



## Department Application Bronze and Silver Award



## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

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

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

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

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

## **COMPLETING THE FORM**

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

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

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

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

## **WORD COUNT**

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
<b>Word limit</b>	<b>10,500</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1000	1000
4. Picture of the department	2000	2000
5. Supporting and advancing women's careers	6000	6500
6. Case studies	n/a	1000
7. Further information	500	500

<b>Name of institution</b>	University of Edinburgh
<b>Department</b>	School of Economics
<b>Focus of department</b>	<b>AHSSBL</b>
<b>Date of application</b>	7 <sup>th</sup> December 2015
<b>Award Level</b>	<b>Bronze</b>
<b>Institution Athena SWAN award</b>	<b>Date: 04/15      Level: Silver</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Professor Simon Clark (Head of School)
<b>Email</b>	simon.clark@ed.ac.uk
<b>Telephone</b>	0131 650 3850
<b>Departmental website</b>	<a href="http://www.ed.ac.uk/schools-departments/economics">http://www.ed.ac.uk/schools-departments/economics</a>

**1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT** Recommended word count: **Bronze: 500 words**  
| **Silver: 500 words**

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

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



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School of Economics

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Equality Challenge Unit  
7<sup>th</sup> Floor, Queen's House  
55/56 Lincoln Inns Fields  
London WC2 3LJ

3rd December 2015

Dear Equality Charters Manager,

I write to express my wholehearted endorsement of this application for the Athena SWAN Bronze award by the School of Economics at the University of Edinburgh, not only as the Head of the School, but also as the Convener of the School's Self-Assessment Team and the Chair of the University's Athena SWAN network.

The School of Economics has always aimed to be a centre of world class scholarship, in terms both of teaching and research. We also aspire to be a place where all staff, whatever their role in the School, feel valued, respected, and supported. We are in no doubt that the School faces challenges in achieving gender equality. That other departments of Economics face similar challenges will not prevent us from doing all we can to overcome them.

Undertaking the data collection and analysis for this submission, including the survey of staff and research students, has provided an opportunity to look at gender equality in the School in a systematic manner. That exercise has revealed a range of issues. Key questions for the School are why we appoint such a low proportion of women to lectureships, why we have so few women professors, and what we can do about this. Our action plan sets out a range of answers, covering *inter alia* our recruitment and appointment processes, how we develop staff and prepare them for promotion, how we facilitate flexible working for those with caring responsibilities, and how we address issues of gender equality in our decision making.

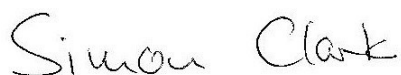
Since the self-assessment began, we have made progress in a number of areas: we have a 100% record of annual review; Athena Swan and related issues of gender equality are a standing item on all main committees; we are steadily increasing the number of staff who have undertaken some form of Unconscious Bias or Equality and Diversity training; we are implementing new guidelines on holding seminars and meetings in core hours; we have a target of 30% female outside speakers; and the School has made a significant financial commitment to enable staff with caring responsibilities to attend conferences.

The Athena Swan process has also stimulated us to look at gender equality through the lens of our own discipline. This has prompted two initiatives. In March 8<sup>th</sup> 2016, International Women's Day, we will be holding a Workshop on Gender Issues in Economics, focusing on

research being done within the School. In 2017 we intend to have a more international conference on the Economics of Gender.

This School is a long way from gender equality. But through the actions and initiatives that we are planning we hope to make this a department where women and men can thrive as equals, be they students, professional staff, teachers, or researchers.

Yours sincerely

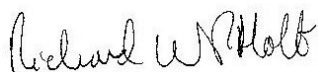


Professor Simon Clark Head, School  
of Economics

We wish to endorse the letter above, and to impress upon the Equality Challenge Unit that the drive towards greater gender equality within the School has the complete backing of its senior management.



Professor Maia Guell



Dr Ric Holt



Professor Jozsef Sakovics



Mrs Susan Ward



Professor Tim Worrall

Management Committee, School of Economics

(Total - 502)

## GLOSSARY OF ABBREVIATIONS

AEA-CSWEP:	American Economic Association Committee on the Status of the Economics Profession
AS:	Athena SWAN
CAM:	Communications and Marketing
CHSS:	College of Humanities and Social Science
DoPS:	Director of Professional Services
DoR:	Director of Research
FT:	Full-time
FTC:	Fixed-term Contract
GEM:	Gender Equality Charter Mark
GHC:	Guaranteed Hours Contract
HESA:	Higher Education Statistics Agency
HoS:	Head of School
OEC:	Open-ended Contract
ONS:	Office of National Statistics
ORP:	Oxford Research and Policy
PG:	Postgraduate
PGR:	Postgraduate Research
PGT:	Postgraduate Taught
PT:	Part-time
P&R:	School Planning & Resources Committee
RES-WCS :	Royal Economic Society Women's Committee Survey
SAT:	Athena SWAN Self-Assessment Team
SGPE:	Scottish Graduate Programme in Economics
SMC:	School Management Committee
STF:	Senior Teaching Fellow
UG:	Undergraduate

## UNIVERSITY OF EDINBURGH PAY GRADES

Table 1: University of Edinburgh pay scales (UE Grade) and equivalent job description

UE Grade	Equivalent Job Description (Academic/Research Staff)
UE06	Research Assistant, Research Associate
UE07	Teaching Fellow, Research Associate
UE08	Lecturer, Research Fellow, Research Investigator
UE09	Senior Lecturer, Reader, Senior Research Fellow
UE10	Professor, Professorial Research Fellow

## UNIVERSITY OF EDINBURGH STATEMENT ON HOURS TO BE NOTIFIED (HTBN) DATA

"The University of Edinburgh does not employ staff on zero-hours contracts. However, from 2014-15 the University employs a number of its staff on 'Guaranteed Hours' contracts to meet the University's complex business needs, while providing flexibility and a greater degree of certainty for staff in terms of access to work and pay. A majority of guaranteed hours staff in the School of Economics are employed as Research Assistants and Tutors".

## 2. Description of the Department

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

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

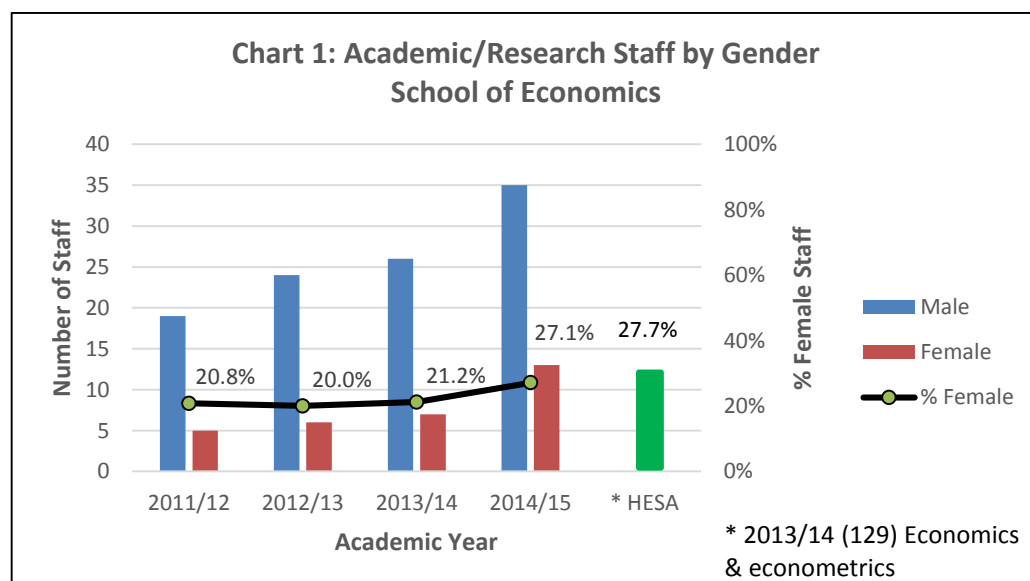
The School of Economics is part of CHSS. It is the most recently formed School, and before 2009 was part of the Business School. Since then Economics has grown significantly, in terms both of staff and students, but remains one of the smaller Schools in CHSS. It has no separate Institutes or subject areas. Its Head is currently male and the DoPS (senior administrator) is female.

Economics is located at 30/31 Buccleuch Place, which accommodates all staff, as well as study space for MSc and PhD students, an experimental laboratory, and teaching rooms. Being on a single site has helped build a sense of academic community amongst staff and postgraduate students.

The School has always aimed to be a centre of world class learning in terms of teaching and research. Economics' overall rating in REF 2014 placed it first in Scotland and eighth in the UK. It has particular expertise in economic theory, macroeconomics, and labour economics. Recent grant successes include a £6m ESRC award on the Credit and Labour Market Foundations of the Macroeconomy and £0.8m on Transparency in Procurement (in partnership with the NHS). The Behavioural Laboratory promotes innovative experimental research; current projects look at healthy eating, voting behaviour, and how the unemployed search for jobs.

### Academic/Research Staff

In 2014/15, the School had 48 full time academic and research staff, of whom 13 were women. **Chart 1** shows recent growth in academic staff by gender; including a 160% increase in female staff since 2011/12. At 27.1%, the current proportion of women is higher than previous years, slightly higher than other Russell Group Economics departments (25.7%) and within 1% of the sector average (27.7%). It is less than in the most immediate source of academic economists, new Economics PhD graduates, among whom the proportion of women is 35% in the USA (AEA-CSWEP) and 33% in the UK (RES-WCS).





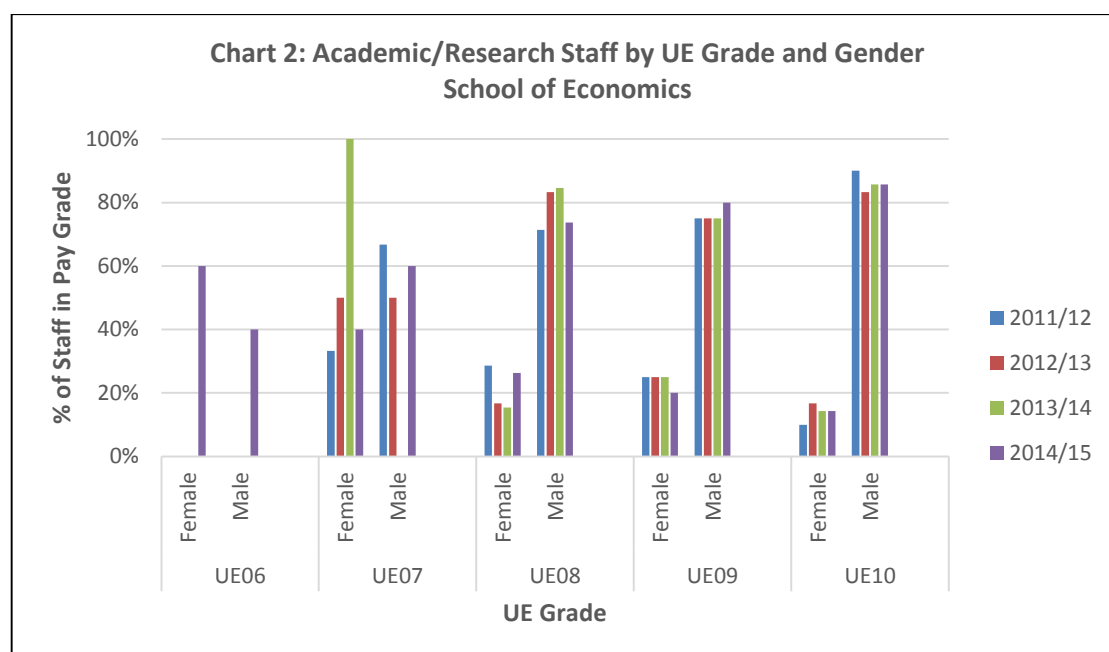


Table 2: Academic/Research Staff by UE Grade (Economics)

Academic/ Research Staff		UE06	UE07	UE08	UE09	UE10
2011/12	Male	0	2	5	3	9
	Female	0	1	2	1	1
	% Female	0.0%	33.3%	28.6%	25.0%	10.0%
2012/13	Male	0	1	10	3	10
	Female	0	1	2	1	2
	% Female	0.0%	50.0%	16.7%	25.0%	16.7%
2013/14	Male	0	0	11	3	12
	Female	0	2	2	1	2
	% Female	0.0%	100.0%	15.4%	25.0%	14.3%
2014/15	Male	2	3	14	4	12
	Female	3	2	5	1	2
	% Female	60.0%	40.0%	26.3%	20.0%	14.3%

**Chart 2/Table 2** reflects academic staff by UE Grade. Numbers are low, but show a consistently lower proportion of females at higher grades UE08-UE10. Although in 2012 Economics doubled the number of women professors, only two of fourteen professors were women (14.3%) in 2014/15. This is lower than in other UK Economics departments (17%; RES-WCS), comparable to the Russell Group (13%), and higher than US departments (12%; AEA-CSWEP). At the other end of the scale, three of five UE06 GHC Research Assistants are female; this disparity will be monitored (**AP3.7**) and addressed throughout the action plan.

### Professional Services Staff

Economics has relatively few professional services staff. Of 18 full-time staff in 2014/15, only four are men, two of whom work in IT support at UE05 and UE07. At 77.8%, female representation is below the national (80.2%) and Russell Group (81.1%) benchmarks for non-academic staff.

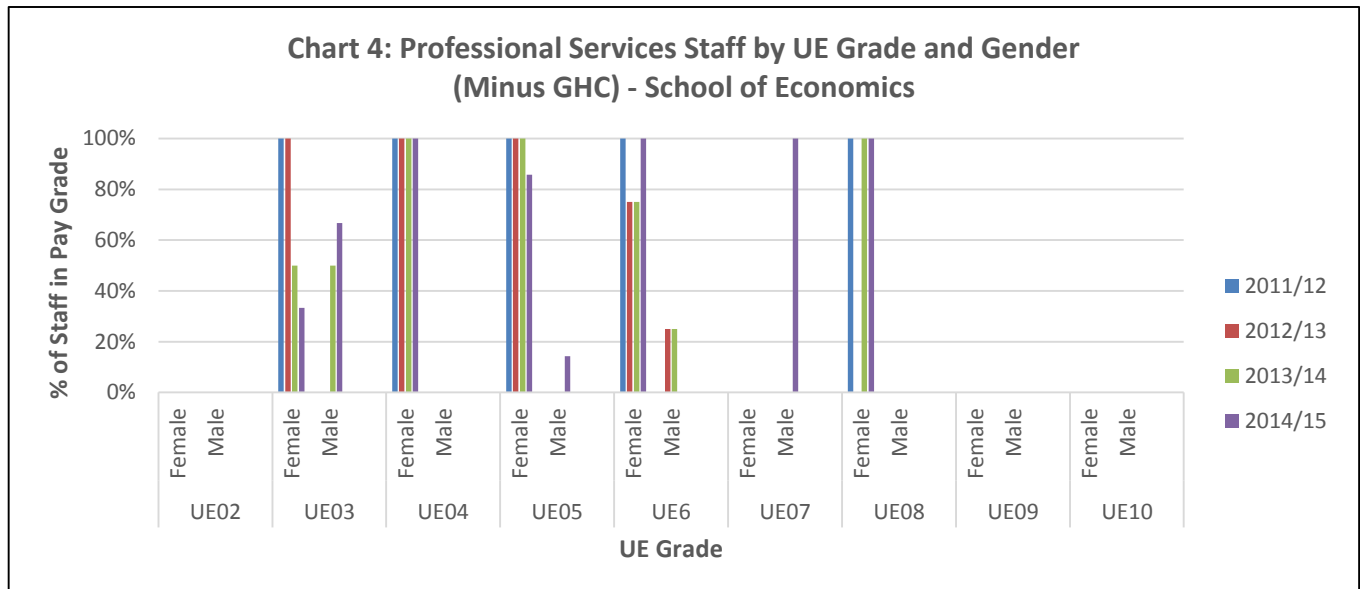
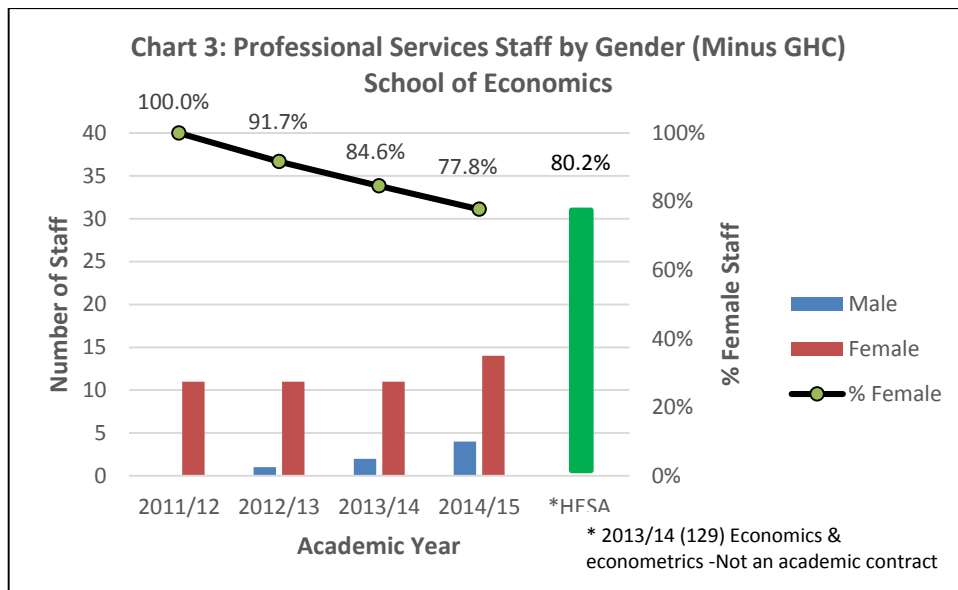
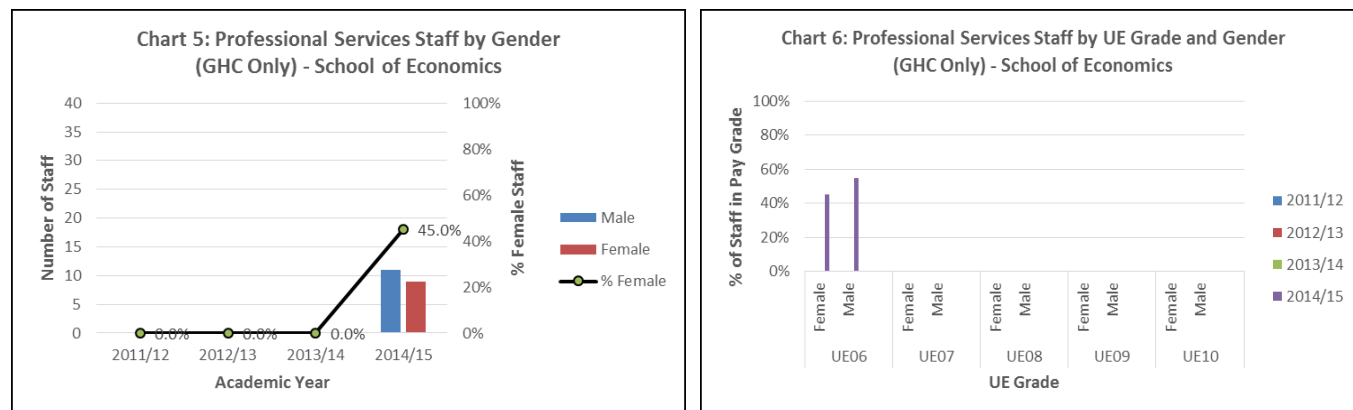


Table 3: Professional Services Staff (minus GHC) by UE Grade (Economics)

Professional Services Staff		UE02	UE03	UE04	UE05	UE06	UE07	UE08	UE09	UE10
2011/12	Male	0	0	0	0	0	0	0	0	0
	Female	0	1	2	4	3	0	1	0	0
	%	0.0%	100.0%	100.0%	100.0%	100.0%	0.0%	100.0%	0.0%	0.0%
2012/13	Male	0	0	0	0	1	0	0	0	0
	Female	0	1	2	5	3	0	0	0	0
	%	0.0%	100.0%	100.0%	100.0%	75.0%	0.0%	0.0%	0.0%	0.0%
2013/14	Male	0	1	0	0	1	0	0	0	0
	Female	0	1	1	5	3	0	1	0	0
	%	0.0%	50.0%	100.0%	100.0%	75.0%	0.0%	100.0%	0.0%	0.0%
2014/15	Male	0	2	0	1	0	1	0	0	0
	Female	0	1	1	6	5	0	1	0	0
	%	0.0%	33.3%	100.0%	85.7%	100.0%	0.0%	100.0%	0.0%	0.0%

**Chart 4/Table 3** reflects professional services staff by Grade. The DoPS is a UE08 female, and the Learning and Information Technology Manager is a male UE07. Other staff have responsibility for UG/PG course administration, student support, and research and grant administration (**AP3.7**).

### Professional Services Staff



In 2014/15, the School employed 20 tutors at UE06 on non-academic GHC contracts (45% female), in line with UoE policy for tutors/demonstrators. The School will continue to monitor GHC data from hereon, and offer additional support (mentoring, annual review) from 2016/17 (**AP3.7; 4.7**).

This brief description provides a structure to the overall narrative of this submission. Economics acknowledge that key staffing concerns include why we appoint such a low proportion of females to UE08 Lectureships, and why we have so few female Professors.

(Total – 566).

### 3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

**(i) a description of the self-assessment team**

The Economics' SAT was established in February 2013, to draw from AS practice for STEMM disciplines and apply the same principles to Economics. The HoS invited volunteers to join the team via e-mails and face-to-face discussions; each member has played an integral role in the development of the Action Plan, undertaking responsibility for research, analysis and future AS activity. The SAT is representative of the School's demographic and tenure ranges and includes established and new academic and professional services staff from all career levels, including the HoS and the DoPS. A PhD student liaises between the SAT and PG student body, and a representative from HR advises on policy. CHSS has also appointed an AS Project Officer, who sits on every SAT, promoting collaboration and sharing of best practice across the College.

Table 4: Athena SWAN self-assessment team (Economics) **\*Edited to maintain confidentiality.**

SAT Member	Job Title	M/F	FT/PT
Aspasia Bizopoulou	PhD Student	F	FT
Dr Anikó Bíró	Lecturer	F	PT
Prof Simon Clark	<b>Head of School/ SAT Convener</b>	M	FT
Emma Duvall	HR Representative	F	FT
Prof Mike Elsby	Professor	M	FT
Rhona Feist	Athena SWAN Project Officer - CHSS	F	FT
Christina Napier	Student Experience Officer	F	FT
Fiona Ross	PG Administrative (Research) Secretary	F	FT
Dr Ina Taneva	Lecturer	F	FT
Susan Ward	<b>Director of Professional Services</b>	F	FT
Dr Michael Watts	Senior Teaching Fellow	M	FT
Prof Tim Worrall	Deputy Head of School, Director PGR	M	FT

Table 5: Key to biographies table.

Relevant Experience		Work-life Balance Experience	
A	Annual Reviewer	C	Children
M	Mentor/Mentee	D	Other Dependents
P	Promotions Process	DCP	Dual-career Partnership
O	Office Bearer	F	Flexible Working
R	Recruitment Panel	M	Maternity Leave
SM	Senior Management	P	Paternity Leave

Activity commenced with an AS induction, then three meetings in 2013 and 2014, respectively. The SAT met a further five times before AS submission in 2015, with additional planning meetings between the HoS, DoPS and Project Officer throughout this period. A public 'Athena SWAN/ECU – Economics' Wiki enables staff to access the School's gender equality survey results and annual AS statistical analysis. There is also a gender equality webpage on the main School website, where survey results, news articles, events, training opportunities and family-friendly policies will be listed. If the School's Bronze application is successful, the report will also feature on this page **(AP3.1)**. So that AS and the School's gender equality agenda are represented at SMC in perpetuity, the team will always include the HoS and the DoPS **(AP3.2)**.

## (ii) an account of the self-assessment process

The self-assessment process commenced in March 2013, with a staff/student data review, enabling Economics to provide data 2011/12-2014/15. To gauge existing gender culture, online surveying of academic and professional services staff, and PGR students commenced in February 2014 with response rates of 51.3%, 46.2% and 54.5% respectively. The survey will run again in February 2016 **(AP3.3)**. Though amongst the most favourable in CHSS, the staff survey results highlighted as primary concerns transparency and understanding of management policies, access to mentoring opportunities, recognition of diverse workload, and engagement with E&D and unconscious bias training. The staff survey also highlighted a gender split in response patterns, with females responding less positively for 23 of 35 questions (see 5.6i). To map existing strengths and weaknesses in procedures and track progress over time, the School also adopted the 'Oxford Research and Policy (ORP) 'Non-STEMM Good Practice Checklist' in August 2015 **(AP3.4)**.

Economics initially used the GEM trial template for self-assessment, mapping the GEM draft across to the post-2015 AS template in June 2015. Following successful participation in the GEM trial, a dialogue was established with the School of Divinity and Institute for Sport, Physical Education and Health Sciences to disseminate best practice.

The SAT has worked hard to champion AS and develop links with stakeholders across UoE and nationally. Members attend the University's AS Network, of which the HoS is Chair, and at triannual AS Scottish Network meetings. In February 2014, representatives attended a University Senate debate, 'Embedding Equality', at which the HoS discussed mainstreaming the "equality duty". In 2014, Rhona Feist reported on the ECU biennial conference 'Achieving equality: transforming the HE culture', and members (including the HoS) attended official AS workshops on campus and at the University of Strathclyde, in 2014 and 2015. Two members of the SAT are currently planning a workshop and a conference that will bring together women from Scottish Economics departments and beyond, to form a network of women in Economics at all levels of the academic pipeline, with a view to promoting gender equality within Scottish Economics **(AP5.5; 5.35)**.

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

To embed gender equality in strategic policy making, Athena SWAN has been written into the School and College Plan, and is now a standing item on the School's SMC agenda **(AP3.2)**. The SAT will meet quarterly to track progress against the action plan, promote the AS agenda and plan future activity. Responsibility for individual actions will be delegated to team members, who will report to the Convener and HoS. The committee remit will

be extended to cover all protected characteristics and the team will be designated as the School's E&D Forum **(AP3.5)**. To facilitate a comparative analysis of AS impact upon gender culture and staff/student satisfaction, Economics will run the gender culture survey biennially, evaluating academic and professional services staff separately. A summary of the results will be published on the School website to promote transparency and encourage feedback **(AP3.3)**, and a lunchtime discussion series will target key issues raised and encourage a dialogue between staff and senior management **(AP3.6)**. An annual statistical analysis will be generated and published on the 'Athena SWAN/ECU-Economics' Wiki, with a progress report to map impact and support an AS Silver application in 2018/19 **(AP3.7)**. The School will review the ORP 'Good Practice Checklist' annually to chart progress to date and project new action **(AP3.4)**.

Following submission of this application, membership of the SAT will be reviewed and refreshed. The HoS will continue on the SAT, but step down as Convenor. The convenorship will be advertised, and 0.1 allowance given in the Workload Allocation Model (154 hours per year) **(AP3.5)**.

**(Total – 845)**

#### **Objectives:**

**AP-3.1** – Provide virtual space for University & School documents, to promote transparency and understanding.

**AP-3.2** – Promote senior management buy-in, to embed Athena SWAN in School policy, practice & procedure.

**AP-3.3** – Survey gender culture within Economics, for comparative analysis and action.

**AP-3.4** – Identify strengths and weaknesses in gender culture within Economics and map progress over time.

**AP-3.5** - Embed a process of rigorous self-assessment within the academic planning cycle, and promote Athena SWAN.

**AP-3.6** – Develop and embed a lunchtime discussion series for staff on administrative and cultural topics of concern.

**AP-3.7** – Monitor gender balance across Economics and measure progress through analysis of staff and student data.

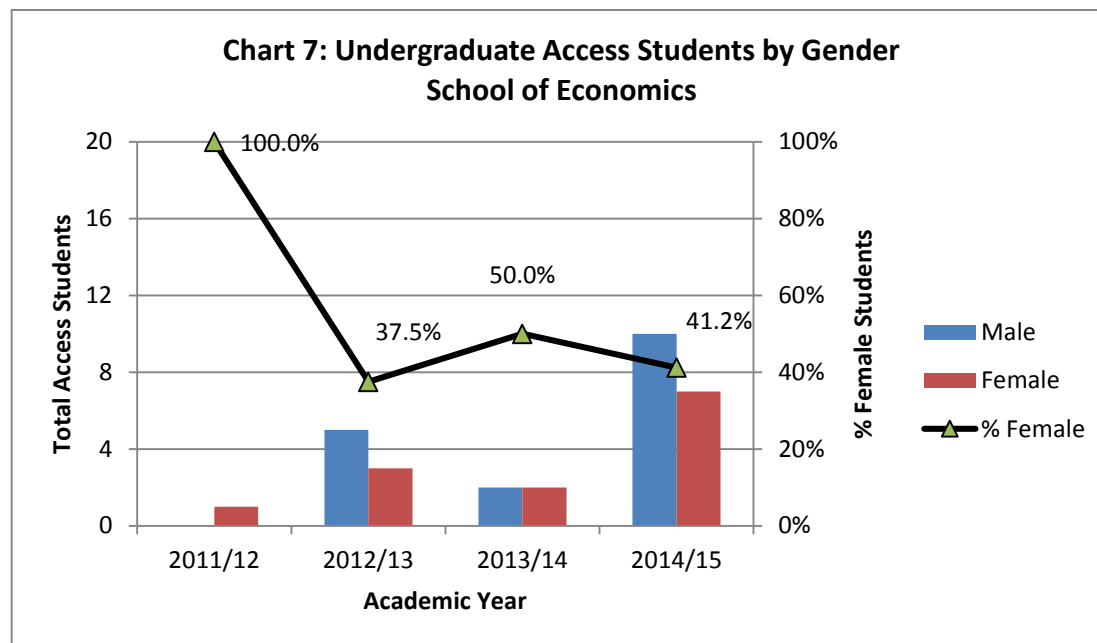
## 4. A PICTURE OF THE DEPARTMENT

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

We will continue to monitor this data, with an annual statistical report for consideration by the SMC (AP3.7).

### 4.1 Student data

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

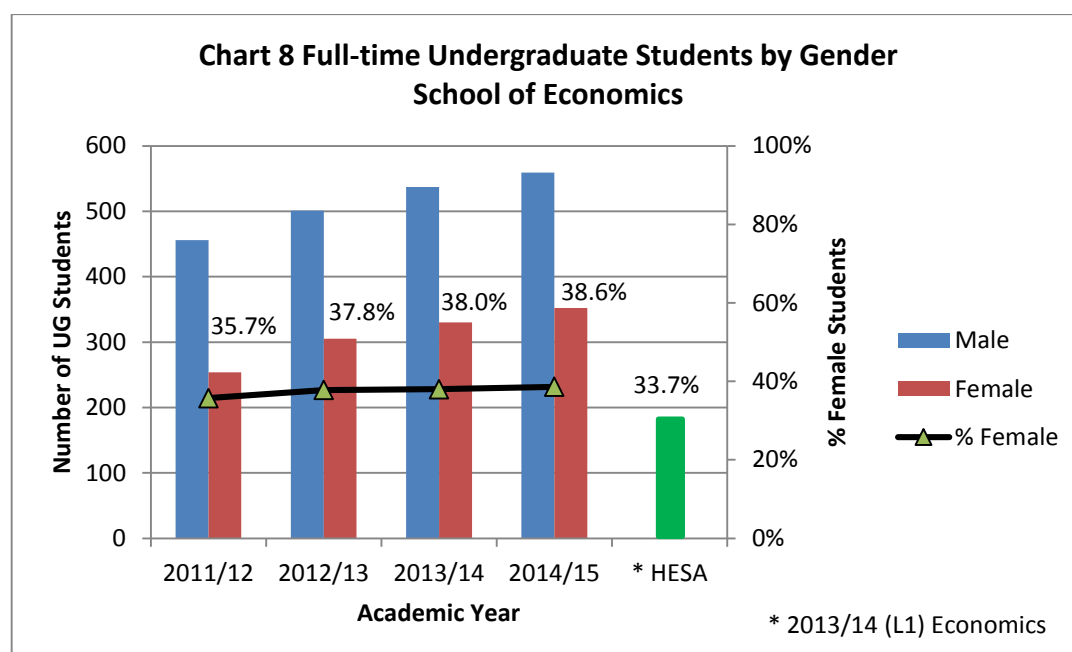


Economics does not offer foundation courses, but has accepted an increasing number of students through access routes since 2011/12. 2011/12-2014/15, fifteen students (37.5% female) entered via the Lothians Equal Access Programme for Schools (LEAPS). The Scottish Wider Access Programme (SWAP) became a UCAS centre in 2014/15, accounting for the dramatic rise in access students. LEAPS and SWAP raise awareness of opportunities in HE and facilitate access for young and mature students respectively, from backgrounds previously under-represented in HE. The School also participates in the Sutton Trust Summer School and the Kickstart Economics programme (AP3.7; AP5.35)

#### (ii) Numbers of undergraduate students by gender

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

2011/12-2014/15, the FT undergraduate population in Economics increased by 28.3% (from 710 in 2011/12, to 911 in 2014/15). Within this growing population, the proportion of women rose from 35.7% to 38.6%. Although this is slightly higher than the sector (33.7%) and Russell Group (35.8%) benchmarks, we are still some way from parity. The School has no part-time undergraduates.



Disaggregating the figures by programme, no clear pattern emerges. **Table 6** shows the gender composition by degree programme of final year students in 2014/15. There is no identifiable type of subject that, when studied with Economics, has a higher proportion of women than, say, Single Honours Economics, where the F:M split is 40:60. **(AP3.7)**.

<b>Table 6: Gender Composition by Degree Programme 2014/15</b>					
	<b>F</b>	<b>M</b>	<b>Total</b>	<b>% Female</b>	<b>% Male</b>
Business Studies and Economics	1		1	100	0
Economics and Statistics	2		2	100	0
Economics with Environmental Studies	1		1	100	0
Economics with Management Science	3		3	100	0
Social Policy and Economics	1		1	100	0
Economics and Sociology	1	1	2	50	50
Economics and Accounting	9	10	19	47	53
<b>Economics</b>	<b>38</b>	<b>57</b>	<b>95</b>	<b>40</b>	<b>60</b>
Economics and Mathematics	2	3	5	40	60
Economics and Politics	6	11	17	35	65
Economics and Chinese	2	4	6	33	67
Geography and Economics	2	4	6	33	67
Law and Economics	1	2	3	33	67
Economics with Finance	12	29	41	29	71
Philosophy and Economics	2	10	12	17	83
Economics and Economic History		4	4	0	100



## UG Applications, Offers, Acceptances

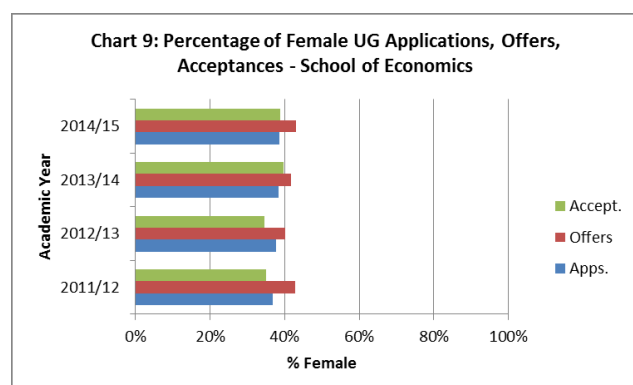


Table 7: UG application success rate by gender (Economics)

	Female				Male			
	Apps.	Offers	% Success	Accepts	Apps.	Offers	% Success	Accepts
2011/12	666	330	49.5%	75	1137	440	38.7%	139
2012/13	799	377	47.2%	95	1327	560	42.2%	180
2013/14	886	388	43.8%	106	1427	545	38.2%	160
2014/15	869	454	52.2%	114	1378	603	43.8%	180

While females constituted 37.9% of applicants, 2011/12-2014/15, women have a higher offer rate than men (in 2014/15, 52.2% compared to 43.8%). However, women are less likely to accept: in 2014/15 women received 43.0% of offers but constituted 38.4% of acceptances. The lower acceptance rate requires further investigation, as our recruitment activities and on-line publicity material show a deliberately high female presence. However, **Table 7** shows that, 2011/12-2014/15, for females applications and acceptances grew by 30.4% and 52.2% respectively, faster than for males (21.2% and 29.5%). In 2011/12 females accounted for 35.0% of acceptances; in 2014/15 the proportion was 38.7% (**Chart 9**). This may be the result of increased efforts in outreach activities and promoting visible role models (**AP3.7; AP4.1; AP5.35**).

## UG Degree Attainment by Gender

Of the 674 students who graduated 2011/12-2014/15, 37.1% were women. Women were awarded 46.0% of Firsts, and 37.0% of 1<sup>st</sup>s or 2:1s. At the bottom end, women were awarded 35.7% of 2:2s and 41.1% of Thirds or Ordinary degrees.

For progression to postgraduate work, degree classification is important. The figures show that in achieving Firsts, female undergraduates outperform males, the success rate increasing steadily from 20.5% in 2011/12 to 30.9% in 2014/15 (**Chart 10/Table 8**).

Note: the increase since 2013/14 in Ordinary degrees shows no particular gender disparity. The rise itself is due to such students being included under Economics. Before 2013 they were classified as CHSS students. 36.7% of Ordinary Degrees are female, in line with the gender split in the UG population (**AP3.7**).

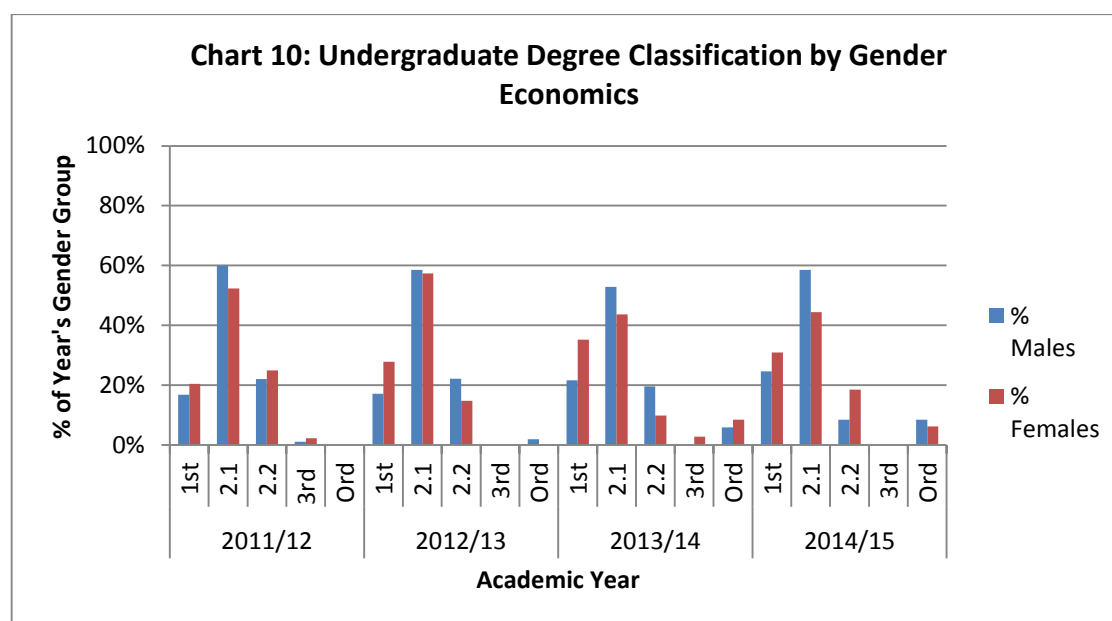


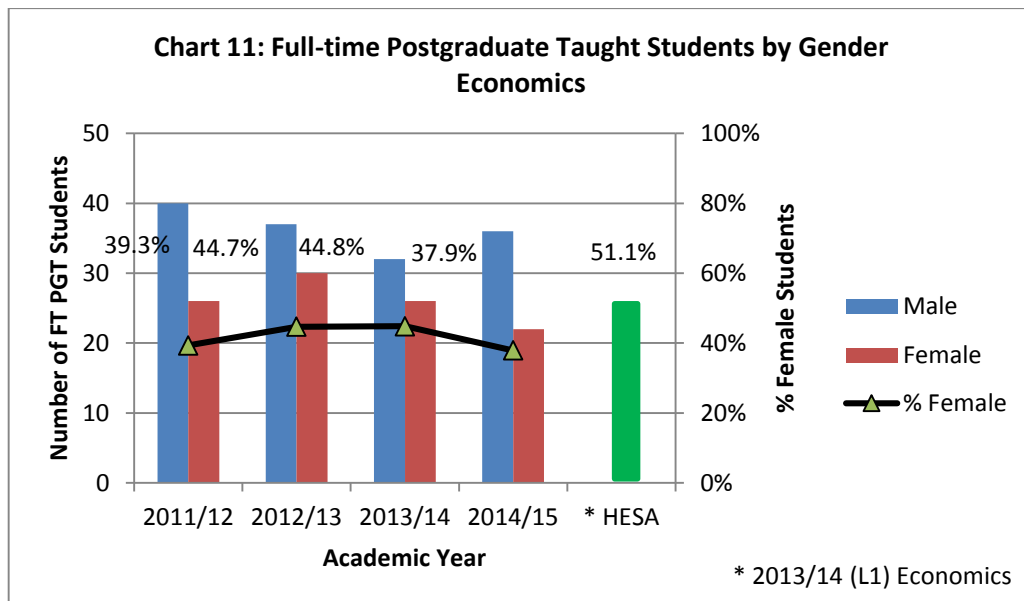
Table 8: Number of undergraduate students, by degree classification and gender (Economics)

Degree	2011/12				2012/13				2013/14				2014/15			
	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male	Female	% Female	Male	% Male
1st	9	20.5%	16	16.8%	15	27.8%	17	17.2%	25	35.2%	22	21.6%	25	30.9%	32	24.6%
2:1	23	52.3%	57	60.0%	31	57.4%	58	58.6%	31	43.7%	54	52.9%	36	44.4%	76	58.5%
2:2	11	25.0%	21	22.1%	8	14.8%	22	22.2%	7	9.9%	20	19.6%	15	18.5%	11	8.5%
3rd	1	2.3%	1	1.1%	0	0.0%	0	0.0%	2	2.8%	0	0.0%	0	0.0%	0	0.0%
Ord.	0	0.0%	0	0.0%	0	0.0%	2	2.0%	6	8.5%	6	5.9%	5	6.2%	11	8.5%

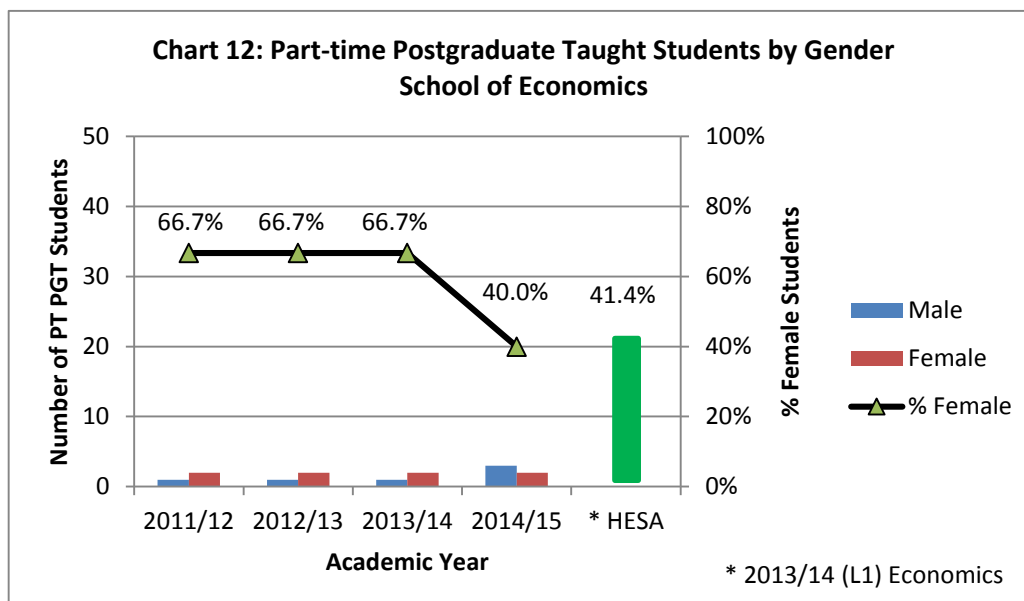
### (iii) Numbers of men and women on postgraduate taught degrees

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

Compared to UG, PGT numbers are low. The MSc in Economics is taught in Edinburgh as part of the SGPE, in collaboration with the Economics departments of Glasgow, Strathclyde, St Andrews, Dundee, Stirling, Aberdeen and Heriot-Watt. We collaborate on other PGT programmes within the University, in particular the Masters in Public Policy, and the MSc in Carbon Management.



**Chart 11** shows fairly constant numbers on the MSc in Economics at about 60, with the proportion of women varying between 37.9% and 44.8%. Over the period, since 2011/12 the proportion of females has averaged 41.7%, below the average both for the sector (51.1%) and the Russell Group (52.4%).



Each year there are a few PT students. In 2014/15, the percentage of females dropped from 66.7% to 40% (2 out of 5). As this is also below the national (41.1%) and Russell Group (44.4%) benchmarks, we will continue to monitor these figures and target female FT and PT PGT recruitment in the action plan (**AP3.7; 4.2**).

### PGT Applications, Offers, Acceptances

The PGT application process is managed by Economics' Postgraduate Office. Applications are reviewed by a senior academic (currently male), paying particular attention to applicants' academic background. Once offers are made the PG Office works hard to convert offers into acceptances. The School encourages its undergraduates to

consider postgraduate study, through discussion with Personal Tutors, internal publicity about PG open days, and career events within the School (often involving the student Economics Society). A small number of our UGs, male and female, undertake PG study here.

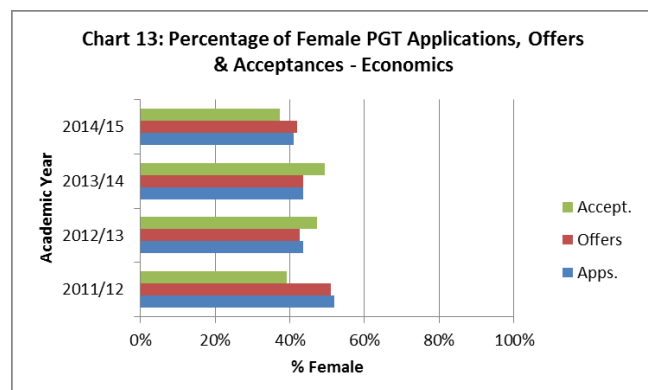


Table 9: PGT application success rate by gender (Economics)

	Female				Male			
	Apps.	Offers	% Success	Accepts	Apps.	Offers	% Success	Accepts
2011/12	336	118	35.1%	34	310	113	36.5%	53
2012/13	340	112	32.9%	36	439	151	34.4%	40
2013/14	324	162	50.0%	36	419	210	50.1%	37
2014/15	295	166	56.3%	28	422	230	54.5%	47

**Chart 18/Table 9** show PGT offers and acceptances. The numbers are smaller than at UG level, and there is year to year fluctuation, but clear patterns emerge. Men and women are equally likely to get an offer: 2011/12-2014/15, the average success rates for women and men were 43.6% and 43.9% respectively. Each year, the success rates are very similar. However, since 2011/12 female applications have dropped by 12.2%; male applications have increased by 36.1%. This reflects a large fall in applications to the MSc in Economics (Finance); for the MSc in Economics female applications rose by 12.7%. The action plan will address this decline in female applications, informed by the annual statistical analysis (**AP3.7; 4.2; 5.35**).

### PGT Degree Completion Rate by Gender

Regarding completion rates (**Tables 10/11**), 7 students exited with a Diploma rather than an MSc, 2011/12-2014/15, of whom 4 were female. Of those passing the MSc, 43.8% were female; of the 28 distinctions, 28.6% were female. This suggests that women are underperforming compared to men, although numbers are small. Action will be taken to reduce the number of women leaving with a Diploma, and to increase those gaining a Distinction in the MSc (**AP3.7; 4.3**).

Table 10: PGT completion rates (full-time), by programme (Economics)

PGT Programme - Full-time		2012/13			2013/14			2014/15		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
MSc	Pass	21	28	42.9%	23	22	51.1%	22	26	45.8%
	Distinction	2	6	25.0%	4	11	26.7%	2	3	40.0%
PgDip		2	2	50.0%	0	0	0.0%	2	0	100.0%
Total		25	36	41.0%	27	33	45.0%	26	29	47.3%

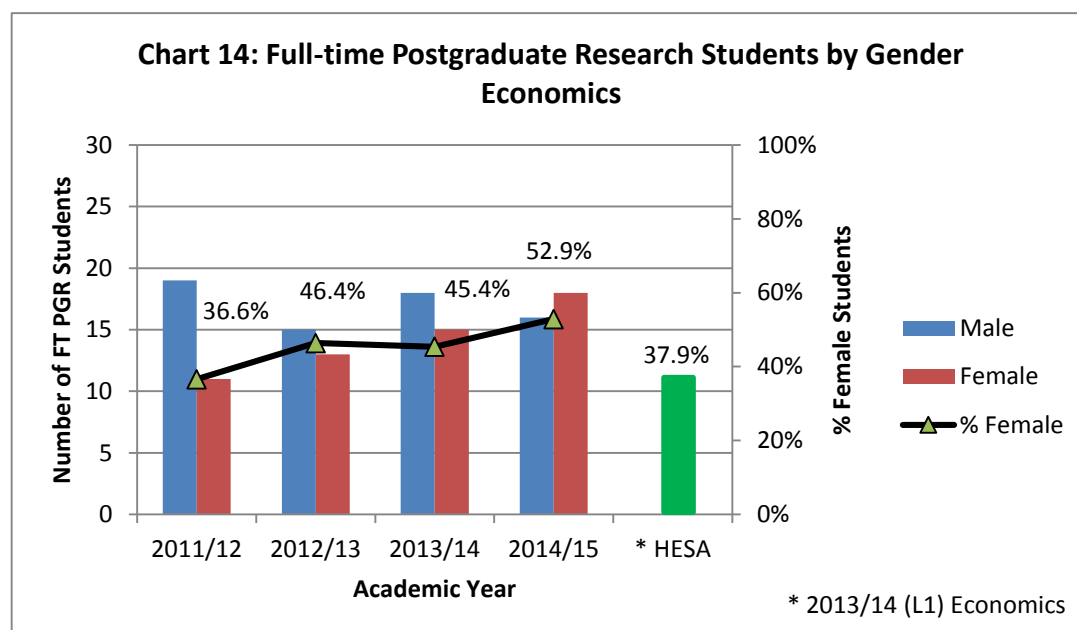
Table 11: PGT completion rates (part-time), by programme (Economics)

PGT Programme - Part-time		2012/13			2013/14			2014/15		
		Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
MSc	Pass	1	0	100.0%	2	2	50.0%	0	1	0.0%
	Distinction	0	0	0.0%	0	0	0.0%	0	0	0.0%
PgDip		0	1	0.0%	0	0	0.0%	0	0	0.0%
Total		1	1	50.0%	2	2	50.0%	0	1	0.0%

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

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

Economics has a small but thriving PhD programme. Entry standards are high: distinctions on MSc coursework and dissertation. All those accepted without an ESRC or other award are offered a School Teaching and Research Scholarship, which pays fees and maintenance in return for teaching or other duties.



**Chart 14** shows that 2011/12-2014/15 female PhD students increased in number from 11 to 18; 45.6% of the School's PhD students were female. This proportion is higher than the average for the sector (37.8%) and the Russell Group (38.1%), and higher than the proportion of PGT students (41.7%) over the same period.

There is one instance of a PT/PGR student, a male in 2012/13. Given our desire to promote flexible learning, the School will take steps to promote part-time PhD research and to make it more attractive for those with other life commitments (**AP3.7; 4.4**).

#### PGR Applications, Offers, Acceptances

The PGR application process is managed by Economics' Postgraduate Office. Applications are reviewed by a senior academic (currently male), paying particular attention to applicants' PGT background and their research proposal. Applicants are encouraged to apply for external funding, but School funding is provided if they are unsuccessful. The largest source of PhD applicants is our PGT programme, and we have a range of activities to encourage PGTs to consider PGR study including: the annual SGPE conference; academic seminars; and dialogue with lecturers, Personal Tutors, and dissertation supervisors. In conjunction with AS, Economics has undertaken a major review of PGR marketing and recruitment, and is initiating a range of new activities.

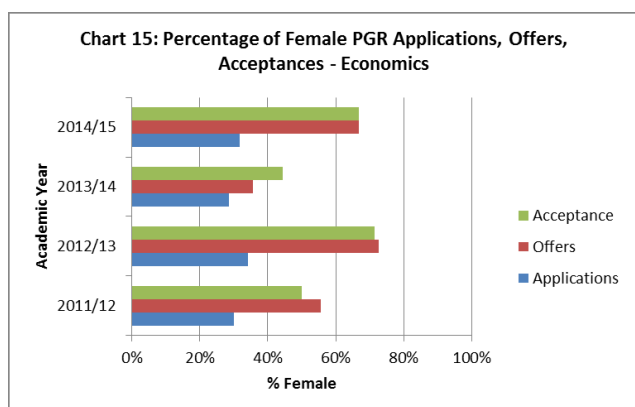


Table 12: PGR application success rate by gender (Economics)

	Female				Male			
	Apps.	Offers	% Success	Accepts	Apps.	Offers	% Success	Accepts
2011/12	33	5	15.2%	3	77	4	5.2%	3
2012/13	40	8	20.0%	5	77	3	3.9%	2
2013/14	32	5	15.6%	4	80	9	11.3%	5
2014/15	39	6	15.4%	4	84	3	3.6%	2

**Chart 15** shows that the application picture is complex, with considerable yearly variation. 2011/12-2014/15, there have been many more applications by men than women (318 compared to 144). However, the average success rate for women is higher than for men (16.7% compared to 6.0%). Women are, on average, as likely to accept an offer; between 2011 and 2015 the average acceptance rate was 66.7% for females and 63.2% for males. The net result is that of 34 PhD students, 18 (52.9%) are female (**AP3.7, 4.5**).

### PGR Degree Completion Rate by Gender

Regarding PGR completions, (**Table 13**), there were 12 (all FT) 2012/13-2014/15, of whom 4 were female (33.3%). In 2013/14, no women completed, reflecting the low entry to the PhD programme in 2009/10 and 2010/11. The completion rate will increase in 2015/16 (**AP3.7**).

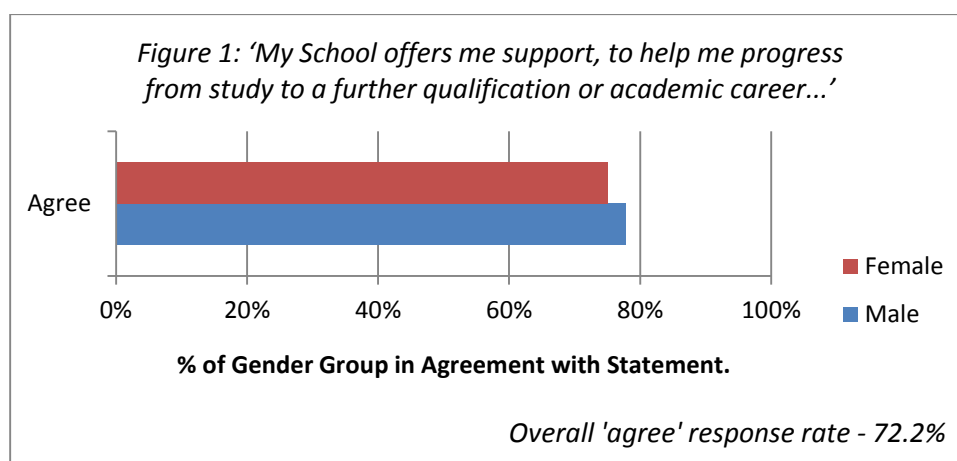
Table 13: PGR completion rates (full-time), by programme (Economics)

PGR Programme - Full-time	2012/13			2013/14			2014/15		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
PhD	3	3	50.0%	0	4	0.0%	1	1	50.0%
Total	3	3	50.0%	0	4	0.0%	1	1	50.0%

### **(v) Progression pipeline between undergraduate and postgraduate student levels**

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

Looking at the most recent data, women constitute 38.6% of the UGs studying Economics at Edinburgh, 37.9% of the PGT population, and 52.9% of the PGR population. This suggests an increase in the proportion of women as they move from undergraduate to postgraduate study. Leaks in the progression pipeline appear to occur at a later stage. However, there is not a single pipeline. Many Edinburgh undergraduates progress to further study elsewhere; and most of our postgraduates were undergraduates elsewhere. We do not currently have data on who has progressed from UG to PGT or PGT to PGR, but will redress this (**AP4.2; 4.4; 4.5; 4.6**).



### Objectives:

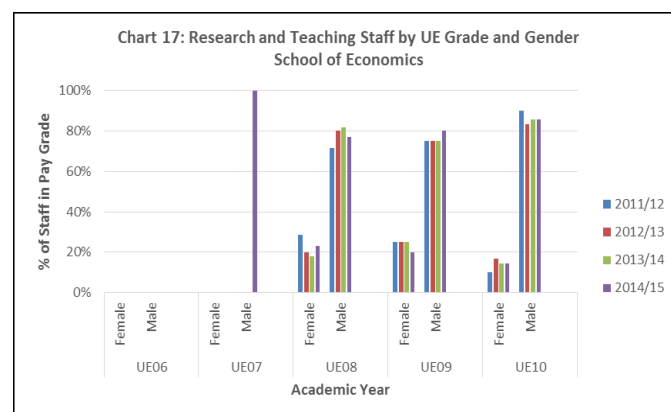
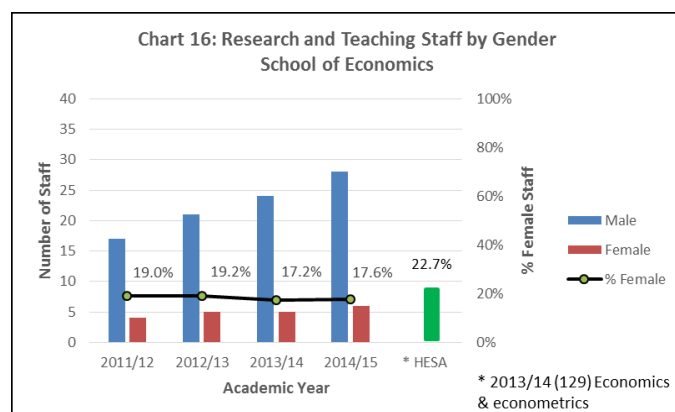
- AP-4.1** - Understand and address the low application and acceptance rates of female undergraduate applicants.
- AP-4.2** - Understand and address the low application, offer, and acceptance rates of female PGT applicants.
- AP-4.3** - Address the lower completion rate on the MSc, and lower proportion of women gaining a distinction
- AP-4.4** - Increase the attractiveness of part-time PhD study to those with caring responsibilities
- AP-4.5** - Increase the volume of PGR applications and acceptances from men and women.
- AP-4.6** - Establish a more complete picture of the progression pipeline from UG to PGT to PGR study.

## 4.2 Academic and research staff data

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

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

#### Research and Teaching Staff:



Most academic staff in the School are on Research and Teaching Contracts. **Charts 16/17** reinforce the description given in Section 2, showing an increase in numbers, and a falling proportion of women at higher grades.

Table 14: Academic research and teaching staff, by UE Grade (Economics)

Research & Teaching Staff		UE06	UE07	UE08	UE09	UE10
2011/12	Male	0	0	5	3	9
	Female	0	0	2	1	1
	% Female	0.0%	0.0%	28.6%	25.0%	10.0%
2012/13	Male	0	0	8	3	10
	Female	0	0	2	1	2
	% Female	0.0%	0.0%	20.0%	25.0%	16.7%
2013/14	Male	0	0	9	3	12
	Female	0	0	2	1	2
	% Female	0.0%	0.0%	18.2%	25.0%	14.3%
2014/15	Male	0	2	10	4	12
	Female	0	0	3	1	2
	% Female	0.0%	0.0%	23.1%	20.0%	14.3%

2011/12-214/15, the rate of growth was faster for men in this group (64.7%) than for women (50%). In 2014/15, women - at 17.6% -accounted for a lower proportion of staff than in 2011/12 (19.0%). This is lower than the average for the sector (22.7%) and the Russell Group (19.2%). Although in 2015/16 one female has been appointed at UE08 and the current ratio is 7/35 (20% female), the picture for female staff is worse for this group than any other category of academic staff in the School; **Section 5** of the plan addresses this throughout.

There is a drop in the proportion of women at higher Grades, particularly at professorial level. From UE08 to UE09 and UE10, the proportion of women is, respectively, 23.1%, 20%, and 14.3%. This is evidence of a 'leaky pipe' in the transition from research student to lectureship to Chair (**AP3.7**).

#### Research-only Staff:

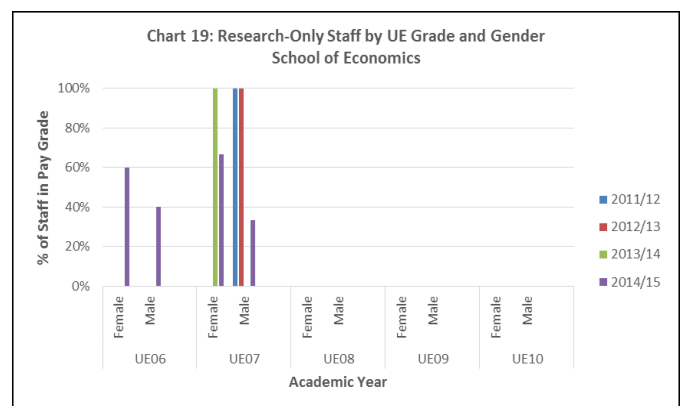
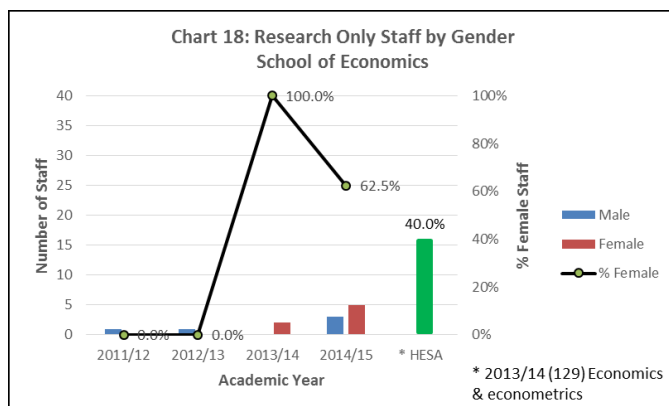




Table 15: Academic research staff only, by UE Grade (Economics)

Research Only Staff		UE06	UE07	UE08	UE09	UE10
2011/12	Male	0	1	0	0	0
	Female	0	0	0	0	0
	% Female	0.0%	0.0%	0.0%	0.0%	0.0%
2012/13	Male	0	1	0	0	0
	Female	0	0	0	0	0
	% Female	0.0%	0.0%	0.0%	0.0%	0.0%
2013/14	Male	0	0	0	0	0
	Female	0	2	0	0	0
	% Female	0.0%	100.0%	0.0%	0.0%	0.0%
2014/15	Male	2	1	0	0	0
	Female	3	2	0	0	0
	% Female	60.0%	66.7%	0.0%	0.0%	0.0%

Economics has 8 Research-only staff, all on fixed term contracts; 5 (62.5%) are women (**Table 15**). The jump in 2014/15 is the result of the inclusion of five UE06 Research Assistants on GHC. Only those on UE07 had full time (albeit fixed term) contracts; the increase in these Post-Doctoral Researchers is due to recent grant awards.

As there are no UE08 research-only staff, there is no evidence of a 'leaky pipeline' *within* the research-only career path. The leak comes in the transition to an OEC involving teaching and research i.e. a UE08 lectureship. Thus the action plan targets staff development policies to support women onto the next step of the academic ladder (**AP3.7, AP4.7; AP5.22; AP5.23**).

### Teaching-only Staff:

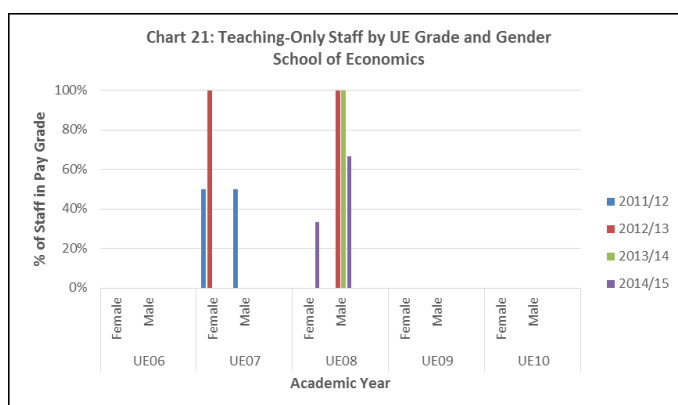
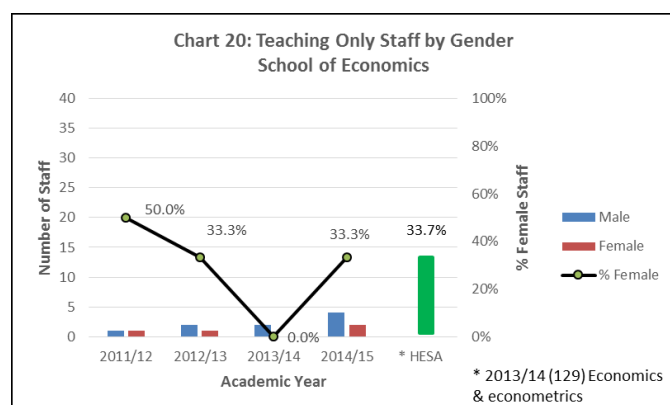


Table 16: Academic teaching staff only, by UE Grade (Economics)

Teaching Only Staff		UE06	UE07	UE08	UE09	UE10
2011/12	Male	0	1	0	0	0
	Female	0	1	0	0	0
	% Female	0.0%	50.0%	0.0%	0.0%	0.0%
2012/13	Male	0	0	2	0	0
	Female	0	1	0	0	0
	% Female	0.0%	100.0%	0.0%	0.0%	0.0%
2013/14	Male	0	0	2	0	0
	Female	0	0	0	0	0
	% Female	0.0%	0.0%	0.0%	0.0%	0.0%
2014/15	Male	0	0	4	0	0
	Female	0	0	2	0	0
	% Female	0.0%	0.0%	33.3%	0.0%	0.0%

Economics employs a number of UE08 Senior Teaching Fellows (STFs) (**Chart 20/21/Table 16**). The growth in these positions is due to senior awards and fellowships; time has been bought out and grant income used to employ STFs. In 2014/15, the M:F ratio among UE08 teaching staff was 4M:2F, of whom two males had OECs. This is in line with the national and Russell Group benchmarks for female representation in the teaching-only cohort (33.7% and 31.5%, respectively). In FTC teaching-only positions, the ratio is 50%. As STFs have no automatic right to be considered for promotion, this potentially causes a blockage in the progression pipeline of these staff, and is addressed in the action plan (**AP3.7; 4.8**).

Economics also employs 20 UE06 tutors on teaching-only GHC contracts, of whom 45% are female. These are not academic contracts (and do not appear in **Chart 20/21/Table 16**, but are a valued part of the School and require support and development. All GHC staff from 2016/17 will have access to mentoring and Annual Review (**AP3.7; 4.7**).

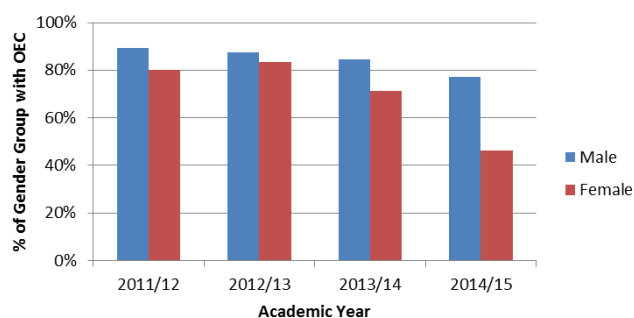
#### SILVER APPLICATIONS ONLY

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

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

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

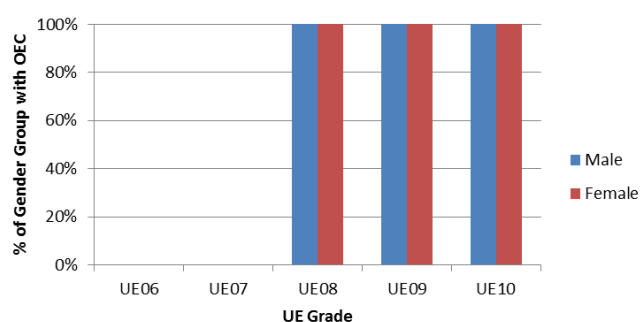
**Chart 22: Open-Ended Contracts - Academic/Research Staff  
School of Economics**



**Table 17: Contractual agreements by gender (Economics)**

	Female				Male			
	GHC	Fixed	Open	% Open	GHC	Fixed	Open	% Open
2011/12	0	1	4	80.0%	0	2	17	89.5%
2012/13	0	1	5	83.3%	0	3	21	87.5%
2013/14	0	2	5	71.4%	0	4	22	84.6%
2014/15	3	4	6	46.2%	3	5	27	77.1%

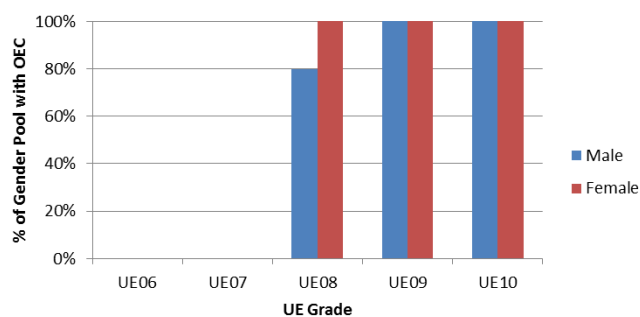
**Chart 23: Open-Ended Contracts by Grade 2011/12  
School of Economics**



**Table 18: Contractual agreements by gender (2011/12)**

2011/12	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	0	0	0.0%	0	0	0.0%
UE07	1	0	0.0%	2	0	0.0%
UE08	0	2	100.0%	0	5	100.0%
UE09	0	1	100.0%	0	3	100.0%
UE10	0	1	100.0%	0	9	100.0%

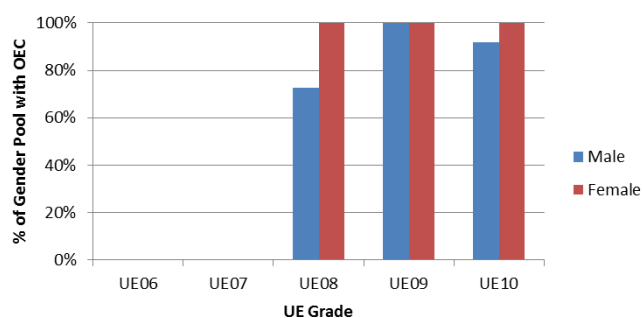
**Chart 24: Open-Ended Contracts by Grade 2012/13  
School of Economics**



**Table 19: Contractual agreements by gender (2012/13)**

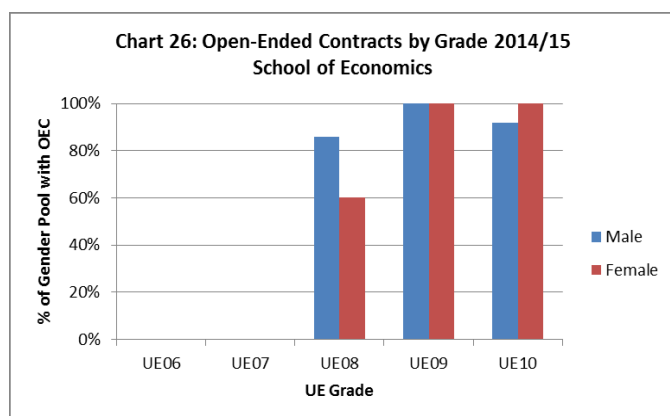
2012/13	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	0	0	0.0%	0	0	0.0%
UE07	1	0	0.0%	1	0	0.0%
UE08	0	2	100.0%	2	8	80.0%
UE09	0	1	100.0%	0	3	100.0%
UE10	0	2	100.0%	0	10	100.0%

**Chart 25: Open-Ended Contracts by Grade 2013/14  
School of Economics**



**Table 20: Contractual agreements by gender (2013/14)**

2013/14	Female			Male		
	Fixed	Open	% Open	Fixed	Open	% Open
UE06	0	0	0.0%	0	0	0.0%
UE07	2	0	0.0%	0	0	0.0%
UE08	0	2	100.0%	3	8	72.7%
UE09	0	1	100.0%	0	3	100.0%
UE10	0	2	100.0%	1	11	91.7%



**Table 21: Contractual agreements by gender (2014/15)**

2014/15	Female				Male			
	GHC	Fixed	Open	% Open	GHC	Fixed	Open	% Open
UE06	3	0	0	0.0%	2	0	0	0.0%
UE07	0	2	0	0.0%	0	3	0	0.0%
UE08	0	2	3	60.0%	1	1	12	85.7%
UE09	0	0	1	100.0%	0	0	4	100.0%
UE10	0	0	2	100.0%	0	1	11	91.7%

**Chart 22-26/Table 17-21** show that since 2011/12, there has been an increase in FTCs, from 3 in 2011/12 to 9 in 2014/15. The proportion of OEC academic/research staff has fallen from 87.5% to 68.75%, which has disproportionately affected women: in 2014/15 the proportion of women on OECs was 46.2%, compared to 77.1% for men (60% and 84.4% if we exclude GHC staff, included in the data since 2014/15). This is the result of growth in grant income, which has been used to employ researchers on specific projects and STFs. As grant income is time-limited, so is related employment.

In growing its grant income, Economics has taken on familiar problems. **AP 4.7** specifically acknowledges this, by requiring line managers and PIs to have a career development plan for all FTC staff. Further action to help fixed terms staff approaching the end of their contract is also planned (**AP4.7**).

STFs contribute hugely to the School. Given that Economics aspires to continue raising grant money, allowing it to employ STFs, and the volume of income generated by teaching, there is an argument for employing STFs on OECs, and of converting FTCs to OECs, rather than tying employment to a succession of grants. This process has already begun in the case of two STFs (**AP4.8**).

Economics has one (male) Chancellor's Fellow at UE08, an appointment which allowed conversion of a fixed term to an open-ended contract after three years, a small but positive step.

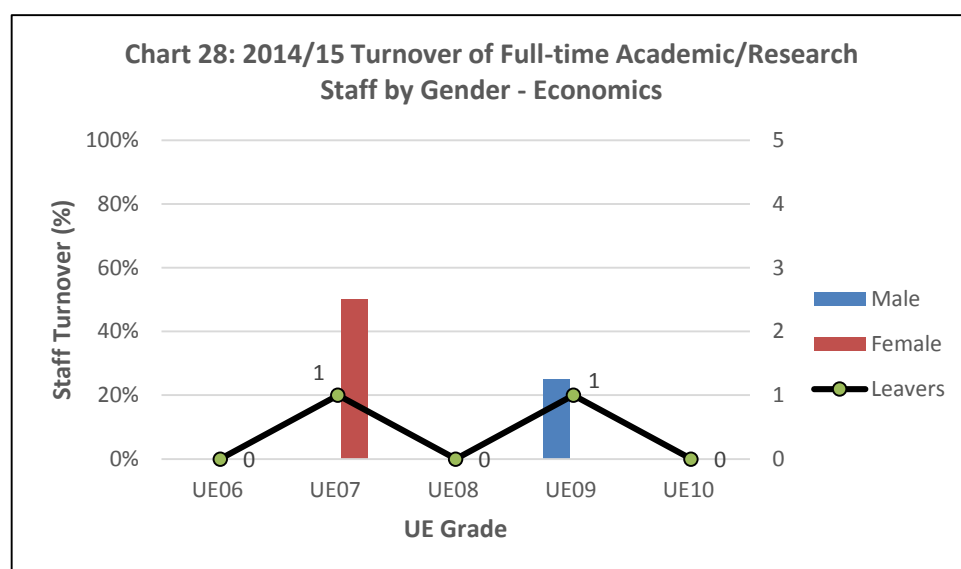
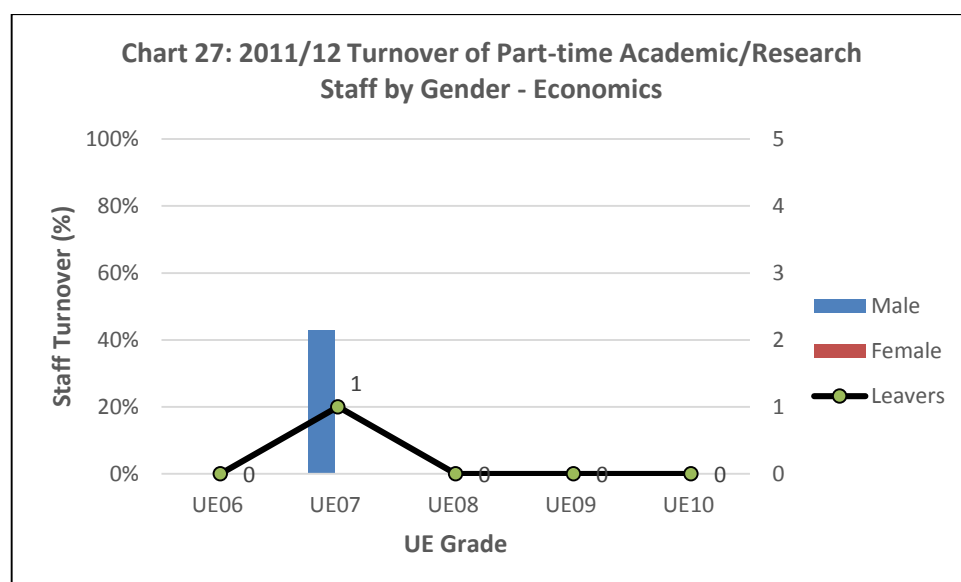
#### **Objectives:**

**AP-4.7** - Support fixed-term staff in their career progression.

**AP-4.8** - Remove a blockage in the career progression of female (and other staff) on fixed term teaching-only contracts.

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

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



**Chart 27/28** show that, 2011/12-2014/15, only three members of the academic staff left the School, two males (one PT UE07, one FT UE09) and one female (FT UE07), to take up jobs elsewhere.

As Economics has expanded in recent years, the rate of departures will increase, so we need to establish why people leave. Economics does not currently make use of exit interview information, and will combine face-to-face interviews with a broader survey in future. **(AP 4.9).**

Although formal data is not available prior to 2011/12, evidence suggests women have a greater tendency than men to leave if their partner cannot find a suitable job locally. The University has a Partner Career Transition Policy to help the partners of new employees; aspects of this scheme can be extended to existing staff **(AP 4.10).**

**(Total - 2198)**

#### **Objectives:**

**AP-4.9** - Better understand and record the reasons for staff turnover, and whether there is a gender dimension.

**AP-4.10** - Improve retention of senior female and male academic staff.

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

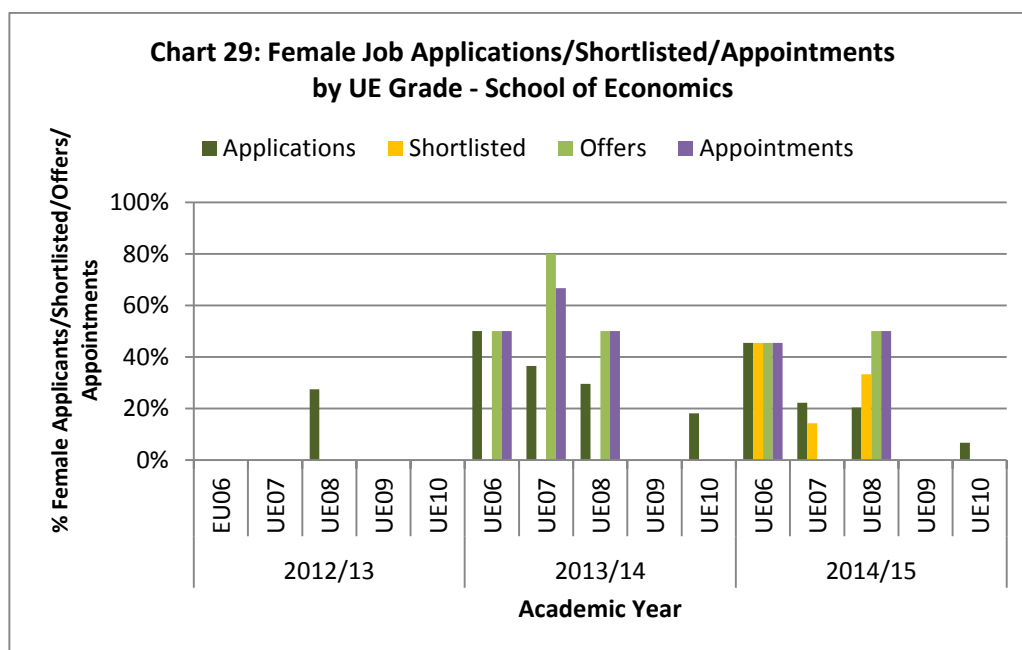
The previous section indicates that the key questions for the School are:

1. Why do we appoint such a low proportion of women to UE08 Lectureships?
2. Why do we have so few women Professors?

### 5.1 Key career transition points: academic staff

#### (i) Recruitment

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



A new e-recruitment system was introduced in 2012/13. Technical issues, including confusion regarding input codes, means there is no shortlisting data, 2012/13-2013/14 (**AP3.7**).

#### 2012/13

In 2012/13, the School made three academic appointments, all males; a short-term UE06 teaching position, a UE08 Chancellors Fellow, and a PT FTC UE10 Fellowship.

Table 22: Academic applications, offers, and appointments, by gender (2012/13 - Economics)

2012/13	Applications				Offers				Appointments			
	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female
UE06	0	1	0	0.0%	0	1	0	0.0%	0	1	0	0.0%
UE07	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
UE08	14	32	5	27.5%	0	1	0	0.0%	0	1	0	0.0%
UE09	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
UE10	0	12	0	0.0%	0	1	0	0.0%	0	1	0	0.0%
Total	14	45	5	21.9%	0	3	0	0.0%	0	3	0	0.0%

Table 23: 'Appointed' success rate, by gender 2012/13 (Economics)

2012/13	Female Apps.	Female Appoints.	Female Success	Male Apps.	Male Appoints.	Male Success
UE06	0	0	0	1	1	100.0%
UE07	0	0	0	0	0	0.0%
UE08	14	0	0	32	1	3.1%
UE09	0	0	0	0	0	0.0%
UE10	0	0	0	12	1	8.3%
Total	14	0	0	45	3	6.7%

## 2013/14

In 2013/14, Economics appointed three Lecturers, producing a large number of UE08 applications. We also recruited three UE08 STFs and a UE08 early-career researcher. The proportion of female appointments at UE08 (42.9%) comprised 2 STFs and 1 lecturer. Thus the female success rate for open-ended lectureships was only 33.3%. Two females and two males declined offers for lectureships. We appointed one male Professor, and two females and one male to UE07 research positions. The six (3F:3M) UE06 staff were GHC research assistants named on research grants, so applications and appointments are identical.

Table 24: Academic applications, offers, and appointments, by gender (2013/14 - Economics)

2013/14	Applications				Offers				Appointments			
	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female
UE06	3	3	0	50.0%	3	3	0	50.0%	3	3	0	50.0%
UE07	27	47	0	36.5%	4	1	0	80.0%	2	1	0	66.7%
UE08	182	433	0	29.6%	5	5	0	50.0%	3	3	0	50.0%
UE09	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
UE10	2	9	0	18.2%	0	1	0	0.0%	0	1	0	0.0%
Total	214	492	0	30.3%	12	10	0	54.5%	8	8	0	50.0%

Table25: Success rate of applications, by gender 2013/14 (Economics)

2013/14	Female Apps.	Female Appoints.	Female Success	Male Apps.	Male Appoints.	Male Success
UE06	3	3	100.0%	3	3	100.0%
UE07	27	2	7.4%	47	1	2.1%
UE08	182	3	1.6%	433	3	0.7%
UE09	0	0	0.0%	0	0	0.0%
UE10	2	0	0.0%	9	1	11.1%
Total	214	8	3.7%	492	8	1.6%

## 2014/15

In 2014/15, Economics made four UE08 appointments, including an OEC Lectureship. There were fewer applications and one candidate (female) was shortlisted and appointed. We recruited three STFs (1F:2M), and three UE07 Teaching Fellows (all male). There were eleven GHC research assistants and tutors appointed at UE06 (45.5% female).

Table 26: Academic applications, shortlisted, offers, and appointments, by gender (2014/15 - Economics)

2014/15	Applications				Shortlisted				Offers				Appointments			
	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female	Female	Male	Not Known	% Female
UE06	5	5	1	45.5%	5	5	1	45.5%	5	5	1	45.5%	5	5	1	45.5%
UE07	2	7	0	22.2%	1	6	0	14.3%	0	3	0	0.0%	0	3	0	0.0%
UE08	11	43	0	20.4%	3	6	0	33.3%	2	2	0	50.0%	2	2	0	50.0%
UE09	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
UE10	1	14	0	6.7%	0	2	0	0.0%	0	0	0	0.0%	0	0	0	0.0%
Total	19	69	1	21.3%	9	19	1	31.0%	7	10	1	38.9%	7	10	1	38.9%

Table 27: 'Shortlisted' success rate, 2014/15 (Economics)

2014/5	Female Apps.	Female Listed	Female Success	Male Apps.	Male Listed	Male Success
UE06	5	5	100.0%	5	5	100.0%
UE07	2	1	50.0%	7	6	85.7%
UE08	11	3	27.3%	43	6	14.0%
UE09	0	0	0.0%	0	0	0.0%
UE10	1	0	0.0%	14	2	14.3%
Total	19	9	47.4%	69	19	27.5%

Table 28: 'Appointed' success rate, 2014/15 (Economics)

2014/5	Female Apps.	Female Appoints.	Female Success	Male Apps.	Male Appoints.	Male Success
UE06	5	5	100.0%	5	5	100.0%
UE07	2	0	0.0%	7	3	42.9%
UE08	11	2	18.2%	43	2	4.7%
UE09	0	0	0.0%	0	0	0.0%
UE10	1	0	0.0%	14	0	0.0%
Total	19	7	36.8%	69	10	14.5%

**Tables 22-28** show that recruitment since 2012/13 has not done much to redress a key gender imbalance. **Chart 1** shows an increasing proportion of female academic staff, but **Table 17** indicates that for open-ended teaching and research contracts at UE08 to UE10, the proportion has remained low: 19.0% in 2011/12 and 18.8% in 2014/15. The data on applications and appointments suggest that women have a higher success rate; in 2014/15, 36.8% compared to 14.5% for men. The problem is the low volume of female applications, particularly for Lectureships and Chairs. The action plan addresses this (**AP3.7; 5.1; 5.2; 5.3**).

### The Recruitment Process

Permission from CHSS is necessary to recruit to any position. College HR approve job descriptions. Applications are made via a website run by Central HR.



## UE08 Lectureships

In common with leading Economics departments in the UK, Europe, and North America, we participate in a global job market operating on an annual cycle. Posts are advertised with a view to selecting from around 600 applicants about 50 candidates with whom to conduct short interviews at the January AEA meeting in the US. All staff on the interviewing team must undertake unconscious bias (UB) training. We invite approximately 12 applicants to visit Edinburgh and give a seminar, the selection based on the interviewing team's reports and overseen by the junior hiring coordinator (who has undertaken recruitment training).

A subset of candidates is shortlisted for interview. The selection panel consists of the HoS, the DoPS, two members of the School's academic staff (including the junior hiring coordinator), and a senior academic from another School; all have had recruitment and UB training. Every effort is made to ensure gender balance; all panels since 2009 have had at least one woman and one man. The shortlist gender balance typically reflects the applicant field.

There are points where gender bias may arise; it is worth noting:

- (i) Our job advertisements, until now, have made no specific mention of gender **(AP 5.1)**
- (ii) We sometimes specify a field within economics, and there is some correlation of field with gender; women are more likely to work in health, labour and applied economics, men in economic theory, macroeconomics and finance. **(AP 5.2)**
- (iii) The process is coordinated by the junior hiring coordinator, working closely with the HoS. Since 2009, we have been on the junior market 5 times, the last 4 of which were coordinated by the same female. She has undertaken recruitment training. Applicants' CVs and job market papers are seen by a wider group **(AP 5.3; 5.4)**

## UE10 Chairs

At UE09/UE10, responsibility for administration and interview panels lies at College and University level. There are specific requirements regarding gender composition and E & D, Recruitment, and UB training.

Although Chairs are advertised, there is a greater tendency at this level to headhunt (although we do not use recruitment agents). Here UB may occur. Who we select may be driven by who we know and meet. If senior women are less likely to visit Edinburgh for seminars or conferences, then we are less likely to identify them as possible candidates.

Data on the gender composition of seminar speakers 2013/14-2014/14 shows that of 78 external speakers, nine were female (11%). Not only are we seeing a small number of research active women presenting their work, we are also sending a negative message to our female PhD students, who regularly attend seminars. **(AP5.3, AP5.4, AP5.5)**

Table 29: Declined Chair offers (Economics)

\* Table edited to maintain confidentiality.

As far as we know, the main reason for the higher rate of rejection by women was their partners' unwillingness or inability to get a job in Edinburgh, despite efforts by the School and the University. This hints at forces that disadvantage women where more information would be useful **(AP 5.6)**.

#### **Objectives:**

**AP-5.1** - Encourage applications from women.

**AP-5.2** - Encourage applications in specific subject areas from women.

**AP-5.3** - Reduce gender bias in the recruitment of academic and professional services staff at all UE Grades.

**AP-5.4** - Improve the gender balance of seminar speakers in the School.

**AP-5.5** - Ensure that women are more closely involved in research related and high status activity.

**AP-5.6** - Be better informed as to why females are more likely to reject a job offer.

#### **(ii) Induction**

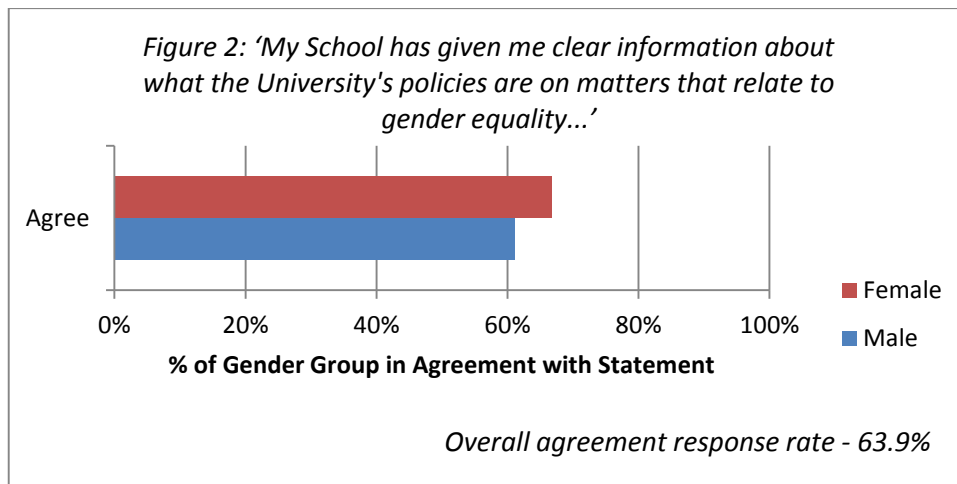
Describe the induction and support provided to all new academic staff at all levels.

Comment on the uptake of this and how its effectiveness is reviewed.

Induction is informed by UoE E&D Strategy and HR policies. Training and induction are provided centrally, e.g. by the Institute for Academic Development; at School level; and by individual academic and support staff. Economics issues all new staff with a Handbook that outlines University and School structures and procedures.

All new academic staff and PhD students are welcomed at the beginning of the academic year, at a meeting of the whole School. At the earliest opportunity, new staff meet with the HoS (or line-manager) and their mentor, who they will see on an agreed regular basis. New staff with teaching responsibilities meet with the Director of the Undergraduate (or Postgraduate) Office. Most new staff act as a Personal Tutor (PT), whose main role is to give academic guidance. The School Student Support Office have a training session at the beginning of each year for all PTs, with a longer meeting for new PTs.

The School is currently undertaking a review of induction procedures. As Economics has become a more complex organisation, staff are not all fully aware of its structures, committees, procedures and regulations. Some of this can be communicated in an improved Staff Handbook; some through an enhanced induction programme. While formal policies are relatively straightforward to communicate, more challenging is to get across an ethos of collegiality and respect and how to flourish as a member of the School. **(AP 5.7, AP 5.8)**



#### **Objectives:**

**AP-5.7** - Ensure all staff are better aware of the structures, procedures, and regulations of the School and University.

**AP-5.8** - Help new staff reach their full potential, by promoting transparency and understanding of opportunities..

#### **(iii) Promotion**

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

**Table 30** summarises promotion data since 2009/10. It shows that five males applied (80% success rate), and one female (100% success rate). All applications for promotion were full-time.

Table30: Applications for promotion and success rate for full-time staff, by gender (Economics)

\* Table of confidential data removed.

Table31: Applications for promotion and success rate, by UE Grade and gender (Economics)

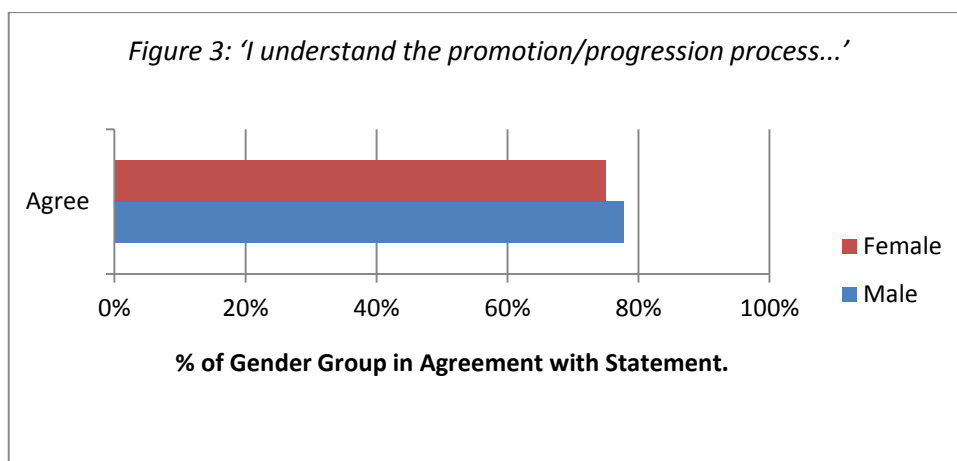
\* Table of confidential data removed.

\* Paragraph edited to maintain confidentiality (AP3.7).

All staff have an annual review, providing an opportunity to discuss promotion. The reviewer gives an initial view on the merits of the possible case, and discussion may address enhancing the CV, publication strategy, grant applications, and other relevant activities. Staff are informed of the University's promotion workshops by emails and the website, with details of the process and criteria. An internal timetable is set for submission of cases to the School Staff Committee.

Since 2009, all submitted cases have been supported by the School. Feedback is given to applicants by the HoS, and/or Economics' representative on the CHSS Promotion Panel (currently male), on how better to present the case or improve it for future submission. The criteria for promotion are set out in Grade Profiles and include performance in teaching, research, and leadership/management, as well as outreach work. The website also gives explicit exemplars of excellence in teaching and knowledge exchange. School-specific promotion workshops will be ongoing from 2016 (AP 5.9).

Regarding the extent to which staff are aware of promotion processes and criteria, and their perceptions of support in preparing for promotion, the 2014 survey suggests that a majority of staff understand the process and criteria, but fewer feel that the full range of skills are valued in the process (47.2%). Both are addressed in the action plan; in relation to improved communication, and workload modelling (AP 5.9; 5.10; 5.11).



#### **Objectives:**

**AP-5.9; 5.10; 5.11** - Encourage more females and males to apply for promotion.

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

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

Table 32: REF 2014 Submissions by gender (Economics)

\* Table of confidential data removed.

Table 33: RAE 2008 Submissions by gender (Economics)

\* Table of confidential data removed.

**Table 32** shows 64.3% of eligible staff were submitted to the REF, with the proportion higher for women (80%) than men (60.9%). This shows a higher degree of selectivity than for the RAE, where the submission rates were 100% and 82.4% for women and men respectively.

Although women are no less likely to be submitted than men, we will continue to monitor gender balance of staff considered for submission to the next REF and are aiming for 100% submission of eligible staff (**AP3.7**).

Selection of REF2014 submission was coordinated by the School's DoR, who undertook E&D training. All staff were invited to submit information regarding circumstances that might have affected their research during the census period e.g. maternity/family leave. Decisions not to submit staff were taken following review by an external reviewer, taking account of the University's E&D policy.

So that all eligible staff are submitted for REF2020, Economics will ensure that: development needs and support are discussed through Annual Review; annual research reviews with the HoS and DoR are continued, to discuss research and publication strategy; mentoring is available to all new and early-career staff; staff are encouraged to take their sabbatical entitlement (**AP5.16-AP.21**).

Staff returning from maternity leave maintain their sabbatical entitlement, and are not immediately given a full teaching load, allowing time to resume their research trajectory (this is recognised in the School's WAM).

## SILVER APPLICATIONS ONLY

### 5.2 Key career transition points: professional and support staff

#### (i) Induction

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

#### (ii) Promotion

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

### 5.3 Career development: academic staff

#### (i) Training

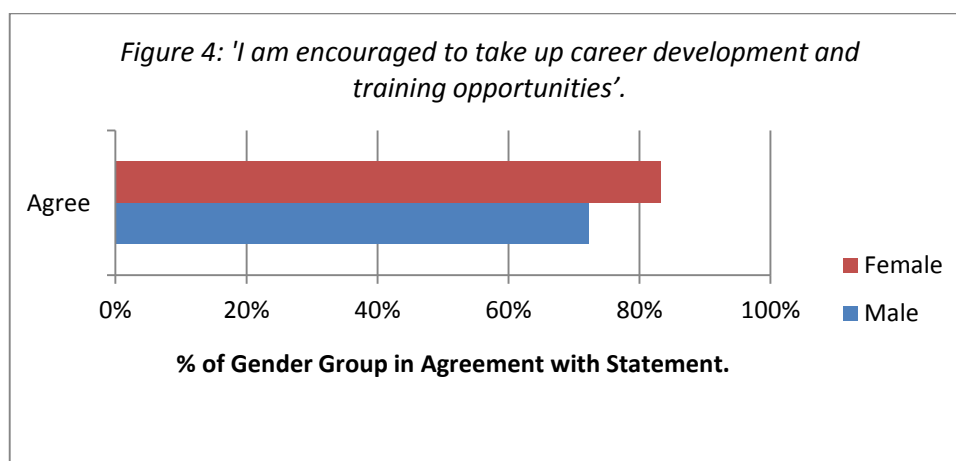
Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

A wide range of training is available to staff at all levels, from courses on annual review and participating in recruitment panels, to workshops on effective chairing of committees and workload allocation. Some are aimed at managers; others provide an induction into particular roles e.g. HoS. Economics actively promotes training aimed at addressing sources of discrimination and inequality, e.g. *'Developing an Understanding of Equality'* and *'Overcoming Unconscious Bias'*. The School also promotes leadership training for female staff; such as *'Aurora'*, and the University's own *'Ingenious Women'* and *'Enterprising Women'* workshops, the latter also being open to PhD students (**AP5.12**).

At senior level, management and leadership training is undertaken by HoS and Deputy HoS, on appointment and then a continuing basis. For HoS, this includes annual one-one leadership training, E&D training and recently included face-to-face UB training with PEARL KANDOLA. All members of the SMC and SAT have undertaken UB and E&D training. Training is mandatory for all annual reviewers (1F:4M), and available to reviewees as promoted on the School's E&D webpage. For chairs of recruitment panels, training is mandatory and the action plan will

extend this to all recruitment panel members. As noted in Section 5.1(i), UB training is compulsory for all staff involved in junior hiring. The School will establish and maintain a training database as quality assurance, to ensure that staff have completed the relevant courses before undertaking roles of responsibility within Economics (**AP5.13**).

As the staff survey indicated that 22.2% of staff did not feel encouraged to take up training and development opportunities, training and development will become a mandatory discussed topic at Annual Review and Economics will continue actively to promote available opportunities to increase uptake (**AP5.12-5.15**).



#### **Objectives:**

**AP-5.12; 5.13** - Promote engagement with training opportunities, for career development and effectiveness in roles.

**AP-5.14; 5.15** - Reduce gender bias among senior staff in the School.

#### **(ii) Appraisal/development review**

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

Since 2013/14, Economics has, and will continue, to provide all staff with an annual review (AR) as standard practice (**AP 5.16**).

Staff are allocated a reviewer: the HoS takes responsibility for senior staff; STFs are reviewed by the Convenor of the Teaching Committee. Other reviewers include the Deputy HoS (male), and the Director of Research (male), while Research staff are reviewed by their PI (one male, one female). All reviewers undertake training. Few reviewees have undertaken training regarding benefitting from AR; promoting this will be addressed by the action plan (**AP5.17; 5.21**).

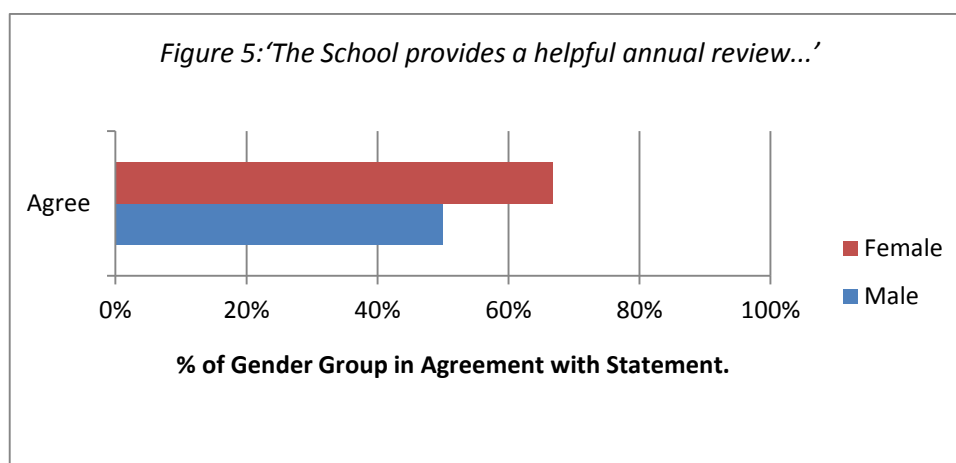
The mandate for discussion at AR is a School adaption of the CHSS format, allowing for a more complete account of activity and submission of an up-to-date CV. AR currently addresses: what has worked well, what not so well; impediments to the reviewee's work; research and grant raising plans; new areas or courses the reviewee might teach; and contributions to the School's key priorities e.g. the NSS, impact case studies for the REF. AR supports

staff in identifying training and development opportunities and enhancing their portfolio for a future promotion case **(AP5.18)**.

Previously, work-life balance was discussed sporadically at annual review. The pressure to publish, teach, supervise, administer, apply for grants and be a good citizen, implies that it can be difficult to maintain a healthy work-life balance. This is particularly the case for staff with caring responsibilities. To support staff in maintaining a balance between work and other life obligations, Economics will make work-life balance a compulsory discussion topic for AR in future **(AP5.18)**.

The output is an agreed set of actions or targets to be achieved over the coming year, involving both reviewee and reviewer. Reviewers meet to discuss common themes and problems. As all are currently on the SMC, this feeds naturally into possible actions for Economics as a whole **(AP5.19)**.

The action plan will build upon 100% AR with added value, particularly in promoting women's career development **(AP5.16-AP5.21)**.



#### **Objectives:**

**AP-5.16** - Ensure that all staff engage with Annual Review.

**AP-5.17; 5.18; 5.19; 5.20; 5.21** - Enhance the value of Annual Review for all staff.

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

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

All new staff are assigned a mentor. An expert in their field, the mentor supports and advises, especially regarding research and publication strategy. Senior staff are also involved in the RES Women's Committee scheme for UK-based early-career female lecturers and senior PhD students. In conjunction with the action plan, Economics will appoint a Mentoring Champion to liaise with the UoE Mentoring Connections scheme for academic and professional services staff. As 33.3% of surveyed female staff, compared to 72.2% of males, agreed that Economics provides useful mentoring opportunities in 2014, Economics will promote and publicise mentoring more proactively, with efforts coordinated by the Mentoring Champion **(AP5.22)**.



The School will support engagement with Aurora, and the University's own leadership training courses **(AP5.12)**.

All Teaching and Research staff have an annual meeting with the HoS and DoR. These meetings are distinct from Annual Reviews and aim to ensure all eligible staff are submitted to REF2020. They focus explicitly on ways in which Economics can support the development of research and knowledge exchange.

Economics gives generous financial support to active researchers and STFs to attend conferences, visit co-authors, and/or have co-authors visit Edinburgh, and to buy specialist equipment or IT software. New junior staff are given an annual research allowance of £5,000 for 3 years; less junior staff also have access to School funds.

The School has a small number of postdoctoral researchers, who meet weekly with their PI to read and discuss research papers and for advice on publication and career strategy. They are strongly encouraged (with financial support from Economics, as required): to attend conferences and Summer Schools; visit other institutions (e.g. the Behavioural Insights Team at the UK Cabinet Office, and the IMF); give seminars in other departments; attend and contribute to Economics' own seminars and workshops; build professional networks by organising conferences at UoE (e.g. the planned events on Women/Gender in Economics) **(AP5.22; AP5.23)**.

#### **Objectives:**

**AP5.22** - Provide enhanced support for career progression.

**AP5.23** - Promote career development of staff female and male staff with caring responsibilities

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

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

Personal Tutors (PTs) provide all undergraduates with academic support, including guidance on course choices (especially at Honours level) for students considering a Masters and future academic career. The School gives significant financial support to the Economics Society, who organise many career-related events and run a Women's Network.

At PGT level, the supervisor and/or the programme organiser advises students contemplating a PhD. An annual conference of SGPE staff, supervisors, PGT and PGR students provides information about Career Options for Economists, opportunities with the Scottish and UK Government, and PhD study within the SGPE (including funding opportunities).

The School's PhD students, once accepted on academic grounds, are assured of financial support. For those nearing completion of their PhD, the School offers students aspiring to an academic career additional support.

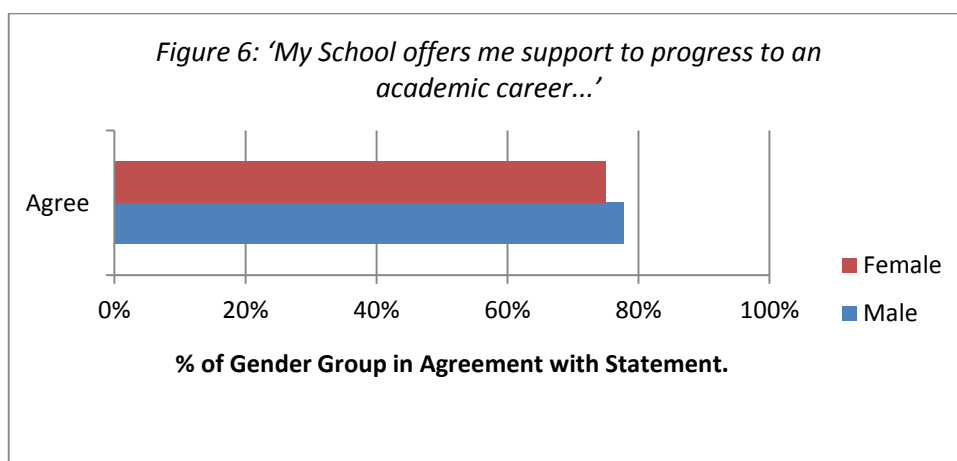
A Placement Officer coordinates the job market activities of those on the junior academic market, maintains a section of the School website, advises on job market strategy, and facilitates 'practice' job market seminars.

There is funding to enable students to work with leading scholars and practitioners in their field. In 2015/16, 5 students (4F: 1M) will spend an average of 8 months away from Edinburgh.

The School funds Career Development Fellowships (UE07), with job market coaching and mentoring. To date, there has been one such ECR (a male), who secured a position at Oxford (**AP 5.24**).

The PhD scholarships funded by Economics come with duties, including undergraduate teaching and providing research assistance. This allows students to shadow an experienced researcher, possibly to co-author publishable work, and to gain valuable experience.

Economics are keen to support all the School's PhD students, and the action plan will ensure that signposting to information relating to academic careers, and that available resources and support are enhanced (**AP4.4; AP4.5**).



#### **Objectives:**

**AP5.24** - Help PGR students nearing completion to gain experience and mentoring for the academic job market.

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

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

There is considerable support for grant applications through Edinburgh Research and Innovation (ERI). ERI has expertise in funding sources and application writing. Support is publicised by Economics through Annual Review, annual research meetings, and emails regarding funding sources. The School's Research Support Officer liaises with ERI, and provides advice on grant application and administration.

Economics host an annual ERI information session, aimed at the School's ECRs. Junior staff are encouraged to submit grant applications, possibly as part of a larger grant with a more senior colleague, and senior staff are encouraged to include junior staff in applications. Economics implements internal peer review, so all applications are read and constructively refereed by at least one experienced colleague before submission.

Grant raising is discussed at annual review and the annual research meetings with the HoS and DoR. This provides an opportunity to encourage applications and to discuss which funders to target.

Data on applications and success rate by gender is available from September 2013/14, but future recording will take place in conjunction with AS. The number of applications from the School is low (28); the data shows a higher

success rate for women (40%) than for men (34.9%).

Table 34: Research grant applications by gender (Economics)

Research Grant Applications	Female	Male	Total
Success	2	8	10
Fail	3	15	18
<b>Total</b>	<b>5</b>	<b>23</b>	<b>28</b>

For unsuccessful applications, an immediate discussion (where suitable involving the applicant's mentor) seeks to explore whether an alternative funder might be sought. Grant applications are a standing item for the School Research Committee, and common support will be identified and addressed.

## SILVER APPLICATIONS ONLY

### 5.4 Career development: professional and support staff

#### (i) Training

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

#### (vi) Appraisal/development review

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

#### (ii) Support given to professional and support staff for career progression

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

### 5.5 Flexible working and managing career breaks

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

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

All pregnant employees and those who wish to adopt or have a surrogate baby are entitled to 12 months paid maternity leave, irrespective of length of service or hours worked.

Having notified the School of a pregnancy, staff can schedule a meeting with the DoPS and/or the School's HR advisor, in consultation with the line-manager. The discussion includes parental leave policies, pay and working cover options.

In future, the School will ensure that staff have an opportunity to discuss preferred level of contact during leave, in a 'maternity agreement'.

To ensure that colleagues are not overloaded, temporary staff are hired where a workload appraisal suggests that a role cannot be covered by existing staff. There is no difference in provision for fixed-term staff. Teaching fellows are employed to cover teaching duties during a period of leave.

GHC contracts are paid maternity pay based on the most favorable option between the statutory allowance, or the University agreed amount, based on calculating a week's pay over 52 weeks of employment. If the employee has not worked for 52 weeks, an average will be worked out from their start date.

A workplace risk assessment by the Health and Safety Advisor takes place, including for staff who are undertaking IVF, and necessary adjustments made. Economics will signpost family-friendly policies, including family leave/flexible working entitlement; on the E&D website; in the staff handbook; on recruitment materials, to promote transparency **(AP5.25)**.

#### **Objectives:**

**AP5.25** - To provide support for employees with caring responsibilities.

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

Continuity of employment is maintained during maternity, adoption or surrogacy leave. All pay awards and increments that apply during the period of maternity leave remain in force. Those employees on a lower rate of Statutory Maternity Pay or unpaid leave when such awards are due will have their pay adjusted on their return to work. All terms and conditions remain, maternity pay options withstanding.

Annual leave is accrued at the same rate as if they the employee was not on maternity leave.

It is practice for managers to keep employees up to date with developments at work. The nature of this contact is driven by the wishes of the employee, there is no mandatory requirement to keep up a dialogue during this time. In addition, an employee can arrange up to 10 voluntary 'keeping in touch days' with the line-manager. These can only be used after the first two weeks of the birth of the child, and time in lieu is granted for this work, either as leave upon return or added to the end of maternity leave. In line with the action plan, it will be possible to use KIT days for training and conference attendance in future, to promote female career development **(AP5.23)**.

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

Employees can return to work from 20 weeks after the birth of the child, allowing their partner to take shared paternity leave for the remainder of the leave period, where the partner is an employee of the University. The University has a Parental leave policy to look after any child under the age of 18 with paid leave for up to two weeks. Further unpaid leave can be taken by agreement. Within Economics, following return from maternity leave, a female lecturer has taken up the work/life balance policy and arranged to work three days a week. From January 2016 for two years she is taking up a Research Fellowship abroad. Her post within the School of Economics will remain open for her return.

Economics has a designated area set aside for expressing milk or breastfeeding. This was recently used by a FTC researcher hired shortly after returning to work following maternity leave **(AP5.23)**.

**(iv) Maternity return rate**

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

Table 35: Summary of maternity leave uptake for academic staff (Economics)

\* Table of confidential data and narrative removed (AP3.7).

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

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

Staff are eligible for paternity leave of up to 2 weeks if they have responsibility for a child’s upbringing and they are the father, or the partner of the mother of the child.

\* Narrative edited to maintain confidentiality (AP3.7; 5.23).

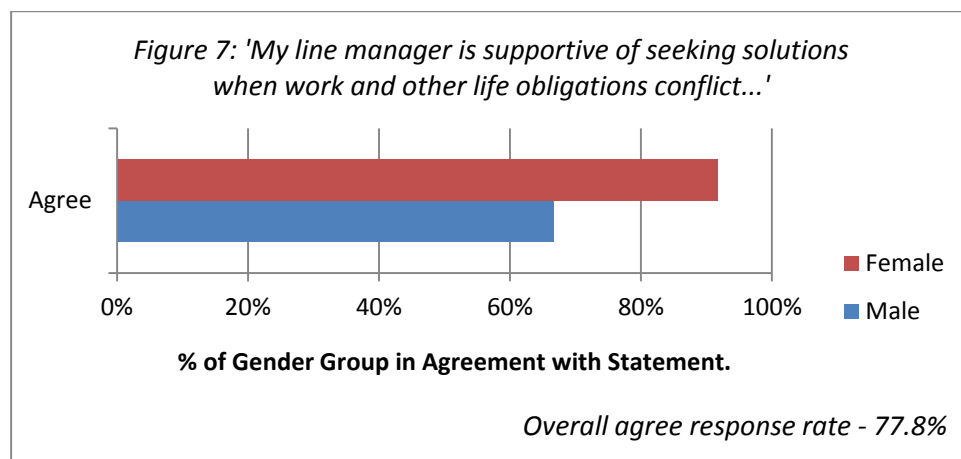
**(vi) Flexible working**

Economics is proactive in circulating HR Policies, by e-mail, the website, and through one-to-one meetings with line-managers, including AR. Flexible working entitlement has been widely promoted, but uptake has been low (AP5.25).

Prior to returning to work from a period of leave, employees can agree changed hours, under the UoE's flexible working policy.

Regarding professional services staff, there were no formal flexible working agreements before 2014/15. Economics actively promotes flexible working **(AP3.7)**.

Where an agreement is in place, time is protected and work is never given outside the hours of the agreement.



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

Two academic staff have used the flexible working policy to reduce their hours. They will both return to full time work in 2015/16, in one case to take up a two-year Research Fellowship abroad. In the other, the School has provided a package of mentoring and coaching support.

#### Academic Staff

Until 2014/15 there were no part-time academic staff, except one male Professor (UE10) with another academic appointment outside the UK. In 2014/15, Economics had 8 part-time staff, 37.5% of whom were female (3). All part-time staff below Grade UE10 are GHC, are will be recorded in the staff data from 2014/15 onwards **(AP3.7)**.

Table 36: Academic/research staff by full-time/part-time contractual agreement (Economics)

Academic/ Research Staff		Female			Male		
		Full-time	Part-time	% Part-time	Full-time	Part-time	% Part-time
2011/12	UE06	0	0	0.0%	0	0	0.0%
	UE07	1	0	0.0%	2	0	0.0%
	UE08	2	0	0.0%	5	0	0.0%
	UE09	1	0	0.0%	3	0	0.0%
	UE10	1	0	0.0%	9	0	0.0%
2012/13	UE06	0	0	0.0%	0	0	0.0%
	UE07	1	0	0.0%	1	0	0.0%
	UE08	2	0	0.0%	10	0	0.0%
	UE09	1	0	0.0%	3	0	0.0%
	UE10	2	0	0.0%	10	0	0.0%
2013/14	UE06	0	0	0.0%	0	0	0.0%
	UE07	2	0	0.0%	0	0	0.0%
	UE08	2	0	0.0%	11	0	0.0%
	UE09	1	0	0.0%	3	0	0.0%
	UE10	2	0	0.0%	11	1	8.3%
2014/15	UE06	0	3	100.0%	0	2	100.0%
	UE07	2	0	0.0%	2	1	33.3%
	UE08	5	0	0.0%	13	1	7.1%
	UE09	1	0	0.0%	4	0	0.0%
	UE10	2	0	0.0%	11	1	8.3%

### Professional Services Staff

In 2011/12 and 2012/13, one member of professional services staff worked on a part-time contract, a female (UE04) working 0.5 hours. 2013/14 and 2014/15 there were no part-time professional services staff (**AP3.7**).

## 5.6 Organisation and culture

### (i) Culture

Demonstrate how the department actively considers gender equality and inclusivity.

Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

The School attempts to foster an inclusive workplace culture in several ways. All staff are encouraged to come to morning coffee. This is well attended, an opportunity for anyone, regardless of grade or gender, to raise issues of concern (a recent discussion was on AS and gender equality). All academic staff are invited to meet outside speakers, and to accompany them to lunch or dinner. There are social events such as lunch at the beginning of the year to introduce new staff, Christmas Lunch and annual dinners for various cohorts of students to which all staff are invited, cricket and football matches to which families and friends are invited, and weekly basketball and football games involving staff and students. All encourage female participation (**AP5.26; 5.27**).

To gather views on the culture of the School, the Gender Equality Surveys were conducted over three weeks in February 2014. The response rates for academic, professional services and PGR students were 51.3%, 46.2% and 54.5%, respectively. 92% of female staff, 94% of male staff, and 100% of PhD students rated the School as a good place to work.

However, the survey highlighted particular issues: more than half the female staff thought colleagues had a condescending attitude towards women; female staff were less likely than male staff (60% compared to 90%) to agree that colleagues pay as much attention when women speak; fewer female than male staff (30% compared to 50%) believed that the School valued the full range of skills in considering promotion; female staff were less likely than male staff (30% compared to 70%) to agree the School provided useful mentoring opportunities; more female than male staff (70% compared to 40%) thought the School should undertake positive action to promote opportunities for career advancement; more female than male staff (60% compared to 35%) thought that the School needed to undertake positive action to improve work-life balance, although 90% of women, and 70% of men, considered the School supportive of flexible working; very few female staff (25%) and about 50% of male staff considered themselves well-informed about work-life balance.

Amongst PhD students: all female students and most men (75%) considered themselves treated respectfully by members of the opposite sex; more female (90%) than male students (80%) thought social activities in the School inclusive of all genders; all male and female students agreed that male and female students had an equal opportunity to contribute in seminars; fewer female students (90%) than male (100%) thought that male and female students were equally good; fewer female students (50%) than male (100%) thought that male and female were equally likely to succeed; fewer female students (38%) than male (45%) intended to pursue an academic career; 90% of female and 75% of male students thought they had access to role models.

This is undoubtedly a complex picture and a comprehensive strategic plan is required to address key issues, such as induction, promotion, mentoring, flexible working and senior management engagement with the Athena SWAN agenda (**AP3.2; 3.5; 5.7; 5.8; 5.9-5.11; 5.12; 5.14-5.15; 5.16-5.21; 5.22-5.23; 5.25; 5.26-5.27**).

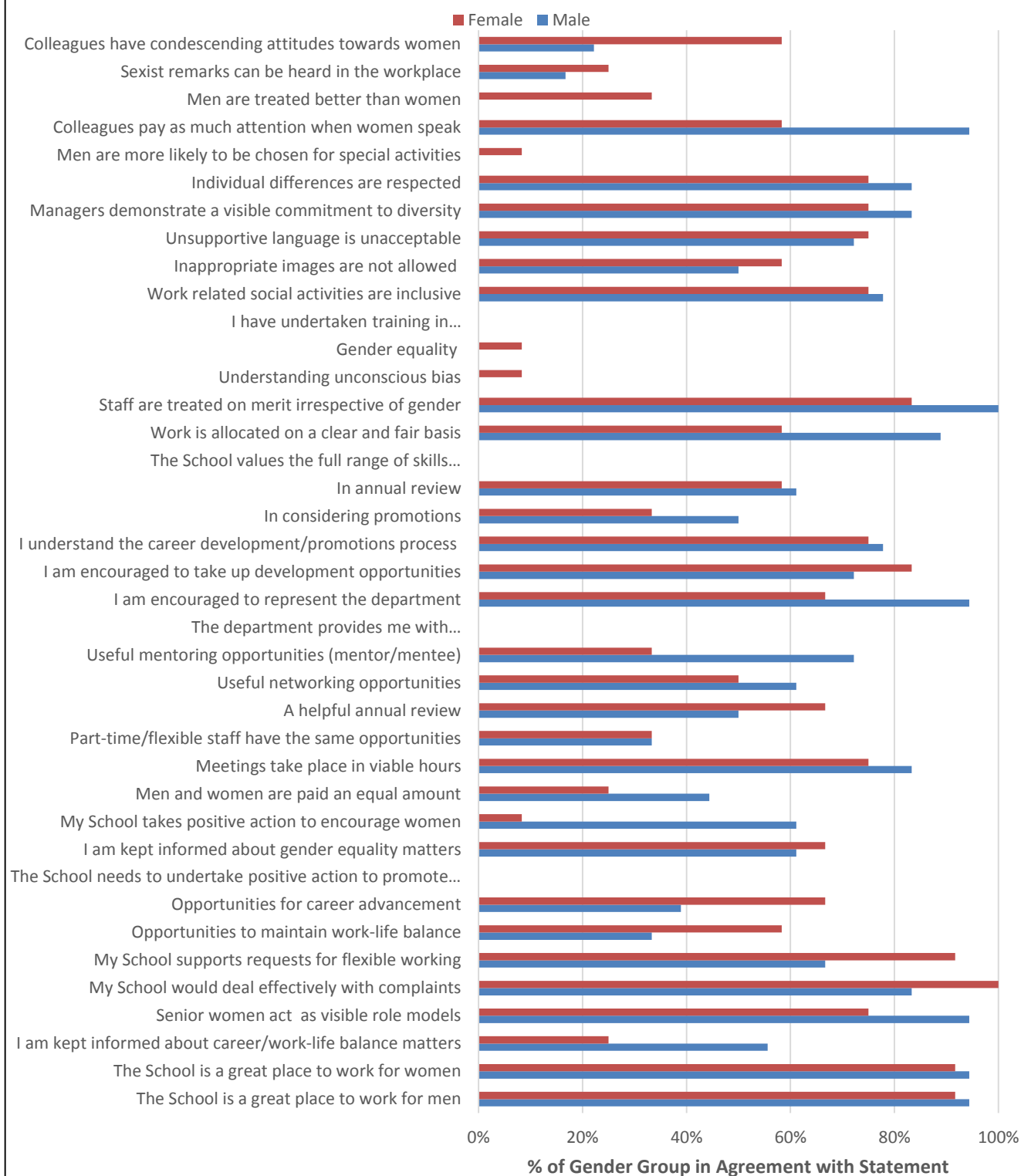
**Objectives:**

**AP5.26** - Provide a collegial and friendly environment within the School.

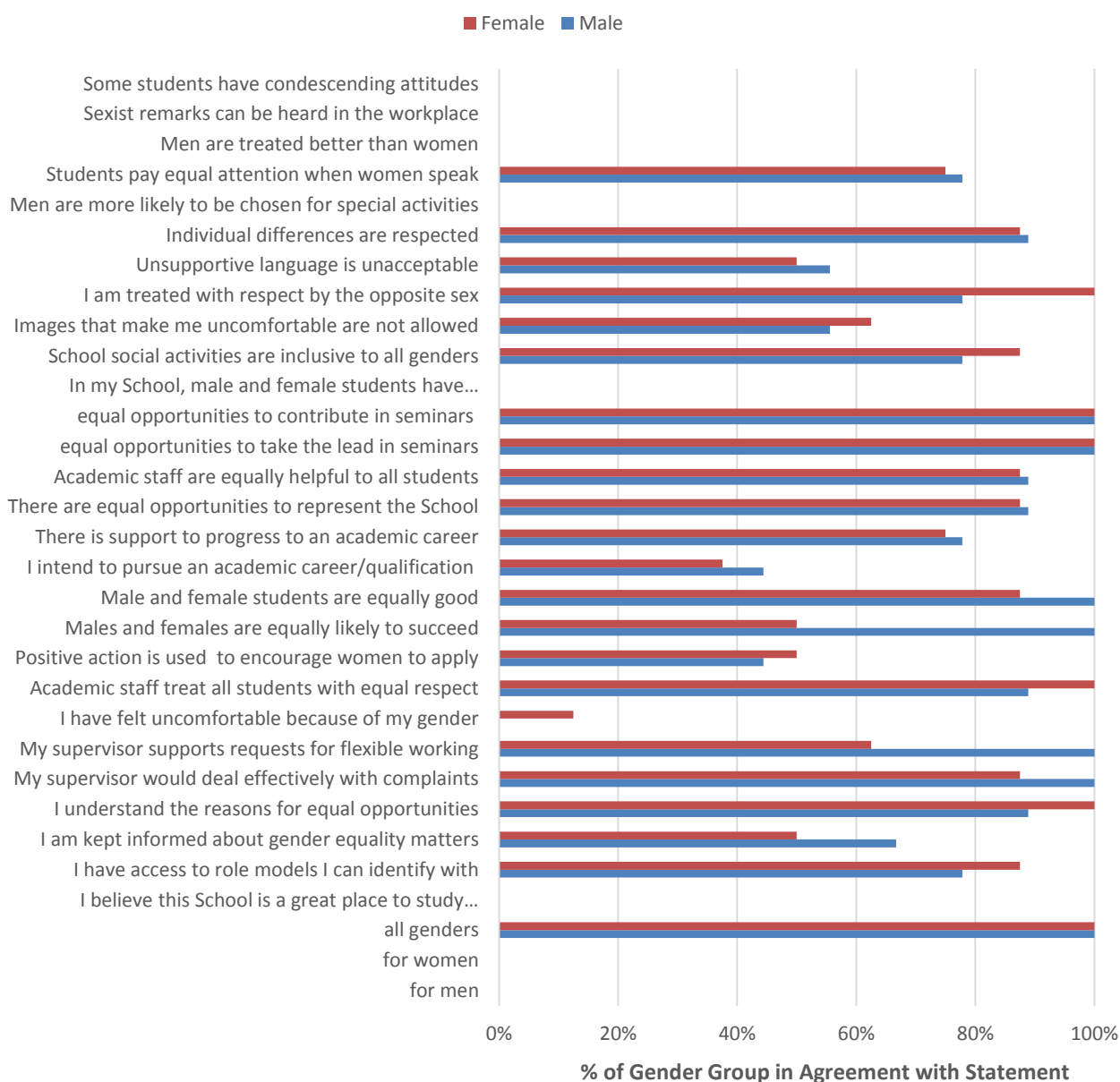
**AP5.27** - Ensure seminar-related social activities are as inclusive as possible.



### Chart 30: Staff Gender Equality Survey Results 2014 - Economics



**Chart 31: PGR Gender Equality Survey Results 2014 - Economics**



## (ii) HR policies

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

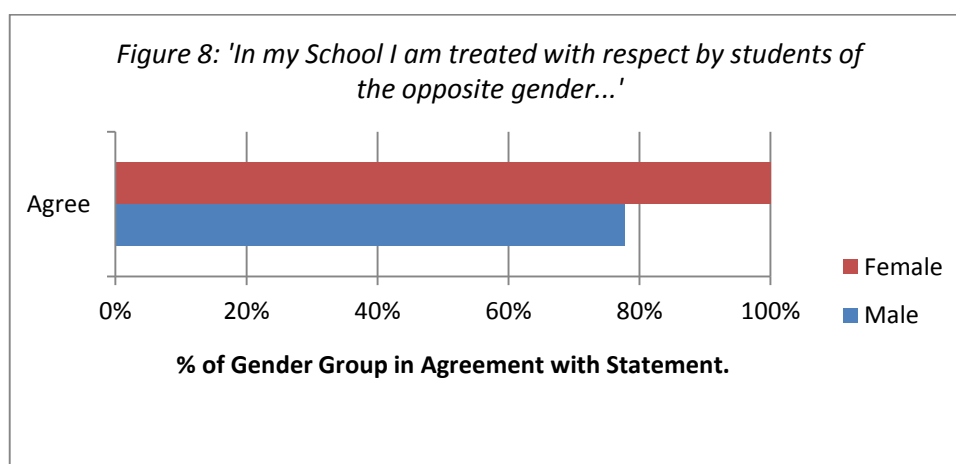
The School operates under HR policies on equality and related issues set by University. CHSS implements and monitors HR policies at College level. Each School has a representative on the College Staffing Management Committee (for Economics the HoS). This committee collects a wide range of information, including Schools'

promotion procedures and outcome rates by gender; and at College level the gender pay gap. At School level, data is available to the HoS, who monitors these pay and promotion policies and processes.

Regarding bullying, harassment, grievance and disciplinary processes, data is kept at College level. At School level, formal complaints under these headings are very rare, and offer little guidance on the effectiveness of these HR policies. The survey indicates that 100% of females and 83.3% of males agree that their line-manager would deal effectively with complaints about bullying or harassment.

Dignity at work is an area where the gap between aspiration and reality is difficult to discern. The Staff and Student surveys suggest problems particularly of condescension towards women and of women not receiving attention when they speak; **AP5.28** seeks to address this. There are also areas where the gap between policy and reality appears to be slight e.g. individual differences are seen as respected and (particularly among the PhD students) there is a strong consensus that all students are treated with equal respect (**Figure 8**).

The HoS and the DoPS receive frequent updates on HR policy and legal changes. There is a range of HR training and workshops for senior staff and those with management responsibilities. We have not previously kept a central record of uptake, but will address this in line with AS activity (**AP3.3; 3.4; 5.13**).



#### **Objectives:**

**AP5.28** - Improve understanding of HR policies as they apply to gender equality.

#### **(iii) Representation of men and women on committees**

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

Table 37: Committee membership and representation on by gender 2012/13 (Economics)

2012/13 Committee	Academic Members		Professional Services Members		Student Members	
	Female	Male	Female	Male	Female	Male
School Management		4 x UE10	1 x UE08			
Staff		3 x UE10 1 x UE09	1 x UE08			
Teaching & Learning						
School Research & Knowledge Exchange	2 x UE10	2 x UE10				
Ethics	2 x UE10	1 x UE10				

Table 38 Committee membership and representation on by gender 2013/14 (Economics)

2013/14 Committee	Academic Members		Professional Services Members		Student Members	
	Female	Male	Female	Male	Female	Male
School Management		2 x UE10 1 x UE09 1 x UE08	1 x UE08			
Staff	1 x UE10	2 x UE10 1 x UE09	1 x UE08			
Teaching & Learning						
School Research & Knowledge Exchange	1 x UE10	2 x UE10				
Ethics	2 x UE10	1 x UE10				

Table 39 Committee membership and representation on by gender 2014/15 (Economics)

2014/15 Committee	Academic Members		Professional Services Members		Student Members	
	Female	Male	Female	Male	Female	Male
School Management	1 x UE10	3 x UE10 1 x UE09	1 x UE09			
Staff	1 x UE10	3 x UE10	1 x UE09			
Teaching & Learning		1 x UE09 2 x UE08	1 x UE06			
School Research & Knowledge Exchange		2 x UE10 1 x UE09 1 x UE08				
Ethics	1 x UE10 1 x UE09	1 x UE09 1 x UE08				

**Tables 37-39** shows membership and representation by gender and grade on the School's decision-making committees. Between 2012/13 and 2014/15 the proportion of women increased overall from 23.8% to 36.7%, with a higher proportion on all committees except Research and Knowledge Exchange (at the time of submission, one newly appointed woman had joined that committee).

The most important committee, with responsibility for planning, budgeting and strategy, is the School Management Committee, comprising the HoS (M), the Deputy HoS (M), the DoPS (F), the DoR (M), the Convenor of the Teaching and Learning Committee (M), and the Vice-Convenor of the Staff Committee (F). Important for promotion, the Staff Committee is convened by the HoS and includes a Vice Convenor, the DoPS, the DoR, and the School's representative on the CHSS Promotion Committee (currently male). The Research Committee is important in a research-oriented department; until 2013 it was convened by a female. It currently (December 2015) has two females. The Teaching and Learning Committee expanded in 2014 to include teaching support staff and STFs and has a more balanced gender membership.

Potential committee members are identified by the Head of School and other line managers, taking into account the outcome of annual review, willingness to serve the School in this way, staff's development needs, and the need to ensure that committees are broadly representative of the School.

Ensuring gender balance is a challenge, as not all staff are anxious to sit on committees. With only two female Professors and one female Senior Lecturer, all research-active and already serving the School in various ways, the School must find a solution to unequal gender representation that also addresses overload.

Committee membership presents more junior staff with important development opportunities, and is discussed at annual reviews. But staff trying to advance their careers do not always regard committee work as time well spent, and to encourage female rather than male lecturers to sit on a committee may be seen as devaluing the time they would otherwise spend on teaching and, particularly, research (often the residual item once other duties have been performed). The School endeavours to address these conflicts in the action plan **(AP5.29-30)**.

#### **Objectives:**

**AP5.29** - Encourage balanced membership of committees, to ensure diverse ideas are heard at decision-making level.

**AP5.30; 31** - Encourage balanced membership of important decision-making committees and foster career development.

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

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

Staff are encouraged to take on responsibilities outside the University:

- At their Annual Review (when information on external roles is gathered). When it comes to discussing promotion or pay rises, the UoE grade descriptors emphasise external contributions and standing.
- To benefit the School or University by sitting on panels such as REF, QAA, ESRC Peer Review.
- Through moral suasion and a desire to promote the reputation of the School by serving on boards or committees of learned societies.

No extra pressure is put on women to take on these duties; that would be discriminatory and counter-productive, particularly at senior level. Our two female professors voluntarily serve externally in many ways: one is a member

of the European Economics Association Women in Economics Committee, and a Director of the Barcelona Labor Economics Summer School; another is on the Council of the Royal Economic Society, the Council of the Economic Science Association, and the Chair of the Food Safety and Nutrition Section of the American Association of Agricultural Economics. Both serve on numerous editorial boards and conference committees.

#### **(v) Workload model**

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

The School implements the College workload allocation model (WAM), which has recently undergone a major review with the aim of achieving transparency and consistency across the College. The WAM covers the full range of staff activities, at varying levels of detail. It assigns hours to activities, such that the total adds to one year's work. Allowance is made for time bought out by external funding, and for paid and unpaid leave. It takes account of: all teaching, including supervision, marking, and Personal Tutoring; administrative responsibilities including course organisation, committee work, organising seminars, staff recruitment; directors major areas of activity e.g. Research, Undergraduate or Postgraduate Teaching, the PhD programme, postgraduate admissions, QA, KE.

Workload is certainly taken into account at the time of annual review, as staff are asked to provide an account of their activities over the past year. Indeed, AR is an opportunity for staff to provide information that might otherwise be missed, especially about non-standard activities (e.g. external committees, media involvement, external examining), which may strengthen a promotion case. No WAM can cover all activity in detail, and any WAM is to be used with discretion, but as implemented in the School it recognises outreach and activities that promote gender equality.

The model is used by the School in many ways, including identifying staff whose workload in particular categories is above or below some norm, and whether there is any pattern of gender bias in the overall measured workload or in the types of work undertaken. There is no discernible bias towards allocating more 'female' tasks to women e.g. pastoral care of students (all staff are expected to be Personal Tutors).

Roles within the School are rotated, and the School tries to ensure that burdensome responsibilities are not borne by one individual for too long. In addition, in considering succession planning, the School makes an effort to give staff taking on a role the opportunity to shadow the incumbent, or at least have relevant experience and training (see Section 5.1.iii and 5.3.ii).

In the staff survey, 60% of female respondents agreed that work was allocated on a clear and fair basis, much lower than for men (90%). This suggests that a gender bias of some kind either in the way work is allocated, or in the way it is perceived to be allocated. This is something that the School needs to address (**AP5.32**).

#### **Objectives:**

**AP5.32** - Address lack of understanding of WAM and possible gender bias in workload allocation

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

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

The main regular and the most important social gathering of the academic staff is morning coffee, which everyone can make. Other social gatherings are lunch and dinner (e.g. with visiting speakers). The School tries hard to include all staff as well as research students, as these are an important networking opportunity, and are arranged with plenty of notice so those with caring responsibilities can make alternative arrangements

The School currently has no explicit policy of core hours for committee and department meeting, although it has introduced guidelines that all seminars and meetings should be held between 10am and 4pm (in response to a male academic with caring responsibilities) and it tries to avoid meetings on Fridays (when the school day is much shorter). In practice, almost all formal meetings are held within core hours; meetings to discuss job market candidates are held at lunch-time.

However, in the 2014 staff survey, 83.3% of men but only 75% of women agreed that 'meetings in my School are completed in viable hours'. Since then more staff have acquired caring responsibilities. We recognize that we need to do more to enable all staff to participate fully in the School's activities, without compromising work-life balance. **(AP-5.33)**

**Objectives:**

**AP5.33** - Enable all staff to participate fully in the School's activities, without compromising work-life balance.

**(vii) Visibility of role models**

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

The Gender Equality Survey shows that 95% of male staff but only 75% of female staff regard senior women as visible role models. Among PGR students, 90% of females and 75% of males reported access to role models they could identify with. In 2013/14/15, only 11.1% of outside speakers were female, indicating limited access to research active role models beyond the small number of the School's female staff. We have already set a target of 30% female outside speakers **(AP5.4)**.

The School's website has a diverse set of images. At the time of writing three of the seven stories in the School's 'Latest News' section relate to achievements by female staff.

## Thesis prizes

The School is pleased to announce that Noémi Berlin was awarded two prizes.

She won the Solemn Chancellery Prize of the Universities of Paris (Aguirre-Basualdo Thesis Prize) in addition to the Richelieu Honorary thesis prize from the Chancellery of the Universities of Paris.

[Ceremony in December 2014 \(in French\)](#)

[Description on the awarding \(in English\)](#)

[Check Dr Berlin's profile](#)



However, there is no item or link on the School web site concerning Equality and Diversity activities within the School, nor does the School's site particularly portray itself to potential job applicants as a department that values equality and diversity amongst staff and students. We will address this (**AP5.34**).

### **Objectives:**

**AP5.34** - Raise visibility of female role models, to project a gender balanced outward facing image to staff and students.

### **(viii) Outreach activities**

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

Staff from the School participate in a small number of outreach activities. We contribute to the University's annual Sutton Trust Summer School. 4 females (1 Grade UE10, 1 Grade UE09, 2 Grade UE08) and 11 males (5 Grade UE10, 6 Grade UE08) have participated since 2013/14. Female representation has therefore been low at 26.6%.

One female UE08 academic has participated in the Kepler-Generation Rwanda project, aimed partly at gender equality; one female UE09 and one male UE10 academic have participated in the Krasnoyarsk Summer School for talented high-school students. The HoS has in the past six years spoken three times to school pupils; and one male UE08 academic has taught on the 2014 Kickstart Economics Programme, aimed at Lothian state school pupils (attended by 4 boys and 14 girls).

On Visiting/Open Days, talks are given by the (male) School Liaison Officer, with an information desk staffed by volunteers, including academic staff from all grades, PhD students, and undergraduates. Data has not been kept on the gender breakdown. Some Open Days are on a Saturday or in the school holidays; staff with caring



responsibilities are less likely to get involved, and the School does not press them.

The Sutton Trust Summer School and Kickstart Economics are the only activities at an institutional level, and although there is an opportunity for staff to record outreach activities in their Annual Report, systematic data is not collected. However, on the information available, there is no over- or under-representation of women in outreach activities; rather the issue is the relatively low level of activity itself (**AP5.35; 5.36**).

**Objectives:**

**AP5.35; 5.36** - Encourage and recognise outreach activities, to increase applications from underrepresented groups.

(Total - 6288)

## SILVER APPLICATIONS ONLY

### 6. CASE STUDIES: IMPACT ON INDIVIDUALS

**Recommended word count: Silver 1000 words**

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

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

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

### 7. FURTHER INFORMATION

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

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

Gender imbalance, a leaky pipeline, and a lower proportion of women in senior positions characterise Economics departments across the world. Edinburgh is currently no different. But the School knows that to become a centre of world class scholarship in Economics it must change that; it must recruit and develop the best talent regardless of gender, and be a place where men and women flourish as equals. That is what the action plan seeks to achieve.

(Total – 75)

(Submission Total – 10474)

### 8. ACTION PLAN

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

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

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

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

REF.	Objective	Rationale	Action already taken to date and outcome	Further action planned	Date/ Timescale  Q1:Oct-Dec Q2:Jan-Mar Q3:Apr-Jun Q4:Jul-Sep	Person responsible	Target outcome
<b>3 The Assessment Process</b>							
3.1	Provide virtual space for University & School documents and web links re gender equality and AS activity in the School; improve signposting.	To promote career development and work-life balance for staff, it is necessary to address a lack of transparency and understanding of gender equality related processes, policies and practices.	<p>In April 2014, 'AS/ECU - Economics' Wiki created; survey results &amp; reports, &amp; AS data set available to staff.</p> <p>Dedicated E &amp; D webpage on School website launched in August 2015, with guidelines on promoting E &amp; D and creating an inclusive culture for all.</p>	<p>Dedicated 'Gender Equality/Athena SWAN' webpage created and linked through School E &amp; D webpage; 2016 gender culture survey results published.</p> <p>Webpage content extended to include information about training and career development opportunities, departmental policies on family leave and flexible working, and AS activity.</p> <p>Athena SWAN submission and branded logos published on webpage to promote transparency and champion Athena SWAN.</p>	<p>2015/16:Q2</p> <p>2015/16:Q2</p> <p>2015/16:Q3</p>	ASSC; ITM	<p>Gender Equality/Athena SWAN webpage online, with link on Economics E&amp;D webpage.</p> <p>Agree response is greater than 75% for all genders, regarding 'My School gives me clear information on matters that may relate to gender equality' (from 66.7% of females and 61.1% males, in 2014).</p> <p>Athena SWAN submission and branded logos appear on website.</p>
3.2	Promote senior management buy-in, to	To succeed, the AS process must be embedded and	AS has been written into the School Plan, and is a permanent fixture in the	School will ensure that AS remains embedded within the SMC agenda	2015/16:Q1	HoS; SMC	AS topics discussed and minuted at SMC meetings, and targets incorporated

	embed AS in School policy, practice & procedure.	supported at strategic level.	<p>SMC agenda and calendar.</p> <p>Membership of SAT is ex officio role for HoS and DoPS to ensure that the gender equality agenda is represented at SMC in perpetuity.</p>	<p>and in annual review of the strategic School Plan.</p> <p>Ensure Research, Teaching, and Staff Committees, explicitly consider how gender equality/Athena SWAN impact on their area of responsibility at least once per year.</p> <p>Annual School Forum on gender equality/Athena SWAN to be introduced.</p>			<p>into the annual School Plan submitted to CHSS.</p> <p>AS SAT attendance rate is greater than 75% for both HoS and DoPS.</p> <p>AS scheduled into annual School Research, Teaching, and Staff Committee agendas; minutes to be published on AS website.</p> <p>AS School Forum scheduled into the annual School calendar.</p>
3.3	Survey gender culture within Economics, for comparative analysis and action.	Capture quantitative and qualitative data that is not available via the HR and Governance & Strategic Planning departments, to inform and measure gender equality in Economics.	<p>In February 2014, staff and PGR surveys were circulated and responses analysed, to inform future plans and provide detailed feedback.</p> <p>Survey report generated and published on AS Wiki.</p>	<p>Staff and PGR surveys to run biennially.</p> <p>Comparative summary of survey results to be generated and published.</p>	2015/16:Q2	ASSC	Biennial survey results and report available on AS Wiki. Summary of results also available on the School's Gender Equality/AS webpage.
3.4	Identify strengths and weaknesses in gender culture within	Rigorous monitoring of AS impact is required. Economics requires a tool to measure the effect of	Oxford Research and Policy 'Non-STEM Good Practice Checklist' introduced, and review	Progress on checklist to be reviewed on an annual basis and an updated draft to be published on AS Wiki.	2016/17:Q4	ASSC	Record of incremental impact in 5 Action Areas, across all 10 ORP defined domains (items 1-90).

	Economics and map progress over time.	policies, practices and procedures upon gender equality.	of existing strengths and weaknesses conducted. Checklist available on AS Wiki.				Annual checklist review is available on AS Wiki.
3.5	Develop and embed a process of rigorous gender equality self-assessment within the academic planning cycle, and promote AS.	The School requires a dedicated committee to lead the gender equality initiative and champion AS within the School and across the College and University.	Economics SAT established in February 2013. Schedule of (minimum) quarterly SAT meetings to plan and complete the self-assessment and AS application processes initiated.	<p>Schedule of quarterly SAT meetings to track progress against Action Plan and map future activity commences.</p> <p>New SAT Convener appointed on a rotational 3-year basis, through formal interview process. Role of SAT Convener written into workload allocation written into WAM. SAT to become School's E&amp;D Forum.</p> <p>Produce and publish an annual review of AS progress and projected activity, in conjunction with the action plan for SMC.</p>	<p>2015/16:Q1</p> <p>2016/17:Q2 - annually</p>	HoS; ASSC	<p>SAT meetings embedded into, and publicised by, annual calendar of School meetings.</p> <p>SAT Convener appointed and 0.1FTE workload allocation written into Economics' WAM.</p> <p>Annual progress review presented at SMC (minuted) and published on AS Wiki.</p>
3.6	Develop and embed a lunchtime discussion series for staff on administrative and cultural topics of concern.	In 2014, 36.2% of surveyed staff disagreed that 'I am kept informed by the School about career advancement and work-life balance matters', and 13.9% 'don't know'.		<p>Schedule of semesterly lunchtime discussions commences, and creates awareness of equal opportunity for men and women in key areas e.g. recruitment, promotion, training and development, recognition awards and maintaining work-life balance (all staff).</p> <p>An additional discussion dedicated to topics of concern, or career</p>	2015/16:Q3	<p>CSC; VCSC</p> <p>DoPS</p>	<p>(Minimum) 4 discussions scheduled per year and advertised on School website.</p> <p>Agree response rate is greater than 70% for all genders, for 'I am kept informed...about career advancement and work-life balance matters' (from</p>

				development, of professional services staff in particular.			25% of females and 55.6% males, in 2014).
3.7	Monitor gender balance across Economics and measure progress through analysis of staff and student data.	As this data was not previously held in a single location, the annual data analysis will promote transparency and understanding; providing an annual benchmark for measurement of subsequent progress.	<p>In April 2014, Annual statistical review of GEM trial staff/student dataset introduced across CHSS. Dataset published on AS Wiki to promote transparency.</p> <p>In July 2015, the annual statistical analysis was extended to meet the requirements of the AS post-2015 AHSSBL application template for submission (2011/12-2014/15)</p>	<p>Collect and review full AS dataset on an annual basis:</p> <p><u>Staff data</u>: Male/female ratio (academic/professional services), turnover, recruitment, promotions, committee membership, contracts, family leave uptake/return, research and outreach activities.</p> <p><u>Student data</u>: UG, PGT, PGR headcount, Access entrants, UG/PG Degree classification, applications, offers, acceptances.</p> <p>Analysis to be extended to include pay and promotion in other Economics departments in the Russell Group, UK, Europe and North America; other protected characteristics (in particular race/ethnicity).</p> <p>Produce and publish an annual statistical report for SMC.</p>	2016/17:Q1 - annually	ASSC; ASPO	<p>Full AS data set and annual statistical report available on Wiki for comparative analysis (academic and professional services staff; and UG/PGT/PGR students).</p> <p>Report presented at SMC (minuted), as part of AS progress review (<b>AP3.5</b>).</p>
<b>4.1 A Picture of the Department – Student Data</b>							
4.1	Understand and address the low application and acceptance rates of female	The School is committed to addressing low application and acceptance rates by	In December 2015, undergraduate focus groups were scheduled to gauge current students' perceptions of	Extend PG student survey to UG students, to gauge current perceptions of gender culture in the School and discipline. Additional section to be added in	2015/16:Q2	ASSC; ASPO; SEO	Biennial survey results and report available on AS Wiki. Summary of results also available on the

	undergraduate applicants.	<p>female UG applicants.</p> <p>In 2014/15, 38.7% of applications, 43.0% of offers and 38.8% of acceptances were from/made to female applicants.</p>	<p>the School's outward facing image and admissions process, to report to SMC in January 2016.</p>	<p>relation to personal experience of the admissions process, including determining factors in applying to UoE and accepting their place.</p> <p>School to ensure gender balance of staff and students involved in on-campus UG Visit Days and off-campus recruitment events. To support this action, a database to record staff/ student participation by gender will be developed (see <b>AP5.35</b>)</p> <p>In conjunction with CAM all UG online and hardcopy marketing materials will be updated annually, to ensure that females and males are represented equally.</p> <p>Athena SWAN branding to appear prominently on all marketing materials, including website, prospectus pages and staff e-mail signatures.</p>	<p>2015/16:Q2</p> <p>2016/17:Q1 - annually</p> <p>2015/16:Q3</p>	<p>HoS; DoPS; SSRO; JSRC</p> <p>HoS; DoPS</p> <p>DoPS; ITO</p>	<p>School's Gender Equality/AS webpage.</p> <p>Proportion of female applications to UG programmes &gt;45%.</p> <p>Proportion of female acceptances to UG programmes &gt;45%.</p> <p>Athena SWAN logo clearly visible on School website, prospectus and e-mail signatures.</p>
4.2	Understand and address the low application, offer, and acceptance rates of female PGT applicants.	<p>In 2014/15, only 41.1% of applications, 41.9% of offers and 37.3% of acceptances were from/made to PGT female applicants.</p>	<p>All School staff directly involved in PGT admissions process have undertaken E&amp;D and UB training.</p> <p>At its most recent meeting (23/11/2015), the SGPE HoDs resolved</p>	<p>Schedule focus groups involving existing PGT students, to gauge current perceptions of the School's admissions process, and outward facing image (including its website, and that of the SGPE and other HEIs who collaborate on the main MSc programme).</p>	2015/16:Q2	PGT-A	<p>Focus groups scheduled into the School calendar; report presented to SMC (minuted).</p>

			to develop the SGPE website.	<p>School to ensure gender balance of staff and students involved in on-campus PG Visit Days and off-campus recruitment events. (see <b>AP4.1; AP5.35</b>)</p> <p>In conjunction with CAM, all PG online and hardcopy marketing materials will be updated annually, to ensure that females and males are represented equally.</p> <p>Develop SGPE website to reflect a balanced selection of testimonials from female and male alumni, and a strong image presence for both genders.</p> <p>Identify high performing UG female and male students, to encourage them to consider PGT or PGR study. Support relating to programme choices, application process, funding and academic careers to be made available to interested students.</p>	<p>2015/16:Q2</p> <p>2016/17:Q1 -annually</p> <p>2017/18:Q1</p> <p>2016/17:Q2</p>	<p>HoS; DoPS; SSRC; JSRC</p> <p>HoS, DoPS</p> <p>ITM</p> <p>HoS, DHoS</p>	<p>≥ 1 female and male present on desks at Open Days and off campus events, with an average, 40% presence of females and males.</p> <p>100% of online and hardcopy marketing materials demonstrate a balanced gender presence.</p> <p>Proportion of female applications to PGT programmes &gt;45%.</p> <p>Proportion of female acceptances to PGT programmes &gt;45%.</p>
4.3	Address the lower completion rate on the MSc, and lower proportion of	Over last 3 years lower completion rate by women (4 out of 7 exits with a Diploma; and 28.6% of Distinctions	Establishing role of Personal Tutor (PT) for PGT students, as distinct from the Programme Organiser.	Improved School intranet and website signposting to School and UoE resources e.g. IAD and HR Systems courses.	<p>2015/16:Q3</p> <p>2015/16:Q3</p>	<p>PGT-A</p> <p>ASSC</p>	Proportional female and male performance rates in equivalent PGT courses are equal, to within 5%.



	women gaining a distinction		Enhanced feedback from PTs after in-session exams (e.g. going over exam scripts).  Dedicated help desks for PGT students.	Establishing MSc peer support/buddy groups, comprising volunteers from the PGR cohort.  Working group of SAT and PG Office members complete analysis of Diploma students, to identify whether intersectional factors (e.g. gender and - age, race, disability) are contributing to lower performance.	2015/16:Q3	ASSC; MScD	Analysis report presented to SMC and published on AS Wiki.
4.4	To increase the attractiveness of part-time PhD study to those with caring responsibilities	The low number of part-time PhD students (one male in 2012/13)	All School staff directly involved in PGR admissions have undertaken E&D and UB training.  The PhD marketing and recruitment plan was presented to the SMC on 5/11/2015, with an explicit goal of increasing the volume of high quality applications.	The PHD recruitment plan will revamp the PGR website. An emphasis will be placed upon p/t study opportunities; funding opportunities for p/t and f/t study; testimonials and profiles from female and male PhD students; and links to UoE family-friendly policies and child care resources at UoE and in Edinburgh.	2015/16:Q4	PhDD	≥ 1 new part-time PhD student per year ongoing.
4.5	To increase the volume of PGR applications and acceptances from men and women.	In 2014/15, only 31.7% of applications, though 66.7% (n=4) offers and 66.7% (n=4) of acceptances were from/made to PGR female applicants.	PhD marketing and recruitment plan presented to SMC on 5/11/2015.	A full range of recruitment activities aimed at both women and men including:  - On-line advertising. - Programme of outreach events in Edinburgh for existing students and	2015/16:Q3  2015/16:Q3 2016/17:Q4	PGSA; SSRC; ITM	100% increase in the number of matriculated female and also male PGR students.

		There were no new PGR students, either female or male.		local residents, to raise the profile of Economics (see <b>AP5.40</b> ). - PGR website upgrade to make information on the application process, funding, and supervision clearer and more accessible. - Engagement with alumni.	2015/16:Q4  2015/15:Q4		
4.6	To have a more complete picture of the progression pipeline from UG to PGT to PGR study.	Previously the School has not routinely recorded progression data on the number of UoE Economics students who go on to further study at UoE, or elsewhere.		Annually collect data on progression from UG to PGT and PGT to PGR, whether origin or destination is UoE or elsewhere. Intersectional factors to be taken into consideration, regarding gender, age, race, disability and geographic location.	2015/16:Q4	SEO	Progression data set available on Wiki; added to annual statistical review; included in annual progress report presented at SMC (minuted).

#### 4.2 A Picture of the Department – Academic and Research Staff Data

4.7	To support fixed-term staff in their career progression.	61.1% of staff agree that 'the School provides useful networking opportunities'.  In 2014, 58.3% of surveyed staff agree that 'the School provides useful mentoring opportunities'.	<i>Ad hominem</i> support and mentoring is provided by PIs and line managers. All fixed term staff have since 2013 received an Annual Review.	Ensure fixed-term staff have dedicated time and funds for conference and other opportunities (e.g. courses) for networking, development, and presentation of their work.  Require line managers/PIs to have an agreed 'career development plan' (CDP) for all fixed-term staff, signed off by the HoS  All GHC staff on more 300 hours per year will have an Annual Review and access to mentoring. All GHC staff on less than 300 hours will be offered an Annual Review.	2016/17:Q1  2015/16:Q4  2016/17:Q1	HoS  PIs HoS	>70% of both fixed-term and open-ended staff agree that the School provides useful networking opportunities, and useful mentoring opportunities.  100% of fixed-term staff have CDP, agreed by HoS.  100% of GHC working >300 hours have Annual Review and access to mentoring. 100% of GHC working <300
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							hours have optional Annual Review.
4.8	To remove a blockage in the career progression of female (and other staff) on fixed term teaching-only contracts.	Between 2011/12 and 2014/15, 100% of female teaching only academic staff have been employed on FTC's.	The School has successfully converted the contracts of 2 (male) Senior Teaching Fellows from fixed-term to open-ended.	Further conversion of fixed term STF contracts to open ended contracts.	2017/18:Q1	HoS	Conversion/appointment of ≥2 female STF's to OEC. 20% increase in the proportion of females employed on an OEC.
4.9	Better understand and record the reasons for staff turnover, and whether there is a gender dimension.	As turnover 2011/12-2014/15 was low (1F:2M), the School has not previously implemented a formal mechanism for recording why staff leave.		<p>School to circulate CHSS voluntary exit survey in an e-mail to all leavers, with a follow up email. Link to exit survey to be added to School website.</p> <p>All staff to be offered an optional exit interview, with HoS or line-manager (as preferred by employee).</p> <p>Include exit survey/interview data in annual AS progress report to SMC.</p>	<p>2015/16:Q1</p> <p>2015/16:Q1</p>	DoPS	<p>Voluntary exit survey completed by 60% of leavers.</p> <p>100% of staff have access to an optional exit interview.</p> <p>Exit data included in annual AS progress report presented at SMC (minuted).</p>
4.10	To improve retention of senior female and male academic staff.	Anecdotal evidence to date suggests that some women and men leave because their partner cannot find a job in Edinburgh.		The Partner Career Transition Policy (PCTP) to be applied to partners of existing academic staff e.g. advice on job search, CV writing, interview techniques; information about local job markets; help in identifying	2015/16:Q2	HoS DoPS	<p>100% of senior staff (all genders) have access to PCTP resources, funded by the School.</p> <p>0 staff give as their reason for leaving, that their</p>

				<p>contacts and network opportunities.</p> <p>The School will agree a budgetary commitment to fund implementation of the PCTP.</p>	2015/16:Q2		partner did not have access to PCTP resources.
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## 5 SUPPORTING AND ADVANCING WOMEN'S CAREERS

### Recruitment

5.1	To encourage applications from women.	Women account for only 1 in 5 applications.	Changes to the School website have been made; including links to the School and UoE E&D webpages pages; UoE Athena SWAN webpage; and to highlight opportunities to work part-time or flexibility in all job advertisements.	Continue to develop the School's website and recruitment material to brand the School as a gender inclusive and carer-friendly department, that takes equal opportunities and gender balance seriously. School E&D website to be extended to include a 'Gender Equality and Athena SWAN' webpage.	2015/16:Q4	JSRC	Proportion of female applicants for UE08 lectureships $\geq 40\%$ .
5.2	To encourage applications in specific subject areas from women.	Economic theory, macroeconomics, and finance are areas in which women are especially underrepresented.	<p>All job advert language and descriptions appraised regarding any gender discrimination by the DoPS.</p>	<p>Include the Athena SWAN logo on outward facing materials and job adverts (pending successful application).</p> <p>To balance the pool of applicants, actively seek potential female applicants at Chair level by engaging with RES Women's Committee, and AEA Committee on</p>	2015/16:Q2	ITM	Proportion of female applicants for UE10 chairs $\geq 40\%$ .
					Each time a chair is advertised	SSRC	

				the Status of Women in the Economics Profession.			
5.3	To reduce gender bias in the recruitment of academic and professional services staff at all Grades.	Recruitment processes are potentially prone to unfair bias in a wide variety of ways, e.g. through the gendered construction of 'merit'; predominantly male networks through which applicants are sought and encouraged; and through unconscious stereotypes about women's commitment, ambition, and behaviour.	<p>All recruitment coordinators and panel conveners must undertake recruitment training. <i>'Recruiting for Excellence'</i> and/or <i>'Recruitment and Selection and the Law'</i>.</p> <p>All panel members, and all staff conducting preliminary interviews at the January AEA meetings, must undertake E&amp;D and Unconscious Bias training.</p>	<p>Ensure all recruitment panels have at least 30% women. To avoid overload, ECRs will be invited to take part (for career development), or females from other Schools. Recruitment coordinators, panel conveners and panel members to complete E&amp;D and Unconscious Bias training.</p> <p>All interview panel members to take recruitment training: <i>'Recruiting for Excellence'</i> and/or <i>'Recruitment and Selection and the Law'</i>.</p> <p>Roll out recruitment and Unconscious Bias training to all concerned in assessing candidates' work (e.g. their research).</p>	<p>2015/16:Q2</p> <p>2015/16:Q2</p> <p>2015/16:Q3</p> <p>2016/17:Q1</p>	HoS; CSC	<p>≥ 30% female representation on 100% of recruitment panels.</p> <p>100% of recruitment coordinators; panel conveners; panel members are trained in both modules.</p> <p>100% of panel members have completed recruitment training.</p> <p>100% of all staff involved in candidate assessment trained.</p>
5.4	Improve the gender balance of seminar speakers in the School, to ensure that staff and students have visible female and	To improve recruitment of women to senior positions; improve the perceived gender balance of active female researchers to members of the School; and	The School endeavours to host female and male seminar speakers.	The School will ensure that at least 30% of all seminar speakers are both female and male.	2015/16:Q1	SWO; SSC	Proportion of both female and male seminar speakers ≥ 30%.

	male role models.	improve the message the School is implicitly sending to female PhD students.					
5.5	(As <b>AP 5.5</b> ) To ensure that women are more closely involved in research related and high status activity.	In 2013/14/15, 11.5% of external speakers were women.	<p>One woman co-organises (with a man) the weekly research workshop (two men co-organise the seminar series).</p> <p>Planning by a small group (2 female PhD students, one female lecturer) has started for (i) a one day workshop on Gender Issues in Economics in 2016 (ii) a two day conference on Economics of Gender in 2017</p>	<p>Further appointment of one woman as seminar co-organizer.</p> <p>Workload allocation for seminar and workshop organisation to be formally recognised in the School WAM.</p> <p>The Gender Issues in Economics workshop to be scheduled on 8 March 2016 (International Woman's Day). This will be a largely internal UoE event to share research within the School itself on gender issues.</p> <p>The Conference on The Economics of Gender to be scheduled for and held in June or July 2017, with a more international focus and attendance, and with prominent keynote speakers.</p>	<p>2016/17:Q1</p> <p>2015/16:Q2</p> <p>2015/16:Q3</p> <p>2016/17:Q4</p>	HoS, DoPS	<p>Proportion of female seminar/workshop organisers <math>\geq 40\%</math></p> <p>Proportion of both female and male seminar speakers <math>\geq 30\%</math>.</p> <p>Workshop scheduled into annual School calendar, and promoted on School website.</p> <p>Conference scheduled into annual School calendar, and promoted on School website.</p>
5.6	To be better informed as to why females are more likely to reject a job offer.	Historically there is a higher female rejection rate of Chair offers.	To date we have only informal evidence (see text)	Introduce a 'Refused Offers' letter to request feedback. Keep a (confidential) record of why job offers have been turned down, to inform necessary adjustments and additional support.	2015/16:Q2	SSRC; JSRC	80% response rate to 'Refused Offers' letter.

## Induction

[illegible]

	University as a whole.			commences. Voluntary feedback forms to be circulated afterwards.			
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Promotion							
5.9	To encourage more females to apply for promotion.	<p>In 2014/15, 20% of UE09 and 14.3% of UE10 staff are female.</p> <p>In 2014, 75% of surveyed staff agreed that 'I understand the career development and promotion/progression process'.</p> <p>2009/10 to 2014/15 only one FT female and 0 PT female members of staff applied for promotion.</p>	CHSS promotion workshops have been actively promoted, and in the last three years were attended by all those successfully promoted from UE08 to UE09.	<p>Revised Staff Handbook to have a section on promotion processes and criteria, emphasizing the range of contributions valued by the School and UoE; including research, teaching (including innovative pedagogy), knowledge exchange, outreach, and student support.</p> <p>Staff to be encouraged to attend voluntary CHSS promotions workshops, building on successful promotion outcomes of the small number that have attended so far. Clear message that promotion is not the only path.</p> <p>CHSS HR to be invited to the School to give on-site promotion workshop, in preparation for next promotion round.</p> <p>School career development and promotion workshops targeted at specific groups e.g. UE08 Lecturers or professional services staff (led by HoS and Professors, or DoPS).</p>	<p>2016/17:Q1</p> <p>2015/16:Q2</p> <p>2015/16:Q3</p> <p>2016/17:Q2</p>	HoS; DoPS	<p>≥ 80% of staff agree that 'I understand the career progression and promotion/progression process' (all genders).</p> <p>&gt; 60% of un-promoted staff attend voluntary CHSS promotions workshop in 2015/16 or 2016/17.</p> <p>&gt; 60% of un-promoted staff to attend voluntary CHSS in 2015/16 or 2016/17.</p> <p>&gt;70% of targeted group attend an internal career development and promotion workshop in 2016/17 or 2017/18.</p>



5.10		<p>In 2014, 63.9% of staff agree that 'The School values and rewards the full range of skills and experience at annual review' (58.3% of females/61.1% of males).</p> <p>47.2% of staff agree that 'The School values and rewards the full range of skills and experience in considering promotions' (33.3% of females/50% of males).</p>	<p>The School has amended the standard CHSS annual review paperwork to allow staff to record their full contribution across a wide range of activities (including publication and research, grant raising, teaching and supervision, Personal Tutoring, committee membership and organizational duties, external professional activities)</p>	<p>Career development and promotion to be a central theme of Annual Review, with paperwork amended to reflect this; in particular allowing staff to describe more fully what they consider to be their contribution.</p> <p>Reviewers will be mandated to discuss career development and promotion opportunities, and will be tasked with encouraging 'ready' but hesitant staff to apply for promotion, if they want to.</p> <p>Building on the revised Staff Handbook, fuller guidance to be given to both staff and annual reviewers on promotion criteria and how to prepare for promotion.</p>	<p>2015/16:Q3</p> <p>2015/16:Q3</p> <p>2015/16:Q3</p>	<p>Deputy HoS, DoPS</p> <p>HoS, DoPS</p> <p>HoS, DoPS, VCSC</p>	<p>&gt;65% of staff agree that 'The School values and rewards the full range of skills and experience at annual review' and 'in considering promotions' (all genders).</p> <p>100% of staff have an opportunity to discuss career development and promotion at Annual Review, if they want to.</p> <p>≥ 80% of staff agree that 'I understand the career progression and promotion/progression process' (all genders).</p>
5.11			<p>Since 2013, the School Staff Committee has included at least one female academic.</p>	<p>Staff Committee's remit to be amended so that it is more proactive in identifying staff who make a wide range of contributions; that it identifies more explicitly strengths and weaknesses in promotion cases, and that it gives support and advice to supported cases.</p> <p>School Staff Committee, when acting as the School promotions panel, must in future always</p>	<p>2015/16:Q3</p> <p>2015/16:Q2</p>	<p>VCSC</p> <p>VCSC</p>	<p>&gt;100% increase in successful female applications for promotion.</p> <p>&gt;50% increase in successful male applications for promotion.</p>

				<p>contain at least one female and one male academic member.</p> <p>All members of the Staff Committee, including the School's representative on the CHSS Promotions Committee will undertake E&amp;D and Unconscious Bias training.</p>	2015/16:Q3	HoS	<p>Staff Committee to contain ≥ 1 female and ≥ 1 male member of academic staff.</p> <p>100% of Staff Committee members have completed E&amp;D and Unconscious Bias training.</p>
<b>Training</b>							
5.12	Promote engagement with training opportunities across the School; to support career development and enhance the effectiveness of staff in carrying out their roles.	<p>In 2014, 22.3% of staff disagree that 'I am encouraged to take up career development and training opportunities'.</p> <p>2.8% of staff (one female) had completed E&amp;D and Unconscious Bias training.</p>		<p>The Staff Committee will identify a set of training opportunities most likely to be of benefit, on topics including writing grant proposals, effective teaching skills, personal effectiveness.</p> <p>Promote Aurora Leadership Programme (also open to professional services staff), and for female researchers UoE 'Ingenious Women' and 'Enterprising Women' (also open to PhD students).</p> <p>Training opportunities to be more explicitly discussed at Annual Review (see <b>AP5.21</b>) Training information will be included in the new Staff Handbook and on the School website.</p>	<p>2015/16:Q2</p> <p>2015/16:Q3</p> <p>2015/16:Q2</p>	<p>VCSC</p> <p>HoS, DoPS</p> <p>HoS; DoPS; ARs</p>	<p>≥ 70% of staff agree that 'I am encouraged to take up career development and training opportunities' (all genders).</p> <p>≥ 1 member of academic or professional services staff to apply to participate in Aurora; or UoE 'Ingenious Women' or 'Enterprising Women' (to include PhD students).</p> <p>Training sections visible in Staff Handbook and on School website.</p>

5.13			Since September 2015 the School has maintained a record of staff who have undertaken UB and E&D training.	Maintain a central record of uptake of development and training, to ensure that staff have completed the necessary training for roles such as appointment or promotions panels.  The current UB/E&D training database will be extended to link in with data on all UoE course training and uptake, in conjunction with IAD and HR. To be maintained and updated by the School Office.	2015/16:Q2	DoPS	100% of staff have an up to date training record on the School training database.
5.14	To reduce gender bias among senior staff in the School, particularly in the recruitment and promotions processes.	In 2014, no senior academic staff had completed E&D or Unconscious Bias training.  2.8% of staff (one female) had completed E&D and Unconscious Bias training.	SAT and SMC have all undertaken E&D and UB training.  In most cases this has been on-line training; though the HoS and DoPS underwent more extensive training with PEARL-KANDOLA.	Roll out E&D/UB training to all senior UE09 and UE10 staff.	2016/17:Q1	Deputy HoS, VCSC	>70% of UE09 and UE10 staff to have undertaken E&D or Unconscious Bias training.
5.15			SAT and SMC, and staff on recruitment panels have all undertaken E&D and Unconscious Bias training.	Roll out E&D/UB training to all staff.  All new staff to undertake E&D and Unconscious Bias training within one year of taking up appointment (earlier if necessary for specific roles) (see.	2016/17:Q3 2015/16:Q2	DHoS, VCSC; DoPS	>70% of academic and professional services staff to have undertaken E&D and Unconscious Bias training.

## Annual Review

5.16	To ensure that all staff engage with Annual Review.	Annual Review is a key mechanism for promoting career development	In 2012/13 Annual Review was introduced across CHSS. In 2014/15 100% of staff had an Annual Review.	Mandatory Annual Review for all academic and professional services staff across the School.	2015/16:Q1	HoS DoPS All line managers	100% of staff receive an Annual Review.
5.17	To enhance the value of Annual Review for all staff.	The HoS is line manager for a large number of staff. It is beneficial if there is a choice of reviewer at Annual Review.	There is currently no choice of reviewer.	Allow a choice of reviewer, with at least one female reviewer. Each reviewer (excluding HoS) to have a maximum of 6 reviewees, to prevent overload, and be trained in E&D and Unconscious Bias.	2015/16:Q3	HoS DoPS	>80% of staff agree that 'the School provides a helpful Annual Review' (all genders).
5.18		Reviewers may change from one year to another, so there is a need to ensure continuity, and to give staff an opportunity to discuss key issues regardless of reviewer, particularly for those with domestic or caring commitments.		All reviewers to discuss: promotion; interest in specific committee membership; work-life balance and any concerns regarding work overload; training and development opportunities; outreach; and family leave/flexible working opportunities.  AR paperwork to be amended to allow explicit discussion of these issues.	2015/16:Q3	HoS	100% of staff receive an Annual Review following the new discussion mandate.  >80% of staff agree that 'the School provides a helpful Annual Review' (all genders).
5.19		Annual Review is an efficient way to gauge staff perceptions and communicate and implement School and University priorities (e.g. the	The HoS meets individually with reviewers, before and after review, to discuss concerns and priorities.	The Staff Committee to meet prior to identify key concerns and messages regarding promotion criteria and career development, and to ensure uniformity of provision across the School, with consistent communication of School priorities.	2015/16:Q3	HoS, Deputy HoS, VCSC	Pre Annual-Review Staff Committee meeting scheduled into the annual School calendar (minuted).

		importance of teaching).		The Staff Committee to meet after all reviews have been conducted to identify concerns and issues arising from ARs, and to assess the usefulness of this process.			Post-Annual-Review Staff Committee meeting scheduled into the annual School calendar (minuted).
5.20		Annual Review is an efficient way to communicate the importance of and support for training and development opportunities	Individual reviewers currently cover training and development, based on their own information regarding what is available or suitable.	Building on <b>AP5.13</b> , the Staff Committee will use identified key training and development opportunities to prepare guidelines for reviewers on what training is available and suitable for different categories of staff. Guidelines to be circulated to reviewees prior to Annual Review round.	2015/16:Q3	HoS	≥ 70% of staff agree that 'I am encouraged to take up career development and training opportunities' (all genders).
5.21	To enhance the value of Annual Review for all staff.	In 2014, 36.1% of staff disagree that 'The School provides a helpful Annual Review', or don't know.		All staff to be made aware of optional training for reviewees through e-mail and School website, in particular the ' <i>Understanding Annual Review</i> ' training programme, which aims to help reviewees get the most out of their Annual Review.	2016/17:Q3	DoPS; ITM	≥ 60% of staff complete ' <i>Understanding Annual Review</i> ' or equivalent training module.
<b>Support given to academic staff for Career Progression</b>							
5.22	To provide enhanced support for career progression.	In 2014, only 58.3% of surveyed staff agreed that 'The School provides useful mentoring opportunities' (33.3% of female staff/72.2% of male staff).	New staff are assigned an internal mentor.  Senior staff participate in RESWC scheme for ECRs.	Appoint a mentoring champion within the school, who will act as a liaison between the School and the Mentoring Connections scheme, and will identify internal and external networking and mentoring schemes and encourage ECR and mid-career staff to participate, and	2015/16:Q1	HoS, MC	≥ 1 new Mentoring Connection Partnership (whether as mentor or mentee) per year.  100% of new staff of less than three years standing



			conference fees. This applies also to STFs to attend more teaching focused events. ECRs have an annual allowance of £5000 for three years.	<p>(i) Work with staff to rearrange duties (e.g. timing of teaching, marking, PT meetings).</p> <p>(ii) Assign funds to pay for child care and respite care (initially £10,000 p.a. for 2015/16 and 2016/17).</p> <p>Include an additional questions in the 2016 and subsequent gender culture surveys to gauge staff perceptions of available support.</p>	2015/16:Q2	ASSC; ASPO	development fund each year.
<b>Support given to students for Career Progression</b>							
5.24	To help those PGR students nearing completion to gain experience and mentoring so that they are well prepared to enter the academic job market	Our students are competing against very well prepared graduates, particularly from universities in the US.	We have funded one ECRs with the explicit aim of academic job market preparation (successfully outcome)	<p>Extend the ECR/PostDoc scheme, in conjunction with UoE and CHSS, by building such posts into the core budget of the School.</p> <p>Monitor the gender balance of funded ECR/PostDocs, to ensure gender parity.</p>	2015/16:Q	HoS	≥ 1 ECR/PostDoc to be funded annually.
<b>Flexible working</b>							
5.25	To provide support for employees with caring responsibilities.	Take-up of flexible working has been low, despite recognised benefits.	More active encouragement since 2014, particularly via Annual Review. 2 academic staff and 2	Promote flexible working policy and legal entitlement with increased energy via Annual Review, revised Staff Handbook, AS Wiki and School E&D webpage.	2016/17:Q1	HoS DoPS	85% of staff agree that 'My line manager is supportive of and helpful in seeking solutions when work and

		In 2014, 77.8% of staff agreed that 'My line manager is supportive of and helpful in seeking solutions when work and other life obligations conflict'.	professional services staff now have formal flexible working agreements.	CHSS HR to visit the School biennially to give a talk on family leave/flexible working entitlement.			other life obligations conflict' (all genders).  A 50% increase in the number of successful applications from academic and professional services staff who want to work flexibly, per year.
<b>Culture</b>							
5.26	To provide a collegial and friendly environment within the School.	91.7% and 94.3% of staff agree that Economics is good place for women and men, respectively, although the 2014 survey also identified areas for improvement.  A common theme in many student surveys and questionnaire is that also value interaction with staff.	A variety of social events: lunch at the beginning of the year to introduce new staff; annual Christmas Lunch for all staff; annual dinners for various cohorts of students to which all staff and PhD students are invited. Sporting events, such as cricket and football matches (to which families and friends are invited), weekly basketball and football games, in which both female and male faculty members and PhD and MSc students take part.	A more regular and coordinated calendar of social activities is planned, including family friendly events. New events include:  a) Academic and professional services staff Xmas Dinner*.  b) PG ceilidh*  c) 'Breath of fresh air' – all staff invited to bring a sandwich and take a walk in the Meadows (1 minute from the School).  *These events are planned outside core hours, so staff will be given minimum 6 weeks advance notice to make any necessary arrangements.	2016/17:Q1  2016/17:Q2  2015/16:Q3 fortnightly	SEO  PGT-A	>80% of staff agree that 'Work related social activities are likely to be welcoming to both women and men' (all genders).  Events scheduled into the annual School calendar, and promoted on the School website and digital information monitor.
5.27	To ensure seminar- related social activities	Social activities such as meeting after a seminar, which have	In 2014, following new School guidelines on scheduling seminars	Further reduce the number of seminars that occur after 4pm.	2015/16:Q2	SWO; SSO	100% of seminars are scheduled between 10am and 4pm.



	are as inclusive as possible.	<p>an important networking component, can be excluding if held after core hours. In 2014/15, 83.3% of staff agreed that 'meetings in my School are completed in viable hours'.</p> <p>In 2014, there were requests from staff with children to have earlier seminars.</p>	between 10am and 4pm (where possible), only 3 seminars finished after 4pm.				
<b>HR policies</b>							
5.28	To improve understanding of HR policies as they apply to gender equality.	<p>Staff should understand both the legal context of HR policies, and the how the School implements them.</p> <p>In 2014, only 52.8% of staff agree that 'My School has given me clear information about what the University's policies are on matters that may relate to gender equality'.</p>		<p>Include in the Staff Handbook reference to and interpretation of Equality and Diversity, and Dignity &amp; Respect policies, so that they are transparent and understood.</p> <p>At the annual AS School Forum, ensure all staff are aware of the existence and principal content of these policies.</p>	<p>2016/17:Q1</p> <p>April 2016</p>	HoS	> 80% of staff agree that 'My School has given me clear information about what the University's policies are on matters that may relate to gender equality' (all genders).
<b>Representation on Committees</b>							

5.29	Encourage balanced membership of committees, to ensure that diverse ideas are heard at decision-making level.	This will provide opportunities to influence the workings and policies of the School; for career development; and as a possible basis for an eventual promotion case.	The School has introduced a policy to ensure that diversity of ideas is heard at decision making level, by requiring that at least one female and one male feature on all decision making committees.	To promote transparency, and to stimulate diversity and rotation, the School will publish committee membership on the School/E & D website.  Committee membership will be given due recognition in the WAM, to avoid overload.	2015/16:Q2	HoS, DoPS, Conveners	≥ 30% female and male representation on every committee.  > 70% of staff agree that 'The School rewards and values the full range of skills and experience at annual review' (all genders).
5.30	Encourage balanced membership of important decision-making committees and foster career development.	In2014, a low proportion of staff agreed that 'The School rewards and values the full range of skills and experience... at annual review' (63.9%); '...in promotions' (47.2%).		Promotion guidelines (see <b>AP5.10</b> , <b>AP5.11</b> ) and promotion criteria as described in the Staff Handbook ( <b>AP5.8</b> ) to include committee work.	2016/17:Q1	HoS, DoPS	> 65% of staff agree that 'The School rewards and values the full range of skills and experience in considering promotions (all genders).
5.31			Annual Review paperwork has been amended to record contribution from committee work.	At Annual Review, committee membership will be a mandated topic (see <b>AP5.19</b> ). Reviewers will raise the possibility of committee membership, the opportunities it opens up (especially to ECRs and their promotion prospects), as well as the risk of committee overload.	2015/16:Q3	Annual Reviewers	
<b>Workload Model</b>							
5.32	Address lack of understanding of WAM and possible gender bias in workload allocation	Low agreement (77.7% overall) combined with gender imbalance (60% of females/90% of males) in staff response to 2014 survey 'In my School, work is allocated on a	*	Revised School/College WAM to be implemented in 2015/16.  Annual School information session on workload allocation.  Staff Committee to be tasked with monitoring of gender bias in WAM.	2015/16:Q3  2015/16:Q3  2015/16:Q3	HoS, DoPS  HoS, DoPS  CSC	> 80% of staff agree that 'In my School, work is allocated on a clear and fair basis, irrespective of gender' (all genders).

		clear and fair basis, irrespective of gender.'		Line managers in the School to undertake training: either <i>Allocating, Monitoring and Supporting Work</i> , or <i>Developing Your People</i> , or equivalent. Uptake to be recorded in School training database ( <b>see AP5.14</b> ).	2016/16:Q2		100% of line managers in the School to have undertaken workload training within 3 months of assuming line management responsibility.
<b>Timing of meetings</b>							
5.33	To enable all staff to participate fully in the School's activities, without compromising work-life balance.	In 2014/15, 83.3% of staff agreed that 'Meetings in my School are completed in viable hours'.  Since then, more staff in the School have caring responsibilities.	The School has introduced guidelines of no meetings on Fridays, and seminars to be held between 10am and 4pm (see <b>AP5.28</b> ).	All meetings of principle School Committees and seminars to occur in core hours.	2015/16:Q1	DoPS HoS	100% of School committee meetings and seminars take place between 10am and 4pm.
<b>Visibility of roles models</b>							
5.34	Raise visibility of female role models, to project a gender balanced outward facing image to prospective staff and students.	Importance of visible role models, especially in encouraging UG/PGT/PGR students to consider and academic career.  In 2014, 83.3% of surveyed students agree that 'I have access to role	School website adjusted to present a gender balanced outward facing image; in terms of female and male images, news items and recruitment materials.  Proportion of female seminar speakers in 2015/16 (as of	Further improve School website to highlight achievements by female staff and students, as well as other activities and policies aimed at balance in representation of females and males in recruitment materials (photos), news articles, and seminar speakers.  Economics of Gender Conference planned for 2017 will include high	2015/16/Q3	ITM       HoS, DoPS	>80% of staff agree that I have access to role models...both women and men are used as visible role models' (all genders).  Proportion of both female and male seminar speakers ≥ 30% ( <b>see AP5.5</b> ).  ≥ 40% of speakers at Conference to be female.

		models...both women and men are used as visible role models’.	November 30 <sup>th</sup> ) is 26.3%.	profile female speakers (see <b>AP5.5</b> ).	2016/17/Q4	Con-ference Organisers	
		In 2013/14/15, 11.1% of outside speakers were female.					
<b>Outreach activities</b>							
5.35	To encourage and recognise outreach activities, with a view to increasing the number of applications and acceptances to study Economics at UoE from underrepresented groups, especially from females.	<p>Importance of outreach in attracting applications from underrepresented groups</p> <p>Low participation of staff in outreach activities outside the School (in aggregate, since 2013/14, 6 females and 14 males).</p>	<p>Data for 2013-15 collected for the current AS submission.</p> <p>Outreach activities e.g. Sutton Trust, school visits) now monitored through reporting at annual review as a specific item in AR paperwork.</p> <p>One Massive Open Online Course (MOOC) now being developed aimed at attracting interest from non-standard groups.</p> <p>The School’s Student Experience Officer (SEO), liaises directly with UG applicants and undertakes School visits overseas. She also acts</p>	<p>Extend annual statistical analysis, to include public engagement and knowledge exchange activities aimed at fostering community involvement (e.g. Open talks and debates; development of educational materials, such as MOOCs) (see <b>AP3.7</b>).</p> <p>Annual Review discussion mandate will include outreach, to facilitate data collection on related activities (see <b>AP5.19</b>).</p> <p>School to develop a database to record outreach activity and ensure gender balance of staff and students involved in on-campus UG and PG Visit Days, and off-campus recruitment events (<b>AP4.1; 4.2</b>).</p>	<p>2015/16:Q2</p> <p>2015/16:Q3</p> <p>2015/16:Q2</p>	<p>HoS, DoPS</p> <p>HoS</p> <p>SEO</p>	<p>Report presented at SMC (minuted), as part of AS progress review (<b>AP3.5</b>).</p> <p>≥ 1 female and male present on desks at Open Days, with an average, 40% presence of females and males.</p>

			as an academic liaison officer working with SRA/WP on Summer Schools.				
5.36			Between 2013/14 and 2015/16, 20 staff in the School of Economics participated in outreach activities.	Recognise outreach in the WAM, by creating an explicit category to cover such activity and estimating the overall time spent on outreach (including preparation and travel time).	2015/16:Q3	HoS; DoPS; CSC	50% increase in the number of staff participating in outreach activity (exc. UG and PG Visit Day desks).

#### Responsibilities Key:

ASSC: Athena SWAN SAT Convener

ASPO: Athena SWAN Project Officer

CSC: Convener of the Staffing Committee

DoPS: Director of Professional Services

DoR: Director of Research

HoS: Head of School

ITM: IT Manager

JSRC: Junior Student Recruitment Coordinator

MC: Mentoring Champion

MScD: MSc Director

PGT - : PGT Administrator

PGSA: PG Senior Administrator

PhDD: PhD Director

SEO: Student Experience Officer

SSC: School Seminar Coordinator

SSRC: Senior Student Recruitment Coordinator

SWO: School Workshop Organiser

VCSC: Vice Convener of the Staffing Committee

