Good Practice Scheme 2019-20

• **What is the Good Practice Scheme?** Aimed at promoting gender equality, the School of Humanities' GPS comprises six guides, a webpage, and a simple procedure for Subject and School engagement. The short, clear guides—collected below—aim to be helpful rather than didactic. They concern academic staff, GTAs, undergraduates, postgraduates, and administrative staff, whether part-time or full-time, fixed term or permanent.

• **The Guides**

1. Subject and School Culture
2. Research: Conferences, Workshops, Seminars
3. Research: Journals, Societies, Projects
4. Staff Careers: Hiring and New Starters
5. Staff Careers: PDR, Career Development, Promotion
6. Teaching, Supervision, Students

• **SUBJECT AREA ENGAGEMENT**

▶ **One-Off Endorsement**. Subject staff are asked to read this document and then:

• set aside part of a minuted staff meeting to agree a short list of local steps based on these guides,
• decide clearly who is to take each step and by when,
• confirm these decisions to the School Gender Equality Officer (e.g. by emailing the minute),
• provide links to the GPS webpage in Subject documentation and webpages (see **blurb** below).

NB. Subjects are **NOT** expected to agree with or implement *each* recommendation in *each* guide. The idea is rather to select some important actions to focus on each year.

▶ **Annual Follow-Up**. Annually, as part of a minuted staff meeting, Subjects should discuss progress and new steps, confirming they have done this to the School Gender Equality Officer.

• **SCHOOL ENGAGEMENT.** The School's Learning and Teaching Convenor, Graduate Studies Convenor, Research Convenor, and Head of School will annually be asked to consider actions they aim to take on the basis of these guides, confirming this to the School's Gender Equality Officer.

• **Webpages.** The **GPS Webpage** is a useful "one-stop shop" for *all* the guidance and resources cited in these guides: https://www.gla.ac.uk/schools/humanities/gender/gps. For more on the Gender Equality Committee and its activities, see the **Gender Webpage:** https://www.gla.ac.uk/schools/humanities/gender.

• **Blurb**. The following blurb might usefully accompany links inserted in documentation and webpages"
→ "Our Subject participates in the Good Practice Scheme for the School of Humanities, aimed at greater gender equality for staff and students. See the GPS webpage for the GPS Guides, which provide practical suggestions about Subject and School culture; conferences, workshops, and seminars; journals, societies, and projects; hiring and new staff; PDR, career development, and promotion; and teaching, supervision, and students. Whether you're looking for something on diversified syllabi, sexual harassment, maternity leave, scheduling of meetings, implicit bias training, or seminar chairing practices, you can find ideas in the guides as well as myriad links to policies and further resources, on the webpage. Please take a look."
→ Or, for School pages/documentation: "The School runs a Good Practice Scheme, aimed at …"

• **Why have a GPS?** Embedding long-term improvements in our practices requires not merely short-term initiatives and emailed reminders but regular engagement with clear and practical advice.

• **Scope.** The GPS focuses on gender, but many of its recommendations apply to other dimensions of diversity, e.g. race, LGBT, class, and so on.

• **Who is behind the GPS?** The Humanities' Gender Equality Committee, chaired by the Gender Equality Officer (david.bain@glasgow.ac.uk). For more information about the committee's activities, see the Gender webpage.

• **Feedback**. Please send feedback and new ideas to the School Gender Equality Officer.

• **Thank you** for engaging with the scheme. (Thanks too to the British Philosophical Association and the Society for Women in Philosophy for allowing us to base our documents on theirs.)

Guide 1
Subject Area and School Culture

A. General

• **Training**. Remind staff to take relevant training, notably the Equality and Diversity Training and Unconscious Bias Training (both mandatory). For more information, see the GPS webpage.

• **Diversifying syllabi.** Consider whether there is an appropriate gender balance among authors listed in syllabi, style guides, and the like. For practical guidance, see *Diversifying Our Syllabi* on the GPS webpage.

• **Diversifying speakers**. Consider whether there is an appropriate gender balance among invited speakers at research events. For practical guidance, see Guide 3 below.

• **Staff lists**. Consider listing staff on webpages and in documentation alphabetically rather than in order of seniority.

• **Roles and duties**. Consider whether the allocation of roles and duties in the Subject is fair and not reflective of biases, e.g. that women should occupy caring roles.

• **Pictures.** Where Subjects or staff make public use of pictures of people (e.g. famous figures in the discipline, on Subject Area walls, at open days, on documentation, in presentations) consider whether these exhibit an appropriate gender balance. If pictures are not used, consider whether they might be helpful.

• **Meeting agendas**. Make "Gender & Equality Matters" a standing item on agendas for key meetings at Subject and School levels, e.g. management, learning and teaching, staff-student, and research committees.

• **LGBTQ+ and gender reassignment**. Staff (and students—see Guide 6) facing difficulties or challenges arising from their LGBTQ+ status or from gender reassignment should be supported sensitively. For guidance (e.g. about name changes) see Appendices E and J (Gender Reassignment & Sexual Orientation) of GU's Equality & Diversity Policy on the GPS webpage, where there are additional links to support for staff and students.

B. Scheduling and Caregivers

Be sensitive to time constraints faced by staff and students with caregiving responsibilities. Here are some ideas:

• **Scheduling of Work Events**. Subjects are encouraged to have an open, general discussion about scheduling practices. Try to schedule work-related events (e.g. meetings, interview panels, research events, teaching, and social events) fairly and inclusively. Where possible, consult those involved and give plenty of notice. Humanities' Core Hours Policy says that "key meetings" are to be held between **10am and 4pm**. Bear in mind that School holidays can be challenging for parents. Note that even relatively informal events might be work-related in the relevant sense, but note too that rescheduling social events to worktime hours will sometimes be impractical even for the caregivers it is aimed to accommodate. Try to ensure that social activities held when caregivers might find attendance difficult do not play an essential role in Subject Area business.

• **Caregivers**. Take seriously requests by staff and students to have their caregiving accommodated. See Guide 5 on staff caregivers and Guide 6 on student caregivers.

C. Appropriate Behaviour, Bullying, Sexual Harassment

• **Appropriate behaviour**. Aggressive, insulting, and unprofessional behaviour should not be tolerated from students or staff, whether in meetings, research events, the classroom, or work-related social events. Such behaviour includes dismissive remarks, hostile questioning, excessive interruption of speakers, and comments likely to make those present uncomfortable. Try to ensure staff and students know how to address such behaviour.

• **Harassment and bullying policies.** Staff should be aware of the University's *Dignity at Work & Study Policy* and *Unacceptable Behaviour Policy*, which are here: GPS webpage. The former defines and provides examples of *harassment* and *bullying*, including unwelcome sexual advances, e.g. "stalking, touching, standing too close, display of offensive materials" and "comments that discriminate on the basis of sex" (§4 and Appendix B). IMPORTANT: Subjects should consider how to make *both* staff *and* students aware of where these policies can be found, what their key points are, and what to do if concerned. Consider including such information in handbooks, on webpages, and in induction sessions or documentation for students, staff, and GTAs, not just in one-off emails.

• **Procedures and contacts**. The *Dignity at Work & Study Policy* also lists informal and formal procedures for both staff (§§5.3-4) and students (§§5.1-2) to follow in case of harassment or bullying, including seeking the support of the Respect Advisers Network (see the GPS webpage). Subjects might also consider advertising a *local* contact

for students or staff to approach if they have concerns about harassment or bullying, while also making clear that staff and students can seek support *outside* the Subject Area.

• **Retaliation.** If claims of sexual harassment are made, relevant Subject personnel should carefully consider how to ensure that the person making the claims is protected from retaliation.

• **Atmosphere and responsibilities.** In general, Subjects should consider how to cultivate a welcoming and healthy atmosphere for all staff and students, and how to ensure that this is considered a responsibility on everyone, which includes an expectation to intervene formally or informally where harassment is suspected.

D. Broad Participation

• **Participation**. Subjects should consider how to ensure that, in meetings, research events, and the classroom, a constructive tone is maintained and broad participation encouraged. For practical ideas, see Guide 2 below.

Guide 2

Research: Conferences, Workshops, Seminars

A. Organising Seminars, Workshops, Conferences

Where a serious gender imbalance in a discipline is routinely reflected in speaker line-ups, this can reinforce stereotypes that make recruitment of staff and students from the under-represented gender difficult. Below are some practical ideas for ensuring an appropriate balance among line-ups. We also recommend attending to other dimensions of diversity, e.g. race.

• **Invitees and consultation.** Consider gender balance when issuing invitations and, *before* setting the date, consider consulting potential invitees from under-represented groups to ensure they can attend and that speakers from the under-represented group are of similar standing to the other speakers. For ideas, consider adapting suggestions in *Diversifying Our Syllabi* on the GPS webpage.

• **Speaker funding.** In many disciplines, women may be at lower-prestige institutions and in lower-ranked jobs, hence have less access to institutional funding. If you cannot fund all speakers, consider at least asking bigger-name speakers whether they can fund their own travel, freeing up resources for other speakers.

• **Equal publicity.** Ensure male and female speakers are treated equally in publicity material and conference programmes, e.g. not describing a man as "Senior Lecturer in X at …" while saying of a woman with the same rank only that she "teaches X at …". Use speakers' titles in all cases or none.

• **Childcare.** Investigate the possibility of providing childcare facilities during a conference. The University Nursery can sometimes provide childcare for conference delegates at day rates on Saturdays and Sundays and (especially when quieter, e.g. during vacation) weekdays. Other ideas include mobile crèches or hosting larger conferences at hotels offering childcare and babysitting services. Consider setting aside funds to subsidise delegates' childcare. For the GU Nursery and other useful links, see §2 of the GPS webpage.

• **Subject policy and monitoring.** Consider adopting the above recommendations as official Subject Area policy and advertising them to staff and students, e.g. in handbooks. Also consider annually monitoring the gender balance at conferences and seminar series organized within the Subject Area and strengthening the policy if required.

B. Chairing

Question periods are sometimes hostile events in which a few high-status individuals monopolise discussion, reinforcing unhelpful stereotypes associated with the discipline. The following ideas for chairs may be helpful.

• **Breaks.** Take a 3-5 minute break between the talk and the questions, allowing those who are less confident to formulate and even briefly discuss their question before the discussion period begins.

• **Question order.** Consider not calling on questioners in the order in which they raised their hands but instead prioritising people who don't normally speak, or postgraduates, or those at the back of the room.

• **The hand/finger rule.** Consider adopting and explaining the hand/finger rule, according to which people raise a hand to go on the list of new questions but a finger to ask a follow-up or clarificatory question about a discussion that is ongoing. This allows people who tend not to speak to ask smaller questions. (If a finger question is not directly related to what is under discussion, politely interrupt and add the question to the list for later.)

• **One question per turn.** Consider allowing only one question per turn to prevent more talkative people from dominating. Feel free to disallow follow-up questions if time is short or discussion is being monopolised.

• **Behaviour**. Aggressive behaviour should not be tolerated. For more, see Guide 1 above.

• **Subject policy.** Consider adopting the above recommendations as official Subject Area policy and advertising them, e.g. to postgraduates who might be chairing for the first time. (Note that these suggestions might also be helpful in teaching.)

Guide 3
Research: Journals, Societies, Projects

A. Journal Editors and Editorial Boards

Those involved on editorial boards or as referees might consider the following.

• **Anonymity.** Editorial Boards should review whether any stage of the refereeing process is not anonymised and, if so, whether it might be. Consider asking referees to alert the journal if they know or strongly suspect who wrote the paper and discouraging them from Googling paper titles.

• **Balance.** Editorial Boards should consider whether they and their referee pools are gender balanced.

• **Constructive refereeing**. Editorial Boards should consider whether to give referees guidance about how to ensure that referee reports are respectful, constructive, and helpful. (For such guidance, see the GPS webpage)

B. Learned Societies

Those involved in learned societies, which are well placed to advance gender equality within a discipline, might consider the following.

• **Balanced committees.** Learned societies should try to ensure an appropriate gender balance on their executive committees, including official positions such as President and Secretary.

• **Conferences and chairing**. Where a learned society organises conferences and seminar series, it should consider Guide 2 above. Where it funds such events, it might consider whether a commitment to that Guide's recommendations should be a condition of funding.

• **Journals**. Where a learned society runs a journal, the Executive Committee should consider the recommendations in this guide's §A.

C. Research Projects

PIs and others involved in large, grant-funded research projects (hereafter "management teams") might consider the following.

• **Hiring and appointing.** Try to ensure an appropriate gender balance. Management teams should read Guide 4 below when recruiting or appointing to advisory boards, fellowships, research assistantships, doctoral studentships, etc.

• **Caregivers.** If those involved in the project have caregiving responsibilities, management teams should consider Guide 5 below.

• **Conferences, workshops, seminars.** Where projects involve conferences and other research events, management teams should consider Guide 2 above.

• **Edited collections**. Where projects produce edited collections, editorial teams should try to ensure a gender balance among contributors. For ideas, consider adapting suggestions in *Diversifying Our Syllabi*, on the GPS webpage.

Guide 4
Staff Careers: Hiring and New Starters

To ensure the fairness of our hiring practices, we recommend the following, where consistent with College and University (e.g. HR) policy.

A. Job Advertisements

• **Job titles and definitions**. Carefully consider the title and definition of a new post to attract as diverse a pool of applicants as possible, e.g. 'historian of warfare' might attract a wider field than 'military historian'. Try to do this early, when drafting initial business cases for posts, since those determine terminology used in the advert.

• **Job descriptions and person specifications.** Research indicates that women are less likely than men to apply for a job unless they believe they meet *all* the criteria. So, where possible, carefully consider the wording of the Advertisement, Job Description, and Person Specification, e.g. when introducing discretionary criteria. Be mindful of the gendered expectations induced by certain terms, e.g. 'rigour' and 'ambition', which tend to be coded as male (see the Gender Decoder on the GPS webpage).

• **Advertisement review by GEC.** The School's Gender Equality Committee's Group for Recruitment and New Starters is happy to review job advertisements if asked. Email the Gender Equality Officer if interested.

• **Placing advertisements.** Try to ensure wide dissemination of advertisements, beyond established patronage networks. Encourage staff to share advertisements with women applicants. For senior leadership roles, beware that recruitment agencies often use informal "back channels" of communication, which reduces transparency.

• **Athena SWAN logo.** This should be included on all School job advertisements. See GPS webpage for the logo.

B. Hiring Panels

• **University unconscious bias training**. This training, mandatory for all School staff, is especially important for those involved in hiring, whether on the panel or in other ways. See GPS webpage.

• **Balanced panels.** Strive for gender balance on shortlisting and interview panels. At a minimum, panels should include at least one woman, unless there are exceptional practical reasons why this is impossible. Ensure each panel member has the opportunity to make an equal contribution but also bear in mind that gender parity alone will not correct for bias.

• **References.** References can be a source of unconscious gender bias. Consider what role they will play in the selection process and at what stage the panel will read them.

• **Agree criteria and weightings in advance.** Specific hiring criteria should be agreed in advance and adhered to.

• **Short-listing and time.** Allow time for the methodical consideration of job applications. Research shows we tend to resort to stereotypes when pressed to make quick decisions. Instead of immediately short-listing candidates, consider creating a long list and reading the work of the people on it. Divide up the reading between members of the panel, ensuring each long-listed candidate's work is read by more than one person.

• **Anonymity.** Consider anonymising parts of the hiring process, e.g. writing samples.

• **Interviews.** Interviews can privilege qualities culturally associated with men. Ensure candidates know exactly what to expect on the day. Consider discussing this problem among the panel before presentations and interviews.

• **Final decisions and time.** Ensure there is time to discuss all candidates thoroughly. Consider their written work as well as their performance on the day. Think about and discuss difficult-to-define qualities such as "departmental fit" or "collegiality".

C. Early Career Researchers | Mentoring

• **Research assistant positions**. Bear in mind that this Guide's suggestions apply to the appointment of research assistants and other fixed-term positions on grant-funded projects.

• **Support.** Ensure postgraduates and early career researchers are familiar with School and College support mechanisms, e.g. the College Early Career Researchers network, ArtsLab training sessions, and workshops on gender and academic careers. See GPS webpage.

• **Redeployment register.** Early Career Researchers on fixed contracts should be encouraged to sign up for the Redeployment Register. See GPS webpage.

• **Mentoring.** Early career researchers and new hires should be encouraged to sign up to the School Mentoring Scheme and other available mentoring schemes (see GPS webpage). Mentees can specify what gender and grade of mentor they would prefer.

Guide 5
Staff Careers: PDR, Career Development, Promotion

To ensure the fairness of our promotion and career development practices, we recommend the following, where consistent with College and University (e.g. HR) policy.

A. Promotions

• **University unconscious bias training**. This training, mandatory for all School staff, is especially important for those involved in promotion and recognition and reward processes. See GPS webpage.

• **Part-time staff.** Promotions committees and the Head of School should evaluate part-time colleagues in a fair and transparent way and ensure there is clear communication about the standards of assessment.

B. Performance and Development Review (PDR) and REF

• **Reviewer selection** should aim at gender balance or at least a good representation of female reviewers across the School.

• **Reviewers** should use PDR meetings not only to assess performance, but for career development and promotion, e.g. to highlight support available for staff, including subject-level activities to support research, funding opportunities, promotion workshops, ArtsLab training, and opportunities for mentorship.

• **PDR and parental leave.** Reviewers should be aware of the University's policies on parental leave and flexible working (see below and GPS webpage) and bring them to reviewees' attention where appropriate.

• **PDR and promotion, grants, etc**.. Research indicates that women are less inclined to apply for promotion, all else equal. Hence reviewers should seek to encourage female staff to apply for promotion where appropriate and ensure all staff are aware of the relevant promotion criteria. They should also encourage them to apply for grants and develop public engagement opportunities where appropriate.

• **Reviewing the process**. Reviewers should discuss with staff any skills and abilities that are being ignored or under-appreciated in the PDR process and feedback to management.

• **REF selection.** Try to ensure that REF reviewers are aware of current REF policies regarding caregivers, have taken the unconscious bias training, and have *considered* anonymising outputs before review. If changes in REF practices prove impracticable for the current REF cycle, consider implementing them for the next REF.

C. Maternity & Parental Leave | Caregivers | Flexible Working & Career Breaks

• **Scheduling**. The School's Core Hours Policy recommends that "key meetings" be held between **10am and 4pm**. Try, as far as possible, to take caregiving commitments into account when scheduling teaching responsibilities. For more on scheduling, see Guide 1 above.

• **Part-time and flexible working.** Be as receptive as possible to requests from staff of any gender for part-time and flexible working. (This is largely, but not only, an issue for caregivers.) Also be as receptive as possible to requests for unpaid leave.

• **Policies**. Consider how best to ensure that staff are familiar with the University's policies and guidance regarding parental leave, work-life balance, and flexible working. See GPS webpage.

• **Returning from maternity or parental Leave**. Consider how to ensure that staff are familiar with the University's Academic Returners and Research Support Programme (ARRSP). Aimed at improving gender equality and increasing the number of women in senior academic roles, the ARRSP can provide those (not only women) returning from parental or maternity leave with funds for research, conference attendance, additional training, and other needs. See GPS webpage.

• **University services for caregivers and parents**. Consider how to ensure staff are familiar with University services for caregivers and parents, e.g. the Maternity Leave Toolkit, the Parent Buddy Network, Flexible Working Case Studies, Breastmilk Expressing Room, and PAM Assist. See GPS webpage.

Guide 6
Teaching, Supervision, Students

A. Student Recruitment, Retention, Progression

• **Gender balance among students**. Consider periodically reviewing your Subject's gender balance among students at all levels. The Scottish Funding Council aims to ensure that no subject will have a gender imbalance among its students greater than 3:1 by 2030.

• **Open day personnel and recruitment materials** (e.g. web pages, banners, leaflets) should be gender balanced where possible. The College of Arts Recruitment and Conversion Manager can assist.

• **Web presence and role models**. Consider periodically reviewing your Subject's webpages (not just recruitment pages) for gender balance. Also consider the gender balance among "role model" students and staff, e.g. visiting speakers, and among student-facing convenors and lecturers on team-taught courses. Where one gender is under-represented among students at a given level, consider whether there might be high-performing students of that gender willing to meet with and encourage students at lower levels to pursue further study.

B. Diversifying Syllabi

• **Diversifying syllabi**. Periodically consider whether there is an appropriate gender balance on Subject syllabi, student style guides, and course content. For some practical steps, see *Diversifying Our Syllabi* on the GPS webpage.

• **Course catalogue.** Try to ensure course and programme titles reflect the diversity of the subject matter.

C. Assessment and Performance

• **Composition of boards.** Consider gender balance when appointing PGT Annual Performance Review boards, PhD examination panels (convenor plus internal and external examiners), and UG and PGT examination boards.

• **Marking**. Ensure marking is anonymous wherever possible.

• **University unconscious bias training**. This training, mandatory for all School staff, is especially important where anonymous marking or assessment is impossible, and where staff (including GTAs) are involved in small group teaching, e.g. seminars and tutorials.

• **Data**. L&T and PGT convenors should consider reviewing results data from Levels 1 and 2 and Honours to identify trends, disparities, and improvements.

D. Staff-Student Relationships, Harassment etc.

• **Policy.** Staff should read the University's Personal Relationship Policy (see GPS webpage). Consider how to make students aware of where this policy is, what its key points are, and what they should do if they are concerned, e.g. by advertising the policy and associated guidance in handbooks and on webpages. (The following points concerns staff-student relationships, but note the policy applies also to staff-staff and student-student relationships.)

• **Intimate relationships and sexual advances.** Given the power imbalances between staff and students, the policy "strongly discourages" intimate relationships between staff and students "where there is a professional connection or proximity" (§1.7.2). It prohibits outright "any form of sexual advance towards students" (§1.5).

• **Disclosure and reporting**. The policy requires staff to disclose "close personal relationships" with students to the Head of School, so that steps can be taken to prevent real or perceived conflicts of interest (§2.1, §4.1, §4.4), and it asks staff to report inappropriate behaviour to their Head of School (§3.3). Students and staff are free to report concerns to local staff or directly to HR or by emailing complaints@glasgow.ac.uk. Advice can also be sought from the University's Respect Advisers (see GPS webpage). All reports are treated in strict confidence.

• **Harassment, bullying, unacceptable behaviour.** See Guide 1 above.

E. Broad Participation

• **Participation**. Those involved in teaching should consider how to ensure that broad participation is achieved in the classroom so that pushier people do not dominate. For some ideas, see Guide 2 above.

• **Meeting agendas**. Make "Gender & Equality Matters" a standing item on staff-student meeting agendas.

• **Communication about equality & diversity**. Students will find some links on the GPS webpage useful; many of them will appreciate and have good ideas about promoting equality and diversity. So consider placing links and an explanation of the GPS webpage and document on Moodle and in student documentation, asking for their ideas.

F. Student Carers and Student Parents and Supporting Students

• **Policies.** Student-facing staff should be aware of the following policies: (1) Student Carers, (2) Student Maternity, Maternity Support, and Adoption, and (3) Student Parents, which is for students who are parents or guardians of children under the age of 18 (§5 gives guidance for staff). See GPS webpage. If you know of students likely to benefit from these policies, please refer them to the UG or PG College Advisers of Studies teams or, for PGR students, their supervisors.

• **LGBTQ+ and gender reassignment**. Students (or staff) facing difficulties or challenges arising from their LGBTQ+ status or from gender reassignment should be supported sensitively. For both them and those supporting them, there are links to services, groups, and information (e.g. about name changes) on the GPS webpage.

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