



Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

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

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

COMPLETING THE FORM

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

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

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

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

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Department application	Bronze	Silver	Actual
Word limit	10,500	12,000	10,485
<i>Recommended word count</i>			
1. Letter of endorsement	500	500	573
2. Description of the department	500	500	468
3. Self-assessment process	1,000	1,000	1,099
4. Picture of the department	2,000	2,000	1,867
5. Supporting and advancing women's careers	6,000	6,500	6,301
6. Case studies	n/a	1,000	n/a
7. Further information	500	500	177

Name of institution	University College London (UCL)	
Department	Greek and Latin	
Focus of department	AHSSBL	
Date of application	April 2019	
Award Level	Bronze	
Institution Athena SWAN award	Date: April 2015	Level: Silver
Contact for application Must be based in the department		
Email		
Telephone		
Departmental website	http://www.ucl.ac.uk/classics	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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



30 April 2019

Athena SWAN Charter

Advance HE

First Floor, Westminster Tower
3 Albert Embankment
LONDON SE1 7SP

Dear Ms Gilligan,

As the Head of the Department of Greek and Latin at University College London (UCL), I am delighted to endorse the Department's application for an Athena SWAN Bronze Award. Since I arrived at UCL just over ten years ago, and especially since I took over as Head of Department in autumn 2012, I have prioritised maintaining a culture of fairness, openness and equal opportunities. When I joined UCL, I was impressed by the inclusive atmosphere and the awareness of gender-related issues in comparison with other institutions I was familiar with. Having observed gender-related barriers to career progression among friends and family, I embraced this culture and am keen to promote gender equality on a departmental level and beyond: therefore, I am not only chairing the Department's Self-Assessment Team, but have also encouraged other departments in the Faculty to follow our example, become a member of the university-wide committee on gender equality and recently launched a nationwide data-gathering exercise on equality, diversity and inclusion issues in Classics, with a view to sharing best practice and developing further improvements on a larger scale.

Building on the Bronze Award achieved in the Gender Equality Charter Mark Trial in 2014, in which we took part as a pilot for the institution, the Department decided to apply for an Athena SWAN Award as the next step in our journey, again acting as a trailblazer in the Faculty. The Department has a strong and long-standing track record of supporting staff regardless of gender, demonstrated by the high percentage of women in senior positions and the balanced representation of male and female staff at all levels, which is unusual for departments of Classics. Since we engaged with the Charter Mark, we have become more aware of the need to formalize procedures promoting equality, so that our attitude is more visible and the work more durable: this has been a focus of work in the last few years. We have also taken steps to promote a strong commitment to equality, diversity and inclusion issues within the Faculty and the subject community.

As a result of setting up a Self-Assessment Team, leading to a new permanent departmental Equality, Diversity and Inclusion Group, EDI issues are now given even more

prominence within the Department; all departmental policies and activities are regularly monitored from an EDI perspective. EDI issues were major considerations in both the selection of speakers and in determining practical arrangements (such as accessibility and timing) when organizing a large subject conference, to be held at UCL in July 2019.

Over the next few years the Department will increase its widening participation activities, to encourage young people from disadvantaged backgrounds, particularly males and students from BME communities, to apply, since nationwide these groups are under-represented in this subject. Moreover, by constantly monitoring and formalizing its policies, the Department will continue to ensure that it offers a gender-neutral and supportive environment for working and studying. The Department will be actively involved in spreading best practice across the discipline and improve equality, diversion and inclusion within Classics.

I believe that the current culture in the Department of Greek and Latin, its long-standing track record in promoting gender equality and its plans for the future are deserving of an Athena SWAN Bronze Award. I am happy to confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department.

Yours sincerely,

2. DESCRIPTION OF THE DEPARTMENT

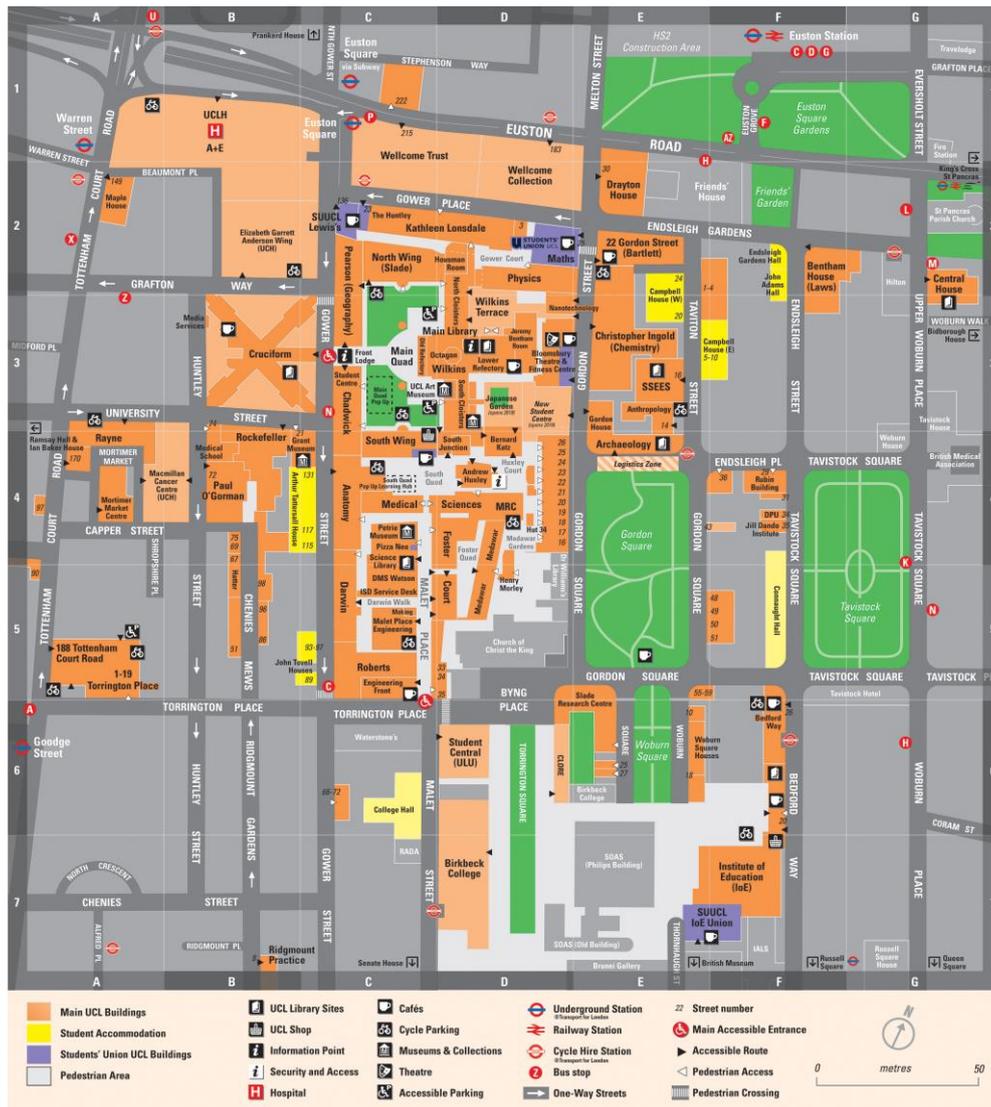
Recommended word count: Bronze: 500 words | Silver: 500 words

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

The Department of Greek and Latin at University College London (UCL) is a medium-sized department of about 30 staff (including professional services) within the Faculty of Arts and Humanities. In contrast to other universities offering the full range of classical subjects, here these are spread over several departments: the Department of Greek and Latin covers the languages and literatures of the classical world as well as the reception of antiquity, while the Department of History is responsible for ancient history, and the Institute of Archaeology covers material culture. Greek and Latin cooperates closely with those departments, and the BA in Ancient World involves modules from all three participating departments. The distribution over different departments means that Greek and Latin is fairly small and cohesive with all staff pursuing research projects in overlapping disciplinary fields.

The Department is located in a single building (Gordon House) on the central Bloomsbury Campus.

Figure 1: map of Bloomsbury Campus



All staff are housed within this single building, creating a close-knit community and a sense of belonging. While the age and design of the building poses challenges for people with mobility impairments, the key areas of the Department are all located on the ground floor. The main entrance (with ramp access) and all the ground floor rooms are accessible, including a common room for undergraduate students, a common room for postgraduate students, a kitchen for the use of staff and students as well as the main Departmental Office.

Figure 2: departmental building



Like most humanities departments, Greek and Latin does not have formal research groups. Staff pursue their own research or collaborate with colleagues elsewhere in UCL or at other institutions on an individual basis.

Table 1: staff in the Department at the start of 2018/19

	Female	%	Male	%
Professors				
Lecturers and Associate Professors				
Teaching Fellows				
Research Fellows				
Research Associates				
Postgraduate Teaching Assistants				
Professional Service Staff				
Total	17	57	13	43

The Head of Department has overall responsibility for the operation of the Department. All academic staff and the Departmental Manager report to them (while the Departmental Manager line-manages junior administrative staff). The Department does not have a formal senior management team; instead, all members of staff attend all regular committee meetings, held during core hours (e.g. departmental meeting, departmental teaching committee, research committee). Administrative duties (such as Admissions Tutor, Departmental Tutor, Graduate Tutor) are shared and rotate between academic staff. As a result of this structure all colleagues are consulted on and involved in key strategic decisions. Perceptions among staff are regularly canvassed, particularly by the recently introduced annual staff survey (**Action 2**); there is also the option to leave anonymous comments in a box in the Departmental Office.

The Department offers a BA in Classics (with or without a year abroad), a BA in Ancient World (with or without a year abroad), a BA in Latin/Greek and English, an MA in Classics, an MA in the Reception of the Classical World as well as an MPhil/PhD research degree in Classics. There are also affiliate students and students registered with other departments taking modules from Greek and Latin.

Table 2: numbers of students in 2018/19

	Female	%	Male	%
Undergraduate Students G&L				
Undergraduate Affiliate Students				
Postgraduate Taught G&L				
Postgraduate Taught Affiliate Students				
Postgraduate Research G&L				
Postgraduate Research Visiting				
Total	125	59	86	41

Word count: 468

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

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

All members in the Department were involved in the self-assessment process to some extent: the decision to apply for an Athena SWAN award was taken collectively at a Departmental Meeting in early 2016, following on from successful participation in the Gender Equality Charter Mark Trial in 2014. This new application was seen as a chance to reflect further on equality issues, to

promote more visibly work already begun, to highlight good practice and to address challenges in a changing environment.

With support of the entire Department, the Self-Assessment Team drafted the application and the action plan.

Table 3: members of the Greek and Latin Self-Assessment Team

	Female	%	Male	%
Greek and Latin Self-Assessment Team	5	50	5	50

	Gender	Role	Responsibility	Experience
	F			
	M			
	M			
	F			
	M			
	M			
	F			
	M			
	F			
	F			

The team includes early-career (2), mid-career (1) and senior academic staff (2), junior (1) and senior (1) administrative staff as well as student representatives from all levels (3); individuals of both sexes across all grades, different nationalities, and a range of personal and professional experience are represented, including people with various types of caring commitments. All members of the team have contributed to the self-assessment process and drafting the application.

Staff were invited to volunteer or were nominated by colleagues; on the basis of these suggestions, the composition of the team was agreed collectively at a Departmental Meeting, taking into account motivation, workload and the need for a representative balance. This role is regarded as an element of one’s monitored administrative duties for academic staff and acknowledged for workload allocation (like sitting on scholarship panels or being a departmental representative on university-wide committees); administrative staff do the associated work within their normal working hours. All meetings are held during core working hours. Each group of students (BA, MA, PhD) was invited through their elected representatives to nominate one person from their cohort.

Word count: 278

- (ii) an account of the self-assessment process

Gender equality has been a standing agenda item at Departmental Meetings since 2014. In preparation for this application, a Self-Assessment Team was formed in 2016 and has met regularly since (once a term in 2016/17; twice a term from 2017/18). In between meetings discussions continued via email and exchange of drafts. The first meetings were devoted to looking at data, analysing the status quo and identifying areas for improvement; the focus then turned to developing actions, working on the application and making plans for the future.

Beyond the biennial institutional surveys (most recently in autumn 2017), a departmental staff survey (including three non-academic colleagues) was held in summer 2017 and summer 2018 (with response rates of 74% and 63%): the results were analysed by the Self-Assessment Team; they were presented to all staff at a Departmental Meeting and uploaded on the staff intranet. Further data from the Department, HR, the institutional Athena SWAN material and HESA has also contributed to this application.

Advanced drafts of the application were circulated to all staff and all student representatives; they were discussed at Departmental Meetings in September 2018 and January 2019 before being finalized by the Self-Assessment Team.

The Department also took advantage of the institutional offer to be advised and mentored by another department holding an Athena SWAN award.

Prior to engaging with this process, all members of staff felt that the Department was doing well in terms of achieving and promoting gender equality. While this perception was encouraging, the Department thought that there must be areas for improvement and it would be worthwhile to investigate further by looking at data and anonymously surveying staff and students and thus be able to compare the prevailing impression with facts. Indeed, people felt that the process of reflecting on current practices and collecting information sharpened everyone's awareness of equality issues and gave them an enhanced sense of potentially affected areas. Obviously, the process revealed areas for improvement, such as the need to codify policies, to advertise them better to new staff, to increase the staff groups who are offered mentoring, to think of innovative ways to enable flexible working, to enhance recruitment efforts for male students and to take on a leading role in promoting gender equality nationally in the subject area (see Action Plan).

Word count: 381

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

The Self-Assessment Team has been re-named and re-constituted as a permanent Equality, Diversity and Inclusion Group (to indicate broader coverage of equality issues), co-chaired by the Head of Department and the Inclusion Lead. Terms of reference were drawn up in spring 2018; the inaugural meeting was held in June 2018. The Equality, Diversity and Inclusion Group now meets once a term and reports back to Departmental Meetings and Staff-Student Consultative Committee Meetings regularly. The wider remit has already prompted reflection

on the possible relationship between ethnic minority status, gender equality and student admissions and performance.

One of the tasks of the Equality, Diversity and Inclusion Group will be to review progress in implementing the action plan attached to this application. Moreover, the Group will guide the Department in working towards a Silver application in the future and ensure that departmental policies follow best practice in terms of equal opportunities (**Action 1**).

Student representatives at all levels will be asked to nominate members for this Group each academic year. For members of staff, serving on this Group will count as an administrative role in the workload model; like most other roles, this job will rotate every three to five years. This should give most members of staff a chance to participate in the medium-term; replacements will be appointed with the ongoing balance of the team in mind.

The Group will continue to run the departmental staff survey annually (with updates to the questionnaire as required) to allow them to monitor and respond to any changes in perception and the impact of new policies. From 2019 the survey will be moved earlier in the academic year (before the summer vacation) to increase the response rate, and the importance of widespread participation for a balanced result will be emphasized. The Group will review the results at its autumn meetings (**Action 1, 2**).

Since this Department is the first in the Faculty to apply for an Athena SWAN award, another role of the Group will be to encourage other departments to follow suit (**Action 3**). The Group will offer to visit other departments to inform them about the process and to act as a mentor during the application process (an approach from another department has already been received). Departmental staff will continue to participate in the institution's Athena Forum for sharing good practice. Moreover, this Department has taken the lead in initiating a nationwide data-gathering exercise on Equality, Diversity and Inclusion issues in Classics, which will lead to a dossier with facts, examples and good practice as well as proposals for improvements, to inaugurate lasting and meaningful changes in the subject area (**Action 4**).

Word count: 440

4. A PICTURE OF THE DEPARTMENT

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

4.1. Student data

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

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

n/a

- (ii) Numbers of undergraduate students by gender

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

This Department typically receives more applications by female candidates across all its undergraduate degrees (data compiled by the national subject organization confirms this as typical); as roughly the same proportion of applicants of both genders receive offers, more offers are made to female applicants. Thus, almost always more female students start the degree programme; only 2016/17 saw slightly more male first-year students; in 2018/19 there were considerably more female than male first-year students. With relatively small cohorts, individual years are not a reliable guide to overall trends, which will continue to be monitored.

Given the predominance of female students, the Department will increase its efforts to encourage more young men to apply, as men are underrepresented in this discipline at undergraduate level nationally (**Action 5, 6**). Part of this strategy will be a revision of the Department's promotional literature, so as to ensure that the depiction of the subjects covered and its staff and students represents the Department's diverse and inclusive make-up with a balance of genders, nationalities and backgrounds among staff and students (**Action 9**).

Male candidates are slightly more likely to accept their offers: the reasons for this are not clear, but anecdotal evidence from conversations at open days and personal tutor meetings suggests some young women may be more nervous about moving to London for study. The Department will enhance its 'keep-warm' activities, aiming to stay in touch with applicants from their first point of contact, and increasing the guidance available on studying in London. Results will be monitored. (**Action 7**). Secondly, since it is difficult to contact candidates who have not accepted their offers, the Department will develop an electronic survey of first-year students on their reasons for choosing this university over others, in order to identify (by inference) possible obstacles to acceptance and take actions to remove them in future (**Action 16**).

Table 4: recruitment of undergraduate students

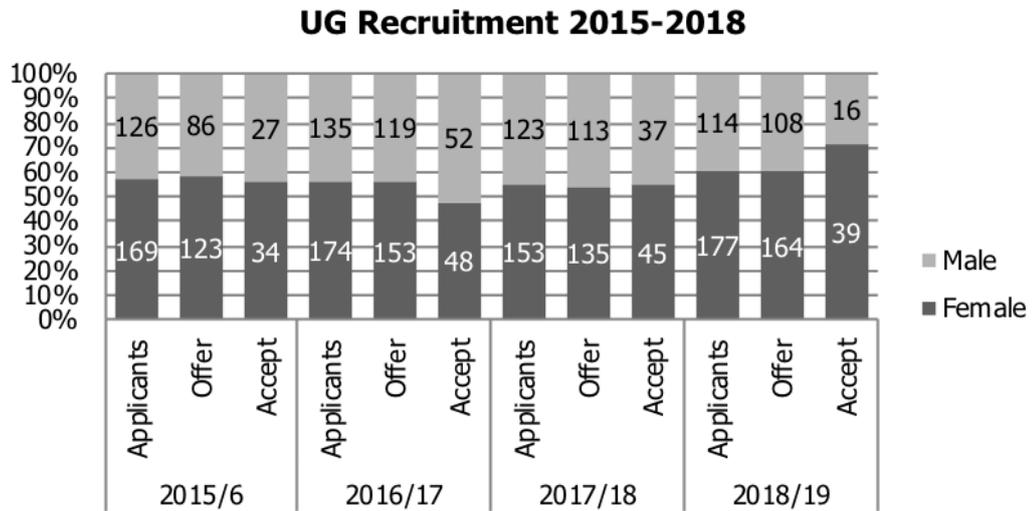


Table 4.1a: 2018 entry – breakdown of applications, offers and acceptances by programme of study

Degree Programme	Applications				Offers				Acceptances			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total	177	61	114	39	164	60	108	40	39	71	16	29
Affiliate Greek and Latin												
BA Ancient World with a Year Abroad												
BA Ancient World												
BA Classics												
BA Classics with Study Abroad												
BA Greek and English												
BA Greek with Latin												
BA Latin and English												
BA Latin with Greek with Study Abroad												
BA Latin with Greek												

Table 4.1b: 2018 entry – breakdown of applications, offers and acceptances by programme of study (visualization of percentages)

2018 entry – breakdown of applications, offers and acceptances by programme of study

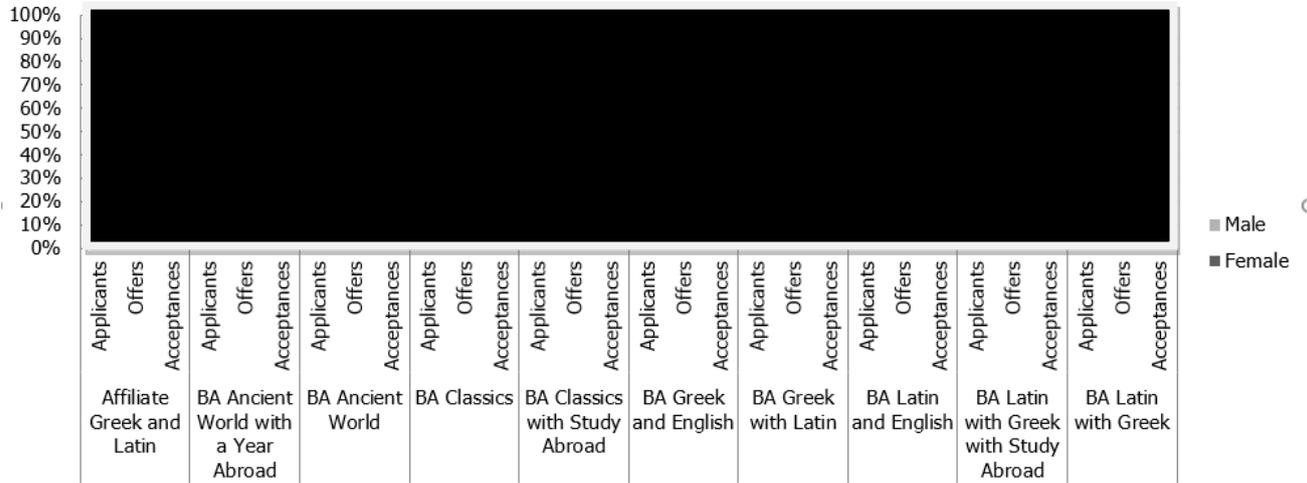


Table 4.2a: 2017 entry – breakdown of applications, offers and acceptances by programme of study

Degree Programme	Applications				Offers				Acceptances			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total	153	55	123	45	135	54	113	46	45	55	37	45
Affiliate Greek and Latin												
BA Ancient World with a Year Abroad												
BA Ancient World												
BA Classics												
BA Classics with Study Abroad												
BA Greek and English												
BA Greek with Latin												
BA Latin and English												
BA Latin with Greek with Study Abroad												
BA Latin with Greek												

Table 4.2b: 2017 entry – breakdown of applications, offers and acceptances by programme of study (visualization of percentages)

2017 entry – breakdown of applications, offers and acceptances by programme of study

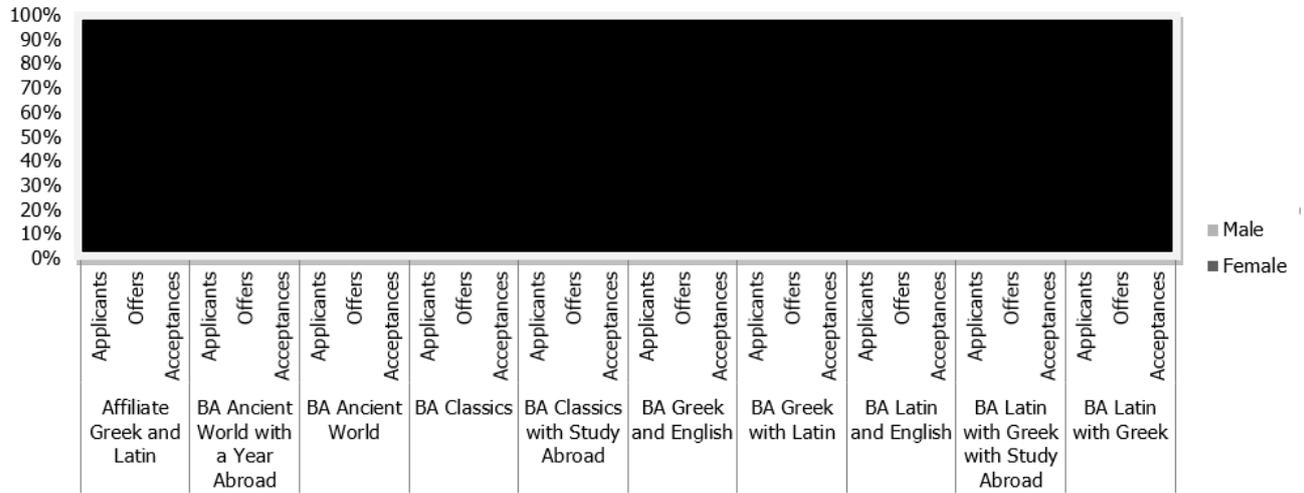


Table 4.3a: 2016 entry – breakdown of applications, offers and acceptances by programme of study

Degree Programme	Applications				Offers				Acceptances			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total	174	56	135	44	153	56	119	44	48	48	52	52
Affiliate Greek and Latin												
BA Ancient World with a Year Abroad												
BA Ancient World												
BA Classics												
BA Classics with Study Abroad												
BA Greek with Latin with Study Abroad												
BA Greek with Latin												
BA Latin and English												
BA Latin with Greek with Study Abroad												
BA Latin with Greek												

Table 4.3b: 2016 entry – breakdown of applications, offers and acceptances by programme of study (visualization of percentages)

2016 entry – breakdown of applications, offers and acceptances by programme of study

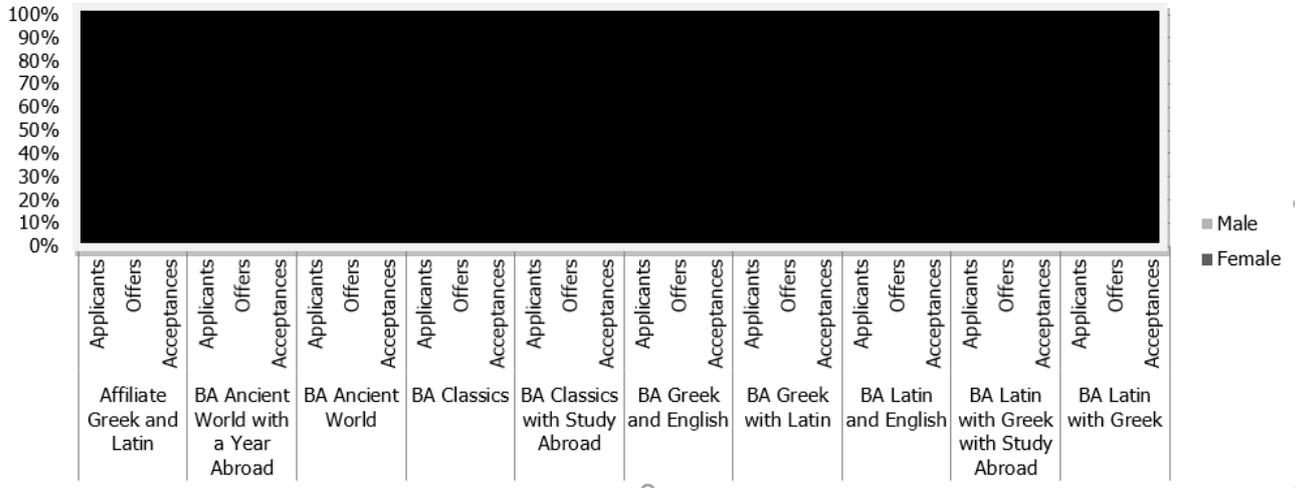
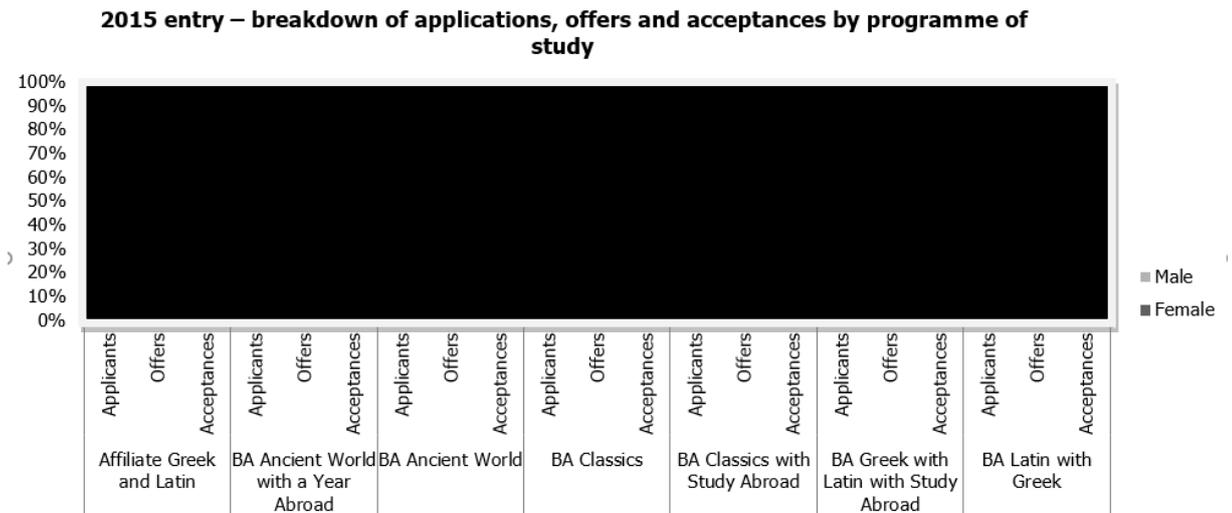


Table 4.4a: 2015 entry – breakdown of applications, offers and acceptances by programme of study

Degree Programme	Applications		Offers				Acceptances					
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total	169	57	126	43	123	59	86	41	34	56	27	44
Affiliate Greek and Latin												
BA Ancient World with a Year Abroad												
BA Ancient World												
BA Classics												
BA Classics with Study Abroad												
BA Greek with Latin with Study Abroad												
BA Latin with Greek												

Table 4.4b: 2015 entry – breakdown of applications, offers and acceptances by programme of study (visualization of percentages)



In almost all years female students have obtained 60 to 70% of first-class and upper-second class degrees, even slightly above their proportion of the student body. Minor variations have to do with the strength of individual cohorts. Women are, however, over-represented in the bottom categories (lower-second and third class). This situation has been a focus of discussion and concern: reasons will be investigated in personal tutor meetings. The department will consider developing more targeted support in transitioning to university for students in 'high-risk' categories. Retention and completion rates have been excellent: over the last five years only five undergraduate students (1 male, 4 female) have withdrawn, due to personal reasons.

Table 5: gender balance of degree classification for undergraduate students

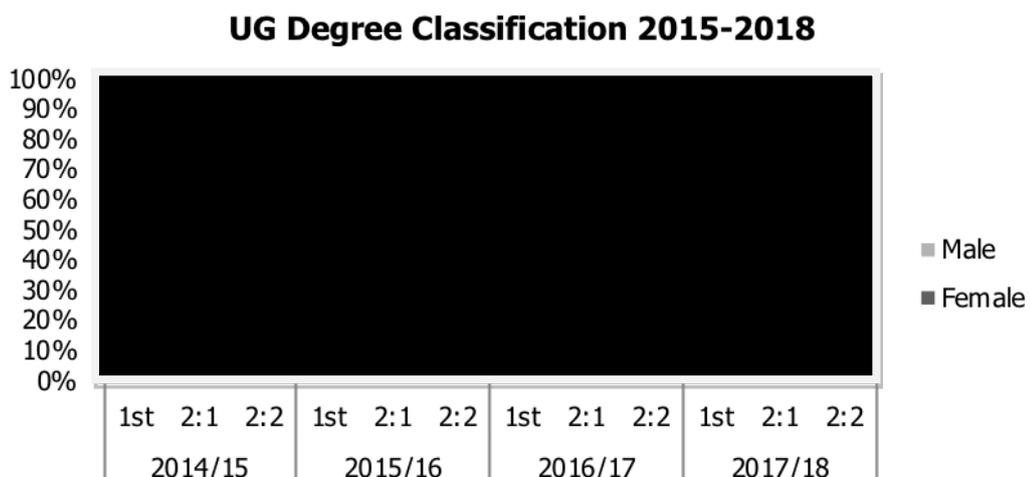


Table 5.1: 2018 graduation – breakdown of award categories by programme of study

Degree Programme	First				Upper Second				Lower Second			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
BA Ancient World with a Year Abroad												
BA Ancient World												
BA Classics												
BA Classics with Study Abroad												
BA Latin with Greek												

Table 5.2: 2017 graduation – breakdown of award categories by programme of study

Degree Programme	First				Upper Second				Lower Second			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
BA Ancient World with a Year Abroad												
BA Ancient World												
BA Classics												
BA Classics with Study Abroad												

Table 5.3: 2016 graduation – breakdown of award categories by programme of study

Degree Programme	First				Upper Second				Lower Second			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
BA Ancient World												
BA Classics												
BA Classics with Study Abroad												

Table 5.4: 2015 graduation – breakdown of award categories by programme of study

Degree Programme	First				Upper Second				Lower Second			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
BA Ancient World												
BA Classics												
BA Classics with Study Abroad												

In order to determine whether the slightly different patterns among male and female students are linked to issues of perception, the Department will launch further investigation into students’ views on equality issues, the attractiveness of the modules offered and the problems faced in pursuing academic careers: from the coming academic year there will be an annual student survey. Depending on its results, student support through personal tutoring might be enhanced and become more targeted, and the range of modules offered may be revised (**Action 14**).

Word count: 502

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

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

As for undergraduate degrees, the Department receives more applications by female candidates for postgraduate taught degrees; correspondingly, more offers to female applicants are made, and there are more female students. It is pleasing, however, that the discrepancy has gradually been coming down recently (from 80:20 to 65:35%), though reasons will have to be investigated. In order to address further the imbalance in recruitment, the Department will run more information campaigns illustrating the benefits of postgraduate degrees for both genders and the opportunities offered to male students (**Action 8**). In addition, the overhaul of the Department’s promotional literature should help (**Action 9**).

Table 6: recruitment of postgraduate taught students



Table 6.1: 2018 entry – breakdown of applications, offers and acceptances by programme of study

Degree Programme	Applications				Offers				Acceptances			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
Affiliate Students												
MA Classics FT												
MA Classics PT												
MA Reception FT												
MA Reception PT												

Table 6.2: 2017 entry – breakdown of applications, offers and acceptances by programme of study

Degree Programme	Applications				Offers				Acceptances			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
Affiliate Students												
MA Classics FT												
MA Classics PT												
MA Reception FT												
MA Reception PT												

Table 6.3: 2016 entry – breakdown of applications, offers and acceptances by programme of study

Degree Programme	Applications				Offers				Acceptances			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
Affiliate Students												
MA Classics FT												
MA Classics PT												
MA Reception FT												
MA Reception PT												

Table 6.4: 2015 entry – breakdown of applications, offers and acceptances by programme of study

Degree Programme	Applications				Offers				Acceptances			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
Affiliate Students												
MA Classics FT												
MA Classics PT												
MA Reception FT												
MA Reception PT												

Recently, perhaps owing to the higher cost of studying, there has been a rise in part-time students. So far, this trend appears to apply approximately equally to male and female students. Developments will be monitored by programme tutors through student surveys and talking to students, to make sure that there are no gendered trends and, if so, take steps to prevent these. The Department is fortunate in having a small number of studentships, offering a partial contribution to fees: a departmental panel allocates these on merit, but also takes access issues into account, in order to counter these demographic developments.

Table 7: Studentship Awards 2015-2018

Studentships	2016-2017				2017-2018			
	Female	%	Male	%	Female	%	Male	%
Total	█	62.50	█	37.50	█	50	█	50
Bunnell Lewis Scholarship								
Stephen Instone Awards								
Bob Sharples Award								
Goldsmiths Scholarship								
Hollier Award								
Lloyd Award								

As regards outcomes at PGT level, men often are slightly over-represented proportionally in the top categories. The reasons are not clear and are the focus for investigation, both in terms of student experiences and in a planned scrutiny of assessment practices (**Action 18**).

Table 8: gender balance of degree classification for postgraduate taught students

PGT Degree Classification 2015-2018

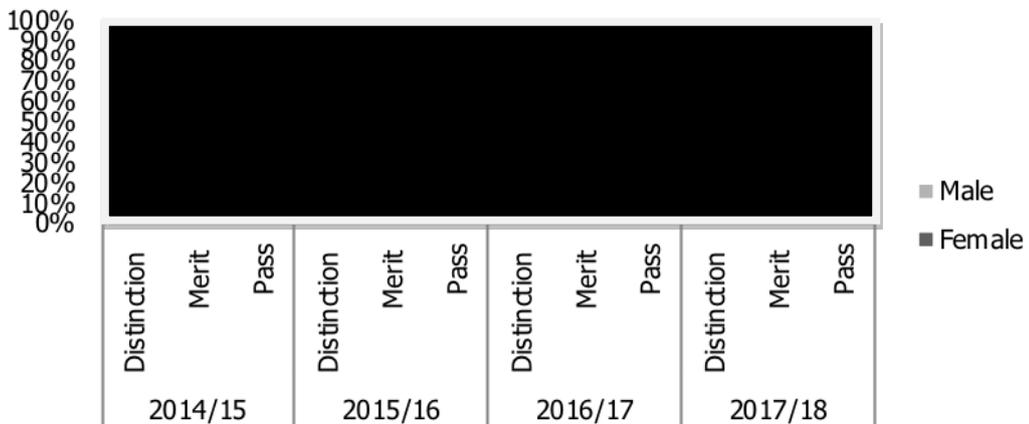


Table 8.1: 2018 graduation – breakdown of award categories by programme of study

Degree Programme	Distinction				Merit				Pass			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
MA Classics												
MA Reception												

Table 8.2: 2017 graduation – breakdown of award categories by programme of study

Degree Programme	Distinction				Merit				Pass			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
MA Classics												
MA Reception												

Table 8.3: 2016 graduation – breakdown of award categories by programme of study

Degree Programme	Distinction				Merit				Pass			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
MA Classics												
MA Reception												

Table 8.4: 2015 graduation – breakdown of award categories by programme of study

Degree Programme	Distinction				Merit				Pass			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
MA Classics												
MA Reception												

Word count: 244

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

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

For postgraduate research degrees too, there tend to be more applications by women than by men, though this has not been the case in all years. Since both differences and the overall numbers are small, the statistics are difficult to interpret. Success rates in obtaining scholarships from the institution and national funding bodies are roughly equal for both genders.

Still, in view of the preponderance of female students at lower levels both in the department and nationally, one must infer that a larger proportion of male students go on to enrol for a PhD. Since a PhD is a crucial first step towards an

academic career, the reasons for the proportional underrepresentation of women at PhD level deserve further investigation; surveys of current and prospective graduate students will be carried out. As a first step, information about the benefits of a postgraduate research degree and the support available will be improved (**Action 10**).

Table 9: recruitment of postgraduate research students



Table 9.1: 2018 entry – breakdown of applications, offers and acceptances by programme of study

Degree Programme	Applications				Offers				Acceptances			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
Research Degree: Greek and Latin (FT)												
Research Degree: Greek and Latin (PT)												

Table 9.2: 2017 entry – breakdown of applications, offers and acceptances by programme of study

Degree Programme	Applications				Offers				Acceptances			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
Research Degree: Greek and Latin (FT)												
Research Degree: Greek and Latin (PT)												

Table 9.3: 2016 entry – breakdown of applications, offers and acceptances by programme of study

Degree Programme	Applications				Offers				Acceptances			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
Research Degree: Greek and Latin (FT)												
Research Degree: Greek and Latin (PT)												
Visiting Research: Classics												

Table 9.4: 2015 entry – breakdown of applications, offers and acceptances by programme of study

Degree Programme	Applications				Offers				Acceptances			
	Female	%	Male	%	Female	%	Male	%	Female	%	Male	%
Total												
Research Degree: Greek and Latin (FT)												
Research Degree: Greek and Latin (PT)												

Over the last three years more women than men have completed PhD degrees. Since numbers are small, and the time to completion varies (with completions unevenly distributed over the years), it is difficult to draw conclusions, but completion rates will be monitored.

As the Department provides students with a lot of advice about the most appropriate degree programme during the recruitment process and offers a lot of support over the course of the doctoral programme, all students who enrol for a PhD complete the programme (unless medical reasons prevent further study).

Table 10.1: gender balance of degree classification for postgraduate research students over time

PGR Degree Classification 2015-2018



Table 10.2: 2018 graduation – breakdown of award categories

Degree Programme	Passed			
	Female	%	Male	%
Research Degree: Greek and Latin				

Table 10.3: 2017 graduation – breakdown of award categories

Degree Programme	Passed			
	Female	%	Male	%
Research Degree: Greek and Latin				

Table 10.4: 2016 graduation – breakdown of award categories

Degree Programme	Passed			
	Female	%	Male	%
Research Degree: Greek and Latin				

Table 10.5: 2015 graduation – breakdown of award categories

Degree Programme	Passed			
	Female	%	Male	%
Research Degree: Greek and Latin				

Word count: 244

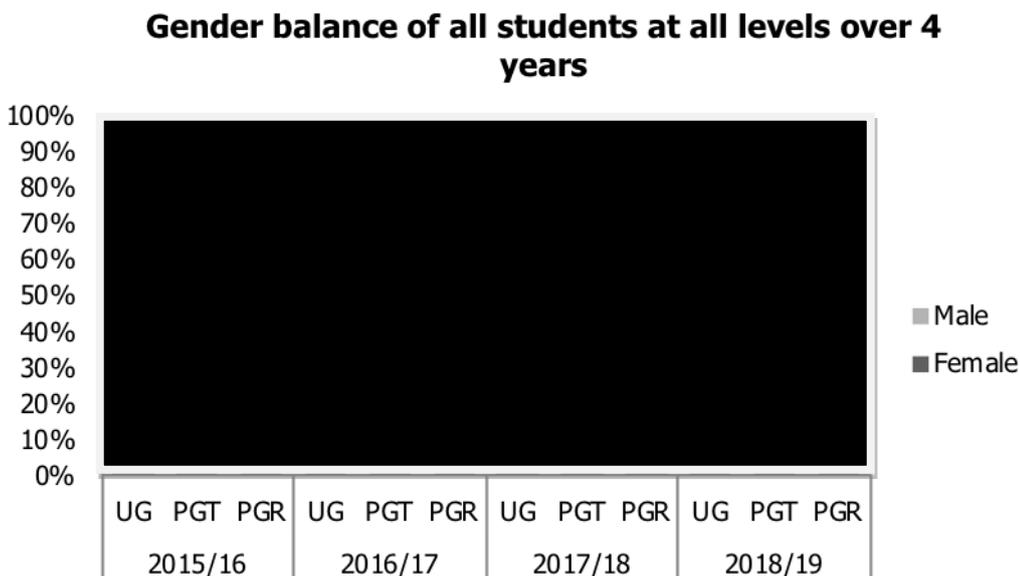
(iv) Progression pipeline between undergraduate and postgraduate student levels

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

Table 11.1: gender balance of all students at all levels over 4 years

Degree Level	2018/19				2017/18				2016/17				2015/16			
	Female	%	Male	%												
UG		55		45		50		50		54		46		60		40
PGT		67		33		74		26		78		22		83		17
PGR		59		41		50		50		60		40		64		36
Total		57		43		54		46		58		42		64		36

Table 11.2: gender balance of all students at all levels over 4 years (visualization of percentages)



The preponderance of female students (around 60–70% at UG and PGT level) is in line with the national picture for the discipline, although the Department’s imbalance has been higher than the national average in most years (Table 12). Reasons will be investigated, and the imbalance will be addressed by more targeted recruitment drives and better information on obtaining funding (**Action 8, 10**).

A major deterrent for all undergraduate students to proceed to postgraduate study is the cost. The Department has been addressing this with some success by offering small departmental scholarships (evenly distributed) and alerting students to government funding.

At all stages there are more female than male students. The significant difference in proportions between genders at postgraduate taught level is gradually coming down with a larger number of men progressing to this degree. Although numbers are small, progress in reducing the ‘leaky pipeline’ for female students from MA to PhD appears slower. The role models in the Department, its inclusive culture, more targeted mentoring for female students and detailed advice on funding and career progression are intended to initiate change (**Action 10**).

A female student decided to return for a PhD in this Department (from autumn 2017), where she had done her BA, rather than at another institution, where she completed a postgraduate taught degree, because of gender equality issues. She stated in an email to a female professor: “I’m really grateful that during my time at UCL I had so many female role models, including you, and that I wasn’t made to feel that my gender might be a disadvantage – only now I’m somewhere that this isn’t always the case do I realise how much of a difference it made.”

Word count: 283

Tables 12.1–12.3: proportion of male and female students at all levels in this Department in relation to HESA data

Table 12.1: undergraduate students

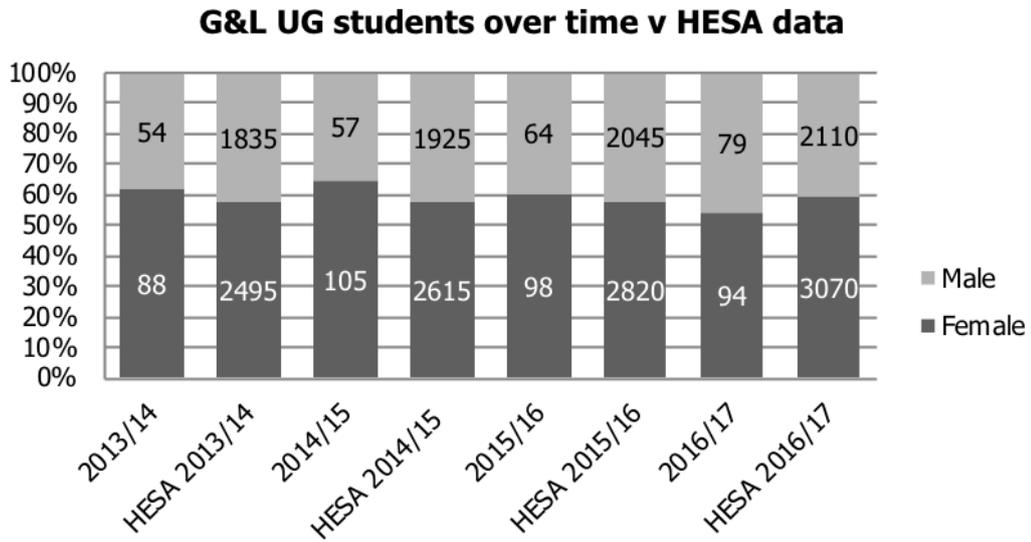


Table 12.2: postgraduate taught students

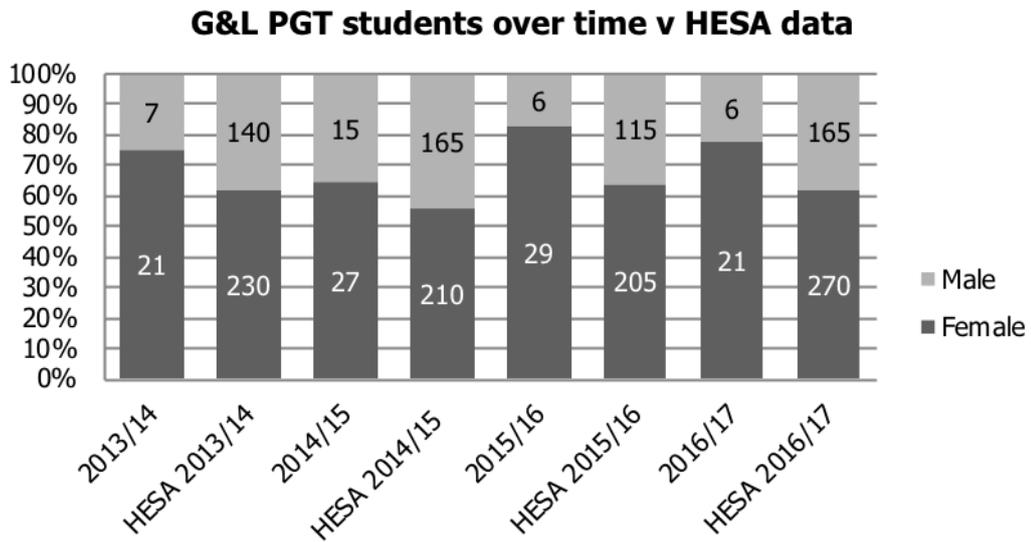
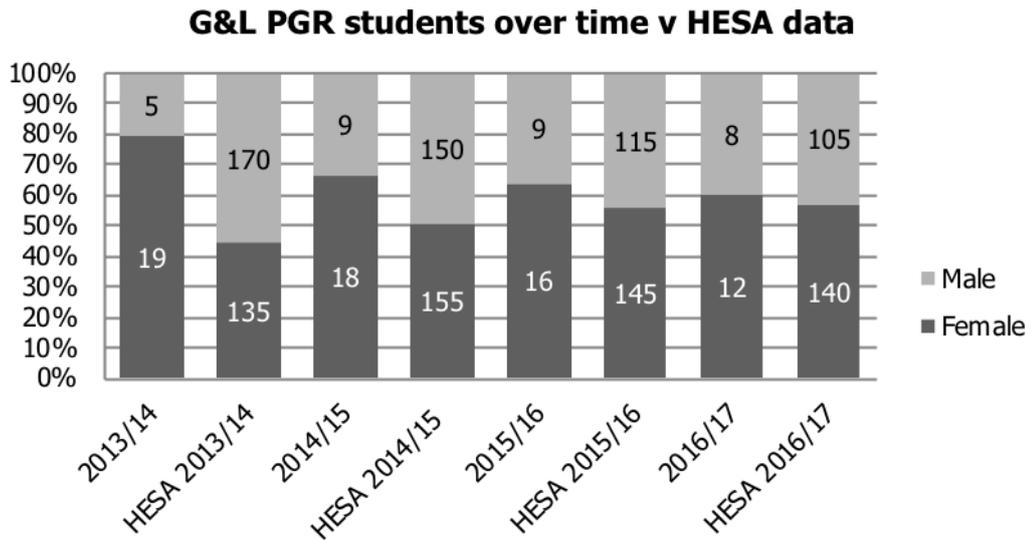


Table 12.3: postgraduate research students



4.2. Academic and research staff data

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

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

There is an equal or almost equal gender balance (as far as possible) for all contract types and academic grades; appointments and promotions happen on the basis of ability, qualifications and experience. All staff report in the most recent staff survey that they are satisfied with the support the Department offers and are confident that it operates in a transparent way.

The most difficult point in the career pipeline is the transition from early-career fixed-term teaching and/or research contracts to permanent posts, which is a systemic issue. Nevertheless, the Department will enhance its support for colleagues at this stage by offering more training and information workshops, enhanced mentoring by senior colleagues in addition to annual appraisals (**Action 11**).

Although nationwide there are more female undergraduates in most humanities disciplines, there are still fewer female than male professors in the discipline according to HESA data. In this Department 75% of professors were female for several years until the number of professors increased by the promotion of male colleagues, which has now resulted in an equal number of professors of both genders. A consistent preponderance of female senior staff is unique in the discipline within the UK. The Department will continue to support everyone in their career aspirations. 75% of staff reported via the 2018 survey that their

aspirations had increased since joining UCL and they felt well supported in their career progression.

Word count: 231

Table 13: proportion of male and female teaching and research staff in this Department in relation to HESA data over time

G&L Teaching and Research Staff over time v HESA data

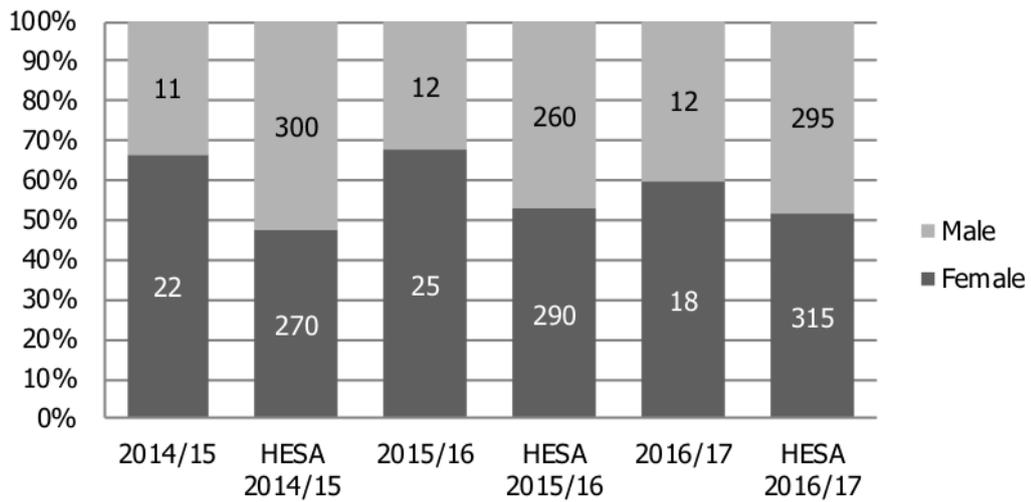


Table 14: numbers of academic staff in the Department at the start of the academic year 2018/19

	Female	%	Male	%
Professors		50		50
Lecturers and Associate Professors		60		40
Teaching Fellows		50		50
Research Fellows		0		100
Research Associates		0		100
Postgraduate Teaching Assistants		75		25
Total		57		43

Tables 15.1–15.4: academic pipeline in this Department (2015–2018)

Table 15.1: 2018

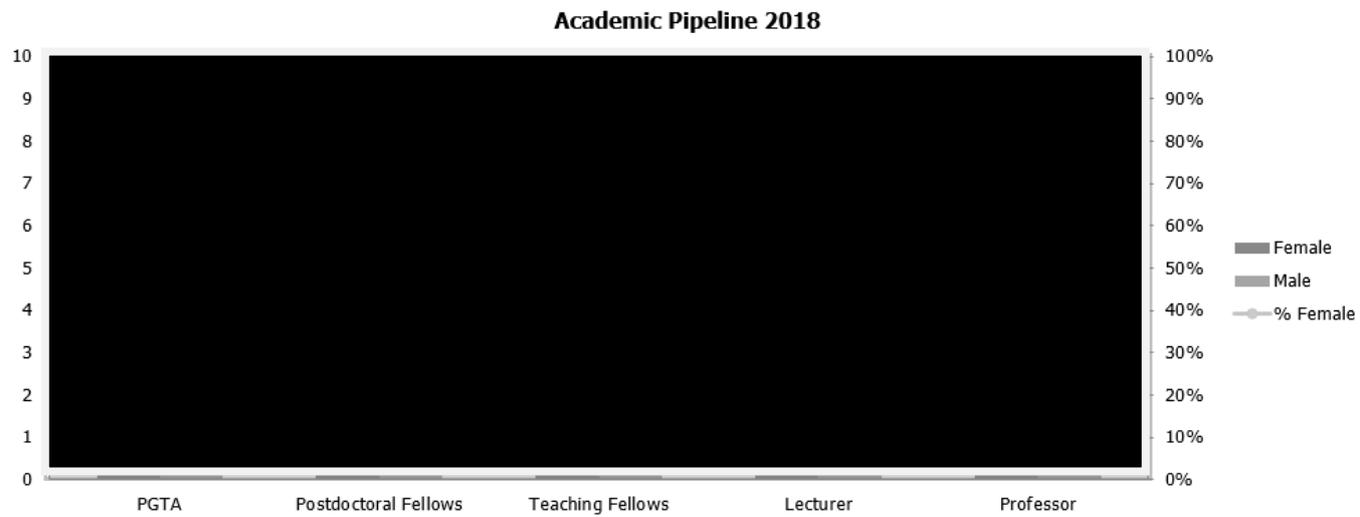


Table 15.2: 2017

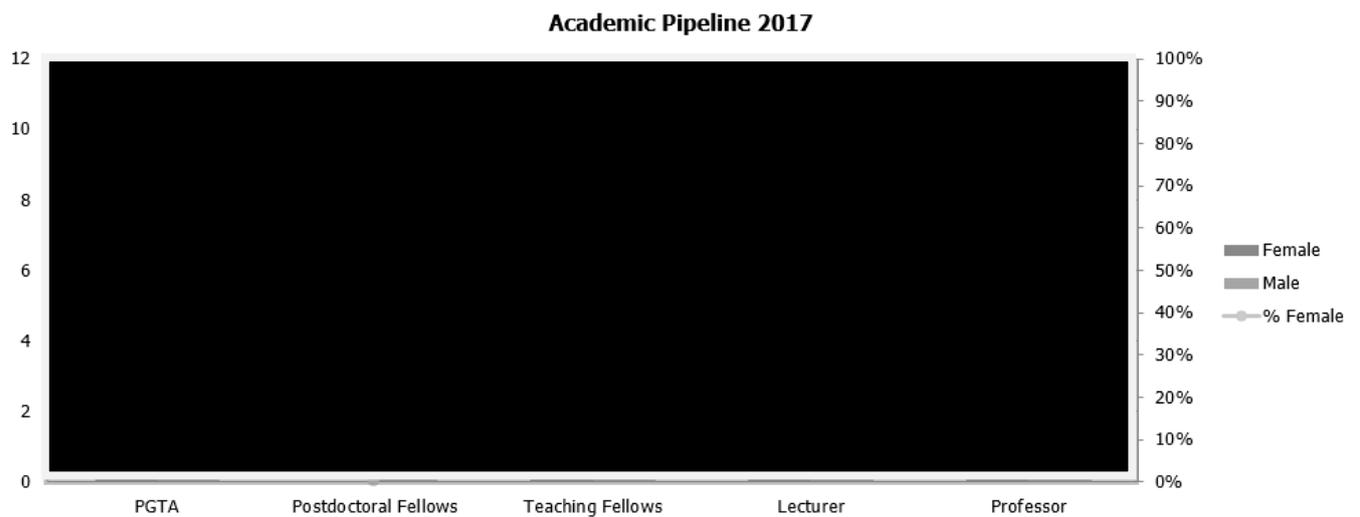


Table 15.3: 2016

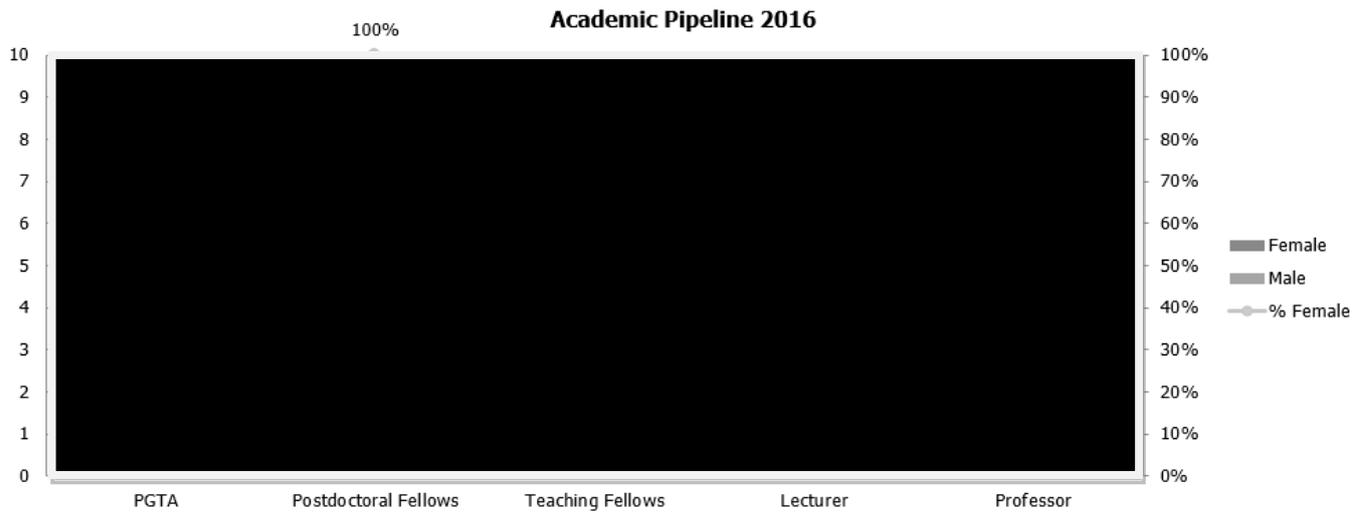
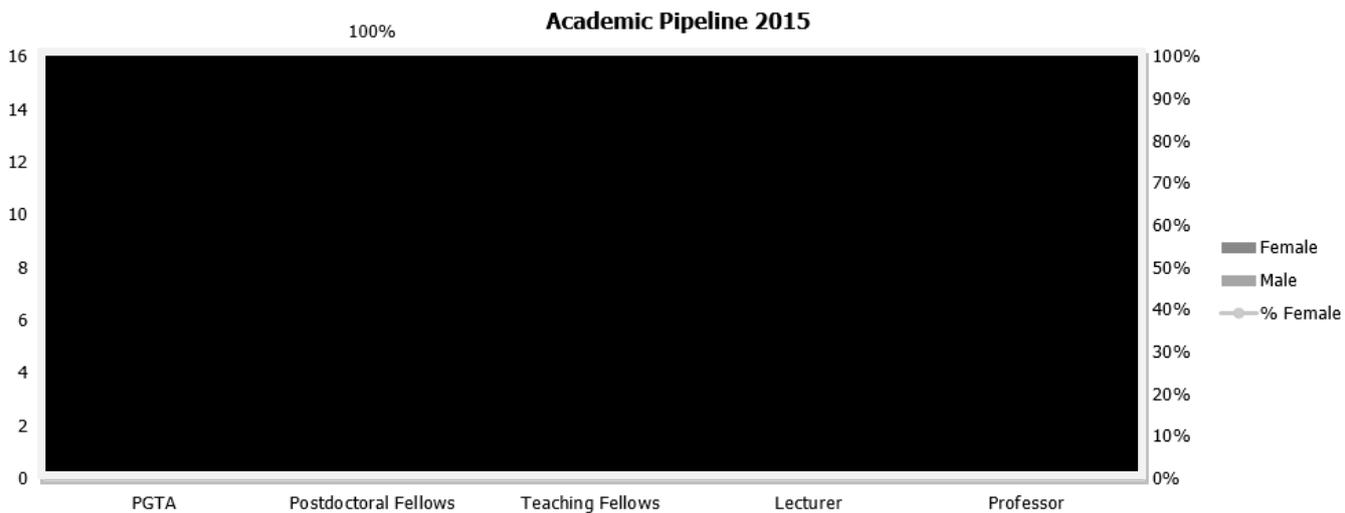


Table 15.4: 2015



SILVER APPLICATIONS ONLY

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

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

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

Most staff in this Department are on open-ended/permanent contracts.

Fixed-term appointments are of three main types: 1) postdoctoral research fellows and associates, externally funded for a set period (█ in 2018-19, █); 2) teaching fellows replacing colleagues on leave for a defined period (none in 2018/19); 3) Postgraduate Teaching Assistants (PGTAs), PhD students offered the opportunity to contribute to teaching, usually for a single term (hourly paid), as part of their career development (█ in 2018/19).

Departments in Classics and modern languages frequently employ relatively large numbers of temporary, part-time and hourly-paid colleagues for language teaching purposes. Nationally, these positions are disproportionately held by women, and the teaching demands and precarity of such positions can make it hard to transfer into permanent academic positions. The Department is proud that it no longer participates in this practice of repeatedly appointing to similar but non-continuous language teaching positions. It successfully applied to the Faculty in 2017 and again in 2018 to make the post of one teaching fellow first permanent and then full-time.

Whenever positions become available, they are first offered internally via redeployment to all eligible existing staff. Since staff turnover is low, those occasions do not arise very often. Therefore, colleagues on fixed-term contracts are assisted in gaining permanent employment elsewhere. Those staff are offered mentoring and support in career planning (e.g. portfolio of activities, training, time for research, support for attendance at conferences, organization of summer schools). If they decide to apply for a post, colleagues provide references and advice on application material. Postgraduate teaching assistants (PhD students) are supported by the Graduate Tutor and their supervisors in transitioning into an academic career.

Word count: 278

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

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

Staff on fixed-term contracts have unavoidably left the Department at the end of the funded period (█ female full-time teaching fellow in the past three years). Among staff on open-ended contracts, over the last five years █. Departing staff are invited to an exit interview with the Head of Department, who keeps records of the numbers of staff leaving and their motivations.

Word count: 85

5. SUPPORTING AND ADVANCING WOMEN’S CAREERS

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

5.1. Key career transition points: academic staff

(i) Recruitment

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

Tables 16.1–2: recruitment data for last three years

NB: No recruitment was undertaken in the academic year 2017/18.

Table 16.1: recruitment in 2016/17

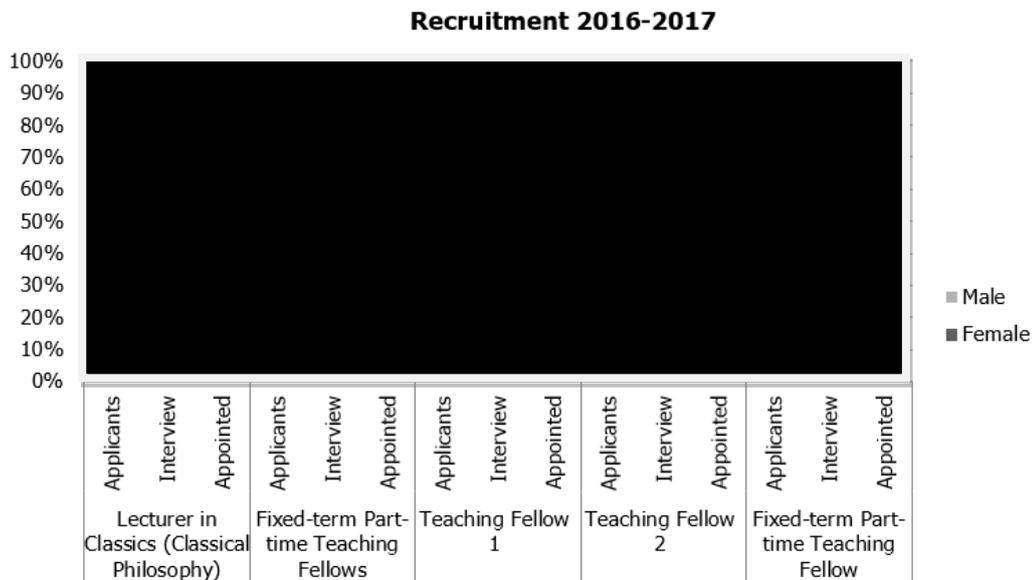


Table 16.2: recruitment in 2015/16

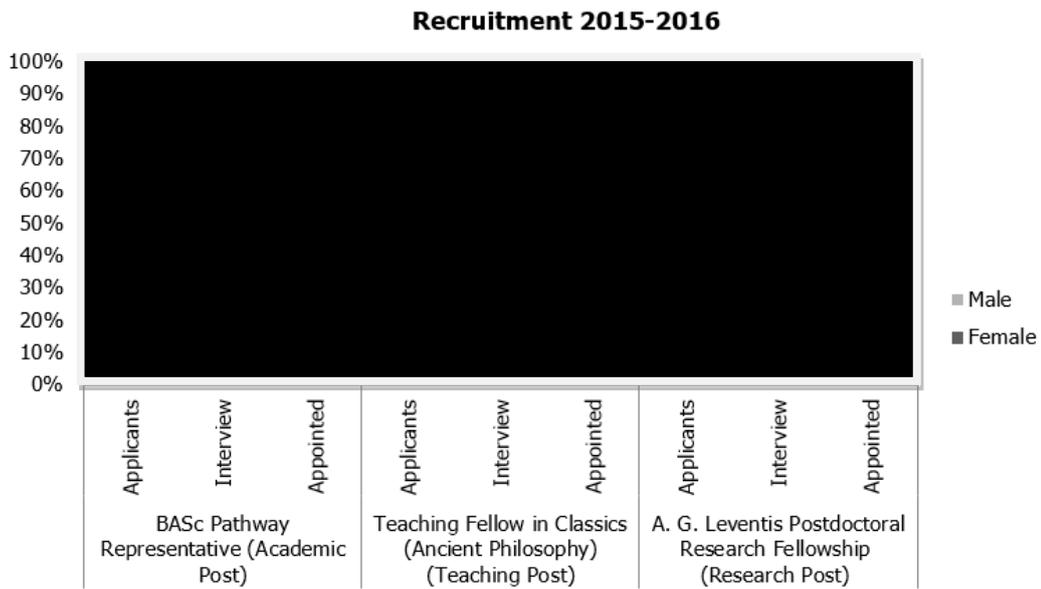
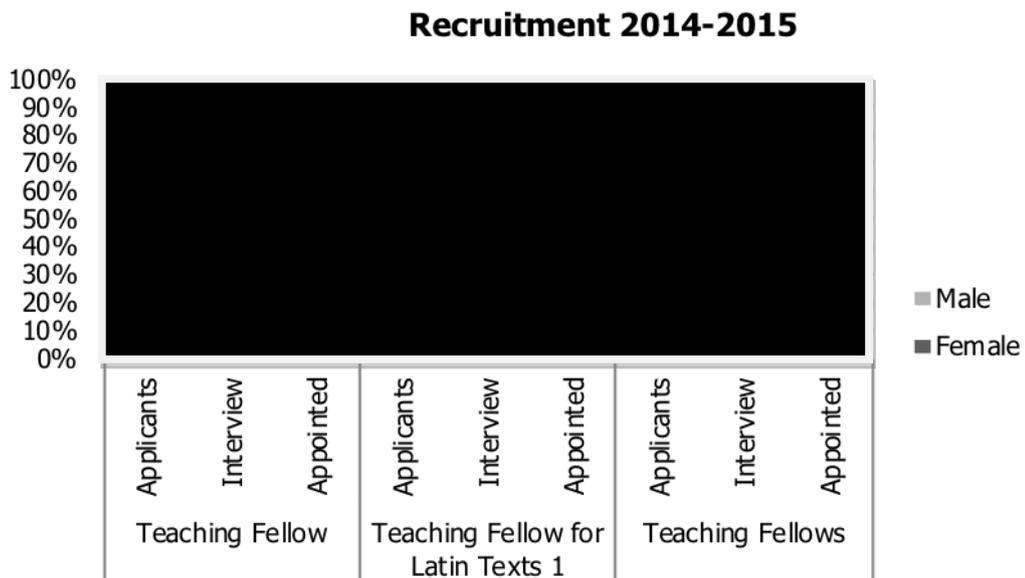


Table 16.3: recruitment in 2014/15



In line with institutional policy, all departmental appointment panels consist of colleagues representing a mix of genders, seniority and expertise. Before staff can be involved, they have to attend an institutional fair recruitment briefing, including a section on the Equality Act. The Department keeps records of this training and ensures refresher sessions at appropriate intervals; the Inclusion Lead regularly sends out information about self-guided additional training relevant to recruitment, for instance on unconscious bias.

Institutional policy requires at least 25% women on recruitment panels. This requirement is usually exceeded since the fairly equal distribution of male and female staff is mirrored on appointment panels. The Departmental Manager keeps records on participation on appointment panels, to ensure that this task is shared fairly.

Appointments are made on the basis of the quality of the application, the information in references and performance at interview in relation to the job description and person specification. Commitment to the university's equal opportunities policy has been a standard item in all person specifications for the last ten years. The option of flexible working and job-sharing is mentioned on all advertisements.

The response to advertisements in the last five years has often led to similar numbers of male and female applicants for academic jobs, mirrored in shortlists. The number of applications for fixed-term part-time teaching fellow posts is often low since these tutors are recruited to teach particular modules not covered by the Department's permanent staff. The Department is aware that this places some restrictions on the pool of applicants and tries to advertise these roles as early as possible and be flexible in timetabling teaching, to make sure that qualified candidates are not prevented from applying.

Administrative jobs tend to attract more applications from women than men, but in the two most recent appointment rounds male applicants were appointed because they were the best candidates according to the criteria.

Word count: 313

(ii) **Induction**

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

All new staff receive a generic induction from the institution, including training in equality and diversity, to be completed during probation. At departmental level, new staff are met by the Head of Department and the Departmental Manager. They are introduced to everybody, shown their office and given information on the layout of the Department, practical arrangements, safety procedures and day-to-day arrangements. They receive access to the departmental staff intranet, including the staff handbook and the departmental calendar. These resources, greatly expanded and revised over the last five years, include information on departmental practices and links to institutional policies on flexible working, equality and diversity, parental leave and childcare arrangements, procedures for reasonable adjustments and the occupational health service, and they provide an overview of departmental policies. New staff are introduced to the Inclusion Lead and encouraged to raise equalities issues with them or the Head of Department.

All new staff are assigned a mentor. In the most recent staff survey junior academic staff indicated that they all have a mentor and are happy with the Department's support for career development. New staff appreciate the mentoring scheme as it makes them confident to approach another colleague for advice. Upon joining the Department, junior colleagues are given a reduced teaching and/or administrative load for their first year wherever possible.

At the start it is checked whether any special arrangements are required, physically in setting up the workstation or organizationally, for instance, as regards working hours. Caring responsibilities and similar commitments are taken account of. It is established whether new staff need any particular training; if so, attendance at the necessary courses or one-to-one meetings with colleagues with the relevant expertise are arranged.

For the last decade all new members of staff have benefitted from such an induction. At regular meetings between new staff and the Head of Department or the mentor during the probationary period feedback on the induction process is gathered. Over the last five years all colleagues have confirmed at probation review meetings that the departmental induction process is helpful. A recently arrived colleague says: 'I moved to UCL during a period of externally-funded leave, so did not have teaching as an immediate means of integration. I was really impressed by the welcome I received – at a practical level, but also socially and professionally. For instance, I was informed of and invited to a range of meetings, with an explanation of what they covered, but without any pressure to attend (as I was on leave). Several colleagues took the time to attend research events I was involved in during my first few weeks, even though they were outside of their area of expertise. Also, in the first few weeks, multiple colleagues wrote individually to suggest a coffee or lunch, even though I arrived at a busy time.'

Word count: 468

(iii) Promotion

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

Career development has been successful for all staff: over the last five years all lecturers progressed from grade 7 to grade 8 immediately on becoming eligible ([REDACTED]). [REDACTED] successfully applied for promotion to professor in [REDACTED] and [REDACTED]. [REDACTED] to a higher professorial band in the last five years. [REDACTED] successfully for promotion to Senior Lecturer in [REDACTED] successfully for promotion to Associate Professor (equivalent to Senior Lecturer, following a university-level change in terminology) in [REDACTED]. [REDACTED] successfully for promotion to Senior Teaching Fellow in [REDACTED]. The posts of all administrative colleagues were re-graded in [REDACTED]. Over the past five years several members of academic and administrative staff (both male and female) were awarded salary increases. When they have completed their PhDs and gathered sufficient teaching experience, postgraduate teaching assistants (grade 5) can progress to

part-time teaching fellow roles (grade 7) where there are vacancies ().

There have not been any unsuccessful applications for promotion. If anyone were to be unsuccessful, feedback from the institutional promotions committee would be sought; in consultation with the Head of Department and a mentor, a plan would be developed for the individual to enhance weaker areas of their profile and to resubmit the application at the next appropriate opportunity.

The institution's promotional criteria are available on the staff intranet. For academic staff they cover research, teaching, administration and public engagement. Therefore, when allocating departmental tasks, the potential impact on an individual's career is being considered; all staff are given the opportunity to develop their portfolio in all areas while being able to focus on activities of particular interest. The Head of Department regularly reviews everyone's position; career plans are discussed at appraisal meetings; career breaks are taken into account. If staff (male and female) do not come forward, the Head of Department and their mentors encourage them to apply for promotion: all staff who have served at the same grade for some time and have achieved results beyond the expectations for their grade are advised to do so well in advance of the next deadline.

Because of its small size the Department does not have a formal promotion committee; instead, it provides informal support: senior colleagues offer advice and work on draft applications with candidates. All colleagues who have applied for promotion in the last five years have taken up this opportunity; in the recent staff survey 100% agreed that they were well supported and encouraged to apply for promotion.

Word count: 458

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

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

Table 17: spread of RAE / REF academic submissions by gender

	Female	%	Male	%
REF 2014 Submissions				
2008 Research Assessment Exercise				
Total	11	42	15	58

Since the Department operates an inclusive policy, all eligible staff were submitted to RAE2008 and REF2014. Since the numbers of male and female academics are roughly the same, the same was true for these submissions.

Word count: 35

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

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

(ii) Promotion

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

5.3. Career development: academic staff

(i) Training

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

The Department organizes an annual awayday, including discussion of new teaching techniques, funding options or developments in higher education and research, as a central element of focused staff training. During the annual planning process staff are invited to suggest items for the awayday.

The Head of Department and the Departmental Manager regularly alert colleagues to opportunities for funding, conference participation and training courses beyond departmental level by email notifications and at relevant meetings. Applications to take part in such events are supported; staff can get time off regular work to attend training. The institution organizes leadership and induction sessions for those moving to senior roles, attended by all departmental staff in those positions. When staff are taking on new roles, induction and handover meetings are arranged by the Department.

The core mandatory training for all staff includes modules on diversity and unconscious bias; completing these courses is a requirement of probation. Three members of staff have attended training to sit on and chair grievance panels (covering issues of equality and unconscious bias). One member of staff has recently completed training to become a Dignity-at-Work Advisor.

Postgraduate teaching assistants receive a generic induction to teaching in higher education by the institution, attend a training day organized by the Department each autumn and sit in on classes before they start. Teaching is arranged to become progressively more challenging, and postgraduate teaching assistants are encouraged to work towards Higher Education Academy accredited status. This arrangement prepares students for a career in education and has produced a number of male and female secondary-school and university teachers over the last decade.

All staff regularly attend training events and record this on an institutional platform, to which the Head of Department has access. A record of training is required annually at appraisal, when future training requirements are identified and agreed. A number of staff have worked or are working towards qualifications such as Associate Fellow/Fellow/Senior Fellow of the Higher Education Academy or an AAT accounting and finance certificate. The Department has the highest numbers of Senior Fellows of the Higher Education Academy in the Faculty (3), in addition to six colleagues who are Fellows (including Honorary Fellows).

Word count: 362

(ii) **Appraisal/development review**

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

All academic staff and the Departmental Manager have annual probation review or appraisal meetings with the Head of Department (appraised by the Dean of the Faculty). In a small Department the Head of Department can appraise all academic staff for continuity and fairness; junior administrative staff are appraised by the Departmental Manager. If a member of staff wishes to be appraised by someone else with the appropriate training, they are welcome to request this, and such requests will be granted. Training in conducting appraisals is provided to future Heads of Departments as part of succession planning. All colleagues have the option of acquiring line-management skills through working with postgraduate teaching assistants and mentoring new colleagues.

All members of staff have had an appraisal or a probation review in the last twelve months (as indicated in the staff survey); informal feedback and the results of the staff survey (93% agreement over the last two years) suggest that staff are happy with the current system. In addition to appraisals, junior teaching staff (postgraduate teaching assistants and part-time fixed-term teaching fellows) meet the Head of Department at the end of each teaching term.

Staff submit documentation about their activities over the past year in advance of the appraisal meeting. At the meeting achievements from the previous period

and any problems encountered are reviewed; objectives are set for the next period, necessary support from the Department is discussed, and training needs are identified. Career progression and promotion plans are routinely discussed; when objectives are set for the next period, they are seen in the context of an individual's overall career development. Work/life balance is also a standard item since this is crucial to ensuring that objectives can be met without undue workload.

The system is reviewed annually through discussions at Departmental Meetings, individual conversations and the staff survey.

Word count: 304

(iii) **Support given to academic staff for career progression**

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

All new and/or junior staff are assigned a mentor, with whom they discuss career progression, in addition to probation review or appraisal meetings with the Head of Department. Applications for promotion within the institution or higher-level jobs elsewhere are encouraged and supported. Relevant training opportunities or options for diversification of activities are identified at appraisal meetings and as and when opportunities come up.

For post-doctoral researchers and other junior staff it is ensured that their departmental duties constitute a manageable, coherent and varied mix allowing them to develop relevant skills: for instance, they may teach on a variety of different modules and carry out a range of administrative roles. They are given advice on publishing strategies, and they are invited to attend meetings and participate in strategic decisions.

Word count: 128

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

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

The Department works closely with a dedicated Careers Consultant at the institutional Careers Service; a member of academic staff serves as the Careers Liaison Tutor. These colleagues organize events for students at all levels, including presentations at the start of the year, information on what the Careers Service can provide, discussions at Staff-Student Consultative Committee Meetings, sessions on CV-writing and interview techniques, guidance on careers

for Arts and Humanities students as well as conversations with successful alumni. All academics provide individual guidance or refer students to relevant services at personal tutor meetings.

Careers advice for undergraduate students includes the options of both transitioning into a paid job or proceeding to postgraduate study. Students contemplating the latter are advised to choose an undergraduate dissertation in their final year, as a preparation for independent research at postgraduate level.

MA students have individual meetings with the MA Tutor at least once a term, which include careers guidance. Sessions for the entire cohort are organized in collaboration with the Careers Service. The advice includes careers opportunities outside academia and further postgraduate study. Those interested in the latter option are advised to think carefully about the topic for their MA dissertations and to attend seminars and conferences.

Once students have progressed to a PhD, most contemplate an academic career. Therefore, PhD students are offered a step-by-step programme, including attendance at relevant training courses, presentations of academic papers in progressively more challenging environments, organization of workshops and conferences as well as gathering teaching experience. When PhD students start applying for postdoctoral roles, supervisors and the Graduate Tutor provide advice on the application process, give feedback on drafts and submit references.

Word count: 274

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

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

Staff are encouraged to apply for any research grants for which they are eligible and stand a chance of success. Information about options is regularly distributed via email and mentioned at Departmental Meetings. When staff decide to apply, they are referred to support from the institutional Research Services and the Faculty's Research Facilitators. Within the Department, the Departmental Manager helps with costings, and the Director of Research or other senior academic staff comment on drafts.

If applications are unsuccessful, an attempt is made to identify the reasons, so as to avoid similar situations in the future. Staff are encouraged to move on and try again with a different scheme.

Grant applications in the recent past have been unevenly distributed across colleagues in the Department. Both men and women have successfully applied for grants: for instance, the two biggest grants are held by a man and a woman; one man and one woman won visiting fellowships abroad during the last three years. The uneven distribution has to do more with the kind of research, the

available funding schemes as well as confidence and experience of the application procedure.

Thus, while all colleagues frequently apply for small grants to support conferences, only about a third make larger grant applications, all at senior level, though with an equal gender distribution. Since other colleagues, especially junior ones, have noted that they find grant applications time-consuming and are unsure of the processes, the Department will run more dedicated training sessions and clarify its support mechanisms (**Action 12**).

Word count: 252

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

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

(vi) Appraisal/development review

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

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

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

5.5. Flexible working and managing career breaks

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

During the last ten years no professional service staff have taken parental leave (nobody has had children). In the same period, all academic staff who have become parents have taken leave: four academic staff have been on maternity leave, and two have taken paternity leave for the full available amount of time.

Word count: 52

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

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

Before staff go on maternity leave, they have meetings with the Head of Department and the Departmental Manager to discuss arrangements for this period and the return to work. In planning it is assumed that staff will start their maternity leave on the agreed date; it is made clear that, if there any complications, they can leave earlier or reduce working hours in the last few weeks. In that case, other staff will cover for them, and some non-urgent matters may be postponed.

Word count: 83

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

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

While staff are on maternity leave, replacements to cover the teaching are hired, and some other duties are taken on by other colleagues, who receive reductions elsewhere to keep their workload manageable. Staff on leave are not expected to engage with work, but are welcome to keep up to date with departmental matters if they wish: they continue to be included on some mailing lists and retain access to all departmental platforms. Staff on maternity leave are encouraged to use KIT days to visit the Department or attend conferences (as two staff have done) and are invited to departmental events such as guest lectures or the Christmas party.

Word count: 108

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

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

Before staff return from maternity leave, the Head of Department contacts them to discuss work arrangements. The new caring situation is taken into account (e.g. when timetabling teaching), and a mutually acceptable model is agreed. Academic staff benefit from the institution's policy of gender equality leave, i.e. an extra term of paid leave without teaching and administrative commitments after maternity leave. One of the Department's [REDACTED] who has benefitted from gender equality leave was selected by the institution to present her experiences to illustrate the opportunities offered by the scheme. She commented: [REDACTED]

Word count: 162

(iv) Maternity return rate

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

All staff who have been on maternity leave during the last ten years (four academic staff) have returned to their previous roles.

Word count: 22

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

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

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

Two members of academic staff [REDACTED] took paternity leave in the last ten years; they were the only male colleagues in the Department to have become parents. No adoptions have taken place in the last few decades.

Information about maternity/paternity/parental leave is available on the staff intranet and on the institutional website. When staff inform the Head of Department that they are going to become a parent, they are encouraged to take up paternity or shared parental leave. It is made clear that taking leave will not have a negative impact on their careers, the Department will make arrangements for cover and they will be supported during leave and upon return to work.

The full take-up of maternity/paternity/parental leave as well as the fact that some colleagues have had more than one child shows that their needs are being accommodated and taking such leaves does not impact negatively on careers. Watching this has made other colleagues more confident in starting a family.

A female lecturer recently commented: '[REDACTED] I have taken [REDACTED] maternity leave, [REDACTED]. The Department was extremely accommodating [REDACTED] and it is without a doubt the main reason I have been able to return to work full-time and resume researching and publishing. In addition, the period of Gender Equality Leave, given to me after returning to teaching [REDACTED], enabled me to embark on a new research project and to stabilise my work-family

balance. I would not have been able to continue in my academic career if I had not had the flexibility and support of my colleagues, Department and institution.'

Word count: 294

(vi) **Flexible working**

Provide information on the flexible working arrangements available.

There have been no formal requests for flexible working, in the sense that people have made written applications or it has been recorded in a contract. If a formal request was made, it would be granted whenever possible, or a compromise would be found.

All staff are able to work flexibly around core duties requiring physical presence (such as teaching, meetings, tutorial hours), though they are asked, if possible, to be available by email, phone or Skype for most of the core working period (Monday to Friday, 10am to 4pm). Since colleagues are aware that flexible working is an option, all staff work flexibly to some extent. In the recent staff survey 89% (92% in 2017) agreed that the Department supported flexible working, which contributed to a good work/life balance.

A number of informal arrangements are in place: for instance, colleagues looking after small children (3 academic staff) or commuting long distances (4 academic staff) have no teaching scheduled before certain individually agreed times. Administrative staff can arrive and leave within a time window (c. 8.30 to 9.30am and c. 4.30 to 5.30pm or earlier or later if others can cover and shifting their working day suits them) or stay longer on one day and leave earlier on another. Academic staff caring for elderly parents are able to work remotely when physical presence is not required. Staff are reminded of these options annually, at Departmental Meetings, and it is reported which adjustments have been made for a particular year, what can be done for the coming year and what would be difficult for operational reasons.

Since the Department promotes an open and friendly culture (as all staff said in the staff survey), staff do not hesitate to approach the Head of Department when need arises. Individual situations are dealt with in a timely and efficient fashion in mutual agreement (for instance, in cases of close relatives suddenly falling ill, carer's leave and remote working are arranged). The Head of Department keeps records of such requests for monitoring purposes.

All new staff, not only those with existing caring responsibilities, are advised that they can ask for particular working hours, and attempts will be made to accommodate requests. In order to encourage people to come forward even more, there will be polling on specific needs in advance of timetable creation each academic year, and the Department will invest in technology to make remote working even easier and more convenient (**Action 13**).

Word count: 409

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

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

No members of staff have transitioned from part-time to full-time work in the last decade. If anyone were to do so in the future, such a request would be approved, and such a transition would be supported by the appropriate mentoring arrangements.

A comparable move was one postdoctoral fellow changing from full-time to part-time work in 2016/17. This was not in connection with a career break, but rather because this colleague wished to pursue other activities besides working on a postdoctoral research project.

Word count: 83

5.6. Organisation and culture

(i) Culture

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

The Department subscribes to the Athena SWAN Charter principles and institutional policies as recognized by the Athena SWAN Silver Award.

The Department is fortunate in having an active Inclusion Lead. They monitor all departmental policies for their impact on equality issues, co-chair the Equality, Diversity and Inclusion Group, are the first port of call for staff and students on equality issues and liaise with Faculty and institutional equality groups.

More importantly, the Department is proud to operate an open and inclusive culture, based on team-work and mutual support and respect. This atmosphere is appreciated and maintained by everyone: in the recent staff survey the words 'supportive', 'inclusive' and 'welcoming' were most frequently associated with the Department, while terms such as 'sexist', 'cliquey', 'competitive' and 'miserable' were not seen as characteristic ([REDACTED]).

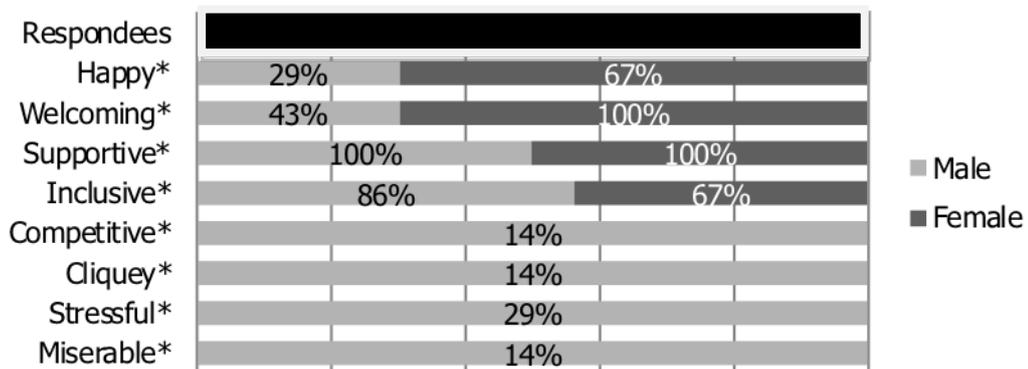
The survey also demonstrated that 90% of staff of both genders feel well supported in their careers and in establishing a good work/life balance; they confirm that promotion and the allocation of senior roles are based on merit and the distribution of work is fair and transparent, with all kinds of work equally valued. The opportunity to work flexibly and the adherence to core working hours for departmental events were highlighted as positives. Colleagues noted

that the Department was committed to supporting PhD students and junior staff in transitioning into academic careers.

With constant and proactive monitoring of departmental policies and arrangements for issues of equality and inclusivity by the Head of Department and the Equality, Diversity and Inclusion Group, the Department is confident that this culture can be maintained. These issues are considered when drawing up policies; as an additional step they will now be monitored formally by the Equality, Diversity and Inclusion Group (**Action 15**).

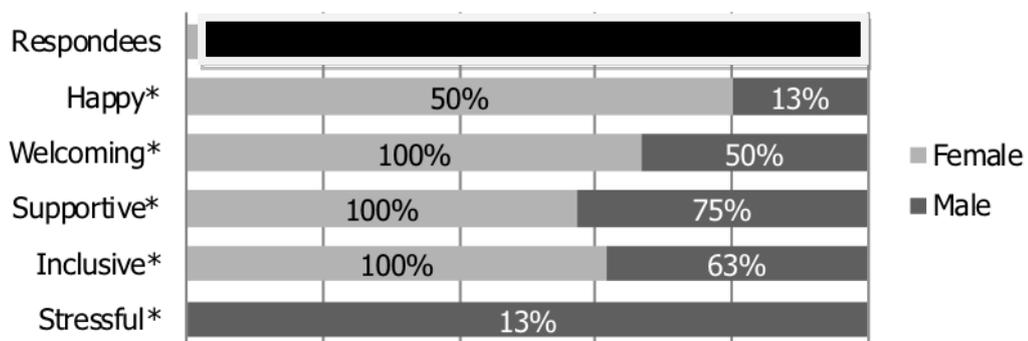
Table 18: descriptions of the Department in departmental staff survey over the last two years

Question 25 (2018)
From the words below, how would you describe your department as a place to work (choose all applicable)*:



*% of respondents

Question 25 (2017)
From the words below, how would you describe your department as a place to work (choose all applicable):



*% of respondents

Word count: 308

(ii) HR policies

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

All staff with management responsibilities have received training in the relevant HR policies. HR regularly sends out updates and opportunities for further training in case of major changes; refresher sessions are regularly offered to all staff with HR responsibilities. Links to all policies are available on the staff intranet. The Department works closely with a dedicated contact person in HR.

In the last five years there have not been any cases requiring the application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. The staff survey confirmed that 100% of staff agreed that they had not experienced or witnessed an instance of bullying within the Department. One member of staff has recently completed training as a Dignity-At-Work Advisor.

Word count: 123

(iii) Representation of men and women on committees

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

Because of its relatively small size, the Department does not have any standing committees attended only by a limited number of staff. All committees are open to all academic staff and are attended by at least one member of administrative staff as well as student representatives as appropriate. Since the Department has a good gender balance, this situation is replicated on the membership of its committees (attendance statistics on the basis of the minutes confirm that the presence of men and women over the past twelve months varied between 40 and 60% for both genders, fluctuating due to illnesses and leave arrangements). The number of committees (currently 6) and of meetings is kept to the minimum required; any issues requiring immediate action are dealt with by circulation.

Table 19: members of departmental standing committees in 2018/19

	Female	%	Male	%
Ancient World Steering Group		50		50
Departmental Meeting		50		50
Departmental Teaching Committee		50		50
EDI Group		57		43
Exam Board		50		50
Research Committee		50		50
Total		51		49

For ad-hoc committees and working groups, consisting of a small group of colleagues, it is ensured that there is a balanced combination of expertise and a broad mix of backgrounds. The Head of Department keeps a record of such committee memberships to ensure that the roles are distributed fairly, to provide opportunities for career development and to involve a broad range of colleagues in strategic decision-making. Staff are encouraged to volunteer for such roles, or the chair of the respective committee approaches colleagues. The composition varies, so as to ensure that the workload is spread, panels are diverse and reflect the appropriate expertise.

Word count: 230

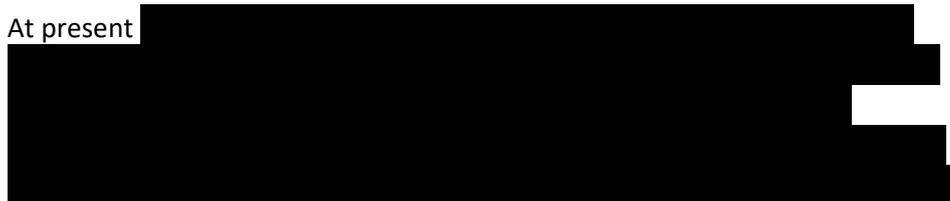
(iv) Participation on influential external committees

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

Almost all staff attend some Faculty- or institution-wide committees *ex officio* as a result of their departmental roles (e.g. Faculty Teaching Committee, Faculty Research Committee, Faculty Board of Examiners). These roles rotate and are distributed evenly between colleagues of both genders.

Sometimes individual members of staff are approached by chairs of external committees to join them: if members of staff are interested and/or this would be a useful experience, they are encouraged to agree, and allowance is made for this service in the workload model. For open calls, all staff who are eligible and might benefit from such a role are encouraged to put themselves forward.

At present



Recently it has been noted as a national development in this discipline that women have been encouraged for some time to serve on external committees to establish a better gender balance, but the tide is now turning and there are several national committees with more women than men: this situation has raised worries of over-commitment of women to 'citizenship' roles. As a member of such a national body, the Head of Department is currently involved in commissioning a study on this issue and exploring ways to address the question of gender balance on external committees.

Table 20: external committee representation

	Female	%	Male	%
Service on external committees		57		43

Word count: 285

(v) **Workload model**

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

This Department made a collective decision several years ago not to use formal workload modelling for academic staff. The majority of staff felt that such systems are unduly complex, convey a false sense of objectivity and do not deliver sufficient benefits. The 2018 staff survey confirmed that staff are happy with the current system: everyone 'agreed' or 'strongly agreed' with the statement 'my department has a clear and transparent way of allocating workload'. The system is reviewed annually at Departmental Meetings.

The Department's general principles for workload allocation are available on the staff intranet. A 'light touch' approach for allocation of duties, managed by the Head of Department in consultation with colleagues, ensures that workload is spread equally and different types of work are recognized (teaching, administration, outreach, pastoral care, supervision of students, running research projects, winning external funding, knowledge transfer etc.). For staff with a heavy load in one area reductions in others are made, so that, overall, workloads are comparable. The regular communication in the Department allows for an informal early-warning system of potential problems. Crucial to the success of

this informal approach is transparency: all staff are able to see everyone's workload and are aware of the underlying calculations.

In preparation for each academic year, the Head of Department, in consultation with the Deputy Head and the Departmental Tutor, draws up a grid listing each academic member of staff's teaching and administrative responsibilities. The basis is a standard teaching load, which is reduced in exchange for major administrative jobs, managing larger research projects or a high number of research students. The allocation of personal tutees or supervision of dissertations is used as a further way to ensure an even distribution of workload. The workload allocation is first discussed individually between the Head of Department and each member of staff; then the overall grid is presented at a Departmental Meeting. Equally, the amount of first and second marking of BA and MA coursework and examinations is assigned by the Chair of the Board of Examiners, in view of everyone's expertise and workload and presented at a meeting after individual discussion.

Thus, the allocation of workload is kept fair and transparent. It is ensured that everyone has a portfolio of teaching, administration, pastoral care and research. Thereby all staff get a chance to gain experience of a variety of tasks. Activities in all areas are taken into account at appraisal and for promotion (according to institutional criteria). The respective percentages vary slightly between years and members of staff; this has to do with a person's specific expertise, departmental needs and sometimes individual circumstances.

As in most academic departments, there is an issue with the so-called 'long hours' culture as 92% of staff (84% in 2017) of both genders noted in the recent staff survey that they regularly work longer than their contracted hours. The extent of this varies, depending on people's roles and the time of year, but all academic staff do some work in the evenings and at weekends at least occasionally. That is why workload is continuously kept under review and discussed at appraisals. Since this issue affects those with caring responsibilities differently from those without, individually tailored responses are developed. Generally, it has been agreed that colleagues should avoid sending non-urgent emails in the evening or at weekends. Efforts are constantly made to reduce the number of meetings, to organize administrative processes more efficiently and to keep teaching loads manageable. The Equality, Diversity and Inclusion Group, along with the Head of Department, will continue to monitor changes in policies and procedures for their impact on workload (**Action 15**).

Word count: 602

(vi) **Timing of departmental meetings and social gatherings**

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

All members of staff (academic and administrative, full-time and part-time) are invited to all departmental meetings and social gatherings.

A schedule of all meetings is published well in advance of each academic year. All departmental meetings are held at lunchtime on days when teaching finishes at lunchtime, to enable everyone to attend, including those with caring responsibilities or long commutes. Staff are welcome to bring their lunch if they wish and are able to take a break afterwards. Drafts of papers or policies are communicated by email to all colleagues in good time. Staff unable to attend are invited to send comments; the chair makes sure that comments received that way are taken into account. Staff can also participate via Skype. The system is reviewed every year, and staff are consulted on whether timings should be changed. So far all staff feel that the structure is working well, as expressed both informally and in the recent staff survey.

All departmental social gatherings not dependent on other events (such as a reception after a lecture of a visiting speaker) are held during normal working hours and advertised well in advance. For a few years now, for instance, the Christmas party has been moved from a dinner to an afternoon tea, to make it easier for everyone to attend.

Word count: 217

(vii) Visibility of role models

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

Departmental public events feature a gender balance across speakers and chairs, often at a single event and certainly across events over the year. The Events Administrator keeps the statistics of people involved in public events and, if necessary, reminds organizers of the need to ensure gender balance. Staff of both genders are involved in open days and summer schools.

One of the Department's female professors was included as a successful role model in the institution's 'Women at UCL: Presence and Absence' exhibition and the accompanying booklet on occasion of International Women's Day in 2016.

The Department's flagship annual lecture has a slight preponderance of male over female speakers: of the eleven lectures organized so far, seven were given by men and four by women. At the same time, the lecture in 2017, given by a female speaker, had the largest turnout ever recorded for this event: it filled the biggest lecture hall in the university and was viewed multiple times online. Still, efforts will be made, when inviting future speakers, to adjust the proportions: the speaker this year is female. For balance on the stage, there has been a female chair for the past few years. In future, the Department will invite more female

than male speakers until parity of both genders is reached and then alternate male and female speakers (**Action 17**).

Figure 3: Judith Butler delivering the 2017 Housman Lecture



Moreover, the Department's promotional material will be reviewed to ensure that it is a representative depiction of the Department's gender balance and diverse membership (**Action 9**).

Word count: 249

(viii) Outreach activities

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

Since 2012/13 the Department has had a Widening Participation and Schools Liaison Officer (both male and female over the years) and has significantly enhanced its outreach activities, building on the long-standing collaboration with the Iris Project and being a partner in the project 'Capital Classics' funded by the London Schools for Excellence Fund. This has helped to bring Classics to young people in disadvantaged areas in London, including those from ethnic minority backgrounds. The Department is in the process of revising its activities to target young males since they are underrepresented on the Department's degree programmes (as they are nationally in this discipline). There have been fewer male than female attendees at the Department's Taster Days and Summer Schools over the past four years although, due to changes in the organizational structure, data capture has been patchy. In future, more detailed data will be

gathered, to facilitate targeted initiatives (**Action 5**). To attract more young men and a more diverse audience including young people from BME backgrounds, outreach events and open days will be given a more open, flexible and hands-on format, and collaboration with schools in underrepresented areas will be enhanced (**Action 6**). While this imbalance affects the discipline as a whole, the Department feels that, due to its location in the centre of multicultural London, it could take a leading role, since it is easier to access students from non-traditional backgrounds and they have the opportunity to attend university while living at home. Attracting more of these students might provide challenges to retention and success rates; thus, these students will be provided with sufficient support by personal tutors and transition mentors.

The Department runs at least one training day for school teachers every year. The themes of these days in the last five years have included issues of gender equality (such as ‘women in the ancient world’), but also address topics potentially of interest to male students, so that teachers are enabled to encourage young males to apply for a degree in Classics.

All academic staff regularly participate in outreach activities (as part of their standard workload). Allocations depend on expertise (e.g. when schools request talks on particular topics) and availability. The Department regards it as important that both men and women at all stages of their careers function as role models for young people. Running outreach activities is considered to be an administrative job like any other and is recognized as such at appraisal and for promotion.

Undergraduate students provide information, advice and guided tours to prospective students at open days and summer schools: while they are paid for this activity, it is also an element of their career development. Postgraduate students are recruited (and paid) to offer presentations on aspects of their research: presenting research in an accessible way is a key element of career development and introduces research students to outreach and knowledge transfer activities.

Table 21: participants in widening participation and outreach events over the last two years

Table 21.1: events in 2018/19

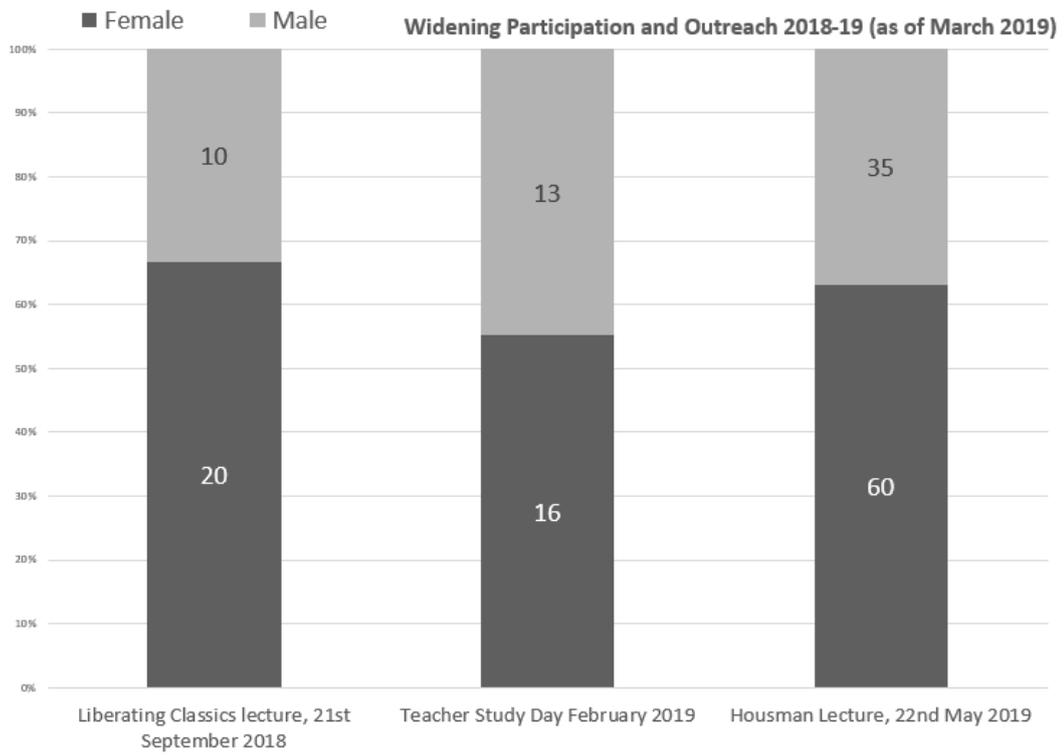
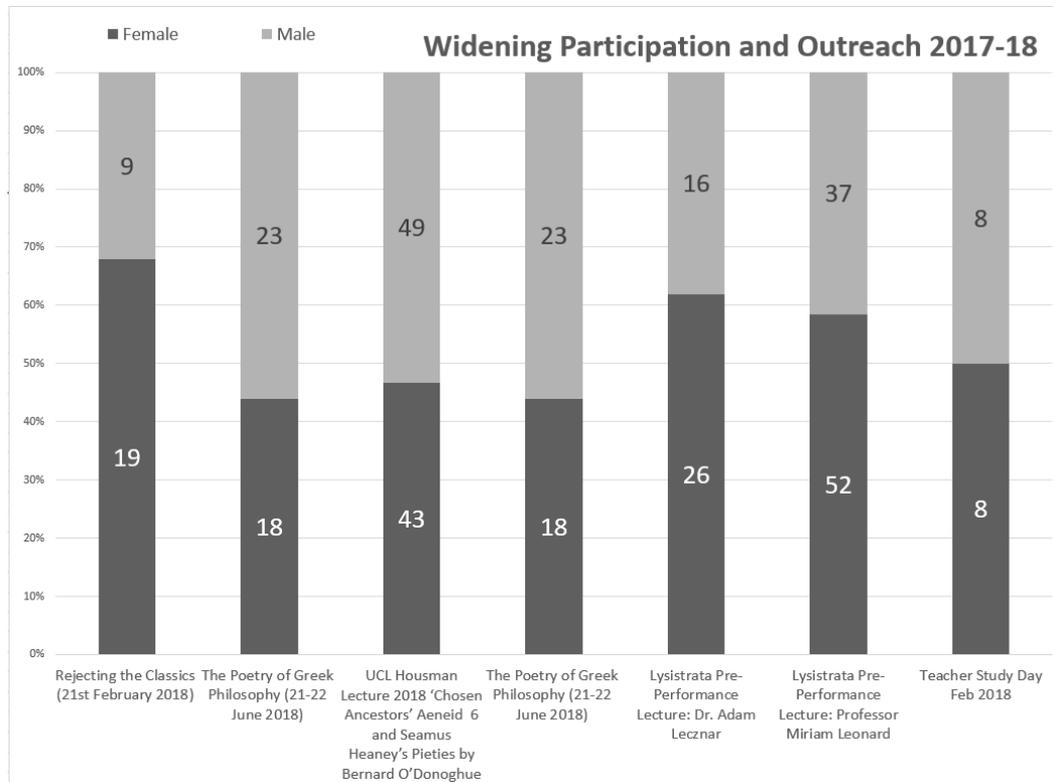


Table 21.2: events in 2017/18



Word count: 480

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6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

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

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

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

7. FURTHER INFORMATION

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

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

The experience with this application has prompted the Department to make its long-standing commitment to equality, inclusivity and transparency more explicit and more permanent by developing its own annual staff and student surveys and by maintaining the Self-Assessment Team (under a new name) as a body to scrutinize and advise on gender equality supported by the Inclusion Lead.

The Department is proud of its inclusive culture and happy, supportive and productive atmosphere for staff and students, its gender balance, the large number of women in senior roles, the small number of staff in non-permanent positions, the support offered to disabled and transgender students and the academic achievements of its students.

However, the Department is not complacent and has identified areas for improvement: lower number of male students, slightly higher drop-out rates and lower attainment for female and BME students, the difficulties of career transition points into research degrees and then permanent jobs. As the action plan demonstrates, with the help of the Equality, Diversity and Inclusion Group, these issues will be addressed over the next few years.

Word count: 177

8. ACTION PLAN

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

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

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

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

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
1	develop role of Equality, Diversity and Inclusion Group (successor to Self-Assessment Team) to address equality matters more broadly, including issues of intersectionality	work of Self-Assessment Team has been helpful and productive; thus, it is to be continued and enhanced	Department has structures in place to monitor its activities with regard to equality and diversity and to adjust policies accordingly	ongoing since 2018	Inclusion Lead and Head of Department	achieve implementation of action plan over 4 years (progress monitored annually); ensure that all departmental policies and procedures take equality issues into account; develop a basis for Silver application; provide termly progress reports

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
2	monitor perception of equality issues in the Department regularly	changes in staff and policies may impact on the role of equality issues and their perception	run electronic staff survey annually, increase response rate by changing time for survey; take findings into account when revising departmental policies and procedures	since summer 2017 annually	Departmental Manager, in consultation with Equality, Diversity and Inclusion Group	increasing response rate over next five years; accurate records of perception of equality issues on annual basis; policy changes and other actions prompted thereby documented in minutes of Equality, Diversity and Inclusion Group and of Departmental Meetings
3	contribute to spreading best practice with regard to equality issues across Faculty	not yet enough discussion of equality issues on the level of senior management across Faculty	Department to work with Dean to make equality issues a standing item at Faculty meetings; Dep. EDI Group to mentor other departments making Athena SWAN applications	from academic year 2018/19	Head of Department with Dean of Faculty of Arts and Humanities; Equality, Diversity and Inclusion Group	equality issues standing item at Faculty meetings from academic year 2019/20; all departments in Faculty engaged in Athena SWAN process by 2020/21

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
4	collect data on statistics and perceptions regarding equality, diversity and inclusion in the discipline nationwide; produce report, outlining status quo, examples of best practice and action plan	numerous examples of best practice in discipline, but also some issues in some areas such as equal opportunities for career development or representation and behaviour at conferences	establish working group; collect data to be published on website of Department and national subject organization, produce report, present at subject conference in spring 2020, develop action plan	summer 2019 – summer 2020	Head of Department as Department's representative on national subject organization, with working group from national subject organization	all departments in this discipline to be aware of importance of equality, diversity and inclusion issues by summer 2020; guidance presented adhered to by 80% of departments by 2021 and by 90% of conference organizers by 2020; full implementation of action plan by 2021
5	improve data collection for Widening Participation activities, recording gender, social and educational background of participants	while tendencies are obvious, more precise data will enable targeting activities more specifically and to monitor the impact of changes	use Eventbrite for invitations and registrations, along with more detailed data collection via questionnaires at departmental events	from academic year 2019/20	Widening Participation and Schools Liaison Officer and Departmental Manager	detailed data on attendees at Widening Participation events from 2020 (within data protection rules), to target activities more specifically (see action 6), monitored by Equality, Diversity and Inclusion Group (see action 1)

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
6	ensure that widening participation activities take equality issues into account and lead to an increase in under-represented groups among the Department's students	on most undergraduate degree programmes offered by this Department the number of male students is below the number of female students, and there are only few BME students	identify reasons for lower participation by surveys of participants at open days and talks in schools; then introduce or modify activities to communicate attractiveness of a degree in this subject area effectively to prospective male and BME students, such as more hands-on and multi-media sessions at open days, targeting boys' schools and having alumni from diverse backgrounds speak	from autumn 2019	Widening Participation and Schools Liaison Officer	better information about reasons for different levels of participation by 2021; increase number of boys' schools targeted by 5% by 2022 (1% by 2020, 2% by 2021, 5% by 2022) and the number of applications to the Department's undergraduate degree programmes by male candidates by 10% by 2024 (2% by 2021, 4% by 2021, 6% by 2022, 8% by 2023, 10% by 2024) and by BME candidates by 20% by 2024 (5% by 2021, 10% by 2022, 15% by 2023, 24% by 2024); progress to be reviewed annually

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
7	enhance 'keep-warm' activities	more male candidates than female candidates tend to accept their offers	identify reasons by identifying the destination of those who reject offers; in any case increase initiatives to present Department as an inclusive and positive place to study, keep in touch with applicants via email, social media and event invitations, thus support candidates in making decisions	from autumn 2019	Admissions Tutors (UG and PGT) and Programme Administrators	increase conversion rate for female applicants by 8% by 2023 (2% by 2020, 4% by 2021, 6% by 2022, 8% by 2023)
8	demonstrate attractiveness of postgraduate taught degree to male	more female than male students apply for and complete postgraduate	identify reasons by surveying final-year undergraduate students about their views on	from academic year 2019/20	MA Tutor and Programme Administrator	increase number of applications for postgraduate degrees by male students by 5% by 2022 (1% by 2020, 2% by 2021, 5% by 2022)

	students	taught degrees	postgraduate degrees; targeted campaigns and events illustrating the advantages of postgraduate degrees for all students and outlining opportunities for male students			
Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
9	demonstrate diversity visibly	currently more applications by female than by male candidates and very few from BME candidates	review and modify existing promotional material in print and online; ensure descriptions and images reflect diversity of topics studied as well as of staff and students	from autumn 2019	Equality, Diversity and Inclusion Group, Webmaster, Communications Officer	present Department with refreshed promotional material by autumn 2020; increase number of enquiries and applications from male candidates to all the Department's programmes by 5% (1% by 2021, 2% by 2021, 3% by 2022, 4% by 2023, 5% by 2024) and by BME candidates by 10% by 2024 (2% by 2021, 5% by 2022, 8% by 2023, 10% by 2024); progress to be reviewed annually

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
10	better support for transition to postgraduate research degree	number of students drops between undergraduate and postgraduate research degrees, generally and in particular among women	identify reasons via survey of final-year undergraduate and postgraduate taught students; provide better information about benefits of postgraduate degrees and funding and support mechanisms	from autumn 2019	Departmental Tutor, Graduate Tutors, Careers Liaison Tutor	a body of postgraduate research students whose composition is more in line with that of the undergraduate student body in the subject: shift proportions between genders by 4% by 2024 (1% by 2021, 2% 2022, 3% by 2023, 4% by 2024)
11	increase support for early-career academics	despite large numbers of female students and female senior academics in Department, transitional period is still difficult for junior academics and esp. women	provide better mentoring; increase number of career workshops	from academic year 2019/20	Graduate Tutors, Head of Department, Mentors	enable smoother career transitions for early-career academics, especially women: career workshops for PhD students and postdoctoral researchers offered at least once a year from 2019/20; at least one completing PhD student per year moving to a teaching fellowship or postdoctoral position

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
12	better and more extensive support for grant applications of staff	not all colleagues are currently making applications for large research grants; all staff whose research could benefit from external funding should feel confident to apply	annual workshops on practicalities; grant applications element of discussion at annual meetings with Director of Research; mentor scheme for grant applications	from academic year 2019/20	Director of Research, Faculty Research Facilitators	one grant application workshop annually from 2019/20; discussion of grant applications at annual meetings with Director of Research from 2019/20; increase number of grant applications by 5% by 2023 (1% by 2021, 3% by 2022, 5% by 2023)
13	better support for flexible working and remote attendance at meetings	process for flexible working to be made more explicit, to encourage everyone who would benefit from such arrangements to take full advantage of available options	annual polling about requests; investment in technology to enable remote communication (more laptops available to staff and upgrades to software and systems that enable remote access)	from academic year 2019/20	Head of Department, Departmental Manager, IT Representative	more staff able to work remotely and attend meetings virtually when required from 2019/20; better work/life balance for staff and more engagement with departmental policies and more productive work; checked annually through results of staff survey and policies reviewed annually by Departmental Meeting and Equality, Diversity and Inclusion Group

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
14	student survey on perception of equality, diversity and inclusion matters in Department	students seem fairly satisfied with equality matters in Department, but there may be unknown issues not raised: to be investigated by an anonymous survey	obtain better data on student perception of EDI matters in Department; adjust student support and topics of modules accordingly	develop electronic survey by summer 2019 and then run annually; annual follow-up actions as required; address EDI matters more explicitly	Departmental Tutor, Inclusion Lead, Student Representatives, monitored by Departmental Teaching Committee and Staff-Student Consultative Committee	student perceptions to be checked through results of annual survey from 2019/20; supplemented by monitoring attendance figures and attainment in all modules as well as data on academic progression in relation to BMI issues from 2019/20; introduce additional module explicitly addressing equality issues by 2021/22; revise personal tutoring to provide better support for minority groups by 2021/22
15	monitor all departmental policies for equality issues formally	no perceived equality issues at present; formal processes to be introduced to maintain this	ensure inclusive and fair working environment remains by continuing to include all sub-groups in key decision-making and regularly monitoring perceptions by staff and student surveys (see actions 2 and 14)	from academic year 2019/20	Equality, Diversity and Inclusion Group	no departmental policies that might have a negative impact on equality issues from academic year 2020/21

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
16	survey of first-year undergraduate students about reasons for choosing this institution	fewer female than male applicants usually accept offers; reasons for acceptances and rejections to be identified	develop electronic survey of first-year undergraduates to identify reasons and then increase number of female applicants accepting offers	survey initiated in autumn 2019 and then carried out annually; annual follow-up actions as required	Departmental Tutor, Admissions Tutors	run survey annually from autumn 2019; bring proportion of acceptances from male and female candidates to a comparable level by 2022/23
17	invite more female speakers to deliver Department's annual lecture	so far there are more male than female speakers across all years, balance is to be adjusted	reach parity of male and female speakers; ask entire research community for suggestions of speakers	starting in autumn 2019 with invitation for 2020	Head of Department, Director of Research	have equal number of male and female speakers across the years by 2023

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
18	investigate reasons for differences in attainment between genders at postgraduate taught level	male students tend to be slightly overrepresented proportionally in the top categories	raise issue with students at Staff Student Consultative Committee meetings, interview students about potential difficulties and preferred assessment practices in personal tutor meetings; obtain data about comparable programmes offered by other departments and review assessment practices at Teaching Awayday	from autumn 2019	Graduate Tutors, Departmental Tutor, Chair of Exams	complete investigation by spring 2021; achieve more even distribution of top results between genders by autumn 2023



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