Gender equality charter mark
Department analysis and action template

Analysis and action relating to academic staff only is required for the completion of this template

Contact information

Name Gesine Manuwald
Job title Professor of Latin, Head of Department
Email g.manuwald@ucl.ac.uk
Phone number 0207 679 4575

Level of award applied for

Silver

All data in the data template should be given for the past three years. Where data is unavailable, please provide explanations in the suitable section of this submission.

Provide a summary of your department, including the information requested below and any other contextual information that you feel is relevant to your submission.

Summary should include:
- brief details of the number of staff and students
- location details, particularly if split over a number of buildings or sites, and comment on how this affects staff
- size of the department in relation to other arts, humanities and social science departments in the institution
- how research groups are organised
- ratios of men and women in on departmental senior management team

The Department of Greek and Latin at University College London (UCL) currently consists of 11 permanent academic staff, 3 permanent administrative staff, 2 post-doctoral research fellows and 2 fixed-term teaching fellows. Additionally, each year there are about 3 or 4 part-time teaching fellows and 5 to 10 of the department’s PhD students, who work as Postgraduate Teaching Assistants.

The Department offers a BA in Classics (with or without a year abroad), a BA in Ancient World (with or without a year abroad), an MA in Classics and an MA in the Reception of the Classical World as well as a research degree. In 2012/13 there were 132 undergraduate
Students, 23 postgraduate taught students (MA) and 28 postgraduate research students (PhD) registered. There were also some affiliate students and students registered with other departments taking modules from Greek and Latin.

The Department of Greek and Latin is not the smallest in the Faculty of Arts and Humanities at UCL, but considerably smaller than, e.g., the Department of English or the School of European Languages and Cultures. In contrast to other universities offering the full range of classical subjects, these are spread over several departments at UCL: the Department of Greek and Latin covers languages and literatures of the classical world as well as the reception of antiquity, the Department of History is responsible for ancient history, and the Institute of Archaeology does material culture. Greek and Latin cooperates closely with colleagues in 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 Gordon House on the central Bloomsbury Campus. All staff are housed closely together in a single building, which creates a close-knit community and a sense of belonging. While, due to its age and design, the building poses problems for people with mobility impairments, the key areas of the department are located on the ground floor and are accessible to all, including a common room for undergraduate students, a common room for postgraduate students, a kitchen for staff and the departmental office.

The department’s size results in an open, friendly and familiar atmosphere. All staff regularly interact and discuss work and other issues. Staff (male and female) know students by name and are interested in their development.

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.

The department does not have a formal senior management team; instead, due to the small size, all members of staff in the department are invited to all regular committee meetings (e.g. general departmental meeting, departmental teaching committee, research committee), and administrative duties (such as Admissions Tutor, Departmental Tutor, Graduate Tutor) are shared between academic staff. The Head of Department has overall responsibility for the operation of the department. Of the 11 permanent academic staff 5 are male and 6 are female, of the three administrative staff 1 is male and 2 are female.

Summary, word count: 524
A  To address gender inequalities, commitment and action at all levels of the institution is required

Senior management support

Bronze

Letter of endorsement from the head of department. Please send with template.

Silver and gold

Evidence of actions taken by the head of department to support/promote the gender equality charter mark. Please send letter with template

Ongoing commitment

Describe the self-assessment process including information on members of the self-assessment team.

All members in the department were involved, to varying degrees, in the self-assessment process, since the decision to participate in the trial, reflect on gender equality and highlight good practice in the department was a collective one, taken at a departmental meeting in late summer 2013.

The drafting of the application and the development of an action plan were carried out by the self-assessment team, with full support of the entire department.

The team includes early-career, mid-career and senior academic staff as well as administrative staff and student representatives. Some have long-standing experience of managing the mix of teaching and administrative workloads with research; some have current experience of the challenges of early career and research development. Some are single, some are from dual career families and have to combine childcare responsibilities with work commitments of both partners. Many have close family living abroad. All members of the team have contributed to the self-assessment process and are committed to realizing future initiatives as detailed in the action plan, according to which all members of staff in the self-assessment team will take responsibility for at least one of the actions.

The self-assessment team reviewed the data over many years and the historical transformation within the department. Many initiatives and changes in departmental culture were identified (described in later sections). The department has been conscious of the importance of gender and work-life balance for some time, but there is no reason to be complacent. The process of reflection and considering further improvements has become more formalised since the beginning of the academic year 2013/14, when the department joined the gender charter mark trial.
In addition to frequent exchanges of ideas via email, the team has met several times since October 2013 (twice each term) for discussion of the challenges in general, the situation in the department and work on the application. It has also sought the views of other members of staff and of students by email and in a survey and reported back to the department at departmental meetings. This was felt to be a helpful process, and gender equality and work-life balance issues will now become a standing item on the agenda for departmental meetings, to be revisited at least annually (see action 1).

The Head of Department has initiated a discussion of gender equality issues at Faculty level at one of the regular meetings of Heads of Department within the Faculty to encourage sharing of best practice. All attendees found this a useful experience, and it has informed the Faculty’s Equality and Diversity Action Plan. Negotiations are now under way to turn Equality and Diversity into a regular item on the agenda of this forum, to be revisited at least annually (see action 8). The Head of Department will also aim to raise awareness of gender equality issues across the institution, for instance by discussions at the ‘Leadership Forum’ meetings of all Heads of Departments and through her membership of the institution’s working group for gender equality. While there are different challenges in the sciences and in the arts and humanities and social sciences, it seems that the various disciplines can learn from each other; and some departments might provide an inspiration for others. The Department of Greek and Latin aspires to be a beacon in this regard (see action 11).

Section A, word count: 660
B The absence of diversity at management and policy-making levels has broad implications which the institution will examine

Ratio of men and women in:

<table>
<thead>
<tr>
<th>Academic departmental senior management team (see table T3)</th>
<th>6 men, 8 women (i.e. all academic staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic teaching and learning committee or equivalent (see table T4)</td>
<td>6 men, 8 women (i.e. all academic staff)</td>
</tr>
</tbody>
</table>

How does line management work in the department? How are line managers chosen, do the roles rotate?

All junior administrative staff report to the Departmental Administrator, research associates on externally funded research projects report to the Principal Investigator. The Departmental Administrator and all academic staff report to the Head of Department. The position of Departmental Administrator is a permanent one; changes only occur when the person in post decides to move on or retires. According to Faculty practice the position of Head of Department rotates among all senior academic staff every three to five years; all members of staff are consulted in the selection process.

What is the department doing to address gender imbalance on committees? What success/progress has been made?

Because of its relatively small size, the department does not have any standing sub-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. Since the department has a good gender balance overall, this is replicated on its committees.

For ad-hoc committees and working groups, such as appointment or scholarship committees, which may consist of only a few members, it is ensured that there is a broad mix of backgrounds, including representation of both genders. Institutional policy requires at least 25% women on all recruitment panels. This minimum requirement is usually exceeded in this department: for instance, a recent recruitment panel for a professorial appointment consisted of 50% women and 50% men.

Where there is an imbalance, what is the department doing to ensure a broad range of views are heard?

The department has an open discussion culture, and everyone’s views are welcome. Efforts are made that everyone is kept fully informed of developments in higher education and the institution and of departmental plans. Staff who attend institution-wide meetings report
back by email or at departmental meetings and invite comments. Major policy decisions are made only after consultation with all members of staff. This happens mainly at committee meetings, where contributions by everyone are encouraged; those who cannot attend may comment by email. If matters have to be decided in between meetings, emails are sent to all staff asking for views. Suggestions from both academic and administrative staff are equally valued and taken into account.

**How is consideration for gender equality embedded in the thinking and processes of committees and their related structures and procedures?**

A few years ago, the previous Head of Department moved the times for all meetings from late afternoon to lunchtime on days when teaching finishes at lunchtime, to enable everyone to attend, especially colleagues with caring or childcare commitments (of whom she was one). Drafts of papers or policies are communicated by email to all colleagues in good time.

By formalizing its policies (see action 1) the department hopes that such an inclusive and considerate culture with respect to all structures and procedures will be continued even if there is a change in leadership.

**What training and induction is provided to committee members and those with decision-making powers?**

Since, because of the size of this department, all committees are open to all staff, there is no particular training for ordinary committee members beyond the general induction (see section D) and advice to take advantage of the wide range of training courses offered by the institution; according to institutional policy staff are meant to attend at least three training events per year and log them.

Those with leadership positions (e.g. Head of Department, Deputy Head of Department, Director of Research, Departmental Tutor) or carrying out particular functions are given specific training appropriate to the role. This includes mandatory technical and administrative training, but also highly recommended courses offered by the institution on issues such as leadership, management, unconscious bias, assertiveness and appraisals, which several members of this department have attended. For Heads of Department there is an extensive induction programme run by the institution, and they have access to mentoring, coaching and peer-group support. All staff to sit on recruitment panels have to attend a recruitment and selection briefing provided by the institution, which has a section on the Equality Act. Several members of staff have done training to sit on and chair grievance panels (which includes a section on equality and unconscious bias), and they regularly serve in this function: they all report that experiencing what has gone wrong in other departments has made them more aware of possible pitfalls and made them prevent similar situations in their own department.

Section B, word count: 667
C That employment policies, practices and procedures should actively promote gender equality

How is gender equality considered in the development and implementation of departmental policies, practices and procedures?

Decisions on key departmental policies are taken by the entire department at departmental meetings, after consultation and discussion at previous departmental meetings, in working groups or via email. Since all members of the department are involved in the decision-making process, it is ensured that voices of men and women and of people with and without caring responsibilities are heard. Thus it is made sure at an early stage that policies and procedures will not have a negative effect on any particular group; after implementation the effects are monitored regularly (see following subsection).

This system has led to a number of procedures supported by the entire department, which show that commitment to gender equality is taken seriously. For instance, the department has a rigorous appointment process that looks for the best person according to the job description and person specification, regardless of background including gender. The department supports staff who wish to work remotely whenever possible to combine work with, e.g., caring responsibilities. This was one of the reasons why all coursework on undergraduate and taught postgraduate level now has to be submitted also in electronic form, so that it can be marked anywhere without the need for posting material, and why documents are now circulated digitally in advance of committee meetings. The department uses Skype calls for discussions with staff and students and occasionally interviews when people are not able to travel in.

How does the department monitor the effect of policies, practices and procedures on gender equality? What steps does it take when positive and/or negative impact is found?

Since decisions on key departmental policies are taken by the entire department, the foreseeable potential impacts can be highlighted and flagged up before the planned policy is introduced and the plans modified where necessary. All aspects of newly introduced policies, particularly their impact on both staff (academic and administrative) and students, are regularly reviewed at subsequent departmental meetings, research committee meetings or departmental teaching committee meetings. For instance, last academic year, in response to student requests, all teachers offered an extra revision session just before the final exams, although this meant more work for academic staff at a busy time of year and a huge effort in timetabling for administrative staff. When the policy was revisited at the next departmental teaching committee meeting, it was felt by both students and staff that the additional benefit was minimal in relation to the extra workload, and it was decided to return to the previous system for this academic year.

Because of the existing mechanisms and because of its small size, the department does not monitor the specific impact on gender equality formally, but regularly reflects on its practices at various meetings. As a result of the work of the self-assessment team it has now
been agreed to formalize this process; when gender equality becomes a standing item on the agenda of departmental meetings, this will include review of relevant departmental policies (see action 1).

This will also help to monitor positive or negative impact more precisely, which is currently based on formal and informal feedback from staff. Still, this provides sufficient information to allow the department to continue schemes with positive impact and to extend them where possible. For instance, the decision to move meetings to lunchtime was felt to be beneficial to everyone; departmental seminars have now been restructured as two research afternoons a year; it will also be investigated whether the London-wide seminars could also be moved to more family-friendly times. Electronic submission of student coursework was welcomed widely by staff, for the greater flexibility it creates for marking, especially over the summer; this has now been extended to all assessed work for undergraduate and postgraduate taught courses.

If negative impact is found or anticipated, alternatives are considered immediately. For instance, the processes for the distribution of course evaluation questionnaires and report forms to monitor student progress have recently been simplified, to reduce the workload for administrative staff and to enable academic staff to complete as much administrative work as possible remotely at a time that suits them.

Section C, word count: 651
D There are personal and structural obstacles to making the transition from undergraduate level to PhD and then into senior academic positions and managerial levels, which require the active consideration of the institution.

See Athena SWAN factsheet: best practice: work-life balance (www.athenaswan.org.uk/content/factsheets)

Comment and reflect on the following student data for the past three years:

- Ratio of students by gender on access or foundation courses (see table T5). Describe initiatives to attract men or women.

- Ratio of first degree undergraduate, other undergraduate, postgraduate taught and postgraduate research (see table T1 or T6) students (full and part time) by gender in comparison to national picture for the discipline (See subject information on pages 38–53 of ECU Equality in higher education: statistical report: Part2 Students). Describe initiatives to attract men or women.

- Ratio of first degree undergraduate, other undergraduate, postgraduate taught and postgraduate research applicants and offers made by gender (see table T7). Describe any initiatives/actions taken to address any imbalance and their effect to date.

- Degree classification of first degree and other undergraduate qualifiers by gender (see table T8). Describe actions being taken to ensure assessment processes are unbiased.

At all degree levels offered by this department (undergraduate, postgraduate taught and postgraduate research) there are more women than men. With some minor fluctuation across year-groups and degree programmes the ratio is about 60% female and 40% male. That female students outnumber male students is common in humanities subjects. In languages the split tends to be 70:30; so here the distribution is more even.

The percentages for applications and offer holders are roughly the same. However, in the last few years the percentage of females studying has been higher than the percentage among offer holders. Reasons may include that more male offer holders failed to make the grades; or, since the main competitors for a Classics degree at this institution are Oxford and Cambridge, male students could be more likely to accept offers from those places. More research will have to be done into why or why not young people accept their offers. The department has now increased its ‘keep-warm’ activities and set up a dedicated webpage for offer-holders with information about the transition from school to university and ways to prepare; it is hoped that this will help and encourage prospective students to take up their places.

More female undergraduate students than male ones get first-class and upper second-class degrees. This matches the higher number of female undergraduate students. There is no mismatch either way. Fluctuations in actual numbers are explained by the different sizes of cohorts overall.
In line with institutional policy all assessments are marked anonymously as far as possible (supervision of dissertations and oral presentations obviously cannot be anonymous), and all pieces of assessment are scrutinized by a second internal marker and an external marker.

The department encourages all able undergraduate students to continue with a MA or PhD regardless of gender. In addition to information and recruitment events run by the institution and the Faculty, the department hosts a postgraduate open evening in January each year, where information about the degrees, the application process and funding is provided and tutors are available for discussion. Additionally, each undergraduate and postgraduate taught student is assigned a personal tutor, whom they meet regularly throughout the year, and career planning is a standard item for these one-to-one meetings.

The department has recently increased its widening participation efforts for its undergraduate programmes, for instance by working with partners to target young people in disadvantaged areas, and tries to attract young people who might not have considered a Classics or Ancient World degree previously. This often applies to men, who might not consider this as a ‘male’ subject or as a good way to start a lucrative career (as in the past). At the same time the institution has several scholarship programmes supporting women, and the department regularly recommends students for these schemes.

Comment, reflect on and explain gender differences in staff data on recruitment job application and success rates (see table T9).

Note differences between levels, and describe any action that is being taken. If the data set is large, please break it down into the different disciplines or units. Where this data is not available explain why.

Comment on how the department’s recruitment processes ensure that female (or male, where appropriate) candidates are encouraged to apply, and how the department ensures its shortlisting, selection processes and criteria comply with the university’s equal opportunities policies.

In line with institutional policy, all appointment panels consist of members of staff who have had the appropriate training and who represent a mix of background in terms of gender, seniority and expertise. Appointments are made solely on the basis of the quality of the application, the information in references, performance at interview and according to how well the candidate matches the job description and person specification. Commitment to the university’s equal opportunities policy has been a standard item in all person specifications for at least five years, which goes above and beyond university policy. Panellists are reminded to make proper allowance for time taken out of careers for parental leave or caring responsibilities and the like. For each candidate appointment panels indicate why or why not they are shortlisted according to the criteria of the job: where possible (e.g. for all administrative posts), scoring is used; checking whether a candidate has, e.g., teaching experience in the relevant area, has a good publication record, has attracted external funding in the past, has had administrative jobs and is familiar with pastoral duties (as appropriate to the point in the candidate’s career) also yields a number of objective assessment criteria.
The response to recent advertisements has often led to a roughly equal number of male and female applicants for academic jobs, and all the resulting shortlists have included men and women. Some specialist positions had a small number of applications from both men and women, and do not provide enough statistical data to draw conclusions.

For administrative jobs there tend to be more applications from women than men, but in the most recent appointment process one of the male applicants exceeded all the other candidates in his performance and was therefore appointed.

Describe the induction and training support provided to new staff at all levels, and how consideration of gender equality is embedded across the department and/or in the institution. Please provide data and analysis as appropriate.

All new staff receive a generic induction from the institution, including an equality and diversity online training module, which is a requirement of probation.

At the departmental level, new staff are met by the Head of Department and the Departmental Administrator upon arrival and are introduced to everybody (they have often already visited the department before they take up their post); they are shown their office and given information (orally and via email for reference) on the physical layout of the department, various practical arrangements, safety procedures and the department’s day-to-day running. They are given a copy of the departmental staff handbook and of the departmental calendar of events for the current academic year; and they receive access to the staff intranet. The staff intranet, which has been greatly expanded in recent years, includes links to the relevant webpages on institutional policies on flexible working, equality and diversity, maternity and childcare arrangements, procedures for reasonable adjustments, the occupational health service and similar matters. These references are also included in the staff handbook (revised annually); this provides also an overview of specific departmental policies, which shows how institutional policies are realized in the department and any departmental rules that go beyond them. Gender equality is an important element of the ethos of this department; hence it will in future become a more formalized element of induction, to make sure that all new staff subscribe to this culture (see action 1).

All new staff are assigned a senior member of staff as a mentor, but all colleagues are happy to provide advice. The mentor scheme has worked well for junior lecturers in the past, although different pairs of people have operated it differently. While it should be adapted to the needs of mentor and mentee, in future it will be ensured that the mentor scheme is used to best effect by clarifying the selection process and the roles of both partners (see action 5). Upon joining the department, junior colleagues are given a reduced teaching and/or administrative load for their first year wherever possible.

Upon arrival or in advance it is checked whether any special arrangements are required for new members of staff, physically in setting up the workstation or organizationally, for instance, as regards working hours. Caring responsibilities and similar commitments are taken account of for both men and women. It is made clear that there is no difference in duties, responsibilities or privileges based on gender or status; for instance, teaching and
administrative jobs are assigned regardless of gender, rather on the basis of a person’s skills, expertise and career development.

Comment on career development and progression, looking at staff in all levels.

Career development and progression has been very successful for staff at all levels. In some cases this has meant moving on to a higher-grade position in another department (in the case of administrators) or to a more senior post in another institution (in the case of academic staff and recent PhDs and post-docs). Others have progressed or were promoted within the institution: upon recommendation of the Head of Department two female and one male lecturer recently progressed from grade 7 to grade 8 immediately when they became eligible for progression (after having served at the top of grade 7 for one year). Two female members of staff who were in a position to apply for promotion to professor were successful in doing so. A male member of staff applied for promotion to reader successfully and another applied for the award of additional contribution points. All staff who have served at the same grade for a considerable period, have regularly exceeded the objectives set at appraisal and have achieved results beyond the expectations for their grade are encouraged to put in an application for promotion or progression. The Head of Department regularly reviews the position, and if staff (both male and female) do not come forward themselves, she encourages them to apply for promotion; the department provides administrative support and feedback on draft documents throughout the application process.

All new staff are assigned a mentor (see preceding subsection), with whom they can discuss career plans informally, in addition to career planning at appraisal stage. The Director of Research in the department is available to discuss funding proposals and can put colleagues considering funding applications in touch with people providing expert funding support and advice centrally in the institution. Efforts are made to keep duties varied and the workload manageable (for instance, by reducing the teaching load of junior academic staff), to enable everyone to develop a portfolio and gain experience in all areas that are relevant for promotion (see section G). The recent appointment of an additional administrator (see section E) has reduced the amount of time academic staff spend on basic administrative work.

The department organizes an annual awayday for all staff, including presentation of new teaching techniques, advice on funding options or information on developments in higher education and research, as a central element of staff training and strategic development. The Head of Department regularly alerts colleagues to opportunities for funding, conference participation and training courses and supports such applications. Administrative staff are encouraged to take advantage of the wide range of training courses offered by the institution and liaise with administrators from across the higher education sector: for instance, the Departmental Administrator (female), supported by the Head of Department, recently applied successfully for funding from the Faculty to attend the Association of University Administrators conference. Postgraduate teaching assistants (male and female PhD students from different nationalities) receive a generic induction to teaching in higher education offered by the institution, they sit in on classes in the department before they start and constantly liaise with the main course teacher. Teaching is arranged so that it
becomes progressively more challenging, and postgraduate teaching assistants have the option to work towards Higher Education Academy accredited status over the course of the programme. This arrangement prepares students for a career in higher or secondary education and has produced both male and female successful teachers in the recent past.

Describe current appraisal schemes for staff at all levels.

Are staff able to choose their appraiser? Are promotion and changes in work-life balance routinely discussed in appraisal? Is information in past appraisals considered when discussing promotion? Is there a separate scheme for postdocs? If not, is the general scheme fit for them?

In this department all staff (administrative and academic, including post-docs) are appraised by the Head of Department (who in turn is appraised by the Dean of the Faculty). Professors and administrative staff are appraised every year. Other academic staff have been appraised every two years in the past, but this is currently being changed to an annual cycle and is already implemented for staff who have just completed their probation (see action 4). In a small department it is assumed that the Head of Department can continue to appraise all staff, to ensure continuity and fairness. Even now, all members of staff have had an appraisal or a probation review in the last twelve months.

Staff submit documentation 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 and any training needs identified. The institution-wide scheme offers sufficient flexibility to be adapted to the needs of individual staff and staff from different staff groups. Career progression and promotion are routinely discussed in appraisal: when objectives are set for the next period as required, this is always seen in the context of an individual’s career progression as a whole and as a step in an overall career development. Work-life balance is also a standard item (although this often comes up when it is relevant during the year) since this is crucial to ensuring that objectives can be met without undue workload. Information from past appraisals is considered when discussing promotion where appropriate since the basis for promotion is usually the work of several appraisal periods. The Head of Department is sensitive to issues of gender equality, e.g. time taking out on maternity leave, when discussing the work of colleagues at their appraisals. The benefits of the scheme will be made even more obvious to staff in future (see action 4).

Comment, reflect on and explain gender differences in staff data on promotion and success rates (see table T10).

What action is being taken? Where numbers are small, comment on individual examples of staff who have been through the promotion process. Explain how potential candidates are identified and what support is provided to them.

Consider:
- how staff are made aware of promotions criteria
- how staff are put/put themselves forward for promotion
whether initiatives designed to encourage women to apply for promotion exist
how career breaks including maternity leave are considered in the promotions process
comment on any mentoring (formal and informal) or advisory schemes that are in place or being considered to encourage female staff to apply for promotion
comment on professional and personal development opportunities and how they are promoted for staff
comment on any initiatives in place or planned to encourage females to take up leadership and management roles

All staff are made aware of promotion criteria in appraisal and via information forwarded by the Head of Department. Mentors and the Head of Department encourage members of staff who are eligible for promotion to put in an application. There are no particular initiatives to encourage women since there is no gender imbalance; all staff are targeted. Effort is taken to motivate staff of both genders who merit promotion but may not appreciate that they do. What is decisive for promotion are the achievements to date, not length of service; hence career breaks and part-time working are not a barrier to promotion when the criteria are met. Once a member of staff has decided to apply for promotion, their mentor and the Head of Department (as well as other recently promoted colleagues where appropriate) discuss the application process with them, look at drafts and provide administrative help where necessary.

In this department female staff are currently at the forefront of taking on leadership and management roles. The administrative team is led by a woman. The current and the previous Head of Department are women, the Departmental Tutor, who is responsible for teaching in the department, is a woman. No particular incentives were needed to achieve this, and comments by male members of staff indicate that they are happy with this since all agree that the most suitable person should do these jobs, since this will then be beneficial to the entire department. This indicates that the department values quality regardless of gender and that it has a long tradition of effective, inclusive leadership.

Comment, reflect on and explain gender differences in staff data on staff turnover (see table T11).

What does exit interview data show? Consider the history of staff, i.e. have they progressed internally or are they usually external appointments.

In the past six or seven years the department has lost a number of staff due to retirements, people moving on to further their careers and, unfortunately, deaths in service. The one administrative staff member who left was female (since all administrative members of staff at the time were female). The members of academic staff were almost all male; this has to do with the fact that at the time there were more men than women in the relevant age groups. In the current gender-aware and gender-equal culture and the balanced representation of men and women in this department it is not expected that gender will be a factor in staff turnover.
Describe what the department does, beyond the institution’s maternity policy package, to support staff on maternity leave.

Consider support for female staff before they go on maternity leave, arrangements for covering work during absence, how they are kept in touch with developments while on maternity leave and to help them achieve a suitable work-life balance on their return. Where applicable, this may include providing details of additional funding arrangements available.

Before female staff go on maternity leave, the Head of Department discusses with them their plans for the period of maternity leave and the time immediately thereafter, covering all aspects of their work. Staff are kept on email lists, where they agree that this would be useful for them, and are sent agendas and minutes of all important meetings and general announcements, so that they can follow what is going on, if they wish, or save it for future reference. In the case of academic staff, teaching fellows are usually recruited to cover the teaching, and other members of staff take over administrative duties and PhD supervision, knowing that the same will happen when they themselves go on leave for any reason including research. If staff spend their maternity leave in a place close to the department, they are invited – without any pressure – to visit and to come to departmental parties with their children, and / or to use KIT days; if not, the Head of Department and other colleagues stay in touch, where necessary, by email and Skype. In addition to the standard maternity leave, the institution offers one term of sabbatical maternity leave to all staff, free from teaching and administration, to catch up with research, which is usually taken immediately after maternity leave; Faculty funding is available to cover this absence. Staff are encouraged to take this leave. Upon return, as for all staff, it is ensured that teaching and meeting schedules do not interfere, as far as possible, with childcare responsibilities.

In the recent past the department has had cases of both undergraduate and postgraduate students becoming pregnant in the middle of their degree programmes. In the case of the former the student was allowed to fulfil the assessment requirements by submitting another essay rather than sitting the exam, as she would not have been able to travel at this stage in her pregnancy. The postgraduate research student was advised to interrupt, take maternity leave and resume her studies afterwards; throughout the period of maternity leave the supervisor has stayed in contact with the student to provide support and maintain the connection with academia.

Comment on data on maternity leave return rate (see table T12).

If it is low, what plans are in place to improve this rate. If the department is unable to provide a maternity return rate, explain why. Data on staff whose contracts are not renewed while on maternity leave should be included in this section.

Since the department is rather small, there have been only very few female staff on maternity leave in the past few years: one post-doctoral research fellow in 2009 and one lecturer in 2013. Both have returned or are about to return to work afterwards: the self-assessment team believes that because of the excellent support provided they were able to do so and continue developing their careers.
Comment on data on uptake of paternity (see table T13), additional paternity (see table T14) and adoption (see table T15) leave by grade and gender.

Has this improved or deteriorated and what plans are there to improve further? If possible, compare actual take-up with potential take-up.

If you are unable to provide this data, explain why.

Nobody in this department has taken additional paternity or adoption leave in the past few years (there were no adoptions in this period). The one person who was eligible to take paternity leave (a male lecturer grade 8) took two weeks in January 2011; upon his return to work arrangements to his work pattern were made as far as possible to enable him to combine work, commuting and spending time with the family. This shows that staff know about the option of paternity leave and take advantage of it if there is occasion to do so and that the department is generally supportive of colleagues with young children.

The department has promoted the new provision for additional paternity leave and the institution’s provision of four weeks’ paid paternity leave via email and the departmental staff intranet, and it will be included in the next version of the departmental staff handbook.

Comment on data on formal requests for flexible working by gender and application success rate (see table T16).

Comment on any disparities. Where the number of women in the department is small, applicants may wish to comment on specific (anonymised) examples. Comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

There have been no formal requests for flexible working in this department, in the sense that people have made written applications or it has been recorded in a contract. However, all staff are allowed to work flexibly around core duties that require physical presence (such as teaching, meetings, office hours); beyond those, they are only required to be available by email, phone or Skype during normal working hours. Besides, a number of informal arrangements have been made, for instance, teaching for staff who have small children and have to commute long distances is not scheduled before a certain individually agreed times where possible. A member of administrative staff who has returned from long-term sick leave and now prefers for physical wellbeing to avoid the rush hour has been allowed to come in later and leave later. A member of academic staff who has small children and whose husband’s father is seriously ill abroad, has been allowed to work remotely whenever physical presence was not required. Such arrangements are of particular benefit to the international staff in this department.

Since the department promotes an open and friendly culture, staff are not afraid to approach the Head of Department when need arises. This has been expressed by several colleagues recently and is shown by the fact that staff do contact the Head of Department if there are any problems. Individual issues are dealt with in a timely and efficient fashion in
mutual agreement (for instance, in the case of close relatives suddenly falling ill, when carer’s leave and remote working was arranged). All new staff, not only those with existing caring responsibilities, are advised that they can ask for particular working hours if required for whatever reason, and every attempt will be made to accommodate their requests.

---

Provide information on support for staff who are carers or have caring responsibilities.

Staff who have caring responsibilities are supported; for instance they can work remotely as far as teaching or administrative responsibilities allow; efforts are made to schedule their teaching on days and times that suit them (within the limits imposed by common timetabling). Departmental events are always scheduled for core working hours; attempts will be made that relevant events beyond the department, such as research seminars, are also moved to more convenient times (see action 2). For examples, see the case studies above.

Staff with caring responsibilities are also encouraged to join the institution’s new parents and carers network.
Describe the work the department has undertaken to evaluate the impact of its initiatives designed to tackle personal and structural obstacles to progression for staff.

The Departmental Administrator and Head of Department regularly solicit feedback and comments on ongoing and planned processes and initiatives (e.g. introduction of new degree programmes, changes to assessment patterns, research strategies). They also review the results from regular institution-wide staff surveys.

However, it has been noted for a while that the questions in generic surveys used so far are rather broad and unspecific and do not give people the opportunity to voice more specific concerns relevant to the situation in this department. Informal discussion between members of staff has been more effective in finding out how people feel about their working environment; yet, on those occasions there is obviously no anonymity, which might sometimes be a problem. Hence the department is planning to introduce its own specific survey, a modified version of the UCL Athena SWAN survey to be developed by the self-assessment team, or to get an external person to run a focus group. This should help to get a more detailed and more useful breakdown of results, so that it can be determined more precisely where further action is required. Such a survey will in future be run annually to capture any changes in a timely fashion (see action 7).

Generally, the department will make it clearer to staff which benefits and supporting measures are available from the institution, so that staff take advantage of them whenever needed since the staff survey showed that not everybody is fully aware of these (see action 3).

According to the most recent institution-wide staff survey, staff in this department feel a strong sense of belonging to the institution and particular to the department, are interested in the work they do, are happy with senior management and are confident in support provided by line managers and colleagues (93%). The greatest concerns were about high workload and pay that fairly reflects the work done (noted by about 70%). As described elsewhere (see section E), the department is already taking steps to address workload and is willing to make individual arrangements to working patterns to help with the situation of particular members of staff.

Section D, word count: 3760
E to tackle unequal representation of women or men requires changing cultures and attitudes (within the department) and across the institution

‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the institution or department, and includes all staff and students.


Using the UKRC cultural analysis tool for staff (see page 7 of the handbook) – what do the findings indicate?

What actions are you taking as a result of the findings? What actions are you already taking that may help to improve your staff experience?

What do staff think about working in the department? What kind of social spaces do you have, and how supportive are staff of one another?

The findings achieved by the UKRC cultural analysis tool have proved what anecdotal evidence had already suggested: all staff in this department believe that work is allocated fairly and transparently irrespective of gender, that all staff are treated equally, that the full range of skills and experiences is valued and that the department has a welcoming and supportive workplace culture. This analysis has made staff more aware of the particular inclusive and gender-neutral atmosphere in the department, and that this is something to be treasured and preserved, as informal comments in response to the survey have indicated (for instance, several colleagues have mentioned that the collegial and cooperative atmosphere in this department is something unique in comparison with other departments at other institutions they have worked in and that, for this reason, they would decline job opportunities elsewhere). The department’s main aim therefore is to make sure that such a culture will be sustained long-term irrespective of changes in leadership in the future and be adapted to potential changes in the workplace and society more generally.

Formally and informally, staff continue to comment favourably on the friendly atmosphere and working conditions, and hence enjoy working in this department. The lived experience is that staff are extremely supportive of one another: if someone is ill or has to look after their partner or children or has travel problems, colleagues are happy to stand in or take on additional responsibilities when they can and so long as it does not overburden them.

Almost all staff have their own offices; since these are all located in the same building, people meet each other frequently in the corridor. The department has a kitchen on the ground floor as well as the departmental office with the photocopier, and this is where people often meet and have a chat.
The department has realized that the categories in the UKRC staff survey are too broad to yield meaningful results for a department of this size and with this culture and will therefore develop its own survey to create a more nuanced picture of staff perceptions (see action 7). The categories provided by the UKRC staff survey did not suggest that any particular action was necessary.

**How do you ensure line managers are familiar, or at a minimum aware of the range of policies available to staff? How do you ensure they actively support staff to utilise relevant policies and benefits?**

In a department of this size and structure only the Head of Department and the Departmental Administrator have major line-management responsibilities. Heads of Department have an extended induction programme provided by the institution, before they enter office, and they are regularly updated by HR and the Faculty on relevant policies. In response to the most recent staff survey, the Faculty has just updated its guide to policies available to staff, which the Head of Department has made available to all colleagues in the department. On another level, equality and Diversity is regularly discussed at development days for administrative staff across the Faculty.

Line managers believe that happy colleagues are important for the atmosphere and the productiveness of the department. Whenever a situation arises in which a member of staff needs support, the Head of Department discusses the options with the relevant staff member, advises them on institutional policies and negotiates with the relevant central departments (e.g. HR) where necessary.

All institutional policies can be found on the institutional website. To make it easier for line managers and members of staff to find them, links to the most important and most frequently required policies, guidance documents and services are provided on the staff intranet, and the departmental staff handbook gives an overview. Any important changes or developments are forwarded by the Head of Department or Departmental Administrator to all staff, and the departmental information is updated accordingly. Staff are confident to ask for further information if required, and the Head of Department and Departmental Administrator alert staff to policies that might be relevant for them. Since the self-assessment team started working and has made interim reports to the full department at meetings, all staff have become more aware of what the institution offers.

**Demonstrate how the department is gender aware and how it promotes the involvement of women.**

All staff in the department have completed the online equality and diversity training provided by the institution, which has a specific section on gender equality and sexual harassment.

As results of its gender balance and gender awareness, this department does not specifically promote the involvement of women, but rather promotes the involvement of everyone regardless of gender, while being aware of the different ways in which men and women experience barriers and career trajectories. The department’s success is demonstrated by
the high number of female professors and of women in leadership positions. In the current inclusive, supportive and gender-neutral culture no particular incentives seem necessary.

This culture is also reflected in the syllabus for the degree programmes offered by this department. The department tries to make sure that it educates young people who are gender aware and therefore in a position to initiate further changes in areas across society where gender equality has not been achieved. Gender issues feature in a number of courses on the department’s taught programmes, and essay and dissertation topics including aspects of gender have proved popular with students of both genders. This has to be seen against the background of developments in the discipline as a whole over the last 20 or 30 years: during that period research questions on gender-related issues in the ancient world have come to the forefront and are now a matter of course in the analysis of most classical texts and hence implied in almost all courses. While this means that teachers and students are continuously confronted with such issues, this may have the result that they are seen as something obvious and are not sufficiently addressed in its own right. Hence the department will shortly revise its course provision for taught programmes, to make this aspect more visible on the syllabus and ensure that all students are given the opportunity to do a course during their degree that addresses this issue explicitly (see action 9). At a recent successful training day for secondary-school teachers run by this department several participants asked for ‘women in the ancient world’ as the theme of a similar day in the future, since this is now a key topic in secondary education, but the teachers felt that it had not been sufficiently covered in their own degree programmes (see action 12).

**Provide evidence of how staff with family responsibilities and part-time staff are considered when scheduling meetings and social gatherings.**

Meetings that involve all departmental staff are generally held at lunchtime on days when teaching finishes at lunchtime (rather than late in the afternoon). As regards part-time staff, who all teach on only one day a week and all on different days, meetings cannot be scheduled in a way that is suitable for all of them; efforts are made to choose a day and time that is possible for the majority of people. Moreover, these staff are not required to attend these meetings physically; however, they are sent the agenda and papers and are invited to comment by email.

Social gatherings that are not dependent on other events (such as a reception after a lecture of a visiting speaker), for instance, a lunch at the end of the academic year or the Christmas party, are held during the working day. This year, the Christmas party has been moved from an evening in a restaurant to an afternoon tea in the department, to make it easier for everyone to attend.

**Where long-hours culture is an issue, what actions are being taken to address it?**

All members of staff in this department, both academic and administrative, are always busy and work hard, generally more than their contracted hours. This is, by and large, the reality in academia, and it is a sector-wide issue. It is also compounded by the fact that most staff have to commute into central London on a regular basis. In view of the results of the most
recent staff survey, the issue of long hours will be addressed at all levels of the institution; the Faculty is about to set up a working group in which members of the department will be involved. The department operates a light-touch workload model, to ensure duties are distributed fairly and remain manageable (see section G).

As has frequently been discussed at departmental meetings, it is possible for members of staff to do their work at different times, and colleagues take this into account when liaising with others. At the same time it has been made clear that staff should not feel pressurized to work at all times (rather than at the times that suit them); in the course of codifying unwritten and generally agreed departmental policies, these policies will be included in the next edition of the departmental staff handbook (see action 1). For instance, administrative staff tend to work Monday to Friday during regular working hours, whereas some academic staff work at weekends or late at night, but then they may have not been able to work for part of the working day due to other commitments. It is understood that people cannot be expected to work outside the normal working day and that, e.g., an email sent late on Friday might not be read until Monday morning. Guidance will be given that staff should generally avoid sending (not writing) emails outside normal working hours unless they are dealing with urgent matters. Staff without children and living in London tend to spend more time in the department than those with children and / or living outside London, which may give a perception of uneven distribution of workloads. But it is generally understood that lack of physical presence is not an indication of lack of commitment and that all colleagues contribute to the success of the department, each in their own ways and at different times. Nowadays this can be seen from the times when work emails are sent (often late in the evening or at weekends), even though this is not encouraged. Both colleagues who spend a lot of time in the department and those who spend most of their time elsewhere have completed major book projects recently, are running research projects and supervise a large number of research students. Generally, there is more activity during term time for all staff groups and less during vacations; so the long hours are not put in consistently throughout the year. All staff are encouraged to take a sufficient number of days of annual leave each year and have regular breaks, though, in view of the extremely flexible work arrangements this is not always easy to monitor.

Steps are taken when workload becomes unmanageable and consistent long hours become necessary to cope with it. For instance, the administrative workload in the department had increased so much that it was unmanageable for two administrators; hence the department successfully applied for the appointment of a third administrator, which has significantly improved the situation and has allowed all administrative to return to normal working hours (spread around core slots). New academic staff or those with major administrative duties, large research projects or a high number of PhD students are given a reduced teaching load; if necessary, departmental funds are used to pay for teaching cover (see below). Processes in the department are constantly under review, in an attempt to organize them as efficiently as possible and thus reduce workload; in the case of institution-wide systems the Head of Department and Departmental Administrator pass on concerns or suggestions for improvement.
Comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres (see table T17).

How does the department ensure that this is recognised and rewarded (e.g. in appraisal and promotion)?

Since 2012/13 the department has had a dedicated Widening Participation and Schools Liaison Officer (male) and has significantly enhanced its outreach activities, building on the long-standing collaboration with the Iris Project and now 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 such as East London, including those from ethnic minority backgrounds. The department is in the process of revising its activities to target boys since they are underrepresented among students on the department’s degree programmes (see action 10).

All academic staff are willing to participate in outreach activities, and everyone has done so in the recent past. Allocations depend on the expertise of each member of staff (e.g. when schools request talks on particular topics) and on availability. There is no discernible pattern that might point to differences between men and women. 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 in appraisal and promotion; the general area of ‘knowledge transfer’, to which outreach belongs, is now a standard element of promotions across the institution.

Section E, word count: 2094
the system of short-term contracts has particularly negative consequences for the retention and progression of female academics

Comment on the proportions of men and women on fixed-term, open-ended and zero-hours contracts (see table T18).

What are the department’s policies about transferring staff to permanent contracts? If staff are not transferred, why not?

Are there gender issues and how are they being addressed/have they been addressed?

There are currently one man and one woman on full-time fixed-term teaching fellow contracts, one man on a part-time research associate contract and one man and three women on part-time fixed-term teaching fellow contracts. There are no members of staff on zero-hours contracts.

All these teaching fellows do excellent work, and the department would like to transfer them to permanent contracts, but currently no posts of this type are available due to lack of funding. The department has recently been granted an additional full-time academic post and an additional full-time administrative post, and it is unlikely that this will increase further unless student numbers go up dramatically. All staff on fixed-term contracts are therefore aware that these are indeed fixed-term contracts due to external factors. At the same time the department regards employing these people as a contribution to their career development; these are typically junior colleagues who will only get a chance of a permanent post if they have sufficient teaching experience, and this is a way of acquiring it. They are treated as full members of the department, are given a mentor to discuss career options (arrangements to be improved; see action 6) and have full access to all facilities. The Head of Department regularly points out development opportunities to them and encourages them to put in applications when jobs become available elsewhere.

In this department this rather seems to be a problem of the university structure and the shortage of permanent posts for junior academics rather than a gender problem. For both men and women it may take a few years after they finished their PhD until they are able to secure a long-term contract.

Section F, word count: 278
G a broad range of work activity undertaken by staff is recognised in their career progression and promotion

Describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities are transparent, fairly applied and are taken into account at appraisal and in promotion criteria.

In preparation for each academic year, the Head of Department, in consultation with the Deputy Head of Department and the Departmental Tutor, draws up a grid that lists 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 or managing larger research projects or particularly high number of research students. The allocation of personal tutees or supervising of dissertations is then 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 and then the overall grid is presented at a departmental meeting for all to see and discuss. 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 consultation with the Head of Department, in view of the individual expertise and workload of each member of staff, and then presented at a meeting after individual discussion. Thus the allocation and distribution of workload is kept as fair and transparent as possible. It is ensured that each member of staff has a portfolio of teaching, administration, pastoral care and research; efforts are also made that staff get a chance to gain experience of a variety of tasks so as to develop their CVs. Activities in all areas are taken into account in appraisal and promotion. The respective percentages may vary slightly between years and members of staff; this has to do mainly with a person’s specific expertise and departmental needs and sometimes also with individual circumstances, rather than with gender or other criteria of this kind.

Is the department using workload management/modelling?

Reflect on whether this enables gender equality in the department and/or any further action that is needed. Where the department is not using this model, is there an equivalent system in place or action to ensure a range of work is recognised in promotion and progression?

This department does not use formal workload modelling; this has been discussed in the past, but it was decided not to adopt it since it would either be too crude or too complex, and therefore laborious and bureaucratic. However, the ‘light touch’ approach as described above ensures that workload is spread equally and that different types of work are recognized (teaching, administration, pastoral care, supervision of students, running research projects, winning external funding, knowledge transfer etc.). For staff who have a heavy load in one of these areas, reductions in others are made. Appraisal and promotion procedures give space to all these elements. The regular communication in the department also allows for an informal early-warning system if the workload model is not working well in any way. Crucial to the success of this informal approach is transparency. All staff have
the opportunity to see and scrutinise the workload of their colleagues. The Head of Department is accountable to the department for any workload negotiations made with administrative or academic staff.

**UKRC Cultural Analysis Tool: Looking at Table T19 of the data template, discuss analyse and develop any necessary action points in relation to the results. See page 7 of trial handbook for further information.**

The department's fair and gender-neutral policies have been confirmed by the fact that there were no significant differences in the answers by men or women; all seemed happy with the working conditions in the department and confirmed that gender is not an issue. Therefore there is currently no need to change perceptions or policies, but rather to ensure that the current standards and culture are maintained. However, the department is developing a more targeted survey to investigate whether there might be differences not captured by this survey that might require further action (see action 7).

Section G, word count: 550
to tackle the unfair treatment often experienced by trans people requires changing cultures and attitudes across the institution

ECU does not require data on trans staff to be presented within this section. Any decision to monitor gender identity should be taken in consultation with trans staff and student groups as well as trade unions and the students’ union. If, following consultation, an institution does decide to monitor gender identity, consideration must be given to anonymity, confidentiality and storing of data.

What steps are you taking to ensure that trans people do not experience unfair treatment when working as a member of staff at your institution?

How do you tackle negative attitudes of students, colleagues and members of the public?

What further initiatives do you feel are necessary to ensure trans people do not experience unfair treatment in your institution?

How is the institution aware if policies, practices and procedures have had a positive or negative impact on trans people?

How does the institution monitor the effect of policies, practices and procedures on trans people? What steps does it follow when positive and/or negative impact are found?

Section H: only required for institutional submission
Professor 1 (F): I have got a young daughter, and my partner is also an academic, working at another HE institution in London. Between us, we have to plan our weeks meticulously to make sure that we both can take part in all departmental and institutional activities we are required to or would like to attend and that someone is available to pick up our daughter from school and look after her after school. Still, I have managed to be Head of Department, a member of the university’s Council, a member of the peer review college of the AHRC, the director of a research centre, a member of the Classics sub-panel for RAE 2008 and REF 2014 and to be a trailblazer in an innovative area of research, all of which is clear evidence of a successful academic career. Achieving this was only possible because of the support for flexible working practices offered by the department, initiated by my predecessor and enhanced under my leadership, and the willingness of colleagues to cooperate. With all departmental meetings moved to lunchtimes and a significant part of my teaching scheduled for late morning or early afternoon, myself and my partner were able to share early evening childcare responsibilities without too much difficulty. Administrative staff were willing to communicate regularly by email and telephone so as to reduce the need for my physical presence in the department. Senior colleagues were willing to stand in for me at Faculty and other Heads of Departments’ meetings on the rare occasions when I could not get cover for childcare. All colleagues acknowledged that I might be contactable sometimes only by email or mobile phone and that there might sometimes be an interruption to communication in the afternoon and early evening, while I would return to email later in the evening and over weekends, as suited my working pattern. Since everybody knew that this was the case and was confident that I was always available by mobile phone, this was not a problem. I was also careful to communicate to colleagues that I did not expect them to respond to emails out of standard working hours. Thereby I managed to become a professor widely respected within the institution and beyond, who also has a considerable media presence, while devoting quality time to my family.

Dr 2 (F): I was appointed as a new lecturer in the department with effect from 1 October 2012. However, I was only able to take up the post from January 2013 due to my husband’s commitments at his own university. This was agreed on and cover arranged for the first term of the academic year 2012/13. Soon after I had taken up the post, my husband’s father, who lives abroad, became seriously ill, and it became very difficult for me and my husband to pursue our careers, to look after ill and elderly parents and to care for our young son. Hence, as soon as the teaching term had finished in spring 2013, I was given permission to join my husband abroad, which made it easier to share childcare and caring responsibilities and contributed enormously to our family’s wellbeing. The Head of Department and other colleagues were in touch regularly with me via email and Skype while I was away, and I felt that I was actually more productive than when I had remained in the UK looking after our son on my own. At about the same time I became pregnant with our second child and am currently on maternity leave. Although I am spending most of my maternity leave abroad, for the same reasons, which makes physical KIT days difficult, the Head of Department is regularly in touch with me, and I do not feel disconnected. I have now asked for two years of unpaid leave following my maternity leave, to be able to share childcare with my husband while he continues to work abroad. After that period we will be able to relocate to the UK as a family. The department and the Faculty have been extremely accommodating and have helped me enormously to make arrangements for my situation,
so as to enable me to have a family and pursue a career under difficult circumstances. The Head of Department and I have made plans for me to keep up my research activity while I am on leave, so as to allow for a smooth return. In fact, I look forward to coming back again full-time and to engage as a member of the department in due course, with the family situation sorted. I already have plans for new courses and further research projects and am starting to attract PhD students: such a fast career development would not have been possible if I had had to worry more about the welfare of my family.

Case studies, word count: 805

overall word count: 9989
### Action plan

<table>
<thead>
<tr>
<th>Principle ref number</th>
<th>Objective</th>
<th>Rationale i.e. what evidence is there that prompted this objective?</th>
<th>Action already taken to date and outcome</th>
<th>Further action planned</th>
<th>Timeframe</th>
<th>Person responsible</th>
<th>Include job title</th>
<th>Target outcome Where possible include a tangible measure of success</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>to make best practices of an inclusive culture sustainable irrespective of changes in leadership</td>
<td>staff are aware that the department has an inclusive culture and contribute to that, but there is uncertainty about the basis and how this is communicated</td>
<td>self-assessment team has identified a number of good principles that are currently practised, but are not recorded as written policies; it has listed these items and is in the process of writing them up</td>
<td>revise staff handbook and add clear account of policies; make sure that departmental gender equality policies are a standing item in induction and handover procedures; make gender equality a standing item at departmental meetings at least annually</td>
<td>Sep. 2014 - March 2015</td>
<td>Self-Assessment Team, led by Professor of Latin, with Departmental Administrator</td>
<td>to be included in next edition of staff handbook (for academic year 2014/15) and on the staff intranet, so that new colleagues joining from autumn 2014 (or colleagues moving to new roles) can be advised of policies and culture in this department and those can</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to enable staff and postgraduate students with caring commitments to attend research seminars</td>
<td>staff and postgraduate students with caring responsibilities have commented that the traditional time of 5pm for research seminars is inconvenient</td>
<td>a few years ago department has changed the structure of its own research seminars and now runs two departmental research seminar afternoons (2-5pm) a year; since then attendance has increased</td>
<td>initiate discussions with colleagues in other departments and institutions whether seminars run jointly at the Institute of Classical Studies could be moved</td>
<td>Sept.</td>
<td>2014</td>
<td>Head of Department</td>
<td>to increase attendance of staff and students with caring responsibilities</td>
<td>timetable changes might not be possible owing to the many constraints for these events; but at least the issue should be flagged up, and perhaps different times will be possible at least occasionally</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3</td>
<td>to make staff more aware of all benefits offered by the institution and encourage</td>
<td>staff know about various schemes, but are not familiar with the details and are sometimes unsure where to self-assessment team has collated material, available from the Departmental Administrator</td>
<td>develop a gender equality section on the staff intranet that explains in brief all relevant</td>
<td>April</td>
<td>2015</td>
<td>Self-Assessment Team, led by Research Fellow, with Departmental</td>
<td>greater awareness among staff of institutional benefits offered and...</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>----</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to make sure that all staff benefit as much as possible from the institution’s appraisal scheme, for their own personal development and the department as a whole</td>
<td>to emphasize role of mentor and mentee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>professors and administrative staff are appraised annually, other academic staff biannually</td>
<td>mentees welcome this scheme and the opportunity to discuss career plans informally with a senior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>appraisals, which are meant to be developmental, provide the opportunity to reflect on a person’s achievements and plans and allow for discussion of career progression, have been felt to be helpful; an annual cycle, as introduced for some staff groups, was regarded as an improvement and useful for more targeted and timely career planning</td>
<td>Head of Department has discussed this with individual members of staff, which was felt to be helpful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>introduce annual appraisals for all members of staff</td>
<td>develop mentor guidelines specific for this department, available on the staff intranet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sept. 2015</td>
<td>Sept. 2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Head of Department in consultation with members of staff</td>
<td>Head of Department in consultation with staff with recent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to improve support for staff and enable smoother career progression; measured by appraisal completion rate</td>
<td>to clarify the purpose and extent of the mentor scheme and thus ensure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>to ensure that all part-time staff and postgraduate teaching assistants are formally assigned a mentor</td>
<td>part-time staff and postgraduate teaching assistants are sometimes unsure whom best to approach for a variety of issues, and the option of receiving advice from someone who is not also overseeing their teaching might be helpful</td>
<td>in practice all part-time staff and postgraduate teaching assistants already have at least one member of full-time staff with whom they work closely, which is very effective in most cases</td>
<td>experience of the roles of mentor and mentee that it is used to best advantage, as monitored by responses to future staff surveys and career progression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to develop a more in-depth understanding of the perception of survey by means of UKRC analysis tool (in November 2013) revealed overwhelming informal discussions among members of the Self-Assessment Team and between Head of Department and other members of staff have already given a better</td>
<td>in an effort to ensure that junior staff receive the best support, as seen in responses to future staff surveys</td>
<td>Sept. 2015</td>
<td>Head of Department in consultation with staff concerned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>develop a new and more specific survey that addresses the particular</td>
<td>Sept. 2016</td>
<td>Self-Assessment Team, led by Teaching Fellow, in an effort to ensure that junior staff receive the best support, as seen in responses to future staff surveys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>better understanding of the view of staff on what are positive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>to make sure that best practices in terms of gender equality are followed across the entire Faculty of Arts and Humanities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>while some departments are very advanced in enabling gender equality, others are not, and there has been little discussion of this issue on the level of senior management across the Faculty so far</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>discussion of gender equality at one of the regular meetings of Heads of Department within the Faculty in January 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>department to work with Dean to make this a standing item on the agenda of such meetings at least once a year, as a forum for sharing best practice and determining whether further action (e.g. workshops or mutual visits across departments) should be arranged</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Jan. 2015 Head of Department with Dean of Faculty of Arts and Humanities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>to ensure that best practice is shared across the Faculty and all departments can benefit from those departments that have follow good practice in promoting gender quality, which should lead to Faculty-wide improvements in responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to make gender equality a standard item on the syllabus of all taught degree programmes offered by this department</td>
<td>in line with institutional policy the department is keen to contribute to educating well-rounded individuals who are aware of important societal issues in the ancient and the modern world and thus, when they go on to start careers in a variety of areas, can contribute to influencing developments in society</td>
<td>issues of gender equality already feature in a number of courses, and topics that include this aspect have proved popular with students of both genders</td>
<td>develop new courses or revise existing ones to make this topic more explicit as an important item in the syllabus</td>
<td>March 2016</td>
<td>Departmental Tutor, in consultation with members of the Departmental Teaching Committee</td>
<td>to give all students on taught programmes the opportunity to do a course that encourages them to think about gender equality in the ancient and the modern world</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>to ensure that widening participation activities take issues of gender equality into account</td>
<td>on most programmes offered by this department the number of male students is below the number of female students</td>
<td>the department already runs an extensive widening participation programme, targeted at young people from disadvantaged backgrounds</td>
<td>introduce further activities or modify existing ones to make sure that the attractiveness of a degree in Classics or Ancient World is communicated</td>
<td>June 2015</td>
<td>Widening Participation and Schools Liaison Officer</td>
<td>to increase the number of applications to the department’s degree programmes by male applicants</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to make sure that gender equality is promoted across the institution</td>
<td>several departments have developed sophisticated plans to improve gender equality, others have not started yet; all departments could learn from each other about different ways to meet challenges</td>
<td>Head of Department is a member of the institution’s working group on gender equality, now chaired by the Provost, and has raised some issues in this forum</td>
<td>make equality and diversity a standing item of the meetings of all Heads of Departments; initiate more interaction with new Faculty Athena SWAN leads; buddy with GEM-lead from the Department of Philosophy to help them make an application in 2015</td>
<td>Jan. 2017</td>
<td>Head of Department to be on the agenda of the relevant meeting at least annually with regular updates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>to ensure that gender equality is protected</td>
<td>school teachers have remarked that</td>
<td>school teacher training days are already offered on a regular basis</td>
<td>future training days (run</td>
<td>Feb. 2015</td>
<td>Widening Participation</td>
<td>more awareness of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is also an aspect in the teaching of this subject at secondary-school level</td>
<td>this is a relevant topic, but was not covered adequately in their own university education</td>
<td>with great success; topics are chosen so as to best meet the needs of teachers</td>
<td>annually) will have at least one session that addresses the issue of gender equality</td>
<td>and Schools Liaison Officer</td>
<td>gender equality issues among school teachers and more prominent inclusion of the topic in secondary-school teaching, as measured by questionnaires for school teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>