



**Department
Application
Bronze and Silver
Award**



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

The overall word limit for applications is 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

Name of institution	University of Bristol	
Department	Economics	
Focus of department	AHSSBL	
Date of application	January 2022	
Award Level	Bronze	
Institution Athena SWAN award	Date: April 2017	Level: Bronze
Contact for application Must be based in the department	Ruby Jones	
Email	Ruby.jones@bristol.ac.uk	
Telephone		
Departmental website	http://www.bristol.ac.uk/economics/	

Glossary of abbreviations and acronyms

BAME	Black, Asian or Minority Ethnic
ECR	Early Career Researcher
EDI	Equality, Diversity and Inclusion
FSSL	Faculty of Social Sciences and Law
FTE	Full Time Equivalent
HoS	Head of School
HR	Human Resources
PGR	Postgraduate research
PGT	Postgraduate taught
REF	Research Excellence Framework
SAT	Self-assessment Team
SRD	Staff Review and Development
SSR	Staff Student Ratio
UoB	University of Bristol
UG	Undergraduate
WP	Widening Participation

**1. LETTERS OF ENDORSEMENT FROM THE FORMER AND
CURRENT HEADS OF DEPARTMENT**



School of Economics
Priory Road Complex
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Equality Challenge Unit First floor
Westminster Tower 3
Albert Embankment
London SE1 7SP

5th January 2021

Dear Equality Charters Manager

Athena SWAN, Bronze Award Application

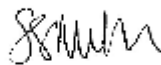
As the former (and first) Head of the School of Economics, I write to express my strongest endorsement of the Athena SWAN principles and this application for the Bronze award.

When the decision was made to create a new, and separate, School of Economics, I wanted to embed equality and diversity at its heart and initiated the process of applying for the Bronze award as a crucial step towards achieving that goal. I personally took a lead in the process and chaired the meetings of the self-assessment team and co-edited the final report.

Promoting diversity in economics is a personal and professional priority, reflected in my former role as chair of the Royal Economic Society (RES) Women's Committee and co-chair and founder of Discover Economics, a campaign to improve diversity among undergraduate economics students. I have several times been a mentor for junior women in programmes run by the RES and European Economic Association. I have been asked to speak about the under-representation of women in Economics to, amongst others, the Royal Dutch Economics Association, Copenhagen Business School, the Scottish Economics Forum, the Scottish Economics Society, the Government Economics Service and the Bank of England. We face a huge diversity challenge in economics. It is a discipline dominated by men and, in contrast to STEM, progress towards equal representation, particularly among school and undergraduate students, has been slow. The Athena SWAN accreditation is an important tool that we can wield to help to improve diversity and inclusion in the profession and I am proud to have initiated the process in my department.

The self-assessment process has been hugely helpful in forcing us to reflect critically on areas of strength and weakness in the department. As social scientists, our instinct was to want to understand the current position of women and the potential barriers that they face. We collected and analyzed the administrative data as required, but also administered a new survey to collect additional, quantitative data and also organised focus group discussions with different groups, predominantly of junior women, who may otherwise feel they do not have a voice. These multiple sources of data provide an accurate representation of the department. The picture that emerges is not always comfortable, for example, the unacceptable behaviour that women have faced, but it is honest. We now understand better the status of women in the department at all stages of their academic careers and the issues that face our female colleagues and students. The Action Plan that we developed directly addresses the problems that emerged and paves a way ahead to a more inclusive, and fairer, environment. I am excited to continue to work as part of the newly established EDI committed to take this important work forward.

Yours,



Sarah Smith

Professor of Economics

Former Head of the Department and then School of Economics (2014 – 2021)



Equality Challenge Unit First floor
Westminster Tower 3
Albert Embankment
London SE1 7SP

10th January 2022

Dear Equality Charters Manager,

Athena SWAN, Bronze Award Application

As the current Head of the School of Economics, I write to express my strongest endorsement of the Athena SWAN principles and this application for the Bronze award.

I have been involved with issues of equality, diversity and inclusion since very early on in my career, including very recently, as for instance setting up the first EDI committee for the Department of Economics at the University of Sussex, where I was Head of Department prior to joining the University of Bristol, and as co-Chair of the Women in Economics mentoring retreat organised by the European Economic Association and the Econometric Society (for three years).

I was therefore delighted when I learned that the School of Economics at the University of Bristol was working on our Athena SWAN Bronze award application. While I have only joined the process when the application was in essence complete, I have contributed to the action plan and I am strongly committed to it. The action plan embeds Equality, Diversity and Inclusion as core to our culture, strategies, structures and processes. We are working to integrate the Athena SWAN's principles in everything we do, including of course our School's governance, with the inclusion of the EDI committee Chair, which we recently set up as part of our Athena SWAN actions, in the School's Management Team, and we have established the Head of School as an ex-officio member of the EDI committee. The agenda of all our School meetings include an EDI discussion item.

I have been Chair of recruiting committees for many years in the Higher Education Institutions where I was employed previously, and I am acutely aware of the particular pressures on gender balance in recruitment and wage differentials that unfortunately characterise the field of

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Economics. I am determined to address them, by increasing further the share of female recruits, monitoring wage inequality and tackling it when necessary, while ensuring EDI scrutiny of our recruitment processes and practices, and I look forward to supporting and facilitating the growth of our group of female leaders.

I am hugely grateful to my predecessor, Professor Sarah Smith, for the tireless work in promoting and implementing AS principles, and I will continue her work to make the culture, structure, processes and practices in the School inclusive and family friendly, supporting colleagues at all stages of their career through a formal mentoring system, and constantly monitoring our workload allocation model to ensure it is fair, and ensuring all colleagues feel they do have a voice.

I submit this application on behalf of the School of Economics and I look forward to leading our efforts to fulfil our ambitions of achieving AS Bronze, working towards AS Silver and embedding a culture where all colleagues can thrive.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Paola Manzini".

Professor Paola Manzini
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458 WORDS (former Head of School letter)

340 WORDS (current Head of School letter)

2. DESCRIPTION OF THE DEPARTMENT

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

The School of Economics (referred to throughout this report as “the department”) has existed as an autonomous School since August 2020 when the larger School of Economics, Finance and Management (EFiM) – in which economics was one department – was split into three separate schools. The new School of Economics sits within the Faculty of Social Sciences and Law.

Although a new School, economics at Bristol has a long tradition and a strong reputation. It ranked 6th overall in the 2014 REF and 1st for the impact of its research. Research is organised into five groups – applied microeconomics, macroeconomics, econometrics and micro-theory and economics pedagogy. The department is home to the *Economics Observatory* bringing economic analysis of COVID to policy and public audiences, the *Centre for Evidence-based Public Services (CEPS)* which produces economic analysis relevant to public service delivery and the *Economics Network*, which provides training in teaching higher education economics nationally and internationally.

The dissolution of EFiM and the creation of a separate School of Economics in August 2020 came after rapid growth in staff and student numbers.

The department currently has around 1600 students across a range of single- and joint-honours economics undergraduate programmes and a mix of specialist and non-specialist postgraduate economics programmes. The share of women on undergraduate programmes is low (30 per cent) but in line with the national benchmark. The share of women on postgraduate taught programmes (58-70 per cent over the period) is above the national benchmark but varies by programme and by year. We have a small cohort of c. 35 Postgraduate Research (PGR) students, 50 per cent of whom are women.

In 2020-21 the department had 62 FTE permanent staff – a breakdown by seniority and gender is provided in Table 2.1. below.

Table 2.1. Snapshot of academic staff, 2020 – 21

	Total	Professors	Senior Lecturers/ Associate Professors	Lecturers
Number	62	15	21	26
Share of women	30%	33%	33%	24%

The proportion of women in the department is above the Russell Group average at senior level¹ but below this benchmark at a junior level. The department also has a total of 31 Professional Service Staff, 22 women and 9 men. The under-representation of women in economics in the UK and internationally has received increasing focus in recent years; it has been a salient issue for the department even before preparation for Athena Swan, particularly in discussions about recruitment, progression and promotion and departmental culture.

Applying for an Athena Swan bronze award is a crucial step for the department to take at this stage in the establishment of an independent School of Economics. The self-assessment process has allowed the department to reflect on its processes and practices and to talk to staff about their experiences. Some changes have already been made during the self-assessment process and the department now has a clear set of action points to tackle the issues that have been identified in the years ahead in preparation towards a silver award application. The department can now look forward to creating an inclusive environment where everyone can thrive.

529 WORDS

3. THE SELF-ASSESSMENT PROCESS

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

(i) The Self-Assessment Team

The self-assessment team (SAT) was established in September 2019. Membership is listed in Table 3.1 below. The committee had a good gender balance and a range of experience, combining relatively new starters with people who have been in the department for more than 20 years, as well as PGR students. Some staff were asked to join because of administrative roles and their knowledge of relevant aspects of the department. Others, because of their interest in diversity and in supporting staff. Committee members have taken responsibility for specific sections of the Athena Swan report (listed in the Table).

All members have actively participated in data gathering, analysis, discussion and drafting. Final editing of the report was done by Christine Valente and Sarah Smith.

¹ Analysis by the Royal Economic Society showed that across the Russell Group, 14% professors were women, 21% associate professors and 31% assistant professors (Bateman, V., Gamage, D. K., Hengel, E., & Liu, X. (2021). "Royal Economic Society, Silver Anniversary Women's Committee Report: The Gender Imbalance in UK Economics." Royal Economic Society.)

Table 3.1: Membership of Self-Assessment Team (SAT). Roles as of 2020-21

		Report sections	Children	Gender
Andy Wistow	School Manager	S2, S5.4	3	Male
Annika Johnson	Lecturer, Admissions and Recruitment Officer (Senior Lecturer from Aug 21)	S4.1, S5.4		Female
Babak Somekh	Senior Lecturer, EDI lead (left)	S5.4		Male
Christian Spielmann	Associate Professor, School Education Director	S5.4	1	Male
Christine Valente	Associate Professor	S5.1, S5.4	3	Female
Edmund Cannon	Professor	S4.2	2	Male
Ellen Greaves	PhD Student	S4.1	3	Female
Hans Sievertsen	Senior Lecturer	S5.4		Male
Katerina Raoukka	Senior Lecturer (left)			Female
Luyang Chen	PhD Student	S4.1		Male
Pawel Doligalski	Lecturer	S5.2		Male
Rabeya Khatoun	Lecturer (Senior Lecturer from Aug 21)	S5.3	3	Female
Rachel Cardew	Student Support Manager			Female
Ruby Jones	Senior Executive Assistant	S3, S5.1		Female
Sarah Smith	Professor, Head of School until Sept 2021	S1, S3, S4.2, S5.1, S5.4	3	Female

(ii) An account of the self-assessment process

Since September 2019, the SAT has met (roughly) once every two months.

The work of the SAT can be described by the following phases:

Phase 1: Set up	Sept 2019 – Dec 2019
<ul style="list-style-type: none">• Familiarisation with Athena Swan process• Meeting the University AS Lead and the lead on a successful submission from another Department• Agreement on the departmental process and allocation of responsibilities	
Phase 2: Data gathering, analysis and initial actions	Jan 2020 – Dec 2020
<ul style="list-style-type: none">• Review of existing data sources• Design and roll out of departmental staff survey (SAT survey) to collect additional information• Focus groups to explore issues in more depth• Discussion of issues; some mitigating measures agreed and introduced	
Phase 3: Drafting	Jan 2021 – Apr 2021
<ul style="list-style-type: none">• Draft of different sections prepared (following release of relevant HR data)	
Phase 4: Looking forward	May 2021 – Jul 2021
<ul style="list-style-type: none">• Discussion and agreement of action plan• Consultation and engagement with department• Editing the report	
Phase 5: Finalising the report and the action plan	Aug 2021 – Dec 2021

Details of Phase 2

During this substantive phase of the self-assessment process, the SAT sought to deepen its understanding of issues against each area of the Athena Swan report. It considered three years of data, covering the transition to a separate department. After reviewing existing data sources, the SAT designed and rolled out a departmental staff survey (“the SAT survey”) covering flexible working/leave, training, promotion and culture. One particular aspect of culture explored in the survey was seminars, both because these are a key, regular departmental activity but also because of evidence from a US-based study which identified the unequal treatment of men and women in economics seminars.² We also included questions on the effects of the COVID pandemic. 50 people (25 women) completed the survey and its findings are included at various points throughout this report.

The SAT followed up the survey by arranging focus groups to explore issues in depth. Separate discussions were held with research and teaching female staff

² Dupas, P., Modestino, A. S., Niederle, M., Wolfers, J. & The Seminar Dynamics Collective (2021). *Gender and the Dynamics of Economics Seminars*. National Bureau of Economic Research Working Paper No. w28494.

(8 participants), education-focused female staff (7 participants), female PGR students (6 participants) and female professional services staff (6 participants).

In response to issues that emerged from the quantitative and qualitative analysis, several mitigating measures have already been introduced. These are discussed further elsewhere in the report, but include:

- Briefings on promotion offered for teaching staff.
- Changes to seminars including a change in timing to make it easier for people with childcare responsibilities to attend, introduction of a set of guidelines for how the seminars are conducted and a commitment to improve gender balance in the selection of speakers.
- Closer monitoring for gender balance at all stages of junior recruitment and implicit bias training for members of the junior recruitment committee.
- Measures to mitigate some of the effects of COVID.

Impact of COVID

The COVID pandemic and the first lockdown occurred during the second phase of the self-assessment process. The SAT continued to meet (online), not least because it became increasingly clear the pandemic had potentially negative implications for gender equality in academia.³ Sarah Smith was part of a University-wide group, led by the Provost, that considered what measures might need to be taken to support staff with young children whose research and scholarship may have suffered because of increased childcare responsibilities due to school closures. The group reviewed evidence on the impact of COVID on research outputs and produced specific guidance for how progression and promotion processes might take account of the effect of COVID.

The SAT considered the implications of the increase in childcare burden for parents with young children. The overall picture was that women experienced a slightly higher increase in childcare but the gender difference was not statistically significant. In the SAT Survey, female and male academics with young children reported losing (an average of) 31.5 and 32.3 hours a week of childcare respectively and that they were personally responsible for 48.6 per cent and 41.7 per cent of the additional hours, respectively. A decision was therefore made to introduce a department-level reduction in teaching workload for academics below Professorial level with primary-school aged children. This was included in the workload model for 2020-21 and was received positively by affected staff. Staff were also encouraged to report their personal circumstances and the effect of COVID when they applied for progression and promotion. This was monitored at the University level, where it was found that 75 per cent of people chose to report. Encouragingly, there was no gender gap in the probability of success in progression/ promotion. Monitoring remains ongoing.

³ <https://www.res.org.uk/resources-page/news-from-the-women-s-committee-a-growing-divide.html>

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

Following the self-assessment process, the role of School EDI lead was created and advertised, and filled by Danielle Guizzo. This position is credited as a major administration role (two days per week) in the School Workload Model. The role has a three-year term and will be advertised as part of the annual, School workload review process when it becomes vacant. As is standard in the School, the Head of School will invite expressions of interest in advertised roles and makes final decisions in consultation with the Head of Workload.

A new, permanent EDI committee was also established from September 2021. The initial membership of this committee is shown in Table 3.2 below. This composition represents the School's main academic pathways and research groups, while also encompassing different levels of seniority, gender, and ethnicity. All members of the committee receive appropriate credit in the School Workload Model for their work as committee members (falling within the one day a week that is credited for admin and citizenship). The standard length of committee membership will be a maximum of three years, but some individual members may be asked to stay on in order to avoid the case of simultaneously replacing all members.

Table 3.2: Membership of EDI committee (September 2021)

Danielle Guizzo	Senior lecturer, Committee Chair and EDI lead	Female
Annika Johnson	Senior lecturer (School and Faculty Admissions and Recruitment Officer)	Female
Christian Spielmann	Associate Professor (School Education Director)	Male
Christine Valente	Associate Professor	Female
Hans Sievertsen	Senior Lecturer	Male
Paola Manzini	Professor (Head of School)	Female
Pawel Doligalski	Lecturer	Male
Rabeya Khatoon	Senior Lecturer	Female
Sarah Smith	Professor	Female
Rachel Cardew	Student Support Manager	Female
Ruby Jones	Senior Executive Assistant	Female
Student representatives	Currently vacant	

Initial meetings of the EDI committee have defined the broad objectives of the committee and started to map the workplan. The SAT put together an ambitious Action Plan, set out in full at the end of this report, to address the issues identified during the self-assessment process and many of these will be overseen by the EDI committee. The work of the EDI committee is being organised into staff-focused issues, student-focused issues and decolonising the curriculum. Sub-groups for each of these three areas will meet monthly and propose actions to be considered by the wider group. Student representatives (UG, PGT and PGR) are currently being sought to join the committee to work on

student-focused issues and decolonising the curriculum (**see Action Plan C1**). The EDI committee will monitor progress against the SAT action plan on a regular basis by means of an annual EDI survey. The EDI committee will also take the lead on preparing a silver Athena Swan application in five years' time.

The EDI committee is formally embedded in the School governance processes. The Head of School sits on the EDI committee and the EDI lead sits on the School Senior Management Team (SMT). The governance process for all School committees is as follows: Proposals that are approved by the EDI committee are considered by the SMT (which meets monthly) and, after that, go to full School meetings (also monthly) for sign off. Consideration at full School meetings ensures a high profile for the work of the EDI committee. There is also a standing EDI agenda item at all SMT meetings and full-School meetings that will allow issues to be raised. Outside this formal reporting process, there are several channels that can be used to raise awareness of the work of the EDI committee, including making meeting minutes available on Sharepoint and communications in the regular (monthly) School newsletter.

1230 WORDS

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

4.1.1 Access or foundation courses

During the assessment period there were no dedicated foundation courses for home students. From September 2021, an Economics and Finance pathway was introduced on the University's Foundation in Arts and Social Sciences programme. This programme targets mature students from under-represented groups. Going forward, we will track its success in attracting diverse students (**see Action Plan, S1**).

Full details of short access courses run by the department are given in Section 5.

4.1.2 Undergraduate programmes

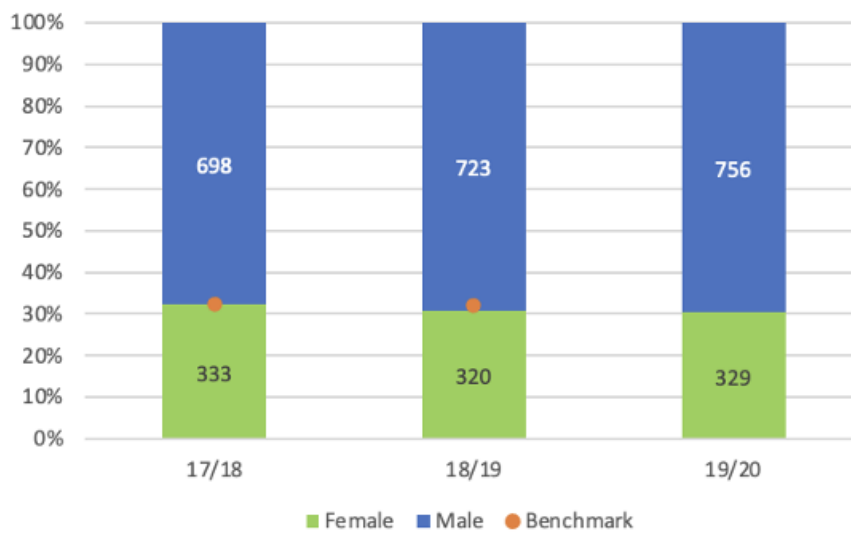
The department runs six full-time undergraduate programmes (five of which offer study abroad). Women represent 30 per cent of the undergraduate cohort (Figure 4.1), in line with the national benchmark.⁴

There is variation across programmes: BSc Economics with Study Abroad/Study in Continental Europe and BSc Economics and Mathematics averaged approx. 40 per cent women, compared to 24 – 28 per cent on BSc Economics and Finance.

⁴ Bateman, V., Gamage, D. K., Hengel, E., & Liu, X. (2021). "Royal Economic Society, Silver Anniversary Women's Committee Report: The Gender Imbalance in UK Economics." Royal Economic Society.

This is in spite of the programmes being marketed together. The variation suggests that women may be put off by the association of economics with finance and the image of the City. We describe below how the department addresses gender stereotypes around economics in its marketing activities. We will also carry out further exploration of the reasons for differences in gender representation across our programmes (see **Action Plan, S2**).

Figure 4.1: UG students by gender with benchmark



The department does not run any of its programmes on a part-time basis, except where a student’s circumstances or progress necessitate it. In 2017/18 there were 27 students in this position (26 per cent women). By 2019/20 this had risen to 60 students (30 per cent women).

The number of applicants to economics (men and women) has risen each year, but the share of women applicants has remained at approximately 33 per cent (Table 4.1). The share of applicants who become registered students is lower for women than men. Although women who apply are more likely than men to receive an offer, men with an offer are more likely to become registered students (Table 4.2). One reason for women’s lower conversion from offer to registration is because women achieve higher A level grades and are thus able to convert offers from institutions ranked above Bristol in their preferences. But the gender gap warrants further investigation, in particular to ensure that there are no negative gender stereotypes associated with Bristol (see **Action Plan, S2**).

Table 4.1: Number of UG applications, offers and intake by gender

	2017/18		2018/19		2019/20	
	F	M	F	M	F	M
Applications	770	1600	971	1947	989	2028
Offers	638	1261	784	1541	830	1660

Intake	96	233	107	248	110	283
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Table 4.2: Rate of UG applicant success by gender

	Application to Offer		Offer to Registered Student		Application to Registered Student	
	F	M	F	M	F	M
2017/18	83%	79%	15%	19%	13%	15%
2018/19	81%	79%	14%	16%	11%	13%
2019/20	84%	82%	13%	17%	11%	14%

The department gives high visibility to women to address gender stereotypes around economics. Open days and post-offer visit days are led by the Head of School and/or School Admissions Officer (both women) and there is a good mix of male and female students at all events. The department’s main recruitment video has three female/ four male students as well as one male/ one female member of staff. Other videos describing economics and the course are voiced by women. In all marketing material we emphasize the social science nature of economics and the broad range of career options (not just finance but public policy and international development). We have also run targeted “women in economics” outreach events (see section 6).

The proportion of women attaining a good degree (either a 1st or 2:1 classification) was broadly similar to that of men, but the proportion of women achieving a 1st is higher (Figure 4.1).⁵ The national data (shown in Figure 4.2) show a similar pattern.⁶ This suggests that women who choose economics, do well.

Figure 4.2: UG degree attainment by gender

⁵ Note that these figures do not adjust for students who repeat or take a supplementary year. The part-time figures discussed above give some indication that this number may be growing but that the share of women is constant.

⁶ Bateman, V., Gamage, D. K., Hengel, E., & Liu, X. (2021). “Royal Economic Society, Silver Anniversary Women’s Committee Report: The Gender Imbalance in UK Economics.” Royal Economic Society.

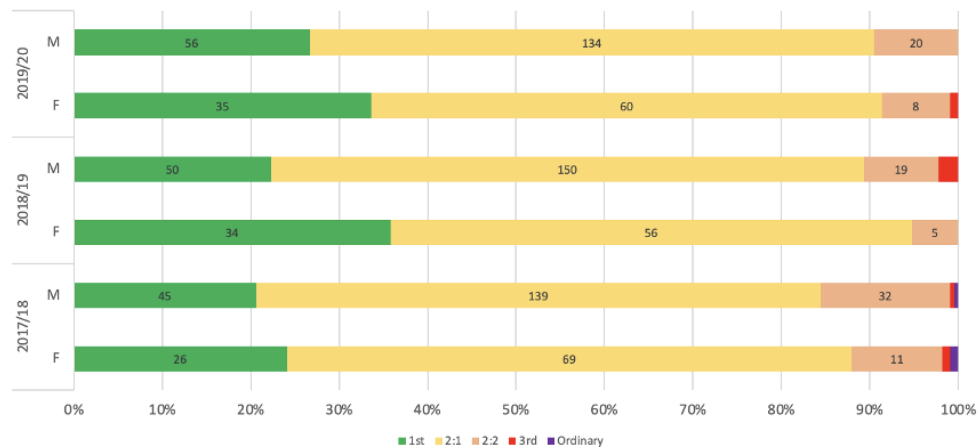
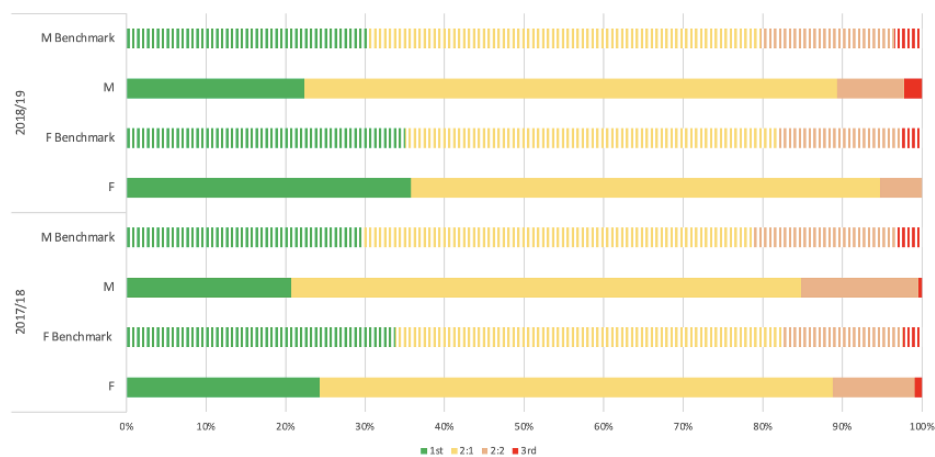


Figure 4.3: UG degree attainment (with HESA Economics benchmark comparison)



4.1.3. Postgraduate taught (PGT) programmes

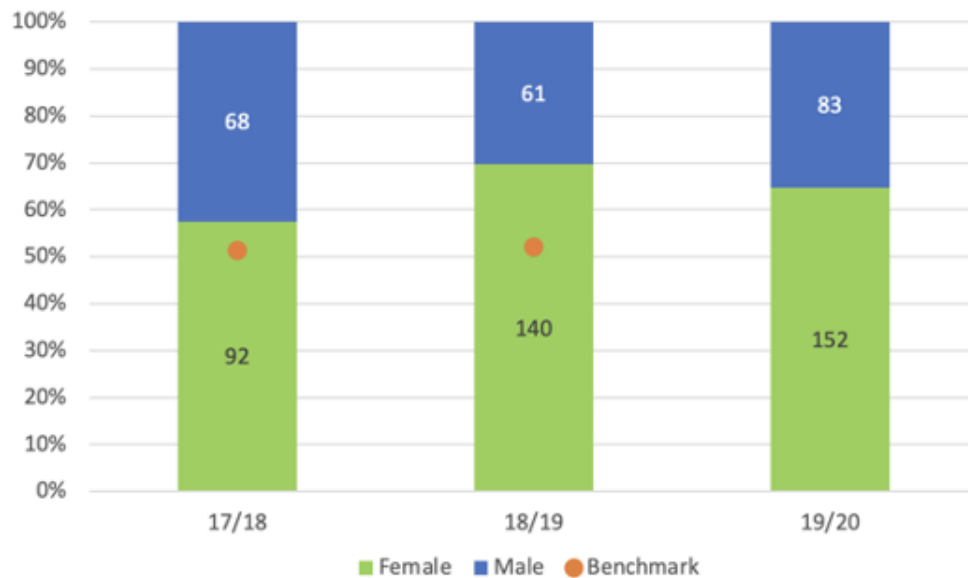
The department runs four PGT programmes: Three are specialist degrees, i.e. for people with an economics degree (MRes Economics, MSc Economics and MSc Economics and Finance) and one is a non-specialist degree (MSc Economics, Finance and Management (EFM)). Women comprised 58 - 70 per cent of the postgraduate cohort between 2017/18 and 2019/20, which is above the national benchmark (Figure 4.4).⁷

There is variation in gender representation by programme and year. The proportion of women is highest in MSc EFM (81 per cent in 2018/19 and 72 per cent in 2019/20). This is likely to reflect both its non-specialist nature and also that it attracts a high number of applicants from China where economics/finance have different gender stereotypes compared to the UK. MSc Economics was 28 per cent female in 2017/18 but 47 per cent female in 2019/20. This positive trend may be attributable to an increasing share of international students but warrants further exploration, including analysis of the gender composition of home and international students (see Action Plan, S2).

⁷ Bateman, V., Gamage, D. K., Hengel, E., & Liu, X. (2021). "Royal Economic Society, Silver Anniversary Women's Committee Report: The Gender Imbalance in UK Economics." Royal Economic Society.

MRes Economics (a very small programme) had no women in 2017/18 or 2018/19 but in 2019/20 there were 6 women out of 13.

Figure 4.4: PGT numbers by gender with HESA benchmark for Economics



Women are more likely than men to apply to an Economics PGT programme. 60-64 per cent of applications are made by women (Table 4.3) albeit with variation by programme. For MSc Economics and Finance and MSc EFM, the share of women applicants getting an offer has risen from 38 per cent and 42 per cent respectively in 2017/18, to 52 per cent and 53 per cent in 2019/20.

The share of women applicants to the MRes getting an offer is variable – it was 60 per cent in 2017/18 but 39 per cent in 2019/20. The MRes programme is relatively new (2017/18 was its first intake) and is a small programme but it is the main route into our PhD programme. We will continue to monitor gender representation at all stages of the application process for the MRes as it is the gateway to a PhD and academic career (see Action Plan, S1).

Table 4.3: PGT applications, offers and intake numbers

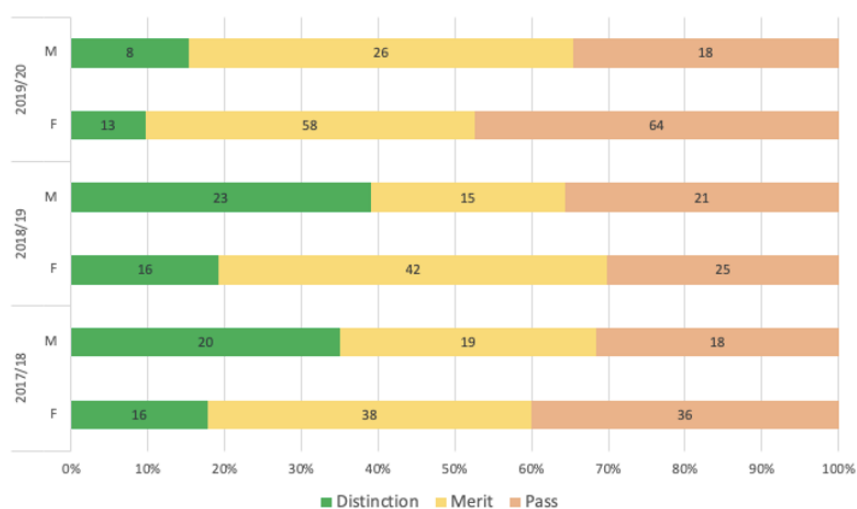
	2017/18		2018/19		2019/20	
	F	M	F	M	F	M
Applications	1038	587	1283	726	1114	720
Offers	392	258	609	330	534	80
Intake	94	68	152	64	150	80

Table 4.4: Rates of PGT application success by gender

	Application to Offer		Offer to Registered Student		Application to Registered Student	
	F	M	F	M	F	M
2017/18	38%	44%	24%	26%	9%	12%
2018/19	48%	46%	25%	19%	12%	9%
2019/20	48%	46%	28%	24%	14%	11%

The proportion of male students passing with distinction is approximately twice the rate of female students (Figure 4.5). The reasons for this are uncertain and warrant further exploration. For instance, we will look at whether there is a gender difference within PGT programmes or the difference is attributable to the mix of specialist and non-specialist programmes taken by men and women and different proportions achieving a distinction across these programmes (see **Action Plan, S2**).

Figure 4.5: PGT degree outcome by gender



4.1.4 Postgraduate research (PGR) programmes

There are small (FTE) numbers of PGR students each year (Table 4.5) and the percentages of women are variable. In 2019/20 there were five women out of 12 (42 per cent); in 2017/18 there were 7 women out of 9 (78 per cent women). The national benchmark is 39 per cent in 2018-19.⁸ All part-time PGR students during the period were women; the numbers are small (one, two and none in the three years) and therefore not reported in a separate table.

Table 4.5: Female and Male PGR students by year (Full Person Equivalent)

⁸ Bateman, V., Gamage, D. K., Hengel, E., & Liu, X. (2021). "Royal Economic Society, Silver Anniversary Women's Committee Report: The Gender Imbalance in UK Economics." Royal Economic Society.

Year	Female	% Female	Female Benchmark	Male	% Male	Male Benchmark
2017/18	7	78%	39%	2	22%	61%
2018/19	5.5	52%	37%	5	48%	63%
2019/20	5	42%		7	58%	

Note to table: Benchmark = average across departments in Russell Group universities

There are more applications from men than women for PGR study (Table 4.6). This reflects national patterns in applications for postgraduate research and the under-representation of women at undergraduate level and on specialist postgraduate courses. The numbers who receive an offer are low and variable (Table 4.6) making it hard to detect clear patterns, including in acceptance rates. Degree completion rates for males and females are equal, at 100 per cent.

Table 4.6: PGR applications

Year	Number Women PGR applications	% Female	Number Men PGR applications	% Male
2017/18	39	32%	82	68%
2018/19	39	42%	55	59%
2019/20	37	36%	67	64%
	% Applications getting an offer		% Offers accepted	
	Women	Men	Women	Men
2017/18	10%	4%	100%	0%
2018/19	3%	13%	0%	57%
2019/20	8%	5%	67%	100%

4.1.5 Progression from UG to PGT/ PGR

In 2017/18, 2018/19 and 2019/20, 15, 20 and 13 students respectively progressed from a School of Economics UG programme to a PGT programme also at the University of Bristol. The majority of these were men (only 2, 5 and 2 women continued their studies at Bristol). However, the share of Bristol women graduates progressing to any postgraduate study is higher; the 2017/18 graduate outcomes survey released in 2020 showed that, of those who responded, 7 female and 14 male students had pursued postgraduate study (i.e. indicating a 1:2 ratio). Further investigation of the PGT destinations of our UG students is warranted, eg to explore whether women go on to higher-ranked institutions (**see Action Plan, S2**). Over the same period, four students (two men and two women) progressed from a School of Economics PGT programme to a PGR programme.

4.2. Staff data

4.2.1. Academic staff, by contract function and grade

In 2019-20, 31 per cent of academic staff in the department were women (Table 4.7). This compares to 26 per cent of economics academic staff nationally.⁹ The proportion of women in the department has increased by four percentage points over the last three years. As we discuss further below, this increase has been driven primarily by recruitment of women to education-focused positions.

Table 4.7 Academic staff (headcount basis)

	All academic staff		
	Women	Men	% Female
2017-18	16	44	27%
2018-19	19	44	30%
2019-20	20	45	31%

Analysis by contract function

Almost all academic staff in the department are on either research and teaching contracts (referred to in the University as Pathway 1) or teaching-only contracts (Pathway 3).

62 per cent of academic staff in the department are on research and teaching contracts (Table 4.8), compared to more than 80 per cent in economics across all universities.¹⁰ Over the period, the biggest growth in the department has been in the number of women on teaching only contracts (Table 4.8). The share of women on teaching contracts is higher than the share of women on research and teaching contracts, reflecting a national pattern in economics.¹¹ Going forward, we will carefully monitor career progression for men and women on both pathways to ensure that the University's vision of equal pathways, with fair opportunities for progression on both, is reflected in reality (**see Action Plan, S9**).

Pathway 3 offers promotion opportunities and staff on both pathways also share the same titles (Lecturer, Senior Lecturer, Associate Professor and Professor). The department workload model also explicitly incorporates 20 per cent "scholarship time" for economics pedagogy for pathway 3 staff, including activities that offer opportunities for status within and outside the University (presenting at pedagogy conferences and submitting papers to journals).

⁹ Bateman, V., Gamage, D. K., Hengel, E., & Liu, X. (2021). "Royal Economic Society, Silver Anniversary Women's Committee Report: The Gender Imbalance in UK Economics." Royal Economic Society.

¹⁰ Bateman, V., Gamage, D. K., Hengel, E., & Liu, X. (2021). "Royal Economic Society, Silver Anniversary Women's Committee Report: The Gender Imbalance in UK Economics." Royal Economic Society.

¹¹ Bateman, V., Gamage, D. K., Hengel, E., & Liu, X. (2021). "Royal Economic Society, Silver Anniversary Women's Committee Report: The Gender Imbalance in UK Economics." Royal Economic Society.

Table 4.8 Academic staff, by contract function (headcount basis)

Research and Teaching staff (Pathway 1)			
	Women	Men	% Female
2017-18	11	30	27%
2018-19	11	30	27%
2019-20	10	30	25%
Research Only (Pathway 2)			
Women	Men	Prop	% Female
2017-18	0	1	0%
2018-19	1	1	50%
2019-20	1	1	50%
Teaching only (Pathway 3)			
	Women	Men	% Female
2017-18	5	13	28%
2018-19	7	13	35%
2019-20	9	14	39%

Table 4.9. Academic staff, by grade (headcount basis)

2017/18	Women		Men		% Of women at each level
	Number	As a % of all women	Number	As a % of men	
Teaching associate	1	6%	1	2%	50%
Lecturer A	1	6%	9	20%	10%
Lecturer B	5	31%	14	32%	26%
Senior Lecturer/ Associate Professor	7	44%	9	20%	44%
Professor	2	13%	11	25%	15%
TOTAL	16	100%	44	100%	27%
2018/19	Number	As a % of all women	Number	As a % of men	% Of women at each level
Teaching associate	3	16%	2	5%	60%
Lecturer A	1	5%	8	18%	11%
Lecturer B	6	32%	13	30%	32%
Senior Lecturer/ Associate Professor	7	37%	10	23%	41%
Professor	2	11%	11	25%	15%
TOTAL	19	100%	44	100%	30%
2019/20	Number	As a % of all women	Number	As a % of men	% Of women at each level
Teaching associate	3	15%	1	2%	75%
Lecturer A	2	10%	6	13%	25%
Lecturer B	6	30%	13	29%	32%
Senior Lecturer/ Associate Professor	6	30%	15	33%	29%
Professor	3	15%	10	22%	23%
TOTAL	20	100%	45	100%	31%

Analysis by Grade

In 2019-20, 15 per cent of women in the department were professors, 30 per cent were senior lecturers/associate professors and 30 per cent held lecturer B positions (Table 4.9). The national benchmark figures are 16 per cent, 30 per cent and 33 per cent respectively.¹²

At the start of the period (2017-18), the composition of women in the department was more senior than that of men (57 per cent of women were

¹² Own calculations based on headcount figures in Table 1 of Bateman, V., Gamage, D. K., Hengel, E., & Liu, X. (2021). "Royal Economic Society, Silver Anniversary Women's Committee Report: The Gender Imbalance in UK Economics." Royal Economic Society.

senior lecturer or above in 2017-18, compared to 45 per cent of men). By 2019-20, the proportions had been reversed – 45 per cent of women were senior lecturer or above in 2019-20 compared to 55 per cent of men. There has been an increase in the number of senior men due to both hiring and internal promotion and an increase in the number of junior women (teaching associate and lecturer). The increase in junior women is positive for the future to the extent that there are equal opportunities for progression and promotion – this will be important to monitor going forward and we discuss this further below (see **Action Plan, S9**).

4.2.2. Academic staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

The shares of men and women who are employed on a part-time basis and who are employed on fixed-term contracts are similar (there is little evidence of gender gaps) and are low compared to the national benchmarks.

There has been a concerted effort, in line with University commitments, to reduce casualisation and move away from fixed-term contracts. The number of staff on fixed-term, research-only contracts is very small and linked to specific grants (Table 4.10). Fixed-term teaching associates are typically employed in economics to backfill unfilled vacancies rather than as a deliberate recruitment strategy. For some, these contracts are a useful position before finding permanent research and teaching contracts at other universities. For others, they are the gateway to a permanent teaching contract at Bristol. For example, four women recruited to fixed-term positions in 2020-21 were appointed to permanent lecturer positions starting in September 2021.

In most cases, part-time status reflects staff who have positions at other institutions overseas, allowing international staff to spend time with family.

Table 4.10 Academic staff by part-time/ fixed-term contract basis (headcount basis)

Year	Part-time %		Fixed term %	
	Women	Men	Women	Men
2017/18	6%	11%	6%	9%
2018/19	15%	15%	10%	11%
2019/20	6%	6%	9%	11%
Benchmark	37%	37%	6%	9%

4.2.3. Academic leavers by grade and gender and full/part-time status

Seven academic staff (six men, one woman) left during the assessment period (see Table 4.11). All movers were research and teaching staff. No permanent, teaching-only staff left during the period. Four were moves outside the UK and one was a move out of academia. Half of the moves (within academia) were to a higher grade. Moves are

tracked by the department senior executive team as well as by HR. All leavers are invited to complete a survey. Response rates are low but one issue that was identified as a problem was the burden of University-required training for junior staff (see section 5.2.1).

Table 4.11 Academic staff leaving during the assessment period

2017/ 18	None
2018 – 19	M, Lecturer to Professor (University of Geneva); M, Associate Professor to Associate Professor (University of Toronto); M, Professor to Professor (University of Oxford); M, Professor
2019 – 20	M, Lecturer, to Associate Professor (Warwick University); F, Senior Lecturer, to Associate Professor (McMaster University); M, Associate Professor to Associate Professor (McMaster University)

2299 WORDS

5. SUPPORTING AND ADVANCING WOMEN’S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

5.1.1. Recruitment

Over the three years, the department recruited 18 permanent research and teaching staff, seven permanent teaching staff, three temporary research staff and four temporary teaching staff. Seven of the 25 permanent hires were women (28 per cent). This is in line with the overall representation of women in economics.

However, the gender breakdown of hires differs across the two main academic pathways and by Grade. Table 5.1. shows this, breaking down recruitment by pathway and by Grade. Data are pooled across years in order to make comparisons more meaningful given the small number of people recruited in each year.

Of the hires to research and teaching contracts, we recruited one woman out of nine lecturers (11 per cent), one woman out of five senior lecturer/ associate professors (20 per cent) and one woman out of four professors (25 per cent). By contrast, of the permanent P3 hires, we recruited three women out of four lecturers (75 per cent), one woman out of two senior lecturer/ associate professors (50 per cent), but no women at professorial level.

Table 5.1 Recruitment, combined data 2017-18 – 2019-20

		Applic	Interview	Offer	Hire
Research and teaching					
Grade I/ J	Women	487	15	10	1
	Men	1387	37	20	8
	% women	26%	28%	33%	11%
Grade L	Women	31	1	1	1
	Men	103	4	4	4
	% women	23%	20%	20%	20%
Grade M	Women	9	3	3	1
	Men	41	8	6	3
	% women	18%	27%	33%	25%
Teaching					
Grade I	Women	30	6	4	4
	Men	37	5	1	1
	% women	45%	55%	80%	80%
Grade J	Women	18	1	1	1
	Men	31	1	1	1
	% women	37%	50%	50%	50%
Grade K	Women	34	4	2	2
	Men	62	4	0	0
	% women	35%	50%	100%	100%
Grade L	Women	28	3	1	1
	Men	58	2	1	1
	% women	32%	60%	50%	50%
Grade M	Women	4	2	0	0
	Men	15	4	2	1
	% women	26%	30%	0%	0%

Table 5.1 also summarizes information on the share of women at each stage of the recruitment process (applications, interviews, offers and hires). This provides useful insights into what might underlie the low shares of women among those who are hired - and where work needs to be done. The data show that women are a minority of applicants – and make up a particularly low share of applicants for senior positions.

- With one exception, the share of women (by pathway/ Grade) among those who are invited for interview is greater than the share of women among those who apply. One step that we took to increase the share of women among the pool of interviewees was to track gender balance at all stages of each hiring process.
- With two exceptions, the share of women who receive an offer is greater than the share of women who apply. One step that we took at the interview stage was to ensure that all interview panels are mixed gender

(and mixed Grade) and all members of the junior recruitment committee in 2020-21 undertook unconscious bias training.

- The data show that women are less likely to accept an offer than men, particularly at the junior level on the research and teaching pathway. This is a very competitive level to hire at and most of the candidates that we make offers to also hold offers from other institutions. We have already considered whether there are aspects of our interview process that may put women off. For example, following a published study showing that junior men and women are treated differently in seminars,¹³ we introduced new seminar rules (no interruptions for the first five minutes, no side conversations, chairs to ensure no-one dominates the questions). Female job market candidates reported positively on their experience in 2020-21

There is more work to do (**see Action Plan, S3 – S5**). We will continue to monitor and report on the share of women at all stages of the recruitment process. We will be proactive in inviting female postdocs and PhD students to seminars and workshops and we will make the department more attractive to women, for example, by emphasizing success in internal promotions.

5.1.2. Induction

All academic staff have a thorough induction. This includes introductions with key staff, a physical tour and matching with an academic buddy. New staff are also helped with setting up their University access card and IT equipment, gaining access to their office. We ask for feedback on induction to monitor effectiveness and have had only positive comments (examples below). This includes feedback from staff who joined during the pandemic with limited opportunities for face-to-face interaction.

In the situation, I feel like the induction could not be made much better ... I have received a lot of information about everything and did my best to absorb it but I will likely have to ask for some understanding in the near future if I do not quite manage to do everything as it is supposed to right off the bat... starting is always complex at the best of times, and this is not the best of times for anyone!

Thanks for all your help, I really appreciate all the efforts you, Ben and the rest of the staff make to collect information so that it is more easily accessible to us. I feel like it is helping us a great deal.

Thanks a lot for this email – it's very thoughtful. Honestly, everything has been great from my perspective – you and everyone else I've interacted with have been do helpful and very welcoming.

¹³ Dupas, P., Modestino, A. S., Niederle, M., Wolfers, J. & The Seminar Dynamics Collective (2021). *Gender and the Dynamics of Economics Seminars*. National Bureau of Economic Research Working Paper No. w28494.

5.1.3. Promotion

Across the three-year period, four or five people have applied for promotion each year.¹⁴ Given the small numbers, there is year-to-year variation in the gender ratio of applicants (see Table 5.2), and in the share of potential applicants applying for promotion (Table 5.3).

There is a positive trend in the promotion success rate for women (50 per cent in 2017/18 vs 100 per cent in 2019/20) and men (0 per cent in 2017/18, 80 per cent in 2018/19 and 100 per cent in 2019/20). The success rate (conditional on applying) is lower for women than for men but the overall share of successful applicants relative to the number of staff is slightly higher for women (3/16 or 19 per cent) compared to men (7/43 or 17 per cent).

Table 5.2 Promotion, combined data 2017-18 – 2019-20

	Senior Lecturer		Associate Professor		Professor		Total	
	F	M	F	M	F	M	F	M
Number who applied								
2017/18	1	0	2	0	1	1	4	1
2018/19	0	2	0	2	0	1	0	5
2019/20	0	1	0	0	1	2	1	3
TOTAL	1	3	2	2	2	4	5	9
Number who were successful								
2017/18	0	0	2	0	0	0	2	0
2018/19	0	2	0	2	0	0	0	4
2019/20	0	1	0	0	1	2	1	3
TOTAL	0	3	2	2	1	2	3	7

Table 5.3: Share of people applying out of total potential applicants, by grade

	Female			Male		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
Lecturer	25%	0%	0%	0%	11%	5%
Senior Lecturer	67%	0%	0%	0%	50%	0%

¹⁴ Note that we pool data on part-time and full-time staff because of very small numbers of part-time staff. There is only one part-time woman and one part-time man below professorial level who applied for promotion.

Associate Professor	25%	0%	50%	17%	17%	50%
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Promotion was a key topic for the SAT. The process is governed by a university-wide framework that sets out the requirements for promotion to Associate Professor and Professor. A key role for the School is to ensure that people are aware of the requirements of the framework and are supported in being able to demonstrate that they meet the criteria. In order to be promoted, applicants must demonstrate that they meet ten out of 15 individual criteria (within the broad areas of research, education, impact & engagement and citizenship & leadership) and must demonstrate outstanding performance against three criteria. All applicants have the option of submitting an “individual circumstances” case in which they can set out equality issues. This will affect assessment of the quantity, but not the quality, of achievements against each of the criteria. Within the School, individual circumstances have been used for periods of maternity leave and the COVID lockdown.

Promotion decisions are made at Faculty level (with sign off by the University) but the department plays a role in providing information, encouraging people to apply and supporting applications.

- Providing information: Promotion is discussed at annual Staff Review and Development (SRD) meetings. In the SAT survey, most academic staff reported a good understanding of promotion requirements (women reported a higher level of understanding). However, in focus group discussion, female Pathway 3 (teaching) staff revealed they wanted more information and we followed up with dedicated briefings. Going forward, we will increase engagement with the SRD process and offer school-level promotion workshops (**see Action Plan, S7**).
- Encouraging people to apply: Staff can put themselves forward for promotion, but the Head of School also directly encourages women to apply, and this is reflected in a higher share of women applying (Table 6.3). If more “marginal” women apply, this may be why the success rate for women is lower. There is a trade-off between encouraging women to apply and ensuring that they meet the criteria. Going forward, several changes will strengthen the review process at the department level (**see Action Plan, S8**).
- Supporting applications: In the SAT survey, 79 per cent of women and 71 per cent of men agreed that their line manager and the department provide appropriate support for promotion. Staff are encouraged to attend Faculty seminars to develop a good understanding of promotion requirements. Applications are then reviewed at a departmental meeting by senior academics who provide detailed feedback with recommendations on how to strengthen supporting documents. Going forward, several changes will strengthen support with writing strong promotion cases (**see Action Plan, S8**).

5.1.4. Department submissions to the Research Excellence Framework (REF)

The department followed the University of Bristol's code of practice to ensure fair representation of all staff with protected characteristics, including gender, in REF 2021. There was a transparent approach to decisions regarding who and what outputs are submitted. There were no changes in contract type and all REF-eligible (i.e. research and teaching) staff were submitted. This contrasted favourably with the situation in REF2014 (see Table 5.4). All REF-eligible members of staff were invited to submit information voluntarily if they had experienced any circumstances which restricted their research during the relevant period. This was evaluated anonymously by a panel whose composition did not include anyone with a role in REF-related decisions.

Table 5.4: Research Excellence Framework (REF) Submissions

	Female		Male		Total Submitted
	Submitted	Eligible	Submitted	Eligible	
REF 2014	5	7	16	17	21
REF 2021	10	10	30	30	40

All REF-eligible staff proposed their best outputs and these were evaluated internally by at least two members of staff. When selecting outputs for inclusion at equivalent level of quality, we followed the principle set out by the University and chose outputs that contribute to a fair representation of staff and their protected characteristics. The REF lead in Economics was the School Research Director, Helen Simpson. She undertook specific training on EDI-related issues in the REF.

Following internal review, the final submission contained one (of four) impact cases by a woman, in line with the share of female staff, but 1.4 outputs for each woman compared to 1.9 for each man. Eligible women were therefore under-represented in the REF submission despite all attempts at a fair internal process of selection of outputs. One possible explanation is that women are more likely to publish in applied field journals which are seen as more risky in terms of their grade, compared to publications in general interest journals. Going forward, we will monitor publications of male and female staff and provide support to female staff to publish in general interest journals (see **Action Plan, S10**).

5.2. Career development: academic staff

5.2.1. Training

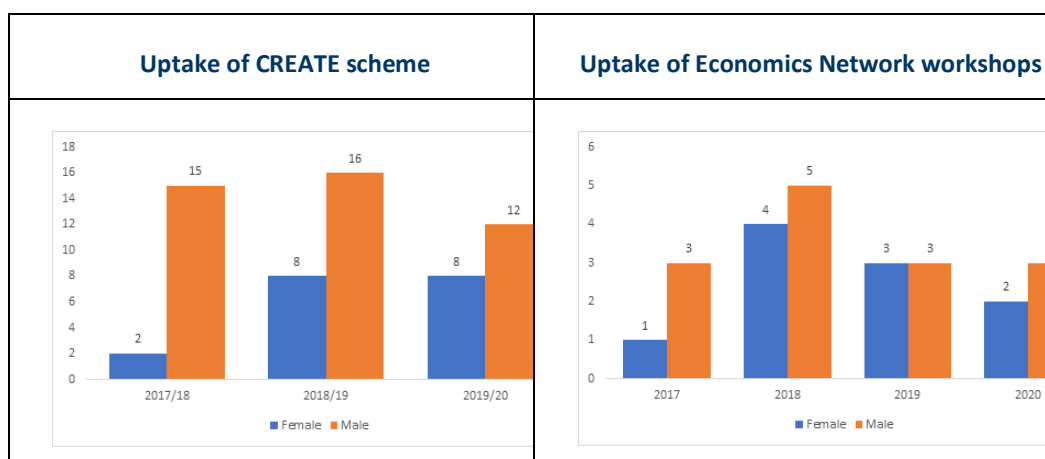
The University provides online training on equality and diversity, supporting student mental health and data protection. Completion rates are higher among women (75 per cent in 2019/20) than men (60 per cent in 2019/20).

Information about training opportunities is regularly communicated to everyone in the department via email. Staff are also invited to discuss training needs as part of the

annual SRD process. The SAT survey showed that the median female academic is “satisfied” with training opportunities available, while the median male academic is “neither satisfied nor dissatisfied”. The self-assessment process revealed no obvious gaps in training opportunities but we will increase engagement with SRD in order to facilitate discussions about individual training needs (**see Action Plan, S11**).

Most critical comments about training were directed at the University CREATE scheme, a compulsory, University-level training programme, targeted at junior staff, to progress to fellowship of the Higher Education Authority. The main criticisms were that the programme was excessively time-consuming (although the department reduced other workload to compensate) and poorly targeted at departmental teaching needs. The programme underwent an external review and reform in 2020 and we will monitor staff views on the new scheme going forward. The Bristol-based Economics Network (EN) also runs teaching workshops, which are perceived more favourably by staff than CREATE because they are targeted at economics teaching. Junior staff, including Graduate Teaching Assistants, are funded by the Department to attend these workshops. Figure 5.1. shows the evolution of uptake of training by gender; gaps are in line with the gender ratio in the department.

Figure 5.1. Participation in training programmes



One woman each year has benefited from programmes targeted at aspiring female leaders (the University *Female Leadership Initiative* and the external *Aurora* programme). As the quote below shows, departmental support (financial and time commitment) has been important for participants. The training not only helped to develop directly-relevant leadership skills but also allowed participants to build wider networks throughout the University.

I've received support from the school (Head of School and Head of Teaching) in applying for the leadership programme. The programme helped me a lot. The training was comprehensive, including action learning sets that helped shape my leadership roles as a senior tutor, program director, and current graduate studies director. I've participated in the leadership programme alumni conference (January 2020) with a Ted-style talk and given an invited talk in the next cohort of the programme (January 2020). My mentor, the current head of academic staff development, was one of my referees in my application for HEA senior fellow.

Training was discussed in the PGR student focus group. They reported that they receive high-quality mentoring (“I’ve had amazing support directly from my mentor”) but asked for more preparation for academic job market (“There could be more support for the international (econ) job market at Bristol: funding to go to interviews, training, targeting departments, help for writing statements and building the application profile, etc.”). Going forward, we will provide individually tailored advice on the academic job market for PhD and post-doc students (see **Action Plan, S6**).

5.2.2. Appraisal/development review

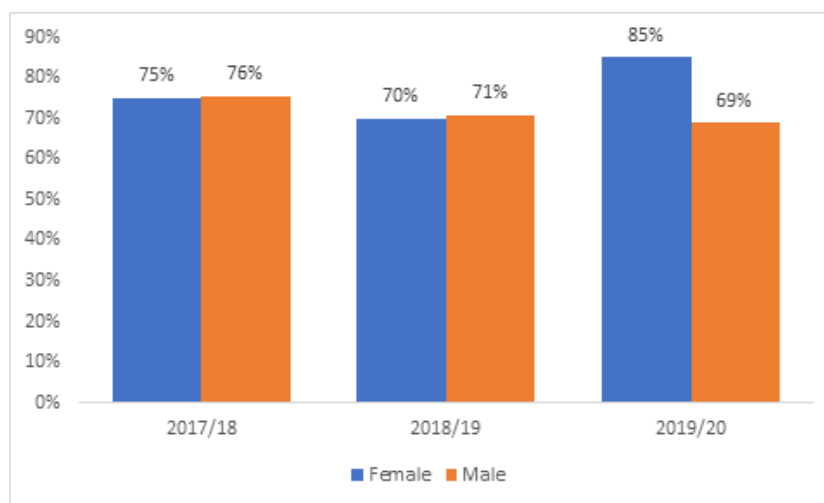
The department follows the University annual staff review and development (SRD) process. Reviewers are senior members of staff who complete training in giving feedback, setting objectives and using a coaching approach. In 2019/20 40 per cent of reviewers were women, a higher share than across the department as a whole, but

likely reflecting the fact that senior staff including Head of School and School Research Director are women.

The SRD is a supportive, rather than a critical, process, and is both backward-looking, reflecting on the achievements of the past year, and forward-looking, focusing on goals and training needs for the future. Where relevant, there is discussion of the steps needed to fulfil promotion requirements.

Over the assessment period, three-quarters of staff in the department engaged with the annual review (Figure 5.2), with no differences between men and women (for comparison, the values for the University as a whole are 62% for women and 52% for men). It will be our goal to increase engagement by reviewing the SRD process to ensure that it is perceived as useful (see **Action Plan, S11**).

Figure 5.2. Proportion reporting significant engagement with annual review process (SRD)



5.2.3. Support given to academic staff for career progression

In addition to training and the SRD process, additional support is available:

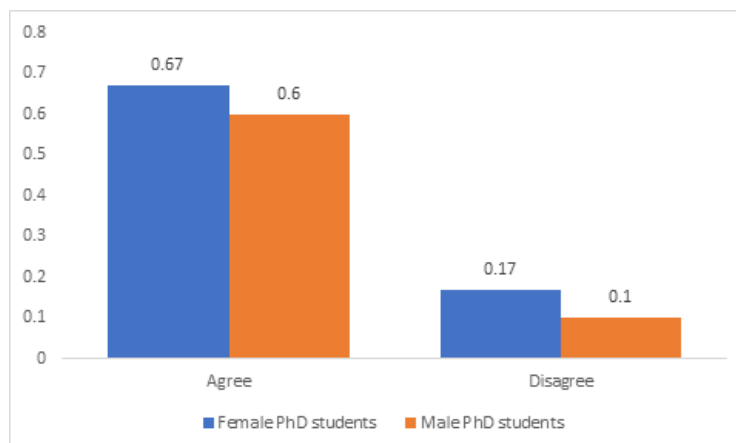
- Junior staff are matched with a mentor and a peer buddy who provide advice and support outside the SRD process.
- There are many opportunities to receive feedback on research e.g. at regular internal seminars.
- All staff have an annual £2,000 research allowance (suspended during the COVID pandemic).
- Since 2019/10 there are also departmental funds that staff can bid for (up to £5,000) for academic research. Seven out of 15 applicants were women and women enjoyed a higher success rate (100 per cent versus 62.5 per cent) and won more resources (£1229 average award relative to £800). A Teaching Excellence Fund (available since 2018/19) supports innovative and effective teaching within the Department. Examples of activities covered include film studio, classroom games and teaching conferences.

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

There is strong support for undergraduate and postgraduate taught students. The careers service offers individual support, as well as comprehensive online resources, workshops and career fairs. It organises the *PLUS employability award*, which promotes engagement in extracurricular activities among students and hosts *Bandcamp*, a team of start-up specialists who help to develop entrepreneurial skills. There is extra support for economically disadvantaged students in job placements. The department works with the Faculty Professional Liaison Network to provide opportunities to hear first-hand from economic professionals from a range of sectors, including an Insight lecture series and a professional mentoring programme. Personal tutors also provide pastoral care and support academic and career development. They are well-placed to discuss MSc and PhD applications and write references.

Of current PGR students, three-quarters are confident that they want to pursue an academic career. Two-thirds are satisfied with the support from the department to achieve their career goals (12 per cent dissatisfied) with small differences between genders (Figure 5.3). As already noted, more support with the academic job market has been identified as an area for improvement (**see Action Plan, S6**).

Figure 5.3: Level of agreement with the statement “I am satisfied with the support I receive from the School of Economics to achieve my career goals.”



5.2.4. Support offered to those applying for research grant applications

Figure 5.4 provides information on grants awarded. The number of grants won by women is broadly in line with their representation (four out of 14). There is variability in the amounts awarded.

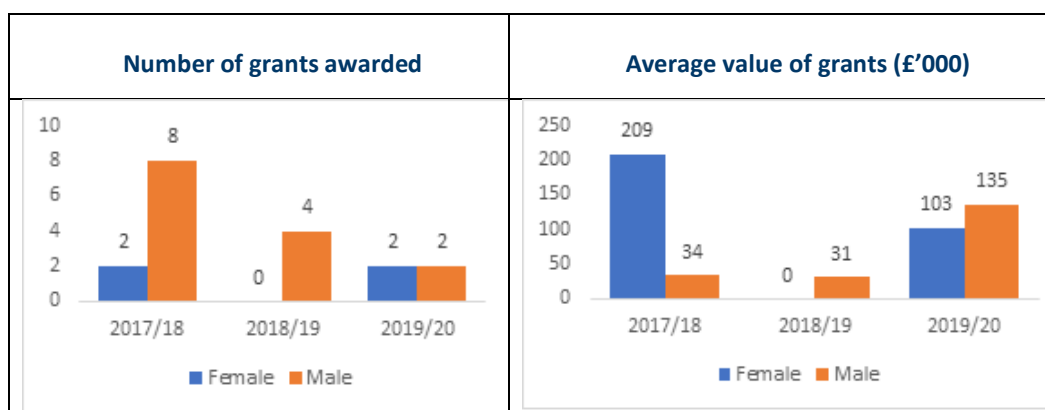
Staff applying for grants have dedicated support from a full-time departmental research manager and the School Research Director, in addition to support from the University. This includes identifying funding opportunities and help with writing and reviewing applications. For unsuccessful applications, there is feedback and advice on how to re-position the application.

Since 2018/19, the department has had a Grant Capture Fund (GCF) providing resources to support activities (including teaching buyout) that lead to larger grant applications. In

the first year, money was given to 13 people (3 women). Women have received larger awards (average amounts of £1173 and £646, respectively).

Going forward, it will be important to monitor and report on gender representation at all stages in applying for grants, including statistics on the breakdown of internal awards to ensure a fair allocation and also the share of women in external applications and awards (see **Action Plan, S12**).

Figure 5.4: Grants awarded



5.3. Flexible working and managing career breaks

5.3.1. Cover and support for maternity and adoption leave: before leave

The department follows the University-wide maternity and adoption leave process. Staff are encouraged to discuss informally with the Head of School or line manager and are provided with relevant information. Maternity/ adoption leave is between a minimum of two weeks from the date of childbirth to up to 52 weeks, for all eligible staff. Support is provided by the department to facilitate continued working during pregnancy including any time off work if necessary. PGR students are supported in a similar way to staff on permanent contracts.

During the past five years, three academic staff, two PGR students and two professional services staff have taken maternity leave. Focus group discussions (FGD) found that staff were generally happy with the support they received before leave but would like more information to be provided in the staff handbook (see **Action Plan, W1**).

Professional services staff were particularly happy, receiving safety assessment on desk and flexibility to take on antenatal appointments. Academic staff and PGR students also benefited from flexible teaching arrangements during pregnancy and parking permits on demand.

The department accommodates maternity/ adoption leave by buying in replacement teaching, which helps protect research time for the relevant staff. Academic staff with research grants reported working during the leave so as not to let down co-authors (outside the department). Although there is no requirement to do this, academic staff may struggle with work-life balance in the setting of higher education in which there is a high level of personal pressure and a difficulty in handing over work to others because of the specialised nature of research. We will look at how departmental culture and

day-to-day management practices can promote work-life balance (see **Action Plan, W1, W2**). PGR students can be particularly vulnerable due to time limits on their funding and the knock-on implications of periods of leave. The department has an alumni hardship fund, which students can apply for in case of financial issues.

5.3.2. Cover and support for maternity and adoption leave: returning to work

The maternity return rate has been 100 percent. Among academic staff, the return was after 4 to 6 months of the leave. Among professional services staff, one returned after 12 months, another after 6 months.

Table 5.5: Return after maternity leave

	Academic staff	Professional Services staff
After 4 months	1	0
After 6 months	2	1
After 12 months	0	1
Total	3	2

The University offers funding to support the return from maternity leave, which can be used to buy out some hours of teaching, and also to claim childcare costs to attend conferences. Staff who applied for this funding were very satisfied with the process but not everyone was fully aware of these policies. In the focus group discussions, staff highlighted the use of ‘keeping in touch’ days as a good experience in facilitating their return from maternity leave.

Academic staff typically return after a shorter period than PS staff (albeit sample sizes are small). The ability to work flexibility was cited as a positive factor in facilitating early return, but there is also uncertainty about teaching, lack of clear information and pressure to do research. These issues will be addressed by creating a dedicated section in the staff handbook to improve the information that is available and by working to create a departmental culture and management practices that promote work-life balance (see **Action Plan, W1, W2**).

PGR students also reported that more information would be valuable including about part-time options. They would also welcome more support towards childcare costs. It was also highlighted in discussions that the timing of the departmental seminars was not family friendly – but this has since been improved, moving from an afternoon slot which might clash with school and nursery pick up to lunchtime (see below for further details).

5.3.3. Paternity, shared parental, adoption and parental leave uptake

The department follows the University policy on paternity leave; staff with continuous service of up to 26 weeks into the 15th week before the baby is due is eligible for up to two weeks paid paternity leave.

Two members of PS staff have taken paternity leave in the past five years. These staff were satisfied about how their request was dealt with and how the return was administered. What emerged from the SAT survey, however, is that academic staff often do not formally request paternity leave. As illustrated by the quote below, staff feel that they can accommodate a reduction in hours spread over a longer period without disrupting the timetabling of classes. While this does speak to some benefits of flexible working practices, it is a concern if staff do not take appropriate leave. It confirms the need both for clear information in the Staff Handbook and promotion of work-life balance. One member of academic staff has applied for shared parental leave for 2021-22, and this may provide an example for others, as well as an opportunity for discussion of the issues.

“My job requires significant teaching which is already timetabled throughout the week. It is more manageable to go ahead with what is already timetabled rather than disrupt the timetable and reschedule everything for later weeks. There is also a practical limit to how much you can reschedule given vacations and various deadlines.”

5.3.4. Flexible working

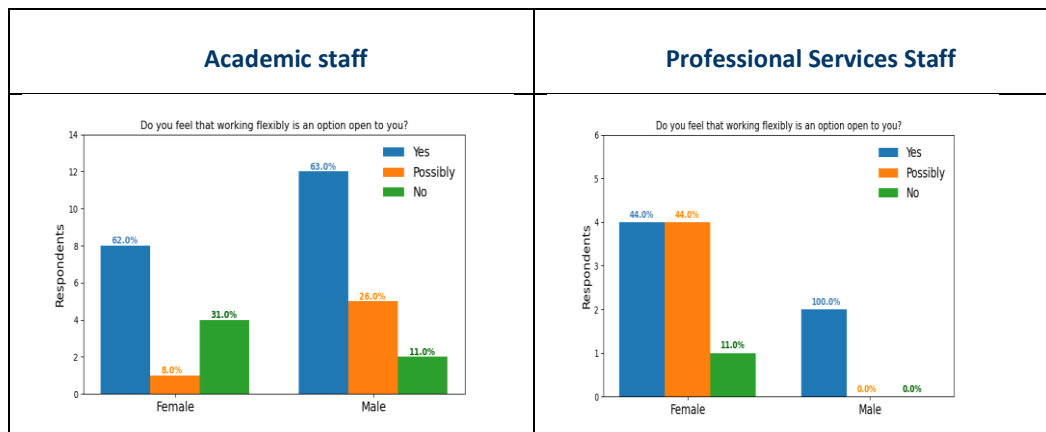
The SAT survey shows that most people feel that working flexibly is an option that is open to them, although the share of women agreeing with this statement was lower than the share of men (Figure 5.5).

Any academic can restrict timetable availability either in the morning or in the afternoon to accommodate childcare arrangements. More complicated arrangements, such as blocking out both early/late teaching and/or whole or part days are dealt with via a formal request to the Head of School. All such requests that were made on the grounds of childcare and/or protected characteristics such as religion were approved during the three-year period.

According to the SAT survey, three academic staff and one professional services staff reported working under flexible working arrangements. In practice, the number of academic staff who asked for and were granted restricted timetables was much higher than this (around 12 a year). This may indicate confusion about the definition and practice of flexible working among staff.

An issue for a department with a high share of international staff is that caring responsibilities may involve overseas travel. Since Brexit, there has been a greater administrative burden around travel and working outside the UK. We will work with the University to address how the policy on international mobility can take account of caring responsibilities that may necessitate working from outside the UK for more than 30 days (**see Action Plan, W4**).

Figure 5.5. Staff perception on flexible working



5.3.5. Transition from part-time back to full-time work after career breaks

All requests for part-time working (and job-shares) made during the assessment period have been granted. ESRC-funded PGR students have also had the option to return part-time from maternity leave – and then resume full-time work after eight months. Two academic staff members took career breaks during the assessment period. Their posts were held open to enable return on a part-time or full-time basis. In the past, some spare capacity opened up when staff moved to part-time, which was removed by the University in cost-cutting measures. We will ensure that any part-time posts are protected in order to allow staff to return to full-time work (see Action Plan, W5).

5.4. Organisation and culture

5.4.1. Culture

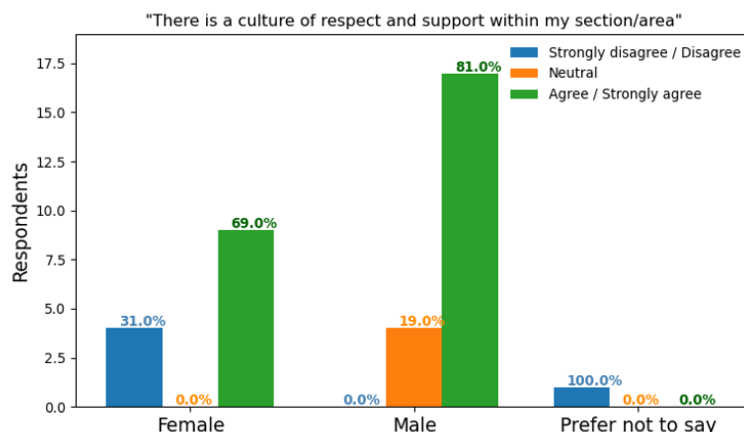
In the University staff survey 73% of women in the department agreed that “there is a spirit of good co-operation between teams in my Section / School / Department / Division” compared to 65% of men. However, in the SAT survey only 69% of women agreed that there is a culture of respect and support, compared to 81% of men (Figure 5.6). This suggests that there is room for improvement.

Within the wider discipline of economics, the seminar culture has been identified as being problematic for women, particularly junior women. A detailed study showed that men and women are treated differently in economics seminars.¹⁵ We explored this in the SAT survey and found that 40 per cent of staff (strongly) agreed that the seminar culture could be improved and 23 per cent (strongly) disagreed that all seminar speakers are treated with equal and appropriate respect. In response, the department introduced seminar behaviour guidelines. For example, interruptions are forbidden in the first five minutes and before every seminar we ask the chair to actively moderate

¹⁵ Dupas, P., Modestino, A. S., Niederle, M., Wolfers, J. & The Seminar Dynamics Collective (2021). *Gender and the Dynamics of Economics Seminars*. National Bureau of Economic Research Working Paper No. W28494.

the presentations. Moreover, we regularly remind all seminar participants members of the evidence in gender differences in seminar behaviour.

Figure 5.6. Attitudes on departmental culture



After introducing these guidelines, we surveyed job market candidates about their experience. Both female and male candidates agreed that the talk gave them a fair chance to present their work, and that the comments were appropriate. None of the respondents mentioned that the atmosphere was aggressive, and they also confirmed that the five minutes grace period was helpful.

Departmental seminars have been moved from 4-5.15pm to 1-2.15pm to allow members of staff with caring responsibilities to fully participate. We also now have an explicit policy to improve the gender balance of presenters, asking staff to ensure that their speaker suggestions are diverse in terms of gender and race. This has improved the balance of speakers, resulting in a 50:50 men: women split in the latest term for which we have data. Going forward, we will ensure that internal and external seminars and other meetings are inclusive and fair (**see Action Plan, C5**).

However, changing the seminar culture is not enough. The SAT survey revealed that women are more likely to have experienced inappropriate behaviour (40 per cent) compared to men (24 per cent). There are several actions to take (**see Action Plan, C2 – C4**). One is to formally adopt a code of conduct to emphasize the importance of inclusive and acceptable behaviour. Another is to improve and clarify processes to report inappropriate behaviour. We discuss this further in the next section.

The SAT survey and focus group discussions brought to light that gender-related culture issues are compounded by challenges regarding the integration of academics across different pathways. There are perceived differences among teaching-only (Pathway 3) staff, many of whom are junior females, in their status relative to research and teaching (Pathway 1) staff. Creating an inclusive culture needs to encompass career pathway as well as gender.

There have been steps over the last few years to improve the status of teaching-only positions, increasing the share that are full-time and permanent, aligning job titles and promotion opportunities, and ringfencing “scholarship time” in workload. Increasing inclusion will be a key objective for the new EDI committee, whose lead was purposefully chosen to be a P3 female staff member. We would also like to explore reciprocal mentoring as a way of increasing the understanding among senior academics of the concerns of junior female staff (see **Action Plan, C6**).

5.4.2. HR policies

The Faculty HR team plays a key role in working with the School to embed relevant policies into the working practices of the School. All staff with line management responsibility must complete relevant training. Beyond this there are several channels through which changes are disseminated. The Head of School sits on a Faculty Board together with the Faculty HR lead where major changes are discussed (for example changes to pay and working conditions and promotion processes). Faculty HR team members also attend School SMT meetings and full-School meetings and, where relevant, run dedicated sessions for staff (for example on promotion and progression). Members of the Faculty HR team also work closely with the Head of School and School Education Director on, for example, individual cases of flexible working or career breaks.

In order to be effective, HR policies require a high level of awareness across the School beyond SMT members and staff with line management responsibility. All staff members must complete (online) training on EDI which covers legal issues but also relevant issues to do with culture and behaviour. There are several ways that staff can raise issues, starting with their mentor, line manager or Head of School. Of some concern, however, the SAT survey revealed that only 30 per cent of those who experienced unacceptable behaviour said that they reported it. Reasons given for not reporting include that the incident did not trouble them/did not seem important and that reporting it would not make a difference. Of those who did report incidents, however, most people felt that they were dealt with appropriately. As already mentioned, a key priority for the EDI committee will be to establish – and publicise – a clear process for reporting concerns (see **Action Plan, C4**).

5.4.3. Representation of men and women on committees

Information on committee membership (including professional services staff) is summarized in Table 5.6. below. Committee membership is typically linked to administrative roles. These have fixed but renewable terms and are advertised to all staff when they become vacant. Discussion of administrative roles also forms part of annual SRD meetings. There is good female representation on all department committees and a mix of staff at different levels of seniority and on different pathways.

Table 5.6. Committee membership

	2019-20		2018-19		2017-18	
	Women	Men	Women	Men	Women	Men

Senior Management Team	6	5	6	5	5	5
COVID working group	4	8				
School Research Committee	4	3	5	2	5	2
School Education Committee	4	4	4	3	4	3
Undergraduate Studies Committee	5	2	5	2	5	2
Graduate Studies Committee	4	2	4	2	4	2

There is wider evidence that women are more likely to be asked to do – and agree to do – administrative roles and that this may harm their academic careers¹⁶. In this case, a “good” level of female representation is a potential concern if doing an administrative role limits research and scholarship time. This risk is mitigated in two ways – first by giving credit for administrative roles in the workload model and by giving more teaching to people who do not do administrative roles and second, by taking administrative roles into account in progression and promotion decisions. The University has a new promotions framework that does this formally. Going forward, we will ensure that there is a fair distribution of administrative tasks across the School, including looking at the relationship between doing administrative tasks and promotion (**see Action Plan, W3**).

5.4.4. Participation on influential external committees

Among research and teaching staff, female academics are over-represented (compared to men) in their involvement in external activities. Involvement in external economics *education* activities is dominated by men.

Table 5.7: External committee membership

	Female	Male	Female Share
REF panel	1	0	100%
ESRC:			
Grant Assessment Panel Member	1	0	100%
College of Reviewers	5	0	100%
Reviewers for Other Funders (incl. European Research Council, US National Science Foundation and Nuffield)	4	1	80%
Royal Economic Society (RES):			
Women's Committee Chair & Executive Committee Member	1	0	100%
Council Members	2	0	100%
Education and Training Committee Member	0	1	0%
European Economic Association (EEA):			

¹⁶ See for example, Babcock, L., Recalde, M.P., Vesterlund, L., Weingart, L.: Gender differences in accepting and receiving requests for tasks with low promotability. *American Economic Review* 107(3), 714–47 (2017).

Council Members	2	0	100%
Chair of Education Committee	0	1	0%
Econometric Society (ES):			
Committee Member & Co-Chair of Women in Economics			
Mentoring Retreat	1	0	100%
Economics Network Committee Members	1	4	20%
Research Networks Affiliations:			
CEPR	1	1	50%
IZA	5	3	63%
HCEO	1	0	100%
CEMMAP	1	2	33%
Industry/Professional/Policy Advisory Committees	2	1	67%
Journal Editorial Board Members	5	8	38%
Conference Scientific Committees incl. RES, EEA, ES	8 (2 Chairs)	10	44%

Information about positions for which there is an application process (e.g., ESRC grant panels) is circulated by email to all. The healthy level of female committee participation in the School suggests that there is a good level of awareness, but participation is relatively concentrated among a subset of staff members, which suggests that more could be done to ensure that all members of staff are aware of existing opportunities and encouraged to apply (**see Action Plan, S13**). Personal encouragement can be important – as Programme Committee Chair for the Winter Meeting of the European Econometric Society 2021, Sarah Smith achieved a 50/50 gender ratio across the Programme Committee (compared to a 20/80 ratio in previous years).

5.4.5. Workload model

Significant changes were made to the department's workload model after the 2018 staff survey revealed that only 31 per cent of economics staff agreed with the statement "I feel that workload is fairly distributed within my Division / School / Team" (35% male respondents and 27% female respondents).

A fully integrated and transparent workload model was rolled out in 2020-21. This applies the following principles to the University maximum hours (1540):

- Pathway 1 (research and teaching): Overall allocation 40% teaching: 40% research: 20% administration
- Pathway 3 (teaching only): Overall allocation 60% teaching: 20% scholarship: 20% administration.

Teaching includes lecturer duties (design and delivery of units and assessment), class tutor duties, PhD and MSc dissertation supervision, formative and summative assessment marking, personal tutoring. All activities are explicitly credited. More credit is given to people who teach on large units (there is a range across economics units from 10 students to 500 students).

Almost all academic staff have a specific administrative responsibility (those who do not are given additional teaching). Extra credit is given for major roles. These roles have a fixed term, are open to all staff to apply, and staff are regularly asked what

administrative responsibilities they would like to take on. Staff are expected to participate in a range of citizenship activities, including open days and student recruitment activity, hosting seminar speakers and job market candidates, graduation, gala dinners, school and faculty meetings, student talks and other student social activities.

The disruption caused by COVID – and the increased workload associated with the switch to online and blended learning – has made it difficult to carry out a proper evaluation of the new model. Going forward, we will monitor the extent to which workload allocation, particularly the allocation of administrative tasks, is fair (see **Action Plan, W3**). As already noted, for the academic year 2020-21, following consultation with staff, a one-off COVID childcare credit was given for all staff below professorial level who have children aged < 12 (i.e. below secondary school).

5.4.6. Timing of departmental meetings and social gatherings

School and department meetings take place between 1 and 4PM to accommodate staff with caring commitments and part-time staff. There was one exception – a school meeting in October 2018 (an awayday) that was scheduled between 2 and 6PM, including drinks.

There are informal academic activities (reading groups and brownbag seminars) which are scheduled for Thursdays at 1PM to accommodate colleagues with caring commitments and part-time colleagues. “Economics Christmas Drinks” have been organised on weekday evenings in early December, and end of academic year informal drinks have also been organised in evenings. Informal online quizzes took place during lockdown. More recently, there have been several open social groups for outdoor swimming, reading, climbing and football.

The department organises three weekly seminars. Until the academic year 2020/21, these seminars were scheduled as follows: Tue 4-5:15pm (Department Seminar), Wednesday 1-2pm (Field seminar); Friday 1-2pm (PhD seminar). The ending time of the department seminar (5:15pm) was aligned to the closing time of the University nursery at 5:30pm. In response to the SAT survey, however, 57 per cent of male colleagues and 46 per cent female colleagues agreed that the lunchtime seminars work better than late afternoon seminars. Only 5 per cent of male colleagues and 8 per cent of female colleagues disagreed. Following these survey results we moved the departmental seminar to lunchtime. As already discussed, we will ensure that internal and external seminars and other meetings are inclusive and fair (see **Action Plan, C5**).

5.4.7. Visibility of role models

Economics is a discipline that is traditionally dominated by men. The department is proud to have one of the first woman lecturers in economics in the UK. One of the main department buildings is named after Mary Paley and her portrait hangs both in the department and in the main University ceremonial hall. To coincide with the centenary of women’s suffrage, the University commissioned a series of photo portraits of notable women from the University’s history, paired with women from today. Mary Paley and Sarah Smith (then Head of School) were part of the series.



Figure 5.7

Portrait of then Head of School, Sarah Smith, with first UK economics lecturer, Mary Paley. Taken as part of a series to mark one hundred years of women's suffrage and now hanging in the University's Wills Memorial Hall.

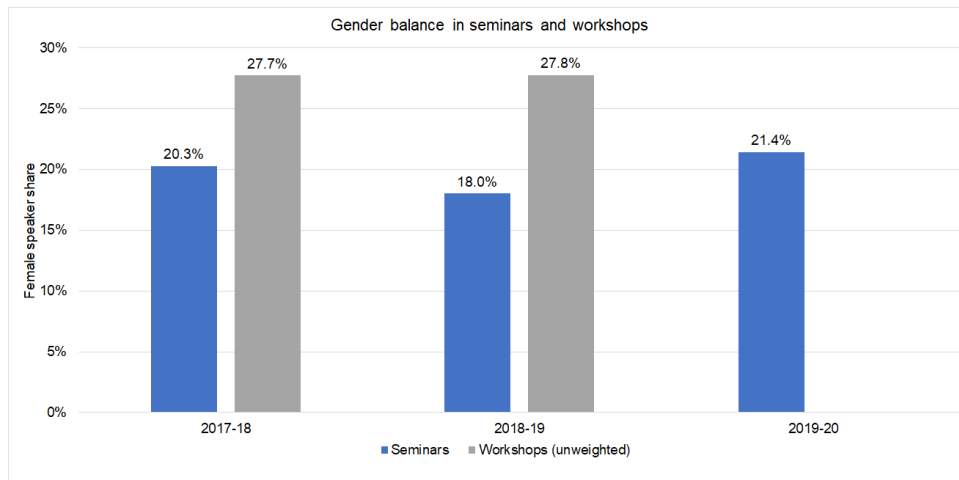
The department has had a relatively long period of female leadership. Sarah Smith was the first female head from 2014, with Paola Manzini taking over from 2021. Many other senior roles within the department are also held by women. Helen Simpson was School Research Director from 2017 and has been succeeded by Monica Costa-Dias together with Árpád Ábrahám. The Faculty and School Admissions Officer, who plays a very prominent role in student recruitment activities, is Annika Johnson. The Director of Graduate Studies is Rabeya Khatoun.

We are aware of the need to challenge the predominant male stereotype in economics. In the design of our school website, we aim for gender balanced representation. A snapshot in December 2019 showed that 63 per cent of the people shown on the website were women.

Seminars are important in the life of an academic department. Over the assessment period, the share of female speakers in our seminar series was around 20 per cent. There is limited information on the relevant UK benchmark but for the US, the figure was 24 per cent.¹⁷ As discussed, we now explicitly target women (**see Action Plan, C5**). In a more recent period not covered by this application, 16 out of 31 (52%) speakers in one of the seminar series were women.

Figure 5.8: Gender representation in seminars/ workshops

¹⁷ Dupas, P., Modestino, A. S., Niederle, M., Wolfers, J. & The Seminar Dynamics Collective (2021). *Gender and the Dynamics of Economics Seminars*. National Bureau of Economic Research Working Paper No. W28494.



5.4.8. Outreach activities

The department has an active outreach programme, running three regular short courses and ad hoc taster days (see Table 5.8). Most activities are targeted at widening participation in line with the University priorities (increasing the share of state school and BAME students).

Table 5.8: Regular outreach activities

Programme	Description	Typical intake (2019-20)
Access to Bristol	Weekly term-time session for students from local state schools	22 students (27 per cent female)
Insight Into Bristol	One-week summer programme for BAME students	20 students (40 per cent female)
Sutton Trust	One-week summer programme for disadvantaged students	19 students (42 per cent female)
Discover Economics	Taster days for state school students from year 10 and years 11/12	Year 10 – 50 students (42 per cent female); Years 11/12 – 100 students (35 per cent female)

Outreach is delivered by two female and one male academic with guest sessions from external economists. The time spent teaching on these courses is credited in the workload model. The courses have been supported by student ambassadors, a high proportion of whom have been female (50 – 100% across the courses/ years).

Success is measured by the share of students from targeted backgrounds who apply for – and accept places on – our undergraduate programmes. Progress is tracked by the University and department. Over the assessment period, there has been an increase in the share of economics students from all WP groups.

However, as already highlighted, the share of women in economics has not increased. Going forward we will organise outreach activities targeted at girls, drawing on any insights from discussion with students and analysing our own data on applications and acceptances on what works in attracting women to study economics (**see Action Plan, S2**). This will build on two past events for girls (“Why economics needs women and women need economics”) and link to a national campaign, co-chaired by Sarah Smith which aims to improve diversity among undergraduate economics students, including improved gender representation.

6115 WORDS

6. ACTION PLAN

For each issue identified in the report, we have highlighted what has already been done in mitigation and is planned, going forward.

The Action Plan below clearly sets out specific actions, together with measurable, dated targets, that will be used to monitor progress.

The actions are presented under three overarching aims

- **Fostering an inclusive culture (C)**
- **Supporting women in their careers (S)**
- **Promoting flexible and inclusive ways of working (W)**

The Action Plan will form the basis of a submission for an Athena SWAN Silver application in five years’ time. The Plan will be owned, formally, by the newly formed EDI committee. Each of the three overarching aims will have a dedicated “champion” within the EDI Committee, who will review performance against measurable targets for all actions within the goal and address any concerns. Each action will also be the specific responsibility of one or two named individuals fulfilling specific roles.

The EDI Committee will carry out an annual survey and harvest key metrics each year in July. These metrics will feed into an annual report which will be key both for monitoring and for awareness raising. While specific dates are attached to measurable targets, the School of Economics EDI Annual Report will monitor annual progress across all actions not just at the date specified but also annually thereafter to keep track of – and reflect on – trends.

Fostering an inclusive culture (C)

	Specific action	Owners of Action	Measurable targets	Target date
C1	Establish a permanent EDI committee	Head of School	Output: First meeting of the EDI committee	November 2021
		Head of School	Output: The Chair of the EDI Committee is a standing member of the School's Senior Management Committee	May 2022
		EDI Committee Chair	Output: The EDI Committee has met at least quarterly since its creation	September 2022 (and annually henceforth)
		EDI Committee Chair	Output: Student representatives are recruited to work on student-focused issues and decolonising the curriculum.	September 2022
		Senior Management Committee	Outcome: EDI matters are fully integrated into the School's Senior Management Committee's discussions and decisions.	December 2022
C2	Formally adopt a code of conduct based on existing Royal Economic Society (RES) code to raise awareness of diversity issues in economics and the importance of inclusive behaviour.	EDI Committee Champion	Output: A code of conduct is prominently displayed in the department, and outside the main seminar room where several seminars a week take place.	August 2022
		EDI Committee Champion	Outcome: In the annual survey, at least 75% of male staff and at least 75% of female staff	July 2024

			are aware of key aspects of the code of conduct.	
C3	Add an EDI agenda item for all department assemblies inviting participants to identify any EDI matters arising from what has been discussed	Head of School	Output: A regular EDI item is added to the agenda template for school assemblies.	July 2022
		Head of School and Chair of EDI Committee	Outcome: EDI matters are fully integrated into the School's assemblies' discussions and decisions.	September 2022
C4	Write down, formally adopt and establish a new, clear process for staff to report issues of concern	Head of School/ School Manager	Output: The introduction of the new reporting process is included in the agenda of the last School Assembly.	September 2022
		EDI Committee Champion	Outcome: In the annual survey, 80% of female staff and 80% of male staff are aware of what to do if there is unacceptable behaviour.	September 2023 (and annually henceforth)
C5	Ensure that internal and external seminars and other meetings are inclusive and fair	Research seminar organisers/EDI Committee Champion	Outcome: Survey of job market candidates shows at least 80% agreement with statements about inclusivity and fairness of conduct, irrespective of gender of candidate	July 2022
		EDI Committee Champion	Outcome: In the annual survey, at least 80% of female staff and 80% of male staff agree with statements about inclusivity of	September 2023

			seminars (regarding time of event and conduct during seminars). Fewer than 10% of female staff and fewer than 10% of male staff disagree with the statement that all seminar speakers are treated with equal and appropriate respect.	
		EDI Committee Champion/Seminar organisers	Outcome: Figures in EDI annual report show that seminar speakers for the previous year were at least 40% female.	September 2023 (and annually henceforth)
C6	Trial a programme of reciprocal mentoring for senior staff to improve recognition- and prevention of negative aspects of departmental culture and for junior staff to feel that their voice is heard.	EDI Committee Champion	Output: Reciprocal mentoring meetings has been trialled with three junior mentor-senior mentee pairs.	August 2023
		EDI Committee Champion	Outcome: In the annual staff survey, 50% or more of both junior- and senior participants, and of both female- and male participants in the reciprocal mentoring agree with the statement that participation in the mentoring scheme has led to tangible changes in their behaviour towards colleagues.	July 2024



Supporting women in their careers (S)

	Specific action	Owners of Action	Measurable targets	Target date
S1	Regular monitoring and reporting on share of women on all programmes in the department	School Admissions and Recruitment Officer/ EDI Committee Champion	Output: Summary data are reported to the EDI Committee and the School Assembly after every recruitment cycle	July 2023 (and annually henceforth)
S2	Carry out further analysis of identified gender differences among students (share of women across different programmes, acceptance rates and PGT degree outcomes)	School Admissions and Recruitment Officer/ EDI Committee Champion	Output: Analysis of summary data reported to the EDI Committee and the School Assembly after every recruitment cycle to guide further actions to increase the female share of recruits.	July 2023
		School Admissions and Recruitment Officer/ EDI Committee Champion	Outcome of actions S1 and S2: The overall share of female undergraduate students across all degrees increases by 5 percent annually.	Starting September 2023
S3	Monitor share of women at all stages of the recruitment process.	EDI Committee Champion	Output: Figures reported in the annual EDI committee report document shares of women at all stages	Starting July 2022
S4	Target junior women for seminars and workshops ahead of formal recruitment	Seminar Organisers	Output: All emails asking for suggestions for seminar speakers include a special request to suggest names of potential recruits	From January 2022

S5	Provide information to female job market candidates about the School's track record of female internal promotion success.	Recruitment committee	Output: Emails inviting staff to meet with candidates include a special request to advertise the School's track record regarding female internal promotion including figures	From January 2022
		Head of School/Recruitment Committees	Outcome of actions S3, S4, S5: Figures reported in the annual EDI committee report indicate improved shares of women at all stages, especially accepting offers so that at least one in every 4 junior recruits on the teaching and research pathway is female between January 2022 and July 2025 (compared to 1 in 9 during 2017-2020 as shown in the first two rows of Table 5.1).	July 2025
S6	Provide individually tailored advice on the academic job-market for PhD and post-doc students	Placement Officer	Output: Placement Officer has met with all final year PhD students and Post-docs to discuss their job market plans	September 2022
		EDI Committee Champion	Outcome: In the annual survey, 75% of female- and male- PhD students and post-docs feel well-prepared for the academic job market.	July 2023
S7	Offer school-level workshop on progression/ promotion	Head of School/ School Education Director	Output: A school-level workshop on progression/promotion takes place	December 2023

		EDI Committee Champion	Outcome: In the annual survey, 75% of female staff and 75% of male staff who considered applying for promotion feel well-informed of requirements for progression/ promotion.	July 2024
S8	Strengthen support with writing progression/ promotion cases	Head of School	Output: Professors meet to discuss each prospective applicant in turn. One professor makes the case for each applicant, and feedback from all present is given to the applicant to help them strengthen their case if the application is encouraged, or to help them achieve the milestones required for a future promotion round.	Each December from December 2021
S9	Report on outcomes, by gender/ pathway, in annual promotion cases	Head of School/ EDI Committee Champion	Output: Aggregated data (on a rolling basis to ensure anonymity) are reported at SMT and EDI Committee meetings	September 2022 (and annually henceforth)
S10	Provide mentoring support to female staff to publish in general interest journals and monitor progress.	Line managers	Output: Discussion of strategy to publish in general interest journal included in SRD checklist	July 2022
		EDI Committee Champion	Output: Staff survey to include questions on submissions to general interest journals and EDI annual report to include breakdown of submissions to general interest journals by gender.	July 2026

S11	Review SRD process to increase levels of engagement with Staff Review and Development process and the perceived usefulness of meetings	Head of School/ Line managers	Output: SRD checklist introduced and communicated to staff	July 2022
		EDI Committee Champion	Outcome: Annual staff survey indicates 75% of agreement with statements about the usefulness of SRD, for both female and male staff.	July 2023
		EDI Committee Champion	Outcome: Annual EDI report indicate that 80% of male and female staff engage significantly with the SRD process.	July 2024
S12	Ensure a fair allocation of departmental research funds	Research Directors	Output: Research fund allocation rules to explicitly prioritize those without substantial external funding	July 2022
		School Research Manager	Outcome: Annual EDI report indicates that the distribution of funds is fair (i.e., in line with departmental representation), including by gender and by grade.	July 2024
S13	Further distribute information about opportunities on influential committees (both internal and external to the university) and encourage all staff to apply through: (i) forwarding relevant emails and (ii) request Staff Review and Development	All SRD reviewers	Output: Participation in influential committees included in SRD checklist.	July 2022

	reviewers to discuss this during annual reviews.			
		EDI Committee Champion	Outcome: In the annual survey, a high share of male and female staff is (i) aware of opportunities to take part in influential committees and (ii) feel encouraged to apply.	July 2024
		Head of School/All School Professors (as reviewers of all promotion cases)	Outcome of actions S7 to S13: Figures reported in the annual EDI committee report indicate a 75% or above success rates at Faculty Promotion Committee between 2022 and 2024 for both men and women (i.e., ensuring that the female success rate matches the male success rate observed between 2017 and 2020 and that the male success rates remains at 2017-2020 levels).	July 2025

Promoting flexible and inclusive ways of working (W)

	Specific action	Owners of Action	Measurable targets	Target date
W1	Create a dedicated section in the staff handbook to improve information about maternity/ paternity leave and flexible working	Head of School/ (assisted by School Manager/ School Executive Assistant)	Output: The staff handbook on the School Sharepoint includes a dedicated section on flexible working that staff can refer to.	August 2022

		EDI Committee Champion	Outcome: In the annual survey, 100% staff who had a child since January 2023 feel well informed about their options regarding maternity/ paternity leave and flexible working.	July 2024
W2	Revised staff handbook and day-to-day management practices to promote the importance of a proper work/life balance	School Senior Management Team	Output: Revised staff handbook to contain and promote the university's email charter (see below) Outcome: 50% or more of all internal email signatures to contain message "I may write out-of-hours but I do not expect you to do the same".	December 2022
		EDI Committee Champion	Output: Work/life balance included in SRD checklist.	July 2023
		EDI Committee Champion	Outcome: In the annual survey, (1) 75% of female staff and of male staff is aware of the importance of work/life balance and (2) none of those taking maternity/paternity leave feel pressured (e.g.,	July 2024

			to reduce maternity/ paternity leave.)	
W3	Apply a fair distribution of administrative tasks across the school	Head of School (assisted by School Education Director)	<p>Output: Review of the new workload allocation model completed.</p> <p>Outcome: Analysis of workload shows that</p> <ul style="list-style-type: none"> (1) high-, medium- and low-workload administrative tasks are distributed between male and female staff in similar proportions to the composition of staff with a commensurate level of seniority and (2) teaching- and research-oriented administrative tasks are distributed among research and teaching (P1) staff in similar proportions to the composition of P1 staff with a commensurate level of seniority 	September 2022
		EDI Committee Champion	Outcome: In the annual EDI survey, 75% or more of both female and male staff perceives workload allocation to be fair and transparent	July 2023

W4	Work with the University to address how the University International Mobility can be amended to allow those with international caring duties to work abroad beyond 30 days	Head of School	Output: Meeting with University International Mobility team	July 2023
W5	Ensure that staff returning from a career break can return to full-time work	Head of School	Output: Meeting with HR and discussion with Dean where relevant	When relevant



Thrive: Email Charter

bristol.ac.uk/hr/wellbeing

EMAIL CHARTER

As part of our Staff Wellbeing strategy consultation, we received feedback on the email culture at the University. To help change the culture, this email charter has been put together to help us all, but it will only make a difference if we all sign up and engage in these good practice tips. If we all agreed to spend less time doing email, we'd all get less email.

You may wish to consider calendaring half-days at work where you can't go online. You should be having email-free evenings, weekends and holidays but if you choose to send emails in your own time, then please make use of the Outlook facility that can delay or schedule when messages are sent using this link: <https://support.office.com/en-us/article/delay-or-schedule-sending-email-messages-026af69f-c287-490a-a72f-6c65793744ba>

This is not to prevent you working flexibly but tries to avoid creating pressures for others to respond out-of-hours.

We recommend use of the following statement in your email signatory to show your support for the charter and the messages we want to get across:

I try to follow the University email charter –
bristol.ac.uk/media-library/sites/hr/documents/wellbeing/email-charter.pdf



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