



Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

Athena SWAN Silver DEPARTMENT awards

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
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

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Name of institution	University of Essex	
Department	Sociology	
Focus of department	AHSSBL	
Date of application	April 2019	
Award Level	Bronze	
Institution Athena SWAN award	Date: Submitted November 2017, awarded April 2018	Level: Bronze
Contact for application Must be based in the Department	Dr Róisín Ryan-Flood	
Email	rflood@essex.ac.uk	
Telephone	01206873551(w)/07905205543(m)	
Departmental website	www.essex.ac.uk/sociology	

1. LETTER OF ENDORSEMENT FROM THE HOD

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

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

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

Supporting statement from current HoD:



Prof. Andrew Canessa
Head, Department of Sociology
University of Essex
Wivenhoe Park
Colchester CO4 3SQ
United Kingdom

Telephone: +44 1206 872656
E-mail: canessa@essex.ac.uk

I have long been involved with AS issues at the University, as a member of the University AS Steering Group since 2013, as well as being on the University SAT 2013 - 2019 and sitting on external AS panels. I firmly believe that AS principles enable *everyone* and help create a healthy and supportive working environment for all. I have pushed AS issues in Senate and Council, often ensuring that AS principles are considered in major decisions.

Ours is a Department with the principles of gender equality are generally shared but also one where the increasing numbers of female students and staff are contrasted with larger numbers of men at the PhD and professorial level. A large part of our AS process was understanding this phenomenon and addressing the challenges it presents. This involved making the leadership more transparent and embedding gender equality principles within it. Seeing more women in leadership positions is a high priority. The new Director of Research and next HoD (pending Senate approval) are women and we have recently appointed a female Reader to Professor. We have a strategic plan to continue to support female colleagues in their career progression and to encourage more male students, especially at the undergraduate level. A key element in our strategy is creating a supportive working environment where colleagues can thrive through a healthy work life balance.

As Head of Department (since 2017) I have worked hard to extend paternity leave; get agreement on bringing Department events into core hours; identifying and supporting 'quieter' (typically female) colleagues, successful supporting them for early probation and promotion; and developing support for colleagues on maternity leave. In the latter case it is now Department policy to discuss support before, during and after maternity leave, so there is a strong plan available from the beginning.

We have endeavoured to embed AS principles across the Department and in all activities in order that it becomes second nature to us. AS is now a standing item on every Department agenda with substantial time set aside for discussion when required. This has enabled us to get broad agreement on the proposals and this will continue after the award date. The Department supported the process by making dedicated administrative support available and employing a PhD student to assist with the data presentation.

The SAT has done excellent work in developing an evidence base to inform AS goals within the Department. The information provided by surveys and focus groups has helped to develop a greater understanding of Department processes and gender equality needs. The Athena SWAN team has committed over 250 hours to Athena SWAN meetings, including staff and student surveys, focus groups, staff meetings, away days, and liaising with relevant parties across the university and beyond. The AS Lead, Róisín Ryan-Flood, has been particularly successful in building consensus and support for key issues identified.

We are committed to engaging with AS issues as a central element of our Department strategy and the AS Lead/Inclusivity Officer is now a permanent member of the Department Steering Group, thus ensuring AS issues remain at the heart of decision making.

To the best of my knowledge, the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department.

Yours faithfully,



Prof. Andrew Canessa
Head, Department of Sociology

WORD COUNT: 504 words

Supporting statement from incoming HoD:



University of Essex

Letter of Support – Department of Sociology

I am very pleased to be taking on the role of Head of the Department, especially as it has been 15 years since colleagues last chose a woman for this position. As a feminist scholar who has long researched gender equality, and co-founder of the Women's Network at the University, I am passionate about Athena SWAN principles and committed to taking the action plan forward.

The AS application process has been hugely beneficial to the Department and has proved an impetus for the implementation of important changes, especially around the composition of our leadership teams. It has also highlighted further steps we can take to enhance gender equality and diversity. The AS action plan is now an integral part of our department strategy and will be embedded within our practices.

The Department has committed £750 per year to cover the administration of surveys and other forms of data collection to assist us to meet our AS goals. In addition, 'Supporting Athena Swan' will become part of the role description of one of our professional services colleagues.

I look forward to working to advance the AS agenda.

Yours sincerely,

Prof Pamela Cox
Incoming Head of Department

Colchester Campus
Wivenhoe Park
Colchester CO4 3SQ
United Kingdom

Department of Sociology
T 01206 873049
E sociology@essex.ac.uk

www.essex.ac.uk



@essexsociology



/UoESociology



/uniofessex

WORD COUNT: 187 words

List of Acronyms

Acronym	Description
AS	Athena SWAN
ASE	Academic Staff primarily with Education Responsibilities
ASER	Academic Staff with Education and Research Responsibilities
ASR	Academic Staff primarily with Research Responsibilities
BAME	Black, Asian and minority ethnic
DoE	Director of Education
DM	Department Manager
DDM	Deputy Department Manager
DoM	Director of Marketing
DoR	Director of Research
DoRI	Director of Research Impact
DoPG	Director of Postgraduate
DoS	Department of Sociology
E&D	Equality and Diversity
EDI	Equality, Diversity and Inclusivity
GPS	Good Practice Scheme
GTA	Graduate Teaching Assistant
HESA	Higher Education Statistics Agency
HoD	Head of Department
KIT	Keeping in Touch
KTP	Knowledge Transfer Partnership
OD	Organisational Development
NB	Non-binary gender identity

Acronym	Description
PDR	Personal Development Review
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PSS	Postgraduate Support Scheme
PYO	Placement Year Officer
RAE	Research Assessment Exercise
REO	Research and Enterprise Office
REF	Research Excellent Framework
SAO	Study Abroad Officer
SAT	Self-Assessment Team
SSLC	Staff Student Liaison Committee
STEM	Science, Technology, Engineering and Mathematics
UoE	University of Essex
UG	Undergraduate
UROP	Undergraduate Research Opportunity Programme
WAM	Workload Allocation Model
WISE	Women In Science, technology and Engineering
WN	Women's Network

Throughout this application the data are generally presented by academic year 2016/2017, 2017/2018, and 2018/2019. When we describe the data as 'current' we are using the most recent figures that were available at the time of writing each section. When we mention our surveys, we refer to the latest questionnaire undertaken in Autumn 2018 as part of this application. When we refer to the AS Bronze Award we are referring to the University's institutional Bronze Award received in April 2018. The University also achieved a Gender Equality Charter Mark (GEM) in November 2014 and became a member of the WISE campaign in November 2016.

WORD COUNT: 104 words

2. DESCRIPTION OF THE DEPARTMENT

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

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

One of Essex's founding departments, it is ranked among the top 40 in the QS World University Rankings (2018) and 7th in the UK (REF 2014). In accordance with the University's Strategic Plan, we strive to provide excellence in teaching and research. The Department is committed to gender equality and to supporting a culture of respect and inclusivity.

DoS current student population 2019-2020

The Department has a predominantly female student population, with 541 Undergraduates (431 female, 110 male) and 161 Postgraduates (114 female, 47 male). The student population is also predominantly white, with 36% identifying as BAME at UG level and 28% at PG level.

Current Population - 2019/20

This includes all students on all stages in that level of study. Undergraduate includes foundation students where applicable.

Department: **Sociology**

Sex
■ Female
■ Male

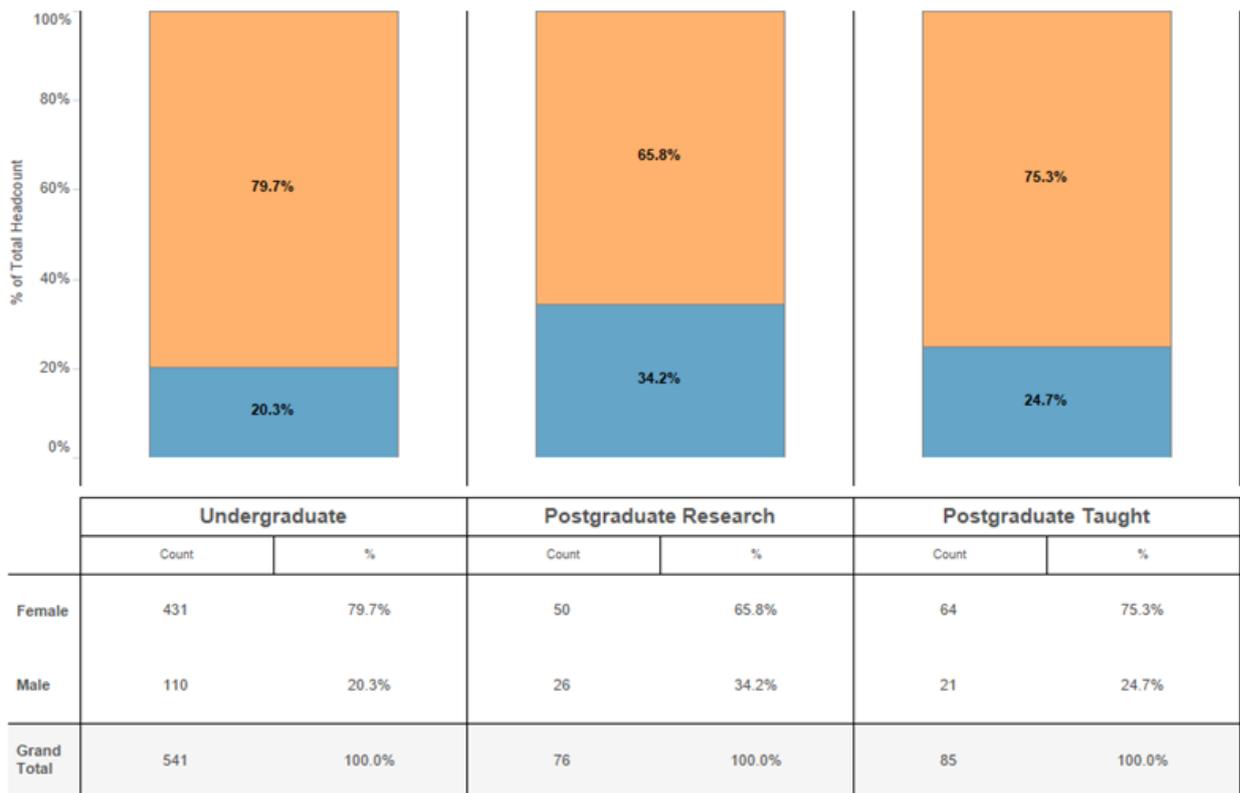


Figure 2.1: Student population by gender, 2019-2020

DoS current staff population 2019-2020

The Department has 36 (20 female, 16 male) permanent members of academic staff, seven fixed term research staff (all female), and 13 professional services staff (eleven female, two male). Among academic staff 62.8% are female, including fixed term contract research staff members. Two members of staff identify as BAME. This information is presented in the following pie charts:

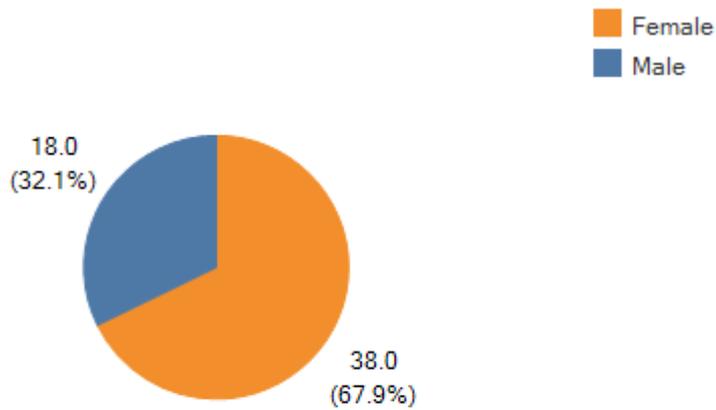


Figure 2.2: All Staff Academic and Professional Services 2019-2020

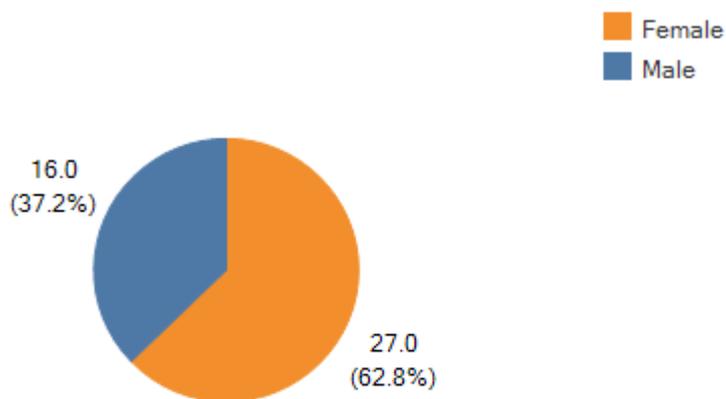


Figure 2.3: Academic Only 2019-2020

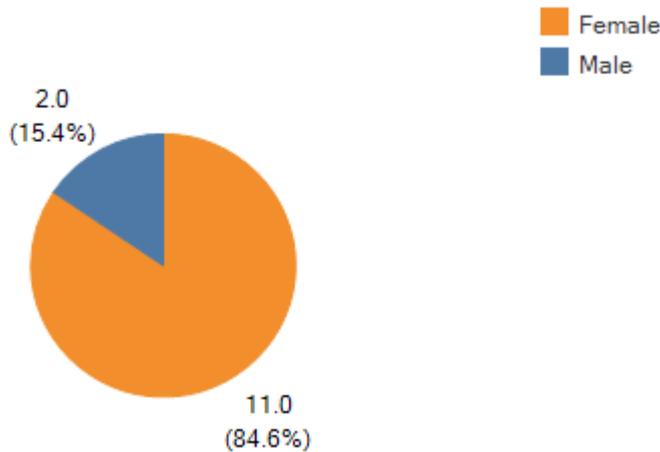


Figure 2.4: Professional Services Only 2019-2020

Department structure and management

The Department is led by a HoD who has line management responsibility for the DM and all other academic staff. HoDs are elected by the Department’s full time academic and professional services staff. They are assisted by the DoE and DoR (Figure 2.5). From October 2019, at least one of these is male and at least one is female. Some management tasks are delegated to them and a number of role holders report to them (Figure 2.7). The Steering Group (Figure 2.6) meets twice a term and is responsible for developing policy and strategy.

As part of the Athena SWAN process, it was discovered that there was a predominantly male Steering Group and a gender imbalance in some key administrative posts. It has now become Department policy to have a gender balance on the Steering Group and across administrative roles. In 2020, the Department will have its first female HoD in fifteen years (pending Senate approval). The roles in the Department alongside gender and AS responsibility are indicated in the figures below.

Senior Group

- Meets fortnightly or when needed
- Operational matters that require quick decisions
- Minimum 1/3 of each gender

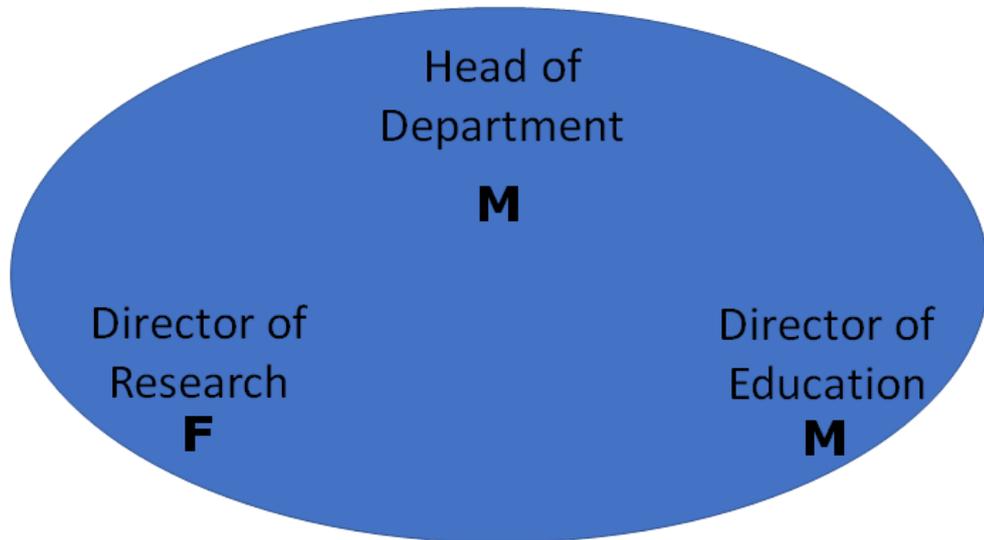


Figure 2.5 The Senior Team

Steering Group

- Meets Twice a Term or when needed
- Deals with strategic issues
- 2/6 min of each gender

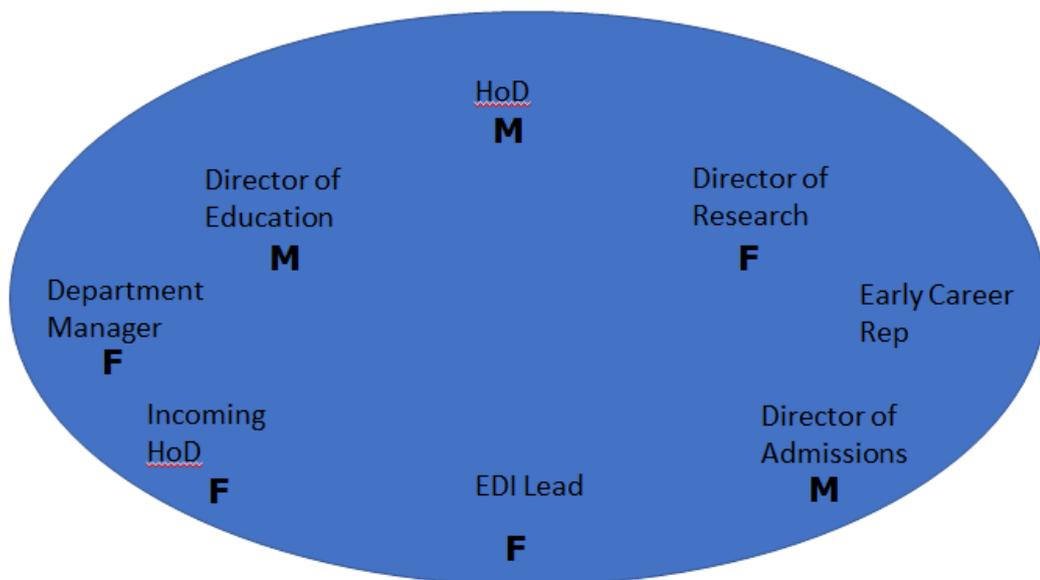


Figure 2.6 the Steering Group

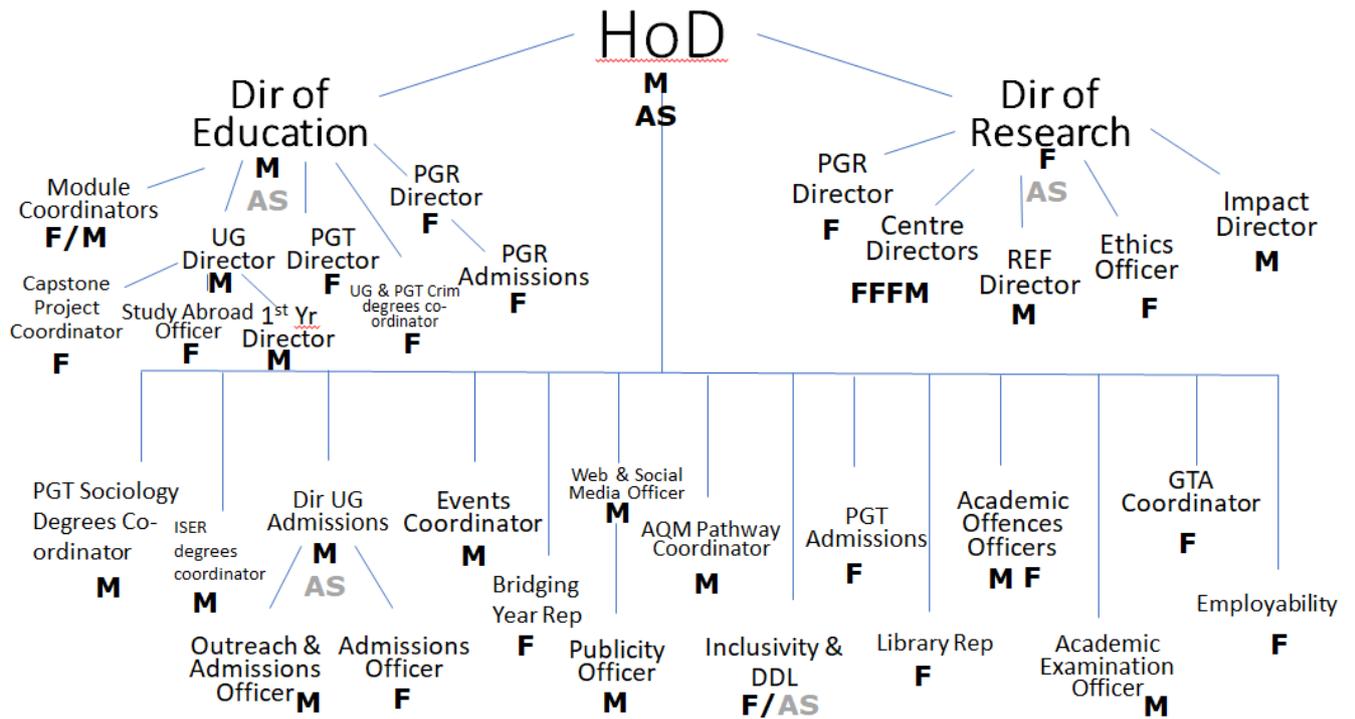


Figure 2.7 The Department Structure

Professional Services Staff

The Professional Services team is led by the DM who line manages the DDM, the Study Support Manager, Research Grant Administrator and the Operations Coordinator. The DDM line manages three Student Administrators and the Study Support Manager line manages the Student Engagement Intern.



Figure 2.8. Professional Services staff from the DoS receiving their Faculty Excellence Awards, May 2017. L-R: Michele Hall, Sue Aylott, Jane Harper, Camilla Thomsen, Rosa Chandler and Sheila Marrinan.

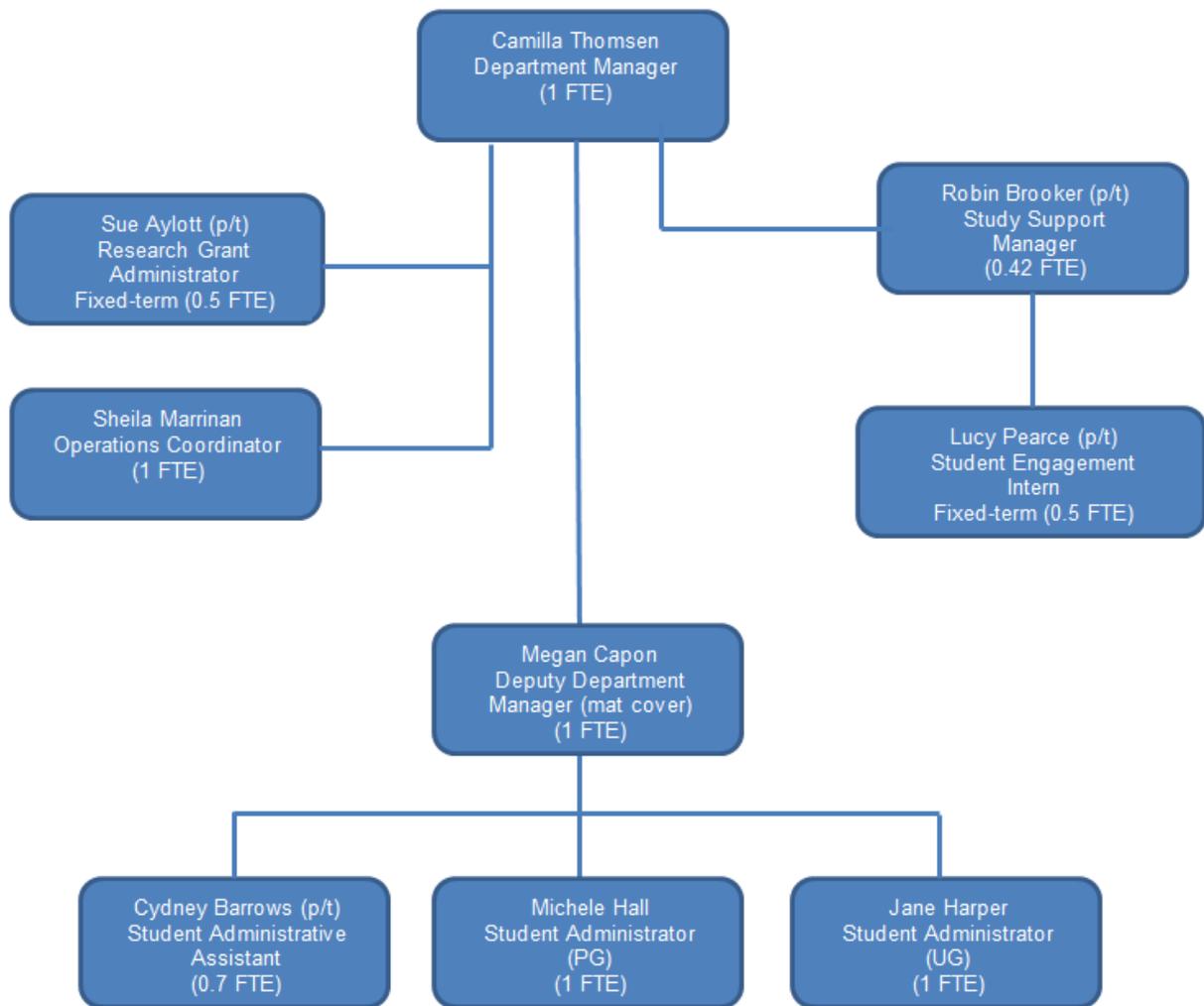


Figure 2.9. Professional Services staff structural chart as of October 2019

Teaching

We offer 49 UG degrees: 22 MA/MSc degrees; and 2 PGR programmes. The Department's high quality research impacts on teaching and enables the Department to deliver outstanding modules. Whereas women are 62% of all academic staff, 80% of our Undergraduates are female (consistent with benchmark data, where it is 79%). About one third of PGT and PGR students are male. Again, this is consistent with benchmark data. Data from the HESA website indicates that 63% of Social Studies students are female.

Research

The Department is renowned for its excellence in research, which falls under five broad groups: Social divisions and economic life; Culture, identity and subjectivity; Criminal justice and public policy; Transnationalism, nation and rights; and Sociological foundations – theory and method. It is also home to four research centres: the Centres for Criminology; Intimate and Sexual Citizenship; Research in Economics, Sociology and Innovation; and Migration Studies. The five research groups have similar ratios of female to male staff (2/3 female), all on FT ASER contracts.

SECTION WORD COUNT: 497

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team
- (ii) an account of the self-assessment process
- (iii) plans for the future of the self-assessment team

(i) A description of the self-assessment team

The team was initially co-led by Dr Róisín Ryan-Flood and Dr Isabel Crowhurst from January 2018 who are both senior members of staff who are advocates of gender equality. Róisín Ryan-Flood was sole lead for Athena SWAN from October 2018 when Dr Crowhurst went on research leave. Workload allocation was 20 points per full academic year, or 5% of workload (1.8 hrs/36 hr week) or a total of 223 hours.

The SAT has ten full-time staff members (three men and seven women), one PT staff member (female), one trans-male PhD student (PT) and one non-binary mature MA student (PT). Members are at different career stages, and include one probationary and 11 established staff; five balancing home responsibilities with work; and two involved with recruitment and promotion, or management responsibilities. Membership was chosen by the HoD and AS leads according to experience of administrative roles, leadership and care responsibilities and is reviewed annually. SAT membership is a voluntary role.

Name	M/F	Job Title	Length in post	Experience	Role in team
Sue Aylott 	F	Research Grant Administrator (PT)	1.5 years	Previously DDM 2007 – 2017	Provided data for report, e.g. committee membership, prepared tables
Shaul Bar Haim 	M	Lecturer (FT)	3 years	Working father of two. Dual career family	Provided feedback and support on draft report
Joan Busfield 	F	Professor of Sociology	24 years 53 years in DoS	Experience of key leadership roles	Info about Dept history, feedback on draft report
Andrew Canessa 	M	Professor HoD	2 years as HoD 25 years in DoS	Working father of 7. Dual career family	Championed Athena Swan Project and provided strategic direction. Wrote HoD letter and reviewed drafts
EJ Caris-Hamer 	NB	PGT Rep, member of the LGBT+ society	2nd Year (PT)	Working and studying PT	Chaired PG focus group, provided feedback on draft report

Name	M/F	Job Title	Length in post	Experience	Role in team
Isabel Crowhurst 	F	Senior Lecturer	4 years 10 years in DoS	Experience of induction, probation and promotion	Co-chaired AS meetings, helped choose SAT
Carlos Gigoux 	M	Lecturer	3 years 11 years in DoS	Knowledge of recruitment and progression issues	Information about admissions, progression, website, draft report feedback
Jane Harper 	F	Student Administrator (UG)	18 years	Divorced mother of two adult children	Information about Professional Services, feedback on report
Sandya Hewamanne 	F	Senior Lecturer	3 years 7 Years in DoS	Recent experience of induction, probation and promotion	Provided feedback on survey and report
Sam Heyes 	Trans M	PhD student (PT)	2 years	PhD thesis on transgender rights. Secretary of the LGBTQ+ Society	Provided feedback on surveys

Name	M/F	Job Title	Length in post	Experience	Role in team
<p>Renee Luthra</p> 	F	Senior Lecturer	3 years 6 years in DoS	Working mother, took mat leave 10/2012-10/2013. Partner is stay at home dad	Feedback on surveys and report
<p>Laurie Hawkins</p> 	F	Lecturer in Sociology (FT)	2 years	Working mother of two, one grown up and one eleven year old. Partner is stay at home dad	Provided feedback on surveys and report
<p>Róisín Ryan-Flood</p> 	F	Senior Lecturer	7 Years 14 years in DoS	Lesbian mother, one seven year old son. Member of LGBT forum	AS Lead
<p>Camilla Thomsen</p> 	F	Department Manager	5 years	Working mother, recently returned from maternity leave. Dual career family	Provided information and feedback for report

Table 3.1: The self-assessment team

The HoD also approved the appointment of a male PhD student for 20 hours to help with the collection, analysis and presentation of quantitative data. In addition, Sue Aylott, from the Professional Services team was given a dedicated role to support AS and contributed 30 hours.



Figure 3.1: A photo from the SAT meeting in February 2019, including members of peer review, L-R Róisín Ryan-Flood, Gill Greene, Clare Lawrence, Camilla Thomsen, Jane Harper

(ii) An account of the self-assessment process

As a Department, we decided to approach Athena SWAN as a productive endeavour to accomplish meaningful change. Dr Isabel Crowhurst and Dr Róisín Ryan-Flood began preparing for the bronze application in January 2018. They held monthly meetings and discussed their ideas with members of the SAT, which met formally in May 2018 and then termly throughout the process.

To ensure that the AS philosophy and values are embedded throughout the Department we felt it important they should be present in our day to day processes/practices. Rather than a standalone self-assessment team, we chose to involve the whole Department in a more inclusive approach, facilitated by the senior leadership team, led by the HoD and our AS lead. AS was therefore adopted as a standing item on our meeting agenda – six annually. AS principles have become an integral part of the way we work, supporting real sustainable cultural change. This approach has also addressed previous concerns about additional workload associated with being a member of a traditional SAT and has resulted in higher levels of engagement.



Figure 3.2: Members of staff in the Department of Sociology during a report on the AS process by Dr Róisín Ryan-Flood in March 2019.

L-R: Dr. Jason Sumich, Dr Giuliana Borea, Dr Anna di Ronco, Dr Anna Sergi, Dr Carlos Gigoux, Dr Renee Luthra

Two surveys (one for staff, one for all students) were used to identify ways to embed equality practices in the Department. The surveys were developed using sample questions provided by the University of Essex and in consultation with four members of academic staff who have expertise in quantitative methods. The surveys were completed anonymously online.

The representative response rate was achieved by incorporating the survey into main modules across the three years of study. Additionally, students were emailed by the HoD inviting them to take part in the survey, with reminders sent by the AS lead.

Participation in the staff survey was 100% (n = 56). Participation in the student survey was 34% (n =201) and 76.62% of respondents were UG students (n=154), 17.41% were PGT students (n=35) and 5.97% were PGR students (n=12). 16% were male, 80% female and 4% non-binary or trans. Although we were very pleased with this representative response rate overall, in future we would like to ensure an even higher response rate to the survey, particularly from PGR students. **ACTION POINT 3.1: Ensure that an even higher response rate is achieved in future AS related student surveys.** UG and PG Students made significant contributions to the focus groups. A PGT and PGR student were members of the SAT. It was felt that having two students on the SAT was sufficient, but in future, we would also include a UG student and not just PG students. **ACTION POINT 3.2: Include a UG student on the SAT.**

In addition, four focus group discussions were held. Each comprised distinct samples: staff members who are mothers of dependent children (N=5); Undergraduates (N=8, two male, 6 female); with Postgraduates (N=7, one transman, one non binary and five female); female members of staff (N=8, all female, comprising six academic staff and two Professional Services staff). Progress on AS goals will be monitored via annual surveys. It was decided to have a focus group specifically for mothers, because wider UK research indicates that women disproportionately manage care responsibilities. This group was therefore seen as particularly vulnerable and important to explore.

ACTION POINT 3.3: Staff/student surveys consisting of 6 questions will be conducted annually to measure progress against the AS charter principles. Results will be circulated on departmental AS webpages and the AS noticeboard to promote transparency and encourage feedback.

ACTION POINT 3.4: Create ring fenced budget for AS/EDI Activity.

ACTION POINT 3.5: Embed AS in Departmental strategic planning and Faculty review processes.

Professor Pamela Cox

Professor
Department of Sociology, **University of Essex**

Pam has written extensively about gender, social history and criminology. She is currently working on a project that focuses on a pressing present-day challenge - that of recurrent care proceedings in the English child protection system. As a partner in an interdisciplinary project working with a large group of local authorities, she helps them in developing new services in this field. She was recently a co-investigator on a further policy project scoping the needs of victims of honour based abuse, forced marriage and FGM.



Dr Isabel Crowhurst

Senior Lecturer
Department of Sociology, **University of Essex**

Isabel's influential research is concerned with non-normative sexual practices and intimate lives, how these shape and are shaped by socio-economic dynamics, and how they are negotiated and made sense of in everyday lived experiences. She has explored these aspects in two strands of research, the first on the regulation and governance of commercial sex, and the second on the changing nature of intimate citizenship regimes in Europe.



Dr Sandya Hewamanne

Senior Lecturer
Department of Sociology, **University of Essex**

Sandya is a leading scholar in the field of gender, economic sociology and development, with particular experience of fieldwork in South Asia. She has published widely in these fields.

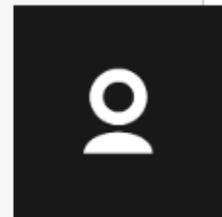


Figure 3.3 A screenshot of the DoS AS website, featuring female role models in the Department.

In addition, a noticeboard was created that provides information about AS and equality issues.

ACTION POINT 3.6: Important information on support services regarding gender issues (e.g. flexible working policy, the Parents' Support Network) will be shared with students and staff to ensure that all are supported appropriately. This will be achieved via the AS noticeboard, which is displayed prominently in the Department, and on the AS website which will be updated regularly.



Figure 3.4: The picture above shows the AS noticeboard in October 2019

To support our approach, the Department has access to a wider Peer College network, comprising experienced Athena SWAN colleagues who help to share best practice and provide critical feedback and comments on the final submission. In addition, a colleague from Kent with AS experience also commented on the draft application – Dr Erin Sanders-McDonagh. This feedback was useful in providing an external perspective. The HoD, with considerable AS experience, took an active role in the process.

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

The commitment to AS goals and action points will be monitored by the Department through the EDI Lead, a new role that focuses on equality, diversity and inclusivity issues. This role will be held by Róisín Ryan-Flood in the first instance, thus giving continuity with AS goals and action points. It will be rotated on a biannual basis to allow new and fresh ideas and a wider exposure to AS. The EDI Lead is now an *ex officio* member of the Department Steering Group focussing on embedding inclusivity within processes and procedures.

The Department recognises that achievement of gender equality constitutes an on-going, long-term commitment. The Steering Group will take over the role of the SAT in order to ensure gender equality is at the centre of strategy and operations. It will monitor gender equality and assess progress against the AP.

SECTION 3 ACTION POINTS:

- **ACTION POINT 3.1:** Ensure that an even higher response rate is achieved in future AS related student surveys.
- **ACTION POINT 3.2:** Include a UG student on the SAT.
- **ACTION POINT 3.3:** Staff/student surveys consisting of six questions will be conducted annually to measure progress against the AS charter principles. Results will be circulated on departmental AS webpages and the AS noticeboard to promote transparency and encourage feedback.
- **ACTION POINT 3.4:** Create ring fenced budget for AS/EDI Activity
- **ACTION POINT 3.5:** Embed AS in Departmental strategic planning and Faculty review processes.
- **ACTION POINT 3.6:** Important information on support services regarding gender issues (e.g. flexible working policy, the Parents' Support Network) will be shared with students and staff to ensure that all are supported appropriately. This will be achieved via the AS noticeboard, which will be displayed prominently in the Department, and on the AS website which will be updated regularly.

SECTION WORD COUNT: 1001

4. A PICTURE OF THE DEPARTMENT

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

The following sections will provide an overview of student (4.1) and academic (4.2) data.

4.1 Student data

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

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

N/A

(ii) Number of UG students by Gender

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

Number of UG students

Tables 4.1 and 4.2 a and b show the total number of UG students in the Department, the benchmark group and the UK, respectively across three years. The Benchmark Group includes Sociology Departments of a similar size to ours: Kent (AS bronze 2015, Silver 2018), Lancaster, Warwick (Bronze, 2018) and Manchester (Bronze, 2014). The proportion of female students in the Department is consistent with the profile of the discipline across the sector and reflects a predominantly female

student base (approximately 80% in the Department, and benchmark departments as well as the wider sector).

ACTION POINT 4.1: Undertake underpinning research to establish why fewer male students apply to our UG degrees.

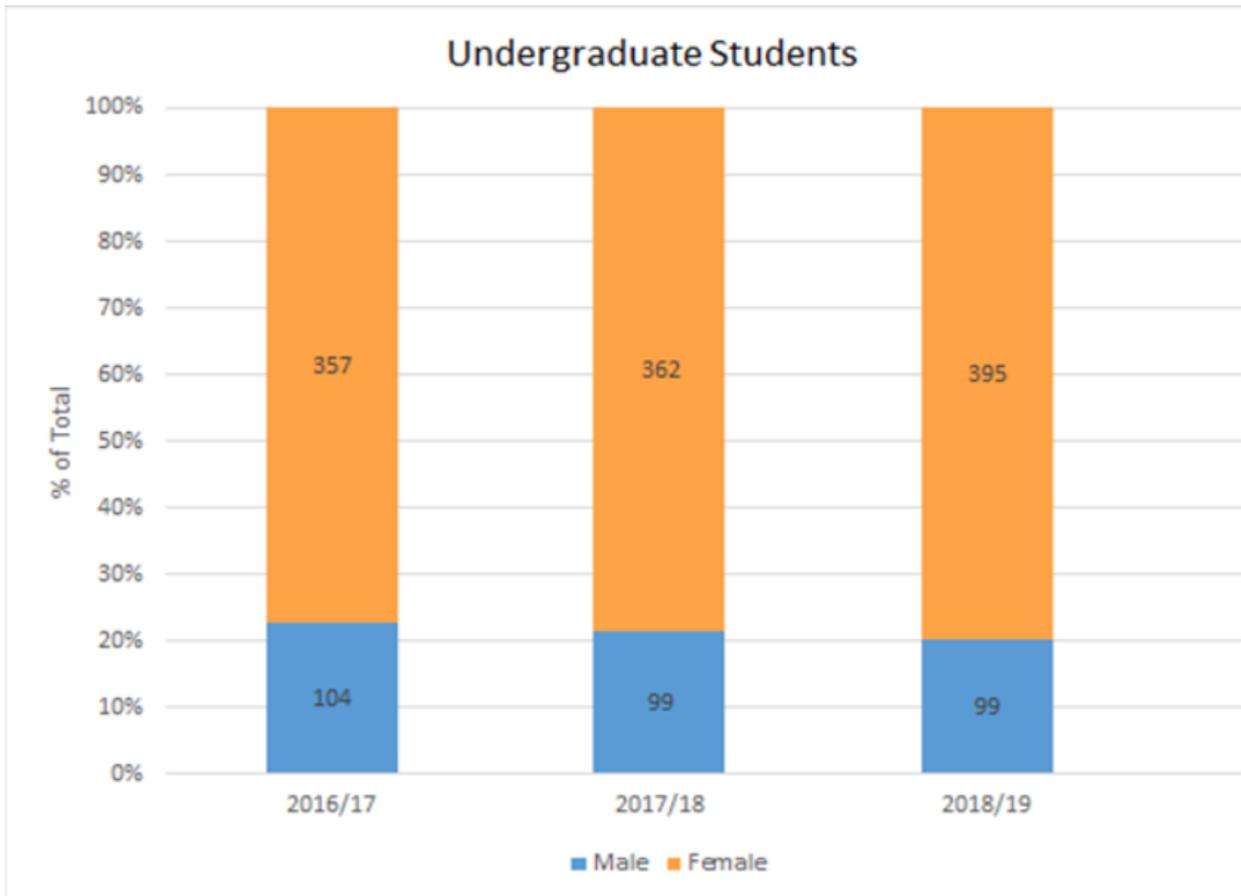


Table 4.1: DoS UG Data - Number of full-time students by gender

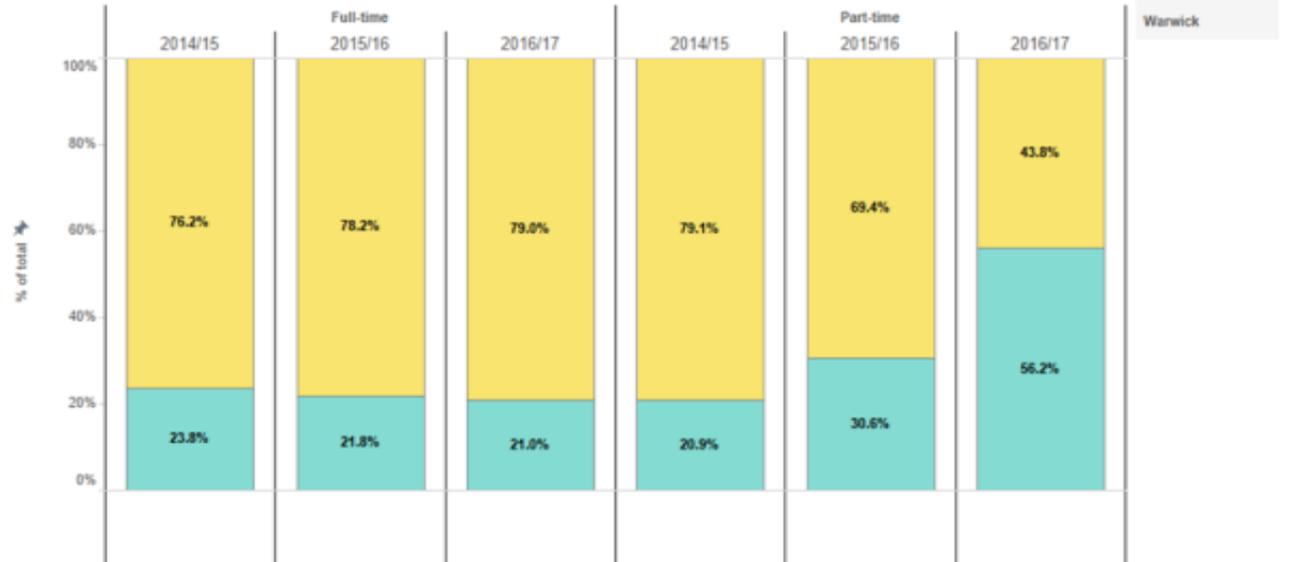
Athena Swan - HESA (External) Student Data

Benchmark Group: HESA data

Number of All students

JACs Subject: (L3) Sociology

Level: First degree & Other undergraduate



Female	FPE	1,385	1,690	1,830	30	45	15
	%	76.2%	78.2%	79.0%	79.1%	69.4%	43.8%
Male	FPE	430	470	485	10	20	20
	%	23.8%	21.8%	21.0%	20.9%	30.6%	56.2%
Grand Total	FPE	1,815	2,165	2,315	40	65	35
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Discrepancies between '% of total' and 'Full Person Equivalent' are due to rounding of figures to allow publication. All data is rounded to the nearest 5 FPE, however '% of total' will calculate from the specific number.

Table 4.2a: Number of full-time and part-time UG students by gender for Benchmarking Group (Kent, Lancaster, Manchester, Sussex and Warwick)

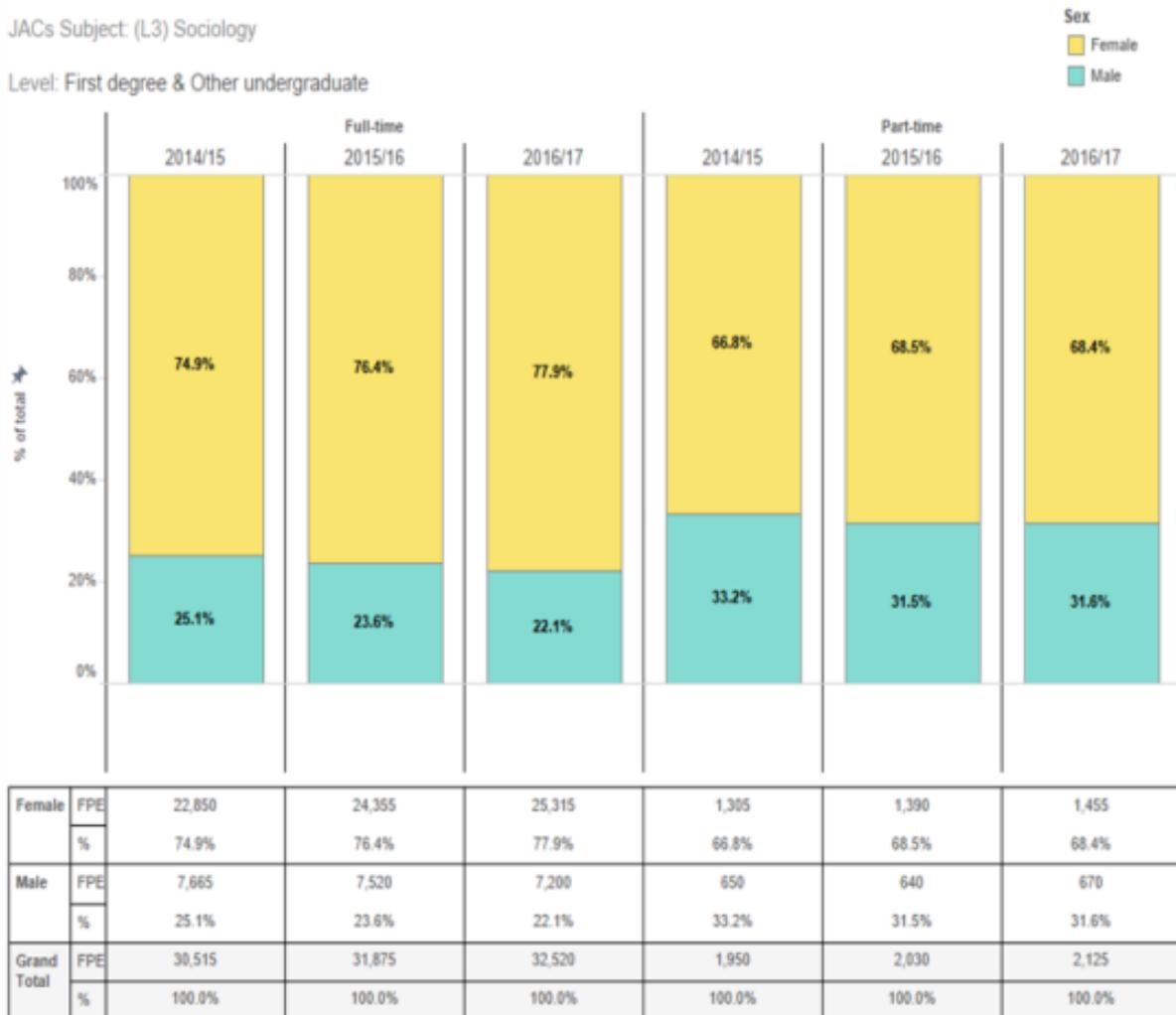
Athena Swan - HESA (External) Student Data

Whole sector: HESA data

Number of All students

JACs Subject: (L3) Sociology

Level: First degree & Other undergraduate



Discrepancies between '% of total' and 'Full Person Equivalent' are due to rounding of figures to allow publication. All data is rounded to the nearest 5 FPE, however '% of total' will calculate from the specific number.

Table 4.2b: Number of full-time and part-time UG students by gender for whole sector

The vast majority (97%) of students reported that they agreed that they would recommend the Department as a great place for students of all genders to study. Female students, however, were more likely to 'strongly agree' with a range of responses regarding gender equality, while male students tended to 'agree'. The survey indicated that 66% of student respondents were unaware of the AS charter, its principles, or the Department's commitment to them. **ACTION POINT 4.2: Raise awareness among students of the AS process and principles.** Nonetheless, students reported high levels of agreement (81%) that the Department and the University made them aware of relevant gender equality matters. In the UG and PG focus groups, it was suggested by students that although gender issues were incorporated into the curriculum, it tended to be concentrated in a specific lecture rather than included across the spectrum. **ACTION POINT 4.3: Ensure teaching staff include gender more broadly across the curriculum rather than concentrated in specific lectures alone.**

Applications, Offers and Acceptance Rates

In the past three years the number of students accepted into our first year programmes by gender shows a big majority of female students (78.5%). In terms of applications (80.20%) and offers (81.13%) female students also represent the biggest majority. In terms of degree outcome, women account for 84.6% of Firsts; 80.5% of 2:1s; 70% of 2:2s; and 0% of Thirds (two years running). This is presented in Table 4.3 below.

The low number of male students is consistent with the feminisation of the discipline. Currently, the Undergraduate admissions, recruitment and outreach officer administrative roles are held by men in the Department. This is expected to encourage male students to consider the Department.

ACTION POINT 4.4: Continue to front line male staff in recruitment and ensure that some male students appear in recruitment materials.



Table 4.3: Applications, offers and acceptance rates by gender

As Table 4.4 illustrates, women are slightly outperforming men in terms of degree attainment. However, this difference is quite small and not significant (>5%). It is consistent with benchmarking data, which presents men performing similarly or with slightly lower degree outcomes than women.

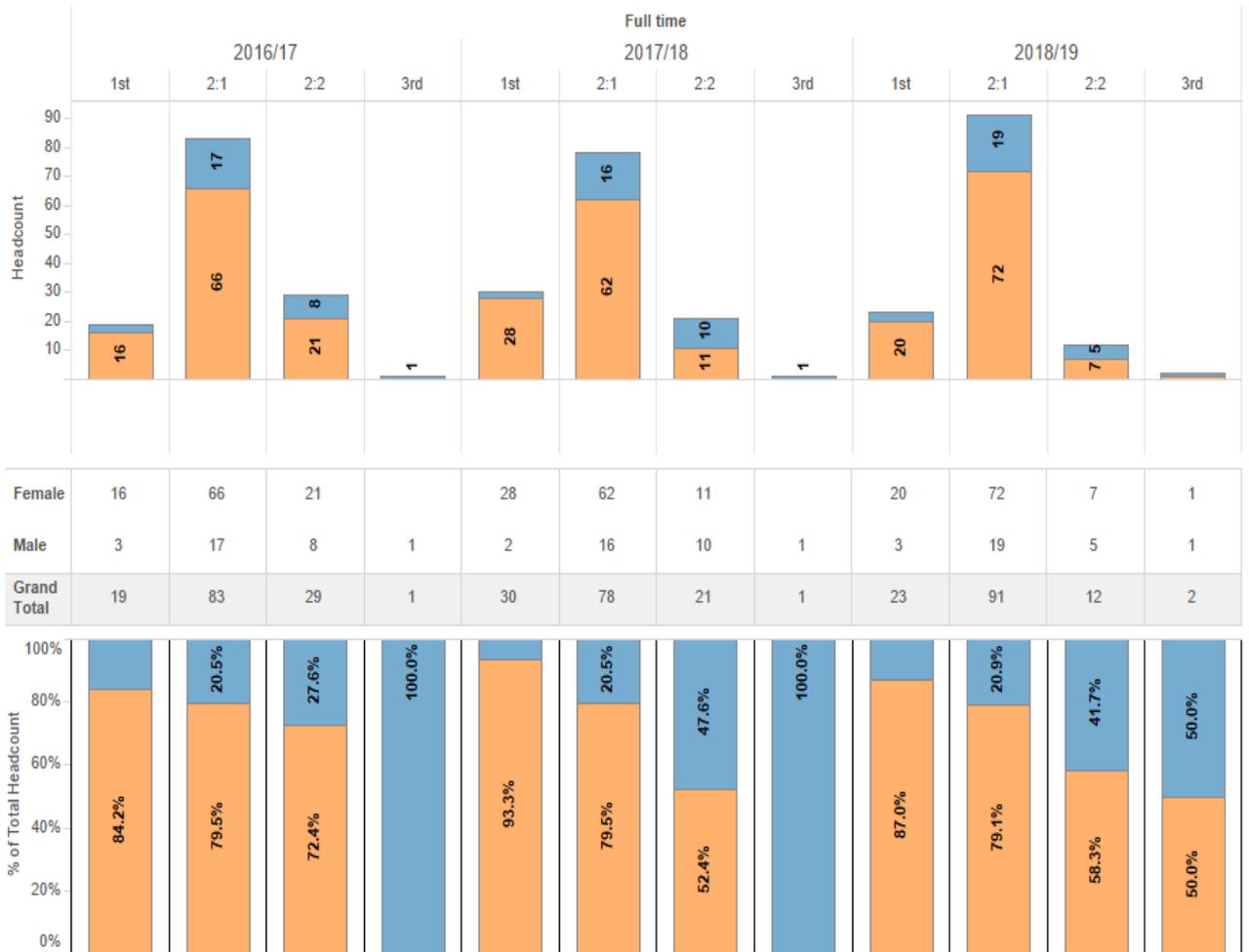


Table 4.4: Degree attainment by gender

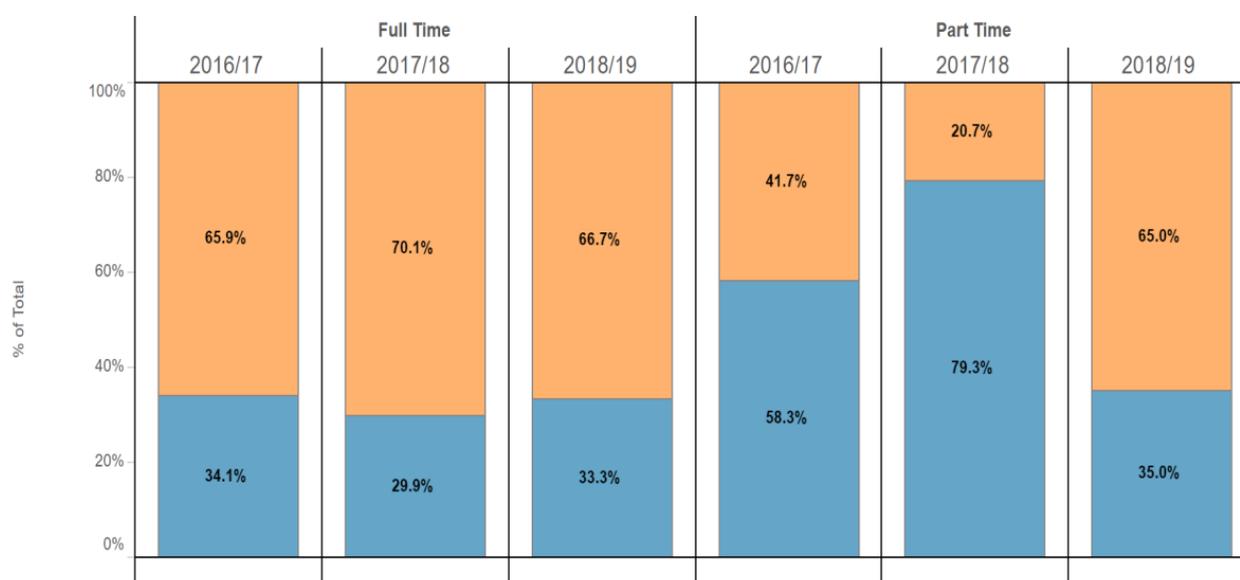
ACTION POINT 4.4: Continue to front-line male staff in recruitment and ensure that some male students appear in recruitment materials.

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

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

PGT by Gender

Over the last three years we recruited more women than men (males constitute about 1/4th to 1/3rd of the PGT applications, offers, and acceptances). The part-time numbers fluctuate more from year to year, but numbers are very small, offering no clear pattern. The fails and withdrawals among all students are miniscule. The degree completion rates across the three years are consistently at or close to 100%, with no room for concern. Although at Postgraduate level the study body is predominantly female, there are more men at PGT level (FT = 33%) compared to UG level, particularly those who are part-time students (35%).



Female	Count	58	54	56	5	6	13
	%	65.9%	70.1%	66.7%	41.7%	20.7%	65.0%
Male	Count	30	23	28	7	23	7
	%	34.1%	29.9%	33.3%	58.3%	79.3%	35.0%
Grand Total	Count	88	77	84	12	29	20
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.5: Proportion of PGT students by gender

Applications, Offers and Acceptances

It is possible that the application process favours men at PGT level. There are fewer men applying, but more accept offers and higher offer rates are made to men: the male ratio of students increases the higher up the educational level. **ACTION POINT 4.5: Investigate gender balance of PGT admissions data**



Table 4.6: PGT applications, offers and acceptance rates by gender, full time students

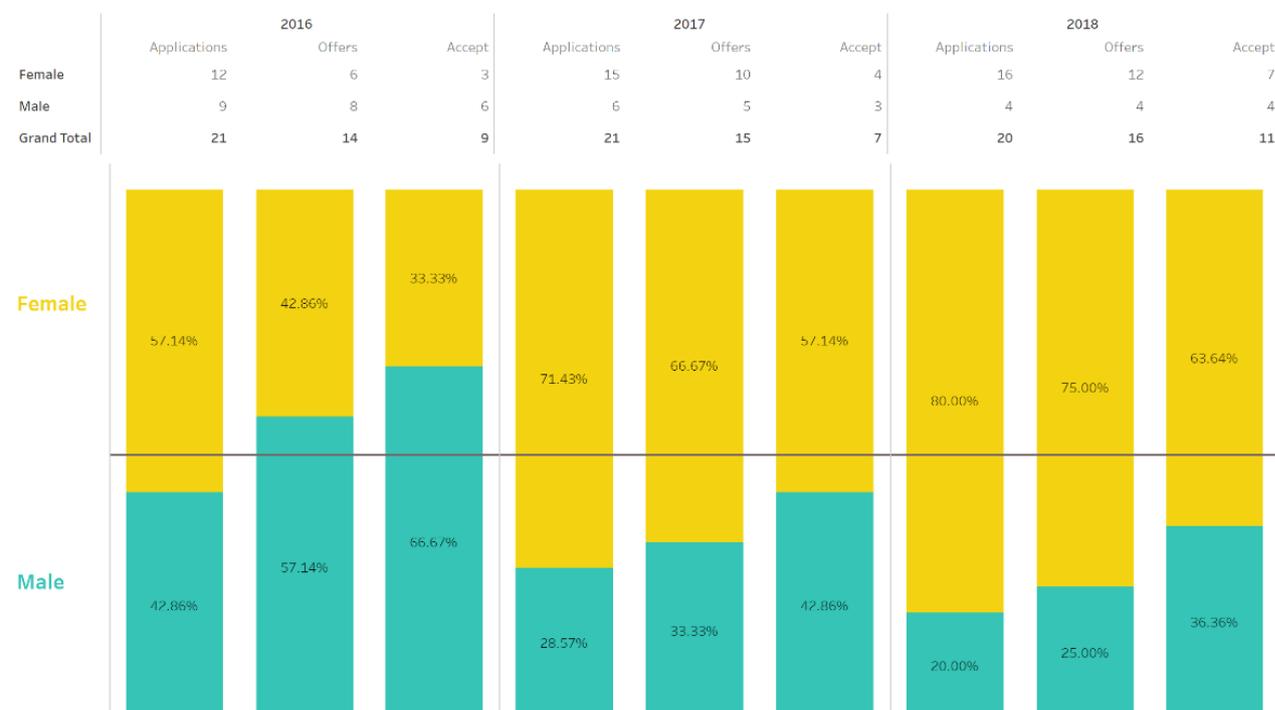


Table 4.7: PGT applications, offers and acceptance rates by gender, part-time students

Almost everyone who undertakes a PGT degree with the Department successfully completes it.



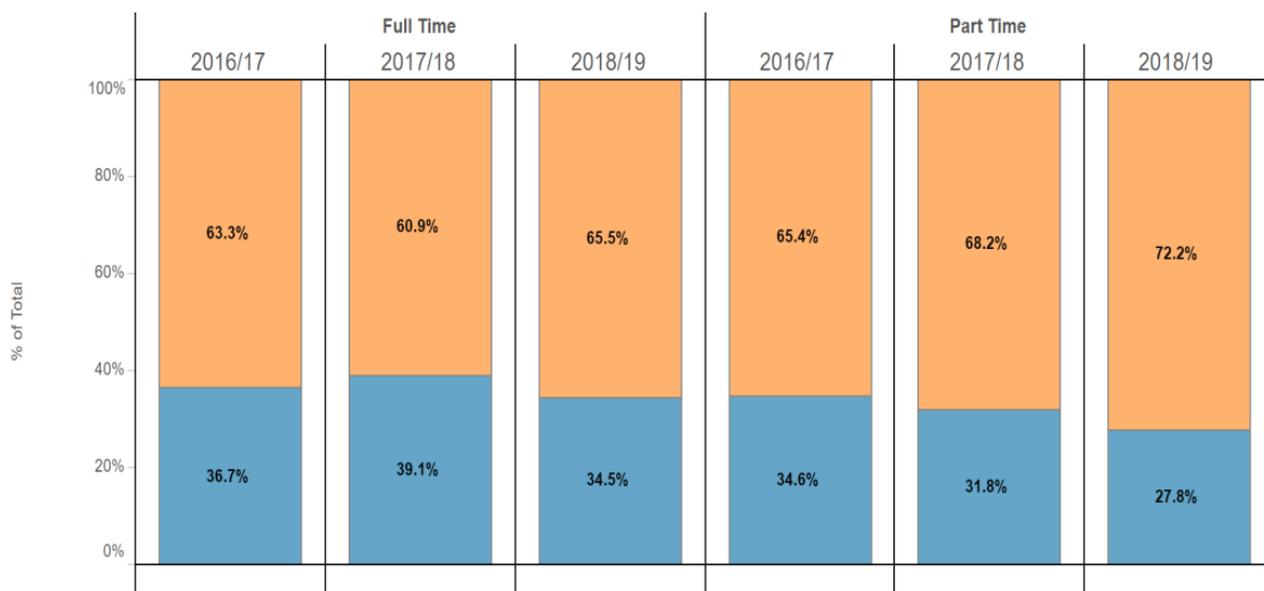
Table 4.8: PGT degree completion rates by gender

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

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

There is a slight increase in male students at Postgraduate level (to about one third) in general. This possibly reflects the ‘leaky pipeline’ effect, whereby proportionately fewer women go on to Postgraduate education and more senior academic posts. This is consistent with the benchmark group.

We interpret this data as possibly indicating that although male students are less likely to study sociology at Undergraduate level, once they do study it, there are many male role models in places both in terms of authors of sociological work they study, as well as male Lecturers and Professors. This can therefore be seen as an example of a positive impact of visible role models. We are committed to ensuring a diversity of role models, so that this same impact is experienced by all groups, including female and BAME students, within the Department.



Female	Count	38	39	38	17	15	13
	%	63.3%	60.9%	65.5%	65.4%	68.2%	72.2%
Male	Count	22	25	20	9	7	5
	%	36.7%	39.1%	34.5%	34.6%	31.8%	27.8%
Grand Total	Count	60	64	58	26	22	18
	%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 4.9: PGR students by Gender

Applications, Offers, Acceptances

The Department is already offering proportionately more places to women at PGR level, but men are more likely to accept them. The student focus groups emphasised the importance of having female academic role models. This was also commented on in the survey. The recently created AS webpage helps to showcase female role models and women's network and childcare services which would, in turn, help to encourage more women to accept PGR study.

ACTION POINT 4.6: Explore why women are less likely to accept places at PGR level.

ACTION POINT 4.7: Continue to support female staff in reaching promotion and performing high profile roles within the Department.



Table 4.10: Applications, offers and acceptance rates among full-time PGR students



Table 4.11: Applications, offers and acceptance rates among full and part-time PGR students

Degree Completion Rates

The degree completion rates indicate that most students succeed in completing their degree, without any significant gender differences.

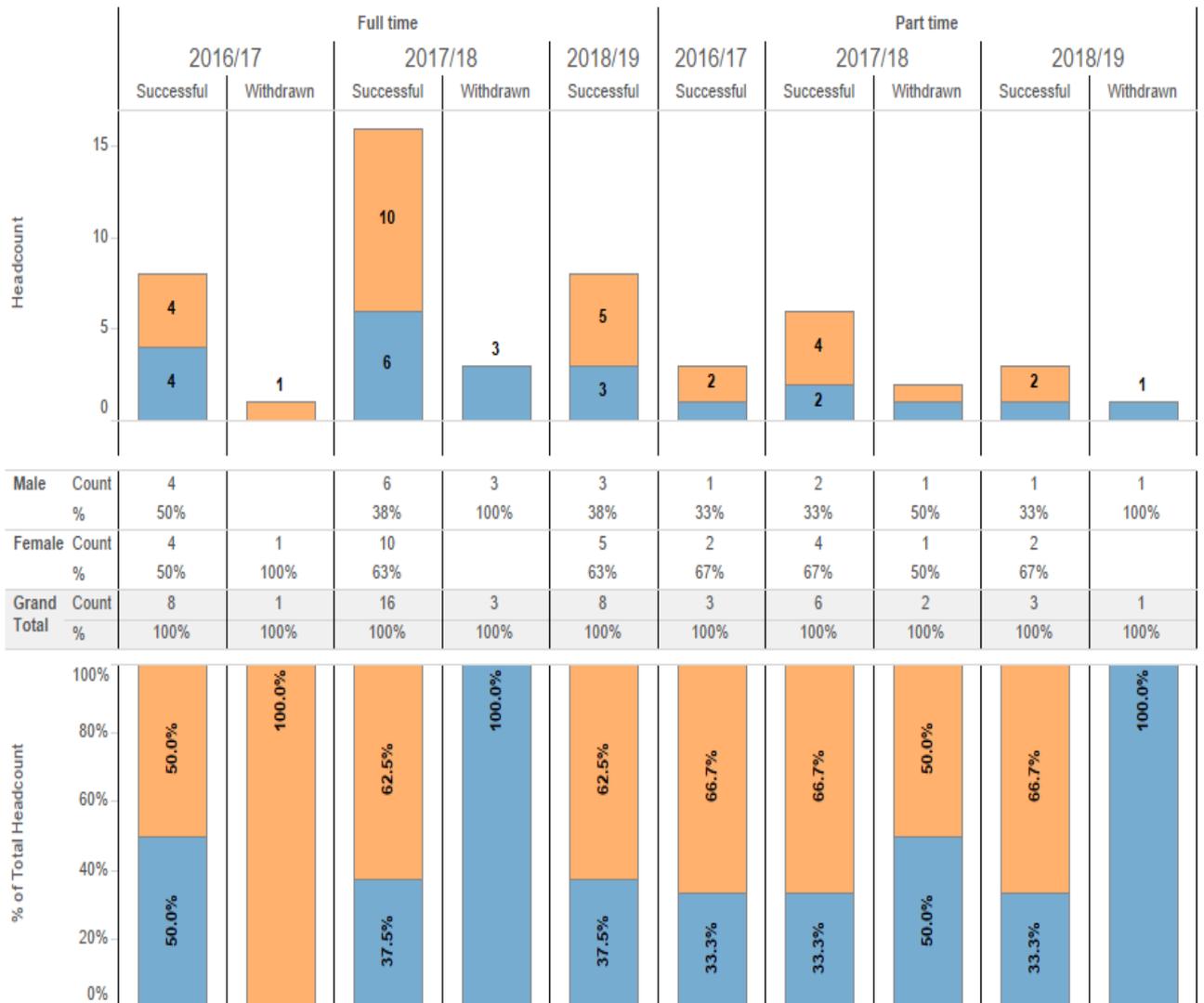


Table 4.12: Degree completion rates among PGR students

(v) Progression pipeline between Undergraduate and Postgraduate student levels

Identify and comment on any issues in the pipeline between Undergraduate and Postgraduate degrees.

Progression Pipeline

There is a clear trend whereby the proportion of male students increases through UK-PGT-and PGR. As the tables below illustrate, few Essex Undergraduates go on to do further study at either PGT or PGR level at Essex.

The populations from which our UG and PG students are very different, with a much greater proportion of Home/EU students at UG level. In the current academic year, Home/EU students represent 94% of our UG FTEs, but only 66% of the PG cohort. There is therefore little progression from one level to the next.

However, it is generally regarded in the Department and wider discipline as positive for promising students to transfer to other universities in order to benefit from exposure to a wider intellectual network. The University maintains contact with former students through alumni networks. Notwithstanding this, there are workshops for PGT students encouraging them to apply for bursaries and grants to continue at Essex.



Table 4.13: PGT students who previously studied at Essex

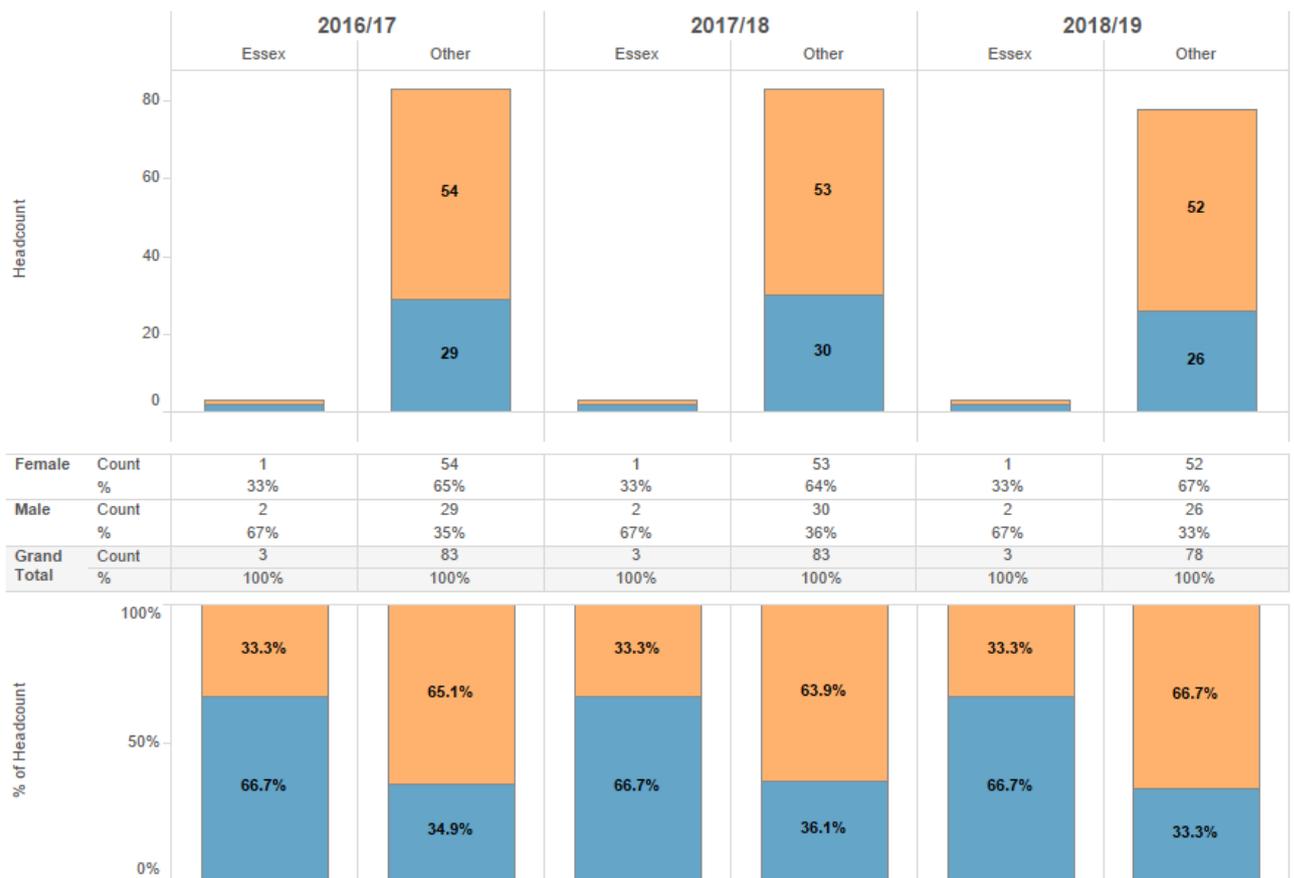


Table 4.14: PGR students who previously studied at Essex

4.2 Academic and research staff data

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

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

Academic Staff by Grade

[Figure 2.3](#) shows that 62.6% of academic staff in the Department are women; this is comparable to benchmark figures from the wider discipline. It is notable however that this proportion is significantly lower than the proportion of female PGTs in the Department (67-70%), which suggests a 'leaky pipeline' effect already identified at the transition from UG to PGT and PGR level. Furthermore, when examining the structure of the Department by gender, a clear picture emerges. Although a majority of academic staff are female (which reflects the fact that it is a female dominated discipline), the majority of senior staff are male. Thus, there are nine male and four female professors. There are two Readers, who are female. This represents a gender imbalance, whereby men are proportionately more represented at senior level in the Department, despite the fact that there are more female members of staff overall. Looking at the historical data, however, there may be a cohort effect here: there is no evidence that female colleagues appointed at the same time as male ones are less likely to become Professors and these figures may simply reflect the fact that there were more men appointed twenty years ago. That is, there are no women in that cohort who are not now Professors. In the last twenty years there have been only three direct appointments to the Professorial level (two female and one male) all of whom have now retired. There was only one direct appointment at SL in this time period (male). This, nevertheless needs to be monitored closely as the current cohort of SL are mentored in the Department towards becoming Professors. **ACTION POINT 4.8: Increase proportion of women at senior levels of the Department.** It is also notable that currently all research staff on fixed term contracts are female. This was not always the case historically and it is therefore important to monitor. **ACTION POINT 4.9: Explore the reasons for the over-representation of women Research Officers on fixed term contracts.**

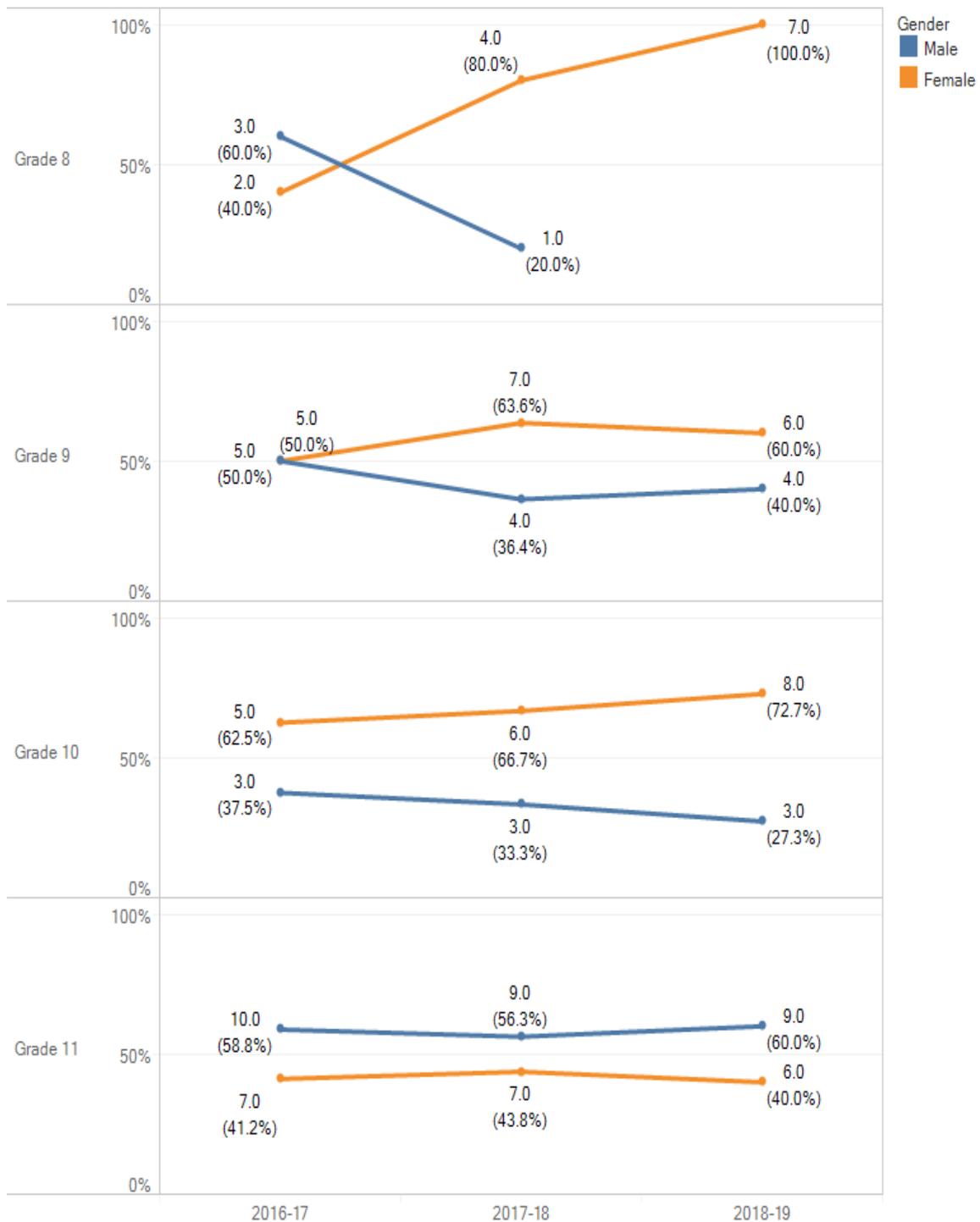
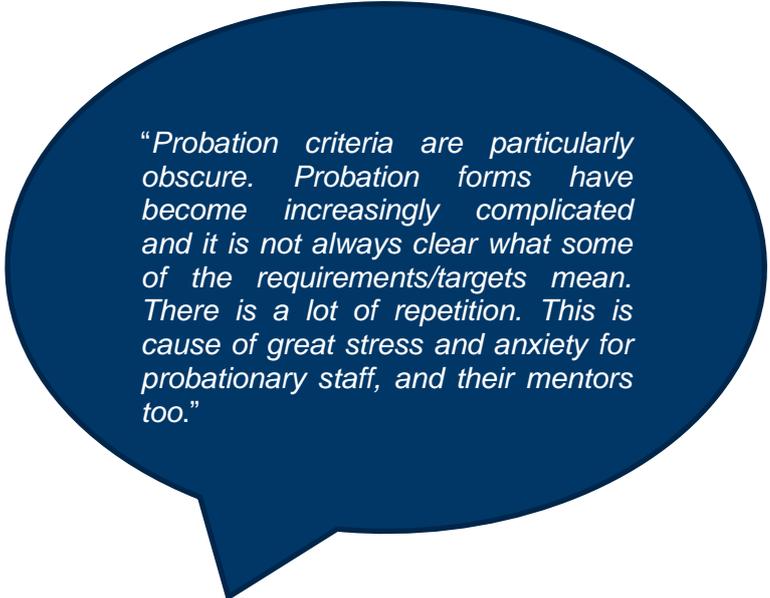


Table 4.15: Summaries of the DoS academic staff numbers by grade and contract function. Those on ASR contracts are Research Officers.

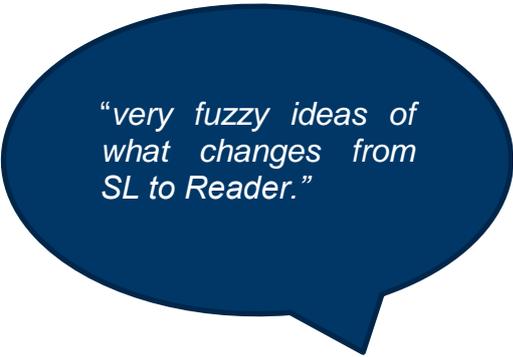
This concentration of male colleagues at the professor level indicates a need to support female members of staff in securing promotions. The staff survey findings indicate that female members of staff found the promotion criteria somewhat unclear. While most male members of staff strongly agreed (21.43%) or somewhat agreed (42.86%) that they understood the probation and promotion criteria, in contrast 47.37% of female staff somewhat disagreed, and 13.16% of female staff disagreed. This is a clear gender difference that highlights the need to clarify promotion and probation criteria, particularly among female staff.

In the free text survey comments, one female member of staff commented:



“Probation criteria are particularly obscure. Probation forms have become increasingly complicated and it is not always clear what some of the requirements/targets mean. There is a lot of repetition. This is cause of great stress and anxiety for probationary staff, and their mentors too.”

Another female member of staff noted that there are...



“very fuzzy ideas of what changes from SL to Reader.”

As a result, a workshop will be held for all staff about the probation/promotion criteria: mentors will be available to mentees appropriately; senior staff clear of criteria.

ACTION POINT 4.10: Offer a workshop for *all* staff on the criteria for probation and promotion – those seeking probation/promotion and those make the decisions.

ACTION POINT 4.11: Make promotion planning an intrinsic part of the PDR process.

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

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

By Contract Function

Most academic staff are employed as Lecturers on full time contracts, covering both teaching and research. There is one ASE Professor and one ASE grade 9 Lecturer, both on fixed term contracts.

The proportion of women at different grades has changed, as three female members of academic staff have been promoted from grade 9 to 10 in recent years, as the table below illustrates. The number of women at grade 11 was reduced most recently, due to a female Professor retiring.

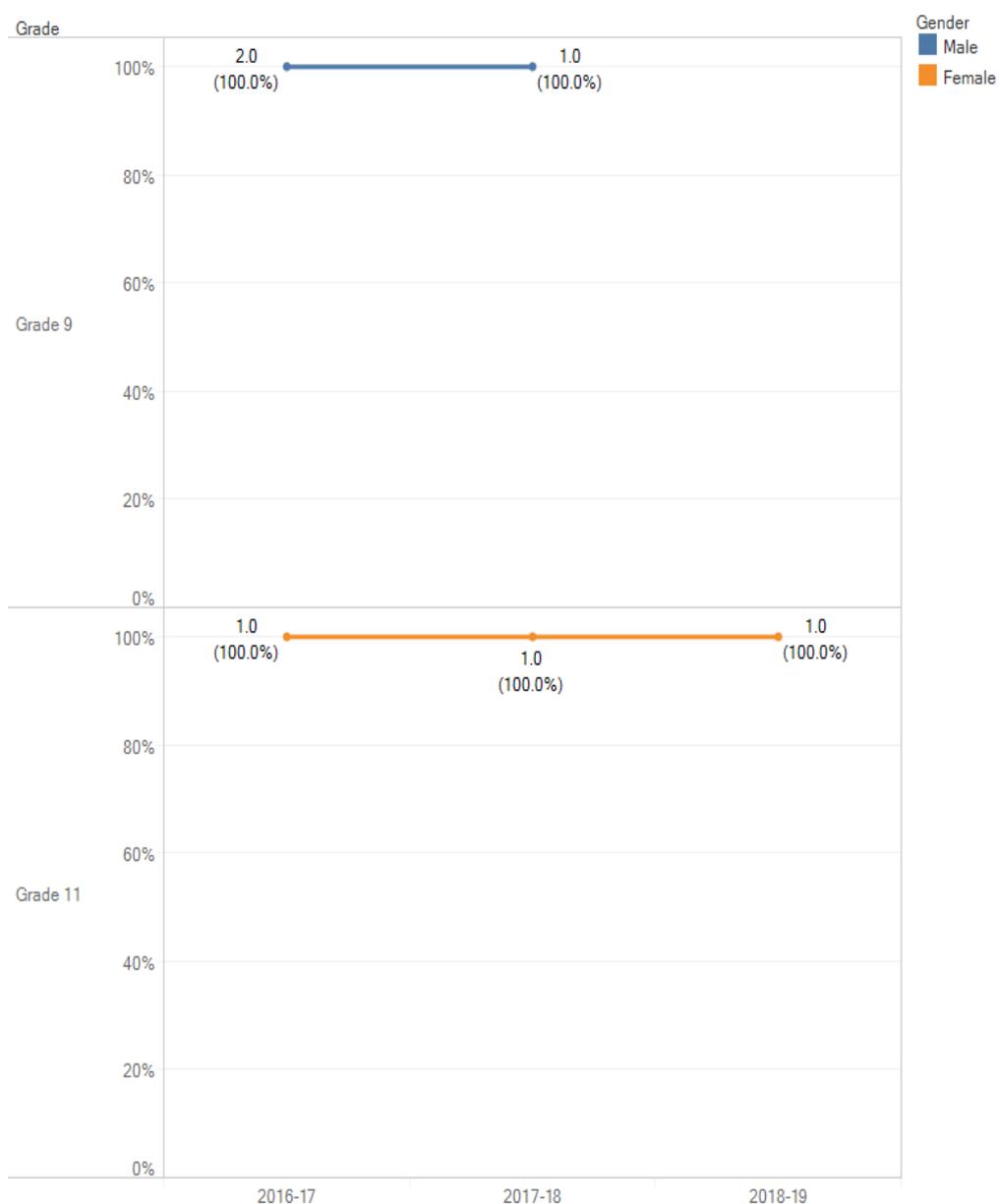


Table 4.16: ASER staff by grade



Table 4.17: ASR staff by grade

All our new appointments for ASR staff were female. As these positions are typically more precarious and insecure because of limited funding, it is important to ensure that these staff receive sufficient support in career development. Furthermore, the gender balance in these positions should be monitored. It is already the case the men are over represented at senior posts within the Department. This pattern continues with a predominantly female contract research profile.

		Female		Male	
		Fixed Term	Permanent	Fixed Term	Permanent
2016-17	Grade 8	2 (100.0%)		3 (100.0%)	
	Grade 9		5 (100.0%)	2 (40.0%)	3 (60.0%)
	Grade 10		5 (100.0%)		3 (100.0%)
	Grade 11		7 (100.0%)		10 (100.0%)
	Total	2 (10.5%)	17 (89.5%)	5 (23.8%)	16 (76.2%)
2017-18	Grade 8	4 (100.0%)		1 (100.0%)	
	Grade 9		7 (100.0%)	1 (25.0%)	3 (75.0%)
	Grade 10		6 (100.0%)		3 (100.0%)
	Grade 11		7 (100.0%)		9 (100.0%)
	Total	4 (16.7%)	20 (83.3%)	2 (11.8%)	15 (88.2%)
2018-19	Grade 8	7 (100.0%)			
	Grade 9		6 (100.0%)		4 (100.0%)
	Grade 10		8 (100.0%)		3 (100.0%)
	Grade 11		6 (100.0%)		9 (100.0%)
	Total	7 (25.9%)	20 (74.1%)		16 (100.0%)

Table 4.18: Academic staff contract type

The Department has relatively small numbers of staff on fixed term contracts. This is due to the fact that they are typically hired as researchers for funded projects or to meet particular short term teaching needs. There has also been a wider policy shift within the University away from employing temporary staff in favour of employing permanent staff. This initiative emerged from the University's first institutional Bronze action plan and is regularly reviewed at Faculty level/Department led by Exec Deans and the HoD. It is University policy that staff employed on fixed term contracts, with four years' continuous service and a renewed contract, be deemed permanent unless there is an 'objective justification' for the FTC. Such staff are included in the annual PDR process, but more support could be provided about future career options, such as a 'forward-looking' PDR meeting in the final year of the FTC.

However, between 2016 and 2019, the majority of staff on fixed-term contracts (100%) were employed in research only roles (tied to grant income). As the majority of these are female (currently 100%), it is recognised that women may be particularly impacted by the uncertainty of working on fixed term contract and this could lead to a lack of promotion opportunity.

ACTION POINT 4.12: Incorporate PDR planning in the final year of the FTC and include FTC staff in promotion workshops.

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

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

Seven men and four women left the Department between 2015 and 2018. Retirement counts for most of this, and possibly reflects the greater numbers of men at senior levels. The numbers overall are very small and do not significantly affect the proportion of professors by gender.

Academic Leavers

An Employee Experience Questionnaire is sent before a member of staff leaves and allows the individual to have a one to one interview with HR should they wish. The University plans to introduce a standardised Leaver's Checklist for Departmental use. **ACTION POINT 4.13: The Department will ensure Managers use the standard Leavers Checklist.**

SECTION 4 ACTION POINTS:

- **ACTION POINT 4.1:** Continue to explore the reasons why fewer male students apply for UG degrees
- **ACTION POINT 4.2:** Raise awareness among students of the AS process and principles.
- **ACTION POINT 4.3:** Ensure teaching staff include gender more broadly and indicate to students that they are doing so.
- **ACTION POINT 4.4:** Continue to front line male staff in recruitment and ensure that some male students appear in recruitment materials.
- **ACTION POINT 4.5:** Explore why higher offer rates are made to men at PGT level and why more of them accept.
- **ACTION POINT 4.6:** Explore why women are less likely to accept places at PGR level.
- **ACTION POINT 4.7:** Promote visible role models - Continue to support female staff in reaching promotion and performing high profile roles within the Department.
- **ACTION POINT 4.8:** Encourage and support female members of staff to promotion at senior level. The Departmental steering group is to identify people who should be going up for promotion and encourage them to do so.
- **ACTION POINT 4.9:** Explore the reasons for the over-representation of women research officers on fixed term contracts.
- **ACTION POINT 4.10:** Offer a workshop for *all* staff on the criteria for probation and promotion.
- **ACTION POINT 4.11:** Make promotion planning an intrinsic part of the PDR process.
- **ACTION POINT 4.12:** Incorporate PDR planning in the final year of the FTC.
- **ACTION POINT 4.13:** The Department will ensure Managers use the standard Leavers Checklist.

SECTION WORD COUNT: 1883

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

5.1 Key career transition points: academic staff

(i) Recruitment

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

It is a requirement that there be a gender mix on all recruitment panels and all members must have undertaken the recruitment and selection training, including unconscious bias training.

Table 5.1 presents information on recruitment: similar numbers of women and men apply even though women numerically predominate in the discipline; women are more likely to be shortlisted for academic posts. In 2016/2017 10 women were hired out of 28 shortlisted applicants, but many of these were contract research staff. This reflects the concentration of women at junior levels of the Department. Nonetheless, women do not appear to be disadvantaged once they do apply. The majority of hires in the past three years have been women (n=15) compared to men (n=8) and the proportion of women hired in relation to the number shortlisted has consistently risen – 50% to 83.3% to 100%. However, these were appointments at the Lecturer or research staff level. The proportion of men hired in relation to the number shortlisted has consistently fallen – 50% to 16.7% to 0%.

ACTION POINT 5.1: Investigate why men are slightly less likely to be shortlisted and hired and give explicit consideration to the gender balance of candidates and shortlists.

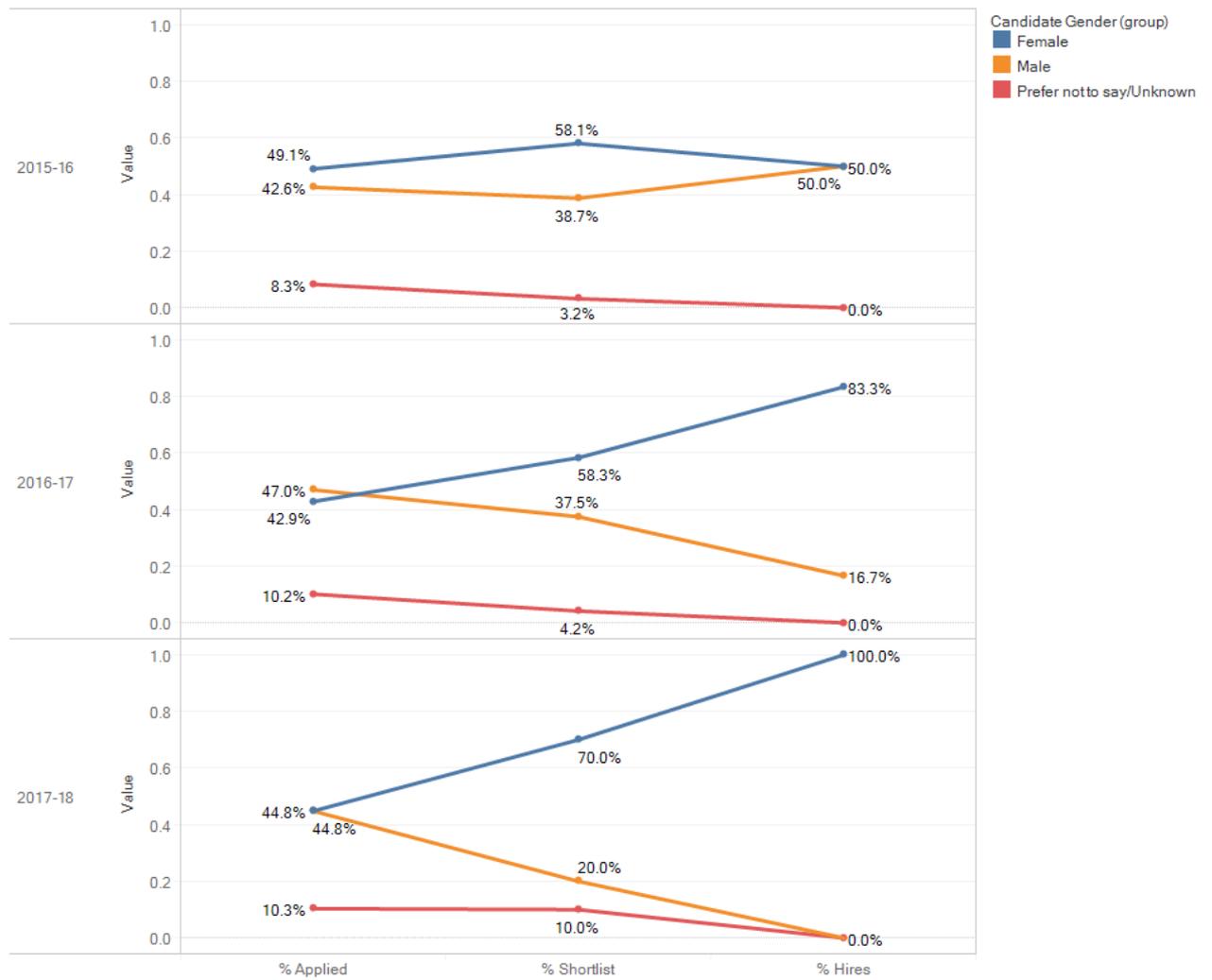


Table 5.1a: Staff recruitment by gender

Recruitment Totals

		Female	Male	Unspecified
2016-17	Number of Applications	63	66	15
	% of Applications	43.75%	45.83%	10.42%
	Number Shortlisted	15	9	1
	% Shortlisted	60.00%	36.00%	4.00%
	Number Hired	5	1	0
	% Hired	83.33%	16.67%	0.00%
2017-18	Number of Applications	30	30	6
	% of Applications	45.45%	45.45%	9.09%
	Number Shortlisted	10	3	1
	% Shortlisted	71.43%	21.43%	7.14%
	Number Hired	3	1	0
	% Hired	75.00%	25.00%	0.00%
2018-19	Number of Applications	5	7	
	% of Applications	41.67%	58.33%	
	Number Shortlisted	2	1	
	% Shortlisted	66.67%	33.33%	
	Number Hired	1	0	
	% Hired	100.00%	0.00%	

Table 5.1b: Staff recruitment by gender

It is notable that a number of candidates prefer not to disclose their gender. **ACTION POINT 5.2: Demonstrate commitment to equality and diversity in recruitment.** This could be achieved through greater visibility for this embedded within job specifications. In addition, explicit consideration could be given to the gender balance of candidates and shortlists in order to minimise the potential for unconscious bias.

(ii) Induction

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

New staff undergo an extensive induction process which includes all the essential training requirements. Staff are made aware of the availability of childcare facilities and on our work/life balance policy through conversation with their mentors and HoD who impress upon them our commitment to creating a flexible working environment. New staff are introduced formally in the Dept. Meeting and informally in our Tuesday coffee mornings. However, the survey and qualitative research results indicate that information communicated during induction about support services and diversity policies was not retained by new members of staff. (See action 3.6 above about disseminating information regarding support services).

All members of staff are assigned a Mentor. For academic members of staff on probation (3 years) the Mentor is a Probation Supervisor who will provide information, support and advice regarding research, teaching and administration, as well as on general career development. However some of the survey comments indicated that not everyone found this helpful.

Staff member:



The Mentor role is currently rather undefined. This will be rectified in order to ensure that staff get appropriate support. **ACTION POINT 5.3 Carry out review of mentoring processes**

(iii) Promotion

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

Promotions are considered on an annual basis. Candidates submit an application where they need to demonstrate they have met the threshold criteria in research, teaching and citizenship. The application is considered by all SLs (for promotion to SL) and all Profs (for promotion to Prof) who decide whether to support the application which goes to the Dean and Academic Staffing Committee for a decision.

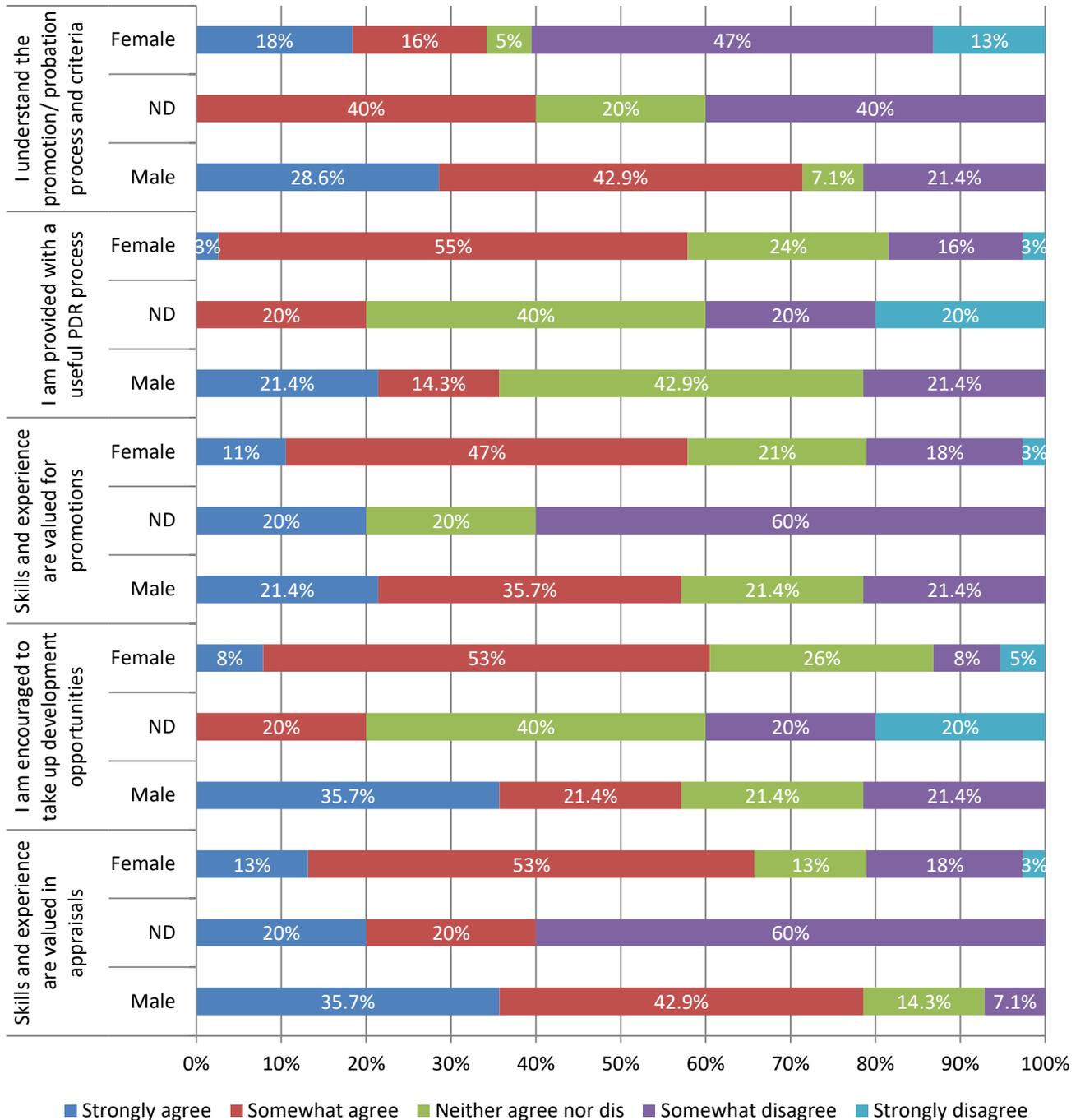
Almost half of staff members surveyed said they did not understand the criteria for promotion and workshop for all staff is planned for January 2020 and will continue to be held annually (Action 4.10)

Within the Department, a greater proportion of women than men applied for promotion at all levels over the past three years (seven women and one man). There is generally a high success rate and University data show that women are more likely to be successful than men when applying. However, the University data also show that women tend to wait longer to apply for promotion than men, but it is unclear if this applies within the Department. **ACTION POINT 5.4: Investigate whether women in the DoS are more likely to wait longer to apply for promotion. Related action: 4.10 Promotions included in PDR process.**

Year	Grade seeking	Female		Male
		Successful	Unsuccessful	Successful
2015-16	Grade 10 R		1	
	Grade 10 SL/SRF	1		
	Grade 11	1		
2016-17	Grade 10 R	1		
	Grade 10 SL/SRF	1		
2017-18	Grade 10 SL/SRF	1		1
	Grade 11		1	
Grand Total		5	2	1

Table 5.2 Promotion by gender

The survey indicated some dissatisfaction around the promotion process, particularly among female staff members. Five questions were asked allowing staff to report how they felt about the promotion and professional development practices within the Department. The results of these questions can be found in the figure below:



ND = Gender not disclosed

Figure 5.1 Distributions of measures of staff members’ attitudes towards promotion and professional development practices within the Department.

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

The Department submitted 29 (13F, 16M) and 28 members (12F, 16M) of staff for the REF in 2008 and 2014, respectively. All staff were submitted with the exception of one female member of staff in the 2014 cycle. For the upcoming 2021 REF the Department plans for all members of staff to be submitted. All eligible staff members are required to be submitted with at least one academic output (max. 5 outputs, average 2.5 outputs per eligible FTE). Significant efforts have been made at institutional and departmental level in supporting staff to produce their REF outputs. An interim deadline was set so that all ASER staff were required to have produced at least two outputs meeting the REF criteria (i.e. ranked at least at 3* level by two assessors). Support mechanisms were suggested for staff who did not meet this deadline; e.g. mentoring, attending a writing retreat. The DoR and the HoD are responsible for monitoring the outputs of all staff, and oversee the reviewing process (to ensure that these are of REF-able quality).

Regular one-on-one talks about outputs and research plans are held between the DoR, HoD and all staff members on an ASER contract. The DoR leads on impacts for the Department and along with the REF Coordinator, DoR and HoD, maintains an overview of the Department situation and liaises with the University Research Impact Managers.

	Staff Members Eligible for submission	Female	Male
REF 2014 (UoA 23: Sociology)			
Submitted	28	12	16
Not Submitted	1	1	0
REF 2008 (UoA 41 Sociology)			
Submitted	29	13	16
Not Submitted	NA	0	0

Table 5.3 REF Staff Submissions

5.2 Career development: academic staff

(i) Training

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

All staff are expected to complete the University's essential training as part of their probation period. People in line management positions are also expected to complete more training, including Managing Diversity Essentials and Recruitment & Selection Essential. The staff survey results indicate

that participation in appropriate training was generally high, with 88% of staff reporting undertaking equality and diversity training, and 77% reporting undertaking training related to unconscious bias. However, in the focus groups, several staff members commented that they did not recall receiving prompts to do so, despite emails being sent to all staff. Training and reviews are already discussed as part of the PDR process, but not explicitly in relation to equality and diversity training. We would like all staff to have undertaken this training so will be promoting awareness of it within the Department.

ACTION POINT 5.5: Ensure that EDI training information and expectations are communicated regularly to all members of staff within the Department. Embed equality and diversity training awareness into the PDR process.

Both Academic and Professional Services staff are nominated by the HoD to attend the University’s ‘Future Leaders’ programme. In the past three years one male member of staff and two female members have undertaken this training. Senior staff can also, by invitation from the Vice Chancellor, undertake the Strategic Leaders training programme, and one male staff member and three female staff have undertaken this. Both programmes are accredited by the Leadership Foundation of Higher Education.

	Future Leaders			Strategic Leaders		
	2016	2017	2018	2016	2017	2018
Sociology			1M/2F	1F	1F	1F/1M

TABLE 5.4: Staff participation in the Future Leaders and Strategic Leaders programmes by gender

The staff survey examined whether staff felt they were provided with leadership and management opportunities. Most strongly agreed (18%) or agreed (40%) that they were provided with each of these types of opportunity. One particular issue that was raised was the suggestion that:



Reviewing the selection process for staff undertaking leadership and management courses may open up these opportunities to a wider pool of staff. **ACTION POINT 5.6: We will ensure that there is the gender balance of staff on these programmes and eligible staff will be encouraged to participate by the HoD and their Mentor.**

Training and Awareness

(ii) Appraisal/development review

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

The appraisal process allows time to consider achievements and progress over the previous year, objectives for the following year (under Research, Education and Citizenship) and an opportunity to discuss future development and career progression. Appraisals are conducted by a small group of Professors, including the HoD.

The staff survey results indicate that two thirds of staff felt that the full range of their skills and experience were valued when it came to their performance appraisals (see [Figure 5.1](#)).

Furthermore, focus group discussions indicated that the appraisal process tended to focus more on performance management, rather than career development. **ACTION POINT 5.7: Communicate that the appraisal process is to consider career development rather than performance management.**

(iii) Support given to academic staff for career progression

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

There is considerable support for academic staff at all levels. New members of academic staff (at Lecturer Level) are assigned a Probationary Supervisor. Within the first six months of probation, staff are required to complete their essential training and agree a Probationary Agreement, with the support of the Probationary Supervisor, which outlines the expectations and objectives to be achieved. To support professional development and training for probationary staff, the University expects the HoD to ensure that the probationer:

- Is given a lighter than average workload (0.8 in year one, 0.85 in year two and 0.9 in year three in the Workload Allocation Model)
- Meets at least once a term with their Probation Mentor
- Is aware of the requirement to become a Fellow of the Higher Education Academy (FHEA) in order to gain permanency
- Has their training and development needs regarded as a priority by the Department

The Department provides generous funding to academic staff and doctoral students to attend at least one national and one international conference – annually in the case of academic staff and over the course of their PhDs for students. Furthermore, early career researchers are provided with support through our Research and Enterprise Office (REO) who offers development activities related to all aspects of a research career; grant writing, ethics, intellectual property, research impact and the REF, knowledge exchange and commercialisation and the University research repository.

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

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

Students who wish to transition into an academic career currently have the following support:

Undergraduate students

All UG students are assigned a Personal Tutor (staff member for regular face-to-face academic and pastoral support) and a Peer Mentor (second or final year UG student). Tutors are not selected on the basis of their gender, although students can approach any Personal Tutor if they wish. Students are invited to meet to identify strategies to improve academic performance.

The student surveys indicate broad agreement among students that they were supported in terms of progressing to a career post degree. Students were asked whether they felt that they were offered advice, mentoring and support to enable them to progress into a career after they graduate, or undertake Postgraduate study. 43% of students reported strongly agreeing that this was the case 35% reported slightly agreeing with the statement. Eleven percent of students were undecided, reporting that they neither agreed nor disagreed. Nine percent of students said that they somewhat disagreed and just one percent said they strongly disagreed.

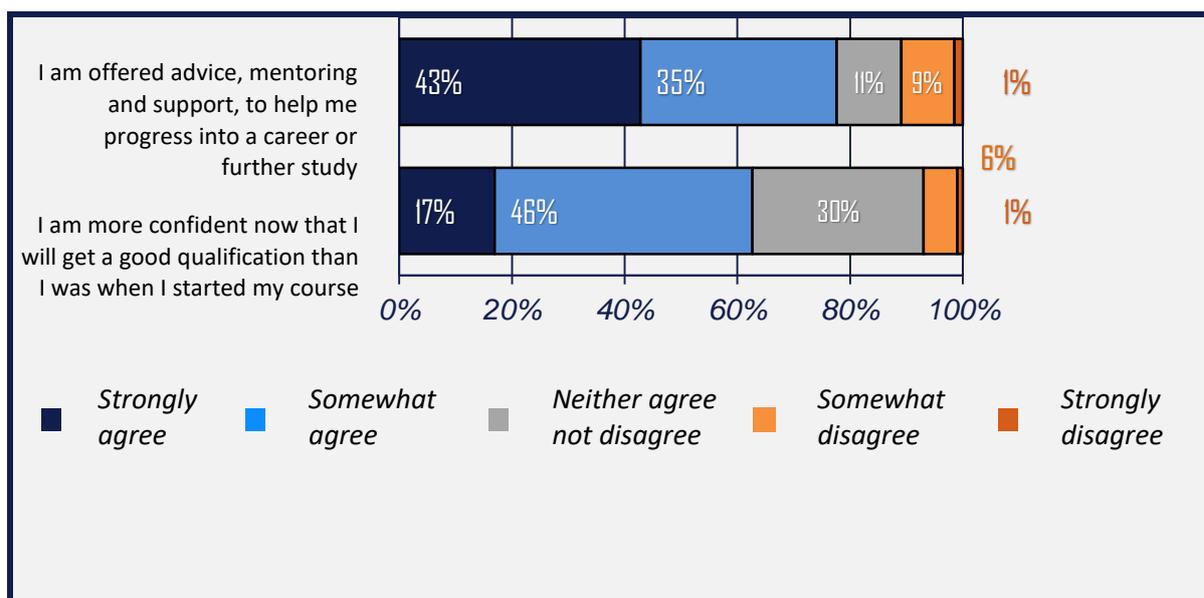
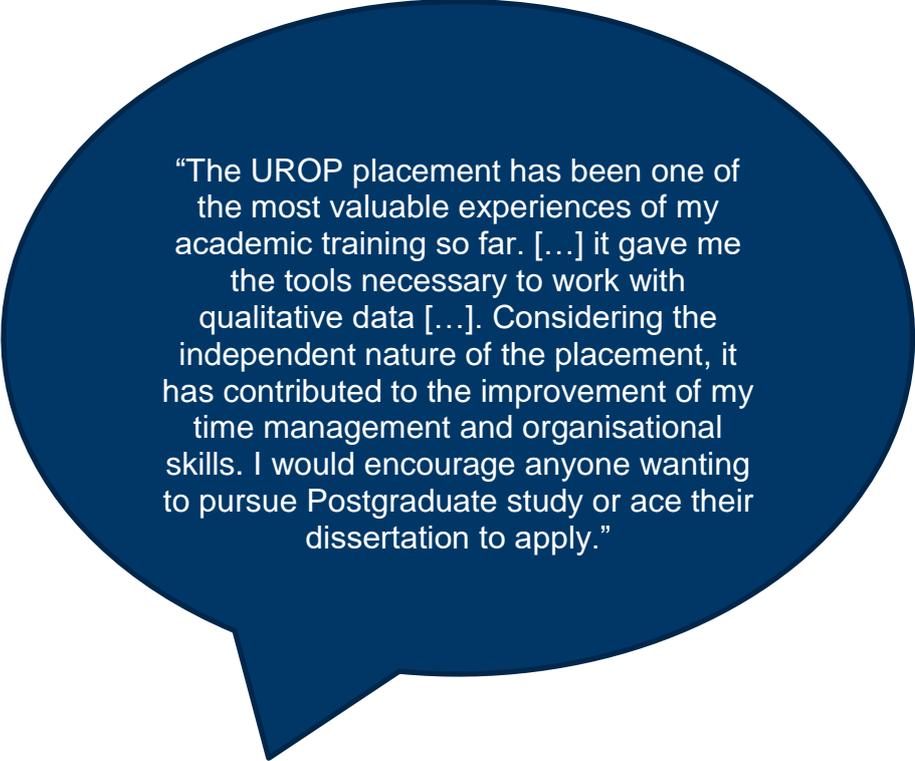


Figure 5.2 Distributions of measures of students' attitudes towards how the Department supported them in their development.

UG Students are also eligible to apply to the Undergraduate Research Opportunities Programme (UROP) scheme (a paid bursary). These posts are promoted within the Department and allow students to learn first-hand what being a researcher really means and to become part of the academic community here at Essex. A female Undergraduate student in the Department:



“The UROP placement has been one of the most valuable experiences of my academic training so far. [...] it gave me the tools necessary to work with qualitative data [...]. Considering the independent nature of the placement, it has contributed to the improvement of my time management and organisational skills. I would encourage anyone wanting to pursue Postgraduate study or ace their dissertation to apply.”

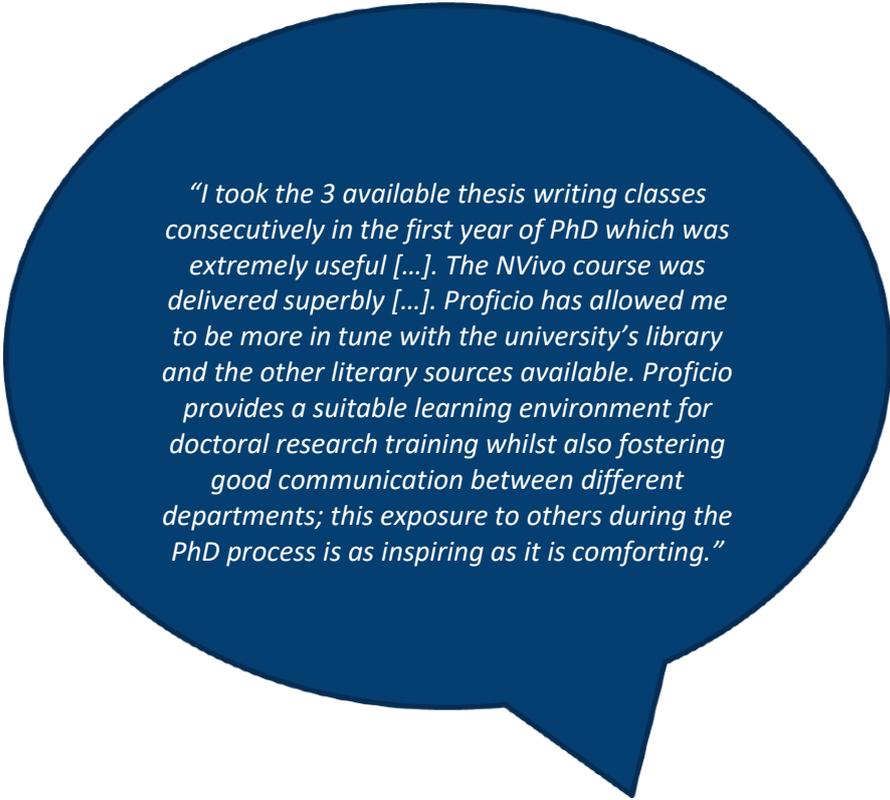
The best student work (essays and assignments that receive a grade of 80 or above) are also published in the Department’s Undergraduate IDEATE journal which showcases the best work by UG students.

PGT and PGR students

The Department runs a fortnightly PhD Colloquium for PGR students. This covers every aspect of the PhD process and is tailored for each year of a three year PhD. Attendance is typically excellent across the PhD cohort.

Proficio is the University’s innovative professional development scheme for PGR students, unique to Essex. The scheme recognises that professional development is vital to an individual’s growth as a Postgraduate research student and the University gives funds (£2,500) that can be spent on a variety of courses and conferences. Furthermore, academic career workshops for PGR students are run through Proficio (e.g. academic profile building, effective communication, finding funding).

A PGR student in the Department commented:



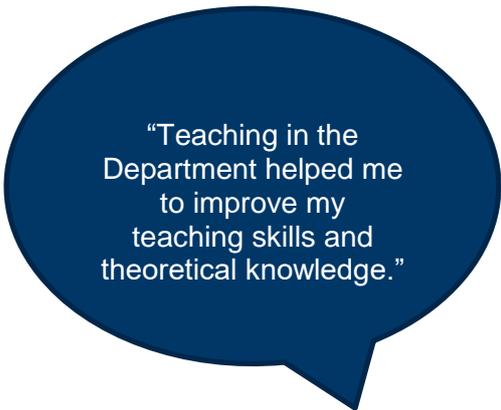
"I took the 3 available thesis writing classes consecutively in the first year of PhD which was extremely useful [...]. The NVivo course was delivered superbly [...]. Proficio has allowed me to be more in tune with the university's library and the other literary sources available. Proficio provides a suitable learning environment for doctoral research training whilst also fostering good communication between different departments; this exposure to others during the PhD process is as inspiring as it is comforting."

Research skills training is provided by the Department and developed through one-to-one guidance with the Supervisor and more formal workshops, seminars and specific research methods modules. Students are invited to attend and sometimes present at the various Department seminar series. In addition, the Department hosts a very popular two day Postgraduate conference. Students can also apply for University funds to help present papers at national and international conferences.

GTAs

To support PhD students in developing the teaching side of their academic practice, the Department employs individuals as Graduate Teaching Assistants (GTAs). These students are given a central two-day induction event that introduces effective, active, approaches to help them engage their students. They are further supported by the Department with a local induction into the teaching and assessment requirements specific to their subject area. They undergo developmental teaching observations and are provided opportunities to meet with other GTAs and share their challenges and experiences. Recent changes have meant that GTAs are now supported as any other member of staff would be. Postgraduate students in the focus group reported that they benefitted from this teaching experience in terms of career development.

A female GTA in the Department stated:



“Teaching in the Department helped me to improve my teaching skills and theoretical knowledge.”

The Department also supports GTAs with applications for HEA Fellowships. All GTAs are required to achieve Associate Fellow status before commencing on a second year of teaching and are paid for their time preparing an application. Their application is supported with online (Moodle) resources, drop-in sessions and writing days where they can get together with an advisor and develop a draft application. A small number of GTAs take an alternate route to Fellowship by joining the two-year Post-Graduate Certificate in Higher Education programme, which leads to Fellowship and a teaching qualification. We also offer an introduction to teaching in HE session for those who are considering applying to become a GTA. Further workshops timetabled at multiple times throughout the academic year also support GTAs in *Assessment and Feedback* and *Good Teaching Practice*.

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

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

When applying for a research grant, staff inform the HoD, the DoR and the Pre-Award team at the Research Enterprise Office (REO) of their intention to submit. They receive extensive support throughout the grant application process, including feedback on drafts by the Research Director and their Mentor, as well as from the REO.

From 2016-2019, almost all members of staff have been successful in achieving research funding. While larger grants are often headed by high-rank Professors and therefore are often associated with male investigators, three of the largest grants in recent years have been won by non-Professorial women. There is no evidence to suggest that men are more successful in obtaining grant income than women in the Department.

However, the focus group indicated that they often found the post award support less helpful and one female academic member of staff felt that she had been undermined because of her gender in the same period, in relation to her grant. Her experience was that her authority as PI was questioned on occasion and a male co-investigator treated as the lead investigator. It was also suggested that more could be done to support staff whose applications were unsuccessful to help them consider whether and how to revise and resubmit. **ACTION POINT 5.8: Provide more support to staff wishing to revise and resubmit grants.**

5.3 Flexible working and managing career breaks

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

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

When members of staff tell the HoD they are pregnant/adopting, they are congratulated and there is an initial conversation about leave and plans, short term and medium term, including plans to reintegrate into the Department after leave. This conversation includes a discussion on work life balance and how to manage it. They are invited to a meeting with HR and given a copy of the University's 'Pregnancy, maternity and returning to work' booklet. The meeting guides the employee through the support available (e.g. health and safety, 'Keeping in Touch' days, nursery provision etc.). Staff are encouraged to start considering their return options early, such as any possible changes to working patterns and there is also a discussion with the HoD about how to manage career progression and address any concerns. To ensure consistent application of our policies, HR sends a standard email to HoDs advising them of the staff members' entitlement and related information e.g. use of KIT days. There is also a 'guide for managers' to provide them with essential information needed to support pregnant staff. Concern has been expressed by some members of staff that this provision is dependent on the understanding of a particular HoD.

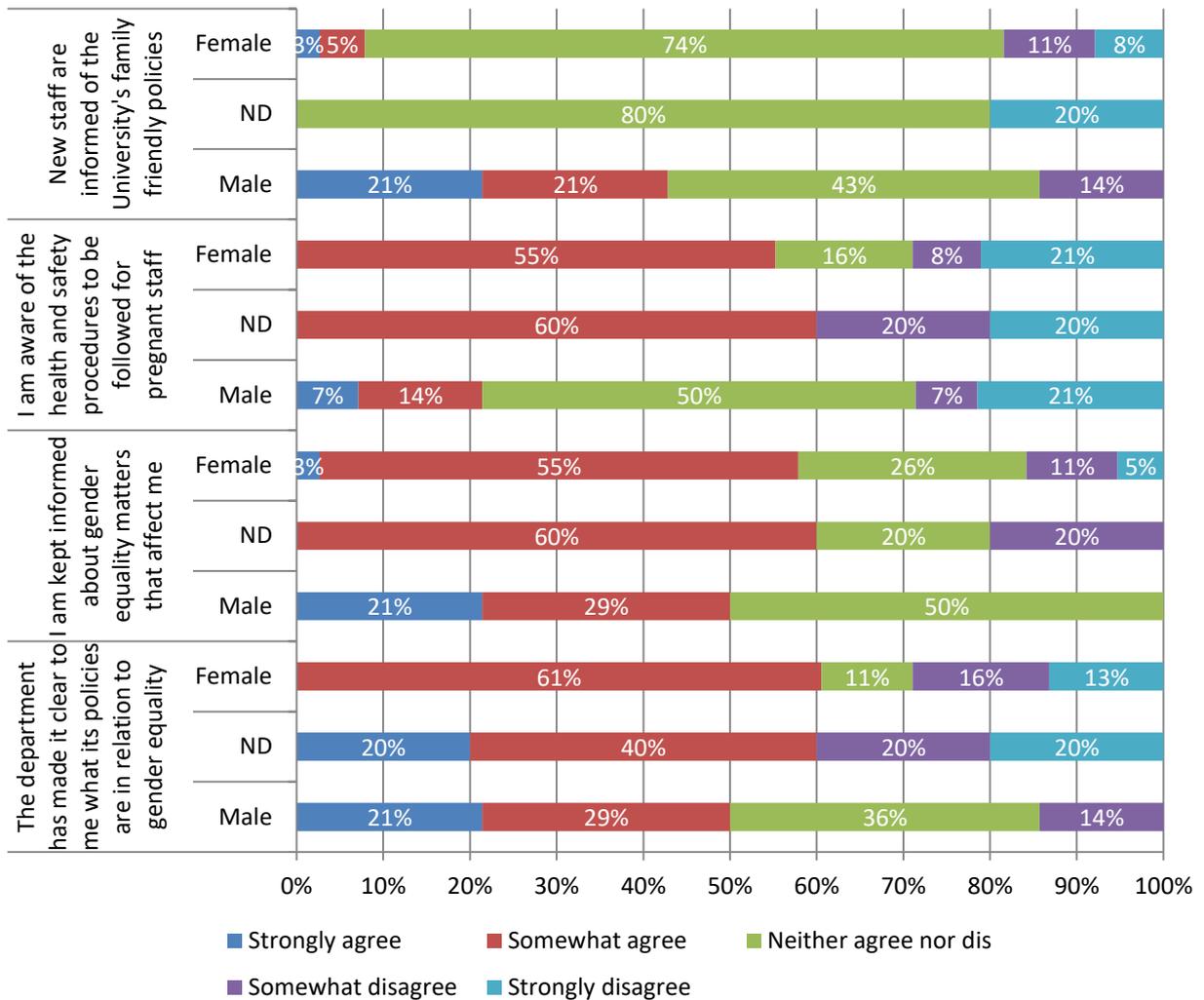
ACTION POINT 5.9: Parental leave policies and discussion guide to be made explicit and part of the handover between HoDs.

The Department follows University guidelines with respect to maternity and adoption leave and conducts risk and workplace assessments to identify any adjustments required. If necessary, the Department purchases any equipment or furniture that may be required and there is a parent and baby room.

The Department identifies members of staff to cover their teaching and administrative workloads. Where workload implications prevent existing staff from assisting, the University provides for temporary maternity cover that is formally advertised. However, there has been no instance of such Department arrangement in the past for academic staff. No male member of staff has taken more than the basic two weeks of paternity leave, despite encouragement to do so.

Notwithstanding this institutional support for parental and adoption leave, the staff survey indicates that many staff do not feel informed about gender equality matters concerning parental leave entitlements. 23% of staff said they did not agree or disagree that they were aware of these. 30% of staff disagreed or strongly disagreed they were aware of relevant health and safety procedures for pregnant staff.

Finally, staff members were asked if they felt new staff were informed of the University's family friendly policies during induction. Many staff said they did not agree or disagree and indicated in the open text comments that they did not know. 16% of staff agreed or strongly agreed whereas 18% disagreed or strongly disagreed.



ND = Gender not disclosed

Figure 5.3 Distributions of measures of staff members' attitudes towards promotion professional development practices within the Department.

To address this issue, the Department seeks to disseminate this information more effectively through its AS website and department meetings. **ACTION POINT 5.10: We will also arrange for a meeting between a member of staff who has experience of parental leave and one who is about to go on this to share information and good practice.**

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

Explain what support the department offers to staff during maternity and adoption leave.

Managers have a 'How to...support pregnant staff' guide, which they are expected to work to. All staff who are on maternity/adoption leave continue to receive their annual pay increments and have the opportunity to apply for a career break to extend their family leave should they wish.

With the consent of the new parents, new babies are announced in an email to staff and parents are invited to bring the baby in as often as they would like. Staff are actively encouraged to keep in touch with the Department during their leave by using up to 10 paid KIT days.



Figure 5.4: The Department Manager, Camilla Thomsen, shortly after returning to work after parental leave.

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Before an individual returns from leave, the HoD (or DM in the case of Professional Services staff) conducts a return to work meeting to discuss flexible working, workload and priorities and objectives for the coming months. To ensure consistency the Department uses a family leave checklist which

includes 're-induction' items such as meeting new members of the team and discussing training needs. Another meeting is arranged some weeks after an individual's return to discuss career progression, what is needed to get the career back on track and the timescale. This is followed up by subsequent meetings or at the annual PDR review. Managers are expected to 'look out' for the returner and check they are getting the support they need, including a temporary period of reduction in workload points.

The Department has access to a competitive childcare package where staff and students receive reduced rates and priority booking at the University's onsite Day Nursery. A flexible benefits scheme allows tax relief for childcare. The nursery and the University Sports Centre also provide childcare for school aged children over holiday periods. Information about our childcare provision is available on the Departmental SWAN webpage and communicated to staff during the return to work meeting. Two members of staff currently use the nursery and four use the holiday provision.

A 'Career Development Fund for Carers' (up to £150) is available to all staff, academic and professional services, and includes those with a wide range of caring responsibilities and not just children.

Should staff need some additional time off following their return, staff are made aware of other types of leave paid/unpaid during the time they are caring for their child, care leave and time of for dependents are two options. Staff may be granted up to five days (pro rata for part-time staff) of care leave with full pay within any 12-month period on a rolling basis. They may also be granted up to a further five days unpaid care leave per year.

The table below indicates the number of staff in Sociology who are members of the Parents and Women's Network.

ACTION POINT 5.11: Raise awareness of the Parents and Women's Networks at the university and the Career Development Fund for Carers and encourage more staff to join.

	Parents' Network		Women's Network	
	Academic	Professional Services	Academic	Professional Services
Sociology	2	0	9	1

Table 5.5: The number of staff in Sociology who are members of the Parents and Women's Network

(iv) Maternity return rate

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

Between 2016/2017 and 2018/2019 only two female members of staff had a baby and requested maternity leave. Of these two cases, one was a part time contract research staff member who returned to her post after maternity leave. The other was a permanent full time Professional Services staff member who also returned to her job within the Department.

		Maternity	
2015-16		1	
2017-18		1	

		Maternity	Paternity
2017-18	Professional Services	1	
2018-19	Academic		1
	Professional Services	1	

Table 5.6: Parental Leave

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

The Department follows the University Paternity and Shared Parental Leave policies which provide enhanced pay in both cases. The Department provides information on its paternity and shared parental leave provision on its AS webpages and at regular times throughout the employee lifecycle (e.g. recruitment and induction). The Department actively encourages staff to take paternity leave and supports the individual by reallocating work where appropriate. Individuals are advised that they can take further time after paternity leave by using shared parental leave. However, no male member of staff has done this since 2016/2017, despite encouragement from the HoD. To further encourage parental leave, the Department agreed in June 2019 to offer fathers/co-parents an additional two weeks' leave to be accommodated by colleagues filling in. This is an initiative that is new to the Department and should it prove successful, we will encourage the wider University to adopt this provision. **ACTION POINT 5.12: Paternity/co-parent leave will be reviewed within two years to see if the current provision is sufficient and with a view to becoming a sector leader.**

(vi) Flexible working

Provide information on the flexible working arrangements available.

The University's Work-Life Balance policy contains details of formal flexible working options (including part-time working, compressed hours, term-time working, annualised hours, job sharing and homeworking) that are available for all staff. In addition, academic staff can also submit a Teaching Unavailability Request Form requesting their teaching not be scheduled at particular times because of research commitments. Informal flexible working arrangements are also possible and these are arranged directly with the HoD and do not require a formal contractual change. In practice the HoD can work out a combination of formal and informal arrangements with members of staff to

accommodate their reasonable needs. In the last two years the approval rate for flexible working arrangements has gone from 56% to 100% with an increase in applications from nine to eleven.

Senior staff are expected to lead by example in their own working arrangements and to promote how they make use of this flexibility to others in the Department. The current HoD, for example, makes clear he will not send or reply to emails outside of normal working hours. The University's Guide to Work Life Balance sets out why Managers should consider expanding on the traditional patterns of work and HoDs are made aware of this responsibility in the Heads' Handbook. Our Departmental approach is to listen to the needs of the individual and to make things work for the staff member in whatever way is possible, dealing with operational constraints in a mutually agreed way. The University allows staff to request a teaching constraint outside the hours of 10 and 5 for caring commitments but there are many examples where the Department has offered staff a much more flexible package.

(vi) Flexible Working

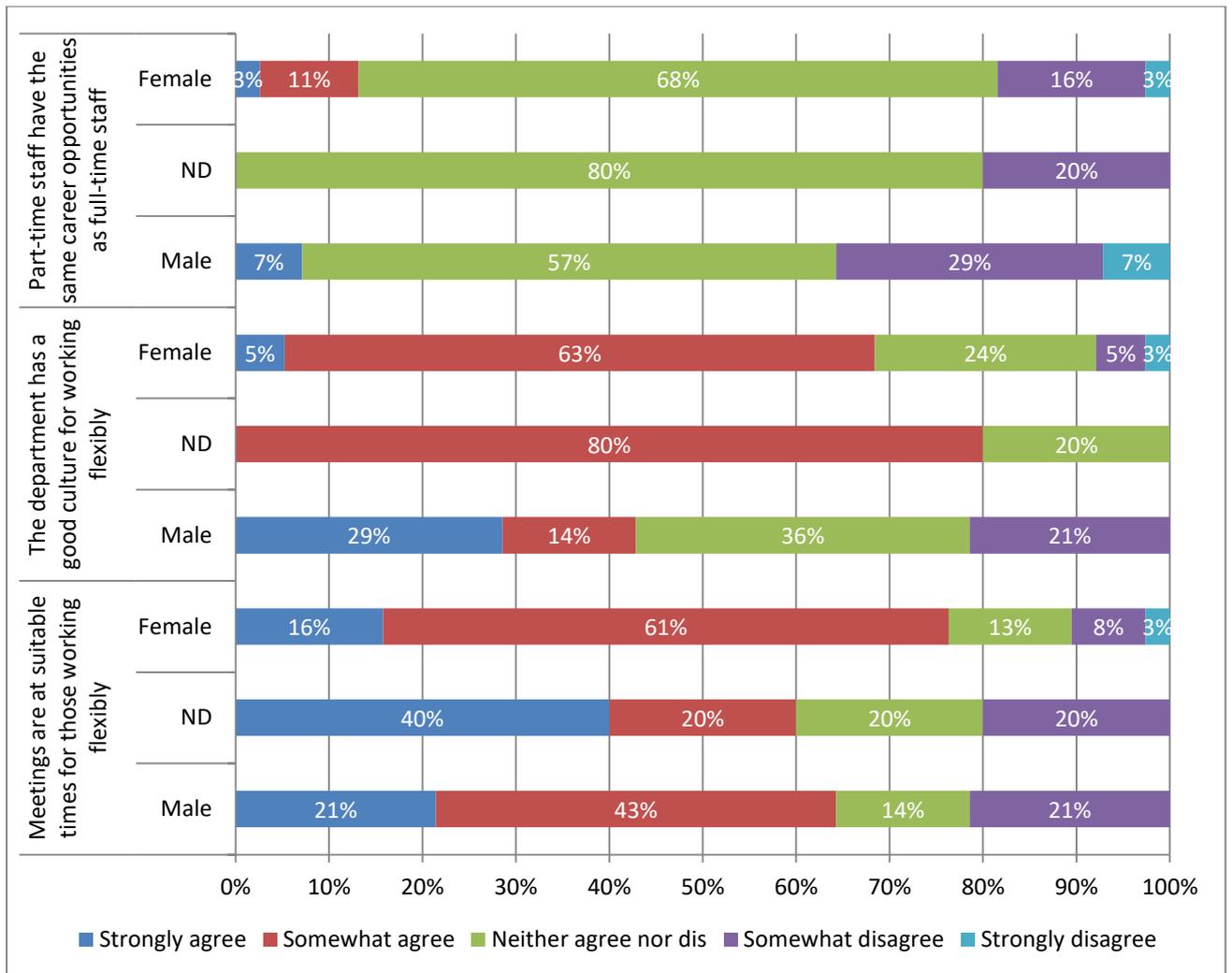
Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

64% of staff agreed that the Department had a good culture of supporting flexible working with one person disagreeing strongly. It was suggested that this may be truer for academic staff than for Professional Services staff, with one staff member saying:



"I feel [it is] more flexible for academic staff than for admin. Academic staff may come and go freely outside their teaching hours. Admin staff are not in a similar position to do so."

There was also a sense that working part time might hinder career prospects, or a lack of awareness of the impact of part time work on career trajectory, with 67% of staff neither agreeing nor disagreeing for the question about part time work and career opportunities. **ACTION POINT 5.13: Support staff who wish to consider part time work career paths.**



ND = Gender not disclosed

Figure 5.5 Distributions of measures of staff members' views on how well the Department does at supporting part-time and flexible working

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

Outline what policy and practice exists to support and enable staff who work part time after a career break to transition back to full time roles.

The University's Work Life Balance policy includes a career break scheme and the option to reduce working hours for a short time (normally following family leave) before returning to full time hours after a year should it suit them. No members of staff in the Department of Sociology have returned to work part time after family leave. Discussions with staff indicated that many felt that working part time would be detrimental to their career. (See Action 5.13)

5.4 ORGANISATION AND CULTURE

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

While a majority of staff agreed that the Department was supportive of equality and inclusion, in both staff and student surveys, respondents indicated that these values were implicit rather than explicit.

As a result, the Department introduced guidance to students around the use of acceptable and unacceptable language when completing Student Assessment of Modules and Teaching (SAMT) surveys. This was discussed at the AS meeting in February 2019 and incorporated into the March SAMT surveys and is now university wide policy.

Staff members were asked in the survey if they had ever experienced a situation(s) where they had felt uncomfortable because of their gender. 9% of staff reported that they strongly agreed this had happened to them, all of these staff members were either women or preferred not to report their gender. 12% somewhat agreed and 5% neither agreed or disagreed. 74% disagreed or strongly disagreed they had such an experience.

Staff were also asked if they felt that members of staff in the Department were treated on merit, irrespective of their gender. Sixteen percent of staff said they did not agree or disagree. Twenty-six percent somewhat disagreed, and one person strongly disagreed that this was true. One potential issue that was raised is that:



This was pointed out by the AS lead in Department meetings and discussed widely in the Department. In June 2019, the next HoD was selected, a female Professor in the Department who will take up the post in 2020 (pending Senate approval).

Staff were asked to consider the experience of what the Department did to promote equality and diversity. The results for this section can be found in the figure below.

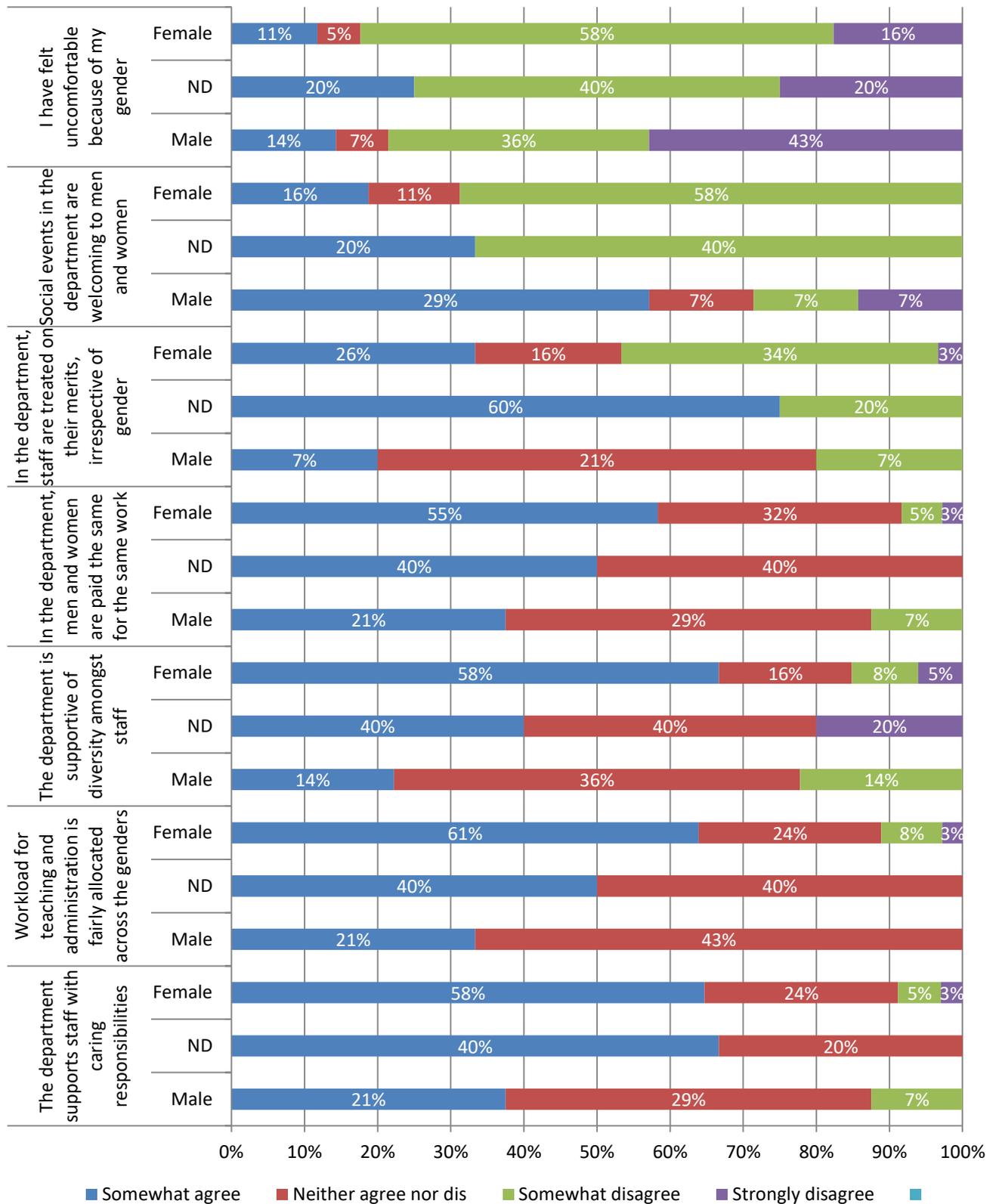


Figure 5.6 Distributions of measures of staff members' views on equality and diversity within the Department



Figure 5.7: Some members of the Department's Criminology group enjoying a meal out. L-R: Dr Darren Thiel, Prof Pete Fussey, Prof Eamonn Carrabine, Dr Isabel Crowhurst, Prof Pam Cox, Prof Nigel South, Dr Anna Sergi and Dr Anna Di Ronco.

(ii) HR policies

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

We do not have a consistent process for updating staff on HR policies.

ACTION POINT 5.14 Improve visibility of HR policies.

Our staff survey indicated a gap in knowledge of key policies: 23% of staff were unaware of parental leave entitlement; 47% poorly aware of promotion criteria; 36% unaware flexible working policy. To address this, the AS page adds links to relevant policies.

There is a strong emphasis on a zero tolerance approach to harassment and bullying through a major University wide campaign. In the survey, however, almost half (47%) of staff said that they disagreed that the Department made it clear that unsupportive language and behaviour are not acceptable. This referred to communication between colleagues but also to the behaviour of students. A female member of staff noted:

‘Sometimes it comes from students and there are no consequences.’

In the focus group discussions, members of staff referred to dealing with problematic student behaviour by themselves or which suggests absence of a Departmental culture for handling such situations. The Department responded by taking steps to embed a culture of mutual respect among all staff and students. In March 2019, the Sociology SAMT survey included a statement on appropriate language which was subsequently adopted as good practice across the university. The AS lead also conveyed in presentations at meetings that staff should report problematic behaviour by students to the DoE, rather than feel that they had to handle it alone.

In several 2019 PDRs staff reported concern about communication between members of staff in emails and in department meetings.

This issue was discussed at the Department’s Education Away day in October 2019 after a presentation on the issue by the AS lead, which led to a productive discussion and increased awareness. This issue will continue to be part of the agenda at future away days. **ACTION POINT 5.15: Address expectations regarding respectful behaviour by staff and students.**



Figure 5.9: Members of staff during the AS presentation at the Department’s Education Away Day in October 2019.

(iii) Representation of men and women on committees

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

There are three main decision-making standing committees in the Department: the Steering Group, the Education Committee, and the Research Committee. In 2018-2019, the Steering Committee had four male members of staff and one female, representing a gender imbalance. Men were also somewhat over-represented in terms of key administrative roles in the Department but as of October 2019 there is a minimum of 1/3 of either gender in key roles (e.g. Figure 2.5, 2.6). Conscious efforts are made to ensure a gendered balance in the hiring committees, where at least one female staff member is always included in the short-listing and two in the interview panel.

In the survey, staff were asked if they felt that they were encouraged to participate in influential committees either inside or outside the Department. More staff disagreed that this was the case than agreed. 7% of staff strongly disagreed, and 40% of staff somewhat disagreed. 14% of staff did not agree or disagree. 14% of staff somewhat agreed, and a quarter of staff strongly agreed that they were encouraged to participate in influential committees. One staff member suggested that it was problematic that:



“the HoD hand picks several of these, but others are appointed through various administrative positions that again are selected by the HoD”.

Potentially, involving other staff members in these decisions may help ensure that a greater share of staff feel they have access to opportunities to participate in influential committees. The recently appointed (from October 2019) Research Director is female, as is the next HoD, and there is now a policy in place to ensure a gender balance in both committee membership and key administrative and strategic roles within the Department. The new administrative structure (Figures 2.5 and 2.6) includes minimum numbers of male and female members.

DEPARTMENT OF SOCIOLOGY COMMITTEES BY GENDER OF ACADEMIC STAFF							
No.		2016/17		2017/18		2018/19*	
Committee	Composition	Female	Male	Female	Male	Female	Male
Undergraduate Board of Examiners	Professor		3	1	2		1
Postgraduate Board of Examiners	Professor		3		1	1	1
	Reader/SL	1	1	2		1	
	Lecturer		1		1		1
Undergraduate Extenuating Circumstances and Examinations Committee**	Professor		4	1	3		1
	Reader/SL		2	1	1		1
	Lecturer		2	1			1
Postgraduate Extenuating Circumstances and Examinations Committee***	Professor		3		1		
	Reader/SL	1		2			
	Lecturer		1		1		
Departmental Meeting	Professor	5	10	5	10	4	8
	Reader/SL	4	1	6	3	8	3
	Lecturer	5	5	6	4	6	4
Departmental Steering Group	Professor	2	3	2	3	1	3
	Reader/SL	1	1				1
	Lecturer						
Undergraduate Committee 2016-17 & 2017-18	Professor	3	3	2	2		
	Reader/SL		2	3	2		
	Lecturer				1		
Graduate Committee 2016-17 & 2017-18	Professor	1	4	1	3		
	Reader/SL	3		3	1		
	Lecturer		1		1		
Research Committee	Professor		4		5	2	5
	Reader/SL	3		2			3
	Lecturer		1	1	1		
Curriculum Group	Professor	1	3	2	1	2	1
	Reader/SL	2	1	1	1	1	1
	Lecturer	1			1		1
Education Committee from 2018-19	Professor					2	2
	Reader/SL					2	1
	Lecturer					3	1

*Title Change

**In 2018-19 Extenuating Circumstances and Late Submissions committee (UG Students)

***In 2018-19 Extenuating Circumstances & Late Submissions committee (Postgraduate Students)

Department Meeting - All staff can attend Department Meeting

Table 5.7: Department committees by gender

(iv) Participation on influential external committees

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

Representation on all of these committees is *ex officio*. The gender balance of representation will change significantly with the incoming HoD (F) allowing for an almost equal balance.

DEPARTMENT OF SOCIOLOGY EXTERNAL COMMITTEES BY GENDER							
No.		2016/17		2017/18		2018/19	
Committee	Composition	Female	Male	Female	Male	Female	Male
Senate	Professor	1	1	1	1	1	1
	Reader/SL						
	Lecturer						
	Professional Services Staff						
Faculty Education Committee (Social Sciences)	Professor	1	2	1	1		1
	Reader/SL				1		1
	Lecturer						
	Professional Services Staff						
Faculty Steering Group	Professor		1		1		1
	Reader/SL						
	Lecturer						
	Professional Services Staff						
Undergraduate Directors' Meetings	Professor			1			
	Reader/SL		1		1		1
	Lecturer						
	Professional Services Staff						
Graduate Directors' Meetings	Professor		1		1	1	
	Reader/SL	2		1		1	
	Lecturer						
	Professional Services Staff						
Progress and Academic Offences (Undergraduate)	Professor			1			
	Reader/SL		1		1		1
	Lecturer		1		1		1
	Professional Services Staff						
Progress and Academic Offences (Postgraduate)	Professor				1	1	
	Reader/SL			1		1	
	Lecturer						
	Professional Services Staff						

Table 5.8: External committee membership by gender

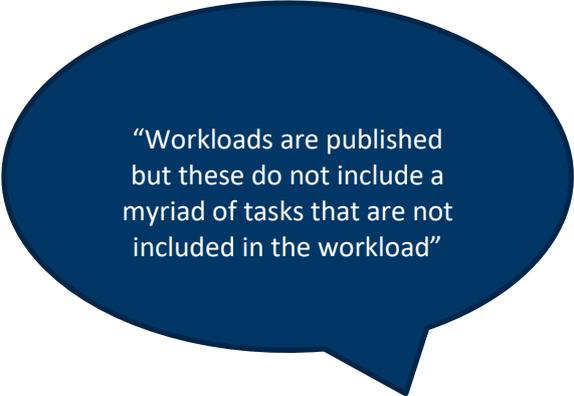
(v) Workload model

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

The Department's workload allocation model (WAM) follows the principles adopted by the University in 2014/15 which support the fair allocation of work for academic staff. The allocation is circulated to all academic staff in advance and is published on the Department's shared drive.

Staff members generally reported feeling that the Department did well to promote equality across the genders in terms of workload allocation for teaching and administrating. 53% of staff agree or strongly agreed that workload was fairly allocated for men and women; with 7% disagreeing or strongly disagreeing.

However, in the survey comments staff noted:



"Workloads are published but these do not include a myriad of tasks that are not included in the workload"



"There have been times in my post when more and more responsibilities have accrued without real consideration of how these fit alongside other existing responsibilities."

This perhaps suggests that whilst there is some transparency in the process, this could be extended further. As a result, a Workload Allocation Review Group undertook a full review of workload during the 2018/19 academic year and a more equitable model was approved. In addition, more weighting was given to classroom teaching compared to lecturing in order to better reflect marking and other associated burdens.

There is an awareness of gender stereotyping of certain roles and actions taken to avoid this. The Undergraduate Director, First Year Director and Director of Education are all roles occupied by men. The Research Director, in contrast, is a woman as will be the next HoD. This needs to be monitored in future years. **ACTION POINT 5.16: Ensure the Steering Group monitors the gender balance of major roles and avoids gender stereotyping.**

(vi) Timing of departmental meetings and social gatherings

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

The Department hosts a wide range of meetings and social gatherings. Dates of all meetings, including less formal or social events, are known well in advance to allow people to make arrangements (e.g. for childcare). Ideas for departmental social gatherings (e.g. away day activities) are discussed widely, including at staff meetings. Despite this sociability, some problems were identified.

In the survey, staff were asked if they felt work related social activities in the Department, such as staff parties, team building or networking events, are welcoming to both women and men (e.g. consider whether venues, activities and times are appropriate to both women and men). 44% of staff said they somewhat disagreed that this was true, and 2% strongly disagreed. One staff member commented in the survey:



In a focus group discussion, some female members of staff with children noted that they sometimes felt excluded from social invitations, as it was assumed that they would be unable to attend whereas fathers in the Department were invited.

ACTION POINT 5.17: Discuss seminar timings at Department meetings with the view to scheduling as many as possible within core hours.

ACTION POINT 5.18: Raise awareness of importance of inclusivity in social gatherings within the Department, particularly in relation to mothers

(vii) Visibility of role models

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

The Department aims to have a gendered balance of visible role models. There is a commitment to a gendered balance of speakers at our research events and seminars, and we ensure there is a gender balance in staff and student guides at University Open Days, to act as role models for potential UG applicants. Care is also taken to present an inclusive image of the Department in posters advertising departmental events. There is also an ongoing commitment to 'decolonising the curriculum', with a review of all major modules scheduled for 2019/20.

Both the staff and student focus groups emphasised the importance of female role models. Several students commented on the fact that there were inspiring role models among staff in the

Department. Almost 90% of students 'strongly agreed' (54%) or 'somewhat agreed' (33%) that they had access to gender role models they could identify with in the Department. Female members of staff regularly feature among Essex Social Science's 'inspiring women' on International Women's Day.

Trans and non-binary identities

The student survey revealed 3% of student respondents who were non-binary (n=5), trans (n=2) and one student who 'preferred not to say'. The presence of these students within the survey may suggest that they feel comfortable being 'out' in the Department. However, it demonstrates a discrepancy between student identity and formal university student records. This suggests a need to support greater visibility around gender diversity issues within the Department. **ACTION POINT 5.19: Promote awareness of trans and non-binary identities within the Department.**

The SAT included a transgender member and one of the student focus groups for this submission included a transgender student. CISC hosts a seminar about an aspect of transgender experiences in its seminar series as part of transgender awareness week in November every year. Five members of staff, including the HoD, indicate support for trans and non-binary identities by stating their preferred pronouns in their email signature. In the survey, one student who chose 'prefer not to say' for their gender identity commented:



"Whilst it is absolutely every individual's right to choose to be open regarding their sexuality at their place of work, I cannot over emphasise how amazing it is to be studying in a Department with lecturers who are open about who they are. There are a number of amazing role models in this Department and this has undoubtedly improved the quality of my experience at the University of Essex."

However, another student commented:



"I would appreciate more transgender and non-binary role models."

(viii) Outreach activities

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

Staff participate in a variety of outreach activities at Essex. Staff outreach activities are fully workloaded and considered as part of leadership/citizenship activities during probation/promotion processes. In relation to Undergraduate recruitment, we aim to have a high visibility of male members of staff involved in outreach activities. This is to encourage male students to apply. **ACTION POINT 5.20: Collect data by gender on Outreach Activity**

Many colleagues, female and male, are publicly engaged with their work and highly visible in relation to impact. The Communications Officer in the Faculty of Social Science reaches out to both male and female colleagues in the Department for interviews and other media engagement.



Figure 5.10: Professor Pam Cox TEDx UoE

SECTION 5 ACTION POINTS:

- **ACTION POINT 5.1:** Explore why men are less likely to be shortlisted and hired and give explicit consideration to the gender balance of candidates and shortlists.
- **ACTION POINT 5.2:** Demonstrate commitment to equality and diversity in recruitment.
- **ACTION POINT 5.3:** Carry out review of mentoring processes
- **ACTION POINT 5.4:** Investigate whether women in the DoS are more likely to wait longer to apply for promotion. Related action: 4.11 Promotions included in PDR process.
- **ACTION POINT 5.5:** Ensure that EDI training information and expectations are communicated regularly to all members of staff within the Department. Embed equality and diversity training awareness into the PDR process.
- **ACTION POINT 5.6:** Ensure a gender balance of staff on leadership and management training programmes and eligible staff will be encouraged to participate by the HoD and their Mentor.
- **ACTION POINT 5.7:** Communicate that the appraisal process is to consider career development rather than performance management.
- **ACTION POINT 5.8:** Provide more support to staff wishing to revise and resubmit grants.
- **ACTION POINT 5.9:** Parental leave policies and discussion guide to be made explicit and part of the handover between HoDs.
- **ACTION POINT 5.10:** The Department will arrange for a meeting between a member of staff who has experience of parental leave and one who is about to go on this to share information and good practice. Related action 3.6
- **ACTION POINT 5.11:** Raise awareness of the Parents and Women's Networks at the University and the Career Development Fund for Carers and encourage more staff to join.
- **ACTION POINT 5.12:** Paternity/co-parent leave will be reviewed within two years to see if the current provision is sufficient and with a view to becoming a sector leader.
- **ACTION POINT 5.13:** The Department will support staff who wish to consider part time work career paths.
- **ACTION POINT 5.14** Improve visibility of HR policies
- **ACTION POINT 5.15:** Address expectations regarding respectful behaviour by staff and students.
- **ACTION POINT 5.16:** Ensure the Steering Group monitors the gender balance of major roles and avoids gender stereotyping.
- **ACTION POINT 5.17:** Discuss seminar timings at Department meetings with the view to scheduling as many as possible within core hours.

- **ACTION POINT 5.18:** Raise awareness of importance of inclusivity in social gatherings within the Department, particularly in relation to mothers
- **ACTION POINT 5.19:** Promote awareness of trans and non-binary identities in the Department.
- **ACTION POINT 5.20:** Collect data by gender on Outreach Activity

WORD COUNT: 6054

6. FURTHER INFORMATION

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

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

This report has primarily focused on academic staff and issues of gender. Going forward, we would like to take a more intersectional approach to address multiple identities and inequality, including race and sexuality. In addition, future AS work will be more inclusive of the experiences of professional services staff.

7. ACTION PLAN

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

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

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

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



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3. THE SELF ASSESSMENT PROCESS

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
3.1	Improve response rates to AS related student surveys, by raising its profile across core UG and PGT modules and PhD colloquia. Module convenors will announce the survey and, where appropriate, dedicate class time to completing it.	A response rate of 30% to our most recent AS related student survey	A higher response rate - of at least 40% - for future AS related student surveys	October 2022	EDI Lead, core UG and PGT module leads at, PhD colloquia leads.
3.2	Include one UG student on the SAT. Recruit for this via student reps, social media and core UG modules.	UG students are not currently represented on SAT.	One UG student included as a SAT member, and UG voice enhanced within SAT. The student will be recruited from our current student reps.	May 2020	EDI Lead, DoE
3.3	Introduce new annual staff/student surveys to measure progress against AS charter principles. Results to be circulated on departmental AS webpages and AS noticeboard to promote transparency and encourage feedback.	No AS survey was undertaken before our survey in 2018	Annual staff and student surveys Update AS website and noticeboard	Staff survey to be issued annually by October of each year. Progress will be measured year on year	EDI Lead, with support from a paid RA to do the survey analysis.

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
3.4	Create ring fenced budget for AS/EDI Activity and particularly for admin support	Currently there is no budget for AS/DEI activity. Support needed to collate and tabulate data	<p>Budget set and currently proposed at £750pa over the four year period.</p> <p>AS will continue to be a dedicated task of one of the professional services staff.</p>	<p>April 2020</p> <p>AS work included in annual reviews of professional services staff workload</p>	HoD, DM
3.5	Embed AS in departmental strategic planning and faculty review processes.	<p>AS process needs to be embedded in decision making processes and contribute to overall DoS strategic planning.</p> <p>AS targets will be explicitly included in the department plan, will be a standing item on the SG agenda, as well as the DoS meeting agenda.</p>	<p>The department's strategic plan includes AS-related actions.</p> <p>SG Monitors AS targets throughout the AS period. The SG will assess progress on an annual basis and consider measures for addressing areas (e.g. requiring more regular updates from responsible officers, providing resource, consider policy change) where targets run the risk of not being met.</p>	<p>November SG meeting each year</p> <p>AS Targets met</p> <p>Annual strategy document explicitly addressing AS issues and targets.</p>	HoD; SG; DM; EDI Lead

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
3.6	Improve staff and student awareness of, and engagement with, key EDI entitlements and support services (e.g. flexible working, maternity and paternity leave, parents' support network) via a revised AS departmental web page and more prominent notice board.	Not all staff aware of flexible working policies and other related policies.	Regular updates of AS website and noticeboard Annual staff survey demonstrates increased awareness	Beginning in January 2020 and ongoing thereafter for the years 21/22/23	EDI Lead; Web officer

4. A PICTURE OF THE DEPARTMENT

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
4.1	Undertake underpinning research to establish why fewer male students apply to our UG degrees (See also AP 4.4)	Male students make up 22.5% of our UG population.	New action plan established to encourage more male UG applicants	Oct 2020	UG admissions officer and deputy
4.2	Raise awareness among students of the AS process and principles.	Students insufficiently aware of AS processes and principles	<p>Monitor traffic on the AS website.</p> <p>50% of students surveyed aware of AS principles</p> <p>60% of students surveyed aware of AS principles</p>	<p>Annual process, figures collected in December each year with the surveys taking place during the autumn term.</p> <p>Survey 2020</p> <p>Survey 2021</p>	Web Officer and EDI Lead,

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
4.3	<p>Ensure teaching staff include gender more broadly across the curriculum rather than concentrated in specific lectures alone.</p> <p>Curriculum review of gender content of modules</p>	<p>Student surveys indicated that gender is not mainstreamed across modules.</p>	<p>70% of academics include gender in the content of their modules</p> <p>Student surveys demonstrate that students are aware of gender integrated broadly into the department's teaching</p>	<p>Learning and Teaching Committee review of module content May 2021 and May 2022</p> <p>Annual survey</p> <p>Curriculum Committee review by November 2021</p> <p>Curriculum changes by October 2022</p>	<p>Learning and Teaching Committee</p> <p>EDI Lead</p> <p>DoE</p> <p>Learning and Teaching Committee</p>
4.4	<p>Recruitment to continue to be publicly led by predominantly men.</p> <p>Ensure that that at least 50% of male students appear in recruitment materials.</p>	<p>Proportionately smaller numbers of male students applying to study Sociology.</p>	<p>Men continue to be frontlined.</p> <p>At least 50% of human images in recruitment material of males</p> <p>5% Increased applications from men</p>	<p>Ongoing</p> <p>June 2020</p> <p>March 2021</p>	<p>HoD, Director of Admissions</p>

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
4.5	Investigate gender balance of PGT admissions data	Higher offer rates are made to men at PGT level and more of them accept.	Annual review of PGT data Part of the annual health check survey	October 2020	EDI Lead; deputy admissions officer
4.6	Investigate reasons for lower acceptance rate of women PGR offers.	Women are less likely to accept places at PGR level.	Annual review of PGT data Part of the annual health check survey	Annually	PG director
4.7	Promote visible role models: Continue to support female staff in reaching promotion and performing high profile roles within the department.	The student focus groups emphasised the importance of having female academic role models. This was also commented on in the survey. There are 10 male professors and 4 female in a department which is 2/3 female	The AS webpage showcases female role models within the Department. At least four more female professors	December 2019 and then ongoing July 2023	EDI Lead

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
4.8	Increase proportion of women at senior levels of the department.	Males predominate among Senior Staff and especially the Professoriate	<p>Review of mentoring arrangements</p> <p>PDR development</p> <p>Hold annual promotions workshop</p> <p>Female members of staff performing high profile roles in the department proportionate to their seniority and experience.</p>	<p>October 2020</p> <p>February 2021 and annually thereafter</p> <p>July 2022</p>	<p>HoD</p> <p>HoD, Steering group</p>
4.9	Research the reasons for the over-representation of women research officers on fixed term contracts.	Women are concentrated in short term contract positions (100%).	Response to data on research officers and development of a policy to address the gender imbalance	Spring 2021	<p>DoR</p> <p>Research Committee</p>

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
4.10	Offer a workshop for <i>all</i> staff on the criteria for probation and promotion criteria – those seeking probation/promotion and those make the decisions.	To ensure that those applying and those making a judgement have a sound knowledge of the criteria.	Event held and 70% of staff attend the session.	January 2020	EDI Lead, HoD
Related Action 5.4			90% of Staff report good knowledge of probation and promotion criteria as measured by the in staff survey. An increase of 20% of women applying for promotion at all grades.	Staff Survey 2020/21	
4.11	Make promotion planning an intrinsic part of the PDR process.	Not all staff feel supported in career development	Revise annual PDR form by October 2020 Promotion planning evidenced in annual PDR process 90% of staff feel better supported with their career development as evidenced by the staff survey.	October/November 2020 and annually thereafter in years 21, 22, 23 & 24.	DoR All staff mentors, HoD

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
4.12	Incorporate PDR planning in the final year of the FTC and include FTC staff in promotion workshops.	Currently fixed term staff do not receive PDR planning in the final year of a FTC. Research contract staff are almost all women	100% of FTC staff are provided with PDR planning in the final year of their contract. Career planning evidenced in annual PDR process	January 2020 October/November 2020	Line managers
4.13	The Department will ensure managers use the standard Leavers Checklist.	Currently staff do not complete a standard leavers checklist so we are unclear as to the reasons for leaving and whether there are any gendered trends. To ensure that staff are supported in workplace transitions	Exit meeting inclusive of standard leavers' checklist A better understanding of the reasons why people leave the Department and whether there is a gendered aspect to it.	October 2021	Line managers

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
5.1	Investigate why men are less likely to be shortlisted and hired .	Men are less likely to be shortlisted and hired.	<p>Explicit consideration given to the gender balance of candidates and shortlists in order to minimise the potential for unconscious bias.</p> <p>The number of men shortlisted and hired is proportionate to their applications.</p>	June 2020	HoD
	Give explicit consideration to the gender balance of candidates and shortlists.			July 2023	HoD
5.2	Demonstrate commitment to equality and diversity in recruitment more explicit.	The department's commitment to equality and inclusion is seen to be implicit rather than explicit.	Commitment even more explicit in job specifications.	October 2020	HoD, Steering Committee

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
5.3	Review mentoring processes with the aim of defining the role more clearly and ensuring staff get appropriate support.	Mentoring system seen to be uneven in its support for colleagues especially when advising on permanency and promotion.	<p>The HoD and EDI Lead will revise the mentoring role description.</p> <p>This will be communicated to staff during away days and at the department meeting.</p> <p>Annual survey shows that all staff on probation are fully supported.</p>	<p>June 2020</p> <p>June 2021</p>	HoD, EDI Lead, Steering Committee
5.4	<p>Investigate whether women in the DoS are more likely to wait longer to apply for promotion.</p> <p>Related action: 4.10 Offer a workshop for <i>all</i> staff on the criteria for probation and promotion criteria – those seeking probation/promotion and those make the decisions</p>	<p>University wide data indicates a pattern whereby women tend to wait longer than men to apply for promotion. It would be helpful to break down this data by department and see if it is also true within Sociology.</p> <p>In addition, these figures should include applications that were not supported by the department in going forward for promotion.</p>	Receive review of this from HR, with DM to provide data from annual senior staffing committee within the DoS.	October 2020	HR and DM

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
5.5	Ensure that EDI training information and expectations are communicated regularly to all members of staff within the department.	Training and awareness and a shared culture of values is an essential part of creating an equitable and secure working culture.	<p>Embed equality and diversity training awareness into the PDR process.</p> <p>Review staff completion of unconscious bias training</p> <p>80% completion of training</p> <p>100% Completion of training</p>	<p>January 2021</p> <p>Jan 2020 and annually</p> <p>March 2020</p> <p>Jan 2021</p>	<p>HoD</p> <p>HoD, EDI Lead</p>
5.6	Ensure a gender balance of staff on leadership and management training programmes	Staff survey suggests that some people feel women and men are not proportionately represented on leadership and management training programmes.	<p>Eligible staff will be encouraged to participate by the HoD and their mentor.</p> <p>Men and women have leadership management training proportionate to their grade.</p>	October 2021	HoD, mentors

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
5.7	Communicate that the appraisal process is to consider career development rather than performance management.	Staff survey suggests that PDR process seen as performance management rather than career support and development	The HoD will convey this to all staff by email around PDR time and at the department meetings. Staff survey demonstrates that the career development aspect of the PDR process is well understood.	October 2020 October 2021 October 2022 Staff Survey 2021	HoD, mentors.
5.8	Provide more support to staff wishing to revise and resubmit grants. Support staff whose funding applications were unsuccessful through feedback and a meeting with the DoR to discuss other funding avenues and how to revise the application.	Staff survey indicates colleagues need more support in career development and grants capture.	Staff survey demonstrates staff feel more supported in this area. Success rate increased.	Staff Survey 2020 July 2022	DoR, mentors
5.9	Parental leave policies and discussion guide to be made explicit and part of the handover between HoDs.	Concerns expressed that information and support for parents is dependent on the enthusiasm of particular HoDs	HoD to discuss with next HoD	June 2020 June 2023	HoD New HoD

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
5.10	The Department will arrange for a meeting between a member of staff who has experience of parental leave and one who is about to go on this to share information and good practice.	Staff going on parental leave are not all informed of policies and support available	HoD will arrange meeting between relevant parties	As the occasion arises	HoD
5.11	Raise awareness of the Parents and Women's Networks at the university and the Career Development Fund for Carers and encourage more staff to join.	Staff survey and focus groups suggest more could be done to support staff with diverse needs, including care responsibilities	Presentation of this information on AS website and noticeboard Staff survey reports greater feeling of support	Ongoing Staff survey 2021	EDI Lead, webmaster
5.12	Paternity/coparent leave will be reviewed within two years to see if the current provision is sufficient and with a view to extend it further.	Fathers and co-parents get less support than mothers. Department wishes to be a section leader within the University.	Discussion at Department Meeting HoD publicises parental leave policy and lobbies for change HR changes university wide policy	February 2022 Faculty Steering Group 2021 Senate October 2021 2023	HoD, EDI Lead, DM

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
5.13	<p>Support staff who wish to consider part-time work career paths.</p> <p>A focus group will be held to understand why it is felt that it would be detrimental to an academic career and then feedback given to the University AS committee that deals with promotions.</p>	Staff survey demonstrates than many staff struggle with their worklife balance.	<p>HoD meetings with parents to be</p> <p>Work life balance as part of the PDR discussion.</p> <p>Updating of AS website and noticeboard</p> <p>Focus group for staff about part-time career paths</p>	<p>As the occasion arises</p> <p>November 2020</p> <p>November 2021</p> <p>November 2022</p> <p>Spring 2021</p> <p>Spring 2021</p>	<p>HoD</p> <p>HoD, Mentors</p> <p>EDI Lead, webmaster</p>

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
5.14	Improve visibility of HR policies	<p>Staff survey shows many staff are poorly aware of HR policies.</p> <p>Links to policies on AS page but we currently have no way of monitoring awareness</p>	<p>EDI lead to include updates in reports to Department meeting</p> <p>2020 staff survey to include more questions on HR policies</p> <p>70% awareness of key policies</p>	<p>Starting in January 2020 and thence termly</p> <p>Staff Survey 2020</p> <p>Staff survey 2021</p>	EDI Lead
5.15	<p>Ensure that the Department communicates a commitment to equality and inclusion, as practised by expectations regarding respectful behaviour</p> <p>Address expectations regarding respectful behaviour by students.</p> <p>Address ways of communication between members of staff in meetings and email communication</p>	<p>Staff survey indicates there is serious concern about communication between staff and between students and staff.</p>	<p>Inform staff that they are entitled to report disrespectful students to the HoD.</p> <p>Follow up from Away Day November 2019 with a closed discussion in the Dept Meeting</p> <p>Externally moderated discussion exploring better ways to communicate verbally and in email</p>	<p>Department meeting January 2020</p> <p>Department Meeting Discussion December 2019</p> <p>May 2020</p>	HoD, EDI lead, UG director, PG directors

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
5.16	Ensure the Steering Group monitors the gender balance of major roles and avoids gender stereotyping.	The staff survey expresses a concern that there is a poor gender balance of administrative role responsibilities across the department	The steering group to review distribution of work duties and gender stereotyping avoided.	Steering Group Meeting before Workload Allocation is confirmed. April 2020 April 2021 April 2022	Steering group
5.17	Discuss seminar timings at department meetings with the view to scheduling as many as possible within core hours. Research centres (which run seminar series) to include AS goals as part of their annual report.	Seminars outside core hours have the potential of excluding people.	Discussion in Department Meeting Annual research centre's reports to include statement about fulfilment of AS goals, such as seminar timings and gender balance of speakers	Department meeting May 2020 Implemented as standing item of report to Research Committee Research Committee May 2020	Centre directors, DoR DoR
5.18	Raise awareness of importance of inclusivity in social gatherings within the department, particularly in relation to mothers.	Staff survey indicates that social gatherings within the department are often not felt to be inclusive	The EDI Lead will raise this issue in department meetings.	At least twice: October 2020 October 2021	EDI Lead

Ref	Action	Rationale	Key outputs and success indicators	Timescale for completion	Responsible person/team
5.19	Promote awareness of trans and non-binary identities within the department.	Staff and student surveys indicate trans and non-binary staff and students need more support.	<p>Increase the number of staff who use pronouns in their email signatures to 50% members of staff</p> <p>To 70% of all staff</p> <p>Establish the need to state preferred gender pronouns in teaching.</p> <p>Stating preferred gender pronouns a common practice in teaching – at least 60% of modules.</p>	<p>January 2021</p> <p>October 2022</p> <p>Report to Education Committee March 2022</p> <p>Report to Education Committee March 2022</p>	<p>EDI Lead, all staff</p> <p>EDI Lead, Education Committee</p> <p>EDI Lead, Education Committee</p>
5.20	Collect data by gender on Outreach Activity	We have no data by gender on Outreach Activity	Collect data and analyse to inform recruitment policy.	June 2021	Recruitment Director, Deputy Recruitment Director