



UNIVERSITY OF
BATH



UNIVERSITY OF BATH
DEPARTMENT OF ECONOMICS

Athena Swan Silver Award

-

Application

20/05/2025

Athena Swan Silver application form for departments

Applicant information

Name of institution	University of Bath
Name of department	Department of Economics
Date of current application	May 2025
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Appendix 2: Data tables*	
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Section 1: An overview of the department and its approach to gender equality

1.1. Letter of endorsement from the head of the department

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Economics



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Dear Athena Swan Assessment Panel,

I take great pride and pleasure in expressing my wholehearted support for the Silver application of our department. Over the last two years, I have worked closely with Dr Rivas, Equality, Diversity and Inclusion (ED&I) Committee Chair, and have also served as a member of the committee. I share their assessment and thoroughly support the action plan as laid out in this submission.

ED&I sits at the core of departmental governance and operations, with ED&I being a standing item in the Department Executive Committee, our main decision-making body, and the Department All-Staff Committee. Policies and key issues are discussed, and plans are deliberated upon in these forums, supplemented by inputs from various workshops and focus groups. Both our self-assessment against earlier objectives and current action plans reflect these careful deliberations and further scientific evaluations. We recognise the significant commitment that this work entails and therefore allocate a generous workload allowance to all staff who contribute to Athena Swan and wider ED&I initiatives.

While most of our action points in the Bronze Action Plan have been satisfactorily completed, for a small subset, the department is yet to meet its own ambitious expectations. We have implemented actions for each of our action points. In general terms, the department has come a long way in terms of the proportion of female staff members, promoting an inclusive and diverse environment, support for staff, increased training and awareness of department and university policies, and flexibility in working practices. Social events and promotional workshops, regular communications and various informal events have made a huge difference to our culture. Yet, there is room for improvement in some areas.

The department has recruited successfully in recent years to achieve a healthy gender balance (34% female compared to the sector average of 29%), but a lot remains to be done in terms of career development and promotion of female colleagues. Likewise, committee membership is distributed evenly, but more could be done to increase female presence in senior leadership roles. Personally, I am keen to address these two areas as part of our key priorities.

Inclusiveness is another top departmental priority. We are proud to be one of the most diverse communities of academics on campus- in terms of ethnicity, nationality, race and gender- and we would like every single individual to feel included and supported. Our student cohort shares this diversity, and we are committed to supporting them as well.

I can reaffirm that the department is fully committed to the goals and actions set out in this document. The ED&I committee has the full support of the Department Executive Committee and Senior Leadership, and I will ensure the resourcing of this action plan.

In closing, the information presented within this application is a truthful and accurate representation of the Department.

With warm regards,

A handwritten signature in black ink, appearing to read 'Ajit Mishra', with a stylized flourish at the end.

Professor Ajit Mishra

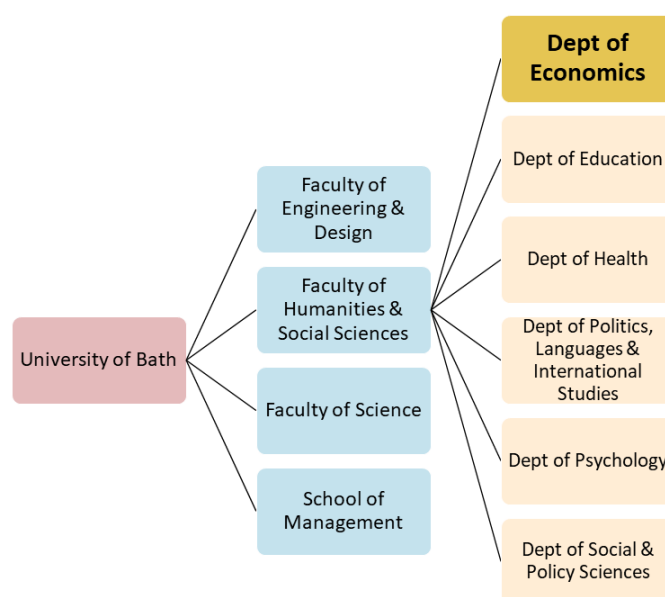
Head of Department

a.mishra@bath.ac.uk

1.2. Description of the department

The Department of Economics is one of six departments in the Faculty of Humanities and Social Sciences (Figure 1). It has evolved from a Political Economy Group in 1966, through various iterations, into a dedicated Department of Economics in 2009. Since the Bronze Award, staff numbers have grown from 44 academic staff and 7 professional services staff to 52 and 17 respectively in semester 1 of 2024/25. The department's growth reflects its increasing prominence within the university and its commitment to academic excellence and innovative teaching.

Figure 1: Position of the Department of Economics within the University.



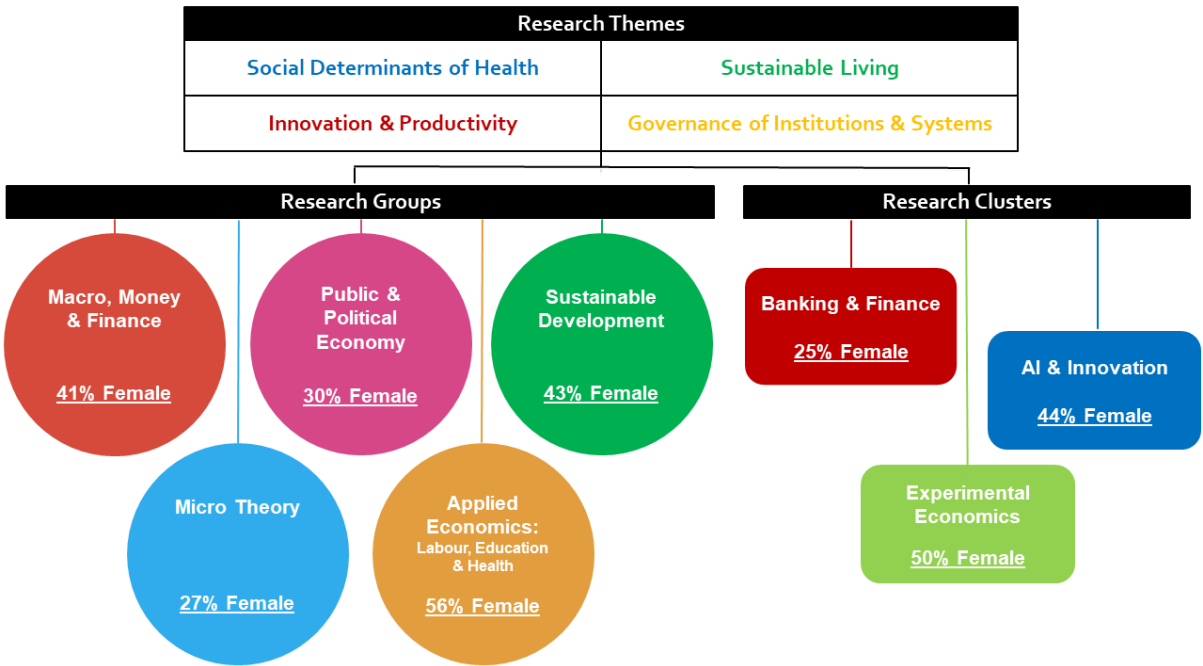
Our department's research spans all major sub-disciplines of economics, directly informing our teaching. A key strength of our undergraduate programmes is the year-long industry placement, which fosters strong connections with industry and government. These placements provide students with valuable experience, enhancing employability and contributing to the department's consistently high national rankings.

We offer three well-established undergraduate programmes: a single honours Economics programme and two joint honours options, Economics and Mathematics and Economics with Politics. All programmes maintain rigorous entrance requirements (A*AA at A level or equivalent) and provide opportunities for industry placements or study abroad. At postgraduate level, our successful MSc programmes include the sizeable MSc in Applied Economics (including an online variant since 2018/19), MSc in Economics and Finance, and smaller MSc and MRes programmes in Economics, MSc Economics for Business Intelligence and Systems, and the MSc in Applied Psychology and Economic Behaviour, which is delivered in collaboration with the Psychology Department.

The department demonstrates research strength in diverse areas such as institutional evolution, innovation, well-being, behaviour, and sustainable living. Research is organised into four key themes (Figure 2) and supported by five active research

groups focusing on macroeconomics, public economics, sustainable development, microeconomic theory, and applied economics. Furthermore, three research clusters delve into the topics of finance, innovation, and experimental economics. These groups and clusters foster collaboration between academic staff and PhD students, creating a vibrant academic environment that encourages interdisciplinary dialogue and innovation.

Figure 2: Research themes and research groups in the Department of Economics



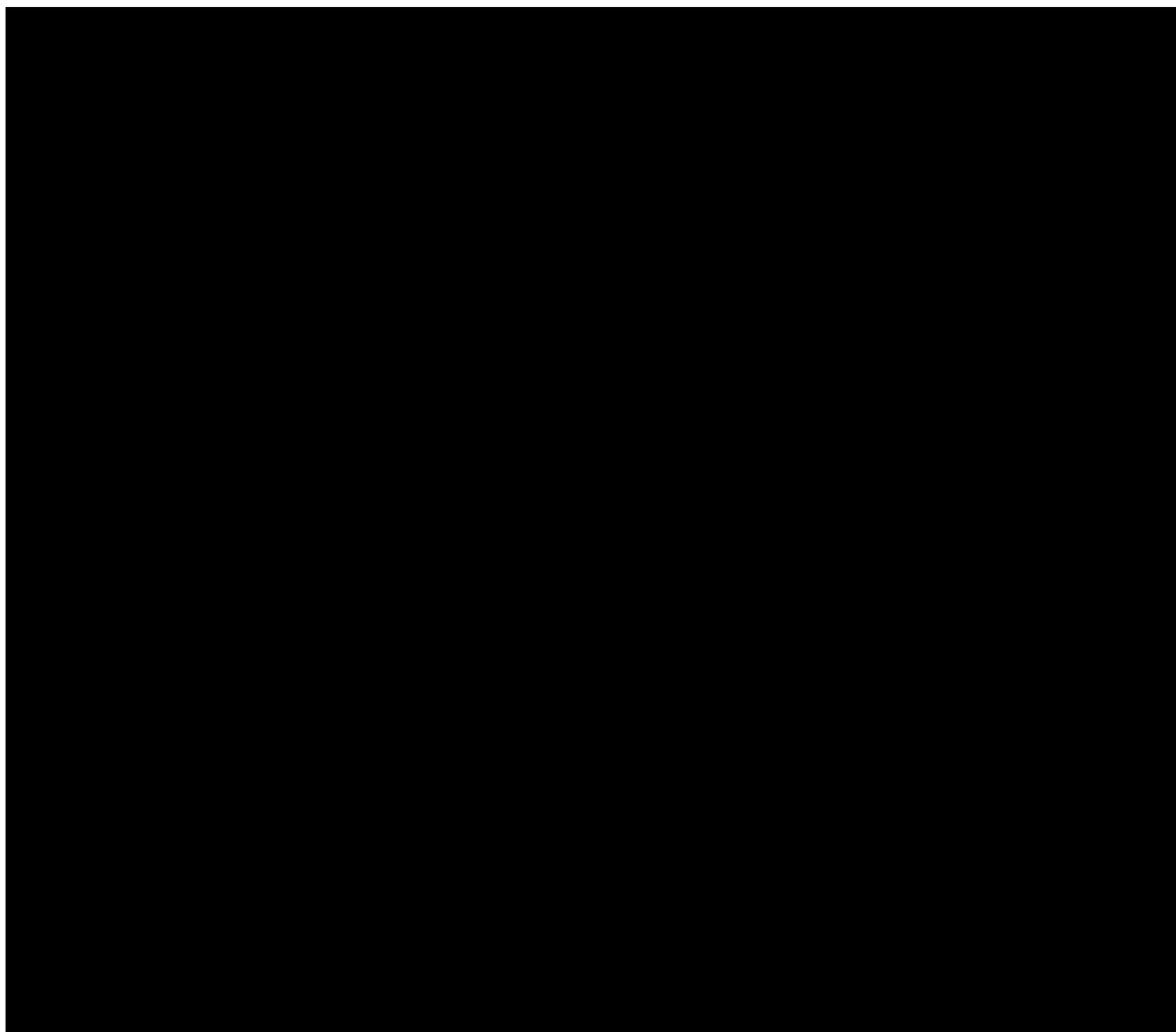
In 2023/24, we began implementing the Curriculum Transformation (CT) initiative, emphasising inclusivity, sustainability, research engagement, and student well-being. Now in its second year, CT fosters partnerships with industry and flexible, innovative course delivery to prepare students for global citizenship. This initiative is part of the university’s broader efforts to modernise learning and teaching approaches while addressing the challenges of the 21st century. By embedding these principles into our curriculum, the department ensures that students are not only academically prepared but also socially responsible and globally aware. The CT initiative also emphasises the importance of lifelong learning, equipping students with the adaptability needed to thrive in a rapidly changing world.

1.2.1 Staff and student profile

The department’s 2024/25 gender profile is shown in Table 1. Of the 52 academic staff and 17 professional service staff, 33 percent and 76 percent, respectively, are female. Academic staff are line-managed by the HoD, while professional services staff are managed by the faculty. Teaching operations are supervised by Directors of Studies, who meet regularly with the HoD to ensure alignment with departmental goals and address any operational challenges. This management structure ensures that both academic and administrative operations run smoothly.

In 2024/25, the department had 1443 students, comprising 1350 undergraduates (25% women), 62 postgraduates (40% women), and 31 research students (35% women). Efforts are ongoing to address these disparities through targeted outreach and support initiatives, including mentoring schemes and targeted recruitment campaigns.

Table 1: Department of Economics: students, academic and support staff by gender 2024-25



1.2.2 Environment

The department shares a building with the Department of Social & Policy Sciences, with a small proportion of colleagues based in other buildings. Research staff have dedicated offices, while teaching fellows share two large offices. In terms of office space, the department is now at capacity, so careful consideration will need to be given in any future expansion to issues such as office-sharing, or the spread of members of the department across two sites on campus, with all the challenges this will present in terms of fostering a single departmental culture. As such, the department is working hard to keep all colleagues in one place.

Picture 1: Members of the department and their families enjoying a social event in 2024.



1.3 Governance and recognition of ED&I

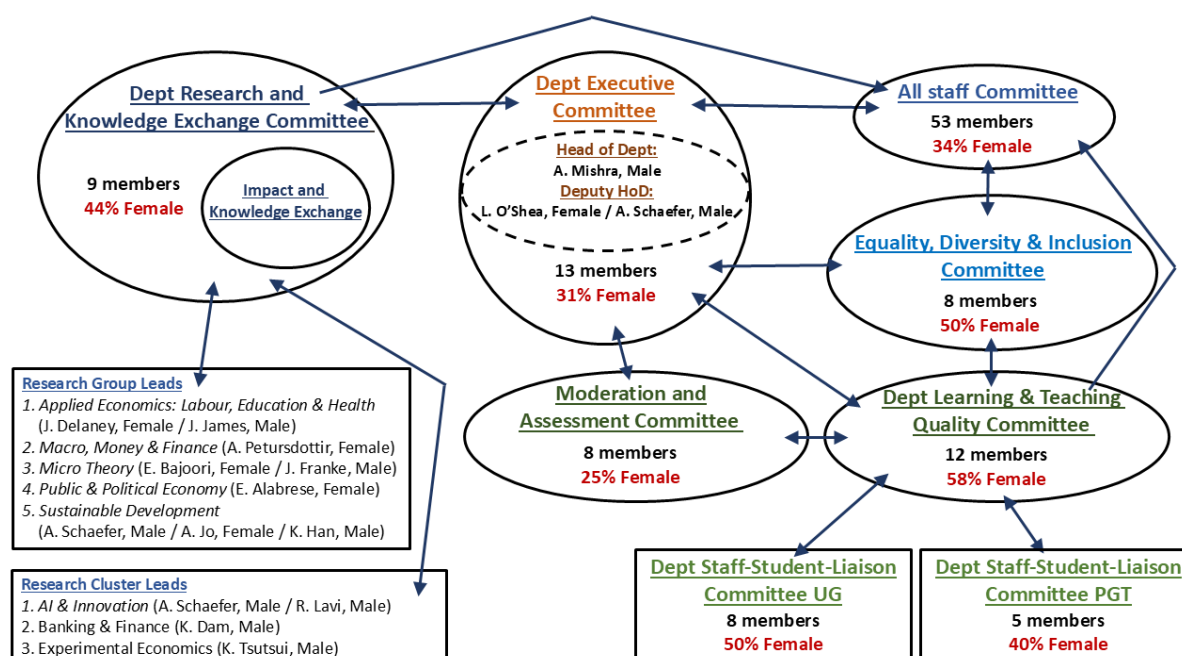
1.3.1 ED&I structures and resources

We strive to embed ED&I into the Departmental structure and operations (Figure 3). The Equality, Diversity and Inclusion Committee (ED&I) leads ED&I activities and serves as the Departmental Self-Assessment Team. ED&I includes a chair, 8 permanent members (4 female, 4 male) and 1 professional services member, student representatives (usually 4 of them) and the HoD. Members are chosen through open calls and invitations by the HoD and serve for three years (staff) or one year (students). This ensures no undue burden of work or emotional labour is placed on those impacted negatively by existing structures, policies and cultures. The committee oversees ED&I initiatives, monitors action plans, and organises events like family-friendly walks. These initiatives are designed to foster a sense of community and inclusivity within the department, ensuring that all members feel valued and supported. The ED&I has also implemented training programmes to raise awareness of unconscious bias and promote inclusivity.

The ED&I meets between four to six times annually, supported by Faculty PTO staff, and has a dedicated Teams space for resources and discussions. All staff can access ED&I materials and attend meetings. The committee is supported by the university's

central ED&I team, which provides training, guidance, and toolkits. This collaborative approach ensures alignment between departmental and institutional ED&I objectives. Moreover, the ED&I annually reviews its strategies to ensure they remain effective and aligned with the latest research and best practices in equality, diversity, and inclusion.

Figure 3: Committee structure of the Department of Economics, 2024/25



1.3.2 Management/Committee structures that support ED&I

The HoD oversees departmental operations, supported by two Deputy Heads (1 woman, 1 man). The Department Executive Committee (DEC), chaired by the HoD, meets every 4-6 weeks to review activities and ensure strategic decisions incorporate ED&I considerations. ED&I is a standing item on the agenda, reflecting its importance in departmental planning and decision-making. All committees report to the DEC. This structure promotes transparency and accountability, ensuring that ED&I remains central to the department's mission.

The Department All-Staff Committee (DAC) meets five times annually to engage staff on key matters. ED&I updates are provided at each meeting. Other committees, chaired by different staff members, include deputies to avoid single points of failure and foster leadership. Additionally, staff are encouraged by the Head of Department as well as members of the ED&I Committee to provide feedback on ED&I initiatives during these meetings, fostering a culture of continuous improvement. This is done through regular surveys as well as informal conversations and discussions in staff meetings.

1.3.3 How ED&I work is distributed, accounted for, recognised, and rewarded

ED&I work is recognised through workload allocation in the university's Workload Allocation Management System (WAMS). The ED&I chair receives 200 hours, and its

members receive 50 hours annually, with additional time for specific projects. Given the committee has 7 members and a chair, in total, the department allocates 550 hours to ED&I work. ED&I contributions are considered in career progression under the university's Career Progression Framework (CPF). This framework explicitly recognises ED&I activities as essential or outstanding contributions, encouraging staff to actively engage in these efforts. The recognition of ED&I work ensures that staff feel supported and valued for their contributions to creating an inclusive department. One of the Athena Swan Bronze award co-chairs has (successfully) relied on her work on accreditation in her promotion case.

1.4 Development, evaluation, and effectiveness of policies

ED&I policies are developed collaboratively by individuals, committees, and working groups, with input from staff and students. Updates are shared via emails, meetings, and a monthly newsletter, The Economist. New policies are proposed at ED&I meetings, refined within working groups, and finalised by the DEC and staff meetings. Examples of these include the arrangement for parents returning from leave not to be given teaching in the semester immediately upon return or the move of external seminars to an earlier time of the day, to enable staff with caring responsibilities to attend.

The ED&I monitors policy implementation, supported by the DEC and HoD. Staff and student surveys include questions on ED&I awareness and policy effectiveness. ED&I reviews progress annually and recommends improvements.

The department annually surveys staff and students to assess policy effectiveness; the last surveys/focus groups were run in 2024 and are included in this application. Initiatives are evaluated by the ED&I and DEC, with progress reviewed annually. Examples include mandatory ED&I training such as Diversity in the Workplace, Unconscious Bias and Be the Change (Tackling Harassment Training) and feedback on the implementation of policies.

Recommendations generated by the Department ED&I that are outside of the remit of the department are formally escalated through its representative on the University's Equality, Diversity & Inclusion Network, which has a representative from every department to the institutional Equality, Diversity & Inclusion Committee, as the Network feeds into that committee; the committee then reports directly to Senate and Council, ensuring a clear two-way pathway for departmental feedback to shape University-wide policy.

1.5 Athena Swan self-assessment process

1.5.1 Who was involved in the application?

The ED&I (Table 2), comprising 8 members (4 female and 4 male), also serves as the Departmental Self-Assessment Team (DSAT). Members represent diverse genders, career stages, and job roles. The HoD and institutional ED&I team supported the application process. The department also sought feedback from external critical friends to improve the quality of self-assessment and action plan.

Table 2. Department of Economics Athena Swan DSAT

Member	Gender	Job	SAT Role	Experience
Dr Joanna Clifton-Sprigg	Female	Lecturer, Widening Participation Lead, PGR Admissions Tutor	WG Career and WG Students	Full time
Dr Kyungbo Han	Male	Lecturer	WG Events and WG Webpage	Full time
Prof Ajit Mishra	Male	HoD Professor	WG Steering	Full time Promoted to Professor in 2024
Dr Fareena Noor Malhi	Female	Lecturer	WG Events, WG Focus Groups	Full time
Dr Javier Rivas	Male	Senior Lecturer, Dept. ED&I Lead	Chair	Full time
Ms Niamh Rutterford	Female	Department Manager	WG Steering, WG Webpage	Full time
Dr Chiara Santantonio	Female	Lecturer	WG Career and WG Webpage	Full time
Dr Imran Shah	Male	Senior Lecturer	WG Students WG Survey	Full time Promoted to SL in 2022.
Student voice				
Luke Gaffney	Male	Undergraduate Student		
Sidney Bartolotta	Female	Undergraduate Student		
Gabriela Mata	Female	Undergraduate Student		

Jahood Sembi	Female	Undergraduate Student		
Arya Rindhe	Female	Undergraduate Student		
Marcus Keith	Male	Postgraduate student		
An Phan	Female	Postgraduate Student		

Student involvement in ED&I meetings is highly valued and acted upon by the ED&I. Their involvement is acknowledged as key to shaping inclusive and informed ED&I practices.

1.5.2 How we conducted the self-assessment

The ED&I has been dedicated to implementing the Bronze Action Points since the Department received the Bronze Award. To evaluate implementation outcomes and review data, the ED&I began self-assessment in September 2023 (see the detailed process of implementation and assessment in Section 2.1.1). Student working groups ensured their views were incorporated. Drafts were circulated to staff, the institutional ED&I team, and two external critical friends for feedback. Each ED&I working group produced progress reports and updated them bi-monthly to identify both successes and challenges.

1.5.3 How we will support the department's future gender equality work

The ED&I will oversee the implementation of the new action plan, evaluate its impact, and develop new initiatives. The ED&I reports on progress to the DEC, and initiatives and achievements against actions will be communicated to the department e.g., DSMs, ED&I Teams channel, email updates.

We will form working groups within the team that correspond to key sections of the action plan, guiding its implementation and monitoring progress, for instance, through future surveys and further focus group discussions. One of the ED&I working groups will also be responsible for maintaining a webpage displaying the final version of the AS action plan and the AS principles.

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

The ED&I team will report back to the Department Executive Committee with respect to updates, challenges and progress in our implementation of the action plan. ED&I is

a standing item in all Department Executive Committee and Staff Meetings, which take place bi-monthly. Moreover, all staff will be briefed annually by the ED&I Chair with an AS progress report during staff meetings.

To maintain and build momentum, the ED&I will draw on relevant expertise within the University (e.g., staff development, student support, HR) as we implement the action plan. The financial costs of any initiatives approved by the department will be met by its general operational budget.

Section 2: An evaluation of the department's progress and success

2.1 Evaluating progress against the previous action plan

2.1.1 Methodology of action implementation and evaluation

The Bronze Action Plan (Appendix 5) of the Department of Economics was developed in 2019 by the Departmental Athena Swan Self-Assessment Team (DSAT) in close cooperation with the senior management within the department as well as staff and student representatives, and was informed by comprehensive staff and student surveys, input from several focus group discussions, and extensive data analysis. As mentioned in Action Points (BAP) 3.1.1 and 3.1.2, the DSAT team was transformed into an independent Equality, Diversity and Inclusion (ED&I) committee to acknowledge and reflect the broader remit and objectives related to obtaining an Athena Swan Bronze award.

Action implementation was organised through specifically formed ED&I working groups (BAP 3.1.2), where all actions of the Bronze Action Plan were mapped into one of seven working groups: steering, survey, events, focus groups, career, students, and webpage. Each member of the ED&I team was then allocated to two working groups (the chair and co-chair of the ED&I team were allocated to three working groups, while the Head of Department (HoD) was an official member of the steering working group and the ED&I team), each tasked with delivering the respective BAPs. As mentioned, the activities and efforts of all ED&I members were officially acknowledged in the departmental WAMS by allocating the corresponding number of workload hours.

During the implementation process, ED&I-related input was also received through interactions with other department leadership personnel, such as reports by the Director of Studies regarding improvements in the PGR programme, (BAP 4.6.1-3), an annual gender-focused analysis of workload allocation by the workload allocation officer (BAP 5.6.1), or gender-focused updates on outreach activities by the departmental outreach team and widening participation team (BAP 5.10).

The evaluation of the success measures of the BAPs was conducted mainly through progress reports of the corresponding working groups. These reports -- including not only successes but also specific challenges and obstacles -- were discussed during the meetings of the ED&I committee. Progress updates on the Bronze Action Plan were also shared beyond the ED&I committee, e.g., with the entire staff during staff meetings or away days (BAP 3.2.2) and through a dedicated ED&I webpage (BAP 3.2.2), and with the central ED&I community through active involvement with university-wide ED&I initiatives and activities (see section 2.1.2 for examples).

2.1.2 Overview of progress achieved regarding the Bronze Action Plan

Our Bronze Action Plan contains 57 action points, of which 54 are categorised as completed with a success measure that is either met or exceeded (green), 2 are partially completed (amber), and 1 is incomplete (red). We consider this outcome a great success.

During the evaluation and implementation phase, we noted that our decision to formulate success criteria for some BAPs based on expectations with respect to future survey responses could be considered as overambitious in some cases (e.g., BAP 5.6.1, 5.6.2 and 5.7.5). While the respective actions were typically implemented to their full extent (leading to objective improvements that were frequently perceived positively by survey respondents), the degree of satisfaction in survey responses sometimes did not meet the ambitious success measures set. To analyse the potential reasons for these discrepancies, we conducted a focus group with female staff members (BAP 5.5.1), from which we gathered insights that also informed the development of the new action points included in the Silver Action Plan. Other challenges and barriers for implementation were related to external factors. In the following paragraphs we will discuss three of these.

Survey fatigue largely affected our student cohorts. Although we initially committed to conducting annual student surveys (BAP 3.1.4), the departmental executives and senior tutors frequently advised us to refrain from running additional student surveys. In line with these recommendations, we adjusted the corresponding BAPs accordingly and relied on other means of gaining students' feedback, for instance, from our student representatives in the ED&I committee and focus groups.

During the implementation phase, the department also faced substantial changes in its leadership (one HoD resigned, which required an interim phase with an Acting HoD before an official successor was appointed), which challenged the close cooperation between the ED&I committee and the department's leadership that was successfully established during the preparation of the Bronze application. Our conscious decision to involve each HoD directly by making them official members of the ED&I committee and of the steering working group allowed us to maintain this cooperative relationship and to benefit from the buy-in by departmental leadership (e.g., through information provision regarding initiatives beyond the department, or administrative limits on implementation).

The COVID pandemic had a direct impact on the implementation of the Bronze Action Plan, as several actions that required face-to-face interactions (like workshops or events) had to be organised remotely or postponed. We therefore decided to modify some BAPs accordingly (e.g., BAP 5.8.1, 5.12.1) to consider the change of context and circumstances. More importantly, the wider impact of the pandemic appeared to have direct negative repercussions for specific staff, such as time pressures for staff with small children (especially mothers) due to home-schooling and other caring obligations, resulting in a loss of research time. Based on this perception, we decided to modify the staff survey in 2021 to analyse and quantify the impact of the pandemic on staff with small children, which indeed confirmed a substantial negative impact on research time for affected staff.

Members of the ED&I committee also participated in and contributed to other initiatives organised by the central ED&I team of the university, like the *'Task and Finish Group on Gender Differences in Promotable versus Non-Promotable Tasks'* under the remit of the Academic Workload Management Group chaired by the Deputy Vice-Chancellor. The objective of this group was to analyse gender discrepancies in the

willingness, expectation and allocation of non-promotable tasks and how to potentially address these issues from a workload management perspective. The final report submitted to the Academic Workload Management Group contained several proposals that were inspired by actions (e.g., BAP 5.6.2) implemented by the Department of Economics to increase transparency and accountability, and for fair compensation and acknowledgement for these tasks in the workload allocation model. Moreover, this report was also crucial for initiating a revision process of the entire academic staff promotions criteria at the University level under specific consideration of the recognition of these so-called ‘citizenship’ tasks.

Finally, initiatives by members of the department led to a substantial improvement of the maternity-leave policy adopted by the University. Lobbying by a staff member applying for maternity leave resulted in an additional option being offered, doubling the duration of paid maternity leave at half pay, which is financially neutral but nevertheless constitutes a major improvement in the conditions and flexibility of paid maternity leave (BAP 5.12.3).

2.2 Evaluating success against the department’s key priorities

We decided to concentrate on two key priorities that reflect our underlying ambitions and convictions in using our work on the Bronze Action Plan implementation as a vehicle for achieving lasting and visible improvements in gender equality within the department. The first key priority focuses on the ways in which we supported and advanced women’s careers. The second key priority we identified was the fostering of a positive and inclusive working environment.

2.2.1 Supporting and advancing women’s careers

A key insight of the self-assessment process for the Bronze Award was the relative underrepresentation of female staff in the department: With 18% of staff reported as female in the academic year 2017/2018, the gender ratio was low and substantially lower than the national average among all Economics departments in the UK at that point (31%, HESA Benchmark 2017/18). Moreover, there was a clear indication of a leaky pipeline with respect to career progression for women. In the period 2014/15-2017/18, for example, no female staff member applied for promotion to senior levels, resulting in the absence of women at senior levels (Reader or Professor) in this period.

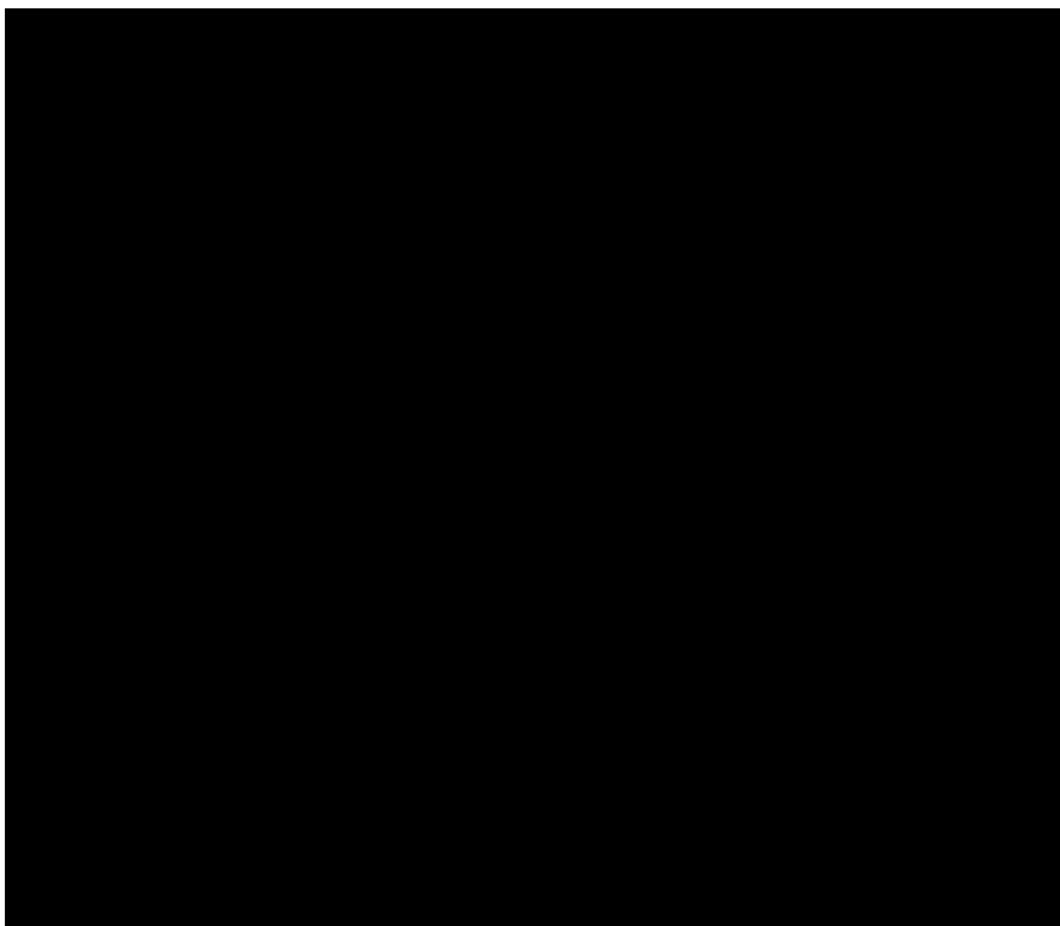
Our key priority in formulating the Bronze Action Plan was to address this issue through two distinctive channels: First, a substantial revision of recruitment practices, with the objective of increasing the number of job applications by suitable female candidates (BAP 5.2.1-3), combined with a fair selection process (BAP 5.1.2), allowed us to gradually increase the proportion of female staff among new starters at the department. Female staff increased from 9 in 2018–2019 to 17, an increase in their proportion from 21% to 33%. Second, a revision and improvement of the internal promotion processes, by providing better support for promotion applications in general, and by identifying and addressing the specific needs of female academic staff members, also using the sabbatical leave scheme as an (until now overlooked) strategic tool to support career progression (BAP 5.5.1-3). During the award duration,

three female staff members successfully applied for a sabbatical, and the number of female staff members applying for promotion and being successful increased significantly, as evidenced in Table 3. Equally important, one female staff member was promoted to Reader in 2019 and subsequently to Full Professor in 2022, making her the first female Professor in the history of the department.

During the pre-Bronze years, there were 20 promotion applications, 35 % from women, yielding 15 promotions (40 % women) and success rates of 69 % for men versus 86 % for women. In the post-Bronze years, applications held steady at 19, with women's share rising to 42 %, and the same total of 15 promotions (40 % women), narrowing success-rate differences to 82 % for men and 75 % for women. This demonstrates both a sustained increase in female applications and a marked closing of the gender gap in promotion success.

Therefore, the gender ratio among staff improved substantially over the award duration, including at the most senior level. Given that external hiring beyond the senior lecturer level was not an option due to budgetary constraints of the university, we consider these improvements a major success.

Table 3: Academic Promotions



2.2.2 A positive working environment

Over recent years, the department's staff body has grown increasingly diverse and significantly more international, with representation from a wider range of racial and

cultural backgrounds. We have implemented substantial measures to improve the work environment and foster a culture that is inclusive, family-friendly, and supportive of all staff. These efforts reflect our commitment to ensuring that everyone feels valued and empowered to thrive in their roles (BAP 5.7).

To promote a sense of belonging and collaboration, the department organised a variety of social gatherings and initiatives. For instance, we hosted family-friendly events such as family walks and holiday celebrations like our Christmas Party, designed to encourage connections among staff and their families (BAP 5.8.2). Additionally, we introduced weekly “coffee catch-ups”, in a common room in the department, to create informal opportunities for colleagues to network and build relationships (BAP 5.7.2, 5.7.5). To keep everyone informed and engaged, we also launched a departmental newsletter, *The Echonomist*, which shares updates on activities, achievements, and opportunities within the department. Finally, recognising that some may feel hesitant to speak up directly, we also introduced a suggestion box to provide a confidential platform for sharing ideas, feedback, and concerns (BAP 5.7.6).

Improving the working environment also involves supporting staff in their career journeys, such as through sabbatical opportunities (BAP 5.5.1), and support during key life events such as maternity/parental leave (BAP 5.12). To this end, the department took several actions, e.g., highlighting family-friendly policies on the ED&I Teams page (BAP 5.12.1), encouraging female staff to apply to programmes such as the Aurora Programme (BAP 5.5.2), and appointing a promotion advisor to assist in the promotion process (BAP 5.5.1).

The positive impact of these initiatives is reflected in responses to staff surveys. For instance, staff satisfaction with the department's family-friendly culture improved significantly over time (the percentage of respondents who agreed or strongly agreed with this sentiment rose from 60% in 2021 to 80% in 2024). Additionally, perceptions of the department's positivity and inclusivity remained consistently high throughout the award period (agreement rates of 72% in 2018, 85% in 2021, and 74% in 2024). Staff also reported having access to a personal network within the department (agreement rates of 68% in 2018, 74% in 2021, and 70% in 2024). Given that in this period staff numbers increased substantially and that staff composition became more diverse and heterogeneous, we consider these outcomes a major success, especially as positive perceptions are equally shared between male and female staff (differences in reported responses were statistically insignificant between genders).

As we continue to build on these efforts, we aim to maintain and expand family-friendly and inclusive activities, use data from staff surveys to identify areas for further improvement, and actively compare experiences across gender and other demographics to ensure equitable outcomes (AP 1.1).

Section 3: An assessment of the department's gender equality context

3.1 Culture, inclusion, and belonging

3.1.1 Inclusive curriculum and teaching practices

The department has an inclusive curriculum for all its degrees (BSc Economics, BSc Economics with Politics, and BSc Economics and Mathematics). Although the academic content of the curriculum of an Economics degree is standardized and rigid (see QAA subject benchmark for Economics), our teaching methods are designed to engage every student actively regardless of gender and background. For this purpose, starting with the curriculum transformation initiated in 2023, we have shifted a significant part of our assessments to group work, discussions, and interactive activities that foster a collaborative and inclusive learning environment.

3.1.2 Diverse representation

Staff diversity is a key component of the department's commitment to inclusion. By including a higher proportion of female staff members in recruiting committees and by making a conscious effort to address gender inequalities, we have radically improved the gender balance of the department. We have gone from 18% female staff members in 2019 to 34% in 2023. The national average for this value is 29% (Royal Economic Society Gender monitoring report 2024), which means that we have gone from below average to beating the average. On top of that, thanks to our continuous efforts to foster internationalization and overseas collaborations, our department is highly diverse with over 85% of staff holding a nationality other than British, and over 28% of our staff coming from a non-white background.

3.1.3 Supportive environment

To foster a supportive environment, the department has established a mentorship scheme. This pairs every staff member with a senior staff member who provides guidance and support. The choice of mentor is down to the staff member and, given our progress in addressing gender inequality at all levels, there is a diverse pool of mentors from both genders and from various backgrounds to choose from. In terms of students, student-led organizations such as several economics societies that focus on minorities or women in economics (such as the Feminism and Gender Equality society), receive endorsement from the department by signposting students to the societies' webpages in induction packs and publicising their events on our digital noticeboards and social channels.

3.1.4 Training and awareness

Together with the university, the department holds courses on implicit bias, cultural competency, and inclusive teaching practices (such as Diversity in Learning and Teaching, Unconscious Bias, and Diversity and Inclusion in HE). Additionally, workshops and seminars on diversity, equality, and inclusion topics are conducted yearly, and staff members are required to follow them to ensure continuous learning among faculty. Students also have similar initiatives available to them (courses such as Equality, Diversity and Inclusion Foundations, Inclusive Language, and Anti-

Harassment and Consent). Completion rates of these courses is around 70% among all staff with no significant differences in uptake by gender.

3.1.5 Support for staff with caring responsibilities and Work-life balance

On top of the university nursery, the department always supports teaching exemptions based on caring responsibilities so that teaching timetables are accommodating and inclusive for those in need (in the year 2023-2024 8 out of 9 temporary teaching exemption requests were granted). Moreover, a scheme is in place to allow for near full flexibility for those with caring responsibilities for ad-hoc events, such as the invigilator swap scheme, and similar policies for open days, social nights with students, and other events. On top of this, one Economics colleague has already used the University's Returning Parents Support Fund, a hassle-free scheme that offers up to £5,000 for those returning from parental leave to pay for teaching or admin cover, conference attendance, equipment, or similar costs, thereby helping them re-establish research momentum.

Furthermore, flexible working options are available to all staff for most of our responsibilities. For example, to allow greater flexibility, we have virtualised most of our meetings and they now happen in hybrid online/in-person form.

3.2 Key findings from culture evaluation

3.2.1 Social and professional culture

The department has made efforts to foster an inclusive environment where all staff and students feel they can bring their “whole selves” to work. Feedback from the staff survey indicates that inclusivity is present in the department (only 6% disagree that the department is a place where they feel they belong). Even though a breakdown by gender shows that half of that 6% are female (versus a 34% share of staff members overall), this difference is not statistically significant. A further 16% provided a neutral response regarding the perception of the department as being inclusive (with no difference across genders), which leaves room for improvement.

AP1.1: Increase social inclusivity.

The department recognises important events such as Pride Month and Black History Month, but there is room for improvement in ensuring that these celebrations are accompanied by ongoing, meaningful support. While both these events are celebrated in the faculty, the department does not have any specific events associated with them. To increase inclusivity in the department, we will also celebrate these events and others such as Disability History Month or Awareness Day through AP1.1 and AP1.2.

AP1.2: Raise awareness and actively celebrate Pride Month and Black History Month at departmental level

3.2.2 Gender equality in work practices

The department offers flexible working arrangements and parental leave, which are essential for supporting gender equality. However, women are underrepresented in higher levels of academic and leadership roles. There is only one female professor, which represents 16.6% of the professoriate. This is not statistically different from the national average of 18.3% (Royal Economic Society's Gender monitoring report, 2024) but is a position for which we seek improvement. Moreover, there is underrepresentation of females at the leadership positions in departmental committees. While women's representation in committees is over 45% (which suggests there is overrepresentation), the directorships of these committees are biased in favour of men (only 4 out of 14 director roles are occupied by women). Therefore, a move from committee composition to committee leadership will improve gender representation, and there is a need to address this to ensure women are represented not horizontally but vertically as well.

AP3.1: Increase number of women in higher seniority posts

AP3.2: Increase share of women in leadership roles

3.2.3 Addressing negative practices and behaviours

The department uses University procedures to address bullying, harassment, and discrimination. While only 3% of all staff (0% for female) have either experienced or witnessed an instance of bullying or harassment, 13% of respondents do not know how to report bullying and/or harassment (no statistically significant gender difference). Therefore, there is a need to improve the provision of information around reporting procedures.

AP2.1: Increase information provision about how to proceed in case of bullying, harassment, and discrimination.

Although no respondents reported dissatisfaction with how bullying and harassment are dealt with in the department, 23% provided neutral responses. Worryingly, this figure is significantly higher (42%) for female respondents. This suggests that there is a need to identify the reason for this gap and ensure all genders feel equally protected. Anonymity in reporting and feedback is likely to be critical to gain a truthful understanding of the department's culture.

AP2.3: Explore gender differences in confidence in how the department addresses bullying and harassment.

AP2.4: Reduce the gender gap in trust in how the department addresses bullying and harassment.

AP2.2: Introduce an anonymous reporting tool at departmental level for cases of bullying, harassment, and discrimination.

3.2.4 Physical and institutional space

There is wheelchair access to all areas and a gender-neutral bathroom. Although the department does not maintain its own private prayer or nursing rooms, we actively signpost staff and students to the University's facilities, the multi-faith Chaplaincy Centre, the Muslim Prayer Room, the Hindu Worship Space, and the two fully equipped nursing rooms (one for staff, one for students, each with a mini-fridge and comfortable seating). Details and directions are included in the staff induction pack and student handbook to ensure everyone knows these spaces are available. On top of this, there are various religious societies for students and students are signposted to these at induction events.

The department's external representations, including marketing materials and public-facing imagery, have become increasingly inclusive, but there is room to further ensure that these accurately reflect the diversity of the department. Currently these materials are not actively monitored.

AP1.14 Increase monitoring of the inclusivity and gender balance in promotional and marketing materials

3.3 Data and consultation findings

3.3.1 Belonging and inclusion

The departmental culture survey reveals a strong sense of belonging and inclusion among staff. 77% of staff members agree or strongly agree that they feel they belong in the department (no significant gender difference). Notably, 100% of recent hires (those with tenure of two years or less) feel like they belong in the department. This highlights the efforts made since our Bronze application to increase inclusivity and present ourselves as a welcoming department. In contrast, the data show colleagues with longer tenures feel they belong in the department less than recent hires. Although not statistically significant, investigating this difference may uncover important underlying issues.

AP1.6 Understand why there is a lower sense of belonging among those hired two or more years ago.

When looking at whether staff members feel that other colleagues care about them, we find that only 58% agree or strongly agree with the statement (no gender difference). A similar picture emerges when staff are asked about whether communications are clear and relevant to their role. This suggests that a significant number of staff do not feel cared for, and communications are not well directed.

AP1.7 Increase sense of care about staff members from the senior management team

AP1.8 Improve communication to ensure only relevant recipients are targeted.

Regarding whether staff members feel that their contributions are valued, 13% disagree (no statistically significant gender difference). A similar percentage appears when staff are asked if they feel comfortable expressing their opinions. This issue will be addressed through two APs in the SAP.

AP1.9 Understand why some staff feel that their contributions are not valued or considered

AP1.10 Increase the sense that contributions of all are valued and considered

3.3.2 Gender equality

83% of respondents (92% female) to the culture survey agree or strongly agree that the department's leadership actively supports gender equality. Regardless of gender, no respondent disagreed with the statement. We consider this a great achievement, and it positively reflects on the efforts of the ED&I committee and senior management to create an inclusive department.

When asked about the effect of gender on the rate of progression, 6% think that gender does have an effect (no statistically significant gender difference). We are also proud of this low number.

When asked about whether ED&I work is recognised in the workload or in applications for promotion, 6% and 12% disagree when considering all respondents, but this is driven by male responses, as 0% of female respondents disagreed with the statements. This difference may be indicative that males do not feel that ED&I contributions are rewarded enough, and this gender difference will be investigated in the SAP.

AP1.11 Understand why there is a difference in gender response about ED&I contributions.

In terms of the impact of COVID-19, 19% disagree that the department took action to mitigate its impact (no statistically significant gender difference). We will investigate the underlying reasons for this high percentage in order to be able to respond better to future adverse effects.

AP1.12 Understand why there is a sense that the department could have done more about COVID-19

AP1.13 Set up protocols for any future events such as COVID-19 so that all staff feel that the department is supportive enough

3.3.3 Work-Life balance

An overwhelming 97% of respondents agreed that the department enables flexible working (100% for female respondents). However, when asked about whether the department supports caring leaves, 30% of respondents (33%

female) are unsure. This suggests that more effort may be needed to inform staff about the availability of caring leaves.

AP4.6 Inform staff about support for caring leaves.

Only 3% of respondents (0% females) disagreed that department events (staff meetings, academic seminars, etc.) are held at times when staff with caring responsibilities can attend (usually 10am-3pm). This highlights the conscious efforts of the ED&I committee and senior management to ensure important events are easily accessible for all.

However, only 52% of respondents think that the workload is allocated fairly and in a transparent manner (42% for females, but the gender difference is not statistically significant, which leaves room for improvement in both the allocation and transparency of the workload and in terms of monitoring whether allocations are fair, as there is currently no monitoring system in place for gender differences in workload allocation. More work is needed in this area.

AP4.1 Improve monitoring of workload allocation

AP4.2 Improve fairness and transparency of workload allocation

AP4.3 Once a monitoring system is in place and potential differences addressed, understand if there is still a gender difference in perceptions

More than 96% of respondents agree that the department enables flexible working. However, as already discussed, there is a sense that workload transparency and allocation can be improved, especially among women.

AP4.7 Improve work-life balance support and promotion in the department

3.3.4 Bullying and harassment

A minority of respondents reported having experienced or witnessed bullying (3%) and harassment (7%) (respectively 0% and 8% for females). Although these are low reporting rates, they are nevertheless higher than we would like them to be, and we will address this in the SAP as a departmental priority.

AP2.5 Address bullying and harassment.

AP2.6 Understand instances of bullying and harassment.

AP2.7 Increase awareness of bullying and harassment and gender microaggressions.

Although 0% of respondents reported dissatisfaction with how the department addresses bullying and harassment, 23% gave neutral responses (0% and 42% respectively for females, the latter difference statistically significant). Moreover, only 40% agreed (50% for female respondents) that the departmental management is active in tackling bullying and harassment. We feel these levels

and gender difference require immediate attention via dedicated APs in the SAP.

AP2.8 Improve action taken when bullying and harassment are reported.

AP2.9 Increase initiative in how department management tackles bullying.

Finally, 13% of respondents (no significant gender difference) do not know how to report bullying and harassment. Although relatively low, we feel efforts should be made to reduce this percentage.

AP2.10 Improve information provision on how to report bullying and harassment.

3.3.5 Career development

9% think that their manager does not support career development (0% for females). Additionally, only 55% of staff members think the feedback received through performance reviews (career conversations) is useful (75% for female staff members). An investigation is warranted to identify the drivers of the gender gap in this area, and how we can improve these values.

AP3.8 Investigate gender differences in response rates about the usefulness of the career conversations.

AP3.9 Improve training for career conversations mentors

AP3.10 Improve transparency in mentors' support

We find that 39% of respondents think that promotions are fair and transparent, with 42% providing neutral responses (these shares are 41% and 25% for females but are not statistically different). This low percentage needs to be addressed.

AP3.11 Improve information and transparency on promotions

19% of respondents disagree that decisions about recruitment are made fairly (no significant gender differences). Efforts are needed to first understand where these perceptions come from, and then to improve hiring procedures to increase the sense of fairness.

AP3.12 Investigate why some staff perceive recruitment as not fair

AP3.13 Review hiring procedures to improve inclusivity.

3.3.6 Well-Being

Only 58% of respondents think their workload is manageable (no gender difference). Part of this problem is the stringent workload that is placed on the department where the staff/student ratio is above the university and sector average. Nevertheless, we intend to increase efforts to ensure a fairer distribution of the workload and to target hiring on areas where we are understaffed.

AP4.4 Address workload inequality

AP3.14 Increase targeted hiring

Around 12% of respondents (17% for females, no statistically significant difference in gender responses) think that mental health is not supported by the department, do not know where to seek support for mental health, or feel confident about asking for mental health support in the department. We classify this area as a key priority where we need significant improvements.

AP4.9 Enhance mental health support.

AP4.10 Increase awareness of mental health issues

AP4.11 Increase awareness of mental health support

AP4.12 Increase support for mental health issues

3.4 Intersectional inequalities

3.4.1 Understanding intersectional inequalities

The Culture Survey, and two focus groups (a Student Focus Group and a Women's Focus Group) have shed light on how different aspects of identity interact to shape experiences within our department. Although our departmental culture survey data have been disaggregated by gender, the numbers remain small when we try to look at other categories (such as ethnicity or disability). Looking at the focus group responses, gender intersects with other factors such as caring responsibilities, cultural background, and employment status or contract type.

The Student Focus Group included a diverse set of undergraduates and postgraduates. We found that most were unfamiliar with departmental-level ED&I policies or available opportunities, particularly those aimed at supporting women or minoritised students. Two international female students specifically described difficulties with mental health, culture shock, and insufficiently tailored support services. In the Women's Focus Group, staff (four out of six) highlighted how promotion processes, while not explicitly biased, can overlook the "invisible labour" that female colleagues more frequently undertake, such as administrative tasks or pastoral care that may not factor strongly into promotional criteria.

Our findings confirm that a one-dimensional view of gender alone is not enough. Caring responsibilities, international background, contract type, and stage of career all overlap with gender.

3.4.2 Actions to address intersectional inequalities

In response to these findings, we have identified a set of action points designed to tackle the intersectional issues detailed above and to promote a genuinely inclusive culture.

We intend to refine our surveys and relevant departmental records so that they can capture intersectional details on staff and student backgrounds more accurately. This will enable us to track trends around gender, ethnicity, contract type, and caring responsibilities, and to adjust our policies in a timely way.

AP1.15 Improve data collection through regular staff and student focus groups.

Following feedback from the Women's Focus Group on the burden of smaller administrative duties disproportionately carried by female staff, we plan to revise our WAM. The aim is to ensure that staff who are juggling caring responsibilities or are new to UK academia are not disadvantaged by hidden pressures.

AP4.5 Explore workload allocation disaggregated by gender and other characteristics.

We will broaden and formalise our personal tutor (now called academic advisor) scheme so that it matches students with personal tutors who share, or at least understand, relevant intersectional experiences. This scheme will include training on supporting mentees who combine multiple identities—such as being female, international, and on a teaching-focused contract—to improve their sense of inclusion and career progression prospects.

AP5.1 Improve the personal tutor system, so students have more choice.

The surveys and focus groups show uncertainty about how to raise or address concerns. To remedy this, we will enhance the department's online and on-site information (including a dedicated "ED&I & Support" webpage and updated notice boards), ensuring that international students and staff who are less familiar with UK policies can easily find reporting channels and sources of help.

AP5.2 Improve signposting for reporting unacceptable behaviours and for accessing wellbeing resources.

We will collaborate with existing initiatives such as Discover Economics and create new sessions that highlight pathways and role models, aiming to reduce intersectional barriers for women who may also be facing linguistic or cultural challenges.

AP3.15 Launch dedicated outreach sessions to support women students interested in pursuing postgraduate study or careers in male-dominated subfields of economics.

3.4.4 Inclusion of trans and non-binary people

Our most recent survey invited staff to describe their gender, and no respondent identified themselves as transgender or non-binary. We understand that this may not reflect the individuals' identities as staff may be concerned about being

identifiable by their responses to the survey. Moreover, we currently lack data on how our students identify their gender.

Therefore, our provision of quantitative data does not allow us to draw inferences on the inclusion of trans and non-binary people, as the data are currently too scarce. The first action to take is thus aimed at addressing this.

AP1.3 Improve data collection about trans and non-binary people among staff and students

Even though there is a lack of data, we recognize the importance of creating an inclusive environment for trans and non-binary individuals and are committed to implementing practices that support their inclusion and well-being. At present, the department does not hold any events or activities to promote the inclusivity of trans and non-binary people, and we aim to address this.

AP1.4 Increase inclusion of trans and non-binary people

Education and awareness are crucial. We will embed information into relevant training programs to increase understanding and respect for trans and non-binary identities, covering topics such as gender identity, pronoun usage, and respectful communication.

AP1.5 Include training (or deploy training programmes) for staff and students about trans and non-binary people

3.4.5 Caring responsibilities

These have been discussed in 3.3.3. Nevertheless, recognising the gendered impact of caring responsibilities, the department strives to create policies and practices that mitigate these effects. There is no statistical difference in the responses about caring responsibilities across genders, and we take this as a success. Nevertheless, we will continue to monitor responses and feedback to make sure gender is not an issue when it comes to caring responsibilities.

3.5 Key priorities for future action

From the previous analysis, as well as from other sources such as focus groups, ED&I committee meetings, and staff and student survey data, we have identified a set of priorities that we will work on over the next five years to promote gender equality, diversity and inclusion.

3.5.1 Priority 1 (Action Points 1.x):

Fostering an Inclusive and Supportive Culture

We will strengthen our sense of belonging through inclusive departmental events, explicit recognition of diversity milestones (e.g., Pride, Black History Month), transparent communication strategies, and proactive leadership engagement.

3.5.2 Priority 2 (Action Points 2.x):

Addressing Bullying, Harassment, and Discrimination

We will continue to refine reporting mechanisms (including anonymous options), reinforce a zero-tolerance stance, and promote targeted training on microaggressions to enhance trust and transparency across all staff (academic and professional) and student groups.

3.5.3 Priority 3 (Action Points 3.x):

Advancing Gender Equality and Representation

We aim to increase the number of women in senior and leadership roles, ensure transparent promotions processes, improve the inclusivity of recruitment, and offer tailored outreach to women students, particularly in male-dominated subdisciplines.

3.5.4 Priority 4 (Action Points 4.x):

Ensuring Fair Workload and Well-being

We will systematically monitor and address workload imbalances, especially those affecting women or other underrepresented groups, while simultaneously promoting work-life balance, caring policies, and robust mental health support.

3.5.5 Priority 5 (Action Points 5.x):

Student-Focused Support and Initiatives

We will enhance the personal tutor system, expand well-being resources, and encourage student-led feedback processes to ensure that all students, especially those from marginalized groups, have equitable access to guidance and support.

Section 4: Future action plan

Priority 1. Fostering an Inclusive and Supportive Culture

Ref	Objective & Rationale	Actions / Key Steps	Timescale	Lead(s)/Working Group	Measures of Success
1.1	Increase Social Inclusivity Survey indicates that more varied activities that accommodate diverse cultural backgrounds and personal circumstances would be welcomed. Inclusive events can strengthen bonds, reduce isolation, and cultivate a welcoming environment.	- Organize a range of social events (family-friendly gatherings, international culture festivals) to reflect the department's diversity. - Gather feedback (surveys or short polls) after each event; analyse attendance data to refine future offerings.	- Launch: October 2026 - Ongoing: Biannual event reviews through 2030	Department ED&I Coordinator; Events Working Group	- Number of Events: At least 2 events per year. - Attendance: At least 40% of staff take part. - Positive Feedback: ≥70% participants rating events "inclusive" or "welcoming" in post-event surveys.
1.2	Celebrate Pride Month & Black History Month Raising awareness and visibly supporting LGBTQ+ and Black histories fosters an environment of respect, encourages learning, and builds a sense of belonging among underrepresented groups.	- Coordinate departmental campaigns. - Partner with other departments to co-host events, exhibitions, or film screenings. - Publicize these through departmental newsletters, social media, and intranet.	- Annually: June (Pride Month) and October (Black History Month), from 2025 to 2030	Events Working Group	- Number of Campaigns: At least 2 events per year. - Survey Results: ≥70% of staff members and students indicate increased awareness/understanding.

1.3	Improve Data Provision on Trans/Non-Binary Staff & Students Accurate and confidential data collection is vital for monitoring representation and identifying any specific barriers faced by trans/non-binary individuals.	- Collaborate with HR/Student Services to adjust or refine data collection fields (ensuring privacy and ethical handling). - Include trans/non-binary figures in annual ED&I reports or data dashboards to track representation and outcomes over time.	- Complete: By end of AY 2026/27 - Review: Biannual updates in ED&I reports, 2026–2030	Dept. Coordinator	- Annual ED&I Report: Trans/non-binary data are fully integrated by 2026/27. - Data Integrity: Feedback from staff/students confirms confidence ($\geq 70\%$) in confidentiality measures.
1.4	Increase Inclusion of Trans and Non-Binary Identities Greater visibility to reduce marginalization and microaggressions.	- Integrate trans/non-binary topics into ED&I newsletters, induction materials, and staff/student training sessions. - Promote inclusive language (e.g., sharing pronouns in email signatures, forms, and meeting introductions).	- Start: AY 2025/26 - Ongoing: Annual review of inclusivity training and materials through 2030	Events Working Group	- Community Feedback: Positive responses in staff and students' focus groups, indicating improved comfort with pronoun sharing. - Pronoun Usage: $\geq 70\%$ of staff consistently include pronouns in official communications by 2027.
1.5	Training on Trans and Non-Binary Inclusion Desire to learn more about supporting trans/non-binary peers or students. Proper	- Invite external experts or tap into institutional ED&I resources to deliver specialized training sessions.	- Begin: AY 2026/27 - Run Annually through 2030, with possible refresh or advanced modules	Events Working Group	- Survey Indicators: $\geq 70\%$ staff feel “more confident” about trans/non-binary inclusion post-training.

	training builds confidence, allyship, and reduces the likelihood of microaggressions.	- Incorporate refresher modules into annual staff development days.			- Training Uptake: At least 70% of staff trained by 2027, with an annual refresh for new hires.
1.6	Understand Lower Sense of Belonging Among Staff Hired >2 Years Ago Focus groups suggest tenured staff may feel disconnected, possibly due to missed engagement opportunities or changing departmental culture.	- Conduct focus groups or targeted pulse surveys among staff employed >2 years, gathering specific feedback on departmental changes, communication, or recognition. - Identify common themes (e.g., lack of recognition, insufficient community-building) and implement relevant follow-up actions (like re-orientation sessions, advanced-level mentorship).	- Immediate: First focus groups by mid-2026 - Follow-up: End of 2026 and 2028 to measure improvement	Events Working Group	- Clear Documentation: Published findings in ED&I updates or staff forums. - Increase in Belonging: ≥70% of staff employed >2 years report feeling fully included by 2027.
1.7	Increase Perception that Senior Management Cares Some staff feel senior leadership is distant or unaware of day-to-day issues, undermining morale and trust. Active engagement can enhance staff well-being and loyalty.	- Schedule regular forums or “coffee chats” with senior leaders to discuss issues openly. - Celebrate staff milestones (public acknowledgment of achievements, service years) in staff meetings or newsletters.	- Launch: January 2025 - Ongoing: Biannual open forums through 2030	ED&I Committee; Dept. Coordinator	- Staff Survey: ≥70% of staff agree/strongly agree “Senior Management genuinely cares about my well-being” by 2027. - Feedback in Focus Groups: Positive sentiment about leadership engagement.

1.8	Improve Targeted Communication Excessive “reply all” or irrelevant emails burden staff and lead to important messages being overlooked. Structured distribution lists ensure staff only receive content relevant to them.	- Create standardized email lists by project teams, committees, or staff groups. - Provide staff induction guidance on how to manage departmental communications (e.g., daily digests, unsubscribing from optional lists).	- Implement: AY 2025/26 - Review: Annual staff feedback on email overload through 2030	Events Working Group	- Survey Results: ≥70% staff feel departmental communication is “clear and targeted” by 2027.
1.9	Investigate Lack of Value for Certain Contributions Surveys indicate some staff feel their work is overlooked. Understanding underlying reasons can help leadership implement fair recognition.	- Add open-ended questions in staff surveys regarding perceived recognition and fairness. - Run listening sessions to capture nuanced examples of overlooked contributions (including admin or “invisible” ED&I tasks).	- Immediate: Start data gathering by mid-2026 - Ongoing: Annual iteration to refine interventions	Events Working Group	- Proposed Solutions: At least two new interventions to address recognition gaps by 2026. - Positive Shift: Increase in staff survey agreement on “My contributions are valued” from baseline (62%) to ≥70% by 2028.
1.10	Implement Staff Recognition Scheme A formal system of recognition can motivate staff, raise morale, and encourage positive departmental culture.	- Design a yearly appreciation award (nominations from peers or students). - Feature winners in newsletters and on	- Immediate: Launch scheme by 2026/27 - Ongoing: Annual reviews through 2030.	Steering Working Group	- Increased Visibility: Awards are well-publicized, with multiple nominations. - Survey Indicator: ≥70% of staff agree “My contributions are valued” by 2027.

		departmental noticeboards.			
1.11	Understand Gender Differences in ED&I Contributions Women often shoulder a disproportionate share of ED&I or pastoral tasks, potentially hindering their career progression.	- Hold focus groups with staff who do significant ED&I work to understand time commitments, career impact, and personal motivations. - Develop recommendations for more equitable distribution or appropriate workload credits (see also Workload Model in Section 4).	- Next 18 months: Detailed data gathering - 2026: Implementation of credit/recognition policies	ED&I Committee; Dept. Coordinator	- Enhanced Satisfaction: Women's feedback indicates reduced feelings of ED&I "double burden." (≥70% agree)
1.12	Address Sense That Department Could Have Done More About COVID-19 Some staff feel that the department's response lacked adequate support or communication. Documenting lessons learned will enhance future emergency readiness.	- Gather retrospective feedback via surveys, interviews, or staff forums, focusing on remote working, mental health support, and departmental communication.	- Next 18 months: Compile feedback - Integrate: By mid-2026, incorporate into revised departmental crisis plan	Steering Working Group	- Action Items: Specific improvement proposals to address identified gaps in focus groups. - Staff Acknowledgment: ≥70% of staff feel their concerns were heard and influence future planning.
1.13	Set Up Protocols for Future Crisis Events	- Develop a crisis protocol detailing communication lines, remote/hybrid	- By end AY 2027/28: Protocol finalized	ED&I Committee; HoD	- Confidence Rating: ≥70% of staff express confidence in crisis

	Whether another pandemic or a different emergency, establishing clear supportive measures (remote options, mental health support, etc.) can reduce uncertainty and stress.	working policies, and mental health resources. - Outline responsibilities and timelines for key stakeholders (senior management, HR, ED&I).	- Annual: Drills or scenario tests through 2030		readiness in next major survey (by 2027).
1.14	Increase Monitoring of Inclusivity & Gender Balance in Marketing Prospective staff/students often form first impressions via brochures, websites, or social media. A balanced, inclusive representation helps attract diverse talent.	- Annual reviews of website, brochures, and social media with a “diversity checklist” (gender, race, disability representation, etc.). - Update materials with more diverse imagery/language.	- Annual: Ongoing from 2026 to 2030, with each admissions/recruitment cycle	Steering Working Group	- Visibility: Marketing materials consistently reflect the community’s diversity. - Increased Applications: Especially from underrepresented genders or demographics (track year-over-year, 3% increase).
1.15	Improve Data Collection via Termly Focus Groups Regular, structured qualitative input helps detect emerging issues (e.g., well-being, workload) faster than annual surveys alone.	- Schedule focus groups or open forums with rotating themes (e.g., workload, well-being, inclusivity). - Summarize findings and share in a “You Said, We Did” format to demonstrate responsiveness.	- Annual: From 2025 onwards through 2030	ED&I Committee; Dept. Coordinator	- Continuous Improvement: At least two new or updated ED&I actions each year arising from focus group feedback. - Staff Engagement: ≥50 participants across all focus groups annually.

Priority 2. Addressing Bullying, Harassment, and Discrimination

Ref	Objective & Rationale	Actions / Key Steps	Timescale	Lead(s)/Working Group	Measures of Success
2.1	Increase Info About Reporting Bullying/Harassment Many staff/students feel unsure how to raise concerns. Visible information (online, posters, handbooks) lowers barriers to reporting and encourages earlier intervention.	- Update intranet pages and staff/student handbooks with clear reporting procedures, contact points, and timelines. - Display posters in common areas (staff rooms, corridors) with concise step-by-step info. - Include reminders in termly emails about reporting routes.	- Immediate start (2025) - Review every year (2026–2030)	ED&I Committee; Dept. Coordinator	- ≥70% of staff/students can identify reporting routes (survey). - Timely Interventions: Measurable decrease in unresolved or lingering cases.
2.2	Introduce Anonymous Reporting Tool Some individuals fear retaliation or stigmatization. Providing a secure channel encourages those reluctant to file formal complaints, allowing the department to detect patterns early and take corrective action.	- Implement an online form (hosted on secure departmental portal) or physical drop-box in a neutral space. - Ensure designated responders (trained ED&I or HR staff) monitor submissions weekly, maintaining strict confidentiality.	- By mid AY 2026/27 for tool launch - Ongoing promotion through 2030	HoD; ED&I Committee; IT Support	- Utilization: A measurable number of anonymous reports used responsibly each year. - Staff Confidence: Survey data indicating trust in anonymity (≥70% by 2027).

		- Advertise this tool in staff meetings and newsletters.			
2.3	Explore Gender Differences in Trust Departmental data suggest a gap between how men and women perceive the department's responsiveness to bullying or harassment issues.	- Conduct focus groups or dedicated survey items to measure trust in departmental processes. - Identify if there is a gender-specific pattern in distrust or dissatisfaction and gather suggestions from underrepresented voices.	- Annual: Starting 2026, repeated each year through 2030 to track progress	ED&I Committee; HR	- Baseline Established: Clear data on any gender gap in trust by end of 2025. - Trend Improvement: Progressive closing of the trust gap, aiming for <10% difference by 2028.
2.4	Reduce Gender Gap in Trust Following Action 2.3, any identified gap must be addressed via targeted initiatives to ensure fair treatment, transparency, and confidence in the process.	- Implement interventions such as manager upskilling (in trauma-informed responses) or more visible zero-tolerance statements. - Offer personalized follow-up for those who have reported incidents to ensure consistent departmental response.	- By AY 2028/29 for tool launch	HoD; ED&I Committee	- Trust Gap Halved: At least a 50% reduction in the disparity between male and female staff's trust by 2027. - Increased Reporting Confidence: Staff from underrepresented groups express higher satisfaction in exit or climate surveys.
2.5	Zero-Tolerance Approach & Proactive Leadership	- Issue a formal statement on zero tolerance, posted on the website and	- Immediate: Statement published by 2026	HoD; ED&I Committee	- Staff Feedback: ≥70% staff confirm in surveys that

	A clear stance from leadership fosters a culture where bullying/harassment is not tolerated, and staff feel safer reporting issues without fear of inaction.	departmental noticeboards. - Track and publicly share progress on reported cases (with anonymity).	- Biannual sessions: Through 2030		leadership's stance on bullying is clear and enforced. - Visibility: Staff can easily cite the zero-tolerance policy and leadership accountability.
2.6	Understand Instances of Bullying/Harassment Periodic qualitative data (interviews/focus groups) help identify patterns, particular hotspots, or repeated offenders, enabling faster corrective measures.	- Conduct annual interviews or focus groups with staff/students who faced or witnessed bullying/harassment. - Summarize findings in a confidential report for ED&I Committee, highlighting patterns.	- Annually: from AY 2025-26 onward.	ED&I Committee; HR	- Management Action: Documented steps taken if patterns or repeat issues are found. - Transparency: High-level outcomes shared, reinforcing trust in departmental processes.
2.7	Increase Awareness of Bullying & Gender Microaggressions Some staff may unintentionally engage in microaggressions or not intervene when witnessing them. Regular training and case studies raise awareness and teach proactive bystander interventions.	- Organize workshops on microaggressions each semester, integrating real-life departmental scenarios. - Incorporate and repeat bystander intervention modules into staff and student induction.	- Each Semester: From 2027 onward	ED&I Committee; ED&I Officer	- Awareness Level: ≥70% staff able to define and respond to microaggressions (survey data). - Intervention Confidence: Staff report increased willingness to intervene as bystanders (≥70% by 2027).

2.8	Improve Action Taken When Bullying is Reported A transparent bullying flowchart clarifies the complaint handling process and timelines.	- Develop a step-by-step flowchart detailing how complaints progress from initial report to resolution, including approximate timelines and responsible parties. - Publish on intranet and discuss in staff meetings.	- By start of AY 2026/27 for flowchart rollout - Ongoing evaluations each year	ED&I Committee; ED&I Officer	- Timeliness: ≥70% of reported cases processed within the stated timelines (HR logs). - Staff Satisfaction: Higher complaint-handling satisfaction (≥75% in surveys).
2.9	Proactive Leadership in Tackling Bullying Frequent messaging from top leaders reaffirms departmental commitment. Open forums encourage direct communication and quick resolution of concerns.	- ED&I hold department-wide Q&A sessions yearly or every two years, explicitly addressing any bullying/harassment queries. - Publish outcomes of resolved cases (maintaining anonymity) to demonstrate accountability and transparency.	- Twice per Year: From 2026–2030	HoD; Dept. Exec. Committee	- Staff Survey: ≥70% satisfaction among staff who reported issues regarding how leadership handles complaints.
2.10	Improve Information Provision on Reporting Reinforcement is vital because staff/student turnover means new people frequently join, and reminders can significantly improve recall over time.	- Posters, printed leaflets, or digital announcements circulated each term reminding everyone of the official channels (in-person, anonymous, or email).	- Immediate, ongoing: Re-issue reminders every year through 2030	ED&I Committee; Dept. Coordinator	- Recall Rate: ≥70% staff/students can accurately identify reporting processes (pulse checks after each reminder). - Visibility: Posters remain updated, and staff mention

		- Maintain a FAQ section on the intranet, updated every term with relevant contact details.			them as their source of information.
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Priority 3. Advancing Gender Equality and Representation

Ref	Objective & Rationale	Actions / Key Steps	Timescale	Lead(s) /Working Group	Measures of Success
3.1	Increase Number of Women in Senior Posts There is an underrepresentation of women at SL/Reader level. Improving the pipeline and supporting near-ready staff can close this gap and enhance leadership diversity.	- Encourage applications through targeted workshops demystifying promotions.	- Ongoing: 2025–2030 - Milestone: Aim for a +10% growth in the proportion of female senior (SL/Reader and Prof) academics by 2030	HoD; ED&I Career Working Group	- Promotions Data: 2 additional female SL/R by 2028. - Increased Applicant Pool: At least 30% of promotion applicants (two-year moving average) are women. - Feedback: Women staff report feeling supported/encouraged to seek promotion opportunities (≥80% agree).
3.2	Increase Women’s Representation in Committees Committees and decision-making bodies often reflect historical imbalances. Ensuring gender balance in leadership fosters inclusion and diverse viewpoints in strategic decisions.	- Track committee composition annually, highlighting any underrepresentation. - Encourage women to volunteer or accept roles, ensuring shortlists reflect departmental gender ratios.	- Immediate: Start tracking from January 2026 - Annual: Review and address imbalances each year through 2030	HoD; Career Working Group	- 30% Minimum: No committee or board has less than 35% female representation. - Proportional Representation: Leadership mirrors overall staff gender ratio by 2027.

		- If necessary, rotate committee memberships or introduce co-chair roles to promote shared leadership.			
3.3	Improve Overall Staff Gender Ratio If women (or men, depending on context) are underrepresented in the department, targeted recruitment strategies can attract a more diverse talent pool.	- Review and revise job adverts to ensure inclusive language and highlight family-friendly policies. - Advertise posts on women's professional networks or diversity-oriented job boards. - Offer flexible working and emphasize ED&I commitment in recruitment materials.	- Start: AY 2026/27 - Annual: Evaluate changes in recruitment data through 2030	HR; Recruitment Panels; HoD	- female to male ratio: The ratio is at least 40/60 (two-year moving average) until 2030. - Sustained Gains: Achieved ratios remain stable over multiple recruitment cycles.
3.4	Increase Number of Female Professors by 1 Setting a specific target (at least one additional promotion to Professor) ensures tangible progress and demonstrates the department's commitment to closing the senior-level gender gap.	- Identify near-promotion candidates via career conversations or staff development reviews. - Provide 1:1 mentorship from existing professors.	- By 2029: Achieve at least one new female professor - Review: Ongoing check-ins each academic year to track progress	HoD; Career Working Group, Recruiting Committee.	- Professorship: At least one new female Professor by 2028. - Visibility: Public celebration/announcements of the new promotion(s).

3.6	Improve Gender Share in Departmental Leadership Roles Staff have observed patterns where certain leadership roles (e.g., committee chairs, heads of section) are consistently held by men or women. This fosters perceptions of bias and limits role-model diversity.	- Review appointment processes to ensure clarity and openness (e.g., calls for expressions of interest). - Set internal targets for balanced representation (no single-gender leadership teams). - Provide training for staff aspiring to leadership roles (negotiation, leadership skills).	- Annual: Each time a leadership role becomes vacant, monitor gender distribution.	HoD; Dept. Exec. Committee	- Balanced Leadership: Share of committees/groups leadership is at least 30% female by 2028. - Staff Survey: ≥70% view leadership roles as accessible to all genders.
3.7	Monitor Gender Inequalities in Committees Maintain updated registers of who sits on each committee. Overburdening female staff in ED&I or “caring” committees can be a hidden workload trap.	- Maintain a live register of committee members, updated quarterly to see any skewed gender distribution over time. - Address imbalances by encouraging men or women to serve on committees where they are underrepresented.	- Ongoing: Yearly updates from 2025–2030	HoD; Career Working Group	- Transparent Data: Staff can easily see committee membership records (data is available to all and circulated at least once a year). - Equitable Service: Staff confirm a more balanced spread of committee duties in surveys (≥70% agree).
3.8	Investigate Gender Differences in Career Conversations (Staff Development & Performance Review) Usefulness	- Analyse survey data by gender, focusing on how staff rate the career conversations process.	- By end AY 2026/27: Complete analysis	Career Working Group; HoD	- Clarity on Gap: Published findings on any gender disparity, with recommended actions if needed.

	Staff surveys suggest men and women may perceive career conversations' usefulness differently, but no in-depth data exist to confirm or explain this.	- If a gap emerges, hold focus groups to understand whether the content, approach, or feedback style is gendered.	- 2027: Implement improvements if gap confirmed		- Reduced Disparity: Gap in perceived usefulness <10% by 2028. - Increased Engagement: Higher overall career conversations satisfaction (≥70%).
3.9	Improve Training for Career Conversations Mentors A well-trained mentor can provide supportive, inclusive feedback and better career guidance, which helps staff—particularly women or minority staff—progress in academia.	- Provide mentor training (inclusive feedback, bias awareness, developmental feedback) for all reviewers. - Conduct regular refresher sessions for existing mentors to ensure consistent quality.	- Start: Next career conversations cycle in 2026 - Ongoing: Annual refreshers through 2030	Career Working Group; HoD	- Mentor Coverage: 100% of career conversations mentors trained by 2026, with an annual refresh for new appraisers. - Career Conversations Satisfaction: ≥80% staff find their review “helpful and constructive,” measured post-career conversations. No gender differences in responses.
3.10	Increase Transparency in Mentor Support Clear, published guidelines help both mentor and mentee understand expectations (meeting frequency, goal setting, boundaries). This transparency is especially beneficial for staff from underrepresented backgrounds seeking support.	- Publish mentor guidelines on the intranet, clarifying roles, minimum meeting frequency, and best practices. - Showcase success stories in newsletters to highlight the value of mentorship.	- Next 18 months: Prepare and publish guidelines - Updates: Annual review of guidelines through 2030	ED&I Coordinator; ED&I Team	- Mentee Satisfaction: ≥70% staff rate clarity of mentor's role as “good” or above in surveys. - Visibility of Mentoring: Increase in staff opting for mentors (to 70% by 2028). - Positive Case Studies: 2–3 success stories showcased.

3.11	Improve Information & Transparency on Promotions Some staff are uncertain about criteria, timelines, and the process. Clear guidelines and success case examples demystify promotion pathways.	- Host regular Promotion Pathways workshop detailing criteria, timelines, and examples. - Encourage staff to ask mentors for individualized advice.	- Ongoing: Annual from 2026 through 2030	HoD; Promotions Advisor	- Staff Agreement: ≥70% indicate promotion processes are transparent/fair by 2027 (survey). No significant gender differences in responses.
3.12	Investigate Why Some Staff Perceive Recruitment is Not Fair Surveys/focus groups reveal a portion of staff believe bias or lack of clarity in hiring decisions. Deeper examination can reveal any unintended biases or inconsistencies.	- Anonymous survey of hiring panel participants and staff observers, focusing on fairness of shortlisting, interviews, and final decisions. - Discuss results in ED&I Committee, propose adjustments (e.g., structured interviews, standard scoring rubrics).	- Review: By 2027, produce recommended changes	Career Working Group; HoD; Recruiting Committee	- Key Issues Identified: Clear documentation of staff perceptions. - Improved Fairness: Implementation of recommended changes, e.g., structured interview guidelines, from 2027 onward. - Survey Follow-up: Perception of recruitment fairness rises by ≥20% over the next five years.
3.13	Review Hiring Procedures to Improve Inclusivity Building on 3.12's findings, refine job ads, shortlisting criteria, and panel composition to mitigate unconscious bias and attract more women or minority applicants.	- Check job ads for gendered language with decoders. - Implement Diverse Panels: At least one female and one male on every hiring panel. - Add inclusive ED&I statements in all adverts,	- Start AY 2027/28: Begin revised procedures - Annual: Evaluate success of changes (application numbers, acceptance rates)	Recruiting Committee; HoD; Career Working Group	- Female Applicant Increase: Rise in proportion of female applicants by 2027 (5% up from 32% baseline). - Staff Perception: Survey responses highlight confidence in fairness of recruitment (≥80% agree).

		emphasizing the department's commitment.			
3.14	Increase Targeted Hiring Where permissible, positive action statements or specific outreach to women or minority networks can broaden the candidate pool for academic, research, and PTO roles.	- Advertise vacancies through professional groups or online forums aimed at underrepresented genders (e.g., "Women in Economics," "Women in STEM").	- Ongoing: 2025-2030, reviewed with each recruitment cycle	HoD; Recruitment Panels	- Diverse Shortlists: Achieve at least 30% representation from underrepresented groups in applicant pools by 2027. - Staff Feedback: Hiring seen as inclusive and transparent (≥70% agree).
3.15	Launch Dedicated Outreach for Women Students in PG or Male-Dominated Subfields A strong female (or underrepresented gender) pipeline at postgraduate level drives long-term improvement in staff composition.	- Hold info sessions highlighting career/research paths, featuring successful alumni/role models. - Collaborate with student societies or departmental ambassadors to share PG opportunities (PhD scholarships, RA roles) to UG students.	- Start AY 2027/28: With annual events each spring - Ongoing: Monitor PG admissions data through 2030	ED&I Coordinator; Career Working Group; PG Director	- Increased Female PG Applications: Year-on-year growth in targeted fields by at least 2–5%.

Priority 4. Ensuring Fair Workload and Well-being

Ref	Objective & Rationale	Actions / Key Steps	Timescale	Lead(s)/Working Group	Measures of Success
4.1	Improve Monitoring of Workload Allocation Lack of a transparent workload model leads to perceived inequities—particularly for staff undertaking admin, ED&I, or pastoral work.	- Establish monitoring of the workload allocation model (WAMS) - Involve staff in annual updates to keep data current.	- Immediate AY 2025/2026 - Ongoing: Annual workload data check and update through 2030	Deputy HoD (DHoD); ED&I Committee	- Accurate Data: ≥70% of staff confirm their WAMS record matches real workload. - Staff Feedback: A year-on-year increase in perceived workload fairness, aiming for ≥70% positive by 2027.
4.2	Improve Fairness & Transparency Even with a workload model, staff need insight into how the allocation is determined. Publishing summaries helps them understand departmental norms and fosters trust.	- Publish anonymized summaries (e.g., median, and range of allocated hours per role). - Provide a clear explanation of how hours are assigned (teaching load formula, admin weighting, ED&I credit, etc.).	- Annual Updates: From 2027 onward	DHoD; HoD; ED&I Committee	- Survey: ≥70% of staff agree workload allocation is fair/transparent by 2027. - Reduced Complaints: Fewer reported concerns about uneven distribution in staff forums (less than 10%).
4.3	Check for Persistent Gender Differences By analysing data disaggregated by gender or other demographics, the department can quickly catch if female or minority staff are	- Annually analyse staff survey data and WAMS records by gender. - Present findings at ED&I Committee meetings and Staff meetings, ensuring	- Ongoing: After each yearly workload update (2026-2030)	ED&I Committee; DHoD	- Parity Achieved: Minimal differences (<10% average variance) in total workload between male/female staff by 2027.

	consistently overburdened with teaching or admin tasks.	transparency and accountability. - Publish a short statement on departmental intranet if significant differences arise.			- Public Oversight: Staff can see a clear summary in ED&I updates. - Action if Needed: Imbalances addressed promptly in the next cycle.
4.4	Improve Workload Inequality Data alone is insufficient; leadership must take active steps to rebalance duties if certain groups (e.g., junior women) accumulate excessive tasks.	- Rotate administrative roles every 3 years to avoid permanent overload. - Credit all tasks explicitly so they are recognized in workload and performance reviews.	- Mid AY 2027: First major adjustments based on WAMS data - Ongoing: Reassess every 1-2 years through 2030	HoD; DHoD; ED&I Steering Group	- Reduced Overload: Staff with repeated overload reduced by at least 50% by 2027. - Improved Morale: Survey/focus group feedback indicates staff feel supported in rebalancing heavy loads.
4.5	Explore Workload by Gender/Other Characteristics Besides gender, staff from minoritized ethnic groups or disabled staff could be shouldering disproportionate burdens. Monitoring intersectional data fosters truly equitable allocation.	- Incorporate intersectional analysis of WAMS data (gender + ethnicity, gender + disability). - If disparities are found, convene a working group to propose immediate adjustments or additional resources (e.g., research assistants, admin support).	- Annual Analysis: Starting 2026/2027 - Working Group: Formed as needed if disparities are flagged	HoD; ED&I Steering	- Discrepancy Reduction: Staff from minoritized groups do not consistently show higher admin/teaching loads than others (80% agree).

4.6	Improve Awareness of Caring Leave Policies Staff with caring responsibilities need clarity and confidence that the department supports their needs (e.g., parental leave, eldercare leave).	- Regularly share policy details via induction packs, departmental newsletters, and staff emails. - Encourage managers to discuss caring leave options during SRDS or informal check-ins.	- Implement: Launch communications 2027 - Ongoing: Refresh staff awareness each year through 2030	HoD; Dept. Coordinator	- Awareness: ≥70% staff can identify caring leave entitlements.
4.7	Promote Work-Life Balance To prevent burnout and improve retention, the department must continue to encourage flexible working, keep meetings within core hours, and offer well-being events.	- Encourage flexible/hybrid schedules where possible. - Define core meeting hours (e.g., 10:00–14:00) to avoid conflict with caring responsibilities. - Organize well-being sessions (e.g., yoga, mindfulness).	- Ongoing: Starting 2025–2030, with an annual well-being event cycle	HoD; ED&I Committee	- Staff Survey: ≥70% agree the department supports a healthy work-life balance by 2027. - Meeting Data: Majority (at least 75%) of meetings and other events scheduled within core hours.
4.8	Address Mental Health Support Mental health first-aid training for staff fosters early identification of issues, reduces stigma, and demonstrates the department’s commitment to well-being.	- Train a cohort of staff as mental health first-aiders, ensuring coverage across all sections/teams. - Set up a peer support network for staff to share strategies and resources.	- Ongoing: Start 2027, with annual training cycles through 2030	ED&I Committee; ED&I Coordinator	- Comfort Discussing Mental Health: Staff surveys show ≥70% feel comfortable raising MH concerns by 2028. - Adequate Coverage: At least one mental health first-aider.

4.9	Increase Awareness of Mental Health Issues Regular communication about stress management, coping strategies, and available support helps normalize mental health discussions and reduce stigma.	- Circulate resources (leaflets, intranet links) on stress management. - Host awareness events.	- Immediate: Begin 2027 - Ongoing: Annual or semi-annual events through 2030	Dept. Coordinator; ED&I Coordinator	- Cultural Shift: Surveys indicate fewer staff perceiving a stigma around mental health (<10% by 2028). - Positive Feedback: Attendees report learning actionable coping skills during focus groups.
4.10	Improve Signposting to Mental Health Support Even if resources exist, staff and students must readily know how to access them. Prominent, repeated reminders reduce confusion and lower barriers.	- Make counselling info prominent on departmental webpages, newsletters, and induction materials. - Regularly update contact details for university counselling services and external helplines.	- Immediate: Rolling out from 2026/2027 - Ongoing: Repeated each term through 2030	HoD; ED&I Chair	- Awareness: ≥80% of staff/students can accurately locate counselling/support services (pulse surveys).
4.11	Increase Support for Mental Health Allocating budget or resources for well-being initiatives (yoga, mindfulness, etc.) demonstrates a proactive approach, helps reduce stress, and improves morale.	- Fund well-being initiatives (e.g., yoga, on-site mindfulness workshops). - Encourage staff to attend these sessions, incorporating them into departmental culture.	- By mid AY 2027/28: First set of funded activities - Annual: Evaluate uptake and feedback through 2030	HoD; ED&I Committee; ED&I Coordinator	- Well-being Indices: Staff show improved well-being scores (≥80%). - High Attendance: ≥20 participants in well-being events.

Priority 5. Student-Focused Support and Initiatives

Ref	Objective & Rationale	Actions / Key Steps	Timescale	Lead(s) /Working Group	Measures of Success
5.1	Improve Personal Tutor System Students benefit from mentors whose backgrounds or expertise align with their aspirations. A more diverse tutor pool fosters a supportive learning environment, especially for underrepresented groups.	- Allow reassignments if student–tutor match is unsuitable, ensuring minimal bureaucracy. - Collect feedback from students each term to gauge tutoring satisfaction and relevance.	- Pilot: AY 2027/28 - Full Rollout: 2028/29, with annual reviews through 2030	Senior Tutors; DoS; ED&I Committee	- Higher Satisfaction: ≥70% of students rate the personal tutor system as helpful. - Reduced Tutor Changes: Fewer mid-year reassignments, indicating better initial matches (reduction to less than 10%).
5.2	Further Improve Signposting for Reporting Unacceptable Behaviour & Well-Being Resources Students need further clarity on how to report issues (harassment, bullying) and find mental health support. This can increase trust in the institution and lead to earlier intervention if problems arise.	- Highlight procedures in student induction sessions, with short scenario-based training. - Maintain a prominent portal or pages on departmental websites with key contact info (ED&I leads, student services, external helplines).	- Immediate: Start AY 2027/2028 induction cycle - Ongoing: Regular refresh in each new academic year through 2030	Student Services; ED&I Coordinator; ED&I Committee	- Student Awareness: ≥70% can identify at least one route to report concerns by 2027 (survey/focus groups). - Positive Student Experience: Higher satisfaction rating in end-of-year student surveys (≥80% agree).

Appendix 1: Culture survey data

A1.1 Economics Culture Survey 2024 (All genders)

1. What is your gender?

2. I identify as

3. What best describes your job family?

4. What is your grade

5. Which option best describes your contract

[REDACTED]

[REDACTED]

6. How long have you worked at the department?

[REDACTED]

[REDACTED]

7.1 Theme 1: Belonging and Inclusion: 3. My contributions are valued in my department

[REDACTED]

[REDACTED]

7.2 Theme 1: Belonging and Inclusion: 4. I feel comfortable speaking up and expressing my opinions

[REDACTED]

7.3 Theme 1: Belonging and Inclusion: 1. I feel like I belong in my department

[REDACTED]

7.4 Theme 1: Belonging and Inclusion: 5. Departmental communications are clear and relevant to me and my role

[REDACTED]

7.5 Theme 1: Belonging and Inclusion: 2. I feel that people really care about me in my department

[Redacted]

8.1 Theme 2: Gender Equality: 11. My department has taken action to mitigate the impact of the Covid-19 pandemic on staff

[Redacted]

8.2 Theme 2: Gender Equality: 8. The rate people progress in my department is not affected by their gender

[Redacted]

8.3 Theme 2: Gender Equality: 9. Equality, diversity and inclusion work is recognised when workload is allocated

[Redacted]

[Redacted]

8.4 Theme 2: Gender Equality: 6. Departmental leadership actively supports gender equality

[Redacted]

[Redacted]

8.5 Theme 2: Gender Equality: 10. Equality, diversity and inclusion work is recognised in applications for promotion/progression

[Redacted]

[Redacted]

8.6 Theme 2: Gender Equality: 7. My department is committed to achieving gender balance in leadership positions

[Redacted]

[Redacted]

9.1 Theme 3: Work-Life Balance: 14. The timing of departmental meetings and events takes into consideration those with caring responsibilities

[Redacted]

[Redacted]

9.2 Theme 3: Work-Life Balance: 15. My department provides staff with support around all types of caring leave

[Redacted]

[Redacted]

[REDACTED]

9.3 Theme 3: Work-Life Balance: 12. My department enables flexible working

[REDACTED]

[REDACTED]

9.4 Theme 3: Work-Life Balance: 13. Workloads in my department are allocated fairly

[REDACTED]

[REDACTED]

10.1 Theme 4: Bullying and Harassment: 20. I am satisfied with how bullying and harassment are addressed in my department

[REDACTED]

[REDACTED]

[REDACTED]

10.2 Theme 4: Bullying and Harassment:
18. I know how to report bullying and/or harassment

[REDACTED]

10.3 Theme 4: Bullying and Harassment:
19. Departmental management is active in tackling bullying and harassment

[REDACTED]

10.4 Theme 4: Bullying and Harassment:
16. I have experienced bullying and/or harassment in my department in the past 12 months

[REDACTED]

10.5 Theme 4: Bullying and Harassment:
17. I have witnessed bullying and/or
harassment in my department in the past
12 months

[REDACTED]

11.1 Theme 5: Career Development: 23.
Decisions about promotion/progression
are made fairly

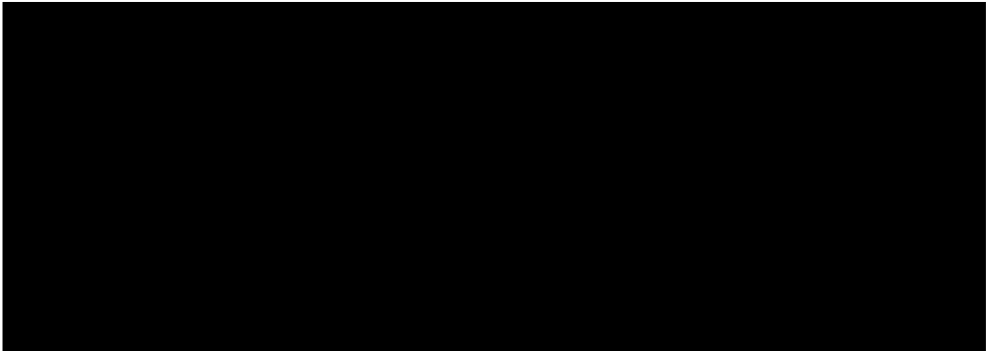
[REDACTED]

11.2 Theme 5: Career Development: 24. I
receive useful feedback on my career
development through performance
reviews

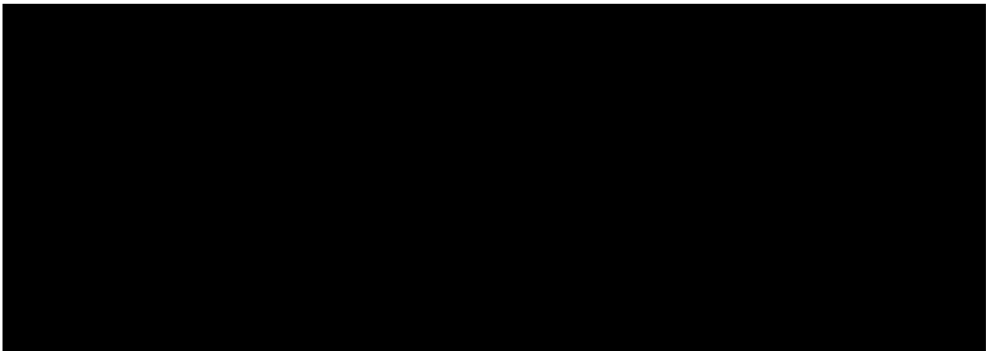
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11.3 Theme 5: Career Development: 21. My line manager supports my career development



11.4 Theme 5: Career Development: 22. Decisions about recruitment are made fairly



12.1 Theme 6: Wellbeing: 27. I know where to seek support for mental health and/or wellbeing at work



[REDACTED]

12.2 Theme 6: Wellbeing: 28. I feel confident asking for mental health and/or wellbeing support at work

[REDACTED]

[REDACTED]

12.3 Theme 6: Wellbeing: 25. My current workload is manageable

[REDACTED]

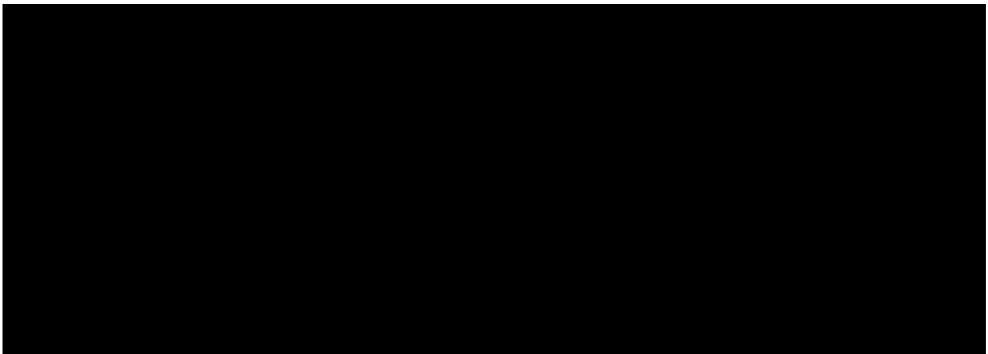
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12.4 Theme 6: Wellbeing: 26. My mental health and/or wellbeing are supported in my department

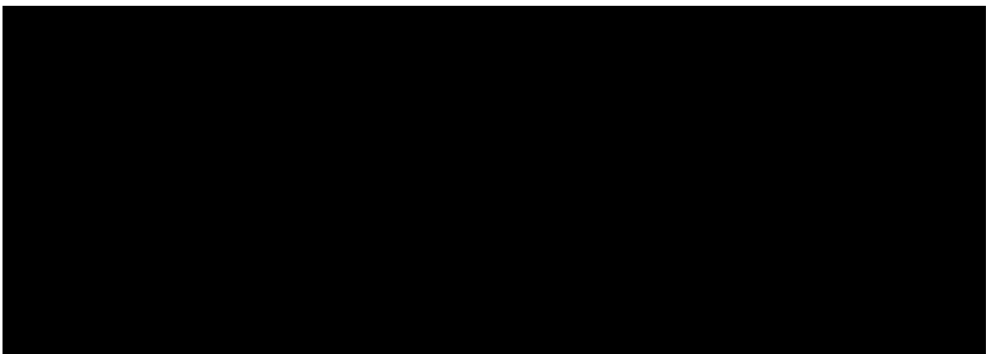
[REDACTED]



13.1 Extra Questions: Do you feel you have a personal network within the department that you can rely on?



13.2 Extra Questions: Are you aware of the family-friendly policies offered by the University, such as Shared Parental Leave?



13.3 Extra Questions: Do you feel that individual contributions (e.g., open day duties, outreach activities) are fairly recognized in workload allocation?

[REDACTED]

13.4 Extra Questions: Do you feel that the department is supportive of staff with family commitments?

[REDACTED]

13.5 Extra Questions: Do you feel the promotion process and evaluation criteria are fair and transparent?

[REDACTED]

13.6 Extra Questions: Did the promotion workshop help you understand important

[Redacted]

[Redacted]

[Redacted]

13.7 Extra Questions: Did you find the departmental induction process helpful in preparing you for your role?

[Redacted]

[Redacted]

13.8 Extra Questions: Do you feel that communication from management to staff is clear and effective?

[Redacted]

[Redacted]

13.9 Extra Questions: Do you feel that the department provides a positive working culture?

[Redacted]

[Redacted]

13.10 Extra Questions: Do you perceive the workload allocation process as fair in the department?

[Redacted]

[Redacted]

13.11 Extra Questions: Do you find it useful to have a personal mentor in the department?

[Redacted]

[Redacted]

13.12 Extra Questions: Are you aware of what constitutes unacceptable behavior within the department?

[Redacted]

[Redacted]

14. Is there anything that you would like to add?

[Redacted]

[Redacted]

[Redacted]

A1.2 Economics Culture Survey 2024 (Female Only)

1. What is your gender?

[REDACTED]

[REDACTED]

2. I identify as

[REDACTED]

[REDACTED]

3. What best describes your job family?

[REDACTED]

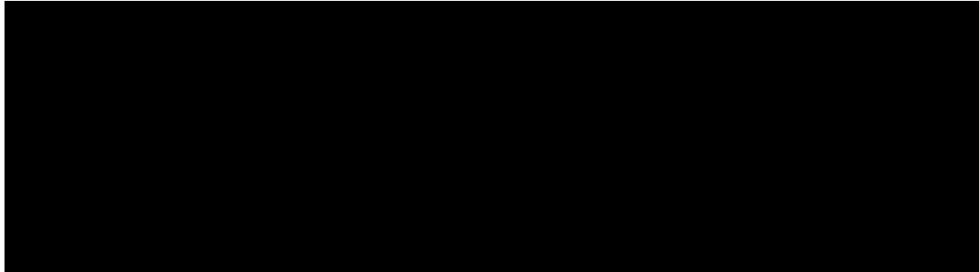
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4. What is your grade

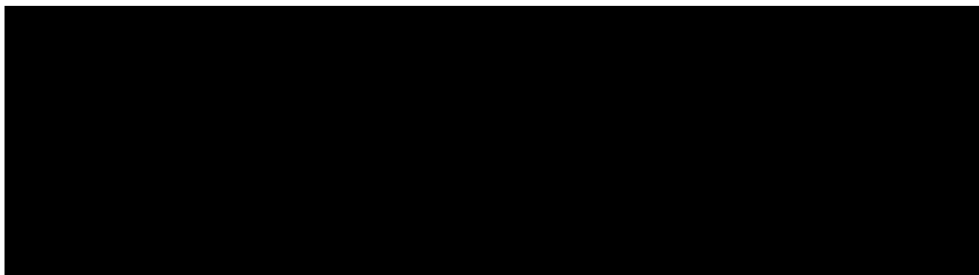
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[REDACTED]

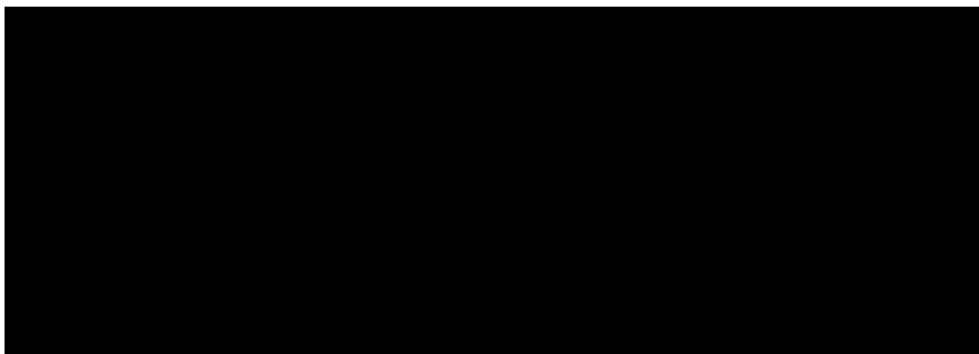
5. Which option best describes your contract

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6. How long have you worked at the department?

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7.1 Theme 1: Belonging and Inclusion: 3. My contributions are valued in my department

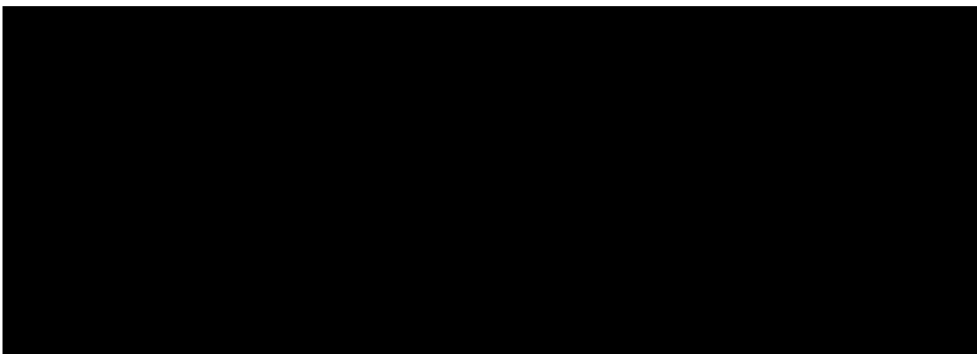
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7.2 Theme 1: Belonging and Inclusion: 4. I feel comfortable speaking up and expressing my opinions

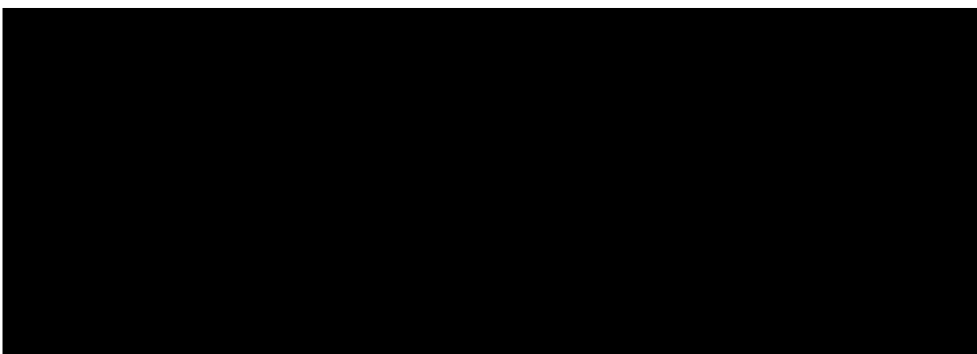
A small rectangular black box used to redact the response to question 7.2.



7.3 Theme 1: Belonging and Inclusion: 1. I feel like I belong in my department



7.4 Theme 1: Belonging and Inclusion: 5. Departmental communications are clear and relevant to me and my role

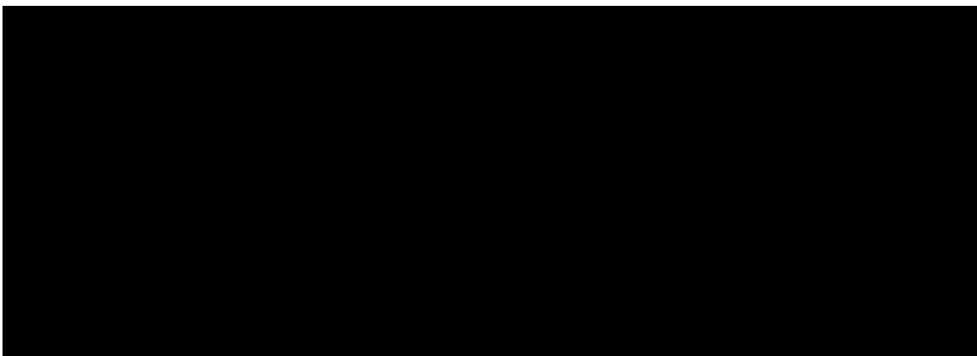


7.5 Theme 1: Belonging and Inclusion: 2. I feel that people really care about me in my department

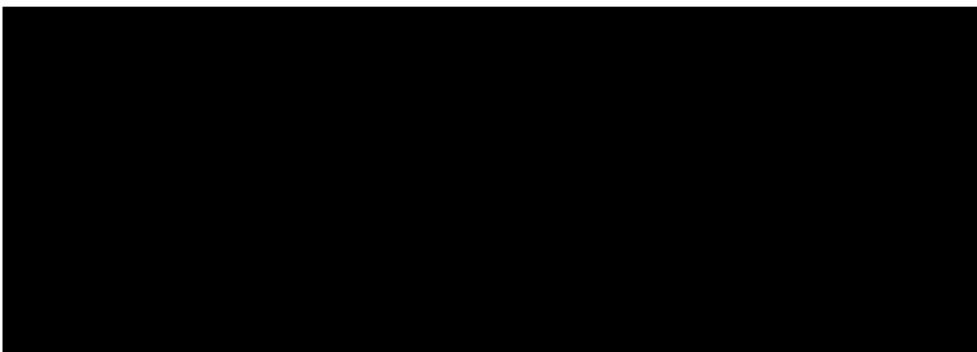




8.1 Theme 2: Gender Equality: 11. My department has taken action to mitigate the impact of the Covid-19 pandemic on staff



8.2 Theme 2: Gender Equality: 8. The rate people progress in my department is not affected by their gender



8.3 Theme 2: Gender Equality: 9. Equality, diversity and inclusion work is recognised when workload is allocated

[Redacted]

8.4 Theme 2: Gender Equality: 6.
Departmental leadership actively supports gender equality

[Redacted]

8.5 Theme 2: Gender Equality: 10. Equality, diversity and inclusion work is recognised in applications for promotion/progression

[Redacted]

8.6 Theme 2: Gender Equality: 7. My department is committed to achieving gender balance in leadership positions

[Redacted]

[Redacted]

9.1 Theme 3: Work-Life Balance: 14. The timing of departmental meetings and events takes into consideration those with caring responsibilities

[Redacted]

[Redacted]

9.2 Theme 3: Work-Life Balance: 15. My department provides staff with support around all types of caring leave

[Redacted]

[Redacted]

9.3 Theme 3: Work-Life Balance: 12. My department enables flexible working

[REDACTED]

[REDACTED]

9.4 Theme 3: Work-Life Balance: 13. Workloads in my department are allocated fairly

[REDACTED]

[REDACTED]

10.1 Theme 4: Bullying and Harassment: 20. I am satisfied with how bullying and harassment are addressed in my department

[REDACTED]

[REDACTED]

[REDACTED]

10.2 Theme 4: Bullying and Harassment:
18. I know how to report bullying and/or harassment

[REDACTED]

10.3 Theme 4: Bullying and Harassment:
19. Departmental management is active in tackling bullying and harassment

[REDACTED]

10.4 Theme 4: Bullying and Harassment:
16. I have experienced bullying and/or harassment in my department in the past 12 months

[REDACTED]

10.5 Theme 4: Bullying and Harassment:
17. I have witnessed bullying and/or
harassment in my department in the past
12 months

[REDACTED]

[REDACTED]

11.1 Theme 5: Career Development: 23.
Decisions about promotion/progression
are made fairly

[REDACTED]

[REDACTED]

11.2 Theme 5: Career Development: 24. I
receive useful feedback on my career
development through performance
reviews

[REDACTED]

[REDACTED]

[REDACTED]

11.3 Theme 5: Career Development: 21. My line manager supports my career development

[REDACTED]

[REDACTED]

11.4 Theme 5: Career Development: 22. Decisions about recruitment are made fairly

[REDACTED]

[REDACTED]

12.1 Theme 6: Wellbeing: 27. I know where to seek support for mental health and/or wellbeing at work

[REDACTED]

[REDACTED]

[REDACTED]

12.2 Theme 6: Wellbeing: 28. I feel confident asking for mental health and/or wellbeing support at work

[REDACTED]

[REDACTED]

12.3 Theme 6: Wellbeing: 25. My current workload is manageable

[REDACTED]

[REDACTED]

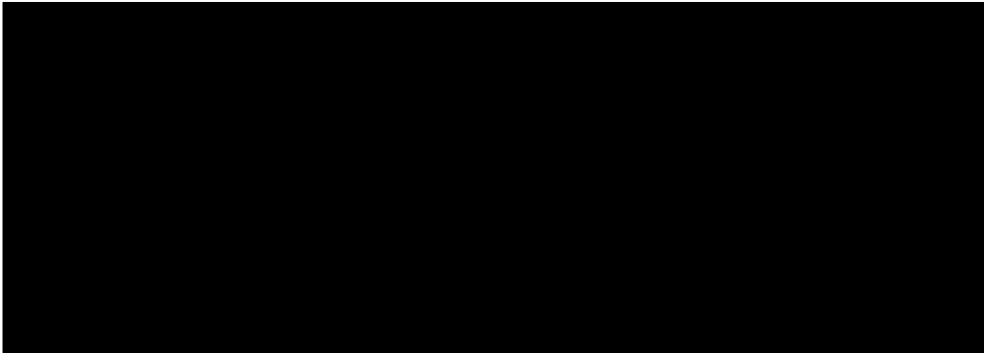
12.4 Theme 6: Wellbeing: 26. My mental health and/or wellbeing are supported in my department

[REDACTED]

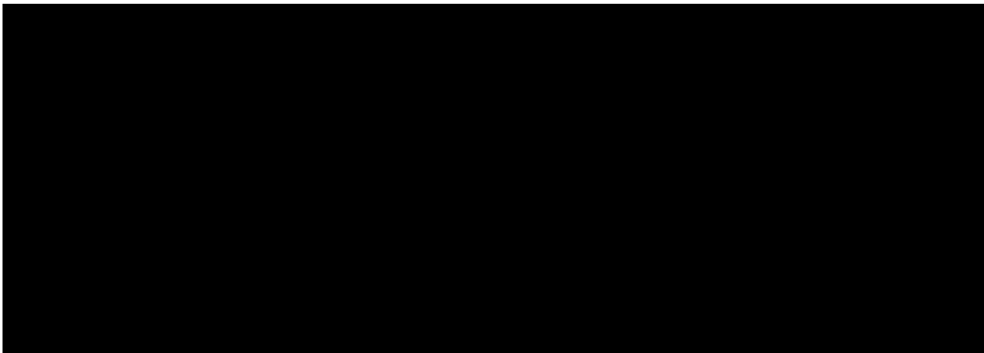
[REDACTED]



13.1 Extra Questions: Do you feel you have a personal network within the department that you can rely on?



13.2 Extra Questions: Are you aware of the family-friendly policies offered by the University, such as Shared Parental Leave?

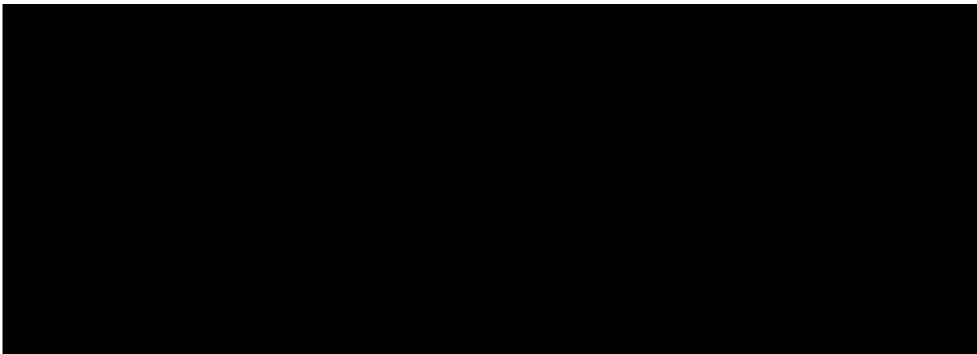


13.3 Extra Questions: Do you feel that individual contributions (e.g., open day duties, outreach activities) are fairly recognized in workload allocation?

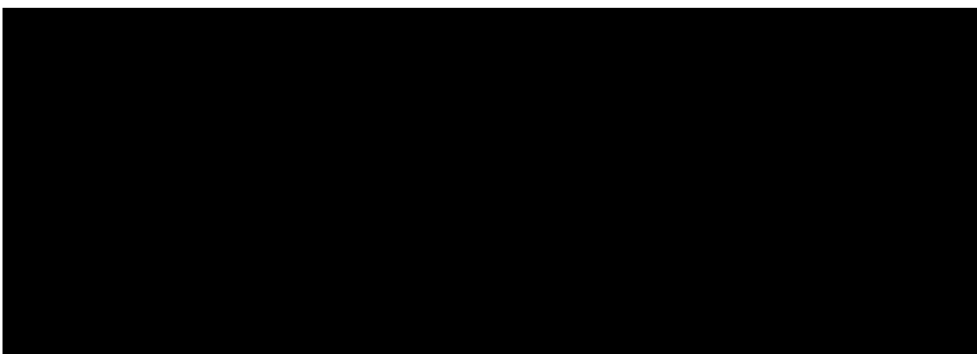




13.4 Extra Questions: Do you feel that the department is supportive of staff with family commitments?



13.5 Extra Questions: Do you feel the promotion process and evaluation criteria are fair and transparent?



13.6 Extra Questions: Did the promotion workshop help you understand important promotable factors like external income generation?

[Redacted]

13.7 Extra Questions: Did you find the departmental induction process helpful in preparing you for your role?

[Redacted]

13.8 Extra Questions: Do you feel that communication from management to staff is clear and effective?

[Redacted]

13.9 Extra Questions: Do you feel that the department provides a positive working culture?

[Redacted]

[Redacted]

13.10 Extra Questions: Do you perceive the workload allocation process as fair in the department?

[Redacted]

[Redacted]

13.11 Extra Questions: Do you find it useful to have a personal mentor in the department?

[Redacted]

[Redacted]

13.12 Extra Questions: Are you aware of what constitutes unacceptable behavior within the department?

[Redacted]

[Redacted]

14. Is there anything that you would like to add?

[Redacted]

[Redacted]

A1.3 Female Focus Group 2024

[illegible]

A horizontal bar chart titled 'U.S. should take action to address climate change' showing the percentage of respondents who believe the U.S. should take action to address climate change, broken down by age group. The y-axis lists age groups: 18-29, 30-49, 50-64, 65+, and 75+. The x-axis represents the percentage, ranging from 0 to 100. The bars show that the majority of respondents in all age groups believe the U.S. should take action, with the highest percentage in the 30-49 age group.

Age Group	Percentage
18-29	85%
30-49	95%
50-64	80%
65+	85%
75+	75%

[illegible]

□ □ □ □ □

A1.4 Student Focus Group 2024

[REDACTED]

[REDACTED]

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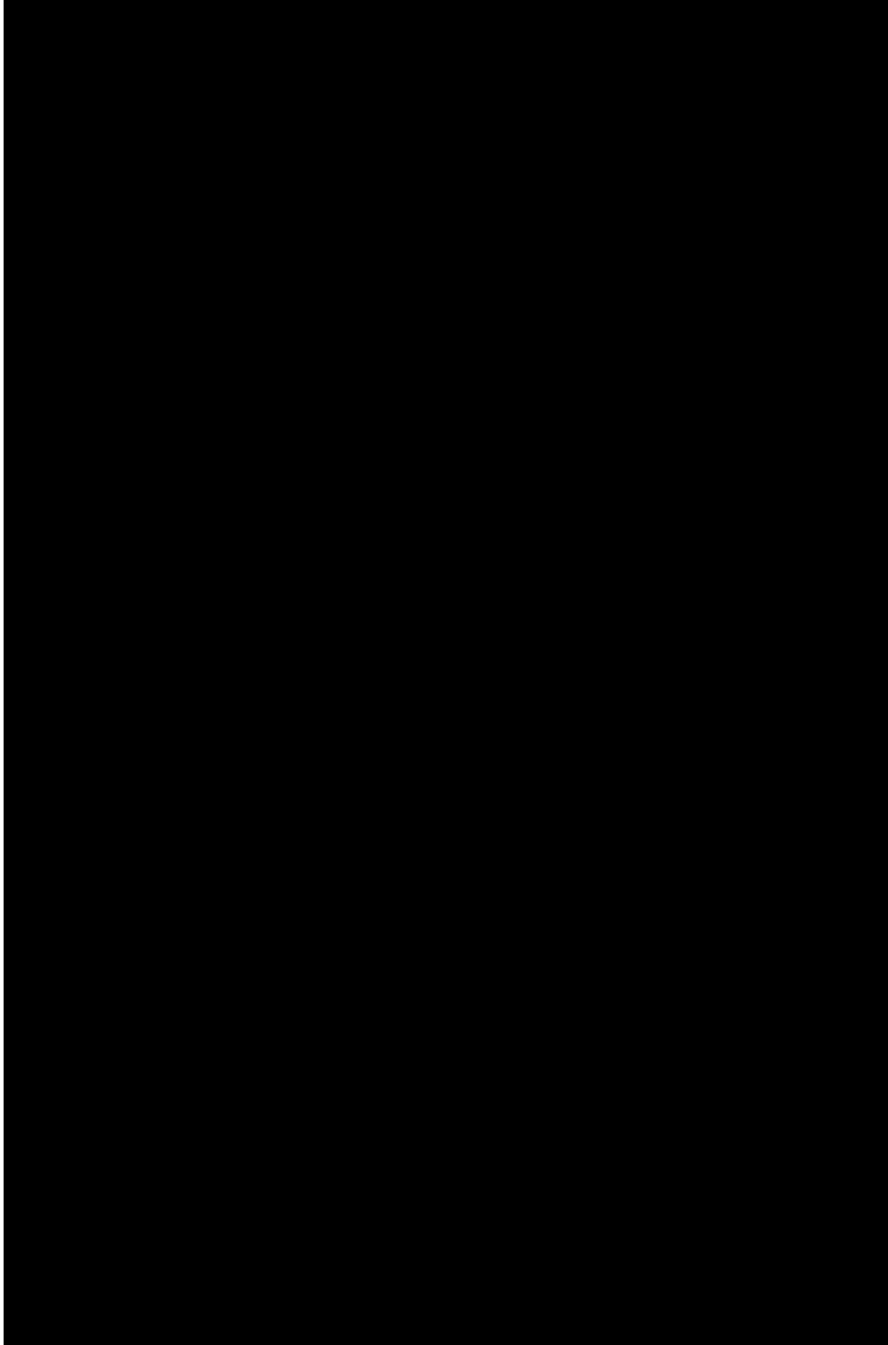
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[REDACTED]

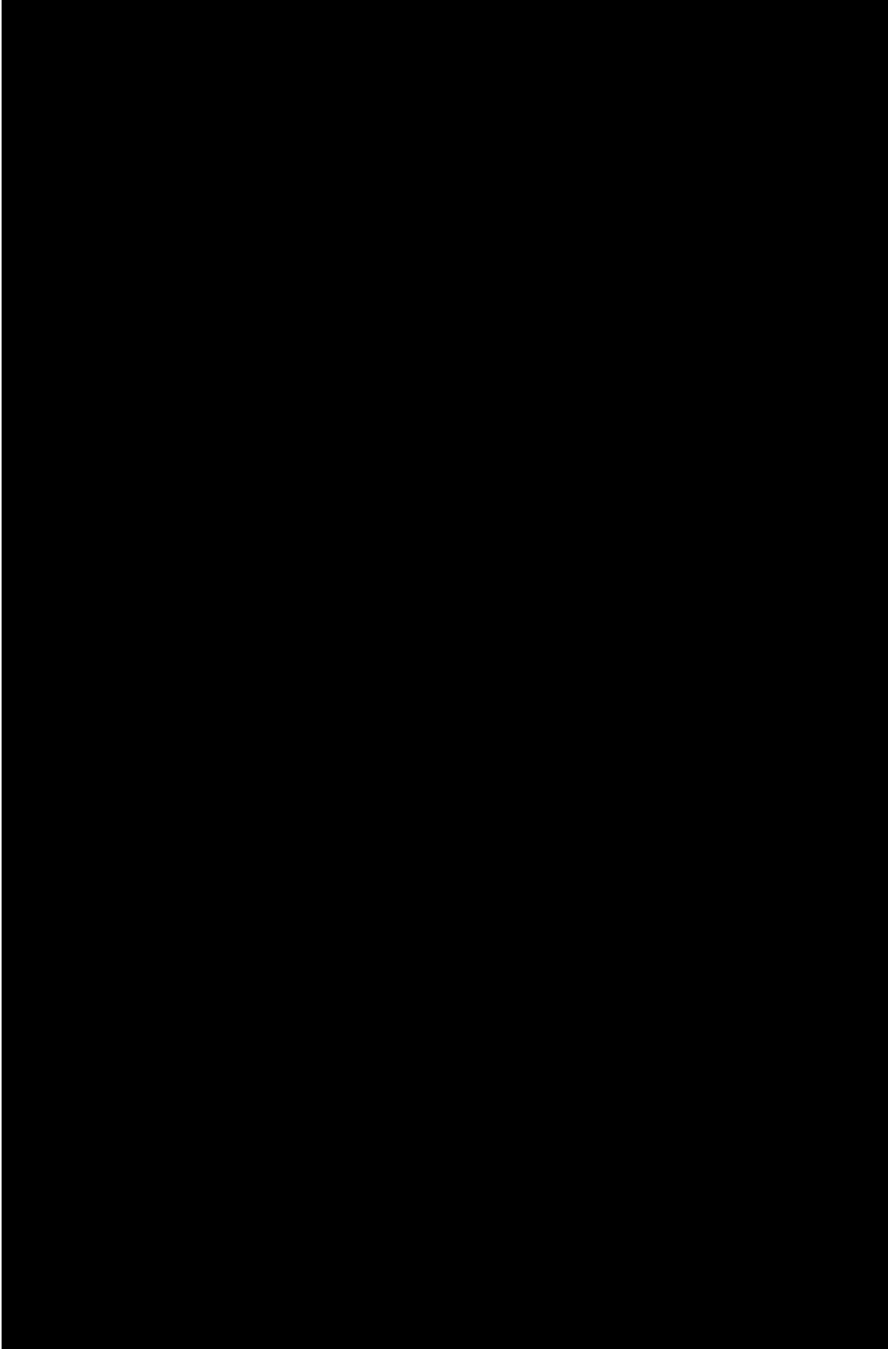
Appendix 2: Data tables

A2.1 Students at foundation, UG, PGT, and PGR level

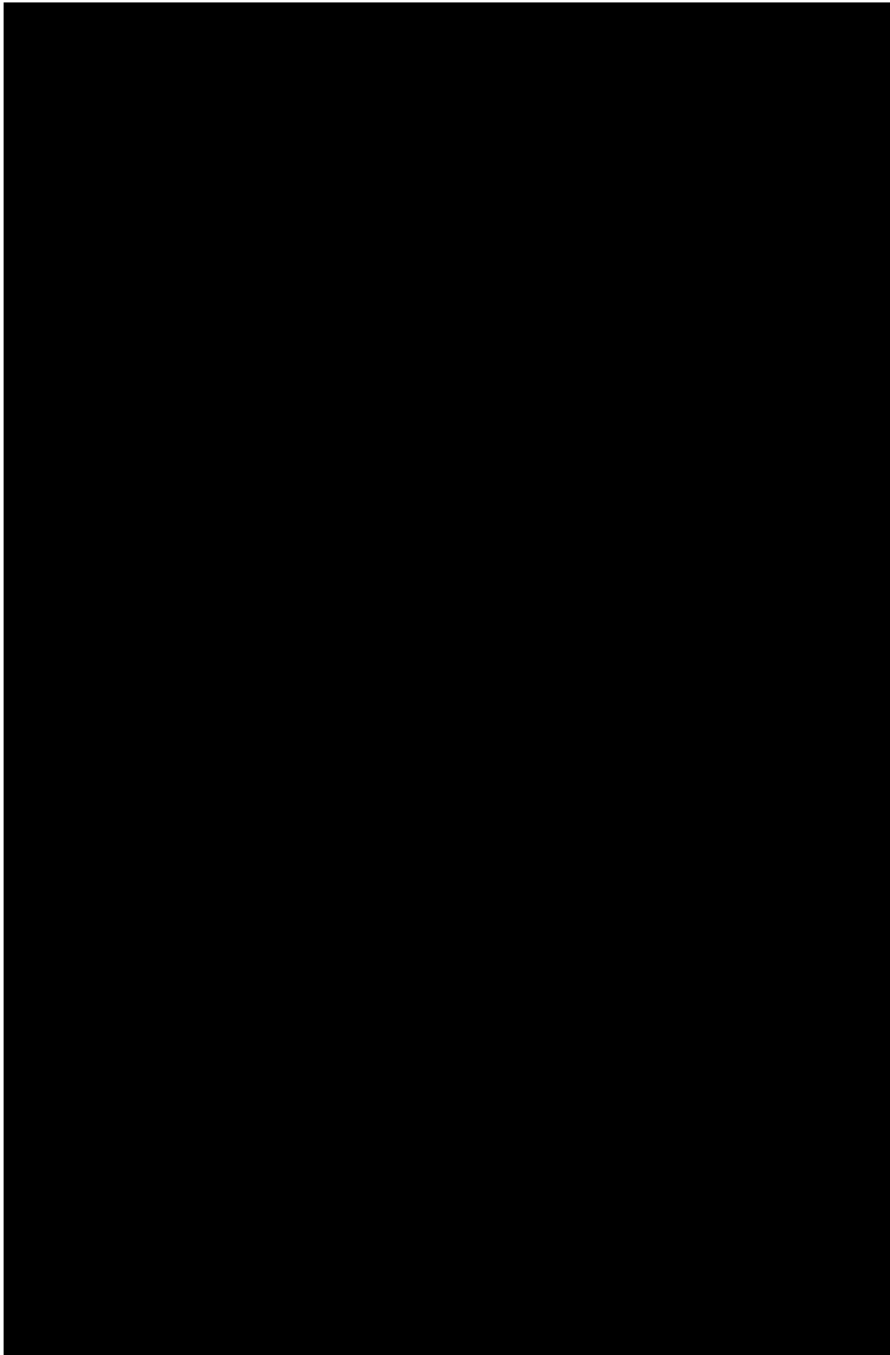
Number of undergraduate students by gender:



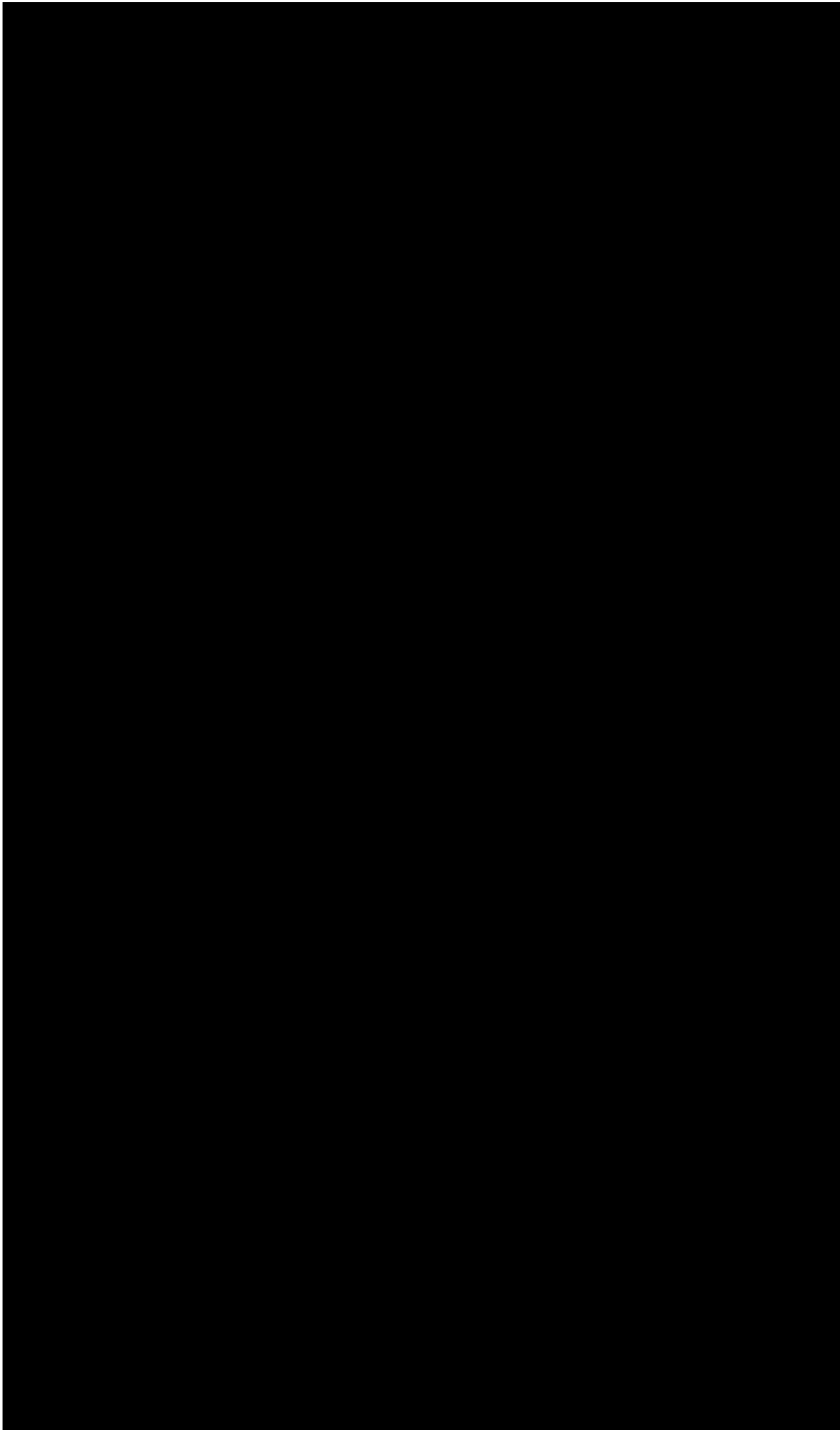
Number of postgraduate taught students by gender:

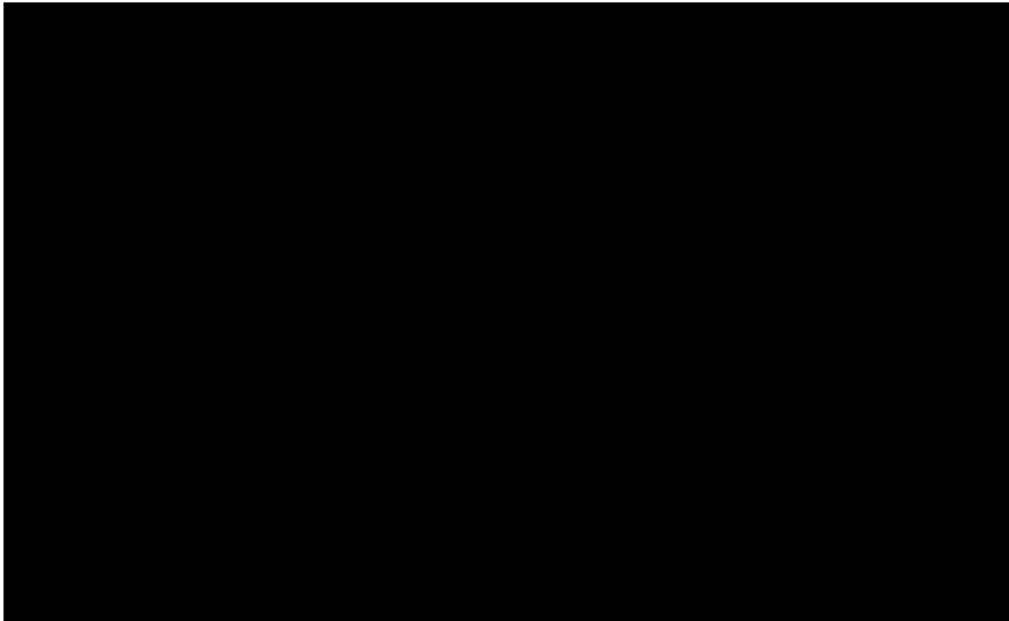


Number of postgraduate research students by gender:

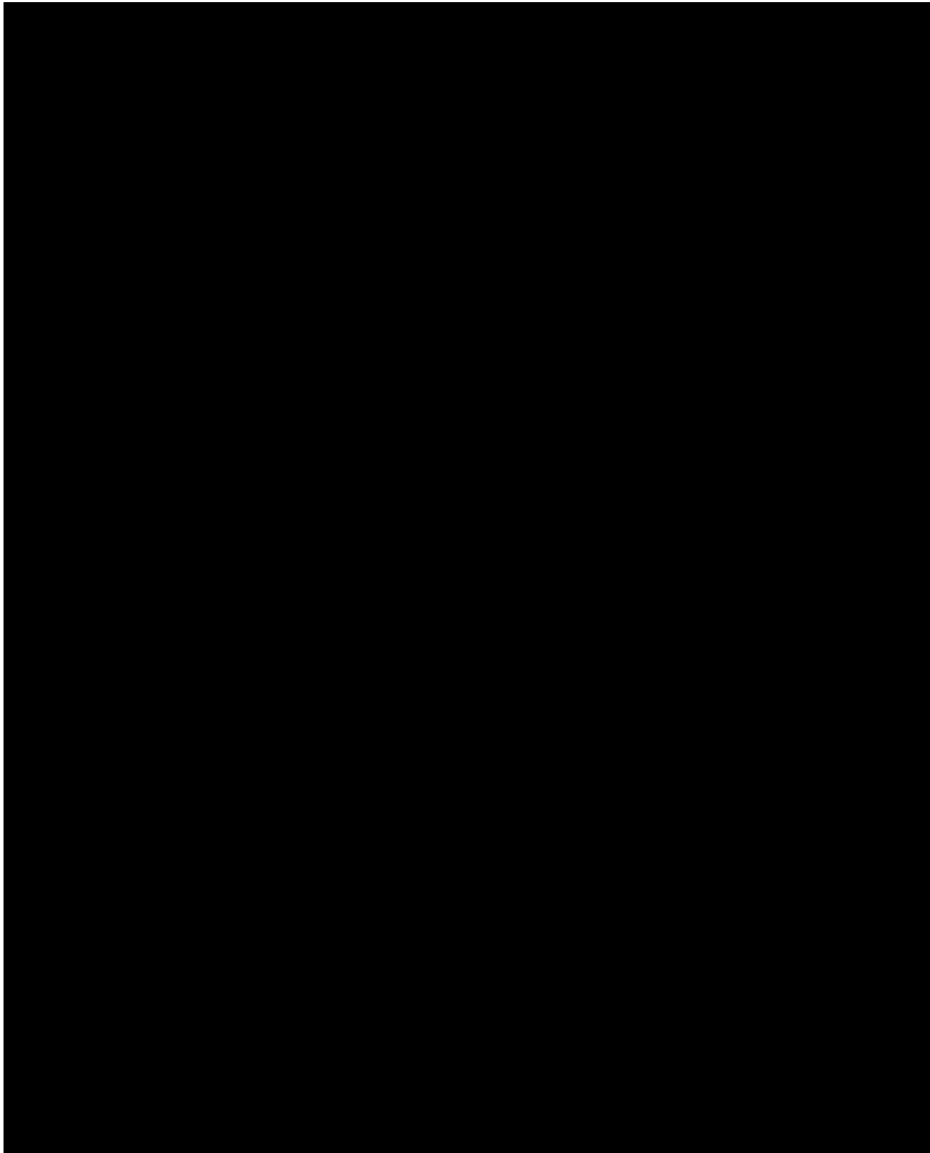


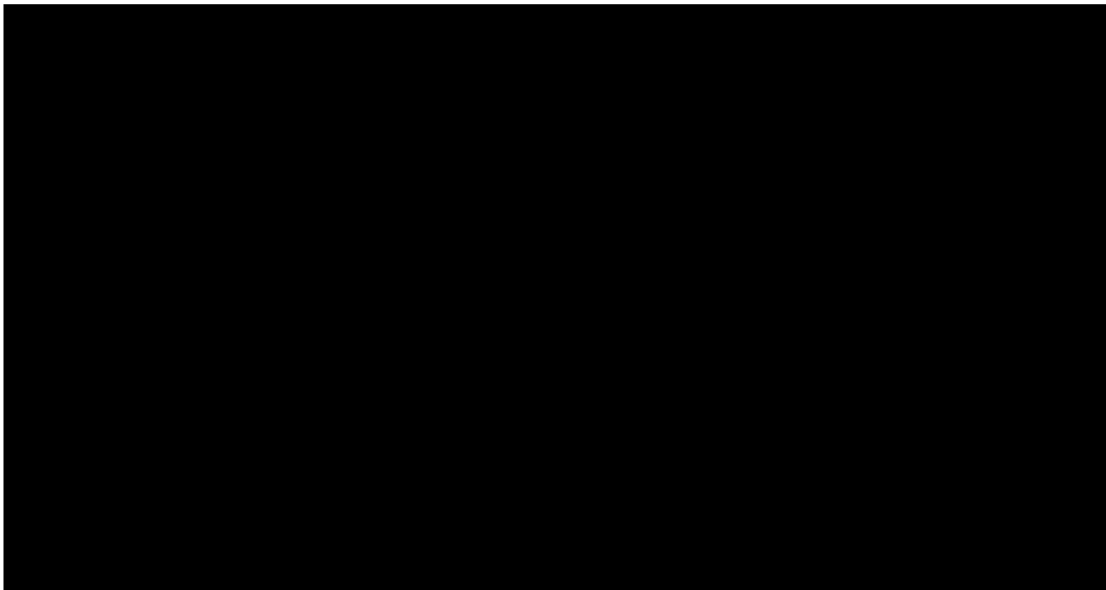
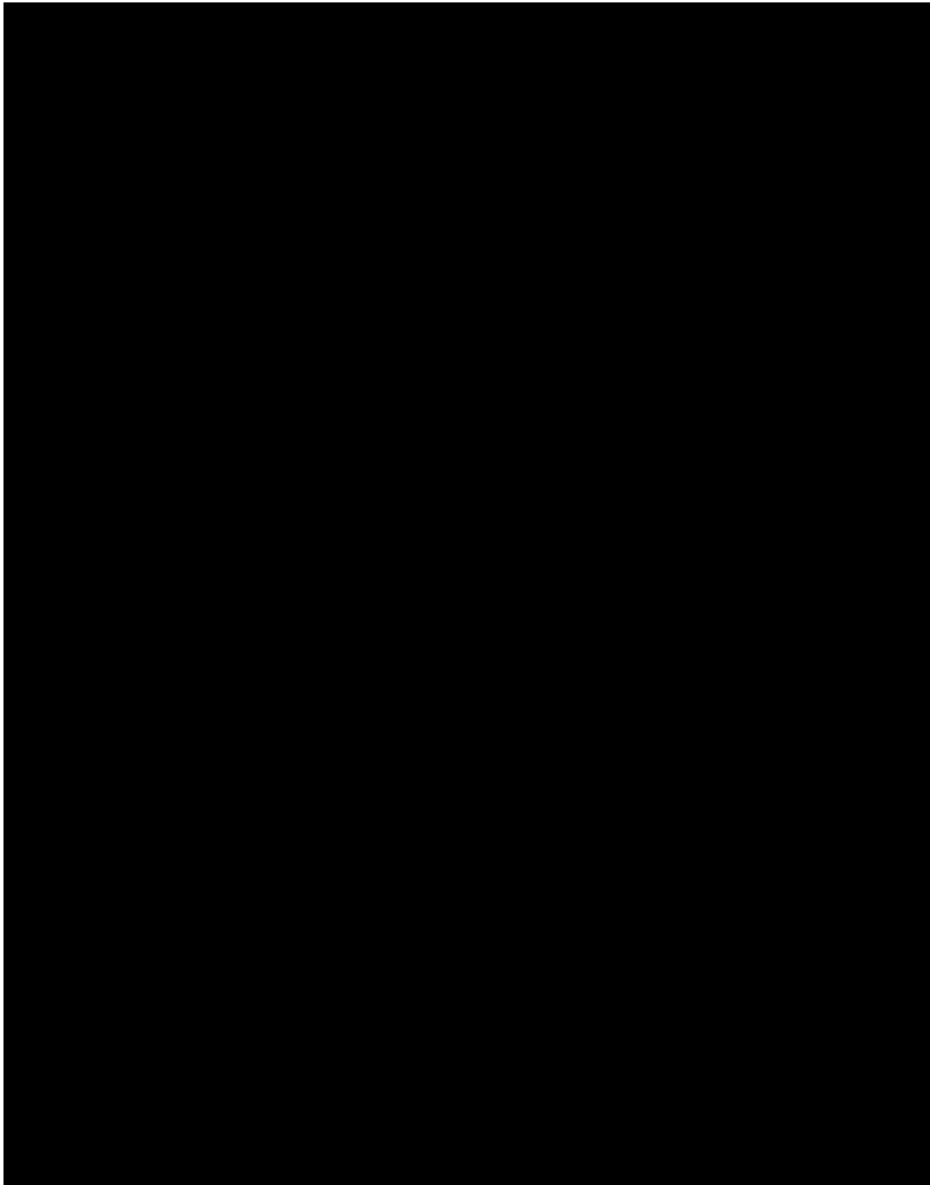
A2.2 Degree attainment and/or completion rates for students at foundation, UG, PGT, and PGR level





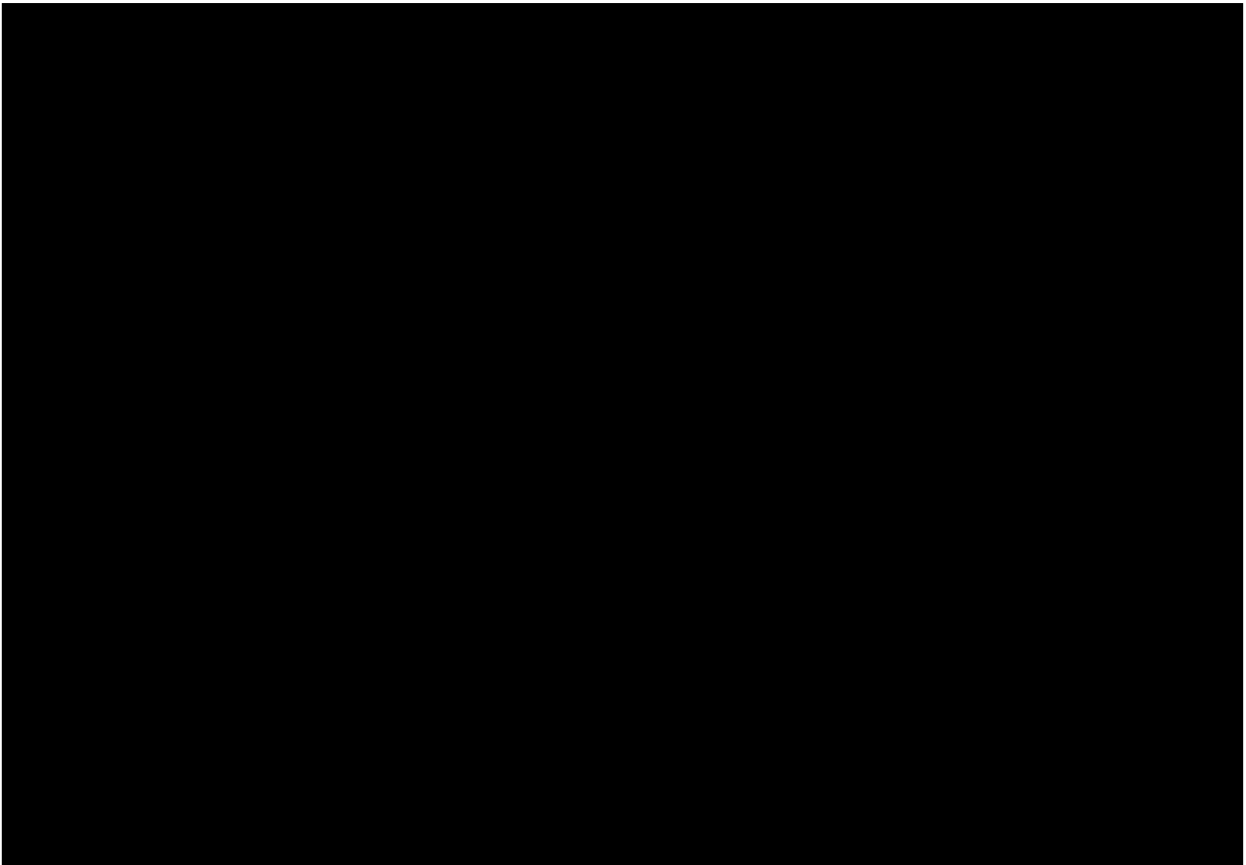
PGT Degree







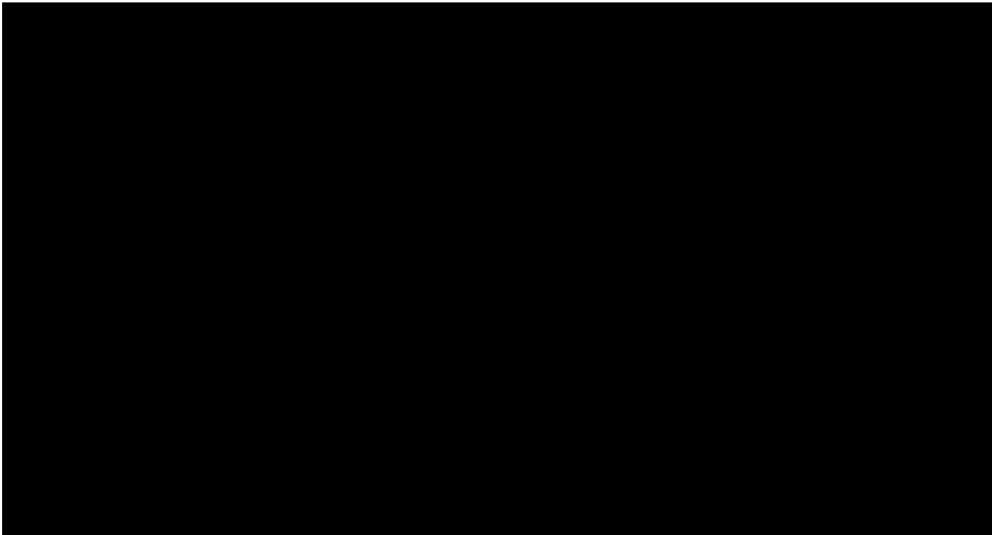
A2.3 Academic staff by grade and contract function



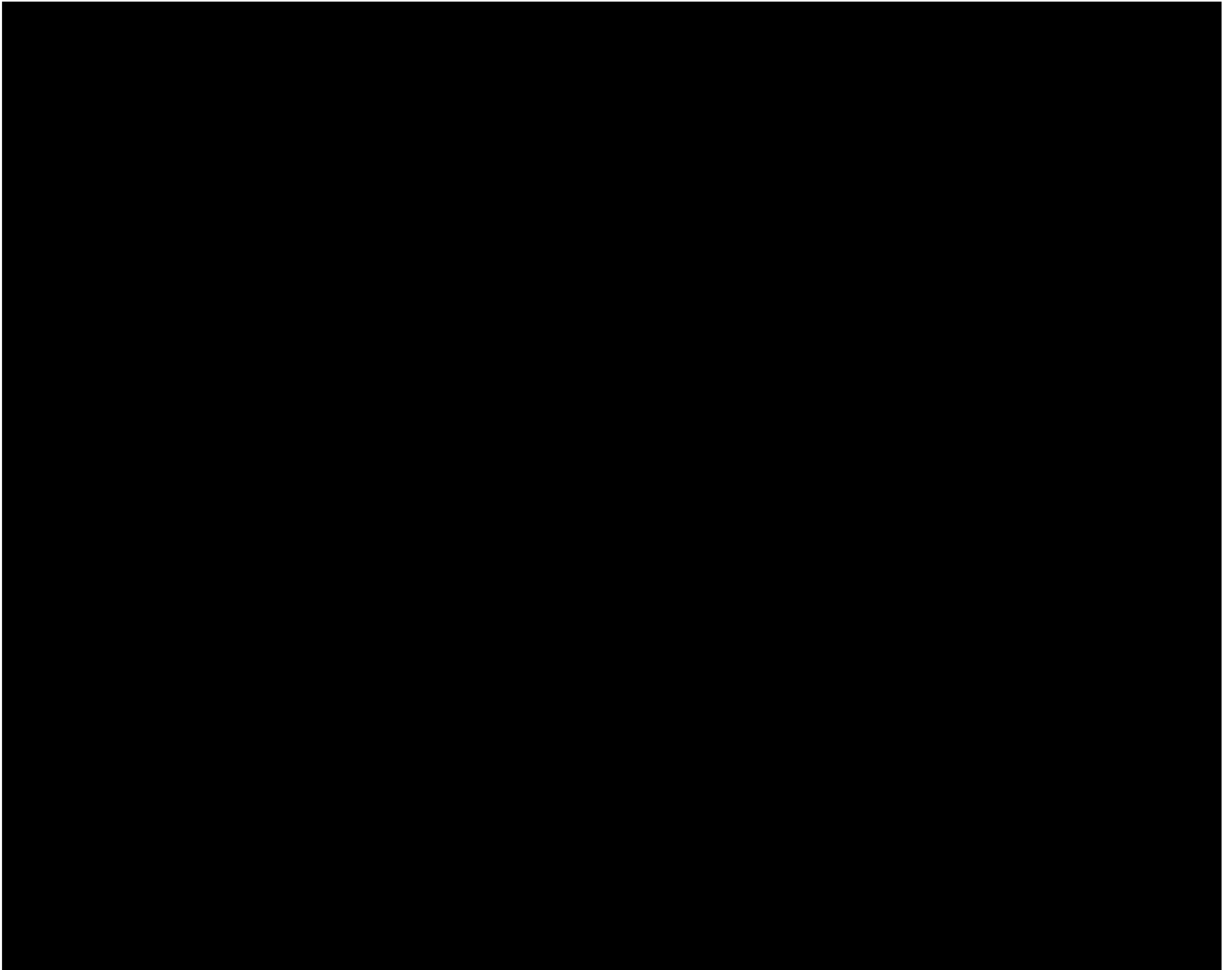
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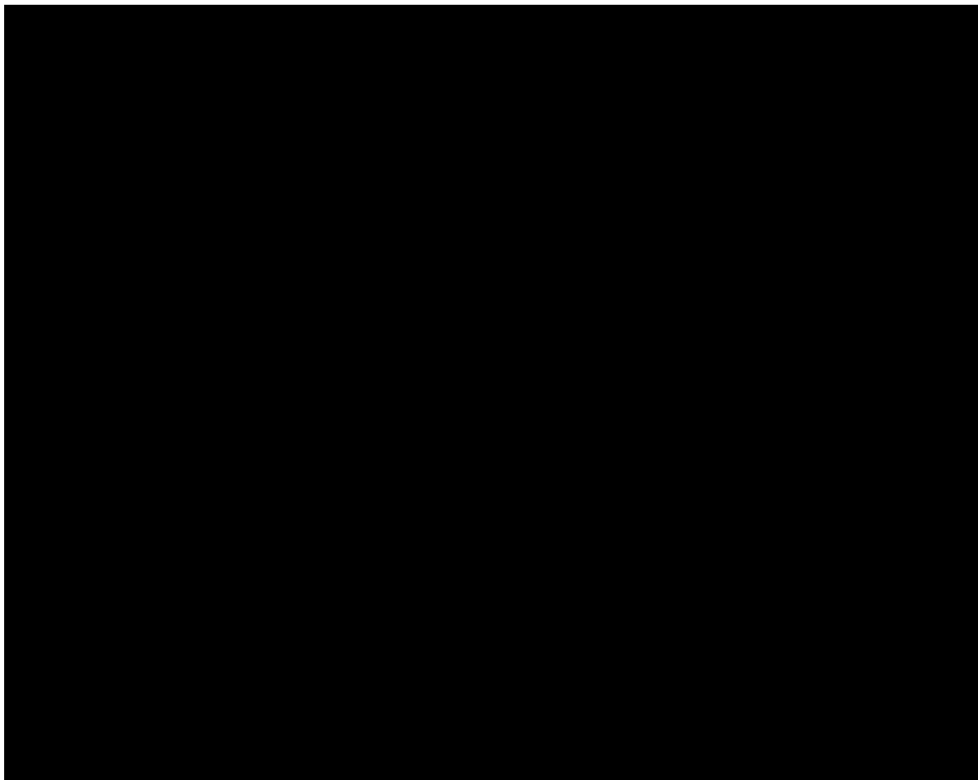
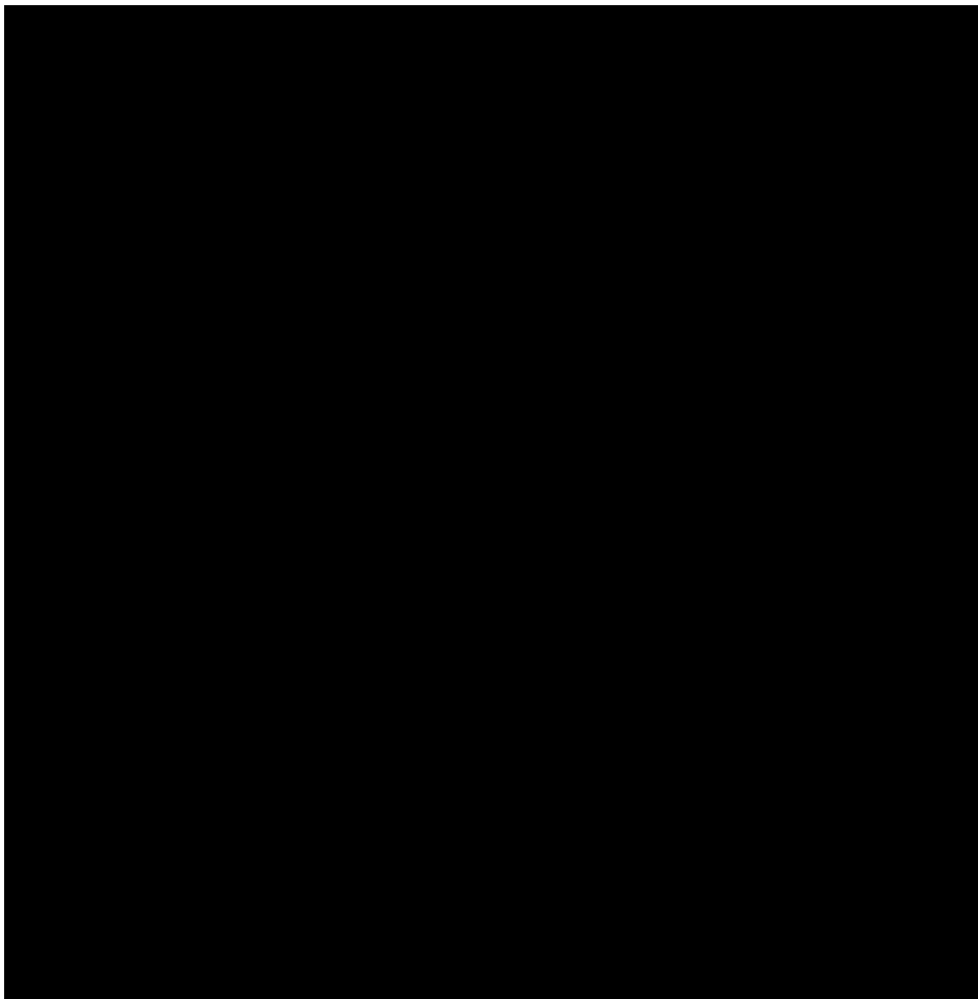
[REDACTED]

[REDACTED]



A2.4 Academic staff by grade and contract type

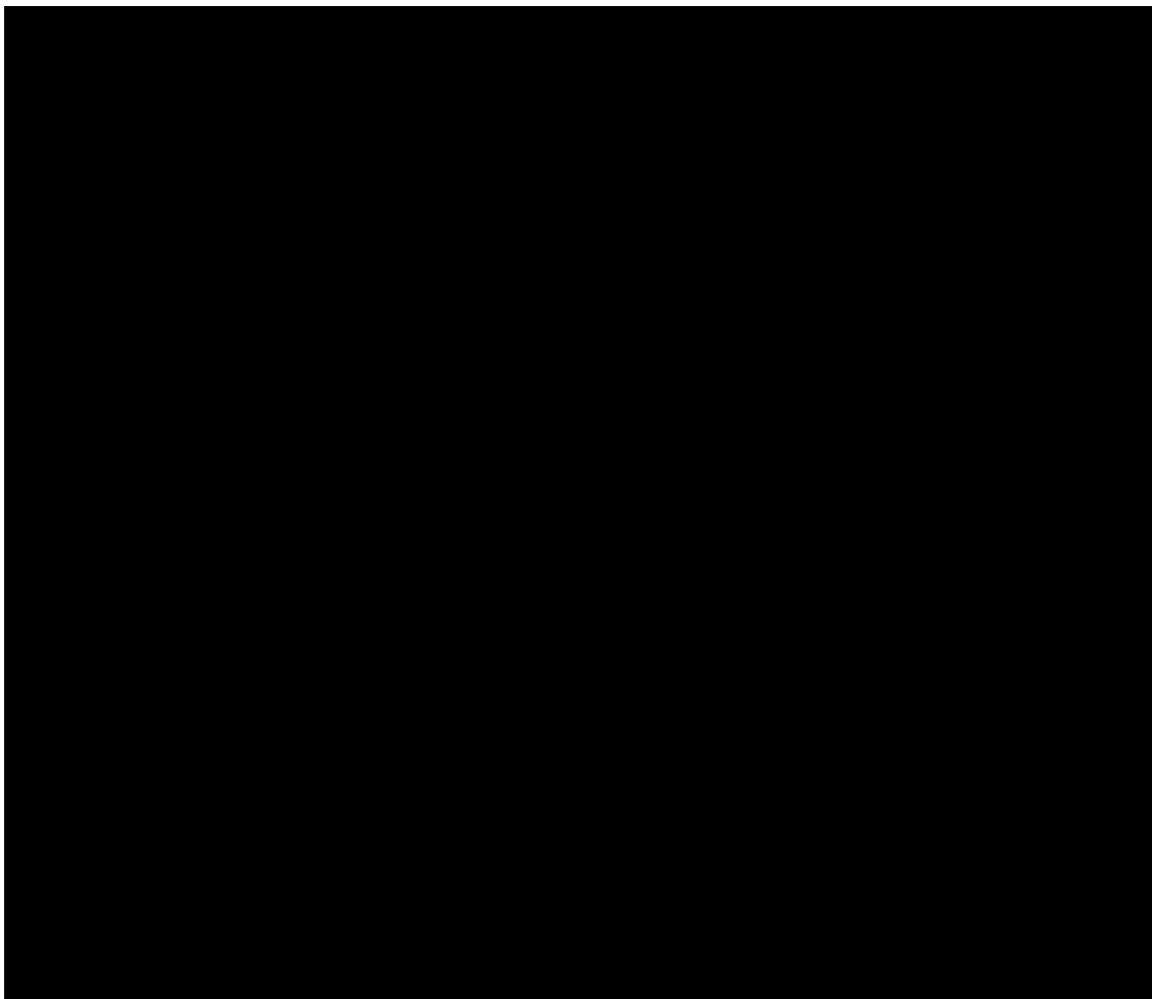






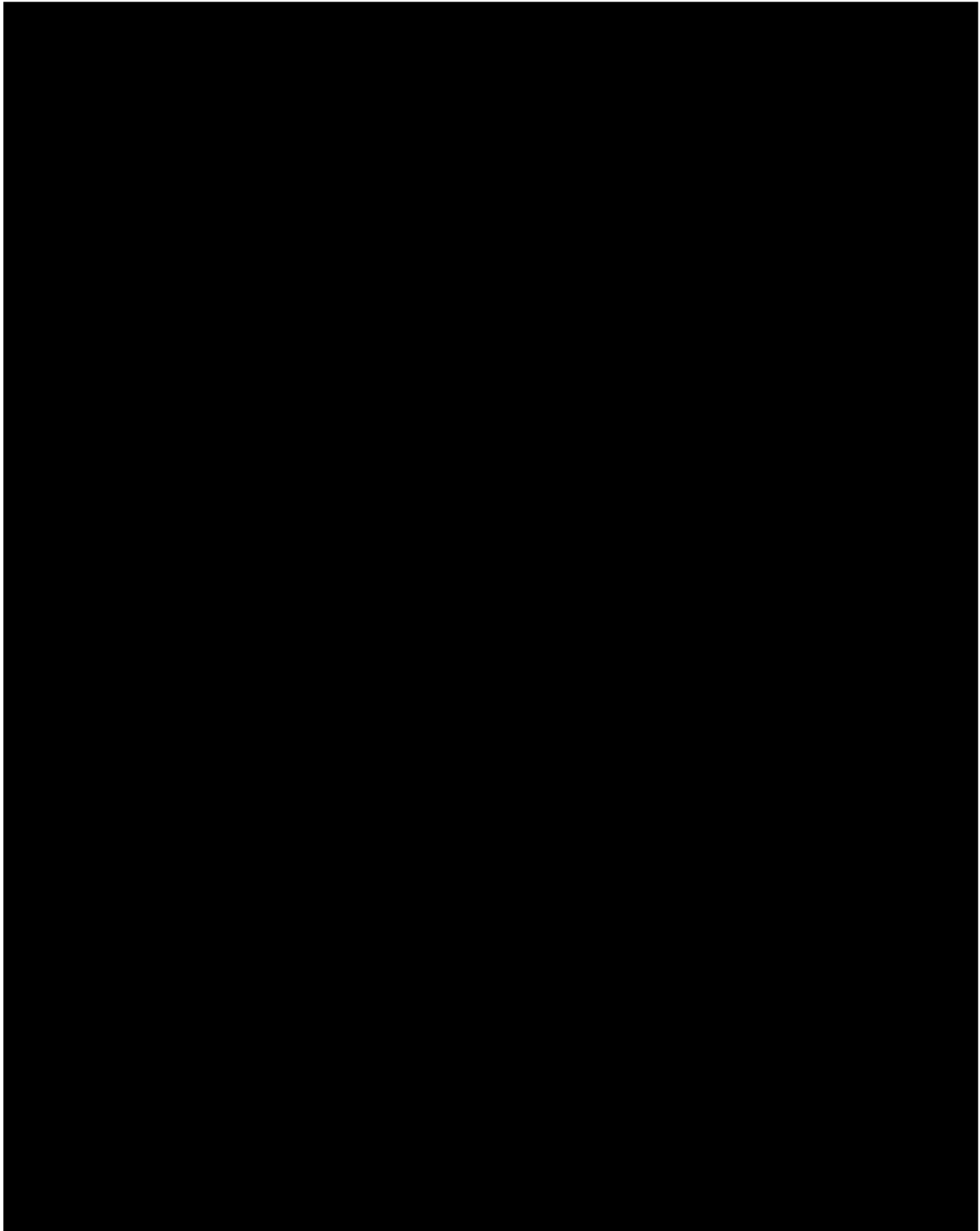
A2.5 Professional, technical, and operational (PTO) staff by job family

Recruitment, promotion, and up-skilling for PTO roles are handled at Faculty level, so the Department holds no lifecycle HR data for these colleagues (hence the “0” entries). The Department is, however, responsible for their day-to-day inclusion and support.

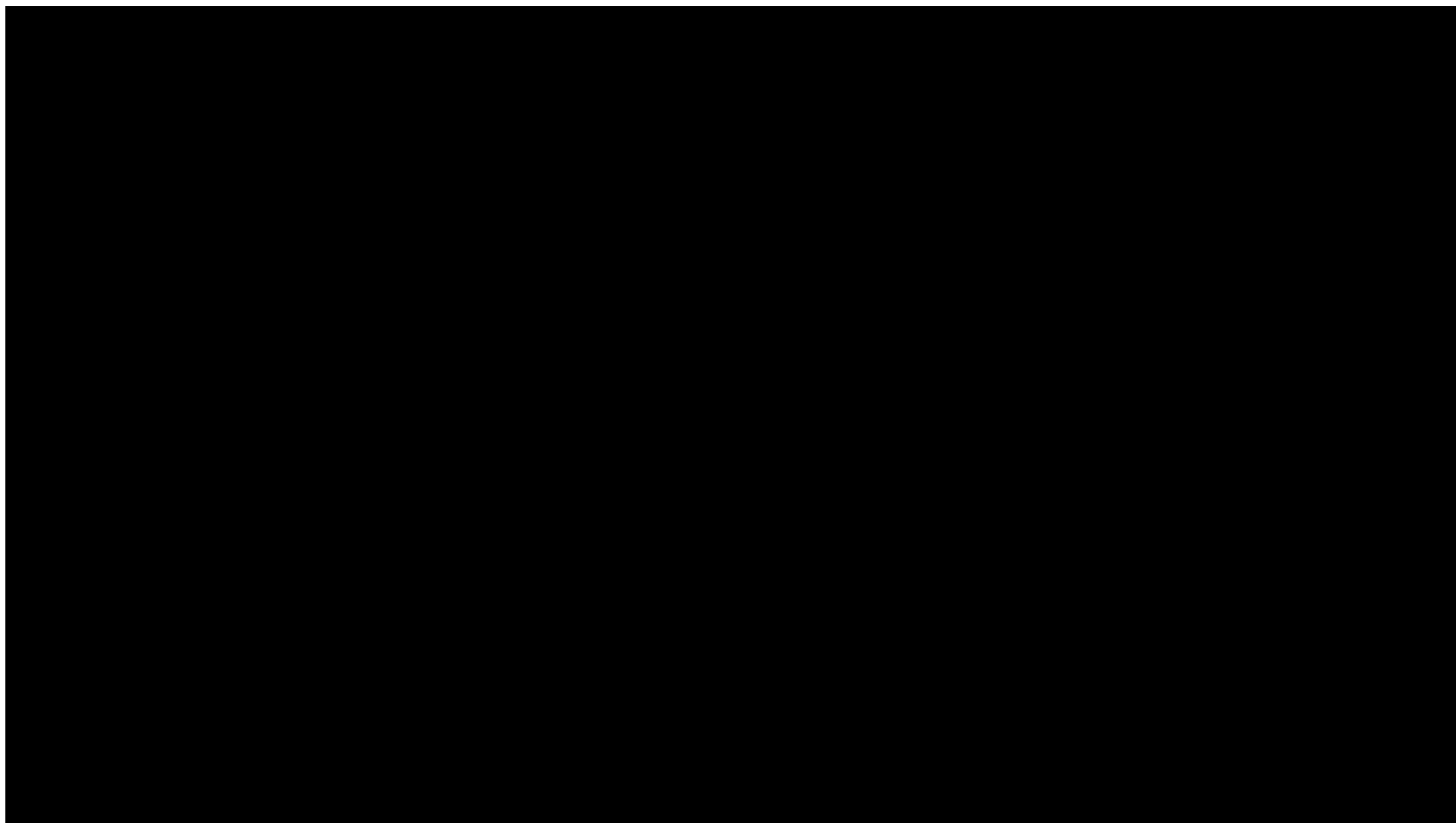


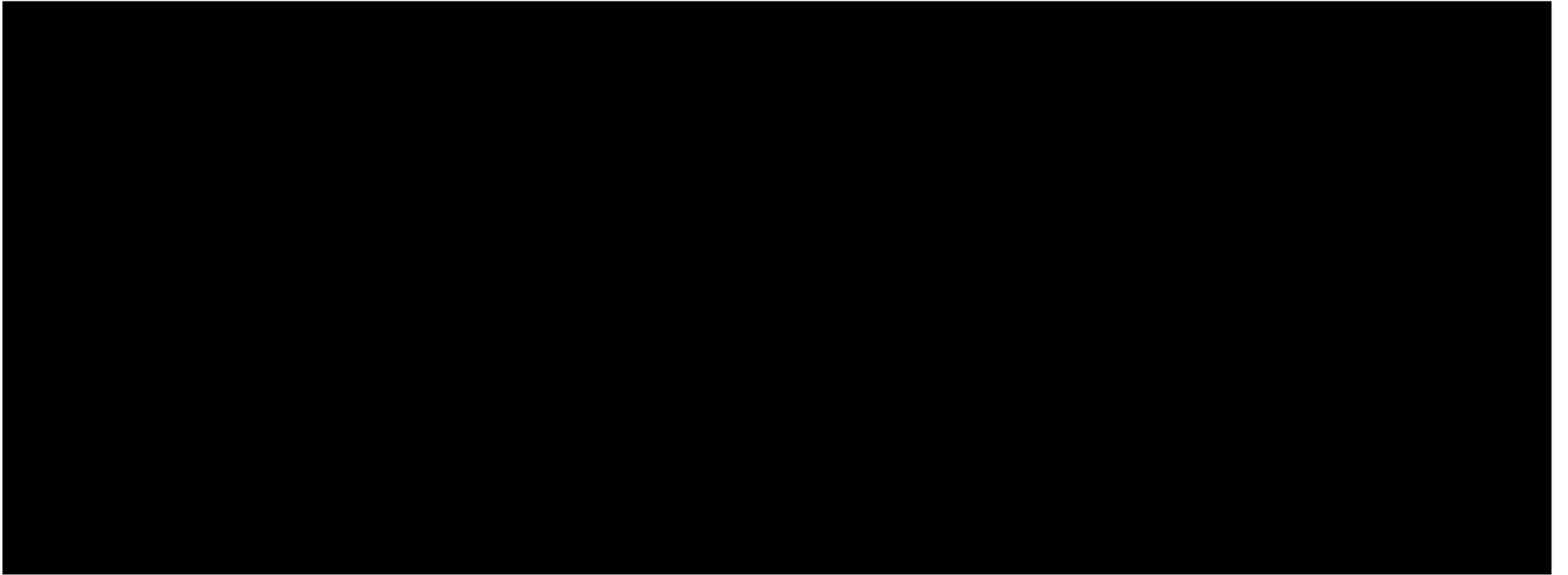
A2.6 PTO staff by contract type

Recruitment, promotion, and up-skilling for PTO roles are handled at Faculty level, so the Department holds no lifecycle HR data for these colleagues (hence the “0” entries). The Department is, however, responsible for their day-to-day inclusion and support.



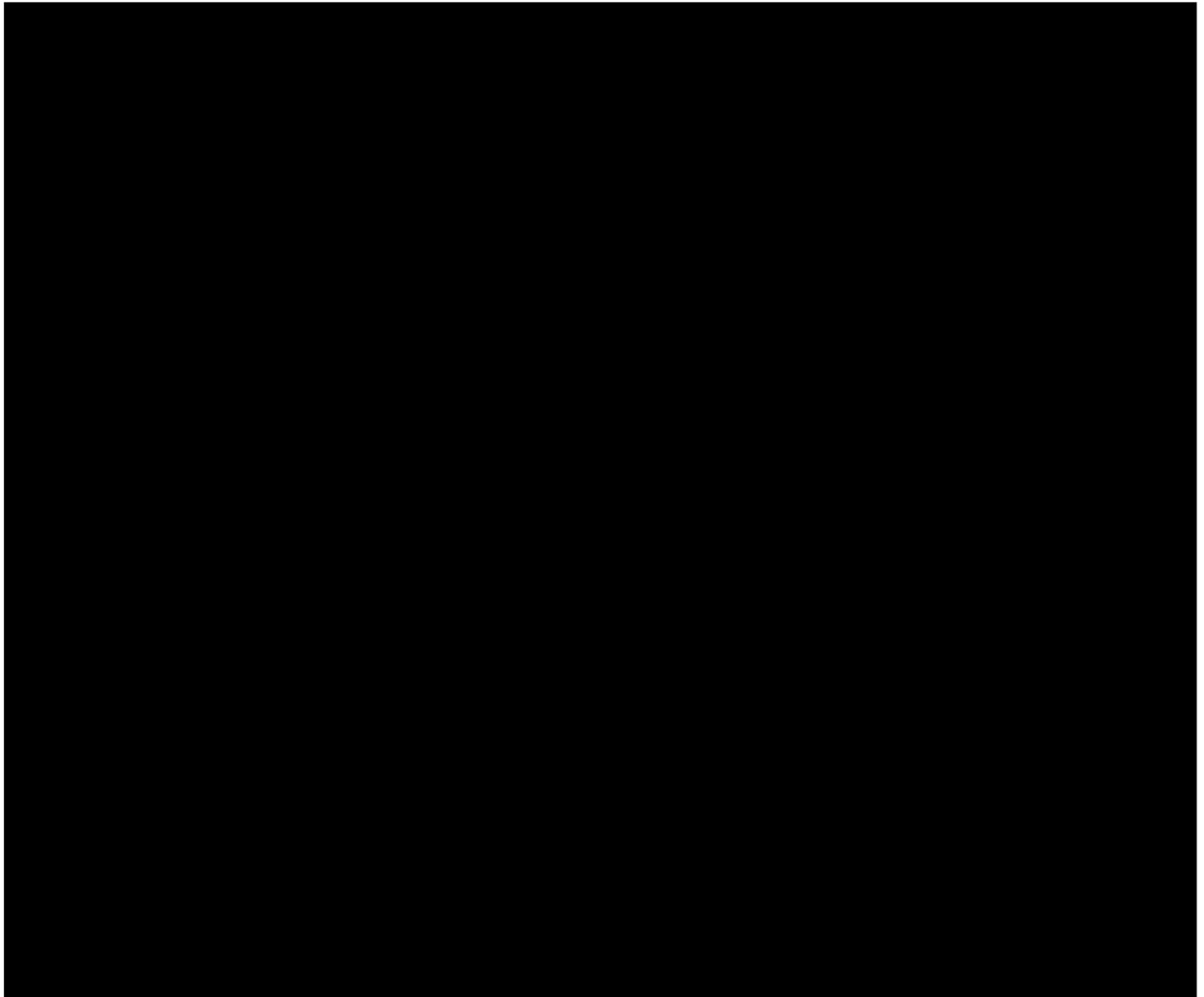
A2.7 Applications, shortlist, and appointments made in recruitment to academic posts



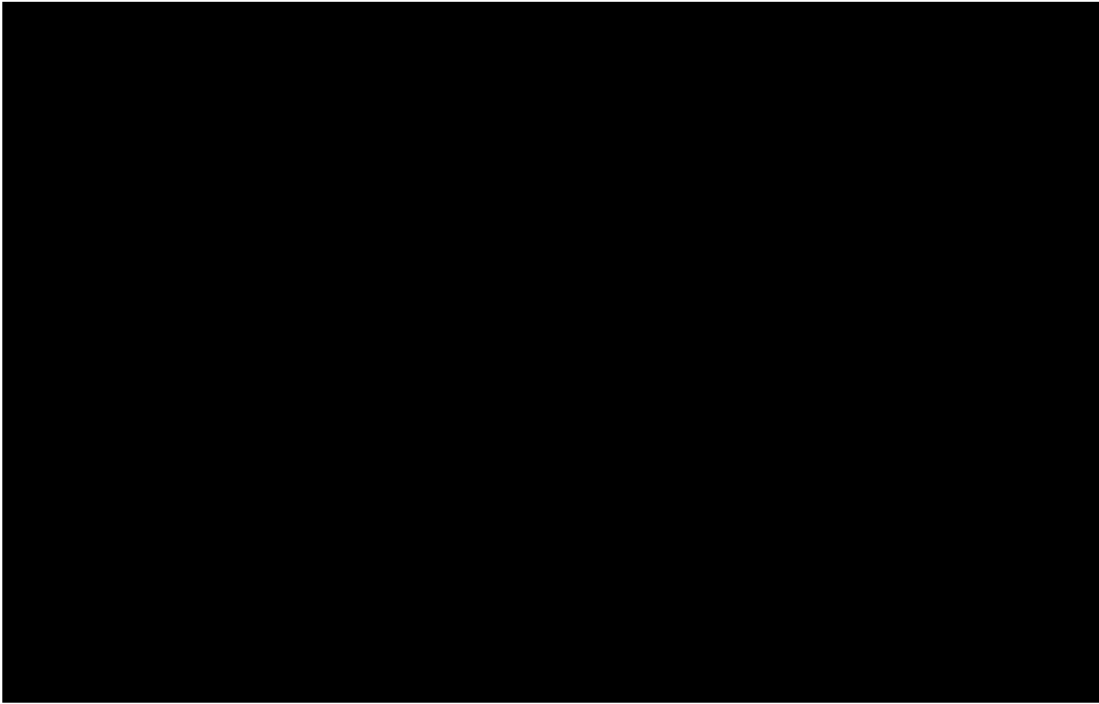


A2.8 Applications, shortlist, and appointments made in recruitment to PTO posts

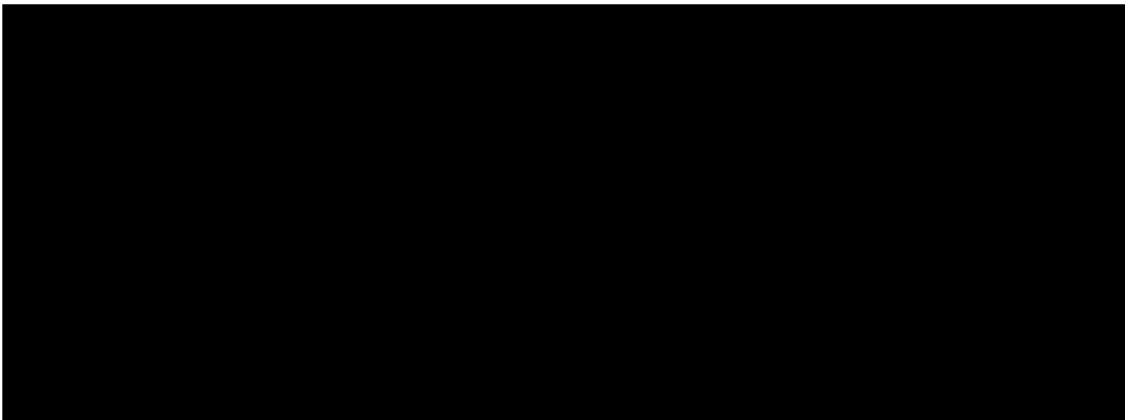
Recruitment, promotion, and up-skilling for PTO roles are handled at Faculty level, so the Department holds no lifecycle HR data for these colleagues (hence the “0” entries). The Department is, however, responsible for their day-to-day inclusion and support.



A2.9 Applications and success rates for academic promotion



A2.10 Applications and success rates for PTO progression



Appendix 3: Glossary

AS Athena Awan

AP Action Point

BAP Bronze Action Plan

CT Curriculum Transformation

DHoD Deputy Head of Department

DAC Department All-Staff Committee

DSAT Departmental Athena Swan Self-Assessment Team

DoR Director of Research

DoS Director of Studies

DoTL Director of Teaching and Learning

EBIS Economics for Business Intelligence and Systems

ED&I Equality, Diversity, and Inclusion

ExeC Executive Committee

HESA Higher Education Statistics Agency

HoD Head of Department

HR Human Resources

LTQC Learning & Teaching Quality Committee

OS Overseas

PGR Post-Graduate Research students

PGT Post-Graduate Taught students

Q Question from surveys

RCT Randomised Controlled Trials

REF Research Excellence Framework

RES Royal Economic Society

SAP Silver Action Plan

STEM Science, Technology, Engineering and Mathematics

UG Undergraduate Students

USAT University Athena Swan Self-Assessment Team

WG Working Group

WAMS Workload Allocation Management System

Appendix 4: Bronze Action plan

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
3. The Self-Assessment Process						
3.1	Implement the Action Plan, track progress and identify deficiencies	1. Transform DSAT into ED&I committee after AS submission with regular meeting schedule (at least 3 times a year)	March 2020 – July 2020	DSAT/ED&I chairs WG Steering	Notes and agendas for at least 3 annual meetings provided	Completed
		2. Create ED&I working groups (WG) corresponding to respective actions, e.g. webpage, surveys, students, events, compliance	May 2020 – August 2020	ED&I chairs WG Steering	All DSAT members participate in at least one ED&I Working Group	Completed
		3. Conduct and analyse departmental staff surveys and staff focus groups every two years	September 2020 – January 2021,	ED&I WG, ED&I chairs WG Surveys	Survey responses and data presented and discussed in ED&I	Completed and ongoing
		4. Conduct and analyse regular student surveys and student focus groups	February 2021 – July 2021 annually thereafter	ED&I WG, ED&I Chairs WG Students	and staff meetings	Student Surveys and Focus groups put on hold since Covid due to survey fatigue, focus groups reinitiated in AY 24/25

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
		5. Include AS and ED&I in students and staff handbook	Staff Handbook 2022 Student Handbooks 2024	ED&I WG WG Steering	AS and ED&I promoted in handbooks	Completed
3.2	Increase staff and student engagement and awareness of AS and ED&I in the department	1. Create departmental AS webpage, publishing AS action plan, AS principles, and a link to University ED&I and AS webpage	September 2020 – September 2021	ED&I WG WG Webpage	Updated webpage and staff emailed by ED&I Chairs with a link	Completed
		2. ED&I update standing item on staff meetings and away days, including annual progress report on AS Action Plan	April 2020 – March 2024	HoD, ED&I chairs WG Steering	ED&I update is standing item in all staff meetings and away days,	Completed ED&I update done in all staff meetings and away days
		3. Include AS and ED&I presentations on student Open Days and staff induction event	May 2020 – September 2020	HoD and UG admissions tutor WG Steering	AS/ED&I promoted during open days and staff induction, students aware of AS policies and Action Plan as evidenced in future student focus groups	Implemented for staff induction and included in open day presentations yearly.

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
2. STUDENT DATA AND SUPPORTING EVIDENCE						3.
4.1	Awareness on what students need to do in case of harassment	Provide information (during student induction events) and signpost students (as part of student-tutor conversations) to University's Report and Support tool to report any kind of inappropriate behaviour and get support from Student Services, Student Union and Department	September 2021-December 2021	ED&I chairs, admissions and student tutors WG Steering	Investigations through Focus Groups	University-wide 'Never OK'-campaign implemented and consistently promoted All participants of Focus Groups Student acknowledged the availability of resources
4.2	Address gender imbalance in UG applicants' offer acceptance rates	Conduct Randomised Controlled Trials to causally evaluate impact of various policies on offer acceptance rates, e.g. (i) presence of female role models at Applicant Visit Days, (ii) gender of student ambassadors during informal phone contacts with offer holders during application process, (iii) information provision on gender-related initiatives in offer letters to female applicants	Implementation: November 2019 – September 2021 Analysis: September 2021 – January 2022	ED&I chairs WG Steering	Increase percentage of female UG students by at least 5% points in line with national benchmark	Empirical data analysis revealed no statistically significant impact of RCTs on offer acceptance rates of female candidates Explore systematic and combined approach

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
						through Departmental Widening participation/ Outreach Team
4.3	Academic Career Opportunities for current students	1. Improve information provision (by email) to all students regarding the Departmental PhD programme, including academic and non-academic career options with PhD	September 2022 – December 2022	PGR DoS WG Career	Students are aware of academic opportunities beyond current UG programme, as evidenced by focus groups	Workshops organised and these have now become yearly events.
		2. Organise annual workshop on academic opportunities for UG and PGT students at the Department, e.g. MRes, MSc EBIM, and PhD	September 2022 – December 2022	PGR DoS and PGT DoS WG Events	Annual workshop organised, students are aware of academic opportunities beyond current UG programme as evidenced by focus groups	Completed and ongoing Several workshops and events organised through Department and Faculty
4.4	Signposting study possibilities for UG and PGT students outside Bath	Include information on MSc/PhD institutions of all staff members in publicly accessible format	July 2020 – October 2020	ED&I WG, HoD, department coordinator, all staff	All staff provide personal profile	Relevant information provided via University Research Portal or individual

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
				WG Steering		webpages by staff members
4.5	Improve the personal tutoring systems	1. Clearer signposting to students through the personal tutor system of the range of student support available in the wider university	September 2020 – December 2024	LTQC, Senior tutors, all tutors WG Students	Students are generally satisfied with respect to personal tutoring, as evidenced by focus groups	Completed New mandatory training on Pastoral Support Training mandatory for all staff Most students' representatives expressed satisfaction
		2. Evaluate students' demand for choosing the gender of their tutor and/or student mentor	September 2020 – December 2020	LTCQ, ED&I WG, senior tutors WG Survey	Adapting tutor system based on students' feedback from focus groups.	Students agreed gender should not be mandatory, but they recommended selection. Whenever students ask, the request is accommodated.
		3. Analyse modifications of the tutor system to create a more interactive tutor-student relationship; e.g.	January 2021 – July 2021	LTCQ, senior tutors	Most (>80%) students satisfied with respect to	Departmental meeting organisation

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
		through early tutorial essay enabling academic feedback from tutor to tutee, or additional group meetings with tutees		WG Students	personal tutoring, as evidenced by focus groups	system established for all students and staff including sign-up, introductory group meetings with first-year students recorded, IT-based documentation system for student-tutor groups, ongoing discussion regarding improvements of the tutor system. Students report mixed levels of satisfactions with respect to academic advisors. This is now AP 5.1

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
4.6	Improve the PGR programme environment	1. Assign mentors to all interested PhD students	Since 2022	PGR DoS, doctoral college WG Steering	>80% satisfaction regarding interactions with and support through their peers in student surveys	Peer mentor system implemented for all PGR students (with opt-out possibility), positive take-up (6 mentees) in 2023 PRES 2023: 83% feel part of a community of post-graduate students and have sufficient opportunities to interact with other postgraduate research students
		2. Invite PhD students to some of the departmental social events and coffee mornings	Since September 2021	PGR DoS, department coordinator WG Events	>80% satisfaction with respect to integration in the Department in student surveys	PhD-students invited to all social events and coffee-mornings PRES 2023: 83% feel a sense of

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
						belonging at the institution
		3. Create PhD welcome pack including detailed information regarding guidelines, policies and support possibilities	Since September 2021	PGR DoS WG Steering	>80% satisfaction with respect to induction to the Department in student surveys	Detailed induction event incl. Doctoral handbook provided PRES 2023: 81% agreed they received appropriate induction
4.7	Systematic revision of course and assessment structure (Curriculum Transformation Process)	1. Review substantive content and diversity of assessment structures to recognise the differing needs of students, e.g. using courseworks, group work activities, and presentations	UG: September 2019 – Jan 2020 PGT: September 2019 – April 2020 Implementation started in September 2022	CT coordinators, directors of studies, unit convenors WG Steering	Most students (>80%) are satisfied with respect to diversity of assessment, as evidenced by focus groups	Completed through Curriculum Transformation (CT) Process
		2. Review gender-biased language in course/unit descriptions	AY 2022/23	ED&I WG, CT coordinators, unit convenors WG Steering	ED&I WG checks that course descriptions are appropriate	Completed

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
5. SUPPORTING AND ADVANCING WOMEN'S CAREERS						
5.1	Training Opportunities and Uptake	1. Encourage all staff to carry out training on Unconscious Bias and Diversity in the Workplace, offering additionally a face-to-face option conducted by the University's ED&I team instead of online options	March 2020 – January 2021	ED&I department officer, Central ED&I team WG Steering	>70% of academic staff completed online or face-to-face training	69% of staff completed Unconscious Bias, 71% of staff completed Diversity in the Workplace (as of January 2025)
		2. Training on Unconscious Bias and Diversity in the Workplace mandatory for all members of departmental recruitment panels, career conversations reviewers, admission tutor, and promotion advisor. Additionally offering face-to-face training opportunities conducted by the University's ED&I team	March 2020 – July 2020	ED&I department officer, Central ED&I team WG Steering	All members of mentioned panels completed the mandatory online training	Unconscious Bias: 71% recruitment panels, 62,5% career conversations reviewers, admission tutor , 62,5% promotion advisors. Diversity in the Workplace: 100% recruitment panels, 75% career conversations reviewers,

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
						admission tutor , 75% promotion advisor (as of January 2025)
		3. Training on Bringing in the Bystander mandatory for members of departmental executive committee	August 2020 – December 2020	ED&I department officer WG Steering	All members of executive committee completed training	Bringing in the Bystander discontinued and replaced by Diversity in the Workplace. Diversity in the workplace completed by 80% of members of the executive committee
5.2	Improve female staff recruitment	1. Department commits to no all-male or all-female recruitment panels	Since 2021	ExeC, chair of recruitment panel WG Steering	At least one female and one male member in recruitment panel at each recruitment round	Completed and maintained for all recruitment rounds
		2. Create a dedicated landing page for job applicants using gender-neutral language based on online gender-decoder tool; ensure departmental job advert template is in line with	2020 – 2024	HoD, ED&I WG, Central ED&I team, HR	Landing page online and running; ED&I WG checks job advert template	Completed and implemented, Senior Lecturer and Reader position are

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
		equality, diversity and inclusion criteria; advertisement of posts on RES Women's network		Recruitment team WG Steering	satisfies criteria and has been advertised accordingly	advertised separately (some evidence that female candidates are more likely to consider applying for Senior Lecturer positions instead of mixed Senior Lecturer/Reader positions)
		3. Pro-active approaching of suitable female candidates utilizing internal and external networks established by current staff members, research groups and inclusive recruitment websites online	Since 2020	Chair of recruitment panel, ED&I WG WG Careers	ED&I WG verifies that panel chair has ensured that informal networks have been accessed to identify female candidates	Completed and implemented by all HoDs
5.3	Improve departmental induction process	Organise a joint induction session with HoD, DoR, and DoTL for all new staff; staff handbook uploaded in Moodle for future reference	July 2020 – September 2020	HoD, DoR, DoTL and department coordinator WG Steering	>80% of new staff agree departmental induction process is helpful in future staff surveys	Completed Induction sessions explicitly timetabled

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
						Staff Handbook updated and uploaded 84% of new-hires strongly agrees/agrees (Survey Staff 2024)
5.4	Improve career conversations process and mentoring scheme	1. Implementation of new career conversations process with focus on career development and promotion	March 2022-January 2023	HoD WG Steering	>80% of staff participating in new career conversations agree process is helpful as evidenced in future staff surveys (Q. 9)	Completed In 2023, when the new career conversations was introduced, 89% perceived it as valuable experience
		2. Mandatory training for career conversations reviewers by Staff Development Team	September 2022 – September 2023	HoD, Staff Development Team WG Steering	100% of career conversations reviewers trained	Completed
		3. Allocation of appropriate hours for mentoring/ reviewers in WAMS	September 2020 – September 2021	DHoD WG Steering	All reviewer activities incorporated into WAMS	Completed Reviewer/Mentoring activities acknowledged in WAMS through 'Good

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
						Citizenship' hours and the fact that all mentors are research group/stream leaders (with appropriate WAMS hours)
		4. Promoting the Departmental Mentoring scheme through improved information provision, inclusive training possibilities for mentors and mentees, i.e. annual email by Mentoring Coordinator, ensuring mentoring is discussed during induction process and promoted at Departmental staff meetings	March 2021 – December 2022	Mentoring Coordinator WG Steering	>80% of staff perceive it useful to have a personal mentor as evidenced in future staff surveys (Q. 12)	Completed In 2024: 100% of new hires finds useful to have a personal mentor, 54% of overall staff. Evidence from the focus group demonstrated that those who had mentors found them to be valuable. In our future action plan we have included Action Points to improve take up of the

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						mentorship scheme and enhance the support provided by personal mentors (see AP3.9 and 3.10)
5.5	Better support for promotion and sabbatical applications to address gender imbalances at senior staff level	1. Appoint a departmental promotion advisor to help all candidates for promotion and sabbaticals with their application preparation. Run focus groups with female staff members to identify the specific needs and challenges of female candidates in the promotion process	March 2020 – July 2020	HoD, ED&I department officer WG Careers	Promotion advisor appointed, insights from focus groups discussions shared with promotion advisor; at least one additional female staff member is promoted to reader/professor by 2024, At least one female staff member obtains sabbatical by 2024	Experienced promotion advisor appointed Focus Group with female staff members run. Insights collected and shared 1 female staff promoted to Reader and Professor 3 female staff obtained sabbatical.

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
		2. Encourage female staff to apply for the Aurora Programme	July 2021	ED&I department officer WG Careers	At least one female staff participates in Aurora programme	Female staff were encouraged and applied, one female staff successfully participated
		3. Organise a promotion workshop in the department with a specific focus on external income generation as an important promotable factor; advertise to all staff, record the number and gender of participants, and collect feedback after the workshop	July 2021	Promotion advisor, feedback analysed by ED&I Chairs WG Careers	Workshop organised with at least 50% uptake by staff; at least one additional female staff member is promoted to reader/professor by 2024; at least one female staff member obtains sabbatical by 2024	Promotion workshop organised (attendance was 55%) 1 female staff promoted to Reader and Professor 3 female staff obtained sabbatical
		4. Support staff by offering departmental-financed access to the Research Development Framework (RDF) Planner and monitor uptake	July 2021	HoD, ED&I chairs WG Careers	>50% uptake of RDF planner by eligible staff	Lack of interest by staff, alternative tools available for free through university systems

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
5.6	Workload model	1. Establish an annual workload allocation analysis by gender on WAMS entries as a basis to address potential imbalances	September 2020	DHoD, ED&I committee WG Steering	Report by DHoD discussed in ED&I committee; potential gender imbalances detected and addressed. >80% of survey respondents perceive workload allocation as transparent and fair as evidenced in future staff surveys (Q. 27.1,2)	Annual Report discussed in ED&I committee and discrepancies discussed 40% agreed, 40% disagreed
		2. Establish more flexible approach in recognising individual contributions to department culture (e.g. open day stand duties, outreach activities, etc.) by allocation of extra hours in WAMS	March 2020 – July 2020	DHoD WG Steering	Policy on extra hours implemented. <20% of survey respondents perceive workload allocation as not transparent and fair as evidenced in future staff	‘Good Citizenship’ hours allocated in WAMS, individual contributions recorded in joint spreadsheet accessible for all staff <21% disagree

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
					surveys (Q. 27.1,2)	
5.7	Working environment	1. Develop a guide raising awareness of what constitutes unacceptable behaviour and clearly signpost to internal support mechanisms for staff and students in distress	January 2022 – March 2022	ED&I department officer WG Steering	>80% awareness of unacceptable behaviour and available support routes in staff surveys , and majority of student aware of unacceptable behaviour and available support in future focus groups	Departmental “Dignity and Respect”- Procedures and Policy implemented in 2021, relevant information disseminated during staff meetings 80% agreed they know what constitutes unacceptable behaviour, 7% disagreed. 63% agrees they know how to report, 13% disagrees University-wide ‘Be the Change’ and ‘Never okay’-initiatives implemented in 2021 for

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
						students and annually promoted during student induction events All students reported awareness of unacceptable behaviour, less knowledge about available support
		2. Departmental coffee mornings in dedicated space with formal time-tabling to establish informal networking opportunities among colleagues	March 2020 -July 2020	HoD and department coordinator WG Events	>70% of staff respondents agree to have a personal network within the department as evidenced in future staff surveys (Q. 14.2)	Completed In 2021: 74% agreed In 2023: Question not asked In 2024: 70% of staff respondents agreed they have a personal network within the dept

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
		3. Timing of staff meetings, seminars, and all other staff events in core hours (from 10am to 4pm) to support colleagues with caring or other commitments	March 2020 – December 2021	HoD and department coordinator WG Events	<20% of respondents disagree that timing of meetings is in core hours as evidenced in future staff surveys (Q. 25.5)	Completed In 2024: 0% disagreed the timing of dept meetings and seminars takes into consideration those with caring responsibilities
		4. Establish a routine on conducting (formal and informal) exit interviews with leavers	July 2023- December 2023	ED&I chairs, HoD, HR WG Steering	More than 70% of leavers provide (formal or informal) feedback	HoD routinely investigates motivations of leavers and shares ED&I-related issues with ED&I-team
		5. Lobby for a new communal area at faculty/university level	September 2021 – December 2021	ED&I chair, HoD WG Steering	Obtain easily accessible communal area for social events like coffee morning. >70% of respondents agree that the Department has a	Department has free and flexible access to department common room, which is used for coffee-meetings, etc.

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
					positive working culture as evidenced in future staff surveys	74% agrees
		6. Suggestion box (to facilitate anonymous comments/suggestions additional to verbal contributions in staff meetings)	March 2020	Department coordinator WG Steering	Input provided through suggestion box	Suggestion box implemented via Department-Teams-page
5.8	Departmental family-friendly culture	1. Signposting of staff to University family-related policies during the induction, by email from HoD and during staff meetings	September 2021 – September 2022	HoD, mentors, ED&I department officer WG Steering	<20% unawareness of family-related policies in staff survey as evidence in future staff surveys	Completed Signposting implemented Implementation of 'Returning Parents Support Fund' 50% aware of family-friendly policies, 7,5% not aware
		2. Organising an annual Departmental family-friendly social event. Collect information on interest and attendance rates.	June 2022	ED&I WG WG Events	Event takes place and staff survey indicates >75% of respondents agree Department is a great place for	Family-friendly events have been successfully conducted in 2023 (Skyline

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					staff with family commitments.	walk) and 2024 (River walk) In 2021: 60% agree, 4% (1 of 27) disagree In 2023/2024: Question not asked 2024: 86% agrees the dept is supportive of staff with family commitments
5.9	Transparency in departmental decision-making process	1. Notes from all departmental committee meetings made public for all staff through dedicated Moodle page, including summary containing key points and decisions	October 2020 – July 2021	HoD, department coordinator WG Steering	>70% of respondents perceive communication between management and staff as clear and effective, as evidenced in future staff surveys	Completed Notes from meetings which are minuted and do not involve personal information uploaded to Departmental Teamspace In 2021: 67% agree, 15% (4 of 27) disagree

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
						In 2023: 53% agree, 12% (2 of 17) disagree In 2024: IN EXTRA: 77% agrees (23/30)
		2. Achieve gender-balanced representation (in line with current female staff percentage) within departmental committees and address potential female admin overload	Since September 2021	HoD, ED&I chairs WG Steering	Balanced representation (23%) of female staff in all committees	Actively monitoring resulted in improvement of gender balance in most committees as detailed in the current application. Female admin overload monitored and discussed during regular WAMS presentation in ED&I committee
		3. Implement HoD drop-in session to guarantee flexible access channel	Since March 2020	HoD WG Steering	Positive uptake of sessions	Implemented until 2022, continued after HoD-change in

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
						alternative format (open-door policy)
5.10	Outreach activities	Achieve balanced female representation in outreach activities through monitoring of gender balance in outreach engagement by newly established Outreach / Widening Participation Team	Since March 2022	Outreach team, ED&I chairs WG Steering	Balanced gender representation in outreach activities at least in line with national benchmark (28 %)	Completed Department staff actively involved in various outreach activities involving balanced mixture (at least 40/60) of female and male staff and students of different nationalities
5.11	Visibility of female role models	1. Appoint at least one (of four) female visiting professor per year as part of our distinguished visitor's scheme	March 2021 – July 2021	Research theme leaders WG Events	At least one female visiting professor appointed	Visiting Professor scheme discontinued after Covid At least one female guest researcher in all years (except COVID)

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
		2. Achieve more balanced gender representation among the speakers at external and internal departmental research seminars, taking into account gender imbalances in the different research groups	September 2020 – July 2021	Seminar organisers, research group leaders WG Steering	Achieve at least the same gender proportion among seminar speakers (28 %) as in national benchmark	Gender proportion in external seminars and internal workshop monitored and target balance achieved or exceeded (e.g. ca. 50% balance in external seminars in last 3 years)
		3. Include dedicated section on “Women in Economics” in AS webpage	November 2020 – December 2021	ED&I WG WG Webpage	Inclusion of section in webpage	Section on ‘Women in Economics’ published on Departmental Teams page
5.12	Career break policies	1. Promote all family-friendly policies offered by the University, including the newly updated University’s Shared-Parental Leave to all staff through newly implemented ED&I Teamspace	June 2021	ED&I WG WG Careers	<20% unawareness of family-friendly policies as evidenced in future staff surveys	Family-friendly policies promoted in dedicated subsection on ED&I-Teams page

No	Objective	Proposed Action(s)	Timescale	Responsibility WG	Success Criteria	Evaluation / Status
						In 2024: 50% agree, 8% (2 of 26) disagree
		2. After return from maternity leave the assignment of duties is considered with HoD in a follow-up meeting. The approach is flexible with a focus on the need to re-establish research momentum, e.g. offering substitution of teaching units by marking, etc.	2020 – 2024	HoD WG Careers	All staff members on maternity break feel supported before, during, and after their leave and meet in advance and after with HoD as evidenced in future staff surveys (Q. 20-22)	In 2021: All leavers feel supported around caring leave In 2023: 60% agree, 0% disagree From 2023 HoD offers additional meeting with leavers after return Not asked in 2024 (not relevant)
		3. Lobby on university level (e.g. USAT) for more generous condition regarding maternity, paternity and shared parental leave	September 2022 – January 2023	ED&I Chairs WG Steering	USAT made aware of staff views. ED&I Chairs to request an update from USAT on any change in policies to improve conditions of	USAT informed regarding staff views Initiative from Economics Department staff led to university-wide

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					maternity, shared parental and paternity leave	change in flexibility of maternity leave policy
		4. Staff on maternity or, if applicable, shared parental leave can access their individual research budgets while on leave	September 2020 – September 2021	DoR, HoD WG Careers	All staff members on maternity break feel supported during their leave as evidenced in future staff surveys (Q. 20.2)	Completed In 2021: All leavers feel supported around caring leave In 2023: 60% agree, 0% disagree In 2024: not asked University established additional 'Returning Parents Support Fund' in 04/2024