Equality, Diversity & Inclusion Survey Report

2022

SLSA

Equality, Diversity & Inclusion

Survey Report

March 2022

Foreword

We are delighted to be able to share the findings of our survey of Socio-Legal Studies Association members on equality, diversity and inclusivity. These values are central to the work of the SLSA in supporting socio-legal scholars and in developing our field. We recognize that reflection and action is needed to realize these values, both within the Association and in the wider academy. The comprehensive survey, which we conducted in late 2021, provides an empirical basis for the SLSA's programme of work on EDI over the coming two years.

We sought members' views about the existing contribution of the SLSA in this field: what we are doing well, what we could do better, and what we need to start doing. Our community-building work with Postgraduate Researchers, our material support for Early Career Scholars, and our willingness to consult and be guided by members were all recognized by respondents. But they have also told us that there is much to be learned and much to be done. We need to challenge exclusion on grounds of social location: race and disability in particular, though not in isolation from other grounds. Widening participation begins with our Association: how we run our conferences, our grant and prize schemes, who sits on our Board, all matter. It also requires us to reach out to wider communities of citizens, activists, and practitioners and to engage them in our work and events.

Good intentions are not enough, however. Based on this survey the SLSA will complete the following work packages over the coming two years, focussing on: 1) inclusion through mentoring, ringfencing and other initiatives; 2) widening participation through recruitment and collaboration; 3) addressing precarity and challenges to career development. This is an open process. It depends on the commitment of our SLSA Board members, all volunteers, but also on continued engagement with our Members. We will ensure that our data on EDI is refreshed and up to date and monitor our own progress towards these goals. We welcome feedback and comment, and will stay in touch with you through our Newsletter, e-bulletin, website and social media.
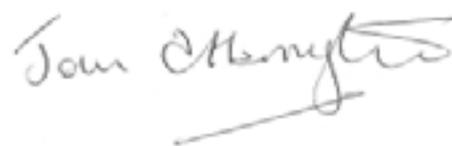
John Harrington
Chair, Socio-Legal Studies Association

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Introduction

The Socio-Legal Studies Association (SLSA) is committed to the values of equality, diversity and inclusivity and strives to ensure these principles are reflected in its policy, practice and governance. The Association understands these values to be integral to the advancement of research, teaching and the dissemination of knowledge in the field of socio-legal studies. Therefore the Association is committed to opposing discrimination and to striving for equality and diversity on the basis of gender, sexuality, gender identity, ethnicity, race, nationality, age, religion, disability, mental health status, marital status, family responsibility, and class.

The SLSA Equality and Diversity Policy sets out the objectives of the Association and outlines the steps that will be taken to achieve equality and diversity outcomes. The Association has established an Equality, Diversity and Inclusion Sub-Committee, whose role is to promote the objectives set out in the Equality and Diversity Policy and to monitor their implementation. Additionally, there is further information outlining the role of the Sub-Committee in the SLSA Equality and Diversity Policy.

The SLSA aspires to be proactive about inclusion, whether this is through our annual conference, our grants, awards, and prizes. More recently, recognizing the sectoral shift towards fixed-term and precarious contracts, we have appointed a Precarity Rep to the Board to help to raise the profile of employment issues across the sector. We have also introduced a suite of initiatives to support our members to realise impact and build connections beyond the scholarly community.

In November 2021, the Socio-Legal Studies Association carried out its first survey of members. We asked about our members' social location and characteristics, as well as their experiences of the SLSA. This helps us, the Board, to assess how well we are representing our members and their interests, giving us the data to empirically ground initiatives, assess where more data is required, and target future interventions for the benefit of our community.

We were pleased to learn from the survey that the SLSA's ongoing work to build an inclusive environment is being recognised. There was praise for the survey, but also for the approach taken by the SLSA in regards to its events and funding. But we also learned that there are areas in which we can take more action. These focus on social location (notably race and

disability), widening participation (reaching out beyond the law school as well as retaining the benefits of hybrid and remote engagement), and precarious employment practices throughout the sector.

As Part 7 of this report sets out, we will be setting up working groups to address each of these areas, and to carefully consider how we can devise and implement meaningful and sustainable responses that address the issues raised. The working groups will liaise with the EDI committee, and we will include regular updates about EDI policy and initiatives through the SLSA newsletter and eBulletin, as well as via the SLSA's social media. We particularly welcome feedback from, and dialogue with our members, and look forward to building an ever more diverse and inclusive socio-legal community.

Professor John Harrington
Chair, Socio-Legal Studies Association

Dr Clare Williams
Chair, SLSA EDI Committee

Survey team

The SLSA EDI survey and this report are the result of work by the SLSA EDI subcommittee and the SLSA Board.

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Qualitative data analysis and report drafting	Dr Emma Jones
Quantitative data analysis and report drafting	Dr Clare Williams
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Survey promotion and community liason	Dr Jess Mant Professor John Harrington
Survey review, testing, pilot	EDI subcommittee and SLSA Board
Oversight, planning, delivery, & report typesetting	Dr Clare Williams

Summary of key findings

The SLSA has much to celebrate in terms of being inclusive, but race and disability remain areas in which we can go further.

Trends towards precarious employment practices are a concern for PGRs and ECRs.

Interactions and experiences with the SLSA have been largely positive.

The SLSA can build on its achievements so far by retaining virtual/hybrid events and reaching out to engage social scientists.

Part 1: About the survey

In November 2021, the SLSA launched its first equality, diversity, and inclusion (EDI) survey. In particular, we wanted to investigate the diversity of the socio-legal community with reference to the characteristics of gender, sexual orientation, ethnicity, nationality, caregiving, religion, and/or disability. We also wanted to learn about any adverse treatment experienced by the socio-legal community linked to these characteristics.

The survey itself was carried out by the SLSA in accordance with the ethical standards of the SLSA and the University of Essex. Respondents were assured that all data they submitted would be stored and processed securely and anonymously.

1.1 WHY WE DID THE SURVEY

The SLSA was formed in 1990 with the aim of providing a permanent organisational structure to help socio-legal scholars stay in contact. In 2019, the SLSA registered as a Charitable Incorporated Organisation (CIO, registered in England and Wales, no.1186333). In becoming a registered charity, the SLSA Executive Committee became the Board of Trustees, and elected members of the Board are charity trustees of the CIO. Over the lifetime of the SLSA, membership numbers have steadily increased, and the annual conference has gone from strength to strength, pivoting to a virtual conference in 2021 that saw the largest number of delegates to date. Nevertheless, the SLSA Board is comprised of volunteers who give of their time to help foster and develop the socio-legal community in the UK. This report is, therefore, the result of many hours of unpaid work, demonstrating the commitment of those involved to the goals of equality and diversity.

Some survey responses call on the SLSA to do more in some general and specific ways, however it is important to remember that the SLSA is a small association-model CIO htat relies on members taking an active role in improving and shaping our field.

The SLSA aims to be inclusive, welcoming, and supportive of the socio-legal community. To do this, it is important that we know about our members so that we can monitor how representative the Board of Trustees is, and how well we are representing our members' interests.

It is also important that the information we hold about our members is up to date, and the survey will therefore be repeated at regular intervals.

Equality, diversity, and inclusion (EDI) are receiving increasing recognition as areas requiring greater work in higher education.

However, EDI is not uncontroversial, and there is a recognition that some EDI work can appear "tokenistic, obsolete, and non-actionable" ([Grewal, 2021](); [OfS, 2021](); [AdvanceHE, 2020]()). To avoid being merely performative, EDI work must be appreciated as a strategy rather than a goal, keeping in mind the wider context in which patterns of exclusion and minoritization are reproduced. Additionally, EDI work tends to fall on those who are already minoritized with the academy. In compiling this report, the SLSA hopes to highlight some of these issues affecting our members, as well as the SLSA's next steps.

1.2 SURVEY METHODOLOGY

Our survey population - SLSA members - was obtained from the SLSA membership database and stood at 1286 at the close of the survey at 4pm on 24th December 2021. All members were invited to participate in the survey via emails sent out to the membership mailing list. As members are able to unsubscribe from the mailing list, we also publicised the survey on social media and in the newsletter, as well as including links from the SLSA website. The survey was also promoted via the PGR mailing list which includes PGR members and non-members of the SLSA. "Part 7: Reflections and strategic response" details some of the issues that arose in identifying membership numbers and sets out issues arising that the SLSA might wish to explore.

The survey was hosted online for 6 weeks, offering us the greatest accessibility while allowing members to provide anonymous and confidential responses. The survey was promoted regularly in the SLSA newsletter, the weekly SLSA eBulletin, via the SLSA blog, on SLSA social media channels, and through direct emails to members on the mailing list. A QR code was included in the newsletter that would take members to a holding page on the website where more information and a link to the survey could be found. The survey was optimised for all devices and was accessibility tested by the EDI subcommittee and the Board, and we did not receive any comments or complaints about survey access.

The survey was structured so that only the consent boxes at the beginning and at the end forced a response. Without consent, respondents were unable to submit the survey. In accordance with general ethical guidelines and to ensure that responses were freely and voluntarily given, all other survey questions allowed respondents to either submit an intentional error ("prefer not to say" or "unable to answer") or to submit an unintentional error by skipping the question. Intentional and unintentional errors were analysed separately. Respondents were supplied with a unique identifier code on completing the survey along with an email address (slsaedisurvey@gmail.com) to contact within 14 days of survey completion if they wished to revoke consent. No such requests were received.

Designing the survey involved finding the right balance between detail and brevity. We wanted to collect data about lots of issues that are important both to the SLSA and to our members. At the same time, we wanted to keep the survey manageably

short. This has, inevitably, meant some compromises.

The survey did not ask about respondents' geographical location, for example, so we cannot be certain the extent to which survey responses refer to UK-based experiences or to the wider, global, socio-legal community. Additionally, the questions about employment and contract status that are unpacked in Part 5 of this report indicate general trends arising from the data. But, owing to the vast array of employment practices currently in operation in higher education, the results raise perhaps more questions than answers. We hope that this survey can act as a springboard for further inquiry and action by the SLSA on behalf of its members and Part 7 outlines the timeline for responses to the findings of this survey.

Of the 105 valid responses we received, one respondent indicated that they had never been a member of the SLSA while seven respondents had previously been members, but were no longer members. These data were removed for analysis, although some of the responses from these respondents are cited in "Part 2: Who completed the survey?" of this Report. For the main analysis, this gave us 97 valid responses, which equates to a 7.5% response rate. While this response rate is lower than we might have wished, survey response rates of 5-10% are to be expected and response rate is not necessarily correlated with the significance or reliability of findings (Bryman, 2021; AAPOR). The 97 responses from SLSA members, therefore, inform the analysis in "Part 3: Personal characteristics", "Part

4: Employment and contract status", and "Part 5: Opinions and experiences" of this Report.

As sample and population (SLSA members) coincided, this Report sets out a simple descriptive statistical analysis of the data that identifies the key trends and issues. This report does not seek to respond directly to the points raised, but paves the way for a detailed and carefully considered Strategic Response document that will follow later this year and that will develop an SLSA EDI Strategy.

While a 7.5% response rate is to be expected, it does make robust inferences or conclusions about the wider SLSA membership or the socio-legal community problematic. Therefore, where possible throughout this Report, the SLSA survey data has been compared with UK measurements of characteristics (sexual orientation and disability, for example), both to contextualise our findings and potentially flag any non-response biases or survey errors. Additionally, scholars who join, and then actively participate in a learned society such as the SLSA are likely to be more engaged members of the community. The self-selection bias of those completing the survey might simply mean that respondents had stronger views about the SLSA that they were willing to share.

"I am hopeful that this survey represents positive leadership in addressing diversity issues."

1.3 INTERPRETING THE FINDINGS

Key findings from the data are set out in frequency tables, bar charts, histograms, and pie charts. Key summaries along with commentaries and reflections on the data are included throughout the Report, along with quotes from comments and suggestions made by respondents.

Most questions asked respondents to choose from a pre-determined list of responses. The quantitative analysis was conducted using Microsoft Excel (PowerQuery and Pivot tablesw). Data was exported from Qualtrics, the survey software, both in text format and in numerical format to input into Excel. The qualitative data from the final three questions was analysed through inductive thematic analysis using Microsoft Word. Emerging themes and sub-themes are discussed in Part 6 of the Report.

Rounding of responses throughout has been adjusted to add up to 100%.

> "Until recently, I didn't see anyone who looked like me"

1.4 REPORT LAYOUT

The Report explores the data thematically, with each Part prefaced by a "Summary and Trends" page setting out the key points.

> "Very glad to see this survey, which I take as a statement of desire to be inclusive. Crucial step!"

Part 2 sets out who responded to the survey and some of the membership analysis. Part 3 explores the personal characteristics of respondents. Part 4 turns to respondents' employment and contract status and Part 5 explores respondents' opinions and experiences about the SLSA and socio-legal community. Part 6 moves on to respondents' reflections and suggestions about the SLSA, while Part 7 sets out our next steps to respond to the survey. A copy of the survey can be found in the Appendix.

The report has been written so that interested readers can dip in and out. Each Part and each sub-section of the report can be taken separately, or, should you wish, the entire report can be read as a whole.

Quotes in red boxes throughout the report are from SLSA members, and are reflected in the surrounding text in the report and the commentary in each section.

Part 2: Who completed the survey?

SUMMARY: MEMBERSHIP STATUS

The vast majority of survey respondents (92%) were SLSA members.

Of those who had previously been members, the most likely reason for lapsed membership was forgetfulness or apathy, with cost raised as a secondary consideration.

Respondents encouraged the SLSA to reach out beyond legal scholars to engage other social scientists, as well as real world practitioners and activists.

THE RESULTS: RESPONDENT IDENTIFICATION

2.1 WHO COMPLETED THE SURVEY?

105 valid responses to the survey were received. Of these, one respondent had never been a member, and seven had previously been but were no longer members. These are reflected in the first set of figures below, but are removed for the analysis in Part 3 about personal characteristics.

Are you a member, or have you been a member of the SLSA?	Number of respondents	Percentage
Yes, I am a member	97	92.4%
Not currently, but previously I was a member	7	6.7%
I have never been a member	1	0.9%
Total	**105**	**100%**

Are you a member of the SLSA?
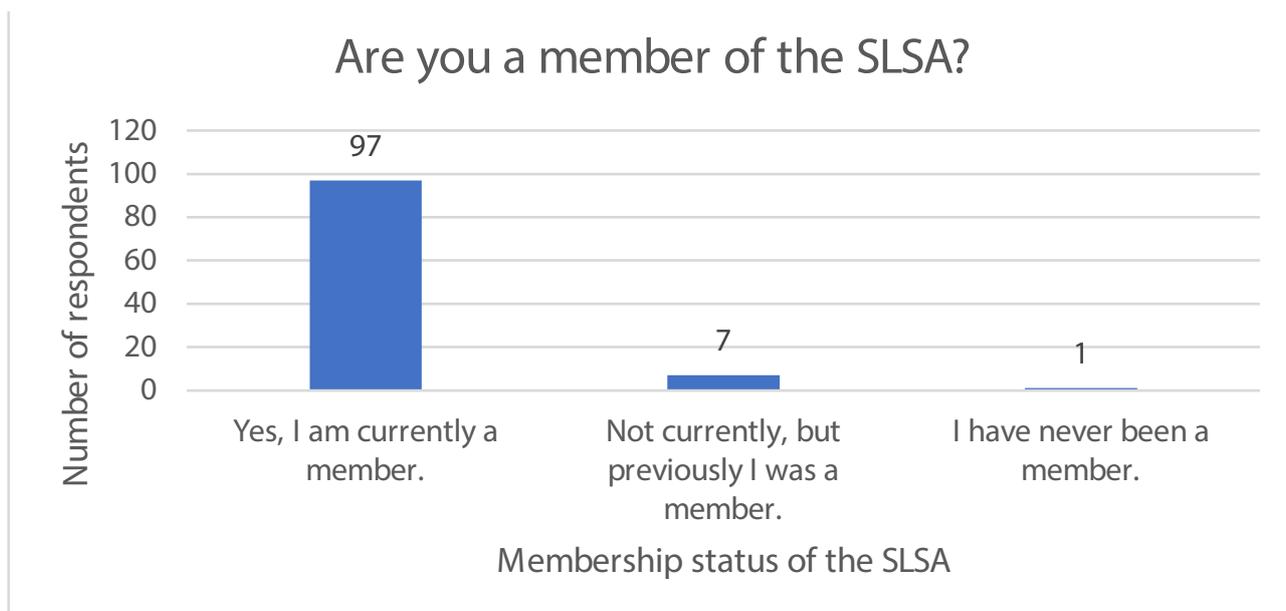
2.2 WHY DID YOU DISCONTINUE YOUR MEMBERSHIP?

If a respondent indicated that they had previously been a member, a conditional question asked them to state the reason for the lapse of their membership, and some offered more than one reason. Responses here can be seen in the table below, but common themes were forgetfulness and cost. "Subscription lapsed" was offered by two respondents, indicating perhaps forgetfulness, but also perhaps that the value they had received from their SLSA membership in the preceding year had not been sufficient to motivate them to maintain the membership.

Nevertheless, cost appears to be a secondary factor in non-renewal, with PGR respondents appreciating the free introductory year.

Given the small number of respondents, robust inferences about the wider community are problematic, but no responses indicated that lapsed membership were due to unpleasant experiences or discrimination. This suggests that the SLSA might do more to remind and nudge members about their subscriptions, and might make renewing memberships easier, as one respondent remarked. This might include revisiting membership renewal processes and ease of access to the website.

> "Make it easier to keep on top of membership. I actually do not know if I am currently a paid-up member and have always found navigating this difficult. I need to change my details (including that I am no longer a student) but the website will not let me."

Why did you discontinue your membership?	Number of Respondents	Percentage
Subscription lapsed	2	25%
Cost	2	25%
Forgetfulness/forgot to renew	2	25%
No longer relevant	1	12.5%
Unable to attend the conference this year	1	12.5%
Total	**8***	**100%**

*One respondent offered two reasons for lapsed membership

> "I am unclear what the SLSA does other than organise conferences and events (they do that very well). They do not seem to do anything around international women's day, pride, or black history month."

Respondents, while generally positive about their experiences with the SLSA, questioned the added value that their membership entails. Respondents generally praised the activities run by the SLSA. One respondent, while clear that the SLSA annual conference was excellent, questioned what else the SLSA did, while others suggested that more subgroups with better invitation systems could add value for members.

> "more sub- groups with better invitation system"

The newsletter was praised as a good source of information and community-building, although some respondents did note that they felt overwhelmed with the amount of information when joining the SLSA. This might be mediated with a welcome email setting out the basics of the SLSA and a quick introductory guide for new members.

> "Open calls for joining in projects or discussions- though I do like the weekly newsletters with conference information and job calls."

> "If I'm not fully or actively participating in the socio-legal community, it's down to me and my workload rather than the SLSA. You do heaps. It's most appreciated."

Why did you discontinue your membership?

- No longer relevant 13%
- Cost 25%
- Unable to attend the conference this year 12%
- Subscription lapsed 25%
- Forgetfulness/forgot to renew 25%
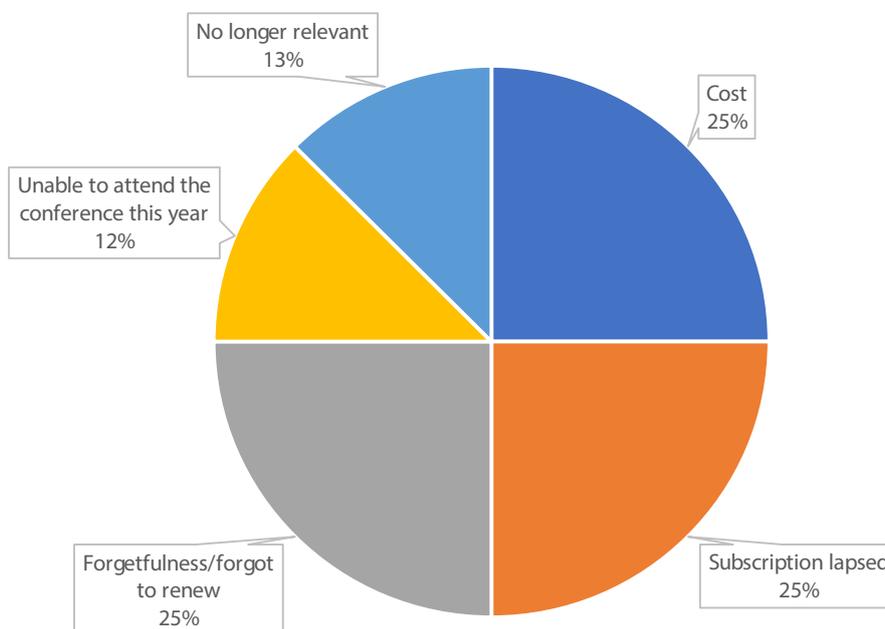
> "Be more proactive especially when it comes to supporting PGRs. Not just limited to two conferences at January and April where tips are provided but to offer mentoring to PGRs from more established scholars within their respective fields, so they feel more confident in their abilities as socio-legal scholars."

2.3 Postgraduate researcher (PGR)

EXPERIENCE

> "Thanks, the first year free membership helps to get to grips with new information."

There was widespread praise for the PGR engagement events and activities, and for the amount of support for postgraduate researchers. Some respondents encouraged the SLSA to go further and increase the number of activities and outreach events targeting PGRs beyond the two conferences (PGR in January and annual conference in April).

However, other respondents noted that the SLSA seemed to be a very active society, and that they were not engaging because of their own workload. Other respondents noted that they did not have the "time or headspace for more than what I am doing at university right now", perhaps indicating that simply putting on more events might not be the answer. Instead, more targeted events might meet the requests for mentoring and careers advice more closely.

One respondent suggested that PGRs might be encouraged to write something about their thesis either for the SLSA blog, or for a separate blog if the SLSA blog is too intimidating.

> "When joining it would be useful to send an email that introduces the SLSA, its objectives etc. It feels like many people know what you do, but if you don't the subsequent information in the newsletter (which is excellent) can be quite overwhelming."

2.4 Early career researcher (ECR)

EXPERIENCE

Respondents were also generally positive about ECR experiences with the SLSA. There were calls to "maintain a strong focus on the development of the next generation of socio-legal scholars" as well as encouraging early stage researchers to "express themselves without judgments", reflecting the difficulties involved in interacting at events at conferences with more established scholars.

A common theme that emerged here was the role of the SLSA in building not only networks and communities, but the skills and confidence of PGRs and ECRs. An inclusive environment is one where robust debates can occur, yet one in which respect and consideration ensure that more junior colleagues do not feel undermined. From the survey feedback, it is clear that this is already happening to a large extent. Nevertheless, our respondents note that we can go further in this regard.

> "I am generally pretty happy with what the SLSA offer - there's always so much going on."

2.5 MEMBERSHIP RETENTION AND RECRUITMENT

At the close of the survey on 4pm 24th December 2021, the SLSA membership database recorded 1286 members and this is the membership total used for the analysis in this report.

> "Once people are in the community, I think we do reasonably well. I am less sure that we are effective at getting people into the community."

Two strategies emerged from the qualitative survey data for increasing both the SLSA's membership and conference attendance. Both include reaching out beyond the traditional socio-legal community. There is an impression that the SLSA tends to view socio-legal scholarship as a sub-discipline of legal scholarship and that members are lawyers first and foremost. This, as some respondents pointed out, can alienate scholars from other disciplines across the social sciences who are conducting socio-legal research and who might benefit from SLSA membership and conference attendance.

> "I am a sociologist who uses socio-legal methodologies. I have found it quite difficult to engage so far with SLSA which it appears to me is aimed primarily at lawyers who use sociological methods/ methodologies. I will persist, though."

Additionally, as one respondent noted, the SLSA might reach out beyond the academic community to include "real world" practitioners and third sector employees and activists.

One respondent noted that it was "startling" that there were no ways of involving people with lived experience in conferences. There was a perception that "you're either a 'real' scholar who pays his/her own way, or you probably aren't coming [to the conference]". The respondent noted that this means that we end up "talk[ing] about people from affected groups, particularly if those groups are socially disadvantaged, with them largely outside the room". Involving "service user organizations" might go some way to addressing this issue, but the question of resources and financial assistance was flagged as a significant issue contributing to the exclusion of these groups from SLSA events, given the funding challenges faced by the third sector.

> "My work is inter and trans disciplinary and that seems to vex some more established academics who have told me it is not therefore socio legal."

Finally, respondents noted that SLSA events might be more inclusive in terms of attitude and approach to interdisciplinarity, especially from scholars who have been told that their work is not "socio-legal". The SLSA reflects and represents a diverse research community and while boundaries necessarily define who and what the SLSA is and does, there might be clearer, kinder, and more constructive ways of communicating this to less established and less confident scholars.

Part 3: Personal characteristics

SUMMARY: PERSONAL CHARACTERISTICS

Respondents are typically aged between 30-50. Around half do not identify with any religion, while one-third identify with Christianity. Most speak English as a first language, and this is by far the most commonly spoken language at home. Most respondents are not care-givers although one third provide regular care either to children or adults. Around one half identify as a first-generation university graduate.

Two-thirds identify as heterosexual, and two-thirds identify as women. Around one half identify as "white, British", with race identified as an area of inclusion where the SLSA could do more.

For one in three, day-to-day activities are limited either a little or a lot by a health condition or impairment. Inclusion on grounds of disability was highlighted by respondents as one area where the SLSA could do more.

THE RESULTS: PERSONAL CHARACTERISTICS

The analysis focused on the responses of SLSA members (N=97). To establish data on the personal characteristics of our members, we asked a series of questions inviting respondents to indicate their age, language, religion, carer status, whether they were a first generation university graduate, gender identity, sexual orientation, racial or ethnic identity and disability. Respondents noted that a focus on socio-economic disadvantage and class would have been welcome, as well as more of a focus on age.

3.1 AGE

All respondents indicated their age, indicating that nearly two-thirds of all respondents are aged between 30 and 50 years (64%). A little over one fifth of respondents are aged over 50 (22%), meaning that the majority of the respondents to the survey, nearly four fifths, are aged under 50.

How old are you? (Please select one of the following age brackets)	Number of Respondents	Percentage
19 and under	-	-
20-29	14	14.4%
30-39	35	36.1%
40-49	27	27.8%
50-59	13	13.4%
60-69	6	6.2%
70-79	2	2.1%
80 and over	-	-
Total	**97**	**100.0%**

What age are you?
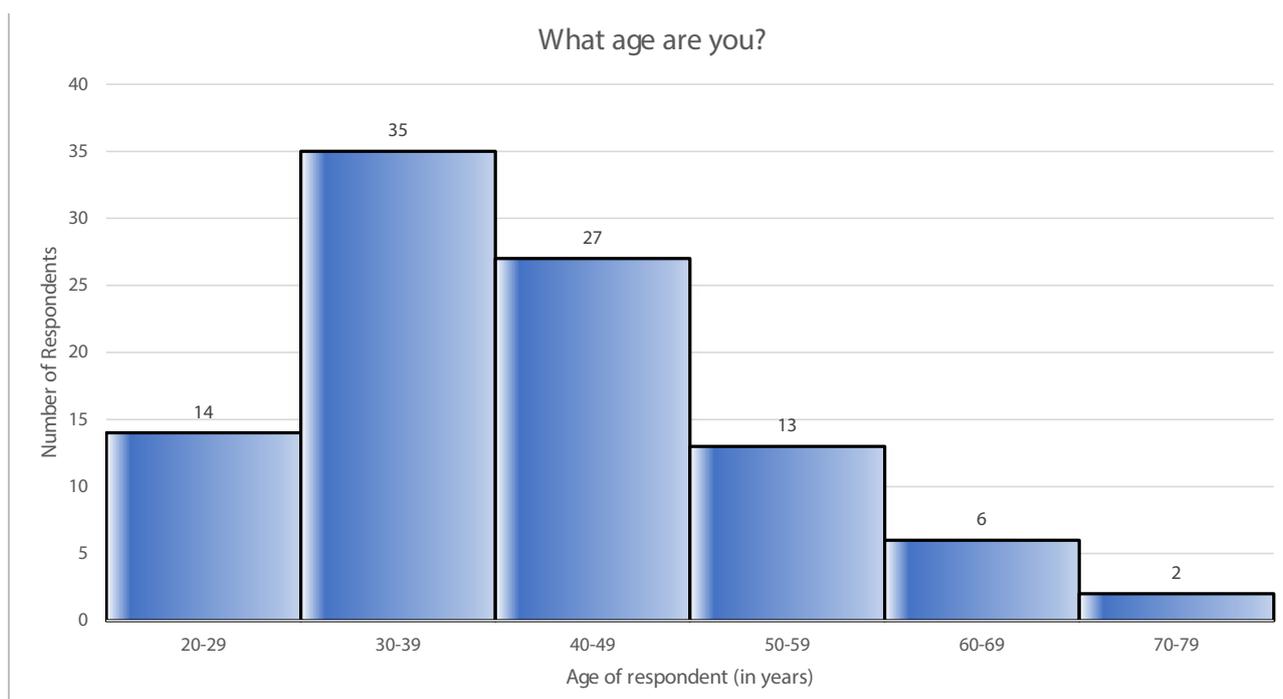
3.2 LANGUAGE

Over three quarters of respondents (77%) identified English as their first language. A follow up question then asked respondents to indicate which languages they spoke at home. From the valid responses (N=97), 14 chose not to answer at all. Of these 14, 12 had indicated that English was their first language, with 2 respondents indicating that English was not their first language but declining to indicate other languages spoken.

There is a query about what "home" might mean, and this might be problematic language for some respondents. Given the wording of the survey question, some assumptions were necessary to under-stand how many languages respondents speak. Firstly, it was assumed that all respondents (N=97) spoke English – they

had completed the survey in English. Those who indicated that their first language was English and who did not provide an answer to the follow up question were assumed to speak English at home (N=14). This left two respondents who had indicated that English was not their first language but who did not indicate any other language. These were recorded as errors (unanswered).

Some for whom English is not their first language listed English and other languages spoken at home. Some simply listed other languages. For this, it was not assumed that English was spoken at home. It seems unreasonable to assume that English is spoken at home as we do not know the geographic location of the respondent (UK or otherwise).

> "I think on some level non-native speakers of English will always encounter - for lack of a better word - a certain reservation from some of the other members. I don't think it is a conscious thing."

Is English your first language?	Number of Respondents	Percentage
Yes	75	77.3%
No	22	22.7%
Prefer not to say	-	-
Unanswered	-	-
Total	**97**	**100.0%**

Is English your first lanugage?
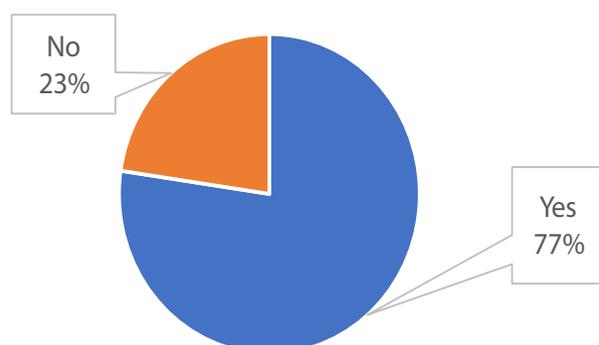
Additionally, some for whom English is not their first language listed English as the only language spoken at home. While we can assume that these respondents speak more than one language, the analysis retains the focus of the wording of the question, and it is therefore likely that the data do not reflect the full linguistic abilities of respondents.

How many languages are spoken at home?	Number of Respondents	Percentage
1 language	79*	81%
2 languages	15	15%
3 languages	-	-
4 or more languages	1	1%
Error	-	-
Unanswered	2	2%
Total	**97**	**99%**

*of which 65 (67%) speak only English at home.

How many languages are spoken at home?
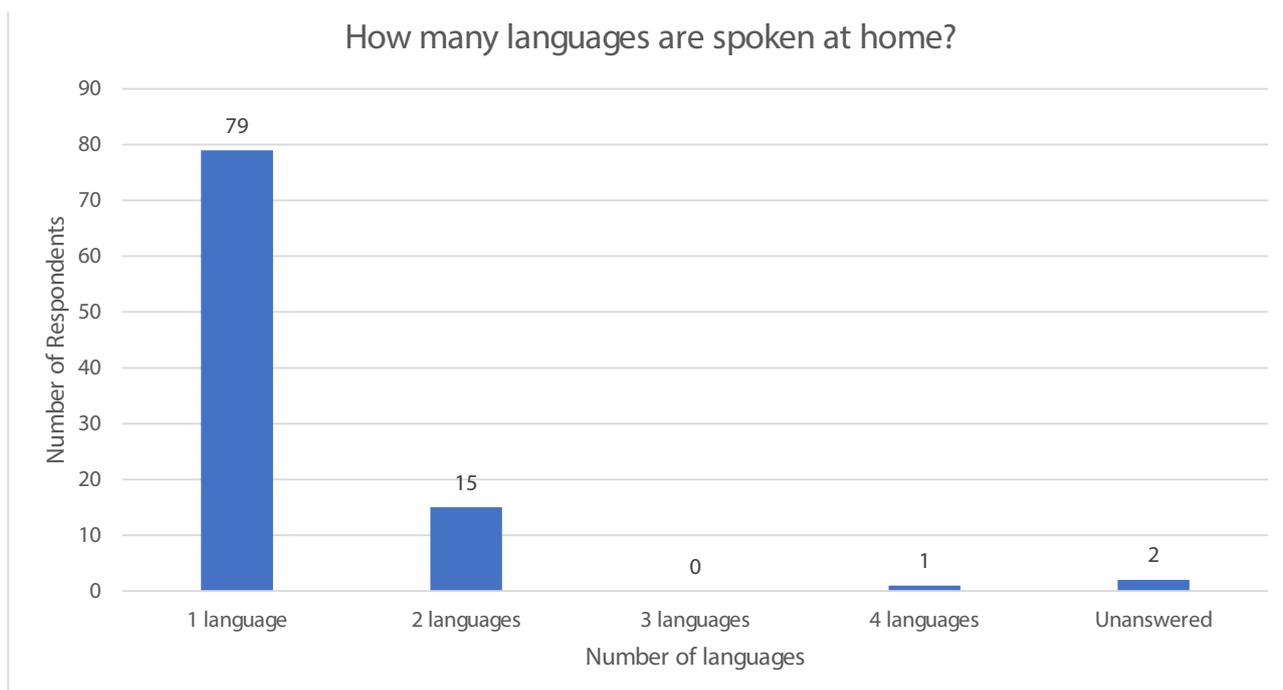
We asked respondents about which languages were spoken at home. Of the 83 respondents to this question, 23 different languages were listed, including English. These reflect the diversity of SLSA members. Owing to the fact that the level of detail in this data might identify individual respondents, the 22 additional languages indicated by respondents are listed here but not the number of speakers.

Shona	Greek
Ulster Scots	Tanil
Irish	Telugu
Hindi	Filipino
Spanish	Twi
Albanian	Gaelician (or Scottish Gaelic)
Italian	Pahari (South-Asian dialect)
Punjabi	Hebrew
Dutch	Japanese
Czech	French
German	Polish

3.3 RELIGION

Respondents were invited to indicate which religions or belief systems they identified with, with the instruction to tick all applicable answers. There were no errors (all questions were answered) with 6 respondents selecting two answers. This gave 103 responses from 97 respondents.

Of the six respondents who selected two responses (no respondents selected more than two responses), three selected a religion (Christian or Hindu) and no religion. One selected a religion and "prefer not to say". This might indicate heritage or cultural identification without actively practising the religion. For the purposes of analysis, all responses have been included.

Of those who indicated "any other religion or belief", two identified as "humanist", one "agnostic", and one "Sikh".

Of the total responses to this question, roughly half (54%) indicated "no religion", while nearly one third (31%) identified as Christian.

Do you identify with any of the folllowing religions? (Please select all that apply)	Number of Responses	Percentage of respond- ents (N=97)
Christian (including Church of England, Catholic, Protes- tant, and all other Christian denominations)	30	31%
Buddhist	3	3%
Hindu	2	2%
Jewish	3	3%
Muslim	2	2%
Spiritual	5	5%
No religion	52	54%
Any other religion or belief	4	4%
Prefer not to say	2	2%
Unanswered	-	-
Total	**103 (total responses) from N=97 respondents**	**106**

Do you identify with any of the following religions?
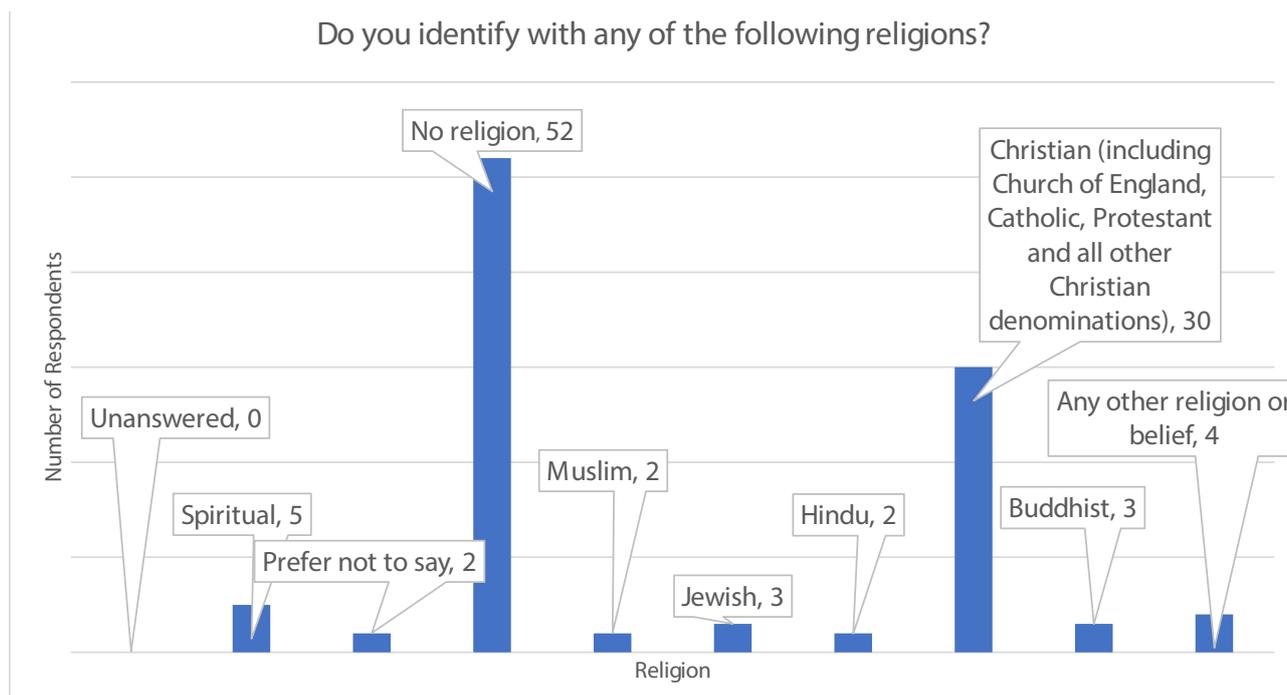
3.4 CARE GIVING

The survey asked respondents if they are care givers to children (Q6) and/or to adults (Q7). Question 6 had no errors and no "prefer not to say" responses. We can see that around one third of respondents (34%) are care givers for children, while one in ten are care givers for adults.

Are you a care-giver for children?
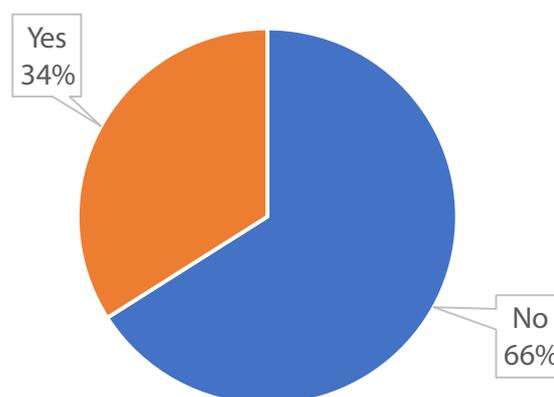
Are you a care-giver for children?	Respondents	Percentage
Yes	33	34%
No	64	66%
Prefer not to say	-	-
Unanswered	-	-
Total	**97**	**100%**

Q7 produced one error (unanswered question). We can see that 11% of respondents are care givers for adults, where this is defined as "regular or ongoing care or support" to another adult.

Are you a care-giver for adults?	Respondents	Percentage
Yes	11	11%
No	85	88%
Prefer not to say	-	-
Unanswered	1	1%
Total	97	100%

A total of 7 respondents indicated that they were care givers for both children and adults, or 7%. A total of 60 respondents (62%) indicated that they are not care givers. However, there is likely to be an element of self-selection here in who completed the survey, given the time commitments required of carers.

We were also interested in how care-giving roles varied by gender. Of those who provide care for children, two-thirds identified as women with one third men. Of those who provide care for adults, nearly three quarters were women and one quarter men. The figures can be seen in the tables below.

Are you a care-giver for adults?
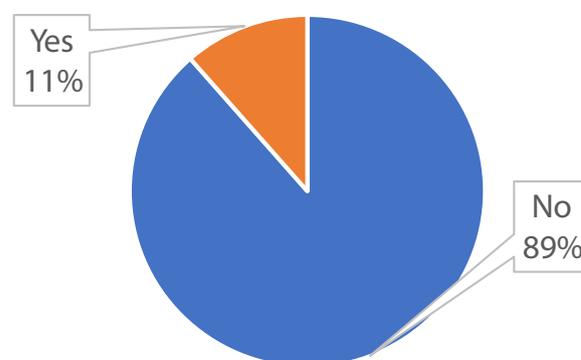
While the small numbers involved means that we cannot make robust inferences about the wider SLSA membership based on these findings, the data do reflect the wider trend of care work being performed by women.

Care-giving by gender
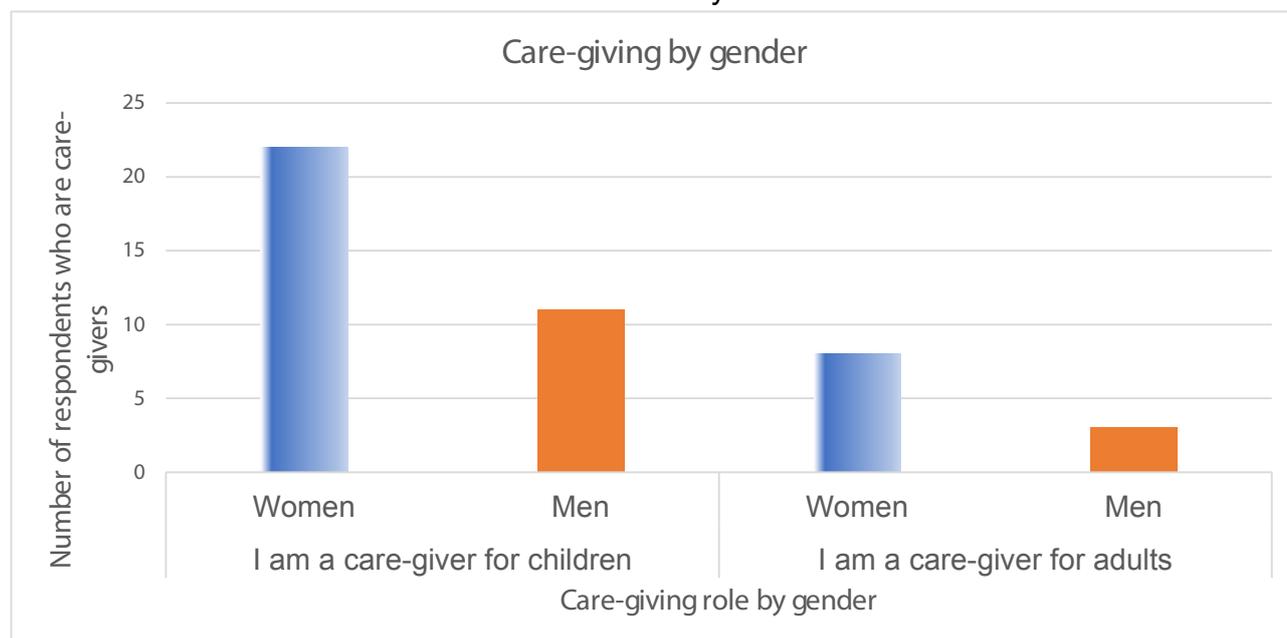
3.5 FIRST GENERATION UNIVERSITY GRADUATE?

Respondents were asked if they considered themselves to be a first-generation university graduate. Feedback from the pilot indicated that an explanation was needed, and the survey clarified that neither the respondent's parents nor grandparents had been to university.

All respondents answered this question, with no respondents indicating "prefer not to say". The data shows a roughly even split between those who identify as first-generation university graduates and those who do not with a slight majority of respondents considering themselves first generation university graduates.

Do you identify as a first generation university graduate?	Number of Respondents	Percentage
Yes	52	54%
No	45	46%
Prefer not to say	-	-
Total	97	100%

"Interesting you missed out class."

While we should be careful not to conflate first-generation university graduates with those from a socio-economically disadvantaged background, there is likely to be some overlap. The survey did not ask about class or socio-economic background, and some respondents noted that this might have been relevant to include in the survey.

Several respondents indicated that the SLSA might focus more on the needs of early career researchers and those from socio-economically disadvantaged or working-class backgrounds, and Part 6 and Part 7 of this Report lay the groundwork for the Strategic Response to carefully consider how the SLSA can make meaningful contributions in this area.

Are you a first-generation university graduate?
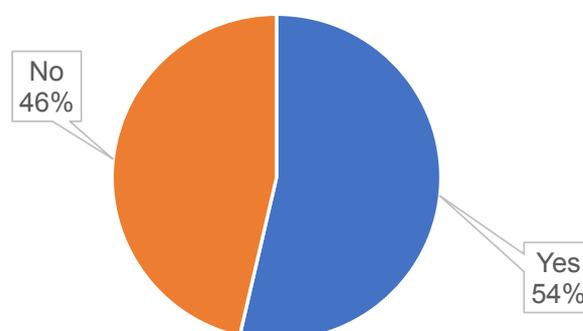
No 46%

Yes 54%

"[…] incorporate issues around class identity and encourage involvement from those who come from working class backgrounds who may feel uncomfortable, out of place and like an imposter at events such as the annual conference."

3.6 Gender identity

Almost two thirds of respondents identify as a woman, with a little under one third identifying as a man. Just under three percent of respondents identify as queer, non-binary or agender, with the same number opting not to answer the question.

Of those who indicated that their gender was not specified above, one response then wrote in the free text box "My sex is male", while the other respondent wrote "Why are you asking about gender identity and not biological sex? Sex is a fixed reality and should be the basis of your assessment so you can capture sex-based discrimination/experiences. My sex is female".

These comments were echoed in further free text questions at the end of the survey, and some of the comments are presented below.

However, it should be noted that this was a view only expressed by a minority (N=2) of respondents. Terminology around sex and gender is currently a contested area. Given the context of the survey and our focus on socially-constructed disadvantage, we chose to focus on gender in the sociological sense. This meant a focus on how people experience the gendered effects of social, legal and cultural structures and as a concept that also intersects with race/ethnicity, class, disability and other forms of inequality.

> "Show more openness to discussion of different viewpoints on contentious issues, even - perhaps especially - when there is a dominant viewpoint.

What is your gender identity?	Respondents	Percentage
Woman	63	65%
Man	28	29%
Gender queer or non-binary	1	1%
Agender	2	2%
Not specified above	2	2%
Prefer not to say	1	1%
Unanswered	-	-
Total	97	100%

As a result, we were interested in how some of these characteristics intersect, and have included some bivariate analyses in this Report. Nevertheless, due to the small number of responses, and the even smaller numbers once we narrow down by two characteristics, the data does not let us draw robust conclusions about the wider population, and should not be used to generalise about SLSA members more broadly or about the wider socio-legal community.

What is your gender identity?
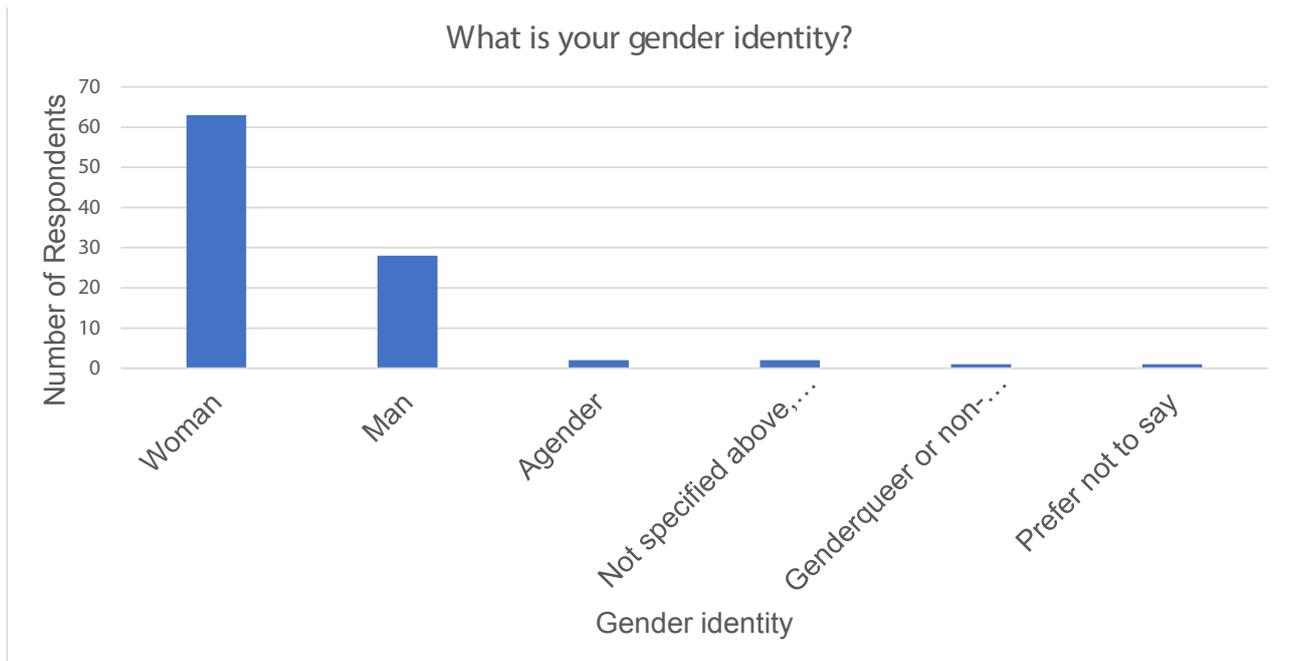
Finally, the overwhelming majority of respondents to the survey do not identify as transgender, with only one respondent selecting "prefer not to say".

Do you identify as trans-gender?	Number of Respondents	Percentage
Yes	-	-
No	96	99%
Prefer not to say	1	1%
Unanswered	-	-
Total	**97**	**100%**

3.7 SEXUAL ORIENTATION

While nearly two thirds of respondents identify as heterosexual or straight (64.8%), the high prevalence of intentional error ("prefer not to say") in response to this question raise the possiblity of ongoing stigma surrounding sexual orientation, despite the survey being anonymous.

What is your sexual orientation?	Number of Respondents	Percentage
Asexual	1	1%
Bisexual	13	14%
Gay/lesbian	8	8%
Heterosexual or straight	62	64%
Other	2	2%
Prefer not to say	11	11%
Unanswered	-	-
Total	**97**	**99%**

These findings differ from the UK average, where 93.7% of the UK population identify as heterosexual although the general trend in UK numbers for those identifying as lesbian, gay or bisexual has increased over recent years (ONS, 2019). This may reflect more of a willingness to declare this in an anonymous SLSA survey, or might indicate that the proportion of SLSA members who identify as lesbian, gay or bisexual is higher than in the wider population. However, other research suggests that the prevalence of LGB identities is closer to 10% of the population so ONS data may also be somewhat skewed on this point.
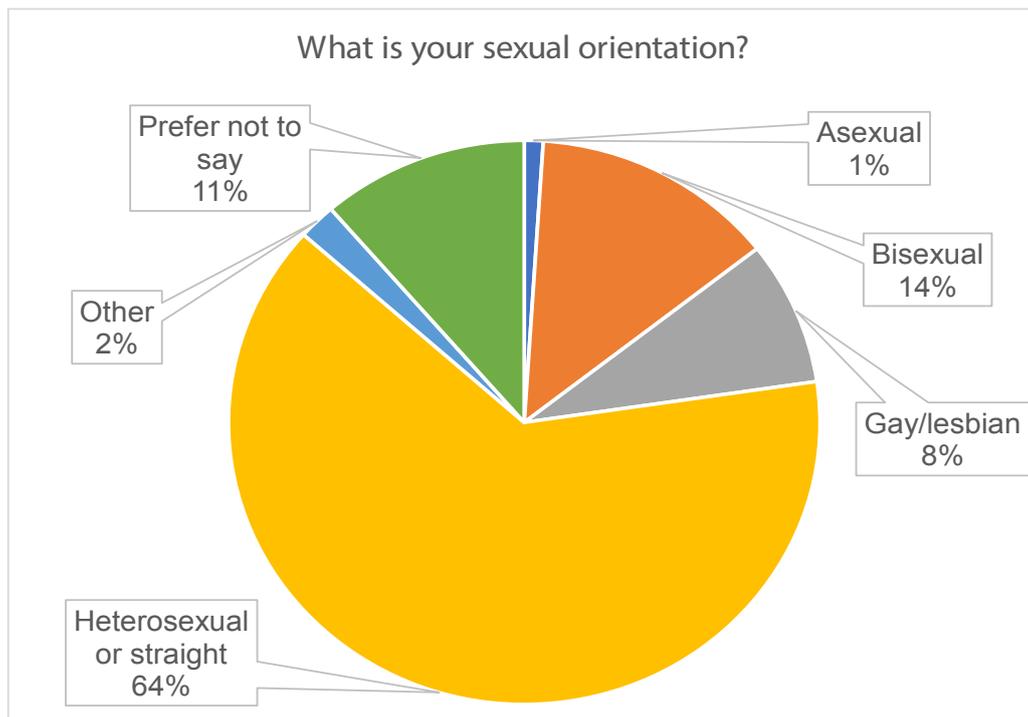
3.8 RACIAL OR ETHNIC IDENTITY

We wanted to know about the racial or ethnic identity of SLSA members and the socio-legal community. Question 16 of the survey asked respondents to indicate which racial or ethnic identity they associated with. Respondents were asked to select as many identities as were appropriate. The data resulting from this survey question was very fine-grained and to avoid possible identification of respondents, a simplified analysis is presented here.

> "Diversity remains a challenge in academia. Support for scholars from non-white backgrounds is lacking."

What is your racial or ethnic identity? (Please tick all that apply)	Number of Responses	Percentage
Asian/Asian British	7	7%
Black/Black British	9	9%
Mixed/Multiple Ethnic Groups	8	8%
Other ethnic group	-	-
White	79	76%
Prefer not to say	1	1%
Unanswered	-	-
Total responses	**104**	**100%**

What is your racial or ethnic identity?
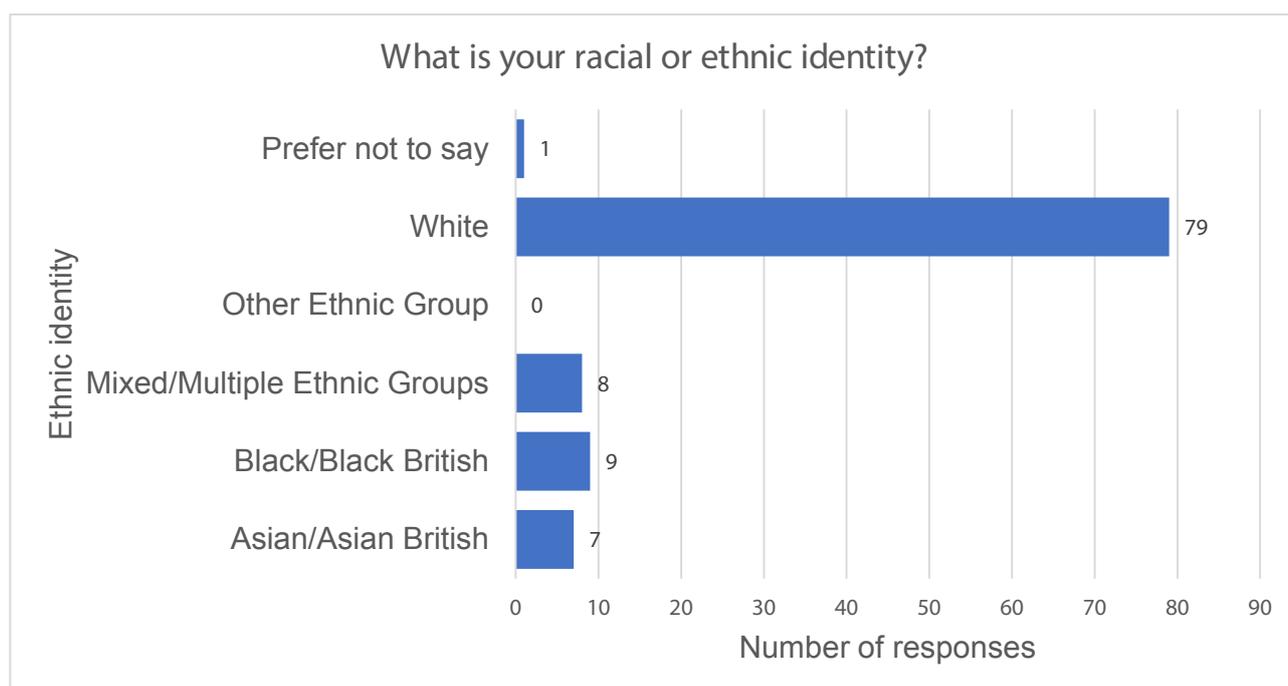
Respondents consistently urged the SLSA to go further in its activities to diversify on grounds of race. As one respondent remarked, "Until recently, I didn't see anyone who looked like me". Other respondents also noted a lack of ethnic minority scholars and a need for greater representation and visibility.

> "There has been great work on gender but race has been a blind spot for this community."

There is a wider point here about promotion and visibility of ethnic minority scholars in academia more broadly. The employment and pay gaps for minority ethnic staff in higher education in the UK remain intransigent. A 2019 report by the UCU noted that while one in 9 white academic staff are professors, one in 15 Asian academic staff are professors, and one in 33 black academic staff are professors (UCU, 2019).

> "Recruit more Black and Asian members- there are a few of us but at times, especially if you are a junior scholar, it can feel lonely."

In aspiring to both model diversity as well as to campaign to change the wider academic environment, it is clear from the survey data that the SLSA has made a good start

but needs to build on its anti-discrimination and anti-racism policies and practices, and the Strategic Response that we pledge to publish following this Report will set out the concrete measures that the SLSA will put in place to meaningfully address these issues. Other respondents raised the need for greater engagement with the global south, both in terms of SLSA membership and events, but also in terms of fostering and developing productive collaborative links that can develop into mutually beneficial research channels.

> "More outreach and connections with scholars overseas and in the global south."

Additionally, non-exploitative work and research practices were highlighted by one respondent as an area where the SLSA could be more vocal. Currently the research environment rewards sole-authored papers, sometimes to the detriment of those who collaborate with colleagues in the Global South.

> "I think they are serious questions of appropriation of research in this community in which scholars are constantly taking from communities without co-authorship in ways that would be frowned in other disciplines. This in turn creates a gold standard of single authored papers from the global south by global north authors in a way that harms scholars who are collaborative."

3.9 DISABILITY AND HEALTH

Disability and health and the accessibility of SLSA events received the greatest number of comments in the feedback questions. Respondents noted that the SLSA could be more proactive in offering an inclusive experience, both for online and in person events. Over one third of respondents indicated that a disability or health condition limited their day-to-day activities either a little or a lot.

Where respondents had replied "yes" to the question on disability and health, they were then prompted to select from a list of impairments, identifying as many as are applicable to them. Respondents were not asked to rank their health conditions according to the level of impact each has on their day-to-day life, so where multiple health conditions were indicated, we cannot tell if one has a more significant impact than others.

Of those who indicated that their day-to-day activities were limited "a lot" because of a health problem or disability (N=11), 6 respondents indicated that "mobility" was an issue while 8 indicated that a "chronic or other long term health condition" presented problems. This group also, on average, ticked the largest number of options from the list, with 26 indications between the 11 respondents, indicating a mean average of 2.4 health problems per respondent. By contrast, those who indicated that their day-to-day activities were limited "a little" because of health problems (N=27) had 35 indications, or a mean average of 1.3 health problems indicated per respondent. The data indicate that almost one in six respondents experience mental health problems that impact either a little or a lot on their day-to-day activities (N=13), while nearly one in five has a chronic or long-term health condition that impacts on their daily life (N=20).

Are your day-to-day activities limited because of a health problem or disability which has lasted, or is exepcted to last, at least 6 months (including any problems relating to old age)?	Number of Respondents	Percentage
Yes, a lot	11	11%
Yes, a little	27	28%
No	59	61%
Prefer not to say	-	-
Unanswered	-	-
Total	**97**	**100%**

Are your day-to-day activities limited because of a health problem or disability?

Yes, a lot
11%

Yes, a little
28%

No
61%
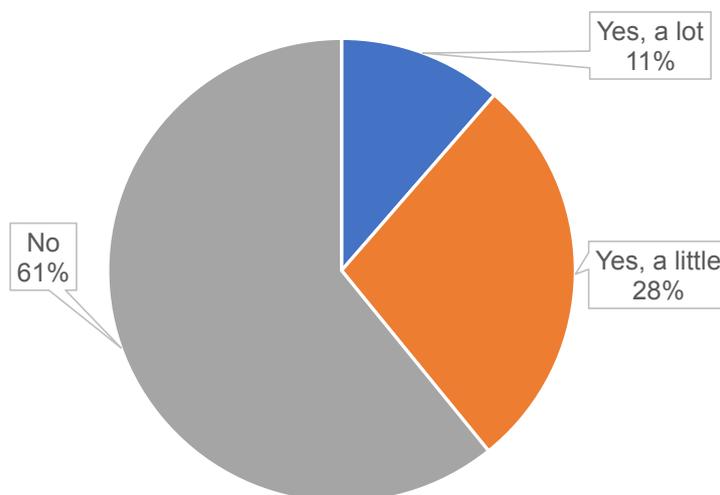
> "Actually ask disabled people what adjustments they need and don't make them feel like they're being unreasonable. If we ask, we need the adjustment."

Comments also urged the SLSA to go further in challenging ableism in academia, echoing other calls for increased activity on social and political issues that later sections discuss. This included the suggestion of a forum where people with disabilities "can talk to academics with similar challenges as it can be very isolating as an academic who cannot engage fully in research communities due to limitations caused by disabilities/chronic pain/etc". This was echoed with a suggestion that, in supporting socio-legal scholars with disabilities, the SLSA can begin by challenging "the expectations that we all churn out volumes of research and gain many grants".

> "Support disabled scholars. Provide accessibility by retaining online elements to all events."

This might include, for example, supporting shifts in the language used within the community to recognize achievement "commensurate to the opportunities" a scholar has had, reflecting the fact that those with disabilities - as with a range of other characteristics surveyed here - have access to fewer opportunities than their peers.

There were many comments praising the online and hybrid events that the SLSA has run over the past couple of years following pivots to virtual engagement required by Covid. From an accessibility perspective, respondents emphasised that hybrid events retain the increased access experienced by members, without removing the benefits of meeting face to face for those who are able. Part 6 of the report explores these responses in more detail.

> "Listen to people who need adjustments to fit in / thrive within the community. Find out what they are about and see how you can include them. Like all organisations the SLSA has people from a cross section of society. So the attitudes seem within society will be reflected here."

If you answered 'yes' to the previous question, please indicate which of the following areas apply	Number of Responses	As a Percentage of Survey Respondents (N=97)
Vision (due to blindness or partial sightedness)	2	2%
Hearing (due to deafness or partial hearing)	2	2%
Mobility (such as difficulty walking short distances, climbing stairs, lifting and carrying heavy objects)	7	7%
Learning, concentrating or remembering	4	4%
Mental health	13	13%
Chronic or other long-term health conditions	20	20%
Neurodiversity or sensory processing	8	8%
Dyslexia/Dyspraxia	2	2%
Other	3	3%
Prefer not to say	-	-
Unanswered (despite answering 'yes' to previous questionquestion 18)	-	-
Total Responses	**61**	**-**

If you indicated a health problem or disability, please indicate which of the following areas apply
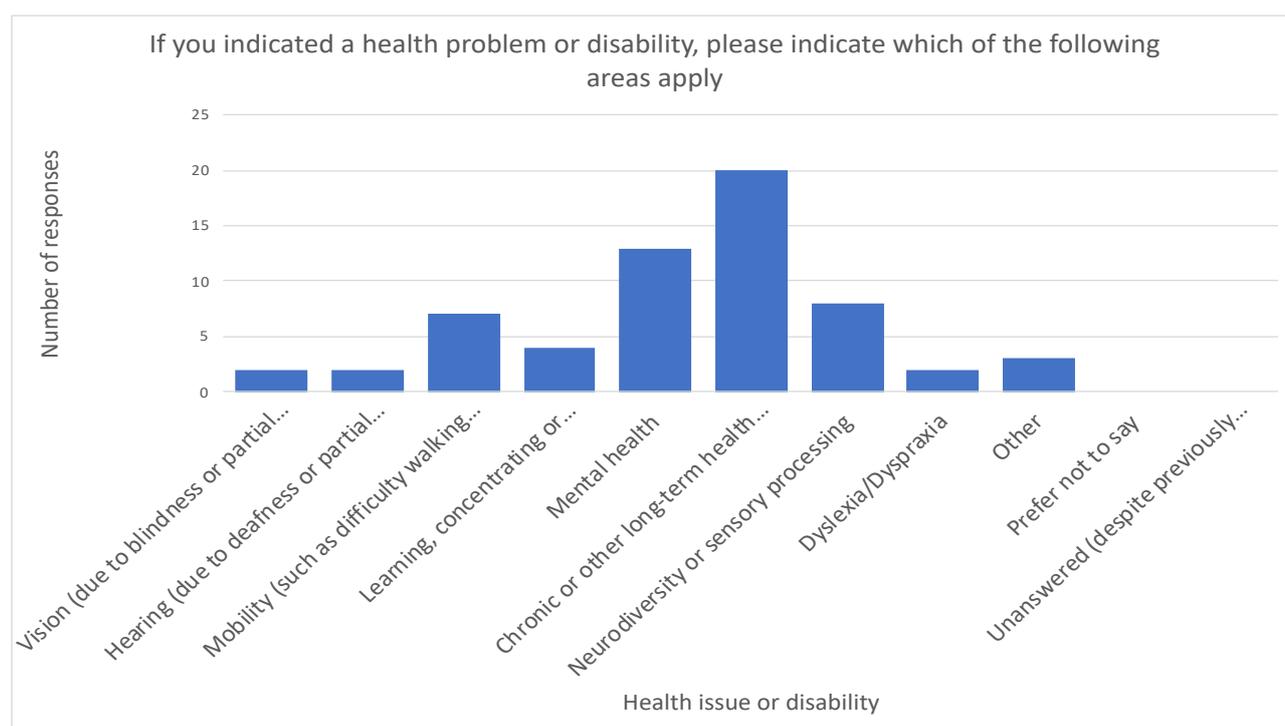
> "Have more open information about accommodations for disabled people at conferences."

Feedback in relation to the accessibility of SLSA events centred around accommodations that the SLSA can put in place to make the experience of those with neurodiversity and/or sensory processing sensitivities more enjoyable.

> "[…] something I have been thinking about (as a late diagnosed autistic/ADHD person) is the provision of quiet/silent rooms at conferences. This would be great for any neurodiverse people to be able to recharge themselves, but would have applications for anyone who needs a break/needs to catch up on things in silence."

For example, the provision of quiet zones or spaces where there is less stimulation, such a dark, quiet room away from the hustle and bustle of the conference, can allow delegates to retreat from the conference to recharge. Acting on this feedback, the SLSA has put measures in place for this year's conference to provide these accommodations, and will work with future conference organisers to ensure that such accommodations, and others that delegates might request, are made available. This includes the provision of extra, flexible spaces for delegates to use in order to take medications. Such a space could be flexible enough to be used by breastfeeding parents, or anyone in need of a private space apart from the conference.

> "Provision for disabled members at the annual conference […] quiet places to retreat for those with sensory processing issues and/or who get overstimulated and overwhelmed easily (e.g. ADHD) and need to retreat would be really beneficial."

Some feedback highlighted a lack of suitable accommodation at previous SLSA conferences, leading to the respondent having to miss the event.

> "There have been previous conferences I've not been able to attend because there was no wheelchair-accessible accommodation, for example, and some venues are not accessible enough to make attendance possible and enjoyable."

Respondents also noted that a lack of information was also sometimes a problem, and suggested that the SLSA might consider including access information routinely alongside all publicised events to make planning and attendance more straightforward for all participants.
This extends to information about adaptations and accommodations in all engagement with the SLSA, whether this is relating to funding calls, events, or initiatives that could be in different formats, and accessible to and for all.

> "More opportunities for disabled/neurodiverse scholars such as adaptations to funding calls, disability friendly guidance, and challenging ableism in academia."

Part 4: Employment and contract status

SUMMARY: EMPLOYMENT AND CONTRACT STATUS

Respondents are typically employed on permanent contracts and engage in both teaching and research.

Of those who wish to change their contractual status, most want to move from temporary to permanent contracts.

Of those who are employed and studying, half are engaged at two or more institutions.

Respondents urged the SLSA to build on its existing work to support, nurture and encourage postgraduate students and early career researchers.

THE RESULTS: EMPLOYMENT AND CONTRACT STATUS IN HIGHER EDUCATION

We wanted to know about the employment and contract status of SLSA members (N=97), and survey questions 9-12 asked respondents to identify if they were employed, studying, or both, at an institution in the UK.

The question did not specify a higher education institution or a university, so we cannot be certain that all respondents are studying or working at universities, although this is a reasonable assumption given the widespread identification of respondents as socio-legal scholars and the situation of socio-legal scholarship typically in universities.

4.1 EMPLOYED OR STUDYING?

Three quarters of respondents (72%) are employed at an institution in the UK while a little over one quarter (26%) are studying at an institution in the UK.

Are you employed and/or studying at an institution in the UK?	Number of Respondents	Percentage
Employed	59	61%
Studying	15	15%
Employed AND Studying	11	11%
None of the above	12	12%
Prefer not to say	-	-
Unanswered	-	-
Total	**97**	**99%**

Are you employed and/or studying at an institution in the UK?
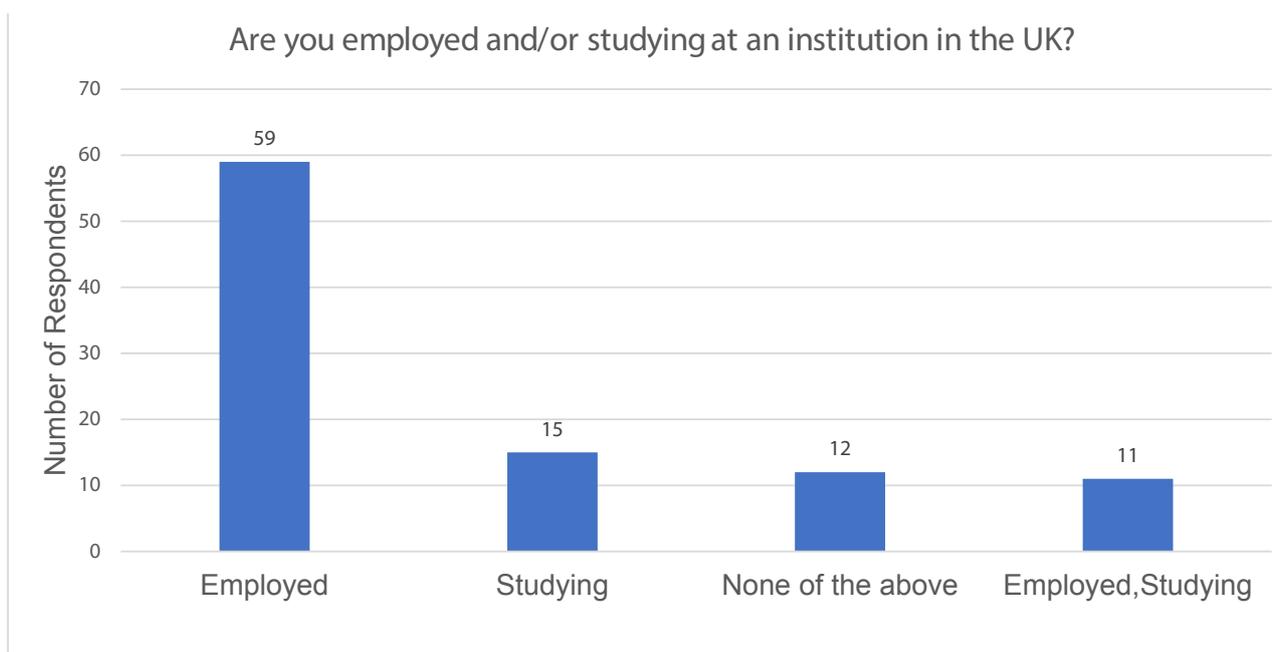
4.2 EMPLOYMENT AT MORE THAN ONE INSTITUTION?

Those who are employed and studying at an institution in the UK might split their time between different institutions, and we wanted to know to what extent respondents were engaged at more than one institution. Of those who indicated that they were both employed and studying (11% of respondents), half said that they were engaged at two or more institutions. This reflects the practice of carrying out a PhD at one institution whilst teaching elsewhere, usually on a precarious (fixed term or per-hour) contract. While the survey did not ask respondents to specify how many institutions they are currently engaged at, some might be splitting their time between more than two institutions.

Are you employed and studying at more than one institution?	Number of Respondents	Percentage
Yes	6	55%
No	5	45%
Prefer not to say	-	-
Unanswered	-	-
Total	**11**	**100%**

Are you employed and studying at more than one institution?

No 45%

Yes 55%
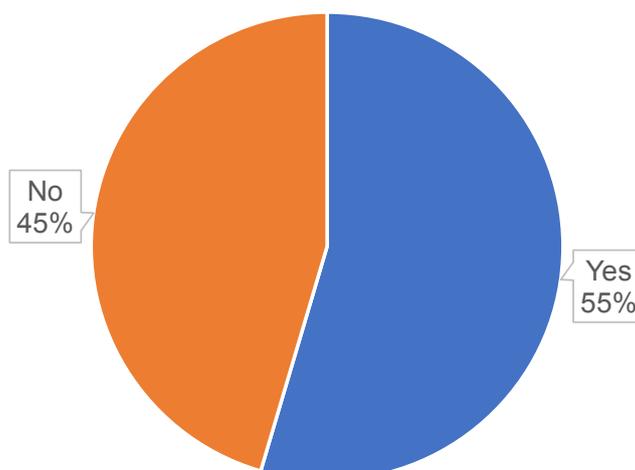
4.3 Primary role

If respondents indicated that they were employed, we then wanted to know what type of contract they were engaged on, and asked respondents to identify their primary role. Responses indicate that the majority (around two-thirds) are on contracts that include both research and teaching. This might include "teaching and research" contracts at universities, as well as studentships that enable PhD research while guaranteeing teaching as, despite "research student" being offered as a response, respondents could select only one answer.

While there were 28 respondents who indicated that they are research students in this question, only 26 answered that they were studying and teaching in other parts of the survey. It is possible that personal circumstances – for example being engaged as a student and lecturer but not actively teaching during the term this survey was carried out – might account for the anomaly.

What is your primary role?	Number of Respondents	Percentage
Administration/Professional services at an academic institution	-	-
Academic research-only	4	4%
Academic research and teaching	57	59%
Academic teaching-focused	5	5%
Research student	28	29%
Other	2	2%
Unanswered	1	1%
Total	**97**	**100%**

What is your primary role?

Bar chart titled "What is your primary role?" with Y-axis labelled "Number of Respondents" ranging from 0 to 60. Values by category: Administration/Professional… = 0; Academic research-only = 4; Academic research and teaching = 57; Academic teaching-focused = 5; Research student = 28; Other = 2; Unanswered = 1.
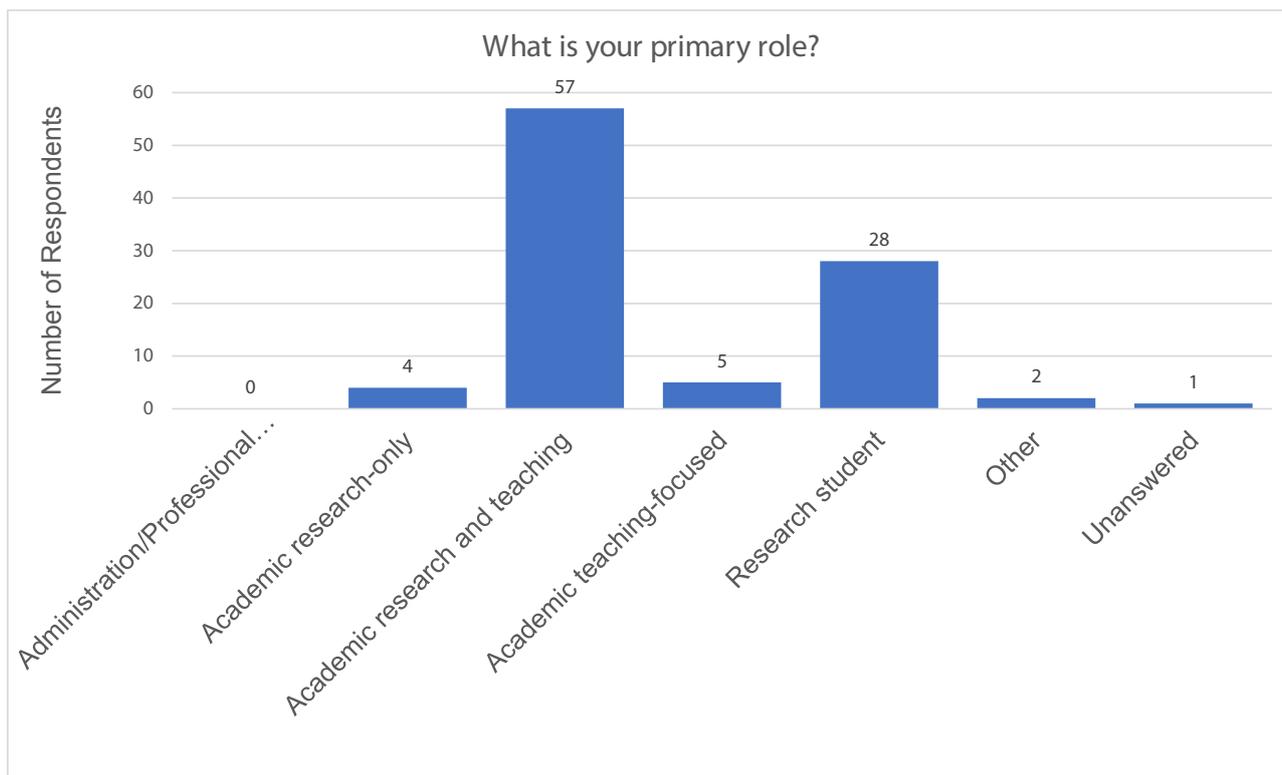
4.4 CONTRACT STATUS

We also wanted to ask about contractual status. There are myriad employment contracts and practices currently in operation in higher education, with varying degrees of precarity and it was important that all respondents felt able to answer the questions should they wish. The multiple-choice answers offered do not, therefore, reflect the full range of employment practices, but asked respondents to choose which best aligned with their current situation.

This means that the results include an element of ambiguity. For example, a post-graduate research student undertaking some hourly paid teaching might indicate that they are on a fixed-term contract, that they are not "employed" or "other". As 16 respondents indicated that they were "studying" (and not employed) in the previous questions, this ambiguity is likely to account for the 12 respondents who indicated "other" and the 6 who indicated "not employed".

While we tried to keep the survey manageably short, the answers to the questions about contract status raise many more questions, and we hope that these brief questions can act as a springboard for future inquiry and action by the SLSA on behalf of its members. It is likely that "contractual status" was interpreted broadly by respondents, to include contracts of employment as well as contracts to study and/or teach at an institution. This was intentional given the wide variety of employment practices.

What is your contractual status?	Number of Respondents	Percentage
Permanent (open ended)	59	61%
Fixed-term/contract	21	22%
Not employed	6	6%
Other	11	11%
Unanswered	-	-
Total	**97**	**100%**

What is your contractual status?
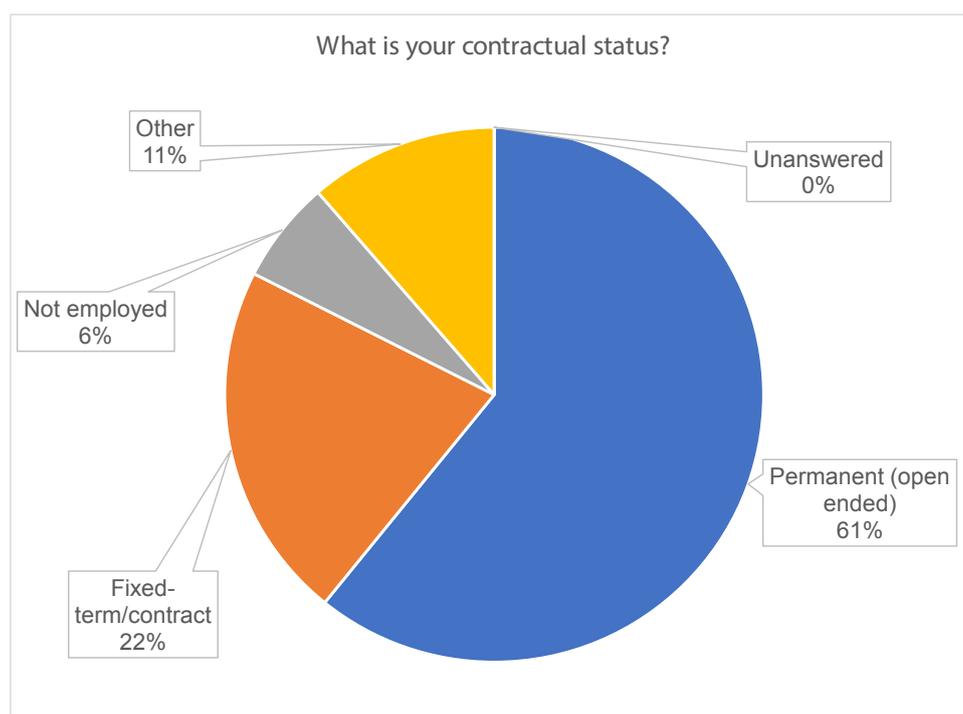
4.5 SATISFACTION WITH CONTRACT STATUS

We also wanted to know if respondents were happy with their current type of contract, and asked if it was their aspiration to change their contractual status. Again, owing to the complexities and varieties of employment contracts in higher education, this question asked respondents to interpret the question broadly and choose the answer that corresponded more closely with their situation. To keep the survey manageable, only a small number of answers were offered and this

again oversimplifies the nature of employment in HE.

Given that some respondents have already stated that they are not employed, and given that 96 respondents answered this question, we cannot be certain whether those who are research students and not employed indicated that they wished to move to a permanent contract, or indicated "none of the above" (only two chose not to answer this question). Once again,

balancing brevity with complexity means that the data contains ambiguities.

Looking at broad trends though, we can see that, of those who do wish to change their contractual status, all wish to move to a permanent contract. None answered that they wished to move to a fixed-term contract. This does not necessarily mean that fixed-term contracts are completely undesirable. It might be the case that those who prefer fixed-term contracts are already employed on one, and so therefore do not wish to change. However, the general trend from the data indicates a strong preference for permanent contracts.

"As a PGR who has just had their fixed-term GTA contract and funding not extended (despite asking for an extension due to the pandemic having a very large and negative effect on my progression), seeing that you will have a precarity officer is great."

Is it your aspiration to change your contractual status?	Number of Respondents	Percentage
Yes - to move to permanent (open-ended) status	27	28%
Yes - to move to fixed-term/ contract status	-	-
None of the above	69	71%
Unanswered	1	1%
Total	**97**	**100%**

Is it your aspiration to change your contractual status?
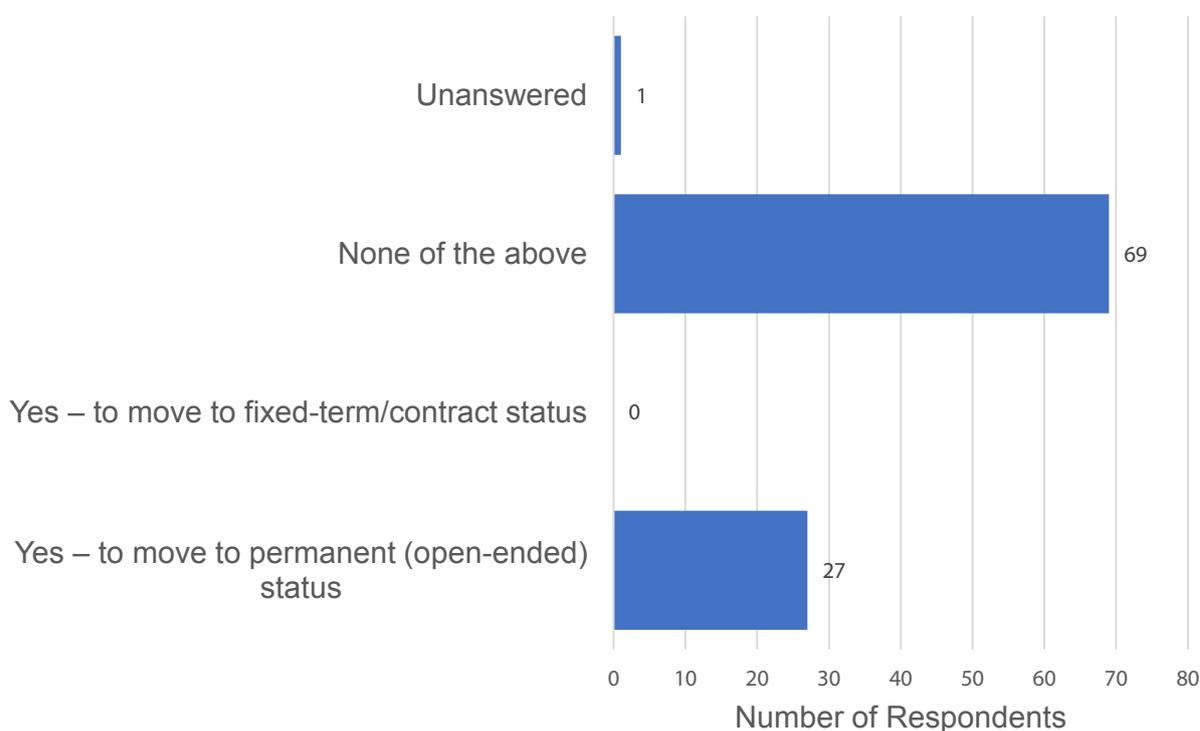
Respondents praised the SLSA's support for early career researchers (ECRs) and postgraduate researchers (PGRs) and several respondents were hopeful that the appointment of a Precarity Representative might mean a greater focus on employment and contract problems for less-established academics.

> "a precarity rep is a good start; […] if there are enough of us, a dedicated small section of the SLSA conference to post-phd transitions (does the ECR/PHD networking event cover that? seemed to be more guided towards PhDs getting their first jobs, but I'm not sure that reflects the trend of doing more and more fixed-term / PT jobs)."

However, the problems faced by less established or early career researchers who may not be on permanent contracts was a recurring theme in the comments. The impacts of Covid on research funding and timelines were cited as issues, but wider trends within the academy were also voiced by several respondents.

> "Continue to support ECRs in attending SLSA conference."

Some of the problems highlighted included trends towards less secure forms of employment, fewer opportunities for permanent contracts, and the demands placed on early career scholars to secure funding and significant publications whilst also taking on (precarious) teaching roles. Respondents requested more opportunities for mentoring and careers advice. The mentoring might be for both early career

researchers as well as those who are more established but who find themselves in a difficult situation, either through illness or caring responsibilities, and who do not wish to discuss this at their home institution.

> "I wonder if the SLSA could play a role in liaising with HE leadership bodies, or e.g. CHULS etc. or lobbying on particular issues. I appreciate the SLSA is a relatively small organisation, and that leadership groups like UUK represent all university disciplines, but specific reports or 'rumblings' about the needs of socio-legal scholars could be useful tools for colleagues who may be negotiating resources in their own institutions etc."

At the same time, there were calls for careers advice that recognizes that the sector is increasingly reliant on precarious or short-term contracts, but which offers tips on how to navigate this.

> "perhaps a way to help EDI would be to organise events aimed at mentoring young academics, and particularly those from different background, which will give us the chance to receive valuable guidance and information from senior academics."

The comments indicated a clear need for more guidance and support from more established scholars in relation to employment status as well as how to balance the pressures of the work for less established scholars.

> "I think the SLSA are very good at engaging with post-grad researchers."

The SLSA was praised for its financial support for, and inclusion of PGRs and ECRs in respect of access to conferences and events, but respondents urged it to go further in offering more funding for conference attendance.

"The SLSA does a really good job of trying to be inclusive. There's room for improvement, and the SLSA could be more active in campaigns for better job security and support for PGRs and ECRs."

"Make it accessible for earlier carrier researchers to access events and resources."

"Support for SLSA conference if institutional help is lacking."

Part 5: Opinions and experiences

SUMMARY: OPINIONS AND EXPERIENCES

Respondents typically have a positive view of the SLSA and have had positive experiences with the CIO and its events. An overwhelming majority of respondents identify as socio-legal scholars.

A few noted some exclusivity in the SLSA in the past but acknowledge that this is changing. There was praise for this survey and hope that it would make the SLSA more inclusive.

Respondents urged the SLSA to be more active on social and political issues of the day, to support PGR and ECR members more, and to reach out beyond legal scholarship both to social scientists and to practitioners and activists.

There were many calls for more virtual, hybrid, and accessible events.

THE RESULTS: OPINIONS AND EXPERIENCES WITHIN THE SOCIO-LEGAL COMMUNITY

The final section of the survey asked respondents to reflect on their experiences with the SLSA and within the socio-legal community.

Most questions here were set out as a Likert scale, with respondents being asked to indicate the extent to which they agreed with statements about themselves, the SLSA, and the socio-legal community.

This section was again analysed with the 97 valid responses from SLSA members.

5.1 DO YOU CONSIDER YOURSELF TO BE A SOCIO-LEGAL SCHOLAR?

We wanted to know about the professional identity of our members, and asked respondents if they considered themselves to be a socio-legal scholar. We hoped to gauge in some sense whether there was a shared identity or feeling of being part of a 'socio-legal' community. While a sense of socio-legal community and collective identity can be inferred from the strong positive response, we cannot assess how strong that sense of community is, or how strong the bonds between scholars are. We can infer, though, that there is a distinct scholarly identity linked to socio-legal research given that over 9 in 10 respondents (93%) identify with this.

Do you consider yourself to be a socio-legal scholar?

No 2%

Unanswered 5%

Yes 93%
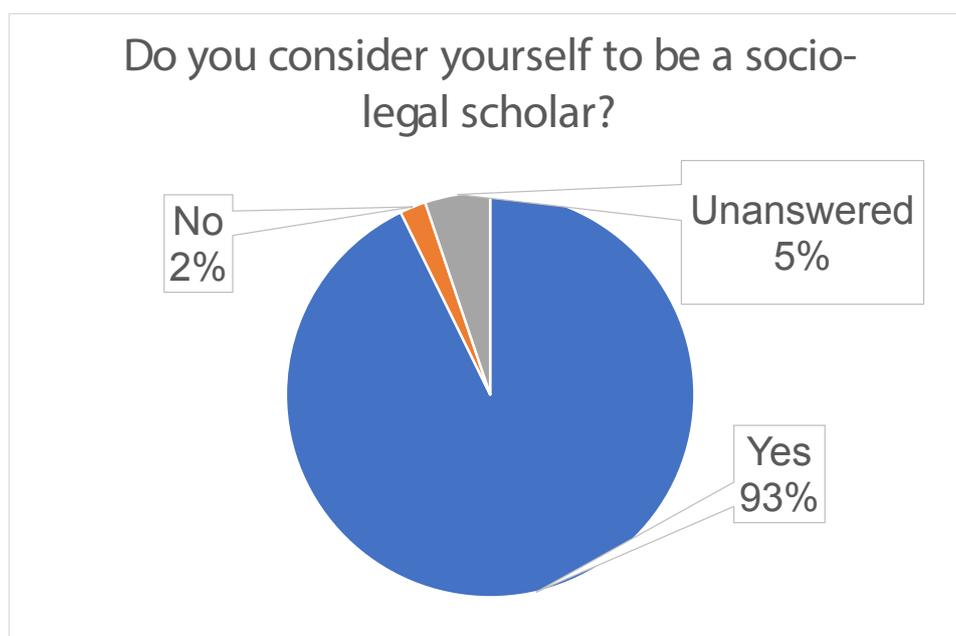
I consider myself to be a socio-legal scholar	Number of Respondents	Percentage
Yes	90	93%
No	2	2%
Unanswered	5	5%
Total	97	100%

This question did not force a response, meaning that respondents were free to skip this question. Two respondents self-identified as sociologists in the final free text questions, indicating that an answer other than "yes" here might not mean a lack of socio-legal communal identity, but might instead indicate that they identify more strongly with another discipline.

Of the valid responses from non-members that were excluded from this analysis, 7 out of 8 respondents who have either been members previously or who have never been members consider themselves to be socio-legal scholars.

As several of the respondents mentioned, and as has been discussed in Part 3 in relation to membership of the SLSA, events and activities are likely to be of interest to a much greater range of people than socio-legal scholars only, and social scientists, activists and practitioners might benefit from greater engagement with the SLSA.

5.2 ABOUT THE SLSA AND THE SOCIO-LEGAL COMMUNITY

We wanted to know about respondents' experiences with the SLSA and the socio-legal community. Each statement put to respondents is listed in the tables below, along with the answers selected.

Respondents could choose between the answers "strongly agree", "agree", "neither agree nor disagree", "disagree", and "strongly disagree", with "unable to answer" once again offered.

5.3 THE SLSA IS COMMITTED TO VALUES OF DIVERSITY AND INCLUSION

The SLSA is committed to values of diversity and inclusion	Number of Respondents	Percentage
Strongly agree	27	28%
Agree	49	51%
Neither agree nor disagree	13	13%
Disagree	1	1%
Strongly disagree	1	1%
Unable to answer	6	6%
Unanswered	-	-
Total	**97**	**100%**
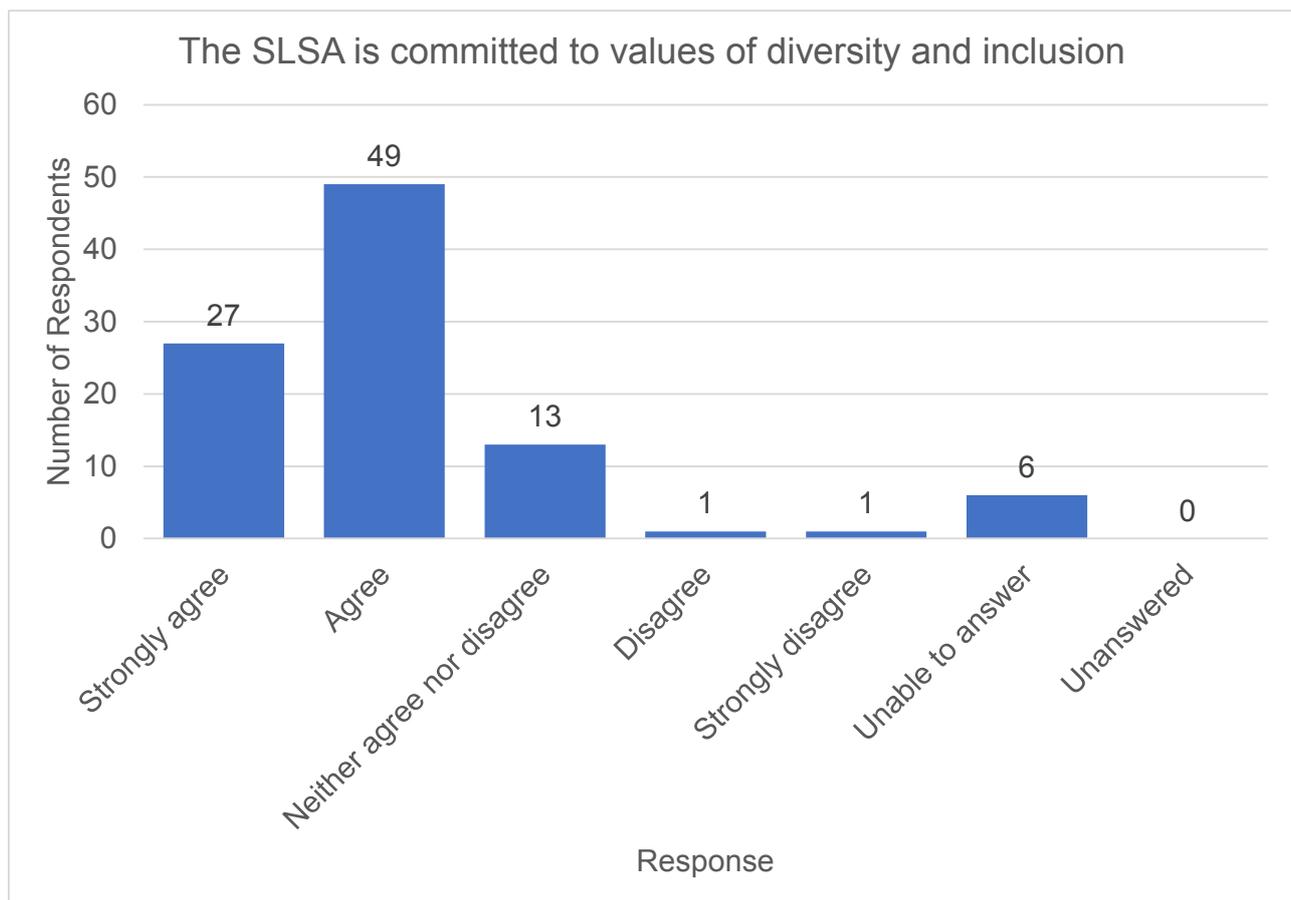
5.4 I SEE STRONG LEADERSHIP SUPPORT OF THE SLSA'S VALUES OF DIVERSITY AND INCLUSION

I see strong leadership support of the SLSA's values of diversity and inclusion	Number of Respondents	Percentage
Strongly agree	19	20%
Agree	36	37%
Neither agree nor disagree	27	28%
Disagree	5	5%
Strongly disagree	-	-
Unable to answer	9	9%
Unanswered	-	-
Total	97	100%
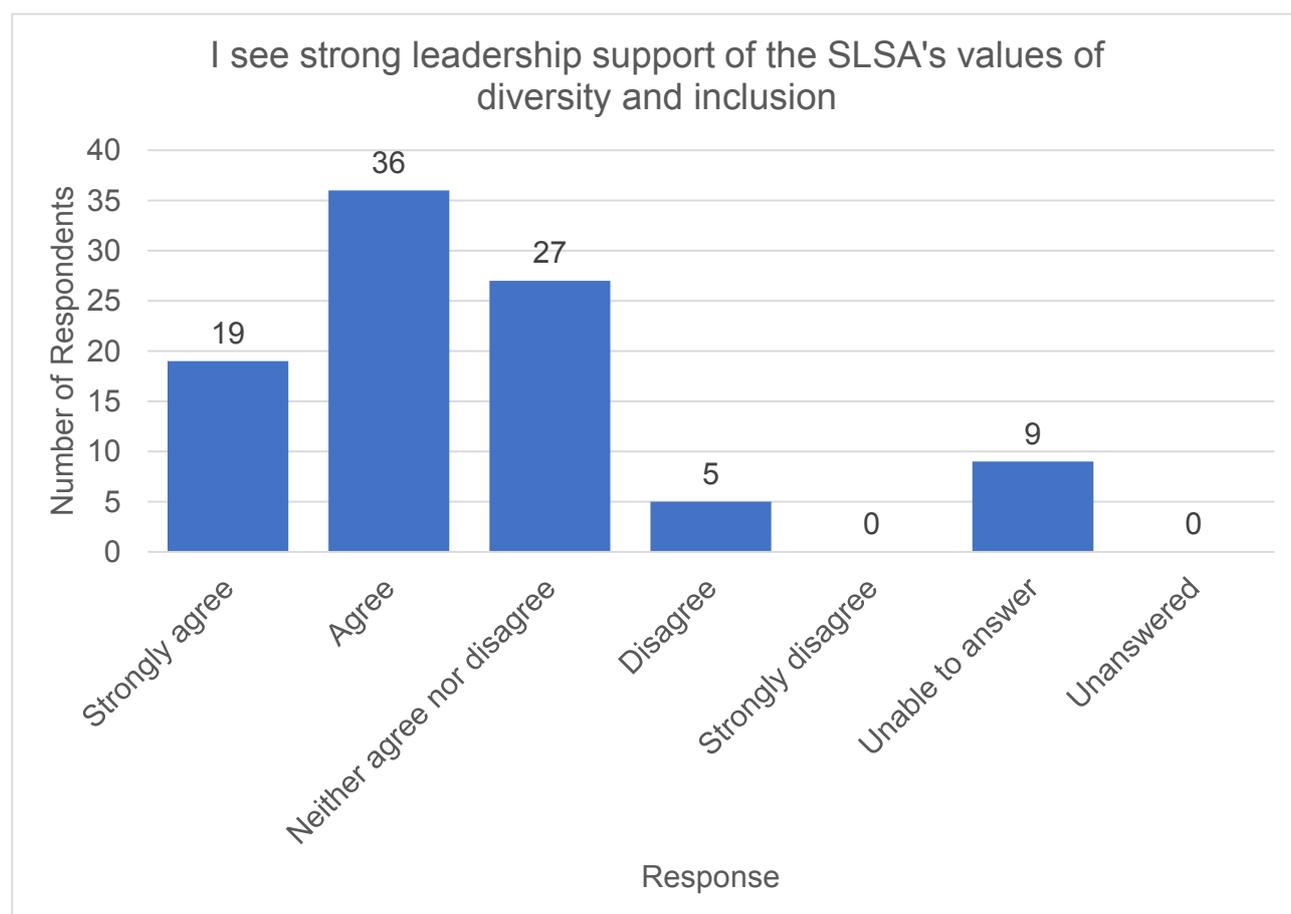
"It's a very well run and supported organisation with some hugely influential and able academics contributing their time and support."

5.5 PEOPLE WHO ARE DIFFERENT FROM MOST OTHERS ARE TREATED FAIRLY WITHIN THE SOCIO-LEGAL COMMUNITY

People who are different from most others are treated fairly within the socio-legal community	Number of Respondents	Percentage
Strongly agree	10	10%
Agree	42	43%
Neither agree nor disagree	22	23%
Disagree	6	6%
Strongly disagree	-	-
Unable to answer	15	15%
Unanswered	2	2%
Total	**97**	**99%**

People who are different from most others are treated fairly within the socio-legal community
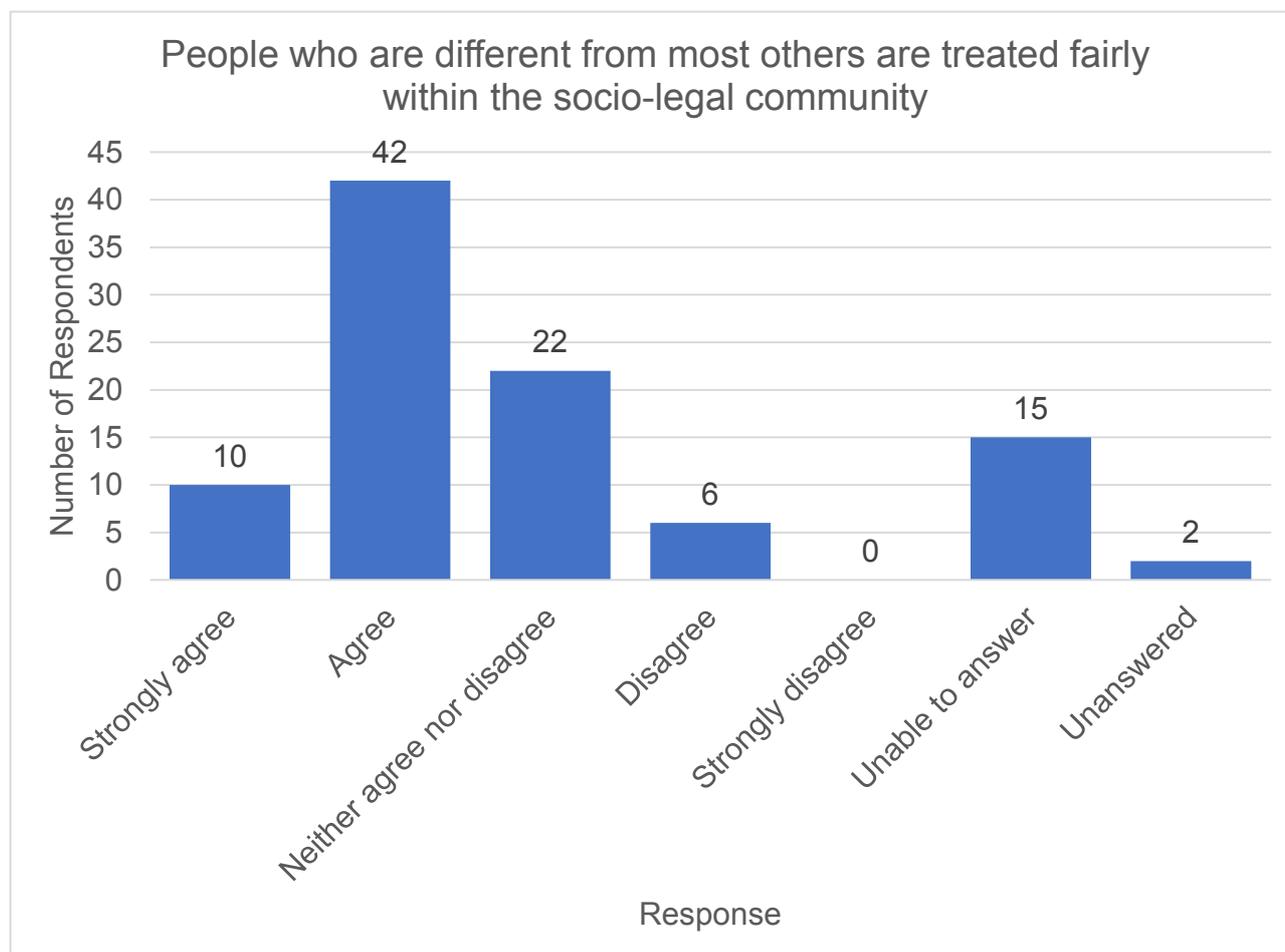
5.6 PEOPLE OF ALL CULTURES AND BACK-GROUNDS ARE RESPECTED WITHIN THE SOCIO-LEGAL COMMUNITY

People of all cultures and backgrounds are respected within the socio-legal community	Number of Respondents	Percentage
Strongly agree	14	14%
Agree	47	48%
Neither agree nor disagree	18	19%
Disagree	6	6%
Strongly disagree	1	1%
Unable to answer	11	11%
Unanswered	-	-
Total	**97**	**99%**

People of all cultures and backgrounds are respected within the socio-legal community
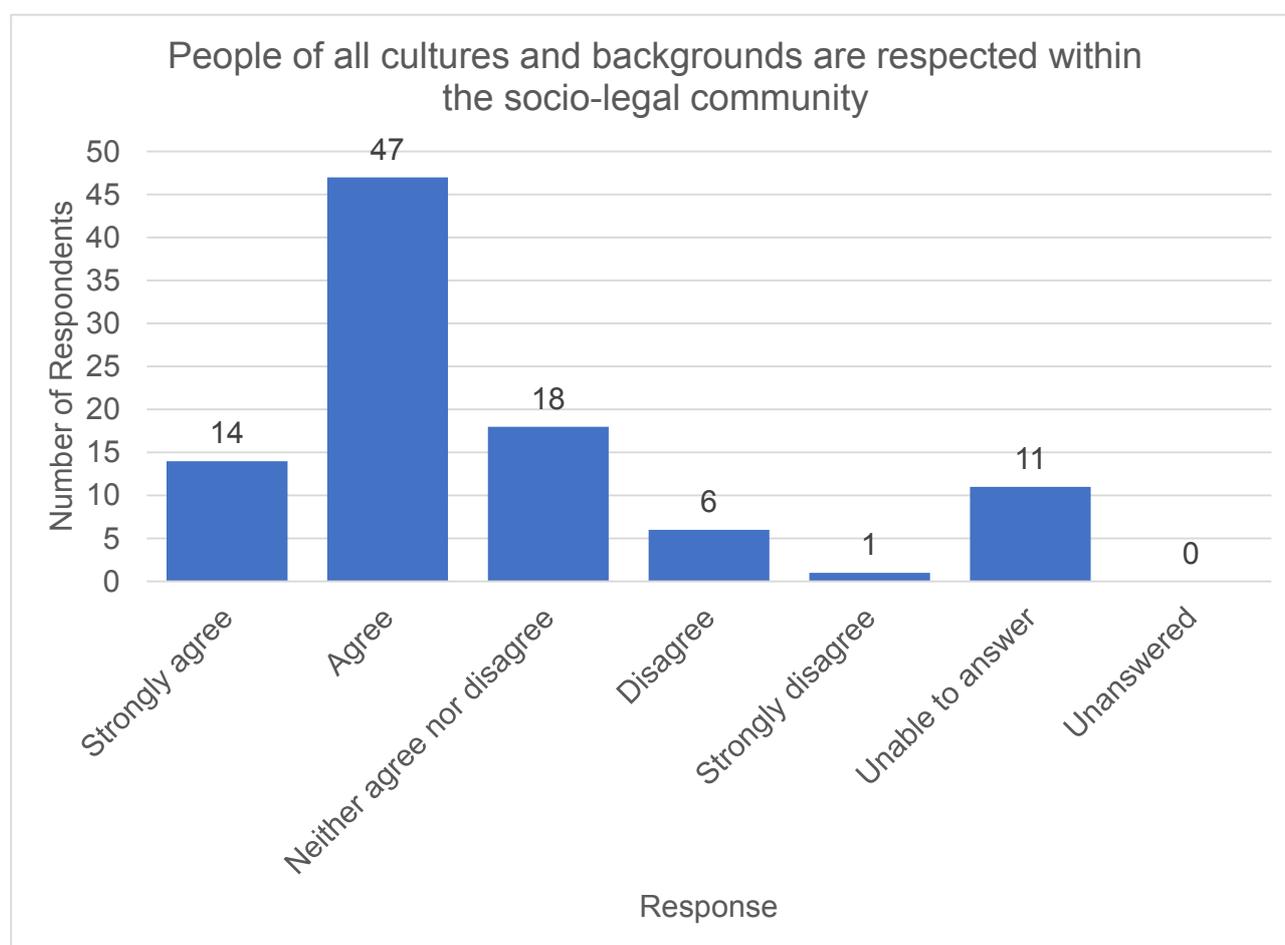
5.7 I FEEL INCLUDED AND RESPECTED WITHIN THE SOCIO-LEGAL COMMUNITY

I feel included and re-spected within the so-cio-legal community	Number of Respondents	Percentage
Strongly agree	20	21%
Agree	43	44%
Neither agree nor disagree	24	25%
Disagree	4	4%
Strongly disagree	2	2%
Unable to answer	4	4%
Unanswered	-	-
Total	97	100%
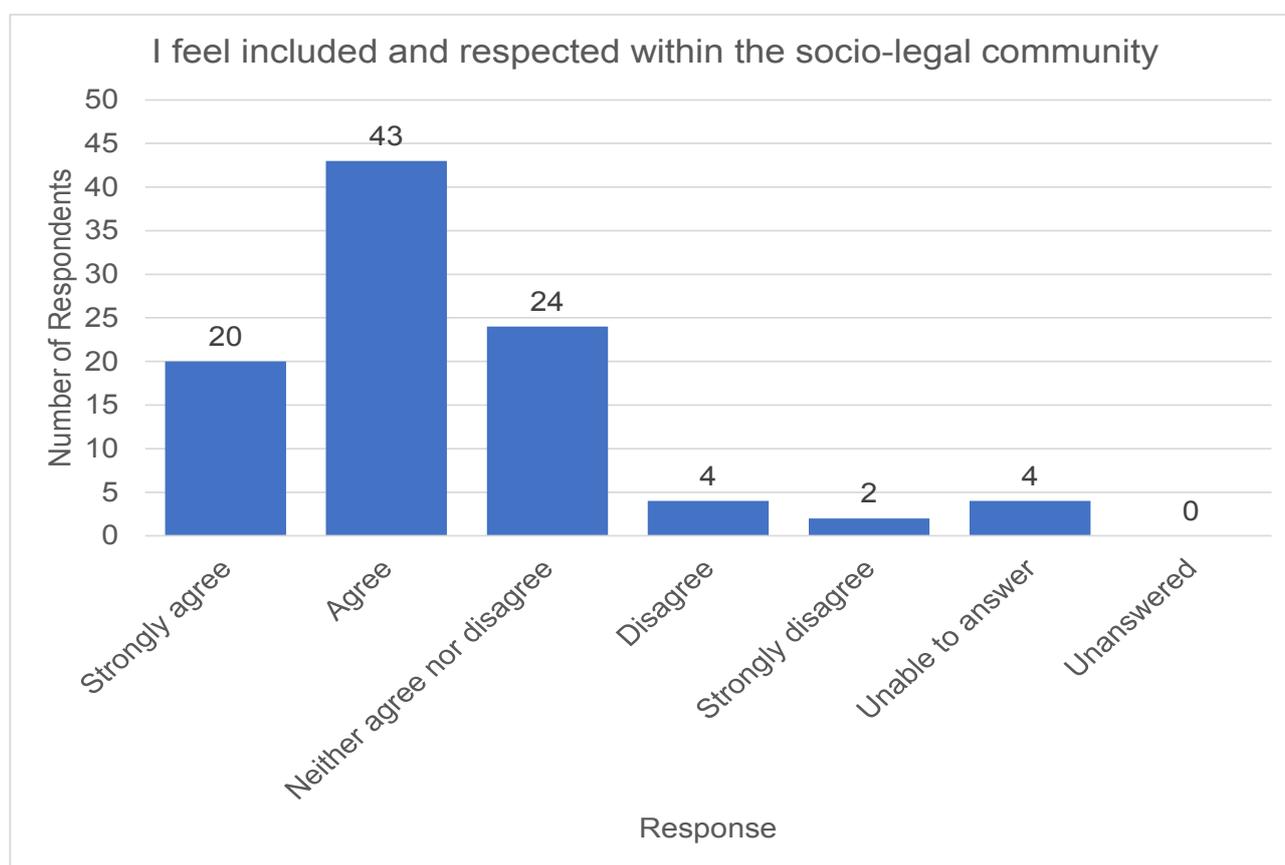
"I think my early experiences of the SLSA really tainted my experience of this community. I went to a couple of events which were very cleeky and unwelcoming to new starters. But that was a (very)long time ago. It may have changed since then. I should make more effort to find out."

"It's pretty open where I have been able to engage … ie virtual only so far, but I do sense that there is a clique mentality with some."

5.8 I AM COMFORTABLE TALKING ABOUT MY BACKGROUND AND CULTURAL EXPERIENCES WITH OTHER SOCIO-LEGAL SCHOLARS

I am comfortable talking about my background and cultural experiences with other socio-legal scholars	Number of Respondents	Percentage
Strongly agree	20	21%
Agree	45	46%
Neither agree nor disagree	17	18%
Disagree	6	6%
Strongly disagree	3	3%
Unable to answer	6	6%
Unanswered	-	-
Total	97	100%

I feel comfortable talking about my background and cultural experiences with other socio-legal scholars

5.9 SOCIO-LEGAL SCHOLARS OF DIFFERENT BACKGROUNDS INTERACT WELL WITHIN THE SOCIO-LEGAL COMMUNITY

Socio-legal scholars of different backgrounds interact well within the socio-legal community	Number of Respondents	Percentage
Strongly agree	10	10%
Agree	50	52%
Neither agree nor disagree	18	19%
Disagree	8	8%
Strongly disagree	-	-
Unable to answer	10	10%
Unanswered	1	1%
Total	**97**	**100%**
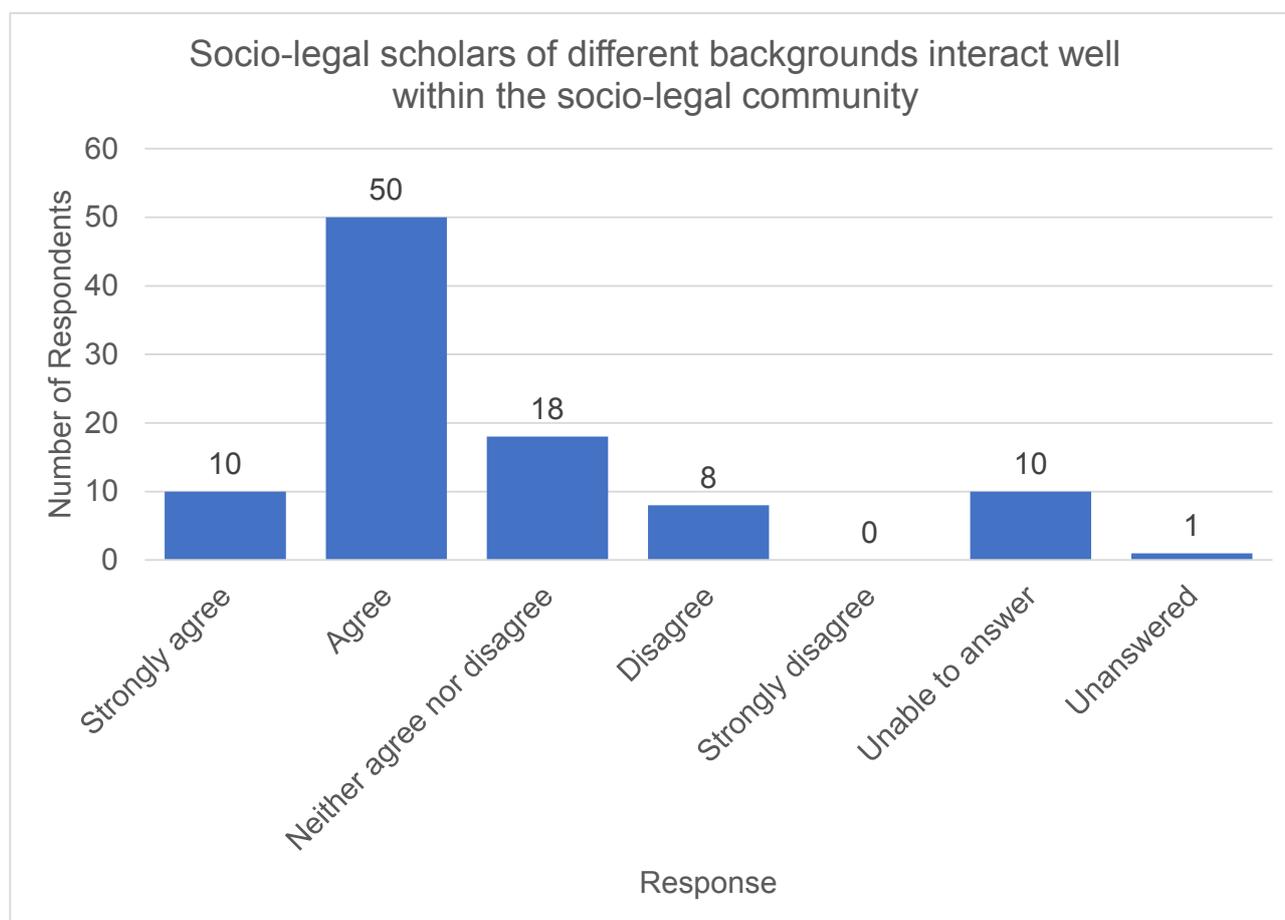
"Maybe be more inclusive towards members without a legal background."

5.10 The SLSA demonstrates a commitment to meeting the needs of socio-legal scholars with disabilities

The SLSA demonstrates a commitment to meeting the needs of socio-legal scholars with disabilities	Number of Respondents	Percentage
Strongly agree	6	6%
Agree	28	29%
Neither agree nor disagree	36	37%
Disagree	3	3%
Strongly disagree	3	3%
Unable to answer	21	22%
Unanswered	-	-
Total	**97**	**100%**
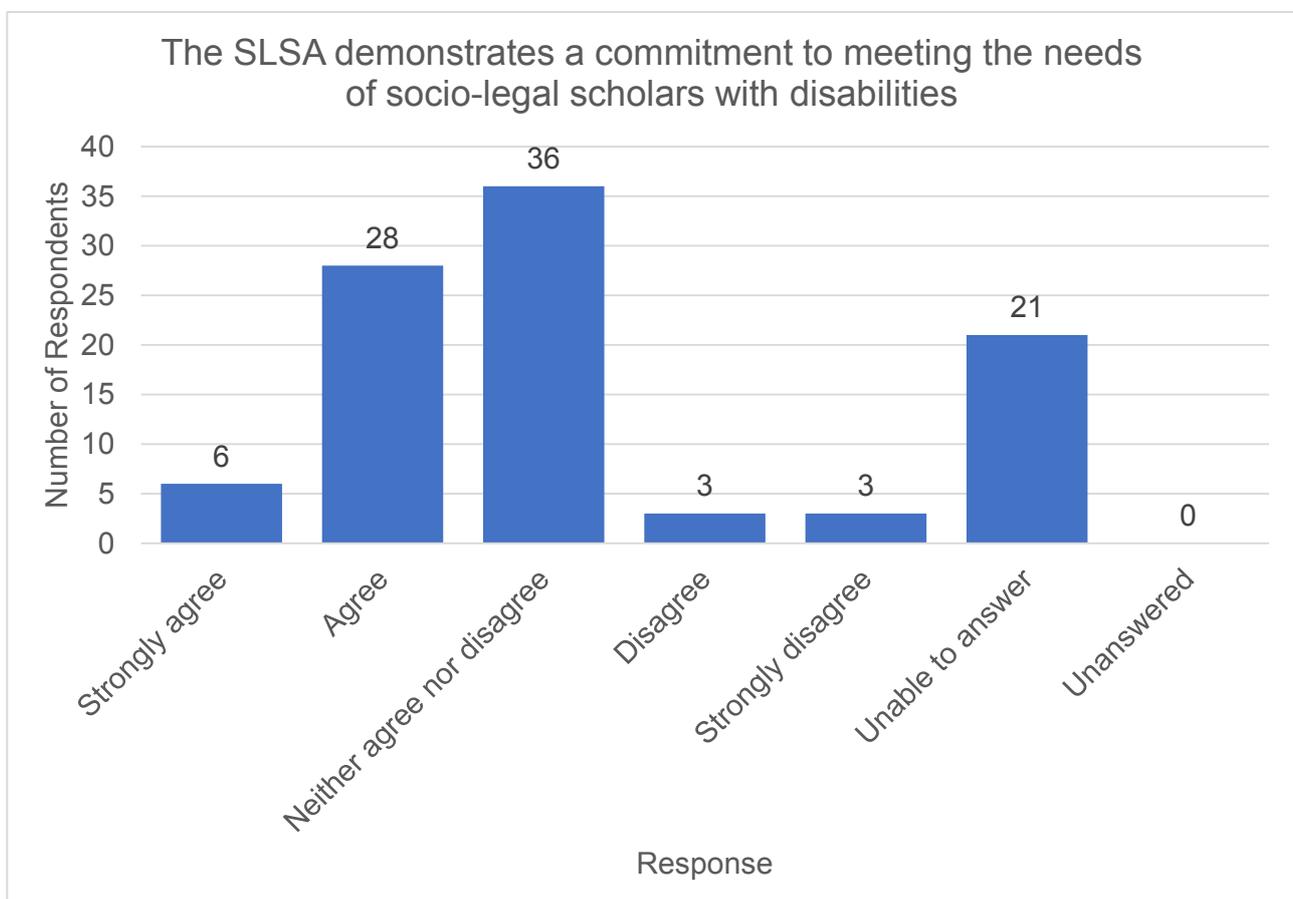
5.11 Racial, ethnic, or gender-based jokes are not tolerated within the socio-legal community

Racial, ethnic, or gender-based jokes are not tolerated within the socio-legal community	Number of Respondents	Percentage
Strongly agree	26	27%
Agree	33	34%
Neither agree nor disagree	18	18%
Disagree	1	1%
Strongly disagree	1	1%
Unable to answer	18	19%
Unanswered	-	-
Total	97	100%
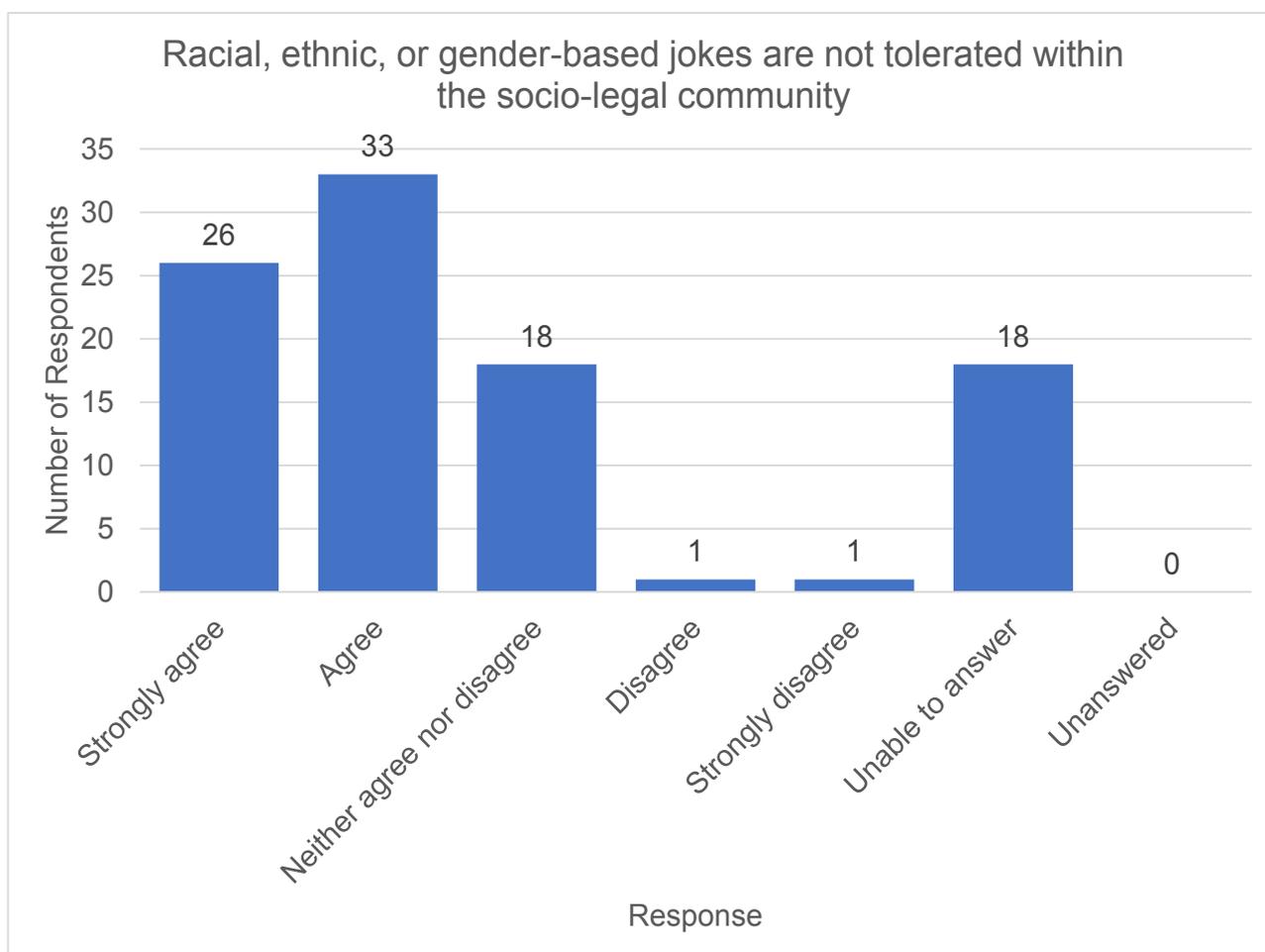
5.12 THE SOCIO-LEGAL COMMUNITY PROVIDES AN ENVIRONMENT FOR THE FREE AND OPEN EXPRESSION OF IDEAS, OPINIONS, AND BELIEFS

The socio-legal community provides an environment for the free and open expression of ideas, opinions, and beliefs	Number of Respondents	Percentage
Strongly agree	18	19%
Agree	54	56%
Neither agree nor disagree	16	16%
Disagree	3	3%
Strongly disagree	1	1%
Unable to answer	5	5%
Unanswered	-	-
Total	**97**	**100%**

The socio-legal community provides an environment for the free and open expression of ideas, opinions, and beliefs
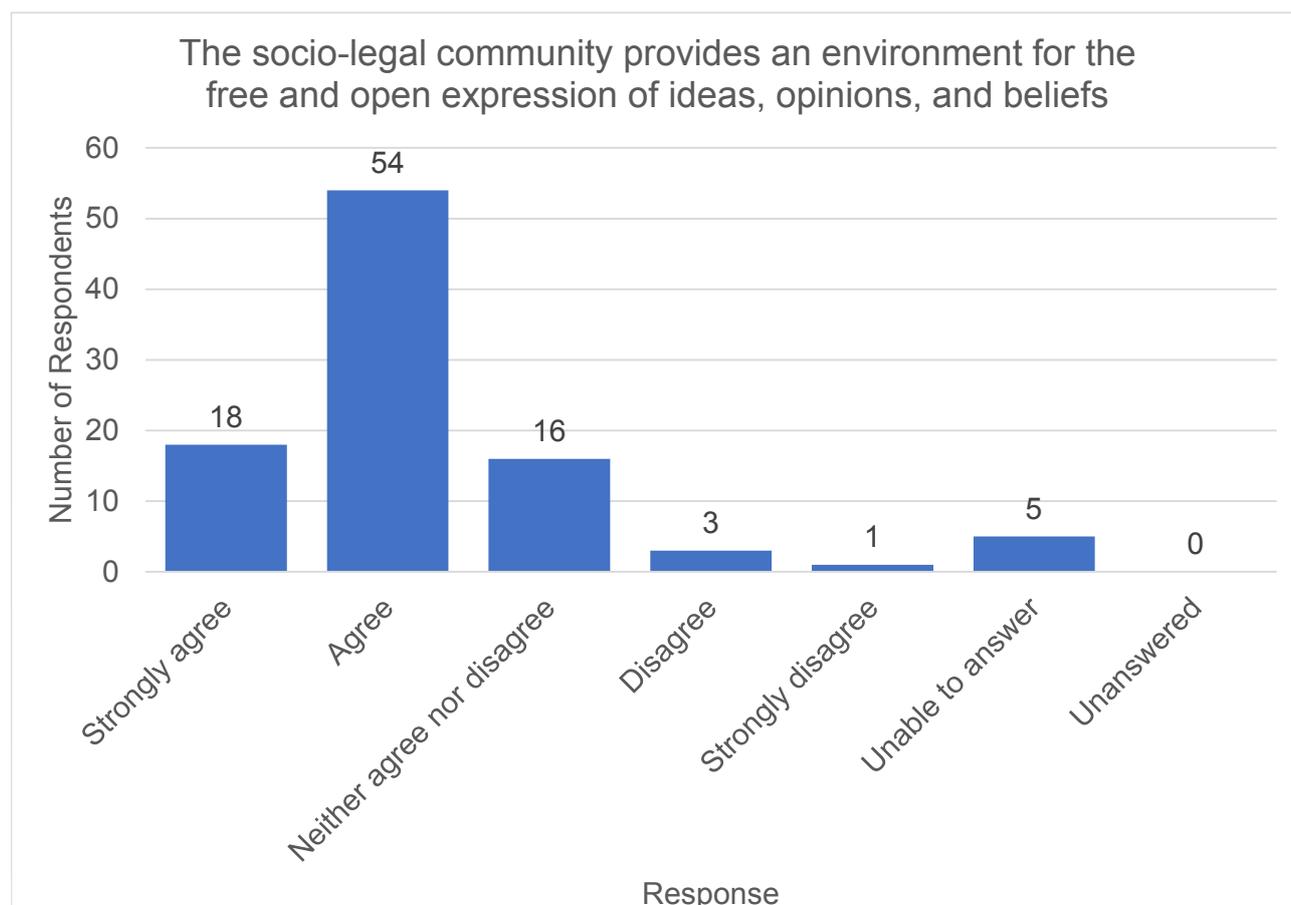
"Show more openness to discussion of different viewpoints on contentious issues".

Part 6: Respondent reflections and suggestions

SUMMARY: RESPONDENT REFLECTIONS AND SUGGESTIONS

Respondents were generally positive about their experiences and interactions with the SLSA and several respondents thanked the SLSA for its work and ongoing events.

Some common themes emerged from the comments, including requests for virtual and hybrid events to be maintained.

Respondents urged the SLSA to build on its work supporting younger generations of scholars, as well as campaigning against precarious employment practices.

Respondents emphasized the need for the SLSA to go further in its efforts to tackle exclusion resulting from both racism and ableism in the socio-legal community and in academia more broadly.

THE RESULTS: RESPONDENT REFLECTIONS AND SUGGESTIONS

Most of the survey was structured, inviting respondents to choose from a pre-determined list of responses. We wanted to give respondents a chance to reflect more freely on their interactions with the SLSA and their experiences of the socio-legal community, and the final three questions offered space for free text responses. Quotes set out in the following sections in red boxes are from SLSA members.

6.1 RESPONSES

Not all respondents chose to answer the final three survey questions.

Question 20 asked respondents "what can the SLSA do to better engage the socio-legal community?" Of the 39 responses to this question, 2 answered "N/A", with 1 answering "not sure". Another responded "N/A – only a new member this year so still learning what the SLSA has to offer".

Question 21 asked "what can the SLSA do to better enable your full and active participation in the socio-legal community?" and again 39 respondents replied, although these were not always the same respondents to question 20. Some comments here were simply "Nothing to add" and "See previous comments".

Question 22 asked for "any other comments" and gave respondents the space to add in any other reflections they may have about the SLSA, the socio-legal community, or the survey. 23 respondents entered text here, of which two responses were "none" and "no thank you".

Some comments were left by those who are not currently members, or who had never been members. This included 8 separate comments, although two of these were repeated. However, these all echoed comments and suggestions made by members. As thematic analysis does not reflect the frequency of suggestions, the analysis below comprises comments left by members. The comments by non-members are captured in the phrase "several respondents".

6.2 QUALITATIVE ANALYSIS: THEMES AND SUB-THEMES

An analysis of the qualitative data suggests two over-arching themes: Accessibility and inclusivity. These have been divided into a number of sub-themes in Sections 6.3 and 6.4 below, to obtain a more detailed understanding of each theme. In addition, it should be noted that the qualitative responses also contained a number of

comments praising and supporting the work of the SLSA:

> "I think it's one of the most engaging and encouraging socio-legal learned societies out there…"

> "I feel well supported to participate in the socio-legal community."

There were several favourable comments on the appointment of a Precarity Representative to the SLSA's Board of Trustees and on the SLSA's work on research ethics. Several respondents also commented favourably on the survey itself:

> "Very glad to see this survey, which I take as a statement of desire to be inclusive. Crucial step!"

6.3 ACCESSIBILITY

6.3.1 ENSURING EVENTS ARE AS ACCESSIBLE AS POSSIBLE

> "Provide accessibility by retaining online elements to all events."

> "Continue with online events - greater chance to attend when you have heavy teaching and caring commitments."

A number of respondents confirmed a preference for online or hybrid events to facilitate increased accessibility, with only one requesting more in-person events. Several respondents referred specifically to disabled access. However, others also referred to chronic health issues, workload, caring commitments and an inability to travel to the conference in person. One respondent noted they appreciated the recording of events so that they could watch these back later if a timetabling clash meant that they could not attend. Another referred positively to the SLSA's new YouTube channel as a "promising start" to

recording and live streaming events.

A further respondent related the need for online provision to inclusivity, stating:

> "[P]rovide the platforms of conferences in an accessible format for all and not just the disabled community: include all rather than isolate the disabled into accessible platforms while the rest of a conference is done via another inaccessible platform."

Two others emphasised the need to consult with people with a disability to

ascertain their needs and "[h]ave more open information about accommodations for disabled people at conferences".

A further two respondents made a specific proposal for the provision of "quiet places to retreat for those with sensory processing issues and/or who get overstimulated and overwhelmed easily" at SLSA conferences.

One respondent also suggested a need to tackle disability issues more broadly, referring to "adaptations to funding calls, disability friendly guidance…" and calling for the SLSA to "…tackle ableism in academia".

6.3.2 PROVIDE FINANCIAL SUPPORT FOR SOCIO-LEGAL SCHOLARS

> "Support for SLSA conference if institutional help is lacking."

A number of respondents suggested an increase of financial support for socio-legal scholars, including scholars of different ethnicities, scholars from the Global South, Post-Graduate and Early Career Researchers and independent scholars. The focus of these comments appeared to be attendance at the SLSA conference, although some may have been referring to funding more broadly.

One respondent also suggested financial support for conference attendance was necessary to include those with lived experience of issues:

> "…it is somewhat startling that we do not have ways of involving people with lived experience in conferences - either you're a 'real' scholar who pays his/her own way, or you probably aren't coming. That means we talk about people from affected groups, particularly if those groups are socially disadvantaged, with them largely outside the room… Involvement of service user organizations would I suspect help this a lot - but they don't have the funds to send people. We would need to make places available for free."

> "([M]ore) bursaries/ financial and other support for socio-legal scholars from the Global South or socio-legal scholars not employed at an academic institution."

6.3.3 TACKLE ADMINISTRATIVE ISSUES

One respondent noted that they found it difficult to "keep on top of membership", struggling to use the website to check their membership status or update their details.

> "Make it easier to keep on top of membership. I actually do not know if I am currently a paid-up member and have always found navigating this difficult. I need to change my details (including that I am no longer a student) but the website will not let me."

6.4 INCLUSIVITY

6.4.1 FOSTERING A SENSE OF COMMUNITY WITHIN THE SLSA

A number of respondents referred to the need to foster a sense of community within the SLSA. Several referred to the need to ensure researchers from different jurisdictions, disciplines and non-legal backgrounds felt included:

> "Better recognise socio-legal work done by non-white scholars about non-Western countries."

> "Further encourage interdisciplinarity. I think many scholars outside of law departments do socio-legal research, but they are rarely well-represented at annual conferences. I think there is still an emphasis on the 'legal' in the socio-legal."

One respondent noted that, as a sociologist, they had "…found it quite difficult to engage so far with SLSA which it appears to me is aimed primarily at lawyers who use sociological methods/methodologies."

Several respondents also indicated they found a lack of receptiveness to different research topics and perspectives, with one of these (in reference to gender identity) highlighting the need to:

> "Show more openness to discussion of different viewpoints on contentious issues…"

In terms of practical suggestions, one respondent proposed a standard introductory email to new members explaining more about the SLSA and its objectives, stating this would make the subsequent newsletters (which they acknowledged as excellent) less "overwhelming". Another noted that the year's free membership for PGRs had helped them "to get to grips with new information". A different respondent proposed a mailing list for people to connect and have less formal discussions. Replicating the popular Connecting Legal Education sessions and having more sub-groups with an appropriate invitation system was also referred to by other individual respondents.

Several respondents proposed the

implementation of a mentoring scheme. This seemed largely focused on encouraging Post-Graduate and Early Career Researchers, but one respondent suggested it would be useful more widely "for those who may struggle to engage fully as academics (solo parents, other caring responsibilities, disabilities and chronic health conditions)…".

6.4.2 FACILITATING A BROAD RANGE OF VOICES WITHIN THE SLSA

A number of respondents referred to the need to ensure a broad range of voices are actively involved within the SLSA and its activities. Several respondents specifically referred to class, with one noting the need to:

> "incorporate issues around class identity and encourage involvement from those who come from working class backgrounds who may feel uncomfortable, out of place and like an imposter at events such as the annual conference."

Two other respondents specifically referred to race. One suggested it had been "a blind spot for this community" noting "[u]ntil recently I didn't see anyone who looked like me". The other requested that the SLSA "[r]ecruit more Black and Asian members- there are a few of us but at times, especially if you are a junior scholar, it can feel lonely".

A few respondents referred to a sense of exclusivity within the SLSA, although most suggested this was gradually changing.

> "It has been very cliquey in the past and not always welcome to new people. I think this is slowly changing so a furthering of this would be positive."

Several respondents also referred to the need to ensure that Post-Graduate and Early Career Researchers had a voice within the SLSA. One suggestion was to organise the annual conference in a way that avoided high attendance only at sessions including "superstar" presenters, another was to offer careers guidance (including a conference session on post-PhD transitions) and another was to have a section of the blog (or a new blog) dedicated to the work of this group.

In terms of other practical suggestions, one respondent proposed "[g]reater visibility of key contributors perhaps. Profiles of the different types of roles and organisations working in this community. Summaries of the research going on and the lessons learned for methods. Career advice. Develop and deepen relationships with research commissioners". Another suggested "[o]pen calls for joining in projects or discussions- though I do like the weekly newsletters with conference information and job calls".

> "Be more diverse. It tends to be the same people who are involved in the SLSA, so my perception of the SLSA is that there's a lack of diversity because I see the same people at the SLSA."

6.4.3 Representing members' wider interests

> "To be more visible in debates about the nature and direction of higher education eg HE funding, labour market, pay pensions and precarity in HE."

Several respondents suggested that the SLSA could take a larger role in advocating for, and representing, their members. This included reference to both challenging existing conditions within higher education (including issues with precarity and workload demands) and contributing to wider societal debates. It is important to note that, as a CIO, the SLSA has clearly defined objects which include the advancement of education and learning in the field of socio-legal scholarship. However, in appointing a Precarity Rep to the Board, the SLSA has signalled its intentions to advocate for those who are disadvantaged by the trend towards precarity in the sector.

One respondent referred to specific issues with the library and publication system. We note that the SLSA has regularly contributed to the debate on Open Access publishing and will continue to do so, and the SLSA's statements can be read on the website. Another respondent referred to issues with appropriation of research.

> "Stronger leadership on important political and social issues of the day."

In practical terms, one respondent suggested that the SLSA "[m]ake the website more of a platform for debate. Encourage contributions, particularly around specific themes or issues…".

Other suggestions included working with other bodies, such as Committee of Heads of UK Law Schools and participating in wider events, such as "international women's day, pride, or black history month". The SLSA actively and regularly engages with other learned societies, and details of these can be found on the website. However, there is a point here about more effectively communicating these engagements to our members. We also recognise the value of supporting and enriching the interdisciplinary work of our members through engaging further with partner societies and associations.

One respondent also referred to the use of social media to publicise events, noting this was done well during the annual conference, and observing "[s]ometimes some of your really good events (e.g. those on decolonisation or inclusivity in the legal community) are easily missed and would be very enticing to those who are not members".

> "On the whole, SLSA seems very on the ball with the challenges faced by the community […]."

Part 7: Reflections and next steps

We were encouraged by the positive feedback from the survey data, but acknowledge that there are areas in which the SLSA can be more proactive. To this end, and building on existing SLSA EDI initiatives, we have identified three areas in which we can take steps to improve the inclusion and diversity of our community. These are social location (notably race and disability), widening participation (hybrid events and reaching out beyond the law school), and precarious employment practices in the sector, and a few words about each follow. It is worth restating that, as a small Association model CIO, this vital work relies on the time of SLSA Board members who are all volunteers. We have, therefore, needed to prioritise interventions that we feel can have the greatest positive impact for our community, but will continue to monitor others areas.

It is also important that these initiatives are understood in the context of existing and ongoing SLSA EDI work. These include:

1. Our existing EDI policies, statements, and guidance which set out leading statements of inclusion for the sector.

2. The appointment of a Precarity Representative to the Board of Trustees to act as a conduit for the views and problems faced by those on non-permanent employment contracts as teachers and as researchers.

3. A suite of Impact grants and awards to facilitate wider participation in and beyond the socio-legal community, and to support our community in realising real change in the world.

The three areas we have identified from the data for greater EDI involvement will be explored in greater depth over the coming months. We are setting up three working groups who will explore how we can make meaningful and sustainable interventions.

1. Social location: we will be considering suggestions of a mentoring scheme. It is useful to note that the SLSA previously ran a mentoring scheme, but this was eventually terminated due to general under-use and the scheme being used for purposes other than those for which it was designed. We will consider if, and how, a more carefully targeted mentoring scheme that focuses on race and disability might benefit our members. We will also be considering whether ringfencing or careful targeting of funds and awards might address issues arising from the data, and any suggestions for this will be considered by the Board and communicated with our membership.

2. Widening participation: we will be carefully considering the benefits and drawbacks of retaining virtual or hybrid engagement, as this brought accessibility benefits for some but placed costs on others. We will also be exploring how we can reach out beyond the law school, and beyond academia, engaging wider groups not only in SLSA events but diversifying conference attendance. In particular, we will consider how to support those who conduct socio-legal research, but do not consider themselves to be legal or socio-legal scholars, to engage with the SLSA.

We note that the Impact grants and awards launched at the SLSA conference in York, 2022, are a useful starting point, and we will closely monitor their effects over the next year.

3.   Precarity: we will explore the problematic rise of precarious employment practices in higher education, considering further data collection and analysis to more fully understand how, when, and in what form the SLSA can make a meaningful contribution to this problem.

It is important that our data remains up to date, and to this end, we will also be looking to repeat the SLSA EDI survey every 2-3 years. This will allow us to develop the survey in a way that responds to emerging considerations. We note the suggestions about additional data here (such as further questions about age and class), and will carefully consider the data we collect in the future to ensure that the Board represents the SLSA and the socio-legal community.

Additionally, it is important that we understand who is applying for, and being awarded, funding and prizes by the SLSA. We also want to know more about our stream and theme convenors at our annual conference, as this important cohort is often the first point of contact for new SLSA members as well as non-members. To this end, we will be launching a rolling data collection initiative that will integrate EDI data gathering as a part of each application or nomination process. This will give us an empirical basis on which to review the representativeness of our awards: whether we are under-serving particular groups within our community, and whether further action is required to address inequalities.

In taking these steps, we pledge to keep our members fully informed and engaged in ongoing dialogue, and we will include regular updates in the eBulletin, Newsletter, and via the SLSA's social media channels. In addition, we will actively pursue opportunities for cooperation and collaboration with learned societies, in law and other disciplines, in the UK and more widely, as part of our commitment to interdisciplinarity and internationalization. We welcome the feedback of our members, and look forward to working in dialogue with others across the sector to build and sustain an inclusive socio-legal community. Finally, and most importantly, we would like to extend a big thank you to everyone who completed the first EDI survey, and to everyone for their engagement with the EDI data collection processes that we are proposing.

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Appendix: Survey questions

Respondents were invited to answer the following questions in the online survey.

1. **Are you a member, or have you been a member, of the Socio-legal Studies Association (SLSA)?**
- Yes, I am currently a member
- Not currently, but previously I was a member [conditional 1b]
- I have never been a member

1b. Why did you discontinue your SLSA membership? [TEXT]

2. **How old are you? (please select one of the following age brackets)**
a. 19 or under
b. 20-29
c. 30-39
d. 40-49
e. 50-59
f. 60-69
g. 70-79
h. 80+
i. Prefer not to say

3. **Is English your first language?**
a. Yes
b. No
c. Prefer not to say

4. **What language(s) do you speak at home? [TEXT]**

5. **Do you identify with any of the following religions? (Please select all that ap-ply)**
a. Christian (including Church of England, Catholic, Protestant and all other Christian denominations)
b. Buddhist
c. Hindu
d. Jewish
e. Muslim
f. Spiritual
g. No religion

h. Any other religion or belief (write in) [TEXT]
i. Prefer not to say

6. Are you a parent or care-giver or children?
a. Yes
b. No
c. Prefer not to say

7. Are you a care-giver for adults? (This involves the provision of regular and ongoing care or support to an adult)
a. Yes
b. No
c. Prefer not to say

8. Do you consider yourself a first-generation university graduate? (i.e. neither you parents nor grandparents went to university)
a. Yes
b. No
c. Prefer not to say

9. Are you employed and/or studying at an institution in the UK?
a. Employed
b. Studying
c. None of the above
d. Prefer not to say

9a) If you answered "both employed and studying", is this at more than one institution?
Yes
No
Prefer not to say

10. What is your primary role?
a. Administration/professional services at an academic institution
b. Academic research-only
c. Academic research and teaching
d. Academic teaching-focused
e. Research student
f. Other

11. What is your contractual status?
a. Permanent (open ended)
b. Fixed-term/contract
c. Not employed
d. Other

12. Is it your aspiration to change your contractual status?
a. Yes – to move to permanent (open-ended) status

b. Yes – to move to fixed-term/contract status
c. None of the above

13. What is your gender identity?
a. Woman
b. Man
c. Genderqueer or non-binary
d. Agender
e. Not specified above, please specify [TEXT]
f. Prefer not to say

14. Do you identify as transgender (or another non-cisgender identity)?
a. Yes
b. No
c. Prefer not to say

15. What is your sexual orientation?
a. Asexual
b. Bisexual
c. Gay/lesbian
d. Heterosexual or straight
e. Other
f. Prefer not to say

16. What is your racial or ethnic identity? (Please select all that apply)
a. Asian/Asian British
    i. Indian
    ii. Pakistani
    iii. Bangladeshi
    iv. Chinese
    v. Asian British
    vi. Any other Asian background, please describe [TEXT]
b. Black/Black British
    i. African
    ii. Caribbean
    iii. Black British
    iv. Any other Black/African/Caribbean background, please describe [TEXT]
c. Mixed/Multiple ethnic groups
    i. White and Black Caribbean
    ii. White and Black African
    iii. White and Asian
    iv. Any other Mixed/Multiple ethnic background, please describe [TEXT]
d. Other ethnic group
    i. Arab
    ii. Any other ethnic group, please describe [TEXT]
e. White
    i. English/Welsh/Scottish/Northern Irish/British
    ii. Irish

    iii.   Gypsy or Irish Traveller

    iv.   Any other White background, please describe [TEXT]

f.   Prefer not to say

17.   Are your day-to-day activities limited because of a health problem or disability which has lasted, or is expected to last, at least 6 months (including any problems relating to old age)?

a.   Yes, a lot

b.   Yes, a little

c.   No

d.   Prefer not to say

17a)   If you answered 'yes' to question 17 please indicate which of the following areas apply (please tick as many as are applicable):

Vision (due to blindness or partial sightedness)

Hearing (due to deafness or partial hearing)

Mobility (such as difficulty walking short distances, climbing stairs, lifting and carry ing heavy objects)

Learning, concentrating or remembering

Mental Health

Chronic or other long term health conditions

Neurodiversity of sensory processing

Dyslexia/Dyspraxia

Other

Prefer not to say

18.   I consider myself to be a socio-legal scholar

a.   Yes

b.   No

19.   Please select your response to each of the following statements:

[MATRIX: Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree, Unable to answer]

The SLSA and the socio-legal community:

-    The SLSA is committed to values of diversity and inclusion
-    I see strong leadership support of the SLSA's values of diversity and inclusion
-    People who are different from most others are treated fairly within the socio-legal community
-    People of all cultures and backgrounds are respected within the socio-legal community
-    I feel included and respected within the socio-legal community
-    I am comfortable talking about my background and cultural experiences with other socio-legal scholars

- Socio-legal scholars of different backgrounds interact well within the socio-legal community
- The SLSA demonstrates a commitment to meeting the needs of socio-legal scholars with disabilities
- Racial, ethnic, or gender-based jokes are not tolerated within the socio-legal community
- The socio-legal community provides an environment for the free and open expression of ideas, opinions and beliefs

20.   What can the SLSA do to better engage the socio-legal community? [TEXT]

21.   What can the SLSA do to better enable your full and active participation in the socio-legal community? [TEXT]

22.   Any other comments? [TEXT]