



Equality and Diversity in Classics Report

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Dr Victoria Leonard and Prof. Helen Lovatt

on behalf of the Standing Committee of the Council of University
Classical Departments

SURVEY TESTIMONY:

'I teach material on women, including explicitly addressing women of colour, in the ancient world. Students often respond to this content with discriminatory statements and comments in a class situation.'

'As a PhD student, I attended a research event to show support for my fellow PGRs. The students were required to showcase their research in 15 minute presentations. A BAME student gave her presentation on a comparative literature study using the Odyssey and poetry written by descendants of peoples enslaved during the Transatlantic slave trade. Two senior lecturers heavily criticised the student's ideas. It was a classic example of senior lecturers not acknowledging the diversity issues within Classics, and refusing to consider different receptions of Classics in BAME literature because it unsettled them and their research which primarily focuses on elite males in ancient Greek society. Their criticism was also considerably harsher than that levelled at the other students (all of whom were white).' [edited for anonymity]

'As a postgraduate I have seen other male postgraduates speak down to young, female lecturers as well as generally speaking about young female members of staff in a derogatory way. ... As an undergraduate I frequently experienced male students sexualising young female seminar leaders (PhD students), calling them hot etc. behind their back and showing a lack of respect for them as professionals.'

'Over the course of more than one talk, a male lecturer would treat questions from women as frivolous and silly, offering short answers in an 'isn't this obvious' tone. However, whenever a male asked a question, the lecturer would engage deeply with the query.'

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ABBREVIATIONS:

IBA: British Academy

BAME: Black and Minority Ethnic

BIPOC: Black Indigenous and People of Colour

CA: The Classical Association

CQ: The Classical Quarterly

CUCD: Council of University Classical Departments

DAC: Development Assistance Committee, countries that received Overseas Development Aid, according to the OECD (Organisation for Economic Co-operation and Development)

ECR: Early Career Researcher

ECU: Equality Challenge Unit (now incorporated into Advance HE)

EDI: Equality Diversity and Inclusion

FBA: Fellow of the British Academy

FTE: Full-time Equivalent

HE: Higher Education

HEI: Higher Education Institution

HEP: Higher Education Provider

HESA: Higher Education Statistics Agency

HoD: Head of Department

ICS: Institute of Classical Studies

ABBREVIATIONS:

JHS: The Journal of Hellenic Studies

JRS: The Journal of Roman Studies

PG: Postgraduate

PGR: Postgraduate Research (refers both to students and programmes)

PGT: Postgraduate Taught (refers both to students and programmes)

POC: People of Colour

RAC: Roman Archaeology Conference

REF: Research Excellence Framework

RHS: Royal Historical Society

SET: Student Evaluation of Teaching

SPHS: Society for the Promotion of Hellenic Studies (The Hellenic Society)

SPRS: Society for the Promotion of Roman Studies (The Roman Society)

TEF: Teaching Excellence and Student Outcomes Framework

TRAC: Theoretical Roman Archaeology Conference

UCU: University and College Union

WCC: Women's Classical Committee (UK)

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EXECUTIVE SUMMARY:

This report presents the findings of the Council for University Classical Departments' Equality and Diversity Project, 2019-20. The main focus is on the results of two surveys, the Experience Survey and the Departmental Contexts Survey. The Experience Survey explored experiences of discrimination and barriers to progression in the discipline among postgraduate and staff experiences. The Departmental Contexts Survey examined departmental policies and contexts, with input from Heads of Department and Equality Officers.

While the surveys and report included a wide range of protected characteristics and areas of under-representation and disadvantage, the primary analysis focused on gender and race/ethnicity. We understand that other characteristics or disadvantages interact with these and with each other to produce consolidated harm, but a full intersectional analysis was not possible with the time and resources available. We would like to do more work on this in the future.

We also intend to investigate undergraduate and school student experiences at a later stage, with a particular focus on why people choose to study Classics, and how a more diverse group can be encouraged to do so. The issues around class and disability also particularly deserve further attention. There is more to do.

The report also draws on other surveys of the field and relevant investigations, in Classics and related subjects. For further details please see the introduction.

This report shows that discrimination is a serious problem in Classics, as in other areas of university life. Women, non-binary and BAME colleagues feel disproportionately affected by it, and frequently witness discriminatory behaviour.⁽¹⁾ Non-male and BAME colleagues are more likely to feel they have not received effective advice and support in their career development, and are more likely to be thinking of leaving the profession.

Professional environments reinforce stereotypes of successful scholars as white men: women submit work much less often to flagship journals, and their acceptance rate is also often lower. Significantly fewer women have been recognised officially for their contribution to the discipline by prestigious leading roles in learned societies or Fellowship of the British Academy.

1. We are aware of the problematic nature of the term BAME, but it seemed best to align the survey with current statistical gathering terminology in the UK, despite the fact that non-white people are the global majority. In the UK context it remains important to be aware of historic oppression and marginalisation, and to have a term that brings together various groups that experience racism.

BAME colleagues are hardly visible at all in these contexts. At the same time, senior women academics, especially BAME academics, are disproportionately burdened by administration and service which affects research productivity, family life and mental health.

Classics in the UK has particular problems relating to the dominance (and perceptions of that dominance) of a few ancient (pre-1800) universities.⁽²⁾ The valuing or under-valuing of different educational backgrounds, methods, approaches, and fields of Classics can have a particularly divisive effect, and can exclude people from feeling they have the ability to study the subject. There is also evidence of gendering of sub-fields and areas of study. These problems are particularly visible at PGR and early career stage. The focus on competence and fluency in Latin and Greek can be particularly problematic, when the vast majority in the UK do not have the opportunity to study the languages at school. The discipline's continuing investment in rhetorics of 'Western Civilisation', rhetorics that are openly adopted by white supremacist organisations and people, is a further problem that excludes and alienates non-white Classicists. Opening, diversifying and decolonising the curriculum, and making such work explicit, is essential if the subject is to continue to grow and thrive.

Many other problems raised by respondents here are shared by other Humanities subjects and the UK Higher Education sector as a whole, such as casualisation and workload inflation. Both precarity and overwhelming workloads have a disproportionately negative effect on people with protected characteristics and other disadvantages. This means that while awareness of the equality, diversity and inclusion agenda has grown in recent years, the overall situation has not improved significantly.

Part 1 of this report lays out the data gathered and suggests some tentative analyses. Part 2 draws together recommendations based on this data, on previous equalities work and recommendations, and on suggestions of respondents. The appendices show in more detail selected qualitative comments and charts from survey responses. The full responses (redacted for anonymity) to the Experience Survey can be found here: <https://tinyurl.com/yynvwb7>

2. Luke Richardson surveyed academics in the 20 leading Classics departments in the UK in 2017 and found that 84% had attended Oxford or Cambridge universities at some point during their undergraduate or postgraduate education. Of the remaining 16%, over half were entirely educated outside the UK. Luke Richardson, 'Teaching the Classical Reception 'Revolution'', CUCD Bulletin (2017) 46, in special issue Teaching the Classical Reception Revolution, <https://cucd.blogs.sas.ac.uk/files/2015/01/RICHARDSON-Revolutions-Reception-Revolution.pdf>. Last accessed 26.10.2020.

INTRODUCTION

The Council of University Classical Departments (CUCD) is an organisation dedicated to supporting all teachers and researchers of Classics (broadly defined) in Higher Education in the UK. Ensuring the equal and diverse nature of Classical studies (Greek, Roman and related cultures, and their reception) is a central objective of CUCD.⁽³⁾ Classics should be a discipline where people are treated fairly. The opportunity to study Classics should be available regardless of heritage or personal circumstances. Beyond ethical considerations, CUCD holds that Classics should include the widest possible range of perspectives through a diverse staff and student body to maintain relevance to society.⁽⁴⁾

This report was created as part of a project on equality and diversity in Classics, managed by the Chair of CUCD, Professor Helen Lovatt, and the Secretary of CUCD, Professor Gesine Manuwald. It is supported by a working group consisting of members of the Standing Committee and volunteers. The project was funded by University College London. The project aims to gather data from existing sources and by undertaking surveys, in order to gain a sense of the current state of the discipline and provide information that can be useful in mobilising change and in sharing best practice. In order to collect relevant and specific data, CUCD has conducted two surveys. One investigated the experiences and perceptions of equality and diversity issues among staff and postgraduates in Classics in UK Higher Education. The second investigated departmental statistics, policies and procedures about equality and diversity. We have also gathered data from learned societies and journals.

CUCD worked partly from the model of data collection established by the Royal Historical Society following their report on gender published in 2015 and their reports on gender and race published in 2018.⁽⁵⁾ CUCD also builds on a survey undertaken by the Women's Classical Committee (UK) in 2015 that gathered data on gender discrimination in the field of Classics.

3. For the purposes of the survey, 'Classics' was defined as including reception studies, Classical archaeology, philosophy, linguistics, Byzantine studies and other aspects of studying the ancient Mediterranean and related cultures.

4. CUCD operates through a council, membership of which is determined by the choice of representatives made by each department. Its Standing Committee contains both elected and co-opted members. In terms of balance, the issue for the Standing Committee is a shortage of male members, particularly among those holding active portfolios (the last four Education Officers, for instance, have all been women). The pattern in which women and ethnic minority colleagues carry out unrewarded labour ('citizenship'), while men hold prestigious offices, could be seen here, despite notable exceptions.

5. <https://royalhistsoc.org/racereport/>. Last accessed 19.09.2020. <https://royalhistsoc.org/rhs-report-gender-equality-historians-higher-education/>. Last accessed 19.09.2020. <https://royalhistsoc.org/genderreport2018/>. Last accessed 19.09.2020.

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The survey produced a report, *Women in Classics in the UK: Numbers and Issues*, can be read here.⁽⁶⁾ The survey was the first of its kind in the UK to shine light on women in Classics, particularly at moments of professional vulnerability. It revealed significant problems surrounding discrimination, casualisation, caring responsibilities, work-life balance, mental health issues, and sexual harassment. CUCD has gathered further information, with the ultimate objective of disseminating the results as leverage for positive action and change. CUCD operated with an awareness of the Society for Classical Studies' survey (2018) and subsequent report (2019) on harassment and discrimination in Classics in the United States.⁽⁷⁾

The report also draws on surveys in Classics and related subjects, including:

The survey on public engagement conducted by Emma Bridges at the ICS ⁽⁸⁾

The survey of conference participation and teaching in Roman Archaeology conducted by Zena Kamash ⁽⁹⁾

The editorial board of JRS and their article on gender bias ⁽¹⁰⁾

The work of Peter Thonemann on gender in 'Companion' volumes ⁽¹¹⁾

Greg Woolf's gathering of data on external recognition in learned bodies related to Classics. ⁽¹²⁾

The Surveys and their Respondents

The CUCD Experience Survey was generated through a number of drafts and external consultations, with help from experts in data science and collection, the Women's Classical Committee's Steering Committee, and our own working group, which included people with various protected characteristics. The survey was circulated online, using the online survey tool SurveyMonkey. Confidentiality and anonymity were priorities in the creation of the survey. It was designed to receive anonymous responses only, and categories were large enough so that no details could be used to identify respondents or individual departments. The data, particularly the qualitative data, is highly sensitive. The raw data has been accessed only by the minimum number of observers (Leonard, Lovatt and Manuwald) necessary for the purposes of analysis. Survey respondents were informed that the results of the research would be published in anonymised form.

6. <https://wcc-uk.blogs.sas.ac.uk/2016/09/05/women-in-classics-in-the-uk-numbers-and-issues/>. Last accessed 19.09.2020.

7. <https://classicalstudies.org/about/scs-newsletter-may-2019-harassment-survey>. Last accessed 19.09.2020.

8. <https://cucd.blogs.sas.ac.uk/files/2019/10/BRIDGES-Public-Engagement-in-Classics-Survey.pdf>. Last accessed 19.09.2020.

9. Details available in slides from her 2019 TRAC plenary:

<https://twitter.com/ZenaKamash/status/1117380236860100609>. Last accessed 26.10.2020. See further below for a brief report of the findings.

10. <https://www.cambridge.org/core/journals/journal-of-roman-studies/article/gender-bias-and-the-journal-of-roman-studies/179C433262AD9FA0C8E7DBE6BDB24056>. Last accessed 19.09.2020.

11. <https://cucd.blogs.sas.ac.uk/files/2019/09/THONEMANN-Gender-subject-preference-editorial-bias.pdf>. Last accessed 19.09.2020.

12. Reported in sections 1 i-l below.

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The survey included 61 questions and was designed so that respondents could skip any part or the entirety of the question. The survey took as its main focuses gender and race, but acknowledged the intersectional nature of people's experiences, and therefore included a wide range of equality issues besides race and gender. The survey also gave an opportunity to talk about class: even though it is not handled by the 2010 Equalities act, we felt it is an important issue in Classics. However, it is also very complex, and more work needs to be done on this aspect. The survey enabled respondents to give full qualitative as well as quantitative information through open text responses.

The survey opened online on 28 June 2019 and closed on 1 August 2019. Notice of the survey was disseminated through the Classicists' Email List, the Late Antique Email List, the Society for the Promotion of Byzantine Studies Mailing List and website, the CUCD website, the Women's Classical Committee's mailing list, website, and Facebook page, and through CUCD and Victoria Leonard's Twitter handles. Reminders to complete the survey were sent regularly and at strategic points in order to achieve maximum response, i.e. two days before the close of the survey. A dedicated email address was available for contributors to contact with issues or queries.

The survey collated 294 responses over a 34-day period, with a 70% completion rate. The median time in which respondents answered the survey was just over twelve minutes. The complete summary data for this survey is available with this report.

The number of responses compares well with the RHS 2018 gender equality survey, which received 472 responses from a membership of over 3000. The WCC survey Women in Classics (2016) had 417 responses, but our survey was aimed at UK-based PG students and academic staff only, which reduced the potential field. In 2016-17, 176 of the respondents to the Experience Survey declared themselves as staff, from across the various levels from postdoctoral researchers (28) to professors (42). This survey therefore represents a significant percentage (25.2%) of UK HE Classics staff.

The second survey explored departmental contexts and was answered by Heads of Department or EDI officers. The survey provided statistical data rather than perceptions, and allowed those with knowledge of university policies and practices to comment. This survey was circulated via CUCD contacts to UK Classics departments and affiliated departments. The survey was circulated on 30 August 2019 with a response deadline of 15 September, subsequently extended to 30 September.

The survey received 16 responses (CUCD has 30 full member departments and 7 affiliate members), representing a substantial proportion of the discipline in the UK. 53% of responding departments were located in the South of England, and departments were mainly within 'ancient' (pre-1800) or red-brick (1800-1900) institutions. All but one department had Athena SWAN accreditation at department or university level, or were in the process of applying for accreditation.

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This suggests either that Athena SWAN is now very widely accepted in the university sector, or that departments who answered the survey were those who prioritised equalities issues.

The following section addresses three main questions: How representative are our Experience Survey respondents of the discipline as a whole? How does Classics compare to larger data-sets (UK HE as a whole, to the RHS survey respondents, to the Humanities, the most recent UK census)? Is there evidence of a 'leaky pipeline' in Classics (women and BAME colleagues under-represented at more senior and/or prestigious levels)?

Of the 32 departments that were able to provide a breakdown of their staff by grade and gender to CUCD statistics in 2018-19:

Grade	Total no.	No. male	No. female
Associate lecturer	129 (100%)	59 (45.7%)	70 (54.3%)
Lecturer	134 (100%)	61 (45.5%)	73 (54.5%)
Senior Lecturer	92 (100%)	45 (48.9%)	47 (51.1%)
Reader	56 (100%)	32 (57.1%)	24 (42.9%)
Professor	104 (100%)	64 (61.5%)	40 (38.5%)

Table 1: Breakdown of staff by grade and gender (CUCD, 2018-2019)

This shows that the less prestigious junior posts have a larger proportion of women, while Professors are predominantly male. The roughly equal percentages at Senior Lecturer level may cover both those progressing and those stagnating (struggling to progress to Professor).

REF equalities data for 2015-16 (which excludes teaching-focused staff) shows:

Grade	No. male	No. female
Research Assistant	6820 (49.5%)	6955 (50.5%)
Lecturer A	19975 (52.3%)	18240 (47.7%)
Lecturer B	23505 (52.6%)	21165 (47.4%)
Senior Lecturer	15715 (61.7%)	9740 (38.3%)
Professor	14985 (76.2%)	4670 (23.8%)

Table 2: REF equalities data (2015-2016)

This clearly shows the leaky pipeline in operation across academia as a whole. The percentage of female staff has decreased from just over 50% at the most junior level to less than 25% at the most senior. Classics as a discipline is doing better than average,

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but numbers of Professors are still not representative of the discipline as a whole. Numbers have improved slightly at Professorial level over the last three years (34%, 34%, 39% women).

CUCD statistics do not yet include BAME staff: our Departmental Contexts Survey gives some indication for 2018-19. Responses from 16 departments across regions and across different sizes of departments and types of universities mean this survey is similarly representative to the CUCD staff statistics. Overall totals show that gender is roughly balanced in these departments, while BAME colleagues form only 1.4%. Data on contract types shows that women are much more likely to be part-time than men, although numbers of both are small, and women are also over-represented amongst fixed-term and hourly-paid staff.

Contract types	No. male	No. female	No. BAME	Total no.
Total	188 (51.1%)	180 (48.9%)	5 (1.4%)	368 (100%)
Full-time open-ended	96 (52.7%)	85 (46.7%)	4 (2.2%)	1812 (100%)
Part-time open-ended	2 (20%)	8 (80%)	0	10 (100%)
Full-time fixed-term	23 (41.1%)	33 (58.9%)	0	56 (100%)
Part-time fixed-term	4 (33.3%)	8 (66.7)	0	12 (100%)
Hourly paid	15 (38.5%)	24 (61.5%)	0	39 (100%)

Table 3: Contract types and gender (Departmental Contexts Survey, 2018-2019)

The data about grades of respondents broken down by gender and race shows evidence of a leaky pipeline:

Grade	Total no.	No. male	No. female	No. BAME
Teaching Associate/ Teaching Fellow	18 (100%)	8 (44.4%)	10 (55.6%)	0
Lecturer/ Assistant Professor	40 (100%)	16 (40%)	24 (60%)	0
Senior Lecture/ Senior Teaching Fellow	43 (100%)	26 (65%)	17 (42.5%)	3 (7.5%)
Associate Professor/ Reader	29 (100%)	15 (51.7%)	14 (48.3%)	1 (3.4%)
Professor	56 (100%)	37 (66.1%)	19 (33.9%)	1 (1.8%)
Total	186 (100%)	102 (55.7%)	84 (45.9%)	5 (2.7%)

Table 4: Grade and gender (Departmental Contexts Survey, 2018-2019)

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While in this sample of departments, women are in the majority up to Lecturer level, they are a much smaller proportion at Professorial level. The leaky pipeline cannot really be applied to BAME colleagues, since numbers overall are so small. However, it is worrying to see that more junior roles are not succeeding in recruiting more BAME colleagues.

The respondents to our Experience Survey cover a wide range of roles, contract types and seniority, from different types of universities and different regions. They were disproportionately female, particularly at the senior end, and a disproportionate number declared a disability.

Grade	Total no.	No. male	No. female	No. non-binary / other	No. BAME	No. disabled
Postgraduate	80 (27.21%)	22 (27.5%)	50 (62.5%)	8 (10%)	9 (11.25%)	20 (25%)
Postdoctoral Researcher	28 (9.5%)	7 (25%)	21 (75%)	0	2 (7.1%)	3 (10.7%)
Teaching Associate/ Teaching Fellow	20 (6.8%)	6 (30%)	13 (65%)	1 (5%)	0	5 (25%)
Lecturer/ Assistant Professor	43 (14.63%)	16 (37.2%)	23 (53.5%)	4 (9.3%)	4 (9.3%)	1 (2.3%)
Senior Lecturer/ Associate Professor/ Reader	43 (14.63%)	14 (32.6%)	27 (62.8%)	2 (4.65%)	2 (4.7%)	6 (14%)
Professor	42 (14.29%)	16 (38.1%)	23 (54.8%)	3 (7.14%)	3 (7.1%)	5 (11.9%)
Total	2894 (100%)	90 (31.7%)	182 (64.1%)	12 (4.22%)	23 (8.1%)	52 (18.4%)

Table 5: Experience Survey Results

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This compares to the respondents to the RHS 2018 gender survey:

Grade	Total no.	No. male	No. female	No. BAME	No. disabled
Total	472 (100%)	125 (26.7%)	321 (68.6%)	41 (6.3%)	38 (8.2%)
Teaching Associate/ Teaching Fellow	18 (3.8%)				
Lecturer/ Assistant Professor	98 (21%)				
Senior Lecturer/ Associate Professor/ Reader	159 (34.1%)				
Professor	118 (25.3%)				

Table 6: RHS 2018 Gender Survey

To compare Classics to wider Humanities disciplines and the population at large, here are the REF statistics for Humanities and language-based subjects in comparison to 2011 census data:

	No. male	No. female	No. BAME	No. disabled
REF humanities	5395 (54.7%)	4475 (45.3%)	690 (7.0%)	345 (3.45%)
2011 census (England and Wales)	49.2 %	50.8%	15.1%	17.9% (many will not be working age)

Table 7: REF statistics for Humanities and Languages compared to 2011 Census data

These statistics show that the Humanities as a whole has a disproportionately low number of BAME and disabled colleagues, and the gender split is unequal at senior levels. In this, the Classics departments that reported their statistics to the Departmental Contexts Survey are doing better than Humanities as a whole, although these departments may be self-selecting for an interest in equality and diversity.

Open text responses to the Experience Survey included a small number of open comments pushing back against the equality and diversity agenda, as one would expect, showing that not all the people who answered the questionnaire had self-selected as people who believe equality and diversity are important.

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Nevertheless, respondents to surveys of this type are always self-selecting, and those who chose to devote time to writing long comments are likely to be more so. With these caveats, the survey has generated rich data about staff and PG experiences of Classics in the UK.

Further evidence of the leaky pipeline can be found in the WCC's 2015 survey: whilst the student body was balanced in terms of gender or predominantly female, this was not the case at more senior staffing levels. Only 19% of respondents identified that the balance between senior staff was equal; 66% reported that senior staff were predominantly men, with 34% reporting that as few as one in five senior members of staff were women (see figures Ten and Eleven). The WCC survey found that at each level of seniority, the representation of women decreases. This circumstance is found anecdotally and statistically within all surveys, and is a situation that pertains more widely to higher education in the UK. Only a tiny proportion of Professors in the UK, fewer than 1%, are black women.⁽¹³⁾

As the Departmental Contexts Survey revealed, according to information provided by the Higher Education Statistics Agency (HESA) for 2017/18, in UK universities men are more likely to be employed full-time than women, and 67% of part-time staff are female. Similarly the WCC 2015 survey found that more women than men work part-time, and more women than men have temporary contracts. All surveyed data reflects the broader situation in relation to career progression and employment security in UK HE, which is gendered, and where women are adversely affected.

The majority of Heads of Departments did not provide responses to questions on BAME student populations, suggesting that they did not hold relevant data. BAME representation within undergraduate populations was recorded as very low, ranging from 0% to 20%, 0%-5% at Master's level, and 0%-20% at doctoral level. Text answers identified obstacles to recruitment of BAME undergraduate students as: a lack of role models; the perception of Classical studies as elitist; the predominance of the study of dead white European men; and the cost of tuition fees making it difficult to afford studying the Humanities, particularly in the south of England.

The Departmental Contexts Survey revealed that only one responding Classics department in the UK feels they have fully implemented policies in gender equality monitoring. Less than half of all Classics departments have fully implemented policies addressing discrimination, sexual harassment, bullying and harassment, and accommodation of caring responsibilities. 14% of departments had no policy in relation to maternity, paternity, adoption, or shared parental leave.

¹³ <https://www.theguardian.com/education/2020/feb/27/fewer-than-1-of-uk-university-professors-are-black-figures-show>. Last accessed 19.09.2020.

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Almost 60% of departments have no policy for the fair treatment of teaching assistants and hourly paid staff. Only 43% of departments have fully implemented policies for the allocation of workloads, of pastoral care roles, or membership of committees. Individual comments recognised the unequal distribution of workloads and that women tend to be overloaded with committee work in order to maintain gender balance. 29% of departments had not provided equality and diversity training specifically on gender or on race and ethnicity.

Only two Classics departments provided specific support and mentoring for women, and only two departments actively encouraged the progression of early career academics who define as female. 43% of departments gave specific support and mentoring to BAME academics, but no departments actively encouraged the progression of early career academics who identify as BAME. No departments mandatorily shortlisted BAME candidates.

Heads of Departments identified the most significant barriers for the career progression of women as a lack of support or flexibility for caring responsibilities and a lack of recognition of individual contributions. Heads of Departments identified the major obstacles to career progression for BAME colleagues as the unwillingness of colleagues or peers to discuss or acknowledge race and ethnicity, a lack of support and mentoring from the institution, and a lack of knowledge or guidance on how to progress.

In 57% of departments there had been incidents or complaints of discrimination or abuse based on gender, and only 14% in relation to race and ethnicity. 72% of Heads of Departments had raised issues of gender discrimination within their institutions, but only 40% of those felt that their institution had dealt with the issues satisfactorily. Only 28% of Heads of Departments had raised issues of ethnic or racial discrimination within their institutions, but 100% of these felt that the issues had not been dealt with satisfactorily. The survey results revealed that departments were more likely to ensure a good gender balance rather than a good representation of BAME academics when inviting speakers to departmental seminars or special events.

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Statistical Highlights

- Almost half of respondents felt they had been discriminated against
- Almost half of respondents reported that they had witnessed discrimination in a teaching context
- More than half of respondents who had been involved in recruitment processes said they had not received training for equality, diversity, or unconscious bias in recruitment
- 27% of respondents involved in recruitment said they had not considered perceived barriers for people with protected characteristics during recruitment processes
- 28% of respondents felt discriminated against when applying for jobs, primarily because of gender, age, and race
- 64% of respondents perceived discrimination in the design of conference programmes

Experiences and Contexts

The Experience Survey aimed to investigate experiences of discrimination and the ways that colleagues felt discrimination was negatively affecting them, as well as further outlining possible reasons for the leaky pipeline. The survey addressed various areas in the career history of academics which can affect their progression in the discipline: teaching, recruitment to jobs, allocation and perceptions of administrative roles, and promotion.

48% of respondents felt they had been discriminated against in a teaching context, because of gender, race or ethnicity, disability, sexual orientation, or another reason. 61% of respondents identified the most recent episode of discrimination as motivated by gender, with other motivations identified as age (21%), race or ethnicity (20%), other (16%), disability (12%), pregnancy or maternity (10%), sexual orientation (5%), religion (2%), marriage or civil partnership (2%), and gender reassignment (2%) (respondents could tick more than one box). The question attracted 52 text responses, giving further details about the discrimination they had experienced, which amounts to a considerable evidence base.

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It is revealing to break these responses down by characteristics. 78% of white men felt they had never been discriminated against in a teaching context; of the nine white men who gave detailed examples of discrimination, four emphasised the neglected importance of class. For instance:

Well, it's something that this survey has completely missed, and is the root of many problems: class. Why hasn't it occurred to the bourgeois do-gooders who wrote this survey that class is a problem, and in fact a much bigger problem than most of the problems identified in this survey. (14)

63% of white male respondents claimed never to have witnessed any discrimination in teaching. By contrast, other respondents were keenly aware of it:

Over the course of more than one talk, a male lecturer would treat questions from women as frivolous and silly, offering short answers in an 'isn't this obvious' tone. However, whenever a male asked a question, the lecturer would engage deeply with the query.

60% of those who do not identify as male (108 people) felt they had been discriminated against in a teaching context, 24% in the last year. 73% of these declared that the most recent episode of discrimination was related to gender. The next most common were age (25%), race (16%), and disability (13%). Similarly 59% of BAME colleagues had experienced discrimination in a teaching context (64% relating to race and 54% relating to gender).

51% of non-male respondents also reported having witnessed discrimination, of which the vast majority (65%) related to gender, as did 60% of BAME respondents (69% relating to gender and 54% relating to race). There is a similar discrepancy in feelings about discrimination that has affected career progression: while 66% of white male respondents did not feel they had experienced any discrimination that had a negative effect on their career, only 37% of non-male respondents and 39% of BAME respondents felt the same.

While 66% of white men feel their school or department is taking effective action to improve equality and diversity in recruitment processes, only 27% of BAME respondents feel this way. Both experiences and perceptions of discrimination vary widely depending on the characteristics of respondents, suggesting that raising awareness would help in combatting and neutralising discriminatory attitudes and practices.

14. Class was not included explicitly in the list because it is not a protected characteristic. It is also difficult to define in surveys of this type, although the question asking about employment of the main earner in the respondent's childhood household made some attempt to place respondents by class, enabling filtering. Further work on class would be welcome, but the council meeting of CUCD chose to focus on gender and race in this project.

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More positively, 53% of respondents had experienced or witnessed inclusive teaching practices, although 47% of respondents had not. Individual responses identified inclusive teaching practices including: effective Virtual Learning Environment provision; seminar discussion that respects diversity of student identities and experiences; teachers using preferred names and giving content warnings; online forums for students in between physical contact hours to boost confidence in contributing in class; inclusion as recognition of differing abilities and backgrounds (both educational and socio-economic); travel subsidies; encouragement to provide large print or coloured paper for those with specific learning needs; uploading PowerPoints and handouts in advance; using a variety of assessment methods; employing a range of learning activities; using gender-inclusive language; making classrooms safe spaces; provision of spaces for autistic people (attention room accessibility); financial support for childcare; having a code of conduct for classes on sensitive subjects; providing translations for texts in ancient languages.

Recruitment processes to academic posts are particularly important and act as pressure-points for individuals and departments. 50% of respondents had been involved in recruitment processes, such as participating in shortlisting committees or interview panels, but only 73% of those had received training for equality and diversity or unconscious/implicit bias in recruitment. In a recruitment context 32% of respondents had not taken into consideration designing job descriptions and criteria to appeal to a diverse pool of applicants, 27% had not considered perceived barriers for people with protected characteristics. 20% had not considered the balance of different genders, races, or other characteristics in the make-up of their unit, and 13% had not considered the transparency of recruitment processes. 41% of respondents felt that their institution was not taking effective action to improve equality and diversity in recruitment processes.

Individual responses to the question about whether the respondent's department is taking effective action to improve equality and diversity in recruitment processes highlighted: the benefit of Athena SWAN in introducing genuinely inclusive practices; departments working to accommodate staff with children, and offering flexible working arrangements; and the leverage Equality, Diversity, and Inclusion committees are able to exert on those in management roles.

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Also highlighted was: the lack of action about under-recruitment of BAME candidates; a lack of anti-racism training; an absence of policies to address historic exclusions and under-representation; nepotism, conservatism, elitism and gate-keeping during recruitment; discrimination around class; a lack of action for those who disclose disability; little evidence of proactive efforts to ensure gender diversity; a lack of funding for parental leave causing bias in recruitment; the lack of flexible working arrangements, specifically part-time working hours; and the fact that considerations of equality do not necessarily translate into active recruitment.

The Departmental Contexts Survey revealed that little was being done to encourage applications for jobs from BAME candidates: 33% did not take any action; 33% used personal contact with suitable candidates; 17% included an explicit invitation to BAME candidates in job adverts; 17% included a BAME colleague on recruitment panels. Text responses indicated the difficulty of taking action:

We have a lot to learn from some American universities. They actively seek BAME staff, and try to recognise different means of accessing education, research topics, etc. It is difficult and doesn't always work. Moreover, just adding someone to the mix, as it were, is like early feminism in archaeology, it doesn't change the dynamic. We need to look for more meaningful ways of inclusion.

The current challenging circumstances in the HE sector make it even more difficult to improve the situation, since hiring freezes are common.

(a) Administrative Roles

One of the factors that can contribute to or hinder career progression is the allocation of prestigious and less prestigious administrative roles, which take up time that prevents colleagues meeting promotion criteria (such as producing monographs). When asked if respondents had perceived discrimination in the allocation of academic administrative roles, 44% had and 56% had not. Non-female respondents had a slightly higher rate of 50.6%. When asked if respondents had perceived discrimination in perceptions of academic administrative roles, 53% had and 47% had not.

Individual responses to discrimination in the allocation of administrative roles and discrimination in the perception of administrative roles highlighted various factors: outward-facing roles (outreach, admissions, impact, public engagement) are perceived as less important than managerial roles (Head of Department, Director of Research), and are frequently given to new, often younger, sometimes temporary, staff. There was a gender division between the allocation of roles, with women fulfilling repetitive administrative tasks or pastoral roles, and men being given managerial teaching and research roles.

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This can arise from the perception that women are more ‘approachable and compassionate’ and ‘nurturing’. This is also felt at student level: students tend to approach women for pastoral support with personal problems, but there is no recognised difference in workload models and no benefit in promotion criteria.

Some respondents felt that the administrative burden on women is normalised. Others identified a gendered unfairness in the system rather than discrimination, with those women who are competent at administrative tasks being disproportionately burdened, whilst those who fulfil these tasks poorly are not required to repeat these roles again. When men do assume administrative roles, respondents felt that they are disproportionately rewarded and valued. The few women in senior posts are burdened by having to frequently serve on committees. Respondents felt that senior academic and management roles such as Head of School are generally dominated by men. Respondents identified an expectation that BAME staff will be involved in equality work or will teach on equality topics or race. The disproportionate burden of equality work tends to fall on those who feel they are affected by the issues, namely BAME colleagues and women.

One specific example of an area of academic work that is under-valued and under-supported, while carried out mostly by women, is public engagement.⁽¹⁵⁾ A survey of public engagement activities in UK Classics carried out by Emma Bridges at the Institute of Classical Studies in 2019 shows that over two thirds of public engagement work in Classics is carried out by female researchers.⁽¹⁶⁾ 55% of that activity was done on a budget of £1500 or less, suggesting that expertise and administrative support is not bought in. Only 22% of respondents reported that they were allocated workload time for their public engagement work. This suggests that public engagement is under-resourced and the work is falling predominantly on women. While the survey did not specifically address the question of whether public engagement work is included in role profiles for posts and promotion criteria (or actually valued and significant in promotion and hiring outcomes), respondents’ reasons for undertaking public engagement work did not include references to career progression. If such work is not funded or given workload time, it is unlikely to be well rewarded or recognised.

15. Public engagement overlaps with different aspects of academic work, including recruitment, widening participation and impact. Whether or not these are considered administration, research or citizenship will vary from institution to institution

16. A report of the findings was published in CUCD bulletin here:
<https://cucd.blogs.sas.ac.uk/files/2019/10/BRIDGESPublicEngagementinClassicsSurvey.pdf>. Last accessed 26.10.2020.

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However, social media, media and public engagement work, especially with schools, are crucial in building effective impact case studies for the REF and in maintaining and improving recruitment figures for both departments in particular and the discipline as a whole. These activities are also important in taking awareness and understanding of the discipline beyond those who traditionally study Classics and related subjects at school and university, especially attracting a more ethnically diverse group of students from a wider range of socio-economic backgrounds. Marketing, admissions, widening participation, public engagement, outreach and impact need to be properly resourced and rewarded.⁽¹⁷⁾

(b) Career Progression

When asked if respondents had felt discriminated against in a way that has negatively affected career progression because of gender, race, disability, sexual orientation, or any other reason, 42% responded that they had not felt discriminated against. 17% felt discriminated as an undergraduate student, 26% as a postgraduate student, 28% whilst applying for jobs, 27% in the work environment whilst undertaking an academic post, and 14% during the stages of applying for promotion.

The starkest difference in perceptions of discrimination is gendered: less than a third of female and non-binary respondents felt they had not experienced discrimination which harmed their career progression at any stage, while nearly two thirds (62.8%) of male respondents did not feel they had experienced discrimination. Non-male respondents experienced discrimination fairly evenly across their careers, during PG studies up until applying for promotion, while BAME respondents were more likely to feel they had experienced discrimination as PG students and less at later stages. Unsurprisingly, BAME respondents experienced more discrimination relating to race than any other characteristic (81.2%), although they also experienced a high level of discrimination relating to gender (63.6%). Men were most likely to feel discriminated against while applying for jobs (22.9%), and mostly in relation to race or ethnicity (38.5%).

In the WCC's survey, 59% of respondents found that the career progression of women was more difficult than that of men. The survey highlighted issues around pregnancy, breast-feeding, and parenting as problems in career progression. Respondents felt that returning after a career break or maternity leave was particularly challenging. Many respondents felt that men were more likely to get recruited to permanent positions and more likely to be promoted or encouraged to apply for promotion.

17. These activities are interconnected but different: all need specialist training and take up more time and energy than might be expected by those who do not undertake such activities themselves. The government's time allocation categories for higher education (TRAC) does not even include a category for public engagement; this is somewhat ironic given that 'impact' was created and promoted by government requirements and metrics.

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In the Experience Survey, when asked how episodes of discrimination were motivated, 59% identified the discrimination as related to gender, 22% related to age, 20% related to race or ethnicity, 16% related to disability, 16% related to pregnancy or maternity, 6% related to sexual orientation, 4% related to marriage or civil partnership, and 22% related to other reasons. Individual responses detailed discrimination based on: class and dominance of 'ancient universities' in UK HE; being a full-time student with a part-time job; sexual harassment; expectation of achievement based on age without consideration of personal circumstances; mental health conditions; caring responsibilities; ancient language skills and elitism in educational terms; bereavement; career path; gender expectation and roles; lack of mentoring and career advice as a gendered issue; sexism; misogyny; physical health conditions; ageism; abuse of power; political viewpoints; and complaints about discrimination causing further discrimination. The many detailed descriptions of specific instances of discrimination show that Classics, as with other disciplines, and professions, still has serious problems of sexism, racism and other forms of conscious and unconscious bias.

When asked if respondents had received effective advice or support about career choices, 33% had not. 25% had received advice as a postgraduate student, 19% had when applying for jobs, 13% had in relation to promotion, and 2% had in relation to the work environment. Individual responses detailed that respondents felt advice had been given by close colleagues, but nothing by the institution. PhD supervisors were identified as giving realistic, excellent and useful advice. Departmental colleagues, mentors, institutional peers, personal friends within departments, and senior colleagues were also identified as a source of advice, and good advice was given from a Women's Classical Committee careers event. While both men and women showed similar levels of effective advice and support (approximately a third in both cases felt they had not received any), BAME respondents felt they had received less (47.4% felt they had received none).

When asked if respondents were thinking about leaving the profession, 24% responded that they were, 53% responded that they were not, and 23% responded that they were unsure. Only 17% of male respondents were thinking of leaving the profession, in contrast to 35.7% of non-male, BAME respondents. The following paragraphs show the range of concerns which may be contributing to the leaky pipeline in Classics.

Individual responses which explained reasons for leaving the profession identified issues relating to: the competitiveness of the academic job market, felt to be unhealthy; considerable adversity within the job market; the adversity for those without qualifications from 'ancient universities' such as Oxford and Cambridge or Russell Group universities; the current job market and the lack of employment opportunities exacerbating discrimination and excluding those with additional needs or protected characteristics; a lack of funding opportunities; and the pressure to publish excessive amounts.

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Another frequently mentioned set of issues were those around the struggles of dealing with precarity, including: the difficulties of securing a permanent position and the sequence of short-term employment contracts in various locations preceding it; the precarity of employment contracts; and limited financial security and economic hardship with precarity. Difficulties in reconciling precarious employment demands with relationships and family life were also a significant factor, particularly likely to exclude those without significant independent financial resources or family support.

The intensity of academic workloads also played its part in colleagues considering leaving or not continuing in the profession: respondents noted pressure within academia; the difficulty in balancing the demands of an academic career with caring responsibilities; the pressure to work beyond contracted hours and expectations and concomitant guilt when not working or not achieving enough; an absence of work-life balance; endemic stress within academia; the burden of an excessive workload; exploitative employment practices; dysfunctional working environments; unrealistic expectations; and a managerial culture characterised by hostility and mistrust towards the academic staff.

Further, the lack of diversity and hostility to under-represented groups itself was a significant factor in demoralising or excluding people: disability; the attitude and behaviour of colleagues in relation to caring responsibilities; a lack of women role models with children; issues surrounding nationality and citizenship; self-exclusion because of difference from the white, masculine, Oxbridge-educated, privileged, privately educated model of a Classicist; a lack of diversity; Brexit, racism, sexism, discrimination; the lack of concerted action over diversity issues; bullying; homophobia.

Other reasons mentioned for thinking of leaving the profession included: demoralisation among younger academics; mental health issues excluding employment; elitism, class and financial issues; the commoditization of education; an increase in administration, lack of student contact time and genuine student engagement with the subject; problematic behaviour from senior colleagues; feeling undervalued; a lack of professional development; and a perception that Classics is not valuable.

When asked if respondents felt that conditions of work have improved in the last five years, 25% responded neutrally, considering that they had improved in some aspects and not in others; 38% considered that they had deteriorated either slightly or considerably; 13% felt they had improved either slightly or significantly; 18% considered that it was not applicable; and 6% did not know. BAME colleagues responded more negatively than others to this question: only a small proportion of BAME (10%), even smaller for female BAME (7%), respondents felt that conditions had improved at all, while 47.4% BAME and 50% female BAME felt they had deteriorated either slightly or considerably.

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This suggests that BAME colleagues are more affected by changing conditions of work than white colleagues. There was no significant difference between male and female respondents.

Of those who felt they had seen improvements: 52% considered improvements in policies and processes for dealing with harassment, bullying, or discrimination; 38% saw an increased likelihood of flexible working arrangements; 31% felt there were improvements in support for postdoctoral students; 24% had found improvements related to workload; 17% considered improvements related to casualisation; and 28% considered improvements in anything beyond the specified categories that might disproportionately affect women and BAME colleagues or colleagues with other protected characteristics.

Individual responses to the question of improving conditions identified: improvements for maternity support, but worsening in workloads and casualisation; disability, with some institutions taking action only very recently, and others taking no action; promotion and hiring policies; it is possible now to have open conversations about harassment, discrimination and a lack of diversity in the workplace and amongst students; there is less tolerance for male marginalisation of women and younger colleagues of both genders, more awareness of oppressive hierarchies and less willingness to adhere to them; and more awareness of gender discrimination at higher levels.

Where BAME colleagues saw improvements, it was in the likelihood of gaining flexible working arrangements and in policies and processes for dealing with harassment; workload was the biggest deterioration by far (89%). White colleagues felt the casualisation (73%) had deteriorated nearly as frequently as workload (84%).

Across the respondents as a whole, when asked which elements had seen deterioration, 84% identified workload, 68% identified casualisation, 27% identified support for postdoctoral students, 20% identified the likelihood of flexible working arrangements, 17% identified policies and processes for dealing with harassment, bullying or discrimination, and 23% identified anything beyond the specified categories that might disproportionately affect women and BAME colleagues or colleagues with other protected characteristics.

Text responses to this final category identified various ways in which working conditions had deteriorated, some relating to precarity: increased employment vulnerability and stability, even for permanent positions; the use of zero-hours contracts; casualisation. Some text responses indicated increased centralisation and lack of autonomy: restriction of freedom, loss of resources, and undervaluing of contributions; centralisation of administration.

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Some pointed to increasing workloads: general trend that academics are asked to work harder for no more money with few resources; increased workload to unmanageable levels; implementation of policies without resources, including those designed to improve equality; workload models are unrealistic; pressure from the REF and TEF.

Lack of diversity was also felt to be increasing: the gender pay gap; gender discrimination; unfair expectations of progression for part-time staff, the same as full-time, with pressure to work beyond contracts; gender divide between flexible hours for caring responsibilities (men) and having to go part-time (women); BAME issues are ignored.

Respondents also identified increasing inequality in the profession: the current financial situation in HE means that there is no support for postdoctoral academics, and their progression is perceived as a threat by established academics; an increasing divide between junior and established academics; the two-tier system between academics who win external grants and those that do not.

Other elements that are perceived to have deteriorated include: institutions trying to 'play' the REF; increased expectations from students; recruitment of undergraduate students dip; bullying is unaddressed.

The WCC's survey of the field of Classics identified casualisation and employment precarity as pressing concerns. A comparison of the two data-sets reveals that there has been no improvement in casualised and precarious employment practices in four years. In 2015, 32% of respondents had less than a year's employment security, and 35% could not support themselves on their income from Classics. 46% of early career academics had been directly affected by casualisation.

As in 2019, respondents were affected by mental health issues related to casualisation such as stress and anxiety. Lack of income and institutional stability made developing career goals and life plans impossible; mobility for short-term employment was draining, as were long commutes; pay often does not cover essential parts of the job and is low, with actual hours worked taking them below minimum wage, and many are not paid over the summer months. The effects of casualised employment practices on early career academics across two separate surveys was found to be widespread and comprehensively negative. Cumulatively, casualisation makes it harder for those without independent financial resources or family support to stay in the profession.

(c) Curriculum Design and Diversity

Respondents were asked if they were aware of modules in their department that focus on (or include significant coverage of) material about people with protected characteristics

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gender, race and ethnicity, disability, sexuality). 70% responded yes, 18% responded no, and 12% responded don't know. These modules focused on gender (96%), sexuality (77%), race and ethnicity (65%), and disability (21%) (see figure seven). 55% of respondents had not taught modules in the previous three years that focused on or included coverage of material about people with protected characteristics, whilst 43% had, and 2% did not know. 86% of respondents identified these protected characteristics as gender (86%), sexuality (64%), race and ethnicity (64%), and disability (16%).

42% of respondents were unaware if their department had chosen to increase provision of such modules in recent years, whilst 31% thought that their department had, and 27% thought that their department had not. 46% of respondents did not know if there were barriers or objections or reductions to such provision, whilst 42% answered no and 12% answered yes. BAME colleagues were more likely to have taught modules about race and ethnicity than gender or sexuality, while white colleagues were more likely to have taught modules about gender or sexuality than race and ethnicity. Modules about disability were markedly less common.

56% of respondents identified an awareness in their department of the importance of engaging with the scholarship of under-represented groups of scholars (women, scholars of colour, disabled scholars) in their teaching, whilst 25% did not know, and 20% considered there not to be. People in different groups had experienced colleagues' awareness differently: only 35% of BAME respondents felt there was awareness in their department, in contrast to 58% of white respondents; similarly 67% of male-identified respondents felt their departments were aware, in contrast to 52% non-male-identified. This suggests a lack of awareness of this as a problem among colleagues not in these groups. A group of undergraduate students at the University of Nottingham analysed the first year reading lists by race, and found that the most diverse reading list was 75% male and over 90% white; the least diverse was 100% white and 90% white male.

37% of respondents considered that there was not active encouragement in their department to engage with the work of under-represented groups of scholars in their teaching, whilst 35% considered that there was, and 28% did not know. 69% of respondents had not experienced barriers or objections to engaging with the work of under-represented scholars in the department's teaching, whilst 17% had, and 14% did not know. The large number of 'don't know' responses suggests ongoing apathy.

69% of respondents taught modules from an inclusive perspective, whilst 11% did not, and 19% did not know. Again, there were very different levels of response from different groups: no female BAME respondents felt that they did not teach from an inclusive perspective, and 91% felt they did. The 10% 'don't know' could be the result of the lack of specificity in 'inclusive perspective'. This suggests, though, that all female BAME

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respondents would not dismiss the need to teach inclusively. Men were more likely to answer that they did not teach inclusively (12.3%). One text response (from a white male respondent) on the subject is illustrative:

I am uncertain what 'inclusive teaching perspectives' actually means. In one sense, I hope all the teaching that I and my colleagues do is inclusive, in that we strive to be welcoming and approachable to all who wish to learn about the ancient world and to do our best to teach them. I also believe that a diversity of opinions is important and that students should be taught to consider multiple perspectives on any one question and also to respect (though not necessarily agree with) the views of others, including their peers and teachers. On the other hand, I am wary of adapting my teaching to reflect any given political priorities (which is unlikely to represent the political views of all). I believe that the work of scholars should be considered on their own merits and not on the basis of their race or any other characteristic. I am also opposed to tailoring courses to suit the views of particular students: such a course may be inclusive to some but is likely to exclude others just as much.

This response sums up many of the reasons why colleagues can be reluctant to consider diverse perspectives and needs both in choosing subject matter and in designing pedagogy. The belief that considering issues of equality at all will equate to removing certain political approaches from universities is characteristic of the recently prominent rhetoric of 'cancel culture'. Inclusive teaching, done effectively, will benefit all students, and should not be seen as a trade-off, or zero-sum game. Representative teaching and curriculum design will not remove the vast majority of available evidence for the ancient world, but redress the imbalance caused by millennia of focus on particular canonical topics.

However, there is a great deal of effort already being made. Text responses gave the following examples of inclusive teaching practices that respondents had used or encountered: at curriculum level, restructuring curriculum design and the choice of material that benefits an already privileged group; decolonising the curriculum; encouraging a diversity of opinion and student consideration of multiple perspectives; integrating teaching on how our own identities and implicit biases inform perceptions of the past; deliberate inclusion of the work of people from oppressed and marginalised groups on reading lists, such as women and people of colour; featuring ancient material and textual evidence of women, and highlighting the work of women scholars; teaching topics such as non-binary gender identities and post-colonial approaches; engaging Classics and ancient history with modern debates; developing modules on disability, gender and sexuality in the ancient world and using teaching material to demonstrate the perspective of groups dominated by empire.

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In terms of pedagogy, respondents were: using active learning including small-group discussions and digital feedback systems; using non-traditional teaching and assessment practices; being pedagogically welcoming, approachable and intersectional; uploading material in advance; using a wide variety of learning activities and tasks; recording lectures; advocating appropriately modified assessment practices; using pedagogical methods that encourage all to contribute and recognising neurodiverse learners; and accommodating students with autism or anxiety. In teaching difficult materials, respondents were creating a safe environment and using content warnings.

Decolonising the curriculum is felt to be increasingly urgent since the death of George Floyd in May 2020 and the Black Lives Matter protests. Open letters to faculties at Oxford and Cambridge from staff and students, as well as student movements in Manchester, Nottingham and Edinburgh, show that there is considerable appetite for change.⁽¹⁸⁾

In 2019, Zena Kamash undertook a survey of Roman Archaeology teaching. ⁽¹⁹⁾ The survey received 126 responses, of which 42% were male and 58% female, 5.5% BAME and 10.3% DAC. Britain and Italy were most widely taught (70% of respondents taught Rome, Pompeii, other Italian sites and Britain), but a wide range of other areas were also taught (over 65% teach Middle East and North Africa). In specialised regional modules, Britain and Italy were more dominant, forming 49% of the courses reported. People based their research on their own undergraduate learning and then taught in areas where they felt comfortable.

In text responses colleagues felt that topics such as ‘history of archaeology, ethics and politics, museums’ were not ‘essentials’ and so there is ‘no time’ to include them. Canon formation is a significant barrier to diversification of teaching, not just in Roman archaeology, but throughout the discipline, though there was also some explicit push-back in the survey responses against ‘bullshit political correctness’. Nearly 40% of respondents had made no effort to diversify their reading lists to include works by women, BAME and early career scholars. The main reason for this was ‘colour blindness’ (‘I don’t discriminate’), with a significant element of apathy, and some worries about the lack of translations.

18. Nottingham Diversity Discussion, initiated by members of ClassSoc, led by Reisha Gill and Beth Carter. Edinburgh Classics Society (<https://www.facebook.com/edclassicsoc/>) shared a BAME pledge on 12 August 2020 on Facebook. Last accessed 26.10.2020.

19. Details available in slides from her 2019 TRAC plenary: <https://twitter.com/ZenaKamash/status/1117380236860100609>. Last accessed 26.10.2020. The survey was not geographically delimited so includes colleagues in the US and elsewhere as well as the UK.

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(d) Professional Environments

This section assesses the relationship between professional environments and equality and diversity. It brings together data on the wider contexts of the discipline beyond immediate departmental situations. Survey responses show perceptions of equality and statistics reveal gender differences in recognition and other markers of esteem, journal acceptance rates and inclusion in companion volumes.

For those who feel there is no racism in the discipline, Zena Kamash's list of a selection of her personal experiences, posted publicly on Twitter as part of the slides from her 2019 TRAC talk, is illustrative:

A journal editor who assumed from her name that she was not a 'native speaker' of English

An EDI officer (and many others) who said 'You don't look Iraqi'

'Check that bank note's not fake, she's an Arab'

A senior colleague who asked 'Is the Middle East really Classics?'

An excavation deployment list which anglicised her name to Zoe Kenmarsh

Microaggressions such as these can be unintentional and stem from uncritical participation in a white supremacist system; similar microaggressions are experienced by women, parents and carers, the LBGTQ+ community, people with disabilities and neurodivergent people, and many others.

(e) Perceptions of Equality

Respondents to the Experience Survey were asked if they had perceived gender inequality in various areas (see figure eight). Significant proportions of respondents perceived gender inequality in conference programmes (64%), keynote lectures (58%), seminar programmes (52%), and the editorship of journals (42%). BAME colleagues were more likely to perceive inequality (conference programmes (86%); keynote lectures (71%); non-male colleagues also (conference programmes (72%); keynote lectures (66%)).

Areas with the highest percentages of 'don't know' responses were membership of grant-awarding bodies or panels (61%), membership of research assessment panels (57%), appointment to editorial boards (49%), and learned societies (40%): these responses indicate a lack of transparency and communication which may contribute to perceptions

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of inequality. For instance, the REF2021 sub-panel is chaired by a woman and currently has more women than men. Awareness that under-represented groups can take on such roles might encourage colleagues to come forward: open calls for expressions of interest, and direct sponsorship of mid-career colleagues would be two ways to redress the balance.

Individual text responses focused on the dominance of white, male speakers, especially in keynotes at conferences. Where there were female keynotes, it was felt that they were taken less seriously. All-male panels ('manels') and all-male conferences were still a noticeable phenomenon. Respondents had encountered ambivalence to challenging these phenomena ('making a fuss') and resistance to challenge of male dominance. It was, however, noted that some conference organisers and institutions were more resistant than others. This resistance makes it problematic for those who do challenge.

The positions held by journal editors were particularly perceived as likely to be imbalanced. However, respondents who are journal editors felt that there was also a problem with women becoming overburdened with work that was not directly relevant to promotion criteria. Respondents felt tokenism (being the only woman on the panel) was equally if not even more problematic. Under-represented groups experience excessive pressure to accept invitations to participate, especially in the implementation of policy rules requiring representation of women on committees. This is particularly burdensome for senior women, of which there are few. Examples of all-female seminar series were noted positively.

Respondents were asked whether the same elements of the professional environment in Classics are supportive of BAME scholars (see figure nine). Given the small numbers of BAME colleagues in the profession, representation that matches the percentage in the general population is not yet realistic. Therefore the survey focused on experiences of supportive environments. It is striking that very few respondents felt any of these elements were supportive of BAME scholars: the highest positive response was for conference programmes (21%). The majority of respondents responded 'don't know', which may indicate a lack of awareness or a feeling that it is impossible to support BAME colleagues. Negative responses indicate that many feel the professional environment is not supportive of BAME colleagues: 44% of respondents thought that keynote lectures did not sufficiently represent BAME scholars; editorship of journals (40%), seminar programmes (39%), and conference programmes (39%) were not felt to be supportive of BAME scholars.

Individual responses in relation to structural support given to BAME scholars focused on the lack of BAME representation in Classics. Respondents discussed how groups and individuals working to promote BAME perspectives are not operating in prestigious platforms, and how BAME scholars are siloed as working on 'BAME issues' whilst white

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scholars do 'real scholarship'. Some respondents identified school education as creating a racial divide in Classics, with fewer BAME children in private schools receiving education in Greek and Latin, and upper-class, white, privileged children dominating as a result. Some respondents felt that there were few BAME Classicists at senior level due to small numbers, and others detailed the pressure on BAME scholars to accept invitations to participate to demonstrate inclusivity. Many respondents identified a complete absence of support for BAME scholars in any of the specified areas, with issues barely discussed and only by the very few BAME scholars in Classics, and felt that the system is stacked against BAME inclusion.

(f) Race and Roman Archaeology Conferences

In her keynote at TRAC 2019, Zena Kamash presented results from a survey of RAC and TRAC.⁽²⁰⁾ She examined the line-ups from 22 conferences, 1995-2019. Of sessions with named organisers, 2.7% were organised by BAME scholars or colleagues from DAC (Development Assistance Committee) countries and another 3.5% were possibly BAME/DAC. Of the total number of organisers, 2.3% were BAME/DAC and 2.6% possibly. 2010 was the first session organised by a BAME woman and 2019 was the first BAME plenary. Of the papers over this period, 2.7% included a BAME or DAC (either of that nationality or working in that country) presenter; of the total number of presenters 2.4% were BAME/DAC. These numbers are well below the UK census proportion of BAME, even in 2011. There is no clear upward trend over this period. Over this period, 46% of papers focused on Britain or Italy, showing how narrow focus on the Roman empire tends to be. Although this research looks at Roman archaeology in particular, the lack of BAME representation is likely to be equally, if not more, problematic in other areas of Classics, and tactics suggested for addressing the problem would be equally useful in other areas of the discipline.

Zena Kamash recommends that conference organisers: 1) invite and encourage BAME/DAC presenters to offer papers and organise sessions; 2) identify areas where BAME scholars are working and invite panels in those areas when planning the conference; 3) put controls on 'open' sessions, e.g. require 2/6 papers not on Britain or Italy; 4) encourage presenters from as many countries as possible, by offering bursaries for worldwide participation, and a reduced registration fee for DAC countries; 5) help with visa issues; 6) avoid repeat presenters in consecutive years; 7) consider having a particular year without papers on Britain or Italy. The possibilities offered by online conferences for increased worldwide participation are considerable, although internet reliability can be an issue.

20. The slides are available online at <https://twitter.com/zenakamash/status/1117381080489836544>. Last accessed 29.10.2020.

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(g) Journals

One factor that might contribute to the leaky pipeline is a lack of representation of women and minority groups in the highest prestige journals. We chose three of the best-known UK Classics journals to explore this question. Respondents were asked if they had submitted to the journals *The Classical Quarterly*, *The Journal of Hellenic Studies*, *The Journal of Roman Studies*, or none of these journals. 54% had not submitted to these journals, whilst 29% had submitted to *The Classical Quarterly*, 19% had submitted to *The Journal of Roman Studies*, and 17% had submitted to *The Journal of Hellenic Studies*.

Non-male colleagues showed slightly lower figures: 59% (none); CQ (22%); JRS (17%); JHS (15%). BAME colleagues were similar or lower still: 69% (none); CQ (23%); JRS (15%); JHS (8%). Seniority has a strong relationship to submission to these journals: of those at Senior Lecturer/Associate Professor or Professor level, only 27% had not submitted to one of these three journals; 45% had submitted to CQ, 39% to JRS, and 25% to JHS. Even a senior scholar, however, said that 'My perception of them is that they are near unattainable'. Criteria that emphasise the prestige of the journal may be inadvertently deterring under-represented groups from submitting to them: one senior scholar observed they had not submitted to these three journals 'Because one of the criteria, at least for JHS, is "is this work important enough for JHS" (vel sim.), which makes rejection the default position for referees.'

Respondents were asked why they had not submitted to these journals, and responses identified a range of issues. Some respondents were unable to prepare articles for submission because of health reasons, caring responsibilities, and teaching workloads. Some respondents self-excluded, considering that their research would not be suitable or 'a good fit', or that publishing there would be unattainable. The expectation of long review processes and anticipation of rejection was a deterrent to submission.

Many respondents felt that the journals would reject by default, and were elitist publications that lacked relevance. Respondents considered that the journals would not be interested in research on Reception Studies in particular. Respondents identified these journals as publishing work from the same group of scholars and a 'type' of academic, from which they deviated, and felt that, as prestigious and traditional journals, they would be hostile to innovative methodologies and research on modern theories such as gender.

Respondents were asked about their experiences in submitting to these journals. Many respondents detailed positive experiences, that editors and reviewers had been helpful and professional even in rejection, that they had been treated reasonably and appropriately, and that systems were efficient. Some respondents had received excellent

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support from editors, and feedback had been useful. They had received transparent feedback in a timely manner. Other responses were more negative. Many detailed long time-scales with no interim communication, and respondents did not feel in a position to question processes. Long time-scales and poor communication were detailed as particularly harmful for early career academics, who were vulnerable because of precarious employment, and most in need of publications. Other respondents disclosed that editors had been dismissive, and that reviewers did not seem to have read the articles but worked from their own assumptions, and became incensed if the work of prestigious male scholars was criticised. Some reported that unacceptable comments and personal attacks were not addressed by editors. Others that research foregrounding a feminist perspective was treated disdainfully. Some respondents felt that the control of editorial boards to determine content was restrictive and negative. Many of these experiences may also apply to other journals, although rejection rates are likely to be lower.

The issue of female under-representation is being addressed by journal editors. The *Journal of Roman Studies* published data on the make-up of editorial boards and editorships, representation of female authors in both articles and reviews, and acceptance rates by gender for the last 15 years (2005-2019). (21) The Journal has had a female editor for seven of those fifteen years, a female reviews editor for five years, and the editorial board has fluctuated between 33% and 50% female. Over that period 22% of articles were written by women, with rates fluctuating from 0% to 50%. 21% of review articles were female-authored, and 17% of survey articles. Of reviews, 40% were female-authored. There has been a gradual increase in the proportion of female authors across this period. The average acceptance rate during this period for JRS is 14.3%. Submissions by female authors were 30% of the total submissions, and the submissions achieved an acceptance only very slightly lower than average (13.0% for female authors, against 14.6% for male authors), a difference which is not statistically significant for the sample size. The authors notice a slight increase in female acceptance rates under the female editorship of Catherine Steel, but also a serious fluctuation in submission and acceptance rates in 2018-19. They conclude:

Overall, female authors do appear to have been significantly under-represented in JRS articles over the past fifteen years (compared to their representation among post-holders), but the imbalance seems to be almost entirely attributable to a comparable imbalance in submissions to the Journal.

21. JRS Editorial Board, 2019, 'Gender Bias and the Journal of Roman Studies', JRS 109, 4418. <https://www.cambridge.org/core/journals/journal-of-roman-studies/article/gender-bias-and-the-journal-of-roman-studies/179C433262AD9FA0C8E7DBE6BDB24056> (last accessed 26.10.2020). The current membership of the editorial board is: Christopher Kelly (editor); Peter Thonemann (reviews editor); Barbara Borg; Julia Hillner; Myles Lavan; Neville Morley; Alex Mullen; Silvia Orlandi; Emily Pillinger; Jonathan Prag; Henriette van der Blom; Christopher Whitton.

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Douglas Cairns (editor of the *Journal of Hellenic Studies*) shared his 2020 report to the editorial board, allowing us to see comparable statistics for JHS. Of 192 articles accepted over the period of 2005-18, 46 were by women (24%). The percentage of female-authored articles ranged from 10% to 40%. The average acceptance rate during this period for JHS is 18.6% (ranging from 12% to 34%). The average acceptance rate for men was 22% and for women 14%: this difference probably is statistically significant, although numbers in each year are small. However, the biggest problem is still the variation in submission rates: on average men submitted 71% of articles for consideration, ranging from 65% to 76%, while women submitted only 29% (ranging from 24% to 35%). There is no evidence of an upward trend during these years in either female submissions or female acceptance rates.

Clare Roberts (assistant editor of *Classical Quarterly*) drew up statistics on submission rates and acceptance rates by gender from the year 2010-2019. The reporting year runs from 1 August to 31 July, and so is broadly comparable with the other journals but over a slightly different time period. The average acceptance rate for articles by women over that period was 38%, ranging from 29% to 48%. For men, the average acceptance rate was 42%, ranging from 37% to 46%. The acceptance rates were broadly comparable, though with larger variation amongst articles by women. Submission rates, however, showed the same inequality as in other journals: the average percentage of female-authored submissions was 24%, ranging from 18% to 28%, while male-authored articles made up 76%, ranging from 72% to 82%.

While we understand the complex circumstances that can often make it difficult or inappropriate for women to submit journal articles to these particular highly ranked journals, it would be beneficial to the discipline if high-prestige UK Classics journals were seen to be more representative. It would be good for female scholars to consider writing material targeted towards these 'flagship journals', even if their research trajectory or area might not obviously seem to suit the journals' normal publication practices, so that perceptions of these journals change over time. Journal editors might also consider soliciting articles from scholars in under-represented groups, since active expressions of interest or commissions are more likely to result in scholars making submissions, where they had not previously thought of doing so.

(h) Gender Representation in Companion Volumes

The CUCD Experience Survey's findings in relation to gender and professional environments shows similar patterns to data collected elsewhere, such as Peter Thonemann's 2019 article on the gender breakdown of contributors to and editors of 200 'Companion' or 'Handbook' edited volumes in Classics.

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This was published in the CUCD Bulletin 48 (2019). (22) This data revealed that at 62% of editors and contributors, men dominated in these volumes. The fifteen 'Companion' volumes with the highest proportions of male contributors (87–100%) all had all-male editorial teams, and of the fifty 'Companion' volumes with the highest proportions of male contributors, forty-six had all-male editorial teams. 63% of the 200 volumes were edited by men only, with only 17.5% edited by women only. The total number of individual editors across the 200 volumes is 309, of whom 218 are male (70.5%) and 91 female (29.5%). Women are therefore under-represented in this important area of publishing, and are less likely to be given (or perhaps to take up) the opportunity to edit a 'Companion' volume, especially as sole editor.

The contention that 'this need not necessarily indicate that male editors consciously or unconsciously discriminate against potential female contributors' should be pushed against.(23) The discrimination that underpins this gendered bias may be systemic and indirect rather than individual and targeted, but it is discrimination nonetheless.

Two main issues arise from this data. First, the way that power structures perpetuate imbalances. Second, the gendering and consequent valuing of different areas of study in Classics. Women in power are more likely to sponsor and boost junior women, while men are more likely to perpetuate existing imbalances. Thonemann's data shows that teams which involved female editors did not accept volumes with 90-100% male contributors; female-only editorial teams clustered around 40-60% male contributors, and were the only teams to produce volumes with very high numbers of female contributors (one each at 90-95% and 80-85%). Male-only editorial teams were highest in number and clustered from 60% to 90% male contributors, with the highest number at 70-75%.

On the gendering and valuing of different subject areas, a minority of respondents to the CUCD survey exemplified the opinion that men and women are 'naturally' more suited and drawn to different areas.(24) Discussion of Thonemann's article on Twitter revealed strong feelings about the gendering of subject areas: men and women as binary groups are not predetermined to study certain topics to the exclusion of others. As Amy Pistone observed, ancient soldiers being predominantly male does not mean that those who

22. Peter Thonemann, 'Gender, Subject Preference, and Editorial Bias in Classical Studies, 2001–2019', CUCD Bulletin 48 (2019). <https://cucd.blogs.sas.ac.uk/files/2019/09/THONEMANN-Gender-subject-preference-editorial-bias.pdf>. Last accessed 21.11.2019.

23. Thonemann, 'Gender, Subject Preference, and Editorial Bias', p. 6.

24. 'I've been to many all-female panels on ancient art, for example: obviously, I wouldn't want to jump to the conclusion that men were forcibly excluded. Sometimes more men or women are drawn to a particular topic (and that might mean, to a particular journal), either for reasons of upbringing or culture, or because of well-established natural differences in interests between men and women.'

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study them have to be, just as art, drama, reception studies, women, and families and children are not preordained as topics only to be studied by women. (25)Thonemann concludes:

‘There is of course nothing wrong with more male scholars choosing to do economic history and more women choosing to do the history of the family –so long as economic history and family history enjoy equal esteem within Classical Studies.’

However, the number of women represented in ‘Companion’ volumes may not reflect the number working in particular fields, but instead the extent of male-domination in that field. This is obviously true for Greek comedy, where it is clearly not the case that 100% of scholars in the field are male. The choice of fields of discipline for academics is not biologically determined, but is shaped by structural biases that result in male dominance within certain fields like the ancient economy, comedy or philosophy. For instance, while military history remains male-dominated, the study of literature with military subject matter (such as ancient epic) does not.

Thonemann also points out the male-dominated make-up of key series concerned with textual criticism and the editing of texts: the Cambridge Orange series since 2000 has had 91% male authors, and Oxford Classical Texts in the same period 81%. This may feed into structures of recognition: female scholars who have achieved recognition, such as Pat Easterling, Emily Gowers and Stephanie West, often work in otherwise male-dominated areas. Building on Thonemann’s work on ‘Companion’ volumes, more work could be done to analyse why certain sub-disciplines are so starkly divided by gender, and how categorising men and women in rigid scholarly boxes functions as a significant barrier to achieving gender equality and diversity more widely. It would also be good to see scholars whose reputation is based primarily in female-associated areas of the subject, such as reception studies, receiving formal recognition.

(i) Recognition

This section documents how externally awarded marks of distinction have been gendered in our disciplines. It takes as read that external recognition is not equivalent to success, definitions of which can also be gendered. Recognition is also a proxy for leadership of certain kinds. But we are aware the term is vague and for some quite problematic. It is also true that there have been some very influential researchers and teachers in Classics whose influence has largely been informal. However it is useful to be aware of formally and externally awarded marks of distinction.

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This section focuses on data for major Classics-related bodies in the UK. As with most Humanities disciplines, Classicists are eligible for few awards like the Nobel Prize or the Field Medal. A small number of Classicists have become Dames or Knights, or received OBEs or CBEs for public service or education.

A better guide to how as a discipline we have ourselves recognised distinction among members is provided by learned societies and national academies. This section considers the records of The Classical Association, the Society for the Promotion of Hellenic Studies, the Society for the Promotion of Roman Studies, and the British Academy. Each of these is just over a century old. There are other academies and societies, especially those in our nations of the British Isles, but these are a useful representative sample.

The Classical Association

The Classical Association was founded in 1903 for the advancement of education by the promotion, development and maintenance of Classical studies, and to increase public awareness of the contribution and importance of Classics to education and public life.⁽²⁶⁾

It elects annual presidents who, from the start, included public figures as well as academics: the two categories now mostly alternate. It is governed by a board of Trustees, the Chair of which is usually a senior academic. Only one (Easterling) fell into the category of distinguished professional Classicist rather than president elected as a non-professional advocate of the discipline (Beard crosses both categories).

The first woman president of the Classical Association was Dorothy Tarrant in 1958. There have since been nine other women presidents. The total of 10 out of 112 is around 9%.

Women Presidents of the Classical Association:

Dorothy Tarrant 1958-59

Dilys Powell 1966-67

Norma Miller 1986-87

Pat Easterling 1988-89

Carol Handley 1996-97

Lindsay Davis 1997-98

Emma Kirkby 1999-2000

Susan Greenfield 2003-04

Martha Kearney 2013-14

Mary Beard 2018-19

26. <https://www.classicalassociation.org/governance.html>. Last accessed 19.09.2020. See also Stray, C. (Ed.) (2003). *The Classical Association: The First Century 1903-2003*. Oxford: Oxford University Press.

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The Society for the Promotion of Hellenic Studies:

The Society for the Promotion of Hellenic Studies, generally known as the Hellenic Society, was founded in 1879 to advance the study of Greek language, literature, history, art, and archaeology in the Ancient, Byzantine, and Modern periods. (27)

SPHS has had 36 presidents since 1879 of which only 3 have been women. This represents around 8%.

Women Presidents of the Hellenic Society:

Dorothy Tarrant 1954-56

Pat Easterling 1996-99

Judith Mossman 2017-2020

The Society for the Promotion of Roman Studies:

The Roman Society was founded in 1910 to advance the understanding of ancient Rome and the Roman Empire.(28)

It has had 31 Presidents only 4 of which have been women, around 13%.

Women Presidents of the Roman Society:

Margery Venables Taylor 1955-1958

Joyce M. Reynolds 1986-1988

Averil M. Cameron 1995-1997

Catharine Edwards 2015–2018

The British Academy

The British Academy was founded by Royal Charter in 1902, to provide a counterpart to the Royal Society for historical, philosophical, and philological studies.

Today it describes itself as 'the UK's national body for the humanities and social sciences – the study of peoples, cultures and societies, past, present and future'. It seeks to champion Humanities and Social Sciences, and does so by representing those disciplines to government and the general public, and by distributing funding through various schemes.

27. <https://www.hellenicsociety.org.uk/about-us/>. Last accessed 19.09.2020.

28. <https://www.hellenicsociety.org.uk/about-us/>. Last accessed 19.09.2020.

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It comprises around 1500 Fellows. Currently around 50 new Fellows are elected each year for life. Most Fellows are elected when in their 50s or 60s. Retirement is possible but not compulsory.

Retired Fellows remain part of the Fellowship but no longer participate in voting or other work. The Fellowship is organised by sections. There are currently 13 Humanities sections and 7 Social Science sections. Most Classicists are members of section H1 Classical Antiquity. Some are also members of other sections such as History of Art and Music, Theology and Religious Studies or Archaeology. The Academy also elects Corresponding Fellows, academics outside the UK elected through a slightly different process: these Fellowships are mainly honorary.

Gender Balance

No woman was elected an FBA until Beatrice Webb in 1932. An incomplete list of women FBAs is on Wikipedia. Only 22 were listed as having been elected before the 1990s.⁽²⁹⁾ The first Classicist among them was Jocelyn Toynbee, elected in 1952 shortly after her election to the Laurence Chair of Classical Archaeology at Cambridge in 1951.

There is some consciousness of gender imbalance in some parts of the Academy. Nominations are monitored for age and gender. A recent paper (not in the public domain) compared sections in terms of the proportion of Fellows that were women elected in the last five years. Only one section elected more than 50% women and Classical Antiquity was at the lower end of the range with 29%.

A few events have been run recently to celebrate women Fellows and raise awareness of their achievements.⁽³⁰⁾ But at present the electoral process does no more than encourage Fellows and sections to consider 'balance' of various kinds when voting.

The Classical Antiquity Section in December 2019 lists a total of 93 members, including 19 Corresponding Fellows. There are 17 women FBAs in the section, 2 of them Corresponding Fellows.

It follows that roughly 10% of Corresponding Fellows and 20% of ordinary Fellows are women.

29. Last accessed 8.12.2019.

30. See <https://www.thebritishacademy.ac.uk/sites/default/files/BAR20-06-Thane-Tickner.pdf>. Last accessed 19.09.2020.

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Women FBAs in H1 Classical Antiquity are:

Mary Beard
 Averil Cameron*
 Gillian Clark*
 Ingrid de Smet*
 Eleanor Dickey*
 Katherine Dunbabin (Corresponding Fellow)
 Pat Easterling
 Emily Gowers
 Amélie Kurht
 Judith Lieu*
 Jane Lightfoot
 M.M. McCabe*
 Catherine Morgan
 Joyce Reynolds
 Dorothy Thompson
 Ineke Sluiter (Corresponding Fellow)
 Stephanie West
 * indicates membership of more than one section.

Council of University Classical Departments:

The Council of University Classical Departments is a subject association which represents university departments teaching Classical subjects. It was founded in 1969. The Council meets annually but much of the business is done by a Steering Committee. The Chair of both the Council and the Steering Committee is elected for 3 years and can serve up to two terms.

Since 1969 there have been 16 Chairs of whom only 3 have been women, around 6%.

Women Chairs of CUCD:

Pat Easterling 1991-3
 Gillian Clark 2001-3
 Helen Lovatt 2018-

Conclusions on Recognition

These results say nothing about the contribution of women to these societies and bodies, or to the discipline. All they demonstrate is their recognition.

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A slightly different picture might have emerged had we considered editors, honorary secretaries, Vice-Presidents, honorary and corresponding Fellows or even council members for the learned societies. The question of membership is more complex and would be difficult to trace. Most learned societies admitted women as members early in the last century. Higher education for women in the UK began a generation before this.

In terms of recognition, are things getting better? There has certainly been some rise in the recognition of women over the hundred years. But virtually no women attained these levels of recognition until the 1950s. Recognition then remained exceptionally rare until the 1990s. Today's figures of 10 or 20% dramatically behind the proportion of women Classics professors currently employed in the UK. This lack of balance is far more than can be explained by generational differences alone.

There is also a sense that equality and diversity are low priorities: neither the CA, the SPHS nor the SPRS have published Equality and Diversity Statements on their website. A cursory scan of the lists of honorary or corresponding Fellows, of Vice-Presidents and the like, suggest that in most cases men continue to be recognised much more frequently than women. The Hellenic Society annually elects 10 Vice-Presidents each of whom serves for one year with a possibility of re-election. Only one of the ten is currently a woman. The Roman Society currently has 17 Honorary Vice-Presidents each elected for life. Only four are women. In some cases these figures are shaped by statutes and by-laws, but there has been no determined effort to revise or modernise these.

(j) Suggestions for Improvements

Respondents to the Experience Survey were asked for their thoughts on what CUCD can do to help and support them, what changes or improvements would most help their Classics career, and what their departments could do to help them. Respondents tended to highlight the problems and obstacles they saw in the field of Classics rather than offering constructive suggestions for change.

Many respondents advocated for challenging the dominance of white male privilege in Classics, especially academics with backgrounds from Oxford and Cambridge universities. Elitism, privilege, class bias, and the preponderance of those who have been privately educated were raised as pressing issues for Classics, alongside concomitant issues such as nepotistic employment practices that duplicate the employer through the employed, excluding difference and diversity. One respondent felt that the discipline is a traditional, inflexible and irrelevant subject, founded on the words of dead white men and the ideal of perfect Latin and ancient Greek, and that it needs transforming and decolonising.

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The division of Classics along linguistic lines, with ancient language knowledge determining 'true Classics', and Classical Civilisation as a 'bastardised', less well-respected form, is damaging. Knowledge of Latin and Greek before university is dominated by private school students, and so universities like Oxford and Cambridge, where Classics is still predominantly taught or held to be taught 'in the original languages', can be felt to hold a monopoly on 'real' Classics. This hierarchy is reinforced by perceived hierarchies of Higher Education Institutions.

The language of meritocracy reinforces the replication of existing privilege. Initiatives in Oxford and Cambridge to open up their courses to broader groups of students, especially those from under-represented groups, are particularly welcome, especially the success of the four-year course (Classics without previous Latin and Greek study) in Cambridge and the Classical Archaeology and Ancient History course at Oxford (which does not require language learning).

However, despite these developments, there remains a perception that 'real Classics' equates to language-learning, and the learning of Latin and Greek rather than other related languages. In practice, understanding ancient cultures requires many different skills and types of knowledge, of which language is an important part, but not the only thing, and all these areas of knowledge are lifelong learning projects. If students start learning some years later, they can still reach the highest levels of expertise and understanding.

Race and Diversity

The concerning absence of BAME scholars and the marginalisation of scholarship by BAME academics was highlighted by respondents, who emphasised the need to diversify classics by recruiting Classicists from BAME backgrounds. There needs to be an increase in BAME leadership and visibility in Classics. Some respondents advocated for a broadening of types of work within Classics and more opportunities to do this diverse work. Respondents felt a more diverse range of research-led public engagement and outreach achievements should be recognised as proper academic research outputs. An active framework for decolonising the curriculum is required. Respondents suggested that free extra language tuition in Greek and Latin should be available to those who did not study it at school, and that departments should appoint an equality and diversity champion – and listen to them.

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Conditions of Work

Respondents wanted more freedom, autonomy, and support from their institution, including financial, to pursue research and teaching activities. Some respondents identified mentoring and career advice as the thing that would have made the biggest difference to their career in a positive sense, and that this was difficult to find. Mentoring was a desideratum that was raised repeatedly by respondents, as was the need for improved work-life balance generally. Problematic workloads was a key theme throughout responses, and the need for action was emphasised, with more structured control of workloads. Respondents argued that there needs to be more sharing of materials about how to create inclusive workplaces and classrooms, and good practice in recruitment and support of colleagues, especially promoting diversity in relation to race and ethnicity. More support was identified as a requirement for grant applications.

Employment, Institutions and Discrimination

There needs to be more transparency in hiring practices and preferences, and greater transparency and accountability among managerial staff. More training across the board for academics is needed in people management and leadership, particularly at senior management level, and particularly in discrimination and implicit bias. Promotion processes should be clearer and women should be given special support and guidance. This was an issue raised repeatedly by respondents. There should be gender parity at senior management level.

Women should be burdened less with pastoral and administrative roles. There needs to be a central body to support institutions trying to implement Athena SWAN recommendations to reduce gender inequality and extend these practices to inequalities relating to ethnicity, economic group, age, and sexuality. Departments need to make sure that there is awareness among both students and staff of the procedures of complaint against discrimination, harassment and bullying. Conferences without Calls for Papers were highlighted as problematic. Some respondents detailed how Anglophone approaches are favoured to the point of intolerance for alternative ways of writing and arguing. Other respondents wanted research seminars to have a more diverse range of speakers from a range of backgrounds.

Publishing

The peer review system was identified as needing reform. Journals should publish details about their processes, including statistics of submissions, reviews and acceptances/rejections. Respondents felt that peer review should be constructive, and personal attacks should be managed by the editor. Double-blind peer review should be standard practice, including by academic publishers. Editors should give guidelines for reviewers on how to review.

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Caring Responsibilities and Gender Discrimination

Respondents identified caring responsibilities, especially having children, as a gendered issue in the context of academic working life. The CUCD Experience Survey consolidated the findings of the WCC survey. In the latter survey, 63% of respondents reported experiencing difficulties in resolving conflicts between personal or family life and their career, 49% reported that taking on parental or caring responsibilities had harmed participants financially, and a majority of 33% felt that there was inadequate institutional support for Classicists with caring responsibilities. On a very basic level, only 6% of respondents reported that there was somewhere for pregnant and breastfeeding mothers to rest and lie down, despite this being a legal requirement under the 1992 Workplace Regulation. (31)

Respondents to the CUCD Experience Survey reported that having children was described as a luxury for some women and something to be sacrificed in order to have a career, a situation that does not pertain to male colleagues. Respondents identified the harmful culture of work in academia as making it difficult for those with caring responsibilities, through excessive workloads, the requirement to travel for conferences or seminars, grants and Fellowships that require significant periods of time away, scheduling seminar series in the evening, the marking of exams in August when school-age children are not in school, and holding events at times incompatible with family responsibilities.

With greater visibility for female academics, more women in open-ended jobs, and the potential for shared parental leave, the situation facing women in academia has improved in some ways since the 1970s. But pay inequality, the rise of precarity and increasing employment casualisation, as well as enduring discrimination and sexism, make the career path for women in Classics hazardous, and the process of navigation is complex, challenging, and at times insurmountable, respondents felt. The gender pay gap exists at all HEI institutions where Classics is taught; in the HE sector, women on average were paid 15.9% less than their male colleagues in 2018.

Age and year restrictions from early career development positions should be removed, and applications should be encouraged from women returning to work after a long period away for caring reasons. Respondents suggested that a clause should be added to job advertisements that applications from people returning to academia after taking a career break due to childcare or other caring responsibilities will be favoured. Posts should be specifically designed to facilitate returning to academic careers in such circumstances.

31 . <http://www.hse.gov.uk/mothers/law.htm>. Last accessed 20.11.2019.

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Respondents emphasised that it needs to be more acceptable to take career breaks after PhDs, during postdoctoral positions, and lecturing positions to start a family; people should not be expected to put their personal lives on hold for fear of not being able to get a postdoctoral position if they take a break after their PhD. Work-life balance needs to be embedded in the lives of all academic staff, especially women.

Some respondents argued that there needs to be support for women with caring responsibilities throughout academic careers, and not just when maternity leave is taken. Other respondents identified that more support was needed for women returning to work from maternity leave, with the proper implementation of university guidelines relating to teaching responsibilities and workload, and consideration of how working a fractional contract relates to promotion. There needs to be a cultural shift in academia and departments in perceptions of motherhood as potentially positive experiences, rather than as an awkwardness that causes restrictions on time.

There are gender barriers to staff seeking promotion, which particularly affect those with caring responsibilities. Women are less likely to be invited as speakers, particularly abroad, invited onto journal editorial boards, asked to review manuscripts, and people who take career breaks due to parental leave or who are unable to travel due to caring responsibilities are disproportionately affected. Reviewing promotion criteria across the sector and making recommendations to the discipline would be welcome. Respondents emphasised that journals need clear steering about appointing women; all-male editorial boards should be frowned upon as ‘manels’ (‘all-male panels’) are.

Undergraduate and Postgraduate Students

Respondents felt that inclusivity for non-white students needs to be promoted: some students need more sign-posting and guidance in participation to ensure their understanding. There needs to be more funding for students from low-income and BAME backgrounds. Respondents emphasised the need for greater understanding of financial issues for students, and more guidance and support in economic matters, especially hardship funds.

Respondents felt that some institutions needed to change the way that they pay students who teach: they should be better paid, and expenses for conferences need to be paid in advance and not claimed back. Student teachers should be informed that they can join the Union. PhD funding should be four years by default and not three. Departments need to be proactive in giving students opportunities that will enhance their experiences as members of a community, such as speaking at or running a seminar where they can be heard by senior scholars. A subject-specific careers programme should be available in all UK universities offering a PhD in Classics, and universities should be proactive in developing links with external stakeholders for the benefit of those with PhDs.

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Supervisors need to develop an awareness of the current climate for PhD students and early career academics and invest in the personal development of research students. Supervisors need better training so that they have a realistic understanding of employment post-PhD, including non-academic, and financial difficulties post-PhD academics may encounter. Non-academic careers need to be celebrated and supported, and events should be held about them. Respondents expressed frustration at the lack of support from more senior departmental colleagues, and a desire for better working conditions, such as dedicated work spaces, and a guarantee of lecturing experience.

Academics in Fixed-term Posts (ECR Academics)

Graduate students from under-represented groups should receive extra guidance and support, and care should be taken that the attribution of administrative roles is not gendered. Better support needs to be given to post-PhD students, such as an institutional email address for some period of time, decent access to libraries and resources for those without an academic affiliation or on precarious contracts, conference bursaries, and mentoring. There needs to be a greater willingness to help early career academics build a research record when employed as teaching-focused.

Support is needed for those transitioning between postgraduate study and early career. Respondents felt strongly that concrete action and solidarity are needed from senior scholars about the state of Higher Education. This is needed to combat all forms of oppression such as classism, racism, and ableism.

Additional Needs

Respondents felt that there needs to be more advice and guidance for (and about supporting) people with disabilities, including autistic people, and more nuanced discussion of how disability can impact people throughout their careers as well as at student level. Respondents felt that universities emphasise disability as an undergraduate issue rather than acknowledging that disability also affects postgraduates and staff. There is very little awareness of the needs of people with sensory impairments, which is discriminatory. Reasonable adjustments for people with disabilities and mental health conditions need to be made for all types of people.

Casualisation, Precarity, and the REF (Research Excellence Framework)

The extreme precarity that many colleagues are subject to was repeatedly flagged by respondents as an issue that demands attention. Fixed-term posts need significant improvement. Respondents felt that universities should have to justify fractional (0.8, 0.9 FTE etc.) and post durations of less than a year, and 12 months full employment should be the norm rather than the exception.

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Teaching Fellowships should include protected research time (20% or above). There also needs to be better support for part-time and/or casual or hourly-paid teachers and more efforts at inclusion to make them an integral and valued part of their departments.

The REF was identified by respondents as harmfully distorting hiring practices. Competition levels have resulted in the need for multiple, large-scale publications in hand to have a chance of securing an open-ended position. Many people remain on precarious contracts until their mid-30s. Many respondents felt that the profession needs to make a concerted effort to stop this.

It was felt by some respondents that further action against the casualisation of academic posts is needed. Exploitation is endemic and there is a 'two tier' system - those in permanent posts and everyone else doing casualised posts with inferior working conditions. To assist academics who are five years or more post-PhD and those in fixed-term posts, respondents felt that it would be useful to redefine the term 'early career scholar/researcher' to refer to any scholar who does not yet have a permanent post – currently 'early career' often means within 5 years of PhD. They also felt that universities should provide relocation expenses for all posts, even if temporary or zero-hours. Respondents felt that it constitutes discrimination that most temporary or fixed-term posts do not include relocation expenses, even though permanent posts almost always do. The culture needs to be changed around the expectation of early career academics being peripatetic for a period of years to fulfil a series of short-term posts.

Some respondents felt that Classics needs to be more honest about the role of teaching Fellows. Supporting and encouraging early career academics in precarious positions is crucial. They must be included in the life and processes of departments, for inclusive purposes and as training for their benefit.

(k) What the Council of University Classics Departments Could do to Help

Respondents detailed a spectrum of ways in which CUCD could help and support individuals. Some respondents wanted CUCD to make it clearer what the organisation does and stands for. Respondents suggested having dedicated bulletins with information for graduates, particularly on sources of funding. Respondents wanted to see CUCD pushing back at the REF and championing a humane Humanities. Some respondents expressed a desire to see CUCD do more work generally in challenging class bias, precarity and casualisation, especially as intersectional issues. Suggestions included pressurising Classics departments to be more inclusive in their undergraduate admissions, and not requiring applicants to have Greek and Latin A-level, especially at 'ancient' universities such as Oxford and Cambridge. Some respondents identified inclusive pedagogy as an aspect that is not being catered for by any institution, and suggested that CUCD could develop support and information in this area.

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Other suggestions included: having a dedicated Early Career Researcher sub-committee, organising workshops to encourage inclusivity in research and teaching, campaigning to promote the work of minorities, and developing a set of procedures or guidance on reporting discrimination. Some respondents wanted CUCD to lobby grant-awarding bodies to remove age restrictions or time limits since PhD from their awarding criteria for 'early career' grants – these restrictions have not changed to reflect the fact that it can take much longer to gain a foothold for various reasons.

Other respondents highlighted that a full survey on the educational background of Classicists, including socio-economic background and ethnicity, is needed to address diversity. Respondents wanted CUCD to advocate for anti-racism training in departments, and to challenge bullying. In order to discourage gender, racial, and class discrimination, it would be useful to report and publicise the gender, racial, and class balance of staff in UK Classics departments. The need for statistics on Classics departments in relation to issues such as gender, race, age, and ableism were repeatedly requested. There should be a system whereby departments could formally sign up to the CUCD Protocol on Academic Staffing. Some respondents felt that there should be more networks of support between under-represented groups. Editorial boards, awarding bodies, and research institutes should issue statements of inclusivity and action points for enhancing inclusivity. Respondents suggested that CUCD could issue guidelines for journal editors and peer reviewers.

Some respondents identified that although they had many ideas about how to improve Classics, they had nowhere to put them. Other respondents identified organisations such as the Women's Classical Committee as doing excellent work addressing structural bias, as organising useful events, and providing a good resource generally. Respondents suggested that CUCD could facilitate the sharing of best practices and ideas, and help individuals and institutions be explicit and open about their commitment to diversity and inclusivity. Respondents suggested that CUCD could hold workshops on decolonising the curriculum. Some respondents wanted CUCD to exert pressure on Classics departments to give better support to women returning to academic work after a childcare break, and not limited to the first years after children.

One respondent articulated their objectives for change eloquently:

I am mid-career, but I still think what would be best for me would be if the ever increasing shift towards the exploitation of precarious and junior staff was actively addressed by senior members of the profession and professional bodies such as the CUCD. So many of my senior colleagues seem to be wilfully blind to these issues or resigned to this state of affairs. It would be a great help to the profession as a whole if those who have a voice used it in support of their colleagues. The normalisation of overwork and precarious employment will inevitably lead to a further spread of such practices.

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Conclusions

With 294 responses and 61 questions, the Experience Survey received a considerable response and generated a large amount of useful and relevant data from a cross-section of the field of Classics. The survey represented significant diversity of opinion and a wide range of issues within Classics were identified. There was also a noticeable convergence in responses, particularly around areas such as gender, discrimination, class, caring responsibilities, disability, race and ethnicity, working environments and workloads, and employment precarity.

The survey provides an opportunity for CUCD and Classics more widely to hear these voices speaking, and push for active change in response. This report provides data and recommendations in order to help colleagues bring about change in their individual departments and other professional environments.

Respondents to the Experience Survey were twice as likely to self-identify as women rather than men, suggesting that women are more engaged with issues of equality and diversity, perhaps because they are considered to be more relevant to them. The gender demographic of respondents indicates that there is an obstacle to engaging men, who are more likely to hold positions of power, with issues of equality and diversity. The gendered nature of responses was also evident in the WCC's 2015 survey, where 81% of 324 respondents identified as women.

Most respondents were aged between 25-49, the demographic most active in terms of searching for employment, suggesting that equality and diversity intersect most intensely with early and mid-career, rather than other professional life stages such as retirement. The majority of respondents were white, straight in sexual orientation, and from privileged backgrounds. This implies that these demographics felt most entitled to respond to the survey, or that the people from other demographics are not well represented in the field of Classics. Indeed, both could be the case. The survey revealed that almost a third of respondents had caring responsibilities that affected their ability to work. This high proportion reveals a hidden issue in employment terms in Classics and higher education more widely.

The survey indicated that the field of Classics, as with other fields, has a significant problem with discrimination. 48% of people had been discriminated against in a teaching context, and 46% had witnessed discrimination. Gender, race and ethnicity, and age were the most-frequently cited factors in discrimination. The quantitative and qualitative evidence raises the issue of discrimination as an area of pressing concern.

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The survey revealed that recruitment is particularly sensitive for issues of equality and diversity in the field of Classics. Responses indicated a lack of consistency across the field, with good practice determined more by individuals rather than institutional action or the implementation of policy. 41% of respondents felt that their institution was not taking effective action to improve equality and diversity in recruitment processes, and 58% of respondents felt that they had been discriminated against in a way that had negatively affected their career progression, particularly because of gender, age, and race or ethnicity.

A recurrent theme raised in the survey was gender discrimination in the allocation of administrative and pastoral roles within departments, based on stereotyped understandings of women and their professional contributions. This disproportionate burdening of women with tasks that are not valued in institutions and not acknowledged in promotion criteria is detrimental to the working environments and career progression of women in Classics, as in other disciplines.

Senior academic and management roles are often reserved for men, and discrimination is evident in expectations that equality and diversity work is the responsibility of oppressed groups; for example, BAME scholars are expected to work on and challenge equality issues in relation to race and ethnicity, and white colleagues feel that these issues do not pertain to all people. More optimism was represented in relation to curriculum design, with 70% of respondents affirming that their department had developed modules that provided coverage of people with protected characteristics, particularly gender, sexuality, race and ethnicity.

The survey depicted the state of UK higher education (and within it Classics) in bleak and depressing terms. 23% of respondents considered that conditions of work had deteriorated considerably over the past five years, 84% of respondents thought that conditions surrounding workloads had deteriorated, and 68% identified casualisation as an area that had declined. Just over half the respondents (53%) were not thinking of leaving the profession, meaning a large proportion were either actively considering it or were unsure.

The survey sought to develop an understanding of gender inequality within professional environments. Conference programmes, keynote lectures, seminar programmes, and the editorship of journals were identified as areas where respondents perceived the highest gender inequality. The survey also revealed a considerable issue with transparency, that the membership of grant-awarding bodies or panels, membership of research assessment panels, appointment to editorial boards and learned societies was not generally accessible, and could not therefore be scrutinised in terms of gender.

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The survey results revealed a general trend that respondents were more informed and invested in issues of gender inequality as opposed to race or ethnicity. When asked if various elements within Classics were supportive of BAME scholars, respondents were much more likely to answer 'don't know'. This suggests considerable problems of white apathy in Classics. Positive responses were comparatively very low, with keynote lectures, editorship of journals and seminar programmes not considered to operate in support of BAME scholars.

The survey reveals the considerable adversity faced by BAME scholars in Classics, in combination with a lack of awareness and understanding from colleagues and the lack of visibility of issues of race and ethnicity. Some reticence in the survey when discussing BAME issues was vocalised as a discomfort with speaking for an oppressed or marginalised group to which the respondent did not belong. Issues of race and ethnicity and casualisation and precarity were areas where respondents were most despondent and pessimistic.

Sexual harassment was anomalous as a subject that was not raised by respondents, although bullying was. Sexual harassment within Classics was a prominent issue in the WCC survey. 26% of respondents had experienced unwelcome or inappropriate sexual behaviour in a professional environment, and many of those who had not experienced it directly reported having witnessed it. Many respondents brought up incidents of inappropriate sexual behaviour from students, teachers, lecturers, or supervisors. In particular, female graduate students identified themselves as targets of sexual harassment and unwanted sexual attention by their supervisors, colleagues and academics in other contexts, particularly at conferences. Only very recently has attention been given to this unacceptable behaviour perpetrated predominantly against women in Higher Education.⁽³²⁾ The hostile environment of Higher Education for women, of which sexual harassment is the tip of the iceberg, is far from being recognised within the field of Classics.

In general terms, the Experience Survey demonstrated that there was understanding and awareness of gender issues, but that action for positive change is not taken, whereas awareness and understanding in terms of race and ethnicity is lagging far behind. This was confirmed in the Departmental Contexts survey. Whilst some voices emphasised intersectionality, there was a tendency to distinguish between equality and diversity issues, and to bemoan action in favour of one protected characteristic against another. One respondent identified Classics as a discipline that does better at lifting up women than lifting up colleagues of colour, but there was little intersectional acknowledgement of how oppression and marginalisation functions across multiple protected characteristics.

32. See, for example, the work of the 1752 Group: <https://1752group.com/>. Last accessed 20.11.2019.

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Issues of class were most likely to be considered alone and expressed most vehemently as ignored but as affecting every element of the profession. Respondents identified Classics as a field dominated by white male privilege, exemplified most in the preponderance of Classicists who have been privately educated and who have backgrounds from Oxford and Cambridge universities. Elitism, privilege, and the perpetuation of a conservative and inflexible type of Classics that is deliberately exclusionary, were raised as serious concerns for the field. Respondents urged action to transform and decolonise the discipline.

A divide was repeatedly identified between 'pure' Classics formulated around knowledge of ancient languages, and other approaches to Classical scholarship that are considered inferior and to be dismissed. As one respondent argued, elitism disguised as meritocracy needs to be challenged in the field of Classics. In 1986, the field of Classics was described as 'one of the most conservative, hierarchical and patriarchal of academic fields'.⁽³³⁾ The results of our survey only confirm that in over thirty years, there has been little change for the better.

Future Research and Continued Work

This report gives a sense of the work needed to make Classics equal and diverse. Our main focuses in this report were race/ethnicity and gender. Class, age and disability were also felt by respondents to be serious problems for the discipline. We would like to extend our research to undergraduates, schools and recruitment to undergraduate degrees. Without a more diverse undergraduate body we are unlikely to significantly improve diversity amongst postgraduates and staff. There is much further work to be done on decolonising the curriculum and inclusive teaching. A more representative staff body is also essential in inspiring and making welcome a more diverse student body: these two processes of change need to work together.

CUCD as an organisation needs to keep listening, and give agency to under-represented people, while not relying on them to do the work. Equality and diversity concerns should underpin all of our activities. One recommendation for the organisation is that we add an Equality and Diversity Officer to the Standing Committee, who can take primary responsibility for organising ongoing work, distributing our funding, applying for further funding from Classics funding bodies, co-ordinating dissemination and organising further work on inclusion.

33. Marilyn B. Skinner, 'Classical Studies, Patriarchy and Feminism: The View From 1986', *Women's Studies International Forum*, vol. 10, no. 2 (1987) p. 181.

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PART 2: RECOMMENDATIONS FOR PARTICULAR GROUPS

For Everyone

- **Be aware** of your subject position and any **privilege** that you may hold. Your experience may not be the same as that of people in other groups. Under-represented groups cannot take sole responsibility for advocating for and effecting change. Men should proactively pursue improvements in gender equality, and white people should proactively pursue positive change in racial equality.
- **Disseminate** this report as widely as possible, learn about the issues and **educate yourself** and others. Discuss it at meetings with staff and students. Make sure copies go to local management, both immediate and senior. **Get involved** in equalities work and help to update and improve it. Organise events to take this work further, such as anti-racism or feminist reading groups, or decolonisation discussions.
- **Read up on the research** about unconscious bias, stereotype threat and discrimination, and encourage your colleagues and students to do so as well. Familiarise yourself with the **legal framework** and with your own institution's **policies** to promote equalities. Work and lobby to **improve evidence** and data available, to keep track of progress, and to push for positive change.
- If time is limited, **choose one specific area** for initial focus, adding others as time permits. Set yourself SMART goals and create mechanisms of accountability. Question and challenge working practices based on unexamined stereotypes: work with colleagues to devise better methodologies and processes.
- Actively **sponsor and support** those with protected characteristics and/or disadvantages. Go beyond offering advice to practical support wherever possible.
- Consider **joining an organisation** that supports under-represented groups, such as the Women's Classical Committee UK (membership is open to everyone who supports the WCC aims).
- Be careful about **over- or under-valuing areas** of research, teaching or administration, methods or approaches based on their associations either with wealth and privilege, or gender, race or other protected characteristics. Try to assess achievement in relation to opportunity, rather than relying on short cuts, such as institution attended or membership of networks.
- Be especially alert to the possibility of bias against protected groups in all **evaluation processes**, including teaching evaluations, recruitment, probation, and promotion, but also in allocation of grants, prizes, and other awards.

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- When **writing references** for students and colleagues, be aware of unconscious bias and gendered language. Back up statements of support with concrete evidence. Avoid language that evokes stereotypes, e.g. compassionate, conscientious, helpful for women; confident, ambitious, outstanding for men. The University of Arizona advice on gender bias in references is helpful.⁽³⁴⁾ It urges referees to mention research and publications (4 times more likely to appear in letters for men); to focus on accomplishments not effort (letters for women were 50% more likely to praise hard work rather than ability); and to **keep it professional** (letters for women were 7 times more likely to mention personal life). Use formal titles for colleagues of all genders and backgrounds.
- Think about how you **present the discipline** and what it means to be a Classicist in recruitment, marketing, and public engagement materials. Be careful to avoid messages that reinforce existing ideas of white supremacy, such as beliefs, conscious and unconscious, that white people are superior to people of colour, or stereotypical tropes that reinforce these ideas and beliefs.
- Choose **visual images** in any slide presentation you prepare for a lecture, seminar, conference, recruitment, or training event: how representative and how inclusive/diverse is the picture you are projecting? Is it tokenistic? Does it fairly represent the actual make-up of your department?
- **Promote the work** of women scholars and those from under-represented groups, current or past: on your department's website and social media channels; in artwork and photographs displayed in buildings; include them in your reading lists; nominate under-represented colleagues for prizes. Ensure a better online representation for women and write Wikipedia entries on them (join the WCC Wikipedia editathons, #WCCWiki). Be supportive of women and BAME colleagues online, particularly on social media, and call out harmful interactions. Making women, BAME colleagues and other under-represented groups more visible may help to shift stereotypes; it also creates a virtual set of more diverse role models for new entrants to the profession.
- Be aware of the effects of **intersectionality**: people who have more than one protected characteristic can be multiply disadvantaged. Intersectionality refers to the image of standing at the intersection of two roads, with traffic coming at you from both directions. It is not a justification for trading off one protected characteristic against another, but an acknowledgement that improvements are even more urgent for those in multiple categories. Inclusive practices often help more than one group, and are often beneficial for everyone.

34. https://csw.arizona.edu/sites/default/files/avoiding_gender_bias_in_letter_of_reference_writing.pdf. Last accessed 26.10.2020.

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For Heads of Departments/Units/Subjects

- Those in positions of leadership are best placed to address **structural inequalities**. Think about how to embed equalities work into processes and structures, to reward it fairly and give it the time and space it needs.
- Think hard about the equalities implications of **allocation of teaching and administrative roles**. Consider making a call for expressions of interest for prestigious roles and encourage and support under-represented groups to take on work that will help them progress in their careers. Be wary of asking for volunteers for low prestige or reward tasks: the same few people, often those with protected characteristics, are likely to volunteer.
- **Consult experts**, particularly on issues of race and ethnicity. **Expect to make mistakes** in how you carry out your equalities work and to be called out. Don't allow the difficulty of doing the work to paralyse you or provide an excuse for apathy.
- Lobby for, support and, if necessary, create transparent, effective, realistic, and equitable **workload models**, flexible working, effective unconscious bias and anti-racism training, and clear, well-implemented policies on equalities issues such as parental leave, bullying and harassment. Be aware that parenting and other caring responsibilities continue to affect people's resources of time and energy for many years, often after formal consideration is felt to have ended.
- Think about how you develop your department's **strategies and priorities** and the equalities implications of the direction you choose. Pursuing fields of study which attract under-represented scholars is one way to make your department a more diverse community and attract the a range of different types of students.
- **Keep track** of statistics, set goals and **hold people accountable**. If statistics, i.e. on BAME achievement or recruitment, reveal that situations are not improving or even deteriorating, **take action**.
- Lobby for **promotion criteria** that reflect and value all the different types of work done by academics, particularly under-represented groups. Support and sponsor promotion applications from scholars in under-represented groups. Make the case for part-time staff and support flexible working requests.
- **Listen** to your staff and students. Build a culture in which people can speak out if they see problems or encounter harassment, bias (conscious or unconscious), or bullying. Be aware of power relationships and tone policing, and the fact that holding people to account can feel like bullying to people with privilege.

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- **Take staff development and training** seriously, and make sure it is high quality. Make sure induction processes support new staff effectively and that mentoring relationships are given workload, time and effort, and are recognised within promotion criteria.
- Consider targeted '**inreach**' or **pastoral support** for particular disadvantaged students or groups traditionally under-represented in Classics, such as BIPOC, first in the family to go to university (first-gen), parents and carers, people with disabilities. Make sure Extenuating Circumstances processes and help with financial hardship are straightforward and supportive, respecting privacy where possible.
- Be aware that **precarity, overwork and employment uncertainty** can have particularly pernicious effects on disadvantaged groups. Work done to support ECRs, part-time, fixed-term and teaching-focused staff, to include them fully in the department, and make their roles as manageable as possible, is likely to benefit a more diverse departmental community, since people in these groups are disproportionately likely to be women or have other protected characteristics.
- Continue to allow and support **working from home** and attendance remotely at meetings and events. Flexibility will also help and support primary carers, predominantly women.

For Appointment Panels and Promotion Committees

- Make **job adverts and criteria** as inclusive as possible; only include language teaching or language expertise as an essential criterion if it is actually essential to the job, as this is most likely to put off non-traditional applicants from applying.
- Remove criteria that require a **limited period of time** post-PhD for candidates to be eligible to apply. People with complex circumstances often take longer to develop their careers or start more slowly.
- Try to phrase **fields of study** as generously and widely as possible, as under-represented groups are more likely to exclude themselves from applying based on lack of perceived fit for the role.
- Keep **application processes** as simple as possible and require applicants to do as little as possible that is specifically tailored for the particular job. Only seek references after short-listing, or after appointment.

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- Actively seek out and encourage or sponsor candidates from under-represented groups. Positive action is needed to balance historic disadvantages.
- Allow for, and take account of, **career breaks** in assessing productivity.
- Be careful in your use of student **teaching evaluations**, which have been shown by research to be biased against both women and people of colour.
- **Allow sufficient time** at all stages of the process to read applications carefully, give all applicants time to apply and prepare for interview and to start new jobs. Rushed consideration leads to higher levels of unconscious bias. Consider reading work at long-listing stage.
- Try to **diversify short-listing and interview panels**, without placing unfair burdens on staff from under-represented groups. Allow workload for this time-consuming and important job.
- Consider making a **commitment to equality and diversity** part of your criteria and selection process, by including a specific question, for instance about specific examples of women or BAME scholars whose work has inspired them.
- **Remind everyone about unconscious bias repeatedly**, and be very careful in assessing criteria such as 'fit with the department' or 'collegiality' not to replicate the characteristics of existing department members, particularly those on the panel.
- For **promotion**, lobby for your institution to **automatically consider** all eligible for promotion, rather than requiring people to put themselves forward. **Offer advice and coaching for all**, and design allocation of duties to enable progression. Promotion workshops aimed at people in particular under-represented groups can help set expectations and devise effective strategies.
- In Classics, as in other Humanities disciplines, difficulty in career progression often comes from the need to produce big **single-authored monographs**, which are felt to be essential for gaining a post, promotion, and 4* REF ratings. Consider whether other models of impact and contribution, such as organising conferences and editing volumes, doing excellent public engagement, or producing high-impact but shorter pieces of work, could open the field up to a wider group of people, particularly those with caring responsibilities.

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For Teaching Staff and Tutors

- Maintain and communicate **high expectations for all students**, regardless of gender, race, class, or demonstrated ability; foster an inclusive culture in all academic meetings; and promote the view that diversity is an educational asset.
- Curriculum: Broaden the curriculum and be aware that your choices about what to teach will send a message to students about what you consider important. Bring out racial, ethnic and other **diversities in ancient material** and don't allow unspoken stereotypes of whiteness to dominate. Make the most of opportunities for more diverse course material, including connections and comparisons with related cultures, and receptions in diverse communities. Be aware of the **complexities of ancient race and ethnicity** and their reception. Take critical race theory seriously and respect the contributions of scholars of colour on these topics.
- Reading lists: Make your reading lists **diverse, gender-balanced and inclusive** where possible, and **make students aware** of the diversity of what they are reading. Consider including small biographies of a selection of key scholars, or setting students the task of researching the authors of secondary literature they have to read.
- Core modules: **Diversify** the content of core courses/modules and first-year **introductory material**. This will make sure that all students will encounter issues and ideas you consider important. Race, ethnicity, and disability are less widely taught than gender and sexuality, so consider creating seminar sessions or assessment items in core modules on these topics.
- Discuss equalities with **students** as well as staff: make sure students are aware of unconscious bias when completing teaching evaluations. Guidelines can include:
 - a. Be specific: leave comments, give examples of what worked/what didn't, and be constructive by suggesting improvements;
 - b. Never use discriminatory, sneering or bullying language;
 - c. Don't make feedback personal: it's about the teaching not the teacher.
- **Student expectations** of staff have been shown to be gendered, with both male and female students expecting female members of staff to be more available to them, both in person and on email. Be careful not to reinforce this expectation to students and colleagues.

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- Pastoral support: students may find university significantly different from school, not just in terms of contact hours and personal responsibility for learning, but also in the ethnic make-up of the student population. **Targeted support** and student groups can help with this. Ensure induction processes make policies about racism and racial discrimination are clear. Expect disparity in student populations: students from disadvantaged, state school or low-income backgrounds will face more significant obstacles and adjustments to university environments.
- Careers advice and admissions material: be aware that there can be increased pressure to study clear vocational courses amongst non-white communities, but also students from less-well-off backgrounds in general. Think about how to provide advice, reassurance, and role models to encourage applications and attainment. Consider introducing direct support for **careers development** into course structures, such as work placement modules.⁽³⁵⁾
- Assessment criteria and clarity in learning objectives: students from disadvantaged backgrounds may be making significant sacrifices and taking considerable risks that their more advantaged peers do not need to make in order to study our subjects. They may therefore show more anxiety and need **more support**. Being **clear and specific** about what you expect will help everyone, but especially disadvantaged groups. This does not require ‘dumbing down’, ‘spoon-feeding’, or a reduction in openness, but may mean thinking about how work is ‘scaffolded’ or supported.
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- Departmental activities: **think about scheduling**. Social events, induction events, and careers events are all often scheduled in evenings. This can exclude some groups of students and staff. Professional events should generally take place within core hours of 10am-4pm. Consider rotating the times, offering Doodle polls to potential participants, or giving an option to participate remotely.

For Supervisors and Teachers of PG Students

- Put special effort into **supporting, encouraging, and sponsoring** students from under-represented groups, particularly BAME students. Be honest about what it is like to undertake PG study and research, and about the likelihood of a long-term academic career, but also that their research and their voices are needed.

35. The Nottingham School of Humanities work placement module is disproportionately taken by non-white students.

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- Foreground international and other minority students when planning **induction and social events**. Ask students what sort of social events work for them.
- Address a **lack of representation** of BAME scholars in your institution and discipline by inviting external speakers and providing networking opportunities through conferences and other research events. Make sure BAME colleagues involved are compensated for their time and effort.
- Ensure that advice on securing degree funding, research grants, career guidance, encouragement to publish, recommendations to colleagues, introductions into networks, and all the other **informal mechanisms** that can make or break a career are given equally to all your research students, not only those who ask. Be explicit, not implicit, in offering guidance: never assume that ‘everyone knows that’ something is the case in career progression.

For Journal Editors/Series Editors/Editorial Boards

- Make sure your **editorships, editorial board, reviewers, and referees** are a diverse group, and that **diversity** is important to the journal, and communicate this commitment.
- **Publish statistics** on submissions and acceptances by gender and race, not as virtue-signalling or a defence mechanism, but to encourage submissions from under-represented groups and make colleagues aware of inequalities.
- **Seek out and commission** work from under-represented groups. Scholars with many demands on their time, such as BAME colleagues, may automatically self-exclude from high-prestige publication venues. An invitation might encourage them to rethink this.
- Possibilities to **promote your journal to under-represented groups** include: themed issues; advertising on social media and e-mail lists; holding publication workshops for under-represented groups at conferences or through learned societies.
- Provide clear guidance on **expectations for peer reviewers** to ensure reviews are **supportive and constructive**. Where reviewers do not adhere to this guidance, edit and redact reviews, or summarise their findings. Where reviewers do not adhere to this guidance, do not invite them to complete peer review again. Overly hostile, polemical or personal reviews can have a particularly devastating effect on younger and under-represented scholars, who already often suffer disproportionately from imposter syndrome.

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For Conference and Seminar Organisers

- Include scholars from under-represented groups on **organising committees**, amplify their voices and follow their research agendas and priorities.
- Avoid **tokenism**: don't diversify the conference, series, or event after it has been designed, as a last-minute gesture.
- Avoid **stereotyping scholars**: don't assume colleagues from under-represented groups always work on research subjects related to their identities. On the other hand, don't devalue such subjects when they do.
- **Always make a call for papers**, so that people you are not yet aware of can offer their work for presentation.
- When **inviting keynotes**, speakers, or selecting a programme, bear in mind representation. Include requirements for diversity in any calls for organised panels. Consider anonymous submission of abstracts. Keynote speakers are particularly visible: make sure that people from under-represented groups, including women and POC scholars, are featured; this could make a big difference to perceptions of the discipline.
- Think about **inclusive event design**: organise timing, mode of presentation and length of proceedings to include as many different groups as possible. Consider an **online attendance** option so people who cannot physically travel to the event can still attend. Make the event as **cheap** as possible and offer bursaries for anyone in financial difficulty. Funding **bursaries** may necessitate external grant application, which needs to be taken into account at an early stage in the planning.
- Have **clear policies** on harassment, social media use, discrimination, and a clear point of contact in case of any problems.
- Organise **social events** to be inclusive and open to everyone (dietary requirements, no assumptions about alcohol, mobility issues, sensory issues, childcare).
- Provide cheap or free **childcare** during the whole conference wherever possible to enable parents or carers to attend, and welcome children and babies in the audience.

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- Diversify your **Chairs**, and have clear **guidelines on presentation of papers and conduct of discussion**. The British Philosophical Association and the Society for Women in Philosophy offer the following guidelines: (36)
 - a. Take a short break before any Q&A session (to allow people to think about and/or discuss how to formulate their question).
 - b. Don't always operate on a first-come, first-served basis, which prioritises the most assertive, who will often be the same people in every session.
 - c. Consider allocating the first question to a woman or person of colour, since this can diversify subsequent discussion and encourage others to participate.
 - d. Adopt and enforce a hand/finger distinction, i.e. hand = new question; finger = follow-up or request for clarification.
 - e. Limit everyone to one question at a time, so that more people have a chance to speak.
 - f. Make it clear that follow-up questions are at the Chair's discretion.

For Learned Societies

- Diversify your **committees, leadership, events, and publications**, to make sure you are giving prominence to under-represented groups, without overloading them with unpaid labour. Carry out a regular **equalities audit** to make sure everything you are doing as a society continues to put diversity at its heart.
- Acknowledge the poor gender bias of historic **leadership** roles, celebrate exceptional women, and make a visible commitment towards gender balance in leadership in the future.
- Make **equality and diversity work** one of your main aims and put time and resources into it. Build up a plan of action to support under-represented groups in the discipline, allocate clear responsibilities to specific people and hold them accountable.
- Have an **EDI officer**, or even better, different people that are experts in and responsible for different aspects of EDI work (especially race and disability).
- Have an **EDI policy statement** and make EDI work prominent on your website and in your social media activity, to show that it is a priority.

36. <https://bpa.ac.uk/uploads/Good%20Practice%20Scheme/Seminar%20chairing.pdf>. Last accessed 26.10.2020.

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- Raise funds to support outreach, inreach and for those in financial hardship.
- Other **useful activities** include: holding events on issues of importance for under-represented groups; raising consciousness and awareness on key issues; organise panels on equality and diversity topics at the major conferences in your discipline; contribute to online visibility and presence of scholars from under-represented groups, i.e. through Wikipedia; organise support events for specific groups or people at specific career stages; gather and share information to facilitate campaigning and lobbying.

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FIGURES:

Figure One – Gender Identity of Respondents:

With which gender identity do you currently identify?

Answered: 284 Skipped: 10

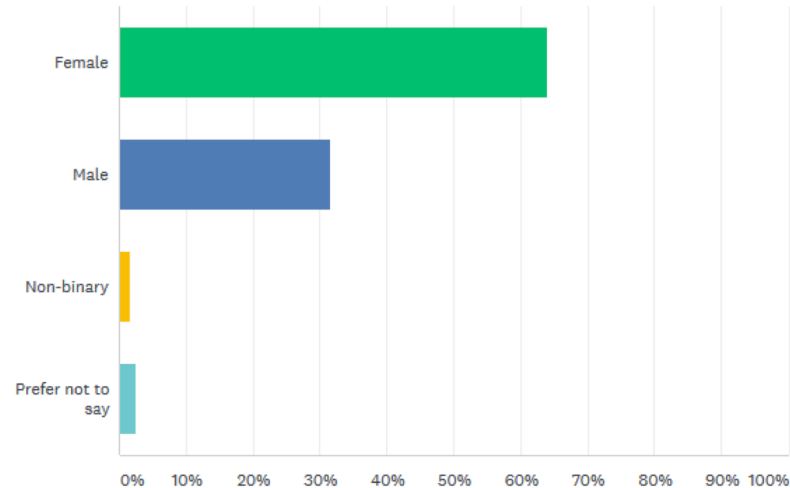
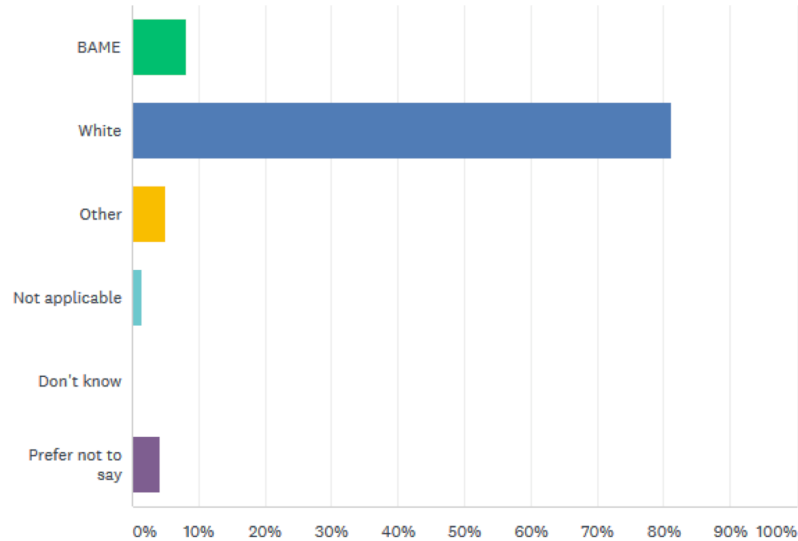


Figure Two – Ethnic Identity of Respondents:

With which ethnic identity do you most identify?

Answered: 283 Skipped: 46



FIGURES:

Figure Three – Sexual Orientation of Respondents:

With which sexual identity do you currently most identify?

Answered: 280 Skipped: 14

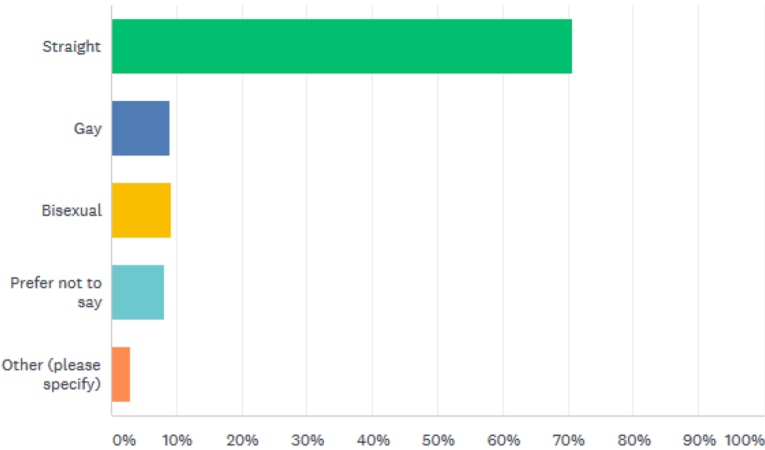
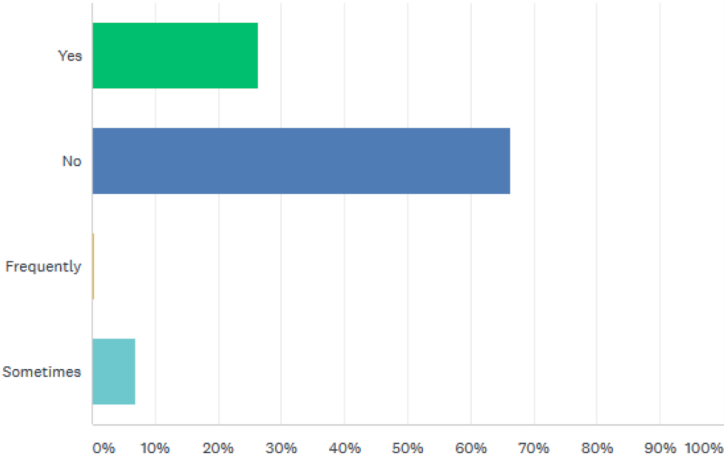


Figure Four - Caring Responsibilities of Respondents:

Do you have caring responsibilities that affect your ability to work (e.g. for children under 18 or sick, elderly or disabled family members)?

Answered: 276 Skipped: 53



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FIGURES:

Figure Five – Employment Status of Respondents:

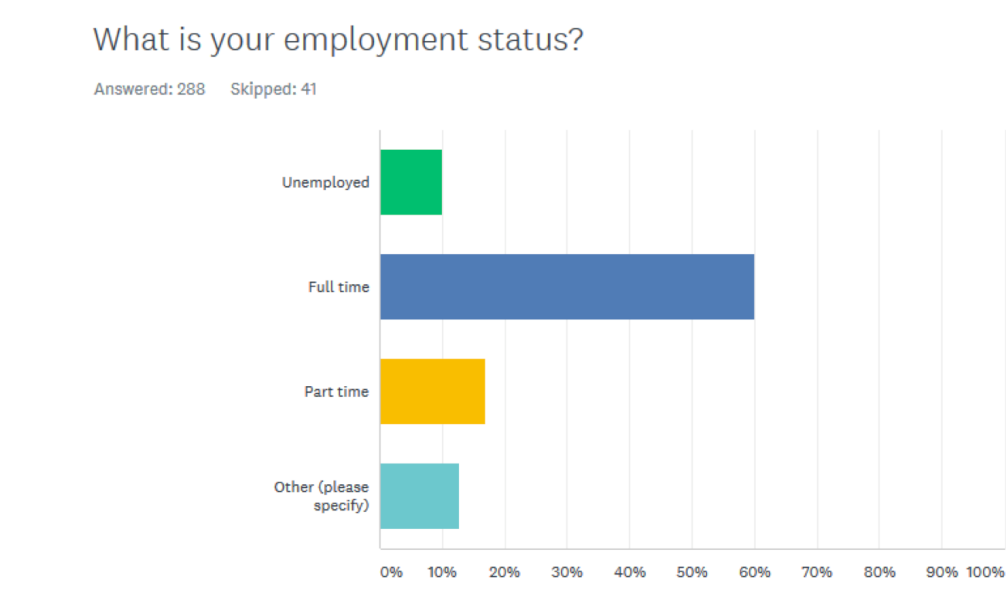
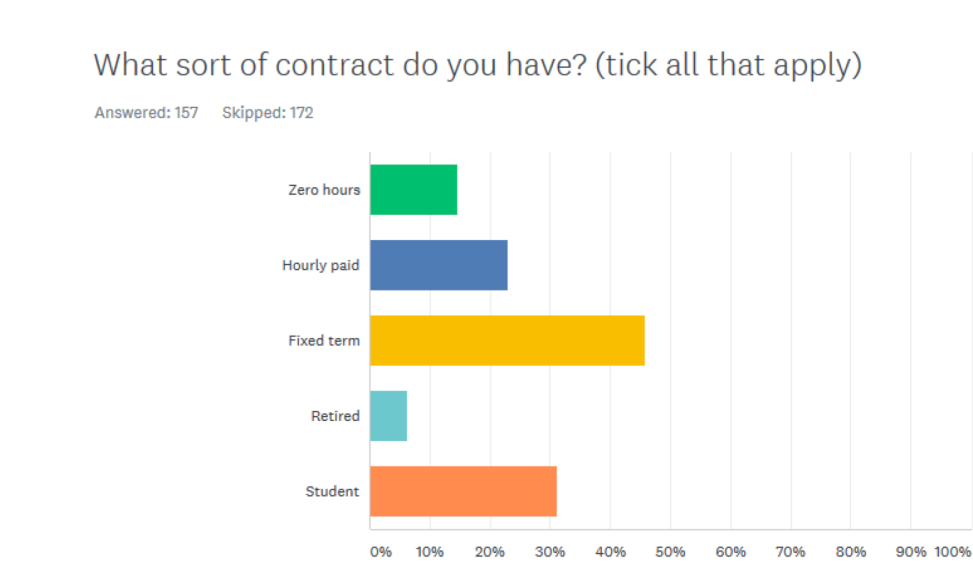


Figure Six – Employment Contracts of Respondents:

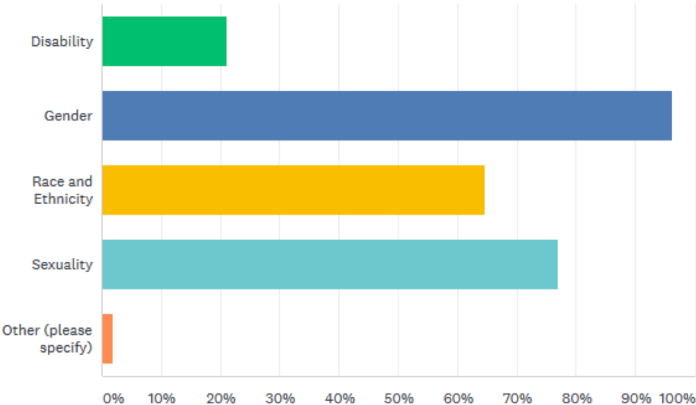


FIGURES:

Figure Seven – Modules Taught that Include Material on Protected Characteristics:

Which characteristics do the module(s) focus on? Tick all that apply.

Answered: 161 Skipped: 168



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FIGURES:

Figure Eight – Perceptions of Gender Inequality in Classics, Ancient History and Related Disciplines:

Q52 Across the profession of Classics, ancient history and related disciplines, have you perceived gender inequality in the following?

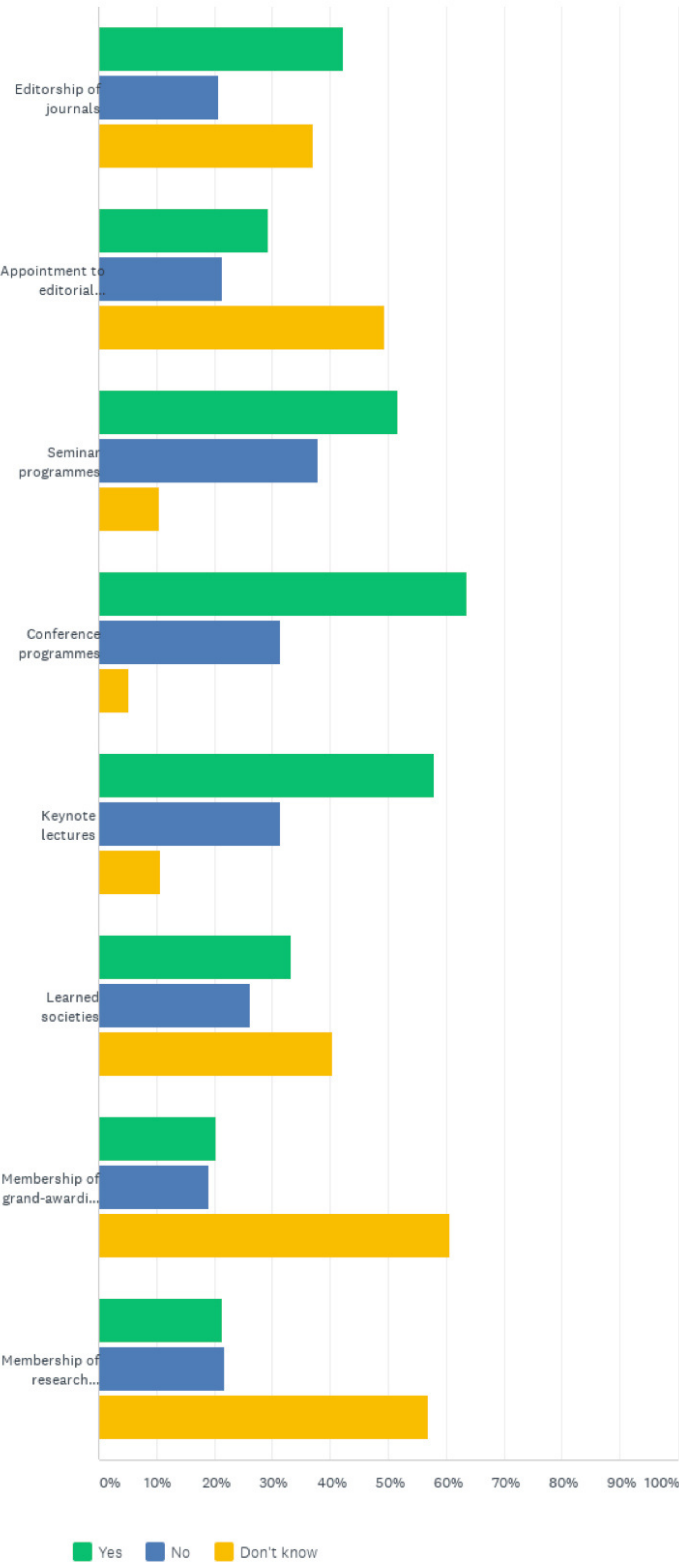
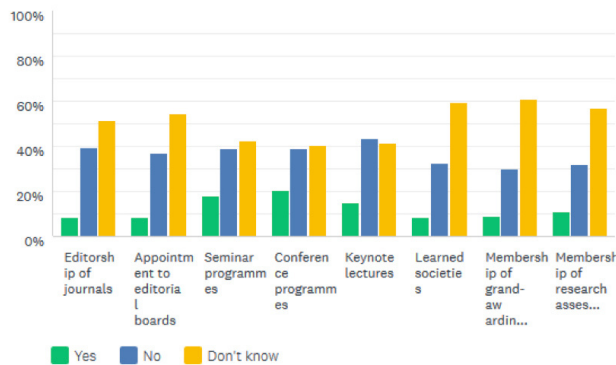
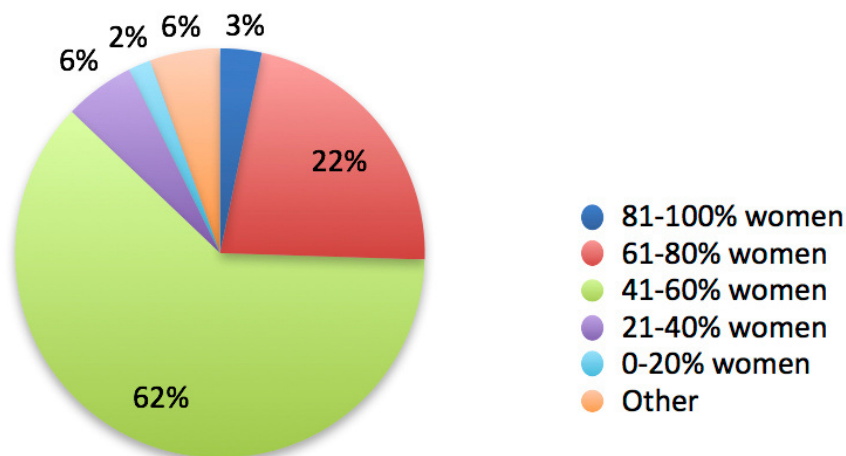
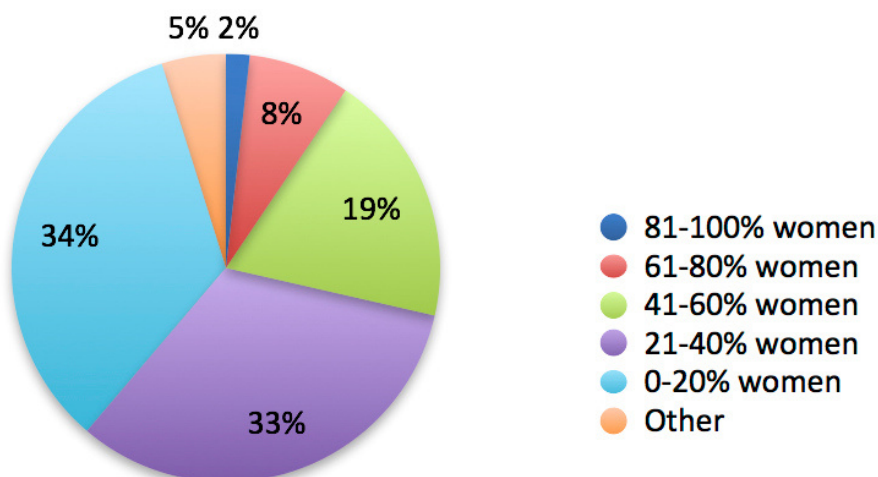


Figure Nine - Support for BAME Scholars within the Field of Classics:

Do you perceive the following as operating in ways that are supportive of BAME (Black and minority ethnic) scholars?

Answered: 209 Skipped: 120

**Figure Ten – The Gender Ratio of Students (WCC UK 2015 Survey):****Figure Eleven – The Gender Ratio of Senior Staff (WCC UK 2015 Survey):**

General Qualitative Highlights

‘Departments collectively gaming the REF by only hiring someone permanently when they have a book in hand leads to an arms race, with early career scholars bearing the brunt. Universities should not be allowed to hire people on fixed-term teaching-only contracts. If you have to publish in order to get a permanent job then you have to complete research unpaid and squeeze it in around your absurd teaching load to the point of near exhaustion.’

‘...gender, racial and class discrimination are unfortunately rife and systemic in UK Classics departments and universities.’

‘Economic hardship and precarity seems of little interest to permanent staff nor the universities who house them. The environment remains elitist and does little for promoting the subject outside a narrow demographic.’

‘I don't know a single Classicist academic of my ethnicity based in the UK (or Europe for that matter) and it does sometimes make me feel that I have to justify my existence in the field. (Less racism would be great too.)’

‘Less emphasis on language PLEASE we didn't all go to private school.’

‘The job market is bleak, leading you to question your worth and abilities in comparison to others. Sticking it out is a luxury which not everyone can afford.’

‘...I had ample support up to the time I was promoted to a chair... then the support dries up (not helped by those earlier in their career assuming you have it easy; no-one has it easy).’

‘...a designated mentor would have benefitted me greatly and I would perhaps have felt more encouraged to continue pursuing academia after completing my studies.’

‘Actually giving women the same possibilities as men, not just on paper. Actually giving chances to people who are not from the club of Oxford and Cambridge.’

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‘The precarity of early career academia is wearing me down. It now seems the standard to be on fixed-term contracts for years on end before securing a permanent position. These fixed-term contracts often load you up with so much teaching that it is an uphill struggle to complete the research that would get me a permanent post. My colleagues are sympathetic, but nothing concrete is actually *done* about this. These days you just have to have more and more publications actually in hand to secure a permanent post, but with departments increasingly understaffed and overstretched, early career scholars seem to just be pushed harder and harder to carry the teaching load, with the result that while we need MORE publications than earlier generations of academics, we have even less time in which to produce them. It's exhausting and I feel constantly exploited by the profession.’

‘As a woman I also feel discriminated against with regard to career trajectory. I'm told that after a PhD, the usual route into lecturing is to take up a series of 1-2 year postdoc positions, followed by a few short-term lecturing contracts until gaining a permanent one. All of these short-term posts could be on opposite sides of the country – how am I supposed to start a family if I'm moving around every year? Furthermore, most of these posts say you have to apply within X number of years after completing a PhD – what happens if I want to take a career break to have children? All of these issues completely alienate women from being able to enter academia as easily as men.’

‘Precarity is destroying my life and my mental health. I love academia, both teaching and research (and even the admin is not bad), but I cannot face spending 5-10 years more constantly uprooting myself, moving away from support networks and having to start again. As a woman, I am also aware that if I wish to have a child (which I do), at some point I will need to stay in one place long enough to meet someone, and have secure enough employment for maternity benefits. The constant uncertainty is also extremely damaging - it is currently July, and I don't know yet where I will be working next academic year. This situation leads to extreme levels of stress.’

‘It is important that we as a discipline continue to hold discussions and debates about equality and diversity (in relation to gender, race, ethnicity, learning difficulties, etc.) to ensure that our subject remains dynamic, open and accessible to as many people as possible.’ [redacted for spelling]

‘I strongly support and am grateful for this initiative.’

Teaching and Discrimination Qualitative Highlights

‘Being pressured to return to teaching as maternity leave is not covered with replacement staff.’

‘Due to my ethnicity, I am often challenged and questioned for my presence in my institution; asked for ID, asked if I’m looking for something. I was once described as a ‘suspicious man with a backpack’ when entering a building to meet with a colleague.’

‘It’s sometimes impossible to fit in all demands of job alongside having small children. As a woman I felt I was assigned to more basic administrative tasks.’ [redacted for spelling]

‘Some staff and students tend not to take you seriously as a young female academic.’

‘Older women feel almost invisible in my institution and aspects of our lives such as menopause related difficulty are not recognised.’

‘At times as a young woman I battle to have students take me seriously and/or respect my authority. People within the university administration often don’t seem to believe that I am a lecturer, and on several occasions I have had to state this several times, with someone repeatedly responding along the lines of ‘no but do you mean student/teaching assistant’ etc. and me repeatedly having to insist that no I am actually a lecturer before they would deal with my administrative issue as they would any other lecturer.’

‘Being told by colleague (male, HoD) that to get around submitting 4 outputs to the REF I could always have another child.’

‘My students do not all like being taught by a woman and can sometimes be a little awkward about this. My department don’t know how to make reasonable adjustments for my disability work and have actively made life worse as a result.’

‘Multiple occurrences of discrimination due to my status as a parent, lack of consideration in scheduling.’

‘Discrimination related to chronic mental illness.’

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46% of respondents had witnessed discrimination in a teaching context, because of gender, race or ethnicity, disability, or sexual orientation, or another reason. 66% of respondents identified the most recent episode of discrimination as motivated by gender, with other motivations identified as race or ethnicity (37%), age (19%), sexual orientation (13%), other (12%), disability (11%), pregnancy or maternity (8%), religion (5%), marriage or civil partnership (2%), and gender reassignment (2%) (respondents could tick more than one box). The question attracted 38 individual responses, giving further details about the discrimination they had witnessed, including:

‘Higher attrition rates among students of first-generation and/or non-white race.’

‘A member of staff who openly professes homophobic, transphobic, xenophobic, sexist and racist opinions to students during both seminars and lectures continues to teach with impunity, despite widespread awareness of the problem. Unfortunately, as the individual holds a long-standing permanent position, few dare to speak out, particularly those of us who have been casualised.’

‘I have heard comments about Asian students not being good for Classics.’

‘Inadequate information and provision re autism.’

‘Multiple examples of age discrimination by the institution. Race discrimination in appointment selection.’

‘I teach material on women, including explicitly addressing women of colour, in the ancient world. Students often respond to this content with discriminatory statements and comments in a class situation, as happened this year.’

‘Bullying of a female speaker at a workshop by older male academics.’

‘Class, again: it is symbolic violence by overconfident posh types who in class talk over less confident working class students who in fact have better points to make, but feel nervous in speaking up.’

‘One student used a homophobic slur in a pejorative way repeatedly during class.’

‘Students routinely assume that younger female members of staff are not ‘proper’ academics, and value their professional opinion less.’

‘I am a part-time student and many of my department’s practices exclude part-timers. Although I myself don’t have caring responsibilities, my part-time colleagues often do.’