

Department Application  
Bronze and Silver Award



Department application	Silver	This application
Word limit [12,500w + 1000 w for ASDU]	<b>13,500</b>	<b>12,929</b>
<b><i>Recommended word count</i></b>		
<b>1. Letter of endorsement +200 words for new HoD</b>	500	681
<b>2. Description of the department</b>	500	363
<b>3. Self-assessment process</b>	1,000	1092
<b>4. Picture of the department</b>	2,000	2473
<b>5. Supporting and advancing women's careers</b>	6,500	6957
<b>6. Case studies</b>	1,000	956
<b>7. Further information</b>	500	407

<b>Name of institution</b>	Durham University	
<b>Department</b>	Archaeology	
<b>Focus of department</b>	AHSSBL	
<b>Date of application</b>	September 2022	
<b>Award Level</b>	Silver Application	
<b>Institution Athena SWAN award</b>	Date: Nov 2018	Level: Bronze
<b>Contact for application</b> Must be based in the department	Prof Sarah Semple and Dr Catherine Draycott	
<b>Email</b>	<a href="mailto:s.j.semple@durham.ac.uk">s.j.semple@durham.ac.uk</a> <a href="mailto:catherine.draycott@durham.ac.uk">catherine.draycott@durham.ac.uk</a>	
<b>Telephone</b>	0191 3341115	
<b>Departmental website</b>	<a href="https://www.durham.ac.uk/departments/academic/archaeology/">https://www.durham.ac.uk/departments/academic/archaeology/</a>	

## ABBREVIATIONS

<b>AA</b>	Academic Advisors (for UG students)
<b>ADR</b>	Annual Development Review
<b>AP</b>	Action Plan
<b>ASDU</b>	Archaeological Services Durham University
<b>AS</b>	Athena SWAN
<b>AwF</b>	Archaeology with Foundation (programme)
<b>BAME</b>	Black, Asian and Minority Ethnic
<b>BAP</b>	Bronze Action Plan
<b>BoE</b>	Board of Examiners
<b>BORDA</b>	British Off-Road Driving Association
<b>BoS</b>	Board of Studies
<b>CBoE</b>	Chair of the Board of Examiners
<b>CITB</b>	Construction Industry Training Board
<b>CSCS</b>	Construction Skills Certificate Scheme
<b>DA</b>	Discretionary Award (Pay and Reward)
<b>DCAD</b>	Durham Centre for Academic Development
<b>DEDP&amp;C</b>	Deputy Executive Dean, People and Culture
<b>DMG</b>	Department Management Group
<b>DirPGR</b>	Director of Postgraduate Research
<b>DirPGT</b>	Director of Postgraduate Taught Studies
<b>DM</b>	Department Manager
<b>DMG</b>	Departmental Management Group
<b>DoA</b>	Department of Archaeology
<b>DoE</b>	Director of Education
<b>DoR</b>	Director of Research
<b>DPP</b>	Department Progression and Promotion
<b>DPPC</b>	Department Progression and Promotion Committee
<b>DTC</b>	Doctoral Training Centre
<b>DU</b>	Durham University
<b>DUGS</b>	Director of Undergraduate Studies
<b>ECP</b>	Exceptional Contribution Payment (Pay and Reward)
<b>ECR</b>	Early Career Researcher (comprising PGRs and PDRs)
<b>EDI</b>	Equality, Diversity and Inclusion
<b>EDIC</b>	Equality, Diversity and Inclusion Committee
<b>EDICC</b>	Equality, Diversity and Inclusion Committee Chair
<b>FGS</b>	First-generation Scholars
<b>FPC</b>	Faculty Promotion Committee
<b>FT</b>	Full-time
<b>FTE</b>	Full-time Equivalent
<b>G</b>	Grade
<b>GIS</b>	Geographic Information Systems
<b>HASDU</b>	Head of Archaeological Services Durham University
<b>HE</b>	Higher Education

<b>HoD</b>	Head of Department
<b>HR</b>	Human Resources
<b>IAB</b>	International Advisory Board
<b>IWD</b>	International Women's Day
<b>JH</b>	Joint Honours (degree programmes)
<b>KIT</b>	Keeping in Touch
<b>L&amp;T</b>	Learning and Teaching
<b>LM</b>	Line Manager
<b>ML</b>	Maternity Leave
<b>MOOC</b>	Massive Online Open Course
<b>NSS</b>	National Student Satisfaction Survey
<b>OS</b>	Overseas
<b>pa</b>	per annum
<b>P&amp;R</b>	Pay and Reward
<b>PDR</b>	Postdoctoral Researcher (permanent and fixed-term)
<b>PGCAP</b>	Post-graduate Certificate in Academic Practice
<b>PGR</b>	Post-graduate Researcher
<b>PGT</b>	Post-graduate Taught (student)
<b>PI</b>	Principal Investigator
<b>PS</b>	Professional Support staff
<b>PT</b>	Part-time
<b>QGIS</b>	An open-source Geographic Information Systems software
<b>R&amp;A</b>	Recruitment and Admissions
<b>R+T</b>	Research and Teaching (staff)
<b>REF</b>	Research Excellence Framework UK
<b>RIG</b>	Research and Impact Group
<b>RIS</b>	Research and Innovation Services
<b>SAP</b>	Silver Action Plan
<b>SAT</b>	(Athena SWAN) Self-assessment Team
<b>SCS</b>	Staff Culture Survey
<b>SH</b>	Single Honours (degree programmes)
<b>SRA</b>	Senior Research Administrator
<b>SSH</b>	Social Sciences and Health (Faculty of)
<b>T&amp;R</b>	Teaching and Research
<b>TAR</b>	Teaching Availability Request
<b>TF</b>	Teaching Fellow
<b>TS</b>	Technical Support (staff)
<b>UG</b>	Undergraduate (student)
<b>UGPS</b>	Undergraduate Placement Scheme
<b>UoA</b>	Unit of Assessment for REF2021
<b>UPC</b>	University Promotions Committee
<b>WLM</b>	Workload Model
<b>YA</b>	Year Abroad (UG Degree with)

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT



I write in full support of our application for **Athena SWAN Silver** and commitment to the Athena SWAN principles. I co-led our successful Bronze Award in 2017 and on becoming Head of Department in 2019, we had already made significant inroads into our Action Plan. As HoD, I am committed to embedding an environment of equity, respect and support, ensuring female colleagues have access to leadership opportunities, career mentoring and training, and that female progression and visibility in leadership roles is a departmental priority. The Department Management Group (DMG) has been 50:50 (F/M) gender balanced since 2019, with female colleagues taking up key roles during my Headship. The Chair of EDI now sits on the DMG to ensure inclusivity in all activities. From 2006 to 2016, the department had just one female professor. Since 2016, the Department has supported eleven promotions of female academic staff with a 100% success rate and welcomed five new female Professors. I have sought to create a culture of care and support across our entire workforce, ensuring colleagues across all grades and roles, including our PDR community have opportunities to contribute to the shaping and management of our department, resulting in a positive shift in many of the responses to our staff culture survey.

We have made 29 pay rewards since 2019 for outstanding service: 66% awarded to female colleagues at all grades and in all roles in recognition of leadership and service in all areas of work. We have encouraged and made annual nominations to Durham's *Women Making a Difference* initiative, with recognition given to 12 female colleagues and students on International Women's Day 2019/2020 for their leadership and contribution.

I began my academic career as a single parent on fixed-term research contracts and recognise the impacts of caring responsibilities that are often carried by female staff. In 2020 I launched the department's Parent/Carers network during the COVID pandemic to offer support for all staff and students who are primary carers (elderly/disabled family as well as children). I have supported the rollout of a new department mentoring scheme and play an active part as a mentor to ECR colleagues.

I support and attend EDI Committee and Athena SWAN SAT. Successes since Bronze include a change in gender ratios in academic staff (2014: 30%f:70%m to 2022: 41%f:59%m), a major increase in staff in awareness of gender policies, non-binary staff and student needs, and a strong endorsement of the culture of inclusivity in Archaeology in the 2020 Durham University Respect Commission report.

I am critically aware of the pressures and disparities imposed by the pandemic. I took active steps to ensure that all colleagues' individual needs were understood and facilitated support. I am proud of how the Department worked as a team to support those carrying significant pressures. We continue to review the longer-term effects of COVID ensuring we focus resources on those who were hardest hit and that we move towards a more equitable workplace for all. I confirm that the following content provides a true and accurate record.

A handwritten signature in black ink, appearing to read "S. Semple".

Professor Sarah Semple,  
Head of Department 2019-2022  
[s.j.semple@durham.ac.uk](mailto:s.j.semple@durham.ac.uk)

I take over as Head of Department in December 2022 and our Athena SWAN action plan is a key priority. I intend our department to become a beacon for our discipline and a model of inclusion and belonging. Positive cultural change since our Bronze award has been dramatic, and as a father of two young children I have benefited from the more family-friendly and inclusive approach. We have also broadened our approach to gender equity, with explicit consideration of gender as a spectrum in our recent surveys and positive steps to improve our response to the intersectional challenges faced by staff and students. I intend to continue our dialogue with LGBTQ+ students, those from ethnic minorities and with disabilities, to discuss ways in which we can create more equitable gender practices (e.g. around fieldwork) and forge a greater culture of belonging. I am wholeheartedly committed to our action plan and the principles of Athena SWAN. We will strive to diversify our student recruitment, addressing male and ethnic minority underrepresentation, and ensure equitable workloads and development opportunities for all staff.

A handwritten signature in black ink, appearing to read 'T. Moore', on a light-colored background.

Professor Tom Moore  
Incoming Head of Department 2022-  
[t.h.moore@durham.ac.uk](mailto:t.h.moore@durham.ac.uk)

## 2. DESCRIPTION OF THE DEPARTMENT

Archaeology (DoA) (Fig. 2.1) is one of eight departments in the Faculty of Social Sciences and Health (SSH) (Fig. 2.3) and we rank in the top 10 globally, coming 4<sup>th</sup> in the QS rankings (2021), 2<sup>nd</sup> nationally in REF2021 and in the top 10 in the 2022-UK-NSS (93.2% overall). Our position on the Science Site, is proximate to the DU Library, cafes, prayer rooms and breastfeeding spaces. We offer gender inclusive toilets, forefront disabled and wheelchair access, and a welcoming space with EDI info/events on dedicated physical noticeboards and a Common Room for coffee mornings and celebratory events (Fig. 2.4).

*Archaeological Services* (ASDU), our commercial unit (one of just four allied to UK Archaeology departments) employs 26 staff (50%f). We have been granted 1000 extra words to discuss and evidence some of the challenges around integrating ASDU who are largely based at Ushaw College, 15/20 minutes' drive from the main department (SAP14) (Fig. 2.2). We also have an editorial team for the externally-funded journal *Antiquity*, including fractional 'buy-out' for two academic staff members (both male) who hold editorial roles (Table 2.1).

Fig.2.1 Dawson Building, home to Archaeology.



Fig. 2.2 Archaeological Services Durham at Ushaw College: new block front right of the image.



Fig.2.3 The DoA within the University Structure

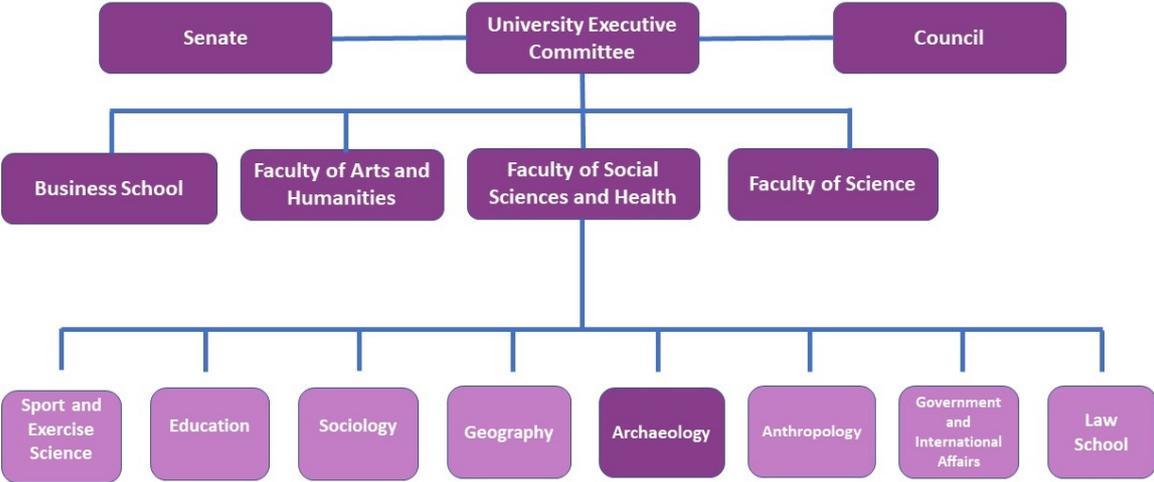


Fig.2.4 DoA Dawson common room in use for IWD.

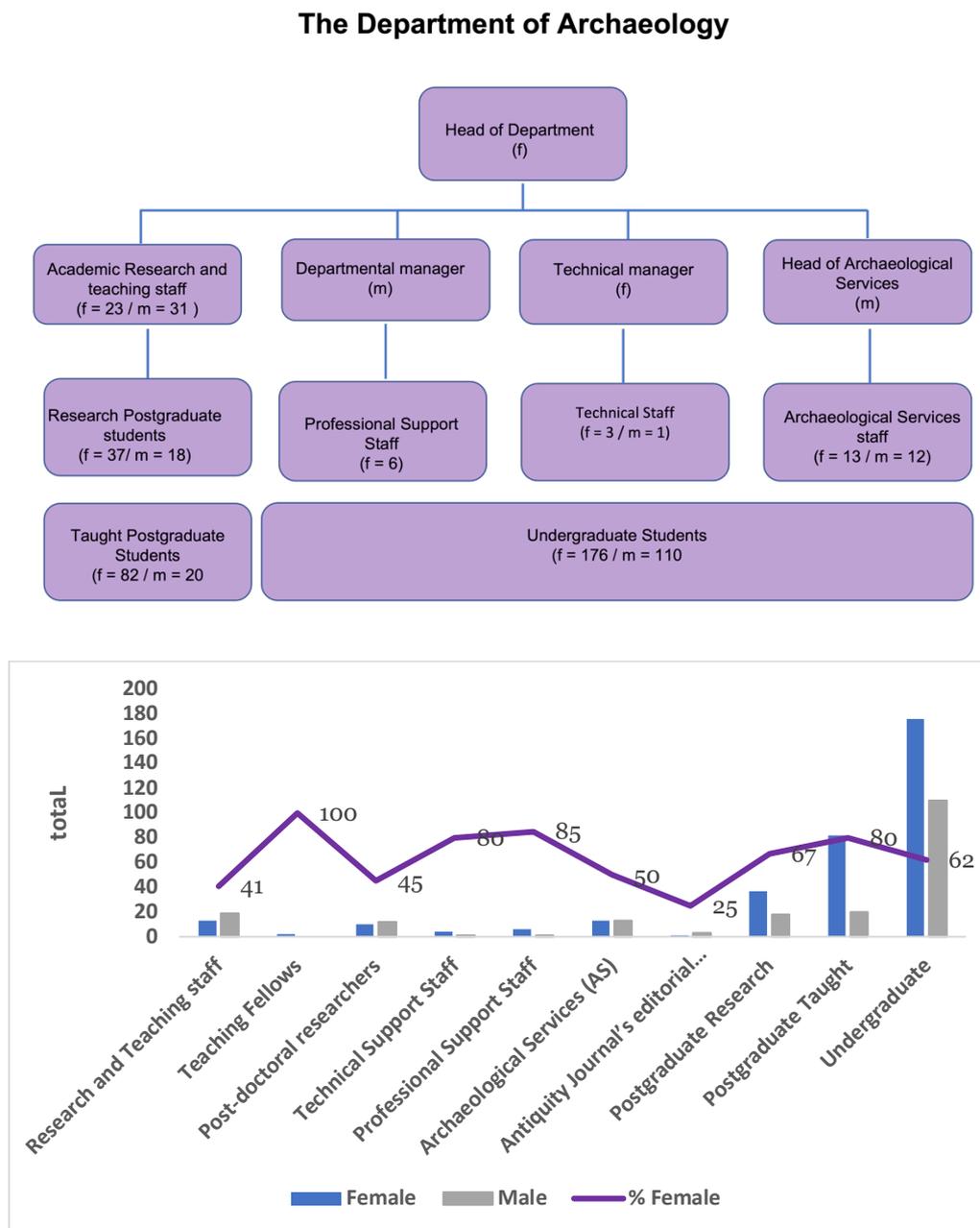


Our 6 UG and 6 PGT programmes attract a high proportion of female students. Females are also predominant in our PGR community (Table 2.1). A lower proportion of females hold permanent academic jobs (Fig 2.5), although since our Bronze award female professorial staff have risen from 9% to 42%. Our profile is commensurate with UK Archaeology departments (Section 4).

Table 2.1 DoA January 2021-22 (Headcount)

Position in the School	Female	Male	% Female
Research and Teaching staff	13	19	41%
Teaching Fellows	2	0	100%
Post-doctoral researchers	10	12	45%
Technical Support Staff	4	1	80%
Professional Support Staff	6	1	85%
Archaeological Services (ASDU)	13	13	50%
<i>Antiquity</i> Journal's editorial team	1	3	25%
<b>Total Staff</b>	<b>49</b>	<b>49</b>	<b>50%</b>
Students	Female	Male	% Female
Postgraduate Research	37	18	67%
Postgraduate Taught	82	20	80%
Undergraduate	176	110	62%
<b>Total Students</b>	<b>295</b>	<b>148</b>	<b>67%</b>

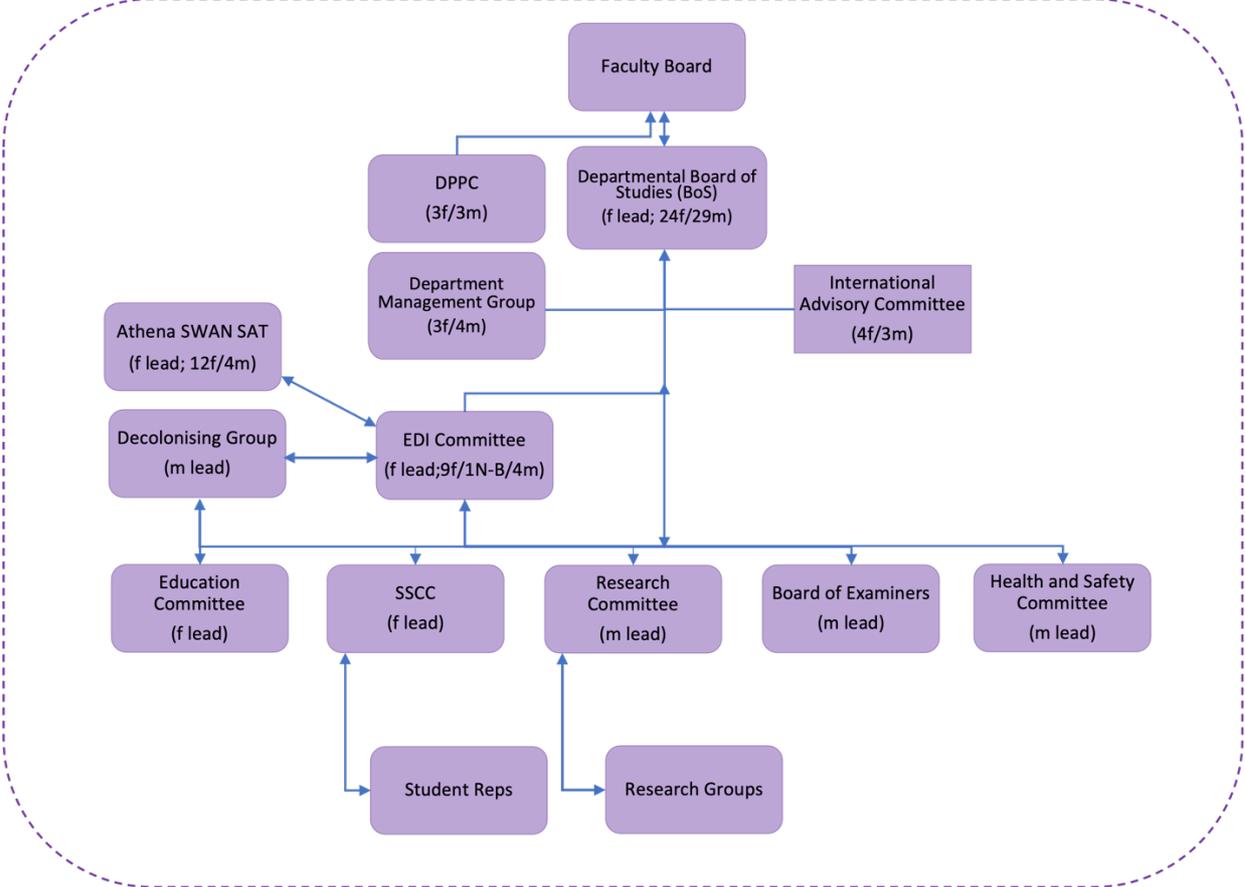
Fig.2.5 DoA by role and gender: staff FTEs from June 2022, student FTEs as of Jan 2022.



The Head of Department (HoD) manages the department and chairs Board of Studies (BoS), which includes all academic staff as well as representatives from the student body, PS and ASDU staff, and wider University representatives (e.g. library). Our department committees report to BoS (Fig. 2.6). A Department Management Group (DMG) meets fortnightly and serves as the executive body. This comprises the HoD, Deputy HoDs, Directors of Education (DoE) and Research (DoR), Director of Postgraduates (DoP), a Senior Manager from ASDU, Chair of EDI Committee (EDICC) and the Department Manager (DM). In 2020 we appointed an International Advisory Board (IAB) of 7

academics (4F, 3M), including 2 BAME members, who meet annually with staff and managers, advising the department on strategic developments and directions.

Figure 2.6. DoA committee structure 2021-22



### 3. THE SELF-ASSESSMENT PROCESS

#### (i) The self-assessment team

Our self-assessment team (SAT) for Bronze is now our EDI Committee (EDIC). The remit of the EDIC has broadened since its formation in 2016 to include BAME, LGBTQ+, First Generation Scholars (FGS), and Disabilities representation. In 2019, with progress on our 2017 BAP underway, a new SAT mobilised to focus on our Silver AS application. The Chair of the EDIC (EDICC), currently also SAT Chair, has a workload of 220 units, equivalent to other major roles within the Department. Academic staff on the SAT are allocated 22 units each to recognise their citizenship activity on our Workload Model (WLM) and service is recognised in our DPP/ADR processes (Section 5). PS/TS & ASDU staff do not have a formal workload model, but the Departmental Manager (DM) sits on the SAT and ensures time is allocated for associated tasks. Representatives of ASDU also sit on the SAT and EDIC.

The SAT comprises 16 people at a range of career stages, ages (early 20s to 60s), disabilities, ethnicities, genders, sexual orientations, caring and home circumstances (Table 3.1). Three former SAT chairs are current SAT members, providing important continuity; one is the current HoD, which facilitates action planning, and another is the DEDP&C, providing important institutional context and input. We launch an annual open call for student representatives (UG, PGT, PGR) for the EDIC and SAT. This has led to an over-representation of women due to our predominance of female students. We aim to improve male student and staff SAT representation in the future (SAP1). The Silver application was produced by the SAT, commented on by staff and SAT representatives, by EDIC, and received by BoS.

Table 3.1. Department Athena SWAN SAT 2021-22.

SAT Member	SAT Contributions
	<p><b>Ian Bailiff</b>, Professor, former HoD and Chair of BoE.</p> <p>Long-time SAT contributor: surveys development; data gathering, editing.</p>

	<p><b>Stephanie Black</b>, MA student.</p>	<p>PGT student representative; media gathering</p>
	<p><b>Matthew Claydon</b> (he/him) Senior Archaeologist, ASDU.</p>	<p>ASDU representative; surveys development; data gathering and report writing.</p>
	<p><b>Catherine Draycott</b> (she/her), Associate Professor, EDIC chair, ClfA EDI Committee.</p>	<p>SAT chair; surveys development and management; data gathering; writing.</p>
	<p><b>Kori Filipek</b>, former PGR and post-doctoral researcher</p>	<p>ECR academic and minority group representative; data gathering; event organisation</p>

	<p><b>Rebecca Gowland</b> (she/her), Professor, DEDP&amp;C, Institutional AS SAT and REC SAT member.</p>	<p>Former SAT chair (2016-18); faculty liaison; case studies coordinator; writing.</p>
	<p><b>Amelia Holden</b>, third-year undergraduate student.</p>	<p>UG student representative; surveys development; media gathering.</p>
	<p><b>Kristen Hopper</b> (she/her), Fixed-term Assistant Professor (research), BANEA Decolonising Committee.</p>	<p>ERC representative; surveys development; data gathering; writing.</p>
	<p><b>Maïa Magalhaes-Filion</b> (she/her), MSc student.</p>	<p>PGT student representative; media gathering.</p>

	<p><b>Andrew Millard</b> (he/him), Associate Professor, Chair of BoE.</p>	<p>Former SAT chair (2018-21); survey analysis; data gathering and analysis.</p>
	<p><b>Megan Olshefski</b>, PhD student, undergraduate teaching tutor.</p>	<p>PGR student representative; surveys data entry; media (photos and video); event organisation.</p>
	<p><b>Sarah Semple</b> (she/her), Professor, HoD 2019-22, Institutional AS SAT</p>	<p>Founding SAT chair (2015-16); data gathering and analysis; writing.</p>
	<p><b>Heidi Shaw</b>, PhD student, undergraduate teaching tutor.</p>	<p>International PGR student representative; surveys development.</p>
	<p><b>Mark Shaw</b>, Department Manager, DU Academic Electoral Assembly member.</p>	<p>PS staff representative; surveys development and management; data gathering.</p>

	<p><b>Natalie Swann</b> (she/her), Senior Project Archaeologist, ASDU.</p>	<p>ASDU representative; surveys development; ASDU data gathering and editing.</p>
	<p><b>Bethan Upex</b>, FT Technical Manager, Chair of DU Technical Managers Network</p>	<p>TS representative; surveys development; event organization; figure production.</p>

## (ii) Our self-assessment process

SAT membership overlaps substantially with the EDIC, including the same chair. The SAT met monthly in the year preceding this application to progress activities. It reports to the EDIC, which in turn reports to all staff and student representatives at BoS each term. Since the COVID pandemic, SAT meetings have been held predominantly online, making use of MS Teams and Sharepoint for data sharing, consolidation, AP monitoring, and communication. We found this approach beneficial from both a data management and inclusion perspective and we will continue using online platforms and hybrid meetings in the future.

Since 2017 we have made significant steps to embedded EDI into Department operations (**BAP1.8**). The EDIC chair (EDICC) now sits on the DMG to ensure the integration of AS Actions in all departmental activities and to obtain direct updates from non-EDIC/SAT members (e.g. DoE) on progress with their allocated action points.

The SAT is responsible for leading the Staff and Student Culture Surveys (SCS), data gathering, analysis, and writing. Our biennial SCSs, first run in 2016, were refined and expanded in 2019 and 2021; the 2021 iteration incorporated the themes of the Transformed UK Athena SWAN Charter, whilst retaining BAP-specific questions to track progress, and after piloting, was run entirely online. The online SCS eased management, but reduced respondent numbers (**Table 3.2**), although this was also likely linked to COVID disruption (**SAP2**).

Results of each SCS were used to check and RAG-rate our BAP targets, allowing us to actively respond to issues arising and inform our Silver Action Plan (**SAP**). Our BAP RAG-rating indicates that we have fully or partially fully implemented 95% of our actions. Some elements became redundant due to changes in University procedures, were disrupted by COVID, or data was not available. We have piloted a new Pipeline Survey, aimed at alumni and leavers to assess whether EDI-related issues figure in decisions to continue in archaeology.

Staff and student data were gathered and analysed via centralised university databases. Departmental records yielded information on processes such as committee membership, workload, mentoring, exam performance and representation (external roles, website and communications).

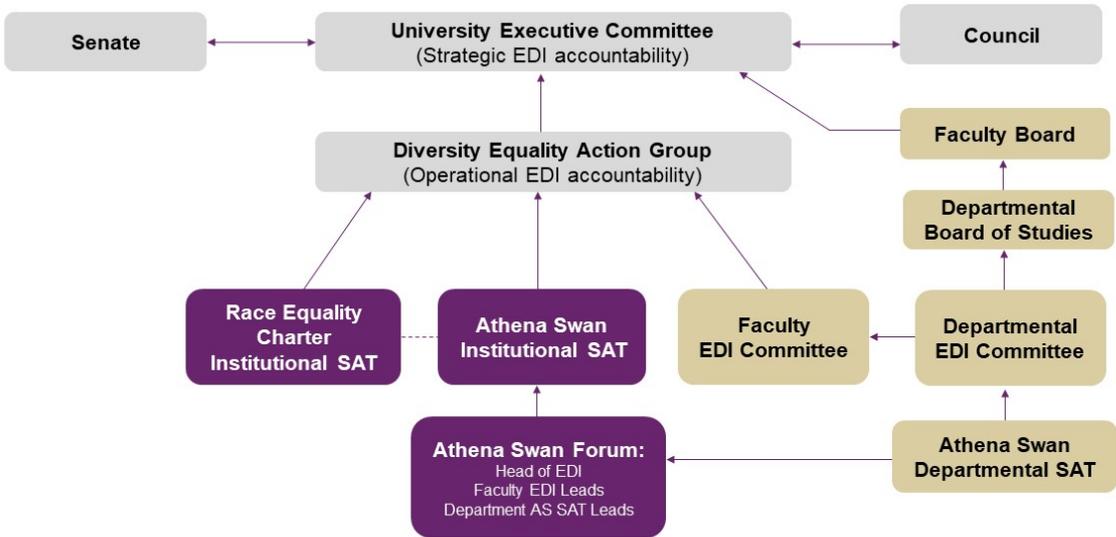
Table 3.2. Respondents to DoA SCSs.

Group	2016		2019		2021	
	N	% response	N	% response	N	% response
Taught students	130	40%	169	54%	52	15%
Research students	--	--	7	13%	13	22%
Staff	56	53%	57	48%	42	35%
<b>Total</b>	<b>186</b>	<b>43%</b>	<b>233</b>	<b>48%</b>	<b>107</b>	<b>20%</b>

Workshops, focus groups and panels linked to EDI events were also used for community consultation. These include regular events on career progression for women (e.g. 2019 workshop on the ‘leaky pipeline’ and 2022 panel on Women in Archaeology) and annual IWD events, which have increasingly focussed on intersectionality.

The final SAP was distributed via Sharepoint to ASDU, the SAT team, BoS and student representatives for comment and approval. The Faculty DEDP&C was involved in writing the application and acted as conduit to the University’s EDI unit. The DEDP&C was also a member of the Transformed AS Sub-Panel ‘Gender as a Spectrum’, informing our work with non-binary and Trans students over the last two years. The EDIC/SAT chair consults termly with the University’s EDI unit and other Department SATs via the University’s AS Forum and Faculty EDI committee. We received advice and support from the EDI unit on this application and input from an external consultant. The Faculty Executive Dean approves the final submission. Figure 3.1 shows the governance of EDI within the Department, Faculty and University.

Fig. 3.1. EDI governance structures within Departments and University.



**(iii) Plans for the future of the self-assessment team**

We have a strong departmental commitment to EDI and are ambitious to progress towards gold AS status. We will continue to prioritise EDI in our activities to achieve our ambitions. Strong continuity and succession planning for our SAT membership is crucial and we will continue to safeguard this. Membership of the EDIC and SAT will be reviewed annually with action taken to ensure diversity and improved male representation (SAP1).

We will further strengthen the embedding of EDI by making it an agenda item on all Department committees. This will facilitate collective ownership and accountability for cultural change. We will separate the roles of SAT Chair and EDIC chair (increasing the hours allocated) to enable more dedicated oversight and management of AS-related data, reports and actions (SAP3)

The SAT will meet termly in a hybrid format and continue to report to EDIC. SAT members will be allocated responsibility for specific data collection and consultation projects. An annual cycle of business will systemise the updating of datasets, review of relevant reports and recommendations in relation to gender equality, and formal review of the action plan (SAP4).

We welcome the changes heralded by the Transformed AS Charter. For the last two years we have implemented actions to address challenges and barriers faced by BAME (e.g. focus on anti-racism), LGBTQ+ (e.g. focus groups with non-binary students), and disabled (e.g. neurodiversity workshops) students. Much of the data presented below is constrained by a binary approach because it is reliant on University data which had yet to address gender as a spectrum. We have already altered our recent surveys and approaches to be more inclusive but this will only become apparent in future applications. Further actions to address the intersection of gender with other characteristics will be discussed in Sections 4 and 5.

No.	Silver Action Point Summary
1	Improve diversity and male student and ECR representation on the SAT; increased visibility of male role models in EDI events.
2	Improve response rates to SCSs through awareness raising and improved information sharing.
3	Separate SAT chair and EDI chair roles, increase workload allowance, clearer and more dispersed accountability for SAP activities.
4	Integrate the SAT data collection and reflection processes within the Department’s annual cycle of reporting, to further embed EDI.

## 4. A PICTURE OF THE DEPARTMENT

### 4.1. STUDENT DATA

We have 6 UG and 6 PGT programmes, which we have analysed fully below for trends in gender.

#### (iv) Numbers of men and women on access or foundation courses

Foundation years, including a specific Archaeology with Foundation year, are run by DCAD (Tables 4.1, 4.2).

Table 4.1 Archaeology with Foundation degree, 2015-21. Student Registry census data.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Average
Female	1	0	3	2	2	1	0	9
Male	2	4	2	0	2	0	1	11
<b>% Female</b>	<b>33%</b>	<b>0%</b>	<b>60%</b>	<b>100%</b>	<b>50%</b>	<b>100%</b>	<b>0%</b>	<b>45%</b>
<b>Total</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>20</b>

Table 4.2 Archaeology with Foundation Year, 2015-20. Student Registry data available up to 2020.

Year	Gender	Applications	Offers	Acceptances	Enrolled	Offers: Applications	Acceptances: Offers	Enrolled: Acceptances	Enrolled: Applications
2015	Female	7	4	2	2	57%	50%	100%	29%
	Male	9	5	5	4	56%	100%	80%	44%
	<b>% Female</b>	<b>44%</b>	<b>44%</b>	<b>29%</b>	<b>33%</b>				
2016	Female	6	2	2	2	33%	100%	100%	33%
	Male	5	2	1	1	40%	50%	100%	20%
	<b>% Female</b>	<b>55%</b>	<b>50%</b>	<b>67%</b>	<b>67%</b>				
2017	Female	2	1	1	1	50%	100%	100%	50%
	Male	3	0	0	0	0%	-	-	0%
	<b>% Female</b>	<b>40%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>				
2018	Female	2	2	2	2	100%	100%	100%	100%
	Male	9	2	2	2	22%	100%	100%	22%
	<b>% Female</b>	<b>18%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>				
2019	Female	4	1	1	1	25%	100%	100%	25%
	Male	2	0	0	0	0%	-	-	0%
	<b>% Female</b>	<b>67%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>				
2020	Female	3	0	0	0	0%	-	-	0%
	Male	4	2	1	1	50%	50%	100%	25%
	<b>% Female</b>	<b>43%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>				
<b>Overall</b>	Female	24	10	8	8	42%	80%	100%	33%
	Male	32	11	9	8	34%	82%	89%	25%
	<b>% Female</b>	<b>43%</b>	<b>48%</b>	<b>47%</b>	<b>50%</b>				

Since 2015/16 (**BAP2.1**), 43% of Archaeology with Foundation applicants were female. Offer rates were similar for females and males, with high acceptance and enrolment rates. Recruitment from the broader range of DU Foundation programmes is also gender balanced but numbers are small (**Tables, 4.1, 4.2, 4.3**).

Table 4.3 UG students who progressed from DU Foundation Programmes 2015-22. Student Registry census data.

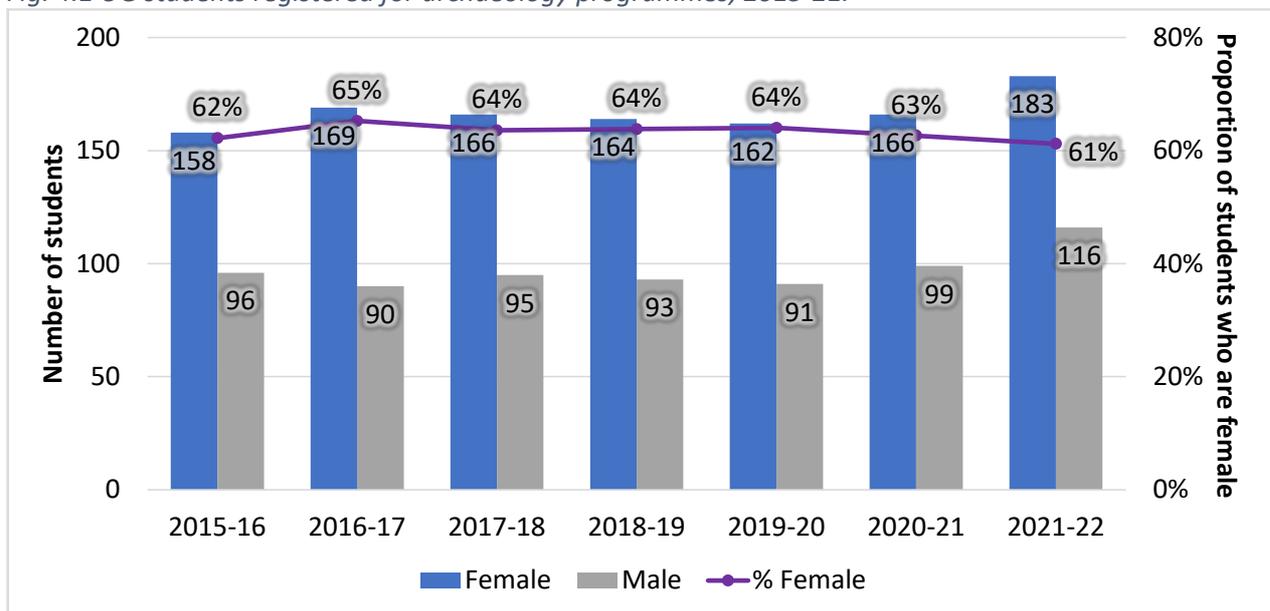
Programme	Gender	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Total
BA Archaeology	Female	2	2	5	5	6	3	0	23
	Male	5	7	7	6	4	1	1	31
	<b>% Female</b>	<b>29%</b>	<b>22%</b>	<b>71%</b>	<b>45%</b>	<b>60%</b>	<b>75%</b>	<b>0%</b>	<b>43%</b>
BSC Archaeology	Female	3	4	3	2	2	1	1	16
	Male	2	1	1	2	2	3	2	13
	<b>% Female</b>	<b>60%</b>	<b>80%</b>	<b>75%</b>	<b>50%</b>	<b>50%</b>	<b>25%</b>	<b>33%</b>	<b>55%</b>
BSC Archaeology with YA	Female	0	0	0	0	0	0	1	1
	Male	0	0	0	0	0	0	0	0
	<b>% Female</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>
BA Archaeology with Placement Year	Female	0	0	0	0	0	0	1	1
	Male	0	0	0	0	0	0	0	0
	<b>% Female</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>
BA Anthropology & Archaeology	Female	0.5	0.5	0	0	0	0	0	1
	Male	0	0	0	0	0	0	0	0
	<b>% Female</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>
BA Ancient History & Archaeology	Female	0	0	0	0	0	0	0.5	0.5
	Male	0	0	0.5	0.5	0.5	0	0	1.5
	<b>% Female</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>25%</b>
BA Arch & Ancient Civilisations	Female	0	0	0	0	0	0	0	0
	Male	0	0	1	0	0	0	0	1

	<b>% Female</b>	<b>0%</b>							
<b>Total per annum</b>	Female	5.5	6.5	8	7	8	4	3.5	42.5
	Male	7	8	9.5	8.5	6.5	4	3	46.5
	<b>% Female</b>	<b>44%</b>	<b>45%</b>	<b>46%</b>	<b>45%</b>	<b>55%</b>	<b>50%</b>	<b>54%</b>	<b>48%</b>

#### (v) Numbers of undergraduate students by gender

The department has four single honours (SH) and two joint honours (JH) UG degrees (Fig. 2.1), with year abroad (YA) and year with placement options. Only 1% of students are part-time (PT).

Fig. 4.1 UG students registered for archaeology programmes, 2015-21.



The proportion of female registrations is annually higher than male registrations (Fig. 4.1) and this is slightly higher than the sector average for Archaeology (58%: HESA data 2019-20) although an increase in the proportion of male students is evident in 2021-22.

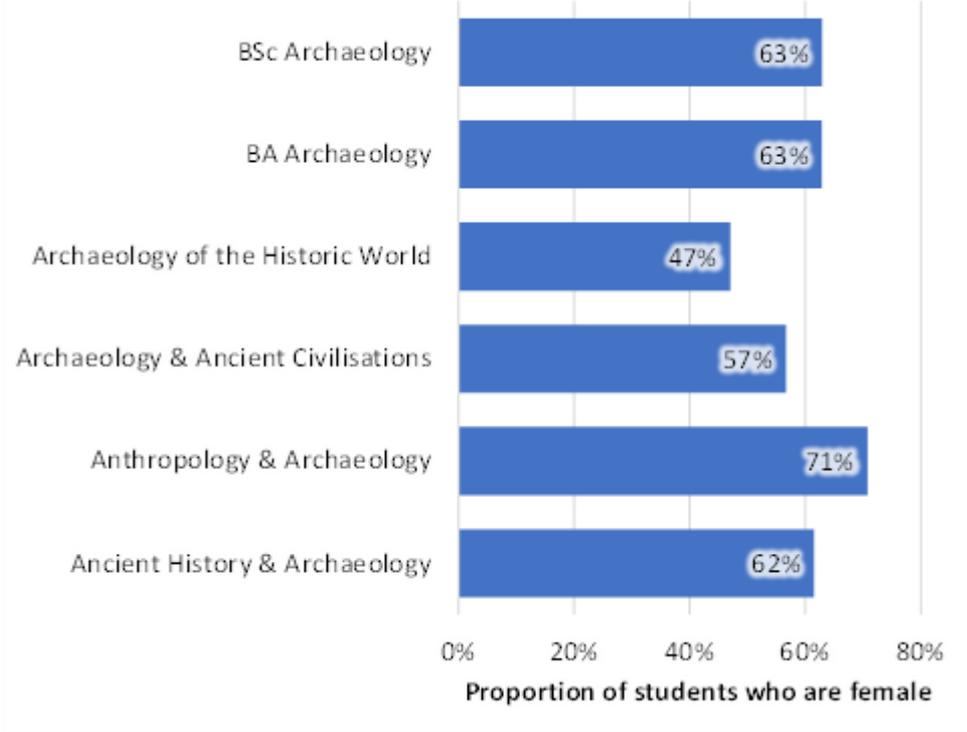
Table 4.4 UG students by programme and gender 2015-22

Programme	Gender	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Ancient History & Archaeology	Female	11	15	14	16	22	29	28
	Male	7	9	10	11	13	18	20
	<b>% Female</b>	<b>61%</b>	<b>63%</b>	<b>58%</b>	<b>59%</b>	<b>63%</b>	<b>62%</b>	<b>58%</b>
Anthropology & Archaeology	Female	32	35	40	42	37	35	39
	Male	12	12	13	11	12	12	18
	<b>% Female</b>	<b>73%</b>	<b>74%</b>	<b>75%</b>	<b>79%</b>	<b>76%</b>	<b>74%</b>	<b>68%</b>
Archaeology & Ancient Civilisations	Female	48	47	41	46	39	29	34
	Male	37	32	34	34	29	20	28
	<b>% Female</b>	<b>56%</b>	<b>59%</b>	<b>55%</b>	<b>58%</b>	<b>57%</b>	<b>59%</b>	<b>55%</b>

Archaeology of the Historic World	Female	0	0	0	0	5	12	16
	Male	0	0	0	0	8	13	16
	<b>% Female</b>	-	-	-	-	<b>38%</b>	<b>48%</b>	<b>50%</b>
BA Archaeology	Female	37	42	43	37	40	46	43
	Male	28	26	26	27	20	19	17
	<b>% Female</b>	<b>57%</b>	<b>62%</b>	<b>62%</b>	<b>58%</b>	<b>67%</b>	<b>71%</b>	<b>72%</b>
BSc Archaeology	Female	30	30	28	23	19	15	23
	Male	12	11	12	10	9	17	17
	<b>% Female</b>	<b>71%</b>	<b>73%</b>	<b>70%</b>	<b>70%</b>	<b>68%</b>	<b>47%</b>	<b>58%</b>
Total	<b>Female</b>	<b>158</b>	<b>169</b>	<b>166</b>	<b>164</b>	<b>162</b>	<b>166</b>	<b>183</b>
	<b>Male</b>	<b>96</b>	<b>90</b>	<b>95</b>	<b>93</b>	<b>91</b>	<b>99</b>	<b>116</b>
	<b>% Female</b>	<b>62%</b>	<b>65%</b>	<b>64%</b>	<b>64%</b>	<b>64%</b>	<b>63%</b>	<b>61%</b>

The BA Anthropology and Archaeology is particularly female-biased (Table 4.4, Fig. 4.2), likely related to the female bias in Anthropology in the sector (74%: HESA 2019-20).

Fig. 4.2. Female students by UG programme 2015-21.



Ratios of FT to PT students are similar for males and females, although PT students have been female since 2018-19. Numbers are too small to form firm conclusions (Tables 4.5, 4.6).

Table 4.5 FT and PT UG students by gender 2015-22.

Gender	Full Time/ Part Time	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Female	Full Time	157	168	165	162	161	164	182	1159
	Part Time	1	1	1	2	1	2	1	9
	<b>% Full Time</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>
Male	Full Time	95	90	95	93	91	99	116	679
	Part Time	1	1	1	0	0	0	0	3
	<b>% Full Time</b>	<b>99%</b>	<b>99%</b>	<b>99%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>99%</b>

Table 4.6 Year abroad or Year with Placement by gender 2015-22.

Gender		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Female	Degree without YA or UGPS	100%	99%	98%	98%	98%	98%	93%
	Degree with YA	0%	1%	2%	2%	2%	2%	4%
	Degree with UGPS							3%
	<b>Total</b>	<b>158</b>	<b>169</b>	<b>166</b>	<b>164</b>	<b>162</b>	<b>166</b>	<b>183</b>
Male	Degree without YA or UGPS	100%	99%	97%	96%	96%	97%	97%
	Degree with YA	0%	1%	3%	4%	4%	3%	3%
	Degree with UGPS							1%
	<b>Total</b>	<b>96</b>	<b>90</b>	<b>95</b>	<b>93</b>	<b>91</b>	<b>99</b>	<b>116</b>

Very small numbers of students opt for YA (Table 4.6), with no significant gender disparities in take up. UGPS is a new scheme with small numbers so far, but has attracted a disproportionate female applicant rate, something we will investigate as the scheme develops (SAP13).

Table 4.7 Ethnicity of UK students by gender 2015-22.

Gender	Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Female	White	95%	95%	94%	92%	89%	90%	91%
	BAME	5%	4%	5%	6%	9%	9%	8%
	Other	0%	1%	2%	2%	2%	1%	1%
	<b>Total</b>	<b>131</b>	<b>135</b>	<b>126</b>	<b>134</b>	<b>132</b>	<b>135</b>	<b>146</b>
	<b>Total % F</b>	<b>61%</b>	<b>63%</b>	<b>61%</b>	<b>62%</b>	<b>63%</b>	<b>62%</b>	<b>60%</b>
Male	White	96%	95%	93%	88%	91%	89%	96%
	BAME	4%	5%	6%	11%	8%	10%	3%
	Other	0%	0%	1%	1%	1%	1%	1%
	<b>Total</b>	<b>85</b>	<b>79</b>	<b>80</b>	<b>83</b>	<b>78</b>	<b>83</b>	<b>96</b>
	<b>Total % M</b>	<b>39%</b>	<b>37%</b>	<b>39%</b>	<b>38%</b>	<b>37%</b>	<b>38%</b>	<b>40%</b>

The majority of our students are White British, with small numbers identifying as BAME and 'other' (Table 4.7), reflecting Archaeology as a discipline (SAP9)

Table 4.8 Ethnicity of international students on DU UG Archaeology programmes by gender 2015-22.

Gender	Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Female	White	70%	53%	43%	33%	33%	29%	24%
	BAME	30%	47%	58%	67%	63%	65%	68%
	Other	0%	0%	0%	0%	3%	6%	8%
	<b>Total</b>	<b>27</b>	<b>34</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>31</b>	<b>37</b>
	<b>Total % F</b>	<b>71%</b>	<b>76%</b>	<b>73%</b>	<b>75%</b>	<b>70%</b>	<b>66%</b>	<b>65%</b>
Male	White	91%	91%	80%	80%	62%	50%	50%
	BAME	0%	0%	7%	10%	31%	38%	45%
	Other	9%	9%	13%	10%	8%	13%	5%
	<b>Total</b>	<b>11</b>	<b>11</b>	<b>15</b>	<b>10</b>	<b>13</b>	<b>16</b>	<b>20</b>
	<b>Total % M</b>	<b>29%</b>	<b>24%</b>	<b>27%</b>	<b>25%</b>	<b>30%</b>	<b>34%</b>	<b>35%</b>

International UG recruitment has seen a 6% increase in males (Table 4.8) and an increase in students identifying as non-White, although higher among females (SAP5).

Table 4.9 UG applications, offers, acceptances and entrants by year and gender 2015-2020.

Year	Gender	Applications	Offers	Acceptances	Entrants	Offers: applications	Acceptances: offers	Entrants: acceptances	Entrants: applications
2015	Female	164.5	154.5	64.5	53	94%	42%	82%	32%
	Male	88	79.5	32.5	26.5	90%	41%	82%	30%
	<b>% Female</b>	<b>65%</b>	<b>66%</b>	<b>66%</b>	<b>67%</b>				
2016	Female	167	153	51.5	44	92%	34%	85%	26%
	Male	94	84	29.5	26	89%	35%	88%	28%
	<b>% Female</b>	<b>64%</b>	<b>65%</b>	<b>64%</b>	<b>63%</b>				
2017	Female	172	162	53.5	39	94%	33%	73%	23%
	Male	102	91.5	40	22	90%	44%	55%	22%
	<b>% Female</b>	<b>63%</b>	<b>64%</b>	<b>57%</b>	<b>64%</b>				
2018	Female	200.5	191.5	59	48.5	96%	31%	82%	24%
	Male	177.5	171	42.5	26	96%	25%	61%	15%
	<b>% Female</b>	<b>53%</b>	<b>53%</b>	<b>58%</b>	<b>65%</b>				
2019	Female	216	211	67	52	98%	32%	78%	24%
	Male	154.5	144	54	37	93%	38%	69%	24%
	<b>% Female</b>	<b>58%</b>	<b>59%</b>	<b>55%</b>	<b>58%</b>				
2020	Female	240.5	231	69.5	56.5	96%	30%	81%	23%
	Male	173	159	57.5	39	92%	36%	68%	23%
	<b>% Female</b>	<b>58%</b>	<b>59%</b>	<b>55%</b>	<b>59%</b>				
<b>Overall</b>	Female	1160.5	1103	365	293	95%	33%	80%	25%
	Male	789	729	256	176.5	92%	35%	69%	22%
	<b>% Female</b>	<b>60%</b>	<b>60%</b>	<b>59%</b>	<b>62%</b>				

Although the overall UG census (Fig. 4.1) looks relatively static, applications data (Table 4.9) indicates that we have exceeded our target of a 5% m student increase in entrants (BAP2.2-4). At the same time, a statistically significant higher rate of offers to females is evident, potentially related to predicted grades, and although acceptance rates are balanced, more women tend to become entrants, especially from 2018 when DU Recruitment and Admissions (R&A) was centralised. We will explore reasons for male under-representation and interventions to improve gender balance (SAP6)

Table 4.10 UG applications, offers, acceptances and entrants by programme and gender 2015-2020.

Programme	Gender	Applications	Offers	Acceptances	Entrants	Offers: applications	Acceptances: offers	Entrants: acceptances	Entrants: applications
Ancient History & Archaeology	Female	115	104.5	32.5	26	91%	31%	80%	23%
	Male	82.5	70.5	24.5	17.5	85%	35%	71%	21%
	<b>% Female</b>	<b>58%</b>	<b>60%</b>	<b>57%</b>	<b>60%</b>				
Anthropology & Archaeology	Female	178.5	167.5	47.5	43	94%	28%	91%	24%
	Male	70.5	65.5	21.5	16	93%	33%	74%	23%
	<b>% Female</b>	<b>72%</b>	<b>72%</b>	<b>69%</b>	<b>73%</b>				
Archaeology & Ancient Civilisations	Female	315	304	122	93	97%	40%	76%	30%
	Male	233	221	101	67	95%	46%	66%	29%
	<b>% Female</b>	<b>57%</b>	<b>58%</b>	<b>55%</b>	<b>58%</b>				
Archaeology of the Historic World*	Female	98	97	18	15	99%	19%	83%	15%
	Male	116	116	22	17	100%	19%	77%	15%
	<b>% Female</b>	<b>46%</b>	<b>46%</b>	<b>45%</b>	<b>47%</b>				
BA Archaeology	Female	297	280	101	84	94%	36%	83%	28%
	Male	205	180	62	42	88%	34%	68%	20%
	<b>% Female</b>	<b>59%</b>	<b>61%</b>	<b>62%</b>	<b>67%</b>				
BSc Archaeology	Female	157	150	44	32	96%	29%	73%	20%
	Male	82	76	25	16	93%	33%	64%	20%
	<b>% Female</b>	<b>66%</b>	<b>66%</b>	<b>64%</b>	<b>67%</b>				

\* Data for 2018 to 2020

Gender patterns in programme applications averaged over six years (Table 4.10) show that offer rates are high and generally gender-balanced, although entrance rates tend to be slightly higher for females in all programmes. The admissions data shows that the BA Archaeology has higher offers and entrance rate for females, requiring attention (SAP6).

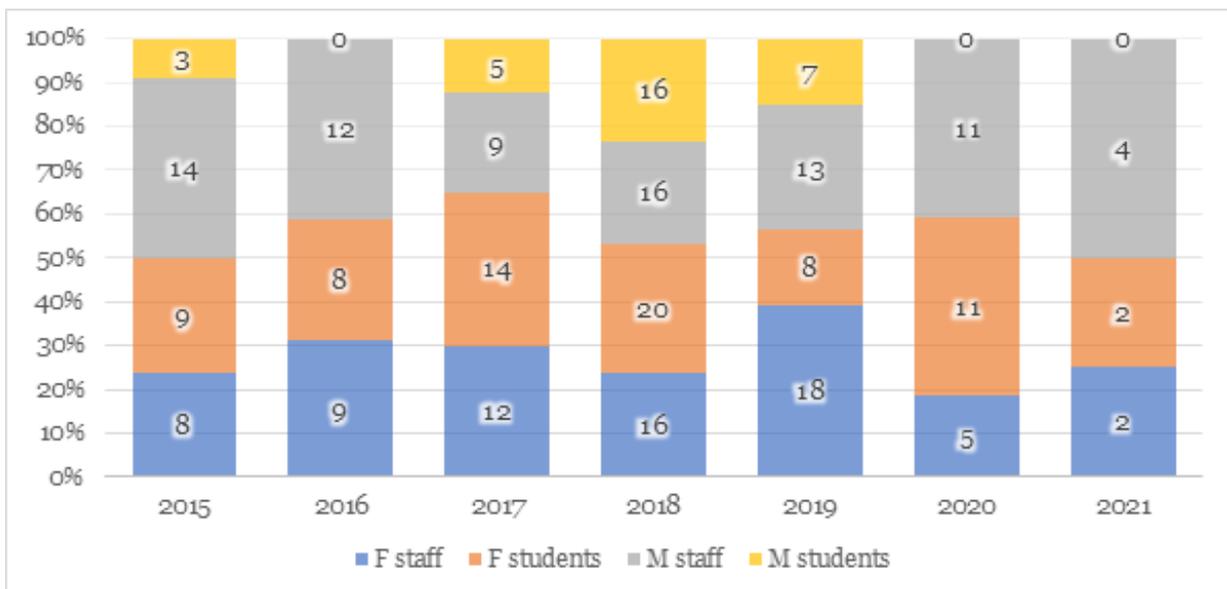
Responding to Bronze actions on improved gender balance: we revised publicity materials and webpages to implement a 50:50 gender balance (BAP2.2). However, there was a female bias in our department banners used at open days, which we have recently rectified (Fig. 4.3).

Fig. 4.3 Banners produced in 2018 (left) and now in production (right).



Our monitoring of recruitment event participation (**BAP2.3**) (**Fig. 4.4**) shows that we struggle to get male student volunteers for open days, especially for online events (**SAP6**).

Fig. 4.4. Gender representation of Archaeology staff and student participation at Open Days.



Centralised admissions has prevented the development of a decliner survey (**BAP2.4**), but we are now liaising with R&A on this (**SAP6**).

## Degree Attainment by Gender

Table 4.11 UG degree pass classifications by gender and year, 2015-16 to 2021-22.

Year	Gender	1	2.1	2.2	3	Total
2015-16	Female	30%	69%	2%	0%	54
	Male	23%	68%	6%	3%	31
2016-17	Female	27%	68%	5%	0%	44
	Male	18%	75%	7%	0%	28
2017-18	Female	42%	53%	4%	0%	45
	Male	20%	64%	16%	0%	25
2018-19	Female	41%	57%	2%	0%	54
	Male	26%	65%	10%	0%	31
2019-20	Female	46%	52%	2%	0%	52
	Male	37%	59%	4%	0%	27
2020-21	Female	45%	50%	5%	0%	44
	Male	37%	59%	4%	0%	27
2021-22	Female	50%	45%	5%	0%	38
	Male	28%	72%	0%	0%	18
<b>Overall</b>	<b>Female</b>	<b>40%</b>	<b>57%</b>	<b>3%</b>	<b>0%</b>	<b>331</b>
	<b>Male</b>	<b>27%</b>	<b>66%</b>	<b>7%</b>	<b>1%</b>	<b>187</b>

In the last seven years an average of 40% females compared with 27% of males have obtained first class degrees, rising to 50% of females and 28% males in 2021-22 (**Table 4.11**). An exception to this pattern is the *BA Anthropology and Archaeology* (**Fig. 4.4**).

Fig. 4.4 UG degree classification by gender, by programmes, 2015-22 (excepting Archaeology of the Historic World).

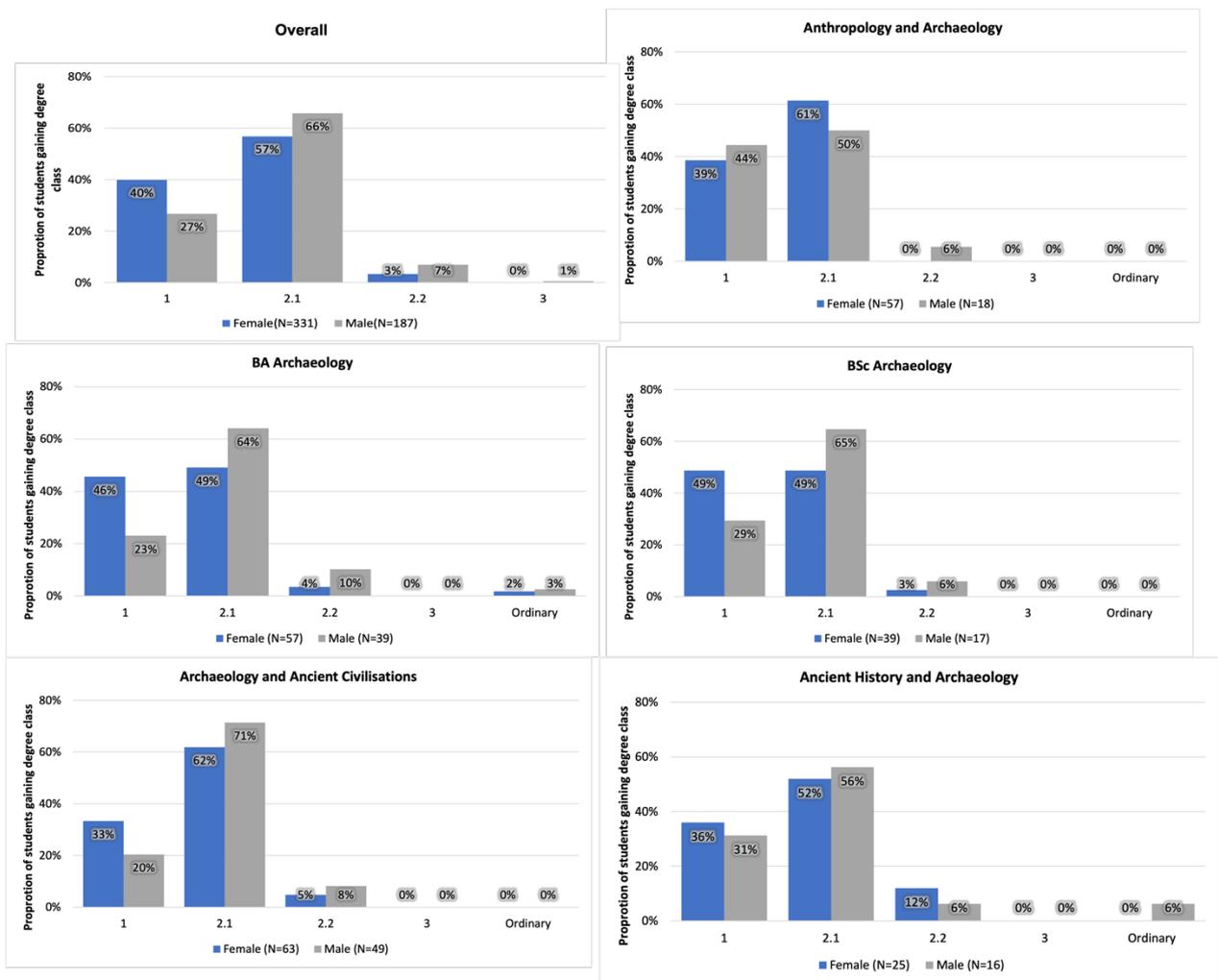


Table 4.12 UG degree fails 2015-21. Fractional numbers indicate joint honours students.

Gender	Full Time/ Part Time	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total
Female	Full Time	0	0	1.5	0	1	3	5.5
	Part Time	0	0	0	0	1	0	1
	<b>Total</b>	<b>0</b>	<b>0</b>	<b>1.5</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>6.5</b>
Male	Full Time	0.5	0.5	1	0	2	2	6
	Part Time	0	0	0	1	0	0	1
	<b>Total</b>	<b>0.5</b>	<b>0.5</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>7</b>
% female		0%	0%	60%	0%	50%	60%	48%

Since 2015, our completion rates have remained high (Table 4.12). Failure rates are too small to draw conclusions from. Withdrawal rates (Table 4.13) are low, with no gender pattern, most attributable to change in programme.

Table 4.13 UG degree withdrawals 2015-22. Half numbers indicate joint honours students.

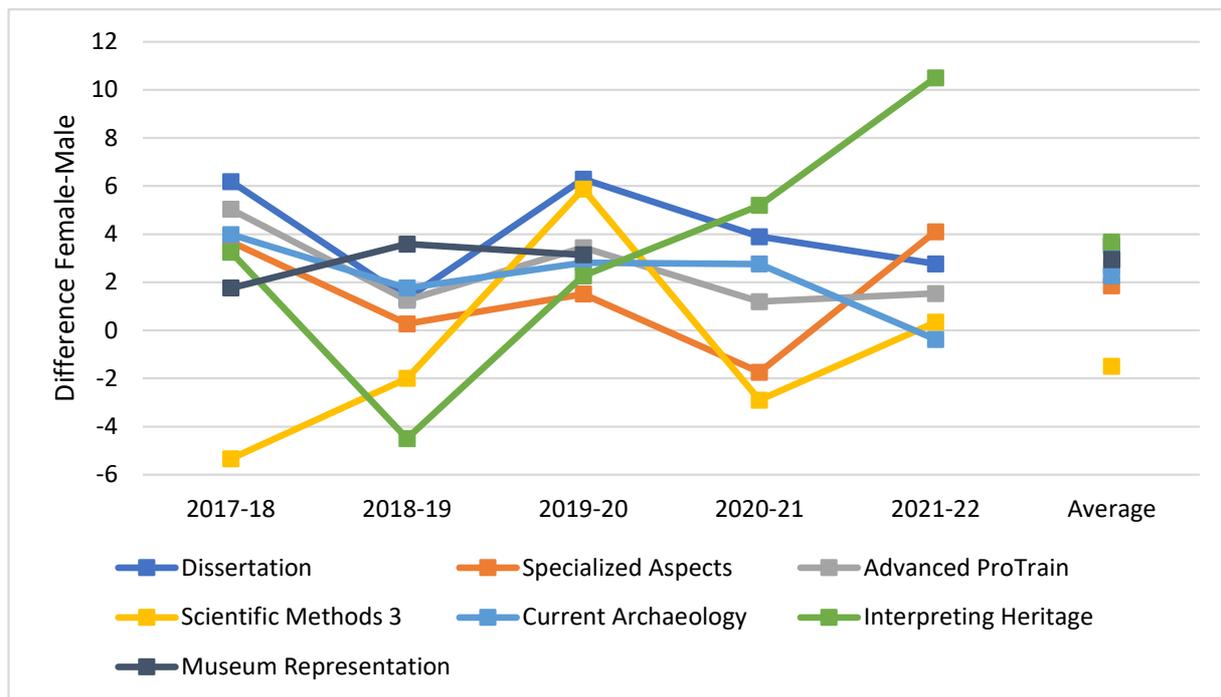
Gender	Full Time/ Part Time	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total
Female	Full Time	3	8.5	6.5	3	4	3.5	28.5
	Part Time	1	0	0	0	0	0	1
	<b>Total</b>	<b>4</b>	<b>8.5</b>	<b>6.5</b>	<b>3</b>	<b>4</b>	<b>3.5</b>	<b>29.5</b>
Male	Full Time	2	2	2.5	0	3	2	11.5
	Part Time	0	0	0	0	0	0	0
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>2.5</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>11.5</b>
% female		67%	81%	72%	100%	57%	67%	72%

Bronze actions relevant to UG performance addressed gender differences in class participation (**BAP2.21**) and performance by assessment type (**BAP2.5**). Our target of 10% increase in 'strongly agree' to statements that students are treated, and work marked fairly regardless of gender was not attained in our SCS, due to increases in neutral rather than negative responses. SCS feedback suggests a lack confidence in approaching staff and using office hours is more pronounced among females, those who identified as non-binary and 'other'. Provisional performance analysis (**BAP2.5**) indicates that females excel at level 3, where all work is coursework, especially in modules that have extended projects (**Table 4.14, Fig. 4.5**) (SAP7).

Table 4.14 Performance (average marks) in Level 3 modules by gender since 2017. Red = statistically significantly gendered differences.

Gender	Module	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Female	<b>Total</b>	<b>68.3</b>	<b>68.2</b>	<b>69.9</b>	<b>69.2</b>	<b>70.4</b>	<b>68.8</b>
	Dissertation	66.8	68.4	71.7	69.0	69.3	68.3
	Specialized Aspects	67.7	67.4	67.5	68.1	68.9	67.9
	Advanced ProTrain	67.6	67.1	67.5	67.6	69.2	67.8
	Scientific Methods 3	67.3	65.0	67.9	64.6	68.0	66.5
	Current Archaeology	70.1	70.5	70.2	70.6	68.4	70.0
	Interpreting Heritage	73.0	70.5	75.8	73.8	80.0	74.4
	Museum Representation	67.9	68.4	69.6	/	/	68.7
Male	<b>Total</b>	<b>64.2</b>	<b>67.1</b>	<b>66.6</b>	<b>67.4</b>	<b>66.9</b>	<b>66.2</b>
	Dissertation	60.6	67.0	65.5	65.1	66.5	64.8
	Specialized Aspects	64.0	67.1	66.0	69.9	64.8	66.0
	Advanced ProTrain	62.6	65.9	64.1	66.4	67.6	65.2
	Scientific Methods 3	72.7	67.0	62.0	67.5	67.7	68.0
	Current Archaeology	66.1	68.8	67.4	67.9	68.8	67.8
	Interpreting Heritage	69.8	75.0	73.5	68.6	69.5	70.8
	Museum Representation	66.1	64.8	66.5			65.8
Other	<b>Total</b>			<b>70.0</b>			<b>70.0</b>
	Dissertation			64.0			64.0
	Specialized Aspects			65.0			65.0
	Current Archaeology			63.0			63.0
	Interpreting Heritage			85.0			85.0
	Museum Representation			73.0			73.0
<b>Total</b>		<b>66.7</b>	<b>67.8</b>	<b>68.8</b>	<b>68.5</b>	<b>69.1</b>	<b>67.9</b>

Fig. 4.5 Difference in female versus male % marks in assignments in Level 3 modules (all coursework).



#### (vi) Numbers of men and women on postgraduate taught degrees

The department has an intake of c. 100 students per year across the six taught postgraduate programmes,<sup>1</sup> 92% FT and 53% non-British. Bronze Actions were aimed at boosting numbers, support and performance of underrepresented males with a 50f:50m gender-balance for webpages and publicity materials (**BAP2.6**). A survey of PGT students to determine gendered considerations in choosing our department (**BAP2.7**) did not ask the right questions, but we have piloted a new pipeline to leavers, assessing gendered career intentions (**SAP6**). DU restrictions prevented implementing a decliner survey (**BAP2.22**) but we are working on this with R&A.

The proportion of female PGT registrations remains high (**Fig. 4.6**) and is higher than the sector: e.g. in 2016-17, 67.2% of archaeology PGT students nationally were female, 70.8% in Russell Group institutions (**SAP6**).

<sup>1</sup> The MA Conservation of Archaeological and Museum Objects, has placement and dissertation pathways. In 2018-19 the MSc Archaeological Science was rebranded as MSc Bioarchaeology and the MSc Palaeopathology was rebranded as MSc Human Bioarchaeology and Palaeopathology. In 2020-21 the effects of social distancing on laboratory work meant that the latter programme was suspended, and all accepted students were offered places on the MSc Bioarchaeology. A new MA in Forensic Archaeology and Anthropology will run for the first time in 2022-23.

Fig. 4.6 PGT students registered archaeology programmes, 2015-21

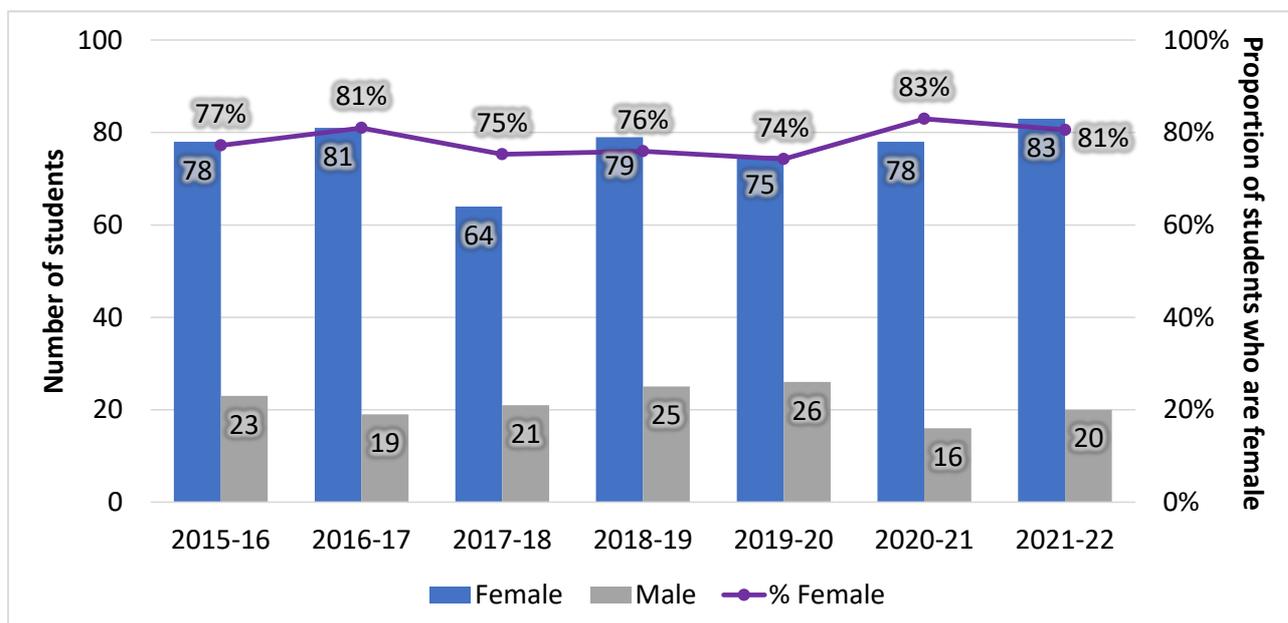


Table 4.15 Indicative UG leavers and PGT Durham continuers pipeline.

UG Leavers						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Female	136.5	144	139	135	132.5	134
Male	86.5	80.5	84.5	82	78.5	84
<b>Total</b>	<b>223</b>	<b>224.5</b>	<b>223.5</b>	<b>217</b>	<b>211</b>	<b>218</b>
PGT Durham Continuers						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Female	13	8	4	13	12	13
% of F UG leavers	9.5%	5.5%	2.9%	9.6%	9%	9.7%
Males	1	3	4	4	2	3
% of M UG leavers	1.1%	3.7%	4.7%	4.9%	2.5%	3.6%
<b>Total</b>	<b>14</b>	<b>11</b>	<b>8</b>	<b>17</b>	<b>14</b>	<b>16</b>

Relatively few DU UG graduates continue to PGT at DU and females are more likely to do so (with the exception of 2018-19) (Table 4.15). Pilot pipeline survey results indicate UG male leavers are more concerned with finances and entering work, suggesting gendered differences in perceptions of the cost benefits of further qualifications (Table 4.16).

Table 4.16 Pilot pipeline survey question and responses about proceeding in further study.

Are you considering/did you consider applying for a further degree following your studies?	F	M	Non-Bin	Other	Pns*	Total
<b>No</b>	<b>31%</b>	<b>38%</b>				<b>32%</b>
<b>Unsure</b>	<b>9%</b>	<b>9%</b>		40%	20%	<b>9%</b>
<b>Yes</b>	<b>60%</b>	<b>53%</b>	100%	60%	80%	<b>59%</b>
-In other field	11%	14%	30%	20%		12%
-In same or similar field (archaeology, heritage, museums)	48%	37%	57%	40%	80%	45%
-At Durham	13%	17%	14%		20%	14%
-At Durham AND Other	10%	11%	30%	20%		11%
-At Other	25%	9%	14%	20%	60%	20%
In same or similar field (archaeology, heritage, museums) AND Other	1%	2%	14%			2%
At Durham	1%					0.3%
At Durham AND Other			14%			0.3%
At Other	1%	2%				1%
<b>Total</b>	<b>204</b>	<b>107</b>	<b>7</b>	<b>5</b>	<b>5</b>	<b>328</b>

\*Prefer not to say

Table 4.17 PGT students by UK and non-UK nationality\* and gender, 2015-22.

Gender	UK/non-UK	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Female	UK	37	44	27	27	30	36	35	236
	Non-UK	41	37	37	52	45	42	48	302
	<b>% UK</b>	<b>47%</b>	<b>54%</b>	<b>42%</b>	<b>34%</b>	<b>40%</b>	<b>46%</b>	<b>42%</b>	<b>44%</b>
Male	UK	13	9	13	19	13	11	11	77
	Non-UK	10	10	8	6	13	5	9	61
	<b>% UK</b>	<b>57%</b>	<b>47%</b>	<b>62%</b>	<b>76%</b>	<b>50%</b>	<b>69%</b>	<b>55%</b>	<b>56%</b>
All	UK	50	53	40	46	43	47	46	313
	Non-UK	51	47	45	58	59	47	57	363
	<b>% UK</b>	<b>50%</b>	<b>53%</b>	<b>47%</b>	<b>44%</b>	<b>42%</b>	<b>50%</b>	<b>45%</b>	<b>46%</b>

\*NB. this is distinct from 'home' and 'overseas' fee status, the former of which historically included EU students.

A particularly high proportion of international PGTs are female (83%, compared to 75% among British students) (Table 4.17). Numbers of part-time are small and show no significant gender imbalance (Table 4.18).

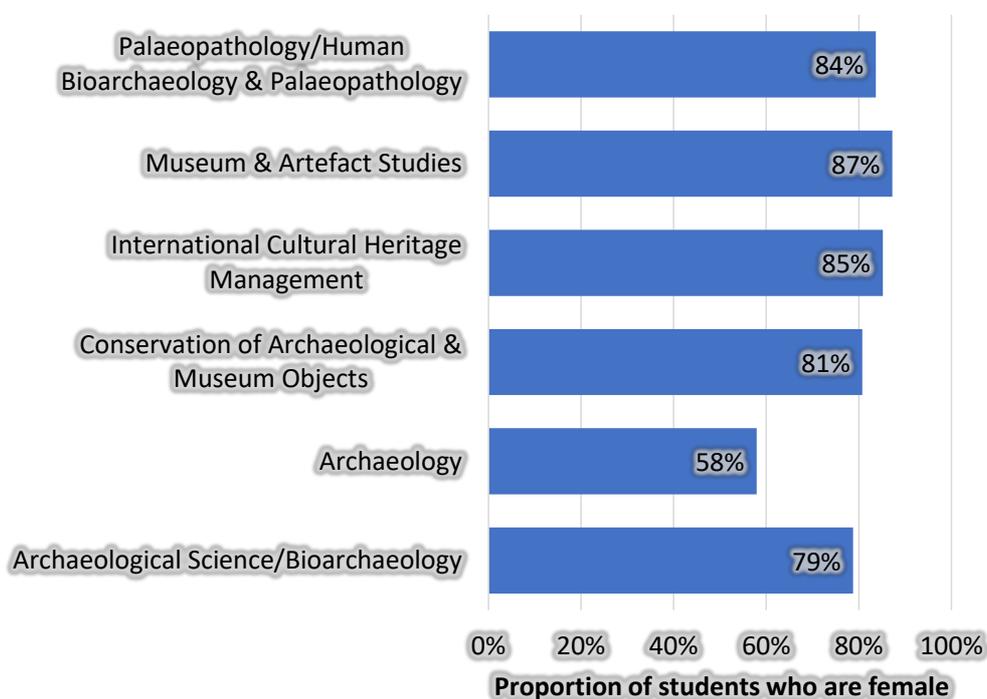
Table 4.18 FT and PT PGT students by gender 2015-22

Gender	Full Time/ Part Time	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Female	Full Time	69	75	61	75	70	71	76	497
	Part Time	9	6	3	4	5	7	7	41
	<b>% Full Time</b>	<b>88%</b>	<b>93%</b>	<b>95%</b>	<b>95%</b>	<b>93%</b>	<b>91%</b>	<b>92%</b>	<b>92%</b>
Male	Full Time	23	18	19	22	22	15	20	139
	Part Time	0	1	2	3	4	1	0	11
	<b>% Full Time</b>	<b>100%</b>	<b>95%</b>	<b>90%</b>	<b>88%</b>	<b>85%</b>	<b>94%</b>	<b>100%</b>	<b>93%</b>

Table 4.19 PGT students by programme and gender 2015-22.

Programme	Gender	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
MA International Cultural Heritage Management	Female	14	12	12	14	7	6	12
	Male	1	2	0	0	1	1	2
	<b>% Female</b>	<b>93%</b>	<b>86%</b>	<b>100%</b>	<b>100%</b>	<b>88%</b>	<b>86%</b>	<b>86%</b>
MA Archaeology	Female	13	9	13	14	17	9	17
	Male	11	9	8	13	13	7	11
	<b>% Female</b>	<b>54%</b>	<b>50%</b>	<b>62%</b>	<b>52%</b>	<b>57%</b>	<b>56%</b>	<b>61%</b>
MA Conservation of Archaeological & Museum Objects	Female	16	15	9	13	19	16	19
	Male	3	3	5	4	4	3	2
	<b>% Female</b>	<b>84%</b>	<b>83%</b>	<b>64%</b>	<b>76%</b>	<b>83%</b>	<b>84%</b>	<b>90%</b>
MA Museum & Artefact Studies	Female	15	23	14	24	17	31	15
	Male	2	3	3	5	2	3	3
	<b>% Female</b>	<b>88%</b>	<b>88%</b>	<b>82%</b>	<b>83%</b>	<b>89%</b>	<b>91%</b>	<b>83%</b>
MSc Archaeological Science/ Bioarchaeology	Female	7	2	4	6	5	16	5
	Male	2	2	1	1	2	2	0
	<b>% Female</b>	<b>78%</b>	<b>50%</b>	<b>80%</b>	<b>86%</b>	<b>71%</b>	<b>89%</b>	<b>100%</b>
MSc Palaeopathology/ Human Bioarchaeology & Palaeopathology	Female	13	20	12	8	10	0	15
	Male	4	0	4	2	4	0	2
	<b>% Female</b>	<b>76%</b>	<b>100%</b>	<b>75%</b>	<b>80%</b>	<b>71%</b>	<b>-</b>	<b>88%</b>
Total	Female	78	81	64	79	75	78	83
	Male	23	19	21	25	26	16	20
	<b>% Female</b>	<b>77%</b>	<b>81%</b>	<b>75%</b>	<b>76%</b>	<b>74%</b>	<b>83%</b>	<b>81%</b>

Fig. 4.7 Female students by PGT programme 2015-21



Female proportions are high for all PGT programmes except the *MA Archaeology*. There are no clear differences in recruitment strategies between the programmes (Table 4.19, Fig. 4.7).

Table 4.20 Ethnicity of British PGT students on DU Archaeology programmes by gender 2015-22.

Gender	Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Female	White	95%	95%	96%	93%	90%	89%	91%
	BAME	5%	5%	4%	7%	10%	11%	6%
	Other	0%	0%	0%	0%	0%	0%	3%
	<b>Total</b>	<b>37</b>	<b>44</b>	<b>27</b>	<b>27</b>	<b>30</b>	<b>36</b>	<b>35</b>
Male	White	100%	100%	100%	89%	85%	91%	82%
	BAME	0%	0%	0%	11%	15%	9%	18%
	Other	0%	0%	0%	0%	0%	0%	0%
	<b>Total</b>	<b>13</b>	<b>9</b>	<b>13</b>	<b>19</b>	<b>13</b>	<b>11</b>	<b>11</b>

Although PGT male student numbers are static, the proportion of British BAME males has risen in recent years in comparison to BAME females. It is not yet clear if this is a sustained trend (Table 4.20). Increased recruitment from Asia has upped the proportion of international BAME students and improved gender balance in international students (Table 4.21).

Table 4.21 Ethnicity of international PGT students on DU Archaeology degrees by gender 2015-22.

Gender	Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Female	White	71%	68%	70%	54%	58%	50%	48%
	BAME	27%	27%	27%	42%	40%	48%	48%
	Other	2%	5%	3%	4%	2%	2%	4%
	<b>Total</b>	<b>41</b>	<b>37</b>	<b>37</b>	<b>52</b>	<b>45</b>	<b>42</b>	<b>48</b>
Male	White	70%	60%	75%	67%	77%	40%	56%
	BAME	10%	30%	13%	17%	23%	60%	44%
	Other	20%	10%	13%	17%	0%	0%	0%
	<b>Total</b>	<b>10</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>13</b>	<b>5</b>	<b>9</b>

Table 4.22 PGT applications, offers, offer acceptances and final acceptances by year and gender 2015-2021.

Year	Gender	Applications	Offers	Offer acceptance	Final acceptance	Offers: applications	Offer acceptances: offers	Final acceptances: offer acceptances	Final acceptances: applications
2015	Female	207	144	74	68	70%	51%	92%	33%
	Male	50	38	21	21	76%	55%	100%	42%
	<b>% Female</b>	<b>81%</b>	<b>79%</b>	<b>78%</b>	<b>76%</b>				
2016	Female	203	151	74	69	74%	49%	93%	34%
	Male	53	41	20	19	77%	49%	95%	36%
	<b>% Female</b>	<b>79%</b>	<b>79%</b>	<b>79%</b>	<b>78%</b>				
2017	Female	213	165	67	56	77%	41%	84%	26%
	Male	60	41	22	18	68%	54%	82%	30%
	<b>% Female</b>	<b>78%</b>	<b>80%</b>	<b>75%</b>	<b>76%</b>				
2018	Female	275	191	81	76	69%	42%	94%	28%
	Male	65	46	26	21	71%	57%	81%	32%
	<b>% Female</b>	<b>81%</b>	<b>81%</b>	<b>76%</b>	<b>78%</b>				
2019	Female	244	158	80	65	65%	51%	81%	27%
	Male	78	55	30	22	71%	55%	73%	28%
	<b>% Female</b>	<b>76%</b>	<b>74%</b>	<b>73%</b>	<b>75%</b>				
2020	Female	354	224	98	68	63%	44%	69%	19%
	Male	82	45	21	14	55%	47%	67%	17%
	<b>% Female</b>	<b>81%</b>	<b>83%</b>	<b>82%</b>	<b>83%</b>				
2021	Female	331	200	105	76	60%	53%	72%	23%
	Male	74	44	23	17	59%	52%	74%	23%
	<b>% Female</b>	<b>82%</b>	<b>82%</b>	<b>82%</b>	<b>82%</b>				
Overall	Female	1827	1233	579	478	67%	47%	83%	26%
	Male	462	310	163	132	67%	53%	81%	29%
	<b>% Female</b>	<b>80%</b>	<b>80%</b>	<b>78%</b>	<b>78%</b>				

Rankings, reputation, and concerted efforts in publicity and PGT open days have helped drive a 58% increase in applications since 2015. Offers have fallen slightly indicating greater selectivity, or more speculative applications. Proportionally female application rates remain high, in line with numbers on programmes. There is no significant gender bias in offers, although males are more likely to accept (Table 4.22).

Table 4.23 PGT applications, offers, acceptances and entrants by programme and gender 2015-2021.

Programme	Gender	Applications	Offers	Acceptances	Entrants	Offers: applications	Acceptances: offers	Entrants: acceptances	Entrants: applications
MA International Cultural Heritage Management	Female	381	210	98	78	55%	47%	80%	20%
	Male	79	48	16	7	61%	33%	44%	9%
	<b>% Female</b>	<b>83%</b>	<b>81%</b>	<b>86%</b>	<b>92%</b>				
MA Archaeology	Female	324	277	116	85	85%	42%	73%	26%
	Male	183	138	82	70	75%	59%	85%	38%
	<b>% Female</b>	<b>64%</b>	<b>67%</b>	<b>59%</b>	<b>55%</b>				
MA Conservation of Archaeological & Museum Objects	Female	178	81	57	55	46%	70%	96%	31%
	Male	40	17	13	11	43%	76%	85%	28%
	<b>% Female</b>	<b>82%</b>	<b>83%</b>	<b>81%</b>	<b>83%</b>				
MA Museum & Artefact Studies	Female	596	367	168	135	62%	46%	80%	23%
	Male	80	45	22	19	56%	49%	86%	24%
	<b>% Female</b>	<b>88%</b>	<b>89%</b>	<b>88%</b>	<b>88%</b>				
MSc Archaeological Science/ Bioarchaeology	Female	147	129	48	46	88%	37%	96%	31%
	Male	42	33	13	10	79%	39%	77%	24%
	<b>% Female</b>	<b>78%</b>	<b>80%</b>	<b>79%</b>	<b>82%</b>				
MSc Palaeopathology/ Human Bioarchaeology & Palaeopathology	Female	196	166	91	78	85%	55%	86%	40%
	Male	38	29	17	15	76%	59%	88%	39%
	<b>% Female</b>	<b>84%</b>	<b>85%</b>	<b>84%</b>	<b>84%</b>				

When analysed by programme (Table 4.23) the MA ICHM has a pronounced attrition of males from offer to entrance and some male attrition is evident on the MA Bioarchaeology (SAP6).

## Gender Differences in Degree Performance

Fig. 4.8 PGT degree classification by gender 2015-21.

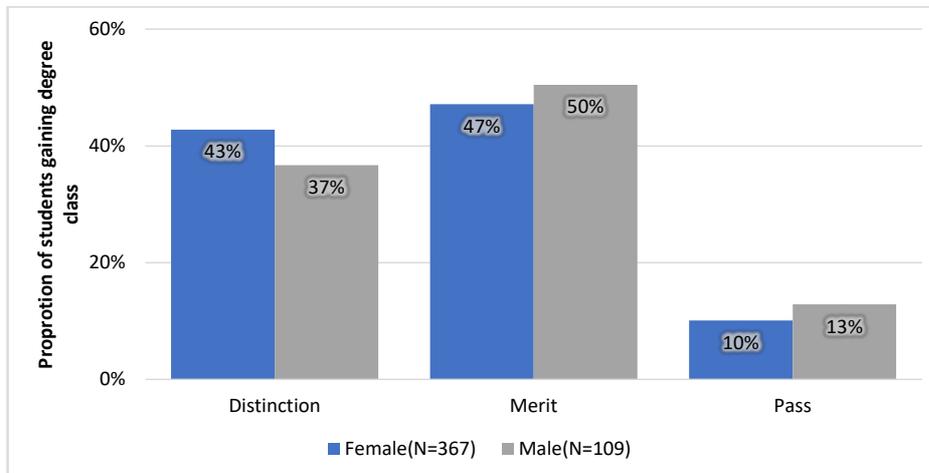


Table 4.24 PGT degree attainment by gender and year 2015-22.

Year	Gender	Distinction	Merit	Pass	Total
2015-16	Female	41%	45%	14%	56
	Male	39%	48%	13%	23
2016-17	Female	34%	54%	12%	68
	Male	33%	47%	20%	15
2017-18	Female	50%	45%	5%	58
	Male	20%	67%	13%	15
2018-19	Female	38%	48%	13%	60
	Male	26%	63%	11%	19
2019-20	Female	52%	44%	5%	66
	Male	59%	35%	6%	17
2020-21	Female	42%	46%	12%	59
	Male	40%	45%	15%	20
Overall	Female	43%	47%	10%	367
	Male	37%	50%	13%	109

Females are more likely to gain distinctions than males (Table 4.24 and Fig. 4.8). SCSs indicated that as for UG, most PGT students do not perceive gender bias in marking. Neither female nor male students are reluctant to seek staff help. Recent analysis of dissertations as indicative of gender performance shows a significant difference in female achievement only in the *MSc Arch-Sci/Bioarchaeology* (Table 4.25) (SAP7).

Table 4.25 Dissertation results by gender and programme 2016-21 with average marks.

Dissertations		2016-17	2017-18	2018-19	2019-20	2020-21	Total
<b>F</b>	<b>Total F</b>	<b>66.5</b>	<b>63.0</b>	<b>67.0</b>	<b>65.2</b>	<b>62.7</b>	<b>65.1</b>
	MA Museums and Artefacts	62.5	57.0	64.9	60.4	61.2	61.2
	MA Archaeology	66.6	68.2	63.5	64.7	49.0	62.4
	MA Conservation	61.5		74.0			67.8
	MA ICHM	71.3	56.5	67.5	65.1	69.2	65.9
	MSc Palaeopath/HB Palaeopath	67.0	62.4	60.6	65.3		63.8
	MSc Arch Sci/Bioarch	70.0	70.8	71.5	70.3	71.4	70.8
<b>M</b>	<b>Total M</b>	<b>64.5</b>	<b>60.0</b>	<b>48.7</b>	<b>64.9</b>	<b>73.3</b>	<b>61.5</b>
	MA Museums and Artefacts		65.5	63.7			64.6
	MA Archaeology	62.9	57.1	64.2	66.9	71.3	64.5
	MA ICHM	63.5			64.0	75.0	67.5
	MSc Palaeopath/HB Palaeopath		64.3	67.0	68.3		66.5
	MSc Arch Sci/Bioarch	67.0	53.0	0.0*	60.5	73.5	50.8
<b>O</b>	<b>Total O</b>		<b>78.0</b>		<b>70.0</b>		<b>74.0</b>
	MA Archaeology		78.0				78.0
	MSc Palaeopath/HB Palaeopath				70.0		70.0
<b>Total</b>		<b>65.8</b>	<b>63.3</b>	<b>59.7</b>	<b>65.6</b>	<b>67.2</b>	<b>64.1</b>

\* Without this 0 mark the average male mark for 2018-19 would be 64.9, average for the programme for all years would be 63.5 and overall male average 65.3

Table 4.27 PGT degree fails 2016-21.

Gender	Full Time/ Part Time	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total
Female	Full Time	0	3	5	0	1	4	13
	Part Time	0	1	1	0	1	0	3
	<b>Total</b>	<b>0</b>	<b>4</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>16</b>
	<b>% of F students*</b>	<b>0%</b>	<b>6%</b>	<b>9%</b>	<b>0%</b>	<b>3%</b>	<b>6%</b>	<b>4%</b>
Male	Full Time	0	1	1	1	0	2	5
	Part Time	0	0	0	0	0	0	0
	<b>Total</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>5</b>
	<b>% of M students*</b>	<b>0%</b>	<b>4%</b>	<b>6%</b>	<b>5%</b>	<b>0%</b>	<b>9%</b>	<b>4%</b>

Table 4.28 PGT degree withdrawals, 2016-21. \*approx. using numbers of students failing, withdrawing and passing per AY.

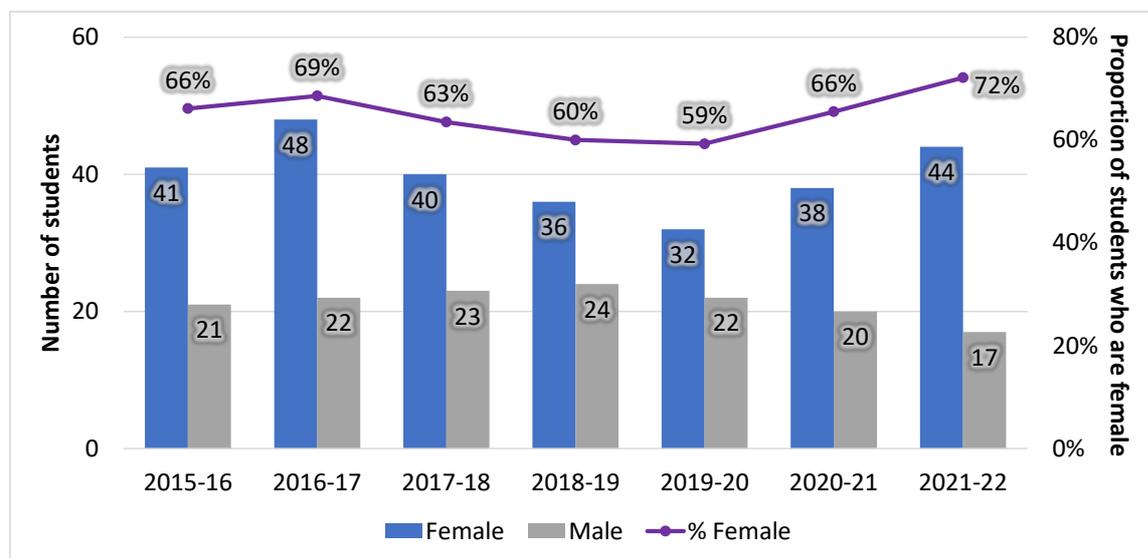
Gender	Full Time/ Part Time	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	Total
Female	Full Time	1	2	0	1	0	0	4
	Part Time	0	0	0	0	0	0	0
	<b>Total</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>4</b>
	<b>% of F students*</b>	<b>2%</b>	<b>3%</b>	<b>0%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>
Male	Full Time	1	1	0	1	0	1	4
	Part Time	0	0	0	0	0	0	0
	<b>Total</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>4</b>
	<b>% of M students*</b>	<b>4%</b>	<b>6%</b>	<b>0%</b>	<b>5%</b>	<b>0%</b>	<b>4%</b>	<b>3%</b>

Numbers of PGT fails and withdrawals (Table 4.27, 4.28) are too small to draw any significant conclusions about gender.

**(vii) Numbers of men and women on postgraduate research degrees**

PGR level is mostly PhD students with a small number of Master’s by Research (MRES) students (2-year MPhil, 1-year MA and MSc). Like PGT, just over half of our PGR students are international, and 70-80% are full-time. In our Bronze application we noted a ‘leaky pipeline’, with a drop in the proportion of PGR females compared to UG and PGT. To address this, we gender-balanced our PGR web-representation (BAP2.9); and incorporated workshops on PGR study in PGT programmes, held focus groups and a PGR-led IWD event to explore barriers to female progression (BAP2.10). There has also been a visible rise in senior female role models in the department.

Fig. 4.9 PGR students registered on Archaeology or joint Archaeology research programmes 2015-22.



Our numbers of female PGRs have fluctuated. This year we exceeded our target of a 5% increase in the proportion of female PGRs due to a drop in males (BAP2.9-10) (Fig. 4.9). Now, as for UG and PGT, our concerns turn to male underrepresentation.

Table 4.29 An indicative pipeline of direct continuation from Archaeology PGT to PGR programmes.

PGT Leavers (Pass)						
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Female	60	58	70	56	64	61
Male	21	23	15	15	18	23
Other	0	0	0	0	0	2
<b>Total</b>	<b>81</b>	<b>83</b>	<b>85</b>	<b>71</b>	<b>82</b>	<b>86</b>
PGR Durham Continuer Entrants						
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Female	5	3	2	3	4	1
% of F PGT leavers	8%	5%	3%	6%	6%	2%
% of new F PGRs*	31%	30%	11%	18%	27%	6%
Male	1	3	0	0	0	0
% of M PGT leavers	5%	13%	0%	0%	0%	0%
% of new M PGRs*	13%	21%	0%	0%	0%	0%
Other	0	0	0	0	0	0
<b>Total</b>	<b>6</b>	<b>6</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>
<b>Total % of PGT leavers</b>	<b>7%</b>	<b>7%</b>	<b>2%</b>	<b>4%</b>	<b>5%</b>	<b>1%</b>
<b>Total % of new PGRs*</b>	<b>25%</b>	<b>25%</b>	<b>6%</b>	<b>14%</b>	<b>19%</b>	<b>5%</b>

\*based on final acceptances in given years, Table 4.34

Most of our PGR students are newcomers to Durham (Table 4.29). Our pipeline survey indicates a potential barrier in the internal male applicant pipeline, with male respondents citing cost as the biggest obstacle, while differences in degree attainment at UG and PGT level may also impact on male research self-confidence, something that we will explore (SAP7).

Table 4.30 PGR students by qualification and gender 2015-22.

Qualification Aim	Gender	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Total
PhD	Female	37	45	39	33	29	36	42	261
	Male	18	17	21	23	22	18	17	137
	<b>% Female</b>	<b>67%</b>	<b>73%</b>	<b>65%</b>	<b>59%</b>	<b>57%</b>	<b>67%</b>	<b>71%</b>	<b>66%</b>
MPhil/MRes	Female	4	3	1	3	3	2	2	18
	Male	3	5	2	1	0	2	0	13
	<b>% Female</b>	<b>57%</b>	<b>38%</b>	<b>33%</b>	<b>75%</b>	<b>100%</b>	<b>50%</b>	<b>100%</b>	<b>58%</b>

Table 4.31 FT and PT PGR students by gender 2015-22.

Gender	Full Time/Part Time	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Female	Full Time	32	40	31	30	26	31	34	224
	Part Time	10	12	9	7	9	7	10	57
	<b>% Full Time</b>	<b>76%</b>	<b>77%</b>	<b>78%</b>	<b>81%</b>	<b>74%</b>	<b>82%</b>	<b>77%</b>	<b>80%</b>
Male	Full Time	15	17	19	18	13	14	10	106
	Part Time	6	6	5	8	10	6	8	49
	<b>% Full Time</b>	<b>71%</b>	<b>74%</b>	<b>79%</b>	<b>69%</b>	<b>57%</b>	<b>70%</b>	<b>56%</b>	<b>68%</b>

Females dominate at PhD level; MRes/MPhil numbers are too small to establish trends (Table 4.30). A higher proportion of PT students are male (Table 4.31).

Table 4.32 Ethnicity of British PGR students on DU Archaeology programmes by gender 2015-22.

Gender	Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Female	White	74%	70%	72%	76%	79%	76%	80%
	BAME	5%	10%	11%	6%	7%	6%	10%
	Other	21%	20%	17%	18%	14%	18%	10%
	<b>Total</b>	<b>19</b>	<b>20</b>	<b>18</b>	<b>17</b>	<b>14</b>	<b>17</b>	<b>20</b>
Male	White	92%	93%	100%	100%	100%	92%	88%
	BAME	8%	7%	0%	0%	0%	0%	0%
	Other	0%	0%	0%	0%	0%	8%	13%
	<b>Total</b>	<b>12</b>	<b>15</b>	<b>17</b>	<b>16</b>	<b>14</b>	<b>12</b>	<b>8</b>

A high proportion of students identify as 'other' (Table 4.32), which may relate to trends in identity politics. Low levels of BAME males and difference between genders suggests the need for action (SAP8-9). The proportion of female international PGR students identifying as BAME has grown 37% (with a reduction in those identifying as 'Other'), overtaking BAME-identifying male international PGR students (27% on average) (Table 4.33). Admissions data shows that offer rates vary, but there is no indication of systemic gender bias (Table 4.34).

Table 4.33 Ethnicity of international PGR students on DU Archaeology programmes by gender 2015-22.

Gender	Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Female	White	78%	66%	64%	55%	62%	57%	50%
	BAME	13%	25%	27%	40%	38%	43%	50%
	Other	9%	9%	9%	5%	0%	0%	0%
	<b>Total</b>	<b>23</b>	<b>32</b>	<b>22</b>	<b>20</b>	<b>21</b>	<b>21</b>	<b>24</b>
Male	White	56%	63%	71%	70%	89%	75%	70%
	BAME	33%	38%	29%	20%	11%	25%	30%
	Other	11%	0%	0%	10%	0%	0%	0%
	<b>Total</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>10</b>

Table 4.34 PGR applications, offers, offer acceptances and final acceptances by year and gender 2015-21

Year	Gender	Applications	Offers	Offer acceptance	Final acceptance	Offers: applications	Acceptances: offers	Final acceptances: offer	Final acceptances: applications
2015	Female	46	37	25	24	80%	68%	96%	52%
	Male	23	18	12	12	78%	67%	100%	52%
	<b>% Female</b>	<b>67%</b>	<b>67%</b>	<b>68%</b>	<b>67%</b>				
2016	Female	44	38	18	16	86%	47%	89%	36%
	Male	18	13	8	8	72%	62%	100%	44%
	<b>% Female</b>	<b>71%</b>	<b>75%</b>	<b>69%</b>	<b>67%</b>				
2017	Female	30	22	10	10	73%	45%	100%	33%
	Male	27	20	16	14	74%	80%	88%	52%
	<b>% Female</b>	<b>53%</b>	<b>52%</b>	<b>38%</b>	<b>42%</b>				
2018	Female	44	29	18	18	66%	62%	100%	41%
	Male	38	25	17	16	66%	68%	94%	42%
	<b>% Female</b>	<b>54%</b>	<b>54%</b>	<b>51%</b>	<b>53%</b>				
2019	Female	55	31	17	17	56%	55%	100%	31%
	Male	25	15	4	4	60%	27%	100%	16%
	<b>% Female</b>	<b>69%</b>	<b>67%</b>	<b>81%</b>	<b>81%</b>				
2020	Female	39	27	17	15	69%	63%	88%	38%
	Male	25	15	6	6	60%	40%	100%	24%
	<b>% Female</b>	<b>61%</b>	<b>64%</b>	<b>74%</b>	<b>71%</b>				
2021	Female	47	22	17	16	47%	77%	94%	34%
	Male	25	11	7	5	44%	64%	71%	20%
	<b>% Female</b>	<b>65%</b>	<b>67%</b>	<b>71%</b>	<b>76%</b>				
Overall	Female	305	206	122	116	68%	59%	95%	38%
	Male	181	117	70	65	65%	60%	93%	36%
	<b>% Female</b>	<b>63%</b>	<b>64%</b>	<b>64%</b>	<b>64%</b>				

### Gender-Related PGR Performance

In our Bronze application we noted a higher rate of female withdrawals. Focus groups and discussions with PGR students (**BAP2.11**) indicated that health, caring responsibilities and confidence are all key issues. An Archaeology Parent and Carers' Network was formed (**BAP2.12**), providing intra-departmental support and connections to wider university networks and groups. Annual Women in Archaeology workshops have been well received (**BAP2.13**). Our PGR mentoring scheme (**BAP2.14**) stalled due to lack of take-up among PGRs, with further disruption due to COVID, but has been re-launched this year. Additionally, we have implemented mental health support measures and instituted an ECR/PGR induction and training programme (Section 5).

Table 4.35 PGR passes and withdrawals by gender by starting year for PGR students recorded as having left the university 2010-19.

Gender	Outcome	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Overall	
Female	Passed	10	10	5	8	13	6	6	2	1	61	
	% Passed	71%	71%	63%	89%	68%	67%	67%	67%	50%	70%	
	Withdrew	4	4	3	1	6	3	3	1	1	26	
	% Withdrew	29%	29%	38%	11%	32%	33%	33%	33%	33%	50%	30%
	<b>Total</b>	<b>14</b>	<b>14</b>	<b>8</b>	<b>9</b>	<b>19</b>	<b>9</b>	<b>9</b>	<b>3</b>	<b>2</b>	<b>87</b>	
Male	Passed	8	9	11	3	9	5	3	3	1	52	
	% Passed	89%	82%	92%	43%	90%	63%	75%	75%	100%	79%	
	Withdrew	1	2	1	4	1	3	1	1	0	14	
	% Withdrew	11%	18%	8%	57%	10%	38%	25%	25%	0%	21%	
	<b>Total</b>	<b>9</b>	<b>11</b>	<b>12</b>	<b>7</b>	<b>10</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>66</b>	
<b>Total students</b>		<b>23</b>	<b>25</b>	<b>20</b>	<b>16</b>	<b>29</b>	<b>17</b>	<b>13</b>	<b>7</b>	<b>3</b>	<b>153</b>	

Completion rates among PGR students for the cohorts starting in 2010-11 to 2018-19 vary, 70% for females and 79% for males on average. The slightly higher rate of withdrawals of female PGRs is not statistically significant. No fails were recorded (SAP10).

(viii) Progression pipeline between undergraduate and postgraduate student levels

Fig. 4.10 Female students registered for DU Archaeology programmes by level and year 2015-22.

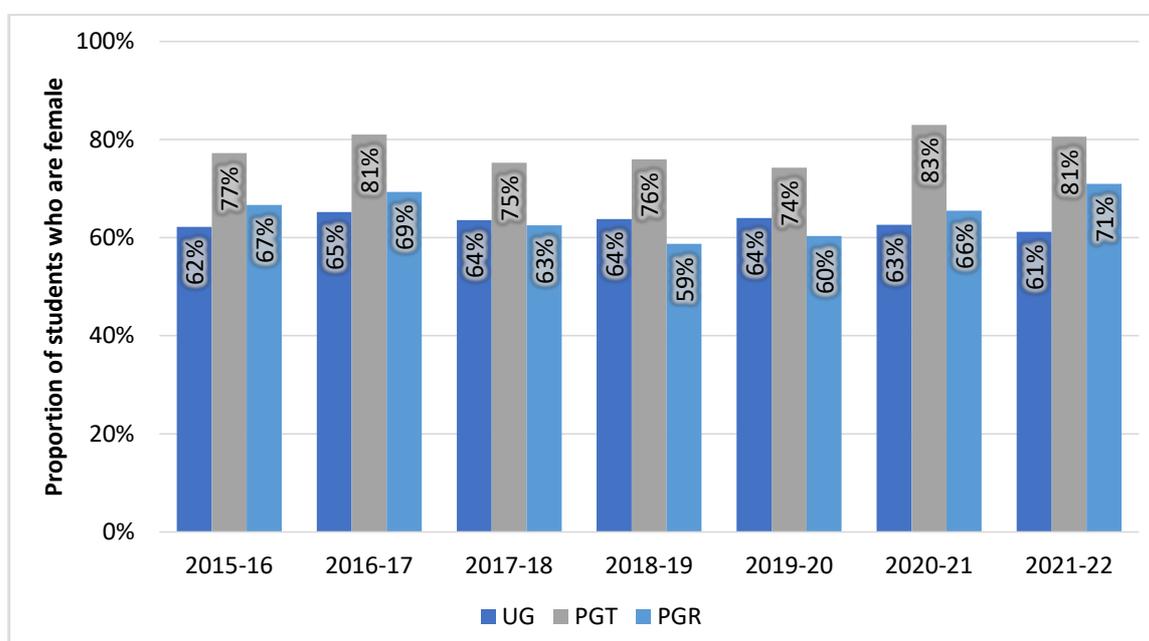
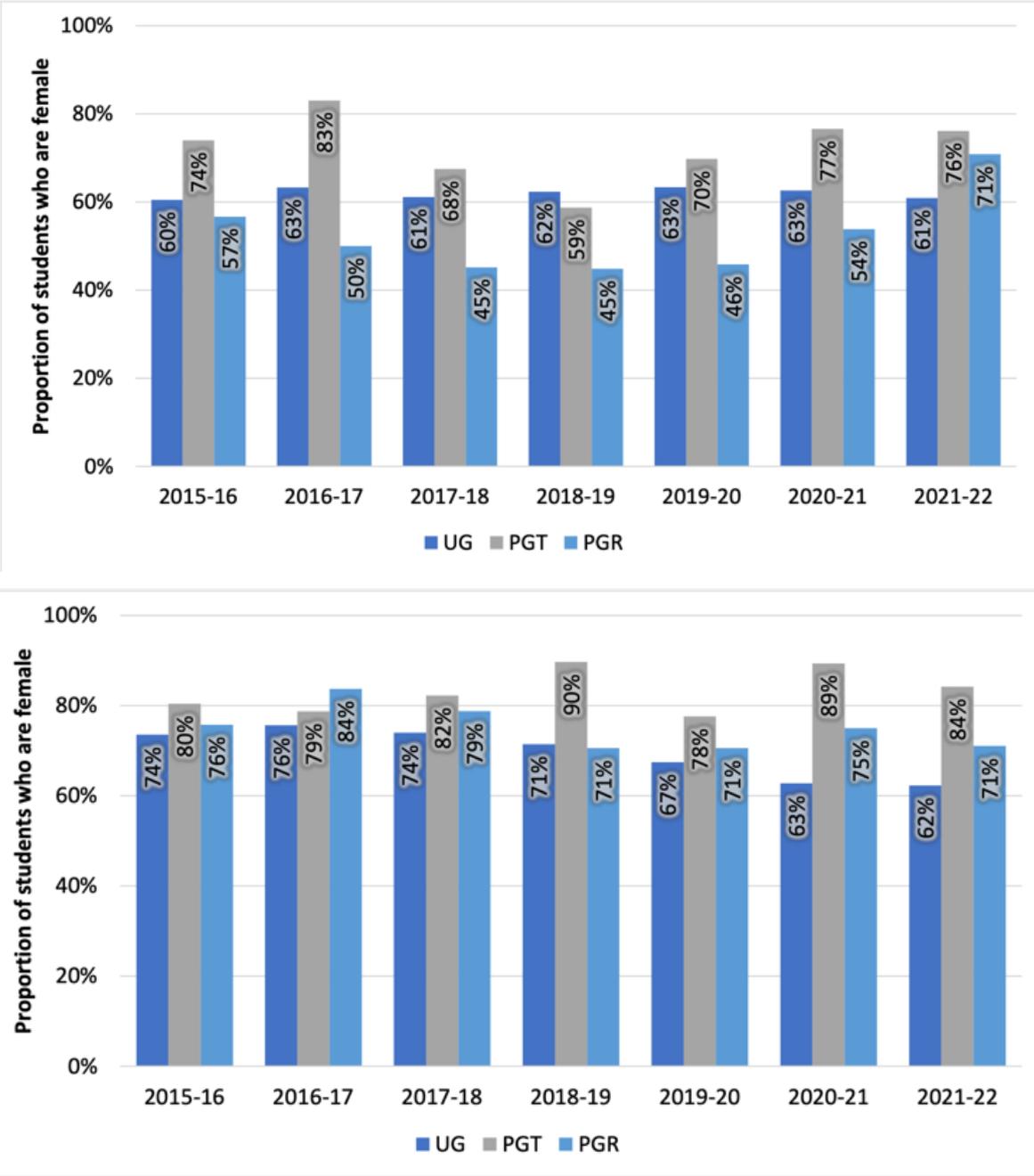


Figure 4.10 highlights the trend towards consistently higher female representation at PGR levels, with reduced attrition from UG to PGR level.

Fig. 4.11 Female British students (top) and international students (below) registered for DU Archaeology programmes by level and year 2015-22.



Data for our British students shows that until 2021, there was still attrition in female representation from UG to PGR level (Fig. 4.11). Representation in international female students is higher at all levels with no attrition (Fig. 4.12) (SAP8-9).

Silver Action Point Summary	
<b>5</b>	Obtained more detailed demographic information on our UG and PG international students and produce recommendations for recruitment and support
<b>6</b>	Increase male representation across all taught programme through role modelling, targeted marketing, decliner surveys and focus groups.
<b>7</b>	Reduce gendered differences in assessment performance through further analysis of underlying issues and implementation of recommendations produced.
<b>8</b>	Increase the proportion of males progressing to PGR through a combination of marketing, tailored workshops, role models and mentoring.
<b>9</b>	Increase the representation of British BAME students (especially males) through engagement with wider university initiatives (e.g. REC), decolonising, targeted outreach and marketing.
<b>10</b>	Reduce the number of PhD withdrawals through investigation of barriers to continuing and implementation of recommendations.
<b>13</b>	Ensure proportional gender representation on UGSP through improved promotion and support with the application process.

## 4.2. Academic and research staff data

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

DoA has had c. 64 individual Academic research, teaching, and research and teaching staff on average since 2016. Most are Academic Teaching-and-Research (T&R) (53%) and Research-only post-holders (42%). The latter predominantly FT and fixed-term PDRs. We have a small number of teaching-only posts (5%): one permanent Academic Teaching-track staff member and PT fixed-term TFs.

Since 2017, we have tackled the underrepresentation of academic staff females, including recruitment (**BAP3.1-4**), supporting career development opportunities for women (**BAP3.5-10**; see Case Studies below), and reviewing and making transparent our workload model and allocations (**BAP3.17** and **3.26**) (Section 5). **Figure 4.12** shows the current gender proportions over time, with most variation deriving from PDR movement as fixed-term grant funding ends.

The proportion of female Academic T&R staff has risen 6% over the last six years (**Table 4.36**). Research-only staff (PDRs) are gender-balanced (52%f on average over six years). This is a 10% rise from the Bronze application period, showing easing in the career pipeline for ECR females. The small numbers of teaching-only staff are largely female and notably represent subject areas that are historically female dominated (human bioarchaeology and conservation; see PGT student patterns in 4.1).

Fig. 4.12 Academic and Research Staff total by gender and year and proportion of staff who are female 2016-22.

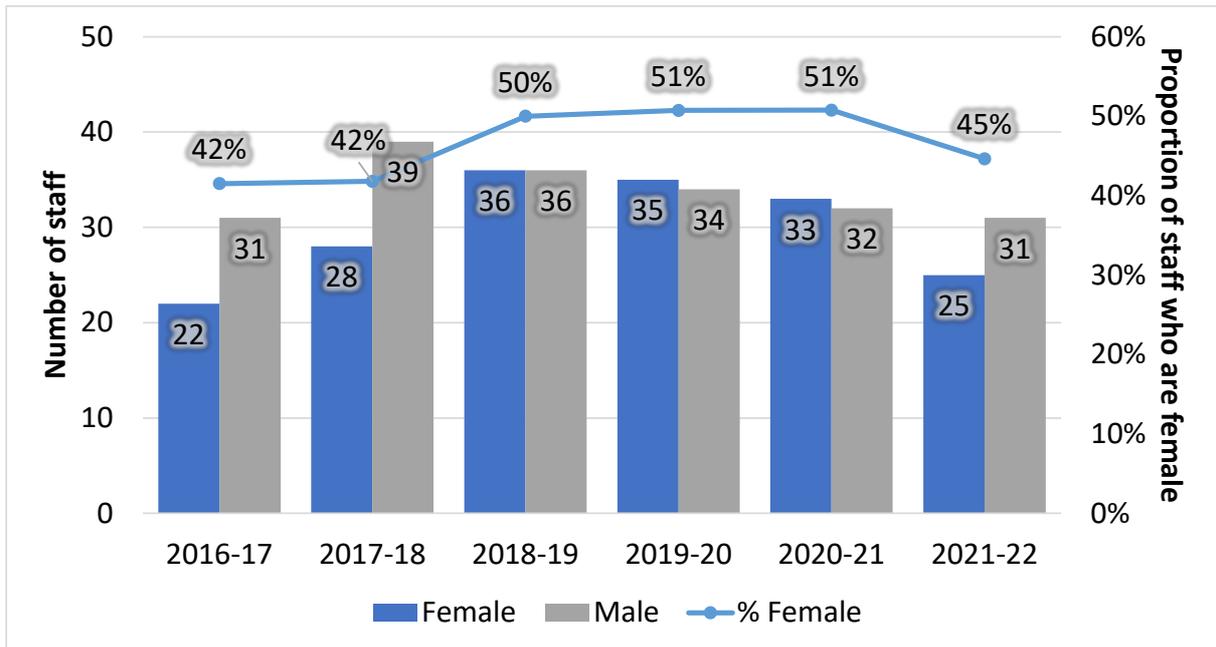


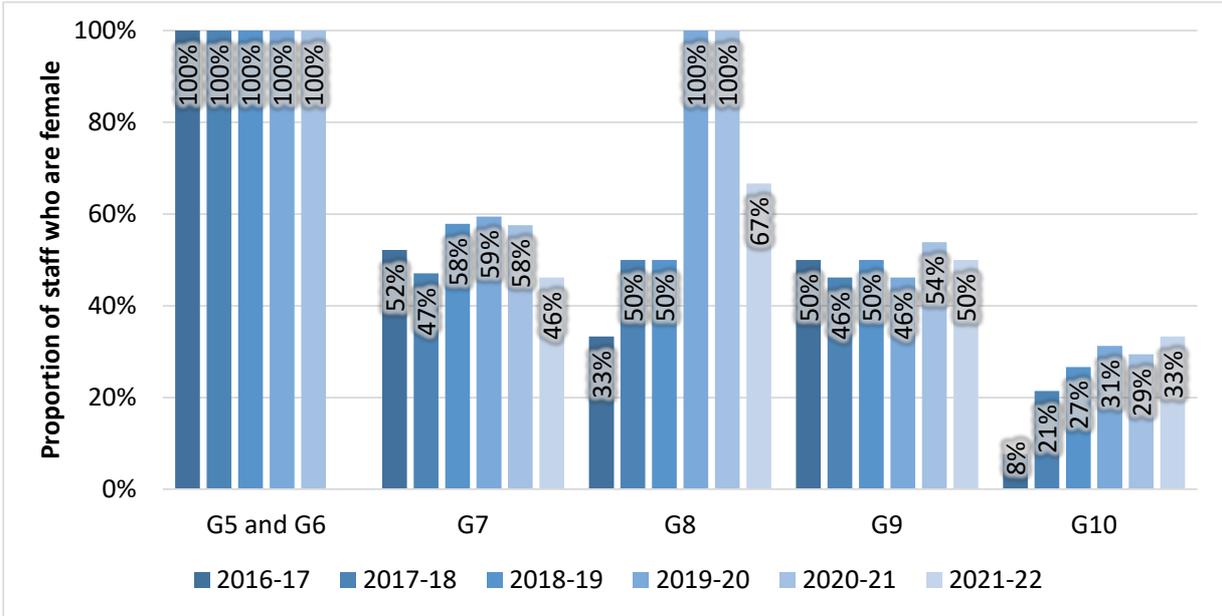
Table 4.36 Academic staff by track, gender and year, 2016-22 (permanent academic teaching-track staff and fixed-term TFs included under Teaching-only and permanent and fixed-term PDRs under Research-only.)

Staff Group	Gender	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Teaching-and-Research	Female	10	11	12	12	13	12
	Male	20	20	19	19	19	19
	<b>% Female</b>	<b>33%</b>	<b>35%</b>	<b>39%</b>	<b>39%</b>	<b>41%</b>	<b>39%</b>
Teaching-only	Female	0	2	3	4	5	3
	Male	0	1	1	0	0	0
	<b>% Female</b>	<b>-</b>	<b>67%</b>	<b>75%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Research-only	Female	12	15	21	19	15	10
	Male	11	18	16	15	13	12
	<b>% Female</b>	<b>52%</b>	<b>45%</b>	<b>57%</b>	<b>56%</b>	<b>54%</b>	<b>45%</b>
<b>Total Staff</b>	<b>Female</b>	<b>22</b>	<b>28</b>	<b>36</b>	<b>35</b>	<b>33</b>	<b>25</b>
	<b>Male</b>	<b>31</b>	<b>39</b>	<b>36</b>	<b>34</b>	<b>32</b>	<b>31</b>
	<b>% Female</b>	<b>42%</b>	<b>42%</b>	<b>50%</b>	<b>51%</b>	<b>51%</b>	<b>45%</b>

Table 4.37 Academic and Research staff by grade, gender and year 2016-22 (includes permanent Academic T&R and Teaching-track staff, fixed-term TFs and permanent and fixed-term PDRs. Data integrates promotion successes in 2021-22.)

Grade	Gender	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
G5 and G6	Female	1	1	2	1	1	0
	Male	0	0	0	0	0	0
	<b>% Female</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>-</b>
G7	Female	12	16	22	22	19	12
	Male	11	18	16	15	14	14
	<b>% Female</b>	<b>52%</b>	<b>47%</b>	<b>58%</b>	<b>59%</b>	<b>58%</b>	<b>46%</b>
G8	Female	1	2	1	1	1	2
	Male	2	2	1	0	0	1
	<b>% Female</b>	<b>33%</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>	<b>100%</b>	<b>67%</b>
G9	Female	7	6	7	6	7	6
	Male	7	7	7	7	6	6
	<b>% Female</b>	<b>50%</b>	<b>46%</b>	<b>50%</b>	<b>46%</b>	<b>54%</b>	<b>50%</b>
G10	Female	1	3	4	5	5	5
	Male	12	11	11	11	12	10
	<b>% Female</b>	<b>8%</b>	<b>25%</b>	<b>27%</b>	<b>31%</b>	<b>29%</b>	<b>33%</b>

Fig. 4.13 Academic and Research Staff who are female by grade and year 2016-22.



Increased career support to meet promotional benchmarks and the new DU promotional application system has changed our balance at Grade 10 (G10) with a significant shift in proportions of female

professors from 8% to 33% (Table 4.37, Fig.4.13). Gender proportions at G9 (Associate Professor) are roughly equal over the years, showing women are moving up the career pipeline to replace those promoted to G10. Numbers of G8 Assistant Professors, and research roles at G5 and G6 are too low in number to draw conclusions. At G7, ECR academics, PDRs and TFs vary by year in terms of the proportion of female staff.

Table 4.38 Academic Teaching-and-Research staff (permanent) by grade, gender and year 2016-22.

Grade	Gender	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
G7	Female	1	0	1	1	2	1
	Male	1	0	0	0	1	2
	<b>% Female</b>	<b>50%</b>	<b>-</b>	<b>100%</b>	<b>50%</b>	<b>67%</b>	<b>33%</b>
G8	Female	1	2	1	1	0	1
	Male	1	1	0	0	0	1
	<b>% Female</b>	<b>50%</b>	<b>67%</b>	<b>100%</b>	<b>100%</b>	<b>-</b>	<b>50%</b>
G9	Female	7	6	6	5	6	5
	Male	7	7	7	7	6	6
	<b>% Female</b>	<b>50%</b>	<b>43%</b>	<b>46%</b>	<b>42%</b>	<b>50%</b>	<b>42%</b>
G10	Female	1	3	4	5	5	5
	Male	12	11	11	11	12	10
	<b>% Female</b>	<b>8%</b>	<b>25%</b>	<b>31%</b>	<b>31%</b>	<b>29%</b>	<b>33%</b>

Fig. 4.14 Academic Teaching-and-Research Staff (permanent) who are female by grade and year, 2016-22.

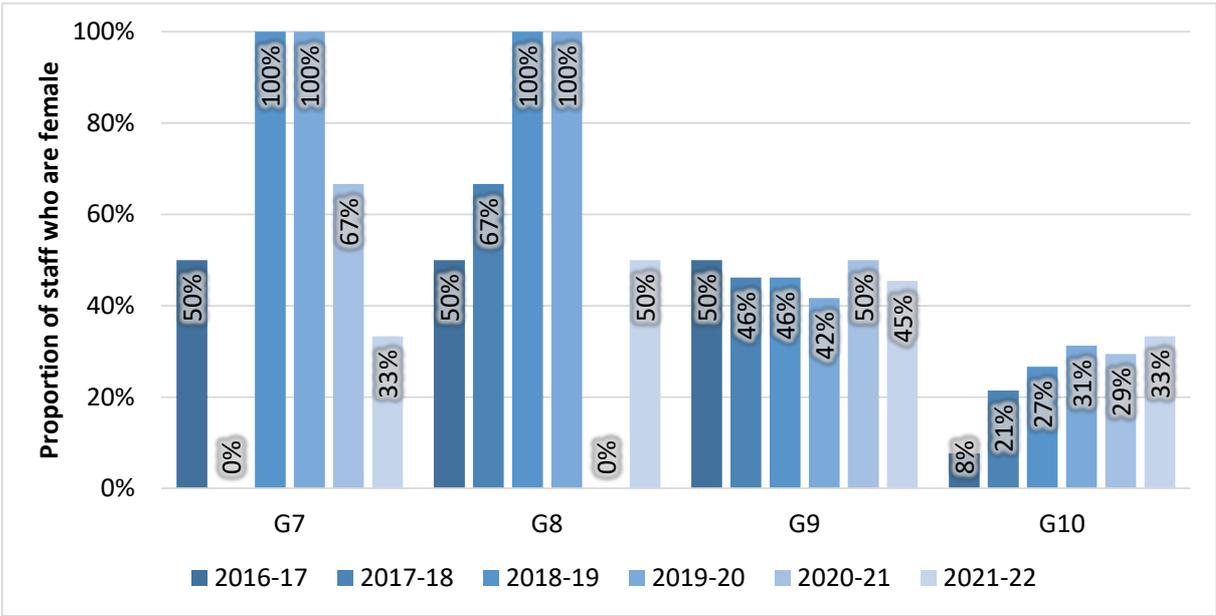


Table 4.39 Research-only staff (PDRs), permanent and fixed-term, by grade, gender and year 2016-22.

Grade	Gender	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
G5	Female	0	0	1	1	1	0
	Male	0	0	0	0	0	0
	<b>% Female</b>	-	-	<b>100%</b>	<b>100%</b>	<b>100%</b>	-
G6	Female	1	1	1	0	0	0
	Male	0	0	0	0	0	0
	<b>% Female</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	-	-	-
G7	Female	11	14	19	18	13	9
	Male	10	17	15	15	13	12
	<b>% Female</b>	<b>52%</b>	<b>45%</b>	<b>56%</b>	<b>55%</b>	<b>50%</b>	<b>43%</b>
G8	Female	0	0	0	0	1	1
	Male	1	1	1	0	0	0
	<b>% Female</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	-	<b>100%</b>	<b>100%</b>

PDRs (research staff) are largely employed at G7 with single individuals at G5, 6 and 8 at points over the time period under consideration but numbers too small on these to draw conclusions (Table 4.39). G7 has varied in gender proportions, with no clear pattern.

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

Table 4.40 Academic staff on fixed-term and permanent contracts by staff group, gender and year 2016-22

Year	Gender	Teaching & Research			Teaching Only			Research Only		
		Fixed Term	Perma- nent	% Fixed Term	Fixed Term	Perma- nent	% Fixed Term	Fixed Term	Perma- nent	% Fixed Term
2016-17	Female	0	10	<b>0%</b>	0	0	-	12	0	<b>100%</b>
	Male	0	20	<b>0%</b>	0	0	-	10	1	<b>91%</b>
2017-18	Female	0	11	<b>0%</b>	2	0	<b>100%</b>	15	0	<b>100%</b>
	Male	0	20	<b>0%</b>	1	0	<b>100%</b>	17	1	<b>94%</b>
2018-19	Female	1	11	<b>8%</b>	2	1	<b>67%</b>	20	1	<b>95%</b>
	Male	0	18	<b>0%</b>	1	0	<b>100%</b>	15	1	<b>94%</b>
2019-20	Female	1	11	<b>8%</b>	3	1	<b>75%</b>	18	1	<b>95%</b>
	Male	0	18	<b>0%</b>	0	0	-	13	2	<b>87%</b>
2020-21	Female	1	12	<b>8%</b>	4	1	<b>80%</b>	13	2	<b>87%</b>
	Male	0	19	<b>0%</b>	0	0	-	11	2	<b>85%</b>
2021-22	Female	0	12	<b>0%</b>	2	1	<b>67%</b>	9	1	<b>90%</b>
	Male	1	18	<b>5%</b>	0	0	-	10	2	<b>83%</b>

The majority of Academic T&R contracts are permanent, except for staff cover during research and/or maternity leave. Teaching-only and especially Research-only contracts tend to be fixed-term, the former because they include teaching cover during staff leave, the latter because the majority are external-grant-funded project positions.

Fixed-term roles across all contract types have largely been filled by females, especially teaching positions (Table 4.36). A slightly higher proportion of female PDR fixed-term positions is not statistically significant.

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

We are not provided with full-time versus fractional (part-time) contract data, but leaver rates for permanent and fixed-term positions are presented in Table 4.41. No identifiable gendered patterns are evident and average leaving rates were 3%f and 5%m (Table 4.42).

Table 4.41 Academic staff leavers on permanent and fixed-term contracts by gender and year 2016-21.

Permanent/ Fixed-term	Gender		2016/17	2017/18	2018/19	2019/20	2020/21	Average of Leaving Rates
Permanent	Female	Staff	10	11	13	13	15	
		Leavers	0	0	0	0	1	
		<b>Leaving Rate</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>7%</b>	<b>1%</b>
	Male	Staff	20	20	20	21	21	
		Leavers	0	1	1	0	3	
		<b>Leaving Rate</b>	<b>0%</b>	<b>5%</b>	<b>5%</b>	<b>0%</b>	<b>14%</b>	<b>5%</b>
Fixed-Term	Female	Staff	12	17	23	22	18	
		Leavers	2	2	4	7	11	
		<b>Leaving Rate</b>	<b>17%</b>	<b>12%</b>	<b>17%</b>	<b>32%</b>	<b>61%</b>	<b>31%</b>
	Male	Staff	11	19	16	13	11	
		Leavers	2	2	6	2	1	
		<b>Leaving Rate</b>	<b>18%</b>	<b>11%</b>	<b>38%</b>	<b>15%</b>	<b>9%</b>	<b>24%</b>

Leaving rates for Academic T&R staff are generally low, except for 2020/21 when retirements and a voluntary severance scheme resulted in an increased leaving rate for females (15%) and males (16%). Most leavers on permanent contracts have been senior staff retirements. PDR leaver rates are the highest, in line with the preponderance of PDR fixed-term contracts. More females depart than males pa (on average 28%f: 16%m), but differences are not statistically significant (Table 4.42). We will collect more information on PDR destinations and improve career development support whilst in post (SAP12).

Table 4.42 Academic staff leavers by staff group, gender and year 2016-22

Staff Group	Gender		2016-17	2017-18	2018-19	2019-20	2020-21	Average of Leaving Rates
Teaching-and-Research	Female	Staff	10	11	12	12	13	
		Leavers	0	0	0	0	2	
		<b>Leaving rate</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>15%</b>	<b>3%</b>
	Male	Staff	20	20	19	19	19	
		Leavers	0	1	1	0	3	
		<b>Leaving rate</b>	<b>0%</b>	<b>5%</b>	<b>5%</b>	<b>0%</b>	<b>16%</b>	<b>5%</b>
Teaching-only	Female	Staff	0	2	3	4	5	
		Leavers	0	0	0	0	2	
		<b>Leaving rate</b>	<b>-</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>40%</b>	<b>10%</b>
	Male	Staff	0	1	1	0	0	
		Leavers	0	0	1	0	0	
		<b>Leaving rate</b>	<b>-</b>	<b>0%</b>	<b>100%</b>	<b>-</b>	<b>-</b>	<b>50%</b>
Research-only	Female	Staff	12	15	21	19	15	
		Leavers	2	2	4	7	8	
		<b>Leaving rate</b>	<b>17%</b>	<b>13%</b>	<b>19%</b>	<b>37%</b>	<b>53%</b>	<b>28%</b>
	Male	Staff	11	18	16	15	13	
		Leavers	2	2	5	2	1	
		<b>Leaving rate</b>	<b>18%</b>	<b>11%</b>	<b>31%</b>	<b>13%</b>	<b>8%</b>	<b>16%</b>

### Archaeological Services Durham University (ASDU)

ASDU is a commercial company, integrated within the DoA. Since 2016, they have employed on average c. 34 individuals pa with over 40% female staff and permanent staff are now balanced at 50%:50%.

All ASDU staff are on permanent contracts, a distinct difference from the commercial archaeology sector. In 2017-2019 ASDU undertook a restructure of grades and roles which led to a greater distribution of grades. A single G9 position is held by the Head of ASDU and their current business model incorporates permanent staff at G7, G6, G5 and G4. In 2020, a Voluntary Severance scheme related to the pandemic resulted in a number of departures at different grades, determining a further restructure to create resilience.

Since 2017, mentoring has been introduced (BAP3.18), along with training in unconscious bias for managers (now for all staff) (BAP3.32), broadening of ADR reviewers (BAP3.33) and opportunities for staff career development training (BAP3.34). ASDU are integrated in our research and teaching activities, supporting research projects in the UK and abroad and delivering over 100hrs of field

training for our 1<sup>st</sup> year UG compulsory fieldwork module. In 2021-22 a new Year with Placement degree option has provided up to 10 paid G3 12-month placements to our Archaeology UGs (SAP 13).

A 50:50 gender balance in permanent staff is in line with the commercial archaeology sector and the UK workforce overall (*Profiling the Profession 2020*). Since 2016, restructures have resulted in the removal of permanent G3 roles and an improved gender balance at G4, G5, G6 and G7 roles (with 38% G7f role holders, 50%G6f, 67%G5f in 2021) (Table 4.43).

Table 4.43 ASDU staff by grade, gender and year 2016-22

Grade	Gender	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
9	Female	0	0	0	0	0	0
	Male	0	0	1	1	1	1
	<b>% Female</b>	-	-	0%	0%	0%	0%
8	Female	0	0	0	0	0	0
	Male	1	1	0	0	0	0
	<b>% Female</b>	<b>0%</b>	<b>0%</b>	-	-	-	-
7	Female	2	2	3	3	3	3
	Male	3	3	6	6	6	5
	<b>% Female</b>	<b>40%</b>	<b>40%</b>	<b>33%</b>	<b>33%</b>	<b>33%</b>	<b>38%</b>
6	Female	0	0	1	1	1	1
	Male	2	2	0	0	1	1
	<b>% Female</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>
5	Female	2	2	1	1	3	4
	Male	4	4	2	3	2	2
	<b>% Female</b>	<b>33%</b>	<b>33%</b>	<b>33%</b>	<b>25%</b>	<b>60%</b>	<b>67%</b>
4	Female	8	6	11	10	8	5
	Male	6	3	9	9	9	4
	<b>% Female</b>	<b>57%</b>	<b>67%</b>	<b>55%</b>	<b>53%</b>	<b>47%</b>	<b>56%</b>
3	Female	3	7	1	0	0	0
	Male	5	5	1	0	0	0
	<b>% Female</b>	<b>38%</b>	<b>50%</b>	<b>50%</b>	-	-	-
3 (UGSPs/ student internships)	Female	-	-	-	-	-	6
	Male	-	-	-	-	-	1
	<b>% Female</b>	--	-	-	-	-	<b>86%</b>
Total Permanent Staff	<b>Female</b>	<b>15</b>	<b>17</b>	<b>17</b>	<b>15</b>	<b>15</b>	<b>13</b>
	<b>Male</b>	<b>21</b>	<b>18</b>	<b>19</b>	<b>19</b>	<b>19</b>	<b>13</b>
	<b>Total</b>	<b>36</b>	<b>35</b>	<b>36</b>	<b>34</b>	<b>34</b>	<b>26</b>
	<b>% Female</b>	<b>42%</b>	<b>49%</b>	<b>47%</b>	<b>44%</b>	<b>42%</b>	<b>50%</b>

There are no identifiable gender patterns in ASDU leavers (Table 4.44). Five staff left (2f and 3m) in 2020-21, as part of the DU VS scheme.

Table 4.44 ASDU staff leavers by gender and year 2016-22

Gender		2016-17	2017-18	2018-19	2019-20	2020-21	Average of Leaving Rates
Female	Staff	17	17	17	15	15	
	Leavers	0	0	0	0	2	
	<b>Leaving rate</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>13%</b>	<b>3%</b>
Male	Staff	19	18	19	19	19	
	Leavers	0	1	1	0	3	
	<b>Leaving rate</b>	<b>0%</b>	<b>6%</b>	<b>5%</b>	<b>0%</b>	<b>16%</b>	<b>5%</b>

<b>No.</b>		<b>Silver Action Point Summary</b>
<b>12</b>	<b>Obtain more comprehensive information on PDR leaver destination and explore intersectional differences to ensure implementation of sufficient career development support.</b>	

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

EDI at DU is emphasised in job adverts, an EDI statement is requested from applicants, and interviews include mandatory EDI/citizenship questions. Departmentally, a gender-balanced search team ensures the applicant pool is diverse, and promotes job opportunities globally (BAP3.1). Longlisting and shortlisting are undertaken by a gender-balanced appointing panel with oversight from an EDI representative (BAP3.4). After shortlisting, a search report is produced, including advertising reach, diversity of applicants, and the shortlist composition (BAP3.2). Interviews are with a gender-balanced panel trained in EDI and implicit biases (BAP3.3). Our international academic-track staff numbers have increased with two permanent BAME staff members.

Table 5.1 Academic Research/Teaching-track staff recruitment data by gender and year 2016–21.

Year	Gender	Applied	Shortlisted	Offers	Acceptances	Shortlisted: Applied	Offers: Shortlisted	Accepted: Offered	Accepted: Applied
2016-17	Female	12	3	1	1	25%	33%	100%	8%
	Male	10	2	0	0	20%	0%	-	0%
	Unknown	4	0	0	0	0%	-	-	0%
	<b>% Female</b>	<b>46%</b>	<b>60%</b>	<b>100%</b>	<b>100%</b>				
2017-18	Female	11	4	0	0	36%	0%	-	0%
	Male	11	0	0	0	0%	-	-	0%
	Unknown	33	2	0	0	67%	0%	-	0%
	<b>% Female</b>	<b>44%</b>	<b>67%</b>	<b>-</b>	<b>-</b>				
2018-19	Female	2	2	1	1	100%	50%	0%	0%
	Male	4	1	0	0	25%	0%	-	0%
	Unknown	3	1	0	0	33%	0%	-	0%
	<b>% Female</b>	<b>22%</b>	<b>50%</b>	<b>100%</b>	<b>-</b>				
2019-20	Female	63	5	1	1	8%	20%	100%	2%
	Male	58	3	1	1	5%	33%	100%	2%
	Unknown	10	0	0	0	0%	-	-	0%
	<b>% Female</b>	<b>48%</b>	<b>63%</b>	<b>50%</b>	<b>50%</b>				
2020-21	Female	44	7	1	1	16%	14%	100%	2%
	Male	36	9	2	2	25%	22%	100%	6%
	Unknown	5	0	0	0	0%	-	-	0%
	<b>% Female</b>	<b>52%</b>	<b>44%</b>	<b>33%</b>	<b>33%</b>				
Overall	Female	132	21	4	3	16%	19%	75%	2%
	Male	119	15	3	3	13%	20%	100%	3%
	Unknown	25	3	0	0	12%	0%	-	0%
	<b>% Female</b>	<b>48%</b>	<b>54%</b>	<b>57%</b>	<b>50%</b>				

No G10 positions have been advertised since 2016. Eleven posts have been offered at G7-G9 (Table 5.1, 5.2), with 7 filled; in 2017-18 single G8 and G9 posts were unfilled due to lack of fit, and recruitment for two G7/8 posts stalled in the pandemic.

Table 5.2 Academic Research and Teaching-track data by grade and gender and year 2016–21

Grade of role advertised	Gender	Applied	Shortlisted	Offers	Acceptances	Shortlisted: Applied	Offers: Shortlisted	Accepted: Offered	Accepted: Applied
7	Female	8	4	1	1	50%	25%	100%	13%
	Male	17	5	1	1	29%	20%	100%	6%
	Unknown	1	0	0	0	0%	-	-	0%
	<b>% Female</b>	<b>31%</b>	<b>44%</b>	<b>50%</b>	<b>50%</b>				
7/8	Female	99	8	1	1	8%	13%	100%	1%
	Male	77	7	2	2	9%	29%	100%	3%
	Unknown/Other	14	0	0	0	0%	-	-	0%
	<b>% Female</b>	<b>52%</b>	<b>53%</b>	<b>33%</b>	<b>33%</b>				
8	Female	6	0	0	0	0%	0%	0%	0%
	Male	8	0	0	0	0%	0%	0%	0%
	Unknown/Other	3	2	0	0	66%	0%	0%	0%
	<b>% Female</b>	<b>35%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>				
9	Female	19	9	2	2	47%	22%	100%	100%
	Male	17	4	0	0	24%	0%	0%	0%
	Unknown	7	1	0	0	67%	0%	0%	0%
	<b>% Female</b>	<b>44%</b>	<b>64%</b>	<b>100%</b>	<b>100%</b>				

Of 276 applicants for 11 positions, 48% have been female, with 52% females shortlisted. For the seven positions that progressed to offer, 57% have been to females, all accepted. We have invested in permanent ECR positions at G7/8, implementing international searches and achieving equity in the proportion of f/m applications, with positive gains in the number of BAME/international applicants. Our ECR application rate (G7 & G7/8 combined), is c. 50% and shortlisting is proportional at 50%. Offers to female candidates at G7/8 drop to 40%, although these are small numbers (2 of 5). At G9 the proportion of female applicants is lower (44%), but the proportion shortlisted is higher (64%).

PDR positions are largely fixed-term and G7, with gender balance in applications (Tables 5.3, 5.4; also Section 4), but a statistically significant difference ( $\chi^2$ ,  $P=0.033$ ) in the larger numbers of females shortlisted, although offer rates are balanced (SAP11).

Table 5.3 PDR recruitment data by gender and year (G6, 7 & 8) 2016–21

Year	Gender	Applied	Shortlisted	Offers	Acceptances	Shortlisted: Applied	Offers: Shortlisted	Accepted: Offered	Accepted: Applied
2016-17	Female	41	12	3	3	29%	25%	100%	7%
	Male	28	5	2	2	18%	40%	100%	7%
	Unknown	5	0	0	0	0%	-	-	0%
	<b>% Female</b>	<b>55%</b>	<b>71%</b>	<b>60%</b>	<b>60%</b>				
2017-18	Female	20	5	3	3	25%	60%	100%	15%
	Male	22	6	2	2	27%	33%	100%	9%
	Unknown	4	1	0	0	25%	0%	-	0%
	<b>% Female</b>	<b>43%</b>	<b>42%</b>	<b>60%</b>	<b>60%</b>				
2018-19	Female	23	12	3	3	52%	25%	100%	13%
	Male	22	3	1	1	14%	33%	100%	5%
	Unknown	6	1	0	0	17%	0%	-	0%
	<b>% Female</b>	<b>45%</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>				
2019-20	Female	7	3	1	1	43%	33%	100%	14%
	Male	2	1	1	1	50%	100%	100%	50%
	Unknown	0	0	0	0	-	-	-	-
	<b>% Female</b>	<b>78%</b>	<b>75%</b>	<b>50%</b>	<b>50%</b>				
2020-21	Female	23	9	2	2	39%	22%	100%	9%
	Male	35	10	2	2	29%	20%	100%	6%
	Unknown/ Other	3	1	0	0	33%	0%	-	0%
	<b>% Female</b>	<b>38%</b>	<b>45%</b>	<b>50%</b>	<b>50%</b>				
Overall	Female	114	41	12	12	36%	29%	100%	11%
	Male	109	25	8	8	23%	32%	100%	7%
	Unknown	18	3	0	0	17%	0%	-	0%
	<b>% Female</b>	<b>47%</b>	<b>59%</b>	<b>60%</b>	<b>60%</b>				

A permanent Academic Teaching track position, filled in 2018, was advertised at G9 (Table 5.5). Teaching Fellow positions (TFs) are advertised at G7 and fixed-term: females are more often shortlisted, made an offer and appointed. Although the number of appointments is too small to draw conclusions.

Table 5.4 PDR recruitment data by grade, gender and year 2016–21.

Grade of role advertised	Gender	Applied	Shortlisted	Offers	Acceptances	Shortlisted: Applied	Offers: Shortlisted	Accepted: Offered	Accepted: Applied
6	Female	14	4	1	1	29%	25%	100%	7%
	Male	19	4	1	1	21%	25%	100%	5%
	Unknown	3	1	0	0	33%	0%	-	0%
	<b>% Female</b>	<b>39%</b>	<b>44%</b>	<b>50%</b>	<b>50%</b>				
7	Female	96	35	10	10	36%	29%	100%	10%
	Male	85	20	7	7	24%	35%	100%	8%
	Unknown	15	2	0	0	13%	0%	-	0%
	<b>% Female</b>	<b>49%</b>	<b>61%</b>	<b>59%</b>	<b>59%</b>				
8	Female	4	2	1	1	50%	50%	100%	25%
	Male	5	1	0	0	20%	0%	-	0%
	Unknown	0	0	0	0	-	-	-	-
	<b>% Female</b>	<b>44%</b>	<b>67%</b>	<b>100%</b>	<b>100%</b>				
Overall	Female	114	41	12	12	36%	29%	100%	11%
	Male	109	25	8	8	23%	32%	100%	7%
	Unknown	18	3	0	0	17%	0%	-	0%
	<b>% Female</b>	<b>47%</b>	<b>59%</b>	<b>60%</b>	<b>60%</b>				

Table 5.5 TF staff recruitment data by gender and year 2016–21.

Year	Gender	Applied	Shortlisted	Offers	Acceptances	Shortlisted: Applied	Offers: Shortlisted	Accepted: Offered	Accepted: Applied
2016-17	Female	11	3	3	3	27%	100%	100%	27%
	Male	18	4	1	1	22%	25%	100%	6%
	Unknown	0	0	0	0	-	-	-	-
	<b>% Female</b>	<b>38%</b>	<b>43%</b>	<b>75%</b>	<b>75%</b>				
2017-18	Female	1	0	0	0	0%	-	-	0%
	Male	1	0	0	0	0%	-	-	0%
	Unknown	1	1	0	0	100%	0%	-	0%
	<b>% Female</b>	<b>33%</b>	<b>0%</b>	<b>-</b>	<b>-</b>				
2018-19	Female	1	1	1	1	100%	100%	100%	100%
	Male	0	0	0	0	-	-	-	-
	Unknown	0	0	0	0	-	-	-	-
	<b>% Female</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>				
2019-20	Female	5	2	1	1	40%	50%	100%	20%
	Male	2	0	0	0	0%	-	-	0%
	Unknown	0	0	0	0	-	-	-	-
	<b>% Female</b>	<b>71%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>				

2020-21	Female	1	1	1	1	100%	100%	100%	100%
	Male	1	1	1	1	100%	100%	100%	100%
	Unknown	0	0	0	0	-	-	-	-
	<b>% Female</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>				
Overall	Female	19	7	6	6	37%	86%	100%	32%
	Male	22	5	2	2	23%	40%	100%	9%
	Unknown	1	1	0	0	100%	0%	-	0%
	<b>% Female</b>	<b>45%</b>	<b>54%</b>	<b>75%</b>	<b>75%</b>				

## (ii) Induction

DU supports all staff-starters in applying for work visas and relocating to the UK and Archaeology provides a funded advance visit and visa costs. New staff are provided with a dedicated work-station in their own or a shared office. The DM determines accessibility and computing needs before arrival. Since 2017, we have implemented induction and probation checklists, a mentoring scheme and improved access to EDI training/information (**BAP3.5-7**).

A VCs welcome event complements online and in-person DU induction sessions. The HoD meets all new Academic, PDR, PS and TS staff and the DM delivers 1-1 briefings on employment contracts, CIS accounts, our Staff Hub and information on Occupational Health, Pensions, Health Benefits, Pay and Reward and the Employee Assistance Programme.

An induction checklist is completed by the HoD/LM (**BAP3.5**). New staff choose a mentor via our mentoring programme (**BAP3.6**) (see 5.3ii). All staff are introduced by email, encouraged to join staff/student coffee mornings and formally welcomed in person at staff meetings and BoS.

An ECR away day in 2021 introduced new colleagues to key department members and information on department vision, strategy, finances, mechanisms for support and current UK-HE challenges. We rolled this out to new PDRs/PGRs in 2022, combining induction presentations with training sessions on good teaching practice and research grant development. We will create an annual induction away day for all ECR/PGR starters and provide a more integrated process across all roles (**SAP16**).

Our online Staff Hub gives access to department policies and committees, workload allocations and Respect at Work, bullying and harassment policies, supplemented by our EDI pages. An anonymous 'New Staff Starter Survey' captures information annually. Eight starters since 2020 (including Academic, TS and PS) were 100% positive about the Department induction, with 5/8 using the words 'friendly', or 'welcoming' to describe the process (a period also dominated by remote/hybrid working).

*"Really inclusive and friendly. I found a very welcoming and genuinely supportive atmosphere"*

New Starter 2019-22

### (iii) Promotion

Following 10 years in which Archaeology had just had one female Professor, five women were promoted to Professor between 2016-2022 at G10 (Band-1), and two have now progressed to G10-2.

Institutional changes to promotion have overtaken a number of Bronze actions (**BAP3.6, 3.8, 3.14-16**): DU combined the ADR and promotions applications into a Department Promotions and Progression (DPP) process aimed at addressing gender imbalances in promotion. Participation of Academic staff on permanent contracts G7 and above is mandatory, but optional for fixed-term PDRs.

Staff submit a CV (now a simplified form) yearly to DPPC, including metrics and contextual data on research, teaching and citizenship. Benchmarks are provided by track and grade for these categories and each is weighted equally in consideration of contributions. Staff complete a section on commitment to DU's EDI principles, and in 2021 detailed COVID impacts on meeting promotional benchmarks.

DPPC is gender balanced (Section 5.6iii), trained in unconscious bias and monitor themselves and others for bias in the DPP process. Members review each CV and the research outputs. Staff meeting promotion benchmarks are put forward to Faculty Promotion Committee (FPC). Written feedback with developmental advice is provided individually by the HoD. DPPC identify individual needs for career development/ research support, then acted on by the HoD/DoR (**BAP3.9-10**). Staff are invited to follow-up 1-1 with the HoD/LM or mentor. For those staff meeting benchmarks, the FPC evaluates the CV, DPPC evidence and external references, and makes a decision. The DEDP&C monitors the FPC with attention to EDI and COVID contextual factors. UPC ensures that process has been followed.

Nineteen staff have been put forward for promotion since 2016 (53%f:47%m), with 58% of females (inc. self-nominations) achieving promotion (**Table 5.6**) (**BAP3.8**) resulting in a fundamental change in senior staffing, with 42% of our Professoriate now female, proportional to the gender-balance of staff (40%f:60%m). Numbers of permanent G7/G8 employees across 2016-21 are low, with 12 CVs considered by DPPC, but 50% of G7s have been nominated and promoted (50%f:50%m), and 100% of G8s have progressed to G9 (50%f:50%m). G9 staff consistently represent the largest proportion of staff considered by DPPC and since 2016 c. 7%-14% of G9s staff have been put forward for promotion annually (63%f). 50% of those put forward for G10-2 since 2019 have also been female, with 100% G10-3 nominations male.

*Table 5.6 Promotions by grade and gender 2016-21: Academic Research/Teaching Staff*

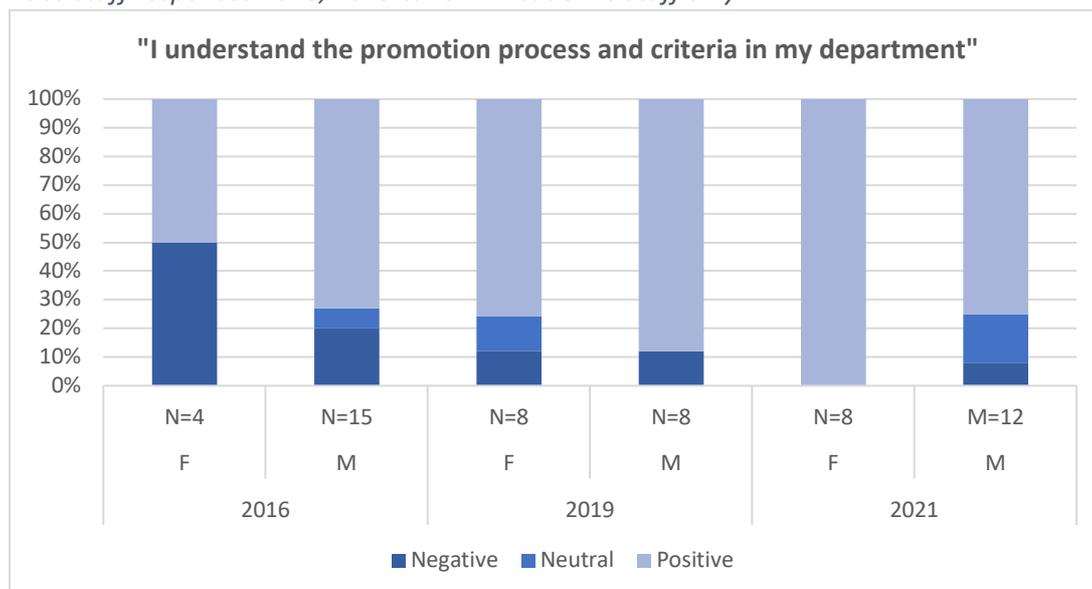
Grade promoted from	Promotion Stage	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
		F	M	F	M	F	M	F	M	F	M	F	M
Assistant professor (G7)	Staff whose CVs are considered by DPPC	1	1	0	0	1	0	1	0	2	1	2	3
	Staff who go forward for promotion via DPPC	1	1	0	0	0	0	0	0	0	0	1	1

	Staff who self-nominate for promotion	0	0	0	0	0	0	0	0	0	0	0	0
	Promotion application rate	100%	100%	-	-	0%	-	0%	0%	0%	0%	50%	33%
	Number promoted	1	1	-	-	-	-	-	-	-	-	1	1
	Success rate	100%	100%	-	-	-	-	-	-	-	-	100%	100%
Assistant Professor (G8)	Staff whose CVs are considered by DPPC	1	1	2	1	1	0	1	0	0	0	0	0
	Staff who go forward for promotion via DPPC	0	1	0	1	0	0	1	0	0	0	0	0
	Staff who self-nominate for promotion	0	0	1	0	0	0	0	0	0	0	0	0
	Promotion application rate	0%	100%	50%	100%	0%	-	100%	-	-	-	-	-
	Number promoted	-	1	1			-	1	-	-	-	-	-
	Success rate	-	100%	100%	100%	-	-	100%	-	-	-	-	-
Associate Professor (G9)	Staff whose CVs are considered by DPPC	7	7	6	7	7	7	6	7	7	6	7	6
	Staff who go forward for promotion via DPPC	2	0	1	1	1	0	0	1	0	0	1	0
	Staff who self-nominate for promotion	0	0	0	0	0	0	0	1	0	0	0	0
	Promotion application rate	29%	0%	17%	14%	14%	0%	0%	29%	0%	0%	14%	0%
	Number promoted	2	0	1	1	1	0	-	1	-	-	1	-
	Success rate	100%	0%	100%	100%	100%	100%	-	50%	-	-	100%	-
Professor (band 1)	Staff whose CVs are	0	5	2	5	3	5	4	5	3	6	3	5

Professor (band 2)	considered by DPPC												
	Staff who go forward for promotion via DPPC	0	0	0	0	0	0	1	1	0	1	1	0
	Staff who self-nominate for promotion	0	0	0	0	0	0	0	0	0	0	0	0
	Promotion application rate	-	0%	0%	0%	0%	0%	25%	20%	0%	17%	33%	0%
	Number promoted	-	-	-	-	-	-	1	0	-	0	1	-
	Success rate	-	-	-	-	-	-	100%	0%	-	0%	100%	-
	Band 3	Staff whose CVs are considered by DPPC	0	5	0	4	0	4	0	4	1	3	1
	Staff who go forward for promotion via DPPC	0	1	0	0	0	0	0	1	0	0	0	0
	Staff who self-nominate for promotion	0	0	0	0	0	0	0	0	0	0	0	0
	Promotion application rate	-	20%	-	0%	-	0%	-	25%	0%	0%	0%	0%
	Number promoted	-	1	-	-	-	-	-	1	-	-	-	-
	Success rate	-	100%	-	-	-	-	-	100%	-	-	-	-
	Staff whose CVs are considered by DPPC	1	1	1	2	1	2	1	2	1	3	0	3

SCS Academic responses suggest a good understanding of DPP processes and criteria, with 100% positive female responders in 2021 (Fig. 5.1). Career progression support, mentoring and access to promotional information seem to be working (BAP3.5-6, 9-10, 14 and 16), although a small increase in male negative/neutral responses to questions on those areas since 2019 suggest further work is needed (SAP 21).

Fig. 5.1 SCS staff responses 2016, 2019 & 2021. Academic Staff only.



All G7 PDRs can submit their CV to the annual DPP process, but institutionally promotion to G8 is exceptional. Hence, few fixed-term staff opt in. To ensure career support, we will institute mandatory ADRs for TFs and encourage PDR participation in DPP with CV-building support (SAP17, 28).

Since 2020, we have used Pay and Reward to acknowledge excellent performance from fixed-term PDRs, with five DAs made (2f/3m) (BAP3.35). We have begun to address the progression limitations imposed by PDR permanent contracts by securing a successful track change for a PDR to move to an Academic position.

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

We have worked to address the potential for bias in our REF preparations and submissions (BAP3.12-13). In REF 2014, UoAs could be selective about the individuals returned for REF. 26% of female staff were eligible for submission, but the proportion submitted was slightly lower (23%) (Table 5.7), while for males submission was marginally higher (77% versus the 74% eligible). REF2021 rules demanded the return of all academic T&R track staff, but with a single output as a minimum return. 42% of submitted staff were female, who also accounted for a slightly higher rate of outputs at 47%.

Table 5.7 REF2014 and 2021 individual submission by gender

REF 2014			
	Male	Female	% Female
Staff eligible	23 (74%)	8 (26%)	26%
Staff submitted	20 (77%)	6 (23%)	23%
Proportion submitted	87%	75%	23%
Outputs	78 (77%)	23 (23%)	23%
Case studies	2	1	33%
REF 2021			
	Male	Female	% Female
Cat A Staff	19	13	42%

Cat B Staff	0	2	100%
Outputs	38	34	47%
Case studies	1	2	67%

Our processes for managing potential bias include a gender-balanced REF team (2f/2m), all with unconscious bias training, who monitor the proportions of outputs selected in relation to staff gender ratios, and gender-balanced pools of internal and external readers (**BAP3.12**). We continue to monitor the allocation of funding to support REF outputs by gender (**BAP3.13**).

## 5.2 Key career transition points: *professional and support staff*

### (i) Induction

The induction processes for PS, TS and ASDU staff are largely as described above and recent starters have been 100% positive about their experiences. PS and TS staff can choose a mentor (separate from their LM); however, our new starter questionnaire revealed that 80% of PS and TS new starters did not have an active mentoring arrangement in place (**SAP18**).

Probation for G3-G6 PS/TS staff is six months and twelve months for G7 and above. New starters have a meeting with their LM to set probation targets. These are set down in a Personal Development Plan (PDP), signed off by employee and LM. Probationers are monitored and supported by manager and department to fulfil their plan. The HoD reviews Probation Plans and sign-offs for PS and TS staff. In-house coaching is offered for new role-holders and they are encouraged to sign up for a wide range of University training. TS have access to the University Technical Forum. There is no distinction with respect to coffee mornings and social events: all are welcomed via the same mechanisms as academic staff.

*“My induction was very helpful. My line manager showed me around the building, how to get started, how things work here at our department.”*

New TS Starter 2019-22

ASDU, largely located at Ushaw College, organise separate induction programmes. A full-day induction with a senior staff member introduces facilities, colleagues and starters are offered a mentor (**BAP3.18**). They visit the Department in the Dawson building and an active excavation site. A health and safety on-site induction takes place when they start in the field. Probation PDPs are set with LMs and signed off by LMs and the Head of ASDU (HASDU). A staff handbook provides relevant information and contacts (**BAP1.16, 3.5**). ASDU organise on and off-site get-togethers for new staff at the Dawson Building and Ushaw College. Further strengthening of the induction processes for PS, TS and ASDU staff are required, including extending the option of a funded visit to the department before starting in-post to all new staff at all grades. Mentoring will be mandatory for all and we will introduce actions to more closely integrate ASDU starters within the department (**SAP14, 18**).

## (ii) Promotion

The restructuring of all PS at DU in 2018-19 introduced fixed-grade roles and job families—a structure designed to create opportunities for staff to achieve career progression by seeking a higher-graded role within a different part of DU. This prevents PS, TS, and ASDU staff from being promoted in role, although a case can be made to regrade a position.

In response, we support staff to apply for higher-graded positions internally and externally with mentoring and coaching in preparing an application and interview techniques (BAP3.36-7). Since 2020, two G4 PS team members have successfully moved to G5 roles, one G6 Technician to a G7 administrative position elsewhere in DU. Recognising a need for new line management responsibilities we successfully re-graded our L&T Manager to G7 (Case Study 2 – Joanne Patterson).

We recognise individual performance using DAs and ECPs (BAP3.35). We note that since 2019, a greater proportion of awards have been made to female PS/TS/ASDU staff, with ASDU male staff least likely to be recipients (Table 5.8). We will ensure that Pay and Reward processes are more actively employed for ASDU staff annually and more accurately reflect the gender ratio (SAP19).

Table 5.8 Pay and Reward by role and gender 2016–21: all Professional Services staff.

Staff Group	Number of staff and number of rewards	2019-20		2020-21		2021-22	
		F	M	F	M	F	M
ASDU staff	Number	15	19	15	19	13	13
	Rewards	2	1	4	3	0	0
	% Gaining rewards	13%	5%	27%	16%	0%	0%
Professional Support staff	Number	6	2	7	2	6	1
	Rewards	1	1	3	1	3	1
	% Gaining rewards	17%	50%	43%	50%	50%	100%
Technical Support staff	Number	3	2	4	3	4	1
	Rewards	1	1	2	0	2	0
	% Gaining rewards	33%	50%	50%	0%	50%	0%
Total	Number	24	23	26	24	23	15
	Rewards	4	2	9	4	5	1
	% Gaining rewards	17%	9%	35%	17%	22%	7%

## 5.3 Career development: academic staff

### (i) Training

SCS responses suggest staff feel actively encouraged to take-up training opportunities, with improved responses since our Bronze Application (Figs 5.2 and 5.3). Fire Safety and Workstation Assessment modules are compulsory and in 2021 we mandated Unconscious Bias and EDI, as well as Bystander intervention training (BAP1.1). 100% of Academic Staff and 88% of PDRs completed these in 2021

and new staff complete modules on arrival, monitored by HR. In addition there are a wide array of 'Skillboosters' courses on aspects of EDI, mental health training, sexual violence and misconduct awareness. Staff take-up of these courses is now monitored by HR.

New academic and teaching staff take the DU Postgraduate Certificate in Academic Practice (PGCAP). We allocate a day per week in our WLM to support this. We hold a biennial L&T Away Day for all teaching staff, with DCAD offering bespoke training. We make our own online training resources (e.g. videos) and excelled in the provision of department-tailored training for online teaching.

In house training for ECRs (see 5.2i) includes bespoke workshops on grant-writing, impact and outreach, REF and applying and interviewing for employment. Our ECR away-day provides a 360-degree view of the department plus training in grant development and learning approaches (PDR attendance 80%/30% m; PGR attendance 30%/36% m). These opportunities have been voluntary to date with a low take-up. We will instigate a range of actions to improve training and career development for fixed term and permanent staff (SAP20).

Fig. 5.2 SCS responses 2016, 2019 & 2021. All staff.

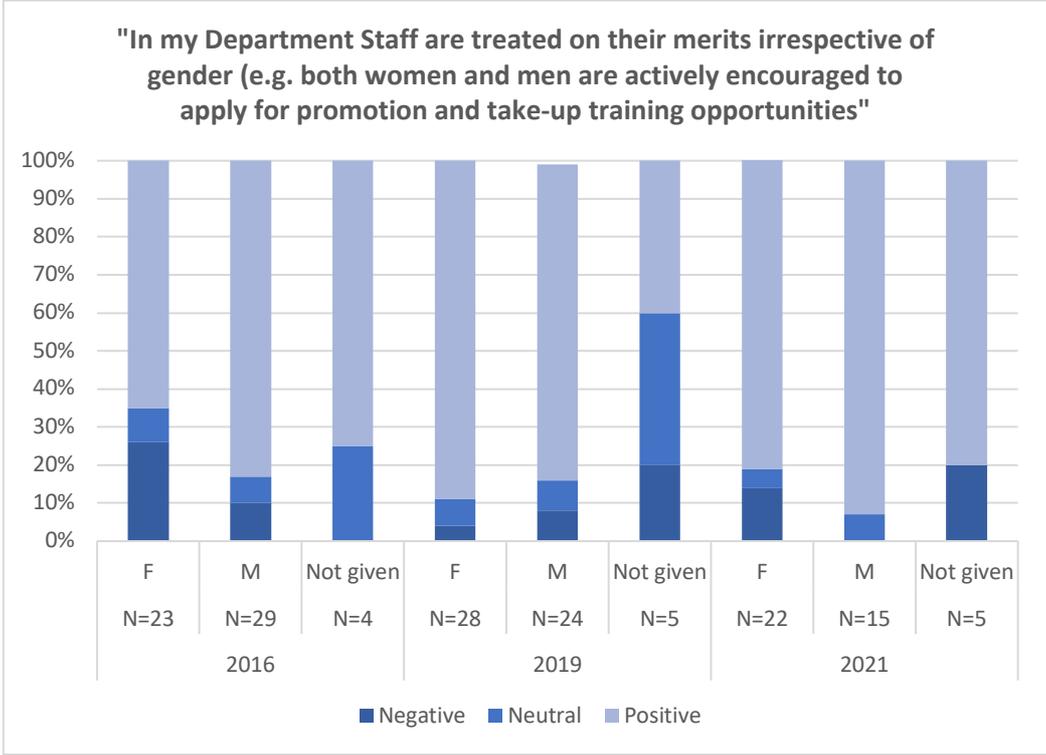
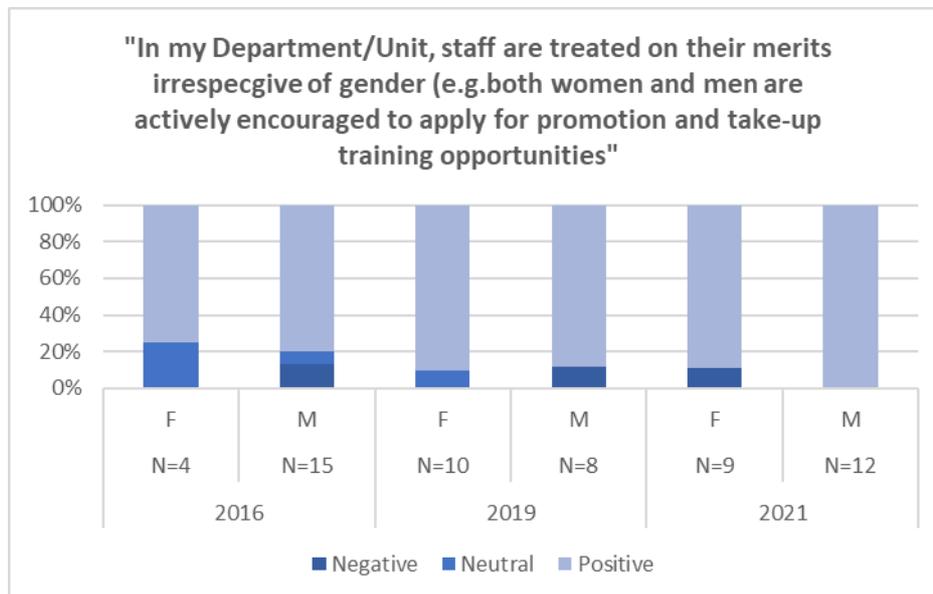


Fig. 5.3 SCS responses 2016, 2019 & 2021. Academic staff.

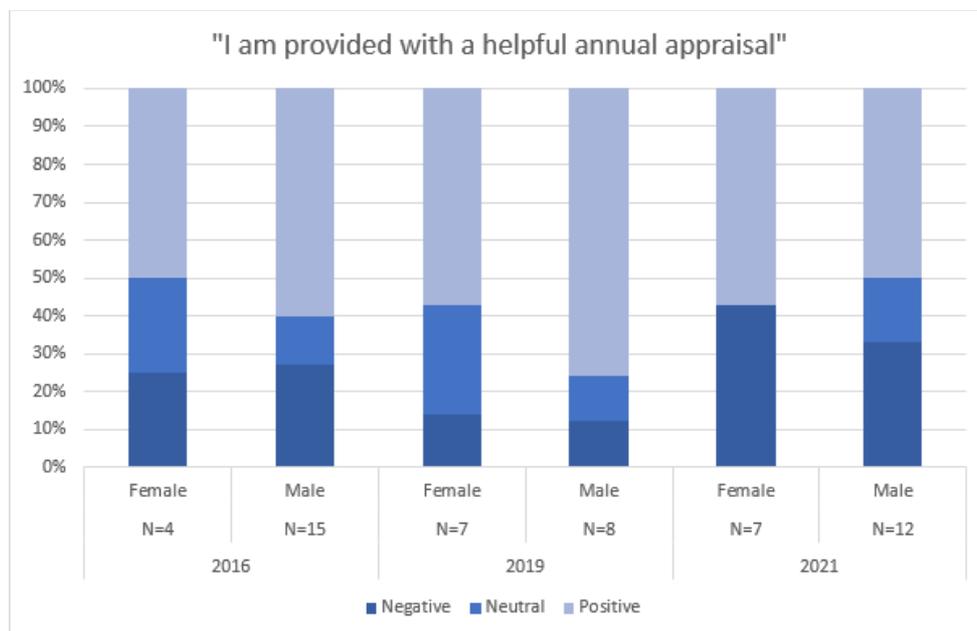


## (ii) Appraisal/development review

DPPC and probation processes outlined above (5.2ii) replaced the ADR for Academic and PDR staff in 2016. The HoD offers individual written DPP feedback and opportunity to meet with HoD/LMs for further guidance. In addition, Archaeology's Research Team (1f/2m) meet annually with individual staff regarding research plans and projects, offering guidance and identifying support needs. Permanent and fixed-term PDRs can also request an ADR from their line-manager, although as noted above (5.1iii) take-up is low (SAP17).

SCS Academic responses suggest staff understand progression processes and criteria (Fig. 5.1 above), but a more negative/neutral response to helpful appraisals may reflect the loss of the ADR (Fig. 5.4). A new section on future-facing objectives in DPP will partially address this. We will embed mentoring advice for DPP forms. In-person feedback meetings with the HoD or a designated LM/Mentor will be an expected part of the annual process and we will ensure equitable access to appraisal for our fixed-term PDRs/TFs (SAP17, 21).

Fig. 5.4. SCS responses 2016, 2019 & 2021. Academic staff.



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

HoD/DMG review career progression opportunities, supporting staff to apply for and take up roles within and external to the department (BAP3.9-10). We support female academic staff participation in 360 and Aurora Leadership Training Programmes, since 2019 female staff have taken on leadership positions including DEDP&C and Associate Director for our Centre for Cultural Heritage. Service and citizenship are recognised in the WLM and are instrumental to progression via DPP.

New staff start-up funds c. £3000pp and an annual £1000 given to all Academic T&R staff, TFs and permanent PDRs, enable research and professional development activities. Fixed-term PDRs can access support for independent research activities (see below).

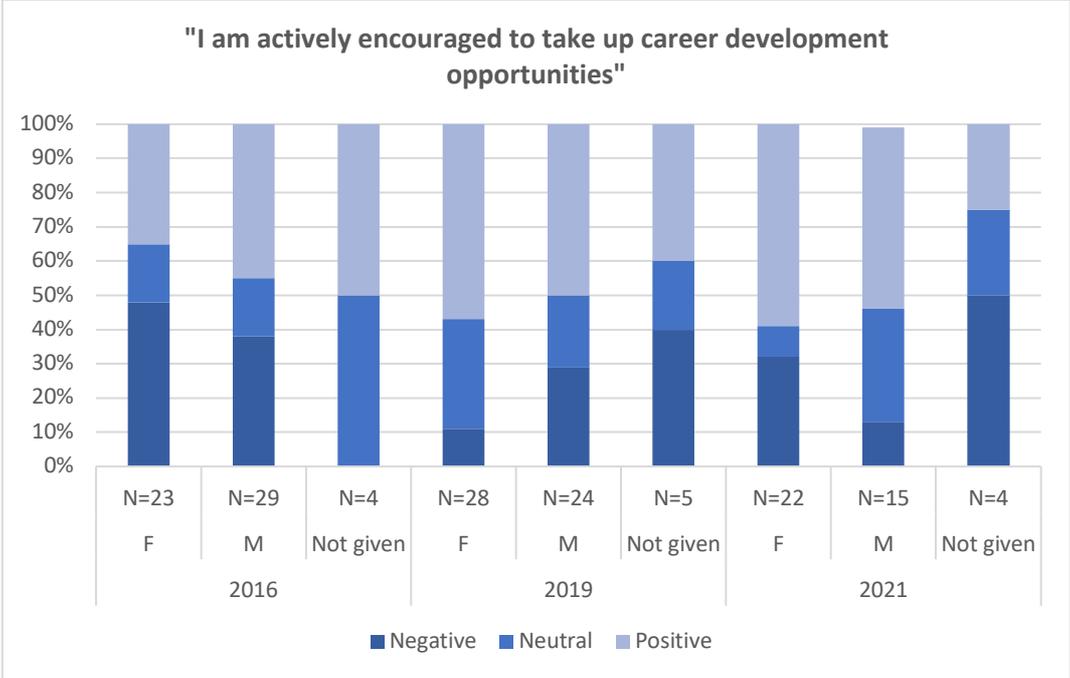
DU are signed up to the 2019 Concordat for the Career Development of Researchers. We integrate PDRs as staff members from the outset. They play a key role in RIGs and representatives sit on BoS, Staff, EDI, Research and SAT committees, raising PDR needs. They choose an academic staff member as a mentor and offer mentoring for PGRs.

Termly HoD/PDR representative meetings review provision and support. PDRs are supported to submit grant applications via scoping/pitching meetings and peer-review. Our annual Careers Day for students and early career researchers supplements our specific ECR (PGR/PDR) support programme with an ECR session on applying for academic and non-academic jobs. All PDRs have 10 days of personal development time and we encourage use of this to deliver publications arising from doctorates or previous projects. We support PDRs/PhDs in independent research activities with funds for project start-up, conference attendance and Open Access publishing, making c.66 financial awards of c. £600pp over 2016-22. We advise PDRs on opportunities for permanent employment within our institution and globally, circulating adverts and opportunities, offering objective advice on the current employment and funding scene. The benefits of career development are evidenced by a strong track record in seeing PDRs secure permanent university and professional positions (e.g. at

University Bologna, University Bordeaux, Bryn Mawr, Minister of Culture Iraq, Director for Museums Saudi Arabia). At IWD events established academics speak about their experiences, offering advice about working on temporary and fixed term contracts and securing permanent positions.

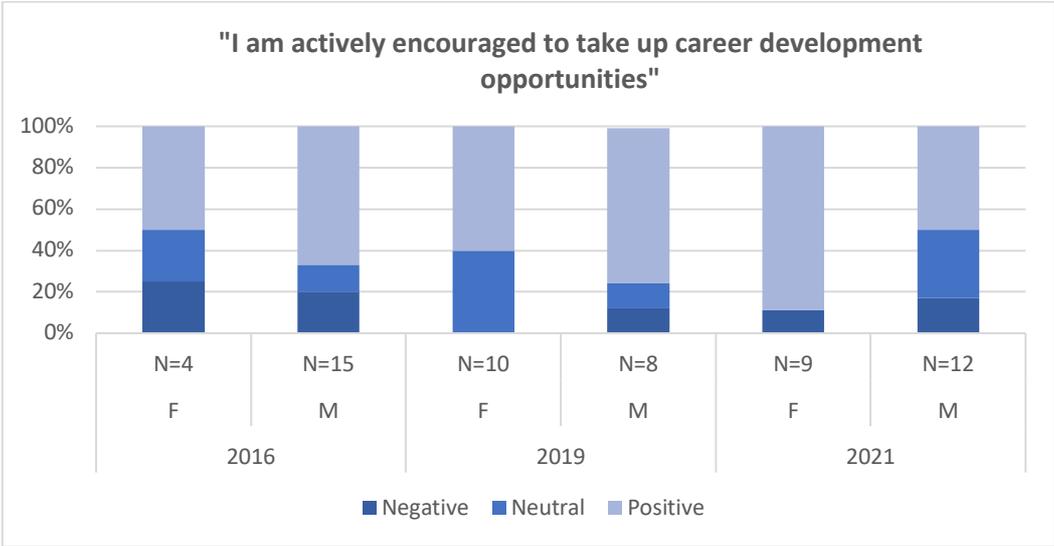
Despite a proactive approach around career development opportunities, SCS responses for all staff on these issues have fluctuated (Fig. 5.5) with negative and neutral responses decreasing, but only slightly.

Fig.5.5 SCS responses 2016, 2019 & 2021. All staff.



Responses from academic staff only are more positive (Fig. 5.6) with a decrease in negative and neutral comments from female staff from 50% to 10%, but an increase in negative and neutral responses from male staff from 30% to 50%.

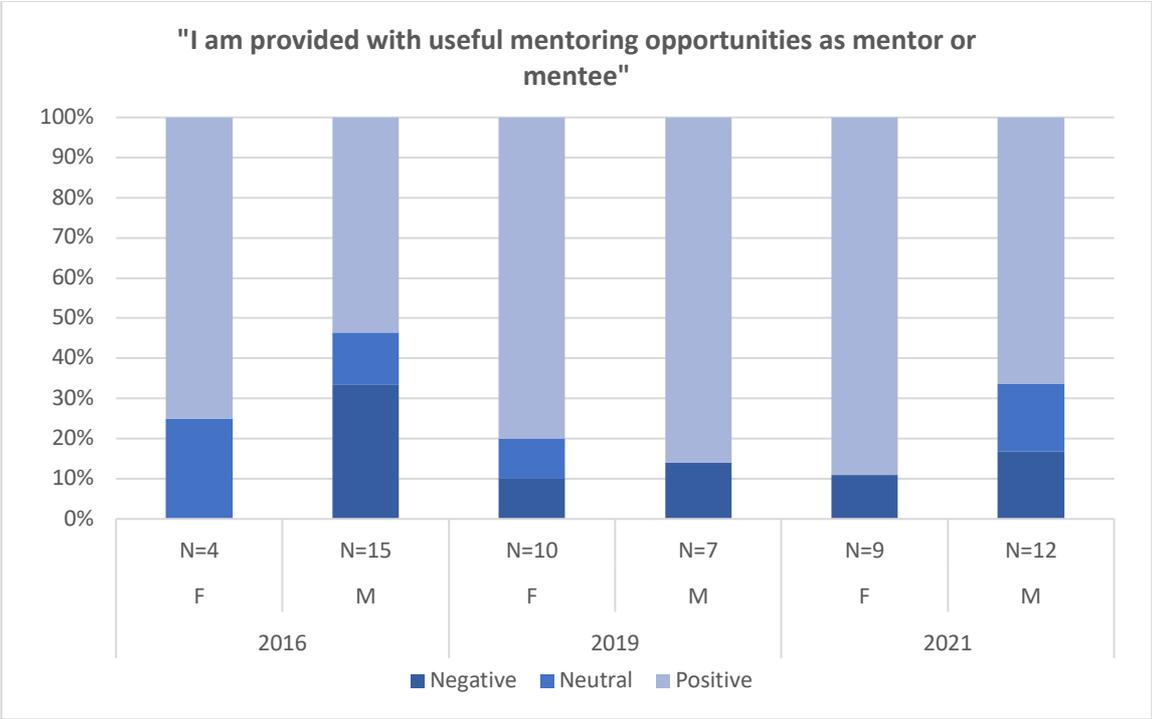
Fig.5.6 SCS responses 2016, 2019 & 2021. Academic staff.



This dissatisfaction from male colleagues may relate to seniority and length of service (G9–G10-3 60%/G10-1–G10-3 72%*m*) and insufficient opportunities for late career development/leadership (SAP22).

Our proportion of Teaching-only staff is small, but all development opportunities outlined are equally available to them, and integration into DMG has ensured involvement in the vision and direction of the department. We expanded our ECR buddying programme in 2019 to a formal department-wide mentoring scheme (BAP3.6, 3.18) and all Academic, Research and Teaching staff, regardless of grade or permanency, now choose a mentor from within or beyond the department. Mentors have annual training to maintain quality and share good practice (BAP3.20). This has met with a positive SCS Academic response since launch in 2019 (Fig. 5.7) although neutral/negative male responses rose slightly in 2021 (SAP22).

Fig.5.7 SCS responses 2016, 2019 & 2021. Academic staff.



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

All students have access to the central DU Careers, Employability and Enterprise service, participate in our annual Careers Day and are encouraged to join RIG activities.

Archaeology UGs have an Academic Advisor (AA) from arrival providing academic and career guidance and they do self-assessment on skills using PebblePad. Our Careers’ Lead audits employability skills in our modules. We are expanding mentoring to PGR students (5.3iii) and aim to cascade this to our PGT and UG student cohorts (SAP23).

Four Archaeology SH programmes are professionally accredited by the Chartered Institute for Archaeology (CIfA) and these students undertake at least 30-days of practical, field training, completing at least six skills in a British Archaeological Jobs Resource (BAJR) ‘skills passport’, enabling Associate Membership of CIfA on graduation. SH and JH Archaeology UGs can opt for Year-with-

Placement (UGSP), facilitating a year of professional employment during their studies with ASDU or another employer.

PGT students are guided in career development by their Programme Director. Three programmes have opportunities for professional external placements. Students are encouraged to present their work in department (**Fig. 5.8**) and at conferences, and postgraduates are guided in academic publishing criteria and conventions.

Opportunities for student leadership are available via SSCC roles, including LGBT+, PoC, Disability and Mental Health representatives, and Faculty Decolonising Internships, and we have supported four UGs in obtaining Laidlaw Scholarships. Among numerous societies and college positions, the student-led Archaeology Society also provides opportunities for leadership.

*Fig. 5.8. 2020 MA Poster Presentation Event*



**MA ARCHAEOLOGY POSTER PRESENTATION**

5-8 pm, Thursday, 13 February 2020

wine and nibbles served; friends and family welcome

PGR training needs are appraised on arrival and annually. Incoming students have the option of a mentor (**BAP2.14**). PGRs play a full role in the departmental seminars and activities and are members of at least one RIG. Our Research Dialogues programme supports our PhD-ECRs with up to £1000 offered for up to two PGR-led events a year (e.g. workshop on *Human Cognition and Palaeolithic Art* 2019) enabling them to build UK and international networks and develop their CV and career plans. Five previous female Dialogue awardees are now in permanent positions in academic/professional archaeological employment and two projects led to major publications for the lead organisers. We have monitored these awards for gender bias since 2014 (**BAP2.17**), and although 100% of proposed initiatives have been funded, 91% have been led by female PhD students and/or female ECR teams and just 36% have included male students on the team (**SAP24**).

We support PGRs annually with internal funds for conferences/ travel (11f/7m awards 2021-22 c. £200-£300 pp) and support them to apply for external funding via grant workshops and email calls. They participate in our ECR development programme (5.3i) and annual Careers Day. Training for teaching is well-established with 36+ PGRs opting to take the Durham Excellence in Learning and Teaching Award between 2014-21, which leads to Associate membership of Advance HE. NERC and AHRC DTCs support training needs (e.g. GIS, photogrammetric techniques) and professional placements are well used (e.g. ASDU, Current Archaeology magazine, British Museum).

In evaluating maternity and paternity needs (**BAP2.19**), we have noted a rise in PGRs with caring responsibilities (elderly relatives as well as children). We support students in taking leave from studies for maternity, paternity and caring needs, but our PGR SCS revealed that parental and caring responsibilities were impacting on feelings of inclusion and fair treatment: *“The time pressure of having to care for young children (and that this is as much, if not more of a priority for me as study/work) is sometimes not understood by staff without children.”* These responses have promoted discussions on parental and caring pressures at our IWD panels. We have launched an in-house Parent/Carers Network (**BAP2.12**) and a First-generation Scholars Network, which provide support specific to archaeologists, but we aim to consolidate and expand this with stronger connections to wider university networks (**SAP25**).

*“The establishment of a parent/carers network has been extremely useful... having the opportunity to network with and learn from staff who have had similar experiences has helped...”*

*Female PGR Student 2017-2021*

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

DUs Research and Innovation Service (RIS) supports all academic staff and PDRs in developing grant applications via grant-writing surgeries, horizon-scanning and lay-peer review, as well as mock grant review panels. Academic staff and PDRs are supported by Archaeology’s Research Team and Senior Research Administrator through a Teams site with exemplar applications and funding calls, 1-1 meetings on grant ideas and peer-review of applications. Staff can meet with mentors to discuss research ideas and annual 1-1 meetings with the DoR and team provide opportunities to discuss research ideas, support and resourcing. Our career development programme for ECRs provides additional grant-development support for ECR/PDR staff and RPGs.

Grant applications have been monitored by gender since 2017 and 40% have been made by female academic staff, in proportion with academic female representation (**Table 5.9**). Success rates for staff at Grades 9 and 10 are similar for females and males, but success rates at Grades 7 and 8 are statistically significantly higher for males ( $\chi^2, P=0.0026$ ).

The mean value of awards is slightly higher for females, but this differs by grade. At G10 the mean award value for females is about £40K higher than males, and at lower grades the mean value awarded is higher for males than females. Women at professorial level are successfully targeting and winning large grants. More support may be needed for male colleagues around grant development

and we also need to ensure ECR support and mentoring around developing and applying for grants is meeting G7-8 ECR female staff needs (SAP26).

Table 5.9 Grant application and awards by gender and grade from 2017-18\*

Gender	Grade	Applications			Awards				
		N	Total value	Mean value	N	Success Rate (by number)	Total value	Mean value	Success rate (by value)
Female	10	28	£8,510,841	£303,959	16	57%	£1,921,598	£120,100	23%
	9	22	£3,350,639	£152,302	11	50%	£675,681	£61,426	20%
	7 & 8	18	£690,990	£38,388	7	39%	£417,916	£59,702	60%
	<b>Total</b>	<b>68</b>	<b>£12,552,470</b>	<b>£184,595</b>	<b>34</b>	<b>50%</b>	<b>£3,015,195</b>	<b>£88,682</b>	<b>24%</b>
Male	10	68	£10,477,335	£154,078	40	59%	£3,240,815	£81,020	31%
	9	19	£1,447,257	£76,171	9	47%	£806,745	£89,638	56%
	7 & 8	13	£1,620,725	£124,671	12	92%	£1,163,391	£96,949	72%
	<b>Total</b>	<b>100</b>	<b>£13,545,317</b>	<b>£135,453</b>	<b>61</b>	<b>61%</b>	<b>£5,210,951</b>	<b>£85,425</b>	<b>38%</b>
All	10	96	£18,988,176	£197,794	56	58%	£5,162,413	£92,186	27%
	9	41	£4,797,896	£117,022	20	49%	£1,482,426	£74,121	31%
	7 & 8	31	£2,311,715	£74,571	19	61%	£1,581,307	£83,227	68%
	<b>Total</b>	<b>168</b>	<b>£26,097,787</b>	<b>£155,344</b>	<b>95</b>	<b>57%</b>	<b>£8,226,146</b>	<b>£86,591</b>	<b>32%</b>

\* NB Worktribe data only available from 2017-18.

## 5.4 Career development: professional and support staff

### (i) Training

Proactive steps are taken to encourage all staff to develop new skills to support career development (5.3i). Increased positivity in all staff responses in SCSs since 2016 suggest PS and TS staff recognise encouragement to take-up training opportunities (5.3i and Fig. 5.2) and can access training opportunities.

Specialised training for ASDU Staff is extensive and supported within their workload. Nineteen out of 21 field staff in August 2022, including UGSPs have a valid Construction Skills Certificate Scheme (CSCS) card, provided by the Construction Industry Training Board (CITB). All relevant field staff have received Radio-detection Cat4 & Genny 4 Training (cable detection training) and hold a valid ESS Safeforce card and all permanent field staff have passed a BORDA certified off-road driving course and a valid First Aid at Work qualification. ASDU staff also receive extensive practical in-house training in archaeological technique, methodology and recording procedures, often on a one-to-one basis. Permanent staff are also trained in QGIS.

*“The ability to work alongside experienced staff developing my report writing and site management skills has been invaluable. ASDU has further provided the opportunity to share my knowledge with student interns [UGSPs], enhancing my own leadership skills.”*

ASDU G4 Project Archaeologist

To complement this extensive training programme, we will also mandate compulsory EDI training for ASDU staff (allocating time allowance), noting that less than 15% completed the modules (SAP27).

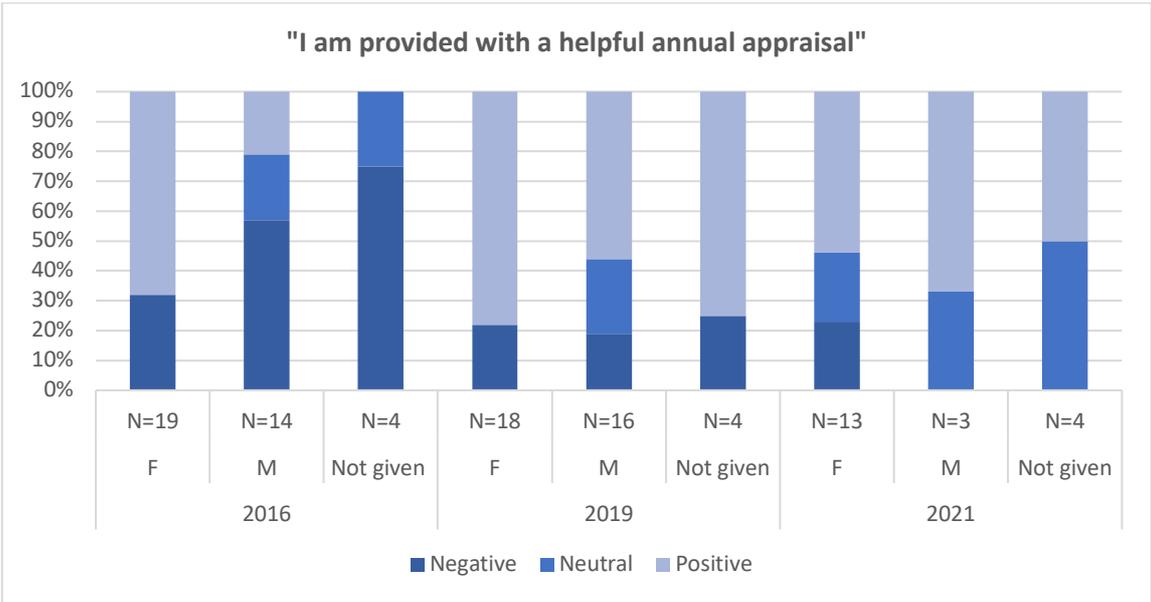
**(ii) Appraisal/development review**

PS and TS have an Annual Development Review (ADR) and since 2017 we have broadened choice in reviewers (BAP3.33). The DM conducts ADRs for the PS team, the HoD conducts the ADRs for the DM and the Lead Technician. The Lead Technician conducts the ADRs for the G5 and 3 TS staff. In ASDU the Director conducts the ADRs for seven G7 direct line management and the G7 Senior Archaeologists take responsibility for G6, G5 and G4 Project Archaeologists.

Staff ADR forms review achievements in the last period against previous targets, identifying priorities like training and development needs for the coming year. In meetings performance and development opportunities and resourcing needs are discussed and future targets determined.

SCS results for our combined PS/TS, ASDU staff and those not disclosing roles, show a substantive decrease in negative responses since 2016, but negative/neutral responses remain evident in 2021 (Fig. 5.9) (SAP28).

Fig. 5.9. SCS 2016, 2019 & 2021. All PS/TS/ASDU staff & those not disclosing roles.



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

All professional and support staff are restricted in terms of career progression by the DU job families structure (5.2ii). We support our PS/TS staff in applying for higher graded positions internally and externally (5.2ii). Restructuring of the ASDU team in 2018 led a greater distribution of grades and a more proportional representation of female staff at higher grades (see 4.2). We are also in the process of securing a further uplift of our G4 Project Archaeologists to G5.

PS, TS and ASDU staff are nominated for internal and external leadership programmes and internal development opportunities (e.g. Manager Essentials programme - see Case Study 2: Joanne Patterson; x1 TS staff member for Aurora Advance HE; first PS member to join University Senate; appointment of Archaeology TS member as Chair of the University Technical Forum).

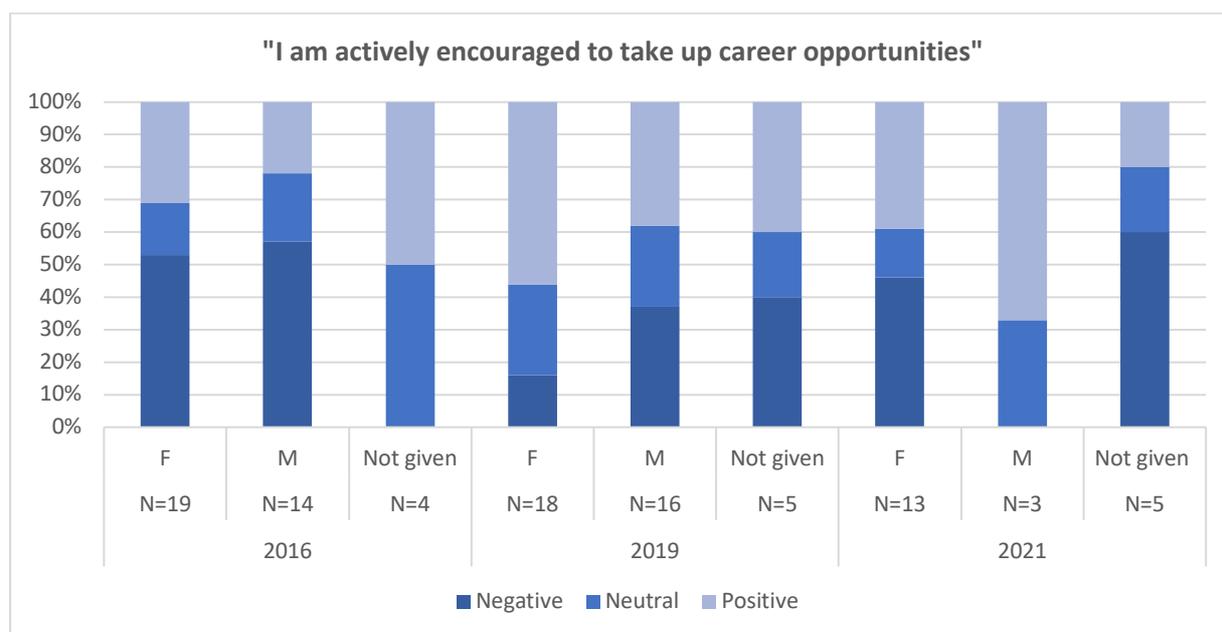
*"I felt the Aurora programme really helped me to understand the important key factors surrounding positive leadership, while also helping me to be more confident in myself and my leadership abilities."*

Female Technical Staff Member, AURORA 2019-20

We support staff in training, e.g. DU Master's in Business Administration (x2 ASDU f/m and x1 PS f) and our TS team members in Health and Safety training (e.g. Advanced First Aid x4f/1m 2021-22/ IOSHH x1 f 2022/NEBOSH Certificate/Diploma x1 f 2019/20).

Overall SCS responses have fluctuated since 2016 on career development opportunities (Fig. 5.10) with an increase in female staff dissatisfaction in 2021, although Academic responses are more positive (5.3iii). Combined PS/TS/ASDU responses indicate positive gains since 2016, but negative and neutral views remain dominant.

Fig. 5.10. SCS 2016, 2019 & 2021. All PS/TS/ASDU staff & those not disclosing roles.



We will focus on reviewing and enabling training, mentoring and career development opportunities for all grades and roles going forward, with particular emphasis on PS/TS/ASDU colleagues (SAP15, 18 and 28).

## 5.5 Flexible working and managing career breaks

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

DU employees from their first day are entitled to 52 weeks of maternity allowance, with 26 weeks at full pay. The same is offered for adoption leave. A newly pregnant staff member, on informing the HoD, then meets with our Lead Technician and/or Chair of H&S Committee for a 'maternity risk

assessment' capturing information on risks, particularly those posed by laboratory or field environments. If chemicals or processes present a risk, they can be modified or removed for the duration of the pregnancy, while individuals in field environments can choose to take up desk-based work until maternity leave. On confirmation of leave, staff members meet with their LM to discuss maternity cover needs and the phased transfer of duties to the replacement. A formal HR briefing on university policy, maternity pay and KIT days takes place and we signpost staff to our Parent/Carers network and University-wide Mothers and Mothers-to-be (MAMS) Support network.

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

Since 2017, we have advertised a fixed-term position for maternity leave cover for Academic Research and Teaching-track staff (**BAP3.23**). For PDRs the process is identical, particularly as major research funding bodies now enable maternity replacement positions. We have worked to ensure that we secure maternity replacement cover for TS/PS colleagues. Maternity leave in ASDU is covered by colleagues as the commercial unit operates with cohorts of similarly trained staff operating at the same grade and in the same roles.

During leave, staff can access 10 paid KIT days. All staff on maternity leave continue to receive department e-mails and are welcomed to department social events, but with no expectation of a response or attendance.

*"My HoD ensured that a maternity cover post was appointed. Furthermore, this post started 3 months early to cover teaching, so that I could work [away from Durham with my partner] for the final trimester of my pregnancy. This support made a considerable difference to my wellbeing in the lead up to the birth of my son."*

Academic Staff member 2021

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

KIT days can facilitate meetings with LMs and colleagues and at least one return-to-work meeting is held before a parent returns. Parents meet with their LM to support a return to duties: a phased return can be requested, and parents can apply to return part-time or request flexible working arrangements to meet family needs. This can be on a trial basis, for a period of up to 12 months, with review meetings built in to ensure the new arrangements are working. On return we complete a 'new mother' risk assessment that ensures returning parents are supported with breast-feeding facilities and other needs. The HoD or LMs meet at least once a month with returners to ensure they are settling into work.

Changing facilities are proximate to the department on campus and Ushaw and Dawson offer use of a private room with seating to enable rest for breastfeeding mothers and a breastmilk fridge. We have a campus nursery and a salary sacrifice/voucher scheme to support payment.

T&R staff are offered a term-long sabbatical on return, immediately or delayed according to needs, and department kick-start funds enable staff to regain research momentum after absence.

Ten days emergency leave on full pay is also available to carers. Parental leave is considered as a significant 'contextual factor' in relation to the DPP process and considered alongside evidence for

meeting benchmarks. These benefits and processes are in place for all staff including PS, TS and ASDU.

#### (iv) Maternity return rate

Eight staff (Academic, PDR, TS, ASDU) have taken maternity leave since 2016-17 with no female staff requests for Shared Parental Leave (**Table 5.10**). 75% have returned to work and remain in post. Two G7 fixed-term PDRs returned to work but left their posts after 6 and 12 months respectively at funded-project-end. PS Staff taking maternity leave have returned to work and remained in post beyond 18 months.

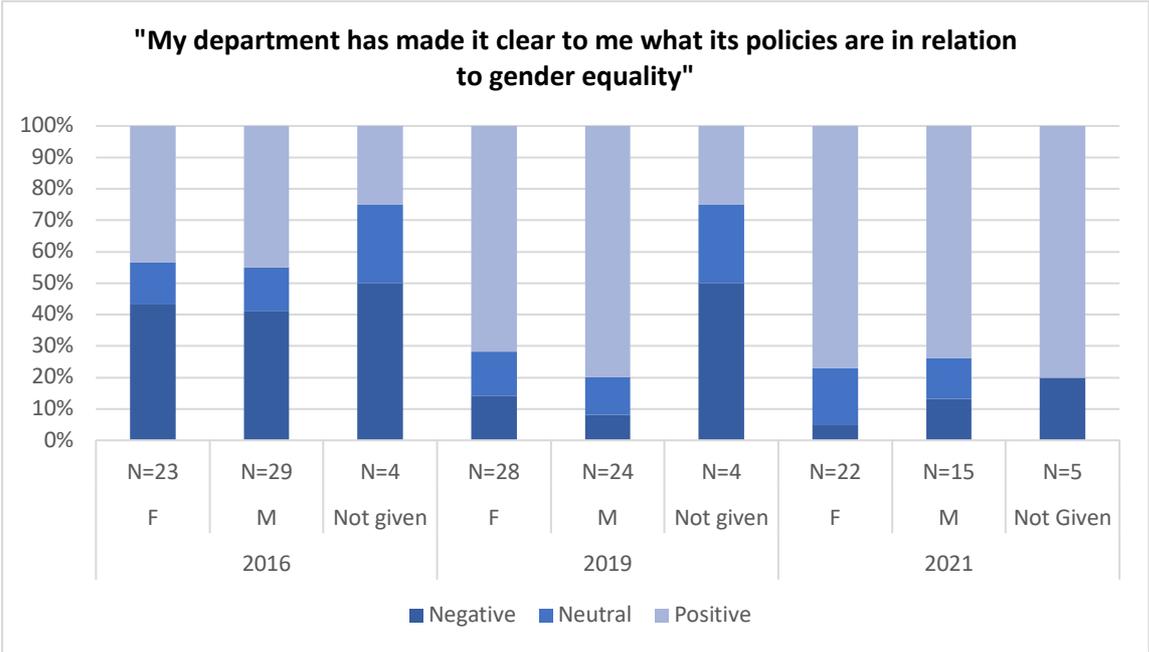
*Table 5.10 Maternity leave return rates*

Year	Staff Category	Number taking Leave	Number Returned	Still On Leave	In post after 6 months	In post after 12 months	In post after 18 months
2016/17	Academic	0	-	-	-	-	-
	Professional Services	1 (G6<)	1	0	1	1	1
2017/18	Academic	0	-	-	-	-	-
	Professional Services	1 (G6<)	1	0	1	1	1
2018/19	Academic	0	-	-	-	-	-
	Professional Services	0	-	-	-	-	-
2019/20	Academic	2 (G7 & G9)	2	0	2	2	2
	Professional Services	0	-	-	-	-	-
2020/21	Academic	3 (x2 G7 & G9)	3	0	2	1	1
	Professional Services	1 (G6<)	1	0	1	1	1

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

We actively promote policies for maternity, paternity, adoption, parental leave and flexible working (**BAP3.25**) resulting in a positive shift in SCS responses (**Fig. 5.11**).

Fig. 5.11. SCS responses 2016, 2019 & 2021. All staff.



Staff in all roles and grades are entitled to one week of paternity leave on full pay from their first day of employment and a second week under statutory provisions. Seven staff (Academic, PDR, TS and AS) have accessed paternity leave, all returning to work. One TS staff member (m) has taken shared parental leave since 2016-17 (Table 5.11) and remains in post.

Table 5.11. Paternity and Shared Parental leave return rates

Year	Staff Category	Number taking Leave	Shared parental leave
2016/17	Academic	3 (G7 & G9)	-
	Professional Services	1 (G6<)	-
2017/18	Academic	0	-
	Professional Services	2 (G6<)	1 (G7)
2018/19	Academic	1	-
	Professional Services	0	-
2019/20	Academic	1	-
	Professional Services	0	-
2020/21	Academic	0	-
	Professional Services	0	-

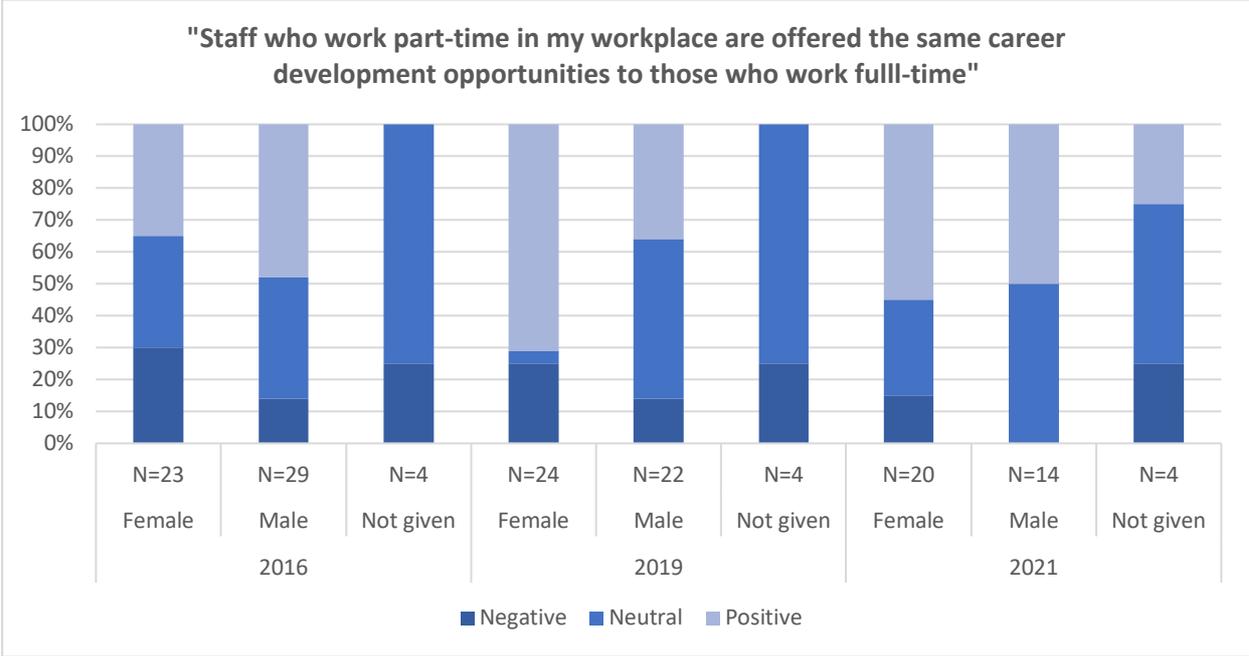
(vi) Flexible working

DU’s Flexible Working Policy applies to every staff member employed by the University continuously for 26 weeks at application. We accommodate all requests for changes to working hours, times of work and place of work where practicable (BAP3.24). Requests specific to timetabling of classes are made via our Teaching Availability Request (TAR), which enables staff, due to specific circumstances,

to request flexibility around teaching responsibilities. Staff are notified annually of the call and deadline, and the Department and University assess and approve/reject requests. Since 2019, all TAR requests have been supported.

In 2018-19, we introduced a departmental policy for managing fractional contracts that outlines principles for all parties on what might reasonably be expected. We have supported four Senior Professors (1f/3m) and one Associate Professor (f) with contract reductions since 2016-17, modifying workload, supporting Flexible Working requests, and maintaining dedicated office space, research support and enabling citizenship opportunities and access to department life (BAP3.19), with SCS responses (Fig. 5.12).

Fig. 5.12 SCS responses 2016, 2019 & 2021. All staff.



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

To date, we have not had any staff requests to return to full-time work after a career break or following a period on a reduced contract.

**5.6 Organisation and culture**

**(i) Culture**

Our inclusive and welcoming culture is endorsed by a named commendation for Archaeology in the independent *Durham Respect Commission Report* in 2020. In 2021, we met the high targets we set for ourselves on staff training in Unconscious Bias and Bystander intervention (5.3i) (BAP1.1-2): the latter to better enable us to spot and intervene where individuals may feel discriminated against, isolated, bullied or harassed. Our students at all levels complete these modules on arriving at DU.

Our department notice boards in offices and communal spaces, our website and recruitment materials all signal a strong message of inclusivity around gender and diversity for our subject and

our department (**Fig. 5.13**). We have instituted a gender-balanced IAB that includes BAME members to guide us in internationalising and diversifying our community and our recruitment.

*Fig. 5.13 Permanent Pride exhibition, main corridor, Dawson Building opposite HoD office.*



Coffee mornings (**BAP1.4**) and parties include staff and students and the HoD has an open-door policy every Tuesday for all. Regular HoD emails to all combine need-to-know information and department news with celebratory messages around work achievements and life-events. Student representatives on SSCC and other committees include students of colour, first generation scholars, international students and LGBTQ+ students. We run regular EDI events to promote inclusivity whether centred on Black History Month, LGBTQ+ History Month, IWD and PRIDE etc. boosting visibility of role models for under-represented groups. PGRs/PDRs are integrated into our RIGs and community with encouragement to take on leadership roles. Annual Inductions for all student year groups promote understanding of Respect at Work policies, accessing University and department support (from AAs to Mental Health contacts) and reporting mechanisms for negative experiences via DUs Report and Support tool. We have clear signage for gender inclusive toilets and ensure that disabled access is functioning around all potential needs, whether onsite in the department or off-site on fieldtrips/training. We recognise the risks of fieldwork and professional placements for all, especially in challenging regions of the world, and we are producing an enhanced toolkit to help navigate these risks (**SAP29**).

Health and wellbeing is core to DUs Working Well Together framework. In 2019-20, the Department introduced a well-being event programme, with sessions from external consultants for staff, PDRs and PGRs on mindfulness, meditation and steps to managing work-life-balance. Sadly, this was interrupted by the COVID pandemic, but we have expanded and maintained an active force of trained Mental Health Contacts (5f/5m) who provide support and guidance to students and staff.

Reacting to the increased health and stress pressures of the pandemic, staff also produced a Top Tips from Archaeology for Mental Well-Being for students and colleagues (Fig. 5.14)

Fig. 5.14 Staff and students share tips in 2021 for mental health and wellbeing.

**Top Tips for Mental Well-being**  
from Archaeology

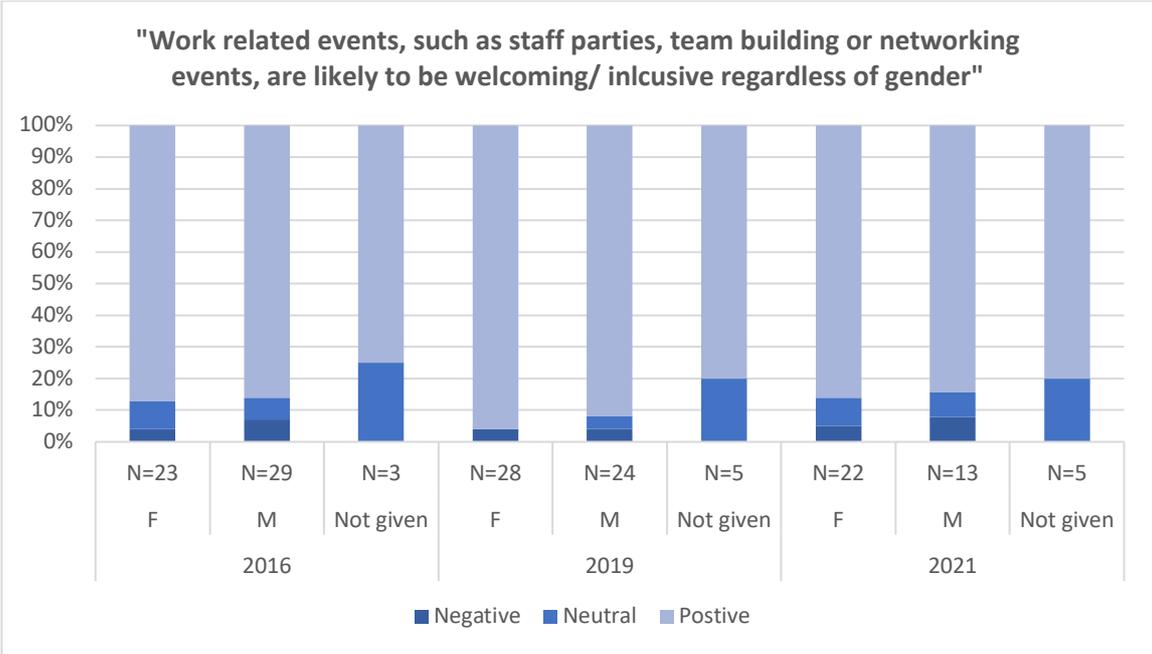
**Let's start talking**  
Together we will end mental health stigma  
#TimeToTalk

**time to change  
time to talk day  
04/02/21**

- Go for a walk for 30 minutes or more every day  
**Andrew Millard**
- Take one day off a week – no work (aka Super Saturday!). Don't compromise!  
**Becky Gowland**
- Talk to a trusted friend – discussing anxieties and stresses often helps you start working things through  
**Kristen Hopper**
- Don't struggle alone – talk to someone else  
**David Petts**
- Meditation – seriously – try some transcendental meditation every day  
**Mark White**
- Plant something and nurture it – even a couple of sunflower seeds in a pot on the windowsill  
**Sarah Semple**
- Get out into the wide-open space for a walk or do a crossword puzzle  
**Kurt Gron**
- Concentrate on something non-work based that absorbs attention – like baking!  
**Mark Shaw**
- Make time for you in among the stresses – a run or a good book  
**Joanne Patterson**
- Download a free meditation app (e.g. Let's Meditate). Guided meditation helps take your mind of the stresses  
**Vicky Garlick**
- Don't dwell on negative thoughts  
**Tina Jakob**
- Taking time at the end of each day to write down achievements – from finishing an assignment to completing a work task – is a positive way to reflect on your day  
**Marla Moreno-Escobar**

COVID-pandemic challenges in terms of maintaining staff and student cohesion and well-being were met with an inclusive programme of student cohort Zoom meetings, zoom office hours and HoD open-door afternoons, weekly staff/student email bulletins, online 1-1 well-being check-ins by DMG members with colleagues, staff and PGR Zoom coffee mornings and staff/student online parties on [www.wegather](http://www.wegather). Positive SCS responses across 2016-21 attest to the welcoming nature of department events, whether parties or team building (Fig. 5.15).

Fig.5.15 SCS responses 2016, 2019 & 2021. All staff.



Staff experiences of uncomfortable situations due to gender and intimidating and unacceptable experiences have significantly declined, but not eradicated (Figs 5.16, 5.17). We will continue to promote our department as a place of respect and inclusivity for all, via media, events, messaging, leadership and role models, ensuring all staff and students are aware of EDI policies and engage fully in DUs Working Well Together initiative that is introducing working principles for all staff relating to culture, expectations, working behaviours and respect.

Fig.5.16 SCS responses 2016, 2019 & 2021. All staff.

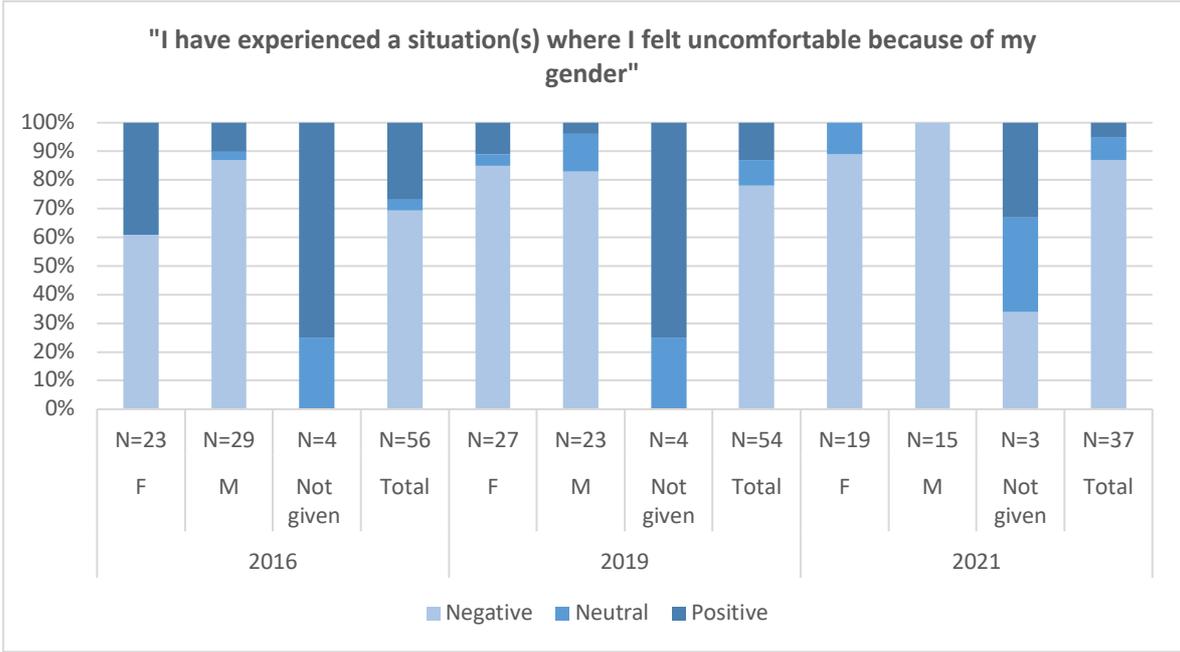
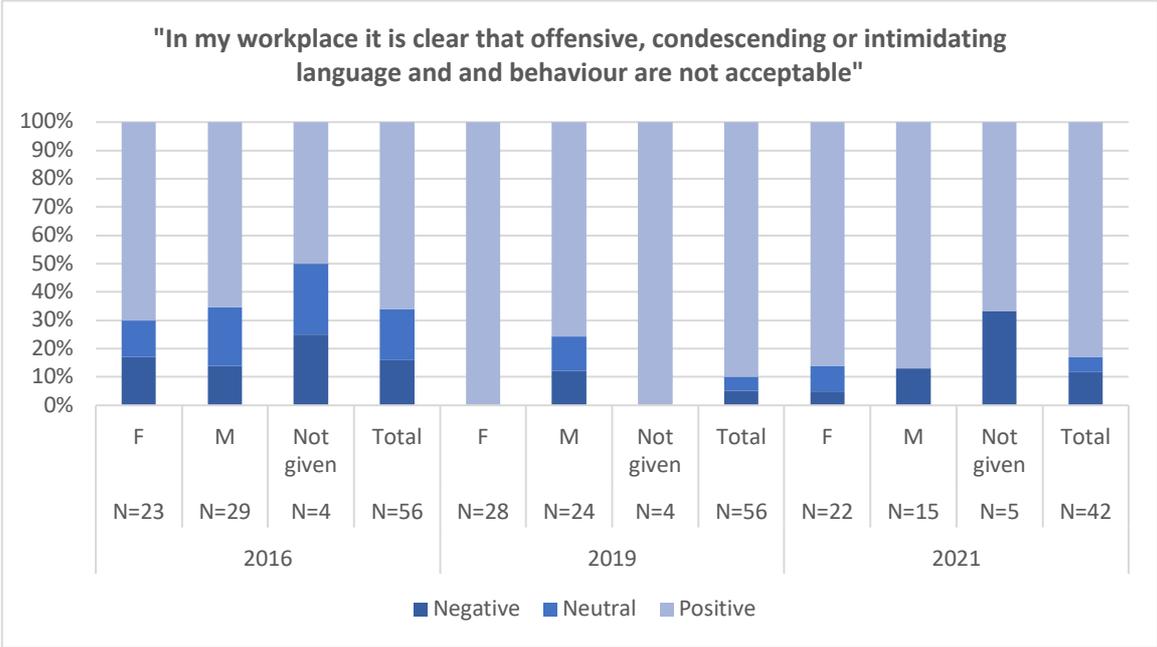


Fig.5.17 SCS responses 2016, 2019 & 2021. All staff.

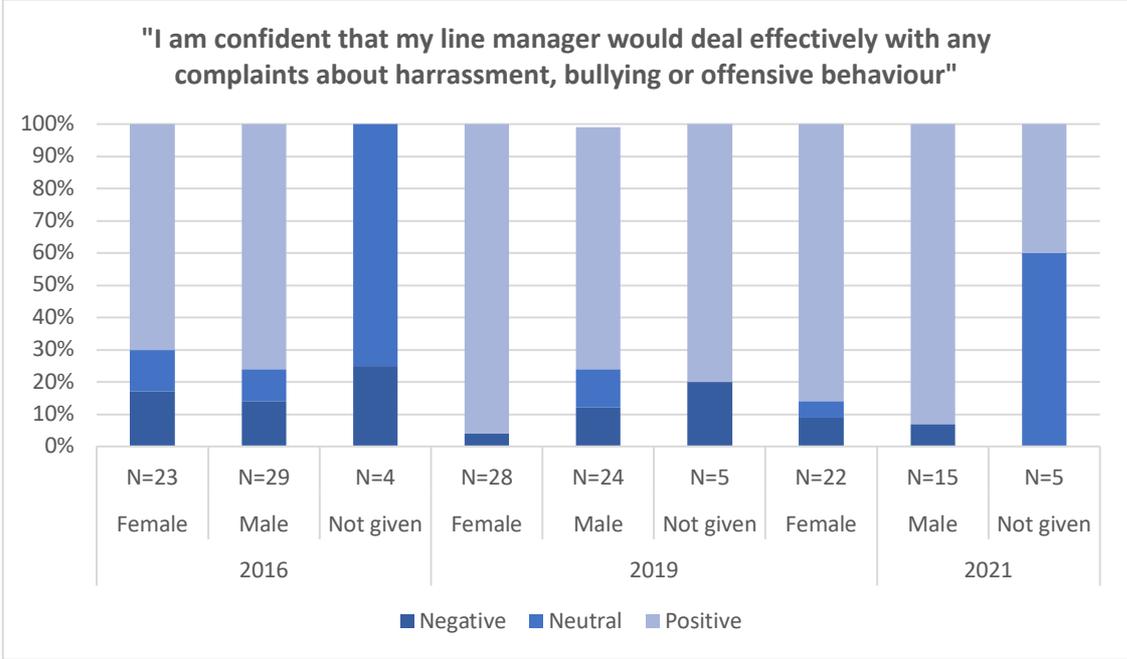


**(ii) HR policies**

HR policies are available on the DU website and DUs Working Well Together framework offers guidance on procedures for email and maintaining inclusive working hours and expectations around University values on well-being and good behaviours. Termly Staff Committees as well as emails signpost these initiatives and policies. Our EDI Chair provides a point of contact for staff advice and guidance and can raise issues at DMG where new policies are also discussed before dissemination.

We ensure all staff are aware of the mechanisms by which to report issues of harassment and offensive behaviour and language, endorsed by a significant increase in confidence in our SCS that complaints on these issues will be dealt with effectively (Fig.5.18).

Fig.5.18 SCS responses 2016, 2019 & 2021. All staff.



**(iii) Representation of men and women on committees**

We reviewed leadership roles and committee membership in terms of gender balance (BAP3.26). In 2016-18, DMG was constituted mainly of the HoD, Dep HoDs and senior professoriate. Since 2019 we have expanded membership to all senior management role holders and created DMG role descriptors. Membership is now proportional to the department m/f ratio (Table 5.12).

Table 5.12 Membership of three major leadership committees in department.

Year	Gender	Department Management Group	REF 21 Team	Department Promotion & Progression Committee
2016-17	Female	2	1	3
	Male	1	2	3
	<b>% Female</b>	<b>66%</b>	<b>33%</b>	<b>50%</b>
2017-18	Female	2	2	2
	Male	3	2	3
	<b>% Female</b>	<b>40%</b>	<b>50%</b>	<b>40%</b>
2018-19	Female	3	2	3
	Male	2	2	3
	<b>% Female</b>	<b>60%</b>	<b>50%</b>	<b>50%</b>
2019-20	Female	4	3	3
	Male	3	3	3
	<b>% Female</b>	<b>57%</b>	<b>50%</b>	<b>50%</b>
2020-21	Female	3	3	3
	Male	4	3	3

	<b>% Female</b>	<b>43%</b>	<b>50%</b>	<b>50%</b>
<b>2021-22</b>	Female	<b>3</b>	<b>3</b>	<b>3</b>
	Male	<b>4</b>	<b>3</b>	<b>3</b>
	<b>% Female</b>	<b>43%</b>	<b>50%</b>	<b>50%</b>

We have also secured a significant change in department management and leadership roles held by females, from 21% in 2016 to 50% in 2021. Committee membership fluctuates but is largely balanced (**Table 5.13**). Staff membership of BoS (encompassing all Academic/Teaching Staff and PS/TS/ASDU and student representatives) directly reflects our m/f staff ratios pa. Higher numbers of women serve at times on particular committees, noticeably SSCC, EDI and H&S. This is a result of the higher proportion of female student representatives each year from our UG, PGT and PGR communities (**SAP1**).

Table 5.13 Committee Membership.

Year	Gender	Education Committee	Research Committee	EDI Committee *	Health & Safety Committee	SSCC	Board of Studies**
<b>2019-20</b>	Female	6	6	/	6	24	/
	Male	9	9	/	6	15	/
	<b>% Female</b>	<b>40%</b>	<b>40%</b>	<b>-</b>	<b>50%</b>	<b>60%</b>	
<b>2020-21</b>	Female	9	9	12	6	29	21
	Male	8	12	5	7	6	24
	<b>% Female</b>	<b>53%</b>	<b>43%</b>	<b>71%</b>	<b>46%</b>	<b>83%</b>	<b>47%</b>
<b>2021-22</b>	Female	5	9	7	9	22	24
	Male	9	8	6	5	12	29
	<b>% Female</b>	<b>36%</b>	<b>53%</b>	<b>54%</b>	<b>64%</b>	<b>65%</b>	<b>45%</b>

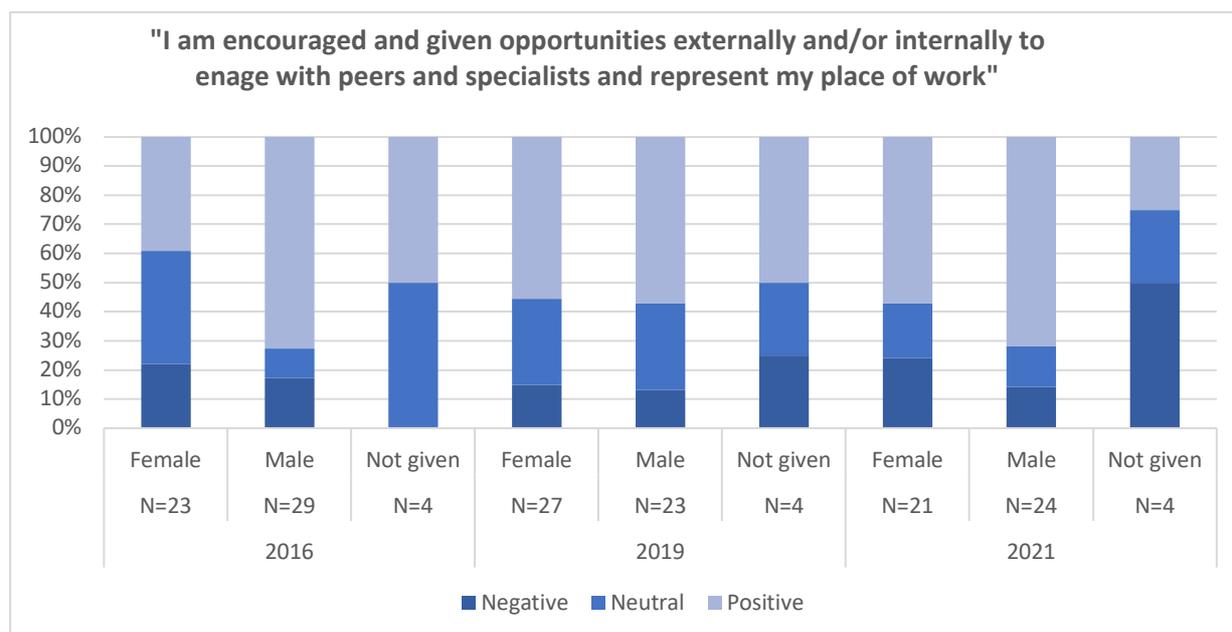
\* EDI Committee formed in 2020.

\*\* Board of Studies undertaken by report in 2019-20 due to UCU action and COVID 19 and membership not recorded. In 2020-21

#### (iv) Participation on influential external committees

All staff are actively encouraged to engage in external activities and we recognise influential external roles through DPPC and P&R (**BAP3.10**), with positive endorsement in our SCS from staff across 2016-21 (**Fig.5.19**).

Fig.5.19 SCS responses 2016, 2019 & 2021. All staff.



In 2021-22, Academic track staff, PDRs and TS held a total of 111 committee roles external to the department (40% held by women) (Table 5.14). 41% of female staff are members of boards or trusts, but just 19% hold an executive role (e.g. Chair, Co-Chair or President), whereas 66% of secretarial and editorial roles are held by women (notably roles carrying significant levels [usually voluntary] of labour). We will encourage and support staff to take up external roles, expanding this to PS/TS and ASDU staff, but with a particular focus on supporting female colleagues in nomination/encouragement take up executive positions with WLM recognition (SAP30).

Table 5.14 External committee roles by gender 2021-22.

Roles	F	M	Total	% female
Chair/President	2	11	13	15%
Co-chair/vice-chair	1	2	3	33%
Honorary Secretary	1		1	100%
Executive/honorary/general editor	2	1	3	67%
Associate editor	1	1	2	50%
Series Editor		1	1	0%
Consultant	1	2	3	33%
Founding trustee		1	1	0%
Governor	1		1	100%
Membership Secretary	1		1	100%
Secretary	1		1	100%
Board or committee member/trustee	34	49	83	41%
<b>Total</b>	<b>45</b>	<b>68</b>	<b>113</b>	<b>40%</b>

**(v) Workload model (WLM)**

Our WLM balances Academic Teaching and Research and Teaching track workload factoring in teaching, research and citizenship. Each staff member meets the HoD to review workload for the coming year and can view a breakdown of their individual workload and % of their load within the context of department allocations. ECRs have 50% protected research and development time in their probation year, scaled down over a three-year period. In 2019, we built in a function to measure workload by gender (BAP3.26). We have now achieved a more gender-balanced workload (Fig. 5.20a).

Staff feel work is allocated on a clear and fair basis (Fig.5.20b). TS, PS, ASDU and PDRs do not have a WLM and our overall SCS results (2021) produced additional data suggesting 17% of all respondents thought more positive action is needed to support staff in achieving work/life balance and 36% considered their workload unmanageable. We will continue to collect these data at regular intervals in a way that allows disaggregation of male and female and non-binary experiences, and explore differences in PS, TS and ASDU experiences. The university is currently undertaking a staff workload review.

*Fig.5.20a Comparison of workload carried by female and male Academic T&R and teaching staff according to the department WLM - weighted to reflect f/m staff ratios.*

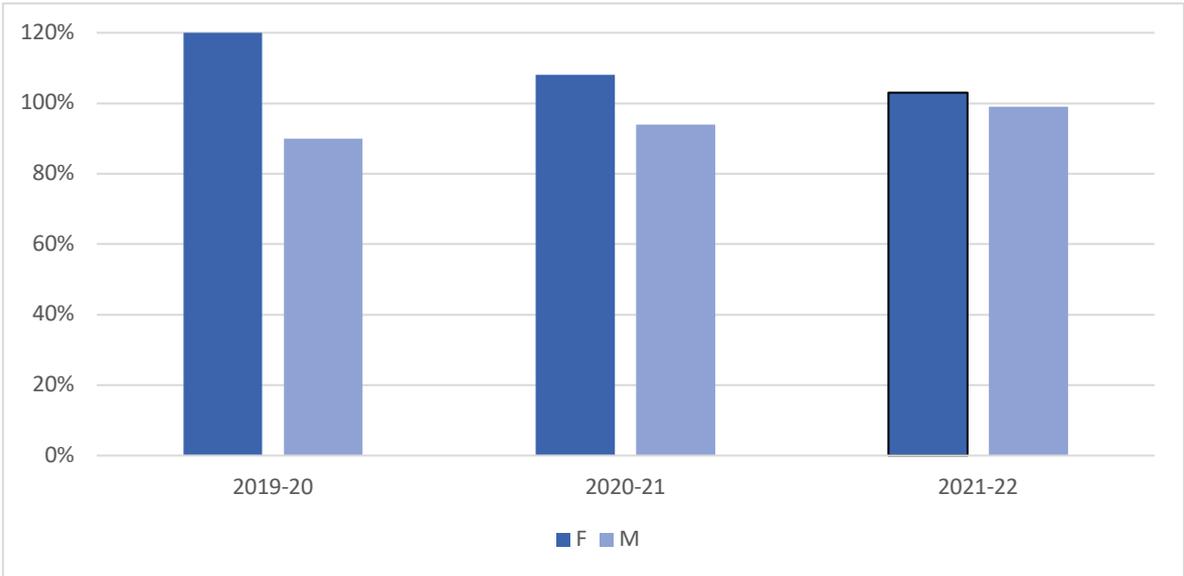
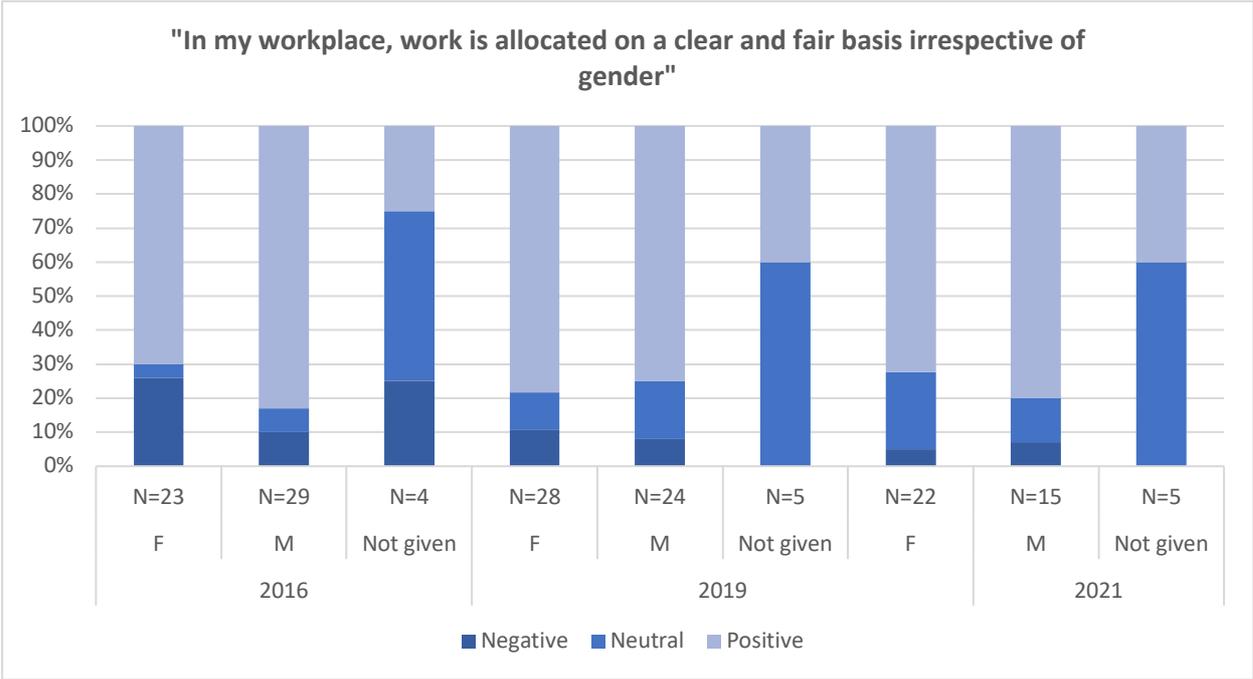


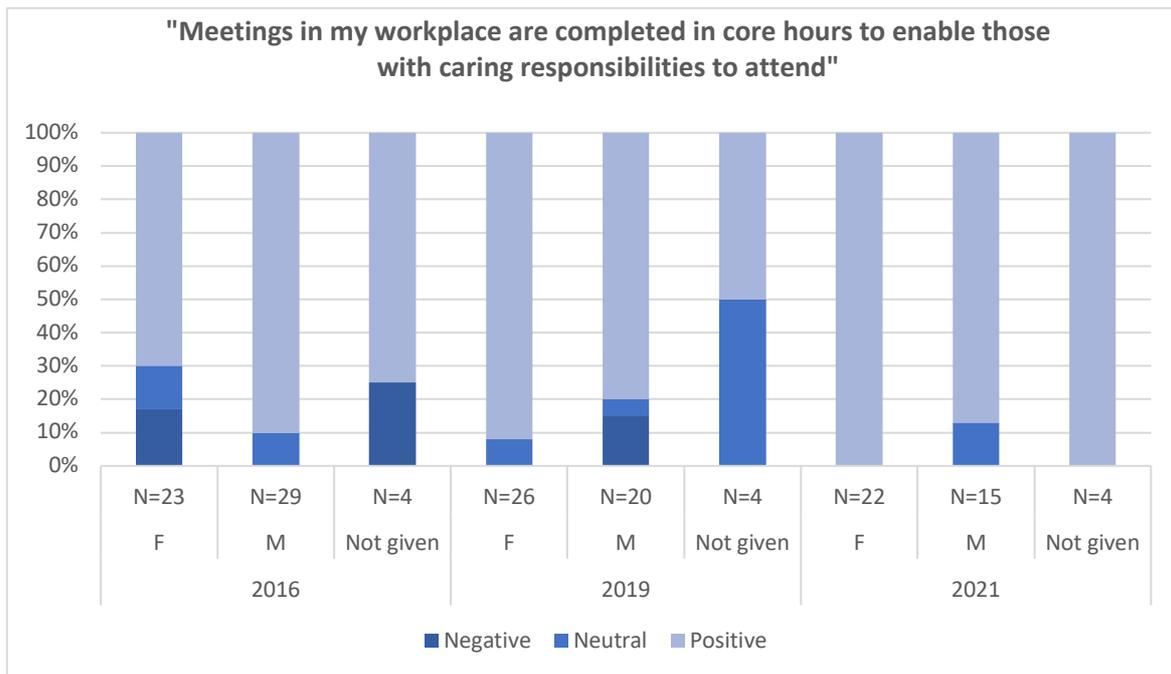
Fig.5.20b SCS responses 2016, 2019 & 2021. All staff.



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

DU Working Well Together sets out good procedures for maintaining inclusive working hours (e.g. meetings within 10am-4pm). Since COVID we have mobilised a new format for most major committees, with pre-tabled asynchronous reports and a live 1hr discussion meeting. Social activities and seminars are timed and located to enable all to attend (inc. disabled access and parent facilities). For seminars this involves earlier start times, and we adjust the timing of social gatherings to suit parental needs. SCS responses have risen in positivity around the timings and inclusivity of events (Figs 5.15 above and 5.21 below) with a 100% positive return in our SCS 2021 from female Academic track, ASDU, TS/PS staff.

Fig.5.21 SCS responses 2016, 2019 & 2021. All staff.



**(vii) Visibility of role models**

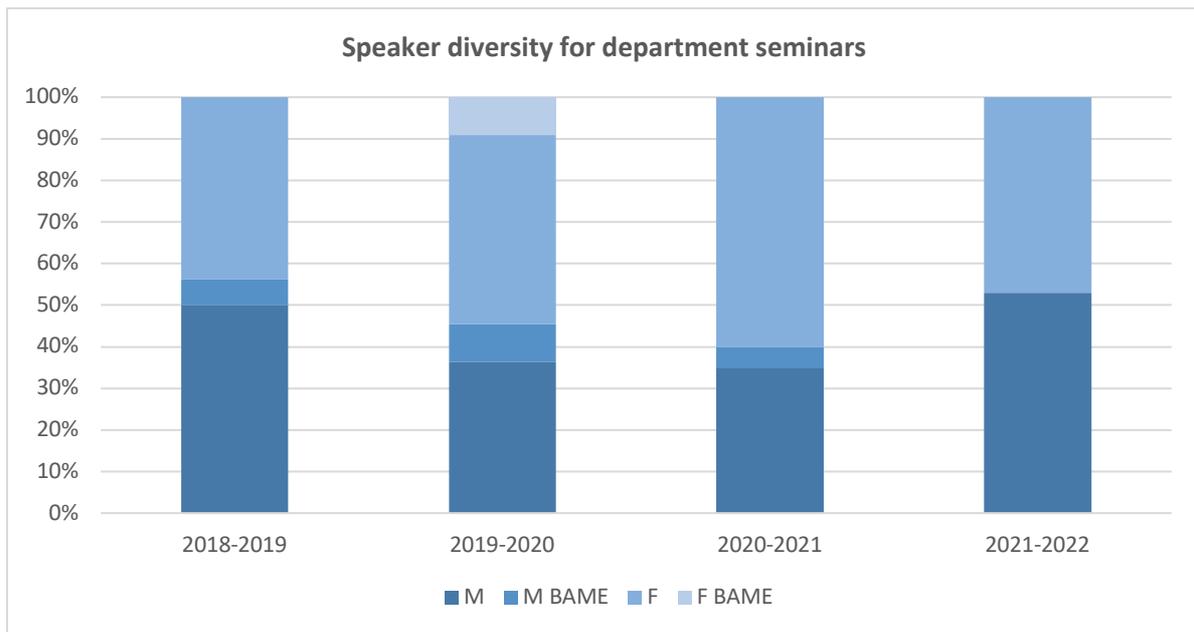
We recognise the need for role models for our prospective and current students and in 2015 in our first IWD event we focused on intersectional challenges for women at all levels in archaeology and academic life. We celebrate IWD annually, with exhibitions promoting the ‘Trowel Blazers’—the female leaders in archaeology and unsung female researchers in the history of the discipline. We have held events discussing ways to overcome the leaky pipeline, the challenges of fieldwork demands on women, and the need for greater inclusion and support for female early career archaeologists.

Fig.5.22 Photographs of our IWD events. See also Fig. 2.3, above.



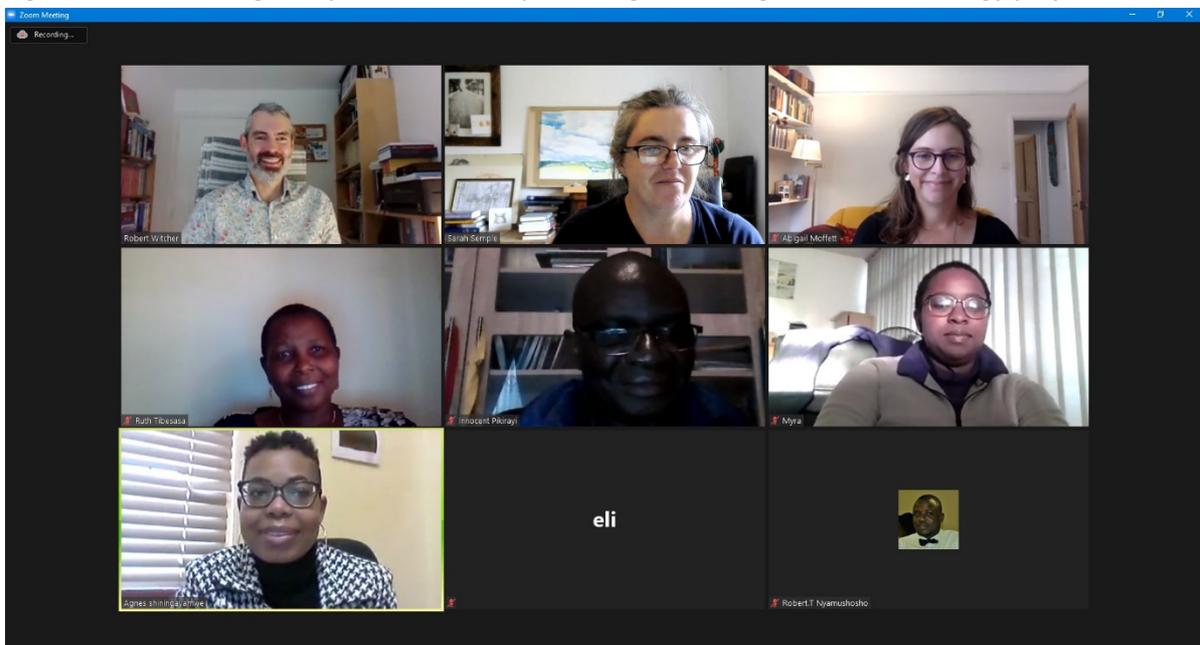
Since 2019 we have put emphasis on BAME, Queer and non-binary archaeologists as seminar speakers and panel members, with multiple events annually marking notable dates e.g. LGBT+ History month, Black History Month, Race Equality Week, Neurodiversity Celebration Week and Pride. We have focused on inclusion of BAME speakers as well as gender-balance (**BAP3.29**) in our research seminar series (**Fig.5.23**) and overhauled our webpages and publicity to ensure balanced, inclusive representation (**BAP1.12, 2.2, 2.9**), although we require an increased focus on male role models (**SAP1, 6, 8 and 9**).

Fig.5.23 Diversity in speakers presenting in main Archaeology Seminar Series.



Our British Academy-funded *Rewriting World Archaeology* run in collaboration with the journal *Antiquity*, is also a flagship programme enabling online career mentoring to 26 Global South ECRs (58% f, 42% m) from 13 countries with mentees gaining long-term career contacts and publications in internationally recognised journals (Fig. 5.24).

Fig.5.24 Global Dialogues Africa Work Group meeting: *Rewriting World Archaeology* project.



### (viii) Outreach activities

Outreach is recognised in our DPP and by P&R, and we support seedcorn grant applications to help development. We regularly integrate our students in outreach activities, through calls for volunteer participation and advertised paid casual contracts supporting post-excavation training with local volunteers.

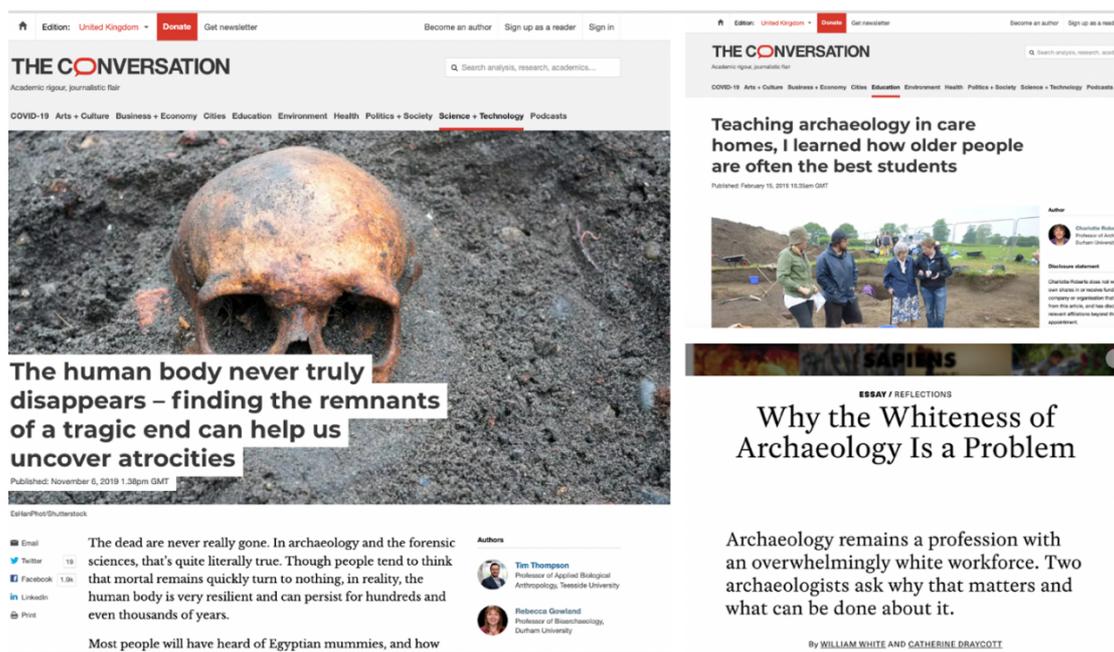
Since 2016, we have run c. 424 outreach activities, interacting with at least 17,791 people (**Table 5.16**). 47% of all activities were led by female staff members (Academic, TS, ASDU, PDR) with female academics (54%) and PDRs (68%) carrying the greater load. Overall, 39% of participants identified as female, with a predominance of male participants at public lectures and female participants in school activities. Notably where activities are predominantly or wholly led by one particular gender, the gender balance of participants follows suit (e.g. speakers and attendees for ASDU public lectures). We will continue to review this going forward.

Members of the department regularly engage in podcasts, webinars, media appearances, guided tours, popular publications (**Fig. 5.25**) and since 2018 we have launched three MOOCs with 23,802 online participants and out of 4715 who declared a gender, 68% were female.

*Table 5.16 Outreach activities and participation by gender since 2016. Participant data for general outreach/media activities unknown.*

Leadership	Total no Activities	Total no Female Led	% Female Led	Total number Participants	Total no Female Participants	% Female
<b>Academic Led</b>	302	163	54%	13,903	6,344	46%
<b>Public Lectures</b>	170	84	49%	10308	4443	43%
<b>Schools</b>	4	2	50%	308	151	49%
<b>Training/Community</b>	36	26	72%	2683	1424	53%
<b>General outreach/media</b>	92	51	55%	-	-	-
<b>ASDU/TS led</b>	103	21	20%	3,322	495	15%
<b>Public Lectures</b>	46	7	15%	2279	225	10%
<b>Schools</b>	6	4	67%	308	251	81%
<b>Training/Community</b>	29	4	14%	735	19	3%
<b>General outreach/media</b>	22	6	27%	-	-	-
<b>ECR led</b>	19	13	68%	566	210	37%
<b>Public Lectures</b>	6	4	67%	275	105	38%
<b>Schools</b>	6	4	67%	270	100	37%
<b>Training/Community</b>	1	0	0%	16	0	0%
<b>General outreach/media</b>	6	5	83%	-	-	-
<b>Total</b>	424	197	47%	17,791	7,049	39%

Fig.5.25 Sample of staff articles in popular magazines, *The Conversation* and *SAPIENS*.



No.		Silver Action Point Summary
11		Improve gender balance and diversity for all staff through a range of interventions, including proactive searches that target under-represented groups.
14		Improve integration of ASDU staff within the social and research culture of the Department.
15		Improved career development support for PS, TS and ASDU staff to support gender balance and progression.
16		Establish an annual induction event for PDRs/ECRs and PGRs/TFs to improve sense of integration and belonging.
17		Introduce mandatory annual appraisals via ADRs/DPP process for TFs and PDRs to support career development.
18		Improve induction process for TS, PS, and ASDU staff, including improved take-up of mentoring and information on training and career development opportunities.
19		Ensure no gender or role biases in the distribution of Discretionary Awards.
20		Increase attendance at bespoke departmental career development events for early career staff and PhDs by ensuring awareness raising and time allocation.
21		Improve positive responses to SCS questions regarding the DPP process from male staff.
22		Improve staff satisfaction with respect to career development opportunities for mid- to late-career male staff.
23		Roll out mentoring scheme for UG and PGT students to strengthen support systems, especially for students from underrepresented groups.
24		Improve the gender balance of PhD students awarded Research Dialogues funding.
25		Improve the experience of students with caring responsibilities.
26		Improve grant support for all academics, especially early career and senior male staff.

<b>27</b>	<b>Improve the take-up of EDI-related training by ASDU staff by ensuring allocated time.</b>
<b>28</b>	<b>Improve the ADR experience for PS, TS and ASDU staff.</b>
<b>29</b>	<b>Improve processes and understanding of risks for students, especially those with protected characteristics when on fieldwork.</b>
<b>30</b>	<b>Improve the number of women applying for external executive committee roles through mentoring and ensuring time in the WLM.</b>

## 6 CASE STUDIES

### Case Study 1: Rebecca Gowland (Professor in Human Bioarchaeology, Deputy Executive Dean People and Culture)



I joined the Department as a lecturer in 2006 and in 2007 and 2010 took two 7-month periods of maternity leave (ML). The Department's senior leadership during that period was dominated by men (one out of eight professors was a woman). During both MLs my teaching was covered on a casual and partial basis, and I felt that this created resentment from colleagues who then had to backfill. Since our Bronze award ML has been covered fully through formal fixed-term appointments and there is greater support for returning staff, including additional research leave and funds to help rebuild research momentum.

Before our Athena SWAN work began in 2017, I felt that the culture was not supportive of women with caring responsibilities (e.g. I delayed applying for senior lecturer until 2012 because I had little support or encouragement). Since our successful AS application, however, there has been a huge shift in supporting women with children and my confidence has improved substantially, with notable impacts for my career progression. Since 2017, I have benefitted from a series of career development opportunities, due to the direct support and mentorship of my HoDs. In 2017/18 I was given the opportunity to be Deputy HoD, which included becoming a member of the DMG. This was valuable leadership experience, providing me with a deeper understanding of management processes. In 2018 I was asked to be a part of the Editorial Team of the prestigious journal *Antiquity*, managed by our Department. This provided me with excellent publishing experience and allowed me to extend my academic network outside of my sub-discipline, helping develop my academic profile.

In 2018/19 I was mentored and supported (including feedback on draft applications) to apply for Professor and I was delighted to be promoted. In 2018, my Department nominated me to undertake the Aurora leadership training. This gave me the confidence to apply for the University role of Faculty Lead for EDI (0.2 position). I would not have applied without the benefit of the Aurora training, and the active support and mentoring of my HoD, who was keen to encourage women to apply for University leadership roles. In 2020 my current HoD and Exec-Dean subsequently encouraged and supported my successful application for the position of Deputy Executive Dean for People and Culture (0.6 position).

My career trajectory since 2017 has developed rapidly, directly because of our AS actions, through the provision of mentoring, training and leadership opportunities, and I have felt fully supported throughout. The Department is also now more supportive and inclusive of staff with caring responsibilities. For example, during COVID my HoD and my Executive Dean both actively enquired after my wellbeing and offered workload support and flexible working due to my home-schooling

responsibilities. This support and compassionate leadership really helped me through this challenging time. The cultural change in our Department since our AS award has been dramatic and I have reaped the benefits in terms of my growing confidence and improved career trajectory.

### Case Study 2: Joanne Patterson (Learning and Teaching Manager)



I joined DU Archaeology in January 2005 as a G4 Undergraduate Secretary, moving to another department in 2007 before returning to Archaeology in 2015, still on G4. When I re-joined Archaeology, I was on an 80% G4 contract as I preferred not to work fulltime while my children were very young. Around this time, I was being asked to take on responsibilities that were beyond my grade and while a re-grade was supported, the restructuring of professional services at Durham (Durham DOES) meant all re-grading was frozen. This was a stressful time because there was a lot of insecurity amongst the PS community about whether we were going to be made redundant or have to reapply for our jobs. Under the new 2018 'Job Families' scheme I was appointed to the position of Learning and Teaching Administrator, which was another G4 position. However, when an Assistant Manager role (G6) was advertised in November 2019, I was strongly encouraged by my HoD and DM to apply and they advised and supported as far as possible given the need for fairness to all applicants. I was anxious - it was a two-grade jump, and my confidence had been dented during the Durham DOES experience. I was absolutely delighted to get the job. I then had the opportunity to undertake a Managers' Essentials Training programme and this was really valuable. At first, I suffered from Imposter Syndrome, but everyone on the programme was really welcoming and supportive. This also helped build my confidence and allowed me to develop my professional network. During my 2021 ADR my DM suggested that we request my position be re-graded. This went forward and from the 1<sup>st</sup> February 2022, I have held the position of Learning and Teaching Manager (G7). My ADR process and the overwhelmingly positive feedback that I get from my HoD and DM has been a huge boost to my confidence over the last 4 years and has been really constructive in developing my career. Other training that I've completed includes mental health and sexual violence and misconduct. This training has been vital for my student-facing role. I enjoy being there for the students and meeting their parents at graduation, and I know that I've made a real difference to their lives and their ability to complete their degrees.

COVID was challenging because we had to find new ways of working and I was home-schooling two children at different key stages. Their Dad was a key worker, so I had to do it all myself. I couldn't have asked for more support from my DM or HoD, both of whom regularly contacted me to ask how things were going and to reassure me that I wasn't expected to be working full days in and around

my other demands. I felt there was a really high level of trust, for which I'm extremely grateful. There has been a massive change in the Department culture over the last 4 years and I have never felt so valued.

## 7 FURTHER INFORMATION

The impact of COVID-19 was not felt equally by all members of our community. In the summer of 2020 we undertook an Equality Impact Assessment of the change in teaching and learning practices ahead of the 2020/21 academic year. This allowed us to reflect on unequal challenges and how best to mitigate these. We created a handbook for staff and a series of webinars and drop-in sessions to support staff through the new technological changes. We had one-to-one meetings online with all staff to discuss their particular circumstances and evaluated how best to support those who were struggling. During the initial lockdown we responded quickly to contact staff to discuss caring responsibilities (elderly family members as well as children), new ways of working and the possibility of flexible working and reducing load where necessary. Case Study 2 exemplifies the approach we took.

Institutionally sanctioned operational measures included:

- In 2020 and 2021 those in Grades 4 and above were granted additional holiday days;
- A £1000 one-off payment for full-time staff and £500 for part time staff was given to recognise contributions made during the COVID pandemic in July 2022;
- An extension of the scope of the emergency leave policy and an expansion of days allowed from three to ten was made between 2020 and 2022;
- Staff were able to apply for additional unpaid leave or purchase additional leave up to ten working days (pro rata) across a rolling 12 month period.
- A series of wellbeing initiatives were introduced, including a dedicated online Wellbeing and Health hub.
- A COVID contextual factors form was included as part of the DPP process so that staff who just fell short of promotional benchmarks could still be promoted if this was a result of COVID (e.g. delays to a publication due to homeschooling commitments).

Meetings were moved online in April 2020 and remained so until the end of the 2021/22 academic year to account for flexible working and unknowns regarding the pandemic. Once face-to-face teaching returned, we facilitated short-term online teaching, where required, for carers and those with underlying health conditions. This has been commented on by a member of staff as something which greatly helped them during a stressful period within their own family. The fact that we were able to continue to make positive gains in our SCS results across many questions during this challenging time reflects the way in which we pulled together as a team to support each other.

## 8 SILVER ACTION PLAN

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
<b>1</b>  (High Priority)	Increase male representation on the SAT and EDIC, particularly for students and ECRs/PDRs	The diversity of the SAT and EDIC in terms of representation of those with protected and other characteristics has improved since our Bronze Award, but very few male students and ECRs/PDRs volunteer for the SAT. As males are under-represented in our degree programmes it is important that students have a voice on the SAT and EDIC and that there are visible male role models.	i) Place an open call to all for SAT student volunteers, highlighting the need for male representation.	Oct 2022 to Jan 2023	EDICC/SAT Chair	A least one male student representative joins the SAT and EDIC.
			ii) Raise awareness of the need for more male representation on SAT and EDIC among early career male staff through discussions at BoS.	Oct 2022 to Jan 2023	HoD	At least one male ECR and one male PDR become members of the SAT and EDIC.
			iii) Increase the visibility of males on the EDI webpages and noticeboards. Ensure inclusion of male speakers at EDI-related events, with consideration of intersectional characteristics.	Jan 2023 to Oct 2023	EDICC/SAT Chair	An increase in the numbers of males speaking at EDI-related events.  Responses in SCS survey confirm that 75% of staff agree or strongly agree that visible role models in publicity and events are gender-balanced.
<b>2</b>	Improve response rates to staff and student culture surveys	Response rates to surveys have decreased and are especially low for students. Online surveys are more convenient but yield lower	i) In advance of the biennial surveys improve awareness of the reason for them, including how responses to previous surveys have been addressed.	Jan 2024 to Oct 2025	SAT Chair	Publicity campaigns run in advance of surveys

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
<b>(Medium Priority)</b>		response rates. To have representative data from these surveys we need to ensure a strong return.	Communication via the Student Staff Consultative Committee, Board of Studies, the EDI newsletter and social media.			
			ii) Target a selection of the larger UG and PGT classes with a 5-minute briefing by a SAT member and allocated time to complete the survey.	Jan 2024 to Oct 2025		Improved response rate for taught students from 15% to 40%
			iii) Request PGR supervisors advocate for the survey with their students.	Jan 2024 to Oct 2025	DPGR	Improved response rate for PGR students from 22% to 40%
			iv) HoD encouragement at Staff Meetings and BoS to complete survey and professional advice sought on improving return rates.	Jan 2024-Oct 2025	HoD	Improved response rate for staff from 35% to 60%.
<b>3</b>	Separate the role of SAT Chair and EDI Chair and increase the	The role of the EDI chair has broadened substantially since our Bronze Award, particularly in our Department which is	i) Separate the SAT and EDI Chair roles. Allocate 220 hours for EDI Chair and 110 hours for the SAT Chair with ring-fenced PS support.	Oct 2023 –Oct 2024	HoD	Separation of SAT and EDI chair roles, established PS support and increased workload allocation.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
(Medium priority)	overall workload allowance. Ensure that EDI is an agenda item on all committees	extremely active in terms of EDI events. It is difficult for the chair to reasonably combine this role with the closer monitoring and reporting of the AP outlined below. Further, it is important that EDI is seen as the responsibility of everyone and not just the EDI committee	ii) Assign accountability for specific actions to relevant committees and ensure that those committees regularly discuss progress of the action for which they are responsible.	Oct 2023 –Oct 2024	SAT Chair	Actions assigned to relevant committees.  EDI embedded as an agenda item on all Department committees and progress on actions reported regularly (as outlined in SAP5 below)
4  (High priority)	Integrate the Athena Swan self-assessment data collection and reflection processes within the routine processes of the department.	Considerable progress has been made on embedding EDI since Bronze, but this can be strengthened. We will put in place an annual schedule of self-assessment business so that we can tighten regular tasks, monitoring and accountability.	Establish an annual cycle of business for the SAT which includes:	Oct 2023 – Oct 2024	EDICC/SAT Chair	SAT meeting dates scheduled at the beginning of each year. At least four meetings held each year.
			i) Annual schedule for SAT meetings published at the beginning of each academic year.			
			ii) Put in place an annual cycle of self-assessment, reviewing updated staff and student datasets as new information becomes available.			
iii) Reviewing new reports and recommendations for action as they are produced, and maintain a repository for all datasets and reports.	Jan 2024- Jan2025	SAT chair	Process in place for sharing reports and recommendations for action with SAT, and discussing those reports at SAT meetings.			

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
			iv) Establish a formal annual review of the action plan. In that action plan review, completed actions will be signed off, ongoing actions updated, and (as appropriate) new actions can be added. A revised edition of the action plan will be published each year.	Jan 2024- Jan2025	SAT chair	Annual review of action plan in place and scheduled in SAT calendar. Revised version of action plan published each year.
<b>5</b>  (Low Priority)	Obtain more detail on demographic of our international UG and PGT students.	Our numbers of international students are increasing and we need to better understand our demographic, where students are joining us from and any cultural, gender-related and intersectional issues they may encounter to tailor both recruitment and support activities.	i) Ask central admissions for annual information on our demographic, country of origin and feeder schools and Universities.	Sep 2023 to Jan 2024	Admissions lead	Data delivered annually to SAT.
			ii) Meet each year with international students to discuss challenges (academic and other) they face when coming to Durham.	Jan 2023-Jan 2026	EDICC	Data from meeting held with international students delivered annually to SAT.
			iii) Following annual meetings, produce a list of recommendations for both recruitment and student support activities paying attention to the fact that these may vary depending on the country of origin. Ensure that individual recommendations are passed to relevant committees for action.	Jan 2023-Jan 2026	EDICC	List of recommendations for supporting international students produced each year and individual recommendations passed to SAT and relevant committees for action.
<b>6</b>	Increase male representation on	There is a need to attract more male UGs and PGTs. Particular	i) Hold focus groups with male UGs and PGTs to understand better how to attract	Oct 2023-Jan 2024	EDICC	Data and findings from two focus groups (with at least 6 students in

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
<b>(High Priority)</b>	the UG and PGT programmes.	attention should be paid to the BA Archaeology and all PGT programmes. We also need information on criteria that students consider when choosing PGT programmes. This information is important for recruitment strategies.	male applicants and improve marketing materials.			each one) held with male UGs and PGTs delivered to SAT and Publicity Lead with recommendations for improving marketing.
			ii) Improve representation of male students at open days, on the website, marketing materials and social media.	Oct 2022-Oct 2025	Admissions lead/ Publicity Lead	Data showing 50:50 balance of males and females at open days and among role models in all external facing marketing delivered to SAT on annual basis.
			iii) Work with central admissions to implement a decliner survey / amend the current one or contract UG and PGT decliners directly to establish why there is attrition of male students from applicants to entrants. Use the results to implement actions to encourage more males to accept offers.	Oct 2025-Jan 2026	EDICC	Data and results of decliner survey delivered to SAT on annual basis. Actions for conversion activities for male applicants and marketing, and results reported to SAT.
			iv) Establish annual running of the pipeline survey on aspirations and eventual careers for recent UG and PGT leavers to understand career choices.	Jan 2023-Jan 2024	EDICC	Data and results of annual pipeline survey and report on UG and PGT pipeline delivered to SAT on annual basis. Arising actions for recruitment and results reported to SAT.
			v) Establish an annual PGT entrants survey to understand PGT choices of programme	Oct 2023 to Oct 2025	DPGT	Annual entrants survey in place and data and results reported to SAT on annual basis.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
			vi) Use data from focus groups and surveys to produce and launch new marketing materials.	Jan 2024 - Oct 2025	Publicity Lead	Data-informed marketing materials aimed at attracting more male applicants.
			vii) Assess success of changes to the recruitment system in terms of proportion of male applicants, acceptance rates of males and male representation among those joining UG and PGT courses.	Oct 2025- Oct 2027	Admissions lead	Data showing move toward 50:50 gender balance in UG applicants (currently 60:40 f to m on average).  Male representation on UG courses increases to at least: <ul style="list-style-type: none"> <li>- BA/BSc Archaeology 45%</li> <li>- BA Archaeology and Ancient Civilisations: 45%</li> <li>- 5% increase in the proportion of male students on all PGT degree courses.</li> </ul>
<b>7</b> <b>(Medium priority)</b>	Obtain data and devise interventions to reduce gendered difference in assessment outcomes.	Preliminary analysis indicates that males are not performing as well as females.  We need to understand why this is and what support is required.	i) Undertake more detailed analysis of gendered assessment performance in the last three years across multiple UG and PGT programmes.	June 2023 – Nov 2023	CBoE	Analysis completed and a report on gender differences in assessment outcomes, including recommendations for reducing any differences, produced and delivered to SAT, EDIC and Education Committee.
			ii) Hold focus groups with UG and PGT students – including at least one male-only group for UGs and PGTs – to	Nov 2023 to June 2024	DUGS and DPGT	Data and findings from at least two UG and two PGT focus groups (with at least 6 participants in each

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
			understand if and what additional support is needed to ensure that they reach their potential.			group and one male-only UG and one male only PGT group), reported to SAT, EDIC and Education Committee.  Data on changes to support mechanisms implemented on the basis of resulting recommendations reported to SAT, EDIC and Education Committee.
			iii) Using the recommendations from focus groups together with other inputs, agree and implement new initiatives for supporting students.	June 2024 – June 2026	DUGS and DPGT	Data showing reduction in gendered differences in dissertation marks at UG and PGT level, with an increase in the proportion of male students achieving a 1 <sup>st</sup> Class degree at UG and distinction at PGT, reported to SAT, EDIC and Education Committee.
<b>8</b> <b>(Medium priority)</b>	Increase the proportion of males progressing through to PGR degrees.	Our Bronze Award focussed on improving the leaky pipeline for women from UG/PGT to PGR, but we need to ensure that male students are not being disadvantaged. Furthermore, we need to explore whether the relative under-performance of	i) Improve the visibility of male PGR role models on websites and social media.	Apr 2023 to Apr 2024	Publicity Lead	50% of PGR role models on websites and social media are male.
			ii) Ensure workshops and lectures on progression to PGR status aimed at UG/PGT are gender-balanced.	Apr 2023 to Apr 2026	DPGT/DPGR	Data showing workshops and lectures on progressing to PhD level are gender balanced delivered to SAT and EDIC.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
		men at UG/PGT level in research related projects is impacting their decision to progress.	iii) Assess whether interventions in UG and PGT performance and improved male performance correlate with increase in numbers of our own male students progressing to PGR level.	Oct 2023 to Oct 2024	EDICC	Data showing correlation of improved UG and PGT male performance and males progressing to PGR level within DU student numbers reported to SAT.
			iv) Assess effects of changes to male role models' visibility on gender balance of PGR students.	Jun 2025 to Jun 2026	DPGR	A 5% increase in the numbers of male student progressing to PGR.
<b>9</b> <b>(High priority)</b>	Increase the representation of British BAME students, especially males at PGR level.	UK Archaeologists are predominantly White. BAME females entering the field are currently more visible than males, and among our students BAME British males are the smallest contingent. Lack of clear role models of colour, as well as the colonial history of the discipline are likely barriers. Dovetailing with Durham's Race Equality Charter Action plan and OfS funded Pro:NE project on BAME PGR student participation,	i) Encourage our BAME students to participate in the Pro:NE project, which offers mentoring and career development training for UK domiciled BAME students from UG, PGT and PGR.	Jan 2023 to Jan 2026	DPGR	A 5% increase in the number of UK domiciled BAME male and female students at UG, PGT and PGR level.
			ii) Introduce further phases of work on diversifying and decolonising our UG/PGT curriculum to improve a sense of representation and belonging for BAME and other underrepresented student groups. Appoint student interns to facilitate this work and seek advice from external bodies and our IAB.	Jan 2023- Jan 2026	DoE	Report on use of student internships (one per year) to review and support the development of diversified and decolonised teaching materials and curricula for selected modules by 2024, delivered to SAT.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
		we want to support BAME males as well as females joining the archaeological profession.	iii) Review, together with IAB members, our website, marketing and recruitment materials to make sure that there is representation of genders and race/ethnicity.	Jan 2023-Jan 2024	Publicity Lead	Record of revised marketing material with increased representation of BAME students.
			iv) Institute guidance to ensure that research events, seminar series and public events connected with the department invite BAME participants (e.g. those with over 20, invite at least 2 BAME participants and are gender balanced).	Jan 2023-Jan 2024	EDICC	70% of major department research events and seminars series connected to the department include representation BAME participants.
			v) Investigate university resources to extend our recruitment work to schools with high proportions of underrepresented groups, notably extending work outside of the NE region to target schools with strong BAME representation in their student communities.	Jan 2025-Jan 2026	DM	Records of mobilisation of resources to support a pilot programme of outreach work targeting schools in and beyond the region with high proportions underrepresented groups.  Increase of 5% in BAME British male students and maintenance or increase in British BAME female students.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
<b>10</b> (Low priority)	Reduce the number of PhD withdrawals.	While numbers of withdrawals are not high, those for women are slightly higher and we need to understand the reasons for withdrawals to ensure sufficient support.	i) Introduce exit interviews for students who are withdrawing to discover the reasons and to find out if there was any support that would have prevented their withdrawal. Produce a summary report of findings when enough data are available.	Oct 2023-Oct 2024	DPGR	Exit interviews in place.  A summary report of findings with recommendations for better supporting PGR students delivered to SAT.
			ii) Hold focus group with PGRs to better understand their needs.	Oct 2024-2025	DPGR	Data and findings of focus group of at least six PGR students together with any recommendations for improving support delivered to SAT.
			iii) Synthesise the various recommendations for improving support for PGRs into a single report and agree and implement changes.	Oct 2023 – Oct 2027	DPGR	Record of implemented changes to support of PGR students.  Data showing 3% reduction in the number of PGR student withdrawals from 26% to 23% with no significant gender differences.
<b>11</b> (Medium priority)	Improve the gender balance and diversity of Academic staff in the department and look at	The data suggests slight differences between applicant pools and offers that warrant further action. Offers to female job applicants at G7/8 are slightly lower (40%) than for	i) Encourage Academic staff to talent spot at conferences and among their networks and invite - particularly female and BAME - early career researchers and more senior researchers to visit the department (noting all staff have	Jan 2023 to Sep 2027	HoD	Record of at least 8 researchers, gender-balanced, invited to visit the department per annum based on “talent spotting” established among academic staff.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
	outlets for advertising all roles to expand and diversify our recruitment for PDRs, PS and TS staff.	males and our pool of female applicants for higher grade jobs is also lower (44%) than males. Finally, we want to increase diversity and BAME representation and ensure the process is not disadvantaging particular sectors.	compulsory training in Unconscious Bias).			
			ii) When permanent Academic posts are advertised, search panels proactively approach under-represented group networks and identified researchers to encourage representatives of underrepresented groups to apply.	Jan 2023 to Sep 2027	HoD and DM	Data showing all search panels have reached out to at least one women’s network and one BAME network for staff recruitment and have used the list of “talent spotted” researchers as part of their efforts to encourage representatives of underrepresented groups to apply for advertised posts. Reported to SAT.
			iii) Build a database of diverse outlets for recruitment advertising distribution for all Academic, PDR, PS and TS roles and use this to promote vacancies.	Jan 2024 – Jan 2026	DM	Database complete and in use.
			v) Continue to involve external members of cognate departments and IAB members in our shortlisting and interview processes for permanent ARC (Academic) G7 and above positions with a request for EDI feedback at the end on the hiring process.	Jan 2023-Sept 2027	HoD	Data showing external panel members routinely integrated into shortlisting and interview panels, with recognised good practice fed back and embedded within recruitment practices, reported to SAT on regular basis.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
			vi) Assess the effect of the initiatives undertaken in respect of representation of female and BAME applicants.	Oct 2026 to Sept 2027	EDICC	Data showing 100% of search reports for permanent Academic posts demonstrate proactive work in seeking a diverse pool of applications, with emphasis on female and BAME applicants, reported to SAT on regular basis.
<b>12</b>  (Medium priority)	Obtain information on PDR leaver destinations to explore any intersectional differences and ensure that early career staff have sufficient career development	We also need to learn more about PDRs' experiences whilst at Durham, to ensure that our current support is fit for purpose.  We do not have a formal exit interview for PDRs. While we can keep track of those who continue in academia, broader destination data would be informative.	i) Establish online questionnaire for PDR leavers to collect information on experiences and exit destinations and encourage take-up. Analyse the data and destinations annually focusing on differences by gender, ethnicity and caring responsibilities. Using contact details follow-up with PDRs after 12 months.	Sep 2023 to Sep 2024	PDR Lead with SRA support	Exit questionnaires for PDRs in place and data showing at least 70% completion rate reported to SAT on termly basis.  Annual summary of detailed destinations of PDRs reported to SAT.  Record of contact details set up and PDR leavers followed up after 12 months to collect additional data and data provided to SAT.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
	opportunities while at Durham		ii) Using PDR Rep termly meetings with DoR or Research Team representative and discussion at Research Committee, gather information on experiences and support needs.	Sept 2022- Sept 2027	DoR or PDR Lead with SRA support	<p>Annual review of support initiatives for PDRs in place to inform rolling programme of training and support.</p> <p>At least 75% of PDRs responding to the SCS agree or strongly agree that the support and career development opportunities for PDRs are helpful.</p>

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
<b>13</b>  (Medium priority)	UG Student Placement appointments are proportional in terms of gender balance to the UG cohorts.	We want to improve our male representation at UG level and to provide equal opportunities for career progression for males and females. Information on career destination will provide useful feedback on the impact of the scheme.	i) Review how we advertise and promote the UGPS option to increase numbers of male applicants, proportional to our UG f/m balance. Offer pre-application briefing on preparing applications and CVs and on interview techniques to reduce the level of speculative applications and improve interviewee preparation.	June 2023-Jan 2024	Year with Placement Lead	Data showing increase % of male UGPS applicants proportional to our m/f UG gender balance by Oct 2025 reported to SAT.
			iii) Collect destination data for UGPS and compare to wider student cohort.	Jan 2024-Jan 2026	Year with Placement Lead	Report comparing destination data of UGPS students and the student wider cohort delivered to SAT and Education Committee. Further data on any changes made and results.
<b>14</b>  (Medium Priority)	Improve integration of Archaeological Services staff within the social	SCS responses suggest some ASDU staff would welcome greater department integration. Cognisant of the different roles ASDU play and their commercial	i) Invite to Head of ASDU for an ASDU staff contribution to the Research Seminar programme each year.	Jan 2023-June 2027	HoD	Annual invitation issued to HASDU to participate in research seminar programme. Data showing at least 1 ASDU staff contribution each year.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
	and research culture of the department as a whole.	and financial priorities and working pressures, there is a need to explore additional ways of creating positive links and integration in department activities and initiatives.	ii) Improve integration of ASDU by: <ul style="list-style-type: none"> <li>• locating some department events at Ushaw College where ASDU are located, encouraging and enabling ASDU staff attendance;</li> <li>• reposition and time some department seminar events, and offer hybrid options, particularly for RIG events, to allow lunchtime, post-work and remote attendance for ASDU staff.</li> </ul>	Oct 2024-June 2027	HoD/DoR	Data showing use of Ushaw College for at least one department event/away day pa with at least 20% ASDU staff attendance.  Data showing at least three research events pa that have been timed, located and delivered to fit ASDU needs.
			iii) exploration of further placement and teaching synergies, mindful of the commercial nature of ASDU and its financial targets and their existing commitment to our 1 <sup>st</sup> year field training (over 100hrs of small group/individual UG training) and our new UGSPs scheme.	Oct 2025-Oct 2026	HoD/HASDU	Records showing findings of meetings to identify key areas where ASDU expertise could strengthen teaching and student training opportunities, and provide career development opportunities for ASDU staff. Pilot integration of some elements e.g. dedicated landscape MA sessions /PGT placements.
			iv) Assess effect of the work to improve integration of ASDU staff by using the SCS to specifically address this.	Oct 2026-Oct2027	SAT Chair	70% of ASDU staff agree or strongly agree that they are satisfied on questions of feeling integrated into the department culture in the SCS.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
<b>15</b>  (High priority)	Review and support career development opportunities for PS, TS and ASDU staff and particularly female role holders.	There are some imbalances in the distribution of genders in PS and TS roles, and in the grades in ASDU. There are limitations imposed on career progression opportunities by the DU Job Families process and fixed-grade roles on PS, TS and ASDU staff. The distribution of roles and grades in ASDU are also embedded within a commercial business model. We need to explore the particular career development needs and opportunities possible to support gender-balance and gender-balanced progress in these roles.	i) Proactively advertise all department vacancies and external vacancies of relevance widely and encourage PS, TS, and ASDU staff applications, particularly females, to apply for higher grade roles.	Jan 2023 to June 2027	HoD	Data showing all roles are advertised internally and externally on relevant networks with staff encouraged to apply for higher grade roles.
			ii) Use ADR processes to actively identify diverse career development opportunities for all, particularly female PS/TS and ASDU staff. Ensure that all eligible staff are encouraged to apply for any internal vacancies.	Jan 2023 to June 2027	HoD/HASDU	SCS shows 70% PS, TS and ASDU staff strongly agree or agree that they are satisfied with career development opportunities.
			iii) If PS, TS and ASDU vacancies at G6, G7 and G8 arise, actively encourage underrepresented genders to apply e.g. male applicants for PS, TS roles and female applicants for ASDU roles.	Jan 2023 to June 2027	HoD/HASDU	Data showing maintenance of the gender balance of ASDU staffing and ensure gender distribution of senior grade roles is, wherever possible, commensurate with the proportion of f:m staff overall.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
<b>16</b>  (Medium priority)	Establish an annual joint induction event for ECR Staff/PDRs and PGRs/TFs	Although we have induction events for all, we do not have a combined induction event. Positive feedback on joint career development days indicate that this can be a helpful part of induction for ECR/PDR and PhDs, helping to improve a sense of integration and belonging.	i) Institute annual joint induction event for ECR Staff/ PDRs/PGRs/TFs with talks by key post-holders in the Department including talks on career development opportunities.	Nov 2022-June 2027	HoD	Data showing 70% attendance of new ECR Staff/PDRs/PGRs/TFs at Induction events and feedback, reported to SAT.
			ii) Assess the changes in ECR-PDR and TF-PGR views of induction using the SCS and PGR student culture survey.	June 2026-June 2027	SAT Chair	Improvement by 5% in responses in SCS and PGR student culture survey to questions about feeling of belonging in the Department.  75% strongly agree or agree that they are satisfied with induction processes of the Department.
<b>17</b>  (High priority)	Introduce a mandatory requirement for TFs (a female cohort) to undergo an ADR.  Proactively encourage G7	TFs (a largely female cohort) are fixed-grade and are not included in the DPP process and need equal access to career development review and advice.  G7 fixed-term PDRs under 24 months and even those over 24 months in contract do not	i) Mandate ADRs for TFs annually, scheduled to take place during Jan and Feb each year.  ii) Strongly encourage fixed-term PDRs (especially female PDRs) to participate in DPP in first 24 months and after.	Oct 2022 to June 2027	HoD	Data showing at least 70% of PDRs reviewed and offered feedback through DPP annually reported to SAT on annual basis.  Data showing 100% of fixed term TFs have an ADR annually reported to SAT on annual basis.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
	fixed-term PDRs under 24-months to participate in DPP cognisant of a need to focus on female PDR support particularly.	engage in DPP and many are female. We will encourage all to engage in DPP to access a review from someone other than their project PI/line manager, providing them with important career building advice, alongside formal mentoring.	<p>iii) Encourage both groups to seek feedback from mentors prior to completing ADRs or DPP CVs.</p> <p>iv) Provide TFs and PDRs with written feedback on DPP CVs or ADR forms that is sensitive to any contextual factors with proactive encouragement to take-up the option of a feedback meeting with HoD or designate (inc. mentor).</p>	Oct 2022 to June 2027	HoD	<p>Data on TFs having meetings with HoD as LM on ADR feedback reported to SAT on annual basis.</p> <p>Data showing PDRs provided with written feedback on their DPP CV and &gt;60% of those submitting a CV attend 1-1 with HoD or designate (inc. mentor) for additional feedback and guidance, reported to SAT on annual basis.</p>
			v) Feedback collected from PDRs and TFs on DPP and ADR and support using the SCS	Mar 2026 to March 2027	SAT Chair	At least 70% of PDRs and 67% of TFs agree that DPP/ADR processes are helpful and valuable.
<b>18</b> <b>(Medium priority)</b>	Improve induction process for PS, TS, and ASDU staff, including increased take-up of mentoring and career development opportunities	We have a high proportion of female TS, PS and ASDU staff. Local induction processes for PS/TS staff are not as substantive as for academic staff and while ASDU induction processes are thorough, they are largely separate from the department. PS, TS and ASDU staff are also less likely to take	i) Welcome emails from HoD to new ASDU staff members, with offer of funded visit to both sites prior to starting.	Oct 2022 – June 2027	HoD	Data showing positive responses in New Starter Survey (see action iv below) from ASDU staff on induction and welcome to the department as a whole, reported to SAT on a regular basis with new hires.
			ii) As part of induction, hold briefing sessions annually with ASDU and PS/TS	Oct 2023-Oct 2026	HoD/ HASDU	Data and results of discussion sessions held reported to SAT, Data

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
		up mentoring and career development opportunities than academic staff.	staff to discuss benefits of mentoring and encourage staff to sign up for a mentor.			subsequently showing a proportional increase in PS, TS and ASDU males and females with a mentor of 20%.
			iii) Review existing training programmes and reflect on ADR feedback for PS, TS and ASDU staff in order to establish additional ways of offering career development opportunities to all PS/TS and ASDU staff with time allowed to engage in these.	Oct 2024-Oct 2025	HoD/HASDU	Data on diverse career development opportunities circulated reported to SAT on an annual basis.  Subsequent proportional increase in take up of career development opportunities across the PS/TS/ASDU female and male staff of 20%.
			iv) extend the New Starters anonymous questionnaire to ASDU new staff.	Oct 2023-Oct 2024	DM	Data and results of New Starters Survey reported regularly to SAT. Further reports on identification of actions to support new staff, implementation of actions and results to SAT.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
			v) Assess the effect of encouragement to have a mentor and undertake career development opportunities using the SCS.	June 2026- June 2027	SAT Chair	SCS shows a 10% increase in positive responses to the statement "I am actively encouraged to take up career development opportunities" among PS, TS and ASDU staff.
<b>19</b>  (Medium priority)	Ensure that no staff group is being overlooked for Discretionary Awards and Exceptional Contribution Points and that these are also in proportion to the gender balance of staff across and within different roles in the department.	Currently ASDU represent a disproportionately small number of those receiving pay awards and ASDU male staff even more so.	Ensure that HoD and HASDU give fair scrutiny to all PS/TS/ASDU staff when DAs/ECPs are discussed.	Jan 2023 to June 2027	HoD/HASDU	Data showing that over a three-year rolling period, awards to ASDU staff are proportionate to the department award rates, particularly PS/TS award rates, and awards are proportional to the gender balance of ASDU.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
<b>20</b>  (Medium priority)	Increase attendance at career development training events for new ECR-Academics, ECR-PDRs, and PGR students and for Academic Research and Teaching Track Staff.	SCS data indicate that there are some gender differences in responses to questions on career support among academic and research staff.  We have an active programme of bespoke departmental training, which has received excellent feedback. Attendance is not as high as we would like and we would like to improve take up of the offerings.	i) Further to the induction event in SAP 16, we will institute a career development away day each year, compulsory for all newly arrived ECR staff, PDR arrivals and new PhD students.	Oct 2023 to Oct 2026	PDR Lead	Data showing 90% of new ECR staff, PDRs and new PGRs attend the away day.
			ii) We will promote our programme of ECR career development training events well in advance and ensure that PIs/PGR supervisors are notified when their PDRs/PGRs are due to attend.	Oct 2023 to Oct 2026	DPGR	Data showing at least 70% of new PDRs and PGRs attend at least one in the programme of career development training events per year.
			iii) Ask mentors, line managers and supervisors to encourage their mentees to attend these career development training events and advise line managers/supervisors that they need to provide the time for staff/students to attend.	Oct 2023 to Oct 2026	HoD	Data showing least 70% of new PDRs and PGRs attend at least one in the programme of events per year.
			iv) All Principal Investigators to participate in training on Research Management, Ethics and ECR Concordat and encouragement to all Academic staff to enrol and undertake this training going forward.	Oct 2024-Oct 2026	DoR	Data showing all Principal Investigators and at least 60% of all Academic staff registered as having participated in training on Research Management, Ethics and ECR Concordat.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
<b>21</b>  (Low priority)	Increase in positive responses in the SCS across all eligible staff for the DPPC process.	Male colleagues are more likely to be negative/neutral to the statement "I understand the promotion process and criteria in my Department". And our SCSs suggest less satisfaction in male staff on career development opportunities.	i) Clarify new changes to promotion benchmarks and the framework for Pay and Reward through email, Staff Hub and Staff Committee communications.	Oct 2022-Dec. 2022	HoD	SCS shows at least 75% of male and female staff agree or strongly agree with the statement "I understand the promotion process and criteria in my Department" with no significant gender differences.
			ii) Encourage mentors to contact their mentees and provide feedback on their draft DPP CV applications prior to submission.	Oct 2023-Oct 2026	Mentoring Lead	Records showing 100% of mentors offered to provide feedback on draft DPP paperwork of mentees, and records of numbers of mentees taking up the offer reported to SAT on annual basis.
			iii) Encourage greater take up of a feedback meeting with HoD or representative following the DPP.	Oct 2023-Oct 2026	HoD	Data showing take up of post-DPP feedback meetings is over 60% reported to SAT on annual basis.
			iv) Following changes to support on offer, assess the staff views on the DPP process using the SCS.	Jan 2025-Jan 2026	SAT Chair	SCS shows at least 75% of male and female staff agree or strongly agree with the statement "I understand the promotion process and criteria in my Department" with no significant gender differences.  SCS shows at least 75% of male and female staff also indicate that they

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
						are happy with the appraisal feedback from the DPP process.
			v) Ensure that the DPP process is used to provide constructive and tailored advice on career directions and opportunities, including the framework for Pay and Reward, for all staff equally, including mid-career and senior staff.	Jan 2023 to Jan 2026	HoD	Data showing panel all attend University briefings on the new process. DPP written feedback by HoD or designate provides constructive advice on career goals and development objectives and this is also reinforced in verbal feedback in 1-1 meetings by HoD, HoD representative or mentors.
<b>22</b>  (Low priority)	Improve staff satisfaction with respect to career opportunities for mid-to-late career staff, including males	Only 50% of male academics, compared to 89% of female academics, report that they are actively encouraged to take up career development opportunities. We have worked to improve career development opportunities for early career staff and especially women. We now need to focus on those later in their careers, who would still benefit from mentoring and support to take up new opportunities. Increase in negative male responses to questions of career support	i) Guidance and training for mentors emphasises the need to ensure that mentor conversations are used to identify and advise on career development goals for all staff including mid-career and senior staff.	June 2023- June 2024	Mentoring Lead	Data showing that mentor training and guidance covers the need to use mentor conversations to identify and advise on career development goals and opportunities for all staff.
			ii) Proactively invite male participation in designing and running EDI events, including IWD.	Sept 2024- Sept 2026	EDICC	Data showing average attendance of 40% male staff at EDI events.
			iii) Assess the effect of improvement to support for mid-career and senior staff –	Mar 2025 to Jun 20256	SAT Chair	SCS shows improved positive response to the question “I am

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
		suggest that some may feel alienated by EDI efforts and events in the department which tend to be driven by female staff and a lack of University opportunities for major career development roles at a senior level	particularly males, male feelings of belonging in the department and male feelings about EDI work in the department through the SCS			actively encouraged to take up career development opportunities” to at least 80% for male staff and level of positive responses maintained at 80% or more for females.
<b>23</b>  <b>(Medium priority)</b>	Roll out mentoring scheme to PGT and UG students to further strengthen support systems, especially for students from underrepresented groups (e.g. males, BAME and students with disabilities).	While all students have a staff academic advisor, some students may benefit from having student mentors. For example, a first year UG student may wish to have a second or third year UG, or PGT mentor. Mentoring opportunities additionally provide good career building skills for the mentors. Mentors may wish to be paired based on protected characteristics (e.g. BAME students), or FGS or International students. Advice has been sought from the Faculty.	i) Expand the Mentoring Lead role to encompass roll out of mentoring to students.	Oct 2023 – Oct 2024	Mentoring Lead	Data showing student mentoring factored into Mentoring Lead workload.
			ii) Plan a mentoring scheme for UG and PGT students. Planning to include recruitment of mentors; training and guidance for mentors and mentees; and monitoring of the scheme. Plans to be approved by DMG prior to the scheme being launched	Oct 2023 – Oct 2024	Mentoring Lead	Report on launch of student mentoring programme to SAT.
			iv) Recruit a diverse range of student mentors, with gender balance proportional to student numbers, and ensure that volunteers undergo training.	Oct 2024- Oct 2025	Mentoring Lead	Data showing at least 25 student mentors recruited and trained (capacity for 4 mentees each for incoming UG fresher cohort of c 100 pa)

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
			v) Offer incoming students a mentor and if requested and where possible match the student to a mentor based on the preferences of the mentee (e.g. if preference expressed for gender, race, etc, of mentor).	Oct 2025-Oct 2027	Mentoring Lead	Data showing at least 20% of incoming students take up mentoring opportunities.
			vi) Carry out a review of the student mentoring programme and use learning points to make changes to the programme prior to rolling out the programme as a permanent and ongoing scheme.	Oct 2026-Oct 2027	Mentoring Lead	Report of review of programme carried out including consulting with mentors and mentees delivered to SAT. Learning used to make changes and scheme rolled out as a permanent programme.
<b>24</b>  (Low priority)	Improve the proportional gender balance of the Research Dialogues Awards	These awards have provided a beneficial platform for PhD students to develop their ideas, hold workshops and publish work. It is important that male PhD students who are currently under-represented are encouraged to apply for these awards and benefit from them.	i) Modify the application form for the Research Dialogue Awards to require a short EDI statement discussing the inclusivity of the research team and the proposed project (e.g. workshops should take steps to ensure the inclusion of underrepresented groups).	Jun 2023-June 2026	DPGR	Research Dialogue Awards application form modified to include a short EDI statement.  Data showing panel expanded to HoD/DPGR and additional panel member all trained in unconscious bias.
			ii) Undertake activities to encourage applications for Research Dialogue Awards from male-led teams and encourage all applicants to think about diversity when putting together their research teams.	Jun 2024 to Jun 2025	DPGR	Data showing males awarded Research Dialogues Awards money in proportion to the Male/Female PGR student ratio.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
25	Improve experience of students with caring responsibilities – which often fall disproportionately to females.	Students with caring responsibilities often face additional pressures, which can affect their academic work. They can also feel more isolated. We want to ensure that all students can thrive in our department and are well supported.	i) Expand on our departmental Parent and Carers network to include all students and staff with caring responsibilities. Establish a regular (termly) schedule of hybrid social meetings.	May 2023-May 2026	Parent-Carer network Lead	Data showing students and staff with caring responsibilities invited to join the Departmental Parents and Carers network, and a regular programme of at least termly hybrid social events, with record of attendance, reported to SAT.
			ii) Ensure that all mothers and mothers-to-be are more clearly signposted to the Mothers and Mothers to Be Support (MAMS) Network.	May 2023-May 2026	Parent-Carer network Lead	At least 70% of all students give positive responses to student culture survey questions pertaining to support around caring from students with caring responsibilities
			iii) Include caring questions in student culture survey for taught students.	Mar 2025 to Jun 2027	SAT Chair	
26 (Low priority)	Improve grant support for early career and mid to senior career academics.	We need to ensure that our ECR support and mentoring around developing applications and applying for grants is meeting the needs of our G7-8 Early	i) DoR to factor in discussions of grant support for these groups, piloting pairing of ECR staff with more successful mid- and senior career staff members when developing proposals.	Oct 2023-Oct 2026	DoR	Data showing proportional gender and grade balance in grant applications and in incentivising and supporting grant applications.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
		Career staff, female staff in particular, and the needs of senior staff, where there are indications that male staff in particular may benefit from additional incentivisation to apply for large grants.	<p>ii) The university's Research Grant Incentive Scheme draws down 10% of net research grant overheads into staff research accounts; a similar sum goes to the department budget. We will mobilise this money flexibly to support all staff in developing grant bids and submissions, but with a close eye on gender parity in terms of support and resource.</p> <p>iii) Assess progress in improving grant submission and grant wins in proportion to department shape and size.</p>	<p>Oct 2023-Oct 2026</p> <p>Jan 2025-Jan 2027</p>	<p>HoD</p> <p>SRA</p>	
<b>27</b>  <b>(High priority)</b>	Improve completion rates of University EDI courses (especially unconscious bias and bystander training) by ASDU staff.	Although we achieved high proportions of academic, PS and TS staff take up, less than 15% of ASDU staff completed the Unconscious Bias and Bystander training modules assigned to staff.	i) Request these training modules are added to Oracle as compulsory for ASDU, notify staff of the training, share links and provide a timeframe for completion supported by allocated time in workload.	June 2023-June 2024	HoD/HASDU	HR records 100% of ASDU staff have completed these training modules.
<b>28</b>	Improve the ADR experience for PS/TS/TF and ASDU staff	Further to SAP17, while there has been an overall increase in positive responses in the SCS to questions about usefulness of	i) Ensure all ADR reviewers have undertaken reviewer training. Work to establish common guidelines for reviewers and reviewees on expectations	Feb 2023-Feb 2026	HoD	Data showing all ADR reviewers participate in training, and record of guidelines established and circulated delivered to SAT.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
		ADRs, there is mixed take up by TFs and also mixed responses across Professional Support teams.	around career development opportunities and actions, including information on the framework of Pay and Reward.			
			ii) HoD review of ASDU ADR appraisals to understand possibilities and limitations on career development needs and opportunities for ASDU staff and discussion with HASDU on resourcing and implementing these.	June 2023- June 2026	HoD/HASDU	Report on review of ASDU ADR forms by HoD/HASDU and identification and resourcing of development needs/opportunities delivered to SAT.
			iii) Use the SCS to assess whether improvement in training and support for reviewers has led to an improvement in staff opinions regarding the ADR process. If improvement targets are not met, SAT to consider further actions to improve the ADR process in ASDU.	March 2025- March 2027	SAT Chair	SCS shows at least 75% of female and male staff from ASDU give positive responses to the question "I am provided with a helpful annual appraisal".
<b>29</b>	Improve awareness of risks and safety for staff and students when on fieldwork and/or fieldtrips away from the	Fieldwork outside of the Department whether in the UK or overseas can place some staff and students in a vulnerable position, particularly in countries intolerant of particular gender, sexuality or ethnic groups.	i) In liaison with the University EDI team and the Fieldwork hub, produce a toolkit with guidance for staff and students to: <ul style="list-style-type: none"> <li>Advise on completing risk assessments for fieldwork including when visiting countries where attitudes to members of some specific groups are different to those in the UK;</li> </ul>	Oct 2023-Oct 2024	EDICC/Chair of Health and Safety Committee	Report on toolkit produced and launched.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
	Department, especially for members of some groups who might experience discrimination or who have disabilities.		<ul style="list-style-type: none"> <li>• Raise awareness of safeguarding needs;</li> <li>• Aid in minimising risks and inform on procedures for reporting incidents of bullying and harassment, sexual violence and other harm.</li> </ul>			
		Students on fieldtrips in the UK and beyond may find it difficult to assess whether they can manage terrain, or whether lack of toilet facilities will impact them, as they may have undisclosed disabilities or needs.	ii) Ensure staff leading fieldtrips complete a risk assessment and that potential risks for students relating to aspects of identity (e.g. gender, LGBTQ+ and disabilities) have been identified, mitigating measures have been identified and implemented. Ensure that all risk assessments are checked before being signed off the supervisor or line manager, respectively.	Oct 2023- Oct 2026	EDICC/Chair of Health and Safety Committee	Data showing all those undertaking fieldtrips complete risk assessments which are signed off by supervisors or line managers as appropriate.
			iii) Proforma produced to support module and trip convenors in providing documentation on sites and travel methods for student field trips, including terrain, climate, route and facilities, to inform student response to risk assessments prior to trips.	Feb 2023-Oct 2023	EDICC/Chair of Health and Safety Committee	Data showing production of fieldtrip data sheets.  SCS shows 80% positive student response to questions concerning being treated fairly on fieldtrips regardless of gender or other personal characteristic.

Ref (priority: low, medium, high)	Objective	Rationale	Specific actions/ implementation	Timescale	Person(s) responsible	Success criteria and outcome
30	Improve the gender balance in the executive roles on influential external committees held by staff members.	Although 41% of female staff members sit on influential external committees, only 19% hold officer or executive roles.	i) encourage female staff (Academic, PS, TS and ASDU) to take up identified executive roles in influential external bodies through ADRs, DPP and mentoring.  ii) Build in time for external leadership roles in the WLM.	Oct 2024 – June 2027	HoD	25% of female staff members holding executive roles on influential external committees.

## ATHENA SWAN BRONZE ACTION PLAN

### Department of Archaeology, Durham University

The following Bronze Action Plan has been RAG-rated using table cell shading, to indicate achievement.

**95% of BAP points were fully implemented or implemented in part (n=76).**

58% (44)	Implemented in full
37% (28)	Implemented actions, with objectives not fully successful, or implemented in part
5% (4)	Not implemented due to changes in systems or reconsideration of value

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
<b>Department Culture: Awareness and Training in Equality and Diversity Issues</b>				
1.1	To improve the departmental culture, specifically the perception of gender bias expressed by female staff in the survey, <b>all staff (including ASDU) will attend University training sessions on 'unconscious bias' and 'gender and equality'</b> .	Organised and attendance monitored by the Chair of the Equality and Diversity Committee (EDC)	30% of staff trained in 2017, 60% by the end of 2018 and 90% of staff trained by 2019. New staff survey in August 2019 will show 15% increase in more positive responses from females to questions pertaining to gender equality).	Online Oracle Unconscious Bias, EDI and Bystander training modules now compulsory for all staff. HR now monitor and report to HoD. 100% Academic staff completed training. Only 15% ASDU staff completed training ( <b>SAP27</b> ). 2 SCS survey questions showed target achieved, but with indication of work to be done in this area for ASDU ( <b>SAP15</b> ).

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
1.2	To ensure all that staff are aware of what constitutes workplace harassment, <b>all staff (including ASDU) will attend a training session on eliminating and dealing with harassment in the workplace.</b>	Organised and attendance monitored by Chair of EDC	30% of staff trained in 2017, 60% by the end of 2017 and <b>90% of staff received training by 2019.</b> New Staff <b>survey in August 2021 will show 50% fewer negative responses around the experience of harassment.</b>	Wrapped into the training in 1.1. SCS targets achieved, falling from 39% negative from females in 2016 to 0% in 2019 and 6% in 2021. (Not possible to achieve 50% drop.) Drop in male negative responses too, but slight uptick in 2021.
1.3	To ensure all managers are equipped to deal with cases of bullying and harassment, <b>all staff with line management responsibilities (including ASDU) will complete University training in 'managing grievances'.</b>	Organised and monitored by Chair of EDC in consultation with the HoD through ADRs. All line managers to sign up to University timetabled courses	40% of line managers trained by August 2018. 80% of line managers trained by summer 2019. Increase by 15% in positive responses by males and females in the August 2021 staff survey to the statement 'I am confident that my line manager would deal effectively with complaints about harassment, bullying or offensive behaviour'.	Course no longer runs. See training in 1.1 and 1.2 above. Report and Support system and routes to reporting sign-posted in EDI update emails and on EDI webpage. Survey targets achieved, with rise from 68% to 83%.
1.4	To improve departmental cohesion and increase opportunities for communication and understanding, we will <b>extend the existing term-time weekly staff coffee and cake mornings to cover holiday periods (with weekly email reminders) and encourage all members of staff to attend (including PSS, academics/PDRAs and ASDU).</b>	Monitored by the Departmental Secretary, including a rota for cake-making.	Continuing popularity in terms of high attendance (>40% of staff attending during term-time, and >20% outside of term-time).	During COVID this was hard to manage, although we had an online coffee morning. Monitored now by DM and PS team with change of admin. structure. Now resumed with two face to face coffee mornings pw with PGRs included.

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
1.5	To ensure PSS are able to contribute fully to the EDC committee, <b>minute taking will be undertaken by a member of PSS in a support role in addition to PSS reps on the committee.</b>	Department manager	<b>Regular attendance and contributions by PS staff and an increase in actions relating to PSS.</b>	All fully embedded, with PSS minute-taker (Arch-Ops), DM, TS and 2x ASDU staff on EDIC and AS SAT.
1.6	To ensure that a wide variety of viewpoints are represented, the <b>EDC will pro-actively recruit individuals to ensure continued representation of academic staff from all levels, research, technical, archaeological services and PSS and will proactively seek representation from female staff from ASDU.</b>	Chair of the EDC to monitor representativeness of the committee and recruit individuals to fill any gaps identified.	Regular attendance at EDC meetings by representatives of all staff groups.	As above, EDIC now has staff at all levels and male and female from ASDU.
1.7	To ensure the widest possible range of viewpoints are included in the EDC, <b>we will ensure that the EDC includes fixed term PDRAs.</b>	Chair of the EDC to monitor representativeness of the committee and recruit individuals to fill any gaps identified.	Attendance at EDC meetings by PDRA representatives. Improved awareness of equality issues facing PDRAs and actions to support them.	As above.
1.8	To embed E&D issues within the Department, the <b>EDC will review the Departmental 'Action plan' and 'People Strategy' annually (plus other strategic documents that may be developed) to ensure continued prominence of E&amp;D issues in the Department's core plans.</b>	Head of Department/ Chair of EDC	Continued completion of an annual review of gender equality issues and inclusion of further action points in the Departmental plans as required.	Chair EDIC sits on DMG and points from AS self-assessment and wider EDIC issues fully embedded in departmental discussion and planning, and in our committee reporting systems.

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
1.9	To ensure that E&D roles do not become gender-biased, <b>we will ensure that the gender balance of the EDC team remains as close to 50:50 as possible</b> , given the staff profile at any given time.	Head of Department/ Chair of EDC	Gender balance of approximately 50:50 maintained each year.	We currently have more females than males on EDIC and will be recruiting more male members (SAP1).
1.10	Student representatives have indicated that unconscious bias operates within the student body. The Department will lobby the <b>university to provide unconscious bias training to students</b> . We regard it as an important employability skill.	Chair of EDC	University makes unconscious bias and respect in the workplace training available to students and compulsory if necessary to ensure that uptake is above 50%.	New online modules through Oracle and Skillboosters provides training for students. EDIC Chair is signposting these for students through EDI update emails, induction and hallway posters. SCS includes questions to monitor awareness and uptake of training.
1.11	To ensure the widest possible range of viewpoints are included in the EDC, <b>UG, PGT and PGR students will be actively recruited and invited to the June 2017 meeting and all subsequent ones</b> . Representatives have already been consulted and are in place for the June 2017 meeting.	HoD/ Chair of EDC	Ongoing attendance at EDC by UG, PGT and PGR representatives, with active recruitment to address gaps as students complete their degrees or wish to step down.	As above, students of all levels on committee.
1.12	To avoid dilution of E&D activities and information within wider departmental activity, <b>we will develop a Departmental webpage including all publishable data gathered for the Athena SWAN application, along with copies of policies and actions developed to support E&amp;D activity</b> .	Chair of EDC and Jeff Veitch (website content)	Webpage has been created containing Athena SWAN and E&D information more generally, with prominent access via the Departmental website. Statistics tracking used to identify which elements are being most heavily used, with this information	Webpage renewed in 2022-22 AY with University change of web provider. Statistics checking to be implemented for new site.

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
			informing subsequent E&D actions.	
1.13	Recent developments in equality and diversity legislation and university policy are not widely known. <b>We will invite an HR officer to address a staff meeting with recent updates on maternity and paternity leave legislation as well as harassment and bullying – to include ASDU.</b>	Chair of EDC to invite representative from the Equality, Diversity and Inclusion Team	A 20% improvement in the positive response by men and women to the statement ‘My Department has made it clear to me what its policies are in relation to gender equality’.	Unable to invite an HR representative, but institutional updates have overtaken action, with improvements to central communications and Oracle portal. Internally, EDI update emails communicate developments and compulsory EDI training serves this as well. SCS exceeded 20% increase with 33% increase.
1.14	To ensure that all staff are aware of what constitutes acceptable behaviour at work, <b>we will consult on and develop a ‘Respect at work’ document, including details of what behaviour will and will not be tolerated.</b> This will be aligned to the University’s policy, but will include specific points pertinent to the Department, including fieldwork. <b>It will be incorporated in the departmental handbooks – to include ASDU.</b>	Chair of EDC	An improvement in positive response by 15% each from women and men to the statement that ‘My Department makes it clear that unsupportive language and behaviour are not acceptable’ in the August 2021 consultative survey.	Action overtaken by University RESPECT commission with 40 recommendations and a new University policy on Staff Concerns and the associated Staff Code of Conduct. <i>British Archaeological Jobs and Resources</i> Respect project included in list of resources on EDI page. Departmentally, code of conduct included in handbooks and in inductions. Survey exceeded target ( <i>but noted slight uptick in negative in 2021</i> ).
1.15	To ensure better information is gleaned on staff experience in ASDU <b>we will adapt the Staff Culture Survey with commercial gradings and role definitions in mind.</b>	HoD, Chair of EDC and Head ASDU	Greater understanding of the challenges faced within our commercial unit and 15% improvement overall in the responses by men and women to	We adapted the SCS to indicate the gradings and sectors of staff, but with ‘prefer not to say’ we found it difficult to distinguish staff sectors. We will better serve ASDU staff needs with a separate survey from 2023 on ( <b>SAP28</b> ).

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
			issues raised in 1.1, 1.2, 1.3, and 1.14 above.	
1.16	<b>ASDU will be required to introduce a Staff Induction Handbook</b> that offers information on line management, points of contact, guidance on statutory leave and respect at work, etc.	HoD, Chair of EDC and Head ASDU	15% improved responses by men and women to issues raised in 1.1, 1.2, 1.3, 1.14 and 1.15 above.	Handbook created. Problems distinguishing impact through survey as noted above.
<b>The Student Experience: Recruitment, Performance and Perception</b>				
2.1	<b>We will monitor the gender balance of foundation level students and their progression to level 1 for bias.</b>	Director of UG Admissions	A proportionate number of males and females progressing to level 1 from the foundation course.	Done (§4.1).
2.2	To address the current under-recruitment/ representation of males at UG level, we will reduce unconscious bias effects in recruitment by <b>redesigning our website to feature as close to a 50:50 representation of male and female staff and student images.</b>	Director of UG Admissions and web team	Redesigned website with a 50:50 balance of male/female images and a <b>5% increase in the proportion of male UG students</b> compared to females from 2019 onwards.	Website revised and again with new webpages in 2021-22 AY.  We had a 7% rise in proportion of males applying for UG between 2015 and 2021 and a numerical increase in male entrants, although not the 5% proportional increase in male entrants.

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
2.3	To address the current under-recruitment/ representation of males at UG level, <b>we will redesign our Open Day programmes to feature as close to a 50:50 gender split as operationally possible among staff and student demonstrators</b> attending and delivering talks.	Open Day Co-Ordinator	Open days with as close to 50:50 balance of male/female staff and student demonstrators as operationally possible, and a 5% increase in the proportion of male UG students from 2019 onwards	We instituted a policy of as close to 50:50 gender split in representatives on all Open Days, but struggled to recruit 50% males from our lower number of male students. We are reinvigorating efforts RE students.  As above for male recruitment.
2.4	To identify the reasons behind the relatively higher rate of offer decline by male applicants, <b>we will work with the university recruitment office to implement a “decliner survey” and identify possible reasons for the gender discrepancy.</b> Findings from the survey will inform action points for the EDC	Director of UG Admissions	“Decliner survey” established and repeated yearly, with action points identified and implemented, leading to a 5% increase in the proportion of male UG students from 2019 onwards	We were not able to implement a decliner survey as admissions is handled by R&A now, and there is a centralised decliner survey. We are liaising to push for diversity questions in that survey (SAP6iii).  Male recruitment as above.
2.5	Female UG performance is stronger than males. <b>We will investigate this in more detail via a breakdown of gender performance in differing degree programmes, modules and forms of assessment.</b>	Chair of Board of Examiners and Chair of EDC	Data produced on gender bias in degree, module and assessment performance at UG level.	Having recently been given access to detailed datasets on module and assessment results by gender, we have done initial analysis and awaiting a detailed report for November 2022.

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2.6	To address the current under-recruitment/ representation of males at PGT level, we will reduce unconscious bias effects in recruitment by <b>redesigning our website to feature as close to a 50:50 representation of male and female staff and student images as technically feasible.</b>	Postgraduate Admissions Team and web team	Website with as close to 50:50 balance of male/female images as technically possible and an increase in the relative proportion of male PGT students from 2018 onwards.	As for 2.2, we have redesigned web pages, but not seen a change in the proportion of male entrants at PGT level.
2.7	To identify the reasons behind the relatively lower number of male PGT students (3:1 F:M at PGT level overall), in addition to the course specific gender differences (15:1 c.f. 1:2 F:M in two different PGT courses), and relatively lower retention of female PGT students to PGR level (3:1 F:M PGT to 1:1 F:M at PGR level) <b>we will survey our PGT cohorts to identify possible reasons for the gender discrepancies.</b> Findings from the survey will inform action points for the EDC.	Director of PGT	PGT cohort survey established and repeated yearly, with action points identified and implemented, leading to a 5-10% increase in the relative proportion of male PGT students from 2021 onwards. A PGR cohort that better reflects the preceding PGT cohorts (e.g. 40% male in 2021/21).	<p>A PGT survey was run, but could not really answer this question as it did not sample the people who did NOT come.</p> <p>Incoming male recruitment not raised, as above.</p> <p>A pipeline survey was developed and piloted in May 2022 to UG L3, PGT and alumni through DARO, with provisional findings that males place less value on the employment benefits of further study.</p> <p>We are developing a new PGT incomers survey to query difference between programme choices, especially why males choose the MA Archaeology in much higher numbers.</p>

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
2.8	<b>Monitor gender bias in attainment at PGT between different degree programmes, modules and forms of assessment.</b>	Chair of the Board of Examiners	Data produced on gender bias in degree, module and assessment performance at PGT level.	As per 2.5, above, we are analysing this data with provisional findings concerning dissertations (SAP7).
2.9	To address the current “leaky pipeline” for females from PGT to PGR, we will reduce unconscious bias effects in recruitment by <b>redesigning our website to feature as close to a 50:50 representation of male and female staff and student images as technically feasible.</b>	Director of PGR and web team	Website with as close to 50:50 balance of male/female images as possible and a 5% increase in the proportion of female PGR students from 2018 onwards.	As above, we redesigned our webpages. Female proportions have fluctuated, but in 2021-22 were 6% above 2015-16 and 12% above 2018-19, when they dipped. We are now shifting attention to balancing male proportions (SAP6 and 9).
2.10	To further address the PGT to PGR “leaky pipeline”, <b>we will organise and support PGR student-led workshops aimed at PGT students considering a PhD.</b>	Director of PGR and Director of PGT	Increasing year-on-year participation in the workshops with an increase of 5% per year in female PGR applications.	We have run panels in PGT classes comprising PGR students, on PGR study, and we have run PGR-led IWD and related days, with speakers and panels on women’s careers.  Increased female PGR intake as above.
2.11	We will investigate the higher number of female compared to male withdrawals through <b>an anonymous survey, followed by a focus group with current PhD students, and discussions with students who withdraw in the future.</b>	Director of PGR  Chair of EDC	Produce a list of reasons given for male/female student withdrawal. These to form the basis of action points to better support those students struggling to continue. A reduction in the numbers of PGRs withdrawing each year.	Numerically, withdrawals have reduced, and the proportion of female withdrawals, while higher, is not statistically significant.  We are strengthening data capture by instituting exit interviews for PGR students (SAP10i).

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2.12	<p>The PGR student survey indicated that those with children and/or other caring responsibilities did not feel supported by the Department.</p> <p><b>We will hold a meeting of PGR students with children and/or caring responsibilities to discuss specific needs and support. We will provide access to role models within the Department who have successfully navigated work/caring responsibilities.</b> Points arising from these discussions will form the basis of action points to be implemented.</p>	EDC committee Chair, Director of PGR, HoD, Chair of EDC	Production of a report and action points from the meeting and subsequent action by education committee, EDC, supported by HoD, to tackle the issues raised. Two named staff with caring responsibilities to act as roles models and point of contact for PGRs with related concerns. A new PGR survey implemented in August 2021 and a reduction in the negative response by PGR students to the question on support for those with caring responsibilities from 17.5% to 5%.	<p>Successful implementation of an Archaeology Parents and Carers Network Teams group and email list. Links to university MAMS network.</p> <p>SCS shows trajectory in the right direction, but the target of reduction to 5% negative off by 3%.</p>
2.13	<p><b>We will support female PGR students to lead an open workshop on 'Women in Archaeology' including a discussion of their motivations, hopes and expectations.</b> Action points from the workshop will be considered for implementation by the EDC.</p>	Deputy HoD and PGR representative on EDC	Event held in 2017 and yearly thereafter. Successful implementation of action points identified during workshop discussions. Improved positive response in PGR student survey to questions on gender bias by 15%.	<p>We have held annual events on IWD, often PGR-led, which have fostered our ECR development programme and support for ECRs through options of applying for honorary fellowships after graduation or completion of contract.</p> <p>Survey results were quite positive to begin in 2016 (85% positive), and have remained the same.</p>

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
2.14	A mentoring scheme for first year PhD students by more senior PGRs was launched in 2015-16. <b>Data on the uptake and likely effectiveness of this scheme will be collected and reviewed via a survey and focus group.</b> The scheme will be evaluated to assess the need for additional resources to fund training and events	Director of PGR and PGR representative on EDC	Data produced, results analysed, and integrated with points raised in the focus group. A list of action points created to help support the student-led mentor programme.	A PGR peer-mentoring scheme faltered due to lack of take up by PGRs. We have relaunched the scheme this year.
2.15	To ensure that E&D awareness is embedded within the student population <b>we will present an E&amp;D component in UG, PGT and PGR handbooks and Induction sessions,</b> to include details of points of contact for E&D issues (student and staff representatives). <b>Also included will be policies on maternity/paternity, and University child care.</b>	Directors of UG, PGT and PGR studies, Chair of EDC	Handbooks, induction sessions and DUO updated to include E&D information and points of contact. Increased interaction between departmental E&D contacts and the students.  <b>Increase in positive response to questions on awareness of E&amp;D policies in student surveys by 20% in August 2021.</b>	Handbooks and now new student hub edited, and  Inductions sessions included.  SCS success – more than 20% rise, although still more to be done in terms of clarity of policies
2.16	<b>Sexual consent</b> is an important general issue, but is of particular relevance on fieldwork. The University includes a compulsory session on sexual consent in the general induction session but this will be reiterated by <b>modifying Archaeology's information</b>	Director of UG studies/ Chair of EDC	Addition of statements in handbooks and presentations at induction sessions <u>at all levels</u> . Presentation uploaded onto DUO.  Additional statements added to documentation for students on	As above, 2.15.

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	<b>channels</b> (inductions, handbooks, fieldtrip guidance) to reinforce the message.		fieldwork. Incident levels to remain at zero despite increased awareness of what could constitute an incident.	
2.17	Research Dialogues: <b>create a database of successful candidates by gender.</b>	Director of PGR	Database to ensure no gender bias in awards.	No applications from male teams or lead males and mixed teams received and thus 100% of awards have been made to female leads or female leads on mixed teams ( <b>SAP24</b> ).
2.18	Gather data on the <b>gender balance of the PGR student seminar series</b> and <b>email the seminar co-ordinators to ensure that they strive for a gender balance.</b>	Director of PGR	A 50:50 gender balance of PGR seminar speakers.	PGR seminars have been gender-balanced in general, but have stalled recently due to lack of take-up. They will be reinvigorated.
2.19	<b>Evaluate the number of PGR students who have had maternity/paternity</b> needs during their PhD.	Chair of EDC, PGR representative on EDC PGR Administrator	Quantitative data on the proportion of PhDs that have undertaken maternity and paternity leave during the course of their PhDs.	Small, but rising numbers. Data collected by PGR administrator in L&T PS team with PGR director.
2.20	Address gender bias in fieldwork practice through <b>unconscious bias training for fieldwork directors and supervisors.</b>	Chair of EDC Director of ASDU	10% improvement in overall response rate in the student culture survey (2021) to the statement that students are treated equally on archaeological fieldwork.	All staff are now required to attend online EDI, unconscious bias and bystander training.  Survey target achieved for fieldtrips, but separating fieldtrips and fieldwork in the 2021 survey has shown that there is less

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			All staff leading/supervising excavations trained.	success with the latter, requiring ongoing work.
2.21	<b>Raise awareness among staff and students of the issue of gender bias in 'speaking up' in lectures and seminars.</b> Ask staff to consider small group discussions and to encourage broader participation more generally.	Chair of EDC, Chair of Education Committee and Chair of Staff Student Consultative Committee.	10% improvement in the 'strongly agree' response in the student culture survey (2021) to the statement that students are treated equally in lectures and seminars regardless of gender.	Raised regularly through committees and pre-sessional communications to teaching staff.  SCS indicates overall the positive responses have maintained, but with a drop in the specific 'strongly agree' category in 2021, indicating continued required action here.
2.22	Implement a <b>decliner survey for PGT students to understand gendered trends.</b>	Director of PGT	Data obtained on reasons for declining PGT offers and a better understanding of gendered behaviours in terms of declining offers for each PGT programme.	Within the university system, we do not have the ability to implement this action. We are liaising with R&A who have indicated they are developing a survey ( <b>SAP6</b> ).
<b>Staff Recruitment, Support and Promotion</b>				
3.1	To ensure that female candidates are well represented during the recruitment process for academic posts, <b>we will proactively seek out and approach qualified female candidates to encourage them to</b>	HoD	Number of shortlisted female candidates for academic posts will continue to be close to 50%.	Implemented.  52% females shortlisted (§5.1i).

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
	<b>apply for academic posts when they arise in the Department.</b>			
3.2	Ensure <b>gender balance of shortlisting and the interview team for new posts.</b>	HoD	Gender balance in applications and shortlists to reflect the applicant pool.	Implemented (§5.1i)
3.3	<b>Ensure all members of interview and shortlisting teams have received training in E&amp;D.</b>	HoD	30% of staff trained in 2017, 60% by the end of 2018 and 90% of staff received training by 2019.	Implemented (§5.1i); all staff now do mandatory training.
3.4	Maintain a <b>Departmental database of shortlisted candidates by gender for fixed term jobs to better assess gender bias.</b>	Departmental Administrator for Finance and Research	A database of shortlisted candidates by gender.	Implemented; now supplemented by HR through PowerBI.
3.5	To ensure consistency in mentoring of probationary staff, <b>we will produce a document setting out clear guidance and a check-list of duties for probation mentors and mentees.</b> The documents will be incorporated in the <b>staff handbook</b> . A similar document will be prepared by ASDU.	HoD plus academic lead on departmental mentorship programme. Head of ASDU	Documents incorporated into staff handbook by August 2019. An increase of 20% in positive responses by males and females to questions on career support and mentoring in our 2021 E&D consultative survey.	Implemented (§5.1ii, induction).  SCS shows overall increase in positive feelings about mentoring, but feelings about career development opportunities are more varied, with more negative male feelings of being given opportunities to represent the dept externally and given networking opportunities ( <b>SAP22 and 26</b> )
3.6	To enhance staff development opportunities <b>we will introduce a voluntary mentoring scheme (distinct from probationary mentoring) to support career</b>	Mentorship Co-Ordinator	All 6 mentors have worked with at least two members of staff by May 2019	Action overtaken by University mentoring scheme. Mentors allocated for all staff.

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
	<b>progression at all levels.</b> The pool of mentors will have a 50:50 gender split. To explore extending this to ASDU staff.		An increase of 20% in positive feedback scores from men and women in our 2019 consultation survey for questions relating to provision of mentoring and career support, with an increase of 40% by 2021.	SCS shows 20% improvement by 2019 on questions of mentors, but drop in 2021. Responses to several other questions on career development opportunities rose in 2019, but varied in 2021. This may be affected by general feelings around work during the pandemic, but indicates further work (SAP21).
3.7	<b>Update staff handbook with E&amp;D policies and information and include updated links to relevant online and in person training courses.</b>	Chair EDC	Improved awareness of E&D policies by all staff, but specifically incoming staff. Increase the positive response to the survey question about awareness of Departmental and University policies on E&D by 20% for both male and female respondents by the Staff Survey August 2021.	The staff handbook includes EDI information, but we have also introduced a Staff Hub with EDI information under > Department Information > Staff Support and Policies, and improved our resources listed on our EDI webpage. EDI update emails also circulate information regularly.  SCS return exceeded target for awareness of policies.
3.8	Female staff identified via ADRs as being close to/ready to apply for promotion are asked to meet with the HoD to discuss progression plans, are reminded of the promotion deadlines, encouraged to attend the Faculty's Demystifying Promotion sessions,	ADR reviewers and HoD	Improvement in the proportion of females in senior academic roles. Two more female chairs by 2019. Improvement in positive female response by 15% in the August 2021 staff culture survey regarding support for career progression.	Actions rendered redundant due to implementation of DPP process (§4.2 and 5.1.iii). Four more female professors in post by 2019, now five.  SCS return exceeded target for females across 4 relevant questions, with rises also in 2021 (but not for men, see 3.6, above, and §5.3.iii).

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
	and provided with feedback on draft applications.			
3.9	To ensure that female staff have the opportunity to take on leadership roles that enhance their promotion prospects, and to ensure that our administrative arrangements better reflect our current student population (with a female majority), <b>we will ensure a consistently representative number of female staff holding leadership roles on committees.</b>	HoD	A minimum of 30% of committees with females in leadership roles.	Implemented - §5.6iii.
3.10	<b>We will proactively approach female staff to undertake roles representing the Department within the University or externally.</b>	HoD	At least 15% of female staff representing the department in an external capacity. An increase of 15% in the proportion of positive feedback from females regarding career support and encouragement in the 2021 staff survey.	Achieved = §5.6.iv SCS exceeded target as above.
3.11	<b>Provide a staff survey directed at ASDU to explore any specific equality issues within this sector regarding progression and promotion.</b>	Head of ASDU, with Chair of EDC	Survey undertaken and results collated by Oct 2021.	SCS included ASDU, but we are going to run a separate one starting in 2023, in order to better serve their needs (see SAP28iii).
3.12	To reduce the risk of unconscious bias, <b>ensure a gender balance in</b>	DoR, HOD	A gender balanced team grading REF outputs.	Implemented - §5.1iv

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
	the internal team responsible for the grading of outputs to be submitted for REF 2021.			
3.13	Produce a <b>database of funding support allocated internally and those individuals recommended for Faculty funding support for REF outputs to ensure no gender bias.</b>	DoR	Data on funding support by gender.	Implemented although not specifically detailed in sections 5.1iv and 5.3v
3.14	To ensure that all staff receive a useful and effective ADR, <b>we will require all ADR reviewers to have received university training in how to conduct ADRs.</b>	Organised and monitored by Chair of EDC	50% of reviewers will have received training by December 2017, 70% by December 2018 and 90% by December 2019. At least 60% of staff agreeing that “I receive a helpful annual review” in our biannual E&D survey in 2019 and 90% in 2021	This action was overtaken by institutional changes, with the DPP process for academics. Training in conducting ADRs (as well as EDI training) provided for PS, TS and ASDU.  SCS results varied accordingly: PS/TS staff were positive, while academic staff were positive on the DPP process but negative on annual appraisal relating to the cessation of academic ADRs which changes to DPP are addressing ( <b>SAP21</b> ). ASDU survey responses were varied ( <b>SAP28</b> ).
3.15	To ensure that the ADR process is useful for all staff, <b>we will widen the pool of ADR reviewers for academic staff to include readers with the specific aim of making more female reviewers available.</b> Current practice requires	HoD	An increase in the number of female academic ADR reviewers available from 1 to at least 4 individuals by the start of the December 2018 review process.	Overtaken by DPP process. DPPC gender balance attested in §5.6iii

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	professors to conduct ADRs for academics, but the gender imbalance in the professors (1/12 F/M) means that a reviewer's experience may not be closely matched to that of the reviewee.			
3.16	The <b>HoD to respond to staff ADRs, either in person or via email.</b> Any points raised should be addressed.	HoD	At least 60% of staff agreeing that "I receive a helpful annual review" in our biannual E&D survey in 2019 and 90% in 2021.	HoD responds in writing to DPP submissions and offers 1-1 meetings.  SCS target met in 2019, but DPPC process coincides with drop below 60% ( <b>SAP21</b> )
3.17	To ensure that there is no gender bias in the relative allocation of operational, teaching and strategic roles within the department, <b>we will review our loads model for load allocation associated with particular tasks.</b>	HoD and Deputy HoDs/DM	The 2019/20 and subsequent loads models reflect the gender balance within the department in terms of its relative allocation of operational, teaching and strategic roles.	Analysis of 2019-20 showed some continued disparities, but 2020-21, and 2021-22 years have managed to bring about the desired corrections - \$5.6v  <i>NB. there is a current University review of workloads.</i>
3.18	<b>Mentoring of female staff at ASDU in skills/experience required for promotion.</b>	Head of ASDU  Departmental HR contact	15% increase in positive response by females to the question on understanding promotion and progression criteria in my Department in the August 2021 staff survey.	Career mentoring in place for ASDU staff (and female promotions made) (\$5.3)  The action has been overtaken, however, by institutional changes that prevent promotion in role for PS and TS staff, impacting ASDU. Because of this, the SCS aimed promotion questions solely at academic staff.

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
				For actions to improve support for ASDU staff see SAP14, 15, 18, 19, 27, 28 and 30
3.19	Ensure that PSS and ASDU staff who are part-time are also put forward for career development and training opportunities.	HoD Head of ASDU	Improvement in the positive response by females by 15% and males by 10% to the statement that staff who work PT are provided with the same career development opportunities as those who work FT in the August 2021 staff survey.	Implemented (§5.3).  SCS target met at 100% for PS staff. ASDU staff difficult to distinguish in surveys, but target met where they were.  (For staff including academics, SCS target met for females, more so in 2019, but not for males, in line with responses to questions on career development overall; see 3.5 and 3.6, above)
3.20	Annual meeting of new Departmental mentors to share best practice and ensure consistency of practice.	Mentorship Co-ordinator	An increase of 20% in positive feedback scores from men and women in our 2019 consultation survey for questions relating to provision of mentoring and career support, with an increase of 40% by 2021.	Implemented.  SCS shows big improvement from females for 2019 across 4 relevant survey questions, but stagnation in 2021 and a discrepancy between females and males in feeling encouraged to network and take up external roles. See 3.5, 3.6 and 3.19, above).
3.21	Introducing a biennial staff culture survey to monitor the progress of the action points.	Chair EDC	Survey undertaken and results collated and evaluated against	Run in 2019 and 2021. Next to run March 2023.

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
			previous results by Oct 2021 and every two years thereafter.	
3.22	Include a 'gender' category to the database of grants maintained by the Dept to allow any gender bias in submission, size of award and success to be monitored.	Administrator for finance and research	A database of grant submission data by gender.	Implemented - §5.3v and see 3.13, above.
3.23	The Department to lobby Faculty for proper fixed term replacement staff to cover maternity for PSS and academic staff, including related research leave for the latter.	HoD	A fixed term staff replacement to cover the next maternity leave, and thereafter.	University-wide implementation in full for all academic staff. Implemented in theory for PS staff within department, although we have had no cases. ASDU staff provide internal cover for maternity leave - §5.5ii
3.24	Lobby the university to make a PT to FT transition to work after maternity an explicit and acceptable option to academic staff.	HoD	The option of PT to FT transition over a period of months or years after maternity is accepted as an option for academic staff.	Implemented - §5.5iii
3.25	Raise the issue of poor paternity pay at Faculty and University fora and broaden knowledge and understanding of shared parental leave.	HoD, Chair EDC	Some take-up of extended periods of paternity leave by fathers between Oct 2017 and Oct 2021.	Implemented, with take up of both paternity leave and shared parental leave (§5.5v). Improve DU position on paternity provision and pay.
3.26	We will increase confidence among staff that all roles are valued within the workload model and improve transparency regarding	HoD and Deputy HoD	A 15% increase in positive responses by males and females to the statement that 'My Department values the full range	Action implemented: WLM posted on Staff Hub and discussed at Staff Committee - §5.6v

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
	how roles are allocated through a discussion of the load model and load allocation at the staff committee meeting.		of experience and skills when carrying out performance appraisals and considering promotions' in the staff culture survey in August 2021.	SCS shows 100% positive response for PS staff in response to ADRs. Responses from academic staff on ADRs very positive for females in 2019, but dropped for males, with further drop in both females and males in 2021, likely in response to the DPP process eliminating ADRs.  Academic responses to question on promotion actually dropped for both females and males in 2019, rising to the same 2016 level for females in 2021, while dropping even further for males. See SAP21, 22, 26.
3.27	To build on our existing practice, and to accommodate staff with caring responsibilities, we will aim to hold all meetings between 10am and 4pm and will move the start time of major meetings from 14.00 to 13.30 to ensure that any over-runs do not affect staff with caring responsibilities. At present, the "10 to 4" target applies only to major departmental meetings.	HoD	20% improvement in positive responses by females to the statement that 'Meetings within my Department are completed in core hours' in the 2021 staff survey.	Implemented - \$5.6vi  SCS target met (although a slight reduction in positive responses from males).
3.28	Trial moving the start time of the Department's seminar series to either 3pm or a lunchtime slot.	Seminar Co-ordinators	15% improvement in positive female response to the statement that Departmental	Moved to 3.15 for 2018/19, but much reduced attendance, and reverted to 4.00 since.

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
			meetings and social gatherings are completed within the core hours.	SCS target met for meetings, although see M response, above. For Q on social gatherings, not possible to have 15% improvement from 87%, but overall there was improvement in 2019, although a drop in positive responses for both females and males in 2021 due to increase in neutral responses, probably relating to pandemic restrictions on social gatherings.
3.29	Proactively <b>improve the gender bias in the Department's seminar series.</b>	Seminar Co-ordinators	A seminar series programme that has a 50:50 gender balance.	Implemented - §5.6.vii
3.30	<b>Produce and circulate a document of bullet points on speaker diversity at workshops and conferences</b> organised by staff and students.	Chair EDC	Document produced and circulated.	We amended this action to encouragement through verbal guidance in a less formal manner. This is also covered in our mandatory EDI and Unconscious Bias training for staff.  Also overtaken to some extent by university actions and tools.  See, however, <b>SAP9v</b>
3.31	<b>Monitor outreach activities undertaken by staff and students for gender bias in those delivering it.</b>	Chair of EDC Administrator for Finance and Research	Data on gender bias in outreach activities.	We have monitored participation in our Open Days (§4.1), and outreach activities of staff (§5.6.viii). We continue to improve this monitoring.

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
3.32	To ensure that ASDU managers are made aware of gender bias and ensure that they undertake a pro-active role in encouraging females to apply for promotion and re-grading opportunities via the Annual Development Review process.	HoD with Head of ASDU.	Promotion of at least one female to the role of Senior Archaeologist in the Management Team at ASDU by Oct 2019. Investigation and appraisal of roles and grades awarded to female and male Project Officers on permanent fixed and open-ended contracts undertaken. Improvement in Staff Culture Survey regarding 15% increase in female positive response to the question on understanding promotion and progression criteria in my Department in the August 2021 staff survey.	One female promoted to G7, Senior Archaeologist role (§4.2).  SCS measure hindered by the fact that the 2019 and 2021 surveys excluded PSS and ASDU from answering this question on the grounds that the promotion process had changed. We have, however, been able to regrade female ASDU staff, and we are implementing further actions to support the experiences of ASDU staff (see under 3.18, above)
3.33	To broaden out the ADR panel for ASDU so that staff have a choice of reviewer in terms of Senior Management and gender.	HoD and Head ASDU	An increase in the number of ADR reviewers for ASDU to 4, with at least one female representative by October 2018.	Implemented - §5.4ii
3.34	Make ASDU staff more aware of other relevant training opportunities within the University through the provision of a list of courses annually and management to facilitate attendance when practicable.	Head ASDU	Increased annual uptake in training opportunities by ASDU staff by 15% by October 2020.	We struggled with this action in the sense that the university does not provide specific career development for professional archaeology. We will reinvest in support for ASDU staff to participate in leadership programmes and other training such as business training.

Ref	Planned Action/Objective	Person Responsible	Success Criteria/Measure	Evidence notes
3.35	<b>Make use of Exceptional Contribution Points, to motivate and reward excellence for PSS working at the top of their grades.</b>	HoD oversight, Line Managers	A minimum of two PSS awarded ECPs by Oct 2020.	Implemented - §5.2ii  We will monitor DAs and ECPs across PS, TS and ASDU staff ( <b>SAP19</b> ).
3.36	<b>Encourage PSS to engage with University-level committees to broaden their experience and develop their careers.</b> Allow them time to do this through workload management.	HoD oversight and line Managers	A minimum of two PSS to have engaged in University Committees by Oct 2020.	Implemented - §5.4iii
3.37	<b>Encourage PSS to engage with the 'Realising Your Potential' training</b> on offer by the University.	HoD oversight and line managers	All PSS to have undertaken some level of Realising Your Potential Training by Oct 2020.	This action was dispensed with in favour of a more flexible support for varied career development packages - §5.4i and iii
3.38	<b>Ensure that PSS staff are provided with some choice of ADR Reviewer</b> , which can include academic staff <b>who do not directly line manage them.</b>	HoD oversight	A proportion of PSS staff opting for ADR reviewers who are not direct line managers. At least 60% of staff agreeing that "I receive a helpful annual review" in our biannual E&D survey in 2019 and 90% in 2021.	All PS staff have a range of ADR reviewers now (see 3.33 for ASDU) - §5.4ii  SCS target met for PS staff, although difficult to assess for ASDU due to invisibility of participants in the survey. See also 3.14, above.