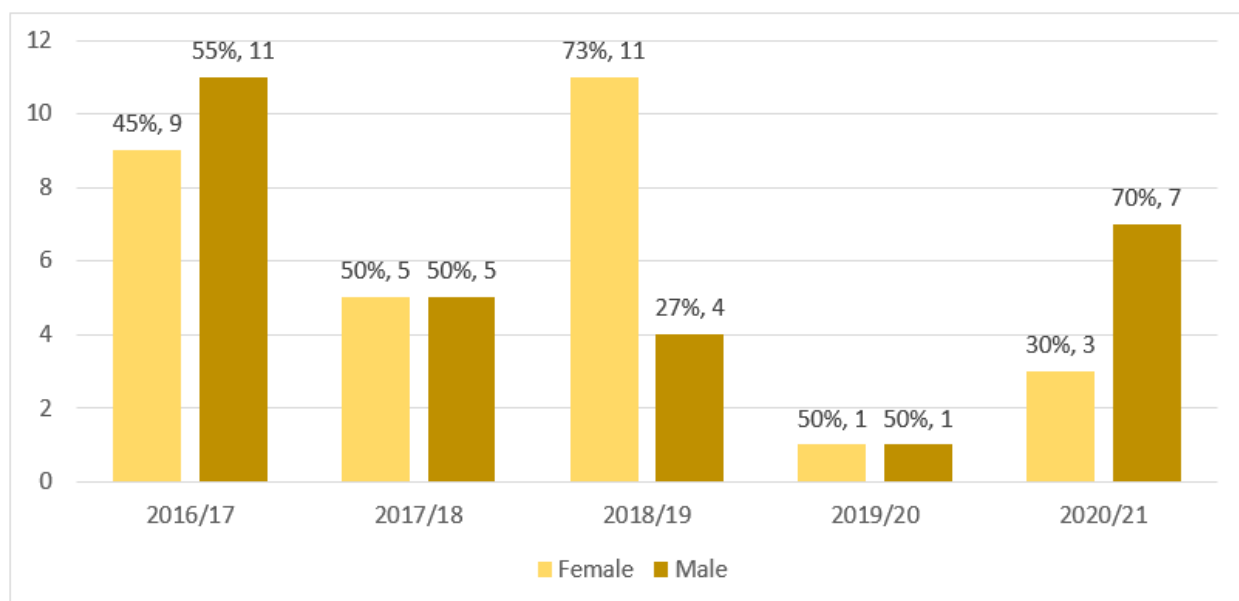




Notes: Source HESA (Heidi plus), AY 17-18.

On average, only 4% of DoE PGT students (57 students of the 1,403 population for the past five years) progress from a DoE UG programme. This is typical for the discipline, where UG students progressing to PGT studies seek the variety of experience offered by multiple institutions. Each year DoE admits one or two students from PGT or UG study into our research programme. Entry is highly competitive and based on merit, with ~20 applicants for each place. The DoE’s PG selection process is the same for all applicants. Although numbers are small for a general analysis, there is no evidence gender bias (**Figure 4.12**).

Figure 4.12: DoE PGT Students who Progressed from a DoE UG Programme



Source: UoW and DoE admissions data.

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.

The proportion of female academic staff in the DoE has risen to 31% in the current year (**Figure 4.13**). The proportion of female T&R staff has remained relatively constant, while the proportion of female T-Focus staff has increased significantly.

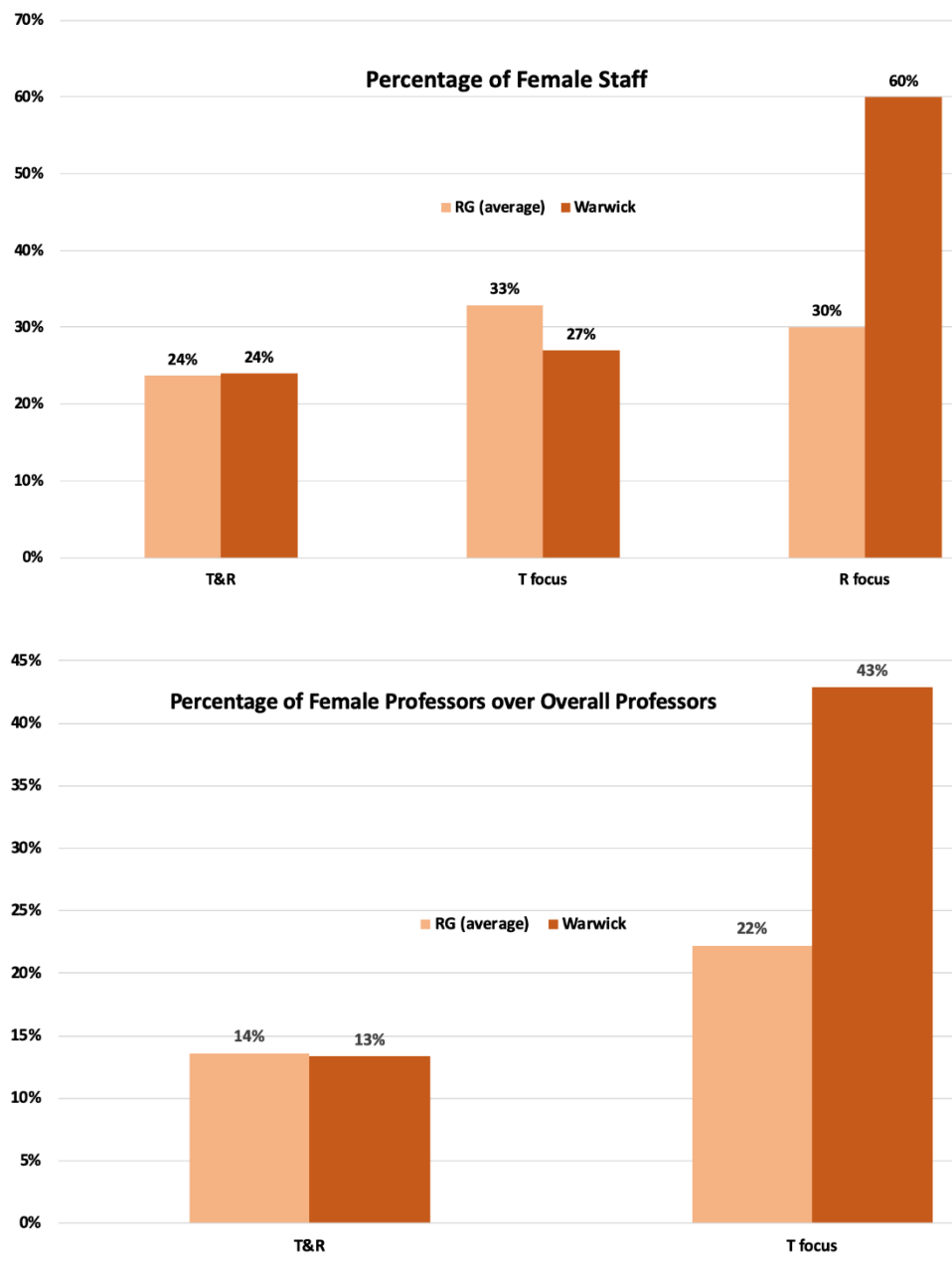
Figure 4.13: Academic Staff by grade, contract function, and gender

		2016/17 Headcount			2017/18 Headcount			2018/19 Headcount			2019/20 Headcount			2020/21 Headcount		
		F	M	F%	F	M	F%	F	M	F%	F	M	F%	F	M	F%
T&R	Assistant Professors (FA7)	6	13	32%	8	12	40%	7	9	44%	6	9	40%	6	9	40%
	Associate Professors (FA8)	4	8	33%	3	10	23%	3	10	23%	3	9	25%	5	11	31%
	Professors (FA9)	4	22	15%	4	22	15%	3	22	12%	3	25	11%	4	27	13%
	Total	14	43	25%	15	44	25%	13	41	24%	12	43	22%	15	47	24%
T-Focus	TFs (FA6)	5	27	16%	9	29	24%	8	19	30%	7	12	37%	7	13	35%
	STFs (FA7)	1	2	33%	1	2	33%	1	3	25%	0	6	0%	1	7	13%
	Associate Professors (FA8)	3	2	60%	1	2	33%	1	2	33%	3	1	75%	3	1	75%
	Recognised Teachers (FA9)	0	2	0%	0	2	0%	0	2	0%	0	2	0%	0	2	0%
	Professors (FA9)	0	2	0%	2	2	50%	2	2	50%	2	2	50%	3	0	100%
	Total	9	35	20%	13	37	26%	12	28	30%	12	23	34%	14	23	38%
R-Focus	RFs (FA6)	2	3	40%	2	2	50%	4	2	67%	4	1	80%	3	0	100%
	SRFs (FA7)	0	0	0%	0	0	0%	0	0	0%	0	0	0%	0	0	0%
	Total	2	3	40%	2	2	50%	4	2	67%	4	1	80%	3	0	100%
Total	25	81	24%	30	83	27%	29	71	29%	28	67	29%	32	70	31%	

Source: DoE HR data

The DoE in 2020/21 has a higher proportion of female T&R and T-Focus staff than the 2015/16-2019/20 year averages for RG economics departments as well for the DoE itself (**Figure 4.14**). The proportion of full professors in the DoE is in line with the RG average for T&R staff and higher for T-Focus staff. The figures for R-Focus staff are too small for meaningful analysis.

Figures 4.14: Comparison of DoE and the Average for all RG Economics Departments HESA (Heidi plus) data, (averages over 2015/16-2019/20 latest available years)



The DoE is committed to providing equality of opportunity for all staff, regardless of gender, background, grade, and contract type, and there is no discernible difference in the promotion rates for women and men through the academic grades. There is published academic research that suggests female staff are less likely to apply for promotion than male staff, and to address this issue the DoE reviews all potential promotion candidates and invites individuals to apply (*see Section 5.a.iii*) (AP4Bi.1).

Action Points

AP4Bi.1: To review the initiatives available to support career development for female T&R staff.

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

- (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.

Figure 4.15: Academic Staff by grade, contract function and type, and gender in 2020/21

		Zero-Hours Headcount			FTC Headcount			Indefinite Headcount			Total Headcount		
		F	M	F%	F	M	F%	F	M	F%	F	M	F%
T&R	Assistant Professors (FA7)	0	0	0%	0	0	0%	6	9	40%	6	9	40%
	Associate Professors (FA8)	0	0	0%	0	0	0%	5	11	31%	5	11	31%
	Professors (FA9)	0	0	0%	1	1	50%	3	26	10%	4	27	13%
	Total	0	0	0%	1	1	50%	14	46	23%	15	47	24%
T-Focus	TFs (FA6)	0	0	0%	8	10	44%	0	1	0%	7	13	35%
	STFs (FA7)	0	0	0%	0	0	0%	1	7	13%	1	7	13%
	Associate Professors (FA8)	0	0	0%	0	0	0%	3	1	75%	3	1	75%
	Recognised Teachers (FA9)	0	0	0%	0	2	0%	0	0	0%	0	2	0%
	Professors (FA9)	0	0	0%	0	0	100%	3	0	100%	3	0	100%
	Total	0	0	0%	8	12	40%	7	9	31%	15	21	42%
R-Focus	RFs (FA6)	0	0	0%	3	0	100%	0	0	0%	3	0	100%
	SRFs (FA7)	0	0	0%	0	0	0%	0	0	0%	0	0	0%
	Total	0	0	0%	3	0	100%	0	0	0%	3	0	100%
Total	0	0	0%	12	13	48%	21	55	28%	33	68	33%	

Source: DoE HR data

Female academic staff account for 48% of FTC staff and 28% of indefinite staff (**Figure 4.15**). There are no academic staff on zero-hours contracts.

The two T&R staff (1 male, 1 female) on FTCs are individuals who took up roles at other institutions but wished to retain a formal link with the DoE. The two T-Focus Recognised Teachers (both male) on FTCs are ex-professorial colleagues who wish to reduce their workloads as a pre-cursor to retirement. These arrangements are available for all staff, female or male, with similar circumstances.

All R-Focus staff are on FTCs as the posts are embedded within externally-funded research grants. Where possible, R-Focus staff at the end of their FTC are redeployed as a TF (1 male in 2019) or their FTC is temporarily extended utilising departmental funds to provide time to secure their next employment (2 females in 2019/20).

TFs start on an FTC due to the uncertainty of fluctuating student numbers. Since 2018, the DoE has sought to increase the length of TF contracts from one to two or three years to provide stability for the individual and consistency in teaching. Several TFs have received contract extensions that increased their FTC beyond the four-year trigger for converting an FTC contract to an indefinite contract (2 males in 2019; 2 females and 2 males in 2021).

There is no gender bias between contract types, with a similar gender split between FTCs and indefinite contracts for both T&R staff and T-Focus staff. Because all R-Focus staff are appointed on FTCs, there is no comparison to be made.

The UoW values and recognises the contribution made by its employees and is committed, where possible, to maintaining employment through its Redeployment Policy. The policy includes a robust process for seeking suitable alternative employment for staff approaching the end of a FTC. All FTC staff are advised of the policy during FTC consultation.

(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.

The DoE has experienced a relatively high turnover of academic staff in the past five years (**Figure 4.16**), and academic staff retention is a key priority. Academic staff leavers are 32% female, in line with the overall proportion of female staff. However, for T&R leavers are 35% female and the population is 24% female, and for T-Focus leavers are 26% female and the population is 38% female.

Figure 4.16: Academic Staff Leavers by grade, contract function, and gender for 2016/17-2020/21

		Total Headcount		
		F	M	F%
T&R	Assistant Professors (FA7)	3	6	33%
	Associate Professors FA8)	1	3	25%
	Professors (FA9)	2	2	50%
	Total	6	11	35%
T-Focus	TFs (FA6)	10	26	28%
	STFs (FA7)	0	2	0%
	Associate Professors (FA8)	0	0	0%
	Professors (FA9)	0	0	0%
	Total	10	28	26%
R-Focus	Research Fellows (FA6)	2	1	67%
	Senior Research Fellows (FA7)	1	0	100%
	Total	3	1	75%
Total		19	40	32%

Source: DoE HR data

Until 2018, PhD students engaged in teaching were employed as PT FTC TFs, which contributed to the relatively high turnover rate. From 2018, PhD students have been employed through a UoW framework agreement as GTAs and are no longer categorised as TFs.

Since 2018 the DoE has recruited TFs to FTC posts of two or more years (**AP4Biii.1**). This, and the implementation of clear promotion criteria from TF to STF, has greatly improved staff retention in this area.

Since 2017, the HRO offers an Exit Interview to every leaver. Uptake is increasing across all roles and is consistently higher for female staff (**Figure 4.17**).

Figure 4.17: Exit Interview Uptake

	Leavers		Exit Interviews			
	F	M	F	M	F%	M%
2017/18	5	18	3	4	60%	22%
2018/19	6	3	4	1	67%	33%
2019/20	3	7	2	4	67%	57%
2020/21	3	4	3	3	100%	75%

Source: DoE HR data

Exit Interview feedback is discussed by the HoD, HoA (B&R), and HRO, with persistent and wider issues addressed through departmental action plans. The main reason given for leaving is better job prospects, and the DoE is addressing this through a range of career development initiatives (*see Section 5b*) (**AP4Biii.2**).

Action Points

AP4Biii.1: To reduce the proportion of female staff on a fixed term contract.

AP4Biii.2: Chairs of ASCs to review a summary of feedback from the Exit Interviews with academic staff leavers to identify areas of concern and implement solutions in order to help improve staff retention.

Wordcount: 2,069

5. Supporting and advancing women’s careers

Recommended word count: Bronze: 6000 words | 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 under-representation in numbers) are encouraged to apply.

Assistant Professors

The JHC oversees the recruitment of Assistant Professors at the annual EEA and AEA conferences. The JHC shortlists 40-50 candidates for a first round of interviews. After which, 15-20 candidates are selected for a ‘fly out’ to visit the DoE, to take part in a formal interview process. Female academics are well represented and participate in the recruitment process. Since 2017 the DoE has recruited 5 female (45%) and 6 male (55%) Assistant Professors. This success can be attributed to rigorous short-listing processes where gender is a key consideration. The number of females applying has increased, as has the number of females candidates short-listed, interviewed, and subsequently offered positions (**Figure 5.1**). However, conversion rates remain challenging. Rejection reasons relate to partner location and US institutions offering higher salaries.

Figure 5.1: Assistant Professors Recruitment 2017/18-2019/20

Year	F/M	Total Assistant Prof Application	Short-listed, interviewed (Fly outs)	Offers	Rejections	Acceptances
2017/18	F	26 (30%)	4	2	1	1
	M	61 (70%)	14	8	5	3
2018/19	F	149 (27%)	19	5	4	1
	M	393 (73%)	24	5	3	2
2019/20	F	157 (30%)	29	5	2	3
	M	375 (70%)	26	3	1	1

Source: UoW HR data

Associate Professors and Professors

The SHC utilises academic networks to initiate informal discussions with potential candidates for senior posts, which has proved successful in recruiting 5 females and 5 males during the review period. It is recognised that we are more successful at recruiting females in T-Focused roles, which may be attributed to a higher proportion of female applicants (**Figure 5.2**).

Figure 5.2: Associate Professor and Professor Recruitment, 2015/16-2019/20

		Applications		Interviews		Offers		Acceptances	
		F	M	F	M	F	M	F	M
Professor (T&R)	2016/17	0	8	0	2	0	2	0	1
	2017/18	1	2	0	1	0	1	0	1
	2018/19	3	9	1	3	1	3	0	0
	2019/20	2	3	0	0	0	0	0	0
Associate Professor (T&R)	2015/16	2	6	0	1	0	1	0	1
	2018/19	5	26	1	2	1	2	1	2
Professor (T-Focus)	2019/20	2	4	1	0	1	0	1	0
Associate Professor (T-Focus)	2016/17	16	7	2	1	1	0	1	0
	2018/19	9	6	2	1	2	0	2	0
Total 2015/16-2019/20		40 (36%)	71 (64%)	7 (39%)	11 (61%)	6 (40%)	9 (60%)	5 (50%)	5 (50%)
Application to Interview Rate				17.5%	15.5%				
Offer to Acceptance Rate								83%	56%

Source: DoE HR data

Associate Professors attend a formal interview panel which includes academics from the Department, Faculty and University. For Professorial roles, the interview panel is chaired by the UoW Provost (female). Where possible, panels are gender balanced, but this proves challenging at Professorial level due to the low number of senior female academics. The UoW has addressed this by providing a development opportunity for Associate professors to participate in Professorial panels. Female applicants are more likely to be interviewed, 23% compared with 16% for males. The ratio of offers to acceptances is high at 83% for females, compared with 56% for males.

TFs, STFs, and RFs

TFs, STFs, and RFs are recruited through an open process. The support provided by the DoE (mentoring scheme, promotion, opportunities, and HEA accreditation) form part of the recruitment and negotiation process. This has been particularly effective for female applicants, with a 90% acceptance of offer rate compared with 62% for males (*Figure 5.3*).

Figure 5.3: TF, STF, and RF Recruitment, 2015/16-2019/20

		Applications		Interviews		Offers		Acceptances	
		F	M	F	M	F	M	F	M
STF	2016/17	55	25	3	6	1	3	1	2
	2017/18	13	32	3	6	1	3	1	3

	2018/19	6	8	1	2	0	1	0	1
TF	2016/17	15	33	9	24	5	12	5	12
	2017/18	38	76	11	16	8	12	7	8
	2018/19	27	66	4	12	3	11	3	6
RF	2016/17	34	89	1	6	1	0	1	0
	2017/18	11	6	2	1	1	0	1	0
Total 2015/16-2019/20		199 (37%)	335 (63%)	34 (31%)	77 (69%)	21 (29%)	52 (71%)	19 (37%)	32 (63%)

Source: UoW HR data

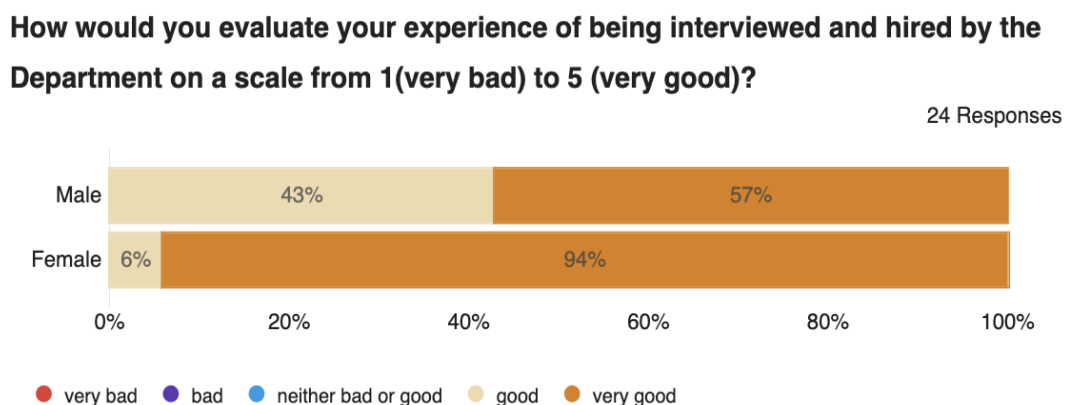
Under-Representation

Embedded into all hiring committees is the need to increase the number of female applicants (**AP5ai.1**). Targeted recruitment activities include:

- Utilising a variety of media platforms to widen our candidate search (RES, Inomics, Twitter) (**AP5ai.2**).
- The DoE website is reflective of the diversity of our community and showcases positive female role models and their contribution to the DoE and the economics profession (e.g. Diversity Champion for RES).
- Development of the DoE 'Work for Us' webpage, signposting applicants to flexible working procedures and University support networks. Advocate a 50:50 female:male ratio of applicants at short-listing and interview stage.
- A gender mix on all recruitment panels (**AP5ai.3**).
- Allocating time in the workload model to account for all recruitment related activity across all genders and grades. HR attendance on recruitment panels to provide advice on EDI issues.
- Positive advertising to include welcoming applications for part-time working.

The DCS confirms the overwhelmingly positive evaluation of the recruitment experience for females and males hired during the review period (**Figure 5.4**) (**AP5ai.4**).

Figure 5.4: DCS, Experience of being interviewed and hired



Action Points

AP5ai.1: Ensure all colleagues involved in the recruitment process complete Unconscious Bias and EDI training prior to being a panel member to help to ensure a fair recruitment process.

AP5ai.2: To increase the visibility of the DoE's commitment to equality during advertising campaigns to pique interest from female applicants at all levels.

AP5ai.3: To ensure female representation on all interview panels to help promote equality.

(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.

New Assistant Professors and TFs typically join the DoE during the summer period; senior academics join throughout the year. Bespoke induction plans are produced for all new staff and include mandatory training and an introduction to HR policies (**AP5aii.1**). Meetings are organised with key staff who will provide support for the individual's research, teaching, and administration duties (**Figure 5.5**). Newcomers are welcomed in the staff newsletter and are interviewed to produce a short biography for the Staff Intranet.

Figure 5.5: Meeting with new academic staff

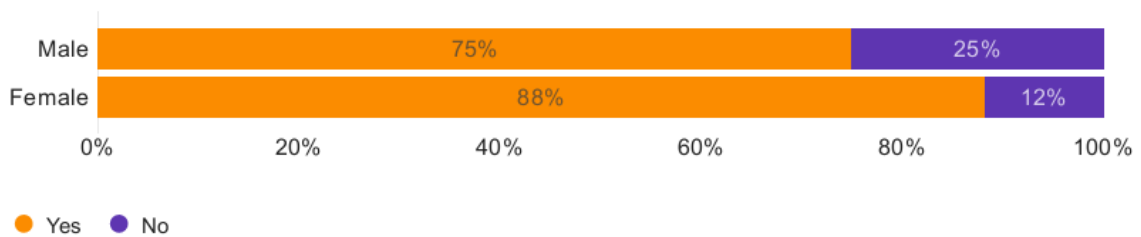


Induction uptake is 100%. Staff who reported in the DCS that they did not receive an induction joined prior to the introduction of the process. Satisfaction levels are high, 100% for female staff and 83% for male (**Figure 5.6**) (**AP5aii.1**).

Figure 5.6: DCS, Induction Questions

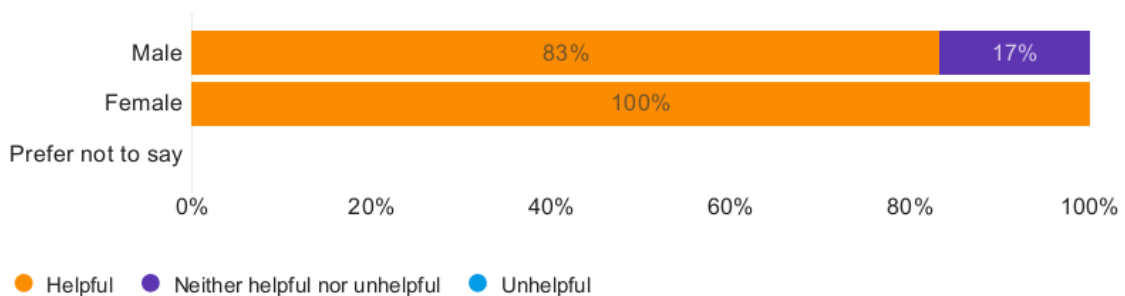
Did you receive an induction when you joined the Department?

25 Responses



How would you rate the induction that you received when you joined the department?

21 Responses



New Assistant Professors meet with the HoD and HRO to choose a Mentor aligned to their area of research, to support their career development during the probation period. New T-Focus staff are allocated a Mentor by the Director of UG Studies based on their research area. Unlike arrangements for Assistant Professors, Mentors for TFs and STFs have no formal role in probation reviews. Mentoring arrangements can be reviewed if requested.

All new staff are required to complete a suite of compulsory training modules within their first few weeks, but feedback has highlighted issues around timing of training modules (**AP5aii.2, AP5aii.3, AP5aii.4**).

Action Points

AP5aii.1: To continue to review the induction programme annually to identify areas to improve upon and ensure support available to new staff is fit for purpose.

AP5aii.2: To introduce a more rigorous post-induction review to ensure that the essential EDI training has been completed.

AP5aii.3: To include the UoW’s optional Unconscious Bias training to the list of mandatory training for all DoE staff to raise awareness.

(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.

Promotion cases are overseen by ASC (T&R) and ASC (T-Focus), with the following remits:

ASC (T&R)

- To meet with Associate Professors on an annual basis to advise on publication strategies and track progress against the promotions criteria.
- To consider promotion cases and make recommendations to the HoD and DoE Professoriate.

ASC (T-Focus)

- To ensure robust mentoring arrangements for Mentors/Mentees.
- To track progress against the promotion criteria, consider candidates for promotion and make recommendations to the HoD.
- Provide feedback meetings to candidates who have submitted/or intend to submit a promotion application.

Members of the ASCs are appointed by the HoD, ensuring gender representation and academic expertise. The 2020/21 membership is 54% female, but unevenly split between the two committees with ASC (T&R) 29% female and ASC (T-Focus) 83% female.

Assistant Professors (T&R)

Assistant Professors are on a five-year probation tenure track. During the probation period, they receive a reduced teaching load to allow time to focus on research related activities. After successfully completing probation, an Assistant Professor is automatically promoted to Associate Professor (**Figure 5.9**).

Figure 5.9: Promotion from Assistant Professor to Associate Professor, 2015/16-2020/21

	Female			Male		
	Applications	Success	Success %	Applications	Success	Success %
2015/16	0	0	n/a	n/a	n/a	n/a
2016/17	0	0	n/a	4	3	75%
2017/18	0	0	n/a	2	2	100%
2018/19	0	0	n/a	2	2	100%
2019/20	4	2	50%	3	3	100%
2020/21	2	2	100%	0	0	n/a

Source: DoE HR data

The HoD and HRO meet with Probationers yearly to discuss progress. Should issues emerge, support plans are implemented to target areas of weakness (**AP5a.iii.1**). This approach has yielded positive results in 2021 (1 female).

Associate Professors (T&R)

Associate Professors are invited to submit a promotion application for full Professorship to the DoE ASC on a yearly basis. Submissions are assessed against the UoW promotion criteria. Feedback meetings are conducted with all candidates to inform them of the decision of ASC (T&R) and to advise on next steps. Candidates satisfying the criteria are nominated by the DoE to apply for promotion to the University, although self-nominations are also permitted.

Table 5.10: Promotions from Associate Professor to Professor (T&R), staff numbers

	Female			Male		
	Individuals	Nominations	Promoted	Individuals	Nominations	Promoted
2016/17	4	2 (50%)	1 (50%)	8	1 (13%)	0
2017/18	3	0	0	10	0	0
2018/19	3	0	0	10	2 (20%)	1 (50%)
2019/20	3	1 (33%)	1 (100%)	9	3 (33%)	3 (100%)
2020/21	6	1 (17%)	TBA (June 2021)	11	3 (27%)	TBA (June 2021)

Source: DoE HR data - number in brackets is the percent of progression from the previous column

The increase in females at the Associate Professor level provides an opportunity for the DoE to support more females through the promotions process (**AP5a.iii.2**) (**AP5a.iii.3**).

T-Focus Staff

In 2018, a DoE T-Focus mentoring scheme and financial research support for all TFs was introduced. The UoW renamed the posts of Principal TF to Associate Professor and Professorial TF to Professor, recognising the parity for senior T-Focus and T&R posts. The constitution of DoE ASC (T-Focus) followed in 2019 to oversee the career development of T-Focus staff, providing T-Focus staff with the same level of support as ASC (T&R). In 2020 7 T-Focus staff were supported through the promotions process (5 female, 2 male), 4 female TFs were successful (**Figure 5.11**). Unsuccessful candidates attend feedback meetings supported by the HoD and the Chair of ASC, and continue to be supported on their promotion journey. The number of females achieving promotion has increased year on year.

Figure 5.11: T-Focus Staff Promotion Applications and Successes, 2016/17-2020/21

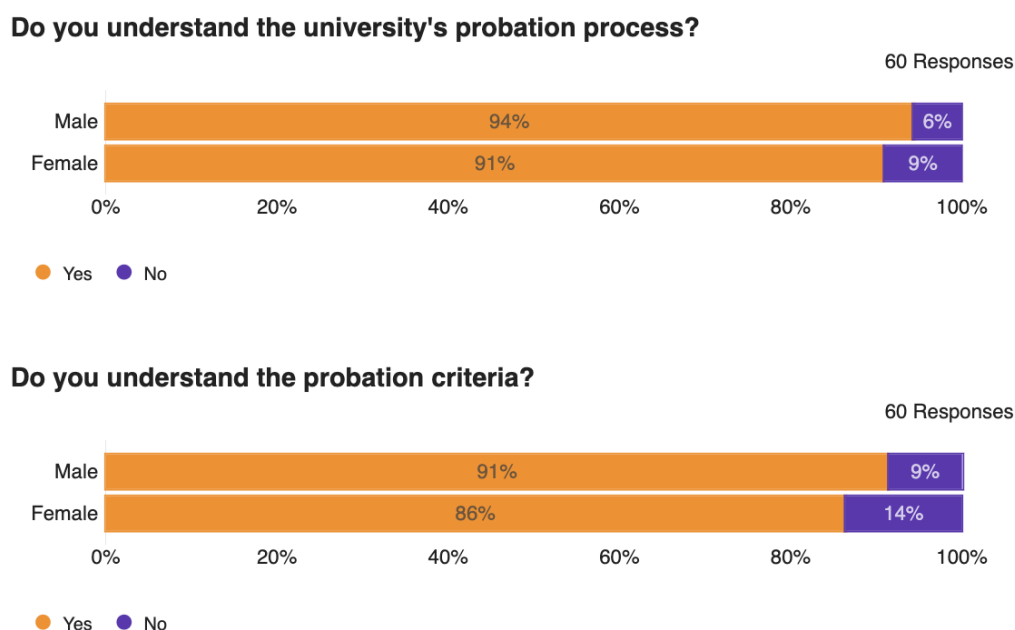
		TF to STF			STF to Associate Professor			Associate Professor to Professor		
		Appli- cations	Success		Appli- cations	Success		Appli- cations	Success	
			No.	%		No.	%		No.	%
2016/17	F	1	0	0%	1	1	100%	2	2	100%
	M	7	2	29%	0	0	n/a	0	0	n/a
2017/18	F	3	1	33%	0	0	n/a	0	0	n/a
	M	4	3	75%	0	0	n/a	0	0	n/a
2018/19	F	0	0	n/a	0	0	n/a	0	0	n/a
	M	0	0	n/a	0	0	n/a	0	0	n/a
2019/20	F	1	1	100%	0	0	n/a	0	0	n/a
	M	2	1	50%	1	0	0%	0	0	n/a
2020/21	F	4	4	100%	0	0	n/a	1	0	0
	M	1	0	0	1	0	0	0	0	n/a

Source: DoE HR data

Our staff say

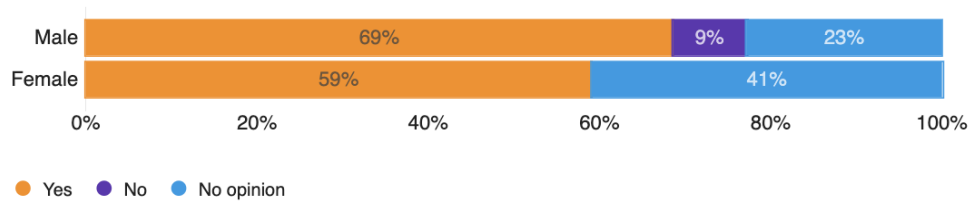
Results from the DCS (*Figure 5.12*) show that the majority of staff understand the probation process and criteria. However, 9% of males do not find the probation process fair or transparent and a high number of all genders have no opinion (*AP5aiii.4*).

Figure 5.12: DCS, Probation Questions



Do you think the probation process is fair and transparent?

60 Responses



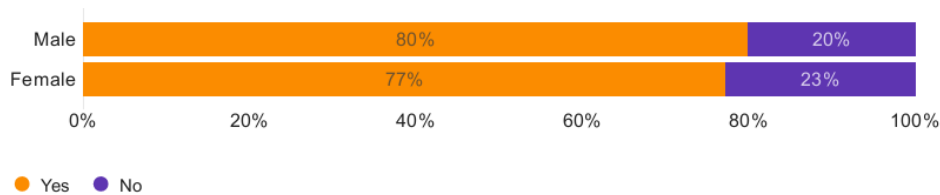
The UoW promotions provides a clear framework which lists specific measurables against each area of the promotions criteria. ASC provides feedback to candidates on their promotion submission. Examples of successful DoE applications are shared with colleagues for information purposes. Applications are reviewed by the HoD and HRO and constructive feedback is provided to each applicant prior to the final submission to the University review panel.

Despite increased departmental activity, results from the DCS are less positive for academic promotion (**Figure 5.13**), 23% of female staff and 20% of male staff do not understand the process and 32% of female staff and 40% of male staff believe the process is neither fair nor transparent. The latter figures are especially high for T&R staff compared with T-Focus and R-Focus staff (**AP5aiii.5**).

Figure 5.13: DCS, Academic Promotion Questions

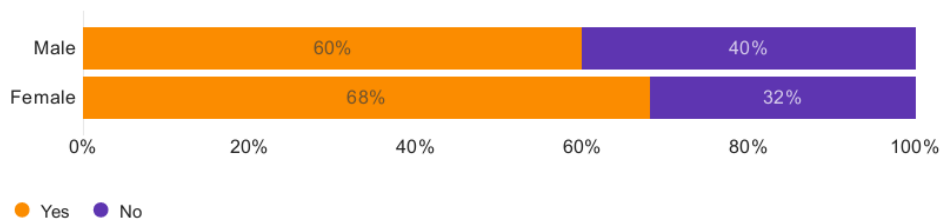
Do you understand the University's academic promotion process?

60 Responses



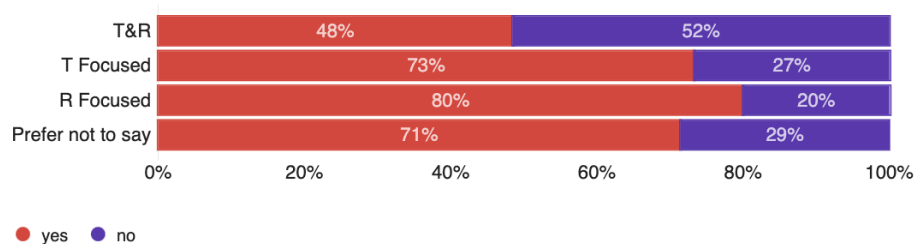
Do you think the academic promotion process is fair and transparent?

60 Responses



Do you think the academic promotion process is fair and transparent?

60 Responses



Action Points

AP5a.iii.1: To ensure Assistant Professors (T&R) are tracked more effectively through the probation process and support plans implemented to increase the success rate for female staff progression.

AP5a.iii.2: To evaluate the Mentoring process for T&R on probation and T-Focused staff on promotion to assess the effectiveness of each process.

AP5a.iii.3: To introduce a departmental workshop for T&R staff to explain the promotions criteria in detail to ensure a better understanding of the promotions process across all genders.

AP5a.iii.4: To investigate the reasons why more female staff find the probation process neither fair nor transparent to ensure a better understanding of the probation process across all genders.

AP5a.iii.5: To provide a framework of clear and measurable targets against each area of the promotions criteria to increase the support for female staff progression from Associate to Full Professor.

(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.

REF2021 required the DoE to submit 128 outputs from 59 eligible T&R and R-Focus staff (13 females, 22%; 46 males, 78%), with individuals required to submit between 1 and 5 outputs (**Figure 5.14**). Females produced 13.6% of eligible outputs, 14.3% of the discretionary outputs, and 16.4% of the overall submission, resulting in a conversion rate of 34% compared to 28% for males.

Figure 5.14: The REF2021 Output Selection Process

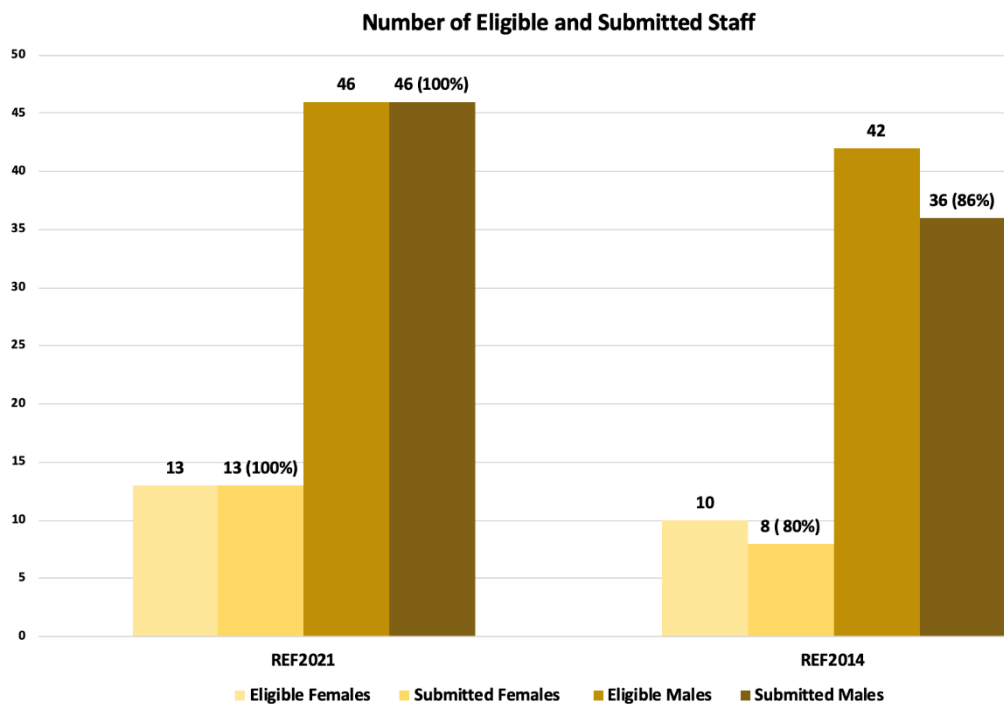
	Staff	Eligible Outputs	Submitted Outputs			Conversion Rate (submitted / eligible output)	Discretionary Outputs (i.e. excluding one compulsory output)		
			Overall	Top Five	Other		Overall	Top Five	Other
Male	46	386	107	43	64	27.7%	61	20	41
Female	13	61	21	5	16	34.4%	8	4	4
% Female	22.0%	13.6%	16.4%	10.4%	20.0%		14.3%	23.5%	10.3%

Notes. Source: DoE database.

The DoE REF Committee led the process. The five members of the REF Committee (5 male) were appointed by the HoD and DHoD based on research expertise and representation of the DoE's research areas. The HoD and DHoD endeavoured to include female representation but were constrained as one of the DoE's three female professors was recused due to serving on the national Economics REF Panel. The REF Committee engaged six external referees (1 female; 5 male) to provide independent evaluations of the outputs (**AP5a.iv.1**).

The output selection process was equitable and robust. All outputs published in lower ranked and non-economics journals were excluded, with those remaining evaluated by both the REF Committee and the external referees. Staff self-nominated their best output, 59 in total, to satisfy the minimum submission requirement. All remaining outputs published in a top-5 journal, another 24, were then included. The remaining 45 outputs were selected by the REF Committee based on the quality of the journal, the number of citations, and the evaluations by the REF Committee and external referees. REF2021 required all eligible staff to submit a minimum of one output, resulting in a 100% staff submission rate (**Figure 5.15**).

Figure 5.15: Comparison of Staff Submission Rate for REFs



Notes. Source: data are from the Economics Department database. Number in brackets are the percentage of submitted over eligible staff.

Action Points

AP5aiv.1: To consider female colleagues when constituting the next REF committee and appointing external referees to avoid bias in the REF output selection process.

AP5aiv.2: To develop a Visitors' Programme to facilitate research networking and collaborations aiming to generate high quality output particularly for staff who have caring responsibilities.

SILVER APPLICATIONS ONLY

Key career transition points: professional and support staff

- (i) Induction.

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

(ii) 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.

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?

OD provide formal training, offering a combination of soft skills and academic/research training through a blended approach. RIS also provide formal training on a variety of skills and processes related to research grant applications.

Assistant Professors are required to register for the APP TE programme. More females (83%) register and complete APP TE within the required timeframe than males (78%). Since 2019, T-Focus staff have been supported to undertake the HEA and APP TE qualification.

Informal training is provided through departmental Teaching and Research away days, workshops, and seminars. Attendance is high and there is no identified disparity across genders, grades, or contract type.

Training needs are identified through:

- Inductions.
- PDRs (**AP5bi.1**).
- Mentoring.
- ASC (T&R and T-Focus) Probation and Promotion meetings.
- Peer observations (teaching).

Training reminders and new training requirements are raised in Staff Meetings and circulated via the staff newsletter and emails. The Staff Intranet signposts training for teaching and research related activities.

Action Points

AP5bi.1: To raise awareness of opportunities for skills development through better identification of training needs and advertising opportunities.

(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.

The PDR is an annual appraisal scheme, revised in 2017 to align to the University’s EDI principles. The PDR is not mandatory, but staff are strongly encouraged to participate. Participation is consistently higher for female staff than male (**Figure 5.16**) (*AP5bii.1, AP5bii.3*).

The PDR process was paused in 2020/21 due to the pandemic but ‘mini-PDRs’ were held for all staff with the exception of Professors and Recognised Teachers, for whom wellness checks were prioritised.

Figure 5.16: PDR Participation Rates

	2017/18		2018/19		2019/20		2020/21 (mini-PDRs)	
	F	M	F	M	F	M	F	M
Professor	25%	48%	100%	43%	33%	29%	n/a	n/a
Associate Professor	33%	43%	100%	90%	67%	100%	67%	31%
Assistant Professor	29%	25%	100%	100%	100%	100%	86%	83%
Recognised Teacher	n/a	100%	n/a	75%	n/a	25%	n/a	n/a
Professorial TF	n/a	n/a	50%	n/a	50%	n/a	n/a	n/a
Associate Professor (T-Focus)	67%	0%	0%	0%	50%	0%	0%	0%
STF	n/a	75%	n/a	33%	n/a	33%	100%	14%
TF	63%	55%	38%	17%	86%	29%	40%	75%
RF	50%	67%	25%	50%	0%	100%	0%	n/a
Total Academic Staff	44%	50%	62%	47%	62%	52%	58%	34%
PSS	72%	33%	90%	50%	90%	50%	70%	38%
Total Staff	58%	49%	74%	48%	68%	48%	68%	35%

Source: DoE data

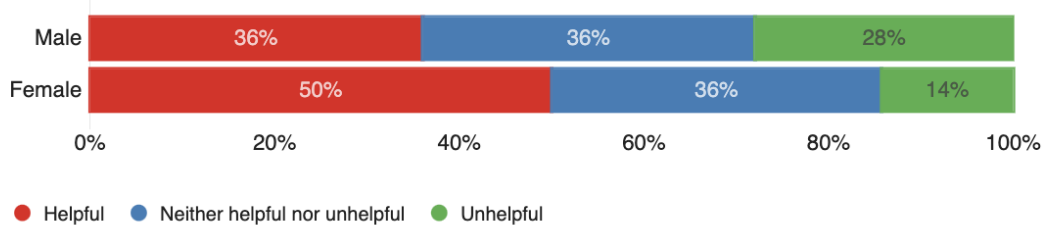
5 Assistant Professors (2 female, 3 male) were promoted to Associate Professors during 2020/21 but are included in the Assistant Professor figures. 3 Associate Professors (1 female, 2 male) and 3 Assistant Professors (1 female, 2 male) joined the Department too late in 2020/21 for a PDR to be conducted.

A greater proportion of female staff than male believe the PDR to be helpful (**Figure 5.17**).

Figure 5.17: DCS, PDR Question

How useful did you find your last Personal Development Review?

42 Responses



The DoE has introduced several measures to increase participation rates:

- Reviewers and Reviewees are signposted to OD training to enhance effectiveness of the scheme.
- The importance of professional development conversations is emphasised in all communications regarding the scheme.
- Academic staff are invited to nominate their three preferred Reviewers from the pool of senior colleagues, ensuring a choice of both female and male Reviewers.
- Academic PDR forms are reviewed by the HoD and HRO. PSS PDR forms are reviewed by the HoD, HRO, and HoA (B&R). A DoE action plan is formulated and communicated to all staff.

Action Points

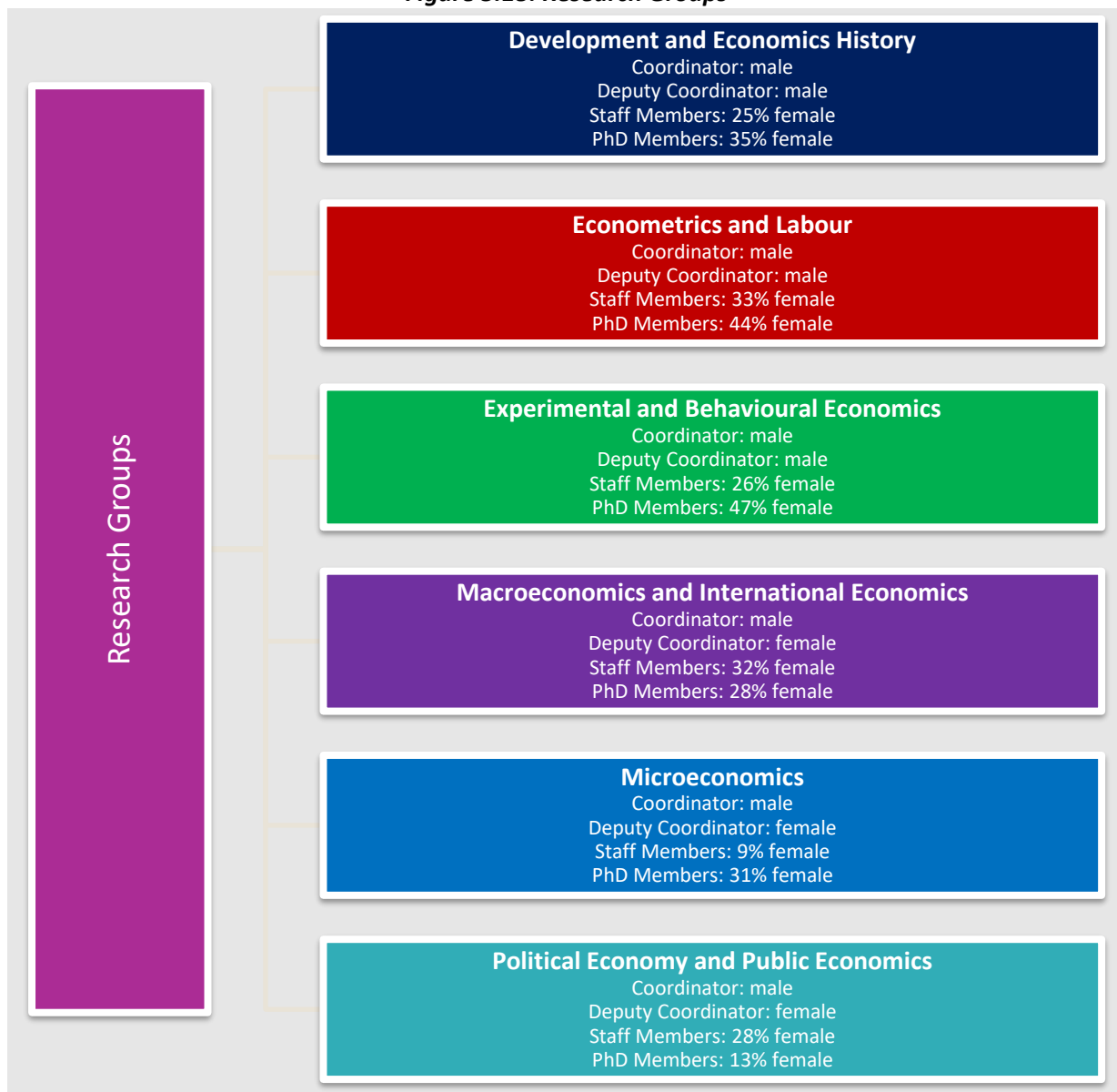
AP5bii.1: To ensure the relevance of the PDR process is fully understood by all parties to increase the support for staff progression.

(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.

To provide focus and support for research, academic staff are organised into six research groups (**Figure 5.18**). Each research group has a coordinator and deputy coordinator, and an annual budget (£16k in 2019/20), to be spent on research-related activities. Academic staff join a research group/s of their choice. Currently, all research group coordinators are male whereas deputy coordinators are 50% female and 50% male (**AP5biii.1**).

Figure 5.18: Research Groups



Academic staff are allocated an individual research budget to spend on research-related activities. New staff may be allocated additional funding in their first year based on individual need.

Academic staff may apply for study leave, accrued at the rate of one term of study leave for every six terms worked, which can be taken in periods of one to three terms. This is commonly utilised by T&R staff, but to date only 1 T-Focus staff member, female, has applied for study leave. However, applications from T-Focus staff are expected to increase following increased advertising of the scheme.

T&R staff on probation receive a reduced teaching allocation of no more than 30 teaching contact hours up to year three and no more than 40 teaching contact hours in the final two years of their probation period.

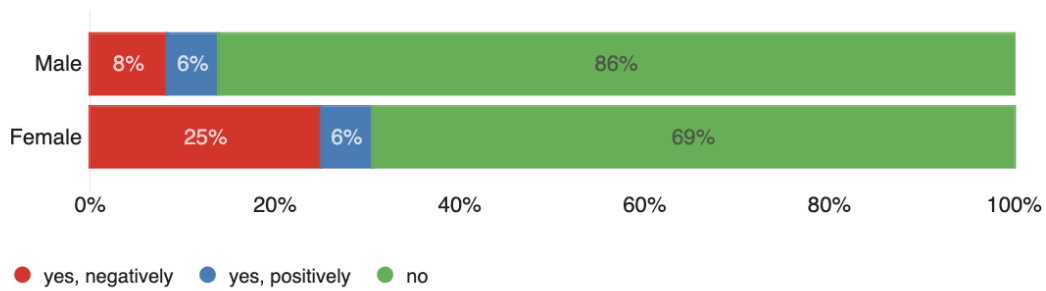
The DCS indicates that more females than males believe that their gender had a negative effect on career development. This has improved over time, but more progress is required and is being addressed through an annual promotions workshop.

Figure 5.19: DCS, Career Development question

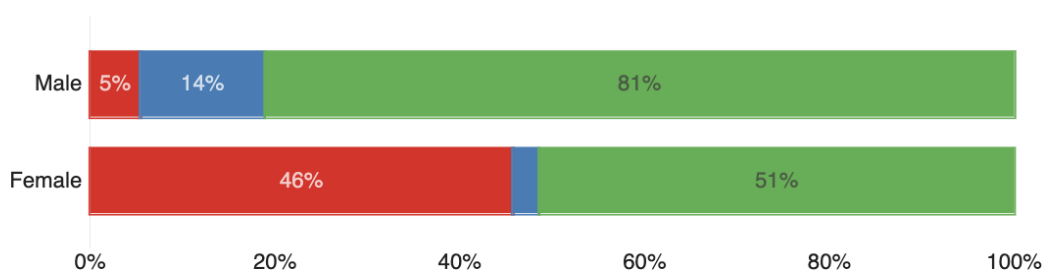
Do you feel that your gender has impacted on your career development and opportunities?

.....during the last two years

74 Responses



..... previously



Action Points

AP5biii.1: To appoint female research group coordinators to progress towards a gender balance in the leadership of the research groups and achieve a better balance of role models.

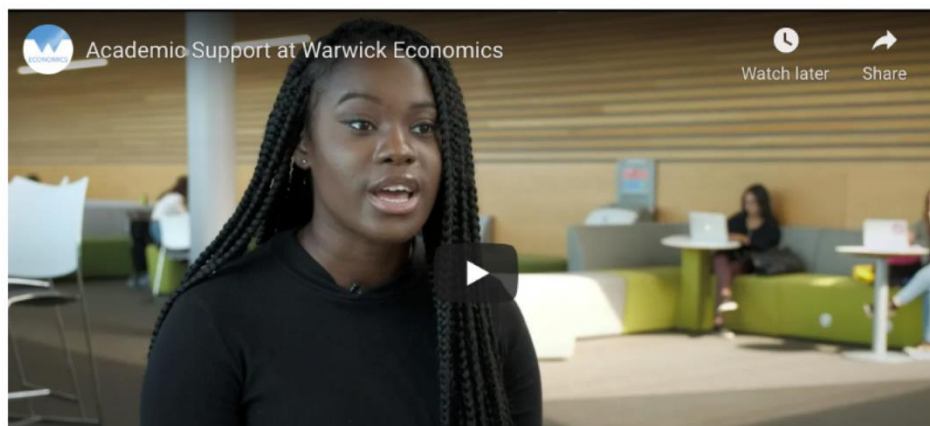
(iv) Support given to students (at any level) for academic career progression.

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).

UG Students

The DSEP (male) is responsible for the broader student experience which include monitoring progression and overseeing the PDM to equip students with employability skills. To support and develop the student community, DSEP works closely with ST (female), SEO (female), AFS (female), AOS (male) and a DoE Academic careers lead (female).

Figure 5.20: Screenshot of the Support and Wellbeing Webpage



For academic and pastoral support, students have a PT. Students with more complex issues receive support from the Year Tutor (1 female; 2 males) or the ST. Additional support includes:

- A SCA (female) provides bi-weekly one-to-one career support, and organises an annual Careers Fair, which includes networking opportunities and talks from keynote speakers.
- The UoW’s UG Research Support Scheme, WISE, which allows students to work on projects supervised by an academic.
- A budget to support students to present their work at student conferences.
- Ad hoc events (see Section 5evii).

PGT Students

Support to MSc students covers annual careers workshops and drop-in sessions with staff to receive help with module content and preparation for assessments.

The PG Personal Tutors, ST (female), AFS (female) and the AOS (male) provide pastoral care, complemented by additional support from the PG-DSEP (male) and the DGS (female).

PGR Students

The MRes is designed to train the students in the core research areas in economics and preparing them to start their research career on the PhD, in addition to provide substantial financial support (see Section 4.aiv)

RGs provide support, mentoring, and networking opportunities. Students are encouraged to interact with external speakers. In the “Work in Progress” workshops they present and receive feedback on their research. Additionally, they are encouraged to attend impact training workshops offered through the ESRC Doctoral Training Partnership and OD.

The DoE strongly supports interactions between PGR and post-doctoral researchers with other young researchers. Funding is provided for an annual international Warwick PhD conference organised by Warwick students. A DoE PhD student co-organises the Applied Young Economist Webinar series.

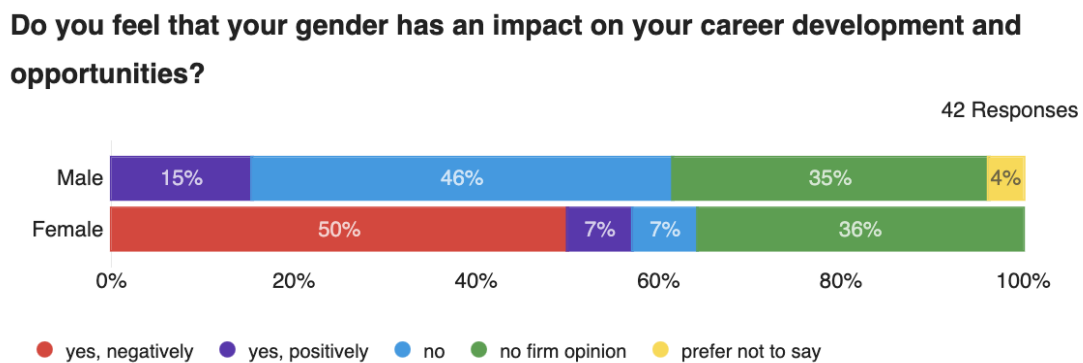
Figure 5.21: Snapshot from the Warwick PhD conference



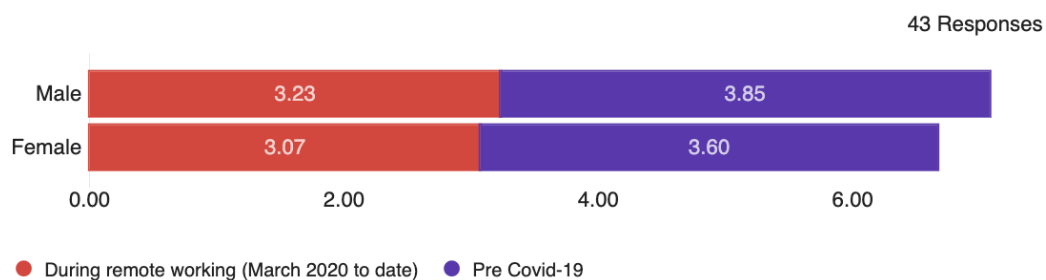
The Director of the MRes/PhD and a team of senior academics prepare students for the economics job market and assist them in securing academic positions. Students experiencing difficulties with their work are advised of the various options open to them, including temporary withdrawal or change in status from FT to PT.

Results for the PhD/MRes DCS (**Figure 5.22**) indicate that PGR students have positive views about the training they receive, especially regarding developing their research skills, with male students scoring higher points. 50% of female students reported that they feel that their gender had a negative impact on their career development, the male corresponding answer is 15%. The DoE organises termly events for female staff and PhD students to discuss gender related issues, concerns will be addressed during these meetings (see Section 5evii) (**AP5b.iii**).

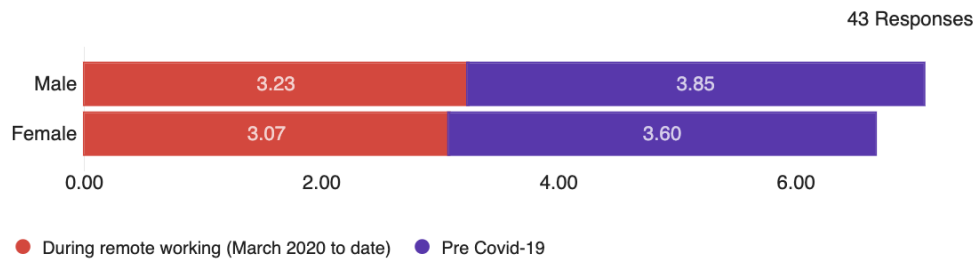
Figure 5.22: DCS results for PhD/MRes students



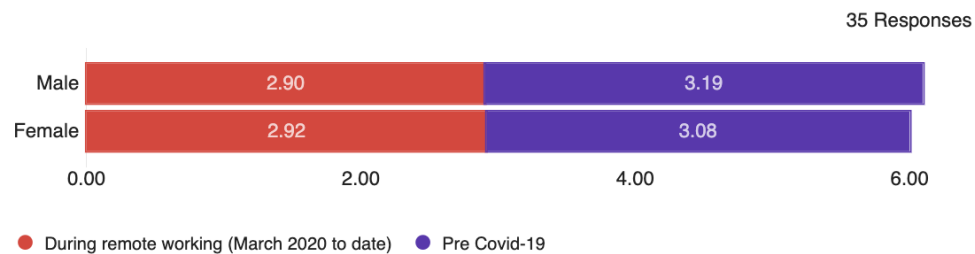
How do you evaluate the support you get from the department to help you develop your research skills? [On a scale from 1 to 5, average values reported]



How do you evaluate the support you get from the department to help you develop your research skills? [On a scale from 1 to 5, average values reported]



How do you evaluate the support you get from the department to help you develop your teaching skills? [On a scale from 1 to 5, average values reported]



(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 DoE provides workload credits to support, reward and incentivise staff to apply for research grants. Specifically, there is a baseline number of credits for research activity, which can be enhanced by (i) submitting large research grant applications; (ii) buyouts from research grants; (iii) engaging with the press, policymakers. Figures below provide an overview (**Figure 5.23**) breaking down the figure by gender. Applications from females are proportional to population; female staff have a slightly higher success rate than males (**AP5bv.1**).

Figure 5.23: Research Grant Applications, Awards, and Success Rates



Source: UoW academic statistics

The DRM circulates updates on the main grant calls and provides staff with advice regarding grant applications. Informal support is also provided by RGs, during Research Away Days, and meetings. RIS assist

with the grant submission process, both with feedback on individual applications and more generally through seminars and workshops regarding research funding and proposal writing (**AP5bv.2**).

For unsuccessful applications, the DRM and RIS offer to review the application and provide feedback to the applicants and advise on maximising the chances of success of a revised application.

Action Points

AP5bv.1: To continue to record rates and success of grant applications by gender to ensure that all colleagues are supported in securing grant income.

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.

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.

Eligibility for UoW maternity pay is one year's continuous service by the EWC. A benchmarking exercise took place in consultation with UoW staff and the Social Inclusion Committee in 2019, resulting in enhanced maternity provisions (**Figure 5.24**).

Figure 5.24: UoW Maternity Provisions Options

UoW Provisions	Option A	Option B
Maternity Pay	10 weeks at 100% of salary	20 weeks at 100% of salary
Pay	20 weeks @ 50% of salary + SMP	19 weeks @ SMP
SMP	9 weeks	n/a
Unpaid leave	13 weeks	13 weeks

Source: UoW Maternity data

Figure 5.25: Maternity Provision at RG Universities

University	Pay Provisions	Qualifying Period
Oxford	26 weeks (100%) 13 weeks (SMP) 13 weeks unpaid	0 weeks
Cambridge	18 weeks (100%) 21 weeks (SMP) 13 weeks unpaid	26 weeks
LSE	18 weeks (100%) 21 weeks (SMP) 13 weeks unpaid	26 weeks
UCL	Option A: 18 weeks 100% 21 weeks (SMP) 12 weeks unpaid Option B: 9 weeks (100%) 18 weeks 50% of salary and SMP 12 weeks unpaid leave	26 weeks

Source: UoW data

The HRO meets with prospective parents prior to maternity/adoption leave to:

- Conduct a risk assessment.
- Provide advice on the University provisions for leave to include UoW benefits e.g. Faculty nursing room, on-site nursery and WARF.
- Signpost to flexible working procedures and carer support networks.
- Discuss the process for booking KIT days and methods of keeping in touch.
- Reiterate the option to utilise annual leave to facilitate an extended period of leave or phased return.

- Formulate a maternity/adoption plan.

WARF is available to academic staff and provides funds to Departments to cover the teaching and administration duties of staff returning from family leave to allow time to focus on research. The length of the fellowship mirrors the leave taken. WARF is strongly encouraged by the DoE. Sample applications are shared with staff to assist the application process. 3 requests have been received and honoured, a further request will be made in December 2021.

To date, pre-leave provisions have not been evaluated to establish if they are effective (**AP5di.1**).

Action Points

AP5di.1: To increase awareness of maternity provisions and to establish whether maternity/adoption pre-leave provisions are effective to ensure females feel supported in the workplace.

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

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

The DoE utilises the UoW maternity/adoption policies and endorses the use of KIT days. From September 2016-Sept 2020, take up of KIT days amongst eligible academics was 100%, 3 PSS did not access the scheme. Anecdotal evidence highlights the benefits:

“I mainly used mine for research – completing a project I hadn’t had a chance to finish before I went on leave – and also attended the departmental meeting and caught up with colleagues, etc., prior to my return. I found them very useful because it allowed me to ease the transition back to work, meaning it didn’t feel like such a shock when I came back”.

Roles are backfilled through temporary staff or by delegating duties amongst colleagues. Requests to change return dates have been accommodated. Whilst on leave, colleagues continue to be invited to DoE meetings and are updated on departmental developments. The method and frequency of contacting colleagues during leave is agreed at the pre-meet.

- (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 HRO and HoD liaise with staff returning to work after a period of maternity/adoption leave to plan their return. Family-friendly policies and the provision of the Faculty Nursing Room are reiterated. The room has facilitated an early return to work for 1 female academic. The workload model accounts for individuals returning from periods of leave, ensuring teaching load is reduced for their first term back. Colleagues return to the modules that they previously taught to ensure there is no requirement to invest time preparing new material. Academic probation is extended by 1.5 the length of the period of absence due to maternity/paternity leave.

(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.

During the review period, 7 colleagues have taken maternity leave (4 academic and 3 PSS) with a 100% return rate. All staff were on permanent contracts. 1 Assistant Professor left one year after returning from maternity leave due to a promotion opportunity at a competitor institution, all other staff have remained in post (**Figure 5.26**).

Figure 5.26: Maternity Leave and Return Details

Year	Maternity	Return Details
2015/2016	N/A	N/A
2016/2017	3 x PSS	1 returned FT but with a change to working pattern. 2 used accrued annual leave to delay a return date.
2017/2018	2 x Assistant Professor (T&R)	1 reduced hours for two months and then commenced the WARF scheme for 6 months before returning to reduced hours again. 1 reduced hours (3 days per week) for five months.
2018/2019	1 x Associate Professor (T-Focus)	1 returned FT but no teaching was allocated until the second term.
2019/2020	1 x Assistant Professor (T&R)	1 returned earlier than planned and commenced the WARF scheme for six months.

Source: DoE data

Action Points

AP5div.1: Ensure colleagues are informed of changes to maternity legislation pre-leave and during maternity leave.

SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

(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.

The UoW offers two weeks paternity leave at full pay. Participation in the scheme in the DoE is high. However, there is a reliance upon the prospective parent informing the HRO or HoD, which may result in missed opportunities for those who do not wish to share their status.

Whilst on paternity leave, individuals' duties are absorbed by colleagues within the DoE. Within the review period, the DoE has received 12 requests for paternity leave, 1 to be taken in 2021 (**Figure 5.27**). There have been no requests for adoption leave. Increased promotion of the parental leave schemes may benefit those with caring responsibilities to achieve a better work/life balance (**AP5dv.1**).

Figure 5.27: Paternity Leave Uptake by Grade

	2015/16	2016/17	2017/18	2018/19	2019/20
FA5 Online Comms Officer (PSS)	-	-	-	-	1
FA7 Senior Teaching Fellow (Academic)	-	-	1	1	1
FA7 Assistant Professor (Academic)	-	1	-	-	2
FA7 IT Manager (PSS)	1	-	-	-	1
FA8 Associate Professor (Academic)	-	-	1	-	1

Source: DoE data. Figures do not include 1 male Academic (Assistant Professor) who took SPL in 2017/2018, figures do not include 1 male Academic (Assistant Professor) who will take paternity leave in 2021

Action Points

AP5dv.1: To increase awareness of all family-friendly policies, through inclusion in the induction process, annual start of the year emails and Department Meeting for all staff, and termly reminders in the staff newsletter.

(vi) Flexible working.

Provide information on the flexible working arrangements available. 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.

The DoE supports flexible working arrangements, which are considered in line with business need. There is a gender and grade imbalance between PSS and academic staff on PT contracts (**Figure 5.28**) (**AP5dv.1**).

Figure 5.28: PT Contracts

	Female	Male
FA3 Administration Assistant (PSS)	1	n/a
FA4	0	0
FA5 Student Engagement & Experience Coordinator (PSS)	1	0
FA6 Teaching Fellow (Academic)	0	1
FA6 HR Officer (PSS)	1	n/a
FA7 Senior Teaching Fellow (Academic)	0	1
FA7 Programme Manager (PSS)	2	n/a
FA8 HoA (T&L) (PSS)	1	0
FA9 Professor (Academic)	1	11
FA9 Recognised Teacher (Academic)	0	2
Totals	7	15

Source: DoE data

All meetings/seminars take place, where possible, during business hours of Monday-Friday 09:00-17:30. Teaching is scheduled with respect to teaching staff’s personal circumstances, allowing for staggered start and finish times. Survey comments indicate flexible working practices within the DoE are valued:

“The University is great in supporting flexible working” (Pulse Survey, 2019)

“The Department operates flexible working and it makes a huge difference to my work-life balance, I can start early and still get home in time to spend time with my baby. Other Departments in the University are not as flexible.” (DCS, 2020)

In March 2020, the University switched to remote working as a reaction to the pandemic. The DCS 2020 highlighted that some individuals would prefer a greater proportion of remote working, with 66% of respondents reporting that remote working did not affect productivity. The UoW offers flexible working options to include flexitime, job share and compressed hours. 3 PSS (2 females, 1 male) work from home for a proportion of the week, and PSS enjoy Informal flexible working arrangements within their teams.

Business need dictates when academic staff are required to work on campus. In the past five years, the DoE received flexible working requests from 4 academic staff (2 females, 2 males) and from 4 PSS (3 females, 1 male). All 8 requests were approved (**AP5dv.1**).

The number of informal working arrangements and formal flexible working requests suggests a good level of awareness of flexible working policies across the DoE (**AP5dvi.1**).

Action Points

AP5dvi.1: To increase awareness of flexible retirement to help promote a work-life balance for staff in the later years, whilst retaining their knowledge and skill set.

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.

Our community values

We work to build an inclusive community and working environment for staff and students where differences in culture and identity are celebrated, differences of opinion are respected, and where socially unacceptable behaviours of any kind are never tolerated. We expect that all staff display professionalism in their conduct and recognise that every role is important and contributes to our success (**Figure 5.29**).

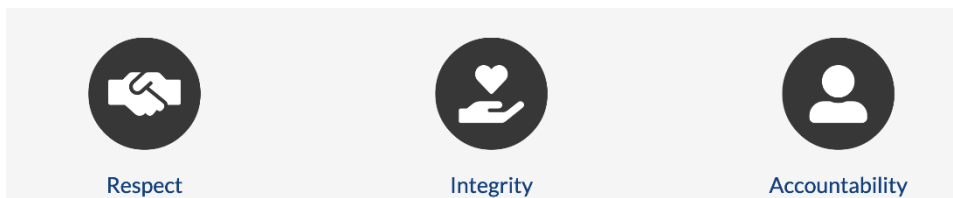


Figure 5.29: DoE's 'Our Community Values' extract from webpage

In 2019 the DoE introduced Community Values of Respect, Integrity, and Accountability. These key principles underpin DoE culture and inform our approach to taking appropriate action when expectations are not met. Staff were asked to agree with and embed these principles into working practices. To date, 82% of staff (81% of females and 84% of males) have signed the declaration.

Community values are introduced to prospective and current students: presenting them in offer holders' newsletters and highlighting them in presentations at Open Days and induction sessions (**AP5ei.1**).

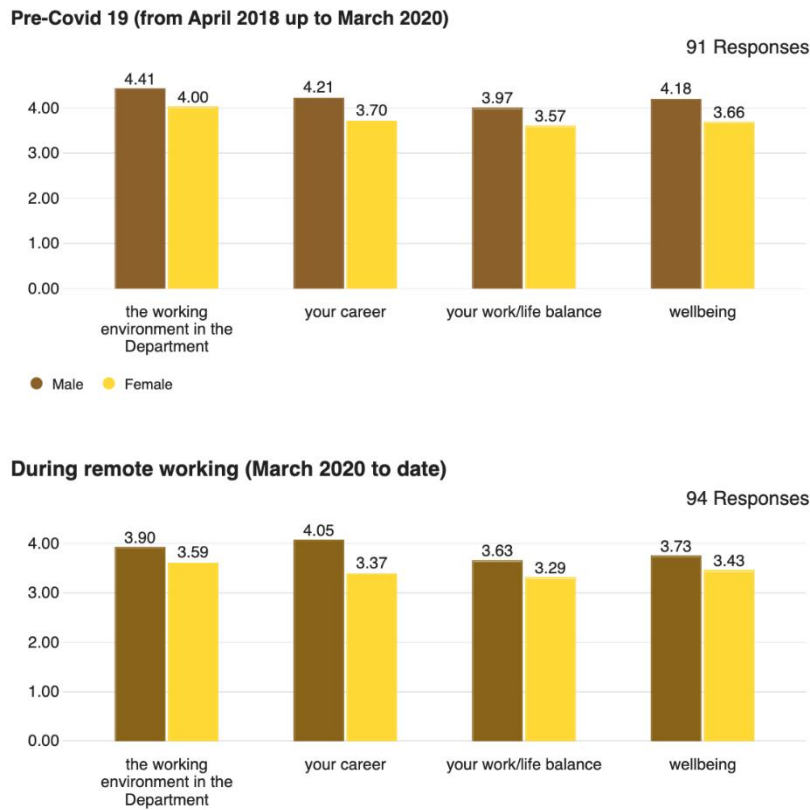
The DoE has implemented initiatives to improve the informal culture of the Department. The main social gathering is the fortnightly staff buffet lunch, to which PG students are invited termly. The DoE hosts a variety of other staff/student social events including start of term dinner, viva celebrations, Christmas parties, and walking/running groups.

Our staff/MRes/PhD successes are shared and celebrated in the biweekly Newsletter.

Our staff say

The DCS indicates overall satisfaction with various job aspects both before the COVID-19 pandemic as well as during the national lockdown (**Figure 5.30**). To note that males are slightly more satisfied than females in all the questions, and, that the pandemic had a negative impact for both genders.

Figure 5.30: DCS average satisfaction among staff (on a scale from 1 to 5)

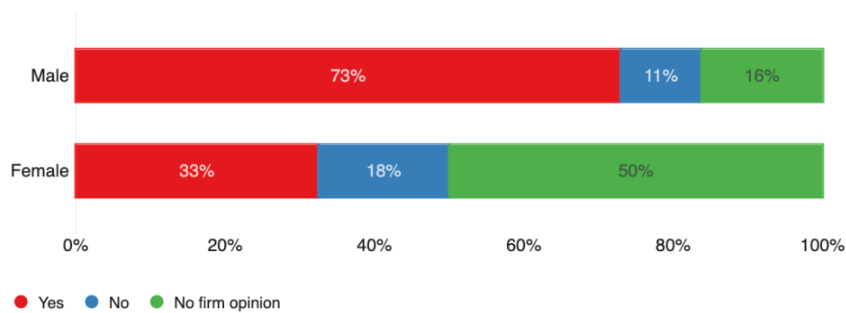


The DCS also highlighted some gender-specific issues, which already emerged in a 2018 DCS . Fewer females feel that colleagues pay as much attention when women speak as when men do (**Figure 5.31**), and more females than males have heard sexist remarks from staff and students (**Figure 5.32**).

Figure 5.31: DCS, “Do you feel colleagues pay as much attention when women speak as when men do during...?”

.....seminars

83 Responses



..... meetings

85 Responses

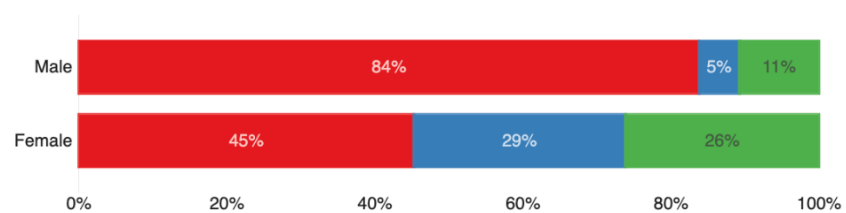
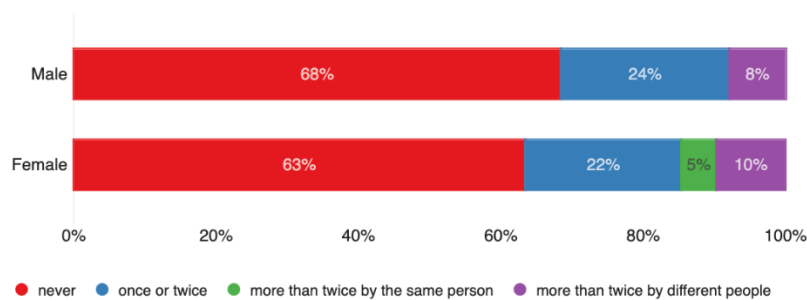


Figure 5.32: DCS, "I have heard sexist remarks from..."

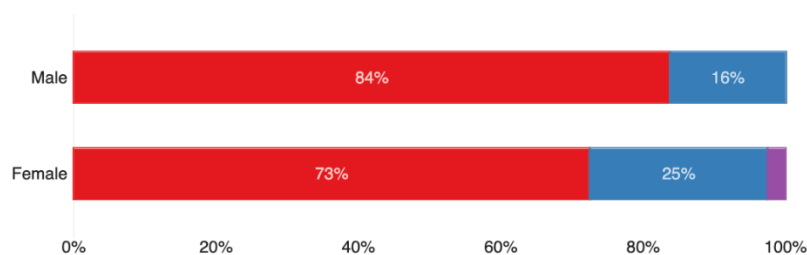
.....a colleague

85 Responses



.....a student

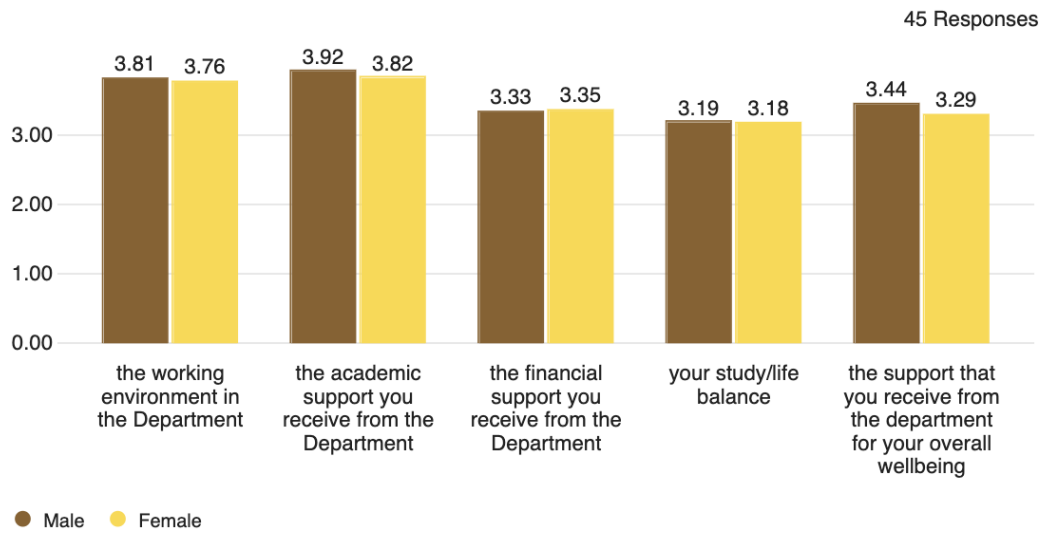
83 Responses



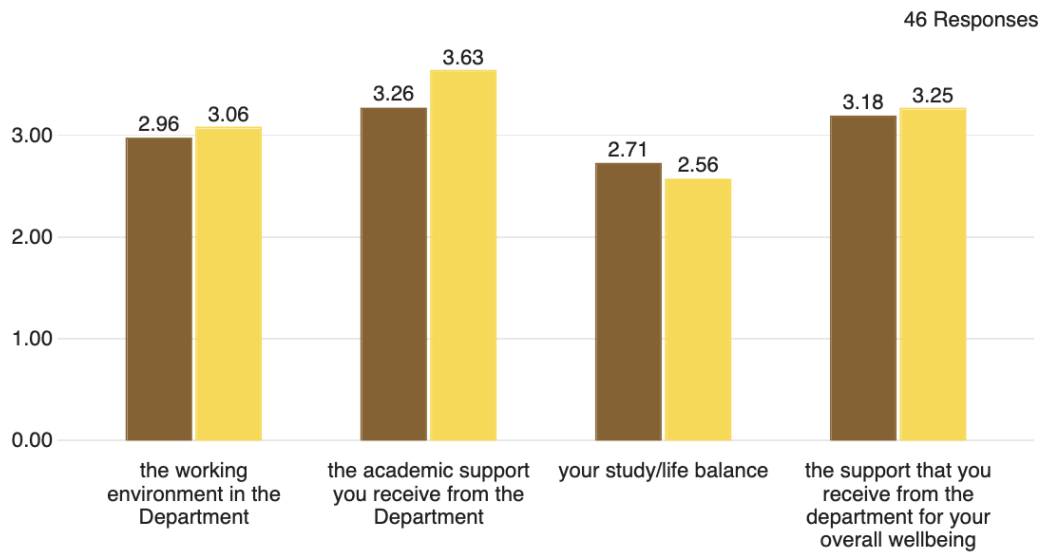
Our PGR students say

The PGR-DCS indicates that students are satisfied with various aspects of their experience at UoW. The Covid-19 pandemic had a negative effect on these indicators (**Figure 5.33**).

Figure 5.33: PGR-DCS average satisfaction among PGR students, (on a scale from 1 to 5) Pre-Covid 19 (from April 2018 up to March 2020)



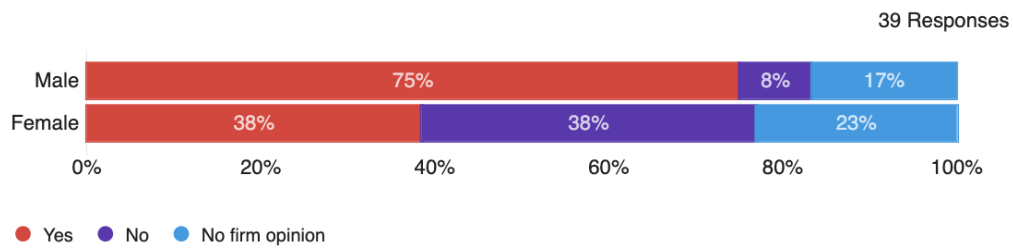
During remote working (March 2020 to date)



Gender patterns emerge in relation to the survey questions on “attention when a woman speaks during seminars and meetings” (**Figure 5.34**) and “sexist remarks” (**Figure 5.35**).

Figure 5.34: PGR-DCS, “Do you feel colleagues pay as much attention when women speak as when men do during...?”

.... seminars



....meetings

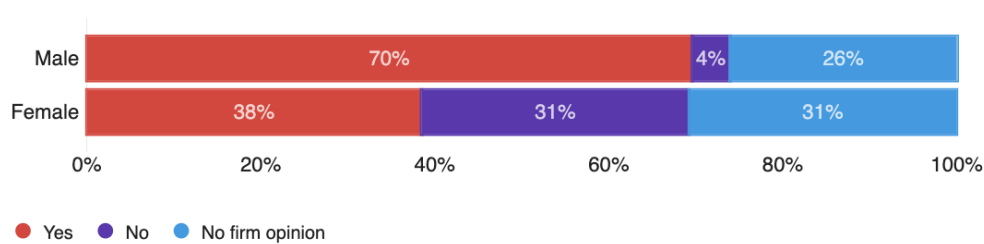
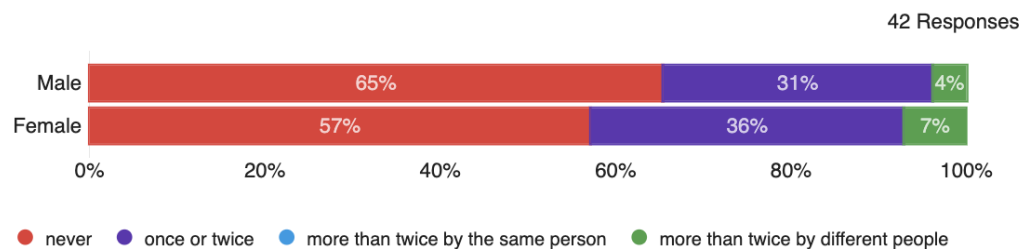
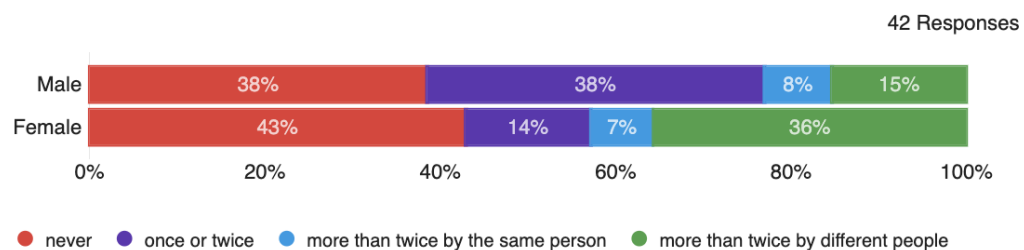


Figure 5.35: PGR-DCS, “I have heard sexist remarks from...”

..... from a staff member



.....from a student



There is widespread concern about gender equality in the economics profession as well as aggressive behaviour during seminars and workshops (Dupas et al (2021)). Research seminars are one of the highlights of the DoE’s academic life for both staff and students’ professional development. The DoE recognises the importance of a respectful and inclusive seminar environment, will take positive actions to guarantee this (AP5ei.2).

Action Points

AP5ei.1: To continue promoting the DoE Community Values among our current and prospective students: presenting them in offer holders' newsletters and highlighting them in presentations at Open Days and induction sessions.

AP5ei.2: To introduce Departmental guidance for staff and PGR students to ensure that seminars and workshops are conducted in line with our community values.

(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 policies.

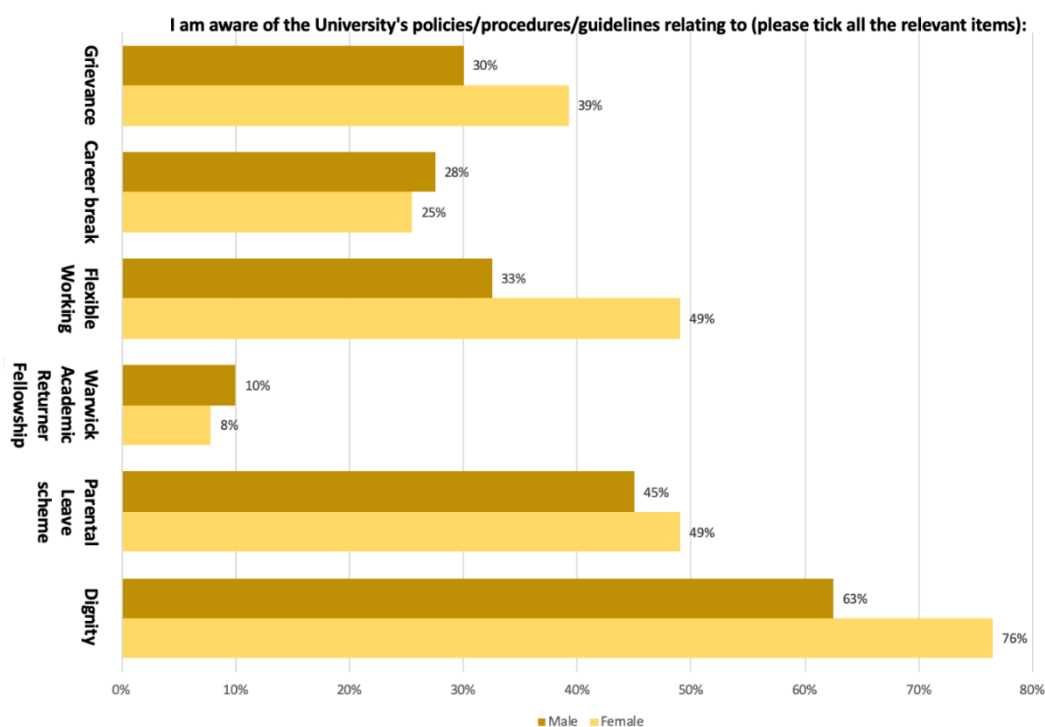
The DoE adheres to all UoW's HR policies, including EDI and Dignity at Warwick. The HRO ensures the HoD and HoAs are informed of changes to employment legislation and HR procedures. HR updates are cascaded via:

- HoA fortnightly 'catch ups' with staff who have line management responsibility.
- Termly departmental and PSS meetings.
- Via the departmental newsletter and email.

Where necessary, the HRO supports line managers with the implementation of HR policies.

The DCS indicates that females are more aware than males of most HR policies (**Figure 5.36**).

Figure 5.36: DCS, "I am aware of the University's policies/procedures/guidelines relating to..."



Colleagues are reminded to refresh training relating to EDI every three years via targeted emails, the departmental newsletter and during staff meetings. EDI is a standing item on the agenda of all DoE committees. Staff on recruitment committees are required to complete all recruitment and EDI training, however completion rates for Unconscious Bias training are too low (**Figure 5.37**). After analysis of the training figures, from April 2021, all panellists will be required to complete Unconscious Bias training (**AP5ai.1**) prior to recruitment commencing.

Figure 5.37: DoE staff training completion rates as at 01/04/21

	F%	M%
EDI	73%	61%
Unconscious Bias	25%	12%

Source: DoE data

Staff are encouraged to raise concerns with their line manager, Mentor, the HRO, or HoD. The online R&S scheme has provided an additional tool to report issues of bullying and harassment. The R&S scheme was advertised via the departmental newsletter, targeted emails and via staff meetings. Workshops were held in 2020/21 to inform staff/students of the reporting mechanisms and the support available to them should a disclosure be made, attendance figures are not available. Time was afforded to all DoE colleagues to attend a training session of their choice. The effectiveness of the scheme and the impact on the Warwick community will be analysed centrally before information is shared at departmental level (**AP5eii.1**) and action plans implemented as appropriate.

Results of the previous two Pulse surveys (participation rates were 80% in the 2020 survey) show that 10% of staff feel they had been subjected to bullying and harassment in the workplace. This pattern is mirrored in the DCS (**Figure 5.38**). A higher proportion of females than males are aware of how to report bullying and harassment (**Figure 5.39**) (**AP5eii.2**). However, females are less confident than males in reporting inappropriate behaviour (**Figure 5.40**). (**AP5eii.2**).

To address these issues external training which focuses on unacceptable behaviours in the workplace for academic staff ‘Where do you draw the line’ was scheduled for March 2020 with compulsory attendance, however, the training was postponed due to the pandemic (**AP5eii.3**).

Figure 5.38: DCS Staff “I have experienced bullying or harassment “

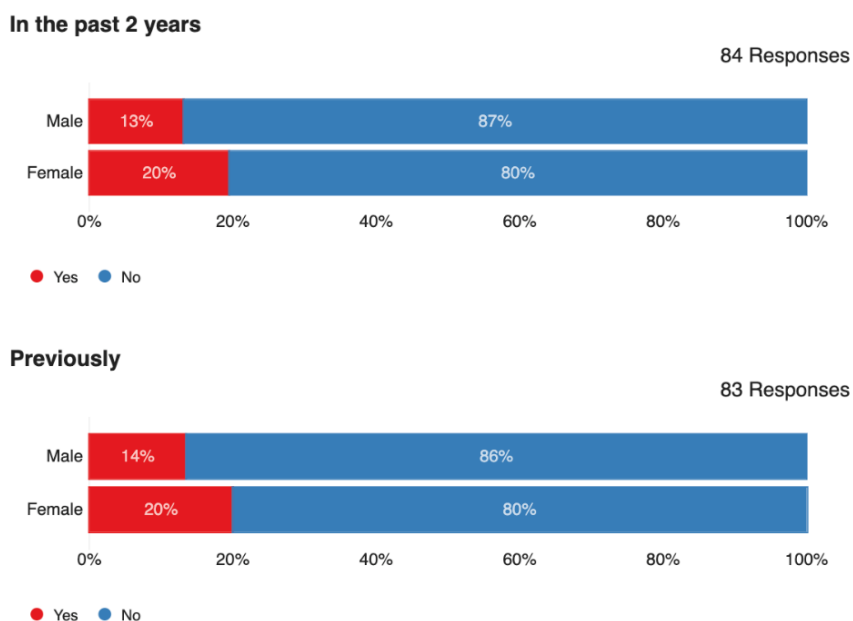


Figure 5.39: DCS Staff, Inappropriate behaviour

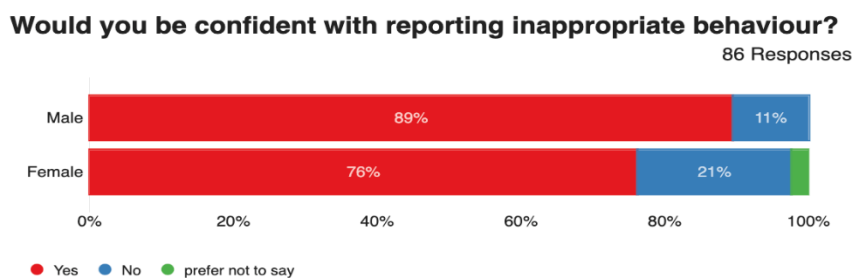
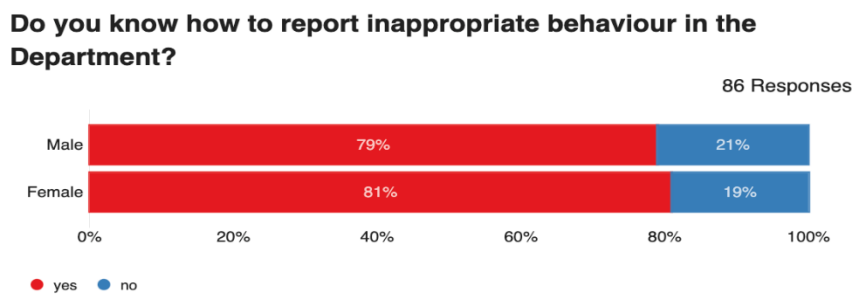
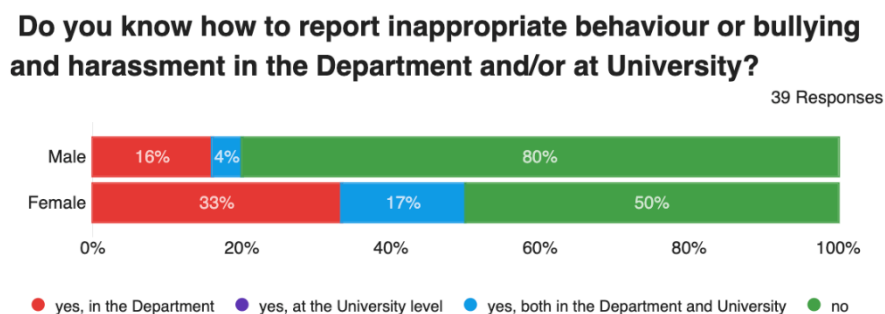


Figure 5.40: PGR DCS Students, Inappropriate behaviour



Our Students Say

A few PGR students have reported misbehaviours (**Figure 5.41**).

Figure 5.41 PGR Students reporting misbehaviours

	Female	Male
Subject to bullying or harassment by another student	2	2
Subject to bullying or harassment by a staff member	2	4
Have witnessed inappropriate behaviours around aggressive research feedback	2	4
Have witnessed derogatory comments	2	3
Have witnessed inappropriate comments or behaviours	4	7

Source: PGR DCS

Knowledge on how to report inappropriate behaviours is lower for female PhD/MRes students than males. PhD/MRes students are encouraged to speak to their Supervisor or the HoD and are signposted to the R&S scheme.

Staff Exit interviews, introduced in Summer 2017, have highlighted staff/students are either reluctant to report instances of bullying and harassment or are unaware of the correct reporting structures (**AP5eii.3**). Issues that are reported departmentally are dealt with before they escalate. Inappropriate questioning techniques used during seminars/research presentations were raised during Exit Interviews and remain a cause for concern.

Staff/students will continue to be encouraged to raise concerns through all support mechanisms (**AP5eii.3**). The DoE continues to tackle bullying and harassment to foster culture of respect across genders and levels of seniority.

Action Points

AP5eii.1: Issues related to bullying and harassment identified to be dealt with at speed using the appropriate HR procedures.

AP5eii.2: To ensure all staff and PGR students know how to report inappropriate behaviour and feel confident and supported when doing so.

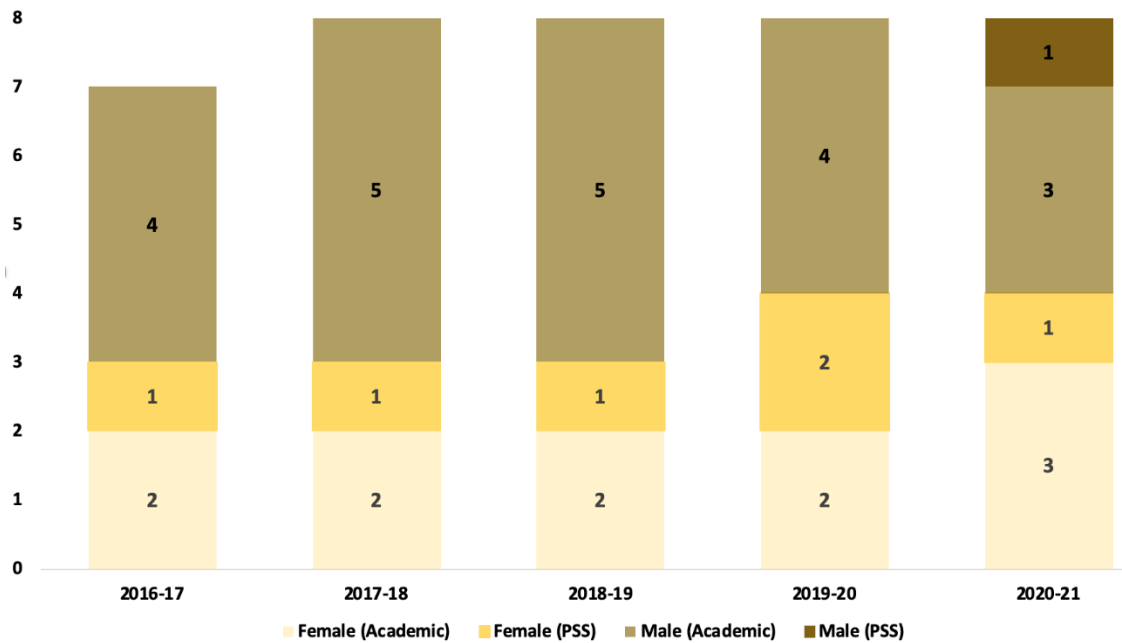
AP5eii.3: To introduce the externally facilitated “Where do you Draw the Line” training as compulsory for all staff, and repeat periodically for new staff, to increase awareness of unacceptable behaviours.

(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.

DoE’s primary governing body is the SMT, chaired by the HoD. SMT members include Directors of Academic Staffing, Teaching, Research and Operation Committees, the two Head of Administration as well as two elected members, of which at least one must be female. This latter measure has contributed to the improvement in female representation in recent years (**Figure 5.42**).

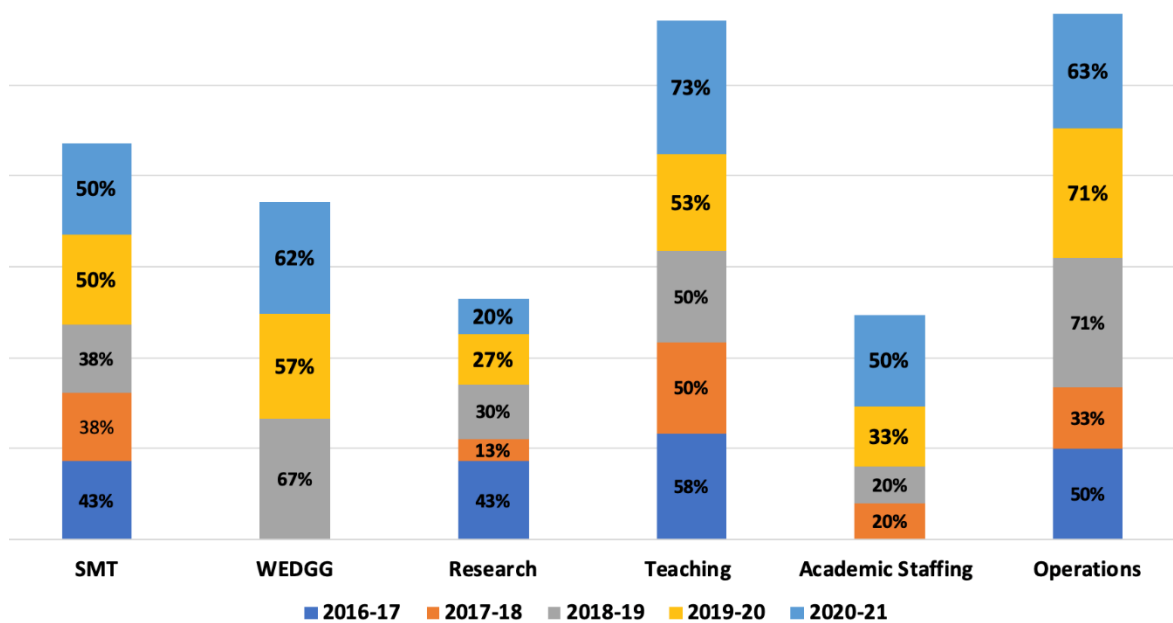
Figure 5.42: SMT composition by gender, 2016/17-2020/21



Source: DoE database

All DoE Committees report to SMT and information is disseminated to all staff via termly staff meetings. Membership of these committees is primarily determined by a specific departmental role (e.g., HoD, DoS), by specific expertise and fair workload practices (via the workload model). The gender balance has overall improved over time (**Figure 5.43**), except for the Research, Teaching and Academic Staffing Committees for which we still observe a clear gender-based pattern in the composition of these committees, which can be only partially explained by the higher proportion of females in T-Focus contracts (**AP5eiii.1**).

Figure 5.43: Female representation in main internal committees, percentage of females.



Source: DoE database

Action Points

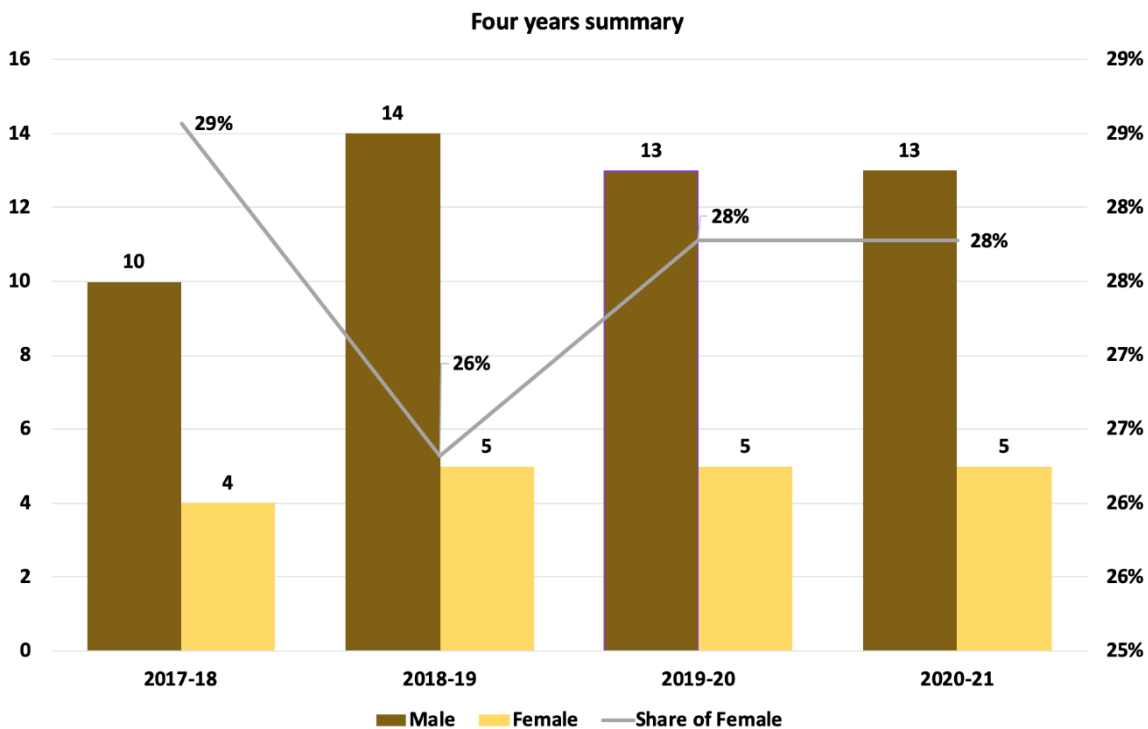
AP5eiii.1: Monitor and improve gender composition of internal committees to ensure staff are given the same opportunity and the burden of administrative work is balanced.

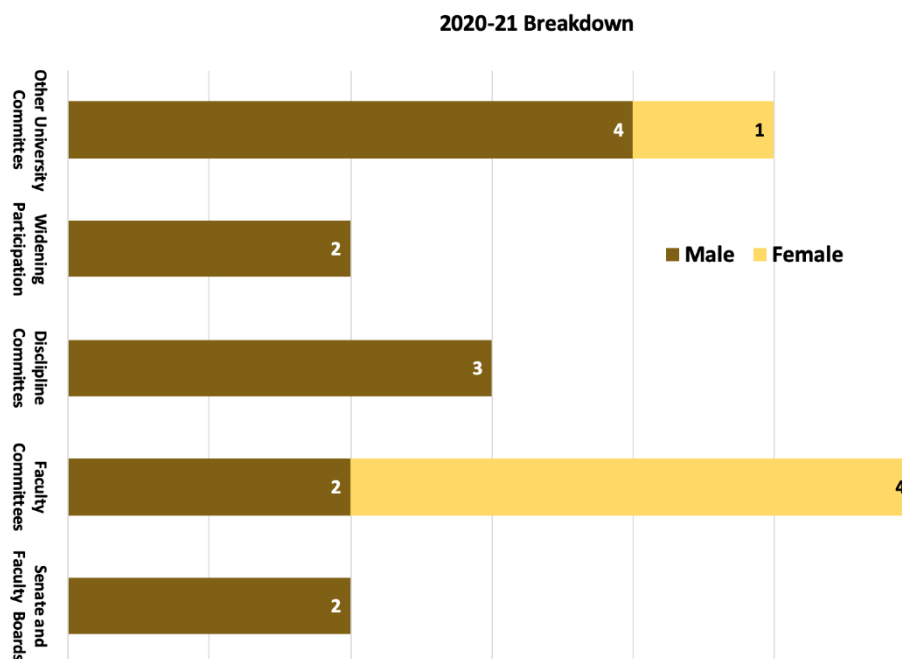
(iv) Participation on influential external committees.

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?

All staff are eligible, and encouraged, to participate in UoW and external committees. Participation in the majority of UoW committees/groups is determined by specific roles within the Department (e.g. HoD and DoS), for which credit is included in the workload model. The proportion of female representation is very low compared to male (**Figure 5.44**), but this is partially due to the attempt to not overload underrepresented females with excessive administrative burden.

Figure 5.44: Representation in main University Committees, by gender





We support exchanges between academics and non-academic stakeholders by encouraging staff to take up external committee appointments, as well as secondment and knowledge exchange opportunities (**Figure 5.45**), (**AP5eiv.1**). Successes are celebrated in the staff newsletter, on the website, and shared with relevant teams across the UoW.

Figure 5.45: Examples of representation in external Committees, by gender

Role	Institution	Female	Male
Member of Health Committee	House of Common		1
Future Leaders' Talent Scheme member	Cabinet Office		1
Diversity Champion	RES		
Member of the Executive Board of the Royal Economic Society		1	
Member of Executive Board of Economics Network (1 female)	Economics Network	1	
Member of the UK Government Migration Advisory Committee	UK Government	1	
Member of the UK Council of Economic Advisers	UK Parliament		1
Deputy Director	Economics Network	2	
Commissioner	Wealth Tax Commission		1
Communication & Engagement (Schools) Committee Member	RES		1

Source: DoE data

Action Points

AP5eiv.1: To consider allocating workload model credits for representation on external committees where the membership has a direct positive impact for the DoE.

(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 DoE is committed to providing a supportive and collegiate working environment where all staff contribute to the effective and efficient running of the DoE, in relation to all activities.

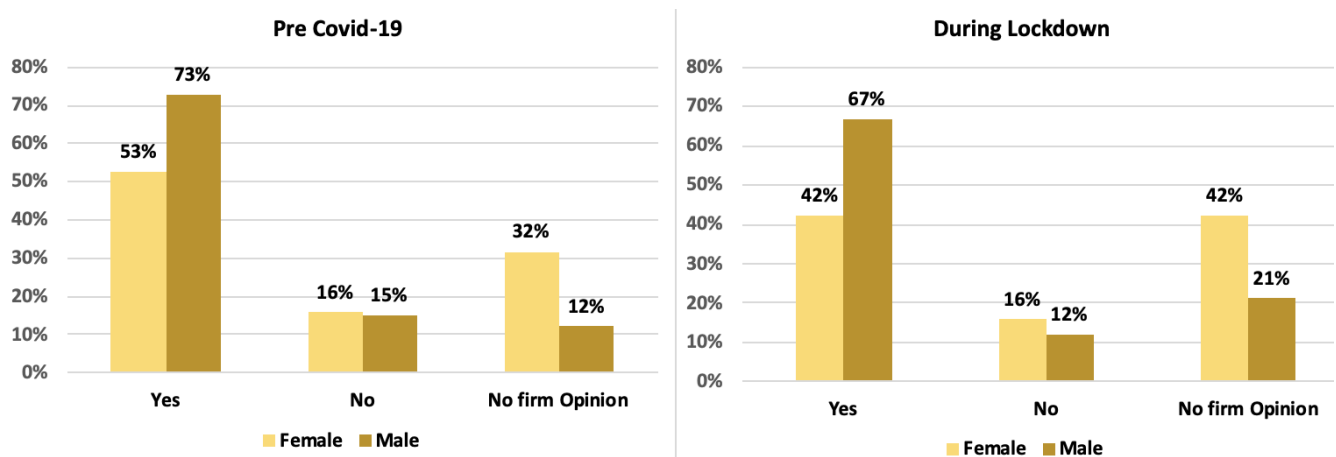
The workload model aims to provide an appropriate balance of workload and a transparent and fair distribution of work among all staff whilst also having sensitivity to individual development needs and career aspirations. Individuals can express teaching and administration preferences in advance, and these will be accommodated where possible.

The workload model comprises 5 elements, which together equal 1600 workhours for a FT member of staff:

- Research Allocation.
- Teaching and Supervision Allocation.
- Administration Allocation.
- Student Engagement Allocation
- Exam marking allocation.

The DCS indicates that only a small number of staff disagree with the statement “Is teaching and administration allocation fair”, however females agree less than males (**Figure 5.46**) (**AP5ev.1**).

Figure 5.46: DCS, “Is teaching and administration allocation fair?”, percentage of staff agreeing.



Action Points

AP5ev.1: To understand why staff do not find teaching and administrative allocations fair and develop an online workload model system to clearly present allocations.

(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.

The DoE endeavours to schedule meetings between 9am and 4pm. Departmental committee meetings are organised by committee chairs or secretaries, according to members' commitments.

Staff Meetings are held once a term, usually from 2pm to 4pm on a Wednesday as this maximises attendance. The dates for meetings are provided at the start of the academic year.

In response to wide consultation carried out amongst staff WEDGG has been instrumental in enforcing the rule introduced in 2019-20 that all research seminars should be held between 10am-3pm.

Results from the DCS (**Figures 5.47 and 5.48**) suggest the vast majority of staff agree that the current timing of the seminars, meetings and social events facilitate participation for those with caring responsibilities (**AP5evi.1**).

Figure 5.47: DCS, Timing of seminars and meeting, % of those agreeing

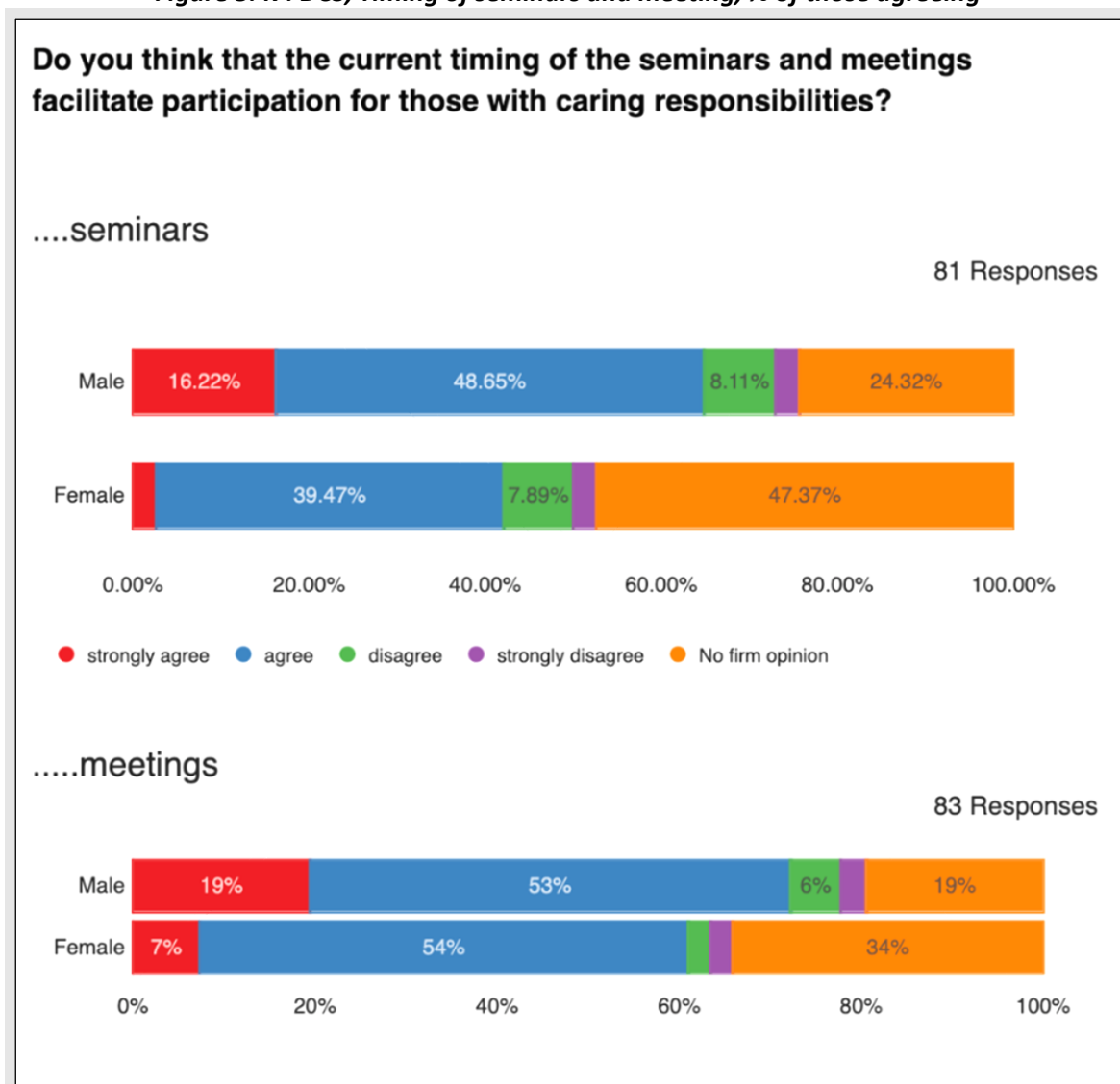
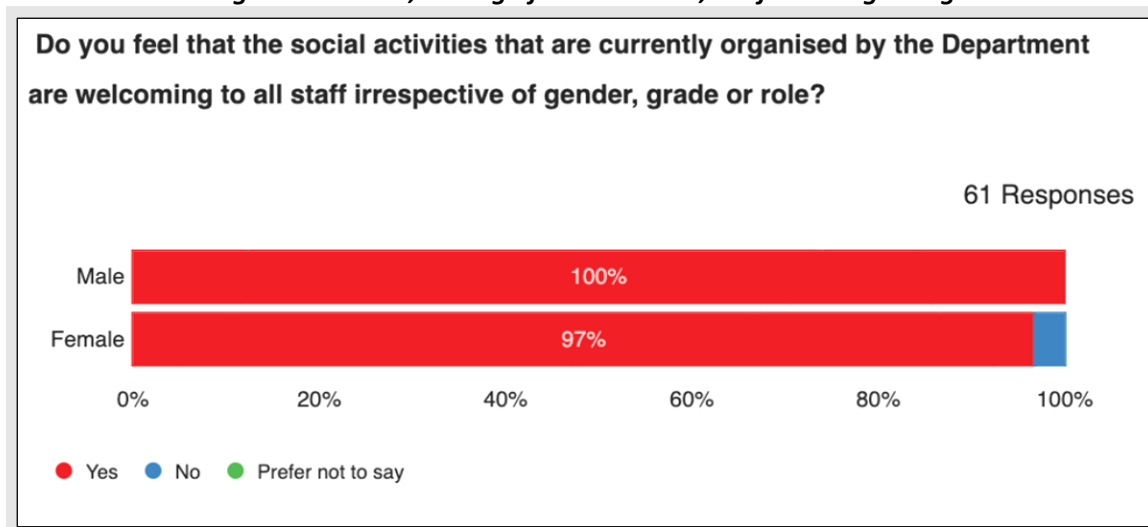


Figure 5.48: DCS, Timing of social events, % of those agreeing



Action Points

AP5evi.1: To review the timing and mode of delivery of seminars and meetings to facilitate participation for those with caring responsibilities.

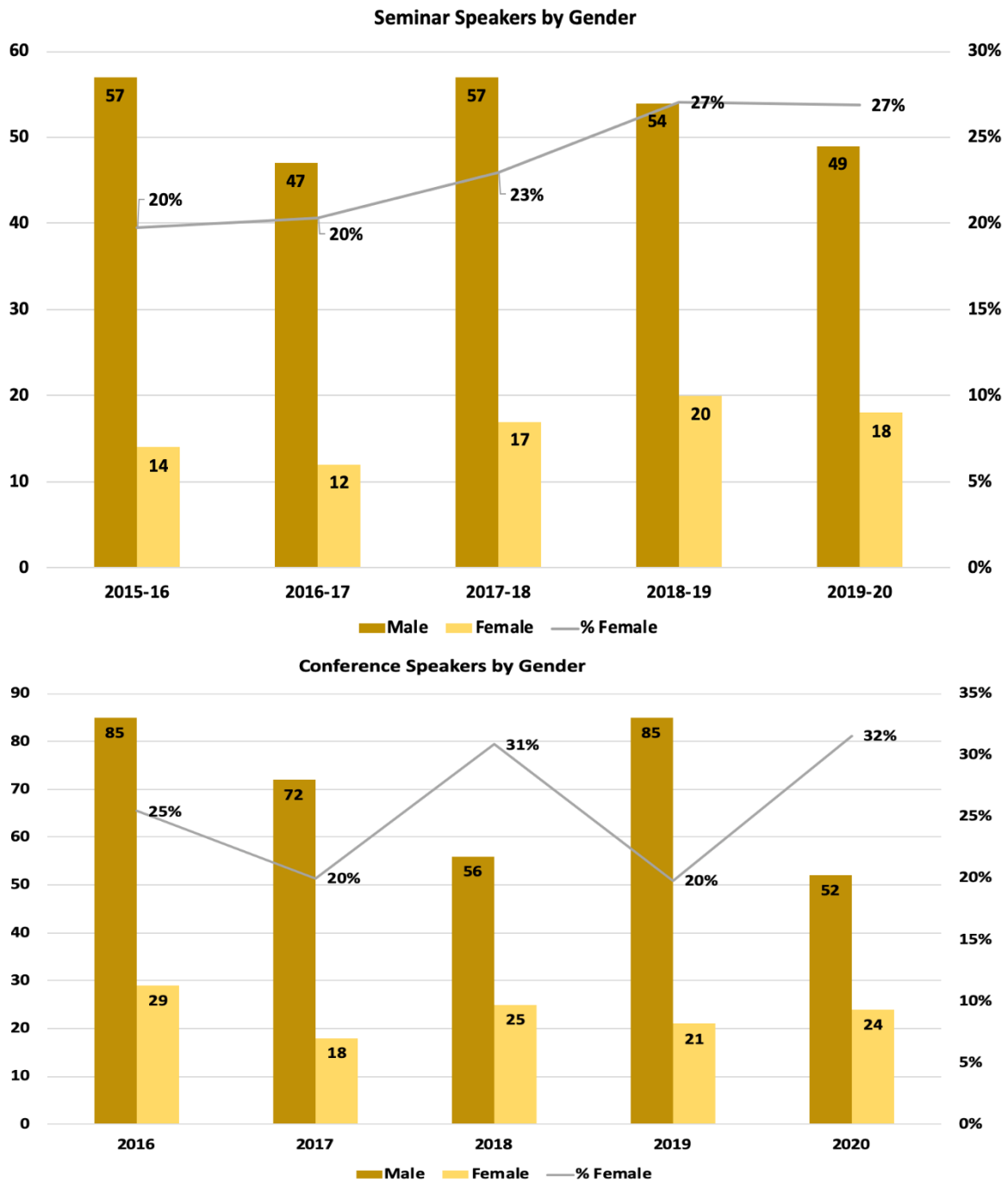
(vii) Visibility of role models.

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.

Seminars and Workshops

The DoE research seminar series schedules around 65 seminars per year, mainly aligned to the 6 research groups. Seminars are organised by all colleagues. We have taken a pro-active approach to improve gender balance by monitoring the invitations sent to presenters to ensure staff and research students have visible role models across all genders. Small conferences and workshops on specific themes or areas (e.g. the Warwick Conference in Political Economy in Venice, the WAW) are ran annually to facilitate research dissemination and networking. An increased effort to ensure a more gender balanced pool of speakers is paying off, and all research groups are committed to this policy (**Figure 5.49**) (**AP5evii.1**).

Figure 5.49: Speakers in seminars and conferences, by gender



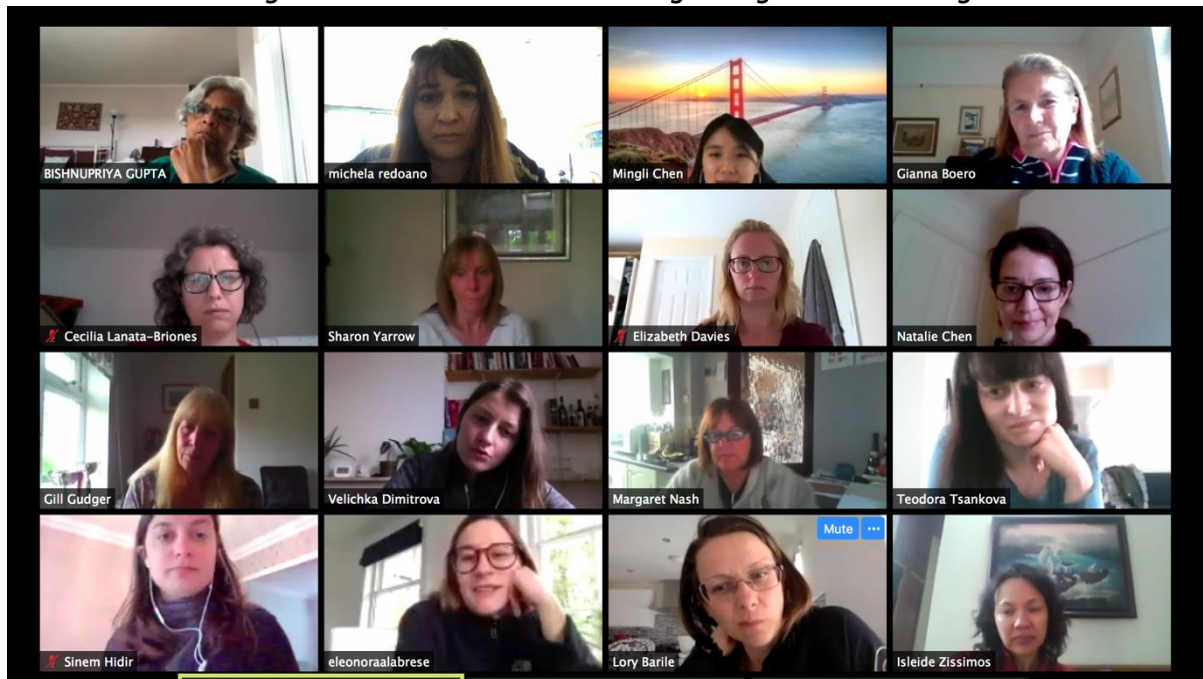
Source: DoE data

Mentoring events for female staff and PGR students

Since 2019/20, all female staff and PGR students have been invited to attend female-only informal lunch meetings (moved online from March 2020) to discuss gender related issue such as discrimination and bullying in academia, how to expand and consolidate research networks, teaching challenges, etc. (Figure 5.50). The events provide opportunities for senior females in the department to provide informal mentoring opportunities to junior colleagues and students. The events are well attended by a mix of Academic, PSS staff and PhD students. Results from Staff and PhD students' DCSs indicated that these events are well received

(over 90 % of respondents gave 4 or 5 stars out of 5 to the event in the DCSs) and there is a demand for continuing along these lines (**AP5evii.2**).

Figure 5.50: Online Women Meeting during remote working



Women in Economics Student Workshop (January 2020)

The aim of the workshop was to bring the perspective of the DoE’s UG students to the debate on how to make Economics a more diverse discipline and attract more female students from different backgrounds. The two-day programme included twenty-nine interventions (26 females, 3 males) and an audience of 100+ mostly female students.

Publicity materials and broader gender initiatives

In all of our publicity materials (brochures, newsletters, webpages and social media) we strive to present the Department and the discipline of economics as inclusive, diverse and welcoming to all (**Figure 5.51**). We listen to all student feedback and work to implement improvements to the teaching and learning experience (**AP5evii.3**).

Figure 5.51: A selection of images from UG and PG Prospectuses



IWD

In celebration of IWD 2021, the WP and outreach team and the WWiE organised activities to showcase female roles.

In addition, the DoE invited nominations of women who have inspired the DoE’s students, staff, and friends in their academic or professional lives, and then the DoE community was via emails, newsletters and social media to spend time on the day looking through the collated online gallery. The initiative was very successful, with over 1,000 views of the gallery in the week of the IWD 2021 (**AP5evii.3**).

Our staff and PGR students say

The DCS showed that over half of our staff agree that the DoE provides diversity of role models (**Figure 5.52 and 5.53**). These figures are lower for PhD students, we do not observe notable differences by gender.

Figure 5.52: Staff DCS, “Diversity of role models”

Do you agree that the department provides satisfactory diversity in role models?

83 Responses

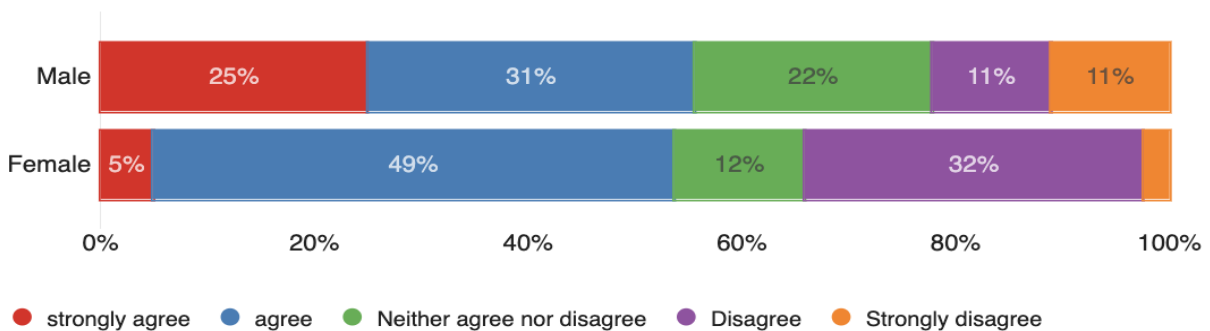
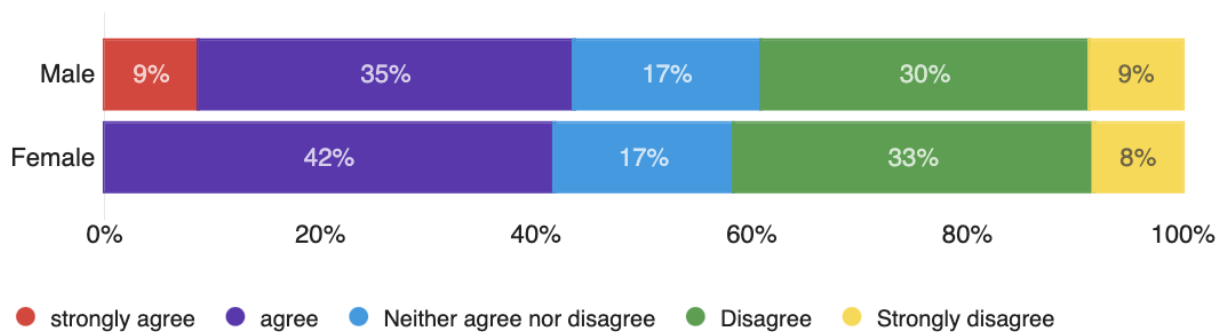


Figure 5.53: PGR DCS, “Diversity of role models”

Do you agree that the department provides satisfactory diversity in role models?

37 Responses



Action Points

AP5evii.1: To improve the gender balance of seminar speakers across research groups to ensure that staff and PGR students have visible female role models.

AP5evii.2: To continue providing internal termly mentoring events for female staff and PGR students to provide support for career progression and an opportunity to discuss gender related issues.

AP5evii.3: To continue the IWD gallery each year to provide examples of female role models.

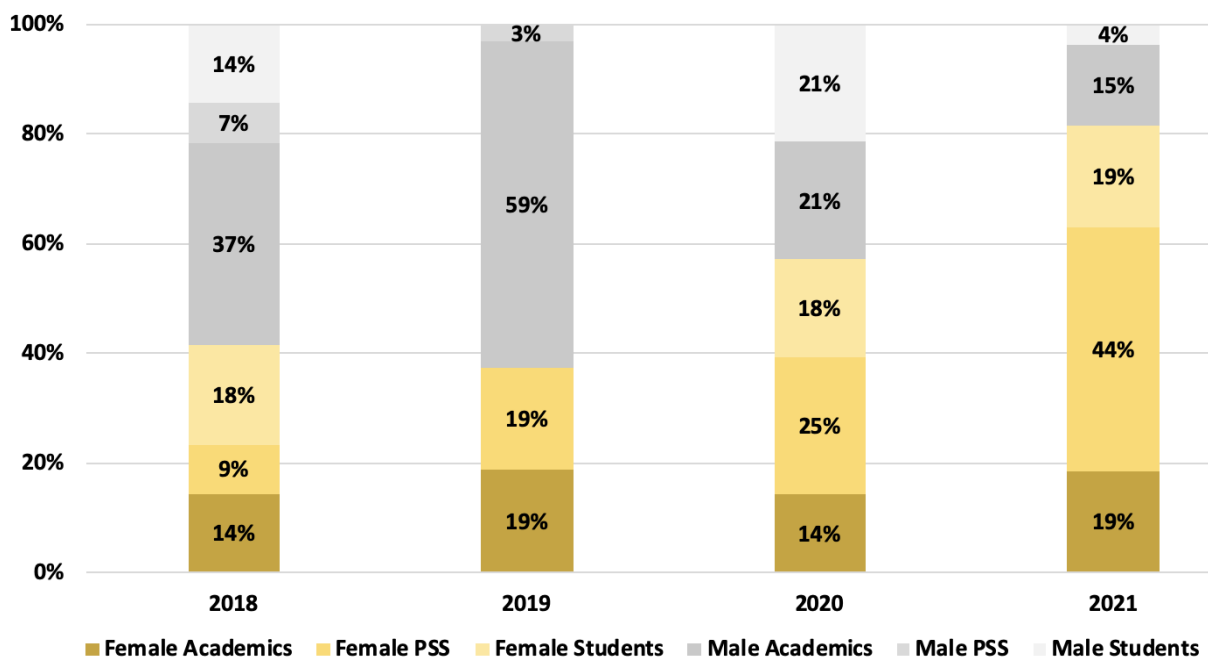
(viii) Outreach activities.

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.

The DoE’s WP Team oversees the organisation and coordination of outreach activities. The team aim is to raise students' aspirations and increase awareness of the benefits of HE. The team run a wide range of WP events in addition to tailored programmes specifically designed to attract more female students. The team also organises the DoE Open Days.

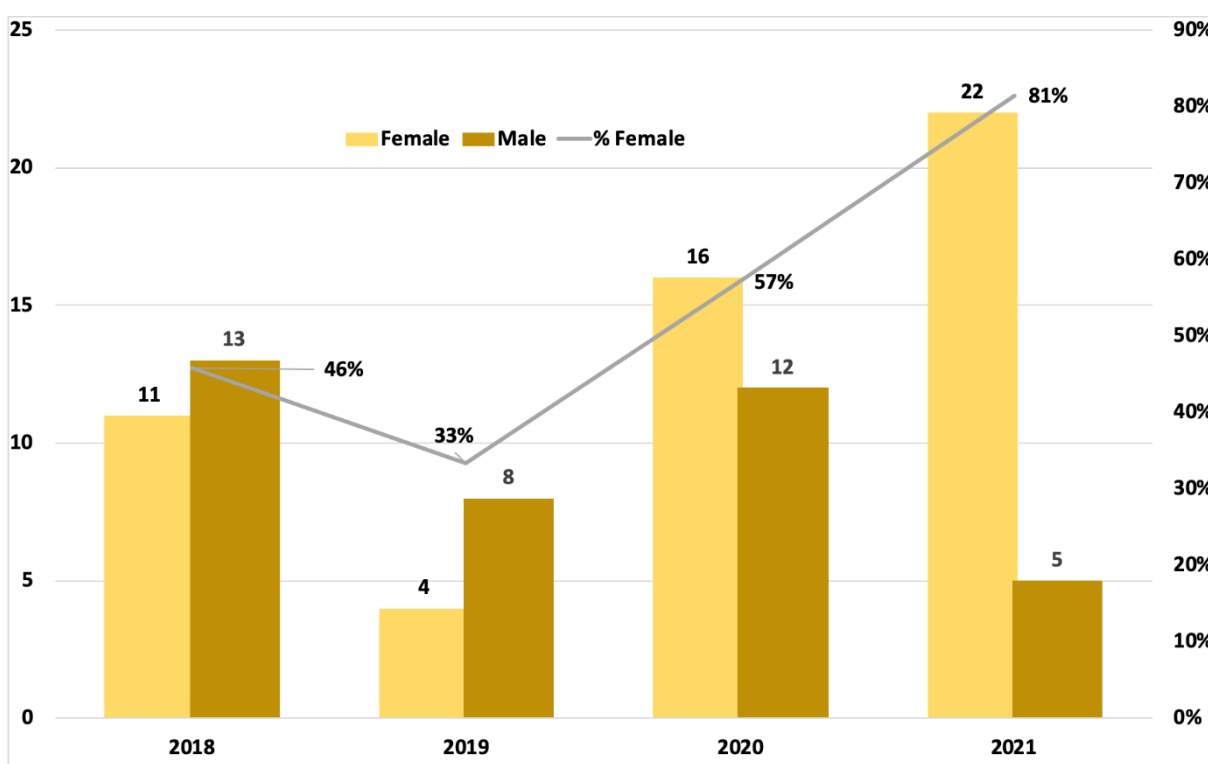
The DoE runs 4 Open Days and 3 Offer Holder Open Days annually, which include lectures around the skills an economics student acquires, the DoE degree programmes, and one-to-one Q&A sessions. The DoE seeks a gender-balance for the staff and students involved (**Figures 5.54 and 5.56**) (**AP5eviii.1**).

Figure 5.54: Open day Staff and Students involvement



Source: DoE database

Figure 5.55: Open Day Speakers

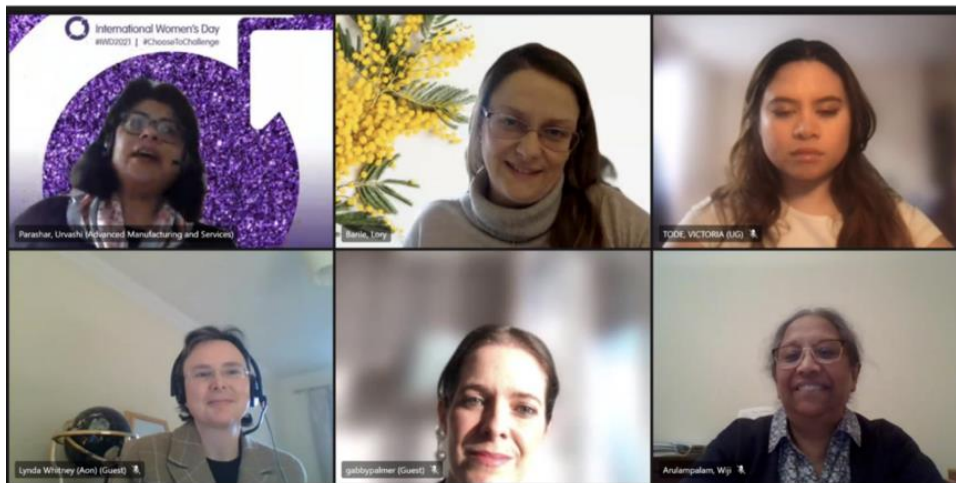


Source: DoE database

A Women in Economics session was introduced at the Offer Holder Open Days in Winter 2021 involving female academic staff, a member of WWiE society team, and two female alumnae. (AP5eviii.2)

In March 2021, in celebration of IWD 2021, the DoE organised the **Coffee with Economists event (Figure 5.56)** for 16–18-year-olds females interested in finding out more about the subject of economics and to meet real life economists. The event was chaired and attended by female DoE academic staff, joined by female economists from outside academia (J.P. Morgan, the Department for Business, Energy and Industrial Strategy), as well as a representative of the Warwick Women in Economics Society and two alumnae. The event proved very successful with participation of 50+ prospective students. Feedback was overwhelmingly positive.

Figure 5.56: Coffee with Economists event



In addition, there are several ongoing initiatives to attract more female students, such as:

- Participation in the Maths and Beyond conference.
- Organisation of Pathway to Economics workshop.
- Design of a new webpage showcasing Women in Economics, discussing reasons for the gender imbalance experienced in economics and to decide on a pro-active approach to tackle issues.

Action Points

AP5eviii.1: To continue to collect statistics on Open Days and participants and monitor gender composition and grade of staff involved in the events to provide visibility of role models to increase the attractiveness of the DoE to prospective female students.

AP5eviii.2: To collect feedback on the 'Women in Economics' sessions at undergraduate Offer Holders Open Days to identify ways to encourage more female students to apply to study Economics at Warwick and work on removing and barriers to conversion from offer holder to student.

Wordcount: 6,236

Silver Applications Only

Case Studies: Impact on individuals.

Recommended word count: **1,000 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.

6. Further information

Recommended word count: Bronze: 500 words | Silver: 500 words

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

Due to the pandemic, all meetings and teaching-related activities moved online in March 2020. The DoE adjusted its support by making work hours more flexible and providing extra IT equipment and training. Staff and students were familiarised with the virtual environment through in-house training and practice sessions, online resources webpages, COLE, online study groups, and a student buddy system. Exam timetables were modified to accommodate students in different time zones and students were permitted to defer exams until September 2020 if necessary.

To support staff and students during the period of social restrictions, a variety of virtual social activities and events were introduced:

- Themed coffee breaks.
- Quizzes.
- Photo competitions.
- A staff and student musical concert.
- A stand-up comedy evening.

During the first two lockdowns, the DoE enhanced its flexible working arrangements by permitting staff to adjust and/or decrease working hours to accommodate caring responsibilities with no detrimental impact on salary. For the third lockdown, PSS with caring responsibilities were permitted to reduce their working hours by 5 hours per week, pro-rata for PT staff, without impacting on annual leave or salary.

Additional workload caused by virtual working and the reduced capacity of staff with caring responsibilities has been compensated for through:

- Academic staff balanced additional time required for teaching with a reduction in research and administration.
- Furloughed UoW staff from other departments reassigned to support the DoE PSS.
- Focus on business-critical work and postpone or cancel other projects.

Outside of the lockdowns, a DoE PSS Remote Working procedure has been implemented to ensure additional support for staff whose children are required to self-isolate. Staff are afforded a reduction in hours with no impact on salary for up to six weeks:

- Occasion One: Reduction of 25% in working hours over a two-week period.
- Occasion Two: Reduction of 15% in working hours over a two-week period.
- Occasion Three: Reduction of 10% in working hours over a two-week period.

The UoW introduced a VLS/TBB scheme in June 2020, providing staff with an additional avenue to address changes in personal priorities due to the pandemic. 3 staff (3 females) used TBB to purchase additional leave and 1 of the 3 applications (3 females) to the VLS was accepted.

Wordcount: 364

7. 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.

Action Plan

The action plan considers success criteria and outcome measures with gender being binary. All surveys provide an option for non-binary gender selection with zero colleagues identifying as non-binary to date. Data on non-binary outcomes will be included in outcome measures as appropriate.

Priority

High Priority

Medium Priority

Low Priority

Ref. Priority	Action	Rationale	Start Date	End Date	Person Responsible	Success criteria and outcomes
Governance and Infrastructure						
AP3.1 High	The final version of the Athena SWAN application to be available to all staff and students on the UoW and DoE public Athena SWAN webpages to raise awareness of gender-related issues, and the work of the DoE in addressing them.	Under representation of females: 38% of students and 30% of academics are female.	Jan '22 Jan '22 Jan '22	Jan '22 Apr '22 Aug '25	Chair of WEDGG	Final Athena SWAN application posted on the University and DoE website and an announcement to all staff and students that it is available. Target of more than 100 views on DoE website in Term 2 (2022). Year on year increase in the percentage of female staff with target to exceed Russell Group figures by 10% by 2024/25.
AP3.2 High	Create 3 working groups, each led by a member of the SAT, to be responsible for the delivery of an area covered by the Action Plan (Governance and infrastructure Staff, students) to	Under representation of females: 38% of students and 30% of academics are female.	Sep '21	Dec '21	Chair of WEDGG	Actions identified in this plan are implemented on time and success measures/outcomes are observed.

	maintain focus on gender related issues.					
AP3.3 Low	Members who leave WEDGG are replaced ensuring membership remains representative of the gender, roles and career stage in the DoE to ensure the work on gender related issues is adequately and appropriately resourced.	Under representation of females: 38% of students and 30% of academics are female.	Jul '21 Jul '22 Jul '23 Jul '24 Jul '25	Sep '21 Sep '22 Sep '23 Sep '24 Sep '25	Chair of WEDGG	Membership of WEDGG does not diminish. Representation from each constituent part of the DoE is maintained.
AP3.4 High	Progress on the Athena SWAN action plan is a standing agenda item for the termly WEDGG meetings to ensure progress is made to improve the gender balance in the DoE.	Under representation of females: 38% of students and 30% of academics are female.	Termly	Ongoing	Chair of WEDGG	Actions identified in this plan are monitored and implemented on time and success measures/ outcomes are observed. Action taken if any area is not progressing in line with plan.
AP3.5 Medium	WEDGG to conduct an annual Department Culture Survey for staff and PGR students to monitor and review progress in addressing gender-related issues, and to adapt action plans accordingly.	Under representation of females: 38% of students and 30% of academics are female.	Term 1 '21 Term 1 '22 Term 1 '23 Term 1 '24 Term 1 '25		Chair of WEDGG	Maintain >80% staff response rate to the annual survey. Increase PGR student response rate from 60% to >80%. Positive improvements in areas identified in this action plan.
AP3.6 Medium	WEDGG to produce an annual departmental Equality Diversity and Inclusion report, to be presented for discussion at SMT, Staff Meetings, and SSLCs, to demonstrate areas of good practice and areas of concern, and to inform Equality Diversity and Inclusion strategy.	Under representation of females: 38% of students and 30% of academics are female. Maintain a positive culture in the DoE.	Oct '22 Oct '23 Oct '24 Oct '25	Jan '23 Jan '24 Jan '25 Jan '26	HoA (B&R)	First annual Equality Diversity and Inclusion report to be produced in January 2023. Year on year improvements in gender balance and culture with specific details given throughout this action plan.
AP3.7 High	Welcome meetings for cohorts of new students and staff to	To raise awareness of gender-related issues, and	Sept '21 Sept '22	Oct '21 Oct '22	HRO (Staff)	Overall staff and PGR student awareness to be measured through

	inform them of the University and DoE's commitment to Equality Diversity and Inclusion and the expectations for students and staff in these areas.	the work of the DoE in addressing them. Maintain a positive culture in the DoE.	Sept '23 Sept '24 Sept '25	Oct '23 Oct '24 Oct '25	Director of Studies (Students)	a new question added to the 2021 Department Culture Survey. Our target is 90% awareness for overall staff and PGR. Student awareness (UG and PGT) measured through completion of the University's 'Warwick Values' online training module. Target 95% completion rate.
AP5aiv.2 Low	To consider female colleagues when constituting the next REF committee and appointing external referees to avoid bias in the REF output selection process.	The REF2021 Committee did not include female representatives, which can potentially introduce gender bias in the REF output selection process.	Aug '24	Aug '25	DoR	At least one female staff appointed to the REF Committee. At least one female colleague appointed as an external referee. No difference in the proportion of discretionary outputs between male and female staff.
AP5ei.2 High	To introduce Departmental guidance for staff and PGR students to ensure that seminars and workshops are conducted in line with our community values.	In 2020, the Department Culture survey reported that considerably more women felt that colleagues paid less attention when a woman spoke as to when men speak (38% vs 8% in seminars; 31% vs 4% in meetings). 6 PGR students (2 female, 4 males) witnessed inappropriate behaviours around aggressive research feedback. 5 PGR students (2 female, 3 males) have witnessed	Dec '21	Dec '21	DoR	Departmental guidance published before end of December 2021. Year on year increase in Department Culture Survey scores with target of 80% of all colleagues reporting no difference, or no firm opinion to the question "do you feel colleagues pay as much attention when women speak as when men do..." Close to zero reports of PGR students reporting inappropriate behaviours around aggressive research feedback or derogatory comments.

		derogatory comments during seminars and workshops				
AP5eii.1 High	Issues related to bullying and harassment identified to be dealt with at speed using the appropriate HR procedures.	The 2020 Pulse survey shows that 10% of staff feel they had been subjected to bullying and harassment in the workplace.	Sept '21	Ongoing	HRO	Scores in future Pulse and Department Culture surveys of staff feeling they had been subjected to bullying and harassment in the workplace to be <10% with the aim of reducing to close to zero as soon as possible.
AP5eii.2 High	To ensure all staff and PGR students know how to report inappropriate behaviour and feel confident and supported when doing so.	The 2020 Department Culture Survey reported that 81% of female staff and 79% of male staff know how to report inappropriate behaviour with 89% of male and 76% female staff feeling confident with reporting inappropriate behaviour. For PGR students 80% of male students and 50% of female students do not know how to report inappropriate behaviour or bullying and harassment.	Sept '21	Ongoing	HRO (staff) Programme Officer PGR (students)	100% of staff and PGR students as measured in the Departmental Cultural Survey know how to report inappropriate behaviour. 100% of staff and PGR students as measured in the Departmental Cultural Survey feel confident and supported when reporting inappropriate behaviour.
AP5eii.3 Low	To introduce the externally facilitated "Where do you Draw the Line" Training as compulsory for all staff, and repeat periodically for new staff, to increase awareness of unacceptable behaviours.	The 2020 Pulse and Department Culture Survey reported that 10% of staff feel that they had been subjected to bullying and harassment in the workplace.	Jan' 22	Ongoing	HRO	Target of at least 90% for attendance at the "Where do you Draw the Line" training in the 2021/22 academic year and to increase from 90% in future years. Future Pulse and Department Culture surveys to have scores of <10% for bullying and harassment

						with the aim of reducing close to zero as soon as possible.
AP5eiii.1 Low	Monitor and improve gender composition of internal committees to ensure staff are given the same opportunity and the burden of administrative work is balanced.	Gender imbalance in key committees. For 2020/21, percentage female: Research 20% Teaching 73%, (Balance achieved in SMT (50%) and Academic Staffing (50%)).	Apr '22 Apr '23 Apr '24 Apr '25	Sep '22 Sep '23 Sep '24 Sep '25	HoD	A year-on-year improvement in the gender balance of internal committees with specific targets as: Research: Female representation of T&R members to match the proportion of T&R staff in the department. Estimate 30% for 2022/23 academic year. Teaching: 60% female academic staff by 2025/26 SMT: maintain 50% gender balance each year. Academic Staffing: maintain 50% gender balance each year. Increased satisfaction scores to questions relating to the workload model in future staff surveys. Target 75% satisfaction for all staff by 2025 with no difference by gender.
AP5eiv.1 Low	To consider allocating workload model credits for representation on external committees where membership has a direct positive impact for the DoE.	To provide a more gender balanced representation of the DoE outside the UoW and to improve visibility of female role models.	Apr '22 Apr '23 Apr '24 Apr '25	Sep '22 Sep '23 Sep '24 Sep '25	HoD	Increased satisfaction scores to questions relating to the workload model in future staff surveys. Target 75% satisfaction for all staff by 2025 with no difference by gender.
AP5ev.1 Medium	To understand why staff do not find teaching and administrative	In 2020, the Department Culture Survey reported that	Nov '21	Aug '22	HoD	To develop a system where staff can propose amendments to the

	allocations fair and develop an online workload model system to clearly present allocations.	less females found teaching and administration allocation to be fair (53% vs 73% pre Covid-19 and 42% vs 67% during lockdown).				subsequent year's workload allocation in compensation for any extra unplanned workload undertaken in the current year, to be introduced by the end of 2021/22. Increased satisfaction scores to questions relating to workload model in future annual staff surveys. Target 75% satisfaction for all staff by 2025 with no difference by gender.
AP5evi.1 Medium	To review the timing and mode of delivery of seminars and meetings to facilitate participation for those with caring responsibilities.	The 2020 Department Culture Survey reported that, for those with caring responsibilities, the timing of seminars and meetings did not facilitate their participation (seminars 39% females agreed vs 65% males; meetings 61% females vs 72% males)	Apr '21	Ongoing	Meetings – HoD Seminars - Director of Research	Purchase and installation of equipment to enable hybrid delivery of meetings and seminars by March 2022. Increased attendance at termly Department meetings >90% by providing remote attendance as an option. Equal satisfaction scores of male and female colleagues (>80%) to the timing of seminars and meetings in future surveys.
AP5evii.1 Medium	To improve the gender balance of seminar speakers across research groups to ensure that staff and PGR students have visible female role models.	In 2019/20, 27% of seminar speakers were female.	Apr'21	ongoing	Director of Research	>40% of invitations are to female speakers. >30% of speakers are female from Oct '22.

AP5evii.2 Low	To continue providing internal termly mentoring events for female staff and PGR students to provide support for career progression and an opportunity to discuss gender related issues.	The mentoring events are well received with 90% of respondents scoring the events as 4/5 or 5/5 in the 2020 Department Culture Survey.	Termly	Ongoing	Chair of WEDGG	Maintain high scores ($\geq 4/5$) in the evaluations of mentoring events.
AP5evii.3 Low	To continue the International Women's Day gallery each year to provide examples of female role models.	Under representation of females: 38% of students and 30% of academics are female.	Feb '22 Feb '23 Feb '24 Feb '25	Apr '22 Apr '23 Apr '24 Apr '25	HoA (B&R)	10% increase in gallery role models year on year. 10% increase on visits to the webpage year on year.
Staff						
AP4Bi.1 High	To review the initiatives available to support career development for female T&R staff.	There is published academic research that suggests female staff are less likely to apply for promotion. The increase in females at the Associate Professor level provides an opportunity for the DoE to support more females through the promotions process.	Jan '22	Ongoing	Chair of ASC (T&R)	Initiatives identified, reviewed and developed at key points throughout the academic year. Increase in the proportion of female Associate Professors applying for promotion each year. All individuals nominated for promotion are supported until they reach Full Professor level. By 2024/25, there should no difference in the average number of years to achieve promotion across genders.
AP4Biii.1 High	To reduce the proportion of female staff on a fixed term contract.	A greater proportion of staff on a fixed term contract are female (33% of academic staff are female but 48% of staff on a fixed term contract are female).	Oct '21	Ongoing	Chair of ASC (T-Focus)	Review the duration of all staff on a fixed term contract annually and change to indefinite contracts as appropriate. An equal proportion of male and female staff on a fixed term contract.

AP4Biii.2 Low	Chairs of ASCs to review a summary of feedback from Exit Interviews with academic staff leavers to identify areas of concern and implement solutions in order to help improve staff retention.	Higher proportion of females leave a T&R position (35% of T&R leavers are female but the population is 24% female).	Jan '22	Ongoing	Chair of ASC (T&R) Chair of ASC (T-Focus)	Reduction in the number of staff leaving for reasons relating to dissatisfaction with the DoE. No difference in the proportion of male and female staff leaving for reasons relating to dissatisfaction with the DoE as identified through the exit interview.
AP5ai.1 High	Ensure all colleagues involved in the recruitment process complete Unconscious Bias and Equality Diversity and Inclusion training prior to being a panel member to help to ensure a fair recruitment process.	In April 2021, there was a considerable proportion of staff who had not completed Equality Diversity and Inclusion training (27% females; 39% males) and/or Unconscious Bias training (75% females; 88% males).	Oct '21	Ongoing	HRO	100% completion rate of Unconscious Bias and Equality Diversity and Inclusion training for all staff prior to them being involved in staff recruitment.
AP5ai.2 Medium	To increase the visibility of the DoE's commitment to equality during advertising campaigns to pique interest from female applicants at all levels.	Gender imbalance in the proportion of applications received from female applicants at all levels (Assistant Professor 30%; Associate and full Professor 36%; Teaching Fellows 37%).	Oct '21	Ongoing	HRO	A 5% annual increase in the proportion of female applicants for academic roles at all levels.
AP5ai.3 High	To ensure female representation on all interview panels to help promote equality.	Gender imbalance in the DoE. 30% of academics are female.	Oct '21	Ongoing	HRO	At least one female is present on all academic interview panels. Increase in the percentage of female staff with target to exceed Russell Groups figures by 10% by 2024/25.
AP5aii.1 Low	To continue to review the induction programme annually to identify areas to improve upon and ensure support available to new staff is fit for purpose.	High satisfaction with the induction programme (females 100%; males 83%).	Oct '21 Oct '22 Oct '23 Oct '24	Jan '22 Jan '23 Jan '24 Jan '25	HRO	Minimum of 90% of positive responses on the question on induction experience in the Department Culture Survey.

						Less than 5% difference in satisfaction between females and males.
AP5aii.2 Low	To introduce a more rigorous post-induction review to ensure that the essential Equality, Diversity and Inclusion training has been completed.	In April 2021, completion of the essential Equality Diversity and Inclusion training was less than 100% (73% females; 61% males).	Oct '21	Ongoing	HRO	<p>New starters: 100% completion rate within 4 weeks of start date.</p> <p>Existing staff: 95% completion rate by end by October 2022 for all staff with no difference by gender.</p> <p>Future Pulse and Department Culture surveys to have scores of <10% for bullying and harassment with the aim of reducing close to zero as soon as possible.</p> <p>Year on year increase in Department Culture Survey scores with target of 80% of all colleagues reporting no difference, or no firm opinion to the question “do you feel colleagues pay as much attention when women speak as when men do...”</p> <p>Close to zero reports of PGR students reporting inappropriate behaviours around aggressive research feedback or derogatory comments.</p>
AP5aii.3 High	To include the UoW’s optional Unconscious Bias training to the list of mandatory training for all DoE staff to raise awareness.	In April 2021, completion of the optional Unconscious Bias training was less than 100% (25% females; 12% males).	Oct '21	Ongoing	HRO	<p>New starters: 100% completion rate of Unconscious Bias training within 4 weeks of start date.</p> <p>Existing staff: 50% completion rate by end August 2022; 80%</p>

						<p>completion rate by end Aug 2023 with no difference by gender.</p> <p>Future Pulse and Department Culture surveys to have scores of <10% for bullying and harassment with the aim of reducing close to zero as soon as possible.</p> <p>Year on year increase in Department Culture Survey scores with target of 80% of all colleagues reporting no difference, or no firm opinion to the question “do you feel colleagues pay as much attention when women speak as when men do...”</p> <p>Close to zero reports of PGR students reporting inappropriate behaviours around aggressive research feedback or derogatory comments.</p>
AP5aiii.1 High	To ensure Assistant Professors (T&R) are tracked more effectively through the probation process and support plans implemented to increase the success rate for female staff progression.	A higher proportion of male Assistant Professors (T&R) pass probation (90% vs 66%).	Oct '21 Oct '22 Oct '23 Oct '24	Feb '22 Feb '23 Feb '24 Feb '25	Chair of ASC (T&R)	<p>A year-on-year increase in the proportion of Assistant Professors (T&R) successfully completing their probation.</p> <p>No significant difference by gender.</p>
AP5aiii.2 Medium	To evaluate the mentoring process for T&R staff on probation, and T-Focused staff on promotion, to assess the effectiveness of each process.	Gender imbalance in the DoE. 30% of academics are female. Over the last 5 years:	Oct '21	Ongoing	Chair of ASC (T&R) Chair of ASC (T-Focus)	No significant difference in success rates for probation or promotion by gender.

		<p>a similar proportion of male and female nominations for promotion (T&R) have been supported but the promotion success rate for male Associate Professors is higher than females (78% vs 50%)</p> <p>More male T focussed staff have applied for promotion but their success rate is lower than female counterparts (42% vs 66%).</p>				
AP5aiii.3 High	To introduce a departmental workshop for T&R staff to explain the promotions criteria in detail to ensure a better understanding of the promotions process across all genders.	<p>20% of male and 23% of female staff do not understand the University's academic promotion process.</p> <p>32% of female and 40% of male staff believe the process is neither fair nor transparent. This is driven by T&R staff (52% do not believe the process is fair and transparent).</p>	Term 2 each year		Chair of ASC (T&R)	<p>First workshop to be held in spring term 2022.</p> <p>>70% eligible staff attendance at the first workshop.</p> <p>Scores above 75% in this area in the Department Culture Survey and Pulse Survey.</p> <p>By 2024/25, an increase in the proportion of females nominated for promotion (at the appropriate time) with no significantly different time to promotion across genders.</p>
AP5aiii.4 Low	To investigate the reasons why more female staff find the probation process neither fair nor transparent to ensure a better understanding of the probation process across all genders.	23% of male and 41% of female staff believe the probation process is neither fair nor transparent.	Jan '22	Jun '22	Chair of ASC (T&R)	<p>Hold a focus group in term 2 2022 to identify the reasons why staff do not find the probation process neither fair nor transparent.</p> <p>Year on year improvement with >75% of male and female colleagues</p>

						scoring the probation process fair and transparent in the Department Culture Survey (by 2025/26).
AP5aiii.5 High	To provide a framework of clear and measurable targets against each area of the promotions criteria to increase the support for female staff progression from Associate to Full Professor.	Over the last 5 years, a similar proportion of male and female nominations for promotion (T&R) have been supported but the promotion success rate for male Associate Professors is higher than females (78% vs 50%).	Nov '21 Nov '22 Nov '23 Nov '24	Mar '22 Mar '23 Mar '24 Mar '25	Chair of ASC (T&R)	Increase in female academics at Professorial level over the five-year period. No difference across genders in the number of years required to achieve promotion.
AP5aiv.1 Low	To develop a Visitors' Programme to facilitate research networking and collaborations aiming to generate high quality output particularly for staff who have caring responsibilities.	Eligible outputs for REF2021, females represent 22% but contribute 13.6% of eligible outputs.	Jan '22	Ongoing	DoR	A record of all visitors and the DoE host(s) will be maintained. Visitors coming to the Dept via the Programme are required to submit a report within six weeks for their stay outlining the activities undertaken during the period of their visit and further collaborative plans. Visits reports will be cross-referenced to identify the number of academics using the Programme with caring responsibilities and understand how it has supported them.
AP5bi.1 Medium	To raise awareness of opportunities for skills development through better identification of training needs and advertising opportunities.	35% of male staff and 50% of female staff found their last PDR helpful.	Oct '21	Ongoing	HRO	Year on Year increase in the % of staff who report finding the PDR process helpful as measured by the Department Culture Survey. Target 75% of all staff find the PDR useful by 2025/26.

						Reduction in staff attrition with an increase in the percentage of female staff with target to exceed Russell Groups figures by 10% by 2024/25.
AP5bii.1 High	To ensure the relevance of the PDR process is fully understood by all parties to increase the support for staff progression.	35% of male staff and 50% of female staff found their last PDR helpful.	Jan '22 Jan '23 Jan '24 Jan '25	Aug '22 Aug '23 Aug '24 Aug '25	HRO	Focus groups in 2022 to discuss PDR participation and to identify the reasons for lack of participation. Year on Year increase in the % of staff who report finding the PDR process helpful in the Department Culture Survey. Target 75% of all staff find the DPR useful by 2025/26.
AP5biii.1 High	To appoint female research group coordinators to progress towards a gender balance in the leadership of the research groups and achieve a better balance of role models.	All six Research Group Coordinators and three of the Deputy Coordinators are male.	Apr '22 Apr '23 Apr '24 Apr '25	Aug '22 Aug '23 Aug '24 Aug '25	HoD	Increase in the number of females appointed as Research Group coordinators or Deputy. 40% of Research Group Coordinators or Deputy to be female by 2025.
AP5bv.1 Low	To continue to record rates and success of grant applications by gender ensure that all colleagues are supported in securing grant income.	Applications from females are proportional to the population. Females have a slightly higher success rate than males (48% vs 43%).	Oct '21	Ongoing	DoR	Research Manager to provide 6 monthly reports on submissions and awards by gender. Actions to be initiated if the proportion of applications from female staff drops. Female staff to remain as successful as male colleagues in submitting grant applications.
AP5di.1 High	To increase awareness of maternity provisions and to establish whether maternity/adoption pre-leave	Pre-leave provisions have not been evaluated to establish if they are effective.	Jan '22	Ongoing	HRO	Maintain a high percentage of staff returning and remaining in the workplace after periods of leave.

	provisions are effective to ensure females feel supported in the workplace.					Action plans to be implemented dependent upon feedback.
AP5div.1 High	Ensure colleagues are informed of changes to maternity legislation pre-leave and during maternity leave.	To ensure UK/non-UK colleagues understand legislative changes to maternity provisions and the impact they may have on individual choice.	Aug '21	Ongoing	HRO	100% of staff to receive documentation detailing maternity provisions at the pre-maternity meeting. Documentation to be reviewed bi-annually to ensure changes to legislation are incorporated.
AP5dv.1 High	To increase awareness of all family-friendly policies, through inclusion in the induction process, annual start of the year emails and Department Meeting for all staff, and termly reminders in the staff newsletter.	Less than 50% of staff are aware of the University's family friendly procedures relating to Flexible Working, Career Breaks, Warwick Academic Returners Fellowship or Parental Leave scheme.	Aug '21 Aug '22 Aug '23 Aug '24 Aug '25	Oct '21 Oct '22 Oct '23 Oct '24 Oct '25	HRO	Increased scores in these areas in future Department Culture and Pulse Surveys. 75% of staff are aware of the policies with no difference across genders. To seek feedback on satisfaction with the new Hybrid Working Procedure for PSS. Target: new procedure meets business needs and 90% of staff are happy with the new arrangements.
AP5dvi.1 Medium	To increase awareness of flexible retirement to help promote a work-life balance for staff in the later years, whilst retaining their knowledge and skill set.	The age profile of staff shows a number of staff aged >65 and a considerable number between 56 and 65.	Aug '21 Aug '22 Aug '23 Aug '24 Aug '25	Oct '21 Oct '22 Oct '23 Oct '24 Oct '25	HRO	Increase in enquiries and/or applications for flexible retirement. Increased scores in future Department Culture and Pulse surveys regarding awareness of the scheme. No difference across genders in awareness of the scheme.

Students						
AP4Aii.1 Low	To promote economics as a broad and diverse discipline in order to increase the attractiveness of studying economics to female students.	Over the last 5 years, around 35% of applications (UG) are from females.	Sep '21	Ongoing	Widening Participation Co-ordinator	Year on Year increase in the % of applications received from female students. Target 40% of applications from female students by 2025/6.
AP4Aii.2 Low	To include a campaign targeting prospective female students in the departments marketing and recruitment strategy to increase the number of applications from UK female students.	Over the last 5 years, around 25% of applications (UG) from UK-based students are from females.	Sep '21	Ongoing	Widening Participation Co-ordinator	Year-on-year increase in % of applications received from UK female students, with a target of 30% proportion by 2025/6.
AP4Aii.3 Low	To introduce online gender bias training to all student cohorts to raise awareness of gender-related issues from an early point in their student life.	Overall across the undergraduate and postgraduate degree courses around 38% of students are female.	Aug '22	Oct '23	SEEC	Trial delivered to new cohort of undergraduate students by January 2023 with the intention to roll out the full training module by the start of the academic year 2023/4.
AP4Aii.4 High	To further investigate the UG attainment gap and see how students' characteristics and module records (e.g., types of assessments, learning resources, and students' engagement) impact on students' performance in order to identify trends and issues to enable the difference in performance to be addressed.	A higher proportion of male students obtain a good honours degree compared with females with a 10% point gap in the most recent (2019/20) cohort of graduates.	Jan '22	Nov '22	AFS	Report to be produced by the end of the academic year 2021/22. Based on the analysis, actions will be devised to reduce the gender gap in academic performance. Reduction in the attainment gap to <7% by 2025/6.
AP4Aiii.1 High	To investigate the reasons for the performance gap between female and male students at PGT level, using the university's administrative information on student demography	Female students are less likely to gain a distinction compared to male students (10% vs 20%) and more likely to obtain a pass (54% vs 44%).			PG-DSEP	Report to be produced by the end of the academic year 2021/22. Based on the analysis, actions will be devised to reduce the gender gap in academic performance.

	and modules' records (e.g. types of assessments and performance), to identify actions to address the difference in performance.					Reduction in the attainment gap to <7% points by 2025/6.
AP4Aiv.1 High	To continue to develop initiatives to support female PGR students, e.g. sponsoring mentoring sessions in research workshops, encouraging research groups to invite female economists as speakers, and organising social events where students can seek and receive advice from female faculty members to support female career development.	In the Department Culture Survey for PGR students, 50% of females felt their gender has a negative impact on their career development opportunities (vs 0% males).	Oct '21	Ongoing	Director MRes/PhD programme	Decrease in the % of females that feel that their gender impacts on career development and opportunities. Target of no more than 20% of females feeling gender has a negative impact on their career development opportunities by 2023 and close to zero by 2024/5.
AP4Aiv.2 Medium	To use the DoE's academic networks to actively seek talented female students from other institutions to recruit onto the MRes/PhD programmes to increase the proportion of female MRes/PhD students.	For 2016/7 to 2020/21, female PGR students account for around one third of the cohort.	Nov '21	Ongoing	Director MRes/PhD programme	An average of 40% females per cohort by 2024/25.
AP4Aiv.3 Low	To create a new space on the departmental web page to promote the study of economics to potential female PGR applicants to increase the attractiveness of the DoE to prospective female students.	For 2016/7 to 2020/21, female PGR students account for around one third of the cohort.	Oct '21	Dec '21	MCM	An average of 40% females per cohort by 2024/25.
AP4Aiv.4 Low	To set up formal mentoring arrangements for MRes/PhD applicants, linking female offer holders with existing female	For 2016/7 to 2020/21, female PGR students account for around one third of the cohort.	Oct '21	Jun '22	PhD student led	An average of 40% females per cohort by 2024/25.

	research students and/or faculty to raise the acceptance rate for females.					
AP5ei.1 High	To continue promoting the DoE Community Values among our current and prospective students: presenting them in offer holders' newsletters and highlighting them in presentation at Open Days and induction sections.	In the economics profession there is an ongoing concern about gender equality. An awareness of the DoE values before joining one of our programmes could help prospective female students choose economics at Warwick.	Oct '21	Ongoing	MCM	Better gender balance with a target of 40% female student by 2025/26 intake.
AP5eviii.1 Low	To continue to collect statistics on Open Days and participants and monitor gender composition and grade of staff involved in the events to provide visibility of role models to increase the attractiveness of the DoE to prospective female students.	In 2021, 19% of Open Day speakers were female.	Mar '22	Ongoing	MCM	Increase the proportion of female speakers at Open Days to 50% by 2023/24.
AP5eviii.2 Low	To collect feedback on the 'Women in Economics' sessions at undergraduate Offer Holders Open Days to identify ways to encourage more female students to apply to study Economics at Warwick and work on removing any barriers to conversion from offer holder to student	Over the last 5 years, around 35% of applications (UG) are from females with 40% being given an offer and between 35% and 39% accepting their offer.	Feb '22 Feb '23 Feb '24 Feb '25	Apr '22 Apr '23 Apr '24 Apr '25	MCM	Identify reason for prospective female students not putting Warwick as their first choice. Implement actions to increase the proportion of female acceptances to 40% by 2025/26.