BPA/SWIP Good Practice Scheme:
Department of Philosophy Implementation Plan

Gender bias

Teaching

- Departments should make sure that those involved in teaching know about the workings of unconscious bias. [JMP circulated Prof. Patricia Riddell's documents from our April 2014 FAHSS awayday (Jan 2015)] Information about and discussion of gender bias should be included in any training or induction sessions run by the department for staff, including teaching assistants. [NH to include this in his TA training session **from Oct 2015**]

- Departments should practice anonymous marking at all levels, and maintain anonymity in determining degree classification, as far as practically possible. [Done, 2014 for all work except dissertations, but those too will be marked anonymously from 2015 (EGNB's proposal, approved Jan 2015)]

- Departments should help to break down stereotypical associations of philosophy with maleness, for example by striving for diversity in seminar speakers, syllabi and course reading lists; ensuring that pictures of philosophers/students on websites etc. include women; etc. [JMP to contact websites specified below, during **Summer 2015**] It is worth also worth giving thought to *how* women are included. Adding women in the final week of a module, or only to provide a feminist perspective, can give an impression that women's contributions are secondary or limited. Ideally, they should be fully integrated into the syllabi. [JMP asked colleagues to consider this, Jan 2015. (e.g., our Part 1 Human Nature module will from now on feature some subset of: Simone Weil, Ayn Rand, Hannah Arendt, Patricia Churchland)]

- Departments should consider ways of facilitating broad participation in seminar discussion periods, so that pushier individuals do not dominate and a constructive tone is maintained. [HoD regularly to remind staff to keep this up]

- Aim to ensure that a specified minimum number of publications by women appear on all course reading lists and/or are set as required seminar reading. [HoD to ask colleagues to consider this]

- Ensure that pictures of women philosophers are in a prominent position e.g. on the departmental website and on walls. The APA have some posters for sale, available at www.zazzle.com/apacsw. [HoD to investigate these posters and find a space for them, during **Summer 2015**]

- Adopt an official departmental 'seminar conduct' policy. See the BPA Good Practice Website, under 'Conferences and seminar series', for some specific proposals you might consider implementing. These include such proposals as a 'one question per question' rule, having a brief break prior to the question period, and giving priority to those who rarely speak. [Visiting Speakers Programme Organiser (LE) to consult this website and devise proposals, **Summer 2015**]

Conferences and seminar series

- When drawing up a list of potential invited speakers, take reasonable steps to ensure that women are well represented. [JMP reminded LE and Farbod to keep this up (Nov 2014)]
- Where possible, consult the women on your list before fixing the date of the conference, to ensure that women speakers are not just invited but will actually attend. [JMP reminded LE and Farbod to keep this up (Nov 2014)]
- Ensure that male and female speakers are treated equally on publicity material and the conference programme.
- Investigate whether the provision of childcare facilities for the duration of the conference is possible.

1. Ensure that this policy is available to staff and students who are organizing events in a permanent format and that they are aware of it. [JMP informed LE, but also Phil Soc President (2014-15: Farbod) (Nov 2014)]
2. Departments should, on a regular (e.g. annual) basis, monitor the gender balance at conferences and seminar series organized by colleagues within the department, and, if significant imbalance emerges, take steps to strengthen their policies. [JMP informed LE, but also Phil Soc President (2014-15: Farbod) (Nov 2014)]]

Sexual harassment

Sexual harassment (EU): The EU defines 'sexual harassment' as 'unwanted conduct related to the sex of a person occur[ring] with the purpose or effect of violating the dignity of a person, and of creating an intimidating, hostile, degrading, humiliating or offensive environment'. Note that sexual harassment, so defined, is not limited to one-to-one interactions but may include e.g. general comments made in lectures or seminars that are not aimed at an individual.

Recommendations
- All members of the department—undergraduates, postgraduates, academic and non-academic staff— should be made aware of the regulations that govern sexual harassment in their university. In particular, they should know the university's definition of 'sexual harassment' and who to contact in possible cases of sexual harassment. They should also know who has standing to file a complaint (in general, and contrary to widespread belief, the complainant need not be the victim). [JMP circulated links to all staff, but also had them put up on the School's BlackBoard site, Jan 2015] Departments may wish to consider including this information in induction sessions for both students and staff, and in training for teaching assistants. [NH to include this in induction sessions and training **from Oct 2015**]
- Where the University or Faculty has a list of Harassment Contacts, all staff – including non-academic staff – and students should be made aware of it. [Included in the documents above, and thus available permanently on BlackBoard]
- All members of staff should read the advice given at www.oed.wisc.edu/ sexualharassment/guide.html on how to deal with individuals who approach them to discuss a particular incident. [Included in the documents above, and thus available permanently on BlackBoard]

- All of the information listed above should be made permanently available to staff (including non-academic staff) and students. [Included in the documents above, and thus available permanently on BlackBoard]
- The HoD and others with managerial responsibilities (such as Directors of Postgraduate and Undergraduate Studies) should make sure that they have full knowledge of university procedures regarding sexual harassment.
- Departments may want to give bystander training either to staff, or to staff and postgraduates, if this is available or can be made available by the institution. [Do CSTD run any such sessions? JMP asked them (8/10/2014), but got no response. HoD to follow up the issue again, during **Summer 2015**]

Caregivers

Recommendations
- Schedule important events, as far as possible, between 9 and 5 (the hours when childcare is more readily available). [We almost always do so already. Note that this argues for *not* changing our visiting speakers' programme slots back to the evening] When an event has to be scheduled outside of these hours, give plenty of advance notice so that caregivers can make the necessary arrangements.
- Be receptive, as far as possible, to requests from staff of any gender for part-time and flexible working. Also be receptive, as far as possible, to requests for unpaid leave. [The Department has a fairly good record on this in recent years (requests received and acted upon by two full-time female members of staff)]
- Try, as far as possible, to take caregiving commitments into account when scheduling teaching responsibilities. [Our University staff unavailability policy does ask staff to specify hours they can't be in the University because of childcare commitments]

Staff-student relationships

Recommendations
- The department's policy on relationships between staff and students (and between staff) should be clearly advertised to all staff and students in a permanent form, e.g. intranet or staff/student handbooks. The policy should include clear guidance about whom students or staff might consult in the first instance if problems (real or perceived) arise. [JMP printed out and circulated the *University's* policy on this (Jan 2015) – it's not a Departmental matter]
- Staff and postgraduate teaching assistants should be informed that relationships between teaching staff and undergraduates are very strongly discouraged, for the reasons given above. [NH to include in TA training **from October 2015**]
- If such a relationship does occur, the member of staff in question should:
  o inform a senior member of the department – where possible, the HoD – as soon as possible;
  o withdraw from all small-group teaching involving that student (in the case of teaching assistants, this may involve swapping tutorial groups with another TA), unless practically impossible;
  o withdraw from the assessment of that student, even if anonymous marking is used;
  o withdraw from writing references and recommendations for the student in question.

Research projects

Recommendations

- Management teams should ensure that hiring panels (at both shortlisting and interview stages) include at least one, and preferably more than one, woman. [Presence of one woman is already University policy, but HoD will try to request more than one in the future]