



Department Application
Bronze and Silver Award



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

Name of institution	University of Warwick	
Department	Sociology	
Focus of department	AHSSBL	
Date of application	April 2017	
Award Level	Bronze	
Institution Athena SWAN award	Date: Sept 2013	Level: Silver
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GLOSSARY OF ABBREVIATIONS

AHSSLB	Arts, Humanities, Social Sciences, Law and Business
AS	Athena Swan
AP	Action Point
BME	Black and Minority Ethnic
BWP	Black Women's Project
CSWG	Centre for the Study of Women and Gender
D&I	Diversity and Inclusion (University)
DPR	Development and Performance Review
DSEP	Director of Student Experience and Progress
ECU	Equality Challenge Unit
ECR	Early Career Scholar
ERC	European Research Commission
EDC	Equality and Diversity Committee (Department)
FT	Full-time
FTC	Fixed-term contract
FWSA	Feminist and Women's Studies Association (UK and Ireland)
HESA	Higher Education Statistics Authority
HoD	Head of Department
HR	Human Resources
OEC	Open-ended contract
LDC	Learning and Development Centre (University)
PGR	Postgraduate Research student
PGT	Postgraduate Taught student (PhD)
PT	Part-time
PULSE	Biennial staff survey on the working environment (University)
RAE	Research Assessment Exercise
REF	Research Excellence Framework
R+T	Research + Teaching staff
RIS	Research and Impact Support (University)
SAT	Athena SWAN Self-Assessment Team (Department)
STEMM	Science, Technology, Engineering, Mathematics and Medicine
UG	Undergraduate student
WARF	Warwick Academic Returners' Fellowship

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

See overleaf.

Section word count 483

Equality Charters Manager
Equality Challenge Unit
First Floor, Westminster Tower
3 Albert Embankment
London
SE1 7SP

28 April 2017

Dear Colleague,

As Head of Department I am delighted to endorse this application for an Athena SWAN Bronze Award and to have been able to personally support, and work closely with, the Self-Assessment Team in drafting the self-appraisal and Action Plan. Both will provide vehicles for enhancing awareness of Athena SWAN, and embedding its principles across the Department, so as to positively impact on all our staff and students. As this application makes clear we are a Department that has undergone important staff changes in recent years, and an important part of this process has involved addressing issues of equality and diversity.

The Department researches and teaches across all areas of sociology, being a recognised research leader in issues around gender, race and ethnicity, sexuality, social theory, inequalities and social change, economy and expertise, and social justice. Emerging from this research culture and our commitment to embedding issues such as gender, race and class in our curriculum, there is an established culture of seeking to promote equality and diversity in all spheres of our activity as we identify in our action plan. We share this commitment with the University as a whole and with our colleagues in the Faculty of Social Sciences.

This has informed our efforts to develop aspirational targets around gender and ethnicity in staffing and has inspired our curriculum review and inclusive learning strategies around gender and race equality. Our curriculum is still evolving but I think we have made some important advances in our efforts to ensure that it covers issues of equality and diversity as fully as possible in relation to both undergraduate and postgraduate programmes. We have at the same time moved some way towards becoming more diverse in terms of staffing profile.

The Department promotes, and strives for, gender and ethnic balance within its leadership team and associated key academic leaders. 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 objective but we hope this application indicates how seriously we take this issue and the commitments we are making.

The Athena SWAN submission has collected data in different formats and staff and student stories of our activities. **The information presented in the 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. This work will, I believe, help us sustain and build on our achievements as we strive for equality across all activities, informed by both Athena SWAN and Race Equality Charter Mark principles. In submitting this application we would welcome your comments on our efforts thus far in order to guide our future strategy.

Yours sincerely,

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

Professor John Solomos

Head of Department

2. DESCRIPTION OF THE DEPARTMENT

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

The Department of Sociology has existed at Warwick for nearly 50 years. We are known internationally for excellence in teaching and research. We host two research centres: the Centre for the Study of Women and Gender (CSWG) and the Social Theory Centre, and group our research into three clusters: Economy, Technology, Expertise; Inequalities and Social Change; Justice, Authority and the Geopolitical.

As of April 2017, the department employs 38 academics¹ at various career stages and 7 administrative staff. We are a medium-sized department in the University and discipline (e.g. Manchester: 50 academics, Surrey: 43, Goldsmiths: 71). Since 2013, the department has made a significant number of new appointments ranging from Early Career Academics to Professors; of these, 9 were women and 4 men. The administrative team includes 2 department administrators, 4 administrative officers and one project administrator; with one exception, all administrative staff are women. Nine (24%) academics and 2 (29%) administrative staff identify as BME.

As Table 1 shows, women make up 86% of administrative and 55% of academic staff.

Table 1: Numbers of staff by gender and role (2016-17)

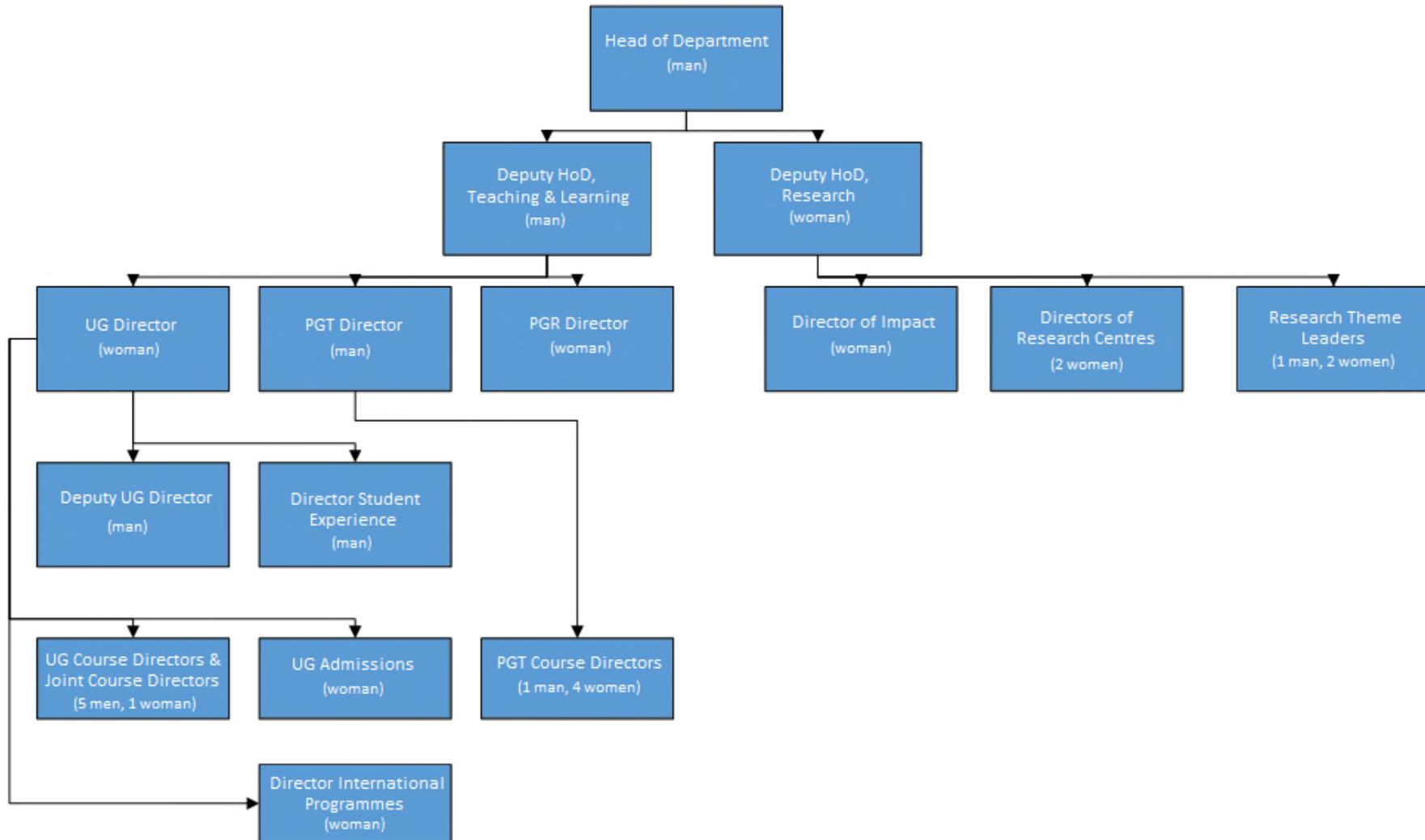
	Women		Men		Total
Academic	18	55%	15	45%	33
Administrative	6	86%	1	14%	7
Total	24	60%	16	40%	40

The organisational structure of the department is shown in Figure 1 on the next page.

We offer, at UG level, 3 single-honours and 6 joint-honours programmes; at PGT level, one MSc and 4 MA programmes; and at PGR level 2 programmes (Sociology, and Women's and Gender Studies). In both research and teaching we engage with issues of inequality as central elements.

¹ This number (calculated in April 2017) differs slightly from the figures in the tables below because it reflects very recent staff changes.

Figure 1: Organisational Structure of the Department (April 2017)



The distribution of students across our programmes is shown in Table 2. The majority of students at all levels are women, reflecting the broader feminisation of Sociology as a discipline. Across all levels and programmes, 74% of students identify as women and 1% as non-binary.

Table 2: Numbers of students by gender and level of study (2016-17)

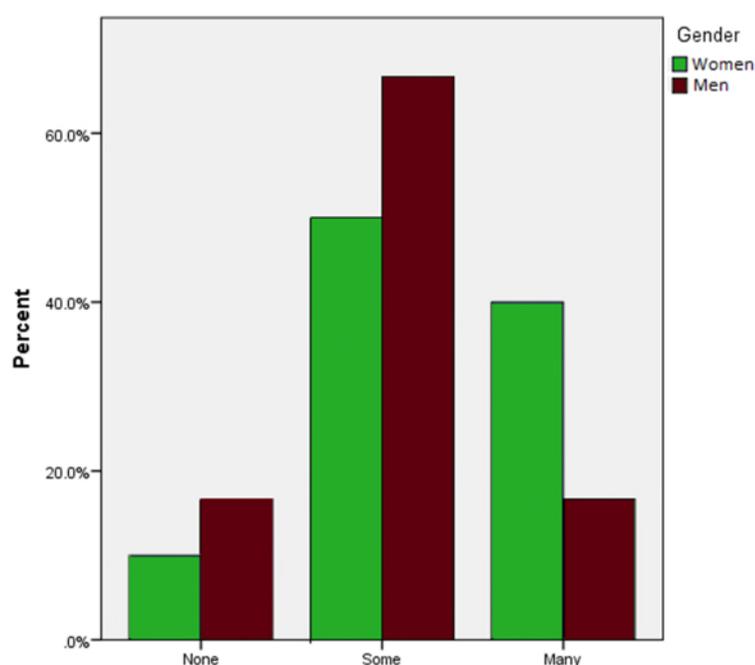
	Women		Men		Non-binary		Total
Undergraduate	302	77%	86	22%	4	1%	391
Postgraduate Taught	26	57%	20	43%	0	0%	46
Postgraduate Research	36	71%	14	27%	1	2%	51
Total	364	74%	120	25%	5	1%	489

Among single-honours UG students and all PG students, 44% identify as BME.

The staff and student surveys conducted for this submission identify 3 key features of the department that are explored in what follows: it is **diverse**, it is **committed to gender equality**, and **more can be done to strengthen that diversity and commitment**.

A majority of staff survey respondents feel there are things to celebrate in the way the department tackles gender discrimination. Women are more likely to identify many things to celebrate than are men.

Figure 2: Tackling gender discrimination: things to celebrate (staff survey)



This is echoed in the student survey and in respondents' comments from both surveys.

Table 3: Tackling gender discrimination: things to celebrate (student survey)

Many	Some	None
31%	56%	13%



I feel the majority of members in the department are engaged with equality issues and look out for one another. (man academic, white)

Department members seem interested in gender inequality and so I feel they try to be gender neutral wherever they can! Such a lovely welcoming department for all, genuine care for student welfare. (woman UG student, white)



The department always tries to be very inclusive, and rarely marginalises anyone, staff or student. (man administrator, white)

There is a strong and growing tradition and culture of feminist scholarship, which is also great! (woman PhD student, mixed-race)



Section word count 525

3. THE SELF-ASSESSMENT PROCESS

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

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

The Department's Equality and Diversity Committee (EDC), chaired by a senior academic, was established in early 2015/16. The department's submission to Athena SWAN (AS) was a standing item on its agenda with preparatory work being done prior to setting up the SAT in October 2016. Since then the SAT has met at least twice a term. Its membership is shown below.

Table 4: Membership of Athena SWAN SAT

Staff on fixed-term contracts (FTC) are indicated below; all other colleagues have open-ended contracts.				
Name	Gender	Role	Section(s) authored	Background
Claire Algar	Woman	Diversity & Inclusion Coordinator; Expert advisor (Athena SWAN); HR representative		Single parent, mature student, with two dogs.
Jess Agboola	Woman	Student (UG) Founder: Black Women's Project	5.3.iv	Full-time 2 nd Year UG BA Sociology Student. Black British Nigerian.
Sam Burgum	Man	Teaching Fellow (FTC)	Surveys	Studied at Warwick as PhD student (2013-16) and now employed as a Teaching Fellow. Early career. White, British.
Nickie Charles (Chair)	Woman	Professor; Athena SWAN lead; Director: CSWG	2 3 4 5	Joined Warwick in January 2005. White British. Lives with her two dogs.
Jackie Clarke	Woman	Director of Administration: Philosophy, Politics, and Sociology		Joined Warwick in January 2000. Full-time working mother with 5 children.
André Celtel	Man	Director of Student Experience and Progression	5.3.iv 5.6.viii	Joined Warwick March 2015. White British. Married with two children (aged 5 and 8).
Adele Cresswell	Woman	Student (PGT)		Part-time student MA Sociology. Joined in September 2016. Lives with partner. White British. Works part-time.
Richard Lampard	Man	Associate Professor		Joined in 1990. White British. Lone parent (part-time): two children, one

				on autistic spectrum. Has diabetes. Cares for elderly parent.
John Narayan	Man	Early Career Fellow (FTC)	5.5.v	Leverhulme Early Career Fellow 2014-2017. British Asian. One child (1 year old).
Mayur Patel	Man	Administrator		Joined Warwick in April 2016. British Asian. Parent of 3 children, one of whom has learning difficulties.
Ruth Pearce	Woman	Sessional teacher; Research Fellow (Athena SWAN) (FTC)	4 5.6.vii 7 8	PhD student in department 2010-2016. White British. Trans woman.
Maria Do Mar Pereira	Woman	Assistant Professor; Deputy Director: CSWG; University D&I Committee; University <i>Women in Academia</i> Working Group	2 3 5 7	Joined Warwick in September 2013. White Portuguese. One child (2 years old). Sole child-carer for half of the week.
Mark Reed	Man	Student (UG)		Full-time 1 st Year BA Law and Sociology student. Mixed Race. British national originally from the Philippines.
Helen Reynolds	Woman	Administrator	5.5.vi-vii	Joined Warwick in December 2002. White British. Single parent.
Teodora Todorova	Woman	Teaching Fellow (FTC)	Surveys	Joined Warwick in September 2016. White European. Stepmother of 13 year old young woman.
John Solomos	Man	Professor; HoD	1	Joined Warwick in April 2013. Cypriot background. Two sons studying at university.
Additional contributions to the submission from:				
Gurminder Bhambra	Woman	Professor; Deputy HoD (Research)	5.3.i	
Goldie Osuri	Woman	Associate Professor; Director of UG Studies	7	

The HoD approved the appointment of a former PhD student and sessional teacher as a Research Fellow to lead on the collection, analysis and presentation of data, and in order to ensure that the

workload for other SAT members was not too onerous. The work undertaken by SAT members was not explicitly accounted for in the workload system. **(AP3.1)**

(ii) an account of the self-assessment process

As a department, we decided to approach AS not just as an exercise in securing ECU Gender Charter recognition, but also as an opportunity for the production/exchange of knowledge about gender in academia. We used our self-assessment exercise to strengthen our existing expertise in the field and to contribute to broader debates about equality in universities. Thus, we combined internal self-assessment exercises with external-facing knowledge-sharing activities which informed each other.

Internal process:

- a) AS discussed at:
 - EDC meetings from October 2015;
 - Bimonthly department meetings from December 2015;
 - Termly department Away Days from early 2016.

- b) SAT met once every 6–8 weeks
 - Working-groups formed to lead on particular activities (e.g. survey design, event organisation, etc.); these met separately, feeding back to SAT.

- c) Since October 2015, SAT members attended the Faculty of Social Sciences' AS Committee, the University's D&I Committee, and its AS Network to learn about best practice and share experiences with other departments.

- d) Data on staff and students collated and produced using:
 - Existing HR and student records (including the University's biennial PULSE surveys on staff experience);
 - A survey, administered to staff and students;
 - A focus-group (March 2017) with trans and non-binary students and staff (4 participants).

- e) A sub-group of the SAT team designed staff and student surveys to produce intersectional data relating to departmental culture. **(AP3.2)** The survey design recognised that there may be both concerns *and* things to celebrate about a given issue. The surveys were piloted, hosted on the department website and completed anonymously.

Key facts: staff survey

- open **4 weeks**, February 2017;
- **25** respondents among 39 academic and administrative staff = **64%** response rate;

- respondents: 16 women (including 1 trans woman) (**64%**), and 9 men (**36%**). This accurately reflects the department staff profile in terms of gender (**62% women, 38% men**);
- response rate **67%** for women, **60%** for men, demonstrating considerable engagement among both groups.

Key facts: student survey

- open for responses for 4 weeks in February 2017;
 - **40** respondents across UG, PGT and PGR, including single- and joint-honours programmes;
 - 31 respondents were women (**78%**), 8 men (**20%**) and 1 non-binary (**2%**); this broadly reflects the department's general student profile (**74% women, 25% men, 1% non-binary**).
- e) Data, emerging issues and action plan ideas were discussed at monthly SAT meetings between October 2016 and April 2017 and at department meetings and Away Days. The Action Plan is on the agenda for the next department meeting (26/04) and Away Day (10/05). **(AP3.3)**
- f) The draft submission was sent to SAT members and all department staff for feedback.
- g) The final submission will be made available to students via email and website. Students will be encouraged to contact the SAT to share feedback and/or volunteer to join a student working group to help implement the action points that interest them. **(AP3.4)**

These internal activities were inspired by insight gained through research literature on AS and the following **external knowledge-sharing exercises**.

External Initiatives:

- a) Consultation with Women's and Gender Studies scholars researching AS and/or involved in AS in their institutions.
- Message inviting colleagues to share AS experiences via email or Skype/phone interview was circulated through the Feminist and Women's Studies Association (FWSA) mailing list on 04/01/2017. This generated:
 - 18 email responses;
 - 7 phone/Skype interviews;
 - ideas/themes for discussion at 'Certifying Equality' workshop (below);
 - many expressions of interest in speaking at, or attending, the workshop.
- b) A public, day-long workshop was organised for researchers/practitioners working on AS across the UK and Ireland, entitled: '*Certifying Equality? A critical conversation on Athena SWAN and equality accreditation*'. It aimed to bring together equalities researchers and practitioners and

foster support for those involved in AS to enable them to work more effectively towards gender equality in universities. (Section 7)

Key facts:

- 50 registered participants from 17 universities in England, Scotland and Ireland;
- 8 speakers (including practitioners, scholars and students) across 3 sessions;
- 2 open discussion sessions on: 'Doing' Equality Accreditation; Re-imagining Athena SWAN;
- Hosted by the CSWG, with funding from the department and Warwick's D&I.



Speakers on The “Doing” Equality, Diversity and Inclusion’ panel (left-right): Dr Ruth Pearce, Jess Agboola, Dr Sharifah Sekalala and Dr Maria Tsouroufli

The consultation and workshop produced crucial insights which shaped our submission:

- inspired us to include items on sexual harassment in surveys and action plan;
- reinforced our commitment to considering intersectionality in submission and action plan;
- helped us reflect on challenges of working with data that often render trans and non-binary students invisible.

A report collating findings from the consultation and workshop will be made publicly available. **(AP3.5)** This will contribute to the national knowledge base on AS.

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

Following submission of this application, SAT members not already on the EDC will be invited to join it. The SAT/EDC will continue to meet at least 7 times a year, with one of its key tasks being to implement and monitor the Action Plan which will be on the agenda of every department meeting. **(AP3.6, AP3.7)** The SAT/EDC will continue to be chaired by Professor Nickie Charles.

ACTION POINTS

- **3.1:** Incorporate Athena SWAN work in individual workloads for next round of Athena SWAN.
- **3.2:** Discuss Athena SWAN submission-writing process, Action Plan and progress at May 2017 Away Day.
- **3.3:** Write overview of key issues emerging from staff and student surveys to be circulated to all staff.
- **3.4:** Make the Athena SWAN submission available to all students and encourage them to volunteer to help implement Action Plan.
- **3.5:** Create a report of findings and recommendations from our external Athena SWAN consultation to be made available on our website and distributed through relevant mailing lists.
- **3.6:** Make minutes of the SAT/EDC available to all members of the department.
- **3.7:** Produce annual report highlighting progress with the Action Plan.

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

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

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

N/A

(ii) Numbers of undergraduate students by gender

The table below shows the gender breakdown of our current student body. It shows a higher proportion of women students taking Sociology single-honours than most joint-honours programmes.

Table 5: Number of students on all UG programmes by gender

	Women		Men		Non-binary		Total
Sociology	171	83%	32	16%	2	1%	205
History & Sociology	35	65%	17	31%	2	4%	54
Law & Sociology	54	78%	15	22%	0	0%	69
Politics & Sociology	32	64%	18	36%	0	0%	50
French with Sociology	1	100%	0	0%	0	0%	1
German & Sociology	1	100%	0	0%	0	0%	1
Sociology & Global Sustainable Development	7	64%	4	36%	0	0%	11
Total	302	70%	86	29%	4	1%	391

It also shows 4 students who identified themselves to SAT members as non-binary, which suggests that they feel comfortable being 'out' in the department. However, only one of these students was identifiable as such within the University records, demonstrating discrepancies between student identity and student records. Participants in the trans focus-group requested the opportunity to change their title and gender marker in student records easily; this is, in fact, already possible, but not widely known among students. (AP4.1.1) They also expressed concern about their lack of visibility within student data available to academic/administrative staff. (AP4.1.2)

Although the department teaches six joint-honours degrees, the University was only able to provide us with longitudinal data relating to single-honours UGs because of the way joint-honours programmes are administered. (AP4.1.3) The UG data presented throughout the submission therefore relate **only** to students on single-honours programmes. For benchmarking purposes, we use HESA data for Social Studies, because data on Sociology as a discrete discipline are not available.

**Table 6: Undergraduate applications, offers and enrolment by year and gender
(2012-13 to 2016-17)**

	Women						Men					
	Applications		Offers		Enrolments		Applications		Offers		Enrolments	
2012-13	223	76%	193	77%	47	84%	71	24%	58	23%	9	16%
2013-14	199	81%	169	82%	55	89%	46	19%	36	18%	7	11%
2014-15	253	79%	230	81%	53	84%	67	21%	53	19%	10	16%
2015-16	320	78%	284	80%	56	81%	91	22%	72	20%	13	19%
2016-17	345	81%	303	81%	65	82%	79	19%	69	19%	14	18%

The figures for applications, offers and enrolments show that women outnumber men at all stages.

(AP 4.1.4)

The HESA benchmark for Social Studies in 2016 was **63% women, 37% men**. This roughly matches the numbers we have if we consider all programmes, including joint-honours with less traditionally feminised Social Science disciplines (**70% women, 29% men**) (table 5), but the proportion of men in Sociology single-honours at Warwick and in other Sociology Departments is considerably lower than this.

The gender composition of the UG student body has remained stable over the past 5 years but the retention of men students between application, offer and enrolment has improved in the past 2 years.

The figures for attainment show that women students are consistently doing better than men students and, in most years, a higher proportion of women than men attain a first or 2.1.

**Table 7: Proportion of undergraduates graduating with first or 2.1 grades by year and gender
(2011-12 to 2015-16)**

	Women		Men		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
2011-12	51	81%	7	64%	58	78%
2012-13	52	85%	14	67%	66	80%
2013-14	49	84%	12	86%	61	85%
2014-15	45	92%	9	82%	54	90%
2015-16	39	87%	3	60%	42	84%

However, if we compare the achievement of men students in our department with the HESA figures, we find that in Social Studies **73% of women** and **69% of men** achieved a 2.1 or higher. Our average for men students over the 5-year period is 72%. This means that **we exceed the benchmark for men**

students. We also **exceed the benchmark for women:** 86% for Sociology at Warwick compared with 73% for Social Studies.

Because we believe an intersectional analysis is crucial, we gathered data on Sociology UGs according to gender and ethnicity. This is presented in the tables below, which show that our UG student body is diverse. (Note: the ethnicity categories are those used by the University.)

Table 8 shows the ethnic composition of the total number of UG students.

Table 8: Total number of single-honours UG students, by year, ethnicity and gender

	Asian		Black		Chinese		Mixed		Others		White		Total	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M
2012-13	19	6	8	-	13	5	10	2	2	-	123	31	179	46
2013-14	21	2	9	-	14	2	9	2	-	-	106	24	166	33
2014-15	20	2	19	-	13	3	9	1	1	-	87	18	155	27
2015-16	17	5	21	2	12	7	7	1	2	-	94	11	158	28
2016-17	19	6	23	2	17	8	5	1	2	-	105	15	172	32

The 'Total' column includes students who did not report an ethnicity. The table does not include 2 white students who enrolled with gender 'other' (one in 2012-13, one in 2016-17).

Table 9 divides the UG student population into two groups – women and men – and shows the proportion of students within each group in the different ethnicity categories.

Table 9: Distribution of women and men UG students across ethnicity categories by year

	Women						Men					
	Asian	Black	Chinese	Mixed	Others	White	Asian	Black	Chinese	Mixed	Others	White
2012-13	11%	4%	7%	6%	1%	69%	13%	-	11%	4%	-	67%
2013-14	13%	5%	8%	5%	-	64%	6%	-	6%	6%	-	73%
2014-15	13%	12%	8%	6%	1%	56%	7%	-	11%	6%	-	67%
2015-16	11%	13%	8%	4%	1%	59%	18%	7%	25%	4%	-	39%
2016-17	11%	13%	10%	3%	1%	61%	19%	6%	25%	3%	-	47%

The table does not include students who did not report an ethnicity (therefore some rows will not add up to 100%) or white students who enrolled with gender 'other'.

The percentages show that the department's UG body has become more ethnically diverse in recent years but this diversity is not evenly distributed across gender categories: currently, a lower proportion of women than men students identify as BME, and black men are particularly under-

represented. We shall review our outreach programme to identify strategies to attract under-represented groups in consultation with existing UG students, through *Routes to Sociology* (section 5.3.iv) and *Sociology Lunches*. (AP4.1.4, AP4.1.5, AP4.1.6)

ACTION POINTS

- **4.1.1:** Use email and department website to send information to all students on how they can change their title and gender marker on the University's records.
- **4.1.2:** Circulate among staff information on best practice on trans and non-binary inclusion, including guidance on how to locate and interpret non-binary gender markers in the University's student record system.
- **4.1.3:** Work with Student Records to establish better data recording mechanisms for joint-honours students.
- **4.1.4:** Ensure that marketing and recruitment materials across all UG and PG levels and programmes are inclusive and encourage interest in, and applications to, Sociology amongst under-represented groups, particularly black men.
- **4.1.5:** Review and enhance outreach programmes to address recruitment of under-represented groups.
- **4.1.6:** Organise a *Sociology Lunch* open to all students to discuss informally strategies to attract

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

At PGT level women predominate in applications, offers made and enrolments but their proportion of the total is consistently lower than at UG level, suggesting a 'leaky pipeline' effect. (AP4.1.7)

Table 10: PGT applications, offers and enrolments by year and gender (2012-13 to 2016-17)

	Women						Men					
	Applications		Offers		Enrolments		Applications		Offers		Enrolments	
2012-13	104	72%	88	75%	27	82%	40	28%	29	25%	6	18%
2013-14	129	73%	115	75%	30	73%	47	27%	39	25%	11	27%
2014-15	156	75%	126	76%	35	74%	51	25%	40	24%	12	26%
2015-16	153	76%	117	77%	23	77%	48	24%	34	23%	7	23%
2016-17	149	75%	125	74%	22	54%	51	26%	45	26%	19	46%

HESA data for Social Studies show **66% women** and **34% men** enrolments at this level. In line with this, we have a higher proportion of female enrolments for all years except 2016-7. The 2016-7 cohort stands out from previous cohorts with an almost even gender balance of enrolments; this is something we would like to encourage, but not at the expense of women's progression. (AP4.1.7)

Table 11: PGTs graduating with a distinction or merit by year and gender (2011-12 to 2015-16)

	Women		Men		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
2011-12	6	20%	0	0%	6	16%
2012-13	8	29%	2	40%	10	30%
2013-14	10	33%	2	33%	12	33%
2014-15	8	28%	5	45%	13	33%
2015-16	19	63%	6	75%	25	66%

Table 11 shows an increase in the award of distinction and merit between 2011-2 and 2012-3, and that, apart from 2011-2 and 2013-4, a higher proportion of men than women students gained merit or distinction. This contrasts with attainment at UG level where women consistently outperform men. **(AP4.1.8)**

Tables 12 and 13 provide a breakdown of our PGT students by gender and ethnicity.

Table 12: Total number of PGT students by year, ethnicity and gender

	Asian		Black		Chinese		Mixed		Others		White		Total	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M
2012/13	3	1	1	-	12	-	1	-	-	-	14	6	32	8
2013/14	5	2	1	-	11	3	1	-	-	1	11	4	32	11
2014/15	6	3	1	-	13	4	1	-	3	1	12	-	37	7
2015/16	4	-	-	-	6	1	1	1	-	-	13	8	24	10
2016/17	6	1	3	-	2	1	1	1	2	1	12	15	26	20

The 'Total' column includes students who did not report an ethnicity.

Table 13: Distribution of women and men PGT students across ethnicity categories by year

	Women						Men					
	Asian	Black	Chinese	Mixed	Others	White	Asian	Black	Chinese	Mixed	Others	White
2012-13	9%	3%	38%	3%	-	44%	13%	-	-	-	-	75%
2013-14	16%	3%	34%	3%	-	34%	18%	-	27%	-	9%	36%
2014-15	16%	3%	35%	3%	8%	32%	38%	-	50%	-	12%	-
2015-16	17%	-	25%	4%	-	54%	-	-	10%	10%	-	80%
2016-17	23%	12%	8%	4%	8%	46%	5%	-	5%	5%	5%	75%

The table does not include students who did not report an ethnicity (therefore some rows will not add up to 100%).

There is more ethnic diversity amongst women than men at this level. There are no male PGT students defining themselves as 'black' and the proportion of the student body that self-defines as 'white', while fluctuating, has remained fairly stable with slightly less than half our women PGT students being 'white' and almost three quarters of our men students being 'white'. **(AP4.1.4)**

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

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 (2012-13 to 2016-17)

	Women						Men					
	Applications		Offers		Enrolments		Applications		Offers		Enrolments	
2012-13	46	46%	29	52%	8	57%	56	54%	27	48%	6	43%
2013-14	52	54%	29	55%	10	63%	45	46%	24	45%	6	38%
2014-15	67	61%	37	64%	12	71%	42	39%	21	36%	5	29%
2015-16	43	61%	19	68%	7	100%	27	39%	9	32%	0	0%
2016-17	42	58%	15	54%	6	60%	30	42%	13	46%	4	40%

The numbers are small so percentages should be treated with caution. With the exception of 2015-16, which is an outlier, the proportion of women is higher than the proportion of men at all stages of the application process. **(AP4.1.4; AP4.1.5)**

The benchmark figures for Social Studies show that **women make up 52%** of research students with **men making up 48%**. Our figures show a higher proportion of women upon enrolment.

Table 15 shows completion rates by gender.

Table 15: PGR completion by year and gender

	All completions		Completed on time		Percent completed on time		
	W	M	W	M	W	M	Total
2011-12	0	5	0	3	-	60%	60%
2012-13	11	1	9	0	82%	0%	75%
2013-14	4	1	3	0	75%	0%	60%
2014-15	5	2	1	2	20%	100%	43%
2015-16	8	4	7	3	88%	75%	83%

Completion rates were low, particularly in 2014-5 among women, many of whom were employed as sessional teachers (see Table 26). In 2015, a new institutional agreement was entered into which significantly increased the pay rates of sessional teachers. This provided PGRs with greater financial security and may have helped to improve completion rates, particularly amongst women.

Tables 16 and 17 show the ethnic and gender composition of our PGR student body.

Table 16: Total number of PGR students, by year, ethnicity and gender

	Asian		Black		Chinese		Mixed		Others		White		Total	
	W	M	W	M	W	M	W	M	W	M	W	M	W	M
2012/13	2	4	2	1	2	1	1	2	1	2	20	8	30	18
2013/14	5	3	2	3	2	-	-	2	3	2	22	8	35	18
2014/15	8	4	2	1	3	2	2	-	2	5	22	10	41	23
2015/16	7	4	2	-	5	2	2	2	2	2	18	8	38	19
2016/17	6	2	1	-	5	-	3	1	3	2	18	8	37	14

The 'Total' column includes students who did not report an ethnicity.

Table 17: Distribution of women and men PGR students across ethnicity categories, by year

	Women						Men					
	Asian	Black	Chinese	Mixed	Others	White	Asian	Black	Chinese	Mixed	Others	White
2012-13	7%	7%	7%	3%	3%	67%	22%	6%	6%	11%	11%	44%
2013-14	14%	6%	6%	-	9%	63%	17%	17%	-	11%	11%	44%
2014-15	20%	5%	7%	5%	5%	54%	17%	4%	9%	-	22%	43%
2015-16	18%	5%	13%	5%	5%	47%	21%	-	11%	11%	11%	42%
2016-17	16%	3%	14%	8%	8%	49%	14%	-	-	7%	14%	57%

The table does not include students who did not report an ethnicity (therefore some rows will not add up to 100%).

As can be seen, the proportion of women students identifying as 'white' has decreased since 2012-3 while the proportion of men students identifying as 'white' has remained fairly stable, with an increase for 2016-7. This means that, as with PGT, there is more ethnic diversity amongst women. **(AP4.1.4)**

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

When comparing applications, offers and enrolments across all levels, we find a gradual drop-off in the proportion of women students between UG, PGT and PGR. **(AP4.1.7; AP4.1.9)** This is shown in Table 18.

Table 18: Mean applications, offers and enrolments (2012-2017) by gender

	Undergraduate			Postgraduate Taught			Postgraduate Research		
	Applies	Offers	Enrols	Applies	Offers	Enrols	Applies	Offers	Enrols
Women	79%	80%	84%	74%	75%	71%	56%	58%	67%
Men	21%	20%	16%	26%	25%	29%	44%	42%	33%

Note that the mean enrolments for PGR students are heavily skewed by the data from the 2015-16 academic year, when women students comprised 100% of enrolments. If the data for this year are removed, the mean female PGR enrolment stands at **63%**.

We believe that this drop-off in percentage of women students from 84% at UG to 67% at PGR can be partly explained by how students relate to stereotypes about the gendered nature of the field. Once men students are exposed to Sociology at UG and PGT level, the stereotype that this is primarily a *feminine* field tends to dissipate. At that stage, to choose Sociology as a man is a less fraught decision than when entering UG studies, a time when many men students feel that their interest in Sociology is not viewed entirely positively in their social circles. **(AP4.1.4)**

ACTION POINTS

- **4.1.7:** Encourage outstanding undergraduates to consider postgraduate study through personal tutor support in order to address: (i) the 'leaky pipeline' for women and (ii) the under-representation of men.
- **4.1.8:** Investigate the reasons for greater attainment amongst men at PGT level.
- **4.1.9:** Run sessions for UG and PGT students discussing gender and the transition to further study, inviting students/alumni of all genders from those further levels as speakers.

4.2. 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 **55% of academic staff** in the department are women; this has been stable over the past 5 years and is comparable to the HESA benchmark of **54% women**. What is notable is that this proportion is significantly lower than the proportion of women PGRs in the department, which suggests a continued 'leaky pipeline' effect.

Table 19: Total academic staff by year and gender (2012-2016)

	Women		Men		Total
2012	17	55%	14	45%	31
2013	15	56%	12	44%	27
2014	17	55%	14	45%	31
2015	18	55%	15	45%	33
2016	18	55%	15	45%	33

Table 20 shows the gender breakdown of staff on different contracts: Research + Teaching (R+T), Research, and Teaching.

Table 20: Academic staff on R+T, Research and Teaching contracts

	Research + Teaching				Research				Teaching				Total
	Women		Men		Women		Men		Women		Men		
2012	13	57%	10	43%	3	50%	3	50%	1	50%	1	50%	31
2013	12	57%	9	43%	2	50%	2	50%	1	50%	1	50%	27
2014	15	63%	9	38%	1	20%	4	80%	1	50%	1	50%	31
2015	15	60%	10	40%	1	25%	3	75%	2	50%	2	50%	33
2016	15	63%	9	38%	2	33%	4	67%	1	33%	2	67%	33

While 55% of academics in the department are women, these percentages vary with contract function. Thus, for those on R+T contracts the proportion of women is higher (63% in 2016), while for research-only staff the proportion fluctuates between 20% and 50%, and for teaching-only staff the proportion ranges from 33% to 50%. Numbers in the last two categories are very small and relate to only a few members of staff.

Tables 21-23 show the gender distribution of academic staff according to pay grade. At Warwick the following grades are used:

- FA6: Teaching Fellows, Research Fellows, Research Assistants;
- FA7: Assistant Professors, Senior Teaching Fellows;
- FA8: Associate Professors, Principal Teaching Fellows;
- FA9: Professors.

Table 21: FA6 academic staff by year and gender

	FA6				
	Women		Men		Total
2012	3	60%	2	40%	5
2013	1	100%	0	0%	1
2014	2	40%	3	60%	5
2015	3	43%	4	57%	7
2016	3	38%	5	63%	8

There has been a shift from a majority of women on FA6 to a majority of men, together with a slight increase in the number of staff appointed. (AP4.2.1)

Table 22: FA7 academic staff by year and gender

	FA7				
	Women		Men		Total
2012	3	50%	3	50%	6
2013	3	43%	4	57%	7
2014	6	67%	3	33%	9
2015	4	67%	2	33%	6
2016	6	75%	2	25%	8

FA7 is the entry point for permanent lecturers. From September 2013, several new early career women academics were appointed. This is a very welcome development, but it has produced an imbalance at FA7 because comparatively fewer men have been appointed at this level in the same period. **(AP5.1.7)**

Table 23: FA8 academic staff by year and gender

	FA8				
	Women		Men		Total
2012	5	56%	4	44%	9
2013	4	57%	3	43%	7
2014	3	50%	3	50%	6
2015	6	67%	3	33%	9
2016	5	63%	3	38%	8

The move from FA7 to FA8 marks the end of the probationary period for academic staff. Some of the women academics appointed in 2013 have completed probation early (it is normally a 5-year period) and this is reflected in the higher percentages of women at FA8 for 2015 and 2016.

Table 24: FA9 academic staff by year and gender

	FA9				
	Women		Men		Total
2012	5	45%	6	55%	11
2013	5	45%	6	55%	11
2014	5	45%	6	55%	11
2015	5	45%	6	55%	11
2016	4	44%	5	56%	9

The proportion of women at FA9, the professorial grade, is lower than it is at FA7 and FA8 but not FA6. Taken together, these figures show that the department is recruiting a higher proportion of women at FA7 than is evident amongst PGR enrolments and research- or teaching-only staff at FA6.

However, there is a 'leaky pipeline' between grades which is particularly noticeable between FA8 and FA9. This reflects the outcome of professorial appointments (section 5.1.i).

Table 25 shows that there is no gender pay gap except at FA6 which is very encouraging. We do not know what is contributing to the pay gap at FA6 but it may be due to the range of staff who are included in this category and the differences between those on research and teaching contracts. **(AP4.2.2)**

Table 25: Staff mean pay (2016) by gender

	Women	Men
FA6	£28,982	£32,037
FA7	£42,163	£41,920
FA8	£53,230	£53,906
FA9	£83,374	£83,142

In order to enable PGR students to develop professionally, opportunities exist for them to teach in their second and subsequent years. They are employed as sessional teachers, who are paid an hourly rate. The table below shows that women outnumber men significantly amongst sessional teachers and to a greater extent than is the case amongst PGR students. **(AP4.2.3; AP4.2.4)**

Table 26: Sessional teachers by gender

	Sessional Teachers				
	Women		Men		Total
2012-13	11	79%	3	21%	14
2013-14	15	75%	5	25%	20
2014-15	12	63%	7	37%	19
2015-16	15	65%	8	35%	23
2016-17	16	70%	7	30%	23

ACTION POINTS

- **4.2.1:** Monitor the gender composition of FA6 appointments and their distribution across different functions.
- **4.2.2:** Explore the reasons for the gender pay gap at FA6.
- **4.2.3:** Investigate reasons for over-representation of women on hourly-paid teaching contracts.
- **4.2.4:** Ensure that women, men and non-binary PhD students have the same opportunities to undertake sessional teaching.

SILVER APPLICATIONS ONLY

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

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

Most academic staff are employed as lecturers on full-time, open-ended contracts (OEC), covering both teaching and research. In recent years, in order to cover for colleagues on research leave, Teaching Fellows have been appointed on fixed-term contracts (FTC), and the number of research staff has increased due to their employment on funded research projects. Both these categories of staff (Research-only and Teaching-only) are usually employed on FTCs, although we have 3 permanent Teaching Fellows. The FTC category includes contract research staff, postdoctoral research fellows, and Teaching Fellows.

Table 27 shows that the proportion of women on FTC is lower than the proportion of men; for OEC the situation is reversed.

Table 27: Proportion of OEC and FTC among women and men staff (2012-2016)

	Women					Men					Total Staff
	OEC		FTC		Total	OEC		FTC		Total	
2012	14	82%	3	18%	17	11	79%	3	21%	14	31
2013	13	87%	2	13%	15	11	92%	1	8%	12	27
2014	16	94%	1	6%	17	11	79%	3	21%	14	31
2015	16	89%	2	11%	18	11	73%	4	27%	15	33
2016	16	89%	2	11%	18	10	67%	5	33%	15	33

This indicates that, overall, women are more likely than men to be employed on secure contracts. However, the number of staff on FTC is small and includes more men (3) than women (1) post-doctoral researchers so this distribution does not necessarily indicate that men are disadvantaged. **(AP4.2.5)**

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

Data on reasons for leaving are collected by the Department Administrator, who completes a form for each leaver.

Table 28: Reasons for academic staff leaving the department

Reasons for leaving 2010-2016	Women			Men		
	FT	PT	Total	FT	PT	Total
Agreed termination/severance	-	1	1	-	-	0
Comp. redundancy - fixed term	6	2	8	-	5	5
Early retirement	-	-	0	3	-	3
ELS - Resignation	1	1	2	-	-	0
Going for better job prospects	4	-	4	5	-	5
Going for higher salary	-	-	0	1	-	1
Normal retirement	2	-	2	2	-	2
Relocating	-	-	0	-	1	1
Total:	13	4	17	11	6	17

Table 28 shows that 17 women and 17 men left the department between 2010 and 2016, a higher proportion of men than women. Retirement accounts for the loss of 5 men and 2 women, and possibly reflects the fact that in the past, men predominated at senior levels. In contrast, more women than men left due to the expiry of their contract (8 compared with 5) which suggests a historical preponderance of women on FTCs. Men were slightly more likely to leave for better job prospects. (AP4.2.6)

ACTION POINTS

- **4.2.5:** Explore the reasons for men's over-representation on FTCs and monitor appointments to ensure processes are not discriminatory.
- **4.2.6:** Investigate the reasons for staff leaving and whether those reasons are gendered.

Section word count 1,946

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

The department's approach to supporting women's careers is guided by Warwick's D&I 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. Warwick has various policies on equality and diversity and the department has explicitly egalitarian values. However, as is often the case, there is some mismatch between policies and practices, between formal and informal culture, and between expressed values and unconscious bias. We are aware of these mismatches, are explicitly committed to addressing them, and understand the resistances and obstacles to change. We also work to raise awareness of these issues in our teaching and research.

5.1. Key career transition points: academic staff

(i) Recruitment

Advertisements for new posts state that the department actively encourages applicants from BME backgrounds and that Warwick is an equal-opportunity employer.

Selection panels are chosen to ensure gender and career-stage balance. It is a University requirement that all panellists complete the e-learning courses (a) Recruitment and Selection, and (b) Diversity in the Workplace, provided by the Warwick Learning and Development Centre (LDC). **(AP5.1.1)** At all stages of the recruitment process University procedures are followed to minimise the possibility of discrimination on the basis of any protected characteristic. Thus, panel members use harmonised grids to score candidates on essential and desirable job criteria. We recognise, however, that these procedures do not fully offset unconscious bias. To address this, we shall promote the new LDC training course on unconscious bias among departmental staff. **(AP5.1.2)**

While the composition of selection panels and shortlisting for appointments at grades FA6, FA7 and FA8 are mainly within the purview of the department **(AP5.1.3)**, for appointments at FA9 we have less control over the composition of the selection panel. It is therefore harder to ensure gender balance and we recognise that this has resulted in panels which are unbalanced in terms of gender and entirely white. **(AP5.1.4)**

Table 29 presents information on recruitment. It shows that although women and men have been appointed at all levels, offers are not always in proportion to applications. There are discrepancies in both directions but the figures show that the proportion of offers to applications is more likely to be lower for women than men. **(AP5.1.5)** There are, however, problems with these data which do not accurately reflect appointments made over the past 5 years. A new system for gathering this data is being introduced by HR later this year. **(AP5.1.6)**

Table 29: Applications for academic posts by gender and pay grade (2012-2016)

Year	Level	Women			Men			Prefer not to say			Total		
		apply	shortlist	offer	apply	shortlist	offer	apply	shortlist	offer	apply	shortlist	offer
12/13	FA7	77	-	1	58	-	0	5	-	0	140	-	1
	FA9	7	-	0	13	-	0	1	-	0	21	-	0
13/14	FA6	18	-	0	16	-	0	0	-	0	34	-	0
	FA7	17	-	1	38	-	1	1	-	0	56	-	2
	FA9	5	-	0	17	-	1	0	-	0	22	-	1
14/15	FA6	53	-	1	50	-	2	4	-	1	107	-	4
	FA7	10	-	1	16	-	1	1	-	0	27	-	2
	FA8	4	-	1	9	-	0	0	-	0	13	-	1
15/16	FA6	49	4	1	43	5	2	4	0	0	96	9	3
	FA7	44	2	0	35	3	0	4	1	1	83	6	1
	FA9	19	8	1	37	4	1	1	0	0	57	12	2

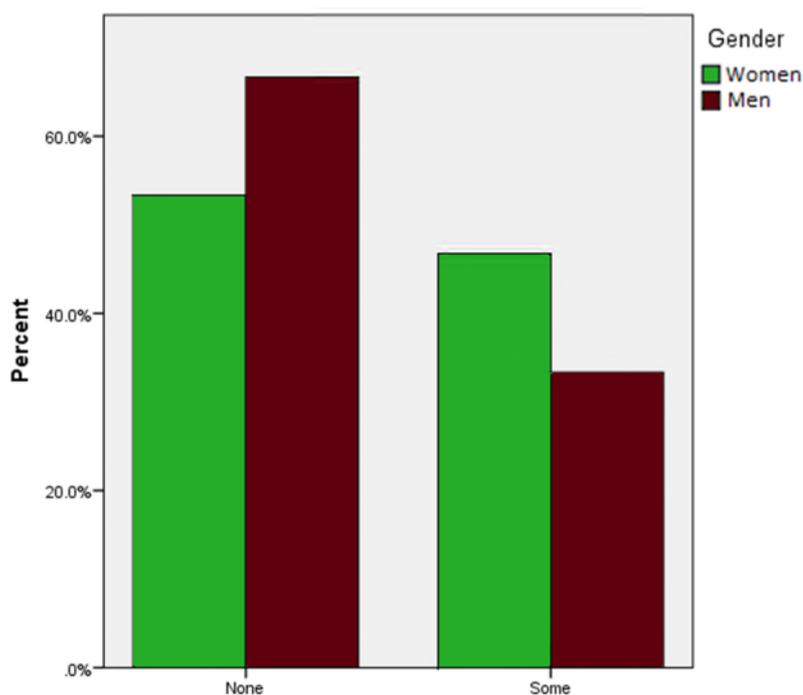
Table 30: Applications for academic posts by gender and pay grade (2012-2016) (percentages)

Year	Level	Women			Men			Prefer not to say		
		apply	shortlist	offer	apply	shortlist	offer	apply	shortlist	offer
12/13	FA7	55%	-	100%	41%	-	0%	4%	-	0%
	FA9	33%	-	0%	62%	-	0%	5%	-	0%
13/14	FA6	53%	-	0%	47%	-	0%	0%	-	0%
	FA7	30%	-	50%	68%	-	50%	2%	-	0%
	FA9	23%	-	0%	77%	-	100%	0%	-	0%
14/15	FA6	50%	-	25%	47%	-	50%	4%	-	25%
	FA7	37%	-	50%	59%	-	50%	4%	-	0%
	FA8	31%	-	100%	69%	-	0%	0%	-	0%
15/16	FA6	51%	44%	33%	45%	56%	67%	4%	0%	0%
	FA7	53%	33%	0%	42%	50%	0%	5%	100%	100%
	FA9	33%	67%	50%	65%	33%	50%	2%	0%	0%

There has been a difference in the gender balance of recruitment at FA7 and FA9 since 2013. At FA7 we have appointed 8 women, while at professorial level we have appointed 5 men and 1 woman. These appointments are not accurately reflected in the table and suggest that men are more likely to be appointed at senior level. **(AP5.1.4, AP5.1.7)**

Our survey shows that colleagues have few concerns about our recruitment procedures and that men tend to express fewer concerns than do women.

Figure 3: Appointment of new staff: concerns (staff survey)



Survey respondents commented positively on recent appointments of early career women and BME staff.



We do quite well in appointing women – extremely good women – though at senior levels we seem to appoint more men than at junior levels; this might be something to look into. (woman academic)

ACTION POINTS

- **5.1.1:** Ensure that all staff undertake Diversity in the Workplace training and that all members of selection panels complete Recruitment and Selection training.
- **5.1.2:** Encourage all staff to undertake Unconscious Bias training.
- **5.1.3:** Include more junior and BME staff on shortlisting and interview panels, and check that women are well represented on these panels.
- **5.1.4:** Make representations to the university that professorial electoral boards are balanced in terms of gender and have BME representation.
- **5.1.5:** Introduce into the selection process explicit attention to the gender balance of candidates and shortlists in order to minimise discrepancies due to unconscious bias.
- **5.1.6:** Liaise with HR to ensure that future data on shortlisting and recruitment are collected and recorded consistently and comprehensively, and reflect not only gender but also race and other protected characteristics.
- **5.1.7:** Ensure that the selection process at all levels does not disproportionately favour one gender.

(ii) Induction

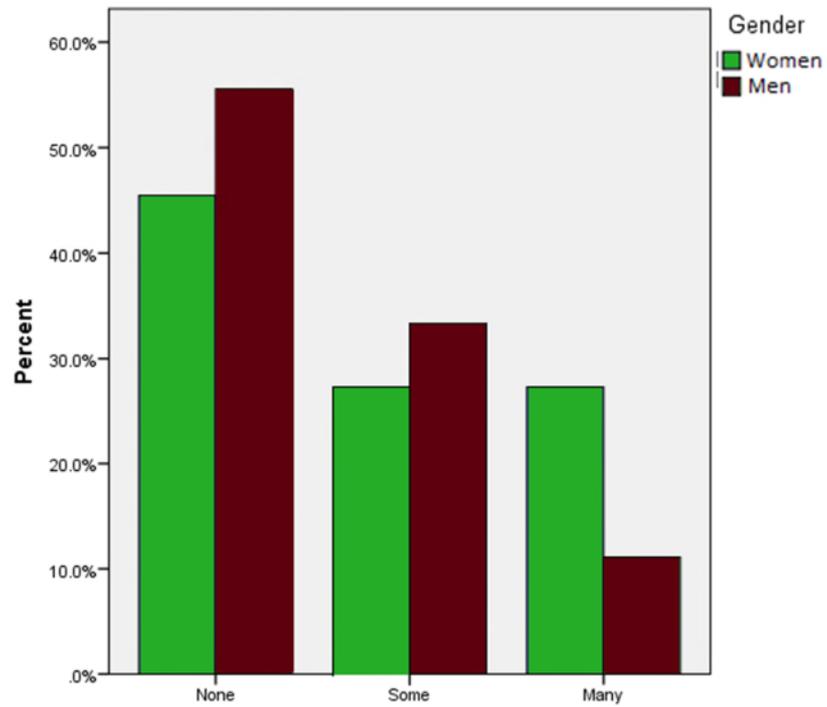
Until recently, the department has not had a formal induction programme for new staff and has relied on the University's online provision, which has specific programmes for academics, ECRs and administrators.

Informal induction within the department begins before the start date through contact with the Departmental Administrator. The HoD liaises with new colleagues to discuss teaching and administrative responsibilities, any specific requirements they may have and to choose a mentor. On arrival, new colleagues meet the HoD, other key staff and the Department Administrator who goes through the University induction process and core procedures, provides a tour of the department and campus, and explains the department calendar and committee structure

These arrangements, while important, were not always seen as sufficient by survey respondents. While a majority of men said that they had no concerns, a relatively high proportion of women

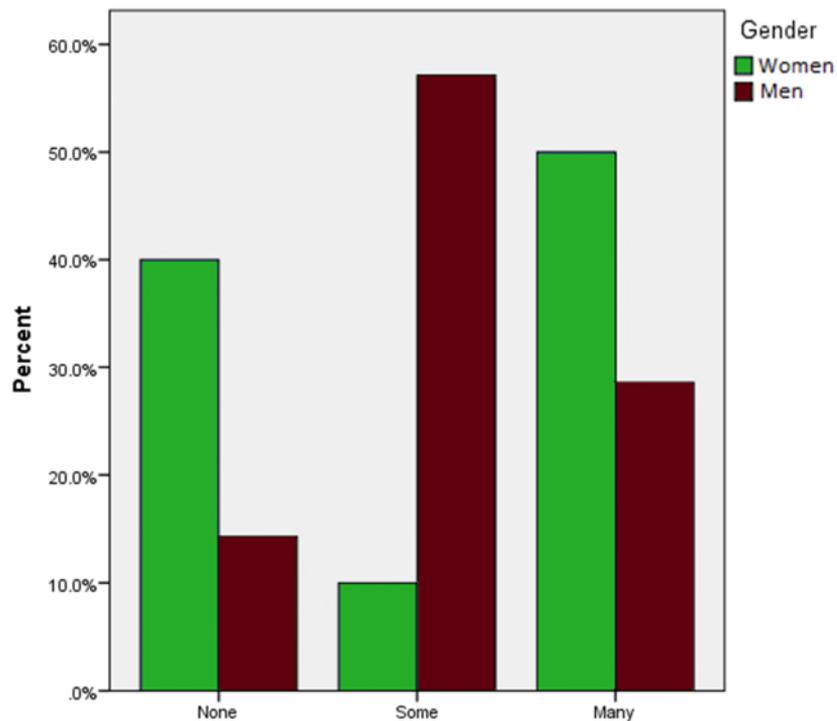
expressed some concerns about induction.

Figure 4: Induction of new staff: concerns (staff survey)



There was also a higher proportion of women than men saying there was nothing to celebrate about our induction, although a higher proportion of women also said there were many things to celebrate (Figure 5).

Figure 5: Induction of new staff: things to celebrate (staff survey)



The qualitative responses shed light on these numbers. Although respondents commented that the formal induction process was minimal, they said that new colleagues receive informal support.

Many members of staff in the department provide informal support without question and help new staff to settle into their roles quickly. This support does tend to be slightly gendered, with female members of staff more likely to do this but this may be in proportion to numbers. Generally, staff are supportive of each other and proactive in mentorship. (woman academic)



During the course of preparing this submission the absence of a formal departmental induction programme became apparent and we are developing a more comprehensive induction process. (AP5.1.8, AP5.1.9)

ACTION POINTS

- **5.1.8:** In consultation with academic and support staff, develop an induction programme that addresses issues of equality and diversity.
- **5.1.9:** Provide information for new members of staff on our web pages about induction and policies including Dignity at Warwick, HR policies, annual leave entitlement and staff equality networks

(iii) Promotion

We have a good record of promoting women academics. During 2013-14, 2 women were fast-tracked to Associate Professor (FA8) in their initial 12 months, and between 2013 and 2016, 7 academics were promoted to Associate Professor (FA8) of whom 6 were women (Table 31). The gender balance of these promotions reflects the gender composition of recent early career appointments in the department. A number of women colleagues will complete their probation in 2017 and 2018.

Table 31: Academic staff recommended for promotion, and promoted (2011-2016)

		Recommended		Promoted	
		Women	Men	Women	Men
2011-12	Professor	-	-	-	-
	Associate Professor	-	-	-	-
2012-13	Professor	-	-	-	-
	Associate Professor	-	-	-	-
2013-14	Professor	-	-	-	-
	Associate Professor	3	1	3	1
2014-15	Professor	-	-	-	-
	Associate Professor	1	-	1	-
2015-16	Professor	-	-	-	-
	Associate Professor	2	-	2	-

Promotion practices are guided by the University's procedures which are available on the HR website. However, the survey shows that these could be made more accessible and visible. **(AP5.1.10)** In addition, and in response to the PULSE survey, HR has instituted annual *Demystifying the Promotion Process* sessions.

Academics are supported through the promotion process by the HoD who keeps in regular contact with eligible staff and discusses the appropriate time to apply for promotion and any support staff might need. The departmental Professorial Committee also considers potential candidates for promotion, particularly to FA9, and any additional support and mentoring required.

Our survey suggests that promotion processes within the department are regarded as fair.

I don't perceive gender to be an issue in terms of promotion in the department [...] the only concern I would raise is around the promotion and representation of BME staff but I recognise the steps taken by the department in addressing this and think this is a wider university issue.
(woman academic)



Professional and support staff do not have a promotion process and this affects women disproportionately. Instead they have to apply for re-evaluation of their job or a job at a higher grade. **(AP5.1.11, AP5.1.12)**



I know it is difficult to compare admin staff roles with academic staff roles, (...) but it does feel unfair as there seems to be nowhere to go in terms of promotion for admin staff within the department. The only option is look elsewhere for a higher graded post. (woman administrator)

ACTION POINTS

- **5.1.10:** Ensure that HR policies regarding promotion are available on our Equality and Diversity web page.
- **5.1.11:** Ensure that support and training continue to be provided to administrative staff through DPR.
- **5.1.12:** Consult with administrative staff to explore how the department can support them

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

In RAE 2008, REF 2014 and the forthcoming REF 2021, the department is, and has been, committed to including all eligible staff and is aware of the potential gender equality pitfalls of such exercises. **(AP5.1.13)** We were successful in these aims in the 2008 and 2014 exercises.

For the 2008 Research Assessment Exercise, 37.8 FTEs (16.5 women and 21.3 men) were eligible for submission; all were submitted. The proportion of women was 44%.

In the 2014 REF, 14 men and 15 women were eligible for submission: 13 men (93%) and 15 women (100%) were submitted.

ACTION POINTS

- **5.1.13:** Monitor decisions about submissions to REF 2021 to ensure there is no discrimination on the basis of gender or other protected characteristics.

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5.2. Key career transition points: professional and support staff

(i) Induction

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

(ii) Promotion

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

5.3. Career development: academic staff

(i) Training

Training needs are identified during the annual DPR, where staff are invited to reflect on their achievements, future goals and development needs. Informal training is also provided during departmental away days; through brown bag lunches where research is discussed; and through supportive mentoring in our research clusters.

Uptake of formal training is monitored through subsequent DPRs and recorded by the LDC. Sociology receives a monthly digest of training opportunities provided by LDC, which is circulated to staff. LDC also runs the University's Postgraduate Certificate in Academic and Professional Practice (PCAPP) course which all those on probation have to complete.

The take-up of training opportunities over the past five years is shown in the table below where we see that women attend training events more frequently than do men. **(AP5.3.1)**

Table 32: Number of LDC training events attended by staff

Year	Women	Men
2011-12	4	1
2012-13	6	3
2013-14	11	6
2014-15	10	4
2015-16	17	7
Total:	48	21

Only one member of staff, a woman academic, has attended unconscious bias training. **(AP5.3.2)**

The 2015-16 PULSE survey showed 72% of Sociology staff agreed that ‘There are sufficient opportunities for me to receive training to improve and add to my skills.’

Compulsory, paid training is provided for sessional teachers at the beginning of every academic session. It is partly generic and partly tailored to Sociology, and is coupled with continuous mentoring and guidance from the established academics on whose modules sessional teachers are teaching. A comment on existing provision highlights how it might be improved through better integration of equality and diversity issues. **(AP5.3.3)**

I wonder whether within-department sessions on trans (and other relevant issues) in a teaching context might not in fact be far more valuable than the more general stuff we discuss in the pre-term ‘training’ days. (man PhD student)



ACTION POINTS

- **5.3.1:** Ensure that men are aware of the training opportunities available and facilitate their uptake if appropriate.
- **5.3.2:** Encourage all staff to undertake Unconscious Bias training (whether face-to-face or via e-learning) and promote it via the Equality and Diversity web page.
- **5.3.3:** Reconfigure the sessional teacher training so that it includes issues of equality.

(ii) Appraisal/development review

All academic and administrative staff are offered the opportunity to participate in a DPR annually. The conversation enables staff to explore with a senior colleague their achievements, aspirations and development needs and how the department can support them in their role. Participation in DPR is

high, especially when we take into account that almost all the women who chose not to participate were on leave or about to retire.

Table 33: Participation in DPR by gender (2015-6)

	Women		Men	
Participated in DPR	20	80%	12	86%
Did not participate in DPR	5	20%	2	14%

However, the 2015-16 PULSE survey showed low levels of satisfaction with the DPR process, with only 36% of staff agreeing that their DPR helped them with their 'longer term career development'.

In recent years the sole reviewer for academics has been the HoD (man) but this is to change, with a larger number of senior academics becoming involved in the review process. Survey responses expressed concern about the concentration of the reviewer role. There is also a potential equality issue as we now have 6 male professors and only 3 female professors in the department. Three of the professors (1 man and 2 women) are BME. This means that while most of our academic staff are women, reviewers are predominantly men. **(AP5.3.4)** The situation is different for administrative staff, whose DPRs are carried out by line managers who are all women.

Survey responses highlighted concern over the possibility that the DPR discussion might focus on performance management and workload allocation, when it is in fact meant to focus on career development **(AP5.3.5, AP5.3.6)**

ACTION POINTS

- **5.3.4:** Involve more senior women colleagues in the DPR process where this does not increase their workload unduly.
- **5.3.5:** Require all reviewers to complete the relevant training in order to ensure that DPR focuses on career development rather than performance management.
- **5.3.6:** Ensure that the parameters of the DPR process are fully understood by reviewers and reviewees to facilitate discussions of career progression.

(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 Teaching Fellows, for conference attendance both nationally and internationally. In addition, post-doctoral researchers and Teaching Fellows are fully integrated into our research clusters where they can draw on colleagues' expertise for feedback on drafts of research papers or funding bids. Should they wish, post-doctoral researchers are able to

develop their own modules which gives them valuable teaching experience. All early-career staff have a mentor who can advise on research and publication plans.

Staff on probation carry a reduced workload to ensure that they have the time to develop their research profiles.

All staff on R&T contracts are able to 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 when their period of office ends.

The university has various funding schemes specifically to support early career academics, one of which is the Institute of Advanced Study's Early Career Fellowship available to Warwick students who are at the stage of PhD submission. Since 2011-12, 7 of our PhD students (5 women, 2 men) have benefited from this. **(AP5.3.7)** All academics have the opportunity to apply for funding through, e.g. Warwick's Research Support Fund, Impact Fund and the Global Research Priority areas.

As well as early-career colleagues being supported in their research and teaching, they have opportunities to assume roles of leadership and responsibility appropriate to their career stage.

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

We believe it is important not only to train our students to think sociologically, but also give them opportunities to *become* sociologists. In addition to University provision, such as the UG Research Support Scheme (URSS) (since 2013, 10 Sociology UG students – 8 women, 2 men - have received URSS awards) and the *Sprint Programme*, a University programme to support women students (since 2016, 2 students have completed it), our support for UG students includes:

- The Director of Student Experience and Progression supports students wishing to further their academic careers;
- Bursaries are awarded automatically to any UG student wishing to stay on at Warwick for PGT study (in 2016-17 awarded to 6 men, 2 women); **(AP4.1.7)**
- *Warwick Sociology Journal*, an online student-founded and student-led journal publishing high-quality UG and PG writing. 3 UGs (all women) run the journal.

Our support for PhD students includes:

- Funding for conference attendance;
- An annual PhD writing workshop in collaboration with Monash in Italy; **(AP5.3.8)**
- A fortnightly PhD workshop for students in Sociology and other departments conducting feminist research.

Student survey respondents welcome this support. **(AP5.3.9)**

Table 34:**Support for students: concerns**

No	Some	Many
71%	26%	3%

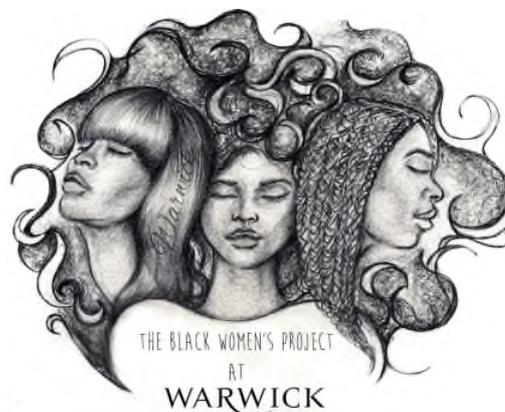
Table 35:**Support for students: things to celebrate**

Many	Some	None
51%	34%	15%

The survey shows that PhD students would like to attend presentations by candidates for jobs in the department to support their own career development. **(AP5.3.10)**

We also fund student-led projects, particularly projects focused on equality and diversity issues, e.g. *Routes to Sociology* (5.6.viii) and the *Black Women's Project* (BWP). This support makes a significant difference to students' experience and progression, and to the visibility of role models, as this testimonial by Jess Agboola (SAT member and BWP founder) demonstrates:

*Highly-ranked, predominantly white universities are not always conducive spaces for black women with regards to wellbeing. Therefore, I created the BWP to increase visibility of black female communities among existing and prospective students; and to help black women with their mental health. (...) Mentoring from Sociology staff has helped steer me on the right path as a student leader, and has empowered me as a black woman and a student. (...) Funding from the department also helped immensely at a point of financial stress for us. My hope for the future is that Sociology will continue to provide support and guidance to its student leaders. **(AP5.3.11)***

**ACTION POINTS**

- **5.3.7:** Supervisors to continue to encourage PhD students to apply for IAS Early Career Fellowships and provide support with post-doctoral applications.
- **5.3.8:** Continue to provide writing for publication workshops in tandem with the PhD writing workshop held annually in Italy to enable PGRs to develop their publication profile.
- **5.3.9:** Enhance existing PhD support by giving PhD students the option of requesting a mentor to help them develop their CVs.
- **5.9.10:** Invite interested PhD students to attend presentations by candidates for jobs in the department.
- **5.3.11:** Continue to encourage, support, promote and fund student-led projects that support equality and diversity.

(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, which meet regularly, provide a supportive environment to discuss research grant applications, from initial blue-skies thinking to formal, internal, peer-review of draft applications. Peer-review is organised either by the research cluster leader or, more informally, amongst colleagues themselves, and draws on the expertise of staff within and beyond the research cluster. Our 2 research centres also provide peer review for funding applications and PhD students are encouraged to seek support and feedback in this way. These mechanisms ensure that applications are of the highest standard before they are submitted.

If an application is unsuccessful, this can be discussed at research cluster meetings with a view to taking on board any comments received and revising the application for submission elsewhere. All colleagues are also encouraged to discuss their existing and planned grant applications with the Research Director, the Research Administrator and Research and Impact Support.

At Faculty level, workshops are provided on research funding, grant-writing, time-management and writing habits. These are aimed specifically at ECRs.

Table 36 shows that men have a higher success rate with research funding applications but the value of grants they win is on average lower. The disparity in value is probably explained by a high value ERC grant awarded to a woman in 2014-15. Men's higher success rate is in line with national trends.

(AP5.3.12)

Table 36: Research funding applications and awards by gender

Gender	Year	Applications		Awards		Overall Mean Average	
		No.	Value £	No.	Value £	Success rate	Award value £
Women	2011-12	19	1,433,751	6	70,288	32%	11,715
	2012-13	11	2,465,783	5	184,145	45%	36,829
	2013-14	17	1,437,481	7	210,713	41%	30,102
	2014-15	7	1,647,283	5	1,095,493	71%	219,099
	2015-16	14	1,044,994	3	128,734	21%	42,911
	2016-17	17	3,852,870	4	129,478	24%	32,369
	Total	85	11,882,162	30	1,818,851	35%	60,628
Men	2011-12	16	2,480,698	11	379,803	69%	34,527
	2012-13	17	2,834,015	8	132,952	47%	16,619
	2013-14	20	2,372,797	8	163,944	40%	20,493
	2014-15	11	3,514,650	2	247,787	18%	123,893
	2015-16	7	1,087,122	3	351,032	43%	117,011
	2016-17	9	513,416	1	9,955	11%	9,955
	Total	80	12,802,698	33	1,285,473	41%	38,954
Overall Total		165	24,684,860	63	3,104,324	38%	51,739

ACTION POINTS

- **5.3.12:** Initiate a faculty-wide analysis of funding awards by gender to explore gendered success rates. If there is evidence of systematic differences, make representations to grant-awarding bodies about possible gender discrimination in their decision-making processes and request that they take measures to minimise this.

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5.4. Career development: professional and support staff

(i) Training

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

(vi) Appraisal/development review

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

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

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

5.5. Flexible working and managing career breaks

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

In line with University policy, the department is committed to supporting staff taking parental leave. **(AP5.5.1)** This commitment is reflected in the very positive experiences of the support received before, during and after leave on the part of the relatively large numbers of staff who have recently had children.

Table 37: Numbers of staff taking maternity, paternity and adoption leave (2012-2017)

	Women	Men	Total
Academic	4 (3 maternity leave, 1 adoption leave)	1	5
Administrative	1	1	2
Total	5	2	7

In addition to this, 4 women students (2 UG, 2 PGR) have had children since 2012.

Our staff survey shows that this is one of the areas where colleagues have the most things to celebrate. A high percentage of women (67%) state that in relation to parental leave they have 'many' reasons for celebration (Figures 6 & 7); the main ones being the Warwick Academic Returners' Fellowship (WARF) (section 5.5.iii) and formal and informal support provided in the department.

Figure 6: Parental Leave: Concerns

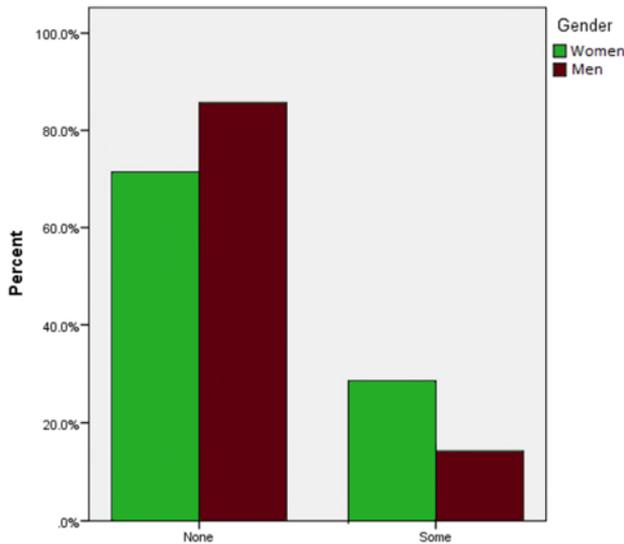
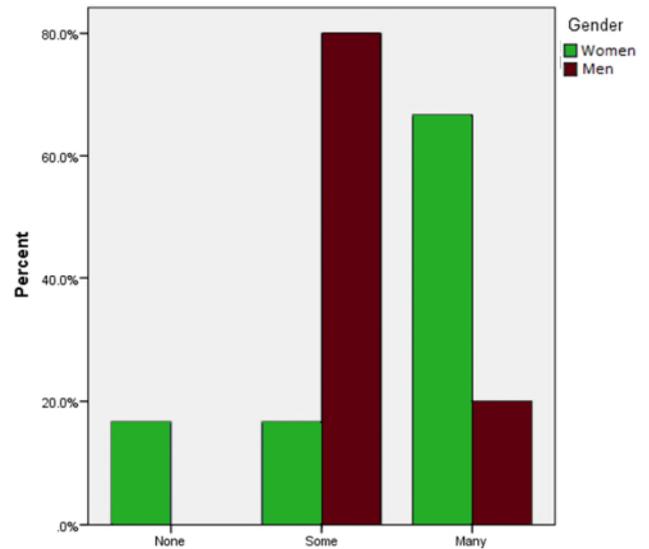


Figure 7: Parental Leave: Things to Celebrate



Satisfaction with parental leave arrangements is especially high among staff with dependents under 18 as Table 38 shows.

Table 38: Parental leave satisfaction

	Parental Leave: Concerns		Parental Leave: Things to Celebrate	
	All staff survey respondents	Staff with dependents under 18	All staff survey respondents	Staff with dependents under 18
None	76%	88%	12%	-----
Some	24%	12%	35%	17%
Many	-----	-----	53%	83%
Total	100%	100%	100%	100%

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

Support before leave is discussed with the Department Administrator and HoD as early as convenient for the member of staff, and at the latest by the 15th week prior to 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 benefits and facilities available, e.g. milk-expression rooms, on-site nursery and WARF;
- informal support and advice.



I've been massively impressed with the support I've had from the department [while pregnant]. Colleagues picked up work from me when I was in thick of things, and workload was very sensitively allocated when I was recovering [from complications] and feeling anxious. People have been very kind. (woman academic)

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

The department's maternity and adoption leave reflects the broader Warwick policy. This is relatively generous, but falls behind other Russell Group universities (e.g. Birkbeck, Manchester, Oxford), which offer a significantly longer period of fully-paid leave (26 weeks, compared to Warwick's 16 weeks). **(AP 5.5.2)** Full cover is provided for staff on leave.

Staff on leave have the option to use up to 10 non-mandatory 'Keeping in Touch' days while away and can schedule those days flexibly. All academic staff on maternity leave since 2012 used all 10 KIT days, which demonstrates the scheme's popularity.

ACTION POINTS

- **5.5.1:** Ensure that information on all parental leave provision is easily accessible via our Equality and Diversity web page.
- **5.5.2:** Work with colleagues in other departments and the University's D&I Committee to explore possibilities for enhanced maternity and adoption leave.

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

The University and department have invested significantly in support for returning staff in recent years. Measures include:

Academic staff:

- Warwick Academic Returners' Fellowship provides funds so that departments can make appointments to cover the teaching and administrative duties of staff returning from parental leave. This enables academics to concentrate on research for a period matching the duration of their leave. All 4 academics who have had maternity or adoption leave in the past 5 years have received, or plan to apply for, a WARF. Survey respondents celebrated this scheme:



It single-handedly changed my career; it's amazing what a difference a small policy like this can make. It allowed me to focus on writing a book and (...) completely made up for any disadvantage that maternity leave may have created re: research. (...) This policy also sends the message that leave is not a nuisance, but something that the University accommodates and celebrates. I'm immensely grateful to colleagues who fought for it (I thank them in my book!). (woman academic)

However, staff also expressed concerns about the implementation of the policy which did not always relieve WARF holders of all their teaching and administrative duties. **(AP5.5.3)**

- Warwick Conference Support Awards: this University scheme contributes towards the cost of childcare to enable staff to attend conferences. Two awards have been made to Sociology staff (all women) since 2016. **(AP5.5.4)**
- During our work on this submission, we reflected on academics' childcare needs and decided to offer childcare options at recent events organised by the department: our 'Certifying Equality' workshop (sections 3 and 7) and a public engagement event (*Coventry's Green Women*, 11/03/2017). **(AP5.5.5)**

All staff:

- Access to flexible working arrangements to help manage workload and working hours in light of childcare constraints;
- Milk-expression rooms and baby-changing facilities on campus; **(AP5.5.6)**
- A campus nursery for babies and children up to 5 (not currently used by Sociology staff); University's Childcare Voucher Scheme. **(AP5.5.7)**
- The department culture is child-friendly. A survey respondent commented:



In previous departments I never spoke of my children. I just said I had a meeting if I had to leave early to pick them up. I don't have to hide this in our department, it seems a very open and welcoming place for parents. (woman academic)

Children are welcome to the department's 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. **(AP5.5.8)**

One crucial thing to celebrate is how accommodating the department is when I need to bring my son to campus if childcare falls through. (...) No one has ever expressed hostility or reservation; in fact, most colleagues (senior/junior, academic/admin, staff/students, including, and especially, HoD) seem delighted to have him there. (...) This encouragement and support makes all the difference, and really boosts my confidence as a working parent. It also strengthens my commitment to the department and sense of belonging in it. (woman academic)



ACTION POINTS

- **5.5.3:** Work with the University's D&I Committee to lobby HR to review the WARF policy to make it explicit that WARF holders must be exclusively dedicated to research.
- **5.5.4:** Publicise Warwick Conference Support Awards to relevant department staff through email and website.
- **5.5.5:** Where possible, provide childcare options on day-long, multiple day, and out of hours events organised by the department.
- **5.5.6:** Publicise existing provision and new, Social Studies-based milk-expression room and baby-changing facilities (when available) to all department staff and students through email and website.
- **5.5.7:** Add to department website links to information on Childcare Voucher Scheme, holiday schemes for children and University Working Parents' Network.
- **5.5.8:** Move the toys currently in one colleague's office to a location accessible to all staff and students for use when they need to bring children into the department.

(iv) Maternity return rate

The department has a maternity return rate of **100%**. Table 39 shows details of all 4 completed maternity and adoption leaves for 2012-2017.

Table 39: Maternity and adoption leaves return rate

Staff category	Year of return	Time from return (post 3/6/12/18 months)	Current Status
1 FT administ. on OEC (mat.leave)	2014	post 18 months +	Employed on same contract
1 FT academic on OEC (mat.leave)	2015	post 18 months +	Employed on same contract
1 FT academic on OEC (mat.leave)	2015	post 18 months +	Employed on same contract
1 FT academic on OEC (adop.leave)	2017	post 3 months	Employed on same contract

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

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

As Table 40 shows, 2 men have taken 2 weeks' paternity leave (at full pay) (**AP5.5.9**), and 1 woman colleague shared parental leave with her partner employed elsewhere.

Table 40: Staff taking paternity and shared parental leave (2012-2017)

	Women (grade)	Men (grade)
Academic	1 shared parental leave (FA7, OEC)	1 paternity leave, 2 weeks (FA6, FTC)
Administrative	-----	1 paternity leave, 2 weeks (FA7, FTC)

All men who have become parents since 2012 took paternity leave and cover for their work was arranged. Responses to the staff survey show that the department could make information about paternity leave more accessible **(AP5.5.10)** and provide better support for staff returning from paternity leave. **(AP5.5.11)**

The only shared parental leave was taken in one consecutive block and managed as a straightforward maternity leave. The national introduction of Shared Parental Leave in 2015, which can be taken in separate, non-consecutive blocks, will open new possibilities for staff wishing to share parental leave more flexibly. **(AP5.5.12)**

ACTION POINTS

- **5.5.9:** Work with colleagues in other departments and the University’s D&I Committee to explore possibilities for enhanced paternity and leave.
- **5.5.10:** Make information about paternity leave more easily accessible.
- **5.5.11:** Introduce meetings for staff returning from paternity leave; use them to provide information on existing benefits and facilities (see section 5.5.iii).
- **5.5.12:** Prepare for possible future use of Shared Parental Leave by finding out how other departments are supporting, and covering for, staff choosing it.

(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 in order to ensure that the core hours expected by the University are covered, while at the same time 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 arrangements, such as school drop-offs and lift-shares. One administrator works from home on Fridays since returning from maternity leave in 2014.

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

This situation has not arisen in the recent past but, in line with University policy, it would be managed flexibly. One senior colleague (a man) is working part time because of childcare and other caring responsibilities and, should he wish to increase his hours, his needs will be accommodated.

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 but administrative staff normally return straight to their post, either on a full-time or part-time basis.

5.6. Organisation and culture

(i) Culture

Gender is a central object of much of the research, teaching and impact work carried out in the department. Several colleagues see their work as a contribution to collective efforts to produce knowledge about, and change, unequal gender relations. 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;
- inequalities are openly and critically discussed (particularly in work with students in modules or informal events, e.g. termly *Sociology Teach-Ins* or fortnightly *Sociology Lunches*, where staff and students discuss topical issues); **(AP5.6.1)**
- LGBTQ identities are normalised: many staff are open about their sexuality and/or gender identity in their teaching, writing and informal interactions;
- there is awareness among staff and students of equality issues and a commitment to tackling them formally and informally. **(AP5.6.2)**

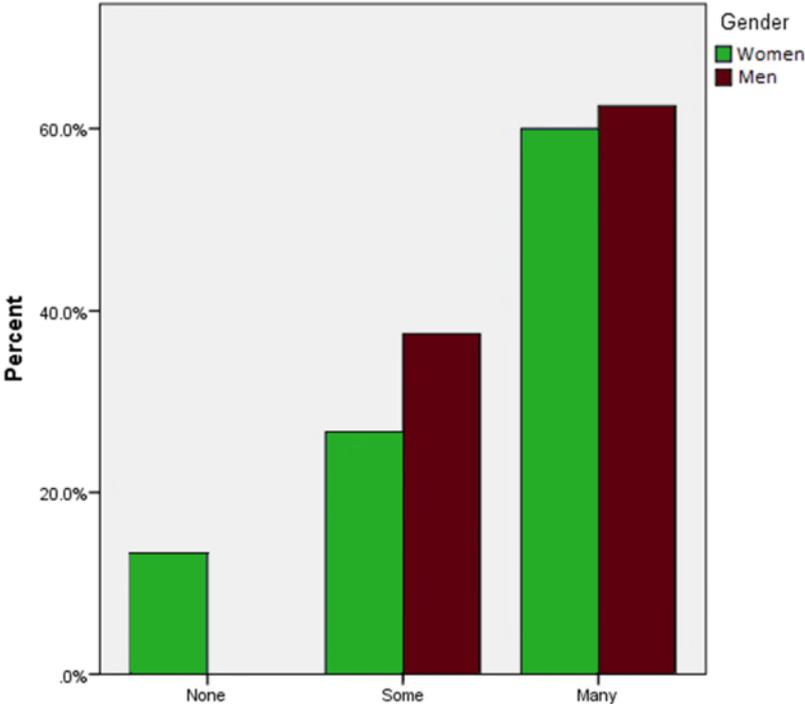
Survey responses show that students value this culture. They highlight the positive impact it has on their learning experience. For some this is what drew them to Sociology at Warwick.



I was in another [Warwick] department where I felt marginalised and unrepresented as a BME woman. I took a Sociology gender module as an option and couldn't believe how friendly, comfortable and inclusive things were in Sociology, so I ended up changing my degree programme to move to this department. (woman UG student)

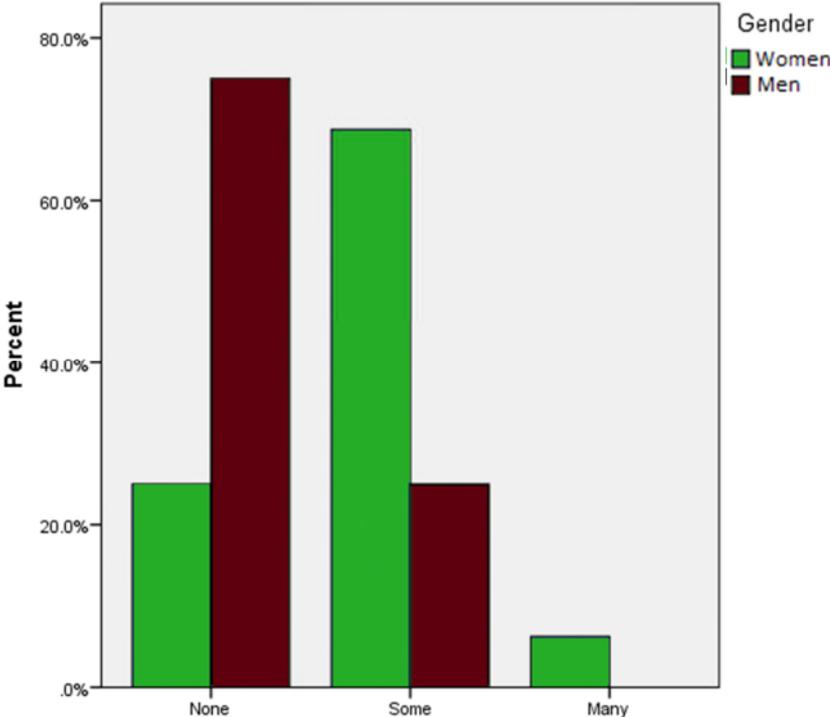
Responses to the staff survey indicate appreciation of the department's inclusive culture.

Figure 8: Department Culture: things to celebrate (staff survey)



There is, however, a gendered discrepancy in *concerns* about the culture, with women more likely to have some concerns and men more likely to have none.

Figure 9: Department Culture: concerns (staff survey)

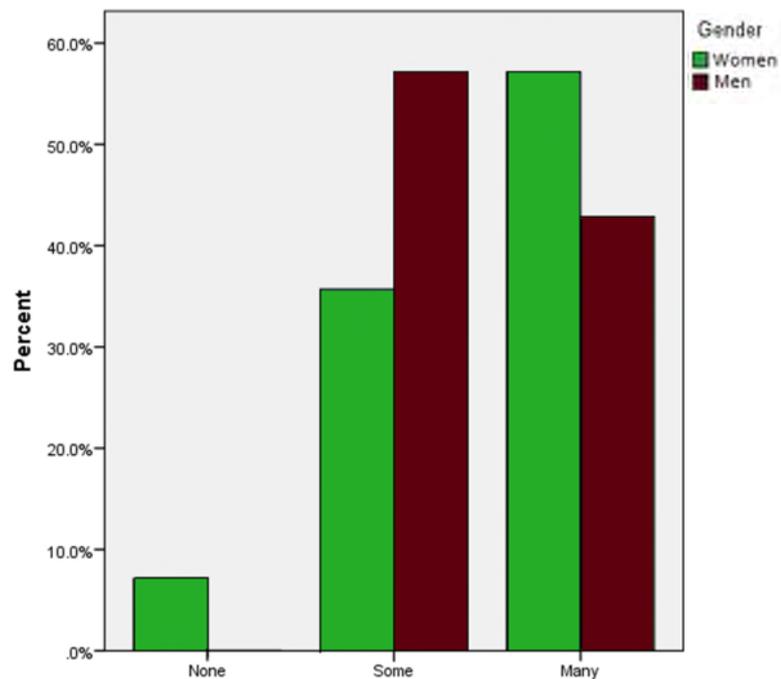




A culture of care which many colleagues do deploy in their interactions with each other is not shared by all. But the department feels generally cohesive and the majority of colleagues – admin and academic – seem to 'belong'. (woman academic)

The 'culture of care' is embedded in the informal networks of peer support in the department, which create a positive working experience. The importance of this for women is reflected in the survey, with women being more celebratory than men (Figure 10).

Figure 10: Peer support: things to celebrate (staff survey)



In 2016, a group of staff in the department called a meeting to initiate conversations about how to recognise the informal work done to maintain this 'culture of care'. We plan to continue and expand these conversations, using them as a basis for future action. **(AP5.6.3)**

ACTION POINTS

- **5.6.1:** Organise a *Sociology Lunch* open to all students to discuss informally the culture of the department and how to make it even more inclusive.
- **5.6.2:** Promote greater awareness of trans and non-binary lives among 1st year students by co-organising with students an information workshop, to be held as part of the department's 'Week 0' (i.e. induction) activities. *(proposal from trans and non-binary student focus group)*
- **5.6.3:** Continue organising staff meetings to discuss how to recognise, redistribute and reward the work of maintaining a 'culture of care' in department.

(ii) HR policies.

The department seeks to maintain a supportive working and learning environment that respects dignity at work and has zero tolerance of bullying and harassment.

The University has a Dignity at Warwick policy for staff that addresses bullying and harassment (including sexual harassment). Staff can contact one of the 23 trained dignity contacts to discuss concerns and explore the options available or report incidents anonymously online. Our survey demonstrated limited awareness of such policies amongst staff. (AP5.6.4, AP5.6.5, AP5.6.6, AP5.6.7)

Table 41: Staff awareness of equality and diversity policies such as Dignity at Warwick

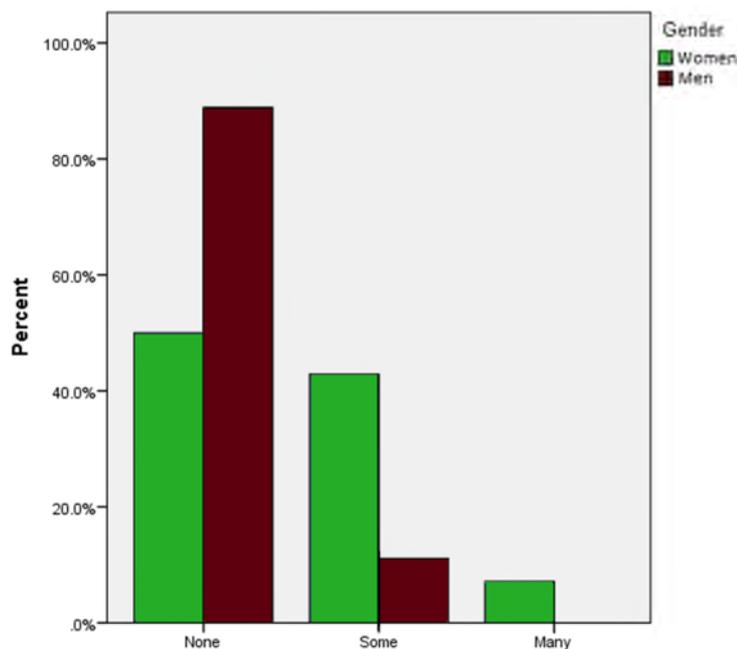
Aware of policies	% staff
Yes	32%
Yes - some, but not others	32%
No	28%
Don't know	8%



I haven't heard of any gender-based bullying but then I haven't been in the department long. I don't know if there are policies and procedures for this. (woman academic)

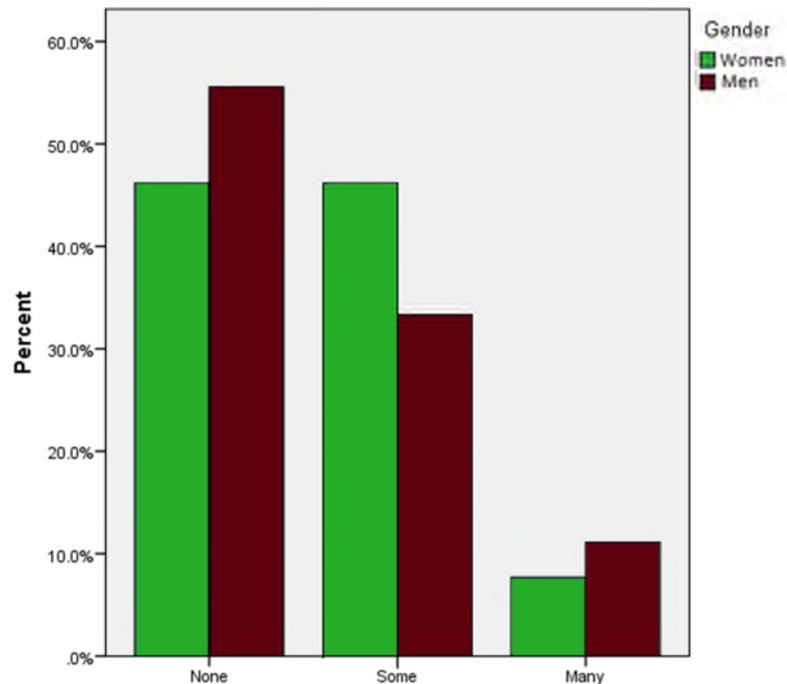
Concerns about bullying were raised in the staff survey. Figure 11 shows that over 40% of women had some concerns and a small proportion of women had many concerns. These responses are gendered and indicate that bullying may be a problem. (AP5.6.5)

Figure 11: Bullying: concerns (staff survey)



Neither staff nor students flagged sexual harassment as a major concern in the department (Figure 12). Some staff noted that harassment of students had been an issue in the past but has been addressed by recent culture change.

Figure 12: Sexual harassment – concerns (staff survey)



I do not have 'live' concerns but I have historic concerns which have suggested a culture of harassment of some female students by some male colleagues. I think a more general culture change has suppressed these behaviours. (woman academic)



Students reported problems with sexual harassment, but in the University, and not within the department. In response to these concerns, we are considering naming contacts within the department for students experiencing sexual or racial harassment. **(AP5.6.8)** We have also organised events such as the day-long workshop, 'Sexual Harassment and Rape in Universities' (March 2016) and our 'Certifying Equality' workshop, where one panel addressed this topic. **(AP5.6.9)**

ACTION POINTS

- **5.6.4:** Ensure that the department's Equality and Diversity web page includes information about the Dignity at Warwick policy and the availability of 23 Dignity contacts for staff.
- **5.6.5:** Raise awareness of Dignity at Warwick by making it a focus of discussion at a forthcoming departmental away day.
- **5.6.6:** Circulate the weekly Diversity and Inclusion updates to all staff and discuss in department meetings as required.
- **5.6.7:** Ensure that all HR policies on equality and diversity issues, bullying and other forms of harassment are made available on the Equality and Diversity pages of our website.
- **5.6.8:** Explore with the university's D&I team the feasibility of establishing, in addition to the Dignity contact located in the Sociology, Philosophy and PAIS cluster, trained department contacts for students experiencing sexual or racial harassment in accord with Dignity at Warwick policy and practice.
- **5.6.9:** Organise events, in consultation with D&I, on sexual and racial harassment in universities and actions to be taken with a view to informing university policy.

(iii) Representation of men and women on committees

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

We also have 4 Staff-Student Liaison Committees.

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

Staff chair committees for a period of 3 years so that the administrative load does not become too burdensome. There is student representation on all committees with the exception of the Executive and Professorial committees.

Figure 13: Committee Structure of the Department

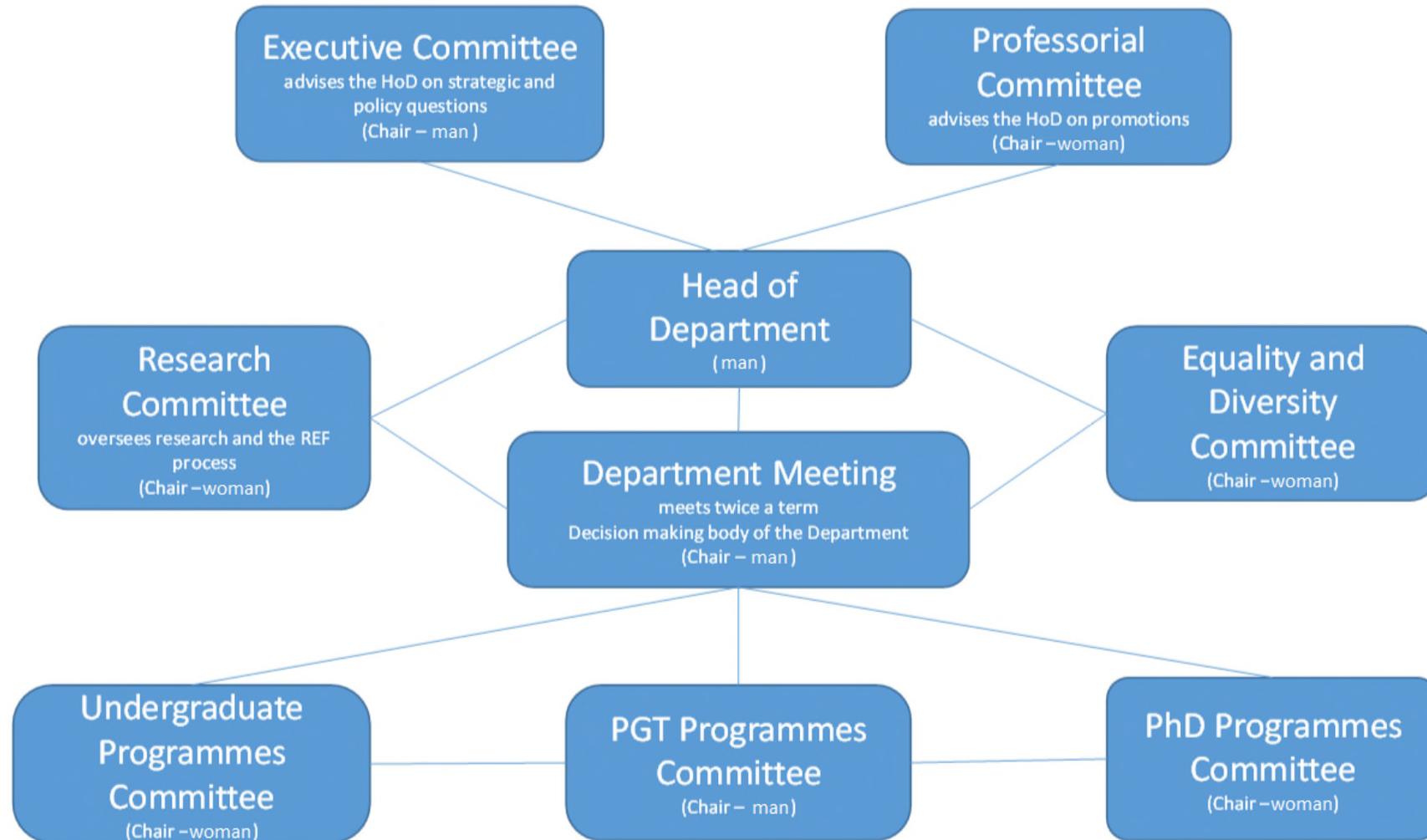


Table 42 shows the distribution of staff by gender on committees. The Executive, Research, PhD and Equality and Diversity committees have a majority of women, the Professorial committee has a gender balance, and the other 2 committees (UG and PGT) have a majority of men.

Table 42: Gender distribution of staff on key committees (2016-7)

Committee	Admin		Academic (professorial)		Academic (other)		Total	
	W	M	W	M	W	M	W	M
Executive	3	-	4	2	2	-	9	2
Professorial	3	-	3	6	-	-	6	6
Research	4	1	1	4	3	-	8	5
Equality & Diversity	2	-	1	1	-	1	3	2
Undergraduate Programmes	4	-	-	3	4	6	8	9
PGT Programmes	2	1	-	2	1	3	3	6
PhD Programmes	3	-	1	2	1	-	5	2

If administrative staff are taken out of the equation, the picture changes such that the Executive Committee has a majority of women, the Research and PhD programmes committees have a gender balance and the other 4 committees have a majority of men. This points to a disproportionate number of men on committees given that just over half of the academic staff in the department are women. However, membership of committees does not necessarily imply attendance and the main work of the committees is usually done by the chairs.

Four committees are chaired by men: Executive, Professorial, PGT and UG. The other 3 are chaired by women. This suggests a gender imbalance insofar as senior positions on departmental committees are disproportionately held by men. **(AP5.6.10)** It marks a change from previous years, when almost all the committees were chaired by women. In the context of this department, it is a welcome development that more men are taking on leadership roles.

ACTION POINTS

- **5.6.10:** Monitor the gender balance amongst committee chairs in order to ensure (i) people of all genders have an opportunity to take on leadership roles; (ii) that the burden of administrative work is balanced.

(iv) Participation on influential external committees

Table 43 shows that women are more likely than men to be serving on University committees. **(AP5.6.11)**

Table 43: Representation on university committees external to the department

Faculty of Social Sciences (FSS) and other University roles	Gender	
	W	M
Board of the Faculty of Social Sciences (FSS)	2	2
Graduate Studies Committee of FSS Board	1	0
Undergraduate Studies Committee of FSS Board	1	0
Board of the Faculty of the Medical School	1	0
Senate's Investigating Committee into Cases of Suspected Cheating	1	0
California Link Person	0	0
Director of Doctoral Training Centre / Doctoral Training Programme	0	1
University Race Mark Charter Committee	1	0
University Diversity & Inclusion Committee	1	0

ACTION POINTS

- **5.6.11:** Review membership of external committees in order to ensure that women are not over-burdened with this form of work. Encourage men to participate in university committees.

(v) Workload model

The department operates a workload model that specifies a standard load for academic staff, consisting of:

- 6 contact hours a week (UG and PGT);
- a nominal 6 PhD supervisions (PhD supervision often exceeds this);
- administrative duties as allocated.

Leadership roles are held for a 3-year period and study leave entitlement is enhanced at the end of this time. Administration and leadership roles are seen as part of being a good citizen and are essential for promotion. They are discussed in DPRs.

Colleagues who win grants can be bought out of teaching and administration and the department has a very generous policy on this.

Teaching and administrative tasks are allocated annually by the HoD and UG administrator. This includes serving on university committees. The distribution of tasks is circulated to all staff but this

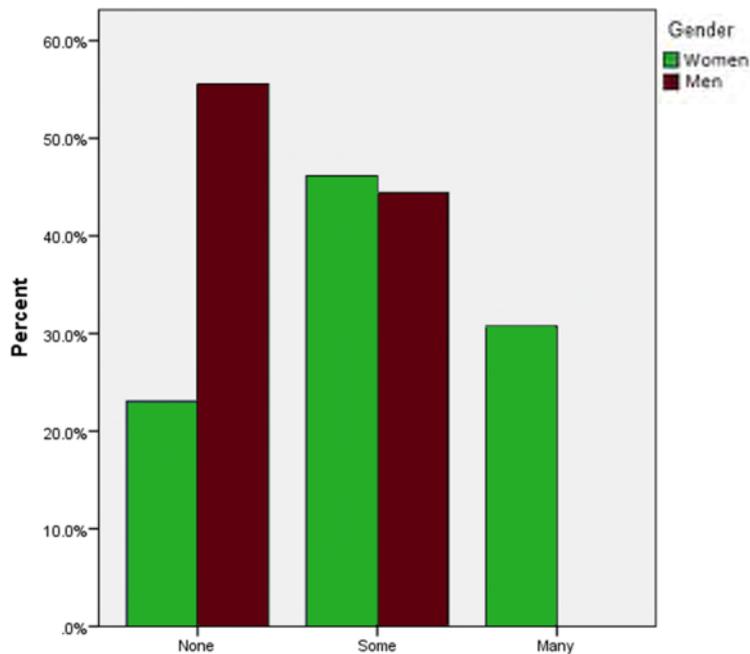
does not mean there is transparency in the process of workload allocation. **(AP5.6.12)** This was revealed in the survey.



I don't think that the current process for distributing work is particularly transparent or self-evidently equitable, and there is room for inequalities relating to gender or other characteristics for this reason. (man academic)

There is a significant gender difference in survey responses on this. Figure 14 shows that while a majority of men have no concerns with the way work is distributed, this satisfaction is not shared by women, most of whom had some or many concerns. It seems that while the workload system is working for most men and some women, the majority of women have concerns about both its transparency and fairness. **(AP5.6.13)**

Figure 14: Distribution of tasks in the department: concerns (staff survey)



A more extreme version of this picture is apparent when staff consider their own workloads. Figure 15 shows that while most men have no concerns about their own workload, most women have some or many concerns. Both these figures show a clear divide between women and men, with women expressing more concern than men, both about the overall distribution of work in the department and their own workloads.

Figure 15: Personal workload: concerns (staff survey)

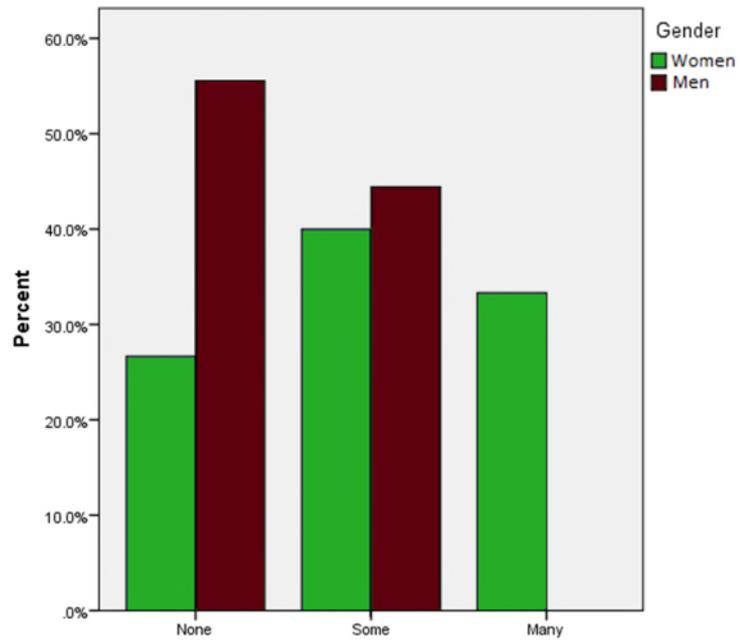
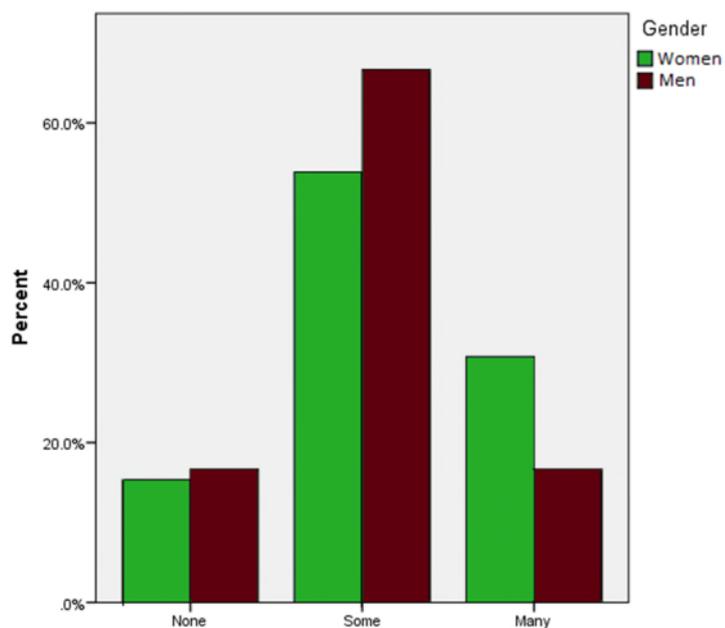


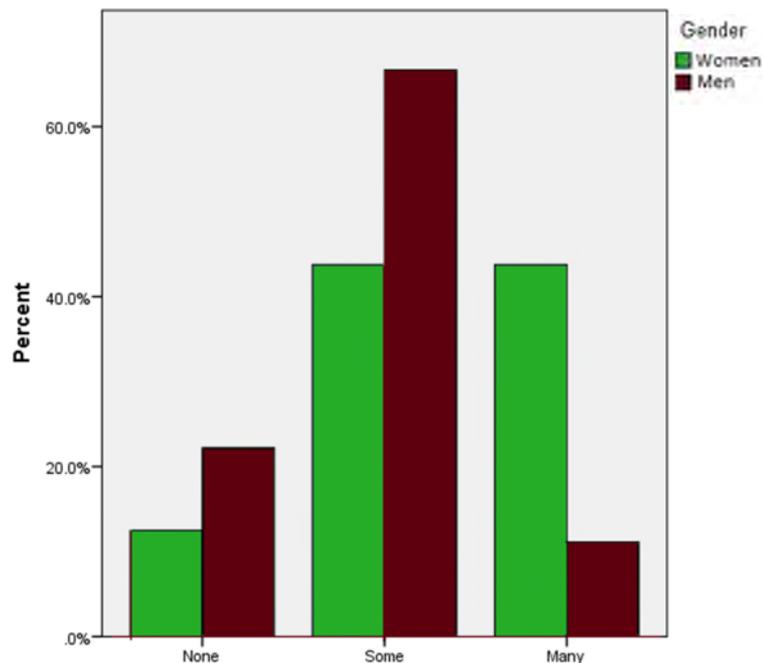
Figure 16 shows that some colleagues thought there was little to celebrate about their own workload, but the majority of women and men (more men than women) thought that there were some things to celebrate, and more women than men thought that there were many things to celebrate. These responses are difficult to interpret alongside the figures above, but suggest that while there are concerns about how the workload system operates and about their own workloads, many colleagues also feel that there are things to celebrate.

Figure 16: Personal workload: things to celebrate (staff survey)



One dimension of workload that staff expressed concern about was the distribution of emotional labour, with women significantly more concerned than men (Figure 17). (AP5.6.14)

Figure 17: Distribution of emotional labour: concerns (staff survey)



There are [staff] who really care [about students] and become involved and there are others for whom this has no impact. We desperately need more pastoral support for students within the department. (woman administrator)

The workload is not well distributed (...) in terms of nature of work. The emotional work necessary for [the] department to function – pastoral support to students, mentoring, maintaining sense of community, checking on colleagues' wellbeing, organising gifts/cards for colleagues, putting on extra-curricular events, helping out with stray bits of work that suddenly need doing – is done primarily, although not exclusively, by women. This has a detrimental impact on women's careers (both for academic and admin staff) and it models very problematic inequalities to students. (woman academic)

The student survey confirmed these gendered inequalities, highlighting concerns with the distribution and recognition of emotional labour in the department.

Pastoral care seems to be done mostly by female staff – please acknowledge the heart that some staff put into their work with students! (woman UG student)

There is a **paradox** here. One of the department's strengths is its caring and supportive culture. Indeed, it is one reason why many women, BME, non-binary and LGBTQ staff and students find it welcoming and inclusive. However, maintaining this culture requires a significant amount of work, which is distributed unevenly, generating a structure of gender inequality in the department, with

significant impacts on women's academic workload and well-being. (AP5.6.15, AP5.6.16, AP5.6.17, AP5.6.18)

ACTION POINTS

- **5.6.12:** Review workload model to ensure that it is seen to be both transparent and equitable.
- **5.6.13:** Monitor allocation of work to ensure gender equity in its distribution.
- **5.6.14:** Explore possibilities for explicit recognition of emotional labour in workload allocation for both academic and administrative staff.
- **5.6.15:** Work with other departments, and *Women in Academia* Taskforce, to lobby the University to give appropriate recognition to pastoral and administrative experience when considering applications for employment and promotion.
- **5.6.16:** Guarantee regular gender rotation of roles with a major pastoral component.
- **5.6.17:** Clarify and enhance the department's policies on and provision of pastoral support and personal tutoring, including role of Senior Tutor, in articulation with the University's current review of personal tutoring.
- **5.6.18** Publicise LDC training (and other help) available to academic and administrative staff on the 'frontline' for student support.

(vi) Timing of departmental meetings and social gatherings

Most meetings take place between 10.00am and 3.00pm. Caring responsibilities (for human and animal dependents) are often taken into account when scheduling meetings, supervision and other commitments. Survey respondents recognised this:

People are open about and sensitive to issues around caring roles and meeting timings in this department in a way I have not experienced before. (woman academic)



However, almost all academic events – research seminars and public lectures – start on or after 5.00pm, making it difficult for staff with caring responsibilities to attend.



I'd prefer the department seminar to take place much earlier in the day. Starting at 5 means I get home very late and as a mother of young children this isn't working out so well. (woman academic)

This issue was discussed after an AS presentation at a department Away Day in December 2016 and we decided to change the timing of departmental seminars to enable staff with caring responsibilities to attend. (AP5.6.19, AP5.6.20) Colleagues responsible for other research centres and clusters will also be encouraged to review the timing of academic events (AP5.6.21).

ACTION POINTS

- **5.6.19:** Reschedule Departmental seminar to a time more accessible to all staff and students.
- **5.6.20:** Reschedule Centre for the Study of Women and Gender Graduate events and Graduate Seminar Series to a time more accessible to all staff and students.
- **5.6.21:** Encourage other research centres and clusters to review timing of their academic events.

(vii) Visibility of role models



I have found a role model here! (non-binary PhD student, mixed-race)²

Women speakers and chairs are well represented in departmental seminars, workshops and talks, e.g. the 2016-17 research seminar series had 5 women and 5 men speakers. **(AP5.6.22)**

Women at all levels play a high-profile role in the department's research, teaching, outreach and impact activities. Survey responses explicitly identified the visibility of women role models as a strength in the department. Student survey responses were as follows:

Table 44: Role models: things to celebrate (student survey)

Many	Some	None
48.7%	35.9%	15.4%

Lots of fantastic role models among senior women, and very diverse role models in attitudes to work – not just toxic workaholism, as I've seen in other departments! Many colleagues have a balanced life and relationship to work, modelling more sustainable and healthy academic careers, and that's had an extremely positive impact on me. (woman academic, white)



Both staff and students expressed concerns about the relatively limited ethnic diversity of women role models in the department, with some students stressing that this has a negative impact on them.



We can celebrate [a recent increase in black women academics] but other than that, the visibility of diversity in the department is lacking seriously. This has effects on us as students, in how and where we can imagine ourselves regarding academia. (woman UG student, black)

² This section considers both gender and race, so we specify the self-identified ethnicity of survey respondents. We have not done this in the rest of the submission (with the exception of section 2) to preserve anonymity.

Recently more BME staff have been appointed, with 2 of the 3 current women professors and one of the 6 men professors identifying as BME. This adds to the diversity of both women and men role models in the department. However, we 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. **(AP5.6.23)**

The diversity of our staff and student population is represented in publicity materials, including our web pages and brochures.

Images from Student Publicity Brochures





However, our publicity materials use binary gender language which does not fully include or represent our trans and non-binary students and staff. **(AP5.6.24)**

We use our recruitment activities to strengthen the visibility, impact and diversity of our role models. For example, in department Open Days, we use positive action when recruiting Student Ambassadors. Applicants for these paid positions are selected on a first-come, first-served basis, but with significant adjustments to guarantee the inclusion of a relatively high proportion of men and BME ambassadors. **(AP5.6.25)**

ACTION POINTS

- **5.6.22:** Ensure that the diversity of role models in the department is reflected in speakers at seminars and other events with special attention to the need to provide intersectional role models of all genders.
- **5.6.23:** Ensure that the increasing diversity of role models within the department does not result in those from under-represented groups shouldering a 'burden of representation'.
- **5.6.24:** Revise publicity material to remove binary gender language.
- **5.6.25:** Continue to ensure that students from under-represented groups are well represented among Open Day ambassadors.

(viii) Outreach activities

The department is committed to widening access particularly for under-represented groups. We provide courses accessible to non-traditional and under-represented students and, with this in mind, are working with the University's Director of Part-time Degrees to develop a new, part-time Sociology degree.

We have a well-established outreach programme with local schools. Our *Routes to Sociology* programme is run by paid UGs, with a team of 15 trained UG ambassadors who visit schools, encouraging young people to study sociology. We also host a 'Sociofest' event, where 50–60 pupils (roughly 80% girls) from largely 'State' or 'Low Participatory' schools spend the day at Warwick attending Sociology workshops.

In 2016 the DSEP led a successful joint Widening Participation funding bid (£16,000) to establish a Humanities/Social Sciences Mentoring Scheme and A-Level Student Conference. The programme is organised by 5 staff (3 men and 2 women) across 3 departments. Currently, 45 students (c.75% girls) (from 'Low Participation' schools) are enrolled on this programme.

Six colleagues (3 men and 3 women) lead on outreach and widening participation activities in the department. This work is recognised in the workload system.

While staff involvement in outreach is equal in terms of gender, student participation reflects the broader feminisation of the discipline's UG population. The current Presidents of *Routes to Sociology* are both women, as are the 2 members of the subcommittee. Indeed, most Routes ambassadors are also women. (AP5.6.26)

Section word count 6,205

ACTION POINTS

- **5.6.26:** Encourage men students to become involved in *Routes to Sociology*.

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

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

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

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

7. FURTHER INFORMATION

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

Curriculum

Teaching on gender is integrated into all degrees through provision of specialist modules. **(AP7.1)** We also offer three programmes on gender:

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

Critical teaching on gender (and race and class) is integrated into the UG curriculum. From 2017-18, 3 modules on social inequalities will become compulsory for first-year, single-honours students, and available to all joint-honours students. Through this change, we aim to engage with debates on inequalities within university curricula (e.g. *Why is my Curriculum White?* movement), strengthen the department's inclusive culture and promote critical knowledge of social inequalities. **(AP7.2)**

We are also reviewing reading lists. Several students and staff (primarily women and non-binary colleagues) noted in surveys that our reading lists are diverse but felt they could be more intersectional (not just more women writers, but also more writing by, and about, BME, disabled and trans people). **(AP7.3)**

Figure 18: Diversity of authors on reading lists: concerns (staff survey)

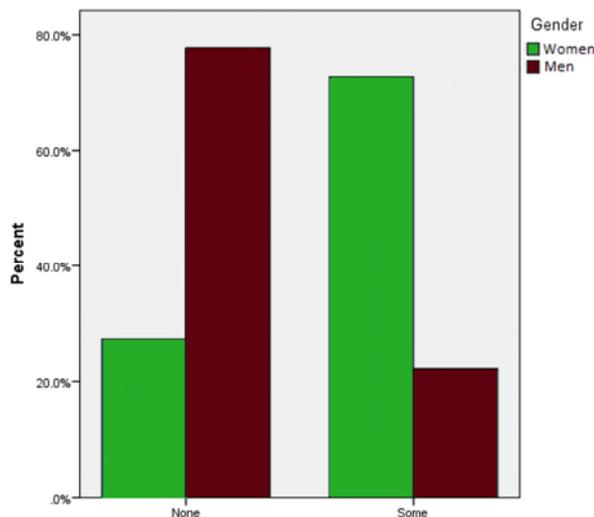
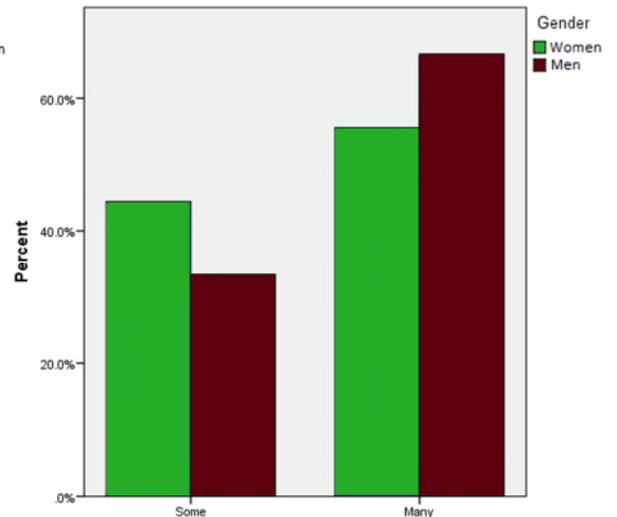


Figure 19: Diversity of authors on reading lists: things to celebrate (staff survey)

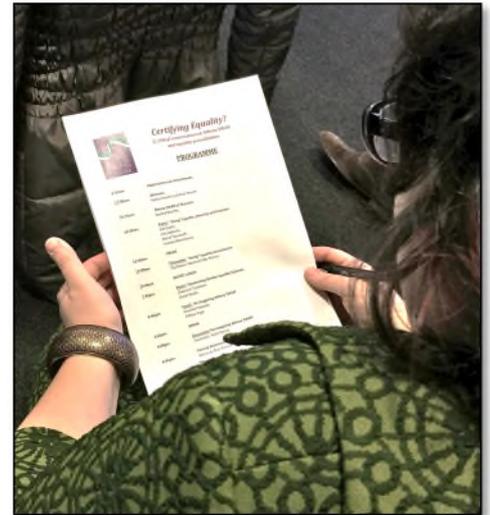


Concerns; lack of focus on and inclusion of female/non-binary theorists in modules with a more theoretical/philosophical bent; [...] feminist perspectives sometimes feel as though they are treated as supplementary or afterthoughts rather than constituting serious parts of the modules. (man PGT student, white)



'Certifying Equality' workshop

This workshop enabled a much-needed interdisciplinary and inter-institutional critical debate about AS, involving researchers and practitioners, academics and professionals, and students. It attracted a diverse range of attendees; white and BME; cis and trans; women, men and non-binary; and representation from STEM and AHSSLB disciplines within and outside Warwick. It fostered greater understanding of the AS process and how it can be a force for change.



Topics for discussion included:

- The AS process in different institutions and positive actions taken towards greater gender equality;
- How BME women and trans people can be fully integrated into the AS process;
- Problems of women colleagues shouldering the burden of equalities and AS work;
- Sexual and other forms of harassment and the importance of integrating them into AS;
- Importance of dialogue between feminist researchers and gender equality practitioners.



Participant feedback showed that this event was hugely welcomed and there is an appetite for future events and networking. **(AP7.4, AP7.5)**

ACTION POINTS

- **7.1:** Consider gender expertise in future appointments to replace recent loss of colleagues and in order to maintain capacity in gender teaching and gender PGR supervision.
- **7.2:** Encourage conveners of 1st year modules on social inequalities to open lectures to interested students not enrolled on the module, to increase understanding of inequality within broader student population.
- **7.3:** Encourage all module conveners to review diversity of reading lists and module engagement with gender issues.
- **7.4:** In collaboration with D&I at Warwick, organise a future event in order to continue conversations about Athena SWAN and equalities work and to provide mutual support for those involved in the Athena SWAN process.
- **7.5:** Organise an event to discuss how Athena SWAN processes can be adapted to reflect the specific gender equality challenges of Arts, Humanities and Social Sciences departments. (This includes the fact that in those disciplines a numerical over-representation of women can co-exist with processes that disadvantage women and non-binary people.)

Section word count 360

Total word count 10,454

8. ACTION PLAN

Starts on the next page.

ACTION PLAN

Actions for immediate implementation are highlighted in Red.

3: THE SELF-ASSESSMENT PROCESS					
Ref	Action	Rationale	Timeframe	Persons responsible	Success criteria and outcome
AP3.1	Incorporate Athena SWAN work in individual workloads in next round of Athena SWAN.	The work undertaken by SAT members is not included in the workload system.	In time for next AS submission	- John Solomos, (HoD)	Inclusion of Athena SWAN work in workload so as to reflect the amount of work involved.
AP3.2	Write overview of key issues emerging from staff and student surveys to be circulated to all staff.	To increase and deepen awareness of Equality & Diversity issues including issues which are outside the scope of this submission.	2017: Summer Term	- Maria do Mar Pereira (Assistant Prof) - Ruth Pearce (Research Fellow)	Report to be discussed at department meeting and circulated to all staff.
AP3.3	Discuss Athena SWAN submission-writing process, Action Plan and progress at May 2017 Away Day.	To involve entire department in implementing the Action Plan.	2017: May	- Members of SAT	Discussion of Athena SWAN submission and Action Plan at department meeting and May Away Day.
AP3.4	Make the Athena SWAN submission available to all students and encourage them to volunteer to help implement Action Plan.	We want to involve students in the creative development of more inclusive practices within the department.	2017-18, and ongoing	- Maria do Mar Pereira	Athena SWAN submission to be available to all staff and students on the department website. Set up a working group of UG and PG students interested in Equality and Diversity issues and in promoting Equality and Diversity in the department.

AP3.5	Create a report of findings and recommendations from our external Athena Swan consultation to be made available on our website and distributed through relevant mailing lists.	To contribute to the existing national knowledge base.	2017: April - May	- Ruth Pearce	Report to be published on CSWG website and distributed through mailing lists (including FWSA)
AP3.6	Make minutes of the SAT/EDC meetings available to all members of the department.	To ensure that all colleagues are up to date with Equality and Diversity issues within department.	2017-21	- Helen Reynolds (<i>Departmental Administrator</i>)	Minutes to be available on the department Equality & Diversity webpage. Also to be circulated to all staff via email.
AP3.7	Produce annual report highlighting progress with the Action Plan.	To ensure that all colleagues are aware of the progress of the action plan and that it is discussed at department meetings.	2017-21: annually in May	- Nickie Charles (<i>SAT Chair</i>) - all colleagues responsible for specific actions	Discussion of annual report at department meeting and publication of the report on the department website. Involvement of whole department in action plan.

4: A PICTURE OF THE DEPARTMENT

Ref	Action	Rationale	Timeframe	Persons responsible	Success criteria and outcome
AP4.1.1	Use email and department website to send information to all students on how they can change their title and gender marker on the University's records.	We noted a lack of awareness among trans and non-binary students of how this could be changed.	2017: May	- Ruth Pearce (<i>Research Fellow</i>) - Maria do Mar Pereira (<i>Assistant Prof</i>)	Emails to be sent. Department website to be updated.
AP4.1.2	Circulate among staff information on best practice on trans and non-binary inclusion, including guidance on how to locate and interpret non-binary gender markers in University's student record system.	Staff and students identified a need to raise awareness of best practice on trans and non-binary inclusion.	2017: May-October	- Ruth Pearce - Maria do Mar Pereira	Short policy statement to be sent to all staff and included on Equality and Diversity web page. To be an agenda item on first department meeting in 2017-18 session.

AP4.1.3	Work with Student Records to establish better data recording mechanisms for joint-honours students.	The student data available for this submission included only Single Honours Sociology students. This excludes the significant numbers of Joint Honour Sociology students.	2017-19	<ul style="list-style-type: none"> - Virinder Kalra (<i>Deputy HoD: teaching</i>) - Darani Anand (<i>Departmental Administrator: Teaching and Learning</i>) 	New mechanisms that record data for all UG students taking Sociology, whether single or joint honours.
AP4.1.4	Ensure that marketing and recruitment materials across all UG and PG levels and programmes are inclusive and encourage interest in, and applications to, Sociology amongst under-represented groups, particularly black men.	Identification of need to attract under-represented groups to Sociology and to continue to ensure a diversity of role models for prospective students.	2017-18 - 2018-19 academic years	<ul style="list-style-type: none"> - Alex Smith (<i>Director of UG Studies</i>) - Roxanne Connelly (<i>Deputy Director of UG Studies</i>) - Akwugo Emejulu (<i>Director of MA programmes</i>) - Cath Lambert (<i>Director of Graduate Studies</i>) - Anastasia Chamberlen and Maria do Mar Pereira (<i>Directors of Admissions and Open Day</i>) - Darani Anand (<i>administrator</i>) - Tina MacSkimming (<i>administrator</i>) - André Celtel (<i>DSEP</i>) 	<p>Revised promotional material and web pages.</p> <p>Regular monitoring of recruitment to assess the effectiveness of these measures.</p>
AP4.1.5	Review and enhance outreach programmes to address recruitment of under-represented groups.	Identification of low recruitment of certain groups such as men in general, and black men in particular.	2017-18	<ul style="list-style-type: none"> - André Celtel (<i>DSEP</i>) - Darani Anand (<i>Departmental</i>) 	<p>Discussion to generate ideas in a department meeting.</p> <p>Outcomes of discussion to be used to develop a plan to target under-</p>

				<i>Administrator: Teaching and Learning)</i> - Teodora Todorova (<i>Teaching Fellow</i>) - Sam Burgum (<i>Teaching Fellow</i>)	represented groups. The implementation of the plan will be reviewed annually by UG Programmes Committee, considering recruitment data.
AP4.1.6	Organise a <i>Sociology Lunch</i> open to all students to discuss informally strategies to attract under-represented groups.	Involvement of students and building on their experiences will help in thinking about how to attract under-represented groups.	2017-18	- Maria do Mar Pereira - Teodora Todorova - Sam Burgum - André Celtel	Outcomes of the discussion fed into the process described in the above point.
AP4.1.7	Encourage outstanding undergraduates to consider postgraduate study through personal tutor support in order to address: (i) the 'leaky pipeline' for women and (ii) the under-representation of men.	This will address the 'leaky pipeline' that we identified between UG, PGT and PGR study for women and the under-representation of men at all levels.	2017-18, and ongoing	- Alex Smith - André Celtel - personal tutors - all academic staff	Identify outstanding UGs. An increase in bursary uptake for MA study by UGs. To be reviewed annually by PGT programmes committee.
AP4.1.8	Investigate the reasons for greater attainment amongst men at PGT level.	Our data show gendered differences in attainment at PGT level.	2018-19	- Akwugo Emejulu - Richard Lampard (<i>Associate Prof</i>)	Better understanding of the reasons for greater attainment amongst men at PGT level. Relevant action taken to address the gender imbalance in attainment if required.
AP4.1.9	Run sessions for UG and PGT students discussing gender and the transition to further study, inviting students/alumni of all genders from those further levels as speakers.	Need to address the 'leaky pipeline' for women students and the under-representation of men.	2017-18, and ongoing	- André Celtel - Maria do Mar Pereira - Darani Anand	Initiate the first session in 2017-18 to be held every year after that. Ask students to provide feedback on sessions and adjust them accordingly.
AP4.2.1	Monitor the gender composition of FA6 appointments and their distribution across different functions.	At FA6 there are a range of different functions and we need to ensure that a particular gender is not being disadvantaged.	Beginning in 2017-18 with all new appointments and an analysis	- Helen Reynolds - Virinder Kalra - Gurminder Bhambra	Analyse gender composition of different functions at FA6. Report to HoD and Executive Committee. Monitor new appointments in light of

			of existing appointments.	(Deputy HoD Research)	this information and to ensure that women/men are not disadvantaged.
AP4.2.2	Explore the reasons for the gender pay gap at FA6.	On average men's pay rates are higher at this level than women's.	2017-18	- Helen Reynolds - Nickie Charles - Virinder Kalra - Gurminder Bhambra	Report to Executive Committee on the reasons for the gendered pay disparity at this level with suggestions for actions to mitigate it.
AP4.2.3	Investigate reasons for over-representation of women on hourly-paid teaching contracts.	We found that women are over-represented on hourly-paid teaching contracts.	2017-18	- Virinder Kalra (Chair of Sessional Teaching Committee) - Darani Anand	Undertake survey of PhD students to explore motivations for applying for sessional teaching and any barriers. Relevant action taken to address the gender imbalance if required.
AP4.2.4	Ensure that women, men and non-binary PhD students have the same opportunities to undertake sessional teaching.	We found that men are under-represented on hourly-paid teaching contracts.	2017-18	- Virinder Kalra - Darani Anand	Review recruitment process for sessional teachers. Modify it if necessary to ensure it offers the same opportunities to all PhD students.
AP4.2.5	Explore the reasons for men's over-representation on FTCs and monitor appointments to ensure processes are not discriminatory.	We found that men are over-represented on FTCs.	2017-19 - 2018-19 academic years	- Nickie Charles - Helen Reynolds	Analyse the reasons underpinning the gender distribution of FTCs. Develop proposals to ensure that the distribution is not discriminatory. Present them to Executive Committee to develop a strategy.
AP4.2.6	Investigate the reasons for staff leaving and whether those reasons are gendered.	There may be gendered reasons for leaving, but the existing data do not allow us to investigate this.	2017-21 (new questions to be in place by end of 2017-18)	- Helen Reynolds - Nickie Charles	Improve the department's systems for recording reasons for staff leaving. Introduce new questions to expose

					push factors in leaving which may be related to gender.
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5: SUPPORTING AND ADVANCING WOMEN'S CAREERS

Ref	Action	Rationale	Timeframe	Person(s) responsible	Success criteria and outcome
AP5.1.1	Ensure that all staff undertake Diversity in the Workplace training and that all members of selection panels complete Recruitment and Selection training.	Few staff having completed this training.	2017-18	- DPR reviewers (all professorial staff, and Alice Mah) - John Solomos	Completion of training by all staff and by all staff on selection panels.
AP5.1.2	Encourage all staff to undertake Unconscious Bias training.	Only one member of staff has completed this training.	2017-18	- DPR reviewers - John Solomos	Completion of training by all staff.
AP5.1.3	Include more junior and BME staff on shortlisting and interview panels, and check that women are well represented on these panels.	Need for diversity on selection panels.	2017: May, and ongoing	- John Solomos - Executive Committee - Equality and Diversity Committee	Composition of selection panels to reflect diversity of staff in Sociology. Review panel composition at Executive Committee on an annual basis.
AP5.1.4	Make representations to the university that professorial electoral boards are balanced in terms of gender and have BME representation.	Need to ensure diversity on electoral boards.	2017: June	- John Solomos	Write to VC and Provost expressing concern about composition of electoral boards. Response from VC and Provost committing the University to ensuring diversity on electoral boards.
AP5.1.5	Introduce into the selection process explicit attention to the gender balance of candidates and shortlists in order to minimise discrepancies due to unconscious bias.	Evidence that offers and appointments do not reflect the gender balance amongst applicants for jobs.	2017-18	- Equality and Diversity Committee - John Solomos - Helen Reynolds	Devise candidate analysis which shows gender breakdown of applicants so that selection panels are aware of bias in their selection. Analyse relationship between applicants, offers and

					appointment by gender for each post in order to promote gender equality.
AP5.1.6	Liaise with HR to ensure that future data on shortlisting and recruitment are collected and recorded consistently and comprehensively, and reflect not only gender but also race and other protected characteristics.	Inaccuracies in the available data on applications, offers and appointments.	2017-18	- Equality and Diversity Committee - Helen Reynolds	New, more accurate method of collecting data to be adopted by HR.
AP5.1.7	Ensure that the selection process at all levels does not disproportionately favour one gender.	Evidence that although more women have been appointed at lower levels, more men have been appointed at senior levels in recent years.	2017-18, and ongoing	- Equality and Diversity Committee - Helen Reynolds	Develop a systematic analysis of job applications and outcomes, reported on every year by Equality & Diversity committee and presented to Executive committee and department meeting.
AP5.1.8	In consultation with academic and support staff, develop an induction programme that addresses issues of equality and diversity.	Evidence that the formal induction programme is not fit for purpose.	2017-2019	- Helen Reynolds - Roxanne Connelly - Janet Smith (<i>PhD Administrator</i>)	Draw up proposals for new induction programme for academic and administrative staff to be implemented by 2018-19 session. Set up induction page on department web site.
AP5.1.9	Provide information for new members of staff on our web pages about induction and policies including Dignity at Warwick, HR policies, annual leave entitlement and staff equality networks.	Need for information about relevant policies to be readily available to new staff.	2017	- Ruth Pearce - Helen Reynolds	Make information about relevant policies available on Equality and Diversity web pages and on new, induction page.
AP5.1.10	Ensure that HR policies regarding promotion are available on our Equality and Diversity web page.	Lack of information on department web pages about promotion.	2017: May	- Ruth Pearce	Information about promotion to be available on Equality & Diversity web page.
AP5.1.11	Ensure that support and training continue to be provided to administrative staff through DPR.	Lack of promotion procedures for administrative staff.	2017-18, and annually thereafter	- Helen Reynolds - Darani Anand - Jackie Clarke (<i>Director of Administration</i>)	All reviewers of administrative staff to ensure they discuss during DPR support and training needs, and wishes regarding promotion.

AP5.1.12	Consult with administrative staff to explore how the department can support them in furthering their careers.	Lack of promotion opportunities for administrative staff.	2017-18	- Jackie Clarke - John Solomos.	Meeting to be held with administrative staff to discuss support they would like to receive. Develop support based on suggestions.
AP5.1.13	Monitor decisions about submissions to REF 2021 to ensure there is no discrimination on the basis of gender or other protected characteristics.	Need to ensure equality of opportunity is part of REF 2021.	2017-2021	- John Solomos - Gurminder Bhambra (<i>Deputy HoD: Research</i>)	Produce data on gender representation in REF 2021 submission and discuss in Research Committee and Equality and Diversity Committee to ensure that no inequities develop on the basis of gender or ethnicity.
AP5.3.1	Ensure that men are aware of the training opportunities available and facilitate their uptake if appropriate.	Men's lower attendance at training provided within the University.	2017-18	- DPR reviewers - Ruth Pearce	Make training opportunities available on departmental Equality & Diversity webpage. During DPR, reviewers to encourage men to consider attending training courses. At department meetings HoD to emphasise importance of training.
AP5.3.2	Encourage all staff to undertake Unconscious Bias training (whether face-to-face or via e-learning) and promote it via the Equality and Diversity web page.	Lack of completion of Unconscious Bias training.	2017-18	- DPR reviewers - John Solomos - Ruth Pearce - all staff	All staff to attend Unconscious Bias training. Make details of training available on department Equality & Diversity web page.
AP5.3.3	Reconfigure the sessional teacher training so that it includes issues of equality.	Student survey indicates that equality issues need to be integrated into sessional teacher training.	2017-18	- André Celtel - Darani Anand - Jackie Clarke - Virinder Kalra	Include session on Equality and Diversity in compulsory sessional teacher training.
AP5.3.4	Involve more senior women colleagues in the DPR process where this does not increase their workload unduly	In recent years one senior academic has undertaken all DPRs for academic staff.	2017: June	- John Solomos - Nickie Charles - Akwugo Emejulu - Gurminder Bhambra	Distribute work of DPR reviewing equitably amongst senior women and men.
AP5.3.5	Require all reviewers to complete the relevant training in order to ensure that DPR focuses on career	Lack of clear boundaries to DPR discussions.	2017	- John Solomos - DPR reviewers.	Completion of reviewer training by all new DPR reviewers before undertaking 2017 reviews.

	development rather than performance management.				
AP5.3.6	Ensure that the parameters of the DPR process are fully understood by reviewers and reviewees to facilitate discussions of career progression.	Lack of clear boundaries to DPR discussions.	2017-18	- John Solomos - all staff	Completion of reviewer training by all new DPR reviewers before undertaking 2017 reviews. Discussion of purposes of DPR at department meeting. Completion of reviewee training by all reviewees.
AP5.3.7	Supervisors to continue to encourage PhD students to apply for IAS Early Career Fellowships and provide support with post-doctoral applications.	'Leaky pipeline' between PGR and Early Career Researchers.	2017-18	- all PhD supervisors - Cath Lambert (<i>Director of PhD programmes</i>) - Janet Smith (<i>PhD Administrator</i>)	Make information about post-doctoral opportunities available on PhD web pages and mailing lists. Director of PhD programmes to alert staff to post-doctoral opportunities.
AP5.3.8	Continue to provide writing for publication workshops in tandem with the PhD writing workshop held annually in Italy to enable PGRs to develop their publication profile.	Need to support PhD students in pursuing academic careers.	2017-18	- Cath Lambert - Colleagues on journal editorial boards, e.g. John Solomos (<i>Ethnic and Racial Studies</i>) Maria do Mar Pereira (<i>Feminist Theory</i>) Nickie Charles (<i>The Sociological Review</i>) Carol Wolkowitz (<i>Work, Employment & Society</i>)	At least one writing for publication workshop to be held annually in addition to the PhD writing workshop in Italy.
AP5.3.9	Enhance existing PhD support by giving PhD students the option of requesting a mentor to help them develop their CVs.	Support needed by PhD students to develop their academic careers post-PhD submission.	2017-18	- Cath Lambert - all staff	Allocation of a mentor to every interested PhD student during their 3 rd year.

AP5.3.10	Invite interested PhD students to attend presentations by candidates for jobs in the department.	Student survey demonstrated demand for this, to help PhD students with their academic career development.	2017, and ongoing	- Janet Smith - Helen Reynolds	Emails to be sent to PhD students inviting them to attend presentations of candidates for jobs in the department.
AP5.3.11	Continue to encourage, support, promote and fund student-led projects that support equality and diversity.	Department supports student-led projects which support equality and diversity.	2017-21	- André Celtel - Akwugo Emejulu - Cath Lambert - Alex Smith	Put on website examples of student-led projects and how they are supported by the department. Encourage students across all levels to work imaginatively to improve opportunities for inclusion in department.
AP5.3.12	Initiate a faculty-wide analysis of funding awards by gender to explore gendered success rates. If there is evidence of systematic differences, make representations to grant-awarding bodies about possible gender discrimination in their decision-making processes and request that they take measures to minimise this.	Gender difference in funding application success rates.	2017-18	- John Solomos - Nickie Charles - Jackie Clarke - University D&I team - University RIS	Suggest that a faculty review of successful grant applications by gender be undertaken. Completed by the end of 2018. Results to be publicised within the University and the attention of the senior management team to be drawn to any gender discrepancies with a view to the VC taking this up with relevant funding bodies.
AP5.5.1	Ensure that information on all parental leave provision is easily accessible via our Equality and Diversity web page.	Lack of information on our department web pages.	2017: May	- Ruth Pearce	This information to be available on department Equality and Diversity web pages.
AP5.5.2	Work with colleagues in other departments and the University's D&I Committee to explore possibilities for enhanced maternity and adoption leave.	Comparison of Warwick's provision with other universities shows that it is not as generous.	2018-19	- Maria do Mar Pereira - Jackie Clarke - University D&I team.	Contact colleagues in other departments through University D&I team. Set up meeting to discuss ways of influencing University policy.
AP5.5.3	Work with the University's D&I Committee to lobby HR to review the WARF policy to make it explicit that WARF holders must be exclusively dedicated to research.	Some of those awarded a WARF were allocated teaching and/or admin while holding a WARF.	2017-18	- Equality and Diversity Committee - University D&I team.	Policy statement from HR that WARF holders should be engaged only on research to be published on the University web site.

AP5.5.4	Publicise Warwick Conference Support Awards to relevant department staff through email and website.	Noted the need to raise awareness of this provision.	2017: May	- Maria do Mar Pereira - Ruth Pearce	Emails to be circulated and information to be available on department Equality & Diversity webpage.
AP5.5.5	Where possible, provide childcare options on day-long, multiple day, and out of hours events organised by the department.	Make it easier for colleagues with childcare responsibilities to attend events.	Ongoing	- Event organisers	Childcare options offered at relevant events.
AP5.5.6	Publicise existing provision and new, Social Studies-based milk-expression room and baby-changing facilities (when available) to all department staff and students through email and website.	The need to raise awareness of facilities to support parents.	2017-18	- Ruth Pearce - Helen Reynolds - Darani Anand - Janet Smith - Mayur Patel (<i>PGT Administrator</i>)	Put information on department Equality and Diversity web page. Circulate availability of facilities to all staff and students.
AP5.5.7	Add to department website links to information on Childcare Voucher Scheme, holiday schemes for children and University Working Parents' Network.	The need to raise awareness of networks and support services for parents.	2017: May	- Ruth Pearce	Update department website to include links.
AP5.5.8	Move the toys currently in one colleague's office to a location accessible to all staff and students for use when they need to bring children into the department.	Provide entertainment for young children should they be in the department.	2017-18	- Maria do Mar Pereira - Tina MacSkimming	Identify suitable location in consultation with department staff.
AP5.5.9	Work with colleagues in other departments and University's D&I Committee to explore possibilities for enhanced paternity leave.	Need for enhanced paternity leave.	2018-19	- Jackie Clarke - Richard Lampard - Nick Gane (<i>Prof</i>)	Contact colleagues in other department through the University D&I team. Set up meeting to discuss ways of influencing University policy. Act on those meetings.
AP5.5.10	Make information about paternity leave more easily accessible.	Need for department to provide information on paternity leave.	2017-18	- Ruth Pearce	Make information about paternity leave available on department's Equality & Diversity web page.

AP5.5.11	Introduce meetings for staff returning from paternity leave; use them to provide information on existing benefits and facilities (see section 5.5.iii).	Identification of lack of support on return from paternity leave.	2017-18	- John Solomos - Helen Reynolds	Ensure that all returners from paternity leave have a meeting with the HoD. Inform them of all benefits available.
AP5.5.12	Prepare for possible future use of Shared Parental Leave by finding out how other departments are supporting, and covering for, staff choosing it.	Introduction of shared parental leave option.	2017-19	- Jackie Clarke (<i>Director of Administration</i>)	Readiness for eventuality that staff require shared parental leave.
AP5.6.1	Organise a <i>Sociology Lunch</i> open to all students to discuss informally the culture of the department and how to make it even more inclusive.	The need to involve our students in creating and maintaining a departmental culture that is supportive of under-represented groups.	2017-18	- Maria do Mar Pereira - Teodora Todorova - Sam Burgum - André Celtel	<i>Sociology Lunch</i> held in 2017-18. Proposals emerging from the lunch communicated to department via a department meeting and incorporated into AS Action Plan. Publicity for this lunch to be used also to set up working group of UG and PG students interested in Equality and Diversity issues and interested in promoting Equality and Diversity in the department.
AP5.6.2	Promote greater awareness of trans and non-binary lives among 1 st year students by co-organising with students an information workshop, to be held as part of the department's 'Week 0' (i.e. induction) activities. (<i>proposal from trans and non-binary student focus group</i>)	Proposed by trans and non-binary student focus group.	2017-18: Week '0'	- Maria do Mar Pereira - Ruth Pearce - Ryan Girard (<i>SU LGBTUA+ Officer</i>) - Warwick Pride - Warwick Anti-Sexism Society - future student working group on equality and diversity	The information workshop will take place annually starting in the academic year 2017-18.

AP5.6.3	Continue organising staff meetings to discuss how to recognise, redistribute and reward the work of maintaining a 'culture of care' in department.	The need to recognise the work that goes into creating a 'culture of care', and gendered inequalities in the distribution of that work.	2017-21	- Goldie Osuri (Associate Prof) - Claire Blencowe (Associate Prof)	Meetings to take place twice a year and report to the department meeting. Any proposals for action to be incorporated into this Action Plan.
AP5.6.4	Ensure that the department's Equality and Diversity web page includes information about the Dignity at Warwick policy and the availability of 23 Dignity contacts for staff.	Lack of awareness of the policy shown by our staff survey.	2017: May	- Ruth Pearce	This information to be on the web page.
AP5.6.5	Raise awareness of Dignity at Warwick by making it a focus of discussion at a forthcoming departmental away day.	Lack of awareness of the policy and concerns about bullying shown by our staff survey.	2017-2018	- Equality and Diversity Committee - SAT	A discussion at a departmental Away Day in 2017-18 attended by all staff.
AP5.6.6	Circulate the weekly Diversity and Inclusion updates to all staff and discuss in department meetings as required.	Need to raise awareness of D&I activities and policies in light of lack of awareness shown by survey.	2017-18	- Darani Anand - Equality and Diversity Committee	Updates will be circulated to all staff by email as from April 2017.
AP5.6.7	Ensure that all HR policies on equality and diversity issues, bullying and other forms of harassment are made available on the Equality and Diversity pages of our website.	Lack of awareness of these policies revealed by our survey.	2017: May	- Ruth Pearce	Policies available on department Equality & Diversity web pages.
AP5.6.8	Explore with the university's D&I team the feasibility of establishing, in addition to the Dignity contact located in the Sociology, Philosophy and PAIS cluster, trained department contacts for students experiencing sexual or racial harassment in accord with Dignity at Warwick policy and practice.	Student need for support when experiencing sexual or racial harassment or other forms of bullying.	2017-18	- Cath Lambert - Akwugo Emejulu	Set up a meeting with the D&I team and the working group on sexual harassment on campus to explore provision for students. Create 2 named contacts in the department, one sexual harassment contact and one racial harassment contact, who have received appropriate training.

AP5.6.9	Organise events, in consultation with D&I, on sexual and racial harassment in universities and actions to be taken with a view to informing university policy.	Students identified harassment as an issue within the wider University.	2017-18 2018-19 academic years	<ul style="list-style-type: none"> - CSWG - 'Inequalities and Social Change' Research Cluster - 'Justice, Authority and the Geopolitical' Research Cluster - Race Equality Charter Mark working group 	Events to be held over the next two years. Will make recommendations to the University via the D&I team.
AP5.6.10	Monitor the gender balance amongst department committee chairs in order to ensure: (i) that people of all genders have an opportunity to take on leadership roles; and (ii) that the burden of administrative work is balanced.	Potential imbalance of administrative load.	2017-18, and ongoing	<ul style="list-style-type: none"> - John Solomos - Darani Anand - Equality and Diversity Committee 	Review workload allocation annually to ensure a gender balance in the distribution of administrative and leadership roles.
AP5.6.11	Review membership of external committees in order to ensure that women are not over-burdened with this form of work. Encourage men to participate in university committees.	Over-representation of women on committees external to the department.	2017-18	<ul style="list-style-type: none"> - John Solomos - Darani Anand - Equality and Diversity Committee 	Review workload allocation annually to ensure a gender balance of representation on external committees.
AP5.6.12	Review workload model to ensure that it is seen to be both transparent and equitable.	Lack of transparency of workload system and concerns about its equity.	2017-18	<ul style="list-style-type: none"> - John Solomos - Jackie Clarke - Executive Committee 	<p>Review the workload model so that the principles on which it operates are made clear.</p> <p>Initiate review of distribution of work to report to department meeting.</p>
AP5.6.13	Monitor allocation of work to ensure gender equity in its distribution.	Concerns about gender equity of workload system.	2017-18, and annually thereafter	<ul style="list-style-type: none"> - John Solomos - Jackie Clarke - Executive Committee 	Review workload allocation annually to ensure a gender balance of administrative tasks and teaching duties.
AP5.6.14	Explore possibilities for explicit recognition of emotional labour in	Concerns about recognition of emotional labour and its gender distribution.	Start in summer of 2017, report	<ul style="list-style-type: none"> - Goldie Osuri - Claire Blencowe 	Set up working group to investigate emotional labour workload and to

	workload allocation for both academic and administrative staff.		in summer term 2018		report to department meeting in summer term 2018.
AP5.6.15	Work with other departments, and <i>Women in Academia</i> Taskforce, to lobby the University to give appropriate recognition to pastoral and administrative experience when considering applications for employment and promotion.	Concerns about recognition of emotional labour and its gender distribution.	2017-20	- Maria do Mar Pereira	Sociology department involvement in, and contribution to, broader University initiatives.
AP5.6.16	Guarantee regular gender rotation of roles with a major pastoral component.	Some administrative roles have been held disproportionately by women.	2017-21	- John Solomos - Jackie Clarke - Executive Committee - Equality and Diversity Committee.	Role of Director of UG Studies will be taken by a man for the 2017-18 session, after being held by women for over ten years. Other traditionally feminised roles to be taken on by men during the period of the action plan
AP5.6.17	Clarify and enhance the department's policies on and provision of pastoral support and personal tutoring, including role of Senior Tutor, in articulation with the University's current review of personal tutoring.	Pastoral support is one of the main roles that generate emotional labour, often – according to the surveys – in gendered ways.	2017-19	- Jackie Clarke - Alex Smith - Virinder Kalra - André Celtel - Akwugo Emejulu - Cath Lambert	Discussion of University's review of personal tutoring in department meeting. Develop proposals to ensure gender equity in the provision of pastoral support and personal tutoring to be brought to the department meeting in 2018-19 academic session.
AP5.6.18	Publicise LDC training (and other help) available to academic and administrative staff on the 'frontline' for student support.	Evidence from staff survey that there is a need for greater support in 'frontline' work with students.	2017-2021	- Helen Reynolds - Virinder Kalra - André Celtel	Email staff with information.
AP5.6.19	Reschedule Departmental seminar to a time more accessible to all staff and students.	Difficult for those with caring responsibilities to attend out of normal working hours.	2017-18, and ongoing	- John Solomos - Helen Reynolds - Sam Burgum	Departmental seminar to take place within working hours.
AP5.6.20	Reschedule Centre for the Study of Women and Gender events and Graduate Seminar Series to a time	Difficult for those with caring responsibilities to attend out of normal working hours.	2017-18, and ongoing.	- Nickie Charles - Maria do Mar Pereira - PhD students organising CSWG	Regular CSWG events to take place within working hours.

	more accessible to all staff and students.			Graduate Seminar Series	
AP5.6.21	Encourage other research centres and clusters to review timing of their academic events.	Difficult for those with caring responsibilities to attend out of normal working hours.	2017-18, and ongoing.	<ul style="list-style-type: none"> - Charles Turner (<i>Director of the Social Theory Centre</i>) - Alice Mah (<i>Lead for 'Economy, Technology, Expertise' Research Cluster</i>) - John Solomos (<i>Lead for the 'Inequalities and Social Change' Research Cluster</i>) - TBC (<i>Lead for the 'Justice, Authority and the Geopolitical' Research Cluster</i>) 	Regular events to take place within working hours.
AP5.6.22	Ensure that the diversity of role models in the department is reflected in speakers at seminars and other events with special attention to the need to provide intersectional role models of all genders.	Importance of diversity of role models in enhancing an inclusive departmental culture.	2017-18, and ongoing	<ul style="list-style-type: none"> - Event organisers - Equality and Diversity Committee 	Diversity of speakers at events in the department to be monitored by the Equality and Diversity Committee.
AP5.6.23	Ensure that the increasing diversity of role models within the department does not result in those from under-represented groups shouldering a 'burden of representation'.	Importance of diversity of role models in enhancing an inclusive departmental culture without overburdening particular colleagues.	Ongoing	<ul style="list-style-type: none"> - Equality and Diversity Committee 	Discuss the issue regularly at Equality and Diversity meetings and invite comments from all colleagues, to ensure that particular individuals are not experiencing a 'burden of representation'.
AP5.6.24	Revise publicity material to remove binary gender language.	Some binary language found in brochures.	2017: September, and ongoing	<ul style="list-style-type: none"> - Ruth Pearce - Maria do Mar Pereira - Alex Smith - Akwugo Emejulu 	Revised publicity material.

				- Cath Lambert - Marketing team	
AP5.6.25	Continue to ensure that students from under-represented groups are well represented among Open Day ambassadors.	It is important to have diverse student role models in all publicity and outreach work, including Open Days for prospective students.	Ongoing	- Maria do Mar Pereira - Anastasia Chamberlen	Diverse groups of student ambassadors, including students from under-represented groups.
AP5.6.26	Encourage men students to become involved in <i>Routes to Sociology</i> .	Lack of men role models for prospective students.	2017-18, and ongoing	- André Celtel - Sam Burgum - Teodora Todorova	Increase in number of men students involved in <i>Routes to Sociology</i> .

7. FURTHER INFORMATION

Ref	Action	Rationale	Timeframe	Person(s) responsible	Success criteria and outcome
AP7.1	Consider gender expertise in future appointments to replace recent loss of colleagues and in order to maintain capacity in gender teaching and PGR supervision.	Recent loss of gender experts (due to retirement and bereavement) is affecting capacity to maintain gender modules and PGR supervision.	2017-19	- John Solomos - Executive Committee - Equality and Diversity Committee - Shortlisting and appointment panels	Appointment of new colleague(s) with gender expertise.
AP7.2	Encourage conveners of 1 st year modules on social inequalities to open lectures to interested students not enrolled on the module, to increase understanding of inequality within broader student population.	Lack of modules addressing issues of inequality at UG level within university.	2017-18	1 st year convenors: - Maria do Mar Pereira (<i>Sociology of Gender</i>) - Gurminder Bhambra (<i>Race and the making of the modern world</i>) - Teodora Todorova (<i>Class & Capitalism in a Neo-Liberal World</i>)	Modules on offer to students other than sociology students. Number of students from other departments auditing the module.

AP7.3	Encourage all module conveners to review diversity of reading lists and module engagement with gender issues.	Staff and student surveys identified need for greater diversity in reading lists.	2017-21	- Alex Smith - Akwugo Emejulu - module convenors	Increased diversity of reading lists and evidence of engagement with gender issues in all modules. All academic staff in department to take part in process.
AP7.4	In collaboration with D&I at Warwick, organise a future event in order to continue conversations about Athena SWAN and equalities work and to provide mutual support for those involved in the Athena SWAN process.	Hosting 'Certifying Equality' workshop revealed need for broader inter-institutional dialogue about Athena SWAN and its implementation.	2019-20	- Equality and Diversity Committee - CSWG - University D&I Team	Event to take place during 2019-20.
AP7.5	Organise an event to discuss how Athena SWAN processes can be adapted to reflect the specific gender equality challenges of Arts, Humanities and Social Sciences departments. (This includes the fact that in those disciplines a numerical over-representation of women can co-exist with processes that disadvantage women and non-binary people.)	Importance of understanding 'equality' in broader terms than simply an equalising in the numbers of women and men. Even where women are in a majority, men can still be privileged.	2019-20	- Equality and Diversity Committee - CSWG	Event to take place in 2019.