



Athena SWAN: Bronze and Silver department applications



Athena SWAN Silver Department Awards

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

Department application	Bronze	Silver
Word limit	10,500	12,000
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
Case studies	n/a	1,000
6. Further information	500	500
Additional Word Count Granted for Resubmission with Revisions		1,000

Name of institution	University of Warwick	
Department	Sociology	
Focus of department	AHSSBL	
Date of application	July 2022	
Award Level	Silver	
Institution Athena SWAN award	Date: May 2018	Level: Silver
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GLOSSARY OF ABBREVIATIONS

AS	Athena SWAN
AP	Action Plan
BAME	Black, Asian and Minority Ethnic
CSWG	Centre for the Study of Women and Gender
EDI	Equality, Diversity and Inclusion
DA(RF&O)	Department Administrator (Research, Finance & Operations)
DA(T&L)	Department Administrator (Teaching & Learning)
DPR	Development and Performance Review
DSEP	Director of Student Experience and Progression
ECR	Early Career Researcher
ERC	European Research Commission
FT	Full-time
FTC	Fixed-term contract
GTA	Graduate Teaching Assistant
HESA	Higher Education Statistics Authority
HoD	Head of Department
HPC	Hourly-Paid contract
HR	Human Resources
JH	Joint-Honours Undergraduate Degree
LDC	Learning and Development Centre (University)
NB	Non-binary
OEC	Open-ended contract
OEFTC	Open-ended and fixed-term contracts
PDR	Personal Development Review
PGR	Postgraduate Research student (PhD)
PGT	Postgraduate Taught student
PT	Part-time
PULSE	Biennial staff survey on the working environment (University)
REF	Research Excellence Framework
R+T	Research + Teaching staff
RIS	Research and Impact Support (University)
SAT	Athena SWAN Self-Assessment Team (Department)
SCC	Sociology Care Collective
SH	Single-Honours Undergraduate Degree
SPL	Shared Parental Leave
ST	Sessional Tutor
TF	Teaching Fellow
UG	Undergraduate student
WARF	Warwick Academic Returners' Fellowship

1. Letters of Endorsement from Heads of Department

Overleaf, we present 2 letters of endorsement:

- a letter from the current Head of Department, Professor John Solomos (2 pages, 498 words)
- a letter from the incoming Head of Department, Professor Alice Mah (1 page, 163 words – using the additional 200-word allowance provided to departments with a HoD soon to be succeeded)

Advance HE
Innovation Way, York Science Park
Heslington
York, YO10 5BR

26 July 2022

Dear Colleague,

As Head of Department, I am delighted to endorse this application for an Athena SWAN Silver Award. I have served as HoD from April 2013 until August 2018, and then from January to August 2022. Between 2018 and 2021 Professor Virinder Kalra was HoD. Both Professor Kalra and I supported and worked closely with the Self-Assessment Team in drafting this submission.

As this application shows, our Department has undergone important staff changes over the past decade; an important part of this process involved addressing equality and diversity. The Department is a recognised research leader in gender, race and ethnicity, sexuality, social theory, inequalities and social change, economy and expertise, and social justice. Emerging from this research expertise and our commitment to embedding gender, race and class in our curriculum, there is an established culture of seeking to promote equality in all spheres of activity. This informed our efforts to develop aspirational targets around gender and ethnicity in staffing and inspired our curriculum review . We worked hard to make the department inclusive for trans and non-binary students and staff, and to provide support and training in relation to sexual harassment.

We have seen significant improvements, including:

- increasing the number of women professors (in 2017, 38% of were women, now it is 62%)
- increasing BAME representation among academic staff (30% now, 24% last time) and especially, among professors (of 11 professors, 5 are BAME women and 2 BAME men, 64%)
- increasing numbers of BAME men students (our most under-represented student group in 2017)

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- increasing proportions of BAME students (it was 39% of women and 41% of men, and is now 56% of women and 70% of men).

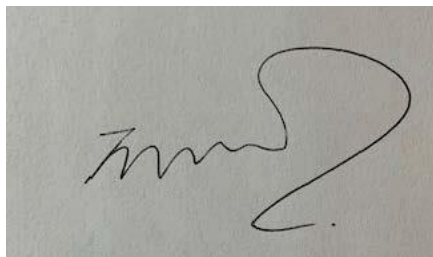
Our undergraduate and postgraduate curriculum is still evolving but we have made important advances to ensure that it covers issues of equality and diversity as fully as possible. We now have UG specialisms in *Race and Global Politics* and *Social Inequalities and Public Policy* and are proposing a new MA in *Gender and Sexuality*.

The Department strives for gender and ethnic balance within its leadership team. We aim to ensure that all key areas of our work, from undergraduate teaching to research, are led by colleagues who reflect the gender and ethnic composition of the Department. Our Action Plan highlights that we have some way to go in our efforts to achieve this but we hope this application indicates how seriously we take this issue.

As we have come to a better position vis-à-vis these issues, we now have new challenges to address. The key ones include improving progression for administrative staff, and addressing issues relating to fixed-term teaching-only contracts.

Our SAT collected data in different formats, and staff and student stories about our activities. **The information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department.** Our Athena SWAN work provides the opportunity to advance our constructive action for equality in the Department, as detailed in our Action Plan.

Sincerely

A handwritten signature in black ink on a light-colored background. The signature is stylized and appears to read 'John Solomos'.

John Solomos

Head of Department

Advance HE
Innovation Way, York Science Park
Heslington
York, YO10 5BR

26 July 2022

Dear Colleague,

I am very pleased to endorse this application for an Athena SWAN Silver Award, as incoming Head of Department in Sociology from September 2022. Since I joined the Department in 2011, I have been impressed at the collective commitment and hard work to address important issues of equality, diversity, and inclusion. In recent months, I have been in dialogue with the Self-Assessment Team and Professor Solomos to identify further opportunities for improvements in the areas of equality and diversity. The Action Plan detailed in the application has my full support. It includes several Action Points which I proposed myself, in my current capacity as Director of Research, in order to increase opportunities for peer exchange and support among staff, with a view to addressing concerns and needs raised by colleagues in the 2022 Athena SWAN survey. I look forward to working together with colleagues and students to implement these and other important actions over the coming months and years.

Yours Sincerely,



Alice Mah

Director of Research and Incoming Head of Department

ACTION POINT LEGEND

Throughout this submission, references to Action Points appear in the following format:

- **(AP2017-x.y)**: an action point from the **2017 Action Plan** which has been **successfully implemented** (84 out of a total of 94)
- **(AP2017-x.y)**: an action point from the **2017 Action Plan** which has been **partially implemented** (9 out of a total of 94)
- **(AP2017-x.y)**: an action point from the **2017 Action Plan** which has **not been implemented** (1 out of a total of 94)
- **(AP2017-New.x)**: an action point added to the **2017 Action Plan** after it was submitted (4 out of a total of 94)
- **(AP2022-x.y)**: an action point proposed for the **2022 Action Plan**

Our 2017 Action Plan can be consulted [here](#).

2. Description of the Department

The Department of Sociology is in the Faculty of Social Sciences at Warwick. We are known internationally for excellence in teaching and research and in REF2021 came 10th for Sociology. We host two research centres: the Centre for the Study of Women and Gender (CSWG) and the Social Theory Centre. Our research is grouped into three clusters: Economy, Technology, Expertise; Inequalities and Social Change; Justice, Authority and the Geopolitical.

Staff

We are a medium-sized department in the University and discipline. As of July 2022, the department employs 42 academics at various career stages and 18 Graduate Teaching Assistants (GTAs) and Sessional Tutors (STs).

The department has a core team of 7 administrators: 2 department administrators and 5 administrative

officers (6 FT; 1 PT). In addition, it shares 4 support staff with other departments in the Faculty.¹ Table 1 shows the gender breakdown of academic and administrative staff.

Table 1: Number of staff by gender and role (2021-22)

Staff Category	Women		Men		Total
Academic	28	67%	14	33%	42
Administrative (Core Staff)	7	100%	0	-	7
Administrative (Shared Staff)	2	50%	2	50%	4
Total	37	70%	16	30%	53

This table does not include GTAs/STs.

Thirteen academics (30% - an increase on the 2017 figure of 24%) and 1 core administrative staff identify as BAME.

Since 2017, the department has appointed 10 colleagues (6 women and 4 men) on open-ended academic contracts, ranging from Assistant Professor to Professor, and 4 Teaching Fellows (3 women and 1 man) on fixed-term contracts.

The organisational structure of the department is shown in Figure 1 (next page). Since 2017 we have had two HoDs: Prof John Solomos (until March 2018 and January–August 2022) and Prof Virinder Kalra (April 2018–December 2021). Prof Alice Mah becomes HoD in September 2022.

Students

At UG level we offer 2 single-honours programmes and 4 joint-honours programmes; at PGT level, 4 Master’s programmes; and at PGR level, 2 programmes (Sociology, and Women’s & Gender Studies). Issues of inequality and intersectionality are central to all our teaching.

The majority of students at all levels are women (79%), reflecting the broader feminisation of Sociology as a discipline. This is higher than HESA’s figures for women students in Social Sciences nationally which is 67%.² We also have a growing number of students who identify as non-binary (NB), particularly at PGR level. However, not all Warwick student databases include NB as a category. This means we have information on NB identity for single-honours Sociology UGs and all PGs, but not for joint-honours UGs (**AP2017-4.1.3; AP2022-2.1**). We, therefore, separate the two groups of UGs in table 2.

¹ Due to the nature of HR records at Warwick, HR data given throughout the submission relates only to the core administrative staff. However, shared support staff are also included in data from the departmental culture survey.

² For benchmarking purposes, we use HESA data for Social Sciences, because data on Sociology as a discrete discipline are not available. Unless stated otherwise, figures are for 2020-21.

Figure 1: Organisational Structure of the Department (July 2022)

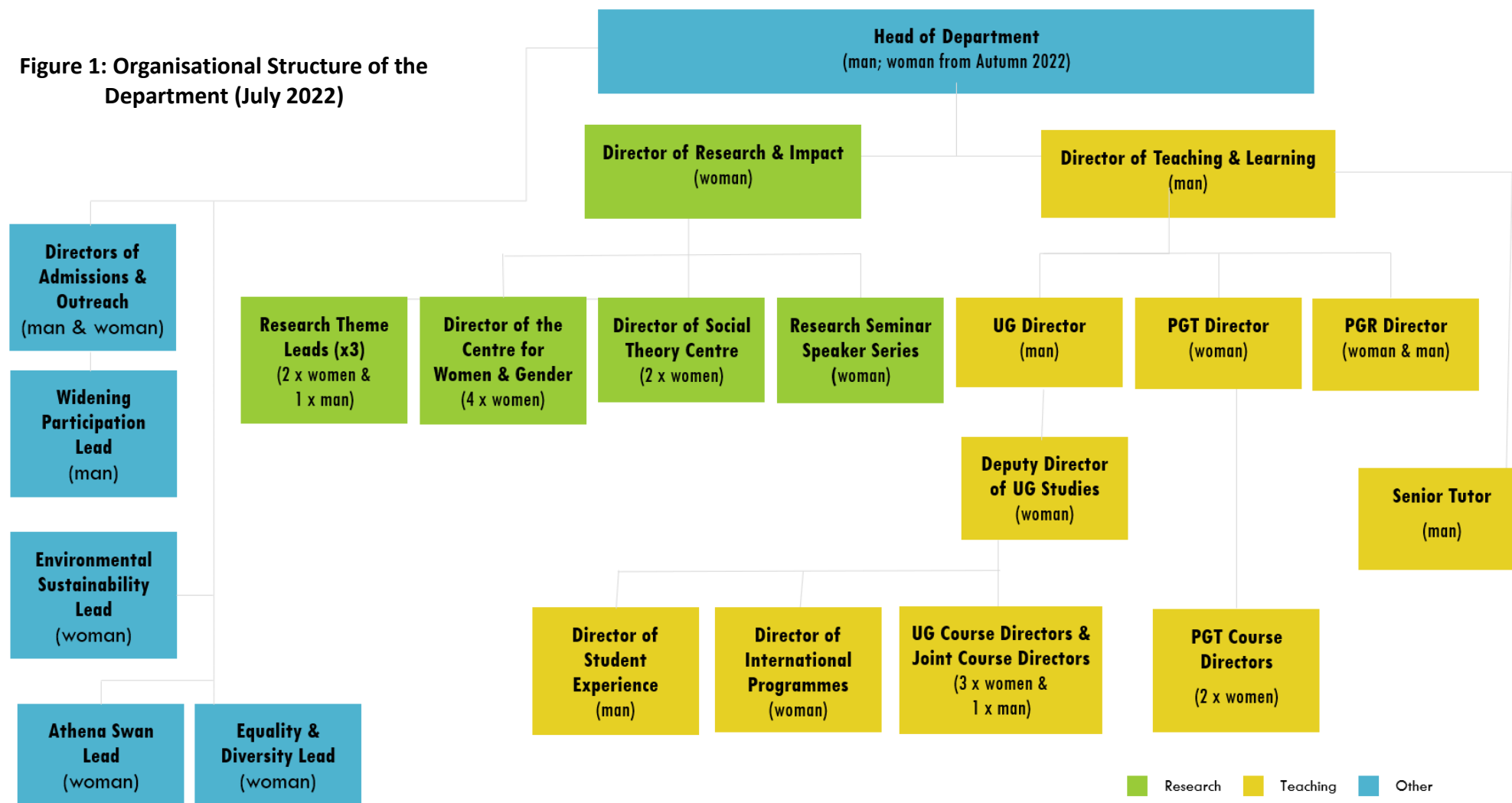


Table 2: Numbers of students by gender and level of study (2021-22)

Level of Study	Women		Men		Non-Binary		Total
Undergraduate (SH)	206	86%	29	12%	4	2%	239
Undergraduate (JH)	174	79%	45	21%	Not available		219
Postgraduate Taught	22	65%	11	32%	1	3%	34
Postgraduate Research	17	50%	13	38%	4	12%	34
Total	419	79%	98	19%	9	2%*	526

* This figure rises to 3% if we disregard joint-honours UGs.

Among single-honours UG students and all PG students, 58% identify as BAME (an increase on the 2017 figure of 44%).

The staff and student surveys conducted for this submission celebrate the department's **diversity**, (section 4) and its **commitment to promoting gender equality** (sections 5; 6) while recognising the need for **continued action**. (Action Plan)

81% of staff feel we have made progress on gender equality since the 2017 submission (91% of women & NB staff; 60% of men) and, as Table 3 shows, there are now fewer gender discrimination concerns.

Table 3: Concerns about Gender Discrimination, 2017 + 2022 AS Surveys (OEFTC Staff), by gender

	Women + NB		Men	
	2017	2022	2017	2022
Many concerns			10%	
Some concerns	38%	28%	33%	
No concerns	62%	72%	57%	100%

Section word count: 536

ACTION POINTS

- **2.1:** Collaborate with the University's Strategic Planning and Analytics Office to help improve the accuracy and inclusivity of the University's data sets and EDI dashboards, particularly in relation to representation of non-binary identity.

3. The Self-Assessment Process

(i) a description of the self-assessment team

Since 2017 when we achieved an AS Bronze award, our Equality, Diversity and Inclusion Committee has overseen our AS work, monitoring progress with the AP, supporting colleagues in the implementation of Action Points and developing new Action Points. The committee is usually led by a senior academic and, thus far, it has been chaired by women. Our current SAT was set up in the summer of 2021 with membership drawn from the different categories of staff and students in the department, and including staff and students from a range of backgrounds and life circumstances.

Membership of 2022 Athena SWAN SAT

Staff on fixed-term contracts (FTC), part-time contracts (PT) or hourly-paid contracts (HPC) are indicated below; all other colleagues have open-ended contracts and/or full-time contracts.			
Name	Identifies as	Role	Section(s) authored
Sara Bamdad	Woman	Senior Sessional Tutor; Research Fellow (Athena SWAN) (FTC; HPC)	Surveys Statistical Analysis
André Celtel	Man	Associate Professor; Director of Student Experience and Progression	5 Action Plan
Nickie Charles (Chair)	Woman	Professor; Athena SWAN lead; Co-Director of CSWG (PT)	2, 3, 4, 5, 6 Action Plan
Karen Chu	Woman	3 rd year UG, BA in Sociology with Specialism in Race and Global Politics; Co-President of the SU's Sociology Society	Surveys
Amy Clarke	Woman	Departmental Administrator: Research, Finance & Operations	2, 3, 4, 5 Action Plan
Vicki Flower	Woman	Finance Officer (PT)	5 Action Plan
Carys Hill	Woman	PGT student (formerly UG student, BA in Politics and Sociology; starting PhD in the department in 2022/23)	5 Surveys

Jay Kinsella	Non-Binary	4 th year UG, BA in Sociology with Specialism in Social Inequalities and Social Policy (with Intercalated Year); Co-President of the SU's Sociology Society	Surveys Focus Group Action Plan
Richard Lampard	Man	Associate Professor; Director of Undergraduate Studies	Surveys Statistical Analysis 2,3,4 Action Plan
Caius Liu	Man	3 rd year UG, BA in Sociology with Specialism in Technologies and Markets	Surveys
Yasmina Maiga	Woman	4 th year UG, BA in Politics and Sociology with Intercalated Year	Surveys
Igi/Lyndsey Moon	Non-Binary	Senior Sessional Tutor (FTC; HPC)	Surveys Focus Group Action Plan
Mishal Niaz	Woman	PhD Student	Surveys
Maria do Mar Pereira	Woman	Associate Professor; Athena SWAN Co-lead; Co-Director of CSWG; University Institutional Athena SWAN SAT.	Surveys 2, 3, 4, 5, 6 Action Plan
Ravi K. Thiara	Woman	Professor; Chair of EDI Committee (PT)	5 Action Plan
Teodora Todorova	Woman	Teaching Fellow (FTC)	Surveys 5 Action Plan
John Solomos	Man	Professor; HoD	1 5 Action Plan
Khursheed Wadia	Woman	Associate Professor (Professor from Aug 1st 2022); Chair of Sessional Teaching Committee; Co-Director of CSWG (PT)	Surveys Action Plan

Additional contributions to the submission from:		
Alice Mah	Woman	Professor; incoming HoD (starting Sept 2022)
Claire Blencowe	Woman	Associate Professor; Co-Director of Social Theory Centre

We appointed a former PGR student and current Sessional Tutor as a Research Fellow to assist with the collection, analysis and presentation of data, and to ensure that the workload for other SAT members was not too onerous. The work by the Co-Leads is accounted for in workloads, but not the work of other SAT members. This is an improvement on the 2017 situation, when AS work was not included in workload calculations for any SAT members. One of our 2017 Action Points (**AP2017-3.1**) undertook to include AS work in individual SAT members' workloads. This led to a review in 2020 of workload calculations in the department which made it possible for the role of AS (Co-)Lead(s) to be included in the calculation of individual workloads from then onwards. However, this review did not extend to the role of AS SAT member, which is still not recognised in individual workload calculations. This means that further action is required in this area, to secure full recognition of SAT membership in workload calculations in the future. (**AP2022-3.1**)

(ii) an account of the self-assessment process

We approached Athena SWAN not only as an exercise in securing Advance HE Gender Charter recognition, but also as an opportunity to produce/exchange knowledge about gender and other inequalities in academia. We used the self-assessment exercise to strengthen our existing expertise and contribute to broader debates.

Internal AS Process:

The follow-up work on our 2017 AS submission had 2 stages:

Publicising findings and Action Plan	<p>The findings and Action Plan were:</p> <ul style="list-style-type: none"> discussed at Staff Away Day on May 2017; (AP2017-3.2) circulated to staff and students via email and meetings; (AP2017-3.3; AP2017-3.4) published in a new departmental webpage on 'Equality, Diversity & Inclusion'.
Monitoring and evaluation of implementation of 2017 Action Plan	<ul style="list-style-type: none"> converting the Action Plan into an editable spreadsheet accessible to staff in the department's Shared Drive; regularly reminding staff (via email and meetings) to update spreadsheet with details of work relevant to AP; evaluating progress on an annual basis and reporting on progress in relevant committee meetings. AS was a standing item in all Committee and department meetings between 2017 and 2022; (AP2017-3.6; AP2017-3.7) regular discussions in Staff-Student Liaison Committee (SSLC) meetings (AP2017-

	<p>3.4), 2 <i>Sociology Lunch</i> events organised by staff for students; (AP2017-3.4; AP2017-4.1.6; AP2017-5.6.1) and in meetings of the Sociology Athena Student Activists network, a group of 13 UG+PG students who worked with 2 staff SAT members in 2018/2019 to run student-focused events on EDI issues. (AP2017-3.4)</p>
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Preparation of our 2022 submission included the following work:

SAT Meetings	<p>The SAT met every 6–8 weeks from summer 2021 to July 2022. Working-groups led on particular activities (e.g. survey design, event organisation).</p>
Consultation with Staff and Students	<p>Emerging issues, AS data and drafts of the 2022 Action Plan were discussed:</p> <ul style="list-style-type: none"> • in SAT meetings; • in SSLCs, committee and department meetings, and Staff Away Days; • with past, current and incoming HoDs. <p>The final submission will be made available to staff and students. (AP2022-3.2)</p>
Data Collection and Analysis	<p>Data sources included:</p> <ul style="list-style-type: none"> • HR and student records, including the University’s 2019/2020 PULSE survey (departmental response rate: 58%); University Athena SWAN dashboard (which does not provide non-binary NB data – AP2022-2.1); and IBM Cognos database (which has included NB data since 2019/20). <div style="border: 1px solid #add8e6; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>EXPLANATORY NOTE – Non-Binary Data</p> <p><i>The submission relies primarily on staff and student data from the University’s Athena SWAN dashboard because this was the most accurate data set. We have supplemented this data, as much as possible and where relevant, with NB data from departmental records and other University databases. This allows us to provide NB details for some, though unfortunately not all, of the data presented here. (AP2022-2.1)</i></p> </div> <ul style="list-style-type: none"> • 2-hour focus-group (March 2022) with trans and NB students and staff, 7 participants; • 3 surveys hosted on the department website and completed anonymously. We updated the surveys created for our 2017 submission. When comparing staff survey data from 2017 and 2022, we use only data from the OEFTC survey, because HP colleagues were not surveyed in 2017. For more information on the surveys, see table 4 overleaf.

Table 4: Key Facts on AS Surveys 2022

	Staff on Open-Ended and Fixed-Term Contracts	Staff on Hourly-Paid Contracts	Students
Survey open	2 months (February-April 2022)		3 months (March – June 2022)
Respondents	24	10	16 ³
Response Rate	49%	63%	roughly 3%
Respondents by gender	17 women (71%), 6 men (25%), 1 NB person (4%)	6 women (60%), 3 men (30%), 1 NB person (10%)	12 women (75%), 2 men (12.5%), 2 NB people (12.5%)
Respondents by race/ethnicity	17 white (71%), 5 BAME (21%), 2 preferred not to say (8%)	4 white (40%), 6 BAME (60%)	6 white (37.5%), 10 BAME (62.5%)
Respondents by category	16 academic (67%), 7 administrative (29%), 1 preferred not to say (4%)	9 GTAs (90%), 1 ST (10%)	7 SH UGs (44%), 4 JH UGs (25%), 1 PGT (6%), 4 PGR (25%)

This internal work was inspired by insight gained through **external knowledge-sharing initiatives**.

External AS Initiatives within Warwick:

- a) SAT members are active in several Warwick committees, where they exchange AS best practice and play key roles in shaping policies and procedures at Faculty and University levels:
- Faculty of Social Sciences AS Committee (chaired by a Sociology SAT member from 2018 to 2019);
 - University EDI Committee;
 - University AS Network;
 - Institutional Athena SWAN SAT.
- b) SAT members (in collaboration with CSWG) hosted an internal event (21/02/2019) to share academic literature on the achievements and challenges of AS work. (AP2017-7.4)
- c) SAT members supported 11 other Warwick departments/centres with their AS submissions, sharing templates of the Sociology departmental culture survey and helping colleagues adapt them for their own use. Staff across Faculties have commended these templates, especially their capacity to collect data both on *concerns* and *celebrations*. Many felt that this approach was instrumental in securing their AS awards. In Summer 2022, the Sociology SAT will be nominated for Warwick’s new Award for Athena SWAN Best Practice for work on this survey.

³ This low student engagement has been consistent across all departmental surveys since Covid-19. Because the number of respondents is so low, we do not present statistical data from the survey in this submission (as we cannot draw general conclusions about student views). However, we present some qualitative data, and used the student survey responses to help us identify Action Points (e.g. AP2022-5.6.1).

External AS Initiatives:

a) As part of our 2017 submission, we organised a day-long workshop which brought together 50 academics, administrators and practitioners from 17 universities. We committed to writing a report of the event which was authored by Dr Ruth Pearce (member of the 2017 SAT). It was distributed via national and international mailing lists in July 2017. (AP2017-3.5).

Pearce drew on material from the report to co-author (with Charikleia Tzanakou, a speaker at the event) an article about AS, published in 2019 in *Gender, Work & Organization*.

b) A SAT member was a consultant in the European Commission H2020 project CASPER, examining the feasibility of establishing a European-wide award/certification system similar to AS.

c) In June 2022, 23 organised an online workshop entitled *Athena SWAN: New Challenges and Ongoing Dilemmas* (AP2017-7.5), with 120 participants from 50+ universities. It generated crucial insights which shaped our submission:

- reinforced the importance of taking an intersectional approach to AS;
- demonstrated that recognition of AS work within workloads is a sector-wide problem; (AP2022-3.1)
- highlighted the need to address issues relating to casualisation (section 4b);
- highlighted the importance of defending equality schemes like AS from political attacks.

Recordings and resources from the event will be shared through (inter)national mailing lists.

(AP2017-3.5)



CSWG Workshop

Thursday 30th June 1-3pm BST
Online (Zoom)

Athena Swan: New Challenges and Ongoing Dilemmas

Kalwant Bhopal (University of Birmingham)
“Gender vs Race in higher education: competing identities”

Charikleia (Charoula) Tzanakou (Oxford Brookes University)
“Reflecting on Athena SWAN within and beyond the UK”

Ruth Pearce (University of Glasgow)
“Using Diversity: to Degenerate Universities into the Most Egregious Wokery”

In this event, we will critically reflect on the achievements and limitations of Athena Swan and other equality schemes in contemporary UK higher education. Building on critical conversations about Athena Swan held in 2017, this workshop seeks to reassess such schemes 5 years on. What new challenges are emerging in, and for, Athena Swan work? Which ongoing dilemmas continue to shame and constrain that work?

This online workshop is free and open to all, but advance registration is required. To register: bit.ly/3mhlXv1

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

Following submission of this application, the SAT will merge with the department's EDI committee which will meet at least twice a term. One of its tasks will be to implement and monitor the AS Action Plan, which will be a standing item in all its meetings. The post of AS Lead will remain active between submissions, and the post-holder(s) will be responsible for coordinating and monitoring AS Action Plan implementation across the department. (AP2022-3.6) EDI/SAT members will continue to participate in University-level AS initiatives and organise external events. (AP2022-3.3; AP2022-3.4) EDI issues will continue to be a standing item in all committee meetings.

Section word count: 1030

ACTION POINTS

- **3.1:** Incorporate Athena SWAN work in calculation of individual workloads in next round of Athena SWAN.
- **3.2:** Circulate the final Athena SWAN submission to all staff and students via email, and make it available on the departmental EDI webpage.
- **3.3:** Discuss the implementation of the 2022 Athena SWAN Action Plan at the next Department meeting (September 2022).
- **3.4:** Hold regular discussions about the monitoring and implementation of the 2022 Action Plan across all committee meetings in the department (as part of the standing agenda items on Equality & Diversity).
- **3.5:** Share recordings and resources from the 2022 Athena SWAN event through relevant external mailing lists.
- **3.6:** Keep the position of Athena SWAN Lead active between Athena SWAN submissions, with responsibility for monitoring Action Plan implementation across the department.

4. A Picture of the Department

A. Student data

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

N/A

(ii) Numbers of undergraduate students by gender

The feminisation of Sociology as a discipline is reflected in our student numbers. Table 5 shows a high proportion of women (83%) taking Sociology single-honours and joint-honours programmes; HESA's national figure for Social Sciences is 67%.

Table 5: Number of students on all UG programmes by gender (2021-22)

	Total	Women		Men		Non-Binary	
Sociology <i>(including BA Sociology, BA Sociology with Specialisms, BA Sociology & Criminology)</i>	239	206	86%	29	12%	4	2%
Politics and Sociology	95	74	78%	21	22%	Not available (see section 2; AP2022-2.1)	
Law and Sociology	80	65	81%	15	19%		
History and Sociology	24	17	71%	7	29%		
Sociology and Global Sustainable Development	20	18	90%	2	10%		
Total	458	380	83%	74	16%	4	1%*

* This figure rises to 2% if we disregard joint-honour UGs, for whom we do not have data on NB identification.

In the following analysis,⁴ we focus on UG data for the SH degrees offered by the department because these degrees are administered by the department. We have much less control over JH student data (e.g., NB data, section 2), recruitment and learning experience, although students have access to the same support as we offer to SH students (see section 5.3.iv). All our UG programmes are full-time.

⁴ Some data sets (primarily those relating to students) are recorded with reference to whole academic years, while other data sets (primarily those relating to staff) are recorded in relation to a specific census date on a given calendar year. This explains why years appear differently in different tables/figures across the submission.

Table 6: UG applications, offers and enrolments by year and gender

	Women			Men		
	Applications	% app. who received offers	% offers which were accepted	Applications	% app. who received offers	% offers which were accepted
2017/18	369	87%	21%	86	76%	29%
2018/19	396	89%	27%	94	83%	24%
2019/20	399	86%	20%	75	89%	25%
2020/21	465	82%	24%	115	77%	19%
2021/22	493	79%	22%	97	78%	17%

The figures for applications, offers and enrolments show that women outnumber men at all stages and that this is consistent over time. In contrast, the figures for attainment show that the proportions of women and men graduating with Firsts or 2.1s are now comparable (Table 7). Men’s attainment is still, on average, lower than that of women, but it has increased over the last few years.

Table 7: Proportion of UGs graduating with First or 2.1 by year and gender

	Women		Men		Total	
	Count	%	Count	%	Count	%
2017/18	41	84%	6	55%	47	78
2018/19	49	78%	8	73%	57	77
2019/20	50	89%	13	87%	63	89
2020/21	59	84%	9	90%	68	85
Average per year	84%		76%			

During this AS cycle, we developed actions designed to boost our recruitment of under-represented groups and improve their performance. (See **Spotlight** box below.) This contributed to an increase in our recruitment of BAME men students (figure 3) and higher attainment for men students (table 7), but action is needed to continue strengthening recruitment of men students (**AP2022-4.a.1; AP2022-4.a.2**).

Because we believe that an intersectional analysis is crucial, we present data on Sociology UGs according to gender and race/ethnicity. This can be seen in the figures and table below, which show the diversity of our UG student body. Figures 2-3 separate UGs into two groups – women and men (NB data is unavailable) – and show the proportion of students across the different race/ethnicity categories.

EXPLANATORY NOTE – Race/Ethnicity

We use the race/ethnicity categories used by the University in its records.

Figures 2-3: Distribution of SH UG students across race/ethnicity categories, by year

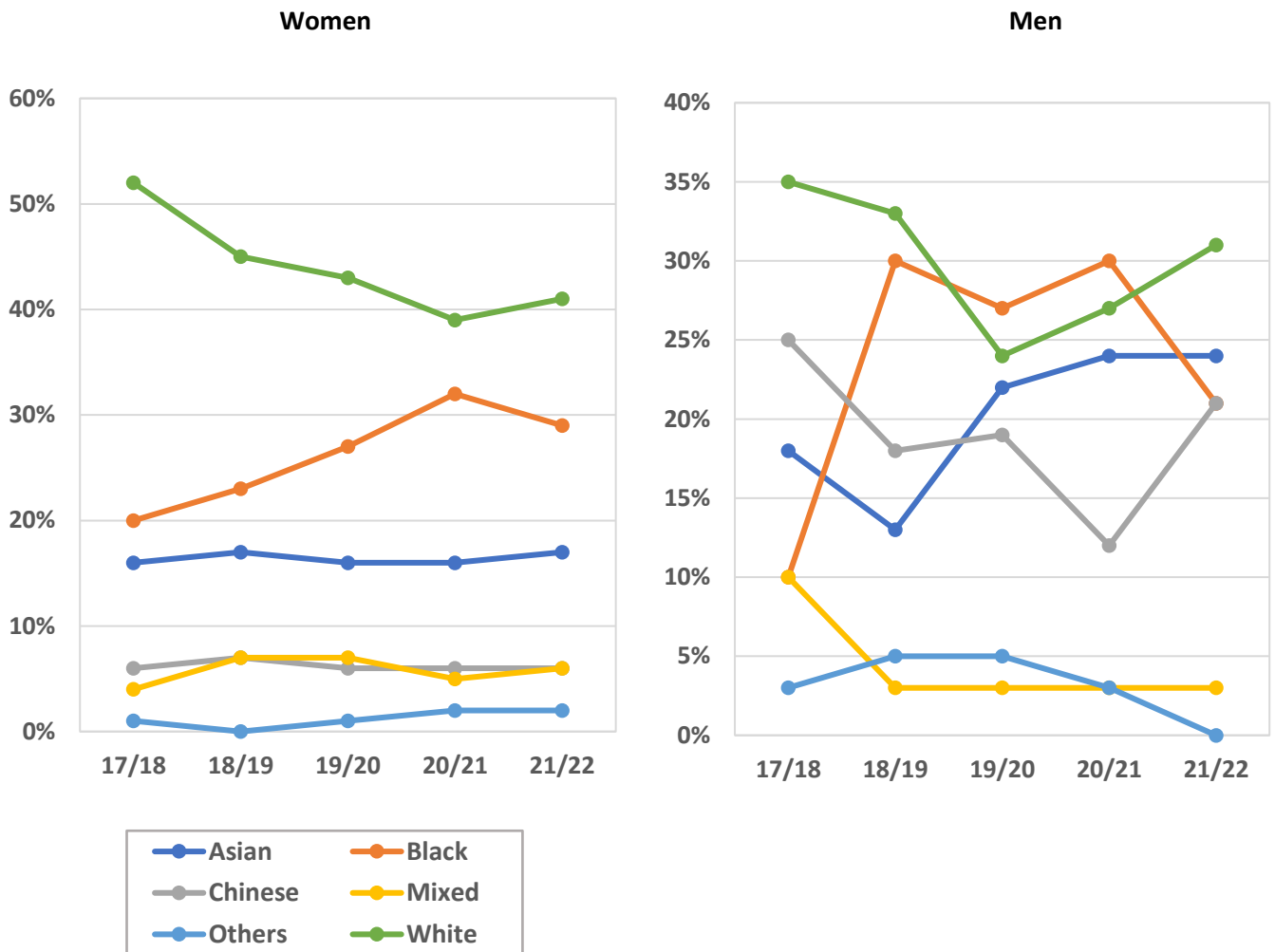


Table 8: Mean annual percentage of BAME UG SH students, by gender

	Women	Men
Period of Previous AS Submission (2012 – 2017)	39%	41%
Period of Current AS Submission (2017 – 2022)	56%	70%

As we can see, most BAME groups have grown in absolute and/or relative terms since 2017, partly as a result of our continued work on outreach (AP2017-4.1.4; AP2017-4.1.5; AP2017-4.1.6; AP2017-5.6.25; AP2017-5.6.26) and efforts to make the curriculum inclusive (AP2017-7.3). We are not complacent about these improvements, and are committed to actions that strengthen our recruitment of under-represented students (AP2022-4.a.1; AP2022-4.a.2).

SPOTLIGHT ON ACTIONS TAKEN AND THEIR IMPACT



PROBLEM:

In our 2017 submission we identified an under-representation of men UG students and, within that group, BAME men. In 2016/17, **83%** of SH UGs identified as women, **16%** as men and **1%** as NB. We also noted an attainment gap between women UGs (on average, **86%** graduated with a First or 2:1 between 2012 and 2016) and men UGs (on average, **72%** graduated with a First or 2:1).

ACTIONS TAKEN:

We conducted extensive consultation with existing students to understand the reasons for this under-representation and attainment gap, and to develop strategies to attract under-represented groups. (AP2017-4.1.6) Drawing on that consultation, we made several changes to our marketing and recruitment materials and initiatives.

- The department's Marketing and Outreach Committee worked in 2019 to develop a new brand narrative and aesthetic for our recruitment and outreach materials, including brochures (see section 5.6.viii for examples - AP2017-4.1.4), videos (AP2017-New.4) and websites, which now feature more prominently images of (BAME) men and discussion of topics of particular interest to many men applicants (such as crime). (AP2017-4.1.5)
- When appointing Student Ambassadors for all Recruitment and Outreach events (such as Pre-Offer Open Days, Post-Offer Open Days, online Live Chats for applicants, Virtual Open Days, and Widening Participation activities), pro-active efforts were made to select a diversity of student ambassadors, always including significant numbers of men students (and, specifically, BAME men). (AP2017-5.6.25) For example, on the department's *Routes to Sociology* scheme (a WP programme where UG students give Sociology talks to students from local schools) the percentage of men ambassadors rose to as high as 30% in some years. (AP2017-5.6.26)

We also improved our support for students, namely by launching in 2020 an Academic Coaching Programme providing UGs of all genders with essay-writing and academic-skills support. 18 men UGs benefitted from this support.

IMPACT:

Following our actions above, we saw several improvements:

- **Increased representation of BAME men** (table 8): the mean annual percentage of men UGs who are BAME was 70%, compared to 41% in the previous AS cycle.

- **Reduced gender attainment gap** (table 7): there is now an 8-point percentage gap, compared to the 14-point gap in the previous AS cycle.

However, men students continue to be under-represented among our SH UGs (table 5).

AREAS REQUIRING FURTHER IMPROVEMENT AND ACTION:

We must continue taking action to improve the representation of, and support for, under-represented groups.

- We will continue our ongoing efforts to make men students more visible in marketing, recruitment and outreach materials and initiatives.
- We will also take new actions, including running a support programme specifically for men students (**AP2022-4.a.1**) and increasing the attention devoted to the discussion of masculinities in relevant modules (**AP2022-4.a.2**).

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

At PGT level, women are also the majority (71% on average), but the gender balance is better than at UG level. This compares with a national figure of 67% for women Social Sciences PGT students.

Table 9: Population of PGT students by year, mode of study and gender

	Total				Full-Time Students				Part-Time Students			
	Women		Men		Women		Men		Women		Men	
2017/18	19	70%	8	30%	17	71%	7	29%	2	67%	1	33%
2018/19	24	67%	12	33%	22	67%	11	33%	2	67%	1	33%
2019/20	41	76%	13	24%	33	73%	12	27%	8	89%	1	11%
2020/21	28	78%	8	22%	20	80%	5	20%	8	73%	3	27%
2021/22	23	66%	12	34%	19	76%	6	24%	4	40%	6	60%

The relative proportion and gender balance of FT and PT students changes from year to year (Table 9) as does the percentage of applicants who receive and accept offers (Table 10) and neither set of figures shows a consistent gender imbalance.

Table 10: PGT applications, offers and enrolments, by year and gender

	Women			Men		
	Applications	% app. who received offers	% offers which were accepted	Applications	% app. who received offers	% offers which were accepted
2017/18	119	81%	43%	44	80%	43%
2018/19	151	79%	32%	55	76%	33%
2019/20	182	84%	50%	55	89%	37%
2020/21	186	70%	43%	65	68%	55%
2021/22	210	75%	43%	71	66%	47%

Table 11 shows a high proportion of PGT students achieving distinctions or merits.

Table 11: PGTs graduating with a distinction or merit by year and gender

	Women		Men		Total	
	Count	%	Count	%	Count	%
2017/18	14	61%	14	88%	28	72%
2018/19	17	100%	8	100%	25	100%
2019/20	13	81%	7	88%	20	83%
2020/21	30	100%	9	90%	39	98%
2021/22	14	82%	4	100%	18	86%

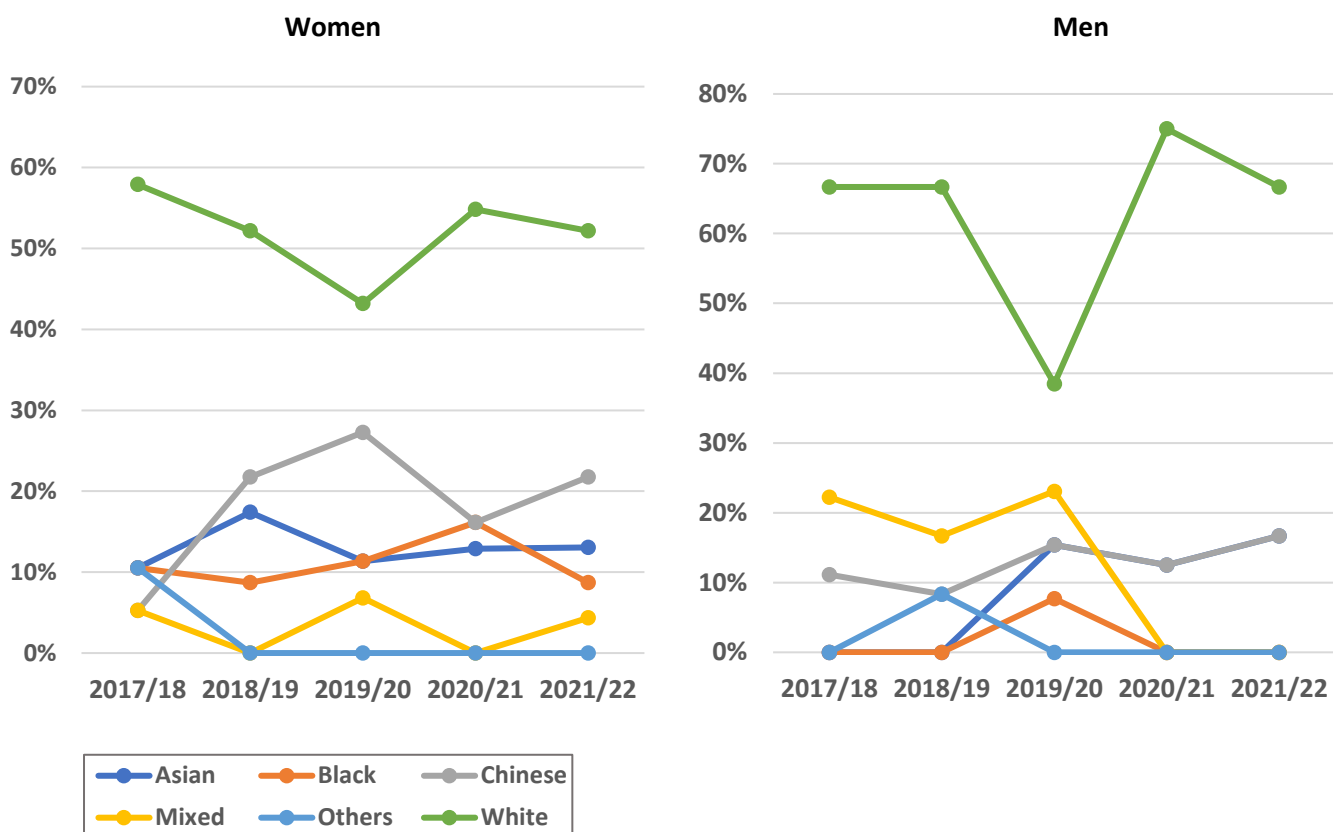
The gender imbalance noted in our Bronze submission in favour of men is not evident in these data. This is also the case for the award of prizes (Table 12). Our 2017 Action Plan included an action to investigate the reasons for greater attainment amongst men at PGT level (**AP2017-4.1.8**). We monitored the attainment gap each year, and found that attainment gaps varied from year to year with no concerning patterns remaining over time and no obvious connection to any actions taken on our part. We will continue to monitor the situation.

Table 12: Distribution of PGT prizes by gender

	Women		Men		Non-Binary	
	Count	%	Count	%	Count	%
2017/18	4	100%				
2018/19	1	25%	1	25%	2	50%
2019/20	1	25%	3	75%		
2020/21	3	100%				

Figures 4-5 provide a breakdown of PGT students by gender and race/ethnicity.

Figures 4 and 5: Distribution of PGT students across race/ethnicity categories, by year



There is more racial/ethnic diversity amongst women than men at this level: around half our women PGTs identify as white compared with two thirds of men PGTs; this has remained fairly stable with the exception of 2019-20 when white students were in a minority. We will monitor the situation and continue to strengthen recruitment of under-represented PGT students. (AP2022-4.a.1; AP2022-4.a.2)

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

Table 13 indicates that women are also the largest group at PGR level, with proportions that match the HESA figures. We also have several NB PGR students so, where possible, include NB data here.

Table 13: Population of PGR students by year, mode of study and gender

	Total Student Population							Full-Time Students			Part-Time Students		
	Women		Men		NB		Total	Women	Men	NB*	Women	Men	NB*
2017/18	32	73%	12	27%	0	0%	44	67%	33%		50%	50%	
2018/19	25	60%	17	40%	0	0%	42	69%	31%		33%	67%	
2019/20	21	55%	16	42%	1	3%	38	65%	35%		25%	75%	
2020/21	16	50%	12	38%	4	13%	32	63%	37%		50%	50%	
2021/22	17	50%	13	38%	4	12%	34	50%	39%	11%	50%	33%	17%

* The FT/PT breakdown for NB students is only available for 2021/22.

Table 14 shows PGR applications, offers and enrolments by gender over the past five years.

Table 14: PGR applications, offers and enrolments by year and gender

	Women			Men			Non-Binary		
	Appli-cations	% app. who received offers	% offers which were accepted	Appli-cations	% app. who received offers	% offers which were accepted	Appli-cations	% app. who received offers	% offers which were accepted
2017/18	37	38%	36%	34	50%	29%	N/A		
2018/19	34	47%	31%	25	40%	50%	N/A		
2019/20	32	66%	29%	26	46%	33%	1	100%	100%
2020/21	37	41%	7%	18	28%	0%	3	67%	100%
2021/22	34	53%	39%	26	54%	36%	3	100%	67%

There are no consistent gender imbalances in the proportion of students receiving and accepting offers but the numbers are small and percentages should be considered with caution.

PGR completion rates have improved since our last submission: the annual average of on-time PGR completions was 64% in the previous AS cycle and 81% in the current one, with no ongoing gender differences.

Table 15: PGR completion rates by cohort and gender

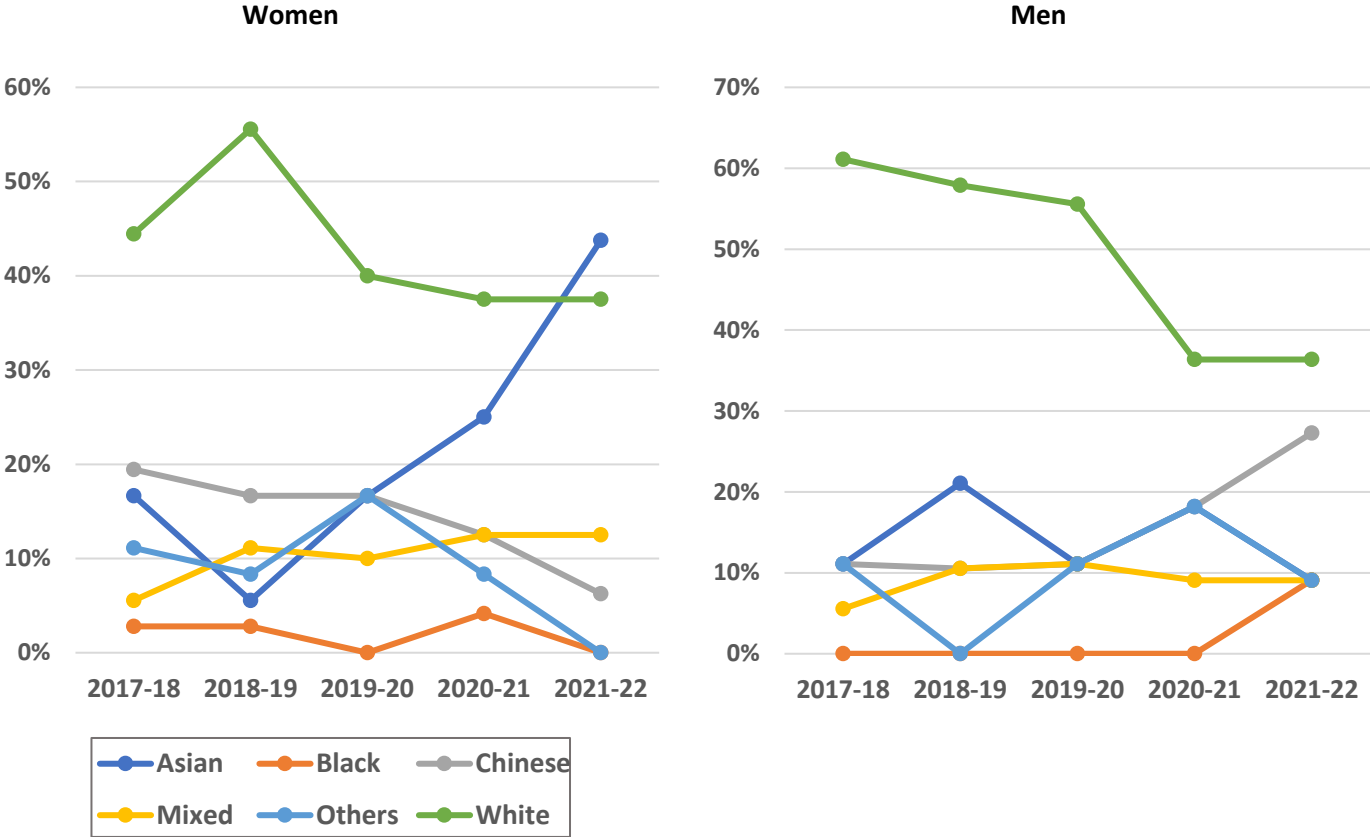
	All Completions		Completed Within 4 Years		% Completed Within 4 Years		
	Women	Men	Women	Men	Total	Women	Men
2017/18	6	8	5	7	86%	83%	88%
2018/19	9	7	9	6	94%	100%	86%
2019/20	10	2	9	2	92%	90%	100%
2020/21	7	1	4	0	50%	57%	0%

In the 2017 Action Plan, we committed ourselves to providing enhanced support for PhD students, including organising more publication and writing workshops (**AP2017-5.3.8**), offering improved career and post-doctoral mentoring as part of supervision (**AP2017-5.3.7**) and funding equality and diversity projects led by PhD students (**AP2017-5.3.11**), such as the zine-making workshop described below (see section 5.3.iv). We suspect that the improvement in completion rates is partly a result of this enhanced support, but it is also a continuing trend that we noted in our Bronze submission.

Completion rates have, however, been adversely affected by the pandemic across all gender categories. They decreased significantly in 2020/21 as a result of the generous extension policy adopted by the University following Covid-19, with both women and men students taking Covid-19 extensions.

Figures 6-7 provide a breakdown of PGR students by gender and race/ethnicity.

Figures 6 and 7: Distribution of PGT students across race/ethnicity categories, by year



These figures show an increase in racial/ethnic diversity, particularly post 2020. This continues a trend noted in our 2017 submission and is due to a reduction in the number of white students since 2020, rather than an increase in BAME students.

(v) Progression pipeline between undergraduate and postgraduate student levels

To analyse progression, we examined mean applications, offers and enrolments by gender across all levels; the figures can be seen in table 16.

Table 16: Mean applications, offers and enrolments (2017-22) by gender

	Undergraduate			Postgraduate Taught			Postgraduate Research		
	Applications	Offers	Population	Applications	Offers	Population	Applications	Offers	Population
Women	82%	82%	83%	75%	75%	71%	57%	57%	58%
Men	18%	18%	16%	25%	25%	29%	41%	38%	37%
Non-Binary	<1	<1	1%	<1	1%	<1%	2%	5%	5%

The figures for UG and PGT have not changed since our last submission but the proportion of women PGRs has dropped from 67% to 58%, aligning more closely with the HESA benchmark figures which are 67% (UG), 67% (PGT) and 57% (PGR).

The table shows a gradual drop-off in the proportion of women students at UG, PGT and PGR. Several factors contribute to this 'leaky pipeline'. One is that at PGT/PGR levels we recruit many men students with degrees in other disciplines, so the pool of men PG applicants is substantially larger than the pool of men Sociology UG graduates. Another factor is students' relationship with societal gender stereotypes about Sociology. Once students are exposed to Sociology (as a degree or optional module) at UG and PGT level, the stereotype that it is primarily a feminine field often dissipates, and proportions of men increase. This means that this 'leaky pipeline' can be understood both as a problem (in the sense that the representation of women students falls as they progress through the study pipeline) and as an opportunity (in the sense that the more balanced gender representation at PG level helps offset the under-representation of men students at UG level).

Our 2017 AP addressed this 'leaky pipeline' and led us to take several actions, including running regular sessions for UG and PGT students on the transition to further study (inviting students/alumni of all genders from those further levels as speakers) (AP2017-4.1.9). In addition, we encouraged personal tutors to identify outstanding UGs and encourage them to consider post-graduate study (AP2017-4.1.7). More recently, we have made more systematic efforts to regularly provide students with information on sources of support for doctoral research and have held ad hoc events on studying for a PhD. Although we welcome the more balanced gender representation we have achieved at PGR level, we remain alert to the potential problems or biases signalled by the 'leak' in percentages of women across levels of study. Therefore, we commit to monitoring this on an ongoing basis by pro-actively conducting gender audits of decisions in PGR scholarship competitions (AP2022-4.a.3), in addition to continuing the actions already in place to support students' academic career progression at all levels (see section 5.3.iv).

ACTION POINTS

- **4.a.1:** Run a pilot discussion and support group for men UG students.
- **4.a.2:** Encourage conveners of modules on gender and sexuality to review and, where appropriate, expand the discussion of masculinities.
- **4.a.3:** Monitor PGR scholarship applications to identify and address any potential gender bias in the selection of candidates who are put forward for funding competitions.

B. Academic and research staff data

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

Table 19 shows that 67% of academic staff on open-ended and fixed-term contracts (OEFTC) are women; this is an increase from 55% in our last submission and greater than the HESA benchmark of 57%. There is, therefore, no longer a leaky pipeline between PGR and academic staff in the department; in fact, the proportion of women academics is higher than the proportion of women PGRs. The proportion of men staff and men PGR students is equivalent.

Table 17: Total Academic Staff by year and gender*

	Women		Men		Total
2017	20	56%	16	44%	36
2018	22	55%	18	45%	40
2019	24	60%	16	40%	40
2020	26	65%	14	35%	40
2021	28	67%	14	33%	42

* The data on staff throughout this submission is based on headcount.

Table 18 shows the gender breakdown of OEFTC academic staff in different roles.

Table 18: Academic staff on R+T, Research, and Teaching contracts, by year and gender*

	Research + Teaching				Research				Teaching				Total
	Women		Men		Women		Men		Women		Men		
2017	15	63%	9	38%	2	33%	4	67%	3	50%	3	50%	36
2018	14	56%	11	44%	5	45%	6	55%	3	75%	1	25%	40
2019	15	60%	10	40%	6	55%	4	36%	3	50%	2	33%	40
2020	15	63%	9	38%	6	60%	3	30%	5	63%	2	25%	40
2021	16	62%	10	38%	9	90%	1	10%	3	50%	3	50%	42

* This table does not include those employed on hourly-paid contracts.

While 67% of academics in the department are women, the percentages vary with contract function. In R+T contracts the proportion of women is around 60%, while in Research-only contracts it fluctuates between 33% and 90%, and in Teaching-only contracts between 50% and 75%. The number of staff on Research or Teaching-only contracts has increased since 2017 and reflects the success of OEC staff in attracting research funding which often involves the appointment of research associates and teaching replacement.

The department also employs Sessional Tutors and Graduate Teaching Assistants.

Table 19: Hourly-paid STs / GTAs by year and gender

	Women		Men		Non-Binary		Total
2017/18	12	80%	3	20%	Not available		15
2018/19	19	68%	9	32%	Not available		28
2019/20	12	60%	8	40%	Not available		20
2020/21	7	50%	6	43%	1	7%	14
2021/22	8	47%	6	35%	3	18%	17

Since 2020-21, GTAs have been employed with improved terms and conditions, on the FA5 grade. STs can be employed on grades FA5 to FA7. Both GTAs and Sessional Tutors are paid an hourly rate and claim for the hours they work. In 2020/21, the number of STs/GTAs was reduced drastically by the University as a cost-cutting exercise during the pandemic; this exposed the precarity of working on this type of contract.

In our previous AS submission women outnumbered men amongst STs/GTAs (they were, on average, 70% of GTAs; they are now, on average, 61%), and we proposed two actions to address this. We undertook to investigate the reasons for the over-representation of women on hourly-paid teaching contracts (AP2017-4.2.3) which we did by discussing the issue in several committees (with ST/GTA representation) and asking new questions about this topic in our improved departmental culture surveys for students and for STs/GTAs. We also committed to reviewing (and modifying) the recruitment process for GTAs to ensure it offers the same opportunities to PGR students of all genders. (AP2017-4.2.4)

At the time of our last AS submission, the process of applying for sessional teaching was less formal than it is now. Our consultation with students and staff found that this could potentially produce exclusions. Around this time, the University developed a new system for GTA appointments, and we adopted this in 2019-20. In the new framework, vacancies for GTA teaching are advertised to all PGRs who have to apply formally. They then undergo an interview with a selection panel and, if successful, are offered a contract that runs for 2 years. The department is required to guarantee a minimum number of hours. Due to this improved process, together with the gender composition of our PhD cohorts, there is now greater balance among STs/GTAs.

The following tables show the gender distribution of OEFTC academic staff according to pay grade. At Warwick the following grades are used for academic OEFTC:

- FA6: Teaching Fellows, Research Fellows, Research Assistants
- FA7: Assistant Professors, Senior Teaching Fellows:
- FA8: Associate Professors, Principal Teaching Fellows;

- FA9: Professors

Table 20: FA6 academic staff by year and gender

	Women		Men		Total
2017	4	40%	6	60%	10
2018	6	50%	6	50%	12
2019	6	75%	2	25%	8
2020	8	89%	1	11%	9
2021	9	82%	2	18%	11

In our previous submission we noted a shift from a majority of women on FA6 to a majority of men (AP2017-4.2.1). This has since reverted to a majority of women and reflects the flux in research staff employed on different research projects, as well as the over-representation of women in FTC Teaching Fellow posts. As of July 2022, there are no men employed on this grade.

Table 21: FA7 academic staff by year and gender

	Women		Men		Total
2017	6	75%	2	25%	8
2018	2	40%	3	60%	5
2019	2	67%	1	33%	3
2020	1	50%	1	50%	2
2021	1	50%	1	50%	2

FA7 is the entry point for permanent lecturers. The gender imbalance at FA7 noted in our last submission has evened out (AP2017-5.1.5). This reflects the 6 new appointments made at this level since 2017 and the promotion of colleagues from FA7 to FA8. The move from FA7 to FA8 marks the end of the probationary period for academic staff.

Table 22: FA8 academic staff by year and gender

	Women		Men		Total
2017	7	70%	3	30%	10
2018	9	75%	3	25%	12
2019	11	69%	5	31%	16
2020	12	71%	5	29%	17
2021	9	60%	6	40%	15

Table 23 shows that around two thirds of academics on this grade are women, reflecting the promotion of the early career women appointed during the last AS period (2012-2017).

Table 23: FA9 academic staff by year and gender

	Women		Men		Total
	Count	Percentage	Count	Percentage	
2017	3	38%	5	63%	8
2018	4	40%	6	60%	10
2019	4	40%	6	60%	10
2020	4	44%	5	56%	9
2021	6	55%	5	45%	11

As Table 23 shows, we now have a majority of women professors. As of August 2022, we will have a further 2 women professors, following recent promotions; that will raise the percentage of women to **73%**. This marks a **significant improvement since our last submission**: the number of women at FA9 has doubled. This compares to the University average of 26% and HESA average of 28%.

Consequently, the 'leaky pipeline' noted in our 2017 submission has changed. (**AP2017-5.1.5**)

Table 24: Distribution of staff by gender and pay grade, 2021

	Women		Men		Non-Binary		Total
	Count	Percentage	Count	Percentage	Count	Percentage	
Hourly-paid GTAs/STPs	8	47%	6	35%	3	18%	17
FA6	9	82%	2	18%			11
FA7	1	50%	1	50%			2
FA8	9	60%	6	40%			15
FA9	6	55%	5	45%			11

The proportion of women at FA9 is lower than at FA6 but similar to FA7 and FA8. This suggests that there is still a leaky pipeline between grades where FTCs are common and grades using OECs, we identify this as an area of action (section 4.b.ii; **AP2022-4.b.1**; **AP2022-4.b.2**; **AP2022-4.b.3**; **AP2022-4.b.4**). The leaky pipeline from Assistant to full Professor is no longer apparent.

SPOTLIGHT ON ACTIONS TAKEN AND THEIR IMPACT



PROBLEM:

In our 2017 submission we identified a **leaky gender pipeline from Assistant to full Professor**; at the time, women were **75%** of F7 staff, **63%** of F8 staff and **44%** of F9 staff.

ACTIONS TAKEN:

We addressed this by taking several actions:

- Greater attention was given to the gender composition of appointment panels by the HoD and DA(RF&O) (AP2017-5.1.3);
- Colleagues on appointment panels were asked to complete *Diversity in the Workplace* and *Recruitment and Selection* training (AP2017-5.1.1) and all colleagues were encouraged to take *Understanding Unconscious Bias* training (AP2017-5.1.2). There was a sharp increase in the number of colleagues having completed this training, but we have not yet achieved 100% coverage (for details see section 5.1.i).
- Women colleagues at all levels received pro-active encouragement from the HoDs and professorial colleagues to apply for promotion. Those preparing promotion applications received significant support from the HoDs and other senior colleagues. The case studies presented in section 5 show that we have a departmental culture that provides support to women in promotion.

IMPACT:

Following our actions above, we saw several improvements:

- **Increased promotions of women** since 2017. (see table 33 in section 5.1.iii)
- **Doubling of the number of women professors**, from 3 in 2017 to 6 in 2021. (see table 23, this section).
- **Smoother and faster promotion pipeline for women**, with reduced leakiness. Women are currently **50%** of F7 staff, **60%** of F8 staff and **55%** of F9 staff (see table 2, this section). Two of the women recently promoted to Professor were appointed at FA7 in 2013, which shows progression from FA7 to FA9 in less than ten years.
- **Greater satisfaction with promotion in the AS departmental culture survey**. (see table 33 in section 5.1.iii)

AREAS REQUIRING FURTHER IMPROVEMENT AND ACTION:

- Due to the high number of very recently promoted women professors, we now have a wider gender pay gap at FA9 than we did in 2017 (see table 26, this section). Therefore, we commit to monitoring the gender pay gap in the Department, particularly among colleagues in grade FA9 (AP2022-4.b.1).
- Although the departmental culture survey shows greater satisfaction with promotion, staff still identify concerns with University-level promotion processes. Therefore, we commit to raising staff concerns about promotions with the University administration, namely through the Institutional Athena SWAN SAT. (AP2022-5.1.3)

We also want to highlight **the diversity of our academic staff in terms of race/ethnicity**. Across all grades, 35% of women and 29% of men identify as BAME; this breaks down as follows.

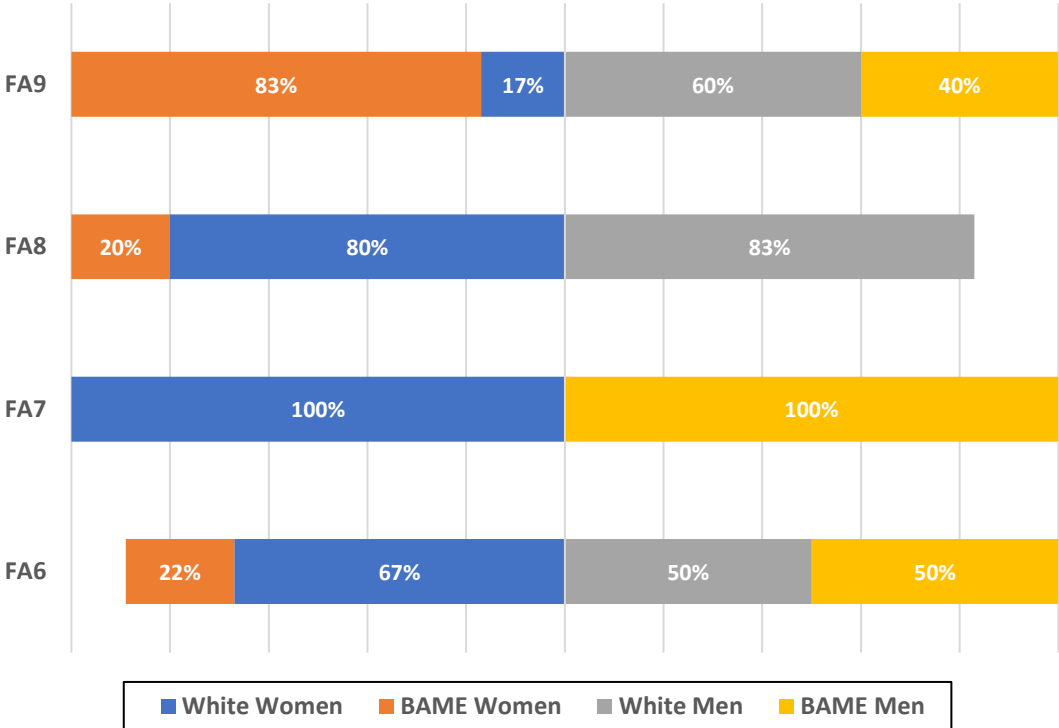
Table 25: Proportion of White and BAME staff by grade and gender, 2021*

	Women				Men				Total				
	White	BAME	White	BAME	White	BAME	White	BAME	All				
FA6	6	67%	2	22%	1	50%	1	50%	7	64%	3	27%	11
FA7	1	100%					1	100%	1	50%	1	50%	2
FA8	8	80%	2	20%	5	83%			13	81%	2	13%	16
FA9	1	17%	5	83%	3	60%	2	40%	4	36%	7	64%	11

* Not all percentages in this table and figure 7 add up to 100% because in 2 cases race/ethnicity is classified as 'unknown'. Since the census date on which this table is based, we have appointed 2 BAME colleagues (1 woman and 1 man) at FA7 and 1 male BAME colleague was promoted from FA7 to FA8.

As Table 25 and figure 7 (overleaf) show, there does not seem to be a 'leaky pipeline' in terms of race/ethnicity. At Professorial level, 83% of women and 40% of men identify as BAME; indeed, BAME women are the largest group within the professoriate, constituting 5 of the 11 professors.

Figure 8: Proportion of White and BAME staff by grade and gender, 2021



In 2017, we noted a gender pay gap at FA6 which has disappeared due to the flux in FA6 appointments.

(AP2017-4.2.2) However, current figures show that a pay gap has appeared at professorial level.

Table 26: Staff mean pay by gender (July 2022)

	Women	Men
FA6	£35,613.23	(none currently appointed on this grade)
FA7	£46,114.20	£47,419.00
FA8	£58,511.67	£57,883.00
FA9	£79,536.07	£96,484.33

The key reason is that 2 of 5 women professors were recently promoted (with no recently promoted men professors). This brings women’s average pay down, as newly-promoted professors are generally at the bottom of the professorial scale. We are concerned about this gap, as is the University, which notes a substantial gender pay gap at FA9 in its 2021 Pay Gap Report. There is currently little in the University’s Pay Action Plan to address it. We shall monitor the situation and liaise with the University’s Pay Action Group. (AP2022-4.b.1)

SILVER APPLICATIONS ONLY

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

N/A

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

Most academic staff are employed on full-time, open-ended contracts (OEC). FTC colleagues include contract Research Staff, Postdoctoral Research Fellows, and Teaching Fellows.

Table 27: Proportion of OEC and FTC by year and gender

	Women					Men				
	OEC		FTC		Total	OEC		FTC		Total
2017	16	80%	4	20%	20	10	63%	6	38%	16
2018	15	68%	7	32%	22	12	67%	6	33%	18
2019	17	68%	8	32%	25	12	75%	4	25%	16
2020	18	67%	9	33%	27	11	79%	3	21%	14
2021	17	59%	12	41%	29	12	86%	2	14%	14

Since 2019 the proportion of women on FTCs has been higher than the proportion of men and now stands at 41% compared with 14%. Conversely, 86% of men compared with 59% of women are on OECs.

This reverses the situation observed at the time of our 2017 submission (AP2017-4.2.5) but is more representative of broader gendered employment patterns in the social sciences. It also reflects an over-representation of women on Teaching Fellow FTCs.

Currently, we employ three TFs on FTCs, all women. These posts are normally used for short-term teaching cover for OEC staff on leave. In recent years, however, TFs on FTCs have been allocated important student-facing administrative roles. Concerns about the precarity and workload of TF posts were raised in surveys.



I'm concerned that colleagues on FTC are doing too much administration, shouldering disproportionate responsibility for key areas of departmental life (particularly vis-à-vis teaching and pastoral care). I don't think it's fair for these colleagues to take on those roles, because this reduces their capacity to do the research required to get more stable contracts. (woman academic, white)

The department is committed to addressing these issues but has been constrained by several factors at University level. We have been able to renew all TF contracts annually. As these colleagues have been employed for several years, we have also negotiated a rewording of contracts such that they are now 'indefinite, linked to fixed-term funding'. (AP2022-4.b.2; AP2022-4.b.3; AP2022-4.b.4)

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

Reasons for leaving are taken from resignation letters or leavers' meetings with line managers, and the DA(RF&O) completes a 'reason for leaving' field when flagging staff as leavers with HR.

Table 28: Reasons for Academic Staff Leaving, by gender and FT/PT status (2017-2022)

	Women			Men		
	FT	PT	Total	FT	PT	Total
Compulsory Redundancy - Fixed Term Contract	8	2	10	6	3	9
Going for better job prospects	6	2	8	2	1	3
Requested P45 - End of Casual Work		1	1			
Early Leavers' Scheme - Voluntary Redundancy	1		1			
Ill Health Retirement					1	1
Death (not at work)	1		1			
Other Non-Work Related Reason				2		2
Resignation (no reason given)				2		2
Total	16	5	21	12	5	17

Table 28 shows that 21 women and 18 men left the department between 2017 and 2022. Retirement accounts for the loss of one colleague, a decrease since the 2017 submission, and a reflection of the

relatively young age profile of staff. Similar numbers of women and men left due to the expiry of their FTCs, while more women than men left for better job prospects; these two categories are likely to be related and account for most of those who have left. The higher number of women leaving for better job prospects probably relates to their over-representation on FTCs since 2019 (table 27) and, apart from this difference, there is little indication that reasons for leaving are gendered. (AP2017-4.2.6)

Section word count: 2950

ACTION POINTS

- **4.b.1:** Monitor the gender pay gap in the Department, particularly among colleagues at grade F9 (Professors).
- **4.b.2:** Phase out the practice of allocating significant administrative roles (such as Deputy Director of UG Studies) to colleagues on fixed-term contracts, ending it entirely by 2023/24.
- **4.b.3:** Initiate a discussion in the Department about our future use of Fixed-Term and Open-Ended Teaching-Only contracts.
- **4.b.4:** Work to address the situation whereby Teaching-Only staff are employed for long periods of time on a series of Fixed-Term Contracts.

5. Supporting and Advancing Women's Careers

The department's approach to supporting women's careers is guided by Warwick's EDI Policy, which aims to develop an inclusive community that recruits and retains talented staff and students from all sectors of society. This approach is also informed by many colleagues' sociological expertise in inequalities (particularly gender and race) in employment, education and academia.

5.1 Key Career Transition Points: Academic Staff

(i) Recruitment

Advertisements for new posts state that we encourage BAME applicants and that Warwick is an equal-opportunity employer. Appointment panels are chosen to ensure gender and career-stage balance. Panel members must complete training courses, including *Warwick Principles and Social Inclusion* and *Understanding Unconscious Bias (Advanced)*.

Most staff involved in recruitment during this AS cycle completed the required training. (AP2017-5.1.1);

we now aim to improve on this. (AP2022-5.1.1)

During recruitment, University procedures are followed to minimise discrimination. Panel members use grids to score candidates, and there is explicit attention to the gender and race balance of shortlists (AP2017-5.1.5). These procedures cannot fully offset unconscious bias and, to address this, a 2017 AP was to promote the University’s training course on unconscious bias among staff (AP2017-5.1.2; AP2017-5.3.2). However, we have identified inadequacies with this course, finding the language (e.g. references to ‘caveman ancestors’) and approach unhelpful. (AP2022-5.1.2)

Choosing selection panels and shortlists for FA6-FA8 appointments is mainly within the purview of the department. In 2017, we committed to including more junior and BAME staff on appointment panels, and monitoring women’s representation. This was achieved (AP2017-5.1.3), but we are unable to present comprehensive data evidencing it because, despite our engagements with HR, they are unable to make such records available. (AP2017-5.1.6; AP2022-5.1.3)

For appointments at FA9, the department has less control over panel composition and it is harder to ensure panels are inclusive. However, we have made progress since our last submission.

Table 29: Composition of recruitment panels for FA9 appointments (2017-2022)

	Gender				Race/Ethnicity			
	Women		Men		White		BAME	
Appointment 1	3	60%	2	40%	2	40%	3	60%
Appointment 2	4	57%	3	43%	4	57%	3	43%

As table 29 shows, panels for the last professorial appointments (2 posts in 2018) included a majority of women and over 40% BAME colleagues. (AP2017-5.1.4)

Table 30 shows that we have appointed women and men at all levels, that shortlists are generally gender balanced (AP2017-5.1.5), and that the proportion of offers to applications is higher for women than men.

Table 30: Applications for academic posts by gender and pay grade (2017-2022)

Grade	Women			Men			Prefer not to disclose			Total		
	Applicants	Shortlisted	Offered	Applicants	Shortlisted	Offered	Applic.	Shortl.	Offer.	Applic.	Shortl.	Offer.
Level 6	235 (59%)	17 (63%)	5 (71%)	153 (39%)	9 (33%)	2 (29%)	9 (2%)	1 (4%)		397	27	7
Level 7	132 (46%)	13 (54%)	3 (100%)	140 (48%)	11 (46%)		17 (6%)			289	24	3
Level 9	12 (38%)	Not available	1 (50%)	17 (53%)	Not available	1 (50%)	3 (9%)			32	Not available	2

In 2017, we found more women being appointed at lower levels, but more men at senior levels. This is no

longer the case at FA9, where appointments are even, but women continue to be the majority of those appointed at FA6/FA7. (AP2017-5.1.7) This is a symptom of the feminisation of Sociology as a discipline and the high quality of women applicants. We are attempting to address this through increasing recruitment of men students, thereby expanding the pool of eligible men candidates. At the same time, we are pleased that the department offers academic employment and good career prospects to many young women.

(ii) Induction

Staff induction is managed by the DA(RF&O), and the HoD whom new colleagues meet on arrival. The department’s induction programme is complemented by the University’s provision which includes an online Welcome Hub and compulsory and optional training courses for new staff, including training on *Warwick’s Principles of Social Inclusion*.

The staff survey shows that staff are more satisfied with our induction provision than they were in 2017.

Table 31: Concerns about Induction, 2017 + 2022 AS Surveys (OEFTC Staff), by gender

	Women + NB		Men	
	2017	2022	2017	2022
Many concerns	28%		10%	
Some concerns	28%	19%	34%	40%
No concerns	44%	81%	56%	60%

SPOTLIGHT ON ACTIONS TAKEN AND THEIR IMPACT



PROBLEM:

Our 2017 departmental survey showed that staff were not satisfied with existing **induction provision**, primarily because the existing induction programme was largely informal and relied on new colleagues requesting *ad hoc* support from established colleagues; those providing this support were most often women. In the 2017 Action Plan, we committed to improving our induction provision.

ACTIONS TAKEN:

We addressed this by taking several actions:

- In consultation with academic and support staff, we developed a new, formalised staff induction programme (including engagement with EDI) led by the DA(RFO)(AP2017-5.1.8).

- We created a new webpage to support the induction process (AP2017-5.1.9). This dedicated, and regularly updated, webpage provides information for new colleagues, with links to key policies and support structures (in the department and the University), with special focus on those relating to EDI.
- We improved our induction programme for colleagues on hourly-paid ST/GTA contracts. This now includes substantial discussion of EDI issues in teaching and learning which was one of our 2017 action points (AP2017-5.3.3).

IMPACT:

Following our actions above, we saw several improvements:

- **Greater satisfaction with induction in the AS departmental culture survey.** (see table 31 in this section)
- **Greater awareness of EDI policies among staff.** (see table 47, section 5.6.ii)

AREAS REQUIRING FURTHER IMPROVEMENT AND ACTION:

- Our staff surveys show that awareness of EDI policies is very high among staff on OEC and FTC, but significantly lower among staff on HPC. We commit to further improving our induction programme for colleagues on hourly-paid ST/GTA contracts to address this. (AP2022-5.6.3)

(iii) Promotion

Promotion practices are guided by the University's procedures, which are available on our departmental webpage (AP2017-5.1.10). The University provides training on promotion, and the HoD – and other Professors – provide mentoring. Academics are supported through the promotion process by the HoD. The Professorial Committee helps the HoD identify potential candidates for promotion, particularly to FA9. Promotion decisions are made by committees external to the department.

We have a good record of promoting women academics. Since 2017, 3 women have been promoted to Professor with a further 2 being promoted as of August 2022; 2 are on part-time contracts. One man and 2 women have been promoted to Reader, and 2 men and 2 women to Associate Professor. Since 2017, 9 women and 3 men have been promoted. This discrepancy reflects the high number of early-career women appointed during the last AS period (2012-2017) and has helped us overcome the gender representation problems identified at FA9 in 2017 (section 4.b.i).

Table 32: Academic staff recommended for promotion, and promoted

		Recommended		Promoted	
		Women	Men	Women	Men
2017/18	Professor (FA9)	1		1	
2018/19	Associate Professor (FA8)	1	1	1	1
2020/21	Professor (FA9)	2	1	2	
	Reader (FA8)				1
	Associate Professor (FA8)	1	1	1	1
2021/22	Professor (FA9)	3		2	
	Reader (FA8)	1		2	
Total		9	3	9	3

Table 32 shows that all promotions to Associate Professor and Reader were successful, for both women and men. In promotions to Professor, women had a success rate of 75% (3 of 4 promotions). Only one man applied for promotion to Professor, but was instead promoted to Reader. The numbers are very small so it is not possible to conclude that there is a trend.

Our surveys show that staff are satisfied with the support provided within the department but have concerns about the University’s promotion decisions.



The department is supportive. We get plenty of advice & opportunity to develop our case for promotion. My concerns relate to criteria set by the university that inevitably advantage some colleagues over others. (woman academic, white)

Indeed, in the last PULSE survey (2019/20), only 29% of Sociology staff thought University promotion processes were fair. Our survey shows a more positive picture, and improvements since 2017, but concerns are still evident.

Table 33: Concerns about EDI Issues in Promotions, 2022 AS Survey (OEFTC Academic Staff), by gender

	Women + NB		Men	
	2017	2022	2017	2022
Many concerns	8%	11%		
Some concerns	61%	44.5%	62%	40%
No concerns	31%	44.5%	38%	60%

There is a perception that, despite recent improvements ([AP2017-5.6.15](#)), the promotion process (particularly to FA9) disproportionately rewards those who focus on grant-capture, penalising those whose research is more theoretical and those who do more collegial, administrative, and emotional labour in the department. This was reinforced by 2 colleagues (1 man and 1 woman) seeking promotion

to Professor, but instead being promoted to Reader. (AP2022-5.1.4)

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

In RAE 2008 and REFs 2014/2021, the department submitted all eligible women, as table 34 shows. (AP2017-5.1.13)

Table 34: Submissions to the RAE and REF, by gender

	FTEs Eligible for Submission		% of FTEs Submitted	
	Women	Men	Women	Men
RAE 2008	16.5	21.3	100%	100%
REF 2014	15	14	100%	93%
REF 2021	21.5	15.3	100%	100%

Our REF2021 performance was excellent. We ranked in the top 10 in Sociology and 87% of our research outputs; 100% of our research environment and 87.5% of our impact case-studies were rated world-leading or internationally excellent.

ACTION POINTS

- **5.1.1:** Ensure that all colleagues who take part in selection panels complete the relevant specialised EDI training.
- **5.1.2:** Lobby the University to replace its current *Unconscious Bias* training.
- **5.1.3:** Raise staff concerns about promotions with the University administration, namely through the Institutional Athena SWAN SAT..
- **5.1.4:** Keep consistent and comprehensive departmental records on recruitment and shortlisting panels

5.2 Key Career Transition Points: Administrative Staff

(i) Induction

All new staff are met by the DA(RF&O) and work through an induction checklist and information on the department’s staff portal, including EDI information (AP2017-5.1.8; AP2017-5.1.9). New starters are required to complete several training courses within their first few weeks, including *Social Inclusion* and *Unconscious Bias* (AP2022-5.1.2). Staff may also be asked to take further training specific to their roles.

(ii) Promotion

There is no clear promotion pathway for administrative staff at the University. Colleagues wishing to be promoted must apply for a job at a higher grade, usually outside the department. It is difficult to recruit experienced staff to FA4 roles, and once properly trained and embedded in the department they are often keen to develop their career. This has caused difficulties for our administrative colleagues and the department has lost several very able administrators. These progression difficulties disproportionately affect women, as noted in 2017. This issue was flagged in the 2022 surveys as a key EDI problem.



There is no promotion track for administrative staff in the department (of which the majority are women) which is unacceptable. (woman academic, BAME)

We have taken several actions on this issue. (AP2017-5.1.12) Minor revisions have been made to all administrative job descriptions so that they reflect the skills of colleagues in those posts. We applied to the University for permission to restructure and regrade our administrative posts, as follows: (AP2022-5.2.1)

- regrading the role of Finance Officer (0.52 FTE), from FA4 to FA5 (approved 01/07/2022). This ensures that the job description and grading reflect the expertise of the post holder.
- restructuring the hierarchy of responsibilities within the administrative team.

The department currently operates with a small core administrative team who support over 300+ UG and PG students. Support comes from two Taught Programmes Officers and a Research Secretary who manages PGR programmes (all FA4). These roles are overseen and supported by the DA(T&L) (FA7).

We plan to introduce an FA5 Taught Programmes Coordinator position, recruited from within the current team (absorbing one of the FA4 Taught Programmes Officers). The successful candidate will take on more senior duties and supervisory responsibility for the other FA4 Taught Programmes Officer.

There are no plans to regrade the Research Secretary post although its remit is being expanded to include support for taught programmes. This does not address the lack of promotion prospects for the post-holder and we shall continue to explore the options available. (AP2022-5.2.2)

As table 35 shows, these changes led to a reduction in promotion concerns among administrative staff. (AP2022-5.2.1; AP2022-5.2.2)

Table 35: Concerns about EDI Issues within Promotion, 2017 + 2022 AS Surveys (Administrative Staff)

	2017	2022
Many concerns		14%
Some concerns	75%	14%
No concerns	25%	72%

ACTION POINTS

- **5.2.1:** Implement the proposed regrading of administrative posts in order to expand career progression opportunities for professional and support staff.
- **5.2.2:** Continue to explore the options available to expand career progression opportunities for professional and support staff.

5.3 Career Development: Academic Staff

(i) Training

Academic staff on OECs and FTCs have access to many training opportunities, most delivered online. These include compulsory training on information/data security, research integrity, and EDI. New staff are also required to complete training on unconscious bias (**AP2022-5.1.2**), social inclusion, and health and safety. Additionally, the University provides a range of optional training courses, including leadership and personal development, academic development, research development and IT skills.

The department also organises specialist training which is often open to hourly-paid colleagues and PGRs. During this cycle, we produced new online resources to support academic staff, including comprehensive guidance on personal tutoring, creating inclusive classrooms, and marking and moderation. (**AP2017-5.6.17**; **AP2017-4.1.2**)

Training is provided for STs and GTAs which covers teaching, marking, academic technologies, contractual issues, and a new session on EDI in teaching and learning. (**AP2017-5.3.3**) Participation in this training is compulsory and paid.

As these forms of training are delivered by different bodies within the University, it is not possible to obtain data on its uptake. However, uptake of training by staff is significant and evenly balanced in terms of gender. (**AP2017-5.3.1**)

(ii) Appraisal/development review

At the time of our 2017 submission, all academics and administrators were expected to participate annually in Development and Performance Reviews. DPR ceased to be compulsory in 2018/19 in response to PULSE findings showing low levels of satisfaction. It was replaced by an annual, optional Personal Development Review (PDR). This was more informal, involved more colleagues in the review process (**AP2017-5.3.4**), and was no longer linked with pay, promotion and performance management. (**AP2017-5.3.5**; **AP2017-5.3.6**) Until 2021, PDR meetings were still available but participation had dropped considerably, a trend accelerated by the pandemic. Table 36 shows participation for the last

year PDR meetings were offered.

Table 36: Participation of academic staff in PDR by gender, 2020-21

	Women		Men	
Participated in PDR	5	15%		
Did not participate in PDR	29	85%	12	100%

In 2022, PDR has been replaced by a Personal Development Conversation (PDC) and staff do not need to complete documentation. HR is currently reviewing the PDR process.

(iii) Support given to academic staff for career progression

There is significant support for academic staff at all levels. The department provides generous funding to academics, including post-doctoral researchers and TFs, for conference attendance. All staff on R&T contracts can apply for study leave on a regular basis and, if a colleague has carried a heavy administrative load, they are entitled to enhanced study leave. All academics can apply for funding through, e.g. Warwick's Research Support Fund, Impact Fund and the Global Research Priority areas. Post-doctoral researchers and TFs are fully integrated into our research clusters where they can draw on colleagues' expertise for feedback on drafts of papers or funding bids. Post-doctoral researchers are also able to develop their own modules, gaining valuable teaching experience.

Staff on probation carry a reduced workload to ensure that they have the time to develop their research profiles. They are supported in their research and teaching and have opportunities to assume roles of leadership and responsibility appropriate to their career stage.

All early-career staff have a mentor who can advise on research and publication plans. The surveys demonstrated that there is a desire for more formal mentoring arrangements for all staff and we plan to launch a new department-wide peer mentoring system. **(AP2022-5.3.1)**

The department organises spaces for staff exchange and support, including departmental research seminars, lectures, and writing retreats. The surveys show that staff welcome these opportunities and want greater provision in this area. In response to this we plan to launch an expanded suite of initiatives. These opportunities will be open to staff on OEC and FTC, and in R+T, Teaching-Only and Research-only posts. **(AP2022-5.3.2)**

The pandemic brought severe disruption to research and career progression plans, not least because the University reduced the funds available for employing GTAs and postponed all study leave. The department attempted to mitigate these effects by being flexible in the allocation of work to colleagues

with caring responsibilities and health needs (see case studies in section 5). Staff also benefitted from University-wide initiatives, such as the Covid Career Support Scheme (funding to support research). Three staff (all women) were awarded funding through this scheme. Consideration of Covid-19 disruption was also formally incorporated in promotions paperwork, though staff have questions about how this is being handled in practice when assessing applications for promotion to Professor. (AP2022-5.1.4)

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

We believe that offering support to students for academic career progression is crucial not just to enhance their learning experience, but also to help them more effectively manage any obstacles they encounter in their academic career progression as a result of structural inequalities.

Since our Bronze submission we have worked hard to increase our support for **UG and PGT students**.

- In 2020, we launched an Academic Coaching Programme providing UG students with essay-writing and academic-skills support. 200 one-to-one coaching sessions have been held since;
- In 2019, we created a UG/PGT Conference & Travel Fund. Five students (4 women, 1 NB) have been awarded funds to present research at the British Conference of Undergraduate Research. (AP2017-4.1.7; AP2017-5.3.11)
- Since 2018, we offer regular sessions for UGs on pursuing PGT study, and sessions for UGs and PGTs on applying for PhDs. Sessions feature speakers from under-represented groups (AP2017-4.1.7; AP2017-4.1.9);
- Bursaries continue to be awarded to UGs staying on for PGT study (18 bursaries – 14 women; 4 men – were awarded in 2019-2022); (AP2017-4.1.7)
- We hold an annual PGT conference and writing retreats for PGTs.

Support given to **PhD students** has also expanded following our Bronze submission. Initiatives include:

- An annual PhD writing course (2017-2019) (AP2017-5.3.8) and termly writing retreats (since 2019) (AP2017-5.3.8);
- Offering workshops on postdoctoral career pathways, featuring a majority of women guest speakers (AP2017-5.3.7);
- Supporting PGRs applying for postdoctoral funding (AP2017-5.3.7). Since 2017, 7 PGRs (5 women, 2 men) have received Warwick Institute of Advanced Study Early Career Fellowships;
- Inviting PGRs to attend some presentations delivered by candidates applying for permanent posts in the department (AP2017-5.3.10).

We also fund projects led by individual students or groups of students, particularly projects focused on equality and diversity issues (AP2017-5.3.11). In 2021/22, for example, the department funded the publication of student-authored zines about sexism and supported a UG student's application for international funding for a research project comparing how the Universities of Warwick and Gothenburg

provide spaces for LGBTQ+ students. This support makes a significant difference to students' experience and progression, and to the visibility of role models, as this testimonial by Carys Hill (PGR student and SAT member) demonstrates:



Postgraduate study can be isolating, especially during the pandemic. Therefore, with other students I organised a zine-making workshop to enable PGRs across disciplines to socialise, discuss the issues affecting us, and build a more cohesive community. Funding from the department and mentoring from Sociology staff made the event possible. Following the successful event, mentorship from staff gave us the confidence to expand these conversations and hold further workshops with UGs/PGTs. This funding has empowered students from various backgrounds – women, people of colour, queer, dis/abled, trans and NB – to create a community which eases feelings of academic loneliness.

Figures 9 and 10: Photos from the event *Feeling “Out of Place”: A Zine-Making Workshop for Feminists Navigating Spaces Within and Around Academia* (16 March 2022)



PGR students from different departments socialising and working together



Details of the zine produced collectively at the event

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

There are various mechanisms to support staff when applying for funding. Our 3 research clusters provide supportive environments to discuss applications. Peer-review is organised either by research cluster leaders or amongst colleagues, drawing on expertise within and beyond the cluster. Our 2 research centres also provide peer review for funding applications and PGRs are welcomed and supported in the activities of the centres (AP2017-5.3.9). These mechanisms ensure that applications are of the highest standard before submission. We plan to expand this provision further. (AP2022-5.3.2) At Faculty level, workshops aimed specifically at ECRs are provided on research funding, grant-writing, and time-management.

If an application is unsuccessful, this can be discussed at research cluster meetings with a view to revising the application for submission elsewhere. Colleagues are also encouraged to discuss existing and planned grant applications with the Research Director, DA(RF&O) and Research and Impact Support.

Table 36 shows that women have a higher success rate with research funding applications but the value of grants they win is on average lower, reversing the trends observed in 2017 and leading us to suspend an AP planned in 2017 (AP2017-5.3.12). Success rates vary and we shall continue monitoring them.

Table 37: Research funding applications and awards, by gender and year

Gender	Year	Applications		Awards		Overall Mean Average	
		No.	Value £	No.	Value £	Success Rate	Award Value
Women	2017/18	8	776,733	4	212,955	50%	53,239
	2018/19	12	2,290,596	2	300,419	17%	150,210
	2019/20	23	3,135,523	6	601,538	26%	100,256
	2020/21	8	2,375,777	5	379,650	63%	75,930
	2021/22	6	607,138				
	Total	57	9,185,767	17	1,494,562	30%	87,915
Men	2017/18	24	4,621,149	6	784,969	25%	130,828
	2018/19	7	1,677,365				
	2019/20	11	3,080,187	2	898,645	18%	449,323
	2020/21	10	995,954	2	53,815	20%	26,908
	2021/22	7	978,270	2	236,789	29%	118,395
	Total	59	11,352,925	12	1,974,218	20%	164,518
Overall Total	116	20,538,692	29	3,468,780	25%	119,613	

ACTION POINTS

- **5.3.1:** Launch a new department-wide peer mentoring system.
- **5.3.2:** Launch new and enhanced initiatives for research exchange and support among colleagues, open to all staff.

5.4 Career Development: Administrative Staff

(i) Training

Administrative staff complete mandatory training courses when appointed (section 5.2.i), which must be refreshed regularly. They also have access to further training through the University's Leadership and Management Development programme. The courses available cover career planning, personal development and EDI. Administrative staff can also access Warwick Learning Accounts, which provide allowances for educational courses at Warwick. (AP2017-5.6.18)

(ii) Appraisal/development review

Administrative staff have frequent opportunities to review personal development, promotion opportunities and work-life balance issues through 1:1 fortnightly meetings with their Line Manager. (AP2017-5.1.11; AP2017-New.2) Previously, they participated in annual DPRs which have been discontinued (section 5.3.ii).

(iii) Support given to administrative staff for career progression

Administrative staff have access to University-wide programmes offering coaching, mentoring and apprenticeships. (AP2017-New.3) The department offers support for career progression by funding relevant training or reviewing job roles and grades. Recently, for example, the department funded an AAT Accounting Qualification for our FA4 Finance Officer, a qualification required for FA5 finance roles at Warwick. This made it possible to regrade this role (section 5.2.ii). (AP2017-5.1.11; AP2017-New.2) (AP2022-5.2.1; AP2022-5.2.2)

5.5. Flexible working and managing career breaks

In line with University policy, the department is committed to supporting staff taking parental leave.

Table 38: Numbers of staff taking maternity, paternity and adoption leave (2017-2022)

	Women	Men	Total
Academic	4	0	4
Administrative	1	0	1
Total	5	0	5

Of the 4 women academics featured in Table 38, 3 are on OECs and 1 on a FTC. One of the OEC women had 2 periods of maternity leave during this AS cycle.

Our staff survey shows that this is one of the areas where colleagues have the most things to celebrate. A high percentage of women (92%) state that in relation to parental leave the department has some or many reasons for celebration; the main ones being the Warwick Academic Returners' Fellowship (WARF) (section 5.5.iii) and the formal/informal support provided in the department.

However, there are concerns that staff on different contracts do not have the same opportunities for parental leave. Staff on FTCs have less secure parental rights than staff on OECs and for those on HPCs the situation is worse. This is reflected in Table 39.

Table 39: Concerns about Parental Leave, 2022 AS Surveys, by type of contract

	Staff on OECs	Staff on FTCs	Staff on HPCs
Many concerns			11%
Some concerns	23.5%	50%	22%
No concerns	76.5%	50%	67%

The department has limited control over the terms and conditions of those contracts, but we are committed to mitigating the detrimental effects that these parental leave inequalities have for colleagues on FTCs and HPCs. ([AP2022-5.5.1](#); [AP2022-5.5.2](#))



My experience was that parental leave was generous and the department was very accommodating. There are perhaps a few things that could ease the transition from maternity leave to a return to teaching for staff who do not have the option of a Returners Fellowship. (woman academic, FTC)

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

Support before leave is discussed with the DA(RF&O) and HoD as early as convenient for the member of staff, and at the latest by the 15th week prior to the due date. Before leave, the department provides

significant support, including:

- flexibility in working hours and workload;
- comprehensive risk assessment, to inform adjustments to working conditions and workload;
- information on policies (all on our website); (AP2017-5.5.1; AP2017-5.5.10)
- information on benefits and facilities available (see below);
- informal support.

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

The department’s maternity and adoption leave reflects broader University policies. In 2017 we noted that Warwick’s Maternity and Adoption Pay was less generous than that provided by comparable institutions. Subsequently, we worked with the University’s EDI and Institutional AS SAT to secure enhanced conditions. (AP2017-5.5.2) The University improved its Maternity and Adoption pay offerings in January 2020.

Table 40: Changes to Maternity and Adoption Pay Offerings (Option A)⁵

	Before January 2020	After January 2020	
Staff will receive	8	10	weeks of normal full pay
followed by	16	20	weeks of normal half pay plus statutory pay
followed by	15	9	weeks of statutory pay
followed by up to	13	13	of unpaid leave

Staff on leave have the option to use up to 10 non-mandatory ‘Keeping in Touch’ days and can schedule those days flexibly. Of the staff on maternity leave since 2017, 2 used all 10 KIT days, 1 used 6 KIT days and 2 used none. Staff are not appointed specifically to cover for absences due to parental leave but the continued employment of TFs, and the occasional appointment of STs, help manage staffing needs arising from leave. (AP2022-4.b.2; AP2022-4.b.3; AP2022-4.b.4)

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

The University and department have invested significantly in support for returning staff.

Academic staff:

- Warwick Academic Returners’ Fellowship (WARF) provides funds so that departments can cover the teaching and administrative duties of staff returning from parental leave. This enables

⁵ The University offers staff the choice of 2 different maternity pay packages (options A & B). Both were improved in 2020; option A is used here to illustrate improvements.

academics to concentrate fully on research for a period matching the duration of their leave. All 3 OEC academics who had maternity leave in this AS cycle received a WARF. In 2017, we were concerned that WARF was not always properly implemented but this issue has now been addressed. (AP2017-5.5.3)

Staff express concern that colleagues on Teaching-Only contracts are not eligible for WARF, and experience a more challenging return to work than R+T colleagues. (AP2022-5.5.1) They may return to work to find themselves teaching new modules and/or modules less connected to their areas of expertise. (AP2022-5.5.2)

- Warwick Conference Support Awards: this contributes towards the cost of childcare to enable staff to attend conferences. 3 awards have been made to Sociology staff (all women) since 2017. (AP2017-5.5.4)
- Colleagues in the department are encouraged to offer childcare options at events they organise. This was done for several events before 2020. Delegates rarely asked for childcare, but many brought babies and children to events. (AP2017-5.5.5) Due to Covid-19, most of our 2020-2022 events were moved online, and a note was added to publicity, as follows:

We understand many of you are juggling work with other responsibilities at home, so we are happy for you to join the event with children or pets.

All staff:

- Access to flexible working arrangements (see case study II);
- Milk-expression rooms and baby-changing facilities; (AP2017-5.5.6)
- Campus nursery for babies/children up to 5; (AP2017-5.5.7)
- Childcare Voucher Scheme (now only available for parents registered before 2019, as per Government policy); (AP2017-5.5.7)
- Holiday scheme for children aged 5 to 12; (AP2017-5.5.7)
- The University Working Parents' Network. (AP2017-5.5.7)

The department culture is child-friendly. A survey respondent commented:



It is great that departmental face-to-face events allow children to attend. It is very inclusive for carers. (woman academic)

Children are welcomed to social events. Staff sometimes bring toddlers to classes and meetings if childcare arrangements fall through. Students can also do this if they cannot make alternative childcare arrangements. Toys are available for children to use when visiting the department. (AP2017-5.5.8)

(iv) Maternity return rate

The department has a maternity return rate of 100% for academic and administrative colleagues. Table

39 shows all periods of completed maternity leave for 2018-2022.

Table 41: Return trajectories after Maternity and Adoption Leave (2018-2022)

Staff Category	Year of Return	Time from Return	Current Status
FT Associate Professor on OEC (2 periods of maternity leave)	2018	post 18 months +	Employed on the same contract
	2021	post 6 months +	
FT Assoc. Professor on OEC (1 mat. leave)	2020	post 18 months +	Employed on the same contract
FT Assoc. Professor on OEC (1 mat. / shared parental leave)	2020	post 12 months +	Employed on the same contract
FT Administrator on OEC (1 mat. leave)	2021	post 12 months +	Employed on the same contract
FT Teaching Fellow on FTC (1 mat. leave)	2021	post 12 months +	Employed on the same contract

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

No men colleagues had children during this AS cycle, and therefore none took leave. Nevertheless, we improved support for paternity leave, making information more accessible (AP2017-5.5.10) and formalising plans to hold meetings with men returning from leave (AP2017-5.5.11). Through our work on the University’s EDI Committee, the Faculty’s AS Committee and the University’s Institutional AS SAT, we lobbied for enhanced paternity leave and easier access to WARF for men. We did not achieve policy change, but attracted the attention of men in other departments, who asked for support in managing their efforts to access paternity leave, shared parental leave and WARF. Our guidance allowed them to secure better conditions for themselves and also change future practice in their departments. (AP2017-5.5.9)

One woman colleague – a SAT member – took Shared Parental Leave with a partner employed elsewhere, and identified problems with the University’s SPL policy, namely lack of clarity regarding the relationship between SPL and Maternity Leave, mistakes in Payroll’s interpretation of SPL and errors in the University’s Maternity Leave pay simulator. She worked with colleagues in HR and the University’s EDI Committee to get errors corrected in revised versions of policies and simulators. (AP2017-5.5.12)

(vi) Flexible working

We support flexible working. Academic staff can make requests about the timing of their teaching which are accommodated where possible.

Flexible working for administrative staff is managed to ensure that the University core hours are covered, while allowing flexible working. In practice, this means there is an informal arrangement for those on grades FA1-5 (contracted to work 7.5 hours Monday-Thursday and 7 hours on Friday) to manage start and end times to suit care needs.



The department was extremely supportive when I needed to support a family member with a health issue which required regular hospital visits. They also consulted with admin staff on the Covid hybrid working arrangements. The current arrangement of two days in the office and three days at home works very well and we all hope it can be continued.
(woman, administrative staff)

All staff worked from home during the pandemic. Since then, support staff have agreed a rota which enables each colleague to work from home 3 days/week. In the surveys, administrative staff asked to have this hybrid working policy formalised. (AP2022-5.5.3) During the pandemic, a high level of flexibility was permitted for academic staff with University guidance being interpreted generously by HoDs. One colleague reduced their hours with the option of increasing them post-pandemic, another reduced their hours due to contracting long Covid and others with health concerns were able to minimise face-to-face teaching (case studies I + II). An administrator is about to take a year's career break, returning to her full-time role afterwards. Both academics and administrators appreciate this flexibility: 86% of colleagues feel the department has some or many reasons for celebration vis-à-vis flexible working.

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

This situation has not arisen in this AS cycle but, in line with University policy, would be managed flexibly. For those on parental leave, the University encourages KIT days so that any changes to working arrangements can be discussed at the earliest opportunity, including transfer to part-time or job-share. Post-parental leave, R+T staff benefit from the WARF (AP2022-5.5.1) but administrative staff normally return straight to their post, either on a full-time or part-time basis

ACTION POINTS

- **5.5.1:** Work with the University's EDI and Institutional Athena SWAN structures to lobby HR to review the WARF policy to extend it to colleagues on Teaching-Only contracts.
- **5.5.2:** Avoid allocating new modules to Teaching-Only staff in the first two terms after their return from parental leave.
- **5.5.3:** Commit to continuing to allow administrative staff to work from home as much as is feasible within the limits set by the University's policy on hybrid work.

5.6 Organisation and culture

(i) Culture

Gender is a central object of much of the research, teaching and impact carried out in the department. This means that the AS principles of gender equality and intersectional inclusivity drive many department processes. This produces a distinctive formal and informal culture, where:

- hierarchies among staff, and between staff and students, are relatively flat;
- post-doctoral researchers and Research Fellows are included in all department activities;
- LGBTQUA+ identities are normalised: many staff are open about sexuality and/or gender identity; (AP2017-5.6.2)
- inequalities are openly discussed; (AP2017-5.6.1)
- we are committed to tackling inequalities formally and informally. Students are engaged in this, participating in discussions about inequalities, creating projects and making proposals. (AP2017-4.1.6; AP2017-5.3.11; AP2017-5.6.1; AP2017-5.6.2) (AP2022-5.6.1; AP2022-6.4; AP2022-6.5)

Surveys show that staff and students value this culture.



I think the culture of the department is one of its greatest strengths. It is very inclusive and respectful of different values and cultures resulting in the overall "feel" being one where you feel valued as an individual. (woman administrator, white)

Sociology is the most diverse department in the University. It's an open environment with progressive ideas and practices. (man academic, BAME)



Assessments of the department culture are now more positive than in 2017.

Tables 42 and 43: EDI Issues in the Informal Culture of the Department, 2017 + 2022 AS Surveys (OEFTC Staff), by gender

CONCERNS					REASONS TO CELEBRATE				
	Women + NB		Men			Women + NB		Men	
	2017	2022	2017	2022		2017	2022	2017	2022
Many	7%				Many	60%	71%	61%	60%
Some	70%	31%	22%		Some	27%	29%	39%	20%
None	23%	69%	78%	100%	None	13%			20%

The inclusive culture is embedded in informal networks of peer support, which create a positive working experience. The importance of this is reflected in surveys, with 100% of men and 93% of women/NB staff noting that the department has many or some reasons for celebration vis-à-vis peer support.

However, staff also have concerns, although these have decreased since 2017 among women/NB staff.

Table 44: Concerns about Peer Support, 2017 + 2022 AS Surveys (OEFTC Staff), by gender

	Women + NB		Men	
	2017	2022	2017	2022
Many concerns	6%	6%		
Some concerns	40%	22%	23%	33%
No concerns	54%	72%	77%	67%

This was a key area of action in our 2017 Action Plan.

SPOTLIGHT ON ACTIONS TAKEN AND THEIR IMPACT



PROBLEM:

Our 2017 departmental survey showed that staff had concerns about the **inequalities in the gender distribution of emotional labour** in the department, namely in relation to who gives **peer support** and who provides **pastoral support to students**.

Colleagues noted that peer support within the department usually relied on the 'good will' of particular colleagues – often women – who do large amounts of 'emotional labour' with staff and students.

Colleagues also noted that administrative roles with a heavy load of pastoral support for students were usually allocated to women.

ACTIONS TAKEN:

We addressed this by taking several actions:

- In our 2017 Action Plan, we committed the department to discussing the question of the distribution of emotional labour in department meetings and Away Days (AP2017-5.6.3). These discussions took place in 2018-2020.
- They resulted in the creation of a team of colleagues who worked together to identify mechanisms to redistribute emotional labour in a more gender-balanced way (AP2017-5.6.14). The work of this team led in 2021 to the proposal to create the *Sociology Care Collective*. (AP2022-5.6.2)
- the HoD and the DA (T&L) have promoted greater gender rotation of roles with major pastoral components in workload allocations since 2017. (AP2017-5.6.16)

IMPACT:

Following our actions above, we saw several improvements:

- **Greater rotation of roles with major pastoral components.**
- **Creation of the *Sociology Care Collective***, a formalised structure for peer support which was launched in 2022 and which the department has committed to recognising, funding and including in workload calculations. (AP2022-5.6.2)
- **Fewer staff concerns about peer support** (see table 44, this section), **allocation of administrative roles** (see table 45, this section) and **distribution of emotional labour** (see table 46, this section).

AREAS REQUIRING FURTHER IMPROVEMENT AND ACTION:

- Despite these improvements, survey respondents want to see 'more formal mechanisms for staff care'. We hope that the launch of the *Sociology Care Collective* will help address this. (AP2022-5.6.2)
- We will also continue monitoring the allocation of administrative roles to ensure a balanced gender distribution of emotional labour. (AP2022-5.6.5)
- In addition to this, our new mentoring programme (AP2022-5.3.1) and research support initiatives (AP2022-5.3.2) will increase formal mechanisms for staff care.

These improvements are reflected in the lower level of concern reported in 2022 regarding the allocation of administrative roles and the gender distribution of emotional labour in the department, as tables 45 and 46 show.

Table 45: Concerns about Allocation of Administrative Roles, 2017 + 2022 AS Surveys (OEFTC Staff), by gender

	Women + NB		Men	
	2017	2022	2017	2022
Many concerns	20%			
Some concerns	60%	44%	55%	50%
No concerns	20%	56%	45%	50%

Table 46: Concerns about Gender Inequalities in Distribution of Emotional Labour, 2017 + 2022 AS Surveys (OEFTC Staff), by gender

	Women + NB		Men	
	2017	2022	2017	2022
Many concerns	43%	11%	11%	
Some concerns	43%	56%	67%	40%
No concerns	14%	33%	22%	60%

(ii) HR policies


The department seeks to maintain a supportive working and learning environment that respects dignity and has zero tolerance of bullying and harassment. Within the department, any issues that arise go to the HoD for resolution with support from the DA(RF&O) and our central HR contact.


Recently, the University has improved policies in these areas but there have also been significant problems, namely in relation to the handling of cases of sexual harassment and bullying among students. The Dignity at Warwick policy addresses bullying and harassment (including sexual harassment) for staff. Our 2017 survey demonstrated limited awareness of such policies, so we took actions to raise awareness of them, namely by incorporating them into our departmental webpages and induction, and inviting HR colleagues to discuss these policies at department meetings ([AP2017-5.6.4](#); [AP2017-5.6.5](#); [AP2017-5.6.6](#); [AP2017-5.6.7](#)). As Table 47 demonstrates, this has been very successful, especially among OEC and FTC staff. More work can be done to help familiarise HPC colleagues with department and University EDI policies. ([AP2022-5.6.3](#))

Table 47: Staff awareness of Equality and Diversity policies

I know how to find departmental and institutional policies on equality and diversity.	2017	2022	
		Staff on OEFTC	Staff on HPC
Yes	32%	79%	60%
Yes - some, but not others	32%	21%	20%
No	28%	0%	20%
Don't know	8%	0%	0%

With regard to discrimination, bullying and harassment, the situation has also improved. According to the 2019/20 PULSE, 11% of staff – compared with 22% in 2017/18 – experienced discrimination ‘in the past 12 months’. Bullying and harassment also decreased between PULSE surveys: the number of staff experiencing either ‘in the past 12 months’ decreased from 41% to 21%. Our surveys show a similar picture: respondents note that bullying has decreased and the department is supportive in such situations.

 *In terms of bullying, things are much better than they used to be.* (woman academic)

My perception is that [bullying] has not been a substantial problem in the last few years. However, the potential remains for it to become a problem in the future. (man academic) 

Although we are pleased to see improvement, we are not complacent. (AP2022-5.6.4; AP2022-6.7)

Student dissatisfaction with University policy and practice vis-à-vis harassment has led the University to work with Coventry Rape and Sexual Abuse Centre to develop best practice. In the department, we have also taken action, including:


- creating a new administrative role: Adviser for Students on Sexual Harassment. A role of Adviser on Racial Harassment was also created; (AP2017-5.6.8)
- organising training events for staff and students on sexual harassment; (AP2017-5.6.9)
- contributing to the design, development and delivery of Warwick’s new Active Bystander Intervention course.

The effects of this work are visible in surveys, with both staff and students identifying fewer concerns and more reasons to celebrate.

Tables 48 and 49: Sexual Harassment, 2017 + 2022 AS Surveys (OEFTC Staff), by gender

	CONCERNS			
	Women + NB		Men	
	2017	2022	2017	2022
Many	8%	13%	11%	
Some	46%	6%	33%	33%
None	46%	81%	56%	67%

	REASONS TO CELEBRATE			
	Women + NB		Men	
	2017	2022	2017	2022
Many	33%	71%	17%	50%
Some	56%	29%	50%	50%
None	11%		33%	

 *I feel like there is a wealth of staff I could speak to and trust if something [sexual harassment] were to happen to me. It has also been really great to see the department run sessions and actions on this issue.* (woman, single-honours UG)

(iii) Representation of men and women on committees

The committee structure of the department is shown on the next page.

All committees report to the departmental meeting, which is the department's decision-making body to which all staff belong. Student representatives also attend.

Staff normally chair committees for a period of 3 years. There is student representation on all committees (except Executive and Professorial committees).

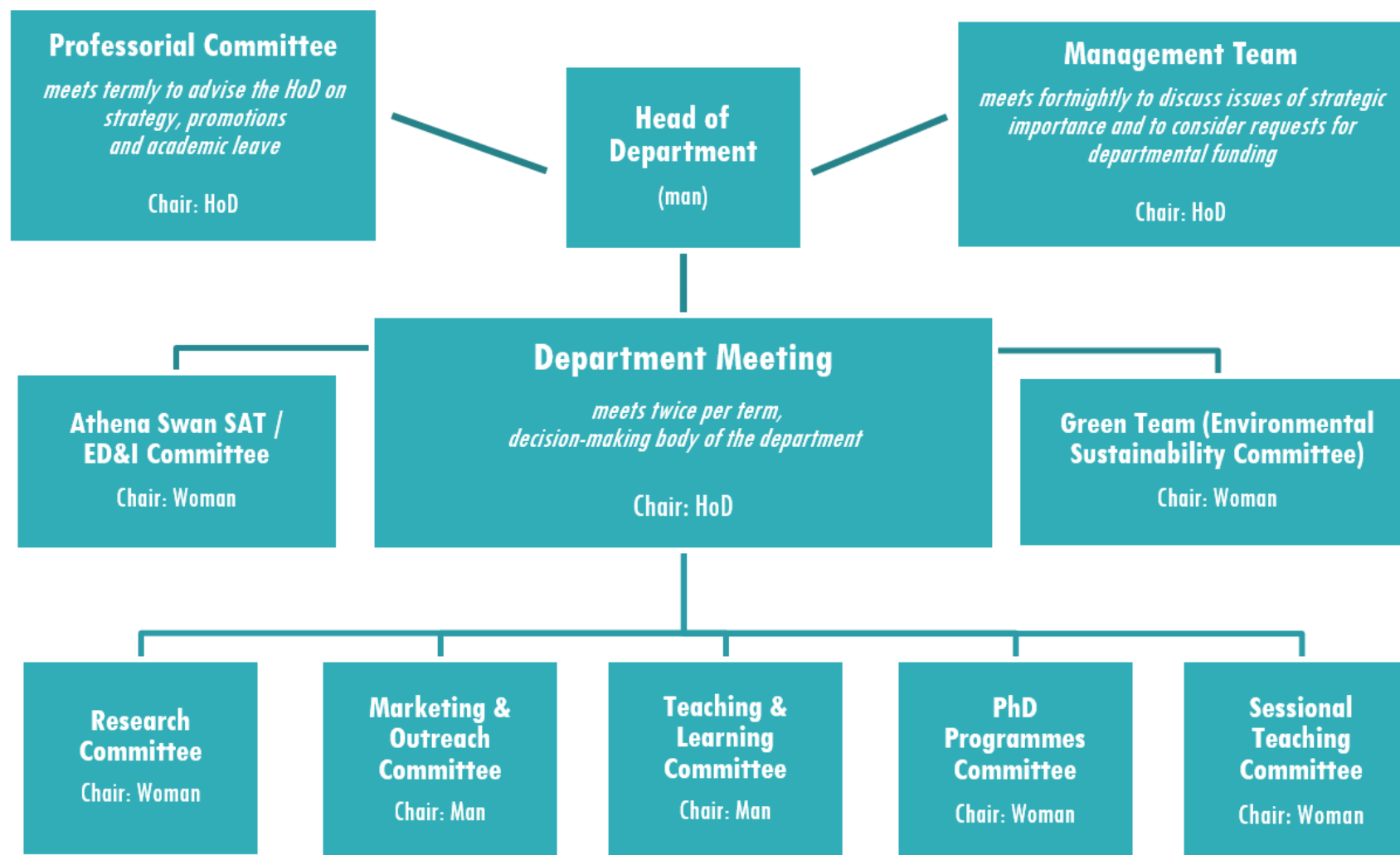
Table 50 shows the distribution of staff by gender on committees. This distribution is overseen by the DA(T&L) and the HoD, who are careful to ensure gender rotation on key administrative roles. (AP2017-5.6.16)

Table 50: Gender distribution of staff on key committees, 2021/2022

Committee	Administrative		Academic (Professorial)		Academic (other)		Total	
	W	M	W	M	W	M	W	M
Management Team	2		1	2	1	1	4	3
Professorial	2		6	5			8	5
Research	1		3	1	4		8	1
Athena SWAN SAT/ Equality & Diversity	2		2	1	4 W + 1 NB	2	8 W + 1 NB	3
Teaching & Learning	2		1	2	7	4	10	6
Sessional Teaching	2			1	3	2	5	3
PhD Programmes	2		1	1	1	1	4	2
Marketing & Outreach	2	1		1	4	4	6	6
Green Team	5		1	1			6	1
Mitigating Circumstances	2		1		1	4	4	4
Plagiarism Committee	1		1			3	2	3

If administrative staff attendance is disregarded, most committees are gender balanced or have a gender make-up that reflects the gender profile of the department. It is no longer the case that senior positions on committees are disproportionately held by men. (AP2017-5.6.10; AP2017-5.6.13) This has been achieved through better oversight of the distribution of workload by the HoD and DA(T&L) who, in our 2017 Action Plan, were tasked with ensuring that leadership roles were distributed in a more gender-balanced way. (AP2017-5.6.10; AP2017-5.6.13) These actions have been taken, with clear positive impacts. The gender balance in leadership roles will continue to be reviewed annually and taken into account in workload discussions. (AP2022-5.6.7)

Figure 11: Committee Structure of the Department (2021/22)



(iv) Participation on influential external committees

In line with our 2017 Action Plan, we regularly review the levels of staff participation in influential committees within and outside the University (AP2017-5.6.11). Both women and men participate actively in a wide range of external committees and there are no signs of an uneven gender distribution of burdens or opportunities.

(v) Workload model

We operate a workload model that specifies a standard load for academic staff:

- 6 contact hours a week (UG/PGT);
- a nominal 6 PhD supervisions;
- administrative duties.

Administration and leadership roles are seen as part of being a good citizen and are essential for promotion. (AP2022-5.1.4) Colleagues who win grants can be bought out of teaching/administration.

Teaching and administrative tasks are allocated annually by the HoD and DA(T&L), in discussion with colleagues; they take gender into account in the allocation of tasks. (AP2017-5.6.13) Workload allocation is circulated to all staff.

Our surveys demonstrate improvements in views on workload.

Tables 51 and 52: Allocation of Workload in Department, 2017 + 2022 AS Surveys (OEFTC Staff), by gender

	CONCERNS				REASONS TO CELEBRATE			
	Women + NB		Men		Women + NB		Men	
	2017	2022	2017	2022	2017	2022	2017	2022
Many	30%	11%			20%	33%	29%	75%
Some	47%	61%	45%	50%	60%	60%	29%	25%
None	23%	28%	55%	50%	20%	7%	42%	

Tables 53 and 54: Personal Workload, 2017 + 2022 AS Surveys (OEFTC Staff), by gender

	CONCERNS				REASONS TO CELEBRATE			
	Women + NB		Men		Women + NB		Men	
	2017	2022	2017	2022	2017	2022	2017	2022
Many	33%	6%			18%	13%	18%	75%
Some	40%	47%	45%	17%	43%	87%	64%	25%
None	27%	47%	55%	83%	39%		18%	

Staff now have fewer concerns and more reasons to celebrate vis-à-vis workload; this applies both to the departmental distribution of workload and the size of respondents’ personal workload. This is because the problems identified in the 2017 staff survey, notably the uneven distribution of leadership roles and the heavy burden of emotional labour have been recognised and addressed by the department as a result of actions specified in our 2017 action plan (see **Spotlight** in section 5.6.i for a detailed discussion of the actions taken and their impacts).

However, a gender imbalance remains: women (and NB staff) are more concerned and identify fewer reasons to celebrate than men in both dimensions. Three issues emerge from qualitative responses:

- concerns about the allocation to FTC staff of heavy administrative roles (section 4.b.ii; **AP2022-4.b.2; AP2022-4.b.3**) This explains why staff are more concerned by the distribution of workload to others, than they are about their own workload, a change relative to 2017.
- celebration that there is now more regular gender rotation of administrative roles (**AP2017-5.6.16**) but concerns that women still take on a larger share of emotional labour and pastoral care in the department; (**AP2017-5.6.12; AP2022-5.6.5**)
- concerns that the application of the workload model is not always fully transparent or easy to understand, and a desire for a clearer model. (**AP2022-5.6.6; AP2022-5.6.7**)

(vi) Timing of departmental meetings and social gatherings

Most meetings take place between 10.00am and 3.00pm with caring responsibilities being taken into account when scheduling meetings. In 2017, we noted that many academic events started on or after 5.00pm, making it difficult for some staff to attend. All academic events now take place within the normal working day. (**AP2017-5.6.19; AP2017-5.6.20; AP2017-5.6.21**) Currently, 92% of staff have no concerns about timings of meetings/events, up from 45% in 2017.

(vii) Visibility of role models

Women, NB and BAME speakers are well represented in departmental events. (**AP2017-5.6.22**)

Table 55: Speakers at Key Departmental Events (2021/22)

Gender			Race/Ethnicity	
Women	Men	Non-Binary	White	BAME
14 (inc. 2 trans women)	5	2	10	11
66%	24%	10%	48%	52%

Women at all levels play a high-profile role in the department’s research, teaching, outreach and impact activities. Survey responses identified the visibility of women role models as a department strength, and scores here have improved since 2017.

Tables 56 and 57: Diversity of Role Models, 2017 + 2022 AS Surveys (OEFTC Staff), by gender

	CONCERNS			
	Women + NB		Men	
	2017	2022	2017	2022
Many	9%			
Some	41%	18%	13%	
None	50%	82%	87%	100%

	REASONS TO CELEBRATE			
	Women + NB		Men	
	2017	2022	2017	2022
Many	44%	60%	70%	75%
Some	39%	40%	30%	25%
None	17%			

Recently more BAME staff have been appointed, with 5 of 6 women professors and 2 of 5 men professors identifying as BAME. Trans and NB staff/students are also more numerous and visible. This is highlighted in surveys as a cause for celebration.

“” The department has something to celebrate as it appears to have more female professors and female professors of colour than many departments across the sector. (NB academic, BAME)

I can find so many role models in the staff members! (woman PGR student, BAME) “”

However, we continue to recognise the challenge of striking the right balance between enhancing the visibility of under-represented groups and avoiding adding to the disproportionate ‘burden of representation’ they carry. (AP2017-5.6.23)

The diversity of our staff and students is represented in publicity materials, including web pages and brochures. We now use a more dynamic aesthetic with attention to featuring underrepresented groups.

Figures 12 – 15: Images from Student Publicity Brochures





In 2017 we found that some publicity materials used binary gender language which excluded trans/NB students and staff; this has been rectified. (AP2017-5.6.24)

We use our recruitment activities to strengthen the visibility of our role models. For instance, applicants for paid Open Day Student Ambassador positions are selected on a first-come, first-served basis, but with adjustments to guarantee high proportions of men and BAME ambassadors. (AP2017-5.6.25)

(viii) Outreach activities

The department has well-established outreach programmes with local schools. Our *Routes to Sociology* programme is run by paid UGs, trained to visit schools and encourage young people to study Sociology. We also host *Sociofest* events, where 50–60 pupils (roughly 80% girls) from largely ‘State’ or ‘Low Participatory’ schools spend the day at Warwick attending Sociology lectures and workshops.

Other Widening Participation (WP) activities include a Social Sciences Mentoring Scheme and A-Level Student Conference, representing the department at school fairs, and supporting the University’s Sutton Trust Summer Schools. During the pandemic, outreach was successfully brought online.

Usually, one or two colleagues lead our WP activities; recently, this has been a woman and a man, although currently it is a man. WP leads will often draw on other staff to provide taster lectures, and staff involvement in these is usually gender balanced.

The composition of the *Routes to Sociology* ambassador team changes year to year. Pro-active efforts are made to recruit significant numbers of men ambassadors, and in some years we have managed to recruit as many as 30% men ambassadors, an improvement on the previous AS cycle. (AP2017-5.6.26)

Section word count: 6405

ACTION POINTS

- **5.6.1:** Support the Students' Union #endperiodpoverty campaign, and make sanitary pads and tampons available for free in toilets and social spaces located in the department.
- **5.6.2:** Create a "Sociology Care Collective" and provide support for its activities.
- **5.6.3:** Increase awareness of department and University EDI policies among staff on hourly-paid contracts.
- **5.6.4:** Increase staff awareness of the support available through the Dignity at Warwick initiative. Ensure that the conveners of the Sociology Care Collective are trained in providing support to those who experience bullying or harassment.
- **5.6.5:** Continue monitoring the allocation of administrative roles with a heavy pastoral component to maintain a balanced gender distribution of them.
- **5.6.6:** Feed department views on workload (collected through the Athena SWAN departmental culture survey and relevant department meetings) into consultations on the University's proposed development of a University-wide approach to workload planning.
- **5.6.7:** Work towards workload allocation being transparent and equitable over a 3-year cycle.

Case Studies: Impact on Individuals

CASE STUDY I



I have been at Warwick since March 2000, when I joined the School of Health and Social Studies (SHSS) as a Research Fellow on a one-year research contract. Since 2000, I have made steady progress in my career – to Senior Research Fellow and then Principal Research Fellow in the Centre for the Study of Safety and Wellbeing (SWELL) in SHSS. In 2010, my contract on the research track was made permanent as 50% FTE. Following SWELL's move to the Centre for Lifelong Learning, I became the Director of SWELL for over five years until August 2019 when I joined the Department of Sociology on a research and teaching track as Associate Professor.

Despite having a disability and working half time, I have progressed tremendously during my time at Warwick, and my research has created numerous opportunities to build collaboration at Warwick, with colleagues in other universities and in the government and non-government sectors to further the policy and practice impact of my work. This continues today. I have grown from being a researcher on others' research projects to becoming a PI on research that has had great influence outside the academy. Since joining Sociology, I have been able to gain experience in non-research areas, most especially undergraduate teaching and this has been incredibly valuable to my development. Being able to draw on my expertise and knowledge and feed this into the development and teaching of undergraduate modules has been very rewarding. Colleagues in Sociology have been open and supportive. I have welcomed the opportunity to be part of the Centre for the Study of Women and Gender, and to forge links with colleagues working on related research and teaching. As the EDI lead, I have been able to maintain and strengthen the important progress that the department has made on these issues.

Having a hidden disability impacts my work and the HoD has been considerate and accommodating of the limits created by my disability; this support was invaluable in my transition to Sociology. Being able to work flexibly depending on the state of my health is of enormous help and has been supported by the department, especially through the provision of graduate teaching assistants to support me with my teaching workload. Taking account of my specific circumstances post-pandemic, the department enabled me to continue to provide online lectures. The culture within the department creates an openness to individual circumstances and adjustments that may be required to enable an individual to feel supported and to progress. Moreover, the HoD was incredibly encouraging throughout my application process for promotion to Professor in 2021, which was successful.

Being in the Sociology Department has made me feel connected to others, created new opportunities, facilitated the development of new skills while consolidating others, and supported the development of my research. It has taken account of my specific situation and made support available wherever possible. I can't think of a better environment to spend the remainder of my academic life.



CASE STUDY II



In 2011 I joined the department as Assistant Professor, my first permanent academic position. During my first 5 years at Warwick I benefited from the probation arrangements, which protect research time for Assistant Professors through reduced teaching and admin workloads. I was promoted to Associate Professor in 2016 and have had opportunities to develop my leadership skills, for example through appointment as leader of one of the department's research clusters, serving on the Research Committee and mentoring early career colleagues.

Since 2016 becoming a mother has created various personal challenges that have made it harder to progress in my career. In 2016 I became pregnant and suffered a late miscarriage, which had severe impacts on my mental health, leaving me with PTSD symptoms for about 6 months. My HoD was immensely supportive, encouraging me to take the sick leave that had been suggested by my doctor and reducing my workload on my return to work to help me manage the PTSD symptoms. This support meant that I was able to recover, and the impacts of these events on my career progression were less significant than might otherwise have been the case. In 2017 I gave birth to my first child and my HoD was very supportive throughout the pregnancy, helping me to manage workload. On return from maternity leave in 2018 I was awarded an Academic Returners Fellowship for 10 months. This meant that I had no teaching or administrative responsibilities, giving me time to recover the connections and expertise that had been stretched during maternity leave, and to develop publications.

In 2019 I was again pregnant at the time that the Covid-19 pandemic hit and the nursery that my eldest attended was closed. This was a period of immense stress for everyone. Nonetheless, my HoD offered support and in particular enabled me to prioritise my commitments and effectively work part time so that I could share in the childcare of my 2 year old. Again on my return to work in 2021 I benefitted from an Academic Returners Fellowship which enabled me to focus on developing publications as well as pursuing a research project that had been on hold due to the pandemic.

Throughout these events and parenting-related difficulties I have been supported by the department's inclusive and supportive culture. In particular, activities organised through the research centres and my research cluster have enabled me to keep in touch with colleagues in a way that has helped me to keep abreast of developments in the academic field, as well as to find friendship and support. In this difficult 6 year period I have been able to publish a number of articles, co-edit an essay collection, collaborate in winning funding from the AHRC for an international research project, and progress work towards my second monograph – which I am currently completing under contract for a university press. My HoD has encouraged me to look towards promotion at the end of this calendar year.



Section word count: 986 words

6. Further Information

Curriculum

Gender teaching is integrated into all degrees through compulsory modules and specialist optional modules open to students within and outside Sociology. (AP2017-7.2) We also offer three gender degrees:

- Sociology with Specialism in Gender Studies (UG)
- MA Gender and International Development (PGT)
- PhD Women’s and Gender Studies (PGR)

We have proposed a new MA in Gender and Sexuality, opening in 2023/24. (AP2022-6.1) Since 2017, we have appointed colleagues with gender expertise, but have also lost gender specialists. (AP2017-7.1) (AP2022-6.2)

Since 2017 we have been working to make our curriculum more inclusive, including:

- making the study of race, gender, sexuality and class (in international perspective) compulsory for 1st year UGs;
- creating new UG specialisms: ‘Race and Global Politics’ and ‘Social Inequalities and Public Policy’;
- reviewing reading lists to enhance representation of BAME, women and NB authors; (AP2017-7.3)
- engaging in Faculty/University initiatives to design the *Warwick Inclusive Education* strategy;
- producing best practice innovations in inclusive assessment/feedback.

Our achievements across these aspects of our curriculum are reflected in improved scores in the 2022 staff surveys, and in comments from the student survey.

Table 58: Concerns about Teaching on Gender⁶, 2017 + 2022 AS Surveys (OEFTC Staff), by gender

	Women + NB		Men	
	2017	2022	2017	2022
Many concerns	20%			
Some concerns	40%	19%	22%	20%
No concerns	40%	81%	78%	80%

⁶ Respondents were asked to consider the ‘number and range of modules on gender, and engagement with gender across the curriculum’.

Table 59: Concerns about Diversity of Authors on Reading Lists, 2017 + 2022 AS Surveys (OEFTC Staff), by gender

	Women + NB		Men	
	2017	2022	2017	2022
Many concerns				
Some concerns	73%	33%	22%	
No concerns	27%	67%	78%	100%



Even in modules where gender is not a major topic, it is still mentioned and examined from different perspectives and bringing new thoughts. (woman PGT student, BAME)

Gender teaching tends to be pretty inclusive. From a curriculum perspective, engagement with gender is strong and intersectional. (NB PGR student, white)



Trans and Non-Binary Inclusion

Since 2017, we have made the department more inclusive for students and staff identifying as trans and non-binary. This included:

- sending information to students on how to change titles and gender markers on University records; (AP2017-4.1.1)
- sending emails to staff with advice on trans and NB inclusion, including guidance on interpreting NB gender markers in student records; (AP2017-4.1.2)
- offering new UG and PGT modules, including *Beyond the Binary: Trans-forming Gender and Queering Sociology*;
- co-organising with students (and student societies) workshops on trans and NB experience; (AP2017-5.6.2)
- organising academic events on trans and NB studies;
- actively participating in the University's Trans and Queer Pedagogy Learning Circle and in initiatives like the creation of *Trans-Inclusive Teaching Guidance*; (AP2022-6.3)
- funding PGR-led collectives, e.g. Queer History Reading Group and *queer:disrupt*. (AP2017-5.3.11)

Our Trans/NB focus-group found that students and staff welcome these initiatives and want them strengthened. We have adopted as APs several proposals emerging from the focus-group. (AP2022-6.3; AP2022-6.4; AP2022-6.5; AP2022-6.6; AP2022-6.7)

EDI Impacts of Covid-19

Throughout this submission, we highlighted areas where Covid-19 had particularly significant impacts and the actions taken to mitigate them. Staff feel that Covid-19 has had detrimental impacts on EDI in

the department (Table 60), with women expressing more concerns than men and staff on HPCs expressing more concerns than OEFTC staff. The latter is not surprising, considering that HPCs were drastically reduced by the University in 2020/21 (section 4.b.i).

Table 60: Perception of Impacts of Covid-19 (2022 Surveys OEFTC + HPC), by gender and contract

How would you describe the impacts of Covid-19 on equality and diversity in the department?	Women + NB		Men	
	OEFTC	HPC	OEFTC	HPC
Significant detrimental effects	13%	29%	20%	
Some detrimental effects	60%	57%	20%	67%
No detrimental effects	27%	14%	60%	33%

However, large proportions of staff (especially on OEFTCs, but also HPCs) find some or many reasons to celebrate the department’s management of EDI impacts of Covid-19.

Table 61: Reasons for Celebration in the Department’s management of the EDI impacts of Covid-19 (2022 Surveys OEFTC + HPC), by gender and contract

	Women + NB		Men	
	OEFTC	HPC	OEFTC	HPC
Many reasons to celebrate	57%		50%	
Some reasons to celebrate	29%	80%	50%	100%
No reasons to celebrate	14%	20%		



The department has managed the pandemic with flexibility and care, and in short-term crisis mode this was valuable. The challenges now are to understand the diverse ways Covid has impacted on individuals re: being behind with research, having poor physical or emotional health, having increased caring responsibilities, and so on. In this sense, the pandemic is ‘not over’, even though government and university policies suggest it is. We need to be proactive in understanding these impacts for staff and students at all levels. (woman academic, white)

We agree with this assessment and commit to monitoring these impacts. (AP2022-6.8)

Section word count: 581 words

ACTION POINTS

- **6.1:** Propose and launch a new MA programme in Gender and Sexuality.
- **6.2:** Consider gender expertise in future appointments to guarantee sufficient and sustainable capacity for gender teaching and supervision.
- **6.3:** Add links on the Department's Staff Teaching Portal to the Trans and Queer Pedagogy Learning Circle, the University's *Trans-Inclusive Teaching Guidance*, and other resources. Promote these resources to staff.
- **6.4:** Invite students to create networks relevant to their experiences and interests (such as a network for trans and non-binary students). Provide support to those networks.
- **6.5:** Continue supporting and funding student projects focusing on inequalities.
- **6.6:** Raise the profile among staff of new initiatives at Warwick relating to EDI, such as the 'Say My Name' initiative.
- **6.7:** Continue to encourage all staff to take University training courses on supporting student mental health and dealing with disclosure of bullying and harassment.
- **6.8:** Monitor the ongoing impacts of Covid-19 on gender equality and career progression within the department.

7. Action Plan

(*) indicates the main person(s) responsible

2: DESCRIPTION OF THE DEPARTMENT					
Ref.	Action	Rationale	Timeframe	Persons Responsible	Success Criteria and Outcome
AP2.1	Collaborate with the University's Strategic Planning and Analytics Office to help improve the accuracy and inclusivity of the University's data sets and EDI dashboards, particularly in relation to representation of non-binary identity.	We identified problems with centrally-available data, e.g. in recording Non-Binary identities for students and staff and in HR data on applicants, shortlists, offers and appointments.	Autumn/ Winter 2022	<ul style="list-style-type: none"> - Athena SWAN Lead (*) - DA(RF&O) - Athena SWAN Research Fellow (*) - Departmental member of the Institutional Athena SWAN SAT 	A report on problems with data sets to be produced by the Athena SWAN Research Fellow. Meetings to be held with colleagues in the Strategic Planning and Analytics Office to discuss that report and our experience of using the University databases. Non-Binary data to become included consistently across all University databases. Accuracy of other University dashboards to be improved.
3: THE SELF-ASSESSMENT PROCESS					
Ref.	Action	Rationale	Timeframe	Persons Responsible	Success Criteria and Outcome
AP3.1	Incorporate Athena SWAN work in calculation of individual workloads in next round of Athena SWAN.	We note that despite an action point in our Bronze Action Plan (AP2017-3.1), with the exception of the co-leads of the Athena SWAN SAT, AS work is not currently included in workload calculations.	From next workload allocation cycle (Spring 2023) onwards	<ul style="list-style-type: none"> - HoD (*) - DA(T&L) 	Athena SWAN work, specifically membership of the Athena SWAN SAT and role of Athena SWAN lead, to be included in the department's workload calculation and allocation from Spring 2023 onwards. Department to contribute to the University's review of workload models, recommending that AS work is included in the new workload model methodology being developed by the University for roll-out to all departments.

<p>AP3.2</p>	<p>Circulate the final Athena SWAN submission to all staff and students via email, and make it available on the departmental EDI webpage.</p>	<p>Our submission must be easily accessible to ensure that all staff and students are familiar with our gender equality goals and how we intend to achieve them.</p>	<p>January 2023</p>	<p>- DA(RF&O) (*)</p>	<p>Final submission and action plan to be made available on the departmental EDI web page. Link to be sent to all staff and students by email. Data on the traffic to these pages to be reviewed to evaluate whether they are being accessed.</p>
<p>AP3.3</p>	<p>Discuss the implementation of the 2022 Athena SWAN Action Plan at the Department meeting (September 2022).</p>	<p>The implementation of this action plan requires the contribution and commitment of all staff; therefore, the action plan must be regularly discussed in department meetings.</p>	<p>September 2022</p>	<p>- Athena SWAN Lead (*) - Members of the SAT - Chair of EDI Committee</p>	<p>In-depth department-wide discussion to be held on how best to implement the Athena SWAN Action Plan in 2022/23 and beyond. Plans to be made for how relevant committees will manage and monitor the implementation of the Action Plan. Committees to give regular feedback on progress to the department once a quarter, at departmental meetings. Updates on progress and additions to the action plan to be posted on the department's EDI webpage.</p>
<p>AP3.4</p>	<p>Hold regular discussions about the monitoring and implementation of the 2022 Action Plan across all committee meetings in the Department (as part of the standing agenda items on Equality & Diversity).</p>	<p>The implementation of this action plan requires the contribution and commitment of all staff; therefore, the action plan must be regularly discussed in department and committee meetings.</p>	<p>From September 2022 onwards</p>	<p>- Athena SWAN Lead (*) - Members of the SAT - all Departmental Committee Chairs (*)</p>	<p>Athena SWAN 2022 Action Plan to be a standing item on all committee agendas. Discussions to be held regularly across committees on relevant items in the Action Plan, in order to evaluate problems, decide on future actions and review the impacts of past actions. Results of the discussions to be presented on a quarterly basis to the department (as above).</p>
<p>AP3.5</p>	<p>Share recordings and resources from the 2022 Athena SWAN event through relevant external mailing lists.</p>	<p>It is important to exchange experiences of Athena SWAN as widely as possible to learn from these experiences and pool knowledge. This will contribute to the academic knowledge base relevant on AS.</p>	<p>October 2022</p>	<p>- CSWG Co-Directors (*) - CSWG Administrative Assistant</p>	<p>Recordings and resources from the 2022 Athena SWAN event to be made available on the CSWG website and publicised to registered participants and other interested parties through relevant mailing lists. Department to continue collaborating with other departments (within and outside the University) to exchange knowledge and good practice on AS.</p>

AP3.6	Keep the position of Athena SWAN Lead active between Athena SWAN submissions, with responsibility for monitoring Action Plan implementation across the department.	It is important to maintain a high profile for AS work between submissions and to monitor progress on the Action Plan.	October 2022, and throughout this Athena SWAN cycle	<ul style="list-style-type: none"> - HoD - Athena SWAN Lead (*) 	Position of AS Lead to be maintained. Colleague holding the position to receive workload recognition for this work. AS Lead to liaise with relevant colleagues and committees to coordinate the implementation and monitoring of the Athena SWAN Action Plan across the department AS Lead to deliver regular updates to the department on AS Action Plan implementation.
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4: A PICTURE OF THE DEPARTMENT

Ref.	Action	Rationale	Timeframe	Persons Responsible	Success Criteria and Outcome
AP4.a.1	Run a pilot discussion and support group for men UG students.	Continuing action is needed to build on our achievements since 2017 and to continue strengthening our recruitment, representation of, and support for, men students.	Begin in 2022/23; if successful, run every academic year	<ul style="list-style-type: none"> - Athena SWAN Lead (*) - Director of Student Experience and Progression 	A call for UG men participants to be distributed and a series of meetings to be held in 2022/23. A survey of participants to be conducted at the end of 2022/23 to evaluate the impacts of this discussion and support group, with a particular emphasis on investigating if participation increased men students' sense of belonging and confidence, and what would encourage more men to participate in further actions. A decision to be made about whether to continue running this and/or other similar initiatives in future years.
AP4.a.2	Encourage conveners of modules on gender and sexuality to review and, where appropriate, expand the discussion of masculinities.	The student survey and Trans and NB focus-groups expressed an interest in learning more about men and masculinities in gender-focussed modules.	Ongoing	<ul style="list-style-type: none"> - Co-directors of CSWG (*) - Director of Teaching and Learning - colleagues who teach on gender and sexuality 	Engagement with masculinities in the course materials and reading lists for existing modules to increase by the end of 2023/24. New modules engaging with masculinities to be launched from 2024/25 onwards.

<p>AP4.a.3</p>	<p>Monitor PGR scholarship applications to identify and address any potential gender bias in the selection of candidates who are put forward for funding competitions.</p>	<p>There is a leaky pipeline between UG, PGT and PGR numbers and selection of applicants for scholarships is a point at which potential gender bias could be affecting the proportion of women and men put forward for scholarship competitions.</p>	<p>Throughout each PGR scholarship application cycle</p>	<ul style="list-style-type: none"> - Director of PhD programmes (*) - Members of the scholarship selection committee - PhD programmes officer (*) 	<p>In each scholarship cycle, the gender balance of applications to be calculated and compared with the gender balance of nominations for scholarships, to check if the gender balance of nominations made reflects the gender balance of applications received. As part of their deliberations, scholarship selection committees to consider those findings and discuss relevant adjustments and actions to take in that round and/or future rounds.</p>
<p>AP4.b.1</p>	<p>Monitor the gender pay gap in the Department, particularly among colleagues at grade FA9 (Professors).</p>	<p>Our analysis has identified a significant pay gap at FA9 which has emerged since our last submission.</p>	<p>Ongoing action, with annual review</p>	<ul style="list-style-type: none"> - HoD (*) - Chair of EDI Committee - DA(RF&O) (*) - Management Committee 	<p>Gender pay gap to be calculated by the DA(RF&O) at the end of each year, and reviewed in a meeting of the Management Committee. Committee to discuss actions to take, liaising with the University's Pay Action Group. Gender pay gap at FA9 within the department to reduce by 20% by the next AS submission.</p>
<p>AP4.b.2</p>	<p>Phase out the practice of allocating significant administrative roles (such as Deputy Director of UG Studies) to colleagues on fixed-term contracts, ending it entirely by 2023/24.</p>	<p>Our 3 Teaching Fellows on FTCs have been carrying heavy administrative loads in recent years which is an inappropriate level of responsibility and workload.</p>	<p>By the beginning of the academic year 2023/24</p>	<ul style="list-style-type: none"> - HoD (*) - DA(T&L) 	<p>Major administrative roles to be removed entirely from the workload of Teaching Fellows by the beginning of the 2023-24 academic session. In the future, major administrative roles will not be allocated to Teaching Fellows on fixed-term contracts.</p>
<p>AP4.b.3</p>	<p>Initiate a discussion in the Department about our future use of Fixed-Term and Open-Ended Teaching-Only contracts.</p>	<p>Our use of Fixed-Term and Open-Ended Teaching-Only contracts has not been discussed at department level but has had unintended outcomes in terms of gender equality.</p>	<p>Throughout 2022/23</p>	<ul style="list-style-type: none"> - HoD (*) - Chair of EDI Committee - Management Committee - DA(RF&O) 	<p>Discussions to be held about this issue within the Department and with relevant interlocutors in the Faculty and the University. Policy decision to be made about the future deployment in the department of Fixed Term and Open-Ended Teaching-Only contracts, with explicit consideration to mitigating against their negative impact in terms of gender equality.</p>

AP4.b.4	Work to address the situation whereby Teaching-Only staff are employed for long periods of time on a series of Fixed-Term Contracts.	Our current Teaching Fellows, all women, have been employed on a series of FTCs over many years. This has ensured continued employment but has kept them in teaching roles with little prospect of transferring to R+T contracts (because they are employed on 'soft' money). This was highlighted in surveys as a gender equality issue.	By the beginning of 2023/24	<ul style="list-style-type: none"> - HoD (*) - DA(T&L) - DA(RF&O) - Management Committee 	Improved contractual conditions to be offered to those who have been employed on consecutive full-time teaching FTCs.
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5: SUPPORTING AND ADVANCING WOMEN'S CAREERS

Ref.	Action	Rationale	Timeframe	Persons Responsible	Success Criteria and Outcome
AP5.1.1	Ensure that all colleagues who take part in selection panels complete the relevant specialist EDI training.	Not all colleagues on selection panels complete the specialist EDI training even though this is a University requirement.	Each time a selection panel is appointed	<ul style="list-style-type: none"> - DA(T&L) (*) - DA(RF&O) (*) - PhD Programmes Officer 	Two DAs to check that colleagues participating in each selection panel have completed the relevant specialist EDI training. By the next Athena SWAN submission, all colleagues taking part in recruitment panels will have completed these courses.
AP5.1.2	Lobby the University to replace its current <i>Unconscious Bias</i> training.	The Unconscious Bias training promoted by the University is problematic.	By the end of 2023/24	- Athena SWAN Lead (*)	Meetings to be held with the University's EDI team to present this issue, with the outcome that the University's training on unconscious bias is changed.
AP5.1.3	Raise staff concerns about promotions with the University administration, namely through the Institutional Athena SWAN SAT.	Our analysis shows concerns about the promotion process, particularly the actual implementation on the ground of recent changes made to the University promotions criteria to give more equal weight to research, teaching and administration achievements in promotions to Reader and Professor.	By the end of 2023/24	- Departmental member of the Institutional Athena SWAN SAT (*)	Meetings to be held with senior EDI colleagues in the University to share the department's concerns about the uneven implementation of the important changes recently made to the University's promotions policy. Outcome of these meetings to be reported back to colleagues in the Department. Next AS departmental culture survey to show a 20% reduction in concerns about promotions among staff.

AP5.1.4	Keep consistent and comprehensive departmental records on recruitment and shortlisting panels.	For this submission we found that HR was unable to provide us with an accurate record of this information.	Each time a selection panel is appointed	- DA(T&L) (*) - DA(RF&O) (*)	DAs to keep accurate and accessible departmental records, from October 2022 onwards, of the gender, racial/ethnic and role composition of selection panels and electoral boards. Department to lobby the Institutional AS SAT to request that HR begin keeping these records centrally by 2024.
AP5.2.1	Implement the proposed regrading of administrative posts in order to expand career progression opportunities for professional and support staff.	We noted the lack of career progression for administrative staff who wanted to continue working in the department.	2022/23	- HoD (*) - DA(T&L) - DA(RF&O)	Administrative posts to be regraded and allocated amongst our existing administrative staff to provide enhanced career prospects. Turnover of administrative staff to be reduced by 30% by the next AS submission.
AP5.2.2	Continue to explore the options available to expand career progression opportunities for professional and support staff.	We noted the lack of career progression for administrative staff who wanted to continue working in the department.	2023/24 and 2024/25	- HoD (*) - DA(T&L) - DA(RF&O)	Discussions to be held about this issue annually within the Department and with relevant interlocutors in the Faculty and the University. Expanded career progression opportunities to be offered to administrative staff.
AP5.3.1	Launch a new department-wide peer mentoring system.	We noted the lack of a department-wide mentoring system in the department and a desire for mentoring in the survey.	Beginning in 2022/23 and continuing thereafter	- HoD - Director of Research (*) - Chair of EDI Committee	A department-wide mentoring system involving all colleagues to be established in 2022/23. Once a year, the implementation and impact of this mentoring system to be reviewed in the EDI Committee and/or the Research Committee
AP5.3.2	Launch new and enhanced initiatives for research exchange and support among colleagues, open to all staff.	The staff survey revealed a desire for increased opportunities for research exchange and support.	Beginning in 2022/23 and continuing thereafter	- Director of Research (*) - Research Cluster Leads - Research Centre Co-Directors	New initiatives to be established, including writing retreats, impact and grant-writing workshops, brown bag lunches, and reading groups. Implementation and impact of these initiatives to be reviewed annually in the department's Research Committee. Satisfaction with this item to increase by 20% in the next AS departmental culture survey.

<p>AP5.5.1</p>	<p>Work with the University's EDI and Institutional Athena SWAN structures to lobby HR to review the WARF policy to extend it to colleagues on Teaching-Only contracts.</p>	<p>Those on Teaching-only contracts are not entitled to Warwick Academic Returners Fellowship after parental leave which is experienced as problematic and unjust, particularly as the department supports colleagues on Teaching-only contracts to remain research active.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> - HoD - Chair of EDI Committee - Athena SWAN Lead (*) - DA(RF&O) 	<p>Presentation of the issue to the University's EDI team and Institutional Athena SWAN SAT by 2023. Department to collaborate with others to seek a change in the policy by 2027.</p>
<p>AP5.5.2</p>	<p>Avoid allocating new modules to Teaching-Only staff in the first two terms after their return from parental leave.</p>	<p>Due to the nature of Teaching Fellow roles, TFs' teaching portfolio is subject to change. It is particularly difficult for a new parent on their immediate return from leave to prepare and deliver new teaching; this may disadvantage TFs, most of whom are women, further.</p>	<p>2023/24</p>	<ul style="list-style-type: none"> - HoD (*) - DA(T&L) (*) 	<p>New departmental policy to be approved by 2024 stating that teaching-only staff will not normally be asked to take on new teaching in the first 2 terms post-parental leave.</p>
<p>AP5.5.3</p>	<p>Commit to continuing to allow administrative staff to work from home as much as is feasible within the limits set by the University's policy on hybrid work.</p>	<p>The staff survey provided evidence of the popularity of working from home. This was a new experience for administrative staff and one which they would like to retain after the pandemic.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> - HoD (*) - DA(T&L) - DA(RF&O) 	<p>HoD confirms that administrative staff will be able to engage in hybrid working (within the constraints of existing University policy on this issue). Administrative staff are included in decision-making about any future changes to the way this is put into practice.</p>
<p>AP5.6.1</p>	<p>Support the Students' Union #endperiodpoverty campaign, and make sanitary pads and tampons available for free in toilets and social spaces located in the department.</p>	<p>In the student survey, students proposed that the department join this campaign to help period poverty among students</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> - Taught Programmes Officer 	<p>Secure by 2023 departmental funding for period products to be made available for free in the department toilets and student common room.</p>

<p>AP5.6.2</p>	<p>Create a “Sociology Care Collective” and provide support for its activities.</p>	<p>The need for mutual support for staff has been recognised and a proposal has been made to set up a new structure to provide such support: the Sociology Care Collective.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> - HoD - DA(RF&O) (*) - Conveners of the Sociology Care Collective 	<p>Department to create a “Sociology Care Collective” and set aside funding annually for the activities of the SCC. The role of SCC coordinators to be included by 2023 in the list of official administrative roles in the Department, to guarantee that this work rotates and is recognised in workload calculations. The actions and impacts of the SCC to be reviewed annually in the EDI Committee. Success of the SCC to be measured by a 20% increase in satisfaction with mutual support in the department (as measured by the next AS departmental culture survey).</p>
<p>AP5.6.3</p>	<p>Increase awareness of department and University EDI policies among staff on hourly-paid contracts.</p>	<p>Our staff surveys show that awareness of these policies is very high among staff on open-ended and fixed-term contracts, but significantly lower among staff on hourly-paid contracts.</p>	<p>Ongoing (with particular focus on periods of training and induction of new HP staff)</p>	<ul style="list-style-type: none"> - DA(T&L) - DA(RF&O) - Chair of Sessional Teaching Committee (*) 	<p>More information on these policies to be added to relevant sections of the staff portal, and covered within the induction and training given to HP staff. The next AS departmental culture survey shows 20% higher awareness of these policies among HP staff.</p>
<p>AP5.6.4</p>	<p>Increase staff awareness of the support available through the Dignity at Warwick initiative. Ensure that the conveners of the Sociology Care Collective are trained in providing support to those who experience bullying or harassment.</p>	<p>Concerns remain about bullying and harassment despite improvement since our last AS submission.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> - All staff - Conveners of the Sociology Care Collective - Chair of EDI Committee - DA(RF&O) (*) 	<p>Reminders to be circulated annually to all staff to refresh awareness of Dignity at Warwick provisions for those experiencing bullying or harassment. Conveners of the Sociology Care Collective to receive training on how to support those experiencing bullying or harassment.</p>

<p>AP5.6.5</p>	<p>Continue monitoring the allocation of administrative roles with a heavy pastoral component in order to guarantee a balanced gender distribution of them.</p>	<p>There is a tendency for roles involving pastoral work and emotional labour to be undertaken disproportionately by younger women staff members.</p>	<p>In each workload allocation cycle</p>	<ul style="list-style-type: none"> - HoD (*) - DA(T&L) - Management Committee - EDI Committee 	<p>Gender distribution of administrative roles involving a heavy pastoral component to be formally checked in each workload allocation cycle by the EDI Committee (or one of its representatives), with adjustments made if required. The EDI and Management Committees will review the gender distribution of workload over a 3-year cycle to ensure it is equitable. Success of these measures to be demonstrated through a 10% decrease in concerns over this issue by the next AS departmental culture surveys.</p>
<p>AP5.6.6</p>	<p>Feed department views on workload (collected through the Athena SWAN departmental culture survey and relevant department meetings) into consultations on the University's proposed development of a University-wide approach to workload planning.</p>	<p>The university is undertaking a workload review which is likely to result in a University-wide approach to workload planning, superseding department-specific workload models.</p>	<p>2022/23 and 2023/24</p>	<ul style="list-style-type: none"> - HoD (*) - Department staff sitting on committees where this review is discussed 	<p>Department representatives to participate in consultations and discussions on the new University-wide workload model through the appropriate channels. Changes proposed by the University to be discussed in depth in department meetings, the EDI Committee and other relevant departmental committees.</p>
<p>AP5.6.7</p>	<p>Work towards workload allocation being transparent and equitable over a 3-year cycle.</p>	<p>The AS staff survey found that staff have concerns about the application of the department's workload model (namely, that it is not always fully transparent or easy to understand). The survey also shows desire for a clearer model.</p>	<p>To be in place for 2023/24</p>	<ul style="list-style-type: none"> - HoD - DA(T&L) - Management Committee (*) 	<p>Workload allocation process to be changed so that a greater range of staff are involved in that process, including staff with EDI roles in the department. Documents setting out the distribution of workload across the department to be shared with all staff. The gender distribution of workload is monitored in the EDI and Management Committees over a 3-year cycle. In the next department culture survey, the level of concern about the distribution of workload reduces by 10%.</p>

6: FURTHER INFORMATION					
Ref.	Action	Rationale	Timeframe	Persons Responsible	Success Criteria and Outcome
AP6.1	Propose and launch a new MA programme in Gender and Sexuality.	The student survey and Trans/NB focus-group indicated demand for an MA of this nature to increase the knowledge base and skills resource in these areas, and to provide greater choice in degrees for students interested in these topics.	To run for the first time in 2024/25	<ul style="list-style-type: none"> - MA Gender and Sexuality Working Group (*) - CSWG Co-Directors - Director of PGT Programmes 	Proposal to be submitted to the University in the summer of 2022, the approval is secured in 2022/23; the programme is designed and advertised in 2023/24, and launched in Autumn 2024.
AP6.2	Consider gender expertise in future appointments to guarantee sufficient and sustainable capacity for gender teaching and supervision.	Gender teaching provision relies on a relatively small number of colleagues (almost all women or NB). If more than one is on study leave at the same time, which is often the case, we are unable to deliver our full range of gender teaching. Addressing this would strengthen our capacity to continue delivering world-leading research and teaching on gender inequalities, and also help support the academic careers of the women and NB staff specialising in this area within the department.	To be reviewed during 2022/23 and implemented in 2023/24	<ul style="list-style-type: none"> - HoD - Management team - Co-Directors of CSWG 	At least one additional gender/sexuality specialist to be recruited by the next AS submission.
AP6.3	Add links on the Department's Staff Teaching Portal to the Trans and Queer Pedagogy Learning Circle, the University's Trans-Inclusive Teaching Guidance, and other resources. Promote these resources to staff.	Some Sociology staff and students are actively involved in this Learning Circle and other University initiatives, but the work being done there is not always well known in the Department.	Autumn 2022, and once a year	<ul style="list-style-type: none"> - Members of the Trans and Queer Pedagogy Learning Circle - Athena SWAN Lead (*) - DA(RF&O) - DA(T&L) 	Web pages to be updated to include links to the Trans and Queer Pedagogy Learning Circle, the University's Trans-Inclusive Teaching Guidance, and other resources. Emails to be sent annually to staff with information about these resources. Data on the traffic to these pages to be reviewed to evaluate whether they are being accessed.

<p>AP6.4</p>	<p>Invite students to create networks relevant to their experiences and interests (such as a network for trans and non-binary students). Provide support to those networks.</p>	<p>The suggestion for a Trans/NB network emerged from the Trans/NB focus-group, and in the past we have supported other networks such as the Black Women’s Project.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> - Director of Student Experience & Progression (*) - Director of UG Studies - Director of PGT programmes - Director of PhD programmes 	<p>Students to be invited and supported to set up student networks. At least two new student networks to be created. Department to provide funding for the activities of these networks. Effectiveness of these networks at fostering a sense of inclusion to be measured in the next Athena SWAN student survey.</p>
<p>AP6.5</p>	<p>Continue to support and fund student projects focusing on inequalities.</p>	<p>This was initiated prior to our Bronze submission and is ongoing.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> - Director of Student Experience & Progression (*) - Director of UG Studies - Director of PGT programmes - Director of PhD programmes - Co-Directors of Research Centres 	<p>Department to continue funding student projects focused on inequalities.</p>
<p>AP6.6</p>	<p>Raise the profile among staff of new initiatives at Warwick relating to EDI, such as the ‘Say My Name’ initiative.</p>	<p>This proposal emerged from the Trans/NB focus-group.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> - Athena SWAN Lead (*) - Chair of EDI Committee - DA(RF&O) 	<p>Emails to be sent to all staff about these initiatives. Where relevant, they are also advertised and discussed at department meetings. Staff act on these initiatives.</p>

<p>AP6.7</p>	<p>Continue to encourage all staff to take University training courses on supporting student mental health and dealing with disclosure of bullying and harassment.</p>	<p>These are ongoing issues which were raised in the survey.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> - HoD - Director of Teaching and Learning (*) - Director of Student Experience and Progression (*) - Advisers for Students on Sexual Harassment, and on Racial Harassment - Senior Tutor 	<p>Training provided by the University to be advertised regularly within the department and completion of the training to be monitored by the department. In addition to this, bespoke training sessions on these topics to be delivered in the department (for example, as part of Away Days). Success of these activities to be measured by 1) an increase in the uptake of this training and 2) an increase by 10% of awareness of avenues of support in this area, evidenced in the next AS departmental culture survey.</p>
<p>AP6.8</p>	<p>Monitor the ongoing impacts of Covid-19 on gender equality and career progression within the department.</p>	<p>Covid-19 has had a serious impact on colleagues, particularly (though not exclusively) those on precarious contracts.</p>	<p>2022/23, 2023/24 and 2024/25</p>	<ul style="list-style-type: none"> - Chair of EDI committee (*) - DA(RF&O) - HoD 	<p>Impact of the pandemic to be considered in the department when assessing promotions and progression at any career stage. Support for those affected by the pandemic to be offered through the Sociology Care Collective. Questions about the ongoing impacts of Covid-19 to be included in the next Athena SWAN department culture survey to evaluate long-term impacts.</p>